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Annual report of the public schools of the city of Madison, Wis.: 1896-97.

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ANNUAL REPORT

OF THE

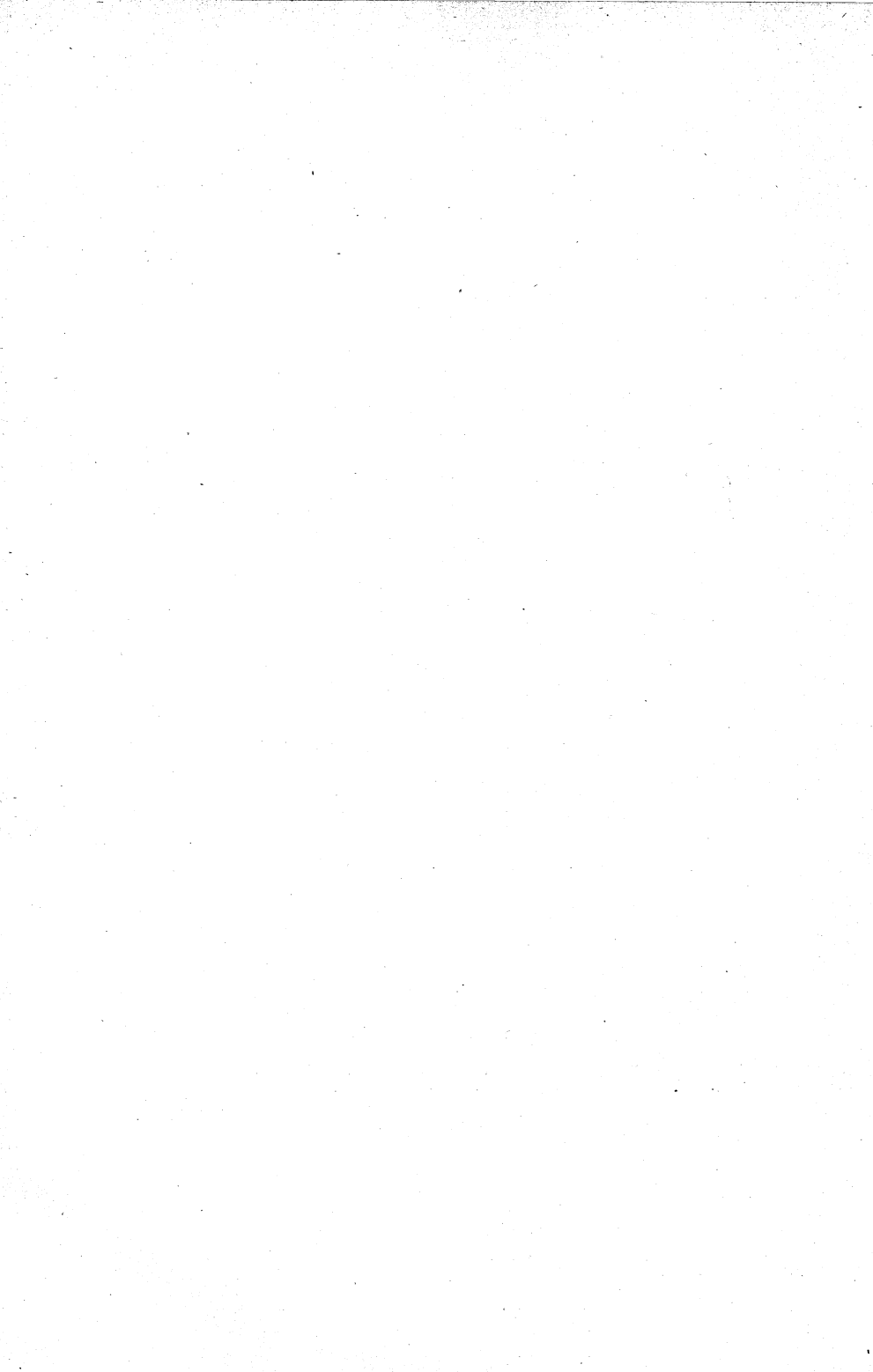
PUBLIC SCHOOLS

OF THE

CITY OF MADISON, WIS.

1896-97.

MADISON, WIS.:
M. J. CANTWELL, PRINTER.
1897.



BOARD MEETINGS.

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

SUPERINTENDENT.

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

SCHOOL SESSIONS.

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

SCHOOL CALENDAR—1897-98.

FALL TERM —

Opens Monday, September 6 and closes Friday, December 17.

WINTER TERM —

Opens Monday, January 3, and closes Friday, March 25.

SPRING TERM —

Opens Monday, April 4, and closes, Friday, June 10.

Board of Education.

1897.

OFFICERS.

J. W. STEARNS.....	President
O. S. NORSMAN.....	Clerk
M. R. DOYON.....	Treasurer
R. B. DUDGEON.....	Superintendent

MEMBERS.

		Term Expires.
J. W. STEARNS.....	512 Wisconsin Ave.....	1897
O. S. NORSMAN.....	219 W. Gilman.....	1897
JULIUS G. O. ZEHNTER.....	11 S. Hancock.....	1898
W. R. BAGLEY.....	1133 Rutledge.....	1898
M. R. DOYON.....	752 E. Gorham.....	1899
JAMES CONKLIN.....	310 N. Brooks.....	1899
MAYOR M. J. HOVEN.....	349 W. Mifflin.....	<i>Ex-Officio</i>
ALD. R. L. SCHMEDEMAN.....	915 Spaight.....	<i>Ex-Officio</i>

Committees.

STANDING.

Teachers.....	DOYON, STEARNS, ZEHNTER.
Course of Study.. ..	STEARNS, DOYON, CONKLIN.
Finance.....	ZEHNTER, NORSMAN, BAGLEY.
Supplies.....	NORSMAN, SCHMEDEMAN, BAGLEY.
Building.....	ZEHNTER, DOYON, CONKLIN, HOVEN SCHMEDEMAN.

VISITING.

High School.....	DOYON, STEARNS.
First Ward.....	NORSMAN, ZEHNTER.
Second Ward.....	DOYON, HOVEN.
Third Ward.....	ZEHNTER, SCHMEDEMAN.
Fourth Ward.....	ZEHNTER, NORSMAN.
Fifth Ward.....	STEARNS, CONKLIN.
Sixth Ward	BAGLEY, HOVEN.
N. E. District.....	SCHMEDEMAN, BAGLEY.
Greenbush	CONKLIN, SCHMEDEMAN.

Citizens' Visiting Committees.

PROF. CHAS. F. SMITH, Chairman.

HIGH SCHOOL.

PROF. CHAS. F. SMITH.

REV. P. B. KNOX.

Mr. H. M. LEWIS.

MRS. M. R. DOYON.

MRS. F. L. PHILLIPS.

GRAMMAR GRADES.

MR. F. W. HALL.

MR. E. N. WARNER.

MRS. GEO. H. SHAW.

MRS. M. G. FORD.

MRS. W. R. BAGLEY.

PRIMARY GRADES.

MRS. A. E. PROUDFIT.

MRS. F. G. HUBBARD.

MRS. D. D. WARNER.

MRS. T. E. BRITTINGHAM.

MRS. L. F. PORTER.

Department of Instruction.

1896-97.

R. B. DUDGEON, Wingra Park, Superintendent.

HIGH SCHOOL.

J. H. HUTCHISON.....	1015 W. Johnson....	Principal.
ANNA B. MOSELEY.....	120 Langdon.....	Greek, Latin.
SUE TULLIS.....	210 N. Hamilton....	Latin.
MARY MCGOVERN.....	342 W. Mifflin.....	English Literature.
GRACE E. LEE.....	209 E. Mifflin.....	Natural Sciences.
FLORA C. MOSELEY.....	120 Langdon.....	English.
OLIVE BAKER.....	640 State.....	Rhetoricals.
ELSBETH VEERHUSEN.....	531 State.....	German.
JULIA E. MURPHY.....	215 Murray.....	History, Civil Gov.
RUTH MARSHALL.....	610 Frances.....	Physical Geography.
FLORA A. BARNES.....	313 Charter.....	Algebra, Arithmetic.
FLORENCE P. ROBINSON.....	228 Langdon.....	History.
WM. D. TALLMAN.....	502 W. Mifflin.....	Algebra, Geometry.

ALL SCHOOLS.

IDA M. CRAVATH.....	15 E. Wilson.....	Drawing.
JACOB RETTICH.....	109 W. Dayton.....	Physical Culture.
NELLIE W. FARNSWORTH..	215 Monona Ave....	Music.

FIRST WARD.

MARY L. EDGAR.....	617 State.....	Second Grammar.
KATE H. FEENEY.....	611 Monroe.....	Second Grammar.
EDITH B. CAREY.....	231 W. Gilman.....	First Grammar.

MADISON PUBLIC SCHOOLS.

CHRISTINE BANDLI.....	531 State.....	Second Primary.
IRENE LARKIN.....	107 W. Gorham.....	First Primary.
ELLA LARKIN.....	107 W. Gorham.....	First Primary.

SECOND WARD.

LAURA K. GRISIM.....	115 E. Johnson.....	Second Grammar.
JESSIE M. BOWERS.....	215 Monona Ave....	First Grammar.
ELIZA M. HERFURTH.....	703 E. Gorham.....	Second Primary.
EMMA G. HYLAND.....	141 N. Canal.....	Second Primary.
EDITH A. GLANVILLE.....	140 E. Gorham.....	Second Primary.
PAULINE H. SHEPARD.....	University Heights.	First Primary.

THIRD WARD.

S. MATILDA BAILEY.....	215 Monona Ave....	Second Grammar.
RUBY L. GLEASON.....	222 S. Hamilton.....	First Grammar.
ANNIE HALLIGAN.....	307 Clymer.....	First Grammar.
CAROLINE A. HARPER.....	610 Langdon.....	Second Primary.
NETTIE STEWART.....	18 W. Gilman.....	Second Primary.
JENNIE M. WILLIAMS.....	109 W. Doty.....	First Primary.
MARY E. HATCH.....	108 N. Butler.....	First Primary.
RICKA HINRICHS.....	104 E. Wilson.....	Kindergarten.
BERTHA KNEY.....	128 E. Johnson.....	Kindergarten Ass't.

FOURTH WARD.

THERESA G. COSGROVE.....	420 W. Washington	Second Grammar.
MARTHA L. CHAMBERLAIN.	109 W. Wilson.....	First Grammar.
ETTA L. PATTERSON.....	226 W. Gilman.....	Second Primary.
ISABEL T. BYRNE.....	446 W. Wilson.....	First Primary.

FIFTH WARD.

MARGRETTA JONES.....	911 W. Johnson.....	Second Grammar.
MARGARET A. FORAN.....	454 W. Main.....	First Grammar.
MARY T. KELLY.....	531 State.....	First Grammar.
BLANCHE S. TUCKER.....	821 State.....	Second Primary.
EMILY H. DETTLOFF.....	20 E. Wilson.....	First Primary.
CLARE DENGLER.....	319 Frances.....	First Primary.

SIXTH WARD.

VIOLA A. PRESTON.....	820 Spaight.....	Second Grammar.
ELIZABETH CUTLER.....	48 Mills.....	First Grammar.
MABEL J. LANGDON.....	820 Spaight	First Grammar.

DEPARTMENT OF INSTRUCTION.

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LUCY R. COSGROVE..... 420 W. Washington Second Primary.
ALICE P. KERWIN..... 523 E. Washington Second Primary.
LINA G. HOLT..... 811 Jenifer..... First Primary.
GRACE R. POTTER..... 811 Jenifer..... First Primary.
EMMA E. CUSICK..... 1138 Spaight..... First Primary.
ANNA L. TYNER..... 1020 Jenifer..... Kindergarten.
MAUD TYNER..... 1020 Jenifer... Kindergarten Ass't.

NORTHEAST DISTRICT.

HELEN L. WINTER..... 15 S. Webster..... Primary.

GREENBUSH.

LELIA M. Gile..... 419 W. Washington Grammar.
EDNA M. GILBERT..... Wingra Park..... Primary.

Department of Instruction.

1897-98.

HIGH SCHOOL.

J. H. HUTCHISON.....	Principal.
ANNA B. MOSELEY.....	Latin.
SUE TULLIS.....	Latin, Civil Gov.
MARY MCGOVERN.....	English Literature.
GRACE E. LEE.....	Natural Sciences.
FLORA C. MOSELEY.....	English.
OLIVE BAKER.....	Rhetoricals.
ELSBETH VEERHUSEN.....	German.
JULIA E. MURPHY.....	History, Civil Gov.
DE WITT ELWOOD.....	Geometry, Algebra.
RUTH MARSHALL.....	Physical Geography.
FLORA A. BARNES.....	Algebra.
FLORENCE P. ROBINSON.....	History, Greek.

ALL SCHOOLS.

IDA M. CRAYATH.....	Drawing.
NELLIE M. FARNSWORTH.....	Music.

FIRST WARD.

