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Annual report of the public schools of the city of Madison, Wisconsin: 1905-1906. Fifty-first annual report

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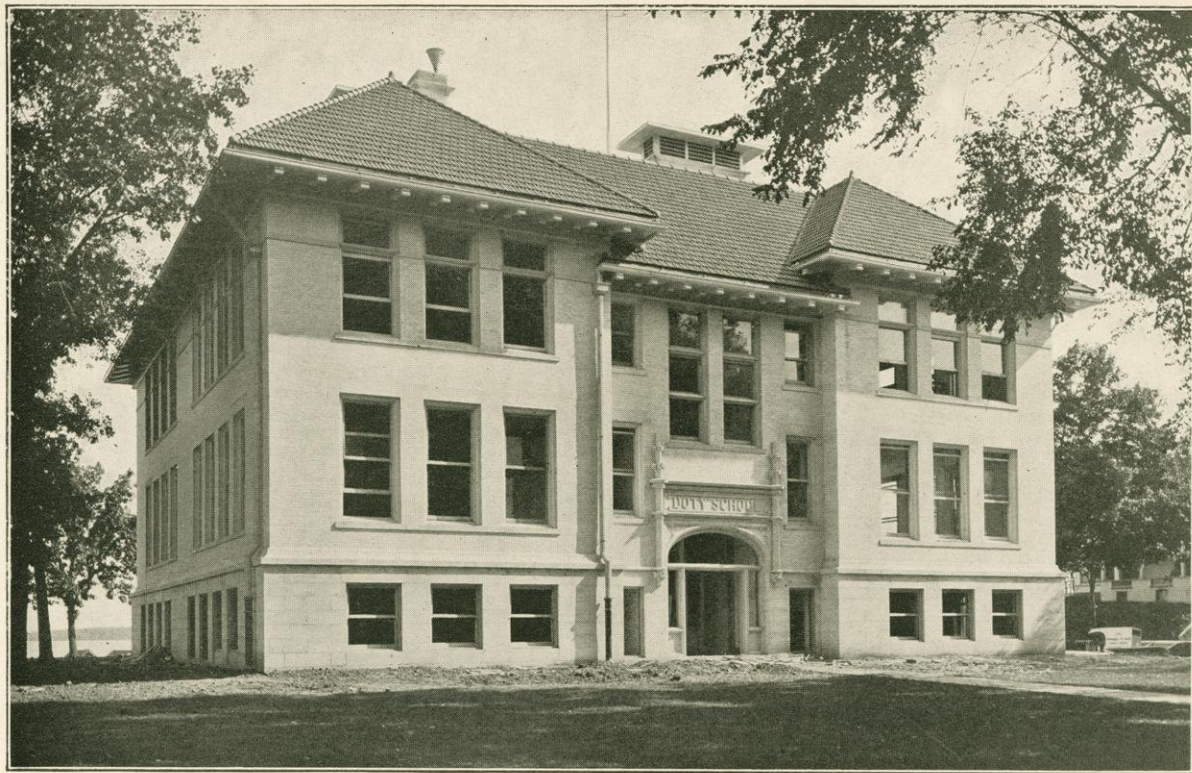
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THE NEW DOTY SCHOOL

Annual Report

of the

PUBLIC SCHOOLS

of the

City of Madison, Wisconsin

1905-1906

MADISON, WIS.
TRACY, GIBBS & CO., PRINTERS
1906

DIRECTORY.

BOARD MEETINGS.

Regular meeting of the Board—First Tuesday of each month,
at 7:30 P. M., Rooms Board of Education,
115 N. Carroll St.

SUPERINTENDENT.

Office of Superintendent—115 N. Carroll St. Office hours,
from 8 to 9 A. M.

SCHOOL SESSIONS.

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

SCHOOL CALENDAR—1906-1907.

FALL TERM—

Opens Tuesday, September 10, and closes Friday, De-
cember 21.

WINTER TERM—

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

SPRING TERM—

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

BOARD OF EDUCATION.

1906.

OFFICERS.

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

MEMBERS.

	Term Expires.
O. S. NOESMAN..... 515 North Henry	1906
VICTOR LENHER..... 158 Summit Ave.....	1906
FRANK ALFORD..... 25 West Dayton.....	1907
GEORGE KEONCKE..... 1021 Rutledge	1907
ANTHONY DONOVAN..... 339 W. Washington.....	1908
F. W. ARTHUR..... 218 E. Mifflin	1908
MAYOR JOS. C. SCHUBERT... 1118 Sherman Ave	<i>Ex-Officio</i>
ALD. A. G. SCHMEDEMAN.. 118 West Wilson.....	<i>Ex-Officio</i>

COMMITTEES.

STANDING.

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

VISITING.

High School.....	DONOVAN, LENHER.
Washington School.....	SCHUBERT, ARTHUR.
Lincoln School.....	ARTHUR, LENHER.
Brayton School.....	KRONCKE, ALFORD.
Doty School.....	KRONCKE, DONOVAN.
Draper School.....	LENHER, NORSMAN.
Marquette School.....	SCHMEDEMAN, SCHUBERT.
Irving School.....	KRONCKE, ARTHUR.
Lapham School.....	ALFORD, ARTHUR.
Hawthorne School.....	NORSMAN, SCHEMEDEMAN.
Longfellow School.....	DONOVAN, NORSMAN.
Randall School.	LENHER, ALFORD.

CITIZENS' VISITING COMMITTEES.

HIGH SCHOOL:—

PROF. F. G. HUBBARD, *Chairman.*
PROF. J. F. A. PYRE,
MRS. A. W. MOORE,
PROF. S. H. GOODNIGHT,
MISS KATHARINE ALLEN,
REV. F. T. GALPIN,
MISS E. A. HUNTINGTON,
PROF. E. W. OLIVE,
MRS. THOMAS TORMEY,
PROF. A. TROWBRIDGE,
PROF. E. C. ELLIOTT.

GRAMMAR GRADES:—

MRS. G. M. NECKERMAN, *Chairman.*
MRS. E. H. FARRINGTON,
MRS. J. H. HEALY,
MRS. S. SWANSEN,
MRS. A. W. RICHTER.
MRS. A. T. REED,
MRS. JULIUS KLUETER,
MRS. HENRY FAUERBACH,
MRS. C. W. CONSTANTINE,
MRS. C. T. ELLIS,
MRS. A. G. SCHEDEMAN.

PRIMARY GRADES:—

MRS. J. B. RAMSAY, *Chairman.*
MRS. H. L. BUTLER,
MRS. C. H. ALLYN,
MRS. A. M. STONDALL,
MRS. F. B. WYNNE,
MRS. W. D. TAYLOR,
MRS. B. F. MAUTZ,
MRS. R. R. KROPP,
MRS. CHARLES G. RILEY,
MRS. M. J. BETTS,
MRS. F. W. HALL,
MRS. L. S. SMITH.

DEPARTMENT OF INSTRUCTION.

1905-1906.

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

HIGH SCHOOL.

J. H. HUTCHISON, *Principal*..... Physics.
ANNA B. MOSELEY..... Latin.
SUE TULLIS Latin.
MARY MCGOVERN..... English Literature.
FLORA C. MOSELEY..... English Literature.
SARA D. JENKINS..... English.
HELEN G. ANDREWS..... English.
EUNICE N. WELSH English.
HARRIET E. CLARK..... Rhetoricals.
IRMA M. KLIENPELL..... German.
CAROLINE M. YOUNG..... German.
JULIA E. MURPHY..... History.
EDNA R. CHYNOWETH..... History.
WILL V. POOLEY..... History.
BERTHA H. PREUSS..... History.
WINNIE C. WARNING..... Mathematics.
A. OTTERSON..... Mathematics.
AUGUST GROSSMAN..... Algebra.
ALETIA F. DEAN..... Science.
INA ZILISCH..... Science.
JOSEPH H. BAKER..... Science.
MARIE MCCLEARNAN Greek.
FRANK R. FROEHLICH Mechanical Drawing.

ALL SCHOOLS.

IDA M. CRAVATH..... Drawing.
HANNAH CUNDIFF..... Music.
ELIZABETH C. LANGE..... Domestic Economy.
FRANK R. FROEHLICH..... Manual Training.

SPECIAL TEACHERS.

STELLA NELSON Primary Grades.
GRACE M. KEIR..... Grammar Grades.

GEORGE WASHINGTON SCHOOL (*First Ward*).

MARY L. EDGAR, <i>Principal</i>	Eighth Grade.
CECELIA O. KAVANAGH.....	Seventh Grade.
ROSETTA BLAZER.....	Sixth Grade.
MARY C. OLESON.....	Fifth and Sixth Grades.
RENNETTE JONES.....	Fifth Grade.
GRACE B. BEWICK.....	Fourth Grade.
HAZEL DOYLE.....	Third Grade.
FLORENCE NELSON.....	Second Grade.
ADDIE I. SUTHERLAND.....	First Grade.
ELLA LARKIN.....	First and Second Grades.
CHARLOTTE B. NORTON.....	Kindergarten.
HELEN G. ROSS.....	Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL (*Second Ward*).

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

LOUISA M. BRAYTON SCHOOL (*Third Ward*).

MARY O'KEEFE, <i>Principal</i>	Eighth Grade.
ALICE PARSONS.....	Seventh Grade.
FANNIE CRAWFORD.....	Sixth Grade.
ZILLA E. WISWALL.....	Fifth Grade.
CAROLINE A. HARPER.....	Fourth Grade.
ELLA C. HEILIGER.....	Third Grade.
GRACE VAN BERGH.....	Second Grade.
JENNIE M. WILLIAMS.....	First Grade.

JAMES D. DOTY SCHOOL (*Fourth Ward*).

THERESA G. COSGROVE, <i>Principal</i> .	Seventh and Eighth Grades.
THEDA CARTER.....	Fifth and Sixth Grades.
EMMA E. QUIRK.....	Third and Fourth Grades.
ISABEL T. BYRNE.....	First and Second Grades.

LYMAN C. DRAPER SCHOOL (*Fifth Ward*).

ADELINE MARVIN, <i>Principal</i>	Eighth Grade.
MARTHA K. RILEY.....	Seventh Grade.
HERMIE MARTIN.....	Sixth Grade.
ELGA M. SHEAREE.....	Fifth Grade.

KATE BILLINGTON.....	Fourth Grade.
ALICE O. EKERN.....	Third Grade.
IRMA B. WISWALL.....	Second Grade.
CLARE DENGLE.....	First Grade.

JACQUES MARQUETTE SCHOOL (*Sixth Ward*).

KATE H. FEENEY, <i>Principal</i>	Eighth Grade.
LILLIAN D. BAKER.....	Seventh Grade.
MAMIE RILEY.....	Sixth Grade.
JOSIE McDERMOTT.....	Fifth Grade.
LOUISE ZIMMERMAN.....	Fourth Grade.
FANNIE L. STEVE.....	Third Grade.
EMMA R. SCHERMERHORN.....	Second Grade.
ELIZABETH J. GRAHAM.....	First Grade.

WASHINGTON IRVING SCHOOL (*New Sixth*).

EMILY PARSONS, <i>Principal</i>	Fifth and Sixth Grades.
MAYME L. McMAHON.....	Fourth Grade.
LIDA LESSIG.....	Third Grade.
LIDA E. BRIDGMAN.....	Second Grade.
M. ETHEL BROWN.....	First Grade.
EMILY McCONNELL.....	Kindergarten.
ELSIE THOM.....	Kindergarten Assistant.

INCREASE A. LAPHAM SCHOOL (*Seventh Ward*).

MAY ISABEL KAY, <i>Principal</i>	Eighth Grade.
ELIZABETH DUNLOP.....	Sixth and Seventh Grades.
CHRISTINE BANDLI.....	Fourth and Fifth Grades.
MAYME E. CASEY.....	Second and Third Grades.
EDITH A. GLANVILLE.....	First Grade.
KATHARINE FLEMING.....	Kindergarten.
FLORENCE LYON.....	Kindergarten Assistant.

HENRY W. LONGFELLOW SCHOOL (*Ninth Ward*).

SADIE B. GALLAGHER, <i>Principal</i> ..	Fourth and Fifth Grades.
MARGARET E. CUMMINGS.....	Third Grade.
NORA R. CULLIGAN.....	Second Grade.
NORA L. MCKEE.....	First Grade.

NATHANIEL HAWTHORNE SCHOOL (*N. E. Dist.*)

THERESA ARCHIBALD, <i>Principal</i>	Sixth and Seventh Grades.
LUCY M. CANTWELL.....	Fifth Grade.
JENNIE E. NEEVEL.....	Fourth Grade.

Madison Public Schools.

ANNA DUNLOP..... Third Grade.

ELIZABETH HUGHES Second Grade.

MILDRED LOCKWOOD..... First and Second Grades.

VELMER PRATT First Grade.

WINGRA PARK SCHOOL (*Tenth Ward*).

ANABEL BUCHANAN..... First, Second, and Third Grades.

DEPARTMENT OF INSTRUCTION.

1906-1907.

R. B. DUDGEON.....Superintendent

HIGH SCHOOL.

J. H. HUTCHISON, *Principal*.... Physics.
ANNA B. MOSELEY..... Latin.
SUE TULLIS..... Latin.
HARRY SAUTHOFF..... Latin.
MARY MCGOVERN..... English.
FLORA C. MOSELEY..... English.
SARA D. JENKINS..... English.
HELEN G. ANDREWS..... English.
W. H. SHEPHARD..... English.
FLORENCE STOTT..... English.
HARRIET E. CLARK..... Rhetoricals.
IRMA M. KLIENPELL..... German.
CAROLINE M. YOUNG..... German.
JULIA E. MURPHY..... History.
EDNA R. CHYNOWETH..... History.
MELVIN J. WHITE..... History.
BERTHA H. PREUSS..... History.
WINNIE C. WARNING..... Mathematics.
A. OTTERSON..... Mathematics.
AUGUST GROSSMAN..... Mathematics.
GEORGE R. HOLETON..... Mechanical Drawing.
ALETTA F. DEAN..... Science.
J. H. BAKER..... Science.
INA ZILISCH..... Science.
MARIE MCCLERNAN..... Greek.

ALL SCHOOLS.

IDA M. CRAVATH..... Drawing.
HANNAH CUNDIFF..... Music.
ELIZABETH C. LANGE..... Domestic Economy.
GEORGE R. HOLETON..... Manual Training.

SPECIAL TEACHERS.

..... Primary Grades.
GRACE M. KIER..... Grammar Grades.

