



# **Annual report of the public schools of the city of Madison, Wis.: 1899-1900.**

Madison, Wisconsin: Tracy, Gibbs and Co., Printers, [s.d.]

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ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON, WIS.

1899-1900.

MADISON, WIS.

TRACY, GIBBS & CO., PRINTERS.

1900.

## **DIRECTORY.**

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### **BOARD MEETINGS.**

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

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### **SUPERINTENDENT.**

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

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### **SCHOOL SESSIONS.**

High School—From 8:45 A. M. to 12:15 P. M., and from 2 to 4 P. M.

Ward Schools—From 8:45 A. M. to 12:15 P. M., and from 2 to 4

P. M. Greenbush—From 9:00 A. M. to 12 M., and from

1:30 to 3:30 P. M. Northeast School—From 9:00

A. M. to 12 M., and from 1 to 3:30 P. M.

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### **SCHOOL CALENDAR—1900-1901.**

#### **FALL TERM—**

Opens Monday, September 10, and closes Friday, December 21.

#### **WINTER TERM—**

Opens Monday, January 7, and closes Friday, March 29.

#### **SPRING TERM—**

Opens Monday April 8, and closes Friday, June 14.

## BOARD OF EDUCATION.

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1900.

### OFFICERS.

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

### MEMBERS.

	Term Expires.
O. S. NORSMAN.....	219 W. Gilman..... 1900
JOHN H. CORSCOT.....	1222 E. Johnson..... 1900
JULIUS G. O. ZEHNTER .....	111 E. Wilson..... 1901
EDWIN A. BIRGE.....	744 Langdon..... 1901
M. R. DOYON.....	752 E. Gorham..... 1902
ANTHONY DONOVAN.....	430 Clymer..... 1902
MAYOR M. J. HOVEN .....	349 W. Mifflin..... <i>Ex-officio</i>
ALD. MARTIN PAYTON .....	1344 E. Dayton..... <i>Ex-officio</i>

## COMMITTEES.

### STANDING.

Teachers .....	DOYON, CORSCOT, ZEHNTER.
Course of Study .....	BIRGE, DONOVAN, CORSCOT.
Finance .....	DONOVAN, ZEHNTER, BIRGE.
Supplies .....	NORSMAN, BIRGE, PAYTON.
Buildings .....	ZEHNTER, DOYON, HOVEN, DONOVAN.

### VISITING.

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

## **CITIZENS' VISITING COMMITTEE.**

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**PROF. B. H. MEYER, Chairman.**

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### **HIGH SCHOOL:**

PROF. B. H. MEYER,  
MRS. F. C. SHARP,  
MRS. J. A. AYLWARD,  
MRS. L. M. FAY,  
MISS A. C. EMERY,  
PROF. W. S. MARSHALL,  
REV. JOSEPH HEYDE.

### **GRAMMAR GRADES:**

PROF. O. G. LIBBY,  
MRS. H. W. HILLYER,  
MRS. N. O. WHITNEY,  
MRS. O. D. BRANDENBURG,  
MRS. F. E. PARKINSON,  
MRS. M. R. DOYON.

### **PRIMARY GRADES:**

MRS. GEO. NECKERMAN,  
MRS. W. W. PERRY,  
MRS. E. F. GIBBS,  
MRS. R. G. SIEBECKER.

## DEPARTMENT OF INSTRUCTION.

1899-1900.

R. B. DUDGEON ..... Superintendent.

### HIGH SCHOOL.

J. H. HUTCHISON	Principal.
ANNA B. MOSELEY	Latin.
SUE TULLIS	Latin.
MARY McGOVERN	English Literature.
GERTRUDE ANTHONY	Natural Sciences.
FLORA C. MOSELEY	English.
FLORENCE E. VERNON	Rhetoricals.
GERTRUDE DE REAMER	English.
IRMA KLEINPELL	German.
ALMA STOCK	German.
LENORE T. O'CONNOR	German.
JULIA E. MURPHY	History.
GEO. M. LINK	Mathematics.
RUTH MARSHALL	Physical Geography.
MARY OAKLEY	Mathematics.
EDNA R. CHYNOWETH	History.
A. R. DENU	Civil Government.
EDITH NELSON	Greek.

### ALL SCHOOLS.

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

### FIRST WARD.

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

### SECOND WARD.

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

## MADISON PUBLIC SCHOOLS.

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## THIRD WARD.

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

## FOURTH WARD.

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

## FIFTH WARD.

ADELINE MARVIN .....	Principal.
LOUISE COGGESHALL .....	Second Grammar.
NELLIE BLACKMAN.....	First Grammar.
MAE STARIN.....	First Grammar.
MARY E. TRETTIEN .....	Second Primary.
ELLA HEILIGER.....	Second Primary.
ELLA F. BISSELL .....	First Primary.
CLARE DENGLER .....	First Primary.

## SIXTH WARD.

KATE H. FEENEY .....	Principal.
ALICE PARSONS .....	First Grammar.
ELIZABETH FULTON .....	First Grammar.
EMMA A. SMITH .....	First Grammar.
SARAH LOOMIS .....	Second Primary.
EMILY H. DETTLOFF .....	Second Primary.
ETHELYN COLWELL .....	Second Primary.
ADDIE I. SUTHERLAND.....	First Primary.
GRACE R. POTTER.....	First Primary.
ALICE M. EUSTIS .....	First Primary.
MADELINE SLIGHTAM.....	Kindergarten.
CHARLOTTE NORTON.....	Kindergarten Asst.

## GREENBUSH.

SADIE GALLAGHER .....	Principal.
NORA CULLIGAN .....	Primary.

## NORTHEAST DISTRICT.

EMMA N. BIBBS.....	Primary.
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## DEPARTMENT OF INSTRUCTION.

1900-1901.

R. B. DUDGEON ..... Superintendent.

### HIGH SCHOOL.

J. H. HUTCHISON.....	Principal.
ANNA B. MOSELEY.....	Latin.
SUE TULLIS.....	Latin.
MARY McGOVERN.....	English Literature.
Flora C. MOSELEY.....	English.
LAURA H. WELD.....	English.
EDWIN A. SNOW.....	Rhetoricals.
IRMA M. KLEINPELL.....	German.
ALMA STOCK.....	German.
LENORE T. O'CONNOR.....	German.
JULIA E. MURPHY.....	History.
FLORENCE P. ROBINSON.....	History.
EDNA R. CHYNOWETH.....	History.
GEO. M. LINK.....	Mathematics.
MARY OAKLEY.....	Mathematics.
GERTRUDE ANTHONY.....	Science.
CHARLES G. STANGEL.....	Science.
HERMAN CHURCHILL.....	Science.
HARRY W. ADAMS.....	Civics.
EDITH NELSON.....	Greek.

### ALL SCHOOLS.

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

### FIRST WARD.

MARY L. EDGAR.....	Principal.
EDITH B. CAREY.....	First Grammar.
ROSETTA BLAZER.....	Second Primary.
CHRISTINE B. BANDLI.....	Second Primary.
ADELAIDE WILKE.....	First Primary.
ELLA LARKIN.....	First Primary.

### SECOND WARD.

MARGARET A. FORAN.....	Principal.
Jessie B. Hunt.....	First Grammar.
ELIZA M. HERFURTH.....	Second Primary.
EMMA G. HYLAND .....	Second Primary.
EMMA SNYDER .....	Second Primary.
PAULINE H. SHEPARD.....	First Primary.

## THIRD WARD.

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

## FOURTH WARD.

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

## FIFTH WARD.

ADELINE MARVIN .....	Principal.
MARY E. BROWN .....	Second Grammar.
NELLIE BLACKMAN .....	First Grammar.
MAE STARIN .....	First Grammar.
MABEL PALMER .....	Second Primary.
ELLA HEILIGER .....	Second Primary.
ELLA F. BISSELL .....	First Primary.
CLARE DENGLER .....	First Primary.

## SIXTH WARD.

KATE H. FEENEY .....	Principal.
ALICE PARSONS .....	First Grammar.
ELIZABETH FULTON .....	First Grammar.
SARAH LOOMIS .....	Second Primary.
EMILY H. DETTLOFF .....	Second Primary.
GRACE R. PORTER .....	First Primary.
ALICE M. EUSTIS .....	First Primary.
MADELINE SLIGHTAM .....	Kindergarten.

## SEVENTH WARD.

JESSIE HUNGERFORD .....	Principal.
ETHELYN COLWELL .....	Second Primary.
ADDIE I. SUTHERLAND .....	First Primary.

## GREENBUSH.

SADIE GALLAGHER .....	Principal.
NORA CULLIGAN .....	Primary.

## NORTHEAST DISTRICT.

EMMA N. BIBBS .....	Primary.
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## **JANITORS.**

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High School.....John Morris.....815 E. Gorham Street.  
First Ward.....George Link.....515 University Ave.  
Second Ward.....Martin Amundson....211 Blair Street.  
Third Ward.....John C. Butler .....128 N. Franklin Street.  
Fourth Ward.....Matthew Culligan....314 W. Clymer Street.  
Fifth Ward.....W. E. Oakey.....202 Bruen Street.  
Sixth Ward.....James Thompson.....1210 Jenifer Street.  
Northeast District....John G. Schultz.....Atwood Ave.  
Greenbush.....Marie Storm.....S. Park Street.

## CLERK'S STATEMENT.

Receipts and expenditures of the Board of Education of the City of Madison, from July 1, 1899, to June 30, 1900.

### *Receipts.*

Balance on hand July 1, 1899.....	\$7,172 87
State aid to high schools.....	500 00
State apportionment .....	5,937 58
City school tax .....	42,189 12
County school tax .....	5,640 00
Town of Madison joint district tax.....	1,094 15
Town of Blooming Grove district tax.....	661 90
Tuitions collected.....	1,296 00
Miscellaneous receipts .....	22 25

### *Expenditures.*

Apparatus and library .....	\$273 71
Miscellaneous supplies .....	1,559 10
Repairs.....	2,863 77
Janitors and labor.....	3,335 20
Fuel .....	4,929 54
Furniture.....	506 80
Clerk's salary and census .....	300 00
Printing .....	140 00
Free text-books.....	322 67
Interest on overdrafts .....	185 93
Macadam tax paid.....	197 74
Schoolhouse site, Seventh ward.....	2,100 00
Payments on Seventh ward building.....	1,465 50
Teachers' wages.....	36,585 24
Balance on hand June 30, 1900 .....	9,748 67
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	\$64,513 87
	\$64,513 87

O. S. NORSMAN, *Clerk.*

## TREASURER'S REPORT.

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Receipts and Expenditures, July 1, 1899, to June 30, 1900.

*Receipts.*

**1899.**

July 1.	To balance on hand.....	\$ 7,172 87
July 31.	From R. B. Dudgeon, tuitions collected.....	6 00
Dec. 30.	From old iron sold from 2d ward school .....	7 25
"	From city treasurer, part school tax..	20,000 00
1900.		
Jan. 31.	From R. B. Dudgeon, tuitions collected.....	482 00
"	From Martin Payton, for old iron, high school .....	15 00
"	From state treasurer, state aid, high school .....	500 00
"	From city treasurer, balance city and county school tax.....	27,829 12
Feb. 28.	From county treasurer, state apportionment school fund.....	5,937 58
June 30.	From C. Vetter, town treasurer, of Blooming Grove, joint district tax, 1899.....	661 90
"	From Geo. C. Russell, town treasurer town of Madison, joint district tax, 1899.....	1,094 15
"	From Jas. Pierson, tuition .....	15 00
"	From R. B. Dudgeon, Supt., tuitions collected.....	793 00
		<hr/>
		\$64,513 87

*Expenditures.*

Certificates of appropriation paid from July 1, 1899, to June 30, 1900 .....	\$54,765 20
Balance on hand July 1, 1900.....	9,748 67
	<hr/>
	\$64,513 87

E. A. BIRGE, *Treasurer.*

## SUPERINTENDENT'S REPORT.

*To the Board of Education:*

GENTLEMEN—I herewith submit the annual report of the public schools of the city of Madison for the year ending June 30, 1900. This will constitute the forty-fifth report of the series, and the ninth by me.

### SUMMARY OF STATISTICS.

CENSUS.	1898-99.	1899-1900.
Population of the city of Madison.....	18,000	18,000
Assessed valuation.....	\$7,991,879	
Number of children of school age in the city:		
First Ward.....	348	358
Second Ward.....	643	666
Third Ward.....	352	308
Fourth Ward.....	910	915
Fifth Ward.....	818	772
Sixth Ward.....	877	879
Seventh Ward.....	580	577
Eighth Ward.....	694	681
Joint School District, N. E.....	68	78
Joint School District, Wingra Park.....	98	103
Total .....	5,388	5,337

### ENROLLMENT.

Number of children enrolled in the public schools:

High School.....	534	578
First Ward.....	277	404
Second Ward.....	310	270
Third Ward.....	433	424
Fourth Ward.....	207	209
Fifth Ward.....	458	438
Sixth Ward.....	542	591
Northeast School.....	55	50
Greenbush.....	78	91
Total.....	2,893	3,055

Number of pupils in the different grades:	1898-99.	1899-1900.
Kindergarten.....	132	169
First Grade.....	378	377
Second Grade.....	342	341
Third Grade.....	349	351
Fourth Grade.....	295	314
Fifth Grade.....	267	281
Sixth Grade.....	214	277
Seventh Grade.....	210	187
Eighth Grade.....	172	180
First Year, High School.....	201	199
Second Year, High School.....	131	154
Third Year, High School.....	106	118
Fourth Year, High School.....	96	107
Total.....	2,893	3,055

## ATTENDANCE.

Per cent. enrolled.....	53	57
Average membership.....	2,526	2,660
Average daily attendance.....	2,376	2,507
Per cent. of attendance.....	93	94
Total days of attendance for year.....	437,737	461,366

## BUILDINGS.

Number of buildings occupied.....	9	9
Number of regular school rooms.....	46	49
Number of recitation rooms used.....	13	16
Number of sittings for pupils.....	2,717	2,762

## TEACHERS.

Number in High School.....	15	18
Number in second grammar grade.....	8	8
Number in first grammar grade.....	8	10
Number in second primary grade.....	13	13
Number in first primary grade.....	13	13
Teacher of drawing.....	1	1
Teacher of music.....	1	1
Kindergarten.....	1	2
Kindergarten assistants .....	2	2
Total.....	62	68

## TEACHERS' REPORT.

	1898-99.	1899-1900.
Times teachers were tardy .....	172	139
Half days' absence .....	187	217
Visits made to parents.....	572	447
Visits made to sick pupils .....	331	244

## VISITS TO THE SCHOOLS.

Number by the superintendent.....	380	414
Number by members of the board.....	175	106
Number by parents.....	2,081	2,541
Number by others .....	2,525	2,388

## AVERAGE AGE OF PUPILS.

Upon entering High School, June 15, 1900 ..... 14 yrs. 5 mo. 29 days.  
Upon graduating from High School, June 15, 1900. 18 yrs. 2 mo. 6 days.

## STATISTICS.

The enumeration of children of school age in the city at the close of the school year gave 2,634 boys and 2,703 girls, making a total school population of 5,337.

The entire number of pupils enrolled for the year was 3,055, of which number 1,536 were boys and 1,519 were girls. As has been the case in our schools for a number of years, the number of boys enrolled exceeded that of the girls.

The number registered was 57 per cent. of the school population of the city. The pupils were distributed among the grades as follows: Kindergarten, 169, or 5.5 per cent. of the whole number enrolled; primary grades, 1,383, or 45.3 per cent.; grammar grade, 925, or 30.3 per cent.; high school, 578 or 18.9 per cent.

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

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

## COST OF SCHOOLS.

Amount paid out for the year:	1897-98.	1898-99.	1899-1900.
Teachers .....	\$33,050 06	\$34,008 67	\$36,585 24
Incidentals.....	14,008 39	11,691 49	14,230 79
New buildings.....			3,565 50
Street macadam and interest...	551 55	560 81	383 67
	<hr/>	<hr/>	<hr/>
	\$47,610 00	\$46,260 97	\$54,765 20

## Cost per pupil for tuition alone:

Upon number enrolled .....	\$10 50	\$10 52	\$10 81
Upon average membership....	12 03	12 05	12 42
Upon average attendance.....	12 86	12 82	13 18

## Cost per pupil for supervision:

Upon number enrolled.....	1 26	1 23	1 16
Upon average membership....	1 45	1 41	1 34
Upon average attendance.....	1 55	1 49	1 42

## Cost of pupil for incidentals:

Upon number enrolled.....	4 98	4 04	4 66
Upon average membership....	5 71	4 63	5 35
Upon average attendance.....	6 11	4 92	5 67

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

Upon number enrolled.....	16 74	15 79	16 63
Upon average membership....	18 19	18 09	19 11
Upon average attendance.....	20 52	19 23	20 27

## Total cost per day for each pupil:

Upon number enrolled .....	.091	.085	.089
Upon average membership....	.104	.098	.103
Upon average attendance.....	.111	.104	.109

## Cost per pupil in the ward schools for tuition:

Upon number enrolled .....	8 47	8 54	8 66
Upon average membership....	9 81	10 08	9 93
Upon average attendance.....	10 49	10 64	10 62

## Cost per pupil in high school for tuition:

Upon number enrolled .....	\$20 17	\$19 31	\$20 03
Upon average membership ....	22 59	22 55	23 19
Upon average attendance .....	23 58	23 23	23 72

## SCHOOL ACCOMMODATIONS.

The opening of the new building in Seventh ward will relieve in some measure the crowded condition of the ward schools. This building, however, in no way meets the imperative need of more room in the high school. The conditions here are well-known both to the board and to all interested citizens, and need no further discussion at this time. However, we do wish to say that, pressing as the need may be for more room, we trust there will be no inclination to compromise in this matter by making additions to or enlarging in any way the present building. Madison may never be the first city in the state in population or in a commercial way, but it is and will continue to be the leading city in educational matters, and must have a high school building in some degree commensurate with the educational needs of such a city. While in almost every part of the state fine high school buildings have been constructed within the past few years, it is most humiliating that one of the poorest and most inadequate buildings is permitted to minister to the wants of one of the largest high schools in the state. That additional high school accommodations are imperatively needed, no one will deny. That a wholly new building with unity in plan and appointments is far preferable to any addition to or reconstruction of the old building, we believe a large majority of the intelligent citizens will concede.

