



Annual report of the public schools of the city of Madison, Wisconsin: 1891-92.

Madison, Wisconsin: M. J. Cantwell, Printer, [s.d.]

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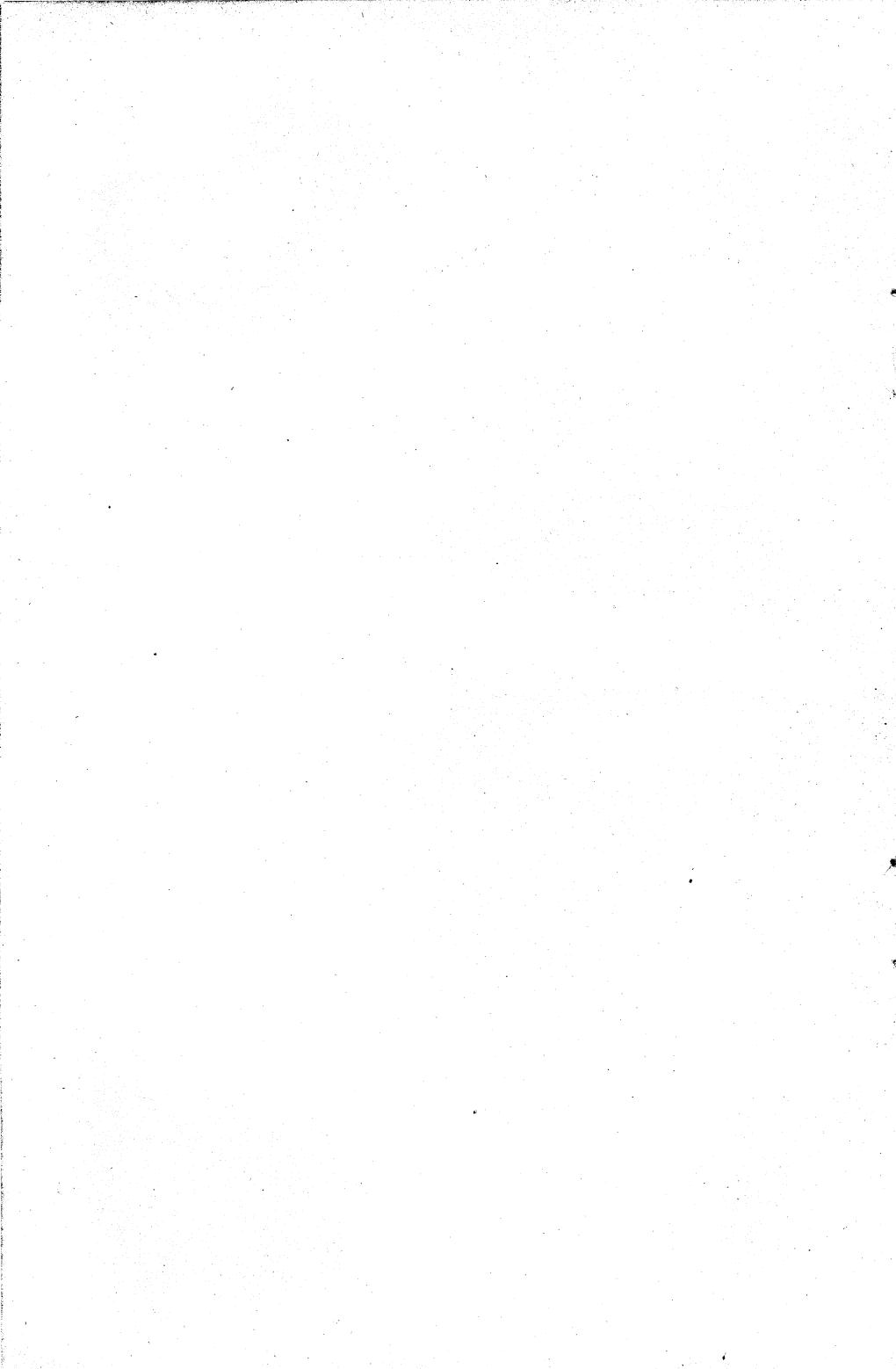
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ANNUAL REPORT
OF THE
PUBLIC SCHOOLS
OF THE CITY OF
MADISON, WISCONSIN.

1891-92.

MADISON, WIS.:
M. J. CANTWELL, PRINTER.
1892.



BOARD MEETINGS.

Regular Meeting of the Board—First Tuesday of each Month, at 7:30 P. M., Room 7, High School Building.

SUPERINTENDENT.

Office of Superintendent—Room 7, High School Building. Office Hours, from 8 to 9 A. M.

SCHOOL SESSIONS.

High School—From 8:45 A. M. to 12 M., and from 2 to 4 P. M.
Ward Schools—From 9 to 12 M., and from 2 to 4 P. M.

SCHOOL CALENDAR—1892-93.

FALL TERM—

Opens Monday, September 5, and closes Friday, December 16.

WINTER TERM—

Opens Monday, January 2, and closes Friday, March 23.

SPRING TERM—

Opens Monday, April 2, and closes Friday, June 8.

BOARD OF EDUCATION.

1892.

OFFICERS.

H. M. LEWIS.....	President
O. S. NORSMAN.....	Clerk
M. R. DOYON.....	Treasurer
R. B. DUDGEON.....	Superintendent

MEMBERS.

	Term Expires
H. M. LEWIS.....	209 E. Mifflin.....1892
JOHN J. SUHR.....	121 Langdon.....1892
M. R. DOYON.....	752 E. Gorham.....1893
W. H. ROSENSTENGEL.....	640 Francis.....1893
JOHN CORSCOT.....	1222 E. Johnson.....1894
O. S. NORSMAN.....	219 W. Gilman.....1894
Mayor W. H. ROGERS.....	1110 E. Johnson..... <i>Ex-Officio</i>
Ald. JULJUS KLUETER.....	508 E. Wilson..... <i>Ex-Officio</i>

COMMITTEES.

STANDING.

Finance.....	SUHR, KLUETER, ROGERS.
Building.....	DOYON, CORSCOT, ROGERS, KLUETER.
Supplies	CORSCOT, ROSENSTENGEL, NORSMAN.
Course of Study.....	ROSENSTENGEL, CORSCOT, ROGERS.
Teachers.....	LEWIS, ROSENSTENGEL, DOYON.

VISITING.

High School.....	LEWIS, ROSENSTENGEL, ROGERS.
First Ward.....	NORSMAN, ROSENSTENGEL.
Second Ward.....	DOYON, CORSCOT.
Third Ward.....	LEWIS, KLUETER.
Fourth Ward.....	SUHR, CORSCOT.
Fifth Ward.....	ROSENSTENGEL, NORSMAN.
Sixth Ward.....	ROGERS, SUHR.
N. E. District.....	KLUETER, LEWIS.
Greenbush	CORSCOT, DOYON.

CITIZENS' VISITING COMMITTEE.

Rev. H. C. McDougall, Chairman.

HIGH SCHOOL.

Rev. H. C. McDougall,
Rev. P. B. Knox,
Mrs. C. B. Wing,
Mrs. F. K. Conover,
Mr. F. W. Hall.

GRAMMAR GRADES.

Mr. G. S. Martin,
Mrs. Fred B. Power,
Mrs. C. A. Van Velzer,
Mrs. C. E. Buell,
Hon. C. E. Estabrook.

PRIMARY GRADES.

Mrs. R. M. LaFollette,
Mrs. L. M. Fay,
Mrs. Edwin C. Mason,
Miss R. Hinrichs,
Miss Ida Johnson.

DEPARTMENT OF INSTRUCTION.

R. B. DUDGEON, B. A., 433 Lake.....Superintendent of Schools.

ASSIGNMENT OF TEACHERS—1891-92.

HIGH SCHOOL.

J. H. HUTCHISON, B. S.....315 Brooks.....Principal.
MINA L. STONE, B. S.....716 State.....Preceptress.
Mrs. E. ATWOOD.....121 W. Wilson...French. Rhetoric, History.
SUSAN M. WILLIAMSON.....15 E. Dayton.....Natural Sciences.
BERTHA S. PITMAN, B. L....22 Langdon.....German.
ANNA B. MOSELEY, A. M....120 Langdon.....Greek, Latin.
MINNIE C. WARNING.....404 N. Carroll....Algebra, Geometry.
CARRIE E. BAKER, B. A....227 W. Gilman...History.
ELSEY L. BRISTOL, B. L....11 E. Gorham....Latin, Arithmetic.
JESSIE GODDARD, B. L.....228 Langdon....Algebra, Civics.
AGNES LOWE, B. L.....223 W. Gilman...Literature.
SUE TULLIS, B. L.....210 N. Hamilton..Composition, Latin.
A. R. SMITH.....424 FrancisRhétorical Work.
AUGUST J. SAUTHOFF.....114 King.....Physical Culture.

MODEL DEPARTMENT.

ELLA LARKIN.....324 N. Carroll.....Primary.

ALL SCHOOLS.

Mrs. M. E. BRAND.....South Madison.....Music.

FIRST WARD.

MARY L. EDGAR.....617 State.....Second Grammar.
LELIA M. GILE.....419 W. Washington. First Grammar.
KATE H. FEENEY.....1033 W. Johnson....First Grammar.
ELLA HICKOCK.....521 State.....Second Primary.
IRENE LARKIN.....324 N. Carroll.....First Primary.
EMMA A. NELSON.....1014 Williamson....First Primary.

MADISON PUBLIC SCHOOLS.

SECOND WARD.

MARY McGOVERN.....	340 W. Mifflin.....	Second Grammar.
CARRIE H. BILLINGS.....	213 N. Hamilton.....	First Grammar.
ELIZA M. HERFURTH.....	703 E. Gorham.....	Second Primary.
EMMA G. HYLAND.....	141 N. Canal.....	Second Primary.
ANNIE E. GLANVILLE.....	213 N. Hamilton.....	First Primary.
PAULINE W. SHEPARD.....	226 E. Dayton.....	First Primary.

THIRD WARD.

LILLIAN D. BAKER.....	227 W. Gilman.....	Second Grammar.
FREDERIKA BÖDENSTEIN.....	121 S. Webster.....	First Grammar.
ANNA E. TARNUTZER.....	117 S. Butler.....	Second Primary.
JENNIE M. WILLIAMS.....	109 W. Doty.....	First Primary.

FOURTH WARD.

KATHERINE FOOTE.....	404 N. Carroll.....	Second Grammar.
THERESE G. COSGROVE.....	420 W. Washington	First Grammar.
CAROLINE A. HARPER.....	610 Langdon.....	Second Primary.
ISABEL T. BYRNE.....	446 W. Wilson.....	First Primary.

FIFTH WARD.

JENNIE McMILLAN.....	524 Francis.....	Second Grammar.
MARGARET A. FORAN.....	454 W. Main.....	First Grammar.
MARY E. STORM.....	425 W. Main.....	Second Primary.
CLARE DENGLER.....	319 Francis.....	First Primary.

SIXTH WARD.

MAGGIE M. MAYERS.....	745 Jenifer.....	Second Grammar.
ROSA DENGLER.....	319 Francis	First Grammar.
MARGARET M. CHAMPER.....	743 Jenifer.....	Second Primary.
LEONORE TOTTO.....	928 Spaight	First Primary.
FLORENCE FOOTE.....	916 Jenifer.....	First Primary.

NORTHEAST DISTRICT.

MARY B. BAKER.....	1410 Williamson.....	Grammar.
ANNA J. HASWELL.....	Box 1049.....	Primary.

GREENBUSH.

KATE MCGILL.....	Madison	Grammar.
NORA CULLIGAN.....	314 Clymer.....	Primary.

JANITORS.

High School.....MARTIN AMUNDSON.....211 Blair Street.
First Ward.....JOHN McDONALD.....437 W. Dayton Street.
Second Ward.....ANDREW SETHER.....School Building.
Third Ward.....JOHN D. LEE.....209 E. Mifflin Street.
Fourth Ward.....MATTHEW CULLIGAN.....314 W. Clymer Street.
Fifth Ward.....Mrs. MARGARET WELSH....814 W. Dayton Street.
Sixth Ward.....SIMEON SHARER.....1102 Spaight Street.
Northeast District...JOHN G. SCHULTZ.....Atwood Avenue.
GreenbushWILLIAM STORM.....S. Park Street.

GENERAL STATISTICS.

CENSUS.

Population of the City of Madison (estimated)..... 16,000
Number of children of school age in the city:

First Ward.....	798
Second Ward.....	1,015
Third Ward.....	369
Fourth Ward.....	868
Fifth Ward.....	801
Sixth Ward.....	603
Joint School District.....	34
Total.....	4,488

ENROLLMENT.

Number of children enrolled in the public schools:

High School.....	323
Model School.....	43
First Ward.....	282
Second Ward.....	315
Third Ward.....	223
Fourth Ward.....	204
Fifth Ward.....	204
Sixth Ward.....	297
Northeast School.....	57
Greenbush.....	89
Total.....	2,037

Number of pupils in the different grades:

First Grade.....	357
Second Grade.....	289
Third Grade.....	232
Fourth Grade.....	187
Fifth Grade.....	202
Sixth Grade.....	183
Seventh Grade.....	134

Eighth Grade.....	130
First Year, High School.....	117
Second Year, " "	85
Third Year, " "	74
Fourth Year, " "	47
Total.....	<u>2,037</u>

ATTENDANCE.

Per cent enrolled.....	45
Average membership.....	1,700
Average daily attendance.....	1,554
Per cent. of attendance.....	89
Total days of attendance for year.....	<u>277,807</u>

BUILDINGS.

Number of buildings occupied.....	9
Number of regular school rooms.....	34
Number of recitation rooms used.....	13
Number of sittings for pupils.....	<u>2,070</u>

TEACHERS.

Number in High School.....	14
Number in second grammar grade.....	6
Number in first grammar grade.....	9
Number in second primary grade.....	7
Number in first primary grade.....	12
Teacher of music.....	<u>1</u>
Total.....	<u>49</u>

TEACHERS' REPORTS.

Times teachers were tardy.....	152
Half days absence.....	80
Visits made to parents.....	279
Visits made to sick pupils.....	<u>102</u>

VISITS TO THE SCHOOLS.

Number by the Superintendent.....	293
Number by members of the Board.....	150
Number by parents.....	614
Number by others.....	<u>1,080</u>

COST OF SCHOOLS.

Amount paid out for the year:

Teachers' salaries.....	\$25,769.39
Building and repairing.....	8,311.43
Old indebtedness.....	1,800.00
Incidentals	9,279.83
Total.....	\$45,160.65

Cost per pupil for tuition alone:

Upon number enrolled.....	\$12 65
Upon average membership.....	15 15
Upon daily attendance.....	16 50

Cost per pupil for incidentals:

Upon number enrolled.....	4 55
Upon average membership.....	5 45
Upon daily attendance	5 97

Total cost per pupil for tuition and incidentals:

Upon number enrolled.....	17 20
Upon average membership.....	20 60
Upon daily attendance.....	22 47

Cost per pupil in the ward schools for tuition:

Upon number enrolled.....	10 56
Upon average membership.....	12 90
Upon daily attendance.....	14 26

Cost per pupil in the high school for tuition:

Upon the number enrolled.....	23 77
Upon average membership.....	25 81
Upon daily attendance.....	27 89

TREASURER'S REPORT.

*Receipts and Expenditures From January 1st, 1891, to
June 30th, 1892.*

RECEIPTS.

1891.

Jan.	16	Part city tax 1890.....	\$20,000 00
March	7	Treasurer Blooming Grove, tax 1890.....	256 43
March	27	Balance city tax 1890.....	12,515 58
March	27	City of Madison, appropriation for Green- bush school.....	3,000 00
March	28	County tax N. E. District.....	68 00
April	9	State, county and town tax, town of Madison, 1890.....	33 88
May	23	R. B. Wilson, interest Shaw fund.....	16 00
June	26	State apportionment 1890.....	6,225 70
July	23	Sale of Greenbush lots.....	1,000 00
July	29	State tax, N. E. district.....	43 58
Sept.	2	Prof. Beach, books and supplies.....	544 90
Sept.	2	Tuitions collected.....	221 00
Oct.	8	“ “	16 00
Oct.	9	Supplies sold.....	3 00
Nov.	25	“ “	2 92
Dec.	14	Books and supplies sold.....	212 65
Dec.	19	State aid to High Schools.....	307 70

1892.

Jan.	14	Part city school tax 1891.....	\$20,000 00
Jan.	15	Town tax N. E. District.....	238 60
Feb.	10	Part of State apportionment.....	5,160 96
Feb.	20	Balance city school tax.....	12,774 48
March	19	State and county tax N. E. district.....	90 69.
March	26	Tuitions collected.....	250 00
May	7	“ “	60 60
June	23	Balance State apportionment.....	1,663 20
June	25	Freight refunded.....	52
		Total receipts.....	\$84,706 39

MADISON PUBLIC SCHOOLS.

EXPENDITURES.

Overdraft January 1st, 1891.....	\$12,172 58
Certificates of appropriation.....	64,692 23
	<hr/>
	\$76,864 81
Balance on hand.....	\$8,088 68
Less unpaid certificates.....	247 10
	<hr/>
	\$84,706 39

M. R. DOYON, Treasurer.

STATEMENT

*Of Receipts and Expenditures of the Board of Education of the
City of Madison from January 1st, 1891, to June 30, 1892.*

RECEIPTS.

From city school tax, 1890.....	\$26,469 58
" county school tax, 1890.....	6,046 00
" city school tax, 1891.....	26,544 48
" county school tax 1891.....	6,230 00
" City of Madison—appropriation for Greenbush school building.....	3,000 00
" Town of Blooming Grove, Joint Dis- trict, tax, 1890.....	368 01
" Town of Blooming Grove, Joint Dis- trict, tax, 1891.....	329 29
" Town of Madison, Joint District, tax, 1890.....	33 88
" State apportionment, 1890.....	6,225 70
" State apportionment, 1891.....	6,824 16
" State aid to High Schools, 1891.....	307 70
" Tuition collected, 1890-91.....	240 00
" Tuition collected, 1891-2.....	310 60
" Books and supplies sold.....	760 99
" Sale of Greenbush lots.....	1,000 00
" Income from Shaw prize fund.....	16 00
Total receipts.....	\$84,706 39
Treasury overdrawn Jan. 1, 1891... 12,187 53	<hr/>
	\$72,518 86

EXPENDITURES.

For teachers' wages, 18 months.....	\$40,900 65
" janitors and labor, 18 months.....	3,711 03
" general repairs, 18 months.....	3,126 05
" apparatus, library and general supplies, 18 months....	2,497 83
" fuel.....	3,738 32
" clerk's salary, 18 months	225 00

MADISON PUBLIC SCHOOLS.

For printing—report, etc.....	183 95
“ special macadam tax, Gorham street.....	163 00
“ payment on contract, W. T. Fish, lot 8, block 62.....	2,000 00
“ payment of balance on E. Roberts' mortgage.....	1,000 00
“ repair First ward school building.....	197 61
“ interest paid on contracts, mortgage and overdrafts...	710 37
“ school census,.....	205 84
“ Greenbush school building.....	5,818 03
“ free text books.....	199 60
 Total expenditures.....	 \$64,677 28
Balance in treasury June 30, 1892.....	7,841 58
 \$72,518 86	

O. S. NORSMAN, Clerk of Board of Education.

SUPERINTENDENT'S REPORT.

To the Board of Education:

I have the honor of submitting to you my report of the public schools of the city.

ATTENDANCE.

According to the school census just taken there are 4,488 children of school age in the city. There were 2,037 pupils enrolled in the schools during the year. At first glance it would seem that the per cent of children of school age actually attending school was small. It must be remembered, however, that many of our children are attending the five parochial schools, the two or three private schools, and the university. It should be noticed also that while the census includes all children over four years of age, we admit to the public schools only those over six years of age. When these facts are considered it seems evident that there is only a small number of children in the city who do not attend school during some part of the year. The existence of an unusual amount of sickness interfered somewhat with the school attendance during the year. Owing, however, to the prompt and decisive action of the Board of Health in isolating persons afflicted with contagious diseases, and in thoroughly and frequently disinfecting the school buildings, and owing also to the watchfulness of the teachers in guarding the children from unnecessary exposure, in attending carefully to the ventilation of the school rooms, and in observing the rules in regard to contagious diseases, our schools suffered much less than many others. On the whole we believe the past year has been one of success and progress.

SCHOOL BUILDINGS.

We have at present 2,070 sittings for pupils in our school buildings. This is a sufficient number to accommodate the

number of pupils enrolled, but owing to the difficulty of making a proper distribution of children to the different buildings certain rooms are overcrowded. Many children living near one school building have been obliged to cross the city to a distant building to find seating accommodations. This is a hardship to both parents and children and affords a just cause of complaint. The greatest lack of room seems to be in the Third ward building. It seems very desirable that the capacity of this building be enlarged at as early a date as possible. Inasmuch as the work of the high school requires the use of the rooms now occupied by the so-called Model School, and inasmuch as the demand for a kindergarten department is very imperative, it would seem wise to provide rooms for these departments in this addition to Third ward building.

VENTILATION AND LIGHT.

The following are the conclusions reached by a commission of experts appointed to report upon the school buildings in the District of Columbia:

1. That all sides of the [school] building shall be freely exposed to light and air; for which purpose they shall not be less than 60 feet distant from any opposite building.
2. That not more than three of the floors—*better only two*—shall be occupied for classrooms.
3. That in each classroom not less than 15 square feet of floor area shall be allowed to each pupil.
4. That in each classroom the window space shall not be less than one fourth of the floor space, and the distance of the desk most remote from the window should not be more than one and one-half times the height of the top of the window from the floor.
5. That the height of the classroom should never exceed 14 feet.
6. That the provisions for ventilation should be such as to provide for each person in a classroom not less than 30 cubic feet of fresh air per minute, which amount must be introduced and thoroughly distributed without creating unpleasant drafts or causing any two parts of the room to differ in temperature more than 2° F. or the maximum temperature to exceed 70° F. The velocity of the incoming air should

not exceed two feet per second at any point where it is liable to strike on the person.