GEORGE WASHINGTON SCHOOL (*First Ward*).

MARY L. EDGAR, <i>Principal</i>	Eighth Grade.
CECELIA O. KAVANAGH.....	Seventh Grade.
THEDA CARTER.....	Sixth Grade.
MARY C. OLESON.....	Fifth and Sixth Grades.
RENETTE JONES.....	Fifth Grade.
MATILDA SMITH.....	Fourth Grade.
MILLIE ASKEW.....	Third Grade.
FLORENCE NELSON.....	Second Grade.
HAZEL DOYLE.....	First Grade.
KATHERINE BURNS.....	First and Second Grades.
CHARLOTTE E. NORTON.....	Kindergarten.
MABEL LYON.....	Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL (*Second Ward*).

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

LOUISE M. BRAYTON SCHOOL (*Third Ward*).

MARY O'KEEFE, <i>Principal</i>	Eighth Grade.
ALICE S. GODFROY.....	Seventh Grade.
MAME RILEY.....	Sixth Grade.
ZILLA E. WISWALL.....	Fifth Grade.
CAROLINE A. HARPER.....	Fourth Grade.
ELLA C. HEILIGER.....	Third Grade.
GRACE VAN BERGH.....	Second Grade.
JENNIE M. WILLIAMS.....	First Grade.

JAMES D. DOTY SCHOOL (*Fourth Ward*).

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

LYMAN C. DRAPER SCHOOL (*Fifth Ward*).

ADELINE MARVIN, <i>Principal</i>	Eighth Grade.
MARTHA K. RILEY.....	Seventh Grades.

HERMIE MARTIN	Sixth Grade.
ELGA M. SHEARER.....	Fifth Grade.
KATE BILLINGTON	Fourth Grade.
ALICE O. EKEEN.....	Third Grade.
IRMA B. WISWALL.....	Second Grade.
CLARE DENGLE.....	First Grade.

JACQUES MARQUETTE SCHOOL (*Sixth Ward*).

KATE H. FEENEY, <i>Principal</i>	Eighth Grade.
NELLIE IVEY.....	Seventh Grade.
FANNIE CRAWFORD.....	Sixth Grade.
JOSIE McDERMOTT	Fifth Grade.
LOUISE ZIMMERMAN.....	Fourth Grade.
ANNA DUNLOP	Third Grade.
EMMA R. SCHERMERHORN.....	Second Grade.
ELIZABETH J. GRAHAM.....	First Grade.

WASHINGTON IRVING SCHOOL (*New Sixth*).

EMILY PARSONS, <i>Principal</i>	Fifth Grade.
LINA LESSIG	Fourth Grade.
CELIA HAMES.....	Third Grade.
FANNIE M. STEVE.....	Second Grade.
ADDIE I. SUTHERLAND.....	First Grade.
EMILY McCONNELL.....	Kindergarten.
ELSIE THOM	Kindergarten Assistant.

INCREASE A. LAPHAM SCHOOL (*Seventh Ward*).

MAY ISABEL KAY, <i>Principal</i>	Seventh and Eighth Grades.
ELIZABETH DUNLOP	Fifth and Sixth Grades.
S. ALICE BAKER.....	Third and Fourth Grades.
MAYME E. CASEY.....	Second and Third Grades.
MABEL L. WEST.....	First Grade.
KATHERINE FLEMING.....	Kindergarten.
FLORENCE LYON	Kindergarten Assistant.

HENRY W. LONGFELLOW SCHOOL (*Ninth Ward*).

SADIE E. GALLAGHER, <i>Principal</i> ...	Fourth Grade.
MARGARET E. CUMMINGS	Third Grade.
NORA R. CULLIGAN.....	Second Grade.
NORA L. McKEE	First Grade.

NATHANIEL HAWTHORNE SCHOOL (*N. E. Dist.*).ANNA B. CHAMBERLAIN, *Principal* Seventh and Eighth Grades.

LUCY M. CANTWELL Sixth Grade.

EMMA VAN BERGH..... Fifth Grade.

JENNIE E. NEEVEL..... Fourth Grade.

ADELINE CORNISH Third Grade.

BESSIE E. ADAMS Second Grade.

VELMER PRATT First Grade.

MILDRED LOCKWOOD First and Second Grades.

ELIZABETH HUGHES Kindergarten.

HELEN G. ROSS Kindergarten assistant.

RANDALL SCHOOL (*Tenth Ward*).

ANABEL BUCHANAN First and Second Grades.

CHRISTINE BANDLI Third and Fourth Grades.

CLERK'S STATEMENT.

Receipts and expenditures of the Board of Education from
July 1, 1905, to June 30, 1906:

RECEIPTS.

Balance on hand July 1, 1905	\$ 3,747 57
State apportionment, school fund.....	11,589 12
City school tax, 1905	55,000 00
County school tax, 1905	11,180 00
Town of Blooming Grove, joint district tax.....	2,201 64
Tuitions collected.....	729 00
Rents collected	1,195 50
Interest on deposits.....	244 04
School building, bonds sold.....	25,952 67
Insurance on high school.....	676 00
Temporary loans, Capital City Bank.....	49,500 00
Miscellaneous receipts.	143 25
	<hr/>
	\$ 162,158 79

EXPENDITURES.

Apparatus and library	\$ 470 32
Miscellaneous supplies	3,730 19
Miscellaneous repairs	1,923 78
Third ward building, closet repairs.....	1,678 85
Janitors and labor;.....	6,098 45
Fuel	5,265 54
Furniture.....	1,166 23
Clerk's salary and census.....	300 00
Free text books.....	274 52
Printing	350 84
Payments on Tenth ward building.....	10,493 46
Payments on Hawthorne addition	10,592 57
Payments on Irving school.....	575 00
Payments on Doty school.....	7,600 00
Cement walks, grading, etc.....	845 60
Insurance	317 00
Macadam and other taxes.....	395 54
Rent paid.....	84 00

Temporary loans repaid.....	\$ 42,000 00
Interest on same	561 11
Paid Cass Gilbert, architect.....	5,000 00
Teachers' wages and superintendency.....	59,643 46
Balance June 30, 1906.....	2,792 33
	<hr/>
	\$ 162,158 79

TREASURER'S REPORT.

RECEIPTS AND DISBURSEMENTS—JULY 1, 1905 TO JUNE 30, 1906

Receipts.

1905.			
July	1.	To balance on hand	\$ 3,747 57
Aug.	1.	Capital City Bank, loan	5,000 00
	10.	J. Kaiser, rent.	22 50
	31.	Capital City Bank, interest, July and August	3 24
Sept.	6.	Capital City Bank, loan.	5,000 00
	8.	Jos. Kaiser, rent	45 00
	8.	Mrs. Wiric, rent.	16 00
	8.	Mrs. Jones, rent.	14 00
	30.	Capital City Bank, interest, Sept.	5 55
Oct.	2.	Jos. Kaiser, rent	45 00
	6.	Mrs. Wiric, rent	8 00
	6.	Mrs. Jones, rent.	7 00
	7.	Capital City Bank, loan	5,000 00
	9.	J. P. Mallett, rent, 4 months	160 00
	14.	Capital City Bank, loan	5,000 09
	31.	Capital City Bank, interest, Oct.	1 91
Nov.	3.	Jos. Kaiser, rent.	45 00
	8.	Capital City Bank, loan.	5,000 00
	9.	Capital City Bank, loan.	5,000 00
	17.	Capital City Bank, loan.	6,000 00
	15.	Chas. Bernard, for barn	40 00
	25.	Capital City Bank, loan	1,000 00
	30.	Capital City Bank, interest, Nov.	1 86
Dec.	1.	Jos. Kaiser, rent.	45 00
	9.	City Treasurer, school bonds.	25,952 67
	14.	Mrs. Wiric, rent	8 00
	14.	Mrs. Jones, rent.	21 00
	14.	Slatington Bangor Syndicate, refund ..	7 68
	16.	W. J. Anderson, rent.	80 00
	16.	Wisconsin Telephone Co., rent.	6 00
	20.	J. P. Mallett, rent.	80 00
	22.	Capital City Bank, loan.	5,000 00
	26.	R. B. Dudgeon, tuitions.	329 00
	31.	Capital City Bank, interest Dec	1 97

1906.			
Jan.	3.	City Treasurer, part city school tax ...	\$ 5,000 00
	3.	Jos. Kaiser, rent	45 00
	10.	City Clerk, 3 desks sold.....	3 00
	10.	City Treasurer, part city school tax...	25,000 00
	29.	City Treasurer, balance city and county school tax.....	36,180 00
	31.	Capital City Bank, interest, Jan.....	15 63
Feb.	3.	Jos. Kaiser, rent	45 00
	14.	P. B. Bogart, for repairs	16 00
	28.	Capital City Bank, interest, Feb.....	68 23
March	12.	Jos. Kaiser, rent	45 00
	11.	J. P. Mallett, rent.....	120 00
	12.	Fire damage, high school.....	676 00
	19.	County Treasurer, state apportionment	11,589 12
	30.	Mrs. Wiric, rent	24 00
	31.	Capital City Bank, interest, March....	54 63
April	3.	Jos. Kaiser, rent.....	45 00
	3.	E. Durbrow, old castings	4 52
	30.	K. Fleming, cancelled warrant.....	46 00
	30.	Capital City Bank, interest, April.....	50 95
May	2.	Jos. Kaiser, rent.....	45 00
	2.	Mrs. Wiric, rent	24 00
	4.	Sinaiko Bros., old castings.....	20 36
	18.	Mrs. Jones, rent	28 00
	31.	Capital City Bank, interest, May.....	32 34
June	8.	Jos. Kaiser, rent	45 00
	8.	Mrs. Jones, rent.....	7 00
	10.	Capital City Bank, loan	7,500 00
	13.	J. P. Mallett, rent	120 00
	30.	Sinaiko Bros., old castings.....	5 69
	30.	R. B. Dudgeon, tuitions	400 00
	30.	Town of Blooming Grove, joint district tax	2,201 64
	30.	Capital City Bank, interest, June.....	6 73
			<u>\$ 162,158 79</u>

Expenditures.

The aggregate amount of the certificates of appropriations paid from July 1, 1905, to June 30, 1906,	
was	\$ 159,366 46
To balance on hand, July 1, 1906.....	2,792 33
	<u>\$ 162,158 79</u>

FRANK ALFORD, *Treasurer.*

SUPERINTENDENT'S REPORT.

To the Board of Education:

GENTLEMEN.—I herewith submit the annual report of the public schools of the city of Madison for the year ending June 30, 1906. This will constitute the fifty-first report of the series, and the fifteenth by me.

SUMMARY OF STATISTICS.

Population of the city, estimated.....	27,000
Assessed valuation (approximated 1906)	\$ 22,407,555 00
Rate of taxation for all purposes015
Rate of taxation for city school purposes00267

COST OF SCHOOLS.

Teachers	\$ 59,643 46
Incidentals.....	20,396 49
Sites, new buildings and furniture	35,424 26
Street macadam, cement walks, and interest.....	1,802 25

SCHOOL CENSUS.

Number of children of school age in the city:

	1905	1906
First Ward	355	327
Second Ward	579	586
Third Ward.....	332	276
Fourth Ward	554	556
Fifth Ward.....	860	859
Sixth Ward.....	1,108	1,186
Seventh Ward.....	657	675
Eighth Ward	717	722
Ninth Ward	424	484
Tenth Ward	174	220
Joint School District, N. E.	184	231
Total	5,944	6,122

ENROLLMENT.

Number of children enrolled in the public schools:

	1904-05	1905-06
High School	583	620
Washington School	533	574
Lincoln School	254	273
Brayton School	348	323
Doty School	191	188
Draper School	389	420
Marquette School	387	363
Irving School	190	233
Lapham School	247	243
Hawthorne School	209	326
Longfellow School	199	191
Wingra Park School	22	32
Total	3,552	3,786

Number of pupils in the different grades:

	1904-05	1905-06
Kindergarten	186	163
First Grade	475	529
Second Grade	444	463
Third Grade	417	434
Fourth Grade	379	405
Fifth Grade	308	357
Sixth Grade	278	314
Seventh Grade	265	279
Eighth Grade	217	222
First Year, High School	196	289
Second Year, High School	181	170
Third Year, High School	111	131
Fourth Year, High School	95	90
Total	3,552	3,786

ATTENDANCE.

	1904-05	1905-06
Per cent. enrolled	60	60.2
Average membership	3,113	3,285
Average daily attendance	2,917	3,126
Per cent. of attendance	94	95
Total days of attendance for year	532,396	574,496

BUILDINGS.

	1904-05	1905-06
Number of buildings occupied.....	12	12
Number of regular school rooms	64	71
Number of recitation rooms used.....	18	18
Number of sittings for pupils... ..	3,573	3,700

TEACHERS.

High School	23
Eighth Grade.....	4
Seventh and Eighth Grades.....	3
Seventh Grade.....	4
Sixth and Seventh Grades.....	1
Sixth Grade.....	4
Fifth and Sixth Grades.....	5
Fifth Grade.....	5
Fourth and Fifth Grades.....	1
Fourth Grade.....	7
Third and Fourth Grades.....	3
Third Grade	8
Second and Third Grades.....	1
Second Grade	8
First and Second Grades	2
First, Second, and Third Grades.....	1
First Grade	9
Kindergarten	3
Kindergarten assistants.....	3
Special teacher Grammar Grade	1
Special teacher Primary Grade	1
Supervisor of Music.....	1
Supervisor of Drawing.....	1
Supervisor of Manual Training.....	1
Supervisor of Domestic Science.....	1
Total	101

TEACHERS' REPORTS.

Times teachers were tardy	281
Half days' absence.....	277½
Visits made to parents.....	637
Visits made to sick pupils.....	300

VISITS TO THE SCHOOLS.

Number by the superintendent.....	485
Number by members of the board....	151
Number by parents.....	2,758
Number by others	2,935

AVERAGE AGE OF PUPILS.

Upon graduating from High School, June 15, 1906:

Boys.....	18 years. 6 months. 6 days
Girls.....	18 years. 3 months. 10 days

AVERAGE SALARIES.

The average salary paid to men, not including the principal of High School and city superintendent, was.....	\$ 850 00
The average salary paid to women, not including kindergarten assistants.....	557 14

COST OF SCHOOLS.

