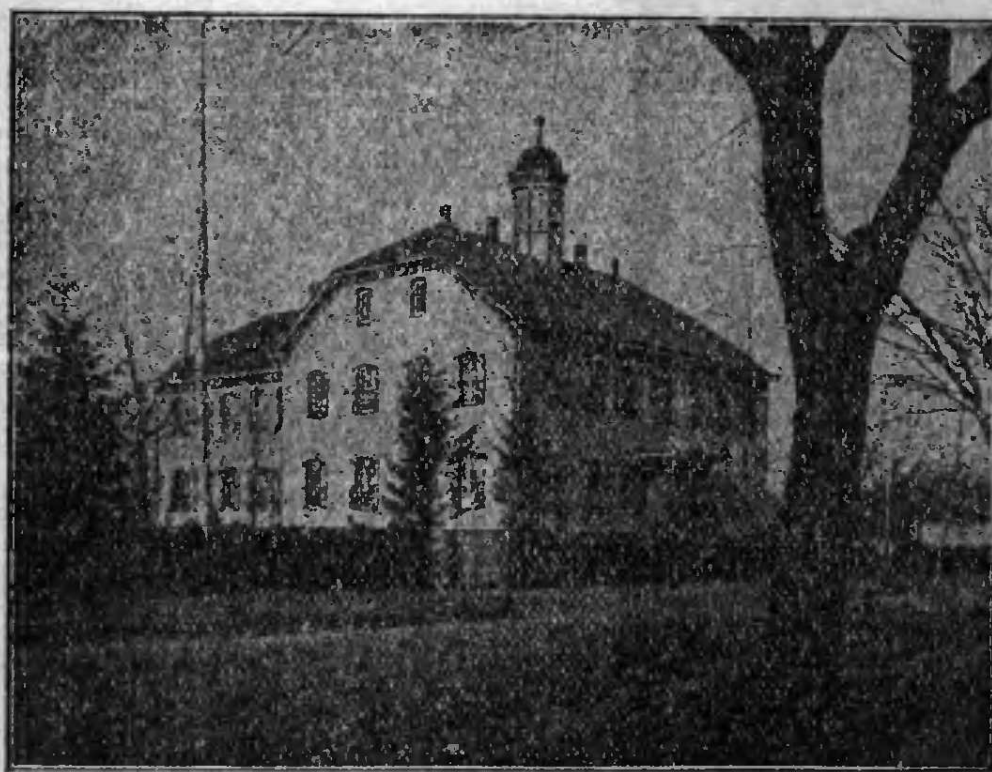


The
**Egg Harbor City
Public Schools**



Egg Harbor City,
Atlantic County, New Jersey.

December 1906.

Report of the Supervising Principal

Financial Report 1905-1906

Register of Teachers

Synopsis of Course of Study

Public School Graduates

List of Teachers since 1880

—OF THE—

Egg Harbor City

Public Schools

Egg Harbor City,

Atlantic County,

New Jersey.

December 1906.

NEWS PUBLISHING HOUSE

Egg Harbor City

N. J.

SCHOOL CALENDAR

1906-1907.

September 3, OPENING OF SCHOOL.

November 29 and 30, THANKSGIVING HOLIDAYS.

December 22 — January 2, CHRISTMAS HOLIDAYS.

February 12, LINCOLN'S BIRTHDAY.

February 22, WASHINGTON'S BIRTHDAY.

May 29, EXERCISES—CLOSING OF SCHOOL. GRADUATING EXERCISES.

May 30, MEMORIAL DAY.

May 31, ANNUAL SCHOOL PIC NIC.

SCHOOL SESSIONS.

KINDERGARTEN, 9 A. M.—11.30 A. M. 1.30 P. M.—3. P. M.

OTHER GRADES, Sept.—June, 8—11.45 A. M. 1—3 P. M.

KEYSTONE PHONE 28-06 Local.

BOARD OF EDUCATION.

President, HERMAN DIETZ,

Vice President, RICHARD CARTER,

Secretary, FREDERICK W. BERGMANN.

