



# **Annual report of the public schools of the city of Madison, Wis.: 1897-98.**

Madison, Wisconsin: Democrat Printing Company, [s.d.]

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**Madison  
Public  
Schools**

**1897-98**



# ANNUAL REPORT

OF THE

# PUBLIC SCHOOLS

OF THE

CITY OF MADISON, WIS.

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1897-98.

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MAIDISON, WIS.  
DEMOCRAT PRINTING COMPANY.  
1898.

## BOARD MEETINGS.

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

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## SUPERINTENDENT.

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

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## SCHOOL SESSIONS.

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

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## SCHOOL CALENDAR — 1898-99.

### FALL TERM —

Opens Monday, September 5, and closes Friday, December 16.

### WINTER TERM —

Opens Monday, January 2, and closes Friday, March 24.

### SPRING TERM —

Opens Monday, April 3, and closes Friday, June 9.

## Board of Education.

1897.

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### OFFICERS.

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

### MEMBERS.

		Term Expires
JULIUS G. O. ZEHNTER.....	111 E. Wilson .....	1898
W. R. BAGLEY.....	1133 Rutledge .....	1898
M. R. DOYON .....	752 E. Gorham .....	1899
JAMES CONKLIN.....	310 N. Brooks .....	1899
O. S. NORSMAN.....	219 W. Gilman .....	1900
JOHN H. CORSCOT .....	1222 E. Johnson.....	1900
MAYOR C. E. WHELAN.....	411 W. Washington Ave.	<i>Ex Officio</i>
ALD. R. L. SCHMEDEMAN.....	915 Spaight.....	<i>Ex Officio</i>

## Committees.

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### STANDING.

Teachers .....	DOYON, CORSCOT, ZEHNTER.
Course of Study .....	BAGLEY, CONKLIN, CORSCOT.
Finance .....	CONKLIN, ZEHNTER, BAGLEY.
Supplies .....	NORSMAN, SCHMEDEMAN, BAGLEY.
Building .....	ZEHNTER, DOYON, CONKLIN, WHELAN, SCHMEDEMAN.

### VISITING.

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

## Citizens' Visiting Committees.

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Prof. E. B. SKINNER, Chairman.

### HIGH SCHOOL —

Prof. E. B. SKINNER,  
Prof. ALEXANDER KERR,  
Rev. J. M. NAUGHTIN,  
Mrs. J. W. STEARNS,  
Mrs. H. A. SOBER,  
Mr. P. O. STROMME.

### GRAMMAR GRADES —

Mr. CHAS. E. WHELAN,  
Mr. E. O. KNEY,  
Mrs. GEO. W. BIRD,  
Mrs. E. H. HEATH,  
Mrs. O. D. BRANDENBURG.

### PRIMARY GRADES —

Mrs. GEO. NECKERMAN,  
Mrs. C. H. ALLYN,  
Mrs. J. B. WINSLOW,  
Mrs. R. G. SIEBECKER,  
Miss MARY BURDICK,  
Mrs. C. GEBHART.

## 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.
ELLA MAY GUILE	Algebra, Civil Gov.

### ALL SCHOOLS.

IDA M. CRAVATH	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 HAILIGAN .....	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.

MARGARETTA JONES .....	Principal.
MARGARET A. FORAN .....	First Grammar.
EMMA SMITH .....	First Grammar.
MARY E. TRETTIEN .....	First Grammar.
EDNA M. GILBERT .....	Second Primary.
EMILY H. DETTLOFF .....	First Primary.
CLARE DENGLER .....	First Primary.
ANNA L. TYNER .....	Kindergarten.

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

## GREENBUSH.

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

## NORTHEAST DISTRICT.

HELEN L. WINTER .....	Primary.
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## Department of Instruction.

1898-99.

### HIGH SCHOOL.

J. H. HUTCHISON.....	Principal.
ANNA B. MOSELEY.....	Latin.
SUE TULLIS.....	Latin.
MARY McGOVERN.....	English Literature.
GRACE E. LEE.....	Natural Sciences.
FLORA C. MOSELEY.....	English.
FLORENCE E. VERNON.....	Rhetoricals.
ELSBETH VEERHUSEN.....	German.
JULIA E. MURPHY.....	History.
GEO. M. LINK.....	Geometry, Algebra.
RUTH MARSHALL.....	Physical Geography.
CALLA P. WESTOVER.....	Algebra.
FLORENCE P. ROBINSON.....	History, Greek.
ELLA MAY GUILE.....	Algebra.
HUGH J. HUGHES.....	Civil Government.

### ALL SCHOOLS.

IDA M. CRAVATH.....	Drawing.
NELLIE M. FARNSWORTH.....	Music.

### FIRST WARD.

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

### SECOND WARD.

S. MATILDA BAILEY.....	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.

*Miss Steeley*

## THIRD WARD.

E. MAY CLARK .....	Principal.
ANNIE HALLIGAN .....	First Grammar.
FANNY CRAWFORD .....	First Grammar.
CAROLINE A. HARPER .....	Second Primary.
LUCY R. COSGROVE .....	Second Primary.
JENNIE M. WILLIAMS .....	First Primary.
MARY E. HATCH .....	First Primary.

## FOURTH WARD.

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

## FIFTH WARD.

MARGRETTA JONES .....	Principal.
MARGARET A. FORAN .....	First Grammar.
EMMA SMITH .....	First Grammar.
MARY E. TRETTIEN .....	First Grammar.
ALMA L. IHRIG .....	Second Primary.
ADELAID WILKIE .....	First Primary.
CLARE DENGLER .....	First Primary.
ANNA L. TYNER .....	Kindergarten.
MAUD TYNER .....	Kindergarten Ass't.
EMILY McCONNELL .....	Kindergarten Ass't.

## SIXTH WARD.

VIOLA A. PRESTON .....	Principal.
MABEL J. LANGDON .....	First Grammar.
ELIZABETH FULTON .....	First Grammar.
Alice P. KERWIN .....	Second Primary.
EMILY H. DETTLOFF .....	Second Primary.
LINA G. HOLT .....	First Primary.
GRACE R. POTTER .....	First Primary.
SADIE EDWIN .....	First Primary.
ANNA L. TYNER .....	Kindergarten.
MAUD TYNER .....	Kindergarten Ass't.
EMILY McCONNELL .....	Kindergarten Ass't.

## GREENBUSH.

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

## NORTHEAST DISTRICT.

ADDIE I. SUTHERLAND .....	Primary.
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## Janitors.

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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.....	Patrick McEvilly.....	334 W. Wilson Street.
Fourth Ward.....	Matthew Culligan.....	314 W. Clymer Street.
Fifth Ward.....	W. E. Oakey.....	1310 University Ave.
Sixth Ward.....	James Thompson.....	1210 Jenifer Street.
Old Sixth Ward.....	James Nolan.....	1033 Williamson St.
Northeast District.....	John G. Schultz.....	Atwood Ave.
Greenbush.....	Marie Storm.....	S. Park Street.

## Treasurer's Report.

*Receipts and Expenditures from July 1, 1897, to June 30, 1898.*

RECEIPTS.		
1897		
July 1	To balance on hand.....	\$1,352 46
Aug. 19	From David Stephens, tuition.....	10 00
Sept. 15	" D. R. Butler, tuition .....	24 00
Sept. 15	" Holden Snell, for $\frac{1}{2}$ lot 2, block 176 .....	1,200 00
Sept. 20	" Rev. Th. Eggen, old seats .....	4 00
Sept. 20	" O. R. Jacobson, old seats.....	2 00
Dec. 4	" State Treas., state aid, high schools .....	260 00
Dec. 11	" Town Treas , Bl. Grove, bal. tax .....	17 01
1898		
Jan'y 5	" City Treas., part city school tax.....	20,000 00
Jan'y 24	" City Treas., bal. city and co. school tax .....	18,037 75
Feb'y 21	" State Treas., state apportionment.....	4,525 62
May 26	" Rev. Schaffint, old seats .....	5 00
June 2	" B. M. Bruce, treas. town of Madison, Jt. Dist. school tax, 1897 .....	1,063 08
June 15	" J. O. Femrite, Blooming Grove Joint Dist. school tax, 1897 .....	317 08
June 4	" R. B. Dudgeon, tuitions collected .....	700 00
June 22	" R. B. Dudgeon, tuitions collected .....	92 00
		\$47,610 00
EXPENDITURES.		
Certificates of appropriation paid from July 1, 1897, to June 30, 1898 .....		\$44,244 97
Balance on hand June 30, 1898 .....		3,365 03
		\$47,610 00

M. R. DOYON,  
*Treasurer.*

## Clerk's Statement.

*Receipts and Expenditures of the Board of Education of the City of Madison, from July 1, 1897, to June 30, 1898.*

RECEIPTS.		-
Balance on hand July 1, 1897.....	\$1,352 46	.....
From State Aid to High Schools.....	260 00	.....
" State Apportionment.....	4,525 62	.....
" City School tax.....	32,257 75	.....
" County School tax.....	5,780 00	.....
" Town Madison Joint Dist. tax.....	1,063 08	.....
" Town of Blooming Grove tax.....	334 09	.....
" Tuitions collected.....	826 00	.....
" Old desks and seats sold.....	11 00	.....
" Sale of half lot, sixth ward.....	1,200 00	.....
EXPENDITURES.		-
For Apparatus and Library .....	\$74 68	.....
" Repairs .....	1,530 50	.....
" Supplies .....	1,040 65	.....
" Fuel .....	3,804 64	.....
" Furniture .....	376 00	.....
" Clerk's salary and census .....	300 00	.....
" Printing .....	159 55	.....
" Macadam tax, Wisconsin avenue.....	551 55	.....
" Interest on overdrafts.....	160 87	.....
" Janitors' and labor.....	3,141 86	.....
" Free text books .....	54 61	.....
" Teachers' wages.....	33,050 06	.....
Balance on hand June 30, 1898 .....	3,365 03	.....
	<hr/> \$47,610 00	<hr/> \$47,610 00

O. S. NORSMAN,  
*Clerk.*

## Superintendent's Report.

*To the Board of Education:*

Gentlemen—I herewith submit the annual report of the public schools of the city of Madison for the year ending June 30, 1898. This will constitute the forty-third report of the series, and the seventh by me.

### SUMMARY OF STATISTICS.

CENSUS.	1896-97.	1897-98.
Population of the city of Madison.....		17,000
Number of children of school age in the city:		
First Ward .....	364	344
Second Ward .....	610	658
Third Ward .....	360	350
Fourth Ward .....	792	887
Fifth Ward .....	784	800
Sixth Ward .....	685	807
Seventh Ward .....	563	578
Eighth Ward .....	670	687
Joint School District N. E.....	49	65
Joint School District, Wingra Park.....	73	95
	4,950	5,271

### ENROLLMENT.

Number of children enrolled in the public schools:		
High School .....	479	486
First Ward .....	352	306
Second Ward .....	296	324
Third Ward .....	417	379
Fourth Ward .....	223	204
Fifth Ward .....	343	416
Sixth Ward .....	484	546
Northeast School .....	46	48
Greenbush .....	94	101
Total .....	2,734	2,810

Number of pupils in the different grades.	1896-97..	1897-98.
Kindergarten .....	183	134
First Grade .....	438	404
Second Grade .....	309	335
Third Grade .....	311	320
Fourth Grade .....	253	287
Fifth Grade .....	219	230
Sixth Grade .....	216	278
Seventh Grade .....	198	200
Eighth Grade .....	178	187
First Year, High School.....	182	185
Second Year, High School.....	117	120
Third Year, High School.....	103	101
Fourth Year, High School.....	77	80
 Total .....	 2,734	 2,810

## ATTENDANCE.

Per cent. enrolled.....	55	57
Average membership .....	2,324	2,452
Average daily attendance .....	2,163	2,294
Per cent. of attendance.....	93	93
Total days of attendance for year.....	400,213	422,187

## BUILDINGS.

Number of buildings occupied.....	9	9
Number of regular school rooms.....	42	46
Number of recitation rooms used.....	13	13
Number of sittings for pupils.....	2,530	2,663

## TEACHERS.

Number in High School.....	13	14
Number in second grammar grade.....	7	9
Number in first grammar grade.....	9	9
Number in second primary grade.....	11	12
Number in first primary grade.....	12	13
Teacher of drawing.....	1	1
Teacher of music .....	1	1
Teacher of physical culture.....	1	0
Kindergarten .....	2	1
Kindergarten assistants .....	2	1
 Total .....	 59	 61

## TEACHERS' REPORT.

Times teachers were tardy.....	214	163
Half days' absence .....	150	347
Visits made to parents.....	892	536
Visits made to sick pupils.....	431	265

## VISITS TO THE SCHOOLS.

Number by the superintendent.....	255	394
Number by members of the board.....	83	182
Number by parents .....	2,514	2,062
Number by others.....	2,894	2,428

## STATISTICS.

The enumeration of children of school age in the city at the close of the school year gave 2,609 boys and 2,662 girls, making a total school population of 5,271, a gain of 321 over last year.

The entire number of pupils enrolled for the year was 2,810, of which number 1,440 were boys and 1,370 girls. It will be noticed that the number of boys enrolled exceeded that of the girls, a condition very unusual.

The number registered was 57 per cent. of the school population of the city. The pupils were distributed among the grades as follows: Kindergarten 134, or 4.9 per cent. of the whole number enrolled; primary grades 1,346, or 48 per cent.; grammar grades 895, or 31.8 per cent.; high school 486, or 17.3 per cent.

The number registered in the high school was 486, of which number 253 were boys and 233 were girls. It will again be noticed that in our high school the boys outnumber the girls. It is doubtful whether this condition can be duplicated in any city in the United States where all social and industrial conditions are normal. In the United States the girls in the high schools outnumber the boys by about 40 per cent. In the Madison high school the condition is reversed, the boys outnumbering the girls by about 8 per cent. The common statement that our public high schools are gradually becoming girls' schools, finds no confirmation in the conditions in our school.

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

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

COST OF SCHOOLS.

	1896-97.	1897-98.
Amount paid out for the year.....		
Teachers .....	\$32,946 65	\$33,050 06
Incidentals .....	14,934 80	14,008 39
New buildings .....	9,972 13	.....
Street macadam and grading lots.....	1,374 72	551 55
	\$59,228 30	\$47,610 00
Cost per pupil for tuition alone:		
Upon number enrolled.....	\$10 53	\$10 05
Upon average membership.....	12 39	12 03
Upon average attendance.....	13 31	12 86
Cost per pupil for supervision:		
Upon number enrolled.....	1 52	1 26
Upon average membership.....	1 78	1 45
Upon average attendance.....	1 92	1 55
Cost per pupil for incidentals:		
Upon number enrolled.....	5 46	3 98
Upon average membership.....	6 43	4 57
Upon average attendance.....	6 90	4 88
Total cost per pupil for tuition, supervision, and incidentals:		
Upon number enrolled.....	\$17 51	\$15 74
Upon average membership.....	20 60	18 05
Upon average attendance.....	22 13	19 27
Total cost per day for each pupil:		
Upon number enrolled.....	.094	.085
Upon average membership.....	.111	.098
Upon average attendance.....	.119	.104

## Cost per pupil in the Ward Schools for tuition:

Upon the number enrolled.....	\$8 26	\$7 01
Upon average membership.....	10 32	8 03
Upon average attendance.....	11 13	8 58

## Cost per pupil in High School for tuition:

Upon number enrolled.....	19 12	20 17
Upon average membership.....	21 76	22 59
Upon average attendance.....	22 96	23 58

## GENERAL STATISTICS.

Near the close of the year the following statistics were compiled for the purpose of placing before our city council the condition of the schools. As these are quite comprehensive, including a wide range of items and covering a period of ten years, it has been thought best to embody them in the annual report. Unless otherwise indicated, the statistics given are for the school years ending on the 30th of June of the years noted in the tables.

