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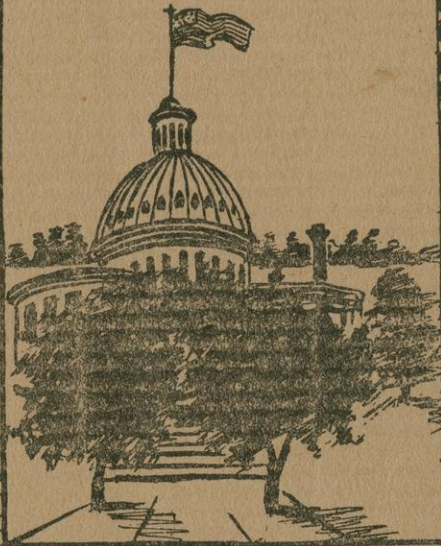
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Madison Public Schools



'98

'99

ARTHUR HICKMAN

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1899
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ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON, WIS.

1898-99.

MADISON, WIS.
DEMOCRAT PRINTING COMPANY.

1899.

DIRECTORY.

BOARD MEETINGS.

Regular Meeting of the Board—First Tuesday of each Month, at 7:30 P. M., Room 7, High School Building.

SUPERINTENDENT.

Office of Superintendent—Room 7, High School Building. Office Hours, from 8 to 9 A. M.

SCHOOL SESSIONS.

High school—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M.
Ward Schools—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M. Greenbush—From 9:00 A. M. to 12 M., and from 1:30 to 3:30 P. M. Northeast School—From 9:00 A. M. to 12 M. and from 1 to 3:30 P. M.

SCHOOL CALENDAR—1899-1900.

FALL TERM—

Opens Monday, September 11, and closes Friday, December 22.

WINTER TERM—

Opens Monday, January 8, and closes Friday, March 30.

SPRING TERM—

Opens Monday, April 9, and closes Friday, June 15.

BOARD OF EDUCATION.

1899.

OFFICERS.

JOHN H. CORSCOT	President
O. S. NORSMAN	Clerk
E. A. BIRGE	Treasurer
R. B. DUDGEON	Superintendent

MEMBERS

		Term Expires.
M. R. DOYON.....	752 E. Gorham.....	1899
ANTHONY DONOVAN	430 Clymer	1899
O. S. NORSMAN.....	219 W. Gilman.....	1900
JOHN H. CORSCOT	1222 E. Johnson.....	1900
JULIUS G. O. ZEHNTER.....	111 E. Wilson.....	1901
EDWARD A. BIRGE.....	744 Langdon	1901
MAYOR M. J. HOVEN.....	349 W. Mifflin.....	<i>Ex-Officio</i>
ALD. STORM BULL.....	141 W. Gorham.....	<i>Ex-Officio</i>

COMMITTEES.

STANDING.

Téachers	DOYON, CORSCOT, ZEHNTER.
Course of Study	BIRGE, DONOVAN, CORSCOT.
Finance	DONOVAN, ZEHNTER, BIRGE.
Supplies	NORSMAN, BULL, BIRGE.
Building	ZEHNTER, DOYON, HOVEN, BULL.

VISITING.

High School	BIRGE, CORSCOT.
First Ward	HOVEN, NORSMAN.
Second Ward	DOYON, CORSCOT.
Third Ward	BIRGE, BULL.
Fourth Ward	ZEHNTER, DONOVAN.
Fifth Ward	BIRGE, NORSMAN.
Sixth Ward	CORSCOT, HOVEN.
N. E. District.....	DONOVAN, BULL.
Greenbush	BULL, NORSMAN.

CITIZENS' VISITING COMMITTEES.

Prof. B. H. MEYER, Chairman.

HIGH SCHOOL:

Prof. B. H. MEYER,
Mrs. R. G. THWAITES,
Mrs. J. B. WINSLOW,
Rev. A. L. ZITTERL.

GRAMMAR GRADES:

Prof. F. W. MEISNEST,
Mrs. JULIUS KLUETER,
Mrs. C. S. SLICHTER,
Rev. T. H. EGGEN.

PRIMARY GRADES:

Mrs. GEORGE P. MILLER,
Mrs. W. W. PERRY,
Mrs. N. O. WHITNEY.

DEPARTMENT OF INSTRUCTION.

1898-1899.

R. B. DUDGEON Superintendent.

HIGH SCHOOL.

J. H. HUTCHISON Principal.
ANNA B. MOSELEY Latin.
SUE TULLIS Latin.
MARY MCGOVERN English Literature.
GRACE E. LEE Natural Sciences.
FLORA C. MOSELEY English.
FLORENCE E. VERNON Rhetoricals.
ELSBETH VEERHUSEN German.
JULIA E. MURPHY History.
GEO. M. LINK Geometry, Algebra.
RUTH MARSHALL Physical Geography.
CALLA P. WESTOVER Algebra.
FLORENCE P. ROBINSON History, Greek.
ELLA MAY GUILLE Algebra.
HUGH J. HUGHES Civil Government.

ALL SCHOOLS.

IDA M. CRAVATH Drawing.
NELLIE M. FARNSWORTH Music.

FIRST WARD.

MARY L. EDGAR Principal.
EDITH B. CAREY First Grammar.
CHRISTINE B. BANDLI Second Primary.
IRENE LARKIN First Primary.
ELLA LARKIN First Primary.

SECOND WARD.

S. MATILDA BAILEY Principal.
JESSIE M. BOWERS First Grammar.
ELIZA M. HERFURTH Second Primary.
EMMA G. HYLAND Second Primary.
EDITH A. GLANVILLE Second Primary.
PAULINE H. SHEPARD First Primary.

THIRD WARD.

E. MAY CLARK	Principal.
STACIA LIVINGSTON	First Grammar.
ANNIE HALLIGAN	First Grammar.
FANNY CRAWFORD	First Grammar.
CAROLINE A. HARPER	Second Primary.
LUCY R. COSGROVE	Second Primary.
JENNIE M. WILLIAMS	First Primary.
MARY E. HATCH	First Primary.

FOURTH GRADE.

THERESA G. COSGROVE	Principal.
MARTHA L. CHAMBERLAIN	First Grammar.
MARY E. DONOVAN	Second Primary.
ISABEL T. BYRNE	First Primary.

FIFTH WARD.

MARGRETTA JONES	Principal.
MARGARET A. FORAN	First Grammar.
EMMA SMITH	First Grammar.
MARY E. TRETTEIN	Second Primary.
ETHELYN CALWELL	Second Primary.
ADELAID WILKIE	First Primary.
CLARE DENGLE	First Primary.
ANNA L. TYNER	Kindergarten.
MADELINE SLIGHTAM	Kindergarten Ass't.
EMILY McCONNELL	Kindergarten Ass't.

SIXTH WARD.

KATE H. FEENEY	Principal.
MABEL J. LANGDON	First Grammar.
ELIZABETH FULTON	First Grammar.
ALICE P. KERWIN	Second Primary.
EMILY H. DETTLOFF	Second Primary.
ALLIE EUSTIS	First Primary.
GRACE R. POTTER	First Primary.
SADIE EDWIN	First Primary.
ANNA L. TYNER	Kindergarten.
MADELINE SLIGHTAM	Kindergarten Ass't.
EMILY McCONNELL	Kindergarten Ass't.

GREENBUSH.

SADIE GALLAGHER	Principal.
NORA CULLIGAN	Primary.

NORTHEAST DISTRICT.

ADDIE I. SUTHERLAND	Primary.
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DEPARTMENT OF INSTRUCTION.

1899-1900.

R. B. DUDGEON Superintendent.

HIGH SCHOOL.

J. H. HUTCHISON Principal.
ANNA B. MOSELEY Latin.
SUE TULLIS Latin.
MARY MCGOVERN English Literature.
GERTRUDE ANTHONY Natural Sciences.
FLORA C. MOSELEY English.
FLORENCE E. VERNON Rhetoricals.
IRMA KLEINPELL German.
ALMA STOCK German.
JULIA E. MURPHY History.
GEO. M. LINK Geometry, Algebra.
RUTH MARSHALL Physical Geography.
CALLA P. WESTOVER Algebra.
GRACE MCNAIR History.
ELLA DAVIS English.
A. R. DENU Civil Government.
KATE M. CORSCOT Greek.

ALL SCHOOLS.

IDA M. CRAVATH Drawing.
MARGARET R. SMITH Music.

FIRST WARD.

MARY L. EDGAR Principal.
EDITH B. CAREY First Grammar.
CHRISTINE B. BANDLI Second Primary.
ADELAIDE WILKE First Primary.
ELLA LARKIN First Primary.
ANNA L. TYNER Kindergarten.

SECOND WARD.

MARGARET A. FORAN Principal.
MABEL LANGDON First Grammar.
ELIZA M. HERFURTH Second Primary.
EMMA G. HYLAND Second Primary.
EDITH A. GLANVILLE Second Primary.
PAULINE H. SHEPARD First Primary.

THIRD WARD.

S. MATILDA BAILEY.....	Principal.
ANTOINETTE B. NELSON	Second Grammar.
ANNIE HALLIGAN	First Grammar.
FANNY CRAWFORD	First Grammar.
CAROLINE A. HARPER	Second Primary.
LUCY R. COSGROVE	Second Primary.
JENNIE M. WILLIAMS.....	First Primary.
MARY E. HATCH	First Primary.

FOURTH WARD.

THERESA G. COSGROVE.....	Principal.
MARTHA L. CHAMBERLAIN.....	First Grammar.
MARY E. DONOVAN.....	Second Primary.
ISABEL T. BYRNE.....	First Primary.

FIFTH WARD.

ADELINE MARVIN	Principal.
LOUISE COGGSHALL	Second Grammar.
NELLIE BLACKMAN	First Grammar.
ALICE WRIGHT	First Grammar.
MARY E. TRETTIEN.....	Second Primary.
ELLA HEILIGER	Second Primary.
ELLA F. BISSELL.....	First Primary.
CLARE DENGLER	First Primary.

SIXTH WARD.

KATE H. FEENEY.....	Principal.
ALICE PARSONS	First Grammar.
* ELIZABETH FULTON	First Grammar.
ALICE P. KERWIN.....	Second Primary.
EMILY H. DETTLOFF.....	Second Primary.
ADDIE I. SUTHERLAND.....	First Primary.
GRACE R. POTTER.....	First Primary.
ALICE EUSTIS	First Primary.
MADELINE SLIGHTAM	Kindergarten.

GREENBUSH.

SADIE GALLAGHER	Principal.
NORA CULLIGAN	Primary.

NORTHEAST DISTRICT.

EMMA N. BIBBS.....	Primary.
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JANITORS.

High School John Morris 815 E. Gorham Street.
First Ward George Link..... 515 University Ave.
Second Ward Martin Amundson ... 211 Blair Street.
Third Ward Patrick McEvilly 334 W. Wilson Street.
Fourth Ward Matthew Culligan ... 314 W. Clymer Street.
Fifth Ward W. E. Oakey 202 Bruen Street.
Sixth Ward James Thompson 1210 Jenifer Street.
Northeast District John G. Schultz..... Atwood Ave.
Greenbush Marie Storm S. Park Street.

CLERK'S STATEMENT.

Receipts and expenditures of the board of education of the city of
Madison, from July 1, 1898, to June 30, 1899.

Receipts.

Balance on hand July 1st, 1898.....	\$3,365 03
State Aid to High schools	248 90
State apportionment	5,638 98
City School tax.....	36,967 52
County School tax	4,526 00
Town of Madison Joint Dist. tax.....	1,077 46
Town of Blooming Grove Dist. tax...	497 97
Tuitions collected	1,037 00
Fire loss, Fourth ward building.....	1,984 86
Miscellaneous receipts	7 00

Expenditures.

Apparatus and library	\$156 69
Miscellaneous supplies	1,141 88
Repairs	1,337 56
Fuel	3,802 31
Furniture	202 74
Clerk's salary and census.....	300 00
Printing	157 10
Macadam and other taxes paid.....	384 81
Interest on overdrafts	176 00
Janitors and labor	3,160 14
Free Text books	223 48
Repairs, 4th ward, building before fire	1,209 59
Repairs, 4th ward building after fire.	1,916 88
Teachers' wages	34,008 67
Balance on hand June 30, 1899.....	7,172 87
	<hr/> <div style="display: flex; justify-content: space-between;"> \$55,350 72 \$55,350 72 </div>

O S. NORSMAN,
Clerk.

TREASURER'S REPORT.

Receipts and Expenditures, July 1, 1898, to June 30, 1899.

Receipts.

July 1.	To balance on hand.....	\$3,365 03
Dec. 31.	From R. B. Dudgeon, tuitions collected	303 00
	From Hugo Vogel, city treasurer, part school tax	20,000 00
1899.		
Jan. 5.	From state treasurer, state aid to high school	248 90
Jan. 30.	From Royal Insurance Co., fire loss, 4th ward school.....	1,984 86
Feb. 6.	From Hugo Vogel, treasurer, balance of city and county school tax	21,493 52
Feb. 13.	From state treasurer, state apportionment	5,638 98
May 18.	From Snellen & Kennedy, damages.	7 00
June 17.	From treasurer, Blooming Grove, joint district tax	497 97
June 24.	From treasurer, town of Madison, joint district tax	1,077 46
June 29.	From R. B. Dudgeon, tuitions collected	734 00
		\$55,350 72

Expenditures.

Certificates of appropriation paid from July 1, 1898, to June 30, 1899	\$48,177 85
Balance on hand June 30, 1899.....	7,172 87
	<hr/> \$55,350 72

EDWARD A. BIRGE,
TREASURER.

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, 1899. This will constitute the forty-fourth report of the series, and the eighth by me.

SUMMARY OF STATISTICS.

CENSUS.	1897-98.	1898-99.
Population of the city of Madison.....	17,000	18,000
Assessed valuation		\$7,991,879
Number of children of school age in the city:		
First Ward	344	348
Second Ward	658	643
Third Ward	350	352
Fourth Ward	887	910
Fifth Ward	800	818
Sixth Ward	807	877
Seventh Ward	578	580
Eighth Ward	687	694
Joint School District, N. E.....	65	68
Joint School District, Wingra Park.....	95	98
	5,271	5,388

ENROLLMENT.

Number of children enrolled in the public schools:		
High School	486	534
First Ward	306	277
Second Ward	324	310
Third Ward	379	433
Fourth Ward	204	207
Fifth Ward	416	458
Sixth Ward	546	542
Northeast School	48	55
Greenbush	101	77
Total	2,810	2,893

Number of pupils in the different grades:	1897-98.	1898-99.
Kindergarten	134	132
First Grade	404	378
Second Grade	335	342
Third Grade	320	349
Fourth Grade	287	295
Fifth Grade	230	267
Sixth Grade	278	214
Seventh Grade	200	210
Eighth Grade	187	172
First Year, High School.....	185	201
Second Year, High School.....	120	131
Third Year, High School.....	101	106
Fourth Year, High School.....	80	96
Total	2,810	2,893

ATTENDANCE.

Per cent. enrolled	57	53
Average membership	2,452	2,526
Average daily attendance	2,294	2,376
Per cent. of attendance	93	93
Total days of attendance for year.....	422,187	437,737

BUILDINGS.

Number of buildings occupied.....	9	9
Number of regular school rooms.....	46	46
Number of recitation rooms used.....	13	13
Number of sittings for pupils	2,663	2,717

TEACHERS.

Number in High School	14	15
Number in second grammar grade.....	9	8
Number in first grammar grade.....	9	8
Number in second primary grade.....	12	13
Number in first primary grade.....	13	13
Teacher of drawing.....	1	1
Teacher of music	1	1
Kindergarten	1	1
Kindergarten assistants	1	2
Total	61	62

TEACHERS' REPORT.

	1897-98.	1898-99.
Times teachers were tardy.....	163	172
Half days' absence	347	187
Visits made to parents.....	536	572
Visits made to sick pupils.....	265	331

VISITS TO THE SCHOOLS.

Number by the superintendent.....	394	380
Number by members of the board.....	182	175
Number by parents	2,062	2,081
Number by others	2,428	2,525

STATISTICS.

The enumeration of children of school age in the city at the close of the school year gave 2,653 boys and 2,735 girls, making a total school population of 5,388, a gain of 117 over last year.

The entire number of pupils enrolled for the year was 2,893, of which number 1,483 were boys and 1,410 were girls. As has been the case in our schools for a number of years, the number of boys enrolled exceeded that of the girls.

The number registered was 53 per cent of the school population of the city. The pupils were distributed among the grades as follows: Kindergarten, 132, or 4.6 per cent of the whole number enrolled; primary grades, 1,364, or 47.2 per cent; grammar grade, 863, or 29.8 per cent; high school, 534 or 18.4 per cent.

The number registered in the high school was 534, of which number 262 were boys and 272 were girls. Outside of Milwaukee our high school is the largest in the state, and when we take into account the population our enrollment is more than five times as great as that of the three schools of Milwaukee. In our city we enroll one pupil in the high school for every 32 of the population. In Milwaukee the three high schools enroll only one pupil for every 166 of the population.

When a comparison is made between the number enrolled in the high school and the whole number enrolled in the schools

of the city, the size of our high school seems even more remarkable. In our city 18.4 per cent of all the pupils enrolled last year in the schools were in the high school. According to the latest reports only 3.65 per cent of the pupils enrolled in the schools of the state were in the high schools. In the United States only 2.79 per cent of the pupils enrolled in the public schools were in the high schools. This means that when compared to the total enrollment our high school is five times as large as the average high school of the state, and six times as large as the average high school of the United States.

The regular work of the school was carried on by fifty-eight teachers, fifteen in the high school and forty-three in the grades. In addition to these, two special teachers were employed to supervise the work in music and drawing, and two to assist in the kindergartens.

In the grades the average number of pupils to each teacher, based on the enrollment, was fifty-six; based on the average attendance, was forty-four. In the high school the number to each teacher, based on the enrollment, was thirty-six; based on the average attendance, was thirty-one.

COST OF SCHOOLS.

Amount paid out for the year.....	1896-97.	1897-98.	1898-99.
Teachers	\$32,946 65	\$33,050 06	\$34,008 67
Incidentals	14,934 80	14,008 39	11,691 49
New buildings	9,972 13	.....	.....
Street macadam and interest....	1,374 72	551 55	560 81
	<u>\$59,228 30</u>	<u>\$47,610 00</u>	<u>\$46,260 97</u>

Cost per pupil for tuition alone:

Upon number enrolled	\$10 53	\$10 50	\$10 52
Upon average membership	12 39	12 03	12 05
Upon average attendance	13 31	12 86	12 82

Cost per pupil for supervision:

Upon number enrolled	1 52	1 26	1 23
Upon average membership	1 78	1 45	1 41
Upon average attendance	1 92	1 55	1 49

1886-97.			
Cost per pupil for incidentals:			
Upon number enrolled	5 46	4 98	4 04
Upon average membership	6 43	5 71	4 63
Upon average attendance	6 90	6 11	4 92
Total cost per pupil for tuition, supervision, and incidentals:			
Upon number enrolled	\$17 51	\$16 74	\$15 79
Upon average membership	20 60	18 19	18 09
Upon average attendance	22 13	20 52	19 23
Total cost per day for each pupil:			
Upon number enrolled .....	.094	.091	.085
Upon average membership .....	.111	.104	.098
Upon average attendance .....	.119	.111	.104
Cost per pupil in the Ward Schools for tuition:			
Upon the number enrolled.....	\$8 26	\$8 47	\$8 54
Upon average membership	10 32	9 81	10 08
Upon average attendance	11 13	10 49	10 64
Cost per pupil in High School for tuition:			
Upon number enrolled.....	19 12	20 17	19 31
Upon average membership	21 76	22 59	22 55
Upon average attendance	22 96	23 58	23 23

As a matter of general interest the following tables are inserted. In the statements for the year 1899 the cost of the repairs and improvements on the fourth ward building after the fire have not been included, inasmuch as these were fully covered by insurance. Miscellaneous receipts in the table are mainly the moneys from the joint district taxes of the towns of Madison and Blooming Grove. Miscellaneous expenses include moneys paid for library and text-books, apparatus, printing, furniture, sidewalks, and general supplies. The statistics given are for the school years ending on the 30th of June of the years noted in the tables.

TABLE No. I.—*Showing receipts for current and contingent fund for the past ten years.*

Year.	City tax.	State and county tax	High school aid.	Tuition.	Miscellaneous.	Total current fund.
1890	\$31,862 50	\$6,136 13	\$345 15	\$300 00	\$420 81	\$39,064 59
1891	26,469 58	12,271 70	325 11	240 00	441 17	39,747 56
1892	26,544 48	13,054 16	307 70	310 60	1,136 86	41,353 80
1893	27,395 74	12,909 72	292 50	669 96	90 61	41,358 53
1894	28,525 32	12,280 49	282 50	577 50	1,455 10	43,120 91
1895	29,056 02	12,115 40	281 91	573 00	1,559 96	43,586 29
1896	29,970 52	11,506 84	275 15	660 00	1,404 42	43,816 93
1897	30,203 82	11,767 67	265 95	557 00	1,256 58	44,051 02
1898	32,257 75	10,305 62	260 00	826 00	1,408 17	45,057 54
1899	36,967 52	10,164 98	248 90	1,037 00	1,582 43	50,000 83

TABLE No. II.—*Showing current and contingent expenses for the last ten years.*

Year.	Teachers' salaries.	Janitors' salaries.	Fuel.	Repairs.	Miscellaneous.	Total expenses.
1890	\$24,592 37	\$1,962 72	\$2,898 70	\$1,070 86	\$1,099 86	\$31,624 51
1891	24,592 37	1,963 62	2,898 40	1,070 86	1,403 53	31,928 78
1892	26,320 76	2,474 02	3,733 32	2,084 02	1,988 41	36,605 53
1893	26,793 60	2,149 54	4,814 70	3,421 72	1,782 15	38,961 71
1894	27,990 93	2,602 74	4,747 35	1,730 27	3,532 27	40,603 55
1895	29,061 60	2,872 00	3,600 13	3,158 76	2,770 57	41,463 06
1896	31,538 69	2,943 30	3,827 42	2,062 12	4,435 35	44,806 88
1897	32,946 65	3,112 07	4,409 96	4,319 88	3,992 01	48,810 57
1898	33,050 06	3,141 86	3,804 64	1,530 50	2,717 91	44,244 97
1899	34,008 67	3,160 14	3,802 31	2,547 15	2,742 70	46,260 97

TABLE NO. III.—*Showing comparative statement of receipts and expenditures, current and contingent fund.*

Year.	Receipts.	Expenditures.	Balance.	Deficits.
1889.....	\$33,347 46	\$31,113 43	\$2,234 03	.....
1890.....	39,044 55	31,624 51	7,420 04	.....
1891.....	39,747 56	31,928 78	7,818 78	.....
1892.....	41,353 80	36,606 53	4,748 27	.....
1893.....	41,358 53	38,961 71	2,396 82	.....
1894.....	43,120 91	40,603 55	2,517 36	.....
1895.....	43,586 29	41,463 06	2,123 23	.....
1896.....	43,816 93	44,806 88	.....	\$989 95
1897.....	44,051 02	48,810 57	.....	4,759 55
1898.....	45,057 54	44,244 97	812 57	.....
1899.....	50,000 83	46,260 97	3,739 86	.....

OBSERVATIONS AND TESTS.

During the past year some work has been done in connection with our schools by the students in the department of Science and Art of Teaching of the University. Observations were made in school and recitation work which afforded material for class exercises and discussions in the line of school methods and management. This work was done in a careful and judicious manner, and in no way interfered with the regular work of the schools. These opportunities afforded by our schools have been appreciated, and the results in some degree at least have been helpful in the work of research and study carried on by this department. We trust that the cordial relations between our school and this department of the University may continue, and that the results may be mutually beneficial.

Two of the candidates for degrees in the philosophical course in the department of Pedagogy based their theses on tests and experiments made in part in our schools. Mr. J. A. Cederstrom made an experimental study of School Instruction, giving special attention to the variations in the quantity and quality of work during the different days of the week and the different hours of the day, and to the part which fatigue plays in school

instruction. Mr. A. A. Kienholz gave his attention to the study of Handwriting, and incidentally discussed a number of questions relating to this subject which are important and practical. Both these papers show careful study and research and are worthy of a permanent place in educational literature. It is to be regretted that in a report of this kind space cannot be afforded for a careful review of these two studies. However, the problems discussed are of such a practical nature that a brief summary of the results obtained cannot well be omitted.

Fatigue.

In the study of this problem Mr. Cederstrom limited his investigations to two problems, viz.: 1. The days of the week and the hours of the day on which the best results in school work are obtained; 2. The variations in the matter of fatigue during the days of the week and the hours of the day.

The tests all point to the conclusion that better work is done in the schools in the middle of the week than at the beginning or close, and rather better at the close than at the beginning of the week. The best work is done on Thursday, with a rapid dropping off in both quantity and quality during Friday. The work on Monday seems to be the most unsatisfactory of the week. In considering the hours of the day, it was found that in point of both quality and quantity better work was done at 12 M. than at 9 A. M., the poorest work being done at about 10:45 A. M.

In discussing the matter of fatigue Mr. Cederstrom, in common with some of the leading investigators, makes a distinction between fatigue and weariness. Fatigue is said to be "a deep seated phenomena of nervous exhaustion," while weariness may be designated "as a superficial fact of attention depending upon the degree of interest, and may appear, disappear, and reappear many times a day." With this distinction in mind it can be observed that fatigue may be present without weariness, and in turn weariness may be present without fatigue. Some of the tests indicate that good work may be obtained when pu-

pils are somewhat fatigued. Pupils as a rule are more fatigued at 12 M. than at 9 A. M., yet better work can be obtained at 12 M. than at 9 A. M. The explanation is that pupils are fatigued at the close of the morning session but not necessarily weary, because of the interest which has been aroused and sustained during the session by a rational alternation of work. The poor work in the early part of the day can be accounted for by the lack of interest which results from weariness. Numerous tests seem to indicate that there is an increase in power to do work in each succeeding period, and that up to a certain limit the more work a pupil is required to do, the more he is able to do, and the better he can do it. This can be explained by a constant increase of interest which is antagonistic to weariness. That incapacity to do good work is more often due to weariness than fatigue, seems a conclusion which is fully warranted by the facts. It seems also quite apparent that weariness on the part of pupils is a matter which is to quite an extent in the hands of the teacher, depending largely upon her personality. The teacher who interests, dissipates weariness, while the teacher who fails to interest, invites weariness.

Mr. Cederstrom's deductions make it appear that there are rhythmic waves of the fatigued condition of the pupils during the week, pupils appearing least fatigued on Thursday in the city schools, and on Wednesday in the rural schools. The rhythmic variations in quantity and quality of work seem to coincide with the variations of fatigue. Thus the poor work of Monday seems to be due to both fatigue and weariness. Mr. Cederstrom concludes that the depletion of energy at the beginning of the week may be due in part to irregularities incident to the semi-holiday character of Saturday and Sunday. Absence of regular school duties leads to a mild form of dissipation and to carelessness in the observance of hygienic conditions as related to diet and sleep. The average home provides more delicacies on Sundays than on week days, and the quantity and character of the food eaten to a certain extent impairs the rhythmic action of the vital organs. The fatigued

condition of Monday morning may be due in part also to the greater physical activity and more violent sports which attend the Saturday and Sunday life. The distracting influences of the two preceding days accounts for the lack of interest, and the consequent weariness, of Monday morning.

The aesthesiometer tests indicate that pupils are really more fatigued at 10.45 than at 12 m., and that the depletion of energy occurs during the last forty-five minutes, or from 10 to 10.45. Mr. Cederstrom concludes that this is due to the long session, which in the upper grades of most schools extends from 9 to 10.45 A. M. without any regular recess. He finds in this fact a strong argument in favor of a short recess at the close of each hour of school work. The short and frequent recesses are preferable to the long recess because they divide the session into short, intensive periods of work, in which more can be accomplished, and with less wear, than in the long period. The short recess is also an advantage because it affords full liberty for spontaneous physical activity, which rests and re-creates, but does not allow the extended violent games which really deplete and fatigue.