Cost of instruction in High School.....	\$17,152 50
Cost of instruction in ward schools.....	38,690 96
Cost of supervision.....	3,800 00
Cost of incidentals.....	19,906 09
Cost per pupil in High School for instruction:	
Upon number enrolled.....	27 66
Upon average membership.....	30 92
Upon average attendance.....	31 88
Cost per pupil in the ward schools for instruction:	
Upon number enrolled.....	12 22
Upon average membership.....	14 16
Upon average attendance.....	14 99
Cost per pupil in all schools for instruction:	
Upon number enrolled.....	14 75
Upon average membership.....	16 96
Upon average attendance.....	17 90
Cost per pupil in all schools for supervision:	
Upon number enrolled.....	1 04
Upon average membership.....	1 16
Upon average attendance.....	1 22
Cost per pupil in all schools for incidentals:	
Upon number enrolled.....	5 25
Upon average membership.....	6 06
Upon average attendance.....	6 38
Total cost per pupil for tuition, supervision, and incidentals:	
Upon number enrolled.....	21 04
Upon average membership.....	24 18
Upon average attendance.....	25 50

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

STATISTICS.

The enumeration of children of school age in the city at the close of the year gave 3,068 boys, and 3,054 girls, making a total school population of 6,122. This is an increase for the year of 178.

The whole number of pupils enrolled for the year was 3,786, of which number 1,878 were boys, and 1,908 girls. This is an increase over last year of 99 boys and 135 girls, making a net increase over last year of 234. The average daily membership was 3,285, an increase of 172 over the preceding year. The average daily attendance was 3,119, an increase of 203 over the preceding year.

The number enrolled was 60.2 per cent. of the school population. The pupils were distributed among the grades as follows: Kindergarten, 163, or 4.3 per cent. of the whole number enrolled; primary grades,—first, second, third, and fourth,—1,851, or 48.4 per cent.; grammar grades,—fifth, sixth, seventh, and eighth,—1,172, or 30.9 per cent.; high school, 620, or 16.4 per cent.

The regular work of the school was carried on by ninety-two teachers, twenty-three in the high school, and sixty-nine in the grades. In addition to these, four special teachers were employed to supervise the work in music, drawing, manual training, and domes-

tic science, two to assist in the grades, and three to assist in the kindergarten, making the total number of teachers employed one hundred one.

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

COST OF SCHOOL BUILDINGS.

Below are given some data in regard to the cost of construction of some of the new buildings in Chicago, which are now in process of construction or for which contracts have been let. The same items are given also in regard to some of the newer buildings of Madison, so that a comparison of the cost of construction in the two cities may be made:

Chicago.

NAME OF SCHOOL.	No. of Rooms.	No. Pupils Accommodated.	Cost of Building.	Cost Per Room	Cost Per Pupil.
Allgeld.	26	1,248	\$175,000	\$ 6,730 77	\$140 22
Beabubien.	12	576	125,000	10,416 66	217 01
Copernicus ...	20	960	150,000	7,500 00	156 25
Davis.	12	576	125,000	10,416 66	217 01
Graham.	26	1,248	175,000	6,730 77	140 22
Harvard.	12	576	125,000	10,416 66	217 01
Monroe.	26	1,248	170,000	6,538 46	136 20
McCormick.	26	1,248	175,000	6,730 77	140 22
May.	12	576	125,000	10,416 66	217 01
Whitney.	26	1,248	175,000	6,730 77	140 22

Madison.

NAME OF SCHOOL.	No. of Rooms.	No. Pupils Accommodated.	Cost of Buildings.	Cost Per Room.	Cost Per Pupil.
Addition to Brayton	4	172	\$14, 101 31	\$3, 525 33	\$73 44
Marquette....	8	384	25, 935 75	3, 241 97	67 54
Addition to Draper	4	172	13, 802 07	3, 450 52	71 88
Lapham	6	288	19, 220 06	3, 203 34	66 74
Addition to Longfellow .	2	172	6, 757 70	3, 378 85	70 39
Addition to Washington	6	288	18, 308 95	3, 051 49	63 57
Hawthorne...	9	432	23, 726 60	2, 636 29	54 92
Irving.....	8	384	26, 326 17	3, 290 77	68 55
*Randall	4	172	12, 750 18
Doty	9	432	28, 000 00	3, 111 11	64 81

*Only two rooms yet finished for use.

The above table shows two remarkable facts in regard to the school buildings of Madison. One is the uniformity in the cost of construction in the different buildings and from year to year. The other is that in face of the fact that the prices of material and labor have advanced materially from year to year, there has been no increase, but an actual average decrease, in the cost of construction in the later buildings. There seems to be no explanation of this except in that the architects have made a better arrangement of rooms and a more economical use of available space.

The average cost per room in the Chicago buildings is \$7,676.76; in the Madison buildings it is \$3,-146.04, or less than one-half as much. The average cost per pupil in the Chicago buildings is \$159.93; in the Madison buildings it is only \$65.54.

This difference in the cost of construction in the two cities is due in some degree to their difference in size. The high price of labor and material, and the extra hazard and difficulty in carrying out contracts

in large cities, make the cost of construction greater than in the small cities. Then again the style of architecture is usually more massive and ornate, the plans more elaborate, and the method of construction more substantial in the larger cities.

As a usual thing a large city school building provides assembly rooms, gymnasiums, and rooms for manual training, domestic economy, art instruction, and other lines of special work, all of which must increase the cost of general construction to a considerable degree.

The economical construction of school buildings in Madison is due mainly, however, to the careful and business-like methods employed by the members of the board of education. Madison is fortunate in having on the board of education men of integrity and ability who devote to the public affairs the same care and intelligence that they give to their private business interests.

The remarkable uniformity which has marked the cost of construction of the school buildings of Madison for the past few years, indicates that no enterprise is entered upon without painstaking investigation and thoughtful discussion, and that unusual conservatism has marked every step. This unusual uniformity in the cost of buildings also precludes all possibility of suspicion of corruption or "graft" in connection with the board of education, and makes it apparent that the school affairs of our city have been administered with great care and wisdom.

COST OF FUEL.

Table No. I.

SCHOOL.	Kind of Plant.	Method of Ventilation.	Kind of Coal Used.	Tons Used.	Cost Per Ton.	Total Cost.
High School..	Hot air	With fan	Soft	158	\$4 08	\$644 64
Washington..	Hot air	With fan	Soft	131	4 08	534 48
Lincoln	Hot air	With fan	Soft	101	4 08	412 08
Brayton.....	Hot air	No fan	Soft	70	4 08	285 60
Doty	Hot air	No fan	Hard	52	7 45	387 40
Draper.....	Hot air	No fan	Soft	89	4 08	363 12
Marquette....	Steam	With fan	Hard	81	7 45	603 45
Irving.....	Steam	With fan	Hard	69	7 45	514 05
Lapham	Hot air	No fan	Soft	135	4 08	550 80
Hawthorne...	Hot air	No fan	Soft	111	4 08	452 88
Longfellow...	Hot air	No fan	Soft	52	4 08	212 16
Wingra Park.	Stove	No fan	Hard	9	7 45	67 05
Kindergarten —1st ward..	Hot air	No fan	Hard	4.4	7 45	32 78

Table No. II.

SCHOOL.	Kind of Coal.	Total Cost.	No. Rooms Warmed.	Cost Per Room.	No. Pupils Accommodated.	Cost of Coal Per Pupil.
High School..	Soft	\$644 64	22	\$29 30	620.	\$1 04
Washington..	Soft	534 48	11	48 59	528	1 01
Lincoln	Soft	412 08	6	68 68	288	1 43
Brayton.....	Soft	285 60	8	35 70	384	74
Doty	Hard	387 40	4	96 35	192	2 02
Draper.....	Soft	363 12	8	45 39	384	95
Marquette...	Hard	603 45	8	75 43	384	1 57
Irving.....	Hard	514 05	7	73 43	336	1 53
Lapham	Soft	550 80	6	91 80	288	1 91
Hawthorne...	Soft	452 88	7	64 70	336	1 35
Longfellow...	Soft	212 16	4	53 04	192	1 11
Wingra Park	Hard	67 05	1	67 05	48	1 40
*Kindergart'n —1st ward..	Hard	32 78	1	32 78	48	68

* Five and one-half months.

Average cost per room for hard coal	\$78 59
Average cost per room for soft coal	48 00
Average cost per pupil for hard coal	1 64
Average cost per pupil for soft coal	1 00

	Per Room.	Per Pupil.
Average cost of heating in the city	\$62 62	\$1 30
Average cost with soft coal	56 23	1 17
Average cost with hard coal	78 00	1 64
Average cost when fan is used	64 50	1 34
Average cost where no fan is used	61 03	1 27
Average cost where hot air is used	59 23	1 23
Average cost where steam is used	74 50	1 55

In estimating the above averages in cost the figures relating to the high school were not included. The difference in the size of the rooms and the small number of pupils to each room in the high school make a fair comparison with the ward buildings impossible.

In passing judgment upon the efficiency of a school heating plant, many things must be taken into account. The location of the building as to exposure to cold and prevailing winds, the arrangement of the rooms, the location and grouping of the furnaces, the arrangement and size of hot air pipes, and above all, the intelligence and efficiency of the janitor, are all factors which effect the efficiency of a heating and ventilating plant. The steam plant in the Marquette school is defective and inadequate, and the poor results attained are due to the defects in this particular plant and not to the system of steam heating in general. Although the data given above are helpful in a general way in passing judgment upon the merits of a system, they are not conclusive.

SCHOOL ACCOMMODATIONS.

The Irving building was ready for occupancy in March, 1905, and four rooms were utilized for regular work during the remainder of the school year. Dur-

ing the past year five rooms have been occupied by the first six grades for regular work, and one room each by the kindergarten, domestic science, and manual training departments. This leaves only one room of the nine unoccupied. The fears of a number of the patrons that so large a building in this particular location would not be needed for years to come, proves to have been unfounded.

The addition to the Hawthorne building was finished a few days after the opening of the fall term. This building now contains eight regular school rooms and one extra room in the basement for kindergarten or manual training work. Seven of the regular school rooms were used to accommodate the pupils of the first seven grades, the pupils of the eighth grade being accommodated in the Marquette building. At the opening of the coming fall term all the available room of the building will be required to accommodate the newly organized kindergarten department, and the rapidly increasing school population of this section. In fact it is doubtful whether the building will accommodate all the pupils who may wish to enter this school during the coming year.

It is a great satisfaction to feel assured that the new Doty building will be ready for occupancy by the opening of school in the fall. This building will provide ten pleasant, convenient, well lighted, well ventilated school rooms which will be highly appreciated by the patrons and greatly enjoyed by the pupils and teachers of the school. This building will provide ample accommodations for the pupils of the Fourth ward for a number of years, and will furnish facilities for instruction in all lines of elementary work, including kindergarten, domestic science, and manual training.

The fact that the Randall building was not completed before the close of the past year, was a cause of much disappointment to the school authorities and to the patrons in the Tenth ward. The opening of two rooms in this building in the fall will furnish much needed accommodation for the children of the lower grades in the western section of the city, and will relieve in part the crowded condition of the Draper school.

The most pressing need of additional school facilities is now in the Longfellow school of the Ninth ward. The present building accommodates the pupils of the first four grades only, the pupils of the four upper grades being forced to travel long distances to other buildings to find accommodations. The needs of this section must receive consideration at once and additional room must be provided as soon as the finances of the city will permit.

These new buildings,—the Irving, the Doty, the addition to the Hawthorne, and the Randall, when finished,—will provide twenty-seven school rooms. In the construction of these buildings six old rooms were displaced, making a net gain of twenty-one rooms to the school system during the past two years.

The cost of these new buildings has been approximately as follows:

Irving building.....	\$26,326 17
Addition to the Hawthorne building.....	10,792 57
Randall building	12,750 18
Doty building.....	28,000 00

Estimating the cost of finishing the two rooms on the second floor of the Randall building at \$1,500, the total cost of these new buildings will be \$79,-386.92, making the average cost of each new room \$2,939.59.

THE NEW HIGH SCHOOL BUILDING.

Madison cannot be called a slow city, and yet there is perhaps no city in the country where large projects move forward so slowly and meet in their accomplishment so much determined opposition. As an illustration of this we have only to mention the opposition and delay attending the selection of the new library site, the establishment and location of the city hospital, the paving of the streets around the capitol park, the vacation of Blount street, and many other smaller projects. The new high school building has been no exception. This project took definite form about five years ago. The competition for the selection of plans and for the appointment of an architect was arranged and carried out over three years ago. The architect was appointed on January 9, 1904. Bids were received and a provisional contract entered into May 2, 1905. The issue of bonds was authorized by the city council on May 12th. The petition for the submission of the bond question to the people was filed June 10. Pursuant to this petition the special election was held on July 25, 1905, in which the women were permitted to vote, resulting in a majority of 287 in favor of the bond issue. The whole matter was brought into the circuit court through the serving of a summons and complaint on August 21st, praying for a temporary injunction enjoining the mayor and city clerk from executing the bonds. The case was duly argued in the circuit court, Judge Fowler presiding. He handed down his decision covering three points, viz.:

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

2. The fact that the residents of that portion of

Blooming Grove included in the joint district were not given an opportunity to vote did not invalidate this election.

3. Although the property outside the city limits must pay its pro rata share of the cost of the new building the city of Madison can legally issue the bonds.