7. That the heating of the fresh air should be effected by indirect radiation.

8. That all [wardrobes or] closets for containing clothing or wraps should be thoroughly ventilated.

Tested by these standards many of our school rooms are obviously very defective. A serious responsibility rests upon the school authorities along this line. All will admit that to the question of the health of the pupils all other questions must be secondary. In no department of public or private works is there such vital necessity for a perfect system of drainage, lighting, and ventilating as in our school buildings. In our older buildings the provisions for light are very deficient. I am pleased to note that the Board has under consideration plans for remedy-ing in part this defect.

In all the buildings there is a lack of proper ventilation, due almost wholly, in my judgment, to a lack of capacity in the furnaces to send to the various rooms a sufficient amount of fresh air properly warmed. Repeated tests have proved that it is far more healthful and economical to supply rooms with an abundance of air moderately heated than to send into the rooms small quantities of air intensely heated. There is no more wasteful or unhealthful mode of heating than by small furnaces run constantly up to their highest capacity.

INSTRUCTION.

No radical change has been made in the course of study. Considerable attention has been given to the number work in the different grades. An effort has been made to attain a greater degree of accuracy and rapidity in the fundamental operations and to avoid waste of time on the non-essentials. An effort has been made to impress upon the teachers the thought that in all operations with small numbers the end should be absolute memorizing; in other words, that the pupils should be drilled so thoroughly on the combinations that the results ap-

pear so readily that the mind is entirely unconscious of the process and is entirely relieved of all conscious effort.

The importance of good reading can hardly be overestimated. It is the key to all other branches and the means by which pupils carry on their education after leaving school. Reading can never be taught by using one series of reading books. It may be suggestive to some to know that in an ordinary series of readers, such as a child uses in passing from the primer to the fifth reader, there is not so much reading matter as is found in one copy of one of our large daily papers. The child learns to read by reading, not by reading the same thing over and over again, but by reading something new and interesting. The Board of Education has very wisely furnished the lower grades with several different series of reading books, so that our pupils now have a good supply of reading matter, and our work in this direction is very satisfactory and profitable.

Perhaps the most marked change has been in the course of literature. The true way to study science is to study nature, not *about* nature. The only true way to study literature is to study the writings of an author, not *about* them in a text-book. As the course is now arranged the study of literature begins in the third grade, and is continued through all the grades to the high school. During the time the classes will read the following books: Seven Little Sisters, Eggleston's First Book in American History, King of the Golden River, Alice's Adventures in Wonderland, Grandfather's Chair, Kingsley's Water-babies, Robinson Crusoe, Stories of the Old World, Wonder Book, Kingsley's Greek Heroes, Scott's Lady of the Lake, Sharp Eyes, with selections from Longfellow and other standard writers. These books are bound in a neat and substantial manner and can be bought at a low price, from fifteen to fifty cents per copy. Instead of asking the pupil to put so much money into high-priced school readers, we ask each to buy one of these books each term. In this way we seek to give the pupils early in the school course an insight into this wholesome and interesting literature, to teach them to appreciate the value of good

books, to encourage them to own their books, and to collect a small library for themselves. In the primary grades where the children are unable to read literature for themselves, the teacher tells to them classic stories, reads to them from the best children's books, and has them memorize choice selections of prose and poetry. By doing this work in the lower grades we are able to reach pupils who never enter the high school, and to afford those who do enter an excellent preparation for the course in literature. In the high school the pupils of all the courses are expected to study one or more authors, and to read critically in the class one selection each term. The pupils are expected to read other selections at their leisure. From time to time the pupils are called upon by the class teacher to give sketches or outlines of the selections read. It is hoped that in this way the pupils may obtain a fair knowledge of authors, acquire the reading habit, and cultivate a taste for good literature.

SCHOOL LIBRARIES.

The time has passed when it can be said that education consists of a certain amount of arithmetic, grammar, and geography. These studies are necessary, but they do not furnish the means for a full education. One of the prime ideas of the school is to teach a love for good books. It is the books we read before middle life that do most to mold our characters and influence our lives. The books that are with us in the leisure of youth, that we love with something of the exclusiveness of a first love, are those that enter as factors forever into our mental lives. How essential then that the books which the children read are of a right kind! This thirst for mental nourishment exists, and if the pupils of our schools do not get what is pure, wholesome, and helpful, they will in some way manage to read the flimsy, sensational, pernicious stuff which tends to corrupt the taste and lead astray the mind of the child. When we understand how our boys and girls may be influenced by the books they read; when we realize that the companionship with the best thoughts of our best writers causes them to forget their

own ills and burdens and to enter into sympathy with the outside world and into fellowship with all that is worthy in life, we begin to understand how important becomes the work of the teacher in encouraging the reading habit and in fostering a taste for good literature. When we consider that many of the homes are entirely destitute of reading matter, and that the children can have no books except such as they get from the school, the subject of furnishing good reading matter for the schools becomes the most important that can be considered by the Board of Education. Something has been accomplished in each of the ward buildings toward the formation of libraries. The work has been done and the money raised chiefly by the efforts of the pupils and teachers. I feel that this work ought to be supplemented by aid from the Board of Education. I would not advise a large appropriation, but would recommend that a few books be purchased each year for each school building. These books should be supplemental to the regular text books, and such as will inspire pupils to individual research in connection with the study of literature, geography, history, and elementary science.

It seems quite desirable to make some arrangement with the City Library by which the principal of each building may take in her own name a number of volumes for the use of her pupils. This may cause some outlay to replace worn out and lost volumes, but if by this plan the teacher is able to direct the reading of her pupils, and thus encourage the reading habit and cultivate a taste for good literature on the part of the pupils, the benefits to the school and to the community could not be measured by dollars and cents.

RELATIVE VALUE OF STUDIES.

It is very essential that the teachers should understand that there is a broad distinction between studies that have a culture value and those that have a practical value merely. Under the culture studies we would place geography, history, and literature. Under the practical studies we would place simple num-

bers, reading, spelling, writing, etc. It is obvious that in teaching these groups a difference of method should be adopted. Constant drill and repetition must characterize the work in the practical studies till the mental acts are performed automatically and without conscious effort ; until they become fixed and invariable habits. On the other hand culture studies should not be taught by forced memorizing. The end of such study should be rather "to secure such a reaction upon the mind of the pupil as would enlarge the mental perspective, broaden the sympathies, strengthen the will, exalt the sentiments, and in general conduce to the development of intelligence and character."

SPIRIT OF THE TEACHERS.

When I came to your school at the opening of the year the teachers had all been appointed. Many of the teachers had been connected with the school for a number of years, and were thoroughly acquainted with the course of study and with the methods of general management. My position was one of considerable embarrassment. I wish to express my appreciation of the cordial reception which was given me and the willing and helpful spirit which has been manifested by the teachers during the whole of the year. In speaking of the qualifications of the teacher, I want it clearly understood that no reflections upon the teachers now employed are intended. I desire to state what I consider the necessary qualifications of the teachers and to indicate a policy which should govern the Board in the selection of teachers in the future. On the whole the teachers have been unusually earnest and faithful. A very commendable desire for advancement and improvement has been noticeable. We look upon this as a most hopeful sign. There is no condition quite so hopeless as that of the indifferent, unteachable, self-satisfied teacher ; and no school is in quite so hopeless a condition as that one which is satisfied with meager attainments on the part of its teachers. The school which fails to inspire in both teachers and pupils an honest ambition to excel is far short of what it ought to be. There is no surer sign of progress

than the presence of pure aspirations after higher and better things.

WHAT IS DEMANDED OF THE SCHOOL.

The object of the school is not simply to teach the subjects laid down in the course of study, but to train the child's mind ; to develop the power of thought ; to give him such knowledge as will insure a sound body ; to train the child's moral character, instilling right motives and tendencies ; to cultivate a refinement of feeling and manner, and to implant aspirations after those things which are pure and holy. In the past the teacher was expected to be simply a school keeper ; now he is expected to be a teacher in the highest sense of the word. Once teaching was looked upon as the "sorriest of trades" ; now it ranks as one of the "noblest of arts".

WHAT IS DEMANDED OF THE TEACHER.

Without good teachers there cannot be good schools. The character of any school is determined by the teacher. Comfortable buildings, well ventilated rooms, and good text books are important factors in a school system. The most important factor, however, is the teacher. It is through the teacher alone that the most favorable results must be obtained. The Superintendent of Springfield, Mass., has well stated that the experience of years has shown very clearly that good schools cannot be created by resolutions of school committees or edicts by superintendents. The character of the school and the merit of its work depend upon the character and ability of the teacher. The school will never be better than the teacher who is placed in charge. It follows therefore that more demands must be made upon the teacher to-day than ever before. The public have a right to demand that our teachers possess not only a fair knowledge of the branches taught, but a knowledge of the laws which govern mental and bodily development ; that they possess not only a good moral character, but a force and depth of feeling which will influence the children so as to bring out the better qualities of their being ; that they possess not only social

culture, but such refinement of feeling and manner that their example will teach the children the common amenities of life and implant an instinctive regard for the feelings of others and a love for that which is pure and good.

THE TEACHER NEEDS TRAINING.

We are often told that teachers are born, not made. We can as well make the same statement in regard to our best lawyers, physicians, clergymen, engineers, and even of our mechanics and day laborers. This means that the most successful men in their respective vocations have a special aptness for their duties. A man may have a special aptness for steam engineering, but before we trust our lives to his keeping we want to be assured that he fully understands the mechanism and working of the steam engine, and has been thoroughly trained in its management. The lawyer or physician may have a special aptness for his line of work, but before trusting to him our money or our lives we must be assured that he is well founded in the principles and is trained in the practice of his profession. Scholarship and aptness to teach are essential to the successful teacher, but before we trust the welfare of our children to his keeping we should be convinced that he has studied the activities of the child mind and understands the laws of its growth and development.

It is argued by many that the one real qualification for the teacher is scholarship. The lawyer, the minister, and the physician are much stronger for having the college or university education. No one considers for a moment, however, that this general education takes the place of special preparation in the professional line. The college education makes the teacher stronger, but it cannot take the place of special training. It might as well be claimed that any person who understands mathematics and astronomy is therefore qualified to navigate a ship. A person may be well equipped in the common acceptation of the term and yet fail as a teacher.

Before a person can become a member in good standing of any of the so-called learned professions—theology, medicine, law—it is expected that he will spend two or three years in making special preparation for his work. The work of the teacher in its importance and its responsibilities is second to no other profession. The physician and the lawyer have to do with physical and secular things mainly, while the teacher deals with mind and soul interests. The duties of the lawyer and physician require skill and judgment. The duties of the teacher in dealing with child nature in all its "complexity and its delicacy, in its weakness and its possibilities", require much greater skill and a broader intelligence. Yet in many places the schools are taught by boys and girls who are entirely without special preparation, and with no more education than can be obtained in our common schools. Who is responsible for this state of affairs? The school will be just what the teacher makes it. The teacher will be just what the people demand and are willing to pay for. When the people demand a teacher with that broad intelligence and enlightened understanding which is the result of careful preparation and special training, our public schools will reach a much higher standard of effective usefulness.

It is said that it was the custom of the Jesuits in their noted schools, as their teachers became proficient, to promote them to the lower grades. The Jesuits were certainly far in advance of many of to-day who think almost any one can teach a primary school. It is certainly a fact that if any school needs a better trained school than another it is the primary school. If one teacher more than another needs a clear understanding of the child mind, of the philosophy of education, of the science of teaching, it is the primary teacher who takes the child at the most impressionable age, when the moral and mental activities are easily directed.

HOW TRAINED TEACHERS CAN BE SECURED.

The interests of the schools demand teachers fully qualified for their work. The most desirable preparation is a thorough

training in the principles and practices of teaching, supplemented by experience in the school room. It makes little difference, however, whether the qualifications are obtained from a thorough training in a Normal school or from actual experience under wise supervision. The vital point is to know that the teacher has the ability to reach the results which we demand. To appoint a teacher without first knowing her qualifications can find no justification either on the ground of justice or expediency. It may be urged that the supply of trained teachers cannot meet the demand. The demand, however, will create the supply. It is also quite manifest that the character of the demand determines the character of the supply. If our schools demand teachers of inferior attainments, teachers will be satisfied with that preparation which will supply the demand. If our schools demand teachers of higher attainments, teachers will hasten to prepare themselves to meet the demand. When our schools demand that every teacher be of high character and thoroughly equipped for the work, the highest interests of the pupils, of the schools, and of the teachers as a class will be subserved.

HOME-TALENT.

In every community there is a feeling — a legitimate one — that public money paid for services should go as far as possible to home people. By a few in every school district a pressure is brought to bear upon members of the School Board to induce them to fill the positions in the school with home-talent. If home-talent means superior talent this policy means good schools. If home-talent means inferior talent, it means poor schools. No intelligent citizen would urge any measure which would lower the standard of the schools. It is certainly the wish of every taxpayer that the authorities place the best talent in our schools that our money can procure. The interest of every child demands the best instruction obtainable. The question is then not one of home talent or outside talent, but simply one of qualification. In order to subserve the interests of all it is patent that the authorities must be left free to choose the

best teachers possible wherever they may be found, whether at home or abroad. This policy will exert a most healthful influence on our home teachers. When qualification alone is made the basis of appointment, a sentiment in favor of higher attainments will be encouraged, and our home people will be ambitious to meet the required standard.

CHOOSING TEACHERS.

A sympathetic spirit often leads persons in charge of a system of schools to be very lenient toward incompetent and inefficient teachers. Teachers are often retained in place because they are needy, or to please some friend or relative. This is certainly all wrong. The public school is not a charitable institution. The school exists solely for the benefit of the pupil, and in no degree for the teacher. The interest of the teacher must not be considered when the welfare of forty or fifty children is at stake. The existence of the free school can be justified only so long as all interests are made to subserve the interest of the children.

THE SCHOOL AND THE HOME.

Some expect too much of the public schools. They can never take the place of the home. Parents are the natural educators of their children, and they can never justly throw the whole responsibility on the schools. A child is very much what his surroundings make him. Place a boy in a bar-room and he assumes a bar-room air. He is likely to become rough, careless, selfish, and cruel. All the finer sensibilities of his nature are blunted. He is a stranger to the feelings and sympathies of a refined nature. How much can the schools do for such a boy? Place a boy in a good home, give him pleasant associates, surround him with books, pictures, and music, and you will call out the better qualities of his nature. You will develop in him tender sympathies and noble sentiments. It is the home that develops the character of the child. The school training can only be supplementary to the home training.

PATRIOTISM.

The character of a people depends on the character of the schools. The schools must be the developers of the national life. That nation whose schools imbue the youth with principles of loyalty and patriotism rests on a secure foundation. History shows that nations prosper as long as schools educate patriots. When the schools cease to be nurseries of loyalty and patriotism national life is at its ebb and disintegration sets in.

The Swiss, than whom there is no people more patriotic and loyal, appreciate the importance of the school. It is said that in Switzerland the state's first business is the education of the youth. "The school is one of the first things present to the eyes of the Swiss child and one of the last things present to the mind of a Swiss man. It comes to him in his cradle and attends him to his grave." The Swiss law declares that the happiness of the people is to be found in good morals and good instruction, and that in a free country every citizen should have placed within his reach an education fitting him for his rights and his duties. As a result of this education the Swiss to-day stand out prominently as a people especially marked for their virtue, their philanthropy, and their loving loyalty to country and to home.

Emperor William, of Germany, recognizes the influence of the school on national life when he demands that the schools shall educate the growing generation to unwavering loyalty to their government, permitting neither descent or religion to interfere with it, and that German schools shall produce German patriots. In America, even more than in other countries, does the national security rest on the public school. As Americans we must demand that American schools shall produce American patriots. Our public schools are the very life blood of the nation. They are the fountain head of the patriotism that is to hand down this "government of the people, by the people, and for the people" to successive generations.

MANUAL TRAINING.

I desire to call your attention to what is said in regard to the subject of manual training in the report of the visiting committee for the high school. This is one of the live questions in connection with educational matters of the day. That there is some foundation for the severe criticisms which have been passed upon the work of the public schools of the United States, cannot be denied. That our schools have failed in a certain measure to give that all-round development necessary to the highest success in life, is also true. The tendency in the past has been to give attention to the *abstract* rather than to the *concrete*, to the *theoretical* rather than to the *practical*. Manual training seeks to emphasize that which is *objective* rather than that which is *subjective*; it deals with the *concrete* rather than with the *abstract*. In the manual exercises the pupils are put in close contact with real things, and are led to observe existing relations; principles are recognized through actual experience, and definitions grow out of personal knowledge.

It must be observed that manual training is purely educational in its character. While the social and economic benefits are great, the real aim is to secure a more liberal intellectual and moral development—a more symmetrical education. It is on this ground alone that the introduction of manual training into our schools can find justification. The purpose of our public schools is to train citizens. Because manual training contributes very largely to the education of more useful and efficient citizens, it justly claims an important place in the curriculum of the public schools.

Lack of space forbids the discussion of the specific benefits to be derived from a course of manual training. That these benefits are real has been shown by years of actual experiment and careful observation. So great has been the demand for this kind of instruction that public funds have been inadequate to meet the requirements. So great is the confidence in this kind

of training that millions of dollars have been contributed from private purses for the establishment and maintenance of training schools in different parts of the country. Madison should be in touch with the best modern methods in the line of education. She cannot afford to be behind other cities in our own and other states in educational matters. The time has certainly come when the question of establishing a manual training department in connection with our public schools should receive serious attention from the Board of Education and the citizens of Madison.

THE HIGH SCHOOL.

I take pleasure in referring you to the Principal's Report on the high school. The statement of the condition and needs of the school is so complete that it is unnecessary for me to add much to what has been said. That we may get the best results possible from our high school it is very necessary to secure and retain assistant teachers of superior merit and ability. That the school has been fortunate in this direction is amply shown by the high grade of work done during the past year. We feel that we are justified in saying that more and better work is now being done than ever before. That this high standard may be maintained fair salaries must be paid. Our colleges and universities are compelled to raise salaries from year to year to secure the best talent. Our public schools will be obliged to pursue the same policy. During the past few years a number of our best teachers have left to accept better salaries in other cities. Others have been offered better salaries, but have been prevented from accepting by home associations. We cannot afford to train teachers for other schools. The children of Madison are entitled to as high a grade of instruction as those of any other city, and our city can ill afford to pay for any instruction that is not the very best.

CONCLUSION.

Madison has justly earned a reputation for liberality toward her schools. We trust that it will be the part of every citizen

to see that this reputation be maintained, and that our schools continue to receive earnest and loyal support.

In closing it will not be out of place to extend to the members of the Board of Education my sincere thanks for personal kindness, official courtesy, and continued confidence. I also desire to express my appreciation of the earnest and efficient work of the principal of the high school and his efficient assistants, of the principals of the ward schools and the grade teachers, and to thank them for their co-operation in every effort to improve the conditions and to advance the interests of the schools.

Respectfully submitted,

R. B. DUDGEON,

Superintendent of Schools.

Madison, Wis., June, 1892.

PRINCIPAL'S REPORT.

To R. B. Dudgeon, Superintendent Schools, Madison, Wis.:

DEAR SIR.—In complying with your request for a report on the High School, I desire first of all to thank you for your active co-operation in everything undertaken during the year. Your approval of proposed plans and wise counsel in carrying out the Rules and Regulations of the Board of Education have had much influence on the management of the High School.

POLICY.

Your exact knowledge of the policy pursued renders it unnecessary for me to say much about it. The plan has been to secure the best possible results with the least amount of friction. In order to secure said results all necessary conditions have been determined and urgently required. Pupils have been led to understand that their chief business here is work, and that everything detracting from the efficiency of that work was to be condemned by them as well as by teachers.

In matters of deportment a great effort has been made to appeal directly to the pupil's idea of right and justice, and the effort has met a very hearty approval. In some instances the response has not been so prompt and earnest as desired, but on the whole results show the existence of a progressive sentiment. Some attempt has been made to connect the principles governing school life with those governing action outside of school—to make right work and right action honorable here as well as elsewhere—to make close application to work and the adherence to right moral principles essential conditions of highest character.

IMPROVEMENTS.

We are certain of some improvements since the opening of the school year, among which may be mentioned: Greater promptness in obeying signals, better marching, easier and more quiet passing out of main room and through the halls, greater punctuality, greater attention to afternoon work.

The excellent order of the main room during recitation periods has been secured and maintained with but little effort on the part of the teachers in charge. In the halls, where so many are obliged to con-

gregate, our efforts have been directed towards the prevention of all rudeness and confusion. Pupils must have some place to go, and as it is undesirable to cut off all social privileges, they have been given the freedom of the main room at recess times with good results.

TEACHERS.

Teachers have been prompt in carrying out the requests of the superintendent and principal, and active in securing the greatest advancement. To their earnest efforts much of the easy administration of the year is undoubtedly due.

In addition to the teachers' activity in instruction, there has been a commendable feeling of responsibility in the exertion of proper influences to lift pupils to a higher grade of thought and action. Wisdom in choice of methods and persistence in effort have combined to produce satisfactory results.

COURSES OF STUDY.

The first grade began work under the course as given in last year's report. Each of the other grades worked under a different course. From this variety of courses, together with the great freedom in substitution, arises a great deal of confusion in regard to the course actually completed at the end of four years. These defects will disappear largely upon the introduction of the course recently adopted by the Board. In the arrangement of this new course due consideration has been given to present standing of pupils and their entrance upon the new course made as easy as possible. The new courses, four in number, offer pupils sufficient freedom of choice, so that when they once begin a course no change should be made except in cases of absolute necessity. "To make a finish of a thing once begun" is regarded as essential to success.

EXAMINATIONS.

The methods in force last year have been continued with no material changes except in the matter of re-examination in monthly work. It was decided by a vote of the teachers that such re-examinations should not be given. With the return to two sessions some additional room needs to be secured for properly conducting examinations.

RHETORICAL WORK.

The reading and exercises of last year have been required of pupils this year. An improvement was suggested and satisfactorily carried

out in the introduction of the oration in the third grade as a last exercise for the year. I recommend the same course to be pursued next year, as I am fully satisfied with the results. The care with which the work in this department has been conducted is worthy of special notice. To those familiar with the difficulties experienced in other places, it is very gratifying to find rhetorical work undertaken with such readiness and earnestness. Aside from its being popular, its great regularity and certainty add much to promptness and efficiency.

