

HARVEY'S
SCHOOL REGISTER.

July 1893 to
June 1896



HARVEY'S
COMMON SCHOOL REGISTER.

A COMPLETE REGISTER AND CLASSIFICATION RECORD
FOR THE COMMON SCHOOLS IN WISCONSIN.

|| COMBINING ||

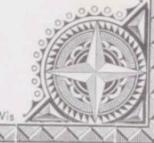
A DAILY RECORD OF ATTENDANCE AND ABSENCE AND SUMMARIES FOR TERM AND YEAR.—A RECORD OF CLASSIFICATION OF PUPILS BY STUDIES AND BY FORMS, ADAPTED TO THE REQUIREMENTS OF THE "COURSE OF STUDY," PREPARED BY THE STATE SUPERINTENDENT.—A RECORD OF EACH PUPIL'S STANDING IN EACH OF HIS STUDIES.—A RECORD OF WORK DONE IN EACH CLASS, BY TERM.—BLANKS FOR TERM REPORTS TO COUNTY SUPERINTENDENTS.—BLANKS FOR REPORTS TO DISTRICT CLERK, OF SUMMARIES OF ENROLLMENT AND ATTENDANCE CALLED FOR IN THE DISTRICT CLERK'S ANNUAL REPORT.

BY L. D. HARVEY.

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HARVEY'S COMMON SCHOOL REGISTER.

This register is made up of six parts.

PART I shows the record of attendance and absence for each term in the school year; and also a record of the classification and standing of each pupil.

PART II shows a record of the work done by each class during each term, and the assignment of lessons for the first day of the next term. This should be filled out with care before the close of each term, as it will enable the next teacher to know what work has been done with each class during the preceding term, and where to begin work on the first day of the term.

PART III is a set of blanks designed to secure an effort on the part of the teacher, to make a proper classification of the school at the opening of each term; and to give information promptly to the County Superintendent as to what has been done in this direction, thus enabling him to form a correct judgment of the teacher's ability to classify the school properly, and also to give, without delay, such assistance to the teacher as the report may show to be necessary.

PART IV is a set of blanks, one of which is to be filled out by the teacher in charge of the school during the last term of the school year, and covers the entire time school has been in session, from July 1 of any year, to June 30 of the succeeding calendar year. The correctness of the records made in this blank is very important, as it contains the items found in the Register which the *District Clerk* is required to use in making up his *annual report*. The teacher, being familiar with the

Register, can fill out this blank in a few minutes, while it might take a person not thus familiar with the records, several hours.

PART V is a blank for recording the names of all the pupils who have completed all the work in any or all of the Forms, as prescribed in the "Course of Study" prepared by the State Superintendent.

PART VI affords space for entering a copy of the programme in use at the close of each term, and should be left for the guidance of the teacher having charge of the school at the opening of the next term.

Each teacher should, before beginning his work in any district, examine the Register kept by the preceding teacher, in order to familiarize himself, so far as the records will allow, with the classification of the pupils, and with the work done by his predecessor. In case no records of work done, classification, etc., have been left, resolve to leave proper records for your successor.

Before beginning to keep the Register, examine carefully the directions and suggestions for keeping each *Part*, so as to be familiar with the manner and time of making up each part of the record.

By knowing in advance each item which is to be recorded in each of the parts, and by recording it at the proper time, records will be kept which will be of great value to you, to your successor, and to the school.

This Register has been officially endorsed by State Superintendents THAYER and WELLS, and is recommended by a large number of County Superintendents.

OFFICIAL ENDORSEMENT.

OFFICE OF STATE SUPERINTENDENT, MADISON, WIS., October 9, 1891.

Harvey's Register and Classification Record is hereby approved as suitable for use in the common schools of Wisconsin, in accordance with Sec. 436, p. 62 of the Code.

O. E. WELLS,
State Superintendent.



SUGGESTIONS TO TEACHERS

AS TO THE INTRODUCTION AND USE OF THE COURSE OF STUDY.

PREPARED FOR THE DISTRICT SCHOOLS OF WISCONSIN, BY THE STATE SUPERINTENDENT.

If you teach any thing, that which you teach, arranged in the order in which you teach it, constitutes your course of study. You may be able to make a better course of study than the most experienced teacher in the state, and so may your successor; but it is altogether likely that his course of study will differ quite materially from yours. He will not follow up some portions of the excellent work you have begun along the lines on which you have been working. You have not taken the trouble to leave a copy of your course of study, indeed it has never been written out; neither have you left a record of the work you have undertaken to do with your different classes. Your successor must find out as best he may what you did and what you did not undertake to do. He must make his own course of study. It will be different from yours. He will drop parts of the work which you had thought well begun, and of much importance. This work upon which your pupils have spent considerable time will be of little value to them, because it has been left unfinished. He will make prominent some things which you did not think it worth while to spend time upon. He will make his course of study strong on the subjects he likes best to teach, and will find little time to give to the subjects he does not like to teach.