MARY L. EDGAR.....	Principal.
KATE H. FEENEY.....	Second Grammar.
EDITH B. CAREY.....	First Grammar.
CHRISTINE B. BANDLI.....	Second Primary.
IRENE LARKIN.....	First Primary.
ELLA LARKIN.....	First Primary.

SECOND WARD.

GERTRUDE L. ZEININGER.....	Principal.
JESSIE M. BOWERS.....	First Grammar.
ELIZA M. HERFURTH.....	Second Primary.
EMMA G. HYLAND.....	Second Primary.
EDITH A. GLANVILLE.....	Second Primary.
PAULINE H. SHEPARD.....	First Primary.

THIRD WARD.

E. MAY CLARK.....	Principal.
SADIE CROUCH.....	Second Grammar.
ANNIE HALLIGAN.....	First Grammar.
FANNY CRAWFORD.....	First Grammar.
CAROLINE A. HARPER.....	Second Primary.
NETTIE STEWART.....	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.

MARGRETTA JONES.....	Principal.
MARGARET A. FORAN.....	First Grammar.
MARY E. TRETTIEN.....	First Grammar.
EDNA M. GILBERT.....	Second Primary.
EMILY H. DETTLOFF.....	First Primary.
CLARE DENGLE.....	First Primary.

SIXTH WARD.

VIOLA A. PRESTON.....	Principal.
MABEL J. LANGDON.....	First Grammar.
ELIZABETH FULTON.....	First Grammar.
ALICE P. KERWIN.....	Second Primary.
LUCY R. COSGROVE.....	Second Primary.

MADISON PUBLIC SCHOOLS.

LINA G. HOLT..... First Primary.
GRACE R. POTTER..... First Primary.
SADIE EDWIN..... First Primary.
ANNA L. TYNER..... Kindergarten.

GREENBUSH.

..... Principal.
NORA CULLIGAN..... Primary.

NORTHEAST DISTRICT.

HELEN L. WINTER..... Primary.

Janitors.

High School.....	John Morris.....	815 E. Gorham Street.
First Ward.....	John McDonald.....	437 W. Dayton Street.
Second Ward	Martin Amundson.	211 Blair Street.
Third Ward.....	Wm. Post.....	16 S. Hancock Street.
Fourth Ward.....	Matthew Culligan.	314 W. Clymer Street.
Fifth Ward.....	W. E. Oakey.....	1310 University Ave.
Sixth Ward.....	James Thompson..	508 S. Baldwin Street.
Northeast District.....	John G. Schultz.....	Atwood Ave.
Greenbush.....	William Storm.....	S. Park Street.

Treasurer's Report.

Receipts and Expenditures, July 1, 1896, to June 30, 1897.

RECEIPTS.

1896.

July 1	Balance on hand.....	\$16,529 74
Dec. 19	State of Wisconsin, state aid to high schools.....	265 95
Dec. 28	R. B. Dudgeon, tuitions collected.....	165 00

1897.

Jan. 9	J. H. Clark, city treasurer, city school tax.....	30,203 82
Feb. 2	State of Wisconsin, part state apportionment.....	4,310 80
Mar. 31	O. S. Norsman, tuitions collected.....	40 00
Apr. 30	O. S. Norsman, tuitions collected.....	62 00
Apr. 30	J. H. Clark, treasurer, county school tax.....	5,987 95
May 14	O. S. Norsman, old seats sold.....	8 00
June 28	Town Blooming Grove, joint district tax	331 28
June 30	Town Madison, joint district tax.....	917 30
June 30	State of Wisconsin, balance state apportionment	1,468 92
June 30	R. B. Dudgeon, tuitions collected.....	290 00
		<u>\$60,580 76</u>

EXPENDITURES.

Certificates of appropriation paid from July 1, 1896, to

June 30, 1897.....	\$59,228 30
Balance on hand June 30, 1897.....	1,362 46
	<u>\$60,580 76</u>

M. R. DOYON,
Treasurer of the Board of Education.

Clerk's Statement.

*Receipts and Expenditures of the Board of Education, of the
City of Madison, from July 1, 1896, to June 30, 1897.*

RECEIPTS.

Balance on hand July 1, 1896.....	\$16,529 74
From state aid to high schools.....	265 95
State apportionment.....	5,779 72
City school tax.....	30,203 82
County school tax.....	5,987 95
Town Blooming Grove, joint Dist. tax.	331 28
Town of Madison, joint Dist. tax.....	917 30
Tuitions collected.....	557 00
Old seats sold.....	8 00

EXPENDITURES.

For apparatus and library.....	\$205 28
Janitors and labor.....	3,112 07
Repairs.....	4,349 88
Miscellaneous supplies.....	1,171 03
Fuel.....	4,409 96
Furniture	180 77
Clerk's salary and census.....	300 00
Printing	167 04
Cement walk, filling lots 1st Wd. grounds	279 04
Grading and walks, 5th ward.....	275 06
Macadam tax, 1st ward grounds.....	194 25
Fifth ward addition.....	10,417 73
Interest on overdrafts, etc.....	626 37
Free text books.....	152 17
Insurance	441 00
Teachers' wages.....	32,946 65
Balance on hand July 1, 1897.....	1,352 46
	<u>\$60,580 76</u>
	<u>\$60,580 76</u>

O. S. NORSMAN,
Clerk.

Superintendent's Report.

To the Board of Education:

GENTLEMEN — I respectfully submit the annual report of the public schools of Madison for the year ending June 30, 1897. This will constitute the forty-second report of the series, and the sixth presented by me.

Your attention is first called to the usual statistics which in a general way indicate the progress of the schools during the year.

SUMMARY OF STATISTICS.

CENSUS.	1895-96.	1896-97.
Population of the city of Madison.....		17,000
Number of children of school age in the city:		
First Ward.....	928	364
Second Ward.....	1100	610
Third Ward.....	374	360
Fourth Ward.....	883	792
Fifth Ward.....	788	784
Sixth Ward.....	734	685
Seventh Ward.....	—	563
Eighth Ward.....	—	670
Joint School District N. E.....	57	49
Joint School District, Wingra Park.....	57	73
	4921	4950

ENROLLMENT.

Number of children enrolled in the public schools:		
High School.....	417	479
First Ward.....	339	352

SUPERINTENDENT'S REPORT.

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Second Ward.....	271	296
Third Ward.....	436	417
Fourth Ward.....	216	223
Fifth Ward.....	219	343
Sixth Ward.....	489	484
Northeast School.....	41	46
Greenbush.....	100	94
Total.....	2,528	2,734

Number of pupils in the different grades: 1895-96. 1896-97.

Kindergarten	145	183
First Grade.....	342	438
Second Grade.....	329	309
Third Grade.....	260	311
Fourth Grade.....	219	253
Fifth Grade.....	238	219
Sixth Grade.....	207	216
Seventh Grade.....	188	198
Eighth Grade.....	183	178
First Year, High School.....	167	182
Second Year, High School.....	111	117
Third Year, High School.....	79	103
Fourth Year, High School.....	60	77
Total.....	2,528	2,734

ATTENDANCE.

Per cent enrolled	51	55
Average membership.....	2,173	2,324
Average daily attendance.....	2,009	2,163
Per cent of attendance.....	92	93
Total days of attendance for year.....	371,761	400,213

BUILDINGS.

Number of buildings occupied.....	9	9
Number of regular school rooms.....	39	42
Number of recitation rooms used.....	13	13
Number of sittings for pupils.....	2,437	2,530

TEACHERS.

Number in High School.....	12	13
Number in second grammar grade.....	7	7
Number in first grammar grade.....	9	9
Number in second primary grade.....	10	11
Number in first primary grade.....	11	12
Teacher of drawing.....	1	1
Teacher of music.....	1	1
Teacher of physical culture.....	1	1
Kindergarten.....	2	2
Kindergarten assistants.....	2	2
Total.....	56	59

TEACHERS' REPORT.

Times teachers were tardy.....	174	214
Half days' absence.....	138	150
Visits made to parents.....	745	892
Visits made to sick pupils.....	424	431

VISITS TO THE SCHOOLS.

Number by the superintendent.....	275	255
Numbers by members of the board.....	179	83
Number by parents.....	2,308	2,514
Number by others.....	2,842	2,894

STATISTICS.

The enumeration of children of school age in the city at the close of the year gave 2465 girls and 2485 boys, making a total school population of 4950, a gain of 29 over last year.

The entire number of pupils registered in the school for the year was 2734, of which number 1398 were boys and 1336 girls. This was an increase of 136 boys and 70 girls, a total of 206 over the number registered during the preceding year.

The number registered was 55 per cent of the school population of the city. The pupils were distributed among

the grades as follows: Kindergarten 133, or 4.9 per cent; primary grades 1311, or 48 per cent; grammar grades 811, or 29.6 per cent; high school 479, or 17.5 per cent.

The number registered in the high school was 479, of which number 233 were boys and 246 were girls. This was an increase of 32 boys and 30 girls, a total of 62 over the number of the preceding year.

The regular work of the schools was carried on by fifty-five teachers, thirteen in the high school and forty-two in the grades. In addition to these, three special teachers were employed to supervise the work in drawing, music, and physical culture, and two to assist in the kindergartens.

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

COST OF SCHOOLS.

Amount paid out for the year.....	1895-6.	1896-7.
Teachers.....	\$31,538 69	\$32,946 65
Incidentals.....	12,103 59	14,934 80
New Buildings.....	3,384 14	9,972 13
Street macadam and grading lots.....	1,164 80	1,374 72
	<hr/> \$48,191 22	<hr/> \$59,228 30
Cost per pupil for tuition alone:		
Upon number enrolled.....	\$10 93	\$10 53
Upon average membership.....	12 72	12 39
Upon average attendance.....	13 76	13 31
Cost per pupil for supervision:		
Upon number enrolled.....	1 54	1 52
Upon average membership.....	1 79	1 78
Upon average attendance.....	1 94	1 92
Cost per pupil for incidentals:		
Upon number enrolled.....	4 79	5 46
Upon average membership.....	5 57	6 43
Upon average attendance.....	6 02	6 90

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

Upon number enrolled.....	17 26	17 51
Upon average membership.....	20 08	20 60
Upon average attendance.....	21 72	22 13

Total cost per day for each pupil:

Upon number enrolled.....	.093	.094
Upon average membership.....	.108	.111
Upon average attendance.....	.119	.119

Cost per pupil in the Ward Schools for tuition:

Upon the number enrolled.....	8 82	8 26
Upon average membership.....	10 35	10 32
Upon average attendance.....	11 27	11 13

Cost per pupil in High School for tuition:

Upon number enrolled.....	21 64	19 12
Upon average membership.....	24 07	21 76
Upon average attendance.....	25 28	22 96

KINDERGARTENS.

The value and efficiency of the kindergarten as a part of the school system is so well established and so generally accepted, that no argument in its favor is necessary. Every member of the board of education is in sympathy with the kindergarten movement, and believes that the training which it affords is a most desirable introduction to school work. If the school finances would allow, a kindergarten department would be organized at once in every school building in the city. The school finances, however, are in such a condition that it will be not only impossible to establish new kindergartens, but impossible to continue both of those already organized. The lack of funds and the need of a suitable room make it impossible to continue the department now organized in connection with the third ward school. It is to be hoped that this curtailment of facilities for this kind of instruction is only temporary, and that every means possible will be used to renew the work in the departments now organized, and at no distant day to add new departments to our other schools.

It seems quite possible that a rearrangement of the course of study in the elementary grades would allow the introduction of the kindergarten, or at least its spirit and methods, into all our schools without making a serious draft upon the school funds. Under the present arrangement eight years are required for the average pupil to complete the elementary course. This arrangement was made before the kindergartens were organized and with the thought that pupils would enter the primary grades with no previous training. It is the universal testimony of principals and primary teachers that children who have been in the kindergarten show more marked and rapid advancement than those who have not. With the kindergarten preparation the children are able to do fully one-half more work during the first year in the primary school than the children without such training. In view of these facts, it would seem quite possible that one year in a wisely conducted kindergarten and seven years in the regular work with efficient teachers, would afford a broader development and a more thorough preparation for the high school than are now afforded by the eight years of regular work without the kindergarten. It does not seem unreasonable that such a course would develop more fully all the powers of a child, encourage to greater extent self-activity, and train more directly to intellectual insight and power of independent thought, than any course arranged on the old lines. By the introduction of such a course all the schools of the city would have the advantages of the kindergarten instruction without materially increasing their cost of maintenance. To make this change in the course without working harm to any of the pupils, would require much time and thought, but would solve better than in any other way the kindergarten problem.

CHILD STUDY.

We have reached a point in our educational work where there is an imperative need of facts. We have speculated and theorized; we have drawn conclusions and modified our methods repeatedly, only to find ourselves still "at sea." In our earlier years we were led to think that arithmetic above all other studies possessed great disciplinary value. A little later the precedence was given to the ancient languages; later still to scientific studies, and finally we are brought face to face with the broad assumption in the valuable Report of the Committee of Ten that the materials of instruction are a matter of indifference and that "it does not matter what subject the child studies so that he studies something *thoroughly* in an observational method." Is it not very possible, this assumption to the contrary notwithstanding, that education is not merely a training of mental powers, but a process of nutrition; that mind grows by what it feeds on and the mental organism, like the physical, must have suitable and appropriate nourishment? The theories along this line have been very adundant but what about the facts? Where are the data upon which these theories were grounded?