PUBLIC EXERCISES.

The only public exercises of the year were those held on Arbor Day. A good programme was carried out by the pupils, aided by President Lewis, Mayor Rogers, and Professor Hutchins, whose addresses were heard with much interest.

The out-door part of the programme was placed in the hands of the class of '92. The exercises consisted of the planting of a tree, an address by Miss Addiemay Wootton, and the singing of America.

CALISTHENIC EXERCISES.

Fifteen minutes per day has been given to physical exercises. Results are not wholly satisfactory. The reasons for this are found not so much in either the manner of instruction or the character of the exercises, but very largely in the fact that the exercises are taken in the main room. Narrow aisles and large numbers of pupils render it impossible for any pupil, no matter how interested he may be, to perform any arm movements easily. Constant contact with desks or with one another makes more or less confusion, which in a large measure are now unavoidable. Again, the air in the main room is not changed rapidly enough to permit the best work. Any attempt to hasten the ventilation is always followed by some one's being exposed to a draught of cold air.

Other causes for poor work are found in improper dress and the mistaken idea that physical exercises in the High School are in some way injurious. A change is desired in the method of instruction and in the character of the exercises, so that boys and girls alike may be benefited. It may be impossible to change the place, but I am confident of better results in a room free from desks.

PHYSICAL LABORATORY.

If it be desirable to bring the science course abreast with the times, it is necessary to provide a physical laboratory. The day of pure text

book work in science is past; the day of experimental science has come; not merely illustrative work, but quantitative work as well.

You know something of the small beginning made in this direction in the past year. With more time devoted to the subject and better facilities for work we may naturally expect better results. The demands of the University and of all advanced thought on the subject suggest a liberal provision by the Board for this work. A room properly fitted up would serve for most, if not all, our science work.

LIBRARY.

The library of the High School is wholly inadequate to our needs, and much inferior to libraries in smaller schools. In the matter of reference books alone the supply is much too small. More encyclopedias and dictionaries are positively needed.

It is true the City Library is open to us, but pupils are much more likely to look up subjects just at the time they are ready to do it than later. Besides, with the return to two sessions, access to the city libraries will be more difficult. Our desire is not for miscellaneous books, but for standard references. To illustrate: There is not a work of any sort in United States History in the library. English, French and Grecian history are all represented. In science, previous to this year, there were few books of value in our library. Ten volumes have been added and more are needed.

The custom has been to keep the library case locked. Pupils desiring to consult books not in the open case are expected to go to the teacher's desk and get the key. I recommend the keeping open of all cases containing books for pupils' use. This will secure more frequent use of books and prevent a large amount of travel to and from the teacher's desk. The advantages to be derived from an open library is far in excess of the value involved in the possible loss of a few books.

RELATION TO PARENTS.

It has been a source of great satisfaction to us and an effective influence in the conduct of affairs to find parents so ready to co-operate in securing good results in our work. Every consultation has been beneficial in all ways, and the hearty response of parents very highly valued. The continuance of this friendly feeling is hoped for, as it is a fine condition for progress.

RELATION TO GRAMMAR SCHOOLS.

Foundations for a successful High School course are laid in the Grammar Schools. Preparation there determines in a great measure

a pupil's after work as a student. Admission to the High School should be carefully guarded. A failure in Grammar School work implies a failure in High School work, and in no case should a pupil be admitted who has not reached the required standing in the Grammar School. The standard for admission to the High School should be raised rather than lowered.

RELATION TO UNIVERSITY.

In the arrangement of the new course of study especial attention has been paid to inserting the requirements for admission to the University on the one hand and those of the State Superintendent on the other.

While our High School is on the accredited list, the authorities require a statement of standings attained in the High School as a matter of record. Non-graduates who have completed the work required for admission to the University are admitted only on the recommendation of the principal. A strict adherence to an advancing standard for admission to the University is a very decided stimulus to good work in the High School. Its influence is felt in every grade, and valued because of the estimate placed upon faithful work.

SHAW PRIZE.

Another change was made in the award of the Shaw prize. This was necessitated by a change made in the character of commencement exercises. The award was made this year upon the basis of scholarship, final essay and rhetorical work. Scholarship to count one-half, final essay one-fourth, rhetorical work one-fourth. Owing to the difficulties in making the award and the certainty of changes being called for, I would recommend that the prize be either abolished or returned permanently to its original basis, viz: "To encourage improvement in composition and elocution." The proceeds invested for library purposes would yield greater returns than at present. "A Shaw Library" would be a permanent good, and benefit a much larger class.

BUILDING AND GROUNDS.

The improvements made during the year in the old hall and two of the recitation rooms have been appreciated by teachers and pupils. The substitution of nicely papered walls for the old-time white wall marks an advance, and ought to be continued throughout the building.

In sympathy with the popular sentiment of our city, considerable attention has been given to the care of our grounds. Pupils as a rule have been interested to such a degree that we have all felt some pride

in the appearance of most of our grounds. A part of the Johnson street side is poorly kept, and, considering the space on that side, I would suggest that the proper means be employed to put it in as good condition as on the Avenue or Dayton street. The construction of a drive-way for bringing in coal and removing ashes, etc., would contribute much to that quarter of our lawn.

COMMENCEMENT EXERCISES.

A departure from the old-time commencement exercises is, we believe, a step forward. This year the class chose two representatives to speak. Instead of orations by members of the class, an address was delivered by Dr. J. W. Stearns, of the University. To those most competent to judge this change is an important one.

The following was the programme:

Vestigia Nulla Retrosum.

PROGRAMME.

Overture—"The Fiddler of St. Waast,".....	<i>Herman.</i>
Invocation.....	Rev. E. G. Updike.
*Salutatory.....	Carlyle Gile.
Ballad for Cornet.....	Carl.
Address—"Two Problems,".....	Dr. J. W. Stearns.
Selection—"Martha,".....	<i>Flotow.</i>
*Valedictory.....	Charlotte Freeman.
Presentation of diplomas and awarding of the Shaw prize.	
March—"College Alumnus,".....	<i>Bowman.</i>

*Representatives chosen by vote of the class.

GRADUATING CLASS.

ANCIENT CLASSICAL COURSE.

1. Durante Carlyle Gile,	4. Walter Hodge Sheldon,
2. James A. Higgins,	5. Eugene Sullivan.
3. Annie Maria Pitman,	

ENGLISH COURSE.

1. Henrietta Dorothy Billings,	6. Annie Maria Keeley,
2. Maude Merrill Bixby,	7. Michael E. Lynch,
3. Herbert Brigham Copeland,	8. Lewis D. Rowell,
4. Emily H. Detloff,	9. Janetta Catharine Smith,
5. Sadie Ellen Gallagher,	10. Iya Alice Welsh.

MODERN CLASSICAL COURSE.

1. David Atwood,	11. Stella Grace Pierce,
2. Caro Louise Bucey,	12. John Charles Regan,
3. Mary Lois Catlin,	13. Alma R. Sidell,
4. Florence L. Drinker,	14. Carrie F. Smith,
5. Charlotte Brockway Freeman,	15. Martha Florence Torgerson,
6. Rolland Frederick Hastreiter,	16. Margaret Urdahl,
7. Charles Kenneth Leith,	17. George P. Walker,
8. Rachel Catherine McGovern,	18. Bessie Wilson,
9. Fred H. Morrill,	19. Addiemay Wootton,
10. Augusta M. Nichols,	20. Albert O. Wright, Jr.

Considering the progress of the past year, we have reason to believe that the coming year will open most favorably. The strong support of the Board of Education and of the patrons of the High School, together with the united action of pupils and teachers in the past, will aid in still further advance.

Respectfully submitted,

J. H. HUTCHISON,

Principal High School.

REPORTS OF VISITING COMMITTEES.

To the President and Members of the Board of Education—Gentlemen:

The members of the committee of the Board of Visitors appointed for the High School would submit the following report:

The general order and management of the High School appeared to your committee to be good, the result of a generous spirit of co-operation between teachers and pupils; so that order was maintained without the strain of police discipline, which is sometimes worse than disorder. The quality of the instruction given is, generally, of a high order, but it seemed to your committee that in some cases the teacher relied too much upon her general knowledge of the subject taught and had not given special attention to the lesson of the day. The best work can be done only when each day's lesson is carefully prepared by both teacher and pupils.

Your committee would commend the work which is being done in English in the High School, and they think that a still wider study of the English language and literature may be encouraged.

While recognizing the difficulty of making the disjointed facts of a brief history tell a continuous and clear story, yet your committee would emphasize the fact that some understanding of the logic of events must be grasped by the pupil or the facts of history are mere rubbish. In the work done in the ancient and the modern languages your committee recognized an effort on the part of the teachers to make the pupils see something of the life and the civilization of the people whose language they were studying. Enough is done in our High School so that the pupils should begin to see the literature as well as the grammar of the languages. Your committee would earnestly recommend still greater effort in this direction.

Your committee would recommend greater efforts to make the work in physical culture more effective. It is highly important that the pupils should have every advantage in this direction. At present, however, the work is carried on under great difficulties. The air in the room in winter is exceedingly bad, and many of the girls are so dressed as to make the exercise, for them, worse than useless. Parents can not be too strongly urged to dress girls attending school in

loose waists, so that they may take part in the physical exercises with comfort, enter into the work with spirit and gain all the help possible from the training. Properly carried on the work of physical culture may be of great value.

Your committee were strongly impressed with the belief that the ventilation of the High School building during winter is totally inefficient. The furnaces now in use will not heat a sufficient quantity of pure air in cold weather to supply all the rooms. The result is that all the rooms, and especially the assembly room during physical exercises, become exceedingly impure. Unless something is done which will very greatly increase the supply of fresh air from the furnaces the storm windows ought not to be put on again. But your committee very strongly urge increasing the capacity of the furnaces. It is exceedingly important that the health of the children should not be imperiled while they are acquiring their education.

Your committee would earnestly urge that in the near future a movement ought to be made in the direction of industrial education. Manual training is now recognized as a necessary part of every complete school. Our city is amply able to provide abundantly for the needs of her children, and something certainly ought to be done in this line. While so much is being done for the improvement of our streets and for the purpose of beautifying our city, an equally generous policy should be maintained with respect to public education. In the near future a suitable building ought to be erected on the high school grounds and competent instructors employed for complete industrial training in order that our city may no longer lag behind the times in this important branch of education—a branch in which excellent work is being done in many places. Where schools for industrial training have been established they have not only been of great value in themselves, but have stimulated the work of education in other directions.

Your committee feel that when the value of industrial training is fully understood the people of Madison will be ready to adopt it as a part of the curriculum, and for that reason they desire that all means be taken to awaken public interest upon the subject.

Respectfully submitted,

H. C. McDougall.
P. B. Knox.
F. W. Hall.
Anna P. Wing.
Grace C. Conover.

Rev. H. C. McDougall, Chairman Visiting Committee:

Your committee appointed to visit the grammar grades of the city schools beg leave to make the following report:

It is with hesitation that we undertake to make a public report, on account of the limited character of our observation. We can give but a meager outline of the impressions we have received, many of which might have been modified, or wholly changed, had our opportunities for more extended observation been enlarged. At best the suggestions we offer are of the most general character.

We have visited most of the departments assigned to us. In most cases the discipline of the schools and the general deportment of the scholars we found to be excellent. The facilities and appliances for work in the school rooms for the most part are good. The relations between teachers and pupils seemed to be cordial and responsive.

So far as methods of instruction are concerned, your committee feels hardly competent to speak. The matter of methods is one which can be judged best from results. Applying this test we found much to commend in the methods employed. If your committee were to venture a suggestion, which might be interpreted as a criticism, it would be that the danger of the method employed is the danger of all methods, that it becomes too methodical. We saw, or fancied we saw, not too much routine, but too little thought-inspiring and thought-inspired enthusiasm in the use of the method on the part of both teacher and pupil. What every teacher needs, and yet what many lack, is a broad foundation of general knowledge, supplemented by special training for the work of teaching. The teacher must not only know the branch he teaches, but he must know how to bring it into living relations to other realms of truth. To do this he must be a student himself. Every lesson must be thoroughly prepared, not so much with reference to the text book, as with reference to the needs and capacities of the pupils. Your committee thought it observed too little original work on the part of teachers, and too slavish an adherence to the text book on the part of pupils.

In addition to these general suggestions we submit the following hints: (1) Would it not be well to have a carefully prepared programme of each day's work placed on the blackboard? (2) Could not greater use be made of the blackboard in conducting recitations? (3) Might not the physical training of the pupils be better subserved by greater attention to the matter of ventilation and the position of the pupils at study and in recitation? (4) We would emphasize the teacher avoiding grammatical inaccuracies and infelicities of speech

and requiring the pupils to do the same in the intercourse of the school room. (5) Is sufficient attention given to the symmetrical development of the pupil, physically, intellectually, and morally?

G. S. MARTIN.

KITTIE W. VAN VELZER,

MARTHY M. BUELL,

C. E. ESTABROOK,

Committee.

To Chairman of Visiting Committee:

As in some measure supplementary to the foregoing, permit me to add the following:

In making my observations of the schools visited, I endeavored to keep in mind as a test to apply to all the work of these educational agencies, this query, what are the results?

1. As to care of health.
2. Intellectual training given or secured.
3. The character of the pupil as outwardly manifested.

Space will not permit any extended discussion of the subjects indicated, so that I will limit myself to a statement of a few propositions.

As to the health, the subject of ventilation and cleanliness in and about the building and grounds merits attention first. While in some cases I found the ventilation in the rooms poor, it seemed to me to be chiefly caused by defects in the construction of the buildings, and not the neglect of those in charge. The grounds about the buildings and the closets, as far as observed were in reasonably good condition. I notice particularly, and cheerfully commend, the apparent care exercised in keeping the building located in the first ward in order and clean.

As to the intellectual training, without claiming to speak as an expert, my observation has led me to believe, that while courses of study are valuable and necessary, courses must frequently yield to the necessities of the case. Many of the children from some unfortunate cause are not permitted to attend school upwards of 6 or 8 years all told, and during this time they must get all the intellectual training they have to equip them for the battle of life. Whenever the schools fail to give such a child or any child within that time, who is not mentally or physically defective, the knowledge and training necessary to carry on or solve ordinary problems in the elementary rules of arithmetic, the ability to write a plain hand, to spell fairly well and to read with a fair degree of intelligence, such a school, if I am permitted to use the term in this connection, is a failure. Some make much more

rapid progress in the different branches taught than in other of the prescribed studies. When a child is of appropriate age and sufficient size and strength and is a poor speller, a poor penman, or slow and inaccurate in making mental computations, he should not be kept out of his grade, neither should he be permitted to go through school without receiving this drill and training. Such an one should be compelled to continue these exercises until reasonably perfect therein, even if this is continued into the high school. Hence I am led to deplore the lack of general exercises in the daily programs where this work can be done. The lack of professional teachers is a matter of common observation. This cannot be wholly remedied, but it seems to me at least one teacher in each building should be one trained for that profession and of considerable experience.

In my visits I found much to commend in the work done by both teachers and pupils. The teachers generally evinced a disposition to take advantage of every suggestion and opportunity to make their work such as can honestly be commended. The written work on the average was very good, some of it was excellent. I observed that where a teacher was good in any particular line the pupils responded by a degree of proficiency in that direction, and this leads me to the observation although somewhat trite, that the most potent influence for scholarship, habits and character building in the school is the scholarship, habits and character of the teacher himself.

The work of the superintendent was apparent in many of the departments visited. As far as possible the management should be entrusted to his hands. He can then be held responsible for the work done.

Permit me in concluding to thank the gentlemen of the school board, the superintendent and the teachers, whose work I inspected, for the many courtesies shown.

C. E. ESTABROOK.

GENERAL RULES AND REGULATIONS.

ARTICLE I.

THE BOARD OF EDUCATION.

OFFICERS.

1. The officers of the Board of Education shall consist of a President, Clerk, Treasurer, and the following standing committees: Committee on Finance, Committee on Buildings, Committee on Supplies, Committee on Course of Study, Committee on Teachers, and Visiting committees.

OFFICERS—HOW ELECTED.

2. Annually on the first day of January, or within ten days thereof, the Board of Education shall elect by ballot, from their own body, a president, treasurer, and clerk, and each shall hold his office for the term of one year, and until his successor is elected and qualified. Blank ballots shall not be counted as votes.

BOARD MEETINGS.

3. There shall be a regular meeting of the Board 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.

QUORUM.

4. A majority of the whole Board shall constitute a quorum for the transaction of business.

QUESTIONS OF ORDER.

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

AYES AND NOES.

6. 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 MADE IN WRITING.

7. 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 shall 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.

PAYMENT OF SALARIES.

8. The president and clerk are hereby authorized to issue warrants for the payment of salaries to teachers once each half term, to janitors at the end of each calendar month, and to the clerk at the end of each quarter.

ORDER OF BUSINESS.

9. At all meetings of the Board, regular and special, the business shall proceed in the following order:

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.

ARTICLE II.

DUTIES OF OFFICERS AND COMMITTEES.

PRESIDENT.

1. 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, and 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.

2. 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.

3. 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 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, by mail or otherwise, notify all members of the Board of all meetings; 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.

4. 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.

SUPERINTENDENT.

5. 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.

6. 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 may be excused from any branch of study at the request of his parent or guardian.

7. 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. The suspension of a teacher must be reported immediately to the president of the Board.

8. He shall meet the teachers as often as once in each month 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.

9. He shall have power to engage substitutes in cases of temporary absence of teachers, and shall report the same to the Board at their next meeting.

10. 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, and make a written report containing an abstract of the same to the Board at each regular meeting.

11. 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 exercise as will tend to strengthen and develop their physical energies.

12. 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.

13. 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.

COMMITTEE ON FINANCE.

14. 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.

COMMITTEE ON BUILDINGS.

15. 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.

COMMITTEE ON SUPPLIES.

16. It shall be the duty of the committee on supplies to see that all usual and necessary supplies are provided for the schools.

COMMITTEE ON COURSE OF STUDY.

17. The committee on course of study shall consider and report on all proposed changes in the course of study, and shall 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.

COMMITTEE ON TEACHERS.

18. It shall be the duty of the committee on teachers to visit and examine all the schools as often as practicable to acquaint themselves with the qualifications of the teachers. It shall also be the duty of this committee to examine into the qualifications of all applicants and to recommend for appointment such teachers as are best qualified for the positions.

DUTIES OF VISITING COMMITTEES.

19. 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.

ARTICLE III.

THE SCHOOLS.

CLASSIFICATION.

1. The public schools of the city of Madison shall be classified as follows: Primary Schools, Grammar Schools, and High School. The course of study shall extend through twelve years.

2. The classification of the pupils 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 schools, except those prescribed by the Board.

SCHOOL YEAR AND TERMS.

3. The school year shall consist of thirty-seven weeks, and shall be divided into three school terms.

NON-RESIDENT PUPILS.

4. All pupils whose parents or legal guardians are non-residents of the city or school district shall pay a tuition fee of \$24 in the High School and \$15 in all other schools, to the treasurer of the Board within two weeks after entering the school.

AGENTS, ETC.

5. The superintendent or teachers of the city schools shall not allow any portion of their time or that of any school to be occupied in school hours by book or paper agents, lecturers or exhibition men, or by the exhibition of any books or articles of apparatus, unless by consent of the board.

HALF-HOLIDAYS.

6. Whenever the monthly report of any school in the city shows no case of tardiness, and at least 95 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 other city schools during this time and to report observations at the next teachers' meeting.

PROMOTIONS AND STANDINGS.

7. In the ward schools promotions from grade to grade shall be made by the principals under the general direction of the superintendent. To aid in forming a fair estimate of the pupils' work a record of half term standings shall be kept by each teacher. Below the fifth grade these standings shall be the teacher's estimate of the class work. For all other grades these standings shall be determined from the class work and written tests.

8. In the High School the monthly standings of each pupil shall be an average of his standings in class work and written tests. Any pupil that falls below 70 per cent. in any study for two consecutive months may be required to drop that study, or may be put into a lower class.

9. In the High School all final standings for record shall be determined from the monthly standings and final written examinations, the written examination to count one-half. No pupil shall be permitted to pass any branch of study whose final written examination does not reach 70 per cent., and whose average falls below 75 per cent.

10. In cases of failure to reach a standing of 70 per cent. in final written examinations any pupil, after receiving private instruction

on the subject, may be granted one re-examination, and a standing of 75 per cent. shall then be required. The time of holding the re-examination may be left to the discretion of the principal.

GRADUATION.

11. When a pupil has satisfactorily completed the full course of instruction in a ward school he may be granted a certificate of graduation from said school, which certificate shall entitle him to admission to the high school.
12. When a pupil has satisfactorily completed the full course of study in the high school he may be granted a diploma of graduation by the Board.

USE OF SCHOOL BUILDINGS.

13. The school buildings and property under the control of the Board shall be used for no other purpose than such as pertain to the interest of the public schools.

CONTAGIOUS DISEASES.

14. 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 or the health officer 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 health officer'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.

15. 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 health officer.

ARTICLE IV.

TEACHERS.

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

1. 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 regular and special 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.
2. The teachers shall be at their respective school rooms by 8:30 o'clock in the morning, and by 1:45 o'clock in the afternoon of each school day. All failures to meet this requirement shall be counted as cases of tardiness, and shall be so reported.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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 practical, notice of such misconduct 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.

9. 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 end of the month for which such reports are made.

10. Teachers shall attend carefully to the warming and ventilation of their school rooms and endeavor to keep the temperature 65° to 70° Fahrenheit—effectually changing the air at recess, so that the breathing of impure air may be avoided.

11. 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.

12. 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.

13. It shall be the duty of teachers in all cases of 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.

14. Every applicant for a teacher's situation shall, before being employed, pass an examination satisfactory to the Board.

15. At the close of the school year 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.

16. 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.

17. 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.

ARTICLE V.

PUPILS.