Members of Board of Education :

Elected		Term Expires
1906	GEORGE F. BREDER	1909
1906	FRED. W. BERGMANN	1909
1904	RICHARD CARTER	1907
1905	DR. J. U. ELMER	1908
1905	HERMAN DIETZ	1908

Custodian of School Moneys, CHARLES KROEKEL, City Treas.

The Board meets in Public School Building on the First Wednesday
of each month at 8 P. M.

Teachers 1906-1907.



Henry M. Cressman, Supervising Principal.



MISS KATE SAVAGE, Principal (High School)

" CAROLINE HUNTER, Ass't. Principal

" ANTOINETTE DOELL, Drawing and 6th Grade

" CLARA WUNDER, German Grades 4—11

" ALMA HEINZELMAN, Fifth Grade

" CLARA E. TURNER, Fourth Grade

" ANNA F. BEISSER, Third Grade

" MARTHA E. GLICK, Second Grade

" LAVINIA CALLAWAY, First Grade

" JESSIE M. WALDRON, Assistant, 2nd and 7th Grades.

" IDA EVA HAAR,

" OTTILIE HOHNHORST, Ass't.

} Kindergarten

MR. J. HENRY WOLSIEFFER, Music (1 hour per week)

Introductory.

I take great pleasure to present herewith to the citizens of Egg Harbor City the Report of the Supervising Principal of the Public Schools, the Annual Financial Statement of the District Clerk, a Register of Teachers, an Outline of the Course of Study, a list of Public School Graduates as far back as the names could be obtained and a List of Teachers beginning with the year 1880.

We believe that a report of this kind will be gladly received and will cause the citizens of Egg Harbor to take a greater pride in their most important institution than they have ever done before. At the same time we believe that when our community is better acquainted with the actual condition and aims of the school they will gladly sanction anything that the Board of Education may see fit to require.

The past has been for us a noteworthy year as well as have been the last ten or more during which I personally as well as a number of my colleagues of the Board have had ample opportunity to observe and assist in making many changes for the better.

Favored by school laws that are very excellent, promising and encouraging to this step, we introduced supervision by electing Mr. Henry M. Cressman, who served in the capacity of Principal for ten years, as our first Supervising Principal. Miss Kate Savage, after fourteen years of service, was promoted to the position of principal Miss Nettie Doell was also

advanced a grade. Other teachers were procured as efficient as our judgment saw fit to require or our means allowed us to employ for such other vacancies as occurred at the end of the year.

The property of the school has been kept in good repair. A slight alteration on the first floor was made so as to form a suitable office for the Supervising Principal and a place of meeting for the Board of Education. A new floor was also placed on the first floor of the building, the first having served a period of usefulness of about thirty years. Our building is now in good condition and reflects credit and honor upon the community because of its adaptability, cleanliness and cheerfulness.

During the last year we introduced the Crowell Laboratory to assist in the teaching of Physics. While it required a considerable outlay of money in the first place, yet since it so simplifies the subject and saves considerable time both to the teacher and pupil, the Board considered that they served the City well in furnishing this additional means to add to the quality of instruction.

The total enrollment of pupils for the school year 1905 — 1906 was 476. The "days attendance" was about 61000 days. For the first six months of the year, it seemed that we would surpass our former "days attendance" by several thousand days, but an epidemic of measles and chicken pox occurring despoiled our hopes.

I take advantage of this means to impress upon every father and mother who may read this, the necessity of sending their children to school each day unless their health does not permit. It not only materially enhances your child's chances for success in these days of strong competition, but it even decreases your taxes. It is not a difficult problem to demonstrate that every day's work at school is worth \$10 to a child. Don't you want your child to earn such wages? Where can he do better?

In respect to school attendance, the Board of Education to this date has been less rigid than the spirit of the law demands. The law demands the attendance of every child between the ages of seven and fourteen years each day — and “each day” means “every session and every hour” during which the school is in session.

Some parents fail to realize that when they keep their children away from school that in the eyes of the law they are “disorderly persons.”

We should feel much aggrieved if any of our people should allow themselves through negligence to become victims of the law, yet there are those, who mightily tempt at times those who are entrusted with its execution.

We have had a truant officer in our employ during the year who has done us excellent service. We deplore that there are such who wait for him to remind them of so high and noble a duty — that of giving their children a proper education.