Some of us remember well the days of formalism when the work of the school under machine-like methods consisted in paragraph-recitation, rote-learning, and dry memorizing of useless stuff. The reaction set in and with the so-called new education we had the other extreme, where pupils were not required to learn anything but must find out everything for themselves and be told nothing. It was even doubted whether memory itself was of any special value. Some, who are absent minded and whose memories are little more than leaky vessels, made themselves believe that a poor memory was proof *a priori* of a high

degree of intellectuality. We have reason to believe now that a good memory and strong perceptive powers are not incompatible. In fact, strong retentive powers seem very essential to broad effectiveness, absolute thoroughness, and the highest culture. It would thus seem that in our educational work we have mistaken mere notions for facts, whims for data, and instead of educational doctrine we have in many cases been following educational dogmas.

The wise physician makes a careful diagnosis of the disease before he ventures to prescribe. Before the teacher attempts to develop the mental and bodily powers of the child he should know something of the needs, conditions, and laws of child-life. The demand of the hour is for patient, painstaking, unbiased observations, and a systematic gathering of data, in regard to the physiology and psychology of the child. A realization of this demand has led to the opening up of a comparatively new field for investigation and study. This new science of child-study involves the observation and measurement of children as to their constitutions, functions, and activities, and includes the study of both body and mind. Brief statements of some of the more recent conclusions which have been reached through scientific child-study will help to an appreciation of the practical value of this line of research.

Dr. Holmes of Chicago claims that from fifteen to twenty per cent of the school children have defective hearing, while a larger per cent have defects of vision. These defects necessarily handicap the unfortunate pupils and hinder the natural mental growth. An appearance of dullness and stupidity is sometimes due to difficulty in hearing, and immediately disappears when the obstruction to hearing is removed. In our own schools we have had pupils who were counted hopelessly dull and stupid, until it was dis-

covered that their hearing was defective. When positions favorable for hearing were given them they waked up, became interested, and were bright and intelligent pupils.

A few simple tests would enable any teacher to detect these defects and lead to treatment which in many cases would wholly, or in part, remedy these defects. The teacher being conscious of these defects could at least make due allowance for the pupil and see that the conditions as to light and distance were as favorable as possible.

By a large number of careful measurements the height, weight, chest capacity, and a proper development of the typical child for each year of school life, have been accurately determined. Any considerable deviation from this type by an individual pupil ought to arouse suspicion of the oncoming of some disease, and the pupil should be placed immediately among a group of children whose physical condition and mental efforts need to be guarded.

Dr. Porter from tests made on over 33,000 school children reached the positive conclusion that there is a physical basis for precocity and dullness; that precocious children are stronger physically, and dull children weaker, than the average or typical child of the same age; and that mediocrity of mind is associated in the main with mediocrity of physique.

Measurements and tests have also revealed the fact that different portions of the body and the different mental abilities develop irregularly, sometimes more rapidly and sometimes more slowly. A clear understanding of these facts and the laws of development would assist the teacher greatly in adjusting the work to the varying strength of the pupil, increasing the work when he can best bear it, and diminishing it when he has less strength to spare. "Without this knowledge," says Dr. Krohn, "the regula-

tion of mental labor from a physical standpoint is a venturesome groping in the mist, rather than a scientific deduction."

By a series of tests under the direction of Dr. Krohn it was found that the reaction time, that is the time occupied in perceiving a word, is shorter than the time occupied in perceiving a single letter. To illustrate: for the average child of seven to perceive the word "dog" requires .292 of a second, and for perceiving the letter "d" alone .356 of a second, the letter "o" .349 of a second, and the letter "g" .364 of a second. That is, the time required to perceive the word "dog" was less than the time required to perceive any one of the letters alone of which the word is composed. This seems to give a rational basis for the superiority of the word method over the letter method.

By another series of tests upon over 5000 pupils under the direction of the same gentleman, it was found that the most favorable time of the day for school work is the period from 9:15 to 10:45 a. m.; the second best, contrary to the usual belief, from 3:00 to 4:00 p. m., the period from 11 to 12 being the most unfavorable of the whole day. The period from 1:45 to 2:30 is characterized by great strength, but also great slowness of mental processes, due largely to the fact that the average pupil eats his heavy meal in the middle of the day. The practical value of these facts to every teacher who has anything to do with the arranging of school courses or programs, is easily apparent and needs no comment.

These are a few only of the many conclusions that have been reached through child study. Although this line of work has but recently been entered upon, it has already yielded most fruitful and promising results. The facts which have been gathered are only promises of what awaits the patient researches of intelligent students.

We are pleased to note in this connection the fact that those in authority in University matters have organized a new department for instruction and research along the lines of educational doctrine and school methods. The honored president of our board of education, Dr. Stearns, will be at the head of this department, and he will have associated with him Prof. N. V. O'Shea, who stands as a representative of the best thought along the lines of scientific pedagogy. Organized in this way this department will do much for educational interests in general. This department will doubtless do much to encourage and direct original research and experimentation along lines of practical methods of instruction and child development. The Madison schools, fortunately located so near the University, should be the first to profit by the results of the work in this new department. This department will doubtless desire to carry on quite an extended line of tests and experiments. If it can be arranged to do some of this work with us, it will undoubtedly result in advantage to both the department and the schools. I would suggest therefore that opportunity be offered this department to make such tests and experiments with our pupils as will not interfere seriously with the regular work and the progress of the pupils, and that every effort be made to make the relation between this department and our school cordial and mutually beneficial.

DEMOCRACY OF EDUCATION.

When the direction of human affairs was in the hands of a few, the need of a wide diffusion of intelligence was not strongly felt. When, however, the people are sovereign and all power is exercised by their will, the diffusion of knowledge becomes vitally important. No stronger con-

viction pervades the people of our country than that the preservation of our liberties and our institutions depends on the intelligence of the whole people. It is in this truth that the state finds justification for the establishment and maintenance of free education at public expense.

In the earlier periods of our history it was undoubtedly the function of our higher institutions of learning to educate leaders. Leaders were necessary because of the lack of intelligence and independence of thought among the masses. With a wider diffusion of knowledge the individual becomes a law unto himself, and no longer yields himself so readily to the leadership of another. The wise administration of affairs is dependent upon the intelligence and honesty of the masses rather than upon the ability of leaders.

Under such conditions the function of all public institutions of learning, the higher as well as the lower, is to diffuse knowledge among the masses; to offer to all, regardless of station, condition or occupation, the opportunity for a liberal education.

In our higher institutions there seems to be a growing tendency to exalt and honor the brilliant and precocious student. Programs and courses of study are arranged to meet the needs of the bright student, with little or no consideration for the dull, plodding student. The tendency is toward the establishment of an aristocracy of learning, which so restricts the opportunities of culture as to afford no encouragement or inspiration to the student of mediocre power. Our free public education is not intended to make grades or classes, but to afford the opportunities for a liberal education to all alike. We want no aristocracy of endowment which looks down upon the great mass of youth as doomed to lines of dull drudgery and unlightened

toil, but rather that socialism which offers to all alike, whether rich or poor, whether of one talent or ten, a part in the common fund of intellectual and spiritual wealth.

Human beings differ greatly in natural ability, but all have some endowment; all are immortal souls and intellectual riches and deep heart experiences are just as dear to the person of one talent as to the person of ten. The race is not always to the swift. Plodding effort and unremitting perserverance more than atone for the wanting talent. Time is an element in all development, and some reach a degree of development at fifteen years which is not attained by others before twenty-five. Knowledge is not less valuable because its acquisition necessitated plodding effort, nor is culture less desirable because its attainment required a longer period of time. The saying that first-honor college men are seldom heard of in later life, is not all sentiment. It does not take a close observer to see that the activities of the world to-day are not under the direction of men of small hands, fine fibre, and delicate nerves. At the head of the great enterprises of the world are men of large hands, broad shoulders, and coarse hair, who have reached maturity slowly, but with breadth of thought, a generosity of nature, and an honesty of purpose that enrich the world.

Every person has a right to know all he can, to do all he can, and to be all he can, be his endowments small or great. "No man and no class of men," says Bishop Vincent, "have the right to predict hopeless inferiority of other men, so as to assign them to continued ignorance and subjection. No man and no class of men have the right to deprive any man of the development and satisfaction which comes from culture and thought. The mere circumstance of wealth and social position do not determine the limits of a man's

intellectual opportunity. Culture does not unfit for honest labor. All men may live and think, read and talk, so as to become more interesting to their own children; they may all come to look with more intelligent delight on fine pictures and lovely prospects and to say pleasant things about them in their own simple, unaffected speech. Every man by a measure of culture entirely possible to him may gain in attractiveness and helpfulness to some other souls and thus enrich his own and other's lives. Every soul on the planet, however low and limited, has a right — is in duty bound — to read and think, to aspire and resolve and attempt. And every man who has made any gain is also in duty bound to help to the same, and more, every man below him. Away with the aristocracy of learning which looks with contempt on the unlearned, and which would so restrict the opportunities of culture as to leave any man or any class of men under the bondage of ignorance and superstition. By pressing upon men the loftiest ideals, the largest possibilities, the number of thinking, self-asserting, self-respecting men and women will be increased. The boundless expanse of the azure and the wealth of the midnight glory that fills it would pay, if only one soul were awakened to the splendor of his inheritance. I would ensphere every humblest, weakest human life with the boundless and radiant heavens."

The real work of the teacher is to quicken the intellect and to stir the ambition of every child under his tuition. The attainments of the brilliant student reflect little credit on the instructor. The stronger half of the pupils of any class or school will make progress under any instruction. It is the slower half that needs faithful attention, and it is the success with this half that is the real test of true teaching power. To stir the sluggish soul, to awaken the

sleeping powers, to arouse ambitions for the best efforts, is the great work of the teacher. The one lost sheep that was found caused more rejoicing than the ninety and nine that went not astray. The one soul, emancipated from the thralldom of darkness and brought into an inheritance of loftiest ideals and boundless possibilities, is a far richer legacy to the teacher than the attainments of the ninety and nine that needed no awakening.

GERMAN VS. AMERICAN SCHOOLS.

At our educational meetings it is not an uncommon thing to hear comments on the superior efficiency of the German schools. It has been remarked frequently by some high in educational matters in the state that the German boy at fifteen years of age is fully three years in advance in his educational training of his American brother of the same age. These remarks are sometimes made to the disparagement of our own schools, and imply that their efficiency will be greatly increased by the adoption of the German methods.

The educational ideal of any people is the outgrowth of its national life. Into its educational system will be incorporated the training that prepares the individual for his future duties. The elements which go to make up the ideal citizen of any nation must be furnished by the school system of that nation. The German national life differs widely from the American. The customs, spirit, and ideals of the two people are unlike. The elements which go to make up the typical citizen of each are quite unlike. It logically follows that the school systems of the two nations cannot be very similar.

That the German schools accomplish more substantial results in scholarship is an unmistakable fact. Some of the reasons for this are quite evident. One of the con-

ditions most favorable to thoroughness and efficiency in the German schools is the superior qualification of all teachers. Teaching with them is a profession for which long and careful preparation is required. Every teacher in the kingdom—in the state schools, private schools, and private families—must reach the standard of rigid state requirements for qualifications. As a result the teachers in the German schools are all of a high educational and pedagogical standard, a fact that naturally has its effect on the efficiency of the schools.

Another condition which favors efficiency in the schools is the permanency of the teacher's tenure. When a position is once obtained it is for life. The average length of teachers' service in Germany is twenty-five years. With very rigid requirements for entrance, admitting to the profession of teaching only those who are thoroughly qualified in scholarship and character, the feature of permanency becomes one of the elements of strength in the German school.

Still another feature which contributes much to the success of the German school is the stringent compulsory attendance law. The law makes attendance necessary on every day the school is in session throughout the whole year on the part of every child between the ages of six and fourteen, and places the responsibility for such attendance upon the parent. The idea of regular attendance at school is said to be so thoroughly impressed upon the minds of parents and children, and so incorporated into their lives, that no one thinks of staying away from school excepting for illness.

A fourth reason for the superior results in scholarship in the German schools may be found in the fact that the pupils are in attendance at school more weeks in the year,

more days per week, and more hours per day than are the American pupils.

The schools are in session from forty-two to forty-four weeks in the year. The daily sessions generally cover six hours, four in the morning and two in the afternoon, the morning sessions being held six days in the week, Wednesday and Saturday afternoons being free. In addition to this the number of class exercises per week is much larger than in our schools. For instance, the number of class exercises per week in the Gymnasium is from thirty to thirty-five, while in our secondary schools the number is usually fifteen, rarely reaching twenty. It certainly is not surprising that the German boy who spends fully one-half more time in the school and takes part in double the number of exercises weekly should be somewhat in advance of the American boy in scholarship.

