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Annual report of the public schools of the city of Madison, Wis.: 1894-95.

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ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON, WIS.

1894-95.

MADISON, WIS.

TAYLOR & GLEASON, BOOK AND JOB PRINTERS,

1895.

ANNUAL

PUBLIC RECORDS

1910

BOARD MEETINGS.

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

SUPERINTENDENT.

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

SCHOOL SESSIONS.

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

SCHOOL CALENDAR — 1895-96.

FALL TERM —

Opens Monday, September 9, and closes Friday, December 20.

WINTER TERM —

Opens Monday, January 6, and closes Friday, March 27.

SPRING TERM —

Opens Monday, April 6, and closes Friday, June 12.

Board of Education.

1895.

OFFICERS.

H. M. LEWIS.....	President.
O. S. NORSMAN	Clerk.
M. R. DOYON.....	Treasurer.
R. B. DUDGEON.....	Superintendent.

MEMBERS.

		Term Expires.
H. M. LEWIS.....	902 E. Mifflin.....	1895
JULIUS G. O. ZEHNTER	11 S. Hancock.....	1895
M. R. DOYON	752 E. Gorham	1896
JAMES CONKLIN	310 N. Brooks.....	1896
J. W. STEARNS.....	522 Wisconsin Ave.....	1897
O. S. NORSMAN	219 W. Gilman.....	1897
MAYOR JABE ALFORD.....	25 W. Dayton	<i>Ex-Officio.</i>
ALD. ALBERT A. DYE.....	930 E. Gorham	<i>Ex-Officio.</i>

Committees.

STANDING.

Teachers.....	LEWIS, STEARNS, DOYON.
Course of Study.....	STEARNS, DOYON, CONKLIN.
Finance.....	ZEHNTER, NORSMAN, DYE.
Supplies	NORSMAN, ALFORD, ZEHNTER.
Building	DOYON, CONKLIN, ZEHNTER. DYE, ALFORD.

VISITING.

High School	STEARNS, LEWIS.
First Ward.....	NORSMAN, ZEHNTER.
Second Ward	DOYON, DYE.
Third Ward.....	LEWIS, ALFORD.
Fourth Ward.....	ZEHNTER, NORSMAN.
Fifth Ward	STEARNS, CONKLIN.
Sixth Ward	DYE, DOYON.
N. E. District	ALFORD, LEWIS.
Greenbush	CONKLIN, ALFORD.

Citizens' Visiting Committees.

MR. L. B. MURPHY, Chairman. .

HIGH SCHOOL.

MR. L. B. MURPHY.
PROF. C. R. BARNES.
PROF. F. J. TURNER.
MRS. J. G. McMYNN.
MRS. C. E. BUELL.

GRAMMAR GRADES.

PROF. D. B. FRANKENBURGER.
HON. JOHN A. JOHNSON.
MRS. WAYNE RAMSAY.
MRS. GEO. H. SHAW.
MRS. J. McNAUGHT.

PRIMARY GRADES.

MRS. PROF. F. G. HUBBARD.
MRS. H. W. CHYNOWETH.
MRS. A. D. CONOVER.
MRS. A. L. SANBORN.
MRS. N. O. WHITNEY.

Department of Instruction.

1894-95.

R. B. DUDGEON, B. A., 520 Jefferson, Superintendent.

HIGH SCHOOL.

J. H. HUTCHISON, B. S.	1015 W. Johnson....	Principal.
ANNIE B. MOSELEY, A. M.	120 Langdon.	Greek, Latin.
WINNIE C. WARNING	515 State.....	Algebra, Geometry.
SUE TULLIS, B. L.	210 N. Hamilton....	English, Latin.
LIZZIE B. NOYES, B. L.	216 W. Gilman	Algebra, Arithmetic.
MARY MCGOVERN	342 W. Mifflin.....	English Literature.
JENNIE HUENKEMIER, B. L.	223 W. Gilman	History.
GRACE E. LEE, B. S.	209 E. Mifflin.....	Natural Sciences.
REGINA R. BOLD, B. L.	202 N. Carroll	English, Rhetoricals.
MARTHA S. BAKER, B. L.	16 Langdon	German.
FLORA C. MOSELEY.....	120 Langdon	English.

ALL SCHOOLS.

MARY S. MORSE	416 Wisconsin Ave..	Drawing.
JACOB RETTICH... ..	109 W. Dayton	Physical culture.
NELLIE W. FARNSWORTH .	12 N. Fairchild.....	Music.

FIRST WARD.

MARY L. EDGAR	617 State.....	Second Grammar.
KATE H. FEENEY.....	611 Monroe.....	First Grammar.
ELLA HICKOK	521 State.....	Second Primary.
IRENE LARKIN.....	107 W. Gorham	First Primary.

SECOND WARD.

LAURA K. GRISIM.....	115 E. Johnson	Second Grammar.
CARRIE H. BILLINGS.....	117 E. Gorham	First Grammar.
ELIZA M. HERFURTH	703 E. Gorham	Second Primary.
EMMA G. HYLAND	141 N. Canal	Second Primary.
ANNIE E. GLANVILLE	117 E. Gorham	Second Primary.
PAULINE W. SHEPARD	University Heights .	First Primary.

THIRD WARD.

S. MATILDA BAILEY.....	215 Monona Ave....	Second Grammar.
MARY B. BAKER	311 Park	First Grammar.
JESSIE M. BOWERS	215 Monona	First Grammar.
CAROLINE A. HARPER.....	610 Langdon	Second Primary.
EMMA A. NELSON.....	917 E. Gorham	Second Primary.
JENNIE M. WILLIAMS	109 W. Doty	First Primary.
ELLA LARKIN.....	107 W. Gorham	First Primary.
RICKA HINRICHS.....	114 E. Johnson	Kindergarten.
BERTHA C. KNEY	128 E. Johnson.....	Kindergarten Ass't.

FOURTH WARD.

THERESE G. COSGROVE ...	420 W. Washington.	Second Grammar.
FREDERIKA BODENSTEIN..	121 S. Webster	First Grammar.
MARY E. STORM	733 E. Johnson	Second Primary.
ISABEL T. BYRNE	446 W. Wilson	First Primary.

FIFTH WARD.

NELLIE M. SHINNICK	1001 University Ave.	Second Grammar.
MARGARET FORAN.....	454 Main.....	First Grammar.
CORRIE J. BALL.....	521 State.....	Second Primary.
CLARE DENGLER	319 Francis	First Primary.

SIXTH WARD.

MAGGIE M. MAYERS	743 Jenifer	Second Grammar.
MARGRETTA JONES	824 Spaight	First Grammar.
MARTHA L. CHAMBERLAIN.	109 E. Wilson	First Grammar.
MARGARET M. CHAMPER..	408 E. Washington .	Second Primary.
ELIZABETH CUTLER.....	123 Mills.....	Second Primary.
LEONORE TOTTO.....	631 State	First Primary.
GRACE MCGREGOR	512 Lake.....	First Primary.
ANNA LOUISE TYNER.....	316 N. Few.....	Kindergarten.
ALICE MILLER	Elmside	Kindergarten Ass't.
MAUD E. TYNER	316 N. Few.....	Kindergarten Ass't.

NORTHEAST DISTRICT.

HELEN WINTER	15 S. Webster	Primary.
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GREENBUSH.

LELIA M. GILE	419 W. Washington.	Grammar.
NORA CULLIGAN	314 Clymer.....	Primary.

Department of Instruction.

1895-96.

R. B. DUDGEON, B. A., Superintendent.

HIGH SCHOOL.

J. H. HUTCHISON, B. S.	Principal.
ANNA B. MOSELEY, A. M.	Greek, Latin.
WINNIE C. WARNING	Algebra, Geometry.
SUE TULLIS, B. L.	Latin.
LIZZIE B. NOYES, B. L.	Algebra, Arithmetic.
MARY MCGOVERN	English Literature.
JENNIE HUENKEMIER, B. L.	History.
GRACE E. LEE, B. S.	Natural Sciences.
FLORA C. MOSELEY, B. L.	English.
OLIVE BAKER, B. L.	Rhetoricals.
ELSBETH VEERHUSEN, B. A.	German.
JULIA E. MURPHY, B. L.	History, Civil Gov.
RUTH MARSHALL, B. S.	Phys. Geography.

ALL SCHOOLS.

MARY S. MORSE	Drawing.
JACOB RETTICH.	Physical culture.
NELLIE W. FARNSWORTH	Music.

FIRST WARD.

MARY L. EDGAR	Second Grammar.
ELIZABETH M. MORSE	Second Grammar.
KATE H. FEENEY.	First Grammar.
MARGARET A. FORAN.	First Grammar.
ELLA HICKOK	Second Primary.
IRENE LARKIN.	First Primary.

SECOND WARD.

LAURA K. GRISIM.	Second Grammar.
JESSIE M. BOWERS	First Grammar.
ELIZA M. HERFURTH	Second Primary.
EMMA G. HYLAND	Second Primary.
ANNIE E. GLANVILLE	Second Primary.
PAULINE W. SHEPARD	First Primary.

THIRD WARD.

S. MATILDA BAILEY.....	Second Grammar.
MARY B. BAKER	First Grammar.
RUBY L. GLEASON.....	First Grammar.
CAROLINE A. HARPER.....	Second Primary.
EMMA A. NELSON.....	Second Primary.
JENNIE M. WILLIAMS	First Primary.
ELLA LARKIN.....	First Primary.
RICKA HINRICHS.....	Kindergarten.
BERTHA KNEY	Kindergarten Ass't.

FOURTH WARD.

THERESE G. COSGROVE	Second Grammar.
MARTHA L. CHAMBERLAIN.....	First Grammar.
MARY E. STORM	Second Primary.
ISABEL T. BYRNE	First Primary.

FIFTH WARD.

GRACE BUSHNELL.....	Second Grammar.
JENNIE HARNSBERGER.....	Second Primary.
EMILY H. DETTLOFF.....	First Primary.
CLARE DENGLER	First Primary.

SIXTH WARD.

MAGGIE M. MAYERS	Second Grammar.
MARGRETTA JONES	First Grammar.
ELIZABETH CUTLER.....	First Grammar.
LUCY COSGROVE.....	Second Primary.
ALICE KERWIN.....	Second Primary.
LEONORE TOTTO.....	First Primary.
LINA G. HOLT.....	First Primary.
ANNA LOUISE TYNER.....	Kindergarten.
MAUD TYNER	Kindergarten Ass't.

NORTHEAST DISTRICT.

HELEN WINTER	Primary.
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GREENBUSH.

LELIA M. GILE	Grammar.
NORA CULLIGAN	Primary.

Janitors.

High School.....	John Morris.....	815 E. Gorham street.
First Ward.....	John McDonald.....	437 W. Dayton street.
Second Ward.....	Martin Amundson.....	211 Blair street.
Third Ward.....	Wm. Post.....	16 S. Hancock street.
Fourth Ward.....	Matthew Culligan.....	314 W. Clymer street.
Fifth Ward.....	Mrs. Margaret Welsh...	814 W. Dayton street.
Sixth Ward.....	James Thompson.....	Jenifer street.
Northeast District.....	John G. Schultz.....	Atwood Avenue.
Greenbush	William Storm.....	S. Park street.

Treasurer's Report.

Receipts and Expenditures from July 1st, 1894, to June 30, 1895.

RECEIPTS.

1894.

July 1	Balance on hand.....	\$13,686 63
July 7	Sale of old furniture	1 00
Sept. 30	Sale of school registers.....	3 00
Oct. 17	Refunded by Smead Warming & Vent. Co.....	1 80
Nov. 11	S. L. Chase, for old desks	39 60
Dec. 20	State of Wisconsin, state aid to High Schools	281 91
Dec. 31	Cong'l Church Society, Madison, for lot 9, bl'k 153 ..	2,500 00

1895.

Jan. 3	R. B. Dudgeon, tuitions collected	291 00
Jan. 9	A. McGune, city treasurer, part city school tax	20,000 00
Jan. 26	A. McGune, city treasurer, part sewer tax refunded.	87 06
Feb. 1	A. McGune, city treasurer, balance city and county school tax.....	15,277 02
Apr. 10	R. B. Dudgeon, tuitions collected.....	179 00
May 17	Second ward fire loss, paid by insurance companies.	131 89
June 17	R. B. Dudgeon, tuitions collected.....	103 00
June 19	J. Q. Brigham, county treasurer, state apportionment.	5,894 40
June 17	Chas. Post, treasurer town of Madison, joint district school tax	941 31
June 30	C. A. Barsantee, treasurer Blooming Grove, joint district school tax	484 19
		<u><u>\$59,902 81</u></u>

EXPENDITURES.

Certificates of appropriation paid from July 1, 1894, to June 30, 1895	\$53,998 81
Balance on hand June 30, 1895.....	5,904 00
	<u><u>\$59,902 81</u></u>

M. R. DOYON,

Treasurer.

Clerk's Statement.

*Of Receipts and Expenditures of the Board of Education of the City of
Madison, from July 1st, 1894, to June 30th, 1895.*

RECEIPTS..

Balance on hand July 1, 1894.....	\$13,686 63
Received from state aid to High Schools.....	281 91
From sale of lot 9, block 153.....	2,500 00
From state apportionment of school fund.....	5,894 40
City of Madison school	29,056 02
County school tax.....	6,221 00
Town of Madison, joint dist. school tax...	941 31
Town of Blooming Grove, joint dist. school tax	484 19
City of Madison, repayment sewer tax....	87 06
From tuitions collected	573 00
From fire loss, insurance 2d ward	131 89
From sale of old seats and supplies	45 40

EXPENDITURES.

For apparatus and library.....	\$139 67
Janitors and labor.....	2,872 00
Repairs	3,158 76
Miscellaneous supplies	1,592 86
Fuel	3,600 13
Furniture	84 20
Clerk's salary	150 00
Printing report, etc.....	234 10
Balance paid W. T. Fish, High School lot..	1,000 00
Balance paid on sixth ward building and fur- niture.....	11,535 75
Interest paid	235 32
Taking census	153 00
Free text books	181 42
Salaries supt., principals and teachers.....	29,061 40
Balance on hand	5,904 00
	<div style="display: flex; justify-content: space-between; margin-top: 10px;"> <u>\$59,902 81</u> <u>\$59,902 81</u> </div>

Superintendent's Report.

To the Board of Education:

GENTLEMEN—I respectfully submit to you the annual report of the public schools of Madison, for the year ending June 30, 1895. This will constitute the fortieth report of the series and the fourth presented by me. Your attention is asked first to the following summary of statistics which will afford some knowledge of the present condition of the schools and of the progress made during the year:

SUMMARY OF STATISTICS.

CENSUS.

	1893-94.	1894-95.
Population of the city of Madison.....	—	—
Number of children of school age in the city:		
First Ward.....	884	938
Second Ward	1,070	1,070
Third Ward.....	371	348
Fourth Ward.....	880	904
Fifth Ward.....	791	760
Sixth Ward.....	713	665
Joint School District, N. E.....	40	44
Joint School District, Wingra Park.....	51	52
Total	4,800	4,781

ENROLLMENT.

Number of children enrolled in the public schools:		
High School.....	357	397
First Ward.....	177	237
Second Ward.....	286	260
Third Ward.....	411	405
Fourth Ward.....	193	197
Fifth Ward.....	238	270
Sixth Ward.....	294	444
Northeast School.....	72	32
Greenbush.....	85	87
Total.....	2,113	2,329

Number of pupils in the different grades:

Kindergarten.....	70	135
First Grade.....	328	329
Second Grade	232	261
Third Grade	228	242
Fourth Grade.....	234	231
Fifth Grade.	206	215
Sixth Grade.....	172	191
Seventh Grade	159	175
Eighth Grade.....	127	153
First Year, High School.....	125	146
Second Year, High School.....	94	114
Third Year, High School	70	72
Fourth Year, High School.....	68	65
Total	2,113	2,329

ATTENDANCE.

Per cent. enrolled.....	46	49
Average membership	1,786	1,994
Average daily attendance.....	1,655	1,838
Per cent. of attendance.....	93	94
Total days of attendance for year.....	306,156	343,699

BUILDINGS.

Number of buildings occupied	9	9
Number of regular school rooms.....	35	38
Number of recitation rooms used.....	13	13
Number of sittings for pupils	2,120	2,377

TEACHERS.

Number in High School.....	12	11
Number in second grammar grade.....	6	6
Number in first grammar grade.....	10	9
Number in second primary grade	9	10
Number in first primary grade	10	10
Teacher of drawing.....	1	1
Teacher of music	0	1
Teacher of physical culture.....	1	1
Kindergarten.....	1	2
Kindergarten assistants.....	1	3
Total	51	54

TEACHERS' REPORTS.

Times teachers were tardy.....	114	119
Half days absence	172	284
Visits made to parents.....	332	588
Visits made to sick pupils.....	211	262

VISITS TO THE SCHOOLS.

Number by the superintendent.....	328	253
Number by members of the Board	125	140
Number by parents.....	1,003	2,349

AGE OF PUPILS.

Average age entering High School	14½ years
Average age graduating from High School	18½ years

ATTENDANCE.

It will be noticed that according to the census just taken there are 4,781 children of school age in the city. The number of pupils enrolled during the year was 2,329, an increase of 216 over the preceding year. The average daily attendance was 1858, against 1655 for the year before. The enrollment shows an increase over the preceding year of about ten per cent and the attendance an increase of about twelve per cent, which indicate an improvement in regularity of attendance.

The enrollment in the high school was 397, an increase of 40 over last year. The number enrolled in the high school is a little over seventeen per cent of the whole number of pupils enrolled in the city, a remarkable record, and one which few, if any, high schools in the country can equal. Madison has the largest high school in the state outside of Milwaukee, and in proportion to the population of the cities the high school pupils of Madison outnumber the high school pupils of Milwaukee six to one.

The same ratio that exists between the sexes of the children of school age in the city is maintained between the sexes in the school attendance. In the high school the ratio between the sexes is especially worthy of notice. Of the pupils attending the high schools of the country about forty per cent are boys and sixty per cent girls, or two boys to every three girls. In our own high school forty-eight per cent were boys and fifty-two per cent girls. This shows that the proportion of boys attending our high school is considerable in excess of the average in the high schools of the country. From this it may be fairly inferred that our schools are as successful in reaching the boys as the girls.

SCHOOL ACCOMMODATIONS.