In behalf of the Board of Education I desire to thank patrons, teachers, members of Council, the Mayor, taxpayers and all such who have shown their appreciation and generous confidence in the past, for their hearty support of our various endeavors and we ask for your hearty and continued support in the future.

HERMAN DIETZ,
President of the Board of Education.

Report of the Supervising Principal.

It is a pleasure to report that the Public Schools of this City have gained during recent years very greatly in efficiency. The harmony between school authorities, teachers, pupils and patrons has been largely conducive to this, but above all the general desire for better results and the motive of doing the most possible for our children have been responsible for the changes that have brought about the conditions more favorable for educational growth.

The most cherished features of our school system have more than once met with considerable opposition at their introduction ; but after it had been shown that they were introduced for the welfare and best interests of the pupils they were cheerfully retained. The result is that our schools are gradually extending their usefulness from year to year and our children are going forth the better prepared to fight the battle of life. It is the aim of those at the head of our educational affairs to give each boy and girl in the State a first class education and to that end our schools must be "thorough and efficient."

The teachers and the local Board of Education are in harmony with this progressive spirit and to this end the Board of Education adopted a resolution in July of this year to extend the Course of Study required for graduation by one year. The branches of study which were heretofore required in the "Advanced Course" will now be included in the "Prescribed Course". The reputation and growth of the City, the demands of the public, the inalienable rights of the children, and the conviction of those in whom authority is vested, that, if we would give our children an opportunity to attain an education adequate to the demands of the times, we must better our facilities, have impelled the Board to this forward step. The change

means greater opportunity for the delinquent in so far that the Advanced Course now provides for additional English and mathematics. The present Board of Education is ready to introduce a Business Course too, as soon as the demand for this seems adequate to warrant the step.

The aim should be to give every child an opportunity to advance himself, by being prepared to enter either higher schools of good standing, or to meet the ordinary every day problems of life, or to put into his hands a lever for his advancement. A good education — business, professional or otherwise — is such a lever.

GRADING AND PROMOTION.

Our school at this time contains eleven grades. The Kindergarten is in charge of a principal and an assistant. Grades one to seven have each their own teacher. In grades grades eight, nine, ten and eleven, the so-called departmental plan of instruction is followed. For illustration, the principal teaches mathematics, U. S. History, Reading and the Advanced class in English. Another teacher teaches Grammar in several of the grades, while a third teacher gives instruction in Geography and Spelling.

For grades five to eleven we employ a teacher who devotes her time exclusively to the subject of German; while this teacher takes charge of a grade, the grade teacher takes charge of a class in a room set aside for that purpose.

In grades one to four either the teacher in charge teaches German one hour or more per day or she exchanges classes with a teacher of one of these grades who is qualified for this work.

This plan is pursued because of the fact that a special teacher of German is required for the demands of our school and further because of the fact that a teacher does her best

work in the subjects that she likes best. By securing for example a teacher who excels in the teaching of Reading and giving her charge of this subject in several classes, more interest is aroused in the pupils than would be by a teacher who has not specialized. The former too is more familiar with her subject than the latter. She can give more time to the preparation of her lessons than if required to teach all the different subjects of the curriculum. Moreover she will have charge of each pupil for several years and thus, better acquainted with his defects and abilities, can give him the most needed attention. These statements are true of other subjects as well as of Reading.

PROMOTIONS.

Promotions are made annually and at other times when the teacher and principal consider it for the child's welfare. Nothing seems so harmful as to confine a child in a class above or below his grade. It is natural that some children learn more readily than others, therefore the alert teacher must continually be searching to ascertain if those in her charge be properly placed. A child should be given every opportunity to pass through the grades as fast as its ability entitles it to go and its physical condition warrants. Pupils however must not be unduly urged. It is very discouraging to a child to try to do work beyond its comprehension. It is to feed him on food that his system cannot assimilate, and therefore he is not only not benefited but his whole system is deranged.

Slow pupils may in the end be just as capable as bright pupils. The race between the "Tortoise and the Hare" should be often recalled by teachers, parents, and pupils. Parents make a grievous mistake in taking their children from school at a certain age limit or in urging undue classification.

