



Annual report of the public schools of the city of Madison, Wisconsin: 1907-1908. Special high school number

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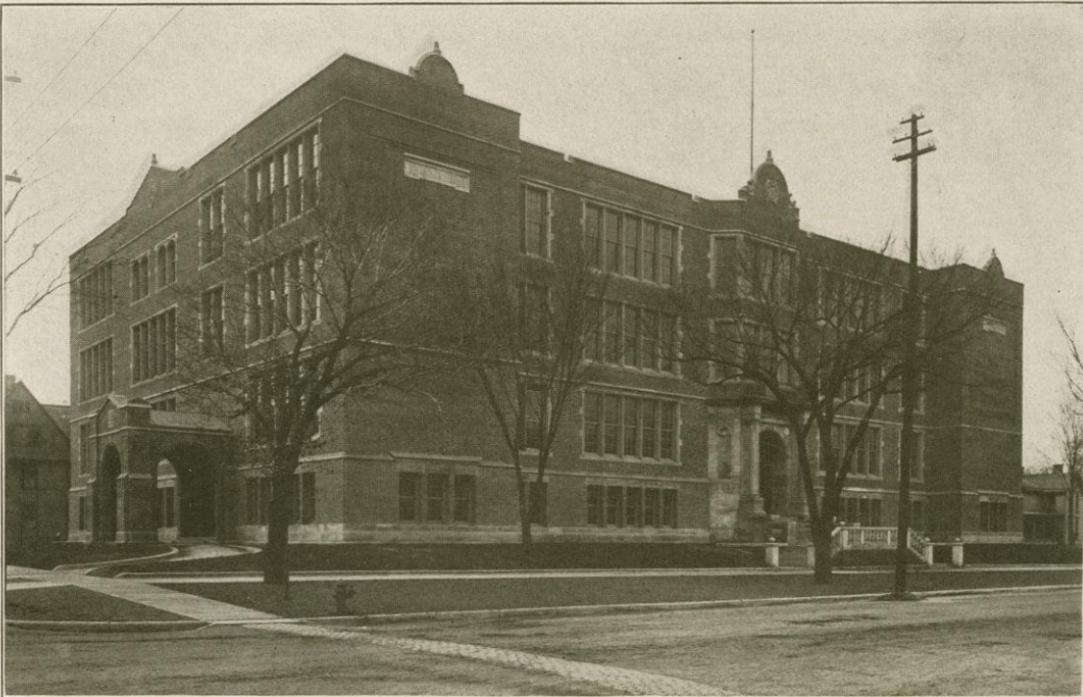
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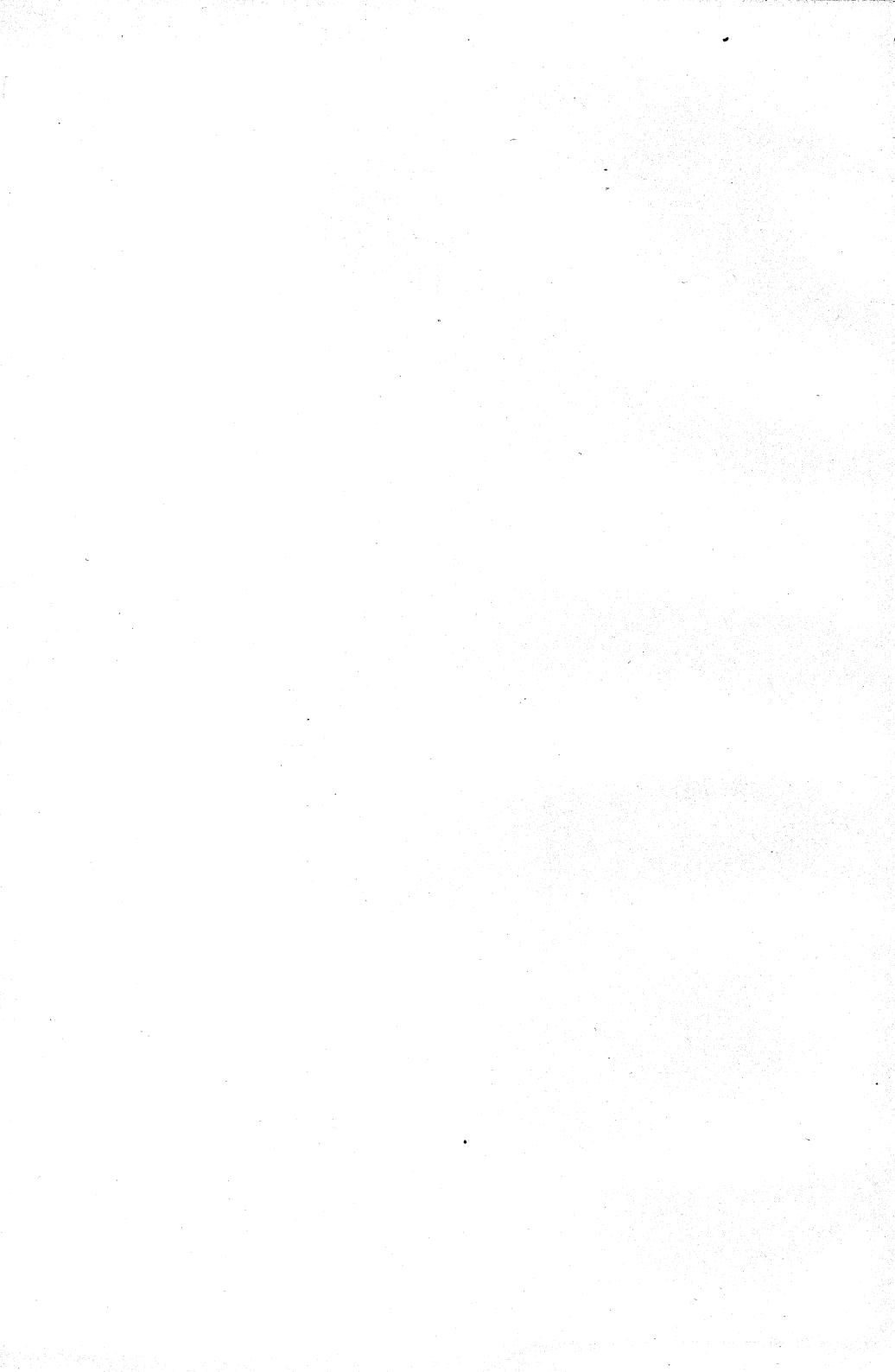
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High School Building



ANNUAL REPORT

OF THE

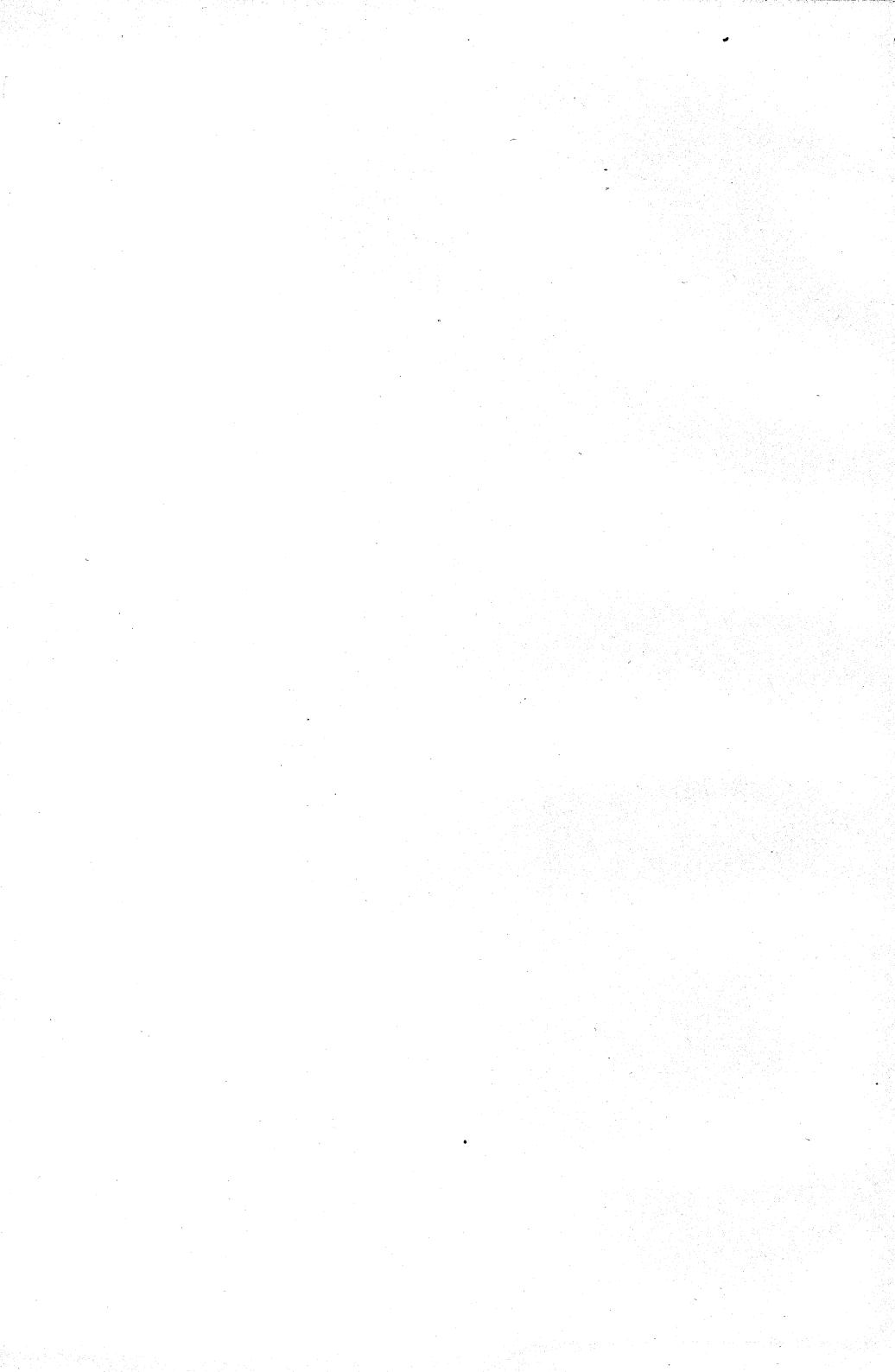
PUBLIC SCHOOLS

OF THE

CITY OF MADISON
WISCONSIN

SPECIAL HIGH SCHOOL NUMBER

1907-1908



DIRECTORY

BOARD MEETINGS

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

SUPERINTENDENT

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

SCHOOL SESSIONS

High School—From 8:30 A. M. to 12:20 P. M., and from 2 to 3:20 P. M.
Ward Schools—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M. Longfellow School—From 8:45 A. M. to 12 M., and from 1:30 to 3:30 P. M.

SCHOOL CALENDAR—1908-1909

FALL TERM—

Opens Tuesday, September 8, and closes Friday, December 18.

WINTER TERM—

Opens Monday, January 4, and closes Friday, March 26.

SPRING TERM—

Opens Monday, April 5, and closes Friday, June 11.

BOARD OF EDUCATION

1908

OFFICERS

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

MEMBERS

		Term Expires
O. S. NORSMAN	515 North Henry	1909
VICTOR LENHER	158 Summit Ave.....	1909
FRANK ALFORD	25 West Dayton	1910
GEORGE KRONCKE	1121 Rutledge	1910
ANTHONY DONOVAN	339 W. Washington	1911
CHARLES H. TENNEY	146 Langdon	1911
MAJOR JOS. C. SCHUBERT	1118 Sherman Ave.....	<i>Ex-Officio</i>
ALD. P. W. SCHRAM	926 W. Johnson	<i>Ex-Officio</i>

COMMITTEES

STANDING

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

CITIZENS' VISITING COMMITTEES

HIGH SCHOOL:

MR. W. G. BLEYER, *Chairman.*
MR. E. B. SKINNER.
MRS. C. E. MENDENHALL.
MISS MARGARET E. ASHMUN.
MR. H. A. SMITH.
MISS ABBIE S. MAYHEW.
MR. J. G. D. MACK.
MR. G. C. FISKE.
MRS. M. S. SLAUGHTER.
MR. WILLIAM KITTLE.
MR. J. B. SANBORN.
MISS ELIZABETH MILLS.
MRS. A. O. FOX.
MR. F. E. DOTY.
REV. P. B. KNOX.
MRS. E. RAY STEVENS.
MR. L. MARTIN.
MR. J. G. VAN ZANDT.
MR. C. E. ALLEN.
MRS. R. W. HEGNER.
MR. E. K. J. H. VOSS.

GRAMMAR GRADES:

MRS. A. W. RICHTER, *Chairman.*
MRS. E. J. HART.
MRS. H. J. PARKE.
MRS. H. C. DANIELSON.
MRS. A. R. KENTZLER.
MRS. T. S. MORRIS.
MRS. G. B. STACEY.
MRS. E. L. MYRLAND.
MRS. C. C. SHEPHERD.
MRS. A. G. SCHMEDEMAN.

PRIMARY GRADES:

MRS. B. B. COLLYER, *Chairman.*
MRS. F. T. GALPIN.
MRS. WALTER KROPP.
MRS. C. W. RHODES.
MRS. J. L. SAMMIS.
MRS. WILLIAM CONKLIN.
MRS. W. H. DUDLEY.
MRS. JAMES S. HIPPLE.
MRS. C. T. ELLIS.
MRS. ALEX. O'NEIL.
MRS. LOUIS KAHLENBERG.
MRS. W. L. MILLER.
MRS. JULIUS OLSON.

DEPARTMENT OF INSTRUCTION

1907-1908

R. B. Dudgeon Superintendent

HIGH SCHOOL

J. H. HUTCHISON, <i>Principal</i>	Physics.
ANNA B. MOSELEY.....	Latin.
SUE TULLIS.....	Latin.
MARIE McCLEERNAN.....	Greek.
MARY McGOVERN.....	English.
JESSIE E. SHERMAN.....	English.
SARA D. JENKINS.....	English.
HELEN G. ANDREWS.....	English.
HARRY K. BASSETT.....	English.
ESTELLE M. HAYDEN.....	English.
HARRIET E. CLARK.....	Rhetoricals.
IRMA M. KLEINPELL.....	German.
CAROLINE M. YOUNG.....	German.
JULIA E. MURPHY.....	History.
EDNA R. CHYNOWETH.....	History.
MELVIN J. WHITE.....	History.
BERTHA H. PREUSS.....	History.
WINNIE C. WARNING.....	Mathematics.
S. JAMES BOLE.....	Mathematics.
MRS. F. M. SURREY.....	Mathematics.
GEORGE R. HOLETON.....	Mechanical Drawing.
ALLETTA F. DEAN.....	Science.
F. M. SURREY.....	Science.
INA ZILISCH.....	Science.

ALL SCHOOLS

IDA M. CRAVATH.....	Drawing.
MARION F. VOS BURGH.....	Music.
ELIZABETH C. LANGE.....	Domestic Economy.
GEORGE R. HOLETON.....	Manual Training.

SPECIAL TEACHERS

MINA HENDRICKSON.....	Primary Grades.
VASHTI SKIDMORE.....	Grammar Grades.
ELIZABETH HOSKINS.....	Grammar Grades.

GEORGE WASHINGTON SCHOOL

MARY L. EDGAR, <i>Principal</i>	Eighth Grade.
CECILIA O. KAVANAGH.....	Seventh Grade.
THEDA CARTER.....	Sixth Grade.
MARY C. OLESON.....	Fifth and Sixth Grades.
RENETTE JONES.....	Fifth Grade.
MATILDA SMITH.....	Fourth Grade.
ANNA FISCHER.....	Third Grade.
FLORENCE NELSON.....	Second Grade.
DORA HUBER.....	First Grade.
VIOLA PELUNEK.....	First and Second Grades.
CORA A. MORGAN.....	Kindergarten.
MABEL LYON.....	Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL

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

LOUISE M. BRAYTON SCHOOL

RUTH A. DAVID, <i>Principal</i>	Eighth Grade.
ELGA M. SHEARER.....	Seventh Grade.
ETTA SHIMMINS.....	Sixth Grade.
ZILLA E. WISWALL.....	Fifth Grade.
CAROLINE A. HARPER.....	Fourth Grade.
ELLA C. HEILIGER.....	Third Grade.
JESSIE M. CLOUGH.....	Second Grade.
JENNIE M. WILLIAMS.....	First Grade.