In addition to accommodations and facilities for the regular work, such a building should provide for instruction in manual training and domestic economy;

should contain ample laboratory space, an assembly room with a capacity for one thousand or more pupils, a large gymnasium, and a system of baths. For such a building not less than one hundred thousand dollars would be required. A building costing much less than this would be inadequate to the needs of the school and out of keeping with the progressive spirit of our intelligent community.

#### THE WORK OF THE YEAR.

On the whole the work of the year has been strong and not without positive and gratifying results. One of the most satisfactory features was the excellent spirit which characterized the work in all departments. This spirit was due mainly to the devotion and genuine interest manifested at all times by the teachers. There are three things which are necessary to the greatest efficiency of the teacher—a thorough knowledge of the branches taught, a clear comprehension of the fundamental principles of the science of education, and a *genuine personality*. These are the qualifications which must accompany all true teaching. Some one has called these the *matter, method, and spirit* of teaching. The first two qualifications must not be undervalued, but it is the personal presence, the force of character, and the moral strength that make the true teacher. "I am not speaking," says Dr. W. H. Payne, "of something which cannot be articulately described, but of something of which we are all conscious when we think of a real teacher and his work. Grant to the painter his palette, his brushes, his paints, and the formal rules of his art, but with only these things he is merely a mechanic. What will transform this mechanic into an artist? Fair ideals, a divine sense of beauty, and a conception of the possibilities of art. It is only under the domination of this spirit that the artist becomes a creator. Now, what I wish to say is that by

some means a spirit akin to this must be infused into a body of scholars, in order that they may become teachers. There must be some ideal to serve as the goal of one's effort; some sense of the sacredness and grandeur of the teaching office, and a conception of what is possible through the resources of the teacher's art. This change of spirit and of purpose is so marked that sometimes, in speaking of it, I have ventured to call it conversion."

"As all roads lead to Rome," said Superintendent Howland, "so from whatever point or on what line soever I proceed, my thought always brings me at last to the teacher, on whose fitness and fidelity the efficiency of all these forces depends. First of all her qualifications is that wholesome personal influence, still unexplained by the philosopher, but read by the veriest child—that something which embraces the will of the new-comer, makes it subservient to her desire, and leads him unconsciously along the path of duty, and brings him into harmony with the conditions of the schoolroom. It inspires him with a self-respect and pride in his school, and encourages him to the performance of otherwise irksome tasks. Under her guidance labor becomes a pleasure, and the irksomeness of restraint takes on the garb of joyous compliance with the wishes of a trusted guide. Harshness and severity are unknown, because unneeded; censure has changed to loved counsel; and willing, earnest effort, little by little, takes the place of forced and unfruitful toil."

It is this intangible something, emanating from the personality of the teacher, which gives tone and character to the school. It is this influence which makes the school wholesome and helpful to the pupils. It is the presence of this spirit which transforms the work of teaching from the "sorriest of trades" into the "grandest of profes-

sions." It is most gratifying to feel that with this spirit in our schools the past year has not been without growth and inspiration to both teachers and pupils.

#### THE COURSES IN OUR ELEMENTARY SCHOOLS.

One of the most valuable contributions to the educational literature of the day was made by Pres. Adams in the form or a report on the course of study in elementary schools. This report was read before the grammar grade section of Wisconsin Teachers' Association, at the last meeting, and is published in Bulletin of Information No. 6, issued by the State Superintendent. Feeling that no outline of review could do justice to this comprehensive document, nothing of this nature will be attempted. We will, however, quote the clear statement of the nature and purposes of elementary education with which the report is introduced:

"What then is it that insures success in education? The answer is not difficult. It is not that kind of schooling which simply fills us with facts, but that which develops within us certain qualities and characteristics. It is not enough to take food into the stomach, for it is never useful until it is disintegrated and digested and transferred into the blood, the brain, the muscles, and the spine. The processes of education are analogous to those of building up and strengthening the body. As in the one case, it is only what is digested that is used; so in the other, that only is of really essential service which is converted into certain habits and methods of thought and feeling and action. If these are secured, it hardly matters if nine-tenths of the facts learned in school are forgotten. Let us plant ourselves firmly on the ground that there are a few fundamental and elemental conditions of general success in life. These are a habit of discriminating observation; the possession of the inductive faculty,

*i. e.*, the faculty of drawing correct references; that power of contingent reasoning which we call good judgment; the ethical ability to discriminate correctly and clearly between right and wrong; and that firm and serene force of conscience and character which may be relied upon to adopt that which is right, and reject that which is wrong. Whatever may be a pupil's text-book deficiencies, if there be any one who has these qualities and characteristics, all other things shall be added unto him. If there be any one who has *not* these characteristics, in at least considerable measure, his text-book knowledge, be it ever so perfect and ever so comprehensive, will be of little value in after life. And here lies the reason why such men as Washington and Lincoln, and so many of the modern successful captains of industry have achieved such triumphant success after so little schoolroom and text-book education.

If these positions are correct, it follows of absolute necessity that the education most needed is that which best develops these indispensable qualities. It is not so much what the pupil knows that is to lead him to success, as it is what he perceives, what he desires, what he longs for, what he approves, and what he is determined to accomplish. Barring the technical knowledge necessary in particular vocations, these are the principles by which the success of every educational system must finally be judged.

It follows as an inevitable consequence that in every study the aim of the teacher should be so to awaken the mind of the pupil as to develop one or all of these qualities. It was precisely the ability to do this in very large measure that made consummate teachers of such men as Arnold, Agassiz, Pestalozzi, and Hopkins. \* \* \* \* \* Two conclusions inevitably follow. The first is that great results are more dependent upon the method of teaching

than upon what is taught. Good teachers, if possible, great teachers are, after all, the principal thing. Let it be understood once for all, that in our opinion no course of study can atone for incapacity in the teacher's chair. Even a handsome and costly schoolhouse, desirable as it may be in itself, may be a curse; literally a curse if its erection and care prove such a burden as to make the employment of the best obtainable teachers impossible. No good school can ever be the best until the controlling authorities are determined, at whatever cost, to secure the best available teachers in all the positions. The other consequence is that whether good teachers or bad ones are employed, the best results can only be secured when those courses of study are pursued which are best adapted to the development of the qualities and characteristics necessary to success. And this brings us quite up to the question in hand: Are the courses of study in the grammar schools of this state well adapted to develop these qualities and characteristics? Or should they be shortened? Or should they be enriched and improved?"

We will also quote the conclusions which are summed up in a few words at the end of the report:

"1. Do not shorten the grammar school course; but encourage in every practicable way the best pupils to advance from one class to another without waiting for the majority. Every grammar school teacher should be instructed and required to keep a sharp lookout for the 'lads and lassies of pairs,' and to urge them forward to such proficiency as will advance them without waiting for the crowd.

2. The courses should be modified by judicious excisions and the substitution of a better and a larger amount of linguistic study, perhaps algebra, and the introduction of manual training.

3. Pride in good schoolhouses, however great and justifiable, should be supplemented as rapidly as possible by pride in good teachers. It is teachers and not schoolhouses that educate. An opportunity alone does not achieve. The real thing is the way in which the opportunity is used, and therefore it is the worst of bad policy to allow efforts to be exhausted or even weakened in preparing the opportunity rather than in using it after it is ready. Let the normal schools ever keep before their eyes the fundamental law which declares: 'The exclusive purposes and objects of the normal schools shall be the instruction and training of persons, both male and female, in the theory and art of teaching, and in the various branches that pertain to a good, common school education, and in all subjects needful to qualify for teaching in the public schools; also to give instruction in the fundamental laws of the United States and of this State in what regards the rights and duties of citizens.' Let all superintendents 'cry aloud and spare not' in their insistence for teachers that shall know not only the content but also the method of instruction. Let it be understood universally that the real thing is to kindle a glowing and lasting fire in the pupil's heart, and that this cannot be done with paper and shavings alone. Let school boards have no peace until they admit that no elaborateness of a dining-room is a fit excuse or apology for any inadequacy in the quantity and quality of the diet."

## SCHOOL SUPERVISION.

*Its History.*

The very existence of the school implies some kind of supervisory authority. Although the professional superintendent of schools is comparatively a new officer, supervision may be said to be as old as the school itself. One of the first recorded instances of the establishment of a

school is found in the town records of Dorchester, Mass., now a part of the city of Boston. As this was a most interesting and important event, in an historical way, the following is quoted from these records:

"It is ordered, the 20th of May, 1639, that there shall be a rent of twenty pounds a year forever imposed upon Thompson's Island, to be paid by every person that has property on the said island, according to the proportion that any such person shall from time to time possess there, and this toward the maintenance of a school in Dorchester. This rent of twenty pounds yearly to be paid to such a schoolmaster as shall undertake to teach English, Latin, and other tongues, and also writing. The said schoolmaster to be chosen from time to time by the freemen."

The last clause implies that supervision over this first school was exercised by the people and not by persons to whom the authority had been delegated. In this case the schools were managed by the electors themselves in their town meeting.

From the same records we learn that six years later the town established rules and orders concerning the school, and ordered that "three able and sufficient men of the plantation be chosen to be wardens or overseers of the school, who shall have the charge, oversight, and ordering thereof, and of all things concerning the same, in such manner as is hereafter expressed, and shall continue in their office and place for the term of their lives respectively, unless by reason of any of them removing his habitation out of the town, or for any weighty reason, the inhabitants shall see cause to elect and choose others in their room, in which case and upon the death of any of the same wardens, the inhabitants shall make a new election and choice of others."

This is said to be the first provision for a school committee in America. It will be noticed that the authority

over the school now has been delegated by the people to a small body of men who are to represent them. Thus one step has been taken toward centralization of authority in school matters—a step also in the evolution of the professional superintendent. From that time until the present the public schools have been under the control and management of school committees or boards of education.

The movement toward a further centralization of authority and a more definite fixing of responsibility was slow and uncertain. It was not until about 1836 that we find any record of the delegation of supervisory duties to one person. In that year the town of Cambridge ordered the school committee to appoint a superintendent, and they appointed one of their own members to the office at a salary of two hundred and fifty dollars a year. In about 1841 Horace Mann in one of his reports announced as an event worthy of special notice, that the town of Springfield had made an appropriation of the sum of one thousand dollars as a salary for a superintendent of schools, to be selected and appointed by the town committee. A superintendent of schools was appointed by the Springfield committee at this time. This new plan, however, seems to have proved a failure, for it was abandoned after a short trial of two years. This is said to be the first recorded instance of the appointment of a superintendent of schools outside of the school committee.

In 1839 Nathan Bishop became superintendent of schools in the city of Providence, R. I. After serving this city for about twelve years, he was called to Boston to serve as the first superintendent of that city. On account of the professional character of the duties performed by Nathan Bishop, Boston may be said to be the first city to give professional superintendence a permanent place. It will be seen that professional supervision of

schools had its beginning only about fifty years ago. At first cities and towns were slow to follow Boston's example in adopting the new forms of supervision. Now the schools of almost every city and town in the land are under some form of professional direction.

The fundamental American policy has been to vest the general management of the public schools in a committee or board of education representing the people. It does not follow, however, that the members of school boards should either individually or collectively attempt to discharge executive duties. There are certain important and vital duties which experience and expediency have shown must be committed to persons competent to discharge them. In so far as school boards have recognized this fact and have been willing to delegate certain duties to a competent person, just so far have the schools been successful and reached a standard of efficiency. School boards have been slow to give up certain administration prerogatives which statutes and heredity have granted to them, and which have been exercised by them without question from the organization of the public school system. Speaking on this point Wm. A. Mowry says: "Every one knows how reluctant men are to give up authority when once they have secured it, however small or brief it may be. From the beginning, in this country, the school committees, or school boards, have had full control of the schools. When they appoint a superintendent they do not immediately and willingly transfer the authority to him and hold him responsible for results. Far from it. They have generally made him their 'agent,' to do their bidding, and have been exceedingly careful that he does not have a chance to get the reins into his own hands and drive the team himself. He must even sit on the back seat for fear of possible consequences."

In discussing school administration in small cities, E. E. White, of Columbus, says: "The members of the board are in close touch with the schools and are jealous of their authority. They not infrequently assume the right as individuals to direct teachers in their duties, to review cases of discipline, etc., and all this under the assumption that they are clothed with supervisory power. If this erroneous assumption was always coupled with competency, the mischief done to the schools would not be so serious. The superintendent is too often regarded as the board's official agent for the discharge of assigned duties, and so he is expected 'to run the schools' under directions. As a consequence of this view, certain members of the board, acting as committees or otherwise, are zealous in their oversight of the superintendent. He supervises the schools; they supervise him!"

It is unnecessary to say that the highest efficiency in school administration cannot be attained under such conditions. The superintendent should not only be the executive officer in all supervisory functions, but he should be the eye of the board, and its welcome adviser in all matters pertaining to instruction and discipline, the course of study, teaching appliances, etc. It should be not simply his right, but his duty to keep the board informed respecting needed changes in these directions, and his recommendations should receive respectful consideration. To supervisory duties should be added responsibility for the progress of the schools.

It is true that all this is now happily realized in scores of the smaller cities of the country. The superintendent is recognized as the responsible supervisory head of the schools, with the right and duty of being a leader in all wise movements for their improvement. This may be accepted as the minimum status of the office of superintendent of schools. It may be true that all superintendents

are not equal to this responsibility. This is another way of saying that some superintendents of schools are not qualified for the position."

### *Small School Boards.*

School authorities are coming to realize that efficiency in school administration is conditioned on positive accountability and definitely fixed responsibility for results. As a consequence there is a marked movement toward a greater centralization of authority in school affairs. This movement is manifested in two directions,—one in a demand for small school boards and the other in the delegating of more authority to the supervising officer. By an inquiry made by T. A. DeWeese, of the *Times-Herald*, of Chicago, it was found that all but one of forty superintendents interviewed, strongly favored small school boards. It was found also that many of the most efficient school systems are managed by small boards. In the city of Toledo, Ohio, the schools are administered by a board of five members, with no standing committees, and with no set rules or regulations for its government. The board appoints a business manager and a superintendent who are always present at the meetings and whose recommendations are acted upon without friction or useless discussion. San Francisco has four members on her school board, Indianapolis five, St. Paul seven, Minneapolis seven, Cleveland eight, Baltimore nine, St. Louis twelve, and so on down the list until we come to Brooklyn, on whose board there are forty-five members. At the other extreme is the city of Buffalo with no board of education. The schools in that city are administered by a superintendent who is elected by a vote of the people. In him is vested full authority in all school matters, and on him is laid the entire responsibility for results. He has no board to dic-

tate policies or to challenge his authority, and is amenable directly to the electors of the city.

This drift toward smaller school boards is due to the growing conviction that efficiency in management is impossible without strict accountability. The smaller the board the easier it is to fix responsibility and to secure unity of purpose. The small board implies conditions which are favorable to freedom of action and independence of thought. The members of a large board usually represent wards or districts, and each is influenced to a greater or less degree by the local interests of his constituency. The members of a small board are usually elected or appointed from the city at large without reference to districts, and are entirely free from special obligation to any ward or party; each member acts for the entire body of voters and for the best interests of the school as a whole. The advantages of a small board from a business standpoint is also quite obvious. The celerity with which a small body of men may transact business, and the unity of action and harmony of purpose which usually characterize their deliberations, give the small board a most decided advantage. The cumbersome methods and the conditions which make possible constant friction, annoying delays, and acrimonious contentions, make the large board most undesirable.

#### *Division of Duties.*

The duties of school administration very naturally fall into two lines—one relating to business affairs and the other to professional matters. Late progress in educational matters has been marked by a more definite separation of these lines, leaving the management of school finances in the hands of a small board and delegating to the superintendent unusual authority in matters relating to instruction. Although the school board must take the

responsibility in all business matters, the superintendent should keep in close touch with the board and in every way make their interests his interests. He should make himself familiar with the temper and sentiment of the people, should know their tax-paying ability, and should understand the condition of the school finances. All demands for supplies and recommendations requiring the expenditure of money should be conditioned on the ability of board to pay. The superintendent should stand between the importunate teacher who demands everything which convenience suggests, and the modest one who asks for only what is absolutely necessary. He should see that all supplies are equally distributed and that money is expended where it is most needed. Wisdom exercised by the superintendent along these lines will win the confidence of the board, and insure their willing compliance with all reasonable demands. Work of this nature, however, belongs distinctively to the board and final action must rest with that body.