Handwriting.

Mr. Kienholz first gives emphasis to the thought that any ideal system of writing should provide for large, free movements in the beginning work, gradually decreasing the size of movements and letters as the power of co-ordination of muscles and nervous system develops. This thought is based on certain data which child-study has revealed concerning the physical growth and motor powers of the child between the ages of three and eight. During these years the child's physical activity and his power of motor control involve chiefly the body as a whole and the movements of the larger members. The whole arm is controlled more accurately and easily, and hence with less expenditure of nervous force in proportion, for instance, than merely the forearm, hand, or fingers. The forming of letters of ordinary size requires a delicacy of control and a minute-

ness of movement that are far beyond the natural power of the child. The first exercises should therefore provide for free, whole-arm movements and for letters of large size. The child writing may gradually decrease in size as the slow diffusion of nerve energy and control makes co-ordination of muscles and nerves possible.

The first writing should be done on the blackboard with the whole-arm movement, and then on paper without rulings. In a system such as Mr. Kienholz advocates there would be no place for tracing copies, inasmuch as such work requires precise finger movements, which result in an exhausting and injurious expenditure of nerve force on the part of the young child.

Mr. Kienholz very positively objects to the use of guide lines and double rulings. In speaking on this point he says: "Accompanying the large free-arm movements should be space and freedom, yet the majority of our present systems do not provide for this space and freedom in the copy-books; but instead they try to box the child movements in between not only horizontal rulings, but also vertical rulings, thus presenting a network of lines. * * * The child's movements are large and free and must have corresponding room for full execution; and if it is not given in the copy-books, he takes it regardless of all rulings, not because he wishes to but because he has to as a natural consequence. Let our worthy advocates of copy-books just reverse this scheme and it will be more in accord with child development. Instead of using the guide lines in the early books and gradually decreasing them until only a base line is used let us turn it about, using in child life only the base line, or better no line at all, and put in rulings after the child has once learned to co-ordinate and can follow them. But these are absolutely unnecessary, for if the child has ever learned to write plainly, rapidly, and with ease, he should not be interfered with by guide lines." On the same point he quotes Miss Helen Webster of Denver, who says: "I write to place my vote in favor of unruled paper in all grades. Many years' experience was necessary to convince me of my present belief, and

during all that time I carefully lined slates to show three spaces in order that small letters, short stem letters, loop letters, and capitals might be made of regular height. With the consent of the principal, slates were discarded and the first grade was provided with pencils and paper. In less time than was formerly required to train classes to follow lines, they learned to write straight across the page without lines. After further practice in the same direction, I became convinced that in striving to follow lines the attention is drawn away from the true object of the exercise—the correct formation of letters and words—and that the habit of using finger movement in writing, which results in the rigid, ungraceful style that is so common, is caused by effort to work down and up to the lines.” He also quotes Miss Tucker of Deadwood, S. D., who says: “Pages traced are neither helpful nor necessary. The first grade should use unruled paper. Double ruled paper should never be used, because its use is antagonistic to the child’s line of natural development and it causes a nervous over strain and fatigue.”

Mr. Kienholz has reached very positive conclusions on a number of questions relating to the teaching of writing, and seems to maintain his positions by sound, pedagogical reasoning. He advocates the use of a narrow page in all practice work, or a wide low page divided into two copies, making each about four and one-half inches long. The exact imitation of copies is condemned as interfering with the development of individual style in writing. On neither practical nor pedagogical grounds can any reason be found for the use of the conventional copy-book. In place of copy-book plain, unruled paper should be used, with a soft lead pencil at first and pen and ink later. Copying from the blackboard is severely condemned, because it is very fatiguing to the nervous system and most trying to the eyes. The argument seems inclined toward the teaching of writing incidentally in connection with other branches, rather than by direct instruction at fixed periods.

The matter of position as relating to the body and the paper

is given careful consideration. Only the single front position for the body and the two front positions for the paper—the oblique front and the erect front—are deemed worthy of attention. The question as to the relative merits of the two positions of the paper is important, inasmuch as its settlement will determine whether the writing is to be slant or vertical. By means of mathematical figures and formulæ the conclusion is reached that the oblique front position of the paper is more natural than the erect front. This position results naturally in slant writing, the degree of slant depending entirely on individual physical characteristics. The slant writing being more natural must be more favorable to rapidity and more economical of effort. Mr. Kienholz therefore reaches the conclusion that slant writing is preferable to the vertical for both physiological and economic reasons, and is to be the leading system of the future.

READING AND LITERATURE.

During the last few years no work in the elementary grades of our schools has been accompanied with more gratifying results than that in the line of reading and literature. A brief statement of the methods used in this line, and a summary of some of the results which are indicated by the character of the reading matter appreciated and enjoyed by the pupils of the schools, may not be uninteresting. In the reading work of the schools special effort is made to give pupils a familiarity with the best literature, and our methods differ somewhat from those pursued in other schools. Contrary to the usual custom, our pupils purchase the supplementary reading matter, while the regular school readers, as far as they are used, are furnished by the board of education. Believing that it is much more profitable to study continuous selections from our best authors than to spend time in reading commonplace pieces from a reader, our aim is to put into the hands of the children early in their school course some of the best books of standard authors. It is now our plan to ask each pupil above the second grade to pur-

chase one of these books each term. It is thought to be wise to have the children put money into choice books worth preserving, rather than into high-priced school readers which will soon be cast aside as worthless. In this way we hope not only to give the children an insight into the most interesting and wholesome literature, but to encourage the formation of home libraries. In carrying out this plan we have succeeded much beyond our expectations. As a rule, parents have been not only willing but pleased to purchase the books recommended. Our reading exercises, instead of being tiresome, listless word drills, have been thought inspiring and fascinating. Instead of wasting energy in dissecting sentences and paragraphs, our pupils have learned to enjoy some of the best things in our literature.

With a view of putting the results of this work into tangible form, reports were gathered to test the kind of reading matter most appreciated and enjoyed by the children. These reports were gathered with care from the pupils of the elementary grades above the second. An effort was made to get a report from every pupil in the grades mentioned and care was taken to have the report of each an honest expression of his own choice. It must be borne in mind that the followning lists do not include all the books and poems read by the children, but only the one book and the one poem which is the first choice of each pupil, or which he likes best, of all that he has read, or heard read, during the past school year. It will be noted, therefore, that the report has no bearing on the amount of reading done by the children, but is an indication of the kind of literature for which the children have taste and appreciation.

Reports were obtained from 1,193 pupils. There were 258 books reported which were each the choice of only one pupil in a grade. To give in the lists all the books and poems reported would require too much space. Only those therefore have been included which were the choice of two or more pupils in each grade.

LIST I.

Books which were the first choice of the pupils of the different grades.

THIRD GRADE.

Title of Books.	Author.	First Choice of		
		Boys.	Girls.	Total.
Little Lord Fauntleroy.....	<i>Burnett</i>	22	28	50
Black Beauty	<i>Sewell</i>	17	17	34
Toby Tyler	<i>Otis</i>	23	7	30
Sara Crewe	<i>Burnett</i>	4	14	18
Mr. Stubb's Brother	<i>Otis</i>	10	6	16
Adventures of a Brownie.....	<i>Mulock</i>	10	5	15
The Birds' Christmas Carol.....	<i>Wiggin</i>	2	11	13
Sweet William	<i>Bouvet</i>	3	5	8
What Tommy Did	<i>Miller</i>	3	4	7
Stories of Great Americans.....	<i>Eggleston</i>	4	0	4
Beautiful Joe	<i>Saunders</i>	1	3	4
Chips	<i>Brockway</i>	2	1	3
Story of Patsy	<i>Wiggin</i>	2	1	3
Our Soldier Boy	<i>Fenn</i>	2	1	3
Five Little Peppers	<i>Sidney</i>	1	2	3
Mother Goose in Prose.....	<i>Baum</i>	1	1	2
Adolph	<i>Taylor</i>	0	2	2
Little Jarvis	<i>Seawell</i>	2	0	2
Little Lame Prince	<i>Mulock</i>	1	1	2
Fairy Tales	<i>Andersen</i>	2	0	2
Fables and Folk Stories.....	<i>Scudder</i>	1	1	2
How Tommy Saved the Barn.....	<i>Otis</i>	1	1	2
No. books chosen by one pupil only.....		9	6	15

FOURTH GRADE.

What Tommy Did	<i>Miller</i>	27	18	45
Toby Tyler	<i>Otis</i>	16	11	27
Hans Brinker, or the Silver Skates.....	<i>Dodge</i>	8	11	19
Mr. Stubb's Brother	<i>Otis</i>	10	6	16
Black Beauty	<i>Sewell</i>	15	0	15
Little Lord Fauntleroy	<i>Burnett</i>	4	9	13
Sweet William	<i>Bouvet</i>	5	5	10
Bird's Christmas Carol	<i>Wiggin</i>	2	7	9

Title of Books.	Author.	First Choice of		
		Boys.	Girls.	Total.
Hoosier School-Boy	<i>Eggleston</i>	6	3	9
Christmas Stories	<i>Dickens</i>	0	6	6
Beautiful Joe	<i>Saunders</i>	3	3	6
Captain January	<i>Richards</i>	2	3	5
Little Men	<i>Alcott</i>	2	3	5
Tom Brown's School Days.....	<i>Hughes</i>	4	0	4
Chips	<i>Brockway</i>	0	4	4
Our Soldier Boy	<i>Fenn</i>	2	2	4
Cast Away in the Cold	<i>Hayes</i>	3	0	3
How Tommy Saved the Barn.....	<i>Otis</i>	3	0	3
Swiss Family Robinson.....	<i>Wyss</i>	3	0	3
Story of a Bad Boy.....	<i>Aldrich</i>	2	1	3
American History Stories	<i>Pratt</i>	2	1	3
Tim and Tip	<i>Otis</i>	3	0	3
Alice in Wonderland	<i>Carroll</i>	1	2	3
Five Little Peppers	<i>Sidney</i>	0	2	2
The Knight of Liberty.....	<i>Butterworth</i>	2	0	2
Aunt Martha's Corner Cupboard.....	<i>Kirby</i>	2	0	2
The Story of the Romans.....	<i>Guerber</i>	2	0	2
Robinson Crusoe	<i>Defoe</i>	1	1	2
Uncle Tom's Cabin	<i>Stowe</i>	0	2	2
Strike at Shanes	<i>Sewell</i>	1	1	2
No. books chosen by one pupil only.....		14	19	33

FIFTH GRADE.

Juan and Juanita	<i>Baylor</i>	13	18	31
Water-Babies	<i>Kingsley</i>	12	18	30
First Book in American History.....	<i>Eggleston</i>	7	5	12
Washington's Young Aids	<i>Tomlinson</i>	3	8	11
The Painted Desert	<i>Munroe</i>	5	3	8
Dan, the Newsboy	<i>Alger</i>	2	5	7
Little Women	<i>Alcott</i>	2	5	7
Black Beauty	<i>Sewell</i>	5	1	6
Tim and Tip	<i>Otis</i>	6	0	6
Treasure Island	<i>Stevenson</i>	2	4	6
Prince and Pauper	<i>Twain</i>	4	1	5
Little Men	<i>Alcott</i>	2	3	5
Hero of Poverty Flat.....	<i>Barren</i>	2	3	5
Wonder-Book	<i>Hawthorne</i>	1	3	4

Title of Books.	Author.	First Choice of		
		Boys.	Girls.	Total.
Beautiful Joe	<i>Saunders</i>	2	2	4
Robinson Crusoe	<i>Defoe</i>	2	1	3
Boys of '76	<i>Coffin</i>	3	0	3
Gulliver's Travels	<i>Swift</i>	3	0	3
Swiss Family Robinson	<i>Wyss</i>	1	1	2
Toby Tyler	<i>Otis</i>	2	0	2
Hunters of the West.....	<i>Baldwin</i>	2	0	2
Elsie's Children	<i>Findlay</i>	0	2	2
The Copper Princess	<i>Munroe</i>	1	1	2
Three Colonial Boys	<i>Tomlinson</i>	1	1	2
The Princess and Joe Potter.....	<i>Otis</i>	0	2	2
Dorothy Dot		0	2	2
No. books chosen by one pupil only.....		18	18	36

SIXTH GRADE.

Washington's Young Aids	<i>Tomlinson</i>	16	17	33
Juan and Juanita	<i>Baylor</i>	11	9	20
Robinson Crusoe	<i>Defoe</i>	6	7	13
Travels in Asia	<i>Carpenter</i>	3	4	7
J. Cole	<i>Gellibrand</i>	3	4	7
Wonder-Book	<i>Hawthorne</i>	2	3	5
Little Women	<i>Alcott</i>	0	5	5
Birds and Bees and Sharp-Eyes.....	<i>Burroughs</i>	2	1	3
Old Fashioned Girl	<i>Alcott</i>	0	3	3
Uncle Tom's Cabin	<i>Stowe</i>	1	2	3
Prince and Pauper	<i>Twain</i>	1	2	3
Four MacNichols	<i>Black</i>	2	0	2
Ivanhoe	<i>Scott</i>	1	1	2
Hero of Poverty Flat.....	<i>Barren</i>	0	2	2
Ruby and Ruthy	<i>Caull</i>	0	2	2
Beautiful Joe	<i>Saunders</i>	0	2	2
Toby Tyler	<i>Otis</i>	2	0	2
Tim and Tip	<i>Otis</i>	2	0	2
The Pathfinder	<i>Cooper</i>	2	0	2
Little Lord Fauntleroy	<i>Burnett</i>	1	1	2
Dormmates	<i>Munroe</i>	0	2	2
Elsie Dinsmore	<i>Findlay</i>	0	2	2
No. books chosen by one pupil only.....		25	18	43

SEVENTH GRADE.

Title of Books.	Author.	First Choice of		
		Boys.	Girls.	Total.
Lady of the Lake.....	<i>Scott</i>	6	7	13
Little Women	<i>Alcott</i>	0	11	11
Uncle Tom's Cabin	<i>Stowe</i>	3	6	9
Ben Hur	<i>Wallace</i>	2	5	7
Strike at Shanes	<i>Sewell</i>	3	2	5
The Spy	<i>Cooper</i>	2	2	4
Beautiful Joe	<i>Alcott</i>	3	1	4
Old Fashioned Girl	<i>Alcott</i>	0	3	3
In King's Houses	<i>Dore</i>	0	3	3
A Successful Venture	<i>Deland</i>	0	2	2
Under the Lilacs	<i>Alcott</i>	0	2	2
Last Days of Pompeii	<i>Lytton</i>	1	1	2
Through Swamp and Glade.....	<i>Munroe</i>	2	0	2
The Pilot	<i>Cooper</i>	2	0	2
Five Little Peppers	<i>Sidney</i>	0	2	2
Girls Who Became Famous.....	<i>Bolton</i>	0	2	2
Little Men	<i>Alcott</i>	0	2	2
Mill on the Floss	<i>Eliot</i>	0	2	2
The Moonstone	<i>Collins</i>	0	2	2
Ivanhoe	<i>Scott</i>	2	0	2
Last of the Mohicans	<i>Cooper</i>	2	0	2
Margery and Her Neighbors.....		1	1	2
Boys Who Became Famous.....	<i>Bolton</i>	1	1	2
The Little Confederates	<i>Page</i>	2	0	2
No. books chosen by one pupil only.....		28	37	65

EIGHTH GRADE.

David Copperfield	<i>Dickens</i>	5	12	17
Ben Hur	<i>Wallace</i>	7	7	14
Uncle Tom's Cabin	<i>Stowe</i>	2	6	8
Little Women	<i>Alcott</i>	0	7	7
John Halifax	<i>Mulock</i>	1	5	6
Last of the Mohicans	<i>Cooper</i>	4	1	5
Beautiful Joe	<i>Saunders</i>	0	4	4
Oliver Twist	<i>Dickens</i>	1	2	3
Under the Lilacs	<i>Alcott</i>	0	3	3
Our Mutual Friend	<i>Dickens</i>	0	2	2
The Lamplighter	<i>Cummins</i>	0	2	2

Title of Books.	Author.	First Choice of		
		Boys.	Girls.	Total.
Sweet Girl Graduate	<i>Meade</i>	0	2	2
The Three Scouts	<i>Trowbridge</i>	1	1	2
The Spy	<i>Cooper</i>	2	0	2
Rick Dale	<i>Munroe</i>	2	0	2
Dewey at Manila	<i>Stratmeyer</i>	2	0	2
Scottish Chiefs	<i>Porter</i>	2	0	2
History of Our Navy	<i>Goss</i>	2	0	2
Black Beauty	<i>Sewell</i>	0	2	2
Little Dorrit	<i>Dickens</i>	0	2	2
Boys of '61	<i>Conn</i>	2	0	2
Romona	<i>Jackson</i>	0	2	2
No. books chosen by one pupil only.....		37	29	66

LIST II.

Summary of the books which were the first choice of the pupils of the city.

Little Lord Fauntleroy	<i>Burnett</i>	28	39	67
Toby Tyler	<i>Otis</i>	44	18	62
Black Beauty	<i>Sewell</i>	38	20	58
What Tommy Did	<i>Miller</i>	30	22	52
Juan and Juanita	<i>Baylor</i>	24	27	51
Washington's Young Aids	<i>Tomlinson</i>	19	25	44
Mr. Stubb's Brother	<i>Otis</i>	20	12	32
Little Women	<i>Alcott</i>	2	29	31
Water-Babies	<i>Kingsley</i>	12	18	30
The Birds' Christmas Carol	<i>Wiggin</i>	4	21	25
Beautiful Joe	<i>Saunders</i>	9	15	24
Uncle Tom's Cabin	<i>Stowe</i>	6	17	23
Ben Hur	<i>Wallace</i>	9	12	21
Hans Brinker, or The Silver Skates.....	<i>Dodge</i>	9	12	21
Sara Crew	<i>Burnett</i>	4	14	18
Sweet William	<i>Bouvet</i>	10	8	18
Robinson Crusoe	<i>Defoe</i>	9	9	18
Adventures of a Brownie	<i>Mulock</i>	10	7	17
David Copperfield	<i>Dickens</i>	5	12	17
Lady of the Lake	<i>Scott</i>	6	8	14
Little Men	<i>Alcott</i>	4	9	13
First Book in American History.....	<i>Eggleston</i>	7	5	12
Tim and Tip	<i>Otis</i>	10	0	10

Authors.	Titles of Books.	First Choice of		
		Boys.	Girls.	Total.
Hoosier School Boy	<i>Eggleston</i>	6	3	9
J. Cole	<i>Gellibrand</i>	4	5	9
The Painted Desert	<i>Munroe</i>	6	3	9
Strike at Shanes	<i>Sewell</i>	4	5	9
Captain January	<i>Richards</i>	2	6	8
Prince and Pauper	<i>Twain</i>	5	3	8
Last of the Mohicans.....	<i>Cooper</i>	6	1	7
Old Fashioned Girl	<i>Alcott</i>	0	7	7
Hero of Poverty Flat	<i>Barren</i>	2	5	7
Travels in Asia	<i>Carpenter</i>	3	4	7
John Halifax	<i>Mulock</i>	2	5	7
Dan, the Newsboy	<i>Alger</i>	2	5	7
Our Soldier Boy	<i>Fenn</i>	4	3	7
The Spy	<i>Cooper</i>	4	2	6
Christmas Stories	<i>Dickens</i>	0	6	6
Swiss Family Robinson	<i>Wyss</i>	5	1	6
Chips	<i>Brockway</i>	2	4	6
Wonder-Book	<i>Hawthorne</i>	2	4	6
Treasure Island	<i>Stevenson</i>	2	4	6
Under the Lilacs	<i>Alcott</i>	0	5	5
How Tommy Saved the Barn.....	<i>Otis</i>	4	1	5
Paul Jones	<i>Seawell</i>	2	3	5
Tom Brown's School Days	<i>Hughes</i>	4	1	5
Cast Away in the Cold	<i>Hayes</i>	4	1	5
Five Little Peppers	<i>Sidney</i>	1	4	5
Story of Patsy	<i>Wiggin</i>	2	2	4
Stories of Great Americans.....	<i>Eggleston</i>	4	0	4
Ivanhoe	<i>Scott</i>	3	1	4
Scottish Chiefs	<i>Porter</i>	4	0	4
Boys of '76	<i>Coffin</i>	4	0	4
Story of a Bad Boy.....	<i>Aldrich</i>	3	1	4
The Little Lame Prince.....	<i>Mulock</i>	2	2	4
Oliver Twist	<i>Dickens</i>	1	2	3
Two Little Pilgrim's Progress.....	<i>Burnett</i>	0	3	3
Elsie Dinsmore	<i>Findlay</i>	0	3	3
Two Little Confederates	<i>Page</i>	3	0	3
Gulliver's Travels	<i>Swift</i>	3	0	3
Last Days of Pompeii.....	<i>Lytton</i>	1	2	3
Boys Who Became Famous.....	<i>Bolton</i>	2	1	3
In King's Houses	<i>Dore</i>	0	3	3

Authors.	Titles of Books.	First Choice of		
		Boys.	Girls.	Total.
The Four MacNicols.....	<i>Black</i>	3	0	3
Fables and Folk Lore.....	<i>Aesop</i>	1	2	3
Birds and Bees, and Sharp Eyes.....	<i>Burroughs</i>	2	1	3
The Lamplighter	<i>Cummins</i>	0	3	3
The Three Scouts	<i>Trowbridge</i>	2	1	3
Dorymates	<i>Munroe</i>	1	2	3
Romona	<i>Jackson</i>	0	3	3
Young Volunteer in Cuba.....		3	0	3
The Mill on the Floss.....	<i>Eliot</i>	0	3	3
American History Stories	<i>Pratt</i>	2	1	3
Alice in Wonderland	<i>Carroll</i>	1	2	3
No. pupils reporting on 150 additional books		133	116	249

LIST III.

Showing the authors and their books in the order of their popularity.

<i>James Otis</i>	78	34	112
	—	—	—
Toby Tyler	44	18	62
Mr. Stubb's Brother	20	12	32
Tim and Tip	10	0	10
How Tommy Saved the Barn.....	4	1	5
The Princess and Joe Potter.....	0	2	2
Joel Harford, The Amateur.....	0	1	1
* * *			
<i>Frances Hodgson Burnett</i>	32	60	92
	—	—	—
Little Lord Fauntleroy	28	39	67
Sara Crewe	4	14	18
Two Little Pilgrim's Progress	0	3	3
A Little Colonial Dame	0	2	2
Editha's Burglar	0	1	1
Little Saint Elizabeth	0	1	1
* * *			
<i>Anna Sewell</i>	42	23	65
	—	—	—
Black Beauty	38	20	58
Strike at Shanes	4	3	7

	First Choice of		
	Boys.	Girls.	Total.
<i>Louisa M. Alcott</i>	6	51	57
	—	—	—
Little Women	2	29	31
Little Men	4	9	13
Old Fashioned Girl	0	7	7
Under the Lilacs	0	5	5
Jack and Jill	0	1	1
	* * *		
<i>Emily Huntington Miller</i>	30	22	52
	—	—	—
What Tommy Did	30	22	52
	* * *		
<i>Frances Courtenay Baylor</i>	24	27	51
	—	—	—
Juan and Juanita	24	27	51
	* * *		
<i>Everett T. Tomlinson</i>	19	25	44
	—	—	—
Washington's Young Aids	19	25	44
	* * *		
<i>Dickens</i>	9	27	36
	—	—	—
David Copperfield	5	12	17
Christmas Stories	0	6	6
Oliver Twist	1	2	3
Our Mutual Friend	0	2	2
Little Dorrit	0	2	2
Dombey and Son	1	0	1
Child's History of England	0	1	1
Old Curiosity Shop	1	0	1
Tale of Two Cities	0	1	1
Nicholas Nickleby	1	0	1
Great Expectations	0	1	1
	* * *		
<i>Charles Kingsley</i>	12	18	30
	—	—	—
Water-Babies	12	18	30

	First Choice of		
	Boys.	Girls.	Total.
<i>Kate Douglass Wiggin</i>	6	23	29
	—	—	—
The Birds' Christmas Carol	4	21	25
Story of Patsy	2	2	4
<i>Eggleston</i>	19	9	28
	—	—	—
First Book of American History.....	7	6	13
Hoosier School Boy	6	3	9
Stories of Great Americans	4	0	4
The Hoosier Schoolmaster	1	0	1
True Story of Lincoln	1	0	1
	* * *		
<i>Miss Mulock</i>	14	14	28
	—	—	—
Adventures of a Brownie	10	7	17
John Halifax	2	5	7
The Little Lame Prince	2	2	4
	* * *		
<i>Marshall Saunders</i>	9	15	24
	—	—	—
Beautiful Joe	9	15	24
	* * *		
<i>Harriet Beecher Stowe</i>	6	17	23
	—	—	—
Uncle Tom's Cabin	6	17	23
	* * *		
<i>Lew Wallace</i>	9	12	21
	—	—	—
Ben Hur	9	12	21
	* * *		
<i>Sir Walter Scott</i>	10	9	19
	—	—	—
Lady of the Lake (as a book)	6	8	14
Ivanhoe	3	1	4
Kenilworth	1	0	1
	* * *		
<i>Daniel Defoe</i>	9	9	18
	—	—	—
Robinson Crusoe	9	9	18

	First Choice of.		
	Boys.	Girls.	Total.
<i>Marguerite Bouvet</i>	10	8	18
	—	—	—
Sweet William	10	8	18
* * *			
<i>James Fenimore Cooper</i>	14	3	17
	—	—	—
The Spy	4	2	6
Last of the Mohicans	6	1	7
The Pilot	2	0	2
The Pathfinder	2	0	2
* * *			

LIST IV.

Poems which were the first choice of the pupils of the different grades.

THIRD GRADE.

Titles of Poems.	Poets.	First Choice of		
		Boys.	Girls.	Total.
Hiawatha's Childhood	<i>Longfellow</i>	42	35	77
The Children's Hour	<i>Longfellow</i>	6	14	20
Seven Times One	<i>Ingelow</i>	4	10	14
The Village Blacksmith	<i>Longfellow</i>	11	3	14
Somebody's Mother	<i>Unknown</i>	6	6	12
Hiawatha's Sailing	<i>Longfellow</i>	7	2	9
About Ben Adhem	<i>Hunt</i>	4	3	7
The Child's World	<i>Riley</i>	4	3	7
The Barefoot Boy	<i>Whittier</i>	4	2	6
Vision of Sir Launfal.....	<i>Lowell</i>	5	0	5
The Leak in the Dike.....	<i>Cary</i>	3	2	5
Little Moments	<i>Unknown</i>	3	1	4
New Year's Eve	<i>Swinburn</i>	3	1	4
Seein' Things	<i>Field</i>	0	4	4
Suppose, My Little Lady.....	<i>Cary</i>	3	1	4
The Sculptor	<i>Doane</i>	1	2	3
An Order for a Picture	<i>Cary</i>	3	0	3
Nobody's Child	<i>Cary</i>	2	1	3
Paul Revere's Ride	<i>Longfellow</i>	3	0	3
Children	<i>Longfellow</i>	1	2	3

Titles of Poems.	Poets.	First Choice of		
		Boys.	Girls.	Total.
The Cloud	<i>Unknown</i>	2	1	3
Boys Wanted	<i>Unknown</i>	2	0	2
The Arrow and the Song	<i>Longfellow</i>	1	1	2
Little Gustava	<i>Thaxter</i>	0	2	2
Great, Wide World	<i>Unknown</i>	1	1	2
The Good Little Sister	<i>Cary</i>	0	2	2
The First Snowfall	<i>Lowell</i>	1	1	2
No. poems chosen by one pupil only		6	8	14

FOURTH GRADE.