JAMES D. DOTY SCHOOL

THERESA G. COSGROVE, <i>Principal</i>	Seventh and Eighth Grades.
ROSETTA BLAZER.....	Fifth and Sixth Grades.
EMMA E. QUIRK.....	Third and Fourth Grades.
M. LENA HESSMAN.....	First and Second Grades.

LYMAN C. DRAPER SCHOOL

ADELINE R. MARVIN, <i>Principal</i>	Eighth Grade.
MARTHA K. RILEY.....	Seventh Grade.
HERMIE MARTIN.....	Sixth Grade.
LORENA C. REICHERT.....	Fifth Grade.
KATE BILLINGTON.....	Fourth Grade.
ADELINA CORNISH.....	Third Grade.
IRMA B. WISWALL.....	Second Grade.
CLARE DENGLER.....	First Grade.

JACQUES MARQUETTE SCHOOL

KATE H. FEENEY, <i>Principal</i>	Eighth Grade.
THERESA ARCHIBALD.....	Seventh Grade.
ELLA C. MANN.....	Sixth Grade.
VICTORIA E. BUELL.....	Fifth Grade.
LOUISE ZIMMERMAN.....	Fourth Grade.
ABIE E. BRINKHOFF.....	Third Grade.
EMMA R. SCHERMERHORN.....	Second Grade.
ELIZABETH J. GRAHAM.....	First Grade.

WASHINGTON IRVING SCHOOL

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

INCREASE A. LAPHAM SCHOOL

MAY ISABEL KAY, <i>Principal</i>	Seventh and Eighth Grades.
CLARA J. VANDERHOOF.....	Fifth and Sixth Grades.
CHRISTINE BANDLI.....	Fourth Grade.
ANNA R. SCHOBINGER.....	Second and Third Grades.
ELLA E. FEHLANDT.....	First and Second Grades
MARIE M. REDEL.....	Kindergarten.

HENRY WADSWORTH LONGFELLOW SCHOOL

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

NATHANIEL HAWTHORNE SCHOOL

ANNA B. CHAMBERLAIN, <i>Principal</i> ...	Eighth Grade.
CLARA MASSMANN.....	Seventh Grade.
THELMA OLSEN.....	Sixth Grade.
FLORENCE WHITNEY.....	Fifth Grade.
JENNIE E. NEEVEL.....	Fourth Grade.
ANNA L. THOMAS.....	Third Grade.
BESSIE E. ADAMS.....	Second Grade.
VELMER PRATT.....	First Grade.
LULU ADAMS.....	First and Second Grades.
JULIA B. MAXHAM.....	Kindergarten.
LOIS MAIN.....	Kindergarten Assistant.

RANDALL SCHOOL

HATTIE FOOTE, <i>Principal</i>	Fifth and Sixth Grades.
EDNA A. GUILFORD.....	Third and Fourth Grades.
IDA A. JOHNSTON.....	First and Second Grades.



Sewing Room

DEPARTMENT OF INSTRUCTION

1908-1909

R. B. Dudgeon Superintendent

HIGH SCHOOL

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

ALL SCHOOLS

IDA M. CRAVATH.....	Drawing.
JENNIE M. BURGE.....	Drawing.

MARION F. VOS BURGH.....	Music.
ELIZABETH C. LANGE.....	Domestic Science.
BLANCHE A. NEWTON.....	Domestic Science.
LOUIS F. OLSON.....	Manual Training.
BRADLEY S. JOICE.....	Manual Training.
THOMAS E. JONES.....	Physical Training.
ALTHEA H. BROWN.....	Physical Training.

SPECIAL TEACHERS

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

GEORGE WASHINGTON SCHOOL

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

ABRAHAM LINCOLN SCHOOL

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

LOUISE M. BRAYTON SCHOOL

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

BEULAH BAKER..... Second Grade.
CLEMANA VAN NOSTRAND..... First Grade.

JAMES D. DOTY SCHOOL

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

LYMAN C. DRAPER SCHOOL

ADELINE R. MARVIN, *Principal*..... Eighth Grade.
CLARA LORENA REICHERT..... Seventh Grade.
ETTA O. CHRISTENSEN..... Sixth Grade.
SADIE S. TERRY..... Fifth Grade.
EVA M. WIRTH..... Fourth Grade.
LOUISA H. STEGEMAN..... Third Grade.
ALICE MAY MIHLEIS..... Second Grade.
CLARE DENGLER First Grade.

JACQUES MARQUETTE SCHOOL

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

WASHINGTON IRVING SCHOOL

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

INCREASE A. LAPHAM SCHOOL

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

NATHANIEL HAWTHORNE SCHOOL

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

HENRY W. LONGFELLOW SCHOOL

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

RANDALL SCHOOL.

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

CLERK'S STATEMENT

Receipts and expenditures of the Board of Education from July 1, 1907, to June 30, 1908.

RECEIPTS.

Balance July 1, 1907	\$57,257 83
State apportionment, school fund.....	14,349 59
City school tax, 1907.....	70,000 00
County school tax, 1907.....	12,760 00
Town of Blooming Grove for 1906.....	299 45
Town of Blooming Grove for 1907.....	464 27
Village Fair Oaks for 1906.....	338 82
Tuitions collected	642 00
Rent collected	1,109 00
Interest on deposits	1,006 48
Receipts from High School bonds.....	125,000 00
Fire loss on Marquette building.....	100 00
	<hr/>
	\$283,327 44

EXPENDITURES.

Apparatus and Library	\$101 90
Furniture	763 71
Clerk's salary	200 00
Printing	312 23
Cement walks and curbing.....	438 34
Grading school grounds.....	73 42
Insurance	1,132 50
Balance architect's fees, Doty building.....	58 40
Macadam and other taxes paid on school property.....	1,094 08
Closets in Hawthorne building.....	142 35
Randall school addition.....	6,100 93
School census	150 00
Free text books.....	215 07
Rent paid	916 00
Miscellaneous supplies	4,231 71

Miscellaneous repairs	3,533	62
Fuel	7,699	18
Janitors and labor	7,269	78
Teachers' wages and superintendence.....	67,695	28
Payments on High school	164,226	68
Balance June 30, 1908.....	16,972	26

		\$283,327
		44

O. S. NORSMAN, *Clerk.*



Vestibule, Main Entrance

TREASURER'S REPORT

Receipts and disbursements from July 1, 1907, to June 30, 1908.

1907.

July 1.	Balance on hand	\$57,257 83
July 6.	Jos. Kaiser, rent.....	45 00
July 31.	Capital City Bank, interest.....	125 97
Aug. 7.	Jos. Kaiser, rent	45 00
Aug. 29.	Hobbins and Lamp, insurance loss.....	100 00
Aug. 31.	Capital City Bank, interest.....	67 45
Sept. 23.	Jos. Kaiser, rent	50 00
Sept. 30.	Capital City Bank, interest.....	49 15
Oct. 1.	City Treasurer, part High School funds.....	25,000 00
Oct. 3.	City Treasurer, part High School funds.....	10,000 00
Oct. 31.	City Treasurer, part High School funds.....	7,500 00
Oct. 2.	Jos. Kaiser, rent.....	50 00
Oct. 5.	J. P. Mallett, rent.....	120 00
Oct. 31.	Capital City Bank, interest.....	18 65
Nov. 12.	City Treasurer, part High School funds.....	7,500 00
Nov. 15.	City Treasurer, part High School funds.....	15,000 00
Nov. 16.	H. C. Fisher, Treas. Blooming Grove, taxes, 1906	299 45
Nov. 16.	Jos. Kaiser, rent.....	50 00
Nov. 30.	Capital City Bank, interest.....	22 67
Dec. 12.	Jos. Kaiser, rent.....	50 00
Dec. 21.	J. P. Mallett, rent.....	129 00
Dec. 18.	City Treasurer, part High School funds.....	10,000 00
Dec. 31.	Capital City Bank, interest.....	29 30
Dec. 31.	R. B. Dudgeon, tuitions collected.....	401 00

1908.

Jan. 3.	Jos. Kaiser, rent.....	50 00
Jan. 15.	City Treasurer, part High School funds.....	25,000 00
Jan. 30.	City Treasurer, part High School funds.....	25,000 00
Jan. 31.	State Bank, interest.....	53 74
Feb. 4.	Jos. Kaiser, rent.....	50 00
Feb. 11.	City Treasurer, State apportionment.....	14,349 59
Feb. 4.	City Treasurer, part City school tax.....	10,000 00
Feb. 20.	City Treasurer, part City school tax.....	25,000 00

Feb. 29.	State Bank, interest.....	76 85
Mar. 4.	Jos. Kaiser, rent.....	50 00
Mar. 5.	City Treasurer, part City school tax.....	25,000 00
Mar. 11.	City Treasurer, balance city and county tax...	22,760 00
Mar. 31.	J. P. Mallett, rent.....	135 00
Mar. 31.	State Bank, interest.....	180 30
Apr. 4.	Jos. Kaiser, rent.....	50 00
Apr. 30.	State Bank, interest.....	181 76
May 6.	Jos. Kaiser, rent.....	50 00
May 21.	M. J. Olbrich, part Fair Oaks school tax.....	338 82
May 28.	H. C. Fisher, treas. Blooming Grove, tax, 1907..	464 27
May 30.	State Bank, interest.....	126 68
June 8.	Jos. Kaiser, rent.....	50 00
June 29.	J. P. Mallett, rent.....	135 00
June 30.	R. B. Dudgeon, tuitions.....	241 00
June 30.	State Bank, interest.....	73 87

\$283,327 44

The aggregate of the certificates of appropriations for the year was 266,355 18

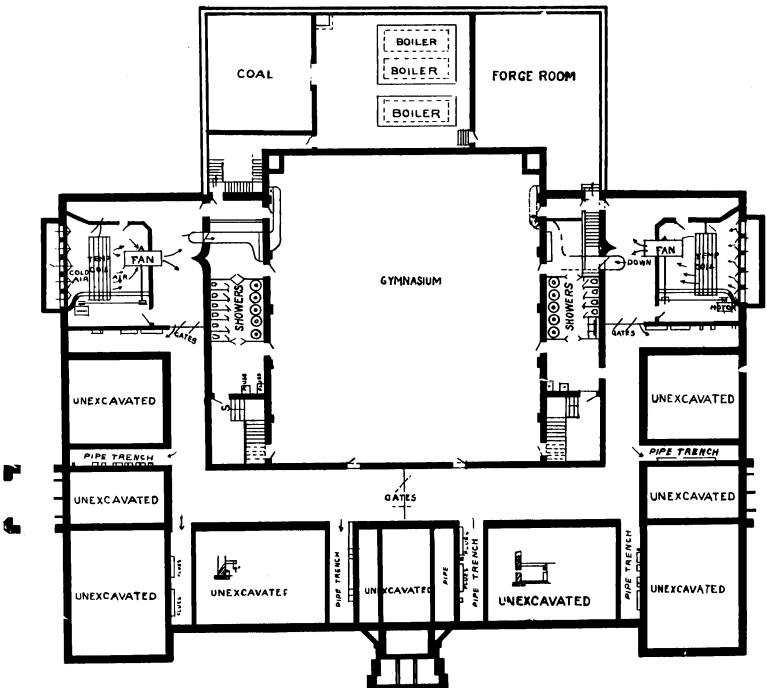
Leaving a balance on June 30, 1909 of.....\$ 16,972 26

FRANK ALFORD, *Treasurer.*

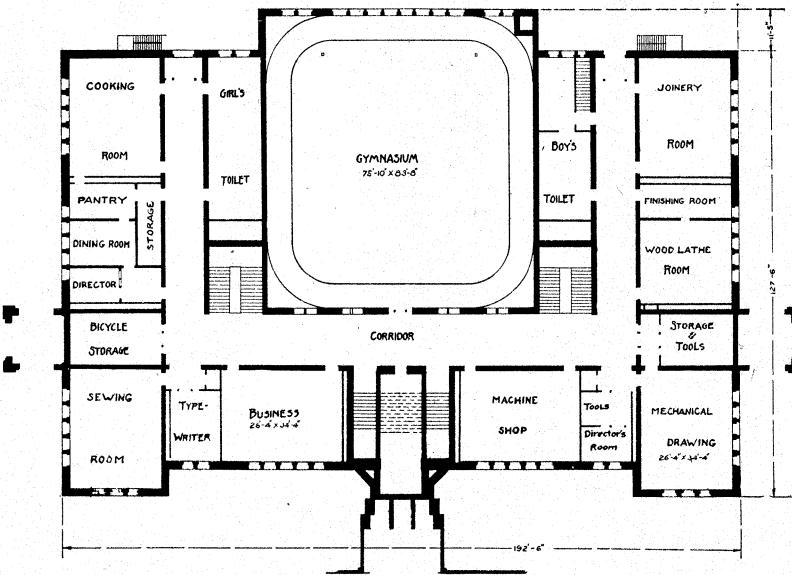


Free-hand Drawing Room

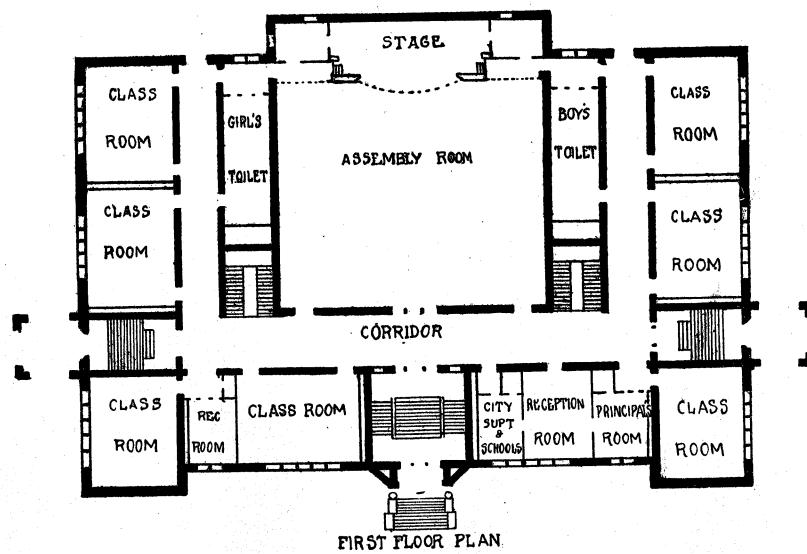
FLOOR PLANS MADISON HIGH SCHOOL BUILDING.