At the opening of the school year the schools of the Sixth ward moved into the new eight-room building. These schools, whose accommodations for a number of years have been very inadequate and unsatisfactory, now occupy a building which in point of architectural taste, completeness, and convenience has few equals in the northwest. The erection of this building has made possible more satisfactory arrangements in the northeast district and has relieved somewhat the crowded condition in some of the rooms in Second ward.

The greatest inconvenience during the year was experienced in the Fifth ward, where the attendance was so increased that all the rooms were over-crowded and resort to half-day sessions in the first primary grades was made necessary. Such an arrangement puts the teacher at great disadvantage, deprives the pupils of instruction to which they are justly entitled, and makes satisfactory results impossible. The proposed transfer of the first grammar grades to the First ward building will afford partial and temporary relief only. The rapid increase of population in this ward will

make it necessary to furnish additional school accommodations at the earliest possible date.

The high school presents another problem for our consideration. The enrollment in the school during the year exceeded the seating capacity of the assembly room by seventy-nine. During a part of the year it was necessary to exclude all tuition pupils from the main room. This caused great inconvenience, deprived the tuition pupils of advantages for which they were willing to pay, and was unsatisfactory to all concerned. It would be a sad comment, indeed, if Madison, the educational center of the state, should be obliged to close the doors of her public schools to earnest, ambitious boys and girls who are seeking and willing to pay for educational privileges. Some of the recitation rooms are small, dark, poorly ventilated, and illy adapted to the purposes for which they are used. Some contemplated changes in the arrangement of rooms will afford partial relief for next year, but the question of providing more room faces us and must find solution in the near future.

COST OF SCHOOLS.

In the following tables the term *tuition* has reference to instruction by regular teachers. The term *supervision* applies to the work of the superintendent and the special teachers in drawing, music, and physical culture. The term *incidentals* applies to all other items for which money is expended, except school sites and new buildings:

Amount paid out for the years.....	1893-94	1894-95
Teachers.....	\$27,990 92	\$29,061 60
Incidentals.....	12,612 63	12,166 14
New buildings.....	30,020 52	11,535 75
Real estate, Sixth ward site.....	6,200 00
Old indebtedness.....	1,000 00	1,000 00
Total	<u>\$77,824 07</u>	<u>\$53,998 81</u>

Cost per pupil for tuition alone:

Upon number enrolled.....	\$11 73	\$10 86
Upon average membership.....	13 88	12 68
Upon average attendance.....	14 98	13 61

Cost per pupil for supervision:

Upon number enrolled.....	1 51	1 61
Upon average membership.....	1 79	1 88
Upon average attendance.....	1 93	2 02

Cost per pupil for incidentals:

Upon number enrolled.....	5 96	5 23
Upon average membership.....	7 06	6 10
Upon average attendance.....	7 62	6 54

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

Upon number enrolled.....	19 20	17 70
Upon average membership.....	22 73	20 66
Upon average attendance.....	24 53	22 17

Total cost per day for each pupil:

Upon number enrolled.....	.114	.095
Upon average membership.....	.121	.112
Upon average attendance.....	.132	.119

Cost per pupil in the ward schools for tuition:

Upon the number enrolled.....	9 37	8 96
Upon average membership.....	11 09	10 76
Upon average attendance.....	12 08	11 69

Cost per pupil in high school for tuition:

Upon number enrolled.....	23 35	16 44
Upon average membership.....	27 51	22 01
Upon average attendance.....	28 45	23 16

It will be observed that the cost *per capita* for maintaining the schools for the past year has been considerably less than for the preceding year. When estimated on the average daily attendance there has been a reduction in the total cost for tuition, supervision, and incidentals of \$2.36 *per capita*. If this reduction has been made by unwise retrenchments in the way of limited facilities, inadequate supplies, or neglected school buildings and grounds, it would be far from creditable to the school management. When, however, it

is understood that during the year instruction in music has been added to the course and a special teacher employed; that the amount paid out for new floors, new furnaces, new furniture, and necessary repairs was nearly double what it was the preceding year, and that all the usual supplies have been furnished as needed, this reduction in cost is especially gratifying.

The reduction in cost *per capita* is due in part to the fact that the increase in the number of pupils was proportionately greater than the increase in the teaching force. While the average number of pupils allotted to each teacher was larger than last year, serious loss of efficiency in the work by over-crowding was avoided by a more uniform distribution of pupils to the different rooms. This was made possible by the convenient location of our new buildings and the added accommodation furnished by them. Another small saving without loss of efficiency was made in the high school by leaving the position of vice-principal unfilled and distributing a part of the supervisory duties among the other teachers. The economical administration of school affairs is due in no small degree to the faithfulness of the members of the school board and to the wise business policy which has characterized the school management.

SCHOOL FINANCES.

The city charter provides that a sum equal to one-tenth of one per cent., or one mill on each dollar, of the assessed valuation of the real and personal property of the city shall be set apart to pay the principal and interest on the loans for building purposes. It is also provided that a sum equal to four-tenths of one per cent., or four mills on each dollar, of the assessed valuation of the real and personal property of the city, or such less sum as may be needed, shall be set apart and be used for the payment of the current

and contingent expenses of the city schools and for no other purpose. It is generally known that before the taxes are received in January the school funds are overdrawn each year to the extent of several thousand dollars. At first thought this might seem to indicate poor management and a reckless expenditure of school funds. Your attention is respectfully called to the following statement of funds received and expended by the Board of Education for sites and new buildings:

RECEIPTS.

1887 — State loan	\$20,000 00	
1887 — State loan	20,000 00	
1891 — State loan	3,000 00	
1894 — State loan	40,000 00	
1894 — Sale of Greenbush lots.....	1,000 00	
1895 — Sale of Sixth ward lot	2,500 00	
		<u>\$86,500 00</u>

EXPENDITURES.

1883 — Addition to Second ward building	\$6,063 79	
1887 — Third Ward building	10,563 35	
1888 — Balance on Third ward building	5,217 36	
1887 — Addition to High School building.....	18,108 55	
1888 — Balance on High School addition.....	8,027 91	
1890 — Addition to First Ward building	10,947 75	
1891 — Greenbush building.....	5,818 03	
1893 — Addition to Third Ward building.....	14,101 31	
1894 — Sixth Ward building.....	25,935 75	
1887 — Lot for Third Ward building.....	5,250 00	
1889 — Payment on lot No. 8, High School....	500 00	
1889 — Contract price lot No. 7, High School..	6,000 00	
1891 — Payment on lots 17 and 18, First Ward.	300 00	
1894 — Lot for Sixth Ward building.....	6,200 00	
Interest paid from contingent fund.....	4,670 12	
		<u>\$127,703 92</u>
		<u>\$41,203 92</u>

From the above statement it will be observed that the Board of Education has paid for sites and new buildings

during the last twelve years \$41,203.92 more than has been received through loans for the same purpose. In other words, out of the contingent fund — the annual tax of four mills on a dollar and the state and county apportionments — the Board has paid all the current expenses of the schools for the past twelve years, and in addition the large sums indicated above for sites and buildings. In view of these facts it is not surprising that the balance in the current expense account should at times have been on the wrong side. While the Board has not been able at all times to make as liberal appropriations for salaries and equipments as seemed desirable and as the interests of the schools demanded, yet all the necessary facilities have been furnished and the schools maintained at a fair standard of efficiency. These facts bear evidence that the educational affairs of the city have been administered with care and conservatism.

I insert the following statements to show what the current expenses of the schools have been during the past three years and the relation they bear to the receipts for the same purpose. The amounts received and paid out for sites and new buildings have been omitted:

FINANCIAL STATEMENT.

Year ending June 30, 1893.

RECEIPTS.

From state aid to High School	\$292 50
State apportionment.	6,059 72
Tuition fees collected.	669 96
City school tax	27,395 74
County school tax	6,850 00
Town of Madison joint district tax.	22 91
Shaw fund income.	16 00
Sale of sundry supplies.	51 70
	<hr/>

\$41,358 53

SUPERINTENDENT'S REPORT.

23

Receipts brought forward..... \$41,358 53

EXPENDITURES.

For teachers' wages	\$26,793 00	
Janitors and labor.....	2,149 54	
Repairs.....	3,421 72	
General supplies	1,301 24	
Fuel	4,814 70	
Apparatus and library.....	219 48	
Furniture	96 08	
Clerk's salary	150 00	
Printing report, etc.....	261 43	
Census.....	183 16	
Shaw prize.....	16 00	
		<u>\$39,406 35</u>
		<u>\$1,952 18</u>

Year ending June 30, 1894.

RECEIPTS.

From state aid to High School	\$282 50	
State apportionment.....	6,220 49	
Tuitions collected	577 50	
City school tax	28,525 32	
County school tax.....	6,060 00	
Town Blooming Grove tax.....	449 64	
Town Madison joint district.....	504 00	
Salé of old seats, furnace, etc.....	39 50	
		<u>\$42,658 95</u>

EXPENDITURES.

For teachers' wages	\$27,990 92	
Janitors and labor	2,602 74	
Repairs	1,730 27	
General supplies	1,519 03	
Fuel	4,747 35	
Apparatus and library	269 61	
Free text books	178 68	
Clerk's salary	150 00	
Printing report, etc.....	197 80	
Census	185 68	
Macadam tax.....	492 59	
Cement walk.....	280 00	
		<u>\$40,344 67</u>
Balance.....		<u>\$2,314 28</u>

MADISON PUBLIC SCHOOLS.

Year ending June 30, 1895.

RECEIPTS.

From state aid to High School.....	\$281 91	
State apportionment.....	5,894 40	
Tuitions collected	573 00	
City school tax	29,056 02	
County school tax	6,221 00	
Town Blooming Grove.....	484 19	
Town of Madison.....	941 31	
Miscellaneous	264 35	
		<hr/>
		\$43,716 18

EXPENDITURES.

For teachers' wages	\$29,061 60	
Janitors and labor	2,872 00	
Repairs	3,158 76	
General supplies	1,592 86	
Fuel	3,600 13	
Furniture	84 20	
Apparatus and library.....	139 69	
Free text books.....	181 42	
Clerk's salary	150 00	
Census.....	153 00	
Printing report, etc.....	234 10	
		<hr/>
		\$41,227 74
Balance.....		<hr/>
		\$2,488 44

It will be noticed that the sums paid for current expenses have in no case equaled the amounts set apart for that purpose. Last year the cost of repairs was about twice as much as usual. If this amount had been no more than the average of other years, the balance for the year would have been fully \$3,500.00. It is gratifying to realize that if the sums needed for building purposes can be provided by the one mill tax, as intended by the charter, the receipts from other sources will be ample, for the present at least, to maintain the schools in a creditable manner and to increase their usefulness and efficiency.

Madison is now considered an educational center and her

public schools must be put in touch with the best thought on educational matters. To this end earnest and progressive teachers are needed as never before. To secure and retain these, higher salaries must be paid. The schools are in need also of additional equipment for laboratory and kindergarten work, greater facilities for instruction in music and drawing, better library privileges, and above all a fully equipped manual training department. Without question the schools now have need of every dollar available for their maintenance, and nothing should be spared from the contingent fund for building purposes.

INSTRUCTION.

The instruction during the year has followed essentially the lines of the preceding year. The aim has been to strengthen the work along the accepted lines and to push out with more confidence into phases of work which have been touched previously in an experimental way.

Nature Study: In the lower grades more attention has been given to nature study, and the main purpose has been to train the pupils to observe, compare, distinguish, and to combine—to think. Another aim has been to so conduct the exercises as to inspire the children with a love for the beautiful and with a sympathy for all living things, and to teach them how to preserve and protect plants rather than to dissect them. Not the least important result of this work is that it so fills the mind of the child with material that the impulse toward expression is strengthened, and the natural spontaniety of the child nature is stimulated; expression through language and graphic representation follows naturally and the hampering formalism of the traditional school gives place to the free exercise of the natural activities.

In the grammar grades elementary science instruction has been continued with exercises based on the elements of phy-

siology, physical geography, physics, and astronomy. The results have been such as to encourage the continuance of the work for another year with more carefully considered methods and more definite outlines.

History and Geography: A closer correlation of the work in history and geography has been attempted this year. Realizing that the bare isolated facts of either branch when taken by themselves are valueless, the aim has been to closely associate incidents and historical events with localities. In the study of history constant reference is made to the map, and in the study of geography constant use is made of historical stories. The study of a division or country in geography is introduced by a number of interesting stories. As the teacher reads, the different places mentioned are pointed out on the large wall map and located by the pupils on the small atlas maps which are in their hands. After a country has been studied in this way the work is reviewed, the leading facts are summarized, and the result is a fair knowledge of logically related facts of geography and history. Events lend interest to the places, and the places in turn call up the events and aid in the interpretation of their logical relations. The association of every fact of history with its peculiar physical environment makes prominent the thought that the growth of history is largely the result of geographical conditions, and that geography is rather a study of humanity than of locality.

Geometry and Algebra: During the past year exercises in concrete geometry and elementary algebra have been introduced into the grammar grades. Without any additional outlay of money or effort the pupils of the eighth grades have acquired some insight into inventional geometry and some familiarity with algebraic expressions and symbols, including methods of solving simple equations. By substituting exercises in algebra for one or more exercises in arithmetic

each week, the pupils not only obtain some knowledge of algebra but also get a clearer knowledge of number relation and reach more satisfactory results in arithmetic. Thus "abridging and enriching" the course in arithmetic becomes a veritable fact rather than a paradox. The pupils have taken hold of this new work with unusual enthusiasm and the results have been beyond what the most sanguine anticipated.

Special Branches: We are now employing three special teachers in our schools whose duty it is to plan, supervise, and direct the instruction in their respective lines — music, drawing and physical culture. The work, however, must be done in the main by the regular teachers. The fact that we have a special teacher in a given line should in no way relieve the regular teacher from responsibility for results in this line. The regular teacher is placed in charge of a room and is made responsible for the development and improvement of her pupils in every line of school work. The special teacher is to assist, not relieve, the regular teacher. Even if it should occur that the special teacher is not qualified to assist in a given line, every true, broad-minded teacher in charge would feel under obligations to do the best possible for her pupils in that line. When a special teacher takes charge of an exercise the regular teacher is expected to give her undivided attention to the work in hand and to follow the exercises closely. It is even more essential for the teacher than for the pupils to take these exercises under the direction of the special teacher, for the regular teacher must not only know how to go through the exercises herself, but in the absence of the special teacher must be able to show the pupils how to go through them. It is very apparent therefore that success in the special lines is in a great degree dependent upon the regular teachers, and that when the work of the special teacher is ably and heartily supplemented

by the regular teacher the results cannot fail to be satisfactory.

It gives me pleasure to express my appreciation of the ability and faithfulness of the special teachers and to state that the results in all of the special lines have been satisfactory in an unusual degree. I desire also to commend the regular teachers for the pains they have taken to reach a clear and intelligent understanding of the principles underlying the special lines, and for their hearty co-operation with the special teachers.

THE KINDERGARTEN.

Two kindergarten departments have been maintained during the past year in connection with the public schools of Madison,—one in the Third ward and the other in the Sixth ward. By adding this new feature to the schools Madison is simply falling into line with other cities. The kindergarten is now almost universally recognized as a part of the public school system and these departments are being added to all the best schools in the country. It is the universal testimony of parents, principals, and primary teachers that the children who have been in the kindergarten show more marked and rapid advancement than those who have not. The influence of the kindergarten is not confined to the pupils directly under instruction, but the spirit is felt through the whole school course. This new spirit leads teachers to give less attention to technicalities and arbitrary rules and to look more directly toward the moral and intellectual improvement of the child. A deeper interest is taken in the child and the methods are more gentle and wholesome. We trust that a kindergarten department will be organized in every school building in the city as soon as the school finances will allow.

THE TRUEST PHILANTHROPY.

The cause of education has profited to quite an extent by the wide spread spirit of public philanthropy which marks our day. Colleges have been endowed and great universities have been founded through gifts from the wealthy. In this enthusiasm along the lines of higher education it seems quite possible that the interests of the common schools may be overlooked. Educational foundations are laid in the elementary schools and without them higher institutions could not exist. Successful work in the higher schools is only possible when the work in the elementary schools is well done. Gifts which aid in furnishing educational facilities to the children of the land would be wisely bestowed, and would give an impulse to the cause of education which would be felt along the whole line from the common school to the university. Then again, the welfare of the state is not dependent so much upon the highly educated few as upon the intelligent and well informed many. The interests of the race are better conserved by furnishing the common educational advantages to the masses rather than by furnishing exceptional advantages for the higher education of the few. The hope of the future centers around the common schools, for from them must come our future American citizenship. A philanthropy which results in added efficiency in lines of elementary education is the truest kind, for it benefits the masses and offers the greatest possible good to the greatest number. We can imagine no direction in which assistance in the way of gifts or endowments would be so far-reaching and touch so many vital interests as that which may be bestowed upon our common schools. We trust that the liberal minded citizens of Madison will keep the needs of our schools in mind and appreciate the fact that any gift which adds to their efficiency and power will be most worthily bestowed.

THE FINE ARTS IN THE PUBLIC SCHOOL.

The educational ideal of any people is the outcome of its national life. Into its educational system will be incorporated the training that prepares the individual for his future duties. The elements which go to make up the ideal American citizen must be furnished by the public schools. The tendency of American life is strongly toward material things. The practical and prosaic concerns of life are all-engrossing. The pursuits which call into play man's higher powers and enlarge the scope of living are neglected. It is said that the poetic spirit and the love for beauty hardly exists among us and form no part of our character as a nation. This tendency has so far affected our schools that the popular demand is for instruction in those branches only which are useful in daily life. If mere living be the only end of life such a view of education would be sufficiently elevated. If, however, the ideal American citizen is to be more than a mere bread-winner, more than a hard calculator or shrewd speculator, if he is to be a man with heart and soul culture, he must be fed on that which will develop heart and soul power; our schools must furnish those elements of symmetry and strength which enter into true manhood and womanhood.

The value of art culture and its influences on our national life has been finely expressed by Lowell:

"Till America has learned to love art, not as an amusement, not as the mere ornament of her cities, not as a superstition of what is *comme il faut* for a great nation, but for its humanizing and ennobling energy, for its power of making men better by arousing in them a perception of their own instincts for what is beautiful, and therefore sacred and religious, and an eternal rebuke of the base and worldly, she will not have succeeded in that high sense which alone makes a nation out of a people, and raises it from a dead name to a living power."