When he leaves, another will follow him, and the same process will be repeated, the work of the third teacher differing from that of either of his predecessors, and so it will continue during the child's school life. His education will be made up of fragments having little relation to each other, and forming no complete whole. Much of the child's time has been spent in useless reviews, which to each succeeding teacher has seemed necessary, because there has been no definite course of study persistently followed, and no records made of work done nor of pupils' advancement.

The State Department has for years been making an effort to improve this condition of things by furnishing a printed course of study for the District Schools, and a manual accompanying it, designed to assist in its use.

Can you make a better course of study than the one furnished by the State Superintendent? If not, then make an earnest, intelligent effort to use this official course of study. It aims to tell you what to teach in each branch, the order in which it should be taught, and what branches should be taught together. The manual gives many valuable suggestions as to how to teach the subjects.

The important things in using this course of study are to attend to the order in which each subject is taught, how it is taught, and to see that the pupils, during the work in the lower Forms, take up the work outlined in each of the branches, so that when they reach the Upper Form, they will be prepared to do all the work of that Form, as well as of the lower ones. Those pupils now in the Upper Form must do the work which will benefit them most, considering the short time they are to remain in school.

HOW TO CLASSIFY A SCHOOL UNDER THE COURSE OF STUDY.

Every pupil who is studying the common school branches is doing work somewhere in the Course of Study in each branch he is studying.

Find out first in which Form his work lies in each branch and make a record of it.—The blanks in Part III are prepared for this record. In order to make this record correctly you must determine what work is required in each branch in each Form. Examine the topics under the Course of Study for each branch to see what is required; also examine the requirements for passing out of that branch into the next form. This will require some careful study, but it will make your subsequent work much more valuable than it would be without such an examination of the Course of Study.

Classify each pupil exactly where his work in each branch will place him. This may throw his work into more than one Form. Do not attempt to compel a pupil to have all his work in one Form, if he can do a part of it to better advantage in another Form. This is especially important when the Course is first being introduced and used in the school. Aim to bring up the work in which the pupil is lacking, as rapidly as possible, so that his work may more and more be brought into one Form, but do not expect to do it all at once.

Examine your classes from time to time in the work previously done to see if it has been well done and for review. Record the classification and standing of each pupil in the proper place in Part I, at the close of the term. When examining pupils in any branch, keep in mind the requirements for completing the work of that branch, in the Form in which the pupil is working. Early in the term, determine who of your pupils ought to complete the work in any branch, in any Form, and work to that end with them. When you think they are ready, set a day for examination in that work, and if you are satisfied that they are ready for promotion, promote them into the next Form in that branch and record the change in the Classification Record, Part I. If, however, when pupils are ready to be examined for promotion in any branch, they are nearly ready for promotion in another branch or branches, it will be well to delay the examination in the first branch for a short time and to give special attention to completing the work in the other branch or branches, so that the work in as many branches as possible may be begun in the next Form at the same time.

Examine "Arrangements for Examination and Graduation," pp. 92-94 Course of Study.—Sixth Edition.

In doing the work in any branch, examine the Course of Study carefully and the "Suggestions to Teachers," as found in the Manual. Such examination will aid you materially in doing good work.

The Records called for in this Register are most important and should be kept fully and carefully. They cover the points required by the school law and by State and County Superintendents, and should be in perfect order when the Register is delivered to the District Clerk at the close of the term.

Examine each of the six *Parts* of the Register to see what is required, and for information as to what has been done.

Record of Attendance and Absence for Year beginning July 1, 1893, Ending June 30, 1894

First Term Beginning 189... Ending 189... Teacher...
Second Term Beginning Mar 5th 1894, Ending 189... Teacher Tilda Johnson
Third Term Beginning 189... Ending 189... Teacher...

Table with columns for school months (10th to 1st) and attendance markers (+, -, 0). Includes handwritten notes like 'Hook 10' and '20'.

Classification of Pupils by Forms and Studies for the Year beginning July 1, 1893, Ending June 30, 1894 PART I.

Table with columns for Pupil's Number, Name, Age, Sex, Summary of Attendance/Absence, No. of Classes, and Classification by Studies and Forms (Primary, Middle, Upper forms).