Promotions are usually based on the result of monthly reviews, on the record of daily class work that the pupil has made, and on the teacher's and principal's judgment of the pupil's ability to do the work of a higher grade. Correct promotion must be based upon the quality of a child's work and upon his ability to do

HOME STUDY.

In the lower grades we recommend no home study. After the third grade is reached, teachers may properly assign some task whose preparation will not require more than one half hour. After a child reaches the sixth grade, a teacher is justified in assigning tasks for home study that do not require more than an hour for preparation. In the higher grades, two hours of application should be a maximum. There is a difference between studying a lesson and studying "at lessons". Occasionally one hears of pupils who study till midnight. When did they begin? Did they really study? are proper questions at such times.

Pupils cannot enter into conversation, listen to all the discussions, and perhaps indulge in lunch in the mean-while. Studying under such circumstances is harmful and dissipates a child's energy. "While at work, work hard", "While at play, play hard". These are excellent mottoes to follow.

LIBRARIES.

Our school has an excellent library of about twelve hundred volumes. Two hundred and fifty belong to the Dewey Library. The latter is an excellent collection of fiction, history, biography, travel, etc. The school library is accessible to the children of the upper grades and to such other persons as are interested in elevating literature. The reading habit deserves all the encouragement that we can give it.

Children's Books however should be supervised by teachers and parents. Those children that have lessons to learn at home should attend to their duties first. Then, if there is additional time, it may profitably be employed in reading well selected books — biography, books of travel, etc. Too much time should not be spent on interesting stories. Meat in the form of history, books of travel, biography and science is more nutritious. Too much dessert—fiction—is harmful. Some fiction, very helpful.

CO-OPERATION.

The best work is done when patrons, pupils, teachers and Board of Education co-operate. When there are grievances they should be brought to the attention of the interested persons. How much unpleasantness can be avoided in this way ! Parents should never condemn until they have heard the teacher's side. Teachers are only too willing to be helped over difficult places without discord. A conference between teachers and parents is usually very helpful. A devoted teacher and devoted parents are always ready to act in the best interest of the children. Parents should visit the school — Teachers should visit parents.

Synopsis of Course of Study.

KINDERGARTEN.

Appropriate Children's songs, games, weaving, sewing and constructive exercises ; lessons planned to develop the body, the child's powers of observation, his imagination and sense of the beautiful ; such instruction as will awaken in him the realization of order in all things, the necessity of unity and harmony in action, the training of the moral and social elements.

FIRST YEAR.

Writing—English and German — proper formation of letters. Drill so as to secure freedom of movement. Letters should be made large during first year.

Reading—English—the Ward System. Follow directions in the manual.

German.—The Eclectic Fibel. First half of book.

Arithmetic.—Number as far as ten. All combinations and separations should be perfectly known at the end of the first year. Accuracy, rapidity and comprehension of number facts are necessary. The work should be concrete until concepts are formed.

Language.—Oral exercises—repetition of stories told by teacher, descriptions of objects, pictures and actions. Poetical selections memorized. Singing, drawing, calisthenics, object lessons.

SECOND YEAR.

Writing—German and English, size of letters somewhat reduced. Correct position of body and correct holding of pen emphasized. Legibility and correct formulation of the letters of the system of penmanship in use insisted upon.

Reading—Ward's First and Second Readers. First completed, Second begun. German Fibel—second part completed.

Spelling—English and German. A list of words is to be kept by the teacher and reviewed from time to time. Drill in proper enunciation and pronunciation.

Arithmetic —Rapid and accurate combinations of numbers as far as twenty. Tables including the 6's. Notation and numeration to 1000. Rapid addition and subtraction of numbers in which borrowing is not involved. Denominate numbers concretely, etc.

Language as in First Grade. **Dictation**—use of capitals in proper names, at the beginning of a sentence, also the use of the comma.

Drawing, singing, poetical selections, memory gems and calisthenics.

THIRD YEAR.

Writing.—German and English. Special attention paid to neatness of work.

Reading.—English, Ward's Second Reader, Ward's Third Reader and supplementary readers adapted to the grade.