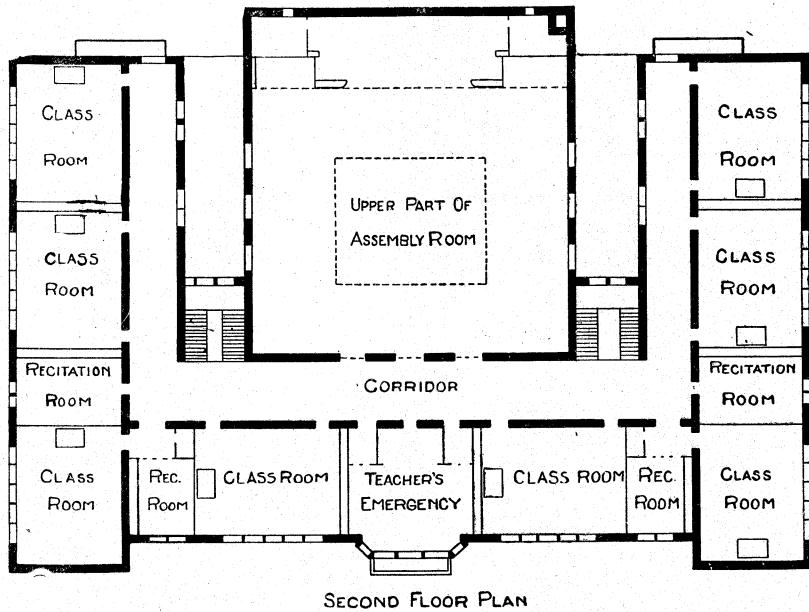


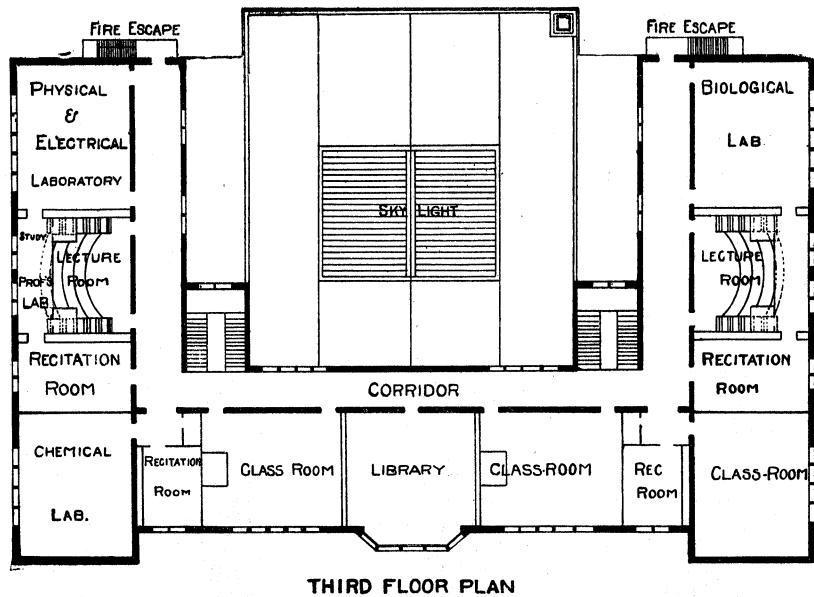
SKELETON—
BASEMENT PLAN
MADISON HIGH SCHOOL MADISON WIS
SCALE 1:100



GROUND FLOOR PLAN







PRESIDENT'S ADDRESS

Delivered by Judge Anthony Donovan at the opening exercises of the new High School building on December 15, 1908.

On behalf of the board of education of the city of Madison, which I have the honor to represent here tonight as president, it is my privilege to join in the expression of good will for the new high school with Superintendent Dudgeon, Principal Hutchison, and the corps of teachers at the dedication of this beautiful building. The people of the city of Madison may be congratulated upon the distinction already attained by having the best equipped and most complete high school in the state of Wisconsin, which may well be designated as the crowning glory of the educational system for the Madison public schools. I venture to say that this high school will prove an inspiration to every boy and girl who enters it to take advantage of the many opportunities so generously offered by the taxpayers of this city.

PRAISES SCHOOL OFFICIALS

I feel that Superintendent Dudgeon is justly deserving of great praise for the amount of time he has given to the care and details of the work on this building. He has watched the progress of the work from the beginning to the end, and the realization of his ambition is satisfied tonight upon the dedication of this school.

Principal Hutchison is also deserving of credit for the interest he has taken in the new building and the time he has devoted to the rearrangement of studies and work in the school to make it the best high school in Wisconsin. I feel that I would be derelict in my duty tonight if I did not mention the great

amount of work done by Mr. George Kroncke and Mr. Frank Alford. No one knows but members of this board the amount of time that each of these gentlemen gave to the city in looking after the many details in the great work that was done in the past three years. Every member of the board did his full duty, but the greatest part of the work fell to Mr. Dudgeon, Mr. Kroncke, and Mr. Alford.

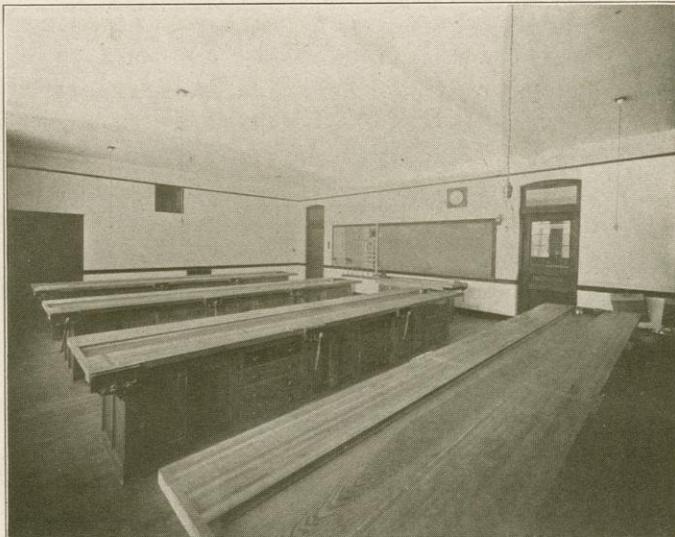
FRIEND OF NEW SCHOOL

I feel that as president of the board of education, and on behalf of the board, special mention should be made of the work done by Mayor Schubert. He was the friend of the board from the time that the needs of the high school were first brought to the attention of the council. He was then serving as alderman from the seventh ward. He gave us his help then, and has given us all the assistance in his power since he became the executive officer of the city, and without his help as executive officer of the city the board would have been greatly embarrassed at times. It seems to me that every taxpayer in the city of Madison should rejoice for having contributed his share to the construction of this noble monument to education. What father is there in Madison who will not make every reasonable sacrifice to give his children the best education he can afford? For what is man without it? No doubt you have all considered—no doubt you have all personally experienced—that of all the blessings which it has pleased God to allow us to cultivate there is not one which breathes a purer fragrance or bears a more heavenly aspect than a moral education and the love of books and study. The love of study is a companion which no misfortune can depress, no climate destroy, no enemy alienate, no despotism enslave. At home it is a friend, abroad an introduction, in society an ornament, it chastens vice, it guides virtue and gives grace and government to genius. It is possible to use it as the precious metal of life, it is also possible to misuse it as dross. If the young boys and girls who graduate from this high school leave it with no higher ambition than to reduce the fruits of their education to dollars and cents, to treat the four years you have spent here as students in the race for riches, it were far

better that you had never come here, for in that case you have utterly failed to understand the real purpose of an education. If, on the other hand, when you shall have graduated and leave here with the noble ambition to do your duty as you find it to the best of your ability, to hew straight to the line of principle and to hold fast to your ideals, then will the expectation of your teachers be realized and your high school education prove a lasting and triumphant success. Life's journey is not easy, the smooth stretches are few, the rough many, the coward and the charlatan seek lightly the former and try to avoid the latter. The manly man takes the road as it comes and derives his chief satisfaction in the journey from the obstacles he has overcome, and in meeting those obstacles, meets them as a man ought to meet them. The permanent hope for the continuance of self government is in the education of the people, not the education only of the privileged few, but the education of the masses.

The purpose of popular government should not be merely intellectual, but to turn out educated and practical workers, and not impracticable dreamers who, with premature and ill-guided judgments, rush to immatured and hasty actions. The higher and fuller we can make that education the more stable and permanent do we lay the foundation for the building and developing of our institutions. It is not enough to erect schools and colleges and endow them with learned faculties. We must go a step further and keep wide open the gateway of opportunity for the sons and daughters of the toiling masses, so they can avail themselves of the advantages that higher education affords, and this brings us face to face with the most pressing problems of our day, which in the rush of an industrial and commercial development must not be overlooked, but on the contrary must be carefully considered. There is something far more important for a nation than the increase of commodities; it is a moral standard, it is to raise the standard of living for the masses above the bare necessities of life, so that the children of the ordinary and average man may not be drawn too early to the work-shop and thereby be denied those years of opportunity for increasing their capacity for the struggle of life and fitting them to become useful and enlightened citizens of our free land.

True culture and public spirit go hand in hand. Such will be a culture which conveys a proper appreciation of the duties and responsibilities of citizenship, a culture which exposes the self-seeking demagogue, denies power to the unscrupulous, be he agitator or plutocrat, and which will inculcate a love and appreciation for the institutions of our land under which we have grown to be what we are, the happiest and most prosperous people, and the greatest, freest nation in all history.



Joinery Shop

MAYOR'S ADDRESS

Delivered by Mayor Schubert at the opening exercises of the new High School building on December 15, 1908.

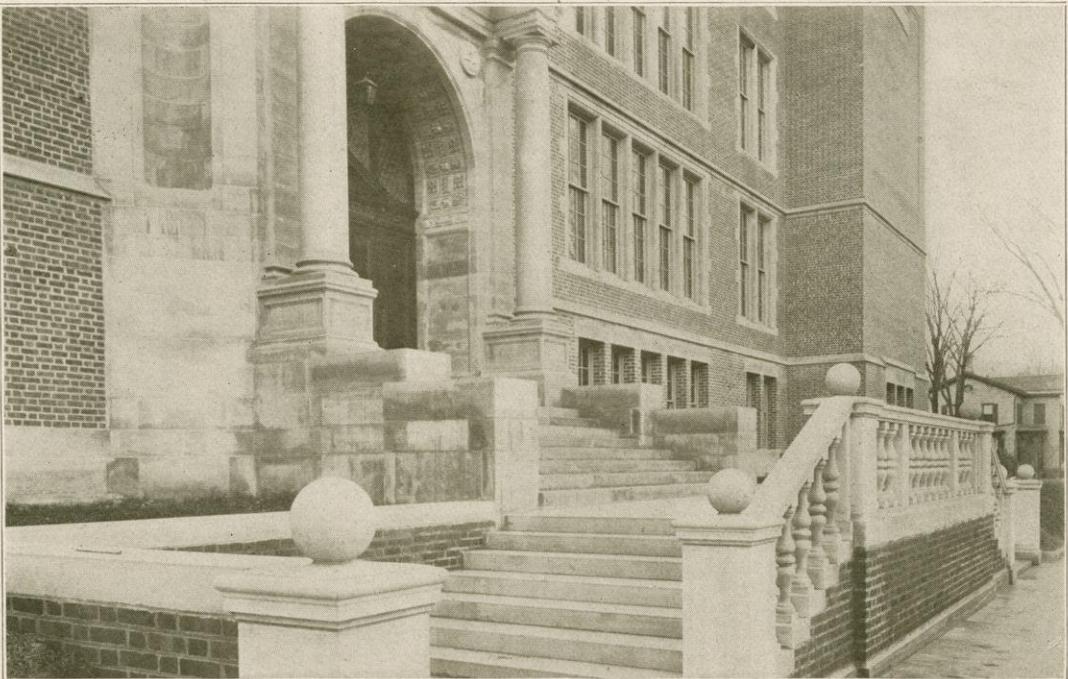
The board in calling upon me to take part in the formal dedication of this beautiful new high school building feel that I ought to give some kind of an account of myself for having helped to contract such an enormous debt for them and the citizens of Madison to pay.

Having both voted for the construction of this new building and signed all the bonds, and then to keep right on levying tax after tax with which to meet the payment of interest and principal on these bonds as they become due, I think they are justified in calling me to account.

I can honestly say that during all the years I have served in the common council I have never voted against any request that the board has made for money for any purpose, as they have always been very conservative in these matters, and to such an extent as to be behind most cities in the state, so far at least as their annual budget allowance is concerned.

Replies to inquiries made of a number of cities in the state as to data in regard to the tax rate indicate that the tax rate in Madison, fifteen and one-half dollars to every one thousand dollars, is one of the lowest in the state. This fact is shown by the figures given below:

Cities.	Population 1905.	Assessed valuation.	Whole tax on \$1,000.	Amount raised for current school expenses.	Amount raised for sites and new buildings.
Appleton.....	17,000	\$11,902,405	\$24.50	\$66,217	\$14,000 00
Eau Claire.....	18,737	9,280,045	28.67	70,392.66	10,520 84
Fond du Lac.....	17,234	11,883,313	21.00	57,990	9,220 00
LaCrosse.....	29,078	20,256,672	18.00	80,000	.....
Menomonie.....	5,473	2,039,486	33.19	24,474	885 00
Oshkosh.....	30,575	19,540,785	21.00	80,442	25,500 00
Racine.....	32,290	22,072,580	19.53	93,999	.....
Superior.....	36,551	19,064,765	33.40	161,000	25,000 00
Madison.....	24,301	24,921,285	15.50	80,000	42,085 50



Main Entrance

Last year we allowed the board of education \$70,000 with which to conduct the schools of Madison, a city of 25,000 according to the last census. This year for increased instruction in the regular lines of high school work made necessary by the occupancy of the new building, for the organization and maintenance of departments in the special lines of manual training, domestic science, business training, and physical training, and also for a number of added departments in connection with the elementary schools of the city, we have allowed only \$10,000 more. This gives to the board of education for the maintenance of the schools for the year the sum of \$80,000, which sum when compared with the assessed valuation is much less than is required for the same work by most cities of the state. This fact is brought out strikingly by the figures given above.

Now just a few words on the taxes which we are paying: I want to give you something to think about when you go home. Some say, What are you doing with the \$25,000 the city is getting as increased license money?

The increased valuation of taxable property in the year 1907 over the year 1906 gives additional taxes amounting to \$10,987. This increase for 1908 is \$10,308, and the increase on account of the extra one and one-half mill tax for the year is \$37,476.

Just go back to the year 1906, in which we had a state tax of \$10,000, then to the \$37,000 state tax of 1907, and this year it is \$41,000, in addition to which the county tax for this year is \$10,000 more than last year.

This year we have a full paid fire department, one of the best, if not the best, in the state, a \$50,000 public market place, a number of other public improvements, and on top of all of this the city has constructed \$30,000 worth of underground drains, besides increasing expenditures for street paving and for other administrative departments.

Now, when you realize that the increase in the taxes for the present year does not begin to equal the increase in the expenditures as enumerated in the items above, I want you to tell me how much your taxes have been increased on account of this beautiful new high school building.



Main Office

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, 1908. This will constitute the fifty-third report of the series, and the seventeenth by me.

STATISTICS

Population of the city, estimated.....	28,000
Assessed valuation, 1908.....	\$24,921,285
Rate of taxation for all purposes, 1908.....	.0155
Rate of taxation for city school purposes, 1908.....	.00546

COST OF SCHOOLS

Teachers	\$67,695	28
Incidentals	25,835	41
Sites, new buildings and furniture.....	171,292	07
Street macadam, cement walks, and interest.....	1,532	42

SCHOOL CENSUS

Number of children of school age in the city:

	1907	1908
First Ward	339	347
Second Ward	598	612
Third Ward	277	230
Fourth Ward	556	568
Fifth Ward	999	865
Sixth Ward	1,259	1,240
Seventh Ward	645	655
Eighth Ward	755	763
Ninth Ward	595	661

Tenth Ward	235	235
Joint School District, N. E.....	321	350
Total	6,579	6,526

ENROLLMENT

Number of children enrolled in the public schools:

	1906-07	1907-08
High School	611	602
Washington School	547	497
Lincoln School	267	230
Brayton School	352	343
Doty School	205	202
Draper School	353	334
Marquette School	345	347
Irving School	246	250
Lapham School	242	238
Hawthorne School	467	450
Longfellow School	186	196
Randall School	75	128
	3,896	3,817

Number of pupils in the different grades:

	1906-07	1907-08
Kindergarten	248	193
First Grade	468	498
Second Grade	479	429
Third Grade	440	459
Fourth Grade	415	419
Fifth Grade	380	362
Sixth Grade	342	320
Seventh Grade	284	293
Eighth Grade	229	242
First Year, High School	217	174
Second Year, High School.....	154	175
Third Year, High School.....	134	145
Fourth Year, High School.....	106	108
Total	3,896	3,817

ATTENDANCE

	1906-07	1907-08
Per cent. enrolled.....	59.2	58.4
Average membership	3,369	3,327
Average daily attendance	3,180	3,159
Per cent. of attendance.....	96	94
Total days of attendance for year.....	588,653	584,495

BUILDINGS

	1907-08
Number of buildings occupied.....	11

TEACHERS

High School	23
Eighth Grade	5
Seventh and Eighth Grades.....	3
Seventh Grade	5
Sixth Grade	5
Fifth and Sixth Grades.....	6
Fifth Grade	5
Fourth and Fifth Grades.....	1
Fourth Grade	8
Third and Fourth Grades.....	2
Third Grade	8
Second and Third Grades.....	1
Second Grade	8
First and Second Grades.....	5
First Grade	8
Kindergarten	4
Kindergarten assistants	3
Special teacher Grammar Grade.....	2
Special teacher Primary Grade.....	1
Supervisor of Music.....	1
Supervisor of Drawing.....	1
Supervisor of Manual Training.....	1
Supervisor of Domestic Science.....	1
<hr/>	
Total	107

TEACHERS' REPORTS

Times teachers were tardy.....	285
Half days' absence.....	378
Visits made to parents.....	660
Visits made to sick pupils.....	238

VISITS TO THE SCHOOLS

Number by the superintendent.....	501
Number by members of the board.....	42
Number by parents.....	3,105
Number by others.....	6.005

AVERAGE AGE OF PUPILS

Upon graduating from High School, June 12, 1908:

Boys	18 years, 11 months, 22 days
Girls	18 years, 10 months, 24 days

AVERAGE SALARIES

The average salary paid to men, not including the principal of High School and city superintendent, was.....	\$900 00
The average salary paid to women, not including kinder- garten assistants	594 83

COST OF SCHOOLS

Cost of instruction in High School.....	\$18,678 75
Cost of instruction in ward schools.....	44,804 03
Cost of supervision.....	4,212 50
Cost of incidentals.....	24,401 01

Cost per pupil in High School for instruction:

Upon number enrolled.....	31 03
Upon average membership.....	34 60
Upon average attendance.....	36 07

Cost per pupil in the ward schools for instruction:

Upon number enrolled	13 94
Upon average membership.....	16 08
Upon average attendance.....	16 96

Cost per pupil in all schools for instruction:	
Upon number enrolled.....	16 63
Upon average membership.....	19 08
Upon average attendance.....	20 10
Cost per pupil in all schools for supervision:	
Upon number enrolled.....	1 10
Upon average membership.....	1 27
Upon average attendance.....	1 33
Cost per pupil in all schools for incidentals:	
Upon number enrolled.....	6 39
Upon average membership.....	7 33
Upon average attendance.....	7 72
Total cost per pupil for tuition, supervision, and incidentals:	
Upon number enrolled.....	24 12
Upon average membership.....	27 68
Upon average attendance.....	29 15

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

SUMMARY OF STATISTICS

The enumeration of children of school age in the city at the close of the year gave 3,251 boys, and 3,275 girls, making a total school population of 6,526. This is a decrease for the year of 53.

