



Annual report of the public schools of Madison, Wisconsin, for 1889-90.

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The three years at Harvard
University schools
classmate of
Prof. Clark
John C. Evans
S. W. Case - S. S. Case

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MADISON, WIS.

THE
PUBLIC SCHOOLS
OF
MADISON, WIS.

REPORT FOR 1889-90.

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CALENDAR, 1890-91.

'90.	S	M	T	W	T	F	S	'90.	S	M	T	W	T	F	S	'91.	S	M	T	W	T	F	S
Jan...	1	2	3	4	July...	1	2	3	4	5	Jan...	1	2	3
5	6	7	8	9	10	11		6	7	8	9	10	11	12		4	5	6	7	8	9	10	
12	13	14	15	16	17	18		13	14	15	16	17	18	19		11	12	13	14	15	16	17	
19	20	21	22	23	24	25		20	21	22	23	24	25	26		18	19	20	21	22	23	24	
26	27	28	29	30	31	..		27	28	29	30	31		25	26	27	28	29	30	31	
Feb.	1	Aug.	1	2		Feb.	1	2	3	4	5	6	7
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Mar.	1	Sep...	..	1	2	3	4	5	6	Mar.	1	2	3	4	5	6	7
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30	31	
April	..	1	2	3	4	5		Oct...	1	2	3	4	April	1	2	3	4
6	7	8	9	10	11	12		5	6	7	8	9	10	11		5	6	7	8	9	10	11	
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27	28	29	30		26	27	28	29	30	31	..		26	27	28	29	30	
May	1	2	3	Nov...	1		May.	1	2	
4	5	6	7	8	9	10		2	3	4	5	6	7	8		3	4	5	6	7	8	9	
11	12	13	14	15	16	17		9	10	11	12	13	14	15		10	11	12	13	14	15	16	
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25	26	27	28	29	30	31		23	24	25	26	27	28	29		24	25	26	27	28	29	30	
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June	1	2	3	4	5	6	7	Dec.	..	1	2	3	4	5	6	June	..	1	2	3	4	5	6
8	9	10	11	12	13	14		7	8	9	10	11	12	13		7	8	9	10	11	12	13	
15	16	17	18	19	20	21		14	15	16	17	18	19	20		14	15	16	17	18	19	20	
22	23	24	25	26	27	28		21	22	23	24	25	26	27		21	22	23	24	25	26	27	
29	30		28	29	30	31		28	29	30	

ANNUAL REPORT

OF THE

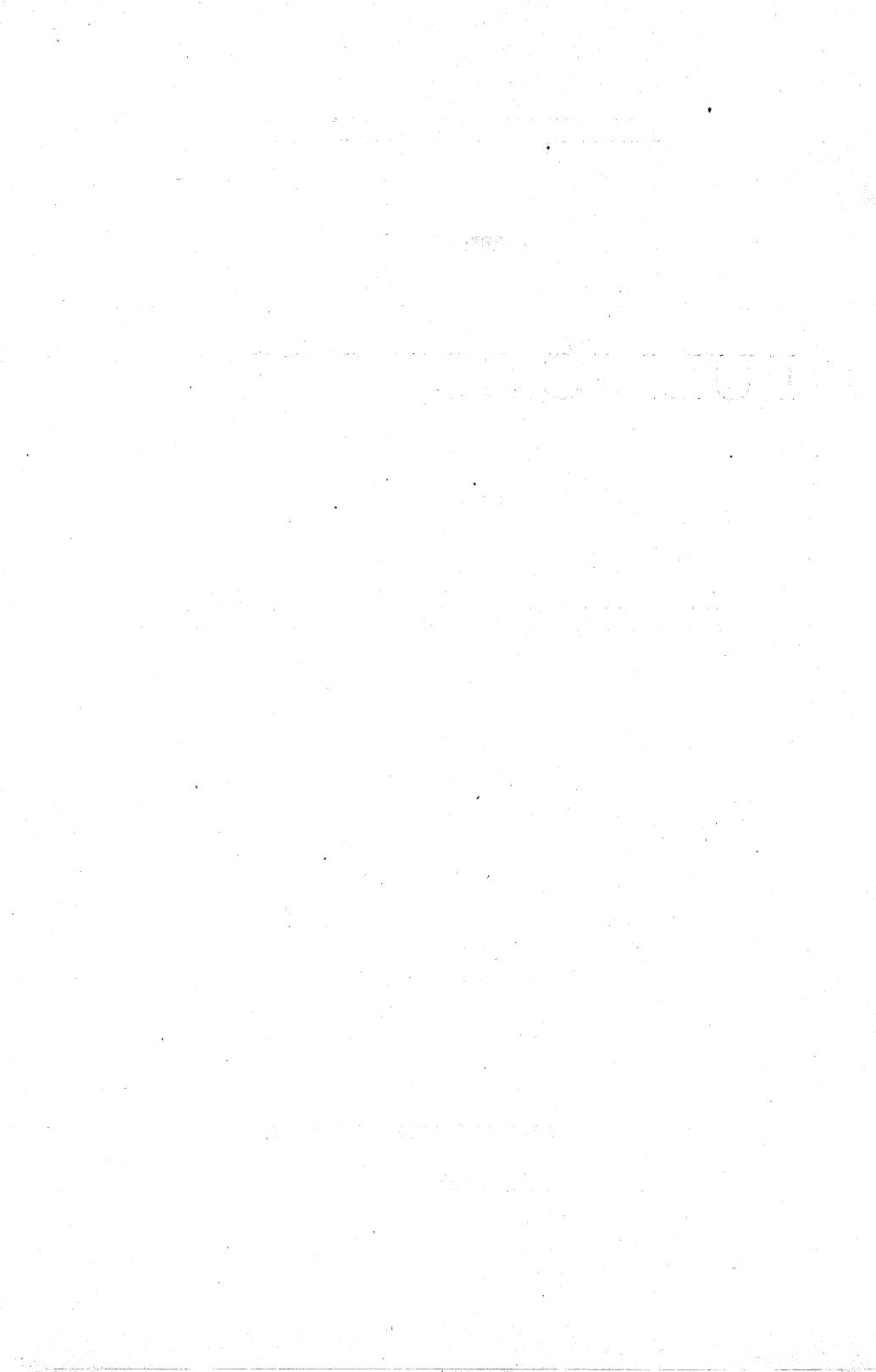
PUBLIC SCHOOLS

OF

MADISON, WISCONSIN, FOR 1889-90.

PUBLISHED BY ORDER OF THE BOARD.

STATE JOURNAL PRINTING COMPANY,
PRINTERS AND STEREOTYPER,
MADISON, WIS.



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SCHOOL CALENDAR, 1890-91.

SPRING TERM —

Closes Friday, June 13, 1890.

FALL TERM —

Opens Monday, September 8, 1890.

Closes Friday, December 19, 1890.

WINTER TERM —

Opens Monday, January 5, 1891.

Closes Friday, March 27, 1891.

SPRING TERM —

Opens Monday, April 6, 1891.

Closes Friday, June 13, 1891.

BOARD OF EDUCATION, 1889-90.

M. R. DOYON	Term expires December, 1890.
	752 E. Gorham Street.
WILLIAM HELM	Term expires December, 1890.
	121 E. Johnson Street.
J. B. PARKINSON	Term expires December, 1891.
	803 State Street.
JOHN CORSCOT	Term expires December, 1891.
	1222 E. Johnson Street.
R. M. BASHFORD	Term expires December, 1892.
	423 N. Pinckney Street.
H. M. LEWIS	Term expires December, 1892.
	209 E. Mifflin Street.
HIS HONOR THE MAYOR	<i>Ex officio.</i>
ALD. JAMES H. FEENEY	<i>Ex officio.</i>
	1031 W. Johnson Street.

OFFICERS.

PRESIDENT,

J. B. PARKINSON.

CLERK,

JOHN CORSCOT.

TREASURER,

H. M. LEWIS.

COMMITTEES.

STANDING.

Finance	Messrs. DOYON, HELM and FEENEY.
Building	Messrs. BASHFORD, CORSCOT and LEWIS.
Supplies	Messrs. CORSCOT, FEENEY and DOYON.
Text-Books	Messrs. PARKINSON, CORSCOT and LEWIS.
Teachers	Messrs. LEWIS, PARKINSON and HELM.

VISITING.

High School	Messrs. PARKINSON, LEWIS and BASHFORD.
First Ward	Messrs. CORSCOT and FEENEY.
Second Ward	Messrs. DOYON and CORSCOT.
Third Ward	Messrs. LEWIS and HELM.
Fourth Ward	Messrs. HELM and CORSCOT.
Fifth Ward	Messrs. FEENEY and PARKINSON.
Sixth Ward	Messrs. BASHFORD and DOYON.

Office of the Board: Room No. 7, High School Building.

Office hours of the Superintendent, from 8 to 9, A. M.

TEACHERS.

SUPERINTENDENT OF SCHOOLS,

WM. H. BEACH, M. A.,
146 Langdon Street,
Theory and Art of Teaching.

HIGH SCHOOL.

PRINCIPAL.

ELIAS J. MACEWAN, M. A., - - - English Literature.
212 South Carroll Street.

PRECEPTRESS.

MINA L. STONE, B. S., - - - Natural and Physical Sciences.
803 State Street.

MRS. ELIZABETH W. ATWOOD,* - - Rhetoric, Literature, French.
121 W. Wilson Street.

SUSAN M. WILLIAMSON, - - - Botany, Zoölogy, Physiology.
15 E. Dayton Street.

BERTHA S. PITMAN, B. L., - - - - German.
135 W. Gorham Street.

MARY PARKINSON, B. L., - - - Algebra, English.
803 State Street.

ANNA BURR MOSELEY, M. A., - - - Greek, Latin.
120 Langdon Street.

FRANCES B. SHELDON, B. A., - - - Greek, Latin.
150 Langdon Street.

HATTIE O. THOMS, - - - Algebra, History, Book-keeping.
24 E. Gorham Street.

EMMA V. DRINKER, B. L., - - - Algebra, Geometry.
24 E. Wilson Street.

MRS. FRANCES A. B. DUNNING, - - - Algebra, English.
111 N. Webster Street.

CARRIE E. BAKER, B. A., - - - Civil Government, History.
227 W. Gilman Street.

ELSEY L. BRISTOL, B. L., - - - Latin, History.
511 N. Carroll Street.

FRANK E. DOTY, B. L., - - - Rhetorical Work.
614 Langdon Street.

MARY G. FAIRCHILD, - - - Civil Government, Algebra.
803 State Street.

MODEL DEPARTMENT.

ELLA LARKIN, - - - Primary.
324 N. Carroll Street.

IN ALL THE SCHOOLS.

MRS. M. E. BRAND, - - - Music.
348 W. Main Street.

*According to date of appointment in High School.

FIRST WARD.

MARY L. BYRNE,	-	-	-	Second Grammar.
MARY L. EDGAR,	-	-	-	First Grammar.
ELLA HICKOK,	-	-	-	Second Primary.
SOPHY M. GOODWIN, B. L.	-	621 Francis Street.	-	First Primary.

SECOND WARD.

MARY McGOVERN,	-	-	-	Second Grammar.
CARRIE H. BILLINGS,	-	340 W. Mifflin Street.	-	First Grammar.
ELIZA M. HERFURTH,	-	1141 E. Johnson Street.	-	First Grammar.
ALICE DEARDS,	-	703 E. Gorham Street.	-	Second Primary.
ELLEN M. CLEMONS,	-	1121 E. Johnson Street.	-	First Primary.
ISABELLA LAMONT,	-	1308 E. Dayton Street.	-	First Primary.
		1140 E. Dayton Street.	-	First Primary.

THIRD WARD.

GENIE A. HUNT,	-	-	-	Second Grammar.
FREDERIKA BODENSTEIN,	-	15 W. Gilman Street.	-	First Grammar.
LELIA M. GILE,	-	121 S. Webster Street.	-	Second Primary.
IRENE LARKIN,	-	419 W. Washington Avenue.	-	First Primary.
		324 N. Carroll Street.	-	

FOURTH WARD.

KATHARINE FOOTE,	-	-	-	Second Grammar.
THERESE G. COSGROVE,	-	404 N. Carroll Street.	-	First Grammar.
CAROLINE A. HARPER,	-	420 W. Washington Avenue.	-	Second Primary.
ISABEL T. BYRNE,	-	311 W. Main Street.	-	First Primary.
		446 W. Wilson Street.	-	

FIFTH WARD.

JENNIE McMILLAN,	-	-	-	Second Grammar.
MARGARET A. FOREN,	-	524 Francis Street.	-	First Grammar.
MARY E. STORM,	-	454 W. Main Street.	-	Second Primary.
CLARE DENGLER,	-	210 Bassett Street.	-	First Primary.
		319 Francis Street.	-	

SIXTH WARD.

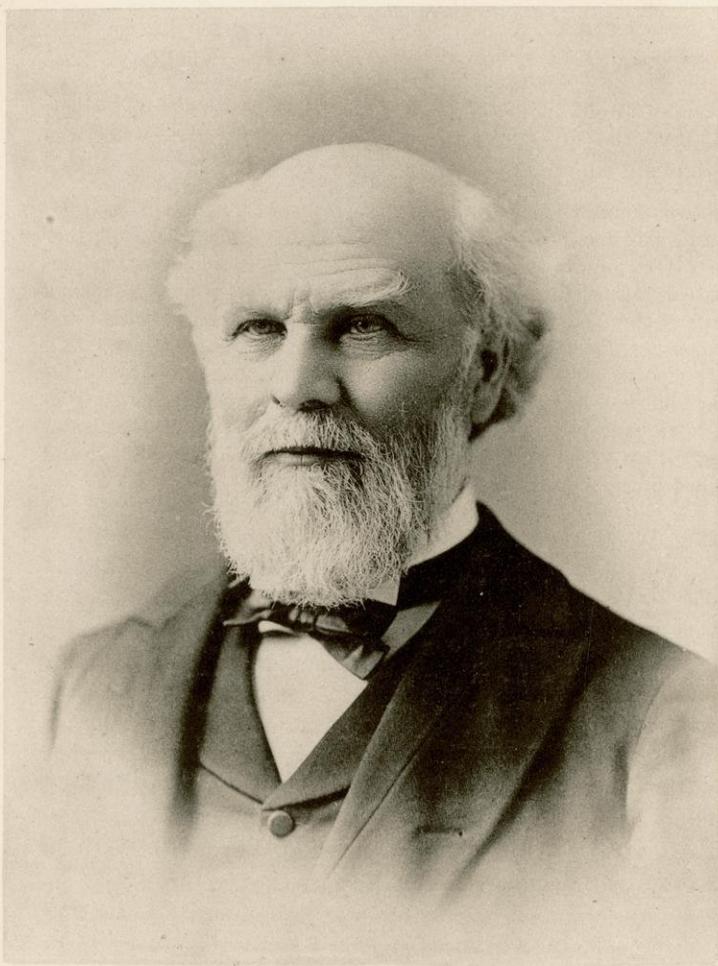
MAGGIE M. MAYERS,	745 Jenifer Street.	Second Grammar.
ROSA DENGLER,	319 Francis Street.	First Grammar.
MARGARET M. CHAMPER,	1034 Jenifer Street.	Second Primary.
KATE H. FEENEY,	1031 W. Johnson Street.	First Primary.
FLORENCE FOOTE,	916 Jenifer Street.	First Primary.

NORTHEAST DISTRICT.

MARY B. BAKER,	1410 Williamson Street.	Grammar.
LEONORE L. TOTTO,	928 Spaight Street.	Primary.

JANITORS.

HIGH SCHOOL.— MARTIN AMUNDSON,	211 Blair Street.
FIRST WARD.— MRS. AMANDA JOHNSON,	434 Dayton Street.
SECOND WARD.— ANDREW SETHER,	School Building.
THIRD WARD.— JOHN D. LEE,	209 E. Mifflin Street.
FOURTH WARD.— MICHAEL F. O'CALLAGHAN,	530 W. Wilson Street.
FIFTH WARD.— MRS. MARGARET WELCH,	814 W. Dayton Street.
SIXTH WARD.— SIMEON SHARER,	1102 Spaight Street.
N. E. DISTRICT.— JOHN G. SCHULTZ,	Atwood Avenue.



CHICAGO PHOTO-GRAVURE CO

J.N. Carpenter

JUDGE J. H. CARPENTER.

Quique sui memores alios fecere merendo.—VIRGIL.

At the regular meeting of the Board of Education, February 4, 1890, the following resolution, offered by Mr. Lewis, was unanimously adopted by a rising vote:

Resolved, That it was with regret that we heard that the Hon. J. H. Carpenter had declined a re-election as a member of this Board; that we bear testimony to the conscientious fidelity with which he has performed his duties during the twenty-eight years that he has been a member of this body; for most of that time he has been President and the executive officer of the Board, and the efficiency and high standing of our schools are largely due to his able and judicious discharge of his duties; and that, in consideration of the eminent services he has rendered to our schools and to the cause of education in this city and state, a sketch of his life and services be prepared by the Superintendent and published in the Annual Report.

Jairus H. Carpenter was born at Ashford, Ct., February 14, 1822. His ancestors were English with an intermingling of Scotch. "The Elements of Heraldry," published more than a hundred years ago, says: "This family is of great antiquity in the county of Hereford, and have been Lords of the Manor for about three hundred years." In the same work is given a description of the "Carpenter Arms," indicating the antiquity and distinguished services of the family. It is recorded that Thomazin Carpenter came to New England in the "good ship Susan and Ellen" in 1635, and William Carpenter came in 1638, when sixty-two years of age, and settled at Weymouth, in Massachusetts. Branches of the family spread into the neighboring colonies. Samuel Carpenter was prominently associated with William Penn in the settlement of Pennsylvania, and was the proprietor of large estates. Frequent mention is made of others of the family, Quakers, who, persecuted on account of their opinions, left England sooner than give up their honest convictions. Many became prominent in the early history of

several of the colonies. Senator Matt H. Carpenter was from the Vermont branch of the family.

In 1695 Benjamin Carpenter removed from Weymouth, Mass., to Coventry, Ct. From him the subject of this sketch is descended. His great-grandfather was an intimate friend of Gen. Israel Putnam; was with him at Bunker Hill, and served through the war of the Revolution. His father was a soldier in the war of 1812. The reminiscences of those historic times had their influence on the boys and girls who heard them—lessons that promoted the development of the best manhood and womanhood. Frugality and industry were among the lessons taught on the New England farm, and they were as important as any lessons learned from books. Steady labor on the farm led to a keen appreciation of school privileges. As a boy Judge Carpenter worked on the farm in the summer and attended the district school in the winter.

After leaving the district school he attended Holliston Academy, about twenty miles from Boston, three or four terms. Seven winters he taught district schools, beginning his experience at Burrillville, in Rhode Island. In his experience in teaching he had the disadvantages and advantages of "boarding around," for there were advantages. It led to close acquaintances, and doubtless the children in each family were glad when the teacher came to stay his allotted week with them. There were pleasant social occasions that were heartily enjoyed. It was not considered a hardship for boys and girls on New England farms to spend their winter evenings in close study at home. And the week's sojourn of the teacher in the family made the study doubly profitable.

He studied law in the office of Fred Hovey, at Eastford, and afterwards at Tolland in the office of Judge Loren P. Waldo, afterward Commissioner of Pensions under President Pierce. He was admitted to the Bar at Tolland in March, 1847. In August of that year he located in Willimantic, where he continued to practice his profession until 1857. During almost this entire period of ten years he served as School Committee.

February 13, 1852, Judge Carpenter was united in marriage to Miss Martha C. Kendall of Brookfield, Mass., a lady whose social and estimable qualities are known to the people of Madison.

In 1857 Judge Carpenter came to this city and entered upon the practice of the law in the office of John W. Johnson, then District Attorney. The following year he formed a partnership with Ezra T. Sprague. In the spring of 1861 Mr. Sprague entered the military service. The war continuing longer than was at first anticipated, and Col. Sprague continuing in the service, the law partnership was dissolved. Judge Carpenter practiced alone until 1868, when he formed a partnership with Capt. R. J. Chase, until the latter removed to Iowa. After this he practiced alone.

He was a member of the Common Council several years, and was President of the Council.

In 1868 he became for awhile Dean of the law faculty of the University of Wisconsin. He served continuously as lecturer to the law classes. In 1875 he was again made Dean of the law faculty, and continued as such until June, 1884, when he resigned. Judge Mortimer M. Jackson, at his death in 1889, bequeathed \$20,000 for the founding of a Professorship of Law in the University. In accordance with the wish of the testator expressed in his will, Judge Carpenter was made Jackson Professor in the College of Law.

In 1877 he was appointed by the Supreme Court to revise the probate laws, and in 1878 he was appointed by the same authority one of the Commissioners to superintend the arranging and printing of the Revised Statutes and Index.

In November, 1885, he was appointed County Judge of Dane county to fill a vacancy. At the expiration of the term for which he was appointed he was, without opposition, elected to continue in the same office.

In 1874 he received the honorary degree of A. M. from Yale College, and in 1876 the University of Wisconsin conferred upon him the degree of LL. D. He has been for many years an active member and a curator of the State Historical Society.

This, briefly, is a record of the life, services and honors of Judge Carpenter.

We are more directly interested in his record in connection with the schools of this city.

In December, 1861, he was elected a member of the School Board to fill a vacancy. Afterward, as Alderman, he repre-

sented the Common Council on the Board. After an interval from April to December, 1863, he was again elected and successively re-elected. In January, 1867, he was elected President of the Board, and as such served continuously until December, 1889, when he declined a re-election, having been a member of the Board nearly twenty-eight years, and President twenty-three years.

During his term of service fifty-two different gentlemen, among them the most prominent citizens of Madison, have been associated with him in planning for the interests of the schools. The longest term of service next to his own was that of Mr. Elisha Burdick, who for twenty-four years was indefatigable in his efforts to promote the welfare of the schools, and who for the most of that time held, without salary, the responsible position of Treasurer. Prof. Alexander Kerr served twelve years. Of the present members of the Board, Hon. H. M. Lewis, as Alderman, represented the Council in 1866. Prof. J. B. Parkinson and Mr. John Corscot have served continuously since 1879, and Mr. Lewis since 1881.

When Judge Carpenter first became connected with the Board there were but ten teachers in the schools. During his term of service there have been eight who have acted as superintendent, and more than two hundred who have served longer or shorter periods as teachers.

Since 1875, two hundred and thirty-nine graduates of the High School have received their diplomas at the hands of Judge Carpenter. The total number of different pupils in the schools during his connection with the Board may safely be estimated at more than fifteen thousand. The influence that he has exerted on all these is incalculable. Children in the primary rooms when he became connected with the Board are matured men and women. And of them all none can cherish other than feelings of gratitude and sincere respect. Without compensation, he and all other members of the Board have given their best efforts to promote the highest interests of the schools.

In the summer of 1884 the National Educational Association held its annual meeting in Madison, with an attendance of six thousand. To Judge Carpenter, as Chairman of the Committee on Entertainment, fell the greatest part of the responsibility

and labor in making preparations for this, the first of the great meetings of that Association. His character insured the willing and hearty co-operation of the citizens, winning for the city an enviable name for hospitality, and sending the thousands of teachers on their way encouraged by a feeling that the work of their profession was appreciated.

Public and official positions necessarily make one more widely known and his influence more widely felt, but the best influences originate in personal character, independent of official position, and the impressions made by a vital and positive character are enduring.

A few years since the writer was wandering during a summer vacation among the hills of Connecticut, and rested a day in Willimantic. A courteous elderly gentleman learning, in the course of a brief conversation, that the stranger was from Madison, his next inquiry was about Mr. Carpenter, and a long and interesting conversation proved that during all the years of his absence, the people of that town held in vivid and grateful remembrance the genial qualities and the worth of their old-time fellow-citizen.

In the course of considerable correspondence with those who knew Judge Carpenter in his early years, many letters have been received giving facts and interesting reminiscences, and all bearing the same testimony as to the impressions he made upon the writers. It is a cause of regret that space does not permit the publication of these letters in full. They forcibly show the importance and the advantage of making a right beginning in life. A few selections from these letters are given.

Judge Elisha Carpenter, of the Supreme Court of Connecticut, writes:

It was my privilege to be a boy with J. H. Carpenter. He was my school-fellow, my playmate, my intimate friend. We lived in the same school district—a rural, sparsely settled district. The winter school—about four months—was the school for us; the farm requiring our attention during the summer. There we received little more than the most rudimentary instruction; all, however, that was usually taught in the New England common school of that day. The school-house was severely plain and simple. Comforts there were none, and we needed none; at least, we were conscious of no need. A plank desk, on three sides of the room, attached to the wall, with an open shelf underneath, gave us places—hardly conveniences—for writing and keeping our

books. The seats were simple benches placed in front of the desk. When seated, if facing the school, the edge of the desk supported and rested the back; when facing the wall we had no support, except as we leaned on the desk. In front of us was a bench for the smaller scholars. That had a support for the desk. Our feet sometimes contended with the little fellows' backs for the use of that support. The school-house was not in sight of any other building. From its location and surroundings it was known as the "White Birch School House."

The school room, being warmed by an open fire, was well ventilated; better in that respect than many modern school rooms.

In school there was little of classification, being practically limited to reading and spelling. The other studies were pursued singly or in pairs. In learning to read we did not have the advantages of easy or primary readers, although they were used to some extent before we left school. Much attention was paid to spelling, and great interest and even enthusiasm was generally excited. The whole school, from thirty to forty scholars, was divided in classes. Each class spelled for places; the one standing at the head at night received a ticket from his teacher, and took his place at the foot the next morning.

One winter the teacher promised a prize to the one who should receive the most tickets during the term. The contest was quite sharp between J. H. and another scholar. They soon distanced all other competitors. J. H. won the prize. At the commencement of the term the class drew numbers for position. His number placed him near the head; his rival was below him. To that accidental circumstance he was indebted for his success; for his plurality was but *one*, and neither got above the other during the term.

The subject of this sketch made the most of his opportunities; before the usual time for him to leave the school he outgrew it. I remember on one occasion that his teacher said of him: "He is beyond me; I am incapable of teaching him."

Far be it from me to underrate what our fathers did for us. They did what they could; they gave us such advantages as were in their power—far greater than they had received; they supplemented these advantages by teaching us industry, self-reliance and good habits. In this connection I cannot refrain from quoting from President Dwight, Forum, April, 1890: "Far be it from me to speak slightingly of what the fathers and mothers did for us in those days, or of the work and influence of the teachers to whom they sent us. They laid hold of some of the fundamental ideas of education, and consecrated life and energy to the realization of them. They saw clearly the value of primary things, and insisted upon them as vital and essential. They made us men by what they did for us—thinking men who could use our powers and could know something of the glory of living. They imparted to us the great truth, and made us apprehend it, that intellectual strength is better than mere acquisitions. They taught us much, and awakened in us

the desire for more. They set us forward on the pathway toward what was beyond themselves."

Of my friend's career as a teacher I can say but little, as we were widely separated. I know generally that he was successful, and gave good satisfaction. About two years since I met a gentleman who was a pupil of his. He told me that he was one of several unruly boys who had given the school a bad reputation.

It had been said that the new teacher would be very strict. After a day or two the boys thought they would test him. At first they were not noticed apparently, and they grew bolder. Soon the teacher came to them in a quiet way, scarcely attracting the attention of the school, and said a few words to them firmly, but kindly, and left them. I will let my informant speak for himself: "I looked at him in perfect astonishment. I expected a thrashing, and was prepared for it, but I was not prepared for that method of attack. I said to myself, 'That man can help me and do me good if I will let him; I will let him.' We had no further trouble."

In due time we entered a lawyer's office as students, where, in addition to our studies, we built the usual air castles.

Afterwards he went into the law office of the Hon. Loren P. Waldo, of Tolland, Ct., where he was a fellow-student with Hon. Alvan P. Hyde, of Hartford, now one of the foremost lawyers in this state.

After admission to the bar we practiced law in Windham county.

As a man and a lawyer he was what his boyhood promised.

Integrity, industry, fidelity to every duty, with ability to plan and execute, were his leading characteristics. In the preparation of his cases he was indefatigable; in trying them he overlooked nothing, forgot nothing. He had influence with the jury because he was sincere, and they believed him. To his credit be it said he did not intentionally mislead them. As an associate he was an admirable help; as an antagonist he compelled his opponent to do his best.

In early life he became a christian; and the spirit of christianity had much to do in moulding his character and shaping his career. There was neither cant nor ostentation in his confession; nor was he obtrusive. He simply confessed, leaving it to his daily walk and conversation to attest his sincerity.

The unwritten history of his life speaks for him to all who know him. There was lost to Connecticut one of the best and most useful of men when J. H. Carpenter emigrated to Wisconsin; lost to Connecticut—but not to the world. In his chosen sphere of usefulness his influence will be felt by generations to come. *Esto perpetua.*

Rev. N. Doane, D. D., Professor of Systematic Theology in Willamette University, says:

I formed an intimate acquaintance with Mr. Carpenter nearly a half century ago. We were schoolmates, classmates and roommates. The

marked success he has attained in life is but the deserved and natural outcome of the attributes of his nature. The enviable reputation manifest in the positions of trust and honor to which his fellow-citizens have called him shows their true estimate of his character. His unaffected geniality remains in memory of his fellow-students as a grateful aroma. He was careful, conscientious and infinitely above everything mean and despicable.

Mr. Julius Carroll, of Providence, R. I., writes:

When a student at Holliston Academy, Massachusetts, some fifty years ago, I made the acquaintance of a youth who reported himself as coming from the state of Connecticut. We exchanged thoughts, and the natural laws of adaptation, united with the strong desires we both cherished to gain knowledge, made us firm friends. His mind was receptive of honest thoughts, as the waiting plant silently receives the dews of heaven for its growth and unfolding. His harmonious nature, rare judgment and decision of character, his manly habits and keen sense of justice, all made him worthy of companionship. His natural abilities and the rapid progress he made led to the prediction that he would be a man, making lasting impressions for good wherever he might live and work.

I think my friend with me gained one important lesson while in daily contact with one unfortunately organized teacher: that minds may unfold even under adverse circumstances.

In memory I see my friend standing upon the stage declaiming to his classmates, manifesting will power and determination. It was a spontaneous, native power, proceeding from the source of honest conviction and producing conviction. Would that I could impress upon the young of this generation the importance of bringing out the best from within.

Our school days ended, with warm hands and warmer hearts we separated. After a sojourn of forty years or more I met him again in company with Prof. Alexander Kerr, under pleasant circumstances, to spend a day on the shores of "old Narragansett Bay." This reunion was like an oasis in the desert, as we recalled the recollections of school days and compared many pleasant experiences in later life.

In his remaining years, while ripening for the harvest, may he be surrounded and loved by the many associates who have prized him in active life. They will hold his memory sacred and his life worthy of imitation.

Hon. Charles R. Ladd, Auditor of Massachusetts, writes of his "most valued friend:"

My acquaintance with him began in the law office of the late Hon. Loren P. Waldo, at that time a leading lawyer in Tolland, Ct., and afterward one of the judges of the superior court of Connecticut. Our acquaintance soon ripened into a friendship close and intimate, which

has continued unbroken to the present day. He was a young man of exemplary habits and character, amiable in his disposition, courteous and obliging in his manners, pure in thought, elevating in his intercourse with his fellows, and thoroughly reliable in all his dealings with men. As a student he was careful, thorough, diligent and persevering, and gave his best energies to his work. He was not what is called a brilliant speaker in debate or before an audience, but he was earnest in his statement of facts, and carried conviction by his knowledge of the principles of law and justice, and by the strength and clearness of his reasoning and the soundness of his judgment.

In the social circles of the village he was always a favorite, ever welcome and popular. He was a strict observer of the Sabbath, and a regular attendant upon the services of the church with which he was connected, and his influence was constantly exerted on the side of temperance and the highest type of morality and religion.

I think I can safely say that he never made an enemy during the years that I knew him, nor lost a friend in his business intercourse with men or in the social relations of life.

In short he was in these years of his early manhood a faithful and devoted companion, a strong, unselfish and reliable friend, and in all the relations of life a most estimable christian gentleman.

Miss Melissa B. Brown, of Woonsocket, R. I., writes:

My acquaintance has been the result of a frank correspondence during nearly half a century.

My own first impressions of him were that he was absolutely truthful and that his was a character of unusual transparency. Nor was I mistaken, as the coming years proved.

As a teacher his services were in the highest degree acceptable. He aimed to impress his pupils with the thought that the cultivation of intellect without the cultivation of the moral nature would never fully develop a human being. In the meantime he pursued his studies preparatory to his profession, which he decided upon at the age of sixteen, and courageously and diligently pressed onward "toward the mark for the prize of the — calling."

It was suggested to Mr. Carpenter that the "law was not the best profession to insure a vigorous growth in piety." He replied: "When my profession conflicts with my religion I will throw up my profession."

Perhaps it was as a Sunday school teacher and superintendent that his influence was most felt. He threw into this work the enthusiasm of his earlier years. His hospitable home was the resort of the members of his school, who felt that in him they had a counselor and friend. He loved the little ones of the school and they in turn loved him as did also children of larger growth.