After speaking of intellectual and moral education, Mill in one of his memorable addresses says that there is a third

division not less needful to the human being,—the culture which comes through poetry and art, and may be described as the education of the feelings and the cultivation of the beautiful. He also shows that there is a natural affinity between goodness and the cultivation of the beautiful, and that he who has learned what beauty is, if he be of a virtuous character, will desire to realize it in his own life—will keep before him a type of perfect beauty in human character to light his attempts at self-culture. Goethe likewise gives us the thought, mentioned also by Mill, that the beautiful is greater than the good, for it includes the good and adds something to it; it is the good made perfect. The sense of perfection and the love of the beautiful is one of the results of art cultivation. In speaking of the culture value of the study of the fine arts Charles Eliot Norton says:

“All the fine arts are arts of expression, all are addressed to the eye or the ear; all are endeavors after expression in beautiful or expressive modes; all have for their end the awakening of sentiment or emotion, and all have their origin in the imagination of the artist, deriving from it those forces by which they appeal to the imagination of the spectator or the hearer. The imagination is the source of the poetic faculty, and every work of fine arts is the work of the poet, the maker—the creator, in that limited but true sense in which the faculty of creation may be ascribed to man. Moreover, the imagination is the source not only of the poetic faculty, but of the sentiments by which man is ennobled and civilized. It quickens and enlarges his sympathies, it interprets the teachings of experience, and it shapes the fleeting shows of things into permanent forms of beauty accommodated to the ideals of mind, the attainment and enjoyment of which is the true end of life. Now, it is through the study and knowledge of the works of the fine arts, quite apart from the empirical practice of any of them, that the imagination, the supreme faculty of human nature, is mainly to be cultivated; for it is by these arts that the poetic creations of the imagination are embodied, and that the efforts of the creative genius of the finest spirits of successive generations of men to express itself are transmitted as standards of achievement for example and inspiration.”

In the presence of this thought it would seem that our public schools have a higher mission than the furnishing of a certain amount of instruction in arithmetic, grammar and geography. These branches are important and must furnish the groundwork of our instruction, but they do not furnish the means for a full education. The school has not only an economic and an intellectual purpose, but an ethical purpose as well. It is now understood that imagination is the basis of every psychic process and in some form or another of all intellectual ability; that not only the artistic but the scholarly or practical child is imaginative each in his different way. In the quotation above it will be noticed that the imagination is called "the supreme faculty of human nature," and that it "is the source not only of the poetic faculty, but of the sentiments by which man is ennobled and civilized." It will be no exaggeration to say that the school will fail in the accomplishment of its highest mission if it does not afford the means for the culture of the imagination.

In view of what has been said the highest results to be attained through instruction in drawing, music, and literature will be easily understood. The value of the "mechanics" of these branches is not to be underestimated, but the introduction of these branches into our schools finds its justification in the fact that in their higher phases they afford culture for the imagination and a means of expression for the poetic impulse and faculty.

Drawing has its economic value, but its real value is seen in the development of a keenness of perception and a delicacy of taste which perceive a beauty and a meaning in the forms and moods of nature and understand the messages which painting and sculpture have to reveal.

As a physical exercise and as a disciplinary agent music holds an important place in the school, but it is as an element of ethical culture that it reaches its highest value.

Even before the child has any consciousness of self, the lullaby songs soothe and please in a wonderful way. In the words of Mr. Tomlins. of Chicago, "Down, down beyond the far reaching influence of the schools, deeper than what he does or thinks, at the very heart and soul of the boy, are latent tendencies for good or evil of which even he himself is ignorant. This music alone will reach. Music, the voice of love, heaven-born, God-given! It searches out the flower gems of the soul, awakening them to response; stimulating them to largeness of growth that leaves no place for weeds."

Literature, even more than music or art, has power to inspire and feed the higher forces of human nature. We have reference here to what De Quincy calls the literature of power as distinguished from the literature of knowledge. The end of the first is inspiration; the end of the second is information. It is through the literature of spirit that the finest results must be attained, and it is under this class that the fables, folk-stories, and fairy-tales are introduced into our schools. It is through these that the child is lead over the border of the present into a beautiful and invisible world, peopled by creatures of his own fancy. The childish activities thus aroused are the beginnings of the real activities which are essential to success in after life. Out of these childish sympathies are born those stronger elements of heart and soul power which clothe manhood and womanhood with true dignity. The simple belief in the mythical opens the way in later life to that broader faith that reaches up and grasps divine truth. Francis Parker says: "The lack of ideality, the failure in spiritual growth, in true religious life, are caused more by the failure of the parents to recognize the true nature of the child and his inborn love for myth than any other cause whatever. The rankest materialism in its worst form has never struck harder blows at

true spiritual life than the ignorance of misguided parents, who keep their child from fairy life and fairy land."

The influence which an appreciation of the best that is in literature may have in shaping human character is clearly stated in the quotation below which is also taken from Charles Eliot Norton:

"The child who shall have learned to care for simple poetry in verse, the youth who shall have been taught to appreciate more or less fully the beauty in Shakespeare or in any one of the splendid succession of the greater English poets, will have his perceptions and his imagination roused to a degree which will enable him in some measure to feel the significance of the beauty embodied in the proportions of the Greek temple, in the forms of Athenian or Florentine sculpture, in the design of the Gothic cathedral, in the color of Venice, in the Melody of Mozart, in the symphony of Beethoven. If he can be taught to recognize and to feel the true significance of these things, he will have been taught the lesson of shaping his own work, whatever it may be, into the most perfect form which his imagination can conceive for it; and in thus shaping his work, he will be shaping his own character and life, learning to make them beautiful, and thus to bring them into conformity with the ideal of his mind."

In this connection there is another influence which should not be overlooked. The child's surroundings have a power, perhaps unconscious but yet unquestioned, in the formation of character. School buildings in line of position, proportion, and ornamentation, and school grounds tastefully arranged and well kept, have an influence on the esthetic tastes which should not fail of recognition. Every school-room neat and clean, beautiful and homelike, with pictures and flowers, is an object lesson to every child. Copies of the great works of art, obtained at small expense, will aid in introducing children to plastic and pictorial art. Such pictures and casts not only please the eye and make the school-room inviting, but influence the esthetic taste and aid in character building.

We do not wish to ignore the economic side of the com-

mon school education. We believe in giving our children as much practical knowledge as possible. Education is not only a training of the mental powers but a process of nutrition, and knowledge is the material on which the mind feeds. Knowledge is said to be power, but not until it has been touched by the imagination and vitalized by the emotions. Our schools must train in the acquirement of knowledge, but must not fail to quicken the imagination and arouse the sympathies. They must develop not only mind power but heart power as well. They must not only give skill and power in the practical affairs of life, but must put emphasis on that moral and spiritual development that results in the highest type of manhood and womanhood.

Respectfully submitted,

R. B. DUDGEON.

Madison, July, 1895.

PRINCIPAL'S REPORT.

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

DEAR SIR—Your close observations upon the conduct of affairs in the High School will, no doubt, render a formal report almost unnecessary. There are, however, certain directions in which I wish to call your attention.

MANAGEMENT.

There has been no decided change in the management of the High School. Great effort has been made to secure the best possible conditions for study, and to make our school a working institution. With these ends in view considerable attention has been directed to the main room during study periods. As a result, what was once a terror to teachers has come to be a pleasure to most of us.

In order to know how we progressed, a record was kept during most of the year of the condition of the study periods. A summary of the reports on these records shows that over ninety-five per cent of the periods are classified under the heads "good," "very good," "excellent" or "about perfect." From this report we are able to say that the conditions for study are almost as good as could be desired. The distinctive feature of control lies in the plan of making individual responsibility very prominent. In the individual, that control is best which self-directive is which comes from within. In our High School, we progress as a body where each holds himself responsible for his own action and regulates that action by his own sense of right and duty.

Improvement in any direction must meet the approval and command the interest of the majority. Simple approval of a prescribed course of action is insufficient. Progress demands an individual interest in securing the best ends. Appeals to the individual for his earnest assistance have seldom failed to meet with a hearty response. Excuses are sometimes made for certain short comings of a few individuals in the High School to the effect that our large numbers render it almost impossible to secure right action on the part of the pupil, but I am glad to note the growth of a sentiment which condemns any action in the mass which would be condemned in the individual.

It has been my aim to put into the hands of the pupils themselves the care of those things which they are able and willing to manage. Just as

soon as they show themselves able to govern themselves in certain directions, other responsibilities will be added, and thus we hope to make some progress in self government.

OVERSIGHT OF HALLS.

Less attention has been given to the halls than in former years. More liberty has been granted and I believe with good results. It is true that some privileges have been abused, but I am encouraged to continue the plan. We have labored earnestly to maintain high class order in passing to and from classes and at dismissals. Improvement in some directions is necessary and will be secured as rapidly as the student body assumes its responsibility.

PUNCTUALITY AND ATTENDANCE.

A comparison of the past four years shows an increase in the number of tardines and a decrease in the per cent of attendance.

YEAR.	TARDINESS.	PER CENT OF ATTENDANCE.	ENROLLMENT.
1891 and 1892	697	95	323
1892 and 1893	472	95.5	339
1893 and 1894	380	96.5	357
1894 and 1895	420	95	397

While the tardinesses have increased, the enrollment has also increased, but the tardiness per pupil is less than for the preceding years. The decrease in the percent of attendance is no doubt due to the unusual number of absences on account of vaccination, La Grippe, and measles.

ORGANIZATION.

Greater interest in all grades has been manifested the past year in class organization. This has created a class spirit and enthusiasm which has been of great service in the discussion of several questions relating to general management. If class organization be complete, class pride will help in the regulation of some things otherwise difficult of adjustment. Heretofore no organization has been attempted until the third year was reached. Now, however, all the classes are organized and properly officered.

THE ARCHON.

A few resolute students of the High School have shown great determination in starting and publishing continuously every week of the school year, a paper whose excellence can best be estimated by its regular subscribers and readers. Begun with many doubts and carried on under inadequate financial support, it has, nevertheless, proven its right to exist by its regular appearance, its tone, and its literary excellence as compared with publications of other High Schools.

Next to its literary excellence, I have valued its attitude towards all school questions and its able efforts to raise the standard of all High School exercises and organizations. Moreover it has given its managers, editors, reporters and contributors valuable experience which could come from no other work in the High School. I hope for its permanent success.

ANTI-TOBACCO LEAGUE.

In this year of organizations, nothing has attracted so much interest on the part of teachers as the formation of the Anti-tobacco League. The honor of its origin belongs to a few enthusiastic pupils and teachers who were courageous enough to undertake a difficult task.

To a call for a meeting to organize the league, about eighty boys of all classes and ages responded. Embracing as it did, boys of high standing and character, the league began with such a high grade membership that there has been no opportunity for any thing to be said against it.

To the original names attached to the constitution several more have been added, making the number about ninety.

Dr. Elsom, of the University of Wisconsin, addressed the league once, and a reception to its members was given by the teachers of the High School at the home of Miss Anna B. Moseley.

The influence of the league is already felt and all its friends hope for its rapid growth until the constitution shall bear the signature of every boy in the High School. It will have a mighty bearing on the character of our work if every boy in the Madison High School would sign the constitution of the league and keep his pledge. It would give the High School a standing it never had before and diminish the number of failures in study.

LITERARY SOCIETY.

This has been a prosperous year for the Literary Society. Membership in it, once was regarded as a joke or a chance for fun; now it is an honor to claim its privileges. Here again we have the triumph of en-

thusiasm. More complete organization and more interest in its members have carried it to a high degree of usefulness. Its increased membership and greater activity of its members show the broader sphere of influence now exerted by it. Participation in its exercises must give its members an experience in parliamentary practice and debate which will be of immense value in after life. We look upon it therefore as a valuable factor in our High School life and recommend it to boys who have heretofore looked upon it lightly.

The banquet given by the society at the close of the year was a very creditable affair. All who participated in it will unite in declaring it most enjoyable. The programme is here given:

PROGRAM.

Tostmaster.....	Albert Denu
Society's Motto.....	William Lee
Members of Society.....	Charles Jackson
Joint Debaters ..	Percy Tracy
Girl Question.....	Goldwin Smith
Our Boys.....	Ena Kney
Alumni.....	Jesse Edgren
Seniors' Farwell.....	Nathan Curtis

Those desiring further information regarding the society are referred to its constitution and by-laws, which can be had on application to any member of the society.

A joint debate was arranged with the East Side Milwaukee High School. The following was the program:

PROGRAM.

1. Address..... Presiding Officer
2. Vocal Duet..... Annie Wilce, Bessie Greenwood
3. Debate

Resolved, That contracts by competing railroads for the pooling of freight should be legalized by Congress; provided that such contracts shall, before going into operation, be subject to the approval of a government commission.

Affirmative.

Henry C Rehm,
Edgar Bechler,
Leo. F. Nohl.

Negative.

Albert Denu,
George Schilling,
Nathan Curtis.

4. Instrumental Duet..... Elsa Cohen, Ida Schroeder
5. Decision of Judges.

Decision in favor of the negative.

ATHLETICS.

The prominence given to athletics in the University has had its influence on the High School. Approving as I do everything tending to sound physical development, our sanction has been given to every movement. On the whole, the result of a very considerable attention to athletics has been beneficial. To those able to concentrate their attention upon their studies at the right time, much good has come. To those whose minds are easily distracted, the indulgence, even moderately, in athletics has been and will always be a hindrance. Following the example of some higher institutions it might be well to require high grade scholarship as a qualification for participation in athletic contests.

Our foot ball team made an excellent record. However much satisfaction may come from its victories, we value more highly its record for gentlemanly conduct and fair play.

In the inter-schoolastic field day exercises, held June 8, our High School obtained the second place.

PHYSICAL EXERCISES.

Physical exercises under the efficient instruction of Mr. Rettich have been continued throughout the year. The great hindrance to the highest excellence of these exercises is found in the lack of room. If the school be taken as a whole, there is not sufficient standing room to permit the proper movements. Aisles are narrow and desks in the way. If the school be divided into sections, we have no room large enough to accommodate the largest classes. Considering all circumstances, the results have been better this year than ever before. There is room for improvement, however, especially in the case of the girls. They do not take the exercises in a sufficiently vigorous way to derive the highest advantage from them. The boys need the exercise less and yet they take them best. Statues of the "average man" and of the "average woman," modeled after measurements made by Dr. Sargent, physical director of Harvard, have been on exhibition in Boston lately, says Mary A. Livermore, in *Youth's Companion*. The average man was modeled from ten thousand measurements of young men from sixteen to twenty-six years of age. The statue made by Mr. Kitson, the sculptor, is unidealized and made entirely from measurements. While it shows the immaturity of years, the general development is excellent and the estimate of those who have seen it is most favorable. The statue of the "average woman" is the result of five thousand measurements taken from girls who were of a lower physical type than the boys, because that is the status of almost all girls. Dr. Sargent pro-

nounces it the figure of a woman who is "fifty per cent removed from a perfect type."

The chief objection to the physical exercises as conducted in our High School, is the fact that they are given to all alike. No doubt better results could be obtained by adapting the exercise to individual needs for the most part and reserving the general exercise for occasional use. But this can only be done in a properly equipped gymnasium. I hope the time is not far distant when our High School will have a gymnasium in which the type of the average pupil may be greatly improved.

TEACHERS.

Unusual efforts have been made by the teachers during the year to secure good work and conduct. A closer contact of teacher and pupil has resulted in a friendly relation, aiding much in progress. To those unfamiliar with the workings of the High School, there can come no adequate conception of the amount of personal effort and energy expended in the advancement of pupils. Taken all in all, I count the teachers' efforts along all lines to be most helpful in establishing and maintaining the healthful, earnest, and progressive spirit so marked in the High School at present.

COURSE OF STUDY.

While frequent changes in a course of study tend to produce some confusion, it becomes necessary to make such changes as will meet the demands made upon us. It was found that our preparation of twenty-two weeks in Latin was insufficient to make the study of Caesar successful. This year the Latin was begun at the opening of the year. The wisdom of this change will become evident later. German was also begun at the opening of the year, so that pupils will now have the full two years' preparation as required by the University of Wisconsin.

We hope to see the members of '95 entering the University of Wisconsin with greater prospects of success in algebra. As indicated in our last report, the fourth grade has had algebra once a week throughout the year. This was done both to review the subject and to complete some subjects necessarily omitted when the study was first taken.

Our rhetorical work was changed somewhat by the omission of "semi-weekly readings," which properly belong to the work in literature.

The following plan was carried out in this department:

Grade I—

- 1 Composition. 1 Written class exercise.
- 2 Declamations. 2 Talks per term.

Grade II —

- 2 Compositions. 1 Written class exercise.
- 2. Declamations. 2 Talks. 1 Debate per term.

Grade III —

- 1 Essay. 1 Declamation. 1 Debate.
- 2 Talks per term.

Grade IV —

- 1 Essay. 1 Declamation. 1 Debate.
- 2 Talks in fall and winter terms, spring term. 1 Talk and final essay.

The English course needs revision. The completion of grammar in the ward schools will save one term's time in the High School.

Composition and Rhetoric could be combined in the first year and thus two terms more time could be added to the study of Literature. Such an arrangement would make the study of English continuous and secure something of the discipline derived from a continuous study of the Latin. It would give the teacher of Literature time to present in the best way not only the history of English literature but also the best specimens of English. It would also tend to remove the idea, somewhat prevalent, that the English course is the easiest.

RELATIONS TO GRAMMAR SCHOOLS.

The teachers' meetings of Grammar and High School teachers have aided both classes of teachers. By knowing what the High School needs, the Grammar teacher is better able to adapt her teaching to those needs. By knowing what has been done in the Grammar School, High School teachers will be more accurate in their estimate of the effort made by pupils upon entrance.

To this added knowledge we look for the best product of the Grammar Schools and the most rapid progress in the High School.

EXAMINATIONS.

Our usual examinations have been held throughout the year but the tendency has been towards a fewer number. The written test, as occasion may demand, has been used so as to occupy the usual recitation period. There is danger, however, in having this become as burdensome to both teachers and pupils as the examinations has been in times past. The written test is of most value when given without previous notice. The progressive pupil will hold himself in readiness for such work instead of cramming for it in case it is announced previously.