TABLE NO. I - *Showing receipts for current and contingent fund for the past ten years.*

Year.	City tax.	State and county tax	High school aid.	Tuition.	Miscellaneous.	Total current fund.
1889....	\$26,071 83	\$5,905 94	\$199 17	\$755 66	\$248 88	\$33,201 48
1890....	31,862 50	6,136 13	345 15	300 00	420 81	39,064 59
1891....	26,469 58	12,271 70	325 11	240 00	441 17	39,747 56
1892....	26,544 48	13,054 16	307 70	310 60	1,136 86	41,353 80
1893....	27,395 74	12,909 72	292 50	669 96	90 61	41,358 53
1894....	28,525 32	12,280 49	282 50	577 50	1,455 10	43,120 91
1895....	29,056 02	12,115 40	281 91	573 00	1,559 96	43,586 29
1896....	29,970 52	11,506 84	275 15	660 00	1,404 42	43,816 93
1897....	30,203 82	11,767 67	265 95	557 00	1,256 58	44,051 02
1898....	32,257 75	10,305 62	260 00	826 00	1,408 17	45,057 54

TABLE No. II—*Showing current and contingent expenses for the last ten years.*

Year.	Teachers' salaries.	Janitors' salaries.	Fuel.	Repairs.	Miscellaneous.	Total expenses.
1889....	\$23,056 32	\$1,885 18	\$2,863 29	\$1,644 73	\$1,663 91	\$31,113 43
1890....	24,592 37	1,962 72	2,898 70	1,070 86	1,099 86	31,624 51
1891....	24,592 37	1,963 62	2,898 40	1,070 86	1,403 53	31,928 78
1892....	26,320 76	2,474 02	3,738 32	2,084 02	1,988 41	36,605 53
1893....	26,793 60	2,149 54	4,814 70	3,421 72	1,782 15	38,961 71
1894....	27,990 93	2,602 74	4,747 35	1,730 27	3,532 27	40,603 55
1895....	29,061 60	2,872 00	3,600 13	3,158 76	2,770 57	41,463 06
1896....	31,538 69	2,943 30	3,827 42	2,062 12	4,435 35	44,806 88
1897....	32,946 65	3,112 07	4,409 96	4,349 88	3,992 01	48,810 57
1898....	33,050 06	3,141 86	3,804 64	1,530 50	2,717 91	44,244 97

Miscellaneous expenses include moneys paid out for library and text books, apparatus, printing, furniture, sidewalks, and general supplies.

During the ten years closing June 30, 1898, the contingent and current expenses of the schools had increased 42 per cent. while the total income for the same purposes had increased only 23 per cent.

TABLE No. III—*Showing number of teachers and enrollment during past ten years.*

Year.	Number high school teachers.	Enrollment high school.	Number ward teachers.	Enrollment ward.	Total number teachers.	Total enrollment.
1889....	13	347	31	1552	44	1899
1890....	15	325	31	1622	46	1947
1891....	14	325	33	1645	47	1970
1892....	14	323	35	1714	49	2037
1893....	11	339	37	1611	48	1950
1894....	12	357	39	1756	51	2113
1895....	11	397	43	1932	54	2332
1896....	13	417	44	2111	57	2528
1897....	13	479	47	2255	60	2734
1898....	14	486	48	2324	62	2810

During the ten years the number enrolled increased 48 per cent. while the number of teachers increased 40 per cent.

TABLE No. IV—*Showing cost per capita for current and contingent expenses based on the enrollment.*

Year.	Enrollment.	Expenditures.	Cost per capita.
1889.....	1,899	\$31,113 43	\$16 38
1890.....	1,947	31,624 51	16 24
1891.....	1,970	31,928 78	16 21
1892.....	2,037	36,605 53	17 97
1893.....	1,950	38,961 71	19 98
1894.....	2,113	40,603 55	19 22
1895.....	2,332	41,463 06	17 78
1896.....	2,528	44,806 88	17 72
1897.....	2,734	48,810 57	17 89
1898.....	2,810	44,244 97	15 74

TABLE No. V—*Showing cost per capita for current and contingent expenses based on the average attendance for the past six years.*

Year.	Av. attendance.	Expenditure.	Cost per capita.
1893.....	1,554	\$38,961 71	\$25 07
1894.....	1,625	40,603 55	24 99
1895.....	1,838	41,463 06	23 55
1896.....	2,009	44,806 88	22 30
1897.....	2,163	48,810 57	22 56
1898.....	2,294	44,244 97	19 29

From the above it is clear that while the amounts expended from year to year are increasing, the actual cost of maintaining the schools, taking into account the increased attendance, is decreasing, and an economy more rigid year by year has been exercised by the school authorities.

TABLE No. VI—*Showing statistics which were gathered from twenty-one of the leading cities in Wisconsin.*

Cities.	Assessed valuation.	Per cent. of market value.	Whole tax.	School tax.
Ashland.....	\$4,624,000	60	.035	.006
Baraboo.....	2,146,133	66	.0231	.0075
Beloit.....	2,253,456	50	.029	.0109
Chipp. Falls.....	3,046,420	100	.025	.005
Eau Claire.....	6,082,000	65	.0275	.0065
Fond du Lac.....	3,686,064	66	.03	.01
Green Bay.....	4,191,468	50	.02949	.0073
Janesville.....	4,611,423	50	.0235	.00584
Kenosha.....	1,570,070	25	.05	.01485
La Crosse.....	12,352,375	70	.0225	.0068
Marinette.....	3,598,662	62	.03	.006
Menasha.....	1,226,818	50	.035	.006
Menomonie.....	1,580,637	65	.04	.01
Merrill.....	1,691,279	75	.0327	.009
Neenah.....	1,819,289	60	.03	.007
Oshkosh.....	8,978,617	40	.0285	.006
Sheboygan.....	6,500,000	33 $\frac{1}{3}$	.025	.0075
Superior.....	12,384,000	50	.03	.0053
Watertown.....	1,857,977	33 $\frac{1}{3}$	.023	.0045
Whitewater.....	1,565,361	55	.01927	.0084
Madison.....	7,841,000	50	.02	.004

Estimating the levy on the market value of the respective cities gives us the following:

Cities.	Whole tax.	School tax.
Ashland.....	.021	.0036
Baraboo.....	.0147	.005
Beloit.....	.0145	.0054
Chippewa Falls.....	.025	.005
Eau Claire.....	.0183	.0043
Fond du Lac.....	.02	.0066
Green Bay.....	.0147	.0036
Janesville.....	.0117	.0029
Kenosha.....	.0125	.00395
La Crosse.....	.01575	.00476
Marinette.....	.0186	.00372
Menasha.....	.0175	.003
Menomonie.....	.026	.0065
Merrill.....	.028	.0065
Neenah.....	.018	.0042
Oshkosh.....	.0114	.0024
Sheboygan.....	.0083	.0025
Superior.....	.015	.0026
Watertown.....	.008	.0015
Whitewater.....	.0105	.00462
Madison.....	.01	.002

These statistics bring out the fact that the rate of taxation for school purposes is lower in Madison than in any other city in Wisconsin, except Watertown.

TABLE No. VII—*Showing comparative statement of receipts and expenditures, current and contingent fund.*

Year.	Receipts.	Expenditures.	Balance.	Deficits.
1888.....	\$36,540 17	\$33,479 49	\$3,060 68	.....
1889.....	33,347 46	31,113 43	2,234 03	.....
1890.....	39,044 55	31,624 51	7,420 04	.....
1891.....	39,747 56	31,928 78	7,818 78	.....
1892.....	41,353 80	36,606 53	4,748 27	.....
1893.....	41,358 53	38,961 71	2,396 82	.....
1894.....	43,120 91	40,603 55	2,517 36	.....
1895.....	43,586 29	41,463 06	2,123 23	.....
1896.....	43,816 93	44,806 88	.....	\$989 95
1897.....	44,051 02	48,810 57	.....	4,759 55
1898.....	45,057 54	44,244 97	812 57	.....
			\$33,131 78	\$5,749 50

TABLE No. VIII—*Showing receipts and expenditures for sites and buildings.*

EXPENDITURES.	
1883	Addition to Second Ward building .....
1887	Third Ward building .....
1887	Addition to High School building .....
1887	Lot for Third Ward building .....
1888	Balance on Third Ward building .....
1888	Balance on High School addition .....
1889	Payment on lot No. 8, High School .....
1889	Contract price lot No. 7, High School .....
1890	Addition to First Ward building .....
1891	Greenbush building .....
1891	Payment on lots 17 and 18, First Ward .....
1893	Addition to Third Ward building .....
1894	Sixth Ward building .....
1894	Lot for Sixth Ward building .....
	Interest paid from contingent fund .....
1896	Fifth Ward building .....
1897	Fifth Ward building .....

\$141,505 99

RECEIPTS.	
1887	State loan .....
1891	State loan .....
1894	State loan .....
1894	Sale of Greenbush lots .....
1895	Sale of Sixth Ward lot .....
1896	State loan .....
1897	Sale of Sixth Ward lot .....

\$102,700 00

\$38,805 99

From table No. VIII. it will be observed that the Board of Education during the last fourteen years has paid out for sites and new buildings \$38,805.99 more than has been received through loans for the same purpose. To pay this large sum various amounts have been appropriated from time to time from the current and contingent funds causing large annual overdrafts. This was done to avoid increasing the bonded indebtedness of the city and to save interest. If the attendance on the schools had not materially increased, these overdrafts could have been wiped out easily by the balances in the contingent funds. However, the increase in attendance of about 200 annually for the past five years and the consequent opening of eleven new school-rooms during the same time, have so increased the cost of maintaining the schools that there is not only nothing to spare from the contingent funds, but they are not sufficient even to maintain properly the schools as they now are, saying nothing of the increase which must necessarily follow in the future.

It is with pleasure that we note that the members of the city council and our worthy mayor have taken a deep interest in the welfare of the schools and have shown themselves willing to use every possible means to aid them in a financial way. Measures have been taken which promise to make a substantial increase in the school funds for the next fiscal year.

#### MISSION OF THE PUBLIC SCHOOLS.

Speaking broadly, the principal factors that contribute to the education of the community are the church, the home, and the school. While each has its own peculiar task which none of the others can perform, the functions of all are supplementary and all must co-operate in contributing to the intellectual and spiritual advancement of the community and to the symmetrical development of manhood and womanhood.

The church by pure ideals, consecrated self-denial, lofty example, appeals to the higher spiritual nature of man and contributes an important factor in the education of the community. The myriads of church spires, pointing upward, are the

visible expressions of the deeper sentiments of the human heart and testify to the universality of the religious spirit.

The home with its deep affection, its kind solicitude, its wise guidance, contributes the fundamental elements of character and sets up a trend to life's activities and experiences. It is a most notable fact that eminent persons almost universally consider that the home was a most potent factor in their development.

It is through the school that the precepts and religious motives inculcated by the church are transformed into concrete action and find expression in conduct. It is the regular routine continued day after day; calling for obedience, promptness, punctuality, the yielding of one's wishes and inclinations to the interests of the mass, that establishes character on the foundation of good habits and trains to a recognition of the obligations of the calls of duty and right. It is in the school that the home ties and obligations are enlarged so as to take in the community and the state.

The school does not exist for an ecclesiastical end alone,—to train for the church loyal and earnest adherents. It does not exist for a political end alone,—to train intelligent voters. It does not exist for an industrial end alone,—to train bread-winners. The existence of the public school can be justified on account of no one of these nor for all, only so far as they contribute to the realization of a social ideal, which offers to every boy and girl, irrespective of station or wealth, an "intelligent, full, free, happy, human life." The strongest impulse of the school is toward the establishment of a socialism, not of wealth or the equalization of material conditions, which is at present but an idle dream, but a socialism of the intellect, which offers all, rich and poor alike, the "true riches of an enlightened mind and a heart that is trained to love the true, the beautiful, and the good." William DeWitt Hyde in speaking of the social mission of the school says: "The public school is the institution which says that the poor boy, though he may eat coarser food, and wear a shabbier coat, and dwell in a smaller house, and work earlier and later and

harder than his rich companion, still shall have his eyes trained to behold the same glory in the heavens and the same beauty in the earth; shall have his mind developed to appreciate the same sweetness in music and the same loveliness in art; shall have his heart opened to enjoy the same literary treasures and the same philosophic truths; shall have his soul stirred by the same social influences and the same spiritual ideals as the children of his wealthier neighbors. Here native and foreign-born should meet to learn the common language and to cherish the common history and traditions of our country; here the son of the rich man should learn to respect the dignity of manual labor, and the daughter of the poor man should learn how to adorn and beautify her future humble home. Here all classes and conditions of men should meet together and form those bonds of fellowship, ties of sympathy, and community of interest and identity of aim, which will render them superior to all the divisive forces of sectarian religion, or partisan politics, or industrial antagonisms; and make them all contented adherents, strong supporters, firm defenders of that social order which must rest upon the intelligence, the sympathy, the fellowship, the unity of its constituent members."

In view of this broad idea of the mission of the public schools it seems fitting to consider some of the forces which determine their efficiency and character. Dr. J. M. Rice enumerates the four elements that exert an influence on the condition of the schools in every city, viz.: the public at large, the board of education, the superintendent, and the teachers.

#### THE PUBLIC AT LARGE.

President Eliot, at the close of twenty-five years as president of Harvard University, when asked what had been his leading aim, replied, "To secure co-operation." Henry Ward Beecher uttered a great truth when he said that in America there is not one single element of civilization that is not made to depend in the end upon public opinion. A system of schools may be well organized, and carefully supervised, but

unless the interest and confidence of the people are enlisted, much of the labor must be lost. The attitude of the public toward the schools will in a large degree determine their character and efficiency. Apathy and indifference on the part of the community means unscrupulous officials, inefficient instruction, and inadequate financial support. On the other hand, an intelligent appreciation of the ends to be sought in a system of schools and a well directed enthusiasm on the part of the community for honest attainments, will go far toward making the schools efficient, and will insure such willing support as will make the schools a prime factor in determining the intelligence and culture of the community.

In our city where there are so many political interests to absorb the attention of the people and where the presence of a great university very naturally draws attention from the local school interests, there is great danger that our public schools fail to receive that devotion and that financial support which are commensurate with their influence and value in the community. However, the deep interest in the schools manifested by the Woman's club, the Contemporary club, and by many of our leading citizens, makes it evident that the public sentiment of Madison is strongly and positively in favor of good public schools, and that to secure for them the earnest co-operation of the citizens and a liberal financial support, it is only necessary to formulate public sentiment into such a positive expression as will appeal in an irresistible way to our city authorities.