These features of the German schools account for the superior results attained in the way of scholarship. That there is great room for the improvement of the American school in these same lines cannot be questioned. That the American people, so jealous of their rights and so imbued with the idea of personal liberty, will never submit to the same rigorous policy of coercion which Germany enforces with her strong military spirit, is equally certain. That spirit of centralization which clothes the teacher with the dignity and authority of a state official and insures permanency of tenure by a liberal system of pensions, does violence to the spirit of our institutions. The American citizen revolts at the absolutism of state which commands the whole time of the child from the sixth to the fourteenth year for the purposes of education, and claims the best three years of every male citizen's life for military service. With conditions so different it is manifestly unfair and

irrational to demand of the American schools the same results in the way of scholarship as are attained in the German schools.

But the advantages are not all with the German schools. Scholarship alone does not make the man or the citizen. The ideal education must train for scholarship, but must not fail to train for sound judgment, strong will, independent action, and self-asserting, self-respecting manhood. For the attainment of these higher ends in education, some advantages rest with the American system. The German discipline while not harsh or unreasonable, is rigid and has a tendency to repress rather than stimulate, to hinder, rather than awaken mental activity. In speaking of the discipline of the German schools Edward J. Goodwin says: "Discipline is a national characteristic. Its roots strike deep into the soil of the social and political institutions of the country, and these in turn are the outgrowth of royal authority and demand submission and conformity. Good discipline in an American school, if had at all, is created and maintained in a large measure by the efforts of the teacher. It does not come to hand ready made, as in a Prussian school. Notwithstanding the superior scholarship and other advantages to be got from a school in which the pupils are habitually docile and dutiful, it is hard to believe that the Prussian system is altogether wise and beneficent. It was a favorite saying of President Mark Hopkins that moral character is conditional upon the privilege of *making a free choice*. If this be true, and if the safety of our republic and the perpetuity of its institutions be dependent upon the moral power of its citizens, little is to be gained for the country's good from the discipline of a school in which boys obey instinctively or from the force of habits which they have no part in

forming. Men trained in such a way make ideal soldiers, but not the best citizens. Unquestioning obedience is better than disobedience, military rule is better than anarchy; but better still is a voluntary submission to right-fully constituted authority for the good of the individual and the State”.

The method of instruction in the German schools is not intended to give the broadest development. The method is that of imparting. The teacher imparts and the pupil receives. The pupils are under the instruction of the teacher during the whole school day, hence there are no alternate periods of study and recitation. This method violates one of our first principles of pedagogy. Our theory of development is based on the principle of self-activity. It is not what is done for the pupil but what he does for himself that contributes to his development. In the German school the pupil finds little chance to work for himself. He becomes almost entirely dependent upon the teacher for all information. He soon comes to accept what is told him without question, and often without thought. Such a method is faulty in as much as it does not train the child to seek information in books, to make research, to experiment and invent, to think for himself. The result is that when the German child leaves school he is apt to settle into his sphere, satisfied because he has fulfilled the requirements of the law. The masses are content with their lot and have few aspirations for anything higher. That method in education which encourages verbal memorizing rather than original thought, which is satisfied with the parrot-like reproduction rather than with the intellectual self-activity of the pupil, which trains for knowledge rather than power, which implants contentment with mediocre attainments rather than a zeal for the true riches of an enlightened

mind and an inspired heart, can find no place in a system of schools which trains for an enlightened, independent, self-reliant American citizenship.

Another objection to the German schools is found in the fact that they are to a certain extent class schools. In the cities there are several classes of elementary schools. In these schools the instruction is essentially alike and the length of the courses about the same, but they differ by a certain money distinction. In other words, the main difference is in the amounts required as tuition fees. This difference at first seems quite unimportant, but when we learn that the amount of tuition which may be paid for the children is not left to the discretion of the parents, but is arbitrarily determined by the government on a basis of yearly earnings of the family, the difference in the schools becomes much more important and serious. It means that in a way sharp lines are drawn between the children of the different classes, and that social distinctions are virtually maintained and perpetuated by the schools.

In another particular the classification of the schools is a serious matter. So rigid are the laws that no one can enter the university without first graduating from one of the gymnasial schools, and only graduates from the gymnasium proper can study for either of the three learned professions—law, medicine, theology. The gymnasial courses begin with the fourth year of school, and only those children whose family earnings are sufficiently large to pay the tuition fees are entitled to attendance. It is therefore not the will of the parent or the taste and ability of the child, but the social condition of the family as legally fixed by the yearly earnings, which determine whether or not the child shall go to the university. Thus early in the life of every child the social class lines are drawn and his career in life

quite definitely determined. In this particular the German schools suffer seriously when compared with the free American schools which make possible to every aspiring youth, regardless of occupation, station or wealth, the highest scholarly and professional attainments and a most honorable and useful career.

In another important particular the German schools do not compare favorably with those in the United States i. e., in the education of women. The girls' schools are not so well organized as the boys' schools, the administration is less vigorous, and the training afforded is by no means the equal to that furnished the boys. The curricula furnished by these schools will hardly compare in breadth or depth with the list of substantial studies pursued by the girls and young women in the high schools and colleges of the United States.

There are many things to admire in the German schools, but they have their defects. The American secondary education no doubt fails to create as many scholars as we find in Germany, but it does start an interest in culture; it trains boys and girls in self-support and activity, it brings them into contact with social and civil life, and it leaves them with a freedom of motion, which enables them to find a sphere and occupation in life, when the young man and woman trained in the German schools is comparatively helpless.

It touches the pride of loyal American citizens to listen to wholesale laudations of foreign schools to the disparagement of our own. It does not seem quite becoming in some of our leading educators, who from personal observation know nothing of what our schools have been doing during the past few years, to dilate upon the excellence of the foreign schools without saying anything about their

defects or their want of adaptability to our conditions. The American schools are far from perfect, but such as they are they are certainly better for Americans than the German schools would be. The Germans can teach us many things about schools, but they can well sit at our feet and learn how to train boys and girls into loyal, sympathetic, intelligent, self-respecting, God-fearing men and women.

CONCLUSION.

In concluding this report, allow me to suggest that it is only when it conserves the highest interest of both teacher and pupil that the school exercises its highest function. It is only when the teacher finds growth and inspiration that the best instruction is given. "The work of teaching," says one of our writers, "rightly prepared for, rightly carried out, is not merely the instruction of others; it is the building up of the teacher himself into a man; it is the utilizing of the contents of educational ideas, to the teacher's own ethical end. It is losing himself in his work, so as to find himself as a man." The teacher needs not only exactness of method, but spontaneity of life, not knowledge alone but power, not information only but inspiration. Above all he must possess that power and enthusiasm of heart and mind that "shall transmit knowledge into wisdom, ethics into goodness of life, and noble thoughts and purposes into a will power used in just and pure and noble living."

R. B. DUDGEON,
Superintendent of Schools.

Principal's Report.

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

DEAR SIR—I herewith submit my sixth annual report on the High School.

Through the frequency of our consultations, you have been already informed regarding much that appears in the following pages.

Whatever progress has been made in the past year is largely due to your excellent advice, and your willingness to grant the principal and teachers the largest liberty of action in working out High School problems.

I desire to call your attention to the following:—

MANAGEMENT.

The increase in number of students made additional difficulties in management. The seating of a part of grade I in the old main room, made a decided difference in the ease of management. A marked difference in the conduct and habits of study in the two parts of this grade was commented upon by all who came in contact with them. Some of these differences were probably due to differences in training in the ward schools, and yet, our attention was never called to it so frequently in other years when all members of the grade were seated together, and subject to the same sort of discipline in the main room. Another cause for a difference in deportment and habits of study was the attempt at self-government. The plan seemed to prosper in proportion to the time spent upon it. Other interests of great consequence required attention, and the plan was abandoned. If it could be successfully put into operation it would relieve the work of teachers somewhat. Success with it can be secured only by the most active and earnest attention to it. Individual interest must be aroused and sustained. When a teacher's time is wholly occupied in teaching there remains but little time to devote to arousing such interest.

STUDY PERIODS OF MAIN ROOM.

Considering the high quality of the study periods of the main room, as shown by the daily record, there seems to be but a step to self-government. It is self-government in a large measure. According to teachers' reports the labor of taking charge of the main room is reduced to a minimum.

A teacher's presence in the room is of great value to individual pupils, as much assistance can be given during the period. Pupils are coming more and more to recognize their individual responsibility in taking care of the room. In proportion as this spirit is extended we are securing the more perfect conditions for study.

TARDINESS, ATTENDANCE, ETC.

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	517
1896-1897.....	398	95	479

The table shows an increase in tardiness,—due in part to the one session plan, beginning May 6. To be sure the increase in enrollment of sixty-two would make some difference, but there is no doubt about 7:45 being too early to avoid tardiness.

VISITORS.

The point I wish to make regarding visitors can best be shown by a comparative statement showing the visitation in all the schools.

School.	VISITS.		Ratio of Parents to Others.
	Parents.	Others.	
1st Ward.....	246	222	1.10 to 1.
2d Ward.....	308	333	1 to 1.08
3d Ward.....	792	698	1.13 to 1
4th Ward.....	154	135	1.14 to 1
5th Ward.....	163	324	1 to 1.98
6th Ward.....	665	728	1 to 1.09
N. East.....	7	23	1 to 3.28
Greenbush.....	157	152	1.03 to 1
High School.....	22	279	1 to 12.6

Considering the large number of homes represented in the High School, it is difficult to understand why interest in pupils should cease when the high school is reached.

We can scarcely attribute this showing to a lack of interest, and yet there seems to be no apparent reason why only 22 parents should visit us during the year. I do not see how we could further enforce our desire that such visits should be made. When appealed to regarding a pupil's work in the High School, parents always respond heartily and express themselves anxious to co-operate with the teachers in securing the best results.

More frequent visits would encourage both teachers and pupils. If pupils are getting along well such visits would add to the pupil's interest. If not getting along well, a conference with teachers might serve to put teachers and parents into possession of facts which would aid immensely in the progress of the pupil.

A knowledge of a pupil's ambition together with the parent's efforts to satisfy that ambition along educational lines will greatly re-inforce a teacher's efforts. On the other hand, a parent's knowledge of the teacher's desire and effort for the success of the individual pupil will inspire confidence in the teacher, and thus tend to the highest interest in the pupil's progress.

SOCIAL LIFE.

Occasional criticism comes to us on account of the frequent parties in the High School. Parents labor under the impression that all parties given by the so called Social Club have been sanctioned by High School authorities. This club is an organization for whose existence there is little excuse, but as its parties are not given in our building, it was thought that parents would easily regulate the frequency of the meetings. Believing that responsibility for this should be wholly assumed by parents, teachers have not paid much attention to it, except to advise against attendance on the part of individuals.

It is gratifying to know that complaint is made against the frequency of the parties rather than against their character.

Considering the social tendencies of the city and University, it is not strange that the young people of the High School should catch something of the spirit. It is not to be wholly condemned; but no doubt needs some restriction as to frequency.

ATHLETICS.

The athletic association adopted the rules outlined by the State Teachers' Association, except rule 5, under administration. This rule forbids the playing with teams not playing under those rules.

No complaint has been made upon the rules, but one evil existing under former methods has not been corrected. It was hopeful that agreement regarding dates would be kept. Through misunderstanding or otherwise, several of these dates were cancelled, and as a result our base ball team played only 3 games.

On the whole, the rules have been most beneficial in excluding from games some individuals who persistently neglect their studies. The boys of the team — track and base ball — deserve credit for their endeavor to keep up their scholarship. As a matter of fact standings seem to have been maintained without unusual effort.

MUSIC AND DRAWING.

The work in music has been greatly advanced by the purchase of additional copies of the "Glee and Chorus Book," making a total of 430 owned by the school.

Increased interest in music is seen in better singing at our opening exercises and in the organization of a glee club, which under the efficient training of Miss Farnsworth has served us very acceptably on several public occasions.

The work in drawing has been materially helped by the separation of that part of grade I, seated in the old main room. All the work in drawing being done in the drawing room. While it requires a little time and attention to send this division through the main room, the ease of conducting the work compensates for the extra time it requires. While the drawing assists in many ways, its influence is clearly seen in all note book work in science requiring drawing.

ONE SESSION.

Beginning May 6, the High School day was shortened to a single session, containing just as many recitation periods, of forty minutes each, as under the two session plan. The session began at 8 a. m. and closed at 1 p. m. The usual fifteen minute recess was allowed at the close of the fourth period.

As the plan is favorable for the teachers and best students, it is not to be condemned entirely; but the defects outweigh the good results.

The first evident result was the increase in tardiness, the hour being too early to suit many homes. Another objection arises from the extreme rapidity with which the day is rushed through. There is absolutely no time for personal interviews, on any account, unless it be taken from study or at the end of the session.

The greatest objection lies in the fact that school work is not so well done. This is especially noticeable in all studies requiring a little extra time outside of school hours.

If the High School continues to grow, as it doubtless will, we shall probably be obliged to adopt some sort of one session permanently. Increasing demands in science and English work make it almost imperative that more time be devoted to laboratory and written work. If this time could be secured in the afternoon, uninterrupted by recitations, the results would be vastly more satisfactory.