The Children's Hour	<i>Longfellow</i>	19	28	47
Somebody's Mother	<i>Unknown</i>	21	22	43
Hiawatha's Sailing	<i>Longfellow</i>	14	11	25
The Sculptor	<i>Doane</i>	13	8	21
Vision of Sir Launfal	<i>Lowell</i>	5	8	13
The Village Blacksmith	<i>Longfellow</i>	5	5	10
Boys Wanted	<i>Unknown</i>	8	1	9
Seven Times One	<i>Ingelow</i>	3	6	9
Kentucky Belle	<i>Woolson</i>	5	4	9
Paul Revere's Ride	<i>Longfellow</i>	4	3	7
The Barefoot Boy	<i>Whittier</i>	2	5	7
To-day	<i>Carlyle</i>	3	0	3
The Fountain	<i>Lowell</i>	1	2	3
Hiawatha's Childhood	<i>Longfellow</i>	0	3	3
Little Brown Hands	<i>Krout</i>	3	0	3
Children	<i>Longfellow</i>	1	1	2
Curfew Must not Ring Tonight	<i>Thorpe</i>	0	2	2
'Twas the Night Before Christmas	<i>Riley</i>	2	0	2
The Wonderful World	<i>Unknown</i>	0	2	2
No. poems chosen by one pupil only		15	4	19

FIFTH GRADE.

The Village Blacksmith	<i>Longfellow</i>	32	27	62
The Barefoot Boy	<i>Whittier</i>	33	15	48
Landing of the Pilgrims	<i>Hemans</i>	11	15	26
Break, Break, Break,	<i>Tennyson</i>	12	11	23
The Arrow and the Song	<i>Longfellow</i>	5	4	9
How Sleep the Brave	<i>Collins</i>	5	3	8
One by One	<i>Proctor</i>	2	3	5

Poets.	Titles of Poems.	First Choice of		
		Boys.	Girls.	Total.
The Vicar's Sermon	<i>McKay</i>	3	1	4
The Children's Hour	<i>Longfellow</i>	2	2	4
The Wreck of the Hesperus	<i>Longfellow</i>	3	0	3
Paul Revere's Ride	<i>Longfellow</i>	3	0	3
The Song of Hiawatha	<i>Longfellow</i>	2	1	3
Birds of Killingworth	<i>Longfellow</i>	0	2	2
Independence Bell	<i>Unknown</i>	0	2	2
Beautiful Things	<i>Unknown</i>	0	2	2
The First Snowfall	<i>Lowell</i>	0	2	2
No. poems chosen by one pupil only.....		5	5	10

SIXTH GRADE.

Independence Bell	<i>Unknown</i>	30	25	55
The First Snowfall	<i>Lowell</i>	7	13	20
The American Flag	<i>Drake</i>	9	8	17
The Lady of the Lake.....	<i>Scott</i>	6	9	15
The Four Lakes of Madison	<i>Longfellow</i>	7	8	15
My Native Land	<i>Scott</i>	4	8	12
The Builders	<i>Longfellow</i>	7	4	11
The Last Leaf	<i>Holmes</i>	5	3	8
A Psalm of Life.....	<i>Longfellow</i>	4	3	7
The Barefoot Boy	<i>Whittier</i>	3	1	4
The Village Blacksmith	<i>Longfellow</i>	1	2	3
The Old Oaken Bucket	<i>Woodworth</i>	2	1	3
The Fisher's Song	<i>Longfellow</i>	1	1	2
The Song of Hiawatha	<i>Longfellow</i>	0	2	2
Love of Country	<i>Scott</i>	1	1	2
No. poems chosen by one pupil only.....		2	5	7

SEVENTH GRADE.

The Lady of the Lake.....	<i>Scott</i>	16	31	47
Crossing the Bar	<i>Tennyson</i>	8	15	23
Flowers	<i>Longfellow</i>	6	9	15
Evangeline	<i>Longfellow</i>	2	12	14
The One Hoss Shay	<i>Holmes</i>	2	2	4
Courtship of Miles Standish.....	<i>Longfellow</i>	3	1	4
The Song of Hiawatha.....	<i>Longfellow</i>	2	1	3
Ship of State	<i>Longfellow</i>	0	3	3
The Skeleton in Armor	<i>Longfellow</i>	2	1	3

Titles of Poems.	Poets.	First Choice of		
		Boys.	Girls.	Total.
Nobility	<i>Cary, Alice</i>	2	1	3
Snow-Bound	<i>Whittier</i>	1	2	3
The Barefoot Boy	<i>Whittier</i>	1	1	2
The Wreck of the Hesperus.....	<i>Longfellow</i>	0	2	2
The Children's Hour	<i>Longfellow</i>	1	1	2
Seein' Things	<i>Field</i>	1	1	2
No. poems chosen by one pupil only		7	4	11

EIGHTH GRADE.

Evangeline	<i>Longfellow</i>	21	40	61
Snow-Bound	<i>Whittier</i>	10	13	23
Grandmother's Story of Bunker Hill.....	<i>Holmes</i>	8	6	14
The Blue and the Gray.....	<i>Finch</i>	2	9	11
The Lady of the Lake.....	<i>Scott</i>	4	7	11
Thanatopsis	<i>Bryant</i>	3	3	6
Captain, My Captain	<i>Whitman</i>	5	1	6
What Is So Rare as a Day in June.....	<i>Lowell</i>	1	3	4
Marion's Men	<i>Bryant</i>	3	1	4
Warren's Address	<i>Pierpont</i>	3	0	3
A Man's a Man for a' That.....	<i>Burns</i>	2	0	2
Paul Revere's Ride	<i>Longfellow</i>	1	1	2
No. poems chosen by one pupil only.....		9	7	16

LIST V.

Summary of the poems which were the first choice of the pupils of the city.

The Song of Hiawatha	<i>Longfellow</i>	68	58	126
The Village Blacksmith	<i>Longfellow</i>	49	37	86
Evangeline	<i>Longfellow</i>	23	52	75
The Children's Hour	<i>Longfellow</i>	28	45	73
The Lady of the Lake.....	<i>Scott</i>	26	47	73
The Barefoot Boy	<i>Whittier</i>	42	23	65
Independence Bell	<i>Unknown</i>	30	28	58
Somebody's Mother	<i>Unknown</i>	27	29	56
Snow-Bound	<i>Whittier</i>	11	15	26
The Landing of the Pilgrims.....	<i>Hemans</i>	11	15	26
The Sculptor	<i>Doane</i>	14	10	24
The First Snowfall	<i>Lowell</i>	8	16	24
Seven Times One	<i>Ingelow</i>	7	16	23

Titles of Poems.	Poets.	First Choice of		
		Boys.	Girls.	Total.
Break, Break, Break	<i>Tennyson</i>	12	11	23
Crossing the Bar	<i>Tennyson</i>	8	15	23
Vision of Sir Launfal.....	<i>Lowell</i>	10	8	18
The American Flag	<i>Drake</i>	9	8	17
The Four Lakes of Madison.....	<i>Longfellow</i>	8	9	17
Paul Revere's Ride	<i>Longfellow</i>	11	5	16
Grandmother's Story of Bunker Hill.....	<i>Holmes</i>	9	6	15
Flowers	<i>Longfellow</i>	5	9	14
My Native Land	<i>Scott</i>	5	9	14
The Arrow and the Song	<i>Longfellow</i>	6	5	11
The Builders	<i>Longfellow</i>	7	4	11
The Blue and the Gray	<i>Finch</i>	2	9	11
Boys Wanted	<i>Unknown</i>	10	1	11
Kentucky Belle	<i>Woolson</i>	5	4	9
A Psalm of Life	<i>Longfellow</i>	4	4	8
How Sleeps the Brave.....	<i>Collins</i>	5	3	8
The Last Leaf	<i>Holmes</i>	5	3	8
About Ben Adhem	<i>Hunt</i>	4	3	7
The Wreck of the Hesperus.....	<i>Longfellow</i>	4	2	6
Seen' Things	<i>Field</i>	1	5	6
Thanatopsis	<i>Bryant</i>	3	3	6
Captain, My Captain	<i>Whitman</i>	5	1	6
One by One	<i>Proctor</i>	2	3	5
The Leak in the Dike.....	<i>Cary</i>	5	0	5
The Skeleton in Armor	<i>Longfellow</i>	1	3	4
The One Hoss Shay	<i>Holmes</i>	2	2	4
Marion's Men	<i>Bryant</i>	3	1	4
What Is So Rare as a Day in June.....	<i>Lowell</i>	3	1	4
The Vicar's Sermon	<i>McKay</i>	3	1	4
The Wonderful World	<i>Unknown</i>	1	3	4
Little Moments	<i>Unknown</i>	3	1	4
New Year's Eve	<i>Swinburn</i>	3	1	4
Suppose, My Little Lady	<i>Cary, Phoebe</i>	3	1	4
The Fountain	<i>Lowell</i>	1	2	3
Ship of State	<i>Longfellow</i>	0	3	3
Children	<i>Longfellow</i>	1	2	3
Nobility	<i>Cary, Alice</i>	2	1	3
The Old Oaken Bucket.....	<i>Woodworth</i>	2	1	3
Curfew Shall Not Ring Tonight.....	<i>Thorpe</i>	1	2	3
To-day	<i>Carlyle</i>	3	0	3

Titles of Poems.	Poets.	First Choice of		
		Boys.	Girls.	Total.
Little Brown Hands	<i>Krout</i>	3	0	3
An Order for a Picture.....	<i>Cary, Alice</i>	3	0	3
Nobody's Child	<i>Cary</i>	2	1	3
The Cloud	<i>Unknown</i>	2	1	3
No. pupils reporting on sixty additional poems		48	35	73

LIST VI.

Showing the poets and their poems in the order of their popularity.

Poets.	Titles of Poems.	First Choice of		
		Boys.	Girls.	Total.
<i>Longfellow</i>		221	245	466
	Song of Hiawatha	68	58	126
	The Village Blacksmith	49	37	86
	Evangeline	23	52	75
	The Children's Hour	28	45	73
	The Four Lakes of Madison.....	8	9	17
	Paul Revere's Ride	11	5	16
	Flowers	5	9	14
	The Arrow and the Song	6	5	11
	The Builders	7	4	11
	A Psalm of Life	4	4	8
	The Wreck of the Hesperus.....	4	2	6
	Courtship of Miles Standish.....	3	1	4
	The Skeleton in Armor	1	3	4
	Ship of State	0	3	3
	Children	1	2	3
	Birds of Killingworth	0	2	2
	The Fisher's Song	1	1	2
	The Old Clock on the Stairs.....	0	1	1
	Excelsior	0	1	1
	Twilight	1	0	1
	Victor Galbraith	1	0	1
	The Day Is Done.....	0	1	1
* * *				
<i>Whittier</i>		54	38	92
	The Barefoot Boy	42	23	65
	Snow-Bound	11	15	26
	The Slave Ship	1	0	1

Poets.	Titles of Poems.	First Choice of		
		Boys.	Girls.	Total.
<i>Scott</i>		32	57	89
		—	—	—
	The Lady of the Lake	26	47	73
	My Native Land	5	9	14
	The Chase	0	1	1
	Lord Marmion	1	0	1
	* * *			
<i>Tennyson</i>		21	28	49
		—	—	—
	Break, Break, Break	12	11	23
	Crossing the Bar	18	15	23
	Enoch Arden	1	1	2
	Dora	0	1	1
	* * *			
<i>Lowell</i>		23	27	50
		—	—	—
	The First Snowfall	8	16	24
	Vision of Sir Launfal.....	10	8	18
	What Is So Rare as a Day in June.....	3	1	4
	The Fountain	1	2	3
	The Legend of Brittany	1	0	1
	* * *			
<i>Holmes</i>		17	12	29
		—	—	—
	Grandmother's Story of Bunker Hill.....	9	6	15
	The Last Leaf	5	3	8
	The One Hoss Shay	2	2	4
	Old Ironsides	1	0	1
	The Cnambered Nautilus	0	1	1
	* * *			
<i>Mrs. Hemans</i>		11	15	26
		—	—	—
	The Landing of the Pilgrims.....	11	15	26
	* * *			
<i>G. W. Doane</i>		14	10	24
		—	—	—
	The Sculptor	14	10	24

		First Choice of		
		Boys.	Girls.	Total.
<i>Jean Ingelow</i>		7	16	23
		—	—	—
Seven Times One		7	16	23
	* * *			
<i>J. R. Drake</i>		9	8	17
		—	—	—
The American Flag		9	8	17
	* * *			
<i>Bryant</i>		6	5	11
Thanatopsis		3	3	6
Marion's Men		3	1	4
To a Waterfowl		0	1	1
	* * *			
<i>Field</i>		5	6	11
		—	—	—
Seein' Things		1	5	6
Little Boy Blue		2	0	2
Fiddle-dee-dee		1	1	2
Sugar Plum Tree		1	0	1
	* * *			

Any extended comment on the above list seems unnecessary, inasmuch as the lists have been so arranged as to reveal at a glance most of the facts which a person interested in the reading of the children might care to know. The titles of the books indicate the general character of the reading matter which the children appreciate. While all the books given cannot be classed among the best books, it is very remarkable that no really bad or pernicious book appears in the list. On the whole the books given are of a high order and speak well for the taste and appreciation of the children for the good things in literature.

List I shows the books which are popular with the children of the different grades. List II shows what books are the most popular with the children of all the schools. Little Lord

Fauntleroy leads the list as the most popular book with the children of the city. This book, however, is a favorite with the younger children only, and its place at the head of the list is due in part to the fact that the enrollment is much larger in the lower than in the upper grades. Although Toby Tyler stands second in the list, it is a book of more general popularity, being reported by the pupils in four different grades. This is an interesting book and wholesome in its influence, and its popularity reflects credit upon the judgment and taste of the children making it their first choice.

A comparison of the books reported in the third grades with those reported in the eighth grades, reveals the development which has taken place during four years of school life. Little Lord Fauntleroy has given place to David Copperfield, Black Beauty to Ben Hur, and Toby Tyler to Uncle Tom's Cabin and Last of the Mohicans. That David Copperfield, that masterpiece of fiction, should be the most popular book with the pupils of the eighth grade, is very gratifying and gives evidence that the influence of the school is toward the cultivation of a taste for the best and most helpful things in literature.

List III gives the authors in the order of their popularity and the books which have made them popular. The character of these books, the large number published, and the fact that they appeal especially to the children of the lower grades, where the enrollment is larger, are influences which place James Otis and Mrs. Burnett easily at the head of the list. These books are popular with the younger children because they touch the emotions, arouse the sympathies, and kindle a genuine interest in the trials and triumphs of child-life. These books, however, seem to lack somewhat those elements of strength and courageous vigor which catch the interest of the older boys and girls; consequently in the upper grades Otis, Burnett, and Wiggin give place to Dickens, Cooper, and Scott. It will be noticed that Otis, Eggleston, and Cooper are distinctly boys' authors, while Burnett, Alcott, and Wiggin catch and hold the interest of girls.

A glance at the list will show that what are termed information books occupy a very small place. At first thought it might seem that the children are turning from the more substantial books to those which are trashy and sentimental. It must be understood, however, that there are two kinds of literature, which are called by DeQuincy "literature of knowledge and literature of power." The end of the first is information; the end of the second is inspiration. The first end is to a larger extent attained through the text-book and the routine work of the school. It is to the attainment of the second end that the books of our best authors must contribute. It is through this literature of power, or spirit, that our children are to receive that soul culture and heart power which results in the highest type of manhood and womanhood. It is for the purpose of quickening the imagination, vitalizing the emotions, and arousing the sympathies that folk-stories, fairy tales, fiction, and poetry are introduced into the schools. As we have said in another place, it is through these that the child is led over the border of the present into a beautiful and invisible world, peopled by creatures of his own fancy. The childish activities thus aroused are the beginnings of the real activities which are essential to success in after life. Out of these childish sympathies are borne those stronger elements of heart and soul power which clothe manhood and womanhood with true dignity. The simple belief in the mythical opens the way in later life to that broader faith that reaches up and grasps divine truth. Francis Parker says: "The lack of ideality, the failure in spiritual growth, in true religious life, are caused more by the failure of the parents to recognize the true nature of the child and his inborn love for myth than any other cause whatever. The rank-est materialism in its worst form has never struck harder blows at true spiritual life than the ignorance of misguided parents, who keep their child from fairy life and fairy land."

The above lists of poems bear evidence that our schools have not been unmindful of the spiritual nature of the child, and have not failed to do something for the cultivation of the

poetic spirit and the love of the beautiful. That so many children between the ages of eight and fourteen should be familiar with, and really enjoy, so many of the best poems in the English language, is certainly very remarkable. The fact that out of less than twelve hundred children reporting their favorite poems, four hundred sixty-six should show a preference for Longfellow, gives evidence of excellent taste on the part of the children, and a keen appreciation of the noblest and best thoughts which spiritualize life and inspire and feed the higher forces of human nature. Children who have open to them the beauty and richness in the works of Longfellow, Whittier, Lowell, Tennyson, Holmes, and Bryant, will find for their growing minds a substantial protection against the encroaching power of ignoble and material conceptions of life, "and an inspiring power which shall lift their natures into rightful fellowship with whatsoever is noble, true, lovely, and of good report."

REPORT OF COMMITTEE ON COLLEGE ENTRANCE REQUIREMENTS.

No school report would be complete this year without some mention of the Report of the Committee on College Entrance Requirements, which was adopted by the departments of Higher and Secondary education at Los Angeles last month. To attempt to give in this place any comprehensive summary of this report with its numerous recommendations and valuable outlines and suggestions, would be entirely out of the question. We will therefore insert in as concise form as possible some of the more important recommendations of the committee.

English.

The committee states that the study of the English language and its literature is inferior in importance to no study in the curriculum, and that it offers all, or nearly all, the opportunity for mental training afforded by the study of any language. It introduces the pupil to the literature of his own tongue, which must always be the chief source of his own thought, inspirations,

ideals, and aesthetic enjoyment, and must also be the vehicle of his communication with his fellow-men. The committee expresses approval of the following principles:

1. That there should be no difference between the regular courses and the college preparatory courses in English in secondary schools;
2. That the college requirements in English should be distributed through the four years.

In this connection the committee recommends that the two departments of literature and composition be pursued side by side, for four periods per week, throughout the entire high school course.

Mathematics.

In the study of mathematics it is considered advisable to distribute the work throughout each of the four years of the course. It is not meant by this that more time should be given to these branches, but that the work should be distributed over the entire high school course. It is recommended that work in mathematics be required of all pupils, and that no less than two periods weekly be allotted to this work. The following distribution of the work is suggested:

Seventh grade.—Concrete geometry and introductory algebra, 4 periods.

Eighth grade.—Introductory demonstrative geometry and algebra, 4 periods.

Ninth and tenth grades.—Algebra and plane geometry, 4 periods.

Eleventh grade.—Solid geometry and plane trigonometry, 4 periods.

Twelfth grade.—Advanced algebra and mathematical reviews, 4 periods.

History.

The general committee approves the courses of history recommended by the committee of seven of the American Historical Association, with the proviso that it is highly desirable that one year of United States history and civil government should be furnished by the secondary schools, and be accepted as a re-

quirement for admission by all colleges and universities. The committee of the American Historical Association outlines the following four years' course:

First year.—Ancient history to 800 A. D.

Second year.—Mediæval and modern European history.

Third year.—English history.

Fourth year.—American history and civil government.

In speaking of this course the committee says that each of these periods deserves careful study, and not less than four years is sufficient to cover them all in a satisfactory manner. If only three years can be given to historical work, three of these periods can be chosen and one omitted. Such omissions are thought to be wiser than any condensation of the whole. But if it seems best to compress two of the periods into a single year, one of the following plans is recommended: (a) combine English and American history in such a manner that the important principles wrought out in English history and the main facts of English expansion will be taught in connection with American colonial and American political history; (b) treat English history in such a way as to include the most important elements of mediæval and modern European history.

Sciences.

The committee arranges a course in science for each of the four high school years, the time allowance being four periods a week throughout each year. The following distribution of the work is recommended:

First year.—Physical geography.

Second year.—Biology: botany and zoology, or botany, or zoology.

Third year.—Physics.

Fourth year.—Chemistry.

Foreign Languages.

It is recommended that the courses of study prepared by the committees of the American Philological Association and of the Modern Language Association of America be adopted. Courses of study have been arranged for Latin and Greek by the com-

mittee of Twelve of the American Philological Association, and for French and German by the committee of Twelve of the Modern Language Association.

In Greek the committee recommends that three years be devoted to the study, with the understanding that the year consisted of not less than thirty-eight weeks of school work, and that four periods of recitation a week, of not less than forty-five minutes each, be given to the study. In some parts of the United States work is crowded into two years, to which in other parts, three years are devoted. Under exceptional circumstances, with earnest scholars and skillful teachers and long school years, the work of preparation for college in Greek may be done well in two years; but in general, with less earnestness and skill, this work is likely to be superficial if it is so hurried, and the Committee of Twelve still urges the maintenance of a three-year preparatory course in Greek.

In Latin the ordinary arrangement is that of the four-years' course of four exercises weekly. The average age of pupils at the beginning of this course is between fourteen and fifteen years. The committee recognizes a tendency in many places to increase the amount of time allowance to Latin, extending the work over five, and even six years of the school course. The lengthening of the Latin course is accomplished, however, not by keeping the pupil at school longer, but by having him begin Latin earlier. The old four-year course in many places has been extended downward one or two years; and it is, in fact, in this way that most of the five-year and six-year courses have been established. Such is clearly the rational procedure, both because of the better results obtained with pupils who begin Latin early, and because of the undesirability, if not the impossibility, of securing the additional Latin by keeping pupils at school beyond the age at which they now usually complete the course. In view of this demand for more work in Latin the committee has arranged suggestive courses covering four, five, and six years, respectively.

The report of the committee on French and German is very

comprehensive and valuable, containing many suggestions as to the value of modern language study, the time which should be devoted to it, the aims and methods of instruction. Three suggestive courses are arranged which are to be known as the elementary, the intermediate, and the advanced, and are to cover two, three, and four years, respectively, all beginning with the first year of a four-year high school course, and proceeding at the uniform rate of four recitations a week. The elementary course is designed to furnish the minimum of preparation required by a number of colleges in addition to the Latin and Greek of the classical preparatory course. The intermediate course is designed to furnish the preparation required by many colleges which permit the substitution of a modern language for Greek. The advanced course is designed to furnish the highest grade of preparation of which the secondary school will ordinarily be capable in a four-year course.

General Resolutions.

The general committee adopted the following resolutions which are to be regarded as first principles in the adjustment of relations between secondary and higher schools:

I. *Resolved*, That the principle of election be recognized in secondary schools.

II. *Resolved*, That the requirements for admission to technical schools should be as extended and thorough as the requirements for admission to college.

III. *Resolved*, That the teachers in the secondary schools should be college graduates, or have the equivalent of a college education.

IV. *Resolved*, That we favor a unified six-year high-school course of study beginning with the seventh grade.

V. *Resolved*, That in the interpretation of the recommendations of this committee concerning the subjects to be included in the secondary-school program and the requirements for admission to college, for which credit should be given, it is distinctly understood that all secondary schools will not offer opportunities for the pursuit of all these subjects, and that the colleges will select those only which they deem wise and appropriate.

VI. *Resolved*, That while the committee recognizes as suitable for recommendation by the colleges for admission the several studies enu-

merated in this report, and while it also recognizes the principle of large liberty to the students in secondary schools, it does not believe in unlimited election, but especially emphasizes the importance of a certain number of constants in all secondary schools and in all requirements for admission to college.

VII. *Resolved*, That the committee recommends that the number of constants be recognized in the following proportion, namely: four units in foreign languages (no language accepted in less than two units), two units in mathematics, two in English, one in history, and one in science.

VIII. *Resolved*, That the colleges will aid the secondary schools by allowing credit toward a degree for work done in secondary schools, beyond the amount required for entrance, when equal in amount and thoroughness to work done in the same subjects in college.

IX. *Resolved*, That for students who have met a definite requirement in any science, and who continue the subject in college, it seems to us desirable that there be provided a suitable sequel to the school course in continuation of the study; such students being in no case placed in the same class with beginners.

X. *Resolved*, That we approve of encouraging gifted students to complete the preparatory course in less time than is required by most students.

XI. *Resolved*, That in general we recognize in schools the admissibility of a second year in advanced work in the same subject, instead of a second year in a related subject; for example, two years in biology, instead of one year in biology and one year in chemistry, where local conditions favor such an arrangement.

XII. *Resolved*, That it is desirable that colleges should accept, in addition to the year of United States history and civil government already recommended, at least one-half year of intensive study of some period of history, especially of the United States.

XIII. *Resolved*, That we recommend that any piece of work comprehended within the studies included in this report that has covered at least one year of four periods a week in a well-equipped secondary school, under competent instruction, should be considered worthy to count toward admission to college.

XIV. *Resolved*, That it is desirable that our colleges and universities should accept as a unit for admission a year's work in economics, including under this head a course in elementary political economy, supplemented by adequate instruction in commercial geography and industrial history.

XV. *Resolved*, That we recommend an increase in the school day in secondary schools, to permit a larger amount of study under supervision.

Extension of High School Period.

Resolution IV of the committee's report brings up the question of extending the high school period. This change is urged by many of the thoughtful school-men of this country and has many strong arguments in its favor. We can do no better in this connection than to quote the words of the committee: "The most necessary and far-reaching reforms in secondary education must begin in the seventh and eighth grades of our schools. Educators agree that these grades must be enriched by eliminating non-essentials and adding new subjects formerly taught only in the high school. These reforms require the highest knowledge and the most efficient supervision. In our opinion these problems can be solved most quickly and surely by making the seventh and eighth grades parts of the high school, under the immediate direction of the high-school principal. Recent attempts to teach Latin and German in these grades have not met with the success to which they are entitled, on account of the lack of qualified teachers and competent supervision. The improvements in mathematical schedules in the grades have not been given a chance to show their value, because the teachers have lacked the technical training and the breadth of view absolutely essential to good teaching in the introductory courses of algebra and geometry. Science study is now acknowledged to have a place in the grades, yet slow progress has been made in producing educational results, largely because the grade teacher has been poorly prepared to teach the subject, and the leading scientists of the country, in their efforts to circumvent this obstacle, have failed to agree on a suitable course of study for the grades.

"The proper adjustment of these studies in a unified high school course would add much to the effectiveness and solidarity of secondary education. The seventh grade, rather than the ninth, is the natural turning-point in the pupil's life, a: the

age of adolescence demands new methods and wiser direction. Six elementary grades and six high school, or secondary, grades form symmetrical units. The transition from the elementary to the secondary period may be made natural and easy by changing gradually from the one teacher regimen to the system of special teachers, thus avoiding the violent shock now commonly felt on entering the high school. The seventh grade pupils, if thought necessary, could still be taught and given individual attention by one teacher in all but one or two subjects which require the services of specialists. The personality of the teacher and her intelligent direction of the individual student should be insisted on and made more effective than at present. Under the system proposed an efficient teacher in the seventh or eighth grade would do less harm in blasting bright intellects and in turning able students away from higher study. The inspiration afforded by a well-equipped high school principal and by a special teacher in language, science, or mathematics would do much to retain desirable students in the high school, thus raising the educational standard of American citizenship. Statistics show that the number of students leaving school at the end of the sixth grade is comparatively small, while the number is very large at the end of the eighth grade. By the proposed change, the students in the seventh and eighth grades would gradually gain the inspiration of the high school life, and the desire to go farther in the languages and sciences which they have already begun under favorable conditions. The result would doubtless be a more closely articulated system, with a larger percentage of high school graduates.

"From an administrative point of view, the six high school grades should eventually be in one building. As far as statistics are accessible on this point, the experiment of placing these grades in the high school building has been successful, resulting in better scholarship and a greater percentage in the number of students entering the ninth grade. The gradual change of this system would probably lead to the establishment of a larger number of less expensive high schools, thus placing the

'people's college' nearer their homes without additional expense to the tax-payer, but with a saving in money and strength to students attending the high school."