#### BOARD OF EDUCATION.

The school affairs are administered by a board of education which receives its authority, directly or indirectly, from the people. As the power to appoint both superintendent and teachers lies in the hands of the board of education, and as the efficiency of the schools rests almost wholly with the superintendent and teachers, the board becomes the most important and strongest factor in making or destroying the schools. "The school system," says Dr. J. M. Rice, "must be

absolutely divorced from politics in every sense of the word, in order that the members of the board of education may be free in all their official acts to do what in their opinion will best serve the interest of the child." In another place Dr. Rice says, "Generally speaking, it may be said that one-half of the work of placing the schools of any locality upon a healthful foundation has been accomplished when the members of the board of education become endowed with a desire to improve the schools; a desire which, however, must be sufficiently strong to lead them to lay aside all selfishness while legislating for the children intrusted to their care." The make-up of the Madison board of education has in the main been fortunate. There is probably no board of education in the state which has been so free from political influences in its administration of school affairs.

The most important and the most critical duty which falls to the lot of any board of education is the appointment of teachers. That the teachers make the school, no one will doubt. It is equally true that efficient schools are impossible without efficient teachers. It is in the appointment of the teachers therefore that the board determines the weal or woe of the school.

Fitness for the duties of the position is the only consideration which should enter in the selection of teachers. It must be expected that such a policy will encounter the prejudice of the ignorant and the hostility of the selfish. It must be remembered that our schools exist solely for the benefit of the children and that they are entitled to the very best instruction that our money can procure. We have no prejudice whatever against home talent. In fact, everything else being equal, we believe home talent should have the preference. If, however, appointments are influenced in any degree by the ties of friendship or any condition arising from social, religious, or political relations, the schools will suffer. It is at this point that the interest of the schools must be carefully guarded and to subserve the interests of all, the school authorities must be left free to choose the best teachers possible wherever they

may be found, whether at home or abroad. This policy will exert a most helpful influence on our home teachers. When qualification alone is made the basis of appointment, a sentiment in favor of higher attainments will be encouraged and our home people will be ambitious to meet the required standard.

#### THE SUPERINTENDENT.

The relation between the superintendent and his teachers should be one of confidence and mutual helpfulness. The superintendent should not supervise from the standpoint of authority but should take his place beside the teacher as a co-worker. Official authority may be wisely obscured by genuine interest and unity of purpose. As the teacher is responsible for the school, so the superintendent is in a way responsible for both the teacher and the school, and all criticism and suggestion should be prompted by a genuine desire to aid and encourage.

The relation between the superintendent and the poor teacher should be marked by earnest consideration and kindness. Incompetency among teachers is often due to faulty supervision. Many a failure can be traced to a lack of ability on the part of the teacher to comprehend the real ends of education and a consequent want of enthusiasm. In such cases it is the duty of the supervisor to give the teacher a clear and definite understanding of the ends to be sought, and then by every means possible to arouse and awaken, to enthuse and inspire him with an honest determination to put into the work his best possible efforts. In many cases teachers who have been rated as incompetent have become strong and efficient instructors under the personal stimulus of a live, competent superintendent.

The relation between the superintendent and the efficient teacher should be such as to encourage growth and progress. The efficient teacher is not the one who has reached perfection, but rather the one who is pushing vigorously for better things. There is no condition quite so hopeless as that of

the indifferent, unteachable, self-satisfied teacher; and no system of schools is in quite so hopeless a condition as the one which is satisfied with meager attainments on the part of its teachers.

The superintendent may do his work through personal inspection of each teacher's work, through frequent informal interviews with each teacher, and through the teachers' meetings. The grade meetings seem to afford the superintendent the best facilities for bringing the teachers into his confidence and into accord with his own best thought.

The superintendent may stimulate his teachers by giving them broader and higher views of life. The true teacher must come to a realization of the fact that the highest purposes of life are not conserved in the acquirement of wealth, in the holding of positions of honor and notoriety, or even in the attainment of physical comfort and happiness, but rather in the attainment of spiritual worthiness.

Again the superintendent may aid his teachers by leading them to an appreciation of the true aim of teaching. It is agreed that "education is to aid in living—to further life's interest." It follows that the true aim of teaching is one with the true aim of life, and an appreciation of the higher ends of life become the moving force in the true teacher's work. It is a truism that each recitation must have a definite aim, and as teachers we have usually been satisfied that the highest conditions have been fulfilled when the specific ends have been attained—when a given point of knowledge has been taught and certain mental faculties exercised. Arnold Tompkins tells us, however, that each lesson must be seen as a co-ordinate with every other—must be seen in the light of the whole round of the pupil's life; that the teacher must know that each lesson has not only its limited and specific object in knowledge and discipline, but that the real object is life itself. It is in this way that the conscious aim in each school exercise may become a universal aim, definite, inspiring, and worthy.

The true superintendent will not fail to stimulate his

teachers to press eagerly toward higher personal attainments —toward a richness and fullness in their own spiritual lives. The teacher who sees nothing in her work beyond the manipulation of mechanical devices and is satisfied with following slavishly the daily routine of duties, is on the lowest possible plane of unskilled labor. To such an one, teaching is indeed the "sorriest of trades," and its duties the worst of drudgery. The teacher who rises to a broad conception of the true purpose of education and appreciates the real needs of the life he seeks to unfold, is on a plane where teaching becomes the "grandest of arts," and its duties the means of inspiration and growth. It is Laurie who brings out the thought vividly that "the work of teaching 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 superintendent falls far short of meeting the obligations of his office when he fails, by his intelligence, his enthusiasm, and his love, to lead his teachers, and through them the pupils, to a higher plane of life where they may catch visions of truth and feel the inspiration of divine thoughts.

#### THE TEACHERS.

It is an unmistakable fact that the schools of the leading countries of Europe accomplish more substantial results in way of scholarship than do the schools of the United States. The one condition contributing more than any other to the thoroughness and efficiency of these schools, is the superior qualifications required of all the teachers. Teaching with them is a profession for which long and careful preparation is required.

##### *Special Training Required of Teachers in Germany.*

In Germany the government fixes the standard of qualifications for all teachers. No one is allowed to teach even in a

private family without a certificate from an examining commission. Before a person can obtain a position in the elementary schools he must take a special course in professional training equivalent to three years in a normal school, and pass a rigid examination before the commission. If he continues the work he must take a second examination, even more rigid than the first, within five years after entering upon his work. This is in strong contrast to the requirements in our country, where, it is said, more than three-fourths of the public school teachers enter upon their work without any special training.

*Special Training Required of Teachers in Ontario.*

In some of the provinces of Canada the free schools have attained a degree of excellence and efficiency, in comparison with which the schools of many of our states appear at a serious disadvantage. In the province of Ontario we undoubtedly find the best type of the Canadian schools. While these schools are marked for the completeness of their organization and the intelligence of their supervision, their excellence is due largely to the efficiency of their teaching force. This efficiency is maintained by the special training which is required by the state of every teacher. No person is permitted to do work even in the remotest district school in the province, without first having taken a course of professional training in a County Model School. A course in one of these model schools entitles the student to a third-class certificate. This certificate qualifies the holder to a position as assistant only in an elementary school. These certificates are good for three years, and upon certain conditions may be renewed for three years. At the end of this period the teacher must cease teaching entirely or obtain a second class certificate. This second class certificate can be obtained by three or four years' attendance at a high school or collegiate institute, followed by a full course in a normal school. This certificate is a permanent one and qualifies the holder to a position as regular teacher in the elementary

schools only. To become a teacher in a high school or to become eligible to a position in the line of supervision, a candidate must take an additional course in the normal college. In addition to the professional training required of teachers, each step upward in the profession is conditioned upon a definite amount of successful experience.

The above is a brief and necessarily an incomplete statement of the system of professional schools of Ontario. This statement, however, will be sufficient to emphasize the fact that in Ontario no person is permitted to enter any grade of school as a teacher without special professional training.

*Contrast in Wisconsin.*

In the matter of requiring special preparation for teaching the schools in the provinces of Canada and in the countries of Europe stand in striking contrast to the schools of Wisconsin. In our state, as in most of the other states, no special training is required of teachers. Any school girl, with no experience and with no special or professional training of any kind, is eligible to any position in the elementary schools, the only prerequisite being the passing of a simple examination in the common branches.

Even in our city schools we have no legal protection against incompetency in our teaching force. The only safeguards we have are to be found in an intelligent public sentiment, demanding high qualifications in all teachers, and in a discriminating judgment and a positive integrity on the part of the board of education, which will make special fitness for the work the only condition of admission to our teaching force.

ALL TEACHERS NEED SPECIAL PREPARATION.

The truth of this proposition seems so apparent that a discussion of it ought to be unnecessary; yet in every community we find many persons who believe that education along general academic lines is all that a teacher requires,—that knowledge alone makes the teacher. With equal con-

sistency it might be claimed that a general education is all that is necessary for the engineer, the lawyer, the physician, or the minister. A general education is a prerequisite for success in all these avocations, but no one for a moment considers that it takes the place of the special professional training and preparation which are necessary to proficiency in these lines. The teacher needs all the education along the academic lines that he can obtain, but this cannot take the place of special training. A person may have the best possible equipment along general lines and utterly fail as a teacher.

It is claimed by some that experience is the best teacher and that one must learn to teach by teaching. One might with equal reason claim that the oculist or surgeon should get his knowledge and skill through experience. Before the oculist touches the human eye we demand that he obtain a perfect knowledge of its marvelous mechanism and a comprehension of the delicate functions of every part. It is related of Dr. J. C. Warren, a distinguished surgeon of Boston, that being invited to witness a very difficult operation upon the human eye, by a celebrated English oculist, he was so much struck by the skill and science which were exhibited by the operator, that he sought a private interview with him, to inquire by what means he had become so accomplished a master of his art. "Sir," said the oculist, "I spoiled a hatfull of eyes to learn it." If our teachers are permitted to learn to teach by experience alone, it is very possible that in acquiring skill they may spoil whole schoolroom's-full of children, and perhaps not even then learn how to teach successfully. Before placing teachers in charge of our children, it is certainly not unreasonable to require that they gain some knowledge of the child mind and have some familiarity with the principles and laws of its development. In speaking of the need of special preparation on the part of teachers, Horace Mann uses these stirring words, "And hence we learn the appalling truth,—a truth which should strike loud on the heart as thunder on the ear,—that every child born into the

world has tendencies and susceptibilities pointing to the furthest extremes of good and evil. Each one has the capacity of immeasurable virtue or vice. As each body has an immensity of natural space open all around it, so each spirit, when awakened into life, has an immensity of moral space open all around it. Each soul has a pinion by which it may soar to the highest empyrean, or swoop downwards to the Tartarean abyss. In the feeblest voice of infancy, there is a tone which can be made to pour a sweeter melody into the symphonies of angels or thunder a harsher discord through the blasphemies of demons. To plume these wings for an upper or a nether flight; to lead these voices forth in harmony or dissonance; to woo these beings to go where they should go, and to be what they should be,—does it, or does it not, my friends, require some knowledge, some anxious forethought, some enlightened preparation?"

The child possesses a diversity of faculties and a complexity of powers in which are coiled up infinite possibilities. To train the faculties and to develop these powers is the work of the teacher. To do this the teacher must know the child,—must know him as to his mental, moral and physical condition. This knowledge must be clear, definite, and comprehensive, and cannot be the result of any common-sense power or ordinary experience. It must be obtained through a course of training under expert direction and as the result of faithful thought and investigation.

Not only must the teacher know the child, but he must understand the best methods for training the child. The wise farmer is very careful to have his colt "broken" properly. He knows that a failure in the training means an ugly, balky, tricky horse, and the loss of a hundred dollars more or less. How many parents exercise equal care in regard to the training of their children? How many realize that a failure here may mean cranky, balky, cross-grained men and women in the future, and the loss of self-respect and character? It is generally recognized that there are well ac-

cepted, scientific methods by which horses should be trained. It is no less true that there are scientific methods for the training of our children in our schools. We should certainly be as solicitous in regard to the training of our children as we are for the training of our horses.

There is a principle running through every mental operation, without a knowledge of which the life of the most faithful teacher will be only a succession of "well-intentioned errors." There is a profound philosophy upon which all methods are based, and a careful study of this philosophy and its application under expert guidance is essential in equipping a teacher for intelligent and effective work.

#### HOW TRAINED TEACHERS MAY BE SECURED.

In the establishment of seven normal schools and in the organization of the School of Education in the University, our state has recognized the value of professional training for the teachers of the public schools. These institutions are sending out annually hundreds of young people well equipped for the work of teaching. The thorough training in the principles and practices of teaching which these people have received, when supplemented by successful experience in the school-room, makes a most desirable preparation for the teacher. The standing of our schools and the many advantages in social and educational lines afforded by our city, make the position of teacher in our schools very desirable. The result is that for every vacancy there are a number of applicants who are trained for their work and whose efficiency has been attested by successful experience. Under these conditions there can be no possible justification for electing or retaining in our schools any but the most efficient teachers. The Madison children are entitled to the very best instruction our money will procure. Our schools will be what they ought to be and the best interests of our children will be subserved, when our teachers are carefully selected and special fitness is made the only basis for appointment.

## SPECIAL REPORTS.

Your attention is respectfully called to the special reports of the principal of the high school and of the supervisors of music and drawing.

The work in music and drawing has been very satisfactory during the year. We note with satisfaction that the regular teachers have taken hold of the work in these special lines with zeal and earnestness, and spare no pains to prepare themselves to co-operate with the special teachers by intelligent and effective instruction. These subjects have been denounced by some as fads, and it has been thought a possibility that under our financial stress they might be dropped from the curriculum, for a time at least. When the educational value of these branches is considered and their influence along ethical and spiritual lines understood, the intelligent people of Madison will never consent to see them dropped from the school curriculum.

The principal's statement of the condition and needs of the high school is so complete that further comment is unnecessary. It will be sufficient to say that the work of instruction has been uniformly good, the spirit of the pupils excellent, and the administration strong and progressive. The harmonious relations which are so noticeable in all departments give promise of better work and greater progress in the year to come.

Your attention is also directed to the valuable reports of the Citizens' Visiting Committees. These reports, coming from intelligent patrons and reviewing the schools from the standpoint of the citizen, will be especially helpful to the school interests, and will not be unappreciated by the good citizens of Madison.

## CONCLUSION.

The work of our schools during the past year has been very satisfactory. As a rule the teachers have been earnest, faithful, and devoted. The relation between teachers and

pupils has been one of confidence and mutual helpfulness. A most excellent spirit has characterized all work, and while no effort has been spared to secure valuable and practical results in all lines, our teachers have not failed to give emphasis to that moral and spiritual development which makes possible the greatest usefulness and the truest success.

Respectfully submitted,

R. B. DUDGEON,

*Superintendent of Schools.*

Madison, Wis., August, 1898.

## PRINCIPAL'S REPORT.

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To R. B. DUDGEON,

Superintendent of City Schools, Madison, Wis.

Dear Sir:—In compliance with custom, I herewith submit my seventh annual report on the high school.

The history of the past year does not differ materially from that of former years. We have, no doubt, been better able to adjust ourselves to increased demands made upon us and have thereby been able to secure better results along certain lines.