The final examination in solid geometry was ommitted at the end of

the year. This decision was based upon the recommendation of the teacher and the character of the work in daily recitation. It will help to raise the value of the daily recitation and be something of a reward for the faithful preparation of each lesson. I would recommend that just in proportion as we are able to secure perfect daily recitations we be allowed the privilege of dropping the final examination.

LIBRARY.

In history and literature our library is fairly well supplied. Considering the number of pupils in the High School, our need for more books is great. It is not enough to say that pupils have the use of the city library. The time at the disposal of the pupil for use of the city library is quite limited. Furthermore the books of value in science work now found in the city library are very few. One need is a large supply of standard books for supplementary work. Our urgent need at present includes two new dictionaries, a biographical dictionary and a new encyclopaedia.

LABORATORY WORK.

Laboratory work in physics and botany have been carried on as usual. The efficiency of the work in both of these subjects would be greatly increased by more apparatus and materials. The plan is to secure more and more individual work, and this involves increased expenditures.

DRAWING.

The introduction of drawing into the High School has been a movement to be commended. Considering the fact that it is an optional study and the further fact that only two periods per week could be devoted to it, the results have been excellent. It needs extension in time and room. Credit should be given for work done in it so that there would be some incentive to take it up.

ARBOR DAY.

The only public exercise given was that of Arbor Day, May 3, 1895. The following programme was carried out:

Music — Song by the school Page 49
 "Gladness of Nature" — Bryant Frank Cole
 "To May" — Wordsworth Lena Hessman

Music -- American Line March — Baker { Leon Foster.
 Byron Tusler.
 Hjalmar Anderson
 Frank Bach.

Address.....	Prof. J. W. Stearns
"Flowers"—Longfellow.....	Magdalen Evans
"Thanatopsis"—Bryant.....	Nora McCue
"Robert of Lincoln".....	Anna Hart
Music—Land of Liberty, '97.....	School
"Grandmother's Garden".....	Olive Wise
"The Fountain"—Bryant.....	Katherine Rowe
Music—Piano duet.....	{ Miss Fuller.
	{ Mr. Fowler.
Address to '95.....	Ena Kney.
"Among the Trees"—Bryant.....	Will Lee
Music—Piano duet.....	{ Miss Fuller.
	{ Mr. Fowler.
Address and planting of the tree.....	Goldwin Smith

COMMENCEMENT.

The largest class in the history of the High School graduated this year.

The following is the commencement program and list of graduates.

PROGRAM.

March—Warrior's Farewell— <i>Lang</i>	Orchestra
Invocation.....	Rev. E. J. Baskerville
Oration—The Common Man.....	George Whare
Gavotte— <i>R. George</i>	Orchestra
Address—The High School and the City.....	Prof. F. J. Turner
Selection—The Passing Show— <i>Englaender</i>	Orchestra
Valedictory.....	Grace Rogers
Presentation of Diplomas.....	Pres. H. M. Lewis
The Guardmount— <i>Elieberg</i>	Orchestra

*Chosen by the Class.

GRADUATING CLASS—ANCIENT CLASSICAL COURSE.

Lillie Case,

Winifred Griffiths.

MODERN CLASSICAL COURSE.

Lillian Boehmer,	Josie Winifred Martin,
Bertha Louise Brown,	Edith Nelson,
Bertha Josephine Butler,	Minnie Irene Nichols,
Catherine Isabella Cantwell,	Mabel Agnes Pengra,
Matilda Cook,	Lily Agnes Regan,

*Helen Ada Fowler,
William Muzzy Fowler,
Sybil Adelaide Gale,
Edith Van Slyke Gibson.
Maurice Ingolf Johnson,
Minnie Magdalene Lueders,

Annie Howe Regan,
Alma Grace Rogers,
Harry Gray Smith.
Thomas William Tormey,
Fannie Warner,
Allen Orvis White.

GENERAL SCIENCE COURSE.

Ralph Wilford Benson,
Emma Maria Bibbs,
Raymond Eugene Brown,
William Sylvester Darling,
Albert Ralph Denu,
Frank Xavier Koltcs,
George Nels Lewis,
†Maria Malec,
Netty Irene McCoy,

William Frederic Paunack,
Ralph William Stewart,
†De Ette Stemple,
Fannie Strasilipka,
Carrie Walbridge,
Paul Sherman Warner,
Florence Maurine Warner,
Minnie Comstock Westover.

ENGLISH COURSE.

Clay Sumner Berryman,
Florence Josephine Ketchum,
France Mina Lanz,
Clara Helen Link,
Thomas William Mitchell,

William O'Dwyer,
Clarance Howard Slightam,
Stephen William Van Wie,
Olive Lenora Wise,
George Bartholomew Whare.

*Modern Classical, Science, and English Courses.

†Science and English Courses.

In conclusion I would say that the High School has progressed during the year. Records show improvements in many lines. At no time in four years past has such interest been taken in pupils by the teachers. This fact in itself is worthy of comment. It means much in the advancement of pupils and contributes greatly to ease of management.

Respectfully submitted,

J. H. HUTCHISON,

Principal of High School.

REPORT OF SUPERVISOR OF DRAWING.

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

DEAR SIR — The form study and drawing have been conducted on a plan similar to that of last year; but, as I am happy to report, with more satisfactory results. In part this is due to the previous study of the pupils; but even more, I believe, to the enthusiastic manner in which the teachers have conducted the work — a support for which I take this opportunity to tender my sincere thanks. Having made themselves more familiar with the subject, their teaching has been intelligent and enjoyable, and has secured gratifying progress on the part of the pupils. The interest the friends of the schools have taken in the recent exhibits is of great value and has been highly appreciated.

In two of the first primary rooms we have tried charcoal drawing and the result leads me to recommend its use to some extent in all the primary grades. This experiment has proved that working in mass as well as outline can be introduced in these grades with benefit. The child delights in the use of charcoal and seems to have a certain freedom of expression that I fail to see in pencil drawing. The clay modeling without doubt has been a pleasure to the children, but I do not feel it has been as well carried on as the other work. Often too little clay has been prepared so that it has been impossible for the pupils to work freely. On the other hand, the color work has been unusually well conducted in all the primary grades.

In the first grammar grades the work in construction and representation has been similar to that of last year, but more time has been given to light and shade drawing. Before taking up the work in decoration, a short time was spent in the study of Moorish ornament from the Alhambra. It is desirable that pupils become familiar with some good examples of ornament before being required to produce designs of their own, however simple. Another year, if suitable material can be secured, I propose to give more time to this study. Friday has been left for optional work; some teachers have used the period for drawing in connection with other studies, while some have employed the time to emphasize the work of the week.

In the second grammar grades, the first few weeks were spent in studying and representing rectangular objects, and the rest of the term

in constructive drawing. The uses of the latter were made clear, and some little constructive work required. In one of the rooms all the solids drawn were made from paper.

The winter term was spent in the study of Egyptian ornament and architecture, and in designing. A *motif* was given and a design required for a stated purpose. The teachers also gave some written work on Egypt, and for this each pupil designed a book cover. So much interest was aroused that the pupils of their own accord looked up much material bearing on the subject. In one of the rooms where many owned water colors, we took up the study of Egyptian color at greater length, and the pupils painted a number of sheets. The introduction of water color in all the grammar grades is very desirable.

The spring term was given to light and shade drawing and the progress was very marked.

In the High School drawing was introduced about the middle of the fall term. The class was divided into two sections, one drawing from a cast and still life, the other taking up mechanical drawing. The time given to each class was only eighty minutes a week. Considering the limited time, I think the progress all that could be expected. While the work suffered from being without credit in any course, it brought into the classes only those who were interested in the study, and for the privilege were willing to add to the required work.

The room assigned me was very attractive with its fresh calcimine and the staff from the World's Fair, but as the numbers increase, it will soon prove too small. Over forty were in these classes, the majority remaining through the year.

I cannot close without suggesting the need of good pictures in our schools. A familiarity with our standard literature is constantly and properly emphasized, and we cannot afford to let the good work stop here. Nothing appeals to the child more quickly than a picture. Are the majority to gain their highest ideas of art from the play bills on our streets? Outside of our great cities we have no public art galleries, and a large percentage of the children cannot receive this education unless given them in the schools. A copy of one of the world's masterpieces in a school room cannot fail to leave its impress.

With my sincere thanks for the kind support which I have always received from you, this my third annual report is

Respectfully submitted,

MARY S. MORSE.

Supervisor of Drawing.

Madison, June, 1895.

REPORT OF THE SUPERVISOR OF PHYSICAL CULTURE.

MADISON, July 2, 1895.

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

DEAR 'SIR:—Owing to your exact knowledge of physical culture in the Madison public schools in the past year, there will not be much to bring to your notice with which you are not already familiar.

The policy of preceding years has not been materially changed, the only addition being lessons in two kindergartens by request of the teachers. To benefit pupils more, I have changed the time of my visits as much near the middle of the session as possible, not, however, without the sanction of teachers and principals.

Toward the end of the school year I frequently took classes out doors to derive the benefits of the pure exhilarating air. This allows more room, and inspires pupils to do work more vigorously, without fear of striking desks on either side of them.

For Arbor Day I had a special "Arbor Day Drill," composed of a series of exercises with decorated hoops. These drills were executed by girls of fifth to eighth grades only and made a very pleasing display.

Our annual "out door drills" of '95 were an improvement over any previously held. The groups of exercises were of a more difficult nature than any ever shown in our schools before. First and second grades had 4-count movements, and fifth and sixth grades wand exercises for the first time. Much less time was needed to practice these drills, and the extra time taken was much less than last year. During these exhibitions displays of drawing and color work were made in all schools. These, in connection with the "out door drills" and the singing lessons conducted by Miss Farnsworth in some schools made a very favorable impression of some of the school work on the large audiences visiting on these occasions. By these exhibitions the public can get an idea of what is actually being done in our schools in the special branches, which without them would not be the case, as visits to schools from parents and others are much too infrequent.

Owing to hot weather physical exercises were dispensed with in the High School for the last two weeks, on request of the principal, and by your advice my visits in the last week of school were informal.

It is a great satisfaction to know that teachers and pupils are becoming more interested, and that the former are becoming better able to conduct classes through continued practice. This was clearly demonstrated to me by lessons given by the teachers during my presence. There is one rule, however, which should be more rigidly enforced by some teachers. Upon entering a room unawares, some pupils may be found in a half-sitting, half-lying, cramped up position, which should not be allowed by the teacher, for any position tending to cramp the chest cause round shoulders, curved spine, etc., are more injurious than the pupils are themselves aware of.

I fully endorse the Visiting Committee's report of last year in reference to a gymnasium for High School. For the last three years we have had nothing but calisthenics, not having any room excepting that space between the seats, which is inadequate, nor any apparatus of any kind. It is hoped that the school board shall soon be able to make some provision for a suitable place for physical exercise in the High School, as well as provide the higher grades in the ward schools with dumbbells.

In conclusion I wish to thank yourself as well as the teachers for willing help and co-operation, without which last year's work would not have been the success, nor have shown the progress which it did. I shall always endeavor to do my duty faithfully and conscientiously as I have tried to do in the past.

Respectfully submitted,

JACOB RETTICH,

Director of Physical Culture.

REPORT OF SUPERVISOR OF MUSIC.

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

DEAR SIR:—I take pleasure in submitting to you the following report of the work accomplished in music, in the ward schools of Madison for the school year 1894 and 1895:

Our first work in all the grades was to master the major scale, since the first elements to be considered in music training are tones, out of which shall grow pleasing combinations. The major scale is regarded as the unit to be presented for analysis and for comparison of its different sounds.

The study of intervals followed, until the pupils were able to give any tone called for by the teacher, thus each tone was studied in relation to every other tone.

We then took up the representation of the scale on the board or chart, the pupils singing the scale and its intervals as the teacher pointed to the representation. By constant repetition of this work, the pupils learned to associate the tones with their representation and they began to interpret musical notation. The idea of time was developed in all grades by means of the pendulum. Only simple measures were given in the primary grades, the difficulties being introduced in the fifth and sixth grades. Neither book nor chart has been used in the first and second grades. The pupils have learned to sing simple exercises from the board in the keys of C, G, D and A without any help from the teacher.

The work throughout all the grades has been varied by the study of songs which were not only pleasing to the pupils, but helped to create an interest in the subject and to cultivate a taste for good music. The songs have been selected with a view to having the words both appropriate and pleasing.

In the second primary grades the first reader and chart were used. In addition to singing in the four keys mentioned for the first two grades, all exercises in the keys of E, F and B flat were mastered. A few difficulties in time were also introduced in the board work preparatory to taking up the second reader work next year.

The two-part singing was begun in the fifth and sixth grades. This work was very enjoyable, as in the production of pleasing combinations the pupils experience genuine musical effects and are required to be independent in thought and action. After finishing the exercises in the

first reader in one key the same key was studied in the second reader and chart. The first six keys in their regular order were studied in this way. By the use of the two readers the pupils became farther advanced both in their interval study and in the time work. The songs were learned by note from the reader or the board, and were mostly two-part songs.

The work in the seventh and eighth grades was along the same line only more advanced. Each key was studied in the two readers and the chart. More attention was given to the two-part work, both in the exercises and songs.

Appropriate songs for the special days, such as Washington's birthday and Arbor Day, were prepared, helping the pupils to understand and feel more fully the significance of the day.

Another year will find our work much further advanced. While each grade began at the beginning this year, next year each grade will begin where the previous grade left off.

More attention has been given to having the exercises rendered correctly as to time and tune than to the expression. While all exercises should be sung with expression from the first, it is not wise to make prominent that side of the work. First knowledge, then artistic rendering.

I have endeavored to take the work up systematically according to the rules underlying all educational work. The spirit and interest shown by the pupils throughout all the grades has enabled me to carry out this idea and thus make the work enjoyable and gratifying to both the teachers and myself.

When a child has been taught to sing, to understand and enjoy good music, there have been set in motion a train of influences which will increase and gather power with increasing years. There have been given to him means of enjoyment that far transcend any material acquisition.

I would suggest that enough readers be provided to enable each pupil to have a book. Where two pupils must share a seat and book together, it is harder to secure good position and attention, and they do not work independently.

I wish to express my appreciation of the kindness and hearty co-operation of yourself and the teachers in my work during the past year.

Respectfully yours,

NELLIE W. FARNSWORTH.

Supervisor of Music.

June 27, 1895.

REPORTS OF VISITING COMMITTEES.

To the President and Members of the Board of Education :

The High School Visiting Committee respectfully submit the following report:

The general spirit of the school is excellent. In the main, an ideal state of order prevails, and teachers and pupils work together in earnest harmony. Good scholarship is being attained and a marked degree of self-control and self-helpfulness developed. The school as a whole merits only words of commendation.

Making comparisons of the details of the work observed, marked differences are found to exist in the degrees of excellence attained in the class work. These differences range from almost ideal results in history, literature and language, to good, fair and poor results in mathematics and the physical sciences. Two principal causes operate to bring about this irregularity. One, the nature of the subject taught. The other, the fitness of the teacher to teach. When the difficulty lies in the former, the solution is not easy. When in the latter, authority prompted by duty finds an efficient remedy. The correct remedy applied, the difficulties that may inhere in the former will be lessened.

A teacher selected because of *peculiar fitness* to teach a certain subject, brings light, interest and enthusiasm to the work. With her, obstacles fail to hinder.

It was observed by your committee, that pupils of the same grade, and in some instances, the very same pupils, would leave one class room at the close of a sluggish and uninteresting recitation, and take part in another recitation where they seemed different beings, with new and added intelligence. In part, this change of attitude of the pupil to the work, may be accounted for by a change of subject, but in the main, it is attributable to a change of teacher.

A teacher may be earnest, painstaking and of untiring zeal, and yet lack the qualities that cultivate appreciation in pupils, induce in them right effort and develop self-helpfulness and strength.

Where, as in the High School, teachers are required to teach special or kindred topics, *peculiar fitness* to teach the subject in hand should be the test of the qualification to undertake or continue in the work. It is

gratifying to note that in the selection of teachers this special qualification is kept in view.

Pronunciation and articulation, though not markedly bad, are not receiving from teachers generally, sufficient and right attention.

"You made several mistakes in pronunciation." "You should articulate more distinctly." Are the corrections (?) heard even in the High School, and pupils are neither shown their errors nor helped to a correction of them. This is worse than fruitless, and cultivates neither the wish for nor habit of self-improvement.

In the movement of pupils from the overcrowded assembly room admirable skill is shown, order and discipline prevail. But in passing through the halls pupils fall into a shuffling gait, and enter and leave most class rooms, if not disorderly, awkwardly and carelessly.

The scientific side of the school is its weak side. First of all, the science department is lacking in equipment of apparatus with which to do first class work. Second, specialists in this line are not easily found, nor their services readily procured. As a result scientific subjects go begging for someone to take them, and are distributed among teachers some of whom have no fitness to do the work.

We have only words of praise for the work done in history and literature. The pupils are in love with their work and enthusiastic. In recitations they show a readiness and fullness of presentation that points to independent research and a liberal use of the libraries.

To teach pupils to appreciate and to help themselves to the good things in books is the very essence of the art of teaching. To what extent and how generally pupils would be induced to do reading outside of the text book, in preparing for class, by a well equipped high school library, easy of access at the moment when a subject is fresh and interesting, may be a matter of speculation. But it is no speculation, but a matter of common observation, that when pupils do this additional and independent reading they give tone and vigor to the class work and character to the school.

For the kindly courtesies shown us by all connected with the school we express our earnest and grateful thanks.

PROF. C. R. BARNES,
PROF. F. J. TURNER,
MRS. J. G. Mc MYNN,
MRS. C. E. BUELL,
L. B. MURPHY.

REPORT OF COMMITTEE ON GRAMMAR GRADES.

To the Chairman of the Visiting Committee, Madison, Wis. :

Your committee were greatly pleased with the condition of the grammar grades of the schools. The school buildings seem in fairly good repair, not all of them have been well built, some rooms in the Second and Third wards were too cold for use in the severest weather. The grounds about the school buildings are not inviting, in some cases no attempt even has been made to make them so. The ventilation of the rooms seemed good, although the most of our visits were made in the spring term, when the windows were partly raised.

The mental and moral atmosphere of the rooms we found on the whole, invigorating. The pupils were alert, the teachers in full control, maintaining easily a pleasant discipline. The pupils with very few exceptions, were neat in their personal appearance. There should be *no* exceptions. To compel neatness is one of the first duties of the teacher. The pupil may be poorly clad, the dress or coat may be mended, it should be clean. The hair of the average boy or girl should not begin early to rival the great Paderewski. Neatness and cleanness every pupil owes to his fellows and to his teacher.

