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THE
PUBLIC SCHOOLS

OF THE
CITY OF MADISON, WIS.

COURSES OF STUDY, OUTLINES OF WORK AND
RULES AND REGULATIONS

1902-1903

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MADISON PUBLIC SCHOOLS

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.

MUSIC: Rote songs. Major scale. Diatonic intervals. Note reading from board and first chart. Ear tests.

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.

MUSIC: First Chart and Part I. of First Normal Music Reader. Names of keys. Written dictation. Rote songs. Ear tests.

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 lesson in geography.

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

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

DRAWING: The Prang Elementary Course in Art Instruction, Book No. 1.

MUSIC: First Chart and Part II. of First Normal Music Reader. Learn names of keys and write all scales. Some songs by note. Written dictation. Ear tests. Rote songs.

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.

COURSE OF STUDY.

5

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 12 pages of Book 4.

DRAWING: The Prang Elementary Course in Art Instruction, Books Nos. 1 and 2.

MUSIC: Continue work of previous term. Two-voice work suggested in vocal drills, etc.

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. 2.

MUSIC: Continued work of previous term. Two-voice exercises from board and music reading.

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 Thwaite's 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.

MUSIC: Review all scales using First Music Reader. Finish the two-voice exercises in First Music Reader. Give simple divisions of beat in vocal drills and in exercises on board and Second Music Chart. Songs by note. Written dictation.

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 reproduction 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, read by the teacher.

NATURE STUDY: Effects of freezing on plants. Winter conditions 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.

MUSIC: Begin Second Normal Music Reader. One-voice exercises in conjunction with two-voice exercises containing the same difficulties in time. All songs by note. Written dictation.

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.

MUSIC: Continue work of previous grade giving more difficulties in rhythm. Teach sharp four and flat seven. Some two-voice songs. Written dictation.

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 effect of stimulants and narcotics through the year. Smith's Primer of Physiology in hands of teacher.

PENMANSHIPS: 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. 5.

MUSIC: One-voice exercises from Second Music Reader with fractional divisions of the beat. Two-voice exercises and songs. Written dictation.

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.

MADISON PUBLIC SCHOOLS.

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 Nos. 5 and 6.

MUSIC: Continue work of fall term, adding sharp one and sharp five.

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 other 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 6.

MUSIC: Continue work of previous terms.

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 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 Civil War.

COURSE OF STUDY.

9

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.

MUSIC: Chromatic scale. More advanced problems in rhythm. One and two-voice exercises and songs from Second Music Reader. Written dictation.

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.

MUSIC: Continue work of previous term. Three-voice work in vocal drills, etc.

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.

MUSIC: Continue work of previous term. Three-voice exercises and songs from Second Music Reader.

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 application 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. 9.

MUSIC: Vocal and Interval drills from Chromatic Scale. Use Introductory Third Reader.

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.

COURSE OF STUDY.

11

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. Civic government of state, county, city.

3. Stories from the history of England. Discovery and exploration of the 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 Nos. 9 and 10.

MUSIC: Major and Minor Scales.—Exercises from Introductory Third Reader.

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. 10.

MUSIC: Work of preceding term continued.

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.

MUSIC: Technical work of lower grades reviewed. Exercises and songs from Cecilian, Book III. Musical History according to special outline.

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.

MUSIC: As outlined in previous term.

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.

MUSIC: As outlined in fall term.

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 lesson.

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 110.

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 110.

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 the 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 Odyssey, and selections from list on page 111.

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 111.

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 111.

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 from list on page 111.

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 Lamé Prince, and selections from list on page 112.

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 112.

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 list on page 112.

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 112.

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 113.

READ AT HOME.—The Four MacNichols, 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 113.

READ AT HOME:—Tanglewood Tales, Daniel Boone.

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

SPRING TERM.

CLASS READING.—Longfellow's Christian 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 113.

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

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

COURSE OF STUDY.

17

SPRING TERM.

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

READING TO CLASS.—Ten Boys on the Road from Long Ago to Now, Little People of Asia, Chick Purdy, and selections from list on page 113.

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 114.

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

SELECTIONS TO BE MEMORIZED.—Sweet is the Pleasure, Spartacus 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 114.

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 Daughter, Courtship of Miles Standish and other selections from list on page 114.

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 114.

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 115.

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 115.

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.

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>Marcus Wilson</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>George 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 Word	<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>

MADISON PUBLIC SCHOOLS.

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>

COURSE OF STUDY.

21

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. W. Drake</i>
Hunting Song	<i>Scott</i>
The Four Lakes of Madison.....	<i>Longfellow</i>

SEVENTH GRADE.

FALL TERM.