1. All pupils are required to be prompt and regular in attendance at school, to conform strictly to the rules and regulations, to be diligent in study, to be obedient and respectful to all teachers, to be kind to each other, to refrain from the use of profane and indecent language, and to observe good order in and around the school buildings and on their way to and from school.
2. In all cases of tardiness or absence of pupils from school, excuses shall be required of parents or guardians in writing or in person. Every pupil, who shall be absent two half days in four consecutive weeks without an excuse as required above, shall be suspended, and the facts reported immediately to the parents or guardian. In the application of this rule two cases of tardiness or leaving the school once without permission shall be counted as one day's absence.
3. Any pupil presenting any required written excuse, or any return card with a false signature affixed, and any pupil affixing such false signature, shall be suspended from school.
4. Any pupil, who shall cut or otherwise deface or injure any part of any public school building, or in any way injure the fences, trees, outbuildings, or other property of the public schools, shall be liable to suspension, expulsion, or other punishment according to the nature of the offense, and shall be required to pay in full for all such damage.
5. For disobedience or insubordination any pupil may be suspended by the principal or expelled by the board.
6. All pupils absenting themselves from any regular examination or public exercise of the school, or leaving the school before the close of the term without sufficient excuse, may be suspended.
7. Any pupil suspended from the school by virtue of any of the above rules may be restored by the superintendent at his discretion; *provided*, that after two such restorations, he shall not be restored without the consent of the board.
8. Pupils shall not be allowed to leave school before the regular hour of closing without a written request from parent or guardian, except in cases of sickness or pressing necessity, and then only on permission of the principal.
9. Pupils shall not be permitted to assemble about the school buildings at an unreasonable time before the opening hour, nor to tarry upon the school premises after being dismissed.
10. No pupil shall be allowed to retain connection with any public school, unless furnished with books, slate, and other articles re-

quired. When parents are unable to furnish such articles on account of extreme poverty, it shall be the duty of the superintendent, upon the recommendation of the principal, to furnish them and to present a bill of the same to the board for payment.

11. Pupils of the high school who are allowed to take only two leading studies shall be required to be in attendance during one whole session, and shall be subject to the regular requirements regarding general exercises and rhetorical work.

ARTICLE VI.

JANITORS.

1. The school rooms must be properly heated (65 to 70°) as early as 8:30 o'clock A. M., and must be kept at this temperature throughout the day.

2. The school building must be swept daily after school, and the furniture dusted and cleaned before 8:30 o'clock each morning.

3. All blackboards, chalk racks, and erasers must be thoroughly cleaned at least once each week, and as much oftener as may be required by the principal.

4. The walls, ceilings, and mouldings must be kept clean at all times, and all school rooms and recitation rooms must be washed once each month.

5. During the summer vacation the walls of the basements must be whitewashed and the building and premises thoroughly cleaned in every part.

6. All walks in and around the school grounds must be kept in good repair and free from ice and snow, whether in term time or vacation.

7. The outhouses and water closets shall be kept clean and in a healthful condition, and the closets seats shall be washed once each week, and as much oftener as may be necessary.

8. The school grounds and gutters must be kept free from all rubbish, and the grass and weeds must be cut as often as may be necessary to keep the premises neat and tidy.

9. When required by the superintendent the janitors shall remove desks or fasten them down, and shall make such slight repairs as may be necessary.

10. The janitors shall have charge of their respective buildings during all vacations, and shall report to the superintendent or chairman of the visiting committee all cases of injury to the school property.

11. The janitors shall attend to the putting in and storing away of all fuel, and shall prepare the necessary wood for kindling purposes.
12. As often as may be necessary the janitor shall clean out the smoke pipes, furnace flues, fresh-air ducts, and hot-air pipes, and shall remove from the cellar and put in a convenient place for carting away, the ashes and all rubbish of every kind.
13. The janitors shall be courteous and respectful to teachers at all times, and at the request of the principal they shall perform cheerfully any reasonable service in the line of their work.
14. The wages of the janitors shall be fixed by the board at a stated sum per calendar year, to be paid in twelve monthly installments, which stated sum shall be compensation in full for all services specified in these rules, and for such other reasonable services as may be required by the board.
15. The janitors shall be under the control of the board and under the immediate supervision of the superintendent, and shall devote their whole time to the school interests.

COURSE OF STUDY.

FIRST GRADE.

READING.—Words and sentences from the blackboard, slates, and charts. Word method supplemented by the sentence and phonic methods. Use script from the beginning. Read parts of several First Readers, changing from one to another as the vocabularies and circumstances may make desirable.

LANGUAGE.—Make every exercise a language lesson. Set aside a portion of time for special drill in expression, using every device to awaken interest. Give the correction of common faults systematic attention.

NUMBERS.—Object exercises to 10. Writing and reading numbers of three orders. Drill on the primary combinations to 10. Board and slate exercises corresponding to the oral exercises. Rapid drill in adding single columns, applying constantly the known combinations. Story problems, using familiar denominative numbers and objects. Analysis of simple problems.

PENMANSHIP.—Particular attention to position of body and pencil. Simple exercises to train the muscles of hand and arm. Careful supervision of all writing to prevent the formation of bad habits. Present perfect copies on blackboard and paper for children to study and copy. Teach capitals as needed.

ELEMENTARY SCIENCE.—Oral lessons on the human body. Lessons on plants, treeblossoms, and common flowers.

INDUSTRIAL.—Clay modeling, block building, stringing straws and beads, tablet laying, paper folding, stick laying, picture cutting, perforated cardboard embroidery, etc., Prang's models for Form Study and Drawing, No. 20, in the hands of the pupils.

SECOND GRADE.

READING.—First Reader completed. Two Second Readers. Continue use of blackboard and slates in teaching new words. Drill in elementary sounds, giving attention to pairs and combinations of letters representing sound. Teach meaning of words by association, not by formal definition.

SPELLING.—Words from reading lessons copied and spelled from dictation.

LANGUAGE.—Copying sentences, learning the use of capitals, period, and question mark. Children make sentences with words given orally or on the blackboard. Stories from pictures. The oral lesson on plants may furnish subject matter for language lesson.

NUMBERS.—Revised Elementary Arithmetic to page 96.

GEOGRAPHY.—See outline for oral lessons.

PENMANSHIP.—Drill exercise for position and movement. Daily use of pencil and paper. Criticism of writing in all exercises. Have a definite time for special drill.

INDUSTRIAL.—Prang's Models for Form Study and Drawing, No. 21, in hands of pupils.

ELEMENTARY SCIENCE.—Same as first grade, Hooker's Child's Book of Nature, Part I, in hands of teacher.

THIRD GRADE.

FALL TERM.

READING.—A more difficult Second Reader, Scudder's Book of Fables and Folk Stories.

SPELLING.—Words and sentences written from dictation with pen in regular spelling blank. Lists of words from reading lessons and other exercises copied on the board by the teacher and studied by the pupils from the script forms.

LANGUAGE.—Oral and written, copying short sentences and stanzas, use of capitals letters, use of quotation marks and apostrophe. Description of pictures and objects, and personal experiences. First Lessons in Language.

NUMBERS.—Model Elementary Arithmetic to page 141.

GEOGRAPHY.—See outline for oral lessons.

PENMANSHIP.—Pen and ink with movement tablet No. 7. Special exercises for freedom of movement and light lines.

PRIMARY.—Prang's Shorter Course Book I, through exercise VI.

ELEMENTARY SCIENCE.—Oral lessons on Animals, Hooker's Child's Book of Nature, Part II, to chapter XII.

WINTER TERM.

READING.—A Third Reader, Hans Anderson's Fairy Tales, First Series.

SPELLING.—Same as fall term.

LANGUAGE.—Oral and written dictation exercises, common abbreviations, plurals in *s*, and singular possessive forms. First Lessons in Language.

NUMBERS.—Revised Model Elementary Arithmetic to page 180.

GEOGRAPHY.—See outline for oral lessons.

PENMANSHIP.—Movement tablet No. 1, complete Book I, and the first twelve pages of Book 2.

DRAWING.—Prang's Shorter Course, Book I, through exercise X.

ELEMENTARY SCIENCE.—Oral lessons on animals, Hooker's Child's Book of Nature, Part II, to chapter XXII.

SPRING TERM.

READING.—A Third Reader, Seaside and Wayside, No. 1.

SPELLING.—Same as fall term.

LANGUAGE.—Oral and written. Proper verb forms from copy and dictation lessons, contractions. Writing of short, simple, familiar letters. First Lessons in Language.

NUMBER.—Model Revised Elementary Arithmetic to page 193.

GEOGRAPHY.—See outline for oral lessons.

PENMANSHIP.—Movement tablet No. 1, complete Book 2.

DRAWING.—Complete Book 1.

ELEMENTARY SCIENCE.—Oral and written lessons on animals, Hooker's Child's Book of Nature, Part II, completed. The exercises in elementary science may furnish subject matter for the language work throughout the grade.

FOURTH GRADE.

FALL TERM.

READING.—Selections from a Third Reader, First Book in American History.

SPELLING.—Same as third grade.

LANGUAGE.—Copying sentences, paragraphs, and selections from prose and poetry. Use of capital letters continued. Use of the comma. First Lessons in Language.

NUMBERS.—Revised Elementary Arithmetic to page 225.

GEOGRAPHY.—See outline for oral lessons.

PENMANSHIP.—Same as third grade.

DRAWING.—Prang's Shorter Course, Book 2, through Exercise VI.

ELEMENTARY SCIENCE.—Exercises in Elementary Physics as found in Hooker's Child's Book of Nature, Part III, to chapter X.

WINTER TERM.

READING.—Selections from a Third Reader for drill work. Eggleston's First Book in American History.

SPELLING.—Same as third grade.

LANGUAGE.—Plural possessives. Common abbreviations. Letter writing. First Lessons in Language.

NUMBERS.—Revised Model Elementary Arithmetic to page 262.

GEOGRAPHY.—See outline for oral work.

PENMANSHIP.—Same as third grade.

DRAWING.—Prang's Shorter Course, Book 2, through Exercise X.

ELEMENTARY SCIENCE.—Simple exercises in elementary physics as found in Hooker's Child's Book of Nature, Part III, to chapter XXII.

SPRING TERM.

READING.—Continue work in Third Reader, King of the Golden River.

SPELLING.—Same as third grade.

LANGUAGE.—Plurals in *es*, *ves*, and plurals without *s*. Formation of possessives. Drill on verb forms and pronouns commonly misused. Letter writing. First Lessons in Language.

NUMBERS.—Revised Model Arithmetic completed.

GEOGRAPHY.—See outline for oral work.

PENMANSHIP.—Same as third grade.

DRAWING.—Prang's Shorter Course, Book 2 completed.

ELEMENTARY SCIENCE.—Simple exercises in elementary physics continued. Hooker's Child's Book of Nature completed. As in previous grade, this work is designed to furnish subject matter in part for language work.

FIFTH GRADE.

FALL TERM.

READING.—A Fourth Reader, Alice in Wonderland.

SPELLING.—Four Exercises from Sheldon's Word Studies, two from lists of words gathered from other lessons, and one review exercise each week. As far as possible words should be studied from script forms.

LANGUAGE.—Continue work in letter forms, punctuation, abbreviation, word forms, letter writing, etc. First Lessons in Language in hands of pupils.

ARITHMETIC.—Notation, numeration, addition, subtraction, multiplication and division to decimal fractions. The New Model Arithmetic.

GEOGRAPHY.—Physical and Political North America. Physical and Political U. S. North Atlantic States. Use progressive outline maps.

PENMANSHIP.—Movement Tablet No. 2. Special exercises for freedom of movement. First twenty pages of Book 3, Normal Review System of Writing.

DRAWING.—Prang's Shorter Course, Book 3, through exercise VI.

ELEMENTARY SCIENCE.—Smith's Primer of Physiology to chapter VI. Throughout the year special attention should be given to effects of stimulants and narcotics upon the human system.

WINTER TERM.

READING.—A Fourth Reader, Grandfather's Chair.

SPELLING.—Same as fall term.

LANGUAGE.—Dictation exercise, comprising capitals, punctuation, homonyms. Narrative writing in connection with elementary science, geography, and history. First Lessons in Language in hands of pupils.

ARITHMETIC.—Decimal fractions to U. S. Money. The New Model Arithmetic.

GEOGRAPHY.—Middle Atlantic, South Atlantic, South Central, and North Central States.

PENMANSHIP.—Movement Tablet No. 2, complete book 3, and the first twelve pages of Book 4.

DRAWING.—Prang's Shorter Course, Book 3, through exercise X.

ELEMENTARY SCIENCE.—Smith's Primer of Physiology continued to chapter X.

SPRING TERM.

READING.—A Fourth Reader. Kingsley's Waterbabies.

SPELLING.—Same as fall term.

LANGUAGE.—Narrative and descriptive writing. Paraphrasing of phrases and short sentences. Subject and predicate, and parts of speech. First Lessons in Language completed.

ARITHMETIC.—U. S. currency, simple book-keeping, factors and multiples to common fractions. The New Model Arithmetic.

GEOGRAPHY.—West Central States, States of the Plain, Western States and Commercial Geography of U. S.

PENMANSHIP.—Movement Tablet No. 2. Complete Book 4.

DRAWING.—Prang's Shorter Course, Book 3 completed.

ELEMENTARY SCIENCE.—Smith's Primer of Physiology completed.

SIXTH GRADE.

FALL TERM.

READING.—Robinson Crusoe.

SPELLING.—Same as fifth grade.

LANGUAGE.—Southworth and Goddard's Elements of Composition and Grammar. Composition, chapters I, II, III, IV. Nouns, pronouns, verbs, pages 91-101. One carefully prepared and revised composition from each pupil each month throughout the year.

ARITHMETIC.—Common fractions, addition, subtraction, multiplication and division to page 129.

GEOGRAPHY.—British America, Mexico, Central America, West Indies, South America. Throughout the year use books of travel, newspapers and history to arouse interest.

PENMANSHIP.—Same as fifth grade.

DRAWING.—Prang's Shorter Course, Book 4 through exercise VI.

ELEMENTARY SCIENCE.—General exercises on the atmosphere,—properties, temperature, winds, moisture, climate, electrical and optical phenomena. See Warren's Physical Geography, page 68.

WINTER TERM.

READING.—Church's Stories of the Old World.

SPELLING.—Same as fifth grade.

LANGUAGE.—Composition, chapter V. Adjectives, adverbs, prepositions, pages 102-118, Analysis, chapter X.

ARITHMETIC.—Difficult problems. Review common and decimal fractions to denominate numbers.

GEOGRAPHY.—Physical and political Europe. Give special attention to historical events and items of interest.

PENMANSHIP.—Same as fifth grade.

DRAWING.—Prang's Shorter Course, Book 4 through exercise X.

ELEMENTARY SCIENCE.—General exercises on water, springs, rivers, lakes, oceans, oceanic movements. See Warren's Physical Geography, page 49.

SPRING TERM.

READING.—Hawthorne's Wonder Book.

SPELLING.—Same as fifth grade.

LANGUAGE.—Composition, chapter VI, to page 42. Conjunctions, pages 118-125. Analysis, chapter XI.

ARITHMETIC.—Denominate numbers to page 155, New Model Arithmetic.

GEOGRAPHY.—Physical and political Asia, Oceanica.

PENMANSHIP.—Same as fifth grade.

DRAWING.—Prang's Shorter Course, Book 4 completed.

ELEMENTARY SCIENCE—Exercises in elementary botany.

SEVENTH GRADE.

FALL TERM.

READING.—Kingsley's Greek Heroes.

SPELLING.—Sheldon's Word Studies and words selected from other branches of study. As far as possible words should be studied from script forms.

LANGUAGE.—Southworth and Goddard's Elements of Composition and Grammar. Composition chapter VI, from page 42. Nouns, pages 156-169; verb, pages 219-227. Analysis, chapter XIII. One carefully prepared and revised composition from each pupil each month throughout the year.

ARITHMETIC.—Money and currencies and denominate numbers to percentage.

GEOGRAPHY.—Physical and political Africa. Principal ocean and trade routes of the world. Review.

PENMANSHIP.—The Normal Review Course in writing. Book 4½ to page 21.

DRAWING.—Prang's Shorter Course, Book 5 through exercise VI.

ELEMENTARY SCIENCE.—Oral lessons on elementary physics.—properties of matter, gravity; mechanical powers.

WINTER TERM.

READING.—Scott's Lady of the Lake.

SPELLING.—Same as fall term.

LANGUAGE.—Composition, chapter VII. Adjectives, pages 208-214; adverbs, pages 261-267; prepositions, pages 270-273. Analysis, chapter XIV.

ARITHMETIC.—Percentage to taxes.

GEOGRAPHY.—Wisconsin in detail. Mathematical geography.

PENMANSHIP.—The Normal Review Course. Book 4½ completed and Book 5 to page 13.

DRAWING.—Prang's Shorter Course. Book 5 through exercise X.

ELEMENTARY SCIENCE.—Oral lessons in elementary physics.—water, air, sound, light, heat.

SPRING TERM.

READING.—Burrough's Sharp Eyes.

SPELLING.—Same as fall term.

LANGUAGE.—Composition, chapter VIII. Conjunctions, interjections, pages 274-281. Analysis of selections.

ARITHMETIC.—Percentage to partial payments. The new Model Arithmetic.

UNITED STATES HISTORY.—Barnes' History to Revolutionary War.

PENMANSHIP.—The Normal Review Course in Writing, Book 5 completed.

DRAWING.—Prang's Shorter Course, Book 5 completed.

ELEMENTARY SCIENCE.—Oral lesson on some of the elementary facts of astronomy.

EIGHTH GRADE.

FALL TERM.

READING.—Masterpieces of American Literature.

SPELLING.—Same as seventh grade.

LANGUAGE.—Southworth and Goddard's Elements of Composition and Grammar. Composition, chapter IX. Nouns, pages 170-182; pronouns, pages 195-208; verbs, pages 227-262. Analysis of selections.

ARITHMETIC.—Percentage completed, ratio and proportion.

UNITED STATES HISTORY.—Revolutionary War, and the administrations through the war of 1812.

PENMANSHIP.—Same as seventh grade.

DRAWING.—Prang's complete course, Book 7 through exercise X.

ELEMENTARY SCIENCE.—Same as seventh grade.

WINTER TERM.

READING.—Masterpieces of American Literature.

SPELLING.—Same as seventh grade.

LANGUAGE.—Composition, subjects selected. Adjectives, pages 214-218; adverbs, pages 267-269; prepositions, pages 270-273. Analysis, chapter XXIII. and selections.

ARITHMETIC.—Involution and evolution.

UNITED STATES HISTORY.—From the War of 1812 to the close of the Civil War.

PENMANSHIP.—Same as seventh grade.

DRAWING.—Prang's Complete Course, Book 7 through exercise XVIII.

ELEMENTARY SCIENCE.—Same as seventh grade.

SPRING TERM.

READING.—Masterpieces of American Literature.

SPELLING.—Same as seventh grade.

LANGUAGE.—Composition, subjects selected. Conjunctions, interjections, pages 274-281.

ARITHMETIC.—Miscellaneous examples and general review.

UNITED STATES HISTORY.—Reconstruction and passing events.

PENMANSHIP.—Bookkeeping tablets.

DRAWING.—Prang's Complete Course, Book 7 completed.

ELEMENTARY SCIENCE.—Same as seventh grade.

5—S. R.

OUTLINE OF ORAL LESSONS IN GEOGRAPHY.

SECOND GRADE.

- I. Lessons in color, form, size. Simple exercises in place, using objects to illustrate such terms as *up, down, on, above, before, between, under, below, behind, around*.
- II. The application of geographical terms to the features of the landscape. A moulding board and pictures are helpful here.
- III. Points of compass as determined by the sun. Have children give the direction of objects from one another in the school room. Tell how one may find the directions in the day time, and on a bright night; how sailors tell directions. Establish a meridian line in the school room.
- IV. Plants. 1. Trees, kinds and identification by wood, leaves, bark, and general appearance. 2. Fruits, identification and use. 3. Cultivated crops, identification and use.
- V. Animals, wild and domestic. 1. Birds, names of those common to the locality, identification by plumage and song. 2. Fishes, names of those common. 3. Usefulness of all animals.
- VI. Sky.—Clouds, rain, snow, mist, fog.

THIRD GRADE.

FALL TERM.

- I. Lessons in size. 1. Exercises in estimating length by the eye, and with the ruler, using objects in the room. 2. Teach the table of Linear Measure as far as needed. 3. Draw by scale a plan of the school room, the school yard, a city block, showing that the maps, or outlines, represent the surface as a bird would see it from above. 4. Estimate distance, using different points and objects in the city and its surroundings. 5. By comparison develope ideas of *area* and *scale*. In map drawing always use some definite scale.
- II. Carefully study the natural features of the locality to develope correct mental pictures of rivers, mountains, plains, lakes, the ocean, etc.
- III. Recognize in manufactured products the results of the occupations of men. Name different occupations in the vicinity; the materials used in them; the power used.

WINTER TERM.

- I. Continue work in drawing and in interpreting maps of the school yard, city block, and city, locating the principal streets and buildings, always using a definite scale.
- II. Continue study of the natural features of the locality. Rivers—source, bed, branches, banks, current, where water comes from, use in drainage, etc.
- III. Study globe—simple lessons to teach that the earth is round, turns around, surface composed of land and water; the names of the grand divisions of each.
- IV. Interpretation of the symbols of the map.

SPRING TERM.

- I. Map of the grand division of North America, so printed as to show relief. Location of its mountains and plains. Show that its general outline and the direction of its rivers depend upon the location and direction of its mountains. Name and locate its rivers, lakes, the oceans that border it, its great indentations and projections.
- II. Develop idea of political division. Teach the political divisions of North America; that is, associate the name with the form and location. In same way teach the political divisions of the United States; locate the capital and two or three important cities in each state. Use a dissected map. Give ideas of comparative area.

FOURTH GRADE.

FALL TERM.

- I. Geography of Wisconsin. Use outline map drawn upon the blackboard; scale ten miles to an inch.
 1. Size,—length and breadth.
 2. Boundaries.
 3. Locate three of the principal rivers, and show the slope of the surface drained by each; also locate three lakes of the interior.
 4. With colored crayon represent the prairie lands, timber lands, and mineral sections.
 5. Locate and discuss some of the leading industries.
 6. Locate ten cities; journeys between them by rail and water. Use railroad map.
 7. Name and locate counties by help of dissected map.