German : First Reader, Eclectic series completed. Reproduction of what has been read silently is good exercise for pupils of this grade.

Arithmetic.—Review—Rapid addition, subtraction, multiplication and division to 20. Fractional part of numbers. Denominate numbers. Tables as far as 12's. Concrete problems involving the different fundamental operations.

Spelling.—English and German. Words selected by teacher or from an elementary text-book.

Language.—Similar to second year continued. Composition work, reproduction of reading lessons and of stories told by the teacher, capitals, punctuation.

Geography—Commenced. Direction taught. Keep weather record, teach form of earth, horizon, etc. Teach geographic types, mountains, hill, river, brook, valley, forest, field, lake, pond, etc. Read: "Seven Little Sisters" and similar books.

FOURTH YEAR.

Writing.—From black-board or copy books both English and German. Neatness required.

Reading.—Ward's Third Reader completed. Brumbaugh's and Appleton's Fourth Reader. German Reader—Book II.

Spelling.—Selected words, English and German, oral and written. Elementary textbook used.

Language.—Composition, elements of letter-writing, reproduction of stories, description of things seen. Dictation exercises.

Geography.—Frye's Primary Geography begun. History stories in connection with this work.

General.—Music, drawing, memory gems, poetry, calisthenics.

FIFTH YEAR.

Writing.—German and English.

Reading.—Graded Literature Readers—Book IV.

“ (German) Completion of book II., Eclectic series.

Spelling.—Reed's Word Lessons. Special attention given to subject in this grade.

Arithmetic.—Princes Book IV.

History.—Montgomery's Elementary History of the United States

Geography. Frye's Primary Geography completed.

Physiology and Hygiene.—Elementary book.

General.—Singing, drawing, memory gems, poetry and calisthenics.

SIXTH YEAR.

The subjects are the same as in the preceding year. Milne's Arithmetic is now used. Pupils review previous work, take up fractions, decimals and denominate numbers.

German.—Book III—Eclectic Series. Translation from English into German and vice versa.

Geography.—Frye's Grammar School.

Singing, drawing, memory gems, poetry and calisthenics.

Teachers in this grade should teach pupils how to study.

SEVENTH GRADE.

Writing.—English and German.

Spelling.—Reed's Word Lessons.

English Reading.—Fourth and Fifth Readers (Brumbaugh's and Appleton's)

German : Eclectic Series, Book III completed. Translations, composition, grammar.

U. S. History.—McMaster's School History begun.

Geography—Frey's Grammar School Geography (continued).

Milne's Arithmetic—Denominate numbers reviewed, practical measurements.

Grammar,—Hyde's Book II, composition, reproduction ; every lesson should be a language lesson.

Physiology.—“Our Bodies and How we Live.”

Drawing—.Prang's book I.

Singing, memory gems, poetry and calisthenics.

EIGHTH YEAR.

Spelling.—Greenwood's Speller. Study of words frequently misspelt. Homonyms.

Reading.—Brumbaugh's and Appleton's Fifths.

History.—McMaster's School History.

Geography.—Frye's Grammar School Geography Completed.

Grammar.—Hyde's Book II. Classics etc. Composition.

Drawing.—Prang's Book II. Drawing from objects.

Arithmetic. — Percentage continued, interest, bank discount, partnership, proportion, mensuration, roots etc. Metric system of weights and measures.

HIGH SCHOOL COURSE.

NINTH GRADE.	TENTH GRADE.	ELEVENTH GRADE.	
Arithmetic 2* Algebra 3 Drawing 2½ American, Greek and Roman History } 5 English 5 German 4 Physical Geo. 3	Algebra 5 Drawing 2½ Eng. History Civics } 5 English 5 German 4 Bookkeeping 2	Geometry 5 Physics 5 Botany or Zoology 5 English 5 German 4 Bookkeeping and } Business Forms } 3	Solid Geometry } and Trigonometry } 5 † Type Writing † Stenography English 5 German 4

* Recitations.

† As soon as the number of pupils warrants Classes in these subjects will be formed.

○ Diplomas granted upon completion of this year's work.

Pupils taking Post Graduate or Twelfth Grade work may select work for repetition with other grades.

FINANCIAL REPORT, 1905-1906.