CHANGE IN COURSE OF STUDY.

The year is now divided equally, or nearly so, between Civil Government and Physical Geography in the first year. The Physical Geography is then followed by one term's work in Biology in the second year.

The value of this preparation for Physiology has been noted this year, and very highly commended by the teachers.

Believing that pupils cannot advance with equal rapidity, it was deemed advisable to form a class in Algebra, in which could be taught all whose progress was slow. This necessitates an extra class in that study in the opening of the Fall term. There is no doubt about the correctness of the plan. It will certainly lead to some complications in programme, possibly an increase in the teaching force.

SCIENCE EQUIPMENT.

The visiting committee of last year made an unfavorable report on the science equipment.

It is true we need another room for laboratory purposes; but as the building is so fully occupied, it is difficult to secure it. Such reports will doubtless continue until additional room and apparatus are secured. Considering the funds at its command, the Board has responded promptly and liberally. Until financial condition are improved, an effort has been made to adjust ourselves to our environment, and to do the best we could with the equipment now afforded.

In view of the increasing amount of laboratory work to be done, would it not add greatly to the effectiveness of the teachers' work to secure for science teachers more leisure time to devote exclusively to laboratory work? It is quite generally agreed that such leisure is essential.

ARBOR DAY PROGRAM.

Chorus — "Spring Song".....	School.
Address.....	James Connel.
Memory Gems.....	Pupils — Grade IV.
Reading — "A Clever Stratagem" — <i>Holmes</i>	Mary Brahaney.
Reading — "Our America Education".....	Joseph Dean.
Chorus "Banner of the Free".....	School.
Address.....	Rev. W. D. Simonds.
Chorus — "In the May Time".....	Girls' Chorus.
Essay — "A Plea for the Birds".....	Bessie Warren.
Reading — "The Robin" — <i>Thaiter</i>	Maybelle Kentzler.
Reading — "Nine Little Goblins".....	Riley.
Class History.....	Dora Curtis and Will Lee.
Song — "Mountain Brook".....	Girls' Quartette.
Readings, (Miscellaneous).....	Pupils — Grade IV.
Reading — "At the Telephone" — <i>Anon.</i>	Winona Buck.
Reading —	
a, "The Wind" — <i>Field</i>	} Marie Miller.
b, "A Truant Sunbeam" — <i>Anon.</i>	
Address to Graduating Grade.....	Harry Sauthoff.
Chorus — "Onward".....	School.
"The Planting of Tree".....	Dr. Stearns.
Oration.....	Lynn Tracy.
Chorus — "America".....	School.

COMMENCEMENT.

The programme of commencement exercises was similar to that of previous years.

The graduating class numbered 58, the largest in the history of the High School. While high quality of scholarship is more desired than numbers, it is encouraging to find a greater number completing the course of study.

PROGRAMME.

Music — March — "The Country Club".....	<i>Sawyer.</i>
Prayer.....	Rev. E. G. Updike.
*Salutatory.....	Edward Reynolds.
Music — Bacarole.....	<i>Schubert.</i>
Address.....	Mr. D. K. Tenney.
Music — Medley — "A Bunch of favorites".....	<i>Beyer.</i>
*Valedictory.....	Lena Hessman.
Presentation of Diplomas.....	Mr. W. R. Bagley.
Music — Two-Step — "The Magnates".....	<i>Ditzel.</i>

* Chosen by Class.

STUDENTS IN COURSES.

ANCIENT CLASSICAL COURSES.

Harry Ernest Bradley.	Warren Du Pre Smith.
Dorothea Curtis.	Julia Forster Smith.
Mark Humphrey Newman.	* Lyndon Hickok Tracy.
Lilian Alison Redel.	

MODERN CLASSICAL COURSE.

Mary Eleanor Brahany.	Thomas Mortimer Priestley.
Clara Victoria Bernhard.	Louis Mossop Pearson.
Margaret Elizabeth Cummings.	Rose Marie Smith.
Mabel Elizabeth Kentzler.	Albert Nicholas Tandvig.
William Arthur Lee.	Katherine Porter Vilas.
Carl Bertolette Mutchler.	Eva Willett.
Ingwald Nelson.	Helen Ernestine Wilke.

SCIENCE COURSE.

Ida Matilda Anderson.	Mary Josephine Link.
Frank Draper Coyle.	John August Lorch.
Mary Fidelia Carroll.	Archie Murray.
Joseph Dean, Jr.	Francis M. Nienaber.
August Theodore Martin Elvert.	August Herman Pfund.
Thomas Olen Farness.	August Oscar Paunack.
Flora Gilbert.	Mena Swenson.
Irving Raymond Hippenmeyer.	Otto Carl Schmedman.
† Mary Lena Hessman.	Arthur Frank Smith.
Clarence Charles Isaacs.	Percy Wheeler Tracy.
Katherine Kavanaugh.	Minnie May Utter.
Arthur Warner Lewis.	John Martin Verberkmoes.

ENGLISH COURSE.

Magdalena Ellen Antisdal.	Amy Huntley Nichols.
Archy B. Carter.	Howard David Piper.
James Joseph Connell.	Edward John Reynolds.
John Boggs Felker.	June Elizabeth Regan.
Emma Luella Gohlke.	Evan Charles Thomas.
Mary Katherine Lynch.	Bessie Frances Warren.
Mary Sheldon Morrison.	

* Ancient and Modern Classical Courses.

† Science and English Courses.

CONCLUSION.

In conclusion, I will say that the year has been a successful one. The improvement lies mainly along two lines, viz: Easier management, and an increasingly good spirit.

Respectfully submitted,

J. H. HUTCHISON,

Principal.

Report of the Supervisor of Drawing.

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

DEAR SIR—In making a report of my first year's work, I wish to speak of the deep interest which I found among teachers and pupils aroused by my predecessor, Miss Morse.

I began with the feeling that the people of Madison were thoroughly convinced of the value of form and color study in their public schools, and that my efforts must be directed toward deepening and broadening the various phases of the work in a manner to be expected from each succeeding year. Perhaps two thoughts were uppermost in my mind:

1st. That any successful educational work among a great number must be based upon a logical development of ideas adapted to the mental capacity of the majority.

2d. That we must strive to maintain a uniformity in results, both seen and unseen, among the several schools. While it is possible, to a certain extent, to watch and encourage each artistic instinct, each hint of genius in the individual, above all we must endeavor to uplift the masses. Every child may not become an expert draughtsman or an artist, but every child may acquire neat, accurate habits, an appreciation of beauty in form and color, whether in the public art gallery, or in nature about him, in one of Raphael's Madonnas as well as in the dash of the Oriole's breast among the leaves. The hand may be trained to execute quickly and accurately the dictates of the mind, thus serving the individual in any occupation to which he may turn. This I would emphasize as manual training.

Monthly plans have been issued, intended to secure a uniform development of principles in corresponding grades, and to allow originality among teachers, in the application of these principles, according to material at hand.

Below I give a brief outline of the work of the year, both in High School and Wards.

HIGH SCHOOL — First Year.

15 Weeks Mechanical Drawing. { T square, triangles and compasses used in making—working—drawings of type forms, joints, model stands and disks.

FIRST YEAR.

22 Weeks..... { Free hand work—pencil or charcoal work from still life groups.

OPTIONAL.

Two Classes — Drawing in charcoal from still life and cast.

One Class — Advanced mechanical drawing.

One Class — Water color work from still life groups.

7TH AND 8TH GRADES BOOK VII.

10 Weeks — Construction.

5 Weeks — Egyptian Art..... { Architecture.
Sculpture.
Painting.

12 Weeks — Representation—perspective principles involved in drawing rectangular objects. Review of cylindric principles, Grouping—Composition—Light and shade.

10 Weeks..... { Representation continued — pose drawing — studies of flowers.
Decoration. { Surface covering designed from a conventionalized flower.

5TH AND 6TH GRADES BOOK IV.

3D AND 4TH GRADES BOOK I.

Color work, construction, representation and decoration were alternated throughout the year in a manner to secure variety and a natural growth of principles.

1ST AND 2D GRADES BOOK IV.

Here mechanical work has been avoided. An effort has been made to open the eyes of the child to the wonders of the natural world about him by connecting form and color with nature study; to encourage the exercise of the imaginative faculties through illustrative drawing. In these grades especially, we have felt the need of scissors, but two wards being supplied with them.

Two days at the High School and three days among the Wards have enabled me to visit each room once a week. A few applications of the work I wish to speak of particularly.

In the fall term, in connection with their color study, third, fourth, fifth and sixth grades became interested in collecting and arranging in scales, stones, shells and mosses.

Especially encouraging were the borders made from colored papers during the spring term, the unit of design and combination of color being left to the originality of the pupil.

As a result of constructive drawing in some wards, hammers, sleds, toy cannons and book rests were made at home. Pupils were taught how to do up a package neatly and securely with a string and paper.

During the winter months, sprays of dried weed and twigs of trees were reproduced in pencil or ink, much artistic feeling being displayed as the pupils truthfully pictured the delicate seeded beauty of the dried rag weed, or the sturdy beauty of the hickory twig.

In seventh and eight grades the work on Egyptian art was taken up with great interest by both teachers and pupils. Books from both Historical and Public Libraries added interest and variety. Examples of Egyptian art were very successfully copied in ink, pencil and water color.

In connection with grouping and composition, pupils became quite enthusiastic over the study of good pictures. Foreground, middle distance and background were discussed; the successful arrangement of objects, and of light and shade was noted. A landscape etching was left one week to be discussed the next. The following questions were given as guides.

1. How is the composition made pleasing?
2. What time of the year is indicated?
3. What time of the day is indicated?
4. Does it remind you of any other scene?
5. Give a quotation which appropriately describe it?
6. What is the artist's message to us?

At this time, pupils were studying Evangeline and many found fitting quotations in this poem.

A study was made of Millet and his works. A collection of reproductions was circulated among the schools, and teachers encouraged pupils to seek material at home and in the libraries. In behalf of the work and those interested, I wish to express an appreciation of the aid given by Mrs. Thwaites, of the fine collection of still life and casts loaned by Miss Page, and of the beautifully mounted pictures presented by Mrs. Sheldon.

Whatever of success there has been in my work the past year I feel is due largely to the conscientious co-operation of teachers and co-workers.

Respectfully submitted,

IDA M. CRAVATH,

Supervisor of Drawing.

Report of the Supervisor of Music.

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

DEAR SIR—The work in local music for the past year has been carried on along the same lines as before.

The first and second grades have completed the study of the scale and simple exercises in nine keys.

By giving thorough drill in the new key and continued review of the keys already studied, the pupils could read as readily in one as another.

Scale and interval drill formed a part of each lesson. In this way, every interval of the scale was mastered before it was presented in the exercise.

Rote songs were given frequently, and care was taken to select such songs as should not only be musical, but appeal to the children and help to create a love for all that is beautiful and good.

In the primary, as well as the other grades, individual work has been encouraged, in order to make each pupil independent, and enable him to get the musical thought for himself.

The second primary grades have completed all the exercises of the first reader, and have taken up the one part exercises in the second reader.

All the difficulties in time were mastered, before being presented in the exercise.

A little two part work was introduced, and in the fourth grade with excellent results, both in songs and exercises.

The fifth and sixth grades completed all the one and two part exercises in the second reader and took up three part work the last term.

All the songs were learned by note from the board.

The seventh and eight grade work was confined to two and three part exercises and songs.

The bass clef was taken up the last term, as all the chart and book work had been completed, and we had no other material at hand.

There are so few changed voices in the second grammar grades, that this work was not very satisfactory.

A new book to follow the second reader is very much needed. The Normal Course provides such a book and I trust it can be introduced another year.

Several written lessons have been given in the grammar grades, to fix in mind many technical points that are necessary to read music intelligently.

A very good spirit was manifested in the High School work. The first year pupils met twice a week, as last year, and learned by note nearly all the songs in the Glee Club that were suited to their voices. Every two weeks we had a talk about some great composer. This talk was prepared and given by the members of the class.

I feel that this work is of value, as it gives the pupils a familiarity with musical history and literature, and awakens an interest in the classical music.

Each pupil was provided with a Glee Book, so the singing at morning exercises has been much improved. Special music was prepared, by the school, for Arbor Day and a good deal of interest manifested.

A Glee Club, composed of thirty-five boys and girls, met after school once a week during the year. This was voluntary, and the results were gratifying.

The club furnished music for one of the literary sociables for morning exercises and for an evening service at the Methodist church.

I trust that this work will keep on growing and better results be attained year by year.

I take pleasure in expressing my appreciation of the hearty co-operation of yourself and teachers.

Respectfully,

NELLIE W. FARNSWORTH,
Supervisor of Music.

Report of the Supervisor of Physical Culture.

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

DEAR SIR—The physical work in the ward schools during the last school year has been conducted on a similar plan to that of the foregoing year.

At the beginning of the last year a conclusion was reached to discontinue physical culture in High School. This was not, in my opinion, a step in the right direction. On taking charge of this work in 1892 my hopes were that by this time the High School would be equipped with a gymnasium, as it ought to be; where there would be a better opportunity for an instructor to do more effective work, really give him the necessary tools to do his work.

