



Annual report of the public schools of Madison, Wisconsin, for 1888.

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

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ANNUAL REPORT
OF
The Public Schools
OF
MADISON, WIS.
FOR THE YEAR 1888.

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

CALENDAR, 1889-90.

'89.		S	M	T	W	T	F	S	'89.		S	M	T	W	T	F	S	'90.		S	M	T	W	T	F	S
Jan.	.....	1	2	3	4	5			July	.....	1	2	3	4	5	6		Jan.	.....	1	2	3	4			
	6	7	8	9	10	11	12			7	8	9	10	11	12	13			5	6	7	8	9	10	11	
	13	14	15	16	17	18	19			14	15	16	17	18	19	20			12	13	14	15	16	17	18	
	20	21	22	23	24	25	26			21	22	23	24	25	26	27			19	20	21	22	23	24	25	
	27	28	29	30	31	.....				28	29	30	31	.....	.....	.....			26	27	28	29	30	31	.....
Feb.	.....	.....	.....	1	2				Aug.	.....	.....	1	2	3				Feb.	.....	.....	.....	1				
	3	4	5	6	7	8	9			4	5	6	7	8	9	10			2	3	4	5	6	7	8	
	10	11	12	13	14	15	16			11	12	13	14	15	16	17			9	10	11	12	13	14	15	
	17	18	19	20	21	22	23			18	19	20	21	22	23	24			16	17	18	19	20	21	22	
	24	25	26	27	28	.....				25	26	27	28	29	30	31			23	24	25	26	27	28	.....
Mar.	.....	.....	.....	1	2				Sep.	1	2	3	4	5	6	7		Mar.	.....	.....	.....	1				
	3	4	5	6	7	8	9			8	9	10	11	12	13	14			2	3	4	5	6	7	8	
	10	11	12	13	14	15	16			15	16	17	18	19	20	21			9	10	11	12	13	14	15	
	17	18	19	20	21	22	23			22	23	24	25	26	27	28			16	17	18	19	20	21	22	
	24	25	26	27	28	29	30			29	30	.....	.....	.....	.....	.....			23	24	25	26	27	28	29	
Apr.	.....	1	2	3	4	5	6		Oct.	.....	1	2	3	4	5			Apr.	.....	1	2	3	4	5		
	7	8	9	10	11	12	13			6	7	8	9	10	11	12			6	7	8	9	10	11	12	
	14	15	16	17	18	19	20			13	14	15	16	17	18	19			13	14	15	16	17	18	19	
	21	22	23	24	25	26	27			20	21	22	23	24	25	26			20	21	22	23	24	25	26	
	28	29	30	.....	.....	.....	.....			27	28	29	30	31	.....	.....			27	28	29	30	.....	.....	.....
May	.....	1	2	3	4				Nov.	.....	.....	.....	1	2				May	.....	.....	1	2	3			
	5	6	7	8	9	10	11			3	4	5	6	7	8	9			4	5	6	7	8	9	10	
	12	13	14	15	16	17	18			10	11	12	13	14	15	16			11	12	13	14	15	16	17	
	19	20	21	22	23	24	25			17	18	19	20	21	22	23			18	19	20	21	22	23	24	
	26	27	28	29	30	31	....			24	25	26	27	28	29	30			25	26	27	28	29	30	31	
June	.....	.....	.....	1					Dec.	1	2	3	4	5	6	7		June	1	2	3	4	5	6	7	
	2	3	4	5	6	7	8			8	9	10	11	12	13	14			8	9	10	11	12	13	14	
	9	10	11	12	13	14	15			15	16	17	18	19	20	21			15	16	17	18	19	20	21	
	16	17	18	19	20	21	22			22	23	24	25	26	27	28			22	23	24	25	26	27	28	
	23	24	25	26	27	28	29			29	30	31	.....	.....	.....	.....			29	30	.....	.....	.....	.....	.....

ANNUAL REPORT

OF

THE PUBLIC SCHOOLS

OF

MADISON, WISCONSIN, FOR 1888.

PUBLISHED BY ORDER OF THE BOARD.

MADISON, WISCONSIN,
M. J. CANTWELL, BOOK AND JOB PRINTER.
1889.



Board of Education, 1889.

J. H. CARPENTER.....	Term expires December, 1889.
	315 Wisconsin Avenue.
H. M. LEWIS.....	Term expires December, 1889.
	209 East Mifflin.
M. R. DOYON.....	Term expires December, 1890.
	75 ² East Gorham.
WILLIAM HELM.....	Term expires December, 1890.
	121 East Johnson.
J. B. PARKINSON.....	Term expires December, 1891.
	80 ³ State.
JOHN CORSCOT.....	Term expires December, 1891.
	122 ² East Gorham.
HIS HONOR THE MAYOR.....	<i>Ex-officio.</i>
ALD. F. C. SHEASBY.....	<i>Ex-officio.</i>
	126 East Main.

OFFICERS.

PRESIDENT,
J. H. CARPENTER.

CLERK,
JOHN CORSCOT.

TREASURER,
H. M. LEWIS.

COMMITTEES.

STANDING.

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

VISITING.

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

TEACHERS.

SUPERINTENDENT OF SCHOOLS,

WM. H. BEACH,

Theory and Art of Teaching.

HIGH SCHOOL.

PRINCIPAL.

WEBSTER M. POND,	Geometry, Latin 620 Francis Street.
MINA L. STONE,	Natural and Physical Sciences. Boards 803 State Street.
Mrs. ELIZABETH W. ATWOOD,*	Literature, French. 121 W. Wilson Street.
SUSAN M. WILLIAMSON,	Botany, Zoology. 15 E. Dayton Street.
JENNIE M. CARRIER,	Algebra, History, Drawing. 16 N. Fairchild Street.
BERTHA S. PITMAN,	German. 135 W. Gorham Street.
MARY PARKINSON,	Algebra, English. 803 State Street.
ANNA BURR MOSELEY,	Greek, Latin. 120 Langdon Street.
FRANCES B. SHELDON,	Greek, Latin. 150 Langdon Street.
HATTIE O. THOMS,	Algebra, History, Physical Geography. 24 E. Gorham Street.
EMMA V. DRINKER,	Algebra, Geometry. 24 E. Wilson Street.
Mrs. MARION F. McMYNN,	Rhetorical Work. 604 State Street.
Mrs. FRANCES A. B. DUNNING,	Higher Arithmetic, Book-keeping. 804 E. Gorham Street.

*According to date of appointment in High School.

MODEL DEPARTMENT.

ELLA LARKIN,	Primary. Mineral Point Road, Madison.
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IN ALL THE SCHOOLS.

Mrs. M. E. BRAND,	Music. 348 W. Main Street.
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FIRST WARD.

MARY L. BYRNE,	-	446 W. Wilson Street.	-	Second Grammar.
MARY L. EDGAR,	-	617 State Street.	-	First Grammar.
ELLA HICKOK,	-	521 State Street.	-	Second Primary.
ANNIE K. MEIGS,	-	438 Lake Street.	-	First Primary.

SECOND WARD.

MARY McGOVERN,	-	340 W. Mifflin Street.	-	Second Grammar.
ELLEN M. CLEMONS,	-	1308 E. Dayton Street.	-	First Grammar.
ELIZA M. HERFURTH,	-	703 E. Gorham Street.	-	First Grammar.
ALICE DEARDS,	-	1121 E. Johnson Street.	-	Second Primary.
MARGARET A. FOREN,	-	454 W. Main Street.	-	First Primary.
ISABELLA LAMONT,	-	1140 E. Dayton Street.	-	First Primary.

THIRD WARD.

ELLA SPAULDING,	-	104 Langdon Street.	-	Second Grammar.
FREDERIKA BODENSTEIN,	-	121 S. Webster Street.	-	First Grammar.
ANNA E. TARNUTZER,	-	117 S. Butler Street.	-	Second Primary.
IRENE LARKIN,	-	Mineral Point Road, Madison.	-	First Primary.

FOURTH WARD.

KATHARINE FOOTE,	-	404 N. Carroll Street.	-	Second Grammar.
THERESE G. COSGROVE,	-	420 W. Washington Avenue.	-	First Grammar.
MARY L. BURDICK,	-	415 W. Wilson Street.	-	Second Primary.
ISABEL T. BYRNE,	-	446 W. Wilson Street.	-	First Primary.

FIFTH WARD.

JENNIE McMILLAN,	-	524 Francis Street.	-	Second Grammar.
CAROLINE A. HARPER,	-	311 W. Main Street.	-	First Grammar.
LELIA M. GILE,	-	511 W. Clymer Street.	-	Second Primary.
MARY E. STORM,	-	922 Erin Street.	-	First Primary.

SIXTH WARD.

MAGGIE M. MAYERS,	-	-	-	Second Grammar.
OLIVE E. BAKER,	-	745 Jenifer Street.	-	First Grammar.
MARGARET M. CHAMPER,	-	1410 Williamson Street.	-	Second Primary.
ROSA DENGLER,	-	1034 Jenifer Street.	-	First Primary.
FLORENCE FOOTE,	-	319 Francis Street.	-	First Primary.
		916 Jenifer Street.	-	

NORTHEAST DISTRICT.

CARRIE H. BILLINGS,	-	1141 E. Johnson Street.	-	Grammar.
CARRIE M. SMITH,	-	217 W. Gilman Street.	-	Primary.

Janitors.

HIGH SCHOOL.—MARTIN AHMUNDSON,	-	-	211 Blair Street.
FIRST WARD.—Mrs. AMANDA JOHNSON,	-	-	434 Dayton Street.
SECOND WARD.—Mrs. JOHN JOHNSON,	-	-	School Building.
THIRD WARD.—GEORGE F. PELLAGE,	-	-	14 S. Butler Street.
FOURTH WARD.—MICHAEL F. O'CALLAGHAN,	-	530 W. Wilson Street.	
FIFTH WARD.—Mrs. MARGARET WELCH,	-	814 W. Dayton Street.	
SIXTH WARD.—SIMEON SHARER,	-	1102 Spaight Street.	
N. E. DISTRICT.—JOHN G. SCHULTZ,	-	-	Atwood Avenue.

Visiting Committees for 1888.

HIGH SCHOOL AND GRAMMAR DEPARTMENTS.

Prof. ALEXANDER KERR,
Hon. JOHN G. McMYNN,
Hon. W. H. CHANDLER,
Mr. W. A. TRACY,
Prof. W. H. ROSENSTENGEL,
Mrs. J. W. STEARNS,
Mrs. G. W. BIRD,
Dr. DELIA G. LYMAN,
Miss ELLA GILES,
Mrs. S. E. BARNES.

PRIMARY DEPARTMENT.

Mrs. FRANK W. HOYT,
Mrs. J. S. McNAUGHT,
Mrs. M. T. PARK,
Mrs. T. C. CHAMBERLIN,
Mrs. J. B. THAYER,
Mrs. ANDREW SEXTON,
Mrs. J. H. CROOKER.



Reports of Visiting Committee.

To the Board of Education:

GENTLEMEN—Herewith is submitted the report of the committee of citizens appointed to visit and report upon the condition of the city schools. I regard the report as valuable to us and full of suggestions of value to teachers. I am, truly yours,

J. H. CARPENTER,
President of School Board.

MADISON, February 16, 1889.

Judge J. H. Carpenter, President Board of Education:

DEAR SIR:—As far as my scanty leisure has permitted I have endeavored to carry out your instructions and secure from your committee of examiners a somewhat thorough inspection of the High School and Grammar grades.

It was thought best, upon consultation, that each member of the committee should take a definite topic, and should give special attention to this in the examination of the schools. A more satisfactory result, it was believed, would be reached if the examiners should give separately over their own signatures a brief report of their observations and any suggestions which they might be prepared to offer. This course has been pursued, and the following distribution of topics was made:

1. Reading.....Hon. J. G. McMynn.
2. Geography and History.....Hon. W. H. Chandler.
3. Arithmetic.....Mrs. S. E. Barnes.
4. German in High School and Language
Studies in Grammar Grades.....Prof. W. H. Rosenstengel.
5. Physiology.....Dr. Delia G. Main.
6. Penmanship and Drawing.....Mrs. Florence E. Stearns.
7. Music.....Miss Ella A. Giles.
8. School Organization and Deportment.....Mr. W. A. Tracy.
9. Ventilation and Care of Buildings.....Mrs. George W. Bird.

All have prepared reports except Miss Giles, who says in a letter dated Jan. 15th: "I regret very deeply my enforced neglect of many duties in the city, and particularly this one in connection with the schools. It was, I considered, an honor to have been assigned such a task. I appreciated it, and meant to be as useful as I could." Miss Giles was very enthusiastic in her desire to help the department of music, and had not ill health prevented, her tour of inspection would have been made, and her report would have been forthcoming.

The committee have not accepted your appointment without a due sense of the responsibility involved, nor have they been content to present for your consideration a few general statements with rhetorical embellishments; but they have visited the schools, more or less, and what they have to say in the accompanying reports is said after careful observation, and for the sole purpose of assisting the teachers and the Board of Education in their work.

Respectfully submitted,

ALEXANDER KERR,
Chairman Board of Examiners.

I.—READING.

In discharge of the duty assigned me, I have visited only a few of the public schools. I have, however, observed the methods of teaching reading, and the attainments of the scholars in this important branch of study. It seems to me that special criticism will subserve no useful purpose. Therefore, I shall make my remarks general rather than specific.

In the primary schools, the "word method" is judiciously used in connection with the "Alphabetic." After a few words have been presented, and the pupil has learned to utter distinctly the elementary sounds and to name and write the letter representing them, the words are so combined as to make sense or to express thought. It would not be singular, if, in some cases, due care should not be given to enunciation, or the full and proper utterance of each element of the spoken word; to Pronunciation, including accent; to Emphasis, embracing tone and inflection; and to Sense of what is read. Only teachers of energy, tact and skill can teach children to read well. Economy, rather than good judgment, sometimes places teachers of limited experience and professional knowledge in charge of the youngest pupils, and the result is rather what we should expect than what we would desire.

As soon as practicable, children should be relieved of the irksome task of reading and of writing sentences that convey no knowledge, which they have not previously acquired. It may be assumed that

any child, who is sent to school, knows that "a cat is not a rat." He is as fully aware of that fact, and of numerous others which are given in his primer and sometimes in the first reader, as his teacher. Children learn to read in less time, when they increase their knowledge by the exercise, than if they are tired by the repetition of what they already know. Unless their attention is secured and their interest excited, their time is wasted. A dull uniformity of manner and of mental exercise soon becomes routine, which injures a school of any grade and is fatal to a primary one. Perhaps teachers of limited experience underestimate the knowledge and mental power of their younger pupils.

In teaching reading, good judgment is shown by asking the other members of the class to listen to the one who is reading aloud; and also by requiring those who listen, to repeat what has been read. The ear ought to be trained in connection with the reading exercise. The omission of this is not confined to our public schools nor to the reading of the English language. To hear correctly and to speak intelligibly are as important as to read intelligently. Conversation is the means provided by nature for the acquisition of knowledge, and reading may aid but should not supersede it.

Another suggestion in connection with the teaching of reading is, that the teacher does not need a book from which to read silently what the pupil is reading orally. If the latter reads so indistinctly or so unintelligibly, that the former cannot understand, he should have the training needed to enable him to read the passage properly. The book should not be used as an aid to hearing. Pupils should stand as far from the teacher as the size of the room will permit; they will then read with more distinctness because they will give to the voice more volume. If the teacher is a good reader, he should read the lesson aloud for his class. Children modulate their voices and acquire a style of reading by imitation. It is very important to furnish them a good model.

School officers generally concede that, next to having a good character, a teacher should be a good reader. This embraces a critical knowledge of the elementary sounds, familiarity with recognized standards of pronunciation, habitual correctness of expression, a voice of power and purity of tone, ability to discern and correct defective utterance, and such general knowledge as is needed to perceive the force or beauty of a rhetorical figure, the propriety of an illustration or the significance of an allusion. Without these attainments, the diploma may indicate scholarship, the certificate may testify to ability, but the work in the school room will show incompetency so far as reading serves as a criterion.

The reading by students of the High School was not much superior to that of the common schools. The knowledge of orthoepy and of orthography seems to be rather fair than scholarly. In regard to gen-

eral knowledge, geographical and historical, there seems to be need of improvement. Mistakes are made in the pronunciation of words, but not more than are noticeable in most schools of this grade. The misspelling of words in writing is hardly pardonable, and certainly, their mispronunciation in reading is quite as censurable. No effort should be spared on the part of teachers and students to acquire what may be called elegance of articulation—this comprises correctness, distinctness, ease, smoothness, grace and finish. Imperfect accentuation, improper enunciation of vowels in their syllabic relations and a careless mutilation of words too often escape the notice of teachers because they have never given them special attention. No one thing is of greater importance, and to no one thing will closer attention be given in a good High School, than to consulting the dictionary, scanning carefully the accents, the diacritical marks, the etymology and the definitions.

It does not come within the scope of this report to notice mistakes made by the students, in their reading, but there is one vowel that is so frequently mispronounced that we direct attention to it. This is long *u*. There is no English authority for pronouncing this as "oo," and yet it is almost universally thus mispronounced. Webster and Worcester both denounce it, and yet teachers, professors and clergymen persist in saying *dooties*, *tooters* and *institoot*. The fact that a lawyer talks of *sooing a doobill*, or of putting a note in *soot* as soon as it *matoors*, furnishes no good excuse for teachers who are thus careless or ignorant.

The suggestion is made that there should be a general exercise in every school daily, the object of which is to acquire general knowledge of a historical, geographical, biographical, commercial or scientific character. This knowledge should embrace the current history of the world; and the daily newspaper, judiciously used, will be found admirably adapted to the purpose. Years of valuable time are wasted in learning useless portions of geography, arithmetic and English grammar. There is sufficient school time, if it is economically used to train and instruct the young in the things they ought to remember instead of cramming their memories with the things they ought to forget.

In closing, I desire to mention the courtesy with which I have been treated by the City Superintendent, and by the teachers of the schools under his supervision. It has been marked, and, for it, I tender my sincere thanks.

JOHN G. McMYNN.

II.—GEOGRAPHY AND HISTORY.

Through the courtesy of the chairman, the undersigned was designated to inspect and report upon the work attempted and accomplished in geography and in United States history in the public schools in the city for the current year.

I regret my inability to devote more time to the inspection of the instruction in these branches in the several ward schools. Such time as I have been able to command has been given, and has been the occasion of pleasure, and in the main, of satisfaction.

The scheme of work in geography, if I have correctly interpreted it, is to commence the study by oral lessons in the third year, introducing a text-book in the fourth year, and continuing this instruction progressively, through two terms of the seventh year, the last year being a review, and the course including eight years below the High School. The study thus runs through a period of nearly five years. The scheme of work in United States history requires that study to be taken up at the beginning of the third term of the seventh year, and pursued during the remainder of that and all of the following year. These branches are reviewed for one term in the English, the modern classical and the ancient classical courses in the second year in the High School, and in connection with general history, geography is reviewed in the third year in these courses. No attempt is made to interest pupils in the subject of history in any form previously to the last term of the seventh year.

I have recited these facts relating to these two subjects, in order to call attention to the great amount of time devoted to the subject of geography, and the very limited time devoted to history in the ward schools.

From my inspection of the actual work of teachers, I am led to believe that the aim of the instruction in geography, is, 1st, To lead the pupils to comprehend the fundamental ideas, such as position, distance, form, area, etc.; 2d, To drill in the use of maps and text as a source of information, and means of determining the significance of statements met in other studies, and in general reading; 3d, To store the minds of pupils with a fund of geographical facts required by intelligent men and women in whatever walk or avocation they pursue.

These aims appear to be excellent and legitimate, and the incidental culture of perceptive faculties, habits of close observation, and the reinforcement of clear and accurate conceptions by adding the aid of the eye to other avenues of intelligence, are of no little value, nor to be lightly esteemed. So far as my observation extended, the instruction seemed fairly adapted to, and successful in securing the ends in view.

Certainly the pupils exhibited a readiness and proficiency in using and applying the elementary and fundamental ideas of geography in their recitations in history; their ability to interpret, make and use maps is commendable; the extent of their information relating to geographical facts, was not so easily or generally tested, but as far as observation extended, the indications pointed to good instruction. The only criticism that seems to be called for in connection with this phase of the subject, is the apparent failure of teachers to comprehend the means by which the aims of the instruction can best be reached, and a lack of uniformity in effort resulting therefrom. I use the term *apparent failure* advisedly, as this feature may be one of appearance only; limited inspection is quite liable to be misleading at this point.

Justice to the board of education, the superintendent and the teachers required the above preliminary statements. The suggestions which follow are two in number, and relate to the plan and scope of the work in geography and history. A little reflection will make apparent the fact that it does not require a great amount of time, or of wisely directed effort to compass two of the purposes of instruction in geography, viz: grounding in elementary geographical ideas, and familiarizing pupils with the conventional uses of maps and texts as a source and means of information. Of course much time *may* be spent in the second division, for the points of contact of geography with material, commercial, industrial, and other features of our modern civilization, are almost innumerable. But school life is too short, and the subjects of it are too immature to undertake exhaustive treatment. Little more can be done than to reveal the points of contact, and the great interest and practical importance with which the study is thus invested. The third purpose of this study, the acquisition of geographical knowledge, requires more time, much drill, constant practice, in connection with other studies, and direct and persistent and unremitting effort. Believing these views to be correct, I take the liberty to suggest that much time of pupils and teachers might be saved, and the interests of pupils promoted by a greater concentration upon the more important part of the work, and an abridgement of the time given to the more elementary part. This seems practicable from the fact that in the guide, through several terms only eighteen or twenty pages of the text-book are prescribed for a terms' work, which is less than one-half page per day, on an average. If pupils can do anything with this study, they can do much more than that. There would seem to be inordinate waste of time and energy in devoting so much of both to so small an area of knowledge.

The remaining suggestion I presume to submit relates to a modification of the plan of instruction in history. It is now pretty generally conceded that quite young children may be profitably interested in

history, by instruction adapted to their comprehension. Children are easily interested in individual achievements, and in adventures. Cannot advantage be taken of this fact to familiarize them with the names and the notable events in the lives of our heroic pioneers, statesmen, soldiers and scholars, with the great events in our periods of discovery, settlement, growth and struggles for nationality? Would not such familiarity naturally stimulate interest in subsequent study of when, where, and why these things occurred? If these exercises are closely allied with references to maps and geographical texts, will they not greatly promote and accelerate the acquisition of geographical knowledge, and invest it with that vital interest which close relation to human life begets and fosters? The recent rapid increase of literature and cyclopedic biography adapted to such instruction is very marked and very excellent, and affords ample facilities for preparation by teachers, and work by pupils. There is no intent in these suggestions to recommend more work for teachers or for pupils, nor for less work by either, but such a readjustment of work in these two studies, that the relation between them shall be more close and continuous throughout the course; that each shall receive due proportion of attention, and each be made to promote interest in the other. I am sure the intelligent corps of teachers in this city would successfully work out such a course if undertaken.

W. H. CHANDLER.

III.—ARITHMETIC.

In the high school and in the grammar rooms which I have visited, I found the teachers of mathematics for the most part, diligent and enthusiastic, and using methods well adapted to the end sought; and the pupils, as a consequence, much interested in their work.

In arithmetic a great deal of time and labor is spent upon denominative numbers, while one-half of that subject—and an important half—must be omitted from the work in these grades for want of time. This leads me to suggest the propriety of some action on the part of the teachers of the city—if none has been taken—looking to the adoption of the metric, as the *national* system of weights and measures. Our teachers, as such, have a personal interest in a movement for nationalizing a *decimal* system of weights and measures, that becomes apparent, when they compare the amount of labor required to teach the *decimal* table of United States money, with that required to teach any other table. If this whole subject of denominative numbers could be cut out of the course and only the metric system taught, there would be a great saving of time and effort to both teacher and pupil.

I cannot but recommend as of inestimable advantage to the advanced

grades even, more thorough drill in the four fundamental rules of arithmetic. This, and a more bountiful supply of fresh air, would I am sure, give the advanced classes an increased impetus.

SARAH E. BARNES.

IV.—GERMAN IN HIGH SCHOOL AND LANGUAGE STUDIES IN GRAMMAR GRADES.

The instructor in German was absent both at the beginning and during the latter part of the fall term. During these periods three different teachers were engaged. It would therefore be unjust to express an opinion regarding either the amount or the quality of the work done, or to make comparisons with that of other schools.

I was this year, as in former years, rather unfavorably impressed by the very deficient and inaccurate preparation of the lessons by the pupils. Instruction at school, and especially language instruction, needs to be supplemented by study at home. The text-book used is so arranged that exercises for home-work can very easily be assigned to suit the difficulties of the lesson, or the varying intellectual culture and capacity of the different classes, or even to suit the ability, capacity and needs of the individual pupils. If this is done properly, then the pupils should be held to a strict performance of home-exercises. If it should happen that too much home-work is assigned, then the parents should at once inform the teacher of this. It is the duty, however, of both parents and teachers, to insist upon the children's regularly, carefully getting their lessons at home.

In the ward schools, there has been a marked improvement within the last years. Two points, however, deserve to be mentioned: First—The ability of the children to express their thoughts briefly and concisely has not yet become so prominent a part of the work in arithmetic, geography, history, etc., as it has in reading and in language lessons. Second—The method of asking questions is practiced too little, and frequently not in the proper manner. In my opinion the method of instruction by question is of the greatest importance. By it the attention of the pupils is roused and fixed. It gives the teacher an opportunity to become more closely acquainted with the child. The child becomes acquainted with itself; and the ability to express itself logically and grammatically is greatly developed by this method. Instead of stating what is done in this respect in our schools, I may be allowed to point out two things which should not be lost sight of with this method: the question of the teacher, and the answer of the pupil.

The question of the teacher should be short, precise and correct.

Never should the name of a pupil be mentioned before the question is given—consequently first the question, then the name of the pupil, and then the answer. Questions put to the entire class or division rarely reveal the understanding of the class, and should, therefore, be avoided. Asking the pupils in a certain order is just as faulty as the mentioning of the name before the question.

The answer of the pupil must under all circumstances be short, and form a complete sentence. It must always be given with proper enunciation and correct emphasis. While the answer is being given, the pupil must not be interrupted, and the teacher must never repeat the answer or any part of it, as is so often done in our schools. If the answer is unsatisfactory or incorrect, it should be corrected by some one of the pupils, not by the teacher, and in such a way that the pupil who gave the insufficient or erroneous answer may see his mistake and repeat the correct answer. If the answer is too long, which not seldom is the case, the teacher should insist upon a short and concise answer. It is a grave error on the part of the teacher to suggest a part, even a word of the answer, leaving the pupil to find or rather to guess but one thought, yes, often but one word of the answer.

The result obtained by questioning and answering should be summed up briefly and concisely, and, if at all possible, connected with what the student has obtained and learned previously.

It is, of course, self-evident, that such a mode of instruction does not exclude the idea that all that the pupils are able to say, find and do themselves they should be expected to say, to find and to do.

These few points I commend to the consideration of our teachers.

W. H. ROSENSTENGEL.

V.—PHYSIOLOGY.

As a member of the visiting committee to the high school during the past year, it has been my privilege to confer with others of experience in regard to the methods best adapted to impart a practical knowledge of physiology to students in the senior year of the high school course. Believing the instruction as given at present, is as thorough as the time devoted to this branch will allow, yet deeming such knowledge as can be obtained in one term insufficient preparation for students desiring to enter the university, and positively of too elementary a nature for those who do not intend taking a more extended course of study, I would respectfully suggest that if possible, two terms be given to the study of anatomy, physiology and hygiene; that at least one hour in each week be devoted to a lecture given with charts to the class as a whole or to the boys and girls separately, as may in the judgment of

the teacher be best; also such other methods of instruction to be employed as will tend to dignify and at the same time make interesting a branch of science which shall practically aid in right living.

DELIA G. MAIN.

VI.—PENMANSHIP AND DRAWING.

As a member of the committee of visitors, I have the honor to report, that during the time spent in the schools, I saw much that was highly commendable and gratifying, both in the zeal and enthusiasm of the teachers and in the class-work and general conduct of the pupils. The branches of school-work which I was requested to particularly observe, were penmanship and drawing. The penmanship seemed, on the whole, to show careful training and painstaking execution. In regard to drawing I would recommend, that, in order to secure the best results, this department be placed in the hands of a person especially qualified for the work, and who should give to it exclusive attention.

FLORENCE E. STEARNS.

VII—MUSIC.

Not reported.

VIII.—SCHOOL ORGANIZATION AND DEPORTMENT.

The member of the committee to whom the department of school organization and deportment was assigned, has visited all but one of the public schools of the city and the following, are some of the thoughts suggested by what was seen.

While there are many things to be said in commendation of our schools, there is still room for improvement.

Good teachers always make good schools, poor teachers never do.

When teachers were found who were logical in thought, conducting their classes with some definite result in view, and approaching that result by gradual and previously conceived steps, there was found a well organized, well disciplined school, while the teacher trusting to the inspiration of the moment for a question to thrust at her class was unconsciously spreading disorder and an unhappy spirit through the entire room. Good class teachers were found to be good disciplinarians, and no others.

Teachers do not all teach the different subjects equally well, hence all hours of the day, the same degree of order does not prevail.

When the teacher is conducting a class in her "favorite study," not only the class before her but every pupil in the room feels conscious of the majesty of a superior presence.

The teacher weak in discipline should labor to make every subject she is called upon to teach, a "favorite study."

The best organized schools visited were those where *every* scholar felt a local pride in *their* ward and in *their* particular school that it might be regarded as the best,—thus a patriotic spirit was inculcated, and a feeling of loyalty to "my school," as they choose to call it, rather than Miss ——'s school. In such schools any disorder, on the part of one of their number, is regarded as an offense against the rest and not against the teacher alone. It is a pleasure to say that one or two such schools were found.

Punctual attendance should be recognized as an evidence of due appreciation of the benefits and pleasure to be derived from every day attendance in school, while the "half-holiday" given as a reward of merit seems to teach that the greater benefit and pleasure is to be found in permitted absence.

The benefits of proper school yard supervision, upon the pupils, is a matter worthy of particular attention.

While some teachers claim to be able to know that their pupils do not need their presence upon the play grounds, others admit that much that is improper now, could be corrected by a more careful oversight of their pupils, while at play, and that it would tend largely to better the moral standards of the school-room.

Some things observed led to the belief that separate play-grounds for the girls and boys would be advisable, where a teacher cannot be out of doors at all times when any considerable number of children are out at play.

I cannot refrain from a word in regard to the importance of securing only the most cultured and experienced teachers in the primary departments, as it is in the primary department that the habits of the entire school life are largely formed.

Whenever a teacher is transferred from more advanced work to the primary work, it should be understood to be a recognition of superior ability and tact evinced by the teacher by her superior work, both in discipline and in class work, as well as those qualities of heart which tend to appeal to and draw out the better qualities in the little ones for development.

The eagerness with which many teachers invited criticism and sought information, and the aptness they displayed in grasping the significance of questions asked them, was commendable.

Our teachers need the encouragement of due praise. They are in the main anxious for such direction, advice and suggestions as should be given them, realizing that theirs is not the only stand point from which to view their work.

W. A. TRACY.

IX.—VENTILATION AND CARE OF BUILDINGS.

