

MUNN'S
SCHOOL
REGISTER.

PRIMARY FORM.

1. READING.

Spelling, Writing, and Language Lessons should be closely associated with Reading in this Form, not as separate and distinct exercises, but as aids for illustrating and enforcing the proper instruction in this branch.

(1) *Primer.*
Reading.—Words and sentences in print, learned from primers, word-cards, or charts, with the aid of the blackboard. Recognize in printed signs the words which children use familiarly in speech. The letters which compose the words are learned incidentally. Distinct articulation of the sounds heard in the words. Cultivate prompt, clear-toned reading.

Spelling.—Name the letters in the words of the reading lessons, and associate the sounds with the letters which represent them.

Writing.—The teacher first prints on the blackboard the words learned, showing the pupils how each letter is made; and then requires these pupils to print the same words on their slates.

Language Lessons.—Insist upon the pupils placing the words of the reading lesson in sentences formed by themselves. Engage them in easy conversation. Have them copy on their slates the sentences given in the primers or charts, or printed on the blackboard, they observing the use of the small and the capital letters.

(2) *The First Reader Completed.*
Reading.—Continue the same methods for the purpose of increasing the child's vocabulary of printed words, and of improving his articulation. Overcome any hesitancy in the utterance, clipping, or slurring, and any substitution of one vowel sound for another. Thorough drill in making such of the latter sounds as are marked by the *breve* and the *macron*. Cultivate a full, not a boisterous voice, and a pure, natural tone in reading. The teacher should frequently furnish, in his own reading, the models in articulation, in firm and agreeable tones, and in modulations of voice, to be imitated by the pupils. The latter should be so well acquainted with the words in the sentences or paragraphs to be read, that they express the sentiment as their own, as they do in talking. Accented syllables recognized.

Spelling.—Words of the reading lesson, and other words. Spell by sound, and recognize silent letters.

Writing.—Continue the exercises in printing, and make script letters, both small and capital. Pupils write words and sentences on their slates, the teacher using great care at first in showing them how to hold and move the pencil in forming each letter. Bring to the class each day an assigned part of the lesson on their slates.

Language Lessons.—Sentences and paragraphs copied. Pupils taught how to build simple sentences, which they write on their slates. Observing the use of capital letters continued. The principal marks of punctuation recognized and named. Familiar talks on the pictures in the reading books, and on well-known objects, as animals, plants, and play-things; and the substance of these talks afterwards given by the pupils. Simple stories told by teacher, and reproduced by pupils. All incorrect expressions used in conversation or in writing noted and corrected.

(3) *The Second Reader Completed.*
Reading.—Pupils drilled to pronounce correctly every word in the lesson. Required to give in their own language, before reading, the principal thoughts in the lesson. Drill exercises on the words and syllables enunciated with difficulty. All the remaining vowel sounds and the consonant sounds learned with their diacritical marks, as used in Webster's Dictionary. Continue the work of cultivating a full and agreeable voice. Often test the pupils' comprehension of the meaning of important words in the lesson, by requiring them to substitute other words for these.

Spelling.—Spell by oral and written methods the words in the reading lessons, and from Spelling-books or other sources. Frequent drill in making the vowel and consonant sounds. Learn lists of monosyllables pronounced alike but spelled differently.

Writing.—Continue slate work. Pupils also taught to write by crayon on blackboard, and by lead-pencil on paper. Attend to positions and to movements. Exercises from copies on blackboard and in copy-books of the pupils. The simpler small letters analyzed. Constant effort to secure legibility and neatness. Have a little of the science of writing, and a good deal of the art.

Language Lessons.—Continue copying sentences and paragraphs, of observing the use of capital letters, and of building sentences. In the last exercise, insert words omitted in sentences, and construct sentences which will include words selected in the lesson, or by the teacher. Distinguish *telling* and *asking* sentences. Short poems and extracts in prose from the Readers and other books, committed to memory and recited. Reproduce stories. Compose brief descriptions of familiar objects.

2. ARITHMETIC.

Perform the four fundamental operations with neatness, rapidity, and accuracy, before passing on to work requiring a larger exercise of the reasoning powers.

(1) *Develop the idea of the numbers as far as nine.* Pupils count objects, as books, seats, beans, stones, and splints, the teacher showing pupils how the figures are made and used. Pupils write the same on slates. Numerous examples introduced.

Exercises in the addition, subtraction, multiplication, and division of these numbers by Grube's method, or some other equivalent to it. No result greater than nine. All work illustrated by objects, as before. Instruction in making and using the signs of operation.

(2) *Develop the law of Decimal Notation as far as one hundred,* counting objects from 10 to 100, and writing the figures representing these numbers. Continue work under the four fundamental operations, the largest number given to be within the limits of 9 and 100, and no result greater than 100. Show the connection between these fundamental operations.

(3) *Learn Roman Notation to 50,* using Reader.
 (4) *Develop the law of Decimal Notation as far as one thousand.* Proceed as before in counting, writing, and reading numbers from 100 to 1,000. Easy exercises from text-books, and practical ones dictated by teacher in the four fundamental operations. No result greater than 1,000. Pupils led to construct the usual tables in addition, subtraction, multiplication, and division.

(5) *Learn Roman Notation to 100,* using Reader.
 (6) *Fractional division of the unit.* A knowledge of the significance of such simple fractions as are represented by a single digit in each term. Improper fractions avoided. Use abundant concrete illustrations from text-books, and those suggested by teacher or originated by pupils.

(7) *The tables of denominate numbers in familiar use thoroughly learned.*

3. GEOGRAPHY.

(1) *Oral lessons on objects which pupils have observed in their immediate vicinity.*

MIDDLE FORM.