The whole number of pupils enrolled for the year was 3,817, of which number 1,855 were boys, and 1,962 girls. This is a decrease for this year of 48 boys and 31 girls, making a net decrease for the year of 79. The average daily membership was 3,327, a decrease of 42. The average daily attendance was 3,159, a decrease of 21 from that of the preceding year.

The number enrolled was 58.4 per cent of the school population. The pupils were distributed among the grades as follows: Kindergarten, 193, or 5.06 per cent of the whole number enrolled; primary grades,—first, second, third, and fourth,—1,805, or 47.20 per cent; grammar grades,—fifth, sixth, seventh, and eighth,—1,217, or 31.88 per cent; high school, 602, or 15.77 per cent.

The regular work of the school was carried on by ninety-seven teachers, twenty-three in the high school, and seventy-four in the grades. In addition to these, four special teachers were employed to supervise the work in music, drawing, manual training, and domestic science, three to assist in the grades, and three to assist in the kindergarten, making the total number of teachers employed one hundred seven.

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

THE NIGHT SCHOOL

In the early part of the year it was learned that some of the foreign-born residents of the ninth ward were meeting for the purpose of studying the English language. The lack of any formal instruction made progress unsatisfactory and slow. The mayor became interested and made inquiries as to the needs and desires of these people for study and improvement. The conditions were found to be such as would make the opening of a night school desirable. Arrangements were then made for the organization of such a school and the first session was held on the evening of March 9th, in the Longfellow school building. At the first session about fifty were enrolled and at the end of the first week the number was increased to ninety. A few of these soon dropped out, leaving a regular enrollment of seventy-two. The attendance was usually regular, the nightly average for the twelve weeks being nearly fifty.

In the enrollment were forty-six Russians, nineteen Italians, two Germans, two Swedes, one Dane, one Hungarian, one Bo-

hemian. The majority of those enrolled were between the ages of twenty and forty, only two being under the age of eighteen. Included in the enrollment were twelve women and several heads of families.

Although the membership was largely from the Ninth and adjacent wards, all parts of the city were represented in the attendance. The majority of those enrolled were engaged in manual labor during the day and that these people were willing to spend an hour and a half in earnest study after a hard day's work, showed a very commendable desire to become better acquainted with the language of their adopted country.

The work was of a necessity elementary in character. Very few could read English and many could not speak the language with any degree of fluency. The main purpose of the school was to give instruction in reading, spelling, and writing and to teach correct forms of speech. Some general instruction was also given in the geography and history of the United States, and brief explanations were made in regard to some of the leading features and forms of our government.

No close classification of the students could be made. They were divided into three or four groups as the conditions seemed to make desirable, and much attention was given to individual instruction. The progress made was very gratifying. At the end of the term most of the members were able to read fairly well in fourth and fifth grade books, to write letters in correct form, and to speak with far more correctness than would be expected.

It is believed that this coming together of many nationalities, the singing of stirring national songs, and the pursuit of a common purpose cannot but be of benefit to these foreigners, our future citizens.

THE PENNY SAVINGS FUND

During the past year the work connected with the Penny Savings Fund has been under the immediate direction of Mrs. Charles H. Tenney, chairman of a special committee from the Department of Education of the Woman's Club. As will be noted in the appended report, some changes in the method of

distributing stamps and collecting money were thought advisable. The new method has been an improvement over the old and has worked in a very satisfactory manner. It in a large degree relieves the teachers of distributing and selling stamps and collecting money and more fully protects against loss. The pupils are permitted to take a more important part in the work and to gain a wider experience in the method of doing business. Although there has been no increase in the amount of money collected from the children, the results of the year's work offer no occasion for discouragement. Owing to the wise and careful management of the chairman, the work has been carried on without irritation or friction, and the system has become more fully established in the schools. There can be no question whatever in regard to the desirability of continuing the work along this line.

I am pleased to insert here the report prepared by Mrs. Tenney and also the financial statements prepared by Mr. Charles N. Brown, Secretary of the Building and Loan Association, who is in direct charge of the funds.

Mr. R. B. Dudgeon, Superintendent of Public Schools, Madison, Wisconsin:

The committee and collectors who have had charge of the Penny Saving Fund in the grade schools of the city this year feel greatly encouraged in its success.

As in previous years the stamps have been delivered and collections made by the ladies in the various wards. It seemed advisable this year to make a change in the system of collections in the schools. Previously the responsibility of collections has rested upon the teachers. This year the pupils have taken the entire responsibility.

Upon the recommendation of the chairman, the Board of Education made an appropriation of \$25.00 for the purchasing of banks to supply each school. Each principal selected three pupils from the upper grades to take charge of this bank established in her room or upper corridor.

These pupils acted as President, Cashier, and Teller. Three separate accounts of the young depositors' deposits were made and at the end of banking hours accounts were balanced. The keys and bank were then turned over to the principal who then took charge of the same.

Under this system no thefts were reported and few errors made. Teachers were relieved of all responsibility of collection and the pupils gained a clearer knowledge of banking methods.

Written reports have been received from all collectors and principals, and with one exception the present system has been encouragingly endorsed.

There has been a falling off of \$309.68 this year as against the collection of last year, \$1,065.66, the banner year. This, however, is not discouraging, considering that a change of system and the financial condition of the country would naturally have its effect upon the school banks.

I wish to express my appreciation of the courtesy shown me and the cheerful assistance rendered by collectors and principals in their hearty co-operation in this very essential work.

Respectfully submitted,

ELIZABETH A. TENNEY.

Madison, Wis., June 5, 1908.

Mrs. C. H. Tenney, Chairman Educational Committee Woman's Club:

At your request I submit herewith a report of the operations of the Madison Penny Savings Fund from the first day of August, 1907, to this date.

Cash balance Aug. 1, 1907, not including interest.....	\$1,519 82
Deduct \$5.26 added twice by mistake.....	5 26

Correct balance Aug. 1, 1907.....	\$1,514 56
Received from Aug. 1, 1907 to date.....	930 53

Making the total receipts.....	\$2,445 09
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Disbursements.

Paid for pass books.....	\$18 00
Paid for withdrawals.....	846 00
Transferred to Building & Loan stock.....	459 65

	\$1,323 65
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Leaving the cash balance of.....	\$1,121 44
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The above balance is invested in the stock of the Association drawing 6 per cent interest.

Annexed to this summary is a comparative statement of the amount collected in the different schools for the past five years and a statement of receipts and disbursements by months.

Very truly yours,

CHARLES N. BROWN.

COLLECTIONS FROM THE DIFFERENT SCHOOLS FOR THE LAST FOUR YEARS.

	1904-05	1905-06	1906-07	1907-08
Washington	\$133 21	.....	\$93 41	\$93 44
Lincoln	33 11	\$76 73	39 18	40 15
Brayton	194 04	241 52	179 83	93 86
Doty	72 72	76 73	159 07	58 19
Draper	37 31	65 99	136 42	157 32
Irving .....	.....	146 42	123 69	24 35
Marquette	18 17	151 48	84 50	88 55
Lapham	50 66	65 00	18 69	62 95
Longfellow	38 75	79 24	125 39	69 16
Hawthorne	21 96	53 38	61 32	29 54
Randall .....	.....	.....	44 16	38 51
 Totals	 \$689 93	 \$954 16	 \$1,065 66	 \$755 98

The above statement shows only the amounts collected at the schools and does not take into account the moneys paid in at the office of the Association which amounts to several hundred dollars each year.

STATEMENT OF RECEIPTS AND DISBURSEMENTS BY MONTHS

	Receipts	Disbursements
1907 August	\$40 93	\$171 80
September	25 34	73 42
October	44 80	37 70
November	208 10	45 79
December	112 97	173 13
1908 January	94 14	73 66
February	83 38	40 01
March	104 03	80 62
April	39 21	58 00
May	177 63	91 97
 Totals	 \$930 53	 \$846 00

Paid for pass books.....	18 00
Building & Loan stock taken.....	459 65
Total disbursements	\$1,323 65

It should be noticed that with the balance on hand at the opening of the year, the net receipts for the year amounted to \$1,121.44. It should also be noticed that because sums of money are classified under the head of disbursements in the above table, it does not follow that they have been expended or wasted by the pupils. The greater part of this money has been simply withdrawn to be invested in Building and Loan stock, redeposited in the savings bank, or used for the definite purposes for which it had been saved. In either case the Penny Savings system has accomplished its purpose and resulted in benefit to the pupils by encouraging habits of thrift and teaching a wiser use of money.

INDIVIDUAL INSTRUCTION

To administer the schools in a way to meet the needs of pupils of varying degrees of ability, is one of the most important functions of the supervising officer. The place and value of mass teaching is recognized, but unless this can be supplemented by methods that meet the needs of the individual the school must fail in efficiency. Our schools are not unmindful of the individual needs of the pupils nor is the interests of the backward and irregular pupils neglected. Among the provisions for such pupils may be mentioned the following:

1. In the daily program of every school in the elementary grades of the city one period is set aside for individual work.
2. Three unassigned teachers are employed to aid backward pupils and to assist the regular teachers in making their work more thorough and effective.
3. A large number of the teachers in the grades remain after school to talk over the work with the pupils and to clear up perplexing points. These pupils as a rule are not "kept after school" but remain from choice.
4. Individual promotions from grade to grade are made at any time when the work of the pupil seems to warrant it.

5. For a number of years a short summer vacation school has been organized for giving special assistance to pupils who failed to be promoted on account of poor work. By paying a small tuition fee for this work, many pupils are able to go on with their classes and thus avoid being held back for a year.

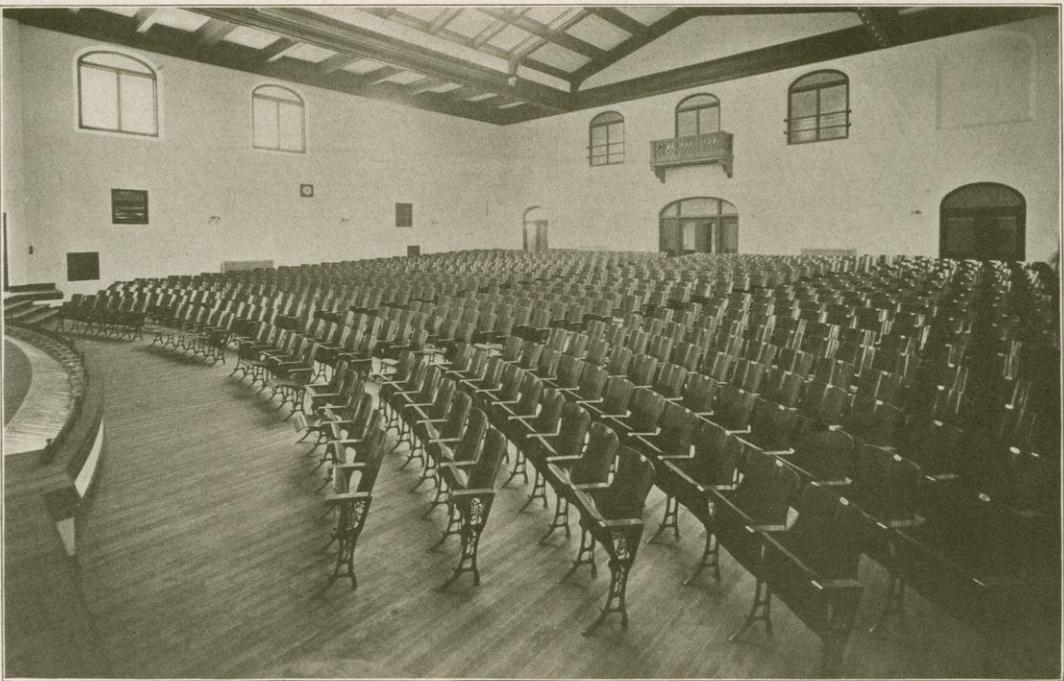
6. In the high school each teacher has one or two free periods each day, during which she consults with her pupils and gives aid to those who need it. In addition to this, some of the teachers form classes after school for pupils who wish special instruction and aid. In such cases the teacher gives time willingly and without extra compensation, the satisfaction of improved work on the part of the pupil being a sufficient reward for the extra time and service given.

7. In the new high school building the pupils are seated in class rooms where each is provided with a desk for study purposes. In charge of each class room is a teacher who looks after the pupils, learns their individual needs, and gives advice and counsel in matters relating to their general welfare and progress. Their duties are distinct from the regular recitation work and are supervisory in nature.

8. In all the sixth, seventh, and eighth grades of the city, instruction in industrial lines is given each week, the boys taking mechanical drawing and bench work in wood and the girls taking sewing and cooking. In the grades from the kindergarten to the fifth inclusive, instruction in various kinds of hand-work is given once each week. All this work calls out the motor activities and is individual in nature.

9. The teachers frequently visit the homes to get a more definite understanding of the needs of the children and to enlist the co-operation of the parents in securing more regular attendance and better school work. These visits are reported to the superintendent. The records in the office show that 898 such visits were made by the teachers during the last school year.

In view of the above provisions it will be observed that individual pupils are given aid when it is needed, and that special efforts are made to hold the boys and girls in the school until they finish the high school course.



Auditorium

OUR NEW HIGH SCHOOL BUILDING

HISTORY OF THE PROJECT

The first formal action in the matter of a new high school building was the adoption of a resolution offered by President Corscot 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.

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 high school building should be removed and a new building erected in its place. Although the project of a new high school building was discussed at various regular and special meetings during the two years, 1901 and 1902, no material progress was made towards its accomplishment. Finally, at a regular meeting of the board of education on June 6, 1903, the standing committee on buildings was relieved from further consideration of the project, and the whole matter was placed in the hands of a special committee. This committee was to be known as the committee on the new high school building and its duty was to take charge of and to further the erection of the building. As a result of the work of this committee the project took definite form and a competition was held for the selection of plans, and on January 9, 1904, Mr. Cass Gilbert of New York was appointed architect.

