



## **Annual report of the public schools of the city of Madison, Wis.: 1893-94.**

Madison, Wisconsin: Taylor and Gleason, Book and Job Printers, [s.d.]

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THE

# PUBLIC SCHOOLS

OF THE

CITY OF MADISON

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1893-94

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# ANNUAL REPORT

OF THE

# PUBLIC SCHOOLS

OF THE

CITY OF MADISON, WIS.

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1893-94.

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MADISON, WIS.

TAYLOR & GLEASON, BOOK AND JOB PRINTERS,

1894.



## BOARD MEETINGS.

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

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## SUPERINTENDENT.

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

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## SCHOOL SESSIONS.

High School—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M.  
Ward Schools—From 9 A. M. to 12 M., and from 2 to 4 P. M.  
Greenbush—From 9 A. M. to 12 M., and from 1:30 to 3:30 P. M.  
Northeast School—From 9 A. M. to 12 M., and from 1 to 3:30 P. M.

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## SCHOOL CALENDAR—1894-95.

### FALL TERM—

Opens Monday, September 10, and closes Friday, December 21.

### WINTER TERM—

Opens Monday, January 7, and closes Friday, March 29.

### SPRING TERM—

Opens Monday, April 8, and closes Friday, June 14.

## Board of Education.

1894.

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### OFFICERS.

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

### MEMBERS.

Term Expires.

J. W. STEARNS .....	522 Wisconsin Ave .....	1894
O. S. NORSMAN .....	219 W. Gilman .....	1894
H. M. LEWIS .....	209 E. Mifflin.....	1895
JULIUS G. O. ZEHNTER .....	11 S. Hancock .....	1895
M. R. DOYON.....	752 E. Gorham .....	1896
JAMES CONKLIN.....	310 N. Brooks .....	1896
Mayor JOHN CORSCOT.....	1222 E. Johnson. ....	<i>Ex-Officio.</i>
Ald. JULIUS KLUETER.....	508 E. Wilson.....	<i>Ex-Officio.</i>

## Committees.

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### STANDING.

Teachers .....	LEWIS, STEARNS, DOYON.
Course of Study.....	STEARNS, CORSCOT, CONKLIN.
Finance.....	ZEHNTER, NORSMAN, KLUETER.
Supplies .....	CORSCOT, NORSMAN, ZEHNTER.
Building .....	DOYON, CORSCOT, LEWIS, KLUETER, CONKLIN.

### VISITING.

High School .....	STEARNS, LEWIS.
First Ward .....	NORSMAN, ZEHNTER.
Second Ward .....	CORSCOT, DOYON.
Third Ward .....	LEWIS, KLUETER.
Fourth Ward .....	ZEHNTER, CORSCOT.
Fifth Ward .....	STEARNS, CONKLIN.
Sixth Ward.....	DOYON, KLUETER.
N. E. District .....	KLUETER, LEWIS.
Greenbush .....	DOYON, CONKLIN.

## Citizens' Visiting Committee.

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Prof. W. A. SCOTT, Chairman.

### HIGH SCHOOL.

Prof. W. A. SCOTT.

Dr. L. R. HEAD.

Mrs. R. M. LA FOLLETTE.

Miss SUSAN A. STERLING.

### GRAMMAR GRADES.

Mr. L. B. MURPHY.

Hon. H. C. THOM.

Mrs. F. W. HOYT.

Mr. FRANK HUTCHINS.

Mrs. WAYNE RAMSAY.

### PRIMARY GRADES.

Mrs. W. W. DANIELLS.

Mrs. J. L. O'CONNOR.

Miss MARTHA M. DODGE.

Mrs. C. I. KING.

Miss FRANCES M. LANSING.

## Department of Instruction.

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R. B. DUDGEON, B. A., Wingra Park, Superintendent of Schools.

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### ASSIGNMENT OF TEACHERS, 1893-94.

#### HIGH SCHOOL.

J. H. HUTCHISON, B. S.....	1015 W. Johnson.....	Principal.
MINA L. STONE, B. S.....	451 W. Wilson .....	Vice-Principal.
BERTHA S. PITMAN, B. L...	414 N. Henry.....	German.
ANNA B. MOSELEY, A. M ..	120 Langdon. ....	Greek, Latin.
JENNIE A. HUENKEMIER, B.L.	223 W. Gilman ....	History.
MARY McGOVERN .....	342 W. Mifflin.....	English Literature.
WINNIE C. WARNING.....	515 State .....	Algebra, Geometry.
SUE TULLIS, B. L.....	210 N. Hamilton....	Composition, Latin.
MATILDA E. REUL, M. S...	213 W. Gilman .....	Natural Sciences.
LIZZIE B. NOYES, B. L.....	436 W. Main .....	Algebra, Arithmetic.
FLORA C. MOSELEY, B. L..	120 Langdon .....	English.
JOHN F. DOHERTY, B. L. ..	22 W. Dayton .....	Rhetorical Work.

#### ALL SCHOOLS.

MARY S. MORSE.....	416 Wisconsin Ave .	Drawing.
JACOB RETTICH.....	135 S. Hancock.....	Physical Culture.

#### FIRST WARD.

MARY L. EDGAR .....	617 State .....	Second Grammar.
KATE H. FEENEY. ....	Wingra Park.....	First Grammar.
ELLA HICKOK .....	521 State .....	Second Primary.
IRENE LARKIN .....	107 W. Gorham.....	First Primary.

#### SECOND WARD.

LAURA K. GRISIM .....	115 E. Johnson.....	Second Grammar.
CARRIE H. BILLINGS .....	603 E. Johnson.....	First Grammar.
ELIZA M. HERFURTH .....	703 E. Gorham .....	Second Primary.
EMMA G. HYLAND .....	141 N. Canal .....	Second Primary.
ANNIE E. GLANVILLE .....	603 E. Johnson.....	Second Primary.
PAULINE W. SHEPARD....	1226 E. Dayton .....	First Primary.

## THIRD WARD.

S. MATILDA BAILEY..... 215 Monona Ave.... Second Grammar.  
 MARY B. BAKER ..... 311 Park. .... First Grammar.  
 JESSIE M. BOWERS ..... 215 Monona Ave.... First Grammar.  
 CAROLINE A. HARPER .... 610 Langdon ..... Second Primary.  
 EMMA A. NELSON ..... 1014 Williamson.... Second Primary.  
 JENNIE M. WILLIAMS .... 109 W. Doty..... First Primary.  
 ELLA LARKIN. .... 107 W. Gorham.... First Primary.  
 RICKA HINRICHES..... 114 E. Johnson . .... Kindergarten.  
 MARY E. PICKARTS ..... 429 Park ..... Kindergarten assist.

## FOURTH WARD.

THERESE G. COSGROVE.... 420 W. Washington. Second Grammar.  
 FREDERIKA BODENSTEIN.. 121 S. Webster..... First Grammar.  
 MARY E. STORM ..... 202 N. Carroll ..... Second Primary.  
 ISABEL T. BYRNE ..... 446 W. Wilson..... First Primary.

## FIFTH WARD.

NELLIE M. SHINNICK .... 1001 University Ave. Second Grammar.  
 MARGARET A. FORAN .... 454 W. Main ..... First Grammar.  
 CARRIE J. BALL..... 202 N. Carroll ..... Second Primary.  
 CLARE DENGLER ..... 319 Francis. .... First Primary.

## SIXTH WARD.

MAGGIE M. MAYERS ..... 743 Jenifer. .... Second Grammar.  
 HENERIETTA KLEINPEL... 208 Monona Ave.... Assistant.  
 MARTHA L. CHAMBERLAIN. 912 Spaight ..... First Grammar.  
 MARGARET M. CHAMPER.. 743 Jenifer..... Second Primary.  
 LEONORE TOTTO..... 912 Spaight..... First Primary.  
 FLORENCE FOOTE..... 901 Jenifer..... First Primary.

## NORTHEAST DISTRICT.

MARGRETTA JONES ..... 215 Monona Ave.... Grammar.  
 HELEN WINTER..... 15 S. Webster ..... Primary.

## GREENBUSH.

LELIA M. GILE ..... 419 W. Washington. Grammar.  
 NORA CULLIGAN ..... 314 Clymer..... Primary.

## Department of Instruction.

1894-95.

R. B. DUDGEON, B. A., Superintendent.

### HIGH SCHOOL.

J. H. HUTCHISON, B. S.	Principal.
ANNA B. MOSELEY, A. M.	Greek, Latin.
WINNIE C. WARNING	Algebra, Geometry.
SUE TULLIS, B. L.	English, Latin.
LIZZIE B. NOYES, B. L.	Algebra, Arithmetic.
MARY McGOVERN	English Literature.
JENNIE HUENKEMIER, B. L.	History.
GRACE E. LEE, B. S.	Natural Sciences.
REGINA R. BOLD, B. L.	English, Rhetoricals.
MARTHA S. BAKER, B. L.	German.

### ALL SCHOOLS.

MARY S. MORSE	Drawing.
JACOB RETTICH	Physical culture.
NELLIE W. FARNSWORTH	Music.

### FIRST WARD.

MARY L. EDGAR	Second Grammar.
KATE H. FEENEY	First Grammar.
ELLA HICKOK	Second Primary.
IRENE LARKIN	First Primary.

### SECOND WARD.

LAURA K. GRISIM	Second Grammar.
CARRIE H. BILLINGS	First Grammar.
ELIZA M. HERFURTH	Second Primary.
EMMA G. HYLAND	Second Primary.
ANNIE E. GLANVILLE	Second Primary.
PAULINE W. SHEPARD	First Primary.
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## THIRD WARD.

S. MATILDA BAILEY.....	Second Grammar.
MARY B. BAKER.....	First Grammar.
JESSIE M. BOWERS .....	First Grammar.
CAROLINE A. HARPER.....	Second Primary.
EMMA A. NELSON .....	Second Primary.
JENNIE M. WILLIAMS .....	First Primary.
ELLA LARKIN.....	First Primary.
RICKA HINRICHES.....	Kindergarten.
—————	Kindergarten Ass't.

## FOURTH WARD.

THERESE G. COSGROVE.....	Second Grammar.
FREDERIKA BODENSTEIN .....	First Grammar.
MARY E. STORM .....	Second Primary.
ISABEL T. BYRNE .....	First Primary.

## FIFTH WARD.

NELLIE M. SHINNICK .....	Second Grammar.
MARGARET FORAN .....	First Grammar.
CARRIE J. BALL .....	Second Primary.
CLARE DENGLE.....	First Primary.

## SIXTH WARD.

MAGGIE M. MAYERS .....	Second Grammar.
MARGARETTA JONES.....	First Grammar.
MARTHA L. CHAMBERLAIN.....	Second Primary.
MARGARET M. CHAMPER .....	Second Primary.
LEONORE TOTTO .....	First Primary.
FLORENCE FOOTE.....	First Primary.
ANNA LOUISE TYNER .....	Kindergarten.
—————	Kindergarten Ass't.

## NORTHEAST DISTRICT.

HELEN WINTER.....	Primary.
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## GREENBUSH.

LELIA M. GILE .....	Grammar.
NORA CULLIGAN .....	Primary.

## Janitors.

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High School.....	John Morris .....	815 E. Gorham Street.
First Ward.....	John McDonald .....	437 W. Dayton Street.
Second Ward .....	Fred Gruendler .....	629 E. Johnson Street.
Third Ward.....	Wm. Post .....	16 S. Hancock Street.
Fourth Ward.....	Matthew Culligan.....	314 W. Clymer Street.
Fifth Ward .....	Mrs. Margaret Welsh..	814 W. Dayton Street.
Sixth Ward .....	Simeon Sharer.....	1102 Spaight Street.
Northeast District ...	John G. Schultz.....	Atwood Avenue.
Greenbush .....	William Storm .....	S. Park Street.

## Treasurer's Report.

*Receipts and Expenditures from July 1, 1893, to June 30, 1894.*

### RECEIPTS.

1893.

July 1	Balance on hand .....	\$8,389 79
Aug. 7	Chas. Post, town treasurer, town of Madison, tax ...	8 78
Sept. 22	John Hunner, state treasurer, part of loan.....	15,000 00
Oct. 19	J. M. Johnson, treasurer Blooming Grove, tax 1892..	453 18
Oct. 19	R. B. Dudgeon, tuitions collected.....	24 00
Dec. 2	Adamant Manf. Co., refunded on contract .....	15 00
Dec. 7	R. B. Dudgeon, tuitions collected .....	110 00
Dec. 18	State of Wisconsin, state aid high schools .....	282 50
Dec. 30	M. G. Meyers, city treasurer, part city school tax...	13,500 00

1894.

Jan. 5	R. B. Dudgeon, tuitions collected .....	94 00
Jan. 20	M. G. Meyers, city treasurer, part city school tax ...	10,000 00
Feb. 1	M. G. Meyers, city treasurer, balance city school tax.	5,025 32
Feb. 2	John Hunner, state treasurer, balance of loan .....	25,000 00
Mch. 12	M. G. Meyers, treasurer, county school tax .....	6,060 00
Mch. 12	R. B. Dudgeon, tuitions collected .....	172 50
Mch. 20	J. M. Clifford, tuition.....	63 00
Apr. 9	J. M. Johnson, treasurer Blooming Grove, tax 1893..	449 64
May 30	R. B. Dudgeon, tuitions collected.....	94 00
June 7	F. Krehl, old seat .....	2 00
June 9	Stephenson & Studemann, old furnace .....	20 00
June 26	Frank Kessenich, old seat .....	2 50
June 7	R. B. Dudgeon, tuitions collected .....	20 00
June 15	Chas. Post, treasurer town Madison, tax 1893 .....	504 00
June 20	E. E. Ladd, county treasurer, state apportionment...	6,220 49

\$91,510 70

### EXPENDITURES.

Certificates of appropriation paid from July 1, 1893, to June 30, 1894.....	\$77,824 07
Balance on hand June 30, 1894.....	13,686 63

\$91,510 70

M. R. DOYON,  
*Treasurer.*

## Clerk's Statement.

*Of Receipts and Expenditures of the Board of Education of the City of Madison, from July 1, 1893, to June 30, 1894.*

### RECEIPTS.

Balance on hand July 1, 1893 .....	\$8,389 79
From state aid to high schools.....	282 50
State apportionment.....	6,220 49
Tuition collected.....	577 50
City school tax, 1893.....	28,525 32
County school tax, 1893 .....	6,060 00
Town Blooming Grove, joint district tax, 1892	453 18
Town Blooming Grove, joint district tax, 1893	449 64
Town of Madison, joint district tax, 1892....	8 78
Town of Madison, Wingra Park, 1893.....	504 00
Sale of old seats, furnaces, etc.....	39 50
Loan from state of Wisconsin.....	40,000 00

### EXPENDITURES.

For Teachers' wages.....	\$27,990 92
Janitors and labor .....	2,602 74
Repairs .....	1,730 27
General supplies .....	1,519 03
Fuel .....	4,747 35
Apparatus and library .....	269 61
Free text books .....	178 68
Furniture .....	258 88
Clerk's salary.....	150 00
Printing report, etc.....	197 80
Interest on state loan, contracts and overdrafts.	1,519 21
Census.....	185 68
Payment on W. T. Fish contract .....	1,000 00
Sixth ward school house site.....	6,200 00
Macadam tax, high school grounds.....	492 59
Cement walk and curbing.....	280 00
Third ward addition, complete .....	14,101 31
Paid on contracts, Sixth ward building .....	14,400 00
Balance on hand June 30, 1894 .....	13,686 63

\$91,510 70 \$91,510 70

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

## Superintendent's Report.

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*To the Board of Education:*

**GENTLEMEN**—In compliance with the usual custom, I herewith submit my third annual report of the schools of Madison, for the year ending June 30, 1894.

As a matter of interest I will state that according to the records in the office of the superintendent, the first annual report of the Madison schools was made by D. Y. Kilgore, their first superintendent, in the year 1855. The present report will therefore form the thirty-ninth of the series of annual reports submitted by the several persons who have successively held the office of superintendent of the Madison schools.

We insert here a summary of statistics which will afford some knowledge of the present condition of our schools and of the progress made during the past year. To facilitate comparisons I have inserted the summaries from the last report:

### SUMMARY OF STATISTICS.

#### CENSUS.

	1892-93	1893-94
Population of the city of Madison (estimated) .....	16,000	17,000
Number of children of school age in the city:		
First Ward.....	815	884
Second Ward.....	1,055	1,070
Third Ward.....	367	371
Fourth Ward.....	840	880
Fifth Ward .....	757	791
Sixth Ward .....	683	713
Joint School District, N. E. .....	45	51
Joint School District, Wingra Park.....	22	40
Total .....	4,584	4,800

## ENROLLMENT.

## Number of children enrolled in the public schools:

High School.....	339	357
Model School.....	53	....
First Ward.....	261	177
Second Ward.....	305	286
Third Ward.....	187	411
Fourth Ward.....	196	193
Fifth Ward.....	195	238
Sixth Ward.....	280	294
Northeast School.....	60	72
Greenbush.....	74	85
 Total.....	 1,950	 2,113

## Number of pupils in the different grades:

Kindergarten.....	....	70
First Grade.....	329	328
Second Grade.....	232	232
Third Grade.....	264	228
Fourth Grade.....	201	234
Fifth Grade.....	160	206
Sixth Grade.....	165	172
Seventh Grade.....	151	159
Eighth Grade.....	109	127
First Year, High School.....	113	125
Second Year, High School.....	83	94
Third Year, High School.....	79	70
Fourth Year, High School.....	64	68
 Total.....	 1,950	 2,113

## ATTENDANCE.

Per cent. enrolled.....	45	46
Average membership.....	1,750	1,786
Average daily attendance.....	1,625	1,655
Per cent. of attendance.....	92	93
Total days of attendance for year.....	284,456	306,156

## BUILDINGS.

Number of buildings occupied.....	9	9
Number of regular school rooms.....	34	35
Number of recitation rooms used.....	13	13
Number of sittings for pupils.....	2,070	2,120

## TEACHERS.

Number in High School .....	12	12
Number in second grammar grade .....	6	6
Number in first grammar grade .....	9	10
Number in second primary grade .....	7	8
Number in first primary grade .....	12	11
Teacher of drawing .....	1	1
Teacher of physical culture .....	1	1
Kindergarten .....	0	1
Kindergarten Assistant .....	0	1
 Total .....	 48	 51

## TEACHERS' REPORTS.

Times teachers were tardy .....	181	114
Half days absence .....	151	172
Visits made to parents .....	274	332
Visits made to sick pupils .....	133	211

## VISITS TO THE SCHOOLS.

Number by the superintendent .....	347	328
Number by members of the Board .....	143	125
Number by parents .....	854	953
Number by others .....	1,281	1,003

## ATTENDANCE.

It will be noticed that according to the census just taken there are 4,800 children of school age in the city, an increase of 216 over last year. There were 2,113 pupils enrolled in the school during the year, an increase of 163 over the preceding year. The enrollment in the high school was 357, the largest in its history. Of the children of school age in the city about forty-nine per cent are boys and fifty-one per cent girls. Our records show that the same ratio between the sexes is maintained in the school attendance. This indicates that the schools are fully as successful in reaching the boys as the girls. Of the pupils of the high school forty-six per cent were boys and fifty-four per cent girls. Of the pupils attending all the high schools of the state last year forty-two per cent were boys and fifty-eight per

cent. girls. While a smaller proportion of boys than girls attended our high school, the proportion of boys attending was greater than the average in the high schools of the state.

COST OF SCHOOLS.

In the following statements the term *tuition* has reference to instruction by regular teachers. The term *supervision* applies to the work of the superintendent and the special teachers in physical culture and drawing. The term *incidentals* applies to all other items for which money is expended, except school sites and new buildings. In the last annual report repairs were not included in the estimates of the cost of incidentals, but in the following tables repairs are counted as incidentals and all estimates for the two years are made on the same basis:

Amount paid out for the years.....	1892-93	1893-94
Teachers .....	\$26,793 60	\$27,990 92
Incidentals .....	12,966 72	12,612 63
New buildings.....	.....	30,020 52
Real estate, Sixth ward site .....	.....	6,200 00
Old indebtedness .....	1,000 00	1,000 00
 Total .....	 \$40,810 32	 \$77,824 07

Cost per pupil for tuition alone:

Upon number enrolled.....	12 10	\$11 73
Upon average membership.....	13 48	13 88
Upon average attendance.....	14 51	14 98

Cost per pupil for supervision:

Upon number enrolled.....	1 64	1 51
Upon average membership.....	1 83	1 79
Upon average attendance .....	1 97	1 93

Cost per pupil for incidentals:

Upon number enrolled.....	6 64	5 96
Upon average membership.....	7 41	7 06
Upon average attendance .....	7 97	7 62

Total cost per pupil for tuition, supervision, and incidentals:

Upon number enrolled.....	20 38	19 20
Upon average membership.....	22 72	22 73
Upon average attendance .....	24 45	24 53

Cost per pupil in the ward schools for tuition:

Upon the number enrolled .....	9 46	9 37
Upon average membership .....	10 54	11 09
Upon average attendance .....	11 43	12 08

Cost per pupil in high school for tuition:

Upon number enrolled .....	24 61	23 35
Upon average membership .....	27 53	27 51
Upon average attendance .....	28 67	28 45

The cost *per capita* for maintaining the schools has changed very little from that of the preceding year. If estimated upon the number enrolled, it has decreased slightly. If estimated upon the average daily attendance, it has slightly increased. When it is understood that our teaching force has become quite permanent and continued service has been justly rewarded by slight advances in salaries, and that the efficiency of the schools have been greatly increased by added facilities for work without any material increase of the *per capita* cost, it becomes apparent that the school affairs of our city have been administered with great care and wisdom.

#### SCHOOL ACCOMMODATIONS.

The completion of the four-room addition to the Third ward building has made the distribution of children to the different schools much more satisfactory to all concerned. The over-crowding in the First and Second wards has been relieved and children who formerly were forced to cross the city to a distant building, now find seating accommodations in buildings near their homes. The only inconvenience now noticed in the elementary grades is in the first primary room of Fifth ward, where the attendance is in excess of the seating capacity of the room, and much larger than the best hygienic conditions and profitable teaching will allow.

The removal of the first primary grades from the high school building gives the high school an additional room for laboratory work and adds much to the efficiency of the

science work. The enrollment in the high school during the year exceeded the seating capacity of the assembly room by thirty-nine. This forces upon us the necessity of providing additional room in the high school building in the near future, or of making some change in our present method of grouping our pupils for purposes of study.

The new eight-room building in sixth ward now approaching completion,—furnished with desks which satisfy the latest hygienic conditions, blackboards of the best slate, an approved system of closets, a heating plant and appliances for mechanical ventilation which meet scientific requirements,—will add much to the efficiency of our schools and will be a credit to our city.

#### CLASSIFICATION AND PROMOTION.

In the schools of our fathers there was little attempt at classification. Into one room were gathered children of all sizes, ages, and degrees of advancement. Pupils were received at any time and put to work in any book obtainable, at any point where past progress or individual caprice might dictate. Progress was fast or slow as the inclination of the pupil might determine. As a rule pupils received attention only at points of difficulty when assistance was needed, or when the exigencies of the case made chastisement necessary.

When the demand for education became more general and pupils more numerous the necessity of some method of classification became apparent. Step by step the details of the graded school were worked out, and from an extreme of no system our schools moved to the other extreme of a rigid system of classification into yearly grades, with a regularly outlined course of study and the attending features of written examinations and promotions.

In handling large numbers of pupils some system of classification is absolutely necessary. That the graded system of schools has many advantages over the ungraded school,

will not be denied by any one. That a rigid system of classification is subject to serious evils, is apparent to every intelligent supervisor. The applying of uniform programs and methods of instruction simultaneously to large numbers of children, implies that all children are about equal in capacity and require about the same treatment. Every one knows that this is not so. Children of the same family differ widely in disposition, temperament, and mental power. To put large numbers of children into one room, to give them all the same tasks, to demand of all the same progress, and to move them all in a body from grade to grade, is unnatural and unphilosophical. Education is a development. Time is a factor in all development. Some natures develop slowly and must have more time to reach certain stages. Other natures develop rapidly and require less time. In a large class where all are doing the same work in the same time, it is very evident that the bright pupils must be held back and the slow ones pushed on. This is an injustice to both classes. The bright ones, not tried to the full extent of their ability, lose much of the discipline which they should gain, and instead of doing their best under the exhilaration of a conscious onward motion and the inspiration of engaging studies, they fall to the level of careless plodders. The slow pupils are strained to their utmost and are dragged over the ground without time to digest or assimilate what is offered them. These frequently become discouraged and drop out of the class, and sometimes out of the school altogether. The most serious harm befalls those who fail to reach the standard for promotion. The work of the next year is entirely beyond their power, and to spend a second year going over the same work is disheartening in the extreme and has little promise of valuable results.

To even the casual observer the defects of a graded system with year intervals is very apparent. To devise some remedy for these defects has employed the best efforts of

the most thoughtful and intelligent superintendents of the land. The first and perhaps the most natural effort was to shorten the intervals between classes, and in many schools promotion at semi-annual intervals were introduced. This lessened the evils but did not eradicate them. It matters little whether the intervals between classes be six months, three months, or even ten days; so long as promotions are made at certain set times some of the attending evils of the graded system will remain.

In the larger cities where large numbers of children are gathered into one building, the best solution of the difficulty has been reached by grouping the pupils into sections on the basis of ability and qualification. Each group without regard to the progress of other groups, is allowed to move on as rapidly as is consistent with thoroughness and the best interests of the pupils. If a group can finish the work of the grade easily and with thoroughness in less than the allotted time, it may begin at once the work of the next grade. The first group of a grade may overtake the lowest division of the next grade, work with it for a time, and perhaps even pass it. The intervals between groups will vary from a few days to several months, and by a wise and frequent re-classification every pupil can be placed where he can do the best work.

Our schools present unusual difficulties to the adoption of such a plan. The successful operation of this plan necessitates the location of all the grades in one building, and such a number of pupils in each grade as will give to each of two or more subdivisions twenty pupils as the minimum. The size and location of our buildings make it impossible to gather large numbers of children into one school. As a rule we have two grades in a room and from four to six rooms in a building. Each grade contains on an average about twenty-five pupils. A subdivision of each grade into groups will give to each teacher more classes than she can

handle with profit, and to each group a smaller number of pupils than efficient instruction requires for an economical administration will warrant.

On account of the limitations peculiar to our schools the grouping plan does not seem feasible. Much may be done, however, under a wise supervision to mitigate the evils attending the classification on the yearly interval plan. A judicious plan of individual promotion will afford some relief. When a bright pupil notably excels the class, extra work can and ought to be assigned, so as to enable him to catch up with the class above. In cases where a pupil excels his class in one branch only, he can be allowed to cross the hall if necessary and find work in that particular branch with the grade above; or if dull in one branch, he may find his level with the grade below.

Another plan has been suggested by Superintendent Powell, of Washington, D. C., and finds justification in the fact that the competent teacher aims to teach subjects rather than text-books. When work is assigned in a text-book, every pupil is expected to do the same work and the degree of acquirement is measured by sections or paragraphs, by *quantity* rather than *quality*. When work is assigned by subjects or topics, each pupil will learn according to his ability, and the degree of his acquirement is measured by *quality* rather than *quantity*. A minimum amount of work may be assigned which may be demanded of all. An additional amount of supplementary work can be arranged for those who can do more. The dull pupil may do only the minimum required. The bright pupil will do the minimum required and then employ his time in making additional application of the principles learned, in testing results, in confirming his judgments, and in fortifying his positions by the recorded testimony of others. In this way each pupil can find work suited to his capacities. No one is marking time, but each pupil is kept actively at work in such a way as to

insure continuous mental growth. All get through the course in the same time, but with varying results. The talented pupil will get much, the mediocre less, and the dull little; yet each has received according to his respective possibilities.

There is still another plan which may offer some relief. The course of study is arranged on the theory that one year is required to complete the work of each grade. The teachers and pupils of the different grades can be given to understand that if the work of a grade can be done in less than one year, the work of the next grade can be taken up at once. As this can be done without a change of teacher or room, it would cause no confusion among the grades nor interference with the plan of having two grades in a room. By gaining a few weeks each year a class could cover the work of eight years in seven, thus saving one year in the elementary grades. If one of the eighth grade divisions should finish its work in the middle of the year, the pupils could be transferred at once to the high school, or remain in the grammar rooms and take up high school work. A division of this kind could be allowed to finish the work of the successive years in the high school as soon as thoroughness would permit. If the course should be finished in the middle of the year, the pupils could be excused from school for a time and allowed to return at the end of the year to graduate with the other divisions. By such an arrangement in the high school, the bright pupils could be gathered into divisions moving on more rapidly, and the slow pupils into divisions taking more time for the completion of the required work. By such an arrangement progress would be constant for all.

#### REPORT OF THE COMMITTEE OF TEN.

No school report would be complete this year without some mention of the report published near the close of the

year 1893, by the Bureau of Education, and now commonly known as the report of the Committee of Ten.

For the benefit of those who are not familiar with the educational literature of the day, it will be well to state that the term *elementary education* has reference to all work below the high school; *secondary education*, to the work of the high school; and *higher education*, to the work of the college or university.

This Committee of Ten was appointed at the meeting of the National Educational Association, in July, 1892, for the purpose of considering the problems connected with secondary education, and the sum of \$2,500 was appropriated to pay the expenses of this committee. Nine subcommittees, each consisting of ten members, were appointed by the original committee, one subcommittee for each of the nine main subjects usually included in a high school course.

In the original Committee of Ten and the nine subcommittees were one hundred men, representing all sections of the country and all phases of educational work. Dr. Eliot, president of Harvard University, was appointed chairman of the Committee of Ten and took charge of the arrangement of the work of the subcommittees. The following are the subjects considered by the several subcommittees: Latin; Greek; English; other Modern Languages; Mathematics; Physics, Astronomy, and Chemistry; Natural history (including Botany, Zoology, and Physiology); History, civil Government, and Political Economy; and Geography (Physical Geography, Geology, and Meteorology.)