In this Form, pupils are to be more self-reliant, less dependent upon the teacher for instruction, aided more by their text-books, and led to form ideas more as the result of their own thinking and study.

1. READING.

In this Form, the recitations in Spelling, Writing, and Language Lessons, as well as in Reading, should be presented in separate classes and as distinct exercises.

(1) *Third Reader Completed.* Two additional objects to be reached by this Reader: *First*, To acquire a greater mastery in the proper use of words, by studying their pronunciation and meaning. (a) The powers of the letters determined, and indicated by the diacritical marks; and (b) The accented and the unaccented syllables studied,—the former marked, and the principal rules for pronouncing syllables learned. The meaning of words should also be ascertained from the context. *Second*, To acquire the correct and forcible expression of the thought in the sentence, by practising the principles of emphasis, particularly of *force, time, and inflection*.

Frequently the pieces read as a whole, to excite and sustain a keen interest in the lessons.

(2) *Miscellaneous works.* Story books, papers for juvenile readers, and children's magazines used in the school.

(3) *Exercises in the recitation of short selections.*

2. SPELLING.

(1) *Oral, written, and phonic spelling* of the words in the Reader, Spelling-book, and lists of words dictated by the teacher. Frequent reviews of words missed. Attend to distinct utterance; to legible and neat penmanship; and to correct analysis and production of the sounds in the words. Define, before spelling, all words new or not familiar.

(2) Pupils should write paragraphs dictated by the teacher.

3. LANGUAGE LESSONS.

The teacher guided in this work by some standard text-book on Language Lessons. Teaching oral.

(1) Use capital letters and marks of punctuation; build sentences, and compose brief descriptions. Criticise carefully.

(2) Distinguish *imperative* and *exclamatory* sentences.

(3) Analyze sentences, *simple, compound, and complex.* Use sentences from the Reader.

(4) Study the uses of words in sentences so as to classify them as parts of speech,—*name, action and quality* words. Construct sentences.

(5) Correction of errors in language used by pupils in all exercises of the school.

4. ARITHMETIC.

What has to be done and how it is done, should be made clear, so as to secure exact knowledge, accuracy, and rapidity in the work, and aim to show the reason of the rule. Refer to facts and principles. Introduce practical examples, such as are used in common business pursuits. Use the ordinary text-books in this branch.

(1) *Writing and reading numbers as far as millions.* Exercises in the fundamental operations with such numbers.

(2) *Exercises in factoring numbers.* (a) Even and odd numbers; (b) Prime and Composite numbers; (c) Divisibility of numbers; (d) Factoring; (e) Greatest Common Divisor; (f) Least Common Multiple; (g) Cancellation.

The object is to make the pupils familiar with the factors of numbers, and to use the smallest terms possible by the most expeditious methods.

(3) *Common fractions.* Show the identity of the four fundamental operations, as used with fractions and with whole numbers.

In addition and subtraction, fractions should be arranged, like whole numbers, in columns, and the denominator indicated but once. The fractions should be reduced at once to their least common denominator, which may be less than any one of the given denominators.

In multiplication, divide the denominator, in preference to multiplying the numerator; and in division, divide the numerator, in preference to multiplying the denominator.

(4) *Decimal fractions.* Assign reasons for treating them as a special class.

Reduction of common fractions to decimal and of decimal to common fractions. What common fractions can be exactly expressed as decimals? What common fractions cannot be so expressed?

(5) *Compound numbers.* Take only the tables in common use.

(6) *Learn Roman Notation to 1,000,* stating principles.

5. GEOGRAPHY.

(1) *Oral instruction in local Geography continued,* reaching to localities which pupils have not seen. Maps of these constructed by teacher and pupils.

(2) *Oral exercises with the globe continued.* Secure clear ideas of the Geographical terms used.

(3) *Map and text-book work.* With outline maps, or with the Introductory Geography of some series, study these general subjects: (a) The World and its Hemispheres, (b) North America, (c) United States and its general divisions, (d) South America, (e) Europe, (f) Asia, (g) Africa, (h) Australia. Follow the order and directions of the text-book.

(4) *Instruction given in map drawing.* Pupils draw the maps in their lessons, not in extreme detail.

[EACH OF THESE FORMS CONTINUED ON THIRD PAGE OF COVER.]

UPPER FORM.

The constant aim should be to cultivate careful and independent thinking, and the most ready use of the knowledge gained in the school. To these ends, analyze thoroughly all difficult processes, consider the reasons for the main operations, and search for the facts underlying each important subject; and also by correct and repeated efforts, acquire quickness and accuracy in working.

1. READING.

In every reading exercise, develop an intelligent comprehension of the thoughts in the lesson. Always define the more important words and phrases, and study the various allusions. Have a clear idea of the scope of the piece. Know something of the biography of its noted author. Practice drill exercises in vocal culture. Pupils should cultivate self-possession, and a fluent, agreeable, and forcible manner in reading.

(1) *The Fourth Reader completed, and selected reading.* Follow the special instructions given with any lesson in the Reader. Occasionally write a synopsis of the reading lesson. Criticise not only the mechanical faults in reading, but also the incorrect expression of the sense. Teacher should guide pupils to form the habit of reading, and encourage them to read outside the school room.

(2) *Occasional exercises in presenting declamations and original essays.* Criticise kindly, but thoroughly.

2. SPELLING.

While the oral and phonic methods of spelling are still used, the written should be made the prevailing method in this Form.

(1) *Spell words in the Reader and in selected articles, or the Spelling-book completed.* Write dictation exercises taken from the Reader and the text-books in other branches. Weekly reviews in the spelling of words previously studied.

(2) *Define, before spelling, new or unfamiliar words;* and encourage the frequent use of the Dictionary.