Rich in moral and intellectual worth, with a "heart such as God

makes when he would create a whole man," Judge Carpenter must leave his impress upon the dwellers of your city, a blessing to the present and future generation.

Silas L. Loomis, of Fernandina, Fla., writes:

I remember him as a very unusual, close, investigating student. He cared less for the language in which the lessons were clothed than for the idea contained. He was consequently thorough in all he undertook, and his opinions were always reliable. When there was a difference in construction, Carpenter was always right. He reminded me of the saying of one of the old masters of thought and human nature, that, "next to Revelation, were the opinions of unprejudiced young men." Carpenter was unbiased, unprejudiced, and to a remarkable degree free from the influence of preconceived opinions.

Prof. E. J. Cutler, of Harvard University, now deceased, a few years since wrote an exceedingly interesting personal letter to Judge Carpenter, from which we are permitted to quote a few sentences:

Could I have been more than ten or eleven when we were at school together—I the youngest of the boys, you the leader of the young men? What did you do to me to make me remember you so tenderly? I was much in your room. How could you have been patient with the child? You sometimes let me walk with you. You encouraged me to learn my parsing and spelling lessons by choosing me high up on the side where you were captain. You lived over the book store, you know, with your brother Fredus, and Atwood, and others. But of all the hundreds I met there, I best remember you. . . . From my experience with you I have formed a theory that no companion is, on the whole, so good for a boy as a young man. . . . Had I imagined, on a recent journey in the West, that you were in Madison I should have come there to see you, and Prof. William F. Allen, a gentleman whose learning and character are highly esteemed here. . . . If you come East to your old home, prolong your journey hither that I may see what my boyhood's friend has become.

Such is the testimony of those who in early years knew him best. Their impressions have remained vivid and strong through all the years that have passed. Still in the vigor of mature manhood, engaged in the responsibilities of his judicial office, finding relaxation and enjoyment in agricultural interests, and in the society of his friends, he lives prosperous and sincerely respected. A man of unimpeachable integrity, of sympathy and charity, without any taint of policy or want of frankness,

his influence has been only for good on all who have known him. The thousands of school children who have become familiar with him, and to whom he has spoken his kindly words of reproof and encouragement, will not forget him. If, as in the days of the Patriarchs it was written, "The world is saved by the breath of its school children," then a power for good will go forth from the remembrance of Judge Carpenter. His years of unselfish usefulness will have their perpetual influence. And if the benediction of hosts of little friends as well as those of mature years can avail, his future years will be many and full of prosperity and peace, for he "has made others gratefully mindful of him by deserving it."

SUPERINTENDENT'S REPORT.

MADISON, Wis., May, 1890.

Gentlemen of the Board of Education:

In obedience to your requirements I submit the annual statement of the condition of the public schools of the city. The report has heretofore been issued near the opening of the winter term. Hereafter it will be published near the close of the spring term.

My report at this time will be brief, in order to make room for other and suggestive matter.

During the year the work in the school-room has been well done. Efforts have been made quietly and faithfully to promote the efficiency of the schools, and the results are encouraging.

BUILDINGS.

The school buildings are in good condition. Although some of them are not modern structures, yet the rooms have been made pleasant and convenient, and all possible precautions have been taken to secure proper ventilation. New furniture has been placed in most of the older rooms.

Notwithstanding the fact that commodious buildings have been erected within the last two years, to accommodate the increasing school population, several departments are still overcrowded. Three of the first grammar rooms have had an attendance beyond their regular seating capacity, and the first primary department in the Fifth ward has had a regular enrollment of nearly eighty. In this room it has been found necessary to divide the school into two half-day divisions.

Further accommodations for pupils are being made by the building of a four-room addition to the First ward school. It is intended that this shall be ready for occupancy at the opening of the fall term.

Appliances in the shape of charts, wall-maps, apparatus and libraries have been liberally supplied where needed.

TEACHERS.

The teachers are the most important element in the organization of schools. They are to do the essential work. They make the largest part of the history of the schools, and by their influence fill up the largest part of the experience of the individual pupils. It is thought, therefore, that a brief record of some of the changes in the corps of teachers will be of local interest and appropriate. It is an encouraging fact that few changes have occurred. The long continuance of teachers in their positions indicates a feeling of satisfaction on the part of the teachers and on the part of the school authorities. Experience and familiarity with the work will obviously lead to the best results. We are fortunate, also, in our close relations with the University in being able to call for teachers of special training and fitness.

In the First ward Sophy M. Goodwin, a recent graduate of the University, was appointed to teach the first primary room in the place of Annie K. Meigs, retired. In the Third ward Irene Larkin was, in the winter term of 1889, granted leave of absence until the beginning of the present term, Jennie M. Williams teaching the first primary room in the meantime. At the close of the year Anna E. Tarnutzer withdrew from the second primary room in order to pursue a course of study in the University. Ella Spaulding, after a very successful experience as principal, resigned at the close of the fall term on account of ill health. In the Fourth ward Mary L. Burdick, after several years of faithful and efficient service, asked for leave of absence in the winter term, desiring to sojourn in the South. At the close of the year she declined a re-appointment. In the Sixth ward Olive E. Baker was granted leave of absence that she might complete her course in the University. In the Northeast district Carrie H. Billings, for several years principal, was transferred to the Second ward, and Carrie M. Smith resigned. These various positions were satisfactorily filled by graduates of the High School and teachers of successful experience. In the Model Primary department in the High School building Ella Larkin was granted leave of absence in the winter of 1889. Mary W. Drinker taught the room until the beginning of the present term, when Miss Larkin returned to her position. In

the High School Mrs. Marion F. M'Mynn withdrew from her very efficient work as special teacher of elocution. Jennie M. Carrier, a capable and acceptable instructor, declined a re-appointment, desiring by a further course of study to make herself more proficient in her specialty as a teacher of drawing and painting. These positions were filled by the appointment of graduates of the University adapted by experience to the work assigned them. Jessie Goddard, a student in the University, as a substitute, did excellent service as class instructor. Webster M. Pond, after twelve years' acceptable instruction in connection with the school, as vice-principal, and one year as principal, declined a re-appointment tendered him. E. J. MacEwan, for several years Professor of English Literature in the State Agricultural College of Michigan, a gentleman of superior scholarship and executive ability, was made principal. His positive administration of the school gives assurance of continued growth, thoroughness and efficiency.

HIGH SCHOOL.

The attendance at the High School during the present year has been the largest in its history, necessitating extra desks in all the available space in the assembly room. During the year there has been an enrollment of four hundred nine, and an attendance at one time of three hundred forty-four. This, in a city with a population estimated at not more than fifteen thousand is, we believe, unprecedented. As soon as the proposed addition in the First ward is completed, the room now occupied by the second grammar department of that school will be used by High School classes.

Plans are being considered for more efficiently meeting the requirements of the school. It is intended that the school shall do as thoroughly as possible the work of preparing students for admission to the several courses of the University. An English and scientific course is offered which, it is believed, will commend itself as peculiarly adapted to the needs of a large number of students.

THE WARD SCHOOLS.

Special attention has been given to the primary grades. It has been the purpose of the Board to secure for these grades the

most skilful and successful teachers, those specially adapted to the work. The most important factor in the work of education is the spirit and personality of the teacher. All that is done in the way of surroundings and appliances is but preliminary to the essential work, and this the teacher must do. There has been exhibited an earnest desire to do all that is possible in promoting the physical, intellectual and moral well-being of the children in the schools.

The fact that graduates of high standing in the University, and teachers of longest experience, are of their own choice teaching in primary rooms, because they feel that they are best adapted to that work, indicates a spirit in these teachers in harmony with the purpose of the Board to do the best possible work in the beginning.

Merely keeping good order and hearing recitations is but a small part of the work of the teacher. The faculty to awaken interest and encourage the young to right thinking, and honest, unselfish living, is worth more than everything else. This part of the work is to be done, not by occasional spasmodic effort, or overstrained, painful enthusiasm. The right spirit in the teacher will naturally and without any undue forcing process, generally bring about the desired ends. Essential to the accomplishment of best results is the hearty co-operation of parents. Too often parents are careless and indifferent. Sometimes they have looked upon the reasonable, necessary requirements of the teachers as too exacting. The prompt correction of evil tendencies and the suppression of disorder and insubordination are indispensable conditions of satisfactory work in the schools.

There is cause for congratulation in the harmony and hearty co-operation prevailing throughout the entire corps of instructors.

METHODS.

It is not deemed necessary to enter at length into a statement of methods. New methods presented receive their attention so far as possible, but no very radical changes in methods have been made. No methods of teaching have yet been discovered that will obviate the necessity of close application on the part of pupils. It has been found best to take plenty of time, especially in the lower grades,—to interest the little folks

but not to hurry them. There is a purpose to restrain undue haste in making promotions., Thorough work in the common branches should be insisted on as the essentials of a good practical education. All the attention possible is to be given to reading, spelling and drawing in the lower grades. It is considered unwise to crowd pupils in those parts of arithmetic that require much exercise of the reasoning faculties. With greater maturity learners will master these subjects more satisfactorily, and will more than make up for the time during which they have waited. In geography more attention is given to outlines, physical features and general principles, and less to comparatively unimportant details. Great importance is attached to acquiring the habit of referring to an atlas and other standard authorities for geographical and other information, in the study of history, and in all reading in text-books at school, and in the newspaper at home. In the teaching of language the purpose is to have the pupils acquire the habit of using correct English. Much practice is the only way in which facility in language can be acquired. While we consider the continual practice in writing as indispensable, it is not proposed to neglect technical grammar,—parsing and analysis. The disciplinary effect of these exercises is held to be of especial value. The taste is cultivated by the critical examination of models of good English.

WRITTEN EXAMINATIONS.

It is not intended that these shall be carried to an extreme, exhausting the strength of both pupils and teachers. They are regarded as valuable, not only as a test of accuracy in scholarship, and a means of confirming the judgment of the teacher as to the pupil's proficiency, but frequent brief written exercises afford the only satisfactory means of insuring correctness in written English. They are valuable as a practice in presenting in a systematic and logical form the subject the pupils have been studying. And writing down what they have learned helps them to retain it in memory. "Writing maketh an exact man." There is a necessity for taking some trouble and pains to insure accuracy. Close application and vigorous effort are the only means of acquiring the knowledge and the mental discipline for which schools are organized and maintained.

FREE TEXT-BOOKS.

At the beginning of the year the Board inaugurated the system of furnishing text-books free to primary grades. The three lower numbers of six different series of school readers were adopted. Usually one reader has been insufficient for the use of any one grade, and supplementary reading matter has been furnished to supply additional needs. Under the present arrangement books may be transferred from one school to another as supplementary reading matter is needed. The arrangement has seemed to be economical and advantageous. But we feel like commanding the independence of many of the little folks who prefer to buy and own the books they use.

There are so many excellent publications at very low prices that our teachers are doing the children a service in encouraging them to save their money instead of spending it uselessly, or worse, and using it in forming little libraries of their own. Building up libraries of good books exerts in itself an educational influence.

There is cause for encouragement in the evidently increasing interest on the part of the people of the city in their schools.

Attention is invited to the accompanying suggestive reports and papers. They are deemed worthy of being preserved in permanent form.

Respectfully submitted,

Wm. H. BEACH,
Superintendent.

HIGH SCHOOL REPORT.

To the Superintendent of City Schools:

The following brief report of the High School, with the accompanying suggestions, is respectfully submitted:

The fall term opened with an unexpected increase in the attendance, the enrollment reaching nearly three hundred and forty. The crowded assembly room, the advent of several new teachers, the necessity for less liberal rules of government, because of the large number of pupils, with the friction always attending the coming together of new elements, caused a little delay in perfect organization and satisfactory administration. These matters were, however, very soon adjusted, and from the first all has moved steadily forward.

Near the close of the fall term, when stormy weather and dark days prevailed, it was thought advisable to try the plan of a single session daily, beginning at eight-thirty A. M. and closing at one P. M. Circulars setting forth the teachers' reasons for desiring the change were sent to patrons of the school, four-fifths of whom encouraged the idea. Since its adoption the plan has worked so well that it is still in operation, and likely to be permanent. While only those who fall below the standard required for passing studies are expected to return afternoons for special work, the assembly room is open to any who may wish to spend part or all of the afternoon there. The afternoon attendance varies from a dozen to a hundred pupils.

Some changes have been made in the English part of the course of study. The third and fourth year pupils meet twice each week regularly for the study of Shakespeare, completing one play each term. Instead of the old "Rhetorical-day" exercises, the first, second and third year pupils have weekly meetings in classes or sections of classes for rhetorical work. A competent teacher gives his entire time to these exercises. This change has proved exceedingly satisfactory, but it is felt that still more time should be devoted to the work.

Some changes seem desirable in other parts of the course of study. The course as laid down is, on the whole, a good one; but as actually taken — option being given pupils from the first term of the third year to substitute German for Science, — the science side is left very weak, and the language side disproportionately strong. Moreover, it seems like making much of book-keeping to give it two full terms. Cannot enough of this subject be taught in connection with practical arithmetic, and the elements of physiology and physics be substituted to advantage? As the course now stands not more than one in seven or eight

who enter the school takes away any knowledge of these subjects. Another year a satisfactory laboratory could be easily made of one of the rooms now occupied by the grammar or primary grade; and, with a skilful instructor to direct all the science work, an important step could be taken in advance.

The large attendance has made necessary a somewhat strict discipline. The teachers believe that quiet is the first condition of successful study; that thinking to good purpose or studying to good purpose must be independent thinking and independent study. They insist, therefore, on maintaining such order from the opening of the building to the closing, that pupils may study and teachers perform their duties without distraction or annoyance.

The vicinity of the University tends to encourage haste in fitting for the enjoyment of its privileges, and many students take less time in the High School than is requisite for an adequate preparation for successful higher work. This tendency may be overcome by the encouragement of thorough rather than rapid work, of intensive rather than extensive study. The spirit of the teachers is in a high degree commendable. While there is the tendency, always present in earnest workers, to magnify the importance of special departments, there is, on the other hand, thorough devotion to the interests of the school as a whole; and it is not mere compliment to say that the interests of pupils are safe in the hands of so efficient, faithful, painstaking and devoted a body of earnest workers.

E. J. MACEWAN.

HIGH SCHOOL RHETORICAL EXERCISES.

The Rhetorical work in the High School for the past year has had for its object, very largely, to create a taste for that which is best in Literature. And yet it has seemed, perhaps, often to be only an incident to the work; for to make our pupils good students in all departments of study, it is necessary for them to be able to interpret, readily, and with some critical pleasure, that which they read. This love for reading, too, is increased with their ability to express thought in a pleasing, graceful and natural manner. Since, then, the ability to understand and appreciate the thought of an author and the power to express it are interdependent, the work has been pursued with that double object in view.

The plan found in the accompanying pages has been followed as closely as time would permit. Small classes reciting once a week and in some cases oftener have been formed where practice in reading for the thought has been given. Attention, too, has been given to forming right habits in breathing, pronunciation, enunciation, inflection, etc. Composition work in connection with this, or based upon other studies, has been systematically continued in all of the grades, while in the third grade considerable practice in declamation and argumentation has been had.

All of the work in the first three grades, whether in the line of composition, declamation or reading, has been done as regular classwork; while the declamations and essays, or orations, required of the fourth grade have been given in public as a morning exercise.

There has been an attempt to lend some inspiration to the work, making it not a mere drudgery to be shunned but a pleasure to be sought.

Space will permit no more than this brief review of the work in Rhetorical exercises. The year's experience, however, has led me to believe that there are many advantages in our present system of regular recitations in small classes. The power to read and speak readily and naturally comes from practice; this cannot be had in large classes. Pupils, too, who lack confidence to appear before large numbers will do better work in this way. Confidence to appear before an audience will come only when the student has no ground for distrusting his powers.

I submit this report with a deep sense of the importance of this kind of work and of the need of more, very much more, supervision being given to it.

FRANK E. DOTY.

MUSIC.

MADISON, WIS., March 4, 1890.

To the Superintendent of Public Schools:

I present to you the following report of the musical department of the public schools of this city:

The work in general is gradually gaining in good results. It is our aim to teach music for the full value there is in the science; not simply to memorize a few catchy songs, and then give the scholars unlimited liberties to indulge in inharmonious noises. Music proper is a language, and, in our opinion, should be taught as consistently and as faithfully as reading, writing, arithmetic or any other branch of education.

Therefore, the progress of our work cannot be judged by the number of selections learned or not learned. Aside from a general understanding of the position of the notes on the staff and their names, and the capability to read them at sight, a correct understanding of time, tune, tone and expression is very essential indeed. And to this may be added—and also be considered of the most importance—a practical knowledge of healthful exercises for the lungs, which really is the foundation of proper vocal training, and is worthy of serious consideration, even for using the voice for ordinary purposes, aside from artistic efforts in reading and speaking.

The primary departments are doing exceedingly well. In the first primary we teach proper breathing and formation of tones, occasionally introducing a "catch," or a simple, gleeful melody by way of recreation.

In the second primary grade we teach the use of the staff and tone location, or notes, including time and accent, and omit entirely theoretic studies. And, although many of our exercises are apparently of a dry, studious character, the scholars seem to take delight in rehearsing them, and are conscientious in their efforts to excel.

The first grammar grades (with a few exceptions) are not yet up to what may be considered first-class standard. They are, however, improving. In this department we teach the reading of music by note, the transposition of scales, simple time and common part singing.

The second grammar grades throughout are doing exceptionally good work. In addition to a general review of previous work we take up moderation, sight singing, compound rhythm, duo and trio part singing and chorus. We are particularly proud to notice a great improvement throughout the schools in the boys' singing.

As to the High School the work is perfunctory, which, of course, is not satisfactory to a teacher. There have been organized a girls' chorus, and a boys' chorus, and we take pleasure in noting their excellent work. They rehearse only the higher grade of music, and it is very gratifying to know that they aspire only to that class.

We would suggest that an occasional exercise in voice training, choral drill and sight singing would very materially benefit the High School grades, and would also be very beneficial as an incentive to the lower grades.

The system being used — the Normal Course — is very satisfactory.

Finally, the progress made in my (music) department is due as much to the faithfulness of the teachers in charge as to my efforts. To the teachers I feel under obligations for their conscientious support, for they are literally my "staff and my shield."

Very respectfully,

M. E. BRAND,

Superintendent of Music.

TEACHERS AS ECLECTICS.

ISABELLA LAMONT.

[Read before the State Teachers' Association, December, 1889.]

The public school teacher of to-day may reap where he has not sown. The heritage of all the past is ours from which to profit or be warned. In appropriating this inheritance from our fathers we should be guided by St. Paul's injunction to the Thessalonians, "Prove all things, hold fast that which is good."

The great educators of the world from Socrates to Col. Parker have each given us much that should be helpful to us, but we must not look to the personality of any of these men of the past to give us inspiration or guidance for the work of to-day.

They were great and became prominent because they found their inspiration in their work. Their solution of the problems that came to them was good for their time, and the principles which they established are recognized principles still.

Every movement, no matter what its object, is judged by its results, and results depend largely on the spirit and manner in which the principle is carried out; so that he who would influence the world by any new discovery of truth must be able to show its application to human need by practical demonstration, and to do this he must have a genius for organization and execution which shall be apparent in the most minute detail. Failing in this, much of its real value is lost.

Pestalozzi, who perhaps gave the greatest impulse to what is called the "New Education," suffered much disappointment, discouragement, and sometimes failure, because in his zeal for the recognition of a principle, he disregarded the minutiae of its application. For instance, he claimed that form, number and language were fundamental to all other instruction, and he would send a class to the board, provide them with crayon and tell them to draw, and when they asked what they should draw, he would reply "Whatever you like." And so the class would draw just what children of to-day like to draw — people, houses, trees, etc.; and Ramsauer, who was first a pupil and then a teacher in one of Pestalozzi's schools, says: "Pestalozzi never looked to see what we had drawn or rather scribbled; but the clothes of all the scholars, especially the sleeves and elbows, gave unmistakable evidence that they had been making due use of their crayon."

Now we know that any work which does not have the careful superintendence of the teacher is not likely to be profitable.

Ramsauer also gives an account of a lesson in language, which was an

exercise in observation on the paper hangings of the school-room. "These were old and a good deal torn, and before them we had frequently to stand for two or three hours together and say what we observed in respect to the form, number, position and color of the figures painted on them. On such occasions Pestalozzi would say: 'Boys, what do you see?' 'A hole in the wainscot.' 'Very good. Now repeat after me: I see a hole in the wainscot. I see a long hole in the wainscot. I see a long, narrow hole in the wainscot.' And so on until every word that could possibly modify the hole in the wainscot had been used, Pestalozzi formulating the expressions and the pupils repeating them." He says, also, that there was never any questioning or recapitulation. Now the cultivation of observation in pupils, which seems to be the direct purpose of Pestalozzi's teaching, is worthy of our emulation, and the use of the most indifferent things in our surroundings for object lessons is also commendable; but the teacher who would carry out Pestalozzi's idea, in just Pestalozzi's method, to-day, would be said to defeat the very end he sought, by making the child see through his eyes rather than his own, and by formulating for the child what he ought to formulate for himself.

Pestalozzi had a purpose which he desired to make emphatic. That the principle which he labored to establish was vital to intellectual progress is apparent, because it has survived. After any principle essential to human need is born it will live, though it will live very much better if it be well embodied. All this is to show that we are richer because of Pestalozzi's work, but that we would have been much richer if his enthusiasm for his principle had not made him indifferent to his practice. In his teaching he sacrificed method for matter. One of the dominant errors in our teaching is the sacrifice of matter for method. The tendency in all modern thought and practice is toward extremes.

In the application of theory we should bear in mind that the letter killeth but the spirit giveth life, and, yet, the letter is necessary to formulate into expression the spirit.

Every person who assumes the work of the teacher should have in his mind a well-defined idea of what he undertakes to do. Education is such a vague word to many people, and means to them an aggregation of facts stored in one's memory rather than the acquisition of power.

Now, from our standpoint, education is the perception and appropriation of truth. It is the progress of the individual in the recognition of principles which have always existed. When a child learns that two and two are four, he is simply recognizing a principle which has always been true. When he learns that the world he lives on is round, he has simply recognized a fact which was always a fact. When he learns that electricity is a universally pervasive substance that may be utilized, he realizes that it has always possessed the same qualities and occupied the same space, but its power and use has not been recognized.

The education of the child is simply the exercise of his own faculties to perceive principles, facts and things. But how to bring into exercise these faculties so that they will perceive principles, facts and things;—this is the problem whose solution is attempted in every school-room in this broad land to-day. To be able to touch the spring which shall set in motion every latent force in the child's nature is the desire of every earnest teacher.

We may get much light by studying Socrates, Bacon, Comenius, Rousseau, Pestalozzi, Froebel, Jacotot and many others, but the means employed must always be adapted to the people, the time and the place.

The child born to-day enters into an estate very different from that into which our fathers and mothers, or even we, were born. The mechanical appliances and recent discoveries in science have made life delightful in almost any plane. It is not necessary for children of to-day to go back to the old-time stage-coach in order to thoroughly enjoy a limited express, nor to begin with a pine knot and come up through the stages of the tallow dip, the crude and refined kerosene, in order to use properly and with some appreciation electric light. And yet the child, in his mental world, so far as we know, begins just where his father and mother began. It takes just as long now for an acorn to become an oak as it did when the morning stars sang together. There is no haste in the order of nature; and he who would apply a forcing process in the development of one of these little ones is touching with irreverent hands the ark of God, and he who would impede the child's natural growth by lack of culture or an impoverished atmosphere is making mental deformity inevitable.

The charge of hot-house development, however, could hardly be made against any modern teacher if the system of education originated by Jacotot of France gave the results attributed to it by Joseph Payne, who says: "The pupils of Jacotot learn to read and write in a fortnight!" This seems incredible; but Joseph Payne is considered authentic, and Jacotot is classed with the educational reformers, and we feel how presumptuous it would be to question any of his work; but to us, an establishment which could give a child the ability to read and write in two weeks would seem much like Dr. Blimber's school which Paul Dombey attended, where "mental green peas were produced at Christmas, and intellectual asparagus all the year round." If such results were possible in Jacotot's day, what is the matter that we see no such results now? In the physical world mechanical apparatus has been introduced to lessen labor and swell production. This works well in material things; but isn't it just possible that on this plan we have put so much apparatus into our mental operations that we have not left ourselves room to work? Now it is just as disastrous to good results to live in an atmosphere of technicalities as to have them entirely overlooked. Devo-

tion to system, method and course of study will make the teacher mechanical, narrow and soulless.

As we have before indicated, system and method are essential, but system and method reduced to a fine art are killing. And so between this Scylla and Charybdis, the reckless enthusiast and the stilted adherent of conventional rules, we must use the rudder of common sense to steer our barque in the safe channel between where the waves on their rebound from either side shall give us impulses forward into broader seas.

In the teaching of reading (which is the key to every other study and is therefore of the first importance) there is the a b c method, the word method, the sentence method, and the phonic method. None of these methods are wrong, but all are incomplete, and the teacher who does not use all of these has not learned the advantage of being an eclectic.

The latest thing that comes to us in the teaching of reading is the Pollard synthetic system, which is really the phonic system in a new dress and with some amendments; but the author says it cannot be used in connection with any other method. The plan of the system is to teach the sounds of the letters and their diacritical markings before giving the child words. There are many things which commend the system, but this is how it was estimated by a little five-year-old who had made the sounds and represented them on ladders as the manual prescribes. After spending the class time in making the sounds, etc., he said: "Miss —, I wish we could have a lesson." That child was actually hungry for something that he could assimilate! What was the matter? Devotion to method! The long, roundabout way through which many teachers lead a child to the knowledge of a word is really painful, and reminds one of the story of a boy who had a favorite hound called "old Drive," the capacity of whose appetite he had a great desire to test. He put his meat in the bottom of a large kettle and filled it up with water. It must have been intensely gratifying to him to see the way he drank it. He lapped, and lapped, with an intentness that defied imitation. When he could lap no more he walked around and around the kettle with ravenous eyes fixed on the meat, and then tried to lap again. After a long time he came in sight of the meat, but he was almost bursting with water and could not eat it. So the child, tired out with this roundabout way of getting at a fact, has not enough energy left to grasp the idea, and certainly not enough interest to use it.

If the teacher have a clear conception of what he wants the child to be taught he will have no difficulty in finding a direct way to present it, but you may be assured that your pupils will not get a clearer idea of any subject than you possess. You cannot give what you do not have, and any effort to elucidate a principle which is not quite clear to

yourself by illustration will only make it more obscure. Know what you would teach, and teach it in your own way. Be yourself and not somebody's echo!

In one of E. P. Roe's stories he makes his hero rise to prominence as an art critic, because he was able invariably to distinguish between the original and the copy; for, as he said, the touches of life were wanting in the copy. Lessons copied from other teachers will be lacking in the touches of life. You must vitalize what you would impart if you would have it take root in another's consciousness.

In the teaching of number also much time is misspent in trying to simplify the principles which we would present. In adhering strictly to this or that method we have to use so much material that the food is so diluted you can hardly detect the flavor. Grube's method of teaching number is a wonderful thing if you have caught the spirit of it; but I have seen it used where it stimulated just as little thought and was just as mechanical as the old-fashioned mode of learning tables in vogue twenty-five years ago. Indeed, the old-fashioned way of learning tables has given us as good results as we have yet had from later methods.

Another reason perhaps why the individual teacher does not accomplish better results is our dependence on principal, special teachers and superintendents, together with a servile regard for methods, courses of study and text-books.

None of these can in any way diminish our responsibility. They can do no more than to suggest the possibilities in our work.

It is our conviction that teachers of higher grades (especially those who have never done lower grade work) have no conception of the work done by lower grade teachers, and that in this department of school work they are simply theorists. About a year and a half ago, after President Elliott's paper appeared in The Atlantic Monthly stating that something was radically wrong in our educational work or so many years of a young man's life would not be spent in preparation for the real work of life, I heard a teacher, occupying a prominent position in this State, dissect a course of study to find out where the flaw was located. He began of course with the primary grades, and smiled to find that only the First Reader was prescribed for reading during the first year. It was not designated that several First Readers are used, which is the case. He believed that the way to teach children to read is to put the book into their hands and have them read. He knew he could interest little children in a reading lesson for an hour. He had interested them for that length of time in Sunday School. (I am sure that we could positively aver that that S. S. lesson was the story of Jonah.) The arithmetic for the first year was "Numbers to ten." He thought every child knew numbers to ten before he went to school. The work scheduled for grammar for one term was "Nouns." He

could not understand how a whole term could be consumed in teaching nouns. He simply mistook in all these instances the text for the sermon, the seed for the harvest. This illustrates that many excellent teachers are theorists in any work outside of their own, and that those holding higher positions are not always competent to dictate to those holding lower ones.

Instead of waiting for some one in authority to come and show us the scientific way to a desired result, let us make present judgment minister to present necessity, and it may be that we shall surprise both them and ourselves by finding a direct way which has not been laid out by science nor art, and is found in the pages of no log-book but our own.

The division of responsibility between teachers and supervisory teachers is likely to leave a gap somewhere, and in order to insure the *best* results the individual teacher should be held responsible for the work in her department and be allowed the freedom to work out her own ideas in her own way; but following out specified work in specified ways is a grind and makes machines of both teachers and pupils. It is said of a certain city superintendent of schools that he said with some pride, "I can sit in my office and open my course of study, look at the programme, and tell you exactly what every teacher of mine is doing at any moment during the school day." Well, I know of a certain boarding-house, where every one of the boarders can say with certainty: "Let's see! To-day's Monday! We'll have hash, baked potatoes and apple pie! Tuesday! Corned beef and cabbage;" and so on. They can give you the bill of fare for the entire week, and never miss it once. Does it commend the boarding-house? Wouldn't an occasional relish be an appetizer? We consider the housewife rather incompetent who can serve the staple dish of the family in but one way.

Substantial food, spiced with variety, and served in the milk of human kindness, will both stimulate and satisfy a normal appetite; but food too much spiced or too much diluted will nauseate rather than nourish the individual.

To recapitulate: The remedy for every existing weakness or incompleteness must be worked out by the individual teacher of the rank and file, and the individual teacher who would work out this problem must be neither the servile automaton of system and method, nor the fickle enthusiast or hobbyist. Intellectual, reverent, conscientious and philanthropic, he must enter the work feeling that it is a ministry, rather than a profession. Ready to speak words of tenderness and encouragement to those whose homes are not pervaded with an atmosphere of love, and to place higher ideals before those whose home training does not make integrity of life its chief aim. Ready also to use the pruning knife of correction, to remove sprouts of arrogance and selfishness, and to engraft humility and the love that worketh no ill to his neighbor in

their stead. Through all having the strong individuality of character the comprehensive element. For after all 'tis not what you say to your pupil nor the way in which you say it that carries the light to his mental or moral vision; 'tis the look in your eye! 'Tis your consciousness appealing to that of the child. 'Tis a mental transfer that can never be formulated in words. "'Tis the life that's more than language and the thought that's more than speech."

When the Greeks sent out Theseus to slay the minotaur which was confined in a labyrinth, but which still required the sacrifice of seven youths and maidens yearly, Ariadne gave him a skein of thread, which, by unwinding as he went, would leave a clue behind by which he could find his way out after killing the monster.

The minotaur to which we pay tribute of youths and maidens yearly is the monster whose body is the subordinate teacher, and whose head is hydra, and called heads of departments. Let it be slain by the sword of common sense in the hand of individual responsibility!

And as we go forth to lead out of the labyrinth of unconsciousness the slumbering ego of the individual child, let us unwind as we go the triple cord of love, intelligence and discretion, and by it both pupil and teacher may be led out and up into higher planes of thought. And now with my text, which I quote from Emerson, I conclude:

"The highest heaven of wisdom is alike near from every point, and thou must find it, if at all, by methods native to thyself alone."

TEACHERS' INSTITUTE.

PROGRAMME.

THURSDAY, P. M., FEBRUARY 6.

1:30—Opening exercises; enrollment, etc.
1:30—Music - - - Miss DRINKER'S FIRST PRIMARY CLASS.
1:50—A pedagogical survey of the Common School Course in Reading; purpose, matter and methods in different grades.*
 Music - - - Miss McMILLAN'S SECOND GRAMMAR CLASS.
2:45—Recess.
3:00—Language: (a) Ends to be attained in primary and middle grades; (b) Methods and devices for training pupils in the correct use of words.†
4:00—Questions and discussion,

EVENING SESSION.

7:30—Music - - - - - HIGH SCHOOL BOYS' CHORUS.
 Vocal solo - - - - - Miss KATE FOOTE.
7:30—Lecture: "The City Teacher" - - - Prof. J. W. STEARNS.
 Music, vocal solo - - - - - Mrs. MINNIE HUDD.

FRIDAY, FEBRUARY 7.