#### *The Superintendent.*

The duties on the pedagogic side are in their nature such as belong to the expert and should be delegated in a greater or less degree to a professional superintendent. The duties of the superintendent are sometimes defined by regulations or statutes, but in many cases they are assumed as belonging naturally to the supervisory function. School boards will cheerfully give a capable superintendent the widest latitude in all matters pertaining to the details of school management and instruction, but when it comes to the more vital questions of organization, the division of duties is not so clearly marked. In the formulation of courses of study, the selections of text-books, and the appointment of teachers, both the business and the professional sides of the administration are involved.

Undoubtedly the authority in these lines is vested primarily in the school board. To what degree this authority will be delegated to the superintendent depends largely on the ability of the superintendent, and the intelligence and integrity of the members of the board.

By common consent the superintendent usually prepares the course of study. There is no work in the line of supervision that calls for more technical and professional knowledge than this. "The course of studies is to teaching what the mariner's chart is to navigation, and no unprofessional hand should tamper with it." The course arranged by the superintendent should be adopted by the board of education for reasons of protection against possible contingencies. The choice of text-books is another duty which calls for professional skill and knowledge. A great number of excellent books is published each year and their merits are enlarged upon by genial agents. Unless discretely managed, the adopting of text-books offers great occasion for mischievous and acrimonious contention. Books should be selected solely on their merits and in the highest interest of the school. To do this intelligently requires a comprehensive knowledge of the subjects treated, an understanding of the power and limitations of the children taught, and an acquaintance with the principles of pedagogy involved in instruction. While a formal adoption of text-books should be made by the board, the selection should be made by the superintendent, aided by the teachers.

The one question connected with school administration which transcends all others in importance, is the selection of teachers. The power to appoint teachers involves great responsibility. The efficiency and success of the whole system depend upon the right exercise of this power. This power must rest somewhere, and the responsibility must be definite. Definite responsibility must be at-

tended with a considerable degree of authority. The efficiency of a system of schools depends on the character of the teaching force. If the superintendent is made responsible for the efficiency of the school, he must in fairness have some voice in selecting and discharging teachers. In many of the more progressive cities a recognition of this principle has led to a greater centralization of power and responsibility in the superintendent. In some of these cities the superintendent appoints the teachers subject to the approval of the board of education; in others the superintendent is given full authority in this matter.

In Boston with a board of twenty-four members, the superintendent is accorded the unchallenged right to pass upon the qualification of all teachers and to make appointments subject to the approval of the board. The public schools of Boston have a national reputation for progressive methods and high standards of educational excellence, and the present incumbent has held his position as superintendent since 1880. This indicates that the system works smoothly and harmoniously, with immunity from political interference, and accomplishes satisfactory results. In Indianapolis the superintendent has sole power to appoint and discharge all assistants, principals, supervisors, and teachers authorized by the school board to be employed. In Baltimore the superintendent selects the teachers from an eligible list and recommends to the board for appointment. In Cleveland a school council of seven members and a school director are elected by the popular vote of the city. The director has general charge of all the business pertaining to the administration of school affairs, and appoints the superintendent for an unlimited term of years, subject to the approval and confirmation of the school council. The superintendent has sole power to appoint and discharge all assistants and teachers, authorized by the council to be employed. In

Toledo the superintendent has full authority in the appointment of teachers, and is held responsible for results. The Buffalo system is a notable instance of "one-man-power" and centralized responsibility. There being no school board in this city, the superintendent has full charge of all school matters, including the appointing and discharging of teachers. It is a notable fact that the school systems in these cities are among the most progressive in the country and have been unusually free from political interference or other demoralizing agencies. The office tenure of the superintendents seems unusually secure and all school matters have been conducted with a large measure of harmony and efficiency.

It is most gratifying in this connection to know that the long struggle of Dr. Andrews with the Chicago board of education for a recognition of his rights and authority in those matters which relate to the professional side of school administration, has not been without most gratifying results. Although his positive and persistent advocacy of principles which were intended to redeem the Chicago school system from a condition most shamefully inefficient and inadequate, virtually cost him his position, subsequent events have vindicated his wisdom and judgment, and have shown that the justice of the principles for which he contended has been recognized. By a resolution in July the board of education virtually conceded to his successor all that Dr. Andrews was contending for. The resolution practically gives the superintendent of schools sole charge over questions relating to the educational qualification of principals and teachers. This action of the Chicago board is a step in the right direction, and will go far toward placing the Chicago system of schools beyond the reach of designing politicians and into line with modern educational progress. It is a long step toward the centralization of all educational authority

and responsibility in the superintendent, where it properly belongs. "Such a system," says a very able editorial in a late issue of the *Chicago Times-Herald*, "does not contemplate any arbitrary 'one-man-power' scheme of school administration. It is based upon business sense and experience, and is in line with the educational systems most recently adopted in progressive American cities. It is a recognition of the governmental plan so successfully followed in the administration of universities and colleges where the boards of regents or trustees are nearly always composed of business men, who finance the institutions, but who wisely decline to interfere with their educational machinery."

The superintendent of schools in Chicago should have the initiative in recommending teachers, whether they be taken from an 'eligible list' supplied by a commission of examiners or from normal school or high school graduates, and these recommendations should be promptly ratified by the board. If there is failure or inefficiency anywhere, the superintendent could be held responsible by the board.

Chicago is moving along toward this ideal system. Public sentiment is slowly but surely crystallizing in favor of it. The imperfections and inadequacies of the present system will soon be recognized by all Chicago citizens. Marked progress toward a recognition of these principles has already been made since the installation of Professor Cooley as superintendent. The board has shown a gratifying disposition to yield to his judgment and desires in several important educational matters.

But a perfect system of school administration can come only through a complete reorganization of the schools upon a new governmental plan which distinguishes between the financial and educational branches of school management, which reduces the board membership to seven or

nine, and which makes them responsible to the electorate, instead of the mayor, for the faithful discharge of their trust."

The objection urged against this centralization of authority in school matters, is that it tends to take school out of touch with the people, and is therefore contrary to the spirit of republican institutions. In speaking on this point the Report of the Committee of Fifteen says: "It is idle to suggest that centering executive functions is unwisely taking power away from the people. The people cannot execute plans themselves. The authority to do so must necessarily be delegated. The question simply is: Shall it be given to a number of persons, and, if so, how many? Or, to only one? This question is to be decided by experience, and it is of course true that experience has not been uniform. But it is doubtless true that the general experience of the communities of the country has shown that where purely executive functions are conferred upon a number of persons, jointly, they yield to antagonistic influences and shift the responsibility from one to another; and that centering the responsibility for the proper discharge of executive duties upon a single person who gets the credit of good work and must bear the disgrace or penalty of bad work, and who can quickly be held accountable for misdeeds and inefficiency, has secured the fullest execution of public plans and the largest results. To call this 'centralization' with the meaning which commonly attaches to the word, is inaccurate. Instead of removing the power from the people, it is keeping the power closer to the people and making it possible for the citizen, in his individual capacity, and for organized bodies of citizens, to secure the execution of plans according to the purpose and intent with which those plans were made. Indeed it is safe to say that experience has shown that it is the only way in which to prevent the fre-

quent thwarting of the popular will and the defiance of individuals whose interests are ignored or whose rights are invaded."

The school systems of the country in the adjustment of authority between the board of education and the superintendent, vary from the extreme centralization of authority in a single person, as illustrated in Cleveland, to the other extreme of a wide distribution of responsibility among the members of a large and unwieldy board, as illustrated in Brooklyn with its board of forty-five members. It is probable that the system best calculated to secure the fullest measure of efficiency and the most economical and responsible management, lies midway between these extremes. Such a system should give to the superintendent the initiative in the selection and assignment of teachers, the revision of the course of study, and the choice of text-books, his action in these matters being subject to the approval of the board of education. It is increasingly the practice in the more progressive cities to concede this initiative authority to the superintendent. In writing on this point, Dr. E. E. White, of Columbus, O., says: "It is no longer a serious question as to the wisdom of giving the superintendent of schools the initiative in the selection and appointment of teachers, provided his action is subject to the approval of the board of education. The unsettled question is: Should the superintendent's action in this matter be final?

It cannot be claimed that the superintendent's right to select and appoint teachers is a prerogative. In the absence of an express delegation of such authority to him, no superintendent can rightfully assume it. This authority is vested primarily in the board of education. The same is true in the determining of the course of study, the adoption of text-books, etc. I do not see the necessity or the wisdom of depriving the board of education of all

responsibility in the appointment of assistant supervisors and teachers. So long as the board determines the number and classes of assistants and teachers to be employed, fixes and pays their salaries, it should have the right of review in their appointment; and whether this right be exercised in the form of approval or a veto is not important. But why a veto and not approval? While experience shows that boards of education in large cities cannot wisely take the initiative in the selection of teachers, it has no testimony against the submission of the superintendent's appointments to the board for its approval. It is believed that all needed safeguards against political action are provided when the superintendent and his advisers are given the full initiative—an initiative that is not limited by such petty and puerile legislation as forbids the appointment of married women or persons who reside outside of the city limits."

The character and efficiency of the superintendent will in most cases determine the degree of authority to be conceded to him by the board of education. When the sole purpose of the board and the superintendent is to bring the schools to the highest degree of efficiency, and when both are working with an eye single to the best interests of the school, the board will not hesitate to delegate to the superintendent all the authority he can exercise with wisdom and profit. John T. Prince, agent of the state board of education of Massachusetts sums up the matter in the following words: "The powers and duties of a superintendent should consist mainly of matters directly relating to the teaching and training of children, including (1) advisory power with respect to the building and alteration of schoolhouses, the selection of equipments, the adoption of a course of studies, the election and dismissal of teachers and the expulsion of pupils; (2) full power with respect to the choice of apparatus and supplies, the preparation of course of studies, the nomination of teach-

ers, the filling of temporary vacancies in the teaching force, the supervision of teachers' work, the calling and conducting of teachers' meetings, and the classification and promotion of pupils."

#### APPOINTMENT OF TEACHERS.

In this connection permit me to say again that in the whole range of duties belonging to the board and the superintendent there is no one which involves more responsibility or is more far reaching in its effects than the appointment of teachers. It must be kept in mind that the schools in no sense belong to the teachers and cannot be maintained in their interest. The public schools must be administered absolutely and solely in the interest of the children. On no other ground is there any justification for their existence. Therefore in the appointment of teachers there is one supreme consideration which no other can overcome, and that is the *best good of the children*. Neither friendship, nationality, residence, nor any condition arising from social, religious, or political relations should be allowed in any degree to influence appointments. All such considerations should be set aside and only the very best candidates elected. It is in this way and this way only that the schools may be made to fulfil their high mission and to conserve the best interests of the community.

#### CONCLUSION.

In conclusion I wish to express my gratitude for the earnest and cheerful coöperation of the teachers and principals. I wish also to thank the board of education for their continued confidence and support, and to pledge myself to direct and guard every interest of the schools of the city to the best of my ability.

Respectfully submitted,

R. B. DUDGEON,

*Superintendent of Schools.*

*Madison, Wis., August, 1900.*

## PRINCIPAL'S REPORT.

To R. B. DUDGEON, *Superintendent City Schools, Madison, Wis.*

Dear Sir.—I beg leave to submit my ninth annual report on the Madison high school.

### ENROLLMENT.

The difficulties arising from our large enrollment and small amount of room have been so often discussed that further comment seems unnecessary. To us who are daily hampered in our work by our limited space, the immediate and urgent need of a new building is painfully evident. Neither pupils nor teachers can do their best work under existing conditions. If the high school is to move forward along the most approved lines, it is time to take such action as will provide accommodations for our constantly increasing numbers. Adequate accommodations cannot be secured in the present building. All available space has been taken up, and yet there are not rooms enough to correspond with the number of teachers employed. It is not enough that a teacher has a place for her recitation; she needs a permanent place, so that she may be consulted by pupils individually.

If there be no legal difficulties in the way, the best interests of the high school demand immediate action to secure accommodations in keeping with the size of the school and the demands of the times.

### TARDINESS.

We are endeavoring to secure the greatest possible promptness in attendance. Considering promptness as the "soul of business," we urge it on business grounds. If parents understood that tardiness is a positive interruption, and therefore a nuisance, it is believed they would make greater effort to prevent it. In most cases tardiness is altogether unnecessary, as the records will show.

The following table shows the tardiness and per cent. of attendance during the past nine years:

YEAR.	TARDINESS.	PER CENT. OF ATTENDANCE.	ENROLLMENT.
1891-1892.....	697	95	323
1892-1893.....	472	95.5	339
1893-1894.....	380	96.5	357
1894-1895.....	420	95	397
1895-1896.....	351	96	417
1896-1897.....	398	95	479
1897-1898.....	270	96	486
1898-1899.....	290	96	534
1899-1900.....	372	95	578

The increase in tardiness is due in part (1) to increased enrollment (2) to the one-session plan for the whole of the spring term.

## ONE-SESSION.

Our experience with the one-session plan for the whole of the spring term corresponds closely with that of the year 1891-1892. The objections urged against it at the close of that year are just as valid now. In fact such objections are stronger now on account of our increased numbers. As the high school population increases, it becomes more and more difficult to conduct it hurriedly, as required by this plan. A comparison of scholarship between the spring term and the last part of the winter term shows a slight decrease in favor of the winter term. No doubt the difference would be greater were it not for the added efforts made by pupils to finish up the year's work successfully.

We have been interested in noting the effect of the one-session plan upon physical condition at a time when the strain is most felt. We refer to the last period of the day. As we have had charge of the main room during this hour for several years, it is not difficult to see an immense difference.

After six periods of work, with only fifteen minutes' rest, everybody acts tired out. This manifests itself in attitude, appearance, and lack of study. There is not much difference in order. There is a difference in the amount of work done. It comes as a natural consequence of the continuous strain.

Complaints have come to us about the effects upon individual pupils. Just how much sickness is caused by the plan we are unable to say. Discomfort and sickness may be due to other causes, but the plan is blamed for it.

In a way, the one-session is agreeable to teachers. It seems to give them an opportunity to use the afternoon for their own purposes. As a matter of fact, however, many of them return to the building to do additional work.

It may be said to give the boys time for athletics. The number who thus make use of it is small and it seems to be too great an inconvenience to the many to warrant our following it.

## FIRST YEAR PUPILS.

As a result of more strict requirements for admission, this year's class has proven quite superior to former first grade classes. Success in the high school demands intensive rather than extensive work in the Grammar grade. To be well grounded in a few things counts for infinitely more than to have a slight knowledge of many things.

We are glad to note a disappearance of the "on trial" class. If pupils are not positively ready for high school work, it is much better for them to remain another year in the grammar grade. One of the most discouraging things that can come to a pupil is the consciousness of inability to do his work. To avoid this, further demands in preparation for the high school will be welcomed by all who have to deal with first year pupils,

## ADMISSION TO ADVANCED STANDING.

Experience shows that less credit should be given for work done in high schools having courses of three years. It is not reasonable to expect that work done in such schools shall be equal to that of schools having four courses and accredited at U. W. The high school has been very liberal in accepting standings, but most candidates for advanced standing from schools having a course of three years have shown by subsequent work that previous work has been overrated. Definite understanding at the very beginning is necessary, and we therefore beg leave to restate our recommendation of last year. Credits for advanced standing shall be given on two conditions:

1. Schools from which standings are brought shall be on the accredited list at U. W. or a similar institution.
2. Credit may be given for work done elsewhere, upon examination.

This will cut off requests for credits on second and third grade certificates and on records of various sorts wholly unofficial and unreliable.

A statement to this effect in the requirements for admission would furnish desirable information to those anticipating a course in the high school.

## LABORATORIES.

Work in the biological laboratories has been greatly hampered by reducing the size of the rooms in order to provide for two additional recitation rooms.

In estimating the work done it is only fair to take this into account. Under the circumstances we are satisfied that the work for the past season has been of a high order. Increased facilities are needed, and a reduction of hours expected in this department.

The amount of manual labor involved in the proper management of a laboratory is quite beyond the estimate of those unfamiliar with the work.

## REFERENCE LIBRARY.

During the year most of the books in our reference library were distributed to the teachers in charge of various subjects. The immediate effect of this was seen in the removal of one source of annoyance and sometimes of disorder in the main room, while the freedom of access to books was in no way abridged. For some time it has been known that considerable time was wasted in pretended consultation of reference books. Teachers in charge of main room heartily approve the new plan. Furthermore the reading along various lines of science, literature, and history is more intelligently and efficiently directed.

## COURSE OF STUDY.

It is, doubtless, too early to judge accurately regarding the new course of study, but one year's work under it, however, reveals some difficulties in carrying it out. The most important are the following:

1. The work of the classical third year pupils is too heavy, and should be lightened. It gives these pupils 22 periods of work per week, which is more than that of other pupils in the grade.

2. The arrangement of program on the basis of two-fifths and three-fifths studies calls for combinations in qualifications of teachers which it is difficult to find. A teacher's time is hard to fill with recitations in a study for three days in the week. The best possible arrangement results in taking us away from the established custom of requiring 30 periods of work per week. It is true the time may be filled up by taking charge of one of the study rooms, but an effort is being made to reduce the number of teachers in charge of study rooms.