(3) *Principal rules of spelling learned and persistently applied.*

(4) *Learn the spelling of lists of common abbreviations.*

3. LANGUAGE LESSONS AND GRAMMAR.

(1) *Use the ordinary text-books in Language Lessons and in formal Grammar.*

(2) *Under Syntax, attend to faulty construction.*

(3) *Parse words and analyze sentences in the Reader.* Use some system of diagrams.

(4) *Require frequent exercises in composition and letter writing,* on assigned topics, and aid the pupils to find information on them. All these exercises should be carefully examined and criticised.

4. ARITHMETIC.

All the operations required in the solution of a problem, should be indicated before any of them are performed. The whole attention should be centered first on the reasoning necessary for the solution; and second, on the operations. Cancellation should be employed when it will shorten the work. Principles before rules. Originality in methods of solution should be encouraged. No merit in Arithmetic will offset lack of accuracy. The results must be true or the work is worthless. Rapidity, directness, and neatness of work tend to accuracy. Often introduce both mental and written exercises for rapid work and results. Use ordinary text-books in this branch.

(1) *Make out bills and balance ledger accounts.*

(2) *Compound numbers, using the tables in common use.* Original examples, as well as those from the text-books, on the measurement of rectangular surfaces and solids, lands, flooring, papering, painting, carpeting, lumber, timber, cord-wood, masonry, bins, and boxes.

(3) *Ratio and Proportion.* Study here the general principles of division, as they appear in simple division, in fractions, and in ratio.

(4) *Percentage.* Definitions of the terms used. Reduction of fractional values to per cent.; and reduction of values in per cent. to common fractions and to decimals. The applications of percentage to problems not involving time, as profit and loss, commission, stocks, etc. The applications to problems involving time, as simple interest, compound interest, discount, bank discount, etc.

(5) *Square and Cube Root.* Solve problems by factoring and by the rules.

5. GEOGRAPHY.

Continue the use of maps, outline or from text-book, learning the comparative size of different countries. Continue the instruction under map drawing, and teach pupils how to indicate rivers, mountains, coast-line, and boundaries between different countries.

(1) *Text-book work.* Complete the Intermediate or Common School Geography of some series. Among the topics, give special attention to Europe, the United States, and Wisconsin; and examine carefully their physical features, inhabitants, products, means of communication, and commercial centers.

6. UNITED STATES HISTORY.

In this study, use constantly a map of this country; bring out the leading events and personages of each period; establish the causes and then the results; and reach a general survey of the present condition and movements of the people.

WISCONSIN SCHOOL REGISTER,

Condensed and Arranged to show on each Double Page the

Attendance, Punctuality, and Deportment,
 STUDIES, CLASSES, AND STANDING,
 PROGRAMME AND PROGRESS

OF A

School of Thirty-Six Pupils, for a Term of Sixteen Weeks,

TOGETHER WITH

Explanations, Text-Book and Visitors' Lists, and Comparative Summary,

BY

JAMES T. LUNN,

Superintendent of Schools, SAUK COUNTY, WISCONSIN.

APPROVED AND ENDORSED,

By the State Superintendent of Wisconsin, as follows:

DEPARTMENT OF PUBLIC INSTRUCTION,

Madison, Wis., August 11th, 1880.

In the Revised Statutes of this State, Chapter 27, Section 446, each School District Clerk is required to "furnish at the expense of the district for the use of each Teacher, a School Register in the form prescribed by the State Superintendent." In Section 460 of these Statutes, it is stated that "every Teacher employed by a District Board shall enter in the School Register the Names, Ages, and Studies of all Scholars attending School, and daily their Attendance and Absence, and such other facts as the County Superintendent or the State Superintendent may require;" and that "any Teacher who shall willfully neglect or refuse to make the proper entries in the School Register as above required, shall forfeit his wages for teaching during the time of such neglect or refusal."

For the purpose of aiding in establishing an improved system of keeping the records of the Public Schools and in effecting a more complete organization in these Schools, I do hereby approve the various items presented in this School Register, and prescribe it, under the authority given me by the foregoing provisions of Law, for the use of such Schools in this State.

W. C. WHITFORD,

State Superintendent.

Published and for Sale by
 DAVID ATWOOD,
 Madison, - - WISCONSIN.

1992.152.0001

TEXT-BOOKS.

LEGALLY ADOPTED FOR EXCLUSIVE USE.

In District No. _____ Town of _____ County of _____ State of _____

Date of Adoption.	BRANCH.	NAME.	BOOKS OF THE SERIES.	NAME OF PUBLISHER.
	Reader, Speller, Copy Book, Grammar, Arithmetic, Geography, History, Civil Government,			

Teachers are hereby forbidden to introduce or use, without previous permission of the Board, any Text-Books not in the above list.

I hereby attest the legal adoption of the above List and Regulation. Dated this _____ day of _____

188

Clerk.

RULES AND REGULATIONS

FOR THE GOVERNMENT OF SCHOOLS.