9:00—Roll call, music, etc.
9:15—Geography: Middle Form (Manual).†
10:00—Recess.
10:10—Arithmetic: Three distinct kinds of work, and when and how to present each.*
11:05—Recess.
11:15—Some important points to be kept in mind in assigning lessons.†
12:00—Intermission.
1:30—Roll call, music, etc.
1:30—Music - - - - - Miss GILE'S SECOND PRIMARY CLASS.
1:45—Reading, continued: Exemplification of the "word method" and other methods.
2:40—Recess.
2:50—Language, continued: (c) In upper grades, formal grammar, or — What?
3:40—Questions and discussions.

EVENING SESSION.

7:30 — Brief addresses on practical topics, by Hon. JOHN A. JOHNSON, Judge J. H. CARPENTER, Mr. F. J. LAMB, Mr. A. L. SANBORN, and others.
 Music, vocal solo - - - - - Miss ANNA M. GUSSMAN.
 7:30 — Music - - - - - YOUNG LADIES' CHORUS OF HIGH SCHOOL.

SATURDAY, FEBRUARY 8.

9:00 — Opening exercises.
 9:10 — Music; Quartette - - - - - HIGH SCHOOL BOYS.
 9:15 — Reading, continued: Methods of training the eye, and of learning new words; elocution; thought analysis.
 10:00 — Recess.
 10:10 — The Recitation: Testing, teaching and drilling.
 11:00 — Arithmetic, continued: Intermediate and advanced work.
 11:40 — Questions and discussions.

SYLVANUS AMES,
 L. B. MURPHEY,
 County Sup'ts.
 WM. H. BEACH,

City Sup't.

* SILAS Y. GILLAN,

† L. D. HARVEY,

Conductors.

TEACHERS IN SESSION.

THURSDAY AFTERNOON, FEBRUARY 6.

Professor Gillan gave a pedagogical survey of the common school course in reading, embracing the purpose, matter and methods in the different grades.

Professor Harvey discussed the teaching of language with regard to the ends to be attained in primary and second grades; also exemplifying methods and devices for training pupils in the correct use of words.

An interesting discussion followed, which was both instructive and entertaining.

EVENING SESSION.

A large, intelligent and interested audience gathered in the assembly room of the High School, and evinced a decided interest in the proceedings.

The exercises were opened by some songs by the chorus of High School Boys. The songs were very happily rendered, with Miss Lucy Cosgrove accompanying. The boys received a hearty *encore*.

Professor J. B. Parkinson, President of the City Board of Education, presided, and introduced the speaker of the evening, Dr. J. W. Stearns, of the University. The subject of the lecture was "The City Teacher."

THE CITY TEACHER.

"The problems connected with teaching are for the most part the same in city and in country schools. The points of agreement are much more numerous than those of disagreement. The conditions peculiar to the city teacher arise out of the necessity of teaching and managing great numbers of pupils together. More perfect system is necessary where the numbers are large, and the system tends to protect itself to the degree of interfering with the ends to accomplish which it was created. This result, when it appears, we call the machine in education. Machinery is necessary but as subordinate to the ends which it subserves. When it becomes more elaborate than is necessary it tends to hinder the work, to substitute routine for thought and prescription for adaptation. In so far as this appears we have the machine in education. System affects the city teacher through the grading, the programme and the rules.

"The grading of the schools, which is a necessity where large numbers are to be taught, tends to narrow the teacher. She is confined to a section of the school course, and to a transverse section, so that she sees nothing in its relations. She teaches a section of Geography, a section of Arithmetic, a section of Reading, and so on. She does not see the relations of the whole work, so as to properly relate the parts to it. Two plans have been suggested to avoid this evil. One is that of having branch teachers. There are some branches which have come late into our courses in which this plan prevails, such as drawing and music. Why not apply the same plan to reading and arithmetic? The teacher will then see the work in its entirety, and will be able to properly relate the parts of it. She will also see the consequences of her own blunders in methods, which are now passed on to some one else to remedy. The other plan is that of class teachers, who keep the class through successive grades, and thus come to know their pupils intimately, and to have a strong influence upon them. Class teachers also see wholes of work. There are some objections to both of these plans. The presentation of them serves to show the necessity of some remedy for present defects; and perhaps the wisest is to require of teachers such study of the principles of education as shall keep them from sinking into mere grade-grinders. They must know the system, and the relation of its parts, and they must understand clearly the bad effects of false methods, so that they may not, in seeking to secure a pass for their pupils, give to those who take them minds wrongly trained, to be reformed as well as the circumstances may permit.

"School programmes have grown long and complex. From a printed page they have grown in some cases to a printed volume. When we examine these long programmes we find their length to be due to two things. First, they seek to prescribe the details of the work to be done. Instead of saying geography, for instance, the detailed programme seeks

to specify the precise topics which are to occupy the attention of the class, and in the proper order. This is an exceedingly important matter, and the attempt to deal with it in this way has led to the omission of many unimportant matters, and to developing the important in place of them. Superintendents, who generally make these prescriptions, usually take a broader and more comprehensive view of the subjects than teachers, and the publication of the programmes leads to the comparative study of them, and thus to wiser views. Programmes have been made detailed, in the second place, by prescriptions of method. How to do is told as well as what to do; and as matters now are, we must admit that the prescriptions of method are useful in guiding inexperienced teachers, and that comparative studies are useful in this matter also. It is urged that they take away from teachers the necessity and the stimulus to put thought into their work. We are not troubled with a surplus of originality in the teaching ranks; more need help than are cramped by it. Moreover, if the prescriptions are wise, as they presumably are in most cases, they are not fetters but helps; and certainly one grows more by doing wisely than by doing unwisely. The genius which can be put out by such processes is not of so sturdy stuff that we need mourn its loss. In fact, teachers who will not grow by the prescriptions will not grow without them. There seems little reason to fear that the prescriptions are doing harm, if they represent the best thought in educational matters.

"In regard to rules, the city teacher is cramped often by unwise prescriptions. These relate to grading and the advancement of pupils. We have sought to make the teacher study the progress of his individual pupils, and to secure this we introduced the daily marking system. The end was good but the means has proved mischievous. The teacher's attention is distracted by the necessity of marking; he cannot teach the whole class, or manage so as to keep all busy, because he must mark the recitation of each. To do this after the close of school, or once a week, would give data for a fair judgment, and keep the attention fixed sufficiently upon the work of individual pupils. When the evils of this system became apparent, we turned to the examination plan. We are now seeing the evils of this. Teachers are burdened with reading examination papers, and spend the energies which ought to be given to teaching in this fruitless toil. Examinations are useful, but as a teaching instrument, not for promotion. The pupil learns accuracy from them, and the habit of rapid work; and the teacher learns the defects of his own work and the needs of his pupils. We are discovering wiser ways of determining the rank of pupils, so that the examination can be turned to its proper use."

The speaker closed with well-chosen words of encouragement for teachers.

Miss Kate Foote rendered a solo with Professor Parker as accompanist,

and the exercises were closed with a solo by Mrs. Minnie Hudd, with Mrs. Ainsworth at the piano. Both pieces of music were beautiful, and exquisitely rendered.

FRIDAY, A. M., FEBRUARY 7.

Professor Harvey discussed the assignment of lessons. Among other topics considered were the proper methods of teaching reading, exemplified by Professor Gillan, and the study of language, treated of by Professor Harvey.

EVENING.

A large and interested audience was present. Prof. J. B. Parkinson, President of the Board of Education, presided, and introduced the speakers.

Hon. John A. Johnson was introduced and spoke on the subject of manual training in schools. He strongly urged that every boy and girl should be taught to use mechanical tools. He zealously favored teaching boys mechanical drawing. He spoke of the encouragement given to these subjects in Sweden, and the very satisfactory results that had been accomplished.

Judge J. H. Carpenter spoke of the ends and aims of education as contemplated by the authorities that had organized our system of public schools. The object is not to make professional men or mechanics, but to make good citizens. The State has its own welfare and safety in view. Many of our boys and girls will never go beyond our common schools. Therefore let the foundation be well laid. Let our boys and girls be well taught in the common branches — to speak and write in concise language; to study with interest geography, arithmetic and history. Let a genuine interest in study be awakened, and they will become intelligent citizens. But more important than all other things is the instruction in good morals, and this must be given more by example than by precept.

Mr. F. J. Lamb reviewed the objects of the recent farmers' convention, relating how these men were using all their energy to improve the quality of their productions. Teachers ought to be making equivalent progress in the science of teaching. They are dealing, not with inert matter, but with plastic lives. The destiny of human lives is largely in the hands of teachers. Mr. Lamb pleaded for some of the good old-fashioned ways of teaching. The old way of teaching spelling, he contended, was better than the modern "improved" way. Skill, tact and sympathy on the part of the teacher would work wonders with the children.

Professor W. D. Parker spoke of some of the conditions essential to successful work in teaching. Sympathy of the teacher with pupils in the subjects in which they are most interested will inspire them with the

spirit of emulation and will lead them to the highest and best manhood. He presented a picture of an ideal school and said that no doubt Madison possessed many such as he described. He drew a realistic picture of the neglected school-house, where within noise and confusion were rife. Under such circumstances the teacher could not hold the attention of the scholars, and in too many cases it was the beginning of a life of crime, for when the scholar's early training was neglected, especially in the habits of cleanliness and obedience, he soon left the path of righteousness, and Waukesha or Waupun received him sooner or later.

Hon. W. H. Chandler, Assistant State Superintendent, made a few remarks upon the enthusiasm of teachers for their chosen work. During the last summer he visited many places in the northern part of the State and saw there much that surprised him. At Hurley, one of the most isolated places in Wisconsin, he visited a teachers' institute. When he learned the distance which some came he was surprised at their enthusiasm. In Price county the county superintendent is a lady of rare ability and business tact. She goes through the county visiting the different schools, and the success of her work is marvelous. The necessary enthusiasm of teachers is begotten and promoted by teachers' institutes and similar gatherings. Teachers in the more densely settled part of the State cannot afford to omit or neglect to get into touch one with another, and with the work each is doing. City teachers and country teachers alike need the quickening, broadening and instructive influences of association. Whatever progress and effectiveness the schools may exhibit, ultimately must be the result of intelligent, persistent and enthusiastic effort of the teachers. The speaker's remarks were listened to with much attention.

State Superintendent J. B. Thayer spoke a few words of encouragement.

Mr. A. L. Sanborn was unexpectedly prevented from being present, but later contributed the following notes:

"Perhaps my experience with teaching and teachers is not sufficient to enable me to speak with authority, yet my acquaintance with teachers, particularly out of school, has been so pleasant, profitable and helpful to me that I desire to give some impressions of those who have helped me. The contact I have had with teachers has been almost my best inspiration.

"There are many occupations of special character, which, being the same one day as another, render those who follow them unsafe advisers in practical affairs, since the tendency of such work is to withdraw them from daily contact with others. 'Inveterate in the recumbent employment of a narrow circle,' they are apt to get a false standard of conduct and duty. My observation is that this is not true of teachers. Teaching develops the diplomatic faculty. Tact is a necessity and a

rapid acquisition. Human nature, quite unsophisticated, perhaps, but all the more human for all that, ever changing with the character of the school, is in daily exhibition before the teacher, requiring management and direction. His faculties are trained to excite, hold and direct the attention, to detect and check forwardness and flippancy.

"The observation of character is part of his daily work. Trained in these things he is a good observer of his friends, and a most valuable adviser. Schooled to watch the bent of mind of the student, he is the more fitted to see the real strength and weakness of his friends, and to advise their choice of a life-work. So that the teacher out of school is not wholly without use.

"It has been suggested to me that the topic 'Teachers out of school' is a happy one, because (it is again suggested) they are always getting 'out of school,' and abandoning their profession; that success in their work shows them that they could succeed in less exacting and more lucrative work; that the most enthusiastic teachers wear out and leave the work the soonest, and that few die in the harness, but multitudes resign.

"No doubt many teachers, old in the work, will say that this is a slander upon the profession; but it accords with much of my observation and experience. The first teacher who aroused me to work was a very successful one, having, in a high degree, the faculty of teaching. But she publicly declared she would rather take in washing than try any longer to force understanding into a hopeless vacuum; and she was good as her word, resigning her work.

"I might mention many others who grew weary of the work, but will speak of only one, whom it was my great good fortune to know well, and who was almost a father to me. A strong, inspiring teacher, with his great energy and splendid business talent, he would have amassed a fortune in mercantile or railroad circles. But he used up his health and vital force in the work, until the condition of his health compelled him, almost before middle age, to give it up. If the good men do survive, and lives after them, he is, and will continue to be, rewarded for the sacrifice of himself to his profession.

"But however much teachers are disposed or obliged to leave their chosen work, they cannot be accused of slothfulness while in it. To say that a teacher is out of school almost involves a contradiction. He is never out of school until he leaves the business. His holiday has little existence. Vacation for the school is the season of work for him — in the teachers' institute, the summer school of science, etc. Surely the teacher's life is not 'covered with the lilies and luxuries of repose,' whether in school or out."

SATURDAY, FEBRUARY 8.

The morning hours of February 8th were devoted to the consideration of methods of training the eye in reading, of learning new words, elocution and thought analysis. The recitation, how conducted, was also the subject of discussion, while considerable time was taken up with a review of arithmetic teaching.

A liberal discussion on the work of the institute and the answering of questions relating to school work closed the labors of the institute, which has been very successful in furthering the interests of education.

ARBOR DAY EXERCISES.

APRIL 30, 1890.

These exercises commenced at 8:30, the High School assembly room being filled by an interested audience. Principal MacEwan introduced the speakers. The following was the order of exercises:

SONG, - - - - -	HIGH SCHOOL CHORUS.
RECITATION — "Forest Hymn," - - - - -	MAX DUNNING.
RECITATION — "Planting of the Apple Tree," - - - - -	NINA SWIFT.
SONG, - - - - -	HIGH SCHOOL CHORUS.
ADDRESS, - - - - -	GOV. W. D. HOARD.
PRESENTATION OF PORTRAIT OF JUDGE CARPENTER, - - - - -	HON. H. M. LEWIS.
PRESENTATION OF FLAG, - - - - -	MAYOR R. M. BASHFORD.
ACCEPTANCE OF PORTRAIT AND FLAG, - - - - -	NELLIE I. LANCASTER.
SONG, - - - - -	HIGH SCHOOL CHORUS.
ADDRESS, - - - - -	COL. WM. F. VILAS.
ADDRESS, - - - - -	GEN. LUCIUS FAIRCHILD.
TREE PLANTING.	
SONG, - - - - -	HIGH SCHOOL CHORUS.
ORATION, - - - - -	WILLIAM W. ALLEN.
RAISING OF FLAG.	
SONG — "Star Spangled Banner."	

Governor Hoard was most pleasantly introduced by Principal MacEwan. The Governor said it was nearly forty years since he was a scholar. His mind was filled with reminiscences as he stood before them. "You are called to-day," he said, "to think over some things concerning the planting of the tree.

"The life of a tree is typical of all life — of the physical life of your bodies and also of the life and growth of your minds. Young and old should make especial study to understand the mysteries of vegetable life. We ought to cultivate a love for trees. To the tired and worn spirit of man the society of trees, 'the deep refreshment of the woods,' is especially grateful. There is a hospitality about their presence, a willingness that you should lean against their sturdy trunks, seek refuge from wintry blast or summer's heat, in their close and friendly compact. They take you in and fret not the soul with idle questions.

"There is a peculiar quality about the spirit and make-up of that man who from his boyhood has studied out the secrets of the woods. Such

men are apt to be straight-fibered and of true tension. For this reason, it may be, has the farmer's boy an advantage over his city brother in the race of life. He learns nature first and men afterward. Hence he makes fewer mistakes in his understanding of the environments of nature. Nature never forgives a misunderstanding. To study her in all the numberless points of her contact with our being should be our first endeavor and our lasting effort.

“The Indian is a wonderful student of the language the tree speaks.

“I was raised from childhood to manhood in the neighborhood of the Oneida Indians in New York. At an early age it became an absorbing passion for me to learn their language, and I finally succeeded quite well. I have often been struck with the deep significance of the lessons they would draw from the simple surroundings of nature. Of a truth they ‘see God in the clouds and hear him in the winds.’

“Here is a simple incident to illustrate my meaning. One day while attending one of those mammoth camp-meetings which were frequently held in New York thirty and forty years ago, I walked out into the woods accompanied by an Indian friend, Thomas Cornelius, who was head man of the tribe and a Methodist preacher of much ability.

“We seated ourselves on a log, and I listened while he spoke on the lessons of the woods. ‘You see,’ he said, ‘all these trees — beech, maple, basswood, elm, hemlock, pine,— all kinds of trees. You come here today, you come here to morrow, you hear from them only kind whispers to each other.

“‘Beech tree never say to maple tree, “Why you no like me?” Hemlock never say to basswood, “Why you no keep your clothes on all winter?” Each tree grow his own way.

“‘All grow on the same ground; *all point up*. Just so christians should do. They all live on same ground; they all go to same heaven. Trees no fight; christians must not. Then men like to be with christians same as with trees.’

“Pointing to where a mighty giant of the forest lay prone on the ground, he said, ‘Look up! see how big tree, when he go down, tear the branches from other trees. That make every tree sorry when his brother fall. When all stand up, then all happy. Just so when good man go wrong and fall down. He hurt every other man, and all feel bad.’

“Here my young friends, is a deep and significant lesson for you and me. If we would best promote our own happiness we must keep in harmony with the best that is in us and about us. As with trees so with man. ‘No man liveth to himself alone.’

“From a boy I have been glad to go into the woods. It is restful to watch the birds and squirrels in the woods, and commune with nature. The day that I was ten years old my grandfather drew out of a drawer a motley collection of papers, sewed together, and gave it to me. It was

his diary when he was ten years of age. It reads as follows: 'Arose at 4 o'clock; went into the woods to work; returned and had mush and milk for breakfast at 6 o'clock. I was sent over to Uncle James' to borrow his almanac that we might know when the moon changed.' Then comes the most touching allusion of all: 'My mother said she wished I had a book.' What could so vividly depict the poverty, the struggles of those early days, and what more correctly give us a comparison of educational facilities then and now? Children, I bid you God-speed in your work."

Hon. H. M. Lewis was introduced and said:

"*Young Ladies and Gentlemen:* The year 1861 is to you a matter of history. That year saw the beginning of the greatest civil war of modern times; a war more potent in its influence for good than any other in history.

"In December of this year, the Hon. J. H. Carpenter was elected a member of the Board of Education of the city of Madison, and from that time he served in that capacity almost continuously until January 1, 1890, almost twenty-nine years, and from the year 1867 he was the President of the Board.

"Pupils who were in the schools when he was elected have passed on, many of them through our University, and into the various professions and vocations of life, and their children are now occupying these and other seats as pupils in our city schools.

"The year 1862 was the first active year of service of Judge Carpenter upon the Board of Education. It was a gloomy year for the nation; it was a gloomy year for our city schools. The city had poor and inadequate school accommodations. The only school buildings were the old stone structures now used for school purposes in the First and Sixth wards, and the Little Brick which stood on the site now occupied by the Third Ward School. A part of the school during this year occupied a portion of what is now the German Presbyterian church on Webster street; a portion occupied a part of the basement of the building now known as the Fair Store, at the corner of Pinckney and Mifflin streets, and a part an old frame building then standing at the north-east corner of Wisconsin avenue and East Gorham street; and finally during this year nearly all the schools in the city were suspended for want of funds to pay the teachers.

"It was under these circumstances that Judge Carpenter entered upon his labors as a member of the Board of Education. Born upon one of those New England hillsides, and having a passion for education and culture, which seems to be an inherent characteristic with so many New Englanders, Judge Carpenter had in his early life sought an education for himself under many discouraging circumstances, which seemed to create in him the determination to give his life to promoting the cause of popular education, to making the path to learning easier.

for the children of this generation to tread than it had been for those in the time of his youth. It is fortunate for the city of Madison that his field of labor in this cause has been here.

" During these nearly twenty-nine years of service he constantly gave more time and thought to our schools than any other citizen of Madison, not employed as a teacher or superintendent of schools.

" When he became a member of the Board of Education there were enrolled as pupils in our city schools four hundred and eighty-one, and, although our population is not probably more than double what it was then, we now have more than four times as many pupils in our schools. It was then estimated by our superintendent of schools that between seven hundred and eight hundred children of school age in this city were wholly unprovided with school privileges.

" At that time there were but ten teachers employed in the public schools of the city; now there are four times as many. Then the annual expenditure of the Board of Education for school purposes was between \$5,000 and \$6,000; now it is over \$30,000 annually, and our schools compare favorably with the best in the State.

" To the fidelity, good judgment and persistent efforts of Judge Carpenter is the efficiency and high standing of our public schools in a large measure due. To him it has been a labor of love, and without thought or desire for any other compensation for these years of anxious care and solicitude in their behalf than the consciousness of having well performed his duty; but none the less does he deserve the gratitude of the people of this city, and none the less will it be pleasing to him to know that his labors are appreciated. Having for many years been associated with him upon the Board of Education and witnessed his faithful and conscientious discharge of duty, it is especially pleasant for me to present this, his picture, to this school. Let it hang upon the walls of this room, and long after his living face has disappeared from our midst, while generation after generation of pupils come and go through their educational courses here, may they be informed that it is the likeness of one who labored so well and zealously to establish the public schools of Madison upon broad and enduring foundations, and that they are so largely indebted to his labors for the blessings which they here enjoy."

Mayor R. M. Bashford announced that Captain W. G. Pitman had presented to the High School a large flag. The flag had been accepted by the School Board through President J. B. Parkinson. Continuing, Mr. Bashford said:

" Through the generosity of one of our patriotic and public-spirited citizens I have the pleasure to present to the High School this beautiful flag, the emblem of our country's greatness and our country's glory.

" It may not inspire us to-day with those sentiments of loyalty and devotion to country which Captain Pitman must have felt on that

memorable 4th of July when he entered Vicksburg with the stars and stripes floating at the head of the triumphant column.

"Language cannot express the patriotic sentiments which such an occasion would arouse. But wherever and whenever this banner is unfurled, it awakens in every American heart a just pride in a common country, and a loyal devotion to liberty and to popular government. It inspires a deeper faith in mankind and plants a surer hope of the onward course of this great empire of freedom.

"The flag we honor to-day was the symbol of promise to the despairing patriots during the winter at Valley Forge, as it was the emblem of victory and independence at the final surrender of the British forces at Yorktown. It recalls the struggle of 1812, and Lundy's Lane and New Orleans. It speaks of the triumph of the American forces at Palo Alto and Chapultepec. It recalls the more sanguinary troubles of the late war, and the more glorious victories which ultimately crowned the armies of freedom and union.

"The ample folds of this banner are hardly sufficient for an enrollment of the battle-fields whereon our patriot citizen-soldiery have won immortal glory and the eternal gratitude of their fellow countrymen.

"These are lessons that American youth soon learn, and which they can never forget while the stars and stripes continue to float as the emblem of national union and independence.

"The patriotic sentiments which the flag inspires are not for war alone; they should find as true and as loyal expression in times of peace and in the events of every-day life. Devotion to duty as a citizen in public or in private life demands courage as heroic as the valor of the battle-field. These responsibilities are upon us all. We must move with the column, and we must aid its advance or retard its progress. Let us march forward in harmony with the music which inspired great deeds upon the battle-field, to the faithful discharge of the responsible duties of peaceful, patriotic citizenship.

"May this flag serve as an inspiration to prompt and patriotic action on the part of the pupils of the High School, to whose loyal hands it is now intrusted."

Miss Nellie I. Lancaster responded on behalf of the school:

"*Gentlemen:* To the Board of Education and the people whom they represent we shall ever be grateful. The facilities for study in this spacious building, adjacent libraries and galleries of art are in themselves an inspiration. What others have already done for us shall not be forgotten. But we especially thank you for the gifts of this hour.

"To-day we place upon our walls the portrait of the honored friend who for nearly a quarter of a century has presided over our educational interests, and his familiar countenance ever present, will be an incentive to the unselfish performance of duty.

"This magnificent flag, presented by a respected citizen and friend,

shall be to us a symbol of the authority that ever guards our interests, a reminder of all that is noble and beautiful in our nation's history, under whose folds brave men have fought and died. Its very colors mean valor, purity and justice. The stars upon it are as pure and unsullied as the glorious stars of God, and the stripes, like beams of morning light, shed rays of freedom wherever it waves over the pathway of man. It shall speak to us of sacrifices for principle, of unfaltering purpose, of triumph and final victory. May every lesson be learned in the spirit of devotion and loyalty to this emblem of our cherished institutions. May there be in all our lives thoughts, hopes, endeavors, and such devotion to duty that we may become worthy of it. We pledge ourselves to uphold and be true to this, our nation's flag.

“Lord of the universe! Shield us and guide us,
Trusting Thee always, through shadow and gloom.
Thou hast united us; who shall divide us?
Keep us! O, keep us, the Many in One!
Up with our banner bright,
Sprinkled with starry light;
Spread its fair emblem from mountain to shore.
While through the sounding sky
Loud rings the nation's cry—
Union and liberty, one evermore.”

Col. W. F. Vilas was introduced and spoke earnestly for a few moments. Arbor day had grown up without his knowing of it, and he was compelled to ask what it all meant, and from various sources was able to discover that the Legislature had created it. The Colonel then spoke eloquently of the value of the tree, its life symbolical with the life of man. His address was full of salient points and highly entertaining to all present. He expressed his gratification at being able to be present.

General Fairchild was introduced. He said he was gratified to be present and participate in the exercises. He appreciated the meaning of the day. Every civilized government of the world to-day has its school of forestry. The General spoke of forestry in the old country. He testified to his appreciation of the services of Judge Carpenter. He remembered that in April, 1861, he met a young man out on Mifflin street, and together they went to the city hall and there this young man put down the name of W. G. Pitman as one of the first ten to enlist in this city for the preservation of the Union. He honored him then and he honored him now. He suggested that the flag be reared every day during the session of the school, and that the best boy or the best girl be given the privilege of raising it. He spoke feelingly of the flag, of the trials which had been gone through to keep it at the head of the nation. He urged the young men, if the national flag called them one

way and the state flag called them another, to turn their back upon the state flag and follow the old stars and stripes. He hoped the flag would fly from every school-house in the land as an object lesson.

An adjournment was then taken to the lawn, where the ceremony of tree-planting was to be celebrated.

On the ground, on the Dayton street side, the scholars and others assembled to witness the planting of the class of '90's tree. A song, The Planting of the Tree, was sung to the music of the Red, White and Blue.

Mr. William W. Allen delivered the oration on behalf of the senior class. It was full of vim and patriotism. He brought in a bit of class history and incidents that very nicely spiced the oration.

After the tree had been planted, the flag was raised to the music of the Star Spangled Banner.

The ward schools had appropriate exercises, and trees were planted by scholars on every school ground, the planting being accompanied with appropriate services.

In the Second ward the following programme was carried out:

Chorus—America.

Planting an apple tree.

Declamations by Miss Deards' school.

Chorus—Red, White and Blue.

Planting a vine, by Miss McGovern's school.

Address by Miss Jeanie Park.

Concert selections—Grammar schools.

Recitation—Chelsea Pratt.

Recitation—Charles Leatzow.

Chorus—Tree Song.

The last two recitations were written for the occasion by one of the teachers, and are as follows:

BY CHELSEA PRATT.

" We plant upon these grounds to-day
A shade for future years;
'T will sift the sunbeams as they fall
And catch the storm-cloud's tears.

Its tender limbs will turn toward heaven,
Its leaves seek air and light,
And summer's warmth and winter's snows
Will give it grace and might.

A sentinel on Mendota's shore,
'T will hold unquestioned rule;
And reach forth its protecting arms
O'er this, our much loved school.

The fruit of hopes we plant with it
The years may not record;
But memory's altar-fires will glow
With thoughts of Second ward."

BY CHARLES LEATZOW.

"Plant trees and vines for shade and beauty;
Train boys and girls for love and duty.
May both grow well in this school yard,
And be an honor to Second ward."

COURSE OF STUDY.

FIRST PRIMARY DEPARTMENT.

FIRST YEAR.

Fall Term.....1. Reading from charts, blackboard and slates; spelling by sound and by letter; instruction and questions upon common things.
2. Drawing, No. 1, schedule 1-14 weeks.
3. Special Drill, to cultivate quickness and accuracy of perception.
4. Numbers 1-4.

Winter Term..1. First Reader, spelling by sound and by letter.
2. Drawing, No. 1, schedule 15-26; Writing the short small letters by principles. (Chart No. 1.)
3. Oral lessons on Animals.
4. Naming figures in Reader.
5. Numbers to 7.

Spring Term..1. First Reader; spelling by sound and by letter.
2. Drawing, No. 1, schedule 27-36; Writing the short small letters by principles. (Chart No. 1.)
3. Oral lessons on Flowers.
4. Estimations of Weight, Time and Distances.
5. Numbers to 10.

SECOND YEAR.

Fall Term.....1. First Reader and Supplementary Reading.
2. Spelling by sound and by letter.
3. Drawing, No. 2; Writing all the small letters by principles. (Charts Nos. 1 and 2.)
4. Oral lessons on Plant Productions.
5. Numbers to 12.

Winter Term..1. Second Reader.

2. Spelling by sound and by letter.
3. Drawing, No. 2 completed and No. 3; Writing all the small letters and the figures by principles. (Charts Nos. 1 and 2.)
4. Oral lessons on the Human Body.
5. Numbers to 15.

Spring Term..1. Second Reader and Supplementary Reading.

2. Spelling by sound and by letter.
3. Drawing, No. 3 completed; Writing the capital letters to the 8th principle. (Chart No. 3.)
4. Oral lessons on the Human Body.
5. Numbers to 20.

SECOND PRIMARY DEPARTMENT.

THIRD YEAR.

Fall Term....1. Second Reader and Supplementary Reading.

2. Oral Spelling.
3. Drawing, No. 4; Writing all the capital letters by principles. (Charts Nos. 3 and 4.)
4. Oral Geography; points of the compass, the school-house and the school grounds, city, section, town.
5. Oral instruction in notation and numeration; numbers to 35. Book to page 45.

Winter Term..1. Second Reader and Supplementary Reading.

2. Oral Spelling.
3. Drawing, finish 4, begin 5, and Writing the business capitals. (Chart No. 5.)
4. Oral Geography; county, state.
5. Oral instruction in addition; numbers to 60. Book to page 69.

Spring Term..1. Second Reader.

2. Oral Spelling.
3. Drawing, No. 5 finished; Writing the Disciplinary Exercises. (Chart No. 6.)
4. Oral Geography; to United States in Introductory Geography.

Spring Term..5. Oral instruction in addition and subtraction; numbers to 100. Book to page 85 and review.

FOURTH YEAR.

Fall Term.....1. Third Reader.
2. Spelling.
3. Drawing, No. 6; Writing, No. 1.
4. Introductory Geography, from United States to 61.
5. Arithmetic; Book, 127.

Winter Term..1. Third Reader.
2. Spelling.
3. Drawing, No. 6 completed, 7 begun; Writing, No. 1.
4. Introductory Geography, to page 95.
5. Arithmetic; Book to 148.

Spring Term..1. Third Reader.
2. Spelling.
3. Drawing, Book No. 7 finished; Writing, No. 1.
4. Geography, finish Introductory.
5. Arithmetic; 168 and review.

GENERAL EXERCISES.

1. Morals and Manners.
2. Singing by note and note.
3. Physical Instruction and Training.
4. Language Lessons, with phonetic spelling and criticism of erroneous habits of speech.

FIRST GRAMMAR DEPARTMENT.

FIFTH YEAR.

Fall Term.....1. Fourth Reader.
2. Written Spelling.
3. Drawing, No. 8; Writing, No. 2.
4. Common School Geography, pages 19-35.

Fall Term.....5. Arithmetic; notation and numeration and addition.

6. Language Lessons; elements of simple sentences.

Winter Term..1. Fourth Reader.

2. Written Spelling.

3. Drawing, No. 8 completed, No. 9 begun.

4. Common School Geography, pages 35 to 53.

5. Arithmetic; subtraction and multiplication.

6. Language Lessons; nouns.

Spring Term..1. Fourth Reader.

2. Written Spelling.

3. Drawing, No. 9 completed.

4. Common School Geography, pages 53 to 69.

5. Arithmetic; division.

6. Language Lessons; pronouns.

SIXTH YEAR.

Fall Term.....1. Fourth Reader and Supplementary Reading.

2. Written Spelling.

3. Drawing, No. 10; Writing, No. 3.

4. Common School Geography, pages 69 to 82.

5. Arithmetic; Properties of numbers, and reduction of fractions.

6. Language Lessons; adjectives.

Winter Term..1. Fourth Reader and Supplementary Reading.

2. Written Spelling.

3. Drawing, No. 10 completed, No. 11 begun, and Writing No. 3.

4. Common School Geography, pages 82 to 100.

5. Arithmetic; fractions completed.

6. Language Lessons; verbs.

Spring Term..1. Fourth Reader and Supplementary Reading.