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

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

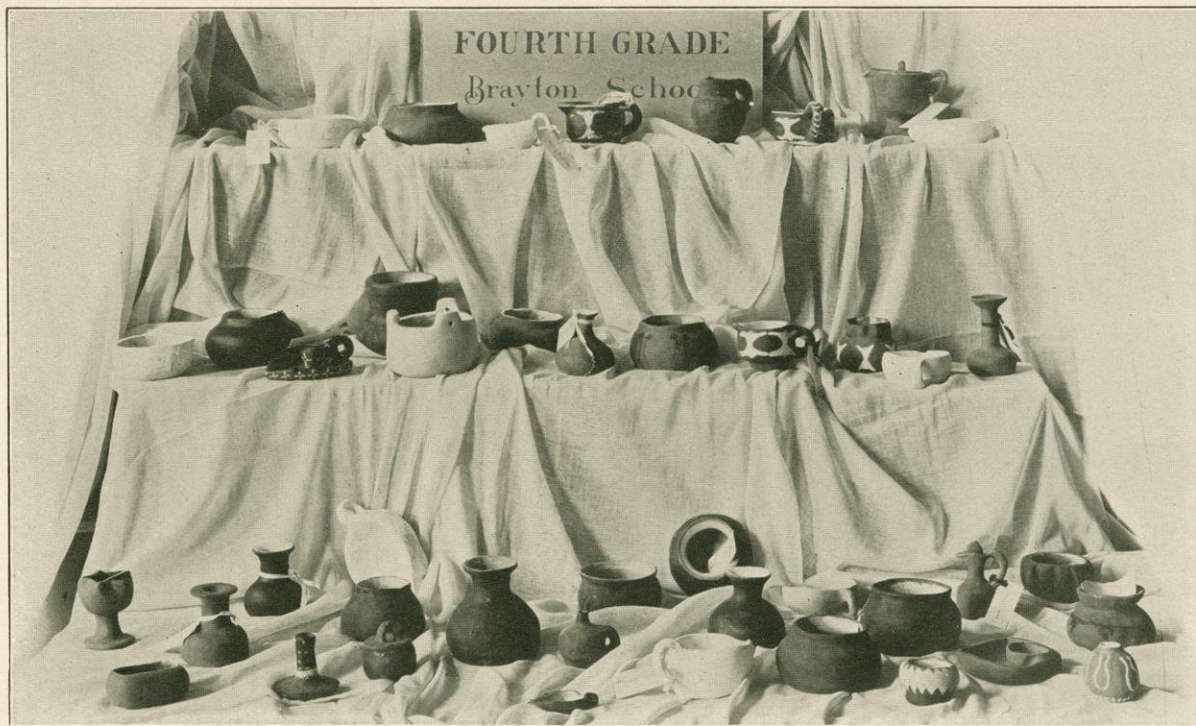
TEACHERS' TENURE OF OFFICE.

In view of the fact that much has been said and written of late in regard to the teachers' short and insecure tenure of office, the following data in regard to the teachers in the Madison schools last year may be of interest:

1	Teacher's total experience was	38	years.
1	" " "	30	"
1	" " "	28	"
3	" " "	25	"
1	" " "	23	"
2	" " "	22	"
1	" " "	21	"
4	" " "	20	"



CLAY MODELING CLASS



CLAY WORK

1	Teachers total experience was	19	years.
3	" " " "	18	"
5	" " " "	17	"
2	" " " "	15	"
1	" " " "	14	"
2	" " " "	13	"
3	" " " "	12	"
6	" " " "	11	"
1	" " " "	10 $\frac{1}{2}$	"
6	" " " "	10	"
1	" " " "	9 $\frac{1}{2}$	"
3	" " " "	9	"
1	" " " "	8 $\frac{1}{2}$	"
6	" " " "	8	"
3	" " " "	7 $\frac{1}{2}$	"
2	" " " "	7	"
2	" " " "	6 $\frac{1}{2}$	"
5	" " " "	6	"
6	" " " "	5	"
4	" " " "	4	"
2	" " " "	3 $\frac{1}{2}$	"
9	" " " "	3	"
4	" " " "	2	"
1	Teacher's experience in the Madison Schools was	38	years.
1	" " " " " "	28	"
3	" " " " " "	24	"
1	" " " " " "	22	"
1	" " " " " "	19	"
1	" " " " " "	18	"
2	" " " " " "	17	"
1	" " " " " "	16	"
3	" " " " " "	15	"
3	" " " " " "	14	"
1	" " " " " "	12	"
1	" " " " " "	11	"
1	" " " " " "	9	"
3	" " " " " "	8	"
4	" " " " " "	7	"
2	" " " " " "	6 $\frac{1}{2}$	"
3	" " " " " "	6	"
1	" " " " " "	5 $\frac{1}{2}$	"
4	" " " " " "	5	"
1	" " " " " "	4 $\frac{1}{2}$	"
6	" " " " " "	4	"
3	" " " " " "	3 $\frac{1}{2}$	"
11	" " " " " "	3	"

1	Teacher's experience in the Madison Schools was 2½ years.
13	" " " " " 2 "
2	" " " " " 1½ "
14	" " " " " 1 "
4	" " " " " less than 1 "

The above data show that the average experience of the teachers who were in the Madison schools last year was eleven years, and that on the average teachers remain in our schools for six and one-half years.

Mr. Webster M. Pond was connected with the high school as teacher, vice-principal, and principal for fourteen years. Mr. E. J. MacEwan, his successor, served as principal for two years. Mr. Hutchison, the present incumbent, has served fifteen years, making a total period of service for the three of thirty-one years, or an average period of ten and one-third years for each.

Mr. Samuel Shaw was superintendent of the city schools for eleven years and was succeeded by Mr. Wm. H. Beach who remained for seven years. The present incumbent, who succeeded Mr. Beach, has now served in this capacity for fifteen years. The term of service of the three has therefore covered a period of thirty-three years, or an average period of eleven years each. From these facts it would seem that the Madison schools have not suffered seriously from inexperienced teachers, or from too frequent changes in the teaching force, nor that the tenure of office has been attended with any serious insecurity.

HELPFUL WORK OF PATRONS.

The Madison schools are fortunate in the extreme in having among the patrons so many broad and generous friends whose deep interest is shown in so many practical and substantial ways. Through these agencies the schools have been broadened in their

scope, have been brought into closer touch with the interests of the children and of the community, and have been made to represent the best educational thought of the day. We wish here to express our appreciation of the benefits which have come to the schools through individual generosity and organized effort.

We are pleased to insert the following report:

REPORT OF THE WORK OF THE EDUCATIONAL DEPARTMENT OF THE WOMAN'S CLUB FOR 1905-1906.

High School Campaign.

During the summer of 1905, the work of carrying on a campaign for the new high school was organized under the chairmanship of Mrs. L. E. Brittingham. The work done was in the way of showing and explaining plans, and the aims and needs of such a school. The success of the work was shown by the results of the election which was carried by the women's vote.

General Interest of Patrons.

A part of the work of previous years was omitted this year. The teachers' reception to parents, instituted under the chairmanship of Mrs. Louise R. Hubbard some seven or eight years ago, has been dropped, the work of the Public School Art Association having supplanted the need for such receptions. Ward spirit and general school interest are stimulated and strengthened by the parents and patrons of each school being called together often by coffees and various other entertainments given at the schoolhouses for the benefit of the Art fund.

The Penny Provident Fund.

The Penny Provident fund carried on through the chairman, Mrs. C. N. Brown, is in a favorable condition. Through the efforts of the Committee with the Board of Education, this work was made a part of the school curriculum. The Board has gone a step farther during the coming year in that every teacher signing her contract agrees to be willing to sign for all stamps brought to her, also to foster an interest in the work among the children entrusted to her tutelage. In round numbers, eight hundred dollars have been deposited by the school

children of the various wards. This is a gain of two hundred dollars over any previous year. The Brayton school has deposited the largest sum, something over two hundred dollars having been deposited by the pupils of this school. Great credit and praise is due to the women of the club who voluntarily carry money and stamps back and forth to the schools, and to Mrs. C. N. Brown, the treasurer. These women, with Mrs. C. N. Brown at their head, have some excellent plans of making more effective the work for next year.

Domestic Science Equipment.

The Committee on Manual Training, with Mrs. Brittingham as chairman, report the purchase and installment of the equipment for domestic science in the Irving school. The contributions for this equipment were as follows: Woman's Club, \$75.00; Housekeepers' League, \$67; Mrs. F. W. Hoyt, \$7.50; Miss Hunt, \$5.00; Mrs. A. O. Fox, one set of dishes, valued at \$5.00; Mrs. Wm. F. Vilas, two table cloths, valued at \$5.00; Mrs. A. M. Frish, curtain and rods, valued at \$5.00; Mr. Wm. Owens, one enamel sink with back, valued at \$8.50; Madison Gas and Electric Co., gas stoves, ranges, water heaters, etc., to the amount of \$110.00. The disbursements were: To Kroncke Brothers for kitchen utensils, \$126.34; to Andrew Mayers for crockery, \$17.73; leaving a balance on hand of \$3.07. The Board of Education put in cupboards, tables, stools, and plumbing, representing a cost of \$164. The total cost of fitting up this kitchen was approximately \$460.00.

The Board of Education, who allowed us to put in this equipment, are thoroughly pleased with the work done this year, and are now wholly converted to the practicability and educational value of this work, and express themselves enthusiastically in favor of planning for and equipping a kitchen in the new Doty School. The Gas Company has generously offered to duplicate their gifts for this new building.

Manual Training Equipment for Irving School.

Through the efforts of the Manual Training Committee, a committee of women resident in the Sixth ward undertook to raise a sum of money for the purchase of an equipment in carpentry for the new Irving school. Mrs. A. M. Frish and her committee raised five hundred dollars among the residents of the Sixth ward, and a fine new carpenter shop was opened in this school at the beginning of 1906. Through the efforts of this committee we now have two well equipped shops in car-

penry and one kitchen in our public schools, while classes in sewing are held in the seventh grade of each school in the city.

Dramatization of Myths.

Mrs. O'Shea, chairman of committee on Dramatization of Greek Myths, secured the service of Miss Annie Pitman as director, and with her worked out with a small group of children a number of the Greek myths. This was undertaken to test the educational value of dramatization and its practicality in public school work.

This group of children presented the work to the club in one of its public meetings, at which a number of our leading educators were present. Their testimony convinced us that more of such work should be introduced into our classes of reading and history. The Milwaukee schools are using dramatization most successfully in the teaching of history.

Public Playgrounds.

The work for Public Playgrounds was entered upon late in the year. For the past two years this department has been anxious to arouse public sentiment for our public playgrounds, four such grounds having been given or leased to the city under the direction of the Pleasure, Park and Drive Association. These fields are the Burr Jones Field, given by Mr. Jones, and is located at the east end of Washington avenue and contiguous to the Cooley wood yards, Yawkee-Crowley Lumber Company, and the Fredrickson Mills; Kendall Field, given by Judge Carpenter in memory of his wife; Bog Hollow in the Eighth ward bounded by Francis and Bassett streets, and leased by the Illinois Central Company to the city; also a plot of ground in the vicinity of Dow's Mills.

A number of graduate students under the auspices of the Club presented a play at the Fuller for the benefit of public playgrounds. The Educational department secured articles for the newspapers and with the Philanthropy department aroused keen interest and sentiment for the playground. From the play at the Fuller \$75.00 was realized. By private subscription we have secured sufficient to make us the sum of \$265 with which to equip and maintain a ground during July and August. It is estimated that \$400 is necessary for this work.

Respectfully submitted,

CAROLYN H. PORTER, *Chairman.*

THE PENNY SAVINGS FUND.

August 29, 1906.

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

Dear Sir—I take pleasure in submitting the following report of the condition of the Madison Penny Savings Fund at this date.

The amount of cash received to the time of the last annual report, July 1, 1905, was..... \$3,656 36

Received since that date..... 1,216 06

Total receipts..... \$4,872 42

Disbursements to date of last report..... \$2,406 01

Disbursements since report 946 89

Balance, not including interest..... 1,519 52

\$4,872 42

Resources.

Cash balance reported above..... \$1,519 52

Interest credited by Association to date of last report 153 02

Interest credited since 82 50

\$1,755 04

Liabilities.

Cash credited on pass books..... \$1,447 28

Interest credited on pass books..... 69 44

Total liability on pass books \$1,516 72

Liability for stamps not presented for redemption..... 238 32

\$1,755 04

The following is a complete statement of the condition at the present time and at the date of the last report.

	1905.	1906.
Total receipts.....	\$3,656.36	\$4,872.42
Total withdrawals.....	2,337.53	3,484.42
Cash balance.....	1,230.36	1,519.52
Total interest credited to fund.....	153.82	238.32
Amount due depositors on books.....	1,230.36	1,516.72
To redeem outstanding stamps.....	173.01	238.32
Total number of books issued.....	431	517
Total number withdrawn.....	216	290
Total number outstanding.....	215	227

Books showing one	deposit.	90	70
" " two	"	58	48
" " three	"	39	45
" " four	"	15	18
" " five	"	5	11
" " six	"	7	5
" " seven	"	5	4
" " eight	"	3	1
" " nine	"	2	3
" " ten	"	2	0
" " eleven	"	1	1
" " twelve	"	1	4
" " thirteen	"	0	1
" " fourteen	"	3	4
" " fifteen	"	1	0
" " sixteen	"	1	2
" " seventeen	"	1	0
" " eighteen	"	1	0
" " twenty	"	0	1
" " twenty-one	"	0	3
" " twenty-three	"	0	1
Largest individual deposit.....	\$45.31	\$75.62	
Over \$60.....	0	1	
Between \$50 and \$60.....	1	1	
Between \$40 and \$50.....	1	1	
Between \$30 and \$40.....	0	7	
Between \$20 and \$30.....	10	5	
Between \$15 and \$20.....	7	9	
Total number of deposits on books out- standing		868	
Of these there were made within the last year		221	
Of the latter number there were deposits on old books.....		135	
Made on new books.....		86	

As in previous years, the work of distributing stamps and collecting money from the teachers has been done under the direction of a committee of the Woman's Club, of which Mrs Nellie M. Brown has been the chairman. Different ladies have made collections from the various school buildings under her direction. The amounts thus collected for the last two school years are shown below:

	1904-5	1905-6
Washington school.....	\$133 21
Lincoln school	33 11	\$76 73

Brayton school.....	\$ 194 04	\$ 241 52
Doty school	72 72	76 73
Draper school.....	37 31	65 99
Irving school		146 42
Marquette school	18 17	151 48
Lapham school.....	50 66	65 00
Longfellow school.....	38 75	79 24
Hawthorne school.....	21 96	53 38
Totals.....	\$689 93	\$954 16

It will be noted that the above total does not represent the total amount collected for the year. The difference is represented by moneys paid in at the office of the secretary by depositors in vacation, and by persons not in the public schools.

It is not possible to say just what proportion of the total deposits are held by the pupils in any one school owing to the fact that about one-third of the total receipts do not pass through the hands of the teachers, but it seems to be likely that the percentage follows closely the proportions observed in the foregoing table. The work was first started in the Third ward, and it is likely that that ward has rather more than its share of depositors.

It will be noticed that in every ward in which the work was carried on during the last year, there has been a considerable increase in the deposits. This is largely due to the fact that the Board of Education has very wisely made the distribution of stamps and the collection of the money a part of the regular school work.

I feel, however, that the work is not nearly as successful as it should be. With the organization which we have, a great deal more should be accomplished. The object of the work is to implant the habit of saving. The habit is the thing that is of importance. Habit becomes established by doing the same thing repeatedly. To make one deposit is of little help towards forming the habit, if no more are made. It is often true that it is the first step that is the hardest, but if only the first step is taken very little progress has been made. It should be the aim of the teachers to see that the first deposit is followed by others so that the habit may be firmly established.

