



Annual report of the public schools of the city of Madison, Wisconsin: 1908-1909.

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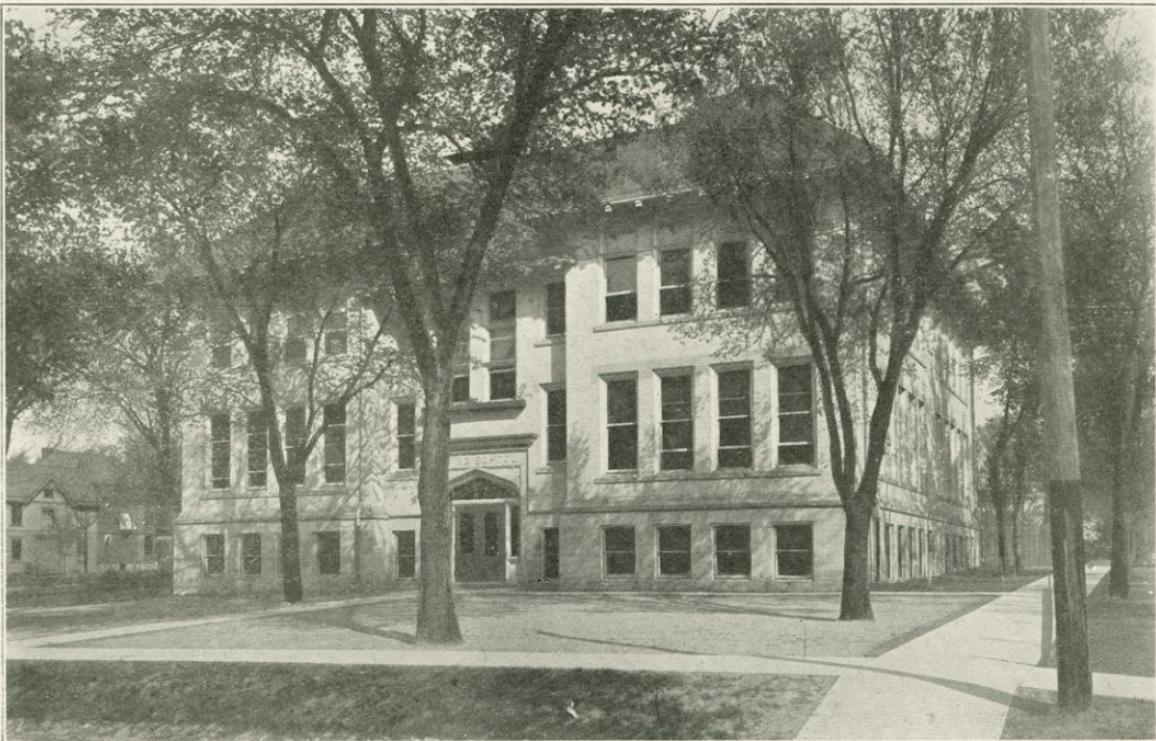
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Irving School

ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON
WISCONSIN

1908-1909

MADISON, WIS.
TRACY, GIBBS & CO., PRINTERS
1910

DIRECTORY

BOARD MEETINGS

Regular meeting of the Board—First Tuesday of each month, at 7:30 P. M., Rooms Board of Education, High School Building.

SUPERINTENDENT

Office of Superintendent—High School Building. Office hours, from 8 to 9 A. M.

SCHOOL SESSIONS

High School—From 8:30 A. M. to 12:20 P. M., and from 2 to 3:20 P. M.

Ward Schools—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M.

Longfellow School—From 8:45 A. M. to 12 M., and from 1:30 to 3:30 P. M.

SCHOOL CALENDAR—1909—1910

FALL TERM—

Opens Tuesday, September 13, and closes Wednesday, December 22.

WINTER TERM—

Opens Thursday, January 6, and closes Friday, April 1.

SPRING TERM—

Opens Monday, April 11, and closes Friday, June 17.

BOARD OF EDUCATION

1909

OFFICERS

ANTHONY DONOVAN	President
O. S. NORSMAN	Clerk
FRANK ALFORD	Treasurer
R. B. DUDGEON	Superintendent

MEMBERS

	Term Expires
FRANK ALFORD	25 West Dayton..... 1910
GEORGE KRONCKE.....	1121 Rutledge..... 1910
ANTHONY DONOVAN	339 W. Washington..... 1911
CHARLES H. TENNEY.....	146 Langdon
O. S. NORSMAN	515 North Henry..... 1912
VICTOR LENHER.....	158 Summit Ave
MAYOR JOS. C. SCHUBERT.....	1118 Sherman Ave..... <i>Ex-Officio</i>
ALD. P. W. SCHRAM.....	926 W. Johnson

COMMITTEES

STANDING

Teachers.....	DONOVAN, KRONCKE, SCHUBERT.
Course of Study	LENHER, KRONCKE, TENNEY.
Finance.....	KRONCKE, SCHUBERT, LENHER.
Supplies	NORSMAN, SCHUBERT, LENHER.
Art Decoration	SCHUBERT, LENHER, KRONCKE.
Buildings.....	ALFORD, SCHUBERT, KRONCKE, LENHER, TENNEY, SCHRAM.

CITIZENS' VISITING COMMITTEES

HIGH SCHOOL:

MR. W. J. CHASE, *Chairman*
MR. C. H. BUNTING
MR. R. B. DUNLEVY
MR. S. H. GOODNIGHT
MR. EDWARD KREMERS
MR. A. V. MILLAR
MR. F. O. REED
MRS. B. W. SNOW
MR. GEORGE WAGNER
MR. L. W. ZARFOS

MISS E. E. ATKINSON
MR. R. T. CRAIGO
MR. S. W. GILMAN
MRS. B. W. JONES
MR. MAX MASON
MR. M. P. RAVENEL
MR. F. W. ROE
MR. A. W. TRESSLER
MR. W. L. WESTERMAN

GRAMMAR GRADES:

MRS. H. S. RICHARDS, *Chairman*
MRS. W. J. TECKEMEYER
MRS. A. B. LUCKEY
MRS. A. G. SCHMEDEMAN
MRS. W. J. RADKE
MRS. E. R. STEVENS
MRS. H. L. RUSSELL

MRS. E. J. HART
MRS. C. H. HUDSON
MRS. O. K. SCHUBERT
MRS. M. E. OHNHAUS
MRS. MARGARET JOHNSTON
MRS. E. B. SKINNER

PRIMARY GRADES:

MRS. J. A. AYLWARD, *Chairman*
MRS. O. J. SILJAN
MRS. G. E. FESS
MRS. F. M. CONLEE
MRS. J. H. HAMBRECHT
MRS. A. N. WINCHELL

MRS. HARRY SHELDON
MRS. WILLIAM OPPEL
MRS. W. E. SPRING
MRS. C. H. ALLYN
MRS. L. P. HASKINS
MRS. A. G. KRONCKE

DEPARTMENT OF INSTRUCTION

1908-1909

R. B. DUDGEON *Superintendent*

HIGH SCHOOL

J. H. HUTCHISON, <i>Principal</i>	Physics.
WILLARD D. SHANAHAN	Latin.
SUE TULLIS	Latin.
MARIE McCLEERNAN	Greek.
MARY McGOVERN	English.
JESSIE E. SHERMAN	English.
SARAH D. JENKINS	English.
LELIA BASCOM	English.
H. GRACE ANDREWS	English.
HARRY K. BASSETT	English.
IRMA M. KLEINPELL	German.
CAROLINE M. YOUNG	German.
JULIA E. MURPHY	History.
EDNA R. CHYNOWETH	History.
MELVIN J. WHITE	History.
BERTHA H. PREUSS	History.
CAMILLE CARROLL	History.
WINNIE C. WARNING	Mathematics.
LEON H. CANFIELD	Mathematics.
ELSA A. SAWYER	Mathematics.
ALLETTA F. DEAN	Science.
FRANK M. SURREY	Science.
ALICE EVANS	Science.
INA ZILISCH	Science.
CHARLES McMULLEN	Business Training.
ELWOOD E. BROOKS	General.

ALL SCHOOLS

IDA M. CRAVATH	Drawing.
JENNIE M. BURGE	Drawing.
MARION F. VOS BURGH	Music.
ELIZABETH C. LANGE	Domestic Science.
BLANCHE A. NEWTON	Domestic Science.
LOUIS F. OLSON	Manual Training.
BRADLEY S. JOICE	Manual Training.
THOMAS E. JONES	Physical Training.
ALTHEA A. BROWN	Physical Training.

SPECIAL TEACHERS

LELIA PURDY.....	Primary Grades.
VASHTI L. SKIDMORE.....	Grammar Grades.
CHRISTINA J. FARRIS.....	Grammar Grades.
MATILD FLATLEY.....	School for Deaf.
CHESTER S. CARNEY.....	Special School for Boys.

GEORGE WASHINGTON SCHOOL

MARY L. EDGAR, <i>Principal</i>	Eighth Grade.
RENETTE JONES	Seventh Grade.
M. IRENE WHALEY	Sixth Grade.
FLORENCE WHITNEY	Fifth Grade.
MARY L. BURDICK.....	Fourth Grade.
HELEN F. FITCH	Third Grade.
FLORENCE E. V. NELSON	Second Grade.
VIOLA PELUNEK.....	First Grade.
DORA HUBER.....	First and Second Grades.
CORA A. MORGAN.....	Kindergarten.
MABELLE E. LYONS.....	Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL

JESSIE M. BOWERS, <i>Principal</i>	Seventh and Eighth Grades.
MAUDE H. WHITNEY.....	Fifth and Sixth Grades.
ELIZABETH M. HERFURTH.....	Fourth Grade.
EMMA G. HYLAND.....	Third Grade.
EMMA E. SNYDER	Second Grade.
PAULINE W. SHEPARD.....	First Grade.

LOUISE M. BRAYTON SCHOOL

ELGA M. SHEARER, <i>Principal</i>	Eighth Grade.
ALMA M. BOHLMANN.....	Seventh Grade.
ETTA J. SHIMMINS	Sixth Grade.
ZILLA E. WISWALL	Fifth Grade.
CAROLINE A. HARPER	Fourth Grade.
ELLA C. HEILIGER.....	Third Grade.
BEULAH BAKER.....	Second Grade.
CLEMANA VAN NOSTRAND.....	First Grade.

JAMES D. DOTY SCHOOL

THERESA G. COSGROVE, <i>Principal</i>	Seventh and Eighth Grades.
ROSETTA BLAZER.....	Sixth Grade.
MARY C. OLESON.....	Fifth Grade.
EMEA E. QUIRK	Third and Fourth Grades.
IRENE B. VICK.....	Second and Third Grades.
MARY LENA HESSMAN.....	First and Second Grades.
JULIA B. MAXHAM.....	Kindergarten.
LOIS S. MAIN	Kindergarten Assistant.

LYMAN C. DRAPER SCHOOL

ADELINE R. MARVIN, <i>Principal</i>	Eighth Grade.
CLARA LORENA REICHERT	Seventh Grade.
ANNA L. THOMAS.....	Sixth Grade.
SADIE S. TERRY.....	Fifth Grade.
eva M. WIRTH	Fourth Grade.
LOUISA H. STEGEMAN	Third Grade.
ALICE MAY MIHLEIS	Second Grade.
CLARE DENGLER.....	First Grade.

JACQUES MARQUETTE SCHOOL

KATE H. FEENEY, <i>Principal</i>	Eight Grade.
THERESA ARCHIBALD.....	Seventh Grade.
ELLA C. MANN	Sixth Grade.
MARGIE COLLINS	Fifth Grade.
LOUISE ZIMMERMAN	Fourth Grade.
ABBIE E. BRINKHOFF	Third Grade.
EMMA R. SCHERMERHORN	Second Grade.
EVA M. HOWARD	First Grade.

WASHINGTON IRVING SCHOOL

EMILY R. PARSONS, <i>Principal</i>	Fifth and Sixth Grades.
ANNIE B. KIRCH.....	Fourth Grade.
ELNORA J. HOYER.....	Third Grade.
FANNIE M. STEVE	Second Grade.
ADDA I. SUTHERLAND	First Grade.
EMILY McCONNELL.....	Kindergarten.
ELSIE THOM	Kindergarten Assistant.

INCREASE A. LAPHAM SCHOOL

MARTHA K. RILEY, <i>Principal</i>	Seventh and Eighth Grades.
HERMIE MARTIN	Fifth and Sixth Grades.
CHRISTINE BANDLI	Third and Fourth Grades.
ANNA R. SCHOBINGER	Second and Third Grades.
VERNA MAY JONES	First Grade.
MARIE M. REDEL.....	Kindergarten.

HENRY W. LONGFELLOW SCHOOL

INA M. BARNES, <i>Principal</i>	Fourth Grade.
MARGARET E. CUMMINGS.....	Third Grade.
NORA R. CULLIGAN.....	Second Grade.
NORA L. MCKEE.....	First Grade.
ELIZABETH E. ROOK.....	First Grade Assistant.

NATHANIEL HAWTHORNE SCHOOL

ANNA B. CHAMBERLAIN, <i>Principal</i>	Eighth Grade.
IDA B. SCHOFIELD	Seventh Grade.
THELMA OLSEN	Sixth Grade.
IZA B. KIRCH	Fifth Grade.
CLARA McKITTRICK	Fourth Grade.
LAURA S. MOYLE	Third Grade.
MARY S. HUFF	Third and Fourth Grades.
JOSEPHINE MANN	Second Grade.
VELMER D. PRATT	First Grade.
EDITH D. KLEIN	First and Second Grades.
ESTHER HALL	Kindergarten.

RANDALL SCHOOL

EDITH M. OLSON, <i>Principal</i>	Seventh Grade.
ELLEN M. SAXTON	Fifth and Sixth Grades.
LILIAN M. NELSON	Third and Fourth Grades.
IDA A. JOHNSON	First and Second Grades.



Scene in Tenney Park

DEPARTMENT OF INSTRUCTION

1909-1910

R. B. DUDGEON *Superintendent.*

HIGH SCHOOL

J. H. HUTCHINSON, <i>Principal</i>	Physics.
ANNA B. MOSELEY.....	Latin.
SUE TULLIS.....	Latin.
MARIE McCLEERNAN.....	Latin and Greek.
IRMA KLEINPELL.....	German.
CAROLINE M. YOUNG.....	German.
INA ZILISCH.....	German and Algebra.
MARY McGOVERN.....	English.
HARRY K. BASSETT.....	English.
KATHERINE P. REGAN.....	English.
JESSIE E. SHERMAN.....	English.
FLORA M. MOSELEY.....	English.
ELIZABETH McGREGOR.....	English.
SARA D. JENKINS.....	English and French.
CAMILLE CARROLL.....	English and History.
JULIA E. MURPHY.....	History.
BERTHA H. PREUSS.....	History.
MELVIN J. WHITE.....	History.
MARTHA E. SELL.....	History.
WINNIE C. WARNING.....	Mathematics.
ELSA A. SAWYER.....	Mathematics.
ELIZABETH BISSELL.....	Mathematics.
VOLNEY G. BARNES.....	Science.
ALLETTA F. DEAN.....	Science.
ALICE EVANS.....	Science.
DAVID OLSON.....	Science.
CHARLES McMULLEN.....	Business Training.
ELWOOD E. BROOKS.....	General.

ALL SCHOOLS

IDA M. CRAVATH.....	Drawing.
MARY GERALDINE CASTLE.....	Assistant, Drawing.
JUDITH MORRILL.....	Music.
MARGARET M. WILLIAMS.....	Domestic Science.
BLANCHE NEWTON.....	Domestic Science.
LOUIS F. OLSON.....	Manual Training.
MAX H. BAUMAN.....	Manual Training.

THOMAS E. JONES.....	Physical Training.
ALTHEA H. BROWN.....	Physical Training.
IVAN H. SPOOR.....	Mechanical Drawing.

SPECIAL TEACHERS

ELIZABETH R. MCCORMICK	Primary Grades.
VASHTI L. SKIDMORE.....	Grammar Grades.
CHRISTINA J. FARRIS	Grammar Grades.
SARA C. BARBER.....	Grammar Grades.
MATILD FLATLEY.....	Deaf School.
CHESTER S. CARNEY.....	Special School for Boys.

GEORGE WASHINGTON SCHOOL

MARY L. EDGAR, <i>Principal</i>	Eighth Grade.
RENETTE JONES	Seventh Grade.
DELLA J. BOWERS.....	Sixth Grade.
FLORENCE WHITNEY	Fifth Grade.
MARY L. BURDICK.....	Fourth Grade.
HELEN F. FITCH	Third Grade.
JESSIE M. CLOUGH	Second Grade.
FLORENCE E. NELSON.....	First and Second Grades.
DORA HUBER.....	First Grade.
CORA A. MORGAN.....	Kindergarten.
MABELLE E. LYONS.....	Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL

JESSIE M. BOWERS, <i>Principal</i>	Seventh and Eighth Grades.
MAUDE H. WHITNEY	Fifth and Sixth Grades.
ELIZABETH HERFURTH	Fourth Grade.
EMMA G. HYLAND	Third Grade.
EMMA E. SNYDER	Second Grade.
PAULINE W. SHEPARD	First Grade.

LOUISE M. BRAYTON SCHOOL

ELGA M. SHEARER, <i>Principal</i>	Eighth Grade.
Alma M. BOHLMANN.....	Seventh Grade.
ETTA J. SHIMMINS	Sixth Grade.
ZILLA E. WISWALL.....	Fifth Grade.
CAROLINE HARPER	Fourth Grade.
ELLA C. HEILIGER	Third Grade.
BEULAH BAKER	Second Grade.
CLEMANA VAN NOSTRAND.....	First Grade.

JAMES D. DOTY SCHOOL

THERESEA G. COSGROVE, <i>Principal</i>	Seventh and Eighth Grades.
ROSETTA BLAZER.....	Sixth Grade.
MYRA UDELL.....	Fifth Grade.

EMMA E. QUIRK	Third and Fourth Grades.
IRENE B. VICK	Second and Third Grades.
MARY LENA HESSMAN.....	First and Second Grades.
JULIA B. MAXHAM.....	Kindergarten.
LOIS S. MAIN.....	Kindergarten Assistant.

LYMAN C. DRAPER SCHOOL

ADELINE R. MARVIN, <i>Principal</i>	Eighth Grade.
C. LORENA REICHERT.....	Seventh Grade.
ELIZABETH A. SLOANE	Sixth Grade.
CLARA B. LEONARD.....	Fifth Grade.
EVA M. WIRTH	Fourth Grade.
MARY S. HUFF	Third Grade.
ALICE MAY MIHLEIS.....	Second Grade.
CLARE DENGLER.....	First Grade.

JACQUES MARQUETTE SCHOOL

KATE H. FEENEY, <i>Principal</i>	Eighth Grade.
CLARA A. WHITNEY.....	Seventh Grade.
ELLA C. MANN	Sixth Grade.
MARGIE COLLINS.....	Fifth Grade.
LOUISE ZIMMERMANN.....	Fourth Grade.
ABBIE E. BRINKHOFF.....	Third Grade.
EMMA R. SCHERMERHORN.....	Second Grade.
EVA M. HOWARD	First Grade.