Record of Attendance and Absence for Year beginning July 1, 1893, Ending June 30, 1894

First Term Beginning 189... Ending 189... Teacher...
Second Term Beginning Mar, 5th 1894, Ending June 22, 1894, Teacher Tilda Johnson
Third Term Beginning 189... Ending 189... Teacher...

Table with columns for School Month (10th to 1st) and Tot. for each month, containing attendance records with '+' and '-' signs.

Classification of Pupils by Forms and Studies for the Year beginning July 1, 1893, Ending June 30, 1894 PART I.

Wednesday of 12th week, being Decoration Day. School not in session.

Table with columns for Pupil's Number, Name, Age, Sex, Summary of Attendance (First, Second, Third Term, Total), No. of Classes in each Form by Term (Primary, Middle, Upper), Classification by Studies and Forms (Reading, Spelling, Language, Geography, Arithmetic, Writing), and Number of Term.

Record of Attendance and Absence for Year beginning July 1, 1894, Ending June 30, 1895

First Term Beginning Sept. 3d, 1894, Ending Dec. 22d, 1894, Teacher Tilda C. Johnson
Second Term Beginning March 4th, 1895, Ending June 21st, 1895, Teacher Eva B. Dehos.
Third Term Beginning 1895, Ending 1895, Teacher

Table with columns for school months (1st to 10th) and total attendance/absence for each month. Includes handwritten 'X' marks for attendance and '+' marks for absence. Includes handwritten notes like 'Work' and 'Visiting'.

Friday of 6th week was bad Friday. School not in session.

Classification of Pupils by Forms and Studies for the Year beginning July 1, 1894, Ending June 30, 1895 PART I.

Table for pupil classification. Columns include Pupil's Number, Name, Age, Sex, and various study forms (Primary, Middle, Upper) with sub-columns for different subjects like Reading, Spelling, Language, etc. Includes classification records (a, b, c) and dates.

1 Vera Anderson, 16 x
2 Agnes, 14 v
3 Nora Nelson, 14
4 Dena Hogenson, 14
5 Emma Goodlet, 13 x
6 Milton Hanson, 11 v
7 Frank Anderson, 12 x
8 Robert Larson, 14
9 David Erikson, 12 x
10 Lillie Helgeson, 10 x
11 Christena Johnson, 9m
12 Martin Ouseon, 14
13 Ludvic Nelson, 11 x
14 Edgar Goodlett, 11 x

Record of Attendance and Absence for Year beginning July 1, 1894, Ending June 30, 1895

First Term Beginning Sept. 3d. 1894. Ending Dec. 22d. 1894. Teacher Tilda Johnson
Second Term Beginning March 4th 1895. Ending June 21st 1895. Teacher Eva E. Behos.
Third Term Beginning 1895. Ending 1895. Teacher

Table with columns for months (1st to 10th School Month) and rows for individual pupils, showing attendance and absence records with 'x' marks and '+' signs.

Classification of Pupils by Forms and Studies for the Year beginning July 1, 1894, Ending June 30, 1895 PART I.

Table for pupil classification with columns for Pupil's Number, Name, Age, Attendance (First, Second, Third Term, Total), Absence (First, Second, Third Term, Total), No. of Classes in each Form by Term (Primary, Middle, Upper), and Classification by Studies and Forms (Reading, Spelling, Language, Geography, Arithmetic, Writing for Primary, Middle, and Upper forms).

Vertical handwritten notes on the right side of the classification table, including 'Sunday' and 'School'.

Enter Classification Record during the last week of each Term. If pupil withdraws during the term, record his classification at the time of his withdrawal, and enter the date when the record was made below. Date of making Record of Classification.

Record of Attendance and Absence for Year beginning July 1, 1894, Ending June 30, 1895

First Term Beginning Sept 3d 1894, Ending Dec 22d 1894, Teacher Tilda Johnson

Second Term Beginning March 4th 1895, Ending June 21st 1895, Teacher Eva B. Dehos

Third Term Beginning 1895, Ending 1895, Teacher

Table with columns for months (10th to 1st) and rows for individual pupils, showing attendance and absence records with handwritten 'x' marks and numerical totals.

Classification of Pupils by Forms and Studies for the Year beginning July 1, 1894, Ending June 30, 1895 PART I.

Table with columns for Pupil's Number, Name, Age, Sex, and a grid for studies (Reading, Spelling, Language, Geography, Arithmetic, Writing) across Primary, Middle, and Upper forms. Includes classification records and dates.