In looking over the sanitary condition of our schools, I find an evident desire to so adjust matters as to bring about the best results, and while there is much to commend there are also matters to which we wish to call attention. In the Second Ward the fire-places make it comparatively easy to secure good ventilation. In some of the rooms in the old part, an improvement might be made with larger flues for the expulsion of impure air; still the building seems to be in a generally good and healthful condition.

In the high school buildings great care has been given to secure ample warmth, and perhaps too many storm windows have been provided to permit the best ventilation; however, that difficulty was obviated by the removal of at least one storm window from each recitation room. Fire-places are such comfortable and healthful institutions that it seems a little unfortunate that two or more were not placed in the main room, to assist in furnishing a good supply of fresh air for the many pupils who assemble there.

I understand that the new Third Ward school house is a model of convenience and healthfulness.

MRS. GEORGE W. BIRD.

Superintendent's Report.

MADISON, Wis., March 5, 1889.

Gentlemen of the Board of Education:

In submitting the annual statement of the condition of public schools of the city, I have no radical changes to report. The work of the schools has been done in a reasonably satisfactory way. No radically new methods have been adopted, and none of the well-tried, old methods have been discarded.

THE FIRST WARD.

The second grammar department of this school was transferred to Room II. in the old High School building the 27th of February, 1888, the classes of the High School having taken possession of their new building. This department is under the immediate charge of the principal. The three lower departments of the school have, since that time, been very comfortably accommodated in their own building. During the summer vacation many substantial improvements were made in the different rooms, and new furniture provided.

Increased importance is attached to the second grammar department of this school, as it is now located in the same building with the High School, in view of the fact that pupils of the High School in the first grade, and sometimes in other grades, may find it convenient to take some of the grammar school studies while taking other studies in the High School.

THE SECOND WARD.

The opening of the new buildings afforded relief to the overcrowded condition of all the other schools. In none was this relief more needed than in the Second Ward. Thus relieved the rooms in this school have been comfortably filled and the teachers' efforts have been advantageously directed.

THE THIRD WARD.

This school was first occupied by classes January 23, 1888, with Miss Emma V. Drinker as principal. At the opening of the fall term Miss Drinker was appointed to a position as teacher of mathematics and civil government in the High School, and Miss Ella Spaulding was made principal of the Third Ward.

In assigning pupils to this school it was inexpedient to regard the limits of the wards of the city. The building faces the avenue which forms the boundary line between the Second and Third Wards. The convenience of distance to the different schools has been considered rather than ward limits.

THE FOURTH, FIFTH AND SIXTH WARDS.

The condition of these buildings is good, not requiring many changes.

NORTHEAST DISTRICT.

In the fall of 1887 an assistant teacher was appointed in this school. Since that time all the grades have remained in the school. Previous to that time the highest grades had been obliged to go to the Sixth Ward school.

THE HIGH SCHOOL.

The insufficiency of the former accommodations had rendered a new building a necessity. The general arrange-

ments of the new building were given in the report of the building committee published in the last annual report. On the 24th of February we

"Left the past years' dwelling for the new."

The new building, connected with the former one, has proved ample and reasonably satisfactory. The arrangement is believed to possess peculiar advantages. Where the classes were seated in a number of different rooms each under the charge of a teacher hearing her recitations in the room occupied by pupils preparing their lessons, it was not easy for either teachers or pupils to give their best and entire attention to their work.

At the opening of the fall term the superintendent was relieved from the principalship of the High School, that he might give more time and attention to the work of general supervision. Webster M. Pond, for eleven years vice-principal, was made principal.

The course of study has been modified as present conditions and circumstances seemed to demand.

THE MODEL DEPARTMENT.

The model primary school in Room I, of the former High School building is a happy feature. It should have a healthful influence on teachers and students of higher grades to come within recognizing distance of the primaries. Their acknowledged importance demands the first attention, and the most experienced and skilful teachers. It is of especial advantage to the students of the normal class that they can, as they have leisure, look on and learn the best methods of primary teaching.

TEACHERS.

The usual long continuance of our teachers in their positions is a noticeable feature in our schools, and one that contributes to the steady progress of pupils. Too

frequent changes tend to break in on regular habits of study. The regular promotions from one grade to another give the pupils the benefits of the methods of different teachers, varying and yet in the main uniform. Many of our most experienced and successful teachers are in the primary rooms, who not only do not ask, but have declined, "promotions" to higher grades. This is one of the most encouraging features in our schools.

Several transfers have been made mainly for the purpose of bringing the work of the teachers nearer their residences.

At the close of the last school year Miss Mary L. Edgar, of the First Ward, was granted leave of absence to enable her to spend several months in Europe. Miss Delia A. Kelley was appointed to take charge of the room until Miss Edgar's return.

In the spring term Miss Bertha S. Pitman, teacher of German in the High School, was granted leave of absence, in order to spend some time in the schools of Germany. Soon after her return in the fall a serious illness compelled her to relinquish her work during the remainder of the year and up to the present time. Part of her work was carried on by willing associate teachers, and part of her recitations were heard by Miss Jessie Goddard of the senior class of the State University.

Throughout the entire corps of teachers there has been manifested a spirit of willing and hearty co-operation. There has been exhibited a willingness to take lower work, so called, as frequently as there has been a request for "higher." This willingness to work in the position she is best qualified to fill is the highest commendation that can be given a teacher. A desire to better one's surroundings and circumstances is natural to all, and a teacher who makes no effort to improve will soon be unfit for any position. But the demon of discontent and unrest

is as detrimental to the teacher's best work as is a self-satisfied disposition to make no effort toward improvement.

The fact that some of the teachers in primary grades are receiving higher salaries than some of those in higher grades is an evidence of the proper recognition of the greater importance of excellent primary teaching.

During the year we have been favored with able lectures at our teachers' meetings, on the following subjects:

The Commonplace Book,..... Prof. J. D. BUTLER, Madison.
Reading and Elocution..... Prof. D. B. FRANKENBURGER, Madison.
Geography Mr. PETER PFUND, Madison.
The Inductive in Teaching..... Prof. ALEX. FORBES, Chicago.
Kindergarten Methods..... Mrs. F. A. B. DUNNING, Madison.
Methods of Teaching History, Prof. E. E. SMITH, Chicago.
Music in Schools..... Miss MARY A. GRANDY, Boston.
School and Life..... Prof. J. W. STEARNS, Madison.

TEXT-BOOKS.

The text-books in use are in the main satisfactory. But text-books should be made to conform to the capacities and needs of the pupils. The pupils cannot always be made to fit the text-books. Some discretion is allowed in omitting certain portions of some of our books. Frequent changes of text-books are undesirable, even detrimental. An efficient teacher can do good work, even with an indifferent text-book. On some subjects a skilful teacher can do better work without any text-book. The subject, and not the book, is to be taught. Books are a means in the teacher's hands, not a fetter on his freedom.

There were times when difficult text-books were used in the schools—books that required hard and long continued study to master. Good scholars came from such schools, and they speak with seeming pleasure of having mastered the difficulties of Daboll's Arithmetic and

similar books. Their case may be analogous to the "survival of the fittest," with no record of those who did not survive. But certainly the effort to master difficulties developed strength and independence of mind. Later times witnessed a movement toward simpler books—nothing so difficult in arithmetic—and instead of technical grammar, easy language lessons. There have been extremes in both directions.

It is possible to have a medium book for the average pupil. We do not want a "practical arithmetic" that is filled with puzzles and with subjects that never come within the needs or experience of the practical man of business. Neither do we want to abolish all mathematical operations that call for close and continued thinking. The discipline of the reasoning faculties is not a meaningless expression. Close study and thinking are still needed to fit our pupils for the efficient doing of the work they will have to do in after life.

READING.

It is impossible to over estimate the importance of this most essential part of the work of the schools. Good reading will lead to the intelligent understanding of every other study. There is logic in correct reading as well as in the higher mathematics.

LANGUAGE.

Good reading will lead to the use of good language in speaking and writing. In our primary rooms it is very desirable that the little ones be encouraged to talk freely. A skilful teacher will lead them to talk correctly, as well as freely. Freedom in talking must come before freedom in writing. Some of our primary rooms are to be specially commended for the freedom and accuracy with which the children express themselves. This is to be encouraged.

Some excellent work is being done in written language. Practice is indispensable to accurate writing. The construction of sentences must precede the analysis of sentences. A criticism might be made on many of the books intended for language teaching. They are dry. There are lists and arrangements of words, proper enough, but without any thought that interests the children. Compelling little pupils to use words in correct sentences where there is no subject that interests them is not very profitable work. It is not easy to talk or write unless there is something to talk or write about. Awaken a living interest in visible and tangible things and language will come of itself with the quickened thoughts.

And herein lies one principal advantage in frequent brief exercises in the science of familiar things.

GEOGRAPHY.

A good geography should be at hand in every family. The reading of the daily newspaper, a book of travel or of history requires a geography at hand for reference. It is impossible in our school course to learn all the minute details of geography. It is not desirable to attempt it. The better way is to make sure of the outlines of divisions and countries, their physical and economic features, and the causes that have made and are making political conditions. The habit of constant reference for localities about which we are reading is the best way to fill in the details of geography. Some supplementary reading matter, books of travel, with animated descriptions of places, scenes, and habits, will clothe the skeleton questions of geography with living features.

SCIENCE INSTRUCTION.

We are fortunate in our proximity to the University in having a source of supply for teachers in the High School.

But it is to be expected that our teachers for the ward schools must come mainly from the graduates of the High School. It is therefore important not only that the instruction in the normal class be made as practical as possible, but also that students intending to teach after graduation be afforded an opportunity to pursue those studies that will be a means of thorough discipline, and also will furnish them with the means and equipment to teach suggestively on the living topics of the day. A live teacher needs to be fully informed on the scientific progress that is being made, if not for the purpose of teaching it systematically in the lower schools, at least for the purpose of giving general information and occasional exercises on appropriate subjects in natural science.

It is conceded by all teachers that the faculty to be first and most continually developed is that of observation. An occasional exercise in the science of common things will both rest and awaken pupils who are weary of the routine book studies. The faculty of observation will be quickened by an occasional study of things themselves, instead of the symbols of things, and what others have said, or written, or printed about them. It is true that students in the University can avail themselves of greater facilities and advantages for studying chemistry, for example, than can students in the High School. But we can be said to make little more than a beginning in any study. The rudiments can be learned. The practice in the laboratory will quicken the perceptions and make a beginning in original and independent research. They may here learn how to experiment. The science of chemistry too, may be said to underlie, more or less, the sciences of botany, biology, physiology, physics and geology. It does not seem that we are doing our pupils justice in sending them out of school without an opportunity to

acquire some knowledge of a science that is involved in so many of the practical arts of life.

The mission of a school, especially of an advanced school, is not merely to learn and recite lessons, but to awaken a spirit of original research, to develop a freedom and independence of thought. To this end subjects that are engaging attention in the world at large, may occasionally be presented with profit. Our course of study cannot include all that is worth knowing and thinking about. It is believed that an occasional presentation of important subjects will not only not interfere with thorough instruction in the regular disciplinary studies of the course, but will rather stimulate and widen the student's habits of thought.

NORMAL TRAINING.

We are required by law to give instruction in the theory and art of teaching. The most satisfactory way that has suggested itself is to make a normal class of the entire fourth grade. They have then the advantage of having completed the studies of the three previous grades. They have the advantage of having recited to, and observed the methods of, nearly all the teachers in the school, and have attained a maturity that will enable them to make the best application of whatever principles and methods may be brought to their attention. The instruction given is mainly in the line of practical methods, connected with a review of the common school branches. The more abstract principles of psychology are left to higher courses.

RHETORICAL EXERCISES.

The habit of easy and correct composition is of so much importance that it is deserving of special attention. Brief written exercises on familiar topics are scattered

through the programmes as soon as pupils are able to write. These are not made to assume the proportion of tasks, but are made pleasant exercises. What often makes "compositions" a dreaded bugbear is the notion that something of an elaborate character is called for. Instead of a labored effort on some abstract philosophical or moral theme, where strong minded men should almost fear to tread, our scholars would find it more profitable to ramble among familiar scenes and things. Free and animated descriptions are the most that ought to be expected.

More special attention has been given to rhetorical work in the High School, under the instruction of Mrs. Marion F. McMynn.

DRAWING.

The work in drawing has not been as satisfactory as could have been desired. Perhaps a mistake was made in trying to do too much. Too little has heretofore been done in this branch in the High School. But under present arrangements, with Miss Carrier giving special attention to the subject, it is hoped that more can be done.

It is probable that the teachers in the ward schools will very largely be graduates of the High School, and it is important that they there receive all the training possible that will the better fit them for efficient teachers in the ward school.

WRITTEN EXAMINATIONS.

It is not intended that written examinations should be carried to such an extent as to be wearying to either pupils or teachers. They are not considered as an indispensable means for enabling a teacher to form an estimate of the pupil's knowledge of the subject matter of the

branches studied. They are regarded as most valuable as a practice in, and a test of, accurate written expression. Brief written exercises should be frequently given as a means of acquiring facility in expression, a thing which comes only by practice.

Pupils, and indeed entire classes, whose recitations have demonstrated faithful and thorough study, and who have acquired a good degree of accuracy in written language, are usually excused altogether from written examinations. These examinations are not often necessary to enable the teacher to form a correct judgment as to the learner's amount of knowledge of the subject matter taught. Written exercises and examinations are of value as a means, and are not to be regarded as an end.

EVENING SCHOOLS.

In answer to an urgent request an evening school was organized during a part of the summer term, with Mr. S. M. Long and Mr. C. A. Fowler as teachers. The enrollment was 48, the usual attendance 35 to 45. The school met Monday, Wednesday and Friday evenings. The greater part of the instruction was elementary and practical in its character. A large class of matured young Norwegians received instruction in English gratuitously given by Hon. John A. Johnson. Hon. John G. McMynn also gave instruction on general topics gratuitously. A class in mechanical drawing, under the instruction of McClellan Dodge, city surveyor, was largely attended. It was thought that the interest manifested and the work that was done justified the experiment.

Attention is called to the report of Prof. Pond, principal of the high school, the report on reading, by Mrs. Marion F. McMynn, and that on music, by Mrs. Brand.

A REST FROM SCHOOL WORK.

Permit me to quote a paragraph from a former report:

A rest from school work with a view to better physical development, is frequently beneficial. With some the rapidity of their growth, or their nervous condition, makes the rest a necessity. When pupils have completed the course at the grammar schools and have entered the High School, it has seemed especially beneficial to many to take such a period of at least partial rest. By taking part of the studies of the grade one year and the rest the next, being in school half the day and busy at suitable out door labor the other half, they will be benefitted both physically and mentally. They will gain by the rest more than they will lose by the delay. It is gratifying that on the part of a number there has been a willingness to act on this suggestion.

In conclusion it is encouraging to notice the growing interest in the schools on the part of the people. The teachers show a purpose to use to the best advantage the means so liberally furnished them. There is no unnecessary restraint or severity in governing. All that is done has a tendency to encourage the greatest confidence between teachers and pupils. In those rooms where the best order prevails, the pupils are the happiest and learn the most rapidly, and none complain of the school room as a house of correction or a prison. A spirit of truth, of cheerful obedience and order is the condition of the most healthful progress.

Respectfully submitted,

WM. H. BEACH,

Superintendent.

Report on High School.

To Superintendent W. H. Beach:

SIR—I submit herewith my first report. As my principalship includes but one of the three terms of the year which my report would otherwise cover, it will be suggestive rather than retrospective.

GROWTH.

For some cause, probably the crowded condition of some of the schools, there was a falling off in numbers in both ward and high schools during the year 1887. With the exception of that year, there has been, during the last five years, a steady but not rapid growth in the High School and in all the public schools as well. The close of the year 1888 shows the highest record of attendance of any in the history of the High School. Over 20 per cent. of all scholars, enrolled in the public schools during 1888, have been High School pupils, comparing very favorably, I believe, in this respect with other high schools in the state. It is pleasing to note also that there is much less of the transient element than heretofore. On account of the uncomfortable condition of the old building during the erection of the new, and by reason of the easy admittance into the University there was during 1887 and the first part of 1888 a constant dropping out of school. As a result only nine out of a once large class graduated in 1888. Both of the causes above mentioned have been happily removed and the class of '89 will, without doubt, exceed in number any preceding class.

NEW BUILDING.

The new building, completed one year ago, has been filled to its fullest capacity almost from the very start. The upper floor of the old building is also in constant use. It is only a question of a very short time when the lower floor also must be restored to high school purposes.

GRADUATING EXERCISES.

It has been the custom to require as a condition of graduation that each candidate shall prepare an oration or essay and present the same to the public on commencement day. This year the class is so large as

to compel a modification of some sort. As future classes are likely to be equally large, would it not be an agreeable change to do away with the old plan entirely and adopt something new?

Cannot the strength expended in getting ready for an artificial display of a few minutes duration be better used? Does it not savor too much of the old time method of cramming for final written examinations? The strain is too great, with no adequate compensation therefor.

I would also suggest the consideration of abolishing the "Shaw Prize." It is a question in my mind whether it does not do more harm than good.

WORK.

The work done by the "rank and file" of the school the past year has been very satisfactory. The teachers as a rule strive harmoniously together, with no disposition to shirk either hard work or responsibility. Willingness is not one of the least of the qualifications of a good teacher. The absence of one of the teachers in Europe, extended into the fall term, and her illness a short time after resuming her school duties, made necessary several redistributions of the work. The teachers not only willingly adapted themselves to the change of classes, but voluntarily assumed for the remainder of the term a large part of the extra work and responsibility in addition to their regular duties. This disposition to bear one another's burdens in times of sickness is so strongly characteristic of the teachers of the High School that it seems worthy of mention.

The outlook for the future so far as good results are concerned, is even better than that of the past. It has been possible of late to divide up the work among the teachers more nearly than formerly in accordance with their several tastes and qualifications. Latin and other branches as well have suffered heretofore because this arrangement could not well be effected.

GOVERNMENT.

As to what constitutes good order in a school and the best means of obtaining it there may be a difference of opinion. My own views and methods have changed with increasing years of experience.

It is not claimed that a military discipline is maintained in our High School nor is such an end desired. The child is not by nature a machine nor is it the function of the school to mould him into one. That order is the best which secures the best results in the legitimate work of the school, which is the making of thinking men and women, and beings capable of self-government. Whatever occurs in a school room that does not interfere with this end in view is certainly not disorder. Why not let children be natural at school as well as in their parlors at home?

Forced order is order of poor quality. The great mass of pupils in any school will do about what is right if treated as reasonable beings, and the school room becomes thereby a home instead of a prison. Order of this kind even with an occasional breach is better than any sort induced by fear. The latter may be the more easily attained, but it does not follow that it displays the more skill and wisdom. It is always easier to crush a troublesome boy than to save him. Many little things that occur in every school room had better not be seen, and the teacher who spends her time and energy in detecting and following up every little misdemeanor, will presently have no time for any thing else. The trouble, instead of being checked, will only thrive by such treatment, while the teacher fumes and frets and accomplishes worse than nothing. It is one of the evils (referred to above) of congregating a large number in one room that, in the movements of so many, a greater use of the machine methods must be employed. It is a still greater misfortune that as the number increases the personal influence of the teacher over each pupil is correspondingly lessened.

Since writing the above, the report of Superintendent Anderson, of Milwaukee, for the year 1888 has been received. An extract from that report is so much in harmony with the sentiment already expressed that it is inserted by way of reinforcement.

He says: "In regard to the discipline of the High School, there is, perhaps, a want of those signs of school order—such as a suppression of all communication in corridors and halls, or while not actually engaged in school work, which might lead one who is a disciple of the military system of school government, to question the merit of this system of maintaining order. In such a large assembly the endeavor to enforce those rigid requirements of school order and silence which may be imposed upon a smaller class of pupils constantly under the eye of the teacher would only result in a succession of petty annoyances, and would employ the teacher in a labor of discipline in trifles which might prevent wholesome influence in more important matters. The deportment of pupils towards each other, when not immediately engaged in school tasks, is required to be decorous, and subject to the etiquette prevailing in good society."

ATTENDANCE AND PUNCTUALITY.

While the per cent. of attendance and punctuality compares very favorably with that of other schools of the kind in the state, yet there is need of a better sentiment in this respect on the part of many of the parents. It is truly astonishing as well as a fact to be deplored, how much absence and tardiness is permitted by these parents for very trivial causes. Hunting, a game of ball, a sleigh ride, a tea party or a score of pretexts even more trifling, being sufficient to arm the boy or

girl with a note, saying, "Please excuse my son (or my daughter) for absence from school yesterday, as it was *unavoidable*." And yet these same parents are surprised if their children do not rank as high as those who make school a business matter that must be attended to in business hours. I am persuaded that this is due mainly to the yielding of the parent too easily to the child's wishes and to believing too readily his representations that such absence will not affect his school work. An effort has been made of late, and is still being made, to counteract this impression and with considerable success. The sentiment has been especially lax on the part of the parent in regard to attendance on Friday afternoon. The rule of the board in such cases made and provided is sufficiently strict and ought to be more rigidly enforced when all other reasonable efforts fail.

COURSE OF STUDY.

The course of study adopted a few years ago has proven upon trial very satisfactory. The time has come, however, when it is believed that Algebra can be more profitably begun as soon as the pupil enters the High School, and this experiment will be tried this coming year. A few other changes were suggested which may appear in the published report.

The rhetorical work has not had sufficient attention due to its importance. A move has just been made in the right direction in employing a specially qualified teacher for a part of each day whose work it is to instruct the two highest grades in composition writing. The experiment is a successful one. A full day teacher could be profitably employed in rhetorical work alone, and it should be done at as early a day as possible.

MALE TEACHERS.

Without entering into any discussion of the comparative merits of male and female teachers, I think that it must be conceded that, in a school of such size and importance as ours, the influence of the masculine mind should be felt in a greater degree than is possible with but one male teacher in the faculty. It would be well, it seems to me, to bear this in mind when considering the filling of any vacancies that may occur in the future.

NON-RESIDENT PUPILS.

As a result of averaging the ages of those who entered the High School in the fall term of this year I was surprised to find that the average age was about sixteen years. This is due in part to the advanced age of non-resident pupils. Our tuition list averages about forty in number for each term and is increasing. This element by reason of its maturity and earnestness of purpose has a very salutary effect upon the school as a whole.

STATE UNIVERSITY.

The State University, by its increasing fame, rapid growth and more rigid requirements for admission, must necessarily strengthen our High School. Their latest catalogue contains this clause, "Students of an accredited school, who are not graduates, but who have completed the required preparatory studies may be admitted on the special recommendation of the principal."

Our courses of study are so arranged that the studies required for admission into the university can be selected to the best advantage, and to students completing them the requisite recommendation will be granted. To such pupils, in the last year of the course at least, who are non-residents and whose age will warrant it, freedom from some of the necessary high school restraints might be granted.

Respectfully submitted,

W. M. POND, *Principal.*

Report on Rhetorical Work.

READING.

It is difficult to account for the poor reading so general in our schools, except on the theory that words convey no definite idea to the mind. Unless mental pictures are formed by both reader and hearer, reading becomes mechanical and monotonous.

The dictionary should be diligently used in the preparation of every reading lesson. This would fix in the mind the correct spelling of words, which is of no small account in their proper enunciation.

Aside from the intellectual conditions necessary to secure good reading, there is a mechanical skill in the management of the voice which is the result of practice under the direction of a careful and judicious teacher. No set of rules in regard to commas, periods and parentheses can ever secure that fine interpretation of thought, which is the charm of good reading.

The enthusiasm of the living teacher must be the inspiration as, until the judgment is somewhat mature, much may be learned by imitation.

The ear must be cultivated to discern delicate modulations of the voice before one can be greatly benefitted by the usual elocutionary practice, but judicious vocal training gives the power of discrimination to both the reader and the hearer.

In most of our schools that which is called "reading" is sometimes mechanically correct but does not intelligently interpret thought, or the idea is obscured by mispronunciation or imperfect vocalization.

If only one examination were required for entrance into the High School, that one should be in reading, for it underlies all that constitutes an education; it comprehends more than any other one branch of study, and is a fair exponent of intelligence and culture.

Money and time are cheerfully spent in securing a musical education, but to those who can afford neither money nor time for accomplishments, there may come a richer blessing in that cultivation which secures the ability to read well.

If the children in our public schools were thoroughly trained in all that reading really means, there would be less complaint of stupidity in schools of a higher grade.

MARION F. McMYNN.

Teaching Music.

Some Helpful Things I Have Learned From My Experience In Teaching Music.

MRS. M. E. BRAND, MADISON, WISCONSIN.

Read at the National Educational Association, San Francisco, California, July 19th, 1888.

A badger pilgrim at the Golden Gate I stand before you desiring enlightenment on the subject of teaching music in the public schools.

And in my weakness, surrounded as I am by the great and glorious exponents of the art, every hair upon the heads of whom (with due respect to those who have none, seems to bristle up with the surplus knowledge of music), I feel like simply making my bow, with, "You'd scarce expect one of my age," etc.

But I have something to say, and I must say it.

I succeeded my husband in superintending music teaching in the public schools of the City of Madison, Wisconsin, seven years ago.

Since then I have passed many sleepless nights and thoughtful days in thinking and planning what to do to inspire my pupils with a desire to learn and to simplify my instructions.

In the summer of '84, an announcement was made at the meeting of the National Educational Association, at Madison, that a Musical department would be organized, and that Dr. Mason, Prof. Holt, N. Coe Stewart, Blackman, H. S. Perkins and many other notables would be present. My heart bounded with delight at the prospect presented. A special subject was brought up at the opening session—fixed *do*, or movable *do*; and at the end of the week it was all *dough*, and no bread for me to feed upon. I still hoped that the next session, at Saratoga, would be more profitable; it only resulted in a sort of hippodrome contest of Tonic Sol-fa, or no Tonic Sol-fa. And still I hoped for the next at Topeka. Nothing was done.

The Chicago convention of 1887, was only a repetition of the former work, with the exception that it was specially controlled by Professors Tomlins and Root in advertising their methods of voice building.

Now, "hope deferred maketh the heart sick," and I want to enter a protest against this plan of campaign, and humbly beg that we may have a sort of experience or class-meeting. And if the patent matter

contained in the heads of Music book makers, is too sacred to be utilized in advance for instructing poor ignorant mortals like myself, then protective tariff must be applied to them. In the political parlance of the day, "turn the rascals out," and then let us compare notes and confer with each other, and we shall certainly realize some benefits, even though it be in expressions of sympathy.

The greatest difficulty existing in the different systems thrown upon the market for general use in teaching singing is, the lack of systematic progression. A few pages are devoted to the simple rudiments, and then a dash is made into far fetched theories and intricacies only fit for advanced students.

The principal aim seems to be to ignore simplicity for fear of the desision of a competitor. Therefore, the task of simplifying devolves upon the teachers in charge, and as all teachers in public schools are not experts in music, they are obliged to look to the superintendent of music for special assistance.

This excessive wear imposed upon the teachers, in addition to the regular branches required to be taught in the schools, has a tendency to dishearten and discourage them, and they naturally join the dissenters and vote the teaching of music in the public school a bore.

As a prelude to my experience in teaching singing, I would say that I am always governed by a mother's impulses and intuitions in conducting the exercises. Therefore I devise plans to suit the occasion.

All days in the season are not exactly alike; neither is every child always in the same condition to receive instruction. Therefore a good supply of tact is, I find, a very useful thing to keep on hand for emergencies.

The following are a few of the things I have learned from my experience in teaching music.

I shall request you to bear in mind that music is not accepted in the public schools where I am teaching, as a regular study.

I am therefore obliged to resort to all imaginable devices in order to make the instruction interesting, and to inspire a hope that at some time the school board will see this in a different light, and adopt music as one of the regular branches in the curriculum of study.

So my experience merely amounts to experiments, and I offer them, not as a systematic course of training, but a means to suit the occasion. As it is impossible to consider at any length the general routine of work necessary for successful teaching, we shall therefore specially dwell upon some of the most prominent points, and simply hint at others by way of connecting links.

In the first primary room I find it necessary to vary the programme, in order to avoid monotony. We introduce the rote songs simply for recreation. We teach songs suitable for those young children, alter-

nating with the singing of the scales in a soft tone, and always singing for them the songs and exercises, but not with them.

Children are good at imitating, and if the ear be trained to subdued tones they very soon catch the idea of singing softly. Sometimes I request them to close the lips and hum the tune. I advocate singing softly in order to avoid straining or injuring the vocal organs, and to establish a good foundation for pure tone quality, so the first year I devote to the formation of tones.

The second primary year I take up the instructions of the staff and notation. I frequently demonstrate with imaginary pictures to show the time value of the notes, which I shall explain further on. I first impress the position of the staff, and as we have nothing but hand and black board to work with, I use the former in order to save time and labor.

I think music charts very essential as I consider them of more assistance in concentrating the attention of the pupils in the first lessons than books.

We insist throughout all our instruction on quality and not quantity of tone, for the proper use of the voice should be considered above all else.

We spend a few moments in singing the scales and skipping, by way of tuning up, then we take up song singing, always taking into consideration the story or sentiment contained in each song, thus making a practical application of the quality of tone. If a bird-song is to be sung, we call attention to the necessity of singing softly, in order not to frighten the imaginary bird. I then encourage the children to use their imagination, and to modify their voices so as to consistently comply with the song. For I have heard persons called artists sing—"Tis but a Little Faded Flower" in tones best suited to an outraged cyclone.

Children naturally take up the idea and become interested in the details of the selections.

The question may arise here: What do you do with irregular or unmusical voices? I answer, that I never compel John or Jane to stop singing on account of a discordant voice, nor do I allow the day teacher to discourage them from singing, but I always encourage them to try, no matter how stubborn the case may be. I however impress upon the pupil's mind, the importance of listening to others singing, and also to try to sing with them in a tone sufficiently subdued to hear his neighbor's voice. Above all things, I avoid as much as possible making the fault conspicuous.

Teachers in general need a good supply of that "open sesame" to all difficulties—encouragement. They must not treat their children as though they were mere machines set up to be run by animal force. If

I have time (and I generally take it) I ascertain where John and Jane are at fault. The discord generally arises from peculiarities existing in the pitch of the voice, and not in the ear, as some may imagine. Perhaps Jane can sing better in the alto register, and John in the soprano, or "*vice versa.*"

For the purpose of ascertaining, I exercise them privately on special tones until I find their natural pitch, then place them where they belong.

In especially stubborn cases, and where the pupil is particularly anxious, I require them to whistle softly, then to keep the mouth in the same shape and try to sing *do* without any special effort.

To inspire confidence, I then show them how my mouth is shaped in singing *way*, spreading the corners of the mouth as in laughing, and require them to listen while I make the second degree, using the word *way* instead of *ray*. I use the force of *w* instead of *r*, as it is much easier to protect the vowel *a* with the force coming from the labial muscles, than in using the tongue. When that tone is correctly made, I alternate the first and second degrees. Then the teeth are closed firmly, and an effort made to produce the sound through the nose, and say *me*, using the third degree. When these three degrees are learned, the upper teeth are firmly placed on the outer edge of the lower lip, and *f* aspirated, and then the mouth suddenly opened while saying *ah*, producing *fa*, the fourth degree.

We now have the lower half of the scale established, and when this is learned the upper half is conducted in a similar manner, and the mouth shaped exactly in the same order while producing the tones, *sol, la, si, do*.