It has been noticed that the habit has been discontinued by the pupils of some of the schools as soon as they have reached the upper rooms. This is most unfortunate. It seems in some cases that the pupils have acquired the idea that the saving of pennies was for the babies only, and that on reaching the dignity of the fifth and sixth grades that they should put away such childish things, and so they come to draw out their money, ex-

plaining that they were "up stairs" now. If thrift is desirable it is not less desirable in the upper than in the lower grades. It should be the aim of the principals to see to it that their rooms set the fashion in all good things, including the work of the Penny Savings Fund.

Very respectfully yours,

CHARLES N. BROWN.

ANNUAL REPORT OF THE PRESIDENT OF THE MADISON PUBLIC SCHOOL ART ASSOCIATION.

Since our meeting a year ago there has been a steady growth in the art association. It now assumes vast proportions. The interest increases steadily, and the committees are harmonious in their efforts to advance the work.

Last September we issued a handbook of three hundred copies, many of which have been distributed among interested friends throughout the state, and the work of organizing art work in the public schools in some of the small towns in the state has begun, as a result of our success.

Our handbook contains the president's report, the by-laws of the organization and a concise list of pictures and casts. We deemed it necessary to take out insurance to the amount of \$2,500, \$700 being on the Washington school alone; \$200 being the sum on each of the other schools, the proportion being equal.

At the completion of the Irving school, a new committee was formed in order that the work might progress more in line with the other schools. Mrs. Frish was asked to take charge of this committee, while Mrs. W. D. Curtiss succeeded Mrs. J. A. Swanson in the Marquette. In the Longfellow school Mrs. James Ramsay succeeded Mrs. Wayne Ramsay deceased. Mrs. Harper succeeded Miss Charlotte Norton in the Doty school.

The new Randall school in University Heights now comes into our list with Mrs. E. Ray Stevens chairman. Her co-workers are Mrs. Dudgeon, Mrs. Cairns, Mrs. Philips, Mrs. Turneure and Mrs. Adams.

In October we secured the services of Mrs. Eleanor Bingham of Chicago to address the art association and the teachers of the public schools upon legendary art, as shown in pic-

tures. Some seventy or eighty people were present, and enjoyed a delightful and instructive talk.

The introduction of Prang models and art forms for the use of the pupils in drawing, has been a gratifying addition to the equipment in our school, nearly every ward having a small collection of their own to work from.

It was decided at our last meeting that a tax of 50 cents be levied upon each grade, the money to be used for necessary expenditures in the general fund.

We also voted to place but two orders a year for pictures and casts. This method will lessen the labor greatly and will save expenses in packing, cartage and freight.

There are many things needed in our schools to beautify them, besides good pictures and statuary. If our committees would visit the schools more often and become better acquainted with their needs, much more might be accomplished along these lines. The Board of Education should be approached by the chairman of your individual committees upon school matters and only asked for what is reasonable. When tinting is needed the scheme of color should be decided upon and a person chosen by your committee should be on hand to see that no mistake is made by the decorator.

In offering suggestions for the coming year I wish we might have a series of talks on art by some well qualified person, that we might acquaint ourselves with pictures, and be better prepared to make selections for our schools. I also urge that the committees be more deliberate in their selections; that all the unworthy pictures in our schools be culled out as fast as possible, and that nothing but the best works of art be placed before our children, that they may learn from the first grade, to see and to know the best that has been produced, from the old and the modern schools of painting.

The silent influence of pictures is like a voice that is still. The good that comes from close contact with the beautiful is a strong factor in forming character.

ANNIE W. FOX,

President.

**"FADS AND FRILLS" NOT INCOMPATIBLE WITH
THORONESS.**

In every community there are some persons who denounce the special branches, music, drawing, manual training, cooking, and sewing as "fads and frills," and deplore their introduction into the schools. It is contended that these special lines over-crowd the course of study, make it impossible to give proper attention to the essentials, and lead to a deplorable lack of thoroness. These opponents of modern educational methods would abandon the present rich courses of study and return to the barren instruction of half a century ago, which was limited to the so-called "Three R's."

It can be asserted positively that experience shows that attention given to the special lines does not interfere with thoroness in the essential lines. "There are interruptions of school work which are not real interruptions," said Dr. Andrews, "and there are real interruptions which help instead of hinder. A brief game, a rythmic march, a burst of sweet music in the midst of a morning's lesson is not a new load to haul, but new re-enforcement to the traction power. The judicious placement in the day's work of music, drawing, sloyd, saw and chisel exercises, calisthenics or gymnastics, not only does not lessen the day's yield of other knowledge, but positively increases it." Not only are the so-called "fads and frills" not incompatible with thoroness, but they actually add to the efficiency of the instruction. A program of study which includes the special lines produces better results in the "three R's" than does a program from which they are excluded. Prominent educators and intelligent observers agree that the children in the elementary schools of to-day read bet-

ter, write better, and spell better than did the children of half a century ago. This conclusion is not based on opinion or theory but is substantiated by some valuable facts.

Dr. Thomas M. Balliet, while superintendent of schools in Springfield, Mass., discovered some old examinations papers written by pupils in the high school in 1846. With these papers were found the original questions which were used in making the tests in arithmetic and spelling at that time. The following were the questions:

Spelling Test.

accidental	accessible	baptism	chirography
characteristic	deceitfully	descendant	eccentric
evanescent	fierceness	feignedly	gnawed
ghastliness	heiress	hysterics	imbecility
inconceivable	inconvenience	inefficient	irresistible

Arithmetic.

1. Add together the following numbers: .009, 29., 1., 301., 61., 702., 9,000., $19\frac{1}{2}$, and $2\frac{1}{2}$.
2. Multiply 10,008 by 2,009.
3. In a town 5 miles wide and 6 miles long, how many acres?
4. How many steps of $1\frac{1}{2}$ feet each will a person take in walking one mile?
5. What is $\frac{1}{3}$ of $175\frac{1}{2}$?
6. A boy bought 6 dozen of oranges for $\$0.37\frac{1}{2}$, and sold them for $\$0.01\frac{1}{2}$ apiece. What would he have gained if he sold them for $\$0.02\frac{1}{2}$ each?
7. There is a certain number, $\frac{1}{3}$ of which exceeds $\frac{1}{4}$ of it by 2. What is the number?
8. What is the simple interest of \$1,200 for 12 years, 11 months, 9 days? (Use 6 %.)

For the purpose of comparing the schools of to-day with those of sixty years ago, these same questions have been used as tests in many of the schools of the country. In the eighth and ninth grades of these schools making the tests—with pupils who, compared with

those of 1846, are much younger, who receive less number of hours schooling per year, and who give a much smaller proportion of the school time to arithmetic and spelling,—the results have been invariably much better than were those of 1846.

Springfield gave the same questions to the pupils of her ninth grades last year with the following results:

	1846	1905
Number of pupils, Springfield.....	85	245
Spelling, per cent correct.....	40.6	51.2
Arithmetic, per cent correct	29.4	65.5

The results of a similar test with the same questions given to pupils of one of the eighth grades in the schools of Brooklyn, N. Y., were as follows:

	Springfield. 1846	Brooklyn. 1905
Number of pupils	85	94
Spelling, per cent correct.....	40.6	
Arithmetic, per cent correct	29.4	71.2

Last April similar tests were made with the eighth grade pupils of the Madison schools. The work of every pupil present,—good, bad, or indifferent,—was taken into account in estimating the results.

The results of these tests as compared with those at Springfield in 1846, were as follows:

	Springfield. 1846	Madison. 1906
No. pupils taking test in Spelling.....	85	176
No. pupils taking test in Arithmetic.....	85	177

Arithmetic.

No. boys taking test in Arithmetic.....	56	87
No. girls taking test in Arithmetic.....	29	90
Average standing, Arithmetic.....	29.4	74.4
Per cent of grade having first example correct.	50.6	84.9
Per cent of grade having second example correct	58.8	96.5
Per cent of grade having fourth example correct	12.9	73.6
Per cent of grade having sixth example correct.	8.2	61.4
Per cent of girls who failed in fourth example..	100.0	33.8
Per cent of girls who failed in sixth example...	100.0	47.0

Per cent of girls having eighth example correct	10.3	47.6
Average standing of girls.....	19.0	72.7
Average standing of boys	34.8	76.2

Spelling.

Average standing of grade.....	40.6	47.1
Per cent of pupils having 70 per cent or more...	17.64	16.0
Per cent who missed every word.....	2.35	00.0
Per cent who missed all but one.....	10.58	1.1
Per cent who missed 17 or more words.....	27.05	0.5

In comparing the results of these tests it must be remembered that the pupils of Madison taking the tests were in the eighth grade, and were much younger than were the high school pupils of Springfield in 1846. It should be observed also that the words in the test are difficult, unusual, and such as are not ordinarily used by the average eighth grade pupil. The teachers gave no preliminary drill, pronounced each word but once, permitted no interruptions or questions, and gave no hint or suggestion as to the meaning of the words or their relation to other words. The difficulty of hearing some of the words correctly from one pronunciation and ignorance of the meaning of many others, put the pupils to a serious disadvantage. Under these conditions the test in spelling for our pupils was probably much more severe than that given the Springfield pupils in 1846.

The arithmetic test was given under the same strict regulations. The pupils had not seen the questions, nor had they been given any drill or preparatory tests on similar questions. No announcement of the test was given before hand, nor was any aid given or suggestion made as to how the work was to be done.

The conclusions to be drawn from the results of these tests are clear and positive. The boys and girls of to-day can cipher and spell better than did the boys and girls of sixty years ago. The broadening and en-

riching of the courses of study do not interfere with efficiency and thoroness. The new subjects of study appeal to the pupil's interest and activities, arouse and stimulate his entire nature, and develop a reserve of power to be drawn upon when occasion requires.

INDIVIDUAL INSTRUCTION.

Individual versus Mass Teaching.

In the schools of our fathers there was little attempt at classification. Into one room were gathered children of all sizes, ages, and degrees of advancement. Pupils were received at any time, put to work in any book obtainable, at any point where past progress or individual caprice might dictate, and progress was fast or slow as the inclination of the pupil might determine.

When the demand for education became more general and pupils more numerous the necessity of some classification became apparent. Step by step the details of the graded system were worked out, and from an extreme of no system the schools moved to the other extreme of a rigid system of classification into grades or classes,—from a system of individual teaching to a system of mass teaching. The tutor with his one pupil stands as the extreme type of individual teaching, and the college lecturer with his three score or more of listening students stands as the extreme type of the class or mass teaching.

Weak Points in Mass Teaching.

The mass teaching fails to recognize the differences among children in disposition, temperament, and mental power, and attempts to push them along in masses without regard to individual needs. Under

such a system little opportunity is afforded the slow and backward pupil to make up his work, and no encouragement is given the bright pupil to push on ahead of his class to tasks which test his strength and are commensurate with his ability. The result is that the slow pupil drops out of school and is lost to the world, and the bright pupil is reduced to the dead level of indifferent scholarship and mediocre attainments.

Weak Points in Individual Teaching.

On the other hand the strictly individual instruction has not proved a success. Pupils trained under private tutors seem to lack that even, all-round development which is essential to efficiency and success. Schools which have made provision for individual instruction only have proved failures. They have lacked system and have been characterized by chaos and stagnation.

Both Kinds of Instruction Essential.

Without question both kinds of instruction are absolutely essential to the highest efficiency in the schools and to the symmetrical development of the pupils. The value of the class recitation is unquestioned. Power to think logically and to express clearly, are the two important ends to be attained under any system of instruction. In the accomplishment of these ends pupils must be led to discover principles and to comprehend truths. Numbers contribute much to the attaining of these results. They supply the spur of emulation, the stimulus of one mind acting upon another, the suggestiveness of many view points, and a wider range of experience.

Individual instruction must also have an important place in an efficient system of schools. Individual



SEWING CLASS, SEVENTH GRADE

instruction recognizes the differences among the pupils of a class, and makes it possible to provide for individual needs. When it has been systematically and rationally used it is observed that a greater number of pupils are held in the school, and that a much larger proportion are advanced from grade to grade; weak pupils are better understood and better looked after; attention to individual needs outside of the class saves much valuable time during the recitation; home study for pupils is not so necessary, and the home is relieved of much worry and annoyance; the necessity of retaining pupils after school to make up work is reduced to the minimum, and teachers are relieved of much worry and strain on account of over anxiety for the progress of their classes.

Individual instruction also tends to establish a more sympathetic and a more confidential relation between the teacher and pupil, and enables the teacher to get at the needs of the pupil without exposing his weakness to his companions. This relation has an effect upon the pupil which contributes to the pupil's good in both an intellectual and a moral way. The spirit of ministration and personal service prevails and does much to influence the pupil in the way of arousing ambition and establishing high ideals.

More Time Should Be Given to Individual Instruction.

In the high school time may be found for individual instruction in one of three ways. (a) The time of the recitation periods may be extended and ten or fifteen minutes at the end of each be given to individual work, or (b) each teacher may be permitted to set aside one recitation period each day for individual instruction, or (c) each teacher may do regular class work during the recitation periods for four days of

the week and individual work during the recitation periods of the fifth day. The adoption of any one of these methods would probably necessitate a slight increase in the teaching forces, but the consequent gain in rapidity of progress and thoroness of work would more than compensate for any increase in cost of instruction.

In the elementary grades individual instruction may be provided for easily by setting aside one period each day for this purpose. All individual instruction must supplement and aid the regular recitation work and must serve as a corrective of the evils incident to class teaching.

It should be definitely understood that the individual period is not to be employed by the teacher in simply passing up and down the aisles, prompting her pupils hereand there, nagging them on to better work, or enforcing mechanical attention to work; that it is not a time in which pupils are to attend to all kinds of odd and ends of work, to raise hands aimlessly, or to ask all kinds of irrelevant questions; and above all, that it is not a period in which the teacher is to mark papers, fill in records, or prepare lessons for coming recitations. The individual period in order to be of value must be devoted regularly to systematic and definitely planned individual instruction. All individual work should supplement and aid the regular recitation work and should be of such a nature as to arouse interest, stimulate thought, and encourage honest effort.

The effectiveness of individual instruction is due largely to the personal relation which is established between pupil and teacher. The manner of intercourse, the interest shown, and the sympathy expressed by the teacher are all factors of prime import-

ance. By winning the sympathy of the pupil the teacher wins him into touch with the subject she is teaching. He then sees through her eyes, hears through her ears, and shares with her the joy which attends the apprehension of truth and the satisfaction which is incident to conscious achievement.

MANUAL TRAINING.