Bids were received and a provisional contract was entered into with Mr. T. C. McCarthy on May 2, 1905. The issue of bonds was authorized by the city council on May 12th. The petition for the submission of the bond question to the people was filed June 10th. Pursuant to this petition the special election was held on July 25, 1905, in which the women were permitted to vote, resulting in a majority of two hundred eighty-seven in favor of the bond issue. The whole matter was brought into the circuit court through the service of a summons and complaint on August 21st, praying for a temporary injunction enjoining the mayor and city clerk from executing the bonds. The case

was duly argued in the circuit court, Judge Fowler presiding. He handed down his decision covering three points, viz.:

1. The election on the issue of bonds for the purpose of erecting a new high school building was an election pertaining to school matters, and therefore the women were entitled to vote.

2. The fact that the residents of that portion of Blooming Grove included in the joint district were not given an opportunity to vote, did not invalidate this election.

3. Although a portion of the property of the school district lies outside the city limits and must pay its pro rata share of the cost of the new building, the city of Madison can legally issue the bonds.

The case was then appealed to the state supreme court, which court on April 17, 1906, affirmed the decision of Judge Fowler of the lower court on all points of issue, four members of the court, Chief Justice Cassoday and Judges Winslow, Dodge, and Siebecker, affirming, and two members, Judges Marshall and Kerwin, dissenting.

On May 20, 1906, the board of education authorized the contractor, T. C. McCarthy, to proceed at once with the erection of the building in accordance with the terms of the contract which had been entered into on May 2, 1905. Pursuant to this action Mr. McCarthy entered upon the fulfillment of his contract, and on May 30, 1906, ground was broken and excavation for the foundation begun.

From the beginning difficulties were encountered and serious delays were experienced. The removal of the old building proceeded slowly and the excavation for foundation walls and basement required more time than was anticipated. The scarcity and high price of labor, the unusual advance in the cost of all kinds of material, and the inadequacy of transportation facilities interfered seriously with the progress of the work. This condition of affairs caused much annoyance and embarrassment to the contractor and was a serious disappointment to all who were looking forward eagerly to the early completion of the building. It began to be feared by many that the building might not be ready for occupancy for the opening of school for the third year after the old building was vacated and removed. However,

through the constant efforts of the contractor and the ceaseless watchfulness of the building committee, the building was made ready for occupancy for the opening day of school on September 8, 1908. Although many odds and ends about the building remained unfinished and the equipment was incomplete in many particulars, the sessions of school were continuous from the opening day and the school work was carried on without serious interruptions.

OPENING EXERCISES

On the evening of December 15th appropriate opening exercises were held in the auditorium and the whole building was thrown open to the public for inspection. Short addresses were given by Judge Anthony Donovan, president of the board; by Mr. George Kroncke, chairman of the building committee; and by Mr. Joseph Schubert, mayor of the city. A few remarks and general directions were also made by Principal Hutchison and Superintendent Dudgeon. After the formal exercises a thousand or more citizens and patrons visited the various parts of the building and manifested much interest in the arrangement of the different departments and in the facilities provided for the work in each. The presence of boys and girls at work in the various departments in physical training, business training, manual training, and domestic science afforded a concrete demonstration of the character of the work carried on in these lines and added much to the general interest of the occasion. The teachers of the high school took pleasure in conducting the visitors through the building and in explaining the arrangements and facilities for the different lines of work. The magnitude and the completeness of the building were a surprise and a revelation to the majority of the visitors, and expressions of appreciation and approval were universal. A spirit of satisfaction and pride pervaded all and it seemed to be conceded that at last Madison has a high school building that is a credit to the community, and one that stands as an unmistakable evidence of the existence in our city of a broad and progressive citizenship.

STYLE OF ARCHITECTURE

The building was designed, says Architect Gilbert, in the Jacobean style of architecture, which style is considered best adapted for school buildings, because it permits the minimum width of piers and mullions and the maximum area of window openings lighting the rooms. This style of architecture follows that of the old college buildings at Oxford and Cambridge in England, and has been used with great success in some of the more recent school buildings in America.

The exterior expresses logically the arrangement of the plan, window and door openings being placed frankly where they appear in the numerous rooms. The exterior is faced with vitrified brick and trimmed with Bedford stone. The brick are rough and uneven in color, thus giving a color quality to the wall and a certain vigor and strength to the structure. The unevenness of color and roughness of surface supply in part the texture quality which would otherwise have to be given by carved detail or ornament. The very wide mortar joints add to the color effect and to the appearance of rugged strength, not otherwise possible in a building of flat surface and wide window openings.

In the original design of the building two large towers were shown over the main entrance on Wisconsin avenue. The lack of funds made this construction impossible. These towers undoubtedly would have made the building more imposing and would have added something to its general architectural effect. Although the building in its present form seems severely plain in the eyes of some, yet it shows lines of strength and dignity and is in complete harmony with the purposes for which it is intended. It must be remembered that in a building that is to stand through decades and perhaps through centuries, any ornamentation of a fantastic or trivial nature would be out of place and would drop the whole structure to the level of the commonplace. After a few years when vines are permitted to climb over the walls, our building will resemble and be classified with some of the best buildings connected with the older institutions of learning in the old and new world. Such a building

will give the impression of dignity, strength, and durability incidental to age without revealing lines of weakness or decay. It is said that a design for a building that conceals all marks of freshness and newness and reveals nothing as to its age—whether five or one hundred and five years old—is an achievement of high art and the mark of unusual architectural taste. Be that as it may, the best critics pronounce our new building a great success, whether judged from the standpoint of architectural taste or from that of convenience and utility. They consider Madison very fortunate in securing a building that adds to the beauty of the city and at the same time so completely meets present and future educational needs.

THE GENERAL PLAN

The building forms three sides of a quadrangle, the main portion facing Wisconsin avenue with a frontage of one hundred ninety-two feet, and the two wings extending along Dayton and Johnson streets respectively for a distance of one hundred twenty-seven feet. The hollow square or court is occupied by the gymnasium and the auditorium. Including the gymnasium the building has five floors or stories, all affording well lighted and convenient working areas.

On the four main floors ample and well lighted corridors extend around the whole building. The walls of these are faced with brick and the floors are of reinforced concrete construction.

The main entrance is from Wisconsin avenue and leads by stairways, partly outside and partly inside, up to the first or main floor and down to the ground floor. In addition to this there are four side entrances, one from each of the side streets and two from the rear of the building.

A series of wide stairways of reinforced concrete construction at two points of the building lead from the floor of the basement to the floor of the upper story, affording at all times easy and safe access to the different floors of the building.

ACCOMMODATIONS AFFORDED

The building contains a large assembly room with a seating capacity on the main floor of nine hundred. When the balconies

are placed on the three sides as planned, this room will have a seating capacity of about fifteen hundred. This room will accommodate the pupils for morning exercises and will be used for lectures, concerts, lantern slide entertainments, and all kinds of general meetings. On the second floor is a small assembly room which is used for a meeting place of teachers, classes, and societies of various kinds. Under the auditorium is a well ventilated, well lighted, large gymnasium with an ample equipment and with all necessary dressing rooms and bath appliances.

In addition to these the building provides all necessary recitation rooms, class rooms, lecture rooms, art rooms, science laboratories, rooms for teachers and officers, and full suites of rooms for instruction in commercial, manual training, and domestic science branches. The location of these various rooms and departments may be observed on the floor plans which will be found on another page of this report. The building furnishes desk and study accommodations for one thousand pupils.

HEATING AND VENTILATING

The building is heated and ventilated by means of a combination of the direct and indirect systems. Three 100 horse-power boilers, located outside the building proper and beneath the surface of the ground, furnish steam to the tempering coils and to the radiators in all parts of the building. Two 10-foot blast fans, each operated by a 20 horse-power motor, send fresh air over the tempering coils into a large tunnel or plenum chamber, from which it is sent under pressure through air ducts to every room in the building. In addition to this an exhaust fan, operated by a 10 horse-power motor, is used to draw impure air from all bath rooms, toilets, and closets. Thus far the plant seems to be adequate to the needs of the building and to be doing its work in a satisfactory way.

SPECIAL FEATURES

The Locker System

One of the special features is the provision made for taking care of the wraps of the pupils. Instead of using the cloak



Front Corridor, First-floor

room plan a series of individual steel lockers are placed along the walls of the side corridors on the two main floors. Two other series of steel lockers are placed on the basement floor adjacent to the gymnasium and grouped in such a manner as to serve the convenience of the boys and girls while engaged in physical training exercises and athletic sports. These lockers were furnished by The General Fireproofing Company of Youngstown, Ohio. They are well ventilated, sanitary, and with the combination locks furnish a sure protection against the loss of property on the part of pupils.

Protection Against Fire

Another of the special features that affords much satisfaction to the school authorities and to the parents of the pupils is the protection offered against danger from fire. Among the provisions for this purpose may be mentioned the following:

1. The boiler and fuel rooms are wholly outside the building proper and are not connected with the building by hot air pipes or flues. In these rooms there is no wood construction, whatever, nor is there any inflammable material of any kind in any of the walls or partitions of the building, so that there can be no possibility of fire passing through the basement or creeping between walls or along air flues.
2. Every room in the building, large and small, is enclosed within brick or terra cotta walls.
3. Two easy and ample stairways at different points in the building extend from the sub-basement to the top story, and on the back end of each wing a large and safe outside iron fire-escape stairway reaches from the top story to the ground. These fire-escapes are reached through two ample exits from the corridors on each floor. In addition to these exits to the fire-escapes, the building has five regular outside exits so that escape is easy from any point in the building.
4. All steps outside the building, in the vestibules, and in the corridors, and all stairways are constructed of reinforced concrete, not a foot of wood being used in any of them. No wood is used in the building for window casings, door casings, wains-

coting, or base boards, Rockford plaster or concrete being used for all these.

5. All the floors in the lower story and all of the floors of the corridors throughout the building are of concrete and steel construction. In the gymnasium, assembly room, and class rooms wood floors are necessary. In the gymnasium and assembly room these floors rest on concrete and terra cotta foundations. In the class rooms the floors rest on wood joists, which in turn are supported by steel girders which divide each floor into three sections. These wood joists in turn are protected on the under side by expanded metal lath and adamant or Rockford plaster. With this construction there will be no possibility of a class room floor giving way or collapsing in case the wood of the floors should take fire, a contingency which does not seem within the range of possibility.

6. Except for the necessary surface floor, no wood or other inflammable material has entered into the construction of the platform or stage in the general assembly room. The walls, steps, dressing-room partitions, and the proscenium arch are all made of steel, concrete, or terra cotta.

7. Extending from the basement to the top story at two points of the building are standpipes in which is kept water under constant pressure and to which is attached fire hose for use on a moment's notice. A complete fire alarm system is installed throughout the building.

Class Room Plan of Study

A third feature worthy of mention is the method of accommodating the pupils during the study periods. Instead of gathering the whole body of pupils into one or more large assembly rooms, they are seated in class rooms where each is provided with a desk for study purposes. In charge of each class room is a teacher who is held responsible for her pupils in way of punctuality and regularity of attendance, and for their industry and general progress. The pupils in each room are placed in two divisions and while one division is reciting to the teacher in charge, the other division is sent out to some other department. Each class room accommodates from fifty to sixty

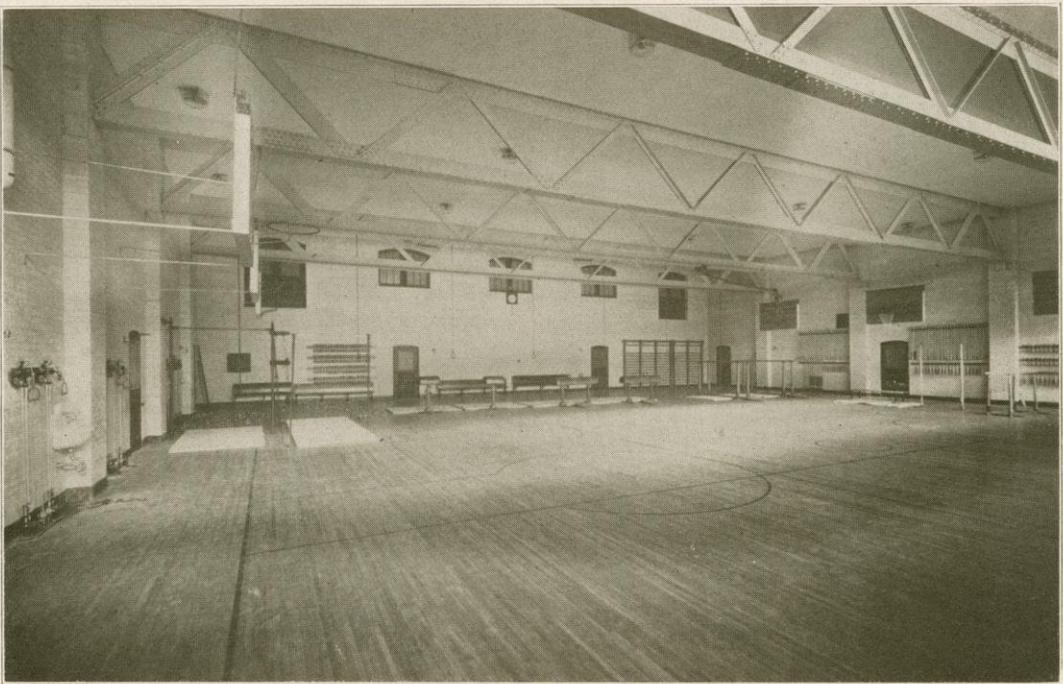
and in this manner the building furnishes desk and study room for one thousand pupils. This plan distributes the general management of the school and insures to each pupil a more direct and efficient supervision.

Clock and Signal System

Another special feature of the building is the clock and signal system. This system was installed by Mr. J. A. Buckmaster of this city and was furnished by the Hahl Automatic Clock Company of Chicago. The Master clock is placed in the general office and forty-four secondary clocks are located in the various rooms throughout the building. The Master clock is connected with the secondary clocks by means of small tubing. At one-minute intervals the Master clock sends out a slight impulse of air which moves simultaneously all the hands on the secondary clocks. This insures exact uniformity of time throughout the building. The program attachment rings all the gongs of the building and furnishes signals for the carrying out of the daily program. This device can be set so as to ring gongs at any minute during the day and will give signals for an independent program on each floor or in the different departments of the building. The gongs may be made to ring during the school hours only and not during other hours of the day, Saturdays, holidays, or during vacation periods. The program arrangement is very simple, easily set, easily changed, and reliable at all times. The superiority of the whole system lies in its exact time-keeping qualities, the wide range of its application in the arrangement of programs, its simplicity, durability, and reliability. The Master clock is a wonderful piece of mechanism and the program attachment is certainly the work of a genius.

Vacuum Cleaning System

Still another feature which is by no means of least importance is the vacuum method of cleaning and renovating the building. This plant was furnished by the American Air Cleaning Company of Milwaukee. In the basement are located a 10 horse-power motor and two large vacuum tanks. By means of standpipes



Gymnasium

and detachable hose all parts of the building are reached and all dust and sweepings are carried back to the vacuum tanks. The plant has sufficient capacity to operate four brooms or cleaners at the same time. It is used for sweeping concrete floors in the corridors and the wood floors in the auditorium, gymnasium, and class rooms; for cleaning blackboards and chalk racks; and for dusting all walls, ceilings, woodwork, and furniture in the building. This method of cleaning is more economical, more thorough, and much more sanitary than the old methods of sweeping.

COST OF THE BUILDING

The building contains a cubage equaling about 1,600,000 cubic feet. The original contract price on the general construction and mechanical equipment was \$221,808. The extras will raise the cost to about \$225,000, or a little more than fourteen cents per cubic foot. The architect's fees and working equipment will make the total cost about \$250,000. This price is remarkably low, and the best judges say that for the money expended Madison has the best building in the country. This fact makes it apparent that our city has been fortunate in having on the board of education men of integrity and ability who have been willing to give to public affairs the same care and intelligence as would be expected of them in managing their private business interests.

THE WORK OF THE WOMEN AND THE PRESS

A history of the high school building project would be incomplete without mention being made of the work done by the women of the city. They were deeply interested and did intelligent and heroic work in all parts of the city during the campaign that was made in favor of a new building. Without their votes the measure would have failed at the special election, and without their aid and influence the erection of the building would have been delayed and perhaps indefinitely postponed.