I think I can safely say that in my experience of seven years I have not found a hopeless case in this particular in our public schools. I do find indifference or carelessness—a sort of "don't care"—manifested among the older pupils, but very seldom do I find it in the primary departments.

I think it a great mistake to discourage children at any age from singing.

The infant cuddled in its mother's arms learns to know her voice above all others. From her it learns its first lullaby song and its first prayer, and those infant recollections remain with us as long as life exists. Therefore encourage the children to sing, for they all can learn, but not all alike.

In my second primary department we continue with about the same routine of work, introducing the song reader and teaching the reading of music from books, taking up simple forms of modulation.

In teaching time I sometimes use the metronome, but oftener demonstrate with my tuning fork, tapping the time on the desk, and endeavor

to impress upon their minds the necessity of thinking in time, without using the old style of beating down, left, right, up.

Occasionally I allow them to tap with the index finger upon the book, giving the accented part of the measure or first beat a little stronger tap. Some children learn special branches more readily than others, and are particularly dull in other studies; and as a majority can be easily reached by story telling, or word pictures, I often resort to it in impressing any special idea. For instance, in teaching the time value of notes I compare notes to trains of cars.

A whole note is a slow train, running one mile in four minutes, I tap the minutes while the children supply the train. A half note is a train running a mile in two minutes. A quarter note group, one mile per minute, eighth notes, two miles per minute, etc.

I gradually introduce the various rests until all are learned. Sometimes I require them to stop and whisper *rest*, but more frequently to stop and nod their heads, by way of recognition as to an acquaintance, not allowing them to pass by any rest without first bowing or speaking to it. I require them to learn the names of the rests, and when by chance any one forgets the name when called upon to give it, we formally introduce miss quarter, half or eighth rest, as the case may be, to Miss Jones or Brown.

Sometimes I demonstrate notes with an orange or apple, the whole orange standing for a whole note. I then make the character of the whole note on the blackboard. Then I cut the orange into halves, and at the same time write down half notes.

Then I call attention to the time it will take to eat half an orange. Allowing two minutes, representing two beats, to eat it in, it will take four minutes, or four beats to eat a whole orange.

The time names are also of great service in impressing correct accentuation of time, and should be used in this connection.

This plan of teaching may seem to be extremely simple and foolish to some. But I endeavor to teach my own children in such a manner as to make them understand, and I always consider the most simple way the best.

My motto is, simplicity in all things; and I think all teachers who have the interest of their school at heart, and are not over burdened with the astronomical calculations on the sun's going down, or the specially interesting periods of vacation, together with the money considerations, will agree with me.

I never for a moment forget that I was once a child, and how big the big words did sound to me; therefore, I try to avoid them.

I try to teach exercises so as to benefit the entire class, and I avoid catering to specially precocious talent often brought out as a sort of catch-penny as a surprise for visitors, and more particularly for the school board.

The songs in the second primary they learn by note, using the syllables. I find that they enjoy them better if they have this work to do, and they also feel as though they had accomplished something.

The second year in the second primary department we take up exercises in transposition to and including four sharps and four flats, and we do good, solid work.

Of course by this time we have become very familiar with the natural scale, letters as well as syllables, and a great many of this class I find have the pitch established so that they can generally get at the correct pitch of any key, for in our schools we do not use any musical instrument, giving the key with the tuning-fork.

For our first and second grammar departments, our exercises are a continuation of the previous work.

We of course advance to a higher class reader, consequently we have harder work to do. We take up two and three-part singing, but never introduce four part-singing for general exercises.

Still keeping up modulation and independent singing, we are compelled to be independent, for as I have before stated, we are not supplied with musical instruments to assist us, except in one room, where the instrument is used in playing accompaniments after the songs have been learned by note.

I find that when the primary departments are conducted as they should be, there is no particular difficulty realized in instructing the grammar schools. Of course there are a few more precocious than the rest, who are passing through a transition such as is described by our old Enlish saying, "Hobble-de-hoy, neither man, nor a boy."

But they are very few. There are a few lazy or listless ones who feel above learning, and are always ready and willing to hang on to their neighbors; but we generally bring them to a realizing sense of their true condition when they come up for examination, for instead of written, I have adopted the plan of oral examinations, and at the same time require individual voice-tests.

As a general thing I find that home influence has a great deal to do with improvement of pupils, particularly in singing. For there are parents who have no music in their souls.

They are often found over-indulgent, and consider it time thrown away when their children are required to do anything distasteful to their inclinations, especially singing, which they regard as foolish and of no importance whatever.

They encourage them to go into ecstacies over the harsh squawking of a parrot, or the tricks of a poodle-dog.

But as to listening to the sweet tones of a canary, lark or linnet pouring forth its song of praise to the Father who gave it this gift, why, they would rather their child should indulge in the pleasant pastime of

whittling, or writing *billet-doux*, or perchance, in that of surprising the teacher in charge with a putty-ball or paper wad, such an imprint of home rule as I have just described in a large number of our classes.

A great deal of the success in teaching singing depends upon the day teacher. Not that she should be an expert in singing, for in several instances I have known excellent work done by teachers who could not sing a tone. They have utilized special pupils to do the singing, while they impart the principal or theoretic part.

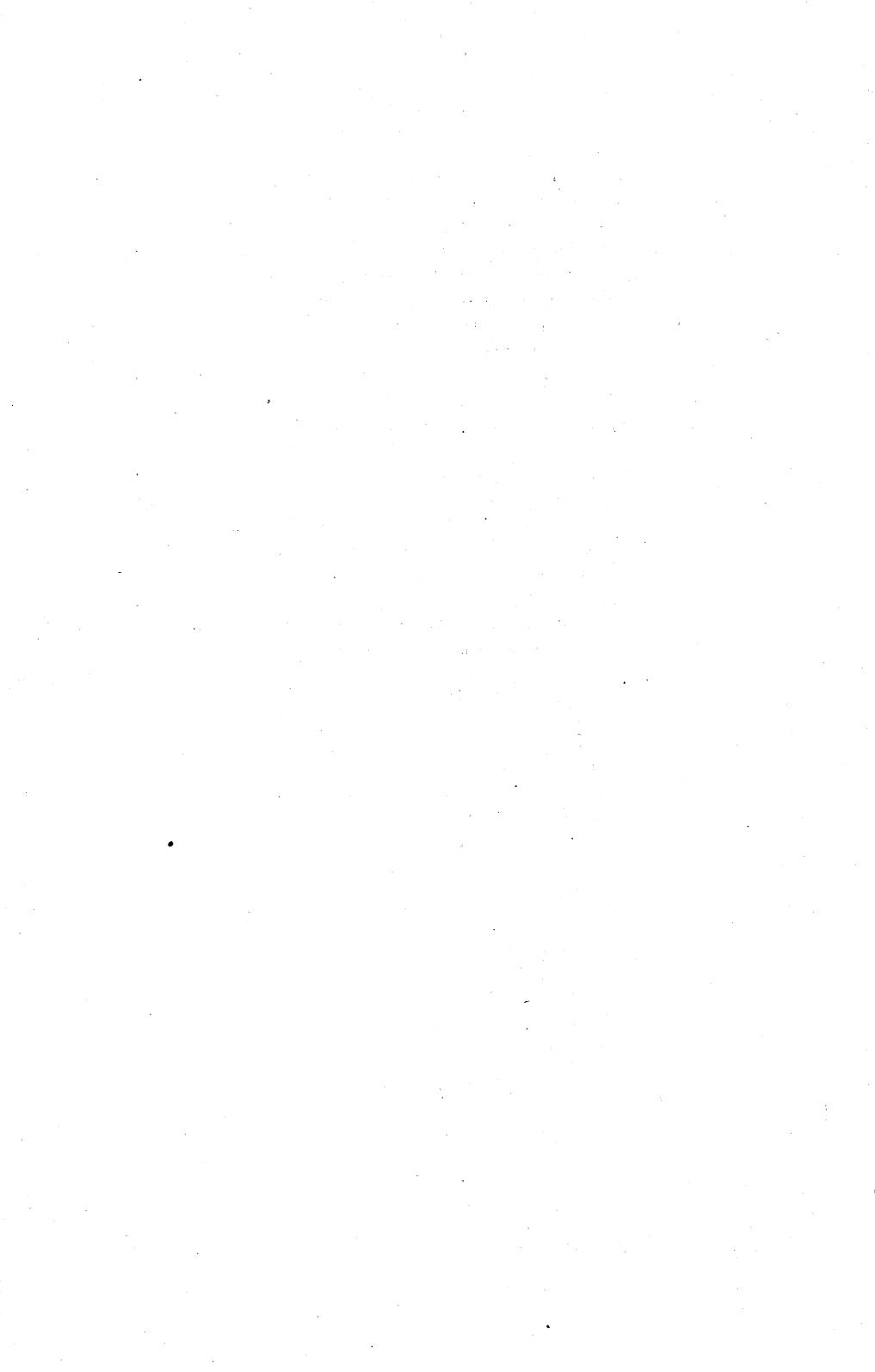
If the day teacher manifests carelessness, the school soon catches the contagion.

The pupils sniff the air of indifference and conduct themselves accordingly.

These are some of the things I have learned. I have not learned them in listless vaporings, but in the furnace heat of thought and effort, and in the intensity of a growing desire to give music a real place in the economy of the very being of the child, where it may make both metre and rhythm in its mental and moral unfolding.

If in this I have had a success, that will reveal itself in blossoms on the tree of unfolding lives, I shall be glad. If I have failed, it will be with a look toward the isles of summer's opening sea.

I feel that I have not failed.



High School Graduates.

CLASS OF 1875.

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

CLASS OF 1876.

Henry B. Favill, U. W. '80, Rush '83, M. D., Madison.
Alfred Patek, U. W. '80.
Henry Wilkinson, Milwaukee.
Stanley Proudfit, U. W. '81, St. Paul.
Charles Hudson, Madison.
Geo. E. Morgan, U. W. '80, Law '82, Attorney, Garden City, Kan.
Henry Mason, Attorney, Garden City, Kan.
Wm. E. Morgan, Physician, Chicago.
Willis Hoover, Physician, Oak Park, Ill.
Euphenia Henry, (Married,) Dakota.
Sarah Dudgeon.
Hattie Huntington, (Mrs. McDonald,) St. Paul.
Annette Nelson, Teacher, Milwaukee.
Stella Ford, (Mrs. Chas. Abbott,) Madison.
Carrie French, (Married,) Madison.
Carrie R. Kellogg, (Mrs. Brigham Bliss,) St. Paul.
Margaret Coyne.*
Kitte Kelley, Madison.
Maria Dean, U. W. '88, M. D., Helena, Mont.
Lizzie Bright, Teacher, Delavan, Wis.

*Deceased.

CLASS OF 1877.

Anton Bjornson, U. W. '82.
 William Lyon, U. W. '81, Ashland, Wis.
 Willard Snell, Clerk, Madison.
 Charles H. Kerr, U. W. '81, Publisher, 175 Dearborn St., Chicago.
 Salmon Dalberg, U. W. '81, Law '83, Attorney, Milwaukee.
 Edmond Burdick, Civil Engineer, Topeka, Kan.
 Walter Chase, Madison.
 James Young, Machinist U. W., Madison.
 George Byrne, Lumber Dealer, Kansas City.
 Howard L. Smith, U. W. '81, Law '85, Attorney, St. Paul.
 Frank Hyer.
 Anna Butler, Superior, Wis.
 Julia Clark, U. W. '81, (Mrs. J. W. Hallam,) Sioux City, Ia.
 Lizzie Dresser, (Married.)
 Emma Bascom.*
 Florence Bascom, U. W. '82-4, Teacher, Williamstown, Mass.
 Hattie Stout, Clerk, Chicago.
 Fannie Hall, Clerk, Chapman's, Milwaukee.
 Jennie McMillan, Teacher 5th Ward, Madison.
 Colin Davidson, Omaha.
 Minnie Hopkins, (Mrs. Dewey,) Boston, Mass.
 Frankie Steiner, (Mrs. F. Wiel,) Milwaukee.
 Matie Noble.*
 Jennie M. Williams, Abstract Office, Madison.

CLASS OF 1878.

Henry Pennock, U. W. '83.
 Wendell Paine.*
 William Oakey, Madison.
 William Dodds, U. W. '82, Mechanical Engineer, Milwaukee.
 Walter B. Pearson, Contractor, Chicago, Ill.
 Sarah Chambers, U. W. '82, (Mrs. C. A. Wilkin,) Denver.
 Lucy Gay, U. W. '82, Teacher of French, U. W.
 Mary E. Storm, Teacher 5th Ward, Madison.

CLASS OF 1879.

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

CLASS OF 1880.

Harry L. Moseley, U. W. '84, Law '87, Clerk, J. E. Moseley, Madison.
 McClellan Dodge, U. W. '84, Civil Engineer, Madison.
 Julius Burdick, with E. Burdick, Madison.
 James J. Morgan, Chicago Med. Col. '88, M. D., Purceville, Kan.
 Louise Davids, Sanborn, Iowa.
 Rose Case, in Germany.
 Agnes Butler, Madison.
 Clara D. Baker, U. W. '84, (Mrs. W. H. Flett,) Merrill.
 Kittie Moody, (Married.)
 Mary L. Byrne, Teacher 1st Ward, Madison.
 Emily Prescott.
 Flora Mears, Madison.
 Therese G. Cosgrove, Teacher 4th Ward, Madison.
 Clarissa Gano, (Mrs. Robert Lipsey,) Normal Park, Ill.
 Anna H. Durrie, Teacher High School, Poynette.
 Lucy Smith, 625 N. Lincoln, Chicago.
 Nettie Smith, 625 N. Lincoln, Chicago.
 Nellie Phelps.
 Kate McGill, Teacher, Oregon, Wis.
 Josephine Hausmann, Madison.
 Flora Pollard, Teacher, Dundee, Ill.
 Fanny Langford, (Mrs. L. B. Ring,) Woodland Court, Milwaukee.

CLASS OF 1881.

Robert Hendricks, Minneapolis, Minn.
 Alice Lindestrom, Madison.
 Lucy Herfurth, (Mrs. C. N. Harrison,) Milwaukee.
 Mary E. Oakey, Madison.
 Daisy Greenbank, (Mrs. F. W. Dustan,) Ashland.
 Fanny Ellsworth, Madison.
 Jessie Partridge.*
 Emma Smith, Mendota, Wis.
 Helena Bjornson, (Mrs. Swenson,) Madison.
 Rosa Dengler, Teacher 6th Ward, Madison.
 Lizzie McMillan.*
 Frederica Bodenstein, Teacher 3rd Ward, Madison.
 Grace Clark, Graduate U. W. '85, France.

CLASS OF 1882.

Elmer Combs, Clinton, Wis.
 Mary L. Edgar, Teacher 1st Ward, Madison.
 Lillie Cutler, Teacher, Eau Claire, Wis.
 Minnie Gill, Madison.

*Deceased.

CLASS OF 1882—continued.

Elizabeth Heney, in a Convent, Chicago.
Mary Connor, Token Creek.
Lillie Clement, Madison, Music Teacher.
Katie Devine, Milwaukee.
Jessie R. Lewis, Madison.
Lelia Dow, Portrait Artist, Duluth, Minn.
Maggie Robb, Teacher, San Francisco, Cal.

CLASS OF 1883.

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

CLASS OF 1884.

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

CLASS OF 1885.

Lillie D. Baker, Ancient Classical, Senior U. W.
James B. Kerr, Ancient Classical, Senior U. W.
Anna A. Nunns, Ancient Classical, Senior U. W.
Olive E. Baker, Teacher 6th Ward, Madison.
Leonore L. Totto, Teacher, Mazomanie.
Sophie S. Goodwin, Modern Classical, Senior U. W.
Sue G. Tullis, Modern Classical, Senior U. W.
Blanch L. Ryder, Madison.
Alice Goldenberger, Clerk, Madison.
Jennie A. Jones, (Mrs. E. Derge,) Emporia, Kan.
Delia A. Kelley, Madison.

*Deceased.

CLASS OF 1886.

Wm. Anderson.*

Eldon J. Cassoday, Ancient Classical, Junior U. W.
 Chas. M. Mayers, Ancient Classical, Junior U. W.
 Ben C. Parkinson, Ancient Classical, Junior U. W.
 Henry G. Parkiuson, Ancient Classical, Junior U. W.
 Kittie M. Bruce, Madison.
 Robert C. Burdick, Modern Classical, U. W.
 Mary F. Carpenter, Junior Smith's Col., Mass.
 Lelia M. Gile, Teacher 5th Ward.
 Rollin C. Hill, Madison.
 Francis A. Kleinpell, Modern Classical, Junior U. W.
 Grace A. Lamb, Modern Classical, Junior U. W.
 Florence M. Smith, New Mexico.
 Zilpha M. Vernon, Modern Classical, Junior U. W.
 Nora R. Culligan, Madison.
 Emma L. Dowling, Madison.
 Margaret A. Foren, Teacher, 2nd Ward, Madison.
 Ottillia C. Stein, (Mrs. P. H. Brodesser,) Milwaukee.
 Anna E. Tarnutzer, Teacher, 3rd Ward, Madison.

CLASS OF 1887.

Bessie Cox, Ancient Classical, Soph. U. W.
 Fayette Durlin, Soph. Hobart Col., Geneva, N. Y.
 Marion T. Janeck, Ancient Classical, Soph. U. W.
 Paul S. Richards, Ancient Classical, Soph. U. W.
 Mary E. Sanborn, Ancient Classical, Soph. U. W.
 Elsie Veerhusen, Ancient Classical, Soph. U. W.
 Florence E. Baker, Ancient Classical, Soph. U. W.
 Charles A. Dickson, Modern Classical, Soph. U. W.
 Bertha M. Mayer, Madison.
 Thomas K. Urdahl, Modern Classical, Soph. U. W.
 Augusta J. Bodenstein, Modern Classical, Soph. U. W.
 John F. Donovan, Water Works, Madison.
 Carl A. Johnson, Mechanical Engineer, Soph. U. W.
 Arthur F. Oakey, Modern Classical, Soph. U. W.
 Carrie M. Smith, Teacher, N. E. District, Madison.
 Frederick W. Adamson, General Science, Soph. U. W.
 Lewis A. Bender, Oconomowoc.
 Sarah E. Gallagher, Special, U. W.
 Daisy D. Lindley, (Mrs. James Goldsworthy,) Prescott, Wis.
 Oscar F. Minch, Heilman & Minch, Madison.
 William F. Ellsworth, Mechanical Engineer, Soph. U. W.
 Elizabeth M. Henwood, Madison.
 Rose M. Minch, Madison.
 Helen L. Winter, Madison.
 Calvin Z. Wise, Mechanical Engineer, Freshman U. W.
 Geo. G. Thorp, Mechanical Engineer, Soph. U. W.

CLASS OF 1888.

Helen G. Thorp, Ancient Classical, Freshman U. W.
Henrietta Kleinpell, Madison.
John H. McNaught, Mechanical Engineer, Freshman U. W.
Henry H. Morgan, General Science, Freshman U. W.
Annie Bremer, Clerk, Madison.
Samuel Lamont, General Science, Freshman, U. W.
Carletta Anderson, Copenhagen, Denmark.
Samuel Piper, General Science, Freshman U. W.
Mabel Fleming, Milwaukee.

CATALOGUE
OF THE
Public Schools of Madison, Wisconsin,

For the Year Beginning with the Spring Term of 1888.

HIGH SCHOOL.

FOURTH GRADE.

Ancient Classical—

May B. Baker,	*Bertha Cassoday,	Mary E. Smith.
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Modern Classical—

Martha S. Baker,	*Myrtle Lena Dow,	*Mary Murray,
*Agnes Bowen,	*Chas. Doyon,	*Helen McMynn,
Frances Bowen,	Wm. Fitch,	Emma Nelson,
Catherine Brown,	Margaret Kiper,	Annie Oakey,
*Biondella Clarke,	Minnie Luebkemann,	Mary Oakley,
Ella Davis,	Helen Luft,	Louis D. Sumner,
*Lucius Davidson,	*Mary Main,	Amy Young.
Elizabeth Donoughue,	Helen Mayer,	

English—

*Theresa Byrne,	*Geo. Edward Gernon,	*Robert Jonas,
Wilfred Chase,	Alice Hawkins,	Grace Reynolds,
M. A. Cunningham,	Hannah Herfurth,	Wm. E. Swain,
*Fred Estes,	Sabena Herfurth,	Emma Sitterly,
Julia Fischer,	*Ida May Jackson,	Charles Thuringer.

THIRD GRADE.

Ancient Classical—

*Wm. Ware Allen,	Walter F. Kleinpell,	Sidney Sheldon,
Dwight Freeman,	Jennie M. Pitman,	*Chas. H. Tenney.

Modern Classical—

Ottmar Boehmer,	Harry L. Kellogg,	R. R. Rosenstengel,
*Frank Bowman,	Helen J. Kellogg,	Eugene A. Smith,
Mary A. Cramer,	Inna M. Kleinpell,	Alice Stephenson,
Theodore Herfurth,	Wm. C. McNaught,	*Louis Taylor,
Grace Hopkins,	*Thomas Nelson,	Caroline M. Young.
Mary A. Kelley,	Susan P. Regan,	

* Not fully np.

THIRD GRADE—continued.

English—

Lillie Allen,	*Carrie Gilman,	W. Llewellyn Miller,
Lizzie Armstrong,	*Cornelius Knudson,	*Arthur M. Pardee,
*Alice Armstrong,	*Margaret Lamont,	Frank A. Vaughn,
May Bryant,	Dena Lindley,	*John J. Wright.
Lizzie Foren,		

SECOND GRADE.

Ancient Classical—

Wilbur L. Ball,	Anna C. Griffiths,	Vroman Mason,
Alice Davis,	L. Sidney Humphrey,	*Wm. Tenney.
Carlyle Gile,	George A. Kingsley,	

Modern Classical—

Geo. Krogh Anderson,	G. Herbert Greenbank,	*Lydia Minch,
Louise M. Baumann,	Harry Hamberger,	Robert Montgomery,
*Hobart Bird,	Stanley C. Hanks,	Sara McConnell,
Minnie Blancher,	Carrie M. Hauk,	Washington Oakey,
*Louis Bowker,	Ida Helm,	*Harry Potter,
Lucy Cosgrove,	Wallace K. Hollenbeck,	Martha Scheibel,
Harry M. Curtis,	*Fred L. Janeck,	Maud C. Smith,
Albert L. Curtis,	Hobart Johnson,	Halbert Steensland,
Janette H. Doyon,	*Lucy L. Jones,	August Stock,
Fanny Doyle,	Carrie Kohner,	Mary J. Thorp,
Marcus Ford,	Carl Lawrence,	Florence E. Vernon,
John Verner Green,	†Clement Lewis,	Herman Winter.

English—

*Josie M. Billings,	Guy Dunning,	Oscar Nelson,
*Nora Boehmer,	*Caroline Erickson,	*Lillian Nicodemus,
Jessie Carnon,	*Emil Frautschi,	Cora North,
*Daisy Carville,	*Ruth Gibbons,	Jennie O'Connell,
*M. P. Cunningham,	*John M. Hayes,	Catherine Ryan,
*Horace Davis,	*Mary Judkins,	*Isabel Smith,
Josie Deming,	Kittie Luft,	*Fanny Walbridge,
Della Dinneen,	*Michael Lynch,	*Lizzie Welsh.
*John Drives,		

FIRST GRADE.

Modern Classical—

Nellie Ainsworth,	Charlotte Freeman,	Reuben Pettengill,
Wilson Baker,	Martha A. Gill,	Stella Grace Pierce,
Helen A. Baker,	Curtiss J. Gordon,	Charles Replinger,
Walter Bartsch,	James M. Higgins,	John C. Regan,
Edward C. Baumann,	Fannie M. Lansing,	Michael Schlimgen,
Lillie Berg,	Chas. Kenneth Leith,	Walter Sheldon,
Wm. Boehmer,	John Longfield,	Jessie O. Sherwood,
Carrie Bucey,	Robert Maffet,	Alma Sidell,

FIRST GRADE—continued.

Herbert C. Cleveland,	Minnie Mayers,	John Slightam,
Grace Cory,	Hattie Memhard,	Arthur Stephens,
Orin Crooker,	Eva McFarland,	Eugene Sullivan,
Dyson Daggett,	Rachel McGovern,	Martha F. Torgerson,
Harry Davies,	Grace McKinney,	Margerethe Urdahl,
Florence Drinker,	Augusta M. Nichols,	George Walker,
Joseph P. Donovan,	Henry Harnden Noble,	Bessie Wilson,
Minnie Drives,	Della F. Nott,	Addie May Wootton.
N. Max Dunning,	Elgin L. Ott,	

English—

Alice Ashby,	Raymond Hargrove,	Emma Meibohm,
John H. Bucey,	Wm. L. Hancock,	Geo. W. Morgan,
Genevieve Couillard,	Grace Hoyt,	Dennis Murphy,
Emily Dettloff,	Frank Kelley,	Margaret McGowan,
Minnie M. Ellis,	Annie Keeley,	Christina Peterson,
Anton Esser,	Frances Kiper,	Johanna Reynolds,
Addie L. Fields,	David L. Klove,	Clara Silbernagle,
Therese Flagler,	Josie Klusmann,	Janette Smith,
Wesley E. Froggatt,	Herbert Kropf,	Ernest Smith,
Sarah E. Gallagher,	Kattie R. Knoblock,	Jennie Spencer,
Miller Gohlke,	Elizabeth Lally,	Luth Swenson,
Walter Grove,	Albert G. Larson,	McClement Tyner,
Laura M. Guenther,	Christina Loftsgarden,	Ira A. Welsh.
Margaret Harrigan,	Sarah J. Melville,	

Irregular—

Edward Alley,	Olive Gill,	I. Frank Porter,
Charles E. Anderson,	William Gillett,	Annie Rasdall,
Roswell K. Baker,	Eva Gillett,	John Replinger,
Alice Beecroft,	Millie Gohlke,	Lucius Reed,
Wm. Beecroft,	Norman Goodenow,	Frances Rogers,
Maud Berryman,	Nellie B. Green,	August Rosen,
Henrietta Billings,	Roland Hastreiter,	Ida Sargent,
Blanche Bird,	Arthur J. Henwood,	Lillie Leary,
Maud M. Bixby,	Wm. Hewitt,	Jessie Shepherd,
Clarence Brand,	Peter Higgins,	Winnie Siggelkow,
Kittie E. Brand,	Ernest Hofmann,	Florence Stearns,
Meta Breckheimer,	Lottie Isom,	Ella Smith,
Letitia Brooks,	Ernest Jannan,	Mark Smith,
Alice Burdick,	Fred. Jefferson,	Carl Smith,
Margaret Caldwell,	Harry E. Jefferson,	Bessie Smethurst,
Kittie Catlin,	Louise S. Kingsley,	Mary Starr,
M. Lois Catlin,	Nellie I. Lancaster,	Rose Stagner,
Maud Case,	Nancy Law,	Lora Swan,
Lucy Conklin,	William Leu,	John Sweeney,
Sarah Connor,	Edith Locke,	Agnes Sweeney,

FIRST GRADE—continued.

Wm. Cassiboin,	Isabel Lomia,	Emma Suhr,
Etta Coyne,	Kate Lyon,	John Suhr,
Michael Cunningham,	Mary Lyon,	August A. Toepfer,
John Cunningham,	Samuel Martin,	Olive Thayer,
Ralph Daniells,	Stephen Madigan,	Clara Thayer,
Clara May Davies,	Susie Main,	Percival M. Vilas,
Olive Davis,	Thomas Miller,	Mary M. Walbridge,
Emma Davies,	Hermann Minch,	John Walter,
John Davis,	Birdie Morrison,	Edith M. Warner,
Minnie Deards,	Anna McConnell,	Sallie Warner,
Mary Donovan,	Florence McCoy,	Lillian Whare,
Lelia Ida Ellsworth,	Nellie Oppel,	Louisa Willott,
Thomas Farness,	Sarah Overson,	Ada Winterbotham,
Minnie Fink,	Byron Paine,	Ada Williamson,
May Foster,	Geo. D. Pease,	Jennie Wiren,
Adolph Frautschi,	Lucile K. Phillips,	Aurora Wiren.
Pauline Geiger,	Annie M. Pitman,	

MODEL SCHOOL.

SECOND GRADE.

Harriet Adamson,	Robert Dorris,	Clara Light,
Elsa Bodenius,	Mabel French,	Raymond McKay,
Berthold Beck,	Paul Fish,	Frances Main,
Walter Brown,	Everett Green,	Mary Miller,
Annie Chamberlain,	Jennie Hughes,	John Nelson,
Fred Chamberlain,	Gertrude Higham,	Minda Olsen,
George Curren,	Otto Heileger,	Harry Olsen,
Herbert Cram,	Queenie Jackson,	Ida Thompson.
Elva Drinker,	Florence Livermore,	

FIRST GRADE.

Edith Adamson,	Gilbert Gleason,	Carl Mack,
Amelia Askew,	Frances Hall,	Judson Montgomery,
George Abbott,	Mary Houston,	Sue Nelson,
Courtis Anderson,	Thesuelda Helm,	Arthur Nichols,
Arche Braley,	Lora Janeck,	Ruby Peck,
Wayne Bird,	Battina Jackson,	Lily Reissman,
Marion Curtis,	Fred Lloyd,	Elsa Suhr,
Henry Dorris,	Keyes McCurdy,	Ernst Timme,
Earl Dodge,	Ralph Miller,	Ada Welsh,
Anna Emerson,	William McKay,	Violet Ward.
Cassius Gleason,		

FIRST WARD,

SECOND GRAMMAR DEPARTMENT—EIGHTH GRADE.

David Atwood,	Adolph Glenz,	Frank Riley,
Guy Bruce,	Ella Heiliger,	George Riley,
Ottilia Cnare,	Effie Jones,	Charles Riley,
Carrie Dodd,	Lucius Jones,	Hattie Rosenstengel,
Victoria Fish,	Carl Karstens,	Bertha Schlimgen,
Daisy Fitch,	Richard Lewis,	Walter Sheldon,
Teresa Fitch,	Mary Malec,	Edmund Suhr,
Maude Gallap,	Roy Mahard,	Louise Thorp,
Bessie Gernon,	Hattie Minch,	Maggie Vallender,
Grace Greenbank,	Ina Minch,	Frances Wiren,
Edith Green,	Myrtle Miller,	Agusta Wood,
Mary Griffiths,	Grace Nicodemus,	David Wright.

SEVENTH GRADE.

Earle Anderson,	Theresa Hoeveler,	Clare Memhard,
Emma Bibbs,	Herbert Hollenbeck,	Minnie Nichols,
Charles Ball,	Albert Henwood,	John Peterson,
Jennie Davis,	Maurice Johnson,	Frances Shepherd,
Jane Epstein,	Alfred Kroncke,	Stuart Sheldon,
Mary Freeman,	John Main,	Nellie Silsbee,
Florence Gage,	Roy Main,	Alfred Thayer.
Robert Gay,	Toney Malec.	

FIRST GRAMMAR DEPARTMENT—SIXTH GRADE.