The spring of 1897 was much milder than usual, and consequently much better suited for out-door work during my regular hours. A number of times two classes were taken out at once; that is, where there are more classes of the same grade in a school. This created a friendly rivalry for good work, added to the pleasure of exercising in the fresh air and made these lessons very pleasing to the participants.

This year we had no special drills, nor the customary "out door drills." The question of having them or not, was decided as usual, by yourself and the principals of the ward schools. Formerly there had been drawing exhibits in connection with these drills. These entailed so much extra work, that it was concluded to do without them this year.

I shall not attempt to mention in detail the individual assistance given me, but in leaving Madison, I take pleasure in thanking yourself, the teachers, pupils and all with whom I have come in touch for the hearty co-operation given me during the last five years.

Respectfully submitted,

JACOB RETTICH,

Supervisor of Physical Culture.

Reports of Visiting Committees.

REPORT OF COMMITTEE ON HIGH SCHOOL.

To the President and Members of the Board of Education:

Each member of this committee made several visits to the High School in the course of the year, and at two informal conferences the general results of the inspection were communicated to the Superintendent. In general the members of the committee have expressed satisfaction with the work of the school. The teaching force is, as a rule, well trained, earnest and faithful. The discipline is excellent, and no fault is to be found with the morals of the school, so far as we are aware, except perhaps in the matter of "cribbing" at examinations. If reports as to the extent of this practice be only half true, the evil is a sufficiently grave one and merits the most serious consideration of the authorities of the school. Such a thing is, we believe, never an evil that cannot be cured. It ought not to be a very difficult thing to inculcate in the minds of the vast majority of the boys and girls that attend such a school, a feeling of the strictest honor and integrity, just as in all other higher matters of life.

In regard to studies in science, we cannot do better than urge the same general considerations advanced by the Chairman of last year's Visiting Committee. The provision made for scientific equipment is not equal to that of the best high schools in some other cities and towns of the state, certainly not what we would expect from a high school under the shadow of the University. The present teachers are doubtless equal to the demands of the situation, and only need better outfit in the way of laboratories, etc. No criticism was made by any visitor of the instruction in these departments.

Still one other point in last year's report should be emphasized at this time, namely the need of constantly increasing the facilities for reading on the part of the pupils. No student gets the greatest good

out of his course at school who does not learn to read the best books, while not neglecting his text books, and the habit of consulting libraries in the investigation of subjects should be taught early. A good teacher can work wonders in this respect, but only with the help of plenty of reference books.

The instruction in Mathematics, History, English, German, and Ancient languages has been generally found worthy of commendation, and if at any point it is open to criticism, it has not been thought necessary to do more than make an informal suggestion to the Superintendent. The Principal is a good teacher and manages with tact and discretion. This High School is able perhaps to command better talent for the money than almost any other place in the state, hence the generally favorable reports made by inspectors of the school. But it should be remembered that more will naturally be expected of the Madison High School than of any other of equal rank, and it should be the pride of the School Board always to command the best talent. The teaching force is the last place where it is safe to practice economy.

The teachers of German, Latin and Greek are evidently trying to make instruction in their subjects contribute to the general cause of good English, and certainly there is no better means of making one sound in English usage than careful translation from a foreign language into idiomatic English. It might perhaps be well, while not neglecting this important consideration, to give a still more rigid drill in the forms and syntax of the classic languages.

Respectfully submitted,

CHARLES FORSTER SMITH,
Chairman,

REPORT OF COMMITTEE ON GRAMMAR GRADES.

To the President and Members of the Board of Education:

Your committee appointed upon visitation of the grammar grades of the city schools, respectfully submit the following report:

Each of the grammar grades of the city schools, were visited by at least, two members of the committee at different times, who endeavored by observation and conversation with the teachers to obtain a knowledge of their condition and needs. An examination of the reports of the visiting committee of former years will disclose the fact, that the school buildings in our city have all been more or less subject

to criticism with respect to light, ventilation and heating. Perhaps none of the buildings are absolutely perfect, and all of them could probably be improved. Even the building in the sixth ward, was criticised by one of the members of our committee, who visited the same. We desire rather to commend the earnest attempts which have been made to secure the welfare and comfort of the pupils, than to condemn any failure in this respect, which, if existing, we believe due to the lack of money needed to make extensive changes in accordance with modern improvements.

The school rooms in general, are neat, and the pupils, with few exceptions, are tidy in appearance. We heartily commend the efforts of some teachers to make their rooms attractive with flowers, pictures and books, which we are sure cannot fail to have a silent and elevating effect upon the pupils.

A library of well selected books and instructive pictures, so mounted and arranged that the pupils are allowed the free use of them, even at their homes, is a feature which we are glad to notice, and we believe that it would be well if the same thought could be more fully carried out. While we rejoice to see the large attendance in the city schools, we fear that some of the rooms are overcrowded, but it is to be hoped that more and more liberal provisions will be made in the future. We desire to commend the effort being made by teachers and scholars in some of the wards towards the improvement and beautifying of the grounds about the school building.

There is a manifest feeling of confidence and cordiality in all departments of the schools, extending from the Board of Education to the Superintendent and teachers, which is gratifying, both in its spirit and its effect upon the work. There seems to be no jealousy or differences of feeling any where to hinder or impair the effectiveness of either teachers or officers. We highly approve of the cordial relation which seems to exist in nearly every room between teachers and pupils, and we believe that this is the basis of all good results in school work. The enthusiasm which seems to animate most of the teachers for their work, is especially to be commended, and it was with great pleasure that we observed that many of the teachers regard their work, not as drudgery, but as a noble profession filled with unlimited possibilities for usefulness. In a few instances, however, we observed a lack of spirit, and a mechanical method which seems rather to indicate an underlying feeling on the part of the teacher, that her work was simply a matter of bargain and sale, so many hours of her time to be given

for so much money. Wherever this spirit exists, your committee humbly submits that a change, if possible, should be effected.

We desire to express our approval of that theory of education which the school board is applying in our city schools in which the emphasis is placed so largely upon the personality of the teacher; that our schools are supplied with a corps of teachers of strong personality, many of whom fortunately have had special normal training, shows great wisdom on the part of the school board, and indicates an unusually successful method of selecting teachers; that there are some exceptions, perhaps cannot be avoided, and in our private report we have already given you the results of our observation upon individual cases, but we are conscious of your past efforts and the splendid results which you have obtained. We urge upon you even greater care and closer discrimination in this respect, in the future. We approve of strong teachers, who have had successful experience and special professional training.

The teachers of the city schools of the city of Madison, the seat of our State University, should be the strongest and the best which the State affords, no matter where they may be found, and we urge upon you the need of a still wider acquaintance on the part of your committee upon teachers with all the strong teachers of the State, and that as many of them as possible should be secured, when needed in filling vacancies as they occur in the schools, even though higher wages must be paid for their services. Such a policy wisely and carefully pursued through a series of years, will bring magnificent results. Our city, following the wise policy of the University, ought not to hesitate to import the best teachers from any place where they may be found, making liberal provision for finding them, and paying such compensation as is needed to obtain their services. We believe that the city whose teachers are appointed as the result of personal importunity of friends for place or as the rewards of political preferment, must suffer in the deterioration of the moral and mental tone of both teachers and pupils.

With regard to the course of study and the methods of instruction, we feel that we can say but little that will be of use to you or the teachers, who may possibly read this report. The course seems well selected, and the methods of instruction are systematic and faithful. We approve of familiarizing the pupils with the gems of English Literature. Even though they may not fully appreciate their beauty or meaning at present, such a course of training helps to fix the beauti-

ful thought of our beautiful writers in the memory of the pupils, and to serve as a nucleus for future acquirements, and as an unconscious standard by which the children in more mature years can measure and estimate all Literature. As a part of the reading exercise, and preceding the reading from the books, we heard in two school rooms an exercise, in which the pupils gave in a vivacious manner the correct and distinct pronunciation of words, also separating and combining sounds of letters. This exercise seemed of great value in familiarizing the pupils with new words and in helping them to acquire a correct pronunciation, so as to enable the pupils to read smoothly and easily. We have reason to be proud of the unusually well selected reading course.

We noticed with interest the change to vertical penmanship, and we think that a marked improvement in writing generally, has resulted therefrom.

The work in History which we saw, seemed very excellent, in that, an attempt seemed to be made to call forth the exercise of the individual judgment of the pupils.

The music and drawing departments also call for marked approval, and we believe that greater attention, if possible, should be bestowed upon both, for it is along such lines that the higher faculties of the future men and women of our city should be awakened. It is possible that with renewed attention to these lines of culture, in the years to come, our city may be a musical center capable of enjoying and appreciating the finest compositions of the Masters, and of such refined taste, that all the homes along our city streets will manifest in external appearance, and internal appointment, true elegance of culture and refinement. Our city is one which is by nature designed to be the most beautiful in the world, but unless our citizens are trained to appreciate, and capable of valuing, cultivating, and preserving its external beauty, it will seem as if nature had wasted upon us in vain, her most lavishing endowments. Even as a matter of financial investment, money expended along these lines will bring larger returns than in any other way. A city of beautiful homes can always dispose of its possessions in the market, and in the years to come, great improvements can be best obtained by now broadening and deepening this elementary culture of the coming generation. Though not strictly within the province of this committee, we beg to note with approval the efforts of the Board to establish Kindergarten instruction in our city schools, and we greatly regret to learn that sufficient money is not subject to your disposal to enable you to carry out this work in all the wards as we understand you would otherwise desire to do.

We also urge upon you another line of work, which we believe you would be willing to undertake, if the necessary means were at hand, and that is the early establishment of manual training in connection with our schools.

We understand that good work is being done in other portions of this State along these lines, and we learn with pleasure that one of the first cities in the State to establish a thoroughly equipped Manual training school, did so through the liberality of a private citizen, and under the personal direction of Superintendent Dudgeon.

It is with great pleasure that we desire to express to the Board our satisfaction that even largely increased wages and the flattering offer of a less laborious position was not sufficient inducement to remove him from the supervision of our city's educational work and we desire to express our appreciation of the courtesy shown to us by him and the teachers in all the departments which we visited, and to acknowledge their efforts to give us information concerning all the work of the schools, and the needs which actually exist therein.

In behalf of the citizens whom we represent, we desire to express our hearty thanks and deep sense of gratitude to the Board of Education for the hard, careful, honest and faithful work which you are doing for our schools without reward, and possibly without the full appreciation on the part of the public. We believe that you fully realize that our public schools are our most priceless jewels, and of far greater importance to the city of Madison than the Capitol, which is situated in our midst, or even the splendid University, throned upon our jeweled hills.

Respectfully submitted,

F. W. HALL,
MRS. G. H. SHAW,
ERNEST N. WARNER.

REPORT OF THE COMMITTEE ON PRIMARY SCHOOLS.

To the Chairman of the Visiting Committee.:

This committee was divided into sub-committees, each member taking one or more schools. The following report consists of the general observations of the entire committee.

We find the primary grades of first ward in good condition; the sanitary conditions favorable, and rooms attractive. We offer a suggestion, however, for first primary rooms, when newly fitted up, that they be supplied with tables and chairs, instead of stationary desks; that the rooms may be expeditiously changed into a recreation room in stormy weather. First primary in this ward needs new floors and black boards.

In second ward the sanitary conditions are much improved over last year. First primary is overcrowded. This committee commends the good work in reading and composition noticed in second primary of this ward,—one teacher interesting the children in current events, a digression from school work, conducive to independent thought.

Third ward, being the new building, the rooms are especially attractive, and made more so by the addition of plants and pictures. The growing attention given to school-room decoration, we heartily encourage. There seems to be in this ward a harmonious relation between teacher and pupils, indicative of careful work on the part of the teacher.

The committee finds rooms in fourth ward only in fair condition. The building and grounds are most unattractive. One room noticed was very close, with foul air, or too cold from open windows. The difficult spelling words given the pupils in one of the primary schools leads to the suggestion that those young minds be not crowded with words far beyond their capacity for retaining or understanding.

Third grade in fifth ward deserves special notice. The committee wishes to express its commendation for the fine work observed there. The ventilation in other rooms is bad, more the fault of building than lack of attention on part of teacher. The committee recommend for the overcrowding of rooms in the third ward, the half day sessions, and to arrange the recess of the younger and older children at different hours. The primary rooms in sixth ward, the committee find in good condition, also every indication of good work on the part of the teachers and pupils.

We are happy to report good work from the North-east district. The building and seats are old-fashioned, but the room is neat and attractive.

Greenbush school needs especial attention in the way of sanitary improvements, also closet rooms upstairs. The basement is in bad condition and needs thorough renovation. The children are doing good work and there seemed to be a harmonious relation between teacher and pupils in both rooms.

KINDERGARTENS.

Too much cannot be said in praise of the good work done in the kindergarten this year. The influence of this work has been far-reaching.

In concluding, the committee recommends, in general, that the teachers' attention be particularly called to position in writing and to the exercise of more care in distinct and comprehensive reading, eliminating, if possible, the traditional public school "sing-song."