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. The influence which it exerted in shaping public sentiment in favor of enlarged school facilities was not small.

WORK OF THE BOARD OF EDUCATION

In bringing the high school project to a successful completion, the Board of Education rendered to the city a service, the value of which cannot be overestimated. Without compensation and without desire for personal advantage or favor, these men gave ungrudgingly of their time and sacrificed their comfort and leisure. They attended all regular meetings punctually and responded promptly to all calls for special meetings. Every move was made with care and painstaking investigation marked each step. All details were looked after carefully and all bills were scrutinized closely. A quarter of a million dollars was expended without the shadow of a suspicion or the semblance of an irregularity. Such an achievement is worthy the keenest appreciation and places the members of the Board among the real benefactors of the city.

It will not be out of place to mention the names of the members of the Board who have contributed largely to the success of this enterprise. President John H. Corseot, Mayor Storm Bull, Judge Anthony Donovan, and Messrs. O. S. Norsman, E. A. Birge, J. G. O. Zehnter, William Helm, and J. P. Breitenbach constituted the Board of Education in 1901 when the first formal action in the matter of a new building was taken.

President Anthony Donovan, Mayor Joseph Schubert, and Messrs. O. S. Norsman, Frank Alford, George Kroncke, F. W. Arthur, Victor Lenher, and P. H. Schram constituted the Board during the months that brought the building to completion and secured and put in place the equipment. It will be observed that only two members, Judge Anthony Donovan and Mr. O. S. Norsman, were connected with the Board from the inception of the project to its accomplishment.

Other persons connected with the Board at various times during the progress of this building were Mayors J. W. Groves and W. D. Curtis, and Messrs. F. J. Turner, C. N. Brown, J.

T. W. Jennings, A. G. Schmedeman, Paul D. Gurnee, and F. E. Turneaure. These gentlemen were deeply interested in the work and gave efficient aid in furthering the project.

CONCLUSION

In conclusion it can be said that the use of the building for about four months has shown it to be a success in every way. The entrances and exits are well located, stairways are ample, easy, and convenient, and all facilities are well adapted to the ends for which they are intended. The building is well lighted, well ventilated, and all available space has been economically utilized. Although the architectural style is not striking and may not at first appeal strongly to the masses, yet it is such as shows strength and dignity and will constantly grow in appreciation and favor.

It must be remembered, however, that the building is not an end in itself, but rather the means for the attainment of definite ends, and that it is only as these ends are conserved that the existence of the building finds justification. The real end must be the betterment of the community. It now remains the part of those in charge of the school to make the results in the lines of instruction commensurate with the facilities offered. Our building is a mistake unless it can be made the means of affording to the young people of the city a broader training and a higher degree of efficiency. Our school must train for the practical duties of life, and must not fail to give emphasis to the higher things that enter into character. The building in its completeness may challenge our pride and admiration, but our keenest appreciation and highest satisfaction must come from the fact that it makes possible that broad and symmetrical development that results in the highest type of manhood and womanhood.

Madison, Wis., January, 1909.



Physical Laboratory

REPORT OF PRINCIPAL OF HIGH SCHOOL

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

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

ENROLLMENT.

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

The increase in tardiness was largely due to the impossibility of keeping clocks together. The record of so many tardinesses is damaging to our reputation, but when circumstances are understood the number may not appear quite so bad. Furthermore a number of pupils are, of necessity, dependent upon street cars whose time varies enough to cause many cases of tardiness.

Another fruitful source of tardiness lies in the carelessness of parents in sending pupils on errands without giving them sufficient time to do the errand and yet reach high school at 8:30.

Our attendance decreased by 9. Some of these went to the academy rather than endure the irregularities attending our waiting for the new building.

The following table shows the attendance of boys and girls for the past sixteen 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	11		
1894-1895.....	190	207	21	15		
1895-1896.....	201	216	11	9		
1896-1897.....	233	246	32	30		
1897-1898.....	253	233	20			
1898-1899.....	262	272	9	39		
1899-1900.....	266	312	4	40		
1900-1901.....	237	350		38	29	
1901-1902.....	221	356		6	16	
1902-1903.....	238	356	17			
1903-1904.....	248	349	10			7
1904-1905.....	272	311	24			38
1905-1906.....	276	344	4	33		
1906-1907.....	278	333	2			11
1907-1908.....	277	325			1	8

THE PLAN FOR THE PAST TWO YEARS

Taking every thing into consideration, the results of the past two years have been much beyond our expectations.

Aside from the loss of some school spirit and an increase in tardiness, the results show an increase in per cent of attendance and the maintenance of a good average scholarship. The graduating class, having had two years of wandering, came through to their final standings with an average fully equal if not superior to several preceding classes.

As the conditions for two years have been only temporary, it is not worth while to discuss them further. Similar conditions will never again occur to high school pupils in Madison. Enough has been said to show what high school pupils can do under very discouraging surroundings. Those of us who paid most attention to results are well aware that we suffered much in the attempt to administer affairs in a way that would be of most benefit to pupils. We are duly appreciative of the efforts of pupils and teachers alike to make the most of untoward circumstances.

THE ANNUAL

The Tychoberahn, under the management of Messrs. Lamb and Bliss, was fully up to standard in quality of work. Financially it was not so successful as in former years. As the receipts and expenditures about balance each other, the picture fund will not be increased from this source. Under better chances for sale it is expected that succeeding managers will have better success financially. If, however, the publication is secured without a deficit, we shall always be satisfied.

ATHLETICS

This department has suffered somewhat by the fact that the high school has been scattered. Judged by the results of the foot ball season, the department may be criticised for failure to pardon a championship team, but from the higher point of view—that of the best interests of the high school—the year may be considered successful. From observations covering a period of years, it appears that championship depends upon the material at hand, the coach, and the amount of time that may be devoted to training. During the past season, it would be impossible to find fault with either of the first two of these factors.

If blame is to be located anywhere it must fall upon the third element. The time given to training must in some measure be regulated by the regular business of the high school. If studies could be dispensed with chances for championship would be vastly increased. As long, however, as studies occupy first place, the time for athletics must necessarily be shortened.

The treasury was left in a good condition for the next year.

Except in a few instances participants in athletic exercises are coming to regard athletics material not as belonging to them individually but to the high school.

A surplus in the treasury has ceased to be the cause of any undue anxiety.

INTERSCHOLASTIC MEET

Our place in this meet is comparatively unimportant. It seems very natural to try to excuse shortcomings in any direction. The best reason thus far given seems to be in the fact that our boys are unable to get very near to first place. No adequate explanation is at hand for failure in this particular. It seems reasonable to suppose that with

neither athletic field nor gymnasium our chances must remain as at present. The new building with its gymnasium promises to remove one excuse. If this adds to our success, we may assume that an athletic field would do something more for us and increase our chances in the meet.

It is to be hoped that in the not very distant future more boys of the high school will take part in athletics—not for the sake of entering contests with outside teams but just for the training it gives to the individual. Contests among the classes of the high school should be almost enough for the average boy.

Participation in the Interscholastic meet has never been discouraged. On the other hand much has been said in the effort to get more to enter it. Although not beyond criticism, the influence of the meet is highly beneficial.

LITERARY SOCIETIES

The success of the literary societies has been hindered in common with most other interests by our unsettled condition. Some advance has been made in the assignment of teachers to the definite charge of the literary societies. Teachers are present not in a critical spirit but in a helpful one. It is hoped that such supervision will, in a short time, remove some objectionable features from the meetings. When it becomes understood that the literary society stands for progress in its work rather than for a good time, we may reasonably look for better results in debate and in all public performances.

An effort has been made to impress upon members of the literary societies the fact that their organization and continued existence calls not only for a recognition by their members of the essential things for which they have been organized, but also an assumption of responsibility for the care of the building and the reputation of the society. For a time, comment was made upon outside interference but the fact seems to be that the most serious difficulty has arisen from members themselves who have no conception either of obligation or of their own best interests.

One of the serious results of the attempt at debates lies in the cultivation of a habit of "bluffing" or talking against time. It arises from a lack of preparation and an overestimate of powers. Extemporaneous speaking may have a place in the work of the society but should not constitute the regular program. The talking habit shows itself in the recitation room when a literary society member assumes that the requisite number of words may make up for an enormous lack of thought

and preparation. The ability to talk well upon all subjects at a moment's notice is not apt to be fortunate possession of the average boy under 18 years of age.

There is no doubt of the good being done by the literary societies. The chief regret about them lies in the fact that the benefits are shared by too small a number. Membership should be increased and programs carried out—not simply arranged and posted. Loyalty to the society should be cultivated to the degree of making it impossible to fail to appear for a definite performance. The imposition of a fine, with rare chances for its collection, can scarcely secure regularity in preparation or performance.

The Nautilus Club has maintained its usual high standard of efficiency and seems not to have been much affected by adverse conditions. Its members seem to have caught the spirit of earnestness so essential in all endeavor.

The Philomathian society has been organized for the accommodation of an additional number of girls. In no sense is it to be considered a rival of the Nautilus club. Among such a large number of girls, there is abundant room for another society. In fact it is a necessity. The hold it has already taken upon the young people proves the wisdom of its organization.

PUBLIC EXERCISES

Commencement. Friday, June 12, 1908

Program

Music—Danse de Cupid.	
Prayer	Rev. E. J. Baskerville
*Salutatory	Rae Floyd Bell
Music—Overture—"The Cavalier"—Rollinson.	
Address—"The Pioneer Spirit"	Rev. A. A. Ewing
Music—"Castane Waltzes"—Odell.	
*Valedictory	Lorna Doone Bagley
Presentation of Diplomas	Judge Anthony Donovan President of Board of Education
Benediction	Rev. E. J. Baskerville
Music—March—Selected.	

GRADUATES 1908

Lorna Doone Bagley	Max Reginald Lange
Grace Baskerville	Abe Mortimer Levitan
Albert Beecroft	Esther Levitan

* Chosen by class.

Rae Floyd Ball
 Ida Berthina Benson
 Hugh Porter Bliss
 Alice Catherine Boyle
 Alice Brabant
 Alfred Buser
 Hazel LyIe Carville
 Florence Alice Chamberlain
 Ewart Cleveland
 William George Collman
 Leta Ione Cooper
 Homer Critton
 Frank Aloysiis Daley
 Agnes Hopkins Davis
 Edith May Deming
 Matilda Marie Diederick
 Mable Genevieve Diment
 Helen Margaret Duerr
 Mary Ely
 Thomas Joseph Farley
 William Louis Fehlandt
 Isabelle Caroline Fleckenstein
 Mary Estelle Ford
 Aaron August Carl Froelich
 Asa Biehl Groves
 Harry Leroy Geissler
 Raymond Gilbert Hall
 Frances Hessman
 Lulu Heyl
 Hilda Frances Hilgendorf
 Leslie Jacob Housel
 Hattie Elizabeth Hoyer
 Thomas Ralph Hutson
 Fred Julius Huegel
 Thora Jacobson
 Ralph Simons King
 Jeannette Louise Knudson
 Stella Marguerite Kragh
 Francis Stewart Lamb
 Lillian Bertha Lucas
 Agnes Catherine Maher
 Margaret Elline Maw
 Frances Cora Minch
 Adeline Rosalie Mittenthal
 Cora Elizabeth Moehlman
 Roy Lyall Morgan
 Dana Gardner Munro
 Frank Nickerson
 Carl Magnus Nelson
 Anna Gertrude O'Keefe
 Leslie Latham Oldham
 Isabel Parsons
 Vena May Pierson
 Earl Arthur Polley
 Minnie Henrietta Pope
 Philip Howe Porter
 Jessie Post
 Montgomery James Power
 Adolph William Quast
 Otto August Reinking
 Florence Elizabeth Rimsnider
 Miriam Josephine Robinson
 Leo Peter Schleck
 Martin Peter Schneider
 Lucile Claire Simon
 Irene Valanche Starks
 Arthur Lewis Steen
 Gladys Sutherland
 Mabel Beatrice Swerig
 Hazel Belle Thomas
 Frances Anna Tormey
 Marie Herfurth Vaas
 Anna Margaret Vick
 Georgia Louise Wass
 Leona Marie Wehner
 Alma Elizabeth Weise
 Edward Nelson Whitney
 Walter Wescott Whomes
 Eva Valetta Wilcox

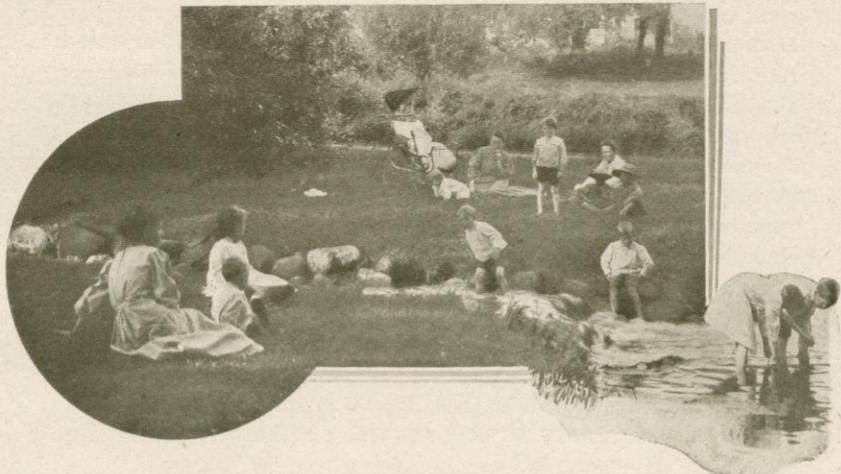
In this class there are over 60 graduates who expect to enter the University. Considering this large number, it seems reasonable that one course of study should prepare for entrance to the University.

This does not imply the least neglect of those who take up other lines of work. Those most familiar with high school conditions understand that attention is never concentrated upon any one section or group of pupils to the neglect of others. It is assumed that all pupils pursuing studies in the high school are entitled to equal attention irrespective of their ability or desire to take a college course. If there be an excess of attention anywhere it is to those whose progress is slow and whose aim is to get as much as possible out of the high school course.

Respectfully submitted,

J. H. HUTCHISON,

Principal.



Saturday Afternoon, Tenney Park

REPORT OF SUPERVISOR OF DRAWING

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

DEAR SIR: I hereby submit my eleventh annual report.

The same general outline has been followed as last year, although changes have been made in some phases of the work.

In seventh and eighth grades the design work which usually comes in the spring term was transferred to the fall term, so that the decorative forms discovered in the study of plants could be used as stencil patterns on Christmas gifts, such as work bags, sofa pillow covers, and table covers.

Elementary book binding was introduced into the fifth and sixth grades in the making of folios from art vellum, binder's cloth and pasteboard. Although a little more expensive, these folios are much more serviceable and satisfactory than the paper ones used before.

I recommend that the heretofore omitted numbers of the Prang Text Books of Art Education be introduced in this way:—

Text book number one is to be used by first grade teachers; text book number two by second grade teachers; text book number three by third grade pupils; text book number four by fourth grade pupils; text book number five by fifth grade pupils; text book number six by sixth grade pupils; book number seven by seventh and eight grade pupils.

If it is necessary for third and fourth grades to work together, book number four should be used; if fifth and sixth work together, book number six should be used.

It is to be hoped that the completion of the High School will furnish larger opportunities along the art lines.

In the past drawing has been required in the first year but beyond this no provision has been made.

That it is desirable to make the work optional for all pupils beyond the first year, is apparent when forty first year pupils express a wish to continue.

The efforts of the Public School Art Association the past year have

been directed toward a study and appreciation of works of art already in our schools, rather than to the raising of money and the purchase of new pieces.

Five most interesting and instructive lectures were given to which all teachers and members of the Association were invited.

I have found great pleasure in supplementing this work by informal talks on works of art with the children in thirty-five rooms.

In most of the schools, booklets of information concerning pictures and casts have been prepared for each room. The covers were designed by pupils of the eighth grades. The selection was first made by the committee of each ward and finally by the directors of the Association.

Those accepted are by the following pupils:

Washington School—Catherine Brandenburg, Warren Weaver, Edmund Alford.