The conditions in secondary education which occasioned the appointment of these committees are clearly stated by Dr. Butler, in the March number of the *Atlantic Monthly*:

"The secondary schools themselves, not always conducted in a wise and generous spirit, have too often sacrificed the necessities of sound training to the local demand for an ambitious programme containing two score or more of school subjects, no one of which is pursued far

enough or long enough for the pupil to derive from it the educational value it possesses. Or they have erred on the other side, and in their devotion to a past ideal excluded from the curriculum whole fields of knowledge that have grown up within a century. Thus the secondary school has appeared to many observers not only to scatter the pupil's energy and interests, but to delay him unduly. The consequence is, as President Eliot showed very clearly several years ago, that the American boy of fifteen or sixteen, no whit inferior to his French or German fellow in native ability, is from two to three years behind him in acquired knowledge."

Commissioner Harris, in his letter of transmittal to the Secretary of the Interior, states some of the points in connection with secondary education, which need consideration, and also states his opinion of the value of the report:

"It has been agreed on all hands that the most defective part of the education in this country is that of secondary schools. There is a wide divergence in the course of study, and the difference of opinion regarding what constitutes a secondary education works injury not only to the elementary schools by setting up an uncertain standard of admission, but also through a want of proper requirements for graduation prevents in thousands of cases the continuance of the course of education of youth in colleges and universities. The recommendations of this report will draw the attention of great numbers of teachers to the question of educational values, and this will lead to a better understanding of what the pupil should study to gain the most from his work in school. In this respect I consider this the most important educational document ever published in this country."

The nine sub-committees held their respective conferences in different places, and discussed earnestly and thoroughly the questions submitted to them. Reports of these conferences were made to the committee of ten and have been printed in the general report. It was the duty of the committee of ten to study carefully the reports from the several sub-committees and to formulate a general report. In the general report and the reports of the nine conferences are given discussions and recommendations which are fundamental and far-reaching in their character. They deal with questions which are of vital interest, not only to secondary

education, but to all phases of educational work throughout our land. These recommendations relate, in the words of Superintendent Seaver of Boston, "to the selection of subjects for instruction with proper regard to their educational values; to the setting of due limits of these subjects through a discriminating choice of topics under each; to the best methods of instruction, and the best means of testing pupils' attainments; to the necessary apparatus and appliances; to the most desirable allotment of time for each subject; to the correlation of studies in a way to promote the greatest economy of time and effort; to the most reasonable requirements and tests for admission to college; and, finally, most important of all, to the means of procuring the greater supply of high teaching skill which the suggested enlargements and improvements of the course of instruction will inevitably demand."

To attempt to give in this place any comprehensive summary of this report with its numerous recommendations and valuable outlines and suggestions, would be entirely out of the question. We have attempted, however, to gather from its pages and put into concise form some of the more important recommendations of the report. The following eleven points refer to the work of the high school and are numbered for convenience :

1. Every subject which is taught at all in secondary schools should be taught in the same way and to the same extent to every pupil so long as he pursues it, no matter what the probable destination of the pupil may be, or at what point his education is to cease.
2. The secondary or high school period may profitably be made to begin two years earlier than at present, leaving six years instead of eight for elementary school period.
3. The arrangement of the studies should be such that a choice of courses may be postponed by pupils until the beginning of the third year in the high school. It is also suggested that instead of arranging the branches in several courses all might be tabulated as one program with options by subjects.

4. Twenty recitation periods per week, or four per day, are suggested, with the recommendation that one period per day be devoted to unprepared work.
5. Instruction in English should be given throughout the four years in all courses.
6. Instruction in Latin or one of the modern languages should be given throughout the English course, and the committee is strongly of the opinion that the best results in the teaching of English in the high schools cannot be secured without the aid given by the study of some other language, and that Latin and German, by reason of their fuller inflectional system, are especially suited to this end.
7. In the programs the parallelism, or German arrangement, of branches is preferred to the consecutive arrangement.
8. Every subject studied at all should be studied so thoroughly and consecutively that it may provide a substantial mental training.
9. All subjects studied should be properly correlated.
10. In all the reports on scientific subjects it is maintained that laboratory work is the best means of instruction and that there is great utility in the genuine laboratory note-book.
11. It is suggested that a portion of Saturday be devoted regularly to laboratory work.

The leading changes recommended for the elementary grades may be briefly stated as follows:

1. That Latin be introduced at an earlier age than is now the custom,—when pupils are from ten to twelve years of age.
2. That German or French be introduced as early as the fifth school year, and be given five periods a week the first year, and four the second, and not less than three for the following years; with the limitation, however, that not more than one foreign language is to be taken up the same year.
3. That the course in arithmetic be at once abridged and enriched.
4. That concrete geometry be introduced at about the fifth school year, and one period a week be given for four years.
5. That in connection with arithmetic in the grammar grades the pupils be made familiar with algebraic expressions and symbols, including the method of solving simple equations.
6. That the study of simple natural phenomena by means of experiment be pursued in all grades from the beginning, and that elementary physics by the laboratory method be studied in the upper grammar grades.

7. That direct observational study of plants and animals (botany and zoology without text-books) should begin in the primary schools and continue with at least two lessons a week throughout the whole elementary course.

8. That history be taken up as early as the fifth year of school and include biography and mythology for the fifth and sixth years. American history and the elements of civil government for the seventh year, and Greek and Roman history for the eighth year.

9. That physical geography, including as an important particular meteorology, be studied in the eighth year.

10. That spelling should be learned incidentally and not from a spelling-book.

11. That formal grammar should not be studied earlier than the thirteenth year of the pupil's age, or the eighth school year, and then only for three periods a week for one year.

12. That reading books should be of a literary character, and should *not attempt to teach physical science or natural history.*

13. The proper correlation of studies is as desirable in the elementary grades as in the high school.

#### *Uniformity of Instruction.*

Whether the high schools should be finishing schools or preparatory schools — train for practical life or prepare for college — is a question that has long vexed those who have had in hand the construction of high school courses. It will be noticed by referring to the first recommendation above that this point is settled by the report; and when we understand that the Committee of Ten and all the conferences were unanimous on this point, it would seem that the question is settled even beyond debate. This decision is reached on the conviction that the benefits of college education must no longer be the exclusive right of a small professional class, but that they must be not only a right but a necessity for the leaders of all classes. By this decision the committee declare emphatically that there shall be no social or sex caste in American education, and that higher education must be made possible to every child, whether he be destined for the farm or the bar, the shop or the pulpit.

*Extension of High School Period.*

We are inclined to look with favor upon the suggestion to begin the high school period two years earlier than at present. As the ward buildings become crowded and more room is necessary, we believe it would be a wise policy to provide a large room in the high school building for the second grammar departments. By such an arrangement the public school period could conveniently be divided into two equal parts, six years for elementary work in the ward schools and six years for secondary work in the high school. In the first place, as far as providing school accommodation is concerned, this would be more economical than our present plan. It would cost less to furnish accommodations for the seventh and eighth grades of the city in an addition to the high school building, than to make additions to each of the six or eight ward buildings.

Again, if several of the subjects now reserved for the high school—such as algebra, geometry, natural science, and foreign languages,—should be begun in the grammar grades as recommended, it will necessitate the securing in all the buildings of teachers qualified to teach these branches. This would prove an expensive and probably an unsatisfactory arrangement. By transferring all pupils to the high school at the beginning of the seventh year, these new studies could be taken up under the direction at least of the high school teachers who are to carry on the work in the more advanced stages. In this way a uniformity of method and a greater continuity of work would be secured. A discouraging break and a consequent loss of interest and time occasioned by a change of teachers at the end of the eighth year, would also be avoided.

This plan would also facilitate the introduction of the departmental plan of teaching — one teacher carrying one or more subjects through several grades, instead of all the subjects in one grade— into the seventh and eighth grades. This

plan of specializing the work of the teacher has been quite universally adopted in the high schools of the country. Whether it can be used to advantage in the lower grades of the elementary schools, is still a question of doubt. That it can be used with profit in the upper grammar grades has been shown by several recent experiments which have resulted in almost uniform success.

#### *Choice of Courses Deferred.*

Our course of study conforms quite closely to the conditions suggested in the third recommendation. Inasmuch as the youth's career for life may be determined by the choice of courses, it seems plain that the choice should be made on good grounds and as late as possible. On this point the report says:

"Moreover, they believe that it is possible to make this important decision for a boy or girl on good grounds, only when he has had opportunity to exhibit his quality and discover his taste by making excursions into all the principal fields of knowledge. The youth who has never studied any but his native language cannot know his own capacity for linguistic acquisition; and the youth who has never made a chemical experiment cannot know whether or not he has a taste for exact science. The wisest teacher or the most observant parent, can hardly predict with confidence a boy's gift for a subject which he has never touched. In these considerations the committee found strong reasons for postponing bifurcation, and making the subject of the first two years as truly representative as possible. Secondly, inasmuch as many boys and girls who begin the secondary school course do not stay in school more than two years, the committee thought it important to select the studies of the first two years in such a way that linguistic, historical, mathematical, and scientific subjects should all be properly represented. Natural history being represented by physical geography, the committee wished physics to represent the inorganic sciences of precision. The first two years of any one of the four programs presented above will, in the judgment of the committee, be highly profitable by themselves to the children who can go no farther."

*Recitation Periods,*

In the construction of the sample programs the committee adopted twenty as the maximum number of weekly recitation periods for each pupil. This would give four recitations daily in the regular branches. As fifteen has usually been accepted as the proper number in our schools, this demand at first thought seems excessive. But when we understand that at least five of the twenty periods should be given to unprepared work and that laboratory subjects should have double periods whenever that prolongation should be possible, the time allotted to class work does not seem greatly in excess of that usually given. When we remember also that in most European schools fully one-half more time is given to class work than with us, the allotment of twenty periods a week does not appear unreasonable.

*Instruction in English.*

Not only does the report recommend appropriate special instruction in English throughout the elementary and secondary grades, but it also places great emphasis on the value of incidental training in this line. It suggests that unless attention is given to correct expression, any recitation may undo all that a set exercise in English has accomplished. It makes it the duty of every teacher to watch carefully the language of her pupils and to consider every thought expressed by the pupils a proper subject of criticism as to correctness of expression. In this way, it is urged, every other subject should contribute to the pupil's training in English; and that the pupil's capacity to write English should be made available and developed in every department. So important does the conference in English consider this matter that they recommend that a pupil's standing in all subjects should be made to depend in part on his ability to use clear and correct English.

*Parallelism of Subjects,*

The arrangement of the sample programs suggests a very important question—whether the parallelism of branches or the consecutive arrangement is preferable. In American schools the almost universal plan has been to do consecutive work in a subject when once it is taken up, the recitations occurring daily until the subject, or a prescribed part of it, is completed. In the German schools two or more kindred subjects are taken up at the same time and carried on together, the recitations in the different subjects alternating with each other through a more extended period.

The fact that the parallel arrangement has been adopted in the sample programs indicates that the committee favor this plan. This plan is also strenuously recommended by the conference on history, from whose report we take the liberty to quote a few lines:

“The German plan of education certainly turns out boys who are acquainted with details of history, and are able to make generalizations; that system calls for recitations in history and geography twice a week during the first two years, and three times a week during the following eight years of the course. The Germans believe, as the result of careful thought and observation, that the system of short courses with many exercises is pernicious; they find that the student educated in this way acquires a temporary interest only; and that the knowledge obtained, even though at the moment it may be more thoroughly comprehended, and may make a more vivid impression on the mind, is not so assimilated and made a part of the intellectual bone and sinew of the future man, as it is when even once or twice a week, the subject is continued through a considerable number of years. In American schools the tendency is to compress the subject into a short period. The result is that history and kindred subjects assume an entirely different position in the minds of pupils, from that of studies continuously pursued. They get a notion that history ends and then begins again; the histories of different countries seem to be disconnected; and the value of historical training is almost lost by interruption and want of practice.”

We believe that this plan offers advantages in other subjects. Much has been said about the amount of time given

to arithmetic in our schools and the meagerness of the results. Power to comprehend mathematical relations develops slowly with most children. We are of the opinion that much of the difficulty in arithmetic arises from the fact that we are continually crowding upon the children matter too difficult for their immature minds, and wasting much time in trying to drill into pupils a comprehension of relations which are beyond their grasp. In the majority of schools a daily recitation throughout the eight years of elementary instruction, or about one-third of the time, is devoted to arithmetic. We are convinced that if arithmetic were assigned only two or three periods a week and closely correlated with some of the other branches—elementary science, geography, or history in the lower grades and the elements of geometry, algebra, or physics in the upper grammar grades—the results in lines of both utility and training would be far more satisfactory than under the usual arrangement. Likewise by a wise distribution of time between history and geography throughout the elementary course, much time could be saved and both more fully comprehended.

In the high school one of the dangers, especially under the departmental system of teaching, is that the different subjects may not be properly correlated. By a proper parallelism of subjects—algebra and geometry, history and civics or economics, botany and physiology, English and one of the modern languages—the proper correlation of subjects would be more easily effected, and each would assist in a clearer understanding of every other.

*Foreign Languages,*

Among the recommendations touching the interests of elementary education, the most important are those relating to the introduction of Latin and one of the foreign languages into the early years of the course. While such a

change in our own schools would seem quite radical, it is by no means an entirely new departure. In several of the schools of New England experiments involving the teaching of French, German, and Latin in the grammar schools, have been in progress for some time. This departure has met with general favor and the results have been uniformly successful. When we add to this the fact that the judgment of our best educators, as expressed in the report of the Committee of Ten, favors such a change, the *desirability* of introducing these languages into the grammar grades of our own schools does not seem open to question. The question with us is one of *feasibility*. The introduction of these studies, or any one of them, at the beginning of the fifth year is entirely out of the question with our present teaching force. If the upper grammar grades should be transferred to the high school building, as suggested in another place, the introduction of these studies into the seventh and eighth grades would be entirely feasible and very desirable.

#### *Mathematics.*

Our work in arithmetic has in a measure anticipated the recommendations of the conference upon mathematics. For the past two years we have gradually dropped from our arithmetic work "those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline," and enriched it "by a greater number of exercises in simple calculation, and in the solution of concrete problems."

At first thought it would seem that the grammar courses are now so crowded that no place could be found for concrete geometry and the elements of algebra. Concrete geometry is really another name for mensuration in arithmetic, and instead of being an addition to the work in mathematics, its introduction would be simply a substitution for a part to which considerable time is now given. The conference does

not recommend the introduction of the systematic study of algebra into the grammar grades, but deems it desirable for pupils of these grades to acquire in connection with arithmetic "some familiarity with the algebraic expressions and symbols, including the methods of solving simple equations." It will therefore be noticed that the thought of the conference upon mathematics is toward the enriching and broadening of the work, rather than the increasing of its amount. With this understanding of the thought of the conference, it seems quite feasible to introduce into the grammar grades the work recommended in geometry and algebra.

*Trained Teachers.*

Before leaving the report of the Committee of Ten we must not fail to call attention to one thought which comes to light in almost every part. "Between the lines and in the lines—in fact, the entire report is saturated with the demand for educated, cultured, trained teachers." In educational work we have fallen upon stirring times. Old lines are being broken up and new questions are pushing to the front. So little has been accepted as truth in the educational field that one hardly speaks of the science of education without some misgiving as to the existence of such a science. The numerous problems which are pressing for solution must be worked out by the rank and file of the profession, and not by the office superintendent or vague theorist. For this work, wise, intelligent, and progressive teachers are needed as never before. The report of the Committee of Ten has set up new standards in subject matters, methods, and attainments. That the Madison schools may not be found wanting when measured by these standards, it is essential that great care be exercised to maintain a high degree of efficiency in the teaching force. Only those teachers who possess that broad intelligence which is the result of careful training should be admitted to our

ranks; and only those who are thoroughly imbued with the progressive spirit of the times should be allowed to remain.

*Other Suggestions of the Report.*

Lack of space will forbid extended discussion of other points of the report. It is with considerable satisfaction that we note that our course of study already embodies much of what is recommended in connection with spelling, reading, grammar, history, and elementary science, and that our methods have anticipated in many essential points those recommended by the report. It is especially gratifying to find that our high school work in the physical sciences, as to matter, methods and spirit, is in close accord with what all the conferences on scientific subjects deem the most desirable.

THE KINDERGARTEN.

The past year has been marked by the organization of a kindergarten department in connection with our public school system. This department has in every way met our expectations. The number of children seeking admittance and the unusual interest manifested by patrons of the school make it evident that the organizing of this line of work in our Third ward building has received hearty approval. We urgently recommend that kindergarten departments be opened in connection with other schools of the city as soon as the condition of finances will allow.

LIBRARY FACILITIES.

Your attention is called to that part of the report of the citizens' visiting committee for the grammar grades which refers to the need of reference books in every school. We quote the following from the report:

"We found the schools poorly equipped with books for reference and supplementary reading on the subjects taught. Each room should be supplied with certain indispensable reference books, like the Young

Folks' Cyclopedias. These should be convenient of access, so that pupils may be trained to the habit of running a subject down at the moment it is fresh in mind and interesting. In addition to the ability to use reference books intelligently and habitually which is gained by this work, the information incidentally acquired and the increased pleasure in the text-books illuminated by these side lights, are no mean ends."

Through the intelligent and untiring efforts of our teachers much has been done for our pupils in the way of cultivating the reading habit, and in developing a taste for good literature. The demand for good, wholesome reading matter has become quite general. Complaint reaches us from almost every school that desirable books are not obtainable. We believe that our public library would find among the children of our schools a field for usefulness, the importance of which has not been fully appreciated by the authorities. We again urgently call attention to the desirability of making some arrangement by which our public library may in a measure supplement the work of the schools by placing upon their shelves and making accessible good books which are more directly in line with our school work.

#### SPECIAL REPORTS.

Your attention is respectfully called to the special reports of the principal of the high school and the supervisors of drawing and physical culture.

The work in drawing and physical culture has been very satisfactory during the year. We note with satisfaction that the regular teachers take hold of the work in these special lines with zeal and earnestness, and spare no pains to prepare themselves to co-operate with the special teachers by intelligent and effective instruction. The heartiness and evident pleasure with which all,—teachers and pupils,—enter into this work afford ample justification for all expenditures in these lines.

The principal's statement of the condition and needs of

the high school is so complete that further comment is unnecessary. It will be sufficient to say that we trust that the wise management, the intelligent instruction, and the excellent spirit which has characterized the school during the year just closed, may continue during the year to come.

Your attention is also directed to the valuable reports of the citizens' visiting committees. The committees this year have taken great interest in their work and have been pains-taking in their investigations, impartial in their judgments, and conservative in their criticisms. These reports coming from intelligent patrons and reviewing the schools from the standpoint of the citizen, will be especially helpful to the school interests and will not be unappreciated by the good citizens of Madison.

#### CONCLUSION.

The work of our schools during the past year has on the whole been very satisfactory. As a rule the teachers have been earnest, faithful, and devoted. I trust I will be pardoned when I say that without losing any of their admirable qualities, I feel that our teachers need to catch a little more of the spirit of modern methods and to get into a little closer touch with the general movement in educational lines which is abroad. As teachers we have great need to keep our hearts and minds open to the animating influences of the great world around us and to keep in touch with the fresh and invigorating pulses of life. We trust that in connection with, and in addition to, the strictly class work, our teachers will continue in the future, as in the past, to put emphasis on that moral and spiritual development which makes possible the greatest usefulness and the truest success.

Respectfully submitted,

R. B. DUDGEON,

*Superintendent of Schools.*

MADISON, Wis., July, 1894.

## PRINCIPAL'S REPORT.

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*To R. B. Dudgeon, Superintendent of City Schools, Madison, Wis.:*

DEAR SIR—Changes of a decided nature and questions of management having been already discussed with you, my third annual report will be confined to comments on the progress of the high school under the rules and regulations already established, together with a few statements regarding actual conditions and needs.

Encouraged by certain definite improvements, I am satisfied that some changes which at the time seemed largely experimental, have proven successes. Everything done with a view to advancing the best interests of the high school has been considered so carefully from all points of view that we have not been obliged to recede from any position taken.

### MANAGEMENT.

Considering the large number enrolled, it is very evident that management must occupy a large share of the principal's time. The mere movement of such a large number of pupils to and from their recitation rooms is in itself a problem of no small moment.

Our policy is unchanged. Based upon the broad principles of "Right and Ought" we do see an increased effort on the part of pupils "To turn their possibilities into powers, that is to make the most of themselves."

From the comparatively small number of cases referred to you, you will admit that the affairs of the school are easily conducted. By this I mean that serious difficulties are very rare. Our plan has been to report to you only those things which under the rules and regulations seems to pass out of our jurisdiction. We congratulate ourselves upon the fact that so many of the differences between pupils and teachers are being satisfactorily arranged by the parties concerned without reference to other authority.

Our constant aim is to make everything count on progress and to have it understood that he who stands in the way of progress, subjects himself to the criticism of the high school. Fairness and frankness are constantly encouraged and the highest success in study is shown to depend upon the proper fulfillment of conditions necessary to progress.

We see the steady growth of a sentiment, at first somewhat difficult to discover, in favor of keeping intact the proper relation between teachers and pupils. When this is fully established, the progress of the individual pupil will be immensely hastened.

In matters of deportment, the aim is to have pupils understand that our chief business is instruction and that any time called to deportment is necessarily lost time. Some very decided reformations have resulted from this policy. Placing the care of conduct where it rightly belongs, i. e., in the individual, we thereby dignify the position of the teacher, and give the pupil a chance to run himself along the lines of advancement.

#### IMPROVEMENTS.

Among the improvements for the year, I desire to call your attention first to the movement of classes to and from recitation rooms. Promptness in this direction has so much to do with the conduct of affairs, that I count our present promptness worthy of special mention. To secure and maintain this condition, requires attention on the part of both pupils and teachers. Another improvement closely related to the former is our coming to order on time. The plan is to have the main room in perfect order when the clock strikes. This is an accomplished fact and reflects credit on the pupils who have striven to make it a success. I herewith submit a table showing improvements in tardiness and attendance. The chances for tardiness in 1892 and 1893, 1893 and 1894 being double those of 1891 and 1892 :

YEAR.	TARDINESS.	PER CENT OF ATTENDANCE.	ENROLLMENT.
1891 and 1892 .....	697	95	323
1892 and 1893 .....	472	95.5	339
1893 and 1894 .....	380	96.5	357

The greatest improvement for the year as far as good order is concerned, lies in the condition of the main room during study periods. One teacher in charge of it says: "It is just about perfect during my hour." Our efforts to secure such a condition have been directed by the belief that the main room should be "sacred to study." Having seen it from all sides and at all hours, I am certain its usual condition is not far from that described above. Closely connected with this and following as a direct consequence is the fact that by actual count the number of

failures for the year is less than for last year. Considered in connection with the advanced standard for passing, this marks a decided improvement over two years ago. During the year the main room has been in charge of four teachers. Miss Stone during the entire forenoon, Miss Warning the first hour in the afternoon, Miss Pitman the second hour, and the principal the last hour of the day.

In order to prevent confusion, much has been done to secure uniformity of government. Requirements have been such as to secure in as far as possible the best conditions for study. Much aid would be given in this direction if the main aisles were covered with matting. The expense would be slight compared with the advantage secured.

#### TEACHERS.

Much of the success of the year is due to the efforts of teachers to secure high grade scholarship. Earnestness in the class room combined with a strong personal interest in individual pupils has led to excellent results.

It is worthy of note that teachers' efforts are not confined to their individual classes but extend to the general management of the high school. Valuable suggestions have been made and much assistance given in successfully carrying them out.

#### COURSE OF STUDY.

The new course of study works well but seems to need some minor changes. While the best results are to be secured by following a stable course, we are fully aware that such a course cannot readily be secured. State and university authorities call for changes which are doubtless wise to make. In addition to these, there are other changes necessary as shown from actual experience with our course.

1. Teachers of Latin are unanimous in their recommendation that preparatory work should be given a full year instead of two terms as at present. Such recommendation is based upon experience with classes and no doubt the change should be made. In this connection it would add much to the effectiveness of the teacher's work if a new text book were adopted — one that is regarded by best authority as fully up to modern methods.

2. Algebra is now taken regularly in the first year and cannot be successfully completed in one year. Several important subjects, such as Radicals, Progressions, Theory of Indices are omitted entirely and purely for lack of time. The plan already discussed of making the work in geometry lighter and of giving the extra time to the subjects named

would secure valuable results. A review of algebra is needed before entering the University of Wisconsin. Coming as it does at the very beginning of our course and requiring so much time that certain subjects must be omitted entirely, it is not strange that high school graduates should have trouble with higher algebra.

The rhetorical work as laid down in our course encroaches somewhat upon the work of literature. I favor making the rhetorical department room exclusively rhetorical with the removal of much now found in that department to the department of literature. Readings occupying about one-half the time of recitation could be turned over to the teacher of literature without serious loss. It is true that some pupils would not get any work in this direction, but this other work would be done in a more satisfactory manner.

The work in Shakespeare may be continued in the third and fourth years as at present, so that first and second year pupils affected by the above mentioned change would still get a good drill in English by having Shakespeare twice a week for two years.

This change would lighten the work of the first two years—a result very much desired.

#### RELATIONS TO GRAMMAR SCHOOL.

Knowing your general policy, I feel certain that great effort is being made to prepare pupils for the high school. A new life meets the pupil on entering the high school. Causes for failure are easily found. The one most easily detected, after the difficulty of our work is considered, is the lack of ability on the part of the pupil to do independent work. He depends on his teacher or on his classmates—in fact is not self-reliant. Such are sure to fail unless they can quickly learn to depend on themselves.

#### EXAMINATIONS.

Examinations and written tests have been continued as during last year. The raising of the standard for passing has resulted in good. In addition to this pupils have been urged to put their daily recitations above 70 per cent so as to render their passing more of a certainty.

#### PUBLIC EXERCISES.

Only one public exercise was held during the year. Arbor Day was observed in the usual manner. The exercises on the grounds were in charge of the class of '94. The following program was carried out:

Music—Piano solo ..... H. Bradley  
Address..... H. M. Lewis, Pres. Board of Education

Declamation — "Favorite Trees."	Lynden Tracy
Declamation — "The American White Elm."	Ena Kney
Song — "The Linden Tree."	School
Quotations.....	Pupils
Music — Duet for mandolin and guitar.....	{ Max Mason. Marshall Hanks
Address — "To the Class of '94."	Florence Ketchum
Recitation — "The Forest Hymn."	Lucy Tompkins
Music — "Planting of the Tree."	School
Planting of the Tree .....	Elmore Elver
Song — "America."	School

## LITERARY SOCIETY.

The High School Literary Society has continued its work under rather discouraging circumstances. Composed wholly of boys, and contending against considerable opposition by outsiders the society has held together and accomplished some good in spite of adverse circumstances. It is to be hoped that in the future it may have better support and accomplish still more good. One public exercise was given in which the debaters showed very careful and extended preparation. We believe the society can do much for its members and we favor giving it our hearty support.

## ATHLETIC ASSOCIATION.

The high school has had an athletic association whose influence cannot be very exactly determined. The association has had the sanction of the teachers, and on the whole may have had a good influence on the active members. While in some cases athletics have not mixed well with Latin, Greek and physics, there are cases in which members of the association have brought up their class standings in quite a remarkable way. If class-work be well done, there seems to be no good reason why such an organization should not exist. If its membership roll be subject to the approval of teachers and principal, we are sure that objections now existing would disappear.

## PHYSICAL EXERCISES.

Fifteen minutes per day, except on warm days, have been devoted to calisthenics under the direction of Mr. Jacob Rettich. There can be no question as to the progress made during the past two years. One very noticeable feature of the work was the absence of the standing excuse by some physician. Formerly the proper thing to do was to be excused

from the exercises on account of some "physical disability." At present, nobody is permanently excused. Temporary excuses have been granted in necessary cases. This shows either an improvement in general high school health or the existence of a better sentiment with reference to the exercises. Either condition is desirable. As the work is now conducted, there seems to be no possible reason to suppose that any one could be injured by any movements given. If taken fully, regularly and vigorously they must result in better physical development.

The great drawback to securing the best result lies in the lack of room. Movements such as are necessarily required cannot be advantageously taken in the main room. Might not greater efficiency be secured by having the exercises less frequent and taken in a room free from desks?

#### LABORATORY WORK.

Laboratory work in physics, physiology and botany has been much more satisfactory than last year.

The new room for physics has added greatly to the interest in our work. New tables and microscopes have made the work in physiology and botany much more efficient. Results are better every way.

Since the success of science work depends so largely upon a good equipment, it seems very necessary that an annual appropriation be made to meet the wants of the two laboratories.

In botany, Spaulding's Introduction to Botany was used as guide for a part of the laboratory work.

In physics, Hall & Bergen's course was followed excepting the subject of sound. The course as laid down in this text corresponds very closely with that recommended by the Committee of Ten.

A part of the success of the work in botany is no doubt due to the fact that the two divisions of the class recited consecutively. When necessity demanded it, as was frequently the case, eighty minutes could be taken for the recitation. This is an admirable plan and should be extended as far as possible in all the science work. With but forty minutes for a recitation, it is often impossible to finish an exercise satisfactorily, and quite as impossible to take it up again the next day just as it was left.

#### LIBRARY.

The use of the library the past year has been quite surprising. Our recommendation of two years ago to have the library unlocked has been followed out, and from careful observation, I am convinced that the library is used more than ever, without any of the inconveniences at-

tending its being locked and unlocked so many times a day. It is a matter of importance that pupils should learn the use of books to know how to find things.

A number of additions have been made to the library in the departments of history and literature. We are in need of at least two new unabridged dictionaries. Two of those now in use are old and delapidated—besides four are not enough when you consider the work of 357 pupils. The Board has been generous and will, I trust, build up our library so as to make it of highest possible grade.

