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Annual report of the public schools of the city of Madison, Wisconsin: 1904-1905. Fiftieth annual report

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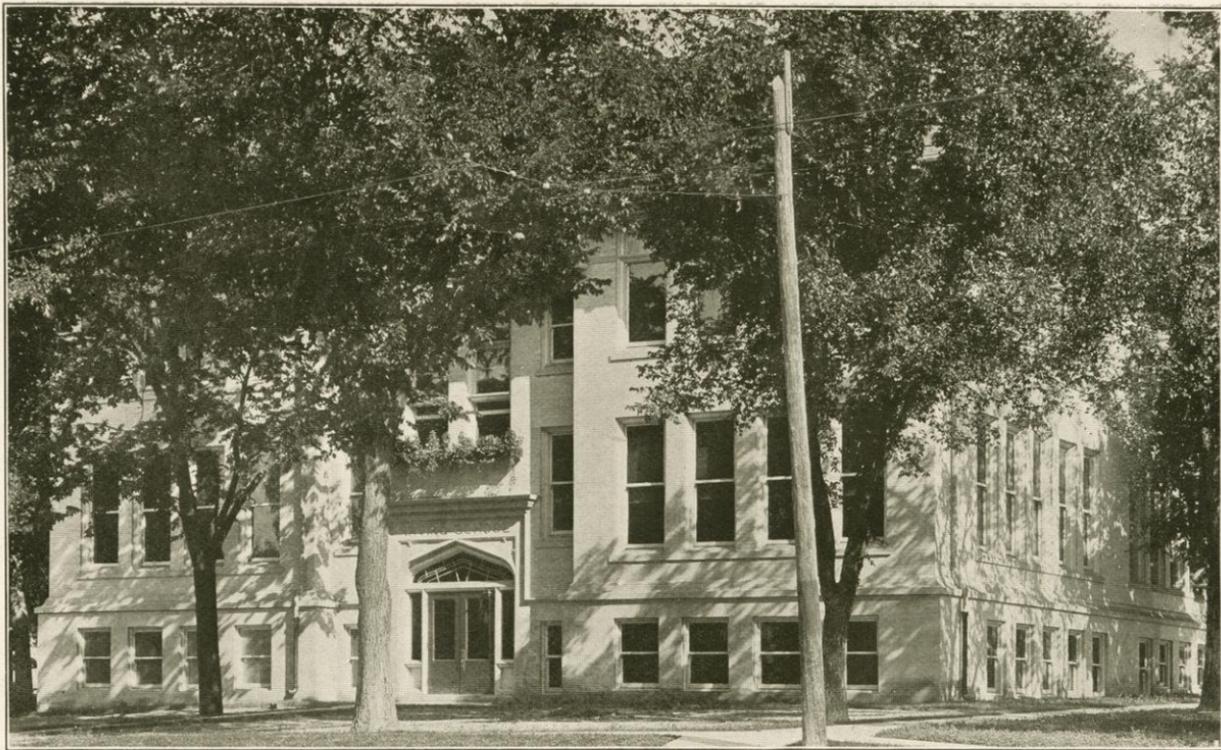
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IRVING SCHOOL.

ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON, WISCONSIN

1904 - 1905

CANTWELL PRINTING COMPANY
MADISON, WISCONSIN

DIRECTORY.

BOARD MEETINGS.

Regular meeting of the Board—First Tuesday of each month,
at 7:30 P. M., Rooms Board of Education,
115 N. Carroll St.

SUPERINTENDENT.

Office of Superintendent—115 N. Carroll St. Office hours,
from 8 to 9 A. M.

SCHOOL SESSIONS.

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

SCHOOL CALENDAR—1905-1906.

FALL TERM—

Opens Tuesday, September 11, and closes Friday, De-
cember 22.

WINTER TERM—

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

SPRING TERM—

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

BOARD OF EDUCATION.

1905.

OFFICERS.

ANTHONY DONOVAN	President
O. S. NORSMAN.....	Clerk
WM. HELM	Treasurer
R. B. DUDGEON.....	Superintendent

MEMBERS.

		Term Expires.
WM. HELM	140 West Gilman.....	1905
ANTHONY DONOVAN	430 West Doty.....	1905
O. S. NORSMAN.....	515 North Henry.....	1906
J. T. W. JENNINGS.....	1520 Arlington Place, U. H..	1906
FRANK ALFORD	25 West Dayton.....	1907
GEORGE KRONCKE.....	1021 Rutledge	1907
MAYOR W. D. CURTIS.....	1102 Spaight	<i>Ex-officio</i>
ALD. JOS. C. SCHUBERT..	1025 East Gorham.....	<i>Ex-officio</i>

COMMITTEES.

STANDING.

Teachers.....	DONOVAN, HELM, KRONCKE.
Course of Study.....	JENNINGS, DONOVAN, KRONCKE.
Finance.....	KRONCKE, ALFORD, CURTIS.
Supplies.....	NORSMAN, SCHUBERT, JENNINGS.
Buildings.....	ALFORD, SCHUBERT, CURTIS, KRONCKE, JENNINGS.

VISITING.

High School.....	DONOVAN, JENNINGS.
Washintgon School.....	CURTIS, HELM.
Lincoln School.....	HELM, JENNINGS.
Brayton School.....	KRONCKE, ALFORD.
Doty School.....	KRONCKE, DONOVAN.
Draper School.....	JENNINGS, NORSMAN.
Marquette School.....	SCHUBERT, CURTIS.
Lapham School.....	ALFORD, HELM.
Hawthorne School.....	NORSMAN, SCHUBERT.
Longfellow School.....	DONOVAN, NORSMAN.

CITIZENS' VISITING COMMITTEES.

HIGH SCHOOL:—

PROF. D. B. FRANKENBURGER, *Chairman.*
PROF. E. B. SKINNER,
MRS. JOHN AYLWARD,
PROF. A. R. HOHLFELD,
PROF. E. R. MAURER,
REV. A. W. STALKER.
MRS. JAMES VAN SLYKE,
MISS ABBIE MAYHEW.
MISS ELSBETH VEERHUSEN,
MRS. O. D. BRANDENBURG,
MRS. CHAS. S. SLICHTER.

GRAMMAR GRADES:—

MRS. F. A. GILMORE, *Chairman.*
MRS. LESLIE ADAMS,
MRS. LOUIS CLAUDE,
MRS. L. R. HEAD,
MRS. C. H. TENNEY,
MRS. H. H. RATCLIFF,
MRS. C. E. WHELAN,
MRS. C. A. HARPER,
MRS. C. P. CARY,
MRS. C. M. CONRADSON,
MRS. W. D. CURTIS.

PRIMARY GRADES:—

MRS. M. V. O'SHEA, *Chairman.*
MRS. S. A. BRANT,
MRS. B. B. WILBER,
MRS. R. E. REPLINGER,
MRS. C. M. LEARY,
MRS. LOUIS SUMNER,
MRS. F. CRANFIELD,
MISS FLORA DOTY,
MRS. B. D. WAITE,
MRS. F. W. MEISNEST,
MISS MARTHA DODGE,
MRS. GEO. E. HUNT,
MRS. A. G. SCHEDEMAN.

DEPARTMENT OF INSTRUCTION.

1904-1905.

R. B. DUDGEON.....Superintendent

HIGH SCHOOL.

J. H. HUTCHISON, *Principal*..... Physics.
ANNA B. MOSELEY..... Latin.
SUE TULLIS Latin.
MARY MCGOVERN English Literature.
FLORA C. MOSELEY..... English Literature.
SARA D. JENKINS..... English.
MARY H. STICKEL..... English.
HARRIET E. CLARK..... Rhetoricals.
IRMA M. KLEINPELL..... German.
W. H. HEIN..... German.
CAROLINE M. YOUNG..... German.
JULIA E. MURPHY..... History.
EDNA R. CHYNOWETH..... History.
H. A. SCHOFIELD..... History.
BERTHA H. PREUSS..... History.
WINNIE C. WARNING..... Mathematics.
A. OTTERSON Mathematics.
OSMUND M. JORSTAD..... Mechanical Drawing.
GRACE E. LEE..... Science.
WILLIS R. MORTON..... Science.
ALETTA F. DEAN..... Science.
AUGUST GROSSMAN Science and Algebra.
MARIE McCLERMAN Greek.

ALL SCHOOLS.

HERMAN E. OWEN..... Music.
IDA M. CRAVATH..... Drawing.
FRANK R. FROELICH..... Manual Training.

SPECIAL TEACHERS.

STELLA NELSON Primary Grades.
LUCY M. CANTWELL..... Grammar Grades.

GEORGE WASHINGTON SCHOOL (*First Ward*).

MARY L. EDGAR, <i>Principal</i>	Eighth Grade.
CECELIA O. KAVANAGH.....	Seventh Grade.
ROSETTA BLAZER	Sixth Grade.
RENETTE JONES	Fifth Grade.
CHRISTINE BANDLI	Fourth Grade.
LYLA A. RANSOM.....	Third Grade.
FLORENCE NELSON	Second Grade.
ADDIE I. SUTHERLAND.....	First Grade.
ELLA LARKIN	First and Second Grades.
IVA BROWN	Kindergarten.
FLORENCE LYON	Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL (*Second Ward*).

MARGARET A. FORAN, <i>Principal</i> .	Seventh and Eighth Grades.
EMMA H. VAN BERGH.....	Fifth and Sixth Grades.
ELIZABETH M. HERFURTH.....	Fourth Grade.
EMMA G. HYLAND.....	Third Grade.
EMMA SNYDER	Second Grade.
PAULINE SHEPARD	First Grade.

LOUISA M. BRAYTON SCHOOL (*Third Ward*).

MARY O'KEEFE, <i>Principal</i>	Eighth Grade.
ALICE PARSONS	Seventh Grade.
FANNY CRAWFORD	Sixth Grade.
ZILLA E. WISWALL.....	Fifth Grade.
CAROLINE A. HARPER.....	Fourth Grade.
ELLA C. HEILIGER.....	Third Grade.
GRACE VAN BERGH.....	Second Grade.
JENNIE M. WILLIAMS.....	First Grade.

JAMES D. DOTY SCHOOL (*Fourth Ward*).

THERESA G. COSGROVE, <i>Principal</i> .	Seventh and Eighth Grades.
THEDA CARTER	Fifth and Sixth Grades.
EMMA E. QUIRK.....	Third and Fourth Grades.
ISABEL T. BYRNE.....	First and Second Grades.

LYMAN C. DRAPER SCHOOL (*Fifth Ward*).

ADELINE MARVIN, <i>Principal</i>	Eighth Grade.
MARTHA K. RILEY.....	Seventh Grade.
HERMIE MARTIN	Sixth Grade.
MARGARET BONING	Fifth Grade.

MARCELLA FOLEY	Fourth Grade.
ALICE O. EKERN.....	Third Grade.
IRMA B. WISWALL.....	Second Grade.
CLARE DENGLER	First Grade.

JACQUES MARQUETTE SCHOOL (*Sixth Ward*).

KATE H. FEENEY, <i>Principal</i>	Eighth Grade.
ALICE S. GODFREY.....	Seventh Grade.
KJISTEN OLSON	Sixth Grade.
MAMIE RILEY	Fifth Grade.
LOUISE ZIMMERMAN	Fourth Grade.
CARRIE HUGGINS	Third Grade.
EMMA R. SCHERMERHORN.....	Second Grade.
ELIZABETH J. GRAHAM.....	First Grade.

WASHINGTON IRVING SCHOOL (*New Sixth*).

EMILY PARSONS, <i>Principal</i>	Fifth and Sixth Grades.
STELLA B. VAIL.....	Third and Fourth Grades.
M. ETHEL BROWN.....	First and Second Grades.
EMILY MCCONNELL	Kindergarten.
MARIE M. REDEL.....	Kindergarten Assistant.

INCREASE A. LATHAM SCHOOL (*Seventh Ward*).

MAY ISABEL KAY, <i>Principal</i>	Eighth Grade.
RUTH L. PRESTON.....	Sixth and Seventh Grades.
GRACE B. BEWICK.....	Fourth and Fifth Grades.
MAYME E. CASEY.....	Second and Third Grades.
EDITH A. GLANVILLE.....	First Grade.
KATHERINE FLEMING	Kindergarten.

HENRY W. LONGFELLOW SCHOOL (*Ninth Ward*).

SADIE E. GALLAGHER, <i>Principal</i> .	Fourth and Fifth Grades.
MARGARET E. CUMMINGS.....	Third Grade.
NORA R. CULLIGAN.....	Second Grade.
NORA L. MCKEE.....	First Grade.

NATHANIEL HAWTHORNE SCHOOL (*Northeast District*).

THERESA ARCHIBALD, <i>Principal</i> ..	Fifth and Sixth Grades.
JENNIE E. NEEVEL.....	Third and Fourth Grades.
ELIZABETH HUGHES	Second Grade.
VELMER PRATT	First Grade.

WINGRA PARK SCHOOL (*Tenth Ward*).

ANABEL BUCHANAN	First and Second Grades.
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DEPARTMENT OF INSTRUCTION.

1905-1906.

R. B. DUDGEON..... Superintendent

HIGH SCHOOL.

J. H. HUTCHISON, *Principal*..... Physics.
ANNA B. MOSELEY..... Latin.
SUE TULLIS Latin.
MARY MCGOVERN English Literature.
FLORA C. MOSELEY..... English Literature.
SARA D. JENKINS..... English.
HELEN G. ANDREWS..... English.
HARRIET E. CLARK..... Rhetoricals.
IRMA M. KLEINPELL..... German.
CAROLINE M. YOUNG..... German.
JULIA E. MURPHY..... History.
EDNA R. CHYNOWETH..... History.
WILL V. POOLEY..... History.
BERTHA H. PREUSS..... History.
WINNIE C. WARNING..... Mathematics.
A. OTTERSON Mathematics.
AUGUST GROSSMAN Algebra.
ALETTA F. DEAN..... Science.
INA ZILISCH..... Science.
JOSEPH H. BAKER..... Science.
MARIE MCCLEARNAN Greek.
FRANK R. FROEHLICH..... Mechanical Drawing.

ALL SCHOOLS.

IDA M. CRAVATH..... Drawing.
HANNAH CUNDIFF Music.
ELIZABETH C. LANGE..... Domestic Economy.
FRANK R. FROEHLICH..... Manual Training.

SPECIAL TEACHERS.

STELLA NELSON Primary Grades.
GRACE M. KEIR..... Grammar Grades.

GEORGE WASHINGTON SCHOOL (*First Ward*).

MARY L. EDGAR, *Principal*..... Eighth Grade.
CECELIA O. KAVANAGH..... Seventh Grade.
ROSETTA BLAZER Sixth Grade.

TRIGA A. HOLLAND..... Fifth and Sixth Grades.
 RENETTE JONES Fifth Grade.
 CHRISTINE BANDLI Fourth Grade.
 HAZEL DOYLE Third Grade.
 FLORENCE NELSON Second Grade.
 ADDIE I. SUTHERLAND..... First Grade.
 ELLA LARKIN First and Second Grades.
 CHARLOTTE B. NORTON..... Kindergarten.
 HELEN G. ROSS..... Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL (*Second Ward*).

JESSIE M. BOWERS, *Principal*... Seventh and Eighth Grades.
 EMMA H. VAN BERGH..... Fifth and Sixth Grades.
 ELIZABETH M. HERFURTH..... Fourth Grade.
 EMMA G. HYLAND..... Third Grade.
 EMMA SNYDER Second Grade.
 PAULINE SHEPARD First Grade.

LOUISA M. BRAYTON SCHOOL (*Third Ward*).

MARY O'KEEFE, *Principal*..... Eighth Grade.
 ALICE PARSONS Seventh Grade.
 FANNY CRAWFORD Sixth Grade.
 ZILLA E. WISWALL..... Fifth Grade.
 CAROLINE A. HARPER..... Fourth Grade.
 ELLA C. HEILIGER..... Third Grade.
 GRACE VAN BERGH..... Second Grade.
 JENNIE M. WILLIAMS..... First Grade.

JAMES D. DOTY SCHOOL (*Fourth Ward*).

THERESA G. COSGROVE, *Principal*. Seventh and Eighth Grades.
 THEDA CARTER Fifth and Sixth Grades.
 EMMA E. QUIRK..... Third and Fourth Grades.
 ISABEL T. BYRNE..... First and Second Grades.

LYMAN C. DRAPER SCHOOL (*Fifth Ward*).

ADELIN MARVIN, *Principal*.... Eighth Grade.
 MARTHA K. RILEY..... Seventh Grade.
 HERMIE MARTIN Sixth Grade.
 ELGA M. SHEARER..... Fifth Grade.
 KATE BILLINGTON Fourth Grade.
 ALICE O. EKERN..... Third Grade.
 IRMA B. WISWALL..... Second Grade.
 CLARE DENGLER First Grade.

JACQUES MARQUETTE SCHOOL (*Sixth Ward*).

KATE H. FEENEY, *Principal*.... Eighth Grade.
 ALICE S. GODFROY..... Seventh Grade.

MAMIE RILEY	Sixth Grade.
JOSIE McDERMOTT	Fifth Grade.
LOUISE ZIMMERMAN	Fourth Grade.
CARRIE HUGGINS	Third Grade.
EMMA R. SCHERMERHORN.....	Second Grade.
ELIZABETH J. GRAHAM.....	First Grade.

WASHINGTON IRVING SCHOOL (*New Sixth*).

EMILY PARSONS, <i>Principal</i>	Fifth and Sixth Grades.
MAYME L. McMAHON.....	Fourth Grade.
LIDA LESSIG.....	Third Grade.
LIDA E. BRIDGMAN.....	Second Grade.
M. ETHEL BROWN.....	First Grade.
EMILY McCONNELL	Kindergarten.
ELSIE THOM.....	Kindergarten Assistant.

INCREASE A. LATHAM SCHOOL (*Seventh Ward*).

MAY ISABEL KAY, <i>Principal</i>	Eighth Grade.
ELIZABETH DUNLOP	Sixth and Seventh Grades.
GRACE B. BEWICK.....	Fourth and Fifth Grades.
MAYME E. CASEY.....	Second and Third Grades.
EDITH A. GLANVILLE.....	First Grade.
KATHERINE FLEMING	Kindergarten.
FLORENCE LYON	Kindergarten Assistant.

HENRY W. LONGFELLOW SCHOOL (*Ninth Ward*).

SADIE E. GALLAGHER, <i>Principal</i> .	Fourth and Fifth Grades.
MARGARET E. CUMMINGS.....	Third Grade.
NORA R. CULLIGAN.....	Second Grade.
NORA L. MCKEE.....	First Grade.

NATHANIEL HAWTHORNE SCHOOL (*Northeast District*).

THERESA ARCHIBALD, <i>Principal</i> ..	Sixth and Seventh Grades.
LUCY M. CANTWELL.....	Fifth Grade.
JENNIE E. NEEVEL.....	Fourth Grade.
KATHRYN DEUTSCH	Third Grade.
ELIZABETH HUGHES	Second Grade.
MILDRED LOCKWOOD.....	First and Second Grades.
VELMER PRATT	First Grade.

WINGRA PARK SCHOOL (*Tenth Ward*).

ANABEL BUCHANAN	First and Second Grades.
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CLERK'S STATEMENT.

Receipts and expenditures of the Board of Education of
the City of Madison, from July 1st, 1904, to June 30th, 1905.

Receipts.

Balance on hand July 1, 1904.....	\$5,009 77
State apportionment, school fund.....	11,179 84
City school tax.....	50,000 00
County school tax.....	10,427 00
Town of Blooming Grove, joint district tax....	2,096 23
Tuition collected	656 00
Rents collected	1,229 15
Interest on deposits.....	334 81
School building bonds.....	25,719 14
Temporary loan from Capital City Bank.....	32,500 00
Miscellaneous receipts	89 43
	\$139,241 37

Expenditures.

Apparatus and library.....	\$243 26
Miscellaneous supplies	3,268 83
Miscellaneous repairs	3,514 56
Janitors and labor.....	5,564 34
Fuel	6,390 03
Furniture	199 79
Clerk's salary and census.....	300 00
Free text books.....	248 33
Printing	281 60
Payment to Cass Gilbert, architect's services....	1,000 00
Payment on Tenth ward school house site.....	500 00
J. O. Gordon, architect's services.....	25 00
Cement walks, grading, etc.....	614 55
Insurance	180 00
Irving school building.....	25,708 77

Madison Public Schools.

Hawthorne school addition.....	200 00
Temporary loans repaid.....	32,500 00
Interest on temporary loans.....	139 86
Macadam and other taxes paid.....	555 15
Rent paid	465 00
Teachers' wages and superintendence.....	53,594 73
Balance on hand July 1, 1905.....	3,747 57

\$139,241 37

O. S. NORSMAN, *Clerk.*

TREASURER'S REPORT.