WASHINGTON IRVING SCHOOL

EMILY R. PARSONS, <i>Principal</i>	Fifth and Sixth Grades.
JOSEPHINE BRABANT.....	Fourth Grade.
ELNORA J. HOYER.....	Third Grade.
FANNIE M. STEVE.....	Second Grade.
MAUDE M. COLLINS.....	First Grade.
EMILY McCONNELL.....	Kindergarten.
ELSIE THOM	Kindergarten Assistant.

INCREASE A. LAPHAM SCHOOL

MARTHA K. RILEY, <i>Principal</i>	Seventh and Eighth Grades.
ROSE HATZ	Fifth and Sixth Grades.
CHRISTINE BANDLI.....	Third and Fourth Grades.
BERTHA HANSEN	Second and Third Grades.
VERNA MAY JONES.....	First Grade.
MARIE M. REDEL	Kindergarten.

NATHANIEL HAWTHORNE SCHOOL

ANNA B. CHAMBERLAIN, <i>Principal</i>	Eighth Grade.
LIONA HOPKINS.....	Seventh Grade.
THELMA OLSEN.....	Sixth Grade.

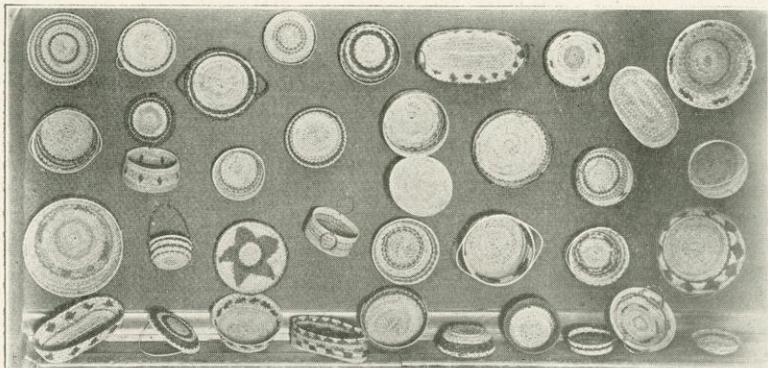
NONA UDELL	Fifth Grade.
AMY J. HOPSON.....	Fourth Grade.
MARY F. MAHER.....	Third Grade.
RUBY H. RAY.....	Third and Fourth Grades.
FRANCES L. SCHULTE.....	Second Grade.
VELMER D. PRATT.....	First Grade.
EDITH A. KLEIN	First and Second Grades.
NORAH KEOGH.....	Kindergarten.
LEILA GILMAN.....	Kindergarten Assistant.

HENRY W. LONGFELLOW SCHOOL

MATILDA SMITH, <i>Principal</i>	Fourth Grade.
MARGARET E. CUMMINGS	Third Grade.
NORA R. CULLIGAN.....	Second Grade.
NORA L. MCKEE.....	First Grade.
MILDRED H. CURTISS.....	Asst. First Grade.

RANDALL SCHOOL

EDITH M. OLSON, <i>Principal</i>	Seventh and Eighth Grades.
FLORENCE A. LYMAN.....	Fifth and Sixth Grades.
LILLIAN M. NELSON	Third and Fourth Grades.
BERTHA TAIT.....	First and Second Grades.
KATHERINE E. RILEY.....	Asst. First and Sec. Grades.



Basketry, Elementary Grades

CLERK'S STATEMENT

Receipts and Disbursements of the Board of Education from July 1, 1908, to June 30, 1909:

RECEIPTS

Balance July 1, 1908	\$ 16,972 26
State apportionment, school fund	14,056 58
City school tax, 1908	80,000 00
County school tax, 1908	14,350 00
Town of Blooming Grove, 1907	1,181 23
Town of Blooming Grove, 1908	2,114 40
Village of Fair Oaks, 1907	2,909 79
Village of Fair Oaks, 1908	3,422 36
Tuitions, 1907-1908	413 00
Tuitions, 1908-1909	1,839 50
Tuitions, High School Night School	103 50
Interest on deposits	994 76
Rents collected	1,195 00
From High School bonds	51,308 34
Miscellaneous receipts	93 08
From temporary loans	16,000 00
	<hr/>
	\$206,953 80

DISBURSEMENTS

Apparatus and Library	\$ 68 20
Free text books	281 63
Furniture	1,133 36
Clerk's salary	200 00
Printing	261 95
Cement walks—High School, etc	1,165 66
Grading High School grounds	320 25
Taxes paid	484 64
Insurance	450 00
School census	150 00
Interest on loans	137 33
Loans repaid	16,000 00
Rent paid	466 00
Miscellaneous supplies	7,354 58
Miscellaneous repairs	1,840 44
Fuel	9,925 02

Janitors and labor.....	8,327 75
High School equipment.....	17,434 61
Payments on High School.....	24,342 81
Teachers' wages and superintendence	82,706 01
Balance June 30, 1909.....	33,903 56
	<hr/>
	\$206,953 80

O. S. NORSMAN, *Clerk.*



Woodworking, First Year High School

TREASURER'S REPORT

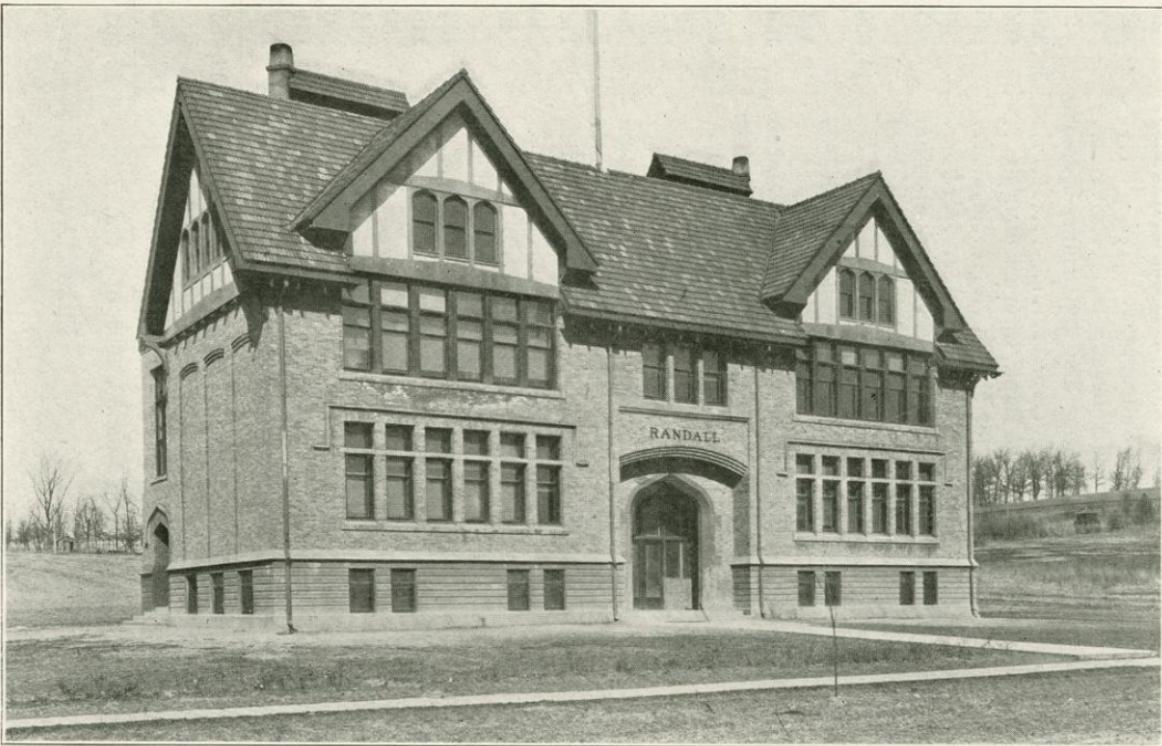
Receipts and Disbursements from July 1, 1908, to June 30, 1909:

1908.

July	1.	Balance on hand.....	\$ 16,972 26
	7.	Jos. Kaiser, rent for July.....	50 00
	11.	City Treasurer, part of High School funds.....	25,000 00
	31.	State Bank, interest for July	66 93
Aug.	7.	Jos. Kaiser, rent for August.....	50 00
	31.	State Bank interest for August	51 02
Sept.	8.	Jos. Kaiser, rent for September.....	50 00
	30.	State Bank, interest for September.....	32 68
Oct.	8.	Jos. Kaiser, rent for October.....	50 00
	8.	J. P. Mallette, rent, July, Aug. and Sept.....	135 00
	12.	C. H. Trask, old furnace	10 00
	12.	City Treasurer, part of High School funds.....	10,000 00
	31.	State Bank, interest for October.....	12 41
	31.	Tuitions for 1907-8	413 00
Nov.	5.	W. J. McKay, rent High School Auditorium...	30 00
	5.	Jos. Kaiser, rent for November.....	50 00
	5.	J. P. Mallette, rent for October.....	45 00
	5.	State Bank, temporary loan.....	8,000 00
	10.	Shaw-Walker Co., freight refund.....	3 12
	12.	J. L. McCarthy, Treas. Fair Oaks, tax for 1907.	2,909 79
	27.	H. C. Fisher, Treas. Blooming Grove, tax for 1907.....	1,181 23
	27.	Chas. Carman, old stove.....	5 00
	27.	City Treasurer, part of High School funds.....	10,000 00
	30.	State Bank, interest for November.....	13 59
Dec.	3.	A. G. Schmedeman, Treas., rent High School Auditorium	15 00
	14.	City Treasurer, balance High School funds.....	6,308 34
	17.	State Bank, temporary loan.....	8,000 00
	17.	Jos. Kaiser, rent for December.....	50 00
	31.	Mary M. Hacker, cancelled warrant.....	67 56
	31.	R. B. Dudgeon, tuitions collected.....	738 00
	31.	State Bank, interest for December.....	9 85
	31.	P. F. Harloff, cancelled warrant.....	2 40
1909.			
Jan.	8.	City Treasurer, part city school tax.....	5,000 00
	8.	Isaac Weaver, rent for January	45 00
	13.	City Treasurer, part of city school tax.....	25,000 00

	16. Jos. Kaiser, rent for January.....	\$ 50 00
	30. City Treasurer, part of city school tax	25,000 00
	31. Commercial National Bank, interest for January	29 67
Feb.	5. Isaac Weaver, rent February.....	45 00
	5. Jos. Kaiser, rent for February	50 00
	5. City Treasurer, balance city and county school tax.....	39,350 00
	28. Commercial National Bank, interest for Feb....	164 47
March	8. Isaac Weaver, rent for March	45 00
	9. Jos. Kaiser, rent for March.....	50 00
	11. Six O'Clock Club, rent High School gymnasium	25 00
	16. City Treasurer, State Apportionment school fund	14,056 58
	29. H. C. Fisher, Treasurer Blooming Grove, tax, 1908.....	2,114 40
	31. Commercial National Bank, interest for March	180 34
April	3. J. L. McCarthy, Treasurer Fair Oaks, tax for 1908.....	3,422 36
	7. Isaac Weaver, rent for April	45 00
	7. Jos. Kaiser, rent for April.....	50 00
	20. Six O'clock Club, rent High School gymnasium	25 00
	27. Harvey Langley, old stove.....	5 00
	30. Commercial National Bank, interest for April..	178 89
May	13. Jos. Kaiser, rent for May	50 00
	13. Isaac Weaver, rent for May.....	45 00
	29. R. B. Dudgeon, High School night school tu- itions.....	103 50
	31. Commercial National Bank, interest for May...	148 65
June	7. Jos. Kaiser, rent for June	50 00
	7. Isaac Weaver, rent for June.....	45 00
	30. Jos. Kaiser, rent for July	50 00
	30. R. B. Dudgeon, tuitions collected	1,101 50
	30. Commercial National Bank, interest for June..	106 26
		\$206,953 80
The aggregate of the Certificates of Appropriations issued for the year was.....		173,050 24
Leaving a balance on June 30, 1909, of		\$ 33,903 56

FRANK ALFORD, *Treasurer.*



Randall School

SUPERINTENDENT'S REPORT

To the Board of Education:

GENTLEMEN:—I herewith submit the annual report of the public schools of the city of Madison for the year ending June 30, 1909. This will constitute the fifty-fourth report of the series, and the eighteenth by me.

STATISTICS

Population of the city, estimated...	30,000
Assessed valuation, 1909.....	\$ 29,582,708
Rate of taxation for all purposes, 1909.....	.015
Rate of taxation for city school pur- poses, 1909.....	.00492

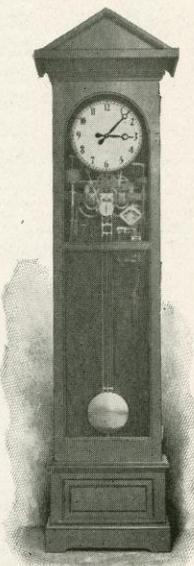
COST OF SCHOOLS

Teachers.....	\$ 82,706	01
Incidentals.....	29,810	21
Sites, new buildings and furniture ..	42,910	78
Street macadam, cement walks, and interest	1,623	24

SCHOOL CENSUS

Number of children of school age in the city—1909:

	Boys.	Girls.
First Ward	155	173
Second Ward.....	299	330
Third Ward.....	126	134
Fourth Ward	266	280
Fifth Ward	389	424
Sixth Ward	642	623
Seventh Ward.....	346	321
Eighth Ward.....	351	346
Ninth Ward.....	348	364
Tenth Ward	115	138
Joint School District, N. E	198	155
Total.	3,235	3,288



ENROLLMENT

Number of children enrolled in the public schools:

	1907-08	1908-09
High School	602	672
Washington School.....	497	464
Lincoln School.....	230	233
Brayton School.....	343	332
Doty School.....	202	260
Draper School	334	308
Marquette School.....	347	326
Irving School.....	250	254
Lapham School.....	238	236
Hawthorne School	450	467
Longfellow School	196	195
Randall School.....	128	147
	3,817	3,894

Number of pupils in the different grades:

	1907-08	1908-09
Kindergarten	193	259
First Grade.....	498	467
Second Grade	429	425
Third Grade.....	459	436
Fourth Grade.....	419	419
Fifth Grade.....	362	359
Sixth Grade.....	320	340
Seventh Grade.....	293	283
Eighth Grade.....	242	234
First Year, High School.....	174	240
Second Year, High School	175	170
Third Year, High School	145	163
Fourth Year, High School.....	108	99
Total.....	3,817	3,894

ATTENDANCE

	1907-08	1908-09
Per cent. enrolled.....	58.4	60
Average membership.....	3,327	3,426
Average daily attendance.....	3,159	3,247
Per cent. of attendance	94	94
Total days of attendance for year.....	584,495	600,725

BUILDINGS

Number of buildings occupied..... 12

TEACHERS

High School	28
Eighth Grade.....	5
Seventh and Eight Grades.....	3
Seventh Grade.....	6
Sixth Grade	6
Fifth and Sixth Grades	4
Fifth Grade	6
Fourth and Fifth Grades.....	1
Fourth Grade.....	8
Third and Fourth Grades	4
Third Grade	8
Second and Third Grades	2
Second Grade.....	8
First and Second Grades	4
First Grade.....	10
Kindergarten	5
Kindergarten assistants.....	4
Special teachers Grammar Grade	2
Special teacher Primary Grade.....	1
Supervisor of Music.....	1
Supervisor of Drawing	1
Assistant in Drawing.....	1
Supervisor of Manual Training.....	1
Assistant in Manual Training.....	1
Supervisor of Domestic Science	1
Assistant of Domestic Science	1
Supervisor of Deaf School...	1
Supervisor of Special School for Boys	1
<hr/>	
Total.....	124

TEACHERS' REPORTS

Times teachers were tardy.....	371
Half days' absence.....	531
Visits made to parents	606
Visits made to sick pupils.....	237

VISITS TO THE SCHOOLS

Number by the superintendent.....	511
Number by members of the board.....	115
Number by parents	3,680
Number by others.....	6,684

AVERAGE AGE OF PUPILS

Upon graduating from high school, June 11, 1909:

Boys.....	18 years, 11 months, 29 days
Girls.....	18 years, 10 months, 25 days

AVERAGE SALARIES

The average salary paid to men, not including the principal of high school and city superintendent was.....	\$ 976 51
The average salary paid to women, not including kinder- garten assistants.....	627 31

COST OF SCHOOLS

Cost of instruction in high school	\$ 25,966 00
Cost of instruction in ward schools.	52,565 01
Cost of supervision.....	4,175 00
Cost of incidentals	29,810 21
Cost per pupil in high school for instruction:	
Upon number enrolled.....	38 64
Upon average membership.....	43 20
Upon average attendance.....	45 15
Cost per pupil in the ward schools for instruction:	
Upon number enrolled	16 31
Upon average membership.....	18 60
Upon average attendance.....	19 67
Cost per pupil in all schools for instruction:	
Upon number enrolled	20 17
Upon average membership.....	22 92
Upon average attendance	24 18
Cost per pupil in all schools for supervision:	
Upon number enrolled	1 07
Upon average membership.....	1 22
Upon average attendance	1 29
Cost per pupil in all schools for incidentals:	
Upon number enrolled	7 65
Upon average membership.....	8 70
Upon average attendance	9 18
Total cost per pupil for tuition, supervision, and incidentals:	
Upon number enrolled	28 89
Upon average membership.....	32 84
Upon average attendance	34 65

In estimating the cost per pupil the salaries of principals, and of all kindergarten, manual training, domestic science, and regular teachers are included in the term *instruction*; the salaries of the superintendent and the supervisors of music and drawing are included in the term *supervision*; the term *incidentals* covers all other current expenses of the school, including all miscellaneous repairs but not the cost of sites, new buildings, or permanent improvements.

SUMMARY OF STATISTICS

The enumeration of children of school age in the city at the close of the year gave 3,215 boys, and 3,308 girls, making a total school population of 6,523. This is a decrease for the year of 3.

The whole number of pupils enrolled for the year was 3,894, of which number 1,912 were boys, and 1,982 girls. This is an increase for the year of 57 boys and 20 girls, making a net increase for the year of 77. The average daily membership was 3,426, an increase of 99. The average daily attendance was 3,247, an increase of 88 over that of the preceding year.

The number enrolled was 60 per cent of the school population. The pupils were distributed among the grades as follows: Kindergarten, 259, or 6.6 per cent of the whole number enrolled; primary grades—first, second, third, and fourth, 1,747, or 45 per cent; grammar grades—fifth, sixth, seventh, and eighth, 1,216, or 31.2 per cent; high school, 672, or 17.2 per cent.

The regular work of the schools was carried on by one hundred eight teachers, twenty-six in the high school, and eighty-two in the grades. In addition to these, nine special teachers were employed to supervise the work in music, drawing, manual training, domestic science, and physical training, three to assist in the grades, and four to assist in the kindergartens, making the total number of teachers employed one hundred twenty-four.