#### BUILDING AND GROUNDS.

Unusual care has been taken of our buildings. I am glad to report that all parts of our halls repaired last summer have been kept in perfect condition. I would favor the repair of the hallways leading to the boys' basement. The hall is in bad condition and needs more attention in being kept clean.

Our grounds at the close of the year were in excellent condition. The removal of the outbuilding at the rear adds much to the appearance of the grounds and gives us much needed room. If, now, the voting booth could be taken away or set in a less conspicuous place, no further attention need be given to our grounds at present.

#### COMMENCEMENT.

Thirty-four pupils were graduated this year. The program of exercises was similar to that of last year, and was as follows:

#### PROGRAM.

1. March — The High School Cadets — <i>Sousa</i> .....	Orchestra
2. Invocation .....	Rev. G. H. Clare
*3. Salutatory .....	Max Mason
4. Cornet Solo — "Serenade" — <i>Schubert</i> .....	Mr. G. Findorff
5. Address .....	Prof. J. C. Freeman
6. Kikeriki — Galop — <i>Farbach</i> .....	Orchestra
*7. Valedictory .....	Mary Freeman
8. Presentation of Diplomas.....	Pres. H. M. Lewis
9. Solo for Piccolo — Russian Dance — <i>Glinka</i> ..	Mr. Geo. Armbrecht

\* Chosen by the class.

## GRADUATING CLASS — MODERN CLASSICAL COURSE.

May Bennet,	William Munsell,
Helen Copp,	August Sauthoff,
Mary Freeman,	Harry Sheasby,
Florence Gage,	Florence Slightam,
John Gregg,	Mae Smith,
Grace Greenbank,	Harriet Stephenson,
Arlene Grover,	Edmund Suhr,
Mabel Lamberson,	Lucy Tompkins,
Clarice Lytle,	Grace Whare,
Max Mason,	Augusta Wood,
Jessie Monteith,	John Young,
Stuart Sheldon.	

## SCIENCE COURSE.

Frances Billings,	Anton Malec,
Elmore Elver,	Louise Swenson,
Maud Gilbert,	Sena Troan.

## ENGLISH COURSE.

Earle Anderson,	Lillie Moessner,
Jessie Edgren,	Mary Whare,
Gertina Erickson.	

While the high school is not perfect, we rejoice in the sentiment which prevails and in the progress we are making. If "to grow is to outgrow," we have grown during the past three years. If earnestness, advancing scholarship, and improved conditions for study are indications of progress, we are justified in saying all we have about the high school. There remains much to do. If the Board of Education continues its hearty support, if the Superintendent still gives his wise counsel, if patrons aid us as they have done in the past, if pupils and teachers can maintain their present friendly relations, it is safe to prophesy a successful future for the high school.

Respectfully submitted,

J. H. HUTCHISON,

*Principal of High School.*

## REPORT OF SUPERVISOR OF DRAWING.

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*To Mr. R. B. Dudgeon, Superintendent of Schools, Madison, Wis.:*

DEAR SIR — In compliance with your request I submit the following report of the Form Study and Drawing in the ward schools of Madison for the school year 1893 and 1894:

At the commencement of the year I made a few changes. Previously the two grades in each room used different books, and as only one period was given to the drawing, the divided time was insufficient to accomplish the desired results. This year we have used but one book in a room, giving the two grades the same work. While this has its disadvantages, our year's experience has proved that they are more than outweighed by the gains in time. By using different books on successive years the pupils will not repeat the same work. In the primary grades we have introduced free hand cutting. This is a small beginning in manual training. If the child learns to guide the scissors, the command of the hand gained will aid when other tools are used.

The interest in drawing has increased as the pupils have been led to see that drawing does not mean the copying of pictures, but that it is the foundation of all mechanical industries.

While training the hand, I have endeavored to awaken their knowledge and appreciation of the beautiful, for without this the American workman cannot compete with the skilled artizans of other nations.

The teachers have united with me in the effort to combine the drawing with other studies, and in some instances the results have been most satisfactory, particularly in the nature study and language work of the second primary grades.

In all grades, the pupils draw from objects and models, making both drawings that conform to the facts and also studies in appearance.

In the first grade the sphere, cube, cylinder, hemisphere, and, square and right angled triangular prisms have been studied. Before taking up a type form, similar common objects are brought before the child, and from these he is led to the type solid which is like them all. One lesson a week is given in clay modeling, in which the child's desire to create is gratified. As children are given material out of which to build for themselves, their destructive tendencies will develop into constructive ability.

With color study the cutting and pasting of very simple rosettes and borders is taken up. The children make their own arrangement, but by questions and suggestions we try to lead them to appreciate the best.

Drawing on paper does not commence until the second term.

In the second grade the work is similar but more advanced. Six new solids are studied. Different views of the models and other simple objects are drawn. The work at first is very crude, but if it shows that they are seeing correctly, we feel that with practice mechanical skill will be acquired.

The third and fourth grades are doing the same work, most of the time being spent in drawing, although each object is first carefully studied. Color study and free-hand cutting continue. In decoration they draw or cut and paste borders and surface coverings. Some time has been given to the drawing of leaves, branches and roots. They have watched the growth of beans, peas and corn, making sketches from time to time.

The fifth and sixth grades commenced the year with constructive drawing, making working drawings for a box, cylinder, cone and book. Later cylindrical and conical objects were sketched. Following this, the battle with the cube and other rectangular objects commenced. The appearance of a railroad track, telegraph poles, and board fences were discussed and drawn, by way of illustration.

In decoration, the work is a continuation of that in the lower rooms.

All work previous to the seventh and eighth grades has been free hand. Now the rule and the compass are used in making the working drawings, which are drawn to a scale.

The second term was spent in sketching form groups of objects. With a class of fifty it is impossible to give much personal instruction but in passing down the aisle one can note the mistakes; then the attention of the class is called to the points, and they are asked to criticise their own drawings. Thus the work is the pupil's own.

In their drawing books are some examples of historic ornament. Though this is not usually taken up as a study before the high school course we try through these to awaken the pupil's interest in the subject. Thus if we can give the little example of ornament a history which brings it into connection with a more comprehensive whole the benefit is doubled.

My plan for high school work is that a few weeks be given to what is called free-hand perspective, requiring from each pupil a set of correct drawings from the type solids. Then leave each one to choose for himself whether his work be in construction, representation or design. His-

toric ornament should be required of all, and if taken up in connection with ancient history, it is much more interesting and beneficial.

I desire to take this opportunity to express my appreciation of the constant kindness and helpful co-operation of yourself and the teachers with whom I have been associated in my work.

Respectfully, MARY S. MORSE,

*Supervisor of Drawing.*

MADISON, July, 1894.

7—Sch.

## REPORT OF SUPERVISOR OF PHYSICAL CULTURE.

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

DEAR SIR—Owing to your knowledge of, and having asked your opinion on, all matters pertaining to my branch of work, I will probably have very little to bring to your notice which we have not already discussed.

The policy pursued did not differ materially from that of last year, the same number of lessons being given, one in high school daily and in each room of the other schools semi-weekly.

During the last term of school, classes were frequently taken out doors to exercise. More benefit is derived from these drills because of pure, exhilarating air to breathe and plenty of room for vigorous movements, thereby making the work more enjoyable to the pupils.

In the beginning of the school year the board kindly furnished a manual for each school. The lessons in this book were not always followed in rotation; the teacher in selecting lessons uses best judgment in regard to temperature, space, out or in doors, with or without music, etc.

In the seventh and eighth grades, wands were introduced without any expense on the part of the board, each pupil willingly furnishing one or more; lessons with wands alternated with calisthenics, making the work more fascinating and beneficial. The success of this branch of exercise warrants me to introduce this simple but effective hand apparatus in the fifth and sixth grades.

Although we have still practiced only calisthenics between the seats in high school, increased interest was shown by most pupils. As the work should and must be different in the different grades of school, so should the exercises of high school be of a more difficult and advanced nature. This school, more than others, needs increased facilities for the work of physical culture. To obtain this end, however, some changes are necessary. It would be a great improvement if the hall over main room could be used for this purpose, it being sufficiently large enough to admit of 100-150 practicing at once. Having overcome this obstacle, the next thing would be to get some hand apparatus, wands, dumb bells or Indian clubs, all or either of which could be furnished at very little

expense, and although great improvement has been manifest, there is reason to believe that it would be more so in time to come.

This year's "Out-Door Drill" differed somewhat from those of last year. In '93 the first primary classes were given a lesson in the school-room, and all others drilled together, naturally the program had to be made up of exercises not very difficult to perform; the entire program lasted only one-half hour. This year all classes drilled outside, all excepting two schools having music accompaniment. There were four grades of work in the ward schools; these in connection with a drill by the fifth and sixth grades doing calisthenics, and the seventh and eighth doing exercises with wands, making five numbers and lasting one hour and fifteen minutes.

The audiences numbered double those of last year, and many flattering remarks were made, and the teachers congratulated on the beneficial results of physical education.

During visits in several cities in Illinois and Wisconsin, I took occasion to visit public schools in company of the director of physical culture. The impression received was not of the best. We may feel proud of having achieved better results in the two years in which physical culture has been taught in Madison, than some have in the course of five or six years.

Several things came to my notice occasionally, however, which should not be tolerated by the teacher. In some rooms more than others, there are pupils who have a tendency to sit in a slovenly, cramped up, stoop-shouldered position, which is inexcusable, except in case of malformation. It would also be better for the children not to wear rubbers or overshoes during school hours.

In conclusion, I wish to thank you for your hearty co-operation, and the teachers for their strong support, without which physical culture would not have made such marked progress in the school year just passed.

Respectfully,

JACOB RETTICH,

*Supervisor of Physical Culture.*

MADISON, July, 1894.

## REPORTS OF VISITING COMMITTEES.

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*To the President and Members of the Board of Education:*

In behalf of the Citizens' Visiting Committee of the high school I submit the following report for the year 1893-94:

The committee found much to commend in the work of the high school, and the recommendations we submit are not based upon the impulse of criticism, but upon the desire to see the Madison high school made a model in every particular.

The discipline of the school is excellent, and its management, so far as the observation of the committee goes, is unexceptionable. The corps of instruction is excellent, and each teacher seems to be earnest, enthusiastic and competent. The students exhibit the results of good training, and their attainments with few exceptions seemed to be good. The committee wishes particularly to commend the division of the large classes into small sections which permits the teacher to watch closely the work of each student, and to give each one that personal direction and inspiration which is so essential to the best educational results. This puts much additional work upon the teachers, and the extent to which it is carried in the high school is very commendable.

In view of the excellence already attained in the high school and the important place it holds in reference to the university it seems to your committee that the facilities of the school should be increased in at least two directions. Few high schools in the state are adequately equipped with laboratory facilities for the adequate teaching of the physical and biological sciences. Many students are obliged to leave their homes in order to get the preparation in science which the university requires for entrance. The Madison high school is naturally the place towards which such students look, and it seems to the committee that ideal facilities for such preparation should be furnished. The school has already made a good beginning along this line, and we recommend that the Board give to the principal the means necessary to the furnishing of a laboratory adequate in every particular for giving to a large class of students the best possible science preparation for the university.

It seems to the committee also that the time has come for the equip-

ment of a good gymnasium for the use of the high school. The need for physical culture is scarcely less urgent in the high school than in our institutions of higher learning, and such culture cannot be acquired outside of a well equipped gymnasium. The calisthenic exercises now practiced are valuable, and the committee was pleased to note the interest which the students seem to take in them. It is believed, however, that these are inadequate to supply the need of the students for healthful physical exercise, and that they should be supplemented by systematic work in the gymnasium.

The committee feel that the people of Madison deserve congratulations for the success which the high school has already attained, and we also feel that the attainment of the improvements which have been suggested would make it second to none in the state.

Respectfully submitted,

WM. A. SCOTT,

*Chairman of the Citizens' Visiting Committee.*

MADISON, July 1894.

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*Dr. William A. Scott, Chairman of the Visiting Committee:*

Your committee found the grammar schools on the whole doing excellent work. The efforts of the teachers were generally well directed. Teaching school, not keeping school, was the rule of those in charge with few exceptions. The schools are not, however, wholly rid of the time-server. The individual who disturbs not so she be not disturbed, if rare, is still to be found behind the desk. Her influence is bad. She is indifferent alike to scholarship development and character building. Systematic disorder prevails where she has charge and pupils become skilled in dissembling. Executive action is the only remedy for this condition. The schools are for the children, not for the teachers. High qualification and ample fitness alone should admit applicants to the responsible position of teacher; nothing less should secure their retention. With two, possibly three, exceptions, we found the teachers alert, industrious and painstaking, guiding their pupils intelligently to self-helpfulness and an appreciation of the value and use of books.

We found the schools poorly equipped with books for reference and supplementary reading on the subjects taught. Each room should be supplied with certain indispensable reference books, like "Young Folks' Cyclicopdias. These should be convenient of access so that pupils may be trained to the habit of running a subject down at the moment it is

fresh in the mind and interesting. In addition to the ability to use reference books intelligently and habitually, which is gained by this work, the information incidentally acquired and the increased pleasure in the text books illuminated by these side-lights are no mean ends.

As to the supplementary reading we found an earnest desire on the part of most of the teachers to form in their pupils the habit of reading good books lovingly and appreciatively. The cultivation of this habit depends largely on the abundant opportunity to read fresh and interesting books. Unfortunately this opportunity is lacking. The schools have only meagre libraries and the public library has so small a supply of the most interesting and helpful books for children that teachers and pupils get tired running for these, to be met with the monotonous chant, "It is out."

The best book on many a subject is entertaining and inspiring, while a score of others may be stupid though truthful. An inspiring book may stimulate to a life of noble endeavor. Why not get fewer tame books and multiply the copies of inspiring ones? Scores of our boys and girls go directly from our grammar schools to active life. Give them then, before leaving these schools, a free range of the books of inspiration suited to their years, which will lead them to a lifelong love of good literature, and this will make their lives broader and richer and sweeter, when most of the text-book information gained in the schools has been forgotten.

L. B. MURPHY.

MRS. WAYNE RAMSAY.

H. C. THOM.

F. HUTCHISON.

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*Dr. William A. Scott, Chairman of Visiting Committees:*

The members of the committee appointed to visit primary grades, wish to express the pleasure with which they have made the acquaintance of the primary schools and teachers of the city. Believing the equipment and teaching of the youngest grades is of the first importance, this committee has visited these rooms very carefully and frequently, and agree that their strongest impression resulting from these visits, is the desire to congratulate the Board of Education and the people of Madison upon the high tone of excellence prevailing in the primary schools.

It has been a pleasure to observe, that while all teaching is governed

by the excellent manual prepared by the superintendent, the slight variations found in each room show the intelligent zeal of the teachers in adapting instruction to pupils in such a manner as to best awaken their lively interest and mental powers.

The children are not crammed, but their power of observation and reasoning is developed, and their progress in reading, writing, spelling and numbers is excellent. In some cases the rapidity with which columns of figures were added seemed wonderful.

The moral tone of the schools seems good, and the thoroughly loyal feeling existing between children and teachers furnishes the best atmosphere for drawing out the young intelligence, and sowing seeds of noble character. The committee especially commends the efforts of those teachers who endeavor to train the children to report themselves rather than each other.

The use of good language is being taught and the love of good literature by the use of the excellent selections for reading.

The committee very heartily approve of the training in physical culture, only wishing that the exercises might be taken more frequently.

The custom that prevails in many rooms of reciting from the desks, especially when numbers are quickly shown, suggested the possible and very serious danger of eye-strain.

To prevent this danger the committee would respectfully suggest calling the children forward for these exercises, the change and movement being physically restful would also be mentally helpful.

There is one difficulty with which teachers of primary grades have to contend more persistently than the teachers of higher grades and that is the difficulty of having the children present in a clean and whole some condition. The commendable zeal shown by some teachers in refusing to allow untidy children or habits in the school-room is worthy of the highest praise and produces results which we feel sure all desire, could they realize that what may seem severity in demanding these conditions, is really but the truest kindness and justice to all.

The committee feel assured that teachers who show so much tact and skill can arrive at the same friendly understanding with the children upon this subject, and arouse a wholesome spirit of emulation, until the children become their own censors and also little centers of light in many untidy homes.

By attaining this high degree of cleanliness in the school-rooms the danger from contagious diseases would be greatly diminished.

This danger is increased in the older buildings where the double desks make it possible to greatly over-crowd the rooms, the Fifth ward

being most unfortunate in this respect, the primary rooms needing renovating and new single desks.

It is necessary to maintain this high standard of cleanliness if our public schools are to accomplish their object, and afford conditions which justify all parents in sending their children — a common ground where all classes may mingle and where merit alone gives precedence.

In speaking of this with one very successful primary teacher, she remarked that it would be a welcome support to the teachers were this condition made obligatory.

Your committee believe that all teachers would welcome the support that enabled them to require clean, well-aired clothing, free from odors, clean pocket handkerchiefs, and would respectfully recommend that if the use of slates is continued, sponges should be frequently inspected and thoroughly cleansed.

This would prevent the air in a crowded school-room from so quickly becoming foul.

It must of necessity soon become exhausted, since it is a matter of record that "the necessary amount of space per pupil is not given in the public schools of any country, because of the great expense it would involve, and also because the rooms are occupied but a few hours at a time."

This, therefore, makes it imperative that the air shall be thoroughly changed as often as the children leave the room.

No system of ventilation can be so good but that it should be supplemented by systematic and thorough airing of the rooms in the intervals of the sessions.

Though the most serious results are not so direct and immediate as to be clearly traced, there is no doubt much ill-health, and premature death is caused by unventilated school rooms, and it is impossible that our children can ever breathe pure air in a room where every window is double, as has been the case the past winter in many of our school-rooms. Upon entering an otherwise pleasant room, on the very mild morning of February 28th, just half an hour after school was opened the air was very offensive.

Every window was double — the furnace fire would have served for the coldest day and the teacher was vainly endeavoring by opening the narrow wooden strips at the bottom of the outside window to introduce fresh air enough to relieve the oppression of heads and brains.

This committee have thought that more responsibility in this matter of ventilation might be placed upon the janitors, and beg leave to suggest that they be required to throw open all the windows and doors for

at least one hour during the noon intermission, and again at the close of the afternoon session; and also at all times when sweeping, dusting and cleaning blackboards.

In cold weather this would, of course, increase the expense of fuel, but this is a necessary and legitimate expense without which no economical use can be made of the remainder of the large outlay required in carrying on the schools.

This committee has had the pleasure of seeing the opening of the first public kindergarten, where in a large airy, sunny room of the Third ward school, the blessings of kindergarten training are offered to as many as can be accommodated.

It is earnestly hoped that the success of this department will hasten the establishment of at least one free kindergarten in each ward of the city.

This committee wish further to suggest that in the plans for future buildings no rooms shall be accepted into which abundant sunshine may not freely enter. The arrangement of the building in the Third ward being such that little if any sunshine ever enters two of the primary rooms.

Respectfully submitted,

HONTAS PEABOBY DANIELLS,  
ANNA WOOD O'CONNOR,  
MARTHA M. DODGE,  
ELIZABETH T. KING,  
FRANCES M. LANSING,

MADISON, July, 1894.

## CONTAGIOUS DISEASES.

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

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

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

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

### VACCINATION.

The following statements and rules were adopted by the State Board of Health of Wisconsin, June 21, 1894:

WHEREAS, The State Board of Health of the state of Wisconsin is empowered, authorized and directed by law to make such rules and regulations for the protection of the people of the state from dangerous contagious diseases as in its judgment may be necessary, and

WHEREAS, With the prevalence of small-pox (which disease is by said State Board hereby designated as contagious and dangerous to the public health), in this and in other states, the assembling of unvaccinated children in the schools of the state is believed to be a source of special danger to the people of the state, the State Board of Health does hereby adopt and publish the following rule, to be of general application throughout the state.

SECTION 1. No child shall be allowed to be enrolled as a pupil in any public, private or parochial school without first presenting to the principal or teacher of the school in which he applies for enrollment or attendance the certificate of a reputable physician that he has been successfully vaccinated, or in lieu of such certificate of successful vaccination, a certificate from a reputable physician that such child has been vaccinated at least twice within a period of three months next preceding the date of such application, such latter certificate, however, shall be void after the expiration of one year from its date.

SECTION 2. No parent or guardian of any child shall allow or permit such child to attend any public, private or parochial school in this state, and no principal or teacher of any such school shall allow a child to be enrolled as a pupil or attend such school as such without the evidence of vaccination herein required, and it is hereby made the duty of the proper school authorities in their respective localities to enforce the foregoing rule.

## COURSE OF STUDY.

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### FIRST GRADE.

**ENGLISH:** 1. Reading,—Words and sentences from blackboard and chart. Word method supplemented by sentence and phonic methods. Parts of several First Readers, changing from one to another as vocabularies and circumstances make desirable.

2. Word Study,—Word building. Capitals. Abbreviations.  
3. Oral and Written Exercises,—Conversations suggested by objects, pictures, and individual experiences of pupils. Reproduction of short stories, myths, and fairy tales told by the teacher. Historical stories.

4. Memorizing Choice Selections.

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

**NATURE STUDY:** Oral lessons on the human body. Lessons on plants, tree blossoms, and flowers.

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

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

## SECOND GRADE.

**ENGLISH:** 1. Reading,—First Reader completed. Two Second Readers. Continue use of blackboard in teaching new words. Drill in elementary sounds. Teach meaning of words by association, not by formal definition.

2. Word Study,—Words from reading lessons copied and spelled from dictation.

3. Oral and Written Exercises,—Reproduction of short stories, myths, and fairy tales. Description of pictures. Historical stories. Exercises based on nature study.

4. Memorizing Choice Selections.

**NUMBERS:** Revised Model Elementary Arithmetic to page 96.

**GEOGRAPHY:** See outline for oral lessons in geography.

**NATURE STUDY:** Lessons on plants and animals according to outline.

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

**INDUSTRIAL:** Models for Form Study and Drawing, No. 21, in the hands of the pupils.

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## THIRD GRADE.

## FALL TERM.

**ENGLISH:** 1. Reading,—A more difficult Second Reader. Scudder's Book of Fables and Folk Stories.

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

3. Oral and Written Exercises,—Reproduction of stories and descriptions. Copying sentences and stanzas. Capitals. Use of quotation marks and apostrophe. Historic stories. Letter-writing.

4. Memorizing Choice Selections.

**NUMBERS:** Revised Model Elementary Arithmetic to page 141.

**GEOGRAPHY:** See outline for oral lessons in geography.

**NATURE STUDY:** Lessons on plants and animals according to outline.

**PENMANSHIP:** Special exercises for freedom of movement and light lines. First twenty pages Book 1, Normal Review System of Writing.

**DRAWING:** Prang's Complete Course, Book 1.

**WINTER TERM.**

**ENGLISH:** 1. Reading,—A Third Reader. Hans Andersen's Fairy Tales, First Series.

2. Word Study,—Continue work of fall term.

3. Oral and Written Exercises,—Dictation exercises, common abbreviations, plurals in *s*, singular possessive forms. Reproduction of stories and descriptions. Exercises based on nature study.

4. Memorizing Choice Selections.

**NUMBERS:** Revised Model Elementary Arithmetic to page 180.

**GEOGRAPHY:** See outline for oral lesson in geography.

**NATURE STUDY:** Lessons on plants and animals according to outline.

**PENMANSHIP:** Movement Tablet No. 1. Complete Book 1 and the first twelve pages of Book 2.

**DRAWING:** Prang's Complete Course, Book 1, continued.

**SPRING TERM.**

**ENGLISH:** 1. Reading,—A Third Reader. The Story Mother Nature Told Her Children.

2. Word Study,—Continue work of fall term.

3. Oral and Written Exercises,—Proper verb forms from copy and dictation exercises. Contractions. Letter-writing. Reproduction of historic stories and descriptions. Exercises based on nature study.

4. Memorizing Choice Selections.

**NUMBERS:** Revised Model Elementary Arithmetic to page 193.

**GEOGRAPHY AND HISTORY:** See outline for oral lessons in geography. American History Stories.

**NATURE STUDY:** Lessons on plants and animals according to outline.

**PENMANSHIP:** Movement Tablet No. 1. Complete Book 2.

**Drawing:** Prang's Complete Course, Book 1 completed.

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**FOURTH GRADE.**

**FALL TERM.**

**ENGLISH:** 1. Reading,—Selections from a Third Reader. Hawthorne's Little Daffydowndilly and other Stories, and Biographical Stories.

2. Word Study,—Continue work of third grade. Use of dictionary.  
3. Oral and Written Exercises,—Dictation and reproduction of historical, geographical, and nature study matter. Use of capital letters. Letter-writing.

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 225.

GEOGRAPHY AND HISTORY: Geography of Wisconsin according to outline. Readings from Thwaite's Historic Waterways. Stories of the history of Wisconsin.

NATURE STUDY: Seeds, their dissemination by winds, currents, and animals. Trees, their preparation for winter as shown by leaves, sap, and buds. Observation of plants as the season changes.

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

#### WINTER TERM.

ENGLISH: 1. Reading,—Selections from Third Reader for drill work. Hawthorne's Little Daffydowndilly and other Stories, and Biographical Stories.

2. Word Study.—Continue work of the third grade. Use of the dictionary.  
3. Oral and Written Exercises,—Dictation and reproduction of historical, geographical, and nature study matter. Plural possessives. Abbreviations. Letter-writing.

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 262.

GEOGRAPHY AND HISTORY: See outline for oral lessons in geography. Pioneer History of the Mississippi River, read by the teacher.

NATURE STUDY: Effects of freezing on plants. Winter condition of plants. Protection of buds. Effects of freezing and thawing on different kinds of ground, under varying conditions.

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade,

#### SPRING TERM.

ENGLISH: 1. Reading,—Continue work in Third Reader. Ruskin's King of the Golden River.

2. Word Study,—Continue work of the third grade. Use of the dictionary.  
3. Oral and Written Exercises,—Dictation and reproduction of historical, geographical, and nature study matter. Plurals in *es*, *ves*, and without *s*. Possessives. Drill on verb forms and pronouns commonly misused. Letter-writing.

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic completed.

GEOGRAPHY AND HISTORY: See outline of oral lessons in geography. Stories from Roman history.

NATURE STUDY: Seeds and Germination. Buds. Reproduction of flowers.

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

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## FIFTH GRADE.

### FALL TERM.

ENGLISH: 1. Reading,—Eggleson's First Book in American History.

2. Word Study,—Two exercises from Sheldon's Word Studies, two from lists of words from other lessons, and one review exercise each week. All words studied from the blackboard in script forms.

3. Oral and Written Exercises,—Dictation and reproduction of literary, historical, and geographical matter. Continue work in letter forms, punctuation, abbreviations, word forms, and letter-writing.

4. Memorizing Choice Selections.

ARITHMETIC: Fundamental operations. Decimal fractions.

GEOGRAPHY AND HISTORY: Physical and Political North America. Physical and political United States. Use progressive outline maps. Longitude and Time. Stories of American History,—explorers, colonists.

NATURE STUDY: Lessons on the human body, with special reference to the effects of stimulants and narcotics through the year. Smith's Primer of Physiology in hands of teacher.

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

DRAWING: Prang's Complete Course, Book 4.

### WINTER TERM.

ENGLISH: 1. Reading,—Hawthorne's Grandfather's Chair.

2. Word Study,—Same as fall term. Use of dictionary.

3. Oral and Written Exercises,—Dictation and reproduction of literary, historical, and geographical matter. Special attention to capitals and punctuation.

4. Memorizing Choice Selections.

ARITHMETIC: United States Currency. Factors and Multiples.

GEOGRAPHY AND HISTORY: Middle Atlantic, South Atlantic, South Central, and North Central States. Stories of the French and Indian Wars.

NATURE STUDY: Lessons on the human body continued one period a week.

PENMANSHIP: Movement Tablet No. 2. Complete Book 3, and first twelve pages of Book 4.

DRAWING: Prang's Complete Course, Book 4 continued.

#### SPRING TERM.

ENGLISH: 1. Reading,—Kingsley's Water Babies.

2. Word Study,—Same as fall term.

3. Oral and Written Exercises,—Dictation of literary, historical, and geographical matter. Paraphrasing of sentences and paragraphs. Parts of speech,—subject and predicate taught incidentally.

4. Memorizing Choice Selections.

ARITHMETIC: Common fractions.

GEOGRAPHY AND HISTORY: West Central States, States of the Plain, Western States, and Commercial Geography of the United States. Stories of the Revolutionary and National Periods.

NATURE STUDY: Lessons on the human body continued one period a week.

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

DRAWING: Prang's Complete Course, Book 4 completed.

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#### SIXTH GRADE.

#### FALL TERM.

ENGLISH: 1. Reading,—Robinson Crusoe.

2. Word Study,—Continue work of fifth grade. Analysis of derivative words. Compound words.

3. Oral and Written Exercises,—Dictation, narration, and reproduction of literary, historical, and geographical matter. Composition work in Chapters I to VI inclusive, Southworth's and Goddard's Elements of Composition and Grammar. Terms of technical grammar taught incidentally.

4. Memorizing Choice Selections.

ARITHMETIC: Finish common fractions.  
9—Sch.

**GEOGRAPHY AND HISTORY:** British America, Mexico, Central America, West Indies, South America. Stories of American History from Revolutionary period to the Civil War.

**NATURE STUDY:** General exercises on the atmosphere,— properties, temperature, winds, moisture, climate, electrical and optical phenomena, See Warren's New Physical Geography, pages 67 to 94.

**PENMANSHIP:** Same as fifth grade.

**DRAWING:** Same as fifth grade.

#### WINTER TERM.

**ENGLISH:** 1. Reading,— Hawthorn's Wonder Book.

2. Word Study,— Continue work of the fall term.

3. Oral and Written Exercises,— Dictation, narration, and reproduction of literary, historical, and geographical matter. Composition in text-book in chapters VII and VIII.