### MANAGEMENT.

As our enrollment for the year exceeds that of last year by only seven, we have had less difficulty in accommodating our large numbers. The opening up of the old main room for the seating of a part of the first grade has afforded great relief and is infinitely better than to allow attendance by any grade for recitations only. Under the efficient direction of the teachers in charge of that room, differences in deportment in the parts of the grade do not seem to be so marked. This plan can be followed until increased numbers require greater seating capacity.

The policy pursued in the management of the school does not differ much from that of last year. Much attention has been given to the cultivation of a proper sentiment, which will in itself settle many questions ordinarily distracting. During our connection with the high school, we have seen much in its sentiment to admire. Growth is seen in the fact that relations between teachers and pupils have become more intimate and pupils are constantly assuming more responsibility.

### STUDY PERIOD.

To no part of our work is more attention given than to securing the best possible conditions for study. Considering its close relation to recitations, we have aimed to make study periods such that good recitations are almost assured. The exact record kept upon the room

and the comparative ease of management show that we are approaching a most excellent condition. In securing this condition, we have relied wholly upon a direct appeal to individuals.

It has been suggested that pupils report for recitations only. If parents would assume the responsibility for a sufficient amount of home study in preparation of lessons, the plan would receive the endorsement of our teachers. With such a plan, however, there must be a place for pupils to stay between recitations. The question arises, "Shall they be left alone?" Intelligent supervision of these periods cannot fail to have an important bearing upon recitations and school character. Comparisons between such periods here and elsewhere show that ours are most conducive to study. Considering the present accommodations and our increasing attendance, the time is coming when some decided change must be made in regard to attendance.

#### 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	417
1896-1897.....	398	95	479
1897-1898.....	270	96	486

The decrease in tardiness has been secured by unusual exertion, accompanied by a determination on the part of pupils to avoid tardiness. The increase during the one-session period (five weeks) is very marked and shows beyond doubt that the session begins too early to accommodate many homes.

#### VISITORS.

Last year the ratio of visits by "parents to others" in the ward schools was 1 to 1.3, while in the high school it was 1 to 12.6. This year the latter ratio is changed to 1 to 4.7, showing a very decided increase in the number of parents who have visited us.

Nothing can do more toward securing a correct understanding between teachers and parents than frequent contact and friendly discussion of a pupil's actual needs and methods of work. Some parents defer visits to school until they receive notice of a pupil's failure. No doubt many failures could be avoided by parents knowing more exactly how a pupil works and recites.

## SOCIAL CLUB.

Believing that the influence of the so-called social club was not the best, the high school authorities decided that no social organization should bear the high school name. Among high school teachers there seems to be no great objection to the class party, but such parties should be limited in number and held only under high school direction.

Criticisms upon the frequent parties have been made by parents. Such criticism may be perfectly just, but the proper exercise of parental authority would control all social affairs in each home and thus relieve high school authorities of all responsibility in the matter. While we expect to do all we can to secure moderation in this direction, we earnestly desire to rely upon home influences to regulate the social life of the young people.

## ATHLETICS.

The part of athletics in modern school life cannot be overlooked. While more attention is given it than its importance demands, we do not underestimate the ends it may in part be made to subserve. As at present conducted there seems to be more importance attached to the contest than to the physical development to be secured.

We have no doubt the contest brings out many important qualities and yet we are unable to discover any direct relation between a determination to succeed in a contest and a determination to succeed in studies. It is true some records are brought up under the pressure arising from a desire to play, but there is a perceptible weakening as the athletic season begins. We have good students who are also good athletes, but they are the exception. Strong students are not much affected by interest in athletics. Medium students are affected at once. Weak students cannot keep up their work.

The chronic state of indebtedness in which the athletic association finds itself shows that business is managed wrongly, too extensively or too expensively. No organization in the high school should long exist if unable to pay its way. If gate receipts are insufficient to pay expenses, plans should be so modified as to keep expenses within receipts.

We have hopes for the ultimate good effects of athletics if administered under the rules adopted by the principals of the leading high schools of Wisconsin. There are evils accompanying our contests which are incident to contests generally and quite beyond our control. Some of these can be made to disappear by the growth of the right sentiment among contestants themselves.

## ONE SESSION.

The one-session plan was followed for the last five weeks of the term with results in agreement with those of former years. The close of the year was so much broken up by holidays that we had no reasonable grounds upon which to base our estimate of scholarship for that time as compared with a corresponding period under the two-session plan.

## COURSE OF STUDY.

The division of the year between civil government and physical geography (18.5 weeks to each) constitutes the only change for the year. In cases of failure in either, during the first half of the year, the study was continued in the second half.

## FIRST YEAR CLASS.

Much attention has been given to the noticeable break between the eighth grade and the first year in the high school. The inability of many pupils to adapt themselves to the new conditions has been variously explained. Among these explanations may be stated the following:

1. Lack of independence in work. Although this difficulty is strongly marked in the first grade, it is by no means confined to that grade. It may be discovered all along the course. We have no disposition to criticise the work of the grades, but we believe that they with us are requiring too little of pupils. The help we give is contributing to helplessness. The wisest help that can be given is that which makes the pupil think for himself. This will contribute to confidence in a pupil's powers and tend to make him independent. Perhaps there is a general yielding to a popular demand which calls for more assistance to be given the pupil. Such demand is heard now and then and we are apt to comply as it is the easiest way.

The testimony of those educated a few years ago confirms the belief that teachers do more and pupils do less than in former years. If a pupil does but little for himself, we cannot expect self reliance to grow very rapidly. It does not flourish under such treatment. The loss of interest so plainly manifest is the natural result of a withdrawal of the rewards of discovery. The teacher's efforts in the development of powers must take into account the quality of aid given; and no better introduction to the high school can be given than that furnished by the teacher in having made a pupil believe in his ability to do his work.

2. A mistaken notion derived from some preceding student that work in the high school is easy and will require but little effort.

3. Some parents think a pupil can get on well in study and be absent from half a day to two days per week. Much depends upon continuous effort. Breaks in recitations cannot easily be made up in a satisfactory way.

4. Pressure of outside duties. While it is not supposed that a pupil's entire time shall be devoted to study, it is essential that school work shall be made the chief business of the pupil. Some are very seriously hampered by pressure of social duties, which consume nearly all available energy and leave a pupil incapable of aggressive work. It is not desired that school work shall exclude social recreation; neither is it desired that school work shall be lessened in its excellence by too great attention to outside affairs.

5. Too much attention given to a preparation for recitation only. Many study to recite. This involves a minimum of time and accounts for much of the alleged nervousness and confusion of ideas at the time of an examination. Too much reading of the text and too little thinking account for many failures. Thought requires time and when time is consumed by outside matters, the real work of the student suffers.

In this connection it is worth noting that a time of reckoning is of great value. Written tests,—short, searching, comprehensive—have much to do in securing good results.

I am satisfied that these things account for a part of the difficulty experienced in coming into the high school. There are doubtless other influences bearing upon this entrance upon a larger and more difficult kind of work.

#### LABORATORIES.

Additional laboratory room has been a great convenience, not only in physics, but in all science work. As far as room is concerned our three laboratories are quite equal to our needs at present. Our divisions are comfortably accommodated and our work is increased in excellence. Constant additions to the equipment of the laboratories should be made. Work in the laboratory grows in value in proportion as it reaches the individual. Individual work is the end we are aiming to reach. To do it will require more apparatus. In the biological laboratories there is need of at least one more compound microscope. The physical laboratory needs an electrical machine, a projecting lantern and X-ray apparatus. Additional apparatus for exact measurements and for more extended work are needed to make our work effective and in keeping with modern methods.

## REFERENCE LIBRARY.

The departments of literature and history are fairly well supplied with reference books, but we need more books for science laboratories. As pupils in the old main room do not have access to an encyclopedia, one should be supplied to that room.

## ADMISSION TO ADVANCED STANDING.

In view of past experience, I would strongly recommend that pupils desiring credit for work done in other schools shall be given such credit upon two conditions, viz.:

1. Schools from which standings are brought shall be upon the accredited list at U. W. or a similar institution.

2. Credit may be given for work done elsewhere upon examination.

This seems to be due to our own pupils who are held closely to requirements. Many times we are given standings which may or may not cover work equivalent to our own. Such standings are usually difficult to verify, especially those from other states. The trouble usually arises in studies of the first grade. Even country school standings are presented to cover physical geography, civil government and arithmetic.

## PUBLIC EXERCISES.

The following public exercises were held during the year:

## ARCHON BENEFIT, SOCIAL, OCTOBER 23, 1897.

1. Piano Solo.....	Miss Josie Fuller
2. Reading—Selected.....	Miss Marie Miller
3. Music—"Huntsman's Chorus".....	High School Double Quartet
4. Violin Solo.....	Mr. Harry Russell
5. Reading—"Mary Alice Smith" ( <i>Riley</i> ).....	Miss Gussie Billings
6. Music—Slumber Song.....	High School Double Quartet
7. Violin Solo.....	Mr. Eyvand Bull
8. Reading—"Jimmie Butler and the Owl".....	Mr. Harry Sauthoff
9. Violin Solo.....	Mr. Harry Russell
10. Vocal Solo.....	Mr. Bert Greenbank
11. Recitation—"Nine Little Goblins" (by request)...	Miss Leora Moore
12. Music—"Anchored".....	High School Double Quartet

## ARBOR DAY PROGRAM.

“Come, Gentle May”.....	Chorus
Address .....	John Coon
Memory Gems .....	Pupils, Grade IV.
Reading—“The Battle of Mission Ridge”.....	Hattie Kuehns
Reading—“The Runaway Princess” (Anon).....	Marie Miller.
“Music on the Waves”.....	Chorus
Address .....	Dr. Libby
“To the Greenwood Hie”.....	Glee Club
Readings—“One, Two, Three” (Bunner).....	Mamie Woy
a. The National Flag, Sumner; b. Stand by the Flag, Anon—	
George De Lacy.	
“When De Folks Is Gone” (Riley).....	Albert Gunther
History of '98.....	Arthur Curtis, E. Ticknor
“A June Day”.....	Quartet
Essay—“The Slaughter of the Birds”.....	Edward Birge
Readings—a. Griggsby Station, Riley; b. A Life Lesson, —, Gussie Billings.	Bil-
Address to the Graduating Grade.....	Carrie Stemple
“May Day” .....	Chorus
The Planting of Tree.	
Oration.....	Fred De Lacy
“America” .....	Chorus

## COMMENCEMENT PROGRAM.

Music.	
Prayer.....	Rev. E. J. Baskerville
Salutatory*.....	Harry Sauthoff
Music.	
Address—“What Is Practical?”.....	Col. W. J. Anderson
Music.	
Valedictory*.....	Nora McCue
Presentation of Diplomas....	Mr. J. Corscott, Pres. Board of Education
Music.	

\*Chosen by Class.

## MEMBERS OF GRADUATING CLASSES BY COURSES.

## ANCIENT CLASSICAL COURSE.

Joseph William Jackson, Anna Lewis, Harry Sauthoff, Elizabeth Goffe Ticknor, Hattie Bertha Wilke.

## MODERN CLASSICAL COURSE.

Emma Lilian Bucey, Catharine Myers Cook, Henry Belden Freeman, Ada Lovisa Hawley, Ena Henrietta Heuer, Edna Platte Huber, Matthew John Lynch, Charles Benajah Mayer, Nora McCue, Selma Josephine Nelson, Florence Eugenia VanSlyke Nelson, Herman Adolph Nietert, Arthur Carl Olsen, Andrew Elmer Peirce, Marcia Grace Regan, William Edward Smith, Clarence Hazel Snyder, Maud Martha Stephenson, Sanford Putnam Starks, Ella Frances Tormey, Clara Johnson Van Velzer.

## SCIENCE COURSE.

Meltha Edith Andrus, Augusta Billings, Floy Idella Bowers, Milliecent May Coombs, Arthur Hale Curtis, John Ward Coon, Clarence Arthur Comstock, Charles William Chech, Lucius Donkle, Frederic Abraham DeLay, Magdalen Evans, Bessie Carolynn Ferguson, Floyd Colby Gurnee, Lilian Solvei Holland, Gordon Alexander Helmicks, Daisy Etta Hansen, Maie Habich, Louis Malec, Carl Arno Minch, Preston Winfield Pengra, Philip Walker Rinder, George Brewster Smith, Mabel May Slightam, Bertha Beatrice Suhr, Frank Bashford Taylor, Joseph Michael Welch, Stanley Carpenter Welsh.

## ENGLISH COURSE.

Maude Annette Benson, Mary Elizabeth Cunneen, Elizabeth Regina Dunn, Mary Elizabeth Gay, Iva Lulu Gilbert, Julia Christine Holland, Mida Louise Kennedy, Margaret Kennedy, Edith Noyes, George Roslyn Theobald Richards, Charles Marshall Stevens.

## GRADUATES.

Graduates to date, male.....	247
Graduates to date, female.....	384
 Total .....	 631
Graduates for past 7 years, male.....	143
Graduates for past 7 years, female.....	183
 Total .....	 326
Graduates of M. H. S., also graduates of U. W., male.....	76
Graduates of M. H. S., also graduates of U. W., female.....	74
 Total .....	 150

It will be seen from the above, that 51.6 per cent. of all our graduates since 1875 have graduated in the past seven years. The total number of graduates up to and including 1894 is 415. Counting all graduates of U. W. up to 1898 we have the number given above—150. Therefore 36.1 per cent. of high school graduates have also graduated from U. W.

The above figures are given in answer to the question: "How many of your graduates graduate from U. W.?" The fact that 51.6 of all graduates have graduated during the past seven years is good evidence of growth.

Believing that we do not lose sight of scholarship in our pupils, it is at the same time encouraging to see the increase in the size of our graduating classes.

Respectfully submitted,

J. H. HUTCHISON,  
Principal High School.

## REPORT OF THE SUPERVISOR OF MUSIC.

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MR. R. B. DUDGEON,

Superintendent of City Schools, Madison, Wis.

Dear Sir:—In submitting my fourth annual report, I am glad to say that the year just closing has been most successful, although the work has been carried on under very unfavorable conditions.

The Readers on hand are in bad condition; many pages are torn or missing, and much time has been wasted daily in finding the exercise for the lesson. Carrying the books from one room to another, as we do, having but one set for a building, gives them more than the ordinary wear. If the children owned their books they would last longer, the time it now takes to pass them would be saved, and much pleasure and benefit be derived, as the books could be taken home and the songs sung in the home circle.

By teaching vocal music in our public schools we can reach all classes of people, making their lives richer and better and their homes brighter by carrying into them, through the children, songs of love, patriotism, home and God.

In the seventh and eighth grades the work has been retarded by lack of material. The work that should have been completed the first term has been spread over the entire year simply for lack of books. In first ward through the kindness of an unknown friend we have had song books to supplement the Reader work. These have been very much appreciated by pupils and teachers, and I trust the results will show to what an extent.

At the beginning of the year we started out with two definite objects in mind,—to attain greater purity of tone and to make the pupils feel and think rhythm. Many people forget that the mind is the ruling power in singing as in everything else. When we can get the pupils to think tones independently, they can sing in two or three parts whether in the lower or higher grades.