Spartacus 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>

SPRING 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>

WINTER 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. Wadsworth</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>Mary M. Dodge</i>
If You Please.....	<i>M. Douglas</i>
Kitty and Mousie	<i>P. Morgan</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 Maiden.....	<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. Anderson</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>Jean Ingelow</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>

COURSE OF STUDY.

25

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>
Polly'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. Muloch</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>

MADISON PUBLIC SCHOOLS.

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. Reed</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.

Hohenlinden	<i>Thos. Campbell</i>
The Inch Cape Rock.....	<i>Robert Southey</i>
Herve Riel	<i>Robert Browning</i>
Legend of Bergen	<i>Adelaide Proctor</i>
Arnold Winklereip	<i>J. Montgomery</i>
Melrose Abbey	<i>Scott</i>
Maroco Bozarris	<i>F. G. Halleck</i>
Dying Gladiator	<i>Byron</i>
Poland	<i>Thos. T. Campbell</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. Croly</i>
The Palm Tree	<i>Whittier</i>
The Leap of Roushan Reg.....	<i>Longfellow</i>

COURSE OF STUDY.

27

SEVENTH GRADE.

FALL TERM.

Ninety-nine in the Shade.....	<i>Rossiter Johnson</i>
Four-Leaved Clover	<i>Unknown</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.

About 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>Tennyson</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>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>

OUTLINES 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, 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 directions of objects from one another in the schoolroom. Tell how one may find the directions in the daytime, and on a bright night; how sailors tell directions. Establish a meridian line in the schoolroom.

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 schoolroom, 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 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 blackboard; 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 country. 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 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 Historic Stories of the Mississippi Valley, Aunt Charlotte's Stories of Roman History, Lang's Heroes of Seven Hills, Bonner's Child's History of Rome, Beeseley'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 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 Sota 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 Women, 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 Grachi, Cataline, Cæsar, 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. Mifflin, Death of Gen. Braddock, Expulsion of the Acadians, 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, Frederick Barbarossa, 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 Cæsar'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.

- 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 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.

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.

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 Money and Gold.

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

XXIV. Cleveland.—Depression of 1893; The World's Fair; Revision of the Tariff; The Seal Fisheries; The Pullman Strike; Polygamy and the Admission of Utah; The Venezuela Boundary Question.

XXV. McKinley.—The Tariff; International Arbitration; The Spanish-American War; Annexation of Hawaii; Greater New York.

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

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 of 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 colors 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 the animal 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, 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 the 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 use of leaves and their parts, stipules, stalks, 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 any 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 stems and leaves, will awaken much interest.

The following books will be found very helpful in this work:

Leaves and Flowers, by Mary A. Speers; How to Know the Wild Flowers, by Mrs. Wm. Star 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 }	Civil Government }
	Physical Geography }	Physical Geography }
	Latin Lessons..... 5	Latin Lessons..... 5
	English..... 2	English..... 2
	Drawing..... 2	Drawing..... 2
	Rhetoricals..... 1	Rhetoricals..... 1
II.	Algebra 2	Algebra 2
	Latin..... 5	Latin..... 5
	Greek..... 5	German..... 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..... 3	German 3
	English Reading..... 2	English Reading..... 2
IV.	Geometry 4	Geometry 4
	Algebra 1	Algebra 1
	Latin..... 5	Latin 5
	Greek 5	German 5
	English Readings..... 2	English Readings..... 2

HIGH SCHOOL COURSES.

YEAR.	GENERAL SCIENCE.	ENGLISH.
I.	Algebra 3	Algebra 3
	Civil Government }	Civil Government }
	Physical Geograghy }	Physical Geography }
	English 2	English 5
	German 3	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

ADMISSION TO HIGH SCHOOL.

Admission to the High School may be secured as follows:

1. Graduates of the eighth grade of the Madison public or parochial schools may be admitted upon the presentation of a certificate of admission signed by the superintendent of city schools.

2. Graduates of the eighth grade of the schools of other cities or of the country schools are admitted subject to such conditions and examinations as the superintendent may impose.

3. Candidates for advanced standing are admitted upon the following conditions:

(a) Graduates from schools accredited to U. W. or a similar institution, may be given credit for completed work provided such work is equivalent in text-book, time, method, and standing to that required in the Madison High School. In any case the credit given will be conditioned upon the character of the work done while with us.

(b) Upon examination in subjects for advanced standing. This will apply to pupils coming from three-year high schools.

In all cases the credit to be given will be determined by the superintendent and principal.

TUITION.

Tuition for all non-resident pupils, that is, pupils whose parents do not live in the Madison school district, is as follows:

	High School.	Ward School.
Fall term.....	\$10.00	\$6.00
Winter term	8.00	5.00
Spring term	6.00	4.00

Tuition is payable by terms and within two weeks after the opening of each term. No reduction in tuition will be made in case of absence for less than one-half term.