3. As before stated the time is insufficient, but teachers seem agreed upon the opinion that it requires more effort to arouse and maintain interest in a study when recitations do not come every day. To many of us, it is a question whether pupils of high school age should be expected to keep up interest in studies conducted in this way. So much depends upon the interest in a study that nothing should be done to increase the difficulty of securing it or maintaining it. However, more time under the new plan may remove this difficulty.

## ATHLETICS.

The history of athletics for the past year is marked by some improvements, if not by signal success in contests.

The administration of athletic affairs on more strictly business principles is no doubt the greatest gain of the year. For this result, we are greatly indebted to the persistent efforts of Mr. G. M. Link, who, as president of the athletic association, has labored to reduce expenditures and to secure business methods in all transactions. The boyish tendency to over-expenditure has, in some measure, been overcome and the accountability of managers to the athletic association for all receipts and expenditures is now an established fact. A complete statement from Manager Hurst now in the hands of the principal is a new document in our athletic history. Loose methods of former years will probably never be repeated.

The effort to manage our contests under the rules of the inter-scholastic league has been successful beyond expectation, and it may be said that our contestants have had less trouble than formerly in qualifying under said rules. It is to be hoped that this is an indication that athletic sports are passing into the hands of a better class of pupils. Ease of qualifying under the rules must be an indication that scholarship is advancing.

If organized athletics are to continue in the high school still further steps should be taken to emphasize our determination to have affairs conducted on business principles and to encourage and maintain high scholarship and character.

In view of past experience, the following recommendations are made:

1. Contests shall be with high school teams only.
2. Members of any team who do not own their suits, etc., shall make a deposit with the president of the athletic association, covering the price of the suit, at the beginning of the season, which deposit shall be returned when suits are turned in to the association at the end of the athletic season.
3. It has been demonstrated fully that a baseball team cannot pay its way, therefore the team should be abolished. No organization unable to pay its expenses is entitled to existence or encouragement in the high school.
4. Unless other athletic organizations are able to meet expenses by gate receipts, they too should be abolished. We cannot maintain our self respect under a continual debt which entertainments, contributions from citizens and pupils cannot liquidate. There can be no more excuse in incurring these debts and allowing them to stand indefinitely than there would be in an individual's doing the same thing. Let us undertake less and pay our way. Adherence to this plan would be a training in business honesty which would be quite as valuable as any possible athletic success.
5. No contests shall be held with high schools outside the state without the consent of the superintendent and principal. Consent to play such games may now be secured from the board of control but the request to the board should come through the superintendent or principal.

#### LITERARY SOCIETIES.

The literary societies have had a prosperous year. Membership in these societies affords opportunities for improvement which should be recognized by constantly increasing numbers. In the Nautilus club scholarship counts for much in the consideration of a candidate for admission. No doubt this accounts for the high standard of work done in this society.

#### PUBLIC EXERCISES.

##### ARBOR DAY PROGRAM.

Selection.....	.....Orchestra
	{ Bessie Fox Bradford Whitney Josephine Brabant John Scott Roy Bartlett Helen Fay
Apostrophe to Birds.....	

“Summer Fancies” .....	Glee Club
Reading—“All in Each” ( <i>Emerson</i> ) .....	Hattie Kuhns
History of “1900” .....	{ Horatio Winslow
“Sweet and Low” .....	{ Barbara Curtis
Address .....	Quartet
“March Comique” .....	Col. W. J. Anderson
Reading—“Wortermelon Time” ( <i>Riley</i> ) .....	Orchestra
Reading—( <i>Selected</i> ) .....	Margaret Frankenburger
Address to Graduating Class .....	Hilda Grinde
“I Know a Bank” .....	George De Lacy, Jr.
Oration .....	Mixed Chorus
	Arthur Quan

## COMMENCEMENT.

## “Where Honor Leads.”

## Music.

Prayer .....	Rev. H. T. Colestock
+Salutatory .....	Charles Lyman
Music.	
Address .....	Rev. A. B. Storms
Music.	
*Valedictory .....	Ada Welsh
Presentation of Diplomas .....	Mr. M. R. Doyon
Member of Board of Education	
Benediction .....	Rev. H. T. Colestock

## GRADUATES BY COURSES.

## ANCIENT CLASSICAL COURSE.

*Herbert Edgar Chynoweth	*Hattie Kuhns
*William Edward Henry Grove	*Charles Adalbert Lyman
*Minnie Evangeline Gath	*Ada Mary Welsh

\*Ina Josephine Reid.

## ENGLISH COURSE.

Frank Adams	Arthur Winfred Quan
Herbert Roderick Bird, Jr.	Sarah Janette Sween
James Augustus Brown	Walter Henry Thom
Richard Cone Dudgeon	Harry Garfield Wilber
James Russell Hobbins	John Lester Woodward
Edwin Wardell Hurst	Florence Woodward
Leslie W. Quirk	Sybil McBride Woodward

†Chosen by the Class.

\*Ancient and Modern Classical Courses.

## MODERN CLASSICAL COURSE.

William Alfred Anderson	Bertha Lewiston
Louis Martin Anderson	John Lynch
Amelia Alice Askew	Daisy Eliza Lorigan
Iva Brown	Mary Jane Lucas
John Charles Corscot	Clara Alice Lea
Fred Robert Cummings	Marie Grace Miller
Elsie Duerr	Olaf Malvin Nelson, Jr.
Myrtle Ella Downing	Otto Louis Prien
John Raphael Doris	Elizabeth Malinda Pyre
Morris Fuller Fox	John Augustine Regan
Petronilla Rachel Heim	Elsie Alada Reid
Frances Eleanor Kayser	Loue Willa Samuels
James Eugene Kennedy	Horatio Gates Winslow

## GENERAL SCIENCE COURSE.

Eyvind Bull.	Norman Rimes Lockwood
Sarah Cassandra Bucey	Fannie Malec
John Patrick Butler	Roy Irving Murray
Frances May Baker	James Garfield Milward
Margaret Estelle Duffy	Zadock Merrill, Jr.
Wanda May Dudgeon	Kate Mutchler
Carl Alfred Field	Sarah Roxey McKay
Hildagard Christine Grinde	Gertrude Amelia Parr
Agnes Josephine Gunkel	Ruby Ethel Peck
Regina Eunice Groves	Delia Idell Pengra
Harry Loomis Hatton	George Gilbert Post
Arthur Udelmar Hall	Alma Runge
Carrie Belle Louise Huggins	Minnie May Rimsnider
Frederick Le Roy Joachim	William Earle Schreiber
Elizabeth Francis Kessenich	Edward Penn Smith
Jennie Irene Kelly	Ethel Caroline Upham
Stephen James Leahy	William Albert Van Deusen

## GRADUATES SINCE 1875.

Graduates to date, male.....	325
Graduates to date, female .....	469
Total.....	794
Graduates for past 9 years, male .....	221
Graduates for past 9 years, female .....	268
Total .....	489
Graduates of M. H. S., also graduates of U. W., male.....	98
Graduates of M. H. S., also graduates of U. W., female .....	92
Total.....	190

The above statement shows that of all graduates since 1875, 61.5 per cent. have graduated in the past nine years. The total number of graduates up to and including 1896 is 511. Counting all graduates of U. W. to 1900 we have the number given above, 190. Therefore 37.1 per cent. of high school graduates have also graduated from U. W. Of the 273 graduates of U. W., in the class of 1900, seventeen of them or 6.2 per cent. were our high school people; all of them being graduates.

#### SEMI-PUBLIC.

A semi-public of the two societies was held February 21, 1900. The following was the program:

President—Prof. J. H. Hutchison.

1. Welcome Address..... Ina Reid
2. Declamation—"The Victor of Marengo"..... Will Grove
3. Vocal Solo—"In the Shadow of the Pines"..... Marjorie Johnson
4. Debate—*Question*: Resolved, that England's attitude toward the Transvaal Government is justifiable.

*Affirmative.*

- Charles Lyman,
- Earle Stocking,
- Horatio Winslow.
5. Recitation—"Our Biggest Fish" .....
6. Cornet Solo—"Blue Bells of Scotland" ("Grand Fantasie")

*Negative.*

- Harry Hatton,
- Willard Denu,
- Arthur Hall.

Earle Darling

Decision.

Judges—Col. George W. Bird, Mr. Charles L. Harper and Mr. August Roden.

#### MUSIC.

Much credit is due Miss Smith for the interest aroused in music during the year. The organization of two glee clubs and an orchestra indicates the effort made in this direction.

The following program was enjoyed by all present:

1. "Cuba Libre" (*Shaw*)..... Orchestra
2. "Kentucky Babe" (*Geibel*) .....
3. "Daddy" (*Behrend*)..... May Holt
4. Recitation (*Selected*)..... Marie Miller
5. Quartette (*Selected*)..... Louis Purcell, Harold Hardy, Phil Regan, Roy Watrous
6. "My Sweetheart" (*Lyman*) .....
7. "Bedouin Love Song" (*Pinsuti*)..... Alexius Baas
8. "Veni, Vidi, Vici" (*Hall*)..... Orchestra
9. "Soldier's Farewell" (—) .....
10. "Anchored" (*Watson*) .....

Girls' Glee Club

Quartet

Mixed Chorus

## RECEPTION TO MOTHERS OF PUPILS.

One reception to the mothers of high school pupils was given by the teachers in February. The attendance showed a marked degree of interest in the high school.

When parents and teachers become partners in the common business of the pupil's education, most difficulties of management are easily adjusted. Success for both teachers and pupils demands the heartiest coöperation. It is hoped that such meetings may aid materially in mutual understanding of, and interest in the pupil to be educated.

## STUDENT VISITATION.

High school teachers are always glad to welcome parents and others really interested in high school work. The visits of many, even of strangers, have been helpful in numerous ways but there is great reason for objecting to U. W. student visitation as carried on last spring term.

Already over-crowded, our recitation rooms are not large enough to accommodate numbers of visitors at one time. While the presence of the individual may not be felt, the crowd interferes seriously with the recitation and should be prohibited.

Another objectionable feature lies in the subsequent discussions in U. W. recitations of the observed work in high school. Teachers do not object to honest criticism made to them but consider it manifestly unfair to carry on such criticism at such time and place that teachers are unable to be present.

If such visitation is to continue, it must be under such regulations as will eliminate these objectionable features.

## DECLAMATORY LEAGUE.

Owing to our inability to find out exactly what was expected, we were somewhat slow in joining. Time at our disposal being limited, our method of choosing a representative was not what it would have been under other circumstances. Our home contest was a quiet affair, but resulted in the choice of an excellent speaker, Mr. Will Grove, to represent the high school in the district contest held at Whitewater, April 20. In the decision, Mr. Grove was given second place. Hereafter we shall endeavor to be more prompt in our attention to this contest.

Respectfully submitted,

J. H. HUTCHISON,  
*Principal High School.*

## REPORT OF THE SUPERVISOR OF MUSIC.

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

Dear Sir.—In presenting to you a report of my first year's work in Madison, it may be well to outline my ideas concerning the teaching of music in public schools.

First—I believe that music ought to be taught pedagogically. Every principle observed in the teaching of other branches ought to be as carefully observed here, and the time devoted to practice regarded, not as an isolated period, or a period of rest, merely, but as one of the essentials.

Second—I believe that the music period should be planned, to a certain extent, as an aid to other branches. In other words, cor-related.

Third—I believe that music, as presented in our public schools, is valuable training, both vocally and physically, and that it has an æsthetic influence necessary to the "all-round development" which is the aim of the education of to-day.

Fourth—I believe that to achieve satisfactory results there must be the utmost coöperation between supervisor and teacher.

Reporting the year's work along these lines, I would say that the most perfect support has been given me by the teachers, even at the time when I was a stranger to them, and they had yet to learn whether or no they were to be assured in their confidence. I have found them most capable and loyal and I look forward to our next school year together with pleasant anticipation.

No change has been made in the grading of the work. The same books have been used as in past years and the technical work accomplished about the same. It has been my policy to make as few changes as possible; the unavoidable changes resultant upon a change of person being enough for teachers and pupils to meet the first year.

There will be need, the coming year, for some new books in both upper and lower grades, and there is a decided necessity for some supplementary music in the seventh and eighth grades in preparation for the work there is to do in high school.

The chorus work in the high school, as conducted the past year, has not been highly satisfactory. It does not come up to the standard we would like to maintain in the high school of the first city, educationally, in the state. As you well know this is mostly owing to building limitations and I note the fact here as an additional plea for better accommodation.

The glee clubs, on the contrary, have been very satisfactory. The response, on the part of the pupils, and the support given by the principal and teachers of the school all that could be desired.

REPORT OF THE SUPERVISOR OF MUSIC.

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An organization known as the high school orchestra hopes to continue its work next year with increased membership.

There are two occasions when a supervisor feels, most deeply, the attitude of her co-workers. These occasions are her first year in a place and her last. In closing this report I beg to express, through you, my appreciation of the kindness of all with whom my work has brought me in contact. The cordiality with which I have been treated requires that I make this slight return.

Respectfully,

MARGARET R. SMITH.

*July 10, 1900.*

## REPORT OF THE SUPERVISOR OF DRAWING.

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To SUPT. R. B. DUDGEON, *Madison, Wis.*

*Dear Sir.*—I hereby submit my fourth annual report.

On the whole, the work of the past year has been more satisfactory than that of any previous year. Teachers and pupils have united in striving to attain certain ideals, and there has been growth and power and culture that comes from honest effort.

Monthly plans have been issued, seeking to secure a well-balanced development along the line of Representation, Construction and Decoration, from the primary grades to the high school.

The teacher who has put herself into the subject, catching the spirit rather than the 'letter' of these plans, and imparting this spirit to her pupils, has been most successful. She has aroused interest and helped the child to know himself.

Thinking that it may be helpful to you and to others, I will briefly outline the course for the year.

### AIMS.

1. To train mental faculties.—Observation leads to clear percept; clear percept leads to clear concept; clear concepts lead to correct judgments. To stimulate originality.

2. To train the hand to execute with nicety the dictates of the mind.

3. To create a love for and appreciation of beauty in form, color and arrangement.

4. To correlate drawing with other lines of school work, making them mutually helpful.

5. To help the child to make the most of his God-given powers, developing them into a character of moral beauty and symmetry.

### FIRST AND SECOND GRADES.

*Mediums of Expression.*—Charcoal, colored crayons, water color, paper cutting and folding.

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

*Construction.*—Modelling in clay forms of animal and plant life. Imaginative work. Paper folding—making May baskets, soldier caps, sun bonnets, etc. Block building and stick laying.

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

## THIRD AND FOURTH GRADES.

*Mediums.*—Charcoal, brush and ink for freedom and directness of work; pencil for careful and accurate work. Pupils delight in water color, but its use necessitates doubling the time usually given.

*Representation.*—Principles involved in drawing cylinder in different positions. Nature and illustrative drawing. Simple light and shade.

*Construction.*—Difference between working, drawing, and appearance drawing discussed. Free hand drawings of views and patterns of type forms.

*Decoration.*—Study of historic designs. Study of good space relation in plaids and arrangement of flower and leaf sprays in a given space. Simple landscape composition. Artists studied.—Millet, Winslow Homer, William Hamilton Gibson, Arthur Dow, Van Dyck Abbott Thayer.

## FIFTH AND SIXTH GRADES.

*Mediums.*—Pencil, charcoal, brush and ink.

*Representation.*—Cylindrical principles reviewed. Principles involved in drawing rectangular objects facing and turned. Drawing from plant and animal life. Grouping. Variations in shade and shadow shown.

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

*Decoration.*—History of Egyptian and Greek ornament and architecture. Reproduction of forms, studying elements of beauty. Pleasing arrangement of flower and leaf sprays in a given space. Landscape composition continued.

*Artists.*—Arthur Dow, John La Farge, Edwin Blashfield, Rembrandt.

## SEVENTH AND EIGHTH GRADES.

*Mediums.*—Pencil, ink, and charcoal.

*Representation.*—Review of perspective principles already studied. Principles involved in drawing of cone and triangular prism. Light and shade drawing of groups of objects based on the various type forms. Showing of color and material of objects. Work from plant and animal life.

*Construction.*—Use of ruler and compasses. Simple geometric problems; application in working drawings of type forms and of joints. Designing plan of building or drawing plan of school building.

*Decoration.*—Saracenic, Gothic, and Renaissance ornament and architecture; main characteristics and examples of each style. Design for initial based upon one of these styles. Flower designs and landscape composition. Designs for iron work, grilles, brackets, and registers.

*Artists.*—Abbott Thayer, John La Farge, John S. Sargent, Raphael.

## HIGH SCHOOL.

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

*Representation.*—Review of perspective principles, more attention to details in light and shade and form. Pose drawing. Cast drawing. Landscape composition.

*Construction.*—Use of T square, triangles, drawing board in making workings and patterns of type forms, joints, screws, four part elbow joint, desk, model stand.

*Decoration.*—Review of essentials of good design. Applications in headings, book and magazine covers, Arbor Day program, catalogue.

*Artists.*—Raphael, Michael Angelo. Art news of the present time.

As we consider the course as outlined, we find that the constructive side is the weak one. Our educational system aims to fit for citizenship. Every-day problems that meet the average citizen are those of food, shelter and clothing. The complicated organization of our industrial life may be traced back to three simple steps: First, the thought; second, the expression of that thought in tangible form; third, the ornamentation of that tangible form.