2. Written Spelling.

3. Drawing, No. 11 completed; Writing, No. 3.

4. Common School Geography, pages 100 to 110, and review.

5. Arithmetic; Decimals to Ledger Accounts.

6. Language Lessons; all the parts of speech.

GENERAL EXERCISES.

1. Morals and Manners.
2. Singing by note and rote.
3. Physical Instruction and Training.
4. Impromptu Composition, with word analysis and simple rules for the use of capital letters and punctuation marks.
5. Oral Biography.
6. Rhetorical exercises.

SECOND GRAMMAR DEPARTMENT.

SEVENTH YEAR.

Fall Term 1. Fifth Reader.
2. Written Spelling.
3. Drawing, No. 12; Writing, No. 4.
4. Common School Geography completed and reviewed to page 19.
5. Arithmetic; decimals completed, and denominate numbers to reduction.
6. Grammar; Etymology with parsing.

Winter Term 1. Fifth Reader.
2. Written Spelling.
3. Drawing, No. 12 completed, 13 begun; Writing, No. 4.
4. Common School Geography, review completed.
5. Arithmetic; denominate numbers to rectangular solids.
6. Grammar; Etymology with parsing.

Spring Term 1. Fifth Reader.
2. Written Spelling.
3. Drawing, No. 13 completed; Writing, No. 5.
4. United States History, to page 98.
5. Arithmetic; denominate numbers completed, and percentage to commission.
6. Grammar; Etymology with parsing.

EIGHTH YEAR.

Fall Term.....1. Fifth Reader and Supplementary Reading.
2. Written Spelling.
3. Drawing, No. 14; Writing, No. 5.
4. United States History, to page 212.
5. Arithmetic; percentage to discount, with oral instruction in bills and receipts.
6. Grammar; Syntax, with analysis and parsing.

Winter Term..1. Fifth Reader and Supplementary Reading.
2. Written Spelling.
3. Drawing, No. 14 finished, and 15 begun; Writing; book-keeping tablets.
4. United States History, to page 277.
5. Arithmetic; percentage to exchange, with oral instruction in orders and notes.
6. Grammar; Syntax, with analysis and parsing.

Spring Term..1. Fifth Reader and Supplementary Reading.
2. Written Spelling.
3. Drawing, No. 15 finished; Writing; book-keeping tablets.
4. United States History, finished and reviewed.
5. Arithmetic; percentage completed, and review.
6. Grammar; Syntax, with analysis and parsing.

GENERAL EXERCISES.

1. Morals and Manners.
2. Singing by note and note.
3. Physical Instruction and Training.
4. Composition, with the principal abbreviations, and rules for spelling and pronunciation.
5. Oral Home Civil Government.
6. Rhetorical Exercises.

HIGH SCHOOL — ENGLISH COURSE.

FIRST YEAR.

Algebra,	Grammar,	History.
Algebra,	English Composition, History.	
Algebra,	English Composition, History.	

SECOND YEAR.

Algebra,	Literature,	Biology.
Physiology,	Literature,	Civil Government.
Physics,	Literature,	Physiology.

THIRD YEAR.

Higher Arithmetic,	Rhetoric,	Physical Geography.
Higher Arithmetic,	Rhetoric,	Botany.
Advanced Algebra,	English History,	Botany.

FOURTH YEAR.

Geometry,	Literature,	Physics.
Geometry,	Literature,	Physics.
Geometry,	Literature,	Psychology.

Theory and Art of Teaching.

HIGH SCHOOL—MODERN CLASSICAL.

FIRST YEAR.

Algebra,	Latin Method,	History.
Algebra,	Latin Method,	History.
Algebra,	Cæsar,	French.

SECOND YEAR.

Algebra,	Cæsar,	French.
Physiology,	Cæsar,	French.
Physics,	Cæsar,	French.

THIRD YEAR.

Higher Arithmetic,	Sallust,	French.
Higher Arithmetic,	Cicero,	German.
Advanced Algebra,	Cicero,	German.

FOURTH YEAR.

Geometry,	Virgil,	German.
Geometry,	Virgil,	German.
Geometry,	Virgil,	German.

Theory and Art of Teaching.

HIGH SCHOOL—ANCIENT CLASSICAL.

FIRST YEAR.

Algebra,	Latin Method,	History.
Algebra,	Latin Method,	History.
Algebra,	Cæsar,	History.

SECOND YEAR.

Algebra,	Cæsar,	Greek Lessons.
Physiology,	Cæsar,	Greek Lessons.
Physics,	Cæsar,	Anabasis.

THIRD YEAR.

Higher Arithmetic,	Sallust,	Anabasis.
Higher Arithmetic,	Cicero,	Anabasis.
Advanced Algebra,	Cicero,	Anabasis.

FOURTH YEAR.

Geometry,	Virgil,	Homer.
Geometry,	Virgil,	Homer.
Geometry,	Virgil,	Homer.

Theory and Art of Teaching.

SCHEME OF RHETORICAL EXERCISES.

The following scheme of rhetorical work is required of all students in all the courses:

FIRST YEAR—

1st term: Semi-weekly reading, oratory; two declamations.

2nd term: Semi-weekly reading, oratory; two declamations.

3rd term: Semi-weekly reading, prose narrative; two declamations.

SECOND YEAR—

1st term: Semi-weekly reading, narrative poetry; two written reproductions, declamations or recitations.

2nd term: Semi-weekly reading, essay and biography; two written reproductions, declamations or recitations.

3rd term: Semi-weekly reading, characterization; two declamations or recitations.

THIRD YEAR—

1st term: Weekly readings and recitations of lyric poems.

2nd term: Weekly meetings for debates; two exercises.

3rd term: Weekly meetings for debates; two exercises.

Shakespeare twice a week during the year — one play each term.

FOURTH YEAR—

1st term: Essays in connection with class work.

Public speech or essay; three exercises.

2nd term: Essays in connection with class work.

Public declamation, competitive essay or oration; three exercises.

3rd term: Public declamation.

Delivery of competitive essay or oration, at morning exercises or on graduation day; two exercises.

Shakespeare twice a week throughout the year — one play each term.

The following texts are used, but the instructor may vary from year to year:

ORATORY: *Webster* — Bunker Hill Monument; *Adams* and *Jefferson*; Reply to *Hayne*; White Murder Trial.

Johnston — American Orations.

Blaine — Eulogy on Garfield.

PROSE NARRATIVE: *Irving* — Sketch Book.

Hamilton — Legends of New England.

Hawthorne — Tanglewood Tales.

NARRATIVE POETRY: *Longfellow* — Tales of Way-side Inn; *Evangeline*;
Miles Standish.

Tennyson — *Enoch Arden*; Select Poems.

Holmes — *The Schoolboy* and other Poems.

ESSAY, BIOGRAPHY AND CHARACTER-
IZATION: *Macaulay* — *Addison*; *Clive*; *Frederick the Great*.
Addison — *Spectator Papers*; *Roger De Coverly*.
Emerson — *Compensation*; *Books*; *Manners*.

LYRIC POETRY: *Dryden* — *Alexander's Feast*. *Songs of the Cavaliers*.

Gray — *Elegy*.

Tennyson — *Duke of Wellington*.

DRAMA: *Shakespeare* — *Tempest*; *As You Like It*; *Julius Cæsar*; *Macbeth*; *Midsummer Night's Dream*; *Henry IV.*; *Richard II.*; *Hamlet*; *Lear*.

HIGH SCHOOL.

ORGANIZATION.

The courses prepare students to enter the University as Freshmen, and to become members of College Classes in the Ancient Classical, Modern Classical, English and Scientific courses. In the line of fitting scholars to enter the University the High School will seek to furnish the best facilities within its reach. Students completing any one of the courses of study will receive a diploma of graduation. Those holding diplomas from the Board of Education showing that they have completed the Ancient Classical, Modern Classical, English or Scientific course will be admitted into the University without examination there, and with free tuition throughout that institution, if recommended by the principal.

The faculty of the University in 1877 adopted the following rule:

On motion, the Madison High School was placed upon the accredited list of the University, whose graduates and recommended pupils shall be admitted to our classes without further examination.

Adopted March 19, 1877.

S. H. CARPENTER,

Secretary of Faculty.

It is desirable that all students entering the school regularly shall complete in their order the studies of some one of the regular courses. Students who come from other schools, and whose previous training makes them competent to take studies in advanced grades, will be allowed to do so.

These pupils will be required to pass examination, however, on the previous studies of the course before they receive their certificates of graduation.

Students are received and classified at any time, but it is very desirable that they be present at the opening of the term.

The substitution of German for the last five terms' studies in the middle column of the English course constitutes the Scientific Course.

If the circumstances of any make it desirable that they should

take special studies, they will, within reasonable limits, be allowed to do so.

Students taking any course may, with the approval of the teachers, substitute for any study of their course, the corresponding study in any of the other courses.

ITEMS.

Cyclopedias, dictionaries, atlases and other works of reference are at the disposal of the pupils; the normal class has access to the teachers' library.

There is a good supply of apparatus for illustrating the principles of natural science.

The school has the benefit of a good marine and geological collection.

The State Historical and Free City Libraries offer rare facilities for reference and general reading.

The schools are opened with appropriate morning exercises.

The students have maintained literary societies, with meetings for debate and for practice in parliamentary rules. Open sessions are occasionally held.

Students whose parents do not reside in Madison can be aided by the Superintendent in securing suitable places for board and lodging.

Parents of non-resident pupils can also secure his assistance with regard to the introduction of their children to the pastor of such religious society as they may designate.

Parents may secure a report of their children's progress at any time by writing to the teacher to that effect; but if the work is done unsatisfactorily to the faculty of the High School, such report will be sent without previous request.

ADMISSION.

Candidates for admission to the lowest class should be prepared to pass a thorough examination in reading, spelling, writing, arithmetic, geography, United States history and English grammar.

EXPENSES.

Tuition of non-residents is \$10 for the fall term, \$8 for the winter term and \$6 for the spring term, payable in advance;

no deduction will be made to those who attend school only part of each day, or to those who lose a part of a term, if it be less than half a term. But those who take only one study are charged one-half these rates.

Board can be had in clubs from \$1.75 to \$2.75 per week; room rent is from \$0.75 to \$1.25 per week for each student.

Board and lodging can be obtained in private families from \$3.00 to \$4.00 per week.

THE SHAW PRIZE.

To encourage improvement in composition and elocution, Superintendent Samuel Shaw, in 1879, presented to the High School the sum of \$200, the income of which should constitute an annual prize.

The Board of Education has, until this year, prescribed the following rules regarding it:

1. The said sum of \$200 is accepted, and the same will be invested by the treasurer of the Board in the name of the Board, so that the income can be received annually and appropriated at the time of the annual commencement.
2. All members of the graduating class may compete for the prize.
3. Each lady competing shall prepare an essay, and each gentleman an oration. These shall be presented to the Board of Education at the meeting thereof in March, accompanied by a statement, signed by the author thereof, that the production is his or her work, that it is original, and that it has not been revised or examined by any other person.
4. The essays and orations shall be referred to a committee named by the Board, for criticism. Such committee shall rank the production on thought (including originality and comprehensiveness) and style. The productions must be returned to their authors on or before the meeting of the Board in April.
5. The standing of each competitor shall be reported to the Board at its April meeting, by the committee, and, when so ordered, become a part of the Board records. Such report shall be kept private until the end of the school year. All pupils not averaging 70 on each ranking shall not be allowed further to compete for the prize, and shall be so notified.
6. On graduation day, the same or another committee appointed by the Board for that purpose shall rank the competitors on delivery. The rank on delivery shall be averaged with the former ranking, and the pupil having the highest average shall receive the prize, which shall be known as the "Shaw Prize."

SUCCESSFUL COMPETITORS FOR THE SHAW PRIZE.

1879 — SARAH CLARK. *Subject: "Woman as an Inventor."*

JUDGES.

Thought and Style — Prof. Alex. Kerr, Rev. C. H. Richards.

Delivery — Mr. Geo. B. Smith, Mr. L. M. Fay, Mrs. Dr. Favill.

1880 — ROSE CASE.....*Subject*: "Moods and Tenses."

JUDGES.

Thought and Style — Prof. J. B. Parkinson, Rev. J. E. Wright.

Delivery — Hon. H. S. Orton, Prest. G. S. Albee, Mrs. L. M. Fay.

1881 — HELENA BJORNSON.....*Subject*: "Shooting with the Long Bow."

JUDGES.

Delivery — Mr. Fred K. Conover, Mr. Rufus B. Smith, Mrs. J. M. Olin.

1882 — JESSIE R. LEWIS.....*Subject*: "Words."

JUDGES.

Thought and Style — Prof. A. O. Wright, Mr. C. E. Buell.

Delivery — Hon. Robert Graham, Prof. W. H. Rosenstengel, Miss Edith Conover.

1883 — FRANKIE BROOKS.....*Subject*: "Patchwork."

JUDGES.

Thought and Style — Rev. J. H. Crooker, Prof. J. D. Butler.

Delivery — Hon. J. B. Cassoday, Hon. W. H. Chandler, Mrs. Dr. Favill.

1884 — ADDIE LINDLEY.....*Subject*: "Individuality."

JUDGES.

Delivery — Hon. Robert Graham, Mr. R. G. Thwaites, Mrs. Andrew Davis.

1885 — OLIVE E. BAKER.....*Subject*: "Summum Bonum."

JUDGES.

Thought and Style — Mr. C. N. Gregory, Mr. W. A. Corson.

Delivery — Hon. W. H. Chandler, Gen. C. P. Chapman, Mrs. Frank W. Hoyt.

1886 — LELIA M. GILE.....*Subject*: "An Hour of Leisure."

JUDGES.

Thought and Style — Mr. Howard L. Smith, Mr. Edward B. Oakley.

Delivery — Rev. J. H. Crooker, Mrs. J. R. Berryman, Dr. Delia G. Lyman.

1887 — JOHN F. DONOVAN.....*Subject*: "Richard III."

JUDGES.

Thought and Style — Mr. Rufus B. Smith, Mrs. J. M. Olin.

Delivery — Prof. J. Q. Emery, Mrs. Louise S. Favill, Miss Minnie M. Oakley.

1888 — HELEN G. THORP.....*Subject*: "The Power of Reserve."

JUDGES.

Thought and Style — Mr. Frederick K. Conover, Miss Mary Hill.

Delivery — Hon. George Raymer, Mr. O. D. Brandenburg, Mrs. R. G. Thwaites.

1889 — SABENA HERFURTH.....*Subject*: "The City of the Desert."

JUDGES.

Thought and Style — Hon. John G. M'Mynn, Mrs. Sarah E. Barnes.

Delivery — Gen. David Atwood, Hon. M. T. Park, Miss Ella A. Giles.

At a meeting of the Board, March 15, 1890, the rules governing the award of the Shaw prize were modified as follows:

1. Each member of the graduating grade shall be required, as heretofore, to prepare an oration or an essay which shall be handed in at the March meeting of the Board. These papers shall be referred to a com-

mittee, to be marked on general literary excellence, and these markings shall be reported to the Board at its April meeting.

2. The number appearing on the graduating stage shall not exceed fifteen, unless by the special recommendation of the principal and teachers of the High School, who shall select those who are to appear; but their choice shall be based on four considerations, viz.: Scholarship, deportment, general rhetorical work through the course and the general literary excellence of the papers above mentioned.

3. The income of the Shaw prize fund shall be divided into three parts to be known as the first, second and third prizes, and these shall be in the proportion of 7, 6 and 5.

4. These prizes shall be awarded to the three members of the graduating class who shall average highest in scholarship, deportment, general rhetorical work and marking of above-mentioned papers; the standings in scholarship, deportment and rhetorical work shall in this case be taken at the close of the course, and the successful competitors shall be announced after the graduating exercises.

GRADUATING EXERCISES.

CLASS OF '89.

"ON THE THRESHOLD."

FRIDAY MORNING, JUNE 14.

ORDER OF EXERCISES.

MUSIC.

PRAAYER.

MUSIC.

ORATION, WITH SALUTATORY—The Jewish Maiden, - - - - -

FRANCES M. BOWEN.

ORATION—Loyalty, - - - - -

MARY B. BAKER.

ORATION—Sketches of New England Life, - - - - -

CATHERINE M. BROWN.

ORATION—Civilizing Influence of Commerce, - - - - -

THERESA M. BYRNE.

ORATION—The Foot Hills Receding, - -

*BERTHA CASSODAY.

ORATION—The Banishment of the Acadians, - - - - -

WILFRED E. CHASE.

MUSIC.

ORATION—Patriotism, - - - - -

BIONDELLA R. CLARKE.

ORATION—The Emigrant's Rest, - - -

MARGARET A. CUNNINGHAM.

ORATION—Illusions of History, - - -

*LUCIUS H. DAVIDSON.

ORATION—The New Armada, - - -

ELLA DAVIS.

ORATION—A Plea for Guidance in Reading, - - - - -

ELIZABETH DONOUGHUE.

ORATION—The Business Man, - - -

*CHARLES H. DOYON.

ORATION—An Orator, - - - - -

*MYRTLE HELENA DOW.

ORATION—Boadicea, the Soldier Queen

*FRED R. ESTES.

ORATION—Social Forms, - - - - -

JULIA K. FISCHER.

MUSIC.

ORATION—Education, - - - - -

*WILLIAM FITCH.

ORATION—W. E. Gladstone, - - -

*GEORGE EDWARD GERON.

ORATION—Benefits of Our Labor, - -

*ALICE E. HAWKINS.

ORATION — Driftwood.	HANNAH HERFURTH.
ORATION — The City of the Desert,	SABENA HERFURTH.
ORATION — Success through Adversity,	ROBERT E. JONAS.
ORATION — Character of Patriotism,	*MINNIE LUEBKEMANN.
ORATION — Gilderoy's Kite,	*MARY H. MAIN.
ORATION — Our Common Inheritance,	HELEN K. MAYER.
ORATION — "Dux Femina Facti,"	*MARY I. MURRAY.
ORATION — The Use of History,	EMMA A. NELSON.
MUSIC.	
ORATION — The Humorist of To-day,	*ANNA I. OAKLEY.
ORATION — England's First Queen Re-	GRACE V. REYNOLDS.
gent,	EMMA SITTERLY.
ORATION — "She Wept to Wear a	MARY E. SMITH.
Crown,"	LOUIS D. SUMNER.
ORATION — The Right to Live After	WILLIAM E. SWAIN.
Death,	CHARLES THURINGER.
ORATION — Consulting the Oracle,	AMY R. YOUNG,
MUSIC.	
ORATION — Political Excitement,	MARTHA S. BAKER.
ORATION — An Experiment in Govern-	President J. H. CARPENTER.
ment,	
ORATION — Leafless Trees,	
ORATION, WITH VALEDICTORY — Modern	
Thebes,	
MUSIC.	
PRESENTATION OF DIPLOMAS,	

AWARDING OF THE SHAW PRIZE.

JUDGES.

Thought and Style — HON. JOHN G. McMYNN, MRS. SARAH E. BARNES.
Delivery — GEN. DAVID ATWOOD, HON. M. T. PARK, MISS ELLA A. GILES.

Names arranged alphabetically by vote of class.

*Excused from speaking.

GRADUATING CLASS.

ANCIENT CLASSICAL.

Mary B. Baker,	Bertha Cassoday,	Mary E. Smith.
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MODERN CLASSICAL.

Martha S. Baker,	Elizabeth Donoughue,	Helen L. Mayer,
Frances M. Bowen,	Myrtle Helena Dow,	Mary I. Murray,
Catherine M. Brown,	Charles H. Doyon,	Emma A. Nelson,
Biondella R. Clarke,	William Fitch,	Anna I. Oakey,
Ella Davis,	Minnie Luebkemann,	Louis D. Sumner,
Lucius H. Davidson,	Mary H. Main,	Amy R. Young.

ENGLISH.

Theresa M. Byrne,	Julia K. Fischer,	Robert E. Jonas,
Wilfred E. Chase,	George Edward Geron,	Grace V. Reynolds,
Margaret A. Cunningham.	Alice E. Hawkins,	William E. Swain,
	Hannah Herfurth,	Emma Sitterly,
Fred R. Estes,	Sabena Herfurth,	Charles Thuringer.

SPECIALLY RECOMMENDED FOR ENTRANCE TO THE UNIVERSITY, HAVING
COMPLETED PREPARATORY STUDIES.

Agnes Bowen,	William F. Leu,	George D. Pease,
Samuel A. Bostwick,	Byron D. Paine,	I. Frank Porter.

TEXT-BOOKS.

WARD SCHOOLS.

Barnes' New National Readers.
Appleton's Readers, Nos. I, II, III.
Harper's Readers, Nos. I, II, III.
Lippincott's Readers, Nos. I, II, III.
Sheldon's Readers, Nos. I, II, III.
Stickney's Readers, Nos. I, II, III.
Swinton's Readers, Nos. I, II, III.
Robinson's First Book in Arithmetic.
Robinson's Complete Arithmetic.
Harper's Geography.
Swinton's Language Lessons.
Swinton's English Grammar.
Smith's Physiology.
Barnes' History of the United States.
Spencerian System of Penmanship.
Normal Music Course.

HIGH SCHOOL.

Shakespeare — Selected Plays,	-	-	-	-	-	<i>Rolfe & Hudson.</i>
Book-keeping,	-	-	-	-	-	<i>Bryant & Stratton.</i>
Complete Arithmetic,	-	-	-	-	-	<i>Robinson.</i>
Algebra,	-	-	-	-	-	<i>Robinson.</i>
Geometry,	-	-	-	-	-	<i>Wentworth.</i>
Grammar,	-	-	-	-	-	<i>Swinton.</i>
Elements of English Composition,	-	-	-	-	-	<i>Chittenden.</i>
Rhetoric,	-	-	-	-	-	<i>David Hill.</i>
English Literature,	-	-	-	-	-	<i>Backus & Brown.</i>
Latin Grammar,	-	-	-	-	-	<i>Allen & Greenough.</i>
New Latin Method,	-	-	-	-	-	<i>Allen.</i>
Cæsar,	-	-	-	-	-	<i>Allen & Greenough.</i>
Sallust,	-	-	-	-	-	<i>Allen & Greenough.</i>
Latin Composition,	-	-	-	-	-	<i>Allen.</i>
Cicero,	-	-	-	-	-	<i>Chase & Stuart.</i>
Virgil,	-	-	-	-	-	<i>Searing.</i>
Greek Grammar,	-	-	-	-	-	<i>Goodwin.</i>
Greek Lessons,	-	-	-	-	-	<i>White.</i>
Greek Composition,	-	-	-	-	-	<i>Jones.</i>

Anabasis,	-	-	-	-	-	-	-	<i>Goodwin.</i>
Homer,	-	-	-	-	-	-	-	<i>Boise.</i>
French Grammar,	-	-	-	-	-	-	-	<i>Otto.</i>
French Readings,	-	-	-	-	-	-	-	<i>Selected.</i>
German Lessons,	-	-	-	-	-	-	-	<i>Collar's Eysenbach.</i>
German Reader,	-	-	-	-	-	-	-	<i>Rosenstengel.</i>
Physical Geography,	-	-	-	-	-	-	-	<i>Warren.</i>
General History,	-	-	-	-	-	-	-	<i>Barnes.</i>
School Economy,	-	-	-	-	-	-	-	<i>Wickersham.</i>
Didactics,	-	-	-	-	-	-	-	<i>Sweet.</i>
Civil Government,	-	-	-	-	-	-	-	<i>Wright.</i>
Physiology,	-	-	-	-	-	-	-	<i>Martin.</i>
Botany,	-	-	-	-	-	-	-	<i>Gray.</i>
Natural Philosophy,	-	-	-	-	-	-	-	<i>Gage.</i>
Psychology,	-	-	-	-	-	-	-	—

In the higher Latin and Greek courses any approved text-book may be used.

LIST OF BOOKS IN TEACHERS' LIBRARY.

EDUCATIONAL WORKS.

Art of Questioning, -	-	-	-	-	-	<i>Fitch.</i>
Art of Securing Attention, -	-	-	-	-	-	<i>Fitch.</i>
Art of Computation, -	-	-	-	-	-	<i>Goodrich.</i>
Building of a Brain, -	-	-	-	-	-	<i>Clark.</i>
Comparative Geography, -	-	-	-	-	-	<i>Ritter.</i>
Childhood the Text-Book of the Age, -	-	-	-	-	-	<i>Crafts.</i>
Cultivation of the Senses, -	-	-	-	-	-	<i>Eldredge & Bro.</i>
Cultivation of the Memory, -	-	-	-	-	-	<i>Eldredge & Bro.</i>
Education, -	-	-	-	-	-	<i>Spencer.</i>
Education of American Girls, -	-	-	-	-	-	<i>Putnam.</i>
Education as a Science, -	-	-	-	-	-	<i>Bain.</i>
Education in Common Schools, -	-	-	-	-	-	<i>Currie.</i>
Education, American Journal of (Vols. IV and V),	-	-	-	-	-	<i>Barnard.</i>
Education, Cyclopedia of, -	-	-	-	-	-	<i>Kiddle & Schem.</i>
Education, Report of Commissioners of, 1873-1879, 1881-1883, 1884-1887.	-	-	-	-	-	
Education, Systems of, -	-	-	-	-	-	<i>Gill.</i>
Education, Year Book of, -	-	-	-	-	-	<i>Kiddle & Schem.</i>
Early Child Culture, -	-	-	-	-	-	<i>Hailman.</i>
Educational Reformers — Essays on, -	-	-	-	-	-	<i>Quick.</i>
Educational Directory, -	-	-	-	-	-	<i>Steiger.</i>
Educational Theories, -	-	-	-	-	-	<i>Browning.</i>
Educational Weekly (1879), -	-	-	-	-	-	<i>Winchell.</i>
English in Schools, -	-	-	-	-	-	<i>Hudson.</i>
Elementary Lessons in English, -	-	-	-	-	-	<i>Knox.</i>
Elements of Intellectual Philosophy, -	-	-	-	-	-	<i>Wayland.</i>
Emilius (Vols. I, II and III).	-	-	-	-	-	
First Steps Among Figures, -	-	-	-	-	-	<i>Beebe.</i>
Geographical Studies (2 copies), -	-	-	-	-	-	<i>Ritter.</i>
Guide to Kindergarten, -	-	-	-	-	-	<i>Peabody.</i>
Harvard Examination Papers, -	-	-	-	-	-	<i>Leighton.</i>
How to Do It, -	-	-	-	-	-	<i>Hale.</i>
History, Study of, -	-	-	-	-	-	<i>Smith.</i>
Human Development, -	-	-	-	-	-	<i>Taylor.</i>
How to Educate the Feelings, -	-	-	-	-	-	<i>Bray.</i>
How to Study United States History, -	-	-	-	-	-	<i>Trainer.</i>
Household Education, -	-	-	-	-	-	<i>Martineau.</i>

History of Education,	-	-	-	-	-	<i>Philobiblius.</i>
History of Education,	-	-	-	-	-	<i>Schmidt.</i>
History of Pedagogy,	-	-	-	-	-	<i>Hailman.</i>
Instruction, Methods of,	-	-	-	-	-	<i>Wickersham.</i>
Infant School Education,	-	-	-	-	-	<i>Currie.</i>
Intellectual Life,	-	-	-	-	-	<i>Hamerton.</i>
Institute Lectures,	-	-	-	-	-	<i>Bates.</i>
Illusions,	-	-	-	-	-	<i>Sully.</i>
Key to Practical Penmanship,	-	-	-	-	-	(<i>Spencerian.</i>)
Kindergarten Culture,	-	-	-	-	-	<i>Hailman.</i>
Law of Public Schools,	-	-	-	-	-	<i>Burke.</i>
Lectures on Education,	-	-	-	-	-	<i>Hailman.</i>
Language and Study of,	-	-	-	-	-	<i>Whitney.</i>
Lessons on Objects,	-	-	-	-	-	<i>Sheldon.</i>
Logic,	-	-	-	-	-	<i>Schuyler.</i>
Manual of Methods,	-	-	-	-	-	<i>Kiddle, Harrington and Calkins.</i>
Methods of Teaching,	-	-	-	-	-	<i>Hoose.</i>
Mistakes in Teaching,	-	-	-	-	-	<i>Hughes.</i>
Mental Physiology,	-	-	-	-	-	<i>Carpenter.</i>
Mental Science and Culture,	-	-	-	-	-	<i>Brooks.</i>
Methods of Teaching and Studying History,	-	-	-	-	-	<i>Ed. by Hall.</i>
Normal Schools,	-	-	-	-	-	<i>Holbrook.</i>
Normal Outlines of the Common Branches,	-	-	-	-	-	<i>Lind.</i>
New Gymnastics,	-	-	-	-	-	<i>Lewis.</i>
On the Use of Words,	-	-	-	-	-	<i>Eldredge & Bro.</i>
On Discipline,	-	-	-	-	-	<i>Eldredge & Bro.</i>
On Class Teaching,	-	-	-	-	-	<i>Eldredge & Bro.</i>
Outlines of Psychology,	-	-	-	-	-	<i>Sully.</i>
One Thousand Ways of One Thousand Teachers,	-	-	-	-	-	<i>Mason.</i>
Philosophy (pamphlet) of School Discipline,	-	-	-	-	-	<i>Kennedy.</i>
Pestalozzi, Life and Works of,	-	-	-	-	-	<i>Krusi.</i>
Pestalozzi, The Influence of an Elementary Education (pamphlet).	-	-	-	-	-	
Physiology of Mind,	-	-	-	-	-	<i>Mandsley.</i>
Primary Helps,	-	-	-	-	-	<i>Hailman.</i>
Physiology and Calisthenics,	-	-	-	-	-	<i>Bucher.</i>
Primary Object Lessons,	-	-	-	-	-	<i>Calkins.</i>
Powers, Intellectual,	-	-	-	-	-	<i>Abercrombie.</i>
Principle of Human Physiology,	-	-	-	-	-	<i>Carpenter.</i>
Philosophy of Education,	-	-	-	-	-	<i>Tate.</i>
Principles of Sociology (Vols. I and II),	-	-	-	-	-	<i>Spencer.</i>
Practical Educationists,	-	-	-	-	-	<i>Leitch.</i>
Readers' Hand-Book,	-	-	-	-	-	<i>Brewer.</i>
Record of a School,	-	-	-	-	-	<i>Alcott.</i>

Some Thoughts on Education, -	-	-	-	-	<i>Locke.</i>
Science and Art of Education, -	-	-	-	-	<i>Payne.</i>
School Economy, -	-	-	-	-	<i>Wickersham.</i>
School Laws of Wisconsin (1873, 1880, 1885).					
School Amusements, -	-	-	-	-	<i>Root.</i>
School Inspection, -	-	-	-	-	<i>Fearon.</i>
School Management, -	-	-	-	-	<i>Gill.</i>
School Management, Art of, -	-	-	-	-	<i>Baldwin.</i>
Schools and Schoolmasters, -	-	-	-	-	<i>Potter.</i>
Schools, Higher, and Universities in Germany, -	-	-	-	-	<i>Arnold.</i>
School Supervision, -	-	-	-	-	<i>Payne.</i>
School Government, -	-	-	-	-	<i>Jewell.</i>
School Management, -	-	-	-	-	<i>Holbrook.</i>
School Management, -	-	-	-	-	<i>Kellogg.</i>
Schools and Schoolmasters, -	-	-	-	-	<i>Dickens.</i>
Self-Culture, -	-	-	-	-	<i>Blackie.</i>
Special Course of Study, -	-	-	-	-	<i>Stone.</i>
Studies, True Order of, -	-	-	-	-	<i>Hill.</i>
School Room, in the, -	-	-	-	-	<i>De Graff.</i>
School Room Guide, -	-	-	-	-	<i>Trench.</i>
Study of Words, -	-	-	-	-	<i>Kennedy.</i>
School and Family, -	-	-	-	-	<i>Ogden.</i>
The Science of Education, -	-	-	-	-	<i>Farnham.</i>
The Sentence Method, -	-	-	-	-	<i>Brooks.</i>
Those Children, -	-	-	-	-	<i>Sands.</i>
The Philosophy of Teaching, -	-	-	-	-	<i>Lewis.</i>
Teachers' Hand-Book, First Steps, -	-	-	-	-	<i>Ascham.</i>
The Schoolmaster, -	-	-	-	-	<i>Mann.</i>
Thoughts, -	-	-	-	-	<i>Parker.</i>
Teaching, Talks on, -	-	-	-	-	<i>Page.</i>
Teaching, Theory and Practice of, -	-	-	-	-	<i>Fitch.</i>
Teaching, Lectures and Practice of, -	-	-	-	-	<i>Ogden.</i>
Teaching, Art of, -	-	-	-	-	<i>Bain.</i>
Teach, How to, -	-	-	-	-	<i>Abbott.</i>
Teacher, The, -	-	-	-	-	<i>Northend.</i>
Teacher and Parent, -	-	-	-	-	<i>Northend.</i>
Teachers' Assistant, -	-	-	-	-	<i>Abbott.</i>
Teaching the Young, Gentler Manner of, -	-	-	-	-	<i>Johonnot.</i>
Teaching, Principles and Practice of, -	-	-	-	-	<i>Brooks.</i>
Teaching, Normal Methods of, -	-	-	-	-	<i>Sweet.</i>
Teaching, Methods of, -	-	-	-	-	<i>Blakiston.</i>
Teachers, The, -	-	-	-	-	<i>Orcutt.</i>
Teachers' Manual, -	-	-	-	-	<i>Work.</i>
The New Educational Pamphlet, -	-	-	-	-	<i>Barnard.</i>
Training, Oral, -	-	-	-	-	

Training, System of Education,	-	-	-	-	<i>Stow.</i>
Use and Abuse of Examination,	-	-	-	-	<i>Murray.</i>
Words, and How to Put them Together,	-	-	-	-	<i>Ballard.</i>

MISCELLANEOUS WORKS.