TEXT-BOOKS.

WARD SCHOOLS.

Revised Model Elementary Arithmetic.
The New Model Arithmetic.
The Natural Geographies.
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*Rolfe, Hudson*
Commercial Arithmetic*Thomson*
Algebra*Van Velzer & Slichter*
Geometry*Van Velzer & Slichter*
Composition and Rhetoric*Herrick & Damon*
English Literature*Pancoast*
Latin Grammar*Bennett*
Latin Lessons*Tuell & Fowler*
Cæsar*Kelsey*
Latin Composition*Riggs*
Cicero*D'ooge*
Virgil*Greenough*
Greek Grammar*Goodwin*
Greek Lessons*White*
Greek Composition*Jones*
Anabasis*Goodwin*
Homer*Seymour*
German Lessons*Spanhoofd*
German Reader*Brandt*
Physical Geography*Eclectic*

English History	<i>Coman & Kendall</i>
Greek History	<i>West</i>
Roman History	<i>West</i>
American History	<i>Channing</i>
Civil Government	<i>Fiske</i>
Physiology	<i>Martin</i>
Botany	<i>Coulter</i>
Physics	<i>Hall & Bergen</i>
Biology	<i>Jordan & Kellogg</i>

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

GENERAL SUGGESTIONS ON SCHOOL MANAGEMENT FOR ELEMENTARY GRADES.

1. A program of daily recitation and study neatly written, should be kept constantly in view in each room for the benefit of visitors.

2. A copy of the program and a plan of the school room, corrected to date, should be kept in the register or record book of each room. The register and record books should be kept on the desk or in some place easily accessible to the principal or superintendent.

3. Care should be exercised to keep the temperature of the school rooms as uniform as possible. The temperature should not be allowed below 65 nor above 70. In cold weather the temperature must not be allowed to fall too low during the recesses. Great care should also be taken that cold currents of air do not fall on the heads of the children from open windows.

The temperature reports should be kept accurately all the time, from the opening to the closing day of the school year. The pupil who fills in the blanks should also make a record in large figures on the blackboard, so that it may be seen easily by the teacher from any part of the room. These temperature reports should always be sent in with the monthly reports.

4. Every pupil not in his seat when the tardy bell rings must be marked tardy, except in cases where a pupil is sent on an errand by the teacher. A notification beforehand or word sent by another pupil of a probable tardiness, cannot change the fact of tardiness. Tardiness at recess is just as serious as at the opening of a session and should be recorded. When the signal is given for calling school the pupils should reach their seats promptly and quietly. Not more than two minutes should be allowed for this.

5. "Promptness in all things" should be the motto in every school. Each school session and each exercise should begin promptly at the appointed time. It is also desirable that the teacher be just as prompt in closing as in opening the school session. Pupils should all be ready to leave the building promptly at the hour of closing.

6. During the winter season at the close of each school session, it is well to have all pupils march through the cloak room, get their wraps, and march back to their seats. The wraps can then be adjusted quietly and promptly, the pupils march out in order, and go immediately from the school grounds.

7. "Keeping pupils in" at recess or after school should be resorted to only as an extreme measure. Pupils should never be detained after the close of school at noon. When pupils are kept in at recess they must always be allowed to leave the room for a few minutes just after recess.

8. Teachers should avoid as far as possible sending pupils on errands to the principal during the recitation periods. All such errands and consultations with the principal should be attended to before the session begins or at the recess periods.

9. The rule in regard to the tardiness of teachers should be carefully observed. The teacher who is deeply interested in her work is under ordinary circumstances anxious to reach the school room, and is usually there so early that the tardiness rule causes her no annoyance. It is supposed that the teacher will be in her room ready for work when the first bell rings. However, if the teacher is inside the building when the bell rings she need not consider herself tardy. If on the walk or even on the outside steps when the bell rings, the teacher should call herself tardy. Just barely to slip through the door on time may be considered as keeping the letter of the law, but it violates its spirit.

No true teacher will fail to report whenever she is tardy. It would be better to be tardy every day and report it conscientiously, than to be tardy once and fail to report it.

10. No teacher should close her school before the appointed time, except in cases of necessity. If such a necessity arises, the teacher must consult the principal and get her consent. The principal should report such cases to the superintendent at once.

An exception to this rule may be made when general or public rhetorical exercises occur. For such occasions the program should be planned to occupy the usual school time. If, however, the exercises should be finished before the closing hour it will not be out of place to close school a few minutes earlier than usual, provided the matter is reported to the principal.