School in session on Labor Day to allow for Friday after Thanksgiving Day

Record of Attendance and Absence for Year beginning July 1, 1895, Ending June 30, 1896

First Term Beginning Sept. 2 1895, Ending Dec. 25 1895, Teacher Ora E. Dehos.
Second Term Beginning Mar. 2 1896, Ending June 19 1896, Teacher Ora E. Dehos.
Third Term Beginning 1896, Ending 1896, Teacher

Table with columns for school months (1st to 10th) and total attendance/absence for each month. Includes handwritten marks like 'X' for attendance and 'work' for absence.

Withdrawn

Classification of Pupils by Forms and Studies for the Year beginning July 1, 1895, Ending June 30, 1896 PART I.

Table for pupil classification. Columns include: Pupil's Name, Age, Sex, Summary of Attendance (1st, 2nd, 3rd Term, Total), No. of Classes in each Form by Term (Primary, Middle, Upper), Classification by Studies and Forms (Reading, Spelling, Language, Geography, Arithmetic, Writing, Physiology, History, Constitution), and Date of making Record of Classification.

Vertical handwritten notes: School closed on Thanksgiving day, Mar. 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31. Also: Pupils Number.

- List of pupils: 1 Vira Anderson 17, 2 Agnes Anderson 15, 3 Christina Zacharison 13, 4 Emma Goodlett 14, 5 Olga Loring 18, 6 Milton Hanson 12, 7 Frank Anderson 13, 8 Lillie Helgeson 11, 9 Ludwic Nelson 12, 10 Edgar Goodlett 12, 11 Adelia Anderson 15, 12 Hans Pettersen 11, 13 Julia Olson 10, 14 Samil Hogenson 13, *47 Alex Albertson

Record of Attendance and Absence for Year beginning July 1, 1895, Ending June 30, 1896

First Term Beginning Sept 2nd 1895, Ending Dec 21st 1895, Teacher Eva B. Dehos
Second Term Beginning Mar 2nd 1896, Ending June 19 1896, Teacher Eva B. Dehos
Third Term Beginning 1896, Ending 1896, Teacher

Attendance table with columns for months (1st to 10th School Month) and rows for individual pupils, marked with 'x' for attendance and 'E' for excused absence.

Classification of Pupils by Forms and Studies for the Year beginning July 1, 1895, Ending June 30, 1896 PART I.

Classification table with columns for attendance summary, number of classes, and classification by studies and forms (Primary, Middle, Upper) for various subjects like Reading, Spelling, Language, etc.

Record of Attendance and Absence for Year beginning July 1, 1895, Ending June 30, 1896

First Term Beginning Sept. 2nd 1895. Ending Dec. 20 1895. Teacher Ora C. Dehos
Second Term Beginning Mar. 2nd 1896. Ending June 19th 1896. Teacher Ora C. Dehos.
Third Term Beginning 1896. Ending 1896. Teacher

Table with columns for school months (1st to 10th) and total attendance/absence for each month. Includes handwritten notes like 'work', 'With drawn', 'Too far to walk', and 'sick'.

Classification of Pupils by Forms and Studies for the Year beginning July 1, 1895, Ending June 30, 1896 PART I.

Table for pupil classification. Columns include Pupil's Number, Name, Sex, Age, Summary of Attendance/Absence, No. of Classes in each Form, and Classification by Studies and Forms (Primary, Middle, Upper forms with subjects like Reading, Spelling, Language, etc.).

PART II.

Extent of Work done during the Term beginning 189 , Ending 189 ; Teacher

After completing the record of work done by any class, draw a line underneath, the entire length of the page to separate it from the record of the next class. Make complete record of work done by each class, in each branch in the Upper Form first; then, corresponding records for Middle Form; then, for Primary Form. When the record of a class is complete, enter on the next line the pupils belonging to the class by their numbers as given in the Register.

Subject	Class	Form	Text-book Used	Pages Mastered	Lesson assigned for first day of next term	Work done outside of text-book and extent of work done under the various topics in the "Course of Study" for this branch as found in the "Manual." Suggestions as to the work of the class in this branch for the next term.
Arithmetic	A	Upper	Fish.—Complete.	265-394.	Pages 390, 391, and problems on p. 394.	Omitted Compound Interest, Stocks, Bank Discount, Foreign Exchange and Duties. Followed plan and suggestions in topic "II," "Course of Study" and "Suggestions to Teachers," found on pages 40, 41 and 42 of "Manual of Course of Study."—Sixth Edition.
Numbers of pupils in this class, as found in Part I of the Register: 6, 8, 12, 15, 16, 19.						
Arithmetic	B	Upper	Fish.—Complete.	233-308.	Pages 293 to Article 567, page 296.	Gave a general review of Denominate Numbers. Many practical problems in Measurements were made and solved by members of the class. Class has had much drill in performing fundamental operations accurately and rapidly, and in handling fractions. After reviewing to Compound Interest, I would begin advance work on p. 314.