Longer School Day.

The number of hours per day which children ought to devote to school work is a question about which there has been much difference of opinion. In Resolution XIV the general committee passes judgment on this matter and gives reasons for their action in the following language: "In presenting this resolution the committee is aware that there is a great divergence of custom in the length of the day in secondary schools, the number and length of recitation periods, the noon intermissions, and the time devoted sacredly to study within the schoolhouse. A few have two sessions, following the rule governing the elementary schools; some are from 8 A. M. to 1 P. M. and many from 9 A. M. to 2 P. M., with one-half hour at noon for a light lunch.

"We appreciate the almost unanimous and perhaps enlightened opposition on the part of teachers to the proposition for a longer school day. The committee believes, however, that it is a subject for intelligent discussion, and that the weight of argument favors a longer day. The committee does not trace its convictions on this matter to the fact that the German secondary schools are one-half longer in session than our schools, and no hardship seems to result.

"There is no disposition to imitate European methods because they are European, but we believe it is easily demonstrable that it is in the class recitation and under the inspiration and instruction of the teacher, and not in the study hours at home, that the pupil acquires the bulk of his scholastic knowledge.

"A very large majority of the pupils who attend our secondary schools are of the middle class, a very respectable minority are of the poorer class, and only a small fraction are from the homes of the rich.

"In the cities and large towns the school buildings offer better conveniences for study than the homes; pupils of immature

age do not know how to study, and need the guidance and direction of an intelligent and interested teacher; lessons should be learned largely in school in the quietness of rooms thoroughly equipped for that purpose, in the midst of reference books, maps, charts, pictures, and all of the paraphernalia incident to study; recitation periods should not be less than fifty minutes, instead of forty, as prevails in too many schools; there must be time for drawing, physical culture, vocal music, and laboratory practice.

"The committee, therefore, recommends that the secondary school buildings be open for pupils from 8 A. M. until 4 P. M., and that all who find it more convenient and attractive be encouraged to occupy the rooms for reading and study, and that as many teachers as are necessary remain to assist these pupils in the prosecution of their work.

"The practice in some schools of having two sessions a day, with a long intermission at noon, is to be deplored. The committee especially disapproves of the plan recommended by some with a view to economy, but which we think false economy, of having two sessions with different sets of pupils for morning and afternoon, whether taught by the same or different teachers at each session. This method will require all study, all preparation for lessons, to be done at home, without the conveniences, the equipment, the inspiration of the school itself. It will destroy, in a large measure, the real function of the secondary school; it will lessen the interest of the pupils, and limit the influence of the teachers; it will separate children of the same families in the different years of the school; it will make the instruction less potent and the discipline more difficult; it will in every way tend to destroy the school as the real laboratory and workshop of the pupil."

A PRESSING NEED.

The most serious problem which now confronts the school authorities of Madison is the furnishing of additional school facilities. In almost every building the rooms are over-crowded.

In the sixth ward the old building, which was long ago considered unfit for use, is again fully occupied. It is in the high school, however, that the need of more room is most seriously felt. In this building every available corner is occupied, including rooms in the basement and in the attic.

Undoubtedly the right solution of this problem would be found in the erection of a new high school building. If this could be done the present high school building could be used as a central grammar grade building, into which could be gathered all the pupils of the seventh and eighth grades in the city. This would remove two grades from each of the ward buildings and relieve their present crowded condition. With this change the different ward buildings would easily accommodate the lower grades and make any addition to these buildings unnecessary for a number of years. The money thus saved by making additions to the ward buildings unnecessary, would go far toward meeting the cost of the much needed high school building.

This plan would give the city a high school building which would furnish ample facilities for the various departments of high school work and one which in a degree would be commensurate with the standing of our schools and the importance of our city. Such a building, embodying the best architectural ideas, providing ample facilities for all lines of study in accordance with the best methods, and equipped with systems of heating, ventilation, closets, and baths, which meet the latest hygienic requirements, and with all the modern appointments which would make such a building complete, would add greatly to the efficiency of our schools, would be a credit to the city, and would be a fitting exponent of the intelligence and culture of our community.

The concentration of the two grammar grades into a central building would make possible some changes in our system which are vital to the efficiency of our schools. One of these changes would be the making of the seventh and eighth grades a part of the high school, at least in spirit and methods. Instead of

spending eight years in the grades and four years in the high school, as is now done, our pupils would spend six years in the grades and six in the high school. Such an extension of the high school period would be in accord with the judgment of the most thoughtful school men of our day, and would be in compliance with the recommendations of some of the most important committees which, during the past ten years, have given matters pertaining to secondary education most careful and thoughtful consideration.

The seventh and eighth school years, spent in the high school, or at least under the influence of high school methods and management, would constitute a kind of transition or preparatory period between the grades and the high school, which would greatly lessen the evils resulting from this discouraging break, and the loss of interest and effort, consequent upon an abrupt change of teachers and environment.

This change would also facilitate the introduction into the seventh and eighth grades of the departmental plan of teaching—one teacher carrying one or more subjects through several grades, instead of all the subjects in one grade. This plan of specializing the work of the teacher has been quite generally adopted in the high schools of the country and has resulted in greater efficiency of work. That this plan can also be used in the upper grammar grades has been shown by several recent experiments which have resulted in almost uniform success.

Again, by such an arrangement some of the branches now necessarily reserved for the most part for the high school—such as algebra, geometry, natural science, and the foreign languages—could be taken up at the beginning of the seventh year, and pursued under the direction of special teachers who are to carry on the work in the more advanced stages. In this way a uniformity of method and a greater continuity of work would be secured, which would be in the interest of a broader culture and a more accurate scholarship.

CONCLUSION.

I wish to express my appreciation of the earnest and faithful work of the teachers during the past year. One feature of the work which is especially noticeable and commendable is the genuine interest which all our teachers have shown in the welfare of the individual pupils under their charge. The helpful and wholesome spirit which has been present in almost every school is another feature which is especially gratifying. We feel sure that the conditions and influences in the schools during the year have been most favorable to the true growth and development of the children. We trust that the year has not been without profit to the teachers and that they may have found compensation for their earnest efforts in the satisfaction which always follows the faithful performance of duty.

Respectfully submitted,

R. B. DUDGEON.

Madison, Wis., August, 1899.

PRINCIPAL'S REPORT.

To R. B. DUDGEON,

Superintendent City Schools, Madison, Wis.

Dear Sir:—I beg leave to submit my eighth annual report on the High School.

ENROLLMENT.

The enrollment for the year so far exceeded our seating capacity that the difficulties of general management have been greatly multiplied.

At the very beginning, fifty-nine pupils were obliged to do their work without desks. Were our rooms larger, the presence of so many about the edges would not be such a great inconvenience, but all available room is so thoroughly occupied that pupils with no regular sittings are very much in the way.

Another difficulty arising from the presence of large numbers in a limited space is the passing of pupils to their respective recitation rooms. For those in the main room the problem is not so difficult, but for those in the old main room the case is very different. Required as they are to pass through a long hall, through the main room and up stairs to the studio, for work in music, drawing, and rhetoricals, it is next to impossible for them to reach their room with the same degree of promptness so common to other classes. In addition to this they cannot pass through the main room until main room pupils have passed out and thus the study period of the main room cannot begin promptly.

Any suggestion of any plan by which these difficulties may be avoided will be gladly received.

As our enrollment for the coming year promises to exceed that of the present year, it will be necessary to make provision at once for nearly 100 pupils. This estimate is a very conservative one based on the number belonging at the end of the year. As no more space is available in the building, we are obliged either to secure another room or to require attendance on the part of one class for recitations only. The former plan is most desirable. The latter plan would be attended by all the perplexities arising on a former occasion when it was tried with grade IV. It seems as if we are forced to the adoption of such plan, however, as the difficulty of securing another room will be very great.

POLICY.

There has been no change of policy during the year. Ideals have been clearly set forth and more than usual effort has been made to meet our expectations. The response on the part of third and fourth grade classes has been very marked and is an indication of a good sentiment. When this is extended fully to the lower grades, our conditions for study will be almost ideal. An effort has been made to have pupils understand that the highest control comes from within. When this is thoroughly understood we shall have the highest type of self-government known and that carried on without additional machinery.

TARDINESS, ATTENDANCE, ETC.

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

The increase in tardiness for the year is due in part to increased enrollment, and in part to the one session plan followed for the last five weeks of the term. The difference in the number in the first five weeks of the term and in the last five weeks almost makes the difference for the year.

Our efforts to secure promptness are based on (1) the importance of promptness to the individual and (2) the advantage to the High School in avoiding interruptions and in having our work proceed on time.

A comparison of the tardiness in the city and in the High School is significant:

Total cases in the city not counting High School.....	2,694
Total cases in High School	290
Ratio of tardiness to enrollment, city.....	1.14:1
Ratio of tardiness to enrollment, High School.....	.54:1

From this comparison it would seem that the habit is formed in the ward school.

In discussing this topic, I consider it only fair to pupils to say that the example set by teachers is not what it should be. This is shown by the records of your office.

Total tardiness by teachers in city	172
Total tardiness by teachers in High School	78
Ratio of tardiness to number of teachers in city	2.7:1
Ratio of tardiness to number of teachers in High School	5.2:1

Of course teachers' tardinesses do not mean a failure to be present at the beginning of work, but a failure to be in their respective places at a time set by the Board of Education. Such failure is a tardiness in its full sense and the above comparison is entirely in favor of the pupils. While such a condition exists, one cannot consistently urge greater promptness by pupils.

ONE SESSION.

For the last five weeks of the term the daily session began at eight o'clock and closed at one o'clock.

In spite of efforts and promises to the contrary, not many of the objectionable features of the plan have been eliminated. Tardiness increases more than 50 per cent., but there is some recompense in the increase of one per cent. in per cent. of attendance. Some objections are inherent in the plan and cannot be removed. For example: the continuous rush from start to finish, with only 10 minutes recess is, of itself, exhausting and prevents attention to many details of discipline and individual assistance which need consideration.

As yet, no investigation of scholarship has been made so as to compare the quality of work done in the two parts of the term. It is entirely probable that standings are as high during the last half as in the first half of the term. As all work is being reviewed and finished, it is probable that pupils' desire to finish work satisfactorily will incite to such diligence as will in large part make up for all hindrances to study incident to the plan.

FIRST YEAR PUPILS.

Our records show a total of 201 in this grade. At the close of the year only 177 remain. This falling off is greatly to be deplored but does not seem easily remedied. Last year we attempted to show some causes for our losing so many. After further investigation we are convinced that the first reason given—"Lack of independent work," accounts for the most failures. This is a fault, however, which is by no means confined to grade I. It shows itself all along the course. A

good student makes a translation, demonstration, or solves a problem. Others are waiting for his results, which are regarded as common property and worth much time and energy to secure. We make some progress against this sentiment but progress is slow when educated, conscientious men approve of the use of an English translation in the study of ancient and modern language texts.

A number of those who fail the first year are weak pupils in the ward schools who barely pass, or who, in failing to pass, are allowed to make up their work in the summer vacation. A trial in High School shows that the summer's work, in most cases, cannot make up for the deficiencies of several years.

Another marked defect in first year pupils is the lack of correct habits of study. Many do not know how to study without the constant attention of a teacher. The absence of such attention in large measure in the High School makes failure almost certain. Besides many are unwilling to study at home. We do not expect that a pupil's entire time shall be spent in study but we do urge the preparation of some lessons at home in order to secure a standing above the time-honored 70 per cent. We admire that pupil who desires a high standing for the sake of permanent knowledge, and the consciousness of ability which leads to investigation regardless of the standing it will bring.

At the opening of the coming year the High School will be in possession of information regarding candidates for admission to the first year class, which will be of very great value in determining the causes for failure.

The answers to questions sent out by you will present much in the school history of ward school pupils, which can be used in their management and instruction. I count this plan one of the greatest forward movements of the year. It supplements the simple record of standings by telling us what ward teachers know about the character, home life, tendencies, temper, and ambitions of the young people sent to the High School.

LABORATORIES.

The addition of two new compound microscopes to the biological laboratory equipment has greatly increased the opportunities in that department. In Physics more work has been done than in any previous year. The advantage of having laboratory days consecutive has been fully demonstrated. There is need for more apparatus for illustrative work and an increase in the number of divisions for laboratory practice. Thus far the Third Grade has been worked in three divisions. As the enrollment in that class continually increases it is now very necessary

that there should be at least four divisions of the class. Additional divisions means either that the teacher of Physics shall work more hours or that he shall have an assistant capable of taking charge of some of the laboratory work.

REFERENCE LIBRARY.

Considering the importance and use of our reference library, we feel certain it needs enlargement. For the past year over one hundred pupils have had no chance to use reference books except at free times—before or after school or during recess.

We strongly recommend the purchase of additional encyclopedias—at least two sets—one for the old main room and one for the main room. Work along special lines,—History, Literature, Civics,—would be helped by more books in these subjects.

ADMISSION TO ADVANCED STANDING.

We beg leave to repeat our statement of last year regarding candidates for advanced standing.

If the work of 3-year High Schools is not recognized by U. W., except on examination, it does not seem wise that we should accept it as equivalent for ours and later recommend to U. W. on that work.

We have no desire to underrate the work done in any school. Much of the work in the 3-year High Schools is no doubt excellent; but we have no means of knowing anything about it. Perhaps there are branches taught as well as in our High School, but there are some which, depending as they do on laboratory equipment, cannot be taught in the same way. In fairness to our own pupils we would suggest that pupils be given credit for advanced standing on two conditions.

1. Schools from which standings are brought shall be on the accredited list at U. W.

2. Credit may be given for work done elsewhere upon examination.

The history of cases here considered shows that we have been very liberal, in fact in several cases too liberal, as shown by the work of the pupil. It is true that in some instances no credits are allowed until a pupil shows by his work that the standings presented were undoubtedly earned.

Records show that we have made few mistakes in cases coming from accredited schools.

A very definite plan in this matter would save some discussion regarding the credit to be given in any case. It is sometimes a surprise to pupils from other schools to have their standings questioned in any particular.

A list of schools might be made up from which standings would be accepted. This would give an opportunity to determine the rank of any school desiring to send pupils to our High School.

COURSE OF STUDY.

The need of revising our course has already been detected and a committee appointed to make the necessary changes.

Among the numerous demands made upon us, U. W. requirements are probably the most prominent. Taking everything into consideration it seems to us that preparation for U. W. in all courses means the best preparation for anything. As at present constituted our courses offer very little above U. W. requirements, while in some matters of detail we fall a little short in some studies required for admission to all courses. We refer particularly to Grammar, Arithmetic, and Geography. A certain weakness in English is said to exist in some students sent to U. W. This weakness may be remedied by introducing more English into all our courses.

ATHLETICS.

The place of our High School in athletics for the past year has not been a very active one. Improvement is to be noted both in management and the sentiment regarding qualifications of contestants.

More caution has been exercised in the financial management than in time past. A more rigid inspection of accounts will do much towards preventing looseness in financial matters. In this connection it is a pleasure to speak of the splendid efforts of Mr. H. B. Dodd in raising money and paying off a part of our indebtedness.

Complaint is made about the smallness of the gate receipts, especially from base ball games. This no doubt accounts in some measure for the small number of games played in Madison. Small gate receipts would seem to indicate a lack of interest on the part of the general public. To expect the public to attend all athletic contests and thereby contribute to the support of our teams is perhaps expecting too much. Base ball has lost much of its interest to many people and it might be well, as the Cardinal some time ago suggested, to discontinue the base ball team and devote our energies to other forms of athletics. At all events our games should not be a continuous financial loss. Better no place in athletics than first place in debts.

It is thoroughly understood now

(1.) That a boy in order to represent the High School in any contest must be doing passing work.

(2.) That boys doing passing work at one time but failing later may be excluded from a game.

(3.) That the High School becomes a member of the Interscholastic League by the action of its Principal, and that a school cannot be in the League one day and out of it the next, at its pleasure.

An effort to make this last point clear has brought to light certain tendencies on the part of managers, captains, and players. An opinion has existed for some time that a team could be made up to suit the circumstances, it being entirely proper, according to their thinking, to qualify under the Rules for a League game, and just as proper to make up the team regardless of Rules for another game, provided all players were members of the High School. Our boys have been perfectly honest in meeting League requirements and their action is doubtless due to the difficulty of securing games in the League and to a desire to meet stronger teams. The inconsistency of such a course has been shown and will probably need no more attention.

Our failure to enter the Interscholastic field meet must not be construed to mean a confession of athletic sins greater than those of our chief critics. In fact a study of our athletic history recent and remote will reveal a soundness difficult to surpass. If the chief charge against us be that a certain game was cancelled, we should at least be given credit for stating frankly the reason for it. This failing may be a weakness or it may be a necessity liable to arise in the history of any school. Our teams have been uniformly faithful in meeting their promises and with results well known everywhere.

PUBLIC EXERCISES.

Arbor Day was observed in our usual manner. The program, under Miss Vernon's direction, was one of the best in our history. Increasing interest in Arbor Day is very marked and due to the fact of its being so much of a Class Day.

PROGRAM.

"Echo Song"	Glee Club
Arbor Day Thoughts	
Reading—"The Dandy Fifth".....	Forbes Cronk
"Joy, Joy, Freedom Today"	Sextette
Essay—"Our Common Birds"	Written by Jennie Kayser
	Read by Rex Welton.
Reading—"Doodle Bugs" (Riley).....	Guida Winden
Reading—"The Skylark" (Shelley)	Agnes Gunkel

Recitations and Chorus—Luella Lillesand, Emma Glenz, Florence Van Etta, Mildred Curtiss.	
Reading—"Kentucky Philosophy"	Jean Stephens
Essay—"Some Historic Trees"	Clarence King
"The Hay Fields"	Glee Club
Address	Professor J. W. Stearns
Reading—"Jane Jones"	Leora Moore
History of '99	Written by Amy Regan and William Huels
"O'er the Silvery Sea"	Sextette
Address to Graduating Class	Earl Stocking, '00
"Alpine Sheperd Song"	Glee Club
Oration	Ben Adams, '99
"America"	School

COMMENCEMENT PROGRAM.

"As the labor so the reward."

Music.

Prayer	Rev. B. B. Bigler
*Salutatory and Oration—The American Revolution..	William Haganah

Music.

Address	Rev. E. G. Updike
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Music.

*Valedictory	Carolyn Stemple
Presentation of Diplomas	Mr. John Corscott President Board of Education
Benediction	Rev. B. B. Bigler

Music.

*Chosen by the Class.

PRINCIPAL S REPORT.

67

CLASS OF '99 BY COURSES.

ANCIENT CLASSICAL COURSE.

Ethel Sumner Hatch Oscar August Kampen
*William Bacon Roys.

MODERN CLASSICAL COURSE.

Andrew Theodore Anderson	Clara Edna Nelson
Edward Grant Birge	Ruth Newman
Amanda Elsa Charlotte Bodenius	Nora Louise Olsen
Alice Marie Brandel	Harry Emil Olsen
Ina Lemanda Butler	Jessie Ellen Perry
Irma Joanna Baus	Ruth Mary Phillips
Bryngel Cornell Berg	Katherine Regina Purcell
Mabel Josephine Bradley	Amelia France Pyre
Frederick Arthur Chamberlain	Menora Quammen
John Seabury Dean	Madina Thea Redel
Thomas Aquinas Donovan	Salena Marguerite Riedy
Helen Dixon	Amy Frances Regan
Verona Henrietta Friederick	Carolyn Stemple
Edwin Gilbert Farness	May Lillian Savage
James Moseley Gilman	Rose Marie Toepfer
George Julius Heuer	Hannah Regina Wilkinson
Hattie Dean Jewett	Elizabeth Frances Wilkinson
Leora Lloyd Moore	Mignon Wright

SCIENCE COURSE.

Benjamin Cullen Adams	Matthew Joseph Hoven, Jr.
Francis Augustus Bradford	Anra Maud Lorigan
Walter William Brown	Lena Gurine Lewis
Matthew Francis Conlin	John Webster Langley
Llewellyn Rhys Davies	John Ignatius Malec
Harvey Harrison Dodd	Lora Emma Morley
Lucinda Elizabeth Flemming	Harry Kenneth Mackay
Anna Barbara Fischer	Lottie May Ogilvie
Grace Gilbert	Gerald O'Callagan
Edward Everett Hatch	Francis Welcome Pitman
Florence Harrington	John Lucian Savage
Frederick William Hansen	Bessie Clair Tucker
Mary Katharine Hobbins	Grace Alberta Tyner
Frederick William Huels	Edward Henry Toellner
Maud Huntley	David Plumly Wheeler

*Ancient and Modern Classical Courses.

ENGLISH COURSE.

James Arthur Adamson	‡William John August Haganah
Grace Marie Bradley	Clarence Scott Hean
Glen Cooper Corlie	‡Anna Belle King
Robert Oliver Gibbons	Eugene Warren Roberts
Caroline Eleanor Gallagher	Angus Cameron Sykes

GRADUATES SINCE 1875.

Graduates to date, male.....	284
Graduates to date, female	426
	<hr/>
Total	710
Graduates for past 8 years, male.....	180
Graduates for past 8 years, female.....	225
	<hr/>
Total	405
Graduates of M. H. S., also graduates of U. W., male.....	87
Graduates of M. H. S., also graduates of U. W., female.....	86
	<hr/>
Total	173

It will be seen from the above, that 57 per cent. of all our graduates since 1875 have graduated in the past eight years. The total number of graduates up to and including 1895 is 466. Counting all graduates of U. W. up to 1898 we have the number given above—173. Therefore 37.1 per cent. of high school graduates have also graduated from U. W.

The above figures are given in answer to the question: "How many of your graduates graduate from U. W.?" The fact that 51.6 of all graduates have graduated during the past eight years is good evidence of growth.

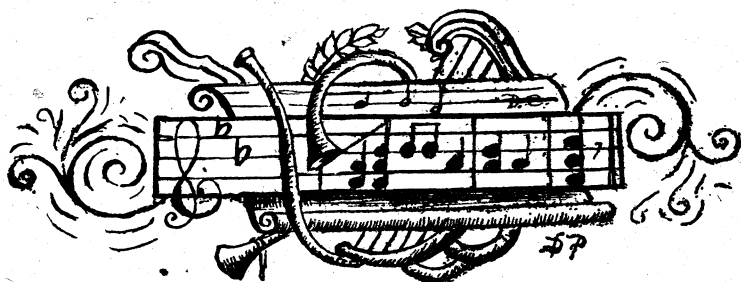
It is a significant fact that out of the 259 graduates of U. W. in the class of '99, 27 of them or 10.4 per cent. were M. H. School people—23 of them being graduates.

Believing that we do not lose sight of scholarship in our pupils, it is at the same time encouraging to see the increase in the size of our graduating classes and an increase in the number of graduates from U. W.

Respectfully submitted,

J. H. HUTCHISON,
Principal High School.

‡English and Science Courses.



REPORT OF THE SUPERVISOR OF MUSIC.

Mr. R. B. DUDGEON,

Madison, Wis.

Dear Sir:—In giving my fifth annual report the objects to be attained by a course of music in our public schools, may prove of interest.

It has been said that the greatest end of education is to prepare man to fulfill the purposes of human existence; in other words, to live completely. If the study of vocal music will aid in this preparation for complete living, it surely deserves a place in every school curriculum.

Music plays a very important part in the life of any people; it pervades everything. From the time the mother's lullaby soothes the little child in sleep until he is laid to rest to the strains of the funeral march, he is surrounded by music. Many of his first religious impressions are received from the hymns sung at church and Sunday school. Scarcely any gathering is complete without music; the lecture, theatre, political meeting and ball game all demand it to give pleasure or arouse enthusiasm.

Our school music should then become one of the greatest factors in molding public musical taste. Let the school children be trained in the highest and best that this branch of art affords, so the standard may be elevated and all lives brought in touch with this great power for good.

Much has been said regarding the mental and physical value of this study, but too much importance cannot be given to its moral influence. A leading singer in a large church once said when the service of the day before was referred to: "Yes, I had two lessons to teach my people yesterday, and I taught them as well as I could." No one who heard her sing could doubt that she meant just what

she said, for she made the words her own and they went right home to the hearts of all who heard her.

In our school music we hope that through songs of praise, home, patriotism and nature, some of the valuable lessons of life may sink into their hearts and these songs aid in fitting them for the highest type of manhood. To this end, all the songs presented have been selected with two thoughts in mind: that the words should in themselves be gems of literature and they should be in perfect harmony with the music.

Much of the success of music work in the schools necessarily depends upon the grade teacher. The special teacher has so much ground to cover she can only touch upon many points of the work, and the faithful daily drill which tells, must be done by the regular teacher. The best results can be obtained only when we have confidence, enthusiasm and high ideals together with constant drill. In the work here, the harmony existing both between teachers and pupils and the teachers themselves, has made possible the results attained.

The lack of material has been our only hindrance. This has seemed unavoidable owing to financial conditions, but since the parents so willingly purchased books for pupils of the seventh and eighth grades, would it not be advisable for all pupils to furnish their music books? They have arrived at the place where rapid progress can be made if the needed material is furnished.

The Cecilian No. III., which was introduced in the second grammar grades, has been thoroughly appreciated by the pupils. After completing the three-part work in the Second Reader no difficulty was found in taking up the exercises and songs in the new book. Having used this book only a term and a half we finished but the key of D. It can be used in the High school work and will be very helpful to supplemented the Glee Book.

The fifth and sixth grades have gone over the work in the Second Reader twice together with chart and song work from the board. New books are needed in these grades to advance the pupils more rapidly.

In the second primary grades the First Reader and chart have been studied. The exercises in Part I. were sung twice and at the close of the year we had just completed the one-part exercises in Part II.

The work in the first primary grades has been the same as last year. Simple exercises in the nine keys in two and three-part measure, and many scale and rote songs.

The high school work was pursued according to the plan of last year. The songs of the Glee Book have been learned by note in three

parts. The study of our best composers has been of interest to most members of the class. Topics were given out and prepared by the pupils with the aid of books from the public library.

The glee club and quartette have met after school during the year and prepared special music for various occasions in and out of school. The same degree of interest has been manifested this year as before.

I trust this study has taken a firm hold in the minds of the children and not only been of educational value but has made their school work happier, their lives better and perhaps aroused some pupils to a more complete understanding of their relations to their fellow men and to God.

The children of Madison are especially fortunate in being surrounded with so much that is beautiful in nature and in the great educational advantages the city affords. The parents have shown their appreciation of the work we have tried to do and have given us their hearty support.

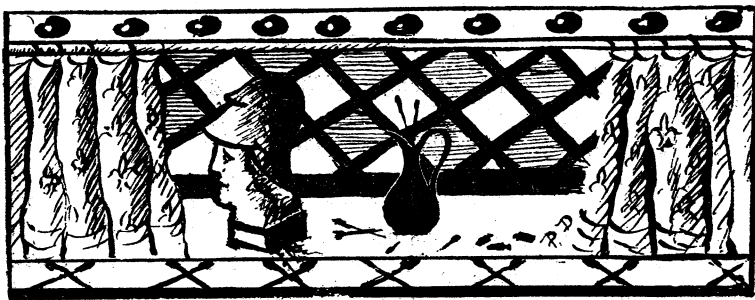
In closing my work in the Madison schools I have only pleasant recollections to carry away. The good feeling and helpful spirit that is found throughout has aided materially in the work and made it enjoyable. Again I wish to thank you for your kind consideration and words of encouragement during my work in Madison.

Respectfully,

NELLIE W. FARNSWORTH,

Supervisor of Music.

Madison, June, '99.



REPORT OF THE SUPERVISOR OF DRAWING.

To Supt. R. B. DUDGEON,

Dear Sir:—The German artist poet, Platin, well expresses the spirit in which the teachers have aimed to carry on their work when he says: "A talent for any art is rare; but it is given to nearly every one to cultivate a taste for art, only it must be cultivated with earnestness. The more things thou learnest to know and enjoy, the more complete and full will be for thee the delight of living."