RECEIPTS AND DISBURSEMENTS—JULY 1, 1904, TO JUNE 30, 1905.

Receipts.

1904.			
July	1.	To balance on hand.....	\$5,009 77
July	30.	From J. P. Mallett, rent.....	160 00
July	31.	From Capital City Bank, interest....	9 64
Aug.	3.	From W. J. Anderson, rent.....	30 00
Aug.	3.	From Mrs. Wiric, rent.....	8 00
Aug.	31.	From Capital City Bank, interest....	4 54
Sept.	9.	From W. J. Anderson, rent.....	40 00
Sept.	9.	From Mrs. Wiric, rent.....	8 00
Sept.	10.	From Capital City Bank, loan.....	5,000 00
Sept.	30.	From M. J. Gay, rent.....	45 00
Sept.	30.	From Capital City Bank, interest....	2 02
Oct.	6.	From Capital City Bank, loan.....	10,000 00
Oct.	7.	From W. J. Anderson, rent.....	40 00
Oct.	7.	From Mrs. Wiric, rent.....	8 00
Oct.	7.	From Mrs. Jones, rent.....	21 00
Oct.	8.	From J. P. Mallett, rent.....	120 00
Oct.	31.	From City Treasurer, bonds sold....	25,719 14
Oct.	31.	From Capital City Bank.....	3 42
Nov.	1.	From W. J. Anderson, rent.....	40 00
Nov.	2.	From Harriet Clark, cancel warrant..	84 48
Nov.	25.	From Capital City Bank, loan.....	9,000 00
Nov.	30.	From Capital City Bank, interest....	17 18
Dec.	3.	From W. J. Anderson, rent.....	40 00
Dec.	3.	From Mrs. Wiric, rent.....	8 00
Dec.	3.	From Mrs. Jones, rent.....	7 00
Dec.	3.	From Wisconsin Tel. Co., pole rent..	6 00
Dec.	9.	From Capital City Bank, loan.....	2,000 00
Dec.	17.	From Capital City Bank, loan.....	6,000 00
Dec.	27.	From Capital City Bank, loan.....	500 00
Dec.	31.	From Capital City Bank, interest....	87
1905.			
Jan.	2.	From R. B. Dudgeon, tuitions collected	260 00
Jan.	3.	From City Treasurer, part school tax.	20,000 00
Jan.	19.	From City Treasurer, part school tax.	20,000 00
Jan.	25.	From W. J. Anderson, rent.....	40 00

Madison Public Schools.

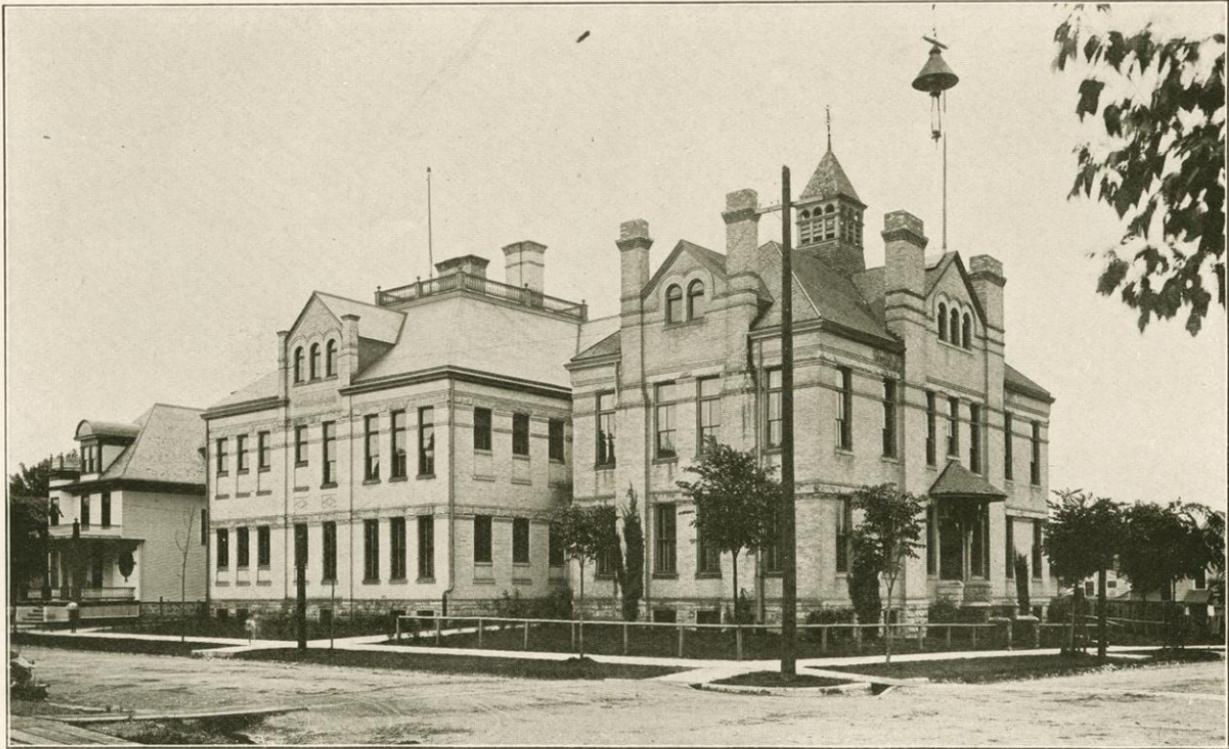
Jan. 25.	From M. J. Gay, rent.....	45 00
Jan. 31.	From Capital City Bank, interest....	23 37
Feb. 14.	From City Treasurer, bal. school tax.	20,427 00
Feb. 14.	From J. P. Mallett, rent.....	108 90
Feb. 27.	From County Treas., state apportionm't.	11,179 84
Feb. 28.	From Capital City Bank, interest....	50 41
Mar. 24.	From W. J. Anderson, rent.....	80 00
Mar. 24.	From Mrs. Jones, rent.....	28 00
Mar. 29.	From Treas., Blooming Gr. jt. dist. tax	2,096 23
Mar. 31.	From Capital City Bank, interest....	79 94
April 7.	From M. J. Gay, rent.....	45 00
April 7.	From Mrs. Wiric, rent.....	40 00
April 7.	From J. P. Mallett, rent.....	114 25
April 27.	From L. C. Haley, return premium..	4 95
April 30.	From Capital City Bank, interest....	66 28
May 20.	From M. J. Gay, rent.....	15 00
May 20.	From Mrs. Jones, rent.....	14 00
May 20.	From Mrs. Wiric, rent.....	8 00
May 30.	From Capital City Bank, interest....	50 42
June 23.	From J. P. Mallett, rent.....	80 00
June 23.	From Mrs. Jones, rent.....	14 00
June 24.	From Mrs. Wiric, rent.....	16 00
June 27.	From R. B. Dudgeon, tuitions collected	396 00
June 30.	From Capital City Bank, interest....	26 72

 \$139,241 37
Expenditures.

The aggregate amount of the certificates of appropriations paid from July 1, 1904, to June 30, 1905, was.....	\$135,493 80
The balance on hand July 1, 1905.....	3,747 57

 \$139,241 37

 WM. HELM, *Treasurer.*



WASHINGTON SCHOOL.

SUPERINTENDENT'S REPORT.

To the Board of Education:

GENTLEMEN:—I herewith submit the annual report of the public schools of the city of Madison for the year ending June 30, 1905. This will constitute the fiftieth report of the series, and the fourteenth by me.

SUMMARY OF STATISTICS.

Population of the city.....	24,301
Assessed valuation.....	\$20,323,899
Rate of taxation for all purposes.....	.013
Rate of taxation for city school purposes.....	.0036

COST OF SCHOOLS.

Teachers	\$53,594 73
Incidentals	20,595 81
Sites, new buildings and furniture.....	27,633 56
Street macadam, cement walks and interest....	1,169 70

SCHOOL CENSUS.

Number of children of school age in the city:

	1904.	1905.
First Ward.....	348	355
Second Ward.....	626	579
Third Ward.....	336	332
Fourth Ward.....	554	554
Fifth Ward.....	798	860
Sixth Ward.....	1,099	1,108
Seventh Ward.....	669	657
Eighth Ward.....	699	717
Ninth Ward.....	421	424
Tenth Ward.....	154	174
Joint School District, N. E.....	160	184
Total.....	5,864	5,944

ENROLLMENT.

Number of children enrolled in the public schools:

	1903-04.	1904-05.
High School.....	598	583
Washington School.....	503	533
Lincoln School.....	245	254
Brayton School.....	345	348
Doty School.....	213	191
Draper School.....	432	389
Marquette School.....	526	387
Irving School.....	...	190
Lapham School.....	220	247
Hawthorne School.....	214	209
Longfellow School.....	185	199
Wingra Park School.....	...	22
Total.....	3,481	3,552

Number of pupils in the different grades:

	1903-04.	1904-05.
Kindergarten	157	186
First Grade.....	474	475
Second Grade.....	405	444
Third Grade.....	408	417
Fourth Grade.....	353	379
Fifth Grade.....	300	308
Sixth Grade.....	303	278
Seventh Grade.....	264	265
Eighth Grade.....	219	217
First Year, High School.....	210	196
Second Year, High School.....	159	181
Third Year, High School.....	138	111
Fourth Year, High School.....	91	95
Total.....	3,481	3,552

ATTENDANCE.

	1903-04.	1904-05.
Per cent. enrolled.....	59	60
Average membership.....	3,052	3,113
Average daily attendance.....	2,871	2,917
Per cent. of attendance.....	94.5	94
Total days of attendance for year.....	517,928	532,396

BUILDINGS.

	1903-04.	1904-05.
Number of buildings occupied.....	11	12
Number of regular school rooms.....	63	64
Number of recitation rooms used.....	17	18
Number of sittings for pupils.....	3,400	3,572

TEACHERS.

High School.....	22
Eighth Grade.....	5
Seventh and Eighth Grades.....	2
Seventh Grade.....	4
Sixth and Seventh Grades.....	2
Sixth Grade.....	4
Fifth and Sixth Grades.....	2
Fifth Grade.....	4
Fourth and Fifth Grades.....	3
Fourth Grade.....	5
Third and Fourth Grades.....	3
Third Grade.....	6
Second and Third Grades.....	1
Second Grade.....	7
First and Second Grades.....	4
First Grade.....	8
Kindergarten.....	3
Kindergarten assistants.....	3
Special teacher Grammar Grade.....	1
Special teacher Primary Grade.....	1
Supervisor of Music.....	1
Supervisor of Drawing.....	1
Supervisor of Manual Training.....	1
Total.....	93

TEACHERS' REPORTS.

Times teachers were tardy.....	207
Half days' absence.....	438
Visits made to parents.....	489
Visits made to sick pupils.....	255

VISITS TO THE SCHOOLS.

Number by the superintendent.....	516
Number by members of the board.....	122
Number by parents.....	2,933
Number by others.....	2,899

AVERAGE AGE OF PUPILS.

Upon graduating from High School, June 9, 1905:

Boys	17 yr. 11 mo. 16 days
Girls	18 yr. 2 mo. 5 days

AVERAGE SALARIES.

The average salary paid to men, not including the principal of High School and city superintendent, was	\$804 00
The average salary paid to women, not including kindergarten assistants	536 30

COST OF SCHOOLS.

Cost of instruction in High School.....	\$16,575 00
Cost of instruction in ward schools.....	33,244 73
Cost of supervision.....	3,775 00
Cost of incidentals.....	20,595 81
Cost per pupil in High School for instruction:	
Upon number enrolled.....	28 43
Upon average membership.....	29 03
Upon average attendance.....	36 87
Cost per pupil in the ward schools for instruction:	
Upon number enrolled.....	11 19
Upon average membership.....	13 07
Upon average attendance.....	13 87
Cost per pupil in all schools for instruction:	
Upon number enrolled.....	14 03
Upon average membership.....	16 00
Upon average attendance.....	17 08
Cost per pupil in all schools for supervision:	
Upon number enrolled.....	1 06
Upon average membership.....	1 21
Upon average attendance.....	1 29
Cost per pupil in all schools for incidentals:	
Upon number enrolled.....	5 80
Upon average membership.....	6 61
Upon average attendance.....	7 06

Total cost per pupil for tuition, supervision, and incidentals:

Upon number enrolled.....	20 88
Upon average membership.....	23 83
Upon average attendance.....	25 43

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

STATISTICS.

The enumeration of children of school age in the city at the close of the year gave 2,996 boys and 2,948 girls, making a total school population of 5,944. This is an increase for the year of 80.

The whole number of pupils enrolled for the year was 3,552, of which number 1,779 were boys and 1,773 girls. This is an increase over last year of 75 boys and a decrease of 7 in the number of girls, making a net increase over last year of 68. The average daily membership was 3,113, an increase of 61 over the preceding year. The average daily attendance was 2,916, an increase of 45 over the preceding year.

The number enrolled was 60 per cent of the school population. The pupils were distributed

among the grades as follows: Kindergarten 186, or 4.8 per cent of the whole number enrolled; primary grades,—first, second, third, and fourth,—1,715, or 48.2; grammar grades,—fifth, sixth, seventh and eighth,—1,068, or 30.6 per cent; high school 583, or 16.4 per cent.

The regular work of the school was carried on by eighty-five teachers, twenty-two in the high school and sixty-three in the grades. In addition to these three special teachers were employed to supervise the work in music, drawing, and manual training, two to assist in the grades, and three to assist in the kindergartens, making the total number of teachers employed ninety-three.

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

GENERAL STATISTICS.

In the discussions on school matters during the past year inquiries were made in regard to the cost of high school buildings in other cities, the amount of money expended annually for the support of schools, and the rate of taxation in Madison as compared with that of other cities. Some data in regard to these matters were gathered and are here inserted as matters of record.

Rate of Taxation in Cities of Wisconsin, Having a Population of 10,000 or Over.

CITIES.	Population 1900.	Assessed Valuation	Assessment Per Cent of Real Value	No. H. S. Pupils	Tax on \$1000 For Schools	Tax on \$1000 For All Purposes
Superior	31,091	\$13,224,000	100	420	\$13.15	\$39.60
Eau Claire	17,517	6,983,578	100	588	13.70	35.95
Marinette	16,195	5,964,489	75	248		28.00
Ashland	13,074	8,000,000	100	350	9.20	27.50
Manitowoc	11,786	7,637,615	85	194	5.23	18.80
Sheboygan	22,962	12,478,009	100	280	4.38	18.75
Racine	29,102	18,000,000	67	250	2.50	18.54
Oshkosh	28,284	17,763,235	100	336	4.14	18.50
Beloit	10,436	6,460,000	65	325	9.70	18.40
La Crosse	28,795	17,419,078	100	345	4.10	18.00
Appleton	15,085	10,000,000	80	307	6.20	17.50
Green Bay	18,684	11,843,000	80	396		17.15
Janesville	13,185	8,959,795	100	389	5.00	16.53
Fon du Lac	15,110	11,000,000	100	376	4.26	16.00
Kenosha	11,606	10,536,164	100	214	5.00	13.00
Madison	19,164	20,323,899	75	583	3.56	13.00

Population and High School Attendance in the Largest Ten Cities in Wisconsin.

CITIES.	Population 1905.	High School Attendance.
Milwaukee	312,945	2,222
Superior	36,665	528
Racine	32,384	460
Oshkosh	30,574	277
La Crosse	29,000	356
Sheboygan	25,000	280
Green Bay	22,844	394
Eau Claire	18,714	598
Fon du Lac	17,285	376
Marinette	16,000	253
Total	541,411	5,744

The population of Madison by the census just taken is 24,301 and the high school attendance for the last year was 583. This means that in the largest ten cities of the state, exclusive of Madison, there was last year one high school pupil to every 94 inhabitants. In Madison there was one for every 42 inhabitants. This means that in Madison the high school attendance in proportion to the number of inhabitants is two and one-half times as great as the average attendance in the largest ten cities of the state. This indicates that Madison in proportion to her population is forced to furnish high school facilities to two and one-half times as many pupils as do other cities of the state. It is evident therefore that our people appreciate and take advantage of the educational facilities offered, and also that the educational needs of the city are unusually great and can be met only by the adoption of a broad and liberal policy toward the schools.

What Other High Schools Cost.

The following is a list of cities in which the standard of school requirements is about the same as is demanded in Madison. The cost includes general construction, mechanical equipment, working equipment, and architect's fees:

CITIES.	Cost.	Pupils Accommodated.	Cost Per Pupil for Construction.
Springfield, Mass.....	\$400,000	650	\$615
New Bedford, Mass.	750,000	850	882
Boston, (Dorchester).....	300,000	650	476
Boston, (East).....	278,000	504	552
Detroit, (East).....	269,000	1000	269
Chicago, (Waller).....	300,000	959	312
Duluth, Minn.....	405,000	1200	338
St. Louis, (Mc Kinley).....	410,000	1000	410
St. Louis, (Yeatman).....	422,000	1000	422
Ann Arbor.....	260,000	1000	260
Madison.....	250,000	1000	250

As will be seen by the above table, a new high school building for Madison, costing \$250,000, will entail a less expense per pupil for construction than similar accommodations in any of the ten cities cited.

SCHOOL ACCOMMODATIONS.

The Irving building was completed in March and four rooms were occupied at once. This building is well planned, ventilated, and lighted, and is very satisfactory from an architectural standpoint. These pleasant rooms with the conveniences afforded have been highly appreciated by the patrons of the school and greatly enjoyed by teachers and pupils. The addition to the Hawthorne building will meet the demands for additional school accommodations for the eastern section of the city and will give to this section one of the most convenient and desirable school buildings in the city. It is hoped that at least two rooms in the new building in the Tenth ward will be ready for occupancy during the fall.

This will furnish much needed accommodations for the children of the lower grades living in the western section of the city. The Irving building with the addition to the Hawthorne and the new building in the Tenth ward will provide fourteen new school rooms and two good rooms for manual training work in the elementary grades. In the construction of these buildings two old rooms were displaced, making a net gain for the school system during the year 1905 of twelve regular school rooms and two manual training rooms.

MANUAL TRAINING.

Industrial Work in Lower Grades.

During the past year in the grades below the seventh one hour each week was devoted to industrial exercises, which in the primary grades took the form of mat weaving, clay modeling, and paper cutting and folding, and in the intermediate grades the form of cord, reed, and raffia work. Although this work has been carried on in a small way it has been attended with encouraging results. These exercises afford a special training of the hands and fingers and give an excellent preparation for the whole range of multiplied activities incident to the individual life, the home duties, and the broad field of the world's industries.

Not only do these industrial exercises give a training which is of practical value, but they also have an influence on the mental development of the child. It is observed even among our own

children that nimbleness of fingers and skill of hand are attended with a noticeable mental activity. The constant effort to devise and carry into effect new and untried movement causes structural changes in the motor and sensory areas and tends to specialize the functions of the individual nerve centers. It is through conscious effort and co-ordination of movements that the higher mental powers are developed and brought into action. It can therefore be said that the physical and mental powers must develop together; that bodily movements and brain activity have reciprocal relations; that hand training is really mind training.

The work along these industrial lines has been carried on by the regular teachers under the supervision of Miss Cravath. The regular teachers have given to this work their time and effort and have shown unusual efficiency in interesting and directing their pupils. In addition to her regular work in drawing Miss Cravath has been able to plan this hand work with intelligence, to keep both teachers and pupils interested, and to reach results that are satisfactory in a high degree. Provisions should be made for the continuance and enlargement of this work.

Bench Work.

Manual training in the line of wood bench work was introduced into the Madison schools through the generosity of Mr. T. E. Brittingham, who donated an outfit of benches and woodworking

tools for the equipment of a room in the Washington School. This room accommodates twenty-four pupils at two double and four single benches, each pupil having a complete set of carpenter tools which are of the best quality and modern in every way. Mr. Frank R. Froehlich was put in charge of the work and during the last part of the year all the boys of the seventh and eighth grades of the city were given instruction in bench work, each school having a regular hour and day each week. The boys have been deeply interested, the instruction has been efficient, and the results have fully justified the undertaking.

A pleasant and convenient room has been provided in the new Irving building for a second manual training department. When the equipment for this room is secured the instructor will divide his time between the two schools, and the boys from the northern and eastern portions of the city will be accommodated at a point more convenient than under the present arrangement. This room is very much needed and it is hoped that an equipment may be secured for use during the fall term.

DOMESTIC ECONOMY.