The foregoing will show method of recording work done by each class. The items under Subject, Class, Form, Text book Used and the page on which work was begun under Pages Mastered should be entered early in the term. Subjects omitted and work done outside of text-book should be entered at the time when the omission is made, or when the work is done. The remaining items should be entered during the last week of the term. This record should be kept with much care, as when fully and accurately made it will be of great value to the next teacher and to the school. Begin record on the next page.

PART II.

Extent of Work done during the Term beginning Sept 3rd, 1894, Ending Dec 22d, 1894; Teacher Tilda Johnson

After completing the record of work done by any class, draw a line underneath, the entire length of the page to separate it from the record of the next class. Make complete record of work done by each class, in each branch in the Upper Form first; then, corresponding records for Middle Form; then, for Primary Form. When the record of a class is complete, enter on the next line the pupils belonging to the class by their numbers as given in the Register.

Subject	Class	Form	Text book Used	Pages Mastered	Lesson assigned for first day of next term	Work done outside of text-book and extent of work done under the various topics in the "Course of Study" for this branch as found in the "Manual." Suggestions as to the work of the class in this branch for the next term.
Reading	F	Primary	Chart			Recognizing words, learning letters and writing on slate.
"	E	"	Barnes	1 to	The first lesson.	They are able to prepare their lessons without much help.
"	D	"	"	"	"	Have done quite good work in reading and marking letters.
"	C	Middle	"	"	"	Have read thro' book twice, but would review it again.
"	B	Upper	"	"	"	once. Do good work in giving sound marking letters.
"	A	"	"	"	"	Have used Evangiline. I understand it thoroughly.
Arith.	E	Primary	Oral			Learning combinations of numbers to 10.
"	D	"	"	"	"	to add and subtract numbers to 1000.
"	C	Middle	Ficklin's			Reviewed multiplication + worked in division of simple numbers.
"	B	"	"	"	"	Long division -- Fractions --
"	A	"	"	"	"	Compound numbers -- Percentage.
Language	C	Primary	Oral			Filling blanks Reproducing stories.
"	B	Middle	Barnes			writing stories from pictures.
"	A	Upper	Read + Kellogg.			Diagramming and analysis of sentences.
Geography	C	Primary	Barnes			Middle Atlantic state + Eastern states.
"	B	Middle	"			Passed thro' book and studied about Wisconsin.
"	A	Upper	"			Began with study of this + reached Europe.
Const.	A	"	A. D. Wright			" at Execution and " Amendments.
Phys. logy	"	"	Stull's			Reviewed Respiration, Digestion, Circulation of Nervous System.
Hist. top.	"	"	Barnes			Began the larger History and have reached the Rev. War.
Word Analysis	"	"	Oral.			Work given by teacher.

Extent of Work done during the Term beginning Mar. 4th 1895, Ending June 21st 1895; Teacher Eva C. Dehos

After completing the record of work done by any class, draw a line underneath, the entire length of the page to separate it from the record of the next class. Make complete record of work done by each class, in each branch in the Upper Form first; then, corresponding records for Middle Form; then, for Primary Form. When the record of a class is complete, enter on the next line the pupils belonging to the class by their numbers as given in the Register.

Subject	Class	Form	Text-book Used	Pages Mastered	Lesson assigned for first day of next term	Work done outside of text-book and extent of work done under the various topics in the "Course of Study" for this branch as found in the "Manual." Suggestions as to the work of the class in this branch for the next term.
Reading	F	Primary	Chart			Recognizing words, learning letters and writing on slate.
"	C	"	Barnes'			Have gone through book. It would review again.
"	B	Middle	"			Do very good work in reading and marking letters; also in spelling.
"	A	Upper	"			Have been doing good work, so would continue.
Arithmetic	F	Primary	Oral			Much good work has been done in marking words and putting them into sentences.
"	C	"	"			Have read "Great Stone Face" and began "Christmas Carols".
"	B	Middle	Ticklin's			Learning to recognize numbers and combinations of them to 10.
"	A	Upper	"			Learned tables to 6's. Learning to add, subtract & multiply numbers to 1000.
Language	F	Primary	Robinson's			Oral & written analysis of simple combinations in add., sub., & multiplication.
"	C	"	Barnes'			Reviewed long division & worked in L.C.M., cancellation and a little of fractions.
"	B	Middle	"			Have had a thorough review of fractions & worked in denominate numbers.
"	A	Upper	"			Percentage - to - Bank Discount.
Geography	F	Primary	Reed & Kellogg			Filling blanks and writing stories from pictures.
"	C	"	Barnes'			" " , reproducing stories and writing them from pictures.
"	B	Middle	"			Conjugation and a good drill in letter writing - Analysis of sentences.
"	A	Upper	"			Middle Atlantic States, Dominion of Canada and Europe.
Physiology	F	Primary	Steele's			Have studied thoroughly in text book as far as Europe.
"	C	"	"			Began with Europe and finished map questions on Oceania.
"	B	Middle	"			Studied special senses & reviewed the bones, muscles and skin.
"	A	Upper	"			Work given by teacher.
History	F	Primary	Barnes'			Began Rev. War and reached Jackson's Administration.
"	C	"	"			" at beginning of book and studied as far as Washington's Administration.

