

— 1898 —

# FRANKLIN PUBLIC SCHOOLS.

MARCH 1, 1898.



REPORT OF THE  
— BOARD OF EDUCATION —  
TOWNSHIP OF FRANKLIN,  
ESSEX COUNTY, N. J.

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# CALENDAR.

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Friday, June 17, 1898, - - - Second Term, 24 weeks, ends.

## **SUMMER VACATION—ELEVEN WEEKS.**

Tuesday, September 6, 1898, - - - First term, 16 weeks, begins.

Friday, December 23, 1898, - - - " " 16 " ends.

## **WINTER VACATION—TEN DAYS.**

Tuesday, January 3, 1899, - - - Second Term, 24 weeks, begins.

Friday, June 16, 1899, - - - " " 24 " ends.

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PARK HALL is rented only for purposes approved by the Trustees. The charge for evening entertainments is \$6. This includes the services of the Janitor, who must always be admitted and whose directions concerning safety and good order must be obeyed. Applications should be made to the District Clerk.

**BOARD OF EDUCATION.**

W. H. Boardman, President,	A. B. Bishop, Term expires in 1900.	J. F. Clark,
C. B. Van Dewater, District Clerk.	B. N. Marsh, Term expires in 1898.	W. S. Seguine.
R. W. Booth,	J. P. Dolan, Term expires in 1899.	G. R. Pond.

**TEACHERS.**

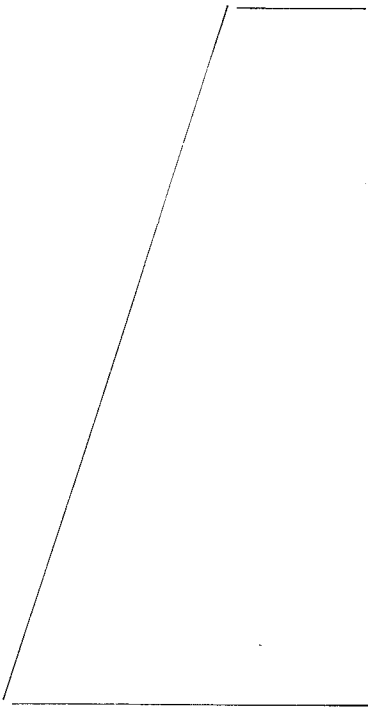
WM. R. WRIGHT, PRINCIPAL.

ADELAIDE L. LIVERMORE, <i>Geometry, Algebra and Natural Sciences.</i>	}	Park School.
LILLIAN M. HUDSON, <i>Literature, Rhetoric and English Grammar.</i>		
MABEL J. CHASE, <i>Drawing, Writing and Singing.</i>		
MARY ELY, <i>Arithmetic, Bookkeeping, Physiology and Reading.</i>		
LIZZIE M. CULLEY, <i>Geography, History and Elocution.</i> High School Pupils: Seniors, 10; Class A, 7; Class B, 10; Grammar School Pupils: Class A, 29; Class B, 17; Class C, 36; Class D, 42.		
MARY L. NORTHROP, - - - - - Fourth year, Primary grade, 45 pupils.		Park School.
NANA E. KINNEY, - - - - - Third year, Primary grade, 32 pupils.		Park School.
ELIZABETH E. ROSS, - - - - - Third year, Primary grade, 31 pupils.		Park School.
LAURA STAGER, - - - - - Second year, Primary grade, 42 pupils.		Elm Street School.
HELEN MOTT, - - - - - Second year, Primary grade, 43 pupils.		Elm Street School.
AGNES WILSON, - - - - - First year, Primary grade, 63 pupils.		Passaic Avenue School.
VIOLA ACKLEY, - - - - - Kindergarten, 27 Pupils.		Passaic Avenue School.
GERTRUDE BROADBENT, - - - - - First year, Primary grade, 52 pupils.		Church Street School.
KATE C. LAMBERT, - - - - - Kindergarten, 27 pupils.		Church Street School.
LYDIA HOWELL, - - - - - First year, Primary grade, 43 pupils.		Chestnut Street School.
PETER J. SMITH, - - - - -		Music Teacher.
Total, 556 pupils enrolled.		