In the grades the average number of pupils to each teacher, based on the enrollment, was thirty-nine; based on the average attendance, was thirty-three. In the high school the number to each teacher, based on the enrollment, was twenty-six; based on the attendance, was twenty-two.

SCHOOL ACCOMMODATIONS

The opening of another room in the Randall school and the removal of the high school classes from the Doty school made it possible to adjust the attendance in all the buildings in the south and west part of the city, with the exception of the Longfellow school, so that it has been possible to accommodate all pupils in a comfortable manner and to assign to each teacher such a number as could be cared for in an efficient manner. The conditions incident to the location of the Longfellow school made it impossible to relieve the large attendance in this building

and as a result the work in some of the grades was carried on under very unfavorable conditions. The first grade suffered especially and the teachers were obliged to work under most trying circumstances. It is gratifying to know that steps have been taken toward the erection of a new building in this section. It is also pleasing to know that the Board has decided to provide not only for present needs, but for the future needs as well. The contemplated new building will provide facilities for instruction not only along regular lines, but in all the special lines which are now considered essential to a complete elementary education.

The Lincoln, Brayton, Irving, and Marquette buildings accommodate in a comfortable manner all the pupils in attendance. In the Lapham building it is necessary to accommodate the pupils of the fifth and sixth grades in one room. The attendance in this room has been large and the work heavy for one teacher. This large attendance is due in part to the necessity of caring for some of the pupils which belong to the Hawthorne school. This condition in the Lapham school will be relieved when more room is provided in the Hawthorne district.

The most serious problem in way of furnishing school accommodations will be found in the Hawthorne district. The present building is intended for eight schools. The total enrollment in this school last year was 467. This does not include a number of pupils belonging to the school whom it was necessary to transfer to the Marquette and Lapham buildings. The kindergarten was carried on in a basement room, very illly adapted to any kind of school work, and one school to take care of the over-flow pupils of the third and fourth grades was accommodated in the Fair Oaks town hall. This arrangement is inconvenient and far from satisfactory. The conditions promise to be even worse at the opening of the fall term, and it will be necessary to furnish additional arrangements to accommodate the pupils even in a temporary way. The problem of furnishing additional permanent accommodations in this section is a most pressing one and must receive serious and prompt attention.

Teachers and pupils of the high school have greatly appreciated the facilities offered by the new building. The pleasing surroundings afford pleasure and satisfaction to all, and the added facilities have given new zeal and efficiency to the work. All facilities prove to be well adapted to the purposes for which

they were intended. With the exception of some minor difficulties in connection with the auditorium that can easily be remedied, the heating and ventilating of the building are unusually successful. A uniform temperature is easily maintained throughout the building, and the supply of pure air in all parts is adequate. Few school buildings in the country are heated and ventilated in an equally satisfactory manner. The building as a whole is impressive in way of strength and dignity and is constantly growing in appreciation and favor with pupils and patrons.

THE COST OF SCHOOLS

It is sometimes thought that the schools are a burden upon the city and that education is costing too much. It is also said by some that the expense of maintaining the schools is increasing too rapidly and out of proportion to that of maintaining other municipal departments. That there has been a forward movement in the municipal affairs of our city, and a consequent increase in expenditures during the past fifteen years, is shown by the following table:

TABLE I

	1893-4	1898-9	1903-4	1908-9	Per Cent. Inc'se
Police Department.....	\$4,397 00	\$7,500 00	\$10,550 00	\$16,000 00	72.5
Fire Department.	5,905 00	11,000 00	18,455 00	30,100 00	80
Street Department.....	12,500 00	14,090 00	16,000 00	20,000 00	37.5
Free Library.....	2,500 00	3,000 00	6,000 00	7,500 00	67
Street Lighting.....	8,686 00	10,000 00	11,175 00	15,750 00	44.8

The increase in municipal expenditures indicated in the table are not to be looked upon with regret, but rather with encouragement and satisfaction. These indicate that Madison is keeping pace with the general forward movement in municipal matters throughout the land, and is responding in a gratifying manner to the demands of a progressive public spirit.

The data in the following table will indicate the general growth of the school systems of the country, and the increase in appropriations for public education. The facts are gathered from the reports of the Commissioner of Education of the United States, and relate to the school systems in cities of 8,000 inhabitants and over.

TABLE II

	1893-94	1898-99	1903-04	1907-08	Percent incre'se
No. of teachers	62,999	82,650	96,624	115,907	83.9
Average daily attendance	2,281,237	2,931,679	3,354,806	3,809,702	67
Expenditure for supervis- ion and teaching	\$40,417,650	\$55,689,787	\$74,332,482	\$90,383,338	123.6
Expenditure for all pur- poses	69,886,413	93,413,046	124,836,203	164,442,057	135.2
Cost per capita of average attendance for supervis- ion and teaching	17 72	18 99	22 15	23 72	33.8
Cost per capita for average attendance for all pur- poses	30 63	31 86	37 21	43 15	40.8

In the following table are given some data that indicate some growth and development of the Madison schools during the past fifteen years:

TABLE III

	1893-94	1898-99	1903-04	1908-09	Percent incre'se
No. teachers	51	62	86	127	149
Enrollment	2,113	2,893	3,481	3,894	85
Average daily attendance	1,655	2,376	2,871	3,247	96
City school tax levy.....	\$28,525 32	\$36,967 52	\$40,000 00	\$80,000 00	180
Expenditure for supervis- ion and teaching	27,990 92	34,008 67	48,051 63	82,706 01	199
Expenditure for inciden- tals	12,612 63	11,691 49	20,113 84	29,810 21	136
* Average salary of men..	650 00	600 00	745 00	976 51	50
Average salary of women	499 62	494 38	537 93	609 84	22
Cost per capita of popula- lation for incidentals and instruction	2 76	2 56	3 07	4 02	
Cost per capita of average attendance for instruc- tion in grades.....	12 08	10 08	13 64	19 67	63
Cost per capita of average attendance for instruc- tion in High School....	28 45	23 23	30 57	45 15	59
Cost per capita of average attendance for inciden- tals in all schools	7 62	4 92	7 01	9 18	20
Cost per capita of average attendance for supervis- ion, instruction, and in- cidentals in all schools..	24 53	19 23	23 74	34 65	41

* Not including salary of Superintendent or Principal of High School.

It will be noticed that there has been a greater increase in the number of teachers than in the number of pupils enrolled. This is due to the introduction of a number of special branches, and to the smaller number of pupils assigned to each teacher. A wider usefulness and a greater degree of efficiency more than justify the changes in these two directions.

The large increase in the amount expended for instruction is due to the large increase in the number of pupils, to the broadening of the scope of the work, and to some advance in the average wages of teachers. These changes are all indications of progress and present problems that must be met. The increase in enrollment is due to the natural and healthful growth of the city and is gratifying to all interested in its development and progress. The broadening of the scope of work is in response to the demands of present day conditions along social and industrial lines. These demands are consonant with a progressive public spirit and cannot be ignored. The advance in the salaries has been slight, and not at all commensurate with the increase in the cost of living or with the demands for better qualifications and a higher degree of efficiency.

It must be remembered that the school attendance is increasing year by year, and that with this increase comes a demand for improved school accommodations. An intelligent spirit demands better lighted, better heated, better ventilated, and better equipped school buildings. From year to year modern civilization and a progressive public spirit demand a much wider range of subject matter and a more intelligent and efficient grade of instruction. These ever increasing demands cannot be met without constantly increasing expenditure. It can be confidently asserted that so long as our schools continue to be "agencies for the promotion of intelligence, industry, patriotism, and righteousness,—ever widening in their influence and ever increasing in their beneficence,"—just so long will they continue to have solidly behind them the heart and means of our intelligent citizen body.

METHODS OF CLASSIFICATION

In handling large numbers of pupils some system of classification is necessary. To secure continuity of work and definiteness in the results courses of study must be logically arranged

and systematically administered. To avoid confusion and chaos pupils must be gathered into classes and programs of work must be arranged and followed. In a rigid classification of any kind differences in the capacity of children cannot be fully recognized nor is the adaptation of the work to individual minds possible to any large degree. To devise some remedy for these evils has employed the best efforts of the most thoughtful and intelligent educators.

SEMI-ANNUAL PROMOTIONS

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

The impression seems to prevail that the division of the grades into half-year classes will provide slower classes for the backward pupils and more rapidly advancing classes for the bright pupils. This is entirely erroneous. With half-year classes a definite amount of work must be arranged for each, all pupils in a division must do the same work in the same time, and promotions must be made at regular fixed periods. In the semi-annual plan, just as in the annual, the work of all the divisions runs parallel, with equal intervals between each, the only difference being that the interval in one case is one year, and in the other a half year. In both cases the progress of all the pupils in a grade is at the same rate, and the times allotted to a given amount of work are equally rigid. It can therefore be readily understood that the half-year promotion plan affords no greater opportunity for a slow class and a more rapid class in the same grade, than does the yearly plan.

There is, however, some advantage in the half-year promotion plan. Under it a pupil failing of promotion may drop back a half instead of a whole year, thus causing less loss of time and less occasion for discouragement. This plan also facilitates individual promotion by making it possible for a strong pupil to take a place in an advanced class upon making up a half-year instead of a whole year of work.

The semi-annual plan of promotion is well adapted and can be successfully administered in large schools where there are a sufficient number of pupils in each grade to employ the services of two or more teachers. In such cases each teacher has charge of one division for a half year, passes it on to the next teacher at the end of the period, and receives a new division for the succeeding period. This makes each school a unit and affords opportunity for a departure from the conventional routine programs. Methods can be varied and made more rational, individual needs can receive attention, and modern ideals can be more nearly reached.

In smaller schools, however, the administration of the half-year class plan is attended with much more difficulty and the advantages of the plan are much more doubtful. Where it is necessary to place two or more divisions in one room, the teacher's time is fully taken up with routine work, and little or no time is afforded for doing individual work or for coming into personal touch with the pupils. For this reason the half-year plan has found its usefulness mainly in the larger school systems of the country, a few only of the smaller systems in any section of the land having found its introduction and use desirable or practicable.

In the Madison schools as now constituted, the adoption of the half-year class plan would place in every room in the city at least two divisions. In rooms where there are already two grades, it would necessitate four divisions. Such a condition would certainly greatly handicap the teacher and seriously threaten the efficiency of the schools. Recitations would occupy the whole time and class periods would be short and without intervals for consultation and readjustment of work. A most undesirable formalism in methods would follow and a conventional routime of management would prevail. The old "static ideals" would be more securely entrenched and the introduction of the "dynamic factors and elements" more difficult. The rise to the inspirational phase of teaching would be more uncertain and the dropping down to the mechanical "school-keeping" plane more imminent. In view of these dangers the introduction of the semi-annual plan of promotion into the Madison schools at the present time would at least be of doubtful expediency.

GROUPING METHODS

It is generally conceded that the machinery of the graded school system must be preserved, and that a remedy for the attending evils must be sought through some plan whereby whole-class instruction with its benefits may be retained, and systematic and efficient instruction for the individual afforded. To the accomplishment of this end much thought has been given and a number of plans devised. In several systems of schools some form of grouping has been tried whereby pupils of a grade may be placed in divisions on the basis of ability and individual needs.

The Cambridge Method

A very noticeable and successful plan of using the grouping method is found in the Cambridge, Massachusetts, city schools. In this system the subject matter of the course of study above the third grade, in what is called the grammar grades, is divided in two ways: (1) into four sections, and (2) into six sections, each section covering one year's work. When pupils are promoted to the fourth grade, they begin the year's work together. After two or three months, they are separated into two groups. The stronger pupils are placed in one group and during the year are expected to finish one-fourth of the course of study. The slower pupils are placed in another group and are expected to finish only one-sixth of the course in the same time. In this way an opportunity is given the stronger pupils to finish the grammar grades in four years and the whole elementary course in seven years, while the slow pupils may be permitted to cover the grammar grade course in six years and the whole elementary course in nine years.

This plan also gives opportunity for frequent readjustment and re-classification. Pupils failing to maintain their place in the stronger group may be dropped back into the slower group, and pupils in the slower group may be changed over into the stronger group. At certain times these transfers of pupils can be made without omitting or repeating any part of the course. Any pupil who has completed one-half the grammar course in two years may at this point be transferred to the other group and be permitted to finish the second half of the course in three years; or a pupil who has taken three years to complete the first half of the

course may at that point be transferred to the stronger group and finish the second half of the course in two years. In each one of these ways pupils can complete the grammar grade course in five years and the whole elementary course in eight years. It will therefore be observed that this system of grouping permits some pupils to finish the work of the elementary grades in seven years, some in eight years, and others in nine years. In so far therefore as this plan lessens the rigors of the graded system and conserves the interests of pupils of varying degrees of ability, is it useful and worthy of careful consideration. Its application, however, to the smaller systems of schools, as in the case of the semi-annual promotion plan, is attended with difficulties. Its adoption in schools where the small number of pupils in a grade would make it necessary to place three or more groups in one room under one teacher, would burden the teacher to an unreasonable degree and seriously interfere with the efficiency of the instruction.

Grammar Grade Centers

A second application of the grouping method may be made by the establishing of one or more rooms in a central location to which may be sent a few of the stronger pupils of the seventh and eighth grades of the city. This plan has been used successfully in Indianapolis, Baltimore, and a few other cities. In such central schools the regular work of the seventh and eighth grades is carried on and additional instruction is given in such branches as are required in the first year of the high school. These may include introductory courses in algebra, geometry, and science, and in such of the ancient and modern languages as may seem desirable. In such a school it should be possible for capable pupils to earn credits that will count toward a high school diploma and enable them to complete their high school course in a shorter time than is usually prescribed.

This plan in turn would also find opportunity for its application in the larger systems of schools. In the two upper grades of a small system a sufficient number of exceptional pupils would not be found to form a class large enough to make the broadest and most stimulating instruction possible, nor would the small number warrant the additional expense involved.



Sewing Class, Elementary Grades

A Combination Grouping Method

To meet the conditions and needs of the small systems of schools it has been found possible to arrange a plan by which mass teaching, group teaching, and individual teaching may be combined and the virtues of all these methods secured in one room. A plan of this kind has been adopted in some of the New York City schools, has been worked out with success in the Pocatello, Idaho, schools, and has been used in some of its phases in the Madison schools. The salient features of this plan may be briefly stated as follows:

In the first recitation all the pupils of a grade or class take part, and the points of the lesson are discussed and developed for the whole class. At the close of the period applications and tests indicate the pupils who have grasped the points and need no further attention. During the second recitation period these pupils are given additional seat work, and the pupils needing further instruction are brought into the class and taken over the work for the second time. If at the close of the second recitation period there are still pupils who have not mastered the lesson and fail to understand clearly the principles involved, they are taken over the subject matter for the third time with new applications and illustrations, while divisions one and two continue their seat work. At the next recitation period new work is taken up by all the pupils of the grade and the whole class-recitation is resumed. This plan is open to a variety of exercises and methods. Its advantages are numerous and obvious.

In the first place this plan affords an opportunity for mass or whole class instruction, for group instruction, and for individual help. The teacher may direct her efforts to the many or to the few as the needs may demand.

It also affords an opportunity for the use of the "study-recitation" period. During such a period the teacher and pupils may work together and the activities of the room may be made to resemble closely that of the work-shop or laboratory, and school life takes on the nature of real life. The teacher develops and explains new principles and leads the pupils to do their own thinking, to make their own applications, and to work out their own results.

Then again, this plan enables the teacher to direct instruction to the pupils who need it most and makes it unnecessary to give attention and time to the stronger pupils who are able to advance without aid. The stronger pupils do not waste time in going

over the exercises more than once, and the slow pupils have an opportunity of going over it two or three times.

By such a method a teacher comes to know her pupils better and is enabled to adapt her work to their individual needs. By this means all pupils are given employment in the kind of work which calls out the best that is in them. Under such conditions routine discipline is reduced to the minimum, formalism disappears, and the interest of the pupils is natural and absorbing.

This plan also permits the introduction of some of the best features of the old district school. The stronger pupils are left more to themselves and permitted to direct in some degree their own efforts and to make such progress as their individual capabilities will permit. They become more self-reliant and more purposefully industrious.

Then again, this plan facilitates in some degree individual promotion. The strong pupil, spending less time in the recitation, has more time for individual work and independent study. When he has mastered a given amount of advanced work, he can be promoted to the grade above.

However, after all has been said and done, it still remains the fact that the essential factor in every school is the teacher. The weak teacher has no place in any method of instruction or plan of promotion. The *able*, well educated, broadminded, sympathetic teacher will exert an influence for good upon her pupils that is independent of any system or plan. It is from the teacher that must come that power and enthusiasm of heart and mind that "shall transmit knowledge into wisdom, ethics into goodness of life, and noble thoughts and purposes into a will power that eventuates into just and pure and noble living."

TESTS OF EFFICIENCY

The average age of pupils in the different grades, the number of hold-overs or repeaters in a system, and the number of pupils retained to the end of the course afford some measure of the efficiency of a system of schools. An abnormal condition in any one of these lines puts the efficiency of the system in question.

Ages of Pupils in the Madison Schools

The following tables show some data in regard to the ages of the children in the different grades. The figures at the bottom

of each column show the average age of the pupils entering the respective grades. The data was all taken in December of last year. To obtain the average age of pupils upon entering the different grades in September, three months were deducted from the average of the ages given in the tables:

TABLE IV
NUMBER AND AGES OF BOYS
Elementary Grades

Ages	Kind.	1st	2nd	3rd	4th	5th	6th	7th	8th	Total No.
4 yrs..	3	.....	.....	.....	.....	.....	.....	.....	.....	3
5 yrs..	67	12	.....	.....	.....	.....	.....	.....	.....	79
6 yrs..	3	121	8	.....	.....	.....	.....	.....	.....	132
7 yrs..	.....	69	75	4	2	.....	.....	.....	.....	150
8 yrs..	.....	17	56	42	12	.....	.....	.....	.....	127
9 yrs..	.....	4	21	69	47	15	.....	.....	.....	156
10 yrs..	.....	.....	11	39	45	39	5	.....	.....	139
11 yrs..	.....	.....	3	26	32	49	28	5	5	148
12 yrs..	.....	.....	3	15	15	41	31	23	22	150
13 yrs..	.....	.....	.....	4	6	14	39	30	28	121
14 yrs..	.....	.....	1	3	5	3	29	30	20	91
15 yrs..	.....	.....	.....	.....	1	2	10	29	6	48
16 yrs..	.....	.....	1	.....	1	.....	.....	8	4	14
17 yrs..	.....	.....	.....	.....	.....	2	.....	1	1	4
Total in Grades.	73	223	179	262	166	163	144	126	86	1362
Aver'ge Ages.	*4.8	6.2	7.7	9.3	10	10.9	12.4	13.4	13	.....

* Read, Four and eight-tenths years.