Herman Buerger,	Frank Kavanda,	Otto Schmidt,
Mata Buerger,	Bernice Lyon,	Fred. Shepherd,
Christian Bohren,	Eva Lloyd,	DeEtte Stemple,
Matilda Cook,	Mary Malec,	Fred Stemple,
Ada Davis,	Max Mason,	Anna Strasilipka,
Joey Dietrich,	Walter Minch,	Samuel Sullivan,
Mathias Esser,	Emma Memhard,	William Taylor,
George Fett,	Emma Nebel,	Lucy Thomas,
Sarah Griffiths,	Floyd Peet,	Frank Utzereath,
John Gallagher,	Florence Pond,	Alice Watson,
Frederick Hurd,	William Riley,	Fred Williamson.
Gertrude Kern,	Etta Sargeant,	

FIFTH GRADE.

Arthur Adamson,	Louis Hobbins,	Theodore Soehle,
Willie Bibbs,	Edward Haynes,	Adolph Schmidt,
Josephine Binnewies,	Mabel King,	Annie Schutt,
Emma Binnewies,	Stephen Long,	Louisa Stemple,
Rudolph Bohren,	Elizabeth McNamee,	Percy Tracy,
Carroll Davis,	Carrie Riley,	Nancy Watson,
Caroline Doris,	Roxana Roesch,	Eunice Welsh.
Ethel Green,		

SECOND PRIMARY DEPARTMENT—FOURTH GRADE.

George Anderson,	Elizabeth Jones,	Edna Stone,
Grace Anderson,	Minnie Karsten,	Julia Strasilipka,
James Beck,	Caroline King,	Bertha Suhr,
John Bibbs,	Karlie Malec,	Lynn Tracy,
Harry Bradley,	Fred Miebohn,	Stella Watson,
Elda Breed,	Flora Pelt,	Stanley Welsh,
Florence Brown,	Florence Shepherd,	Albert Wiese,
John Campbell,	Fred Soehle,	Alex Williamson,
Dorothea Curtiss,	Carrie Sorrenson,	Charlotte Wood.

THIRD GRADE.

Minnie Boelsing,	Karl Minch,	Raynard Reed,
Albert Cromey,	Florence Nelson,	Jessie Roesch,
Sybil Farrar,	Berdella North,	Frank Schmidt,
Henry Freeman,	Minnie Peterson,	Gertrude Stone,
Allie Malec,	Frank Pond,	Frank Wallace.
Eliza Miebohn,		

FIRST PRIMARY DEPARTMENT—SECOND GRADE.

Gertrude Anderson,	Clifford Hill,	Volmer Peterson,
Angust Binneweis,	William Kern,	Otho Reed,
Mabel Bradley,	Charles Long,	William Schutt,
John Cummins,	Thomas Macken,	Harold Sennig,
Michael Devitt,	John Malec,	Blanche Skinner,
John Doris,	Walter Mohrhusen,	Mildred Sibley,
Caroline Epstein,	Margaret Nielsen,	Caroline Stemple,
Jane Farrar,	Etta Oman,	John Thomas,
Mabel Forgeot,	William Patrick,	Edward Toellner,
Bertha Griffiths,	Harriet Peet,	Harriet Vanderwarker.
Clarence Hill,		

FIRST GRADE.

Arthur Anderson,	Cassius Gleason,	Henry Miller,
George Anderson,	Gilbert Gleason,	Bertha Mohrhusen,
William Binneweis,	Edna Hagan,	Theodore Mohrhusen,
Myrtle Black,	Harriet Jewett,	Jane Nielsen,
Charles Campbell,	Anna Kavanda,	Harriet Roesch,
Grace Clifford,	George King,	George Schutt,
Pearl Clifford,	Ralph King,	Dora Steir,
Agnes Devitt,	James Long,	Gustave Starkweather,
Maude Doris,	Frances Malec,	Annie Tanchen,
Charlotte Epstein,	Winifred McDonald,	Stella Tifft.

SECOND WARD.

SECOND GRAMMAR DEPARTMENT—EIGHTH GRADE.

Louise Bailey,	John Howard,	Eliza Pollard,
Louise Bird,	Isabel Holt,	Ella Rinder,
Kate Corscot,	Ovidia Hoyer,	Emma Stoppleworth,
Harry Deards,	Sarah Lahm,	Carrie Smith,
Bertrand Doyon,	Mary Langley,	Alma Stock,
John Doyle,	Bertha Leatzow,	Nina Swift,
Addie Goodrich,	Jessie Montgomery,	Julia Wilkinson,
Annie Habich,	Minnie Olsen,	Grace Whare.
Jane Habich,		

SEVENTH GRADE.

Matilda Albertson,	Willie Helm,	Charlotte Sheasby,
Alma Anderson,	Celia Johnson,	Charles Smith,
Harry Bancroft,	Willie Leatzow,	George Smith,
May Bennett,	James Livesey,	Louisa Swenson,
Bertie Brown,	John McKenna,	Josie Thorsness,
Allie Carville,	Louis Oyen,	Angus Udell,
Eliza Dursey,	Lyda Ryder,	Alvin Voss,
Joseph Donohue,	Robert Ryder,	Sophie Walthers.

FIRST GRAMMAR DEPARTMENT—SIXTH GRADE.

Louis Bennett,	Reginald Jackson,	Theodore Niebuhr,
Hermon Berg,	Clark Knight,	Jeanie Park,
Mertie Bernard,	August Krueger,	Nettie Peterson,
George Bernard,	Brown Lamont,	John Peterson,
Ricka Beyler,	Charles Livesey,	Blaine Rusk,
Lillie Case,	Hattie Livesey,	Etta Senger,
Walter Davis,	Toney Lawrence,	Theodore Senger,
Sybil Gale,	Minnie Lueders,	Josephine Shubert,
Frank Habich,	Fred Merrill,	Paul Warner,
Theodore Harbort,	Helen McKay,	Jennie White,
May Hudson,	Bertha Meehan,	Amelia Wayman.
Russel Jackson,	Dora Niebuhr,	

FIFTH GRADE.

Blanch Chadima,	Ida Johnson,	Philip Rinder,
Shelby Davis,	Mont Johnson,	Edward Reynolds,
Morten Davidson,	Arthur Koehn,	Grace Rogers,
Walter Deards,	Harvey Langley,	John Stock,
Ethel Ford,	John Lahm,	Carl Thomas,
Josephine Fuller,	Theodore Leatzow,	James Van Kuelen,
A. Godenschwager,	Charles Meyer,	Fred Willott,
Rachel Howard,	Mary Pollack,	Guy Woodford,
Clarence Isaacs,	Chelsea Pratt,	Mabel Young.
Edward Joachim,	Albert Riebe,	

SECOND PRIMARY DEPARTMENT—FOURTH GRADE.

Lottie Anderson,	Christian Hoyer,	Edward Olsen,
George Albertson,	Earl Isaacs,	Edmund Riebe,
Ellen Bergh,	John Johnson,	Rose Smith,
Mary Brahany,	Emlen Knight,	Mena Swenson,
Frank Dacy,	Maggie Lewis,	Albert Tandvig,
Eliza Harrington,	Arthur Lewis,	Louisa Thomas,
Charles Hickman,	William Lyon,	Maud Van Kuelen,
Edward Hoebel,	Evarts McKay,	John Wilkinson.
Ruth Howard,	Rasmus Nelson,	

THIRD GRADE.

Mary Anderson,	Sammie Hilsenhoff,	Olaf Olson,
Bertha Anderson,	Joseph Jackson,	Lizzie Peterson,
Grace Bradley,	Gahart Jacobson,	Helena Senger,
Emma Bucey,	Matie Koehn,	Clara Stock,
Clarence Comstock,	John Langley,	Henry Smith,
Ralph Carville,	John Lowrry,	Carmilla Smith,
Frank Dunning,	Prentie Livsey,	Eddie Sauthoff,
James Doyle,	Annie Longfield,	Harry Teckemeyer,
Inga Foss,	*Maude La Pan,	Alma Taylor,
Veronika Friedrich,	Louisa Lawrence,	Charlie Van Keulen,
Carl Gundlach,	James Malaney,	Bergin Moe,
Paul Gundlach,	Leonard Nelson,	Hannah Wilkenson,
Bertha Harbort,	Josephine Nelson,	Lizzie Wilkenson,
Carl Hoebel,	Bartie Noe,	Ella Woodford,
Lawrence Hessing,	Laura Olson,	Justin Waterman,
Mamie Habich,	Arthur Olsen,	Della Wilson.

FIRST PRIMARY DEPARTMENT—SECOND GRADE.

Amy Allen,	Lummie Dursey,	Cora McCray,
Clair Brown,	George Gundlach,	Lulu Malaney,
Mary Bonn,	Blanche Hessing,	Anton Nelson,
Iva Brown,	Jennie Hickman,	Nora Olsen,
James Brahany,	Otto Hoebel,	Harry Porter,
Frank Brooks,	Anton Hoyer,	Hattie Pollack,
Charles Cox,	Charles Horner,	Maude Rogers,
Oliver Cox,	Roy Hubbard,	Alfred Tandoig,
Louis Carville,	Hannah Hanson,	Nora Thomas,
Herbert Curtis,	Annie Livesey,	Celie Van Keulen,
Milicent Curtis,	Mary Leydon,	Lillie Wood,
Elizabeth Dacey,	St. Clair Morris,	Uldrich Wiedenbeck,
George Davis,	Mable McKenna,	Allan Wilson.
Gehard Davidson,		

FIRST GRADE.

Horace Allyn,	Carl Johnson,	Paul Niebuhr,
Peter Anderson,	Carl Jacobson,	Emil Niebuhr,
Sarah Bucey,	Susie Larson,	Earl Oakey,
Josie Beyler,	George Lavin,	Prudence Pratt,
Katie Brahany,	Samuel Longfield,	Emma Pollack,
Walter Cox,	Fred Longfield,	Katharine Peterson,
John Corscot,	James Longfield,	George Peterson,
Philip Daubner,	Harold Livesey,	Eugene Rider,
Myrtle Downing,	Edward Lawrence,	Harry Stock,
Maud Dacy,	Cora Layfield,	Carl Smith,
Martha Davis,	Jessie Memhard,	Mildred Simons,
Rosella Ellis,	J. Etta Munsell,	Nellie Sullivan,
Amy Ford,	Jennie Munsell,	Loelta Spaulding,
Richard Frederickson,	Joseph Munsell,	Ida Stoppleworth,
Ernest Gay,	Anna Mueller,	Bertha Stelter,
William Gay,	Lily Morris,	Amela Stelter,
Hans Hanson,	Thorstein Moe,	Cora Tanberg,
Eda Hoyer,	Roberta Noe,	Sidney Thomas,
Ella Hill,	Olaf Nelson,	Henry J. Van Keulen,
Tildor Hilsenhoff,	Katie Nelson,	Fred Voss.
George Joachim,	Ernestine Niebuhr,	

THIRD WARD.

SECOND GRAMMAR DEPARTMENT—EIGHTH GRADE.

Warren Bush,	James Houston,	Henry Meyer,
Clara Comstock,	Carl Jefferson,	Hiram Nelson,
Caroline Flom,	Nettie Johnson,	Howard Nichols,
Bertha Frautschi,	Dora Knutson,	Leopold Rullman,
Herman Gratze,	Amanda Lamhagen,	Marion Tompkins,
Flora Grube,	Barbara Luckensmeyer,	Edward Swain,
Alvina Hauser,	Robert Lutcliffe,	Myra Wiren,
Frances Hilton,	Stella Melany,	Gertrude Zeininger.

SEVENTH GRADE.

Sydney Ainsworth,	Ida Grube,	Berthold Sauthoff,
Lulu Belden,	John Hossman,	Michael Shealy,
Clay Berryman,	Carl Jaeger,	Harry Sheasby,
William Boyd,	Bertha Kney,	Perley Smith,
Ernest Bremer,	Paul Kney,	Harry Stoltz,
George Cramer,	Theresa Martini,	Lucy Tompkins,
Elmore Elver,	Lillie Moessner,	Sina Troan,
Howard Elver,	Ellen Olsen,	Sylvia White,
Edward Grove,	John Post,	Nora Winden.

FIRST GRAMMAR DEPARTMENT—SIXTH GRADE.

Lillian Boehmer,	Gertrude Kentzler,	Goldwin Smith,
Darwin Boehmer,	Anna Lawrence,	James Sumner,
Florence Bradley,	Ellen Lamb,	John Sprecher,
Paul Bremer,	Adaline McConnell,	Louis Sprecher,
Thomas Fox,	Dora Nelson,	Alice Sprecher,
Adele Grove,	Michael O'Colin,	Claire Stephens,
Arnold Hauser,	Josephine Quammen,	Paul Winter,
Archibald Hilton,	August Sauthoff,	Edward Winter.
Grace Huntley,		

FIFTH GRADE.

Magdalena Antisdel,	Oscar Hegg,	Esther Nye,
Anna Armbrecht,	Anna Jenson,	Warren Nye,
Arthur Baas,	Della Johnson,	John Conlin,
Arthur Bradley,	Henrietta Kastner,	Rudolph Scheibel,
Robert Bird,	Ena Kney,	Antoinette Schneider,
Fred Dettloff,	Phillip Kuehne,	Sanford Snow,
Amelia Gath,	Flora Moessner,	Anna Swain.
Claudea Hall,	Richard Moessner,	

SECOND PRIMARY DEPARTMENT—FOURTH GRADE.

Nora Antisdel,	Lillie Erickson,	Walter Lund,
Clarence Antisdel,	Theodore Flom,	Amelia Nichols,
Roy Alford,	Flora Gath,	Ingwald Nelson,
Bessie Bird,	Arthur Grube,	Herman Pfund,
Ilda Boehmer,	Jessie Hilton,	Arnold Reiner,
Hattie Bryant,	Jennie Hope,	Bessie Smith,
Arthur Bestor,	Harry Hollister,	Otto Schmedeman,
Martin Baumgartner,	Adolph Hegg,	Ole Selland,
Janie Cox,	William Kroetz,	Emma Van Bergh,
Florence Deline,	Otto Kney,	Florence Welland.

THIRD GRADE.

James Angove,	Walter Johnson,	Minnie Quammen,
Elma Bremer,	Albert Knudtson,	Susie Rogers,
Ruth Baltzell,	Lottie Lund,	Christina Rossbach,
Chlorice Boehmer,	Theodore Lamhagen,	Harry Sauthoff,
Frank Drives,	Ada Montgomery,	George Smith.
Alvin Erickson,	John Nelson,	Walter Tarnutzer,
Arthur Frautchi,	Emily McConnell,	Hiram Tenney,
Frank Fox,	Thomas Olsen,	Theckla Vass,
Elsie Guldeman,	Irving Oppel,	Edna Wilder.
Ena Heyer,	Maurice Park,	

FIRST PRIMARY DEPARTMENT—SECOND GRADE.

Lizzie Anderson,	Jessie Drake,	Zack Luckensmeyer,
Sanford Anderson,	Bernhart Erickson,	Clara Nelson,
Martin Breum,	Ida Eox,	Helene Pfund,
Otto Brandt,	Geda Hegg,	Annie Shultz,
Virginia Baltzell,	Agnes Hilton,	Eddie Showers,
Agnes Baumgartner,	George Heyer,	Agnes Sykes,
John Coleman,	John Kastner,	Ruby Zehnter,
Harry Dodd,		

FIRST GRADE.

Anna Anderson,	Eugene Flohr,	John Percell,
Harry Alford,	Jossylin Guldeman,	Louie Percell,
Emma Bauman,	Minnie Gath,	Lucian Post,
Ida Berry,	Helene Gartner,	Adolph Quammen,
Philip Berryman,	Joseph Hagan,	Annie Reiner,
Emma Carlson,	Louie Jaeger,	Edna Reed,
Carl Carlson,	Theodore Kupler,	Grace Sumner,
Frank Coleman,	Lulu Kagi,	Rosetta Schultz,
Ellen Cox,	Paul Karberg,	Otto Steele,
George Cox,	Karl Kropf,	Anna Voss,
Frank De Sautelle,	Ruth Lyon,	Alma Vaas,
Willie De Sautelle,	John Leary,	Geda Winden,
Frank Erickson,	Charley Nye,	Homer White.
Irving Frautschie,		

FOURTH WARD.

SECOND GRAMMAR DEPARTMENT—EIGHTH GRADE.

Bessie Brand,	Marie Fowler,	William Powers,
Clara Beck,	Margaret Frank,	Martha Pound,
Helen Copp,	Edward Gillett,	Fred Seligman,
Harry Cashen,	Frances Goodwin,	William Schermerhorn,
Clarice Cook,	Bruce Keene,	Louis Small,
Clara Coulthurst,	Fred Montgomery,	Ernest Smith,
Margaret Durlin,	Charlotte Norton,	Edward Widvey.
William Fairman,		

SEVENTH GRADE.

Frances Billings,	Frank Foran,	Florence Slightam,
James Baker,	William George,	Madeline Slightam,
Mary Bardsley,	Vaugh Hanchett,	Harriet Stephenson,
Florence Daggett,	Robert Joy,	Edward Ryan,
George Deards,	Louis Kohner,	Laura Sturm,
Grace Deards,	Neva Pratt,	John Young,

FIRST GRAMMAR DEPARTMENT—SIXTH GRADE.

Caroline Barnes,	John Goodwin,	Norman Smith,
Myra Bradbury,	Charles Hansen,	Rose Rathbun,
Thomas Crimmins,	Florence Ketchum,	Charles Thomas,
Harry Cooley,	Preston Ketchum,	Helen Welch,
Jennie Deards,	James Slightam,	Maude Vaughn.
Grace Fitch,	Clarence Slightam,	

FIFTH GRADE.

Lulu Ball,	Harry Hansen,	Arthur Seligman,
William Biergin,	Nils Halvorsen,	Maximilian Seligman,
Henry Casson,	George Lippert,	Denton Smith,
Harry Cowie,	Charles Montgomery,	Harry Smith,
James Crimmins,	Genette Montgomery,	Carl Winkler,
Sprague Cook,	Bertha Mueller,	John Johnston,
Nicholas Greig,	Grace Ramsdale,	Patrick McIveley.

SECOND PRIMARY DEPARTMENT—FOURTH GRADE.

Bertha Armbrecht,	Ray Hanchett,	Frederic Rudd,
Edith Bardsley,	Janetta Johnston,	Hubert Schermerhorn,
John Cowie,	Mabel Kentzler,	Edna Bardsley,
Terrence FitzPatrick,	Albert Kropf,	Myrtle Sickles,
Frederick Gillett,	Grace O'Connell,	Everett Smith,
Henrietta Goodwin,	Robert Rathbun,	Sarah Soper,
Bessie Griffiths,	Michael Riley,	S. Vanderwarker.

THIRD GRADE.

Edith Ashard,	Lloyd Dow,	Maude Long,
Margaret Ball,	Rollin Estes.	Mabel Slightam,
William Billings,	William Fitzpatrick,	Maude Stephenson,
Grace Bliss,	Emma Heassler,	Lester Thorpe,
Kittie Doris,	Selma Kropf,	Harley Waterman.

FIRST PRIMARY DEPARTMENT—SECOND GRADE.

Archie Ashard,	Stanly Daggett,	Fannie Langabeck,
William Armbrecht,	William Farringer,	Mamie Memhard,
Fletcher Billings,	Ernest Farringer,	Gerald O'Callaghan,
Rex Ball,	Belle Gillett,	Alfred Pratt,
Edwin Blake,	Daniel Goodwin,	Edith Rudd,
Benjamin Blake,	Bessie Hansen,	Bunnie Ramsdale,
Edwin Chase,	Fred Hansen,	Percy Seligman,
Alice Cowie,	William Hogan,	Maud Slightam,
Fannie Cooley,	Etta Hessler,	Kate Sanborn,
Nellie Crimmins,	Alva Ketchum,	Cressie Waterman.
Martha Crimmins,	Etta Lipparts,	

FIRST GRADE.

Charles Armbrecht,	Bell Johnson,	Addie Sickles,
Lillie Cowie,	Fred Joachim,	Gertrude Slightam,
Michael Cummins,	Nellie Mulligan,	Thomas Sullivan,
Patrick Conners,	Daisy Mulligan.	Floyd Shephard,
John Conners,	Harry Osborn,	Scott Van Loan,
Jane Hallowell,	Fred Rudd,	Volberg Widvey.

FIFTH WARD.

SECOND GRAMMAR DEPARTMENT—EIGHTH GRADE.

Ada Bourne,	Harry Haven,	Fred Renaud,
Frank Cech,	Willie Holt,	Kate Riley,
William Charleton,	Eddie Hunt,	Herman Rosen,
Fannie Charleton,	Dora Kraege,	Paul Rosen,
Samuel Chase,	Robert Lally,	Mellie Studeman,
Jessie Culver,	Charles Milward,	Rose Townsley,
William Davidson,	Fred Nye,	Charles Trask,
Nettie Este,	Ella Page,	Nellie Van Deusen,
Lizzie Feeney,	Gussie Paunack,	Carrie Walbridge.
Clarence Harrington,		

SEVENTH GRADE.

Eddie Benson,	Hattie Fritz,	Minnie Mautz,
Margaret Blake,	John Gregg,	Stanley Parkinson,
May Brockway,	Wm. Godding,	Edward Polk,
Josie Comstock,	Cora Haven,	Paulina Rosen,
Frank Corry,	Frank Haven,	George Scheler,
Howard Cossiboin,	Joe Hamilton,	Willie Sharp,
Guy Dodge,	May Hudson,	Cora Small,
Anna Durrie,	Gertrude Judkins,	Melvin Smith,
Cora Ellis,	Walter Kessler,	Cora Stephenson,
Charles Estabrook,	Lizzie Link,	George Sturm,
Lena Estee,	George Korch,	Maud Tyner.
Peter Fritz,		

FIRST GRAMMAR DEPARTMENT—SIXTH GRADE.

William Armstrong,	George Lewis,	John Shine,
Flora Ashby,	Omro Mills,	George Utter,
Minnie Buergin,	William Milward,	Arthur Utter,
Mollie Cech,	Claude Milward,	William Van Wie,
Grace Comstock,	John Murray,	Ollie Wise,
Katie Daniels,	James O'Brien,	Otto Wald,
William Fields,	William Paunack,	Emma Wirk,
Maude Giles,	Clara Rosen,	Ida Zwicky.
Charles Harrington,		

FIFTH GRADE.

George Buser,	Frank Niendorf,	Mary Shine,
Margaret Estabrook,	Minnie Orvis,	Georgie Shine,
Mary Fritz,	John O'Leary,	William Seymour,
William Gates,	William Parrott,	Theresia Spahn,
George Giles,	Evans Prout,	Mike Starr,
Chauncey Godding,	Charles Prout,	William Small,
George Hamilton,	Ella Philumalee,	Sarah Trask,
Grace Hawkins,	Sadie Philumalee,	James Townsley,
Alice Hook,	Emil Scheler,	Ernest Walbridge,
Emma Hosken,	Rosa Scheler,	Gay Wilber,
Norma King,	Charles Silbernagel,	Fred Wickersheimer.
Kittie McFarland,		

SECOND PRIMARY DEPARTMENT—FOURTH GRADE.

Hattie Abbott,	Laura Foley,	Louis Pearson,
Wm. Andrews,	Albert Hall,	Minnie Polk,
James Andrews,	George Hall,	Joseph Roach,
Wm. Beglinger,	Albert Hawkins,	Mary Ryan,
Mary Burke,	Soren Johnson,	Frank Stephenson,
John Burke,	Fred Knoblock,	Ella Small,
Nena Buergin,	Julia Kelly,	Mary Stein,
Clara Buchhagen,	Minnie Kelly,	Lizzie Starry,
Charles Cech,	Minnie Kesner,	Frank Tuttle,
Matthew Corry,	Wm. Kohlhepp,	Grace Tyner,
Glenn Corlie,	Amelia Kohlhepp,	Minnie Utter,
Mary Durrie,	Lulu Lizer,	Mable VanWie,
Marcus Fagg,	Harry MacKay,	Daley Wickersheimer.
William Fagg,	Clara Mautz,	Michael Zwicky.
Henrietta Flemming,	August Paunack,	

THIRD GRADE.

Meltha Andrus,	Frank Godding,	James Shine,
Nettie Blake,	Mary Hawkins,	Lizzie Seymour,
Denette Boyle,	William Jones,	Emma Silbernagel,
James Burke,	Annie Lewis,	Julia Starr,
George Durrie,	John Leonard,	Margaret Trask,
William Ellis,	Albert McFarland,	Charles Wilber,
Emmett Faulkes,	Fred Polk,	Rose Winterbotham.
Nellie Foley,	Oliver R. Prien,	

FIRST PRIMARY DEPARTMENT—SECOND GRADE.

Benjamin Adams,	Mabel Gyles,	Charles Post,
Frank Adams,	Carl W. Heyl,	Dora Seymour,
Gertrude Benton,	Robert Hosken,	Fred Silbernagel,
Benjamin Blake,	Edith Kading,	Niel Tinnison,
Julia Brophy,	Walter Leonard,	Amy R. Thomas,

SECOND GRADE—continued.

Edna Buchagen,
Leroy Butler,
Charles Fagg,
Lulu Flemming,
Charles Fuss,
Herbert Godding,

James Milward,
Minnie Niendorf,
Frank O'Leary,
Joseph Pearson,
Rolland Prien,

William Thomas,
Addie Van Duesen,
Grace Van Wie,
Beulah Westerfield,
Harry H. Wilber.

FIRST GRADE.

George Andrews,
Mathew Andrews,
Mina Andros,
Louisa Bedlinger,
Henry Blake,
Wm. Brophy,
John Brophy,
Anna Brophy,
Mabel Burke,
James Carey,
Thomas Carrol,
Edward Conahon,
Joseph Conahon,
Anna Corcoran,
Victor Dimock,
Lawrence Egbert,
Floyd Ellsworth,
Frank Estabrook,
Mary Faulks,
Nellie Fagg,

Robert Foley,
Cala Fritz,
Otto Fuss,
Sarah Gillies,
Arthur Hall,
Mary Hamilton,
Florence Harrington,
Harriet Haven,
Kepler Hughes,
Benjamin Johnson,
Mary Kelly,
Agnes Kelly,
Margaret Kelly,
Grace Lamphere,
Albert Lewis,
Joseph Link,
Maud Murther,
Ralph Seary,
Ida Paunack,
Grace Philumalee,

Edith Pierce.
Clarion Pierce,
William Polk,
Otto Prien,
Minnie Quinn,
James Quinn,
Charles Rogers,
Roy Rogers,
Edward Seymour,
John Small,
Frank Schmelcer,
Matilda Smith,
August Starkweather,
Wilford Stephenson,
John Utter,
Cora Van Wie,
Wilford Way,
Margaret Welsh,
Alfrida Wickerseimer.

SIXTH WARD.

SECOND GRAMMAR DEPARTMENT—EIGHTH GRADE.

Joseph Allen,
Ruth Baker,
Frank Breed,
May Cunningham,
Rachel Davis,
August Krehl,
Gilbert King,

William Miller,
Carlton Miller,
Oliver Perry,
Maude Parkinson,
Eve Parkinson,
Catherine Steinle,

Maud Sharp,
Jacob Simpelaar,
Nicholas Simpelaar,
Edward Smeltzkopf,
Robert Schaus,
John Scheibel.

SEVENTH GRADE.

Daisy Abel,	Henry Geiger,	Selma Mueller,
Lena Buchhagen,	Otto Gartner,	Bertha Pahlmeyer,
Walter Biederstadt,	Minnie Hintz,	Albert Quest,
Jane Breitenbach,	Theodore Koerber,	Jay Suson,
Florence Dodge,	Chris. Luebkemann,	Wm. Schmeltzkopf,
Gertrude Farness,	Frances Lanz,	Kate Starkweather.
Arthur Farringher,		

SIXTH GRADE.

Bertha Butler,	Abel Farness,	Lena Porsch,
Rosa Butler,	Harold Ising,	Lizzie Simpelaar,
John Baker,	Lily Kingston,	William Vitenzie,
Joseph Cunningham,	Elizabeth Mueller,	Wilbert Vanduser,
Nellie Doyle,	Caroline Maeder,	Albert Weeks.
Edward Drews,		

FIRST GRAMMAR DEPARTMENT—FIFTH GRADE.

George Ayers,	Arthur Haspel,	Alfred Parkinson,
Minnie Ayers,	Harry Hanson,	Edward Parkinson,
Grace Baker,	Joseph Hawkey,	Clayton Pierce,
Georgina Baker,	Fred Hayes,	Eunice Pierce,
Hattie Baker,	Ellen Kingston,	Louis Pierce,
Richard Baus,	Matie Kennedy,	Edward Reynolds,
Augusta Bischoff	John Koerber,	Orrin Sanders,
Frank Bartholomew,	Arthur Lamp,	Bertha Schott,
Joseph Beck,	Tillie Maisch,	George Schimming,
Edward Boehme,	Carl Marks,	Lizzie Tidy,
Lena Brining,	Maude Mayers,	Albert Thom,
Helen Deike,	Annie Meyer,	Mabel Ward,
Ole Farness,	Christ Meyer,	Belle Weiks,
Lizzie Fowles,	Livisa Mead,	Ester Wilkie,
Ida Geiger,	Henry Noll,	Thora Ylvisaker.

SECOND PRIMARY DEPARTMENT—FOURTH GRADE.

Theodore Abel,	Irving Hippenmeyer,	Frederic Schmeltzkopf,
Otto Beiderstadt,	Mary Otto,	Henry Shetty,
Bessie Baker,	Elmer Pierce	Leo Steinle,
Ilda Boehme,	Frank Pahlmeyer,	Lucca Schott,
Clara Buchhagen,	Leonard Rowe,	Barbara Scheibel,
Birtie Gartner,	Frederic Reuter,	Clara Togstadt,
August Genski,	George Schaus,	Jacob Thomas,
Lena Hintz,	Jacob Stub,	Thomas Vanduser.

THIRD GRADE.

Edith Anderson,	Edwin Metza,	Arthur Schaus,
Emma Boehmer,	Francis Onzinger,	Edna Sheldon,
Chloris Boehmer,	Benjamin Pahlmeyer,	Frederic Shetty,
Thomas Burk,	Dora Prentiss,	Cora Smith,
Thomas Farness,	Amelia Roeker,	Lena Steffen,
Louis Gehrke,	Alfred Ruast,	Hans Stub,
Winfield Hudson,	Albert Schimming,	August Shutte,
Pansy Hussey,	Franklin Schimming,	Clara Weik,
Christian Kopfgenski,	George Scott,	Lee Ward,
Emma Lamp,	Hobert Sanders,	Olaf Ylvisaker.
George Marks,	Sanford Starks,	

FIRST PRIMARY DEPARTMENT—SECOND GRADE.

William Abel,	May Fauerbach,	Henry Maisch,
Mary Anderson,	Geraldine Farringer,	Elizabeth Maisch,
Irma Baus,	Edith Fowles,	Clara Porsch,
Louis Boehme,	John Foster,	Addie Quentmeyer,
Mary Bom,	Ray Flynn,	Augusta Reuter,
Ina Butler,	Heine Goldstein,	Mollie Rowe,
Rosa Butler,	Daisy Hanson,	Andrew Scheibel,
Clara Butler,	Lucy Hawkey,	Herman Sander,
Annie Burke,	Maria Hektoen,	Earl Sharp,
George Cunningham,	August Heik,	Harry Seidal,
Lynus Cunningham,	Maggie Kingston,	Frank Schimming,
Wm. Coughlin,	John Kingston,	Ernest Steffen,
Walter Dick,	Wm. Kingston,	Wm. Steffen,
Cora Dickson,	James Lynch,	Lulu Schroeder,
Wm. Doyle,	Wm. Luckensmeyer,	Ida Togstadt,
Edwin Farness,	Albert Mader,	Nels Ylvisaker.