Analysis of Civil Government,	-	-	-	-	<i>Townshend.</i>
Botany, First Book of,	-	-	-	-	<i>Youmans.</i>
Botany, Second Book of,	-	-	-	-	<i>Youmans.</i>
Child's Book of Nature,	-	-	-	-	<i>Hooker.</i>
Civilization, History of,	-	-	-	-	<i>Guizot.</i>
Composition, First Lesson in,	-	-	-	-	<i>Hart.</i>
Decisive Battles of the World,	-	-	-	-	<i>Creasy.</i>
English, Past and Present,	-	-	-	-	<i>Trench.</i>
English People, Short History of,	-	-	-	-	<i>Green.</i>
Familiar Quotations,	-	-	-	-	<i>Bartlett.</i>
Great Conversers,	-	-	-	-	<i>Matthews.</i>
History, Episodes,	-	-	-	-	<i>Pardoe.</i>
History of France (Students'),	-	-	-	-	<i>Field.</i>
History of Atlantic Telegraph,	-	-	-	-	<i>Maunder.</i>
History of the World (Vols. I and II),	-	-	-	-	<i>Chadbourn.</i>
Lectures on Natural History,	-	-	-	-	<i>Parker.</i>
Philosophy,	-	-	-	-	<i>Norton.</i>
Physics, Elements of,	-	-	-	-	<i>Hill.</i>
Rhetoric, Principles of,	-	-	-	-	<i>Osgood.</i>
Winter and its Dangers,	-	-	-	-	<i>Smith.</i>
Wisconsin, History of,	-	-	-	-	
Wisconsin Legislative Manual (1878-87).					

TREASURER'S REPORT.

Receipts and Expenditures for the Year 1889.

RECEIPTS.

Jan. 16.	City treasurer, part tax 1888	\$17,000 00
" 26.	W. H. Beach, tuition.	152 00
" 31.	Miss Mary McGovern, fines.	25
Feb. 2.	Miss Mary McGovern, fines.	25
" 8.	Miss Mary McGovern, fines.	25
Mar. 9.	Christian Hein, treasurer Blooming Grove, tax.	175 90
" 23.	Geo. S. Cary, treasurer Town of Mad- ison, tax.	15 93
Apr. 2.	W. H. Beach, tuition.	\$139 33
" 2.	W. H. Beach, supplies sold.	68 00
" 4.	City treasurer, balance school tax.	8,900 00
June 21.	H. S. Grinde, county treasurer, school fund apportionment.	5,905 94
" 26.	W. H. Beach, sundry tuitions.	263 00
July 29.	W. H. Beach, supplies sold.	\$118 31
" 21.	W. H. Beach, fines collected.	1 15
Dec. 4.	W. H. Beach, tuitions.	119 46
" 4.	W. H. Beach, fines.	201 33
" 4.	W. H. Beach, supplies sold.	7 20
" 20.	State treasurer, state aid to free high schools.	53 47
	Total receipts.	345 15
		<hr/> \$33,347 46

EXPENDITURES.

Jan. 1.	Treasury overdrawn.	\$6,965 03
" 1.	Certificates of appropriation paid.	32,777 34
		<hr/> 39,742 37
Dec. 31.	Treasury overdrawn.	<hr/> \$6,394 91

The following certificates were outstanding and unpaid January 1, 1889:

No. 3764, John Rafferty.	\$0 90
No. 4168, Democrat Printing Co.	10 00
No. 5655, News Printing Co.	2 0
No. 5657, Democrat Printing Co.	2 80
No. 5797, Dunning & Sumner.	15 06
	<hr/> \$30 76

H. M. LEWIS,
Treasurer.

STATEMENT

Of Receipts and Expenditures of the Board of Education of the City of Madison, Wis., from January 1 to December 31, 1889.

RECEIPTS.

TAXES.

Jan. 16. City treasurer, city tax.....	\$17,000 00
Mar. 9. Christian Hein, treasurer Blooming Grove.....	175 90
Mar. 23. George S. Cary, treasurer town of Madison.....	15 93
Apr. 4. City treasurer, balance tax.....	8,900 00
	<hr/>
	\$26,091 83

SCHOOL FUND APPORTIONMENT.

June 21. H. S. Grinde, county treasurer.....	\$5,905 94
	<hr/>

FINES.

Jan. 31. Miss Mary McGovern	\$0 25
Feb. 2. Miss Mary McGovern	25
“ 8. Miss Mary McGovern	25
Dec. 14. W. H. Beach, fines collected	7 20
	<hr/>
	\$7 95

HIGH SCHOOL AID.

Dec. 20. H. B. Harshaw, state treasurer.....	\$345 15
	<hr/>

TUITION.

Jan. 26. W. H. Beach, tuition sundry pupils	\$152 00
Apr. 2. W. H. Beach, tuition sundry pupils	139 33
June 26. W. H. Beach, tuition sundry pupils	263 00
Dec. 4. W. H. Beach, tuition sundry pupils	201 33
	<hr/>
	\$755 66

SUPPLIES SOLD.

Apr. 2. W. H. Beach	\$68 00
July 29. W. H. Beach	119 46
Dec. 4. W. H. Beach	53 47
	<hr/>
	\$240 93

EXPENDITURES.

LIBRARY AND APPARATUS.

Dec. 31. Encyclopedia.....	\$55 00
" 31. Binding	11 50
	<hr/>
	\$66 50

JANITORS AND LABOR.

Jan. 2. H. M. Lewis, cash for cleaning.....	\$11 50
" 2. Ben Johnson, labor	3 00
" 2. M. F. O'Callaghan	5 00
" 2. Geo. F. Pellage	6 00
Feb. 5. Geo. F. Pellage, labor, third ward.....	10 25
" 5. Mrs. John Johnson, cleaning	3 00
" 5. M. Amundson, cleaning	20 00
" 5. H. M. Lewis, cash, cleaning.....	5 00
" 16. M. Amundson, janitor high school, six weeks....	63 00
" 16. Amanda Johnson, janitor first ward, six weeks ..	21 00
" 16. Mrs. John Johnson, janitor second ward, six weeks	36 00
" 16. Geo. F. Pellage, janitor third ward, six weeks...	24 00
" 16. M. F. O'Callaghan, janitor fourth ward, six weeks	24 00
" 16. Mrs. R. Welsh, janitor fifth ward, six weeks	24 00
" 16. S. Sharer, janitor sixth ward, six weeks	39 00
" 16. J. G. Schultz, janitor northeast district, six weeks	12 00
Mar. 5. Lizzie Welsh, cleaning, fifth ward.....	3 00
" 5. Geo. F. Pellage, labor.....	3 75
" 30. M. Amundson, janitor high school, six weeks ...	63 00
" 30. Amanda Johnson, janitor first ward, six weeks..	21 00
" 30. Mrs. John Johnson, janitor second ward, six weeks	36 00
" 30. Geo. F. Pellage, janitor third ward, six weeks ...	24 00
" 30. M. F. O'Callaghan, janitor fourth ward, six weeks	24 00
" 30. Lizzie Welsh, janitor fifth ward, six weeks	24 00
" 30. S. Sharer, janitor sixth ward, six weeks	39 00
" 30. John G. Schultz, janitor northeast district, six weeks	12 00
April 2. Geo. F. Pellage, labor.....	4 50
" 2. Martin Amundson, labor.....	4 50
" 2. F. Tente, cleaning vaults	42 00
" 2. M. F. O'Callaghan, labor.....	4 75
May 7. M. F. O'Callaghan, labor.....	6 00
" 7. M. Amundson, janitor high school, labor	13 00
" 11. M. Amundson, janitor high school, five weeks...	52 50
" 11. Amanda Johnson, janitor first ward, five weeks ..	17 50
" 11. Mrs. John Johnson, janitor second ward, five weeks	30 00
" 11. Geo. F. Pellage, janitor third ward, five weeks ..	20 00
" 11. M. F. O'Callaghan, janitor fourth ward, five weeks	20 00
" 11. Lizzie Welsh, janitor fifth ward, five weeks	20 00
" 11. Simon Sharer, janitor sixth ward, five weeks	33 50
" 11. John G. Schultz, janitor northeast district, five weeks	10 00
July 4. J. W. Rider, drayage	18 00
" 4. Amanda Johnson, cleaning.....	5 00
" 15. M. Amundson, janitor high school, five weeks...	52 50
" 15. Amanda Johnson, janitor first ward, five weeks	17 50

July 15.	Mrs. John Johnson, janitor second ward, five weeks.....	\$30 00
" 15.	Geo. F. Pellage, janitor third ward, five weeks ..	20 00
" 15.	M. F. O'Callaghan, janitor fourth ward, five weeks ..	20 00
" 15.	Lizzie Welsh, janitor fifth ward, five weeks.....	20 00
" 15.	S. Sharer, janitor sixth ward, five weeks ..	32 50
" 15.	John G. Schultz, janitor northeast district, five weeks ..	10 00
July 2.	M. F. O'Callaghan, labor.....	8 00
" 2.	G. F. Pellage, labor	13 80
Aug. 10.	M. Amundson, labor.....	28 50
" 10.	Geo. F. Pellage, labor.....	15 70
" 10.	M. F. O'Callaghan, labor.....	5 00
" 10.	Geo. F. Link, labor	23 73
Sept. 3.	M. Amundson, janitor, services.....	25 00
" 3.	Andrew Sether, janitor, services.....	8 00
" 3.	Geo. F. Pellage, janitor, services.....	12 00
" 3.	James McCormick, labor.....	17 90
" 3.	M. F. O'Callaghan, labor.....	12 00
" 3.	Amanda Johnson, cleaning.....	5 00
" 3.	Lizzie Welsh, cleaning.....	6 00
" 3.	S. Sharer, cleaning.....	7 00
" 3.	John G. Schultz, labor.....	1 00
Oct. 1.	Simon Sharer, labor.....	2 00
" 1.	John G. Schultz, labor	2 25
" 19.	M. Amundson, janitor high school, seven weeks..	73 50
" 19.	Amanda Johnson, janitor first ward, seven weeks	24 50
" 19.	Andrew Sether, janitor second ward, seven weeks	42 00
" 19.	Geo. F. Pellage, janitor third ward, seven weeks..	28 00
" 19.	M. F. O'Callaghan, janitor fourth ward, seven weeks ..	28 00
" 19.	Lizzie Welsh, janitor fifth ward, seven weeks.....	28 00
" 19.	Simon Sharer, janitor sixth ward, seven weeks ..	45 50
" 19.	John G. Schultz, janitor northeast district, seven weeks ..	14 00
Nov. 5.	Geo. F. Pellage, labor	7 80
" 5.	M. F. O'Callaghan, labor	6 75
Dec. 3.	M. F. O'Callaghan, labor.....	12 00
" 3.	M. Amundson, janitor high school, eight weeks..	84 00
" 3.	Amanda Johnson, janitor first ward, eight weeks	28 00
" 3.	Andrew Sether, janitor second ward, eight weeks	48 00
" 3.	Geo. F. Pellage, janitor third ward, eight weeks.	32 00
" 3.	M. F. O'Callaghan, janitor fourth ward, eight weeks ..	32 00
" 3.	Lizzie Welsh, janitor fifth ward, eight weeks.....	32 00
" 3.	Simon Sharer, janitor sixth ward, eight weeks ..	52 00
" 3.	John G. Schultz, janitor northeast district, eight weeks ..	16 00
		<u>\$1,885 18</u>

REPAIRS.

Jan. 2.	J. O. Gordon, repairs.....	\$44 45
" 2.	T. A. Nelson, repairs.....	34 24
Feb. 5.	Ramsey, Lerdall & Guldeaman, hardware.....	28 25
" 5.	F. Huels, repairs	2 70
" 5.	Vroman & Mason, lumber	3 63

Feb.	5.	W. H. Karne, repairs	\$4 85
"	5.	S. L. Chase, repairs	13 64
"	5.	J. O. Gordon.....	65 00
Mar.	5.	Christoffers & Co., repairing chairs.....	8 00
"	5.	Sumner & Morris, repairing chairs	5 20
"	5.	S. G. Oakey, repairing chairs.....	3 25
"	5.	H. G. Kröncke, repairing chairs.....	25 95
"	5.	F. C. Sheasby, repairing chairs.....	5 25
Apr.	2.	Amos Parker, care clocks	12 50
"	2.	J. O. Gordon, repairs.....	65 00
May	7.	Frederickson & Fish, lumber.....	5 27
"	7.	T. A. Nelson, repairs	13 31
June	4.	S. Sharer, repairs	3 00
"	4.	S. L. Chase, repairs	6 13
"	4.	C. Morgan, repairs.....	3 00
"	4.	Brittingham & Hixon, lumber and labor.....	23 90
"	4.	J. O. Gordon, repairs	72 60
July	2.	H. M. Lewis, paid for blackboard repairs.....	95 90
"	2.	Scheibel & Krehl, hardware.....	10 99
"	2.	Frederickson & Son, lumber	9 30
"	2.	W. H. Karne, repairs.....	3 25
Aug.	10.	J. O. Gordon, repairs	228 25
"	10.	T. A. Nelson, glazing and painting.....	88 92
"	10.	Peterson, Olsen & Fish, lumber	115 99
"	10.	Simon Foren, repairs.....	3 00
"	10.	Blied Bros., repairs.....	15 60
"	10.	C. R. Stein, repairs.....	108 85
Sept.	3.	J. O. Gordon, repairs	102 30
"	3.	James Livesey, repairs	25 15
"	3.	Carl Schmidt, repairs.....	2 25
"	3.	J. B. Heim, repairs.....	24 20
"	3.	F. C. Sheasby, repairs	29 02
"	3.	W. W. Pollard, repairs	21 12
Oct.	1.	H. G. Kröncke, repairs	92 02
"	1.	Frederickson & Son, lumber	21 24
"	1.	Chas. Morgan, repairs	6 25
"	1.	Brittingham & Hixon, lumber	49 05
"	1.	Scheibel & Krehl, hardware	5 73
Nov.	5.	W. W. Pollard, painting	9 33
"	5.	J. O. Gordon, repairs	96 25
Dec.	3.	H. N. Moulton, repairs	14 24
"	3.	Bischoff Bros., repairs	2 50
"	3.	Scheibel & Krehl, repairs	1 51
"	3.	Esser & Oakey, repairs	6 50
"	3.	John B. Heim, repairs	6 90
			<u>\$1,644 73</u>

SUPPLIES.

Feb.	5.	G. B. Roberts, gas regulators	\$25 00
"	5.	Olson & Jackson, supplies	1 20
"	5.	Aug. Schmidt & Co., supplies	2 00
"	5.	Scheibel & Krehl, supplies	3 90
"	5.	Madison Gas Co., gas	5 43
"	5.	J. E. Moseley, supplies	18 66
Mar.	5.	Chicago Metal Mat Co., mat	6 00
"	5.	Julius Zehnter, cloth for dusters	2 23
"	5.	Madison Gas Co., gas	2 05

Apr.	2.	W. H. Beach, supplies.....	\$184 38
"	2.	Madison Gas Co., gas.....	2 73
May	7.	L. C. Larson, brooms	13 50
"	7.	Hartman Man. Co.....	5 25
"	7.	Novelty Iron Works, desk extras.....	75
"	7.	John B. Heim, hose.....	16 45
"	7.	S. B. W. Brown, paper.....	9 00
June	4.	Richard Porsch, letter-heads.....	17 50
"	4.	John Corscot, cash item.....	11 34
"	4.	Madison Gas Co., gas.....	4 08
July	2.	A. A. Mayers, supplies.....	12 10
"	2.	John Corscot, supplies.....	9 50
"	2.	John Lueders, band	15 00
"	2.	J. E. Moseley, stationery	14 05
"	2.	W. H. Beach, cash.....	107 01
Aug.	10.	W. J. Park & Sons, stationery.....	1 24
"	10.	R. Porsch, labor.....	3 75
"	10.	S. B. W. Brown, legal cap	4 00
Sept.	3.	Peter Fagg, book holders.....	28 80
"	3.	Kentzler Bros., livery.....	4 00
Oct.	1.	Minneapolis O. & S. F. Co., ink-wells.....	2 00
"	1.	John Corscot, supplies.....	9 55
"	1.	Madison Gas Co., gas.....	5 85
"	1.	M. J. Cantwell, blanks.....	8 50
"	1.	A. S. Barnes & Co., supplies.....	40 20
"	1.	Ivison, Blakeman & Co., supplies.....	18 00
Nov.	5.	John Corscot, freight and exchange	13 35
"	5.	R. Porsch, blanks.....	3 00
"	5.	J. E. Moseley, stationery, etc.....	36 83
"	5.	Madison Gas Co.....	3 85
"	5.	Julius Zehnter, supplies.....	3 38
"	5.	L. C. Larson, brooms.....	14 65
"	5.	F. H. Bodenius, disinfectants.....	20 75
"	5.	Ivison, Blakeman & Co., supplies.....	50 17
Dec.	3.	C. C. Gray, erasers.....	40 76
"	3.	Madison Gas Co., gas.....	5 65
"	3.	Dunning & Sumner, supplies.....	15 06
"	3.	W. H. Beach, cash supplies	202 65
			<hr/> \$785 32

FUEL.

Aug. 10.	Conklin & Co., coal.....	\$100 70
" 24.	C. F. Cooley, coal.....	2,665 59
" 24.	Jas. H. Feeney, weighing coal.....	25 00
Nov. 5.	Geo. Kalbfleisch, wood.....	60 00
Dec. 3.	John G. Schultz, sawing wood	12 00
		<hr/> \$2,863 29

FURNITURE.

Oct. 1.	Christoffers & Co., chairs.....	\$57 67
Nov. 5.	G. A. Bullard, school seats.....	82 50
		<hr/> \$140 17

CLERK'S SALARY.

Jan.	2.	Clerk's salary.....	\$75 00
July	2.	Clerk's salary.....	75 00
			<u>\$150 00</u>

PRINTING.

Jan.	2.	Democrat Co., printing.....	\$10 00
Feb.	5.	M. J. Cantwell, blanks.....	5 75
May	7.	M. J. Cantwell, printing.....	231 65
July	2.	M. J. Cantwell, printing	62 00
"	2.	News Printing Co., advertising.....	2 00
"	2.	David Atwood, advertising.....	2 50
"	2.	Democrat Co., advertising	2 80
"	2.	F. S. Horner, printing	7 00
			<u>\$323 70</u>

SITES AND STRUCTURES.

Mar. 15.	W. T. Fish, payment on lot 8, block 82.....	\$500 00
May 7.	E. W. Keyes, shade trees.....	22 00
Dec. 31.	To contract for lot 7, block 82.....	6,000 00
		<u>\$6,522 00</u>

TEACHERS' WAGES.

Feb. 16.	W. H. Beach, superintendent, six weeks.....	\$324 30
" 16.	W. M. Pond, principal high school, six weeks	243 24
" 16.	Mina Stone, preceptress high school, six weeks	105 36
" 16.	Mrs. E. W. Atwood, teacher high school, six weeks	72 00
" 16.	S. M. Williamson, teacher high school, six weeks	60 00
" 16.	Jessie Goddard, teacher high school, six weeks	36 00
" 16.	Mrs. F. A. B. Dunning, teacher high school, six weeks	90 00
" 16.	E. V. Drinker, teacher high school, six weeks	90 00
" 16.	J. M. Carrier, teacher high school, six weeks	90 00
" 16.	M. Parkinson, teacher high school, six weeks	90 00
" 16.	A. B. Moseley, teacher high school, six weeks	84 00
" 16.	F. B. Sheldon, teacher high school, six weeks	84 00
" 16.	H. O. Thoms, teacher high school, six weeks	97 30
" 16.	Ella Larkin, teacher model school, six weeks.....	72 97
" 16.	Mrs. M. F. McMynn, teacher high school, six weeks	36 00
" 16.	Mrs. M. E. Brand, music teacher, six weeks.....	68 00
" 16.	M. L. Byrne, principal first ward, six weeks	90 00
" 16.	M. L. Edgar, teacher first ward, six weeks	66 00
" 16.	E. Hickok, teacher first ward, six weeks	69 06
" 16.	Anna K. Meigs, teacher first ward, six weeks	54 00
" 16.	M. McGovern, principal second ward, six weeks	90 00
" 16.	Ellen Clemons, teacher second ward, six weeks	60 00
" 16.	E. Herfurth, teacher second ward, six weeks	72 00
" 16.	A. Deards, teacher second ward, six weeks	60 00
" 16.	M. Foren, teacher second ward, six weeks	54 00
" 16.	J. Lamont, teacher second ward, six weeks	69 06
" 16.	E. Spaulding, principal third ward, six weeks	75 00

Feb. 16.	F. Bodenstein, teacher third ward, six weeks....	\$66 00
" 16.	Anna Tarnutzer, teacher third ward, six weeks ..	60 00
" 16.	Irene Larkin, teacher third ward, six weeks.....	69 06
" 16.	Kate Foote, principal fourth ward, six weeks....	90 00
" 16.	Therese Cosgrove, teacher fourth ward, six weeks	66 00
" 16.	Mary Burdick, teacher fourth ward, six weeks...	46 04
" 16.	Clare Dengler, teacher fourth ward, six weeks...	20 00
" 16.	Belle Byrne, teacher fourth ward, six weeks.....	69 06
" 16.	J. McMillan, principal fifth ward, six weeks....	90 00
" 16.	C. Harper, teacher fifth ward, six weeks.....	60 00
" 16.	L. Gile, teacher fifth ward, six weeks.....	60 00
" 16.	M. Storm, teacher fifth ward, six weeks	69 06
" 16.	M. M. Mayers, principal sixth ward, six weeks...	90 00
" 16.	O. Baker, teacher sixth ward, six weeks.....	66 00
" 16.	M. Champer, teacher sixth ward, six weeks.....	66 00
" 16.	Rosa Dengler, teacher sixth ward, six weeks....	66 00
" 16.	Florence Foote, teacher sixth ward, six weeks...	69 06
" 16.	C. Billings, teacher northeast district, six weeks.	72 00
" 16.	C. Smith, teacher northeast district, six weeks...	45 00
Mar. 30.	W. H. Beach, superintendent, six weeks.....	324 30
" 30.	W. M. Pond, principal high school, six weeks....	243 24
" 30.	Mina Stone, preceptress high school, six weeks...	105 36
" 30.	Mrs. E. W. Atwood, teacher high school, six weeks	72 00
" 30.	S. M. Williamson, teacher high school, six weeks	84 00
" 30.	Jessie Goddard, teacher high school, six weeks...	36 00
" 30.	Mrs. F. A. B. Dunning, teacher high school, six weeks	90 00
" 30.	Emma V. Drinker, teacher high school, six weeks	90 00
" 30.	Jennie M. Carrier, teacher high school, six weeks.	90 00
" 30.	Mary Parkinson, teacher high school, six weeks ..	90 00
" 30.	Anna B. Moseley, teacher high school, six weeks	84 00
" 30.	Frances B. Sheldon, teacher high school, six weeks	96 00
" 30.	Hattie O. Thoms, teacher high school, six weeks.	97 30
" 30.	Mrs. M. F. McMynn, teacher high school, six weeks	36 00
" 30.	Mrs. M. E. Brand, music teacher, six weeks....	68 00
" 30.	M. L. Byrne, principal first ward, six weeks	90 00
" 30.	M. L. Edgar, teacher first ward, six weeks.....	78 00
" 30.	Ella Hickok, teacher first ward, six weeks.....	69 06
" 30.	Annie K. Meigs, teacher first ward, six weeks....	54 00
" 30.	Mary McGovern, principal second ward, six weeks	90 00
" 30.	Ellen Clemons, teacher second ward, six weeks...	60 00
" 30.	Eliza Herfurth, teacher second ward, six weeks..	72 00
" 30.	Alice Deards, teacher second ward, six weeks....	60 00
" 30.	Maggie Foren, teacher second ward, six weeks...	54 00
" 30.	Isabella Lamont, teacher second ward, six weeks.	69 06
" 30.	Ella Spaulding, principal third ward, six weeks..	75 00
" 30.	Frederika Bodenstein, teacher third ward, six weeks	66 00
" 30.	Anna E. Tarnutzer, teacher third ward, six weeks	60 00
" 30.	Kate Foote, principal fourth ward, six weeks....	90 00
" 30.	Therese Cosgrove, teacher fourth ward, six weeks	66 00
" 30.	Clare Dengler, teacher fourth ward, six weeks...	60 00
" 30.	Bell Byrne, teacher fourth ward, six weeks.....	69 06
" 30.	Jennie McMillan, principal fifth ward, six weeks.	90 00
" 30.	Caroline A. Harper, teacher fifth ward, six weeks	60 00
" 30.	Lelia M. Gile, teacher fifth ward, six weeks.....	60 00
" 30.	Mary E. Storm, teacher fifth ward, six weeks....	69 06
" 30.	Maggie M. Mayers, principal sixth ward, six weeks	90 00

Mar. 30.	Olive E. Baker, teacher sixth ward, six weeks....	\$66 00
" 30.	Margaret M. Champer, teacher sixth ward, six weeks	66 00
" 30.	Rosa Dengler, teacher sixth ward, six weeks.....	66 00
" 30.	Florence Foote, teacher sixth ward, six weeks....	69 06
" 30.	Carrie H. Billings, teacher northeast district, six weeks	72 00
" 30.	Carrie M. Smith, teacher northeast district, six weeks	45 00
Apr. 2.	Mary W. Drinker, teacher model department ...	48 00
" 2.	Jennie M. Williams, teacher third ward.....	66 00
May 11.	Wm. H. Beach, superintendent, five weeks.....	270 25
" 11.	W. M. Pond, principal high school, five weeks...	202 70
" 11.	Mina Stone, preceptress high school, five weeks..	87 80
" 11.	Mrs. E. W. Atwood, teacher high school, five weeks	60 00
" 11.	Susan M. Williamson, teacher high school, five weeks	60 00
" 11.	Mrs. F. A. B. Dunning, teacher high school, five weeks	37 50
" 11.	Emma V. Drinker, teacher high school, five weeks	75 00
" 11.	Jennie M. Carrier, teacher high school, five weeks	75 00
" 11.	Mary Parkinson, teacher high school, five weeks.	75 00
" 11.	Anna B. Moseley, teacher high school, five weeks	70 00
" 11.	Frances B. Sheldon, teacher high school, five weeks	75 00
" 11.	Hattie O. Thoms, teacher high school, five weeks	81 05
" 11.	Mrs. M. F. McMynn, teacher high school, five weeks	30 00
" 11.	Mrs. M. E. Brand, teacher music	56 67
" 11.	Mary L. Byrne, principal first ward, five weeks..	75 00
" 11.	Mary L. Edgar, teacher first ward, five weeks...	60 00
" 11.	Ella Hickok, teacher first ward, five weeks....	57 55
" 11.	Anna K. Meigs, teacher first ward, five weeks...	45 00
" 11.	Mary McGovern, principal second ward, five weeks	75 00
" 11.	Ellen M. Clemons, teacher second ward, five weeks	50 00
" 11.	Eliza M. Herfurth, teacher second ward, five weeks	60 00
" 11.	Alice Deards, teacher second ward, five weeks...	50 00
" 11.	Maggie Foren, teacher second ward, five weeks..	45 00
" 11.	Isabella Lamont, teacher second ward, five weeks	57 55
" 11.	Ella Spaulding, principal third ward, five weeks.	70 00
" 11.	Frederika Bodenstein, teacher third ward, five weeks	55 00
" 11.	Anna E. Tarnutzer, teacher third ward, five weeks	50 00
" 11.	Kate Foote, principal fourth ward, five weeks...	75 00
" 11.	Therese G. Cosgrove, teacher fourth ward, five weeks	55 00
" 11.	Clare Dengler, teacher fourth ward, five weeks..	50 00
" 11.	Belle Byrne, teacher fourth ward, five weeks...	57 55
" 11.	Jennie McMillan, principal fifth ward, five weeks	75 00
" 11.	Caroline A. Harper, teacher fifth ward, five weeks	50 00
" 11.	Lelia M. Gile, teacher fifth ward, five weeks....	50 00
" 11.	Mary E. Storm, teacher fifth ward, five weeks...	57 55
" 11.	Maggie M. Mayers, principal sixth ward, five weeks	75 00
" 11.	Olive E. Baker, teacher sixth ward, five weeks...	55 00

May 11.	Maggie M. Champer, teacher sixth ward, five weeks	\$55 00
" 11.	Rosa Dengler, teacher sixth ward, five weeks.....	55 00
" 11.	Florence Foote, teacher sixth ward, five weeks...	57 55
" 11.	Carrie H. Billings, principal northeast district, five weeks	60 00
" 11.	Carrie M. Smith, teacher northeast district, five weeks.....	37 50
" 11.	Mary W. Drinker, model department, five weeks	40 00
" 11.	Jennie M. Williams, teacher third ward, five weeks	55 00
" 11.	Bertha S. Pitman, teacher high school, five weeks	60 00
June 15.	Sarah E. Barnes, teacher high school, two weeks.....	22 00
" 15.	Wm. H. Beach, superintendent, balance to date	270 34
" 15.	W. M. Pond, principal high school, balance to date.....	202 72
" 15.	Mina L. Stone, preceptress high school, balance to date.....	87 98
" 15.	Mrs. E. W. Atwood, teacher high school, balance to date	90 00
" 15.	Susan M. Williamson, teacher high school, balance to date.....	60 00
" 15.	Mrs. F. A. B. Dunning, teacher high school, balance to date	37 50
" 15.	Emma V. Drinker, teacher high school, balance to date	75 00
" 15.	Jennie M. Carrier, teacher high school, balance to date.....	75 00
" 15.	Mary Parkinson, teacher high school, balance to date	75 00
" 15.	Anna B. Moseley, teacher high school, balance to date	39 20
" 15.	Frances B. Sheldon, teacher high school, balance to date	75 00
" 15.	Hattie O. Thoms, teacher high school, balance to date	81 11
" 15.	Mrs. M. E. Brand, music teacher, balance to date	60 04
" 15.	Mary L. Byrne, principal first ward, balance to date	75 00
" 15.	Mary L. Edgar, teacher first ward, balance to date	60 00
" 15.	Ella Hickok, teacher first ward, balance to date	57 63
" 15.	Anna K. Meigs, teacher first ward, balance to date	45 00
" 15.	Mary McGovern, principal second ward, balance to date	75 00
" 15.	Ellen M. Clemons, teacher second ward, balance to date	50 00
" 15.	Eliza M. Herfurth, teacher second ward, balance to date	60 00
" 15.	Alice Deards, teacher second ward, balance to date	50 00
" 15.	Maggie Foren, teacher second ward, balance to date	45 00
" 15.	Isabella Lamont, teacher second ward, balance to date	57 63
" 15.	Ella Spaulding, principal third ward, balance to date	70 00
" 15.	Frederika Bodenstein, teacher third ward, balance to date	55 00
" 15.	Anna E. Tarnutzer, teacher third ward, balance to date	50 00