Taking up the work in divided beats in the second primary grades, the pupils have been required to go through the exercise silently, thinking the time and tune. In most cases the exercise would be sung correctly the first time. To obtain purity of tone much time

has been spent in vocalization; singing the scale and simple tone exercises with the different vowels or syllables containing vowels. I feel that we have accomplished a great deal in this direction although we can make still greater improvement another year.

In the book and chart work the same limits have been reached as before, so I need not go into detail regarding it. Much stress has been laid on the song work as so many good influences may be brought to bear through the songs.

Delight in music comes in two ways: first, the pleasurable excitement furnished by the sounds themselves; secondly, the effect it has upon the imagination. Many people care more for the words of a song than for the music. When we search for the reason, we find that the central idea is rhythm and this is the principal element in music. Others really care for the sentiment expressed in the words and still others for the music alone. In selecting the songs these things have all been taken into consideration that both the words and music should be suitable to the child and to the occasion.

The high school pupils, in addition to their regular work, have studied the lives and works of our most noted composers. This research gives the pupils a wider view of the great subject of music and the means of its development.

Optional work has been carried on more earnestly than before. A glee club of thirty young ladies has met once a week after school. A mixed double quartet was also organized the first of the year and the members have been most faithful in their practice. Music for special occasions, in and out of school, has been furnished by these clubs. Such work brings out the best talent among the pupils and affords opportunity for the study of more difficult music than can be pursued in the regular school work. The interest and pleasure manifested compensates for the effort expended and we trust the pupils gain power that will make them, as well as others, happier throughout their lives.

One feature of public school singing that often receives criticism is the care of children's voices. Just a few words may enlighten some in regard to this phase of the work. Great care is taken to place each child where he can do the best work. Loud singing is never encouraged; the constant direction is, "sing softly." We are working for quality and not quantity of tone. Twenty minutes a day under these directions can not hurt any child's voice, no matter how superior the voice may be.

At the Choral Union recital last January three hundred of our children gave the chorus "See the Conquering Hero Comes." Two choruses were formed to assist in the celebration of our semi-centennial, one of two hundred and fifty voices to sing at the educational meeting in

the senate chamber, and the other of five hundred voices to assist at the jubilee concert in the armory. This chorus work is helpful and inspiring to the children and shows people in general what is being done in our public schools.

The best feature of the work in Madison is the good spirit that is manifested among parents, teachers and pupils. It takes time to establish such a spirit, but when this is accomplished we have the best conditions for successful work.

I trust that another year the much needed material may be obtained so as to advance the pupils more rapidly. I have had the help and co-operation of yourself and teachers during the year for which I take this opportunity of thanking you.

Respectfully,

NELLIE W. FARNSWORTH,  
Supervisor of Music.

Madison, Wis., June, 1898.

## REPORT OF THE SUPERVISOR OF DRAWING.

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MR. R. B. DUDGEON,

Superintendent of City Schools, Madison, Wis.

Dear Sir:—The principles involved and the underlying thoughts for the work of this year have been identical with those of last year but, in some cases, the application of principles has been different.

### *Ward Schools.*

Charcoal and softer pencils have been more generally used with gratifying results. They lend themselves more readily to the expression of the child's thought, which loses much of its beauty and originality when hampered by a hard, unyielding medium.

More attention has been given to school room decoration. As a result of the study of Greek art, in some of the seventh and eighth grade rooms, appropriate borders and ornaments were placed upon the boards, giving to them a distinctive and classic thought.

There has been a tendency to replace cheap colored prints with reproductions of masterpieces in some cases, pictures having been bought and framed by contributions from pupils. In this phase of our work we feel especially indebted to the Woman's club of Madison, which has donated a number of fine large pictures to be hung on the walls of our school rooms and to be a source of inspiration to teacher and pupils.

Through the use of the Perry pictures, blue prints and collections kindly loaned us, we were enabled to study the following artists: In seventh and eighth grades, Rembrandt; in fifth and sixth grades, Millet; in third and fourth grades, Rosa Bonheur and Edwin Landseer. Grades three and four have used book II.; grades five and six, book IV.; grades seven and eight, VIII. In addition, the monthly plans have suggested much supplementary work.

This year monthly plans of work have been furnished first and second as well as the upper grades. The vases designed and decorated by pupils of fifth and sixth grades are deserving of special mention. The study of Greek art was taken up by seventh and eighth

grades in a manner similar to that in which Egyptian art was studied last year, homes of pupils, public and historical libraries furnishing much material. Reproductions of Greek work were of a larger, freer character and the use of water color and of pen and ink was more general.

*High School.*

Each year pupils enter the high school better trained and stronger for their work. This fact, together with the increase in size of optional classes, makes the need of new casts and still life imperative. There are four large divisions of the first year class reporting during the day, the pupils of each division being allowed to choose between mechanical and free hand work. There are serious disadvantages, based upon psychological reasons, in conducting the two kinds of drawing during the same period. General suggestions to one part distracts the attention and retards the work of the other; a different kind of concentration is essential in the two cases; the spirit of work is different, the one being exact, mathematical, the other emotional, artistic. Here, also, more attention has been given to the study of artists and their work, use being made of the collection of large photographs from the public library.

First year pupils have been allowed to choose between mechanical and free hand work, instead of being required to take at least one term of mechanical drawing, as last year. Light drawing kits, consisting of board, T squares and triangles have been substituted for the heavy drawing boards of last year.

More accurate work, a deeper interest and more difficult problems mastered are some of the results of these changes, but the boys of the Madison high school are not satisfied with making working drawings merely. They are demanding a work shop where brains and hands may be kept busy in materializing newly discovered relations.

I sincerely thank yourself and teachers for your loyalty to this department of education.

Respectfully submitted,

IDA M. CRAVATH,

Supervisor of Drawing.

Madison, Wis., 1898.

## REPORTS OF VISITING COMMITTEES.

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### REPORT OF COMMITTEE FOR HIGH SCHOOL.

To the President and Members of the Board of Education:

The members of your committee were highly pleased with the work they saw during their visits to the high school and we are of the opinion that considering the means and appliances at the disposal of the principal and the teachers the work accomplished deserves much praise. Indeed, we feel much more disposed to criticise the building and equipment than the work of the teachers.

We found some of the class rooms very much crowded and in many of them the ventilation was so poor that the health and mental condition of the pupils could scarcely be what it ought to be for successful work. Complaints have reached us both from teachers and from pupils that some of the rooms are continually overheated, while others are not sufficiently warmed. These remarks apply particularly to the main room, the physical laboratory and to the room in which the rhetorical work was done.

Your committee desires to call attention, as several of its predecessors have done, to the utter inadequacy in the equipment of the school for the work in science. We found a good selection of dissecting microscopes, but the number of compound microscopes should be increased. The apparatus in the physical laboratory is wholly insufficient for the requirements of first class high school work. We suggest that the purchase of a good lantern is particularly desirable, since it might be used to advantage in many other departments of the school, as well as in science work.

We regret that the funds at the disposal of the board will not permit it to offer sufficient inducements to teachers to keep them from year to year and thus to give continuity to the work which can hardly be obtained under present conditions. In the mathematical work, for example, the teaching force was almost completely changed last year and again this year. If it is not possible to retain all the teachers, it might at least be desirable to place the work in charge of one well

paid teacher who might be considered as the head of that particular department.

We found your teacher of Greek, who is competent and faithful, honestly attempting to give her pupils, in the time allotted to her, a thorough preparation for the work of the first college year. When asked whether she was able, in less than two years, to take her classes successfully through the Greek studies required for admission to the university, she answered without hesitation, that it was a task beyond her powers, and that if she was expected to do them justice she ought to be allowed *three years* for this difficult subject. The teacher was right. The Board, in our opinion, would do well to revise and expand the ancient classical course.

We commend the efforts of the teachers in all departments to secure the use of correct English in the recitations, oral as well as written. We suggest, however, that in all work which has for its object a better acquaintance with the English language and English literature, care be taken to insist upon the study of the work of classic authors and that every effort be made to cultivate in the pupils the habit of reading the best literature. It is not wise, in our opinion, to recommend current books by obscure authors to high school pupils, however interesting or however much in vogue such books may be.

We are pleased to note the growing interest in athletic sports which not only tend to promote strong physical development in the young men, but bring into the entire school a spirit of loyalty and an interest in the affairs of the school as a whole which are not easy to obtain by any other means. We fear, however, that there is great danger in allowing teams to engage in contests which take them to cities far distant from Madison. Such journeys are apt to involve the teams heavily in debt and when they are accompanied, as they sometimes are, by would-be friends of more or less pronounced sporting proclivities, we believe that the danger from temptations thrown in the way of the boys is so great that such trips might well be forbidden altogether.

We believe that it may not be out of place to call attention to the great frequency of the balls held during the last year with which the name of the high school has been associated. It may be that it is not within the power of the Board or of the teachers of the school to effect any change in this matter, but we believe that something could be done to curtail the number of these dancing parties. Your committee does not wish to be understood as criticising the character of the amusement engaged in so much as the extent to which it is carried and the fact that it is done under the name of the high school. We are strongly of the opinion that such practices on the part of boys

and girls from fourteen to eighteen or nineteen are detrimental to the high school and that they should be controlled, or at least moderated, if it is possible to do so.

Respectfully submitted,

E. B. SKINNER,

FLORENCE E. STEARNS,

ALEXANDER KERR,

GERTRUDE C. SOBER,

Committee.

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#### REPORT OF COMMITTEE FOR GRAMMAR GRADES.

Madison, Wis., August 24th, 1898.

To the Chairman of the Visiting Committee, Madison, Wisconsin.

Dear Sir:—Your committee to whom was assigned the duty of visiting the grammar grades of the Madison Public Schools beg leave to report as follows:

In our visits to the several schools we found that the class work of the principals was of such magnitude as to leave them comparatively little time for supervision. It seems to us that if it were possible to reduce the principal's work with the pupils, it ought to be done for the purpose of giving her more time with the teachers of the lower grades. There is a great deal of checking of reports and examination papers by the principals which in our judgment might be delegated to some other person, and thus relieve the principals of that much effort which might with value be otherwise applied.

We earnestly urge the establishment of a fire drill in all the schools. In our discussions with the teachers we learned that there has been no systematic training of the children for emergencies. The necessity for this is apparent without any argument upon our part. We believe that this drill could be made a part of the physical culture exercise and frequently used by the teachers to give them thorough control of the children in case of danger. The fire drill has been successfully used in various city schools and its value repeatedly demonstrated. It is our judgment that this matter should receive immediate attention.

The school grounds generally are well cared for and present as favorable an appearance as could be expected. The First Ward grounds constitute a lamentable exception. Their bleakness makes them very uninviting and leaves no foundation for the establishment of a cer-

tain amount of pride on the part of scholars in their care. We believe it to be as much a part of the education of the children to teach them to properly guard against unpicturesqueness in the grounds surrounding school buildings as it is to teach them cleanliness and order in other directions.

The Fourth Ward school building is gloomy because of the presence of too many shade trees. These make many of the rooms dark and thus tend to injure the eyes of the pupils therein.

The buildings within, with the improvements contemplated by the school board, will be in fairly good condition. We think, however, that there is too little water used upon the floors and woodwork. It is our judgment that the floors ought to be mopped at least twice a month, and once a week if possible, and the woodwork cared for as often. We notice that it is not the practice of the janitors in all of the school buildings to dust the walls and ceilings. As a result, a few weeks of sweeping leaves the walls and ceilings dingy when a slight expenditure of effort only would be required to keep them reasonably clean.

The number of maps for the various schools is too meagre, and every possible means should be taken to increase the number until all of the rooms are supplied. If the board be unable, by reason of the school finances, to supply a sufficient number, we suggest that the good citizens of the city interested in the promotion of the welfare of the schools, be requested to contribute. In this connection we would also urge upon all people contributions of standard literature or pictures for the use of the schools. In no other way can so much be done with so little expenditure for the benefit of the scholars in the public schools of Madison as by contributions of wholesome pictures and good literature. Many of the walls of the school rooms are nearly barren of decorations, and there is scarcely a home in the city which could not contribute one or more pictures which would prove attractive to the children and help to make the school rooms bright and cheery, while of course the value of the good literature given to the schools as auxiliary to the ordinary work cannot be measured.

We also desire to urge upon the parents the visiting of the schools frequently, that they may become interested in the work being done for their children, and by their suggestions, presence and sympathy aid the teachers in the discharge of their duty toward the children under their care.

The drawing exhibited by the teachers as the work of the pupils is especially to be commended. It shows earnest, conscientious work on the part of the teachers and interest and enthusiasm on the part

of the pupils. The encouragement of this branch of the work cannot fail to prove of value to every pupil.

We found the teachers, as a whole, in earnest and very much interested in their work. The schools, we believe, are being gradually brought up to a higher plane and the standard of excellence raised all along the line. In the grammar grades, to which our attention was especially directed, we found the work of the teachers performed in every instance with a desire to leave the impress of their lives for the good of those placed under their care. With this conscientious effort on their part and added facilities for the bringing to the pupils of the knowledge desired for them, the success of the schools in the future cannot be doubted.

Very respectfully yours,

CHAS. E. WHELAN,

E. O. KNEY,

MARIA S. BIRD,

MARY E. HEATH,

ARABELLE BRANDENBURG.

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#### REPORT OF COMMITTEE FOR PRIMARY GRADES.

To the Board of Education, Madison, Wisconsin.

Gentlemen:—Of the six individuals appointed as your committee for visiting the primary schools, three were unable to undertake the obligations, and one was prevented by illness from general inspection; thus leaving but us, the undersigned two, to perform the work designated.

This fact is to be regretted as denying the benefits of the council found in numbers, even though it incited us to additional visits in our efforts to fulfil, as far as possible, the duties of the absent.

We have found much in the present conditions of the schools to commend and we note with great pleasure the almost universal improvement in arithmetic, in writing and in drawing, which has been attained by alterations or modifications of the various systems formerly in vogue.

In only one department did the children seem to be dealing with numbers beyond their comprehension. Here, notations of millions and billions were made, with reasonable accuracy, but with painful and laborious effort.

Perhaps it is sufficient comment to say that the majority of the children who wrote these numbers hesitated, a few moments later,

over results in simple addition, showing plainly how much better could have been used the time devoted to writing what they truly found "long numbers."

We believe the use of free text-books is deplorable, not only on account of the lack of personal interest which accompanies ownership, but for sanitary reasons. There is still another and, possibly, a more important objection to be offered. In many instances parents obtain their knowledge of the children's progress or failures by hearing them read, at night, from their school-books. Under the regime of free text-books this can not be, for the books must not be removed from the school-room. And so arises an ignorance of the juveniles' work, frequently to be followed, when too late, by sorrow and consternation.

The narrow limits of the city's school-fund have made it impossible of late to greatly improve school-buildings, much less to build others; but the necessity for calcimining is marked in many of the rooms; and it is hoped that the opening of the next term will be celebrated with clean walls and fresh blackboards. The teachers and pupils will, doubtless, continue to contribute plants and pictures and make their paths seem to "lie in pleasant places."