FIRST PRIMARY DEPARTMENT—FIRST GRADE.

Claude Abel,	Margaret Holloway,	Claire Parsons,
Andrew Anderson,	Mary Holloway,	Lily Pierce,
Leonard Ayers,	James Hoven,	Arthur Porsch,
Robert Bartholomew,	Sarah Ising,	Minnie Rimsnider,
Hiland Bartholomew,	Mary Jeschke,	Willie Roecker,
Ella Bartholomew,	Louise Kaiser,	Henry Sanders,
Laura Brining,	Agusta Kalley,	William Schaus,
John Brining,	Frank Kingston,	Mathilda Schultz,
Edna Buchhagen,	Cora Kingston,	Jennie Simpelaar,
Mary Burke,	Adelia Knackstadt,	Theodore Smelzkopf,
Olive Burton,	Dora Koffshensky,	Louisa Starkweather,
Alfred Butler,	Christ Koffshensky,	Hattie Streber,
Frank Conlin,	Emil Ladewig,	Jessie Sutton,
James Conlin,	Jennie Lamp,	Adolf Svenson,

FIRST GRADE—continued.

Mary McCormick,	James Leary,	Alma Tidy,
Joseph Daggett,	Carl Luckensmeyer,	John Togstad,
Robert Daggett,	Laura Marks,	Margaret Van Duser,
Paul Deike,	Lily Marks,	Wallace Van Duser,
Franklin Farringer,	Henry Meyer,	Meta Wagner,
Robert Gehrke,	George Moran,	Anna Weser,
Bessie Griggs,	Emma Niebuhr,	Wesley Wilke.
Ella Hawkey,	Flora Pahlmeyer,	

NORTHEAST DISTRICT.

EIGHTH GRADE.

Elizabeth Amoth,	Myrtie Harnden,	Dora Schimming,
Belle Gilbert,	Sara Miller,	Agnes Wiedenbeck,
Maude Gilbert,	S. Lizzie Spaulding,	

SEVENTH GRADE.

A. Maude Hiestand,	Otto Reuter,	Matilda Stang.
Emil Reuter,		

SIXTH GRADE.

Peter Amoth,	Theodore Amoth,	John Sullivan,
Charles Phelan,	Alice McCarthy,	Delos Palmer.
William Phelan,		

FIFTH GRADE.

Henry Arnsmeyer,	Bertha Schultz,	Lillie Stang.
Ulrich Werz,		

FOURTH GRADE.

George Arnsmeyer,	Rosa Merz,	Eugene Widmann,
Flora Gilbert,	Fred Miller,	Edmund Wilson,
Frank Gilbert,	Mary Mueller,	Samuel Wilson.
Anna Merz,	William Riedy,	

THIRD GRADE.

Berenthine Amoth,	Howard Blakeslee,	William Wilson.
Edward Phelan,	Albert Schimming,	

SECOND GRADE.

Conrad Hofman,	Herman Schimming,	Georgie Stang,
August Schultz,	Lulu Schroeder.	Bertha Widmann.

FIRST GRADE.

Carl Arnsmeyer,	George McCarthy,	Adolph Stang,
Josephine Amoth,	Salina Riedy,	Ernst Widmann,
Grace Gilbert,	Adolph Schroeder,	John Wilson.
Rob Roy Hiestand,		

Summary.

First Grade.....	315	Fifth Grade.....	178
Second Grade.....	236	Sixth Grade.....	160
Third Grade.....	168	Seventh Grade.....	149
Fourth Grade.....	183	Eighth Grade.....	163

HIGH SCHOOL.

First Year.....	91	Third Year.....	36
Second Year.....	69	Fourth Year.....	41
Irregular.....	110		

High School.....	347
Model School.....	57
First Ward.....	221
Second Ward.....	289
Third Ward.....	220
Fourth Ward.....	164
Fifth Ward.....	278
Sixth Ward.....	268
Northeast District.....	55
Total.....	<u>1,899</u>

School Census

For the School Year ending June 30.

	Male.	Female.	Total.
First Ward.....	390	499	889
Second Ward.....	425	434	859
Third Ward.....	214	242	456
Fourth Ward.....	387	426	813
Fifth Ward.....	395	393	788
Sixth Ward.....	278	266	544
Total.....	<u>2,089</u>	<u>2,260</u>	<u>4,349</u>

Course of Study.

FIRST PRIMARY DEPARTMENT.

FIRST YEAR.

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

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

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

SECOND YEAR.

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

Winter Term .1. Second Reader.

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

Spring Term .1. Second Reader and Supplementary Reading.

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

SECOND PRIMARY DEPARTMENT.

THIRD YEAR.

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

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

Winter Term .1. Second Reader and Supplementary Reading.

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

Spring Term .1. Second Reader.

2. Oral Spelling.
3. Drawing, No. 5 finished ; Writing the Disciplinary Exercises. (Chart No. 6.)
4. Oral Geography; to U. S. in Primary Geography.
5. Oral instruction in addition and subtraction; numbers to 100. Book to page 85 and review.

FOURTH YEAR.

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

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

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

GENERAL EXERCISES.

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

FIRST GRAMMAR DEPARTMENT.

FIFTH YEAR.

Fall Term . . . 1. Fourth Reader.
2. Written Spelling.
3. Drawing, No. 8; Writing, No. 2.
4. Common School Geography, pages 19-35.
5. Arithmetic; notation and numeration and addition.
6. Language Lessons; elements of simple sentences.

Winter Term. 1. Fourth Reader.

2. Written Spelling.
3. Drawing, No. 8, completed, No. 9 begun.
4. Common School Geography, pages 35 to 53.
5. Arithmetic; subtraction and multiplication.
6. Language Lessons; nouns.

Spring Term .1. Fourth Reader.

2. Written Spelling.
3. Drawing, No. 9 completed.
4. Common School Geography, pages 53 to 69.
5. Arithmetic; division.
6. Language Lessons; pronouns.

SIXTH YEAR.

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

2. Written Spelling.
3. Drawing, No. 10; Writing, No. 3.
4. Common School Geography, pages 69 to 82.
5. Arithmetic; Properties of numbers, and reduction of fractions.
6. Language Lessons; adjectives.

Winter Term. 1. Fourth Reader and Supplementary Reading.

2. Written Spelling.
3. Drawing, No. 10 completed, No. 11 begun, and Writing No. 3.
4. Common School Geography, pages 82 to 100.
5. Arithmetic; fractions completed.
6. Language Lessons; verbs.

Spring Term .1. Fourth Reader and Supplementary Reading.

2. Written Spelling.
3. Drawing, No. 11 completed; Writing No. 3.
4. Common School Geography, pages 100 to 110, and review.
5. Arithmetic; Decimals to Ledger Accounts.
6. Language Lessons; all the parts of speech.

GENERAL EXERCISES.

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

SECOND GRAMMAR DEPARTMENT.

SEVENTH YEAR.

Fall Term . . . 1. Fifth Reader.

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

Winter Term .1. Fifth Reader.

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

Spring Term .1. Fifth Reader.

2. Written Spelling.
3. Drawing, No. 13 completed; Writing No. 5.
4. U. S. History to page 98.
5. Arithmetic; denominative numbers completed, and percentage to commission.
6. Grammar; Etymology with parsing,

EIGHTH YEAR.

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

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

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

GENERAL EXERCISES.

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

HIGH SCHOOL—ENGLISH COURSE.

FIRST YEAR.

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

SECOND YEAR.

Algebra,	Literature,	Civil Government.
Book-keeping,	Literature,	Biology.
Book-keeping,	Rhetoric,	Physiology.

THIRD YEAR.

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

FOURTH YEAR.

Geometry,	Literature,	Physics.
Geometry,	Literature,	Physics.
Geometry,	Literature,	Geology.

Theory and Art of Teaching.

HIGH SCHOOL—MODERN CLASSICAL.

FIRST YEAR.

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

SECOND YEAR.

Algebra,	Cæsar,	French.
Book-keeping,	Cæsar,	French.
Book-keeping,	Cæsar,	French.

THIRD YEAR.

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

FOURTH YEAR.

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

Theory and Art of Teaching.

HIGH SCHOOL—ANCIENT CLASSICAL.

FIRST YEAR.

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

SECOND YEAR.

Algebra,	Cæsar,	Greek Lessons.
Book-keeping,	Cæsar,	Greek Lessons.
Book-keeping,	Cæsar,	Anabasis.

THIRD YEAR.

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

FOURTH YEAR.

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

Theory and Art of Teaching.

High School.

ORGANIZATION.

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

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

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

Adopted March 19, 1877."

S. H. CARPENTER,
Secretary of Faculty.

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

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

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

The substitution of German for the last five terms' studies in

the middle column of the English Course constitutes the Scientific Course.

If the circumstances of any make it desirable that they should take special studies, they will, within reasonable limits, be allowed to do so.

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

ITEMS.

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

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

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

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

The schools are opened with appropriate morning exercises.

Rhetorical exercises are held each Friday afternoon.

There are frequent general exercises on subjects of general or special interest.

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

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

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

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

ADMISSION.

Candidates for admission to the lowest class should be pre-

pared to pass a thorough examination in arithmetic, geography, United States history and English grammar.

EXPENSES.

Tuition of non-residents is \$8.00 per term, payable in advance; no deduction will be made to those who attend school only part of each day, or to those who lose a part of a term, if it be less than half a term. But those who take only one study are charged \$4.00 per term.

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

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

THE SHAW PRIZE.

To encourage improvement in composition and elocution, Sup't 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 adopted the following rules regarding it :

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

by the Board for that purpose, shall rank the competitors on delivery. The rank on delivery shall be averaged with the former ranking, and the pupil having the highest average shall receive the prize, which shall be known as the "Shaw Prize."

SUCCESSFUL COMPETITORS FOR THE SHAW PRIZE.

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

JUDGES.

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

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

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

JUDGES.

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

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

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

JUDGES.

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

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

JUDGES.

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

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

JUDGES.

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

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

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

JUDGES.

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

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

JUDGES.

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

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

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

JUDGES.

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

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

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

JUDGES.

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

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

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

JUDGES.

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

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

Graduating Exercises.

CLASS OF '88.

"WE BIDE OUR TIME."

Friday Morning, June 15.

MUSIC.

PRAYER.

MUSIC.

Oration, with Salutatory—Dickens as a
Character Painter, - - - - - SAMUEL LAMONT.
Oration—The Influence of Home, - - - HENRIETTA M. KLEINPELL.
Oration—Our Indebtedness to the Past, SAMUEL A. PIPER.

MUSIC.

Oration—Individual Responsibility, - - ANNIE C. BREMER.

Oration—True Reformation, - - - MABEL L. FLEMING.

Oration—Nathan Hale, - - - - - HENRY H. MORGAN.

MUSIC.

Oration—Joan of Arc, - - - - - JOHN H. McNAUGHT.

Oration—Is Home Too Small for Woman? CARLETTA C. ANDERSON.

Oration, with Valedictory—The Power
of Reserve, - - - - - HELEN G. THORP.

Presentation of Certificates of Graduation—President J. H. CARPENTER.

Awarding of the Shaw Prize.

Public Entertainment.

Friday Evening, November 30, 1888.

Overture—Jolly Minstrels' Books.....	Lueders' Orchestra.
Salutatory.....	Frederick S. Nye.
John James Godfrey.....	Laura M. Guenther.
Antony at the Death of Cæsar.....	Marcus C. Ford.
Vocal Duet—I Would That My Love, Hannah Herfurth, Lily Nielson.	
The High School Eye, No. 1, Editors: Ida May Jackson, Helen K. McMynn, Emma Sitterly.	
The Battle.....	Addie M. Wootton.
On the Plantation (with banjo effect).....	Lueders' Orchestra.
Boys' Chorus.....	Second Primary Classes.
Calisthenics.....	Miss Ella Hickok's Class.
Vocal Trio—Those Distant Chimes, Mary E. Donovan, Hannah Herfurth, Annie Rasdall.	
Farce—A Silent Protector—Characters: Byron D. Paine, Theodore Herfurth, Louis D. Sumner, May B. Baker, Ella Davis.	
Piano Solo.....	Lilian Nicodemus.

TABLEAU.

Waltz—The Skaters (Waldteufel).....	Lueders' Orchestra.
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Saturday Afternoon, December 1.

Overture—Jolly Minstrels' Books.....	Lueders' Orchestra.
Sheridan's Ride.....	Joseph P. Donovan.
Dialogue—“Using the Weed”—Ella M. Smith, Mary H. Main, Amy R. Young, Anna S. Oakey, Sabena Herfurth, Mary S. Cramer, Rachel McGovern.	
Piano Duet.....	Catherine M. Brown, Margaret S. Lamont.
The Birdies' Ball.....	Miss Bellé Byrne's Class.
On the Plantation (with banjo effect).....	Lueders' Orchestra.
The Kittens.....	First Primary Classes.
The Pied Piper.....	Robert Jonas.
Calisthenics.....	Miss Ella Hickok's Class.
Fan Drill.....	High School Girls.
Vocal Duet—Only a Dream of Home, Mary E. Donovan, Lucy R. Gosgrove.	

TABLEAU.

Waltz—The Skaters (Waldteufel).....	Lueders' Orchestra.
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Saturday Evening, December 1.

Overture—The Burlesque (Ricker).....	Lueders' Orchestra.
Toussaint L'Ouverture.....	Charles E. Anderson.
The March to Moscow.....	William W. Allen.
Piano Solo.....	Winnie Siggelkow.
The High School Eye, No. II,	

Editors: Ida May Jackson, Helen K. McMynn, Emma Sitterly.
Selection—The Night We Say Farewell.....Lueders' Orchestra.
Two Part Songs—Beautiful Streamlets, Hail Evening Bright,

Second Grammar Classes.

Dialogue—The Red Chignon—Emma A. Nelson, Mary L. Smith,
Catherine M. Brown, Hannah Herfurth, Margaret
S. Lamont, Mary E. Donovan.

Annie Laurie.....The Melvin Quartet.
That Carpet.....Louis D. Sumner.
The Chariot Race.....Ella M. Smith.
Fan Drill.....High School Girls.
Quotations from Shakespeare.....High School Scholars.

TABLEAU.

Galop—Nodjy—Chassaigne.....Lueders' Orchestra.

Text Books.

WARD SCHOOLS.

Appleton's Reader—No. 1.
New National Readers—Nos. II, III, IV, and V.
Swinton's Supplementary Readers—Nos. 1, 2, 3, 4.
Robinson's First Book in Arithmetic.
Robinson's Complete Arithmetic.
Harper's Geography.
Swinton's Language Lessons.
Swinton's English Grammar.
Smith's Physiology.
Barnes' History of the United States.
Spencerian System of Penmanship.
Normal Music Course.

HIGH SCHOOL.

Sketch Book,	-	-	-	-	Irving.
Supplementary Readers—Nos. 5, 6,	-	-	-	-	Swinton.
Shakespeare—Selected Plays,	-	-	-	-	Rolfe & Hudson.
Book-Keeping,	-	-	-	-	Bryant & Stratton.
Complete Arithmetic,	-	-	-	-	Robinson.
Algebra,	-	-	-	-	Robinson.
Geometry,	-	-	-	-	Wentworth.
Grammar,	-	-	-	-	Swinton.
Elements of English Composition,	-	-	-	-	Chittenden.
Rhetoric,	-	-	-	-	David Hill.
English Literature,	-	-	-	-	Shaw.
Latin Grammar,	-	-	-	-	Allen & Greenough.
New Latin Method,	-	-	-	-	Allen.
Cæsar,	-	-	-	-	Allen & Greenough.
Sallust,	-	-	-	-	Allen & Greenough.
Latin Composition,	-	-	-	-	Allen.
Cicero,	-	-	-	-	Chase & Stuart.
Virgil,	-	-	-	-	Searing.
Greek Grammar,	-	-	-	-	Goodwin.
Greek Lessons,	-	-	-	-	White.

Greek Composition, -	-	-	-	Jones.
Anabasis, -	-	-	-	Goodwin.
Homer, -	-	-	-	Boise.
French Grammar, -	-	-	-	Otto.
French Readings, -	-	-	-	Selected.
German Lessons, -	-	-	-	Collar's Eysenbach.
German Reader, -	-	-	-	Rosenstengel.
Physical Geography, -	-	-	-	Warren.
General History, -	-	-	-	Barnes.
School Economy, -	-	-	-	Wickersham.
Didactics -	-	-	-	Sweet.
Civil Government, -	-	-	-	Wright.
Chemistry, -	-	-	-	Norton.
Physiology, -	-	-	-	Martin.
Botany, -	-	-	-	Gray.
Geology, -	-	-	-	Steele.
Natural Philosophy, -	-	-	-	Gage.

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, Cyclopedias of,	-	-	-	-	<i>Kiddle & Schem.</i>
Education, Report of Commissioners of, 1873-1879, 1881-1883, 1884-87.	-	-	-	-	
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 U. S. 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.
Principle of Human Physiology,	Carpenter.
Philosophy of Education,	Tate.
Principles of Sociology, (Vols. I. and II.)	Spencer.

Practical Educationists,	-	-	-	<i>Leitch.</i>
Readers' Hand-Book,	-	-	-	<i>Brewer.</i>
Record of a School,	-	-	-	<i>Alcott.</i>
Some Thoughts on Education,	-	-	-	<i>Locke.</i>
Science and Art of Education,	-	-	-	<i>Payne.</i>
School Economy,	-	-	-	<i>Wickersham.</i>
School Laws of Wisconsin, (1873, 1880, 1885).				
School Amusements,	-	-	-	<i>Root.</i>
School Inspection,	-	-	-	<i>Fearon.</i>
School Management,	-	-	-	<i>Gill.</i>
School Management, Art of,	-	-	-	<i>Baldwin.</i>
School and Schoolmasters,	-	-	-	<i>Potter.</i>
Schools, Higher, and Universities in Germany,	-	-	-	<i>Arnold.</i>
School Supervision,	-	-	-	<i>Payne.</i>
School Government,	-	-	-	<i>Jewell.</i>
School Management,	-	-	-	<i>Holbrook.</i>
School Management,	-	-	-	<i>Kellogg.</i>
Schools and Schoolmasters,	-	-	-	<i>Dickens.</i>
Self-Culture,	-	-	-	<i>Blackie.</i>
Special Course of Study,	-	-	-	<i>Stone.</i>
Studies, True Order of,	-	-	-	<i>Hill.</i>
School Room, In the	-	-	-	<i>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>
Teachers' 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>
Teachers' 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>
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). - - - - -	_____.
of Atlantic Telegraph, - - - - -	<i>Field.</i>
of the World (Vols. I. and II), - - - - -	<i>Maunder.</i>
Lectures on Natural History, - - - - -	<i>Chadbourne.</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>

Legislative Manual (1878-87).

Treasurer's Report.

Receipts and Expenditures of the Board of Education for 1888.

1888.						
Jan. 11	From Elisha Burdick.....	\$6,581	30	.....	
Feb. 4	City treasurer, part tax 1887.....	14,500	00	.....	
Mar. 3	Elisha Burdick, brooms.....	80		.....	
21	City treasurer, balance tax 1887.....	14,826	88	.....	
24	G. S. Carey, Town of Madison tax...	18	00	.....	
24	Knute Halvorson, treasurer, Bloom- ing Grove tax.....	169	49	.....	
Apr. 10	John Corscot, old iron sold.....	4	46	.....	
May 25	Miss Mary McGovern, fine.....	20		.....	
June 5	.....do.....do.....do.....	20		.....	
5	Prof. W. H. Beach, tuitions.....	403	00	.....	
21	J. G. Baker, county treasurer, school fund apportionment.....	5,898	10	.....	
July 9	Treas. B. Grove. county school tax....	46	69	.....	
9	.....do.....town.....do.....	22	30	.....	
9	.....do.....state appropriation.....	50	20	.....	
20	E. Burdick, old fence.....	6	00	.....	
Sept. 1	T. J. Corry, old iron.....	8	74	.....	
4	S. L. Chase, tuition.....	26	00	.....	
14	W. H. Beach, tuition sundry pupils...	96	00	.....	
Dec. 7	Carrie Billings, fines.....	90		.....	
7	State treasurer, high school aid.....	199	17	.....	
7	W. H. Beach, tuition sundry pupils...	213	00	.....	
20	.....do.....supplies sold.....	41	79	.....	
20	.....do.....fines collected.....	8	25	.....	
		\$43,121	47	.....	
Certificates of appropriation paid.....				\$50,086	50	
Treasury overdrawn January 1, 1889.....				6,965	03	.....
		\$50,086	50	\$50,086	50	

The unpaid certificates in my hands January 1, 1889, amount to \$165.40.

H. M. LEWIS, *Treasurer.*

Statement

Of Receipts and Expenditures of the Board of Education of the City of Madison, Wis., from January 1, to December 31, 1888.

RECEIPTS.

1888.

TAXES.

Feb. 4	A. F. Dettloff, city treasurer, city tax.....	\$14,500 00
Mar. 21	.....do.....do.....do.....	14,826 88
24	Geo. S. Carey, treasurer Town of Madison, tax...	18 00
24	Knute Halvorson, treasurer Blooming Grove, tax	169 49
July 9	Treasurer Blooming Grove, school tax.....	68 99
		<u>\$29,583 36</u>

SCHOOL FUND APPORTIONMENT.

June 21	Amount received from county treasurer.....	\$5,898 10
July 9	.....do.....from treasurer Blooming Grove.	50 20
		<u>\$ 5,948 30</u>

FINES.

May 25	Mary McGovern, fine collected.....	\$ 20
June 5	.....do.....do.....	20
Dec. 7	Carrie Billings, fine collected.....	90
20	W. H. Beach,.....do.....	8 25
		<u>\$9 55</u>

HIGH SCHOOL AID.

Dec. 7	State treasurer, high school aid.....	<u>\$199 17</u>
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TUITION.

June 5	W. H. Beach, tuition sundry pupils.....	\$403 00
Sept. 4	S. L. Chase, tuition.....	26 00
14	W. H. Beach, tuition sundry pupils.....	96 00
Dec. 15	.....do.....do.....	213 00
		<u>\$738 00</u>

SUPPLIES.

Mar. 3	E. Burdick, brooms.....	\$ 80
Apr. 10	John Corseot, old iron sold.....	4 46
July 9	E. Burdick, old fence.....	6 00
Sept. 1	T. J. Corry, old iron.....	8 74
Dec. 31	W. H. Beach, supplies sold.....	41 79
		<u>\$61 79</u>

EXPENDITURES.

1888.

LIBRARY AND APPARATUS.

Oct. 2	S. C. Ransom, chart.....	<u>\$25 00</u>
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JANITORS AND LABOR.

Jan. 3	Ben. Johnson, labor 1st ward.....	\$3 00
3	M. F. O'Callaghan, 4th ward.....	9 00
3	M. Amundson, labor high school.....	5 50
3	E. Burdick, cash for labor.....	23 35
3	Mrs. John Johnson, labor 2d ward.....	4 00

Feb.	7	Martin Amundson.....janitor high school, 6 weeks	\$60 00
	7	Ben. Johnson.....janitor 1st ward.....do.....	21 00
	7	Mrs. John Johnson.....janitor 2d ward.....do.....	36 00
	7	G. F. Pellagie.....janitor 3d ward.....do.....	24 00
	7	M. F. O'Callaghan.....janitor 4th ward.....do.....	24 00
	7	Mrs. R. Welsh.....janitor 5th ward.....do.....	24 00
	7	S. Sharer.....janitor 6th ward.....do.....	39 00
	7	Amanda Johnson.....janitor city hall sch.....do.....	7 50
	7	E. Somers.....janitor N. E. Dist.....do.....	12 00
	7	M. Amundson, janitor high school, balance due.....	3 00
	7	S. Sharer, labor 6th ward.....	4 75
	7	Geo. F. Pellagie, labor 3d ward.....	24 00
Mar.	6	Thos. Rafferty, cutting trees.....	90
	24	Martin Amundson.....janitor 6 weeks.....	63 00
	24	Ben. Johnson.....janitor 1st ward.....6 weeks.....	21 00
	24	Mrs. John Johnson.....janitor 2d ward.....do.....	36 00
	24	Geo. F. Pellagie.....janitor 3d ward.....do.....	24 00
	24	M. F. O'Callaghan.....janitor 4th ward.....do.....	24 00
	24	Mrs. R. Welsh.....janitor 5th ward.....do.....	24 00
	24	S. Sharer.....janitor 6th ward.....do.....	39 00
	24	Amanda Johnson.....janitor city hall sch.....do.....	5 00
	24	Enrst Somers.....janitor N. E. Dist.....do.....	12 00
	22	F. Teute, cleaning vaults.....	42 00
Apr.	3	M. F. O'Callaghan, labor.....	8 00
	3	M. Amundson, cleaning.....	12 00
May	1	Amanda Johnson, janitor's services.....	4 50
	1	Mrs. R. Welsh, cleaning.....	5 00
	1	S. Sharer, labor.....	3 00
	12	M. Amundson,.....janitor high school, 6 weeks	63 00
	12	Amanda Johnson.....janitor 1st ward.....do.....	21 00
	12	Mrs. John Johnson.....janitor 2d ward.....do.....	36 00
	12	Geo. F. Pellagie.....janitor 3d ward.....do.....	24 00
	12	M. F. O'Callaghan.....janitor 4th ward.....do.....	24 00
	12	Mrs. R. Welsh.....janitor 5th ward.....do.....	24 00
	12	S. Sharer.....janitor 6th ward.....do.....	39 00
	12	Wm. Schultz.....janitor N. E. Dist.....do.....	12 00
June	16	G. F. Pellagie, labor.....	42 55
	16	M. Amundson.....janitor high school, 5 weeks	52 50
	16	Amanda Johnson.....janitor 1st ward.....do.....	17 50
	16	Mrs. John Johnson.....janitor 2d ward.....do.....	30 00
	16	Geo. F. Pellagie.....janitor 3d ward.....do.....	20 00
	16	M. F. O'Callaghan.....janitor 4th ward.....do.....	20 00
	16	Mrs. R. Welsh.....janitor 5th ward.....do.....	20 00
	16	S. Sharer.....janitor 6th ward.....do.....	32 50
	16	John G. Schultz.....janitor N. E. Dist.....do.....	10 00
July	3	Geo. F. Pellagie, labor.....	6 45
Aug.	7	.....do.....do.....	7 50
	7	M. Amundson.....do.....	27 00
Sept.	4	W. J. Blake.....do.....	25 50
	4	M. F. O'Callaghan.....do.....	15 50
	4	M. Amundson.....do.....	24 50
	4	G. F. Pellagie.....do.....	13 80
	4	S. Sharer.....do.....	25 50
	4	Mrs. R. Welsh, cleaning.....	6 00
	4	Mrs. John Johnson, cleaning.....	8 00
Oct.	2	M. F. O'Callaghan, labor.....	6 55
	2	G. F. Pellagie, labor.....	7 00
	2	Jordan Tilman, draying.....	3 00
	13	Martin Amundson.....janitor high school, 6 weeks	63 00
	13	Amanda Johnson.....janitor 1st ward.....do.....	21 00
	13	Mrs. John Johnson.....janitor 2d ward.....do.....	36 00

Oct.	13	Geo. F. Pellagie.....janitor 3d ward.....6 weeks	\$24 00
	13	M. F. O'Callaghan.....janitor 4th ward.....do.....	24 00
	13	Mrs. R. Welsh.....janitor 5th ward.....do.....	24 00
	13	S. Sharer.....janitor 6th ward.....do.....	39 00
	13	John G. Schultz.....janitor N. E. Dist.....do.....	12 00
Nov.	6	M. F. O'Callaghan, labor.....	10 60
	6	John G. Schultz, labor.....	3 90
Dec.	11	John Corscot, cash for cleaning chimneys.....	9 00
	11	Amanda Johnson, cleaning 1st ward.....	5 00
	11	M. F. O'Callaghan, cleaning 4th ward.....	6 50
	11	S. Sharer, putting on 3 storm doors.....	3 00
	11	H. M. Lewis, cash for cleaning chimneys.....	6 00
	15	Martin Amundson.....janitor high school, 9 weeks	94 50
	15	Amanda Johnson.....janitor 1st ward.....do.....	31 50
	15	Mrs. John Johnson.....janitor 2d ward.....do.....	54 00
	15	Geo. F. Pellagie.....janitor 3d ward.....do.....	36 00
	15	M. F. O'Callaghan.....janitor 4th ward.....do.....	36 00
	15	Mrs. R. Welsh.....janitor 5th ward.....do.....	36 00
	15	S. Sharer.....janitor 6th ward.....do.....	58 50
	15	John G. Schultz.....janitor N. E. Dist.....do.....	18 00
			<u>\$1,963 35</u>

REPAIRS.

Jan.	3	B. Bischoff, plastering 2d ward.....	\$20 40
	3	H. N. Moulton, repairs.....	7 28
	3	Wm. Askew, plumbing 1st ward.....	93 58
Feb.	7	Sumner & Morris, hardware for repairs.....	11 46
	7	Thos. Regan, water aud sewer pipe repairs 5th w.	81 01
	7	G. Grimm, binding.....	2 75
	7	Vroman & Mason, lumber for walks.....	50 73
	7	C. R. Stein & Co., lumber for walks 3d ward.....	63 50
	7	DeWitt Ramsay, hardware.....	16 15
	7	Blied Bros., repairs, 5th ward.....	1 85
	7	H. N. Moulton, repairs.....	3 25
	7	Scheibel & Krehl, hardware.....	4 15
	7	James Livesey, repairs.....	49 97
	7	S. L. Chase, repairs.....	21 87
	7	Nelson & North, repair clocks.....	2 50
	7	F. C. Sheasby, repair blackboards.....	3 20
	7	T. A. Nelson, repairs blackboards.....	5 27
	7	R. G. Norton, repair clocks.....	1 25
	15	De Witt Ramsay.....	1 90
Mar.	6	Fredrickson & Fish, lumber.....	17 07
	6	Warnes & Swenson, lumber.....	5 08
	6	Vroman & Mason, lumber.....	1 63
	6	De Witt Ramsay, furnace 5th ward.....	115 33
	22	Esser & Oakey, setting furnace 5th ward.....	13 55
	22	Chas. Smith, repair locks.....	60
Apr.	3	J. O. Gordon, repairs.....	124 00
	3	Darwin Clark, repair chairs.....	20 86
	3	Geo. H. Hess & Co., furnace extras.....	12 00
	3	Scheibel & Krehl, hardware.....	9 75
May	1	J. O. Gordon, repairs.....	75 00
	1	F. C. Sheasby, repairs.....	61 03
	1	Amos Parker, care clocks.....	10 30
	1	G. Grimm, binding.....	7 50
June	5	Vroman & Mason, lumber.....	26 75
	5	Louis Brasmer, repair fence.....	6 95
	5	Aug. Schmidt & Co., repairs.....	7 95
	5	J. O. Gordon, repairs.....	73 70

June	5	H. N. Moulton, repairs.....	\$10 13
	5	T. A. Nelson, repairs.....	50 43
July	3	Fredrickson & Fish, lumber.....	103 96
	3	William Helm, line fence 3d ward.....	21 23
	3	Thos. Regan, gas fitting high school.....	96 50
	3	Blied Bros., tinning 3d ward.....	20 75
	3	Conklin & Co., sewer pipe 3d ward.....	30 60
	3	James Livesey, repairs high school.....	51 47
Aug.	7	Warnes & Swenson, lumber.....	46 59
	7	W. H. Karns, coal shed 6th ward.....	37 50
	7	S. L. Chase, repairs 5th ward.....	14 92
	7	J. O. Gordon, laying floor 1st ward.....	129 00
	7	Spaulding & Junge, repairs 2d ward.....	36 68
	7	De Witt Ramsay, hardware.....	8 73
	7	Vroman & Mason, lumber.....	32 74
	7	Wm. Askew, plumbing.....	4 75
Sept.	4	W. W. Pollard, repairs 1st and 2d wards.....	89 31
	4	H. N. Moulton, new roof high school.....	278 78
	4	Vroman & Mason, lumber.....	117 95
	4	Abbott & Son, hearth stones 1st ward.....	7 00
	4	B. Bishoff, repairs N. E. District.....	4 50
	4	Esser & Oakey, repairs 1st and 6th wards.....	138 49
	4	J. O. Gordon & Son, putting up seats and repairs.....	96 25
	4	Blied Bros., cleaning furnaces 2d ward.....	21 10
	4	F. C. Sheasby, painting and calsoining high school	119 51
Oct.	2	Amos Parker, repairing clocks.....	9 70
	2	C. R. Stein & Co., lumber.....	33 78
	2	J. O. Gordon, repairs.....	39 00
	2	H. G. Kronke, repairs and new furnace 1st ward.....	342 95
	2	Scheibel & Krehl, hardware.....	50 85
	2	T. A. Nelson, painting and glazing.....	22 31
Nov.	6	Sumner & Morris, hardware.....	86 48
	6	Thos. Regan, sewer at 5th ward.....	40 40
Dec.	15	Joseph Livesey, repairs 3d ward.....	26 75
	15	Esser & Oakey, repairs 1st ward.....	31 23
	15	Fredricksön & Fish, lumber.....	52 91
	15	Jacob Seiler, painting and glazing 6th ward.....	8 89
			<u>\$3,345 22</u>

SUPPLIES.