4. Memorizing Choice Selections.

**ARITHMETIC:** Denominate numbers, including linear measure, square measure, cubic measure, liquid measure, dry measure, avoirdupois weight, table of time, and miscellaneous tables, with a few applications under each.

**GEOGRAPHY AND HISTORY:** Physical and Political Europe. Stories from Greek and Roman History.

**NATURE STUDY:** General exercises on Water,— springs, rivers, lakes, oceans, oceanic movements. See Warren's New Physical Geography, pages 44 to 66.

**PENMANSHIP:** Same as fifth grade.

**DRAWING:** Same as fifth grade.

#### SPRING TERM.

**ENGLISH:** 1. Reading,— Burrough's Birds and Bees, and Sharp Eyes.

2. Word Study,— Continue work of fall term.

3. Oral and Written Exercises,— Dictation, narration, and reproduction of literary, historic, and geographical matter. Composition in text-book, chapter IX to XI inclusive.

4. Memorizing Choice Selections.

**ARITHMETIC:** Miscellaneous Problems under denominate numbers and practical rules.

**GEOGRAPHY AND HISTORY:** Physical and Political Asia. Oceanica. Stories of Chivalry and Crusades.

**NATURE STUDY:** Seeds and germination. Buds. Roots. Leaves. Reproduction, flowers and seeds.

**PENMANSHIP:** Same as fifth grade.

**DRAWING:** Same as fifth grade.

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## SEVENTH GRADE.

### FALL TERM.

**ENGLISH:** 1. Reading,— Kingsley's Greek Heroes.  
2. Word Study,— Exercises selected from Sheldon's Word Studies and from other branches of study. Words studied from script forms.  
3. Oral and Written Exercises,— Dictation, narration, description and reproduction of literary, historical, and nature study matter. Biographical sketches.  
4. Grammar,— Southworth and Goddard's Elements of Composition and Grammar, Chapter XII. Sentence Analysis.  
5. Memorizing Choice Selections.

**MATHEMATICS:** 1. Arithmetic,— Percentage and applications to simple interest, the New Model Arithmetic.  
2. Concrete Geometry,— One period a week.

**GEOGRAPHY AND HISTORY:** 1. Physical and Political Geography of Africa.

2. Principal ocean and trade routes of the world.  
3. Stories from the History of England.

**NATURE STUDY:** Lessons on elementary physics,— properties of matter, mechanical powers.

**PENMANSHIP:** The Normal Review Course in Writing, Book 4½ to page 21.

**DRAWING:** Prang's Complete Course, New Book 7.

### WINTER TERM.

**ENGLISH:** 1. Reading,— Scott's Lady of the Lake.  
2. Word Study,— Continue work of fall term.  
3. Oral and Written Exercises,— Continue work of fall term. Historical sketches.  
4. Grammar,— Text-book, chapters XIII and XIV. Sentence analysis continued.  
5. Memorizing Choice Selections.

MATHEMATICS: 1. Arithmetic,— Percentage to partial payments.  
2. Concrete Geometry,— One period a week.

GEOGRAPHY AND HISTORY: 1. Wisconsin in detail.

2. Mathematical geography.

3. Civil government of state, county, city.

NATURE STUDY: Elements of astronomy in connection with mathematical geography.

PENMANSHIP: Book 4½ completed and Book 5 to page 13.

DRAWING: Prang's Complete Course, New Book 7 continued.

#### SPRING TERM.

ENGLISH: 1. Reading,— Longfellow's Children's Hour and other Selections, Warner's A-Hunting of Deer and other Essays, Hawthorne's Tanglewood Tales, Part II, Riverside Series, Triple Number.

2. Word Study,— Continue work of fall term.

3. Oral and Written Exercises,— Continue work of fall term.

4. Grammar,— Text-book, chapter XV. Sentence analysis continued.

5. Memorizing Choice Selections.

MATHEMATICS: 1. Arithmetic,— Percentage completed.

2. Concrete Geometry,—One period a week.

HISTORY: United States. Discovery and Exploration. Colonial period. French and Indian war.

NATURE STUDY: Oral lessons in elementary physics,— sound, light, heat.

PENMANSHIP: Book 5 completed.

DRAWING: Prang's complete course, New Book 7 completed.

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#### EIGHTH GRADE.

#### FALL TERM.

ENGLISH: 1. Reading,—Masterpieces of American Literature.

2. Word Study,—Same as seventh grade.

3. Oral and Written exercises,—Description of persons, places, manners, and customs, as found in reading, history, and geography.

4. Grammar,— Text-book, chapters XVI and XVII. Sentence analysis continued.

5. Memorizing Choice Selections.

MATHEMATICS: 1. Arithmetic,— Ratio and proportion, Involution and Evolution.

2. Algebraic expressions and symbols, including the method of solving simple equations.

HISTORY: United States, revolutionary period. Administrations through the war of 1812.

NATURE STUDY: Same as Seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING, Same as seventh grade.

#### WINTER TERM.

ENGLISH: 1. Reading,—Masterpieces of American Literature.

2. Word Study,—Same as seventh grade.

3. Oral and Written Exercises,—Continue work of fall term.

4. Grammar,—Text-book, chapter XVIII. Sentence analysis continued.

5. Memorizing Choice Selections.

MATHEMATICS: 1. Arithmetic,—Miscellaneous examples and general review.

2. Elements of Algebra.—Simple equations.

HISTORY: United States, Administrations, and Civil War.

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

#### SPRING TERM.

ENGLISH: 1. Reading,—Masterpieces of American Literature.

2. Word Study,—Same as seventh grade.

3. Oral and Written Exercises,—Continue work of fall term.

4. Grammar,—Text-book, complete book.

5. Memorizing Choice Selections.

MATHEMATICS: 1. Arithmetic,—The Metric System, applications made by pupils.

2. Elements of Algebra,—Fundamental operations and factoring.

HISTORY: United States, reconstruction and topics of the times.

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

## COURSE IN READING AND LITERATURE FOR THE ELEMENTARY GRADES

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### FIRST GRADE.

**CLASS READING.**— Words and sentences from blackboard, slates, and charts. Word method supplemented by the sentence and phonic methods. Use script from the beginning. Insist on accuracy, neatness, and legibility in all slate and blackboard work. Read parts of several First Readers, changing from one to another as the vocabularies and circumstances may make desirable. The final accomplishment of the year's work should give the pupil the ability to recognize readily all words taught, to read intelligently simple sentences and paragraphs, and to spell by letter and sound the words of the reading lessons.

**STORY TELLING.**— The teacher will tell the children some of the classic nursery tales,— Red Riding Hood, Cinderella, Jack and the Beanstalk, Jack the Giant Killer, Stories from the Old Testament, and such others as may be selected.

**READING TO CLASS.**— The teacher will read to the children from Stories for Kindergarten and Primary Schools, and selections from the list on page 80.

**SELECTIONS TO BE MEMORIZED.**— The Baby, Baby Bye, Sweet and Low, Little Pussy, How they Talk, The Owl and the Pussy Cat.

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### SECOND GRADE.

**CLASS READING.**— First Readers completed. Two Second Readers. Continue use of blackboard and slates in teaching new words. Drill in elementary sounds, giving attention to pairs and combinations of letters representing sounds. Special drill in pairs and groups of words which must be spoken together. Teach meaning of words by association, not by formal definition. The final accomplishment of the year's work should give the pupil power to call at sight all words taught, to know

what they mean in the sentence, to understand the thought of the lesson and to express the thought in an easy manner, with tones of voice resembling those heard in good conversation.

**STORY TELLING.**—The teacher will tell the children the stories of Siegfried, Theseus, Perseus, Circe's Palace, Ariadne, and other myths.

**READING TO CLASS.**—The teacher will read to the children from Stories for Kindergarten and Primary Schools, and selections from list on page 80.

**SELECTIONS TO BE MEMORIZED.**—The Boy and the Bird, The Cloud, A Visit from St. Nicholas, Hang up the Baby's Stocking, the Little Lazy Cloud, The Boy's Song.

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### THIRD GRADE.

#### FALL TERM.

**CLASS READING.**—A more difficult Second Reader. Scudder's Book of Fables and Folk Stories. Meaning of words, phrases and sentences. Cultivate the art of getting out of books what is in them by requiring the substance of all lessons in the language of the pupil. Give frequent tests in silent reading. Let occasional lessons be very abundant with respect to quantity to test the ability of the pupil to apprehend readily the printed page. Give frequent tests in sight reading to cultivate ability to call new words.

**READING TO CLASS.**—Stories of Children of Other Nations, Little Lucy's Wonderful Globe, Hero Stories from Homer's Iliad and Odessey, and selections from the list on page 80.

**SELECTIONS TO BE MEMORIZED.**—Hiawatha's Childhood, Little Moments, Kitty.

#### WINTER TERM.

**CLASS READING.**—A Third Reader. Hans Anderson's Fairy Tales, First Series. Continue work of fall term. Aim to have pupils acquire naturalness of expression, correct pronunciation, and fluency.

**READING TO CLASS.**—Little Lord Fauntleroy, Adventures of a Brownie, Queer Little People, and selections from list on page 80.

**SELECTIONS TO BE MEMORIZED.**—The Child's World, Suppose My Little Lady, A Good Name.

#### SPRING TERM.

**CLASS READING.**—A Third Reader. The Story Mother Nature Told Her Children. Continue work of fall term.

READING TO CLASS.—Hans Andersen's Fairy Tales, Second Series, Princess Idleways, Black Beauty, Toby Tyler, and selections from list on page 80.

SELECTIONS TO BE MEMORIZED.—Little by Little, the Brown Thrush, Seven Times One.

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#### FOURTH GRADE.

##### FALL TERM.

CLASS READING.—Selections from a Third Reader. Hawthorne's Little Daffydowndilly and Other Stories, and Biographical Stories. Make intelligent silent reading the first object. Have substance of lessons reproduced by pupils before reading aloud. See that the details as well as the outline of the stories are observed. Have short stories read once at sight and then reproduced in writing. Give special oral drill. Encourage home reading.

READING TO CLASS.—Each and All, Mr. Stubb's Brother, The Hoosier School Boy, Cast Away in the Cold, and selections on page 80.

SELECTIONS TO BE MEMORIZED.—Boys Wanted, Little Brown Hands, To-day.

##### WINTER TERM.

CLASS READING.—Selections from a Third Reader for drill work. Hawthorne's Little Daffydowndilly and Other Stories, and Biographical Stories. Continue work of fall term.

READING TO CLASS.—Benjamin Franklin, The Little Lame Prince, and selections from list on page 80.

SELECTIONS TO BE MEMORIZED.—The Sculptor, Somebody's Mother, The Children's Hour.

##### SPRING TERM.

CLASS READING.—Continue work in Third Reader. Ruskin's King of the Golden River. Continue work of the fall term.

READING TO CLASS.—Aunt Martha's Corner Cupboard, Little Folks of Other Lands, Hans Brinker and the Silver Skates, and selections from list on page 80.

SELECTIONS TO BE MEMORIZED.—Hiawatha's Sailing. The Fountain.

## FIFTH GRADE.

## FALL TERM.

CLASS READING.— Eggleston's First Book in American History. Give special attention to clear and distinct articulation. Teach use of dictionary and diacritical marks. Continue work preceding year.

READING TO CLASS.— Story of King Midas, Paul Revere's Ride. Life in the North, and selections from the list on page 80.

SELECTIONS TO BE MEMORIZED.— The Vicar's Sermon, The Village Blacksmith, How Sleep the Brave, The Arrow and the Song.

## WINTER TERM.

CLASS READING.— Hawthorne's Grandfather's Chair. Continue work of fall term.

READING TO CLASS.— Grandmother's Story of Bunker Hill, Rip Van Winkle, and selections from list on page 80.

SELECTIONS TO BE MEMORIZED.— Landing of the Pilgrims, One by One, Break, Break, Break.

## SPRING TERM.

CLASS READING.— Kingsley's Water Babies. Continue work of fall term.

READING TO CLASS.— Prince and Pauper, Great Stone Face, and selections from list on page 80.

READ AT HOME.— The Four MacNicol's, Boys of other Countries, Washington and His Country.

SELECTIONS TO BE MEMORIZED.— The Barefoot Boy, Beautiful Things.

## SIXTH GRADE.

## FALL TERM.

CLASS READING.— Robinson Crusoe. Cultivate the pictorial imagination by requiring pupils to see clearly pictures in words and to represent to themselves the details of descriptions. In oral reading insist upon distinct enunciation, good tones, and proper position.

READING TO CLASS.— Swiss Family Robinson, Twice Told Tales, Juan and Juanita, and selections from list on page 80.

READ AT HOME.— Tanglewood Tales, Daniel Boone.  
10—Sch.

SELECTIONS TO BE MEMORIZED.—Psalm of Life, The American Flag, The Last Leaf, Ring Out Wild Bells.

WINTER TERM.

CLASS READING.— Hawthorne's Wonder Book. Continue work of fall term.

READING TO CLASS.— The Arabian Nights, Stories from the History of Rome, and selections from list on page 80.

READ AT HOME.— Plutarch's Lives, Uncle Tom's Cabin.

SELECTIONS TO BE MEMORIZED.— The Builders, Breathes there a Man, The First Snowfall.

SPRING TERM.

CLASS READING.— Burrough's Birds and Bees and Sharp Eyes. Continue work of fall term.

READING TO CLASS.— Ten Boys on the Road from Long Ago to Now, Little People Asia, Chuck Purdy, and selections from list on page 80.

READ AT HOME.— Little Men, Little Women, My Summer in a Garden.

SELECTIONS TO BE MEMORIZED.— Independence Bell, Hunting Song, The Four Lakes of Madison.

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SEVENTH GRADE.

FALL TERM.

CLASS READING.— Kingsley's Greek Heroes. Definition of important words and phrases. Logical relation of sentences. Historical, geographical, and literary allusions. Rigid and systematic drill in distinct articulation and pronunciation.

READING TO CLASS.— Turn Fortune Turn, The Old Man Dreams, and other selections from list on page 80.

READ AT HOME.— Boys Who Became Famous, Tom Brown, The Spy.

SELECTIONS TO BE MEMORIZED.— Nobility, The Ship of State, What Constitutes a State, Sweet is the Pleasure, Sparticus to the Gladiators.

WINTER TERM.

CLASS READING.— Scott's Lady of the Lake. Study biography of author, style of composition, and scope of selection. Recognize simple figures of speech. Cultivate pictorial imagination. Require written

expansion of incidents, development of word pictures and comparison of characters.

**READING TO CLASS.**— The Festal Board, the Bells, and other selections from list on page 80.

**READ AT HOME.**— Tales of a Grandfather, Girls Who Became Famous, The Last of the Mohicans, The Pilot, The Chambered Nautilus.

**SELECTIONS TO BE MEMORIZED.**— The Highland Chase, Soldier Rest, and other selections from Lady of the Lake, The Way to Heaven, The National Flag.

#### SPRING TERM.

**CLASS READING.**— The Children's Hour, Warner's A-Hunting the Deer, and Tanglewood Tales, Part II. Riverside Series, Triple Number.

**READING TO CLASS.**— The Witch's Daughter, Courtship of Miles Standish, and other selections from list on page 80.

**READ AT HOME.**— Tales of a Grandfather, Stories of Adventure, Indian History for Young Folks.

**SELECTIONS TO BE MEMORIZED.**— Clear the Way, Flowers, Crossing the Bar, Alfred the Great to His Men.

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## EIGHTH GRADE.

#### FALL TERM.

**CLASS READING.**— Masterpieces of American Literature, Explanation of figures of speech, analysis of the thought, rearranging the elements of the sentence, substitutions of synonymns or equivalent phrases, and expanding picturesque words into paragraphs, are all valuable exercises. Reproductions both oral and written should be frequent. Choice passages should be marked and memorized.

**READING TO CLASS.**— Paul Revere's Ride, Nathan Hale, and other selections from list on page 80.

**READ AT HOME.**— Stories of Discovery, Stories of Our Country, Fisk's Washington and His Country, Standish of Standish, Betty Alden.

**SELECTIONS TO BE MEMORIZED.**— Warren's Address, To a Water Fowl, The Song of Marion's Men, The Chambered Nautilus, Thanatopsis (Selections), Liberty and Union.

#### WINTER TERM.

**CLASS READING.**— Masterpieces of American Literature. Continue work of fall term.

READING TO CLASS.—The Slave Ships, John Burns of Gettysburg, and other selections from list on page 80.

READ AT HOME.—The Talisman, The Last of the Mohicans, John Halifax, The Oregon Trail.

SELECTIONS TO BE MEMORIZED.—Old Ironsides, Snow-Bound (The Snow Storm), A Man's a Man for a' That, Lincoln's Address at Gettysburg.

#### SPRING TERM.

CLASS RAADING.—Masterpieces of American Literature. Continue work of fall term.

READING TO CLASS.—Custer's Charge, The Vagabonds, The Cry of the Children, and other selections from list on page 80.

READ AT HOME.—Boys of '61, Life of Abraham Lincoln, Ben Hur, David Copperfield.

SELECTIONS TO BE MEMORIZED.—What is so Rare as a Day in June, Mercy (Portia to Shylock), The Blue and the Gray, An Appeal to Arms.

## SELECTIONS TO BE MEMORIZED BY PUPILS.

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### FIRST AND SECOND GRADES.

#### FALL TERM.

Baby Bye .....	<i>Theo. Tilton.</i>
I Love Little Pussy.....	<i>Unknown.</i>
How They Talk .....	<i>Marcius Wilson.</i>
The Owl and The Pussy Cat .....	<i>Edmund Lear.</i>
The Boy and the Bird.....	<i>Unknown.</i>

#### WINTER TERM.

The Cloud .....	<i>Unknown.</i>
A Visit from St. Nicholas.....	<i>C. S. Morse.</i>
Hang up the Baby's Stocking .....	<i>W. H. Lippincott.</i>

#### SPRING TERM.

The Little Lazy Cloud .....	<i>Unknown.</i>
The Baby .....	<i>Geo. Macdonald.</i>
The Boy's Song .....	<i>James Hogg.</i>
Sweet and Low .....	<i>Tennyson.</i>

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### THIRD GRADE.

#### FALL TERM.

Hiawatha's Childhood .....	<i>Longfellow.</i>
Little Moments.....	<i>Unknown.</i>
Kitty.....	<i>Marion Douglas.</i>

#### WINTER TERM.

The Child's World.....	<i>Unknown.</i>
Suppose My Little Lady.....	<i>Unknown.</i>
A Good Name.....	<i>Marcius Wilson.</i>

## SPRING TERM.

Little by Little.....	<i>Unknown.</i>
The Brown Thrush.....	<i>Lucy Larcom.</i>
Seven Times One.....	<i>Jean Ingelow.</i>

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## FOURTH GRADE.

## FALL TERM.

Boys Wanted .....	<i>Unknown.</i>
Little Brown Hands .....	<i>M. H. Krout.</i>
To-Day .....	<i>T. Carlyle.</i>

## WINTER TERM.

The Sculptor.....	<i>G. W. Doan.</i>
Somebody's Mother.....	<i>Unknown.</i>
The Children's Hour.....	<i>Longfellow.</i>

## SPRING TERM.

Hiawatha's Sailing .....	<i>Longfellow.</i>
The Fountain.....	<i>Lowell.</i>

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## FIFTH GRADE.

## FALL TERM.

The Vicar's Sermon.....	<i>Chas. MacKay.</i>
The Village Blacksmith.....	<i>Longfellow.</i>
How Sleep the Brave .....	<i>Will Collins.</i>
The Arrow and the Song.....	<i>Longfellow.</i>

## WINTER TERM.

One by One .....	<i>Adelaide A. Proctor.</i>
The Landing of the Pilgrims.....	<i>Mrs. Hemans.</i>
Break, Break, Break.....	<i>Tennyson.</i>

## SPRING TERM.

The Barefoot Boy.....	<i>Whittier.</i>
Beautiful Things .....	<i>Unknown.</i>

## SIXTH GRADE.

## FALL TERM.

Psalm of Life .....	<i>Longfellow.</i>
The American Flag .....	<i>J. B. Drake.</i>
The Last Leaf .....	<i>Holmes.</i>
Ring out, Wild Bells .....	<i>Tennyson.</i>

## WINTER TERM.

The Builders .....	<i>Longfellow.</i>
Breathes There a Man .....	<i>Scott.</i>
The First Snowfall .....	<i>Lowell.</i>
Independence Bell .....	<i>Unknown.</i>
Hunting Song .....	<i>Scott.</i>
The Four Lakes of Madison .....	<i>Longfellow.</i>

## SEVENTH GRADE.

## FALL TERM.

Nobility .....	<i>Alice Cary.</i>
The Ship of State .....	<i>Longfellow.</i>
What Constitutes a State .....	<i>Sir Wm. Jones.</i>
Sweet is the Pleasure .....	<i>Unknown.</i>
Sparticus to the Gladiators .....	<i>Elijah Kellogg.</i>

## WINTER TERM.

The Chase .....	<i>Scott.</i>
Soldier, Rest .....	<i>Scott.</i>
The Way to Heaven, or Round by Round .....	<i>J. G. Holland.</i>
The National Flag .....	<i>Charles Sumner.</i>

## SPRING TERM.

Clear the Way .....	<i>Unknown.</i>
Flowers .....	<i>Longfellow.</i>
Crossing the Bar .....	<i>Tennyson.</i>
Alfred the Great to his Men .....	<i>J. S. Knowles.</i>

## EIGHTH GRADE.

## FALL TERM.

Warren's Address .....	<i>John Pierpont.</i>
To a Water-fowl.....	<i>Bryant.</i>
Song of Marion's Men .....	<i>Bryant.</i>
The Chambered Nautilus .....	<i>Holmes.</i>
Thanatopsis .....	<i>Bryant.</i>
Liberty and Union.....	<i>Daniel Webster.</i>

## WINTER TERM.

Old Iron Sides.....	<i>Holmes.</i>
Snow-Bound (The snow storm).....	<i>Whittier.</i>
A Man's a Man for a' That.....	<i>Burns.</i>
Address at Gettysburg .....	<i>Lincoln.</i>

## SPRING TERM.

What is So Rare as a Day in June .....	<i>Lowell.</i>
Mercy (Portia to Shylock).....	<i>Shakespeare.</i>
The Blue and the Gray .....	<i>Francis M. Minch.</i>
An Appeal to Arms.....	<i>Patrick Henry.</i>

## SELECTIONS TO BE READ TO PUPILS.

## FIRST AND SECOND GRADES.

## FALL TERM.

Over in the Meadow.....	<i>O. A. Wordsworth.</i>
Lady Moon.....	<i>Lord Houghton.</i>
What Are You Good For .....	<i>Emily Miller.</i>
Lady Bird, Lady Bird.....	<i>C. B. Southey.</i>
Pussy's Class.....	<i>May M. Dodge.</i>
If You Please.....	<i>M. Douglas.</i>
Kitty and Mousie.....	<i>P. Moran.</i>
Wishing .....	<i>Wm. Allingham.</i>
The Tree.....	<i>B. Bjornson.</i>
Santa Claus and the Mouse.....	<i>Unknown.</i>

## WINTER TERM.

The Little Angel.....	<i>Elizabeth Prentiss.</i>
Is It You.....	<i>Unknown.</i>
The Four Winds .....	<i>Kings.</i>
A Valentine.....	<i>Unknown.</i>
A Little Goose.....	<i>E. S. Turner.</i>
Marjorie's Almanac.....	<i>T. B. Aldrich.</i>
The Winds and the Leaves .....	<i>Unknown.</i>
All Things Bright and Beautiful.....	<i>Mrs. Alexander.</i>

## SPRING TERM.

Little by Little .....	<i>Unknown.</i>
Pitter, Patter.....	<i>Unknown.</i>
Little Gustava .....	<i>C. Thaxter.</i>
Cheerfulness .....	<i>Marion Douglas.</i>
Who Stole the Bird's Nest.....	<i>L. Child.</i>
I Am Coming, Little Maiden.....	<i>Mary Howitt.</i>
Good Night and Good Morning.....	<i>Lord Houghton.</i>
The Months.....	<i>Unknown.</i>
Rain Drops .....	<i>Peaslie.</i>
Little Birdie.....	<i>Tennyson.</i>

## THIRD GRADE.

## FALL TERM.

Little Mamma.....	<i>Chas. Webb.</i>
Kept In .....	<i>Ethel Beers.</i>
The Kitten and the Falling Leaves.....	<i>Wordsworth.</i>
Thanksgiving Day.....	<i>Lydia Child.</i>
Little Bell.....	<i>T. Westwood.</i>
The Mountain and the Squirrel.....	<i>Emerson.</i>
The Silver Bird's Nest.....	<i>H. F. Gould.</i>
The Johnny Cake.....	<i>Whittier.</i>
Which Loved Best .....	<i>J. Allison.</i>

## WINTER TERM.

The Tiger.....	<i>Wm. Blake.</i>
The Chatterbox .....	<i>Jane Taylor,</i>
Little Drops of Water.....	<i>Unknown.</i>
Father's Coming.....	<i>Mary Howitt.</i>

Little Foxes and Little Hunters.....	<i>Unknown.</i>
Sleigh Song.....	<i>G. W. Petter.</i>
The Fairy Artist .....	<i>Unknown.</i>
The New Year's Eve.....	<i>Hans Christian Andersen</i>

## SPRING TERM,

Calling Them Up.....	<i>Mara L. Pratt.</i>
Rain Drops .....	<i>Unknown.</i>
Miss Willow.....	<i>Mara L. Pratt.</i>
Jack in the Pulpit .....	<i>C. Smith.</i>
The Fainting Blue-Bell .....	<i>Lippincott.</i>
Little Dandelion.....	<i>H. B. Bostwick.</i>
The Lilac .....	<i>C. D. Bates.</i>
Grace and Her Friends .....	<i>Lucy Larcom.</i>

## FOURTH GRADE.

## FALL TERM.

The Brook .....	<i>Tennyson.</i>
A Wonderful Thing is a Seed .....	<i>Unknown.</i>
Casabianca .....	<i>Mrs. Hemans.</i>
The Singing Lesson .....	<i>Jean Ingelow.</i>
November.....	<i>Unknown.</i>
The River.....	<i>Unknown.</i>
The Eagle .....	<i>Tennyson.</i>
In School Days.....	<i>Whittier.</i>
Ring Out The Old.....	<i>Unknown.</i>
Little and Great.....	<i>Unknown.</i>
Daffydowndilly .....	<i>Anne M. Pratt.</i>

## WINTER TERM.

The Frost.....	<i>W. Gould.</i>
Over and Over Again.....	<i>Josephine Pollard.</i>
Baby's Shoes.....	<i>W. C. Bennett.</i>
The Children.....	<i>Chas. M. Dickinson.</i>
The Skater's Song.....	<i>Rev. E. Peabody.</i>
Seven Times Two.....	<i>Jean Ingelow.</i>
Farewell Advice.....	<i>Chas. Kingsley.</i>
In the Tower.....	<i>Susan Coolidge.</i>

## SPRING TERM.

The Voice of the Grass.....	<i>S. Roberts.</i>
What the Burdock Was Good For.....	<i>A. S. R.</i>
Polley's Pansies.....	<i>J. W. Benham.</i>
The Voice of Spring.....	<i>Mrs. Hemans.</i>
The Violet.....	<i>Jane Taylor.</i>
Robert of Lincoln.....	<i>Bryant.</i>
Mrs. June's Prospectus.....	<i>Susan Coolidge.</i>

## FIFTH GRADE.

## FALL TERM.

God Bless Our States Forever.....	<i>B. F. Taylor.</i>
An Order For a Picture.....	<i>Alice Cary.</i>
The Stormy Petrel .....	<i>Barry Conwall.</i>
In Swanage Bay.....	<i>Dinah M. Muloch.</i>
Death of the Flowers .....	<i>Longfellow.</i>
The Grasshopper and the Cricket.....	<i>Leigh Hunt.</i>
Labor is Worship .....	<i>Francis S. Osgood.</i>
Sowing and Harvesting.....	<i>Emily S. Oakey.</i>
Death of the Old Year.....	<i>Tennyson.</i>

## WINTER TERM.

The Wreck of the Hesperus .....	<i>Longfellow.</i>
To the Falls of Niagara.....	<i>J. S. Buckingham.</i>
Fifty and Fifteen.....	<i>Unknown.</i>
A Prairie Dog Village.....	<i>Edward B. Nealy,</i>
The Captain's Daughter.....	<i>J. F. Fields.</i>
Perseverance.....	<i>R. L. Andros.</i>
The Shell .....	<i>Tennyson.</i>

## SPRING TERM.

Narcissus .....	<i>Dart Fairthorne.</i>
The Birds .....	<i>Mary Howitt.</i>
Roses or Rue .....	<i>Unknown.</i>
To the Skylark.....	<i>J. Hogg.</i>
Rain in the Summer.....	<i>Longfellow.</i>
The Brave Old Oak.....	<i>H. F. Shorley.</i>
Under the Greenwood Tree.....	<i>Shakespeare.</i>
The Bugle Song.....	<i>Tennyson.</i>
Driving Home the Cows .....	<i>Unknown.</i>

## SIXTH GRADE.

## FALL TERM.

St. Lawrence River.....	<i>Unknown.</i>
Queen of the Antilles.....	<i>Mary B. Clarke.</i>
Bingen on the Rhine.....	<i>Caroline Norton.</i>
The Skeleton in Armor .....	<i>Longfellow.</i>
The Death of Napoleon.....	<i>J. McCullam.</i>
Drifting.....	<i>T. B. Read.</i>
Leak in the Dyke.....	<i>Phoebe Cary.</i>
Charge of the Light Brigade.....	<i>Tennyson.</i>
The Mistletoe Bough.....	<i>Thos. H. Bayly.</i>

## WINTER TERM.

Hoenlinden.....	<i>Thos. Campbell.</i>
The Inch Cape Rock .....	<i>Robert Southey.</i>
Herve Riel.....	<i>Robert Browning.</i>
The Pied Piper .....	<i>Robert Browning.</i>
Legend of Bregenz .....	<i>Adelatde Proctor.</i>
Arnold Winklereid.....	<i>J. Montgomery.</i>
Horatius at the Bridge.....	<i>Thos. Macauley.</i>
Melrose Abby .....	<i>Scott.</i>
Marco Bozarris.....	<i>T. G. Halleck.</i>
Dying Gladiator.....	<i>Byron.</i>
Poland .....	<i>Thos. T. Campbell.</i>
Incident of the French Camp .....	<i>Robert Browning.</i>

## SPRING TERM.

Hymn Before Sunrise.....	<i>Sam. T. Coleridge.</i>
Pegasus in Pound.....	<i>Longfellow.</i>
Death of Leonidas .....	<i>Geo. Croly.</i>
The Palm Tree .....	<i>Whittier.</i>
The Leap of Roushan Reg.....	<i>Longfellow.</i>

## SEVENTH GRADE.

## FALL TERM,

Ninety-nine in the Shade.....	<i>Rossiter Johnson.</i>
Four Leaved Clover .....	<i>Unknown.</i>
Address to a Mummy.....	<i>H. Smith.</i>

Dickens in Camp .....	<i>Bret Harte.</i>
Forty Years Ago.....	<i>Unknown.</i>
Turn, Fortune, Turn Thy Wheel .....	<i>Tennyson.</i>
The Old Man Dreams .....	<i>Holmes.</i>
The Cloud .....	<i>Shelly.</i>
The Pen .....	<i>Lyttton.</i>

## WINTER TERM.

Abou Ben Adhem .....	<i>Lucy Hunt.</i>
The Festal Board.....	<i>Unknown.</i>
The Bells .....	<i>Edgar A. Poe.</i>
Parting with Marmion and Douglas.....	<i>Scott.</i>
Bruce and the Spider .....	<i>B. Akton.</i>
The Rainy Day.....	<i>Longfellow.</i>
The Spacious Firmament on High.....	<i>F. Addison.</i>

## SPRING TERM.

Elizabeth, Aged Nine.....	<i>Margaret E. Sangster.</i>
The Witch's Daughter.....	<i>Whittier.</i>
Courtship of Miles Standish.....	<i>Longfellow.</i>
The Honey Bee.....	<i>Unknown.</i>
The Birds of Killingworth.....	<i>Longfellow.</i>
The Moss Rose.....	<i>Krummacher.</i>
To a Skylark.....	<i>Shelly.</i>
The Gladness of Nature.....	<i>Bryant.</i>
Birds .....	<i>Eliza Cook.</i>

## EIGHTH GRADE.

## FALL TERM.

Paul Revere's Ride.....	<i>Longfellow.</i>
Nathan Hale.....	<i>F. M. Finch.</i>
Andre's Last Request.....	<i>N. P. Willis.</i>
Roll Call.....	<i>N. G. Shepherd.</i>
The One Hoss Shay .....	<i>Holmes.</i>
The Raven.....	<i>Edgar A. Poe.</i>
The Slave in the Dismal Swamp.....	<i>Longfellow.</i>
The Brave at Home.....	<i>Thos. B. Read.</i>

## WINTER TERM.

The Slave Ship.....	Whittier.
How Old Brown Took Harper's Ferry.....	E. C. Stedman.
Barbara Freitchie.....	Whittier.
The Cumberland.....	Longfellow.
Kentucky Bell.....	C. F. Woolson.
Abraham Lincoln.....	Lowell.
Sheridan's Ride.....	Thos. B. Read.
The Black Regiment.....	G. H. Boker.
The Picket Guard.....	Coyle.