## GENERAL ACCOUNT.

## INCOME.

Balance Feb. 28, 1897, Franklin Collector.....	\$4,760 17	
Balance Feb. 28, 1897, Acquackanonk Collector..	40 56	
Balance Feb. 28, 1897, District Clerk.....	66 01	
From State Tax.....	\$6,524 89	} 6,972 76
From State Appropriation.....	447 87	
Special Tax, Maintenance of Schools. 6,000 00		} 8,993 00
Special Tax, Bond No. 7.....	1,000 00	
Special Interest, Bond and Mortgage. 1,993 00		
Library Collection by Contribution.....	98 36	
Township Committee.....	125 00	
Damaged Books.....	1 81	
Sale of Grass.....	5 00	
Park Hall Rents.....	105 98	
Homestead Rents.....	170 00	
Yantacaw Improvement Association.....	14 20	



\$21,352 85

## EXPENSES.

Teachers.....	\$8,833 50	
Janitor.....	833 00	
District Clerk.....	200 00	
School Supplies.....	160 81	
School Books.....	428 69	
Building Supplies.....	149 16	
Repairs and Improvements to Buildings.....		} 1,335 39
Homestead, \$235 73 Park Hall, \$121 66..		
Park School, 588 02 Church St., 97 53..		
Passaic Ave., 292 45.....		
Printing.....	58 60	
Incidentals.....	25 67	
Census.....	50 30	
Fuel.....	748 05	
Cleaning.....	16 76	
Water Rent.....	118 04	
Repairing and Tuning Pianos.....	22 00	
Freight and Expressage.....	36 14	
Electric Lights.....	26 53	
Permanent Improvement,		} 378 93
C. B. Barnes, \$ 48 00 T. Rownan, \$ 6 00		
H. L. Crabtree, 42 23 Theo. Stager, 66 75		
John Taylor, 22 50 Jos. Stirrat, 15 00		
Thos. Hayes, 3 88		
E. J. Van Reypert, 35 66 Tompkins Bros., 5 00		
Newark BlueStone, 130 91 I. Kilroe, 3 00		
Library.....	110 46	
Transferred Pupil.....	4 41	
Furniture.....	343 82	
Insurance.....	219 50	
Cess pools.....	20 00	
Legal Account.....	13 50	
Lecture Account.....	28 00	
Total Current Expenses.....		<u>14,161 26</u>
Interest.....	2,051 61	
Bond No. 7.....	1,000 00	
Balance in hands of Franklin Collector.....	3,945 38	
Balance in hands of Acquackanonk Collector....	40 56	
Balance in People's Bank and Trust Co.....	124 32	
Balance in hands of District Clerk.....	29 72	<u>7,191 59</u>
		\$21,352 85

**BALANCE SHEET.****ASSETS.**

A. H. Van Riper.....	\$ 3,945 38
People's Bank and Trust Co.....	124 32
District Clerk, Cash.....	29 72
Park School.....	29,313 33
Church Street School.....	6,000 00
Passaic Avenue School.....	4,000 00
Park Property.....	19,894 22
Furniture in Schools and Hall.....	3,529 87
Acquackanonk Collector.....	40 56
Township Committee.....	200 00
Park Hall Rents.....	12 00
Homestead Rents.....	10 00
	<hr/>
	\$67,099 40

**LIABILITIES.**

Park Property Bonds.....	\$ 8,000 00
Park School Bonds.....	28,000 00
Church Street Mortgage.....	2,800 00
Library Account.....	81 10
Surplus Account.....	28,218 30
	<hr/>
	\$67,099 40