Extent of Work done during the Term beginning Sept. 2, 1895, Ending Dec. 20th 1895; Teacher Eva C. Dehos

After completing the record of work done by any class, draw a line underneath, the entire length of the page to separate it from the record of the next class. Make complete record of work done by each class, in each branch in the Upper Form first; then, corresponding records for Middle Form; then, for Primary Form. When the record of a class is complete, enter on the next line the pupils belonging to the class by their numbers as given in the Register.

Subject	Class	Form	Text-book Used	Pages Mastered	Lesson assigned for first day of next term	Work done outside of text-book and extent of work done under the various topics in the "Course of Study" for this branch as found in the "Manual." Suggestions as to the work of the class in this branch for the next term.
Reading	F	Primary	Chart			Recognizing words, learning letters and writing slate.
"	C	"	Barnes			Began at beginning of book and reached page 33.
"	B	Middle	Barnes			Finished book and have been choosing diff. lessons for study.
"	A	Upper	"			Have done good work in marking words & putting them in sentences.
Arithmetic	F	Primary	Oral			Have studied Christmas Carols & Lowell's "Sir Launfal".
"	C	"	"			Learning to recognize numbers & combinations of them to 10.
"	B	Middle	Ticklin's			" to add, multiply & subtract nos. to 1000. Problems involving the fundamental principles.
"	A	Upper	"			Have done considerable work in addition, subtraction & multiplication.
Language	F	Primary	Robinson's			" had an entire review of practice & began reviewing long division.
"	C	"	Barnes			Have had a good review of whole book. - Have done good work.
"	B	Middle	"			Denominate nos. - Longitude - time - measurements.
"	A	Upper	"			Filling blanks & writing stories from pictures.
Grammar	F	Primary	Oral			Writing stories - quotations - possessives & some letter writing.
"	C	"	Barnes			Much work in composition & letter writing.
"	B	Middle	"			Considerable attention was given to analysis of sentences.
Geography	F	Primary	Reed & Kellogg			Began beginning of book to north, Central States.
"	C	"	Barnes			" " " " " South Atlantic States.
"	B	Middle	"			Reviewed special senses, nervous system, bones, muscles, digestion, respiration & circulation.
"	A	Upper	"			Began with Washington's Administration and finished Civil War.
Physiology	F	Primary	Steele's			Jackson's Administration - Ford's invasion of Tenn. in Civil War.
History	F	Primary	Barnes			
"	C	"	"			
"	B	Middle	"			
"	A	Upper	"			

TO THE TEACHER.—This blank is to be filled out at the close of the last term of the school year by the teacher in charge. Call the attention of the District Clerk to this report when the Register is returned to him at the close of the year.

TO THE DISTRICT CLERK.—The items below are here numbered the same as in the Blanks used in making out your Annual Report. When, in making out your Annual Report, you reach the items here numbered, these summaries may be copied directly into your Report, without further work on your part.

Statistical Record for the District Clerk for the year ending June 30, 189...

Dist. No. Town..... County..... Teacher.....
Date when report was made.....

CENSUS STATISTICS.

5 Number of children between the ages of 7 and 13 years who have attended the public school during the year for 12 weeks or more, - - - - -

7 Number of days (including legal holidays) the public school of the district has been taught during the year ending June 30, 189 , by teachers qualified according to law

PUPILS AND TEACHERS.

1 Number of children, over 4 and under 20 years of age, taught in the district school by duly qualified teachers during the year ending June 30, 189 - - - - -

2 Number of children under 4 years of age, taught in the district school by duly qualified teachers during the year ending June 30, 189 - - - - -

3 Number of children over 20 years of age, taught in the district school by duly qualified teachers during the year ending June 30, 189 - - - - -

4 Total number of different children taught in the district school by duly qualified teachers during the year ending June 30, 189 - - - - -

5 Whole number of days attendance of different pupils in the public school of the district during the year ending June 30, 189 - - - - -

6 Names of male teachers employed during the year :

12 Number of days taught by each including holidays :

.....