## SPRING TERM.

Custer's Last Charge.....	F. Whittaker.
The Vagabonds.....	J. T. Trowbridge.
The Cry of the Children.....	Mrs. Browning.
The Boys.....	Holmes.
Among the Rocks.....	Browning.
Elegy Written In a Country Churchyard.....	Gray.
The Deserted Village.....	Goldsmith.

## OUTLINE OF ORAL LESSONS IN GEOGRAPHY.

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### SECOND GRADE.

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

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### THIRD GRADE,

#### FALL TERM.

- I. Lessons in size. 1. Exercises in estimating length by the eye, and with the ruler, using objects in the room. 2. Teach the table of Linear Measure as far as needed. 3. Draw by scale a plan of the school room, the school yard, a city block, showing that the maps, or outlines, represent the surface as a bird would see it from above. 4. Estimate distance, using different points and objects in the city and its surroundings. 5. By comparison develop ideas of *area* and *scale*. In map drawing always use some definite scale.

II. Carefully study the natural features of the locality to develop correct mental pictures of rivers, mountains, plains, lakes, the ocean, etc.

III. Recognize in manufactured products the results of the occupations of men. Name different occupations in the vicinity; the materials used in them; the power used.

WINTER TERM.

I. Continue work in drawing and in interpreting maps of the school yard, city block, and city, locating the principal streets and buildings, always using a definite scale.

II. Continue study of the natural features of the locality. Rivers—source, bed, branches, banks, current, where water comes from, use in drainage, etc.

III. Study globe—simple lessons to teach that the earth is round, turns around, surface composed of land and water; the names of the grand divisions of each.

IV. Interpretation of the symbols of the map.

SPRING TERM.

I. Map of the grand division of North America, so printed as to show relief. Location of its mountains and plains. Show that its general outline and the direction of its rivers depend upon the location and direction of its mountains. Name and locate its rivers, lakes, the oceans that border it, its great indentations and projections.

II. Develop idea of political division. Teach the political divisions of North America; that is, associate the name with the form and location. In same way teach the political divisions of the United States; locate the capital and two or three important cities in each state. Use a dissected map. Give ideas of comparative area.

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FOURTH GRADE.

FALL TERM.

I. Geography of Wisconsin. Use outline map drawn upon the blackboard. scale ten miles to an inch.

1. Size,—length and breadth.

2. Boundaries.

3. Locate three of the principal rivers, and show the slope of the surface drained by each; also locate three lakes of the interior.

4. With colored crayon represent the prairie lands, timber lands, and mineral sections.
5. Locate and discuss some of the leading industries.
6. Locate ten cities; journeys between them by rail and water. Use railroad map.
7. Name and locate counties by help of dissected map.

WINTER TERM.

- I. Teach the square mile or "section." Draw a "section map" of Dane county. Teach its area. Using the "section lines," divide it into towns. Teach their names and location. Teach the surface and drainage of the county; locate its chief cities and villages. Review occupations and their products, and trace lines of transportation through the county. Review important points in geography of Wisconsin and United States. Use Geographical Readers. Study map of South America.

SPRING TERM.

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

12—Sch.

## SUGGESTIONS AND OUTLINES ON HISTORY.

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### IN ELEMENTARY GRADES.

The history work of the lower grades should be made so interesting that the pupil's love of reading what is true and valuable will be fostered. As the pupil passes from grade to grade the subject matter taught should be made more and more a means of mental discipline,—training in habits of reflection and determining motives.

The stories should at first be told or read by the teacher. Constant use should be made of the pictures representing the situation of the stories. A little later the pupil under the direction of the teacher and with the references carefully arranged, may learn to gather information for himself. When pupils are thoroughly filled with the subject they will be eager to tell what they know. In this way valuable results are attained in the way of language work. Pupils should not feel that these are task lessons; hence from time to time stories may be read or told to them with no thought of having them reproduced. The aim should be to interest the pupil, to carry him beyond the commonplace, to arouse his fancy, and to call up in his mind vivid mental pictures.

The work in history should be closely associated with the work in geography. From the third year every event should be located on the map. As the growth of history is largely the result of geographical condition, it is important that children should early begin to cultivate the habit of associating every fact of history with its peculiar physical environment. Constant reference should therefore be made to the map until the pupils never think of reading history without having before them a map. It is only in this way that knowledge of history can become definite and vivid.

The following books will be found helpful to both teachers and pupils: Pratt's American History Stories, Monroe's Story of Our Country, Eggleston's First Book in American History, Wright's Children's Stories in American Progress, Gilman's Historical Readers, Montgomery's The Beginner's American History, Thwaite's Historic Waterways, Thwaite's History of Wisconsin, McMurry's Pioneer His-

tory Stories of the Mississippi Valley, Aunt Charlotte's Stories of Roman History, Laing's Heroes of the Seven Hills, Bonner's Child's History of Rome, Beesley's Stories from the History of Rome, Bonner's Child's History of Greece, Cox's Tales of Ancient Greece, Lanier's Boy's King Arthur, Hanson's Stories from King Arthur, Edgar's Crusades and Crusaders, Lanier's Boy's Froissart, Buckley's History of England for Beginners, Calcott's Little Arthur's History of England. A Pathfinder in American History, published by Lee & Shepard, is especially helpful to all teachers of history.

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#### TOPICS.—THIRD GRADE.

Stories.—Columbus, Americus, Vespuclius, Balboa, Cortez and Montezuma, Pizarro and the Incas, De Soto and the Mississippi, Drake, Raleigh and Queen Elizabeth, Magellan's Voyage around the world.

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#### FOURTH GRADE.

##### FALL TERM.

Stories of the History of Wisconsin.—I. Discoveries of Nicolet, Joliet, Marquette, Hennepin, La Salle, Charlevoix.  
II. Settlement of missions at La Pointe, De Pere, and Creen Bay.  
III. Stories of customs and manners of the Indians.  
IV. Winnebago War of 1827: Conduct of Red Bird at Prairie du Chien; skirmish at Bad Axe; surrender near Portage; treaty.  
V. Black Hawk War of 1832: Black Hawk and his wrongs; Battles of Pecatonica, Wisconsin Heights, Bad Axe; Capture of Black Hawk.  
VI. Mounds, location, age, etc.

##### WINTER TERM.

Pioneer Stories of the Mississippi Valley.—La Salle, Geo. R. Clark, Lincoln, Joliet and Marquette, Hennepin, The Sioux Massacre, Daniel Boone, Robertson, Marietta and Cincinnati, Lewis and Clark, Fremont.

##### SPRING TERM.

Stories From Roman History.—Romulus and Remus, The Seizure of the Sabine Woman, Tarpeian Rock, Fight of the Horatii and the Curiatii, Expulsion of the Etruscan Kings, Horatius at the Bridge, Cori-

olanus, Story of the Sacred Geese, Why Manlius condemns his son to death, How Hannibal crossed the Alps and fought in Italy, Siege of Carthage, Devotion of Carthaginian Women, Scipio, Regulus, The Grachi, Cataline, Caesar, Birth of Christ, Nero.

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### FIFTH GRADE.

#### FALL TERM.

Colonization.—John Smith, Pocahontas, The Mayflower and the Pilgrims, Myles Standish, Roger Williams, William Penn, The Settlement of Connecticut, The Pequot War, King Phillip's War, The Indians, The Dutch at New Amsterdam, Importation of Slaves.

#### WINTER TERM.

Stories of the French and Indian War.—Washington's Journey through the Wilderness, How Washington built Ft. Necessity, Death of Gen. Braddock, Expulsion of the Arcadians, Story of Evangeline, Wolf at Quebec, The Indian Chief Pontiac.

#### SPRING TERM.

Revolutionary Period.—Boston Tea Party, Paul Revere, Battles of Concord and Lexington, Washington Crossing the Delaware, La Fayette, Izrael Putnam, Benjamin Franklin and the Lightning Rod, Arnold the Traitor and Andre the Spy, Surrender of Cornwallis.

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### SIXTH GRADE.

#### FALL TERM.

The Republic.—Eli Whitney and the Cottin Gin, Daniel Boone and the Indians, Thos. Jefferson, Fulton and the Steamboat, the Railroad, Morse and the Telegram, Story of Mad Anthony Wayne, Commodore Perry, Fugitive Slave Anthony Burns, John Brown's Raid.

#### WINTER TERM.

Greek and Roman History.—Aristotle, Pericles, Lycuegus, The Spartan Boy who Stole the Fox, Miltiades, Leonidas, Diogones, Philip of Macedon, Alexander the Great, Socrates, Demosthenes, Morality of Cato, Cincinnatus, Brutus, Pompey, and other stories given in fourth grade.

## SPRING TERM.

Chivalry.— King Arthur, Guinevere, Sir Lancelot, Sir Tristam, Tales of King Edward the Third, Robert Bruce of Scotland, Sir Henry of Flanders, Earl of Derby, Chevalier du Bayard, Sir Phillip Sydney.

Crusades — Stories of the Tomb of Christ and the Turks. Stories illustrating the purpose of the Crusades, Richard the Lion-hearted, Peter the Hermit, Godfrey of Bouillon, Frederic Barborossa, Siege of Antioch, the Children's Crusade.

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## SEVENTH GRADE.

## FALL TERM.

Stories from the History of England.— The Ancient Bretons, Julius Caesar's Conquest of Britain, Anglo-Saxon Conquest, The Christians, Norman Conquest, Hundred Years' War, War of the Roses, The Tudor Kings, The Stuart Kings and Elizabeth Revolution, The Georges, Queen Victoria. The teacher must use judgment in selecting the most interesting events and grouping them about central heroic characters.

## WINTER TERM.

Civil Government.— State, county, city.

## SPRING TERM.

- I. The Original Inhabitants of America.— Mound Builders, Cliff Dwellers, Indians.
- II. Explorers and Discoverers.— Spanish, English, French.
- III. Colonization.— The English in America. The French in America.

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## EIGHTH GRADE.

## FALL TERM.

The Revolution and the Critical Period.— Causes of the Revolution; The Revolution; Life and Society in Colonial Times; Colonial Government; The Critical Period and the Constitution.

Administrations —

- I. Washington,—Political Parties; Financial Measures; Troubles with England and Jay's Treaty; The Cotton Gin.
- II. John Adams,— Trouble with France; Alien and Sedition Laws; Death of Washington.

III. Jefferson,—War with Tripoli; Difficulties with France; Purchase of Louisiana; Embargo Act; Burr; Fulton and the Steamboat.

IV. Madison,—Causes of the War with England; Chief Engagements; Growth of Navy; Results of the War; Death of the Federal Part

WINTER TERM.

Administrations continued—

V. Monroe,—Missouri compromise; Monroe Doctrine; Purchase of Florida; New Parties.

VI. John Q. Adams,—Protective Tariff; Public Improvements; Pension Bureau.

VII. Jackson,—Jackson's Character and his Course with Regard to Office Holders; U. S. Bank Nullification; Vetoes; Internal Improvements; Foreign Affairs; New Parties.

VIII. Van Buren,—Anti-Slavery Agitation; Ashburton Treaty; Panic of '37; Sub-treasury Scheme.

IX-X. Harrison and Tyler,—Morse and the Telegraph; Annexation of Texas.

XI. Polk,—Mexican War, Causes, Results; Discovery of Gold in California.

XII-XIII. Taylor and Filmore,—Slavery Agitation; Wilmot Proviso; Compromise of 1850; Fugitive Slave Law.

XIV. Pierce,—Repeal of Missouri Compromise; Kansas and Nebraska Act; Gadsden's Purchase.

XV. Buchanan,—The Dred Scott Decision; John Brown's Raid; Election of Lincoln; Secession of States, and State's Rights Doctrine.

XVI. Lincoln,—The Civil War.

1. Preliminary Events.

2. Defense of Washington and the Capture of Richmond: Bull Run; Peninsular Campaign, together with Antietam and Gettysburg; Grant's Campaign.

3. The Blockade and Foreign Relations.

4. The Opening of the Mississippi: Forts Henry and Donaldson; Shiloh; New Orleans; Vicksburg.

5. The Negro Contraband and Emancipation: Emancipation Proclamation; Negro Soldiers and Exchange of Prisoners; Prison Life in the South; The Draft.

6. Sherman's Campaign in Georgia: Capture of Atlanta; March to the Sea.

7. Closing Events of the War.

## SPRING TERM.

Administrations continued —

XVII. Johnson,— His Dispute with Congress; Impeachment; Thirteenth and Fourteenth Amendments; Purchase of Alaska; Sub-marine Telegraph.

XVIII. Grant,— Re-admission of States; Fifteenth Amendment; Alabama Claims; Centennial Celebration.

XIX. Hayes,— Electoral Commission; Troops Withdrawn from the South; Railroad and Coal Strikes; Eads and the Mississippi; United States Paper Money and Gold.

XX-XXI. Garfield and Arthur,—Garfield's Assassination; Civil-service Reform; the Freedmen and Education.

XXII. Cleveland,—Civil-service Reform advanced; Labor Troubles; The Chicago Anarchists; Presidential Succession; Chinese Immigration; Inter-State Commerce Act.

XXIII. Harrison,— Settlement of Oklahoma; The Seal Fisheries, Difficulty with Chili; Six New States; The New War Ships.

General Review of Topics:— Slavery, State Sovereignty, Growth of Territory, Political Parties, Tariff, Civil Service Reform, Inventions. Means of Travel, Education, Literature.

Topics of Current Interest:— The Hawaiian Questions, Rebellion in Brazil, Bering Sea Question, Bluefield Incident, Conviction of Election Inspectors, Tariff Reform.

## NATURE STUDY.

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### I. The object of nature study should be:

1. To interest the pupils in nature. The work should be so conducted as to inspire the children with a love for the beautiful and with a sympathy for all living things. Children should be taught how to preserve and protect the plants rather than how to dissect them.

2. To train and develop the children. The children should be trained to (a) observe, compare, and express (see, reason, and tell); (b) to investigate carefully and to make clear, *truthful* statements; (c) to develop a taste for original investigation.

3. The acquisition of a knowledge of plants and animals.

II. Methods: The children must study plants or flowers, not about them in books. They must be lead to make their own unaided observations and to express them. By questions the teacher can lead to particular observations. The children's thoughts concerning the flowers may furnish subject matter for oral and written language lessons.

As busy work the children should be lead to trace and sketch leaf, stem, and root forms of some particular flower; to represent its color with paints; to write little stories about it; to make number sentences in regard to its leaves, petals, and sepals; to tell where it grew, how it grew, and when to look for it; to describe some incident connected with the flower or recalled by it.

In this manner nature study may contribute something to language, reading, spelling, drawing, painting, numbers, and geography.

In connection with this work the teacher should relate or read to children stories about flowers, and from time to time have pupils memorize and recite short poems and selections relating to flowers and nature. Wordsworth's poem on the Daffodils, Barry Cornwall's on the Snowdrop, and many others will be found appropriate. Many quaint and curious stories connected with flowers may be related. The mythical origin of the hyacinth, the legend of the sacred lily, the financial disturbance in Holland caused by the tulip, will be found interesting.

## OUTLINES OF WORK.

(First four grades.)

## CENTRAL THOUGHT: CARE AND PROTECTION,

*I. Seeds and Germination.*

Let the children:

1. Plant beans and watch their growth.
2. When the seedlings are two or three inches high, study the seed and its parts.
3. Study the pea in a corresponding way, and then compare it with the bean, noting first the differences and then the resemblances.
4. Study seed and plant, in each case, in relation to their surroundings, air, water and sunlight. (Children should be lead to discover the uses of the different parts, first to the plant and then to animals and man.)
5. Continue the observations on the bean and pea during the remaining part of the school year, noting the development, use, and general structure of buds, stems, roots, leaves, and, if possible, of flowers and fruit.

*II. Buds.*

The study of buds should be carried on in connection with the work in germination suggested above.

Let the children:

1. Gather branches having large buds, such as the horse-chestnut, the elder, or the lilac; put them in water, watch them, and tell about their development and the gradual unfolding of their parts.
2. Study the stem and its parts, wood, bark, and pith, their uses and structure.
3. Later, study the fresh buds and compare them with those which have unfolded.
4. Compare the first bud studied with some other large bud.

*III. Reproduction and Flowers.*

In connection with the study of buds, call the attention of the children to the catkins of the willow, the poplar, and the hazel, and then to the flowers of the elder, the lilac, and, if possible, of the bean and the pea.

Let the children:

1. Find dust-bearing (staminate) and seed-bearing (pistillate) flowers and parts of flowers. (This will give opportunity to develop the idea that flowers are for the production and protection of seeds.)

2. Study the dissemination of seeds that fly, as those of the dandelion and milkweed; seeds that sail, as those of the maple and the basswood; seeds that stick, as those of the burdock and the tick; seeds that fall, as those of the bean and the pea.

3. Study fruits. (They should learn the use of fruit to the plant and to man.)

As early as may seem wise the teacher should develop, largely by stories and supplementary reading, the use of other parts of the plant to the seed and flowers.

#### *IV. Leaves.*

Let the children:

1. Watch the unfolding of the leaves in the bud and notice their protection and arrangement as suggested before.

2. Note the uses of leaves and their parts, stipules, stalk, and blade, and of veins, epidermis, breathing pores, and pulp. (In connection with the uses of veins they should study venation.)

3. Study the positions, arrangement, and parts of leaves with reference to their uses; their relation to sunlight, air, rain, and the directing of water to the roots.

4. Study the positions of leaves with reference to buds, and note the order and plan shown in bud and leaf.

By means of charts or blackboard outlines, to which pupils may constantly refer, they should be familiarized with the more common forms of the leaf as a whole, and of base, apex, margin, and should be trained to give orderly, exact, concise descriptions.

#### SUGGESTIONS.

The hardy bulbs are in some respects better adapted to the schoolroom than any other class of plants. Almost any catalogue offers at very low rates, collections of bulbs suitable for *forcing*, and contains hints in regard to their culture to insure against failure. To secure a succession of bloom, it will be well to start bulbs at intervals of about two weeks. To obtain flowers from bulbs before the close of the term in June their growth must be forced by an abundance of moisture and heat.

In order that the growth of roots and the daily advance of each tiny rootlet may be noted, the following will be helpful:

(a) Grow two or three bulbs in water. For this purpose the hyacinth and Chinese sacred lily will be found most satisfactory.

(b) Place a piece of coarse netting across the mouth of a tumbler,

push it down in the center, place seeds upon it, and keep covered with water.

(c) Cut four pieces of sheet batting to fit a plate, place two layers on the plate, arrange seeds on these, cover with the other two pieces, and keep well moistened. The power of root and rootlets to force their way through the cloth, and the raising of the upper layers by the stem and leaves, will awaken much interest.

The following books will be found helpful in this work:

Leaves and flowers, by Mary A. Spear; How to Know the Wild Flowers, by Mrs. Wm. Starr Dana; Glimpses at the Plant World, by Fannie D. Bergen; The New Botany, by W. J. Beal; Concerning a few Common Plants, by G. L. Goodale; Sea-Side and Way-Side, No. 3.

## GENERAL DIRECTIONS.

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

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

**SPELLING.**—Every Spelling lesson should be an exercise in penmanship. Every pupil above the second grade should have a regular spelling blank book, and should write every lesson with pen and ink. The pencil should never be used in the blank book.

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

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

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

**VOCAL MUSIC.**—Instructions in vocal music must be given to the pupils of every grade. When rightly taught, singing becomes as important a subject for the schoolroom as any other branch. The aim should be not only to give the pupil the ability to use the voice skillfully, but to

benefit the whole being, physically, mentally, and morally. It has been well said that music is needed in our public schools for patriotism, for morality, for health. It is needed to make discipline lighter, school attendance more regular, school management easier, study more interesting, recitation more spirited.

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

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

## HIGH SCHOOL.

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### ENGLISH.

#### FIRST YEAR.

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

#### SECOND YEAR.

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

#### THIRD YEAR.

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

#### FOURTH YEAR.

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

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### GENERAL SCIENCE.

#### FIRST YEAR.

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

#### SECOND YEAR.

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

\* Social and Political.

## THIRD YEAR.

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

## FOURTH YEAR.

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

## MODERN CLASSICAL.

## FIRST YEAR.

Algebra,	Latin,	Civil Government.
Algebra,	Latin,	Civil Government.
Algebra,	Latin,	Physical Geography.

## SECOND YEAR.

General History,	Cæsar,	Physical Geography.
General History,	Cæsar,	Physiology.
General History,	Cæsar,	Physiology.

## THIRD YEAR.

Physics,	Cicero,	German.
Physics,	Cicero,	German.
Physics,	Cicero,	German.

## FOURTH YEAR.

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

## ANCIENT CLASSICAL.

## FIRST YEAR.

Algebra,	Latin,	Civil Government.
Algebra,	Latin,	Civil Government.
Algebra,	Latin,	Physical Geography.

## SECOND YEAR.

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

## THIRD YEAR.

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

## FOURTH YEAR.

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

## TEXT-BOOKS.

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### WARD SCHOOLS.

The Normal Course in Reading, Nos. I, II, III.  
The Normal Course, Alternate Readers, Nos. I, II, III.  
Barnes' New National Readers, Nos. I, II, III.  
Appleton's Readers, Nos. I, II, III.  
Harper's Readers, Nos. I, II, III.  
Sheldon's Readers, Nos. I, II, III.  
Stickney's Readers, Nos. I, II, III.  
Swinton's Readers, Nos. I, II, III.  
Revised Model Elementary Arithmetic.  
The New Model Arithmetic.  
Harper's Geography.  
Sheldon's Word Studies.  
First Lessons in Lauguage,  
    Southworth & Goddard.  
Elements of Composition and Grammar,  
    Southworth & Goddard.  
Smith's Physiology.  
Barnes' History of the United States.  
The Normal Review System of Writing.  
Normal Music Course.

### HIGH SCHOOL.

Shakespeare — Selected Plays ..... *Rolfe & Hudson.*  
Commercial Arithmetic ..... *Thomson.*  
Algebra ..... *Van Velzer & Slichter.*  
Geometry ..... *Wentworth.*  
Grammar ..... *Whitney's Essentials.*  
Elements of English Composition ..... *Chittenden.*  
Rhetoric ..... *David Hill.*  
English Rhetoric ..... *Bacus & Brown.*  
Latin Grammar ..... *Allen & Greenough.*  
Latin Beginner's Book ..... *Tuell & Fowler.*  
Cæsar ..... *Harper & Tolman.*

Latin Composition .....	<i>Daniell.</i>
Cicero.....	<i>Allen.</i>
Virgil .....	<i>Greenough.</i>
Greek Grammar.....	<i>Goodwin.</i>
Greek Lessons.....	<i>White.</i>
Greek Composition .....	<i>Jones.</i>
Anabasis .....	<i>Goodwin.</i>
Homer .....	<i>Seymour.</i>
German Lessons .....	<i>Collar's Eysenbach.</i>
German Reader .....	<i>Rosenstengel.</i>
Physical Geography .....	<i>Warren.</i>
English History .....	<i>Montgomery.</i>
General History .....	<i>Myers.</i>
Civil Government.....	<i>Fiske.</i>
Physiology .....	<i>Martin.</i>
Botany .....	<i>Gray.</i>
Physics .....	<i>Hall &amp; Bergen.</i>
Psychology.....	—

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

## LIST OF BOOKS IN TEACHERS' LIBRARY.

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### EDUCATIONAL.

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 &amp; Bro.</i>
Cultivation of the Memory.....	<i>Eldredge &amp; 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 &amp; Schem.</i>
Education, Report of Commissioners of, 1873-1891.	
Education, Systems of .....	<i>Gill.</i>
Education, Year Book of .....	<i>Kiddle &amp; Schem.</i>
Early Child Culture .....	<i>Hailman.</i>
Educational Reformers— Essays on .....	<i>Quick</i>
Educational Directory.....	<i>Steiger.</i>
Educational Theories .....	<i>Browning.</i>
Educational Weekly (1879).....	<i>Winchell.</i>
English in Schools.....	<i>Hudson.</i>
Elementary Lessons in English .....	<i>Knox.</i>
Elements of Intellectual Philosophy .....	<i>Wayland.</i>
Emilius (Vols. I, II and III).	
First Steps Among Figures.....	<i>Beebe.</i>
Geographical Studies (2 copies) .....	<i>Ritter.</i>
Guide to Kindergarten.....	<i>Peabody.</i>
Harvard Examination Papers .....	<i>Leighton.</i>
How to Do It .....	<i>Hale.</i>
History, Study of .....	<i>Smith.</i>

Human Development .....	<i>Taylor.</i>
How to Educate the Feelings.....	<i>Bray.</i>
How to Study United States History .....	<i>Trainer.</i>
Household Education .....	<i>Martineau.</i>
History of Education .....	<i>Philobiblius.</i>
History of Education .....	<i>Schmidt.</i>
History of Pedagogy.....	<i>Hailman.</i>
Instruction, Methods of.....	<i>Wickersham.</i>
Infant School Education.....	<i>Currie.</i>
Intellectual Life.....	<i>Hamerton.</i>
Institute Lectures.....	<i>Bates.</i>
Illusions .....	<i>Sully.</i>
Key to Practical Penmanship.....	<i>(Spencerian.)</i>
Kindergarten Culture .....	<i>Hailman.</i>
Law of Public Schools .....	<i>Burke.</i>
Lectures on Education.....	<i>Hailman.</i>
Language and Study of.....	<i>Whitney.</i>
Lessons on Objects.....	<i>Sheldon.</i>
Logic .....	<i>Schuyler.</i>
Manual of Methods.....	<i>Kiddle, Harrison and Calkins.</i>
Methods of Teaching .....	<i>Hoose.</i>
Mistakes in Teaching .....	<i>Hughes.</i>
Mental Physiology.....	<i>Carpenter.</i>
Mental Science and Culture .....	<i>Brooks.</i>
Methods of Teaching and Studying History.....	<i>Ed. by Hall.</i>
Normal Schools.....	<i>Holbrook.</i>
Normal Outlines of the Common Branches.....	<i>Lind.</i>
New Gymnastics.....	<i>Lewis.</i>
On the Use of Words .....	<i>Eldridge &amp; Bro.</i>
On Discipline.....	<i>Eldridge &amp; Bro.</i>
On Class Teaching.....	<i>Eldridge &amp; Bro.</i>
Outlines of Psychology .....	<i>Sully.</i>
One Thousand Ways of One Thousand Teachers..	<i>Mason.</i>
Philosophy (pamphlet) of School Discipline.....	<i>Kennedy.</i>
Pestalozzi, Life and works of .....	<i>Krusi.</i>
Pestalozzi, the Influence of an Elementary Education (pamphlet).	
Physiology of Mind.....	<i>Mandsley.</i>
Primary Helps.....	<i>Hailman.</i>
Physiology and Calisthenics.....	<i>Bucher.</i>

Primary Object Lessons.....	Calkins.
Powers, Intellectual .....	Abercrombie.
Principles of Human Physiology.....	Carpenter.
Philosophy of Education .....	Tate.
Principles of Sociology (Vols. I and II) .....	Spencer.
Practical Educationists.....	Leitch.
Readers' Hand-Book .....	Brewer.
Record of a School.....	Alcott.
Some Thoughts on Education.....	Locke.
Science and Arts of Education.....	Payne.
School Economy .....	Wickersham.
School Laws of Wisconsin (1878-1893).	
School Amusements.....	Root.
School Inspection.....	Fearon.
School Management .....	Gill.
School Management, Art of.....	Baldwin.
School and Schoolmasters .....	Potter.
Schools, Higher, and Universities in Germany .....	Arnold.
School Supervision.....	Payne.
School Government .....	Jewell.
School Management .....	Holbrook.
School Management.....	Kellogg.
Schools and Schoolmasters .....	Dickens.
Self-Culture.....	Blackie.
Special Course of Study.....	Stone.
Studies, True Order of.....	Hill.
School Room, in the.....	Hart.
School Room Guide.....	De Graff.
Study of Words.....	Trench.
School and Family.....	Kennedy.
The Science of Education.....	Ogden.
The Sentence Method.....	Farnham.
Those Children .....	Brooks.
The Philosophy of Teaching .....	Sands.
Teacher's Hand-Book, First Steps.....	Lewis.
The School-Master.....	Ascham.
Thoughts .....	Mann.
Teaching, Talks on.....	Parker,
Teaching, Theory and Practice of .....	Page.
Teaching, Lectures and Practice of .....	Fitch.
Teaching, Art of .....	Ogden.