We are pleased to note that arrangements have been made to provide instruction in the different lines of domestic economy for the girls of the seventh and eighth grades of our schools. This will give the girls of these grades work in the lines of cooking and sewing while the boys of the

same grades are taking the bench work. This will make a better adjustment of work between the boys and the girls and will give training which will be valuable in both a practical and an educational way.

The training in the lines of domestic economy is just as valuable and important for the girls as that of manual training for the boys. The scope of the work in its two phases, as an art and as a science, is very broad and can be related to almost every branch of study in the school curriculum. In speaking of the value and scope of this work Superintendent J. W. Swartz of Greenville says,—“Education for a girl to-day ought to be such as to give her the greatest happiness during the years of her life. Hers is very largely a realm of ministering to others, and to her we look for the raising of standards of the people about her. To the girl the study of the arts of domestic life and the correlated sciences have an educative value, as well as a practical side. The girls study domestic hygiene, physiology, clothing, climate, seasons, and other kindred subjects, thus opening to them an excellent and most useful body of information.

“The study of food materials affords an opportunity to weave in a certain amount of arithmetic and geography. In the work also time and attention must of necessity be given to heat and light, thus making real these portions of their work in physics.

“They have a new use for their chemistry because of the vital connection of this study to their work in domestic science. Habits of neatness are required, thus developing a dignified self-respect. They are learning to apply much of their knowledge of foods to the planning of meals; of their drawing and painting to the making of artistic living rooms.

“A new thought concerning the work of the home is bound to spring up in the minds of those who take the work. They will be taught how to do the work, will be required to do a certain amount of the same, and will develop a new attitude toward the home work itself. Domestic economy founded on a right basis is not a fad, but a *rational educational movement.*”

The board of education has been fortunate in securing Miss Elizabeth C. Lange to take charge of the work in domestic economy. She is especially qualified for this work by training, has had successful experience, and seems to possess the natural qualities needed to make the work successful.

WORK OF EDUCATIONAL DEPARTMENT OF THE
WOMAN'S CLUB.

The introduction of manual training and domestic economy into our elementary grades has been made possible through the efforts of the Educational committee of the Woman's Club of our city. We wish here to express our appreciation of the benefits that have come to the

schools and to the cause of education in general through the efforts of this committee.

Because the work of this committee in connection with the schools has been so broad in its scope and so closely related to the interests of the children and the community, a report of the year's work, prepared by the chairman, Mrs. Carolyn Porter, is here inserted in part, omitting those portions relating to manual training, domestic economy, and the Penny Provident Fund, which subjects are discussed in another place.

The members of this committee are Mrs. L. F. Porter, chairman, and Mesdames T. E. Brittingham, M. V. O'Shea, C. E. Buell, and Stephen Gilman. The lines of work receiving attention during the year were (1) Manual Training, (2) Domestic Economy, (3) Organized or Supervised Play on School Grounds, (4) Relative Value of Scientific and Classical Courses, (5) Penny Provident Fund, (6) Teachers' Receptions to Parents, (7) A Study of Local Landmarks. The work in manual training was done through a special committee consisting of Mesdames Brittingham, O'Shea, and Fox.

Organized Play.

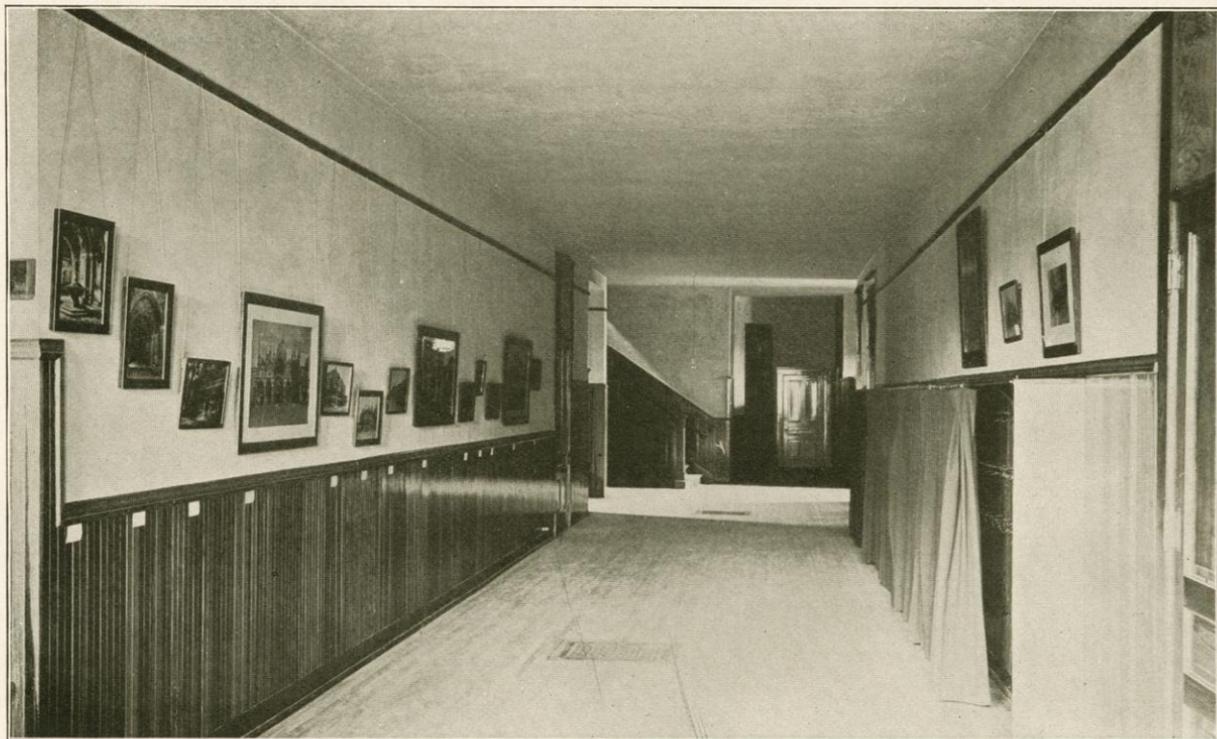
The committee on organized or supervised play on the school grounds consists of Mrs. Reinsch, chairman, assisted by Mrs. Ratcliffe, Mrs. Morris, Mrs. Abaly, and Mrs. Dowling. These women were assisted in turn by seven or eight others, members of the club, who looked into the conditions at recess periods. Through the efforts of Mrs. Reinsch Mr. Angell of the department of gymnastics in the University was secured to give a week's instruction to the pupils and

teachers of the Brayton school, that school having asked the committee for help in improving conditions. This was a very happy and profitable week for children and teachers, and the teachers confessed that they felt much better for having been out of doors at recess periods. The women visiting the school grounds were unanimous in the opinion that too little space in each ward is given for play and that too much is utilized for grass plots and ornamental purposes. In a number of the schools the girls are driven to the sidewalks and gutters, where the chief diversion seems to be the pushing of each other on the stones. Some wards report that foul and profane language is heard on the grounds and in a number of schools a group of boys use the alleys for the smoking of cigarettes. The Brayton school and the Marquette school evinced the greatest interest in supervised games and plays at the intermissions. There is no supervision of grounds or closets at the recess periods. This was a discovery that astonished many of the committee. At the last meeting of the department, it was moved and carried that the work of organized play should be farther continued and that the supervision of children during intermissions should be brought to the attention of the board and ask them to make it a part of the school curriculum.

Study of the Relative Values of Classical and Scientific Courses.

The Department itself was found too large and too unwieldy to enter into a study of the late educational journals followed by discussions as first planned by the committee. However, it has been considered that a small group of women interested in such investigation may find pleasure and profit in a course of reading bearing on this subject. If sufficient interest is manifested the chairman will conduct such a course next year. In connection with this study, the committee has done some practical work in the way of inciting enthusiasm and a love for purely cultured study. Mrs. Proudfit took up the work for the higher grades and through her efforts Prof. Slaughter and his assistants have appeared before the high school and the eighth grades in the various wards, setting forth the advantages of classical pursuits. At the opening of the school year in September, Prof. C. F.





CORRIDOR, WASHINGTON SCHOOL.

Smith appeared before the high school pupils and gave them a talk upon the advantages in classical studies. A class of eleven began the study of Greek. There was no beginning class in this study the year before and eleven exceeds any number beginning the study in previous years. A far larger number also began the study of Latin. To those of us who have been intimate with the conditions existing at the high school and have known how utterly the cultural studies have been ignored, even scorned, we feel that the interest manifested by the higher grades, since the talks have been given, has been a real positive gain.

Mrs. O'Shea took the work for the lower grades and planned for the dramatization of the myths coming in the course of reading in the second grade. It is the natural tendency of all children to act out or play the experiences of which they hear. It is Nature's way of bringing to them an understanding of experiences a little beyond them. It was the use of this educational principal that Mrs. O'Shea sought to lay hold of in the presentation of these myths to the children. Miss Larkin of the second grade, Washington School, with the help of Mrs. O'Shea, dramatized several of the myths. It was most delightful to the children and brought them an appreciative understanding of the myth that could not have been gotten in any other way. In connection with this work, the committee planned that Miss Pitman should work out a series of talks to all teachers in the schools where the reading of the children was along the line of classical stories. Miss Pitman visited the Chicago schools where such work is carried on and has begun a plan for her talks, or more properly helps, for the teachers, but before her outlines were matured, it was deemed too late in the year to give the instruction desired by the committee. We hope to begin this work with Miss Pitman in charge another year and to enlarge the scope of this work.

Teacher's Receptions to Parents.

Teacher's receptions to parents were held in eight of the city schools. This is the largest number of schools holding receptions in one year since the movement was undertaken. Only those members of the club who have so kindly assisted in making these receptions a success can appreciate the far reaching influence and real value of these receptions.

Public School Art Association.

The Educational Department now has a fledgling who has left the nest and made for herself a new name and a new home in the world. I refer to the Public School Art Association. It is fitting that we should bring it to notice at this time because we have been somewhat criticised and because some regret has been expressed that she was allowed to leave the nest so soon. The work of the Art Department of the Educational Department has grown to such great proportions that it had to be divided among a great many committees, some being made entirely of women, none of whom were members of the club. The work being of such a nature and of such magnitude seemed to justify a separate organization. Is not the purpose of the Woman's Club rather to initiate movements than to maintain them? This particular child was schooled in her mission and then sent on her way to fulfill it. Let us not regret her departure but wish her God speed in carrying out the work given her to do.

THE PUBLIC SCHOOL ART ASSOCIATION.

One of the most important movements during the past school year was the organization of the Public School Art Association. The association is the outgrowth of the efforts of a few public spirited women belonging to the educational department of the Woman's Club of the city to beautify the school buildings of the city. This is one of the most important movements connected with the schools and its value cannot be overestimated. During the past three years much has been done in the way of securing pictures and works of art for schools, and in making the surroundings of the children beautiful and attractive. The work assumed such proportions that it was deemed wise to organize an art association. Such an organization has been effected

and was duly incorporated January 20, 1905. The incorporators were Arabelle S. Brandenburg, Mary C. Brittingham, Annie S. Brown, Annie W. Fox, Harriet F. E. O'Shea, Clara L. Proudfit, and Annie Swenson. The objects of the association are as follows: 1. The fostering of art education in the public schools of Madison. 2. The artistic improvement of public school buildings and their equipment. 3. The obtaining and holding in trust for the public schools of Madison works of art and the placing of the same in the various school buildings.

This work is important and far reaching in its effects. The influence of beautiful surroundings and good pictures on the character and lives of the children is coming to be better appreciated. Works of art not only add charm and interest to the school-room but have great influence in the moral and spiritual development of the children. Their influence reaches beyond the school into homes and into society at large and creates an appreciation of the good and the beautiful.

The full extent of this work is set forth in reports made at the annual meeting of the organization. The president's report, prepared by Mrs. O'Shea, first vice president, in the absence of Mrs. Fox, the president, is herewith given:

President's Report.

This being our first annual meeting with the new members of the association present it seems appropriate to take a few minutes to speak briefly of the origin, growth and purpose of our work. In October, 1902, we had our birth in the edu-

cational department of the Woman's Club. Mrs. M. V. O'Shea, chairman of the educational department at that time, discovered, in calling upon the principals of the ward schools, that Miss Edgar had visited some of the Milwaukee public schools where a considerable work had been done by the Milwaukee club women in getting good art into the school rooms. The Washington school was in process of reconstruction then and Miss Edgar suggested that it would be a good time to begin similar work, through the club women here. Mrs. A. O. Fox was made chairman of a committee to see what interest could be aroused. She was fortunate in getting together a strong committee of interested women (some members of the Woman's Club, some not), who took hold of the work in a vigorous manner from the beginning. Their first thought was to begin with one school building to see what could be accomplished there. The Washington school seemed a favorable place because of its being in process of reconstruction and because of Miss Edgar's very active interest. The first work was to get the walls appropriately tinted, light put into dark corners, and the corridors freed from unnecessary obstruction. All of these things were successfully accomplished in this building and so much interest shown by parents and members of the school board that it was decided to organize a committee in each ward. This was done during the autumn and winter. From the first the chairman and her committee realized that members of the committee could not be exclusively confined to the Woman's Club. Too many valuable and interested workers were not members of that club.

While all of the committees in the wards were ready and did begin immediately to work up picture funds for their schools all agreed that the first need was to get the walls cleaned and tinted. The board of education agreed to have this done under the direction of the art committees in each ward. It unfortunately was not successfully accomplished except in the Washington and Longfellow schools. We have, however, a promise from the chairman of the building committee in the board of education that this will be remedied all in good time, and much, I believe, is to be done during this summer's vacation.

Some of you may not know that in the Washington and Longfellow schools tints were used that had been worked out by Mr. Jorgensen, the decorator of Milwaukee, with the assistance of an oculist, considering the special exposures

of the school rooms and the effect of the colors on the eyes of the children. The satisfactory results obtained in these two schools could not have been accomplished had the committees not had the hearty co-operation of the workmen who did the tinting. It was a failure in the other schools because of a lack of interest on the part of the workmen to carry out the suggestions of the committee in charge who had the same list of tints from Mr. Jorgensen.

The work grew with such enthusiasm that the central committee felt the need of a closer organization to carry on the work successfully. For this reason it was completely divorced from the Woman's Club in June, 1903, and made an independent organization to be known as the Public School Art Association of Madison. At the beginning of this year (1905) we incorporated under the state laws. Under this new charter the work has been so prosperous, the committees have been so faithful that an increasing fund has made it possible to add many valuable works of art to several of the schools.

The work has grown to such proportions that I feel like recommending that each school building be made the art gallery for the neighborhood in which it is situated—and that each school have a descriptive list of its works of art that may be put into the hands of any parent, child or other visitor to add to his intelligent appreciation and enjoyment of the pictures and casts which all have so generously helped to contribute. And, further, I would like to recommend that an assembly hall be built as a part of every new ward school building,—a hall that could be used not only for neighborhood gatherings for instruction in art but for other lectures and entertainments. I have had the good fortune to visit schools equipped with such assembly halls, arranged so that they might be used for gymnastic work for the pupils of the school and for games and plays on rainy or cold days when the children can not be out of doors. Madison is growing so rapidly that the need of such assembly halls will be more and more felt as time goes on. I therefore urge that all members of our association interest themselves in this suggestion and urge its adoption in all new ward school buildings, and to be added to the old buildings as fast as possible.

In closing, I wish to express my appreciation of the interest shown in our work by our superintendent and members of the board of education, especially to commend all mem-

bers of the Madison Public School Art Association for their faithful work in increasing the funds which not only place in the schoolrooms the influence of the finest products of the art world but which will have a much broader effect in bringing into closer touch with our schools parents and citizens who through this interest will grow to feel the needs of our public schools as never before and will be more ready to respond to the suggestions for necessary beneficial changes.

Treasurer's Report.

JUNE, 1904, TO JUNE, 1905.

Balance on hand June 1, 1904..... \$186 95

RECEIPTS.

From Washington school.....	\$159 40
From Lincoln school.....	110 09
From Brayton school.....	118 63
From Doty school.....	24 66
From Draper school.....	86 90
From Marquette school.....	52 66
From Irving school.....	138 87
From Longfellow school.....	13 91
From Hawthorne school.....	71 50
From high school.....	11 75
From general fund.....	122 52
Total.....	<hr/> \$1,097 84

EXPENDITURES.

For pictures	\$293 79
For frames.....	146 80
For freight, express, cartage.....	83 00
For plaster casts.....	94 50
For hanging casts.....	14 15
For 10 subscriptions to Perry Magazine.....	9 00
For printing	4 25
For incorporating association.....	3 50
For books for secretary and treasurer.....	1 50
For postage, picture wire, etc.....	11 29
Total.....	<hr/> \$661 78

Total receipts for 1905.....	\$910 89
Balance from 1904.....	186 95
	<hr/>
Total.....	1,097 84
Total expenditures	661 78
	<hr/>
Balance in treasury.....	\$436 06

ARABELLE S. BRANDENBURG, *Treasurer.*

THE PENNY SAVINGS FUND.

We are pleased to insert here a report on the Penny Savings Fund which has been prepared by Mr. C. N. Brown, Secretary of the Northwestern Building and Loan Association, which association has managed the funds since this system was introduced into the schools in the fall of 1902. The results of this work in connection with the schools offer no occasion for discouragement and yet they have not been all that could be desired.

The teachers in the main have been in sympathy with the work, but in some degree have failed to appreciate its value to the child in both an economical and educative way. The purpose of the school is to fit for life. Whatever is needed to prepare our boys and girls for their future duties must be incorporated into the school system. Our children should not only be given that training which will enable them to earn money, but also that which will teach them how to spend wisely and save prudently. We know of no better way of insuring future success than by fostering habits of thrift and frugality.

We feel also that the system of savings has a valuable educative influence in affording children some experience in common business practices. They become somewhat familiar with the methods of making deposits, securing credits, and withdrawing amounts. They learn that there are certain regulations which must be observed in way of business hours, promptness in meeting obligations, and the courteous treatment of others.

I feel that the time has come when the board of education should give full endorsement to this work and recognize it as a part of the regular work of the schools. I feel sure that when our teachers appreciate more fully the benefits which will come to the children through a more vigorous pushing of this work, they will be more deeply interested in it and give whatever time and effort that may be needed to make it a complete success.

In view of the beneficial results of this system when properly carried on, there can be no question in regard to the desirability of its continuance. I feel sure that the efforts and interest of the women who have been active in carrying out the details of this system will in the future meet with more hearty co-operation on the part of all teachers. We trust that all who are connected with this work will find that satisfaction and gratification which always attend enlarged usefulness and worthy effort. The report follows:

MR. R. B. DUDGEON, *City Superintendent of Schools.*

DEAR SIR:—I submit herewith the report of the workings of the Madison Penny Savings Fund for the past year.

Cash received up to July 1, 1904.....	\$2,623 06	
Rec'd from July 1, 1904, to July 1, 1905	1,033 30	
	<hr/>	
Total cash receipts.....	\$3,656 36	
Interest credited to July 1, 1905.....	153 02	
Paid out to July 1, 1904.....		\$1,394 65
Paid out during year.....		942 86
Expenses to date.....		68 50
Balance, July 1, 1905.....		1,403 37
	<hr/>	<hr/>
	\$3,809 38	\$3,809 38

The liabilities are as follows:

Due depositors on pass books, July 1.....	\$1,215 04
Interest credited July 1.....	15 32
Stamps outstanding	173 01
Total liabilities	\$1,403 37

A comparative statement of the results shown in the report of last year and at the present time will be of interest.

	1904.	1905.
Total receipts	\$2,623 06	\$3,656 36
Total withdrawals	1,394 65	2,337 53
Cash balance	1,194 91	1,250 35
Total interest credited to fund.....	81 62	153 02
Amount due depositors on books....	1,172 71	1,230 36
To redeem outstanding stamps.....	153 82	173 01
Total number of books issued.....	351	431
Total number withdrawn.....	138	216
Total number in force.....	213	215
Books showing one deposit.....	91	70
Books showing two deposits.....	52	58
Books showing three deposits.....	34	39
Books showing four deposits.....	4	15
Books showing five deposits.....	6	5
Books showing six deposits.....	5	7
Books showing seven deposits.....	6	5
Books showing eight deposits.....	2	3
Books showing nine deposits.....	3	2
Books showing ten deposits.....	3	2
Books showing eleven deposits.....	1	1
Books showing twelve deposits.....	1	1

	1904.	1905.
Books showing thirteen deposits.....	2	0
Books showing fourteen deposits.....	1	3
Books showing fifteen deposits.....	0	1
Books showing sixteen deposits.....	0	1
Books showing seventeen deposits....	0	1
Books showing eighteen deposits.....	1	1
Books showing twenty-two deposits...	1	0
Largest individual deposit.....	\$64 62	\$56 31
Between \$40 and \$50.....	2	1
More than \$20, not including above...	7	10
More than \$15, not including above...	10	7

The work has been carried on in all city schools and in the same manner as during the previous years. To save the teachers the trouble of coming with their deposits to the office of the association, various ladies have had buildings assigned to them and have taken the stamps to the teachers and have collected the moneys received for the sale of the stamps. Everything has been done which could be done to reduce the work of the teachers to a minimum.