TABLE V
NUMBER AND AGES OF GIRLS
Elementary Grades

Ages	Kind	1st	2nd	3rd	4th	5th	6th	7th	8th	Total No.
4 yrs.	3	.....	.....	.....	.....	.....	.....	.....	.....	3
5 yrs.	65	9	.....	.....	.....	.....	.....	.....	.....	74
6 yrs.	4	103	26	.....	.....	.....	.....	.....	.....	133
7 yrs.	.....	47	59	5	3	.....	.....	.....	.....	114
8 yrs.	.....	12	59	68	28	.....	.....	.....	.....	167
9 yrs.	.....	2	17	58	49	20	.....	.....	.....	146
10 yrs.	.....	.....	4	35	64	56	10	.....	.....	169
11 yrs.	.....	.....	1	13	38	43	41	9	.....	145
12 yrs.	.....	.....	.....	2	13	18	47	29	8	117
13 yrs.	.....	.....	.....	2	7	21	36	49	26	141
14 yrs.	.....	.....	1	1	2	2	17	24	35	82
15 yrs.	.....	.....	.....	.....	.....	.....	5	12	29	46
16 yrs.	.....	.....	.....	.....	.....	.....	2	8	10	20
17 yrs.	.....	.....	.....	.....	.....	.....	1	.....	1	2
Total in Grades	72	173	167	184	204	160	159	131	109	1359
Aver'ge Ages.	4.8	6.1	7.3	8.8	9.6	10.6	12.0	12.9	13.8	.....

TABLE VI
NUMBER OF AGES OF ALL PUPILS
Elementary Grades

Ages	Kind.	1st	2nd	3rd	4th	5th	6th	7th	8th	Total No.
4 yrs.	6	.....	.....	.....	.....	.....	.....	.....	.....	6
5 yrs.	132	21	.....	.....	.....	.....	.....	.....	.....	153
6 yrs.	7	224	34	9	.....	.....	.....	.....	.....	274
7 yrs.	.....	116	134	110	5	.....	.....	.....	.....	365
8 yrs.	.....	29	115	127	40	.....	.....	.....	.....	311
9 yrs.	.....	6	38	74	96	35	.....	.....	.....	249
10 yrs.	.....	.....	15	39	109	95	15	.....	.....	273
11 yrs.	.....	.....	4	17	70	92	69	14	5	271
12 yrs.	.....	.....	3	6	28	59	78	52	30	256
13 yrs.	.....	.....	.....	4	13	35	75	79	54	260
14 yrs.	.....	.....	2	.....	7	5	46	54	55	169
15 yrs.	.....	.....	.....	.....	1	2	15	41	35	94
16 yrs.	.....	.....	1	.....	1	.....	2	16	14	34
17 yrs.	.....	.....	.....	.....	.....	3	1	2	.....	6
Total in Grades	145	396	346	386	370	323	303	257	195	2721
Aver'ge Ages.	4.8	6.2	7.5	8.1	9.8	10.7	12.2	13.2	13.4	.....

TABLE VII
NUMBER AND AGES OF BOYS
High School

Ages	1st year	2d year	3d year	4th year	Total No.
12 years.....	1	1	.....	.....	2
13 years.....	8	3	.....	.....	11
14 years.....	26	6	1	.....	33
15 years.....	23	18	19	.....	60
16 years.....	21	19	19	7	66
17 years.....	6	16	17	11	50
18 years.....	1	5	10	7	23
19 years.....	2	2	2	4	10
20 years.....	.....	1	3	1	5
Total in High School.....	88	71	71	30	260
Average Ages.....	14.7	15.7	16.2	17.1	.....

TABLE VIII
NUMBER AND AGES OF GIRLS
High School

Ages	1st year	2d year	3d year	4th year	Total No.
12 years.....	1	.....	.....	.....	1
13 years.....	17	.....	.....	.....	17
14 years.....	28	5	4	.....	37
15 years.....	39	30	15	.....	84
16 years.....	21	23	35	14	93
17 years.....	3	10	24	20	57
18 years.....	.....	2	11	10	23
19 years.....	.....	8	1	11	15
20 years.....	.....	.....	.....	.....	.....
Total in High School.....	109	73	90	55	327
Average Ages.....	14.4	15.5	16	17.1	.....

TABLE IX
NUMBER AND AGES OF ALL PUPILS
High School

Ages	1st year	2d year	3d year	4th year	Total No.
12 years.....	2	1	...	...	3
13 years.....	25	3	...	...	28
14 years.....	54	11	5	...	70
15 years.....	62	48	34	...	144
16 years.....	42	42	54	21	159
17 years.....	9	26	41	31	107
18 years.....	1	7	21	17	46
19 years.....	...	5	3	15	23
20 years.....	...	1	3	1	5
Total in High School.....	195	144	161	85	585
Average ages.....	14.5	15.5	16.2	17.2	.....

According to the regulations in the Madison schools, children should be admitted to the kindergartens at five years of age, and to the first grades at six years. If these regulations were strictly enforced, children whose birthdays occur after the opening of the school in September would be obliged to wait nearly a year before being admitted to these grades. As a partial remedy for this delay, children whose fifth and sixth birthdays occur before January are admitted to the kindergartens and first grades respectively at the opening of the school year. Children whose birthdays occur later in the year are not admitted until the succeeding fall. Under normal conditions the average age of pupils entering the first grade should therefore be about six and one-half years; of pupils entering the second grade, seven and one-half years; and so on through the respective grades, the pupils entering the eighth grade at thirteen and one-half years, and finishing the elementary course about ten months later. This would make the normal age of entering the high school about fourteen and one-half years, and the age of graduation about eighteen years and three months. The facts in the Madison schools are indicated by the above tables, and are as follows:

Pupils enter the first grade (Table VI) at the age of 6.2 years, the second grade at 7.9 years, and so on through the eight grades, as indicated at the bottom of the columns. Pupils enter

the first year of the high school (Table IX) at 14.5 years, the second year at 15.5 years, the third year at 16.2 years, and the fourth year at 17.2 years. This makes the average age for graduation, ten months later, about eighteen years.

Inasmuch as the ages of the pupils in the different grades were taken in whole numbers, these figures are only approximately correct. They are sufficiently accurate, however, to indicate that the average age of the pupils in the different grades of our schools is well within the normal age, and it seems to follow that there is no unnecessary retardation of pupils, and that the methods of management and instruction have been reasonably efficient.

Hold-Overs

Leonard P. Ayers, Secretary of the Russell Sage Foundation, recently published the results of an investigation in regard to the retardation of pupils in the school systems of fifty-five of the representative cities of the country. This investigation was mainly for the purpose of determining the extent of retardation and the loss in money and efficiency occasioned thereby. The investigation included the school systems in cities of various sizes, ranging from New Brunswick, N. J. with its school attendance of 2,834 pupils to New York City with its school attendance of 561,560 pupils. In the fifty-five cities there were 1,906,836 pupils attending the schools. According to careful estimates this number was found to include 312,457 *hold-overs* or *repeaters*. In other words, in the schools of these fifty-five cities 16.4 per cent, or about one-sixth, of the pupils in attendance were going over the same work for the second time. The number of repeaters in the different school systems varied widely, the best system in this particular having only 5.2 per cent, or about one-twentieth, of the pupils repeating the work, and the poorest system having as high as 30.1 per cent, or nearly one-third of all the pupils repeating.

From data gathered in the Madison schools on December 6th, 1909, it was found that out of 2,973 pupils in the elementary grades 351 were repeaters or hold-overs. This indicates that 11.8 per cent of the pupils enrolled in these grades are going over the work for the second time. Excluding the pupils in the kindergartens and first grades, the number enrolled in the re-

maining grades was 2,331. Of this number it was found that 299, or 12.8 per cent, were repeaters. This means that out of every 100 pupils in the elementary grades about 12 fail of promotion. When it is remembered that general ill-health, special physical defects, mental dullness, and unfavorable home environment are fruitful causes of retardation, it becomes apparent that the number of pupils failing on account of inefficient methods or defects in the system is small. These results indicate that the number of hold-overs in the Madison schools is less than the average number in the schools of the fifty-five cities mentioned above, and that our schools are somewhat above the average city schools in general efficiency.

Persistency of Attendance

Persistency of attendance, or the number of pupils passed on from grade to grade through the successive years of the school course, affords a third test of the efficiency of a system of schools. The rank of a system in this particular may be shown by comparative statistics.

No. entering first grade	No. entering High School	No. graduating from Hlgh School
357	201	97
329	199	59
328	185	82
329	171	70
342	175	97
438	210	86
404	196	89
<hr/> 2527	<hr/> 1337	<hr/> 580

In the table above the figures in the first column indicate the number of pupils enrolled in the first primary grades of the city in seven consecutive years, beginning 1891. The figures in the second column indicate the number of pupils entering the high school from each of the same groups eight years later. The figures in the third column indicate the number of pupils graduating from the high school from each of the same groups twelve years later. It will be observed that during the seven years 2,527 pupils entered the first grades of the city. Out of this number 1,337 entered the high school eight years later, and 580 graduated from the high school twelve years later.

Among the pupils graduating from the high school during the seven years were twenty tuition pupils. This makes the number of Madison pupils graduating from our high school during this period 560, the number used in estimating the per cent graduating.

These figures indicate that out of every 100 entering the first primary grades, about 53 enter the high school, and 22 remain in the schools for the twelve years and graduate from the high school.

In forty-six cities of the United States having a population of 8,000 and over, statistics show that out of every 100 entering the first primary grades only 16 enter the high schools and only 4 graduate from the high schools. This comparison indicates that in Madison nearly four times as many pupils enter the high school from the grades as enter the average high schools of the country, and that more than five times as many graduate in proportion to the number entering the first primary grades.

To Summarize

It seems that in the Madison schools the average age of the pupils in the different grades is less than the normal; that the number of pupils failing of promotion is much less than the average in the schools of other cities; and that the number of pupils retained in the schools is unusually large. These tests therefore seem to justify the conclusion that our schools are measurably successful in interesting and retaining a large proportion of the pupils enrolled, and are not seriously defective in methods of management and instruction.

MEDICAL INSPECTION

Medical inspection, or better perhaps health supervision of schools, has come to be recognized as one of the serious needs in all progressive school systems. The introduction and maintenance of some system of health supervision at public expense finds its justification and even becomes a duty when considered from three viewpoints, viz., economic, educational, and moral.

Economic

Experience has shown that it is more economical to pay for health inspection than to pay for the extra schooling of children

who have been retarded on account of physical defects and ill health. Careful investigation of the records of fifty-five representative school systems of the country show that on an average one-sixth of the whole number enrolled are hold-overs or repeaters, that is, they are doing the work of a grade for the second or third time. This means that the cost of instruction for these pupils has to be paid for two or three times in the same grade. Statistics indicate that the education of these repeaters adds about 16 per cent to the cost of maintaining the school systems in these same cities. When it is understood that a large part of this retardation in school work is due to physical defects that can be remedied and to the presence of contagious diseases that are preventable, the question of health supervision takes on a striking economic phase. If the loss occasioned by the closing of schools for the purpose of fumigation and the cost of hospital service to the city in caring for children effected with diseases contracted in the schools are taken into account, the economic feature of this question becomes even more striking. It seems to be conclusive that for economic reasons alone the subject of medical inspection in the schools should receive careful consideration.

Educational

The educational value of an intelligent system of health inspection is not to be overlooked. In speaking on this phase of the subject, Dr. Hoag, of Pasadena, California, says: "It is a great mistake to think of such work as first of all medical, for it is first of all educational. It must aid the boy and girl in healthy growth and development; it must help the school to adapt its work to individual physical and mental conditions; it must assist in the correction of existing physical defects and in the prevention of others; it must teach the fundamental elements of preventive medicine; it should superintend the teaching of physiology and hygiene, and help to raise these subjects out of their present depths of alcoholic and anatomic perversion to a rational basis intelligible to the child; lastly, it should co-operate with and direct the work of physical training."

No less important is the value of such an inspection in the way of affording information and enlightenment to parents of the present and future generations in caring for and training

their children. An enlightened parentage would have an untold influence upon the growth, development, and character formation of the youth of the land.

Moral

Statistics show that nearly one-third of the pupils in the public schools of the land are suffering in one way or another from some physical defect. These defects necessarily handicap the unfortunate children and hinder their natural development. In our own schools we have had pupils who were counted hopelessly dull and stupid until it was discovered that the hearing was defective. When positions favorable to hearing were given them, they waked up, became interested, and were bright and intelligent pupils.

It is an accepted fact that there is a physical basis for precocity and dullness; that preeocious children are stronger physically, and dull children weaker, than the average or typical child of the same age; and that mediocrity of mind is associated in the main with mediocrity of the physique.

When in connection with these facts it is remembered that the real purpose of public education is to fit for vigorous, effective citizenship, and that the one essential factor in effectiveness is "a sound mind in a sound body," the question of health inspection in the schools assumes the nature of a moral obligation that cannot be ignored by boards of education.

Method of Procedure

In a small system of schools this work of inspection may be carried on without any large expenditure of money. Under the general direction of a competent physician many of the preliminary tests can be made by the teachers and only those needing special attention referred to the school physician. It will be his duty to examine these cases, determine the nature of the treatment advisable, and report the results of the examination to the parents. This report should explain the nature of the defects and urgently advise treatment by the family physician.

The following plan has been used at Pasadena, California, by Dr. Hoag, and has proved successful:

"A card about 4 x 7 inches has printed on one side of it about twenty-five arbitrary signs and symptoms of physical defects.

These are expressed in terms which any teacher can understand and use. For example, terms such as the following are employed:

Posture, nutrition, endurance, mental activity, appearance of teeth, mouth-breather, frequent absences, inattention, [delinquency in studies, squinting or other signs of eye trouble, deafness, nasal voice, colds and coughs, signs of fever, headache, offensive breath, signs of contagious disease, condition of skin, cleanliness of person, vicious habits, home conditions, nervous symptoms.

Any intelligent teacher can observe points such as these among her pupils if she tries. A set of such cards is given to each teacher by the principal. The teacher fills in the parent's name, pupil's name, age, grade, and home address at the top of the card, and then simply makes a check opposite the sign or symptom she has observed. She may perhaps fill out ten or twelve of these cards in a room of twenty-five or thirty pupils. These cards are then handed to the principal, who in turn gives them to the school physician when he calls. The physician then calls these pupils to the principal's office one at a time. Here they are carefully examined and the results are recorded on the reserve side of the pupil's cards. This examination includes the eyes, ears, nose, throat, heart, lungs, skin, teeth, general physical appearance, and indications of any contagious or nervous disease.

After completing the cards from any room, the physician visits that room himself and observes the pupils at work. He will probably detect some cases which the teacher has overlooked. He will also observe the conditions of temperature, light, and the general surroundings of the pupils. By this plan of office examination and personal inspection, the physician gradually covers every room in a building. It is needless to say that tact and an understanding of children are most essential in this work."

It is suggested by Dr. Hoag that some sort of school clinic should be established where children needing medical or dental care may go for treatment at reduced prices or sometimes for entirely free treatment. This may often be done by the co-operation of the physicians and dentists who are willing to have such patients come to their private offices at certain hours of certain days.

It is further suggested that the local medical society might nominate the school health officer and form an advisory health board of three or five members. This would certainly be an excellent plan and would avoid occasion for criticism and dissatisfaction among the physicians in the community. Suggestions and advice from such a board would come to the parents with more force and influence than from the school physician, and would make more emphatic the serious consequences of the neglected defect and ills of the children. The board could further render to the community a great service by publishing or securing for distribution simple health pamphlets or leaflets, setting forth the results following nose and throat troubles, the neglect of the teeth, diseased tonsils, defective vision, poor nutrition, and the like. Such leaflets would serve a valuable purpose in educating teachers, parents, and children upon the simple and essential but rarely comprehended truths of health and the consequences of their neglect.

THE WORK OF THE YEAR

The school year 1908-1909 marked a decided advance in the efficiency of the school system. The new high school building added greatly to the material equipment of the school. The introduction of a number of special lines of work materially enlarged the scope of the work, and the increasing ability of the teachers to arouse and maintain in their schools a spirit of interested, absorbing, and inspiring work, has made the results obtained more valuable.

The New High School Building

The influence of the new building has been salutary in many directions. The airy, well-lighted, evenly heated class rooms have contributed much to the physical comfort and general health of the pupils. The pleasant and attractive surroundings have called out the pride and self-respect of the pupils and added much to the tone and quality of school life. The number and character of the lines of instruction have opened to the young people wider spheres of effort and given to them broader visions of the possibilities within their reach.



Commercial Room, High School

Physical Training

The gymnasium has made possible for all a course in physical training intelligently adapted to individual needs and has placed before all ideals of a more perfect physical manhood and womanhood. Athletic sports have been given a new impulse, and all physical activities have assumed a more rational and wholesome nature. Rudeness of manner and recklessness of conduct have in a degree given place to a more gracious spirit and to a saner and more thoughtful regard for the rights of others. Smoking among the boys has noticeably decreased and the disposition to waste time and energy in gaming and loafing is less common. Aimless activity has given place to more purposeful endeavor, and indifference of spirit has been replaced by a desire for more earnest living.

Commercial Courses

The facilities offered in the commercial courses make it possible to establish a closer relation between school and life and to combine vocational and culture training. This department makes it possible for boys and girls to equip themselves for earning a livelihood without losing the training that contributes to personal growth and social usefulnesss. A combination of vocational and academic branches makes it possible for our young people to become self-helpful, self-supporting, and independent.

Manual Training and Domestic Economy

During the past year courses in manual training and domestic art for the high school were arranged, and the courses for hand work in the elementary grades were revised and strengthed. It is now possible for all pupils from the kindergartens to the end of the high school course to receive that motor training for hand and body that is so essential to symmetrical utilization of human strength and energies. This training also combines the educational and the practical, placing value upon informational branches and at the same time giving emphasis to the dignity of labor. Without ignoring the value and desirability of scholastic attainments, the boys and girls are given a wholesome respect for all worthy industrial callings. They are led to ap-

preciate the fact that "doing" and "efficiency" are the measures of man's usefulness to his fellow men.

Music and Drawing

Music and drawing are now recognized as permanent and important branches in all efficient school systems. During the past year effective and satisfactory work was done in both of these lines. The supervisors have shown intelligence and tact in directing every effort so as to enlist the interest of both pupils and teachers. Success in these lines as in all others depends largely upon the spirit and attitude of the regular teachers. It is due our teachers to express appreciation of their interest in these lines and to state that progress was made possible by their earnest work and hearty co-operation.

Special School for Boys

In January, 1909, a special school for boys was organized in one of the rooms of the high school building, and Mr. Chester S. Carney was put in charge. This school is designed to give individual aid to boys who on account of irregular attendance or other causes are behind their grades. By means of work in the gymnasium, in the manual training department, and in other general lines, an effort is made to arouse an interest that may be carried over into the regular lines of school work. By giving work adapted to the individual needs of each, it is hoped that many boys otherwise hopelessly behind their grades may be waked up and encouraged to take hold of school work with added energy and with more hope of success. This school has been in a large degree experimental, and it is hoped that it may grow in efficiency and be the means of leading many boys into careers of usefulness.