Lincoln School—Marion Conover, Stella Loshek, Margaret Fay, Lillian Brown, Vera Kayser.

Doty School—Arthur Kittelson.

Draper School—Payton McGilvary, Gertrude Engler.

Marquette School—Lillian Ehler, Philip Scoville.

Irving School—Raymond Walker (Fifth Grade).

Lapham School—Marie Harbort, Raymond Hogan, Robert Jones, Walter Joachim, Maria Lutt, Vera Salzwedel.

Hawthorne School—Walter Kindschi.

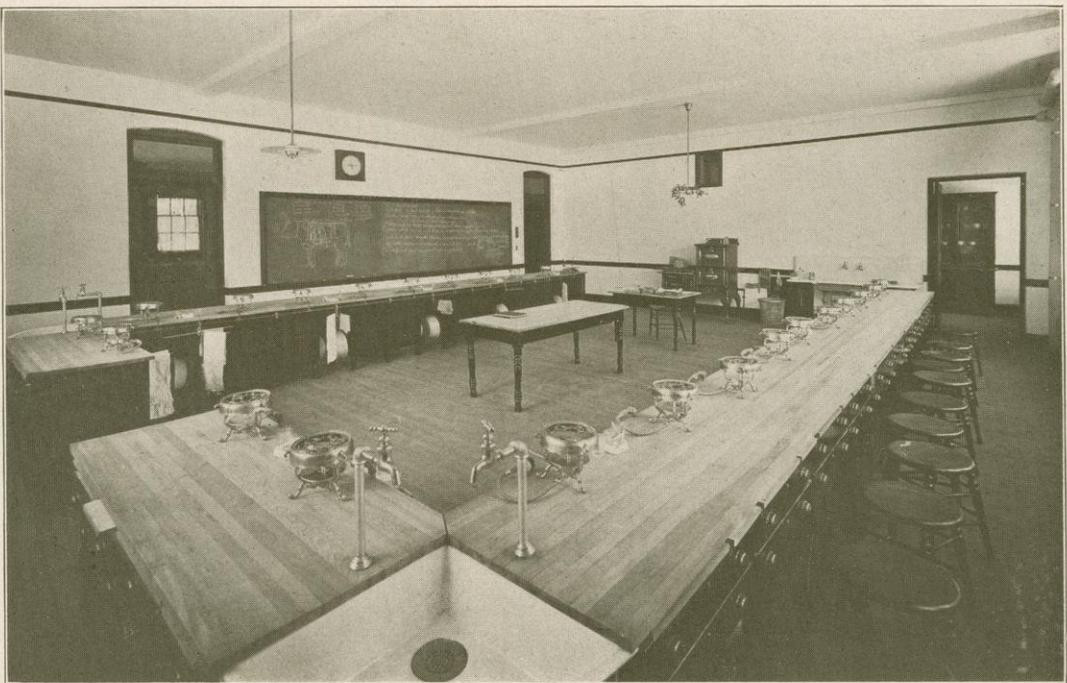
Randall School—Louis Schmidt (Sixth Grade), Robert Montgomery (Sixth Grade).

In closing I wish to say that whatever of achievement there has been in my work is largely due to the conscientious co-operation of teachers.

I wish to thank you and Board of Education for your continued support.

Respectfully submitted,

IDA M. CRAVATH.



Kitchen

REPORT OF SUPERVISOR OF DOMESTIC ART

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

DEAR SIR: Hereby is submitted my third annual report.

Work in this department opened September eighth and closed June seventh, the same general program of the previous years being followed, except in a few minor details. All cooking classes and some few sewing classes reported at the Irving School. Other sewing classes were conducted in the regular school rooms.

Manual Training and Domestic Art were introduced into the sixth grade of the Washington School and into the fifth and the sixth grades of the Irving School. In these two instances, this was made possible because both schools are Manual Training Centers. The interest manifested by the pupils and the work accomplished in these grades were most satisfactory, and we hope that ways and means may be found whereby these subjects may be introduced into all the fifth and sixth grades next year.

During the winter term, special classes in crocheting were organized in the various seventh grades. Considerable work was done in these classes outside of the regular school periods.

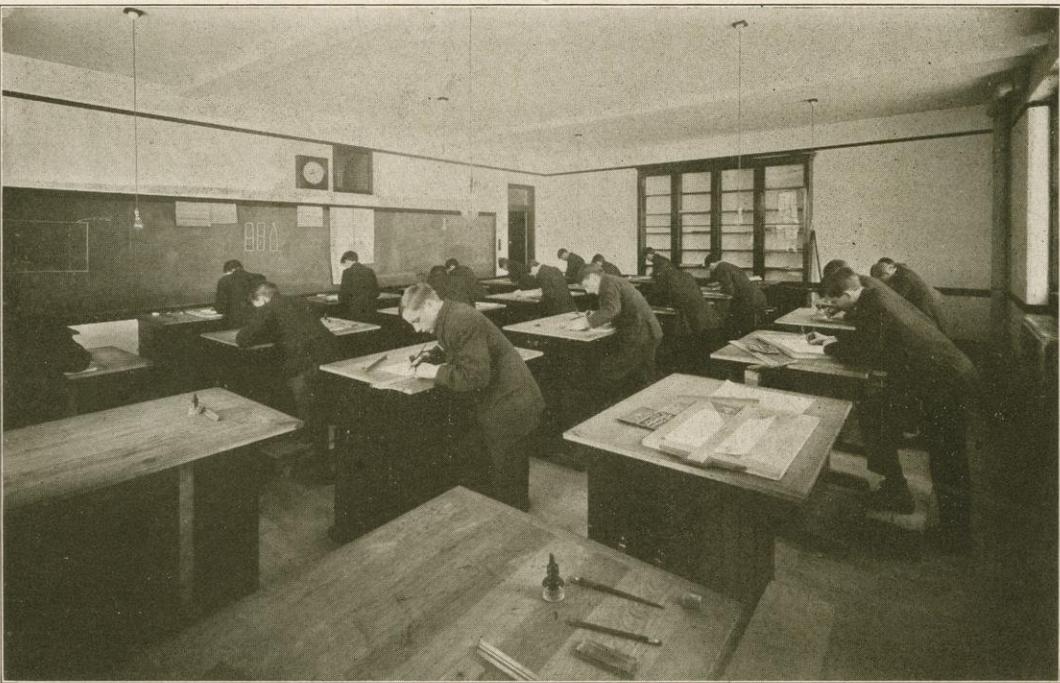
During the first week in June the Domestic Art and Science department was granted the privilege of having a display of work in the large show window of Burdick and Murray. This was greatly appreciated by the pupils and teachers, and we extend thanks for the courtesy received. The exhibit though small attracted considerable attention.

The results of the year's work are very gratifying, both as to interest shown and the amount accomplished.

In closing, allow me to thank you, the teachers, and the Board of Education for their hearty co-operation.

Respectfully,

ELIZABETH C. LANGE.



Mechanical Drawing

REPORT OF SUPERVISOR OF MUSIC

Mr. R. B. Dudgeon:

DEAR SIR: I hereby submit my first report of the work in music.

I began the work in your schools the second week of February, succeeding Miss Hannah Cundiff at that time. A change of teachers in the midst of the year's work always necessitates more or less difficulty, but I am hoping that in spite of this fact much has been accomplished in the past four months. The principals and teachers throughout the city schools have seemed to appreciate the situation and have been untiring in their efforts to make the work all that it should be. I am most grateful to them for their hearty coöperation and support.

I found the work in music in excellent shape and it has been my aim to carry out the same general principles which have governed the work of the past few years.

Special stress has been put upon the work with monotones in the First and Second grades, and most remarkable and gratifying results have been accomplished in a great many cases. We have worked to give the children in the Second and Third grades much independent ability in the early stages of sight reading. To acquire this result nearly all of the singing has been done individually. The pupils in a class are required to point to every note while the individual is singing his exercise, and while this seems to be a slow and somewhat tedious process, one is rewarded for his patient efforts by the efficiency gained in this way. Special stress has been put upon tone quality and in most cases the singing is soft and sweet.

Much attention has been given accurateness of pitch, but a still more strenuous effort must be made along this line next year. The phrasing of songs both in the lower and upper grades has been carefully watched. In the seventh and eighth grades we have made an effort toward sustaining our tones to better advantage which has lead to deeper breathing and better control of breath.

We have striven to add to the pupils' appreciation of classical music and to lend an added stimulus to their interest in the music by taking

up the lives of the composers—Schumann and Mendelssohn. The seventh and eighth grades combined in this work and two programs were given. The children were all asked to look up some fact in the biographies of each of these men and some pupil was chosen to give the school a connected account of the life of each. Their music book contain songs by both Mendelssohn and Schumann, so these were learned and sung by the classes. When the Schumann program was given I took my violin with me and played his "Traumene" for the children. At their Mendelssohn program I played one of his "Songs Without Words" and the "Nocturne" from "The Midsummer-Night's Dream."

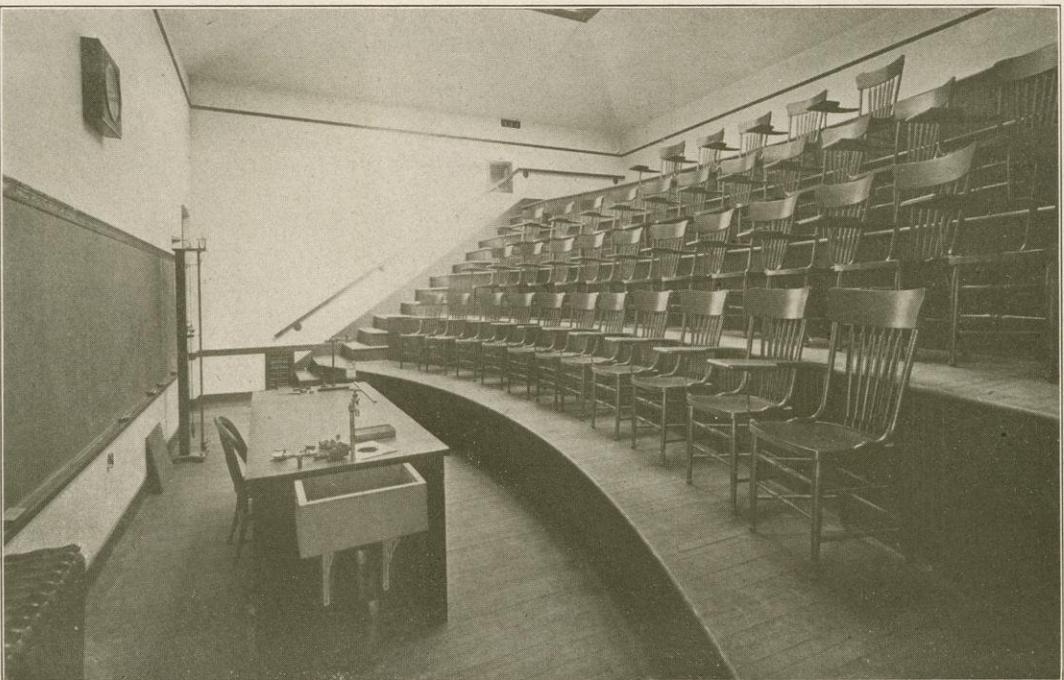
We have endeavored to keep the course of study as well balanced as possible and to use the best means to bring about effective results. There always remains much room for improvement and let us hope for still better things in the future.

Yours respectfully,

MARION F. VOSBURGH.



Tenney Park



Physical Lecture Room

REPORT OF SUPERVISOR OF MANUAL TRAINING

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

DEAR SIR: I hereby submit my second annual report, the fourth of the series for the department of manual training.

During the past year bench work was given to the seventh and eighth grade boys, and mechanical drawing to the first year high school boys. Besides this, two sixth grade classes, those of the Irving and Washington buildings where the shops are located, were given work in knife sloyd. The purpose in taking these two classes was to prove the value of this work, and to test the feasibility of giving it to all the sixth grades in the city. The results were very satisfactory, and it only remains for the board to make provisions for handling the work.

The work in weaving, basketry, clay-modeling, etc., in the lower grades, which work really falls under the heading of Manual Training, has been carried on by the regular grade teachers. In the woodworking courses, series of models are arranged for each grade, each model being a useful object, usually for the home, and each so designed that its execution introduces either a new tool or a new exercise in the use of tools already familiar to the pupil.

The courses of models follow: Seventh Grade: (1) Sawing exercise, (2) Puzzle board, (3) Bill file, (4) Bread board, (5) Scouring board, (6) Coat hanger, (7) A piece of Toy Mission furniture, viz., Rocker, Settee, Table, or Morris chair.

Eighth Grade: (1) Sandpaper block, (2) Book rack (original designing), (3) Pen tray, (4) Hatchet handle, (5) Knife and fork box, (6) Picture frame, and (7) Choice of some small piece of furniture, as a taboret, foot stool, small chair, or plate rail (see plate), depending largely upon the ability of the pupil. Supplementary work is given those who work fastest, in order to maintain the unity of the class. Enough mechanical drawing is given in connection with the bench work to enable the pupils to read simple working drawings intelligibly. Frequent short talks and discussions are given on such

subjects as, Care and use of equipment; Tools, how to use and sharpen them; Kinds of wood and to what uses suitable; Design of models, etc.

The classes in bench work are given one seventy-five minute period per week.

During the week of June 7th an exhibit of the manual training work was arranged in the show window of Bled and Schneider's hardware store, where it attracted the attention of a great many people and showed to them some of the possibilities which this department affords.

Two hundred sixty-eight seventh and eighth grade and fifty-seven sixth grade pupils took the work. The cost of materials per pupil was thirty-eight cents in the seventh and eighth grades and eleven cents in the sixth.

I would suggest that as soon as practicable, a new shop be established to accommodate pupils in the western end of the city, as the one in the Washington building which now accommodates about two-thirds of the classes is for many reasons unfit for use.

High School Mechanical Drawing.

The aim in this work is to familiarize the pupil with mechanical drawing tools, to give a knowledge of projection and the making of working drawings, and to develop habits of accuracy and neatness along mechanical lines. The series of sheets follow:

(1) Horizontal and vertical, full and dotted lines. (2) Various kinds of lines at 45°. (3) Concentric circles, full lines. (4) Concentric circles, broken lines. (5) Tangent lines and semicircles. (6) Tangent lines and arcs, less than semicircles. (7) Tangent circles. (8) Practice with irregular curve. (9) Ellipse, trammel method. (10) Prisms and pyramids, (First sheet in projection). (11) Prisms and pyramids. (12) Parallel sections. (13) Oblique sections. (14) Development of hexagonal prism. (15) Development of square prism and cone, truncated hexagonal pyramid, truncated cylinder, flaring pan, and octagonal shaft fitting over the ridge of a roof.

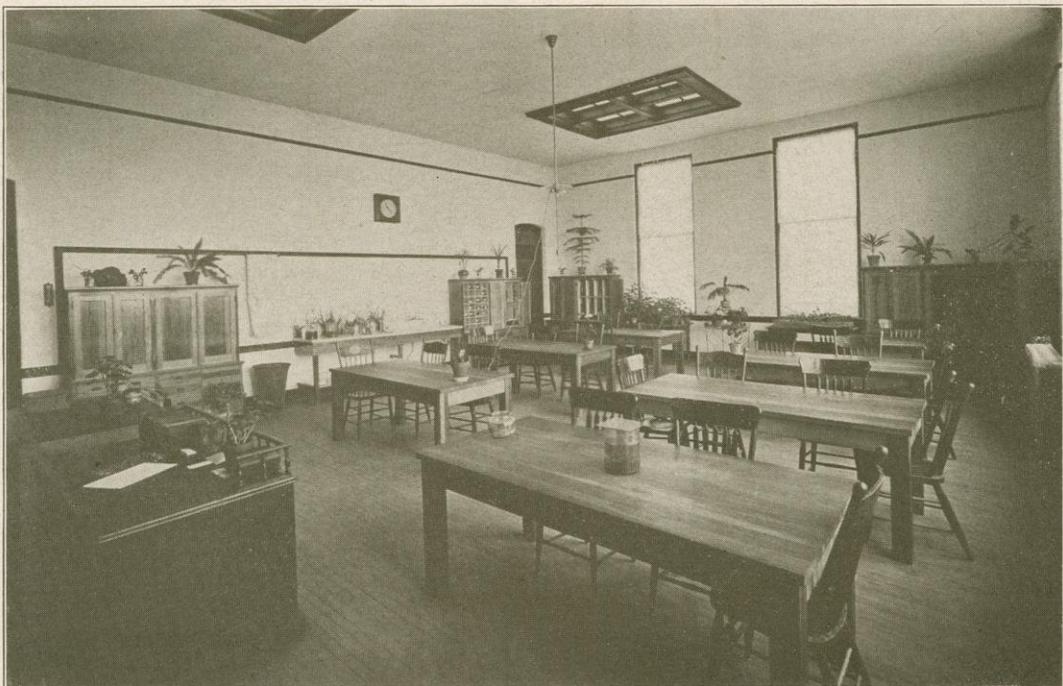
The absence of a special room made it difficult to accomplish the best of results, but on the whole the work was very satisfactory.