The work was commenced in the fall of 1902. It was begun in one school as an experiment. The experiment was so satisfactory that it was thought worth while to put the work in all the schools, and for two years it has been tried in all the schools and in every room in the city.

I am obliged to confess that I have been disappointed in the result. The net increase in the deposits for the last twelve months has been \$55.44. The net increase of depositors has been two. Last year there were 26 depositors who had made more than five deposits. This year there are 28. A study of the table submitted shows that there has been no appreciable gain in the number of deposits, and that the larger depositors have deposited once on the average.

The object of the installation of the system was the establishment of the habit of saving. Habit is not established by one act, but by repeated acts of the same kind. The purchase of stamps to become a habit must be oft repeated, and the cessation of such purchase shows that the habit has not been formed. The habit will only be formed, in most cases, after persistent efforts on the part of the parents and the teachers. The object of placing the work in the schools is so that the advantages of saving may be pointed out by the teachers, and the habit established in consequence of the

work of the teachers, and so that the influence may spread from child to child by mutual stimulation.

From the reports which have come to me from the ladies who have undertaken the work of collecting from the teachers, I am convinced that the lack of success in the work undertaken is due to the lack of effort on the part of the teachers as a whole. By this I do not mean that none of the teachers are interested, or that there is no school in which some of the teachers are not interested. I mean that not all or nearly all of the teachers are interested in the work. Some of them say openly, if reports are correct, that they do not believe in it; others say that the work they have to perform is so great that they ought not to be asked to undertake this additional burden. Others say that they are interested, and wish the work well, but no results are visible to justify their expressions of interest.

It is possible that the teachers are overworked and ought not to be asked to undertake the burden of attempting to teach thrift by practical examples; as to this I express no opinion. I am convinced that those teachers who have had sufficient enthusiasm to make the work successful in their rooms have not found it unduly burdensome.

There is a large amount of work involved in the regular collection of the moneys from the teachers in the ten different schools of the city. There is very little difference in the amount of work whether the collection is a large or a small one. The return which this association receives for the use of the money does not begin to be sufficient to justify the great amount of work involved in keeping the necessary accounts. The ladies are willing to do their part and I am willing to do my part if the work is even measureably successful. But the measure of success has been so slight that it hardly seems to justify the effort.

The work so far has been somewhat of an experiment and has been in the schools somewhat on sufferance. It has not been felt to be required of the teachers, and it has not seemed to me that the teachers have felt that their success or failure in pushing the work would have the slightest influence on their chances of re-election, or be in any way considered by the board of education in its estimate of the ability of the teachers. On the part of the superintendent there has always been enthusiasm for the work and an earnest endeavor to promote it, but this has not been sufficient to overcome the open opposition and the covert indifference

to the work where such opposition and indifference have existed. Unless a superintendent can have the active co-operation of the board he will find, as in this case, that his efforts will fall short of his desires.

If the board of education could be made to see the importance of the work and should feel that it would be proper to require it from the teachers, and would make the measure of her success in this work one of the factors which should be considered in considering her qualifications as a teacher, I believe that the work would be immensely more successful, and I do not believe that it can be made successful without such action on the part of the board of education.

The work has not been as successful as was hoped and the question of its abandonment has been under consideration, but all who have been interested in it hope that this will not be necessary, and that some measures may be devised as will bring about the success which we believe to be possible.

CHARLES N. BROWN, *Secretary*

THE NEW HIGH SCHOOL BUILDING.

As the new high school project has been the absorbing theme throughout the year more space than usual will be given to matters relating to this subject. A full report of all important matters relating to the movement from the beginning was made to the common council at a special meeting on Oct. 17, 1904. As this report forms a complete history of the high school project to date it is here inserted as a matter of record:

To the Honorable the Mayor and Common Council of the City of Madison.

The board of education respectfully offers the following statement, which is a review of the steps taken and the progress made toward the erection of a new high school building.

Accompanying this statement is a file of the copies of all the formal resolutions, reports, and statements which have

been offered to the board. These have been numbered and filed in order so as to make them easy of access.

A printed copy of the programme of competition which sets forth in detail the requirements of the building, including a schedule of the rooms and their areas, the conditions under which the competitive plans were to be offered, and the method of selecting an architect. Special references will be made to this programme from time to time as occasion may require.

To include in this statement all discussions and resolutions relating to the new building would be in reality a transcript of a part of the records of almost every meeting of the board for the past three years and would make a document too voluminous for convenience of reference. A condensed statement will be made of all steps taken and important measures passed by the board, with frequent references to the records, file of copies of resolutions, and programme of competition for exact and detail statements of measures on which more information may be desired.

General Statement.

The first formal action in the matter of a new building was the adoption of a resolution offered by President Corcote on April 2, 1901, which requested the building committee, with the superintendent, to secure plans and estimates for the construction of a new high school building, or such portion thereof as may be necessary for use in the immediate future, which building should be located on the present high school grounds, or on such other site as the committee may recommend as being desirable and within financial resources of the city, and authorized the committee to incur such expenses as they should deem necessary in the procuring of plans or in the inspection of high school buildings. (See Resolution No. 1, also Records, page 260.)

At a meeting on April 30, 1901, on motion of Mayor Bull it was voted as the sense of the board that the old part of the present building should be removed and a new building erected on that part of the present high school grounds, and the building to be so planned that it could be extended along Wisconsin avenue when the city's growth should demand.

Again, on December 17, 1901, sketches of floor plans for a new building, furnished by the superintendent, were discussed and on motion of Mayor Bull the building committee

was authorized to employ an architect to prepare preliminary plans for a high school building. The matter of a new high school building was again discussed at the regular meeting on November 4, 1902, and at a special meeting on November 11th, called especially for the purpose. The result of the discussions at these two meetings was the adoption by unanimous vote of a resolution offered by Alderman Brown, which instructed the building committee to employ a competent architect to furnish the board of education with preliminary sketches of floor and elevation plans for a building which should accommodate from 1,000 to 1,200 pupils. (See Resolution No. 2, also Records, page 337.)

Special Committee Constituted.

At a regular meeting on January 6, 1903, the question of taking preliminary steps for providing the city with a new high school was again discussed and on motion of Alderman Brown the regular committee of the board of education was relieved from further consideration of the question of a new building, it being understood that this change in the committee was entirely agreeable to the chairman and members of the regular committee. A special committee, consisting of Mr. C. N. Brown, chairman, Mr. John Corscot, Judge Anthony Donovan, Principal J. H. Hutchison, and Supt. R. B. Dudgeon, was then appointed. This committee was to be known as the committee on the new high school building, and its special duty was to take charge of and further the project of the new building. At this same meeting this committee was authorized to visit and inspect some of the largest and more recently constructed high school buildings within a reasonable distance of Madison. (Records, page 343.)

Inspecting Schools.

Pursuant to this authority this committee, on January 19-20, visited two of the best high school buildings in Chicago, the Robert Waller and the Lake View high schools, one in Joliet, and two in Milwaukee, the South Division and the West Division high schools. Two members of the committee, Mr. Corscot and Supt. Dudgeon, also visited the new high school building in Oshkosh. Later upon the urgent request of the members of this committee, all of the other members of the board of education, with one exception, vis-

ited the Robert Waller high school in Chicago and the new high school building in Joliet.

These visits proved to be very profitable and helpful to the members of the board of education, giving them a better knowledge of what other cities are doing in the way of providing high school facilities, and a more definite idea of what the character and extent of a modern high school building should be. These visits permitted the board to proceed in the new high school project with more confidence and with a more intelligent understanding of the amount of money required to provide accommodations adequate to the needs of the Madison high school.

Method of Appointing Architect.

At a special meeting of the board on February 25, 1903, at which all members were present, the subject of the new high school building and the method of selecting an architect were fully discussed and a motion offered by Judge Donovan was passed, declaring it the judgment of the board that the matter of securing plans for a new building should be opened to competition among architects. (See Records, page 349.)

Prof. Laird Employed.

On information that Prof. Warren P. Laird, of the University of Pennsylvania, one of the leading architects of the country, had been engaged by the board of the city free library as consulting architect on the new Carnegie building, the special committee on the new high school was requested to arrange a meeting between Mr. Laird and the board of education for consultation in regard to plans. Pursuant to this request a special meeting was called and a conference was held with Prof. Laird on March 20, 1903, which was continued at an adjourned meeting on the next evening, March 21.

The members of the board present at these two meetings were Brown, Corscot, Donovan, Groves, Helm, Norsman, Zehnter. (See Records, page 352.) As a result of these meetings a resolution was offered by Alderman Brown and unanimously adopted by the board on call of ayes and noes, employing Prof. Laird as the professional expert adviser of the board, defining his duties, and fixing his compensation at \$1,000 and traveling expenses, the latter to be divided with the library board when trips are made for consultation of both. (See Resolution No. 3, also Records, page 352.)

More Land Needed.

On April 16, 1903, a special meeting was called to consider a preliminary report from Prof. Laird which suggested the desirability of securing more land in the high school block and outlined plans for two buildings, one on the present grounds to accommodate about 900 pupils, and another to accommodate from 1,350 to 2,000 pupils, to be located on the present grounds and some additional land which might be secured. After a lengthy discussion, on motion of Col. Helm, Chairman Brown was requested to ascertain from Prof. Laird whether in his opinion it would not be possible to put up a building on the present grounds to accommodate not less than 1,200 pupils, provided the main walls of the building should be placed 15 feet back from the sidewalk lines, instead of 30 feet, as Prof. Laird's plan contemplated. (See Letter No. 1.)

In compliance with this motion a second report was obtained from Prof. Laird which was fully considered at another special meeting on April 22. This report indicated that from an architectural and artistic standpoint it would not be advisable to place the walls of so large a building less than 30 feet distant from the sidewalk lines, and with this thought in mind it would not be possible to put up on the present grounds a building sufficiently large to accommodate 1,200 pupils. (See Letters No. 4 and 5.)

At this meeting it was also stated that there was a strong opposition on the part of some of the members of the council and of many of the leading citizens to tearing down any part of the present high school building, which represents in value something like \$40,000. The fact that the expenditure of a less sum for additional ground would preserve to the city the present high school building, was an additional argument in favor of the purchase of more land.

More Land Purchased.

At this meeting, April 22, 1903, it was reported by Alderman Brown that Mr. Wm. T. Fish would on certain conditions deliver to the board a deed for his lot on the corner of Carroll and Johnson streets for the sum of \$15,000. Alderman Brown also presented a written option, secured by L. E. Stevens, for the purchase of the Goodwin property, adjoining the present high school grounds, for \$16,000, build-





MANUAL TRAINING ROOM.

ings included. After a full discussion of these propositions Mayor Groves offered a resolution for the purchase by the board of education of the two lots mentioned and requesting the common council to authorize the board of education to borrow the necessary funds from the state of Wisconsin or to issue bonds therefor. (See Resolution No. 4, also Records, page 357.)

Competition Limited.

At a special meeting on May 26, 1903, after an extended discussion, a resolution was adopted by unanimous vote of the members present, which provided that the competition for the plans be limited to four architects from outside the city and to local architects who have been in practice in the city not less than three years, and that a compensation of \$250 be allowed to each of the four outside architects, and the same sum to each of the three local architects furnishing the best plans, it being the understanding that the appointed architect should not receive the award offered for competition plans, but only his regular fees as an architect. (See Records, page 363, also Part I of Programme, page 2, paragraph g.)

The Programme.

The programme of the competition for the selection of an architect was then prepared by Prof. Laird, and formally approved and adopted by the board on Aug. 26, 1903. (See Records, page 376.)

For full data in regard to the proposed building and for a detailed statement of method, terms, and conditions on which the competition was held and the architect appointed you are respectfully referred to the printed programme.

The Competition.

In brief, it may be noted that the architects from outside the city who took part in the competition were Pond & Pond, of Chicago; H. C. Koch & Co., of Milwaukee; Cass Gilbert, of St. Paul and New York, and Charles F. Allen, of Joliet, Ill.

According to the terms of the programme the plans were to be in and the competition closed on Nov. 28, 1903, but upon information that one of the local architects could not get his plans ready on that date and would not be able to

enter the competition unless the time of receiving plans should be extended, the board, after obtaining the consent of all the competitors outside the city, extended the time of receiving plans to Dec. 8, 1903. On that date five sets of plans were received by the clerk of the board. The plans were opened under the supervision of the board, and each design was given a number by which it was known until after the selection of the premiated design. Each sealed envelope containing the name of the author was given a number corresponding to the one given to his design and was placed in the custody of the clerk of the board.

At several successive meetings of the board in December the plans were fully analyzed and studied under the direction of Prof. Laird. It soon became evident to all the members of the board that the design known as number two (2), indicated superior professional and artistic ability on the part of its author in dealing with the special problems outlined in the programme of competition, and easily surpassed all the other designs in the simple and dignified treatment of all exterior features, in the economical and profitable utilization of all floor areas, and in the completeness with which the author's motives were carried out in the building as a whole. (See Records, page 391.)

Report of Prof. Laird.

At a special meeting of the board on Jan. 1, 1904, Prof. Laird presented a written report, a copy of which is on file with copies of the resolutions referred to in this statement.

Appointing the Architect.

At a special meeting on Jan. 9, after full consideration of the report of Prof. Laird, the board of education selected design number two (2) as the best, and designated it as the "Premiated Design." Upon opening the sealed envelope it was found that the design thus selected was by Mr. Cass Gilbert of St. Paul, Minn. Under the terms and conditions set forth in the programme the board then proceeded to appoint Mr. Gilbert as the architect of the proposed new building.

In pursuance of the provisions of the programme, the board voted the payment of the awards of \$250 to each of the several architects taking part in the competition, except the appointed architect:

Jan. 9, Claude & Stark.....	\$250
Feb. 2, Pond & Pond, Chicago.....	250
Feb. 2, F. S. Allen, Joliet, Ill.....	250
Feb. 2, H. C. Koch & Co., Milwaukee.....	250

(See Programme, Part IV, page 13, also Records, page 398.)

The Plan Provided in Programme.

Stated briefly the programme provided for a building which was to be built in three sections, the first of which was to stand facing Johnson street, between Carroll and the old part of the present building; the second on the site of the old part of the present building; and the third on the site of the new part of the present building. As a possible contingency in the remote future a fourth section was outlined to occupy the site where the Baptist church now stands.

It was the thought that the first section could be put up and occupied without taking away any portion of the old building or disturbing in any way the sessions of the high school. When the first section should be ready for occupancy and the needs of the school demanded more room, it was thought that the old part of the present building could be displaced by the erection of the second section. The two sections thus completed would provide ample accommodations for about 950 pupils in all lines of work.

An Extravagant Building Not Planned.

In view of the fact that the population of our city is increasing from year to year, and the attendance upon the high school growing, it was thought to be the part of wisdom to have the competition plans show how the prospective needs of the school could be met both in the near and remote future. It was with this thought in view that the plans were secured for a building which would admit of enlargement without destroying the harmony and unity of the design, and which could be constructed one section at a time, or two sections at a time, as conditions might determine. It was never in the mind of any member of the board that the whole building as shown in the competitive designs, or even the greater part of it, should be built at once, or even in the near future. To put up an elaborate and extravagant building was never considered even remotely desirable or

possible. It was the constant thought of the members of the board that the new building should be substantial in construction, plain in finish, simple and restrained in architectural character, and economical in cost.

Special Building Committee Reorganized.

By the reorganization of the board last spring, and the election of new members, the high school building committee became disorganized; at the meeting of the board on June 7, 1904, this committee was reorganized and new members appointed as follows:

Mr. George Kroncke, chairman; Judge Anthony Donovan, Alderman Joseph C. Schubert, Prof. J. H. Hutchison, Supt. R. B. Dudgeon. To which was later added Mr. J. T. W. Jennings.

Change of Plans.

After careful consideration and after listening to the suggestions of different members of the common council and of many interested citizens, it was thought to be more desirable to build a complete high school building on the site of the present building with the main front on Wisconsin avenue. With this end in mind the architect has so modified the competition design that it now provides for a building which shall stand on the site occupied by the present high school building, and may be constructed all at one time or in two sections. This change has been made without destroying any of the essential features of the original design or changing the unity of the plan or the architectural merits of the building.

The Building as Now Planned.

The plans now provide for a high school building complete in all its appointments which will accommodate about 1,000 pupils and furnish facilities for instruction in all high school departments. Until the growth of the city may give an attendance exceeding the number indicated no enlargement or addition will be necessary to the building. The board is of the opinion that in providing for the accommodation of 1,000 pupils it is anticipating the future far enough and that it would not be wise to now determine what should

be done when our high school attendance shall exceed that number. The matter of providing for more than 1,000 pupils should be left to a future board of education, and the present board desires only to so build as not to preclude future extensions should a future board so desire, and still to make the building complete in all respects. When additional room is needed it can then be determined by the proper authorities whether it is desirable to add to the central building or provide branch buildings in other sections of the city.

The new building will contain a large assembly room which will accommodate the whole number of pupils for morning exercises, and will be used for lectures, and all kinds of general meetings, also a gymnasium with an ample equipment of apparatus, and with all necessary dressing rooms and bathing appliances.

In addition to this the new building will furnish all necessary lecture rooms, science laboratories, art rooms, rooms for teachers and officers, and full suites of rooms for commercial instruction, manual training, and domestic economy.

Compensation of Architect.

The compensation of the appointed architect, Mr. Cass Gilbert, of St. Paul and New York, will be five per cent. commission upon the cost of the work committed to his charge, which according to the programme consists of the first two sections. As two sections, according to the revised plans, are all that the board contemplates building, and constitute a complete high school building, the completion of such two sections would end the services of the architect, except that he is in addition to be paid the sum of \$500 for placing in the hands of the board a complete copy of its competitive design as restudied and finally approved by the board for construction, such copy to be held by the board for its use. As the board now contemplates the completion of the building in the first two sections, these extended plans will not be needed. It may also be noted that, as Mr. Cass Gilbert is a non-resident, he is obliged by the programme (which is now the contract), to engage at his own cost a competent resident building superintendent as the deputy of the architect.

The programme also provides that the architect shall so revise his competitive drawings as to meet the further requirements of the board, and upon the basis of such revised

preliminary drawings shall prepare fully detailed working drawings and specifications of the first two sections; hence the architect's compensation will be 5 per cent. on the cost of construction of the building that is finally approved by the board and not on the building as outlined in the original competitive plans.

Estimates on the Cost of the Building as Now Planned.

At the request of the board of education Architect Gilbert furnished preliminary specifications for the building as now planned and secured the estimates from two reliable contracting firms of Minneapolis on the cost of the complete building as has been outlined in the foregoing. It must be noted that these estimates are made for a fire-proof building and without any reduction or elimination of any of the features in way of construction or ornamentation that belong to modern high-grade buildings of this class.

The estimates are as follows:

J. L. Robinson, Minneapolis, Minn.....	\$292,275
C. F. Haghin, Minneapolis, Minn.....	254,000

It must be noticed that these estimates are made only on preliminary drawings and specifications. The board of education still feels that the cost of the building is too high and that a further revision of the plans must be made with a view of reducing the cost. To this end the architect has been instructed to so revise the plans that the cost of the building complete in every particular, but not including the equipment, shall not exceed the sum of \$225,000. This is in accord with the thought of the board of education from the beginning of their enterprise. Neither the present nor any former board expected or intended to erect a building to exceed in cost, including equipment and architects fees, the sum of \$250,000. In order to give the members of the common council and the citizens of Madison a definite understanding of the wishes and intentions of the board of education in regard to the cost of the proposed new high school building, the following resolution, offered by Mr. J. T. W. Jennings, was adopted at the meeting on October 13, 1904:

Resolved, That a plan for a high school for the city of Madison be prepared, by Architect Cass Gilbert, said building not to exceed in cost the sum of \$250,000, complete, with heating, ventilation, plumbing and electric wiring and black-

boards, also including class room, office and laboratory furniture and general equipment. Said plans and specifications in detail to be submitted to the board of education for approval, and be approved by them before bids for the construction of the building are taken, and that the board of education of the city of Madison is not to accept such plans and specifications as final ones until bids are taken upon such plans and specifications, after advertisement in the usual way, from responsible firms, who shall accompany each bid with a forfeit check of five per cent. of the amount of the bid, which check must be certified, and it appears that the lowest bid for the building without architect's fees or equipment, so taken does not exceed the sum of \$225,000.