June 15.	Kate Foote, principal fourth ward, balance to date	\$75 00
" 15.	Therese G. Cosgrove, teacher fourth ward, balance to date	55 00
" 15.	Clare Dengler, teacher fourth ward, balance to date	50 00
" 15.	Belle Byrne, teacher fourth ward, balance to date	57 63
" 15.	Jennie McMillan, principal fifth ward, balance to date	75 00
" 15.	Caroline A. Harper, teacher fifth ward, balance to date	50 00
" 15.	Lelia M. Gile, teacher fifth ward, balance to date	50 00
" 15.	Mary E. Storm, teacher fifth ward, balance to date	57 63
" 15.	Maggie M. Mayers, principal sixth ward, balance to date	75 00
" 15.	Olive E. Baker, teacher sixth ward, balance to date	55 00
" 15.	Maggie M. Champer, teacher sixth ward, balance to date	55 00
" 15.	Rosa Dengler, teacher sixth ward, balance to date	55 00
" 15.	Florence Foote, teacher sixth ward, balance to date	57 63
" 15.	Carrie H. Billings, principal northeast district, balance to date	60 00
" 15.	Carrie M. Smith, teacher northeast district, balance to date	37 50
" 15.	Mary W. Drinker, model school, balance to date	40 00
" 15.	Jennie M. Williams, teacher third ward, balance to date	55 00
" 15.	Bertha S. Pitman, teacher high school, balance to date	60 00
" 15.	Mrs. M. F. McMynn, teacher high school, balance to date	30 00
Oct. 19.	W. H. Beach, superintendent, seven weeks.....	378 35
" 19.	E. J. MacEwan, principal high school, seven weeks.....	321 58
" 19.	Mina L. Stone, teacher high school, seven weeks.....	132 37
" 19.	Hattie O. Thoms, teacher high school, seven weeks.....	113 47
" 19.	Mrs. E. W. Atwood, teacher high school, seven weeks	94 50
" 19.	Susan M. Williamson, teacher high school, seven weeks	91 00
" 19.	Bertha S. Pitman, teacher high school, seven weeks	105 00
" 19.	Anna B. Moseley, teacher high school, seven weeks	105 00
" 19.	Frances B. Sheldon, teacher high school, seven weeks	105 00
" 19.	Emma V. Drinker, teacher high school, seven weeks	105 00
" 19.	Frank E. Doty, teacher high school, six weeks...	90 00
" 19.	Carrie Baker, teacher high school, seven weeks ..	98 00
" 19.	Elsey L. Bristol, teacher high school, seven weeks ..	98 00
" 19.	Mrs. F. A. B. Dunning, teacher high school, seven weeks	105 00
" 19.	Mary G. Fairchild, teacher high school, five weeks	17 50
" 19.	Mrs. M. E. Brand, teacher music, seven weeks...	80 36
" 19.	Mary W. Drinker, teacher model school, seven weeks	56 00
" 19.	Mary L. Byrne, principal first ward, seven weeks	105 00
" 19.	Mary L. Edgar, teacher first ward, seven weeks ..	84 00
" 19.	Ella Hickok, teacher first ward, seven weeks.....	80 57

Oct.	19.	Sophy M. Goodwin, teacher first ward, seven weeks.....	\$63 00
"	19.	Mary McGovern, principal second ward, seven weeks.....	105 00
"	19.	Carrie H. Billings, teacher second ward, seven weeks.....	84 00
"	19.	Eliza M. Herfurth, teacher second ward, seven weeks.....	84 00
"	19.	Alice Deards, teacher second ward, seven weeks.....	70 00
"	19.	Ellen M. Clemons, teacher second ward, seven weeks.....	70 00
"	19.	Isabella Lamont, teacher second ward, seven weeks.....	80 57
"	19.	Ella Spaulding, principal third ward, seven weeks.....	105 00
"	19.	Frederika Bodenstein, teacher third ward, seven weeks.....	84 00
"	19.	Lelia M. Gile, teacher third ward, seven weeks.....	77 00
"	19.	Jennie M. Williams, teacher third ward, seven weeks.....	77 00
"	19.	Kate Foote, principal fourth ward, seven weeks.....	105 00
"	19.	Therese G. Cosgrove, teacher fourth ward, seven weeks.....	84 00
"	19.	Caroline A. Harper, teacher fourth ward, seven weeks.....	70 00
"	19.	Isabelle T. Byrne, teacher fourth ward, seven weeks.....	80 57
"	19.	Jennie McMillan, principal fifth ward, seven weeks.....	105 00
"	19.	Margaret Foren, teacher fifth ward, seven weeks.....	77 00
"	19.	Mary L. Storm, teacher fifth ward, seven weeks.....	80 57
"	19.	Clare Dengler, teacher fifth ward, seven weeks.....	70 00
"	19.	Maggie M. Mayers, principal sixth ward, seven weeks.....	105 00
"	19.	Kate H. Feeney, teacher sixth ward, seven weeks.....	77 00
"	19.	Maggie M. Champer, teacher sixth ward, seven weeks.....	77 00
"	19.	Rosa Dengler, teacher sixth ward, seven weeks.....	80 57
"	19.	Florence Foote, teacher sixth ward, seven weeks.....	80 57
"	19.	Mary B. Baker, principal northeast district, seven weeks.....	70 00
"	19.	Leonore L. Totto, teacher northeast district, seven weeks.....	52 50
Dec.	3.	W. H. Beach, superintendent of schools, eight weeks.....	432 40
"	3.	E. J. MacEwan, principal high school, eight weeks.....	367 76
"	3.	Mina L. Stone, preceptress high school, eight weeks.....	151 28
"	3.	Hattie O. Thoms, teacher high school, eight weeks.....	129 68
"	3.	Mrs. E. W. Atwood, teacher high school, eight weeks.....	114 00
"	3.	Susan M. Williamson, teacher high school, eight weeks.....	104 00
"	3.	Bertha S. Pitman, teacher high school, eight weeks.....	120 00
"	3.	Anna B. Moseley, teacher high school, eight weeks.....	120 00
"	3.	Frances E. Sheldon, teacher high school, eight weeks.....	120 00
"	3.	Emma V. Drinker, teacher high school, eight weeks.....	120 00
"	3.	Frank E. Doty, teacher high school, eight weeks.....	120 00

Dec.	3.	Carrie E. Baker, teacher high school, eight weeks	\$112 00
"	3.	Elsie L. Bristol, teacher high school, eight weeks	112 00
"	3.	Mrs. F. A. B. Dunning, teacher high school, eight weeks	120 00
"	3.	Mary G. Fairchild, teacher high school, eight weeks	33 00
"	3.	Mary Parkinson, teacher high school, ten weeks..	45 00
"	3.	Mrs. M. E. Brand, teacher of music, eight weeks.	91 84
"	3.	Mary W. Drinker, model school	64 00
"	3.	Mary L. Byrne, principal first ward, eight weeks.	120 00
"	3.	Mary L. Edgar, teacher first ward, eight weeks ..	96 00
"	3.	Ella Hickok, teacher first ward, eight weeks.....	92 08
"	3.	Sophy M. Goodwin, teacher first ward, eight weeks ..	72 00
"	3.	Mary McGovern, principal second ward, eight weeks	120 00
"	3.	Carrie H. Billings, teacher second ward, eight weeks	96 00
"	3.	Eliza M. Herfurth, teacher second ward, eight weeks	96 00
"	3.	Alice Deards, teacher second ward, eight weeks..	80 00
"	3.	Ellen M. Clemons, teacher second ward, eight weeks	80 00
"	3.	Isabella Lamont, teacher second ward, eight weeks	92 08
"	3.	Ella Spaulding, principal third ward, eight weeks	120 00
"	3.	Frederika Bodenstein, teacher third ward, eight weeks	96 00
"	3.	Lelia M. Gile, teacher third ward, eight weeks..	88 00
"	3.	Jennie M. Williams, teacher third ward, eight weeks	88 00
"	3.	Kate Foote, principal fourth ward, eight weeks ..	120 00
"	3.	Therese G. Cosgrove, teacher fourth ward, eight weeks	96 00
"	3.	Caroline A. Harper, teacher fourth ward, eight weeks	80 00
"	3.	Isabel T. Byrne, teacher fourth ward, eight weeks	92 08
"	3.	Jennie McMillan, principal fifth ward, eight weeks	120 00
"	3.	Margaret Foren, teacher fifth ward, eight weeks.	88 00
"	3.	Mary E. Storm, teacher fifth ward, eight weeks..	92 08
"	3.	Clare Dengler, teacher fifth ward, eight weeks...	80 00
"	3.	Maggie M. Mayers, principal sixth ward, eight weeks	120 00
"	3.	Kate H. Feeney, teacher sixth ward, eight weeks	88 00
"	3.	Maggie M. Champer, teacher sixth ward, eight weeks	88 00
"	3.	Rosa Dengler, teacher sixth ward, eight weeks...	92 08
"	3.	Florence Foote, teacher sixth ward, eight weeks.	92 08
"	3.	May B. Baker, principal northeast district, eight weeks	80 00
"	3.	Leonore L. Totto, teacher northeast district, eight weeks	60 00

INTEREST.

Feb.	5.	H. M. Lewis, interest on overdrafts	\$81 32
Nov.	5.	Frederickson & Fish, interest on lot 2, block 82...	210 00
			<hr/> \$291 32

CENSUS.

Aug. 10. John Corscot, paid for census	<u>\$186 00</u>
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FREE TEXT-BOOKS.

Sept. 3. W. J. Button.....	\$49 00
" 3. Sheldon & Co.....	43 75
" 3. Ginn & Co.....	44 33
" 3. J. B. Lippincott Co.....	44 45
" 3. A. S. Barnes & Co.	47 60
	<u><u>\$229 13</u></u>
Oct. 1. W. J. Button, geographies.....	\$54 60
" 1. Ivison, Blakeman & Co.	37 50
	<u><u>\$92 10</u></u>
Nov. 5. Ivison, Blakeman & Co.	\$30 00
" 5. Silver, Burdett & Co.	66 45
	<u><u>\$96 45</u></u>
Dec. 3. D. Appleton & Co.....	\$42 58
" 3. Western Publishing House.....	24 13
" 3. W. H. Beach.....	4 00
	<u><u>\$70 71</u></u>

RECAPITULATION

*Of Receipts and Expenditures from December 31, 1888, to January 1,
1890.*

RECEIPTS.

Taxes.....	\$26,091 83
School fund apportionment.....	5,905 94
Fines.....	7 95
High school aid.....	345 15
Tuition.....	755 66
Supplies sold.....	240 93
	<u>\$33,347 46</u>

EXPENDITURES.

Library and apparatus.....	\$66 50
Janitors and labor	1,885 18
Repairs.....	1,644 73
Supplies.....	1,025 10
Fuel.....	2,863 29
Furniture.....	140 17
Clerk's salary.....	150 00
Printing.....	323 70
Sites and structures.....	522 00
Teachers' wages.....	23,056 32
Interest	291 32
Census	186 00
Free text-books.....	488 39
	<u>\$32,642 70</u>
Overdraft of 1888 paid.....	7,130 43
	<u>\$39,773 13</u>
Treasury overdrawn January 1, 1890.....	<u>\$6,425 67</u>

The indebtedness of the Board for loan from State Trust Funds is
\$35,000.

JOHN CORSCOT,
Clerk of Board of Education.

RULES OF THE BOARD OF EDUCATION.

QUORUM.

Five members shall constitute a quorum, and the following order of business shall be observed at the regular meetings:

ORDER OF BUSINESS.

1. Reading of proceedings of previous meeting.
2. Clerk's and Treasurer's monthly report of funds in treasury.
3. Presentation of accounts.
4. Presentation of communications and petitions.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Reports of Visiting Committees.
8. Report of Superintendent.
9. Unfinished business.
10. New business.

QUESTIONS OF ORDER.

All questions of order shall be decided by the Chair, whose decision shall prevail, unless overruled by the Board. Any member shall have a right to appeal in such cases.

AYES AND NOES.

Any member may demand the ayes and noes on any question. In all cases appropriating money the vote shall be taken by ayes and noes, and a majority of the Board shall be required to make an appropriation.

RESOLUTIONS AND REPORTS TO BE IN WRITING.

All resolutions and reports shall be in writing.

Every member who shall be present when the motion is put shall give his vote, unless the Board, for special reasons, excuse him.

All questions relating to the conduct of teachers, their qualifications, their election, etc., shall be considered with closed doors, and no remark made by any member while considering said qualifications shall be repeated at any time or place.

BOARD MEETINGS.

There shall be a regular meeting of the Board held on the first Tuesday of each month, at 7:30 o'clock P. M. Special meetings shall be called by the Clerk, upon the request of the President or of two members of the Board.

SUSPENSION OF RULES.

These rules may be suspended by a majority of the Board.

REGULATIONS.

SUPERINTENDENT.

1. The Superintendent shall act under the direction of the Board of Education, and shall have the general supervision of all the public schools, school-houses and apparatus; and shall visit each school as often as practicable, in order to acquaint himself thoroughly with the qualifications of the teacher and the condition of the school.
2. He shall assist the teacher in the classification and promotion of pupils, aid in maintaining good order in the school, and cause the course of study adopted by the Board to be followed; but any pupil shall be excused from study at the request of his parent or guardian.
3. It shall be his duty to enforce the regulations of the Board, for which purpose he shall have power to suspend such teachers or pupils as may refuse to comply with the requirements of the Board of Education, and report such suspension immediately to the President of the Board.
4. He shall meet the teachers as often as once in each week during term time, for the purpose of instructing them in the theory and practice of teaching, and the best methods of governing their respective schools, and shall make a report to the Board, at each regular meeting thereof, of the attendance and punctuality of the teachers, and other points which he may deem of importance.
5. He shall have power to fill vacancies, in case of temporary absence of teachers, and shall report the same to the Board at their next meeting.
6. It shall be his duty to keep a record of the monthly reports of each teacher, embracing the average attendance, punctuality, deportment, and scholarship of the pupils in their respective schools, as well as the number of parents, and others who have visited the schools, and make a written report containing an abstract of the same to the Board at each regular meeting.
7. He shall take special pains to secure the physical well-being of the pupils, by guarding them from the evils of improper ventilation and temperature, and giving them such exercises as will tend to strengthen and develop their physical energies.
8. At the close of each year he shall report to the Board, in writing, the condition of the schools, together with such suggestions, information and recommendations as he may deem proper.
9. It shall be the duty of the Superintendent to report to the Board,

during the last month of each term, what, if any, teachers then in the schools should, in his opinion, be no longer retained therein.

The Board of Education will determine, before the close of each term, what teachers engaged in the schools shall be retained for the coming year.

TEACHERS.

All teachers occupying positions in the public schools must fully subscribe to the following conditions:

1. The salaries paid entitle the Board to the services of the teachers for five and one-half days each week, legal holidays excepted.

2. Teachers shall observe and carry into effect all regulations of the Superintendent and Board of Education in relation to their respective schools, attend punctually the weekly meetings of the teachers under the direction of the Superintendent; and whenever absent from said meetings, they shall report the cause of such absence, in writing, to the Superintendent within one week thereafter, and he shall present the same to the Board, together with any facts within his knowledge that may aid in determining the propriety of such absence.

3. All teachers shall be at their school rooms at least thirty minutes before the opening of school in the morning, and fifteen minutes in the afternoon; and the bell shall be rung at 8:30 o'clock A. M., 10 strokes; at 8:55 A. M., 5 strokes; at 9 o'clock A. M., 3 strokes; at 1:45 P. M., 10 strokes; at 1:55 P. M., 5 strokes; at 2 P. M., 3 strokes; at recess, morning and afternoon, 3 strokes.*

4. Teachers shall require their pupils to be in their seats punctually at the appointed time, and all pupils not so seated shall be marked absent or tardy, as the case may be.

5. All teachers shall regulate the school-room clock by the University time, and shall conform to this standard in making records of attendance for themselves and for their pupils.

6. It shall be a duty of the first importance with teachers to exercise a careful watchfulness over the conduct of their pupils in and around the school buildings, and on all suitable occasions to instruct and encourage them in correct manners, habits and principles.

7. Teachers shall inflict corporal punishment only in *extreme cases* and in *private*; such punishment shall not be inflicted on the same day upon which the offense is committed.

8. All cases of corporal punishment shall be reported immediately in writing to the Superintendent, with all the reasons therefor; and he shall embody such report in his monthly report to the Board.

9. Teachers may have power to suspend from the school pupils guilty of gross misconduct or continual insubordination to school regulations; but in cases where the same is practicable, notice of such misconduct

* But any assistant teacher not in charge of a room will need to be at school only fifteen minutes before the opening of each session.

shall be given to the parent or guardian before suspension. Immediate notice of all suspensions shall be given, *in writing*, to the Superintendent, and to the parents or guardians of the pupils suspended.*

10. Teachers shall keep their school registers neatly and accurately, according to the forms prescribed, and fill out the blank reports according to the direction of the Superintendent, and hand in such report promptly at the teachers' meeting, on Saturday of the week for which such reports are made.†

11. Teachers shall attend carefully to the warming and ventilation of their school rooms — effectually changing the air at recess, so that the breathing of impure air may be avoided.

12. Any teacher absent from school on account of sickness or other necessity shall cause *immediate* notice of such absence to be given to the Superintendent.

13. All teachers shall be held responsible for the order and discipline of their own rooms, and for any damage done in the same while under their control.

14. It shall be the duty of teachers, in all cases of the absence of pupils from school, to ascertain *at once* the cause of such absence, and to seek the co-operation of parents in preventing truancy.

15. All teachers employed for a school term shall be examined by the Superintendent and Committee of the Board, at least once in each year. The result of such examination shall be reported to the Board for action.

16. Every applicant for a teacher's situation shall, before being employed, pass an examination satisfactory to the Board; which examination shall be separate from the examination of those previously engaged in the schools of the city; and such examination shall take place as soon as practicable after the close of a term.

17. At the close of a term all teachers shall deliver their registers and class-books at the office of the Superintendent, and all principals shall also deliver at the same office all keys of their respective buildings, together with a list of school property in their possession, accounting for such as may have been removed or injured.

18. It shall be the duty of all principals to notify non-resident pupils of their liability to pay tuition, and they shall promptly report in writing to the Superintendent the names of all such non-resident pupils in their respective schools.‡

* The Superintendent is to be notified at once whenever a pupil has been sent out of the room for misconduct, even if the pupil is not suspended. No pupil suspended during a previous term is to be allowed to return to school during a subsequent term without the written permission of the Superintendent or the Board of Education.

† When no Saturday meetings occur, the report for any week or month should be sent to the Superintendent on the following Monday morning, during office hours.

‡ Such report should be forwarded to the Superintendent within two weeks after the opening of the term of school.

19. Principals shall have the general supervision of the lower departments of their buildings, and shall attend to their proper classification, subject to such regulations as the Superintendent may prescribe; they shall make regulations, subject to his approval, for the maintenance of good order in the halls, on the stairways and grounds;* they shall have the supervision of the buildings, maps, charts, globes, books, keys and other school property, and shall be held responsible for their being kept in proper condition; they shall see that the persons in care of the buildings attend carefully to their duty, giving prompt notice of any delinquency on the part of such person.

HIGH SCHOOL — SPECIAL RULES.

1. Scholars who desire to be promoted from the Second Grammar Department of any ward to the High School are required to reach a standard of seventy-five per cent. in both the final oral and written examinations upon Arithmetic to Ratio, and English Grammar to Analysis; they will also be thoroughly tested in Reading, Spelling, Penmanship, Drawing and Home Civil Government; besides, their school character must be good.

2. Every member of the High School is obliged to be excused by the faculty in order to be absent a part of each day, or to omit any branch belonging to the general exercises; these are to be taken into account for promotion and graduation the same as any other branch.

3. Pupils who are allowed to take but one leading study in the High School will need to be in attendance during the whole of one of the two sessions of the day; they will also need to take the general exercises of the class with which they are graded. Those having two leading studies must be subject to all requirements regarding general exercises, and take part in Reading and Rhetorical exercises.

PUPILS.

1. No pupil shall be received or continued in the Public Schools under six years of age unless prepared to enter a class already formed, except at the opening of the Fall Term, when they may be admitted at the age of five years; nor in the Grammar School unless regularly transferred or found upon examination qualified to enter the lowest class therein, except by permission of the Superintendent; nor in the High School under the age of thirteen years without the consent of the Board of Education.

2. All pupils are required to be at their respective school-rooms before the time of beginning school; to be regular and punctual in their daily

*All the teachers in the building should co-operate with the principal in looking after the children on the grounds, and it is strongly urged that several of the teachers be found upon the grounds whenever the children are there, not to domineer over them, but to be unto them companions and guides. Let it be remembered that it is a dangerous experiment to allow a large number of pupils to herd together without proper oversight.

attendance, and conform to the regulations of the school; to be diligent in study, respectful to teachers and kind to schoolmates; and to refrain entirely from the use of profane and indecent language.

3. No pupils shall be allowed to go upon the ice of the lakes or upon the railroad track, between the hours of 9 and 12 A. M. and 2 and 4:30 P. M.

4. Pupils who shall accidentally or otherwise injure any school property, whether school furniture, apparatus, buildings, fences, shrubs, or any property whatever belonging to the public schools, shall be liable to pay in full for damages.

5. Pupils are required to furnish themselves with all the necessary text-books used in their classes.

6. Every student who shall be absent from school for half a day or more shall bring to his teacher a written excuse from his parent or guardian for such absence.

7. A pupil absenting himself from his seat for one entire week shall forfeit all rights thereto, and can be re-admitted only as a new pupil, except in case of sickness.

8. Two half days' absence (two tardy marks being equivalent to a half day's absence) in four consecutive weeks, sickness only excepted, shall render the pupil liable to suspension. Unavoidable absence need not be used to diminish the percentage of attendance of the room where such absence occurs.

9. Any pupil who shall absent himself from any regular examination, and who fails to render a sufficient excuse for such absence, shall not be allowed to return to the school without the consent of the Board of Education.

10. For open disobedience, insubordination, or indulgence in profane or indecent language, a pupil may be suspended by a teacher or expelled by the Superintendent, immediate notice of which shall be given to the parent or guardian; in all cases of suspension, the pupils can only be re-admitted into the school by written permission from the Superintendent, and in case of expulsion by permission of the Board of Education.

11. Any pupil who shall have fallen for two consecutive months below seventy per cent. in one of his studies shall drop such study or be put into a lower class.

12. No pupil shall be allowed to pursue in school a greater number of branches than those laid down in the course of study for his or her grade, except by permission of the principal and teachers. Every student devoting above one hour each day out of school to music must have consent of the Board of Education in order to attend school for more than one of the two daily sessions; and no scholar, without such consent of the Board, shall be dismissed from school for a part of the day, if he studies what are known as the standard branches of his grade, or their equivalent.

13. Whenever any parent or guardian feels aggrieved at the action of any teacher, he is requested to give information thereof to the Superintendent; and in case the matter is not satisfactorily adjusted by him, such parent or guardian may appeal to the Board.

14. Every class pursuing a branch found in the course of study adopted by the Board of Education shall be required to reach the standard of seventy per cent. in order to pass, to be determined from daily recitations and reviews, and final examinations when deemed necessary by the Superintendent.

JANITORS.

It shall be the duty of janitors to do all work required at their respective buildings or grounds. Whenever fires shall be necessary, they shall be made in time to insure the required warmth by 8:30 o'clock in the morning, and must be looked after as often as necessary to maintain a comfortable temperature in the school rooms during the day.

All sweeping of floors must be completed after the close of each school day, and the furniture be dusted and cleaned before the opening of the building at 8:30 in the morning.

The walls, ceilings and mouldings will be swept as often as required by the principal and the visiting committee, and the walks in and around the school grounds will be kept clear of snow, whether in term time or vacation, and the cutting of the weeds or grass will be done by the janitors as often as necessary.

Janitors will be paid as follows:

For High School, \$12 per week for fall and winter terms, and \$10.50 per week for spring term.

For the stone buildings, First and Sixth wards, \$3.50 per week, when fires are required, and \$3 per week when not necessary.

For the Second ward, \$6; Third, Fourth and Fifth wards, \$4 per week when fires are necessary, and \$3.50 when not necessary.

For the frame building in the Sixth ward, \$3 per week when fires are necessary, and \$2.50 when not necessary.

For the Northeast building, \$2 per week when fires are necessary, and \$1.50 when not necessary.

The foregoing compensation shall in each case cover all making of fires, sweeping, dusting and wiping of rooms, halls, walks and closets, all dusting and wiping of seats, furniture and finish, both in building and closets, and also all necessary washing and cleaning of seats in closets, and ordinary washing in rooms or halls made necessary by any accident, and snow shoveling in winter time.

The general washing of rooms, halls, walks or closets shall be done under the direction of the principal of each building when directed by the visiting committee of the school, in such building, and be paid for as an extra, at rates as nearly as practicable as follows: For the large ward buildings, including closets, when the whole is washed, \$6 per building, and in proportion if less than the whole building is washed.

For the wooden building and closet in Sixth ward, \$2, and in that proportion for less. For the Northeast building, \$1. The weekly compensation for the janitor at the High School shall be in full for all work required of a janitor, including washing of building and closets, except the washing in the summer vacation, which shall be paid for as an extra at a price not exceeding \$10.

The President and Clerk are hereby authorized to draw certificates twice in each term, in payment for the weekly compensation of janitors, as herein fixed, upon the certificate of the proper visiting committee that the janitor has properly discharged his duties as required by these rules.

Any janitor failing to do the work as herein required may be summarily dismissed by the Board.

GENERAL RULES.

1. There shall be two sessions of the school daily. The morning session shall commence at 9 o'clock and close at 12 M. during the year. The afternoon session shall commence at 2 and close at 4 in the Primary Departments, and at 4:30 in all the other rooms, except on Friday, when they may close at 4. In each department there shall be at least one recess of fifteen minutes during each session, and in all grades below the Grammar there shall be two such recesses during the forenoon session.*
2. Besides the ordinary vacations the schools shall be closed on Saturday, all Thanksgiving and Fast days appointed by the state and general government, and the Fourth of July. No teacher shall take any other day as a holiday or close school, except at the regular time, for any purpose save on account of sickness or some unavoidable necessity.†
3. There shall be a public examination of all the schools at the close of each term. All promotions from the Primary to the Grammar schools shall be made at the close of the term, and be determined by examination. The Superintendent may promote scholars at other times for special merit, when found qualified.
4. The classification of scholars in the different departments shall be made with strict adherence to the course of study adopted by the Board, unless the Superintendent shall otherwise permit; and no text-books shall be used or studies pursued in any department of the school except those prescribed by the Board.
5. No text-books shall be furnished to any of the teachers of the public schools except upon the written order of the visiting committees of the schools for which the books are wanted, drawn on the clerk of the Board; and the clerk shall charge them to the teacher to whom they are delivered; the purchase price of the books to be deducted from the teacher's wages, unless the teacher shall at the end of his term of service return the books to the clerk of the Board in good condition.
6. The President and clerk are authorized to issue warrants for the payment of teachers each half term, and to the clerk of the Board of Education at the end of each quarter.
7. The teachers' meeting of each week, during the term time, shall be regarded as a school session, and absence therefrom shall be counted the same as half a day's absence from school.

* But five minutes of each afternoon session shall be devoted to instruction and training in physical exercises under the supervision of the teacher.

† The attention of teachers is called to the last part of this rule, as the Board insist upon its strict observance.

8. All pupils whose parents or lawful guardians are non-residents of the city or school district shall pay a tuition fee per year of \$34 in the High School, and \$15 in all other schools. In all cases where a tuition fee is required by this rule, such fee shall be made to the treasurer of the Board within two weeks after the opening of the term or the commencement of the attendance of such pupil, or such pupil shall be suspended until such fee shall be paid.

9. The morning exercises of each department of the several schools may commence with singing or other appropriate music. The teachers may also, by reading or otherwise, instruct the pupils in politeness, truth-telling, abstinence from profanity, habits of sobriety, promptness, punctuality and morals generally. No expression of opinion on religious tenets, and no sectarian or irreligious teachings, will be allowed.

10. Every class pursuing a branch found in the course of study adopted by the Board of Education shall undergo a final examination when such branch shall have been completed, and each member of the class shall be required to reach the standard of seventy-five per cent. in order to pass.*

11. The school year shall commence on the first Monday of September. It shall continue thirty-seven weeks, and be divided into three school terms.

12. The use of tobacco in and about the school buildings is strictly prohibited.

13. No theatrical exhibition, panorama, concert, or any other public entertainment by a traveling company, shall be advertised through the medium of the public schools.

14. Whenever the monthly report of any school in the city shows no case of tardiness, and at least ninety-five per cent. of attendance on the part of the pupils through the month, such school shall be allowed a half holiday, to be designated by the Superintendent; the teacher will be expected to visit the city schools during this time and to report observations at the next Saturday meeting.

*The present practice is to require that the above per cent. be reached in both the oral and written test; a failure in one of them entitles the pupil to a re-examination within four weeks of school time, by his receiving private teaching on the subject; eighty per cent. is then required, and but one re-examination granted. Pupils dropped back into a class from which they had previously passed may be allowed the benefit of their former standing if their teachers so recommend.

CONTAGIOUS DISEASES.

RULE I.

No pupil shall be permitted to attend any of the public schools of this city from a dwelling in which a person is sick with scarlet fever, small-pox or diphtheria.

Nor shall any pupil who has been exposed to either of said diseases, and is liable from such exposure to have or communicate the same, be permitted to attend any of said schools until a reputable resident physician shall certify that all danger of spreading contagion by such pupil is past.

Nor shall any pupil who has been sick with either of said diseases be allowed to attend any of said schools for a period of six weeks after his recovery therefrom, and then only upon the attending physician's certificate that the residence and clothing of such pupil have been thoroughly disinfected, and that there is no danger that others will take the disease from such pupil.*

RULE II.

No pupil who has any contagious disease not named in the preceding rule, or who has been exposed to any such disease, and is liable from such exposure to have or communicate the same, shall be permitted to attend any public school in this city, except upon the written permission of the Superintendent of the city schools.

The Board suggests the following

PRECAUTIONS

to be used by those affected with either of the diseases named in Rule I:

The patient should be placed in a separate room, from which everything not actually needed by him should previously have been removed, and no person except the physician, nurse or mother allowed to enter the room or touch the bedding or clothing used in the sick room until they have been thoroughly disinfected.

All articles used about the patient, such as sheets, pillow-cases, blankets or cloths, should not be removed from the sick room until they have been thoroughly disinfected by soaking them for one hour in a solution composed of sulphate of zinc, eight ounces; carbolic acid, one ounce; water, three gallons. After this they should immediately be put in boiling water for washing.

*The principal in each ward has charge of this subject in its relation to all the pupils in such ward.

All vessels used for receiving the discharges of the patient, of whatever nature, should have some of the same disinfecting fluid constantly therein, and, immediately after use by the patient, should be emptied and cleansed with boiling water.

Use soft rags instead of handkerchiefs about the nostrils and mouth of the patient and immediately burn them.

A convalescent child should not be allowed to mingle with other children until three or four weeks have elapsed, and all who are liable to take the malady should be excluded from the room for a longer period.

After the patient is removed from the room it should either be closed and filled with the fumes of burning sulphur or the ceilings and side walls be thoroughly cleaned and lime-washed, and the wood-work and floor thoroughly scrubbed with soap and water.

Complete separation on the one hand and thorough disinfection on the other will prevent the spread of the disease beyond the sick room.

CERTIFICATES.

[Certificate to be used when the pupil has been ill with a Contagious Disease.]

MADISON, WIS., ——, 18—.

I certify that I was the attending physician of ——, a pupil in —— school, of said city of Madison, during —— illness with [name disease]. That said —— has been convalescent for the period of six weeks; that no other person in the family where —— resides is now ill with said or other contagious disease; and that to my knowledge the residence and clothing of said —— have been thoroughly disinfected, and that all danger of spreading contagion by said —— is past.

— — — — —, *Attending Physician.*

[Certificate to be used when the pupil has simply been exposed to Contagious Disease.]

MADISON, WIS., ——, 18—.

I hereby certify that, from lapse of time and precautions taken, all danger from spreading contagion by ——, a pupil in —— school, city of Madison (heretofore exposed to ——), is past.

— — — — —, *Resident Physician.*

NOTE 1.—Scarlatina and Varioloid come under Rule I.

NOTE 2.—Cases of Chicken-Pox, Measles, Whooping-Cough and Mumps are treated as follows: Those who have fully recovered from the disease are allowed to attend school; if there are other pupils in the family who have previously had the disease and recovered therefrom, they are likewise allowed to attend; but if such other pupils have never had the disease, they will be excluded from school until such time as will indicate whether they are going to suffer from the contagion in the family; if not, they may return to school.

NOTE 3.—Itch will cause the patient to be promptly shut out of school until full recovery is reached.

BY-LAWS.

OFFICERS.

The officers of the Board of Education shall consist of a President, Clerk, Treasurer, and the following standing committees, viz.: Committee on Finance, Building Committee, Committee on Supplies, Committee on Text-Books, Committee on Teachers and Visiting Committee.

PRESIDENT'S DUTIES.

The President shall call the Board to order at the hour appointed for the meeting, sign all certificates of appropriation, and perform all the duties appropriately belonging to his office. He shall also have authority to review the action of the Superintendent or teachers in suspending or expelling pupils, or other matters relating to the management of schools, and his action shall be final, unless appealed from to the Board at its next regular meeting.

In case of the absence of the President the Clerk shall call the meeting to order and a President *pro tempore* shall be elected.

CLERK'S DUTIES.

The Clerk shall be elected annually by the Board, from its own body, and shall hold his office for the term of one year, and until his successor is elected and qualified. The Clerk shall notify the Common Council whenever a vacancy occurs in the Board; he shall keep a record of the proceedings of said Board, and shall keep all the records and papers belonging thereto; he shall, in each year, between the 15th and the 30th days of the month of June, cause to be taken a census of the children residing in the city between the ages of four and twenty years, and report the same to the State Superintendent of Public Instruction, as provided by law; he shall notify all members of the Board of all meetings, by mail or otherwise; he shall issue certificates of appropriation, after their being signed by the President of the Board, directly to the Treasurer, in the order in which such appropriations are made, specifying in said certificates the purposes for which such appropriations are made; he shall, at every regular meeting of the Board, lay before the Board a balance sheet of the financial books of the Board; he shall notify teachers of their election, and require them to answer at once in writing; he shall also perform such other duties as the Board may prescribe or may be required by the laws of the State.