Industrial Work in the Lower Grades.

During the year the industrial work has been continued along the lines of the year before, one hour each week being given to it in the grades below the seventh. In the primary grades the work has taken the form of clay modeling, paper cutting and folding, mat and rug weaving with warp and chenille, hammock weaving with macreme cord, and work in twine, raffia, and reed. In the intermediate grades the work was extended to basket weaving with reed and raffia. The materials for this work throughout the year cost about \$200. The results have more than justified this small expenditure.

The training afforded the children by these exercises has acknowledged value in both a practical and an educational way. The special training of the hands and fingers has a practical value as a preparation for the whole range of multiplied activities incident to individual and community life. In an educational way these activities have value in the way of co-ordinating physical and mental movements, in specializing nerve functions, and in stimulating mental activity. It is generally conceded that the physical and mental powers must develop together; that bodily movements and brain activity have reciprocal relations; that hand training is really mind training.

In addition to her regular work in drawing, Miss Cravath has been able to plan this work in industrial lines, to keep both pupils and teachers interested, and to reach highly satisfactory results. Not only have the mechanics of the industrial and art work received careful attention, but the higher phases of the work have not been neglected. Miss Cravath has shown unusual ability in creating an interest in art throughout the schools, in holding up worthy standards before both teachers and pupils, and in developing a wholesome and helpful appreciation of the beautiful among all.

The satisfactory results attained along the industrial and art lines are due in no small degree to the interests and hearty co-operation of the regular teachers. They have given to this work their time and effort and have shown unusual efficiency in interesting and directing their pupils. The introduction of these lines of work has added in no inconsiderable degree to the regular work of the teachers. Some compensation for them is found, however, in the broader scope of work afforded and in the increased power of instruction acquired. Added interest on the part of the children, a more conscious touch between teachers and pupils, and a closer relation between the school and community life, are elements which add much to the efficiency of the work and bring satisfaction and dignity to the instruction.

Bench Work.

Manual training in the line of bench work was introduced into the Madison schools through the generosity of Mr. T. E. Brittingham. By means of this equipment the boys of the seventh and eighth grades of the city received instruction in bench work during the last half of the school year 1904-1905.

The location of this room in the Washington school made it necessary for the boys from the northern and eastern part of the city to travel long distances to their work, and resulted in a serious loss of time during the school hours. The need of a more convenient manual training center for these boys was very imperative. A committee of women from the Sixth ward appreciating this need, took the matter up, and by persistent and earnest work was able to raise a sufficient sum of money among the people of their ward to equip fully a room in the Irving building. This room was made ready for use early in January, and for the remainder of the school year was the center for instruction in manual training for the boys of this section. The success of this enterprise was due in a large degree to the chairman of the committee, Mrs. A. M. Frish, who was untiring in her efforts to bring the matter to a successful accomplishment.

The cost of the equipment of this room was as follows:

Benches, including freight.....	\$156 44
Case for patterns, models, etc	70 00
Tools, 24 sets.....	200 10
	<hr/>
	\$426 54

In connection with our system of schools we now have two convenient and well equipped manual training centers, each of which is fully equipped with benches, tools, and other appliances for the instruction of twenty-four boys during each working period of the school day. Mr. Frank R. Froehlich continued in charge of the work during the year. The instruction was good, the boys were interested, and the results were very satisfactory.

Domestic Science.

Through the efforts of the committee on manual training, with Mrs. Brittingham as chairman, a sub-committee of the Educational Department of the Woman's Club, a room in the Irving building was fully equipped for giving instruction in sewing and cooking. For this equipment the Board of Education provided cupboards, tables, stools, and plumbing to the value of \$164; the Madison Gas and Electric Company contributed gas stoves, ranges, and water-heaters to the value of \$110; the Woman's Club and the Housekeepers' League gave cash to the amount of \$75 and \$67 respectively. Many other gifts in the way of money and necessary articles were received from interested and liberal citizens, completing the equipment, which represents a value of about \$460. A more detailed statement of this work may be found in the report of Mrs. C. H. Porter, chairman of the Educational Department of the Woman's Club, which report is given in full in another place.

This equipment in the line of domestic science has made it possible to give instruction in this department to all the girls of the city in the seventh and eighth grades, the seventh grade girls in the line of sewing, and the eighth grade girls in the line of cooking. Miss Elizabeth C. Lang has been in charge of the work during the past year and the results indicate that she possesses the qualities needed to make the work a success. The girls have been greatly interested, the work has been of value in both a practical and an educational way, and the general results have been of such a nature as to win the approval of the school authorities, and to insure this department a permanent place in the school curriculum.

We wish here to express our satisfaction in being

able to share the instruction in the lines of manual training and domestic science with the boys and girls of the parochial schools. Early in the year arrangements were made to organize classes for these pupils, but owing to circumstances which could not well be changed at the time the boys and girls of the Holy Redeemer school could not take advantage of the opportunity. The authorities in the St. Raphael' school were able to make changes in their program of work which would permit their pupils to take advantage of this offer. Classes were therefore organized for the boys and girls of the seventh and eighth grades of this school, and for the remainder of the year they shared equally the instruction in these lines with the boys and girls of the public schools. We believe that this arrangement was not without benefit to both schools and trust that it may be continued another year, and that the cordial relations which now exist between the parochial and the public schools may remain unbroken in the future.

SUMMARY OF THE COST OF EQUIPMENT AND MATERIAL FOR SPECIAL LINES.

Below is given a statement of the cost of the equipment of the rooms for manual training and domestic science, and of the materials for instruction for one year in the lines of manual training and domestic science.

Equipment.

Manual training, Washington school.....	\$ 550 00
Manual training, Irving school.....	426 54
Domestic science, Irving school.....	460 00
	<hr/>
	\$ 1,436 54

Contributions.

T. E. Brittingham.....	\$ 550 00
Sixth Ward Patrons	426 54
Madison Gas & Electric Co., and others.....	296 00
Board of Education.....	164 00
	<hr/>
	\$ 1,436 54

Cost of Material and Instruction for One Year.

Industrial work in the lower grades.....	\$ 165 29
Manual training, two schools.....	86 95
Domestic science.....	63 43
Salaries of special teachers.....	1,412 50
	<hr/>
	\$ 1,728 17

VALUE OF HANDICRAFT EXERCISES IN A SYSTEM OF
SCHOOLS.

Although the expenditure for the maintenance of the special lines of manual training and domestic science is comparatively small, yet it is pertinent to inquire whether the value of the returns are commensurate with the time employed and the money expended. We believe that this inquiry can be answered very emphatically in the affirmative. The value of the exercises connected with these lines of instruction may be considered from three standpoints—physical health, economic returns, and educational value.

They Contribute to Physical Needs.

Hand training is valuable in a system of education because it meets the physical needs of the youth of both sexes. The exercises which require the more positive and active muscular movements fall to the four years which cover the most critical period of child life—the period of adolescence, from fourteen to eighteen. If child-study does nothing more than to give parents and educators a clearer appreciation

of the dangers of this most sensitive and tempestuous period in the development of our youth, it is worth all the labor and thought that have been put into it. This study has made apparent the fact that during this period "the youth himself does not know or understand himself. He seems pressed and impelled by a mighty power from without. The reins of a new life are flung into his hands, and alas! too often no one stands by to aid him guide his fiery chariot. This is the age of the beginning of lofty aspirations, of yearnings to sacrifice one's self for something noble and true. Altruism supplants the mild egoism of the earlier period. Right and wrong begin to look as they never looked before. The religious consciousness is awakened." Thus has Walter Jacobs, of Brown University, expressed himself in the *Educational Review*. Continuing in the same line he further says, "So I might go on to show how the volitional activity of youth yearns to express itself, longs to be something, to do something, to create something. If the whole boy is to be sent to school, it must be the boy doing, as well as the boy thinking and feeling. Froebel did a great service for little children when he proclaimed the educative power of self-activity; but the adolescent must have activity or he will die, intellectually and morally, if not physically. Nor must it be simply the activity of the child. That is imitative, responds readily to suggestion from without, yields easily to environment; but the adolescent boy resists. He has found his heritage of an ego, and you must yield him an opportunity to externalize it. The fact that all the diseases characteristic of adolescence are diseases of excess declares this pressure of inner energy. The awkward, gawky bearing of the boy just crossing the threshold of the

new life makes plain to even the most careless observer that there is more feeling, more energy than there is power to co-ordinate; and the power to co-ordinate, be it physical or mental, can only be gained by action. Action is salvation. A school without a playground, without a laboratory, without a workshop, without a debating society, without incentives to individual investigation and independent work, surely can find no place if educational values are truly appreciated."

Broaden the School Curriculum.

The one-sided instruction afforded by the usual school curriculum offers another need for training which appeals to the interests and activities of the children. There has come to us a general feeling that our public schools are not doing all that should be done to fit for citizenship. There is a conviction that there has been too much of theory and too little of practice, too much of the abstract and too little of the concrete. "Our present school methods, and to a considerable extent our curriculum," says Professor Dewey, "are inherited from the period when learning and the command of certain symbols, affording, as they did, the only access to learning, were all important. Our education is still dominated by this medieval conception of learning. It is something which appeals for the most part simply to the intellectual aspect of our natures, our desire to learn, to accumulate information and to get control of the symbols of learning; not to our impulses and tendencies to *make*, to *do*, to *create*, to *produce*, whether in the form of utility or art." The school of the past has been inclined to deprive the child of much of his natural activity, to restrain rather than control and utilize his activities. The new

education must make recognition of the pupil's "interests, activities, feelings and emotion, by supplying an environment which is healthy, a curriculum which is sane, and a school life the keynote of which is activity rather than sedateness. It is just this need that exercises connected with domestic science and manual training, including drawing and the variety of activities incident to the industrial work in the lower grades, are fitted to meet.

Have Economic and Industrial Value.

Then again manual exercises find a justification in the influence they have upon the economic and industrial conditions of the day. It is said that everywhere in Germany are evidences of prosperity and development. The country is filled with manufacturing establishments, which are being run to their full capacity. The people are happy, busy, and prosperous. The progress which the empire has made since the Franco-Prussian war is truly remarkable.

President Nicholas Murray Butler, of Columbia University, in discussing the secret of Germany's wonderful progress says, "This progress is due to commercial and industrial advancement, for the Germans are manufacturing for the markets of the world and are competing for trade in every land."

The Emperor of Germany believes that the secret of prosperity lies in the ability to do things well. "The people, in order to be happy, must have plenty to do; they must create something; they must do good business, so that they may make money to give them the comforts of life." To the accomplishment of these ends the school system of Germany is made to contribute. "That training which makes so much for success begins in the public schools. The Germans

devote much time to those things which in this country are called educational fads. I refer to physical culture, manual training, drawing, music, and the like. The German boy from his childhood is taught to use his faculties. His hands are trained to serve his brain." If America is to keep pace with her rivals, she must look to the conditions of her laborers and devote more attention to education along practical and technical lines. In order to make our people happy, prosperous, and contented, our system of education must be broader, more thoro, and of such a nature as to fit more directly for the activities of life. To the accomplishment of these ends training for our youth in some form of handicraft will contribute in no small degree, and it is upon these grounds that the introduction of these exercises into the school curriculum finds a strong justification.

Have Educational Value.

It is perhaps on the culture side that manual exercises find their strongest recognition as factors in the common school system. It has been settled beyond dispute that each nerve center has its own appropriate set of muscles upon which it depends for development, and that each set of muscles has a definite time of age for development. In her work on "The Point of View of Modern Education," Mrs. Marsh divides the development and education of the child into three periods, during each of which a certain definite nerve center must receive development through the activity of its own set of muscles.

During the first period the nerve center which lies below and back of the heart and has much to do with the stomach and sense experience, is developed. It is the chief business of this period of the child's life to

gain perfect health; to develop a strong, vigorous body; to become a healthy animal. Plenty of sleep and much living in the open air are the essential requirements. It is during this period that the child by tasting, touching, and smelling every object he encounters, obtains that sense training which cannot be acquired later.

During the second period the nerve center which lies in the lower and back part of skull and is supposed to be the special organ of the will, receives its development. During this period the child becomes more active and develops the muscles, more especially the muscles of the arms and legs, by running, jumping, climbing, and other active sports. These activities not only stimulate the physical growth, but aid in the healthy, normal development of the will.

The higher nerve centers which have to do with thought and the higher emotions are developed during the third period. The development of these nerve centers are dependent largely upon the activity of the muscles of the hands and fingers. "It is this fact," says Mrs. Marsh, "that furnishes the argument for manual training in the schools, and renders wood carving, fancy work and weaving, when not too fine or intricate, of immense importance to the growing boy or girl. The period when this work is most beneficial to the child is from the tenth to the fifteenth year, though there may be variations according to development or treatment. Children begin to show interest in these occupations about the ninth year, and may do the coarser kinds of sewing, etc., with great profit. The only objection to this time is the general tendency to give too much and too intricate work, so that it assumes somewhat the character of drudgery, whereas the tasks should be very simple,

admitting of very large stitches and employing plenty of pure color. The great importance of these facts is, as yet, not well understood by women generally. They are apt to think that any exercise which brings the muscles into play is good—and this is true in a general sense—but the truth which needs strongest emphasis is that certain nerve centers are developed along with certain muscles, and that this development is accomplished best at certain quite well defined periods of the child's life.

“The higher nerve centers (as has been said) have to do with the higher emotions; feelings of benevolence, the desire to help the race, to be of use to one's fellows, love of God—all have their seat in these brain cells that are developed through the muscles of the hands and fingers. There is, perhaps, no single truth that has so much to do with the welfare of the race as this. A small, undeveloped hand is not a mark of beauty, as some think, but of weakness; a sure indication of certain neglected, uneducated muscles, and a consequent lack of will and of emotional strength.”

In summarizing the advantages of manual training as a means of formal instruction, Mr. E. A. Trance says that the aims are “to instill a love for work in general; to create a respect for rough, honest, bodily labor; to train to habits of order, exactness, cleanliness, and neatness; to teach habits of attention, industry, and perseverance; to promote the development of the physical powers; to train the eye to the sense of form, and to cultivate the dexterity of the hand to execute with readiness and accuracy the mandates of the will. By means of manual training all the principles of education are exercised in the development of character.”

In theory the value of hand training has been ac-

known by educational writers from Luther and Comenius down to the present time. The value of the work has been tested and acknowledged in all the leading countries of Europe, and the results in America lead to the same conclusion. It is generally agreed that physical and mental powers must develop together; that bodily movements and brain activity have reciprocal relations; that hand training is really mind training.