And further, that no contract for the work shall be let until said plans, specifications and form of contract signed by the contractor and accompanied by the proper bond, shall be signed as approved by the president of the board of education and the mayor of the city of Madison.

Money Expended to Date.

The money expended in reaching the present point in securing plans, including expense of board in inspecting high school buildings, expense and compensation of Prof. Laird, paying of awards to architects on account of competition, and payment on account to Architect Gilbert, amount to \$3,273.86, an itemized statement of which follows:

1903.		
Jan. 23.	Expense of building committee, inspecting buildings	\$88 32
Feb. 3.	Expense of other members board, inspecting buildings	78 57
July 7.	Traveling expenses, Prof. Laird (one-half for trip)	37 64
Oct. 6.	Cash to Prof. Laird on account of fees..	500 00
Dec. 1.	Cost of printing programme of competition	31 75
1904.		
Jan. 9.	Competition award to Claude & Stark...	250 00
Feb. 2.	Competition award to F. C. Allen.....	250 00
Feb. 2.	Competition award to F. C. Koch & Co..	250 00
Feb. 2.	Competition award to Pond & Pond.....	250 00
Feb. 2.	Balance in full to Prof. Laird.....	537 58
Aug. 2.	Cash to Cass Gilbert on account.....	1,000 00
		<hr/>
		\$3,273 86

The Board of Education Not Reticent.

It was thought by many that the board of education was too reticent and was purposely keeping from the city authorities and citizens at large their plans and intentions. The fact is that the members of the board did not talk because they had nothing definite to talk about. They made no formal report because matters had not assumed a shape sufficiently definite to be reported upon. They made no demands upon the city council because the project had not advanced far enough or assumed such a shape as to indicate what the needs might be. The question of cost, location, disposal of the old building, the number of sections and the order in which they should be constructed, were yet to be settled, and until this could be done no plans could be announced or definite information given.

*The Board of Education Not Reckless.
Cost Fixed at \$250,000.*

Many jumped to the conclusion that the board was moving hastily and recklessly in the matter of a new building, without giving due consideration to the financial question involved. The fact is that in reaching the present point of progress more than two years were spent by the board in painstaking investigation and in thoughtful deliberation and discussion. Every move was made with care and an unusual conservatism marked every step.

There may be matters not included in the foregoing report, but the board has endeavored to present all matters of importance. If there is any further data, which the common council or public may desire, the records, books and correspondence of the board of education are open for inspection. If the common council should desire a personal or more direct conference with the board of education, the latter is at all times ready to arrange for a joint meeting with the former.

Respectfully submitted,

ANTHONY DONOVAN, *President.*

O. S. NORSMAN, *Clerk.*

The whole matter was further discussed at a joint session of the common council and the board of education on October 20, 1904, and final action was taken by the common council at an adjourned

regular meeting on October 28, 1904. At the meeting the following report was made by the finance committee, and the resolutions following were adopted:

To the Common Council:

Your Committee to whom was referred the matter of an appropriation for a new high school building beg leave to report as follows:

We have had an extended discussion of the whole project with the building committee of the school board, and find that the plan of the board is for a building accommodating 1,000 pupils with the necessary class and recitation rooms, laboratories, departments of manual training, domestic economy, business courses, assembly room and gymnasium.

It is the sense of the school board and the building committee thereof and of your committee that a satisfactory building as above outlined cannot be built for the amount of \$200,000 previously agreed upon by resolution of the council.

Your committee therefore recommends in accordance with the resolution of Mr. Jennings, adopted by the school board: That the said sum of \$200,000 be increased to the sum of \$250,000, said sum to include architect's fees, equipment and all other sums to finally complete said building.

G. J. CORSCOT,

F. E. TURNEAURE,

L. B. ROWLEY,

A. G. SCHMEDEMAN,

Finance Committee.

Alderman Schubert submitted the following resolution:

Whereas, It is found in the opinion of the board of education impossible to build a high school building in this city to accommodate 1,000 pupils for the sum of \$200,000, and whereas it is not deemed advisable to provide a building to accommodate a less number of pupils, now, therefore, be it

Resolved, That the resolution heretofore passed by the common council to limit the amount to be used for the construction of a high school building to \$200,000 be and hereby is rescinded, and be it further

Resolved, That such limit be and hereby is increased to \$250,000 in accordance with Mr. Jennings' resolution passed by the board of education.

On motion of Alderman Corscot the report of the finance committee and the resolution presented by Alderman Schubert were adopted, on call of the ayes and noes, by the following vote:

Affirmative: Aldermen Arnold, Brown, Corscot, Kroncke, Mackenzie, Maisch, Mautz, Meltzer, Newman, O'Neill, Prien, Rowley, Sayle, Schmedeman, Schubert and Turneure.—16.

Negative: Alderman Smith.

Contract Made.

Pursuant to this action the plans were perfected under the direction of the board of education and bids on the building were received and opened on May 2, 1905, and a provisional contract was entered into with T. C. McCarthy of Madison for the construction of this building, including the mechanical equipment, for the sum of \$221,808.

Bonds Authorized.

At the regular meeting of the council on May 12, 1905, a report was made by the board setting forth the facts and requesting the common council to issue bonds for the high school building with equipment and furnishing in the sum of \$250,000. An ordinance was then passed by the council in due form authorizing the issue of the bonds of the city of Madison in the sum named by the following vote:

Affirmative: Aldermen Buell, Constantine, Doran, Higgins, Hyland, Kroncke, Maisch, Mason, Mautz, Meltzer, Mills, Newman, Prien, Rowley, Schmedeman, Schubert, L. S. Smith, and Stadelman,—18.

None voting in the negative.

Petition Filed.

On Saturday, June 10, a petition signed by something over 800 electors of Madison was filed with the city clerk, asking that the matter of the bond issue for the construction of the new high school building be submitted to a popular vote of the people. As the law provides that in such an event this must be done a special election was called for July 25, 1905.

The Election.

The Educational Department of the Woman's Club and other leading citizens took up the question of the new building, and general committees, one of men and another of women, were organized, local committees in each ward were appointed, and an active campaign was entered upon in favor of the new high school project. General discussions were held and the plans explained in all parts of the city at general meetings and parlor gatherings. Much individual work was done by the loyal friends of the school and a very effective canvass was carried on in all sections of the city. The work was carried on under the general direction of Mr. Geo. Kroncke, chairman of the special high school committee of the board of education, Mr. H. M. Lewis, chairman of the general campaign committee of men, Mrs. T. E. Brittingham, chairman of the general campaign committee of women, and Mr. F. W. Lucas, secretary of the general

committee. The election resulted as follows: For the issue of bonds 1,380 men and 1,098 women. Against the issue of bonds 1,518 men and 673 women, making a majority of 138 men against the bonds and a majority of 425 women for the bonds. The net majority in favor of the bonds was therefore 287. We regret to say that a question has arisen as to the legality of the vote of the women. It will probably be necessary to carry the question into the courts for final adjustment. This will occasion considerable delay and is greatly to be regretted. It is to be hoped that the matter may be pushed along without delay and be brought to a speedy and favorable conclusion.

The Work of the Women and the Press.

The favorable result of the election was due in a large measure to the women of the city who were greatly interested in the question of a new high school building and did most intelligent and efficient work in all parts of the city. Much credit is also due to the press of the city, which took a positive stand in favor of a liberal policy toward the schools of the city and did much to shape public sentiment in favor of enlarged school facilities.

The Election Educational in Results.

The whole campaign was not without valuable results in an educational way. A deep interest was aroused in school matters and the people

were given a much broader and clearer conception of the needs of the schools and the ends which ought to be attained through the public school system.

THE WORK OF THE SCHOOL.

The work of the year has not been without valuable results. Although the schools are not in all respects what they should be, yet there are few schools in which the work has been so uniformly good and has shown such steady improvement from year to year. There are still some persons in every community who criticise the public schools for lack of thoroughness and denounce such subjects as music, drawing, manual training, domestic economy, nature study, physical training, and the like, as "fads and frills," and urge a return to the so-called three R's. It should be remembered, however, that even the excellent quality of thoroughness has its limitations. Although accuracy is a great factor in education, it is not all. A person may not be able to read and spell without error and still be a human being. The task of the schools is not to make adding machines, but to train to efficient, well rounded manhood and womanhood. In speaking on this point the editor of the Outlook says,— "The three R's are no more fundamental than some other subjects of instruction popularly known as 'fads and frills.' Essential as it is for a child to know the elementary facts concerning computation and to be able to read and write his

mother tongue, these are not the whole of education by any means. He may be ever so good a computer, ever so good a reader, and write ever so beautiful a hand, and yet have a soul and mind utterly closed to one-half of the life that surrounds him. He would be sentenced thereby to a partial existence and to a limited usefulness, and one whole set of the capacities and ideals that belong to him as a human being would be denied him.

“Moreover the experience of nearly two decades has shown that a programme of studies which includes the so-called ‘fads and frills’ produces even better results in the so-called three R’s than does a programme from which the ‘fads and frills’ are excluded. The reason for this is plain. The new subjects of study, by their strong appeal to the pupil’s interest and activities, arouse and stimulate his entire nature, and he does better and more successfully everything that he undertakes to do. It may be said with perfect assurance that elementary schools never gave so effective a training in the three R’s as they are giving to-day, when they are doing so much else besides. Any one who has observed closely the work of the school children of to-day, and who is in a position to compare it with the work of the school children of twenty years ago, will have no hesitation in saying that the children of to-day read better, write better, and spell better than did the children of twenty years ago. Much that then

cumbered the school programme has disappeared forever and its place has been taken by subjects of vital interest and importance."

The public school education must give that training which fits for the economical and social conditions of to-day. It must touch every side of the child's life and influence his thinking, conduct, habits, and social relations. It must give power to brain, to muscle, and to hand. It must strengthen and refine character; must give power not only to *be*, but also to *do*.

I am pleased to note that the teachers of our schools have some appreciation of the higher ends of education and are in cheerful accord with every movement which has for its end a broader and richer development of character. I trust that they may continue in the future, as in the past, to keep their hearts and minds open to the animating influence of the great world's activities and to keep in touch with the fresh and invigorating pulses of life.

Respectfully submitted,

R. B. DUDGEON.

Madison, August, 1905.

REPORT OF PRINCIPAL OF HIGH SCHOOLS.

MR. R. B. DUDGEON, *Superintendent of City Schools, Madison, Wis.*

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

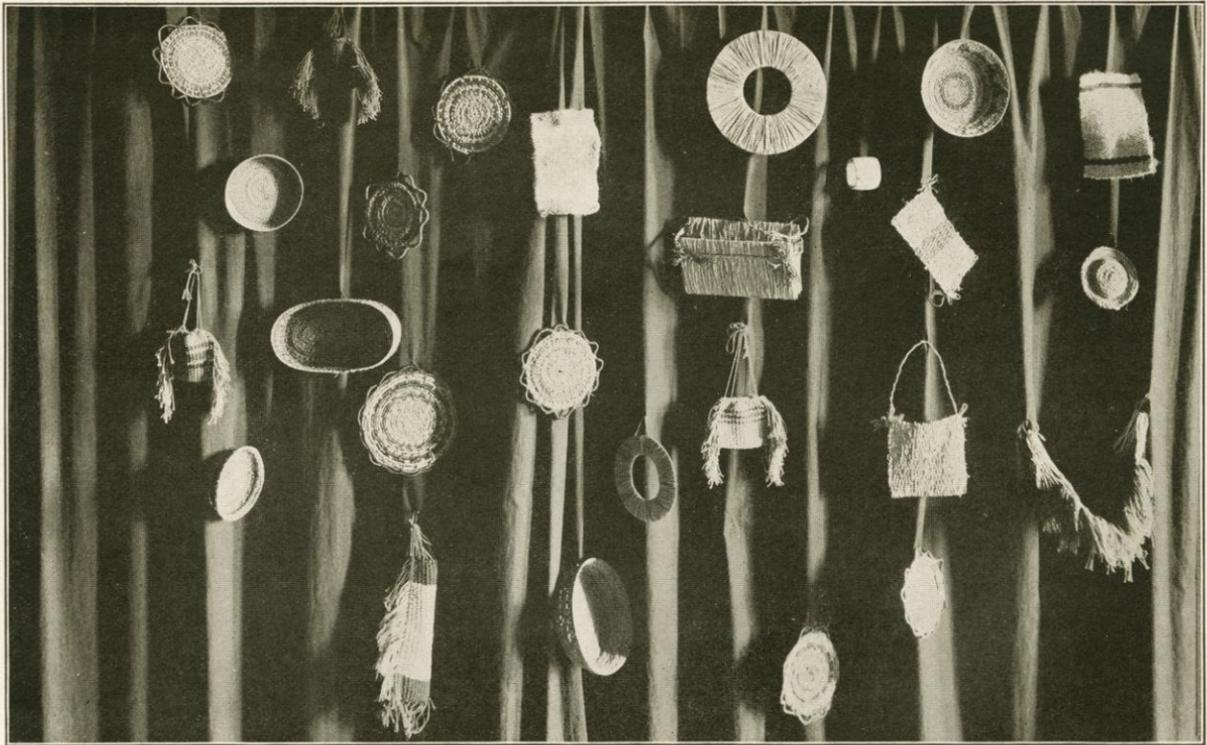
ENROLLMENT.

The following table shows certain facts which are of interest:

YEAR	TARDINESS	PER CENT. OF ATTENDANCE	ENROLLMENT
1891-1892	697	95	323
1892-1893	472	95.5	339
1893-1894	380	96.5	357
1894-1895	420	95	397
1895-1896	351	96	417
1896-1897	398	95	479
1897-1898	270	96	486
1898-1899	290	96	534
1899-1900	372	95	578
1900-1901	275	95	587
1901-1902	270	96	577
1902-1903	348	96	594
1903-1904	380	95	597
1904-1905	356	96	583

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

YEAR	BOYS	GIRLS	GAIN		LOSS	
			BOYS	GIRLS	BOYS	GIRLS
1891-1892....	126	197				
1892-1893....	131	208	5	11		
1893-1894....	169	192	38			16
1894-1895....	190	207	21	15		
1895-1896....	201	216	11	9		
1896-1897....	233	246	32	30		
1897-1898....	253	233	20			13
1898-1899....	262	272	9	39		
1899-1900....	266	312	4	40		
1900-1901....	237	350		38	29	
1901-1902....	221	356		6	16	
1902-1903....	238	356	17			
1903-1904....	248	349	10			7
1904-1905....	272	311	24			38



HAND WORK, GRADES FIRST TO SIXTH.

INCREASE IN AMOUNT OF WORK REQUIRED FOR GRADUATION.

The increase in the amount of work in the high school resulted in raising our number of units to U. W. requirements in the classical courses. Science and English courses are still a trifle below the desired point but will be brought up as soon as the new course is fully introduced.

Whether or not the 15 unit requirement will be a success remains to be seen. One factor, entering largely into its success is found in the superior training of the full time studies.

CLASS OFFICERS.

With a view to increasing the progress of pupils, a system of class officers was introduced.

Each teacher was assigned a division or more of pupils already in his or her charge in some study.

The duties of the class officers are, in general, to look after the progress of pupils in study and conduct. They may also advise as to methods of study, course to pursue and the amount of work to be carried.

Introduced in the middle of the year, the system has not had time to give much evidence of its advantages. It meets the approval of teachers and pupils and increases the responsibility and influence of the teacher by making his attention definite, and adds to the ease of general management.

On the pupils' side, the plan affords an adviser for each pupil and makes him feel that one teacher, at least, has a personal interest in him.

NORTH CENTRAL ASSOCIATION OF SCHOOLS AND COLLEGES.

The addition of more units to our course of study secures for us membership in this association—giving our graduates the privilege of entering any of the schools on the list without an examination.

Recognizing the advantages of membership in this association, one can scarcely escape wondering if the standard requirement of 15 units is not too high. Such a standard cannot conduce to college attendance by the greatest number. If higher educational advantages are to be enjoyed by the greatest number, the standard for admission should not

be beyond the preparation given by the free and accredited high schools of the state. Perhaps the high school courses can be brought up to these advanced requirements, but that means further crowding of courses already too full.

Assuming that many if not most high schools can prepare pupils in 15 units, it can scarcely be done in the average high school except at a sacrifice of thoroughness or by a continuation of the crowding back into the grammar grades.

When the best pupils in a high school complain about the amount of work required of them, there seems to be a reasonable ground for complaint. No course of study in any school should demand a pupil's whole time. It cannot be denied that many courses of study now in use do demand nearly all of a pupil's time—leaving practically nothing for recreation, home duties or play. Such a condition brings to the good student an overwhelming sense of being hurried and a consequent nervous strain not at all compatible with good health. To the poor student—even to the one who tries, there can come only a feeling of despair. Following this is a great falling off in effort and an early withdrawal from school.

The college or university course will be effective in proportion to the thoroughness of high school preparation. Proficiency in a few units of study must furnish better conditions for higher education than a slight knowledge of numerous units of study.

To those familiar with what best students can do and their spirit in doing it, the constantly advancing requirements of the university are viewed with much apprehension. Between the complaints of parents on one hand and the demands for high school graduation on the other the pupil finds himself in a serious difficulty. Many times the question is solved by a speedy withdrawal from school and the giving up of all thoughts of a university career.

If the larger high schools can barely meet these requirements how is it possible for the smaller schools with fewer teachers and poorer equipment to meet them?

With an increase in the number of studies must necessarily come a decrease in the excellence of the teaching—a result to be deplored at all times.

College requirements should not be a "snap" for the larger high school nor the despair of the small school, but should be of such a character that they could be met by the average high school.

Above all, college requirements should be such as to make it reasonably possible for any boy or girl of the state of average ability and ambition to enjoy the advantages of a college course.

RECOGNITION BY SMITH COLLEGE.

Smith College, having made an examination of our high school in some particulars, has agreed to place us upon its "probationary certificate" list in the following studies:

SMITH COLLEGE.
REGISTRAR'S OFFICE.

NORTHAMPTON, MASS., Feb. 28, 1905.

The Principal of the High School.

DEAR SIR:—The Examining Board of Smith College hereby grants to the Madison High School probationary certificate rights in the following subjects: English, Latin, mathematics, ancient, English and American history (elementary), and minor German.

In granting this certificate privilege the board reserves the right to require an examination in any subject if the work specified seems inadequate or unsatisfactory.

Evidence during the first year of her college course, of a candidate's lack of thorough preparation, will lead to a reconsideration of the claims of the school, and to the possible withdrawal of the certificate right.

MARY EASTMAN,
Secretary of the Examining Board.

Note.—Certificate rights in other subjects will be granted whenever satisfactory papers are received.

Principals desiring certificate blanks should apply for them before June 1.

Other studies may be added as evidence is given regarding the quantity and the quality of work done.

It is desirable that our high school should be in such relations with an eastern school for girls that our graduates may receive credit for work done here.

THE BOYS' LITERARY SOCIETY.

The Literary Society is in need of immediate and efficient supervision by a teacher.

Admitting that the society has accomplished much, very casual observation will lead to the belief that much more

could be done under regular and intelligent supervision.

The society cannot measure up to expectations until there are changes in the following particulars:

1. More care in selecting members. Such care, for example, as is taken by the Nautilus Club. Qualifications for membership should be definitely made out and applied to candidates. Scholarship—good moral character—and a determination to give the society his best effort should be regarded as necessary qualifications.

2. The securing a new ideal of the gentlemanly and parliamentary way of conducting a meeting.

3. Consideration for the decisions and demands of the presiding officer to the extent of obeying instantly whatever orders are given.

4. Greater respect for the privilege of meeting in the building.

5. Greater earnestness in carrying out a regular prepared program—and less dependence upon extemporaneous efforts. No program can be of interest unless preparation has been made for it. Such preparation should be considered a duty of every member of the organization.

The best sentiment in the society asks for faculty supervision. It should be given in such measure as to make the society a success without being dependent upon any one in particular.

THE ANNUAL.

According to rules the names of managers for the annual were submitted to the teachers for approval. Such approval was withheld solely upon the ground of the impossibility of the pupils named being able to carry on any more work. As no other names were submitted no annual was published.

The fourth grade, however, issued a small volume containing pictures of the class together with some literary matter, most of which had been read at some public exercises. As this volume involved securing advertisements and an expense to each pupil of the grade, I recommend that any publication by any class be made to conform to annual rules.

RULES GOVERNING PUBLICATION OF ANNUAL.