Nature has done much for the surroundings of many of the buildings, and it remains for man (or woman) to supplement. Let us call especial attention to that step-child of our school system known as the N. E. District. With beautiful trees and with the peace of isolation, it only needs the expenditure of a small sum of money to change its interior appearance of waif and estray, to an aspect that shall make it more like "one of the family."

During our visits we have noticed in each of two departments a little one, whose mental development was so deficient as to render the child a burden to self and a detriment to classmates. Conferences with teachers and parents have resulted in the removal of one of the children to the school at Chippewa Falls. The mother of the other child was unwilling to be separated from her, but decided that in future private instruction should be given. In each case the gain to the individual can scarcely be over-estimated.

In closing this report we wish to congratulate the board upon the spirit manifested by the teachers. Their fidelity to the charges entrusted to them is apparent, and deserves better financial recognition than the city has been able to afford.

We believe that errors on the part of any instructor have come, not from indifference or carelessness, but from an occasional misplaced enthusiasm, or from ill-health. And, in suggesting that in the engaging or retention of a teacher, physical strength sufficient for the

proper performance of her duties should be considered as a factor next in importance to good qualities of mind and heart, and to a bright, cheerful disposition, we are actuated by no feeling save a desire to protect and elevate the best interests of childhood.

To be successful with little children there must be the bonds of sympathetic affection between teacher and pupils. Without this, instruction becomes purely mechanical, and the outcome doubtful. But almost any height is attainable where the guide is one "who owns that tenderest joy, the heart-love of a child."

ELIZABETH M. NECKERMAN

MARY L. BURDICK.

June 27, 1898.

## CONTAGIOUS DISEASES.

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

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

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

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

## VACCINATION.

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

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

WHEREAS, With the prevalence of small-pox (which disease is by said 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 foregoing rule.

## COURSE OF STUDY.

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### FIRST GRADE.

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

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

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

4. Memorizing Choice Selections.

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

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

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

**DRAWING:** Work according to outline furnished by supervisor.

### SECOND GRADE.

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

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

3. Oral and Written Exercises.—Reproduction of short stories,

myths, and fairy tales. Description of pictures. History stories. Exercises based on nature study.

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 95.

GEOGRAPHY: See outline for oral lessons in geography.

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

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

DRAWING: Same as first grade.

### THIRD GRADE.

#### FALL TERM.

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

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

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

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 141.

GEOGRAPHY: See outline for oral lessons in geography.

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

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

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

#### WINTER TERM.

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

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

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

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 180.

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

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

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

**DRAWING:** The Prang Elementary Course in Art Instruction, Books No. 1 and 2.

#### SPRING TERM.

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

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

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

4. Memorizing choice selections.

**NUMBERS:** Revised Model Elementary Arithmetic to page 193.

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

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

**PENMANSHIP:** Complete Book 4.

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

#### FOURTH GRADE.

#### FALL TERM.

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

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

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

4. Memorizing choice selections.

**NUMBERS:** Revised Model Elementary Arithmetic to page 225.

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

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

**PENMANSHIP:** Same as third grade.

**DRAWING:** Same as third grade.

## WINTER TERM.

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

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

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

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic to page 262.

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

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

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

## SPRING TERM.

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

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

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

4. Memorizing choice selections.

NUMBERS: Revised Model Elementary Arithmetic completed.

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

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

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

## FIFTH GRADE.

## FALL TERM.

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

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

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

4. Memorizing choice selections.

ARITHMETIC: Fundamental operations. Decimal fractions.

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

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

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

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

#### WINTER TERM.

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

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

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

4. Memorizing choice selections.

ARITHMETIC: United States Currency. Factors and Multiples.

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

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

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

DRAWING: The Prang Elementary Course in Art Instruction, Books No. 5 and 6.

#### SPRING TERM.

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

2. Word Study,—Same as fall term.

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

4. Memorizing Choice Selections.

ARITHMETIC: Common fractions.

GEOGRAPHY AND HISTORY: West Central States, States of the Plain,

Western States, and Commercial Geography of the United States. Stories of the Revolutionary and National Periods.

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

**PENMANSHIP:** Complete Book 6.

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

#### SIXTH GRADE.

##### FALL TERM.

**ENGLISH:** 1. Reading,—Robinson Crusoe,  
2. Word Study,—Continue work of fifth grade. Analysis of derivative words. Compound words.  
3. Oral and Written Exercises,—Dictation, narration, and reproduction of literary, historical, and geographical matter. Composition work in chapters I. to VI. inclusive, and Parts of Speech in chapter XII., Southworth's and Goddard's Elements of Composition and Grammar.  
4. Memorizing Choice Selections.

**ARITHMETIC:** Finish common fractions.

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

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

**PENMANSHIP:** Same as fifth grade.

**DRAWING:** Same as fifth grade.

##### WINTER TERM.

**ENGLISH:** 1. Reading,—Hawthorne's Wonder Book.  
2. Word Study,—Continue work of the fall term.  
3. Oral and Written Exercises,—Dictation, narration, and reproduction of literary, historical, and geographical matter. Composition in text book in chapter VII. and VIII., and Parts of Speech in chapter XII.  
4. Memorizing Choice Selections.

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

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

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

**PENMANSHIP:** Same as fifth grade.

**DRAWING:** Same as fifth grade.

#### SPRING TERM.

**ENGLISH:** 1. Reading,—Burrough's Birds and Bees, and Sharp Eyes.  
2. Word Study,—Continue work of fall term.

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

4. Memorizing Choice Selections.

**ARITHMETIC:** Miscellaneous problems under denominate numbers and practical rules.

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

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

**PENMANSHIP:** Same as fifth grade.

**DRAWING:** Same as fifth grade.

#### SEVENTH GRADE.

##### FALL TERM.

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

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

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

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

5. Memorizing Choice Selections.

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

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

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

2. Principal ocean and trade routes of the world.
3. Mathematical geography.

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

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

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

#### WINTER TERM.

**ENGLISH:** 1. Reading,—Scott's Lady of the Lake.  
2. Word Study,—Continue work of fall term.  
3. Oral and Written Exercises,—Continue work of fall term. Historical sketches.  
4 Grammar.—Text-book, chapters XIV. and XV. Sentence analysis continued.  
5. Memorizing Choice Selections.

**MATHEMATICS:** 1. Arithmetic,—Percentage to partial payments.  
2. Elements of Algebra,—Simple equations.

**GEOGRAPHY AND HISTORY:** 1 Wisconsin in detail.  
2. Civil government of state, county, city.  
3. Stories from the history of England. Discovery and exploration of United States.

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

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

**DRAWING:** The Prang Elementary Course in Art Instruction, Books No. 9 and 10.

#### SPRING TERM.

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

- 2 Word Study,—Continue work of fall term
3. Oral and Written Exercises,—Continue work of fall term.
- 4 Grammar,—Text-book, chapter XVI. Sentence analysis continued.
5. Memorizing Choice Selections.

**MATHEMATICS:** 1. Arithmetic,—Percentage completed.

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

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

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

PENMANSHIP: Book 8 completed.

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

#### EIGHTH GRADE.

##### FALL TERM.

ENGLISH: 1. Reading,—Masterpieces of American Literature.  
2. Word Study,—Same as seventh grade.  
3. Oral and Written Exercises,—Description of persons, places, manners, and customs, as found in reading, history, and geography.  
4. Grammar,—Text-book, chapters XVII and XVIII. Sentence analysis continued.  
5. Memorizing Choice Selections.

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

2. Concrete Geometry,—One period a week.

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

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

##### WINTER TERM.

ENGLISH: 1. Reading,—Masterpieces of American Literature.  
2. Word Study,—Same as seventh grade.  
3. Oral and Written Exercises,—Continue work of fall term.  
4. Grammar,—Text-book, chapters XIX to XXIII inclusive. Sentence analysis continued.  
5. Memorizing Choice Selections.

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

2. Concrete Geometry,—One period a week.

HISTORY: United States, Administrations, and Civil War.

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

## SPRING TERM.

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

2. Word Study,—Same as seventh grade.

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

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

5. Memorizing Choice Selections.

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

2. Concrete Geometry,—One period a week.

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

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

## **COURSE IN READING AND LITERATURE FOR THE ELEMENTARY GRADES.**

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### **FIRST GRADE.**

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

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

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

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

### **SECOND GRADE.**

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

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

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

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

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

### THIRD GRADE.

#### FALL TERM.

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

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

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

#### WINTER TERM.

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

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

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

#### SPRING TERM.

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

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

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

#### FOURTH GRADE.

##### FALL TERM.

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

READING TO CLASS.—Each and All, Mr. Stubb's Brother, The Hoosier School Boy, Cast Away in the Cold, and selections on page 83.

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

##### WINTER TERM.

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

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

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

##### SPRING TERM.

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

READING TO CLASS.—Aunt Martha's Corner Cupboard, Little Folks of Other Lands, Hans Brinker and the Silver Skates, and selections from list on page 83.

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

## FIFTH GRADE.

## FALL TERM.

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

READING TO CLASS.—Story of King Midas, Paul Revere's Ride, Life in the North, and selections from the list on page 84.

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

## WINTER TERM.

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

READING TO CLASS.—Grandmother's Story of Bunker Hill, Rip Van Winkle, and selections from list on page 84.

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

## SPRING TERM.

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

READING TO CLASS.—Prince and Pauper, Great Stone Face, and selections from list on page 84.

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

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

## SIXTH GRADE.

## FALL TERM.

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

READING TO CLASS.—Swiss Family Robinson, Twice Told Tales, Juan and Juanita, and selections from list on page 85.

READ AT HOME.—Tanglewood Tales, Daniel Boone.

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

## WINTER TERM.

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

**READING TO CLASS.**—The Arabian Nights, Stories from the History of Rome, and selections from list on page 85.

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

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

## SPRING TERM.

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

**READING TO CLASS.**—Ten Boys on the Road from Long Ago to Now, Little People of Asia, Chuck Purdy, and selections from list on page 85.

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

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

## SEVENTH GRADE.

## FALL TERM.

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

**READING TO CLASS.**—Turn, Fortune, Turn, The Old Man Dreams, and other selections from list on page 86.

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

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

## WINTER TERM.

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

READING TO CLASS.—The Festal Board, the Bells, and other selections from list on page 86.

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

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

#### SPRING TERM.

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

READING TO CLASS.—The Witch's Laughter, Courtship of Miles Standish, and other selections from list on page 86.

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

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

#### EIGHTH GRADE.

#### FALL TERM.

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

READING TO CLASS.—Paul Revere's Ride, Nathan Hale, and other selections from list on page 87.

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

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

#### WINTER TERM.

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

READING TO CLASS.—The Slave Ships, John Burns of Gettysburg, and other selections from list on page 87.

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

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

SPRING TERM.

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

READING TO CLASS.—Custer's Charge, The Vagabonds, The Cry of the Children, and other selections from list on page 87.

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

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

## SELECTIONS TO BE MEMORIZED BY PUPILS.

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### FIRST AND SECOND GRADES.

#### FALL TERM.

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

#### WINTER TERM.

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

#### SPRING TERM.

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

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### THIRD GRADE.

#### FALL TERM.

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

#### WINTER TERM.

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

#### SPRING TERM.

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

## FOURTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## FIFTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SIXTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SEVENTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## EIGHTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SELECTIONS TO BE READ TO PUPILS.

### FIRST AND SECOND GRADES.

#### FALL TERM.

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

#### WINTER TERM.

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

#### SPRING TERM.

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

## THIRD GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## FOURTH GRADE.

## FALL TERM.

The Brook .....	Tennyson.
A Wonderful Thing is a Seed.....	Unknown.
Casabianca.....	<i>Mrs. Hemans.</i>
The Singing Lesson.....	<i>Jean Ingelow.</i>
November.....	Unknown.
The River.....	Unknown.
The Eagle.....	Tennyson.
In School Days.....	<i>Whittier.</i>
Ring Out The Old.....	Unknown.
Little and Great.....	Unknown.
Daffydowndilly.....	<i>Anne M. Pratt.</i>

## WINTER TERM.

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

## SPRING TERM.

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

## FIFTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SIXTH GRADE.

## FALL TERM.

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

## WINTER TERM.

Hoenlinden.....	<i>Thos. Campbell.</i>
The Inch Cape Rock.....	<i>Robert Southey.</i>
Herve Riel.....	<i>Robert Browning.</i>
Legend of Bregenz.....	<i>Adelaide Proctor.</i>
Arnold Winklereip.....	<i>J. Montgomery.</i>
Horatius at the Bridge.....	<i>Thos. Macaulay.</i>
Melrose Abbey.....	<i>Scott.</i>
Marco Bozarris.....	<i>F. G. Halleck.</i>
Dying Gladiator.....	<i>Byron.</i>
Poland.....	<i>Thos. T. Campbell.</i>
Incident of the French Camp.....	<i>Robert Browning.</i>

## SPRING TERM.

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

## SEVENTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## EIGHTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## OUTLINE OF ORAL LESSONS IN GEOGRAPHY.

### SECOND GRADE.

- I. Lessons in color, form, size. Simple exercises in place, using objects to illustrate such terms as *up, down, on, above, before, between, under, below, behind, around*.
- II. The application of geographical terms to the features of the landscape. A moulding board and pictures are helpful here.
- III. Points of compass as determined by the sun. Have children give the direction of objects from one another in the school room. Tell how one may find the directions in the day-time, and on a bright night; how sailors tell directions. Establish a meridian line in the school room.
- IV. Plants. 1. Trees, kinds and identification by wood, leaves, bark, and general appearance. 2. Fruits, identification and use. 3. Cultivated crops, identification and use.
- V. Animals, wild and domestic. 1. Birds, names of those common to the locality, identification by plumage and song. 2. Fishes, names of those common. 3. Usefulness of all animals.
- VI. Sky. Clouds, rain, snow, mist, fog.

### THIRD GRADE.

#### FALL TERM.

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

correct mental pictures of rivers, mountains, plains, lakes, the ocean, etc.

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

#### WINTER TERM.

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

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

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

IV. Interpretation of the symbols of the map.

#### SPRING TERM.

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

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

#### FOURTH GRADE.

##### FALL TERM.

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

1. Size,—length and breadth.
2. Boundaries.
3. Locate three of the principal rivers, and show the slope of the surface drained by each; also locate three lakes of the interior.

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

WINTER TERM.

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

SPRING TERM.

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

## SUGGESTIONS AND OUTLINES ON HISTORY.

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### IN ELEMENTARY GRADES.

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

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

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

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

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

#### TOPICS.—THIRD GRADE.

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

#### FOURTH GRADE.

##### FALL TERM.

- Stories of the History of Wisconsin.—I. Discoveries of Nicolet, Joliet, Marquette, Hennepin, La Salle, Charlevoix.
- II. Settlement of missions at La Pointe, De Pere, and Green Bay.
- III. Stories of customs and manners of the Indians.
- IV. Winnebago War of 1827: Conduct of Red Bird at Prairie du Chien; skirmish at Bad Axe; surrender near portage; treaty.
- V. Black Hawk War of 1832: Black Hawk and his wrongs; Battles of Pecatonica, Wisconsin Heights, Bad Axe; Capture of Black Hawk.
- VI. Mounds, location, age, etc.