To illustrate.—First, there is the thought image of the house; second, the building of the house; third, the ornamentation and furnishing of the house.

While we must not neglect the thought side, while we must not lessen our efforts to create in the child a love for the good, the true and the beautiful, shall we not go farther? Shall we not place in its hands the proper material, and help it to make practical application of these ideas?

We find this phase of the work ideally begun in the kindergarten, where active minds and restless little fingers are trained in various simple handi-crafts. It is, indeed, a moment of triumph when the little one takes home its first self-made toy or bit of needle-work.

Why not continue this manual training in the grades?

My report will not be complete without mention of the welcome aid that has come from the people of Madison. From some has come the kindly word of sympathy and appreciation; from others the contribution of art materials.

Mrs. Reuben Thwaites, Mrs. Edwin Sumner, and Mrs. Dr. Mack contributed framed pictures for schoolroom decoration.

Through the influence of Mr. Reuben Thwaites, casts of many of the decorative forms used in the new library building, were distributed among the schools. In the upper grades, the history of these forms was studied. At the opening of the building, the delight of the public school children will be great, as they discover the use of these forms in architecture.

The twelve framed pictures from modern French artists, sent out by the Woman's Club, were welcomed everywhere. They were circulated among the seventh and eighth grades of the city, and the pupils became interested in the artists represented.

In closing, I wish to thank yourself, teachers and Board of Education for your hearty support. Respectfully submitted,

IDA M. CRAVATH.

## REPORTS OF VISITING COMMITTEES.

### REPORT OF COMMITTEE FOR HIGH SCHOOL.

MADISON, June 18, 1900.

HON. JOHN CORSCOT, *President Board of Education, Madison, Wis.*

Dear Sir.—In accordance with your instructions, the members of the committee appointed to visit the local high school, have done so at various intervals during the year. A number of general committee meetings, as well as meetings of sub-committees, have been held; and the results of these deliberations are incorporated in the report which we beg leave to submit.

The school as a whole was found to be in very good condition. Many of the teachers have been connected with the high school for a series of years, and the excellent services performed by them have received recognition by previous committees. The present committee desires to express its hearty appreciation of the large and faithful work done by these teachers. The quality of their instruction compares most favorably with the best work done anywhere in the State; their zeal, enthusiasm, and self-sacrificing faithfulness manifest themselves in all phases of their work. We regret to be obliged to say that the salaries paid the teachers are not at all commensurate with the services preformed by them, and in a number of instances the remuneration is flagrantly out of proportion to the quality of the work done. We believe that the salaries paid are below the level of salaries paid for similar services in the better high schools of this State. We realize that because of the many advantages afforded by our city, high grade teachers can be draughted into service where otherwise it would be impossible to secure them; but we feel that this is taking an unfair advantage, and that a proper recognition of the scholarship and professional attainments of these teachers will accord them salaries at least approximately equal to those paid elsewhere. In behalf of the newer teachers in the high school, the committee wishes to say that they have been found invariably earnest and usually efficient; all of them seem to be doing the very best they can under the circumstances, and the observations of the committee should give them much encouragement.

In our conferences with the superintendent and principal various matters relating to the internal organization of the school have been discussed. These interviews have led us to feel that both of these gentlemen understand thoroughly the problems with which they are dealing, and that they

are working unitedly and intelligently for the best interests of the pupils in their charge. On all occasions the teachers as well as the principal and superintendent have shown themselves exceedingly anxious to receive suggestions; but the committee feels that some of the suggestions which might be made would be of no value because of the entire inadequacy of the present high school building. A new building is an absolute necessity. Pupils are crowded together in rooms built for half their number; and must frequently be assigned to seats either too high or too low, thus interfering with the most efficient mental work, and perhaps entailing permanent physical injury. Halls and cloak rooms are overcrowded, and in many parts of the building sanitary conditions are extremely unfavorable. It remains for the citizens of Madison to say whether they shall in the future attempt to give their sons and daughters first-class teachers and good books, and then deny them the space and air which is necessary in order to profit by good instruction and fine facilities. The number of pupils in our high school is more than three times the number usually found in cities with the population equal to that of Madison. Considering that in every part of our State fine high school buildings have been constructed within the last few years, it is a matter of humiliation that in our beautiful city, the capitol of the State, one of the poorest and most inadequate buildings is left to minister to the wants of our large high school population. Words can hardly express the marked improvement which must inevitably follow the construction of a new building, along every line of influence represented by high school training. Such a building, we are told, can be constructed with money borrowed at a low rate of interest in accordance with the terms of our city charter; that this should be done in the immediate future is imperative.

Under the circumstances, it is hardly worth while to devote time and space to a discussion of the needs of the laboratory. Additional apparatus should be secured, and space should be provided for growing plants for laboratory use. Instruction in the physical sciences is at present greatly handicapped for want of adequate facilities.

Several members of the committee paid especial attention to the text-books used in the high school. While they are fully aware of the fact that a too frequent change of text-books is not a prudent policy, they believe that in several instances better results could be obtained if the books now in use were superseded by newer and better ones. The committee feels that in these instances text-books more modern than those now in the school would be found more suitable to the present requirements of the students, and that changes should be made which would give to teachers and students the advantages of the latest scholarship and most advanced methods of instruction.

The committee notes with pleasure the progress which has recently been

made in the instruction in music in the high school as well as in the graded schools. Special choruses and several musical organizations have been established, and the work accomplished by them appears to be highly encouraging. The supervisor of music understands thoroughly the needs of pupils, and conducts the work in music in such a way as to give the children not only a fair degree of proficiency in singing, but also—and this should be especially noticed—an intelligent insight into the history of music and the structure of musical composition. Although progress has been made, the committee believes that the time has come when another and decided step forward can be taken. We venture to suggest that the work in the seventh and eighth grades be extended along biographical and theoretical lines, and that instruction in music in the high school be confined almost exclusively to choral practice. It appears that seventh and eighth grade pupils frequently show a decline in interest in music; this we believe is due to the fact that the kind of music with which they work does not keep pace with the growth of these pupils. We believe it is expedient for the board of education to supply these grades with a number of proper selections in leaflet form; on entering the high school these pupils will then have something in common, and something upon which the choral practice may be based when pupils from all the different schools are for the first time brought together. The time which is at present at the disposal of the supervisor of music in the high school is not sufficient. We recommend that not less than three periods per week be devoted to choral practice on the part of the whole school; it may also be expedient to use the other two periods for special choral practice. On the basis of the theoretical and practical work accomplished in the grades, the high school chorus, when drilled regularly, is capable of rendering musical selections of a high order. There exist no reasons why classical music should not be made thoroughly familiar to pupils in our high school; we believe that this should be done, not only for the sake of musical culture, but also for the beneficial indirect influences which better work in music is bound to bring to bear upon those who participate in these exercises. It is difficult to conceive of anything more inspiring and more likely to develop a wholesome *esprit de corps* among six hundred high school pupils than well conducted choral practice on high grade music. It may also be practicable to furnish pupils in the high school with a limited number of vocal selections in leaflet form. Another matter which should not escape the attention of the Board is the need of a piano. The supervisor of music is now obliged to conduct her exercises in the high school without the assistance of an instrument.

Last year's committee had occasion to remark upon several aspects of the social life connected with the high school; the present committee feels constrained to recur to the same subject. After careful consideration

by a sub-committee, we were unanimously and strongly of the opinion that irrespective of the arguments which may be advanced in favor of fraternities in colleges, secret societies in the high school are a serious hinderance to a common and united social life, to the best development of character, and to the preservation of true democratic feelings and principles. We therefore recommend that the Board of Education take whatever measures may be necessary to bring about the discontinuance of these societies as soon as practicable. It may be wise to disband them at once, or it may be better to work more slowly by forbidding any further increase in membership. We hope that the board will adopt one of these two methods—or any other which they may choose to pursue—in order to do away with a fashion which is in our opinion an evil and a menace to the best life of the school.

Respectfully submitted,

ANNIE CROSBY EMERY,  
BERTHA PITMAN SHARP,  
WILLIAM STANLEY MARSHALL,  
REV. JOSEPH E. HEYDE,  
GENEVIEVE A. AYLWARD,  
MARION V. FAY,  
B. H. MEYER, *Chairman.*

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#### REPORT OF THE COMMITTEE FOR GRAMMAR GRADES.

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

We have been most favorably impressed by the conditions observed in the grammar grades of the several wards. Special commendation must be given to Superintendent Dudgeon for his excellent choice of school principals. To his care in the selection and placing of these is due no small share of the progress in the schools during the past year.

Among the many efficient and inspiring teachers in our schools, one we have deemed worthy of special mention. Mrs. Grant Smith who has resigned her position in the Sixth ward, has filled her place with so much success as to make us regret that we are to lose her. Not only is she a veteran teacher, unusually well read and thoroughly awake to new ideas, but her method of conducting classes has attracted favorable comment from all who were fortunate enough to visit her school. In spite of the special difficulty of having pupils drawn from various wards, she secured such control over the school and inspired the pupils with such an admirable spirit that discipline was actually assumed by the children themselves.

One member of the committee was present at a complicated marching exercise in her room, conducted entirely by the children, and it was a perfect success throughout. In thus taking the responsibility for the good order of the room the pupils have gained an invaluable lesson in self-control and truthfulness. We are glad to report that we have found in several of the grades teachers who were working intelligently toward this ideal of free and spontaneous self-government for the children. This is a phase of the school work to which the attention of the patrons is especially invited.

The committee desire to recommend that a uniform series of text-books in history be adopted as soon as practicable, that more regular and satisfactory work may be accomplished. They would suggest, also, that the reading books for supplementary reading are too difficult for many of the grades in which they are used. They desire to leave this subject with some future committee for a fuller report.

The rule requiring vaccination is not strictly enforced, and the committee desire to call attention to this important point as a source of possible danger in the future. In order to secure more perfect immunity from the danger of the spread of contagious disease, we would recommend the following amendment to the rules now in force. For the words "all danger of spreading contagion by such pupil is past," substitute the words, "the pupil shall have been isolated ten days after having been exposed to such contagious disease." We apprehend from the complaints made that this will more successfully protect the pupils in our schools than the method employed, since, if the amendment is made, the health officer must certify that each child exposed to any contagious disease has been isolated for ten days.

The presence of saloons near the ward schools is an undesirable feature, still present in certain cases. The committee, therefore, recommend the speedy removal of such places of resort from the immediate neighborhood of the city schools. There is still a general deficiency in the number of books available for use in the various wards, and an appropriation for the purpose of purchasing new books is greatly needed.

The committee desire, further, to call the attention of the board to the very small number of boys enrolled in the seventh and eighth grades in the Second ward school. It is the only ward in which so few boys are registered. An examination of the school census returns for this year reveals the fact that sixty-two boys between the ages of ten and thirteen, living in the Second ward, are not enrolled in the four highest grades of the Second, Third, and Sixth ward schools. This does not include any children from families sending pupils to parochial schools. Of these sixty-two, eight are thirteen years of age, and eleven are twelve years of age. Making all allowance for errors in counting, and also for there being some pupils of this age in the lower grades, the discrepancy is still too large and may explain why there are so few boys in the two higher grades

of the Second ward school. The committee desire to recommend an investigation into the matter to ascertain whether all the children of legal school age in the Second ward are in regular attendance at the schools in this or adjoining wards.

All of which is respectfully submitted,

O. G. LIBBY, *Chairman*,  
Mrs. M. R. DOYON,  
Mrs. F. E. PARKINSON,  
Mrs. O. D. BRANDENBURG,  
Mrs. H. W. HILLYER.

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#### REPORT OF THE COMMITTEE FOR PRIMARY GRADES.

TO THE BOARD OF EDUCATION, *Madison*.

*Gentlemen*.—The committee assigned for the visiting of primary grades in the city schools reports as follows:

A marked improvement in all branches has been made during the year. The work in arithmetic and penmanship seems to stand at the head of these improvements. We have especially noticed the good results obtained by the use of cards in arithmetic. The scholars seem to enjoy this form of figuring, and as it requires attention and rapidity, it is not only instructive, but interesting. The sameness of text-book is thus overcome. We find the teachers conscientious and capable. All are endeavoring to establish that happy enthusiasm which is so necessary for the welfare of the children. There is a growing tendency toward the coöperative work of teachers and parents, which is greatly increased by receptions given by the teachers, and we hope that they may be continued in the future. Another helpful feature is that of teachers visiting other schools, as it inspires them to make their work better or as good as the one visited. The personal appearance of the children generally is good, but there are still some who lack respect to themselves, their teachers, and fellow-students. It is only with the aid of the parents that this can be remedied. It is certainly one of the essentials of a cheerful and healthful schoolroom. The general appearance of the schoolhouses and yards is quite good. Most of the janitors have done exceptionally well in keeping buildings and grounds clean and in good condition. Most all schoolrooms need renovation to some extent. If all the school-yards could present such a pleasing appearance as that of the Second ward, it would be a credit to any city. However, the Fourth ward and Northeast district have shown great improve-

ment in this. It was indeed a pleasant surprise to see the great improvement in the latter, both in appearance and work by the teacher and scholars. We desire to commend the excellent work accomplished by our kindergarten teachers. This year's work has certainly been one of great improvement in all branches, and we hope every year may show as much.

Respectfully,

ELIZABETH NECKERMAN, *Chairman,*

EMMA G. PERRY,

CARRIE A. GIBBS,

JOSEPHINE L. SIEBECKER.

## CONTAGIOUS DISEASES.

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

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

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

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

### VACCINATION.

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

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

WHEREAS, With the prevalence of small-pox (which disease is by said 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 I. No child shall be allowed to be enrolled as a pupil in any public, private or parochial school without first presenting to the principal or teacher of the school in which he applies for enrollment or attendance, the certificate of a reputable physician, that he has been successfully vac-

cinated, or in lieu of such certificate of successful vaccination, certificate from a reputable physician that such child has been vaccinated at least twice within a period of three months next preceding the date of such application, such latter certificate, however, shall be void after the expiration of one year from its date.

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

## COURSE OF STUDY.

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### FIRST GRADE.

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

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

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

4. Memorizing Choice Selections.

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

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

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

DRAWING: Work according to outline furnished by supervisor.

### SECOND GRADE.

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

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

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

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 96.

**GEOGRAPHY:** See outline for oral lessons in geography.

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

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

**DRAWING:** Same as first grade.

### THIRD GRADE.

#### FALL TERM.

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

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

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

4. Memorizing choice selections.

**NUMBERS:** Revised Model Elementary Arithmetic to page 141.

**GEOGRAPHY:** See outline for oral lessons in geography.

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

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

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

#### WINTER TERM.

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

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

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

4. Memorizing choice selections.

**NUMBERS:** Revised Model Elementary Arithmetic to page 180.

**GEOGRAPHY:** See outline for oral lesson in geography.

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

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

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

## SPRING TERM.

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

2. Word Study. Continue work of fall term.

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

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 193.

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

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

PENMANSHIP: Complete Book 4.

DRAWING: The Prang Elementary Course in Art Instruction, Book No. 2.

## FOURTH GRADE.

## FALL TERM.

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

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

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

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 225.

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

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

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

## WINTER TERM.

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

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

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

## 4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 262.

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

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

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

## SPRING TERM.

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

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

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

## 4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic completed.

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

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

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

## FIFTH GRADE.

## FALL TERM.

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

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

## 4. Memorizing choice selections.

ARITHMETIC: Fundamental operations. Decimal fractions.

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

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

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

**DRAWING:** The Prang Elementary Course in Art Instruction, Book No. 5.

#### WINTER TERM.

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

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

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

4. Memorizing choice selections.

**ARITHMETIC:** United States Currency. Factors and Multiples.

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

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

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

**DRAWING:** The Prang Elementary Course in Art Instruction, Books Nos. 5 and 6.

#### SPRING TERM.

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

2. Word Study.—Same as fall term.

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

4. Memorizing choice selections.

**ARITHMETIC:** Common fractions.

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

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

**PENMANSHIP:** Complete Book 6.

**DRAWING:** The Prang Elementary Course in Art Instruction, Book No. 6.

#### SIXTH GRADE.

#### FALL TERM.

**ENGLISH:** 1. Reading.—Robinson Crusoe.

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

3. Oral and Written Exercises.—Dictation, narration, and reproduction of literary, historical, and geographical matter. Composition work in chapters I. to VI., inclusive and Parts of Speech in chapter XII., Southworth's and Goddard's Elements of Composition and Grammar.

4. Memorizing choice selections.

ARITHMETIC: Finish common fractions.

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

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

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

#### WINTER TERM.

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

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

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

4. Memorizing choice selections.

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

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

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

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

#### SPRING TERM.

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

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

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

4. Memorizing choice selections.

ARITHMETIC: Miscellaneous problems under denominate numbers and practical rules.

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

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

PENMANSHIP: Same as fifth grade

DRAWING: Same as fifth grade.

#### SEVENTH GRADE.

##### FALL TERM.

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

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

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

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

5. Memorizing choice selections.

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

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

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

2. Principal ocean and trade routes of the world.

3. Mathematical geography.

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

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

DRAWING: The Prang Elementary Course in Art Instruction, Book No. 9.