To the Members of the Fourth Grade:

The teachers of the High School respectfully submit the following plan for the preparation and publication of an Annual for the school year, 1903-1904:

1. There shall be two business managers chosen by the fourth grade, who shall be personally responsible for any deficit which may occur in this undertaking.

The managers shall be allowed fifty per cent. of the net proceeds. The other fifty per cent. shall be deposited with the city superintendent of schools for the benefit of the picture fund of the high school.

Any purchase made with this fund shall be in the name of the class of 1904.

2. A board of auditors shall be chosen, consisting of two members of the fourth grade and one high school teacher. The members of the fourth grade shall be chosen by the class and the teacher by the high school teachers.

The business of the board of auditors shall be to examine the accounts of the managers and to make a written report to the high school teachers of all receipts and expenditures.

This board shall, in conjunction with the managers, fix the price of the Annual.

3. There shall be two censors appointed from the teachers by Superintendent Dudgeon, who, with the principal, shall judge of the fitness of all material before its publication.

By material is meant the whole body of writing, cuts, drawing, etc., intended for publication.

4. The Annual board shall consist of twelve (12) members as follows:

Seven from fourth grade, chosen by the class.

Three from third grade, chosen by the class.

Two from second grade, chosen by English teachers.

Two from first grade, chosen by English teachers.

5. Managers, members of the Annual board, and members of the board of auditors, shall be approved by the teachers and shall conform to the rules of the Interscholastic Association as regards scholarship. See Rules 1 and 2.

6. All clubs, teams, groups and organizations, and all members of the fourth grade, whose pictures are to be used in the Annual may have the privilege of furnishing their own cuts or may have them furnished by the managers. In case they are furnished by the managers, they must be put in for said organizations or pupils at actual cost.

7. Meetings of the Annual board may be held weekly at the high school building in such room or rooms as may be designated by the principal.

Meetings so held are to be devoted strictly to the business of preparation of the Annual.

8. It is agreed that no banquets or parties are to be given by the managers, collectively or individually, the Annual board or board of auditors, or by any individual serving as a member of these boards.

9. The managers, members of the Annual board and board of auditors shall, after approval by the teachers of the high school, file with the principal a written agreement to be governed by the above mentioned regulations.

The above rules were adopted by the class of 1904.

RULES REGARDING PARTIES.

1. That there be—

- (a) an alumni party.
- (b) a fourth grade party.
- (c) a third grade party.
- (d) a second grade party.
- (e) athletic party, approved by teachers.
- (f) no other high school parties.

2. As the opinion seems evenly divided upon 8, which shall be exclusively class parties, it would seem wise to submit the question to the class.

3. (a) shall be open to alumni.

4. No party shall be open to the public except athletic parties.

5. All of these should be dancing parties with games provided for those who do not dance. Such games to be provided by the arrangement committee.

6. That the class be required to secure two mothers of pupils in the class to act as chaperons throughout the whole evening and that two or more teachers be assigned by the principal to attend a given party.

7. That no club, fraternity, sorority, society, organization of any sort, or any individual or individuals shall use the name of the high school in connection with any party except as stated in recommendation 1.

8. That the finances be managed as before except that the accounts of all persons or committees handling any class money shall be examined and passed upon by an auditing committee composed of the class president, chairman of the arrangement committee, the class treasurer and a teacher appointed by the president of the class. Furthermore, the treasurer should be instructed to keep his accounts in a business like manner so that a complete and clear state-

ment can be made to the class of all money received and expended.

9. That the hour of closing parties should be 12 o'clock (sharp), except the Alumni party.

10. That teachers should attend these class parties and thus show their interest in having pupils enjoy themselves.

11. That in the event of the adoption of this report and its approval by the superintendent, a copy be submitted to the board of education for its approval at its next regular meeting.

Respectfully submitted,

J. H. HUTCHISON,

MARY OAKLEY,

SUE TULLIS,

CAROLINE MORRIS YOUNG,

Committee.

Approved by the board of education in November, 1903, but was amended so as to exclude second grade parties after the year 1903-1904.

Rules regarding parties have had a beneficial effect. One class of parties remains to be dealt with. It is the kind of party which has always been a source of annoyance. It is difficult to deal with because apparently outside our jurisdiction. However, if classes can be governed by rules in this respect, it seems reasonable that individuals could be reached as well. The parties here referred to are those arranged for by two or more pupils, who manage them for revenue. They are not so much concerned about who attends them, as about the profit to them as managers.

I should urge an appeal to the parents of the managers, together with a very strict enforcement of requirements in regard to recitations.

DRAWING.

The work in drawing—free hand and mechanical—was conducted as in the past.

Considering the immense disadvantage under which the work is carried on, the results are surprising. Poor light, insufficient room, small and improper desks, are the perennial difficulties under which teachers and pupils labor. From these difficulties there is no escape in the present building.

MUSIC.

Under the leadership of Mr. Bredin the work in music has been carried on to a degree of success never reached before.

It is reasonable to suppose that the success of previous years made possible still greater success this year.

In addition to the improved singing during opening exercises, a girls' glee club was organized and maintained with success.

ATHLETICS.

For several years past strenuous efforts have been made to secure a higher standing in athletics, but with little success.

Last year the work was managed by most competent hands and yet no perceptible success came to us. Perhaps we should admit that some gain was made, but there has not yet been afforded us any relief from the bugbear of studies. Athletics have come to be such a business—the element of play so refined out of it—that nothing short of undivided attention to it will yield results worth mentioning. To be sure, studies are in the way and if rules are to be honestly enforced, the number of desirable candidates is greatly reduced.

A serious result of athletics as now conducted is found in the large absence of play among those not striving for a position on the team. In former years all boys played something—now only a few play—the others remaining spectators.

MORNING EXERCISES.

A new feature in morning exercises was introduced by bringing before the whole high school such exercises as were regarded as superior, which had already been given as a part of regular class room or society work. The first exercises of this sort was given on March 7 by members of the Nautilus Club. The following took part on the dates named:

- Mar. 7. Nautilus Club members, Sara Morgan, Stella Kayser, Jessie Smith.
- Mar. 14. Class exercises from Fourth Grade English department, Alice Sprecher, Ida Fenton, Greta Flower, Jennie Vernon.
- Mar. 21. Class work from Third Grade English department, Edna Pease, Vera Leatzon, Louis Brabant, Marion Atwood.

- Apr. 4. Literary Society, Morris Pierce, Jake Van Etta, Louis Larson.
- Apr. 18. Paul Weaver, Elizabeth Goe, Dorothy Frankenburg.
- Apr. 24. Eng. Department Third grade, Frank Cnare, Frank Tillotson, Florence Kelly.
- May 2. Eng. Department Second Year, Ormel Schlosser, Mabel Gratz, Marie Fess.
- May 9. German Day. Marion Atwood, Irene McKenna, Mamie Kleinheinz.

As a rule these exercises were given on Tuesday morning. The hearty co-operation of pupils and teachers makes it clear that this exercise is desired. It cannot fail to be interesting, as it gives pupils an opportunity to appear before a large audience—an experience sure to be of service in after life.

The following public exercises were held:

SEMI-PUBLIC.

Madison High School Literary Society, in conjunction with the Nautilus Club.

FRIDAY, FEBRUARY 24, 1905.

PROGRAM.

- 1. Selection Bach's Quartet
- 2. Oration Selected

Elmer Lorch.

- 3. Debate:—

Resolved: That a high protective tariff is for the best interests of the United States.

Affirmative.

Negative:

John L. Rogers.

William E. Boyle.

Faraday H. Bernhard.

Edwin E. Curtis.

Jury:

Messrs. A. R. Denu, M. B. Olbrich, Chas. G. Riley

- 4. Reading Selected
Dorothy Frankenburg.

- 5. Violin Solo Selected
Alice Alford.

Accompaniment: Sara Morgan.

- 6. Decision of the Jury.

GERMAN PLAY.

Friday, March 24, 1905, the German Department presents
ENGLISCH: A COMEDY IN TWO ACTS.

CAST OF CHARACTERS.

Adele Treuherz, eine junge Wittve	Agnes Johnson
Marie, ihr Kammermädchen	Madge Holcomb
Salomon Ippelberger, Banquier von Leipzig	Robert Newman
Rosa, dessen Gattin	Stella Kayser
Edward Gibbon	Edwin Curtis
John, dessen Diener	John Rogers
Billig, Gastwirt	Edward Farley
Fritz } Kellner	Morris Richards
Jacob }	Bert Cramton

SYNOPSIS.

Act I. A hotel corridor.

Act II. The same.

Adele Treuherz, a young German widow and her maid, Marie, have been followed for three months by a young Englishman, Edward Gibbon, and his valet, John. At last Adele comes to a hotel, in which there is only one vacant room, engages it and offers to pay for any that may be vacant. The host, Billig, at the offer of twenty pounds can not refuse to give the Englishman a corridor, the scene of the play. Adele asks Ippelberger, a curious guest with a jealous wife, Rosa, to pretend to be her husband. Rosa is pleased with the Englishman's imagined intentions, but when she is undeceived, becomes furious and leaves Ippelberger to his fate. At length perseverance wins and Edward persuades Adele to marry him and to teach him to speak better German.

Proceeds of the play amounting to \$99.15 were donated to the Athletic Association, enabling it to pay all bills and have a balance in its treasury.

ARBOR DAY.

APRIL 28, 1905.

PROGRAM.

1. Music—The Linden Tree.....High School
2. Recitation—To the Cuckoo.....Jennie Vernon
3. Music—Violin and Piano..Alva Thompson, Ida Shepard
4. Declamation—TreesHelmer Nelson
5. MusicGirls' Glee Club
6. Class History.....Jessie Smith, Lona Bergh
7. Music—Piano Solo.....Miss Blum

8. Quotations.....Members of Class IV
 9. Recitation—The Birds of Killingworth....Vera Leatzow
 10. Oration—Planting of Tree.....Louis Larson
 11. Song—AmericaHigh School

ANNUAL COMMENCEMENT.

- *Music—Triumphal March*Lemmens*
 Mr. E. A. Bredin.
 Invocation.....Rev. George E. Hunt
 SalutatoryEdwin Curtiss
 Music—Overture, Sans Souci.....*Kaula*
 Address.....Professor D. B. Frankenburger
 Music—Intermezzo, Flower of Mexico.....*Curti*
 ValedictoryStella Kayser
 Presentation of Diplomas.....Mayor W. D. Curtis
 Benediction.....Rev. Geo. E. Hunt
 Music—La Mascara Waltz.....*Pomeroy*
 *Music—Bach's Mandolin and Guitar Orchestra.

GRADUATES, '05.

ANCIENT CLASSICAL COURSE.

- *Katherine Agnes Donovan Frank Gardiner Hood

MODERN CLASSICAL COURSE.

- | | |
|------------------------------|-----------------------------|
| Alice Irene Alford | Agnes Learned Johnson |
| Annabelle Allen | Stella Ottilia Kayser |
| Lona Irene Bergh | Blossom Katherine Marie Law |
| Frederick Sarles Brandenburg | Agnes Veronica Leary |
| Elizabeth Brown | Caroline Gail Libby |
| Dorothy Marie Burnham | Mary Ellen Longfield |
| Beulah Jennie Chamberlain | Margaret Blanche Lyle |
| Phillips Chynoweth | Sara Blanche Morgan |
| Clara Margaret Cronin | Nellie Claire Roybar |
| Anna Regina Dunn | Mabel Silbernagel |
| Anna Josephine Esser | Jessie Clemons Smith |
| Jane Bopeep Gapen | Margaret Helen Sullivan |
| Alice Mary Grover | Ole Selmer Syftestad |
| Clara Elizabeth Hartwig | Mary Katherin Taylor |
| Josephine Heuer | Kate Trainor |
| Ethel Woolsey Hopkins | |

SCIENCE COURSE.

- | | |
|----------------------|---------------------|
| Henry Balsley | Caroline Kleinheinz |
| Emilie Anna Boelsing | Anna Bell Kirsch |
| Alma Marie Boyd | Isidore Koltes |

William Edward Boyle	Barbara Hazel Klinefelter
Anna Isabel Butler	Martha Ellen Lewis
Elsie Josephine Bird	Tennyson Lathrop
Edna Lorene Confer	Louis Martinus Larson
Alice Beatrice Cronin	Helmer Clarence Nelson
Edwin Ford Curtiss	Lylia Jeannette Owens
Burton Lamont Cramton	Gladys Eva Priest
Victor Peter Diederich	Marie Louise Pressentin
Edward Philip Farley	Frances Post
Earle Edwin Gibbs	John Logan Rogers
Samuel Gallagher	Edna Arlisle Roloff
Olive Goldenberger	Stephen Francis Regan
Sidney Philip Hall	Morris Wilford Richards
Emma Isabel Hean	Mary Regina Tormey
Madge Evelyn Holcombe	Alva Samuel Thompson
Harry Kessenich	Joseph George Taylor
Mabell Grace Kelly	Lula Wittl

ENGLISH COURSE.

Elizabeth Hyacinth Conlin	Lillie Josephine Scott
Ida Fenton	Alice Adell Sprecher
Theo Fenton	Anna Emelie Syftestad
Elnora Jean Hoyer	Jennie Elizabeth Vernon

*Ancient and Modern Classical courses.

GRADUATES SINCE 1875.

Questions are often asked regarding the number of graduates from the high school. People are always interested in knowing how many of such graduates continue their studies in the university, and graduate from that institution. The following numbers are taken from high school and university records:

Graduates to date, male.....	469
Graduates to date, female.....	757
	<hr/>
Total.....	1,226
Graduates for past fourteen years, male.....	365
Graduates for past fourteen years, female.....	525
	<hr/>
Total.....	890
Graduates of M. H. S., also graduates of U. W., male..	157
Graduates of M. H. S., also graduates of U. W., female.	152
	<hr/>
Total.....	309

The above statement shows that of all graduates of the high school since 1875, 71 per cent. have graduated in the past fourteen years.

The total number of graduates up to and including 1901 is 897. Counting all of our graduates from the U. W., including those of 1905, we have 309. Therefore 34.4 per cent. of our high school graduates have also graduated from U. W.

CONCLUSION.

The gains of the year are found in the advantages arising from the introduction of full time studies in place of what have been called part-time studies.

In addition to this the class officer system has aided greatly in helping to fix the responsibility of the teacher. Its continuation will diminish the number of failures.

A third gain is found in the participation in morning exercises by pupils. Some have thought this impossible. It probably indicates a desire on the part of pupils to use all the privileges extended to them. No criticism can be made upon the attention of the pupils in this exercise. I recommend its continuance and enlargement so as to reach a larger number.

A fourth point that may be mentioned is the easier management of the fourth grade pupils, brought about by having them assigned to definite places during free times. With our present amount of room, not much more can be done in this direction.

It may be worth while to mention the U. W. report on the freshman English examination. Over fifty of the class of 1904 entered the university. All were successful in this examination.

Opportunities for enlarging the scope of our work or of going deeper into the subjects now in our courses are absent on account of our limited quarters.

I can commend the effort of teachers in doing all they could to aid in making the high school successful.

Respectfully submitted,

J. H. HUTCHISON, *Principal.*

REPORT OF SUPERVISOR OF DRAWING.

TO MR. R. B. DUDGEON, *City Superintendent of Schools, Madison, Wis.*

DEAR SIR:—I hereby submit my eighth annual report.

"There are certain principles which govern in all art, as there are principles which underlie all literature, and these principles may be simply and naturally taught. The pupil does not begin his language work by analyzing sentences from Shakespeare, Milton or Carlye. He reads literature beautiful in itself and adapted to his experience and comprehension. He feels its beauty, although he is not asked to analyze its effect. He also writes his own stories in which he is interested, the garden, his pets, his playmates.

"The subject of art education has been worked out in the Prang text books in the same way.

"In the primary grades, the pupil is encouraged to express his thoughts by means of brush, crayon, or pencil in his own childlike way, while at the same time, through the beautiful pictures and the delightful lessons in his text book, he is given standards which constantly stimulate his efforts to improve his own work."

These are the words of a critic who has made a study of the new Prang text books of art education.

Book number five used by our fifth and sixth grades the past year, proved a source of inspiration and delight to both teachers and pupils. I recommend that grades three and four use book number three and seventh and eighth grades, book number six next year.

The industrial work introduced last year has been continued with more gratifying results.

Grammar grade pupils made paste board looms and wooden needles to be used by first and second grades. With these as a foundation, first grades wove rugs of warp and yarn.

Second grades wove doll hammocks of Macreme cord.

Third and fourth grades made table mats from raffia and wool twine.

Fifth and sixth grades designed and wove baskets of raffia and rattan.

By way of experiment, clay modelling was substituted in one fourth grade with pleasing results. The modelling was

free hand and the various vase forms were colored with water color in imitation of delft, terra cotta and various wares.

Through the organized efforts of the Madison Public School Art Association, the good work of beautifying our school rooms has continued to prosper. The question is sometimes asked, "What relation has this movement to the art instruction in the public schools?" In brief I would answer, "It is the high water mark toward which all phases of art instruction are moving—the power to appreciate and enjoy the masterpiece in art, the appropriate decoration and the harmonious in one's surroundings."

From the little one in first grade who is led to place his picture of flower or bird upon paper of fitting shape, to the high school pupil who is led to think of balance, unity, variety and harmony in a more analytical way, we are aiming to cultivate the powers of recognition and appreciation. Along this line we are much indebted to Miss Ethel Raymer for her many helpful talks on artists and their works.

During the fall term, the High School Art Club was much interested in tooled leather work. Every Monday evening, about twenty-five girls were busy in the studio working on pen-wipers, card cases, belts, boxes and picture frames as Christmas gifts. During the second term, the time was given to life drawing. One half hour each evening was devoted to the study of history of painting, including early Italian masters.

At the high school, we are indebted to Mrs. Baskerville, Miss Emma Van Berg, Dr. Jastrow and Mr. Frank Hall for interesting talks on art topics. Let us look forward hopefully to the time when the history of art shall find a place in the high school curriculum and provision shall be made for students who wish to continue their art work beyond the first year.

The traveling exhibit selected at Western Drawing Teachers' Association was with us one week in November. It hung for a day in each of the four largest buildings, Draper, Washington, Brayton and Marquette. First grade work was hung in first grade room and so on through the building. Teachers and children from other schools were invited to inspect the exhibit so that all might become familiar with public school art work throughout the west. In May an exhibit of forty mounts of drawing work was sent to the W. D. T. A. in Chicago.

Through the kindly co-operation of Misses Hopkins and Ellis of the city library, two exhibits were held in the children's room, one of fourth grade basketry and one of fourth grade clay work.

In closing, I wish to thank you for your kindly interest, the teachers for their patient, enthusiastic efforts along the industrial lines which have presented to us so many new and trying problems, and the board of education for their continued co-operation.

COURSE IN ART INSTRUCTION.

AIMS.

1. To train mental faculties—observation leads to clear percept; clear percept to clear concept; clear concepts lead to correct judgments. To stimulate originality.
2. To train the hand to execute with nicety the dictates of the mind.
3. To create a love for and appreciation of beauty in form, color, and arrangement.
4. To correlate drawing with other lines of school work, making them mutually helpful.
5. To help the child to make the most of his God-given powers, developing them into a character of moral beauty and symmetry.

FIRST AND SECOND GRADES.

Mediums of Expression.—Charcoal crayon, color crayon, water color, paper cutting and folding.

Representation.—Drawing and painting from bright colored flowers and toys. Connected with nature work and reading lessons. Type forms. Landscape.

Construction.—Modelling and cutting forms of animal and plant life. Imaginative work. Paper folding—making May baskets, soldiers' caps, sun bonnets, etc.