- The Teacher is expected to be present at the School-House thirty minutes before the time to commence the forenoon session, and fifteen minutes before time to commence the afternoon session.
- Before each Recitation and out-of-school Session, the Teacher should consider the subject matter of each lesson with a view to its proper presentation.
- The Teacher shall hold Pupils to account for a creditable degree of industry and class work, and for proper behavior and language while in or about the School-House; and failure so to do will be considered just cause for revocation of contract.
- Methods of Instruction and Management are under the control of the Teacher, who is expected to practice those of modern approved plan.
- The Teacher shall fully keep this Register according to its instructions and intent, giving special attention to the part relating to classification, standing, and progress of Pupils, and the Teacher's wages will not be considered due until this duty is performed.
- Unless in extreme cases, Pupils shall not be kept after school for default in lessons.
- For flagrant misconduct the Teacher may suspend the offender from school privileges until he complies with the School Regulations; but should he fail to comply within two days after the offense, the Teacher shall report the case for the decision of the Board, which alone has the right permanently to expel.
- Pupils are prohibited from idling, whispering, sporting, and loud studying while School is in session; and from improper language and behavior while on or about the School premises.
- Pupils shall promptly obey such of these Rules as affect them, and such Regulations for their enforcement as the Teacher shall publish.
- The School-House is not a play-house and must not be used as such; and injury to it or to its appurtenances with the name of the person injuring, shall be reported by the Teacher to the Board.

I hereby attest the legal adoption of the above Rules and Regulations. Dated this _____ day of _____

188

Entered according to Act of Congress, in the year eighteen hundred and eighty,
By JAMES T. LUNN,
In the Office of the Librarian of Congress, at Washington, D. C.

Clerk.

EXPLANATORY.

PREFATORY.

The usual lack of any sufficient record to constitute a history or clue of the School Work, especially in respect to classification, standing, and progress of pupils, for the guidance of successive Teachers, has long been lamented by interested educators.

The few schemes that do attempt any such record require, by means of several books, much duplicate writing, and then fail to give a *connected* view of the work.

This Wisconsin School Register is the outgrowth of an attempt to overcome these defects, and to exhibit on one double page of a single book an epitome of nearly all of interest in a school.

This may not be accepted as a sufficient excuse for inflicting it on Teachers, but it is the only one proffered.

To HON. W. C. WHITFORD, State Superintendent of Wisconsin, acknowledgment is here made for suggestions and assistance in preparing and publishing this Register.

CARE AND NEATNESS.

It will be thought that these spaces are too small for the purpose of indicating these items of attendance, tardiness, and deportment. To this it may be said that the spaces are larger than those given in some other works, and smaller than others allow. They can be kept by any Teacher using, with care and neatness, a good pen and fluid ink, and the training will do him good; but if a Teacher insist on coarse long lines and muddy ink, the work will be decidedly unsatisfactory.

ENROLLMENT.

It is recommended that enrollment in the Register be deferred until the second week of the term, and that it be in order of advancement of the pupils, or alphabetically, or in some other order.

ATTENDANCE.

A space like this

--

 is intended to record a week's attendance of each pupil by indicating Monday's attendance in the upper left hand corner, Tuesday's in the upper right corner, Wednesday's in the middle, Thursday's in the lower left hand corner, Friday's in the lower right corner, thus:

M.	Tu.
Th.	F.

A vertical mark | indicates forenoon attendance, and a horizontal — crossing the vertical indicates afternoon attendance, so that a cross + indicates a full day's attendance, and a blank indicates absence. Or those so desiring may reverse this, and indicate absence only by the cross and have *blank* denote *present*. This will require "E" for *entered* at first day's attendance, and "W" for *withdrawn* at close of attendance.

TARDINESS.

Tardiness is to be indicated by figures denoting the number of minutes tardy, placed to the left of the vertical, thus: 10 means 10 minutes tardy.

DEPORTMENT.

Deviation from good deportment, as disobedience, infraction of rules, quarreling, profanity, lying, whispering, or undue noise, are to be indicated by placing dots to the right of the vertical, thus: $^{\cdot}$, each dot indicating 10 per cent. discount on behavior, the number of dots to correspond to the flagrancy of the offence. The method of finding the average per cent. of deportment to record in the "Summary," is given at the foot of the page.

CLASSIFICATION AND STANDING.

Under this heading are columns headed Reading, Spelling, Writing, Grammar, Arithmetic, and Geography, and another for Miscellaneous Classes, in which to enter *first* the classes to which each pupil is assigned as soon as enrolled, by entering in the *lower left hand corner* of his space the *letter* of his classes as given in the programme; so that by referring to the programme the *grade* and text-books of each Pupil may be seen. *Second*, when examined, the Pupil's standing is entered in the spaces to the right of the class letter, except in spelling and writing, for which no class letter need be used, thus:

READING.		SPELLING.	
Class.	Standing.	Class.	Standing.
E	80		73

Two spaces are given for standing in case of that number of examinations per term, which may be advisable in a five or more months' term.

PROMOTIONS.

If a pupil be promoted, enter the letter of his new class in the *upper left hand* space, and his standing therein to its right hand.

EXAMINATION.

Two to three weeks before the close of each term a thorough examination of the entire School should take place; and for a long, five or more months' term, a previous one may be advisable. Larger Pupils should have *mostly* written, and smaller Pupils *mostly* oral examination. Each Pupil's standing in each branch should be recorded as explained above. The *average* standing for the "Summary" should be made after the examinations are all completed, by dividing the *sum* of all standings by their number.

MANUSCRIPT.

By *manuscript* is meant the *written execution on paper* of examination work, in respect to legibility, arrangement, neatness, folding and filing,—the creditable, and business-like appearance of the document being worthy of record.

PROGRAMME.

This programme is mainly the work of one of our leading Normal Professors, and Teachers are recommended to follow its order of exercises, unless very good reasons for a change appear. Classes are designated by letters. To the right of these class letters write the *number* of the *form* or *grade* to which each belongs. If the Teacher has more than 21 recitations, no lines must be used for recess or nooning.

STUDY, WORK, ETC.

Under this heading the Teacher is to apportion occupation for every minute of each and all Pupils' time when out of recitation. To do this simply enter in the column of each Form to which a class belongs, its class letter, which means that the class should prepare for the recitation indicated by the time stated at the left of that line. If they are to do other work, as print or draw, state so after the class letter. After so apportioning work the Teacher must not conclude his trouble is over; it is now his duty to see that this work is done, his Pupils busy, and none idling to become loafers. A Teacher who can properly busy his Pupils, will have little trouble about discipline.