##### WINTER TERM.

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

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

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

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

5. Memorizing choice selections.

MATHEMATICS: 1. Arithmetic.—Percentage to partial payments

2. Elements of Algebra.—Simple equations.

GEOGRAPHY AND HISTORY: 1. Wisconsin in detail.

2. Civil government of state, county, city.
3. Stories from the history of England. Discovery and exploration of United States.

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

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

DRAWING: The Prang Elementary Course in Art Instruction, Books Nos. 9 and 10.

#### SPRING TERM.

ENGLISH: 1. Reading.—The Young American.

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

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

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

5. Memorizing choice selections.

MATHEMATICS: 1. Arithmetic.—Percentage completed.

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

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

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

PENMANSHIP: Book 8 completed.

DRAWING: The Prang Elementary Course in Art Instruction, Book No. 10.

#### EIGHTH GRADE.

##### FALL TERM.

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

2. Word Study.—Same as seventh grade.

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

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

5. Memorizing choice selections.

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

2. Concrete Geometry.—One period a week.

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

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

##### WINTER TERM.

ENGLISH: 1. Reading —Masterpieces of American Literature.

2. Word Study.—Same as seventh grade.

3. Oral and Written Exercises.—Continue work of fall term.
4. Grammar.—Text-book, chapters XIX. to XXIII., inclusive. Sentence analysis continued.
5. Memorizing choice selections.

MATHEMATICS: I. 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: I. Reading.—Masterpieces of American Literature.

I. Word Study.—Same as seventh grade.

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

4. Grammar.—Text-book, finished and reviewed.

5. Memorizing choice selections.

MATHEMATICS: I. 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.

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### FIRST GRADE.

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

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

**READING TO CLASS.**—The teacher will read to the children from Stories for Kindergarten and Primary Schools, and selections from the list on page 81.

**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 combination 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 81.

**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 Odyssey, and selections from list on page 82.

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

## WINTER TERM.

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

**READING TO CLASS.**—Little Lord Fauntleroy, Adventures of a Brownie, Queer Little People, and selections from list on page 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 from list on pages 82-3.

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

WINTER TERM.

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

READING TO CLASS.—Benjamin Franklin, The Little Lame Prince, and selections from list on page 83.

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 83.

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

FIFTH GRADE.

FALL TERM.

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

READING TO CLASS.—Story of King Midas, Paul Revere's Ride, Life in the North, and selections from list on page 83.

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

WINTER TERM.

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

READING TO CLASS.—Grandmother's Story of Bunker Hill, Rip Van Winkle, and selections from list on pages 83-4.

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

SPRING TERM.

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

READING TO CLASS.—Prince and Pauper, The Snow Image, and selections from list on page 84.

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 84.

READ AT HOME.—Tanglewood Tales, Daniel Boone.

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

##### WINTER TERM.

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

READING TO CLASS.—The Arabian Nights, Stories from the History of Rome, and selections from list on page 84.

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

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

##### SPRING TERM.

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

READING TO CLASS.—Ten Boys on the Road from Long Ago to Now, Little People of Asia, Chuck Purdy, and selections from list on page 84.

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

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

#### SEVENTH GRADE.

##### FALL TERM.

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

READING TO CLASS.—Turn, Fortune, Turn, The Old Man Dreams, and other selections from list on page 85.

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

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

#### WINTER TERM.

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

READING TO CLASS.—The Festal Board, The Bells, and other selections from list on page 85.

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

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

#### SPRING TERM.

CLASS READING.—The Young American.

READING TO CLASS.—The Witch's Daughter, Courtship of Miles Standish, and other selections from list on page 85.

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 85.

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 86.

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

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

## SPRING TERM.

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

READING TO CLASS.—Custer's Charge, The Vagabonds, The Cry of the Children, and other selections from list on page 86.

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

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

## SELECTIONS TO BE MEMORIZED BY PUPILS.

### FIRST AND SECOND GRADES.

#### FALL TERM.

Baby Bye.....	<i>Theo. Tilton.</i>
I Love Little Pussy.....	<i>Jane Taylor.</i>
How They Talk .....	<i>Marcius 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>George Macdonald.</i>
The Boy's Song .....	<i>James Hogg.</i>
Sweet and Low.....	<i>Tennyson.</i>

### THIRD GRADE.

#### FALL TERM.

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

#### WINTER TERM.

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

#### SPRING TERM.

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

## FOURTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## FIFTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SIXTH GRADE.

## FALL TERM.

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

## COURSE OF STUDY.

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### WINTER TERM.

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

### SPRING TERM.

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

## SEVENTH GRADE.

### FALL TERM.

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

### WINTER TERM.

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

### SPRING TERM.

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

## EIGHTH GRADE.

### FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SELECTIONS TO BE READ TO PUPILS.

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

## WINTER TERM.

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

## SPRING TERM.

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

## FOURTH GRADE.

## FALL TERM.

The Brook.....	Tennyson.
A Wonderful Thing Is a Seed .....	Unknown.
Casabianca .....	Mrs. Hemans.
The Singing Lesson.....	Jean Ingelow.
November .....	Unknown.
The River .....	Unknown.
The Eagle .....	Tennyson.

In School Days.....	Whittier.
Ring Out the Old.....	Unknown.
Little and Great.....	Unknown.
Daffydowndilly.....	Anne M. Pratt.

## WINTER TERM.

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

## SPRING TERM.

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

## FIFTH GRADE.

## FALL TERM.

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

## WINTER TERM.

The Wreck of the Hesperus .....	Longfellow.
To the Falls of Niagara .....	J. S. Buckingham.
Fifty and Fifteen .....	Unknown.
A Prairie Dog Village.....	Edward B. Nealy.

The Captain's Daughter.....	<i>J. F. Fields.</i>
Perseverance.....	<i>R. L. Andros.</i>
The Shell.....	<i>Tennyson.</i>

## SPRING TERM.

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

## SIXTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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 Winklerieip.....	<i>J. Montgomery.</i>
Melrose Abbey .....	<i>Scott.</i>
Marco Bozarris.....	<i>F. G. Halleck.</i>
Dying Gladiator .....	<i>Byron.</i>
Poland .....	<i>Thos. T. 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 .....	Rossiter Johnson.
Four-Leaved Clover .....	Unknown.
Address to a Mummy .....	H. Smith.
Dickens in Camp .....	Bret Harte.
Forty Years Ago .....	Unknown.
Turn Fortune, Turn Thy Wheel .....	Tennyson.
The Old Man Dreams .....	Holmes.
The Cloud .....	Shelley.
The Pen .....	Lyttoln.

## WINTER TERM.

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

## SPRING TERM.

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

## EIGHTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## OUTLINES OF ORAL LESSONS IN GEOGRAPHY.

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### 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 schoolroom. 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 schoolroom.

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

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

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

### THIRD GRADE.

#### FALL TERM.

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

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

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

## WINTER TERM.

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

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

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

IV. Interpretation of the symbols of the map.

## SPRING TERM.

I. Map of the grand division of North America, so printed as to show relief. Location of its mountains and plains. Show that its general outline and the direction of 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.

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### IN ELEMENTARY GRADES.

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

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

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

The following books will be found helpful to both teachers and pupils: Pratt's American History Stories, Monroe's Story of Our Country, Eggleston's First Book in American History, Wright's Children's Stories in American Progress, Gilman's Historical Readers, Montgomery's The Beginner's American History, Thwaites' Historic Waterways, Thwaites' History of Wisconsin, McMurry's Pioneer Historic Stories of the Mississippi Valley, Aunt Charlotte's Stories of Roman History, Lang's Heroes of Seven Hills, Bonner's Child's History of Rome, 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 Vespuclius, Balboa, Cortez and Montezuma, Pizarro and the Incas, De Soto and the Mississippi, Drake, Raleigh and Queen Elizabeth, Magellan's Voyage Around the World.

## FOURTH GRADE.

## FALL TERM.

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

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

III. Stories of customs and manners of the Indians.

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

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

VI. Mounds, location, age, etc.

## WINTER TERM.

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

## SPRING TERM.

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

## FIFTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SIXTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

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

## SEVENTH GRADE.

## WINTER TERM.

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

II. Stories from the History of England.—The Ancient Britons, Julius Caesar's Conquest of Britain, Anglo-Saxon Conquest, The Christians, Nor-man Conquest, Hundred Years' War, War of the Roses, The Tudor Kings,

The Stuart Kings and Elizabeth Revolution, The Georges, Queen Victoria. The teacher must use judgment in selecting the most interesting events and grouping them about central heroic characters.

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

## SPRING TERM.

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

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

## EIGHTH GRADE.

## FALL TERM.

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

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

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

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

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

## WINTER TERM.

Administrations continued—

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

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

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

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

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

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

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

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

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

XVI. Lincoln.—The Civil War.

1. Preliminary Events.

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

3. The Blockade and Foreign Relations.

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

5. 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 Money and Gold.

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

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

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

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.

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### I. The object of nature study should be:

1. To interest the pupils in nature. The work should be so conducted as to inspire the children with a love for the beautiful, and with a sympathy for all living things. Children should be taught how to preserve and protect the plants, rather than how to dissect them.
2. To train and develop the children. The children should be trained to (a) observe, compare and express (see, reason and tell); (b) to investigate carefully, and to make clear, *truthful* statements; (c) to develop a taste for original investigation.
3. The acquisition of a knowledge of plants and animals.

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

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

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

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

## OUTLINES OF WORK.

(First four grades.)

CENTRAL THOUGHT; CARE AND PROTECTION.

*I. Seeds and Germination.*

Let the children :

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

*II. Buds.*

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

Let the children :

1. Gather branches having large buds, such as the horse-chestnut, 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 stems and its parts, wood, bark, and pith, their uses and structure.
3. Later, study the fresh buds and compare them with those which have unfolded.
4. Compare the first bud studied with some other large bud.

*III. Reproduction and Flowers.*

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

Let the children :

1. Find the dust-bearing (staminate) and seed-bearing (pistillate) flowers and parts of flowers. (This will give opportunity to develop the idea that flowers are for the production and protection of seeds.)
2. Study the dissemination of seeds that fly, as those of the dandelion and milkweed; seeds that sail, as those of the maple and the basswood; seeds that stick, as those of the burdock and the tick; seeds that fall, as those of the bean and the pea.
3. Study fruits. (They should learn the use of fruit to the plant and to man.)

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

#### *IV. Leaves.*

Let the children :

1. Watch the unfolding of the leaves in the bud, and notice their protection and arrangement, as suggested before.
2. Note the 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 of blackboard outlines, to which pupils may constantly refer, they should be familiarized with the more common forms of the leaf as a whole, and of base, apex, margin, and should be trained to give orderly, exact, concise descriptions.

#### SUGGESTIONS.

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

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

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

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

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

The following books will be found helpful in this work:

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

## HIGH SCHOOL COURSES.

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

## HIGH SCHOOL COURSES.

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

## TEXT-BOOKS.

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### WARD SCHOOLS.

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

### HIGH SCHOOL.

Shakespeare—Selected Plays .....	<i>Rolfe, Hudson.</i>
Commercial Arithmetic .....	<i>Thomson.</i>
Algebra .....	<i>Van Velzer &amp; Slichter.</i>
Geometry .....	<i>Van Velzer &amp; Shutts.</i>
Composition and Rhetoric .....	<i>Herrick &amp; Damon.</i>
English Literature .....	<i>Pancoast.</i>
Latin Grammar .....	<i>Bennett.</i>
Latin Beginner's Book .....	<i>Tuell &amp; Fowler.</i>
Cæsar .....	<i>Kelsey.</i>
Latin Composition .....	<i>Riggs.</i>
Cicero .....	<i>Kelsey.</i>
Virgil .....	<i>Greenough.</i>
Greek Grammar .....	<i>Goodwin.</i>
Greek Lessons .....	<i>White.</i>
Greek Composition .....	<i>Jones.</i>
Anabasis .....	<i>Goodwin.</i>
Homer .....	<i>Seymour.</i>
German Lessons .....	<i>Joynes-Meissner.</i>
German Reader .....	<i>Rosenstengel.</i>
Physical Geography .....	<i>Eclectic.</i>
English History .....	<i>Coman &amp; Kendall.</i>

General History.....	Myers.
American History.....	Channing.
Civil Government.....	Fiske.
Physiology .....	Martin.
Botany.....	Bergen.
Physics .....	Hall & Bergen.
Biology	

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

## HIGH SCHOOL GRADUATES.

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### CLASS OF 1875.

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

### CLASS OF 1876.

Lizzie Bright (Mrs. Frank Phoenix), Delavan, Wis., Teacher Deaf and Dumb Institute.  
Margaret Coyne.\*  
Maria Dean, U. W. '88, M. D., Helena, Montana.  
Sarah Dudgeon, K. U. '89 (Mrs. E. J. Baskerville), Detroit, Mich.  
Carrie French (Mrs. E. F. Gibbs), Madison.  
Henry B. Favill, U. W. '80, Rush '83, M. D., Chicago, Ill.  
Stella Ford (Mrs. Chas. Abbott), Madison, Wis.  
Chas. Hudson, Mail Carrier, Madison, Wis.  
Willis Hoover, Missionary, South America.  
Euphemia Henry (Mrs. T. J. McMaster), Dakota.  
Hattie Huntington (Mrs. McDonald), St. Paul, Minn.  
Kitty Kelly, Madison, Wis.  
Carrie R. Kellogg (Mrs. Brigham Bliss), St. Paul Minn.  
George E. Morgan, U. W. '80, Law '82.\*  
Henry Mason, Garden City, Kan.  
William E. Morgan, Physician, Chicago, Ill.  
Annette Nelson, Teacher, Madison, Wis.

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\*Deceased.

Alfred Patek, U. W. '80, Room 46, Tribune Bldg., New York, N. Y.

Stanley Proudfit,\* U. W. '81.

Henry Wilkinson, Chicago, Ill.

#### CLASS OF 1877.

Emma Bascom.\*

Florence Bascom, U. W. '82-'84, Professor, Bryn Mawr.

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

Anna Butler, Superior, Wis.

Edmund Burdick, 168 N. Main St., Wichita, Kansas,

George Byrne, Lumber Dealer, Kansas City, Mo.

Walter Chase, Madison.

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

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

Lizzie Dresser (Mrs. Shaw).

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

Frank Hyer.

Fannie Hall.\*

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

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

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

Jennie McMillan (Mrs. John T. Kelley), Milwaukee, Wis.

Matie Noble.\*

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

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

Hattie Stout, Madison, Wis.

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

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

James Young.\*

#### CLASS OF 1878.

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

William Dodds, U. W. '82, E. P. Allis Co., Milwaukee, Wis.

Lucy Gay, U. W. '82, Assistant Professor of French, U. W.

William Oakey, Madison.

Wendell Paine.\*

Walter B. Pearson, Contractor, Chicago, Ill.

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

Mary E. Storm, Teacher, Madison.

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\*Deceased.

## CLASS OF 1879.

Lillie Beecroft, U. W. '83, Madison.  
Sarah Clark, U. W. '84 (Mrs. C. W. Cabeen), Syracuse, N. Y.  
Rosa Fitch, U. W. '84, (Mrs. Albert Briggs), Madison.  
Jennie Lovejoy.\*  
Alice Lamb, U. W. '84 (Mrs. M. Updegraff), Washington, D. C.  
Julia Ray, U. W. '84 (Mrs. Jordan), Morris, Ill.  
August Umbriet, U. W. '83, Assistant District Attorney, Milwaukee.  
Mary Wright (Mrs. Oakey).

## CLASS OF 1880.

Clara D. Baker, U. W. '84 (Mrs. W. H. Flett), Merrill,  
Agnes Butler (Mrs. B. W. Snow), Madison.  
Mary L. Byrne (Mrs. C. S. Slichter), Madison.  
Julius Burdick, Madison.  
Rose Case (Mrs. Geo. Haywood), Chicago.  
Theresa C. Cosgrove, Teacher, Fourth Ward, Madison.  
McClellan Dodge, U. W. '84, Civil Engineer, Madison.  
Louisa Davids, Sanborn, Iowa.  
Annie H. Durrie (Mrs. T. A. Goodwin), Helena, Montana.  
Clarissa Gano (Mrs. Robert Lipsey), Normal Park, Ill.  
Josephine Hausmann, Madison.  
Fannie Langford, (Mrs. L. B. Ring), Woodland Court, Milwaukee.  
Flora Mears, Madison.  
James J. Morgan, Chicago Medical College, '88, Physician, Chicago.  
Harry L. Moseley, U. W. '84, Law '87, Madison.  
Kate McGill, Teacher, Madison.  
Kitty Moody (Mrs. Geo. Fish), Greely, Col.  
Emily Prescott, Nebraska.  
Nellie Phillips.  
Flora Pollard (Mrs. C. J. Batten), Chicago.  
Lucy Smith, 625 N. Lincoln St., Chicago.  
Nettie Smith, 625 N. Lincoln St., Chicago.

## CLASS OF 1881.

Frederika Bodenstein, Teacher, Madison.  
Helen Bjornson (Mrs. Swenson), Madison.  
Grace Clark, U. W. '85 (Mrs. F. K. Conover), Madison.  
Rosa Dengler, Teacher, Madison.  
Fanny Ellsworth, Madison.

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\*Deceased.