11. Physical exercise drills should be given every day. It is desirable to give short drills several times each day between recitations and at times when the pupils are listless and dull and need waking up.

It is quite desirable also to have each class change position or march between recitations. In the lower grades especially no class should remain in the seats for two consecutive recitation periods without some change.

When pupils are sent from the room at the recess period or at the close of the session *every pupil* in the room should stand and march. Those who are to remain in for any purpose can return to their desks after marching.

12. The session should never close with a "rush" nor in confusion. There should be a few moments of quiet just before excusing the pupils. At the close of school for the day it is especially appropriate to have the pupils repeat some stanza or gem of thought or join in some parting song.

13. Teachers should see that pupils keep all useless articles out of their desks, and that the books and necessary material for work are orderly and neatly arranged.

Pupils should be taught to use all books, their own as well as those belonging to the Board, with care, and to keep them free from stains and pencil marks. To this end the teacher should take occasion to examine the books of the pupils frequently. The teacher's desk, the pupil's desk, the school-room, and the school grounds should be models of order and neatness.

14. In all exercises pupils should be trained to speak clearly and distinctly, but harsh, loud, unnatural tones should not be allowed.

15. Avoid much concert work. Use it for spice and drill, but do not rely upon it. Let concert answers be given in low, distinct tone. Check all tendencies to sing-song or drawling habits of speech.

16. Every interest of the school demands that there be no communication between pupils during recitation or study periods. Necessary communication should be made through the teacher. Two pupils should not be allowed to study from the same book, nor to aid one another. All necessary aid and information in regard to lessons should come from the teacher.

17. Pupils should be trained to avoid whispering answers to themselves during recitations and to avoid moving lips while studying. Show pupils how to think without disturbing others.

18. The pupils should not be raising the hands constantly or waving them frantically while one of their number is reciting. Pupils should be trained to raise the hands only when they are called for by the teacher.

19. Teach your pupils how to study. Train them to be systematic and orderly in all things. The habit of systematic work is worth more than all the knowledge derived from books.

20. To reach satisfactory results in any line the teacher must be persistent and uniform in methods. Strictness one day and laxity the next will always result in failure. All requirements should be clearly understood and should be uniform from day to day. Avoid the serious mistake of "constantly telling." The teacher who is constantly talking is usually accomplishing very little in any line. *Talk little and Do much.*

GENERAL RULES AND REGULATIONS.

ARTICLE I.

THE BOARD OF EDUCATION—OFFICERS.

1. The officers of the Board of Education shall consist of a President, Clerk, Treasurer, and the following standing committees: Committee on Finance, Committee on Buildings, Committee on Supplies, Committee on Course of Study, Committee on Teachers, and Visiting Committees.

OFFICERS—HOW ELECTED.

2. Annually on the first day of January, or within ten days thereof, the Board of Education shall elect by ballot, from their own body, a president, treasurer, and clerk, and each shall hold his office for the term of one year, and until his successor is elected and qualified. Blank ballots shall not be counted as votes.

BOARD MEETINGS.

3. There shall be a regular meeting of the Board on the first Tuesday of each month, at 7:30 o'clock P. M. Special meetings shall be called by the clerk upon the request of the president, or of two members of the Board.

QUORUM.

4. A majority of the whole Board shall constitute a quorum for the transaction of business.

QUESTIONS OF ORDER.

5. All questions of order shall be decided by the chair, whose decisions shall prevail unless overruled by the Board. Any member shall have a right to appeal in such cases.

AYES AND NOES.

6. Any member may demand the ayes and noes on any question. In all cases appropriating money the vote shall be taken by ayes and noes, and a majority of the Board shall be required to make an appropriation.

RESOLUTIONS AND REPORTS TO BE MADE IN WRITING.

7. All resolutions and reports shall be in writing. Every member who shall be present when the motion is put shall give his vote, unless the Board for special reasons shall excuse him. All questions relating to the conduct of teachers, their qualifications, election, etc., shall be considered with closed doors, and no remark made by any member while considering said qualifications shall be repeated at any time or place.

PAYMENT OF SALARIES.

8. The president and clerk are hereby authorized to issue warrants for the payment of salaries to teachers once each half term, to janitors at the end of each calendar month, and to the clerk at the end of each quarter.

ORDER OF BUSINESS.

9. At all meetings of the Board, regular and special, the business shall proceed in the following order:

1. Reading of proceedings of previous meeting.
2. Clerk's and treasurer's monthly report of funds in treasury.
3. Presentation of accounts.
4. Presentation of communications and petitions.
5. Reports of standing committees.
6. Reports of special committees.
7. Reports of visiting committees.
8. Report of superintendent.
9. Unfinished business.
10. New business.

ARTICLE II.