##### WINTER TERM.

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

##### SPRING TERM.

Stories from Roman History.—Romulus and Remus, The Seizure of the Sabine Woman, Tarpeian Rock, Fight of the Horatii and the

Euratii, Expulsion of the Etruscan Kings, Horatius at the Bridge, Coriolanus, Story of the Sacred Geese, Why Manlius condemns his son to death, How Hannibal crossed the Alps and fought in Italy, Siege of Carthage, Devotion of Carthaginian Women, Scipio, Regulus. The Grachi, Cataline, Caesar, Birth of Christ, Nero.

#### FIFTH GRADE.

##### FALL TERM.

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

##### WINTER TERM.

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

##### SPRING TERM.

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

#### SIXTH GRADE.

##### FALL TERM.

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

##### WINTER TERM.

Greek and Roman History.—Aristotle, Pericles, Lycurgus, The Spartan Boy who stole the Fox, Miltiades, Leonidas, Diogones, Philip of

Macedon, Alexander the Great, Socrates, Demosthenes, Morality of Cato, Cincinnatus, Brutus, Pompey, and other stories given in fourth grade.

SPRING TERM.

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

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

SEVENTH GRADE.

WINTER TERM.

- I. Civil Government.—State, county, city.
- II. Stories from the History of England.—The Ancient Britons, Julius Cæsar's Conquest of Britain, Anglo-Saxon Conquest, The Christians, Norman Conquest, Hundred Years' War, War of the Roses, The Tudor Kings, The Stuart Kings and Elizabeth Revolution, The Georges, Queen Victoria. The teacher must use judgment in selecting the most interesting events and grouping them about central heroic characters.
- III. The Original Inhabitants of America.—Mound Builders, Cliff Dwellers, Indians.

SPRING TERM.

- I. Explorers and Discoverers.—Spanish, English, French.
- II. Colonization.—The English in America. The French in America.

EIGHTH GRADE.

FALL TERM.

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

## Administrations—

- I. Washington.—Political Parties; Financial Measures; Troubles with England and Jay's Treaty; The Cotton Gin.
- II. John Adams.—Trouble with France; Alien and Sedition Laws; Death of Washington.
- III. Jefferson.—War with Tripoli; Difficulties with France; Purchase of Louisiana; Embargo Act; Burr; Fulton and the Steamboat.
- IV. Madison.—Causes of the War with England; Chief Engagements; Growth of Navy; Results of the War; Death of the Federal Party.

## WINTER TERM.

## Administrations continued—

- V. Monroe.—Missouri Compromise; Monroe Doctrine; Purchase of Florida; New Parties.
- VI. John Q. Adams.—Protective Tariff; Public Improvements; Pension Bureau.
- VII. Jackson.—Jackson's character and His Course with Regard to Office Holders; U. S. Bank Nullification; Veto; Internal Improvements; Foreign Affairs; New Parties.
- VIII. Van Buren.—Anti-Slavery Agitation; Ashburton Treaty; Panic of '37; Sub-Treasury Scheme.
- IX-X. Harrison and Tyler.—Morse and the Telegraph; Annexation of Texas.
- XI. Polk.—Mexican War; Causes, Result; Discovery of Gold in California.
- XII-XIII. Taylor and Filmore.—Slavery Agitation; Wilmot Proviso; Compromise of 1850; Fugitive Slave Law.
- XIV. Pierce.—Repeal of Missouri Compromise; Kansas and Nebraska Act; Gadsden's Purchase.
- XV. Buchanan.—The Dred Scott Decision; John Brown's Raid; Election of Lincoln; Secession of States and State's Rights Doctrine.
- XVI. Lincoln.—The Civil War.
  1. Preliminary Events.
  2. Defense of Washington and the Capture of Richmond; Bull Run; Peninsula Campaign, together with Antietam and Gettysburg; Grant's Campaign.
  3. The Blockade and Foreign Relations.
  4. The Opening of the Mississippi; Forts Henry and Donaldson; Shiloh; New Orleans; Vicksburg.
  5. The Negro Contraband and Emancipation; Emancipation Procla-

mation; Negro Soldiers and Exchange of Prisoners; Prison Life in the South; The Draft.

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

7. Closing Events of the War.

SPRING TERM.

Administrations continued—

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

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

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

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

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

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

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

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

## NATURE STUDY.

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

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

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

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

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

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

## OUTLINES OF WORK.

(First four grades.)

CENTRAL THOUGHT: CARE AND PROTECTION.

*I. Seeds and Germination.*

Let the children:

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

*II. Buds.*

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

Let the children:

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

*III. Reproduction and Flowers.*

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

Let the children:

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

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

#### *IV. Leaves.*

Let the children:

1. Watch the unfolding of the leaves in the bud, and notice their protection and arrangement, as suggested before.
2. Note the uses of leaves and their parts, stipules, stalk, and blade; and of veins, epidermis, breathing pores, and pulp. (In connection with the use of veins, they should study venation.)
3. Study the positions, arrangement, and parts of leaves with reference to their uses; their relation to sunlight, air, rain, and the directing of water to the roots.
4. Study the positions of leaves with reference to buds, and note the order and plan shown in bud and leaf.

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

#### SUGGESTIONS.

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

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

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

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

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

The following books will be found helpful in this work:

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

## HIGH SCHOOL COURSES.

YEAR.	ENGLISH.	GENERAL SCIENCE.
I.	Algebra . . . . . 5	Algebra . . . . . 5
	Civil Government } . . . . . 5	Civil Government } . . . . . 5
	Physical Geography } . . . . . 5	Physical Geography } . . . . . 5
	Composition and Literature . . . . . 5	Composition and Literature . . . . . 5
	Music . . . . . 2	Music . . . . . 2
	Drawing . . . . . 2	Drawing . . . . . 2
II.	Rhetoricals . . . . . 1	Rhetoricals . . . . . 1
	General History . . . . . 5	General History . . . . . 5
	Rhetoric and Literature . . . . . 5	Rhetoric and Literature . . . . . 5
	Biology } . . . . . 5	Biology } . . . . . 5
	Physiology } . . . . . 5	Physiology } . . . . . 5
III.	Rhetoricals . . . . . 1	Rhetoricals . . . . . 4
	Physics . . . . . 5	Physics . . . . . 5
	Literature . . . . . 5	German . . . . . 5
	Arithmetic, 15 weeks } . . . . . 5	Arithmetic, 15 weeks } . . . . . 5
	Botany, 22 weeks } . . . . . 5	Botany, 22 weeks } . . . . . 5
IV.	Shakespeare . . . . . 2	Shakespeare . . . . . 2
	Rhetoricals . . . . . 1	Rhetoricals . . . . . 1
	Geometry . . . . . 5	Geometry . . . . . 5
	Literature, 15 weeks } . . . . . 5	German . . . . . 5
	U. S History, 22 weeks } . . . . . 5	English History, 15 weeks } . . . . . 5
	English History, 15 weeks } . . . . . 5	Political Economy, 12 weeks } . . . . . 5
	Political Economy, 12 weeks } . . . . . 5	Psychology, 10 weeks } . . . . . 5
	Psychology, 10 weeks } . . . . . 5	Theory and Art, 10 weeks . . . . . 1
	Theory and Art, 10 weeks . . . . . 1	Rhetoricals . . . . . 1
	Rhetoricals . . . . . 1	

## HIGH SCHOOL COURSES.

YEAR	MODERN CLASSICAL.		ANCIENT CLASSICAL.	
I.	Algebra . . . . .	5	Algebra . . . . .	5
	Civil Government }	5	Civil Government }	5
	Physical Geography }		Physical Geography }	
	Latin . . . . .	5	Latin . . . . .	5
	Music . . . . .	2	Music . . . . .	2
	Drawing . . . . .	2	Drawing . . . . .	2
II.	Rhetoricals . . . . .	1	Rhetoricals . . . . .	1
	General History . . . . .	5	General History . . . . .	5
	Caesar . . . . .	5	Caesar . . . . .	5
	Biology }	5	Biology, 15 weeks }	5
	Physiology }		Greek, 22 weeks }	
III.	Rhetoricals . . . . .	1	Rhetoricals . . . . .	1
	Physics . . . . .	5	Physics . . . . .	5
	Cicero . . . . .	5	Cicero . . . . .	5
	German . . . . .	5	Greek . . . . .	5
	Shakespeare . . . . .	2	Shakespeare . . . . .	2
IV.	Rhetoricals . . . . .	1	Rhetoricals . . . . .	1
	Geometry . . . . .	5	Geometry . . . . .	5
	Virgil . . . . .	5	Virgil . . . . .	5
	German . . . . .	5	Greek . . . . .	5
	Shakespeare . . . . .	2	Shakespeare . . . . .	2
	Rhetoricals . . . . .	1	Rhetoricals . . . . .	1

## TEXT-BOOKS.

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### WARD SCHOOLS.

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

### HIGH SCHOOL.

Shakespeare — Selected Plays .....	<i>Rolfe &amp; Hudson.</i>
Commercial Arithmetic.....	<i>Thomson.</i>
Algebra .....	<i>Van Velzer &amp; Slichter.</i>
Geometry .....	<i>Van Velzer &amp; Schultz.</i>
Elements of English Composition: .....	<i>Keeler &amp; Davis.</i>
Rhetoric.....	<i>David Hill.</i>
English Literature .....	<i>Pancoast.</i>
Latin Grammar.....	<i>Bennett.</i>
Latin Beginner's Book.....	<i>Tuell &amp; Fowler.</i>
Cæsar .....	<i>Kelsey.</i>
Latin Composition.....	<i>Daniell.</i>
Cicero .....	<i>Kelsey.</i>
Virgil .....	<i>Greenough.</i>
Greek Grammar .....	<i>Goodwin.</i>
Greek Lessons.....	<i>White.</i>
Greek Composition.....	<i>Jones.</i>
Anabasis .....	<i>Goodwin.</i>
Homer .....	<i>Seymour.</i>

German Lessons .....	<i>Joynes—Meissner.</i>
German Reader .....	<i>Rosenstengel.</i>
Physical Geography .....	<i>Eclectic.</i>
English History .....	<i>Montgomery.</i>
General History .....	<i>Myers.</i>
Civil Government .....	<i>Fiske.</i>
Physiology .....	<i>Martin.</i>
Botany .....	<i>Bergen.</i>
Physics .....	<i>Hall &amp; Bergen.</i>
Psychology .....	<i>Halleck.</i>
Biology .....	<i>Colton.</i>
Economics .....	<i>Ely.</i>

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

## HIGH SCHOOL GRADUATES.

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### CLASS OF 1875.

Carrie H. Billings (Mrs. J. W. Tamplin), 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, U. W. Law, '79, Osceola Mills.  
Edward B. Oakley, U. W. '79, Teacher, San Jacinto, Cal.  
Thomas Parr,\* U. W. '81.  
Hattie O. Thoms, Teacher, Evanston, Ill.  
William Windsor, Phrenologist, U. W. Law, '78, Washington, D. C.

### CLASS OF 1876.

Lizzie Bright (Mrs. Frank Phœnix), Delavan, Wis.  
Margaret Coyne.\*  
Maria Dean, U. W. '88, M. D., Helena, Montana.  
Sarah Dudgeon, K. U. '80, (Mrs. E. J. Baskerville), Detroit, Mich.  
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.  
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.

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\*Deceased.

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.

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.\*

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\*Deceased.

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, Madison.  
Sarah Clark, U. W. '84 (Mrs. C. W. Cabeen), Syracuse, N. Y.  
Rosa Fitch, U. W. '84 (Mrs. Albert Briggs), Madison.  
Jennie Lovejoy.\*  
Alice Lamb, U. W. '84 (Mrs. M. Updegraff), 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.  
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.

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\*Deceased.

## CLASS OF 1881.

Fredericka Bodenstein,\* Teacher, Madison.  
Helen Bjornson (Mrs. Swenson), Madison.  
Grace Clark, U. W. '85 (Mrs. F. K. Conover), Madison.  
Rosa Dengler, Teacher, Madison.  
Fanny Ellsworth, Teacher, River Falls.  
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, Madison.  
Frankie Brooks (Mrs. Plummer), St. Paul, Minn.  
Eleanor Crowley.  
Emma Deards (Mrs. Sutherland), Madison, Wis.  
Mary Farley.  
Fanny Gay (Mrs. Chas. W. Lomas), Ft. Howard, Wis.  
Emma G. Hyland, Teacher, Madison.  
Nellie Jewett.

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\*Deceased.

Libbie Klussmann, 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, Chicago, Ill.

## 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, Kans.  
Delia A. Kelly, Madison.  
James B. Kerr, U. W. '89, Law '92, St. Paul, Minn.  
Anna A. Numns, U. W. '89, Historical Library, Madison.  
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.  
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, Mrs. Liebenberg, Platteville.  
Rollin C. Hill, Madison.  
Frances A. Kleinpell, U. W. '90 (Mrs. C. W. Burr), Lancaster, Wis.

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\*Deceased.

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.  
Florence M. Smith (Mrs. A. M. Story), Hillsborough, N. Mex.  
Outillia Stein (Mrs. P. H. Brødesser), Milwaukee.  
Anna E. Tarnutzer, U. W. '95, Teacher, New Lisbon.  
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 Library, 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, U. W. Law, '94, Milwaukee.  
Thomas K. Erdahl, U. W. '91, Teacher, Menomonie, Wis.  
William F. Ellsworth, Chicago.  
Sarah E. Gallagher (Mrs. Nidglinder), Chicago, Ill.  
Elizabeth M. Henwood, Madison.  
Marion T. Janeck (Mrs. Richter), U. W. '91, Madison.  
Carl A. Johnson, U. W. '91, Mech. Eng., Madison.  
Daisy D. Lindley (Mrs. James Goldworthy), Prescott.  
Bertha M. Mayer, Madison.  
Oscar F. Minch, U. W. '93, Madison.  
Rose M. Minch, Madison.  
Arthur F. Oakey, U. W. '91, Banker, Osceola Mills.  
Paul S. Richards, Philadelphia, Pa.  
Ellie May Samborn (Mrs. Robert Kyle), U. W. '91 Tomah.  
Carrie M. Smith (Mrs. Williamson), Madison.  
George G. Thorp, Mech. Eng., U. W. '91, Pueblo, Col.  
Elsbeth Veerhusen, U. W. '91, Teacher H. S., Madison.  
Helen L. Winter, Teacher, Madison.  
Calvin Z. Wise, Madison.

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\*Deceased.

## CLASS OF 1888.

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

## CLASS OF 1889.

Mary B. Baker (Mrs. F. W. Dickinson), Detroit, Mich.  
Martha S. Baker, U. W. '93, Teacher, Baraboo.  
Frances M. Bowen, U. W. '93 (Mrs. Jessie Sarles), Necedah.  
Catherine M. Brown, U. W. '93 (Mrs. Morton), Milwaukee.  
Theresa M. Byrne.  
Bertha Cassoday (Mrs. C. A. Johnson), Madison.  
Wilfred E. Chase, Madison.  
Biondella R. Clark, Teacher, Cambridge.  
Margaret A. Cunningham.\*  
Lucius H. Davidson, Madison.  
Ella Davis, U. W. '93, Teacher, Tomah.  
Elizabeth Donoughue (Mrs. Oakey), Madison.  
Myrtle H. Dow, Actress, London, Eng.  
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.  
Alice E. Hawkins, Madison.  
Hannah Herfurth (Mrs. Murray), Madison.  
Sabena Herfurth, U. W. '93, Madison.  
Robert E. Jonas.\*  
Minnie Luebkeman, Madison.  
Mary H. Main, Madison.  
Helen L. Mayer, U. W. '93 (Mrs. Harry Hunt), Tucson, Ariz.  
Mary L. Murray, U. W. '93, Art Institute, Chicago, Ill.