In nearly all cases the matter and manner of instruction are to be commended. It is thought by some of the committee that the subject of mathematics is not duly emphasized, not evenly emphasized in all the schools. In some rooms the instruction in arithmetic was well nigh perfect. It was urged that arithmetic is of great practical value, and is the chief drill study in the grammar grades, and that since so many boys and girls never enter the High School, they should be thoroughly grounded here in this most important study. For this same reason, because the boys go from here into stores, into factories and on farms, it was urged by members of the committee that some instruction in manual training should be given in these grades. Could a special training in mathematics and manual training be given? To educate boys and girls together and yet educate them differently, or to educate boys by

themselves and yet educate them differently, seems to be the problem. The greater thought lying back of this desire of some members of the committee is that widely expressed one, though in different forms, that somehow our lower schools, our great really common school, should train the eye and hand as well as the brain. The general introduction of drawing into the grammar grades is a concession to this demand. Can further concessions be profitably made? So that our boys and girls who from circumstances or from inclination, go early from our schools may yet be better cooks, better mechanics, better day laborers even, because of some special instruction received in the fundamental arts.

The committee can not too highly commend the substitution of works in general literature for the ordinary school readers, and the good judgment shown in the works selected. Such a change will be far-reaching in its results. By cultivating early a taste for good literature the abominations that have in former years found their way into the hands of our children will cease to exist. It was thought by some of the committee that the works used were in some instances beyond the pupils comprehension. If the pupil is to widen his knowledge and increase his vocabulary, he must often be led into difficult courses, but the wise teacher will not let him flounder uselessly. The pupil will gain profit and inspiration from a good interpretive reading of difficult passages by the teacher. There were generally noted by the committee many faults of pronunciation, mainly those of indistinct and slovenly articulation. The training in the elementary sounds does not, without constant watchfulness, ultimate in correct pronunciation of words. In no other part of the course will careful work in speech training yield such ample results as in the grammar grades. We commend the practice of one of the best of the teachers in requiring the class as a preparation for the reading lesson, to repeat lists of words that contain difficult combinations, or words usually mispronounced by the omission or slurring of some sounds, or, what is more common, by the wrong use of an elementary sound. Somehow, at least, the proper pronunciation of English should be attained. The constant practice in composition in these grades should bring facility in expression, stimulate the creative powers, and in a large measure, later in the course, prevent that dread of composition writing that makes the school life of so many a boy or girl periodically one of misery. With this practice in writing, in drawing and in music, it cannot be said that the art of expression is being neglected.

The sentiment of the committee is one of gratification. Here and there were matters that we wished different, but taken on the whole the

grammar grades made us grow hopeful and enthusiastic; no one can carefully examine them without greatly admiring the plan and method, and the generally skillful execution of the work. The amplest facilities should be afforded them; better libraries, more reference books especially, are needed. We should be glad if the school management had the power to draft every father and mother in the city on the next visiting committee.

D. B. FRANKENBURGER,
MRS. GEO. H. SHAW,
MRS. J. S. McNAUGHT,
MRS. WAYNE RAMSAY,
JOHN A. JOHNSON.

MADISON, Sept. 4, 1895.

REPORT OF VISITING COMMITTEE FOR PRIMARY SCHOOLS.

To the President and Members of the Board of Education :

GENTLEMEN:—The committee wish, in general, to commend the work done in the primary grades. Most of the teachers seem to love their work, and to be in sympathy with the little ones in their charge. The character of the teachers under whom young children are placed is of the greatest importance, and it is felt that only those who have a deep love for children, as well as great interest in their work, should be employed in primary grades. An atmosphere of love is the only one in which children thrive; a nervous, irritable teacher does irreparable harm, as does, also, a mechanical, uninterested and uninteresting teacher.

The committee would suggest that teachers be furnished with high chairs to make it possible for them to sit more of the time. No unnecessary physical strain ought to be added to the inevitable nervous strain to which they are subject.

The committee wish especially to commend the work of the past year in music and drawing, and, also, the work in physical culture. The effect of special teachers in these branches is felt to be very good.

It is suggested that the daily physical culture exercises should come between recitations, rather than after or before recess when the change and rest is unnecessary.

The habit observed of reciting from the desks presents several objections, that of remaining too long in one position, and the danger of straining the eyes and the vocal organs. The shrill voices of the school children impress one with the importance of voice culture, especially in primary grades, where difficulties of speech lead children to speak loud in order to make themselves understood.

It is thought that the light in some of our school rooms is, at times, too glaring, and the committee would respectfully suggest that shades drawing up from the bottom of the windows be furnished such rooms.

In a climate like this the subject of ventilation is a very important one. The need of thorough airing during intermissions is imperative, if

the air is to be kept good. For the sake of ventilation, it is hoped, that in school buildings hereafter erected all rooms will be furnished with grates. The overcrowded condition of some of the school buildings is to be deplored. The Fifth ward is in immediate need of a new building. It is a disgrace that in an educational center like Madison a large number of children should be deprived of half their school year on account of lack of room. The committee recognize the fact that the Board of Education is doing all in its power to provide accommodations for the children, but the attention of the public should be continually called to the overcrowded state of the schools until sufficient funds are placed in the hands of the Board of Education to enable it to provide school room enough for all children of school age.

The city of Madison is to be congratulated upon the good character of the kindergartens established during the past year. It is hoped that they will soon be followed by at least one kindergarten in each ward, and that the connection between kindergarten and primary school may be worked out in such a manner that harmony of method shall prevail throughout the department.

The kindergarten has stood the test of years, and is now looked upon as the best method of instruction up to the seventh year. Primary teachers to be abreast of the times, ought to study into the principles and methods of the kindergarten, and learn something of the philosophy underlying the system.

The committee wish to commend those teachers, who by example and constant watchfulness during recitations, are leading the children to express their thoughts clearly and correctly. No formal lessons in English can take the place of correct habits of speech on the part of the teacher.

Respectfully submitted,

LOUISE ROWE HUBBARD,
ALICE E. SANBORN,
EDNA E. CHYNOWETH,
MARY T. WHITNEY.

MADISON, July 22, 1895.

CONTAGIOUS DISEASES.

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

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

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

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

VACCINATION.

The following statements and rules were adopted by the State Board of Health of Wisconsin, June 21, 1894.

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

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

CONTAGIOUS DISEASES.

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

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

COURSE OF STUDY.

FIRST GRADE.

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

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

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

4. Memorizing Choice Selections.

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

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

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

INDUSTRIAL: Clay modeling, block building, stringing straws and beads, tablet laying, paper folding, stick laying, picture cutting, perforated cardboard embroidery, etc. Prang's models for Form Study and Drawing No. 20, in the hands of the pupils.

SECOND GRADE.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 96.

GEOGRAPHY: See outline for oral lessons in geography.

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

PENMANSHIP: Drill exercise for position and movement. Daily use of pencil and paper. Criticism of writing in all exercises. Have a definite time for special drill. Use pen and ink.

INDUSTRIAL: Models for Form Study and Drawing, No. 21, in the hands of the pupils.

THIRD GRADE.

FALL TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 141.

GEOGRAPHY: See outline for oral lessons in geography.

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

PENMANSHIP: Special exercises for freedom of movement and light lines. First twenty pages Book 1, Normal Review System of Writing.

DRAWING: Prang's Complete Course, Book 2.

WINTER TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 180.

GEOGRAPHY: See outline for oral lesson in geography.

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

PENMANSHIP: Movement Tablet No. 1. Complete Book 1, and the first twelve pages of Book 2.

DRAWING: Prang's Complete Course, Book 2 continued.

SPRING TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 193.

GEOGRAPHY AND HISTORY: See outline for oral lessons in geography. American History Stories.

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

PENMANSHIP: Movement Tablet No. 1. Complete Book 2.

DRAWING: Prang's Complete Course, Book 2, completed.

FOURTH GRADE.

FALL TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 225.

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

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

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

WINTER TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 262.

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

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

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

SPRING TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic completed.

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

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

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

FIFTH GRADE.

FALL TERM.

ENGLISH: 1. Reading,—Eggleston's First Book in American History.

2. Word Study,—Two exercises from Sheldon's Word Studies, two from lists of words from other lessons, and one review exercise each week. All words studied from the blackboard in script forms.

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

4. Memorizing Choice Selections.

ARITHMETIC: Fundamental operations. Decimal fractions.

GEOGRAPHY AND HISTORY: Physical and Political North America. Physical and Political United States. Use progressive outline maps. Longitude and Time. Stories of American History,—explorers, colonists.

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

PENMANSHIP: Movement Tablet No. 2. Special exercises for freedom of movement. First twenty pages of Book 3, Normal Review System of Writing.

DRAWING: Prang's Complete Course, Book 5.

WINTER TERM.

ENGLISH: 1. Reading,—Hawthorne's Grandfather's Chair.

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

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

4. Memorizing Choice Selections.

ARITHMETIC: United States Currency. Factors and Multiples.

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

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

PENMANSHIP: Movement Tablet No. 2. Complete Book 3, and first twelve pages of Book 4.

DRAWING: Prang's Complete Course, Book 5 continued.

SPRING TERM.

ENGLISH: 1. Reading,—Kingsley's Water Babies.

2. Word Study,—Same as fall term.

3. Oral and Written Exercises,—Dictation of literary, historical, and geographical matter. Paraphrasing of sentences and paragraphs. Parts of speech,—Subject and predicate taught incidentally.

4. Memorizing Choice Selections.

ARITHMETIC: Common fractions.

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

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

PENMANSHIP: Movement Tablet No. 2. Complete Book 4.

DRAWING: Prang's Complete Course, Book 5 completed.

SIXTH GRADE.

FALL TERM.

ENGLISH: 1. Reading,—Robinson Crusoe.

2. Word Study,—Continue work of fifth grade. Analysis of derivative words. Compound words.

3. Oral and Written Exercises,—Dictation, narration, and reproduction of literary, historical, and geographical matter. Composition work in Chapters I to VI inclusive, Southworth's and Goddard's Elements of Composition and Grammar. Terms of technical grammar taught incidentally.

4. Memorizing Choice Selections.

ARITHMETIC: Finish common fractions.

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

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

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

WINTER TERM.

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

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

3. Oral and Written Exercises,—Dictation, narration, and reproduction of literary, historical, and geographical matter. Composition in textbook in chapters VII and VIII.

4. Memorizing Choice Selections.

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

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

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

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

SPRING TERM.

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

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

3. Oral and Written Exercises,—Dictation, narration, and reproduction of literary, historic, and geographical matter. Composition in textbook, chapter IX to XI inclusive.

4. Memorizing Choice Selections.

ARITHMETIC: Miscellaneous Problems under denominate numbers and practical rules.

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

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

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

SEVENTH GRADE.

FALL TERM.

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

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

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

4. Grammar,—Southworth and Goddard's Elements of Composition and Grammar, Chapter XII. Sentence analysis.

5. Memorizing Choice Selections.

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

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

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

2. Principal ocean and trade routes of the world.

3. Stories from the History of England.

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

PENMANSHIP: The Normal Review Course in Writing, Book 4½ to page 21.

DRAWING: Prang's Complete Course, New Book 8.

WINTER TERM.

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

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

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

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

5. Memorizing Choice Selections.

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

2. Elements of Algebra,—Simple equations.

GEOGRAPHY AND HISTORY: 1. Wisconsin in detail.

2. Mathematical geography.

3. Civil government of state, county, city.

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

PENMANSHIP: Book 4½ completed and Book 5 to page 13.

DRAWING: Prang's Complete Course, New Book 8 continued.

SPRING TERM.

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

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

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

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

5. Memorizing Choice Selections.

MATHEMATICS: 1. Arithmetic,—Percentage completed.

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

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

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

PENMANSHIP: Book 5 completed.

DRAWING: Prang's complete course, New Book 8 completed.

EIGHTH GRADE.

FALL TERM.

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

2. Word Study,—Same as seventh grade.

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

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

5. Memorizing Choice Selections.

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

2. Concrete Geometry,—One period a week.

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

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

WINTER TERM.

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

2. Word Study,—Same as seventh grade.

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

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

5. Memorizing Choice Selections.

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

2. Concrete Geometry,—One period a week.

HISTORY: United States, Administrations, and Civil War,

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

SPRING TERM.

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

2. Word Study,—Same as seventh grade.

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

4. Grammar,—Text-book, complete book.

5. Memorizing Choice Selections.

MATHEMATICS: 1. Arithmetic,—The Metric System, applications made by pupils.

2. Concrete Geometry,—One period a week.

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

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

COURSE IN READING AND LITERATURE FOR THE ELEMENTARY GRADES.

FIRST GRADE.

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

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

READING TO CLASS.—The teacher will read to the children from Stories for Kindergarten and Primary Schools, and selections from the list on page 82.

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

SECOND GRADE.

CLASS READING.—First Readers completed. Two Second Readers. Continue use of blackboard and slates in teaching new words. Drill in elementary sounds, giving attention to pairs and combinations of letters representing sounds. Special drill in pairs and groups of words which must be spoken together. Teach meaning of words by association, not by formal definition. The final accomplishment of the year's work should give the pupil power to call at sight all words taught, to know

what they mean in the sentence, to understand the thought of the lesson, and to express the thought in an easy manner, with tones of voice resembling those heard in good conversation.

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

READING TO CLASS.—The teacher will read to the children from Stories for Kindergarten and Primary Schools, and selections from list on page 82.

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

THIRD GRADE.

FALL TERM.

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

READING TO CLASS.—Stories of Children of Other Nations, Little Lucy's Wonderful Globe, Hero Stories from Homer's Iliad and Odessey, and selections from the list on page 82.

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

WINTER TERM.

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

READING TO CLASS.—Little Lord Fauntleroy, Adventures of a Brownie, Queer Little People, and selections from list on page 82.

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

SPRING TERM.

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

READING TO CLASS.—Hans Andersen's Fairy Tales, Second Series, Princess Idleways, Black Beauty, Toby Tyler, and selections from list on page 82.

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

FOURTH GRADE.

FALL TERM.

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

READING TO CLASS.—Each and All, Mr. Stubb's Brother, The Hoosier School Boy, Cast Away in the Cold, and selections on page 82.

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

WINTER TERM.

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

READING TO CLASS.—Benjamin Franklin, The Little Lame Prince, and selections from list on page 82.

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

SPRING TERM.

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

READING TO CLASS.—Aunt Martha's Corner Cupboard, Little Folks of Other Lands, Hans Brinker and the Silver Skates, and selections from list on page 82.

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

FIFTH GRADE.

FALL TERM.

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

READING TO CLASS.—Story of King Midas, Paul Revere's Ride. Life in the North, and selections from the list on page 82.

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

WINTER TERM.

CLASS READING.—Hawthorne's Grandfather's Chair. Continue work of fall term.

READING TO CLASS.—Grandmother's Story of Bunker Hill, Rip Van Winkle, and selections from list on page 82.

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

SPRING TERM.

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

READING TO CLASS.—Prince and Pauper, Great Stone Face, and selections from list on page 82.

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

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

SIXTH GRADE.

FALL TERM.

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

READING TO CLASS.—Swiss Family Robinson, Twice Told Tales, Juan and Juanita, and selections from list on page 82.

READ AT HOME.—Tanglewood Tales, Daniel Boone.

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

WINTER TERM.

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

READING TO CLASS.—The Arabian Nights, Stories from the History of Rome, and selections from list on page 82.

READ AT HOME.—Plutarch's Lives, Uncle Tom's Cabin.

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

SPRING TERM.

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

READING TO CLASS.—Ten Boys on the Road from Long Ago to Now, Little People of Asia, Chuck Purdy, and selections from list on page 82.

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

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

SEVENTH GRADE.

FALL TERM.

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

READING TO CLASS.—Turn, Fortune, Turn, The Old Man Dreams, and other selections from list on page 82.

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

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

WINTER TERM.

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

expansion of incidents, development of word pictures and comparison of characters.

READING TO CLASS.—The Festal Board, the Bells, and other selections from list on page 82.

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

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

SPRING TERM.

CLASS READING.—The Children's Hour, Warner's A-Hunting the Deer, and Tanglewood Tales, Part II. Riverside Series, Triple Number.

READING TO CLASS.—The Witch's Daughter, Courtship of Miles Standish, and other selections from list on page 82.

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

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

EIGHTH GRADE.

FALL TERM.

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

READING TO CLASS.—Paul Revere's Ride, Nathan Hale, and other selections from list on page 82.

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

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

WINTER TERM.

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

READING TO CLASS.—The Slave Ships, John Burns of Gettysburg, and other selections from list on page 82.

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

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

SPRING TERM.

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

READING TO CLASS.—Custer's Charge, The Vagabonds, The Cry of the Children, and other selections from list on page 82.

READ AT HOME.--Boys of '61, Life of Abraham Lincoln, Ben Hur, David Copperfield.

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

SELECTIONS TO BE MEMORIZED BY PUPILS.

FIRST AND SECOND GRADES.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

THIRD GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

FOURTH GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

FIFTH GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

SIXTH GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

SEVENTH GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

EIGHTH GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

SELECTIONS TO BE READ TO PUPILS.

FIRST AND SECOND GRADES.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

THIRD GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

FOURTH GRADE.

FALL TERM.

The Brook.....	<i>Tennyson.</i>
A Wonderful Thing is a Seed.....	<i>Unknown.</i>
Casabianca	<i>Mrs. Hemans.</i>
The Singing Lesson.....	<i>Jean Ingelow.</i>

November	<i>Unknown.</i>
The River	<i>Unknown.</i>
The Eagle	<i>Tennyson.</i>
In School Days	<i>Whittier.</i>
Ring Out The Old	<i>Unknown.</i>
Little and Great.....	<i>Unknown.</i>
Daffydowndilly	<i>Anne M. Pratt.</i>

WINTER TERM.

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

SPRING TERM.

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

FIFTH GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

SIXTH GRADE.

FALL TERM.

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

WINTER TERM.