CLARA L. PROUDFIT.
CAROLYN H. PORTER.
LOUISE R. HUBBARD.
MARY BRITTINGHAM.
RUTIE H. WARNER.

Contagious Diseases.

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 on the written permission of the health officer.

VACCINATION.

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

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

WHEREAS, With the prevalence of small-pox (which disease is by said State board hereby designated as contagious and dangerous to the public health), in this and in other states, the assembling of

unvaccinated children in the schools of the state is believed to be a source of special danger to the people of the state, the State Board of Health does hereby adopt and publish the following rule, to be of general application throughout the state:

CONTAGIOUS DISEASES.

SECTION 1. No child shall be allowed to be enrolled as a pupil in any public, private or parochial school without first presenting to the principal or teacher of the school in which he applies for enrollment or attendance the certificate of a reputable physician that he has been successfully vaccinated, 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 such school shall allow a child to be enrolled as a pupil or attend such school as such without the evidence of vaccination herein required, and it is hereby made the duty of the proper school authorities in their respective localities to enforce the foregoing rule.

High School Graduates.

CLASS OF 1875.

Carrie H. Billings, Teacher, Chicago, Ill.
Archibald Durrie, 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 Hickok, (Mrs. Harvey Clark), Monroe, Wis.
William Kollock, Wichita, Kan.
Charles Lamb, U. W. '80, Lawyer, Madison.
Charles Oakey, Osceola Mills.
Edward B. Oakley, U. W. '79, Teacher, San Jacinto, Cal.
Thomas Parr, U. W. '81.*
Hattie O. Thoms, Teacher, Portland, Oregon.
William Windsor, Phrenologist, Chicago, Ill.

CLASS OF 1876.

Lizzie Bright (Mrs. Frank Phoenix), Delavan, Wis.
Margaret Coyne.*
Maria Dean, U. W. '88, M. D., Helena, Montana.
Sarah Dudgeon (Mrs. E. J. Baskerville), Madison, Wis.
Carrie French (Mrs. Gibbs), Madison.
Henry B. Favill, U. W. '80, Rush '83, M. D. Chicago, Ill.
Stella Ford (Mrs. Chas. Abbott), Madison, Wis.
Charles Hudson, Mail Carrier, Madison, Wis.
Willis Hoover, Missionary, South America.

*Deceased.

Euphemia Henry (Mrs. T. J. McMaster), Dakota.
Hattie Huntington (Mrs. McDonald), St. Paul, Minn.
Kittie Kelly, Madison, Wis.
Carrie R. Kellogg (Mrs. Brigham Bliss), St. Paul, Minn.
George E. Morgan, U. W. '80, Law '82, Att'y, Kansas City, Mo.
Henry Mason, Garden City, Kan.
William E. Morgan, Physician, Chicago, Ill.
Annette Nelson, Teacher, Milwaukee, Wis.
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. Kelly), Milwaukee, Wis.
Matie Noble.*
Willard Snell, Clerk, J. E. Moseley, Madison, Wis.
Howard L. Smith, U. W. '81, Law '85, Attorney, Chicago, Ill.
Hattie Stout, Madison, Wis.
Frankie Steiner (Mrs. F. Weil), Milwaukee, Wis.
Jennie M. Williams, Teacher, Third Ward, Madison.
James Young, Machinist, U. W., Madison.*

*Deceased.

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, Teacher of French, U. W.
William Oakey, Madison.
Wendell Paine.*
Walter B. Pearson, Contractor, Chicago, Ill.
Henry Pennock, U. W. '83, Real Estate Agt., Omaha, Neb.
Mary E. Storm, Teacher, Madison.

CLASS OF 1879.

Lillie Beecroft, U. W. '83, 669 Bedford Ave., Brooklyn, N. Y.
Sarah Clark, U. W. '84 (Mrs. C. W. Cabeen), Portage, Wis.
Rosa Fitch, U. W. '84 (Mrs. Albert Briggs), Madison.
Jennie Lovejoy.*
Alice Lamb, U. W. '84, (Mrs. M. Updegraff), Columbia, Mo.
Julia Ray, U. W. '84 (Mrs. Jordan), Morris, Ill.
August Umbriet, U. W. '83, Insurance, 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), Madison.
Therese G. Cosgrove, Teacher, Fourth Ward, Madison.
McCellan Dodge, U. W. '84, Civil Engineer, Madison.
Louisa Davids, Sanborn, Iowa.
Annie H. Durrie (Mrs. T. A. Goodwin), Helena, Mont.
Clarissa Gano (Mrs. Robert Lipsey), Normal Park, Ill.
Josephine Hausman, Madison.
Fanny 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.

*Deceased.

Kittie Moody, Greely, Colo.
Emily Prescott, Nebraska.
Nellie Philips.
Flora Pollard (Mrs. C. J. Batten), Chicago.
Lucy Smith, 625 N. Lincoln St., Chicago.
Nettie Smith, 625 N. Lincoln St., Chicago.

CLASS OF 1881.

Fredericka Bodenstein, Teacher, Madison.
Helen Bjornson (Mrs. Swenson), Madison.
Grace Clark, U. W. '83 (Mrs. F. K. Conover), Madison.
Rosa Dengler, Teacher, Madison.
Fanny Ellsworth, Madison.
Daisy Greenback (Mrs. F. W. Dustan), Ashland.
Robert Hendricks, Minneapolis, Minn.
Lucy Herfurth (Mrs. C. N. Harrison), Baltimore, Md.
Alice Lindestrom, Madison.
Lizzie McMillan.*
Mary E. Oakey, Madison.
Jessie Partridge.*
Emma Smith, Nebraska.

CLASS OF 1882.

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

CLASS OF 1883.

Louisa Ambrecht, Madison.
Daisy Beecroft, 669 Bedford Ave., Brooklyn, N. Y.

*Deceased.

Frankie Brooks (Mrs. Plummer), St. Paul, Minn.
Eleanor Crowley.
Emma Deards (Mrs. Sutherland), Madison.
Mary Farley.
Fanny Gay (Mrs. Chas. W. Lomas), Ft. Howard, Wis.
Emma G. Hyland, Teacher, Madison.
Nellie Jewett.
Libbie Klusman, Proof-reader, State Journal.
Etta Patterson (Mrs. A. J. Klumb), Milwaukee.
William Rosenstengel, U. W. '87, Electrician, Toronto, Can.
Albert Rundle, U. W. Law '90.

CLASS OF 1884.

Inger Conradson, Teacher, Brooklyn.
Julia Dahlberg, Teacher, Milwaukee.
Annie Hauk (Mrs. John Mader), Milwaukee.
Ida Herfurth, Stenographer, Madison.
Sophie M. Lewis (Mrs. H. E. Briggs), Madison.
Addie Lindley (Mrs. Ried), Merrill, Wis.
Alice Rodermund.*

CLASS OF 1885.

Lillie D. Baker, U. W. '89 (Mrs. E. A. Warner), Madison.
Olive E. Baker, U. W. '91, Teacher H. S., Madison.
Sophy S. Goodwin, U. W. '89, Madison.
Alice Goldenberger, U. W. '91, Madison.
Jennie A. Jones (Mrs. E. Derge), Emporia, Kan.
Delia A. Kelly, Madison.
James B. Kerr, U. W. '89, Law '92, St. Paul, Minn.
Anna A. Nunns, U. W. '89, Historical Library.
Blanche L. Rider (Mrs. William Harrington), 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.

*Deceased.

Robert C. Burdick, Madison.
Eldon J. Cassoday, U. W. '90, Law '92, Chicago.
Mary F. Carpenter, Madison.
Nora Culligan, Teacher, Madison.
Emma L. Dowling, Madison.
Margaret A. Foren, Teacher, Fifth Ward, Madison.
Lelia M. Gile, Teacher, Madison.
Rollin C. Hill, Madison.
Frances A. Kleinpell, U. W. '90, Teacher Lancaster, Wis.
Grace A. Lamb, U. W. '91, Madison.
Charles M. Mayers, Insurance Agent, Madison.
Ben C. Parkinson, U. W. '90, Law '94, Milwaukee.
Henry G. Parkinson, U. W. '90, Law '94, Fond du Lac.
Elorence M. Smith (Mrs. A. M. Story), Hillsborough, N. Mex.
Outillia Stein (Mrs. P. H. Brodesser), Milwaukee.
Anna E. Tarnutzer, Teacher, Madison.
Zilpha M. Vernon, U. W. '90, Asst. Librarian, Madison.

CLASS OF 1887.

Frederick Wm. Adamson, U. W. '91, Chicago Med. Col. '93, Mil.
Andrews Allen, U. W. '91, Draughtsman, Wilmington, Del.
Florence E. Baker, U. W. '91, Historical rooms, Madison.
Lewis A. Bender, Oconomowoc.
Augusta J. Bodenstein (Mrs. Paul Findlay), Madison.
Bessie Cox, Madison.
Fayette Durlin, Madison.
Charles A. Dickson, U. W. '91.
John F. Donovan, Lawyer, Madison.
Thomas K. Erdahl, U. W. '91, Teacher, Menomonie, Wis.
William F. Ellsworth, Chicago.
Sarah E. Gallagher, Madison.
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, Madison.
Rose M. Minch, Madison.
Arthur F. Oakey, U. W. '91, Madison.

Paul S. Richards, Philadelphia, Pa.
Ellie May Sanborn (Mrs. Robert Kyle), U. W. '91, Tomah.
Carrie M. Smith (Mrs. Williamson), Madison.
George G. Thorp, Mech. Eng., U. W. '91, Puebla, Col.
Elsbeth Veerhusen, U. W. '91, Teacher H. S., Madison.
Helen L. Winter, Teacher, Madison.
Calvin Z. Wise, Madison.

CLASS OF 1888.

Carletta Anderson (Mrs. Peter Vedel), Aarhus, Denmark.
Annie Bremer, Madison.
Mable Fleming, Milwaukee.
Henrietta Kleinpell, Teacher, Deerfield.
Samual Lamont, Madison.
Henry H. Morgan, Lawyer, Madison.
John H. McNaught, C. E., Milwaukee.
Samuel Piper, U. W. '94, 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, Bayfield.
Frances M. Bowen, U. W. '93 (Mrs. Jessie Sarles), Necedah.
Catherine M. Brown, U. W. '93, Madison.
Theresa M. Byrne.
Bertha Cassoday (Mrs. C. A. Johnson), Madison.
Wilfred E. Chase, Madison.
Biondella R. Clark, Teacher, Cambridge.
Margaret A. Cunningham.*
Lucius H. Davidson, Madison.
Ella Davis, U. W. '93, Teacher, Tomah.
Elizabeth Donoughue (Mrs. Oakey), Madison.
Myrtle H. Dow, New York City.
Charles H. Doyon, U. W. '93, Sioux Falls, S. D.
Fred R. Estes, U. W. '93.
Julia K. Fisher, Paoli.
William Fitch, Madison.
George Edward Gernon, U. W. Law '99, Madison.

*Deceased.

Alice E. Hawkins, Madison.
 Hannah Herfurth (Mrs. Murray), Madison.
 Sabena Herfurth, U. W. '93, Madison.
 Robert E. Jones.*
 Minnie Luebkehan, Madison.
 Mary H. Main, Madison.
 Helen L. Mayer, U. W. '93, Teacher, Milwaukee.
 Mary L. Murray, U. W. '93, Madison.
 Emma A. Nelson, Teacher, Madison.
 Anna I. Oakey, U. W. '93, Teacher.
 Grace V. Reynolds, Madison.
 Louis D. Sumner, U. W. '93, Pharmacy '94, Druggist, Madison.
 Emma Sitterly, Teacher, Madison.
 Mary E. Smith, U. W. '93, Madison.
 William E. Swain, Madison.
 Charles Thuringer, Civil Eng., U. W. '93.
 Amy R. Young, Madison.

CLASS OF 1890.

William W. Allen, U. W. '94, Law '96, Madison.
 Lizzie Armstrong, Madison.
 May Belle Bryant, Teacher, near Madison.
 Mary C. Cramer, M. C., U. W. '97.
 Charles Davison, Lawyer, Beaver Dam.
 Elizabeth Foran.
 Theodore Herfurth, Insurance Agent, Madison.
 Grace L. Hopkins, U. W. '94 (Mrs. Harry Kellogg), Milwaukee.
 Mary A. Kellogg, Madison.
 Helen J. Kellogg, U. W. '94.
 Louise Kingsley (Mrs. Parke), Lodi, Wis.
 Irma M. Kleinpell, U. W. '94.
 Walter Kleinpell, Chicago.
 Cornelius Knudson, Bookkeeper, Madison.
 Dena Lindley, U. W. '94, Madison.
 Stephen A. Madigan, U. W. '94.
 William C. McNaught, Madison.
 Thomas Nelson, U. W. '94, Law '96, Madison.
 Washington Oakey, Dental College, Chicago.

*Deceased.

Susie P. Regan, U. W. '94, Teacher, Prairie du Chien.
Rudolph R. Rosenstengel, U. W. '94, Madison.
Sidney R. Sheldon, U. W. '94, Diamond Electric Works, Peoria, Ill.
Eugene A. Smith, Druggist, Milwaukee.
Alice Stephenson.
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, Chicago.