PROGRESS OF CLASSES.

Each Friday when assigning lessons, the Teacher should enter in the appropriate space under this heading the text-book page or topic assigned, or the section or item of the Course of Study to which such lesson belongs, if this can be done. As these spaces correspond to those for attendance, it is easy to see what work each Pupil takes and what he skips.

COMMENCE NEXT TERM.

Here each Teacher advises his successor where he thinks the several classes should commence work.

ENROLLMENT OF PUPILS.			ATTENDANCE, PUNCTUALITY, AND DEPARTMENT.												SUMMARY.					
NO.	NAME. Enroll in order of advancement	AGE	October				TOTAL for Month.	11th				TOTAL for Month.	12th				TOTAL for Month.	TERM TOTAL.	Number FARDY.	Depart- ment.
			1st WEEK	2d WEEK	3d WEEK	4th WEEK		1st WEEK	2d WEEK	3d WEEK	4th WEEK		1st WEEK	2d WEEK	3d WEEK	4th WEEK				
1	Kamnah Valentine	11	+	+	+	+	13	+	+	+	+	10	+	+	+	+	10	0	Suspended on account of sickness.	
2	Henry Green	13	+	+	+	+	14	+	+	+	+	15	+	+	+	+	15	0		
3	Josie	11	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	0		
4	May	8	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	0		
5	Minnie	6	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	0		
6	Eugenia Smith	13	+	+	+	+	7	+	+	+	+	16	+	+	+	+	19	0		
7	Albert	13	+	+	+	+	17	+	+	+	+	19	+	+	+	+	19	0		
8	Charice	9	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	0		
9	Addie	7	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	0		
10	Clie Anderson	13	+	+	+	+	20	+	+	+	+	16	+	+	+	+	19	0		
11	Anna	12	+	+	+	+	15	+	+	+	+	18	+	+	+	+	18	0		
12	Helga	8	+	+	+	+	15	+	+	+	+	12	+	+	+	+	12	0		
13	Cordelia	9	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	0		
14	Ella	7	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	0		
15	Vera	5	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	0		
16	Nale	5	+	+	+	+	16	+	+	+	+	17	+	+	+	+	17	0		
17	Anna	12	+	+	+	+	9	+	+	+	+	16	+	+	+	+	16	0		
18	Otto Olson	10	+	+	+	+	18	+	+	+	+	19	+	+	+	+	19	0		
19	Anna	7	+	+	+	+	19	+	+	+	+	19	+	+	+	+	14	0		
20	Inga	5	+	+	+	+	12	+	+	+	+	12	+	+	+	+	12	0		
21	Mary	11	+	+	+	+	4	+	+	+	+	12	+	+	+	+	4	0		
22	Scottie	7	+	+	+	+	6	+	+	+	+	6	+	+	+	+	6	0		
23	Ella	12	+	+	+	+	5	+	+	+	+	5	+	+	+	+	5	0		
24	Lizzie	10	+	+	+	+	10	+	+	+	+	10	+	+	+	+	10	0		
25	Hans Nelson	10	+	+	+	+	10	+	+	+	+	17	+	+	+	+	13	0		
26	Anna	8	+	+	+	+	15	+	+	+	+	15	+	+	+	+	14	0		
27	Carrie	9	+	+	+	+	18	+	+	+	+	19	+	+	+	+	19	0		
28	Mary	7	+	+	+	+	19	+	+	+	+	19	+	+	+	+	19	0		
29	Fritzjof	5	+	+	+	+	19	+	+	+	+	19	+	+	+	+	16	0		
30	Sena Johnson	9	+	+	+	+	17	+	+	+	+	14	+	+	+	+	16	0		
31	James	7	+	+	+	+	19	+	+	+	+	12	+	+	+	+	17	0		
32	Emma	6	+	+	+	+	20	+	+	+	+	17	+	+	+	+	17	0		
33	Nale	13	+	+	+	+	9	+	+	+	+	4	+	+	+	+	4	0		
34	Theresa Loring	13	+	+	+	+	20	+	+	+	+	17	+	+	+	+	16	0		
35	Selma	10	+	+	+	+	20	+	+	+	+	19	+	+	+	+	18	0		
36	Olga	7	+	+	+	+	20	+	+	+	+	18	+	+	+	+	14	0		

The old register was used the first month.

Was 17/10/11 found

CLASSIFICATION AND SCHOLARSHIP.										PROGRAMME.											
READING.		SPELLING.		WRITING.		GRAMMAR.		ARITHMETIC.		GEOGRAPHY.		RECITATIONS AND STUDY.									
Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85	90	85
90	85	90	85	90	85	90															

Register of School, in the term of Three Months, taught by Helen C. Grogan
 A REGISTER NEATLY KEPT, IN INK, IS A CREDIT TO A TEACHER.

Commencing on the 1st day of September 1885 and ending on the 30 day of November 1885
 A MUSSY, LEADPENCILLED REGISTER IS A STANDING DISGRACE.