Hoenlinden	<i>Thos. Campbell.</i>
The Inch Cape Rock	<i>Robert Southey.</i>
Herve Riel	<i>Robert Browning.</i>
Legend of Bregenz	<i>Adelaide Proctor.</i>

Arnold Winklereid.....	<i>J. Montgomery.</i>
Horatius at the Bridge	<i>Thos. Macauley.</i>
Melrose Abby	<i>Scott.</i>
Marco Bozarris	<i>T. G. Halleck.</i>
Dying Gladiator	<i>Byron.</i>
Poland	<i>Thos. T. Campbell.</i>
Incident of the French Camp	<i>Robert Browning.</i>

SPRING TERM.

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

SEVENTH GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

Elizabeth, Aged Nine	<i>Margaret E. Sangster.</i>
The Witch's Daughter	<i>Whittier.</i>

Courtship of Miles Standish.....	<i>Longfellow.</i>
The Honey Bee.....	<i>Unknown.</i>
The Birds of Killingworth.....	<i>Longfellow.</i>
The Moss Rose.....	<i>Krummacher.</i>
To a Skylark.....	<i>Shelly.</i>
The Gladness of Nature.....	<i>Bryant.</i>
Birds.....	<i>Eliza Cook.</i>

EIGHTH GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

OUTLINE OF ORAL LESSONS IN GEOGRAPHY.

SECOND GRADE.

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

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

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

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

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

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

THIRD GRADE.

FALL TERM.

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

II. Carefully study the natural features of the locality to develop correct mental pictures of rivers, mountains, plains, lakes, the ocean, etc.

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

WINTER TERM.

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

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

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

IV. Interpretation of the symbols of the map.

SPRING TERM.

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

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

FOURTH GRADE.

FALL TERM.

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

1. Size,—length and breadth.

2. Boundaries.

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

4. With colored crayon represent the prairie lands, timber lands, and mineral sections.
5. Locate and discuss some of the leading industries.
6. Locate ten cities; journeys between them by rail and water. Use railroad map.
7. Name and locate counties by help of dissected map.

WINTER TERM.

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

SPRING TERM.

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

SUGGESTIONS AND OUTLINES ON HISTORY.

IN ELEMENTARY GRADES.

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

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

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

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

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

TOPICS.—THIRD GRADE.

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

FOURTH GRADE.

FALL TERM.

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

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

III. Stories of customs and manners of the Indians.

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

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

VI. Mounds, location, age, etc.

WINTER TERM.

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

SPRING TERM.

Stories From Roman History.—Romulus and Remus, The Seizure of the Sabine Woman, Tarpeian Rock, Fight of the Horatii and the Euratii, Expulsion of the Etruscan Kings, Horatius at the Bridge, Cori-

olanus, Story of the Sacred Geese, Why Manlius condemns his son to death, How Hannibal crossed the Alps and fought in Italy, Siege of Carthage, Devotion of Carthaginian Women, Scipio, Regulus, The Grachi, Cataline, Cæsar, Birth of Christ, Nero.

FIFTH GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

SIXTH GRADE.

FALL TERM.

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

WINTER TERM.

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

SPRING TERM.

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

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

SEVENTH GRADE.

FALL TERM.

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

WINTER TERM.

Civil Government.—State, county, city.

SPRING TERM.

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

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

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

EIGHTH GRADE.

FALL TERM.

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

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

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

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

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

WINTER TERM.

Administrations continued —

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

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

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

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

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

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

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

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

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

XVI. Lincoln,—The Civil War.

1. Preliminary Events.

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

3. The Blockade and Foreign Relations.

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

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

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

7. Closing Events of the War.

SPRING TERM.

Administrations continued —

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

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

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

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

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

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

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

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

NATURE STUDY.

I. The object of nature study should be :

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

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

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

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

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

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

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

OUTLINES OF WORK.

(First four grades.)

CENTRAL THOUGHT: CARE AND PROTECTION.

I. Seeds and Germination.

Let the children:

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

II. Buds.

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

Let the children:

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

III. Reproduction and Flowers.

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

Let the children:

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

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

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

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

IV. *Leaves.*

Let the children:

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

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

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

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

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

SUGGESTIONS.

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

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

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

(b) Place a piece of course netting across the mouth of a tumbler,

push it down in the center, place seeds upon it, and keep covered with water.

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

The following books will be found helpful in this work:

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

HIGH SCHOOL.

ENGLISH.

FIRST YEAR.

Algebra,
Algebra,
Algebra,

Composition and Literature, Civil Government.
Composition and Literature, Civil Government.
Composition and Literature, Physical Geography.

SECOND YEAR.

General History,
General History,
General History,

Rhetoric and Literature,
Rhetoric and Literature,
Literature,

Physical Geography.
Physiology.
Physiology.

THIRD YEAR.

Physics,
Physics,
Physics,

Literature,
Literature,
Literature,

Arithmetic.
Botany.
Botany.

FOURTH YEAR.

Geometry,
Geometry,
Geometry,

Literature,
*United States History,
United States History,
Theory and Art,

English History.
Political Economy.
Psychology.
Theory and Art.

GENERAL SCIENCE.

FIRST YEAR.

Algebra,
Algebra,
Algebra,

Composition and Literature, Civil Government.
Composition and Literature, Civil Government.
Composition and Literature, Physical Geography.

SECOND YEAR.

General History,
General History,
General History,

Rhetoric and Literature,
Rhetoric and Literature,
Literature,

Physical Geography.
Physiology.
Physiology.

* Social and Political.

THIRD YEAR.

Physics,	German,	Arithmetic.
Physics,	German,	Botany.
Physics,	German,	Botany.

FOURTH YEAR.

Geometry,	German,	English History.
Geometry,	German,	Political Economy.
Geometry,	German,	Psychology.
	Theory and Art,	Theory and Art.

MODERN CLASSICAL.

FIRST YEAR.

Algebra,	Latin,	Civil Government,
Algebra,	Latin,	Civil Government.
Algebra,	Latin,	Physical Geography.

SECOND YEAR:

General History,	Cæsar,	Physical Geography.
General History,	Cæsar,	Physiology.
General History,	Cæsar,	Physiology.

THIRD YEAR.

Physics,	Cicero,	German.
Physics,	Cicero,	German.
Physics,	Cicero,	German.

FOURTH YEAR.

Geometry,	Virgil,	German.
Geometry,	Virgil,	German.
Geometry,	Virgil,	German.
	Theory and Art,	Theory and Art.

ANCIENT CLASSICAL.

FIRST YEAR.

Algebra,	Latin,	Civil Government.
Algebra,	Latin,	Civil Government.
Algebra,	Latin,	Physical Geography.

SECOND YEAR.

General History,	Cæsar,	Physical Geography.
General History,	Cæsar,	Greek Lessons.
General History,	Cæsar,	Greek Lessons.

THIRD YEAR.

Physics,	Cicero,	Anabasis.
Physics,	Cicero,	Anabasis.
Physics,	Cicero,	Anabasis.

FOURTH YEAR.

Geometry,	Virgil,	Anabasis.
Geometry,	Virgil,	Homer.
Geometry,	Virgil,	Homer.
	Theory and Art,	Theory and Art.

TEXT-BOOKS.

WARD SCHOOLS.

The Normal Course in Reading, Nos. I, II, III.
 The Normal Course, Alternate Readers, Nos. I, II, III.
 Barnes' New National Reader, Nos. I, II, III.
 Appleton's Readers, Nos. I, II, III.
 Harper's Readers, Nos. I, II, III.
 Sheldon's Readers, Nos. I, II, III.
 Stickney's Readers, Nos. I, II, III.
 Swinton's Readers, Nos. I, II, III.
 Cyr's Primer.
 Cyr's Readers, Nos. I, II.
 Columbian Readers, Nos. I, II, III.
 The Riverside Primer and Reader.
 Revised Model Elementary Arithmetic.
 The New Model Arithmetic.
 Harper's Geography.
 Sheldon's Word Studies.
 First Lessons in Language,
 Southworth & Goddard.
 Elements of Composition and Grammar,
 Southworth & Goddard.
 Smith's Physiology.
 Barnes' History of the United States.
 The Normal Review System of Writing.
 Normal Music Course.

HIGH SCHOOL.

Shakespeare — Selected Plays	<i>Rolfe & Hudson.</i>
Commercial Arithmetic.....	<i>Thomson.</i>
Algebra	<i>Van Velzer & Slichter</i>
Geometry.....	<i>Wentworth.</i>
Elements of English Composition	<i>Keeler & Davis.</i>
Rhetoric.....	<i>David Hill.</i>
English Literature	<i>Bacus & Brown.</i>
Latin Grammar.....	<i>Allen & Greenough.</i>

Latin Beginner's Book	<i>Tuell & Fowler.</i>
Cæsar	<i>Harper & Tolman.</i>
Latin Composition	<i>Daniell.</i>
Cicero	<i>Allen.</i>
Virgil.....	<i>Greenough.</i>
Greek Grammar	<i>Goodwin.</i>
Greek Lessons.....	<i>White.</i>
Greek Composition.....	<i>Jones.</i>
Anabasis	<i>Goodwin.</i>
Homer	<i>Seymour.</i>
German Lessons	<i>Collar's Eysenbach.</i>
German Reader.....	<i>Rosenstengel.</i>
Physical Geography.....	<i>Warren.</i>
English History	<i>Montgomery.</i>
General History.....	<i>Myers.</i>
Civil Government.....	<i>Fiske.</i>
Physiology.....	<i>Martin.</i>
Botany	<i>Gray.</i>
Physics	<i>Hall & Bergen.</i>
Psychology	—

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

9—Sch.

HIGH SCHOOL GRADUATES.

CLASS OF 1875.

Archibald Durrie, Presbyterian Clergyman, Superior.
Charles Lamb, U. W. '80, Lawyer, Madison.
Oliver Ford.*
Howard Hoyt, U. W. Law, '81, Milwaukee.
Frank Huntington, Bookkeeper, St. Paul, Minn.
Charles Oakey, Osceola Mills.
Thomas Parr, U. W. '81.*
William Kollock, Wichita, Kansas.
Edward B. Oakley, Principal High School, Neillsville.
William Windsor, Phrenologist, Chicago, Ill.
Hattie O. Thoms, Teacher, Portland, Oregon.
Carrie H. Billings, Teacher, Chicago.
Ella Hickok, Teacher, First Ward, Madison.
Annie I. Horne (Mrs. W. A. Clapp), Wauwatosa.

CLASS OF 1876.

Henry B. Favill, U. W. '80, Rush '83, M. D., Chicago.
Alfred Patek, U. W. '80, Room 46 Tribune Bldg., New York, N. Y.
Henry Wilkinson, Chicago.
Stanley Proudfit, U. W. '81.*
Charles Hudson, Mail Carrier, Madison.
George E. Morgan, U. W. '80, Law '82, Attorney, Kansas City, Kan.
Henry Mason, Garden City, Kan.
William E. Morgan, Physician, Chicago, Ill.
Willis Hoover, Missionary, South America.
Euphemia Henry (Mrs. T. J. McMaster), Dakota.
Sarah Dudgeon (Mrs. E. J. Baskerville), Madison, Wis.
Hattie Huntington (Mrs. McDouald), St. Paul, Minn.
Annette Nelson, Teacher, Milwaukee.
Stella Ford (Mrs. Chas. Abbott), Madison.
Carrie French (Mrs. Gibbs), Madison.
Carrie R. Kellogg (Mrs. Brigham Bliss), St. Paul.

* Deceased.

Margaret Coyne. *

Kittie Kelley, Madison.

Maria Dean, U. W. '88, M. D., Helena, Montana.

Lizzie Bright (Mrs. Frank Phoenix), Delavan, Wis.

CLASS OF 1877.

Anton Bjornson, U. W. '82, Ashley, N. Dak.

William Lyon, U. W. '81, Edenvale, Hillsdale, Cal.

Willard Snell, Clerk, J. E. Moseley, Madison.

Charles H. Kerr, U. W. '81, Publisher, 175 Dearborn Street, Chicago.

Salmon Dalberg, U. W. '81, Law '83, Attorney, Milwaukee.

Edmund Burdick, 168 N, Main Street, Wichita, Kan.

Walter Chase, Madison.

James Young, Machinist, U. W., Madison.

George Byrne, Lumber Dealer, Kansas City, Mo.

Howard L. Smith, U. W. '81, Law '85, Attorney, Chicago.

Frank Hyer.

Anna Butler, Superior.

Julia Clark, U. W. '81 (Mrs. J. W. Hallam), Sioux City, Iowa.

Lizzie Dresser (Mrs. Shaw).

Emma Bascom. *

Florence Bascom, U. W. '82-84. In Laboratories, Johns Hopkins.

Hattie Stout, Madison.

Fannie Hall. *

Jennie McMillan (Mrs. John T. Kelly), Milwaukee.

Colin Davidson, Clerk, Railroad Office, Omaha, Nebraska.

Minnie Hopkins (Mrs. Dewey), Boston, Mass.

Frankie Steiner (Mrs. F. Weil), Milwaukee.

Matie Noble. *

Jennie M. Williams, Teacher, Third Ward, Madison.

CLASS OF 1878.

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

Wendell Paine. *

William Oakey, Madison.

William Dodds, U. W. '82, Supt. Reading Iron Co., Reading, Pa.

Walter B. Pearson, Contractor, Chicago.

Sarah Chambers, U. W. '82 (Mrs. C. A. Wilkin), Fairplay, Colo.

Lucy Gay, U. W. '82, Teacher of French, U. W.

Mary E. Storm, Teacher, Madison.

* Deceased.

CLASS OF 1879.

August Umbreit, U. W. '83, Insurance, Milwaukee.
Julia Ray, U. W. '84 (Mrs. Jordon), Morris, Ill.
Rosa Fitch, U. W. '84 (Mrs. Albert Briggs), Colorado Springs.
Lillie Beecroft, U. W. '83. 669 Bedford Ave., Brooklyn, N. Y.
Mary Wright (Mrs. Oakey).
Alice Lamb, U. W. '84 (Mrs. M. Updegraff), Columbia, Mo.
Sarah Clark, U. W. '84 (Mrs. C. W. Cabeen), Portage.
Jennie Lovejoy.*

CLASS OF 1880.

Harry L. Moseley, U. W. '84, Law '87, Madison.
McClellan Dodge, U. W. '84, Civil Engineer, Madison.
Julius Burdick, Madison.
James J. Morgan, Chicago Medical College '88, Physician, Chicago,
Louis Davids, Sanborn, Iowa.
Rose Case (Mrs. Geo. Haywood), Dubuque, Iowa.
Agnes Butler, Madison.
Clara D. Baker, U. W. '84 (Mrs. W. H. Flett), Merrill.
Kittie Moody (Married), Greely, Colo.
Mary L. Byrne (Mrs. C. S. Slichter), Madison.
Emily Preseott (Married), Nebraska.
Flora Mears, Madison.
Therese G. Cosgrove, Teacher, Fourth Ward, Madison.
Clarissa Gano (Mrs. Robert Lipsey), Normal Park, Ill.
Annie H. Durrie.
Lucy Smith, 625 N. Lincoln Street, Chicago.
Nettie Smith, 625 N. Lincoln Street, Chicago.
Nellie Phillips.
Kate McGill, Teacher, Madison.
Josephine Hausman, Madison.
Flora Pollard (Mrs. C. J. Batten), Chicago.
Fanny Langford (Mrs. L. B. Ring), Woodland Court, Milwaukee.

CLASS OF 1881.

Robert Hendricks, Minneapolis, Minn.
Alice Lindestrom, Madison.
Lucy Herfurth (Mrs. C. N. Harrison), Baltimore, Md.
Mary E. Oakey, Madison.
Daisy Greenbank (Mrs. F. W. Dustan), Ashland.

* Deceased.

Fanny Ellsworth, Madison.
 Jessie Partridge.*
 Emma Smith, Nebraska.
 Helen Bjornson (Mrs. Swenson), Madison.
 Rosa Dengler, Teacher, Madison.
 Lizzie McMillan.*
 Fredericka Bodenstein, Teacher, Madison.
 Grace Clark, U. W. '85 (Mrs. F. K. Conover), Madison.

CLASS OF 1882.

Elmer Coombs, Clinton, Wis.
 Mary R. Edgar, Principal First Ward, Madison.
 Lillie Cutler, Teacher, Eau Claire, Wis.
 Minnie Gill, Madison.
 Elizabeth Heney, in a Convent, Chicago.
 Marry Connor, Token Creek, Wis.
 Lillie Clement, Married.
 Kate Devine, Milwaukee.
 Jessie R. Lewis (Mrs. Loyd Skinner), Eau Claire, Wis.
 Lelia Dow, Madison, Wis.
 Maggie Robb, San Francisco, Cal.

CLASS OF 1883.

William Rosenstengel, U. W. '87, Electrician, Toronto, Can.
 Albert Rundle, U. W. Law, '90.
 Daisy Beecroft, 669 Bedford Ave., Brooklyn, N. Y.
 Frankie Brooks (Mrs. Plummer), St. Paul.
 Mary Farley.
 Nellie Jewett.
 Libbie Klusmann, Proof-reader, State Journal.
 Etta Patterson (Mrs. A. J. Klumb), Milwaukee.
 Louisa Ambrecht, Madison.
 Eleanor Crowley.
 Fanny Gay (Mrs. Chas. W. Lomas), Ft. Howard.
 Emma G. Hyland, Teacher, Madison.
 Emma Deards (Mrs. Sutherland), Madison.

CLASS OF 1884.

Addie Lindley (Mrs. Reid), Merrill.
 Annie Hauk (Mrs. John Mader), Milwaukee.
 Julia Dahlberg, Teacher, Milwaukee.

* Deceased.

Inger Conradson, Teacher, Brooklyn.
Ida Herfurth, Stenographer, Madison.
Alice Rodermund.*
Sophie M. Lewis (Mrs. H. E. Briggs), U. W. '88, Madison.

CLASS OF 1885.

Lillie D. Baker (Mrs. Ernest A. Warner), U. W. '89, Madison.
James B. Kerr, U. W. '89, Law '92, Madison.
Anna A. Nunns, U. W. '89, Historical Library.
Olive E. Baker, U. W. '91, Teacher, Prairie du Chien.
Lenore L. Totto, Teacher, Sixth Ward, Madison.
Sophy S. Goodwin, U. W. '89, Madison.
Sue G. Tullis, U. W. '89, Teacher, High School, Madison.
Blanche L. Rider (Mrs. Wm. Harrington), Madison.
Alice Goldenberger, U. W. '91, Madison.
Jennie A. Jones (Mrs. E. Derge), Emporia, Kan.
Delia A. Kelly, Madison.