DUTIES OF OFFICERS AND COMMITTEES—PRESIDENT.

1. The president shall call the Board to order at the hour appointed for the meeting, sign all certificates of appropriation, and perform all the duties appropriately belonging to his office. He shall also have authority to review the action of the superintendent or teachers in suspending or expelling pupils, and other matters relating to the management of schools, and his action shall be final, unless appealed from to the Board at its next regular meeting.

2. In case of the absence of the president the clerk shall call the meeting to order, and a president *pro tempore* shall be elected.

CLERK.

3. The clerk shall be elected annually by the Board, from its own body, and shall hold his office for the term of one year, and until his

successor is elected and qualified. The clerk shall notify the common council whenever a vacancy occurs in the Board; he shall keep a record of the proceedings of said Board, and shall keep all the records and papers belonging thereto; he shall, in each year, between the 15th and 30th days of the month of June, cause to be taken a census of the children residing in the city between the ages of four and twenty years, and report the same to the state superintendent of public instruction, as provided by law; he shall, by mail or otherwise, notify all members of the Board of all meetings; he shall issue certificates of appropriation, after their being signed by the president of the Board, directly to the treasurer, in the order in which such appropriations are made, specifying in said certificates the purposes for which such appropriations are made; he shall, at every regular meeting of the Board, lay before the Board a balance sheet of the financial books of the Board; he shall notify teachers of their election and require them to answer at once in writing; he shall, also perform such other duties as the Board may prescribe or may be required by the laws of the state.

TREASURER.

4. The treasurer, in addition to the duties required of him by law, shall keep a faithful account of all receipts and disbursements, and shall make a written report thereof at the last regular meeting of the Board in December of each year. He shall also be required to report the amount in the treasury at every regular meeting, and at such other times as the Board may direct. Whenever he shall receive money from any source, he shall immediately report the same, and the amount thereof, to the clerk.

SUPERINTENDENT.

5. The superintendent shall act under the direction of the Board of Education, and shall have the general supervision of all the public schools, school houses and apparatus; and shall visit each school as often as practicable, in order to acquaint himself thoroughly with the qualifications of the teacher and the condition of the school.

6. He shall assist the teacher in the classification and promotion of pupils, aid in maintaining good order in the school, and cause the course of study adopted by the Board to be followed; but any pupil may be excused from any branch of study at the request of his parent or guardian.

7. It shall be his duty to enforce the regulations of the Board, for which purpose he shall have power to suspend such teachers or pupils as may refuse to comply with the requirements of the Board of Education. The suspension of a teacher must be reported immediately to the president of the Board.

8. He shall meet the teachers as often as once in each month during term time, for the purpose of instructing them in the theory and practice of teaching, and the best methods of governing their respective schools, and shall make a report to the Board, at each regular meeting thereof, of the attendance and punctuality of the teachers, and other points which he may deem of importance.

9. He shall have power to engage substitutes, in cases of temporary absence of teachers, and shall report the same to the Board at their next meeting.

10. It shall be his duty to keep a record of the monthly reports of each teacher, embracing the average attendance, punctuality, deportment, and scholarship of the pupils in their respective schools, and make a written report, containing an abstract of the same, to the Board at each regular meeting.

11. He shall take special pains to secure the physical well-being of the pupils, by guarding them from the evils of improper ventilation and temperature, and giving them such exercise as will tend to strengthen and develop their physical energies.

12. At the close of each year he shall report to the Board in writing; the condition of the schools, together with such suggestions, information, and recommendations as he may deem proper.

13. It shall be the duty of the superintendent to report to the Board, during the last month of each term, what, if any teachers, then in the schools should, in his opinion, be no longer retained therein.

COMMITTEE ON FINANCE.

14. The committee on finance shall examine and report on all accounts prior to final action thereon, and perform such other duties as the Board may require. In case of the absence of any member or members of the finance committee, the president shall appoint a member or members *pro tempore* to fill such vacancy.

COMMITTEE ON BUILDINGS.

15. The building committee shall have the general supervision of all matters pertaining to the erection of school houses, the alteration and repairs of the same, and report to the Board when desired.

COMMITTEE ON SUPPLIES.

16. It shall be the duty of the committee on supplies to see that all usual and necessary supplies are provided for the schools.

MADISON PUBLIC SCHOOLS.

COMMITTEE ON COURSE OF STUDY.

17. The committee on course of study shall consider and report on all proposed changes in the course of study, and shall recommend what books may be used in the schools, subject to a final action of the Board.

COMMITTEE ON TEACHERS.

18. It shall be the duty of the committee on teachers to visit and examine all the schools as often as practicable to acquaint themselves with the qualifications of the teachers. It shall also be the duty of this committee to examine into the qualifications of all applicants and to recommend for appointment such teachers as are best qualified for the positions.