Whether this question be considered from the view point of physical health, of economic returns, or of educational value, the evidence all seems to point to one conclusion,—that hand training is an important factor in the education of youth, and that the time, effort, and money devoted to it bring ample and satisfactory returns.

CONCLUSION.

In conclusion I wish to express my satisfaction with the general results of the work of the schools during the past year. The intelligent appreciation of the ends to be attained in each grade, the wise use of means in attaining these ends, the large proportion of pupils brought up to grade, and the general spirit which has characterized the work of almost every room in the city, are features of the year which are to be commended. The most gratifying feature perhaps has been the increasing ability of the teachers to arouse and maintain in their schools a spirit of interested, absorbing, and inspiring work, and so direct the study and recitation work that pupils may acquire power to DO, to STUDY, to THINK, and to enjoy the satisfaction which comes with conscious achievement.

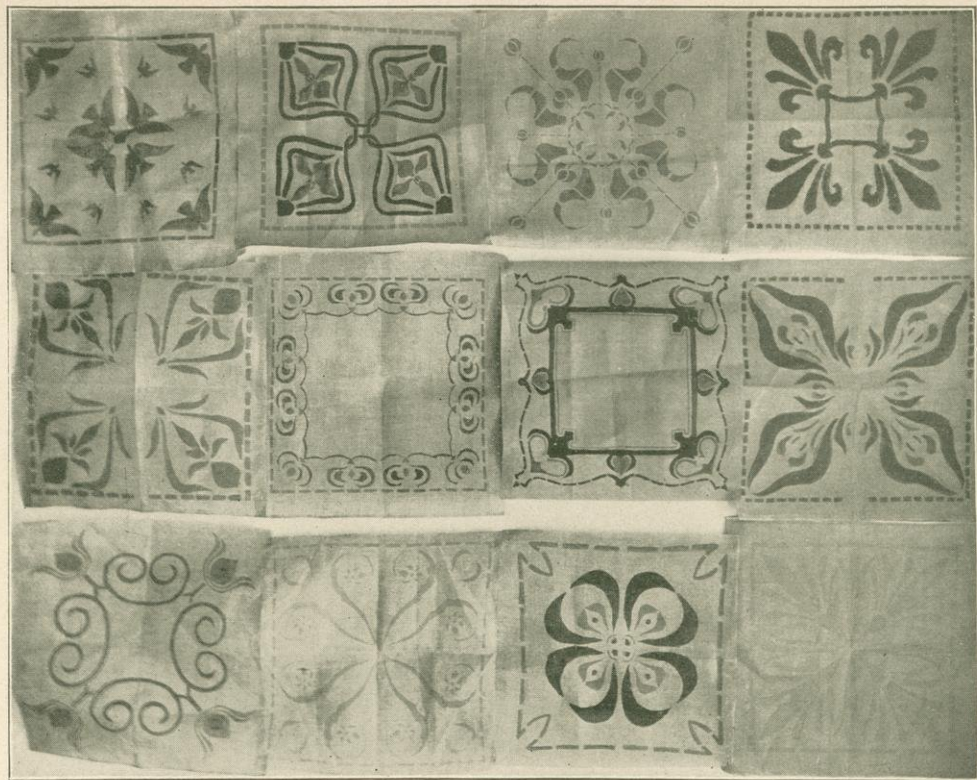
I wish especially to express my full appreciation of the earnest and intelligent work of the teachers as a

body, and to hope that all will find some compensation in the satisfaction which must come with the consciousness of work well done.

Respectfully submitted,

R. B. DUDGEON,
Superintendent.

Madison, Wis., August, 1906.



SOFA PILLOW DESIGNS, ART CLASS

REPORT OF PRINCIPAL OF HIGH SCHOOLS.

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

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

ENROLLMENT.

The following table shows certain facts which are of interest:

YEAR.	TARDINESS.	PER CENT. OF ATTENDANCE.	ENROLLMENT.
1891-1892.....	697	95	323
1892-1893.....	472	95.5	339
1893-1894.....	380	96.5	357
1894-1895.....	420	95	397
1895-1896.....	351	96	417
1896-1897.....	398	95	479
1897-1898.....	270	96	486
1898-1899.....	290	96	534
1899-1900.....	372	95	578
1900-1901.....	275	95	587
1901-1902.....	270	96	577
1902-1903.....	348	96	594
1903-1904.....	380	95	597
1904-1905.....	356	96	583
1905-1906.....	401	96	620

The following table shows the attendance of boys and girls for the past fifteen years:

YEAR.	BOYS.	GIRLS.	GAIN.		LOSS.	
			BOYS.	GIRLS.	BOYS.	GIRLS.
1891-1892...	126	197				
1892-1893...	131	208	5	11		
1893-1894...	169	192	38			16
1894-1895...	190	207	21	15		
1895-1896...	201	216	11	9		
1896-1897...	233	246	32	30		
1897-1898...	253	233	20			13
1898-1899...	262	272	9	39		
1899-1900...	266	312	4	40		
1900-1901...	237	350		38	29	
1901-1902...	221	356		6	16	
1902-1903...	238	356	17			
1903-1904...	248	349	10			7
1904-1905...	272	311	24			38
1905-1906...	276	344	4	33		

GENERAL MANAGEMENT.

The ease of general management during the year has been quite marked. This is probably due to several causes.

- (a) The greater interest on the part of teachers and pupils.
- (b) The cumulative effort of a persistent policy.
- (c) The elimination of the undesirable element.

Teachers are to be praised for their efforts to aid in most ways. Their attitude toward the plans for general management has been such as to render effective every movement looking towards improvement.

It may seem strange that one could assume any other attitude, and yet, it is one thing to be in a school, and a very different thing to be of it. To be a part of a system—helpful and earnest and vigilant, requires character in a teacher as well as in a pupil. The love of a school—"its standards of work, thought, and conduct which it maintains," is greatly influenced by the degree of teachers' interest.

School activities, in order to be effective, must be dominated by high ideals. "Strenuous application to duty and insistence on the best achievement commensurate with health, ability and maturity" are to be upheld only by constant effort by teachers.

Persistence along a given line of achievement has done something to make our general management easier. There is much in tradition. It is wise to aim to secure such as will be helpful and pleasant.

The elimination of the undesirable element may be contrary to the ideas of those to whom school does not have a very full meaning. We assume it to be the business of the public school to form character. We realize the great opportunity and splendid responsibility of the teachers, but we do not believe it to be the duty of the high school to endure the constant interference with business likely to arise from pupils who have low ideals of what constitutes best conduct in school and out of it. The total influence of a school should be turned upon one whose conception of duty and the inviolable rights of others are so poorly developed as to permit him to be an undesirable pupil.

Time and patience and tact, with much reason, should be spent upon the pupil who apparently is sent to school and voluntarily fails to get into line.

After this, when all ordinary and extraordinary influences fail to produce an impression, active participation in school privileges must be denied.

SOME RELATIONS TO U. W.

The preparation of high school pupils to meet U. W. examination in English is a matter of much importance to all teach-

ers, especially to those in the English department. In the last examination our high school furnished but two failures.

The existence of this examination at the opening of the University year is a decided stimulus to careful work in high school English. It disposes of the idea that "everybody knows English." A similar examination in other branches might be equally stimulating, but would be damaging to the accredited system.

After all, the idea of accountability to some authority for one's preparation in a given subject adds unusually to the care we are likely to exercise in study. If mastery is desired in a given subject, a final examination will add much towards securing it.

SEMESTER REPORTS.

U. W. semester reports on the first semester were gratifying. In some instances there is difficulty in reconciling failures with success in high school work, but in most cases such discrepancies can be accounted for.

Much has been said about the break between the eighth grade and the high school. Its existence is not more marked than that between high school and college. The effects are most marked in students who, in the high school fail to develop habits of self-reliant industry. Such students are lost in the mass. All their bearings are confused so that when examinations come, failure is pretty certain to be the result.

Another cause of failure is probably due to a desire, common in high school and out of it, to get something for nothing. The something desired is a maximum credit for a minimum expenditure of effort—a sentiment not confined to intellectual pursuits. A seeming attainment may, in many cases pass for the real thing provided it momentarily meets requirements. In large classes the temptation to permit this is intensified until an examination reveals the absence of the real attainment, and thus causes the student to seek to enlarge his seeming attainment—hence the resort to various schemes which in the mass may cover delinquencies in study.

U. W. HONORS TO MADISON HIGH SCHOOL PUPILS.

In the election of members to Phi Beta Kappa, five Madison students were chosen, while in the honors for theses at commencement, special honors were awarded to three out of a total of eleven.

STANDARDS OF ADMISSION TO THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

The following constitute the standards of admission to the accredited list of the North Central Association of Colleges and Secondary Schools for the present year:

1. No school shall be accredited which does not require fifteen units, as defined by the Association, for graduation.

2. The minimum scholastic attainment of all high school teachers shall be equivalent to graduation from a college belonging to the North Central Association of Colleges and Secondary Schools, including special training in the subjects they teach, although such requirements shall not be construed as retroactive.

3. The number of daily periods of class-room instruction given by any one teacher should not exceed five, each to extend over at least forty minutes in the clear. (While the Association advises five periods, the Board of Inspectors has rejected absolutely all schools having more than six recitation periods per day per teacher.)

4. The laboratory and library facilities shall be adequate to the needs of instruction in the subjects taught as outlined by the Association.

5. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral tone of a school are paramount factors, and therefore only schools which rank well in these particulars, as evidenced by rigid, thorough-going, sympathetic inspection, shall be considered eligible for the list.

6. Wherever there is reasonable doubt concerning the efficiency of a school, the Association will accept that doubt as ground sufficient to justify rejection.

7. The Association has omitted for the present the consideration of all schools whose teaching force consists of fewer than five teachers exclusive of the Superintendent.

8. No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. All hearsay evidence, no matter from what source, is rejected.

9. All schools whose records show an abnormal number of pupils per teacher, as based on average number belonging, even though they may technically meet all other requirements, are rejected. The Association recognizes thirty as a maximum.

10. The time for which schools are accredited shall be

limited to one year, dating from the time of the adoption of the list by the Association.

11. The organ of communication between the accredited schools and the Secretary of the Commission for the purpose of distributing, collecting and filing the annual reports of such schools and for such other purposes as the Association may direct, is as follows:

a. In states having such an official, the Inspector of schools appointed by the State University. b. In other states the Inspector of Schools appointed by state authority, or if there be no such official, such person or persons as the Secretary of the Commission may select.

The above plan contemplates the making of but one annual report to the Commission by each school, said report to be made directly to the state authority and by him transmitted to the Secretary of the Commission for permanent filing.

The Association is very conservative, believing that such action will eventually work to the highest interests of the schools and the Association. It aims to accredit only those schools which possess organization, teaching force, standards of scholarship, equipment, esprit de corps, etc., of such character as will unhesitatingly commend them to any educator, College or University in the North Central territory.

List of Wisconsin schools in the North Central Association of Colleges and Secondary schools:

Appleton; Ashland; Baraboo; Wayland Academy at Beaver Dam; Beloit; Berlin; Chippewa Falls; Eau Claire; Fond du Lac; Grand Rapids; Janesville; La Crosse; Madison; Marinette; Marshfield; Menomonie; Milwaukee, East Division, West Division, South Division, Milwaukee-Downer Seminary; New Richmond; Oshkosh; Portage; Racine; Ripon; Sheboygan; Sparta; Stevens Point; Superior, Blaine, Dewey; Waukesha; Wausau; Whitewater.

ATHLETICS.

The year's work in athletics was marked by a renewal of interest and better results.

In football, under the efficient instruction of Mr. McCarthy, the boys were brought up to a high standard of excellence. The team was uniformly successful in its games, but had extreme difficulty in arranging games—a fact to be accounted for only by assuming the superiority of our team.

In track athletics our showing was poor enough. Taking into account all the conditions, it is not difficult to explain our failure. It is unreasonable to expect a great degree of effi-

ciency under existing conditions. Boys whose total training is confined to a few weeks in the spring term, cannot hope to compete successfully with those who train throughout the year. With no facilities for training, either in grounds or apparatus, it is quite impossible to accomplish much. Even with U. W. track at our disposal, it requires much determination on the part of a boy to travel a mile in order to train for track events.

Some conditions seemed favorable for the revival of base ball. Good material was at hand. Efficient services of Mr. Pooley were freely given, with the satisfaction of having a good team. A decline of interest in base ball by the general public, makes it practically impossible for us to have games in Madison. Base ball was discontinued some years ago because of the expense incurred. This year it was considered unwise to run any risk of debt by bringing outside teams to Madison.

MORNING EXERCISES.

The character of morning exercises was the same as for some years past, with the omission of the part taken last year by pupils. This omission was due largely to the amount of work on pupils' hands and the excessive demand upon the rhetorical teacher.

The music of the opening exercises reached a climax this year. Never in the history of the past fifteen years have we had such good singing in the high school. Mr. Bredin's efficient service, together with a faithful effort by pupils, made this result possible. The music was continued longer than usual and was good to the very last exercise.

CLASS OFFICER SYSTEM.

The system of class officers has been continued with success, but has not been tried long enough to enable us to judge positively of its results. It certainly can do no harm. If judiciously followed, it may be conducive to much good.

A serious obstacle to its best working lies in the teacher's full day. With but one free period in the day, it is expecting too much to suppose that teachers can find time to do much effective work as class officer. The whole period is needed for individual assistance to pupils so that the available time left for class officer duties is simply what may be saved before or after school—periods which are the least desirable of all the hours of the day. Detention after school is apt to carry with it and idea of punishment—an idea fatal to some of the purposes of the class officer. It would contribute much to the efficiency

of teachers' efforts if the day were reduced to a six period day, or perhaps better still, to reduce the number of a teacher's recitation periods so as to leave two free periods during the day.

The concentration of a teacher's responsibility involved in this system must ultimately result in much good. It is a stimulous to teachers and a satisfaction to pupils.

It disposes of the idea in a pupil's mind that no one cares especially for his interests. The loss of personal attention given him in the ward school is, in some measure, made up under the class officer system.

LITERARY SOCIETIES.

There are at present three literary societies in the high school, viz.: the Madison High School Literary Society, the Forum and the Nautilus Club.

The Forum is a new society formed by members of the old society, who believed they could secure better results under new conditions. It has had a most prosperous beginning and seems to excel in enthusiasm and devotion to duty. Its success is marked in some measure by the triumph over Evansville in joint debate. Perhaps the best measure of its success lies in its being able to carry out good programs regularly.