CLASS OF 1886.

William Anderson.*
Eldon J. Cassoday, U. W. '90, Law '92, Chicago.
Charles M. Mayers, Insurance Agent, Madison.
Ben C. Parkinson, U. W. '90, Law '94, Madison.
Henry G. Parkinson, U. W. '90, Law '94, Madison.
Kittie M. Bruce, Teacher of Music, Studying in Europe.
Robert C. Burdick, Madison.
Mary F. Carpenter, Madison.
Lelia M. Gile, Teacher, Madison.
Rollin C. Hill, Madison.
Frances A. Kleinpell, U. W. '90, Teacher, Lancaster.
Grace A. Lamb, U. W. '91.
Florence M. Smith (Mrs. A. M. Story), Hillsborough, New Mexico.
Zilpha M. Vernon, U. W. '90, Asst. Librarian, Madison.
Nora Culligan, Teacher, Madison.
Margaret A. Foren, Teacher, Fifth Ward, Madison.
Outilia Stein (Mrs. P. H. Brodesser), Milwaukee.
Anna E. Tarnutzer, Teacher, Madison.

* Deceased,

CLASS OF 1887.

Andrews Allen, U. W. '91, Draughtsman, Wilmington, Del.
Bessie Cox, Madison.
Fayette Durlin, Madison.
Marion T. Janeck (Mrs. Richter), U. W. '91, Madison.
Paul S. Richards, Philadelphia, Pa.
Ellie May Sanborn, U. W. '91, Teacher, La Crosse.
Elsbeth Veerhusen, U. W. '91, Studying in Germany.
Florence E. Baker, U. W. '91, Historical Rooms, Madison.
Charles A. Dickson, U. W. '91.
Bertha M. Mayer, Madison.
Thomas K. Erdahl, U. W. '91, Teacher, Menomonie, Wis.
Augusta J. Bodenstein (Mrs. Paul Findlay), Madison.
John F. Donovan, Lawyer, Madison.
Carl A. Johnson, U. W. '91, Mech. Eng., Madison.
Arthur F. Oakey, U. W. '91, Madison.
Carrie M. Smith (Mrs. Williamson), Madison.
Frederick Wm. Adamson, U. W. '91, Chicago Med. Col., '93.
Lewis A. Bender, Oconomowoc.
Sarah E. Gallagher, Madison.
Daisy D. Lindley (Mrs. James Goldworthy), Prescott.
Oscar F. Minch, Madison.
William F. Ellsworth.
Elizabeth M. Henwood, Madison.
Rose M. Minch, Madison.
Helen L. Winter, Teacher, Madison.
Calvin Z. Wise, with Warner & Co., Madison.
George G. Thorp, Mech. Eng., U. W. '91, Fellow U. W.

CLASS OF 1888.

Helen G. Thorp, Married, U. W. '92, Madison.
Henrietta Kleinpell, Teacher, Deerfield.
John H. McNaught, Civil Eng., Milwaukee.
Henry H. Morgan, Madison, with Burr W. Jones.
Annie Bremer, Married, Madison.
Samuel Lamont, Madison.
Carletta Anderson, Madison.
Samuel Piper, U. W. '94, with Piper Bros., Madison.
Mabel Fleming, Milwaukee.

CLASS OF 1889.

Mary B. Baker, Teacher, Madison.
Martha S. Baker, U. W. '93, Teacher Madison H. S.
Francis M. Bowman, U. W. '94.
Catherine M. Brown, U. W. '93, Madison.
Theresa M. Byrne.
Bertha Cassoday (Mrs. C. A. Johnson), Madison.
Wilfred E. Chase, Madison.
Biondella R. Clark, Teacher, Cambridge.
Margaret A. Cunningham.*
Lucius H. Davidson, Madison.
Ella Davis, U. W. '93, Teacher, Tomah.
Elizabeth Donoughue (Mrs. Oakey), Madison.
Myrtle H. Dow, New York City.
Charles H. Doyon, U. W. '93.
Fred R. Estes, U. W. '93.
Julia K. Fischer, Paoli.
William Fitch, Madison.
George Edward Gernon, U. W. '94, Madison.
Alice E. Hawkins, Madison.
Hannah Herfurth (Mrs. Murray), Madison.
Sabena Herfurth, U. W. '93, Madison.
Robert E. Jones.*
Minnie Luebkeman, Madison.
Mary H. Main, Madison.
Helen L. Mayer, U. W. '93, Teacher, Milwaukee.
Mary L. Murray, U. W. '93, Madison.
Emma A. Nelson, Teacher, Madison.
Anna I. Oakey, U. W. '93, Teacher.
Grace V. Reynolds, Madison.
Louis D. Sumner, U. W. '93, Pharmacy '94, Druggist, Madison.
Emma Sitterly, Teacher, Madison.
Mary E. Smith, U. W. '93, Madison.
Charles Thuringer, Civil Eng., U. W. '93.
William E. Swain, Madison.
Amy R. Young, Madison.

*Deceased.

CLASS OF 1890.

William W. Allen, U. W. '94, Madison.
Lizzie Armstrong, Madison.
May Belle Bryant, Teacher, near Madison.
Mary C. Cramer, M. C., U. W. '95.
Charles Davison, U. W. '94.
Elizabeth Foren, U. W. '94.
Theodore Herfurth, Insurance Agent, Madison,
Grace L. Hopkins, U. W. '94.
Mary A. Kellogg, Madison.
Helen J. Kellogg, U. W. '96.
Louise Kingsley (Mrs. Parke), Lodi, Wis.,
Irma M. Kleinpell, U. W. '94.
Walter Kleinpell, Chicago.
Cornelius Knudson, Bookkeeper, Madison.
Dena Lindley, U. W. '94, Madison.
Stephen A. Madigan, U. W. '95.
William C. McNaught, Madison.
Thomas Nelson, U. W. '94.
Washington Oakey, Dental College, Chicago.
Susie P. Regan, U. W. '94, Teacher, S. Dakota.
Rudolph R. Rosenstengel, U. W. '94, Madison.
Sydney R. Sheldon, U. W. '94, Madison.
Eugene A. Smith, Druggist, Milwaukee.
Alice Stephenson, S. S., U. W.
Charles H. Tenney, Madison.
Frank A. Vaughn, Electrical Engineer, U. W. '95.
A. Cleaver Wilkinson, Chicago.
Caroline M. Young, U. W. '94, Madison.

CLASS OF 1891.

Janette Atwood, M. C., U. W. '95.
Alice Armstrong, Madison.
Wilber S. Ball, A. C., U. W. '95.
Louise M. Bauman, Madison.
Eleanor Boehmer, Teacher, near Madison.
Jessie Carnon, Sp., U. W.
Lucy Gosgrove, Teacher, Milwaukee.
Harry M. Curtis, Eng., U. W. '95.
Josie Deming, Teacher, near Madison.

Frances E. Doyle, Teacher, near Madison.
Janette H. Doyon, Madison.
Geo. Herbert Greenbank, M. C., U. W. '95.
Anna C. Griffiths, A. C., U. W. '95.
Caroline M. Hauk, Clerk, Madison.
Ida E. Helm, Madison.
Lucy S. Jones, Minneapolis, Minn.
George A. Kingsley, A. C., U. W. '95.
Helen I. Lancaster, Beloit.
Vroman Mason, A. C., U. W. '95.
Sarah McConnell (Mrs. Ball, Marinette, Wis.
Lydia E. Minch, Sp., U. W., '95.
Robert C. Montgomery, Hahemann College '94, M. D., Madison.
Osacr Felson, Chicago, Ill.
Jennie O'Connell, Book-keeper, Madison.
Harry Potter, Madison.
Catherine Regan, Teacher, near Madison.
Martha Scheibel, M. C., U. W. '95.
Jessie Shepherd, M. C., U. W. '95.
Isabel Smith, Mendota.
Maud C. Smith, Berlin, Germany.
Halbert Steensland, M. C., U. W. '95.
John J. Suhr, Madison.
Mary J. Thorp, M. C., U. W. '95.
Florence E. Vernon, M. C., U. W. '95.
Fannie Walbridge, Eng., U. W. '95.
Herman Winter, M. C., U. W. '95.

CLASS OF 1892.

David Atwood, M. C., U. W. '96.
Henrietta Dorothy Billings, Book-keeper, Madison.
Maud Merrill Bixby, Milwaukee.
Caro Louise Bucey, M. C., U. W. '96.
Herbert Brigham Copeland, Eng., U. W. '96.
Mary Lois Catlin, M. C., U. W. '96.
Emily H. Detloff, Eng., U. W. '96.
Florence L. Drinker, Portage.
Charlotte Rockway Freeman, M. C., U. W. '96.
Durante Carlyle Gile, A. C., U. W. '96.
Sadie Ellen Gallagher, Eng., U. W. '96.
James A. Higgins, A. C., U. W. '96.

Rolland Frederick Hastreiter, M. C., U. W. '96.
Annie Marie Keeley, Teacher, near Madison.
Charles Kenneth Leith, M. C., U. W. '96.
Michael E. Lynch, Madison.
Rachel Catherine McGovern, M. C., U. W. '96.
Fred H. Morrell, Madison.
Augusta M. Nichols, M. C., U. W. '96.
Annie Marie Pitman, A. C., U. W. '96.
Stella Grace Pierce, Teacher, near Madison.
Louis D. Rowell, Madison, U. W.
John Charles Regan, Madison.
Walter Hodge Sheldon, A. C., U. W. '96.
Janette Catharine Smith, Eng., U. W. '96.
Carrie F. Smith, M. C., U. W. '96.
Alma R. Sidell, Eng., U. W. '96.
Eugene Sullivan, A. C. Sp., U. W. '96.
Martha Florence Torgerson, M. C., U. W. '96.
Margaret Urdahl, M. C., U. W. '96.
George P. Walker, M. C., University of Chicago.
Iva Alice Welsh, Eng., U. W. '96.
Bessie Wilson, M. C., U. W. '96.
Addiemay Wootton, M. C., U. W. '96.
Albert O. Wright, Jr., M. C., U. W. '96.

CLASS OF 1893.

John Armstrong, C. H., U. W. '97.
Augusta Atwood, Eng., U. W. '97.
Clarissa A. Cook, Assistant in Private Kindergarten, Madison.
Kate M. Corscot, A. C., U. W. '97.
Joseph M. Cantwell, C. H., U. W. '97.
Clara Comstock, Teacher, near Madison.
Bertrand H. Doyon, C. H., U. W. '97.
Victoria Fish, M. C. Sp., U. W. '97.
Bertha R. Frautschi, Madison.
Bessie Gernon, Ogontz School, Philadelphia.
Edith Green, Madison.
Iva Goodwin, Eng., U. W. '97.
Mayme E. Griffiths, M. C., U. W. '97.
Annie Habich, Teacher, near McFarland.
Ella Heiliger, Madison.

Isabel M. Holt, Madison.
Benjamin A. Herrick, with Dr. Kollock, Madison.
Carl Jefferson, Eng., U. W. '97.
Alice Kerwin, Teacher, Madison.
George Meyer, C. H., U. W. '97.
Minnie Mayers. Madison.
Mary Myrtle Miller, Madison.
Minnie A. Olsen, U. W. '98.
Eliza A. Pollard, U. W. '98.
Martha E. Pound, M. C., U. W. '97.
Joseph M. Purcell, Clerk, Madison.
James Patterson, G. S. Sp., U. W. '98.
Charlotte E. Pengra, Eng., U. W. '97.
Maude Parkinson, A. C., U. W. '97.
Eva Parkinson, A. C., U. W. '97.
George Riley, U. W. '98.
Frank Riley, Sp., U. W. '98.
Charles Riley, Law, U. W. '95.
Ernest B. Smith, M. C., U. W. '97.
Catherine Steinle, Madison.
Alma Stock, Madison.
Emma Scermerhorn, Madison.
Nina Adna Swift.*
Amanda Wallace.*
Julia Wilkinson, Madison.
David Wright, Jr., G. S. Sp., U. W. '97.

CLASS OF 1894.

Earle Anderson, U. W. '98, Eng. Sp.
May Bennett, U. W. '98, Pharmacy.
Frances Billings, Bookkeeper, Madison.
Helen Copp, U. W. '98, M. C. Sp.
Elmore Elver, U. W. '98, C. H.
Jesse Edgren, U. W. '96, Law.
Gertina Erickson, Teacher, S. D.
Mary Freeman, U. W. '98, M. C.
Florence Gage, U. W. '98, Pharmacy.
John Gregg, U. W. '98, M. C.
Grace Greenbank, U. W. '98, M. C.
Arline Grover, U. W. '98, M. C.

* Deceased.

Maud Gilbert, Madison.
Mabel Lamberson (Mrs. Dr. Sippy), Denver, Colo.
Clarice Lytle, N. W. Univ. '98, M. C.
Max Mason, U. W. '98, C. H.
Jessie Montieth, U. W. '98, M. C. Sp.
Anton Malec, U. W. '98, M. E.
Lillie Moesner, U. W. '98, Eng.
William Munsell, U. W. '98, C. H.
Stuart Sheldon, U. W. '98, G. S.
August Sauthoff, U. W. '98, G. S.
Harry Sheasby, Bookkeeper, Madison.
Florence Slightam, Madison.
Mae Smith U. W. '98, M. C.
Harriet Stephenson, U. W. '98, M. C.
Edmund Suhr, U. W. '98, C. H.
Louise Swenson, Madison.
Lucy Tompkins, U. W. '98, M. C.
Lena Troan, Madison.
Grace Whare, Teacher, Madison.
May Whare, Teacher, Madison.
Augusta Wood, U. W. '98, M. C. Sp.
John Young, U. W. '98, M. C.



GENERAL RULES AND REGULATIONS.

ARTICLE I.

THE BOARD OF EDUCATION — OFFICERS.

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

OFFICERS — HOW ELECTED.

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

BOARD MEETINGS.

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

QUORUM.

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

QUESTIONS OF ORDER.

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

AYES AND NOES.

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

RESOLUTIONS AND REPORTS TO BE MADE IN WRITING.

7. All resolutions and reports shall be in writing. Every member who shall be present when the motion is put shall give his vote, unless

the Board for special reasons shall excuse him. All questions relating to the conduct of teachers, their qualifications, election, etc., shall be considered with closed doors, and no remark made by any member while considering said qualifications shall be repeated at any time or place.

PAYMENT OF SALARIES.

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

ORDER OF BUSINESS.

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

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

ARTICLE II.

DUTIES OF OFFICERS AND COMMITTEES — PRESIDENT.

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

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

CLERK.

3. The clerk shall be elected annually by the Board, from its own body, and shall hold his office for the term of one year, and until his successor is elected and qualified. The clerk shall notify the common council whenever a vacancy occurs in the Board; he shall keep a rec-

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

TREASURER.

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

SUPERINTENDENT.

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

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

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

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

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

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

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

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

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

COMMITTEE ON FINANCE.

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

COMMITTEE ON BUILDINGS.

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

COMMITTEE ON SUPPLIES.

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

COMMITTEE ON COURSE OF STUDY.

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

COMMITTEE ON TEACHERS.

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

DUTIES OF VISITING COMMITTEES.

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

ARTICLE III.

THE SCHOOLS — CLASSIFICATION.

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

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

SCHOOL YEAR AND TERMS.

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

NON-RESIDENT PUPILS.

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

AGENTS, ETC.

5. The superintendent or teachers of the city schools shall not allow any portion of their time or that of any school to be occupied in school

hours by book or paper agents, lecturers or exhibition men, or by the exhibition of any books or articles of apparatus, unless by consent of the Board.

HALF-HOLIDAYS.

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

PROMOTIONS AND STANDINGS.

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

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

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

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

GRADUATION.

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

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

USE OF SCHOOL BUILDINGS.

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

PRESENTS.

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

CONTAGIOUS DISEASES.

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

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

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

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

ARTICLE IV.

QUALIFICATIONS OF TEACHERS.

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

2. The minimum legal qualifications for the position of teacher in the different grades of the school, as indicated by certificates, shall be

as follows: In the first four grades, certificates of the third grade will be required; in the fifth and sixth grades, certificates of the second grade; in the seventh and eighth grades, certificates of the first grade; and in the high school, certificates granted in accordance with the provisions of the state laws relating to free high schools.

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

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

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

SCHEDULE OF SALARIES.

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

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

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

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

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

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

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

DUTIES OF TEACHERS.

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

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

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

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

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

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

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

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

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

superintendent and to the parents or guardians of the pupils suspended.

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

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

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

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

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

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

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

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

ARTICLE V.

PUPILS.

1. All pupils are required to be prompt and regular in attendance at school, to conform strictly to the rules and regulations, to be diligent in study, to be obedient and respectful to all teachers, to be kind to each other, to refrain from the use of profane and indecent language, and to observe good order in and around the school buildings and on their way to and from school.

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

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

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

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

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

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

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

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

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

10. No pupil shall be allowed to retain connection with any pub-

lic school, unless furnished with books, slate, and other articles required. When parents are unable to furnish such articles on account of extreme poverty, it shall be the duty of the superintendent, upon the recommendation of the principal, to furnish them and present a bill of the same to the Board for payment.

11. Pupils of the High School who are allowed to take only two leading studies shall be required to be in attendance during one whole session, and shall be subject to the regular requirements regarding general exercises and rhetorical work.

ARTICLE VI.

JANITORS.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

These rules shall be observed by all the janitors of the public schools, except that the janitors of the Greenbush and the Northeast schools shall be required to devote only such a part of their time to the school work as may be necessary to keep their respective buildings in proper condition.

SPECIAL PROVISIONS OF THE LAWS OF WISCONSIN

RELATING TO THE MADISON PUBLIC SCHOOLS.

DISTRICT BOUNDARIES.

Chapter 295, Laws 1861 — Section 1. So much of the county of Dane as is or may hereafter be included within the corporate limits of the city of Madison, is hereby declared to be a separate school district, the government of which shall be as hereinafter provided.

Chapter 159, Laws 1861. — Section 1. Section five, the east half of the southeast quarter of section six, all of fractional section seven, lying east of the limits of the city of Madison, and the northwest fractional quarter of section eight, in township number seven, north of range number ten east of the fourth principal meridian in the state of Wisconsin, (be and the same) are hereby attached to and made a part of the town of Blooming Grove; *provided*, that the lands above described shall be and remain attached to the city of Madison school district, for school purposes, and all the taxes raised upon said lands or any of them, for school purposes, shall be paid over by the town of Blooming Grove to the city of Madison, for the support of a school at the school house in said city, east of the Catfish river.