WARD SCHOOLS.

In first and second grades, the use of color as a medium of expression has been more general. The attractiveness of the color leads to a closer observation of form and a truer expression of mass. Water color, colored crayons, and pencils are the mediums used, and the delight of the children in this work knows no bounds.

One needs but to visit a room so fortunate as to be supplied with scissors and to observe a lesson in paper cutting to be convinced of the value of this mode of expression. Nevertheless, six of our ward schools are without scissors and the teachers are persistently asking for them.

The books comprising the Prang Elementary Course, used for the first time by the third, fourth, fifth, sixth, seventh and eighth grades, have been a source of inspiration to both teachers and pupils. Features of especial merit are these: First. Numerous examples of different styles of architecture and ornament. Second. Artistic rendering of natural objects. Third. New method of teaching design and composition. Fourth. Reproductions of famous works of art.

In the upper grades light and shade work has grown perceptibly stronger under the influence of printed examples. There is a line

as well as a word vocabulary, and it is only through the study of masterpieces that the technique of expression is perfected. The design work is peculiarly adapted to cultivate observation and originality. First, a study is made of good space relations through the arrangement of vertical and horizontal lines in a given space, thus leading to the designing of moldings and plaids. Flowers, leaves and sprays are arranged in a given enclosing figure to secure pleasing space relations. The background is put in in ink, thus making defects more apparent and grace of curve and beauty in proportion more noticeable. Then follows simple landscape composition, the aim being to arrange trees, hills, water, etc., so that there shall be balance, variety, and unity. Although visible results are often crude, the teachers testify to the increased power of the children to appreciate the beauties of nature about them.

While we have long felt the educational and culture value of good pictures, a dearth of reproductions has made the study of masterpieces impracticable. Now the printed pages of the drawing book place in the hands of each pupil reproductions of the work of such artists as Winslow Homer, John Le Farge Thayer, Millet, Raphael.

These the children delight to study to discover light and shade effects and the message the artist intends to convey. Who can measure the influence of such a picture as Rosa Bonheur's "My Pet," in which she stands with one arm thrown lovingly over the neck of an ox? The children are eager to tell us that she is saying to them: "Be kind to animals."

HIGH SCHOOL.

Here the problem that confronts me at the beginning of each school year is: "Under existing conditions how shall I meet the needs of the individual?" In the first year, four classes averaging about thirty-five pupils each report to me twice a week. In each class those who have had no previous training mingle with those who have had drawing in grades below the high school; some wish the mechanical work; some have a natural aptitude for design work, others for light and shade, while still others must hold to simple outline. Much freedom is necessarily given and, as a result, careless work is done on the part of some. As long as drawing is required in the first year, would it not be better to put it on the same basis as other branches, letting the pupils understand that there is a recorded estimate of their work and that unless their best efforts are put forth, the work must be repeated? More design work has been accomplished this year; monograms, book plates, book covers, alphabets, having

been planned and executed in pencil, ink or different tones of one color. Optional classes have carried cast drawing and water color work farther than heretofore.

Henry T. Bailey, who has made a study of art education abroad, says: "Nowhere outside of America can be found the ideal of an art education of the entire people. Our instruction is not didactic, dictatorial, or military. We prize individuality, freedom, and creative activity. It is calculated to discover talent in the few and to develop it to its utmost, and to raise the standard of taste in the many to the point of intelligent and sympathetic appreciation of all good art."

Such an ideal as this will banish the poor picture from the walls of our school room and put in its stead the masterpiece; it will place in the hands of the child, unhesitatingly, the material necessary to the wisest development of his powers and surround him with all those influences which tend to make of him a strong, capable, God-fearing citizen.

I wish to thank yourself and co-workers for your helpful co-operation.

Respectfully submitted,

IDA M. CRAVATH.

REPORTS OF VISITING COMMITTEES.

REPORT OF COMMITTEE FOR HIGH SCHOOL.

To the President and Members of the Board of Education:—

Your committee, appointed to visit the local high school, respectfully submits the following observations:

The committee finds the general condition of the school to be very good. Classes move in an orderly manner from room to room, in spite of the unfavorable conditions under which this has to be done. The school as a whole appears to be held well in hand, and with few exceptions there were noticeable no signs of disorder.

Members of the committee noticed that in the movement of classes pupils' shoes were repeatedly caught in the worn floor and by projecting nails. The pavement in the basement is not in good repair. Several old furnaces lying there in a conspicuous place, probably do little to promote aesthetic culture; and the lavatory facilities appear to be quite inadequate for so large a school. The ventilation of the new part of the building throughout is extremely poor, if, indeed, the word ventilation can be legitimately used in this connection. In several rooms the air was so vitiated that members of the committee actually suffered. The influence of such an atmosphere must be worse on pupils than it was on the committee, besides making a task which is at best not an easy one, much more difficult for the teachers.

The facilities for teaching physics are inadequate. The space provided for laboratory work is too small, nor should the same room be used for recitation. In so large a school, a room devoted exclusively to laboratory work is necessary for efficient work in this branch. We found the room at present in use overcrowded. Besides, the principal is obliged to devote so much of his time to teaching physics and directing pupils in their laboratory work that too little remains for the necessary general supervision. Additional reference books are greatly needed in several lines of study.

The formal instructional work of the school is generally well done. We saw no very poor work, and much which was decidedly excellent. All the teachers showed faithful preparation, and a desire to

secure satisfactory results. A number of the teachers are obliged to work under unfavorable conditions, such as poorly adjusted seats for pupils, noise from the streets, bad acoustic qualities of the room; while all of them suffer from lack of ventilation.

Aside from several matters of minor importance, to which the attention of the proper persons has been called, the committee desires to direct attention towards the lack in power of expression, which seems to be characteristic of a considerable number of pupils. Admitting numerous and highly commendable exceptions, and not charging any one branch of study with this defect, it is nevertheless true that many pupils could not be understood, either when reciting orally or when reading; and that in numerous instances a teacher's question elicited no response beyond a perfunctory "yes" or "no," or a mere fragment of a sentence. The pupil who can really talk intelligently on a subject upon his feet, under the suggestions of the teacher, seems to be the exception. It was felt on part of the members of the committee, that pupils had not been compelled seriously to think for themselves concerning the matter before them, so as to make them masters; consequently, they did not always have clearly defined thoughts to express. It is but just to add, that a lack in the power of expression and a fair facility in the use of acquired material characterize many schools throughout the state. The Madison high school suffers less in this respect than some others.

While no marked traces of it were brought to our notice in the school room, some members of the committee expressed the belief that social diversions interfere with the work of not a few pupils. We note with satisfaction that classes have regularly consulted their teachers in regard to social affairs undertaken as school events; but there are many others, outside of the direct influence of teachers and for which teachers should not be held responsible, which certainly undermine serious school work. We believe that the time which is devoted to social matters, on the part of pupils attending school, could be advantageously reduced. The organization of secret societies in the high school is unfortunate. It is doubtful whether any secret society should ever be organized among high school pupils.

Persons who have given the matter much thought have come to the conclusion that many pupils, here as well as elsewhere, have not the gifts necessary for pursuing with reasonable success the ordinary high school courses of study, and that such pupils should, as early as possible in their career, be made acquainted with some trade. For this reason, as well as for numerous others which the committee does not desire here to enumerate, manual training has

been introduced in many schools. We should like to urge the consideration of this question, with the view of aiding not only the class of pupils alluded to above, but also those who can master everything towards which they may direct their efforts; and, above all, for the purpose of diffusing intelligent views relating to the various trades and of cultivating respect for manual labor and the mechanical arts.

Believing that simplicity in dress, at least during school hours, would benefit every pupil, we earnestly request both parents and teachers to use their influence in that direction. We have reasons for believing that, because of the numerous nerves and blood vessels of the neck, the many high, tight collars and neck ribbons worn interfere seriously with their personal comfort and impair their capacity for faithful and efficient work.

The impressions which we gained during our visits in the school, and in conferences with the superintendent, principal and members of the teaching force, cause us to feel strongly that their work deserves the united and generous support of the community.

Respectfully submitted,

B. H. MEYER, *Chairman*,

MRS. JOHN B. WINSLOW,

MRS. REUBEN G. THWAITES.

Madison, July 8, 1899.

REPORT OF COMMITTEE FOR GRAMMAR GRADES.

Madison, July 8, 1899.

To the Board of Education,

Madison, Wis.

Gentlemen:—Your committee appointed to visit the grammar grades of our public schools beg leave to submit the following report:

No members of the committee visited the third and fourth ward schools. What the committee has to say, therefore, refers only to the first, second, fifth and sixth ward schools.

In the first place we wish to say that we found very little to criticize and much to commend. Especially do we desire to commend the principals of the various schools for the efficient work they are doing. Owing to the great responsibility and the multiplicity

of duties devolving upon the principal and the importance of retaining and securing high-minded, influential teachers in this position, the committee strongly feel that the principals' salary should be increased as soon as the finances of the board of education warrant it.

The committee quite extensively inspected and inquired into the methods and results of teaching spelling. In their opinion the plan of teaching this subject was rational and pedagogical, and the results were excellent. We were also glad to see so much attention given to clear, distinct, expressive and intelligent reading. We commend the practice generally in vogue of teachers holding pupils responsible for a limited amount of "home" reading. In one school the teacher required pupils to give a review of a book read outside of school before the whole school as a morning exercise—an excellent test for intelligent reading.

The committee desires to call the attention of the board to the imperfect heating system in the second ward school building. Two rooms during the winter can seldom be heated to a comfortable temperature. This building is also in urgent need of sewerage.

In regard to buildings two things ought to be done in the judgment of the committee. First, each room ought to be scrubbed at least twice a month. In some cities school houses are scrubbed every week. We cannot imagine a good housewife who would be content with her kitchen if it were scrubbed once a month. Every store, saloon or office in the city fares better in this respect than our crowded school rooms. Second, every school room should be calcimined at least once in two years. In some of our city schools, the walls have not been touched for seven years.

The school grounds in the second and fifth wards are in excellent condition, but in the first and sixth wards decided improvements can be made at comparatively small cost.

In conclusion we wish to express our greatest satisfaction with the condition of the schools as a whole. The general spirit was wholesome and uplifting, the relations between teacher and pupils were inspiring; the tendency everywhere was along the line of the best educational thought.

Respectfully submitted,

F. W. MEISNEST,

T. H. EGGEN,

MRS. C. S. SLICHTER,

MRS. JULIUS KLUETER,

Committee.

CONTAGIOUS DISEASES.

No pupil should be permitted to attend any of the public schools of this city from a dwelling in which a person is sick with scarlet fever, small-pox or diphtheria.

Nor shall any pupil who has been exposed to either of said diseases, and is liable from such exposure to have or communicate the same, be permitted to attend any of said schools until a reputable resident physician or the health officer shall certify that all danger of spreading contagion by such pupil is past.

Nor shall any pupil who has been sick with either of said diseases be allowed to attend any of said schools for a period of six weeks after his recovery therefrom, and then only upon the health officer's certificate that the residence and clothing of such pupil have been thoroughly disinfected, and that there is no danger that others will take the disease from such pupil.

No pupil who has any contagious disease not named in the preceding rule, or who has been exposed to any such disease, and is liable from such exposure to have or communicate the same, shall be permitted to attend any public school in the city, except upon the written permission of the health officer.

VACCINATION.

The following statements and rules were adopted by the state board of health of Wisconsin, June 21, 1894:

WHEREAS, The state board of health of the state of Wisconsin is empowered, authorized and directed by law to make such rules and regulations for the protection of the people of the state from dangerous contagious diseases as in its judgment may be necessary; and

WHEREAS, With the prevalence of small-pox (which disease is by said state board hereby designated as contagious and dangerous to the public health), in this and in other states, the assembling of unvaccinated children in the schools of the state is believed to be a source of special danger to the people of the state, the state board of health does hereby adopt and publish the following rule, to be of general application throughout the state.

CONTAGIOUS DISEASES.

SECTION 1. No child shall be allowed to be enrolled as a pupil in any public, private or parochial school without first presenting to the principal or teacher of the school in which he applies for enrollment or attendance the certificate of a reputable physician that he has been successfully vaccinated, or in lieu of such certificate of successful vaccination, certificate from a reputable physician that such child has been vaccinated at least twice within a period of three months next preceding the date of such application, such latter certificate, however, shall be void after the expiration of one year from its date.

SECTION 2. No parent or guardian of any child shall allow or permit such child to attend any public, private or parochial school in this state and no principal or teacher of any such school shall allow a child to be enrolled as a pupil or attend such school as such without the evidence of vaccination herein required, and it is hereby made the duty of the proper school authorities in their respective localities to enforce foregoing rule.

COURSE OF STUDY.

FIRST GRADE.

ENGLISH: 1. Reading—Words and sentences from blackboard and chart. Word method supplemented by sentence and phonic methods. Parts of several first readers, changing from one to another as vocabularies and circumstances make desirable.

2. Word Study.—Word building. Capitals. Abbreviations.

3. Oral and written Exercises.—Conversations suggested by objects, pictures, and individual experiences of pupils. Reproduction of short stories, myths, and fairy tales told by the teacher. History stories.

4. Memorizing Choice Selections.

NUMBERS: Object exercises to 10. Writing and reading numbers of three orders. Drill on the primary combinations to 10. Board and slate exercises corresponding to oral exercises. Rapid drill in adding single columns, applying constantly the known combinations. Story problems, using familiar denominate numbers and objects. Analysis of simple problems.

NATURE STUDY: Oral lessons on the human body. Lessons on plants, tree blossoms, and flowers.

PENMANSHIP: Particular attention to position of body and pencil. Simple exercises to train the muscles of hand and arm. Careful supervision of all writing to prevent the formation of bad habits. Present perfect copies on blackboard and paper for children to study and copy. Teach capitals as needed.

DRAWING: Work according to outline furnished by supervisor.

SECOND GRADE.

ENGLISH: 1. Reading.—First Reader completed. Two Second Readers. Continue use of blackboard in teaching new words. Drill in elementary sounds. Teach meaning of words by association, not by formal definition.

2. Word Study.—Words from reading lessons copied and spelled from dictation.

3. Oral and Written Exercises.—Reproduction of short stories, myths, and fairy tales. Description of pictures. History stories. Exercises based on nature study.

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 96.

GEOGRAPHY: See outline for oral lessons in geography.

NATURE STUDY: Lessons on plants and animals according to outline.

PENMANSHIP: Drill exercise for position and movement. Daily use of pencil and paper. Criticism of writing in all exercises. Have a definite time for special drill. Use pen and ink. Sheldon's vertical writing, Book No. 2.

DRAWING: Same as first grade.

THIRD GRADE.

FALL TERM.

ENGLISH: 1. Reading.—A more difficult Second Reader. Scudder's Book of Fables and Folk Stories.

2. Word Study.—Words and sentences written from dictation with pen in regular spelling blank. Lists of words from reading lessons and other exercises copied on the board by the teacher and studied by the pupils from the script forms.

3. Oral and Written Exercises.—Reproduction of stories and descriptions. Copying sentences and stanzas. Capitals. Use of quotation marks and apostrophe. History stories. Letter-writing.

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 141.

GEOGRAPHY: See outline for oral lessons in geography.

NATURE STUDY: Lesson on plants and animals according to outline.

PENMANSHIP: Special exercises for freedom of movement and light lines. Sheldon's vertical writing, Book No. 3.

DRAWING: The Prang Elementary Course in Art Instruction, Book No. 3.

WINTER TERM.

ENGLISH: 1. Reading.—A Third Reader. Hans Andersen's Fairy Tales, First Series.

2. Word Study.—Continue work of fall term.

3. Oral and Written Exercises.—Dictation exercises, common abbreviations, plurals in s, singular possessive forms. Reproduction of stories and descriptions. Exercises based on nature study.

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 180.

GEOGRAPHY: See outline for oral lesson in geography.

NATURE STUDY: Lesson on plants and animals according to outline.

PENMANSHIP: Complete Book 3, and the first twelve pages of Book 4.

DRAWING: The Prang Elementary Course in Art Instruction, Books No. 3 and 4.

SPRING TERM.

ENGLISH: 1. Reading.—A Third Reader. The Story Mother Nature Told Her Children.

2. Word Study.—Continue work of fall term.

3. Oral and Written Exercises.—Proper verb forms from copy and dictation exercises. Contractions. Letter-writing. Reproduction of history stories and descriptions. Exercises based on nature study.

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 193.

GEOGRAPHY AND HISTORY: See outline for oral lessons in geography. American history stories.

NATURE STUDY: Lessons on plants and animals according to outline.

PENMANSHIP: Complete Book 4.

DRAWING: The Prang Elementary Course in Art Instruction, Book No. 4.

FOURTH GRADE.

FALL TERM.

ENGLISH: 1. Reading.—Selections from a Third Reader. Hawthorne's Little Daffydowndilly and other Stories, and Biographical Stories.

2. Word Study.—Continue work of third grade. Use of dictionary.

3. Oral and Written Exercises.—Dictation and reproduction of historical, geographical, and nature study matter. Use of capital letters. Letter-writing.

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 225.

GEOGRAPHY AND HISTORY: Geography of Wisconsin according to outline. Readings from Thwaites' Historic Waterways. Stories of the history of Wisconsin.

NATURE STUDY: Seeds, their dissemination by winds, currents, and animals. Trees, their preparation for winter as shown by leaves, sap, and buds. Observation of plants as the season changes.

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

WINTER TERM.

ENGLISH: 1. Reading.—Selections from Third Reader for drill work. Hawthorne's Little Daffydowndilly and other Stories, and Biographical Stories.

2. Word Study.—Continue work of the third grade. Use of the dictionary.

3. Oral and Written Exercises.—Dictation and production of historical, geographical, and nature study matter. Plural possessives. Abbreviations. Letter-writing.

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 262.

GEOGRAPHY AND HISTORY: See outline for oral lessons in geography. Pioneer History of the Mississippi River, read by the teacher.

NATURE STUDY: Effects of freezing on plants. Winter condition of plants. Protection of buds. Effects of freezing and thawing on different kinds of ground, under varying conditions.

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

SPRING TERM.

ENGLISH. 1. Reading.—Continue work in Third Reader. Ruskin's King of the Golden River.

2. Word Study.—Continue work of the third grade. Use of the dictionary.

3. Oral and Written Exercises.—Dictation and reproduction of historical, geographical, and nature study matters. Plurals in *es*, *ves*, and without *s*. Possessives. Drill on verb forms and pronouns commonly misused. Letter-writing.

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic completed.

GEOGRAPHY AND HISTORY: See outline of oral lessons in geography. Stories from Roman history.

NATURE STUDY: Seeds and germination. Buds. Reproduction of flowers.

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

FIFTH GRADE.

FALL TERM.

ENGLISH: 1. Reading.—Eggleston's First Book in American History.
2. Word Study.—Two exercises from Sheldon's Word Studies, two from lists of words from other lessons, and one review exercise each week. All words studied from the blackboard in script forms.

3. Oral and Written Exercises.—Dictation and reproduction of literary, historical, and geographical matter. Continue work in letter forms, punctuation, abbreviations, word forms, and letter-writing.

4. Memorizing choice selections.

ARITHMETIC: Fundamental operations. Decimal fractions.

GEOGRAPHY AND HISTORY: Physical and political North America. Physical and political United States. Use progressive outline maps. Longitude and time. Stories of American history,—explorers, colonists.

NATURE STUDY: Lessons on the human body, with special reference to the effects of stimulants and narcotics through the year. Smith's Primer of Physiology in hands of teacher.

PENMANSHIP: Special exercises for freedom of movement. First twenty pages of Book 5, Sheldon's Vertical Writing.

DRAWING: The Prang Elementary Course in Art Instruction, Book No. 7.

WINTER TERM.

ENGLISH: 1. Reading.—Hawthorne's Wonder-Book.

2. Word Study.—Same as fall term. Use of dictionary.

3. Oral and Written Exercises.—Dictation and reproduction of literary, historical, and geographical matter. Special attention to capitals and punctuation.

4. Memorizing choice selections.

ARITHMETIC: United States Currency. Factors and Multiples.

GEOGRAPHY AND HISTORY: Middle Atlantic, South Atlantic, South Central, and North Central States. Stories of the French and Indian wars.

NATURE STUDY: Lessons on the human body continued one period a week.

PENMANSHIP: Complete Book 5, and first twelve pages of Book 6.

DRAWING: The Prang Elementary Course in Art Instruction, Books No. 7 and 8.

SPRING TERM.

- ENGLISH: 1. Reading.—Kingsley's Water Babies.
2. Word Study.—Same as fall term.
3. Oral and Written Exercises.—Dictation of literary, historical, and geographical matter. Paraphrasing of sentences and paragraphs. Parts of speech.—Subject and predicate taught incidentally.

4. Memorizing choice selections.

ARITHMETIC: Common fractions.

GEOGRAPHY AND HISTORY: West Central States, States of the Plain, Western States, and Commercial Geography of the United States. Stories of the Revolutionary and National Periods.

NATURE STUDY: Lessons on the human body continued one period a week.

PENMANSHIP: Complete Book 6.

DRAWING: The Prang Elementary Course in Art Instruction, Book No. 8.

SIXTH GRADE.

FALL TERM.

- ENGLISH: 1. Reading.—Robinson Crusoe.
2. Word Study.—Continue work of fifth grade. Analysis of derivative words. Compound words.
3. Oral and Written Exercises.—Dictation, narration, and reproduction of literary, historical, and geographical matter. Composition work in chapters I. to VI., inclusive, and Parts of Speech in chapter XII., Southworth's and Goddard's Elements of Composition and Grammar.

4. Memorizing choice selections.

ARITHMETIC: Finish common fractions.

GEOGRAPHY AND HISTORY: British America, Mexico, Central America, West Indies, South America. Stories of American History from Revolutionary period to the Civil War.

NATURE STUDY: General exercises on the atmosphere,—properties, temperature, winds, moisture, climate, electrical and optical phenomena. See Warren's New Physical Geography, pages 67 to 94.

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

WINTER TERM.

ENGLISH: 1. Reading.—Longfellow's *Children's Hour* and other Selections, Warner's *A-Hunting of the Deer* and other Essays, Hawthorne's *Tanglewood Tales*, Part II, Riverside Series, Triple Number.

2. Word Study.—Continue work of the fall term.

3. Oral and Written Exercises.—Dictation, narration, and reproduction of literary, historical, and geographical matter. Composition in text book in chapter VII. and VIII., and Parts of Speech in chapter XII.

4. Memorizing choice selections.

ARITHMETIC: Denominate numbers, including linear measure, square measure, cubic measure, liquid measure, dry measure, avoirdupois weight, table of time, and miscellaneous tables with a few applications under each.

GEOGRAPHY AND HISTORY: Physical and Political Europe. Stories from Greek and Roman History.

NATURE STUDY: General exercises on water,—springs, rivers, lakes, oceans, oceanic movements. See Warren's *New Physical Geography*, pages 44 to 66.

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

SPRING TERM.

ENGLISH: 1. Reading.—Burrough's *Birds and Bees*, and *Sharp Eyes*.

2. Word Study.—Continue work of fall term.

3. Oral and Written Exercises.—Dictation, narration, and reproduction of literary, historic, and geographical matter. Composition in text-book in chapters IX. to XI., inclusive, and Parts of Speech in chapter XII.

4. Memorizing choice selections.

ARITHMETIC: Miscellaneous problems under denominate numbers and practical rules.

GEOGRAPHY AND HISTORY: Physical and Political Asia. Oceanica. Stories of Chivalry and Crusades.

NATURE STUDY: Seeds and germination. Buds. Roots. Leaves. Reproduction, flowers and seeds.

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

SEVENTH GRADE.

FALL TERM.

ENGLISH: 1. Reading.—Kingsley's Greek Heroes.

2. Word Study.—Exercises selected from Sheldon's Word Studies and from other branches of study. Words studied from script form.

3. Oral and Written Exercises.—Dictation, narration, description and reproduction of literary, historical, and nature study matter. Biographical sketches.

4. Grammar.—Southworth and Goddard's Elements of Composition and Grammar, chapter XIII., with review of chapter XII. Sentence analysis.

5. Memorizing choice selections.

MATHEMATICS: 1. Arithmetic.—Percentage and applications to simple interest.

2. Algebraic expressions and symbols, including the methods of solving simple equations.

GEOGRAPHY AND HISTORY: 1. Physical and Political Geography of Africa.

2. Principal ocean and trade routes of the world.

3. Mathematical geography.

NATURE STUDY: Elements of astronomy in connection with mathematical geography.

PENMANSHIP: Sheldon's vertical writing, Book No. 7, to page 20.

DRAWING: The Prang Elementary Course in Art Instruction, Book No. 11.

WINTER TERM.

ENGLISH: 1. Reading.—Scott's Lady of the Lake.

2. Word Study.—Continue work of fall term.

3. Oral and Written Exercises.—Continue work of fall term. Historical sketches.

4. Grammar.—Text-book, chapters XIV. and XV. Sentence analysis continued.

5. Memorizing choice selections.

MATHEMATICS: 1. Arithmetic.—Percentage to partial payments.

2. Elements of Algebra.—Simple equations.

GEOGRAPHY AND HISTORY: 1. Wisconsin in detail.

2. Civil government of state, county, city.

3. Stories from the history of England. Discovery and exploration of United States.

NATURE STUDY: Lessons on elementary physics,—properties of matter, mechanical powers.

PENMANSHIP: Book 7 completed and Book 8 to page 13.

DRAWING: The Prang Elementary Course in Art Instruction, Books No. 11 and 12.

SPRING TERM.

ENGLISH: 1. Reading.—The Young American.

2. Word Study.—Continue work of fall term.

3. Oral and Written Exercises.—Continue work of fall term.

4. Grammar.—Text-book, chapter XVI. Sentence analysis continued.

5. Memorizing choice selections.

MATHEMATICS: 1. Arithmetic.—Percentage completed.

2. Elements of Algebra.—Fundamental operations and factoring.

HISTORY: United States. Discovery and Exploration. Colonial period. French and Indian war.

NATURE STUDY: Oral lessons in elementary physics,—sound, light, heat.

PENMANSHIP: Book 8 completed.

DRAWING: The Prang Elementary Course in Art Instruction, Book No. 12.

EIGHTH GRADE.

FALL TERM.

ENGLISH: 1. Reading.—Masterpieces of American Literature.

2. Word Study.—Same as seventh grade.

3. Oral and Written Exercises.—Description of persons, places, manners, and customs, as found in reading, history, and geography.

4. Grammar.—Text-book, chapters XVII. and XVIII. Sentence analysis continued.

5. Memorizing choice selections.

MATHEMATICS: 1. Arithmetic.—Ratio and Proportion, Involution and Evolution.

2. Concrete Geometry.—One period a week.

HISTORY: United States, revolutionary period. Administrations through the war of 1812.

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

WINTER TERM.

- ENGLISH: 1. Reading.—Masterpieces of American Literature.
2. Word Study.—Same as seventh grade.
3. Oral and Written Exercises.—Continue work of fall term.
4. Grammar.—Text-book, chapters XIX. to XXIII., inclusive. Sentence analysis continued.
5. Memorizing choice selections.

MATHEMATICS: 1. Arithmetic.—Miscellaneous examples and general review.

2. Concrete Geometry.—One period a week.

HISTORY: United States, Administrations, and Civil War.

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

SPRING TERM.

- ENGLISH: 1. Reading.—Masterpieces of American Literature.
2. Word Study.—Same as seventh grade.
3. Oral and Written Exercises.—Continue work of fall term.
4. Grammar.—Text-book, finished and reviewed.
5. Memorizing choice selections.
MATHEMATICS: 1. Arithmetic.—The Metric System, applications made by pupils.

2. Concrete Geometry.—One period a week.

HISTORY: United States, reconstruction and topics of the times.

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

COURSE IN READING AND LITERATURE FOR THE ELEMENTARY GRADES.