The School for the Deaf

During the past year a special school for deaf children was organized with Miss Matild Flatley in charge. The instruction in this school was of a high order, and the results were unusually gratifying. The school attracted considerable attention, and was visited by many of our citizens, by numbers from outside the city, and by members and committees from the last state legis-

lature. Undoubtedly the good impression made by the school had some influence in the passing of legislative measures intended to encourage the organization of such schools in other cities of the state and in enlarging this field of usefulness.

Night Schools

A night school was organized in the high school building and maintained during the winter months. This school was carried on by members of the high school teaching force, with Mr. Elwood E. Brooks in general charge. The total enrollment was 120, the average attendance 47. The school was in session three evenings each week for twelve weeks. A small tuition fee of one dollar for one branch of study and fifty cents for each additional branch carried ten weeks, was charged. The receipts from this source were \$103.50. The total amount expended for instruction was \$330.

The subjects taught and the number taking each were as follows: English 14, elementary arithmetic 18, commercial arithmetic 12, algebra 8, geometry 6, bookkeeping 30, penmanship 8, stenography 4, typewriting 9, mechanical drawing 16, bench work 4, gymnasium work 68. In a special report on the work of the school Mr. Brooks says:

"I believe there is a distinct need for the work of the night school in Madison,—such work as is in many cities offered by the Y. M. C. A. The classes that can be benefitted by the work seem to group themselves as follows:

1. Boys of school age who for various reasons are prevented from attending day school. Of this class we had quite a number. Many of them worked in stores, shops, and factories during the day, and a large percentage of them were eager to learn. Most of them came from homes of misfortune, a few from vicious homes.

2. Young men from seventeen to twenty-five years of age who through experience in the world have come to feel the need of further schooling. In this class there are, first, those who have had a high school course, and wish bookkeeping or some other subject that will be of practical use to them in their daily work. A much larger portion of this class consists of those who have quit school on completing the grade work or before. It is surprising how many bright fellows came into this class, most of

them with a definite purpose. They worked in shops and manufactories, and enrolled for mechanical drawing and shop work.

3. Men from twenty-five to forty-five years of age who are either foreigners or men unfortunate in not getting the elements of an education in childhood. Among the foreign class the good that can be done by night instruction is very great. Without exception they were found eager to learn.

4. Those who feel the need of physical training and exercise. This includes men in offices, clerks, manufacturers, etc. Although the gymnasium work is often passed over lightly, I think this line of work may bring as much if not more good to the community than any other. Where else may the young man of Madison go for a good vigorous hour's exercise during the winter months? The demand for this line of work is great, and I believe the need is almost equally as great."

The night school in the Longfellow building was opened the last week of November and continued three nights each week, until the last of April. Excluding holidays this gave fifty-five evening sessions. During the first few weeks the work was in charge of Mr. W. W. Jones and two assistants. Other duties made it impossible for Mr. Jones to continue through the season, and Mr. H. J. Parmley was placed in charge with one assistant, Miss Thelma Olsen.

The total enrollment was 50 and the average attendance 24. The ages of those attending were from sixteen to fifty-five years, the average age being about thirty years. The enrollment was distributed among the nationalities as follows: Russssian 50 per cent, Scandinavian 15 per cent, Italian 10 per cent, and Swiss, German, and Assyrian together 25 per cent. No tuition fee was charged for instruction in this school. The cost of instruction and janitor service for the season was \$264. In a special report Mr. Parmley says:

"These people came to us unable to read or write the English language. Very few could speak it, as they had been here only a short time, usually from six months to three and one-half years. We taught them to speak, to read, to write, and to spell the English of ordinary conversation. It was often necessary to use the German or the Norwegian tougue in teaching the English. Much time was given to oral drill upon conversational

English. The members were attentive and earnest and learned readily for the most part.

Members from the educational classes at the University frequently visited the school and found it both interesting and instructive. They commended the work heartily and agreed that the work given these people for the past two years has enabled them to use the English language in matter of speaking, reading, spelling, grammar, and penmanship better than regular University students use German and French after the same period of study. In connection with reading, some history, civics, geography, physiology, and other subjects of interest were taught. We read lives of Washington, Lincoln, and Robinson Crusoe as well as selections from the regular school texts from primer to fourth reader. I regard the work as of inestimable value to the foreigners who attended, and feel that the city of Madison cannot afford to do less than it is doing to made intelligent American citizens of these earnest, hard-working, ambitious foreigners."

The Social Spirit

During the past year some advance has been made in the development of a social spirit in the schools. The women on the committees in the different sections of the city have rendered a valuable service in holding school receptions and other meetings which bring the schools and the committee into closer touch. These efforts have brought the teachers and parents into sympathy and established a relationship that is mutually encouraging and appreciative. In some degree our teachers have been able to get away from the conventional relation of teacher and pupil and to get into closer touch with the children on the bases of human sympathy and interest. This has given the teachers a keener and more intelligent appreciation of the needs of the children, and has aided in adapting more skillfully the matter and methods of instruction to the ends sought. This has also brought teachers and pupils into a closer social relation on the bases of mutual confidence and esteem. A spirit of ministration and personal service prevails and emphasis is given to what is highest and best in life.

SPECIAL REPORTS

For more specific information in regard to the work of the schools you are respectfully referred to the special reports of the principal of the high school, and of the supervisors of the different departments. Your attention is also called to the reports of the citizens' visiting committees. The members of these committees have studied the conditions in the schools in a most intelligent and conscientious way, and their suggestions and recommendations are worthy of your careful study and consideration.

RECOMMENDATIONS

Earnestly desiring that the prosperity of the schools may continue, and that they may grow in efficiency and usefulness, I make the following recommendations:

1. That in the employment of new teachers every effort should be made to secure well trained, broad-minded, big hearted men and women who possess those qualifications, both natural and acquired, that make for leadership of the highest quality.
2. That earnest effort and loyal service on the part of teachers be rewarded by such advances in salary as will afford encouragement and just compensation for services rendered.
3. That no efficient teacher be permitted to leave our schools for a more remunerative position when a reasonable advance in salary will insure retention.
4. That as soon as practicable an additional teacher be secured for each of the larger elementary grade buildings, so that the principals may be relieved of a part of their work as classroom teachers and be allowed more time for supervision. To relieve the unreasonable stress of work now placed upon the principals and to insure the future efficiency of the schools, this step becomes imperative.
5. That some system of health inspection be provided for in connection with our schools. Experience in other cities seems to indicate that such a move would find full justification from the view points both of financial economy and efficiency of work.
6. That inasmuch as manual training and domestic art are recognized as important and necessary factors in a complete system of public education, we encourage the development of these

courses and make such additions to the equipment as may be necessary to make the training in these lines efficient and useful.

7. That we recognize the desirability and even the necessity of some plan for providing a retiring fund for teachers, and that we lend our support to such legislation as will provide for the adoption and maintenance of some rational and efficient system of pensions.

8. That the regular work of the schools along academic lines be considered of the highest importance, and that such supplies, aids, and equipment as may be necessary to strengthen the instruction along fundamental lines be furnished promptly.

9. That we look with favor upon all conservative modifications of our courses of study that will put them in line with the progressive thought of the day, and encourage the adoption of such methods as will insure the best intellectual and moral training for our children.

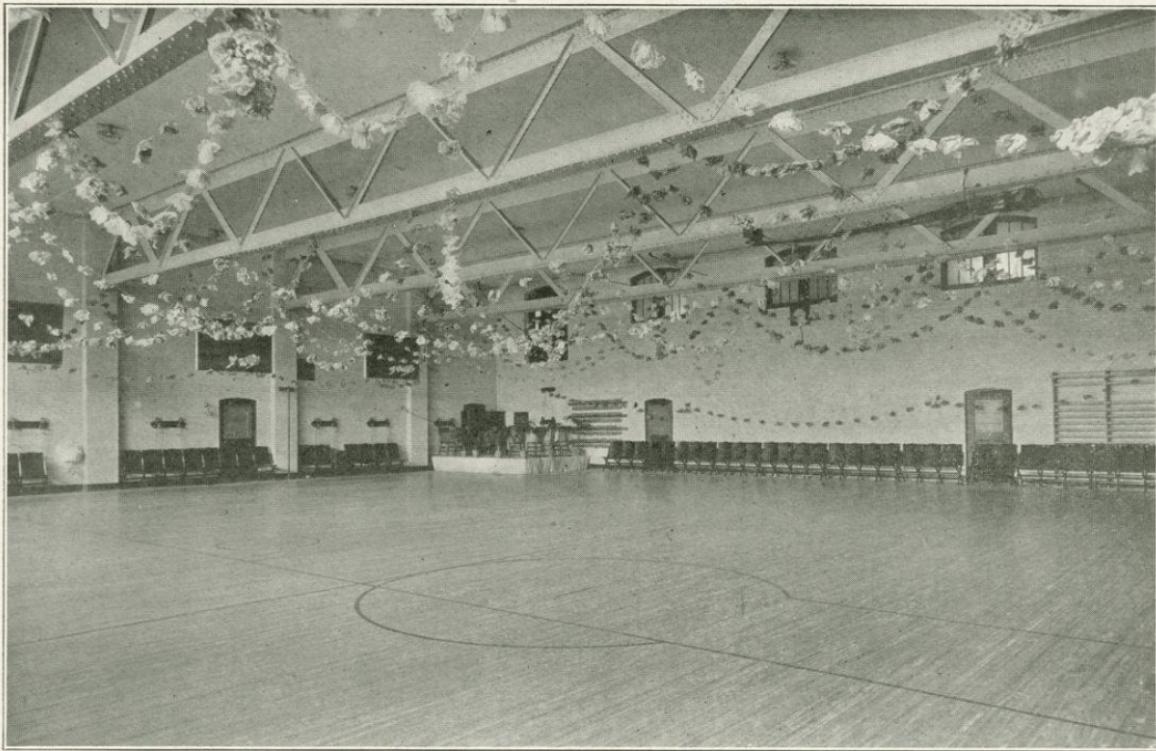
CONCLUSION

In conclusion it is gratifying to be able to say with confidence that in scope of work and in purposes and aims our schools are well up among the best in the country. When the number of new departments added, the number and character of the teachers employed, the extent and value of the equipment furnished, and the definite, practical, and intelligent nature of the methods of instruction used are considered, our citizens cannot fail to realize that during the past two or three years our schools have been marked by almost unprecedented development and progress. It is sincerely hoped that the benefits and attainments may be commensurate with the opportunities offered, and that such a degree of efficiency may be maintained as will cause our schools to merit the approval and liberal support of all good citizens.

Respectfully submitted,

R. B. DUDGEON.

Madison, Dec. 1, 1909.



Gymnasium, decorated for third-year party

REPORT OF PRINCIPAL OF HIGH SCHOOL

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

DEAR SIR—I have the honor of submitting to you my eighteenth annual report on the high school.

ENROLLMENT

Year	Tardiness.	Per cent of attendance	Enrollment.
1891-1892.....	697	95	323
1892-1893.....	472	95.5	339
1893-1894.....	380	96.5	357
1894-1895.....	420	95	397
1895-1896.....	351	96	417
1896-1897.....	398	95	479
1897-1898.....	270	96	486
1898-1899.....	290	96	534
1899-1900.....	372	95	578
1900-1901.....	275	95	587
1901-1902.....	270	96	577
1902-1903.....	348	96	594
1903-1904.....	380	95	597
1904-1905.....	356	96	583
1905-1906.....	401	96	620
1906-1907.....	768	95.1	611
1907-1908.....	1,464	95.7	602
1908-1909.....	1,231	95.4	672

The increase in attendance of 70 was probably due to the completion of the new building. In part it may have been due to the increase in the city's population. This gain was not approached in any year except 1896-1897.

In the matter of tardiness we made gain, but not so much as we hoped. All the effort at our command was expended to reduce the tardiness to a minimum. If present methods are maintained, greater promptness will doubtless be secured.

The following table shows the attendance of boys and girls for the past eighteen years:

Year	Boys	Girls	GAIN		LOSS	
			Boys	Girls	Boys	Girls
1891-1892.....	126	197				
1892-1893.....	131	208	5	11		
1893-1894.....	169	292	38			16
1894-1895.....	190	207	21	15		
1895-1896.....	201	216	11	9		
1896-1897.....	233	246	32	30		
1897-1898.....	253	233	20			13
1898-1899.....	262	272	9	39		
1899-1900.....	266	312	4	40		
1900-1901.....	237	350		38	29	
1901-1902.....	221	356		6	16	
1902-1903.....	238	356	17			
1903-1904.....	248	349	10			7
1904-1905.....	272	311	24			38
1905-1906.....	276	344	4	33		
1906-1907.....	278	333	2			11
1907-1908.....	277	325			1	8
1908-1909.....	312	360	35	35		

The use of the new building, so long needed and so long wanted, gave us some new chances of effective work.

Although some workmen remained to finish up certain things, we were willing to endure almost anything. Having gone through every conceivable inconvenience in the old building, we were able to proceed with the regular program in the new even if we were disturbed by occasional noises.

THE SYSTEM

The class room system, according to previous plans, was introduced and continued throughout the year. Under the arrangement of rooms, no other plan is feasible even if it were desired.

The advantages of the system may be seen in (1) the elimination of very numerous main room difficulties and consequently a notable reduction in cases of discipline. The massing together of large numbers for study purposes, has not, in many cases, proven a success. With the class room system many chances for wasting time are removed. The teacher in charge knows how pupils put in their time during school hours.

(2) Another very great advantage over the study room plan lies in the added opportunity given to class room teachers (class officers) of supervising a pupil's study. So much study, so-called, is ineffective. Under a teacher's direction we can reasonably hope for better results.

DISADVANTAGES OF THE SYSTEM

The chief disadvantage of the system lies in the complaint made by some pupils about having to study when a recitation is in progress in the room. Doubtless some are annoyed, but a great effort has been made to prevent this condition by such an arrangement of program as will leave a room free for the recitation.

In some larger schools, no effort is made to avoid having other pupils present during a recitation. Considering the extreme difficulty in the arrangement of a program for a large school with a complex course of study, it is not strange that no attention should be paid to this matter. As compared with this one, other difficulties incident to program making are very insignificant. In view of our success in this direction this year, there is good reason to believe that most of the annoyance from this source will be eliminated.

AUDITORIUM MEETINGS

Owing to its unfinished condition at the opening of school, we were not able to use the auditorium for general meetings. Later, the difficulty of heating it permitted only a few meetings until the opening of the spring term when exercises were held more regularly on Tuesday and Thursday mornings.

These exercises consisted of talks by the Superintendent and Principal, and by others. Some meetings were devoted to singing only, under the direction of Miss Vosburg.

It is worthy of note that at no time during the past eighteen years have we had such good all-high-school singing as during the auditorium meetings of the past year. More work was done in former years in the way of instruction in music, but fewer pupils took an active part in singing.

In assigning two meetings a week, we are doing as much as any of the larger schools, and more than many of them.

The great difficulty found in having these meetings, is the short period of time allowed. No better plan can be arranged without a decided change in the school sessions.

COMMERCIAL DEPARTMENT

This department met the wants of about 25 pupils in the regular course of first year studies, together with a few from grades III and IV, who took up work in typewriting under the regulations made by the Board of Education.

The course of study in this department compares well with that of the other schools. It is not intended to compete with the business college, but to furnish instruction in business subjects, along with regular high school studies.

As the numbers increase greater provision must be made for their accommodation. Increased facilities and instructional force must be supplied to give the department the prominence it deserves.

MANUAL TRAINING AND DOMESTIC SCIENCE

Work in these departments was arranged for first year pupils desiring it. About 70 pupils took advantage of the opportunity, but many of them finding the need of more time on regular studies were permitted to drop it.

The disadvantage of permitting the work to continue as an optional study lies in the fact that teachers are unable to depend upon the size of classes. The subject is of sufficient importance to receive better attention. There is but one way to introduce it into the course, and that is by allowing it to take the place of something else. It cannot maintain its rightful place in the high school and remain a subject which may be taken up at leisure and dropped as soon as there appears a lack of time for it.

GYMNASIUM WORK

This work for girls and boys was carried on successfully under the instruction of Miss Brown and Mr. Jones. All high school girls and boys were required to take it. Some of those who need it most were excused on physician's certificate, and therefore lost the benefit to be derived from the work.

THE ANNUAL

Messrs. Slichter and Reber devoted much time to the publication of the Annual.

The boys are to be congratulated upon their success. In quality the Annual ranks well with previous ones. The profits were not extensive, but added about \$12.00 to the picture fund.

ATHLETICS

Success in this work is due largely to the work of Mr. Jones, who has used the gymnasium to good advantage. In fact, our winning the Inter-scholastic meet is due in large measure to the gymnasium training.

Prominent among the athletic interests may be mentioned the inter-class games. The great advantage of this form of exercise lies in its causing more pupils to engage in athletic contests. Football for a regular team reaches only a few boys.

LITERARY SOCIETIES

From my knowledge of the work of the literary societies among the boys, I could scarcely call them successful. Comparatively few members are impressed by any degree of responsibility in behalf of the society. At first it was thought advisable to confine meetings to the hour immediately after the close of school. Some objections were raised to this because of the demands of athletic interests at that time. To avoid putting anything in the way of progress, the societies were permitted to

hold evening meetings. The results were not satisfactory. A considerable number of each society were still unable to distinguish between the use of a building for literary purposes and its use for having a good time. On this account, after years of experimenting, I strongly recommend that all literary societies hold their meetings at the close of school.

For years the Nautilus club has held its meetings at the close of the afternoon session. The club has flourished greatly and has never found difficulty in securing a quorum or in carrying out a program.

The success of the club is an indication of faithfulness on the part of its members.

With equal faithfulness the Philomathian society of girls has conducted its meetings at the close of the school day. Although younger than the Nautilus club, its success fully proves the wisdom of its organization.

From the spendid results of these clubs it is reasonably certain that the boys' societies could be just as successful if their meetings were held at the same hours.

Supervision by a teacher is a most important factor in maintaining a high standard of efficiency but even this cannot invariably supply a great deficiency in responsibility on the part of the members of the society.

THE NEW BUILDING

According to expectations, the new building has met our needs splendidly. It accommodates the pupil body in a very comfortable way. It removes all fears as to safety, and excels in its good air and light. Aside from a few things still needed, there remains but little necessary to make it an ideal place.

Given this equipment so perfect in most ways, all our excuses for failure to meet the demands made upon us are removed.

SOCIAL AFFAIRS

The only social affairs of the year were the 4th grade party, 3rd grade party, and the alumni party. These were all conducted under the rules adopted by the Board of Education, and were enjoyable parties.

INTERSCHOLASTIC

Our success in reaching first place is a source of great satisfaction. Our sudden rise from a position of great indifference to first place must be considered a great gain. We naturally attribute this rise to the efficient gymnasium practice.

The effect upon the high school was marked by great enthusiasm and a determination to keep up our effort.