**INSURANCE POLICIES.**

Park Hall Building, American Ins. Co., to July 10, 1898.....	\$ 1,000 00
Park Hall Building, Northern Ins. Co., to June 19, 1898.....	3,000 00
Park Hall Chairs, Caledonian Ins. Co., to Sept. 11, 1900.....	350 00
Park Hall Furniture, Firemen's Ins. Co., to Nov. 20, 1900.....	500 00
Homestead Building, Northern Ins. Co., to June 4, 1898.....	3,000 00
Homestead Furniture, Firemen's Ins. Co., to Nov. 20, 1900.....	300 00
Passaic Ave. Building, Northern Ins. Co., to May 31, 1898.....	2,500 00
Passaic Ave. Building, American Ins. Co., to Dec. 9, 1900.....	1,200 00
Passaic Ave. Furniture, American Ins. Co., to Dec. 9, 1900.....	150 00
Passaic Ave. Furniture, Caledonian Ins. Co., to Sept. 8, 1900.....	250 00
Church St. Building, American Ins. Co., to Sept. 1, 1901.....	2,000 00
Church St. Building, Essex M. Ins. Co., to July 2, 1898.....	2,500 00
Church St. Furniture, Essex M. Ins. Co., to July 2, 1898.....	200 00
New Park Building, Royal Ins. Co., to April 9, 1900.....	10,000 00
New Park Building, Liverpool and L. & G. Ins. Co., to April 9, 1900.....	10,000 00
New Park Building, Caledonian Ins. Co., to Sept. 17, 1900.....	3,000 00
New Park Building, Manchester Ins. Co., to Sept. 17, 1900.....	3,000 00
New Park Building, Essex M. Ins. Co., to Sept. 21, 1900.....	2,000 00
New Park Furniture, American Ins. Co., to July 10, 1898.....	1,000 00
New Park Furniture, American Ins. Co., to Dec. 9, 1900.....	650 00
New Park Furniture, Essex M. Ins. Co., to July 2, 1898.....	150 00
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	\$46,750 00

## ANNUAL REPORT.

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The Franklin Public Schools now consist of 556 pupils, taught by seventeen teachers in fifteen classrooms. The institution is larger than it was last year by 55 pupils, three teachers and three classrooms. It is in thorough working order and is worthy of the pride of every citizen in town. Because of the remarkable growth of the past two years the school is now costing us \$2,500 a year more than it did cost, and the Board of Education recommend an appropriation of \$8,500 for the coming year.

Soon after the schools opened last September there was not seating capacity for the children who presented themselves for instruction, and the emergency was met by opening two new school rooms in the southern end of the Homestead and one room in the Park Hall building. It now appears probable that these added rooms, together with a use of the auditorium as a recitation room, will fulfill the needs of next year. The number of children attending school is increasing somewhat out of proportion to the increase in the census of the children of school age, which was 1006 in 1897, as compared with 983 in 1896, and which indicates that the value of our improved methods of education is being appreciated.

Important changes in the course of study have been scheduled and arranged to begin to go in effect next September. The changes in the primary and intermediate departments are simply those proved, by experience and by experiment, to be desirable in securing thorough drill in the art of acquiring knowledge. It is recognized that a large proportion of public-school children end their school days long before finishing the school course, and that the giving of the greatest good to the greatest number requires more attention to the primary and grammar schools than to the high school. This is being done. An average grammar school boy or girl will now be found well grounded in the subjects studied. An important step, which has been carefully considered, has been taken in extending the high-school course one year, making a four-year instead of a three-year course. This will accomplish two things. It will better qualify the graduate, who then ends his schooling, for more



important work in the world. It will also more nearly qualify the graduate for entering a college.

The organization of the school and the efficiency of the principal and the department teachers is shown by the uniformly good discipline which has been maintained without unusual event.

The free lecture courses for the older pupils and for all citizens have been continued in the Auditorium. They have been usually so well attended and have proved to be so entertaining and instructive that they will probably be continued hereafter as a permanent feature of the school year. During the present season four lectures have been delivered.

One hundred volumes have been added to the library, and several new pictures have been added to the collection. We are indebted to the Veterans' Association for fine pictures of the President and the Vice-President of the United States. The park grounds have been materially improved. The Floriculture Society of Avondale has set a good example by the offer of five valuable trees which they will plant in the park in April next, in memory of five of our neighbors who have passed away—John Rusby, Anthony S. Brown, John K. Speer, James S. Satterthwaite and William R. Nairn.

The wisdom of placing automatic fire extinguishers in all the school-rooms for emergency use, or until the fire company comes, has been partially proved by an incipient fire early this year at which they were not used and by which little damage was done.