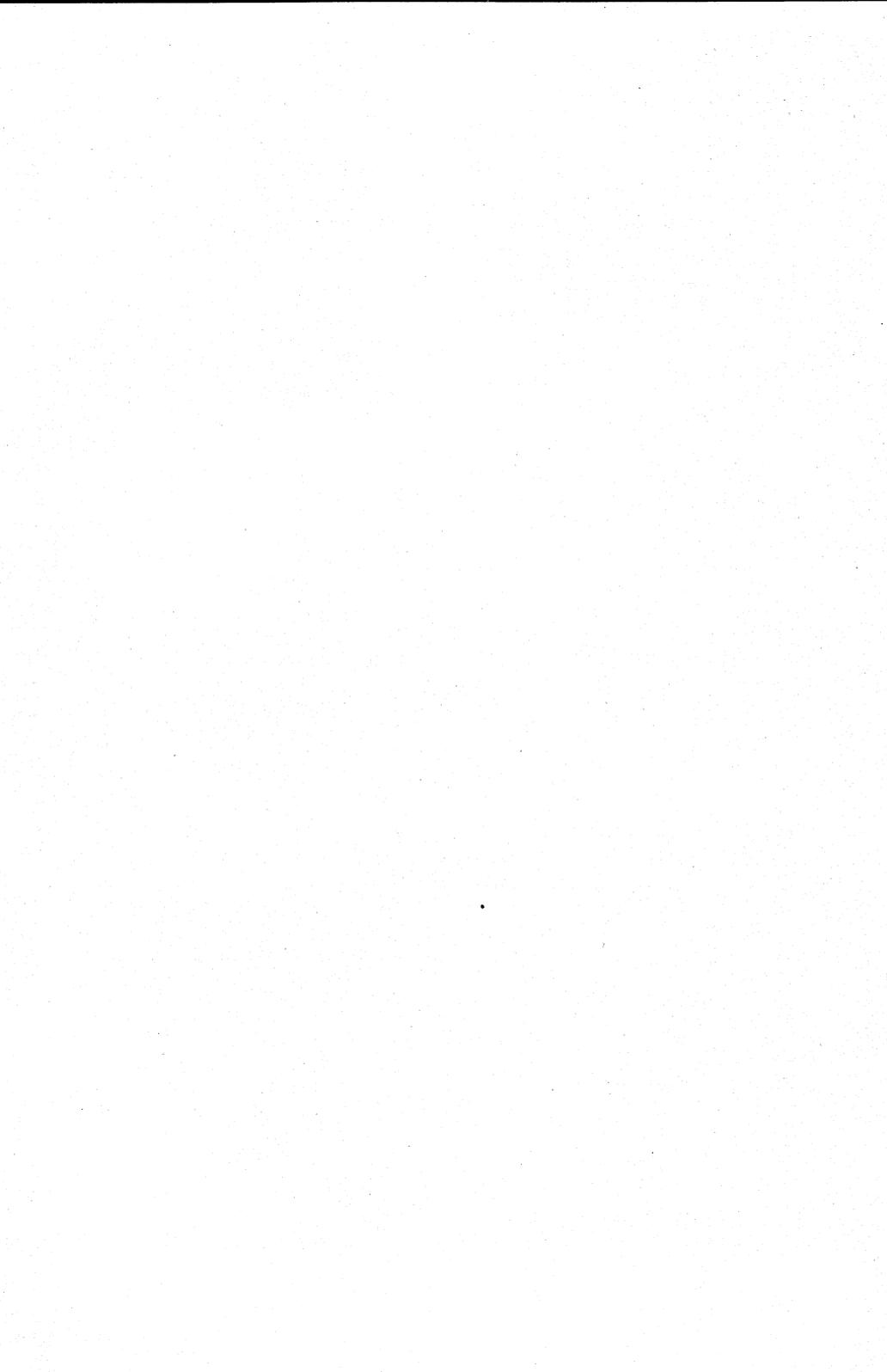
Decoration.—Making of simple decorative forms—borders, rosettes, crosses, quatrefoils.

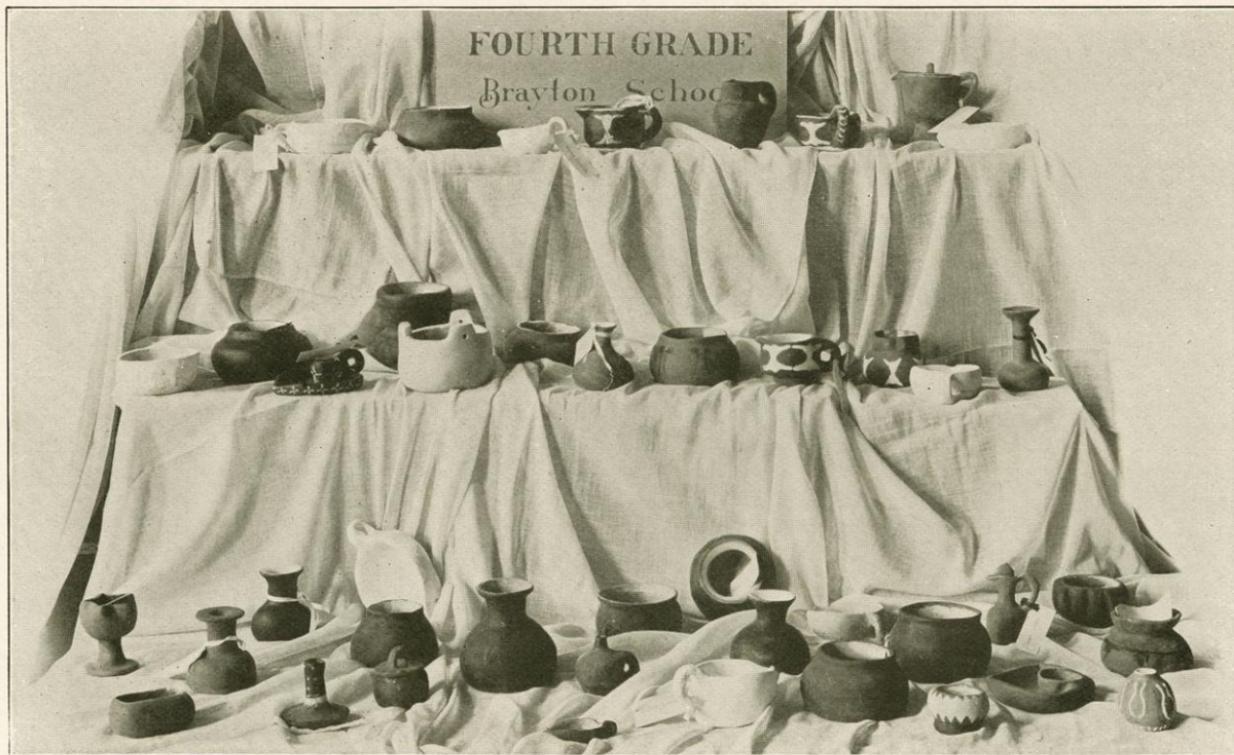
Artists studied.—Those represented by pictures and casts in the room.

THIRD AND FOURTH GRADES.

Mediums.—Charcoal water color for freedom and directness of work; pencil for careful, accurate work.

Representation.—Principles involved in drawing cylinder in different positions. Nature and illustrative drawing. Showing of dark and light, and simple light and shade. Landscape.





CLAY MODELING.

Construction.—Difference between working drawing and appearance drawing taught. Use of ruler taught. Practice in drawing views and patterns of type forms.

Decoration.—Study of historic designs. Designing of plaids and pleasing arrangement of flower and leaf sprays in given space. Simple landscape composition.

Artists studied.—Those represented by pictures and casts in the school room.

FIFTH AND SIXTH GRADES.

Mediums.—Pencil, charcoal, water color.

Representation.—Cylindric principles reviewed. Principles involved in drawing rectangular objects facing and turned. Drawing and painting from plant and animal life. Grouping. Shade and shadow shown. Landscape composition.

Construction.—Working drawings of type forms, using simple conventions.

Decoration.—Reproduction of Egyptian, Greek, and Roman ornament, studying elements of beauty. Applied design in oilcloth patterns, tile designs, and doilies. Arrangement of flower and leaf sprays in given space. Design for folio cover.

Artists.—Those represented by pictures and casts in school room.

SEVENTH AND EIGHTH GRADES.

Mediums.—Pencil, charcoal and water color.

Representation.—Review of perspective principles, already studied. Cone and triangular prism in advance. Essentials of good grouping taught. More attention given to rendering of color and material. Work from plant and animal life and landscape.

Construction.—Use of ruler and compasses. Simple geometric problems; application in working drawings of type forms and joints, using all the conventions.

Decoration.—Greek and Roman ornament and architecture studied; main characteristics and examples of each style. Designs for iron work, grilles, brackets, beds, and registers. Designs for folio covers.

Artists.—Those represented by pictures and casts in school room.

HIGH SCHOOL.

Mediums.—Pencil, charcoal, charcoal gray, water color, and pen and ink.

Representation.—Review of perceptive principles and more attention to details of form and color. Pose drawing. Cast drawing, and landscape composition.

Construction.—Use of T square, triangles, drawing board, ink and ruling pen in making patterns and working drawings of type forms, joints, screws, crosses. Much practice in careful printing. Work the result of original thinking.

Decoration.—Review of the essentials of good design. Application in design for stained glass, cups and saucers, plates, doilies, silk patterns, wall paper, Easter cards and Arbor Day program, rugs, embroidery.

Artists.—Praxiteles, Myron, Raphael, Corot, Guido Reni,—these are chosen because reproductions of their work are to be found in the high school.

Respectfully submitted,

IDA M. CRAVATH,

Supervisor of Drawing.

REPORT OF THE SUPERVISOR OF MUSIC.

TO MR. R. B. DUDGEON, *City Superintendent of Schools, Madison, Wis.*

DEAR SIR:—I hereby submit the report of the department of music for the year ending June 9, 1905.

During the year the following points have been emphasized: (1) care of the voice and production of tone, (2) individual work among the less gifted pupils (3) correct song interpretation and expression, (4) definite instruction in the elements of music, and (5) drill in sight reading.

The work has been planned along broad, fundamental lines looking to the best future results. Much can be gained from music in a general way without special study, but it is the writer's belief that real enthusiasm and enjoyment of music comes from a clear, definite understanding of the subject.

THE VOICE.

While it is not possible to give much individual attention to voice work in the schools, yet the supervisor must keep constantly in mind the nature of the child voice and so conduct the singing as to preserve it and at the same time lead to a proper development of the vocal organs. Correct habits of singing should be formed while the child is young.

Special teachers of voice sometimes advise the children who are in their classes not to sing in the schools for fear of injury to the voice. It must be admitted that too often this fear is well grounded. Careless and loud singing may result in permanent injury. The teacher and supervisor must guard against this but if reasonable care is taken there is little danger. On the contrary, the work of the school-room should supplement that of the vocal teacher. Daily singing, if done in the right manner, cannot help but be beneficial, and the knowledge of the rudiments of music gained during the course saves much time and expense to those taking private lessons, and to a large extent takes the place of such lessons to those who are not so favored.

Besides occasional special vocal drills such songs and exercises have been chosen as would bring the best results. It has been our aim not only to have the children sing in a more musical way but to have them hear better, a very essential point in good singing. The general quality of the tone has improved especially in the lower grades.

"MONOTONES."

One of the most difficult problems which the supervisor has to meet, and it is found in every city, is the question of the monotone. Always at the beginning of the year several of the children in the different rooms seem to have little or no appreciation of pitch and sing on a single tone. These children are commonly called "monotones," although improperly so called.

A real monotone is one who has a positive physical defect, either of the vocal organs or of the ear, consequently cannot utter correct tones because of lack of proper control of the voice or inability to judge a tone when sung. Fortunately there are few who really belong in this class. There are many people who *do not* sing, but the number who *cannot* sing is comparatively small.

Some pupils do not take up music as quickly as others, but if given special help in the lower grades they will get a sufficient start to enable them to carry the work with the rest of the class. If left to themselves, however, they will sing out of tune, much to the annoyance of the school, until they learn that their singing is wrong, when they will probably stop singing altogether.

All children enjoy music and are not only willing to sing but anxious to do so until it becomes evident that they are out of harmony with the rest of the school. As stated above, in most instances these children can be taught to sing correctly if given sufficient help early in the course. It will require some special effort on the part of both the supervisor and the regular teacher, but the results are of such importance not only to the individual child but also to the school as a whole that it well worth while.

We have given considerable attention to this work and believe something has been accomplished. If such work is continued from year to year the "monotones" will almost entirely disappear in the upper grades and will be reduced to the minimum in the lower grades.

SONGS.

In visiting the various schoolrooms of the city one finds pictures and statuary representing the best in art. The value of this in connection with the work in drawing can scarcely be overestimated. These perfect examples kept

before the pupil throughout his school life cannot but help to foster a love for the true and beautiful in art. This is reflected not only in the daily lesson in drawing but also in the general atmosphere of the school.

For the same reason it has been the aim in music to keep the best songs before the children. If a few of these are well learned in each grade the pupil will have a list of songs which will not only give pleasure through life but will mean much to him in forming his musical tastes. True and beautiful poems sung to pure, wholesome music is a good antidote for some of the trivial music which is flooding the country today. Many of the gems of poetry which the children commit to memory are set to music by our best composers. The music for these should be learned after the poems have been studied. It will add much to the pleasure and benefit to be derived from them.

Due attention has been given to the meaning and to the proper expression of songs. If a song is well written the music supports and strengthens the meaning of the words. The children are led to see this and to enter naturally into the spirit of the song. It thus ceases to be a mere recital of words to a given melody but is full of meaning.

The text books in use do not contain a sufficient amount of good song material, hence we have to draw largely from outside sources. However, not so much has been accomplished in general singing as would have been done under more favorable conditions. Songs should receive a larger proportion of the time than has been possible this year.

MUSICAL THEORY.

Going hand in hand with music as a culture study should be a definite study of the elements of music. It is by this means only that real progress can be gained. This work should not be made dry and technical, and it need not be so, but there is no way to escape it if the best results are to be obtained.

One might as well try to master the subject of literature through being told the stories of the great masterpieces as to learn music wholly or even to a large extent by rote. It is true that story telling may have its place in literature just as rote-singing has an important place in music, but the ability to read the printed page is necessary in the study of

literature. In the same way, to know music in a true sense one must be able to grasp the musical thought through the outward signs—clef, bars, notes, etc.—and the more perfectly these are understood the more freedom the singer has and the greater the possibilities before him.

This phase of the work has been somewhat emphasized during the year. We have tried to better systematize it and bring about a greater unity in the work of the different grades. Each teacher should know what has been done in the previous grades as well as the special points for study in her own and succeeding grades. This is true in all other subjects in the school and is just as important in music.

Some written work was done during the latter part of the year. It proved interesting and helpful. All the pupils are on an equal footing here and many who were backward in singing excelled in the written exercises. This enables the teacher to follow the progress of each pupil and encourages the children to organize their work in music.

SIGHT-READING.

One may have a perfect knowledge of the elements of music, yet if that knowledge is not put to practical use it will avail him but little. Sight-reading should keep pace with the theoretical side of the subject. The ability of the pupil to read at sight music of ordinary difficulty is a good test of the work being done. This, of course, is not the only test, for music is more than glibly singing in perfect tune and time, but the more readily one reads the more time he will have for the study of the meaning and expression of a song.

In this work the pupils have been thrown on their own responsibility as much as possible. When taking up an exercise for the first time a moment was allowed in which to establish the key and time, after which the class was expected to sing through to the end without hesitation. I believe such work to be of value, as it makes the child alert and encourages independence. Occasional mistakes were made, as would naturally be expected, but these were corrected in further study. Individual recitations along this line have also proved helpful and interesting.

THE KINDERGARTEN.

The work of the kindergarten has an important influence on the music in the grades. The child who has had the advantage of such training enters the first grade with a musical foundation far in advance of the one who has not had the same opportunity. Besides having a list of songs at his command he has gained some idea of melody and rhythm and has learned something of the use of his voice.

In another part of this report I called attention to the question of monotones in the school. I may add here that this is evident to a much less degree in the buildings containing kindergartens than is true of those where the children first enter school direct from the home. This speaks well for the kindergarten.

It was my pleasure to visit some of the rooms during the year and I wish to commend the work seen. The songs used were of a high type and were sung in a musical way. Music in the schools will have gained an important point when it is possible for all the children to have the advantage of this valuable training before entering the grades.

THE HIGH SCHOOL.

The chorus work of the high school has been ably conducted by Mr. Bredin. The general singing at the opening exercises have been continued as usual. On the mornings set aside for chorus study several new choruses were learned and the old ones reviewed. More new songs, however, are needed as well as a book containing patriotic and other songs suitable for general exercises.

While something is to be gained by having all the school take part in the chorus work, as has been the custom, yet it would be well in addition to this to set aside a special time for a picked chorus of those especially interested in singing. Many would be glad to take advantage of such an opportunity to continue the work done in the grades. Too often there is little or no connection between the music of the high school and that of the grades. This is unfortunate for the music student, as it usually means that he must slight his music, or perhaps drop it altogether, at a time when he can least afford to do so.

Some of the high schools in different cities have overcome this difficulty by making music elective as a major study

and allowing credit toward graduation on the same basis as the other studies. This is a great advantage to the student and places him on an equal footing with the student who wishes to make history or literature his principal study.

It would not, of course, be possible or even desirable to put music on such a basis at once, but if something could be done looking toward that end it would prove beneficial. If nothing more could be done than to arrange for two or three classes each week it would be worth while.

The school was entertained at various times with musical numbers by different musicians from the city and from the University. This was highly appreciated. The Girls' Chorus, under the direction of Mr. Bredin, sang before the school several times and was well received.

An orchestra was organized early in the term and rehearsals continued throughout the year. Fair progress was made and a good foundation laid for future work. The orchestra was on the program for the Teachers' Association and furnished the music for the German play given at the high school.

It is hoped that the orchestra will be continued and that similar organizations may be formed. There is sufficient material for a good mandolin club and by admitting some of the boys in the ward schools a band is possible. I believe that all such organizations have a good influence on the general life and spirit of the school.

RECOMMENDATIONS.

It has been recommended in former reports that a change in text books is needed. I heartily concur in this opinion. As has been pointed out herein before, while the Normal Music Course is rich in valuable material for study it is very deficient in songs. There are not enough of them and those which are given are not always satisfactory. If a complete change of books is not made it would be advisable at least to supplement the present text by the purchase of books containing suitable songs. Considering, however, the dilapidated and unsanitary condition of many of the books in the hands of the children at the present time it would be best to make a definite change. Especially is this true of the first three books. A change in the eighth grade is not quite so important, as the book in use will answer the purpose fairly well for a time. Supplementary choruses would add to the value of the work in this grade.

of the county; locate its chief cities and villages. Review occupations and their products, and trace lines of transportation through the county. Review important points in geography of Wisconsin and United States. Use Geographical Readers. Study map of South America.

SPRING TERM.

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

SUGGESTIONS AND OUTLINES ON HISTORY.

IN ELEMENTARY GRADES.

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

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

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

The following books will be found helpful to both teachers and pupils: Pratt's American History Stories, Monroe's Story of Our Country, Eggleston's First Book in American History, Wright's Children's Stories in American Progress, Gilman's Historical Readers, Montgomery's The Beginner's American History, Thwaites' Historic Waterways, Thwaites' History of Wisconsin, McMurry'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 Crusades and Crusaders, Lanier's Boy's Froissart, Buckley's History of England for beginners, Calcott's Little Arthur's History of England. A Pathfinder in American History, published by Lee & Shepard, is especially helpful to all teachers of history.

REPORT OF COMMITTEE ON HIGH SCHOOL.

To the Board of Education, Madison, Wis.

GENTLEMEN:—The Citizens' Visiting Committee begs leave to submit the following report of its examination of the high school:

The building is crowded, the halls are dark and uninviting. The urgent need of ampler quarters, better light, better air, the committee desire to emphasize in the strongest possible terms. We trust that the next visiting committee will see the present building demolished and a new one, adequate and beautiful, rising in its place.

The school is well officered; the teachers are, in general, competent and alert. Many of the teachers have been connected with the school so long and their work is so well known to the members of the committee that our examination of the school has consisted mainly in looking over the work of the new instructors and in noting the necessary changes that take place in every school even though the instructional force changes little.

We are pleased to observe that the teachers who have been longest in the high school still keep up their interest and enthusiasm in the work; we find little or no evidence of their getting into ruts. The work of the newer teachers is mostly good. There is a tendency, however, in some to use sarcasm as a prod to drive the dilatory student up the hill of learning. We doubt the efficacy of this means, even in the case of the dull and the lazy, and we are quite sure that it reacts upon the better students; besides it tends strongly to become a habit in him who practices it, and as habit it more fitly belongs to the police court lawyer or the stump speaker than to the teacher.

There seemed to the committee everywhere an effort to cover more ground, to quicken the pace. This may come from the recent demand made by the university. In the mind of the committee the whipping up process will not always bring the student by the easiest way to the desired goal. The present pace is probably quite up to the limit for the average boy or girl. The committee is of the opinion that more ground can be covered and well covered by better presentation of the matter. In many subjects in every American school the average student travels much of the time in the fog; often when a subject is begun, or when a new method is introduced or a new subdivision entered upon

there is a period of absolute blackness. This might be avoided if the teacher looked out for "what is coming"; ten minutes judiciously spent will often prevent a fog, bring delight to the student and relief to his parents or older brothers and sisters who are usually appealed to for help when the darkness grows dense. These periods of blackness, when the student cannot move forward one inch, rapidly waste his time and kill his interest. Whether in mathematics, or physics, or German grammar, the hard places should be made easier, and the dark ones should be illumined. We are glad to know that much of this expository work is now being done both by the regular teachers and by the extra teachers, the helpers of the individual student. The new high school building will give opportunity for the further broadening, clarifying and individualizing of instruction. Education, especially for the young, should not be made a matter of mere guessing on the part of the student. Puzzles and charades do not constitute education.