STATE AND CITY FUNDS.

RECEIPTS:

Balance in hands of Collector July 1st '05	\$535 89
From \$200,000 State School Fund	
Appropriation	256 88
From State Appropriation	2764 61
School tax	4115 92
From Reserve Fund	145 23
Interest of Surplus Revenue	27 61
	<hr/>
	\$7806 14

DISTRICT TAX.

Balance in hands of Collector July 1st '05	604 95
For Current Expenses	1260 00
Bonds and Interest	475 00
Altering and repairing school house and for desks	725 00
	<hr/>
	\$3064 94

OTHER SOURCES.

Balance July 1st 1905	\$ 88 61
Subscription and Entertainment for School Library	58 95
Temporary Loan	250 00
	<hr/>
	\$397 56

District Debt, July 1, 1906 (not including interest)	\$2150 00
District tax ordered 1906-1907	2460 00

EXPENDITURES:

For Teachers' Salaries	\$6338 25
For Fuel	337 50
For Transportation of Pupils	129 50
Balance June 30, 1906	1000 89
	<hr/>
	\$7806 14

DISTRICT TAX.

Janitor's Salary	372 50
Altering and repairing school house and for desks	846 73
Bond and Interest	475 85
Textbooks, Apparatus and Supplies	625 89
Other School Expenses	284 09
Balance June 30, 1906	459 88
	<hr/>
	\$3064 94

OTHER SOURCES.

School Libraries	\$ 22 47
Temporary Loan repaid	250 00
Balance on hand	125 09
	<hr/>
	\$397 59

GRADUATES 1888—1906.

<p style="text-align: center;">1888</p> <p>Robert Rohrberg Joseph Schuster Robert E. Stephany</p>	<p style="text-align: center;">1894</p> <p>Lavinia Callaway Thomas Gardner Fred. Spiekerman Albert C. Stephany Val. J. Hofmann Clara Victor Arthur Bolte Emma Steigauf Otto Schmitz Carl Schuster William Morgenweck</p>	<p>Clara Morgenweck Albert Schneider Theo. Reinhard* Fred. Thoms*</p>
<p style="text-align: center;">1889</p> <p>Larner Gardner Herman Schirmer</p>	<p style="text-align: center;">1895</p> <p>Clara Boysen* Gustave Schulze Julius Dihlmann Henry Theilacker Arthur Schwarze* Charles Theilacker</p>	<p style="text-align: center;">1899</p> <p>Anna Angermann Gertrude Devere Miranda Leypoldt Joseph Eisenbarth Rosa Boysen* Maria Elmer* Julia Karrer* George Mueller</p>
<p style="text-align: center;">1891</p> <p>Frieda Ohnmeiss* Mary Gardner* Annie Kraus Josephine Gardner* Annie Baake* Augustus Bolte* Charles Dihlmann* John Schuster, Jr.*</p>	<p style="text-align: center;">1897</p> <p>Christine Baehr August Heil Theo. H. Boysen* Adolph Hofmann Clothilde Schirmer* George Russell*</p>	<p style="text-align: center;">1900</p> <p>Pauline Daetwyler Mathilda Ebal Louisa Atz* Elsie Boysen* Carolina Gaupp* Mary C. Stover* Minnie Thoms*</p>
<p style="text-align: center;">1892</p> <p>Antoinette Doell Caroline Reutsch* Gustave Kraemer</p>	<p style="text-align: center;">1898</p> <p>Carrie Dihlmann* George Krug Albert H. S. Gardner* Anthony Vautrinot*</p>	<p style="text-align: center;">1901</p> <p>Arthur Mueller Robert Morgenweck Otto Hofmann Carl Heintze*</p>
<p style="text-align: center;">1893</p> <p>John Baehr Joseph Kraus Fred Thoms Bertha Ohnmeiss* Pauline Doell* Bertha Victor* George Schultz</p>		<p style="text-align: center;">1902</p> <p>Howard J. Callaway Eugene Garnich George Karrer*</p>

* Post Graduate—year following.