DUTIES OF VISITING COMMITTEES.

19. It shall be the duty of the visiting committee to visit their respective schools twice in each term, and report their condition and progress to the Board at the close of each term.

ARTICLE III.

THE SCHOOLS—CLASSIFICATION.

1. The public schools of the city of Madison shall be classified as follows: Primary Schools, Grammar Schools, and High School. The course of study shall extend through twelve years.

2. The classification of the pupils in the different departments shall be made with strict adherence to the course of study adopted by the Board, unless the superintendent shall otherwise permit; and no text-books shall be used or studies pursued in any department of the schools, except those prescribed by the Board.

SCHOOL YEAR AND TERMS.

3. The school year shall consist of thirty-seven weeks, and shall be divided into three school terms.

NON-RESIDENT PUPILS.

4. All pupils whose parents or legal guardians are non-residents of the city or school district shall pay a tuition fee of \$24 in the High School and \$15 in all other schools to the treasurer of the Board within two weeks after entering the school.

AGENTS, ETC.

5. The superintendent or teachers of the city schools shall not allow any portion of their time or that of any school to be occupied in school hours by book or paper agents, lecturers or exhibition men, or by the exhibition of any books or articles of apparatus, unless by consent of the Board.

HALF-HOLIDAYS.

6. Whenever the monthly report of any school in the city shows no case of tardiness, and at least ninety-five per cent. of attendance on the part of the pupils through the month, such school shall be allowed a half-holiday, to be designated by the superintendent; the teacher will be expected to visit the other city schools during this time and to report observations at the next teachers' meeting.

PROMOTIONS AND STANDINGS.

7. In the ward schools promotions from grade to grade shall be made by the principals under the general direction of the superintendent. To aid in forming a fair estimate of the pupils' work, a record of half term standings shall be kept by each teacher. Below the fifth grade these standings shall be the teacher's estimate of the class work. For all other grades these standings shall be determined from the class-work and written tests.

8. In the High School the monthly standings of each pupil shall be an average of his standings in class-work and written tests. Any pupil who falls below seventy per cent. in any study for two consecutive months may be required to drop that study, or may be put into a lower class.

9. In the High School all final standings for record shall be determined from the monthly standings and final written examinations. No pupil shall be permitted to pass any branch of study whose final written examinations does not reach seventy per cent., and whose average falls below seventy-five per cent.

10. In case of failure to reach a standing of seventy per cent. in final written examinations any pupil, after receiving private instruction on the subject, may be granted one re-examination, and a standing of seventy-five per cent. shall then be required. The time of holding the re-examination may be left to the discretion of the principal.

GRADUATION.

11. When a pupil has satisfactorily completed the full course of instruction in a ward school he may be granted a certificate of graduation from said school, which certificate shall entitle him to admission to the High School.

12. When a pupil has satisfactorily completed the full course of study in the High School he may be granted a diploma of graduation by the Board.

USE OF SCHOOL BUILDINGS.

13. The school buildings and property under the control of the Board shall be used for no other purpose than such as pertains to the interest of the public schools.

PRESENTS.

14. No contributions by schools or parts of schools for the purpose of making presents to any teacher will be permitted.

CONTAGIOUS DISEASES.

15. No pupil shall 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.

16. 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 this city, except upon the written permission of the health officer.

ARTICLE IV.

QUALIFICATIONS OF TEACHERS.

1. For the school year 1895-96, and thereafter, all applicants for positions as teachers in the Madison schools, except such as hold diplomas or state certificates recognized by the laws of the state as legal certificates, will be required, before receiving permanent appointments, to hold certificates of qualification of such a grade as will insure the greatest efficiency in the work of the schools.

2. The minimum legal qualifications for the position of teacher in the different grades of the school, as indicated by certificates, shall be as follows: In the first four grades, certificates of the third grade will be required; in the fifth and sixth grades, certificates of the second grade; in the seventh and eighth grades, certificates of the first grade; and in the high school, certificates granted in accordance with the provisions of the state laws relating to free high schools.

3. The examinations shall be conducted and the certificates issued by the city superintendent, under the direction and with the approval of the committee on teachers, and in compliance with the provisions of the laws of the state relating to the certification of teachers for the common schools. No certificate of any kind shall be issued to any applicant unless an average of 70 per cent. shall be attained in all branches, with a minimum of 60 per cent. in each.

4. All teachers at present employed in the city schools, who do not hold certificates of the required grade, may be considered eligible to their several positions, on the condition that each passes a satisfactory examination in one branch of study each term until all the additional branches required by the new certificate are passed.