Jan.	3	E. Burdick, cash paid for supplies.....	\$16 76
Feb.	7	John Corscot, paid for supplies.....	8 13
	7	Sumner & Morris, hardware.....	19 38
	7	Andrew A Mayers, sundries.....	17 57
	7	H. N. Moulton, waste boxes.....	6 70
	7	Scheibel & Krehl, hardware.....	6 15
	15	Jas. E. Moseley, stationery.....	17 83
	15	H. M. Lewis, gas bill paid.....	3 00
	7	A. A. Spencer, maps.....	45 00
Mar.	22	Madison Gas Light Co., gas.....	3 63
	22	W. J. Park & Co., stationery.....	35 70
Apr.	3	John Klein, brooms.....	2 50
	3	Fuller & J. Mfg. Co., wire mats.....	28 00
	3	A. H. Andrews, maps.....	122 00
May	1	Duning & Sumner, sundries.....	18 75
	1	John Corscot, cash for postage, freight, etc.....	7 76
	1	John Klein, brooms.....	15 00
	1	A. A. Mayers, sundries.....	6 05
	1	Madison Gas Co., gas.....	9 28
June	5	Richard Porsch, letter heads.....	22 50

DETAILED STATEMENT.

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June	5	Madison Gas Co., gas.....	\$7 45
	5	Jas. E. Moseley, ink and stationery.....	35 34
	5	W. G. Pitman, matting high school.....	97 54
	5	W. H. Beach, cash for supplies.....	234 46
July	3	Madison Gas Co., gas.....	1 90
	3	G. Grimm, binding.....	4 00
	3	F. S. Horner, programmes.....	5 50
	3	John Lueders, band for commencement.....	15 00
Aug.	7	E. A. Mayers, writing diplomas.....	3 79
	7	M. J. Cantwell, blanks.....	9 00
	7	Julius Zehnter & Co., muslin.....	98
	7	Kentzler Bros., livery.....	4 00
	7	J. H. D. Baker, grass-seed.....	7 50
Sept.	4	John Corscot, cash items.....	18 63
	4	Chas. Ficks, door mats.....	22 50
Oct.	2	Madison Mfg. Co., hitching posts.....	9 00
	2	A. H. Andrews & Co., maps.....	45 00
	2	Madison Gas Co., gas.....	7 45
Nov.	6	A. A. Mayers, sundries.....	13 51
	6	Madison Gas Co., gas.....	3 18
Dec. 15	15	John Corscot, freight, etc.....	18 20
	15	Madison Gas Co., gas.....	3 85
	15	W. H. Beach, supplies.....	104 11
	15	H. M. Lewis, cash for ink wells.....	15 00
			<u>\$1,098 58</u>

FUEL.

Jan.	3	Conklin & Co., coal.....	\$262 50
	3	James Crome, cutting wood.....	7 50
Feb.	7	Conklin & Co., coal and wood.....	129 00
Mar.	6	H. G. Dodge & Sons, coal.....	175 34
	6	C. F. Cooley, coal.....	141 00
May	1	H. G. Dodge & Sons, coal.....	72 84
	1	Conklin & Co., coal.....	93 25
June	5	C. F. Cooley, coal.....	87 00
July	3	Conklin & Co., coal.....	93 50
Aug.	7	Geo. H. Keenan, weighing coal.....	20 00
	7	Conklin & Co., coal.....	3,410 30
Nov.	6	Geo. Kalbfleisch, wood N. E. Dist.....	50 00
Dec.	11	John G. Schultz, cutting wood N. E. Dist.....	11 00
			<u>\$4,553 23</u>

FURNITURE.

Jan.	3	E. Burdick, clocks for new buildings.....	\$137 56
Feb.	7	S. L. Chase, teachers desks.....	52 00
Mar.	6	Frederickson & Fish, desks.....	131 00
	22	G. A. Bullard, desks and rec. seats (on acct.).....	1,200 00
June	5	.....do.....do.....do.....do.....	394 09
July	3	Frederickson & Fish, desks and tables.....	94 00
Sept.	4	G. A. Bullard, desks 1st ward.....	56 80
Oct.	2	.....do.....do.....	111 75
			<u>\$2,177 20</u>

CLERK'S SALARY.

Jan.	3	John Corscot, half year's salary as clerk.....	\$75 00
July	3	.....do.....do.....do.....	75 00
			<u>\$150 00</u>

PRINTING.

June 5	M. J. Cantwell, printing reports.....	\$188 00
Oct. 2	.....do.....blanks.....	10 00
		<u>\$198 00</u>

SITES AND STRUCTURES.

Mar. 22	H. M. Lewis, taxes on 3d ward site.....	\$53 12
May 1	City of Madison, grading high school grounds.....	67 50
1	John Corcoran, dirt for 3d ward grounds.....	128 90
June 5	E. W. Keyes, shade trees.....	32 00
5	City of Madison, grading 3d ward grounds.....	57 85
		<u>\$339 37</u>

TEACHERS' WAGES.

Jan. 3	S. M. Williamson.....teacher high school (balance).	\$14 00
Feb. 12	W. H. Beach.....supt., salary, 1-6 year	333 33
12	W. M. Pond.....principal high school, 1-6 year	250 00
12	Mina Stone.....precept's high school, 6 weeks	105 36
12	Hattie O. Thoms.....teacher high school.....do.....	96 30
12	Mary Parkinson.....do.....do.....	90 00
12	Jennie M. Carrier.....do.....do.....	90 00
12	Anna B. Moseley.....do.....do.....	75 00
12	Fanny B. Sheldon.....do.....do.....	75 00
12	Mrs. E. W. Atwood.....do.....do.....	60 00
12	Susan M. Williamson.....do.....do.....	36 00
12	Bertha Pitman.....do.....do.....	30 00
12	Mrs. M. E. Brand.....do.....do.....	64 87
12	M. L. Byrne.....principal 1st ward.....do.....	90 00
12	Ella Hickok.....teacher 1st ward.....do.....	72 81
12	Mary L. Edgar	66 00
12	Anna K. Meigs.....do.....do.....	54 00
12	Mary McGovern.....principal 2d ward.....do.....	90 00
12	Eliza Herfurth.....teacher 2d ward.....do.....	72 00
12	Irene Larkin.....do.....do.....	72 81
12	Isabella Lamont.....do.....do.....	72 81
12	Alice Deards.....do.....do.....	54 00
12	Frederika Bodenstein.....do.....do.....	66 00
12	Maggie Foran.....do.....do.....	8 00
12	Emma V. Drinker.....principal 3d ward.....do.....	42 00
12	Jennie M. Williams..teacher 3d ward.....do.....	33 00
12	Anna Tarnutzer.....do.....do.....	27 00
12	Ella Larkin.....teacher city hall school.....do.....	72 81
12	Kate Foote.....principal 4th ward.....do.....	90 00
12	M. M. Champer.....teacher 4th ward.....do.....	66 00
12	Mary L. Burdick.....do.....do.....	72 81
12	Belle Byrne.....do.....do.....	72 81
12	Jennie McMillan.....principal 5th ward.....do.....	90 00
12	Caroline L. Harper..teacher 5th ward.....do.....	60 00
12	Lelia M. Gile	54 00
12	Mary E. Storm	72 81
12	Maggie M. Mayers..principal 6th ward.....do.....	90 00
12	Olive E. Baker.....teacher 6th ward.....do.....	60 00
12	Annette Nelson.....do.....do.....	55 00
12	Rosa Dengler.....do.....do.....	66 00
12	Florence Foote	72 81
12	Therese Cosgrove	60 00
12	Carrie Billings.....principal N. E. Dist.....do.....	72 00
12	Helen Winter.....teacher.....do.....do.....	36 00
15	Bertha Pitman.....teacher high school, (balance)	18 00
15	Emma V. Drinker....principal 3d ward.....do.....	28 00

Feb. 15	Jennie M. Williams..teacher 3d ward.....(balance)	\$22 00
15	Anna E. Tarnutzer.....do.....do.....	23 00
Mar. 6	Bertha Pitman.....teacher h. s. to Feb. 12 '88.....	30 00
24	W. H. Beach.....supt. schools.....1-6 year	333 33
24	W. M. Pond .....principal high school....do.....	250 00
24	Mina Stone.....precept's high school....do.....	105 36
24	Hattie O. Thoms....teacher high school....do.....	96 30
24	Mary Parkinson.....do.....6 weeks	90 00
24	Jennie M. Carrier.....do.....do.....	90 00
24	Anna B. Moseley.....do.....do.....	75 00
24	Fanny B. Sheldon.....do.....do.....	75 00
24	Mrs. E. W. Atwood.....do.....do.....	60 00
24	Susan M. Williamson.....do.....do.....	36 00
24	Bertha Pitman.....do.....do.....	86 00
24	Mrs. M. E. Brand....teacher music.....do.....	64 87
24	M. L. Byrne.....principal 1st ward.....do.....	90 00
24	Ella Hickok.....teacher 1st ward.....do.....	69 08
24	Mary L. Edgar.....do.....do.....	66 00
24	Anna K. Meigs.....do.....do.....	54 00
24	Mary McGovern....principal 2d ward.....do.....	90 00
24	Eliza Herfurth.....teacher 2d ward.....do.....	72 00
24	Isabella Lamont.....do.....do.....	69 08
24	Alice Deards.....do.....do.....	54 00
24	Frederika Bodenstein.....do.....do.....	66 00
24	Maggie Foran.....do.....do.....	48 00
24	Emma V. Drinker.....principal 3d ward.....do.....	84 00
24	Jennie M. Williams..teacher 3d ward.....do.....	66 00
24	Anna E. Tarnutzer.....do.....do.....	54 00
24	Irene Larkin.....do.....do.....	69 08
24	Ella Larkin.....teacher model primary..do.....	69 08
24	Kate Foote.....principal 4th ward.....do.....	90 00
24	M. M. Champer.....teacher 4th ward.....do.....	66 00
24	Mary L. Burdick.....do.....do.....	69 08
24	Belle Byrne.....do.....do.....	69 08
24	Jennie McMillan.....principal 5th ward.....do.....	90 00
24	Caroline L. Harper..teacher 5th ward ..do.....	60 00
24	Lelia M. Gile.....do.....do.....	54 00
24	Mary E. Storm .....do.....do.....	69 08
24	Maggie M. Mayers..principal 6th ward.....do.....	90 00
24	Olive E. Baker.....teacher 6th ward.....do.....	60 00
24	Rosa Dengler.....do.....do.....	66 00
24	Florence Foote.....do.....do.....	69 08
24	Therese Cosgrove.....do.....do.....	60 00
24	Carrie Billings.....principal N. E. Dist.....do.....	72 00
24	Helen Winter.....teacher.....do.....do.....	36 00
24	Anua E. Tarnutzer...balance to date.....	6 00
26	S. M. Williamson....teacher high school, balance...	12 00
May 12	W. H. Beach.....supt. schools.....1-6 year	333 33
12	W. M. Pond.....principal high school....do.....	250 00
12	Mina Stone.....precept's high school....do.....	105 36
12	Hattie O. Thoms....teacher high school....6 weeks	96 30
12	Mary Parkinson .....do.....do.....	90 00
12	Jennie M. Carrier.....do.....do.....	90 00
12	Anna B. Moseley.....do.....do.....	75 00
12	Fanny B. Sheldon ..do.....do.....do.....	75 00
12	Mrs. E. W. Atwood ..do.....do.....do.....	84 00
12	Susan M. Williamson.....do.....do.....do.....	60 00
12	Katherine Allen.....do.....do.....do.....	60 00
12	Mrs. M. E. Brand....teacher of music.....do.....	64 87
12	Chester A. Fowler...teacher evening sch...5 weeks	25 00
12	Stephen Long.....do.....do.....do.....	25 00

May 12	McClellan Dodge.....teacher evening sch....4 weeks	\$20 00
12	M. L. Byrne.....principal 1st ward....6 weeks	90 00
12	Ella Hickok.....teacher 1st ward.....do.....	59 08
12	Mary L. Edgar.....do.....do.....	66 00
12	Anna K. Meigs.....do.....do.....	54 00
12	Mary McGovern.....principal 2d ward.....do.....	90 00
12	Eliza Herfurth.....teacher 2d ward.....do.....	72 00
12	Isabella Lamont.....do.....do.....	69 08
12	Alice Deards.....do.....do.....	54 00
12	Frederika Bodenstein.....do.....do.....	66 00
12	Maggie Foran.....do.....do.....	48 00
12	Emma V. Drinker.....principal 3d ward.....do.....	90 00
12	Jennie M. Williams...teacher 3d ward.....do.....	66 00
12	Anna E. Tarnutzer.....do.....do.....	60 00
12	Irene Larkin.....do.....do.....	69 08
12	Ella Larkin.....teacher model school...do.....	69 08
12	Kate M. Foote.....principal 4th ward.....do.....	90 00
12	M. M. Champer.....teacher 4th ward.....do.....	66 00
12	Mary L. Burdick.....do.....do.....	69 08
12	Belle Byrne.....do.....do.....	69 08
12	Jennie McMillan.....principal 5th ward.....do.....	90 00
12	Caroline L. Harper..teacher 5th ward.....do.....	60 00
12	Lelia M. Gile.....do.....do.....	54 00
12	Mary E. Storm.....do.....do.....	69 08
12	Maggie M. Mayers..principal 6th ward.....do.....	90 00
12	Olive E. Baker.....teacher 6th ward.....do.....	60 00
12	Helen Winter.....do.....do.....	48 00
12	Therese Cosgrove .....do.....do.....	60 00
12	Rosa Dengler.....do.....do.....	66 00
12	Carrie Billings.....principal N. E. Dist.....do.....	72 00
12	Carrie M. Smith....teacher.....do.....do.....	36 00
June 16	W. H. Beach.....supt. schools.....1-6 year	333 35
16	W. M. Pond.....principal high school.....do.....	250 00
16	Mina Stone.....precept's high school...do.....	87 99
16	Hattie O. Thoms....teacher high school.....do.....	84 07
16	Mary Parkinson .....do.....5 weeks	75 00
16	Jennie M. Carrier.....do.....do.....	75 00
16	Anna B. Moseley.....do.....do.....	62 50
16	Fanny B. Sheldon.....do.....do.....	62 50
16	Mrs. E. W. Atwood.....do.....do.....	70 00
16	Susan M. Williamson.....do.....do.....	50 00
16	Katherine Allen.....do.....do.....	50 00
16	Mrs. M. E. Brand...teacher music.....do.....	54 05
16	Chester A. Fowler..teacher evening school..do.....	25 00
16	Stephen Long.....do.....do.....	25 00
16	McClellan Dodge.....do.....do.....	25 00
16	M. L. Byrne.....principal 1st ward.....do.....	75 00
16	Ella Hickok.....teacher 1st ward.....do.....	57 63
16	Mary L. Edgar.....do.....do.....	55 00
16	Anna K. Meigs.....do.....do.....	45 00
16	Mary McGovern.....principal 2d ward.....do.....	75 00
16	Eliza Herfurth.....teacher 2d ward.....do.....	60 00
16	Isabella Lamont.....do.....do.....	57 63
16	Alice Deards.....do.....do.....	45 00
16	Frederika Bodenstein.....do.....do.....	55 00
16	Maggie Foran.....do.....do.....	40 00
16	Emma V. Drinker.....principal 3d ward.....do.....	75 00
16	Jennie M. Williams...teacher 3d ward.....do.....	55 00
16	Anna E. Tarnutzer.....do.....do.....	50 00
16	Irene Larkin.....do.....do.....do.....	57 63
16	Ella Larkin.....teacher model school...do.....	57 63

June 16	Kate M. Foote.....principal 4th ward.....5 weeks	\$75 00
16	M. M. Champer.....teacher 4th ward.....do.....	55 00
16	Mary L. Burdick.....do.....do.....	57 63
16	Belle Byrne.....do.....do.....	57 63
16	Jennie McMillan.....principal 5th ward.....do.....	75 00
16	Caroline L. Harper.....teacher 5th ward.....do.....	50 00
16	Lelia M. Gile.....do.....do.....	45 00
16	Mary E. Storm.....do.....do.....	57 63
16	Maggie M. Mayers.....principal 6th ward.....do.....	75 00
16	Olive E. Baker.....teacher 6th ward.....do.....	50 00
16	Rosa Dengler.....do.....do.....	55 00
16	Helen Winter.....do.....do.....	40 00
16	Therese Cosgrove.....do.....do.....	50 00
16	Carrie Billings.....principal N. E. Dist.....do.....	60 00
16	Carrie M. Smith.....teacher N. E. Dist.....do.....	30 00
Oct. 13	W. H. Beach.....supt.....on acc't	300 00
13	W. M. Pond.....principal high school...do.....	225 00
13	Mina Stone.....preceptress.....do.....	105 00
13	Mrs. E. W. Atwood teacher high school...6 weeks	90 00
13	Susan M. Williamson.....do.....do.....	84 00
13	Bertha Pitman.....do.....2 weeks	30 00
13	Emma V. Drinker.....do.....6 weeks	90 00
13	Jennie M. Carrier.....do.....do.....	90 00
13	Mary Parkinson.....do.....do.....	90 00
13	Anna B. Moseley.....do.....do.....	84 00
13	Fanny B. Sheldon.....do.....do.....	84 00
13	Hattie O. Thoms.....teacher high school...on acc't	97 00
13	Ella Larkin.....teacher model primary...do.....	72 00
13	Mrs. M. E. Brand.....teacher music.....do.....	68 00
13	M. L. Byrne.....principal 1st ward...6 weeks	90 00
13	Delia Kelley.....teacher 1st ward.....do.....	54 00
13	Ella Hickok.....do.....on acc't	69 00
13	Anna K. Meigs.....do.....6 weeks	54 00
13	Mary McGovern.....principal 2d ward.....do.....	90 00
13	Ellen Clemens.....teacher 2d ward.....do.....	60 00
13	Eliza Herfurth.....do.....do.....	72 00
13	Alice Deards.....do.....do.....	60 00
13	Maggie A. Foran.....do.....do.....	54 00
13	Isabella Lamont.....do.....on acc't	69 00
13	Ella Spaulding.....principal 3d ward.....6 weeks	75 00
13	F. Bodenstein.....teacher 3d ward.....do.....	66 00
13	Anna E. Tarnutzer.....do.....do.....	60 00
13	Irene Larkin.....do.....on acc't	69 00
13	Kate Foote.....principal 4 h ward...6 weeks	90 00
13	Therese Cosgrove.....teacher 4th ward.....do.....	66 00
13	Mary L. Burdick.....do.....on acc't	69 00
13	Isabella Byrne.....do.....6 weeks	69 00
13	Jennie McMillan.....principal 5th ward.....do.....	90 00
13	Caroline L. Harper.....teacher 5th ward.....do.....	60 00
13	Lelia M. Gile.....do.....do.....	60 00
13	Mary E. Storm.....do.....on acc't	69 00
13	Maggie M. Mayers.....principal 6th ward...6 weeks	90 00
13	Olive E. Baker.....teacher 6th ward.....do.....	66 00
13	Maggie M. Champer.....do.....do.....	66 00
13	Rosa Dengler.....do.....do.....	66 00
13	Florence Foote.....do.....on acc't	69 00
13	Carrie Billings.....principal N. E. Dist...6 weeks	72 00
13	Carrie M. Smith.....teacher.....do.....do.....	36 00
Dec. 15	W. H. Beach.....supt, schools.....to date	510 81
15	W. M. Pond.....principal high school...do.....	383 10
15	Mina Stone.....precept's.....do.....do.....	158 50

Dec. 15	Mrs. E. W. Atwood .teacher high school....9 weeks	\$135 00
15	Susan M. Williamson.....do.....do.....	126 00
15	Bertha Pitman.....do.....do.....	135 00
15	Emma V. Drinker.....do.....do.....	135 00
15	Jennie M. Carrier.....do.....do.....	135 00
15	Mary Parkinson.....do.....do.....	135 00
15	Anna B. Moseley.....do.....do.....	126 00
15	Fanny B. Sheldon.....do.....do.....	126 00
15	Hattie O. Thoms.....do.....balance to date	146 24
15	Ella Larkin.....do.....do.....	110 43
15	Mrs. M. E. Brand.....do.....do.....	104 29
15	M. L. Byrne..... principal 1st ward....9 weeks	135 00
15	Mary L. Edgar.....teacher 1st ward.....6 weeks	66 00
15	Ella Hickok.....do.....to date	103 70
15	Anna K. Meigs.....do.....9 weeks	81 00
15	Mary McGovern.....principal 2d ward.....do.....	135 00
15	Ellen Clemons .....teacher 2d ward.....do.....	90 00
15	Eliza Herfurth.....do.....do.....	108 00
15	Alice Deards.....do.....do.....	90 00
15	Maggie Foran.....do.....do.....	81 00
15	Isabella Lamont.....do.....to date	103 70
15	Ella Spaulding.....principal 3d ward....9 weeks	112 50
15	F. Bodenstein.....teacher 3d ward.....do.....	99 00
15	Anna E. Tarnutzer.....do.....do.....	90 00
15	Irene Larkin.....do.....to date	103 70
15	Kate Foote.....principal 4th ward....9 weeks	135 00
15	Therese Cosgrove....teacher 4th ward.....do.....	99 00
15	Isabella Byrne.....do.....do.....	103 70
15	Mary L. Burdick.....do.....to date	103 70
15	Jennie McMillan.....principal 5th ward....9 weeks	135 00
15	Caroline L. Harper. ....teacher 5th ward.....do.....	90 00
15	Lelia M. Gile.....do.....do.....	90 00
15	Mary E. Storm.....do.....to date	103 70
15	Maggie M. Mayers..principal 6th ward....9 weeks	135 00
15	Olive E. Baker.....teacher 6th ward.....do.....	99 00
15	Maggie M. Champer.....do.....do.....	99 00
15	Rosa Dengler.....do.....do.....	99 00
15	Florence Foote.....do.....to date	103 70
15	Carrie Billings... ....principal N. E. Dist....9 weeks	108 00
15	Carrie M. Smith....teacher.....do.....do.....	54 00
15	Mrs. M. F. McMynn.teacher high school, to date...	48 00
15	Delia A. Kelley.....teacher 1st ward, bal. to date	45 00
		<u>\$22,357 90</u>

HIGH SCHOOL ADDITION.

Jan. 3	Geo. C. Chase, supt. construction.....	\$100 00
9	James Livesey, 5th estimate on contract.....	2,700 00
12	Geo. H. Hess & Co., on acc't of furnaces.....	827 50
Feb. 14	University of Wisconsin, materials.....	14 00
14	DeWitt Ramsay, hardware.....	31 55
14	S. L. Chase, shelving.....	88 78
14	T. A. Nelson, extra painting.....	162 23
14	M. H. Ball, iron work, extras.....	28 05
15	Thos. Regan, extra plumbing and gas fixtures.....	216 39
15	Geo. C. Chase, supt. construction.....	237 25
15	James Livesey, extra mason work.....	1,535 36
15	DeWitt Ramsay, hardware.....	4 53
15	Fredrickson & Fish, carpenter, tin work, extras...	358 33
15	James Livesey, final estimate.....	1,327 92
Mar. 6	Fredrickson & Fish, balance extras.....	117 04

DETAILED STATEMENT.

105

Mar. 6	C. E. Bibbs, blackboarding.....	\$4 00
6	H. G. Kronke, tinwork.....	41 82
6	C. E. Bibbs, extra plastering.....	37 37
6	Madison Gas Co., pipe to school building.....	39 19
22	Geo. H. Hess & Co., balance on heating contract..	157 50
		<u>\$8,027 91</u>

THIRD WARD SCHOOL BUILDING.

Jan. 3	J. O. Gordon, supt. construction.....	\$185 50
9	Joseph Livesey, 5th estimate.....	1,260 00
12	Geo. H. Hess & Co., furnaces.....	630 00
Feb. 7	J. O. Gordon, supt. construction.....	91 00
7	Sumner & Morris, hardware.....	21 69
7	T. A. Nelson, extra painting.....	43 00
7	F. H. McKay, grates and mantles.....	100 00
7	DeWitt Ramsay, hardware.....	14 75
7	Scheibel & Krehl, hardware.....	4 87
7	M. H. Ball, extra iron work.....	23 66
15	J. O. Gordon, supt. construction.....	26 50
15	Thos. Regan, extra plumbing.....	106 78
15	James Livesey, dirt for grounds.....	27 60
15	John H. Starck, extra carpenter work.....	305 70
15	Joseph Livesey, extra mason work.....	708 15
15	O. J. Williams, architect.....	508 16
15	Joseph Livesey, final estimate.....	1,160 00
		<u>\$5,217 36</u>

INTEREST.

Feb. 7	H. M. Lewis, interest paid.....	\$222 22
7	A. F. Dettloff, city treasurer, int. on school loan....	400 00
		<u>\$622 22</u>

CENSUS.

Aug. 7	John Corscot, paid for taking school census.....	<u>\$176 56</u>
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RECAPITULATION.

*Of Receipts and Expenditures from Dec. 31, 1887, to Jan. 1, 1889**

RECEIPTS.

Taxes.....	\$29,583 36	.....
School fund apportionment.....	5,948 30	.....
Fines.....	9 55	.....
High school aid.....	199 17	.....
Tuition.....	738 00	.....
Supplies sold.....	61 79	.....
Balance on hand Jan. 1, 1888 as per last rep't	6,581 30	.....
		\$43,121 47

EXPENDITURES.

Library and apparatus.....	\$25 00	.....
Janitors and labor.....	1,963 35	.....
Repairs.....	3,345 22	.....
Supplies.....	1,098 58	.....
Fuel.....	4,553 23	.....
Furniture.....	2,177 20	.....
Clerks salary.....	150 00	.....
Printing.....	198 00	.....
sites and structures.....	339 37	.....
Teachers wages.....	22,357 90	.....
High school addition.....	8,027 91	.....
Third ward school building.....	5,217 36	.....
Interest.....	622 22	.....
Census.....	176 56	\$50,251 90

Treasury overdrawn Jan. 1, 1889..... \$7,130 43

The indebtedness of the board for loan from state trust funds is \$40,000.

JOHN CORSCOT,

Clerk of Board of Education.

Rules of the Board of Education.

QUORUM.

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

ORDER OF BUSINESS.

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

QUESTIONS OF ORDER.

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

AYES AND NOES.

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

RESOLUTIONS AND REPORTS TO BE IN WRITING.

All resolutions and reports shall be in writing.

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

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

BOARD MEETINGS.

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

SUSPENSION OF RULES.

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

Regulations.

SUPERINTENDENT.

1. The Superintendent shall act under the instruction of the Board of Education, and shall have the general supervision of all the public schools, school houses and apparatus; and shall visit each school as often as practicable, in order to acquaint himself thoroughly with the qualifications of the teacher and the condition of the school.
2. He shall assist the teacher in the classification and promotion of pupils, aid in maintaining good order in the school, and cause the course of study adopted by the Board to be followed; but any pupil shall be excused from study at the request of his parent or guardian.
3. It shall be his duty to enforce the regulations of the Board, for which purpose he shall have power to suspend such teachers or pupils as may refuse to comply with the requirements of the Board of Education, and report such suspension immediately to the President of the Board.
4. He shall meet the teachers as often as once in each week during term time, for the purpose of instructing them in the theory and practice of teaching, and the best methods of governing their respective schools, and shall make a report to the Board, at each regular meeting thereof, of the attendance and punctuality of the teachers, and other points which he may deem of importance.
5. He shall have power to fill vacancies, in case of temporary absence of teachers, and shall report the same to the Board at their next meeting.
6. It shall be his duty to keep a record of the monthly reports of each teacher, embracing the average attendance, punctuality, deportment, and scholarship of the pupils in their respective schools, as well as the number of parents, and others who have visited the schools, and make a written report containing an abstract of the same, to the Board at each regular meeting.
7. He shall take special pains to secure the physical well-being of the pupils, by guarding them from the evils of improper ventilation and temperature, and giving them such exercises as will tend to strengthen and develop their physical energies.
8. At the close of each year, he shall report to the Board in writing, the condition of the schools, together with such suggestions, information and recommendations as he may deem proper.
9. It shall be the duty of the Superintendent to report to the Board during the last month of each term, what, if any, teachers then in the schools, should in his opinion, be no longer retained therein.

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

TEACHERS.