CLASS OF 1891.

Jannette Atwood, Madison.
Alice Armstrong, Madison.
Wilbur S. Ball, U. W. '95.
Louise M. Bauman, Madison.
Eleanor Boehmer, Teacher, near Madison.
Jessie Carnon.
Lucy Cosgrove, Teacher, Milwaukee.
Harry M. Curtis, Madison.
Josie Deming, Teacher, near Madison.
Frances E. Doyle, Teacher, near Madison.
Janette H. Doyon, Madison.
Geo. Herbert Greenbank, Madison.
Anna C. Griffiths, U. W. '95.
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.
Helen I. Lancaster (Mrs. John Wright), Milwaukee.
Vroman Mason, U. W. '95, Law '99.
Sarah McConnell (Mrs. Ball), Marinette. Wis.
Lydia E. Minch.
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, Teacher, Waunakee.
Martha Sheibel, U. W. '95, Teacher, Edgerton.
Jessie Shephard, U. W. '95.
Isabel Smith, Mendota.

Maud C. Smith, Milwaukee.
Halbert Steensland, U. W. '95, John Hopkins University.
John J. Suhr, U. W. Law '96.
Mary J. Thorp, U. W. '96.
Florence E. Vernon, U. W. '95.
Fannie Walbridge, U. W. '95.
Herman Winter, U. W. '95.

CLASS OF 1892.

David Atwood, Univ. of Pennsylvania.
Henrietta Dorothy Billings (Mrs. Louis Holmes), Madison.
Maud Merrill, Bixby, Milwaukee.
Caro Louise Bucey, U. W. '96, Teacher, Darlington.
Herbert Brigham Copeland.
Mary Lois Catlin.
Emily H. Detloff, Teacher, Madison.
Florence L. Drinker, Portage.
Charlotte Rockway Freeman, U. W. '96.
Durante Carlyle Gile, U. W. '96, Teacher, Poynette.
Sadie Ellen Gallagher, U. W. '97.
James A. Higgins.
Rolland Frederick Hastrieter, U. W. '97.
Annie Marie Keeley (Mrs. James Lawler), Fitchburg.
Charles Kenneth Leith, U. W. '97.
Michael E. Lynch, Madison.
Rachel Catherine McGovern, St. Paul.
Fred H. Morrell, Madison.
Augusta M. Nichols, U. W. '96, Teacher, Shawano.
Annie Marie Pitman, U. W. '97.
Stella Grace Pierce, Teacher, Mendota.
Louis D. Rowell, Madison, U. W.
John Charles Regan, Chicago.
Walter Hodge Sheldon, U. W. '97.
Janette Catherine Smith.
Carrie F. Smith.
Alma R. Sidell.
Eugene Sullivan, A. C. Sp. U. W. '96.
Martha Florence Torgerson, U. W. '96, Teacher, Sturgeon Bay.
Margaret Urdahl, U. W. '96.
George P. Walker, Madison.

Iva Alice Welch, Eng., U. W. '96, teacher, Washburn.

Bessie Wilson.

Addiemay Wootton, U. W. '96.

Albert O. Wright, Jr., Superior.

CLASS OF 1893.

John Armstrong, Teacher.

Augusta Atwood.

Clarissa A. Cook, Teacher, Madison.

Kate M. Corscot, A. C., U. W. '98.

Joseph M. Cantwell, U. W. '97.

Clara Comstock, Teacher, near Madison.

Bertrand H. Doyon, U. W. Law '98.

Victoria Fish, Madison.

Bertha R. Frautschi, Madison.

Bessie Gernon, Madison.

Edith Green (Mrs. Leslie Fletcher), Madison.

Iva Goodwin, (Mrs. Smeltzman), Milwaukee.

Mayme E. Griffiths, Madison.

Annie Habich, Teacher, near McFarland.

Ella Heiliger, Teacher, Belleville.

Isabel M. Holt, Madison.

Benjamin A. Herrick, Madison.

Carl Jefferson, U. W. Law '96, Madison.

Alice Kerwin, Teacher, Madison.

George Meyer.*

Minnie Mayers, Madison.

Mary Myrtle Miller, Madison.

Minnie A. Olson, U. W. '98.

Eliza A. Pollard, U. W. '98.

Martha E. Pound.

Joseph M. Purcell, Clerk, Madison.

James Patterson, Hahnemann Med. Col., 1900.

Charlotte E. Pengra, U. W. '97, G. S. (Math).

Maud Parkinson, A. C. U. W. '98.

Eva Parkinson, A. C. U. W. '98.

George Riley, U. W. '98, Ass't Supt. Warner Bicycle Co., Madison.

Frank Riley, Sp., U. W. '98.

*Deceased.

Charles Riley, Law, U. W. '96, Attorney, Madison.
Ernest B. Smith, U. W. '97.
Catherine Stienle, Madison.
Alma Stock, Madison.
Emma Scermerhorn, Madison.
Nina Adna Swift.*
Amanda Wallace.*
Julia Wilkinson, Clerk, Madison.
David Wright, Jr., U. W. '97.

CLASS OF 1894.

Earle Anderson, U. W. Law '98.
May Bennett, Madison.
Frances Billings, Bookkeeper, Madison.
Helen Copp, U. W. '98, M. C. Sp.
Elmore Elver, U. W. '98, C. H.
Jesse Edgren, U. W. '96, Law.
Gertina Erickson, Teacher, S. D.
Mary Freeman, U. W. '98, M. C.
Florence Gage, U. W. '98, Pharmacy.
John Gregg, U. W. Law '98.
Grace Greenbank, U. W. '98, M. C.
Arlene Grover, U. W. '98, M. C.
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).
Jessie Monteith, U. W. '98, M. C. Sp.
Anton Malec, U. W. '98, M. E.
Lillie Moesner, U. W. '98, G. S.
William Munsell, Madison.
Stuart Sheldon, U. W. '98, G. S.
August Sauthoff, U. W. '98, G. S.
Harry Sheasby, Bookkeeper, Madison.
Florence Slightam, Madison, Wis.
Mae Smith.
Harriet Stephenson, U. W. '98, M. C.
Edmund Suhr, U. W. '98, C. H.

*Deceased.

Louise Swenson, Madison.
Lucy Thompkins, U. W. '98, M. C.
Sena Troan, Madison.
Grace Whare, Teacher, Madison.
May Whare, Teacher, Madison.
Augusta Wood, U. W. '98, M. C. Sp.
John Young, U. W. '98, C. H.

CLASS OF 1895.

Lillian Boehmer, Madison.
Bertha Louise Brown, Madison.
Bertha Josephine Butler.*
Ralph Milford Benson, Clerk, Madison.
Emma Maria Bibbs, U. W. Eng. '99.
Raymond Eugene Brown.
Clay Sumner Berryman.
Lillie Case, A. C., U. W. '99.
Catherine Isabelle Cantwell, Madison.
Matilda Cook, U. W. '99, M. C.
William Sylvester Darling, G. S., U. W. '99.
Albert Ralph Denu, U. W., Eng., '99.
Helen Ada Fowler, U. W. '99, M. C.
William Muzzy Fowler, Madison.
Winifred Griffiths, Madison.
Sibyl Adelaide Gale, Typewriter, Madison.
Edith Van Slyke Gibson, U. W. '99, M. C.
Maurice Ingulf Johnson, Madison.
Frank Xavier Koltes, U. W., G. S., '99.
Florence Josephine Ketchum, U. W. 1900, Eng.
Minnie Magdalene Lueders, U. W. '99, M. C. Sp.
George Nels Lewis, Madison.
Florence Mina Lanz, Madison.
Clara Helen Link.
Josie Winifred Martin, Madison.
Maria Malec, U. W. '99, Eng.
Nettie Irene McCoy, U. W. '99, Eng.
Thomas William Mitchell, U. W. '99, Eng.
Edith Nelson, U. W. '99, A. C.
Minnie Irene Nichols, Madison.

*Deceased.

William O'Dwyer, Dane.
Mable Agnes Pengra, U. W. '99, A. C.
William Fred Paunack, Madison.
Lily Agnes Regan, Madison.
Annie Howe Regan, Madison.
Alma Grace Rogers.
Harry Gray Smith, U. W. 1900, C. H.
Ralph William Stewart, U. W. '99, C. E.
De Ette Stemple, Teacher, Springfield.
Fannie Straslipka, Madison.
Clarence Howard Slightam, Madison.
Thomas William Tormey, U. W. '99, G. S.
Stephen William Van Wie, Madison.
Carrie Walbridge.
Paul Sherman Warner, U. W. 1900, Eng.
Florence Maurine Warner, U. W. 1900, G. S.
Fannie Warner, U. W. 1900, M. C.
Minnie Comstock Westover, U. W. '99, G. S.
Allen Orvis White, U. W. '99, M. C.
Olive Leona Wise, Madison.
George Bartholomew Whare, U. W. Pharmacy, 1900.

CLASS OF 1896.

Richard Henry Baus, U. W. 1900, M. E.
Lisle Victor Benson, Madison, with Tracy, Gibbs & Co.
Edward Albert Cook, U. W. 1900, Eng. Sp.
Nathan Curtis, U. W. '99, Eng. Sp.
John William Dreyer, U. W. 1900, G. S.
Henry Clay Duke, U. W. 1900, A. C. Sp.
Frank Edward Darling, Jr., U. W. 1900, G. S.
Jessie Ester Davis, U. W. 1900, G. S.
Daisy Dye, U. W. 1900, Eng. Sp.
Emma Josephine Erickson, Woman's Exchange, Madison.
Caroline Whellam Evans, Madison, U. W. 1901
Millie Gath, U. W. 1900, M. C.
Morton Kay Green, Middleton.
John Goodwin, U. W. 1900, Eng.
Violet Gray, Windsor.
Claudia Hall, U. W. 1900, M. C. Sp.
Jennie Housel, Madison.

Harry Hanson, Madison.
John Pettit Kelley, U. W. 1900, G. S. Sp.
Mable King, Madison.
Minnie Karstens, U. W. 1900, G. S.
Ena Kney, U. W. 1900, Eng.
Ward Lamberson, U. W. 1900, G. S. Sp.
John Thomas Stewart Lyle, U. W. 1900, M. C.
Ellen Ware Lamb, U. W. 1900, G. S.
Lillian Fidelia McCarthy, U. W., M. C. 1900.
Jean Monteith, U. W. 1900, M. C.
Walter Bernard Minch, U. W. 1900, M. E.
Jeannette Maltby, Teacher.
Norman Nelson, U. W. 1900, G. S.
Frank Nichols, Madison.
Edward Earl Parkinson, Madison.
Lee Allen Parkinson, U. W. 1900, M. C.
Roy Erastus Pierce, U. W. 1900, Eng.
Miriam Kieth Reid, U. W. 1900, M. C.
George Edward Shilling, Milwaukee.
Marie Antoinette Schneider, Madison.
Florence Sturm, Madison.
Goldwin Howard Smith, U. W. 1900, Eng.
Eunice Wallace Welch, U. W. 1900, M. C.
Addie Wilke, Whitewater Normal 1900.
Paul Gernhard Winter, U. W. 1900, Eng.
Thomas Willett, U. W. 1900, G. S.

CLASS OF 1897.

Ida Matilda Anderson.
Magdalena Ellen Antisdel.
Clara Victoria Bernhard.
Harry Ernest Bradley.
Mary Eleanor Brahany.
Mary Fidelia Carroll.
Archy B. Carter.
Frank Draper Coyle.
James Joseph Connell.
Margaret Elizabeth Cummings.
Dorothea Curtis.
Joseph Dean, Jr.

August Theodore Martin Elvert.
Thomas Olen Farness.
John Boggs Felker.
Flora Gilbert.
Emma Luella Gohlke.
Mary Lena Hessman.
Irving Raymond Hippenmeyer.
Clarence Charles Isaacs.
Katherine Kavanaugh.
Mabel Elizabeth Kentzler.
William Arthur Lee.
Arthur Warner Lewis.
Mary Josephine Link.
John August Lorch.
Mary Katherine Lynch.
Mary Sheldon Morrison.
Archie Murray.
Carl Bertolette Mutchler.
Mark Humphrey Newman.
Ingwald Nelson.
Francis M. Nienaber.
Amy Huntley Nichols.
Thomas Mortimer Priestley.
Louis Mossop Pearson.
August Herman Pfund.
August Oscar Paunack.
Howard David Piper.
Edward John Reynolds.
June Elizabeth Regan.
Lillian Alison Redel.
Warren Du Pre Smith.
Julia Forster Smith.
Rose Marie Smith.
Arthur Frank Smith.
Otto Carl Schmedman.
Mena Swenson.
Percy Wheeler Tracy.
Lyndon Hickok Tracy.
Evan Charles Thomas.
Albert Nicholas Tandvig.

Minnie May Utter.

Katherine Porter Vilas.

John Martin Verberkmoes.

Eva Willett.

Helen Ernestine Wilke.

Bessie Frances Warren.