TREASURER'S DUTIES.

The Treasurer, in addition to the duties required of him by law, shall keep a faithful account of all receipts and disbursements, and shall make a written report thereof at the last regular meeting of the Board in December of each year. He shall also be required to report the amount in the treasury at every regular meeting, and at such other times as the Board may direct. Whenever he shall receive money from any source he shall immediately report the same, and the amount thereof, to the Clerk.

DUTIES OF COMMITTEE ON FINANCE.

The Committee on Finance shall examine and report on all accounts prior to final action thereon, and perform such other duties as the Board may require; in case of the absence of any member or members of the Finance Committee, the President shall appoint a member or members *pro tempore* to fill such vacancy.

DUTIES OF BUILDING COMMITTEE.

The Building Committee shall have the general supervision of all matters pertaining to the erection of school-houses, the alteration and repairs of the same, and report to the Board when desired.

DUTIES OF SUPPLY COMMITTEE.

It shall be the duty of the Supply Committee to procure such school books as may be required for the use of indigent pupils in the city schools, and to purchase all school supplies, and attend to all minor repairs of buildings, fences, walks and school apparatus.

DUTIES OF COMMITTEE ON TEXT-BOOKS.

The Committee on Text-Books may recommend what books may be used in the schools, subject to a final action of the Board to be had thereon, and no text-book shall be used in the schools until adopted by the Board.

DUTIES OF COMMITTEE ON TEACHERS.

The Committee on Teachers shall conduct the annual examination, aided by the Superintendent. They shall also examine all candidates for teachers' positions, and report the result of all examinations to the Board.

DUTIES OF VISITING COMMITTEE.

It shall be the duty of the Visiting Committee to visit their respective schools twice in each term, and report their condition and progress to the Board at the close of each term.*

* See, also, Regulations on Janitors.

AMENDMENT OF CHARTER.

[Extract from Section 1, Chapter 160, Laws of Wisconsin, 1873.]

AMOUNT FOR SCHOOL PURPOSES.

A further sum, equal to four-tenths of one per cent. of the assessed valuation of the real and personal property of the city (or such less sum as the Board of Education may by resolution determine to be sufficient), shall be set apart and used for the payment of the current and contingent expenses of the city schools, and for no other purpose whatever.

HIGH SCHOOL GRADUATES.

CLASS OF 1875.

Archibald Durrie, U. W. '79, Presbyterian Clergyman, Kilbourn, Wis.
Charles Lamb, U. W. '80, Lawyer, Madison.
Oliver Ford.*
Howard Hoyt, U. W. Law, '81, Milwaukee.
Frank Huntington, Book-keeper, St. Paul.
Charles Oakey, Osceola Mills, Wis.
Thomas Parr, U. W. '81.*
William Kollock, Wichita, Kansas.
Edward B. Oakley, Principal High School, Neillsville, Wis.
William Windsor, Phrenologist, Los Angeles.
Hattie O. Thoms, Teacher High School, Madison.
Carrie H. Billings, Teacher Second ward, Madison.
Ella Hickok, Teacher First ward, Madison.
Annie Horne (Married), Wauwatosa, Wis.

CLASS OF 1876.

Henry B. Favill, U. W. '80, Rush '83, M. D., Madison.
Alfred Patek, U. W. '80.
Henry Wilkinson, Milwaukee.
Stanley Proudfit.*
Charles Hudson, Madison.
Geo. E. Morgan, U. W. '80, Law '82, Attorney, Denver, Col.
Henry Mason, Attorney, Garden City, Kan.
Wm. E. Morgan, Physician, Chicago.
Willis Hoover, Physician, Oak Park, Ill.
Euphenia Henry (Mrs. J. T. McMaster), Dakota.
Sarah Dudgeon (Married).
Hattie Huntington (Mrs. McDonald), St. Paul.
Annette Nelson, Teacher, Milwaukee.
Stella Ford (Mrs. Chas. Abbott), Madison.
Carrie French (Mrs. Gibbs), Madison.
Carrie R. Kellogg (Mrs. Brigham Bliss), St. Paul.
Margaret Coyne.*
Kittie Kelley, Madison.
Maria Dean, U. W. '88, M. D., Helena, Mont.
Lizzie Bright, Teacher, Delavan, Wis.

*Deceased.

CLASS OF 1877.

Anton Bjornson, U. W. '82.
William Lyon, U. W. '81, Ashland, Wis.
Willard Snell, Clerk J. E. Moseley, Madison.
Charles H. Kerr, U. W. '81, Publisher, 175 Dearborn St., Chicago.
Salmon Dalberg, U. W. '81, Law '83, Attorney, Milwaukee.
Edmond Burdick, Civil Engineer, Topeka, Kan.
Walter Chase, Madison.
James Young, Machinist U. W., Madison.
George Byrne, Lumber Dealer, Kansas City.
Howard L. Smith, U. W. '81, Law '85, Attorney, St. Paul.
Frank Hyer.
Anna Butler, Superior, Wis.
Julia Clark, U. W. '81 (Mrs. J. W. Hallam), Sioux City, Ia.
Lizzie Dresser (Mrs. Shaw).
Emma Bascom.*
Florence Bascom, U. W. '82-4, Teacher, Rockford, Ill.
Hattie Stout, Dressmaker, Madison.
Fannie Hall, Clerk Chapman's, Milwaukee.
Jennie McMillan, Teacher Fifth ward, Madison.
Colin Davidson, Clerk Railroad Office, Omaha.
Minnie Hopkins (Mrs. Dewey), Boston, Mass.
Frankie Steiner (Mrs. F. Weil), Madison.
Matie Noble.*
Jennie M. Williams, Teacher Third ward, Madison.

CLASS OF 1878.

Henry Pennock, U. W. '83.
Wendell Paine.*
William Oakey, Madison.
William Dodds, U. W. '82, Mechanical Engineer, Milwaukee.
Walter B. Pearson, Contractor, Chicago, Ill.
Sarah Chambers, U. W. '82 (Mrs. C. A. Wilkin), Fairplay, Colo.
Lucy Gay, U. W. '82, Teacher of French, U. W.
Mary E. Storm, Teacher Fifth ward, Madison.

CLASS OF 1879.

August Umbrite, U. W. '83, Insurance.
Julia Ray, U. W. '84 (Mrs. Jordan), Morris, Ill.
Rosa Fitch, U. W. '84 (Mrs. Albert Briggs), Colorado Springs, Colo.
Lillie Beecroft, U. W. '83, Milliner, Madison.
Mary Wright (Mrs. Oakey).
Alice Lamb, U. W. '84 (Mrs. M. Updegraff), Argentine Republic.
Sarah Clark, U. W. '84 (Mrs. C. W. Cabeen), Neenah.
Jennie Lovejoy.*

*Deceased.

CLASS OF 1880.

Harry L. Moseley, U. W. '84, Law, '87, Clerk J. E. Moseley, Madison.
McClellan Dodge, U. W. '84, Civil Engineer, Madison.
Julius Burdick, with E. Burdick, Madison.
James J. Morgan, Chicago Med. Col. '88, M. D., Purceville, Kan.
Louise Davids, Sanborn, Iowa.
Rose Case, Teacher of Music, Wausau, Wis.
Agnes Butler, Madison.
Clara D. Baker, U. W. '84 (Mrs. W. H. Flett), Merrill.
Kittie Moody (Married).
Mary L. Byrne, Teacher First ward, Madison.
Emily Prescott (Married), Nebraska.
Flora Mears, Madison.
Therese G. Cosgrove, Teacher Fourth ward, Madison.
Clarissa Gano (Mrs. Robert Lipsey), Normal Park, Ill.
Annie H. Durrie, Madison.
Lucy Smith, 625 N. Lincoln, Chicago.
Nettie Smith, 625 N. Lincoln, Chicago.
Nellie Phelps.
Kate McGill, Teacher, Oregon, Wis.
Josephine Hausmann, Madison.
Flora Pollard, Teacher, Dundee, Ill.
Fanny Langford (Mrs. L. B. Ring), Woodland Court, Milwaukee.

CLASS OF 1881.

Robert Hendricks, Minneapolis, Minn.
Alice Lindestrom, Madison.
Lucy Herfurth (Mrs. C. N. Harrison), Milwaukee.
Mary E. Oakey, Madison.
Daisy Greenbank (Mrs. F. W. Dustan), Ashland.
Fanny Ellsworth, Madison.
Jessie Partridge.*
Emma Smith, Nebraska.
Helena Bjornson (Mrs. Swenson), Madison.
Rosa Dengler, Teacher Sixth ward, Madison.
Lizzie McMillan.*
Frederica Bodenstein, Teacher Third ward, Madison.
Grace Clark, Graduate U. W. '85; Instructor of French U. W.

CLASS OF 1882.

Elmer Combs, Clinton, Wis.
Mary L. Edgar, Teacher First ward, Madison.
Lillie Cutler, Teacher, Eau Claire, Wis.
Minnie Gill, Madison.

*Deceased.

Elizabeth Heney, in a Convent, Chicago.
 Mary Connor, Token Creek.
 Lillie Clement (Married), Chicago.
 Katie Devine, Milwaukee.
 Jessie R. Lewis (Mrs. Lloyd Skinner), Baraboo.
 Lelia Dow, Portrait Artist, Madison.
 Maggie Robb, Teacher, San Francisco, Cal.

CLASS OF 1883.

William Rosenstengel, U. W. '87, Electrician, Chicago.
 Albert Rundle, Law Class, U. W., Madison.
 Daisy Beecroft, Madison.
 Frankie Brooks (Mrs. Plummer), St. Paul.
 Mary Farley.
 Nellie Jewett.
 Libbie Klusmann, Proof Reader, State Journal.
 Etta Patterson (Mrs. A. J. Klumb), Milwaukee.
 Louis Ambrecht, Madison.
 Eleanor Crowley.
 Fannie Gay.
 Emma Hyland, Teacher, Madison.

CLASS OF 1884.

Addie Lindley, Teacher, Brooklyn, Wis.
 Annie Hauk (Mrs. John Mader), Milwaukee.
 Julia Dalberg, Teacher, Milwaukee.
 Inger Conradson, Teacher, Brooklyn, Wis.
 Ida Herfurth, Stenographer, Madison.
 Alice Rodermund.*
 Sophie M. Lewis, City Librarian, Madison.

CLASS OF 1885.

Lillie D. Baker, U. W. '89; Teacher, Geneva Lake.
 James B. Kerr, U. W. '89, Fellow U. W.
 Anna A. Nunns, U. W. '89; Historical Library.
 Olive E. Baker, Junior U. W.
 Leonore L. Totto, Teacher Northeast District, Madison.
 Sophie S. Goodwin, U. W. '89; Teacher First ward, Madison.
 Sue G. Tullis, U. W. '89; Teacher, Manitowoc.
 Blanch L. Rider, Madison.
 Alice Goldenberger, Senior U. W., Madison.
 Jennie A. Jones (Mrs. E. Derge), Emporia, Kan.
 Delia A. Kelley, Teacher, Madison.

*Deceased.

CLASS OF 1886.

Wm. Anderson.*
 Eldon J. Cassoday, Ancient Classical, Senior U. W.
 Chas. M. Mayers, Ancient Classical, Senior U. W.
 Ben. C. Parkinson, Ancient Classical, Senior U. W.
 Henry G. Parkinson, Ancient Classical, Senior U. W.
 Kittie M. Bruce, Madison.
 Robert C. Burdick, Modern Classical, U. W.
 Mary F. Carpenter, Senior Smith's Col., Mass.
 Lelia M. Gile, Teacher Third ward, Madison.
 Rollin C. Hill, Madison.
 Francis A. Kleinpell, Modern Classical, Senior U. W.
 Grace A. Lamb, Modern Classical, Junior U. W.
 Florence M. Smith, New Mexico.
 Zilpha M. Vernon, Modern Classical, Senior U. W.
 Nora R. Culligan, Teacher, Madison.
 Emma L. Dowling, Madison.
 Margaret A. Foren, Teacher Fifth ward, Madison.
 Ottillia C. Stein (Mrs. P. H. Brodesser), Milwaukee.
 Anna E. Tarnutzer, U. W., Madison.

CLASS OF 1887.

Bessie Cox, Ancient Classical, Junior U. W.
 Fayette Durlin, St. Louis.
 Marion T. Janeck, Ancient Classical, Junior U. W.
 Paul S. Richards, Philadelphia.
 May E. Sanborn, Ancient Classical, Junior U. W.
 Elsie Veerhusen, Ancient Classical, Junior U. W.
 Florence E. Baker, Ancient Classical, Junior U. W.
 Charles A. Dickson, Modern Classical, Junior U. W.
 Bertha M. Mayer, Madison.
 Thomas K. Urdahl, Modern Classical, Junior U. W.
 Augusta J. Bodenstein (Mrs. Paul Findlay), Madison.
 John F. Donovan, Meter Inspector Water Works, Madison.
 Carl A. Johnson, Mechanical Engineer, Junior U. W.
 Arthur F. Oakey, Modern Classical, Junior U. W.
 Carrie M. Smith, Madison.
 Frederick W. Adamson, General Science, Junior U. W.
 Lewis A. Bender, Oconomowoc.
 Sarah E. Gallagher, Special U. W.
 Daisy D. Lindley (Mrs. James Goldsworthy), Prescott, Wis.
 Oscar F. Minch, Confectionery and in U. W. work also, Madison.
 William F. Ellsworth, Mechanical Engineer, Junior U. W.
 Elizabeth M. Henwood, Madison.

*Deceased.

Rose M. Minch, Madison.

Helen L. Winter, Teacher, Madison.

Calvin Z. Wise, Mechanical Engineer, Freshman U. W.

Geo. G. Thorp, Mechanical Engineer, Junior U. W.

CLASS OF 1888.

Helen G. Thorp, Ancient Classical, Soph. U. W.

Henrietta Kleinpell, Madison; Teaching in Dane Co.

John H. McNaught, Mechanical Engineer, Soph. U. W.

Henry H. Morgan, General Science, Soph. U. W.

Annie Bremer, Clerk, Madison.

Samuel Lamont, General Science, Soph. U. W.

Carletta Anderson, Madison, Special U. W.

Samuel Piper, General Science, Soph. U. W.

Mabel Fleming, Milwaukee.

CLASS OF 1889.

May B. Baker, Teacher N. E. District, Madison.

Martha S. Baker, Freshman U. W.

Frances M. Bowen, Freshman U. W.

Catherine M. Brown, Freshman U. W.

Theresa M. Byrne.

Bertha Cassoday, Freshman U. W.

Wilfred E. Chase, Freshman U. W.

Biondella R. Clarke, Teacher, Cambridge, Wis.

Margaret A. Cunningham.

Lucius H. Davidson, Freshman U. W.

Ella Davis, Freshman U. W.

Elizabeth Donoughue, Freshman U. W.

Myrtle Helena Dow, Freshman U. W.

Charles H. Doyon, Freshman U. W.

Fred R. Estes, Freshman U. W.

Julia K. Fischer.

William Fitch, Freshman U. W.

George Edward Gernon.

Alice E. Hawkins.

Hannah Herfurth, Freshman U. W.

Sabena Herfurth, Freshman U. W.

Robert E. Jonas, Freshman U. W.

Minnie Luebkemann.

Mary H. Main, Freshman U. W.

Helen L. Mayer, Freshman U. W.

Mary I. Murray, Freshman U. W.

Emma A. Nelson, Freshman U. W.

Anna I. Oakey, Freshman U. W.
Grace V. Reynolds, Teaching.
Louis D. Sumner, Freshman U. W.
Emma Sitterly, Teacher, Oregon, Wis.
Mary E. Smith, Freshman U. W.
Charles Thuringer, Freshman U. W.
William E. Swain, Freshman U. W.
Amy R. Young, Freshman U. W.

ENROLLMENT OF PUPILS.

First Grade.....	401
Second Grade.....	211
Third Grade.....	204
Fourth Grade.....	178
Fifth Grade	178
Sixth Grade	195
Seventh Grade.....	133
Eighth Grade.....	123

HIGH SCHOOL.

First year	144
Second year	55
Third year.....	51
Fourth year	37
Irregular	123

High School.....	409
Model School.....	52
First Ward	237
Second Ward.....	331
Third Ward	220
Fourth Ward.....	203
Fifth Ward.....	243
Sixth Ward	285
Northeast District	51
Total.....	<u>2,081</u>

SCHOOL CENSUS

For the School Year ending June 30, 1889.

	Male.	Female.	Total.
First Ward.....	410	513	923
Second Ward.....	499	503	1,002
Third Ward.....	202	213	415
Fourth Ward.....	392	431	823
Fifth Ward.....	444	379	823
Sixth Ward.....	304	291	595
	<u>2,251</u>	<u>2,330</u>	<u>4,581</u>

CATALOGUE
OF THE
PUBLIC SCHOOLS OF MADISON, WIS.,
FOR THE
SCHOOL YEAR 1889-90.

HIGH SCHOOL.

FOURTH GRADE.

Ancient Classical —

Wm. W. Allen. Sidney B. Sheldon. A. Cleaver-Wilkinson.
Walter Kleinpell. *Chas. H. Tenney.

Modern Classical —

†Ottmar Boehmer. Mary A. Kelley. Susie P. Regan.
Mary A. Cramer. Helen J. Kellogg. Rudolph R. Rosenstengel.
*A. Laurence Curtis. Irma M. Kleinpell. Eugene A. Smith.
Charles Davison. Stephen A. Madigan. Alice Stephenson.
Theodore Herfurth. Wm. C. McNaught. *Louis Taylor.
Grace L. Hopkins. Thomas Nelson. Caroline M. Young.

English —

Lillie Allen. Cornelius Knudson. *Arthur M. Pardee.
Lizzie Armstrong. *Margaret S. Lamont. *Mark Smith.
May Belle Bryant. Dena Lindley. Frank A. Vaughn.
*Elizabeth Foren. Wm. Llewellyn Miller. *John J. Wright.
Louise S. Kingsley. *Washington Oakey.

THIRD GRADE.

Ancient Classical —

Wilbur L. Ball. Anna C. Griffiths. Vroman Mason.
Alice Davis. Lyle S. Humphrey. Jennie M. Pitman.
D. Carlyle Gile. Geo. A. Kingsley. *Wm. Tenney.

Modern Classical —

Janette Atwood. *John Verner Green. Sarah McConnell.
Louise M. Baumann. Geo. Herb't Greenbank. *Harry Potter.
Hobart Bird. Carry M. Hauk. Martha Scheibel.
*Louise Bowker. Ida Helm. Maud C. Smith.

* Not fully up.

† Died February, 1890.

Modern Classical (continued) —

M. Lois Catlin.	Hobart Johnson.	Halbert Steensland.
Lucy Cosgrove.	*Lucy L. Jones.	Mary J. Thorp.
*Harry M. Curtis.	Carl Lawrence.	Florence E. Vernon.
Janette H. Doyon.	Lydia Minch.	Herman Winter.
Fanny Doyle.	Rob't C. Montgomery.	

English —

Alice Armstrong.	*Ruth Gibbons.	Catherine Regan.
*Josie M. Billings.	Willie Gillett.	*Lillie Seary.
Eleanor Boehmer.	Katherine Luft.	*Fannie Walbridge.
Jessie Cannon.	*Michael Lynch.	*Elizabeth P. Welsh.
Josie Deming.	*Oscar Nelson.	
Della Dinneen.	Jennie O'Connell.	

SECOND GRADE.

Ancient Classical —

Helen Baker.	Annie M. Pitman.	*Eugene A. Sullivan.
Jas. M. Higgins.	Walter H. Sheldon.	

Modern Classical —

Nellie Ainsworth.	*Martha Gill.	Stella Grace Pierce.
Alice Ashby.	J. Curtis Gordon.	John C. Regan.
*David Atwood.	Katherine B. Hart.	Guy A. Rogers.
Edward C. Baumann.	Roland F. Hastreiter.	Michael Schlimgen.
*Lillie M. Berg.	Frances M. Lansing.	†Ralph Seligman.
Caro L. Bucey.	Chas. Kenneth Leith.	Alma Sidell.
*Orin Crooker.	Minnie Mayers.	John E. Slightam.
Harry G. Davies.	*Harriet Memhard.	Martha Torgerson.
Florence Drinker.	Fred. H. Morrill.	*Margerethe Urdahl.
Max Dunning.	*Eva M. McFarland.	Geo. P. Walker.
Henry Evert.	Rachel McGovern.	Bessie Wilson.
Robt. C. Falconer.	Gussie M. Nichols.	Addie M. Wootton.
Charlotte Freeman.	Henry H. Noble.	

English —

Henrietta Billings.	*Grace E. Hoyt.	Margarethe McGowan.
*John H. Bucey.	Annie Keeley.	Jannette Smith.
*Sarah Gallagher.	Herbert Kropf.	*Luth Swenson.
* Walter Grove.	*Sarah Melville.	Iva Welsh.

FIRST GRADE.

Modern Classical —

Edward S. Alley.	*Belle Gilbert.	Martie E. Pound.
Brentford Alley.	*Maud Gilbert.	Joseph Purcell.
Wilson E. Baker.	*Addie Goodrich.	Hattie L. Rosensten- gel.
*Ruth E. Baker.	Edith Green.	Leo Rullman.
Henry Barry.	Grace Greenbank.	H. Melvin Sater.
Louisa M. Bird.	Mamie Griffiths.	

Modern Classical (continued) —

Thomas Brahaey.	Alivina Hauser.	*Frederick H. Selig-
Bessie G. Brand.	*Ovidia J. Hoyer.	man.
Joseph M. Cantwell.	Susie Hubbard.	*Andrew R. Sexton.
Clarissa A. Cook.	Carl S. Jefferson.	*Michael J. Shealey.
Helen L. Copp.	Jas. F. Kelsey.	Dora Schiming.
Kate M. Corscot.	Bertha M. Leatzow.	Carrie F. Smith.
*Francis M. Crowley.	*Amanda Lamhagen.	Ernest B. Smith.
Rachel E. Davis.	Stella Malaney.	Nina A. Swift.
Wm. Darmedy.	Fred M. Montgomery.	Maud Sharp.
Geo. H. Dean.	Wm. A. Munsell.	Marian Thompkins.
Bertrand H. Doyon.	Grace McKinney.	*Charles H. Trask.
Minnie Drives.	*Hiram Nelson.	*Chas. Raymond Trim-
Margaret Durlin.	Howard G. Nichols.	mer.
Bertha Frautschi.	Charlotte B. Norton.	Agnes A. Weiden-
Lizzie Feeney.	Frederick Nye.	beck.
Victoria Fish.	Minnie Olsen.	Julia M. Wilkinson.
Helen A. Fowler.	Maud Parkinson.	Augusta Wood.
Wm. Fowler.	Eve Parkinson.	Grace Whare.
Bessie Gernon.	Eliza Pollard.	

English —

Joseph H. Allen.	Annie Habich.	*Maurice J. Powers.
Christian H. Anderson	*Jane Habich.	Bessie Purcell.
August Atwood.	Ella C. Heileger.	*Harry Purcell.
Herbert Brown.	*Benjamin A. Herrick.	*Johanna M. Reynolds.
Letitia Brooks.	*Margaret Higgins.	Geo. C. Riley.
*Henry D. Cashen.	Isabel M. Holt.	Charles G. Riley.
Fanny Charlton.	*John H. Howard.	Frank M. Riley.
Wm. Charlton.	Edward Hunt.	*August Rosen.
Samuel H. Chase.	Carl A. Karstens.	Herman Rosen.
Clara Comstock.	*Alice Kerwin.	*Paul Rosen.
Clara A. Coulthurst.	Gilbert King.	Lewis D. Rowell.
*Ellen L. Cox.	*Annie Kingston.	Arverna M. Sharp.
*Alice Cunningham.	*Dora Kraege.	*Minnie L. Smith.
Delia Cunningham.	Katie R. Knoblock.	Emma Schermer-
Wm. G. Davidson.	*Johanna Lynch.	horn.
*Harry J. Deards.	Rose A. Mack.	*Jas. H. Spencer.
*Delia Digney.	George Meyer.	Catherine Steinle.
*John Doyle.	M. Myrtle Miller.	Alma Stock.
Nettie Estee.	*Carlton M. Miller.	Mary K. Sullivan.
Anton Esser.	*Sadie Miller.	Edward Swain.
Wm. P. Fairman.	*Ina Minch.	*Jas. E. Taylor.
*Addie Fields.	Robert Monteith, Jr.	Nellie Van Deusen.
Marie L. Fowler.	Mary A. McCarthy.	Carrie S. Walbridge.
Iva Goodwin.	*Gussie Paunack.	Edward J. Widvey.
*Edward Grove.	Jas. B. Patterson.	David H. Wright, Jr.

IRREGULAR.

Harry Ainsworth.	Maud Gallup.	Lillie Ott.
Charles E. Anderson.	Carrie L. Gilman.	Elgin L. Ott.
Roswell K. Baker.	Mildred Gohlke.	Byron D. Paine.
Mabel Baxter.	Norman Goodenow.	Downes Parker.
Willie Beecroft.	Flora M. Grube.	Christena Peterson.
C. Maud Berryman.	Laura M. Guenther.	George D. Pease.
Blanche R. Bird.	Clarence E. Harrington.	Ernest Phillips.
Maude M. Bixby.	Raymond C. Hargrove.	Lucile Phillips.
Minnie Blancher.	John M. Hayes.	I. Frank Porter.
Willie Boehmer.	Sidney Hillier.	Annie P. Rasdall.
Samuel A. Bostwick.	Ernest Hoffman.	John Replinger.
Meta Breckheimer.	Charles L. Hoskin.	Charles Replinger.
Daisy Carville.	Edith Hoskin.	Johannah Reynolds.
Maude Case.	Lottie Isom.	Ida Sargent.
Jas. L. Cosgrove.	Ida May Jackson.	Laura Scott.
Lucy A. Conklin.	Fred L. Janeck.	Jessie Shepherd.
Grace Cory.	Effie Jones.	Jessie O. Sherwood.
Genevieve Couillard.	May Judkins.	Winnifred Siggelkow.
Gertrude E. Couse.	Gertrude Keene.	Clara Silbernagel.
Marg't P. Cunningham.	Frank Kelley.	Grace G. Smith.
Dyson Daggett.	David L. Klore.	Ernest Smith.
Ralph P. Daniels.	Josie Klusmann.	Bertie A. Smith.
Emma Davis.	Susanna Knight.	F. Isabel Smith.
Horace Davis.	Nellie I. Lancaster.	R. Dudley Snowdon.
Clara M. Davies.	Mary Lalor.	Jennie M. Spencer.
Charles Davison.	Lucy Larkin.	Rose V. Stagner.
Emily Dettloff.	William Len.	John Suhr.
Mary Donovan.	John Longfield.	Agnes Sweeney.
Joseph Donovan.	John Madigan.	J. Albert Switzer.
John Doyle.	Le Roy Mahard.	Henry Vilas.
John Drives.	Susie Main.	Hannah M. Vincent.
A. Guy Dunning.	Harriet Memhard.	Lida Vogel.
Eva Eastman.	Emma Meibohm.	John Walter.
Minnie M. Ellis.	Dennie Murphy.	Mary M. Walbridge.
Caroline Erickson.	Anna McConnell.	Edith M. Warner.
Daisy Fitch.	Florence McCoy.	Carrie White.
Teresa J. Fitch.	Helen McMynn.	Ada Williamson.
May S. Foster.	Lillian Nicodemus.	Lizzie Williamson.
Emil Frautschi.	Della Nott.	Albert O. Wright, Jr.
Adolph Frautschi.	Cora North.	Myrtle D. Zielmer.
Wesley E. Frogatt.	Nellie Oppel.	

MODEL SCHOOL.

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Edith Adamson.	Ethel Gay.	Sue Nelson.
Amelia Askew.	Cassius Gleason.	Arthur Nichols.
John Abbott.	Thesnelda Helm.	Ruby Peck.
George Abbott.	Laura Janeck.	Lillie Reissman.
Courtis Anderson.	Batini Jackson.	Delia Rothie.
Eyvind Bull.	Keyes McCurdy.	Elsa Suhr.
Berton Braley.	William McKay.	Ernst Timme.
Earl Dodge.	Carl Mack.	Ada Welsh.

FIRST GRADE.

Rolf Anderson.	James Hobbins.	May Myers.
Ida Bibbs.	Hazel Isaacs.	Ralph Miller.
Marion Curtis.	Marion Jones.	Judson Montgomery.
Herbert Chynoweth.	Elizabeth Janeck.	Cora Norsman.
Robert Chamberlain.	Emil Janeck.	Arthur Regan.
Hugh Dunning.	Freda Lyons.	Helen Sheldon.
Anna Amundson.	Charles Lyman.	Paul Weil.
Gilbert Gleason.	Lois Main.	Carus Williams.
George Gilbertson.	Bird Morse.	Florence Van Etta.
Frances Hall.		

FIRST WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Earle Anderson.	Robert Gay.	Clare Memhard.
Emma Bibbs.	Adolph Glenz.	Minnie Nichols.
Frank Carkhuff.	Albert Henwood.	Grace Nicodemus.
Josephine Comstock.	Herbert Hollenbeck.	Bertha Schlimgen.
Jennie Davis.	Maurice Johnson.	Stuart Sheldon.
Carrie Dodd.	Alfred Kroncke.	Nellie Silsbee.
Janie Epstein.	John Main.	Edmund Suhr.
Mary Freeman.	Toney Malec.	Alfred Thayer.
Florence Gage.		

SEVENTH GRADE.

Hjalmar Anderson.	George Fett.	John Peterson.
Herman Ball.	Sarah Griffiths.	William Riley.
Grace Comstock.	Joseph Hobbins.	Otto Schmidt.
Matilda Cook.	Clark Knight.	Frances Shepherd.
Ada Davis.	Eva Loyd.	Samuel Sullivan.
Olive Davis.	Mary Malec.	Claire Stephens.
John Dick.	Emma Memhard.	Fannie Straslipka.
Mathias Esser.	Walter Minch.	William Taylor.

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

Arthur Adamson.	Ethelyn Green.	Anna Ruste.
Oscar Altpeter.	Cora Haven.	Adolph Schmidt.
Josie Binniwies.	Louis Hobbins.	Annie Schutt.
Emma Binniwies.	Fred Hurd.	John Schwoegler.
Nicholas Behrend.	Minnie Karstens.	Jennie Simmons.
Christian Bohren.	Mabel King.	Fred Shepherd.
Laura Brabant.	Alexander Metz.	Louisa Stemple.
Emma Blind.	John Mohrhauser.	Frank Utzereath.
Carroll Davis.	Emma Nebel.	Nancy Watson.
Kitty Dorris.	George Nebel.	Alice Watson.
Joseph Esser.	Florence Pond.	Eunice Welsh.
Edward Fowler.	Carrie Riley.	
Peter Gersbach.	Roxanna Roesch.	

FIFTH GRADE.

George Anderson.	Rachel Frank.	Minnie Schleuter.
Albert Bach.	Frank Henry.	Sarah Simmons.
John Bibbs.	Lucy Hoven.	Bertha Suhr.
William Bibbs.	Elizabeth Jones.	Edna Stone.
Sarah Bird.	Caroline King.	Florence Shepherd.
Henry Bradley.	Carl Malec.	Charlotte Wood.
Florence Brown.	Frederich Miebohn.	Albert Wiese.
Frank Coyle.	Amelia Nichols.	Stanley Welsh.
Dorothea Curtis.	William Schleuter.	

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

Grace Anderson.	Eliza Miebohn.	Jessie Roesch.
Minnie Boelsing.	Karl Minch.	Frank Schmidt.
John Dean.	Julia Morris.	Daisy Stevens.
William Dorris.	Florence Nelson.	Gertrude Stone.
Sybil Farrar.	Birdella North.	Myrtle Sickles.
Frank Fett.	Maurice Park.	Frank Wallace.
Henry Freeman.	Minnie Peterson.	Stella Watson.
John Leonard.	Frank Pond.	Alex. Williamson.
Allie Malec.	Raynard Reed.	

THIRD GRADE.

August Binnewies.	Maude Green.	Mary Miller.
Karl Blass.	Everett Green.	Volmar Peterson.
Mabel Bradley.	Willie Kern.	Willie Schutte.
Walter Brown.	Annie King.	Mildred Sibley.
Rollin Chamberlin.	Thomas Mackin.	Blanche Skinner.
Robert Dorris.	John Malec.	Carrie Stemple.
Paul Fish.	Albert McFarland.	Eddie Toellner.
James Gilman.	Mary Memhard.	Clara Van Velzer.

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

James Charleton.	Clifford Hill.	Fanny Malec.
Tillie Christopher.	Hattie Jewett.	Minnie Meier.
Grace Clifford.	Cora Kennedy.	Winnie McDonald.
Albert Dean.	Ralph King.	Gussie Selby.
Henry Dorris.	Annie Kovanda.	Harold Sennig.*
Jennie Farrar.	Johnny Lewis.*	Dell Stephens.
Bertha Griffith.	Walter Leonard.	
Clarence Hill.	Walter Lighthizer.	