Daisy Greenbank (Mrs. F. W. Dustan), Ashland.  
Robert Hendricks, Minneapolis, Minn.  
Lucy Herfurth, (Mrs. C. N. Harrison), Madison.  
Alice Lindestrom, Madison.  
Lizzie McMillan.\*  
Mary E. Oakey, Madison.  
Jessie Partridge.\*  
Emma Smith, Nebraska.

## CLASS OF 1882.

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

## CLASS OF 1883.

Louisa Ambrecht, Madison.  
Daisy Beecroft, Madison.  
Frankie Brooks (Mrs. Plummer), St. Paul, Minn.  
Eleanor Crowley.  
Emma Deards (Mrs. Sutherland), Madison, Wisconsin.  
Mary Farley.  
Fanny Gay (Mrs. Chas. W. Lomas), Ft. Howard, Wis.  
Emma G. Hyland, Teacher, Madison.  
Nellie Jewett (Mrs. MaWhinney), Chicago.  
Libbie Klussmann, Proof-reader, State Journal.  
Etta Patterson (Mrs. A. J. Klumb), Milwaukee.  
William Rosenstengel, U. W. '87, Electrician, Buffalo, N. Y.  
Albert Rundle, U. W. Law '90, Chicago, Ill.

## CLASS OF 1884.

Inger Conradson, Teacher, Brooklyn.  
Julia Dahlberg, Teacher, Milwaukee.  
Annie Hauk (Mrs. John Mader), Milwaukee.

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\*Deceased.

Ida Herfurth, Stenographer, Madison.  
 Sophie M. Lewis (Mrs. H. E. Briggs), Phoenix, Ariz.  
 Addie Lindley (Mrs. Ried), Merrill, Wis.  
 Alice Rodermund.\*

## CLASS OF 1885.

Lillie D. Baker, U. W. '89 (Mrs. E. N. Warner), Madison.  
 Olive E. Baker, U. W. '91, (Mrs. John Beffel), Chicago.  
 Sophy S. Goodwin, U. W. '89, Madison.  
 Alice Goldenberger, U. W. '91, Madison.  
 Jennie A. Jones (Mrs. E. Derge), Emporia, Kansas.  
 Delia A. Kelly, Madison.  
 James B. Kerr, U. W. '89, Law '92, St. Paul, Minn.  
 Anna A. Nunns, U. W. '89, Historical Library, Madison.  
 Blanche L. Rider (Mrs. William Herrington), Madison.  
 Lenore L. Totto, Milwaukee.  
 Sue G. Tullis, U. W. '89, Teacher H. S., Madison.

## CLASS OF 1886.

William Anderson.\*  
 Kittie M. Bruce, Teacher of Music, Studying in Europe.  
 Robert C. Burdick, Madison.  
 Eldon J. Cassody, U. W. '90, Law '92, Chicago.  
 Mary F. Carpenter, Librarian, West Superior.  
 Nora Culligan, Teacher, Madison.  
 Emma L. Dowling, Madison.  
 Margaret A. Foren, Teacher, Fifth Ward, Madison,  
 Lelia M. Gile (Mrs. Liebenberg), Platteville.  
 Rollin C. Hill, Madison.  
 Frances A. Kleinpell, U. W. '90 (Mrs. C. W. Burr), Lancaster, Wis.  
 Grace A. Lamb, U. W. '91 (Mrs. J. J. Schindler), St. Paul, Minn.  
 Charles M. Mayers, Insurance Agent, Madison.  
 Ben C. Parkinson, U. W. '90, Law '94, Hardwood, Mich.  
 Henry G. Parkinson, U. W. '90, Law '94, Madison.  
 Florence M. Smith (Mrs. A. M. Story), Hillsborough, N. Mex.  
 Outilia Stein (Mrs. P. H. Brodesser), Milwaukee.  
 Anna E. Tarnutzer, U. W. '95 (Mrs. A. J. Arn), New Lisbon.  
 Zilpha M. Vernon, U. W. '90 (Mrs. Grant Showerman), Rome, Italy.

## CLASS OF 1887.

Frederick Wm. Adamson, U. W. '91, Chicago Med. Col. '93, Madison.  
 Andrews Allen, U. W. '91, Draughtsman, Chicago.  
 Florence E. Baker, U. W. '91, Historical Library, Madison.

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\*Deceased.

Lewis A. Bender, Oconomowoc.  
Augusta J. Bodenstein (Mrs. Paul Findlay), Madison.  
Bessie Cox, Madison.  
Fayette Durlin, New York.  
Charles A. Dickson, U. W. '61, Lawyer, Sioux City, Iowa.  
John F. Donovan, U. W. Law, '94, Lawyer, Milwaukee.  
Thomas K. Erdahl, U. W. '91, Instructor, U. W.  
William F. Ellsworth, Chicago.  
Sarah E. Gallagher (Mrs. Nidlinger), Chicago, Ill.  
Elizabeth M. Henwood, Madison.  
Marion T. Janeck (Mrs. Richter), U. W. '91, Madison.  
Carl A. Johnson, U. W. '91, Mech. Eng., Madison.  
Daisy D. Lindley (Mrs. James Goldworthy), Prescott.  
Bertha M. Mayer, Madison.  
Oscar F. Minch, U. W. '93, Miller, Paoli.  
Rose M. Minch, Madison.  
Arthur F. Oakey, U. W. 91, Stone mason, Madison.  
Paul S. Richards, Yale 92, Lawyer, New York.  
Ella May Sanborn (Mrs. Robert Kyle), U. W. '91, Tomah.  
Carrie M. Smith (Mrs. Williamson), Madison.  
George G. Thorp, Mech. Eng., Superintendent Iron and Steel Works,  
Joliet, Ill.  
Elsbeth Veerhusen, U. W. '91, Fellowship, U. W., Madison.  
Helen L. Winter, Teacher, Madison.  
Calvin Z. Wise, Madison.

## CLASS OF 1888.

Carletta Anderson (Mrs. Peter Vedel), Aarhus, Denmark.  
Annie Bremer (Mrs. Anna Findorff), Madison.  
Mabel Fleming, Milwaukee.  
Henrietta Kleinpell, Teacher, Deerfield.  
Samuel Lamont.  
Henry H. Morgan, U. W. Law '93, Lawyer, Madison.  
John H. McNaught, C. E., Milwaukee.  
Samuel Piper, U. W. '92, with Piper Bros., Madison.  
Helen G. Thorp (Mrs. John Nicolson), U. W. '92, Newcastle, Pa.

## CLASS OF 1889.

Mary B. Baker (Mrs. F. W. Dickinson), Detroit, Mich.  
Martha S. Baker, U. W. '93, Teacher, Baraboo.  
Frances M. Bowen, U. W. '93 (Mrs. Jesse Sarles), Caledonia, Ills.  
Catherine M. Brown, U. W. '95 (Mrs. Morton), Milwaukee.  
Theresa M. Byrne.  
Bertha Cassoday (Mrs. C. A. Johnson), Madison.

Wilfred E. Chase, Madison.  
Biondella R. Clark, Teacher, Cambridge.  
Margaret A. Cunningham.\*  
Lucius H. Davidson, Madison.  
Ella Davis, U. W. '93 (Mrs. Alva S. Goodyear), Tomah.  
Elizabeth Donoughue (Mrs. Oakey), Madison.  
Myrtle H. Dow, Actress, London, England.  
Charles H. Doyon, U. W. '93, Doyon, N. D.  
Fred R. Estes, U. W. '93.  
Julia K. Fisher, Paoli.  
William Fitch, Madison.  
George Edward Gernon, U. W. Law '99, Madison.  
Alice E. Hawkins, Madison.  
Hannah Herfurth (Mrs. Murray), Madison.  
Sabena Herfurth, U. W. '93, Madison.  
Robert E. Jonas.\*  
Minnie Luebkeman, Madison.  
Mary H. Main, Madison.  
Helen L. Mayer, U. W. '93 (Mrs. Harry Hunt), Tucson, Ariz.  
Mary L. Murray, U. W. '93, Art Institute, Chicago, Ill.  
Emma A. Nelson, Teacher, Madison.  
Anna I. Oakey, U. W. '93, Teacher.  
Grace V. Reynolds, Madison.  
Louis D. Sumner, U. W. '93, Pharmacy '94, Druggist, Madison.  
Emma Sitterly, Teacher, Madison.  
Mary E. Smith, U. W. '93, Madison.  
William E. Swain, Madison.  
Charles Thuringer, Civil Eng. U. W. '93, Milwaukee, Wis.  
Amy R. Young, Madison.

## CLASS OF 1890.

William W. Allen,\* U. W. '94, Law '96.  
Lizzie Armstrong, Madison.  
May Belle Bryant, Teacher, near Madison.  
Mary C. Cramer, M. C., U. W. '97, Madison.  
Charles Davison, Lawyer, Beaver Dam.  
Elizabeth Foran, Madison.  
Theodore Herfurth, Insurance Agent, Madison.  
Grace L. Hopkins, U. W. '94 (Mrs. Harry Kellogg), Milwaukee.  
Mary A. Kelley, Teacher, Milwaukee.  
Helen J. Kellogg, U. W. '94, Madison.  
Louise Kingsley (Mrs. Parke), Lodi, Wis.

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\*Deceased.

Irma M. Kleinpell, U. W. '94, Teacher H. S., Madison.  
Walter Kleinpell, Chicago.  
Cornelius Knudson, Bookkeeper, Madison.  
Dena Lindley, U. W. '94, Teacher, Merrill.  
Stephen A. Madigan, U. W. '94.  
William C. McNaught, Madison.  
Thomas Nelson, U. W. '94, Law '96, Madison.  
Washington Oakey, Dental College, Chicago.  
Susie P. Regan, U. W. '94, (Mrs. J. A. Pratt), Prairie du Chien.  
Rudolph R. Rosenstengel, U. W. '94, Electrical Engineer, Milwaukee.  
Sidney R. Sheldon U. W. '94, Professor La Fayette College, Easton, Penn.  
Eugene A. Smith, Druggist, Milwaukee.  
Alice Stephenson, U. W. '94, Madison.  
Charles H. Tenney, U. W. Law, '96, Madison.  
Frank A. Vaughn, Electrical Engineer, U. W. '95.  
A. Cleaver, Wilkinson, Chicago.  
Caroline M. Young, U. W. '94, Teacher, Indianapolis.

## CLASS OF 1891.

Jannette Atwood, Teacher, Milwaukee.  
Alice Armstrong, Madison.  
Wilbur S. Ball, U. W. '95.  
Louise M. Bauman, Milwaukee.  
Eleanor Boehmer, Teacher, near Madison.  
Jessie Carnon (Mrs. Meyer), Madison.  
Lucy Cosgrove, Teacher, Sixth Ward, Madison.  
Harry M. Curtis, Madison.  
Josie Deming (Mrs. Hillyer), Floyd, Iowa.  
Francis E. Doyle (Mrs. Joseph Schubert), Madison.  
Janette H. Doyon (Mrs. E. S. Main), Chicago.  
Geo. Herbert Greenbank, Madison.  
Anna C. Griffiths, U. W. '95, Madison.  
Caroline M. Hauk, Clerk, Madison.  
Ida E. Helm (Mrs. Dr. Hart), Madison.  
Lucy S. Jones, Minneapolis, Minn.  
Geo. A. Kingsley, U. W. '95, Law '97, Milwaukee.  
Helen I. Lancaster (Mrs. John Wright), Milwaukee.  
Vroman Mason, U. W. '95, Law '99, Lawyer, Madison.  
Sarah McConnell (Mrs. Ball), Marinette, Wis.  
Lydia E. Minch (Mrs. J. M. O'Brien), Oregon.  
Robert C. Montgomery, Hahnemann College '94, M. D., Madison.  
Oscar Felson, Chicago, Ill.  
Jennie O'Connell, Bookkeeper, Madison.  
Harry Potter, U. W. Law '96, Madison.

Catherine Regan, U. W. Eng. Spec.  
Martha Sheibel, U. W. '95 (Mrs. Nat. Crampton), Madison.  
Jessie Shephard, U. W. '95, Teacher, Escanaba, Mich.  
Isabel Smith.  
Maud C. Smith, Milwaukee.  
Halbert Steensland, U. W. '95, John Hopkins University '99.  
John J. Suhr, U. W. Law '96, German-American Bank, Madison.  
Mary J. Thorp, U. W. '96, Madison.  
Florence E. Vernon, U. W. '95.  
Fannie Walbridge, U. W. '95.  
Herman Winter, U. W. '95, Law '97, Madison.

## CLASS OF 1892.

David Atwood, Reporter, Chicago.  
Henrietta Dorothy Billings (Mrs. Louis Holmes), Chicago.  
Maud Merrill Bixby, Milwaukee.  
Caro Louise Bucey (Mrs. Jas. M. Stevens), U. W. '96, Darlington.  
Herbert Brigham Copeland.  
Mary Lois Catlin.  
Emily H. Detloff, Teacher, Madison.  
Florence L. Drinker, Library School, Philadelphia.  
Charlotte Rockway Freeman, U. W. '96, Madison.  
Durante Carlyle Gile, U. W. '96, Teacher, Marshfield.  
Sadie Ellen Gallagher, Teacher, Madison.  
James A. Higgins, Mail Carrier, Madison.  
Rolland Frederick Hastreiter, U. W. '97, Johns Hopkins, 1901.  
Annie Marie Keeley (Mrs. James Lawler), Fitchburg.  
Charles Kenneth Leith, U. W. '97, Stenographer, Madison.  
Michael E. Lynch, Madison.  
Rachel Catherine McGovern (Mrs. Geo. W. Markham), St. Paul.  
Fred H. Morrell, Madison.  
Augusta M. Nichols, U. W. '96 (Mrs. Irwin Mac Nichol), Merrill, Wis.  
Annie Marie Pitman, U. W. '97 (Fellowship U. W.), Madison.  
Stella Grace Pierce, Bookkeeper, Chicago.  
Louis D. Rowell, Madison.  
John Charles Regan, Chicago.  
Walter Hodge Sheldon, U. W. '97 (M. D. St. Luke's Hospital), Chicago.  
Janette Catherine Smith, Milliner, Madison.  
Carrie F. Smith.  
Alma R. Sidell.  
Eugene Sullivan, M. D., Chicago, Ill.  
Martha Florence Torgerson, U. W. '95, Teacher, Sturgeon Bay.  
Margarett Urdahl, U. W. '96, Teacher, Medford.  
George P. Walker, Madison.  
Iva Alice Welch, Eng., U. W. '96, Historical Library, Madison.

Bessie Wilson, (Mrs. Victor Kaeppele), Los Angeles, Cal.  
Addiemay Wootton, U. W. '96, Madison.  
Albert O. Wright, Jr., Teacher, Green Bay Reformatory.

## CLASS OF 1893.

John Armstrong, Teacher.  
Augusta Atwood.  
Clarissa A. Cook, Stenographer, Milwaukee.  
Kate M. Corscot, A. C., U. W. '98, Teacher, Madison.  
Joseph M. Cantwell, U. W. '97.\*  
Clara Comstock, Teacher, near Madison.  
Bertrand H. Doyon, U. W. '98, Lumber Merchant, Madison.  
Victoria Fish, Madison.  
Bertha R. Frautchie, Madison.  
Bessie Gernon (Mrs. Horace Manning), London, Eng.  
Edith Green (Mrs. Leslie Fletcher), Madison.  
Iva Goodwin (Mrs. Smithyman), Milwaukee.  
Mame E. Griffiths, Madison.  
Annie Habich, Teacher, near McFarland.  
Ella Heiliger, Milwaukee Normal School.  
Isabel M. Holt, Madison.  
Benjamin A. Herrick, Dentist, Madison.  
Carl Jefferson, U. W. Law, '96, Madison.  
Alice Kerwin, Teacher, Madison.  
George Meyer.\*  
Minnie Mayers (Mrs. Kenneth Leith), Madison.  
Mary Myrtle Miller, Wilmington, Del.  
Minnie A. Olson (Mrs. Gulixon), Beloit, Wis.  
Eliza A. Pollard, U. W. '99, Madison.  
Martha E. Pound, Madison.  
Joseph M. Purcell, Clerk, Madison.  
James Patterson, Hahnemann Medical College 1900.  
Charlotte E. Pengra, U. W. '97, G. S. (Math.).  
Maud Parkinson, A. C., U. W. '98, Teacher, Los Angeles, Cal.  
Eva Parkinson, A. C., U. W. '98, Historical Library, Madison.  
George Riley, Insurance, Madison.  
Frank Riley, Boston Polytechnic School.  
Charles Riley, Law, U. W. '96, Attorney, Madison.  
Ernest B. Smith, U. W. '97.  
Catherine Stienle, Madison.  
Alma Stock, U. W. '99, Teacher, H. S. Madison.  
Emma Schermerhorn, Madison.  
Nina Adna Smith.\*

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\*Deceased.

Amanda Wallace.\*

Julia Wilkinson, Clerk, Madison.

David Wright, Jr., U. W. '97.

CLASS OF 1894.

Earle Anderson, U. W. Law, '99, clerk, Madison.

May Bennett (Mrs. Jessie Edgren).\*

Frances Billings, Milwaukee.

Helen Copp (Mrs. Wright), Madison.

Elmore Elver, U. W. '99, C. H.

Jesse Edgren, U. W. '99, Law, Dawson City.

Gertina Erickson, Teacher, South Dakota.