WINTER TERM.

I. Teach the square mile or "section." Draw a "section map" of Dane county. Teach its area. Using the "section lines" divide it into towns. Teach their names and location. Teach the surface and drainage of the county; locate its chief cities and villages. Review occupations and their products, and trace lines of transportation through the county. Review important points.

SPRING TERM.

I. Study map of the grand divisions that indicate relief in the following order: South America, Africa, Australia, Europe, Asia. Teach the location of the mountains and plains of each; show that outline and direction of rivers are determined by location and direction of mountains. Name and locate their rivers, lakes, the oceans that border them, their great indentations and projections.

GENERAL DIRECTIONS.

RHETORICALS.—In addition to the daily practice in language work, systematic drill in declamation and composition should be carried on in all grades.

READING.—Through all grades every possible means should be used to create a desire for knowledge, to encourage the reading habit, and to cultivate a taste for fine literature.

SPELLING.—Every spelling lesson should be an exercise in penmanship. Every pupil above the second grade should have a regular spelling blank book, and should write every lesson with pen and ink. The pencil should never be used in the blank book. If the pupil is not prepared to write promptly with the pen, he should be required to write the lesson alone after school.

The spelling blanks must be examined frequently by the teacher and carefully criticised. It is a very questionable practice to allow pupils to correct the spelling blanks. The incorrect form may lead to confusion in the picture form in the mind.

In all the written work the following points should be observed: (a) Words and sentences should be dictated rapidly and but once. (b) Sentences should be read as wholes, not in parts. (c) Pupils should write promptly, rapidly, and legibly. (d) Blanks should be left when the word is not written. (e) Count as errors, all blanks, letters or words erased, inserted or written over or illegibly. (f) All words misspelled should be rewritten. (g) Lists of misspelled words should be used in reviews.

HISTORY.—Only such dates should be committed to memory as are indispensable as landmarks in history. A clear understanding of the *sequence* of events is far more important than a knowledge of exact dates. This work may take three distinct forms: the *chronological*, the method usually followed in the text books; the *biographical*, requiring the pupils to state all that has been learned in regard to particular individuals; and the *geographical*, requiring a statement of all important facts relating to the history of a locality.

VOCAL MUSIC.—Instructions in vocal music must be given to the pupils of every grade. When rightly taught, singing becomes as important a subject for the school room as any other branch. The aim

should be not only to give the pupil the ability to use the voice skillfully, but to benefit the whole being, physically, mentally, and morally. It has been well said that music is needed in our public schools for patriotism, for morality, for health. It is needed to make discipline lighter, school attendance more regular, school management easier, study more interesting, recitation more spirited.

PHYSICAL TRAINING.—The pupils should be exercised daily in such a manner as to expand the lungs, develope the muscles, and impart an easy and graceful carriage to the body. Calesthenic exercises should be employed for the attainment of these objects.

MANNERS AND MORALS.—Such instruction should be given daily to the pupils of all the grades as will foster a spirit of kindness and courtesy toward each other, a feeling of respect toward parent and teacher, and a love of cleanliness, order, law, and truth.

HIGH SCHOOL.

ENGLISH.

FIRST YEAR.

Algebra,	English Grammar,	Civil Government.
Algebra,	English Composition,	Civil Government.
Algebra,	English Composition,	Physical Geography.

SECOND YEAR.

General History,	Rhetoric,	Physical Geography.
General History,	Rhetoric,	Physiology.
General History,	Literature,	Physiology.

THIRD YEAR.

Physics,	Literature,	Arithmetic.
Physics,	Literature,	Botany.
Physics,	Literature,	Botany.

FOURTH YEAR.

Geometry,	Literature,	English History.
Geometry,	* United States History,	Political Economy.
Geometry,	United States History,	Psychology.
	Theory and Art,	Theory and Art.

GENERAL SCIENCE.

FIRST YEAR.

Algebra,	English Grammar,	Civil Government.
Algebra,	English Composition,	Civil Government.
Algebra,	English Composition,	Physical Geography.

SECOND YEAR.

General History,	Rhetoric,	Physical Geography.
General History,	Rhetoric,	Physiology.
General History,	Literature,	Physiology.

* Social and Political.

THIRD YEAR.

Physics,	Literature,	Arithmetic.
Physics,	German,	Botany.
Physics,	German,	Botany.

FOURTH YEAR.

Geometry,	German,	English History.
Geometry,	German,	Political Economy.
Geometry,	German,	Psychology.
	Theory and Art,	Theory and Art.

MODERN CLASSICAL.

FIRST YEAR.

Algebra,	Eng. Grammar,	Civil Government.
Algebra,	Latin Method,	Civil Government.
Algebra,	Latin Method,	Physical Geography.

SECOND YEAR.

Gen. History,	Cæsar,	Physical Geography.
Gen. History,	Cæsar,	Physiology.
Gen. History,	Cæsar,	Physiology.

THIRD YEAR.

Physics,	Cæsar,	Arithmetic.
Physics,	Cicero,	German.
Physics,	Cicero,	German.

FOURTH YEAR.

Geometry,	Virgil,	German.
Geometry,	Virgil,	German.
Geometry,	Virgil,	German.
	Theory and Art,	Theory and Art.

ANCIENT CLASSICAL.

FIRST YEAR.

Algebra,	Eng. Grammar,	Civil Government.
Algebra,	Latin Method,	Civil Government.
Algebra,	Latin Method,	Physical Geography.

SECOND YEAR.

Gen. History,	Cæsar,	Physical Geography.
Gen. History,	Cæsar,	Greek Lessons.
Gen. History,	Cæsar,	Greek Lessons.

THIRD YEAR.

Physics,	Cæsar,	Anabasis.
Physics,	Cicero,	Anabasis.
Physics,	Cicero,	Anabasis.

FOURTH YEAR.

Geometry,	Virgil,	Anabasis.
Geometry,	Virgil,	Homer.
Geometry,	Virgil,	Homer.
	Theory and Art,	Theory and Art.

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.
- 2d term:* Semi-weekly reading, oratory; two declamations.
- 3d term:* Semi-weekly reading, prose narrative; two declamations.

SECOND YEAR—

- 1st term:* Semi-weekly reading, narrative poetry; two written reproductions, declamations or recitations.
- 2d term:* Semi-weekly reading, essay and biography; two written reproductions, declamations or recitations.
- 3d term:* Semi-weekly reading, characterization; two declamations or recitations.

THIRD YEAR—

- 1st term:* Weekly readings and recitations of lyric poems.
- 2d term:* Weekly meetings for debates; two exercises.
- 3d 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.
- 2d term:* Essays in connection with class work.
Public declamation, competitive essay or oration; three exercises.
- 3d 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 Monumen;t Adams and Jefferson; Reply to Hayne; White Murder Trial.

Johnston Ed.: American Orations.

Blaine: Eulogy on Garfield.

PROSE NARRATIVE—

Irving: Sketch Book.

Hawthorne: Legends of New England.

Tanglewood Tales.

NARRATIVE POETRY—

Longfellow: Tales of Wayside Inn; Evangeline; Miles Standish.

Tennyson: Enoch Arden; Select Poems.

Holmes: The Schoolboy and other Poems.

ESSAY, BIOGRAPHY AND CHARACTERIZATION—

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.

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. George 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.....*Subjects: "Words."*

JUDGES.

Thought and Style—Prof. A. O. Wright, Mr. C. E. Buell.*Delivery*—Hon. Robt. 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. Robt. Graham, Mr. R. C. 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 committee, 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 special recommendations 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.

PRIZES AWARDED JUNE 13, 1890

FIRST.....	Mary A Cramer.
SECOND	Helen Kellogg.
THIRD.....	William W. Allen.

Judges on Essays—Hon. J. H. Carpenter, Miss Minnie M. Oakley.

PRIZES AWARDED JUNE 12, 1891

FIRST.....	Florence E. Vernon.
SECOND	Wilbur L. Ball.
THIRD.....	Anna C. Griffiths.

Judges on Essays—Prof. A. A. Knowlton, Rev. E. G. Updike.

In June 1892 the Board of Education decided to award the prizes on the basis of scholarship, final essay and rhetorical work; scholarship to count one-half, final essay one-fourth, and rhetorical work one-fourth. Upon this basis the prize were awarded as follows:

PRIZES AWARDED JUNE 10, 1892.

FIRST.....	Annie Marie Pitman
SECOND.....	Carrie F. Smith.
THIRD.....	Charlotte Brockway Freeman.

Judges on Essays—Mr. W. A. Tracy, Mrs. A. W. Smith.

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.
Revised Model Elementary Arithmetic.
The New Model Arithmetic.
Harper's Geography.
Sheldon's Word Studies.
First Lessons in Language,
Southworth & Goddard.
Elements of Composition and Grammar,
Southworth & Goddard.
Smith's Physiology.
Barnes' History of the United States.
The Normal Review System of Writing.
Normal Music Course.

HIGH SCHOOL.

Shakespeare—Selected Plays.....*Rolfe & Hudson.*
Bookkeeping*Bryant & Stratton.*
Commercial Arithmetic.....*Thomson.*
Algebra.....*Van Velzer & Slichter.*
Geometry*Wentworth.*
Grammar*Whitney's Essentials.*
Elements of English Composition.....*Chittenden.*
Rhetoric.....*David Hill.*
English Literature.....*Backus & Brown.*
Latin Grammar.....*Allen & Greenough.*
Latin, Beginner's Book.....*Collar & Daniell.*
Cæsar.....*Allen & Greenough.*
Sallust.....*Allen & Greenough.*

Latin Composition.....	<i>Allen.</i>
Cicero.....	<i>Chaste & Staurt.</i>
Virgil.....	<i>Searing.</i>
Greek Grammar.....	<i>Goodwin.</i>
Greek Lessons.....	<i>White.</i>
Greek Composieion.....	<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>
English History.....	<i>Montgomery.</i>
General History.....	<i>Myers.</i>
School Economy.....	<i>Wickersham.</i>
Didactics.....	<i>Sweet.</i>
Civil Government.....	<i>Fiske.</i>
Physiolgogy.....	<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, Cyclopedic of.....	<i>Kiddle & Schem.</i>
Education, Report of Commissioners of, 1873-1890.	
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.....	Bray.
How to Study United States History.....	Trainer.
Household Education.....	Martineau.
History of Education.....	Philobiblius.
History of Education.....	Schmidt.
History of Pedagogy.....	Hailman.
Instruction, Methods of.....	Wickersham.
Infant School Education.....	Currie.
Intellectual Life.....	Hamerton.
Institute Lectures.....	Bates.
Illusions.....	Sully.
Key to Practical Penmanship.....	(Spencerian.)
Kindergarten Culture.....	Hailman.
Law of Public Schools.....	Burke.
Lectures on Education.....	Hailman.
Language and Study of.....	Whitney.
Lessons on Objects.....	Sheldon.
Logic	Schuyler.
Manual of Methods.....	Kiddle, Harrison and Calkins.
Methods of Teaching	Hoose.
Mistakes in Teaching.....	Hughes.
Mental Physiology.....	Carpenter.
Mental Science and Culture.....	Brooks.
Methods of Teaching and Studying History.....	Ed. by Hall.
Normal Schools.....	Holbrook.
Normal Outlines of the Common Branches.....	Lind.
New Gymnastics.....	Lewis.
On the Use of Words.....	Eldredge & Bro.
On Discipline.....	Eldredge & Bro.
On Class Teaching.....	Eldredge & Bro.
Outlines of Psychology.....	Sully.
One Thousand Ways of One Thousand Teachers.....	Mason.
Philosophy (pamphlet) of School Discipline.....	Kennedy.
Pestalozzi, Life and Works of.....	Krusi.
Pestalozzi, The Influence of an Elementary Education (pamphlet.)	
Physiology of Mind.....	Mandsley.
Primary Helps.....	Hailman.
Physiology and Calisthenics.....	Bucher.
Primary Object Lessons.....	Calkins.
Powers, Intellectual.....	Abercrombie.

Principles 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 Arts of Education.....	<i>Payne.</i>
School Economy.....	<i>Wickersham.</i>
School Laws of Wisconsin (1873-1891).	
School Amusements.....	<i>Root.</i>
School Inspection.....	<i>Fearon.</i>
School Management.....	<i>Gill.</i>
School Management, Art of.....	<i>Baldwin.</i>
School and Schoolmasters.....	<i>Potter.</i>
Schools, Higher, and Universities in Germany	<i>Arnold.</i>
School Supervision.....	<i>Payne.</i>
School Goverment.....	<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>Hart.</i>
School Room Guide.....	<i>De Graff.</i>
Study of Words.....	<i>Trench.</i>
School and Family.....	<i>Kennedy.</i>
The Science of Education.....	<i>Ogden.</i>
The Sentence Method.....	<i>Farnham.</i>
Those Children.....	<i>Brooks.</i>
The Philosophy of Teaching.....	<i>Sands.</i>
Teacher's Hand-Book, First Steps.....	<i>Lewis.</i>
The Schoolmaster.....	<i>Ascham.</i>
Thoughts.....	<i>Mann.</i>
Teaching, Talks on.....	<i>Parker.</i>
Teaching, Theory and Practice of.....	<i>Page.</i>
Teaching Lectures and Practice of.....	<i>Fitch.</i>
Teaching, Art of.....	<i>Ogden.</i>
Teach, How to.....	<i>Bain.</i>
Teacher, The.....	<i>Abbott.</i>

Teacher and Parent.....	<i>Northend.</i>
Teacher's Assistant.....	<i>Northend.</i>
Teaching the Young, Gentler Manner of.....	<i>Abbott.</i>
Teaching, Principles and Practice of.....	<i>Johonnot.</i>
Teaching, Normal Methods of.....	<i>Brooks.</i>
Teaching Methods of.....	<i>Sweet.</i>
Teachers, The	<i>Blakiston.</i>
Teachers' Manual.....	<i>Orcutt.</i>
The New Educational Pamphlet.....	<i>Work.</i>
Training, Oral	<i>Barnard.</i>
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')	—
History of Atlantic Telegraph.....	<i>Field.</i>
History of the World (Vols. I and II).....	<i>Maunder.</i>
Lectures on Natural History.....	<i>Chadbourn.</i>
Philosophy.....	<i>Parker.</i>
Physics, Elements of.....	<i>Norton.</i>
Rhetoric, Principles of.....	<i>Hill.</i>
Winter and Its Dangers.....	<i>Osgood.</i>
Wisconsin, History of.....	<i>Smith.</i>
Wisconsin Legislative Manual (1878-91).	

HIGH SCHOOL GRADUATES.

CLASS OF 1875.

Archibald Durrie, Presbyterian Clergyman, Superior.
Charles Lamb, U. W. '80, Lawyer, Madison.
Oliver Ford.*
Howard Hoyt, U. W. Law, '81, Milwaukee.
Frank Huntington, Bookkeeper, St. Paul, Minn.
Charles Oakey, Osceola Mills.
Thomas Parr, U. W. '81.*
William Kollock, Wichitaw, Kansas.
Edward B. Oakley, Principal High School, Neillsville.
William Windsor, Phrenologist, Chicago, Ill.
Hattie O. Thoms, Teacher, Portland, Oregon.
Carrie H. Billings, Teacher, Second Ward, Madison.
Ella Hickok, Teacher, First Ward, Madison.
Annie I. Horne (Mrs. W. A. Clapp), Wauwatosa.

CLASS OF 1876.

Henry B. Favill, U. W. '80, Rush '83, M. D., Madison.
Alfred Patek, U. W. '80, Room 46 Tribune Bldg., New York, N. Y.
Henry Wilkinson, Milwaukee.
Stanley Proudfit, U. W. '81.*
Charles Hudson, Mail Carrier, Madison.
George E. Morgan, U. W. '80, Law, '82, Attorney, Kansas City, Kan.
Henry Mason, Attorney, Garden City, Kan.
William E. Morgan, Physician, Chicago, Ill.
Willis Hoover, Missionary, South America.
Euphenia Henry (Mrs. T. J. McMaster), Dakota.
Sarah Dudgeon (Mrs. E. J. Baskerville), Clay Center, Kan.
Hattie Huntington (Mrs. McDonald), St. Paul, Minn.
Annette Nelson, Teacher, Milwaukee.
Stella Ford (Mrs. Chas. Abbott), Madison.
Carrie French (Mrs. Gibbs), Madison.
Carrie R. Kellogg (Mrs. Brigham Bliss), St. Paul.

* Deceased.

Margaret Coyne.*

Kittie Kelley, Madison.

Maria Dean, U. W. '88, M. D., Helena, Montana.

Lizzie Bright (Mrs. Frank Phoenix), Delavan, Wis.

CLASS OF 1877.

Anton Bjornson, U. W. '82, Ashley, N. Dak.

William Lyon, U. W. '81, Eden Vale, Hillsdale, Cal.

Willard Snell, Clerk, J. E. Moseley, Madison.

Charles H. Kerr, U. W. '81, Publisher, 175 Dearborn Street, Chicago.

Salmon Dalberg, U. W. '81, Law, '83, Attorney, Milwaukee.

Edmond Burdick, 168 N. Main Street, Wichita, Kan.

Walter Chase, Madison.

James Young. Machinist U. W., Madison.

George Byrne, Lumber Dealer, Kansas City, Mo.

Howard L. Smith, U. W. '81, Law, '85, Attorney, St. Paul.

Frank Hyer.

Anna Butler, Superior.

Julia Clark, U. W. '81 (Mrs. J. W. Hallam), Sioux City, Iowa.

Lizzie Dresser (Mrs. Shaw).

Emma Bascom.*

Florence Bascom, U. W. '82-84. In Laboratories, John Hopkins.

Hattie Stout, Madison.

Fannie Hall, Madison.

Jennie McMillan, Madison.

Colin Davidson, Clerk, Railroad Office, Omaha, Neb.

Minnie Hopkins (Mrs. Dewey), Boston, Mass.

Frankie Steiner (Mrs. F. Weil), Madison.

Matic Noble.*

Jennie M. Williams, Teacher, Third Ward, Madison.

CLASS OF 1878.

Henry Pennock, U. W. '83, Real Estate Agent, Omaha.

Wendell Paine.*

William Oakey, Madison.

William Dodds, U. W. '82, Supt. Reading Iron Co., Reading, Pa.

Walter B. Pearson, Contractor, Chicago.

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.

* Deceased.

CLASS OF 1879.

August Umbreit, U. W. '83, Insurance, Milwaukee.
 Julia Ray, U. W. '84 (Mrs. Jordon), Morris, Ill.
 Rosa Fitch, U. W. '84 (Mrs. Albert Briggs), Colorado Springs.
 Lillie Beecroft, U. W. '83, 193 Marcy Ave., Brooklyn, N. Y.
 Mary Wright (Mrs. Oakey).
 Alice Lamb, U. W. '84 (Mrs. M. Updegraff), Columbia, Mo.
 Sarah Clark, U. W. '84 (Mrs. C. W. Cabeen), Portage.
 Jennie Lovejoy.*

CLASS OF 1880.

Harry L. Mosely, U. W. '84, Law, '87, Madison.
 McClellan Dodge, U. W. '84, Civil Engineer, Madison.
 Julius Burdick, with E. Burdick, Madison.
 James J. Morgan, Chicago Medical College, '88.
 Louise Davids, Sanborn, Iowa.
 Rose Case (Mrs. Geo. Haywood), Merrill.
 Agnes Butler, Madison.
 Clara D. Baker, U. W. '84 (Mrs. W. H. Flett), Merrill.
 Kittie Moody (Married), Greeley, Colo.
 Mary L. Byrne (Mrs. C. S. Slichter), 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 St., Chicago, Ill.
 Nettie Smith, 625 N. Lincoln St., Chicago, Ill.
 Nellie Phillips.
 Kate McGill, Teacher, Madison.
 Josephine Hausman, Madison.
 Flora Pollard, Teacher, Dundee, Ill.
 Fanny Langford (Mrs. L. B. Ring), Woodland Court, Milwaukee.

CLASS OF 1881.

Robert Hendricks, Minneapolis, Minn.
 Alice Lindstrom, Madison.
 Lucy Herfurth (Mrs. C. N. Harrison), Milwaukee.
 Mary E. Oakey, Madison.
Daisy Greenbank (Mrs. F. W. Dustan), Ashland.

* Deceased.

Fanny Ellsworth, Madison,
Jessie Partridge,*
Emma Smith, Nebraska,
Helen Bjornson (Mrs. Swenson), Madison.
Rosa Dengler, Teacher Sixth Ward, Madison.
Lizzie McMillan.*
Frederika Bodenstein, Teacher, Third Ward, Madison.
Grace Clark, U. W. '85 (Mrs. F. K. Conover), Madison.

CLASS OF 1882.

Elmer Combs, Clinton, Wis.
Mary R. Edgar, Principal First Ward, Madison.
Lillie Cutler, Teacher, Eau Claire, Wis.
Minnie Gill, Madison.
Elizabeth Heney, in a Convent, Chicago.
Mary Connor, Token Creek, Wis.
Lillie Clement.
Katie Devine, Milwaukee.
Jessie R. Lewis (Mrs. Lloyd Skinner), Lincoln, Neb.
Lelia Dow, Duluth, Minn.
Maggie Robb, San Francisco, Cal.

CLASS OF 1883.

William Rosenstengel, U. W. '87, Electrician, Toronto, Can.
Albert Rundle, U. W. Law, '90, Madison.
Daisy Beecroft, 193 Marcy Ave., Brooklyn, N. Y.
Frankie Brooks (Mrs. Plummer), St Paul.
Mary Farley.
Nellie Jewett.
Libbie Klussman, Proof reader, State Journal.
Etta Patterson, (Mrs. A. J. Klumb), Milwaukee.
Louis Ambrecht, Madison.
Eleanor Crowley.
Fannie Gay (Mrs. Chas W. Lomas), Ft. Howard.
Emma G. Hyland, Teacher, Madison.
Emma Deards (Mrs. Sutherland), Madison.