PUBLIC EXERCISES

A SCRAP OF PAPER

A Comic Drama in Three Acts

CAST OF CHARACTERS

Prosper Couramont.....	Edward Twitchell
Baron de la Glaciere.....	Ray Tuttle
Brisemouche (a naturalist).....	Stanley Allyn
Anatole (his ward).....	Murray McGowan
Baptiste (servant).....	Percy Mehlig
Francois (servant of Prosper).....	Tom Coleman
Louise de la Glaciere.....	Vera Matson
Suzanne de Ruseville (her cousin).....	Evelyn Jensen
Mathilde (sister to Louise).....	Agnes Nelson
Zenobie (sister to Brisemouche).....	Laura Gilman
Madame Dupont (housekeeper).....	Beulah Heddles
Pauline (maid).....	Marguerite Coleman

SYNOPSIS

ACT I. Drawing room of Baron de la Glaciere.

ACT II. Prosper's room in Brisemouche's house.

ACT III. Garden in front of Baron's house.

Prosper Couramont has returned from his travels in the East, to seek a wife. He asks for the hand of Mathilde, a young sister of Louise, now the Baroness de la Glaciere, with whom years ago he had carried on a flirtation and whose secret correspondence was hidden in a statuette. They discover the last letter still concealed there. Prosper gets possession of it. Suzanne, a good friend of Louise, though a man-hater, endeavors to induce Prosper to give up the letter. In her endeavor to allay the Baron's jealous suspicions, she declares her love for Prosper. She is taken at her word and the letter, after hair-breadth escapes, is finally burned.

This play was given under the management of Miss Klempell and Miss Young. The proceeds will probably be devoted to such decorations and improvements in the auditorium, as will contribute to the effectiveness of future plays.

LINCOLN MEMORIAL PROGRAM

THE HIGH SCHOOL AUDITORIUM

Friday, Feb. 12, 1909

9:00 A. M.

Music.....	The Girls' Glee Club
"O, Captain, My Captain"—Whitman	Regina Sullivan
Address	Rev. W. J. McKay
The Gettysburg Address.....	Homer Piper
"The Perfect Tribute"—Andrews.....	Mr. H. K. Bassett
Singing of America.....	The School

Contributions to the Lincoln memorial fund amounted to over \$50, with which two busts—Lincoln and Washington—were purchased and placed in the auditorium.

FIRST ANNUAL INDOOR MEET

FRIDAY, APRIL 23, 1909

High School Gymnasium 3:30 o'clock P. M.

OFFICIALS

Mr. Brooks	Mr. Olson	Mr. Shanahan
Mr. Carney	Mr. McMullen	Mr. White
Mr. Canfield	Mr. Surrey	Mr. Jones

ENTRIES

1909	1911
Tormey	Heyl
Kuhns	Conlin
Bishop	Howe
Bollenback	Eckstedt
Moore, G.	Soribren
Tetzlaff	Sullivan
Hadfield	Tappins
Hammersley	Taylor, G.
Reber	
Twitchell	
Kaltenborn	
1910	1912
O'Connell	Comstock, E.
Field	Kessenich
Corcoran	Nelson, B.
McGowan	Verberkmoes
Blied, J.	Dove
Head	McCullock
Davy	Brown, G.
Park, A.	Blied, G.
Park, M.	Wengel
Park, H.	Schlaak
Harper	Davy, G.
Naffz	
Coleman, T.	
Gramn	
Morley	
Maher	

ARBOR DAY, MAY 7, '09

PROGRAM

I	Music.....	Girls of Third and Fourth Grades, Randall School
II	Class History.....	James Dohr, Edna Frautsch
III	Music.....	Glee Club
IV	Address.....	Mr. R. H. Denniston
V	Music.....	High School
VI	Recitation.....	Ada Pence
VII	Music.....	Chorus
VIII	Oration.....	Sumner Slichter
IX	Planting of Vine.	
X	Music.....	High School. Two stanzas of "America"

GRADUATING EXERCISES

JUNE 11, 1909

PROGRAM

*Music—March—Lincoln

Prayer	Rev. Howard R. Gold
Music.....	Girls' Glee Club
Oration and Salutatory.....	Marzo Cronk
Music—Beauty's Dream—Keith	
Address.....	Professor Charles F. Smith
Music—Spanish Gaiety—Eno	
Valedictory.....	Vera Matson
Presentation of Diplomas	Mayor J. C. Schubert
Benediction.....	Rev. Howard R. Gold
Music—March—Losey	

*Music Bach's Mandolin and Guitar Orchestra.

GRADUATES, 1909

Abaly, Winnifred	Hadfield, William Adrian
Allyn, Stanley Charles	Haley, Camillia Myrtle
Babcock, Edward Andrew	Hammersley, Ralph Walter
Baker, Estella Miriam	Hansen, Margaret Cecelia
Beedle, John Raymond	Hawkins, Amy Elizabeth
Bischoff, Alvin Louis	Heddles, Beula
Blied, Helen Marie	Hopkins, Mary Marguerite
Bollenbeck, Joseph William	Howard, Zora Dee
Borchsenius, Harold	Jensen, Evelyn Harriet
Buell, Pauline Merry	Kaltenborn, Ernest Charles
Byrne, Margaret Jane	Kanouse, Mary
Cary, Harold Per Lee	Ketchum, Maud Ella
Casey, Eunice Marion	Kimball, Mae
Coleman, Marguerite Mary	Koch, Doretta
Collins, Irene Margaret	Krueger, Forrest Julius
Cooper, Inez	Kuhns, George Roland
Cronk, Marzo Dunwiddie	Lampert, Harold M.
Crowley, Jennie Gertrude	Lathrop, Robert
Curtin, William Edwin	Lester, John King
Danielson, Hilda Josephine	Leary, Mary Ella
Dohr, James Lewis	Link, Frances Mary
Donovan, Adelaide Veronica	Lund, Mildred Joyce
Doyle, Agatha Justine	Matson, Vera
Ellman, Frances Catherine	Maw, Irene Augusta
Ellefson, Elsie Lucretia	Miner, Majorie Rose
Ely, Dorothy	Morrison, Frances Marie
Fess, Madeline	Moore, George Elkington
Frautschi, Edna Elizabeth	Newman, Elizabeth Laura
Gay, Sidney	Norris, Elva Marie
Gibbs, Edna Carrie	Oakey, Edna Kathryn
Gilman, Laura Leonard	O'Malley, Agnes Elizabeth

Park, Dorothy Lurancy	Schneider, Andrew George
Pence, Nellie Ada	Slichter, Sumner Huber
Poggemiller, Frances Josephine	Soelch, George Frederick
Post, Lillian Genevieve	Steensland, Lohra
Pressentin, Olga Charlotte	Tappins, James Garrold
Purcell, Mary Ellen	Taylor, John Dudley
Quale, Norman Milton	Tetzlaff, Frank Otto
Rayne, Lucile Price	Tuttle, Ray Charles
Reber, Hugh Jackson	Twitchell, Edward Chauncey
Replinger, Roy Lodawick	Van Slyke, Maie Eleanor
Rice, Ruth Catherine	Walker, Anne Garnet
Roloff, Norma Rosetta	Wright, Dorothea Henrietta
Runge, Elsie	Wehner, Carl
Schmitz, Nicholas Joseph	

Recommendations as to changes in the Course of Study:

1. The Domestic Science and Manual Training should be so arranged as to secure recognition by University of Wisconsin.

In order to avoid irregularity in classes, these subjects should be counted in lieu of some other first year study. Teachers cannot do effective work in these branches unless they can count as certainly upon their pupils as teachers do in other branches.

2. Manual Training and Domestic Science should be extended into the second year, and throughout the course for those who are not to enter the University of Wisconsin. For these pupils graduation from the high schools should be made possible.

3. Gymnasium work should be required of all pupils in Grades I and II, and optional for the other grades.

Large numbers prevent such individual and corrective work as seems necessary. Furthermore, the instructors have no time whatever for physical examinations. If the gymnasium work is to be adjusted to individual needs, those needs must be accurately determined by careful examinations.

Some notes on number of graduates:

Graduates to date, male.....	.....	615
Graduates to date, female.....	.....	918
Total .....	.....	1,533
Graduates past 18 years, male.....	.....	507
Graduates past 18 years, female.....	.....	721
Total.....	.....	1,228

Eighty per cent. of all high school graduates have graduated in the past eighteen years. 36.4 per cent. of high school graduates have graduated from University of Wisconsin.

CONCLUSION

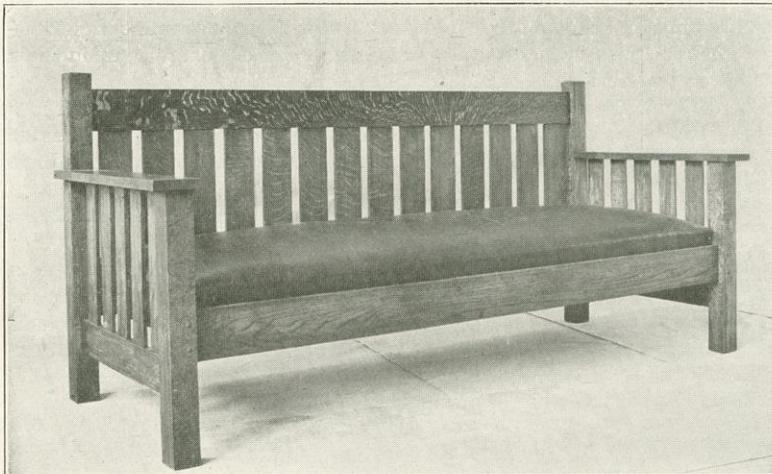
The year has been highly successful in various ways. The new building has made possible a much closer supervision of pupils' work, attendance and conduct.

Two years of wandering favored the acquisition of loose habits of study. Our coming together again under the present system has corrected most of the faults incident to the scattered condition of the high school.

The new impulse given to teachers and pupils by the completion of the new building will doubtless grow in strength as all become accustomed to the new order of things.

Respectfully submitted,

J. H. HUTCHISON,
Principal.



Woodworking, First Year High School

REPORT OF SUPERVISOR OF DRAWING

To Mr. R. B. Dudgeon, Superinintendent of Schools, Madison, Wis.

Dear Sir: I hereby submit my twelfth annual report.

The completion of the new high school building and the appointment of an assistant drawing teacher have made possible changes in the art work of our schools to which we have long looked forward.

HIGH SCHOOL

Required Course. First year pupils have reported in six classes instead of four. This means smaller divisions and more time for individual criticism. While this change adds to the efficiency of the work, there is still one condition that is not conducive to the best results. Pupils who have had no training in drawing, report in the same class with those who have had instruction through the eight grades of our city schools.

Optional Classes—The work has been extended so that pupils beyond first year have been able to continue some form of art work two periods a week, as follows:

First Term—Design worked out in tooled leather articles: book covers, card cases, table mats, purses, bags, bill books, pen wipers, and belts.

Second Term—Design worked out in pottery, including the incised and cut work in vases and tiles. Forty-five pieces were taken to the kiln to be fired and glazed.

Third Term—Landscape work—Although forty pupils took advantage of these classes and much was accomplished, lack of regularity in attendance interfered with the seriousness of the work. The remedy seems to lie in making all the art work part of a credited course, as is done in many high schools.

It was my privilege to visit the three large high schools of St. Louis, that birth place of manual training. In these schools there are two courses in which the art work is required through four years—the manual training course and the art course. Minneapolis, Cleveland, Indianapolis, Davenport, Aurora, and Decatur are some of the cities that recognize the value of art work and make arrangements for it through each of the four years.

The beautiful room assigned us with its far-reaching view has been a source of inspiration. The adjustable tables and locker cases have simplified the mechanics of the work.

On the evening of the dedication of the high school building, an exhibit of original design and their application in stencil pattern by first

year students and of leather work by optional classes was arranged in the drawing room. The stencil patterns were worked out in color on curtains, table covers, dresser scarfs, neck scarfs, and waste paper baskets. The original design by Miss Amy Mueller was chosen and stenciled on curtains to cover the boards in the drawing room.

Covers for Arbor Day Programs were designed by first year classes. Those chosen were designed by Leah Barkow, Edmund Alford, and Warren Weaver. Five hundred copies were printed on the mimeograph and returned to pupils to be colored.

The art department is fortunate in receiving as a gift from Mr. Edwin Sumner, six very pleasing pieces of pottery.

WARD SCHOOLS

Miss Burge has given a lesson in each of the first six grades in most of the schools each week, although I have given forty minutes instead of twenty to each seventh and eighth grade every two weeks. We find that much more can be accomplished if we double the periods. I hope that this may be done in fifth and sixth grades next year.

More attention has been given to the mechanics of the work than before. As soon as a correct and orderly use of material becomes a habit with the children, then all our energy may be directed toward the *expression* of thought and feeling.

More practical application is made of the art work each year. Fifth and sixth grades made stencil designs which were applied to their bags made in the sewing class. Designs were also made for their paper or brass lamp shades made as Christmas gifts. Even the primary children stenciled curtains and table covers for their doll houses.

In the supervision of the industrial work in the first four grades, I have been most ably assisted by Misses Vashti Skidmore, Lelia Purdy, Christina Farris, and Jennie Burge. However, it is due largely to the patient and enthusiastic co-operation of the grade teachers that the children have been stimulated to produce a greater *variety* of articles as well as articles which show better workmanship than ever before.

Although the Public School Art Association, as an organization, has rested this year, the impetus of previous years has been felt. Doty, Randall, and Hawthorne schools have been active in raising considerable sums of money for the picture fund.

The exhibit of Turner pictures, held in the Hawthorne school, was greatly enjoyed by all. The day spent by teacher and children of each room in turn, in studying these pictures will never be forgotten by them.

The Turner picture study leaflets, purchased by the Association and distributed for use in the schools, have been found very helpful.

At a meeting of the Art Association, held at the home of the President, Mrs. A. E. Proutfit, June 3, the advisability of disbanding the present organization was discussed. The decided opposition to any

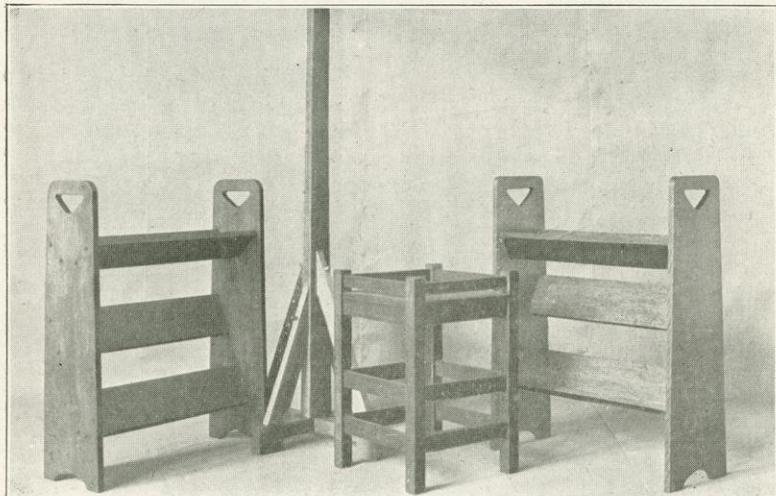
action of this kind on the part of teachers and committees proved how vital a part of our school interests the Association has become.

Earnest words of appreciation of the generous and efficient service of Mrs. A. E. Proudfit as President, and of Mrs. M. V. O'Shea as Vice-President, were spoken.

In closing, I wish to thank you, the teachers, and the Board of Education for your co-operation.

Respectfully submitted,

IDA M. CRAVATH.



Woodworking, First Year High School



Auditorium and Stage, High School

REPORT OF THE DIRECTOR OF MANUAL TRAINING

To Mr. R. B. Dudgeon, Superintendent of Schools:

DEAR SIR: I hereby submit a report of the Manual Training Department of the Madison Public Schools, for the year ending June 11, 1909.

BENCH WOODWORK

At the beginning of the year a course in joinery and cabinet construction was offered for the first time to high school pupils. The work was considered experimental, and for that reason was made elective and received no credit toward graduation. The time put in was two eighty-minute periods weekly. The course consisted of four regular exercise pieces or joints involving fundamental tool operations, followed by the making of small complete models of articles for use in the shops, such as saw horses, nail drawers, stools, tool racks, bulletin boards, and blue print frames. Upon completing the exercise pieces and one or more of the small models, each pupil was allowed to construct a piece of furniture for himself or for the school, making his own design, working drawing, and mill-bill of stock used. In this way were built a library table thirty-four by fifty-five inches and a davenport thirty by eighty-four inches for the teachers' room, a twelve-foot special aquarium table for the biology laboratory, a plate rack for the dining room in the domestic science department, a glue and stain table and cupboard for the woodworking shop, and a book rack for the superintendent's office. A set of four banking corners for a running track in the gymnasium was also made by a group of upper grade boys working after school hours.

The wood-working shop is equipped with four six-pupil benches, fitted with Oliver plain screw vises and side clamping attachments. At each vice are four drawers and one tool cabinet. Included in the equipment are twenty-four sets of individual tools and a full line of tools for the general set. A demonstration bench for the instructor is also included in the equipment. The room thus equipped accommodates twenty-four pupils during each working period.

Cost of Wood-working Equipment

4 Six-pupil benches at \$149.00.....	\$ 596 00
1 Demonstration bench.....	35 31
24 Sets tools and general tools.....	383 92

	\$1,015 23

Cost of Material for One Year

Lumber for high school and grade work, for gymnasium running track, and other high school fittings .....	..	\$ 510 00
Sundry supplies, nails, screws, sand-paper, etc.....		33 57
		<hr/>
		\$ 543 57

MECHANICAL DRAWING

The work in mechanical drawing was required of all first grade pupils. The time put in was two forty-minute periods weekly. The course consisted of twelve plates as follows:

1. Full lines; 2. Dotted lines; 3. Lettering sheets, large letters; 4. Lettering sheet, small letters; 5. Circles and tangents; 6. Projection of solids, hexagonal prism, hexagonal pyramid, cylinder, and cone; 7. Truncated hexagonal prism, truncated hexagonal pyramid; 8. Framed prism parallel to projection plane; 9. Framed prism at angle to horizontal plane; 10. Working drawing of nail drawer; 11. Working drawing of mortise and tenon joint; 12. Tracing of sheet No. 11.

Drawing boards, T squares, triangles, scales, ink, and paper were furnished by the board of education, the remaining tools such as instruments, pencils, etc., were supplied by each pupil.

Cost of Mechanical Drawing Equipment

24 Drawing tables at \$15.00.....	\$ 360 00
96 Drawing boards at .70.	67 20
24 T squares at .40.	9 60
24 sets triangles at .75.	17 00
24 scale ruler at .40.	9 60
Supplies, paper, ink, tracing cloth.....	<hr/> 50 70
	\$ 514 10

MANUAL TRAINING IN THE GRADES

During the past year manual training has been extended into the fifth and sixth grades. The pupils in all of the sixth grades and four of the fifth grades have gone to the nearest manual training shop, either at the Washington or the Irving schools, and the six remaining fifth grades have taken the work at the desks in the school room under the direction of the regular grade teachers. This arrangement has been necessary because the number of classes is too large for the manual training instructor to handle in the shops.