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

1. The salaries paid entitle the Board to the services of the teachers for five and one-half days each week, legal holidays excepted.
2. Teachers shall observe and carry into effect all regulations of the Superintendent and Board of Education in relation to their respective schools, attend punctually the weekly meetings of the teachers under the direction of the Superintendent; and whenever absent from said meetings, they shall report the cause of such absence, in writing, to the Superintendent, within one week thereafter, and he shall present the same to the Board, together with any facts within his knowledge that may aid in determining the propriety of such absence.
3. All teachers shall be at their school rooms at least thirty minutes before the opening of school in the morning, and fifteen minutes in the afternoon; and the bell shall be rung at 8:30 o'clock A. M., 10 strokes; at 8:55 A. M., 5 strokes; at 9 o'clock A. M., 3 strokes; at 1:45, P. M., 10 strokes; at 1:55 P. M., 5 strokes; at 2 P. M., 3 strokes; at recess, morning and afternoon, 3 strokes.*
4. Teachers shall require their pupils to be in their seats punctually at the appointed time, and all pupils not so seated shall be marked absent or tardy, as the case may be.
5. All teachers shall regulate the school room clock by the University time, and shall conform to this standard in making records of attendance for themselves and for their pupils.
6. It shall be a duty of the first importance with teachers to exercise a careful watchfulness over the conduct of their pupils in and around the school buildings, and on all suitable occasions to instruct and encourage them in correct manners, habits and principles.
7. Teachers shall inflict corporal punishment only in *extreme cases* and in *private*; such punishment shall not be inflicted on the same day upon which the offense is committed.
8. All cases of corporal punishment shall be reported immediately in writing to the Superintendent, with all the reasons therefor; and he shall embody such report in his monthly report to the Board.
9. Teachers may have power to suspend from the school, pupils guilty of gross misconduct or continual insubordination to school regulations; but in cases where the same is practicable, notice of such misconduct shall be given to the parent or guardian before suspension. Immediate notice of all sus-

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

pensions shall be given, *in writing*, to the Superintendent, and to the parents or guardians of the pupils suspended.*

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

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

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

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

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

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

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

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

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

19. Principals shall have the general supervision of the lower depart-

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

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

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

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

HIGH SCHOOL—SPECIAL RULES.

1. Scholars who desire to be promoted from the Second Grammar Department of any ward to the High School, are required to reach a standard of 75 per cent. in both the final oral and written examinations upon Arithmetic to Ratio, and English Grammar to Analysis; they will also be thoroughly tested in Reading, Spelling, Penmanship, Drawing, and Home Civil Government; besides, their school character must be good.

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

3. Pupils who are allowed to take but one leading study in the High School, will need to be in attendance during the whole of one of the four sessions of the day; they will also need to take the general exercises of the room for that hour. Those having two leading studies must attend one-half of the day, be subject to the same requirements regarding general exercises, and take part in Reading and Rhetorical exercises.

PUPILS.

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

2. All pupils are required to be at their respective school rooms before the time of beginning school; to be regular and punctual in their daily attendance, and conform to the regulations of the school; to be diligent in study, respectful to teachers, and kind to schoolmates; and to refrain entirely from the use of profane and indecent language.

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

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

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

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

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

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

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

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

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

11. Any pupil who shall have fallen twice below 60 per cent. in one of his studies, may be put into a lower class in such study.

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

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

JANITORS.

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

All sweeping of floors must be completed after the close of each school day, and the furniture be dusted and cleaned before the opening of the building at half-past eight in the morning.

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

Janitors will be paid as follows:

For High School, \$10.50 per week.

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

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

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

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

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

The general washing of rooms, halls, walks or closets, shall be done under the direction of the principal of each building when directed by the visiting committee of the school, in such building, and be paid for as an extra, at rates as nearly as practicable as follows: For the large ward buildings, including closets, when the whole is washed, \$6 per building, and in proportion if less than the whole building is washed. For the wooden building and closet in Sixth ward, \$2, and in that proportion for less. For the Northeast building \$1. The weekly compensation for the janitor at the High School shall be in full for all work required of a janitor, including washing of building and closets, except the washing in the summer vacation, which shall be paid for as an extra at a price not exceeding \$10.

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

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

General Rules.

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

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

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

8. All pupils whose parents or lawful guardians are non-residents of the city or school district, shall pay a tuition fee per term of \$8 in the High School building, and \$5 in all other schools. In all cases where a tuition fee is required by this rule, such fee shall be made to the treasurer of the Board within two weeks after the opening of the term or the commencement of the attendance of such pupil, or such pupil shall be suspended until such fee shall be paid.

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

10. Every class pursuing a branch found in the course of study adopted by the Board of Education shall undergo a final examination when such branch shall have been completed, and each member of the class shall be required to reach the standard of 75 per cent. in order to pass.*

11. The school year shall commence on the first Monday of September. It shall continue 37 weeks, and be divided into three school terms.

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

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

14. Whenever the monthly report of any school in the city shows no case of tardiness, and at least 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 city schools during this time and to report observations at the next Saturday meeting.

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

Contagious Diseases.

RULE I.

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

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

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

RULE II.

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

The Board suggests the following

PRECAUTIONS

to be used by those affected with either of the diseases named in Rule 1:

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

All articles used about the patient, such as sheets, pillow-cases, blankets, or cloths, should not be removed from the sick room until they have been thoroughly disinfected by soaking them for one hour in a solution composed of sulphate of zinc, 8 ounces; carbolic acid, 1 ounce; water, three gallons. After this they should immediately be put in boiling water for washing.

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

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

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

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

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

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

CERTIFICATES.

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

MADISON, Wis.,....., 188...

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

....., Attending Physician.

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

MADISON, Wis., 188...

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

....., Resident Physician.

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

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

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

By-Laws.

OFFICERS.

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

PRESIDENT'S DUTIES.

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

In case of the absence of the president, the clerk shall call the meeting to order, and a president *pro tempore* shall be elected.

CLERK'S DUTIES.

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

TREASURER'S DUTIES.

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

DUTIES OF COMMITTEE ON FINANCE.

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

DUTIES OF BUILDING COMMITTEE.

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

DUTIES OF SUPPLY COMMITTEE.

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

DUTIES OF COMMITTEE ON TEXT-BOOKS.

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

DUTIES OF COMMITTEE ON TEACHERS.

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

DUTIES OF VISITING COMMITTEE.

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

*See also, Regulations on Janitors.

Amendment of Charter.

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

AMOUNT FOR SCHOOL PURPOSES.

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

School Calendar.

WINTER TERM—

Commencing January 7th; ending March 29th, 1889.

SPRING TERM—

Commencing April 8th; ending June 14th, 1889.

FALL TERM—

Commencing September 2d; ending December 13th, 1889.

WINTER TERM—

Commencing January 6th, 1890.

OFFICE HOURS OF SUPERINTENDENT:

From 8:30 to 9:00 A. M.

Suggestions to the Teacher.

REPRINTED FROM THE REPORT OF 1883.

FIRST PRIMARY.

ELEMENTARY READING.

Good Reading demands culture of...

1. Sight.
2. Understanding.
3. Articulation.
4. Expression.

I.—Without the Book.

1. Arrangement of class.....	<table border="0"><tr><td>1. Pupils stand.</td></tr><tr><td>2. Feet as in declaiming.</td></tr><tr><td>3. Hands down.</td></tr><tr><td>4. Position erect.</td></tr></table>	1. Pupils stand.	2. Feet as in declaiming.	3. Hands down.	4. Position erect.
1. Pupils stand.					
2. Feet as in declaiming.					
3. Hands down.					
4. Position erect.					

2. Preparatory work.

1. Counting from 1 to 5 inclusive; use pupils, pebbles, marbles, shells, leaves, flowers, etc.
2. Culture of the perceptive faculties; use the fingers, objects in the hand, rapid movements of foot or hand, sounds, etc., show different kinds objects at once, and ask pupils to describe after a brief view.
3. Outlines of the picture of a familiar object; assist pupils to draw similar ones by the aid of boundary lines; cultivate quickness and accuracy of sight by rapidly erasing parts; distinguish between the picture and the object.

3. Reading.

1. Teach by the word-method, even if the pupils have previously learned the names of the letters.
2. Select for the first word, the name of some familiar pet; if possible, bring the object or its image before the class.
3. Ask simple questions concerning the animal's appearance, habits, food, etc., encourage the children to observe these carefully at home or elsewhere, without depending upon the teacher for such information.
4. Print the name on the black-board and teach it; call attention to its parts, then print it in several places in connection with other words.
5. Furnish pointers for a number of the pupils and send them to the board to find it wherever printed.
6. Prepare a copy for each pupil, consisting of the word and ruled

lines thus: *d-a-g* Require the children to *print*, (but italics *may* be used) not *write* the word upon the black-board; oversee and direct their work.

I.—*Without the Book*—continued.

7. For the next lesson, teach a quality-word and an action-word in connection with the noun; be sure that no word is learned from its position; require sentences to be read backward as well as forward.
8. Call for words which the teacher has quickly made and erased, to secure strict attention.
9. Request pupils to explain by simple sentences, the words taught; introduce indefinite words with care.
10. Let the words be distinctly articulated; when a sound is improperly given, show the correct positions of the organs of speech.
11. See that the expression is natural from the first; give models for imitation.
12. Ask the children to construct sentences with the words they have learned.

Sixty words selected from the reader to be taught orally during the first term of school.

FIRST MONTH.		SECOND MONTH.		THIRD MONTH <i>and review.</i>
1.	2.	3.	4.	5.
a.	Mr.	Dash	fed	fish
cat	fan	back	I	swim
the	hand	under	his	still
rat	girl	shed	tell	stick
has	in	catch	bed	think
and	hen	trap	that	fly
ran	pet	Ann	ship	are
can	let	snow	it	boy
had	get	see	big	ink
hat	ten	on	will	bid
is	nest	sled	not	hit
this	egg	tracks	sink	mill

II.—*With the Book*.

1.—Books closed.

1. Description of the picture.
 1. Minerals.
 2. Plants.
 3. Animals.
 4. Inferences.
2. Rehearsal of lesson by the pupil in simple terms.
3. Plain definitions of uncommon words.
4. No spelling with this recitation.

2.—Books opened.

1. Position.
 1. Head erect.
 2. Book in left hand.
 3. Left elbow firmly against the side.
 4. Right hand down.
2. Instant pronunciation of difficult words.
3. The punctuation marks. (See note 2).
4. Expedients.
 1. One word each around the class.
 2. Criticisms by teacher and pupil.
 3. Going to the head.
 4. Reversed reading.
5. Looking glass reading to indicate excellencies and defects.
6. Medley reading for independence.
7. Volunteer reading.

II.—*With the Book*—continued.

3.—Assign next lesson:

1. Short.
2. Define obscure terms.
3. Pronounce hard words.
4. Tell a story.

NOTE 1.—Instant pronunciation of difficult words:

1. Teacher reads the easy words; pupil, division, or class the hard.
2. One scholar reads the familiar words; pupil, division, or class the uncommon.
3. The difficult words are printed or written on the black-board; pupil, division, or class reads them.

NOTE 2.—Punctuation marks:

1. Illustrate their use by speaking simple sentences, then printing or writing same with correct punctuation.
2. Thus teach the period, the comma, and the semicolon, stating their *relative* pauses and *general* inflections.
3. Explain the *chief* significance of every punctuation mark.
4. Correct fast reading by counting, etc.; guard against the opposite extreme.

NOTE 3.—Let every pupil *feel* that he is not only a member of the class, but a distinct individual also; therefore use reading in concert with caution.NOTE 4.—Do not allow hands to be raised while a scholar is reading; require the *inattentive* to state the mistakes.

NUMBERS.

“The concrete before the abstract.”

FIRST GRADE.

I.—*Object counting*.

1. Refer to boys, girls, books, chairs, desks, windows, panes of glass, boards in the floor, etc.
2. Bring interesting and beautiful objects to the class.
3. Apply names constantly.
4. Use like things, then unlike.
5. Cultivate quickness and accuracy.
6. Advance slowly and carefully.
7. Provide for a short drill each day.
8. Show that counting forward is the constant addition of 1 to the previous number.
9. Show that counting backward is the constant subtraction of 1 from the previous number.
10. Counting by the odd numbers.
11. Counting by the even numbers.

II.—*Figure reading*.

1. Teach the ten figures.
2. Ask the pupil to read, but not to write them.
3. Avoid calling 0 aught.
4. Distinguish between a figure and a number.
5. Apply the previous instruction to pages and divisions of lessons in the First Reader.
6. Omit all Roman notation found in the book.

III.—*Estimations of*

- 1.—Distance. (Needed—a yard measure showing the foot and the inch).
 1. Explain distance, inch, foot, and yard.
 2. Teacher and pupil measure many familiar objects in the room.
 3. Estimate and subsequently measure things whose dimensions were unknown.
 4. Draw lines, angles, squares, rectangles and circles.
 5. Measure and define them.
 6. Draw the above according to stated dimensions.
 7. Advantages arising in practical life from having a correct eye for distance.
 8. Lessons upon giving honest measure.
- 2.—Weight. (Needed, light scales).
 1. Explain weight, ounce, pound, and hundred-weight.
 2. Teacher and pupils weigh many familiar objects in the room.
 3. Estimate and subsequently weigh things whose weights were unknown.
 4. Advantages arising in practical life from having a correct eye for weight.
 5. Lessons upon giving honest weights.
- 3.—Time. (Needed, watch or clock).
 1. Father time.
 2. Former modes of indicating time by shadow, candle, hour-glass, water-clock, etc.
 3. Explain second, minute, hour, day, month, and year.
 4. Pupils estimate time in seconds and minutes.
 5. Roman notation, from 1 to 12 inclusive.
 6. Scholars draw a picture of any stated time.
 7. Meaning of Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
 8. Meaning of January, February, March, April, May, June, July, August, September, October, November, December.
 9. Lessons upon punctuality.

SECOND GRADE.

Addition and Multiplication. (The Grube Method).

PLANTS.

- I.—*Kinds of* (Use Prang's Chromos).
 - 1.—Stems.
 1. Exogenous. 2. Endogenous. 3. Deliquescent. 4. Excurrent.
 - 2.—Buds.
 1. Terminal. 2. Lateral.—(1. Axillary. 2. Accessory. 3. Adventitious). 3. Naked. 4. Scaly. 5. Leaf buds. 6. Flower buds.
- II.—*Shapes of*
 - 1.—Roots.
 1. Conical. 2. Fusiform. 3. Napiform. 4. Bulb. 5. Corm. 6. Root-stock. 7. Tuber. 8. Bundled. 9. Fibrous. 10. Tuberous. 11. Branching. 12. Runners.
 - 2.—Leaves.
 1. Lanceolate. 2. Oblong. 3. Oval. 4. Ovate. 5. Perfoliate. 6. Lobate. 7. Bundled. 8. Whorled. 9. Pinnate. 10. Auriculate. 11. Hastate. 12. Sagittate. 13. Cuneate. 14. Cordate. 15. Reniform. 16. Peltate. 17. Circular. 18. Palmate. 19. Linear. 20. Needle.

FLOWERS.

(Use Prang's Chromos).

I.—*Shape of*

1. Ligulate.
2. Campanulate.
3. Rotate.
4. Salver.
5. Funnel.
6. Liliaceous.
7. Tubular.
8. Cruciform.
9. Labiate.
10. Papilionaceous.

II.—*Families.*1.—*Rose.*

1. Rose.
2. Peach.
3. Apple.
4. Pear.
5. Cherry.
6. Strawberry.
7. Raspberry.
8. Sweet Brier.
9. Wild Rose.
10. French Rose.

2.—*Pink.*

1. Chickweed.
2. Sweet William.
3. Carnation.
4. Mullen Pink.
5. Scarlet Lychnis.
6. China Pink.
7. Royal Catchfly.
8. Bouncing Bet.
9. Virginia Catchfly.
10. Ragged Robbin.

3.—*Lily.*

1. Hyacinth.
2. Tulip.
3. Star of Bethlehem.
4. Crown Imperial.
5. Lily of the Valley.
6. Philadelphia Lily.
7. Yellow Lily.
8. White Lily.
9. Water Lily.
10. Tiger Lily.

I.—*Fleshy.*

FRUITS.

1.—*Berry.*

1. Currant.
2. Gooseberry.
3. Tomato.
4. Grape.
5. Cranberry.

2.—*Pepo.*

1. Cucumber.
2. Pumpkin.
3. Squash.
4. Muskmelon.
5. Watermelon.

3.—*Pome.*

1. Apple.
2. Pear.

II.—*Dry.*1.—*Akene.*

1. Strawberry.
2. Lettuce.
3. Thistle.
4. Dandelion.
5. Sunflower.

2.—*Grain.*

1. Rye.
2. Wheat.
3. Oats.
4. Indian Corn.
5. Indian Rice.

3.—*Nut.*

1. Acorn.
2. Hazelnut.
3. Hickorynut.
4. Butternut.
5. Cocoanut.

4.—*Pod.*

1. Bean.
2. Pea.

5.—*Key Fruit.*

1. Maple.
2. Ash.

III.—*Stone.*

1. Cherry.
2. Plum.

IV.—*Cone.*

1. Pine.
2. Cedar.

NATIVE ANIMALS.

I.—*Vertebrates.*1.—*Mammals.*

1. Bat.
2. Fox.
3. Weasel.
4. Bear.
5. Badger.
6. Squirrel.
7. Rabbit.
8. Deer.

2.—*Birds.*

1. Eagle.
2. Snowbird.
3. Bluejay.
4. Robin.
5. Kingfisher.
6. Hummingbird.
7. Woodpecker.
8. Snipe.

3.—*Reptiles.*

1. Turtle.
2. Snake.
3. Frog.

4.—*Fishes.*

1. Pickerel.
2. Garfish.
3. Catfish.

II.—*Articulates.*

1. Grasshopper.
2. Bee.
3. Butterfly.
4. Mosquito.
5. Ant.
6. Spider.
7. Crab.
8. Leech.

III.—*Mollusks.*

1. Snail.
2. Clam.

HUMAN BODY.

(Use Physiological Charts).

I.—*Exterior.*

1. Skin.
2. Hair.
3. Ears.
4. Eyes.
5. Nose.
6. Tongue.
7. Face.
8. Hands.
9. Feet.

II.—*Interior.*

- 1.—Bones of
 1. Head.
 2. Trunk.
 3. Arms.
 4. Legs.
- 2.—Muscles.
- 3.—Organs of

1. Mastication—(1. Mouth. 2. Salivary glands. 3. Pharynx. 4. Esophagus).
2. Digestion—(1. Stomach. 2. Intestines. 3. Lacteals. 4. Liver. 5. Pancreas).
3. Circulation—(1. Heart. 2. Arteries. 3. Capillaries. 4. Veins).
4. Respiration—(1. Trachea. 2. Bronchia. 3. Lungs).

- 4.—Nervous system.
 1. Brain.
 2. Spinal cord.
 3. Nerves.

III.—*Thoughts on*

1. Food.
2. Air.
3. Clothing.
4. Exercise.

IV.—*Order.*

1. Parts.
2. Uses.
3. Care.
4. Comparison of individuals.
5. Similarity to the lower animals.

V.—*Hints.*

1. Objects used for illustration.
2. Children collect specimens.
3. Words learned by applying them.
4. The important technical terms taught.
5. Lessons short.
6. Reviews frequent.

SECOND PRIMARY.

READING FROM SLATES.

1. Lines for spaces ruled upon the slate.
2. Lessons for the afternoon written.
3. Only the slates carried to recitations.
4. Pupils read from them.
5. Children exchange slates, then read.
6. Work examined, corrected and ranked by the teacher; who gives attention to the writing, spelling, capital letters and punctuation marks.

GEOGRAPHY.

I.—*Points of the Compass.*

- 1.—Known directions.
 1. Stable objects.
 2. Movable objects. (1. Weather-vane. 2. Smoke. 3. Clouds, etc.).
- 2.—Necessity for comprehensive names.
- 3.—Shadow at noon.
- 4.—Magnetic Needle.
 1. North.—1. Limit. 2. Climate. 3. Scenery. 4. Plants. 5. Animals. 6. Inhabitants.—(1. Appearance. 2. Dress. 3. Dwellings. 4. Food, etc.).

I.—*Points of the Compass*—continued.

2. South as above, except to dwell upon the Torrid regions.
3. East—(1. Right Hand. 2. Rising Sun. 3. Atlantic).
4. West—(1. Left Hand. 2. Setting Sun. 3. Pacific).
5. N. W., N. E., S. E., S. W.
6. Frequent application to objects.
7. Picture of directions.

II.—*School House*.

- 1.—Materials.—(1. Direction. 2. Condition. 3. Preparation. 4. Transportation).
 1. Stone.
 2. Mortar.—(1. Sand. 2. Lime. 3. Water. 4. Hair).
 3. Wood.—(1. Lumber.—(1. Pine. 2. Oak). 2. Shingles. 3. Lath).
 4. Iron.
 5. Tin.
 6. Glass.—(1. Sand. 2. Soda. 3. Lime).
 7. Putty.—1. Whiting. 2. Oil. 3. Paint.—(1. White Lead. 2. Oil. 3. Turpentine, etc.).
 8. Brick.—(1. Clay. 2. Sand. 3. Water. 4. Fire).
- 2.—Construction. (Tools, Trades).
 1. Stakes.
 2. Excavation.
 3. Foundation.
 4. Walls.—(1. Steps. 2. Outer Doors. 3. Windows. 4. Cornice).
 5. Roof.—(1. Wall-plates. 2. Tie-beams. 3. King-posts. 4. Purlines. 5. Ridge-piece. 6. Rafters. 7. Boards. 8. Shingles).
 6. Interior.—(1. Sills. 2. Girders. 3. Joists. 4. Floors. 5. Corner-posts. 6. Braces. 7. Studs. 8. Lath. 9. Plaster. 10. Wood-work).
 7. Furniture.—1. Direction. 2. Condition. 3. Preparation. 4. Transportation.
 8. Ground-plan; scales.

III.—*School Grounds*.

- 1.—Dimensions.
 1. Feet. 2. Yards. 3. Rods. 4. Scales.
- 2.—Boundaries by
 1. Lots. 2. Streets. 3. Perhaps Water.
- 3.—Surface.
 1. Miniature Divisions. 2. Cloud Representations.
- 4.—Rocks.
 1. Limestone. 2. Sandstone. 3. Flint. 4. Granite.
- 5.—Soils.
 1. Black Mold. 2. Clay. 3. Sand.
- 6.—Plants.
 1. Trees. 2. Weeds. 3. Grasses.
- 7.—Below Surface.
 1. Black Mold. 2. Clay. 3. Hard-pan. 4. Sand-stone. 5. Heat. 6. Springs.
- 8.—Above Surface.
 1. Air. 2. Clouds. 3. Ether.
- 9.—Map by scales.

IV.—*Section*.

- 1.—Explanation of the term. 2. Utility. 3. Description of the quarters. 4. Description of the sixteenths. 5. Reasons for such divisions. 6. Map by scales.

V.—*City.* (Use City Map.)

1. Dimensions.
2. Wards.
3. Lots.
4. Population.
5. Occupation of the people.—(1. Laborers. 2. Mechanics. 3. Merchants. 4. Teachers. 5. Lawyers. 6. Doctors. 7. Ministers. 8. Editors, &c.)
6. Manufactories.
7. Public buildings.—1. Schools. (1. Private, 2. Public. 3. University.) 2. Churches. 3. Halls. 4. Court-House. 5. Capital. 6. Post-Office.
8. History.—(1. Indians. 2. Early Settlers. 3. Improvements. 4. Interesting Events.)
9. Map by scales.

VI.—*Town.* (Use Town Map.)

1. Boundaries by sections.
2. Number of each section.
3. Natural Divisions.
4. Minerals.—(1. Clay. 2. Sand. 3. Stone.)
5. Vegetable Products.—(1. Timber. 2. Fruits. 3. Grain. 4. Roots. 5. Culinary Herbs.)
 1. Soil.
 2. Cultivation.—(1. Fencing. 2. Draining. 3. Fertilizing. 4. Ploughing, &c.)
6. Animals.
 1. Wild.
 2. Tame.—(1. Horses. 2. Cattle. 3. Sheep. 4. Swine. 5. Poultry. 6. Dogs. 7. Cats, &c. Their use.)
7. Railways.
8. History.
9. Map by sections.

VII.—*County.* (Use County Map.)

1. Boundaries.
2. Towns.
3. Natural Divisions.—(1. Mounds. 2. Rivers. 3. Lakes.)
4. Productions.—(1. Mineral. 2. Vegetable. 3. Animal.)
5. City.
6. Villages.
7. Traveling Facilities.
8. History.
9. Map by sections and townships.

VIII.—*State.* (Use State Map.)

1. Boundaries.
2. Number the townships and ranges.
3. Counties.
4. Natural and Artificial Divisions.
5. Productions.
6. Cities.
7. Traveling Facilities.
8. History.
9. Map by townships and counties.

IX.—*The U. S.* (Use Maps of the U. S.)

Same topics as are given for "other departments."

OTHER DEPARTMENTS.

GEOGRAPHY.

I.—*Topics; suggestive.*

1. Common and occasional names.
2. Boundaries from Northwest.
3. Waters.—(1. Seas, Gulfs and Bays. 2. Straits, Channels and Sounds. 3. Lakes. 4. Rivers—not to exceed 5.)
4. Corresponding Lands.—(1. Capes—including Points, Heads and Promontories. 2. Isthmuses. 3. Peninsulas and Islands. 4. Mountains.)
5. Capital and Metropolis.
6. Cities—largest, 3 to 5 inclusive, in order of their size.
7. Traveling Facilities.
8. Curiosities.
9. Description.
10. Questions by the Teacher.

II.—*Scales for Uniformity of size; black board work.*

1. One inch represents fifty miles.
 1. The New England States:
Each side of a square is 1 11-16 inches.
 2. The Middle States:
Each side of a square is 2 inches.
 3. The South-Eastern States:
Each side of a square is 4½ inches.
 4. The North Central States east of the Mississippi:
Each side of a square is 2 13-16 inches.
 5. The North Central States West of the Mississippi:
Each side of a square is 4 3-16 inches.
 6. The South Central States:
Each side of a square is 5 inches.
 7. The Western States and the Territories:
Each side of a square is 5½ inches.
2. One inch represents one hundred miles.
 1. The United States:
Each side of a square is 5¾ inches.
 2. Canada:
Each side of a square is 3½ inches.
 3. Mexico:
Each side of a square is 3½ inches.
 4. Central America and the West Indies:
Each side of a square is 4½ inches.
- 3.—One inch represents two hundred miles.
 1. North America:
Each side of a square is 6 inches.
 2. South America:
Each side of a square is 4 inches.
 3. Europe:
Each side of a square is 4 5-16 inches.
 4. Asia:
Each side of a square is 7 15-16 inches.
 5. Africa:
Each side of a square is 5½ inches.
 6. Australia:
Each side of a square is 4 inches.

NOTE.—The Teachers may *double* each of the above scales, if they prefer.

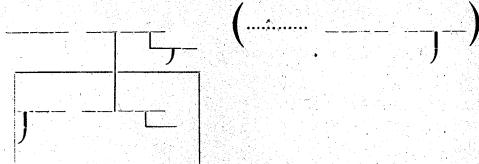
GRAMMAR.

Plan for rapid analysis.

I.—*Directions.*

1. Simple Sentence: Subject. Predicate. Object.
2. Compound Sentence: or more or more or more
Subjects. Predicates. Objects.
3. Limiting or Modifying word: —
4. Limiting or Modifying word. Transitive: — —
5. Connecting word: ; rarely —
6. Word in Apposition: — above.
7. Two words for one: — —, — —
8. Phrase:
9. Transitive Phrase: —
10. Dotted line for a word supplied.
11. Subordinate proposition inclosed.
12. Phrase or Sentence used as Subject or Object put in Parenthesis.

II.—*Examples.*



ANY DEPARTMENT.

MORALS AND MANNERS; SUGGESTIVE TOPICS.

It is hoped that no teacher will neglect moral culture.

I.—*Cultivate*

1. Attention. 2. Faithfulness. 3. Forgiveness. 4. Friendship. 5. Generosity. 6. Gratitude. 7. Neatness. 8. Obedience. 9. Patience. 10. Patriotism. 11. Peacemaking. 12. Perseverance. 13. Politeness. 14. Promptness. 15. Reverence.

II.—*Avoid*

1. Covetousness. 2. Cruelty. 3. Curiosity. 4. Envy. 5. Idleness. 6. Intemperance. 7. Lying. 8. Peevishness. 9. Pride. 10. Quarreling. 11. Ridicule. 12. Selfishness. 13. Stealing. 14. Tattling. 15. Timidity.

SCHOOL REGISTER.

[Record date of birth].

I.—*Attendance*.

1. Presence not marked, except in the column for the month.
2. Entered after the first day of term, _____.
3. Reason for withdrawal written opposite the name.
4. Dismissed, d.
5. Tardy, A. M., l; P. M., T.
6. Absent not excused, A. M., l; P. M., o; all day, o.
7. Absent excused, A. M., l; P. M., X; all day, X.
8. Absent sick, A. M., l; P. M., S; all day, S.
9. Study pursued, +.

II.—*Deportment*.

Standing written in the column for the month.

III.—*Failures*.

1. Enter Reading for 1st grade, 1st Primary Department.
2. Enter Reading, Spelling, and Arithmetic for 2d grade, 1st Primary, and for 2d Primary Departments.
3. Enter Language Lessons, Geography and Arithmetic for 1st Grammar Department.
4. Enter Grammar, Geography, U. S. History and Arithmetic for 2d Grammar Department.

SIX THINGS IMPORTANT.

As far as possible, abolish

1. Absence of pupils. 2. Idleness of pupils. 3. Communication of pupils.

Give attention to

1. Class Drill. 2. School property. 3. Outbuildings.

Miscellaneous Work.

FIRST GRAMMAR DEPARTMENT.

SPRING — FIRST TERM.

Impromptu Composition.	Oral Biography (with selections).
1st Month.—Robbing a Bird's Nest.	John G. Whittier.
2d Month.—Third Lake.	Charles Dickens.
3d Month.—My Paper Kite.	Henry W. Longfellow.

FALL — SECOND TERM.

1st Month.—Visiting an Orchard.	Walter Scott.
2d Month.—The Squirrels in the Park.	J. G. Holland.
3d Month.—Fishing through the Ice.	Edgar A. Poe.

WINTER — THIRD TERM.

1st Month.—Sliding Down Hill.	Daniel Defoe.
2d Month.—What I did Yesterday.	Washington Irving.
3d Month.—The Ant and the Dove.	Oliver Goldsmith.

SECOND GRAMMAR DEPARTMENT.

SPRING — FIRST TERM.

Composition.	Oral Home Civil Government.
1st Month.—Making Garden.	The Board of Education.
2d Month.—The Shipwreck.	The City Officers.

FALL — SECOND TERM.

1st Month.—The Stolen Melons.	The County Officers.
2d Month.—Lost in the Woods.	The Assembly.
3d Month.—From New York to Pekin.	The Senate.

WINTER — THIRD TERM.

1st Month.—A Ride in a Balloon.	The Governor.
2d Month.—History of a Brick.	The Other State Officers.
3d Month.—Snow-Balling.	The Supreme Court.

HIGH SCHOOL.—FIRST AND SECOND GRADES.

SPRING — FIRST TERM.

Composition.	Oral Science of Common Things.
1st Month.—My Dream.	Capillary Attraction.
2d Month.—Describe a Schoolmate.	The Lever.

FALL—SECOND TERM.

1st Month—1776.	Iron.
2d Month.—A Man Overboard.	Tobacco.
3d Month.—Election Day,	Alcohol.

WINTER—THIRD TERM.

1st Month.—From Madison to Chicago.	Pressure of Air.
2d Month.—Ice Packing.	The Solar Spectrum.
3d Month.—“A Blizzard.”	The Electrical Machine.

READING (SPECIAL) DRILL.

From Fifth Reader.

Rooms 1 and 2...1.	Oral Elements, Emphasis, Inflection, Slur.
2.	Nos. 4, 37, 39, 53, 66, 68, 70, 76, 77, for the year.
Room 3.....1.	Pitch, Force, Quality, Rate.
2.	Nos. 83, 87, 96, 98, 99, 106, 114, 117, 119, for year.
Room 4.....1.	Stress, Monotone, Personation, Pauses.
2.	Nos. Select for year.