Emelie Joseph
Emelie Krug
Mary Nagy*

1903

Pauline M. Barchwitz
Martha Ebald
Adolph Elmer*
Ottilie F. Hohnhorst
Louise W. Heintze*
Mable R. Leypoldt*
Albert Morgenweck
Edward H. Motz*

Bertha R. Obergfell
Robert F. Schirmer*

1904

Otto Boysen
Louisa Zimmer
William Zimmer*

1905

Herbert Haar Dietz*
Emma Glover*
Mamie Schroeder*
Walter Elmer*
William Karrer
Hans Koernig

1906

Martha Garnich
Hilmar Kroekel
Rudolf Kroekel
Katie Miller
Fred Obergfell
George Obergfell
Lizzie Rosenberger
William Theilacker
Alvin Thoms
Katie Zimmer

* Post Graduate—year following.



TEACHERS 1880—1906.

Mr. A. G. Masius, July 24, 1880—September 13, 1889.
Miss Addie E. Bean, July 24, 1883—1884.
Mr. F. C. F. Burmeister, August 4, 1883—October 1, 1889.
Miss H. K. Palmer, July 30, 1884—
Miss Lily Wolf, September 18, 1884—October 2, 1885.
Miss Clara Warren, October 20, 1885—September 5, 1887.
Miss M. Horton, September 6, 1887—September 23, 1889.
Miss Ella Klock, July 17, 1888—1889.
Miss Linda Fister, August 6, 1889.—
Mr. Henry C. Krebs, September 24, 1889—1895.
Miss Annie Kutz, September 27, 1889—
Mr. Eugene Schemp, October 23, 1889—1891.
Miss Anna Grahn, December 16, 1889—
Miss Flora Vautrinot, February 1, 1890—
Miss Jeanette Behm, February 1, 1890—1893
Miss Heim, August 25, 1890—
Miss Cecilia Stauffer, June 29, 1891—1894
Miss Berdie Anderson, “
Miss P. S. Weisner, “
Miss Kate Savage, August 31, 1891—
Miss Bertha Reimer, September 10, 1891—1892
Miss Carrie Johnston, October 12, 1891—1892
Miss Ida E. Haar, June 11, 1892—
Miss Martha Engell, October, 1892—
Miss Nellie Shern, July 7, 1892—July 1894
Miss Elizabeth Allgoever, August 28, 1892—1899
Mr. Jacob Menger, June 26, 1893—
Miss Mathilda Lenz, June 26, 1893—
Miss Annie Meyer, August 24, 1893—to November 1894
Miss Nettie Doell, July 27, 1894—
Miss Sophia Herr, January, 1895—
Mr. H. M. Cressman, June 21, 1895—
Miss Lavinia Callaway, July 3, 1895—
Miss Lucie E. Muehleck, “ 1895—1896
Miss Wanda Janicki, September, 1896—1898

Miss Lydia Ulmer, September 1898—
 Miss Anna Hoerr, 1898—1900
 Miss Elisa Kelterborn, 1899—March 1900
 Miss Caroline Stamm, April 1900—June 1906
 Mr. Paul Schneider, August 15, 1900—May 1903
 Miss E. M. Schrader, August 6, 1900—May 1902
 Miss Pauline Wischan, August 15, “ “
 Miss O. F. Cook, June 21, 1902—December 1904
 Miss Nellie Milliman, July 1, 1902—January 1903
 Miss Alma Heinzelman, July 22, 1902—
 Miss Clothilde Schirmer, February 4, 1903—
 Miss Estell Van Deusen, April 29, 1903—May 1904
 Miss Daisy Holzwarth, August 24, 1903 “
 Miss Ottilie Hohnhorst, May 4, 1904—
 Miss Gertrude Schaefer, September 14, 1904—May 1906
 Miss Ida Heinzelman, January 15, 1904—May 1905
 Miss M. Helen Cutler—December 1904—May 1906
 Miss Erma C. Wiand, August 3, 1904—May 1905
 Miss Emma Burk, July 5, 1945—March 14, 1906
 Miss Maud M. Klein, July 5, 1905—November 1905
 Miss C. B. Hunter, March 14, 1906—
 Miss Clara E. Turner, November 13, 1905—
 Miss Kathleen Procter, July 5, 1905—May 1906