Teach, How to.....	<i>Bain.</i>
Teacher, The .....	<i>Abbott.</i>
Teacher and Parent.....	<i>Northend.</i>
Teacher's Assistant .....	<i>Northend.</i>
Teaching the Young, Gentler Manner of .....	<i>Abbott.</i>
Teaching, Principles and Practice of .....	<i>Johnnot.</i>
Teaching, Normal Methods of.....	<i>Brooks.</i>
Teaching, Methods of.....	<i>Sweet.</i>
Teachers, The .....	<i>Blakiston.</i>
Teachers' Manual.....	<i>Orcutt.</i>
The New Educational Pamphlet.....	<i>Work.</i>
Training, Oral.....	<i>Barnard.</i>
Training, System of Education.....	<i>Stow.</i>
Use and Abuse of Examination.....	<i>Murray.</i>
Words, and How to Put Them Together .....	<i>Ballard.</i>

## MISCELLANEOUS WORKS.

Analysis of Civil Government .....	<i>Townshend.</i>
Botany, First Book of .....	<i>Youmans.</i>
Botany, Second Book of.....	<i>Youmans.</i>
Child's Book of Nature.....	<i>Hooker.</i>
Civilization, History of.....	<i>Guizot.</i>
Composition, First Lesson in.....	<i>Hart.</i>
Decisive Battles of the World.....	<i>Creasy.</i>
English, Past and Present.....	<i>Trench.</i>
English People, Short History of.....	<i>Green.</i>
Familiar Quotations.....	<i>Bartlett.</i>
Great Conversers .....	<i>Matthews.</i>
History, Episodes.....	<i>Pardoe.</i>
History of France (Students').....	—
History of Atlantic Telegraph.....	<i>Field.</i>
History of the World (Vols. I and II).....	<i>Maunder.</i>
Lectures on Natural History.....	<i>Chadbourn.</i>
Philosophy.....	<i>Parker.</i>
Physics, Elements of .....	<i>Norton.</i>
Rhetoric, Principles of .....	<i>Hill.</i>
Winter and Its Dangers.....	<i>Osgood.</i>
Wisconsin, History of .....	<i>Smith.</i>
Wisconsin Legislative Manual (1878-91).	

## THE SHAW PRIZE.

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The following were successful competitors for the Shaw prize, having received the highest average markings on the thought, style, and delivery of the graduating essays or orations:

1879 — Sarah Clark .....	“Woman as an Inventor.”
1880 — Rose Case .....	“Moods and Tenses.”
1881 — Helen Bjornson .....	“Shooting with the Long Bow.”
1882 — Jessie R. Lewis .....	“Words.”
1883 — Frankie Brooks .....	“Patchwork.”
1884 — Addie Lindley .....	“Individuality.”
1885 — Olive E. Baker .....	“Summum Bonum.”
1886 — Lelia M. Gile .....	“An Hour of Leisure.”
1887 — John F. Donovan .....	“Richard III.”
1888 — Helen G. Thorp .....	“The Power of Reserve.”
1889 — Sabena Herfurth .....	“The City of the Desert.”

The following were successful competitors for the Shaw Prize, having received the highest average markings on scholarship, deportment, rhetorical work, and literary excellence of graduating papers:

1890 — First — Mary A. Cramer; Second — Helen Kellogg; Third — William W. Allen.
1891 — First — Florence E. Vernon; Second — Wilbur L. Ball; Third — Anna C. Griffiths.

The following were successful competitor's for the Shaw Prize, having received the highest average markings in scholarship, graduating essays, and rhetorical work:

1892 — First — Annie Marie Pitman; Second — Carrie F. Smith; Third — Charlotte Brockway Freeman.
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By action of the Board of Education and with the permission of Hon. Samuel Shaw, it was decided to offer no more prizes, but in the future to appropriate the income from the Shaw Fund to the purchase of books for the High School library.

## HIGH SCHOOL GRADUATES.

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### CLASS OF 1875.

Archibald Durrie, Presbyterian Clergyman, Superior.  
Charles Lamb, U. W. '80, Lawyer, Madison.  
Oliver Ford. \*

Howard Hoyt, U. W. Law, '81, Milwaukee.  
Frank Huntington, Bookkeeper, St. Paul, Minn.  
Charles Oakey, Osceola Mills.  
Thomas Parr, U. W. '81. \*

William Kollock, Wichita, Kansas.  
Edward B. Oakley, Principal High School, Neillsville.  
William Windsor, Phrenologist, Chicago, Ill.  
Hattie O. Thoms, Teacher, Portland, Oregon.  
Carrie H. Billings, Teacher, Second Ward, Madison.  
Ella Hickok, Teacher, First Ward, Madison,  
Annie I. Horne (Mrs. W. A. Clapp), Wauwatosa.

### CLASS OF 1876.

Henry B. Favill, U. W. '80, Rush '83, M. D., Chicago.  
Alfred Patek, U. W. '80, Room 46 Tribune Bldg., New York, N. Y.  
Henry Wilkinson, Chicago.  
Stanley Proudfit, U. W. '81. \*

Charles Hudson, Mail Carrier, Madison.  
George E. Morgan, U. W. '80, Law '82, Attorney, Kansas City, Kan.  
Henry Mason, Garden City, Kan.  
William E. Morgan, Physician, Chicago, Ill.  
Willis Hoover, Missionary, South America.  
Euphemia Henry (Mrs. T. J. McMaster), Dakota.  
Sarah Dudgeon (Mrs. E. J. Baskerville), Madison, Wis.  
Hattie Huntington (Mrs. McDonald), St. Paul, Minn.  
Annette Nelson, Teacher, Milwaukee.  
Stella Ford (Mrs. Chas. Abbott), Madison.  
Carrie French (Mrs. Gibbs), Madison.  
Carrie R. Kellogg (Mrs. Brigham Bliss), St. Paul.

\* Deceased.

Margaret Coyne.\*

Kittie Kelley, Madison.

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

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

CLASS OF 1877.

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

William Lyon, U. W. '81, Edenvale, Hillsdale, Cal.

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

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

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

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

Walter Chase, Madison.

James Young, Machinist U. W., Madison.

George Byrne, Lumber Dealer, Kansas City, Mo.

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

Frank Hyer.

Anna Butler, Superior.

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

Lizzie Dresser (Mrs. Shaw).

Emma Bascom.\*

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

Hattie Stout, Madison.

Fannie Hall.\*

Jennie McMillan (Mrs. John T. Kelly), Milwaukee.

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

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

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

Matie Noble.\*

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

CLASS OF 1878.

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

Wendell Paine.\*

William Oakey, Madison,

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

Walter B. Pearson, Contractor, Chicago.

Sarah Chambers, U. W. '82 (Mrs. C. A. Wilkin), Fairplay, Colo.

Lucy Gay, U. W. '82, Teacher of French, U. W.

Mary E. Storm, Teacher, Madison.

\* Deceased.

## CLASS OF 1879.

August Umbreit, U. W. '83, Insurance, Milwaukee.  
Julia Ray, U. W. '84 (Mrs. Jordon), Morris, Ill.  
Rosa Fitch, U. W. '84 (Mrs. Albert Briggs), Colorado Springs.  
Lillie Beecroft, U. W. '83, 669 Bedford Ave., Brooklyn, N. Y.  
Mary Wright (Mrs. Oakey).  
Alice Lamb, U. W. '84 (Mrs. M. Updegraff), Columbia, Mo.  
Sarah Clark, U. W. '84 (Mrs. C. W. Cabeen), Portage.  
Jennie Lovejoy.\*

## CLASS OF 1880.

Harry L. Moseley, U. W. '84, Law '87, Madison.  
McClellan Dodge, U. W. '84, Civil Engineer, Madison.  
Julius Burdick, Madison.  
James J. Morgan, Chicago Medical College '88, Physician, Chicago.  
Louis Davids, Sanborn, Iowa.  
Rose Case (Mrs. Geo. Haywood), Dubuque, Iowa.  
Agnes Butler, Madison.  
Clara D. Baker, U. W. '84 (Mrs. W. H. Flett), Merrill.  
Kittie Moody (Married), Greely, Colo.  
Mary L. Bryne (Mrs. C. S. Slichter), Madison.  
Emily Prescott (Married), Nebraska.  
Flora Mears, Madison.  
Therese G. Cosgrove, Teacher, Fourth Ward, Madison.  
Clarissa Gano (Mrs. Robert Lipsey), Normal Park, Ill.  
Annie H. Durrie.  
Lucy Smith, 625 N. Lincoln Street, Chicago.  
Nettie Smith, 625 N. Lincoln Street, Chicago.  
Nellie Phillips.  
Kate McGill, Teacher, Madison.  
Josephine Hausman, Madison.  
Flora Pollard (Mrs. C. J. Batten), Chicago.  
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), Baltimore, Md.  
Mary E. Oakey, Madison.  
Daisy Greenbank (Mrs. F. W. Dustan), Ashland.

\* Deceased.

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

## CLASS OF 1882.

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

## CLASS OF 1883.

William Rosenstengel, U. W. '87, Electrician, Toronto, Can.  
Albert Rundle, U. W. Law. '90.  
Daisy Beecroft, 669 Bedford Ave., Brooklyn, N. Y.  
Frankie Brooks (Mrs. Plummer), St. Paul.  
Mary Farley.  
Nellie Jewett.  
Libbie Klusmann, Proof-reader, State Journal.  
Etta Patterson (Mrs. A. J. Klumb), Milwaukee,  
Louisa Ambrecht, Madison.  
Eleanor Crowley.  
Fanny Gay (Mrs. Chas. W. Lomas), Ft. Howard.  
Emma G. Hyland, Teacher, Madison.  
Emma Deards (Mrs. Sutherland), Madison.

## CLASS OF 1884.

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

\* Deceased.

Inger Conradson, Teacher, Brooklyn.  
Ida Herfurth, Stenographer, Madison.  
Alice Rodermund.\*  
Sophie M. Lewis (Mrs. H. E. Briggs), U. W. '88, Madison.

## CLASS OF 1885.

Lillie D. Baker (Mrs. Ernest A. Warner), U. W. '89, Madison.  
James B. Kerr, U. W. '89, Law '92, Madison.  
Anna A. Nunns, U. W. '89, Historical Library.  
Olive E. Baker, U. W. '91, Teacher, Prairie du Chien.  
Lenore L. Totto, Teacher, Sixth Ward, Madison.  
Sophy S. Goodwin, U. W. '89, Madison.  
Sue G. Tullis, U. W. '89, Teacher, High School, Madison.  
Blanche L. Rider (Mrs. Wm. Harrington), Madison.  
Alice Goldenberger, U. W. '91, Madison.  
Jennie A. Jónes (Mrs. E. Derge), Emporia, Kan.  
Delia A. Kelly, Madison.

## CLASS OF 1886.

William Anderson.\*  
Eldon J. Cassoday, U. W. '90, Law '92, Chicago.  
Charles M. Mayers, Insurance Agent, Madison.  
Ben C. Parkinson, U. W. '90, Law '94, Madison.  
Henry G. Parkinson; U. W. '90, Law '94, Madison.  
Kittie M. Bruce, Teacher of Music, Studying in Europe.  
Robert C. Burdick, Madison.  
Mary F. Carpenter, Madison.  
Lelia M. Gile, Teacher, Madison.  
Rollin C. Hill, Madison.  
Frances A. Kleinpell, U. W. '90, Teacher, Lancaster.  
Grace A. Lamb, U. W. '91.  
Florence M. Smith (Mrs. A. M. Story), Hillsborough, New Mexico.  
Zilpha M. Vernon, U. W. '90, Asst. Librarian, Madison.  
Nora Culligan, Teacher, Madison.  
Margaret A. Foren, Teacher Fifth Ward, Madison.  
Outillia Stein (Mrs. P. H. Brodesser), Milwaukee.  
Anna E. Tarnutzer, Teacher, Madison.

\* Deceased.

## CLASS OF 1887.

Andrews Allen, U. W. '91, Draughtsman, Wilmington, Del.  
Bessie Cox, Madison.  
Fayette Durlin, Madison.  
Marion T. Janeck (Mrs. Richter), U. W. '91, Madison.  
Paul S. Richards, Philadelphia, Pa.  
Ellie May Sanborn, U. W. '91, Teacher, La Crosse.  
Elsbeth Veerhusen, U. W. '91, Studying in Germany.  
Florence E. Baker, U. W. '91, Historical Rooms, Madison.  
Charles A. Dickson, U. W. '91.  
Bertha M. Mayer, Madison.  
Thomas K. Erdahl, U. W. '91, Teacher, Menomonie, Wis.  
Augusta J. Bodenstein (Mrs. Paul Findlay), Madison.  
John F. Donovan, Lawyer, Madison.  
Carl A. Johnson, U. W. '91, Mech. Eng., Madison.  
Arthur F. Oakey, U. W. '91, Madison.  
Carrie M. Smith (Mrs. Williamson), Madison.  
Frederick Wm. Adamson, U. W. '91, Chicago Med. Col. '93.  
Lewis A. Bender, Oconomowoc.  
Sarah E. Gallagher, Madison.  
Daisy D. Lindley (Mrs. James Goldworthy), Prescott.  
Oscar F. Minch, Madison.  
William F. Ellsworth.  
Elizabeth M. Henwood, Madison.  
Rose M. Minch, Madison.  
Helen L. Winter, Teacher, Madison.  
Calvin Z. Wise, with Warner & Co., Madison.  
George G. Thorp, Mech. Eng., U. W. '91, Fellow U. W.

## CLASS OF 1888.

Helen G. Thorp, Married, U. W. '92, Madison.  
Henrietta Kleinpell, Teacher, Deerfield.  
John H. McNaught, Civil Eng., Milwaukee.  
Henry H. Morgan, Madison, with Burr W. Jones.  
Annie Bremer, Married, Madison.  
Samuel Lamont, Madison.  
Carletta Anderson, Madison.  
Samuel Piper, U. W. '94, with Piper Bros., Madison.  
Mabel Fleming, Milwaukee.

## CLASS OF 1889.

Mary B. Baker, Teacher, Madison.  
Martha S. Baker, U. W. '93, Teacher Madison H. S.  
Francis M. Bowman, U. W. '94.  
Catherine M. Brown, U. W. '93, Madison.  
Theresa M. Byrne.  
Bertha Cassoday (Mrs. C. A. Johnson), Madison.  
Wilfred E. Chase, Madison.  
Biondella R. Clark, Teacher, Cambridge.  
Margaret A. Cunningham.\*  
Lucius H. Davidson, Madison.  
Ella Davis, U. W. '93, teacher, Tomah.  
Elizabeth Donoughue (Mrs. Oakey), Madison.  
Myrtle H. Dow, New York City.  
Charles H. Doyon, U. W. '93.  
Fred. R. Estes, U. W. '93.  
Julia K. Fischer, Paoli.  
William Fitch, Madison.  
George Edward Gernon, U. W. '94, Madison.  
Alice E. Hawkins, Madison.  
Hannah Herfuth (Mrs. Murray), Madison.  
Sabena Herfuth, U. W. '93, Madison.  
Robert E. Jones.\*  
Minnie Luebkeman, Madison.  
Mary H. Main, Madison.  
Helen L. Mayer, U. W. '93, Teacher, Milwaukee.  
Mary L. Murray, U. W. '93, Madison.  
Emma A. Nelson, Teacher, Madison.  
Anna I. Oakey, U. W. '93, Teacher.  
Grace V. Reynolds, Madison.  
Louis D. Sumner, U. W. '93, Pharmacy '94, Druggist, Madison.  
Emma Sitterly, Teacher, Madison.  
Mary E. Smith, U. W. '93, Madison.  
Charles Thuringer, Civil Eng., U. W. '93.  
William E. Swain, Madison.  
Amy R. Young, Madison.

\* Deceased.

## CLASS OF 1890.

William W. Allen, U. W. '94, Madison.  
Lizzie Armstrong, Madison.  
May Belle Bryant, Teacher, near Madison.  
Mary A. Cramér, M. C., U. W. '95.  
Charles Davison, U. W. '94.  
Elizabeth Foren, U. W. '94.  
Theodore Herfurth, Insurance Agent, Madison.  
Grace L. Hopkins, U. W. '94, Madison.  
Mary A. Kelly, Madison.  
Helen J. Kellogg, U. W. '94.  
Louise Kingsley (Mrs. Parke), Lodi, Wis.  
Irma M. Kleinpell, U. W. '94.  
Walter Kleinpell, Chicago.  
Cornelius Knudson, Bookkeeper, Madison.  
Dena Lindley, U. W. '94, Madison.  
Stephen A. Madigan, U. W. '95.  
William C. McNaught, Madison.  
Thomas Nelson, U. W. '94.  
Washington Oakey, Dental College, Chicago.  
Susie P. Regan, U. W. '94, Teacher, S. Dakota.  
Rudolph R. Rosenstengel, U. W. '94, Madisou.  
Sydney R. Sheldon, U. W. '94, Madison.  
Eugene A. Smith, Druggist, Milwaukee.  
Alice Stephenson, S. S., U. W.  
Charles H. Tenney, Madison.  
Frank A. Vaughn, Electrical Engineer, U. W. '95.  
A. Cleaver Wilkinson, Chicago.  
Caroline M. Young, U. W. '94, Madison.

## CLASS OF 1891.

Janette Atwood, M. C., U. W. '95.  
Alice Armstrong, Madison.  
Wilber S. Ball, A. C., U. W. '95.  
Louise M. Bauman, Madison.  
Eleanor Boehmer, Teacher, near Madison.  
Jessie Carnon, Sp., U. W.  
Lucy Cosgrove, Teacher, Milwaukee.  
Harry M. Curtis, Eng., U. W. '95.  
Josie Deming, Teacher, near Madison.

Frances E. Doyle, Teacher, near Madison.  
Janette H. Doyon, Madison.  
Geo. Herbert Greenbank, M. C., U. W. '95.  
Anna C. Griffiths, A. C., U. W. '95.  
Caroline M. Hauk, Clerk, Madison.  
Ida E. Helm, Madison.  
Lucy S. Jones, Minneapolis, Minn.  
George A. Kingsley, A. C., U. W. '95.  
Helen I. Lancaster, Beloit.  
Vroman Mason, A. C., U. W. '95.  
Sarah McConnell (Mrs. Ball), Marinette, Wis.  
Lydia E. Minch, Sp., U. W., '95.  
Robert C. Montgomery, Hahnemann College '94, M. D., Madison.  
Oscar Felson, Chicago, Ill.  
Jennie O'Connell, Madison.  
Harry Potter, Madison.  
Catherine Regan, Teacher, near Madison.  
Martha Scheibel, M. C., U. W. '95.  
Jessie Shepherd, M. C., U. W. '95.  
Isabel Smith, Mendota.  
Maud C. Smith, Berlin, Germany.  
Halbert Steensland, M. C., U. W. '95.  
John J. Suhr, Madison.  
Mary J. Thorp, M. C., U. W. '95.  
Florence E. Vernon, M. C., U. W., '95.  
Fannie Walbridge, Eng., U. W., '95.  
Herman Winter, M. C., U. W. '95.

## CLASS OF 1892.

David Atwood, M. C., U. W. '96.  
Henrietta Dorothy Billings, Book-keeper, Madison.  
Maud Merrill Bixby, Milwaukee.  
Caro Louise Bucey, M. C., U. W. '96.  
Herbert Brigham Copeland, Eng., U. W. '96.  
Mary Lois Catlin, M. C., U. W. '96.  
Emily H. Detloff, Eng., U. W. '96.  
Florence L. Drinker, Portage.  
Charlotte Brockway Freeman, M. C., U. W. '96.  
Durante Carlyle Gile, A. C., U. W. '96.  
Sadie Ellen Gallagher, Eng., U. W. '96.  
James A. Higgins, A. C., U. W. '96.

Rolland Frederick Hastreiter, M. C., U. W. '96.  
Annie Marie Keeley, Teacher, near Madison.  
Charles Kenneth Leith, M. C., U. W. '96.  
Michael E. Lynch, Madison.  
Rachel Catherine McGovern, M. C., U. W. '96.  
Fred H. Morrell, Madison.  
Augusta M. Nichols, M. C., U. W. '96.  
Annie Marie Pitman, A. C., U. W. '96.  
Stella Grace Pierce, Teacher, near Madison.  
Louis D. Rowell, Madison, U. W.  
John Charles Regan, Madison.  
Walter Hodge Sheldon, A. C., U. W. '96.  
Janette Catharine Smith, Eng., U. W. '96.  
Carrie F. Smith, M. C., U. W. '96.  
Alma R. Sidell, Eng., U. W. '96.  
Eugene Sullivan, A. C. Sp., U. W. '96.  
Martha Florence Torgerson, M. C., U. W. '96.  
Margaret Urdahl, M. C., U. W. '96.  
George P. Walker, M. C., University of Chicago.  
Iva Alice Welsh, Eng., U. W. '96.  
Bessie Wilson, M. C., U. W. '96.  
Addiemay Wootton, M. C., U. W. '96.  
Albert O. Wright, Jr., M. C., U. W. '96.

## CLASS OF 1893.

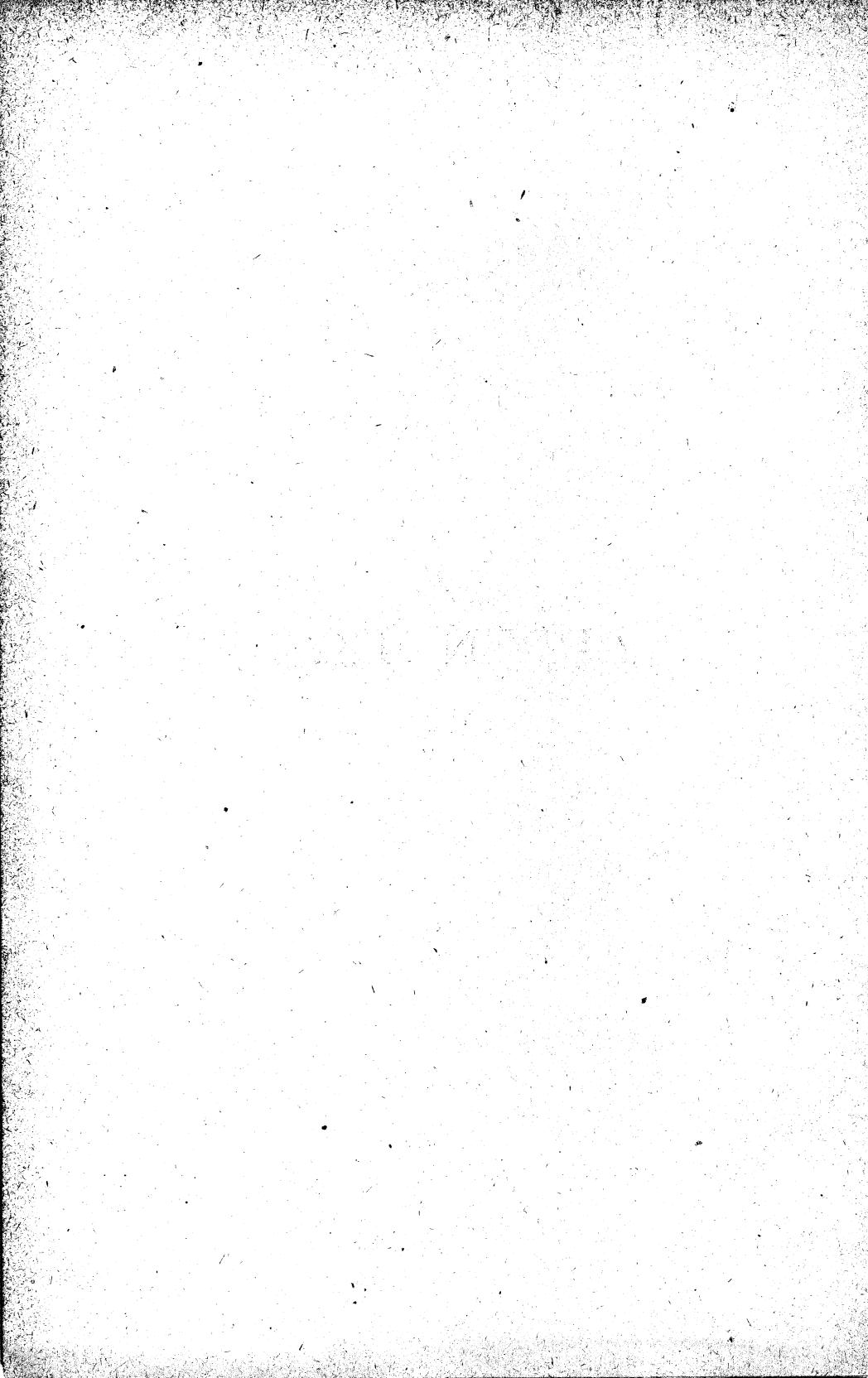
John Armstrong, C. H., U. W. '97.  
Augusta Atwood, Eng., U. W. '97.  
Clarissa A. Cook, Assistant in Private Kindergarten, Madison.  
Kate M. Corscot, A. C., U. W. '97.  
Joseph M. Cantwell, C. H., U. W. '97.  
Clara Comstock, Teacher, near Madison.  
Bertrand H. Doyon, C. H., U. W. '97.  
Victoria Fish, M. C. Sp., U. W. '97.  
Bertha R. Frautschi, Madison.  
Bessie Gernon, Ogontz School, Philadelphia.  
Edith Green, Madison.  
Iva Goodwin, Eng., U. W. '97.  
Mayme E. Griffiths, M. C., U. W. '97.  
Annie Häbich, Teacher, near McFarland.  
Ella Heiliger, Madison.  
Isabel M. Holt, Madison.

Benjamin A. Herrick, with Dr. Kollock, Madison.  
Carl Jefferson, Eng., U. W. '97.  
Alice Kerwin, Normal School, Milwaukee.  
George Meyer, C. H., U. W. '97.  
Minnie Mayers, Madison.  
Mary Myrtle Miller, Madison.  
Minnie A. Olsen, U. W. '98.  
Eliza A. Pollard, U. W. '98.  
Martha E. Pound, M. C., U. W. '97.  
Joseph M. Purcell, Clerk, Madison.  
James Patterson, G. S. Sp., U. W. '98.  
Charlotte E. Pengra, Eng., U. W. '97.  
Maude Parkinson, A. C., U. W. '97.  
Eva Parkinson, A. C., U. W. '97.  
George Riley, U. W. '98.  
Frank Riley, Sp., U. W. '98.  
Charles Riley, Law, U. W. '95.  
Ernest B. Smith, M. C., U. W. '97.  
Catherine Steinle, Madison.  
Alma Stock, Madison.  
Emma Schermerhorn, Madison.  
Nina Adna Swift.\*  
Amanda Wallace.\*  
Julia Wilkinson, Madison.  
David Wright, Jr., G. S. Sp., U. W. '97,

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\* Deceased.

## APPENDIX.



CATALOGUE  
OF THE  
PUBLIC SCHOOLS OF MADISON, WIS.

*For the School Year Beginning with the Fall Term of 1893.*

HIGH SCHOOL.

FIRST YEAR.