Physical Training.

Be sure that the room is thoroughly ventilated during physical training.

CALISTHENICS.

CHEST EXERCISE—HANDS CLOSED.

First Position—Hands on Chest, Arms in a horizontal line:

- 1st movements, around backward.
- 2d " out aside.
- 3d " up forward at 45°.
- 4th " alternate, 1st, 2d, 3d, 2d.

Second Position—Hands beside Chest, Arms in vertical lines:

- 1st movements, down.
- 2d " out forward.
- 3d " up.
- 4th " alternate, 1st, 2d, 3d, 2d.

Third Position—Hands on Hips, Elbows back.

- 1st movements, down.
- 2d " backward at 45°.
- 3d " backward horizontal.
- 4th " alternate, 1st, 2d, 3d, 2d.

SHOULDER EXERCISE—HANDS OPENED.

First Position—Hands in Armpits, Elbows up:

- 1st movements, down.
- 2d " out aside.
- 3d " up.
- 4th " alternate, 1st, 2d, 3d, 2d.

Second Position—Hands on Shoulders, Elbows back:

- 1st movements, up.
- 2d " out aside.
- 3d " down.
- 4th " alternate, 1st, 2d, 3d, 2d.

Third Position—Hands before Shoulders, Elbows horizontal:

- 1st movements, forward.
- 2d " out aside.
- 3d " back.
- 4th " alternate, 1st, 2d, 3d, 2d.

ELBOW EXERCISE—HANDS CLOSED.

First Position—Hands on Chest, Arms in a horizontal line:

- 1st movements, down backward at 45°.
- 2d " out backward.
- 3d " up backward at 45°.
- 4th " alternate, 1st, 2d, 3d, 2d.

Second Position—Wrists against Waist, Elbows back:

- 1st movements, down forward at 45°.
- 2d " out forward,
- 3d " up forward at 45°.
- 4th " alternate, 1st, 2d, 3d, 2d.

Third Position—Hands on Head, Elbows back, Rise on Toes:

- 1st movements, up.
- 2d " out aside.
- 3d " down.
- 4th " alternate, 1st, 2d, 3d, 2d.

HAND EXERCISE—HANDS OPENED.

First Position—Hands in front, Palms against each other:

- 1st movements, down.
- 2d " back.
- 3d " up.
- 4th " alternate, 1st, 2d, 3d, 2d.

Second Position—Arms horizontal on each side, Palms upward:

- 1st movements, down.
- 2d " forward.
- 3d " up.
- 4th " alternate, 1st, 2d, 3d, 2d.

Third Position—Arms horizontal in front, Palms downward:

- 1st movements, down.
- 2d " out aside.
- 3d " up.
- 4th " alternate, 1st, 2d, 3d, 2d.

REMARKS.—The feet should form an angle of 60°: the heels are together, also the knees; the shoulders are thrown back, and the head is erect.

Four movements are made with the right hand; four with the left: two with the right; two with the left; then four with both hands.

Each movement receives two counts, the former being forcibly accented; guard against accenting the second count in any case.

It is better to require the pupils to give *one* of the above exercises well, than to gratify their love of the novel at the expense of thorough drill.

RESPIRATION.

(IN PRIVATE.)

1. Depress and project the diaphragm, then quickly reverse the action, suspending the breath in each case.
2. Inhale and exhale with the above use of the diaphragm.
3. With the palms of the hands on the sides, slowly and carefully elevate the diaphragm.
4. With the tips of the fingers against the sides press in the ribs, then rapidly reverse, suspending the breath in each case.
5. Inhale and exhale with the aid of the fingers as above.
6. Extend arms forward of the body, parallel, with the hands open, palms downward; draw them quickly backward clinching the fists; then reverse this action.

RESPIRATION—IN SCHOOL.

1. Open hands on waist, thumbs forward; inhale through nostrils, exhale through lips; inhale and exhale slowly, inhale slowly and exhale rapidly; inhale rapidly and exhale slowly, inhale and exhale rapidly.
2. Assume the third position for each exercise in Calisthenics, breathing as above; direct the attention to the diaphragm in the chest position, to the upper part of the lungs in the shoulder position, to the sides in the elbow position, and to the back in the hand position.

VOCAL EXERCISES.

1. Oral Elements singly and in combinations.
2. Phonetic Laughter.
3. Recitations in verse, with or without Calisthenics.
4. Songs, with or without Calisthenics.
5. Songs with marching; especially in primary grades.

Daily Programmes.

WARD SCHOOLS.

FIRST PRIMARY.

9:00...Morals and Manners; Songs.
9:10...Reading, 1st Grade.
9:25...Singing by note.
9:35...Reading, 2d Grade.
9:50...Recess.
10:05...Numbers, 1st Grade.
10:25...Numbers, 2d Grade.
10:45...Recess.
11:00...Language Lesson.
11:20...Reading, 1st Grade. (dismiss them.)
11:30...Oral Spelling, 2d Grade.
11:40...Writing.
12:00...Intermission.
2:00...Reading, 1st Grade,
2:15...Reading, 2d Grade.
2:30...Natural History, 1st Grade.
2:45...Natural History, 2d Grade.
3:00...Physical Instruction and Training.
3:05...Recess.
3:15...Reading or Oral Spelling, 1st Grade.
3:25...Oral Spelling, 2d Grade. 1st Grade Write.
3:35...Singing by note.
3:45...Drawing. (Inventive on Friday.)
4:00...Dismission.

SECOND PRIMARY.

9:00...Morals and Manners; Songs.
9:10...Reading, 1st Grade.
9:25...Reading, 2d Grade.
9:40...Singing by note.
9:50...Recess.
10:05...Arithmetic, 1st Grade.
10:25...Arithmetic, 2d Grade.
10:45...Recess.
11:00...Language Lesson.
11:20...Oral Spelling, 1st Grade. (Topical on Friday.)
11:30...Oral Spelling, 2d Grade. (Topical on Friday.)
11:40...Writing.
12:00...Intermission.
2:00...Reading, 1st Grade.
2:15...Reading, 2d Grade.
2:30...Geography, 1st Grade.
2:45...Geography, 2d Grade.
3:00...Physical Instruction and Training.
3:05...Recess.
3:15...Singing by note.
3:25...Oral Spelling, 1st Grade. (Topical on Friday.)
3:35...Oral Spelling, 2d Grade. (Topical on Friday.)
3:45...Drawing.
4:00...Dismission.

"NORTHEAST DISTRICT"—MIXED.

9:00...Morals and Manners; Song.
 9:10...Reading, 1st Grade, Primary.
 9:20...Reading, 2d Grade, Primary.
 9:30...Numbers or Arithmetic, 1st Grade, Primary.
 9:40...Numbers or Arithmetic, 2d Grade, Primary.
 9:50...Arithmetic, 1st Grade, Grammar.
 10:05...Arithmetic, 2d Grade, Grammar
 10:25...Grammar, 1st and 2d Grades, Grammar.
 10:45...Recess.
 11:00...Language Lessons, 1st and 2d Grades, Primary.
 11:20...Reading, 1st Grade, Primary.
 11:30...Oral Spelling; 2d Grade, Primary. (Topical on Friday.)
 11:40...Writing—Monday, Wednesday, Friday; Drawing—Tuesday,
 Thursday. 1st Grades Primary, every day, and Inventive
 on Friday.
 12:00...Intermission.
 1:00...Reading, 1st Grade, Primary.
 1:10...Reading, 2d Grade, Primary.
 1:20...Reading, 1st and 2d Grades, Grammar.
 1:40...Geography, 1st and 2d Grades, Grammar.
 2:00...Physical Instruction and Training.
 2:05...Recess.
 2:15...Natural History or Geography; 1st and 2d Grades, Primary.
 2:30...Reading or Oral Spelling; 1st Grade, Primary.
 2:40...Oral Spelling, 2d Grade, Primary. (Topical on Friday.)
 2:50...Written Spelling; 1st and 2d Grades, Grammar. (Oral on
 Wednesday.)
 3:00...Singing by note.
 3:15...Dismission.
 3:15 to 4:00 P. M....Impromptu Composition on 1st Friday of each
 month.
 3:15 to 4:00 P. M....Oral Biography on 2d Friday of each month.
 3:00 to 4:00 P. M....Rhetorical Exercises on 3d Friday of each month.

FIRST GRAMMAR.

9:00...Morals and Manners; Songs.
 9:10...Study and Instruction.
 9:40...Arithmetic, 1st Grade.
 10:10...Singing by note.
 10:20...Arithmetic, 2d Grade.
 10:45...Recess.
 11:00...Geography, 1st Grade.
 11:30...Geography, 2d Grade.
 12:00...Intermission.
 2:00...Reading, 1st Grade.
 2:20...Reading, 2d Grade.
 2:40...Grammar, 1st Grade.
 3:00...Physical Instruction and Training.
 3:05...Recess.
 3:15...Grammar, 2d Grade.
 3:40...Written Spelling, 1st Grade. (Oral on Wednesday.)
 3:50...Written Spelling, 2d Grade. (Oral on Wednesday.)
 4:00...Writing—Monday and Wednesday. Drawing—Tuesday and
 Thursday.
 4:30...Dismission.
 3:15 to 4:00 P. M....Impromptu Composition on first Friday of each
 month.
 3:15 to 4:00 P. M....Oral Biography on 2d Friday of each month.
 2:00 to 4:00 P. M....Rhetoric Exercises on 3d Friday of each month.

NOTE.—Change the order of the grades on the 2d Friday P. M., of each month; examine one grade, and let the other recite.

SECOND GRAMMAR.

- 9:00...Morals and Manners; Songs.
- 9:10...Study and Instruction.
- 9:40...Arithmetic, 1st Grade.
- 10:10...Arithmetic, 2d Grade.
- 10:35...Singing by note.
- 10:45...Recess.
- 11:00...Geography or U. S. History, 1st Grade.
- 11:30...U. S. History, 2d Grade.
- 12:00...Intermission.
- 2:00...Reading, 1st Grade.
- 2:20...Reading, 2d Grade.
- 2:40...Grammar, 1st Grade.
- 3:00...Physical Instruction and Training.
- 3:05...Recess.
- 3:15...Grammar, 2d Grade.
- 3:40...Written Spelling, 1st Grade. (Oral on Wednesday.)
- 3:50...Written Spelling, 2d Grade. (Oral on Wednesday.)
- 4:00...Writing—Monday and Wednesday. Drawing—Tuesday and Thursday.
- 4:30...Dismission.
- 3:15 to 4:00 P. M.,...Composition on 1st Friday of each month.
- 3:15 to 4:00 P. M.,...Home Civil Government on 2d Friday of each month.
- 2:00 to 4:00 P. M.,...Rhetorical Exercises on 3d Friday of each month.

NOTE.—Change the order of the grades on the 2d Friday P. M. of month; examine one grade and let the other recite.

HIGH SCHOOL.

[Arranged each term].

Examination Programmes.

FIRST AND SECOND PRIMARY.

ORAL.

9:00—Opening exercises.
9:10—Numbers or Arithmetic, 1st grade.
 Numbers or Arithmetic, 2d grade.
10:00—Recess.
10:10—Singing.
10:45—Recess.
11:00—Language.
11:30—Spelling, 1st grade.
 Spelling, 2d grade.
12:00—Intermission.
2:00—Natural History or Geography, 1st grade.
 Natural History or Geography, 2d grade.
3:00—Recess.
3:15—Writing.
3:40—Drawing.
4:00—Dismission.

NOTE.—In the 1st Primary department dismiss 1st grade at 11:30; and let them work on drawing and writing from 3:15 to 4:00.

"NORTHEAST DISTRICT."

PRIMARY GRADES, ORAL. GRAMMAR GRADES, ORAL AND WRITTEN.

9:00—Opening exercises.
9:10—Arithmetic; 1st grade Grammar.
 Arithmetic; 2d grade Grammar.
 Numbers or Arithmetic; 1st grade Primary.
 Numbers or Arithmetic; 2d grade Primary.
10:10—Singing, oral.
10:45—Recess.
11:00—Grammar; 1st grade, Grammar.
 Grammar; 2d grade, Grammar.
 Language; 1st and 2d grades, Primary. Dismiss 1st grade.
 Spelling; 1st and 2d grades, Primary.
12:00—Intermission.
1:00—Geography; 1st grade, Grammar.
 Geography; 2d grade, Grammar.
 Natural History or Geography; 1st grade Primary.
 Natural History or Geography; 2d grade Primary.
2:00—Recess.
2:15—Writing and Drawing; 1st and 2d grades, Primary.
 Spelling; 1st and 2d grades, Grammar.
2:25—General exercises; 1st and 2d grades, Grammar, oral.
3:00—Dismission.

FIRST GRAMMAR.

ORAL AND WRITTEN.

9:00—Opening exercises.
 9:10—Arithmetic, 1st grade.
 Arithmetic, 2d grade.
 10:10—Singing, oral.
 10:45—Recess.
 11:00—Geography, 1st grade.
 Geography, 2d grade.
 12:00—Intermission.
 2:00—Grammar, 1st grade.
 Grammar, 2d grade.
 3:00—Recess.
 3:15—Spelling, 1st grade.
 Spelling, 2d grade.
 3:25—General exercises, oral.
 4:00—Dismission.

SECOND GRAMMAR.

ORAL AND WRITTEN.

9:00—Opening exercises.
 9:10—Arithmetic, 1st grade.
 Arithmetic, 2d grade.
 10:10—Singing, oral.
 10:45—Recess.
 11:00—Geography or United States History, 1st grade.
 United States History, 2d grade.
 12:00—Intermission.
 2:00—Grammar, 1st grade.
 Grammar, 2d grade.
 3:00—Recess.
 3:15—Spelling, 1st grade.
 Spelling, 2d grade.
 3:25—General exercises, oral.
 4:00—Dismission.

REMARK.—In every department on the previous day, devote the whole time for Reading to an examination upon that branch. In the Grammar Grades of the “N. E. Dist.” and the 1st and 2d Grammar Departments, rank Writing and Drawing from the month's work, from the pupils' books, or from work assigned in examination time.

HIGH SCHOOL.

ORAL AND WRITTEN.

[Arranged each term].

Object Lessons—Drawing and Modeling.

1ST WEEK.

Lesson 1. Form Lesson—Sphere; It is round; will roll and stand.
2. Form Lesson—Name or bring object like a Sphere.
3. Language Lesson—Teach name; review activities.
4. Form Lesson—Modeling; sphere.

2D WEEK.

Lesson 1. Form Lesson—Cube; compare sphere and cube; learn its activities.
2. Form Lesson—Name or bring object like a cube.
3. Language Lesson—Teach name; drill and review.
4. Form Lesson—Modeling; cube.

3D WEEK.

Lesson 1. Review name and activities of cube and sphere.
2. Building arrangements of cube and sphere, making sentences to describe their position.
3. Modeling; balls, marbles, beads.
4. Name or bring objects like spheres.

4TH WEEK.

Lesson 1. Modeling; cherries and oranges.
2. Distinguishing by sight and touch both solids; review.
3. Review; language drill; name activities and building.
4. Lump of sugar, box, dice; modeling.

5TH WEEK.

Lesson 1. Form Lesson—Cylinder; compare with cube and sphere.
2. Form Lesson—Develop activities; roll, slide and stand.
3. Form Lesson—Name cylinder; find objects like a cylinder.
4. Form Lesson—Modeling; cylinder.

6TH WEEK.

Lesson 1. Building arrangements with cube, sphere and cylinder.
2. Modeling; cylinder to make better one.
3. Review; by sight and touch the three solids.
4. Modeling; firecracker; rollingpin.

7TH WEEK.

Lesson 1. Language Lesson—Review name and activities of all.
2. Form Lesson—Review modeling the three solids.
3. Form Lesson—Make spheres and make bunch of grapes.
4. Form Lesson—Hemisphere; learn how made.

8TH WEEK.

Lesson 1. Model small spheres for beads; cut a cube into eight small ones and make into beads; save eight of each.
2. Name objects like hemispheres.
3. Compare four solids and learn activities of hemispheres.
4. Model spheres and cut into hemispheres.

9TH WEEK.

Lesson 1. 1. Model spheres, cut in halves; make bird's nest and dipper.
 2. Find objects based on two of the forms taught.
 3. Building with any or all the solids for language.
 4. Modeling; sphere, tea-kettle, cup.

10TH WEEK.

Lesson 1. 1. Form Lesson—Square prism, compare with cube and cylinder.
 2. Form Lesson—Name objects like a square prism.
 3. Form Lesson—Model cube, cut twice lengthwise for prism.
 4. Form Lesson—Review all by sight and touch.

11TH WEEK.

Lesson 1. 1. Form Lesson—Model cylinder; flatten for square prism.
 2. Language Lesson—Review name and activities of all solids.
 3. Form Lesson—Surface; surface is outside.
 4. Form Lesson—Model sphere; name objects with surface like sphere.

12TH WEEK.

Lesson 1. 1. Name round surface, find such surface.
 2. Find objects with surface like cylinder.
 3. Name "curved surface," compare with round surface.
 4. Model object with curved surface.

13TH WEEK.

Lesson 1. 1. Review round and curved surface.
 2. Make clay tablets and imbed sphere and cylinder.
 3. Compare surface of cube and sphere.
 4. Find surfaces like sphere and cube.

14TH WEEK.

Lesson 1. 1. Teach plane surface; review; language.
 2. Model sphere, cut in halves, save one.
 3. Model cylinder, cut in two lengthwise, save one.
 4. Review all surfaces by sight and touch.

15TH WEEK.

Lesson 1. 1. Make tablets of clay and imbed; imbed cube six times in form of Latin cross, sphere and cylinder; save tablets.
 2. Compare and describe surface from tablets saved.
 3. Model cube, cylinder and square prism; cut six or eight tablets from each, saving the squares, circles and oblongs cut off.
 4. Have the solids and tablets from last lesson, compare and select the tablets agreeing with the solid.

16TH WEEK.

Lesson 1. 1. Children have cube, cylinder and prism, and find the parts of the surface, noting the number of each.
 2. Teach name "face" for part of surface; drill.
 3. Teach plane and curved face.
 4. Building with all solids; make this a language lesson.

17TH WEEK.

Lesson 1. 1. Develop idea of "edge"; find and name edges.
 2. Teach straight and curved edges; using cube, hemisphere, and half cylinder.

Lesson 3. Have children bring object having straight and curved edge.

4. Fold a paper strip five inches long by one inch wide about a cube, to show the edges.

18TH WEEK.

Lesson 1. Children cut at home the folded slips of last lesson and bring the squares to school; arrange for a border.

2. Press paper on end of cylinder eight times, cut the circles and save for border.

3. Color lesson, red; see Book No. 1.

4. Arrange cubes and spheres for a border. (Same.) Using squares and circles.

19TH WEEK.

Lesson 1. Press paper on prism or flat side of half cylinder; cut out the oblong and save for borders. (4 oblongs.)

2. Compare cube and prism; select tablets to correspond.

3. Color lesson; review red; be certain the children know the color before giving the name.

4. Building with all the solids; using clay or wooden ones.

20TH WEEK.

Lesson 1. Teach corner; inside, outside and surface corner.

2. Fold a paper square for its diameters, cut one half of one and fold one quarter of the square on the other to make corners.

3. Teach idea of vertical.

4. Build with solids; arrange tablets to agree.

21ST WEEK.

Lesson 1. Color lesson; yellow.

2. Pencil holding; take pencil at the middle, and give arm movement down, counting five.

3. Border of squares and oblongs; same with sticks.

4. Arm movement down. (Do not use slates yet).

22D WEEK.

Lesson 1. Review colors; red and yellow.

2. Arm straight in front, hand turned over, make vertical lines in front in the air; count five.

3. Draw long lines down on slate or paper; long pencils.

4. Review surface, face, edge and corner.

23D WEEK.

Lesson 1. Draw long lines down; long pencil holding.

2. Teach horizontal; using objects.

3. Color lesson; blue.

4. Lay splints or sticks for vertical and horizontal edges.

24TH WEEK.

Lesson 1. Movement in air across for horizontal.

2. Review primary colors.

3. Color lesson; orange; show how made.

4. Draw long lines across slate or paper.

25TH WEEK.

Lesson 1. Lay with sticks face of cube; of prism; of cylinder.

2. Draw lines using term horizontal.

3. Color lesson; green.

4. Arm movement alternately down and across.

26TH WEEK.

Lesson 1. Lay border of horizontal and vertical sticks.
 2. Draw long lines alternately down and across.
 3. Color lesson; purple.
 4. Bisection; use term "middle"; teach by folding paper.

27TH WEEK.

Lesson 1. Bisect with "men." See book No. 1; give term.
 2. Review secondary colors.
 3. Stick laying at pleasure.
 4. Tablet laying at pleasure.

28TH WEEK.

Lesson 1. Review all the solids; name activities and names.
 2. " details of surface.
 3. " vertical, horizontal and bisection.

29TH WEEK.

Lesson 1. Make picture of corner; [Book No. 1.] lay sticks for face of cube; place points at corners, or ends of sticks.
 2. Place points of opposite sides of slate; practice sighting points, but not drawing lines; count two.
 3. Review colors; children bringing and naming colors.
 4. Model apple and sphere. Cut spheres and make halves of apples.

30TH WEEK.

Lesson 1. Place and sight points; draw lines, counting five.
 2. Modeling; make box, mallett, toad stool, pin cushion.
 3. Place points one inch from corner; use cube to test. [Book No. 1].
 4. Modeling; lemon and potato from sphere.

31ST WEEK.

Lesson 1. Lay with sticks face to cube, cylinder, prism; place points and draw.
 2. Model prism, cut lengthwise on a diagonal for a triangular prism.
 3. Fold a paper cylinder and both prisms.
 4. Modeling, both prisms and make house.

32D WEEK.

Lesson 1. Review inch from corners and bisection.
 2. Model any object based on cube or prism.
 3. Review solids by sight and touch.
 4. Model two pears; save the best of each one's work.

33D WEEK.

Lesson 1. Color Lesson—With colored crayon, color apple.
 2. Arrange squares for a border and draw. [Size one inch].
 3. Modeling anything based on hemisphere.
 4. Points one inch corners; bisect sides; connect points.

34TH WEEK.

Lesson 1. Color Lesson—Use crayon and color the oranges and pears saved.
 2. Build with cube and cylinder; lay with tablets and draw.
 3. Memory Lesson—Lay same lesson with sticks.
 4. Modeling; any form based on cylinder.

35TH WEEK.

Lesson 1. Model cube and cylinder; cut tablets and make crackers.
2. Review colors.
3. Model a nut or acorn.
4. Bisection.

36TH WEEK.

Lesson 1. Review solids; name and activities and tablets.
2. Modeling at pleasure.
3. Review or model.

Rhetorical Rules for Grammar Rooms.

1. Every scholar shall have at least one composition each term.
2. The school shall be divided into two divisions; one to read, one to speak. If any teacher desires select readings these shall be given by the scholars who for some good reason are not prepared with compositions or declamations.
3. The compositions shall be handed in, and the declamations *shown* to the teacher by the *third* Monday of each month.
4. Scholars who have entered upon the full school course shall be required to read or speak upon the prescribed day; or if absent at that time, before entering their classes upon their return to school.
5. It shall be left to the option of each teacher to settle the rhetorical work for temporary half-day scholars.
6. No scholar shall be marked as high as 60 per cent. on work not handed in or shown to the teacher by the required time. Scholars shall be marked in spelling, capitalization, and subject matter.

Rules for the Teachers' Library.

1. All teachers employed in the public schools of Madison shall constitute a Library Association.
2. The officers of the association shall be a President, a Secretary, and a Treasurer, who shall be elected during the first week of every school year. The City Superintendent shall be president *ex-Officio*, and his duties shall be such as usually appertain to that office. The Secretary shall also act as Librarian, and shall be chosen from among the High School teachers for one year, to serve from January 1st. The Treasurer shall have charge of the funds of the Association, and shall pay out money only upon the written order of the President and Secretary. The Treasurer shall be chosen from among the ward school teachers.
3. The President, Secretary and Treasurer, shall constitute the Library Committee, whose transactions shall be subject to the will of the Association.
4. Books may be drawn on Tuesday from 4:15 to 5:15 P. M. Also on those Saturday mornings when teachers' meetings are held.
5. No member shall be allowed to have in his possession more than one book at a time, nor be allowed to retain a book longer than two weeks without renewal. A book may be renewed for one week only.
6. Members retaining books longer than two weeks without renewal, or three weeks including renewal, shall be subject to a fine of two cents for each day of such retention. No member shall be allowed to draw books until all fines against him shall have been paid.
7. Any member losing or in any way injuring a book shall be held liable for the same.
8. The Library may be consulted at any time with the consent of the Secretary.
9. All business not otherwise provided for shall be transacted by the Association.
10. These rules shall take effect and be in force from and after their adoption by the Association.

Adopted April 19, 1879.

Directions to Principals.

BY THE CHAIRMAN OF THE SUPPLY COMMITTEE.

Buildings are warmed with hot air furnaces. Each room is supplied with a thermometer, and the temperature should be kept, in winter, between 65° and 70°. The janitors are required to properly sweep, at evening, the several buildings under their charge, when necessary, and to dust the furniture in the morning. When fires are needed, they must be lighted in time to insure proper warmth in the several school rooms, by half-past eight o'clock in the morning. In severe cold or rough weather, the fires will need more and earlier care than in mild or still weather.

No wood should be burned with coal, except when kindling fires, and wood should *never be placed on top of coal*.

Such attention as may be needed to insure the proper cleaning and warming of buildings, must be given, and any failure in these matters which causes discomfort to the inmates of the school rooms, should be reported to the Committee on Supplies.

Janitors should remember that the oversight or neglect of one may result in suffering to all the inmates of a building.

In case the Principal of a building should find the house insufficiently warmed, she should examine:

- 1st. Whether the windows are all thoroughly closed.
- 2d. Whether the fires are burning brightly and the heaters performing properly.
- 3d. Whether the fires have been lighted a sufficient length of time.

In very cold or rough weather it is best to have a committee at the outer door to admit pupils, and to close the doors as soon as possible.

Unless the temperature in the school room shall be at or near 60°, or rising soon after the opening of the session, it is better to dismiss the school, and report conditions to the Superintendent and the Chairman of the Visiting Committee of that school.

The clocks require winding once in each week, and it is suggested that at the close of the last session of the week, they be *wound by, or under the immediate supervision* of the teacher of the room, or the Principal of the building, placing the key upon the axle, and winding *steadily and slowly* until the weight strikes against the rest, when the clock should be closed to exclude dust.

The hands of the Calendar or Programme clock must *never* be moved backward. Irregularity or stopping of the clocks should be reported to the Committee on Supplies.

Principals are requested to leave at the end of each term, in the hands of the Superintendent, a written statement of the repairs needed in their respective buildings.

Remarks to the Teachers.

BY THE SUPERINTENDENT.

In concluding this manual for the teachers, the Superintendent desires to make a few brief statements:

1st. The Board of Education of our city, very properly, regard the teachers as the chief agent in bringing success out of the schools, or in leading them down to failure. In other words, we are held responsible for results.

2d. At the same time, we shall be left a wide range of freedom to accomplish what we undertake. No teacher possessed of a gift need let it lie dormant. The course of study adopted by the Board of Education, this guide arranged by the Superintendent, are intended to be aids to the teachers, not hindrances. Hence, every teacher is urged to confer candidly with the Superintendent concerning any temporary or permanent change desired, and all such suggestions will receive due consideration. The Board, hereafter, will also meet the teachers from time to time, and give them an opportunity for free expression upon any subject relating to the schools.

3d. By referring to the rules of the Board, it will be observed that the Superintendent is required to see that the course of study is followed; also that teachers are directed to carry into effect all regulations. Therefore, every teacher should modify *after* consultation with the Superintendent, not *before*, in order that he may have had an opportunity to receive the sanction of the Board. Common courtesy and common sense agree upon this course.

4th. The Superintendent is not engaged by the Board to act as their spy and detective, but rather as a friend and helper to the teachers. Owing to the multiplicity of other duties, his visits to each room can be at best but few and short. Hence, all teachers are urged to make the most of the Saturday meetings and the reference library relating to the theory and art of teaching. When we cease to grow we should cease to teach.

5th. Teachers are cautioned against putting too much time and effort upon minor details in their work; their strength ought to be directed towards instruction. In the preparation of reports, abstracts, etc., they should feel free to call for assistance wherever it can be properly obtained.

6th. The Board of Education has recently ordered for the table of each teacher, an elementary work upon the preservation of health. Oral instruction upon this subject is to be occasionally given by the teacher to the pupils in connection with the afternoon training in physical exercises. The teachers are urged not to treat this with neglect, but to interest themselves and their pupils in investigating and applying the principles of hygiene, a subject eminently practical, highly important. Conversations upon topics like the following are suggested: Food, drink, air, bathing, dress, exercise, study, sleep, etc.

7th. Each teacher will find, in charge of the Principal of the school, material for illustrating many of the subjects taught. Moreover, the teachers of the First Primary Department will find in their own rooms carefully selected collections for teaching by the objective method. This material was bought to be *used*, not to be stored away in some closet, there to be enveloped in dust and ultimately forgotten. On the other hand, we should not forget to use all apparatus with at least as much care as if it were our own property, while it is in our possession, promptly returning it to the Principal for safe keeping when we have no further need for it. This same remark applies to all books of reference.

8th. Make of every text-book a *servant* not a *master*; omit or pass lightly and swiftly over minor matters; dwell upon and copiously illustrate those topics upon which the science is grounded. Do not look for perfection in an author; eliminate one part of this work, expand another, according to the needs of your class. This suggestion is particularly important in the teaching of Arithmetic, Grammar, Geography and History. You will find your power as a teacher wonderfully strengthened by putting on your table the works of the best authors upon any subject, and carefully comparing them from time to time.

9th. Teachers are reminded of the constant necessity of *review*. Do not give your whole attention to the work for the month, the term or even the year. Go back again and again to fundamental principles. Apply them in many different ways, often with new associations, always with the expectation of added power. Emphasize those parts which point directly toward active life.

10th. It may be well to state in these notes that some pupils should have their studies distributed among different grades. This remark applies not only to the High School, but to Ward Schools as well. We can afford to have a looser classification here than in some cities, if, at the same time the *best interests* of each child are consulted.

11th. The Board of Education desires teachers not to put too much stress upon any examination of the pupils, whether oral or written, monthly or final. Children of a highly nervous organization may

easily receive lasting injury, unless the teacher uses great discretion in examining them. No examination should be used as an instrument of torture to atone for the past delinquencies of either scholar or teacher. If pupils have done poorly upon a study, they are not the only ones to be *blamed*, and should not be the only ones to *suffer*. It is suggested that the idea of a review recitation, not without new hints upon the subject, be incorporated into each examination wherever the same is found to be practicable. The Superintendent has also arranged cards upon which the daily recitation of any class may be marked; this makes any *rigid* examination as unnecessary as it is unwise.

12th. Finally, teachers are reminded of the fact, that while a few of their pupils may step upward in the schools, by far the larger number are constantly stepping outward into the stirring scenes of active life. Therefore, our efforts should be directed according to this fact, and the question should recur to us again and again:—What *have* I done, what *am* I doing to fit these children for honorable, for successful citizenship?