Mary Freeman, U. W. '98 M. C.

Florence Gage, U. W. '98, Pharmacy '99, G. S.

John Gregg, U. W. Law, '98.

Grace Greenbank, U. W. '98, M. C., Ashland.

Arlene Grover U. W. '98, M. C., Madison.

Maud Gilbert, Madison.

Mabel Lamberson (Mrs. Dr. Sippy), Evanston, Ill.

Clarice Lytle, N. W. Univ. '98, M. C.

Max Mason, U. W. '98, C. H. (Math.) Teacher, Beloit.

Jessie Monteith, Madison.

Anton Malec, U. W. '98, M. E.

Lillie Moesner, U. W. '98, G. S., Teacher, East Troy.

William Munsell, Madison, Clerk in P. O.

Stuart Sheldon, U. W., Rush Medical.

August Sauthoff, U. W. '98, G. S., Teacher, Sauk City.

Harry Sheasby, Bookkeeper, Madison.

Florence Slightam, (Mrs. Frank E. Rotchka), La Fayetta, Ind.

Mae Smith.

Harriet Stephenson, U. W. '98, M. C., Madison, Wis.

Edmund Suhr, U. W. '98 C. H., German American Bank, Madison.

Louise Swenson, Madison.

Lucy Thompkins, U. W. '98, M. C., Teacher, Evansville.

Sena Troan, Madison.

Grace Whare, (Librarian), Madison.

May Whare, Madison Gas & Electric Co.

Augusta Wood (Mrs. Raymond Frasier), Madison.

John Young, U. W. '98, C. H., Madison.

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\*Deceased.

## CLASS OF 1895.

Lillian Boehmer, Madison.  
Bertha Louis Brown, Madison.  
Bertha Josephine Butler.\*  
Ralph Milford Benson, Clerk, Madison.  
Emma Maria Bibbs, U. W. Eng. '99.  
Raymond Eugene Brown.  
Clay Sumner Berryman, Insurance, Madison.  
Lillie Case, A. C., U. W. '99, Madison  
Catherine Isabelle Cantwell (Mrs. Chas. O'Niell), Madison.  
Matilda Cook, U. W. '99, M. C.  
William Sylvester Darling, G. S., U. W. '99.  
Albert Ralph Denu, U. W. Eng., '99, U. S. Census Bureau, Washington,  
D. C.  
Helen Ada Fowler, U. W. '99, M. C.  
William Muzzy Fowler, Secy. U. W. School Music.  
Winifred Griffiths, Madison, Tracy, Gibbs & Co.  
Sibyl Adelaide Gale, Typewriter, Madison.  
Edith Van Slyke Gibson, U. W. '99, M. C., Studying Music, Chicago.  
Maurice Ingulf Johnson, U. W. '02, M. E.  
Frank Xavier Koltes, U. W., B. S., '99.  
Florence Josephine Ketchum, Bryn Mawr.  
Minnie Magdalene Lueders, Madison.  
George Nels Lewis, Madison.  
Florence Mina Lanz, Madison.  
Clara Helen Link, U. W. '99.  
Jessie Winifred Martin (Mrs. Allan E. Cowles), Washington, D. C.  
Maria Malec, U. W. '99, Eng. Teacher, Oregon.  
Nettie Irene McCoy, U. W. '99, Eng.  
Thomas William Mitchell, U. W. '99, Eng.  
Edith Nelson, U. W. '99, A. C., Teacher, H. S., Madison.  
Minnie Irene Nichols, Madison.  
William O'Dwyer, Dane.  
Mable Agnes Pengra, U. W. '99, A. C., Teacher, Park River Falls.  
William Fred Paunack, Architect, Madison.  
Lily Agnes Regan, Madison.  
Annie Howe Regan, Madison.  
Alma Grace Rogers (Mrs. C. N. Putnam), Madison.  
Harry Gray Smith, U. W. 1900, C. H.  
Ralph William Stewart, U. W. '99, C. E.  
De Ette Stemple, Madison.  
Fannie Strasilipka, Madison.

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\*Deceased.

Clarence Howard Slightam, M. D., Madison.  
Thomas William Tormey, U. W. '99, B. S. Rush Medical.  
Stephen William Van Wie.  
Carrie Walbridge.  
Paul Sherman Warner, Madison.  
Florence Maurine Warner, U. W., B. S. '1900.  
Fannie Warner, U. W. 1900, M. C.  
Minnie Comstock Westover, U. W., B. S. '99, Teacher, Mazomanie.  
Allen Orvis White, U. W. '99, M. C.  
Olive Leona Wise, Madison.  
George Bartholomew Whare, B. S., U. W., 1900.

## CLASS OF 1896.

Richard Henry Baus, U. W. B. S. 1900.  
Lisle Victor Benson, Chicago, Ill.  
Edward Albert Cook, U. W. B. S. 1900.  
Nathan Curtis, U. W. '99, England.  
John William Dreyer, U. W. B. S. 1900.  
Henry Clay Duke, Post Office, Madison.  
Frank Edward Darling, Jr., U. W. 1900, G. S.  
Jessie Ester Davis, U. W. 1900, B. S.  
Daisy Dye, U. W. 1901, Eng. Sp.  
Emma Josephine Erickson, Madison.  
Caroline Whellam Evans, U. W. 1901, Madison.  
Millie Gath, Madison.  
Morton Kay Green, Middleton.  
John Goodwin, U. W. 1900, Eng.  
Violet Gray, Windsor.  
Claudia Hall, U. W. 1901, M. C. Sp.  
Jennie Housel, Middleton, Wis.  
Harry Hanson, Madison.  
John Pettit Kelley.  
Mable King (Mrs. Nelson), Madison.  
Minnie Karstens, Madison.  
Ena Kney, Madison.  
Ward Lamberson.  
John Thomas Stewart Lyle, U. W. 1900, M. C.  
Ellen Ware Lamb, Madison.  
Lillian Fidelia McCarthy.  
Jean Monteith, Madison.  
Walter Bernard Minch, U. W. 1900, M. E.  
Jeannette Maltby, Teacher.  
Norman Nelson, U. W. B. S. 1900.  
Frank Nichols, Madison.

Edward Earl Parkinson, Madison.  
Lee Allen Parkinson, Washington, D. C.  
Roy Erastus Pierce.  
Miriam Kieth Reid, U. W. B. L. 1900.  
George Edward Schilling, U. S. Army.  
Marie Antoinette Schneider, Madison.  
Florence Sturm, Madison.  
Goldwin Howard Smith, Madison.  
Eunice Wallace Welch, U. W. B. L. 1900.  
Addie Wilke, Superior Normal School, 1898, Teacher, Madison.  
Paul Gernhard Winter, U. W. 1900, Eng.  
Thomas Willett, U. W. B. S. 1900.

## CLASS OF 1897.

Ida Matilda Anderson, Madison.  
Magdalena Ellen Antisdel, Chicago, Ill.  
Clara Victoria Bernhard, Madison Gas & Electric Co.  
Barry Ernest Bradley, U. W. 1901, A. C.  
Mary Eleanor Brahany, U. W. 1901, M. C.  
Mary Fidelia Caroll, Madison.  
Archy B. Carter, U. W. 1901, C. E.  
Frank Draper Coyle, Madison.  
James Joseph Conned, Clerk, Purcell Bros., Madison.  
Margaret Elizabeth Cummings, U. W. 1902, C. H.  
Dorothea Curtis, U. W. 1901, A. C.  
Joseph Dean, Jr., College of P. and S., Chicago.  
August Theodore Martin Elvert, Attendant, Mendota Hospital.  
Thomas Olen Farness.  
John Boggs Felker, U. M. Medical Student.  
Flora Gilbert, Madison.  
Emma Luella Gohlke (Mrs. Chas. H. Blanchard), Windsor.  
Mary Lena Hessman, Madison.  
Irving Raymond Hippenmeyer, U. W. 1902, M. E.  
Clarence Charles Isaacs, Madison.  
Katherine Kavanaugh, U. W. 1901, Eng.  
Mabel Elizabeth Kentzler, Madison.  
William Author Lee, U. W. 1901, A. C.  
Arthur Warner Lewis, Madison.  
Mary Josephine Link.  
John August Lorch, U. W. 1901, C. E.  
Mary Katherine Lynch, Madison.  
Mary Sheldon Morrison, Teacher, Black Earth.  
Archie Murray, U. W. 1902, E. E.  
Carl Bertolette Mutchler, U. W. 1902, C. E.

Mark Humphrey Newman, U. W. 1901, A. C.  
Ingewald Nelson, Clerk P. O., Madison.  
Francis M. Nienaber, Madison.  
Amy Huntley Nichols.  
Thomas Mortimer Priestley, U. W. 1901, M. C.  
Louis Mossop Pearson, Rush Medical.  
August Herman Pfund, U. W. 1901, G. S.  
August Oscar Paunack, Teller, Bank of Wisconsin, Madison.  
Howard David Piper, Clerk, Piper Bros., Madison.  
Edward John Reynolds, U. W. 1901, Eng.  
June Elizabeth Regan, Madison.  
Lilian Alison Redell (stenographer), Madison.  
Warren Du Pre Smith, U. W. 1902, G. S.  
Julia Forster Smith, U. W. 1901, A. C.  
Rose Marie Smith, Teacher, Westport.  
Arthur Frank Smith, U. W. 1901, G. S.  
Otto Carl Schmedeman (Dentist), Madison.  
Mena Swenson.  
Percy Wheeler Tracy, Madison.  
Lyndon Hickok Tracy, U. W. 1901, A. C.  
Evan Charles Thomas.  
Albert Nicholas Tandvig, U. W. School of Pharmacy, 1900.  
Minnie May Utter, Madison.  
Katherine Porter Vilas, Madison.  
John Martin Verberkmoe, U. W. 1901, G. S.  
Eva Willett, Milwaukee Normal School, '99.  
Helen Ernestine Wilke, Madison.  
Bessie Frances Warren, Madison.

## CLASS OF 1898.

Meltha Edith Andrus (Mrs. Orlando Cleveland), Pine Bluff.  
Emma Lilian Bucey.  
Augustus Billings, Cobb, Wis.  
Floy Idella Bowers.  
Maude Annette Benson.  
Catherine Myers Cook, Madison.  
Millicent May Coombs.  
Arthur Hale Curtis, U. W. 1902, G. S.  
John Ward Coon, U. W. 1902, Eng.  
Clarence Arthur Comstock (Gisholt Co.), Madison.  
Charles William Chech, U. W. Sophomore, Pharmacy.  
Mary Elizabeth Cunneen.  
Lucius Donkle, College of P. and S., Chicago.  
Frederic Abraham DeLay, U. W. 1902, E. E.

Elizabeth Regina Dunn, Madison.  
Magdalen Evans, Madison.  
Henry Belden Freeman.\*  
Bessie Carolyn Ferguson, U. W. 1902, Eng.  
Iva Lulu Gilbert, U. W. 1902, Eng.  
Floyd Colby Gurnee.  
Mary Elizabeth Gay.  
Ada Lovisa Hawley, U. W. 1902, G. S.  
Ena Henrietta Heuer, stenographer M. H. School.  
Edna Platte Huber.  
Lilian Solvei Holland, Moscow.  
Julia Christine Holland, U. W. 1902, Eng.  
Gordon Alexander Helmicks, U. W. 1902, E. E.  
Daisy Etta Hansen, Madison.  
Maie Habich.  
Joseph William Jackson, Stroud, S. D.  
Mida Louise Kennedy, U. W. 1902, Eng.  
Margaret Kennedy, U. W. 1902, Eng.  
Anna Lewis, Madison.  
Mathew John Lynch, U. W. 1902, G. S.  
Charles Benajah Mayer, Madison.  
Karl Arno Minch, Madison.  
Louis Malec, U. W. 1902, M. E.  
Nora McCue, U. W. 1902, C. H.  
Selma Josephine Nelson, Madison.  
Florence Eugenia Van Slyke Nelson, U. W. Sp., M. C.  
Herman Adolph Nietert, Clerk, Madison.  
Edith Noyes.  
Arthur Carl Olsen, U. W. 1902, C. E.  
Andrew Elmer Pierce, U. W. 1903, E. E.  
Preston Winfield Pengra, U. W. 1902, E. E.  
Marcia Grace Regan.  
Philip Walker Rinder, Madison.  
George Roslyn Theobold Richards.  
Harry Sauthoff, U. W. 1902, A. C.  
William Edward Smith, U. W. 1902, C. H.  
Clarence Hazel Snyder, Racine.  
Maud Martha Stephenson, U. W. 1902, M. C.  
Sanford Putnam Starks, U. W. 1902, M. E.  
George Brewster Smith, Madison.  
Mabel May Slightam.  
Bertha Beatrice Suhr (Mrs. William Hobbins), Madison.  
Charles Marshall Stevens.

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\*Deceased.

Elizabeth Goffe Ticknor, U. W. 1902, A. C.  
Ella Frances Tormey, U. W. 1902, M. C.  
Frank Bashford Taylor, Madison.  
Clara Johnson Van Velzer, U. W. 1902, M. C.  
Hattie Bertha Wilke.  
Joseph Michael Welch, Rush Medical College.  
Stanley Carpenter Welsh, U. W. 1902, G. S.

## CLASS OF 1899.

Andrew Theodore Anderson.  
Benjamin Cullen Adams, U. W. 1903, E. E.  
James Arthur Adamson, Madison.  
Edward Grant Birge, U. W. 1903, G. S.  
Amanda Elsie Bodenius, Madison.  
Alice Marie Brandel, Oshkosh.  
Ina Lemanda Butler, Madison.  
Irma Joanna Baus, Madison.  
Bryangel Cornell Berg, U. W. 1903, M. C.  
Mabel Josephine Bradley, U. W. 1903, M. C. Sp.  
Francis Augustus Bradford, Madison.  
Walter William Brown, Madison.  
Grace Marie Bradley, U. W. 1903, Eng.  
Frederick Arthur Chamberlain, U. W. 1903, C. E.  
Matthers Francis Conlin, Madison.  
Glen Cooper Corlie, U. W. 1903, E. E.  
John Seabury Dean, U. W. 1903, M. E.  
Thomas Aquinas Donovan, Madison.  
Helen Dixon, Madison.  
Harry Harrison Dodd, Madison.  
Llewellyn Rhys Davies, Madison.  
Verona Henrietta Friedericks, Clerk, Madison.  
Edwin Gilbert Farness, Clerk, Madison.  
Lucinda Elizabeth Flemming, Madison.  
Anna Barbara Fischer, Fitchburg.  
James Moseley Gilman, U. W. 1903, C. E.  
Grace Gilbert, Madison.  
Robert Oliver Gibbons, U. W. 1903, Eng.  
Caroline Eleanor Gallagher.  
Ethel Sumner Hatch, Teacher, Door Creek.  
Edward Everett Hatch, Clerk, Madison.  
George Julius Heuer, U. W. 1903, G. S.  
Florence Harrington, Madison.  
Frederick William Hansen, U. W. 1903, E. E.  
Mary Katherine Hobbins, U. W. 1903, Eng.

Frederick William Huels, U. W. 1903.  
Maud Huntley.  
William John Haganah, U. W. 1903, Eng.  
Clarence Scott Hearn, Historical Library.  
Mathin Joseph Hoven, Jr., Madison.  
Hattie Dean Jewett, Business College, Madison.  
Oscar August Kampen, Merchant, Morrisonville.  
Anna Belle King, U. W. 1903, Eng.  
Anna Maud Lorigan.  
Lena Gurine Lewis.  
John Webster Langley.  
Leora Lloyd Moore, U. W. 1903, M. C.  
John Ignatius Morlec, Clerk, Madison.  
Lora Emma Morley, Kindergartner, Madison.  
Harry Kenneth Mackay, Business College, Madison.  
Clara Edna Nelson.  
Ruth Newman.  
Nora Louise Olsen, U. W. 1903, M. C.  
Harry Emil Olsen, Luther College, Decorah, Ia.  
Lottie May Ogilvie, Teacher, McFarland.  
Gerald O'Callagan.  
Jessie Ellen Perry, U. W. 1903, M. C.  
Ruth Mary Phillips, Madison.  
Katherine Reginia Russell.  
Amelia France Pyre, U. W. 1903, M. C.  
Francis Welcome Pitman.  
Minora Quammen, U. W. 1903, M. C.  
Madina Thea Redel.  
Selma Marguerite Reidy, U. W. 1903, M. C.  
Amy Frances Regan.  
William Bacon Roys, Princeton University.  
Bertie M. Roybar, U. W. 1903 G. S.  
Eugene Warren Roberts, Albany.  
Carolyne Stemple, U. W. 1903, M. C.  
May Lillian Savage, U. W. 1903, A. C. Sp.  
John Lucien Savage, U. W. 1903, C. E.  
Angus Cameron Sykes, U. W. 1903, G. S.  
Belle Salter, —— U. W. 1903, Eng.  
Rose Marie Toepfer, U. W. 1903, M. C.  
Bessie Clair Tucker.  
Grace Alberta Tyner, Indianapolis, Ind.  
Edward Henry Toellner, Madison.  
Hanna Begina Wilkinson, Madison.  
Elizabeth Frances Wilkinson, Bookkeeper, Madison.  
Mignon Wright, U. W. 1903, M. C.  
David Plumly Wheeler, Chicago Dental College.