Arthur Adamson,	M. C.	Joseph Dean,	Eng.
Lottie Andersón,	M. C. Sp.	Alfred Donkle,	Eng. Sp.
George Anderson,	Eng. Sp.	Bessie Dunn,	M. C.
Ida Anderson,	Eng.	Wallie Deards,	Eng. Sp.
Madge Antisdel,	M. C.	Mary Findlay,	M. C.
Roy Alford,	M. C.	Hal. Felker,	M. C.
Cora Allen,	Sp.	John Felker,	Eng. Sp.
Lua Barber,	M. C.	Thomas Farness.	Eng.
Harry Bradley,	M. C.	Florence Fowler,	Sp.
Mary Brahaney,	M. C.	Flora Gilbert.	Eng.
John Bibbs,	Eng.	Flora Gath,	Eng. Sp.
Cora Biehle,	Eng.	Etta Goodwin,	Eng. Sp.
Georgiana Baker,	Eng.	Emma Gohlke,	Eng. Sp.
Zayda Brigham,	Eng. Sp.	Emil Haagensen,	M. C.
Clara Bold,	M. C. Sp.	Irving Hippennmeyer,	Eng.
Clara Bernhard,	M. C.	Lena Hessman,	Eng.
Arthur Breitenfeld,	M. C.	Jessie Hilton,	M. C.
Rachel Bradford,	Eng. Sp.	Eugene Hernig,	M. C.
Frank Coyle,	Eng. Sp.	Ray Hanchette,	Eng.
Dorothea Curtis,	M. C.	Jennie Housel,	Eng.
Sprague Cook,	Eng.	Harry Hollister,	Eng. Sp.
Mary Carroll,	Eng.	Mary Haecher,	M. C.
Gregory Cashen,	Eng. Sp.	Charles Jackson,	M. C.
Millie Coombs,	Eng.	Ella Jones,	Sp.
Maud Cummings,	M. C.	Mabel Kentzler,	M. C.
Matthew Corry,	Eng. Sp.	Minnie Karstens,	Eng.
Willie Culver,	M. C.	Willie Kroetz,	Eng. Sp.
Mary Conahan,	Eng. Sp.	Mida Kennedy,	Eng.
John Dreyer,	M. C.	Grace Kelly,	Eng.

Josie Kimball,	M. C.	Louis Pearson,	M. C.
Mary Kingston,	Eng.	August Paunack,	Eng.
Maud Kenzie,	Eng. Sp.	Herman Pfund,	Eng.
August Krueger,	M. C.	Howard Piper,	Eng.
William Lee,	M. C.	Harry Priestly,	Eng.
Brown Lamont,	Eng. Sp.	Mortimer Priestly,	M. C.
Harry Lyons,	Eng.	Sadie Philamalee,	Eng. Sp.
Mollie Lynch,	Eng.	William Purcell,	Eng. Sp.
Armin Lohmar,	Eng. Sp.	Roxanna Roesch,	Eng. Sp.
Theodore Leatzow,	Eng. Sp.	Lillie Redel,	M. C.
Arthur Lewis,	Eng.	Edward Reynolds,	Eng.
Katharine Lavin,	Eng.	Edmund Riebe,	Eng. Sp.
Margaret Lynch,	Eng.	June Regan,	Eng. Sp.
Carl Mutchler,	M. C.	Carrie Riley,	Eng.
Mary McVicar,	M. C.	Thomas H. Rogers,	Eng. Sp.
Earl Millard,	Eng.	Otto Schmedeman,	M. C. Sp.
Carl Malec,	Eng.	Rose Smith,	M. C.
Philip McCue,	Eng. Sp.	Josie Sater,	M. C.
Archie Murray,	Eng.	Bertha Suhr,	M. C. Sp.
James Munsell,	Eng.	Mina Swenson,	Eng.
Flora Moessner,	M. C.	Everett Smith,	M. C.
Helen McKay,	Eng. Sp.	Cora Smith,	Eng. Sp.
Everts McKay,	Eng. Sp.	Anna Shealy,	Eng. Sp.
May Meyers,	Eng. Sp.	Byron Tusler,	M. C.
Julia Mullen,	Eng. Sp.	Lynndon Tracy,	M. C.
Mark Newman,	M. C.	Albert Landwig,	M. C.
Paul Newman,	Eng.	Frank Tuttle,	Eng. Sp.
Francis Nienaber,	Eng. Sp.	Minnie Utter,	Eng.
Ingwald Nelson,	M. C.	Katherine Vilas,	M. C.
Amy Nichols,	M. C.	Etta White,	M. C.
Grace O'Connell,	M. C.	Minnie Wright,	Eng.
Martin O'Connell,	Eng. Sp.	Florence Welland,	Eng. Sp.
Mary Otto,	Eng.	Eva Willett,	M. C.
Ida Pederson,	M. C.		

## SECOND YEAR.

Mary Alexander,	M. C.	Raymond Brown,	Sci.
Lulu E. Ball,	Eng.	Catharine Beyler,	Eng. Sp.
Richard Baus,	Eng.	Mary Boyd,	Eng. Sp.
Lisle Benson,	Eng.	Paul Bremer,	Eng. Sp.
Sadie Bills,	Eng. Sp.	James Connell,	Eng. Sp.

Nathan Curtis,	Eng.	W. H. Milward,	Eng.
Jessie Davis,	M. C. Sp.	Thomas McKee,	Eng. Sp.
Martin Davidson,	M. C.	Jean Montéith,	M. C.
Daisy Dye,	Eng.	George McEntee,	M. C.
Caroline Evans,	Eng.	Joseph Maffett,	Eng.
Martha Evans,	M. C. Sp.	Mary Mathes,	Sp.
Emma Fessler,	Eng.	Maude Mayers,	M. C. Sp.
Leon Foster,	M. C.	Lavisa Mead,	Eng. Sp.
Linford Field,	M. C. Sp.	Charles Montgomery,	M. C. Sp.
Edward Fowler,	Eng. Sp.	Nettie Montgomery,	M. C. Sp.
Josephine Fuller,	M. C. Sp.	Frank Nichols,	Eng.
Millie Gath,	M. C.	Edith Noyes,	Eng.
Violet Grey,	Eng.	Norman Nelson,	M. C.
Ethelyn Green,	M. C.	Fred. North,	Eng. Sp.
Elizabeth Griffiths,	Eng. Sp.	Jennie Ogilvie,	M. C.
Nicholas Greig,	Eng.	Edward Parkinson,	Eng.
Mary Hagan,	Sp.	Roy Pierce,	Eng. Sp.
Harry Hansen,	Eng.	Walter Palmer,	M. C. Sp.
Fred. Hayes,	Eng. Sp.	Philip Rinder,	Eng.
Louise Huehl,	Eng.	Miriam Reed,	M. C. Sp.
C. F. Hageman,	Sp.	Catherine Rowe,	Eng.
Claudia Hall,	M. C.	Samuel Sullivan,	Eng. Sp.
Anna Harte,	Eng. Sp.	Curran Swint,	M. C. Sp.
Emma Heilman,	M. C.	Rudolph Scheibel,	Eng.
Joseph Hobbins,	M. C. Sp.	Antionette Schneider,	Eng.
Clarence Isaacs,	Eng. Sp.	George Schilling,	M. C.
Della Johnson,	Eng. Sp.	Otto Schmidt,	Eng. Sp.
Ena Kney,	Eng.	Fred. Shepherd,	M. C.
Mabel King,	M. C.	Natalie Snell,	Sp.
Etta Kastner,	Eng. Sp.	John Stock,	Eng. Sp.
Catherine Kavanaugh,	Eng. Sp.	Florence Sturm,	Eng.
John Kelley,	M. C.	Cassius Taylor,	Eng. Sp.
Asa Knapp,	Eng. Sp.	Maud Vaughn,	M. C. Sp.
Richard Kennedy,	Sp.	George Willett,	Eng.
Ward Lamberson,	M. C.	Paul Winter,	Eng.
Nellie Lyons,	M. C. Sp.	Eunice Welsh,	M. C.
Mary Lavin,	Eng. Sp.	Addie Wilke,	M. C.
Bernice Lyon,	Eng. Sp.	Helen Wilke,	M. C.
John Lorch,	Eng.	Ernest Walbridge,	Eng. Sp.
Stewart Lyle,	M. C. Sp.	Adella Wilson,	Eng. Sp.
Burton Larkin,	Sp.	Marie Woll,	Eng.
Belle Ludlam,	M. C. Sp.	Robert Wright,	Eng. Sp.

## THIRD YEAR.

Hjalmar Anderson,	Sci. Sp.	Claud Milward,	Eng. Sp.
Flora Ashby,	Eng. Sp.	Nettie McCoy,	Sci.
Emma Bibbs,	Sci. Sp.	Walter Minch,	Sci. Sp.
Lillian Boehmer,	M. C.	Mary Malec,	Sci.
Bertha Butler,	M. C.	Mamie Morrison,	Sci. Sp.
Ida Bratrud,	M. C. Sp.	Edith Nelson,	M. C.
May Brockway,	Eng. Sp.	William O'Dwyer,	Eng. Sp.
Ralph Benson,	Sci.	William Paunnack,	Sci.
Edward Cook,	Eng. Sp.	Jean Park,	Eng. Sp.
Katherine Cantwell,	M. C.	Mabel Pengra,	M. C.
Lillian Case,	M. C.	Lillian Regan,	M. C.
Matilda Cook,	M. C.	Emily Roche,	Eng. Sp.
William Darling,	Sci.	Grace Rogers,	M. C.
Albert Denu,	Sci.	Clarence Slightam,	Sci.
Sybil Gale,	M. C. Sp.	James Slightam,	Sci.
Sarah Griffiths,	M. C.	Goldwin Smith.	Sci.
John Gallagher,	M. C. Sp.	DeEtta Stemple,	Sci.
John Goodwin,	Eng.	Fannie Strasilipka,	Sci.
Morton Green,	Sci. Sp.	Ralph Stewart,	Sci.
Charles Harrington,	Eng. Sp.	Harry Smith,	M. C.
Earl Hunner,	Eng.	Mary C. Sullivan,	Sci.
Sarah Jones,	Eng. Sp.	Frank Swain,	Sci. Sp.
Walbi Kessler,	Sci. Sp.	Daisy Taylor,	Eng. Sp.
Florence Ketchum,	Eng.	Thomas Tormey.	M. C.
Preston Retchum,	Eng. Sp.	Percy Tracy,	M. C. Sp.
Frank Koltes,	Sci.	Stephen Van Wie,	Eng.
Ellen Lamb,	Sci. Sp.	Carrie Van Vliet,	M. C.
George Lewis,	Sci.	Elizabeth Vilas.	M. C. Sp.
Clara Link,	Sci.	Paul Warner,	Eng.
Minnie Lueders,	M. C.	Florence Warner,	Sci.
Charles Lucas,	Sci. Sp.	Thomas Willett,	M. C. Sp.
Mary Langley,	Sci.	George Whare,	Eng.
Jessie Martin,	M. C.	Allen White,	M. C.
Lillian McCarthy,	M. C. Sp.	Olive Wise,	Eng.
Mary McKenna,	Eng. Sp.	Minnie Westover,	Sci.

## FOURTH YEAR.

Earle Anderson,	Eng.	Mabel Lambeson,	M. C.
May Bennett,	M. C.	Clarice Lytle,	M. C.
Clay Berryman,	Sci. Sp.	Antone Malec,	Sci.
Frances Billings,	Sci.	Max Mason,	M. C.
Anna Billings,	M. C. Sp.	Lillie Moessner,	Eng.
Bertha Brown,	M. C. Sp.	William Munsell,	M. C.
Grace Bailey,	Eng. Sp.	Jessie Monteith,	M. C.
Louise Bird,	M. C. Sp.	Minnie Nichols,	M. C. Sp.
N. J. Cramton,	Sci. Sp.	Grace Nicodemus,	Sci. Sp.
Samuel Chase,	Eng. Sp.	Stanley Parkinson,	M. C. Sp.
Helen Copp.	M. C.	Annie Regan,	M. C. Sp.
Florence Daggett,	M. C. Sp.	Melvin Sater,	M. C. Sp.
Jennie Davis,	Sci. Sp.	Miss Shepherd,	Sp.
Jessie Edgren,	Eng.	August Sauthoff,	M. C.
Elmore Elver,	Sci.	Harry Sheasby,	M. C.
Gertina Erickson,	Eng.	Stuart Sheldon,	M. C.
Frank Foran,	Eng. Sp.	Florence Slightam,	M. C.
William Fowler,	M. C. Sp.	Mae Smith,	M. C.
Helen Fowler,	M. C. Sp.	Harriet Stephenson,	M. C.
Mary Freeman,	M. C.	Edmund Suhr,	M. C.
John Gregg,	M. C.	Louise Swenson,	Sci.
Ira Goodwin,	Sci. Sp.	Madeline Slightam,	M. C. Sp.
Arlene Grover,	M. C.	Lucy Thomkins,	M. C.
Florence Gage,	M. C.	Sina Troan,	Sci.
Robert Gay,	M. C.	Alina Taylor,	Eng. Sp.
Edith Gibson,	M. C. Sp.	Josephine Thorsness,	Eng. Sp.
Maud Gilbert,	Sci.	Maude Lynn,	M. C. Sp.
Grace Greenbank,	M. C.	Angus Udell,	M. C. Sp.
Herbert Hollinbeck,	Sci. Sp.	Fannie Warner,	M. C. Sp.
Ben. Herrick,	Sp.	Augusta Wood,	M. C.
Maurice Johnson,	M. C. Sp.	May Whare,	Eng.
Bertha Kney,	Eng. Sp.	Grace Whare,	M. C.
James Kelley,	Eng. Sp.	Nora Winden,	M. C. Sp.
William Kratsch,	Sp.	John H. Young,	M. C.

## FIRST WARD.

## EIGHTH GRADE.

William Couse,  
Mack Couse,  
Catherine Cook,  
Henry Freeman,  
Warren Hawley,  
Joseph Hoven,  
Ada Hawley,  
Elizabeth Hoven,  
Pansey Hussey,

Rose Kavanda,  
Caroline King.  
Karl Minch,  
Herman Nitert,  
Florence Nelson,  
Birdella North,  
Ethel Raymer,  
Elizabeth Schleicher,  
Florence Sheperd,

Maud Stephenson,  
Gertrude Stone,  
Myrtle Stone,  
Clara Van Velzer,  
Nancy Watson,  
Edna Wilder,  
Rex Warden,  
Stanley Welsh.

## SEVENTH GRADE.

Mabel Bradley,  
Olive Behrend,  
Edward Brabant,  
Mary Cunningham,  
Grace Clifford,  
Catharine Cook,  
Helen Dixon,  
Llewelyn Davies,  
Ellie Fletcher,  
Paul Fish,

Maud Green,  
Katherine Griffiths,  
Caroline Guenther,  
James Gilman,  
William Huels,  
William Kern,  
Wanda Lorch,  
Jesephine Lorch,  
Frances Main,  
John Malec,

Ruth Newman,  
Anna Post,  
Jessie Roesch,  
Robert Rathburn,  
Carrie Stemple,  
Emery Stone,  
Edward Toellner,  
Margaret Van Vliet,  
Stella Watson.

## SIXTH GRADE.

Elizabeth Briggs,  
Berton Braley,  
Eyvind Bull,  
Edward Birge,  
Adolph Dick,  
Bertha Griffith,  
Lizzie Hackett,  
Willie Hausman,

Laura Janeck,  
Anna Kavanda,  
Ralph King,  
Marie Miller,  
Arthur Nichols,  
Ruby Peck,  
Charles Reuter,

August Schmitz,  
Henry Schadauer,  
Elsie Suhr,  
John Thomas,  
Addie Van Duesen,  
Ada Welsh,  
Horatio Winslow.

## FIFTH GRADE.

Rolf Anderson,  
Clara Bennewies,  
Ida Bibbs,  
Leo Cook,  
Herbert Chynoweth,  
Forrest Comton,  
Pearl Clifford,  
Barbara Curtis,  
Carrie Comton,

Grace Cromay,  
Lizzie Ennis,  
Cassius Gleason,  
Shrida Griffiths,  
James Hogan,  
Alice Hartley,  
George King,  
Augusta Lorch,  
Ralph Miller,

Lois Main,  
Leander Neifert,  
Wilmot Nevins,  
Cora Norsman,  
Hattie Roesch,  
Joseph Schweinem,  
Bertha Taylor,  
Willie Woodyard,  
Julius Wermuth,

## FOURTH GRADE.

Herbert Belsham,  
 Karl Brown,  
 John Clifford,  
 Isabel Cunningham,  
 Marion Curtis,  
 Florence Chase,  
 Alice Coffey,  
 John Daniels,  
 Earl Dodge,

Angelo Dirienzo,  
 James Dorris,  
 Harry Fowler,  
 Gilbert Gleason,  
 Albert Guenther,  
 Verina Hartley,  
 Stella Ireland,  
 Emil Janeck,

Ben Johnson,  
 Maggie McDonald,  
 Jerome Norsman,  
 Norman Nebel,  
 Emma Roch,  
 Helen Rosenstengel,  
 Marion Van Velzer,  
 Rex Welton.

## THIRD GRADE.

Fred Barth,  
 Arthur Bibbs,  
 Thomas Ball,  
 Nerne Cannon,  
 John Clifford,  
 Isabel Cunningham,  
 Robert Cromay,  
 Ben. Cramton,  
 Wm. Daniels,  
 Groce Dodge,  
 Nellie Ennis.

Herbert Fowler,  
 Bessie Fox,  
 Helen Gilman,  
 Carl Hall,  
 Gertrude Hussey,  
 George Hogan,  
 Adelaide Henderson,  
 John Kane,  
 Edward Knuteson,  
 Robin Miller,

Alia Newman,  
 Augusta Prien,  
 Mildred Simons,  
 Amy Thomas,  
 Amelia Foellner,  
 Joy Thomas,  
 Fred Thwaites,  
 Frank Weslerfield,  
 Lillie Worden,  
 Alex Zimmerman.

## SECOND GRADE.

James Barry,  
 Bess Conlin,  
 Edith Comstock,  
 Helen Curtis,  
 Jennie Dorris,  
 Theresa Dirianzo,  
 Mary Eddy,  
 May Ennis,  
 Gus Frank,

Fred Grieundler,  
 Flora Gilman,  
 Harry Graff,  
 Amanda Haynes,  
 Lucy Ireland,  
 Geo. Lorch,  
 John Lobusher,  
 Gertrude Link,  
 Jennie McDonald,

Walter Nebel,  
 Florence Reynolds,  
 Minnie Robbins,  
 Mary Rayne,  
 Oscar Sorg,  
 Bertha Stoddard,  
 Henry Toellner,  
 May Woodyard,  
 Milly Zimmerman.

## FIRST GRADE.

Eddie Bennewies,  
 Louie Brabant,  
 Tom Barry,  
 Minnie Barth,  
 John Corcoran,  
 Martin Corcoran,  
 Bert Cramton,

Ray Griggs,  
 Samuel Gallagher,  
 Willie Hartley,  
 Harold Haynes,  
 Hazel Hussey,  
 Elsie Hestler,  
 Milly Haynes,

Frank Malec,  
 Fred Rayne,  
 Emma Ruchti,  
 Lena Richmond,  
 Eugene Senger,  
 Bertha Stoddard,  
 Eugene Wermuth,

Carl Cunningham,  
Laura Coffey,  
Rosa Dirianzo,  
Victor Graff,

Annie Kane,  
Talata Knuteson,  
Carrie Lockwood,  
Jennie Meibohn,

Carl Wehrmann,  
Seymour Winslow,  
Linda Woodyard,

## SECOND WARD.

## EIGHTH GRADE.

Martin Baumgartner,  
Emma Bucey,  
Lillian Brian,  
Henrietta Blood,  
May Burnham,  
Clarence Comstock,  
George Cunningham,  
Shelby Davis,  
Inga Foss,  
May Flemming,

Frank Flagler,  
Bertha Harbort,  
May Habich,  
Edward Hoebel,  
Earl Isaacs,  
Joseph Jackson,  
Mont Johnson,  
Otto Kney,  
Will Lyon,  
John Langley,

Nora McCue,  
Chas. Mayer,  
Josephine Nelson,  
Leonard Nelson,  
Barton Noe,  
Edward Olsen,  
William Purcell,  
Clara Stock,  
May Tuttle,  
John Wilkinson.

## SEVENTH GRADE.

Amy Allen,  
Elizabeth Neckerman,  
Sanford Anderson,  
Herman Beyler,  
Grace Bradley,  
Iva Brown,  
Agnes Baumgartner,  
Walter Brown,  
Annie Campbell,  
Isabella Dengal,

John Grinde,  
Hilda Grinde,  
Hannah Hanson,  
Carl Hoebel,  
Hattie Jewett,  
Jessie Kimball,  
Louisa Lawrence,  
Harmon Langley,  
Sarah Lewis,

Nora Olsen,  
Maude Rogers,  
Louisa Starck,  
Sylvia Struthers,  
Mabel Teare,  
Grace Tyner,  
Harry Teckemeyer,  
John Whitmore,  
Florence Woodward.

## SIXTH GRADE.

Sadie Bucey,  
John Corscot,  
Gerhard Davidson,  
Myrtle Downing,  
Frank Dunning,  
Alfred Fjeld,  
Blanche Hessing,  
Charles Horner,

Arthur Hoebel,  
Gertrude Haley,  
Alva Ketchum,  
Annie Livesey,  
Ruth Lyon,  
Wm. Luckensmeyer,  
Ray McKay,  
James Malany,

Olaf Nelson,  
Emma Pollack,  
Minnie Rimsnider,  
Walter Struthers,  
Fred Voss,  
Justine Waterman,  
John Woodward,  
Sibyl Woodward,

## LIST OF PUPILS.

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## FIFTH GRADE.

Horace Allyn,  
 Martha Davis,  
 Arthur Deming,  
 Ella Hill,  
 Harry Horner,  
 Rudolph Harbort,  
 Floyd Jewett,  
 Emil Jacobi,  
 Charles Luetzow,  
 Mary Lewis,

Josephine Mueller,  
 Anna Mueller,  
 Thorstein Moe,  
 Maud Morris,  
 Carrie Nelson,  
 Bertie Noe,  
 Neal O'Connor,  
 Adelaide Rinder,  
 Abbie Ryan,

Amelia Stelter,  
 Ida Stoppleworth,  
 Harry Stock,  
 Cora Tanberg,  
 Malvin Tollefson,  
 Mabel Tyner,  
 John Utter,  
 Frances Wheeler,  
 Martha Wendt.

## FOURTH GRADE.

Russell Allen,  
 Arthur Haley,  
 Alfred Hanson,  
 Hans Hanson,  
 James Hoiby,  
 Caroline Hoiby,  
 Alice Habich,  
 Edna Hill,  
 Laura Hoebel,  
 James Jackson,  
 Nellie Johnson,  
 Martin Johnson,  
 Elwyn Kimball,  
 Theodore Kupfer,  
 Harold Ketchum,

George Lavin,  
 Bessie Lavin,  
 Ida Lavin,  
 Cora Layfield,  
 Freda Lyon,  
 Carl Luckensmeyer,  
 Ella Memhard,  
 Jessie Memhard,  
 Elsie Memhard,  
 Adolph Mayer,  
 Harry Moe,  
 Clarence McKenna,  
 Edward Noe,  
 Mary Noe,  
 Nora Nelson,

Chas. Nye,  
 Gordon Ohnhaus,  
 Jennie O'Connor,  
 Charles Pollack,  
 Ermina Proctor,  
 Matilda Quale,  
 Maggie Roesch,  
 John Roesch,  
 Aldyth Shaw,  
 Emma Shaw,  
 Melins Sorenson,  
 Sarah Stork,  
 Nellie Utter,  
 William Voss,  
 Hattie Wright.

## THIRD GRADE.

Theresa Aurlin,  
 Malitta Barckham,  
 August Brinkman,  
 George Brahaney,  
 Willie Cunningham,  
 Elmer Comstock,  
 Hugh Dunning,  
 Adelaide Geisler,  
 Fred Geisler,  
 John Gramm,  
 Emma Haggensen,

Mabel Johnson,  
 Richard Karlberg,  
 Boyd Kiernan,  
 Dannie Lyons,  
 Robert Livesey,  
 Frank Langley,  
 Lillian Lawrence,  
 Ella Malaney,  
 Robby Morick,  
 Ernest McNett,  
 John Miller,

Celia O'Bryan,  
 Louis Olds,  
 Harold Olds,  
 Julia Palmer,  
 Walter Rimsnider,  
 Eleanor Smith,  
 Emma Stelter,  
 Arthur Tuck,  
 Arthur Tanberg,  
 Minnie Thomas,  
 Cora Van Kulen,

Maxson Heritage,  
Mollie Harbort,  
Sophy Hillsenhoff,  
George Johnson,

Cornelia McCue,  
Grace Munsell,  
John McCarll,  
Eddie Nye,

May Wolfe,  
Robert Wilson,  
Willie Wade,  
Wilfred Way.

## SECOND GRADE.

Dora Brinkman,  
Earl Butler,  
Geo. Cunningham,  
Willy Corscot,  
Rose Deming,  
Florence De Lacy,  
Charlie Dunn,  
Paul Gauer,  
Hans Hoiby,  
Willy Heilhecker,  
Maud Hessing,  
Doretta Hoebel,  
Florence Jewett,

Paul Jacobi,  
Elsie Karberg,  
Stella Kayser,  
Nannie Longfield,  
David Lewis,  
Lizzie North,  
Mabel Nye,  
Bergliot Olsen,  
John Payton,  
Mattie Peckham,  
John Peterson,  
Henry Pollack,

Ida Quale,  
Mabel Rimsnider,  
Mamie Sands,  
Lillian Tollefson,  
Mellie Tandvig,  
Elmer Thomas,  
Louie Thompson,  
Elsie Way,  
Hubert Wade,  
Flossie Walbridge,  
Susie Wilson,  
Tom Willoughby.

## FIRST GRADE.

Anna Belle Allen,  
Daisy Ayrès,  
May Cunningham,  
Addie Dunn,  
Agnes Erdall,  
Elda Fletcher,  
Bertha Gødenswachger,  
Lorena Gurney,  
Carl Gronert,  
Elmer Grann,  
Charlie Geisler,  
Clara Hartwick,  
Mabel Hill,  
George Heilhecker,  
Grace Johnson,  
Harold Jones,  
Agnes Korsmo,

Charlie Kearnan,  
Eddie Kimball,  
Adolph Kupfer,  
Mamie Lyons,  
Alma Lindauer,  
Joe Longfield,  
Frank Lyons,  
Sadie Malanøy,  
Maggie Miller,  
Bertha Matson,  
Harry McKenna,  
Clarence McPherson,  
Andrew Munsell,  
Minnie Nelson,  
Helmer Nelson,  
Eleanor O'Connor,

Mangnel Olsen,  
Inga Olsen,  
Lena Pollack,  
Emma Roesch,  
Lawrence Rowley,  
Martha Stelter,  
Annie Storck,  
Mary Sørenson,  
Josie Sharven,  
Flora Splinter,  
Jessie Smith,  
Henry Sharven,  
Henry Schnurbush,  
Ray Struthers,  
John Wilson,  
George Willoughby.

## THIRD WARD.

## EIGHTH GRADE.

Margie Ball,  
Ilda Boehmer,  
Lizzie Broemer,  
Matthew Conlin,  
Webb Cross,  
Janie Cox,  
Magdaline Evans,  
Helen Pfund,

Romie Friedrich,  
Ena Heuer,  
Sam Hilsenhoff,  
Grace Johnson,  
Matt Lynch,  
Arthur Olsen,  
Preston Pengra,  
Mamie Parker,

Flora Roehl,  
Harry Sauthoff,  
George Smith,  
Walter Tarnutzer,  
Hattie Wilke,  
David Wheeler,

## SEVENTH GRADE.

Frances Bartels,  
Elsa Bodenius,  
Ruth Baltzell,  
Virginia Baltzell,  
Rex Ball,  
Chloris Boehmer,  
Nellie Coleman,  
Harry Dodd,  
Geraldine Farringher,  
Everett Green,  
Elsa Guldeman,

Emma Heiliger,  
Agnes Hilton,  
George Heuer,  
Gerhart Jacobsen,  
Mary Jones,  
Walter Johnson,  
Nettie Knutson,  
John Kastner,  
John Meng,  
Ida Milverstedt,  
Adolph Milverstedt,

Emily McConnell,  
Lyda Morrick,  
Laura Olsen,  
Thomas Olsen,  
Harry Olsen,  
Minnie Quammen,  
Fred Schmitz,  
Henry Smith,  
Alfred Tandvig,  
Ella Woodford.

## SIXTH GRADE — NO. 1.

Harry Brown,  
George Davis,  
Frank Drives,  
Minnie Gath,  
Josslyn Guldeman,  
Carrie Huggins,  
Gyda Hegg,  
Jennie Kelley,  
Florence Livermore,

Mamie Memhard,  
Maud Miller,  
Edwin Nebel,  
John Nebel,  
Ernstina Neibuhr,  
Irving Oppel,  
Delia Pengra,  
Adolph Pfund,  
Lucius Post,

Anna Reiner,  
Edgar Sauthoff,  
Ella Severson,  
Anna Schultz,  
Nora Thomas,  
Cecil Van Kewan,  
Frank Williams,  
Edith Wright.

## SIXTH GRADE — NO. 2.

Anna Anderson,  
Curtis Anderson,  
Lillie Bartels,  
George Boltz,  
Della Brattrud,  
Bernie Erickson,

Jennie Evans,  
Arthur Frautschi,  
Irving Frautschi,  
Alice Francomb,  
Ella Haight,  
Arthur Hall,

Bertina Hillestad,  
George Joachim,  
Mabel McKenna,  
St. Clair Morris,  
Sholto Rogers.

## FIFTH GRADE — NO. 1.

Harvey Cheney,  
Lucy Fox,  
Anna Kelley,  
Theodore Knutson,  
Carl Kropf,  
Eddie Lawrence,  
Clarence Miller,  
Paul Neibuhr,  
Alvie Nelson,  
Susie Nelson,

Harry Olsen,  
Jennie Olsen,  
Amanda Parker,  
Marshal Pengra,  
Carl Pfund,  
Adolph Quammen,  
Stella Raehl,  
Walter Reiner,  
Grace Sumner,  
Sidney Thomas.

Lillian Veerhusen,  
Guida Winden,  
Frances Zimmerman,  
Olive Brosemer,  
George Foreman,  
Alfred Hilton,  
Roy Hubbard,  
Willie Thomas.