FIRST GRADE.

CLASS READING: Words and sentences from blackboards, slates, and charts. Word method supplemented by the sentence and phonic methods. Use script from the beginning. Insist on accuracy, neatness, and legibility in all slate and blackboard work. Read parts of several First Readers, changing from one to another as the vocabularies and circumstances may make desirable. The final accomplishment of the year's work should give the pupil the ability to recognize readily all words taught, to read intelligently simple sentences and paragraphs, and to spell by letter and sound the words of the reading lessons.

STORY TELLING.—The teacher will tell the children some of the classic nursery tales,—Red Riding Hood, Cinderella, Jack and the Beanstalk, Jack the Giant Killer, Stories from the old Testament, and such others as may be selected.

READING TO CLASS.—The teacher will read to the children from Stories for Kindergarten and Primary Schools, and selections from the list on page 98.

SELECTIONS TO BE MEMORIZED.—The Baby, Baby Bye, Sweet and Low, Little Pussy, How They Talk, The Owl and the Pussy Cat.

SECOND GRADE.

CLASS READING.—First Readers completed. Two Second Readers. Continue use of blackboard and slates in teaching new words. Drill in elementary sounds, giving attention to pairs and combinations of letters representing sounds. Special drill in pairs and groups of words which must be spoken together. Teach meaning of words by association, not by formal definition. The final accomplishment of the year's work should give the pupil power to call at sight all words taught, to know what they mean in the sentence, to understand the thought of the lesson, and to express the thought in an easy manner, with tones of voice resembling those heard in good conversation.

STORY TELLING.—The teacher will tell the children the stories of Siegfried, Theseus, Perseus, Circe's Palace, Ariadne, and other myths.

READING TO CLASS.—The teacher will read to the children from Stories for Kindergarten and Primary Schools, and selections from list on page 98.

SELECTIONS TO BE MEMORIZED.—The Boy and the Bird, The Cloud, A Visit from St. Nicholas, Hang Up the Baby's Stocking, The Little Lazy Cloud, The Boy's Song.

THIRD GRADE.

FALL TERM.

CLASS READING.—A more difficult Second Reader. Scudder's Book of Fables and Folk Stories. Meaning of words, phrases, and sentences. Cultivate the art of getting out of books what is in them by requiring the substance of all lessons in the language of the pupil. Give frequent tests in silent reading. Let occasional lessons be very abundant with respect to quantity to test the ability of the pupil to apprehend readily the printed page. Give frequent tests in sight reading to cultivate ability to call new words.

READING TO CLASS.—Stories of Children of Other Nations, Little Lucy's Wonderful Globe, Hero Stories from Homer's Iliad and Odessey, and selections from the list on page 98.

SELECTIONS TO BE MEMORIZED.—Hiawatha's Childhood, Little Moments, Kitty.

WINTER TERM.

CLASS READING.—A Third Reader. Hans Andersen's Fairy Tales, First Series. Continue work of fall term. Aim to have pupils acquire naturalness of expression, correct pronunciation, and fluency.

READING TO CLASS.—Little Lord Fauntleroy, Adventures of a Brownie, Queer Little People, and selections from list on page 98.

SELECTIONS TO BE MEMORIZED.—The Child's World, Suppose My Little Lady, A Good Name.

SPRING TERM.

CLASS READING.—A Third Reader. The Story Mother Nature Told Her Children. Continue work of fall term.

READING TO CLASS.—Hans Andersen's Fairy Tales, Second Series, Princess Idleways, Black Beauty, Toby Tyler, and selections from list on page 98.

SELECTIONS TO BE MEMORIZED.—Little by Little, the Brown Thrush, Seven Times One.

FOURTH GRADE.

FALL TERM.

CLASS READING.—Selections from a Third Reader. Hawthorne's Little Daffydowndilly and Other Stories, and Biographical Stories. Make intelligent silent reading the first object. Have substance of lessons reproduced by pupils before reading aloud. See that the details as well as the outline of the stories are observed. Have short stories read once at sight and then reproduced in writing. Give special oral drill. Encourage home reading.

READING TO CLASS.—Each and All, Mr. Stubb's Brother, The Hoosier School Boy, Cast Away in the Cold, and selections on page 99.

SELECTIONS TO BE MEMORIZED.—Boys Wanted, Little Brown Hands, To-Day.

WINTER TERM.

CLASS READING.—Selections from the Third Reader for drill work. Hawthorne's Little Daffydowndilly and Other Stories, and Biographical Stories. Continue work of fall term.

READING TO CLASS.—Benjamin Franklin, The Little Lame Prince, and selections from list on page 99.

SELECTIONS TO BE MEMORIZED.—The Sculptor, Somebody's Mother, The Children's Hour.

SPRING TERM.

CLASS READING.—Continue work in Third Reader. Ruskin's King of the Golden River. Continue work of fall term.

READING TO CLASS.—Aunt Martha's Corner Cupboard, Little Folks of Other Lands, Hans Brinker and the Silver Skates, and selections from list on page 99.

SELECTIONS TO BE MEMORIZED.—Hiawatha's Sailing, The Fountain.

FIFTH GRADE.

FALL TERM.

CLASS READING.—Eggleston's First Book in American History. Give special attention to clear and distinct articulation. Teach use of dictionary and diacritical marks. Continue work of preceding year.

READING TO CLASS.—Story of King Midas, Paul Revere's Ride, Life in the North, and selections from the list on page 99.

SELECTIONS TO BE MEMORIZED.—The Vicar's Sermon, The Village Blacksmith, Landing of the Pilgrims, The Arrow and the Song.

WINTER TERM.

CLASS READING.—Hawthorne's Wonder Book. Continue work of fall term.

READING TO CLASS.—Grandmother's Story of Bunker Hill, Rip Van Winkle, and selections from list on page 99.

SELECTIONS TO BE MEMORIZED.—How Sleep the Brave, One by One, Break, Break, Break.

SPRING TERM.

CLASS READING.—Kingsley's Water Babies. Continue work of fall term.

READING TO CLASS.—Prince and Pauper, The Snow Image, and selections from list on page 99.

READ AT HOME.—The Four MacNicol's, Boys of Other Countries, Washington and His Country.

SELECTIONS TO BE MEMORIZED.—The Barefoot Boy, Beautiful Things.

SIXTH GRADE.

FALL TERM.

CLASS READING.—Robinson Crusoe. Cultivate the pictorial imagination by requiring pupils to see clearly pictures in words and to represent to themselves the details of descriptions. In oral reading insist upon distinct enunciation, good tones, and proper position.

READING TO CLASS.—Swiss Family Robinson, Twice Told Tales, Juan and Juanita, and selections from list on page 100.

READ AT HOME.—Tanglewood Tales, Daniel Boone.

SELECTIONS TO BE MEMORIZED.—Psalm of Life, Independence Bell, The Last Leaf, Ring Out Wild Bells.

WINTER TERM.

CLASS READING.—Longfellow's Children's Hour and other Selections, Warner's A-Hunting of the Deer and other Essays, Hawthorne's Tanglewood Tales, Part II, Riverside Series, Triple Number.

READING TO CLASS.—The Arabian Nights, Stories from the History of Rome, and selections from list on page 100.

READ AT HOME.—Plutarch's Lives, The Oregon Trail.

SELECTIONS TO BE MEMORIZED.—The Builders, Breathes There a Man, The First Snowfall.

SPRING TERM.

CLASS READING.—Burrough's Birds and Bees, and Sharp Eyes. Continue work of fall term.

READING TO CLASS.—Ten Boys on the Road from Long Ago to Now, Little People of Asia, Chuck Purdy, and selections from list on page 100.

READ AT HOME.—Little Men, Little Women, My Summer in a Garden.

SELECTIONS TO BE MEMORIZED.—The American Flag, Hunting Song, The Four Lakes of Madison.

SEVENTH GRADE.

FALL TERM.

CLASS READING.—Kingsley's Greek Heroes. Definition of important words and phrases. Logical relation to sentences. Historical, geographical, and literary allusions. Rigid and systematic drill in distinct articulation and pronunciation.

READING TO CLASS.—Turn, Fortune, Turn, The Old Man Dreams, and other selections from list on page 100.

READ AT HOME.—Boys Who Became Famous, Tom Brown, The Spy.

SELECTIONS TO BE MEMORIZED.—Sweet Is the Pleasure, Sparticus to the Gladiators, Alfred the Great to His Men, The Chase, Soldier Rest, and other selections from Lady of the Lake.

WINTER TERM.

CLASS READING.—Scott's Lady of the Lake. Study biography of author, style of composition, and scope of selection. Recognize simple figures of speech. Cultivate pictorial imagination. Require written expansion of incidents, development of word pictures and comparison of characters.

READING TO CLASS.—The Festal Board, the Bells, and other selections from list on page 100.

READ AT HOME.—Tales of a Grandfather, Girls Who Became Famous, The Last of the Mohicans, The Pilot, The Chambered Nautilus.

SELECTIONS TO BE MEMORIZED.—The National Flag, The Ship of State, What Constitutes a State, Gradatim or Round by Round.

SPRING TERM.

CLASS READING.—The Young American.

READING TO CLASS.—The Witch's Laughter, Courtship of Miles Standish, and other selections from list on page 100.

READ AT HOME.—Tales of a Grandfather, Stories of Adventure, Indian History for Young Folks.

SELECTIONS TO BE MEMORIZED.—Clear the Way, Flowers, Crossing the Bar, Nobility.

EIGHTH GRADE.

FALL TERM.

CLASS READING.—Masterpieces of American Literature. Explanation of figures of speech, analysis of the thought, rearranging the elements of the sentence, substitutions of synonyms or equivalent phrases, and expanding picturesque words into paragraphs, are all valuable exercises. Reproductions both oral and written should be frequent. Choice passages should be marked and memorized.

READING TO CLASS.—Paul Revere's Ride, Nathan Hale, and other selections from list on page 101.

READ AT HOME.—Stories of Discovery, Stories of Our Country, Fisk's Washington and His Country, Standish of Standish, Betty Alden.

SELECTIONS TO BE MEMORIZED.—Warren's Address, To a Water-Fowl, The Song of Marion's Men, The Chambered Nautilus, An Appeal to Arms, Old Ironsides.

WINTER TERM.

CLASS READING.—Masterpieces of American Literature. Continue work of fall term.

READING TO CLASS.—The Slave Ships, John Burns of Gettysburg, and other selections from list on page 101.

READ AT HOME.—The Talisman, The Last of the Mohicans, John Halifax.

SELECTIONS TO BE MEMORIZED.—Snow Bound (The Snow Storm), Lincoln's Address at Gettysburg, Liberty and Union, Thanatopsis (Selections).

SPRING TERM.

CLASS READING.—Masterpieces of American Literature. Continue work of fall term.

READING TO CLASS.—Custer's Charge, The Vagabonds, The Cry of the Children, and other selections from list on page 101.

READ AT HOME.—Boys of '61, Life of Abraham Lincoln, Ben Hur, David Copperfield, Uncle Tom's Cabin.

SELECTIONS TO BE MEMORIZED.—What Is So Rare as a Day in June, Mercy (Portia to Shylock), The Blue and the Gray, A Man's a Man for a' That.

SELECTIONS TO BE MEMORIZED BY PUPILS.

FIRST AND SECOND GRADES.

FALL TERM.

Baby Bye	<i>Theo. Tilton.</i>
I Love Little Pussy.....	<i>Jane Taylor.</i>
How They Talk	<i>Marcus Wilson.</i>
The Owl and the Pussy Cat.....	<i>Edmund Lear.</i>
The Boy and the Bird.....	<i>Unknown.</i>

WINTER TERM.

The Cloud	<i>Unknown.</i>
A Visit from St. Nicholas.....	<i>C. S. Morse.</i>
Hang Up the Baby's Stocking.....	<i>W. H. Lippincott.</i>

SPRING TERM.

The Little Lazy Cloud.....	<i>Unknown.</i>
The Baby	<i>Geo. Macdonald.</i>
The Boy's Song	<i>James Hogg.</i>
Sweet and Low	<i>Tennyson.</i>

THIRD GRADE.

FALL TERM.

Hiawatha's Childhood	<i>Longfellow.</i>
Little Moments	<i>Unknown.</i>
Kitty	<i>Marion Douglas.</i>

WINTER TERM.

The Child's World	<i>Unknown.</i>
Suppose, My Little Lady.....	<i>Unknown.</i>
A Good Name	<i>Marcus Wilson.</i>

SPRING TERM.

Little by Little	<i>Unknown.</i>
The Brown Thrush	<i>Lucy Larcom.</i>
Seven Times One	<i>Jean Ingelow.</i>

FOURTH GRADE.

FALL TERM.

Boys Wanted	<i>Unknown.</i>
Little Brown Hands	<i>M. H. Krout.</i>
To-day	<i>T. Carlisle.</i>

WINTER TERM.

The Sculptor	<i>G. W. Doane.</i>
Somebody's Mother	<i>Unknown.</i>
The Children's Hour	<i>Longfellow.</i>

SPRING TERM.

Hiawatha's Sailing	<i>Longfellow.</i>
The Fountain	<i>Lowell.</i>

FIFTH GRADE.

FALL TERM.

The Vicar's Sermon	<i>Chas. McKay.</i>
The Village Blacksmith	<i>Longfellow.</i>
The Landing of the Pilgrims	<i>Mrs. Hemans.</i>
The Arrow and the Song.....	<i>Longfellow.</i>

WINTER TERM.

One by One.....	<i>Adelaide A. Proctor.</i>
How Sleep the Brave	<i>Will Collins.</i>
Break, Break, Break	<i>Tennyson.</i>

SPRING TERM.

The Barefoot Boy	<i>Whittier.</i>
Beautiful Things	<i>Unknown.</i>

SIXTH GRADE.

FALL TERM.

Psalm of Life	<i>Longfellow.</i>
Independence Bell	<i>Unknown.</i>
The Last Leaf	<i>Holmes.</i>
Ring Out, Wild Bells.....	<i>Tennyson.</i>

WINTER TERM.

The Builders	<i>Longfellow.</i>
Breathes There a Man	<i>Scott.</i>
The First Snowfall	<i>Lowell.</i>

SPRING TERM.

The American Flag	<i>J. R. Drake.</i>
Hunting Song	<i>Scott.</i>
The Four Lakes of Madison.....	<i>Longfellow.</i>

SEVENTH GRADE.

FALL TERM.

Sparticus to the Gladiators.....	<i>Elijah Kellogg.</i>
Sweet Is the Pleasure	<i>Unknown.</i>
Alfred the Great to His Men.....	<i>J. S. Knowles.</i>
The Chase	<i>Scott.</i>
Soldier Rest	<i>Scott.</i>

WINTER TERM.

The Ship of State	<i>Longfellow.</i>
What Constitutes a State	<i>Sir William Jones.</i>
Gradatim, or Round by Round.....	<i>J. G. Holland.</i>
The National Flag	<i>Charles Sumner.</i>

SPRING TERM.

Nobility	<i>Alice Cary.</i>
Flowers	<i>Longfellow.</i>
Crossing the Bar	<i>Tennyson.</i>
Clear the Way	<i>Unknown.</i>

EIGHTH GRADE.

FALL TERM.

An Appeal to Arms	<i>Patrick Henry.</i>
Warren's Address	<i>John Pierpont.</i>
Song of Marion's Men	<i>Bryant.</i>
Old Ironsides	<i>Holmes.</i>
The Chambered Nautilus	<i>Holmes.</i>
To a Water-Fowl	<i>Bryant.</i>

WINTER TERM.

Liberty and Union	<i>Daniel Webster.</i>
Snow-Bound (The Snow Storm).....	<i>Whittier.</i>
Thanatopsis	<i>Bryant.</i>
Address at Gettysburg	<i>Lincoln.</i>

SPRING TERM.

Mercy (Portia to Shylock)	<i>Shakespeare.</i>
A Man's a Man for a' That.....	<i>Burns.</i>
The Blue and the Gray.....	<i>Francis M. Finch.</i>
What Is So Rare as a Day in June.....	<i>Lowell.</i>

SELECTIONS TO BE READ TO PUPILS.

FIRST AND SECOND GRADES.

FALL TERM.

Over in the Meadow.....	<i>O. A. Wordsworth.</i>
Lady Moon	<i>Lord Houghton.</i>
What Are You Good for.....	<i>Emily Miller.</i>
Lady Bird, Lady Bird.....	<i>C. B. Southey.</i>
Pussy's Class	<i>May M. Dodge.</i>
If You Please	<i>M. Douglas.</i>
Kitty and Mousie	<i>P. Moran.</i>
Wishing	<i>Wm. Allingham.</i>
The Tree	<i>B. Bjornson.</i>
Santa Claus and the Mouse.....	<i>Unknown.</i>

WINTER TERM.

The Little Angel	<i>Elizabeth Prentiss.</i>
Is It You	<i>Unknown.</i>
The Four Winds	<i>Kings.</i>
A Valentine	<i>Unknown.</i>
A Little Goose	<i>E. S. Turner.</i>
Marjorie's Almanac	<i>T. B. Aldrich.</i>
The Winds and the Leaves.....	<i>Unknown.</i>
All Things Bright and Beautiful.....	<i>Mrs. Alexander.</i>

SPRING TERM.

Little by Little	<i>Unknown.</i>
Pitter, Patter	<i>Unknown.</i>
Little Gustava	<i>C. Thaxter.</i>
Cheerfulness	<i>Marion Douglas.</i>
• Who Stole the Bird's Nest.....	<i>L. Child.</i>
I am Coming, Little Maiuen	<i>Mary Howitt.</i>
Good Night and Good Morning.....	<i>Lord Houghton.</i>
The Months	<i>Unknown.</i>
Rain Drops	<i>Unknown.</i>
Little Birdie	<i>Tennyson.</i>

THIRD GRADE.

FALL TERM.

Little Mamma	<i>Chas. Webb.</i>
Kept In	<i>Ethel Beers.</i>
The Kitten and the Falling Leaves	<i>Wordsworth.</i>
Thanksgiving Day	<i>Lydia Child.</i>
Little Bell	<i>T. Westwood.</i>
The Mountain and the Squirrel	<i>Emerson.</i>
The Silver Bird's Nest	<i>H. F. Gould.</i>
The Johnny Cake	<i>Whittier.</i>
Which Loved Best	<i>J. Allison.</i>

WINTER TERM.

The Tiger	<i>Wm. Blake.</i>
The Chatterbox	<i>Jane Taylor.</i>
Little Drops of Water	<i>Unknown.</i>
Father's Coming	<i>Mary Howitt.</i>
Little Foxes and Little Hunters	<i>Unknown.</i>
Sleigh Song	<i>G. W. Petter.</i>
The Fairy Artist	<i>Unknown.</i>
The New Year's Eve	<i>Hans C. Andersen.</i>

SPRING TERM.

Calling Them Up	<i>Mara L. Pratt.</i>
Rain Drops	<i>Unknown.</i>
Miss Willow	<i>Mara L. Pratt.</i>
Jack in the Pulpit	<i>C. Smith.</i>
The Fainting Blue-Bell	<i>Unknown.</i>
Little Dandelion	<i>H. B. Bostwick.</i>
The Lilac	<i>C. D. Bates.</i>
Grace and Her Friends	<i>Lucy Larcom.</i>

FOURTH GRADE.

FALL TERM.

The Brook	<i>Tennyson.</i>
A Wonderful Thing Is a Seed.....	<i>Unknown.</i>
Casabianca	<i>Mrs. Hemans.</i>
The Singing Lesson	<i>Jean Ingelow.</i>
November	<i>Unknown.</i>
The River	<i>Unknown.</i>
The Eagle	<i>Tennyson.</i>
In School Days	<i>Whittier.</i>
Ring Out the Old	<i>Unknown.</i>
Little and Great	<i>Unknown.</i>
Daffydowndilly	<i>Anne M. Pratt.</i>

WINTER TERM.

The Frost	<i>W. Gould.</i>
Over and Over Again	<i>Josephine Pollard.</i>
Baby's Shoes	<i>W. C. Bennett.</i>
The Children	<i>Chas. M. Dickinson.</i>
The Skater's Song	<i>Rev. E. Peabody.</i>
Seven Times Two	<i>Jean Ingelow.</i>
Farewell Advice	<i>Chas. Kingsley.</i>
In the Tower	<i>Susan Coolidge.</i>

SPRING TERM.

The Voice of the Grass	<i>S. Roberts.</i>
What the Burdock Was Good for.....	<i>A. S. R.</i>
Polley's Pansies	<i>J. W. Benham.</i>
The Voice of Spring	<i>Mrs. Hemans.</i>
The Violet	<i>Jane Taylor.</i>
Robert of Lincoln	<i>Bryant.</i>
Mrs. June's Prospectus	<i>Susan Coolidge.</i>

FIFTH GRADE.

FALL TERM.

God Bless Our Stars Forever	<i>B. F. Taylor.</i>
An Order for a Picture.....	<i>Alice Cary.</i>
The Stormy Petrel	<i>Barry Cornwall.</i>
In Swanage Bay	<i>Dinah M. Mulock.</i>
Death of the Flowers	<i>Longfellow.</i>
The Grasshopper and the Cricket.....	<i>Leigh Hunt.</i>
Labor Is Worship	<i>Francis S. Osgood.</i>
Sowing and Harvesting	<i>Emily S. Oakey.</i>
Death of the Old Year	<i>Tennyson.</i>

WINTER TERM.

The Wreck of the Hesperus	<i>Longfellow.</i>
To the Falls of Niagara	<i>J. S. Buckingham.</i>
Fifty and Fifteen	<i>Unknown.</i>
A Prairie Dog Village	<i>Edward B. Neely.</i>
The Captain's Daughter	<i>J. F. Fields.</i>
Perseverance	<i>R. L. Andros.</i>
The Shell	<i>Tennyson.</i>

SPRING TERM.

Narcissus	<i>Dart Fairthorne.</i>
The Birds	<i>Mary Howitt.</i>
Roses or Rue	<i>Unknown.</i>
To the Skylark	<i>Shelley.</i>
Rain in the Summer	<i>Longfellow.</i>
The Brave Old Oak	<i>H. F. Shorley.</i>
Under the Greenwood Tree.....	<i>Shakespeare.</i>
The Bugle Song	<i>Tennyson.</i>
Driving Home the Cows	<i>Unknown.</i>

SIXTH GRADE.

FALL TERM.

St. Lawrence River	<i>Unknown.</i>
Queen of the Antilles	<i>Mary B. Clarke.</i>
Bingen on the Rhine	<i>Caroline Norton.</i>
The Death of Napoleon	<i>J. McCullum.</i>
Drifting	<i>T. B. Read.</i>
Leak in the Dyke	<i>Phoebe Cary.</i>
Charge of the Light Brigade.....	<i>Tennyson.</i>
The Mistletoe Bough	<i>Thos. H. Bayly.</i>

WINTER TERM.

Hoenlinden	<i>Thos. Campbell.</i>
The Inch Cape Rock	<i>Robert Southey.</i>
Herve Riel	<i>Robert Browning.</i>
Legend of Bregenz	<i>Adelaide Proctor.</i>
Arnold Winklereip	<i>J. Montgomery.</i>
Melrose Abbey	<i>Scott.</i>
Marco Bozarris	<i>F. G. Halleck.</i>
Dying Gladiator	<i>Byron.</i>
Poland	<i>Thos. T. Campoell.</i>
Incident of the French Camp	<i>Robert Browning.</i>

SPRING TERM.

Hymn Before Sunrise	<i>Sam T. Coleridge.</i>
Pegasus in Pound	<i>Longfellow.</i>
Death of Leonidas	<i>Geo. Croy.</i>
The Palm Tree	<i>Whittier.</i>
The Leap of Roushan Reg.....	<i>Longfellow.</i>

SEVENTH GRADE.

FALL TERM.

Ninety-nine in the Shade	<i>Rossiter Johnson.</i>
Four-Leaved Clover	<i>Unknown.</i>
Address to a Mummy	<i>H. Smith.</i>
Dickens in Camp	<i>Bret Harte.</i>
Forty Years Ago	<i>Unknown.</i>
Turn Fortune, Turn Thy Wheel	<i>Tennyson.</i>
The Old Man Dreams	<i>Holmes.</i>
The Cloud	<i>Shelley.</i>
The Pen	<i>Lytton.</i>

WINTER TERM.

Abou Ben Adhem	<i>Leigh Hunt.</i>
The Festal Board	<i>Unknown.</i>
The Bells	<i>Edgar A. Poe.</i>
Parting of Marion and Douglas	<i>Scott.</i>
Bruce and the Spider	<i>Bernard Barton.</i>
The Rainy Day	<i>Longfellow.</i>
The Spacious Firmament on High	<i>F. Addison.</i>

SPRING TERM.

Elizabeth, Aged Nine	<i>M. E. Sangster.</i>
The Witch's Daughter	<i>Whittier.</i>
Courtship of Miles Standish	<i>Longfellow.</i>
The Honey Bee	<i>Unknown.</i>
The Birds of Killingworth	<i>Longfellow.</i>
The Moss Rose	<i>Krummacher.</i>
To a Skylark	<i>Shelley.</i>
The Gladness of Nature	<i>Bryant.</i>
Birds	<i>Eliza Cook.</i>
The Skeleton in Armor	<i>Longfellow.</i>

EIGHTH GRADE.

FALL TERM.

Paul Revere's Ride	<i>Longfellow.</i>
Nathan Hale	<i>F. M. Finch.</i>
Andre's Last Request	<i>N. P. Willis.</i>
Roll Call	<i>N. G. Shepherd.</i>
The One Hoss Shay	<i>Holmes.</i>
The Raven	<i>Edgar A. Poe.</i>
The Slave in the Dismal Swamp.....	<i>Longfellow.</i>
The Brave at Home	<i>Thos. B. Read.</i>

WINTER TERM.

The Slave Ship	<i>Whittier.</i>
How Old Brown Took Harper's Ferry.....	<i>E. C. Stedman.</i>
Barbara Freitchie	<i>Whittier.</i>
The Cumberland	<i>Longfellow.</i>
Kentucky Bell	<i>C. F. Woolson.</i>
Sheridan's Ride	<i>Thos. B. Read.</i>
The Black Regiment	<i>G. H. Baker.</i>
The Picket Guard	<i>Coyle.</i>

SPRING TERM.

Custer's Last Charge	<i>F. Whittaker.</i>
The Vagabonds	<i>J. T. Trowbridge.</i>
The Cry of the Children	<i>Mrs. Browning.</i>
The Boys	<i>Holmes.</i>
Among the Rocks	<i>Browning.</i>
Elegy Written in a Country Churchyard.....	<i>Gray.</i>
The Deserted Village	<i>Goldsmith.</i>

OUTLINE OF ORAL LESSONS IN GEOGRAPHY.

SECOND GRADE.

I. Lessons in color, form, size. Simple exercises in place, using objects to illustrate such terms as *up, down, on, above, before, between, under, below, behind, around.*

II. The application of geographical terms to the features of the landscape. A moulding board and pictures are helpful here.

III. Points of compass as determined by the sun. Have children give the direction of objects from one another in the school room. Tell how one may find the directions in the day-time, and on a bright night; how sailors tell directions. Establish a meridian line in the school room.

IV. Plants. 1. Trees, kinds and identification by wood, leaves, bark, and general appearance. 2. Fruits, identification and use. 3. Cultivated crops, identification and use.

V. Animals wild and domestic. 1. Birds, names of those common to the locality, identification by plumage and song. 2. Fishes, names of those common. 3. Usefulness of all animals.

VI. Sky. Clouds, rain, snow, mist, fog.

THIRD GRADE.

FALL TERM.

I. Lessons in size. 1. Exercises in estimating length by the eye, and with the ruler, using objects in the room. 2. Teach the table of Linear Measure as far as needed. 3. Draw by scale a plan of the school room, the school yard, a city block, showing that the maps, or outlines, represent the surface as a bird would see it from above. 4. Estimate distance, using different points and objects in the city and its surroundings. 5. By comparison develop ideas of *area* and *scale*. In map drawing always use some definite scale.