I insert here a brief statement of the cost of this work in the grades for the year.

Lumber and material	\$88 05
Incidentals	18 97
<hr/>	
Total	\$107 02

Respectfully submitted,

GEO. R. HOLETON.



Biological Laboratory

REPORT OF CITIZENS' VISITING COMMITTEES

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 Madison high school for the year 1907-08.

In order to facilitate the work of inspection, the committee as usual was divided into a number of sub-committees, each of which examined the teaching of one subject or group of allied subjects, or considered one of the several activities of the school. Each of these sub-committees formulated a report with recommendations, which are submitted in this report, following the general statement of the condition of the school.

GENERAL CONDITIONS

Although the effects of the disorganization resulting upon the occupation of temporary quarters during the completion of the new building were more evident than in the preceding year, the general discipline and spirit of the school were satisfactory. No comment is necessary on the temporary quarters or the physical conditions which they involved.

The teaching, on the whole, was found to be satisfactory. Careful inspection by the several sub-committees showed that the work of many of the teachers was excellent; that that of a number of others was good; and that the teaching of a few was mediocre. The criticism on the less satisfactory teaching was that it was formal, perfunctory, and without the amount of enthusiasm and energy necessary to arouse and interest the pupils. As a detailed report on the work of each teacher was made to the high school committee of your board by the chairman of the citizens' committee before the teachers were reappointed last spring, no further report is necessary at this time.

SALARIES OF TEACHERS

The sub-committee on salaries of teachers reports that it is evident that the salaries in the Madison high school are too low, especially as Madison is one of the most expensive cities in Wisconsin in which to live. Teachers who have lived both in Milwaukee and Madison have told the committee that they found the cost of living almost one-third less in Milwaukee than in Madison, while the average salary paid Milwaukee high school teachers is nearly fifty per cent higher than the average in the Madison high school. The following report on the average salary for assistants in the high schools of other cities of the state as submitted to the high school committee of your board last spring before the salaries were fixed for the year 1908-09, indicates clearly the relation of the salaries of the Madison high school to those paid by other cities of the state.

AVERAGE SALARIES FOR HIGH SCHOOL ASSISTANTS

Milwaukee, East Div.	(1906-7).....	\$1,111 36
North Div.	"	1,085 00
West Div.	"	1,070 00
South Div.	"	1,050 00
Superior, Dewey	"	900 00
Superior, Blaine	"	837 00
Kenosha,	(1907-08).....	843 00
Racine,	(1906-07).....	832 00
Sheboygan,	(1907-08).....	822 00
Janesville,	(1907-08).....	814 00
Oshkosh,	(1906-07).....	808 00
La Crosse,	(1906-07).....	791 00
Madison	(1906-07).....	777 00
Madison,	(1907-08).....	795 00
Menomonie,	(1906-07).....	778 00
Manitowoc, North Side,	"	775 00

The committee suggests that a more adequate recognition of services, in the way of salary, might do much to stimulate enthusiasm and ambition on the part of teachers, and certainly would make keener the competition of teachers to secure places in the Madison high school.

It is further recommended that the classification of teachers in each department be made on the basis of the character of the teaching. Although it is generally agreed that the salary of the teacher should

be determined by his ability to give effective instruction, at the present time some of the excellent, good, and mediocre teachers are receiving practically the same remuneration.

In some departments, the committees reported that the appointment of a strong and effective male teacher with an adequate salary to take charge of the organization and direction of the department would add materially to the efficiency of the teaching.

LABORATORY WORK IN SCIENCES

In two of the sciences, physiology and physical geography, the committee recommends that the laboratory work be developed, in order to make the presentation of these subjects more effective.

It is generally admitted, the sub-committee on physiology points out, that, as a natural science, physiology cannot be at all adequately taught unless class room study is supplemented by laboratory work. Without the use of the laboratory method, the teaching of physiology becomes a mere memorizing of difficult names and imperfectly understood principles. Since no demonstrations on either dead or living animals are permitted in the Madison high school, the subject of physiology, the sub-committee reports, is necessarily ill-understood and inadequately presented.

The sub-committee on physical geography recommends that the time devoted to that subject be extended to one year, and that systematic laboratory work be given in this subject as is now being done in the better schools throughout the country.

PHYSICAL TRAINING AND ATHLETICS

The gymnasium in the new high school building makes necessary adequate provision for physical training both for the boys and the girls. It also makes possible the development of indoor and outdoor athletics on a more rational basis. Experience elsewhere in large high schools has shown that it is desirable to have competent persons to take charge of the work in physical training and to make it a part of the regular school exercises. The committee therefore recommends that physical training be required of all high school pupils, both the boys and the girls, throughout the four years of the course; that a director of physical training and athletics for boys be appointed to give instruction in gymnastics and to direct and coach indoor and outdoor athletics; and that a woman be appointed to take charge of physical training and athletics for girls. Physical examinations and the prescribing of corrective exercises to remedy defective physical development should be an important part of the work of these directors.

DRAWING AND ART WORK

The sub-committee on drawing and art work recommend that the room reserved for the study of art be appropriately furnished with good photographs, studies in plaster, and other reproductions necessary for successful teaching of the subject. In addition to the drawing as taught at present in the first year, the committee suggests that elective courses in design, historic ornament, cast drawing, and still life be offered for the more advanced pupils desiring to continue the work. If advanced art work is to be undertaken in the high school, the committee recommends the appointment of a special teacher, since one person can scarcely do justice to all the work in the grades and conduct large high school classes in addition.

The committee especially recommends the grading of the pupils in the classes in first year drawing. Those entering the high school from the Madison schools have had several years of excellent art training. To place these pupils in the same classes with the children who have not been similarly taught is a disadvantage to each, and complicates the teaching of the subject. Careful grading of the pupils, therefore, is strongly recommended.

SOCIAL ACTIVITIES

The sub-committee that considered the social life and activities of the school recommend that high school parties be held in the gymnasium rather than in public dancing halls; that such parties close at 11 o'clock; and that in addition to the large parties, the gymnasium be open at certain times for short periods for informal dancing. It is suggested that an earnest request be made to parents to coöperate with the high school authorities in the effort to enforce the regulations relating to parties and other social activities.

It is further urged that it is the duty of the high school authorities to encourage other activities which make for the healthiest social life. It is at the high school age, if ever, that the students begin to realize the ideal of education, which is, in the words of the president of Princeton University, "to make the intellectual and social life interpenetrate." To this end it is suggested that the plan already adopted by the German department of organizing clubs in close connection with the course of study, be extended. In connection with classes in history, in English, in Latin and Greek, as well as in modern languages, such organizations ought to be profitable and enjoyable, with a double object of having plays, readings, debates, etc., bearing on the work, and of indulging in a good time socially. It is the opinion of the committee that these organizations should be arranged so that every student be included in at least one club; that these clubs

meet in the afternoon; and that for this and other reasons, a short noon recess and a correspondingly early hour for closing be adopted. Ability in organizing and directing these social activities ought to be regarded as a special qualification for teachers, and the amount of time and effort which they devote to directing this work should be considered in determining the amount of teaching required of them. It is the opinion of the committee that there ought to be enough activities provided for in the gymnasium and by clubs, musical organizations, etc., to prevent the students from seeking amusement and recreation in undesirable public places.

REPORTS OF PUPILS' WORK

The plan in most high schools, large and small, of informing parents of the character of their children's work at frequent intervals by means of report cards, should be adopted by the Madison high school. The present plan of reporting the work to the parent only when it is poor is unsatisfactory and productive of frequent complaints by parents. If the parents are informed every month or six weeks by means of numerical grades of the exact character of their children's work in every subject, they are frequently able to assist and encourage pupils to improve the work as a whole or in particular subjects where improvement is evidently needed. If the parents, as at present, are not notified until the work has reached an unsatisfactory stage, it is frequently difficult to bring about the necessary improvement. Experience in large high schools has demonstrated that a simple scheme of monthly reports by which the pupil secures the parent's signature to the report card before returning it, insures the parent's knowing the character of the child's work without any appreciable increase in effort on the part of either the teachers or principal.

REPORT OF VISITING COMMITTEES

Experience on the citizens' visiting committee for several years has demonstrated that if the work of the committee is to have any effect, the results of its inspection and its recommendations should be presented to the board of education before the close of the year during which the inspection is made, in order that the members of the board may have an opportunity to know of these recommendations before making plans and appointing teachers for the following year. This committee therefore recommends that hereafter copies of the recommendations of the citizens' visiting committee be sent by the superintendent of schools to each member of the board of education, not later than May 1 of the year for which the committee was appointed.

(Signed)

WILLARD G. BLEYER,

Chairman.



Summer Play-ground

REPORT OF COMMITTEE FOR GRAMMAR GRADES

Prof. R. B. Dudgeon, Supt. of City Schools, Madison, Wis.:

DEAR SIR: The Citizens' Visiting Committee for the grammar grades begs leave to submit the following report:

We were well pleased with the work being done by the children in the grammar grades. The teachers are very earnest and conscientious in their work and are certainly to be praised for their efforts to keep the children up to the prescribed standard.

The work in music and drawing is very good.

We find that in all schools the children are very greatly interested in their work in sewing, cooking, and manual training. They seem to be eager for these classes.

In some of the schools we find very heavy grades and a somewhat overcrowded condition. Teachers, especially in 7th and 8th grades, cannot do justice to themselves or the children under these conditions. It would seem advisable that in such schools some relief should be provided; possibly an assistant in each such building would help matters greatly. We hope that some time each principal may be given an assistant in her own building.

We note with pleasure the steady and general improvement in the interior of the school rooms, and trust that this will continue.

Fire drills are held quite regularly; all doors open outward. We find that at times the janitors are somewhat lax in so far as some doors are not always unlocked.

The subjects of heating, ventilation, and sanitation are, of course, very important ones in our public schools and too much stress cannot be laid upon these matters.

Respectfully submitted,

MARION J. RICHTER,
LOUISE K. PARKE,
EMMA P. KENTZLER,
MRS. H. C. DANIELSON,
JENNIE M. STACY,
IDA E. HART,
MRS. E. L. MYRLAND,
LOUISE G. SHEPHERD,
KATE R. SCHMEDIEMAN.

REPORT OF VISITING COMMITTEE FOR PRIMARY GRADES

To the Board of Education, Madison, Wisconsin:

GENTLEMEN: The Citizens' Visiting Committee for Primary Grades has endeavored to perform its work thoroughly, and herewith submits its report of these grades for the year 1907-08.

While the committee found in this work of visitation much worthy of heartiest approval, there are lines along which members of the committee feel that improvement might be made, and candidly offer their suggestions.

The primary teacher will do well to remember that her work should consist, not so much in correcting children, as in the constant and proper direction of their activities. If this be the teacher's chief thought, and the teacher herself possesses the right personality, she will have few errors to correct, and little trouble in the matter of discipline. While the committee found that the teachers, for the most part, seemed genuinely interested in the welfare of their pupils, one or two teachers have been criticised as being too mechanical, unnecessarily severe, and lacking the personality desirable in a primary teacher.

It is with pleasure that we note the quite general interest that primary teachers and children are taking in the beautifying of their rooms with plants and well chosen works of art. This is as it should be, for in no other stage of development is the pupil so susceptible to environment as in the primary grade period. Proper surroundings at this age have much to do with the alertness and responsiveness of the child. The work of the Public School Art Association, which has general charge of the proper decoration of our school rooms, is especially gratifying, and we trust that, in its future efforts, it will be particularly thoughtful for the needs of those in the lower grades.

The school rooms were found to be almost uniformly, and, upon the whole, satisfactorily cared for in the matter of cleanliness. It is urged that janitors, for sanitary reasons, be instructed to wash thoroughly each day all drinking cups and bowls at the fountains, and that the same be kept in a more presentable condition by the prompt removal of

all stains and discoloration. Janitors, when necessary, should be instructed in the proper use of chemicals for such purpose. The custom of children bringing their own drinking cups, which prevails in some buildings, should be encouraged.

It is universally agreed that play and recreation are necessary to the full and proper development of the child, and schools not providing ample grounds for such are not subserving their full purpose. Children should not be obliged to endanger their lives by being crowded into the streets for the needed playgrounds. It is suggested that options be secured as soon as possible upon territory adjacent to the schools unprovided with sufficient playgrounds for the purpose of the enlargement of these grounds. The need of this is particularly manifest in the case of the Washington school.

Too much care cannot be taken with regard to the proper lighting of school rooms. The defect in this particular is especially noticeable in the first grade room of the Draper school, and we feel that there is nothing to which the School Board should give more prompt attention than to the proper lighting of this room. In one or two instances the tint of the walls is such as to impair the light. This error should be remedied as soon as possible. We are pleased to note that teachers were usually thoughtful about the proper adjustment of shades and blinds.

The seats in the first grade room of the Draper school are reported as being too high for many of the children, thus giving much discomfort. We feel that this matter should be thoroughly investigated, and satisfaction at once given to the patrons of this school.

In some of the buildings the system of ventilation is inadequate for the proper supply of fresh air. We earnestly urge, as has been done by previous committees, that one storm window be so adjusted that it may be easily opened, and that teachers take the precaution necessary for a change of air during intermissions.

Several of the committee unite with the teachers in the opinion that the number work required of the children of the third grade demands a degree of reasoning beyond the ability of the average child of this grade to perform successfully. A careful comparison of the work required by the text book used in the third grade of our schools with the number work required in the third grade of other schools of high standing tend to confirm this opinion. The strongest arguments, however, against the use of the book are the psychological facts that no two minds develop with uniform rapidity, that the reasoning faculties are among the last to develop, and that they have developed but little in the case of the average child of the third grade. In all grade work it is for

the *average* child that regard must be had. To give ample time for development is to insure riper scholarship in the end, while to surcharge the growing faculties of a child is to do irreparable harm. In view of these facts some of the committee earnestly inquire whether it would not be better to fall below the limit of possibility in the case of a few children than to run the risk of over-taxing the reasoning powers of a single child.

The committee unanimously concur in the belief that the teachers of our schools are insufficiently paid, and heartily indorse the appeals that the Superintendent of our schools has made from time to time for a greater proportion of the city's revenue for the payment of teachers. It is especially important that the best of teachers be secured for our primary grades, as it is in these grades that foundation work is done.

That teacher is the best primary teacher, who, in addition to the needful technical preparation for her work, possesses the *personality* worthy of imitation, and which is a constant, strong, and positive force for all that we could wish the children to become. This is because the imitative faculties are in the lead during the age of the primary pupil, and he unconsciously imbibes, to a marked degree, the character and spirit of the teacher.

It is a cause of regret to the committee and other patrons of our schools that superior primary teachers have been lost from our ranks because of insufficient salary, and it is hoped and urged that the Board of Education will continue their appeals for a larger share of the city revenue until they are able to secure for our schools, and retain in them, the *best teachers available*.

Respectfully yours,

F. IRENE COLLYER,
LILLIAN HEALD KAHLENBERG,
AGNES SMITH GALPIN,
ETTA M. HIPPLE,
ANNA B. KROPF,
AGNES L. DUDLEY,
ANNA M. OLSON,
EMMA J. ELLIS,
MARY O'NEIL,
FLORA ELIZABETH SAMMIS,
MARGARET CONKLIN,
ADA B. RHODES,
FRANCES G. MILLER.