CLASS OF 1884.

Addie Lindley, (Mrs. Reid), Merrill.
Annie Hauk (Mrs. John Mader), Milwaukee.
Julia Dahlberg, Teacher, Milwaukee.

* Deceased.

Inger Conradson, Teacher, Brooklyn.
Ida Herfurth, Stenographer, Madison.
Alice Rodermund.*
Sophie M. Lewis, U. W. '88, City Librarian, Madison.

CLASS OF 1885.

Lillie D. Baker, U. W. '89, Madison.
James B. Kerr, U. W. '89, Law, 92, Madison.
Anna A Nunn, U. W. '89, Historical Library.
Olive E. Baker, U. W. '91, Teacher, Prairie du Chien, Wis.
Leonore L. Totto, Teacher, Sixth ward, Madison.
Sophy S. Goodwin, U. W. '89, Madison.
Sue G. Tullis, U. W. '89, Teacher, High School, Madison.
Blanche L. Rider, Madison.
Alice Goldenberger, U. W. '91, Madison.
Jennie A. Jones, (Mrs. E. Derge), Emporia, Kan.
Delia A. Kelly, Madison.

CLASS OF 1886.

William Anderson.*
Eldon J. Cassidy, U. W. '90, Law Class. '92, Madison.
Charles M. Mayers, Insurance Agent, Chicago.
Ben C. Parkinson, U. W. '90, Law Class, Madison.
Henry G. Parkinson, U. W. '90, Law Class, Madison.
Kittie M. Bruce, Teacher of Music, La Crosse.
Robert C. Burdick, Madison.
Mary F. Carpenter, Madison.
Lelia M. Gile, Teacher, First ward, Madison.
Rollin C. Hill, Madison.
Frances A. Kleinpell, U. W. '90, Teacher, Lancaster.
Grace A. Lamb, U. W. '91.
Florence M. Smith, (Mrs. A. M. Story), Hillsborough, New Mexico.
Zilpha M. Vernon, U. W. '90, Madison.
Nora Culligan, Teacher, Madison.
Margaret A. Foren, Teach, Fifth ward, Madison.
Outilla Stein, (Mrs. P. H. Brodesser), Milwaukee.
Anna E. Tarnutzer, Teacher, Third ward, Madison.

* Deceased.

CLASS OF 1887.

Andrews Allen, U. W., '91, Draughtsman, Wilmington, Del.
Bessie Cox, Madison.
Fayette Durlin, Madison.
Marion T. Janeck, U. W. '91, (Mrs. Richter), Madison.
Paul S. Richards, Philadelphia, Pa.
Ellie May Sanborn, U. W. '91, Teacher, La Crosse.
Elsbeth Veerhusen, U. W. '91, Madison.
Florence E. Baker, U. W. '91, Teacher, High School, Brodhead.
Charles A. Dickson, U. W. '91, Law Class.
Bertha M. Mayer, Madison.
Thomas K. Erdahl, U. W. '91.
Augusta J. Bodenstein (Mrs. Paul Findlay), Madison.
John F. Donovan, Special student U. W.
Carl A. Johnson, U. W. '91, Mech. Engineer, Madison.
Arthur F. Oakey, U. W. '91, Madison.
Carrie M. Smith (Mrs. Williamson), Madison.
Frederick Wm. Adamson, U. W. '91, Chicago Med. Col.
Lewis A. Bender, Oconomowoc.
Sarah E. Gallagher, Madison.
Daisy D. Lindley (Mrs. James Goldsworthy), Prescott.
Oscar F. Minch, Mech. Eng. Soph. U. W., Madison.
William F. Ellsworth, Special U. W.
Elizabeth M. Henwood, Madison.
Rose M. Minch, Madison.
Helen L. Winter, Teacher, Madison.
Calvin Z. Wise, with Warner & Co., Madison.
George G. Thorp, Mech. Eng. U. W. '91, Fellow U. W.

CLASS OF 1888.

Helen G. Thorp, U. W. '92, Madison.
Henrietta Kleinpell, Teacher, Deerfield.
John H. McNaught, Civil Eng., Milwaukee.
Henry H. Morgan, Law Class, Madison.
Annie Bremer, Clerk, Madison.
Samuel Lamont, Madison.
Claretta Anderson, Madison.
Samuel Piper, General Science, Junior U. W.
Mabel Fleming, Milwaukee.

CLASS OF 1889.

Mary B. Baker, Principal N. E. District, Madison.
Martha S. Baker, Modern Classical, Junior U. W.
Frances M. Bowman, Modern Classical, Junior U. W.
Catherine M. Brown, Modern Classical, Junior U. W.
Theresa M. Byrne, Teacher, Madison.
Bertha Cassoday, Madison.
Wilfred E. Chase, Madison.
Biondella R. Clark, Teacher, Cambridge.
Margaret A. Cunningham, Teacher, Stoughton.
Lucius H. Davidson, Madison.
Ella Davis, Special student, U. W.
Elizabeth Donoughue, Modern Classical, U. W.
Myrtle H. Dow, Teacher, Duluth, Minn.
Charles H. Doyon, Junior U. W.
Fred R. Estes, Junior U. W.
Julia K. Fischer, Paoli.
William Fitch, Special student, U. W.
George Edward Gernon, Mech. Eng., Junior U. W.
Alice E. Hawkins, Madison.
Hannah Herfurth (Mrs. Murray), Madison.
Sabena Herfurth, Modern Classical, Junior U. W.
Robert E. Jonas, Madison.
Minnie Luebkemann, Madison.
Mary H. Main, Madison.
Helen L. Mayer, Modern Classical, Junior U. W.
Mary L. Murray, Modern Classical, Junior U. W.
Emma A. Nelson, Teacher, Madison.
Anna I. Oakey, Modern Classical, Junior U. W.
Grace V. Reynolds, Madison.
Louis D. Sumner, English, Junior U. W.
Emma Sitterly, Teacher, Madison.
Mary E. Smith, Ancient Classical, Junior U. W.
Charles Thuringer, Civil Eng., Junior U. W.
William E. Swain, English, Junior U. W.
Amy R. Young, Madison.

CLASS OF 1890.

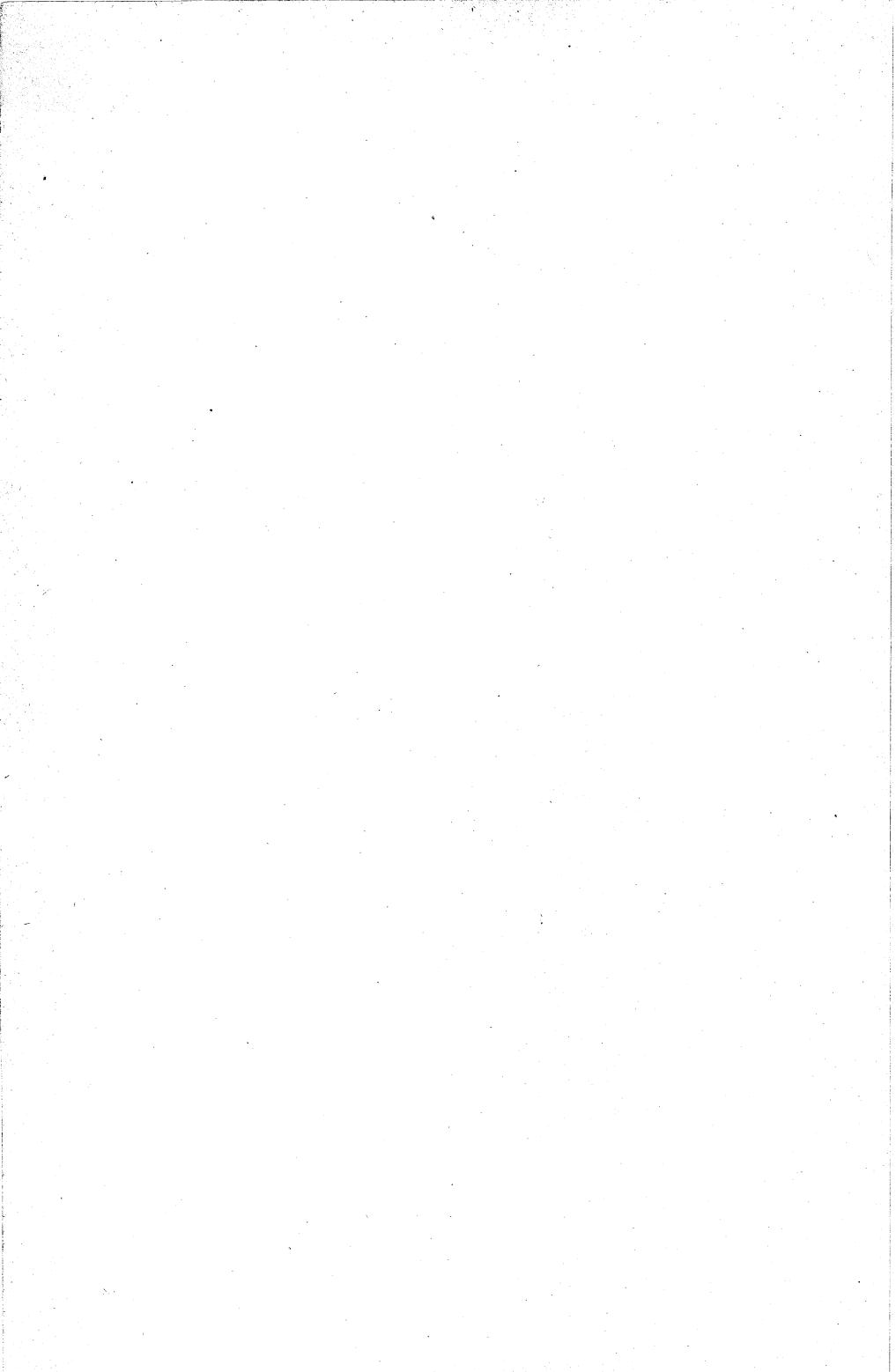
William W. Allen, Ancient Classical, Soph. U. W.
Lizzie Armstrong, Madison.
May Belle Bryant, Teacher, near Madison.

Mary A. Cramer, Modern Classical, Soph. U. W.
Charles Davison, Ancient Classical, Soph. U. W.
Elizabeth Foren, English, Soph. U. W.
Theodore Herfurth, Insurance Agent, Madison.
Grace L. Hopkins, Modern Classical, Soph. U. W.
Mary A. Kelly, Madison.
Helen J. Kellogg, Special Student U. W.
Louise Kingsley (Married), Madison.
Irma M. Kleinpell, Soph. U. W.
Walter Kleinpell, Madison.
Cornelius Knudson, Madison.
Dena Lindley, English, Soph. U. W.
Stephen A. Madigan, Freshman U. W.
William C. McNaught, Madison.
Thomas Nelson, Modern Classical, Soph. U. W.
Washington Oakey, Dental College, Chicago.
Susie P. Regan, Modern Classical, Soph. U. W.
Rudolph R. Rosenstengel, Electrical Engineer, Soph. U. W.
Sidney R. Sheldon, Electrical Engineer, Soph. U. W.
Eugene A. Smith, Druggist, Milwaukee.
Alice Stephenson, Special Student U. W.
Charles H. Tenney, Madison.
Frank A. Vaughn, Electrical Engineer, Soph. U. W.
A. Cleaver Wilkinson, Ancient Classical, Soph. U. W.
Caroline M. Young, Modern Classical, Soph. U. W.

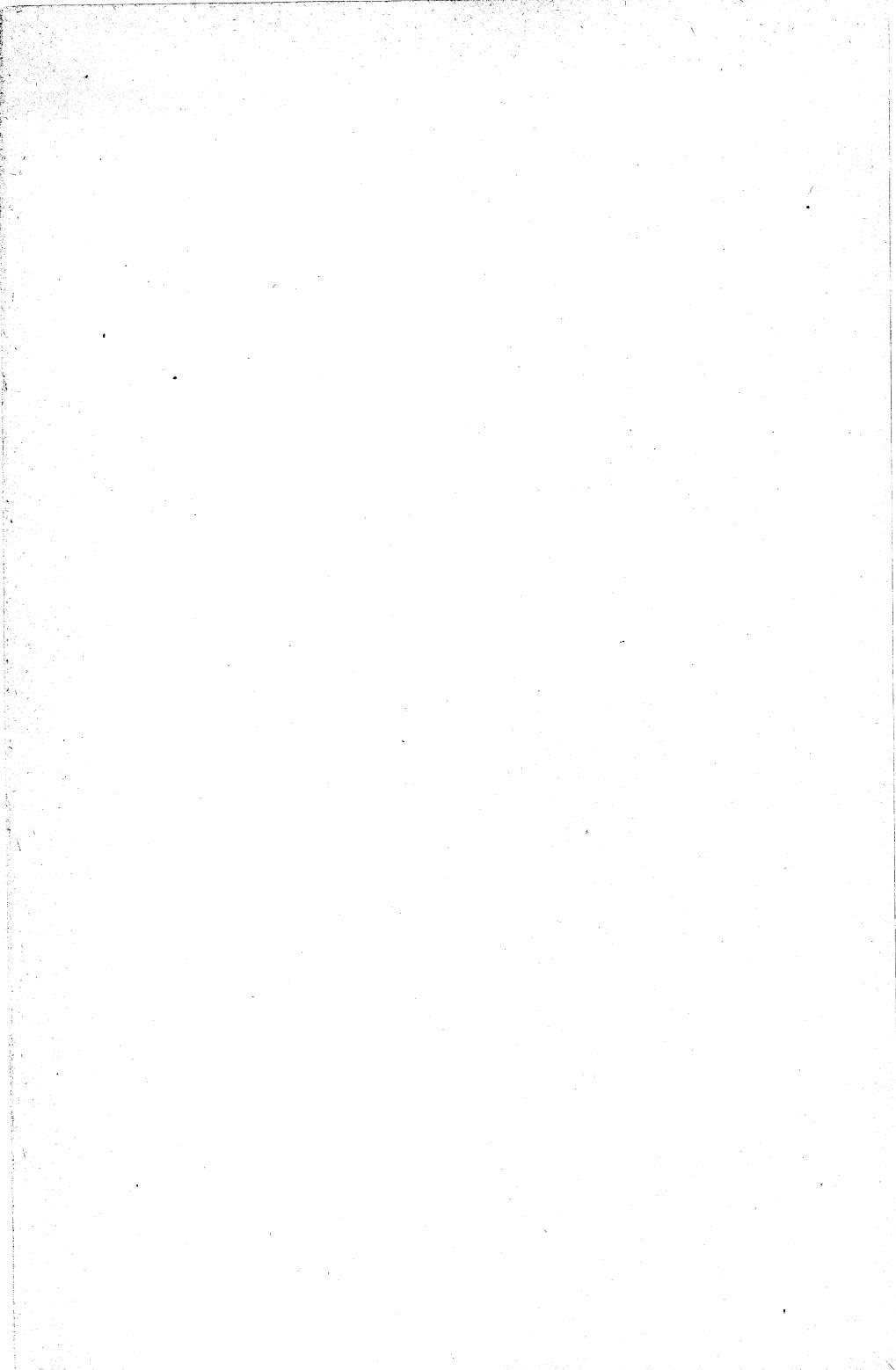
CLASS OF 1891.

Janette Atwood, Modern Classical, Freshman, U. W.
Alice Armstrong, Madison.
Wilber S. Ball, Ancient Classical, Freshman, U. W.
Louise M. Bauman, Madison.
Eleanor Boehmer, Teacher near Madison.
Jessie Carnon, Special, U. W.
Lucy Cosgrove, Teacher near Madison.
Harry M. Curtis, English, Freshman, U. W.
Josie Deming, Teacher, near Madison.
Frances E. Doyle, Teacher near Madison.
Janette H. Doyon, Wells College, New York.
Geo. Herbert Greenbank, Modern Classical, Freshman, U. W.
Anna C. Griffiths, Ancient Classical, Freshman, U. W.
Caroline M. Hauk, Madison.

Ida E. Helm, Washington, D. C.
Lucy S. Jones, Minneapolis, Minn.
George A. Kingley, Ancient Classical, Freshman, U. W.
Helen I. Lancaster, Beloit.
Vroman Mason, Ancient Classical, Freshman, U. W.
Sarah McConnell, Modern Classical, Freshman, U. W.
Lydia E. Minch, Special, U. W.
Robert C. Montgomery, Hahnemann College, Chicago, Ill.
Oscar Nelson, Chicago, Ill.
Jennie O'Connell, Madison.
Harry Potter, Madison.
Catherine Regan, Teacher near Madison.
Martha Scheibel, Modern Classical, Freshman U. W.
Jessie Shepherd, Modern Classical, Freshman U. W.
Isabel Smith, Mendota.
Maud C. Smith, Berlin, Germany.
Halbert Steensland, Modern Classical, Freshman U. W.
John J. Suhr, Madison.
Mary J. Thorp, Modern Classical, Freshman U. W.
Florence E. Vernon, Modern Classical, Freshman U. W.
Fannie Walbridge, English, Freshman U. W.
Herman Winter, Modern Classical, Freshman U. W.



APPENDIX.



CATALOGUE
OF THE
Public Schools of Madison, Wisconsin.

For the Year Beginning with the Fall Term of 1891.

HIGH SCHOOL.

FOURTH YEAR.

Ancient Classical —

D. Carlyle Gile,
Annie M. Pitman,

Walter H. Sheldon, Eugene Sullivan,

Modern Classical —

David Atwood,
Caro L. Bucey,
Mary Lois Catlin,
Florence L. Drinker,
Charlotte B. Freeman,
J. Curtiss Gordon,
Rolland F. Hasteriter,

Chas. Kenneth Leith,
Rachel McGovern,
Fred H. Morrill,
Augusta M. Nichols,
Stella Grace Pierce,
John C. Regan,
Alma C. Sidell,

Carrie F. Smith,
Martha F. Torgerson,
Margarethe Urdahl,
George P. Walker,
Bessie Wilson,
Addiemay Wootton,
Albert O. Wright.

English —

Henrietta D. Billings,
Manda M. Bixby,
Herbert B. Copeland,

Emily Dettloff,
Sarah E. Gallagher,
Michael Lynch,

Lewis D. Rowell,
Janette Smith,
Iva A. Welsh.

SPECIALS.

Alex. H. Armstrong,
John S. Armstrong,
Elizabeth Bowman,
Dyson Daggett,
Harry G. Davies,

Mary Donovan,
J. Verner Green,
Laura Guenther,
Grace E. Hoyt,
Katherine B. Hart,

Katherine Luft,
Minnie E. Mayers,
Robert Monteith,
Henry H. Noble,
John Slightam.

THIRD YEAR.

Ancient Classical —

Clarissa A. Cook,
Kate M. Corscot,

Maude Parkinson,

Eve Parkinson.

Modern Classical —

Louise M. Bird. *Bessie Gernon, Eliza A. Pollard,
 *Thomas W. Brahaney, Edith Green, *Martha E. Pound,
 *Bessie G. Brand, Mary E. Griffiths, Joseph M. Purcell,
 Joseph M. Cantwell, Alwira Hauser, *Hattie L. Rosenstengel,
 *Helen L. Copp, *Carl S. Jefferson, Ernest B. Smith,
 Bertrand H. Doyon, Fred M. Montgomery, Nina A. Swift,
 *Victoria Fish, William A. Munsell, Grace Whare,
 Helen A. Fowler, Howard G. Nichols, Julia Wilkinson,
 William M. Fowler, *Charlotte B. Norton, *Augusta Wood.
 *Bertha R. Frautschi, *Minnie A. Olsen,

English —

*Joseph H. Allen, Isabel M. Holt, Frank M. Riley,
 Augusta Atwood, *Alice Kerwin, Emma Schermerhorn,
 *Fannie Charleton, *Dora Kraege, Catherine Steinle,
 Clara Comstock, George Meyer, Alma Stock,
 *Iva Goodwin, Mary Myrtle Miller, *Eddie Swain,
 Annie Habich, Jas. B. Patterson, Carrie S. Waldbridge,
 Ella Heileger, *Geo. C. Riley, *David H. Wright, Jr.
 Ben. A. Herrick, Chas. G. Riley,

SPECIALS.

Florence T. Bashford, Maud G. Gallop, Eva M. McFarland,
 William Charleton, Elfleda F. Hacker, Guy Rogers,
 Samuel H. Chase, Florence H. Hall, Andrew R. Sexton,
 Lizzie Feeney, Wallace K. Hollenbeck, Jessie O. Sherwood,
 Addie Fields, Bertha M. Leatzow, Louise Maud Thorp,
 Marie L. Fowler, James Kelley, Nellie Van Duesen.

SECOND YEAR.

Ancient Classical —

Amanda F. Wallace,

Modern Classical —

Earle S. Anderson, John P. Gregg, *H. Melvin Sater,
 *Jas. E. Baker, Edna Arlene Grover, August L. Sauthoff,
 William Barry, *Susie Hubbard, Harry E. Sheasby,
 Lepha May Bennett, Maurice I. Johnson, Stuart H. Sheldon,
 *Clay S. Berryman, *Paul C. Kney, Florence A. Slightam,
 Anna I. Billings, Mabel Z. Lamberson, Madeline F. Slightam,
 *Bertha L. Brown, Clarice Lytle, Wm. L. Smeltzkopf,
 Florence J. Daggett, John S. Main, Harriet F. Stephenson,

* Not fully up to grade.

*Jennie B. Davis,	*Royal C. Main,	Harry C. Stoltz,
Elmore S. Elver,	Stella Malaney,	Edmund Suhr,
Charles M. Estabrook,	Max Mason;	Lucy Tompkins,
Mary L. Freeman,	Jessie Monteith,	Maud E. Tyner,
Florence M. Gage,	Minnie I. Nichols,	Angus P. Udell,
Robert J. Gay,	*Grace M. Nicodemus,	Norah A. Winden,
Maude Gilbert,	Stanley B. Parkinson,	John H. Young.