## FIFTH GRADE — NO. 2.

Ella Breitenfeldt,  
Louis Carville,  
Frank De Sautelle,  
Roswell Dodge,  
John Ellestad,  
Annie Emerson,  
Frank Erickson,

George Foss,  
Frank Faringer,  
Eugene Flohr,  
Charles Getts,  
Harry Glines,  
Thusnelda Helm,  
Walter Heiliger,

Theodore Hilsenhoff,  
Jennie Hughes,  
Hazel Isaacs,  
Louis Jaegar,  
Carl Jacobsen,  
Paul Karberg.

## FOURTH GRADE — NO. 1.

Harry Alford,  
George Bremer,  
Mary Beyler,  
Mildred Curtiss,  
Charles Cheney,  
George De Lacy,  
Mollie Davis,  
George Davies.  
William De Sautelle,

Lillian Frautschi,  
Alexander Freidrich,  
Bertha Gath,  
Rosa Gratz,  
Minnie Guldeman,  
Annie Hillestad,  
James Joachim,  
Rebekah Knight,

Otto Kerberg,  
Jacob Kampen,  
Alma Krueger,  
Emma Koch,  
Margaret Lynch,  
Walter Meiller,  
Fred. Milverstedt,  
Edna Stinchcomb.

## FOURTH GRADE — NO. 2.

Earl Dodge,  
Stella McKenna,  
Elsie Minch,  
Katharine Minch,  
Alva Morrick,  
Wallie Morrick,  
Judson Montgomery,  
Alice Nelson,  
Rollie Nebel,

Emil Niebuhr,  
Alma Paulson,  
Annie Pfund,  
Kurt Presentin,  
Eddie Ross,  
Rosa Schultz,  
Ray Schanel,  
Carl Smith,

Hattie Streidt,  
Nellie Sullivan,  
Annie Swank,  
Norman Thorsen,  
Florence Van Etta,  
Henry Van Keulen,  
Willie Veerhusen,  
Charles Zimmerman.

## THIRD GRADE — NO. 1.

Azella Crowley,	Agnes Hughes,	Oscar Jenson,
Arthur Carpenter,	Carl Hall,	Frank Kroetz,
Verne Cannon,	Mary Hall,	Theresa Knutson,
Grace Dodge,	Adelaide Henderson,	George Livermore,
Blanch Erickson,	Ada Hoyt,	Nettie Lyons,
Clarence Erickson,	Sophia Johnson,	Fannie Stinchcomb.
Lulu Gerks,		

## THIRD GRADE — NO. 2.

Emma Hagenbucher,	Sadie Nelson,	Ewald Scheibel,
Walter McPherson,	Mark Ogilvie,	Mildred Simons,
Anna Meng,	Joe Phillips,	Maud Sullivan,
Oscar Meng,	Oswald Reiner,	Martha Swank,
Arthur Meiller,	Linda Roehl,	Amy Thomas,
Adeline Nielson,	Maggie Schultz,	Harry Wheeler.
Grace Nelson,		

## SECOND GRADE — NO. 1.

Ellio Abbott,	Richard Ely,	Enid Nelson,
Hazel Alford,	Marion Frederickson,	Mollie Olsen,
Ralph Bibbs,	Gordon Fox,	Mary Orvis,
Emily Bresee,	Helen Flint,	Ethel Post,
Althea Brown,	Fannie Hobbins,	Jennie Vernon,
Louise Buck,	Grace Hobbins,	Mollie Wright,
Elsie Bird,	Gertrude Link,	Rachel Winn.
Fay Cannon,	Alec Morgan,	

## SECOND GRADE — NO. 2.

Sadie Anderson,	Susie Harrison,	Everet Parker,
Harvey Bartels,	Bertha Jacobson,	Edna Quammen,
Leopold Bartels,	Ester Johnson,	Henry Swank,
Lucile Comfort,	Jessie Johnson,	Jane Sumner,
Mamie Colman,	Orvie Johnson,	Oscar Sorg,
Richard Erickson,	Ellen Kampen,	Elsie Veerhusen,
Bertrand Foreman,	Minette Malaney,	Harry Woodford,
George Gilbertson,	Mildred Miller,	Jay Wheeler,
Frankie Grady,	Eugene Nebel,	Grace Winden,
Peter Hilsted,	Earl Omen,	Lena Zimmerman.

## FIRST GRADE — NO. 1.

Alice Alford,	Frank Gratz,	Hazel Nelson,
Alma Boyd,	Sidney Hall,	Jennie Peterson,
Stanley Boyd,	Jemima Henderson,	Gertie Peterson,
Olive Berryman,	Philip Knowlton,	Lena Peterson,
Adelaide Beyler,	Robert Kentzler,	Nora Paulson,
Regina Brady,	Reuben Lawrence,	Roy Rowley,
Earl Ball,	Sarah Morgan,	Walter Sexton,
Florence Carpenter,	Olive Montgomery,	Henry Thompson,
Emily Chynoweth,	Hattie Meloy,	Julia Thompson,
Herbert Daubner,	Lillian Minch,	Shoyer Van Cott,
Chauncey Fox,	Myrtle McPherson,	Irene Vick.
Fred. Gratz,		

## FIRST GRADE — NO. 2.

Carl Anderson,	John Cox,	Roland Lohmar.
Grace Averill,	Hazel De Sautelle,	Pearl McDonald,
Katie Becker,	Emanuel Estland,	Fred. Meng,
Victoria Boardwell,	Earle Gibbs,	Carl Naffz,
Edwin Curtiss,	Josephine Hoyer,	Florence Purcell,
Hannah Curtiss,	Eddie Hasbald,	Bertha Pyncheon.
Tommy Connors,	Willie Jaeger,	

## KINDERGARTEN DEPARTMENT.

Eveline Abbott,	Jacob Van Etta,	Ramond Hughes,
Leroy Buck,	May Whitney,	Thova Jacobsen,
De Witt Baskerville.	Ida Wilke,	Erwin Koch,
Francis Gregory Cox,	Leslie Webb,	Joseph Livermore,
James Conners,	Annie Zimmerman,	Mable Lyons,
Frank Elliott,	Margaret E. Birong,	Caroline Lawrence,
Rose Frenzel,	Irving Brown,	Alford Lohmar,
Perry Fess,	Lester Burkwell,	Harry Langly,
Edna Glines,	John Berryman,	Sarah Malany,
Edwin Grady,	Henry Bernard,	Luicha Memhard,
Louis Heyl,	John Brennan,	Olga Osland,
Freddie Haspell,	Hazel Constantine,	George Paine,
Elizabeth Isaacs,	Norman Danielson,	Maud Purcell,
Beverly Memhard,	Edith Elliott,	Laura Roberman,
Covola Meng,	Sybilla Fleckenstein,	Mary Ryne,
Edgar Norsman,	Alice Frautchi,	Brunhilda Roeld,
Otto Naffz,	Josephine Gath,	Laurance Sanborn,
Robert Ogilvie,	Olive Goldenberger,	Hildegard Sauthoff,

M argaret R. Palm,  
 Marie Pressentin,  
 Albert Pierce,  
 Harrison Spaulding,  
 John D. Sumner,  
 Elsie Zimmerman.

Mabel Gratz,  
 Juline Hubbard,  
 Emma Hilsenhoff,  
 Mamie Hagenbucker,  
 Henry Halverson,  
 Hazel Van Keulen,

## FOURTH WARD.

## EIGHTH GRADE.

Nora Antisdel,  
 William Billings,  
 Grace Carter,  
 Arthur Curtis,  
 Mary Dean,  
 Vincent Gill,

Claire Greenwood,  
 Maude Lamberson,  
 Blanche Lamberson,  
 Laura Meinke,  
 Hattie Pitman,  
 Nettie Pyre,

Grace Ramsdale,  
 Herman Sanders,  
 Elexius Spencer,  
 William Smith,  
 Mabel Slightam,  
 Ella Small.

## SEVENTH GRADE.

James Andrews,  
 Katherine Bills,  
 Adaline Bélsham,  
 James Bradley,  
 Gerald Callahan,  
 Freddie Chamberlain,  
 Martha Crimmings,  
 Lloyd Dow,

Stanley Daggett,  
 Belle Gillette,  
 Bessie Hansen,  
 Freddie Hansen,  
 Nellie McEvilly,  
 Rudolph Malec,  
 Eddie Phinney,  
 Millie Pyre,

Frank Pitman,  
 William Roys,  
 Maud Slightam,  
 Helena Senger,  
 Frank Sanford,  
 Mignon Wright,  
 Walter Whalen.

## SIXTH GRADE.

Millie Askew,  
 James Bartels,  
 Fletcher Billings,  
 John Conniff,  
 Robert Dorris,  
 William Grove,  
 Mary Hawkins,

Fred Joachim,  
 Lottie Lund,  
 Carl Mack,  
 James McNamara,  
 Thomas McNamara,  
 Daniel O'Sheridan,  
 Philip O'Sheridan,

Bessie Pyre,  
 Norman Rogers,  
 May Ramsdale,  
 Gertie Slightam,  
 Bert Van Duesen,  
 Harry Welcher.

## FIFTH GRADE.

Archie Ashard,  
 Bertha Bradbury,  
 Floyd Bushnell,  
 Eddie Chase,  
 Robert Chamberlain,  
 Forbes Cronk,  
 Henry Dorris,

Illa 'Dow,  
 Daniel Goodwin,  
 Retta Gillet,  
 Harold Hardy,  
 Joseph Hyland,  
 William Lamore,  
 May Mullen,

Bessie Morrell,  
 Reuben Neckermann,  
 Katie Peterson,  
 Edith Rudd,  
 Harry Rudd,  
 John Small.

## FOURTH GRADE.

William Armbrecht,  
Mabel Ashard,  
James Barry,  
Bessie Barry,  
Sadie Blomily,  
Mary Burke,  
Julia Cholvin,  
Ruth Deards,  
James Dorris,  
Joe Dorsey,

Bernice Dow,  
Rose Dye,  
Hulda Erickson,  
Donald Howe,  
Hale Hunner,  
Allie Meehan,  
Florence Merritt,  
Edna McShane,  
May Myer,  
Francis O'Neill,

Arthur Regan,  
Florence Rohrer,  
Eugene Sanborn,  
Ethel Scoville,  
Margaret Smith,  
Fred Sheasby,  
Donald Spooner,  
Otto Steele,  
Bertha Tollefson,  
Helen Whitney,

## THIRD GRADE.

Charles Armbrecht,  
Maud Carey,  
Ralph Elver,  
Minnie Erickson,  
Charles Greundler,  
Helen Grove,  
Jessie Harriman,  
Agnes Hoe,  
Elsie Kahl,

Robert Keyes,  
Grace Kinney,  
Ray Lawrence,  
Joseph Liposki,  
Gertrude O'Connell,  
Charles O'Neill,  
Mabel Owens,  
George Peterson,  
Bertha Saunders,

Karl Siebecker,  
Maud Sleicher,  
Frank Taylor,  
Maude Terwilliger,  
Tracy Van Dusen,  
Lois Van Etten,  
Arthur Westbury,  
Lettie Whelan,  
Bradford Whitney,

## SECOND GRADE.

Clara Armbrecht,  
Hettie Blanchard,  
Cecil Chase,  
Helen Culbertson,  
Albert Dorsey,  
Harry Groundsell,

Alice Gieser,  
Edwin Hansen,  
Charles Harte,  
Alice Kinney,  
Bessie Knock,  
Carrie Merritt,

Frank McKeown,  
Harry McCarthy,  
Lylia Owen,  
Florence Walbridge.

## FIRST GRADE.

Harry Ashard,  
Frank Bliss,  
Roy Bradford,  
Lillie Barry,  
Irene Culbertson,  
Mary Carey,  
John Carey,  
Hazel Chase,  
Etta Dorsey,

John Groundsell,  
Edith George,  
Sam George,  
George Gieser,  
Pride Hughes,  
Melvil Hughes,  
George Harte,  
Charles Hopkins,  
Raymond Hopkins,

Carrie Lockwood,  
Mary McGowan,  
Jennie McCarthy,  
Julia Merritt,  
Charles Mienka,  
Inna Mann,  
Milo Erickson,  
Edwin O'Connell,  
James O'Neil,

George Dow,  
Raymond Ellis,  
Edwin Erickson,  
Edward J. Fisher,

Frank Kemp,  
Raymond Kraft,  
Mary Lipovske,  
Mary Lemon,

Lois Phinney,  
Albert Sochle,  
Marie Taylor,  
Bessie Van Etten.

## FIFTH WARD.

## EIGHTH GRADE.

Meltha Andrus,  
Maude Benson,  
Glenn Corlie,  
Charles Chech,  
Emil Denu,  
Clara Davis,  
Lucius Donkle,

Alice Haven,  
Elmo Housel,  
Lillian Holland,  
Julia Holland,  
Mamie Link,  
Clara Mautz,

Laura Meineke,  
Louis Malec,  
Oliver Prien,  
Emma Silbernagel,  
Frank Taylor,  
Charles Wilber.

## SEVENTH GRADE.

Benjamin Adams,  
Tillie Bach,  
Edmund Brabant,  
George Barber,  
Whilamena Boelsing,  
Louise Buergin,  
Le Roy Butler,

James Charleton,  
Minnie Doescher,  
Lucinda Flemming,  
Mabel Gyles,  
Florence Harrington,  
Florence Hartley,  
Leo Haak,

John Hayes,  
Anna King,  
Anna Lewis,  
Lucy Odenberg,  
Rolland Prien,  
Alfred Piper,  
Fred. Silbernagel.

## SIXTH GRADE.

Gertrude Benton,  
Fannie Baker,  
Charles Fagg,  
Hattie Haven,  
Ingeman Holland,  
Patrick Hayes,  
Gertrude Hayes,  
Carl Heyl,  
Karl Hilbert,  
Norma Housel,

Roy Murray,  
Fannie Malec,  
James Millward,  
Bertha Oldenburg,  
Otto Prien,  
Ida Paunack,  
Joseph Pearson,  
Fred. Polk,  
Arthur Quan,

Emma Schenck,  
Minnie Thoreson,  
Charles Treloar,  
Annie Tauchen,  
Harry Wilber,  
Hattie Van Wie,  
Sheldon Wilber,  
John Wiric,  
Edna Zink.

## FIFTH GRADE.

Alfred Brabant,  
Josephine Bach,  
Ellen Beale,  
Wayne Bird,  
Bessie Callen,

Otto Fuss,  
Herbert Gassen,  
Frank Godding,  
Albert Godding,  
Arnon Henry,

Grace Philamalee,  
Bernice Percival,  
William Polk,  
Katie Silbernagel,  
George Spencer,

Deo Daley,  
Mary Dorn,  
Willard Denu,  
Bertha Dodge,  
Nellie Fagg,

John Jordan,  
Thomas Kelly,  
Max King,  
Grace Lamphere,

Lottie Snell,  
Chester Taylor,  
Theodore Thoreson,  
Cora Van Wie,

Ver Armstrong,  
Fay Benton,  
Louise Beglinger,  
Harold Culver,  
Percy Callen,  
Olive Cunningham,  
Angelo Ririenzo,  
Donna Dean,  
Mary Fitzpatrick,  
Ben. Johnson,  
Clarence King,

Emma Kilgast,  
Rodney Lamphere,  
Stanley Lyle,  
Emile Malec,  
Birdie Morse,  
Daisy Milward,  
Jennie Mills,  
Sadie Mills,  
Maud Murtha,  
Luther Noyes,

Clarian Pierce,  
Clara Quan,  
Edwin Rief,  
Emma Ridder,  
Arthur Reynolds,  
Annie Starr,  
Annie Thoreson,  
Minnie Taylor,  
Fred Van Dusen,  
Walter Willet,

## FOURTH GRADE.

Arthur Anderson,  
George Anderson,  
Leo Bach,  
Vinnie Baker,  
Louise Beglinger,  
Josephine Brabant,  
Carl Dillon,  
Benjamin Davis,  
Willie Dean,  
Maud Eastman,  
Roy Fitch,

Lizzie Foss,  
Willie Flemming,  
Hattie Godding,  
LeRoy Giles,  
Albert Haven,  
Harry Lamphere,  
James Law,  
Mary Moran,  
Dora Moll,  
Mildred Oakey,  
Edith Pierce,

Mary Proud,  
Joseph Romeis,  
Paul Somers,  
Oscar Somers,  
Eleanor Spencer,  
Florence Snell,  
Dora Sapiro,  
Rose Tauchen,  
Mab Treloar,  
Flossie Van Wie.

## THIRD GRADE.

Susan Armstrong,  
Jessie Barber,  
Rudolph Boelsing,  
Edward Bell,  
Susie Baker,  
Catherine Cunningham,  
Albert Callen,  
Autie Denu,  
Elsie Dillon,

Joseph Fitzpatrick,  
Louena Findorff,  
Clinton Harrington,  
Elsie Kilgast,  
Daisy Lamphere,  
Vera Langdon,  
Grace Lawrence,  
William Malloney,  
Edward Malloney,

Agnes Malec,  
Henry Nolen,  
Robert Paunack,  
Jacob Sapiro,  
Jenny Taylor,  
Laura Treloar,  
Arthur Willett,  
Harold West.

## SECOND GRADE.

## FIRST WARD.

Guy Anderson,	Mary Hayes,	Stephen Malloney,
Blanche Anderson,	Clara Holzwarth,	Rose McCann,
Maria Aberli,	Louise Hess,	William McCann,
Albert Baker,	Belle Hardy,	Mary Nolen,
Roy Burke,	Victoria Jones,	George North,
Rudolph Breuch,	Celia Kelly,	Minnie O'Hara,
Emily Boelsing,	Martin Kelly,	Julia Polk,
Annie Butler,	Robert Law,	Niel Prout,
Louis Brabant,	Edward Lorch,	Thomas Quinn,
Irene Cullen,	Alonzo Lamphere,	Edna Rolf,
Jenny Conners,	Blanche Lyle,	Theodore Schnell,
William Carroll,	Mary Leonard,	Joseph Starr,
Herbert Eastman,	Mary Lavin,	Robert Somers,
Edward Farley,	Katy Lavin,	Mable Silbernagel,
Morris Fuller,	Thomas Mills,	Mary Spencer,
Alice Grover,	Edwin Moll,	Selma Topelman,
Grace Gyles,	Earl Morse,	John Tauchen.
Mary Gassen,		

## SIXTH WARD.

## EIGHTH GRADE.

Bessie Ferguson,	Fred Schmeltzkopf,	Robert Bedel,
Berthold Gaertner,	George Marks,	Sanford Starks,
Daisy Hanson,	George Richards,	William Coughlin,
Elmer Peirce,	Lena Nehrenz,	William Kingston.
Ella Swerig,	Mary Anderson,	William Hagenah.

## SEVENTH GRADE.

Andrew Anderson,	Fanny Cooley,	Ida Togstadt,
Addie Quentmeyer,	George Scott,	Julius Beebe,
Arthur Schaus,	Harry Sidell,	Madina Redel,
Clara Hagenah,	Henry Sharrat,	Sophia Mueller,
Clara Nelson,	Hobart Sanders,	Salema Riedy,
Daisy Cole,	Irma Baus,	William Abel.
Edwin Farness,	Ina Butler,	

## SIXTH GRADE.

Albert Meyer,	Edmund Nehrenz,	Mary McCormick,
Adolph Swenson,	Edward Horstmeyer,	Minnie Martin,
Belle Reynolds,	Elizabeth Carey,	May Fauerbach,

Claude Abel,  
 Carrie Johnson,  
 Cora Kingston,  
 Claire Parsons,  
 Earle Stocking,

George Smith,  
 Harriette Adamson,  
 Laura Marks,  
 Louise Schroeder,  
 Mollie Rowe,

Paul Deike,  
 Samuel Jones,  
 Tony Neibuhr,  
 Thomas Sullivan.

## FIFTH GRADE.

Edith Adamson,  
 Andrew Anderson,  
 Eugene Bulman,  
 Alfred Butler,  
 Harry Clarke,  
 James Conlin,  
 Frank Conlin,  
 Joseph Daggett,  
 Maud Murphy,  
 Lillian Marks,

Lizzie Maisch,  
 Willie Matzdorf,  
 Anna Prindiville,  
 Emma Peterson,  
 Arthur Porsch,  
 Marie Redel,  
 Louis Richmond,  
 Estella Starks,  
 Ida Sater,

Jennie Schmidt,  
 Willie Schaus,  
 Theodore Schmelzkopf,  
 Henry Sanders,  
 Frank Schimming,  
 Amelia Thompson,  
 Alma Teute,  
 John Togstad,  
 Anna Wald,

## FOURTH GRADE.

John Adamson,  
 Thomas Anderson,  
 Alexius Baas,  
 Ida Cooley,  
 Ray Collins,  
 Hilma Danielson,  
 Robert Daggett,  
 John Doyle,  
 Simon Farness,  
 Ernest Gay,  
 Willie Gay,  
 Minnie Gay,

Fritz Grumm,  
 Clarence Hanson,  
 Agnes Knudson,  
 Maud Martin,  
 James McCormick,  
 John Otto,  
 Carl Parsons,  
 Florence Pahlmeyer,  
 Arthur Quentmeyer,  
 Otilia Rasmussen,  
 Clara Richards,  
 Stanley Smith,

Louis Schott,  
 John Swenson,  
 Belinda Sanders,  
 Grace Stocking,  
 Edna Swenson,  
 Kittie Sorenson,  
 George Schutt,  
 Susie Schmelzkopf,  
 Emery Sharratt,  
 Lillie Thompson,  
 Alma Wald.

## THIRD GRADE.

Carl Abel,  
 Theodore Ansmeyer,  
 Harry Alvin,  
 Reva Boyls,  
 Pauline Beckman,  
 Henry Butler,  
 Zillah Bagley,  
 Olive Biederstedt,  
 Annie Brinkman,

Frank Horstmeyer,  
 Alma Hagenah,  
 Ida Heim,  
 Amand Johnson,  
 Alvina Koerber,  
 Julius Keuling,  
 Agnes Lanz,  
 Lizzie Ladwig,  
 Anna Ladwig,

Mary Putnam,  
 Preston Reynolds,  
 Lulu Starks,  
 Mabel Sharratt,  
 Alfred Schott,  
 August Schott,  
 Walter Smith,  
 Jacob Scheible,  
 Adolph Schroeder,

Mortie Brown,  
 Tillie Carey,  
 Willie Conlin,  
 Willie Fielman.  
 Lev Flynn,  
 Felix Grimes,  
 Charles Heyl,

Emily Ladwig,  
 Lulu Lacher,  
 Hattie Meyer,  
 Rosetta Meyer,  
 Mary Nolan,  
 Hilda Overn,  
 Frank Otto,

Victor Swensen,  
 Anna Togstad,  
 Alfred Togstad,  
 Mamie Tormy,  
 Meta Wagner,  
 Francis Wilke.

## SECOND GRADE.

Hazel Albright,  
 Sanford Anderson,  
 Albert Bagley,  
 Willie Brinkman,  
 Lizzie Bulman,  
 Lily Butler,  
 Winnie Carey,  
 Jamie Clark,  
 Willie Denison,  
 Eddie Ennis,  
 Marie Farness,  
 Freda Fauerbach,  
 Stella Gaffney,  
 Ethel Gratz,  
 Johnny Kaiser,  
 Herman Knudson,

Katy Koerber,  
 Minnie Koffshinsky,  
 Arthur Maisch,  
 Charley Maisch,  
 Emma Marks,  
 Lily McAuliffe,  
 Lulu McAuliffe,  
 Willie McCormick,  
 Maud. McWaters,  
 Sylvia Meyers,  
 May Murphy,  
 Theobald Nelson,  
 Francis O'Keefe,  
 Johnny Peterson,  
 Peter Peterson,  
 Grace Prindiville,

Ruth Robbins,  
 Eddie Satchen,  
 Elgin Schaus,  
 Tom Schimming,  
 Charley Schott,  
 Lily Schott,  
 Lydia Steier,  
 Harry Stone,  
 Minnie Stone,  
 Paul Swenson,  
 Alfred Thompson,  
 Eddie Van Etten,  
 Freddy Woerpel,  
 Lena Woerpel.

## FIRST GRADE.

Grace Abel,  
 William Adamson,  
 George Albright,  
 Josie Anderson,  
 Hazel Appleby,  
 Edwin Ahrensmyer,  
 Amanda Ahrensmyer,  
 Lillie Beckman,  
 Hattie Blankensee,  
 Ferdinand Bollenbeck,  
 Hubert Bollenbeck,  
 John Brinkman,  
 Hilda Bruess,  
 Sadie Carey,

Isadore Gallagher,  
 Selma Heick,  
 Eugenia Hopkins,  
 Joseph Horstmeier,  
 Gertrude Hunter,  
 Antony Illgen,  
 Maud Kanouse,  
 William Ladwig,  
 Blossom Law,  
 George Lingard,  
 Cora Lund,  
 Laura Maisch,  
 Artie Marks,  
 Cora Marks,

Olive Nordstrom,  
 Graice Noyes,  
 Mathilda Porsch,  
 James Prindiville,  
 Morris Richards,  
 Louis Rodefield,  
 Willie E. Smith,  
 Lillie Schneider,  
 Carl Schubert,  
 Lillie Scott,  
 Annie Steinle,  
 George Stone,  
 Sadie Swenson,  
 Edna Teute,

Mattie Coughlin,  
 Leo Daggett,  
 Walter Deike,  
 Mary Doyle,  
 Clara Eckstadt,  
 May Eddy.  
 Tommy Gaffney,  
 Edna Gallagher,

Frank Sterling Martin, Edna Togstad,  
 Henry Meyers, Harold Togstad,  
 Mattie Meyers, John Tormey,  
 Archibald Meyers, Grover Wagner,  
 Irving Meyers, Paul Wagner,  
 Willie McAuliffe, Frank Wagner,  
 Harmy D. Nelson, Otto Wagner,  
 John Niebuhr, Helen Weser.

## GREENBUSH.

## SIXTH GRADE.

Frank S. Adams,  
 Mina E. Andrus,  
 Donley Davenport,  
 John G. Doescher,

Richard C. Dudgeon, Michael Kain,  
 Wanda M. Dudgeon, Alfred J. Pratt,  
 Sarah E. Gillies, William Rogers,  
 Margaret Hildebrandt, Elsie Thom.

## FIFTH GRADE.

Mabel Adams,  
 Forrest Chatterton,  
 Jessie Combs,  
 Michael Crimmins,

Mabel Davenport, Martha Repcke,  
 May Holt, Myron Rogers,  
 Mattie Irish, Wilford Stephenson,  
 Frank McCann, Walter Thom.

## FOURTH GRADE.

Minnie Beyler,  
 May Bruce,  
 Emma Buergin,  
 Bessie Ferris,

James Fox, Walter Leonard,  
 Isabel Gauntlett, Emma Luling,  
 Clara Holt, Francis O'Neill.

## THIRD GRADE.

Fred Beyler,  
 Audrey Davenport,  
 Eugene Ferris,

Claude Herrick, Charles O'Neill,  
 Myrtle Herrick, Jessie Pitman,  
 Robin Miller, Matilda Rogers.

## SECOND GRADE.

Emily Barry,  
 Willie Behrend,  
 James Beyler,  
 Henry Blake,  
 Maggie Dempsey,  
 Olive Fehlandt,

Edith Gillies,  
 Sadie Holt,  
 Ruby Holt,  
 Robert O'Neill,  
 Raymond O'Neill,  
 Owen O'Neill,

Abbie O'Neill,  
 Charles Rogers,  
 Mabel Sweeny,  
 Edna Trask.

## LIST OF PUPILS.

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## FIRST GRADE.

Carrie Adams,	Sydney Dudgeon,	James O'Neill,
Keith Astelle,	James Gillies,	Marshall Pitman,
Annie Beyler,	Carleton Henry,	John Seymour,
Agnes Blake,	Frank Hildebrandt,	Roy Stephenson,
John Brown,	Henry Holt,	Willie Sweeny.
Cora Brown,	Isidor Koltes,	Winfield Thom,
Fred Buergin,	George Leonard,	Mary Thom,
Thomas Dempsey,	Thomas McCann,	Olive Trask.
Nellie Dempsey,	Annie O'Neill,	

## NORTHEAST DISTRICT.

## SEVENTH GRADE.

Bennie Amoth,	Fred Miller,	Herbert Schenk,
Frank Gilbert,	George Mack,	Ernest Widman.
Grace Gilbert,	Eddie Phalen,	

## SIXTH GRADE.

Josie Amoth,	Walter Hoffman,	Maggie Kingston.
Phillip C. Berryman,	Rob Roy Hiestand,	

## FIFTH GRADE.

Eva Kanouse,	Aline Merz,	George Stang,
George Kanouse,	Fred Mack,	Herman Schimming,
John Kingston,	Bertha Stringer,	Carl Wirth.
Frank Kingston,	Emma Sullivan,	

## FOURTH GRADE.

Anna Fehlan,	Dodd Kanouse,	Adolph Stang,
Helen Gundlach,	Clarence Powers,	Idie Steinmetz,
Louie Gundlach,	Fred Schenk,	Richard Widman.
Otto Hoffmann,		

## THIRD GRADE.

Pearl Gilbert,	Adolph Merz,	Nellie Sullivan,
Lena Groenert,	Arthur Schulkamp,	John Wilson.

## SECOND GRADE.

Fred Amoth,	Peter Kanouse,	Ruby Miller,
Joseph Curtin,	George Kingston,	May Powers,
Gustave Fehlan,	Tom Kingston,	Tom Powers,
Minnie Groenert,	Carl Maisch,	Flora Wirth,
Hermann Gundlach,	Reuel Mack,	

## FIRST GRADE.

Eddie Boehmer,  
Willie Groenert.  
Elsie Hoffmann,  
Alice Kingston,  
Gracie Kingston,

Jennie Kingston,  
Fay Peterson,  
Katie Sacks,  
Josie Sacks;  
Elsie Schenk,

Marie Schulkamp,  
Carl Steinmetz,  
Della Stang,  
Freddie Stephen,  
Jennie Wirth,