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\*Deceased.

Emma A. Nelson, Teacher, Madison.  
Anna I. Oakey, U. W. '93, Teacher.  
Grace V. Reynolds, Madison.  
Louis D. Sumner, U. W. '93, Pharmacy '94, Druggist, Madison.  
Emma Sitterly, Teacher, Madison.  
Mary E. Smith, U. W. '93, Madison.  
William E. Swain, Madison.  
Charles Thuringer, Civil Eng., U. W. '93, Milwaukee, Wis.  
Amy R. Young, Madison.

## CLASS OF 1890.

William W. Allen,\* U. W. '94, Law '96, Madison.  
Lizzie Armstrong, Madison.  
May Belle Bryant, Teacher, near Madison.  
Mary C. Cramer, M. C., U. W. '97, Madison.  
Charles Davison, Lawyer, Beaver Dam.  
Elizabeth Foran.  
Theodore Herfurth, Insurance Agent, Madison.  
Grace L. Hopkins, U. W. '94 (Mrs. Harry Kellogg), Milwaukee.  
Mary A. Kellogg, Teacher Wis. Academy, Madison.  
Helen J. Kellogg, U. W. '94.  
Louise Kingsley (Mrs. Parke), Lodi, Wis.  
Irma M. Kleinpell, U. W. '94, Teacher, Medford.  
Walter Kleinpell, Chicago.  
Cornelius Knudson, Bookkeeper, Madison.  
Dena Lindley, U. W. '94, Teacher, Necedah.  
Stephen A. Madigan, U. W. '94.  
William C. McNaught, Madison.  
Thomas Nelson, U. W. '94, Law '96, Madison.  
Washington Oakey, Dental College, Chicago.  
Susie P. Regan, U. W. '94, Teacher, Prairie du Chien.  
Rudolph R. Rosenstengel, U. W. '94, Electrical Engineer, Mil.  
Sidney R. Sheldon, U. W. '94, Diamond Electric Works, Peoria, Ill.  
Eugene A. Smith, Druggist, Milwaukee.  
Alice Stephenson, U. W. '94.  
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.

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\*Deceased.

## CLASS OF 1891.

Jannette Atwood, Madison.  
Alice Armstrong, Madison.  
Wilbur S. Ball, U. W. '95.  
Louise M. Bauman, Milwaukee.  
Eleanor Boehmer, Teacher, near Madison.  
Jessie Carnon, Mrs. Meyer, Madison.  
Lucy Cosgrove, Teacher, Sixth Ward, Madison.  
Harry M. Curtis, Madison.  
Josie Deming, Teacher, near Madison.  
Frances E. Doyle (Mrs. Joseph Schubert), 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, Paoli, Wis.  
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, Teacher, Minnesota.  
Maud C. Smith, Milwaukee.  
Halbert Steensland, U. W. '95, Johns Hopkins University.  
John J. Suhr, U. W. Law '96.  
Mary J. Thorp, U. W. '96.  
Florence E. Vernon, U. W. '95, Teacher, Neenah.  
Fannie Walbridge, U. W. '95.  
Herman Winter, U. W. '95, Law '97, Madison.

## CLASS OF 1892.

David Atwood, Univ. of Pennsylvania, U. S. Army.  
Henrietta Dorothy Billings (Mrs. Louis Holmes), Chicago.  
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, U. W.  
Charlotte Rockway Freeman, U. W. '96.  
Durante Carlyle Gile, U. W. '96, Teacher, Poynette.  
Sadie Ellen Gallagher, Teacher, Madison.  
James A. Higgins, Mail Carrier, Madison.  
Rolland Frederick Hastricter, U. W. '97, Johns Hopkins 1901.  
Annie Marie Keeley (Mrs. James Lawler), Fitchburg.  
Charles Kenneth Leith, U. W. '97, Stenographer, Madison.  
Michael E. Lynch, Madison.  
Rachel Catherine McGovern, St. Paul.  
Fred H. Morrell, U. S. Army.  
Augusta M. Nichols, U. W. '96, Teacher, Shawano.  
Annie Marie Pitman, U. W. '97.  
Stella Grace Peirce, Teacher, Madison.  
Louis D. Rowell, Madison.  
John Charles Regan, Chicago.  
Walter Hodge Sheldon, U. W. '97.  
Janette Catherine Smith.  
Carrie F. Smith.  
Alma R. Sidell.  
Eugene Sullivan, Rush Medical, Chicago, Ill.  
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, Historical Library, Madison.  
Bessie Wilson.  
Addiemay Wootton, U. W. '96.  
Albert O. Wright, Jr., Superior.

## CLASS OF 1893.

John Armstrong, Teacher.  
Augusta Atwood.

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\*Deceased.

Clarissa A. Cook, Stenographer, Milwaukee.  
Kate M. Corscot, A. C., U. W. '98, Teacher, Marshall.  
Joseph M. Cantwell, U. W. '97.  
Clara Comstock, Teacher, near Madison.  
Bertrand H. Doyon, U. W. '98.  
Victoria Fish, Madison.  
Bertha R. Frautschi, Madison.  
Bessie Gernon, Madison.  
Edith Green (Mrs. Leslie Fletcher), Madison.  
Iva Goodwin (Mrs. Smithyman), Milwaukee.  
Mame E. Griffiths, Madison.  
Annie Habich, Teacher, near McFarland.  
Ella Heiliger, Mil. Normal School.  
Isabel M. Holt, Madison.  
Benjamin A. Herrick, Dentist, Madison.  
Carl Jefferson, U. W. Law '96, Madison.  
Alice Kerwin, Teacher, Madison.  
George Meyer.\*  
Minnie Mayers (Mrs. Kenneth Leith), Madison.  
Mary Myrtle Miller, Madison.  
Minnie A. Olson (Mrs. Gulixon), Beloit, Wis.  
Eliza A. Pollard, U. W. '98.  
Martha E. Pound, Madison.  
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, Insurance, Madison.  
Frank Riley, Boston Polytechnic School.  
Charles Riley, Law, U. W. '96, Attorney, Madison.  
Ernest B. Smith, U. W. '97, Teacher, Stoughton, Wis.  
Cartherine Stienle, Madison.  
Alma Stock, Madison.  
Emma Scermerhorn, Madison.  
Nina Adna Swift.\*  
Amanda Wallace.\*  
Julia Wilkinson, Clerk, Madison.  
David Wright, Jr., U. W. '97.

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\*Deceased.

## CLASS OF 1894.

Earle Anderson.

May Bennett (Mrs. Jesse Edgren), Seattle, Washington.  
Frances Billings, Milwaukee.

Helen Copp (Mrs. Wright), Hancock, Wis.

Elmore Elver, U. W. '98, C. H.

Jesse Edgren, U. W. '96, Law, Seattle, Wash.

Gertina Erickson, Teacher, S. D.

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

Florence Gage, U. W. '98, Pharmacy.

John Gregg, U. W., Law.

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

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

Maud Gilbert, Madison.

Mabel Lamerson (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., Teacher, East Troy.

William Munsell, Madison.

Stuart Sheldon, U. W. '99, G. S.

August Sauthoff, U. W. '98, G. S.

Harry Sheasby, Bookkeeper, Madison.

Florence Slightam, Stenographer, Madison.

Mae Smith.

Harriet Stephenson.

Edmund Suhr, U. W. '98, C. H.

Louise Swenson, Madison.

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

Sena Troan, Madison.

Grace Whare, Teacher, Madison.

May Whare, Teacher, Madison.

Augusta Wood (Mrs. Raymond Fraser), Madison.

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

## CLASS OF 1895.

Lillian Boehmer, Madison.

Bertha Louise Brown, Madison.

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\*Deceased.

Bertha Josephine Butler.\*  
Ralph Milford Benson, Clerk, Madison.  
Emma Maria Bibbs, U. W. Eng. '99.  
Raymond Eugene Brown.  
Clay Sumner Berryman, Insurance, Madison.  
Lillie Case, A. C., U. W. '99.  
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, U. W. '99.  
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.  
William O'Dwyer, Dane.  
Mable Agnes Pengra, U. W. '99, A. C.  
William Fred Paunack, Architect, Madison.  
Lily Agnes Regan, Madison.  
Annie Howe Regan, Madison.  
Alma Grace Rogers (Mrs. C. N. Putnam), Madison.  
Harry Gray Smith, U. W. 1900, C. H.  
Ralph William Stewart, U. W. '99, C. E.  
De Ette Stemple, Teacher, Springfield.  
Fannie Straslipka, Madison.  
Clarence Howard Slightam, Madison.  
Thomas William Tormey, U. W. '99, G. S.  
Stephen William Van Wie, Madison.

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\*Deceased.

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 Batholomew 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, 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, Middleton, Wis.  
Harry Hanson, Madison.  
John Pettit Kelley, U. W. 1900, G. S. Sp.  
Mable King (Mrs. Nelson), 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 Schilling, U. S. Army.  
Marie Antoinette Schneider, Madison.  
Florence Sturm, Madison.  
Goldwin Howard Smith, U. W. 1900, Eng.  
Eunice Wallace Welch, U. W. 1900, M. C.  
Addie Wilke, Superior Normal School, 1898, Teacher, Madison.  
Paul Germhard Winter, U. W. 1900, Eng.  
Thomas Willett, U. W. 1900, G. S.

## CLASS OF 1897.

Ida Matilda Anderson, Madison.  
Magdalena Ellen Antisdel, Chicago, Ill.  
Clara Victoria Bernhard, Madison Gas and Electric Co.  
Harry Ernest Bradley, U. W. 1901, A. C.  
Mary Eleanor Brahany, U. W. 1901, M. C.  
Mary Fidelia Carroll, Madison.  
Archy B. Carter, U. W. 1901, C. E.  
Frank Draper Coyle, Madison.  
James Joseph Connell, Clerk, Purcell Bros., Madison,  
Margaret Elizabeth Cummings, U. W. 1901, M. C.  
Dorothea Curtis, U. W. 1901, A. C.  
Joseph Dean, Jr., U. W. 1901, Sp. G. S.  
August Theodore Martin Elvert, Attendant Mendota Hospital.  
Thomas Olen Farness, U. W. 1900, G. S.  
John Boggs Felker, U. M. Medical Student.  
Flora Gilbert, Madison.  
Emma Luella Gohlke, U. W. 1901, Eng. Sp.  
Mary Lena Hessman, Madison.  
Irving Raymond Hippenmeyer, Madison.  
Clarence Charles Isaacs, Madison.  
Katherine Kavanaugh, U. W. 1901, Eng.  
Mabel Elizabeth Kentzler, U. W. 1901, M. C.  
William Arthur Lee, U. W. 1901, A. C.  
Arthur Warner Lewis, U. W. 1901, C. E.  
Mary Josephine Link, U. W. 1901, Eng.  
John August Lorch, U. W. 1901, C. E.  
Mary Katherine Lynch, Madison.  
Mary Sheldom Morrison, Morrisonville, Wis.  
Archie Murray, U. W. 1901, E. E.

Carl Bertolette Mutchler, U. W. 1901, C. E.  
Mark Humphrey Newman, U. W. 1901, A. C.  
Ingwald Nelson, U. W. 1901, G. S.  
Francis M. Nienaber, Madison.  
Amy Huntley Nichols, U. W. 1901, Eng.  
Thomas Mortimer Priestley, U. W. 1901, M. C.  
Louis Mossop Pearson, U. W. 1901, G. S. Sp.  
August Herman Pfund, U. W. 1901, G. S.  
August Oscar Paunack, Clerk, Bank of Wis., Madison.  
Howard David Piper, Clerk, Piper Bros., Madison.  
Edward John Reynolds, U. W. 1901, Eng.  
June Elizabeth Regan, Madison.  
Lillian Alison Redel, Madison.  
Warren Du Pre Smith, Madison.  
Julia Forster Smith, U. W. 1901, A. C.  
Rose Marie Smith, Madison.  
Arthur Frank Smith, U. W. 1901, G. S.  
Otto Carl Schmedman, Madison.  
Mena Swenson, U. W. 1901, G. S.  
Percy Wheeler Tracy, U. W. 1901, G. S.  
Lyndon Hickok Tracy, U. W. 1901, A. C.  
Evan Charles Thomas.  
Albert Nicholas Tandvig, U. W. School of Pharmacy.  
Minnie May Utter, Madison.  
Katherine Porter Vilas, U. W. 1901, M. C. Sp.  
John Martin Verberkmoe, U. W. 1901, G. S.  
Eva Willett, Mil. Normal School.  
Helen Ernestine Wilke, Madison.  
Bessie Frances Warren, Madison.

## CLASS OF 1898.

Meltha Edith Andrus.  
Emma Lilian Bucey.  
Augusta Billings.  
Floy Idella Bowers.  
Maude Annette Benson.  
Catharine Myers Cook.  
Millicent May Coombs.  
Arthur Hale Curtis.  
John Ward Coon.  
Clarence Arthur Comstock.  
Charles William Chech.

Mary Elizabeth Cunneen.  
Lucius Donkle.  
Frederic Abraham DeLay.  
Elizabeth Regina Dunn.  
Magdalen Evans.  
Henry Belden Freeman.\*  
Bessie Carolynn Ferguson.  
Iva Lulu Gilbert.  
Floyd Colby Gurnee.  
Mary Elizabeth Gay.  
Ada Lovisa Hawley.  
Ena Henrietta Heuer.  
Edna Platte Huber.  
Lilian Solvei Holland.  
Julia Christime Holland.  
Gordon Alexander Helmicks.  
Daisy Etta Hansen.  
Maie Habich.  
Joseph William Jackson.  
Mida Louise Kennedy.  
Margaret Kennedy.  
Anna Lewis.  
Matthew John Lynch.  
Charles Benajah Mayer.  
Karl Arno Minch.  
Louis Malec.  
Nora McCue.  
Selma Josephine Nelson.  
Florence Eugenia Van Slyke Nelson.  
Herman Adolph Nietert.  
Edith Noyes.  
Arthur Carl Olsen.  
Andrew Elmer Peirce.  
Preston Winfield Pengra.  
Marcia Grace Regan.  
Philip Walker Rinder.  
George Roslyn Theobold Richards.  
Harry Sauthoff.  
William Edward Smith.  
Clarence Hazel Snyder.  
Maud Martha Stephenson.

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\*Deceased.

Sanford Putnam Starks.  
George Brewster Smith.  
Mabel May Slightam.  
Bertha Beatrice Suhr.  
Charles Marshall Stevens.  
Elizabeth Goffe Ticknor.  
Ella Frances Tormey.  
Frank Bashford Taylor.  
Clara Johnson Van Velzer.  
Hattie Bertha Wilke.  
Joseph Michael Welch.  
Stanley Carpenter Welsh.