5. After a teacher has obtained a certificate of the required grade, and has taught successfully for one year in the public schools of the city, she may, at the discretion of the city superintendent and with the approval of the committee on teachers, receive, during continuous service in the same grade, a new certificate from time to time, as the term of the old certificate expires, *provided* that a satisfactory examination is passed in one branch of study each year, which branch of study shall be selected and announced by the superintendent at least three months prior to the time of holding the examination.

SCHEDULE OF SALARIES.

6. Salaries shall be paid the teachers of the Madison schools in accordance with the following schedule:

Teachers holding third grade certificates shall receive annual salaries ranging from \$370 to \$444.

Teachers holding second grade certificates shall receive annual salaries ranging from \$426 to \$481.

Teachers holding first grade certificates shall receive annual salaries ranging from \$444 to \$650.

Salaries of teachers holding state certificates or countersigned diplomas shall be fixed by special contract and shall be such as the experience, qualification, and merits of the candidate may warrant.

7. This schedule shall not cause a reduction in the salary of any teacher in the employment of the board at the date of its adoption,

and advancement in salary within the limits indicated in the schedule shall be made on the basis of efficiency, and then only on the recommendation of the superintendent, and with the approval of the committee on teachers.

DUTIES OF TEACHERS.

All teachers occupying positions in the public schools must fully subscribe to the following conditions:

8. Teachers shall observe and carry into effect all regulations of the superintendent and Board of Education in relation to their respective schools, attend punctually the regular and special meetings of the teachers under the direction of the superintendent; and whenever absent from said meetings, they shall report the cause of such absence in writing to the superintendent, within one week thereafter, and he shall present the same to the Board, together with any facts within his knowledge that may aid in determining the propriety of such absence.

9. The teachers shall be at their respective school rooms by 8:30 o'clock in the morning, and by 1:45 o'clock in the afternoon of each school day. All failures to meet this requirement shall be counted as cases of tardiness, and shall be so reported.

10. Teachers shall require their pupils to be in their seats punctually at the appointed time, and all pupils not so seated shall be marked absent or tardy, as the case may be.

11. All teachers shall regulate the school room clock by the University time, and shall conform to this standard in making records of attendance for themselves and for their pupils.

12. It shall be a duty of the first importance with teachers to exercise a careful watchfulness over the conduct of their pupils in and around the school buildings, and on all suitable occasions to instruct and encourage them in correct manners, habits and principles.

13. Teachers shall inflict corporal punishment only in *extreme cases* and *in private*; such punishment shall not be inflicted on the same day upon which the offense is committed.

14. All cases of corporal punishment shall be reported immediately *in writing* to the superintendent, with all the reasons therefor; and he shall embody such report in his monthly report to the Board.

15. Teachers may have power to suspend from the school pupils guilty of gross misconduct or continual insubordination to school regulations, but in cases where the same is practical, notice of such misconduct, shall be given to the parent or guardian before suspension. Immediate notice of all suspensions shall be given *in writing* to the superintendent and to the parents or guardians of the pupils suspended.

16. Teachers shall keep their school registers and record-books neatly and accurately, according to the forms prescribed, and fill out the blank reports according to the direction of the superintendent, and hand in such reports promptly at the end of the month for which such reports are made.

17. Teachers shall attend carefully to the warming and ventilation of their school rooms and endeavor to keep the temperature between sixty-five and seventy degrees Fahrenheit—effectually changing the air at recess, so that the breathing of impure air may be avoided.

18. Any teacher absent from school on account of sickness or other necessity shall cause *immediate* notice of such absence to be given to the superintendent.

19. All teachers shall be held responsible for the order and discipline of their own rooms, and for any damage done in the same while under their control.

20. It shall be the duty of teachers in all cases of absence of pupils from school to ascertain *at once* the cause of such absence, and to seek the co-operation of parents in preventing truancy.

21. At the close of the school year all teachers shall deliver their registers and class books at the office of the superintendent, and all principals shall also deliver at the same office all keys of their respective buildings, together with a list of school property in their possession, accounting for such as may have been removed or injured.

22. It shall be the duty of all principals to notify non-resident pupils of their liability to pay tuition, and they shall promptly report in writing to the superintendent the names of all such non-resident pupils in their respective schools.

23. Principals shall have the general supervision of the lower departments of their buildings, and shall attend to their proper classification, subject to such regulations as the superintendent may prescribe; they shall make regulations, subject to his approval, for the maintenance of good order in the halls, on the stairways and grounds; they shall have the supervision of the buildings, maps, charts, globes, books, keys, and other school property, and shall be held responsible for their being kept in proper condition; they shall see that the persons in care of the buildings attend carefully to their duty, giving prompt notice of any delinquency on the part of such person.