II. Carefully study the natural features of the locality to develop

correct mental pictures of rivers, mountains, plains, lakes, the ocean, etc.

III. Recognize in manufactured products the result of the occupations of men. Name different occupations in the vicinity; the materials used in them; the power used.

WINTER TERM.

I. Continue work in drawing and in interpreting maps of the school yard, city block and city, locating the principal streets and buildings, always using a definite scale.

II. Continue study of the natural features of the locality. Rivers—source, bed, branches, banks, current, where water comes from, use in drainage etc.

III. Study globe,—simple lessons to teach that the earth is round, turns around; surface composed of land and water; the names of the grand divisions of each.

IV. Interpretation of the symbols of the map.

SPRING TERM.

I. Map of the grand division of North America, so printed as to show relief. Location of its mountains and plains. Show that its general outline and the direction of its rivers depend upon the location and direction of its mountains. Name and locate its rivers, lakes, the oceans, that border it, its great indentations and projections.

II. Develop idea of political division. Teach the political divisions of North America; that is, associate the name with the form and location. In the same way teach the political divisions of the United States; locate the capital and two or three important cities in each state. Use a dissected map. Give ideas of comparative area.

FOURTH GRADE.

FALL TERM.

I. Geography of Wisconsin. Use outline map drawn upon the black board; scale ten miles to an inch.

1. Size,—length and breadth

2. Boundaries.

3. Locate three of the principal rivers, and show the slope of the surface drained by each; also locate three lakes of the interior.

4. With colored crayon represent the prairie lands, timber lands, and mineral sections.

5. Locate and discuss some of the leading industries.

6. Locate ten cities; journeys between them by rail and water. Use railroad map.

7. Name and locate counties by help of dissected map.

WINTER TERM.

I. Teach the square mile or "section." Draw a "section map" of Dane county. Teach its area. Using the "section lines," divide it into towns. Teach their names and location. Teach the surface and drainage of the county; locate its chief cities and villages. Review occupations and their products, and trace lines of transportation through the county. Review important points in geography of Wisconsin and United States. Use Geographical Readers. Study map of South America.

SPRING TERM.

I. Study map of the grand divisions that indicate relief in the following order: Africa, Australia, Europe, Asia. Teach the location of the mountains and plains of each; show that outline and direction of rivers are determined by location and direction of mountains. Name and locate their rivers, lakes, the oceans that border them, their great indentations and projections.

SUGGESTIONS AND OUTLINES ON HISTORY.

IN ELEMENTARY GRADES.

The history work of the lower grades should be made so interesting that the pupil's love of reading what is true and valuable will be fostered. As the pupil passes from grade to grade the subject matter taught should be made more and more a means of mental discipline, —training in habits of reflection and determining motives.

The stories should at first be told or read by the teacher. Constant use should be made of the pictures representing the situation of the stories. A little later the pupil under the direction of the teacher and with the references carefully arranged, may learn to gather information for himself. When pupils are thoroughly filled with the subject they will be eager to tell what they know. In this way valuable results are attained in the way of language work. Pupils should not feel that these are task lessons; hence from time to time stories may be read or told to them with no thought of having them reproduced. The aim should be to interest the pupil, to carry him beyond the commonplace, to arouse his fancy, and to call up in his mind vivid mental pictures.

The work in history should be closely associated with the work in geography. From the third year every event should be located on the map. As the growth of history is largely the result of geographical condition, it is important that children should early begin to cultivate the habit of associating every fact of history with its peculiar physical environment. Constant reference should therefore be made to the map until the pupils never think of reading history without having one before them. It is only in this way that knowledge of history can become definite and vivid.

The following books will be found helpful to both teachers and pupils: Pratt's American History Stories, Monroe's Story of Our Country, Eggleston's First Book in American History, Wright's Children's Stories in American Progress, Gilman's Historical Readers, Montgomery's The Beginner's American History, Thwaites' Historic Waterways, Thwaites' History of Wisconsin, McMurtry's Pioneer His-

toric Stories of the Mississippi Valley, Aunt Charlotte's Stories of Roman History, Lang's Heroes of the Seven Hills, Bonner's Child's History of Rome, Beesley's Stories from the History of Rome, Bonner's Child's History of Greece, Cox's Tales of Ancient Greece, Lanier's Boy's King Arthur, Hanson's Stories from King Arthur, Edgar's Crusades and Crusaders, Lanier's Boy's Froissart, Buckley's History of England for Beginners, Calcott's Little Arthur's History of England. A Pathfinder in American History, published by Lee & Shepard, is especially helpful to all teachers of history

TOPICS.—THIRD GRADE.

Stories.—Columbus, Americus Vesputius, Balboa, Cortez and Montezuma, Pizarro and the Incas, De Soto and the Mississippi, Drake, Raleigh and Queen Elizabeth, Magellan's Voyage Around the World.

FOURTH GRADE.

FALL TERM.

Stories of the History of Wisconsin.—I. Discoveries of Nicolet, Joliet, Marquette, Hennepin, La Salle, Charlevoix.

II. Settlement of missions at La Pointe, De Pere, and Green Bay.

III. Stories of customs and manners of the Indians.

IV. Winnebago War of 1827: Conduct of Red Bird at Prairie du Chien; skirmish at Bad Axe; surrender near Portage; treaty.

V. Black Hawk War of 1832: Black Hawk and his wrongs; Battles of Pecatonica, Wisconsin Heights, Bad Axe; Capture of Black Hawk.

VI. Mounds, location, age, etc.

WINTER TERM.

Pioneer Stories of the Mississippi Valley.—La Salle, Geo. R. Clarke, Lincoln, Joliet and Marquette, Hennepin, The Sioux Massacre, Daniel Boone, Robertson, Marietta and Cincinnati, Lewis and Clarke, Fremont.

SPRING TERM.

Stories from Roman History.—Romulus and Remus, The Seizure of the Sabine Woman, Tarpeian Rock, Fight of the Horatii and the Curiatii, Expulsion of the Etruscan Kings, Horatius at the Bridge, Coriolanus, Story of the Sacred Geese, Why Manlius condemns his son to death, How Hannibal crossed the Alps and fought in Italy, Siege of Carthage, Devotion of Carthaginian Women, Scipio, Regulus. The Gracchi, Cataline, Caesar, Birth of Christ, Nero.

FIFTH GRADE.

FALL TERM.

Colonization.—John Smith, Pocahontas, The Mayflower and the Pilgrims, Miles Standish, Roger Williams, William Penn, The Settlement of Connecticut, The Pequot War, King Phillip's War, The Indians, The Dutch at New Amsterdam, Importation of Slaves.

WINTER TERM.

Stories of the French and Indian War.—Washington's Journey through the Wilderness, How Washington built Ft. Necessity, Death of Gen. Braddock, Expulsion of the Arcadians, Story of Evangeline, Wolf at Quebec, The Indian Chief Pontiac.

SPRING TERM.

Revolutionary Period.—Boston Tea Party, Paul Revere, Battles of Concord and Lexington, Washington Crossing the Delaware, La Fayette, Israel Putnam, Benjamin Franklin and the Lightning Rod, Arnold the Traitor and Andre the Spy, Surrender of Cornwallis.

SIXTH GRADE.

FALL TERM.

The Republic.—Eli Whitney and the Cotton Gin, Daniel Boone and the Indians, Thomas Jefferson, Fulton and the Steamboat, the Railroad, Morse and the Telegram, Story of Mad Anthony Wayne, Commodore Perry, Fugitive Slave, Anthony Burns, John Brown's Raid.

WINTER TERM.

Greek and Roman History.—Aristotle, Pericles, Lycurgus, The Spartan Boy who stole the Fox, Miltiades, Leonidas, Diogenes, Philip of Macedon, Alexander the Great, Socrates, Demosthenes, Morality of Cato, Cincinnatus, Brutus, Pompey, and other stories given in fourth grade.

SPRING TERM.

Chivalry.—King Arthur, Guinevere, Sir Lancelot, Sir Tristram, Tales of King Edward the Third, Robert Bruce of Scotland, Sir Henry of Flanders, Earl of Derby, Chevalier du Bayard, Sir Philip Sydney.

Crusades.—Stories of the Tomb of Christ and the Turks. Stories illustrating the purpose of the Crusades, Richard the Lion-hearted, Peter the Hermit, Godfrey of Bouillon, Frederic Barborossa, Siege of Antioch, the Children's Crusade.

SEVENTH GRADE.

WINTER TERM.

I. Civil Government.—State, county, city.

II. Stories from the History of England.—The Ancient Britons, Julius Caesar's Conquest of Britain, Anglo-Saxon Conquest, The Christians, Norman Conquest, Hundred Years' War, War of the Roses, The Tudor Kings, The Stuart Kings and Elizabeth Revolution, The Georges, Queen Victoria. The teacher must use judgment in selecting the most interesting events and grouping them about central heroic characters.

III. The Original Inhabitants of America.—Mound Builders, Cliff Dwellers, Indians.

SPRING TERM.

I. Explorers and Discoverers.—Spanish, English, French.

II. Colonization.—The English in America. The French in America.

EIGHTH GRADE.

FALL TERM.

The Revolution and the Critical Period.—Causes of the Revolution; The Revolution; Life and Society in Colonial Times; Colonial Government; The Critical Period and the Constitution.
Administrations—

I. Washington.—Political Parties; Financial Measures; Troubles with England, and Jay's Treaty; The Cotton Gin.

II. John Adams.—Trouble with France; Alien and Sedition Laws; Death of Washington.

III. Jefferson.—War with Tripoli; Difficulties with France; Purchase of Louisiana; Embargo Act; Burr; Fulton and the Steamboat.

IV. Madison.—Causes of the War with England; Chief Engagements; Growth of Navy; Results of the War; Death of the Federal Party.

WINTER TERM.

Administrations continued—

V. Monroe.—Missouri Compromise; Monroe Doctrine; Purchase of Florida; New Parties.

VI. John Q. Adams.—Protective Tariff; Public Improvements; Pension Bureau.

VII. Jackson.—Jackson's character and His Course with Regard to Office Holders; U. S. Bank Nullification; Vetoes; Internal Improvements; Foreign Affairs; New Parties.

VIII. Van Buren.—Anti-Slavery Agitation; Ashburton Treaty; Panic of '37; Sub-Treasury Scheme.

IX-X. Harrison and Tyler.—Morse and the Telegraph; Annexation of Texas.

XI. Polk.—Mexican War; Causes, Result; Discovery of Gold in California.

XII-XIII. Taylor and Fillmore.—Slavery Agitation; Wilmot Proviso; Compromise of 1850; Fugitive Slave Law.

XIV. Pierce.—Repeal of Missouri Compromise; Kansas and Nebraska Act; Gadsden's Purchase.

XV. Buchanan.—The Dred Scott Decision; John Brown's Raid; Election of Lincoln; Secession of States and State's Rights Doctrine.

XVI. Lincoln.—The Civil War.

1. Preliminary Events.

2. Defense of Washington and the capture of Richmond; Bull Run; Peninsula Campaign, together with Antietam and Gettysburg; Grant's Campaign.

3. The Blockade and Foreign Relations.

4. The Opening of the Mississippi; Forts Henry and Donaldson; Shiloh; New Orleans; Vicksburg.

5. The Negro Contraband and Emancipation; Emancipation Proclamation; Negro Soldiers and Exchange of Prisoners; Prison Life in the South; The Draft.

6. Sherman's Campaign in Georgia; Capture of Atlanta; March to the Sea.

7. Closing Events of the War.

SPRING TERM.

Administrations continued—

XVII. Johnson.—His Dispute with Congress; Impeachment; Thirteenth and Fourteenth Amendments; Purchase of Alaska; Sub-Marine Telegraph.

XVIII. Grant.—Re-admission of States; Fifteenth Amendment; Alabama Claims; Centennial Celebration.

XIX. Hayes.—Electoral Commission; Troops Withdrawn from the South; Railroad and Coal Strikes; Eads and the Mississippi; United States Paper Money and Gold.

XX-XXI. Garfield and Arthur.—Garfield's Assassination; Civil Service Reform; the Freedmen and Education.

XXII. Cleveland.—Civil Service Reform advanced; Labor Troubles; The Chicago Anarchists; Presidential Succession; Chinese Immigration; Inter-State Commerce Act.

XXIII. Harrison.—Settlement of Oklahoma; The Seal Fisheries; Difficulty with Chili; Six New States; The New War Ships.

General Review of Topics.—Slavery, State Sovereignty, Growth of Territory, Political Parties, Tariff, Civil Service Reform, Inventions, Means of Travel, Education, Literature.

Topics of Current Interest.—The Hawaiian Questions, Rebellion in Brazil, Behring Sea Question, Bluefield Incident, Conviction of Election Inspectors, Tariff Reform.

NATURE STUDY.

I. The object of nature study should be:

1. To interest the pupils in nature. The work should be so conducted as to inspire the children with a love for the beautiful, and with a sympathy for all living things. Children should be taught how to preserve and protect the plants, rather than how to dissect them.

2. To train and develop the children. The children should be trained to (a) observe, compare and express (see, reason and tell); (b) to investigate carefully, and to make clear, *truthful* statements; (c) to develop a taste for original investigation.

3. The acquisition of a knowledge of plants and animals.

II. Methods: The children must study plants or flowers, not about them, in books. They must be led to make their own unaided observations, and to express them. By questions, the teacher can lead to particular observations. The children's thoughts, concerning the flowers, may furnish subject matter for oral and written language lessons.

As busy work, the children should be led to trace and sketch leaf, stem, and root forms of some particular flower; to represent its color with paints; to write little stories about it; to make a number of sentences in regard to its leaves, petals, and sepals; to tell where it grew, how it grew, and when to look for it; to describe some incident connected with the flower or recalled by it.

In this manner, nature study may contribute something to language, reading, spelling, drawing, painting, numbers, and geography.

In connection with this work, the teacher should relate or read to children stories about flowers, and from time to time have pupils memorize and recite short poems and selections relating to flowers and nature. Wordsworth's poem on the Daffodils, Barry Cornwall's on the Snowdrop, and many others will be found appropriate. Many quaint and curious stories connected with flowers may be related. The mythical origin of the hyacinth, the legend of the sacred lily, the financial disturbance in Holland caused by the tulip, will be found interesting.

OUTLINES OF WORK.

(First four grades.)

CENTRAL THOUGHT: CARE AND PROTECTION.

I. Seeds and Germination.

Let the children:

1. Plant beans and watch their growth.
2. When the seedlings are two or three inches high, study the seed and its parts.
3. Study the pea in a corresponding way, and then compare it with the bean, noting first the differences and then the resemblances.
4. Study seed and plant, in each case, in relation to their surroundings, air, water and sunlight. (Children should be led to discover the uses of the different parts, first to the plant and then to animals and man.)
5. Continue the observations on the bean and pea during the remaining part of the school year, noting the development, use, and general structure of buds, stems, roots, leaves, and, if possible, of flowers and fruit.

II. Buds.

The study of buds should be carried on in connection with the work in germination suggested above.

Let the children:

1. Gather branches having large buds, such as the horse-chestnut, the elder, or the lilac; put them in water, watch them, and tell about their development and the gradual unfolding of their parts.
2. Study the stem and its parts, wood, bark, and pith, their uses and structure.
3. Later, study the fresh buds and compare them with those which have unfolded.
4. Compare the first bud studied with some other large bud.

III. Reproduction and Flowers.

In connection with the study of buds call the attention of the children to the catkins of the willow, the poplar, and the hazel and then to the flowers of the elder, the lilac, and, if possible, of the bean and the pea.

Let the children:

1. Find dust-bearing (staminate) and seed-bearing (pistillate) flowers and parts of flowers. (This will give opportunity to develop the idea that flowers are for the production and protection of seeds.)

2. Study the dissemination of seeds that fly, as those of the dandelion and milkweed; seeds that sail, as those of the maple and the basswood; seeds that stick, as those of the burdock and the tick; seeds that fall, as those of the bean and the pea.

3. Study fruits. (They should learn the use of fruit to the plant and to man.)

As early as may seem wise, the teacher should develop, largely by stories and supplementary reading, the use of other parts of the plant to the seed and flowers.

IV. *Leaves.*

Let the children:

1. Watch the unfolding of the leaves in the bud, and notice their protection and arrangement, as suggested before.

2. Note the uses of leaves and their parts, stipules, stalk, and blade; and of veins, epidermis, breathing pores, and pulp. (In connection with the use of veins, they should study venation.)

3. Study the positions, arrangement, and parts of leaves with reference to their uses; their relation to sunlight, air, rain, and the directing of water to the roots.

4. Study the positions of leaves with reference to buds, and note the order and plan shown in bud and leaf.

By means of charts or blackboard outlines, to which pupils may constantly refer, they should be familiarized with the more common forms of the leaf as a whole, and of base, apex, margin, and should be trained to give orderly, exact, concise descriptions.

SUGGESTIONS.

The hardy bulbs are in some respects better adapted to the school-room than other class of plants. Almost any catalogue offers at very low rates, collections of bulbs suitable for *forcing*, and contains hints in regard to their culture to insure against failure. To secure a succession of bloom, it will be well to start bulbs at intervals of about two weeks. To obtain flowers from bulbs before the close of the term in June, their growth must be forced by an abundance of moisture and heat.

In order that the growth of roots and the daily advance of each tiny rootlet may be noted, the following will be helpful:

(a) Grow two or three bulbs in water. For this purpose the hyacinth and Chinese sacred lily will be found most satisfactory.

(b) Place a piece of coarse netting across the mouth of a tumbler, push it down in the center, place seeds upon it, and keep covered with water.

(c) Cut four pieces of sheet batting to fit a plate, place two layers on the plate, arrange seeds on these, cover with the other two pieces, and keep well moistened. The power of root and rootlets to force their way through the cloth, and the raising of the upper layers by the stem and leaves, will awaken much interest.

The following books will be found helpful in this work:

Leaves and Flowers, by Mary A. Speers; How to Know the Wild Flowers, by Mrs. Wm. Starr Dana; Glimpses of the Plant World, by Fannie D. Bergen; The New Botany, by W. J. Beal; Concerning a Few Common Plants, by G. L. Goodale; Sea Side and Way-Side, No. 3.

HIGH SCHOOL COURSES.

YEAR.	ANCIENT CLASSICAL.	MODERN CLASSICAL.
I.	Algebra 3	Algebra 3
	Civil Government } 5	Civil Government } 5
	Physical Geography } 5	Physical Geography } 5
	Latin Lessons 5	Latin Lessons 5
	English 2	English 2
	Music 2	Music 2
	Drawing 1	Drawing 1
	Rhetoricals 1	Rhetoricals 1
II.	Algebra 2	Algebra 2
	Latin 5	Latin 5
	Biology, 15 weeks } 5	Biology, 15 weeks } 5
	Greek, 22 weeks } 5	German, 22 weeks } 5
	History 3	History 3
	English 2	English 2
	Rhetoricals 1	Rhetoricals 1
III.	Physics 5	Physics 5
	Latin 5	Latin 5
	History 3	History 3
	Greek 5	German 5
	English Readings 2	English Readings 2
IV.	Geometry 4	Geometry 4
	Algebra 1	Algebra 1
	Latin 5	Latin 5
	Greek 5	German 5
	English Readings 2	English Readings 2
	Theory and Art of Teaching . 1	Theory and Art of Teaching . 1

HIGH SCHOOL COURSES.

YEAR.	GENERAL SCIENCE.	ENGLISH.
I.	Algebra 3	Algebra 3
	Civil Government } 5	Civil Government } 5
	Physical Geography }	Physical Geography }
	English 2	English 5
	German 3	Music 2
	Music 2	Drawing 2
	Drawing 2	Rhetoricals 1
	Rhetoricals 1	
II.	Algebra 2	Algebra 2
	History 3	History 3
	English 2	English 5
	German 3	Biology 5
	Biology 5	Arithmetic (optional) . . . 2
	Arithmetic (optional) . . . 2	Rhetoricals 1
	Rhetoricals 1	
III.	Physics 5	Physics 5
	German 5	Literature 5
	History 3	History 3
	Physiology 3	Physiology 3
	English Readings 2	English Readings 2
IV.	Geometry 4	Geometry 4
	Algebra 1	Algebra 1
	German 5	Literature 5
	American History 5	American History 5
	English Readings 2	English Readings 2
	Theory and Art of Teaching . . 1	Theory and Art of Teaching . . 1

TEXT-BOOKS.

WARD SCHOOLS.

Revised Model Elementary Arithmetic.
The New Model Arithmetic.
Harper's Geography.
Sheldon's Word Studies.
First Lessons in Language,
Southworth & Goddard.
Elements of Composition and Grammar.
Southworth & Goddard.
Smith's Physiology.
History of the United States,
Fiske, McMaster, Scudder, or Gordy.
Sheldon & Co., Vertical System.
Normal Music Course.

HIGH SCHOOL.

Shakespeare—Selected Plays	<i>Rolfe, Hudson.</i>
Commercial Arithmetic	<i>Thomson.</i>
Algebra	<i>Van Velzer & Slichter.</i>
Geometry	<i>Van Velzer & Shutts.</i>
Composition and Rhetoric	<i>Herrick & Damon.</i>
English Literature	<i>Pancoast.</i>
Latin Grammar	<i>Bennett.</i>
Latin Beginner's Book	<i>Tuell & Fowler.</i>
Cæsar	<i>Kelsey.</i>
Latin Composition	<i>Daniell.</i>
Cicero	<i>Kelsey.</i>
Virgil	<i>Greenough.</i>
Greek Grammar	<i>Goodwin.</i>
Greek Lessons	<i>White.</i>
Greek Composition	<i>Jones.</i>
Anabasis	<i>Goodwin.</i>

Homer	<i>Seymour.</i>
German Lessons	<i>Joynes—Meissner.</i>
German Reader	<i>Rosenstengel.</i>
* Physical Geography	<i>Eclectic.</i>
English History	<i>Montgomery.</i>
General History	<i>Myers.</i>
American History	<i>Channing.</i>
Civil Government	<i>Fiske</i>
Physiology	<i>Martin.</i>
Botany	<i>Bergen.</i>
Physics	<i>Hall & Bergen.</i>
Psychology	<i>Halleck.</i>
Biology	<i>Colton.</i>
Economics	<i>Ely.</i>

In the higher Latin and Greek courses any approved text-book may be used.

HIGH SCHOOL GRADUATES.

CLASS OF 1875.

Carrie H. Billings (Mrs. J. W. Tamplin),* Chicago, Ill.
Archibald Durrie, U. W. '79, Presbyterian Clergyman, Bismark, N. D.
Oliver Ford.*
Howard Hoyt, U. W. Law, '81, Milwaukee.
Annie I. Horne (Mrs. W. A. Clapp), Wauwatosa.
Frank Huntington, Bookkeeper, St. Paul, Minn.
Ella Hickok (Mrs. Harvey Clark), Monroe, Wis.
William Kollock, Wichita, Kan.
Charles Lamb, U. W. '80, Lawyer, Madison.
Charles Oakey, U. W. Law, '79, Osceola Mills.
Edward B. Oakley, U. W. '79, Teacher, San Jacinto, Cal.
Thomas Parr,* U. W. '81.
Hattie O. Thoms, Teacher, Evansville, Ill.
William Windsor, U. W. Law, '78, Phrenologist, Washington, D. C.

CLASS OF 1876.

Lizzie Bright (Mrs. Frank Phoenix), Delavan, Wis., Teacher Deaf and
Dumb Institute.
Margaret Coyne.*
Maria Dean, U. W. '88, M. D., Helena, Montana.
Sarah Dudgeon, K. U. '80 (Mrs. E. J. Baskerville), Detroit, Mich.
Carrie French (Mrs. Gibbs), Madison.
Henry B. Favill, U. W. '80, Rush '83, M. D., Chicago, Ill.
Stella Ford (Mrs. Chas. Abbott), Madison, Wis.
Charles Hudson, Mail Carrier, Madison, Wis.
Willis Hoover, Missionary, South America.
Euphemia Henry (Mrs. T. J. McMaster), Dakota.
Hattie Huntington (Mrs. McDonald), St. Paul, Minn.
Kittie Kelly, Madison, Wis.

*Deceased.

Carrie R. Kellogg (Mrs. Brigham Bliss), St. Paul, Minn.
George E. Morgan, U. W. '80, Law '82, Attorney, Kansas City, Mo.
Henry Mason, Garden City, Kan.
William E. Morgan, Physician, Chicago, Ill.
Annette Nelson, Teacher, Milwaukee, Wis.
Alfred Patek, U. W. '80, Room 46, Tribune Bldg., New York, N. Y.
Stanley Proudfit,* U. W. '81.
Henry Wilkinson, Chicago, Ill.

CLASS OF 1877.

Emma Bascom.*
Florence Bascom, U. W. '82-'84, Professor, Bryn Mawr.
Anton Bjornson, U. W. '82, Ashley, N. D.
Anna Butler, Superior, Wis.
Edmund Burdick, 168 N. Main St., Wichita, Kansas.
George Byrne, Lumber Dealer, Kansas City, Mo.
Walter Chase, Madison.
Julia Clark, U. W. '81 (Mrs. J. W. Hallam), Sioux City, Iowa.
Salmon Dalberg, U. W. '81, Law '83, Attorney, Milwaukee, Wis.
Lizzie Dresser (Mrs. Shaw).
Colin Davidson, Clerk, Railroad Office, Omaha, Neb.
Frank Hyer.
Fannie Hall.*
Minnie Hopkins (Mrs. Dewey), Boston, Mass.
Charles H. Kerr, U. W. '81, Publisher, 175 Dearborn St., Chicago, Ill.
William Lyon, U. W. '81, Edenvale, Hillsdale, Cal.
Jennie McMillan (Mrs. John T. Kelly), Milwaukee Wis.
Matie Noble.*
Willard Snell, Clerk, J. E. Moseley, Madison, Wis.
Howard L. Smith, U. W. '81, Law '85, Attorney, Chicago, Ill.
Hattie Stout, Madison, Wis.
Frankie Steiner (Mrs. F. Weil), Milwaukee, Wis.
Jennie M. Williams Teacher, Third Ward, Madison.
James Young,* Machinist, U. W., Madison.

CLASS OF 1878.

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William Dodds, U. W. '82, E. P. Allis Co., Milwaukee, Wis.
Lucy Gay, U. W. '82, Teacher of French, U. W.

*Deceased.

William Oakey, Madison.

Wendell Paine.*

Walter B. Pearson, Contractor, Chicago, Ill.

Henry Pennock, U. W. '83, Real Estate Agent, Omaha, Neb.

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CLASS OF 1879.

Lillie Beecroft, U. W. '83, Madison.

Sarah Clark, U. W. '84 (Mrs. C. W. Cabeen), Syracuse, N. Y.

Rosa Fitch, U. W. '84 (Mrs. Albert Briggs), Madison.

Jennie Lovejoy.*

Alice Lamb, U. W. '84 (Mrs. M. Updegraff), Columbia, Mo.

Julia Ray, U. W. '84 (Mrs. Jordan), Morris, Ill.

August Umbriet, U. W. '83, Insurance, Milwaukee.

Mary Wright (Mrs. Oakey).

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Agnes Butler (Mrs. B. W. Snow), Madison.

Mary L. Byrne (Mrs. C. S. Slichter), Madison.

Julius Burdick, Madison,

Rose Case (Mrs. Geo. Haywood), Chicago.

Theresa G. Cosgrove, Teacher, Fourth Ward, Madison.

McClellan Dodge, U. W. '84, Civil Engineer, Madison.

Louisa Davids, Sanborn, Iowa.

Annie H. Durrie (Mrs. T. A. Goodwin), Helena, Montana.

Clarissa Gano (Mrs. Robert Lipsey), Normal Park, Ill.

Josephine Hausman, Madison.

Fanny Langford (Mrs. L. B. Ring), Woodland Court Milwaukee.