During the past year the Board of Education was called upon to perform a novel duty. A drinking saloon had been established opposite the corner of the park. Eighty-five citizens asked to have it disestablished, and this the Board was able to do. It is not there now.

There are now six members of the present senior class, and that number may reasonably be expected to graduate next June. It is a satisfaction to be able to announce that Hon. John W. Griggs, late Governor of New Jersey, and the present Attorney General of the United States, has consented to be present and make the annual address to the graduating class and to our citizens at the next Commencement, on June 17.

# COURSE OF STUDY.

## KINDERGARTEN.

The daily work consists of :

1. The morning-story hour and singing.
2. Gift work : Dictation, imitation and free play.
3. Occupations : Weaving, sewing, drawing, color work, paper folding and cutting, parquetry and clay work.
4. Songs and games.

## FIRST-YEAR PRIMARY.

**ARITHMETIC.**—Addition, subtraction, multiplication and division of numbers from 1 to 12. Use objects in developing the facts of the numbers before the symbols are given. When the pupil knows the component parts of a number, let the work be abstract. Teach the signs  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $=$ ; the use of the terms half, third, fourth, eighth, pint, quart, gallon, inch, foot, yard, dozen, a half dozen. Teach Roman notation to XII. Let children count by twos, threes, fives, beyond 12. Present and let each child use ordinals to 12.

**LANGUAGE.**—This study has a place in each day's program for special outlined work, but the correct use of the English language must be insisted upon in all other recitations. Grammatical errors, either spoken or written, faulty pronunciation and clumsy or inelegant sentences must be corrected immediately upon their occurrence. Selections from literature have been made for the special work in language. All the sentence-work, both oral and written, is to be based on the poem studied. Finally the selections are to be memorized.

Begin by presenting objects and letting the children name them, their qualities, parts and positions. Lead the children to make statements; as, "I see," "I have," "Mary has," etc. Teach the copying of short sentences, the use of period and interrogation marks and the proper use of capital letters. Later in the year make use of:—"Little Golden Hair" (F. B. Smith); "Seven Times One" (Ingelow); "Day-break" (Longfellow); "Example" (Keble), and "America" (Dr. Smith).

**NATURE WORK.**—The purpose is not so much to increase the child's book knowledge as to train him to see and to study what is around him. For the accomplishment of the work outlined, Nutley presents a field rich in resources; and, in all possible cases, the child must study the models Nature has provided. In teaching volcano, or any other form not to be seen in the community, the teacher should make use of pictures.

Encourage pupils to gather specimens of the fall flowers, especially the aster and the golden rod, and point out their beauties and uses. Decorate the school rooms. As the leaves change color, make similar use of collections. In winter, use the evergreens found in the vicinity. In the spring, plant seeds of corn, peas, beans, and watch their growth. Watch the development of buds, leaves, blossoms and

the common wild flowers. Have talks with the pupils about hills, valleys, weather, clouds, wind, rain, snow, springs, streams of water, kinds of soil, sun, moon and stars.

**READING.**—Teachers must insist on clear enunciation, correct pronunciation and good expression. Simply naming words is not reading. Use objects and pictures. Make use of the blackboard until the children have learned from seventy-five to one hundred words. Use both child's and teacher's statements containing both known and new words. Go from script to print. Use the primer and easy work in phonics.

**SPELLING.**—Use, orally and in writing, words selected from the lessons in reading, language, drawing and nature work. Sentences containing selected words may be copied or written from dictation. Require correct spelling in all written work.

### SECOND-YEAR PRIMARY.

**ARITHMETIC.**—Numbers from 12 to 30. Further drill in pints, quarts, gallons, inches, feet and yards. Dry measure, days in a week, months in a year. Continue work in Roman numerals and ordinal numbers. Teach reduction, addition and subtraction of fractions, using halves, fourths, eighths. Let the work be objective, mental, oral, using disks or fraction board.

**LANGUAGE.**—Follow the directions of first-year primary. Use the following: "The Daisy" (Montgomery); "Song of the Brook" (Tennyson); "Star Spangled Banner" (Key); "Barbara Frietchie" (Whittier); "The Frost" (Gould); "Cleon and I" (Mackay); "A Psalm of Life" (Longfellow), "Woodman, Spare that Tree" (Morris).