ARTICLE V.

PUPILS.

1. All pupils are required to be prompt and regular in attendance at school, to conform strictly to the rules and regulations, to be

diligent in study, to be obedient and respectful to all teachers, to be kind to each other, to refrain from the use of profane and indecent language, and to observe good order in and around the school buildings and on their way to and from school.

2. In all cases of tardiness or absence of pupils from school, excuses shall be required of parents or guardians in writing or in person.

Every pupil who shall be absent two half days in four consecutive weeks without an excuse as required above, shall be suspended, and the facts reported immediately to the parents or guardian. In the application of this rule two cases of tardiness or leaving the school once without permission shall be counted as one-half day's absence.

3. Any pupil presenting any required written excuse or any return card with a false signature affixed, and any pupil affixing such false signature, shall be suspended from the school.

4. Any pupil who shall cut or otherwise deface or injure any part of any public school building, or in any way injure the fences, trees, outbuildings, or other property of the public schools, shall be liable to suspension, expulsion, or other punishment, according to the nature of the offense, and shall be required to pay in full for all such damage.

5. For disobedience or insubordination any pupil may be suspended by the principal or expelled by the Board.

6. All pupils absenting themselves from any regular examination or public exercise of the school, or leaving the school before the close of the term without sufficient excuse, may be suspended.

7. Any pupil suspended from the school by virtue of any of the above rules may be restored by the superintendent at his discretion: *provided*, that after two such restorations he shall not be restored without the consent of the Board.

8. Pupils shall not be allowed to leave school before the regular hour of closing without a written request from parent or guardian, except in cases of sickness or pressing necessity, and then only on permission of the principal.

9. Pupils shall not be permitted to assemble about the school buildings at an unreasonable time before the opening hour, nor to tarry upon the school premises after being dismissed.

10. No pupil shall be allowed to retain connection with any public school, unless furnished with books, slate, and other articles required. When parents are unable to furnish such articles on account of extreme poverty, it shall be the duty of the superintendent, upon the recommendation of the principal, to furnish them and present a bill of the same to the Board for payment.

11. Pupils of the High School who are allowed to take only two

Leading studies shall be required to be in attendance during one whole session, and shall be subject to the regular requirements regarding general exercises and rhetorical work.

ARTICLE VI.

JANITORS.

1. The school rooms must be properly heated (65 to 70 degrees) as early as 8:30 o'clock A. M., and must be kept at this temperature throughout the day.

2. The school building must be swept daily after school, and the furniture dusted and cleaned before 8:30 o'clock each morning.

3. All black boards, chalk racks, and erasers must be thoroughly cleaned at least once each week, and as much oftener as may be required by the principal.

4. The walls, ceilings, and mouldings must be kept clean at all times, and all school rooms and recitation rooms must be washed once each month.

5. During the summer vacation the walls of the basements must be whitewashed, and the building and premises thoroughly cleaned in every part.

6. All walks in and around the school grounds must be kept in good repair, and free from ice and snow, whether in term time or vacation.

7. The outhouses and water closets shall be kept clean and in a healthful condition, and the closet seats shall be washed once each week, and as much oftener as may be necessary.

8. The school grounds and gutters must be kept free from all rubbish, and the grass and weeds must be cut as often as may be necessary to keep the premises neat and tidy.

9. When required by the superintendent, the janitors shall remove desks or fasten them down, and shall make such slight repairs as may be necessary.

10. The janitors shall have charge of their respective buildings during all vacations, and shall report to the superintendent or chairman of the visiting committee all cases of injury to the school property.

11. The janitors shall attend to the putting in and storing away of all fuel, and shall prepare the necessary wood for kindling purposes.

12. As often as may be necessary, the janitor shall clean out the smoke pipe, furnace flues, fresh-air ducts, and hot-air pipes, and shall remove from the cellar and put in a convenient place for carting away, the ashes and all rubbish of every kind.

13. The janitors shall be courteous and respectful to teachers at all times, and at the request of the principal they shall perform cheerfully any reasonable service in the line of their work.

14. The wages of the janitor shall be fixed by the Board at a stated sum per calendar year, to be paid in twelve monthly installments, which stated sum shall be compensation in full for all services specified in these rules, and for such other reasonable services as may be required by the Board.

15. The janitors shall be under the control of the Board and under the immediate supervision of the superintendent. They shall be in constant attendance at their respective buildings during each school day until 12 o'clock noon, and shall devote such a part of the afternoons to their work as the proper discharge of their duties may demand. They shall be present at the close of each school session, and shall carefully inspect and put in proper order the halls, out-houses, water closets and grounds after each recess. After 4:30 o'clock each day the janitors shall have exclusive charge of their respective buildings.