The problem of secret societies in the high school has for several years engaged the attention of successive visiting committees. The opinion has been practically unanimous that such organizations were not favorable to scholarship, nor to that broad democracy that has hitherto characterized our public schools. Your committee heartily agree with this opinion and here regret that more progress has not been made towards eliminating these organizations from the schools. The reasons that are urged, or may be urged, for such organizations, in colleges or universities, where most of the students are away from their homes, do not exist in the case of the high school. Boys from twelve to sixteen have not come to such self consciousness and control that they can easily avoid the evils incident to such societies. The drunken debauch at a meeting of the representatives of one of these organizations in this city, recently, is illustrative, not of the essential badness of boys, but of their *immaturity*, and suggests as a remedy more of parental control and influence and less dependence upon immature companions, though bound together by the whole Greek alphabet. Boys of fifteen, sixteen, and seventeen should not be exposed to the temptations of the Banquet Board with all its accompaniments of wine and cigars. Imitation of one's elders is all right along some lines, but age and general development make a great difference along many lines.

Nor do these organizations seem to be tending toward greater maturity in their membership. They are not confining themselves to the later years of the high school, but are

steadily pushing their influence back into the grades. Their pledglings are found in the eighth, seventh, and even in the sixth grades of the grammar school. With the erection of a new building will come a rapid expansion of the high school; with this expansion will almost surely come the multiplication of these organizations. They are not organized to promote scholarship or democracy or even good citizenship. A recent graduate of the high school, a member of a fraternity, in speaking of the ineffectiveness of the present rule of the board, said: "When a young man enters the high school he has the choice of four years of fun in a fraternity, or four years of hard work with a possible high record in scholarship; which will he take?"

The committee is of the opinion that the present rule of the board, which excludes members of these organizations from representing the school in all contests and from class honors, while it has limited their activity in high school politics, has not hastened the removal of the societies from the high school itself, because the things they are deprived of are not the things they most desire. We suggest that a rule that would leave the members of these organizations in possession of all their privileges in the high school in consideration of their agreement to take in no new members would be better, would, at least, begin the slow elimination of the organizations from the school, and we believe that the somewhat chaotic condition that must necessarily attend the transfer from the old building to the new would be a most favorable time for such a change. The new building should have no room for cliques or clans, but only for that broad democracy that makes America and her institutions possible. Twenty years from now our boys and girls will themselves constitute the board of education, the faculty, and the visiting committee and can then, in their riper wisdom, if they so wish, establish the fraternities and sororities as an integral part of the high school curriculum for their own boys and girls, and so establish the stupid old-fogyism of this committee.

D. B. FRANKENBURGER, *Chairman.*

A. E. HOHLFELD.

ABBY S. MAYHEW.

ELSBETH VEERHUSEN.

A. W. STALKER.

E. B. SKINNER.

E. R. MAURER.

ARABELLE S. BRANDENBURG.

Madison, July 8, 1905. MRS. J. A. AYLWARD.

REPORT OF COMMITTEE ON GRAMMAR GRADES.

To the Board of Education, Madison, Wis.

GENTLEMEN:—The committee appointed to visit the grammar grades of the city schools submit the following:

As the appointments were made late we have had only a short time in which to visit and form an estimate of the schools as a whole. There are a few things which to us seem very important for the best welfare of the pupils, both physically and mentally.

We therefore recommend:

That the seats be graded in many of the rooms.

That a teacher of writing be employed and the present vertical system changed.

That note books be used for the arithmetic work in place of separate papers, that the pupils may keep the work for future reference.

That the pay of our best teachers shall be raised if possible, thus making it unnecessary for them to accept outside offers.

That domestic science shall be taught in all our schools at no distant day, in order that the pupils may get the best possible training before leaving the eighth grades.

Respectfully submitted,

MARION A. GILMORE.

HELEN GALE ADAMS.

EDITH M. CLAUDE.

ESTHER R. HEAD.

BLANCHE V. RATCLIFF.

BERTIE L. WHELAN.

ESTELLA D. CONRADSON.

ELIZABETH B. HARPER.

MAMIE C. CURTIS.

ELIZABETH A. TENNEY.

MYRA T. CARY.

Madison, Wis., June 8, 1905.

REPORT OF COMMITTEE ON PRIMARY GRADES.

To the Board of Education, Madison, Wis.

GENTLEMEN:—In submitting our report we have first to commend the earnest and faithful work of the teachers, and the interested and careful work of most of the janitors, who, in co-operation with the teachers, are using their best efforts to keep the buildings clean and wholesome. We also wish to commend the careful planning of the new Irving school building in the Sixth ward, in which we found sufficient light and an effective heating and ventilating plant, and hygienic water closets, which are automatically flushed. The great lack in this building, as in all the other public school buildings of this city, is a total disregard of any arrangements for supplying moisture to the atmosphere of the school rooms, and a disregard of the necessity of supplying adjustable desks for pupils of varying sizes in the same grades.

To realize the far reaching importance of the above mentioned points the reader is referred to a thesis prepared by W. P. Colburn upon "Hygienic Conditions in Certain of the Madison Public Schools." This thesis, prepared during the past year under the direction of the department of education in our university and is to be found in the university library.

Some of the most imperative needs of the older buildings are apparatus for supplying moisture to the atmosphere and removing partitions to let in more light. The need of more light was especially noticed in the Brayton school, in the fourth and first grade rooms. Here many mothers report positive injury done to the eyes and health of their children. Some dark passages in the Draper school seemed very objectionable. There is also need of a new floor in the kindergarten room of the Washington school; and a pressing need of a new system of heating and ventilating for the entire old part of this building.

The lack of sufficient play grounds was especially noticeable in the Brayton, Irving, Doty and Washington schools. The committee urge that more land adjoining the present meagre school grounds be purchased for play grounds and

school gardens. Some generous citizen may be interested in helping to supply this need. Until this is accomplished it is suggested that the little girls of the Doty school be allowed to use the front yard instead of playing in the street.

The committee also suggest that provision be made for supervision of the play during the recess periods, that manual training be given to the girls as well as to the boys where no provision is made for domestic science and that it be introduced in the lower grades as fast as possible.

The nature study would be far more practicable if studied in connection with school gardens. The reading would be improved in nearly all the primary grades by the teacher working far greater naturalness of expression. The language work would grow in effectiveness by the teacher reading aloud more from good literary material and by helping the children to work out through dramatization much that the teacher thus presents to them. Through this method the children's thoughts would be broadened and their power to express themselves increased.

Much loss of time has been occasioned during the past year by the spreading of contagious diseases in the school, even with the utmost care on the part of the superintendent and teachers. This suggests the need of almost daily examination of the children in every school by a specialist. Such examinations we feel ought also to correct much defective sight, hearing and breathing observed in some of the schools.

Respectfully submitted,

HARRIET F. E. O'SHEA.

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 at the opening of each term. No reduction in tuition will be made in case of absence for less than one-half term.

year and then add enough from the elective studies to make the required number of hours per week for that year.

The following are suggestive courses arranged from the required and elective studies to aid pupils in planning their work:

	ANCIENT CLASSICAL.	MODERN CLASSICAL.	GERMAN.	SCIENCE.	ENGLISH.
I	1st Semester Algebra...5 Latin.....5 English...5 History...3 Drawing...2 Rhetori's.1	Algebra...5 Latin.....5 English...5 History...3 Drawing...2 Rhetori's.1	Algebra...5 German...5 English...3 History...3 Drawing...2 Rhetori's.1	Algebra...5 Phy. G...5 Civics...5 English...5 History...3 Drawing...2 Rhetori's.1	Same as Science Course.
	2d Semester Algebra...5 Latin.....5 English...5 History...3 Drawing...2 Rhetori's.1	Algebra...5 Latin.....5 English...5 History...3 Drawing...2 Rhetori's.1	Algebra...5 German...5 English...5 History...3 Drawing...2 Rhetori's.1	Algebra...5 Phy. G...5 Civics...5 English...5 History...3 Drawing...2 Rhetori's.1	Same as Science Course.
II	1st Semester Algebra...5 Latin.....5 English...3 History...5 Rhetori's.1	Algebra...5 Latin.....5 English...3 History...5 Rhetori's.1	Algebra...5 German...5 English...3 History...5 Rhetori's.1	Algebra...5 Zoolo'y or Botany...5 History...5 English...3 Rhetori's.1	Same as Science Course.
	2d Semester Greek.....5 Latin.....5 English...3 History...5 Rhetori's.1	German...5 Latin.....5 English...3 History...5 Rhetori's.1	Physio'y...5 German...5 English...3 History...5 Rhetori's.1	Physio'y...5 Zoolo'y or Botany...5 History...5 English...3 Rhetori's.1	Same as Science Course.
III	1st Semest. Physics...5 Latin.....5 Greek.....5 History...3 English...2	Physics...5 Latin.....5 German...5 History...3 English...2	Same as Science Course except that Ger. is more advanced.	Physics...5 German...5 English...5 History...5	Physics...5 Arithm'c...5 English...5 History...5
	2d Semest. Physics...5 Latin.....5 Greek.....5 History...3 English...2	Physics...5 Latin.....5 German...5 History...3 English...2	Same as Science Course (Advanced German.)	Physics...5 German...5 History...5 English...5	Physics...5 Arithm'c...5 History...5 English...5
IV	1st Semest. Geome'y...5 Greek...3 Latin...5 English...2 Hist. U.S...5	Geome'y...5 Latin...5 German...3 English...2 Hist. U.S...5	Same as Science Course (Advanced German.)	Geome'y...5 German...5 Hist. U.S...5 English...5	Geometry...5 Eng. Gr'm...5 English...5 Hist. U.S...5
	2d Semest. Geome'y...5 Greek...3 Latin...5 English...2 Hist. U.S...5	Geome'y...5 Latin...5 German...3 English...2 Hist. U.S...5	Same as Science Course (Advanced German.)	Geome'y...5 German...5 Hist. U.S...5 English...5	Geometry...5 Econom'...5 English...5 Hist. U.S...5

TEXT BOOKS

WARD SCHOOLS.

Rational Elementary Arithmetic.
Rational Grammar School Arithmetic.
The Natural Geographies.
Sheldon's Word Studies.
First Lessons in Language,
Southworth.
Elements of Composition and Grammar,
Southworth.
Smith's Physiology.
History of the United States,
Fisk, McMaster, Scudder, or Gordy.
Sheldon & Co., Vertical System Penmanship.
Normal Music Course.
The Prang System of Drawing.

HIGH SCHOOL.

Shakespeare—Selected Plays *Rolfe, Hudson*
Commercial Arithmetic *Schneck*
Algebra..... *Van Velzer and Slichter*
Geometry *Shutts*
Composition and Rhetoric..... *Herrick and Damon*
American Literature *Newcomer*
English Literature *Pancoast*
Latin Grammar *Bennett*
Latin Lessons *Tuell and Fowler*
Caesar *Kelsey*
Latin Composition *Riggs*
Cicero *D'ooge*
Virgil *Knapp*
Greek Grammar *Goodwin*
Greek Lessons *White*
Greek Composition *Bonner*
Anabasis *Goodwin*
Homer *Seymour*
German Lessons *Spanhoofd*
German Reader *Brandt*

Physical Geography.....	<i>Gilbert and Brigham</i>
English History	<i>Larned</i>
Ancient History	<i>Meyers</i>
Mediaeval and Modern History.....	<i>Meyers</i>
American History	<i>Channing</i>
Civil Government.....	<i>James and Sanford</i>
Physiology	<i>Martin</i>
Botany	<i>Coulter</i>
Physics.....	<i>Carhart and Chute</i>
Zoology.....	<i>Jordan and Kellogg</i>

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

HIGH SCHOOL GRADUATES

A full list of the graduates from the High School for previous years, will be found in the Annual Report of 1903-04.

CLASS OF 1904.

Mattie May Austin.
Ellis Pitt Abbott, U. W.
Susan Naylor Armstrong, U. W.
Hazel Viola Alford.
William Joseph Bollenbeck, U. W.
Otto Conrad Breitenbach.
Emily May Bresee, U. W.
Robert W. Bridgman.
Anna Blackburn, U. W.
Emily Ellen Chynoweth, U. W.
Edwina Mary Casey, U. W.
William Henry Conlin, U. W.
Bessie Rachael Coleman, U. W.
Mary Coleman, U. W.
Martha Elizabeth Curtis, U. W.
Leula Elsie Dillon, U. W.
William Barstow Dugan, U. W.
Audrey Amazon Davenport, U. W.
Helen Flint, U. W.
Edwin Gordon Fox, U. W.
Marion Emma Frederickson, U. W.
Olive Marie Fehlandt, U. W.
Flora Moseley Gilman, U. W.
Jessie Alletta Johnson.
Ruby Holt.
Florence Alford Jewett.
Ruth Leland Jennings, U. W.
J. Cornelius Johnson, U. W.
Elizabeth Verran Joslin, U. W.
Emma Kahl, U. W.
Mary Fidelia Longfield, U. W.
Mamie Ella Lathrop.
Sylvia Elizabeth Lounsbury, U. W.
Vera Alice Langdon, U. W.
Elizabeth Lacy.

Claude Campbell Luckey.
Mary Florence Maher.
Raymond Winthrop Moseley, U. W.
Alexander William Morgan, U. W.
Norma Marie Nebel, U. W.
Walter Nebel, U. W.
Eugene William Nebel, U. W.
Elizabeth Cecelia O'Grady.
Edna Emma Pfister.
Kate Post.
Bernice Quinn, U. W.
Mabel Elmira Rimsnider.
Walter John Reif.
Clara Edna Schneider.
Paul Swenson, U. W.
Aldyth Maud Hungerford Shaw, U. W.
Lula Sophronia May Starks, U. W.
Carlton Hendrickson Stalker, U. W.
Charles Forster Smith, U. W.
Anna Isabel Togstad, U. W.
Jennie Mabel Taylor.
Mary Janet Van Hise, U. W.
Irene Bergita Vick.
Ruth Corbett Van Slyke, U. W.

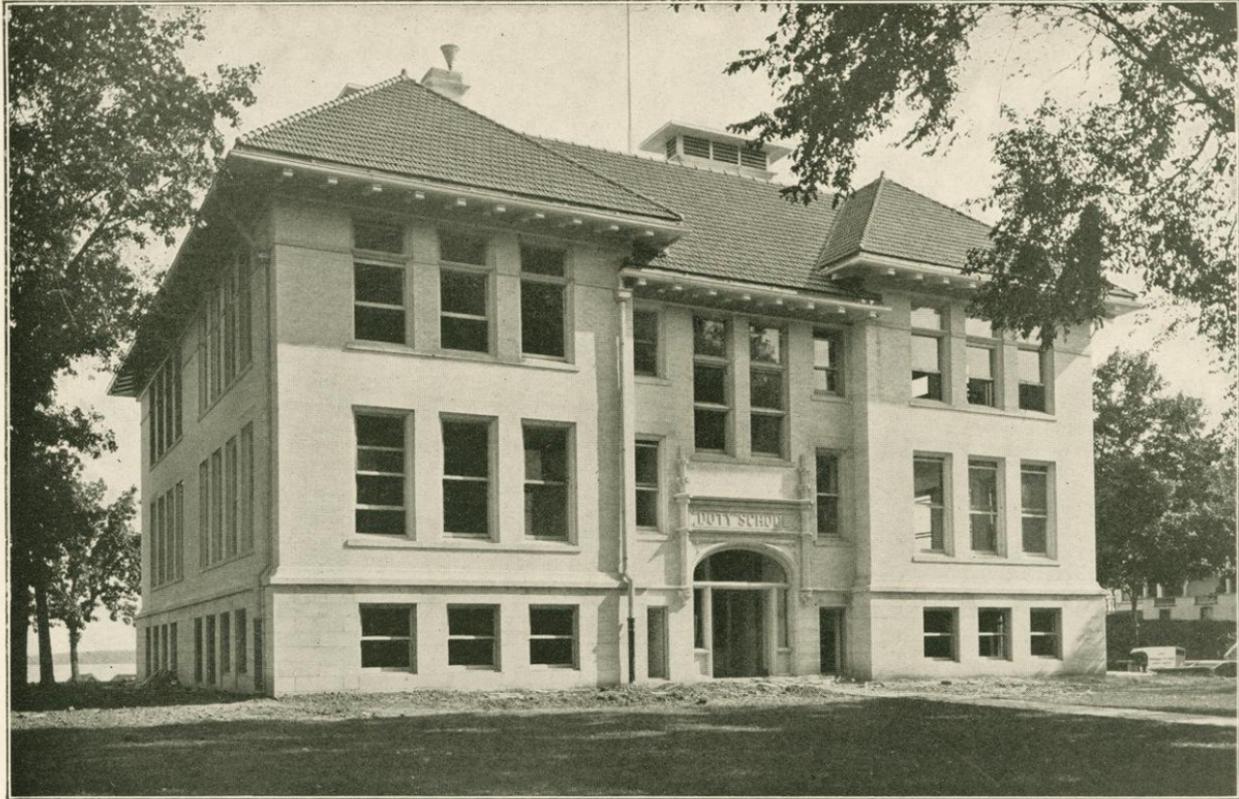
CLASS OF 1905.

Those marked U. W. are intending to enter the University this fall.

Alice Irene Alford, U. W.
Annabelle Allen, U. W.
Lona Irene Bergh, U. W.
Frederick Sarles Brandenburg, U. W.
Elizabeth Brown, U. W.
Dorothy Marie Burnham, U. W.
Henry Balsley, U. W.
Emilie Anna Boelsing, Whitewater Normal School.
Alma Marie Boyd.
William Edward Boyle.
Anna Isabel Butler.
Elsie Josephine Bird, U. W.
Beulah Jennie Chamberlain.
Phillips Chynoweth, U. W.
Clara Margaret Cronin, U. W.

Edna Lorene Confer, U. W.
Alice Beatrice Cronin, U. W.
Edwin Ford Curtiss, U. W.
Burton Lamont Cramton.
Elizabeth Hyacinth Conlin.
Katherine Agnes Donovan, U. W.
Anna Regina Dunn.
Victor Peter Diedrich, U. W.
Anna Josephine Esser.
Edward Philip Farley, U. W.
Ida Fenton, U. W.
Theo Fenton, U. W.
Jane Bopeep Gapen, U. W.
Alice Mary Grover, U. W.
Earle Edwin Gibbs.
Samuel Gallagher.
Olive Goldenburger, U. W.
Clara Elizabeth Hartwig.
Josephine Heuer, U. W.
Sidney Philip Hall, U. W.
Emma Isabel Hean.
Madge Evelyn Holcombe, U. W.
Elnora Jean Hoyer.
Frank Gardiner Hood, U. W.
Agnes Learned Johnson, U. W.
Harry Kessenich, U. W.
Mabel Grace Kelly.
Caroline Kleinheinz, U. W.
Anna Bell Kirsch.
Stella Otilla Kayser, U. W.
Isadore Kollis, U. W.
Barbara Hazel Klinefelter, U. W.
Blossom Katherine Marie Law, U. W.
Agnes Veronica Leary, U. W.
Caroline Gail Libby, U. W.
Mary Ellen Longfield, U. W.
Margaret Blanche Lyle, U. W.
Tennyson Lathrop, U. W.
Louis Martinus Larson.
Sara Blanche Morgan, U. W.
Helmer Clarence Nelson, U. W.
Lylla Jeannette Owens, U. W.
Gladys Eva Priest.
Marie Louise Presentin, U. W.

Frances Post.
Nellie Claire Roybar, U. W.
John Logan Rogers, U. W.
Edna Arlisle Roloff, U. W.
Stephen Francis Regan, U. W.
Morris Wilford Richards, U. W.
Lillie Josephine Scott.
Alice Adell Sprecher, U. W.
Anna Emelie Syftestad, U. W.
Mabel Silbernagle.
Jessie Clemons Smith, U. W.
Margaret Helen Sullivan, U. W.
Ole Selmer Syftestad, U. W.
Mary Katherine Taylor, U. W.
Kate Trainor, U. W.
Mary Regina Tormey, U. W.
Alva Samuel Thompson.
Joseph George Taylor.
Jennie Elizabeth Vernon, Man. Training School, Menomonie.
Lulua Wittl, U. W.



THE NEW DOTY SCHOOL