The course consisted of the following models:

Fifth Grade—Knife Work: Plant label, cord winder, match scratcher, pencil sharpner, fish line winder, paper file, mariner's compass, match box, tooth brush holder, optional.

Sixth Grade—Elementary Bench Work: Basket shelf, match box, post card box, bill file, handkerchief box, optional.

Seventh Grade—Bench Work: Bread board, puzzle board, plant stand,

coat hanger, flowerpot stand, blotter pad, sleeve board, glued-up bread board, bird house, optional.

Eighth Grade—Bench Work: Book rack, pen tray, broom holder, knife and fork box, picture frame, taboret, optional.

Besides the regular models a number of pieces were made for the various ward buildings, such as screens and tables. Some apparatus was also made for the high school gymnasium.

The fact that the Washington school is unsuitable for the work has been mentioned in previous reports. The conditions remain the same as formerly, and the need for a wood floor over the present cement one and for better lighting facilities is as large as ever.

It would be advisable to arrange for all classes in manual training to go to one of the shops rather than to teach the work at the desks in the school room. Aside from the two features just mentioned, the facilities for work have been very good and satisfactory results obtained.

The recommendations regarding the installing of equipment for wood-turning and pattern-making in the high school, and the extension of the work into the second year of the high school course, occupy too much space to be admitted to this report and so have been made out in separate form.

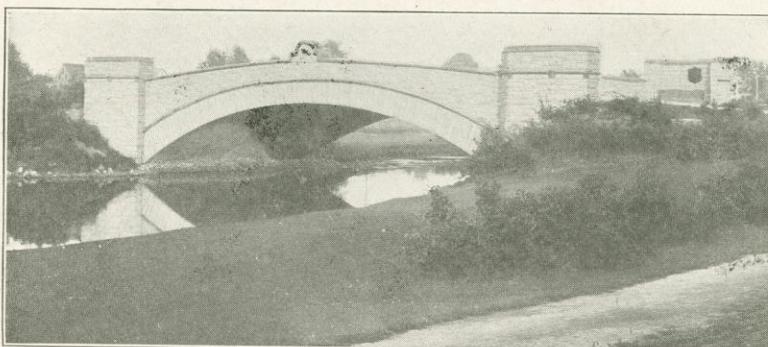
The number of pupils receiving instruction in manual training in the grades and in the high school is as follows:

Grades 5, 6, 7, and 8, one hour weekly.....	578
High school, first year, two eighty-minute periods weekly.....	60
Mechanical drawing in the high school, first year, two forty-minute periods weekly.....	101

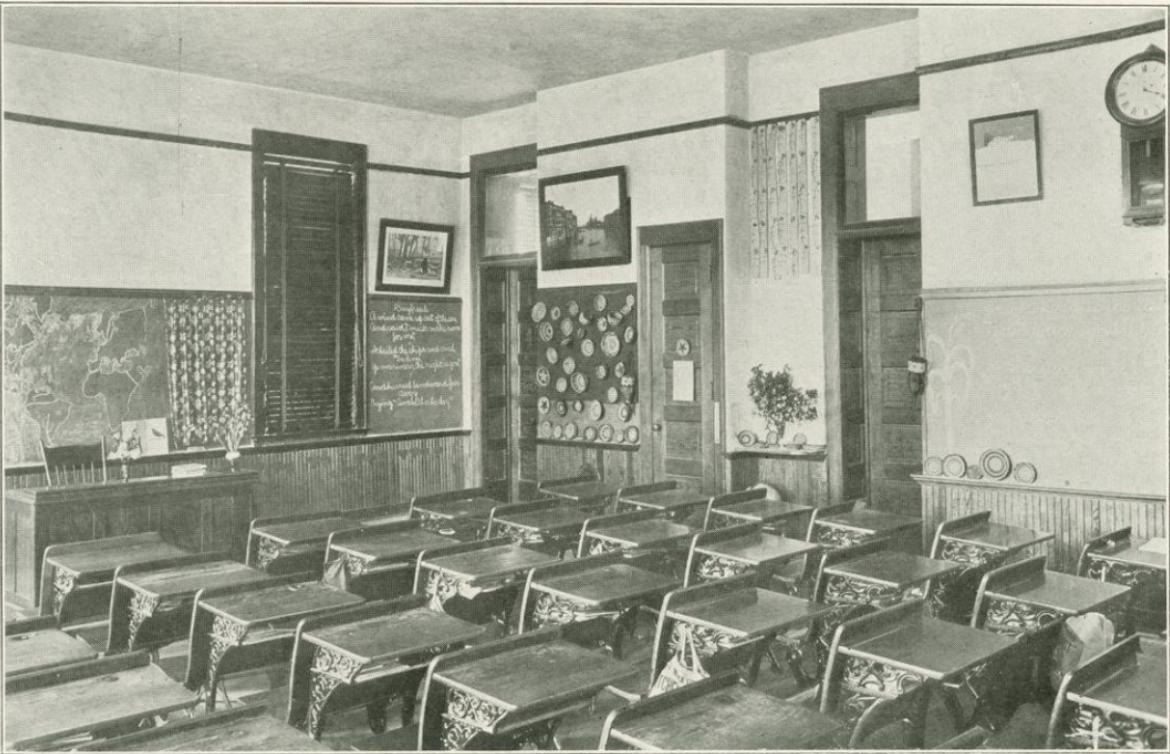
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Respectfully submitted,

LOUIS F. OLSON.



Steen'sland Bridge



Elementary Grades School-room

REPORT OF THE DIRECTOR OF DOMESTIC ECONOMY

To Mr. R. B. Dudgeon, Superintendent of Schools:

MY DEAR SIR: I hereby submit my fourth annual report.

With the completion of the new high school building the scope of this department was greatly increased. This was due to the added facilities for carrying on the work, and also to the increase of the teaching force. We are therefore pleased to announce the introduction of domestic science and domestic art into the high school and into the fifth and sixth grades. The work is now planned for the fifth, sixth, seventh, and eighth grades of the grammar schools and for the first year students of the high school. Students of advanced classes who have sufficient time over and above that required for their regular work, and pupils taking special courses, have been admitted to the classes.

Sewing is taught in the fifth, sixth, and seventh grades, and cooking in the eighth grades, each subject being part of the required work for the respective grades. Both branches are taught in the high school. They are elective and no credit for the work is given. This has proved a very serious drawback to the growth and the development of these departments. Under the right conditions, namely, giving credit towards graduation for the work accomplished, these departments would develop from year to year, until they would be carried on throughout the four years of the high school course. Such problems as will naturally present themselves during the next two or three years will have to be worked out when they are met.

In the fifth and sixth grades the work was organized at the beginning of the second half of the school year. Where there are straight fifth grades the classes have worked with coarser materials such as burlap, bright colored yarns, and large needles. The first article made was a mat nine by twelve inches in size, upon which the following stitches were used in straight line designs: Back stitch, running stitch, blanket stitch, and uneven basting. After completing the mat, work was begun on a burlap bag worked in cross-stitch design. The design was made in the drawing periods, thus bringing before the children the close relation between drawing and domestic art. The sixth grade teacher gave the instruction in this work to the fifth grade girls, while her own girls were taking more advanced work with the special teachers of this subject. At the same time the fifth grade teacher was instructing her boys in knife work. In a few instances the fifth and sixth grades were combined and the same work was given to both grades. The following articles were made: Sewing bag, needle book, and sewing apron. The pupils were

taught to measure, lay off, and cut out the articles, and taught the application of the various stitches. The sewing bags were made of tan colored linen. When they were done, the pupils stenciled designs upon them. Here again the close relation between drawing and domestic art was brought out.

After this the time previously spent by the seventh grade girls in mastering the stitches will be devoted to other kinds of hand work. This has been done in one instance, namely, at the Washington school. The seventh grade spent the time crocheting slippers and in hem-stitching various articles as Christmas gifts. After the Christmas holidays until the close of the school year, the following articles were made: Cooking aprons, sleeves, towels, and holders, all neatly marked with the owner's name in cross-stitch. Pupils who fail of promotion are allowed to choose such problems in hand work as may be best suited to their needs.

All domestic art, or sewing classes, are conducted as far as possible in regular session rooms. Where the same grades from different schools are combined, they report at the Irving or Doty schools, or at the sewing room in the high school. All eighth grade domestic science, or cooking classes, report for work at the Irving school or at the Doty school.

The domestic science work in the eighth grades has been carried on along the same general plan as in previous years. In all there have been given thirty-five lessons, covering the following subjects: Vegetables, cereals, gelatine desserts, Christmas candies, eggs, frozen desserts, and baking of yeast and quick breads.

Through the generosity of the Madison Woman's Club, the Madison Gas Company, and through some personal donations, we were enabled to duplicate the Irving school cooking equipment and place it in the Doty school. The additional expense incurred in the running of two kitchens instead of one is insignificant, when the advantage of the Irving kitchen to the children living in the west side of the town is taken into consideration.

COST OF HIGH SCHOOL EQUIPMENT

Kitchen:

Table	\$375 00
Pantry—cupboards.....	80 00
Pantry—china closet.....	56 00
Shelving in store room.....	10 00
Stoves—gas range	30 00
Stoves—individual burners.....	60 00
Stools.....	19 64
Dishes.....	35 00
Blanket.....	4 25
Toweling	15 60
Sinks and plumbing.....	136 35
Hardware (cooking utensils).....	177 05

Total \$998 89

Sewing-room:

Cases and stools, etc.....	\$150 00
Tables	24 64
Chairs	30 00
Cheval mirror	18 15
Costumer	2 50
Shears, scisssors, rulers, tracing wheels, tracing boards, and ironing boards	28 20
Curtains, fitting room, windows and rods	12 22
Electric irons.....	8 00
Sewing machines and needles	111 00
Needles, thread, pins	16 90
Tape lines and emery bags	1 30
<hr/>	
Total	\$402 91

COST OF DOTY SCHOOL EQUIPMENT

Gas range.....	\$ 30 00
Gas stoves, individual.....	60 00
Stools	20 00
Chairs (sewing).....	22 00
Dishes	23 44
Hardware.....	119 90
Gas heater	10 00
Sinks.	50 50
Toweling and dish cloths.....	7 50
Curtains and rods.....	3 70
Lockers, cupboards, and table	100 00
<hr/>	
	\$ 447 04

COST OF MATERIAL IN DOMESTIC ECONOMY FOR ONE YEAR

Groceries, high school.....	\$ 51 75
Meats, high school.....	8 44
Sewing material, high school.....	8 45
Groceries, elementary grades	101 46
Sewing material, elementary grades.....	12 00
Laundry in domestic science department.....	25 90
<hr/>	
	\$ 208 00

Cost for material, per high school girl, for each cooking lesson, $3\frac{1}{2}$ cents.
 Cost for material per eighth grade girl, for each cooking lesson, $2\frac{1}{4}$ cents.

We take this opportunity of thanking all who generously helped toward the Doty school equipment.

The opening of the domestic science and domestic art departments in the high school was delayed by the incompleteness of the building. In all twenty-five lessons were given in each branch. In cooking the following ground was covered: Beverages, Christmas candies, deep fat fry-

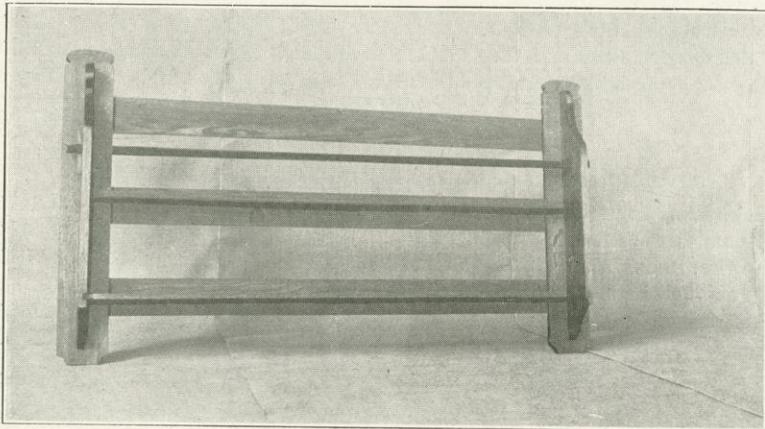
ing, care and cooking of meats and fish, soups, quick breads, pastry, and one frozen dessert. The recitations were conducted in a manner similar to those in the grades, but adapted to older and more advanced pupils. The equipment, although not elaborate, is planned to meet the requirements for a four years' high school course.

In sewing the work is likewise of an advanced nature. Sewing machines are used, there being four in the sewing room. This room is equipped with tables, chairs, foot stools, ironing board and irons for pressing garments, lockers in which the girls keep all their work, and all necessary tools. The students furnish their own materials, out of which they have made the following garments: drawers, petticoats corset covers, and dresses.

Both domestic science and domestic art are possessed of great possibilities. They are both so closely related to the home and family life that no young woman should be allowed to complete her high school course without having made the most of the advantages offered. The time is rapidly approaching when no young woman ignorant of household arts will be considered well educated.

Respectfully submitted,

ELIZABETH C. LANGE.



Woodworking, First Year High School

REPORT OF THE DIRECTOR OF PHYSICAL TRAINING

To Mr. R. B. Dudgeon, Superintendent of Schools:

DEAR SIR: I herewith submit the annual report for the year ending June 11, 1909.

We are gratified that it is no longer necessary to defend athletics and gymnastics as worthy of a place in a well balanced public school course, and that it is now generally conceded that depth of chest, strength of heart, good digestion, good co-ordination, and good carriage of body should be possessed by an educated man or woman. The aim in this department is to promote the health of pupils individually, to aid in building symmetrical and well developed bodies, and to provide means for recreative exercises.

The gymnasium is a model one in every respect, and a credit to the wise liberality of the city. It is well supplied with apparatus, including three parallel bars, two horses, two bucks, ten mats, bar-bells, dumb bells, Indian clubs, traveling rings, climbing ropes, swinging rings, Swedish stall bars, locker and bath rooms. Every pupil is required to take physical training, unless excused by the principal or the director because of physical inability.

BOYS' DEPARTMENT

A physical examination is given each pupil before entering any athletic team or enrolling in any class. This examination includes family and personal history, measurements, examination of heart and lungs, and tests of strength, sight, and hearing. A complete inspection of the whole body is made to detect any weakness or deformity that may exist. On the basis of data obtained, the director gives advice to pupils on matters of personal hygiene. This data serves as a guide to the type of work given. In cases of disease or physical defects of a serious nature, the director suggests medical advice by the family physician.

The work includes (1) Instruction in personal hygiene, (2) Systematic gymnastics (German and Swedish), (3) Athletics.

Personal Hygiene and First Aid. Lessons in hygiene deal with such subjects as exercise, bathing, eating, clothing, sleep, and sanitation. The lessons in First Aid to the injured cover the treatment of hemorrhages, wounds, sprains, fainting, and artificial respiration. Some time was also given to the different ways communicable diseases are spread.

Gymnastics. All were required to take two forty-minute periods per week of class work in the gymnasium from November to May along the following lines:

Elementary Marching. Drill was given in such as were suitable for handling classes in an orderly manner upon the floor.

Calisthenics. These were chosen with a view of promoting functional activity as well as correcting posture.

Light Apparatus. Six lessons were given in each of the pieces—the dumb-bells, the bar-bells, and the Indian clubs. Simple drills were taught with each.

Heavy Apparatus. This included six lessons on the side and long horse, four on the buck, eight on the parallel, and six on the high and low horizontal and rings. A large number of the gymnastic games were taught. Full, deep breathing was strongly emphasized. During the winter months the gymnasium was open from 3:30 to 5:30 for games. This work was entirely optional. The gymnasium was open during the winter months two nights a week for the business men from 7:30 to 9:30. This class had a maximum attendance of sixty-three and an average attendance of forty-four. The work was arranged to suit the needs of business men.

Athletics. A championship team is not our chief and only aim in athletics. Special effort has been made to develop inter-class contests in the various athletic sports, thus reaching and interesting the student body in outdoor games.

Football. The high school team although not a championship team did excellent work, being defeated but once during the season. Inter-class games were played, in which nearly one-third of the boys took part.

Basketball. This is one of the newer sports, being introduced this year. Although we would not call the season a brilliant success as far as winning outside games is concerned, yet we feel that it was in reality the most successful of all the sports, because more than 95 per cent of the boys took part in the inter-class league.

Track Athletics. The training in track athletics begins during the winter months indoors, thus avoiding the danger of over-work in the short time allowed to prepare outdoors for the spring meets. An Inter-Class indoor meet was held in March and an outdoor meet in May. Our track team made a good showing in all meets. Winning the Wisconsin Interscholastic made it the most successful in the history of the school.

Other Sports. During the fall months cross-country running was engaged in by the boys. An inter-class hockey league was formed, but weather conditions prevented the carrying out of the schedule. Baseball was participated in by some of the classes, but no representative high school team was organized.

In the ward schools with the aid of the principals, inter-ward school leagues were formed and practice was given in basketball, baseball, indoor and outdoor track athletics.

The great needs at present are an athletic field accessible to the high school, and the extension of systematic physical training into the ward schools.

The first year's work has been one of very satisfactory results, and the director wishes to express his appreciation of the enthusiastic spirit shown toward the work by all.

Respectfully submitted,
T. E. JONES.

GIRLS' DEPARTMENT

Mr. R. B. Dudgeon, Superintendent of Schools:

DEAR SIR: I hereby submit my first annual report.

The gymnastic work for the girls started November 12th and ended May 1st. After May 1st weekly lectures in personal hygiene were given.

The work up to January 1st was of a fundamental character, as all pupils were new to the work. Military marching, free hand exercises, fancy steps, lessons with dumb-bells, bar-bells, and occasional games made up the work. We missed the music that goes with this work ever so much. It adds much to the interest of the work.

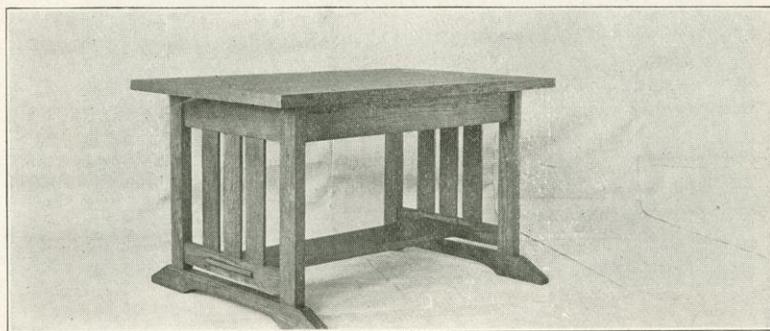
From January 1st on, the work advanced in all the above branches and new work was given in Indian clubs. Occasional work on the heavy apparatus was given. This, however, was optional with the girls.

In connection with the gymnastic work, all the girls should have a physical examination twice a year—before the work in the fall, and after the work in the spring. As this requires much time, it has been possible to take these measurements but once each year. In fact, to do justice to the work in gymnastics would require all the allotted time and leave none for measurements. Two and one half days a week are all too short to exercise three hundred girls, the number taking the work this last year. It was impossible to find time for individual work among girls who needed special attention. In view of the fact that more than 50 per cent of the girls measured had spinal curves of more or less degree, there was plenty of need for special work along this line alone.