English —

Chas. Herman Ball,	*Albert H. Henwood,	M. W. Murtha,
Frances F. Billings,	*Minnie Hintz,	Lida A. Rider,
Nath. J. Crampton,	*Herbert D. Hollenbeck,	*Geo. Scheler,
*Delia K. Cunningham,	*Annie Kingston,	*Mertie A. Sprague,
*Alice J. Cunningham,	Bertha E. Kney,	*Laura M. Sturm,
*Delia Digney,	Mary C. Langley,	*Mary C. Sullivan,
*Florence A. Dodge,	Frances M. Lanz,	Louise Swenson,
Jessie Edgren,	Toney Malec,	Sina C. Troan,
Gertina L. Erickson,	*Lillie E. Moesner,	Anna Welsh,
Nettie A. Estee,	*Selma Mueller,	Maie I. Whare.
*Frank T. Foren,		

SPECIALS.

Sidney Ainsworth,	May E. Brockway,	Josie C. Thorsness,
Eva Ruth Baker,	Guy P. Dodge,	Elizabeth D. Vilas,
Edward W. Bill, jr.,	Edith V. Gibson,	

FIRST YEAR.

Classical —

*Hjalmar O. Anderson,	John Gallagher,	Lillian A. Regan,
*Edith M. Beebe,	Johanna M. Gerth,	Sadie Reindahl,
Lillian Boehmer,	S. Winnefred Griffiths,	*Daisy M. Sawyer,
Ida G. Brattrud,	Earl E. Hunner,	Harry G. Smith,
*Arthur M. Breitenfeld,	Florence J. Ketchum,	De Ette Stemple,
*Wm. V. Bryant,	Minnie Lueders,	*Samuel Sullivan,
Bertha Butler,	Nellie Lyons,	Frank O. Swain,
Kittie Cantwell,	Jessie Martin,	*Daisy M. Taylor,
Lillian Case,	Lillian McCarthy,	Thomas M. Tormey,
Mathilda Cook,	*Mayme Morrison,	Percy W. Tracy,
*Olive M. Davis,	Edith Nelson,	Caroline F. Van Vleet,
*Albert Denu,	*Janette Park,	Allen White,
John W. Dick,	John Peterson,	*Nath. Read Wilcox,
*Irena E. Fischer,	Josephine C. Quammen,	John Thomas Willett.
Sybil A. Gale,		

Not fully up to grade.

English —

*Josephine Anderson,	†Mary E. Kanouse,	*Thomas O'Dwyer,
*Theodore Amoth,	Walter H. Kessler,	*Joseph O'Dwyer,
*Flora M. Ashby,	*Preston Ketchum,	*William O'Dwyer,
Ralph W. Benson,	Geo. N. Lewis,	*Fannie Outhouse,
Mable Bishop,	Clara H. Link,	Willie L. Paunack,
*Emma Bibbs,	*Eva May Lloyd,	Emily Roche,
Bertha M. Breitenbach,	*Charles F. Lucas,	James Slightam,
Josie Bremer,	*Bernice C. Lyon,	Clarence H. Slightam,
Bertha Butler,	Caroline I. Maeder,	*Goldwin Smith,
*Harry Cooley,	Mary Malec,	Fannie Straslipka,
*Albert Denu,	Alice McCarthy,	*Percival R. Terry,
Mathias J. Esser,	Mary McKenna,	Stephen W. Van Wie,
*Lena Estee,	*Claude D. Milward,	Paul S. Warner,
Martha M. Evans,	Walter B. Minch,	Geo. B. Whare,
Annie Fiedler,	Lizzie Mueller,	Oliver L. Wise,
John E. Goodwin,	*Ingebar Moldstad,	*Winefred Yorker.
*Chas. W. Harrington,		

SPECIALS.

Dona Babcock,	Emory Mills,
Dwight Brace,	Kathleen Moran,
Grace Buhlman,	May Mulholland,
Floy Fox,	Caroline Porsch,
Adelaide Joachim,	Walton H. Pyre,
Bessie M. Keeley,	Mary Roberts,
Ellen N. Lamb,	†Grace Rogers,
Elizabeth Lynch,	Alice E. Schulhof,
Orlando Neeves,	

Wm. E. Sharp,
Cora Strang,
Pearl Scouten,
Alice Spracher,
Mae Smith,
Alma Taylor,
Elenor L. Wilson,
Alvin Voss.

MODEL SCHOOL.

SECOND GRADE.

Mary Beyler,	Alma Krueger,
Julia Cholvin,	Roy Kendall,
Mildred Curtiss,	Bird Morse,
George Davies,	May Myers,
Bessie Fox,	Alma Paulson,
Walter Jewett,	Aldyth Shaw,
Emma Koch,	Donald Spooner,

Fred Sheasby,
Florence Van Etta,
Rex Welton,
Frances Wheeler,
Helen Whitney,
Gleco York,
Nellie York,

* Not fully up to grade.

† Died February 23, 1892.

‡ Enrolled at Second Ward.

FIRST GRADE.

Isabel Cunningham,	Grace Hobbins,	Enid Nelson,
Arthur Carpenter,	Adelaide Henderson,	Mollie Olson,
Verne Canon,	Arthur Jewett,	Emma Shaw,
Gardner Clark,	James Jackson,	Jennie Vernon,
Grace Dodge,	Blair Keyes,	Lily Worden,
Carl Dillon,	George Livermore,	Bradford Whitney,
Mary Hall,	Adeline Nelson,	Eugene Wiesser.
Fanny Hobbins,		

FIRST WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Arthur Adamson,	Fred Hurd,	Jennie Ogilvie,
Christian Boehring,	Bernard Higgins,	Adolph Schmidt,
Carroll Davis,	Mabel King,	Otto Schmidt,
Eethelyn Green,	Kittie Kavanaugh,	Fred Shepherd,
Claudia Hall,	Joseph Maffet,	Lutie Sweet,
Cora Haven,	Archibald Murray,	Eunice Welsh.
Joseph Hobbins,	Alexander Metz,	

SEVENTH GRADE.

George Anderson,	Marry L. Hessman,	Caroline Riley,
Katherine Bill,	Pansy Hussey,	Roxanna Roesch,
Harry Bradley,	Harry Hobbins,	Emil Scheler,
Dorothea Curtis,	Minnie Karstens,	Edna Stone,
Kittie Dorris,	Arthur Lewis,	Bertha Suhr,
George Esser,	Earl Millard,	Lynn Tracy,
Rachel Frank,	Amelia Nichols,	Kate Vilas,
Maude Gyles,	Francis O'Reilly,	Nancy Watson.
Ray Hanchete,		

FIRST GRAMMAR DEPARTMENT.

ROOM I — SIXTH GRADE.

Grace L. Anderson,	John Hrabak,	Robert Rathbun,
William E. Billings,	Frank Hrabak,	Jessie C. Roesch,
Elizabeth Ehrlich,	Frederick C. Miebohm,	Florence C. Shepherd,
Frank Fett,	Elizabeth M. Miebohm,	Mildred A. Sibley,
Henry M. Freeman,	Karl A. Minch,	Gertrude A. Stone,
Claire Greenwood,	Herman A. Nietert,	Stella Watson,
Lois F. Hobbins,	Birdella North,	Stanley C. Welsh,
Lucy Hoven,	Rose M. Phoenix,	Edna M. Wilder.
Anton J. Hrabak,		

FIFTH GRADE.

Adelina Belsham,	James M. Gilman,	John Malec,
Mabel J. Bradley,	Everett S. Green,	Frances C. Main,
Edward Brabant,	Maude H. Green,	Julia S. Morris,
Rollin T. Chamberlin,	Carolina J. Guenther,	Minnie Peterson,
Llewellyn R. Davies,	Mary K. Hobbins,	Volmar H. Peterson,
John S. Dean,	F. William Huels,	Carrie Stemple,
Helen Dixon,	William H. Kern,	Edward H. Toellner.
Paul W. Fish,		

FIRST GRAMMAR DEPARTMENT.

ROOM II—SIXTH GRADE.

Bertha Anderson,	Elizabeth Hoven,	Flora Roehl,
John Bibbs,	Earl Isaac,	Julius Schadeaur,
Henrietta Blood,	Joseph Jackson,	William Schoen,
Maud Carr,	Rosa Kovanda,	Frank Shealy,
William Casey,	Carrie King,	William Schulkamp,
William Couse,	Thomas Lyons,	Maud Stephenson,
Mack Couse,	Wanda Lorch,	Rosa Scheler,
James Deaveraux,	Josephine Lorch,	Clara Van Velzer,
Thomas Freney,	Harry McKay,	Anna Wilhelm,
Inga Foss,	John Mahoney,	Julia Wirk,
Bert Hawkins,	Florence Nelson,	Charlotte Wood.

FIFTH GRADE.

Amy Allen,	John Grinde,	Mathie Schmitz,
Minnie Boelsing,	Mary Hawkins,	Frank Smith,
Della Brattrud,	Michael Kain,	Elizabeth Thomm,
Grace Clifford,	Agnes Kraus,	Alford Tandvig,
Anna Campbell,	Roy Murray,	Margrette Van Vliet,
Anna Chamberlain,	Nora Olson,	Albert Van Duesen,
Albert Cromay,	Charles Poths,	Lillian Wood.

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

August Binnewies,	Wanda Dudgeon,	Ruby Peek,
Teddy Birge,	Richard Dudgeon,	Elsie Suhr,
Berton Bradley,	Bertha Griffiths,	Annie Tauchen,
Elizabeth Briggs,	Laura Janeck,	Addie Van Deusen,
Ejoind Bull,	Annie Kowandi,	Ada Welsh,
Albert Dean,	Mary Miller,	Steiner Weil,
Edward Dick,	Arthur Nichols,	Frank Wissenberg.
Robert Dorris,		

THIRD GRADE.

Clara Binnewies,	Cassie Gleason,	Cora Norsman,
Maude Carr,	*Frances Hall,	Leander Neiter,
Herbert Chynoweth,	James Hobbins,	Myra Parkinson,
Pearl Clifford,	James Hogan,	Hattie Roesch,
Barbara Curtis,	Angusta Lorch,	Helen Sheldon,
Henry Dorris,	*Minnie Meier,	Henrietta Toeelman,
Lizzie Ennis,	Mary McDonald,	Bertha Taylor,
Lucy Fox,	Ralph Miller,	Marian Van Velzer.

FIRST AND SECOND PRIMARY DEPARTMENTS.

THIRD GRADE.

Rolf Anderson,	Leo Cook,	Ida Hawkins,
Fred. Brabant,	Forrest Cramton,	William Meier,
Ida Bibbs,	Grace Cromay,	George McDonald,
Bertha Bradbury,	Rosetta Dohr,	Mary Starkweather,
Willie Brunner,	Charles Getts,	Mary Thomm,
Mary Burke,	Adelaide Griffiths,	Edna Zimmerman.

SECOND GRADE.

Fred Barth,	Nellie Ennis,	Arthur Reynolds,
Kitty Barry,	George Hogan,	Ashley Sibley,
Minnie Beyler,	Maggie McDonald,	Amelia Toellner,
Emma Carver,	Elsie Minch,	Fred Van Deusen,
Harry Dorris,	Katharine Minch,	Tracy Van Deusen.

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Mabel Burke,	Gilbert Gleason,	John Kane,
Josephine Brabant,	LeRoy Gyles,	Jerome Norsman,
Willie Bennewise,	Albert Guenther,	Helen Rosenstengel,
Herbert Belcham,	Stella Ireland,	Joseph Seymour,
Marion Curtis,	Benjamine Johnson,	Hattie Thomm,
Florence Chase,	Emil Janeck,	Alexander Zimmerman.
Jamie Dorris,		

FIRST GRADE.

Emma Beyler,	Grace Gyles,	Selinda Roehl,
Florence Brunner,	Gertrude Hussy,	Minnie Stone,
James Barry,	Lloyd Hubbel,	Harry Stone,
Eddie Bennewise.	Lucy Ireland,	Rosa Tanchen,
Arthur Bibbs,	Gertrude Link,	Joy Thomas,

* Deceased.

Edith Comstock,
Robert Crumey,
Benjamin Cramton,
John Clifford,
Roy Fitch,

George Lorch,
John Lobusher,
Jennie McDonald,
Edgar McDonald,
Mark Ogilvie,

Frank Taylor,
Henry Weissenbeck,
Harriet Zimmerman,
Milly Zimmerman.

SECOND WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Annie Armbrecht,
Katie Beyler,
Morton Davidson,
Walter Davis,
Irene Flagler,
Josie Fuller,
Frank Habich,
Theodore Harbort,

Clarence Isaacs,
Ida Johnson,
Ena Kney,
Charley Livesey,
John Lorch,
Birdie Langley,
Chelsea Pratt,

Grace Rogers,
Rob. Ryder,
Jamie Sumner,
Annie Swain,
John Stock,
Fred Willott,
Mabel Young.

SEVENTH GRADE.

Lottie Anderson,
Hilda Anderson,
Clara Bernhard,
Walter Deards,
Amanda Goodenschwager,
Mont Johnson,
August Krueger,

Otto Kney,
Brown Lamont,
Theodore Leatzow,
Genevieve Longfield,
Eddie Olsen,
Albert Riebe,
Edmond Riebe,

Mena Swenson,
Rosie Smith,
Albert Tandvig,
Minnie Utter,
Florence Welland,
Amelia Weyman.

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

George Albertson,
Ellen Berg,
Grace Bradley,
Emma Bucey,
Clarence Comstock,
James Doyle,
Shelby Davis,
Frank Dacy,
Frank Flagler,
Bertha Harbort,

Maie Habich,
Charles Hickman,
Edward Hoebel,
Harmon Langley,
John Langley,
Mollie Lawrence,
Maud Long,
William Lyon,
Annie Longfield,
Josephine Nelson,

Leonard Nelson,
Olaf Olsen,
Nettie Pyre,
Clara Stock,
Helena Senger,
Ozzie Smith,
Grace Tyner,
Lizzie Wallace,
Herman Zimmerman.

FIFTH GRADE.

Elizabeth Ackerman,	Hannah Hanson,	Sara Lewis,
Sanford Anderson,	Lawrence Hessing,	Wm. Luckensmeyer,
Iva Brown,	Albert Hall,	Anton Nelson,
Walter Brown,	Jennie May Hickman,	Amelia Pyre,
Eudora Brattrud,	Charles Horner,	Prudy Pratt,
Gerhard Davidson,	Carl Hoebel,	Hattie Pollack,
John Davies,	Harriet Jewett,	Maud Rogers,
Clara Green,	May Koehn,	Harry Teckemeyer,
Hilda Grinde,	Louisa Lawrence,	Charles Van Keulen.

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

Curtis Anderson,	Arthur Hall,	St. Clair Morris.
Harry Brown,	Arthur Hoebel,	Joseph Munsell,
Frank Brooks,	Roy Hubbard,	Olaf Nelson,
James Brahany,	George Joachim,	Ernestine Niebuhr,
Philip Berryman,	Alva Ketchum,	Emma Pollack,
Sarah Bucey,	Cora Kennedy,	Minnie Rimsneider,
Josephine Beyler,	Fred Longfield,	Eugene Ryder,
John Corscot,	Charles Long,	Floyd Shepard,
Louis Carville,	James Long,	Edward Sauthoff,
Carl Dais,	Alfred Lloyd,	Nora Thomas,
George Davis,	Anna Livesey,	Fred Voss,
Myrtle Downing,	Ruth Lyons,	Celia Van Keulen,
Ida Fox,	Mary Lewis,	Justine Waterman.
Blanche Hessing,	Anna Mueller,	

THIRD GRADE.

Horace Allyn,	Carl Jacobson,	Elizabeth Pyre,
Anna Amundson,	Edna Jensoold,	Addie Rinder,
Catherine Brahaney,	Floyd Jewett,	Abbie Ryan,
Grace Cantwell,	Raymond Johnson,	Otto Sheer,
Louis Chamberlain,	Paul Karberg,	Otto Steele,
Josephine Cunningham,	Cora Layfield,	Mildred Simon,
Martha Davis,	Edward Lawrence,	Amelia Stelter,
Arthur Deming,	Carl Luckensmeyer,	Harry Stock,
Rosewell Dodge,	Charles Lutzow,	Ida Stoppleworth,
George Fosse,	Wilmont Markham,	Ella Sullivan,
Hans Hanson,	Judson Montgomery,	Cora Tanberg,
Rudolph Harbort,	Maud Morris,	Sidney Thomas,

Arthur Hickman,
 Ella Hill,
 Tildor Hilsendoff,
 Laura Hoebel,
 James Hoibe.
 Harry Horner,
 Hazel Isaac,

Carrie Nelson,
 Paul Niebuhr,
 Emil Niebuhr,
 Roberta Noe,
 Earl Oakey,
 Jennie Olsen,
 Harry Olsen,

Norman Thorson,
 Malvin Tolleson,
 Mabel Tyner,
 John Utter,
 Henry Van Keulen,
 Maud Wilson,
 Hattie Wright.

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Russel Allen,
 Robert Buening,
 Eddie Flynn,
 Harley Freye,
 Fred Geisler,
 Alfred Hanson,
 Edna Hill,
 Alice Habich,
 Caroline Hoeby,
 James Joachim,
 Christian Kayser,
 Otto Karberg,
 Harold Ketchum,
 Frank Langley,
 Samuel Longfield,
 James Longfield,

George Lavin,
 Bessie Lavin,
 Ida Lavin,
 Freda Lyon,
 Adolph Mayer,
 Ray Memhard,
 Ella Memhard,
 Jessie Memhard,
 Elsie Memhard,
 Harold Moe,
 V. Clarence McKenna,
 Ella Mallaney,
 Edgar Noe,
 Mary Noe,
 Nora Nelson,
 Gordon Ohnhaus,

Charles Pollack,
 Benjamin Pratt,
 Mina Proctor,
 Maggie Roesch,
 Melius Sorenson,
 Alfie Sorenson,
 Emma Stelter,
 Grace Shepard,
 Lena Shear,
 Maud Sullivan,
 Nellie Utter,
 Willy Voss,
 Arthur Woods,
 Pauline Wiedenbeck,
 Wilfred Way,
 Charles Zimmerman.

FIRST GRADE.

Theresa Aurlin,
 Dora Brinkman,
 August Brinkman,
 Litta Barckhan,
 Margaret Brahany,
 Edna Brown,
 Willie Cunningham,
 George Cunningham,
 Willie Corscot,
 John Carll,
 Elmer Comstock,
 Charlie Dunn,
 John Grann,

Mollie Harbort,
 Sophia Hilsenhoff,
 Hans Horby,
 Mabel Johnson,
 Boyd Kiernan,
 Paul Kraelin,
 Richard Karberg,
 Lillian Lawrence,
 David Lewis,
 Nannie Longfield,
 Raymond Longfield,
 Robert Livesey,
 Dannie Lyons,

Cecil O'Bryan,
 Henry Pollack,
 Julia Palmer,
 Bertie Pratt,
 John Payton,
 Walter Rimsnider,
 Eleanor Smith,
 Mamie Sands,
 Ida Stock,
 Arthur Tanberg,
 Minnie Thomas,
 Elmer Thomas,
 Mellie Tanvig,

Elmer Grann,
 George Gilbertson,
 Addie Geisler,
 Ada Hoyt,
 Dido Hubbard,

John Miller,
 Olive Montgomery,
 Grace Munsell,
 Frank Oakey,

Cora Van Keulen,
 Adolph Wiedenbeck,
 Robert Wilson,
 May Wolfe.

THIRD WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Robert B. Bird,
 Paul Bremer,
 Bernard B. Brosemer,
 Carrie Evans.
 Jessie Francomb,
 Millie Gath,
 Bessie Griffiths,
 Charlotte Hagan,
 Arnold Hauser,

Emma Heilmann,
 Della Johnson,
 Henrietta Kastner,
 Grace Kelly,
 Philip Kuehne,
 Elista Malaney,
 Adaline McConnell,
 Bertha Meehan,

Richard Moessner,
 Elizabeth Purcell,
 Pierce Purcell,
 Rudolph Scheibel,
 Antoinette Schneider,
 Helen Wilke,
 Addie Wilke,
 Paul Winter.

SEVENTH GRADE.

Roy Alford,
 Martin Baumgartner,
 Bessie Bird,
 Theodore Flom,
 Flora Gath,
 Jessie Hilton,
 Anna Jensen,
 Alma Kampen,

Oscar Kampen,
 Willie Kroetz,
 Mathew Lynch,
 Bertha Meng,
 Flora Moessner,
 Ingwald Nelson,
 Esther Nye,

Herman Pfund,
 Michael Purcell,
 Arnold Reiner,
 Ole Selland,
 Otto Schmedeman,
 Lawrence Stupfel,
 Guy Woodford.

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

Ruth Baltzell,
 Ilda Boehmer,
 Elma Bremer,
 Frances Bartels,
 Magdalen Evans,
 Ronie Frederich,
 Elsie Guldemann,
 Samuel Hilsenhoff,

Emma Heiliger,
 Enna Héuer,
 Edward Halloway,
 Walter Johnson,
 Emily McConnell,
 Charles Mayer,
 Thomas Olson,
 Arthur Olson,

Laura Olson,
 Helen Pfund,
 Minnie Quammen,
 Harry Sauthoff,
 George Smith,
 Walter Tarnutzer,
 Maud Van Keulen,
 Ella Woodford,

FIFTH GRADE.

Lizzie Anderson,	Alvin Erickson,	Gehart Jacobson,
Virginia Baltzell,	Burnie Erickson,	John Kastner,
Chloris Boehmer,	Arthur Frautschi,	Florence Livermore,
James Bartels,	Henry Foreman,	Adolph Milverstedt,
Agnes Baumgartner,	Katharine Griffiths,	Maud Miller,
Elsa Bodenius,	Otto Heiliger,	John Nelson,
Julius Beebe,	George Heuer,	Harry Olson,
Ralph Carville,	Agnes Hilton,	Irving Oppel,
Harry Dodd,	Gyda Hegg,	Henry Smith.

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

Eliza Alden,	Helen Gaertner,	Nettie Mulligan,
Anna L. Anderson,	Harry Glines,	Alvin H. Nelson,
Amelia A. Askew,	Josslyn Guldemann,	Charles Nye,
Lillie Bartels,	John L. Hoyt,	Adolf Pfund,
Frank Coleman,	Anna Kelly,	Lucius Post,
Alice Francomb,	Jennie Kelly,	Anna F. Reiner,
Irving Frautschi,	Ella E. Meng,	Anna L. Schultz,
Minna Gath,	Mary Memhard,	Rose Umbreit.