.....

.....

7 Names of female teachers employed during the year :

12 Number of days taught by each including holidays :

.....

.....

.....

TO THE TEACHER.—This blank is to be filled out at the close of the last term of the school year by the teacher in charge. Call the attention of the District Clerk to this report when the Register is returned to him at the close of the year.

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PUPILS AND TEACHERS.

1 Number of children, over 4 and under 20 years of age, taught in the district school by duly qualified teachers during the year ending June 30, 189 - - - - -

2 Number of children under 4 years of age, taught in the district school by duly qualified teachers during the year ending June 30, 189 - - - - -

3 Number of children over 20 years of age, taught in the district school by duly qualified teachers during the year ending June 30, 189 - - - - -

4 Total number of different children taught in the district school by duly qualified teachers during the year ending June 30, 189 - - - - -

5 Whole number of days attendance of different pupils in the public school of the district during the year ending June 30, 189 - - - - -

6 Names of male teachers employed during the year :

12 Number of days taught by each including holidays :

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.....

.....

7 Names of female teachers employed during the year :

12 Number of days taught by each including holidays :

Tilda Johanson

.....

.....

.....

Name of Teacher *Tilda Johnson*

Examine Course of Study - Sixth Edition - pages 83 to 88 inclusive. FORENOON.

Begin.	Class.	Form.	Branch.	Text-Book.
9:00	F	Primary	Reading	Chart
9:20	E	"	"	First Reader Barnes
9:30	D	"	"	Second " "
9:45	C	Middle	"	Third " "
10:00	B	"	"	Fourth " "
10:15	A	Upper	History of Const	A. O. Wrights and
10:30				Recess
10:45	F	Primary	Arithmetic	Oral.
11:00	D	"	"	"
11:15	C	"	"	Oral and Written
11:30	B	Middle	"	"
11:45	A	Upper	"	Robinson's Shorter Course
12:00				Noon.

AFTERNOON.

1:00				Opening Exercises
1:10	F	Primary	Reading	Chart
1:20	E	"	"	First Reader
1:30	D	"	"	Second " "
1:45	C	Middle	Language	Oral.
2:00	"	"	Geography	Barnes' Atlas
2:20	"	"	"	"
2:30				Recess
2:45				Writing for all of school.
3:00	Upper	Grammar		Reed and Kellogg's
3:15	Primary	Reading		Chart
3:25	Middle	Language		Barnes' Language Lessons
3:35	Primary	Spelling		Used Second Reader
3:40	Middle	Geography		Third " "
3:45	Upper	Spelling		" Barnes' Spelling Book
4:00	Middle	Spelling		close

Name of Teacher *Tilda Johnson*

Examine Course of Study - Sixth Edition - pages 83 to 88 inclusive. FORENOON.

Begin.	Class.	Form.	Branch.	Text-Book.
9:00				Singing and Reading
9:10	F	Primary	Reading	Chart
9:25	E	"	"	First Reader
9:35	D	"	"	Second " "
9:45	C	"	"	Third " "
10:00	B	"	"	Fourth " "
10:15	A	Upper	"	Evangeline
10:30				Recess
10:45	F	Primary	Arithmetic	Oral
10:55	E	"	"	" and Written
11:05	D	"	"	"
11:15	C	Middle	"	Ficklin's
11:30	B	"	"	" and Written work
11:45	A	Upper	"	Robinson's Complete
12:00				Noon.

AFTERNOON.

1:00				Opening Exercises
1:10	F	Primary	Reading	Chart
1:20	E	"	"	First Reader
1:30	D	"	Language	Oral Work
1:40	A	Upper	Const	A. O. Wrights
1:55	C	Primary	Language	Oral and Written Work
2:05	B	Middle	History	Barnes' Primary
2:20	B	"	Geography	Barnes'
2:30				Recess
2:45				Writing for all of school.
2:55	A	Upper	Word Analysis	Given by teacher
3:10	C	Primary	Geography	Barnes'
3:20	B	Middle	Language	"
3:30	E & D	Primary	Spelling	First & Second Reader
3:40	A	Upper	Geography	Barnes'
4:00	B & C	Middle	Spelling	National

Name of Teacher *Tilda Johnson*

Examine Course of Study - Sixth Edition - pages 83 to 88 inclusive. FORENOON.

Begin.	Class.	Form.	Branch.	Text-Book.
The same as on preceding page.				
A. Upper History Barnes' and Johnston's				
The same as on preceding page.				

AFTERNOON.