Chapter 203, Laws 1867. — Section 1. (As amended by Chapter 127, Laws 1877.) All taxable property within those portions of the towns of Blooming Grove and Madison which are now or shall hereafter be attached to or connected with the city of Madison for school purposes, shall henceforth be subject to be taxed for the support and maintenance of the schools of said city, the same as property within said city. And in addition to the other taxable property now attached to said city for school purposes, the following mentioned property is attached to said city for school purposes only, to-wit: All that part and portion of section 26 of the town of Madison now owned and occupied by Edwin E. Bryant, being 14 and 10.100 acres on the south shore of

Lake Monona, and the personal property of the occupant thereof; and also all that part of the said section now owned and occupied by and assessed to Daniel O'Sheridan, and the personal property of the owner thereof.

Section 5. The city of Madison is hereby declared to be now and henceforth shall be exempt from all provisions of chapter 179 of the general laws of 1861, and the laws amendatory thereof, except in the matter of making reports to the county superintendent; and said city of Madison is now and shall hereafter be exempt from any tax provided for by said chapter 179 of said laws of 1861, and the act amendatory thereof, for compensation of the county superintendent of schools, or for any of the purposes designated in said act, and the electors of said city shall have no voice in electing such county superintendent.

Chapter 244, Laws 1883.—Section 1. The following described territory, situated in the county of Dane, namely: The west half ($\frac{1}{2}$) of the southeast quarter ($\frac{1}{4}$) and the east half ($\frac{1}{2}$) of the southwest quarter ($\frac{1}{4}$) of section twenty-two (22), in township number seven (7) north, of range nine (9) east, is hereby detached from the Fourth ward of the city of Madison and made a part of the town of Madison for all purposes.

Chapter 362, Laws 1885.—Section 1. The property of Amos Barnes, including his dwelling house and not to exceed ten acres of land located in the northeast quarter of section 26, town of Madison, is hereby detached and made a part of the Fourth ward of the city of Madison, for school purposes only.

Chapter 234, Laws 1893.—Section 1. All that part of section twenty-two, contained within the limits of the town of Madison, is hereby made a part of the city of Madison, for school purposes.

Chapter 309, Laws 1893.—Section 1. The following described territory situated in Dane county, commencing five chains and fifty links north of the east and west quarter line of section number twenty-six, town seven north, range nine east, and five chains west of the line between fractional lots one and two, of said section; thence west ten chains; thence north fourteen chains, to the shore of Third lake; thence easterly along the shore of said lake to a point five chains west from the east line of fractional lot number two; thence south thirteen and seventy-five hundredths chains to the place of beginning; and the northwest corner of lot one, section twenty-six, township seven north, range nine east, described as follows: Commencing at the northwest corner of the land deeded by W. Lafayette Smith and Elma H. Smith, his wife, to John Tuhey, December 8, 1880, running thence south along said

Tuhey's west line to the center of the Madison and Watercure road; thence west along the center of the Watercure road to within twenty feet of the east line of the land owned by the Chicago & Northwestern Railroad company; thence north and parallel to, and at all points twenty feet distant from, the said line of the land owned by the said Chicago & Northwestern Railroad Company, to the shore of lake Monona; thence in a northeasterly direction along the shore of said lake to the place of beginning, is hereby detached from the city of Madison for school purposes, and is annexed to, and made a part of school district number eleven, of the town of Madison, Dane county.

BOARD A CORPORATE BODY.

Chapter 295, Laws 1861.—Section 7. Said board shall be a body corporate, by the name of "the board of education of the city of Madison," in relation to all powers and duties conferred upon them by virtue of this act, as well also as those conferred by any law of the state relating to common schools. A majority of the same shall constitute a quorum. Said board shall at each annual meeting decide what compensation shall be allowed their superintendent, treasurer and clerk, for the ensuing year, and also decide the amount of the security it shall be the duty of the treasurer to give, prior to entering upon the duties of his office.

MEMBERS OF THE BOARD OF EDUCATION.

Chapter 295, Laws 1861.—Section 2. On the first day of December next, or within ten days thereof, and annually thereafter, the common council of the city of Madison shall elect two members of the board of education, whose term of office shall commence on the first day of January next ensuing, and continue for the term of three years, and until their successors are elected.

Section 3. The persons elected in accordance with the preceding section, shall be notified thereof by the city clerk within three days after their election, and within twenty days after their election, they shall take the oath prescribed by the constitution of this state, and file the same with the city clerk.

Chapter 322, Laws 1880.—Section 25. The mayor shall *ex-officio* be a member of the board of education of the city of Madison, and as such shall have the same rights and privileges as other members of the board of education.

Chapter 3, City Charter.—Section 11. On the third Tuesday of April of each year, or within ten days thereafter, the common council

may elect one superintendent of streets and a city surveyor, and a city attorney, and at the same time the said council shall elect one of its number to be a member of the board of education, each one of whom shall hold his office until the next third Tuesday in April; and the common council shall have power to fill, from time to time, vacancies that may exist in said offices.

Chapter 295, Laws 1861.—Section 5. Whenever any vacancy shall occur in the board of education, the clerk shall notify the common council, who shall thereupon elect a person to fill such vacancy.

OFFICERS OF THE BOARD.

Chapter 295, Laws 1861.—Section 4. On the first day of January, or within ten days thereof, and annually thereafter, the board of education shall elect by ballot, from their own body, a president, treasurer and clerk, and at the same time, and every two years thereafter, the board shall elect by ballot a superintendent of schools, who shall be a resident of said school district, and shall hold his office for the term of two years. The president, treasurer and clerk, shall each hold his office for the term of one year, and until his successor is elected and qualified.

Section 6. The board shall have power to remove from office the superintendent, clerk or treasurer, for official misconduct or negligence, by a vote of two-thirds of its members, excluding the vote of the party on trial, but no member shall be so removed without due notice, and a full and impartial hearing.

SUPERINTENDENT OF SCHOOLS.

Chapter 203, Laws 1867.—Section 7. Section 4 and 6 of chapter 295 of the private and local laws of 1861, are hereby amended, by striking out of each of said sections all provisions whatever contained therein, relating in any way to a superintendent of schools, and that office as therein constituted, is hereby abolished.

Section 8. The board of education of the city of Madison are hereby empowered and authorized to contract with and employ some suitable person, who shall hold his position during the pleasure of the board, to superintend and have charge of the schools of said city, and to perform the duties required of a superintendent, as provided by the (rules and regulations) adopted by said board; and said board may from time to time further define and prescribe or change the duties of such superintendent as circumstances may require.

DUTIES OF CLERK.

Chapter 295, Laws 1861.—Section 8. The clerk shall keep a record of the proceedings of said board, and all the records and papers belonging thereto, which records, or transcripts thereof, certified by the president and clerk, shall be received in all courts as *prima facie* evidence of the facts therein set forth; and such record and all the books and accounts of said board shall be always subject to the proper inspection of any elector of said city; and the said books, records and accounts, shall be the property of said board and their successors in office. Between the first and fifteenth days of July in each year, the clerk shall cause to be taken a census of all children between the ages of four and twenty years, and report the same to the state superintendent of public instruction, as provided by section thirty of chapter twenty-three of the revised statutes, and he shall perform such other duties as the board may prescribe. He shall also have power and authority to administer oaths and affirmations.

DUTIES OF THE BOARD.

Chapter 11, City Charter.—Section 2. The common schools of the city of Madison shall be under the supervision and control of the board of education, as provided by chapter 295, of the general laws of 1861, and the acts amendatory thereof; provided, that said board of education of said city, is hereby authorized, if it deems it advisable, to direct one or more of the teachers in the common schools in said city, to instruct such of their pupils as wish it, in one or more of the modern languages, besides the English, but in such a manner that none of said scholars shall devote more than one-fourth of their time in school, to any other than English language and studies.

Chapter 295, Laws 1861.—Section 11. The said board of education may cause a suit or suits to be prosecuted in their own name upon the official bond of their treasurer, for any default, delinquency, or official misconduct, in relation to the collection, safe keeping, or payment of any money mentioned in this act.

Section 12. The board shall have the power and it shall be their duty:

1. To establish and organize such and so many schools, in different parts of the city, as they shall deem requisite and expedient, and to allow and discontinue the same.

2. To purchase or hire school houses or rooms, and lots and sites for school houses, and to fence and improve them as they may deem proper.

3. Upon such lots, and upon any sites now owned by said city, to build, enlarge, alter, improve and repair school houses, out-houses and appurtenances, as they may deem advisable.

4. To purchase, exchange, improve and repair school apparatus, books for indigent pupils, furniture and appendages, and to provide fuel for the schools, and to defray their contingent expenses, and the expense of the library.

5. To have the custody and safe-keeping of the school houses, out-houses, books, furniture and appendages, and to see that the ordinances of the city in relation thereto are observed.

6. (As amended by Chapter 146, laws of 1863, section 2.) To contract with all teachers for said district, from the number of those to whom the board shall have granted certificates of qualification, and at their pleasure to remove them.

7. To pay the wages of such teachers out of the school money which shall be provided for said city, so far as the same shall be sufficient, and the residue thereof from the money authorized to be raised for that purpose by section eleven of this act, by tax upon the city.

8. To defray the necessary contingent expenses of the board, including the salary of the clerk, treasurer and superintendent.

9. To have in all respects the superintendence, supervision and management of the common schools in said city, and from time to time to adopt, alter, modify and repeal, as they may deem expedient, rules and regulations for the organization, government, instruction and reception of pupils, and their transfer from one school to another, and generally, for the promotion of their good order, propriety and public utility; *provided, however*, that they shall have no power to exclude the child of any resident of said city for any cause except immorality, or on the ground of health.

10. To sell, whenever in the opinion of the board it may be advisable, any of the school houses, lots or sites, or any of the school property, now or hereafter belonging to the district.

11. To prepare and report to the common council such ordinances and regulations as may be necessary or proper for the protection, safe-keeping, care and preservation of school houses, lots and sites and appurtenances, and all the property belonging to the district connected with or appertaining to the schools, and to suggest proper penalties for the violation of such ordinances and regulations, and annually, on or before the first day of July, to determine and certify to said common council, the sums in their opinion required or proper to be raised under the ninth section of this act. The school, established or maintained

under the provisions of this act, shall be free and without charge to all the children between the ages of six and twenty years, residing in the district, subject to such reasonable and proper classification as the board may order.

Section 15. It shall be the duty of the said board in the month of January of each year, to publish a full report of their doings for the preceding year.

Section 16. The said board shall be subject to the rules and regulations which have been or may be made by the state superintendent of schools, so far as the same may be applicable to them, and not inconsistent with the provisions of this act.

Section 18. The common council of the city of Madison shall have the power, and it shall be their duty, to pass such ordinances and regulations as the board of education may report as necessary and proper for the protection, safe-keeping, care and preservation of the school houses, lots, sites and appurtenances, and all the property belonging to or connected with the schools in said city, and to impose proper penalties for the violation thereof, subject to the restrictions and limitations contained in the act of incorporation of said city; and all such penalties shall be collected in the same manner in which the penalties for a violation of the city ordinances are by law collected, and when collected shall be paid to the treasurer of the city, and be subject to the order of the board of education, in the same manner as other money raised pursuant to the provisions of this act.

Section 22. The provisions of the laws of this state relative to common schools, and which are not inconsistent with this act, shall apply to the district hereby established, but the town superintendent shall not have power to alter the limits of said district.

Section 23. Whenever any money, orders or tax certificates shall be delivered to the city of Madison by the county of Dane, in payment of the taxes returned on the city delinquent list, it shall be the duty of the city treasurer to pay over that proportion of each of the money, orders or tax certificates so received, which may be due the board of education, to the treasurer of said board.

SPECIAL REPORT.

Chapter 11, City Charter, Section 2.—The board of education shall, annually, on the 1st day of September, and oftener, if required, report in writing to the common council a full and detailed statement of the financial affairs and transactions of the board, for the year preceding, and of its wants and requirements for the ensuing year.

NON-RESIDENT CHILDREN.

Chapter 295, Laws 1861, Section 13.— Said board of education shall have power to allow the children of persons not resident within the city to attend any of the schools in said city upon such terms as said board shall by resolution prescribe.

DISTRICT SCHOOL LIBRARY.

Chapter 295, Laws 1861, Section 14.— The said board of education shall be trustees of the district library in said city, and all the provisions of law, which now are or hereafter may be passed, relating to district school libraries, shall apply to the said board in the same manner as if they were trustees of an ordinary school district. They shall also be vested with the discretion, as to the disposition of the money appropriated by any law of the state for the purchase of libraries, which is therein conferred upon the inhabitants of school districts. It shall be their duty, whenever they shall deem it advisable, to provide a library room and all the necessary furniture therefor, to appoint a librarian, to make all purchases of books for said library, and from time to time to exchange, or cause to be repaired, the damaged books belonging thereto. They may also sell any books they may deem useless or of improper character, and apply the proceeds to the purchase of other books.

TITLE OF PROPERTY IN BOARD.

Chapter 295, Laws 1861, Section 19.— The title of the school houses, sites, lots, furniture, books, apparatus, appurtenances and all other property in this act mentioned shall be vested in the said board, and the same while used or appropriated for school purposes, shall not be levied upon or sold by virtue of any warrant or execution, not (nor) be subject to taxation for any purpose whatever. And the said board, in its corporate capacity, shall be able to take, hold and dispose of any real or personal estate transferred to it by gift, grant, bequest or devise, for the use of the common schools of the said city.

EXAMINATION OF TEACHERS.

Chapter 146, Laws 1863, Section 1.— The board of education shall hold an annual meeting, for the examination of teachers, at such time as they may by resolution determine. A public notice of such meeting shall be advertised in at least two newspapers published in the city of Madison. The board of education shall grant certificates of qualification to all teachers who shall pass a satisfactory examination at such meetings. Such certificates of qualification shall be signed by the

superintendent, and be attested by the clerk of the board. The teachers in the public schools of the city of Madison shall be chosen from those to whom the board of education shall have granted certificates of qualification.

POWER TO BORROW MONEY.

Chapter 410, Laws 1887, Section 1.—The commissioners of the public lands are authorized to loan, at their discretion, a portion of the trust funds of this state, not exceeding the sum of forty-five thousand dollars, to the board of education of the city of Madison, and said board of education is hereby authorized to borrow a sum not exceeding the amount above named, of said commissioners or elsewhere and to issue to said commissioners or other persons of whom said sum is borrowed, certificates of the indebtedness so contracted. Said indebtedness shall bear interest at a rate not exceeding seven per cent. per annum as the parties may agree, and said interest shall be paid annually together with one-tenth of the principal sum, until the whole is paid, in accordance with the provisions of the charter of said city of Madison, providing for the levy and collection of taxes, and the payment thereof to the treasurer of said board of education.

TAXATION FOR SCHOOL PURPOSES.

Chapter 244, Laws 1889.—Section 6. The sum of one-tenth of one per cent. of the assessed valuation of the real and personal property of this city shall be set apart to be paid to the treasurer of the board of education, and it shall be applied to the payment of the principal and interest on a loan of forty-five thousand dollars or less that may be made by the board of education of said city, for building purposes, so long as any part of such loan remains unpaid, and when said loan and interest is wholly paid, said money so collected shall be set apart and used for the payment of the principal and interest of the bonded debt of the city, so long as any portion of the debt remains unpaid, and a further sum equal to four-tenths of one per cent. of the assessed valuation of the real and personal property of the city, or such less sum as the board of education may by resolution determine to be sufficient, shall be set apart and used for the payment of the current and contingent expenses of the city schools and for no other purpose whatever.

LEVY AND COLLECTION OF TAXES IN JOINT DISTRICT.

Chapter 203, Laws 1867.—Section 2. It shall be the duty of the city clerk of the city of Madison, in the year 1867, and in each year thereafter, to ascertain the rate per cent. which all taxes raised in said year in said city for school purposes, bear to the assessed value of all the

property taxed within said city for that, and on or before the 25th day of November, in such year, in writing, to notify the town clerk of the town of Blooming Grove, and also the town clerk of the town of Madison, of such per cent. or rate of taxation in said city for school purposes; and it shall thereupon be the duty of said town clerk of Blooming Grove, and the said town clerk of the town of Madison, immediately to carry out on the tax rolls of their towns, respectively, for such year, a tax for school purposes of the same per cent. on all taxable property within that portion of their respective towns so attached to said city for school purposes; and such tax so carried on such tax rolls is hereby declared duly levied, and a lien on such taxable property until paid, the same as other taxes, as provided by law.

Section 3. It shall be the duty of the treasurer of the town of Blooming Grove and of the treasurer of the town of Madison, to collect said tax in the same manner as other taxes; and the said treasurers, respectively, shall pay over in each year in full the amount of taxes so carried out on said rolls and assessed on said property in their towns, respectively, for the purposes of schools in the city of Madison, to the treasurer of the board of education of the said city, in the same order and as they are now required by law to pay moneys raised for common school purposes, and returned taxes collected for any school district, whether such town treasurer has collected said tax or not.

Section 4. If the taxes hereby provided for shall not be collected by said treasurers, they shall be returned with and as delinquent taxes, and their collection enforced in the manner now provided by law for collecting delinquent taxes.

SPECIAL TAX.

Chapter 11, City Charter.—Section 2. The common council shall have power to levy a special tax to pay all outstanding valid claims against the board of education, or such part thereof, as it may deem proper, and the money arising from such tax shall be applied to no other purpose whatever. Money shall be paid from the treasury of the board, on future appropriations only, on certificate of its president and clerk, and no order on the treasury, nor other evidence of debt, shall hereafter be issued upon the allowance of claims.

MONEY MUST BE PAID TO THE TREASURER.

Chapter 295, Laws 1861.—Section 10. All moneys to be raised, pursuant to the provisions of this act, and all school moneys, by law appropriated to or provided for said city, shall be paid to the treasurer of said board, who shall give his receipt therefor to the proper officer, and who, together with the sureties upon his bond as treasurer, shall be accountable therefor, in the same manner as the treasurer of said city is liable for moneys coming into his hands as treasurer; and the said treasurer shall also be liable to the same penalties for any official misconduct in relation to the said money, as is the treasurer of said city.