I feel that with this year's experience and a few changes in regard to the work, very much can be accomplished in making the work a great aid to the girls.

Respectfully submitted,

ALTHEA H. BROWN.



Woodworking, First Year High School



Boys' Physical Training Class

REPORT OF THE SPECIAL SCHOOL FOR BOYS

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

DEAR SIR. I have the honor to submit the first report of the Special School for Boys.

School opened January 11, 1909.

Boys received from Public Schools.....	10
Boys received from Parochial Schools.....	2
Boys received who were not in school	3
	—
	15
Boys returned to Public Schools.....	3
Boys who left school to go to work.....	4
Boys entering Parochial Schools.....	1
	—
	8

Ages 12 to 16 years. Average 14 years.

Grades Fourth to Seventh. Average Fifth.

Number of promotions, eight.

Cost of tuition, based upon enrollment, \$1.75 per week for each boy.

The Special School for Boys aims to help boys who for any reason are not gaining as much as they should from the regular school work, especially the big boy who has lost interest because he is graded with children much younger than himself.

The method of procedure has been two-fold, first to place him in such a relation to his fellow students that the pleasures and privileges of all depend upon his efforts. In this way he soon realizes that the fundamental laws of a school group are not teacher-made, but arise from the needs of the pupils themselves. When he learns this, one type of delinquency is done away with.

In the second place a careful study is made of each boy to determine so far as possible the causes for his backwardness, and to learn his interests and deficiencies. Studies are arranged to meet his natural interests and develop the sense of power that comes from a task well done. In several instances this has been sufficient to produce a marked change in the boy's attitude toward his school work. With such boys results are quick and obvious.

There is another class of boys in whom habits of long standing must be overcome, and with these the work of character building is slow and

results are often hidden, yet none the less certain and valuable. It is strikingly noticeable that eighty per cent of these boys come from homes where the father has little or no relation to his boy, other than the source of food, clothing, and shelter.

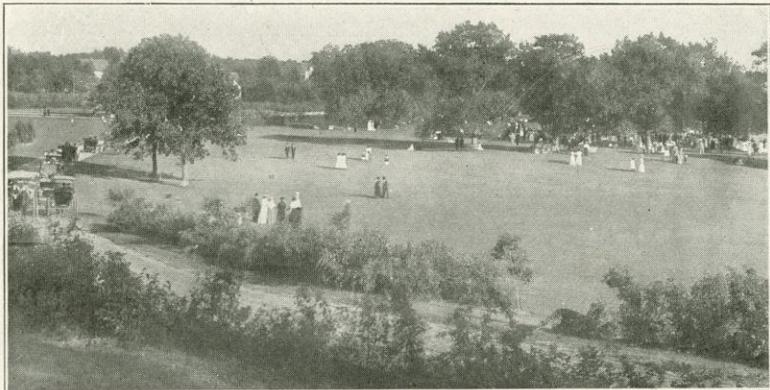
There are certain boys who are ill adapted to the restrictions of the regular school life, whose chief interests lie in motor expression. Several such have come to this school and have been happy and have made real progress in the freedom that is possible only in a small group.

Five boys have shown little progress. One is deficient; the result of an injury. Another suffers from rheumatism so that he is able to be in school only half the time, probably the result of lack of care at home. A third came from a home of the lowest mental plane, and the boy at sixteen was unable to make simple multiplications. He was kept in school until he could perform simple operations in arithmetic and then recommended to learn a trade, as most of the school work meant nothing to him. The other two are clearly the result of immoral homes. Little can be done for these boys until the home conditions are changed. The boys are not vicious at heart, but their whole attitude toward the world is wrong, past all patching. Nothing short of a revolution can make matters right and bring them to useful citizenship.

The success of the school depends largely upon the facilities for manual training and directed play in the gymnasium, which appeal and give expression to the interest of boys of this age, and upon the personal contact and direction which can be given only to a small number.

Respectfully submitted,

CHESTER S. CARNEY.



Vilas Park

REPORT OF CITIZENS' VISITING COMMITTEES

REPORT OF CITIZENS' COMMITTEE ON THE HIGH SCHOOL

To the Board of Education, Madison, Wis.:

GENTLEMEN: We submit the following report of our examination of the Madison high school for the year 1908-9:

The various departments and interests of the school were assigned to sub-committees whose special statements and recommendations constitute the latter part of this report. In addition to these some comment seems to be warranted on matters of general concern.

STUDY ROOMS

The condition of discipline and order was found to be generally good. It was our observation, however, that the plan of having pupils study in the class-rooms where recitations were going on, was not working satisfactorily on the whole. There were exceptions, but generally the teacher conducting the recitation found her attention distracted, and her power to teach reduced by the necessity of supervising a study group at the same time. There was, too, a distracting and disturbing affect on both groups of pupils, so that neither recitation nor study progressed as well in this combination as they would have apart. The expectation that studying under these conditions would develop a power to work effectively in the bustle characteristic of many business offices, is not justified by the results; our observation was that many of the pupils were not gaining the power of close application. Conditions of the building do not compel this plan, for one room large enough to group together all pupils engaged in preparation of their lessons is not indispensable. It would seem practicable to have smaller groups supervised by teachers in rooms reserved at the necessary periods for study only.

STANDARDS OF EXCELLENCE

Interest in their studies was manifested by the majority of pupils in the large number of classes visited. Yet it was felt that this interest might be quickened and made more general. Confession of unpreparedness on the part of pupils was sometimes too complacently made, and was accepted in more than one instance by the teacher without rebuke. Enquiry of the teachers developed a wide divergence of ideal as to what constituted the amount of time a teacher should exact from the average pupil in preparation of a lesson. Some said that they were satisfied if the pupil spent as much time in preparation as was given to the reci-

tation of the lesson, namely 45 minutes: others declared that they expected at least twice that amount, or an hour and a half. In this the committee would urge there should be both more uniformity and, with reference to some of the teachers, a higher standard of requirement.

REPORT OF PUPILS' WORK

It is also believed that a regular system of reports to parents each month or six weeks would improve the standard of work. Against the present system of reporting only delinquency, we urge that it tends to promote satisfaction on the part of pupils with mediocrity, and that thus the opportunity of the high school to develop and train leaders as well as citizens is not fully utilized; that parent and school are not brought and kept so well in touch as they might be; and that the school does not have all possible benefit of the parent's aid in checking early tendencies toward failure, and thus preventing delinquency.

SALARIES OF TEACHERS

Respecting the teachers a detailed oral report has been recently made to your high school committee. In the matter of salaries it is strongly felt that too little is paid to obtain in many cases the quality of service that the Madison high school should have. This matter was called to your attention by last year's Citizens' committee and, though some advance has been made, we respectfully urge that this suggestion of theirs is still timely: "That a more adequate recognition of services, in the way of salary, might do much to stimulate enthusiasm and ambition on the part of teachers, and certainly would make keener the competition of teachers to secure places in the Madison high school."

THE NEW BUILDING

The excellence of the new building and its admirable adaptation to the needs of the school were appreciated by the committee. Madison may well feel proud of its high school building.

EQUIPMENT

This is adequate in most departments, but the sub-committee on the teaching of history report a lack of wall maps, and the sub-committee on science-teaching asks for a larger library equipment as to science subjects, especially biology, and for more illustration material in physical geography.

PHYSICAL TRAINING

The sub-committee in this department report approval of the work being done, but with reference to the gymnasium equipment for the girls, respectfully call your attention to the great inadequacy of the provision for bathing and dressing. Overcrowding, lack of privacy, poor ventila-

tion and poor light, prevail and need remedying. To these conditions reference is made by the sub-committee on hygiene, also, and these conditions would seem to constitute the principal inadequacy of the new building.

HYGIENE

The sub-committee reports as follows:

The Committee on Hygiene has inspected the high school and observed the operation of the vacuum cleaning apparatus. Throughout most of the building the cleaning appears to us to be very satisfactory. The ventilating system, as far as we could judge without a chemical test of the air, seems to be excellent. The air in every room visited seemed to be abundant and fresh.

We beg to make the following suggestions:

(1). The drinking facilities are very poor. The common drinking cup is a very frequent source of the spread of disease throughout a school. We recommend that the present arrangements be removed and bubble fountains substituted for them as soon as possible. At the University we are having these made for a cost of about \$5.00. We believe that they can be supplied and erected in the high school building at a cost not exceeding \$7.50 or \$8.00 each.

(2). We were very sorry to see the so-called deodorizers in the various toilet rooms. These cannot possibly have any effect on bacterial growth, and the aromatic odor given off by them simply masks any decomposition which may be taking place in the rooms. They are comparable to the use of perfumes on the human body in place of bathing. Not only are they useless, but we regard the effect on the pupils of seeing these miserable substitutes as being distinctly bad. At a time when they should be learning the principles of hygiene and acquiring correct ideas, they are having an object lesson which is wrong in principle and pernicious in practice. We recommend the immediate removal of these so-called deodorizers.

(3). We further recommend that the vacuum cleaner be used in the carpenter shop after the gross shavings are removed. While the fine sawdust of clean wood cannot be considered unhealthy, it is irritating and predisposes to throat trouble.

(4). We recommend the installation of individual towels in the toilet rooms. At the university we have devised a towel rack for individual towels which is cheaply made, and prevents the towel from being removed from the room.

(5). The dressing rooms for the young women's gymnasium classes are very much overcrowded. There are five shower baths and one basin for three hundred students, each class running from thirty to fifty members. There is no window in this room, the ventilation being entirely artificial, or coming from the adjoining gymnasium. At the time of inspection this room was in need of cleaning. On account of its location it is more or less of a passage way, and therefore requires particular attention. We recommend that if possible an extra room be given to

the young women for a dressing room, which should have outside air and sunlight. Extra janitor service should be employed in the care of this particular room, and daily attention should be given to it.

(6). We recommend that some form of soap shaver be put into the toilet rooms. Each pupil gets clean, fresh soap by the use of this simple apparatus. The economy of soap by the use of soap shavers is also very great.

THE CITIZENS' COMMITTEE, WAYLAND J. CHASE, CHAIRMAN
May 1, 1909.

SUB-COMMITTEES

English Composition and Literature:—

Mr. F. W. Roe, Chairman.
Mrs. B. W. Jones.
Mrs. A. W. Tressler.

Latin and Greek:—

Mr. A. W. Tressler, Chairman.
Mr. W. L. Westermann.

German:—

Mr. S. H. Goodnight, Chairman.

French:—

Mr. F. O. Reed, Chairman.
Mr. S. H. Goodnight.

History and Civics:—

Mr. W. L. Westermann, Chairman.
Mr. W. J. Chase.

Mathematics:—

Mr. R. T. Craigo, Chairman.
Mr. Max Mason.

Manual Training and Mechanical Drawing:—

Mr. A. V. Millar, Chairman.
Mr. Geo. Wagner.

Science:—

Mr. Geo. Wagner, Chairman.
Mr. R. B. Dunlevy.
Mr. Edward Kremers.
Mr. C. H. Bunting.

Business:—

Mr. S. W. Gilman, Chairman.
Mr. R. T. Craigo.

Hygiene:—

Mr. H. P. Ravenel, Chairman.
Mr. C. H. Bunting.
Miss E. E. Atkinson.

Physical Training:—

Mr. L. W. Zarfos, Chairman.
Miss E. E. Atkinson.

REPORT OF THE COMMITTEE FOR GRAMMAR GRADES

MADISON, WIS., Dec. 4, 1909.

To the Board of Education, Madison:

GENTLEMEN: The Citizens' Visiting Committee begs leave to submit the following report of its work for the year 1908-1909:

We believe it to be a matter for congratulation that the members of the committee found the work of the teachers for the most part efficient and pleasing. While many faults in material equipment exist, yet if the teacher be well trained and enthusiastic, the results will be satisfactory.

The committee hopes to see some plan of medical inspection in operation at an early date. It is no longer disputed that such inspection would be of the greatest service to the school and to the home, not only protecting the child from contagious disease, but often detecting physical ailments which prove a heavy handicap to his mental development.

The ventilation in some school rooms is inadequate and there should be constant supervision of these rooms to impress upon the teachers the necessity of fresh air. It is easy to forget in the stress of a day's work some of the really more important factors of success.

The supply of maps seems altogether inadequate to the demand of the grammar grades. As an adjunct to the work in history and geography especially, maps are invaluable and the committee would urge that a supply of the best maps obtainable be secured at once.

There should be a few extra desks of different sizes in every building in order that each child may be suited. In one room in the Washington building boys were compelled to sit almost doubled up because of the smallness of the desk and seat. Such defects in the seating arrangements are easily remedied, and ought not to be neglected.

Although money is needed for new buildings in some wards, it seems poor economy to neglect the equipment of the buildings now in use. The drinking fountains are unsightly and unsanitary, and ought at once to be replaced.

Another source of danger certainly is to be found in the books supplied to the children, and passed about from day to day. The committee would call into question the wisdom of the present method, since such books are so soon rendered unfit to handle.

The janitor plays no small part in the successful administration of the school system. In at least two buildings, the members of the committee found the conditions unpleasant and the work hampered by the neglect or the indisposition of the janitor.

The members of this Committee have carefully considered the method of promotion now in use, and unanimously recommend that promotions be made semi-annually instead of annually as at present. The semi-annual system of promotion helps the slow pupil and affords opportunity to the bright pupil as well. The work of the teacher is rendered more efficient because the classes are more carefully graded, and it is admitt-



Girls' Physical Training Class

ted that small classes are much more easily and better taught. It is rare indeed to find a teacher who can keep a roomfull interested in and attentive to the ordinary class work. It would seem that a teacher ought to be given a free hand with her pupils to carry them just as far as her time permits, rather than to be restrained by the grade limits. Minimum requirements rather than maximum could be fixed. Would it not be possible at once to allow the principals favoring the change to semi-annual promotions to put into practice such a method?

The work of the principals could be of much more value, were they supplied with an assistant in each building. At present in most cases the principal has no time to supervise the teachers in her charge or to aid them by her experience, since she is compelled to spend all her time in charge of her room.

Your attention is again called to the lack of playgrounds, especially about the Washington School. The Committee feel that steps taken to remedy this condition would meet with the hearty approval of the tax-payers.

Respectfully submitted,

MRS. H. S. RICHARDS,
MRS. C. H. HUDSON,
MRS. H. L. RUSSELL,
MRS. KATE K. SCHMEDEMAN,
MRS. W. J. TECKEMEYER,
MRS. ADELAIDE C. SKINNER,
MRS. O. K. SCHUBERT,
MRS. IDA E. HART,
MRS. M. E. OHNHAUS,
MRS. KATE SABIN STEVENS,
MRS. MARGARET JOHNSON,
MRS. KATE C. LUCKEY.

REPORT OF THE COMMITTEE FOR PRIMARY GRADES

The Citizens' Visiting Committee for the primary grades submits the following report:

In visiting the first four grades of the various schools we found that on the whole the teaching was good, the rooms were attractive, and the children interested and responsive. There were notable exceptions where teachers seemed to lack enthusiasm, due in several cases to ill-health; but whatever the cause the same lack of enthusiasm was at once manifest in the pupils. Children of the primary grades are so impressionable and so responsive that we feel it is essential that a teacher should be full of life and cheer and enthusiasm to bring about good results.

We notice with regret that each year we lose some of our strongest teachers. We would like to see the salaries of good teachers raised suf-

ficiently to keep them in our schools. Living expenses are unusually high in Madison, and yet the average compensation of teachers is considerably less than in other cities of the state. Oftentimes indifferent teachers can be brought up to a high standard by the assistance of a good principal. In some of our schools the principal is occupied constantly in her own room. We therefore recommend that each principal be given two half days each week to superintend the work of teachers in her building.

As a committee we feel the hours are entirely too long, and wish very much that both the morning and afternoon sessions of the first four grades could be shortened one half hour.

We notice that it is customary to divide the pupils in a grade into two or three groups, according to their ability. Yet a teacher must make every effort to have them all accomplish the same amount of work. This of necessity forces the duller pupils beyond their capacity; likewise it keeps the brighter ones from accomplishing all they are able to do. Much of this difficulty for both teacher and pupil would be alleviated by bi-annual promotion. During the transition we foresee considerable difficulty, but for the good of the pupils in both grades and high school we recommend that this system of promotion be inaugurated as soon as possible.

We recommend the work in art and music, and we have but to listen to the splendid music given in the eighth grade, and to look at the artistic decorative work accomplished to realize how very much instruction along these lines adds to the fuller and richer development of the pupils.

We recommend the nature work done this year and congratulate the teachers and pupils of the Doty school on the fine exhibit of this work, given at the Woman's Building. We hope it will serve as an inspiration to the whole city, and that in another year similar work and exhibits can be given in every school in the city.

In visiting the various departments we were glad to see that the static ideal of education is rapidly passing away, and that dynamic factors and elements are being recognized and employed more and more. We were pleased with the dramatic work in reading, and the frequent acting of myths and allegories. We were glad to see the drudgery of arithmetic being relieved by the introduction of real live features of actual measures and weights. We saw with pleasure that children were handling cubes, squares and cylinders in real constructive ways instead of learning stilted definitions of their qualities. All these things give employment to the motor activities of the children, and we heartily commend all that is being done along this line, and ask that more and more provision be made for the expression of these activities. They can be employed in any study, but it requires ingenuity, versatility, and inventive talent to properly employ them and regulate them.

We recommend the introduction of physical training in all grades. This will give a legitimate and helpful outlet to much activity and will make the work of both teacher and pupil easier. Some of the teachers

throw open the windows and give a few exercises between classes. We wish it were done in every room as the effect is most beneficial.

We recommend the supervision of the playgrounds during recess periods and likewise urge upon the Board of Education that, where playgrounds are insufficient, they purchase property adjacent to the schools for playground purposes so that children can be kept off the streets where they are in constant danger from passing vehicles.

The health crusade is no doubt the most important national movement of the present time and the public schools should be in the foremost ranks in this crusade. To keep in this movement we recommend:

1. That at least one window in every room be left without a storm window and that this be frequently opened to admit fresh air.
2. Instead of scrubbing the floors once a month, as is now the general custom, although there may be exceptions, we recommend that they be thoroughly scrubbed once a week and that this be done by extra help in order not to add too heavily to the work of the janitors.
3. We recommend that as soon as possible vacuum cleaners be introduced into every public school, as sweeping only scatters the germs, and where fifty children are gathered together in one room, the danger from germ diseases is tremendous.
4. We recommend that until vacuum cleaners are introduced, the floors be sprinkled daily with a disinfected solution now so generally used in public buildings and stores.
5. We recommend the displacement of the common drinking cup by sanitary drinking devices now being introduced into up-to-date schools.

MRS. J. A. AYLWARD,

MRS. CHAS. H. ALLYN,

MRS. W. E. SPRING,

MRS. CLARE WINCHELL,

MABEL W. OPPEL,

ELLA LOUISE SILJAN,

MRS. GEO. E. FESS.

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