ENROLLMENT OF PUPILS.			ATTENDANCE, PUNCTUALITY, AND DEPARTMENT.												SUMMARY.										
NO.	NAME. Enroll in order of advancement.	AGE.	1st WEEK				2nd WEEK				3rd WEEK				TOTAL for Month.				TOTAL for Month.	PERCENT.	AVERAGE.	DEPARTMENT.			
			1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th							
1	Smith, Albert	14	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	15	17 1/2	20	15 1/2	50		
2	Clarance	10	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18 1/2	19 1/2	21	59	20		
3	Addie	8	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18 1/2	20	21	59 1/2			
4	Hogenson, Herman	9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	16	19	20	53	50		
5	Martin	7	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	17	18	19 1/2	54 1/2	50		
6	Bennie	6	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	17 1/2	18	21	56 1/2	50		
7	Anderson, Corde	10	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18 1/2	20	21	59 1/2	50		
8	Ella	8	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18 1/2	20	21	59 1/2	10		
9	Sara	6	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	17 1/2	20	21	58 1/2	10		
10	Anderson, Agnes	4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	17 1/2	18 1/2	18	54	10		
11	Carrie	5	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	11 1/2	18	19 1/2	49	10		
12	Ned	7	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	12	16	19	47	10		
13	Hilda	10	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	13	19	21	53			
14	Valentine, Hannah	12	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	17 1/2	19	20	56 1/2			
15	Living, Selma	1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	16 1/2	20	21	57 1/2	45		
16	Olga	7	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	13 1/2	20	21	56 1/2	45		
17	Olson, Otto	12	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18	18	20	56			
18	Anne	8	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18	20	19	57			
19	Ingal	6	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	18 1/2	19 1/2	16 1/2	42 1/2			
20	Nelson, Carrie	10	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	17 1/2	18 1/2	20	56 1/2	35		
21	Mary	8	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	17 1/2	19	21	57 1/2	35		
22	Anne	13	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	11 1/2	19	20	50 1/2			
23	Intzoff	6	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	17 1/2	19	21	57 1/2	45		
24	Nelson, Anna	9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	14	17	20	51	10		
25	Johnson, Emma	7	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	13	20	19 1/2	52 1/2	10		
26	Nelson, Hans	10	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	11	17	11 1/2	39 1/2	10		
27	Orch, Mary	10	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	11	17	17	51	10		
28	Offe	12	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	11	17	17	51	10		
29	Larson, Frank	9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	15	19	19	53	35		
30	Amundson, Julia	11	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	13 1/2	19	21	53 1/2			
31	True Wood, Tommy	7	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	14 1/2	17	19 1/2	50 1/2			
32	Anderson, Ann	12														3	3	3							
33	Anne	4														10	20 1/2	30 1/2							
34	Helia	4														3 1/2	3 1/2	3 1/2							
35	Johnson, Sena	10															18	18							
36	Gas.	1															14	14							

CLASSIFICATION AND SCHOLARSHIP.										PROGRAMME.											
READING.		SPELLING.		WRITING.		GRAMMAR.		ARITHMETIC.		GEOGRAPHY.		RECITATIONS AND STUDY.									
Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.										
												COURSE: 210, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 400, 410, 420, 430, 440, 450, 460, 470, 480, 490, 500, 510, 520, 530, 540, 550, 560, 570, 580, 590, 600, 610, 620, 630, 640, 650, 660, 670, 680, 690, 700, 710, 720, 730, 740, 750, 760, 770, 780, 790, 800, 810, 820, 830, 840, 850, 860, 870, 880, 890, 900, 910, 920, 930, 940, 950, 960, 970, 980, 990, 1000.									
												BRANCH: Reading, Grammar, Arithmetic, Geography, History, Natural Science, English, Latin, French, German, Italian, Spanish, Portuguese, Russian, Polish, Czech, Slovak, Hungarian, Rumanian, Bulgarian, Greek, Hebrew, Arabic, Persian, Hindustani, Chinese, Japanese, Korean, Malay, Tagalog, Hawaiian, Samoan, Tahitian, Maori, Zulu, Xhosa, Swahili, Afrikaans, Dutch, Flemish, Germanic, Romance, Slavic, Celtic, Baltic, Finnic, Indo-European, Non-Indo-European.									
												TEXT BOOKS: McGuffey's, Speller, Reading, Grammar, Arithmetic, Geography, History, Natural Science, English, Latin, French, German, Italian, Spanish, Portuguese, Russian, Polish, Czech, Slovak, Hungarian, Rumanian, Bulgarian, Greek, Hebrew, Arabic, Persian, Hindustani, Chinese, Japanese, Korean, Malay, Tagalog, Hawaiian, Samoan, Tahitian, Maori, Zulu, Xhosa, Swahili, Afrikaans, Dutch, Flemish, Germanic, Romance, Slavic, Celtic, Baltic, Finnic, Indo-European, Non-Indo-European.									
												FIRST PART OF COURSE: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FF, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HR, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KK, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NN, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VV, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ.									

Of each Week's space for each pupil, the upper left-hand corner is for Monday; upper right, for Tuesday; middle, for Wednesday; lower left, for Thursday; lower right, for Friday. Indicate forenoon attendance by +; afternoon attendance by -, crossing the vertical; Tardiness by figures to left of vertical; Improper Department by dots to right of vertical, each dot denoting 10 per cent. discount on proper Department. To get average department for the summary, annex a cipher to the number of dots recorded and divide by the number of days present; subtract this from 100, gives the per cent. for record. If thought best, absence may be indicated by the cross, and presence by a blank.

When enrolled, write the letter of each class (except writing and spelling) to which each pupil belongs, in the lower left space for its branch above. To the right of this, enter examination standing on scale of 100. The upper spaces are for promotions and standing in same. For Manuscript, see Explanatory.

Under "Study and Work," write the letter of the class which you wish to study its assigned lesson at that time. If other work is given, write what it is to the right of the class letter. Under "Progress of Classes," etc., enter the lessons as assigned each Friday; usually this will be by writing the number of the page or the name of the topic, if short. In Wisconsin refer to the section and subsection, or item of the course of study, as 14, or 32, or 51, etc., if possible.