**NATURE WORK.**—Follow the directions of the first-year primary, using fall plants, teach easy parts, root, stem, branches, flowers. Study the changing leaves of the forest trees, noticing particularly their relative times of coloring and dropping. Study the white pine and the red pine, teaching children to distinguish each from the other evergreens. Plant seeds, as before described; teach children to name the parts as they grow, and to make drawings of the early stages of growth. Study the development of buds. Draw and name the parts of simple leaves. Collect wild flowers; such as, spring beauty, hepatica, adder's tongue and violet. Describe plants, using the terms already learned. Talk about the parts of a flower. Study hill, slope, valley, rain, what becomes of the rain and its effect upon the hill and the valley, parts of a stream, use of streams, and ponds. Name the kinds of soil. Locate sunrise and sunset. Teach the cardinal points of the compass. Apply this by having children give the direction of their homes. Present the compass. Teach the use of the compass.

**READING.**—Continue the drill on the sounds of the letters. Use the first reader. Read as many readers of like grade as possible; read after study, after a moment's glance, and at sight.

### THIRD-YEAR PRIMARY.

**ARITHMETIC.**—Addition, subtraction, multiplication and short division (no divisor greater than 12). Make further applications of tables of time, length, dry and liquid measures. Teach avoirdupois weight, United States money, the time of day. Extend the work in Roman numerals. Give much rapid drill in the multiplication table, letting the multiplier change in irregular order. Reading and writing of numbers to 1,000. Extend the work in fractions, using small denominators so that the work may be performed mentally.

**LANGUAGE.**—Follow the directions of first-year primary. Use the following: "The Children's Hour" (Longfellow); "The Village Blacksmith" (Longfellow);

“Paul Revere’s Ride” (Longfellow); “Home, Sweet Home” (Payne); “The Last Leaf” (Holmes); “The Landing of the Pilgrim Fathers in New England” (Hemans).

**NATURE WORK.**—Follow the directions of the first-year primary. Collect, press and mount specimens of the fall flowers and the colored leaves. Describe them by reviewing the terms already learned. Review the study of red and white pines. Study the hemlock and the red cedar. Plant the seeds named in the first-year primary. Draw and describe their growth. Collect, press, mount and describe in simple language the different kinds of leaves of the trees. Do similar work with the wild flowers, learning the parts of the flower. Review the study of hill, slope, valley, rain, wind, soil, streams, and cardinal points. Teach semi-cardinal points. Teach temperature. Present a thermometer and teach its use and how to read it. Have the children record the temperature, the prevailing wind, and the state of weather of each day for at least one month. Teach mountain, mountain range, mountain peak, mountain system, plain, plateau, volcano, river, river system, river basin, divide, rapids, waterfall, lake, ocean, sea, bay, gulf, strait, tide, shore, island, peninsula, isthmus, cape. Teach map. Draw a map of the schoolroom, the school grounds. Present township map. Teach the reading of a map.

**READING.**—Use the second reader and supplementary reading of same grade. Phonic drill.

#### **FOURTH-YEAR PRIMARY.**

**ARITHMETIC.**—Review and extend the work in notation and numeration. Teach long division. Drill thoroughly in the four fundamental rules, aiming at accuracy and rapidity. Use practical problems, letting the children state in logical order the steps of the work. Teach rapid addition. Review all tables previously studied. Teach reduction, addition, subtraction and multiplication of fractions having small denominators. At the end of the fourth year the reading and the writing of numbers to 1,000,000, addition, subtraction, multiplication, short and long division should be mastered. Throughout the primary grade, written work should follow the mental work closely. Pupils should be taught how to use paper and blackboard, much care being given to arrangement and neatness of work.

**LANGUAGE.**—Follow the directions of first-year primary. Use the following: “American Flag” (Drake); “Sheridan’s Ride” (Read); “Breathes There the Man” (Scott); “My Ship” (Allen); “Burial of Moses” (Alexander); “New England in Winter” (Whittier); “The Barefoot Boy” (Whittier); parts of the “Deserted Village” (Goldsmith); “Elegy in a Country Churchyard” (Gray).