FIRST GRADE.

Freddy Bart.	Floyd Ellsworth.	Mabel Ruste.
Kitty Barry.	Lizzie Ennis.	Annie Ruste.
James Barry.	Nellie Ennis.	George Schutte.
Willie Biennewies.	Don Farrar.	Amy Selby.
Clara Biennewies.	Willie Gage.	Harry Shellinghan.
Willie Brunner.	Shrida Griffith.	John Shellinghan.
Robin Butler.	James Hogan.	Ashley Sibley.
Frank Chamberlin.	Howard Hobson.	Addie Sickles.
Pearl Clifford.	George King.	Tommy Sennig.
Grace Cromay.	Max King.	August Stockweather.
Robert Cromay.	Amel Malec.	Mary Stockweather.
Barbara Curtis.	Jessie McFarland.	Harry Stone.
Llewlyn Davis.	Maude McFarland.	Dora Stehr.
Victor Dimock.*	Elsa Minch.	Harry Stone.
Carl Doerfer.	Myra Parkinson.	Annie Tauchen.
Maud Doris.	Joseph Pearson.	Frank Tauchen.*
James Dorris.	Artie Reynolds.	Henrietta Toeplemann.
Oscar Edward.	Hattie Roesch.	

SECOND WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Matilda Albertson.	Mary Langley.	George Smith.
Alma Anderson.	Willie Leatzow.	Louisa Swenson.
Charles Brader.	John McKenna.	Maud Tyner.
May Bennett.	Louis Oyen.	Josie Thorsness.
Bertha Brown.	Lida Ryder.	Angus Udell.
Gertina Erickson.	Robert Ryder.	Alvin Voss.
Willie Helm.	Charles Smith.	

SEVENTH GRADE.

Louis Bennett.	Adeline Joachim.	Theodore Niebuhr.*
Herman Berg.	Florence Ketchum.	Jeanette Park.
Bertha Bernard.	Preston Ketchum.	Nettie Peterson.
Fredericka Beyler.	Bernice Lyon.	Martin Strandt.
Lillian Case.	Charles Livesey.	Etta Senger.
Sybil Gale.	James Livesey.	Theodore Senger.
Martha Hansen.	Hattie Livesey.	Carrie Sorenson.
Frank Habich.	Anton Lawrence.	Paul Warner.
Russell Jackson.	Minnie Lueders.	
Reginald Jackson.	Omro Mills.	

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

George Bernard.	Mont Johnson.	Chelsea Pratt.
William Brader.	Edward Joachim.	Albert Riebe.
Hilber Crowley.	Ida Johnson.	Philip Rinder.
Shelby Davis.	August Krueger.	Grace Rogers.
Walter Davis.	Arthur Koehn.	Lawrence Rothie.
Walter Deards.	John Lahm.	John Stock.
Morten Davidson.	Brown Lamont.	Carl Thomas.
Josephine Fuller.	Theodore Leatzow.	James Van Kuelen.
Amanda Godenschwager.	Helen McKay.	Fred Willott.
Theodore Harbort.	Wm. Meng.	Amelia Wayman.
Clarence Isaacs.	Doretta Niebuhr.	

FIFTH GRADE.

George Albertson.	Henry Hollister.	John Meng.
Lottie Anderson.	Emlen Knight.	Nora Nuubson.
May Brader.	Harvey Langley.	Edward Olsen.
Ellen Berg.	Bessie Lynch.	Edmund Riebe.
Wm. Couse.	Arthur Lewis.	Rosa Smith.
Frank Dacy.	Mollie Lawrence.	Mena Swenson.
Annie Dunn.	Wm. Lyon.	Louise Thomas.
George Hall.	Evarts McKay.	Albert Tandvig.
Albert Hall.	Mary Mueller.	Maud Van Kuelen.
Charles Hickman.	Jessie McNamee.	Thomas Welch.

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

Bertha Anderson.	Lawrence Hessing.	Josephine Nelson.
Grace Bradley.	Maie Habich.	Bartlett Noe.
Emma Bucey.	Eliza Harrington.	Laura Olson.
Clarence Comstock.	Samuel Hoff.	Bertha Olsen.

* Died.

Ralph Carville.	Earl Isaacs.	Olaf Olsen.
McLane Couse.	Joseph Jackson.	Helena Senger.
Frank Dunning	Garhart Jacobson.	Clara Stock.
James Doyle.	John Johnson.	Camilla Smith.
Inga Foss.	Matie Koehn.	Edward Sauthoff.
Veronika Frederick.	John Langley.	Harry Teckemeyer.
Frank Fox.	Prentiss Livesey.	Alma Taylor.
Carl Gunlach.	Anna Longfield.	Grace Tyner.
Paul Gunlach.	Louisa Lawrence.	Hannah Wilkinson.
Bertha Harbort.	James Malaney.	Lizzie Wilkinson.
Edward Hoebel.	Leonard Nelson.	

THIRD GRADE.

Amy Allen.	Jennie Hickman.	Nora Olson.
Arthur Barber.	Gertrude Higham.	Lizzie Peterson.
Mamie Bon.	Carl Hoebel	Hattie Pollack.
James Brahaney.	Arthur Hoebel.	Prudence Pratt.
Iva Brown.	Charles Horner.	Minnie Rimsnider.
Frank Brooks.	Alva Ketchum.	Maud Rogers.
Louis Carville.	Annie Livesey.	Bertha Scheer.
Annie Chamberlain.	William Luckensmeyer.	Henry Smith.
Gerhard Davidson.	Carl Luckensmeyer.	Alfred Tandvig.
George Davis.	James Lynch.	Nora Thomas.
Carrie Epstein.	Lulu Malaney.	May Tuttle.
Ida Fox.	Ray McKay.	Charles Van Keulen.
Alice French.	Mabel McKenna.	Justin Waterman.
George Gundlach.	Annie Miller.	Ulrich Wiedenbeck.
Arthur Hall.	Rose Miller.	Allen Wilson.
Hannah Hanson.	St. Clair Morris.	Lillie Wood.
Blanch Hessing.	Anton Nelson.	

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Alexander Barber.	Paul Karberg.	Ernestine Niebuhr.
Sarah Bucey.	Cora Layfield.	Earl W. Oakey.
Philip Berryman.	Fred Longfield.	George Potter.
Josie Beyler.	Edward Lawrence.	Emma Pollock.
John Corscot.	Etta J. Munsell.	Eugene Rider.
Myrtle Downing.	Anna Mueller.	Ida Stoppleworth.
Maud Dacey.	Joseph Munsell.	Nellie Sullivan.
Rosella Ellis.	Anton Nelson.	Cora Tanberg.
Lottie Epstein.	Olaf Nelson.	Sidney Thomas.
Alfred Fjeld.	Carrie Nelson.	Fred Voss.
Ernest Gay.	Maggie Neilson.	Celie Van Kuelen.
Roy Hubbard.	Jennie Neilson.	Stella White.
George Joachim.	Roberta Noe.	

FIRST GRADE.

Horace Allyn.	Alfred Hanson.	Emil Neibuhr.
Russel Allen.	Tildon Hilsenhuff.	Paul Neibuhr.
William Brady.	Ella Hill.	Frank Oakey.
Kittie Brahany.	Lora Hoebel.	Harold Olsen.
Myrtle Black.	Alice Habich.	Jennie Olsen.
Mary Byler.	Myrtilla Hartwell.	Charles Pollack.
Lillie Brader.	Carl Jacobson.	George Peterson.
Lillie Barber.	Otto Karberg.	Katherine Peterson.
Louis B. Chamberlain.	Emma Koch.	Lorena Reichert.
William Cunningham.	Christian Kayser.	Adelaide Rinder.
Josie Cunningham.	Charles Lützow.	Edmund Robbins.
Nydia Cramer.	Robert Livesey.	Harry Stock.
Grace S. Cantwell.	Jennie Lamp.	Alfred Sorenson.
Philip Daubner.	John Lamp.	Melius Sorenson.
Arthur C. Deming.	Samuel Longfield.	Otto Sheer.
Martha Davis.	James Longfield.	Maud Sullivan.
Grace Ellis.	George Lavin.	Carl Smith.
George Fosse.	Frank Langley.	Mildred Simons.
Jessie French.	Adolph Mayer.	Mabel Tyner.
Louis Gundlach.	Raymond Memhard.	Norman Thoreson.
William Gay.	Jessie Memhard.	Charley Thompson.
John Gran.	Jennie Munsell.	Zoe Thompson.
Minnie Gay.	Thorstein Moe.	Malvin Tollefson.
Fred Geisler.	Harry Moe.	Henry Van Keulen.
Sophia Gunderson.	Maud Morris.	Robert Wilson.
Rodolph Harbort.	Josephine Miller.	Maud Wilson.
Frank Heim.	Rollie Nebel.	Paulina Wiedenbeck.
Harry Horner.	Oliver Nubson.	Charley Younge.
Arthur Hickman.	Nora Nelson.	Charley Zimmerman.
Hans Hanson.	Mary Noe.	

THIRD WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Sidney Ainsworth.	Edith G. Grube.	Harry C. Stoltze.
Clay S. Berryman.	Bertha E. Kney.	Berthold Sauthoff.
William J. Boyd.	Paul C. Kney.	Harry E. Sheasby.
George C. Cramer.	Roy C. Main.	Lucy E. Tompkins.
Elmore G. Elver.	Lillian E. Moessner.	Sina A. Troan.
Howard W. Elver.	Jessie L. Monteith.	Silva C. White.
Roy W. Getts.	Perley C. Smith.	Nora A. Winden.

SEVENTH GRADE.

Edith M. Beebe.	Ellen W. Lamb.	Josephine C. Quammen.
Lillian E. Boehmer.	Anna Lawrence.	Mary E. Schmit.
Arthur E. Britenfed.	Addie McConnell.	August L. Sauthoff.
Bernard Brosemer.	Dora E. Nelson.	Goldwin Smith.
Leona A. Edwards.	Edith D. Nelson.	Addie M. Wilke.
Abel J. Farness.	Ellen J. Olson.	
Adele W. Grove.	Bertha Peet.	

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

Magdalena E. Antisdel.	Della M. Johnson.	Martin Olsen.
Anna C. Armbrecht.	Henrietta Kastner.	Rudolph Scheibel.
Arthur W. Baas.	Ena E. Kney.	Antoinette M. Schnei- der.
Paul Bremer.	Philip Kuehne.	Sanford Snow.
Robert Bird.	Bertha B. Meehan.	John F. Sprecher.
Darwin Boehmer.	Adaline S. McConnell.	James F. Sumner.
Amelia C. Gath.	Flora M. Moessner.	Annie Swain.
Claudia J. Hall.	Richard R. Moessner.	Emma H. Van Bergh.
Arnold Hauser.	Ida J. Monteith.	Paul G. Winter.
Oscar T. Hegg.	Norman O. Nelson.	Helen Wilke.
Archibald Hilton.	Esther A. Nye.	
Anna Jenson.	Warren E. Nye.	

FIFTH GRADE.

Nora A. Antisdel.	Theodore N. Flom.	Ingwald Nelson.
Clarence J. Antisdel.	Flora M. Gath.	August Norrell.
Roy R. Alford.	Arthur F. Grube.	Herman A. Pfund.
Francis Bartels.	Adolph E. Hegg.	Arnold Reiner.
Bessie A. Bird.	Jessie E. Hilton.	Ole Selland.
Hattie E. Bryant.	Willie L. Kroetz.	Otto C. Schmiedeman.
Martin H. Baumgartner.	Otto E. Kney.	Bessie Smith.
John Conlin.	Walter Lund.	Florence E. Welland.
Lillie Erickson.	Carl H. Muskat.	Guy S. Woodford.

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

Ruth L. Baltzell.	Walter Johnson.	Irving M. Oppel.
Ilda Boehmer.	Maud Kinzie.	Helen Pfund.
Chloris Boehmer.	Charlotte D. Lund.	Minora Quammen.
Elma Bremer.	Alfred Lamhagen.	Christina Rassbach.
Otto Brandt.	Emily McConnell.	Harry Sauthoff.
Frank M. Drives.	Ada D. Montgomery.	George B. Smith.
Alvan Erickson.	Charles B. Mayer.	Walter Tarnutzer.
Arthur H. Frautchi.	John Nelson.	Theckla Vass.
Elsie A. Guldemann.	Thomas Olsen.	Edna M. Wilder.
Annie Hall.	Arthur C. Oisen.	Ella E. Woodford.
Ena Heyer.		

THIRD GRADE.

Harriette A. Adamson.	Elva G. Drinker.	Florence D. Livermore.
Sanford Anderson.	Harry H. Dodd.	Clara L. Light.
Lizzie Anderson.	Bernhart Erickson.	Zack Luckensmeyer.
Virginia C. Baltzell.	Jennie H. Hughes.	Clara E. Nelson.
Agnes Baumgartner.	Geda Hegg.	Otto Norell.
Julius D. Beebe.	Agnes S. Hilton.	Harry E. Olsen.
Elsa A. Bodenius.	George Heyer.	Annie L. Schultz.
Pearl M. Burton.	Otto J. Heiliger.	Mignon G. Wright.
Fred A. Chamberlain.	John Kastner.	Ruby P. Zehnter.
John F. Coleman.		

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Anna Louisa Anderson.	Helen H. Gartner.	John Purcell.
Frank Pierce Coleman.	John Lansing Hoyt.	Louis Purcell.
Willie George Cox.	Lulu Louisa Kagi.	Anna J. Reiner.
Frank A. De Sautelle.	Ruth E. Lyon.	Grace Delight Sumner.
Frankie Erickson.	George Lyser.	Otto Steel.
Irving Frautschi.	Ella Meng.	Rose Umbreit.
Joseph A. Guldeman.	Geo. Nolte.	Gyda Winden.
Charlie Getts.	Chas. Nye.	
Minnie E. Gath.	Lucian Post.	

FIRST GRADE.

Harry Coles Alford.	Alfred Hilton.	Walter Miller.
Tillie Bartels.	Walter Heiliger.	Sadie Nelson.
Emma Bertha Beyler.	Alexander Hegg.	Clarence Samuel Miller.
Minnie Cecelia Beyler.	Theodore Otto Kupfer.	Casper Mayer.*
Ella Bridtenfeldt.	Francis Keimig.	Reuben Neckerman.
Ellen Cox.	Jennie Keimig.	Raymon B. Nelson.
Harvey Snow Cheney.	Arnold Karl Kropf.	Manda Tourhaugh.
Alice Drinker.	Elsie Karls.	Gustave Quammen.
Mollie G. Davis.	Florence Jetta Lyon.	Walter Jake Reiner.
Willie De Sautelle.	Hans Peter Lyser.	Ewald Scheibel.
Lillie Frautschi.	John H. Lynch.	

FOURTH WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Frances F. Billings.	William R. George.	Mabel Z. Lamberson.
Margaret M. Blake.	Vaughn C. Hanchett.	Madeline F. Slightham.
Royal O. Brown.	Frank T. Hayes.	Florence A. Slightham.
Florence J. Daggett.	Robert E. Joy.	Laura M. Sturm.
Frank Foren.		

* Died.

SEVENTH GRADE.

Mary H. Bardsley.	Grace Fitch.	Rose Rathburn.
Carrie E. Barnes.	Johanna Gerth.	James Slightam.
Myra C. Bradberry.	John Gallagher.	Clarence H. Slightam.
Thomas Crimmins.	John E. Goodwin.	George E. Winslade.
Jennie B. Deards.	Gertrude S. Kern.	
Annie Fiedler.	Neva Pratt.	

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

Mary Alexanderson.	Jessie Davis.	Charles Montgomery.
Sadie Bills.	William Field.	Bertha Mueller.
Lulu Ball.	Nicholas Greig.	Julia Mullen.
Mary Buchannan.	Harry Hanson.	Norman Smith.
Harry Cowie.	Asa B. Knapp.	Harry Smith.
Sprague Cook.	Ward Lamberson.	Arthur Seligman.
Mary Cholvin.	Genette L. Montgomery.	Maximilian Seligman.
Fred A. Detloff.		Maude Vaughn.

FIFTH GRADE.

Bertha Ambrecht.	Fred Gillet.	Robert Rathburn.
Edith Bardsley.	Ray Hanchet.	Grace Ramsdale.
Edna Bardsley.	Mabel Kentzler.	Sadie Soper.
Ida Brattrud.	Albert Kropf.	Hubert Schemerhorn.
William Buergin.	Henry Lea.	William Smith.
Cassie Burrinton.	Stephen Long.	Everett Smith.
John Cowie.	Bridget McEvilly.	Denton Smith.
Clarence Fitzpatrick.	Patrick McEvilly.	Theodore Soehle.
Etta Goodwin.	Grace O'Connell.	Lucian Sweet.
Bessie Griffith.	Fred Rudd.	

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

Albert Alexson.	Albert Cromey.	Thomas Morrell.
Edith Ashard.	Lloyd Dow.	Michael Riley.
Margie Ball.	Kittie Doris.	William Seymour.
William Billings.	William Fitz Patrick.	Lizzie Seymour.
Grace Bliss.	Janette Johnston.	Fred Soehle.
Edwin Brown.	Maud Long.	Mabel Slightam.
Nettie Blake.	Maud Lamberson.	Maud Stephenson.
Louise Buergin.	Blanche Lamberson.	Michael Zwicky.
Grace Carter.		

THIRD GRADE.

Mary Andrew.	Alice Cowie.	Charles Long.
Gertrude Anderson.	Herbie Cram.	Clara Lea.
Rex Ball.	Gerald Callaghan.	George Rains.

Fletcher Billings.	Stanley Daggett.	Kate Sanborn.
Alfred Brattrud.	Belle Gillett.	Dora Seymour.
Katie Bills.	Katherine Griffiths.	Maud Slightam.
Edmund Brabant.	Bessie Hansen.	Percy Seligman.
Nellie Crimmins.	Fred Hansen.	John Thomas.
Martha Crimmins.	Jane Hallowell.	Beulah Westerfeld.

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Archie Ashard.	Daniel Goodwin.	Bunnie Ramsdale.
William Armbrecht.	Fred Joachim.	Gertrude Slightam.
Adaline Belcham.	William Lea.	Bertha Slacher.
Wayne Bird.	James Long.	Floyd Shepherd.
Lulu Brown.	Mary Mullen.	Edwin Seymore.
Della Brattrud.	Nettie Mulligan.	Thomas Sullivan.
Lillie Cowie.	Alfred Pratt.	Volberg Widvey.
Edmond Chase.	Edith Rudd.	Edna Zimmerman.
Catharine Griffiths.	Harry Rudd.	Francis Zimmerman.

FIRST GRADE.

Charles Armbrecht.	Nellie Croft.	Belle Johnson.
Guy Anderson.	Nellie Gunner.	Alex. Johnson.
George Anderson.	Joseph Dorsey.	Albert M. Kraft.
Claud Andrews.	Ruth Deards.	Daisy Mulligan.
Mabel Ashard.	Illa Dow.	Sarah McVeily.
Arthur Anderson.	Bernice Dow.	James Riley.
Fred Brabank.	James Fox.	Grace Shepherd.
George Barnes.	William Grove.	Nellie Schlacker.
Jessie Barnes.	Retta Gillett.	Maud Schlacker.
Bertha Bradbury.	Ida Hansen.	Rosie Spivak.
Emma Buergin.	Anna Hansen.	Ray Soper.
Sarah Blomly.	Edward Hansen.	Harry Welcher.
Michael Crimmins.	William Holly.	Frank Westerfeld.
John Carman.	Joseph Hyland.	Alex. Zimmerman.
John Connors.		

FIFTH WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

James Baker.	Hattie Fritz.	William Murtha.
May Baker.	Peter Fritz.	Stanley Parkinson.
May Brockway.	John Gregg.	George Philbrick.
Howard Cossiboin.	Frank Haven.	George Scheler.
Guy Dodge.	Gertrude Judkins.	William Sharp.
Cora Ellis.	Walter Kessler.	Eliza Stagner.
Charles Estabrook.	Inez Kinney.	Annie Welsh.
Lena Estee.	George Lorch.	

SEVENTH GRADE.

Flora Ashby.	Henry Haak.	Clara Rosen.
Carrie Barnes.	Charles Harrington.	William Van Wie.
Ralph Benson.	George Lewis.	Fred Williamson.
Cleve Benson.	Clara Link.	Emma Wirk.
Phillip Boehmer.	Claude Milward.	Olive Wise.
Mata Buerger.	William Milward.	Ida Zwicky.
Mary Gallagher.	John Murray.	
William Godding.	William Paunack.	

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

William Armstrong.	Kittie McFarland.	Michael Starr.
George Buser.	Frank Niendorf.	Theresa Spahn.
Margaret Estabrook.	James O'Brien.	Emil Scheler.
Emelie Eichman.	John O'Leary.	George Utter.
Susie Foster.	William Parrott.	Arthur Utter.
Mary Fritz.	Sadie Philumalee.	Fred Wickersheimer
Maude Giles.	Charles Silbernagel.	Gay Wilber.
Emma Hosken.	Mary Shine.	Anna Wald.
Grace Hawkins.	John Shine.	Ernest Walbridge.

FIFTH GRADE.

Lisle Benson.	Albert Hawkins.	Charles Roach.
William Beglinger.	Jennie Hope.	Ella Small.
Nena Buergen.	Julia Kelly.	William Small.
John Burke.	Amelia Kohlhepp.	Rose Scheler.
Glenn Corlie.	William Kohlhepp.	Hiram Tenney.
Charles Cech.	Clara Mautz.	Frank Tuttle.
Marcus Fagg.	Harry MacKay.	Sarah Trask.
William Fagg.	Anna Peterson.	Minnie Utter.
Henrietta Flemming.	Minnie Polk.	Mabel Van Wie.
George Giles.	Louis Pearson.	Alex. Williamson.
Chauncey Godding.	August Paunack.	

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

William Thomas.	Julia Brophy.	Annie Lewis.
Grace Van Wie.	James Burke.	Clarence Middleton.
Charles Wilber.	Rosa Digny.	Fred Polk.
Emma Young.	William Ellis.	James Shine.
Ben Adams.	Emmet Faulkes.	Emma Silbernagel.
Meltha Andrus.	Mary Hawkins.	Julia Starr.
Hamlet Barry.	William Jones.	Lester Thorp.
Maud Benson.	Ernest Kinney.	Margaret Trask.

THIRD GRADE.

Frank Adams.	Herbert Godding.	James Milward.
Francis Baker.	Frank Godding.	Walter Morhusen.
Edward Blake.	Florence Harrington.	Minnie Niendorf.
Gertrude Benton.	Carl Heyl.	Frank O'Leary.
Roy Butler.	Addie Holloway.	Charles Poths.
Frank Estabrook.	Robert Hosken.	Fred Silbernagel.
Charles Fagg.	Rebecca Jones.	Harry Wilber.
Lulu Flemming.	Edith Kading.	

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Ethel Andros.	Sarah Gillis.	Grace Philumalee.
Bernie Barry.	William Gorman.	Ida Paunack.
Benjamin Blake.	Mary Hamilton.	William Polk.
Ethel Baker.	Hattie Haven.	Clarion Pierce.
Louise Bedlinger.	Kepler Hughes.	Charles Rogers.
Edward Conahon.	Agnes Kelley.	John Small.
Joseph Conahon.	Mary Kelly.	Wilford Stephenson.
Cala Fritz.	Grace Lamphere.	Josephine Stoddard.
Mary Faulkes.	Mathilda Marks.	Amy Thomas.
Charles Fuss.	Bertha Mohrhusen.	Alfrida Wickersheimer.
Otto Fuss.	Theodore Mohrhusen.	

FIRST GRADE.

Otto Bedlinger.	Orli Dell Halloway.	Ralph O'Leary.
Henry Blake.	Adelaide Henderson.	Arnie Pearson.
Annie Brophy.	Clara Holt.	Edith Pierce.
William Brophy.	Mary Holt.	Maggie Quinn.
John Brophy.	Sarah Holt.	Edward Reif.
Ina Buerger.	Howard Hopson.	John Roesch.
Mary Cogswell.	Benjamin Johnson.	Roy Rogers.
Donna Deane.	Charles Jones.	Katy Silbernagel.
Angelo De Rienzo.	John Jones.	Eleanor Spencer.
Charles Ellis.	Thomas Kelly.	George Spencer.
Nellie Fagg.	Worth Kinney.	Nellie Starkweather.
Bessie Ferris.	Henry Lamphere.	August Starkweather.
Mary Fitzpatrick.	Carl Larson.	Annie Starr.
Lizzie Fuss.	Edward Larson.	John Utter.
Edith Gillis.	Albert Lewis.	Frederick Van Deusen.
Hattie Godding.	John Lewis.*	Cora Van Wie.
Roy Gyles.	William Maloney.	Florence Van Wie.
Edna Hamilton.	Maggie McDonnel.	Wilford Way.
Albert Haven.	Daisy Milward.	Edna Wickersheimer.
Ida Hawkins.	Clara Mohrhusen.	Emma Zwicky.

SIXTH WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Daisy Abel.	Mary Kanouse.	Bertha Pahlmeyer.
Walter Biederstadt.	Frances Lanz.	William Schmeltzkopf.
Gertrude Farness.	Chris. Luebkemann.	Jay Susan.
Otto Gærtner.	Selma Miller.	
Minnie Hintz.	Lora Pierce.	

SEVENTH GRADE.

Peter Amoth.	Joseph Cunningham.	Johanna Meyer.
Bertha Butler.	Edward Drews.	Lena Porsch.
Mata Buerger.	Nellie Doyle.	Lizzie Simpelaar.
Rosa Butler.	Lily Kingston.	Henry Simpelaar.
John Baker.	Caroline Mæder.	Mary Starkweather
August Buchhagen.	Lizzie Mueller.	William Vitenzie.
Harry Cooley.	Jessie Martin.	

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

Henry Arnsmeyer.	Harry Hanson.	Anna Meyer.
Grace Baker.	Arthur Haspel.	Lavisa Mead.
Augusta Bischoff.	Fred Heim.	Henry Noll.
Hattie Baker.	Lena Hintz.	Eunice Pierce.
Joseph Beck.	Rachel Howard.	Louis Pierce.
Edward Poehme.	Frederick Hayes.	Clayton Pierce.
Georgina Baker.	Ellen Kingston.	Edward Parkinson.
Richard Baus.	Arthur Lamp.	Orrin Sanders.
Julia Doyle.	Tillie Maisch.	Albert Thom.
Helen Deike.	Carl Marks.	Lizzie Tide.
Ole Farness.	Maud Mayers.	Henry Wenllner.

FIFTH GRADE.

Theodore Abel.	Frank Holloway.	Josephine Sater.
Clara Buchagen.	Christian Hoyer.	Leo Steinle.
Otto Biederstadt.	Julia Müller.	Henry Shetty.
Bessie Barker.	Mary Otto.	Fred Schmeltzkopf.
Bessie Ferguson.	Elmer Peirce.	Frank Steler.
Bertie Gærtner.	Frank Pahlmeyer.	Clara Togstad.
August Genski.	Leonard Rowe.	Thomas Van Duser.
Irving Hippenmeyer.	George Schaus.	Lee Ward.
Ruth Howard.	Rudolph Sander.	

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

Ida Anderson.	George Marks.	Hobert Sander.
Emma Boehme.	Francis Onzinger.	Arthur Schaus.
Thomas Farness.	Benjamin Pahlmeyer.	Sanford Starks.
Fred Hintz.	Fred Shetty.	Cora Smith.
Winfield Hudson.	Lily Shipnay.	William Weser.
Pansy Hussey.	George Scott.	Clara Weik.
Albert Knudson.	George Schott.	

THIRD GRADE.

George Arnsmeyer.	Ray Flynn.	Clara Porsch.
Mary Anderson.	Edwin Farness.	Addie Quentmeyer.
Andrew Anderson	John Foster.	Samuel Rawlings.
William Abel.	Heina Goldstein	Mollie Rowe.
Anna Burk.	Clara Hagenah	Herman Sanders.
Rosa Butler.	William Hagenan.	Andrew Scheible.
Jennie Butler.	Daisy Hanson.	Frank Schimming.
Clara Butler.	Lucy Hawkey.	Luca Schott.
Ina Butler.	August Heick.	Harry Seidle.
Irma Baus.	Maria Hektoen.	Earl Sharp.
Louis Boehme.	Tony Hoyer.	William Steffin.
William Caughlin.	William Kingston.	Earnest Steffin.
Fannie Cooley.	Maggie Kingston.	Ella Swerig.
William Doyle.	Henry Maisch.	Ida Togstad.
Walter Dick.	Albert Meyer.	Edith M. Tuttle.
Geraldine Faringer.	Albert Maeder.	

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Claude Abel.	Maggie Holloway.	Arthur Porsch.
Leonard Ayers.	Harriet Jewett.	Claire Parsons.
Alfred Butler.	Carrie Johnson.	Adolf Swenson.
Laura Brinning.	Adelia Knackstadt.	Lulu Schiroeder.
Olive Burton.	Dora Koffshensky.	Jessie Sutton.
Robert Bartholomew.	John Kingston.	Matilda Schultz.
Edna Buchahgen.	Emil Ladewig.	Jennie Simpelaar.
Frank Conlin.	George Moran.	Alma Tidy.
James Conlin.	Henry Meyer.	Margaret Vandusen.
Fayette Cain.	Laura Marks.	Anna Weser.
Paul Deike.	Minnie Martin.	
May Fauerbach.	Mary McCormick.	

FIRST GRADE.

Andrew Anderson.	Frank Kingston.	Paul Roecker.
Carl Aunsmeir.	George Kingston.	Walter Rawlings.
Theodore Aunsmeir.	Tillie Klief.	Henry Sanders.
Josephine Beyler.	John Klief.	Belinda Sanders.
Mary Beyler.	Carl Klief.	Ida Sater.
John Brinning.	Alvina Koerber.	Louis Schott.
Mary Burke.	Louise Koffshensky.	August Schott.
William Conlin.	Crist Koffshensky.	Alfred Schott.
Ida Cooley.	Elisabeth Ludwig.	Otto Schroeder.
Joseph Daggett.	Elisabeth Maisch.	William Schaus.
Robert Daggett.	Charles Maisch.	Theodore Smeltzkopf.
John Doyle.	Lizzie Maisch.	Estella Starks.
Simon Farness.	Lily Marks.	Louisa Starkweather.
Franklin Farringer.	Maud Martin.	Bertha Stelter.
Bertha Gehrke.	James McCormick.	Amelia Stelter.
Robert Gehrke.	Mathilda Meyer.	Emma Stelter.
George Gunn.	Hattie Meyer.	Veva Sutton.
Clarence Hanson.	Carrie Merritt.	Hattie Streber.
Myrtle Hartwell.	Florence Merritt.	Edna Swenson.
Mary Holloway.	Arthur McWaters.	Amelia Thompson.
James Hoven.	Maurice Murphy.	Lily Thompson.
Eda Hoyer.	Emma Neibuhr.	Caroline Toby.
Mary Jeschke.	John Otto.	John Togstadt.
Floyd Jewett.	Flora Pahlmeyer.	Estella Van Etten.
Edna Juswald.	Caryl Parsons.	Wallace Van Duser.
Augusta Kalley.	Gustave Pengstorff.	Lois Van Etten.
Louise Kaiser.	Alfred Porsch.	Meta Wagner.
Alma Keuling.	Arthur Quentmeyer.	Wesley Wilke.
Cora Kingston.	William Roecker.	

NORTHEAST DISTRICT.

EIGHTH GRADE.

A. Maude Hiestand.

SEVENTH GRADE.

Theodore Amoth.	Alice McCarthy.	Otto Reuter.
Clara Hoffman.		

SIXTH GRADE.

Herbert McCarthy.	Charles Phelan.	Lillie Stang.
Ulrich Merz.	Willie Phelan.	John Sullivan.

FIFTH GRADE.

Flora Gilbert.	Anna Merz.	Willie Riedy.
Frank Gilbert.	Rosa Merz.	Eugene Widmann.
Walter Hoffman.	Fred Miller.	

FOURTH GRADE.

Berthine Amoth.	Albert Shimming.	Edward Wilson.
Howard Blakeslee.	Maud Smith.	William Wilson.
Edward Phelan.	Ernest Widmann.	

THIRD GRADE.

Conrad Hoffman.	Herman Shimming.	Maud Smith.
Frank Shimming.	August Shoultz.	

SECOND GRADE.

Josephine Amoth.	Rob Roy Hiestand.	George McCarthy.
Rosa Geffert.	Eva Kanouse.	Salina Riedy.
Grace Gilbert.	J. George Kanouse.	George Stang.

FIRST GRADE.

Otto Hoffman.	Thomas Shimming.	Richard Widmann.
Louis Hümmer.	Adolph Stang.	John Wilson.
Aline Merz.	Emma Sullivan.	Carl Wirth.
Anna Fehlan.		