The same as on preceding page.				
A. Upper Physiology Steele's				
The same as on preceding page.				
A. " Grammar Reed and Kellogg.				

Name of Teacher *Orla C. Dehos*

Examine Course of Study - Sixth Edition - pages 83 to 88 inclusive. FORENOON.

Begin.	Class.	Form.	Branch.	Text-Book.
9:00				Singing and memory gems.
9:10	F	Primary	Reading	Chart
9:25	E	"	"	First Reader Barnes'
9:35	D	"	"	Second Reader "
9:45	C	"	"	Third " "
10:00	B	Middle	"	Fourth " "
10:15	A	Upper	"	Great Stone Face & Xmas. Cards or on alternate days look U.S. History.
10:30				Recess
10:45	F	Primary	Numbers	Oral
10:55	E	"	Arithmetic	"
11:05	D	"	"	Oral & Written
11:15	C	Middle	"	Ficklin's
11:30	B	"	"	"
11:45	A	Upper	"	Robinson's Complete
12:00				Noon.

AFTERNOON.

1:00				Opening Exercises
1:10	F	Primary	Reading	Chart
1:20	E	"	"	First Reader
1:30	D	"	Language	Oral Work
1:40	A	Upper	Const. or Physiology	Townsend's and Steele's
1:55	C	Primary	Language	Oral and Written work
2:05	B	Middle	History	Barnes' Primary
2:20	B	"	Geography	Barnes'
2:30				Recess
2:45				Writing for all.
2:55	A	Upper	Word Building & Grammar	Given by teacher & Reed & Kellogg
3:10	C	Primary	Geography	Barnes'
3:20	B	Middle	Language	"
3:30	C	Primary	Spelling	"
3:40	A	Upper	Geography	Barnes'
3:50	A	"	Spelling	"

VISITORS.

NAMES OF VISITORS.	DATE.	NAMES OF VISITORS.	DATE.	NAMES OF VISITORS.	DATE.	NAMES OF VISITORS.	DATE.
Oletta Olson		Mr. C. Goodlett.		Miss Munda Anderson	Nov. 27/96		
Carrie Amundson		Jennie Albertson.		" Olive "	Dec. 20, 1935		
Addie Smith		Wm A Hanson		" Hilda "	" " "		
Emma Johnson				Mrs. Helgeson	" " "		
Olive Anderson		Mrs. N. Olson.		Mr. B. Goodlett	" " "		
Mrs. E. Helgeson		Mable Thorpe		Jennie Albertson	" " "		
Clarence Smith		W. L. Damkoehler.		Mr. Martin Hogenson	" " "		
Martin Hogenson		Julia Olson		" Bessie "	" " "		
W. L. Damkoehler	May 1, 1894	Mrs. J. Kiltse.		" Hermann "	" " "		
Hanna Johnson		Miss M. Anderson.		" John "	" " "		
Jennie Marshall		Rev. A. Petterson		Mr. John Larson	" " "		
Cordelia Anderson.		Mrs. " "		Conrad Jensen	" " "		
Jennie Albertson		Mr. C. Olson		David Erickson	" " "		
Reha Gustafson		" N. Anderson.		Robert Larson	" " "		
Mrs. J. Smith		Miss C. Nelson.		Nels Anderson	" " "		
Miss A. " "		Mrs. F. Valentine	Apr. 5, 1895	Miss Munda Thompson	Apr. 6/96		
" " Olive Anderson		" C. Youngs	" " "	" " Andersons	" " "		
" " Munda " "		Miss Vera Anderson	" " "	" Olive "	" " "		
" " Cordelia " "		W. L. Damkoehler	" 15 "	" Cordelia "	" " "		
" " Emma Johnson		Mrs. F. Valentine	May 3 "	" Addie Smith	" " "		
" " Anna " "		Mrs. A. Petterson	" " "	" Dena Hogenson	" " "		
" " Hanna Valentine		Mrs. A. Petterson	" " "	" Ida Bekers	" " "		
Mrs. Jacobs		Mr. Alex Anderson	June 21 st /95	W. L. Damkoehler	May 5 th "		
Mrs. F. Valentine		" P. J. Hanson	" " "	Mr. C. Goodlett	May 1 st "		
Mrs. F. Hogenson		Miss Hilda Anderson	" " "	Miss Munda Anderson	" " "		
Mrs. Jas. Hanson		" Cordelia "	" " "	" Dena Hogenson	" " "		
Mrs. A. Petterson.		" Olive "	" " "	" Nora Nelson	" " "		
Miss H. Anderson.		Mr. Nels Anderson	" " "	" Hilda Anderson	" " "		
Mr. C. Olson.							