**NATURE WORK.**—Follow the directions of the first-year primary. Review and complete the study of plants named in the work outlined in former years. Seeds need not be planted in the spring. Review the work of evergreens. Teach, in addition, spruce, fir, arbor vitae. Using “Frye’s Primary Geography” and beginning with “The Earth,” teach its shape, composition, motion, axis, poles, equator, night, day, slopes of the earth, grand divisions, and oceans. Teach surface of the grand divisions, people of the earth, belts of heat and cold, animals and plants of the different belts.

**READING.**—Use the third reader and much supplementary reading. Make many tests in sight reading. Learn, if not known, the alphabet in order. Teach and require the use of the dictionary. Teach new words by phonic method.

#### **THROUGHOUT ALL THE PRIMARY YEARS:**

**DECLAMATION.**—Throughout all classes of the four years much declamation drill can be united with the language work.

**DRAWING.**—Follow Prang's outlined work as regular lesson, but effort is to be made to teach the children to draw as readily as they write. Drawing should aid all the work.

**WRITING.**—Merrill's System of Vertical Penmanship. In all work with pen and pencil, teachers must require each pupil to sit erect, to face the desk, to rest feet upon the floor, and to place his paper straight in front of him.

**GYMNASTICS.**—"Progressive Gymnastic Day's Orders," Ennebuske.

**PHYSIOLOGY.**—Readings and talks from "Child's Book of Health."

**SINGING.**—Throughout all years.

### **D.—GRAMMAR GRADE.**

✓ **ARITHMETIC.**—Review the fundamental rules, using many practical problems, and require full explanations. Common fractions, easy work, processes only. Review all tables previously studied. Extend the work in long measure and square measure, and give problems in each. Begin percentage, relating the work to that of common fractions.

✓ **GEOGRAPHY.**—Begin "Frye's Complete Geography." Study the surface of the grand divisions of the earth.

✓ **ENGLISH GRAMMAR.**—Begin with the sentence in its simplest form; teach subject, predicate, modifiers, complements, phrases and clauses. Thus build step by step till the sentence, complete in all forms and kinds, is obtained. (Teach the analysis of a sentence according to the uses of the words, the grammatical analysis of sentence and the parts of speech.) Diagramming may be used as an aid. Finish the first seventy lessons in Reed & Kellogg's "Graded Lessons in English." Study composition in connection with the above grammar lessons. Extend the work by requiring the children to write, in connection with reading and geography. Teach such rules for the use of the comma as can be comprehended by the children.

**PHYSIOLOGY.**—Use "Child's Book of Health."

✓ **READING.**—Begin the Fourth Reader, with extended supplementary reading.

**SPELLING.**—"Merrill's Word and Sentence Book."

### **C.—GRAMMAR GRADE.**

✓ **ARITHMETIC.**—More extended work in common fractions. Decimal fractions. Easy work in measurements. Percentage. Begin interest.

✓ **GEOGRAPHY.**—The United States; its people, government, climate, productions, commerce and groups of states. Make use of the specimens in the school museum in teaching the productions of a country. New Jersey, the remaining political divisions of North America and South America.

✓ **ENGLISH GRAMMAR.**—Sentence studies continued, analyzing more intricate sentences. "Higher Lessons in English," to subdivisions of parts of speech. Continue and extend the D-Class work in composition, and the drill in punctuation.

**PHYSIOLOGY.**—Begin "How to Keep Well."

✓ **READING.**—Finish the Fourth Reader.

**SPELLING.**—Finish "Word and Sentence Book."

**B.—GRAMMAR GRADE.**

✓ **ARITHMETIC.**—Common fractions completed. Finish decimal fractions, denominate numbers, measurements and continue percentage and interest.

✓ **GEOGRAPHY.**—Europe, Asia, Australia, Africa, Islands of the Pacific, commercial routes of the world. Review mathematical geography of the earth.

✓ **ENGLISH GRAMMAR.**—Review analysis of sentences. Easy work in subdivisions of parts of speech, all the work is to be based on the knowledge obtained by the analysis of sentences according to the uses of words.