THIRD GRADE.

Harry Alford,	Alfred Hilton,	Reuben Neckerman,
Ella Breidenfeldt,	Alexander Hegg,	Susy Nelson,
John Carman,	Walter Heiliger,	Carl Pfund,
Harvey Cheney,	Bessie R. Janeck,	Adolf Quammen,
Frank De Sautelle,	Carl Kropf,	Walter Reiner,
Alice Drinker,	Theodore Kupfer,	Grace D. Sumner,
Frank Erickson,	John Lynch,	Lillian Veerhusen,
George Foreman,	Frances Lyons,	Constance G. Winden,
Eugene Flohr,	Clarance Miller,	Estella White.
Tillie Hanson,	Daisy Mulligan,	

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Oscar Anderson,	Minnie Gueldeaman,	Ellen Nelson,
Olive Brosmer,	Jacob Kampen,	Alice Nelson,
George Brehmer,	Florence Lyons,	Ethel Perkins,
Lovell Collins,	Margarete Lynch,	Kurt Presentine,
Bessie Coleman,	Alice Lamore,	Ellen Purcell,

Willie De Sautelle,
 Mollie Davis,
 Lillian Frautschi,
 Bertha Gath,
 Rosa Gratz,

Walter Miller,
 Fred Milverstadt,
 Edward Nye,
 Sarah Nelson,
 Edith Mabel Newton,

Carl Smith,
 Rosa Shultz,
 Awald Scheibel,
 William Veerhusen.

FIRST GRADE.

Myrtle Brown,
 Harvey Bartels,
 Leopold Bartels,
 Charles Cheney,
 Azellor Crowley,
 Clarence Erickson,
 Bert Foreman,
 Frank Grady,
 Ida Hucke,
 Charles Harte,

Oscar Jenson,
 Sophia Johnson,
 Frank Kretz,
 John Kelly,
 Nettie Lyons,
 Manette Malaney,
 Arthur Miller,
 George Meng,
 Anna Meng,

Otto Olson,
 Fred Purcell,
 John Peterson,
 Joe Phillips,
 Oswald Reiner,
 Dollie Rhodes,
 Paul Somers,
 Oscar Somers,
 Margarete Shultz.

FOURTH WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Mary Alexander,
 Arthur Baas,
 Lulu Ball,
 Sadie Bills,
 Joseph Dean,
 Jennie Deards,
 Linsford Field,

Nicholas Greig,
 Asa Knapp,
 Ward Lamberson,
 Nettie McCoy,
 Jean Monteith,
 Bertha Mueller,

James O'Connell,
 Rose Rathbun,
 Kitty Rowe,
 Florence Sturm,
 Ernest Walbridge,
 Robert Wright.

SEVENTH GRADE.

Madge Antisdel,
 Cora Biehle,
 Bessie Cashen,
 Gregory Cashen,
 Sprague Cook,
 Joseph Dean,
 Fred Detloff,

Nellie Field,
 Etta Goodwin,
 Agnes Gunner,
 George Gunner,
 Mabel Kentzler,
 William Lee,
 Walter Lund,

Peter Mulholland,
 Julia Mullen,
 Grace O'Connell,
 Martin O'Connell,
 Herman Schwemh,
 Sadie Soper,
 Minnie Wright.

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

Clarence Antisdel,
 Nora Antisdel,

Janet Johnston,
 Blanche Lamberson,

Nellie Ryan,
 Herman Sanders,

Edith Ashard,
Margie Ball,
Edith Bardsley,
Edna Bardsley,
Mary Carmody,

Maude Lamberson,
Mary Marx,
Joseph Marx,
Grace Ramsdale,
Frederic Rudd,

Thomas Shea,
Mabel Slightam,
Ella Small,
Rex Warden.

FIFTH GRADE.

Rex Ball,
Katie Bills,
Fletcher Billings,
Gerald Callahan,
Frederic Chamberlain,
Stanley Daggett,
Lulu Dodge,
Lloyd Dow,
Elva Drinker,
Fannie Dunn,

Frank Dunning,
Belle Gillett,
Janie Hallowell,
Bessie Hansen,
Frederic Hansen,
Lottie Lund,
James McNamara,
Nellie McEvily,
Ned Moran,

Charles Osborn,
Elizabeth Peterson,
Edward C. Phinney,
Katie Sanborn,
John Seery,
Maude Slightam,
Lottie Wallace,
Roy Watrous,
Mignon Wright.

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

Harriet Adamson,
Archie Ashard,
John Conniff,
Nellie Dunn,
Daniel Goodwin,
Jennie Hughes,
Fred Joachim,

Ralph King,
Carl Mack,
Thomas McNamara,
Mary Mullen,
Harry Rudd,
May Ramsdale,

Bertha Schleicher,
Gertrude Slightam,
John Small,
John Thomas,
Harry Welsher,
Beulah Westerfeld.

THIRD GRADE.

Edith Adamson,
Ella Bartholomew,
Floyd Bushnell,
Edward Chase,
Robert Chamberlain,
Illa Dow,
Earl Dodge,
Bannie Dodge,
Floyd Ellsworth,

Retta Gillett,
Emma Glenz,
William Grove,
Nellie Gunner,
Harold Hardy,
Josie Harvey,
Ida Hansen,
Joe Hyland,
Belle Johnston,

George King,
Mary Moran,
Bessie Morrell,
Kate Peterson,
Arthur Regan,
James Riley,
Edith Rudd,
Nellie Schleicher.

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

John Adamson,
Mabel Asher,

Hale Hunner,
Annie Hansen,

Florence Rohrer,
Edwin Ross,

Sarah Bromiley,
Edith B. Dow,
Ruth Deards,
Joseph Dorsey,
Helen Farringer,
Isabel Gauntlet,
Donald Howe,

Annie Johnson,
Florence Merritt,
Sarah Mills,
Jennie Mills,
Gertrude O'Connell,
George Peterson,

Karl Siebecker,
Ray Soper,
Eugene Sanborn,
Oscar Sanberg,
Margaret Smith,
Maud Schleicher.

FIRST GRADE.

Harry Asher,
Clara Armbrecht,
Don Bradford,
Mary Bartholomew,
Nellie Bennet,
Cecil Chase,
Albert Dorsey,
Annie Dunne,
Helen Grove,
Agnes Hoe,
John Hansen,

Edwin Hansen,
Annie Hyland,
Robert Keys,
Alfons Kraft,
Grace Kenny,
Harry McCarty,
Carrie Merritt,
Thomas Mckedon,
Mabel Owens,
Nellie Pope,
Martha Peckham,

Phil. Ryan,
Frank Reilly,
Henry Sanberg,
Bella Sanberg,
Bertha Sanders,
John Trainer,
Mabel Warnock,
Arthur Westburry,
Lois Van Etta,
Bessie Van Ettan.

FIFTH WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Lua Barber,
Lislie Benson,
George Buser,
Margaret Estabrook,
Eddie Fowler,
John Haight,

Benjamin Haight,
Emma Hosken,
Thomas McKee,
William Milward,
John Murray,
Sadie Philumalee,

Gertrude Sheldon,
Charles Silbernagel,
Cassius Taylor,
Gay Wilbur,
George Willett,
Marie Woll.

SEVENTH GRADE.

William Armstrong,
Clara Bold,
Mamie Butler,
Sarah Conohan,
Marcus Fagg,
William Fagg,

Emma Gohlke,
Edward Haight,
Aloys Haak,
Josephine Kimball,
Carl Malec,
Christine Mortensen,

August Paunack,
Louis Pearson,
Anna Peterson,
Theresia Spahn,
Etta White.

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

Meltha Andrus,	Julia Kelly,	Emma Silbernagel,
Maude Benson,	John Leonard,	Mande Smith,
Albert Bach,	Louis Malec,	Frank Tuttle,
Glenn Corlie,	Clara Mautz,	Frank Taylor,
Charles Cech,	Frank Nien'orfs,	Alfred Wehrle,
Emiel Denu,	Ernest O'denburg,	Charles Wilber,
Frank Estabrook,	Angelica Paddock,	Eva Willett.
Emmet Faulkes,	Minnie Polk,	

FIFTH GRADE.

George Barber,	Patrick Hayes,	James Milward,
Fannie Baker,	Robert Hesken,	Martin Narho,
James Charleton,	Ella Haight,	Rolland Prien,
Charles Fagg,	Anna King,	Fred Polk,
Lulu Flemming,	Annie Lewis,	Fred Silbernagel,
Mabel Gyles,	Minnie Martin,	Julia Starr.
Florence Harrington.		

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

Mina Andros,	Hattie Haven,	Ida Paunack,
Louisa Beglinger,	Carl Heyl	William Polk,
Gertrude Benton,	Mary Kelly,	Otto Prien,
Wayne Bird,	Agnes Kelly,	Arthur Quan,
John Butler,	Fannie Malec,	Emma Schenck,
William Denu,	Louisa Neubauer,	James Shine,
May Faulkes,	Minnie Niendorf,	William Thomas,
Otto Fuss,	Frank O'Leary,	Grace Van Wie,
Frank Godding,	Lucy Oldenburg,	Harry Wilber.
Herbert Godding,	Bertha Oldenburg,	

THIRD GRADE.

Annie Brophy,	Thomas Kelly,	Kate Silbernagel,
John Brophy,	Max King,	George Spenser,
Bessie Callen,	Grace Lamphere,	Theodore Thoreson,
Percy Callen,	Walter Leonard,	Henrietta Toeelman,
Bertha Dodge,	Albert Lewis,	Cora Van Wie,
Nellie Fagg,	Stanley Lyle,	Alfrida Wickersheimer,
Kepler Hughes,	Daisy Milward,	Walter Willett.

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Ver Armstrong,	Emma Kilgast,	Clara Quan,
Arthur Anderson,	Clarence King,	Edwin Reif,
George Anderson,	Edward Larson,	Wilford Stevenson,
William Butler,	Carl Larson,	Annie Starr,
Otto Beglinger,	Harry Lamphere,	Chester Taylor,
Fay Benton,	Rodney Lamphere,	Minnie Taylor,
Donna Dean,	Ray Long,	Amy Thomas,
Mary Fitzpatrick,	Emil Malec,	Florence Van Wie.
Arnon Henry,	Lulu Polk,	

FIRST GRADE.

Guy Anderson,	Hattie Godding,	Dora Moll,
William Brophy,	Albert Haven,	Agnes Malec,
Rudolph Boelsing,	Gale Hubbard,	Mary Moran,
Sarah Conners,	Bell Hardy,	George Nichols,
John Cosgrove,	Anton Hildebrandt,	Mildred Oakey,
Albert Callan,	Joseph Hildebrandt,	Ralph O'Leary,
William Dean,	Elsie Kilgast,	Nettie Pope,
Maud Eastman,	Elsie Kahl,	Rose Pope,
Grace Ellis,	James Law,	Mary Prout,
Leo Fay,	Hilde Larson,	Maggie Quinn,
Joseph Fitzpatrick,	Lona Lamphere,	Charles Rogers,
William Fleming,	Daisy Lamphere,	Clinton Shepherd,
Elizabeth Fuss,	Grace Lawrence,	Edna Wickersheimer.
John Gaffney,		

SIXTH WARD.

SECOND GRAMMAR DEPARTMENT.

EIGHTH GRADE.

Georgina Baker,	Frederick Hayes,	Nettie Montgomery,
Richard Baus,	Harry Hanson,	Anna Meyer,
Hattie Baker,	Ellen Kingston,	Lavissa Mead,
Gertrude Casey,	Ida Lohmar,	Norman Nelson,
Frank Clark,	Arthur Lamp,	Edward Parkinson,
Julia Doyle,	Allen Law,	Clayton Pierce,
Helen Deike,	Carl Marks,	Natalie Snell,
Ole Farness,	Charles Montgomery,	Orrin Sanders.
Louise Hueble	Maud Mayers,	

SEVENTH GRADE.

Otto Biederstadt,	Armin Lohmar,	Sanford Starks,
Emma Brehmer,	George Marks,	Hobert Sanders,
Thomas Farness,	Mary Otto,	Frederick Schmeltzkopf
Bertie Gærtner,	Benjamin Pahlmeyer,	Leo Steinle,
William Hartsmeyer,	Adolph Paul,	Cora Smith,
Irving Hippenmeyer,	Elmer Pierce,	Josie Sater,
Matt Hartley,	Leonard Rowe,	Clara Togstadt,
Lena Hintz,	Lily Redel,	Lee Ward.
Maud Kinzie,		

FIRST GRAMMAR DEPARTMENT.

SIXTH GRADE.

William Abel,	Daisy Hanson,	Arthur Schaus,
Mary Anderson,	Florence Hartley,	George Scott,
William Coughlin,	William Kingston,	Andrew Schiebel,
Edwin Farness,	Albert Knudson,	Fred Shetty,
Bessie Ferguson,	Albert Maeder,	Ella Swerig,
William Hagenah,	Robert Redel,	May Tuttle.

FIFTH GRADE.

Andrew Anderson,	Ray Flynn,	Addie Quentmeyer,
Minnie Ayers,	Geraldine Farringer,	Amelia Roecker,
Louis Boehme,	August Heick,	Madina Redel,
Otto Brandt,	Joseph Holloway,	Mollie Rowe,
Irma Baus,	Henry Maisch,	Lucia Schott,
Ina Butler,	Albert Meyer,	Harry Seidal,
Bernie Coughlin,	Sophie Mueller,	William Schott,
Fannie Cooley,	Clara Nelson,	Ido Togstadt,
Frank Drives,	Clara Porsch,*	Ruby Zehnter.

SECOND PRIMARY DEPARTMENT.

FOURTH GRADE.

Claude Abel,	Laura Haberland,	Minnie Martin,
Laura Branning,	Eddie Horstmeyer,	Henry Meyer,
Alice Busse,	Samuel Jones,	Mary McCormick,
James Conlin,	Carrie Johnson,	George Nolte,
Frank Conlin,	Cora Kingston,	Clair Parson,
Lizzie Carey,	Adelia Knachstadt,	Lulu Peckham,
Paul Deik,	Otto Kueling,	Arthur Porsch,

* Deceased.

May Fauerbach,
August Gunn,
Maggie Holloway,

John Kingston,
Laura Marks,
George Moran,

Lulu Schroeder,
Tommy Sullivan,
Adolph Swenson.

THIRD GRADE.

Andrew Anderson,
Alfred Butler,
Harry Clark,
Ray Collins,
Fayatt Cain,
Joseph Daggett,
Franklin Farringer,
Alice Hartly,
John Horstmeier,
Augusta Kella,
Louisa Kaiser,

Louisa Koffshinsky,
Franklin Kingston,
Emil Ladewig,
Lillie Marks,
Lizzie Maisch,
Minnie Olson,
Herbert Paul,
Arthur Quentmeyer,
Marie Radel,
Stella Starks,
Henry Sanders,

Willie Schaus,
Ida Sater,
Theodore Schmeltzkopf
Edna Swenson,
George Schott,
Nellie Sullivan,
Amelia Thompson,
Alma Tidy,
John Togstadt,
Stella Van Etten.*

FIRST PRIMARY DEPARTMENT.

SECOND GRADE.

Carl Abel,
Tommy Anderson,
Carl Ansmeyer,
Theodore Ansmeyer,
Leonard Ayers,
Alexius Baas,
John Brining,
Walter Busse,
Willie Conlin,
Ida Cooley,
Robert Daggett,
John Doyle,
Simon Farness,
George Gunn,
Lenore Haberland,
Clarence Hanson,
Pearl Harper,
Verena Hartley,
Mary Holloway,
Albert Jeske,
Maria Jeske,

Alma Keuling,
Agnes Knudson,
Alvina Koerber,
Wanda Lohmar,
Lizzie Ludwig,
Maud Martin,
James McCormick,
Alexius Meehan,
Hattie Meyer,
Rosette Meyer,
Rose Miller,
Emma Niebuhr,
Willie Niebuhr,*
Mamie Nolan,
John Olson,
John Otto,
Florence Pahlmeyer,
Caryl Parsons,
Gustave Pengstuff,*
Ethel Perkins,
Alfred Porsch,*

Otelia Rasmussen,
Paul Roeker,
Bellinde Sanders,
Jake Scheibel,
Alfred Schott,
August Schott,
Louis Schott,
Adolph Schroeder,
Susie Schmeltzkopf,
Stanley Smith,
Kittie Sorenson,
Maud Sullivan,
Victor Swenson,
Alfred Togstadt,
Mamie Tormey,
Lily Thompson,
John Wagner,
Mete Wagner,
Alma Wald,
Frances Wilke.

* Deceased.

FIRST GRADE.

Hazel Albright,	Frank Gunn,	Francis O'Keefe,
Harry Alvin,	Alma Hagenah,	Earl Oman,
Edwin Ansmeir,	Herbert Hart,	Frank Otto,
William Ayers,	Charles Heyl,	Otto Paul,*
Zillah Bagley,	William Heylerger,	Martha Peckham,
Albert Bagley,	Frank Horstmeier,	William Pennogstorf,*
Susie Baker.	Bertha Jeske,	Matilda Porsch,
Vinnie Baker,	Amanda Johnson,	May Putnam,
Olive Biederstaedt,	Annie Kella,	Ida Roeker,
Raymer Biederstaedt,	Julius Keuling,	Frank Rose,
Hattie Blankensee,	Katy Koerber,	Lily Schnider,
Philip Brining,	Herman Knudson,	Lily Schott,
Lulu Burgen,	Emily Ladwig,	Charles Schott,
Frederick Burgen,	Agnes Lanz,	Lily Scott,
Emil Bussey,	Lulu Lacher,	Elgin Shaus,
Henry Butler,	Annie Ludwig,	Lola Starks,
Winifred Carey,	Emma Marks,	Edna Tidy,
Ruth Charlesworth,	Charles Marsch,	Annie Togstadt,
Edward Ennis,	Arthur Marsch,	Lydia Ungrodt,
Maria Farness,	Lulu McAuliffe,	Edward Van Etten,
Freda Fauerbach,	Lillie McAuliffe,	Lena Vorpel,
William Fielman,	William McCormick,	Frederick Vorpel,
Leo Flynn,	Sylvia Meyers,	Frank Wagner,
Charles Gensfor,	Frena Miller,	Blanche Warren,
Felix Grimes,	Clara Nolte,	Harry Wheeler.
Fritz Grumm,		

NORTH EAST DISTRICT.

SEVENTH GRADE.

Flora Gilbert,	Anna Merz,	Fred Miller.
Frank Gilbert,		

SIXTH GRADE.

Benenthine Amoth,	Walter Hoffman,	Ernest Widman,
Paul Gundlach,	Edward Phelan,	William Wilson.

FIFTH GRADE.

Josephine Amoth,	Eva Kanouse,	Frank Shimming,
Grace Gilbert,	George Kanouse,	Herman Shimming,
George Gundlach,	Maggie Kingston,	August Shoultz,
Rob Roy Hiestand,	Frances Onzsinger,	Bertha Widman.
Conrad Hoffman,	Salina Riedy,	

* Deceased.

THIRD GRADE.

Rose Geffert,
Frank Kingston,
John Kingston,

George McCarthy,
Aline Merz,

George Stang,
Carl Wirth.

SECOND GRADE.

Anna Fahlan,
Lena Gundlach,
Luis Gundlach,
Lizzie Grunard,
Otto Hoffman,

Luis Hummer,
Dodd Kanouse,
Arthur Schulkamp,
Adolph Stang,
Tom Shimming,

Edith Steinmetz,
Emma Sullivan,
Richard Widman,
John Wilson.

FIRST GRADE.

Pearl Gilbert,
Lena Grunard,
Minnie Grunard,
Sophia Grunard,

Peter Kanouse,
George Kingston,
Thomas Kingston,
Carl Maisch,

Adolph Merz,
Ruby Miller,
Nellie Sullivan,
Flora Wirth.

GREENBUSH.

SIXTH GRADE.

Gracie Carter,
Martin O'Neill,

Hattie Pitman,
Willie Smith,

Frank Sanford.

FIFTH GRADE.

Ben Adams,
Lulu Buergin,
Louise Buergin,
Nellie Crimmins,
Bert Davenport,
Minnie Doescher,

Willie Fitzpatrick,
Willie Hogan,
George Harrington,
James Lacy,
Charlie McDonald,
John O'Leary,

Katie Parsons,
Willie Parrott,
Patrick Sullivan,
Lester Thorp,
Maggie Trask.

FOURTH GRADE.

Frank Adams,
Charlie Beyler,
Martha Crimmins,
Doney Davenport,
Johnnie Doescher,

Sadie Gillies,
Patrick McCann,
Willie O'Neill,
Lizzie O'Neill,
Alfred Pratt,

Frank Pitman,
Eddie Seymour,
Dora Seymour,
Michael Zwicky.

THIRD GRADE.

Mabel Adams,
Charles Armbrecht,
George Barnes,

Michael Crimmins,
Mabel Davenport,
May Holt,

Elsie Thom,
Walter Thom.

SECOND GRADE.

Emma Buergin,	Emma Luling,	Louis Rogers,
Bessie Ferris,	Jessie Pitman,	Eleanor Spencer,
Mamie Finerty,	Martha Repche,	Emma Zwickly.
Clara Holt,		

FIRST GRADE.*

Willie Behrend,	John Brown,	Robert Smith,
James Beyler,	Fred Buergin,	Mabel Sweeny,
Annie Beyler,	Ruby Holt,	Minnie Zwickly.
Agnes Blake,	Owen O'Neill,	

FIRST GRADE.†

Jessie Barnes,	Eddie Clifcorn,	Antony Hildebrand,
Mary Barnes,	George Clifcorn,	Sadie Holt,
Fred Beyler,	Andrey Davenport,	Agnes O'Neill,
Henry Blake,	Genie Ferris,	Matilda Rogers,
Lily Clifcorn,	Edith Gillis,	Edna Trask.

* Entered November, 1891.

† Entered September, 1891.