A REGISTER NEATLY KEPT, IN INK, IS A CREDIT TO A TEACHER.

A MUSSY, LEADPENCILLED REGISTER IS A STANDING DISGRACE.

ENROLLMENT OF PUPILS.			ATTENDANCE, PUNCTUALITY, AND DEPARTMENT.												SUMMARY.								
NO.	NAME. Enroll in order of advancement.	AGE.	1st WEEK				TOTAL for Month.	2nd WEEK				TOTAL for Month.	3rd WEEK				TOTAL for Month.	TOTAL for Term.	IMPROPER DEPARTMENT.	TARDINESS.			
			1st	2nd	3rd	4th		5th	6th	7th	8th		9th	10th	11th	12th					13th	14th	15th
1	William Brown	10	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	+	+	+	+	18	75
2	Mary	9	+	+	+	+	19	+	+	+	+	18	+	+	+	+	19	+	+	+	+	19	73
3	Carrie	11	+	+	+	+	19	+	+	+	+	18	+	+	+	+	19	+	+	+	+	19	79
4	Iris	5	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	+	+	+	+	19	74
5	Elizabeth	7	+	+	+	+	20	+	+	+	+	18	+	+	+	+	19	+	+	+	+	16	73
6	Andrew	14	+	+	+	+	20	+	+	+	+	3	+	+	+	+	23	+	+	+	+	23	23
7	Cordele	11	+	+	+	+	20	+	+	+	+	19	+	+	+	+	17 1/2	+	+	+	+	18	76
8	Iris	7	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	+	+	+	+	19	77
9	Agnes	5	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	+	+	+	+	17	75
10	Ella	9	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	+	+	+	+	19	77
11	Carrie	6	+	+	+	+	18	+	+	+	+	4	+	+	+	+	23	+	+	+	+	23	23
12	Frank	11	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	+	+	+	+	2	47
13	Emma	8	+	+	+	+	17	+	+	+	+	12	+	+	+	+	13	+	+	+	+	13	57
14	Tom	8	+	+	+	+	14	+	+	+	+	12	+	+	+	+	19	+	+	+	+	13	57
15	Amin	11	+	+	+	+	19	+	+	+	+	16	+	+	+	+	17	+	+	+	+	18	73
16	Smith	9	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	+	+	+	+	18	76
17	Clarence	11	+	+	+	+	20	+	+	+	+	17 1/2	+	+	+	+	19	+	+	+	+	19	73
18	John	9	+	+	+	+	18	+	+	+	+	14	+	+	+	+	18	+	+	+	+	18	68
19	Sina	11	+	+	+	+	18	+	+	+	+	17	+	+	+	+	18	+	+	+	+	14	67
20	Sunder	7	+	+	+	+	13	+	+	+	+	11	+	+	+	+	11	+	+	+	+	3	55
21	Anderson	10	+	+	+	+	19	+	+	+	+	14	+	+	+	+	15	+	+	+	+	8	57
22	William	9	+	+	+	+	20	+	+	+	+	18	+	+	+	+	19	+	+	+	+	17	74
23	John	13	+	+	+	+	20	+	+	+	+	19	+	+	+	+	19	+	+	+	+	18	76
24	Inga	7	+	+	+	+	15	+	+	+	+	11 1/2	+	+	+	+	11 1/2	+	+	+	+	11 1/2	53
25	Laura	8	+	+	+	+	20	+	+	+	+	17	+	+	+	+	19	+	+	+	+	19	74
26	Lavinia	11	+	+	+	+	19 1/2	+	+	+	+	17	+	+	+	+	19	+	+	+	+	18	73
27	Olga	9	+	+	+	+	18	+	+	+	+	17 1/2	+	+	+	+	19	+	+	+	+	15	70
28	Carson	11	+	+	+	+	19	+	+	+	+	19	+	+	+	+	5	+	+	+	+	18	75
29	Robert	8	+	+	+	+	19	+	+	+	+	17	+	+	+	+	5	+	+	+	+	17	47
30	Hogues	10	+	+	+	+	11	+	+	+	+	14	+	+	+	+	17	+	+	+	+	18	40
31	Bruce	7	+	+	+	+	18 1/2	+	+	+	+	13	+	+	+	+	17	+	+	+	+	16	42
32	Lena	5	+	+	+	+	15	+	+	+	+	16	+	+	+	+	19	+	+	+	+	14 1/2	54
33	Oliver	13	+	+	+	+	18	+	+	+	+	8	+	+	+	+	26	+	+	+	+	26	26
34	Edna	6	+	+	+	+	18	+	+	+	+	5	+	+	+	+	18	+	+	+	+	18	18
35	Valentine	13	+	+	+	+	20	+	+	+	+	18	+	+	+	+	19	+	+	+	+	19	76
36	Hogues	9	+	+	+	+	18 1/2	+	+	+	+	19	+	+	+	+	19	+	+	+	+	19	69

CLASSIFICATION AND SCHOLARSHIP.						PROGRAMME.															
READING.		SPELLING.		WRITING.		GRAMMAR.		ARITHMETIC.		GEOGRAPHY.		RECITATIONS AND STUDY.									
Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.										
3:40	III	3:30	III	3:20	III	3:10	III	3:00	III	2:50	III	<p>3:40 R III 3:30 R III 3:20 R III 3:10 R III 3:00 R III 2:50 R III 2:40 R III 2:30 R III 2:20 R III 2:10 R III 2:00 R III 1:50 R III 1:40 R III 1:30 R III 1:20 R III 1:10 R III 1:00 R III 1:50 R III 1:40 R III 1:30 R III 1:20 R III 1:10 R III 1:00 R III 1:50 R III 1:40 R III 1:30 R III 1:20 R III 1:10 R III 1:00 R III</p>									
												<p>3:40 R III 3:30 R III 3:20 R III 3:10 R III 3:00 R III 2:50 R III 2:40 R III 2:30 R III 2:20 R III 2:10 R III 2:00 R III 1:50 R III 1:40 R III 1:30 R III 1:20 R III 1:10 R III 1:00 R III 1:50 R III 1:40 R III 1:30 R III 1:20 R III 1:10 R III 1:00 R III 1:50 R III 1:40 R III 1:30 R III 1:20 R III 1:10 R III 1:00 R III</p>									