**COMPOSITION.**—Sentence work in connection with English grammar, punctuation, reproduction, geographical and historical descriptions.

**HISTORY.**—Begin United States History.

**PHYSIOLOGY.**—Finish "How to Keep Well."

✓ **READING.**—Fifth Reader.

**SPELLING.**—"Reed's Word Lessons."

**A.—GRAMMAR GRADE.**

✓ **ARITHMETIC.**—Finished. Devote one day of the week to inventional geometry, or geometry for beginners.

✓ **ENGLISH GRAMMAR.**—Extend the B-Class work, and complete the subject.

**COMPOSITIONS.**—Reproduction. Begin original essays.

✓ **HISTORY.**—United States History finished.

**PHYSIOLOGY.**—Finished.

✓ **READING.**—Fifth Reader and selections from the library.

**SPELLING.**—"Reed's Word Lessons."

**THROUGHOUT ALL THE GRAMMAR GRADES :**

**DRAWING.**—Outlined work of Prang's system of drawing. Work with pen and brush. Water colors.

**DECLAMATION.**—Once a month for each pupil of the four classes of the grammar grade.

**SINGING.**—"National Music Course."

**WRITING.**—Vertical System. Give attention to freedom of movement. Teach the pupils to write letters, notes of invitation and telegrams.

**HIGH SCHOOL.****LATIN COURSE.**

<b>C Class.</b>	<b>B Class.</b>	<b>A Class.</b>	<b>Senior.</b>
✓ English.	✓ English.	✓ English.	English.
✓ Composition.	✓ Composition.	✓ Composition.	✓ Composition.
✓ Algebra.	✓ Algebra, One-half year.	✓ Plane Geometry, One-half year.	Reviews.
✓ Drawing.	✓ Plane Geometry, One-half year.	✓ Solid Geometry, One-half year.	Roman History, One-half year.
✓ Government, One-half year.	✓ Drawing.	✓ Sallust.	General History, One-half year.
✓ Latin Lessons.	✓ Caesar.	✓ Cicero.	Solid Geometry, One-half year.
✓ Latin Grammar.	✓ English History, One-half year.	✓ Literature, One-half year.	Vergil.
✓ Rhetoric.	✓ Literature, One-half year.	✓ General History, One-half year.	

**SCIENTIFIC COURSE.**

<b>C Class.</b>	<b>B Class.</b>	<b>A Class.</b>	<b>Senior.</b>
English.	English.	English.	English.
✓ Composition.	✓ Composition.	✓ Composition.	✓ Composition.
✓ Drawing.	✓ Drawing.	✓ Plane Geometry, One-half year.	Solid Geometry, One-half year.
✓ Algebra.	✓ Algebra, One-half year.	✓ Solid Geometry, One-half year.	Reviews.
✓ Government, One-half year.	Plane Geometry, One-half year.	Physics.	Chemistry.
✓ Physical Geography, One-half year.	✓ Zoology, One-half year.	✓ German.	German.
✓ Rhetoric.	✓ Botany, One-half year.	✓ Literature, One-half year.	General History, One-half year.
	✓ English History, One-half year.	✓ General History, One-half year.	Roman History, One-half year.
	✓ Literature, One-half year.		Trigonometry, (Optional).

**COMMERCIAL COURSE.**

<b>C Class.</b>		<b>B Class.</b>	
✓ English.	✓ Government, One-half year.	English.	Bookkeeping.
✓ Composition.	✓ Bookkeeping, One-half year.	✓ Composition.	Commercial
✓ Drawing.	✓ Rhetoric.	✓ Drawing.	Arithmetic.
✓ Algebra.		Algebra, One-half year.	Commercial Law.
		Plane Geometry, One-half year.	English History, One-half year.
			Literature, One-half year.

**DECLAMATION.**—Once in four weeks for each pupil throughout the High School years.

**SINGING.**—One period per week, under the special music teacher.

The Commercial Course goes into effect September, 1899. Students in the Commercial Course desiring the diploma of the High School will be required to complete the last two years of the Scientific Course.

The present High School B and Grammar A classes may have the choice of the Latin or the Scientific Course in September, 1898.