Flora Mears, Madison.

James J. Morgan, Chicago Medical College, '88, Physician, Chicago.

Harry L. Moseley, U. W. '84, Law '87, Madison.

Kate McGill, Teacher, Madison.

Kittie Moody, Greeley, Colo.

Emily Prescott, Nebraska.

Nellie Philips.

Flora Pollard (Mrs. C. J. Batten), Chicago.

Lucy Smith, 625 N. Lincoln St., Chicago.

Nettie Smith, 625 N. Lincoln St., Chicago.

*Deceased.

CLASS OF 1881.

Frederika Bodenstein, Teacher, Madison.
Helen Bjornson (Mrs. Swenson), Madison.
Grace Clark, U. W. '85 (Mrs. F. K. Conover), Madison.
Rosa Dengler, Teacher, Madison.
Fanny Ellsworth, Madison.
Daisy Greenback (Mrs. F. W. Dustan), Ashland.
Robert Hendricks, Minneapolis, Minn.
Lucy Herfurth (Mrs. C. N. Harrison), Baltimore, Md.
Alice Lindestrom, Madison.
Lizzie McMillan.*
Mary E. Oakey, Madison.
Jessie Partridge.*
Emma Smith, Nebraska.

CLASS OF 1882.

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Mary Connor, Token Creek, Wis.
Lillie Clement.
Kate Devine.*
Lelia Dow, Artist, Madison.
Mary R. Edgar, Prin. First Ward, Madison.
Minnie Gill, Madison.
Elizabeth Heney, in a Convent, Chicago.
Jessie R. Lewis (Mrs. Lloyd Skinner), Madison.
Maggie Robb, San Francisco, Cal.

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Daisy Beecroft, Madison.
Frankie Brooks (Mrs. Plummer), St. Paul, Minn.
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Emma Deards (Mrs. Sutherland), Madison, Wis.
Mary Farley.
Fanny Gay (Mrs. Chas. W. Lomas), Ft. Howard, Wis.

*Deceased.

Emma G. Hyland, Teacher, Madison.

Nellie Jewett.

Libbie Klusmann, Proof-reader, State Journal.

Etta Patterson (Mrs. A. J. Klumb), Milwaukee.

William Rosenstengel, U. W. '87, Electrician, Buffalo, N. Y.

Albert Rundle, U. W. Law, '90, Chicago, Ill.

CLASS OF 1884.

Inger Conradson, Teacher, Brooklyn.

Julia Dahlberg, Teacher Milwaukee.

Annie Hauk (Mrs. John Mader), Milwaukee.

Ida Herfurth, Stenographer, Madison.

Sophie M. Lewis (Mrs. H. E. Briggs), Phoenix, Ariz.

Addie Lindley (Mrs. Ried), Merrill, Wis.

Alice Rodermund.*

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Sophy S. Goodwin, U. W. '89, Madison.

Alice Goldenberger, U. W. '91, Madison.

Jennie A. Jones (Mrs. E. Derge), Emporia, Kansas.

Delia A. Kelly, Madison.

James B. Kerr, U. W. '89, Law '92, St. Paul, Minn.

Anna A. Nunns, U. W. '89, Historical Library, Madison.

Blanche L. Rider (Mrs. William Harrington), Madison.

Lenore L. Tutto, Milwaukee.

Sue G. Tullis, U. W. '89, Teacher H. S., Madison.

CLASS OF 1886.

William Anderson.*

Kittie M. Bruce, Teacher of Music, Studying in Europe.

Robert C. Burdick, Madison.

Eldon J. Cassoday, U. W. '90, Law '92, Chicago.

Mary F. Carpenter, Madison.

Nora Culligan, Teacher, Madison.

*Deceased.

Emma L. Dowling, Madison.
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Rollin C. Hill, Madison.
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Henry G. Parkinson, U. W. '90, Law '94, Madison.
Florence M. Smith (Mrs. A. M. Story), Hillsborough, N. Mex.
Outillia Stein (Mrs. P. H. Brodesser), Milwaukee.
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Zilpha M. Vernon, U. W. '90, Asst. Librarian, Madison.

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Lewis A. Bender, Oconomowoc.
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Bessie Cox, Madison.
Fayette Durlin, Madison.
Charles A. Dickson, U. W. '91.
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Thomas K. Erdahl, U. W. '91, Teacher, Menomonie, Wis.
William F. Ellsworth, Chicago.
Sarah E. Gallagher (Mrs. Nidlinger), Chicago, Ill.
Elizabeth M. Henwood, Madison.
Marion T. Janeck (Mrs. Richter), U. W. '91, Madison.
Carl A. Johnson, U. W. '91, Mech. Eng., Madison.
Daisy D. Lindley (Mrs. James Goldworthy), Prescott.
Bertha M. Mayer, Madison.
Oscar F. Minch, U. W. '93, Madison.
Rose M. Minch, Madison.
Arthur F. Oakey, U. W. '91, Banker, Osceola Mills.
Paul S. Richards, Philadelphia, Pa.
Ellie May Sanborn (Mrs. Robert Kyle), U. W. '91, Tomah.
Carrie M. Smith (Mrs. Williamson), Madison.
George G. Thorp, Mech. Eng., U. W. '91, Pueblo, Col.
Elsbeth Veerhusen, U. W. '91, Teacher H. S., Madison.
Helen L. Winter, Teacher, Madison.
Calvin Z. Wise, Madison.

CLASS OF 1888.

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Annie Bremer, Madison.
Mable Fleming, Milwaukee.
Henrietta Kleinpell, Teacher, Deerfield.
Samuel Lamont, Madison.
Henry H. Morgan, U. W. Law '93, Lawyer, Madison.
John H. McNaught, C. E., Milwaukee.
Samuel Piper, U. W. '92, with Piper Bros., Madison.
Helen G. Thorp (Mrs. John Nicolson), U. W. '92, Newcastle, Pa.

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Martha S. Baker, U. W. '93, Teacher, Baraboo.
Frances M. Bowen, U. W. '93 (Mrs. Jessie Sarles), Necedah.
Catherine M. Brown, U. W. '93 (Mrs. Morton), Milwaukee.
Theresa M. Byrne.
Bertha Cassoday (Mrs. C. A. Johnson), Madison.
Wilfred E. Chase, Madison.
Biondella R. Clark, Teacher, Cambridge.
Margaret A. Cunningham.*
Lucius H. Davidson, Madison.
Ella Davis, U. W. '93, Teacher, Tomah.
Elizabeth Donoughue (Mrs. Oakey), Madison.
Myrtle H. Dow, Actress, London, England.
Charles H. Doyon, U. W. '93, Sioux Falls, S. D.
Fred R. Estes, U. W. '93.
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William Fitch, Madison.
George Edward Gernon, U. W. Law, '99, Madison.
Alice E. Hawkins, Madison.
Hannah Herfurth (Mrs. Murray), Madison.
Sabena Herfurth, U. W. '93, Madison.
Robert E. Jonas.*
Minnie Luebckeman, Madison.
Mary H. Main, Madison.
Helen L. Mayer, U. W. '93 (Mrs. Harry Hunt), Tucson, Ariz.
Mary L. Murray, U. W. '93, Art Institute, Chicago, Ill.
Emma A. Nelson, Teacher, Madison.

*Deceased.

Anna I. Oakey, U. W. '93, Teacher.
Grace V. Reynolds, Madison.
Louis D. Sumner, U. W. '93, Pharmacy '94, Druggist, Madison.
Emma Sitterly, Teacher, Madison.
Mary E. Smith, U. W. '93, Madison.
William E. Swain, Madison.
Charles Thuringer, Civil Eng., U. W., '93, Milwaukee, Wis.
Amy R. Young, Madison.

CLASS OF 1890.

William W. Allen,* U. W. '94, Law '96.
Lizzie Armstrong, Madison.
May Belle Bryant, Teacher, near Madison.
Mary C. Cramer, M. C., U. W. '97, Madison.
Charles Davison, Lawyer, Beaver Dam.
Elizabeth Foran.
Theodore Herfurth, Insurance Agent, Madison.
Grace L. Hopkins, U. W. '94 (Mrs. Harry Kellogg), Milwaukee.
Mary A. Kelley, Teacher, Milwaukee.
Helen J. Kellogg, U. W. '94.
Louise Kingsley (Mrs. Parke), Lodi, Wis.
Irma M. Kleinpell, U. W. '94, Teacher, Medford.
Walter Kleinpell, Chicago.
Cornelius Knudson, Bookkeeper, Madison.
Dena Lindley, U. W. '94, Teacher, Necedah.
Stephen A. Madigan, U. W. '94.
William C. McNaught, Madison.
Thomas Nelson, U. W. '94, Law '96, Madison.
Washington Oakey, Dental College, Chicago.
Susie P. Regan, U. W. '94, Teacher, Prairie du Chien.
Rudolph R. Rosenstengel, U. W. '94, Electrical Engineer, Milwaukee.
Sidney R. Sheldon, U. W. '94, Diamond Electric Works, Peoria, Ill.
Eugene A. Smith, Druggist, Milwaukee.
Alice Stephenson, U. W. '94, Madison.
Charles H. Tenney, U. W. Law, '96, Madison.
Frank A. Vaughn, Electrical Engineer, U. W. '95.
A. Cleaver Wilkinson, Chicago.
Caroline M. Young, U. W. '94, Teacher, Chicago.

*Deceased.

CLASS OF 1891.

Jannette Atwood, Madison.
Alice Armstrong, Madison.
Wilbur S. Ball, U. W. '95.
Louise M. Bauman, Milwaukee.
Eleanor Boehmer, Teacher, near Madison.
Jessie Carnon (Mrs Meyer), Madison.
Lucy Cosgrove, Teacher, Sixth Ward, Madison.
Harry M. Curtis, Madison.
Josie Deming (Mrs. Hillyer), Floyd, Iowa.
Frances E. Doyle (Mrs. Joseph Schubert), Madison.
Janette H. Doyon, Madison.
Geo. Herbert Greenbank, Madison.
Anna C. Griffiths, U. W. '95, Madison.
Caroline M. Hauk, Clerk, Madison.
Ida E. Helm (Mrs. Dr. Hart), Madison.
Lucy S. Jones, Minneapolis, Minn.
Geo. A. Kingsley, U. W. '95, Law '97, Milwaukee.
Helen I. Lancaster (Mrs. John Wright), Milwaukee.
Vroman Mason, U. W. '95, Law '99.
Sarah McConnell (Mrs. Ball), Marinette, Wis.
Lydia E. Minch, Teacher, Oregon.
Robert C. Montgomery, Hahnemann College '94, M. D., Madison.
Oscar Felson, Chicago, Ill.
Jennie O'Connell, Bookkeeper, Madison.
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Catherine Regan, U. W. Eng. Spec.
Martha Sheibel, U. W. '95, Teacher, Dodgeville.
Jessie Shephard, U. W. '95.
Isabel Smith, Teacher, Minnesota.
Maud C. Smith, Milwaukee.
Halbert Steensland, U. W. '95, Johns Hopkins University.
John J. Suhr, U. W. Law, '96, German-American Bank, Madison.
Mary J. Thorp, U. W. '96, Madison.
Florence E. Vernon, U. W. '95, Teacher, M. H. S.
Fannie Walbridge, U. W. '95.
Herman Winter, U. W. '95, Law '97, Madison.

CLASS OF 1892.

David Atwood, Univ. of Pennsylvania, U. S. Army.
Henrietta Dorothy Billings (Mrs. Louis Holmes), Chicago.

Maud Merrill Bixby, Milwaukee.
Caro Louise Bucey, U. W. '96, Teacher, Darlington.
Herbert Brigham Copeland.
Mary Lois Catlin.
Emily H. Detloff, Teacher, Madison.
Florence L. Drinker, City Library, Madison.
Charlotte Rockway Freeman, U. W. '96, Madison.
Durante Carlyle Gile, U. W. '96, Teacher, Marshfield.
Sadie Ellen Gallagher, Teacher, Madison.
James A. Higgins, Mail Carrier, Madison.
Rolland Frederick Hastreiter, U. W. '97, Johns Hopkins, 1901.
Annie Marie Keeley (Mrs. James Lawler), Fitchburg.
Charles Kenneth Leith, U. W. '97, Stenographer, Madison.
Michael E. Lynch, Madison.
Rachel Catherine McGovern (Mrs. Geo. W. Markham), St. Paul.
Fred H. Morrell, Madison.
Augusta M. Nichols, U. W. '96 (Mrs. Irwin Mac Nichol), Merrill, Wis.
Annie Marie Pitman, U. W. '97, Madison.
Stella Grace Pierce, Bookkeeper, Chicago.
Louis D. Rowell, Madison.
John Charles Regan, Chicago.
Walter Hodge Sheldon, U. W. '97, Rush Medical College, Chicago.
Janette Catherine Smith, Milliner, Madison.
Carrie F. Smith.
Alma R. Sidell.
Eugene Sullivan, Rush Medical, Chicago, Ill.
Martha Florence Torgerson, U. W. '96, Teacher, Sturgeon Bay.
Margaret Urdahl, U. W. '96.
George P. Walker, Madison.
Iva Alice Welch, Eng., U. W. '96, Historical Library, Madison.
Bessie Wilson (Mrs. Victor Kaepfel), Los Angeles, Cal.
Addiemay Wootton, U. W. '96.
Albert O. Wright, Jr., Superior.

CLASS OF 1893.

John Armstrong, Teacher.
Augusta Atwood.
Clarissa A. Cook, Stenographer, Milwaukee.
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Joseph M. Cantwell, U. W., '97.
Clara Comstock, Teacher, near Madison.
Bertrand H. Doyon, U. W. '98.

Victoria Fish, Madison.
Bertha R. Frautschi, Madison.
Bessie Gernon, Madison.
Edith Green (Mrs. Leslie Fletcher), Madison.
Iva Goodwin (Mrs. Smithyman), Milwaukee.
Mame E. Griffiths, Madison.
Annie Habich, Teacher, near McFarland.
Ella Heiliger, Milwaukee Normal School.
Isabel M. Holt, Madison.
Benjamin A. Herrick, Dentist, Madison.
Carl Jefferson, U. W. Law, '96, Madison.
Alice Kerwin, Teacher, Madison.
George Meyer.*
Minnie Mayers (Mrs. Kenneth Leith), Madison.
Mary Myrtle Miller, Madison.
Minnie A. Olson (Mrs. Gulixon), Beloit, Wis.
Eliza A. Pollard, U. W. '99.
Martha E. Pound, Madison.
Joseph M. Purcell, Clerk, Madison.
James Patterson, Hahnemann Medical College, 1900.
Charlotte E. Pengra, U. W. '97, G. S. (Math.)
Maud Parkinson, A. C., U. W. '98.
Eva Parkinson, A. C., U. W. '98.
George Riley, Insurance, Madison.
Frank Riley, Boston Polytechnic School.
Charles Riley, Law, U. W. '96, Attorney, Madison.
Ernest B. Smith, U. W. '97, Teacher.
Catherine Stienle, Madison.
Alma Stock, U. W. '99, Madison.
Emma Scermerhorn, Madison.
Nina Adna Swift.*
Amanda Wallace.*
Julia Wilkinson, Clerk, Madison.
David Wright, Jr., U. W. '97.

CLASS OF 1894.

Earle Anderson, U. W. Law, '99.
May Bennett (Mrs. Jesse Edgren).*
Frances Billings, Milwaukee.
Helen Copp (Mrs. Wright), Hancock, Wis.

*Deceased.

Elmore Elver U. W. '98, C. H.
Jesse Edgren, U. W. '96, Law, Seattle, Wash.
Gertina Erickson, Teacher, South Dakota.
Mary Freeman, U. W. '98, M. C.
Florence Gage, U. W. '98, Pharmacy '99, G. S.
John Gregg, U. W. Law, '99.
Grace Greenbank, U. W. '98, M. C.
Arlene Grover, U. W. '98, M. C., Madison.
Maud Gilbert, Madison.
Mabel Lamberson (Mrs. Dr. Sippy), Evanston, Ill.
Clarice Lytle, N. W. Univ. '98, M. C.
Max Mason, U. W. '98, C. H. (Math.)
Jessie Monteith, U. W. '98, M. C. Sp.
Anton Malec, U. W. '98, M. E.
Lillie Moesner, U. W. '98, G. S., Teacher, East Troy.
William Munsell, Madison, Clerk in P. O.
Stuart Sheldon, U. W. 1900.
August Sauthoff, U. W. '98, G. S., Teacher, Poynette.
Harry Sheasby, Bookkeeper, Madison.
Florence Slightam, Stenographer, Madison.
Mae Smith.
Harriet Stephenson, Madison, Wis.
Edmund Suhr, U. W. '98, C. H.
Louise Swenson, Madison.
Lucy Thompkins, U. W. '98, M. C., Teacher, Evansville.
Sena Troan, Madison.
Grace Whare, Teacher, Madison.
May Whare, Madison Gas & Electric Co.
Augusta Wood (Mrs. Raymond Fraser), Madison.
John Young, U. W. '98, C. H.

CLASS OF 1895.

Lillian Boehmer, Madison.
Bertha Louise Brown, Madison.
Bertha Josephine Butler.*
Ralph Milford Benson, Clerk, Madison.
Emma Maria Bibbs, U. W. Eng. '99.
Raymond Eugene Brown.
Clay Sumner Berryman, Insurance, Madison.
Lillie Case, A. C., U. W. '99.

*Deceased.

Catherine Isabelle Cantwell, Madison.
Matilda Cook, U. W. '99, M. C.
William Sylvester Darling, G. S., U. W. '99.
Albert Ralph Denu, U. W. Eng., '99.
Helen Ada Fowler, U. W. '99, M. C.
William Muzzy Fowler, Madison.
Winifred Griffiths, Madison.
Sibyl Adelaide Gale, Typewriter, Madison.
Edith Van Slyke Gibson, U. W. '99, M. C.
Maurice Ingulf Johnson, Madison.
Frank Xavier Koltes, U. W., G. S., '99.
Florence Josephine Ketchum, U. W. 1900, Eng.
Minnie Magdalene Lueders, U. W. '99, M. C. Sp.
George Nels Lewis, Madison.
Florence Mina Lanz, Madison.
Clara Helen Link, U. W. '99.
Jessie Winifred Martin (Mrs. Allan E. Cowles), Washington, D. C.
Maria Malec, U. W. '99, Eng.
Nettie Irene McCoy, U. W. '99, Eng.
Thomas William Mitchell, U. W. '99, Eng.
Edith Nelson, U. W. '99 A. C.
Minnie Irene Nichols, Madison.
William O'Dwyer, Dane.
Mable Agnes Pengra, U. W. '99, A. C.
William Fred Paunack, Architect, Madison.
Lily Agnes Regan, Madison.
Annie Howe Regan, Madison.
Alma Grace Rogers (Mrs. C. N. Putnam), Madison.
Harry Gray Smith, U. W. 1900, C. H.
Ralph William Stewart, U. W. '99, C. E.
De Ette Stemple, Teacher, Springfield.
Fannie Straslipka, Madison.
Clarence Howard Slightam, M. D., Madison.
Thomas William Tormey, U. W. '99, G. S.
Stephen William Van Wie, Madison.
Carrie Walbridge.
Paul Sherman Warner, U. W. 1900, Eng.
Florence Maurine Warner, U. W. 1900, G. S.
Fannie Warner, U. W. 1900, M. C.
Minnie Comstock Westover U. W., '99, G. S.
Allen Orvis White, U. W. '99, M. C.
Olive Leona Wise, Madison.
George Bartholomew Whare, U. W. Pharmacy, 1900.

CLASS OF 1896.

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Lisle Victor Benson, Madison, with Tracy, Gibbs & Co.
Edward Albert Cook, U. W. 1900, Eng. Sp.
Nathan Curtis, U. W. '99, Eng.
John William Dreyer, U. W. 1900, G. S.
Henry Clay Duke, U. W. 1900, A. C. Sp.
Frank Edward Darling, Jr., U. W. 1900, G. S.
Jessie Ester Davis, U. W. 1900, G. S.
Daisy Dye, U. W. 1900, Eng. Sp.
Emma Josephine Erickson, Madison.
Caroline Whellam Evans, U. W. 1900, Madison.
Millie Gath, U. W. 1900, M. C.
Morton Kay Green, Middleton.
John Goodwin, U. W. 1900, Eng.
Violet Gray, Windsor.
Claudia Hall, U. W. 1900, M. C. Sp.
Jennie Housel, Middleton, Wis.
Harry Hanson, Madison.
John Pettit Kelley, U. W. 1900, G. S. Sp.
Mable King (Mrs. Nelson), Madison.
Minnie Karstens, U. W., Eng. Sp.
Ena Kney, Madison.
Ward Lamberson.
John Thomas Stewart Lyle, U. W. 1900, M. C.
Ellen Ware Lamb, U. W. 1900, G. S.
Lillian Fidelia McCarthy, U. W., M. C. 1900.
Jean Monteith, U. W. 1900, M. C.
Walter Bernard Minch, U. W. 1900, M. E.
Jeannette Maltby, Teacher.
Norman Nelson, U. W. 1900, G. S.
Frank Nichols, Madison.
Edward Earl Parkinson, Madison.
Lee Allen Parkinson, U. W. 1900, M. C.
Roy Erastus Pierce, U. W. 1900, Eng.
Miriam Kieth Reid, U. W. 1900, M. C.
George Edward Schilling, U. S. Army.
Marie Antoinette Schneider, Madison.
Florence Sturm, Madison.
Goldwin Howard Smith, U. W. 1900, Eng.
Eunice Wallace Welch, U. W. 1900, M. C.

Addie Wilkè, Superior Normal School, 1898, Teacher, Madison.
Paul Gernhard Winter, U. W. 1900, Eng.
Thomas Willett, U. W. 1900, G. S.

CLASS OF 1897.

Ida Matilda Anderson, Madison.
Magdalena Ellen Antisdal, Chicago, Ill.
Clara Victoria Bernhard, Madison Gas & Electric Co.
Harry Ernest Bradley, U. W. 1901, A. C.
Mary Eleanor Brahany, U. W. 1901, M. C.
Mary Fidelia Carroll, Madison.
Archy B. Carter, U. W. 1901, C. E.
Frank Draper Coyle, Madison.
James Joseph Connell, Clerk, Purcell Bros., Madison.
Margaret Elizabeth Cummings, U. W. 1901, M. C.
Dorothea Curtis, U. W. 1901, A. C.
Joseph Dean, Jr., College of P. and S., Chicago.
August Theodore Martin Elvert, Attendant, Mendota Hospital.
Thomas Olen Farness, U. W. 1900, G. S.
John Boggs Felker, U. M. Medical Student.
Florà Gilbert, Madison.
Emma Luella Gohlke, U. W. 1900, Eng. Sp.
Mary Lena Hessman, Madison.
Irving Raymond Hippenmeyer, Madison.
Clarence Charles Isaacs, Madison.
Katherine Kavanaugh, U. W. 1901, Eng.
Mabel Elizabeth Kentzler, U. W. 1901, M. C.
William Arthur Lee, U. W. 1901, A. C.
Arthur Warner Lewis, California.
Mary Josephine Link, U. W. 1901, Eng.
John August Lorch, U. W. 1901, C. E.
Mary Katherine Lynch, Madison.
Mary Sheldon Morrison, Teacher, Black Earth.
Archie Murray.
Carl Bertolette Mutchler, U. W. 1902, C. E.
Mark Humphrey Newman, U. W. 1901, A. C.
Ingwald Nelson, Clerk P. O., Madison.
Francis M. Nienaber, Madison.
Amy Huntley Nichols, U. W. 1901, Eng.
Thomas Mortimer Priestley, Illinois Central Office, Chicago.
Louis Mossop Pearson, Madison.
August Herman Pfund, U. W. 1901, G. S.

August Oscar Paunack, Teller, Bank of Wisconsin, Madison.
Howard David Piper, Clerk, Piper Bros., Madison.
Edward John Reynolds, U. W. 1901, Eng.
June Elizabeth Regan,[†] Madison.
Lilian Alison Redel, Madison.
Warren Du Pre Smith, U. W. 1902, A. C.
Julia Forster Smith, U. W. 1901, A. C.
Rose Marie Smith, Teacher, Westport.
Arthur Frank Smith, U. W. 1901, G. S.
Otto Carl Schmedman, Madison.
Mena Swenson, U. W. 1901, G. S.
Percy Wheeler Tracy, Madison.
Lyndon Hickok Tracy, U. W. 1901, A. C.
Evan Charles Thomas.
Albert Nicholas Tandvig, U. W. School of Pharmacy.
Minnie May Utter, Madison.
Katherine Porter Vilas, Madison.
John Martin Verberkmoes, U. W. 1901, G. S.
Eva Willett, Milwaukee Normal School, '99.
Helen Ernestine Wilke, Madison.
Bessie Frances Warren, Madison.

CLASS OF 1898.

Meltha Edith Andrus, Teacher, near Madison.
Emma Lilian Bucey.
Augusta Billings.
Floy Idella Bowers.
Maude Annette Benson.
Catharine Myers Cook, Madison.
Millicent May Coombs, U. W. 1902, G. S.
Arthur Hale Curtis, U. W. 1902, G. S.
John Ward Coon, U. W. 1902, Eng.
Clarence Arthur Comstock.
Charles William Chech, U. W. Sophomore, Pharmacy.
Mary Elizabeth Cunneen.
Lucius Donkle, U. W. 1902, G. S.
Frederic Abraham DeLay, U. W. 1902, E. E.
Elizabeth Regina Dunn, Madison.
Magdalen Evans.
Henry Belden Freeman.*

*Deceased.

- Bessie Carolynn Ferguson, U. W. 1902, Eng.
Iva Lulu Gilbert, U. W. 1902, Eng.
Floyd Colby Gurnee.
Mary Elizabeth Gay.
Ada Lovisa Hawley, U. W. 1902, G. S.
Ena Henrietta Heuer, Madison.
Edna Platte Huber.
Lilian Solvei Holland, U. W. 1902, Eng.
Julia Christine Holland, U. W. 1902, Eng.
Gordon Alexander Helmicks, U. W. 1902, E. E.
Daisy Etta Hansen, Madison.
Maie Habich, U. W. 1902, Eng.
Joseph William Jackson, U. W. 1902, A. C.
Mida Louise Kennedy, U. W. 1902, Eng.
Margaret Kennedy, U. W. 1902, Eng.
Anna Lewis, Madison.
Matthew John Lynch, U. W. 1902, G. S.
Charles Benajah Mayer, Madison.
Karl Arno Minch, Madison.
Louis Malec, U. W. 1902, M. E.
Nora McCue, U. W. 1902, C. H.
Selma Josephine Nelson, U. W. 1902, M. C.
Florence Eugenia Van Slyke Nelson, U. W. Sp., M. C.
Herman Adolph Nietert, Clerk, Madison.
Edith Noyes.
Arthur Carl Olsen, U. W. 1902, C. E.
Andrew Elmer Peirce, Time Keeper, Fuller & Johnson, Madison.
Preston Winfield Pengra, U. W. 1902, E. E.
Marcia Grace Regan.
Philip Walker Rinder, Madison.
George Roslyn Theobald Richards.
Harry Sauthoff, U. W. 1902, A. C.
William Edward Smith, U. W. 1902, C. H.
Clarence Hazel Snyder, Racine.
Maud Martha Stephenson, U. W. 1902, M. C.
Sanford Putnam Starks, U. W. 1902, C. H.
George Brewster Smith, Madison.
Mabel May Slightam.
Bertha Beatrice Suhr, Madison.
Charles Marshall Stevens.
Elizabeth Goffe Ticknor, U. W. 1902, A. C.
Ella Frances Tormey, U. W. 1902, M. C.
Frank Bashford Taylor, U. W. 1902, G. S.

Clara Johnson Van Velzer, U. W. 1902, M. C.

Hattie Bertha Wilke.

Joseph Michael Welch.

Stanley Carpenter Welsh, U. W. 1902, G. S.