Of each Week's space for each pupil, the upper left-hand corner is for Monday; upper right, for Tuesday; middle, for Wednesday; lower left, for Thursday; lower right, for Friday. Indicate forenoon attendance by :; afternoon attendance by -.

When enrolled, write the letter of each class (except writing and spelling) to which each pupil belongs, in the lower left space for its branch above. To the right of this, enter examination standing on scale of 100. The upper spaces are for promotions and standing in same. For Manuscript, see Explanatory.

ENROLLMENT OF PUPILS.			ATTENDANCE, PUNCTUALITY, AND DEPARTMENT.																SUMMARY.			
NO.	NAME. Enroll in order of advancement.	AGE.	1st WEEK				2nd WEEK				3rd WEEK				4th WEEK				TOTAL for Month.	TOTAL for Term.	TOTAL for Year.	TOTAL for Term.
			1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th				
37	Jensen, Cora	5	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	16	14	14	14
38	Anderson, Hilda	10	+	+	+	+	+	+	+	+	+	+	+	+	17	18	18	18	9	9	9	9
39	" " " "	8	+	+	+	+	+	+	+	+	+	+	+	+	17	16	16	16	4	4	4	4
40	Sub. Knudsen, Hilda	9	+	+	+	+	+	+	+	+	+	+	+	+	10 1/2	13	13	13	23	23	23	23
41	Olsen, Cora	7	+	+	+	+	+	+	+	+	+	+	+	+	7	4	4	4	23	23	23	23
42	Johnson, Lotie	9	+	+	+	+	+	+	+	+	+	+	+	+	10	6	6	6	23	23	23	23
43	Helgeson, Hans	11	+	+	+	+	+	+	+	+	+	+	+	+	4	17	17	17	29	29	29	29
44	Hansen, L. E.	7	+	+	+	+	+	+	+	+	+	+	+	+	11	14	14	14	28	28	28	28
45	" " "	5	+	+	+	+	+	+	+	+	+	+	+	+	11	12	12	12	23	23	23	23
46	Anna Anderson	13	+	+	+	+	+	+	+	+	+	+	+	+	9	16	16	16	34	34	34	34
47	Adelia " "	5	+	+	+	+	+	+	+	+	+	+	+	+	10	18	18	18	23	23	23	23
48	Abert, Smith	15	+	+	+	+	+	+	+	+	+	+	+	+	3	18	18	18	21	21	21	21
13																						
14																						
32	Edith Goddard	7	+	+	+	+	+	+	+	+	+	+	+	+	2	2	2	2	2	2	2	2
38	Alvin Hanson	7	+	+	+	+	+	+	+	+	+	+	+	+	5	9	9	9	9	9	9	9
39	Leina " "	6	+	+	+	+	+	+	+	+	+	+	+	+	5	8 1/2	8 1/2	8 1/2	8 1/2	8 1/2	8 1/2	8 1/2
48	Nels Anderson	9	+	+	+	+	+	+	+	+	+	+	+	+	4	4	4	4	4	4	4	4
49	Hilda " "	11	+	+	+	+	+	+	+	+	+	+	+	+	4	4	4	4	4	4	4	4
40	Pearl Vorone		+	+	+	+	+	+	+	+	+	+	+	+	4 1/2	4 1/2	4 1/2	4 1/2	4 1/2	4 1/2	4 1/2	4 1/2
21																						
22																						
23																						
24																						
25																						
26																						
27																						
28																						
29																						
30																						
31																						
32																						
33																						
34																						
35																						
36																						

440
 2271
 3711

CLASSIFICATION AND SCHOLARSHIP.										PROGRAMME.											
READING.		SPELLING.		WRITING.		GRAMMAR.		ARITHMETIC.		GEOGRAPHY.		MUSIC.		DRAWING.		PHYSICS.		CHEMISTRY.		RECITATIONS AND STUDY.	
Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.	Class.	Standing.
3:40		3:30		3:30		3:30		3:30		3:30		3:30		3:30		3:30		3:30		3:30	
<p>Following in all grades. Supplementary French readings</p>										<p>Recitations and Study</p>											

Of each Week's space for each pupil, the upper left-hand corner is for Monday; upper right, for Tuesday; middle, for Wednesday; lower left, for Thursday; lower right, for Friday. Indicate forenoon attendance by |; afternoon attendance by -; crossing the vertical; Tardiness by figures to left of vertical; Improper Department by dots to right of vertical. Each dot denoting 10 per cent. discount on proper Department. To get average department for the summary, annex a cipher to the number of dots recorded and divide by the number of days present; subtract this from 100, gives the per cent. for record. If thought best, absence may be indicated by the cross, and presence by a blank.

Under "Study and Work," write the letter of the class which you wish to study its assigned lesson at that time. If other work is given, write what it is to the right of the class letter.
 Under "Progress of Classes," etc. enter the lessons as assigned each Friday; usually this will be by writing the number of the page or the name of the topic, if short. In Wisconsin refer to the section and subsection, or item of the course of study, as 1st, or 3rd, or 5th, etc., if possible.