The other societies have prospered and each one claims good evidence of progress, in the greater interest of members and their determination to make the most out of existing opportunities.

Although it may be assumed that little can be accomplished by a literary society without the hearty co-operation of all its members, it is also true that all such societies need supervision by teachers.

Such supervision needs to be of the right kind. Its helpfulness will vary directly with the spirit in which a teacher takes hold of the work. Supervision does not necessarily mean attendance merely to preserve order and secure the proper carrying out of a program.

Guidance in all lines of activity is needed in order that the highest ends be attained. The preparation of any part of the program, debate, declamation or essay needs the aid of experience and maturity to make them effective.

The high school teachers have not been negligent of their duty towards the literary societies, but authorities have had much difficulty in their efforts to secure the service of some teacher whose time will permit a careful supervision of all society work. The matter is very important and must receive more attention in the future. Considering what these societies

mean to their members, they are deserving of at least as much attention as the subject of athletics. To do this work effectively the teacher assigned should be freed from some recitation work so as to devote a fair amount of time to the solution of problems connected with the societies. As a matter of fact, one teacher is not enough. Each society should have at least one.

As a number of young people, who have later achieved distinction in debate, began that work in the high school, it seems imperative that we recognize the importance of this department and provide generously for its supervision.

THE ANNUAL.

An Annual was published by the Fourth grade under the rules of the Board of Education. Managers Curtis and Rayne devoted much time and energy to the work. Their care in the preparation of the book shows their ambition to make it a success. They are especially to be commended in the spirit shown towards all suggestions made by the Principal and censors.

The profits from the sale of the Annual amounted to \$126.46, one-half of which, under the rules of the Board of Education, was turned over to the high school and is on deposit, in the Capital City bank, to the credit of the high school picture fund.

One suggestion may be made for the guidance of future managers. If the Annual is as important as claimed by its friends, the benefit should be extended to a larger number. To secure its extension to more pupils, the price should be reduced so that it may come within the reach of all. This may result in a reduction of profits to managers and high school but the influence of the publication will be greatly extended.

CO-OPERATION OF PARENTS.

High school authorities have little cause for complaint on account of a lack of co-operation by parents. As a rule, interest in M. H. S. by parents has been sufficient to secure frequent visitation and almost uniformly hearty co-operation.

In a few instances, it is true, parents have been slow to manifest their interest, but this has arisen largely from a misunderstanding of conditions.

School activities are subject to immense modification by parental attitude towards them. They may be greatly re-enforced or materially weakened by the notice taken of them at home.

As the stimulus of a common end, conceived and striven for by all alike—teachers, parents, and pupils, are needed in each day's conquest, the significance of daily success, through home influence, can scarcely be estimated. Varying home conditions may permit the pupil to go unaided by the least encouragement, or may be such as to inspire to the effort necessary to greatest achievement.

During the coming year, under the adverse conditions incident to the construction of the new building, parents are asked to give more than usual attention to everything connected with high school work, but especially to the following:

1. They should insist upon careful preparation of lessons at home. This involves the maintenance of regular study hours, and such a freedom from interruption as will secure the necessary hours for study.

In the past we have had frequent requests for the privilege of studying at home. Here is an opportunity to test the plan in its fullness and show what can be done with it.

2. They should insist upon regular and punctual attendance upon recitations.
3. They should require pupils to keep every engagement and to attend every exercise demanding their presence.

Scattered as we shall be, in unfamiliar surroundings, with few conveniences, delinquencies will mean more than ever. In view of the importance of these things, it is to be hoped that parents will respond in a way to secure the best possible advancement in study and ease of management.

TWO PROBLEMS IN EDUCATION.

"Two of the important problems that the contemporary interest in education has brought prominently before the public are: (1) What shall we do about the elective system which is daily extending its sway over schools and colleges throughout the country? And (2) How shall we bridge the gap between the high school and the lower grades; *i. e.*, how shall we minimize the waste in the pupil's school education and make his entire school career serve continuously and progressively—as it should—his gradually expanding interests, needs, powers, and duties?"

The first of these problems, as stated by Professor Hanus, has been solved, partially at least, in the Madison high school, by the introduction of our new course of study. Although defects in that course are evident, we are confident that a beginning in the right direction has been made.

Future revision of that course to meet the promises made regarding what we want to do in the new building, will remedy those defects and extend their limits of choice to the degree consistent with the most advanced thought on this subject.

The second problem is more difficult of solution. Much has been said about it but not much has been done to bridge the gap between the grammar and high school, or to relieve the congestion in the number of studies in the course. Too many studies to be taken in too short a time is perhaps a difficulty quite as serious as the so-called gap between the grammar grade and the high school.

The difficulty of too many studies is intensified by the preparation of the average high school teachers. In this day of specialization, teachers are not content with the superficial knowledge of a study that comes because of the number of studies in the course. They are apt to regard their special subject as the all important one, and thus the total work demanded is quite apt to exceed the limits of a pupil's time and energy.

A remedy suggested consists of an extension of time of the high school course to six years so as to include the last two years in the grammar grade.

This plan is well set forth in the report of a committee making its report at a conference of collegiate and secondary instructors at Western Reserve University in 1902. This report embodies the opinions of nearly two hundred teachers, principals, and school superintendents, and therefore, represents a contemporary audience.

According to this report the period of secondary education extends from the years of twelve or thirteen to seventeen or eighteen—limiting the secondary period to six years.

"This period of secondary education from twelve to eighteen years of age, has been defined by many private and endowed schools. They recognized long ago that four years is too short a time to do the work that should be done in secondary education. Consequently, for a long time they have given, more than four years to it."

Some such arrangement must be made in the near future for the public schools. With the increased facilities of our new building it will be possible to add new studies only when we have provided for more time. There may be difficulty in assimilating the two upper grades of the elementary school with the high school, but if we have our minds fixed on an object as decidedly worth attaining, we shall find the means of attaining it.

PUBLIC EXERCISES.**NAUTILUS CLUB PLAY.****PROGRAM—A THREE ACT COMEDY**

Presented by the Nautilus Club, assisted by the Boys' Literary Society and others.

CAST OF CHARACTERS.

Tom Cobb	{ Rising young physicians. }	Walter Schneider
Tim Whipple		John Curtis.
Colonel O'Fipp, retired Irish Colonel.		Robert Newman
Matilda, his daughter.		Frances Beck
Mrs. Effingham	{ Members of a ro- mantic family. }	Claribelle Durbrow
Mr. Effingham		Leonard Nelson
Caroline Effingham		Helen Hutchison
Bulstrode Effingham		Harry Coffman
Maid.		Vera Mutchler

ACT I.—Dining room in Colonel O'Fipp's lodgings.

ACT II.—Three months later. Elegantly furnished apartments in Colonel O'Fipp's suite.

ACT III.—Later. Living room in Effingham home.

Music by the High School Orchestra.

JOINT DEBATE.

M. H. S. Lit. Soc. *vs.* Pow-Wow of Wis. Academy—High School Assembly Room, Jan. 13, 1906.

PROGRAM.

1. Vocal Solo. Miss Ethel Post
2. Debate.

Resolved, That unions are justified in their closed shop policy; by "closed shop" being meant a shop which is closed against non-union men by a formal agreement between the union and the employer.

AFFIRMATIVE: The Pow-Wow of Wisconsin Academy, represented by R. T. Burke (closer), J. H. Lettow, and Carl Naffz.

NEGATIVE: The M. H. S. Literary Society, represented by Roman Heilman, Moulton B. Goff, and John Curtis.

3. Selection by Quartette.
4. Decision of Judges.

JUDGES—Prof. J. G. D. Mack, Dr. S. E. Sparling, Mr. Emerson Ela.

PRESIDENT—Judge Anthony Donovan.

Won by affirmative.

GRADUATING EXERCISES MADISON HIGH SCHOOL.

Congregational Church, Friday, June 15, 1906.

PROGRAM.

MusicLueders' Orchestra
 Invocation.....Rev. Arthur T. Reed
 *Salutatory.....John Huss Curtis
 Music—"Sul Lido Serenata"—G. Bellinghi.
 Address, "The Youth's Dream of Life"....Rev. F. A. Gilmore
 Music—Waltz, "El Turia"—D. Granado.
 *Valedictory.....Erna Carolina Reinking
 Presentation of Diplomas.....Mayor J. C. Schubert
 Benediction.....Rev. Arthur T. Reed
 Music—Repasz Band March—Chas. C. Sweeley

GRADUATES, '06.

ANCIENT CLASSICAL COURSE.

†Clara Marie Sherwood, U. W.

MODERN CLASSICAL COURSE.

Eveline Patience Abbott, U. W.	Leonie Anna Hartman, U. W.
Hazel Appleby, U. W.	Helen Hutchison, U. W.
Lillian Breitenstein, U. W.	Margaret N. H. 'Doubler, U. W.
Catherine Bernice Byrne, U. W.	Laura Johnson
Caroline Marie Cary, U. W.	Victoria Jones, U. W.
Forest Harwood Cooke, HAV. U.	Monica Augusta Kleinheinz, U. W.
Helen Emma Davis, U. W.	Katherine Irene Murnen
Elsie Emma Dillman, U. W.	John Robert Newman, U. W.
Francis Wilson Durbrow, U. W.	Susanna Josephine Quale, U. W.
Clara Belle Durbrow	Erna Carolina Reinking, U. W.
Josephine Myrtle Gath	Mamie Amelia Sanders, U. W.
Stephen Gilman, U. W.	Elizabeth Dale Trousdale

SCIENCE COURSE.

Marion John Atwood, U. W.	John Alexander Hoeveler, U. W.
Egbert Eugene Baker	Isabel Elizabeth Jones, U. W.
Louis Brabrant	Myrtle Edith Jones, U. W.
Walter Jay Burch, U. W.	Joseph Livermore
Frank Cnare, U. W.	Elfrieda Merz
John Huss Curtis, U. W.	William Joseph Meuer, U. W.
Sidney Ball Dudgeon, U. W.	Helen Manning,
Eugene Schuyler Heath	WHITEWATER NORMAL SCH.
Arthur G. J. Heilman, U. W.	Selma Victoria Matson, U. W.
	Mary Rose McKee, U. W.

* Chosen by the class.

†Also Modern Classical.

Lillian Barbara Minch, U.W.	Violet St. Sure, U.W.
Paul Bacon Porter, U.W.	Olive Catherine Tracy
Frederic William Rayne, U.W.	Elza Marguerite Tannert, U.W.
Carl William Reif, U.W.	Frederic Vater, U.W.
Walter George Schneider, U.W.	Lydia Henrietta Vick
Laura Steul, U.W.	John Thomas Welsh, U.W.
Sara Augusta Sutherland, U.W.	Harold Paul Wood

ENGLISH COURSE.

Carl Gustave Anderson	Russel Solomon Nelson
Leonard Keith Astell	Vera Evelyn Leatzow
Edward James Fisher, U.W.	Florence Marguerite Purcell
Eugenia Elizabeth Hopkins	Anna Storck
Julia Kinney	Frank Waite Tillotson; U.W.

ARBOR DAY.

PROGRAM.

Song	School
Spare the Lives of the Birds	Rae Bell
Ole Mistis.....	Lillie Nickles
Piano Solo.....	Hazel Alford
Class History.....	Eveline Abbott
	Louis Brabant
Vocal Solo	Vera Leatzow
Ode to the Skylark	Eva Wilcox
Song.....	Girls' Glee Club
Oration.....	Frank Cnare
Planting of the Tree.	
America	School

G. A. R. EXERCISES.

On the day previous to Memorial Day the morning exercise half-hour period was devoted to an appropriate but rather impromptu program.

Messrs. Martin and McKay spoke most effectively for 10 minutes each. It is doubtful if these gentlemen ever had a more attentive and interested audience. The speeches were just right in matter and length to secure the individual attention of all pupils. The remaining time was spent in singing by the high school under the direction of Mr. Bredin. Although the high school had no knowledge of the program, it responded beautifully to the demands made upon it. The interest and magnificent attention have been the subject of much favorable comment by all who had charge of the exercise.

It is a matter of regret that the attendance of G. A. R. men was so small. Those present expressed themselves as highly pleased. This occasion was one of unusual significance. It has never before been my good fortune to witness such an inspiring scene. Here was shown what we so often strive after and seldom get, viz.: enthusiasm of the very highest type. As a pleasant and uplifting surprise, the exercises stand almost alone in our high school history.

The singing by the high school was a most fitting climax to the year's work in music. So charmed by it were the visitors that one of them enthusiastically suggested that the high school furnish the music for the next Memorial Day.

Events like this are a part of the reward of the high school teacher. Such a response to a call of patriotism may not often be made, but the possibility of such devotion will prevent one exclaiming with the Shepherd in the Winter's Tale. "I wish there were no age between ten and three and twenty or that youth would sleep out the rest."

SECOND GRADE CONTEST.

March 28, 1906.

- | | |
|---|--------------------|
| 1. Hélène Thammè..... | Pearl Schmitt |
| 2. Belshazzar's Feast | Edward Whitney |
| 3. The Doom of Claudius and Cynthia. | Maud Ketchum |
| 4. Mary's Night Ride | Florence Rimsnider |
| 5. Madeline's Victory ... | Georgia Wass |
| 6. The Russian Christmas..... | Eva Wilcox |
| 7. The Soul of the Violin..... | Lillian Post* |

CONCLUSION.

The opinion of the teachers justifies me in ranking the year among the most successful.

The causes leading to this result are many and varied. Some cannot be well defined—others are evident to the older teachers especially.

One cause adding much to the ease of discipline is found in the arrangement of Fourth Grade work so as to require no waiting over.

Another lies in the persistent effort of teachers to establish and to attain right ideals.

Still another, which should not be omitted, is found in the good spirit of pupils, excelling in some ways that of all former years.

Respectfully submitted,

J. H. HUTCHISON, *Principal.*

* First place and prize.

REPORT OF THE SUPERVISOR OF DRAWING.

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

DEAR SIR:—I hereby submit my ninth annual report.

At the high school, the mechanical drawing has been in charge of Mr. Frank Froehlich and much the same line of work has been followed as in previous years.

One new feature in the free hand work was the decorating of sofa pillow covers. Pupils planned designs from flower forms, drew them carefully on heavy paper, cut them out, thus forming a stencil. This was placed over a square of cloth and grayed colors were painted through. Many of these covers were made into pillows, finished with a cord of harmonizing color, and used as Christmas gifts.

Much to my regret, I have been unable to continue the work of the art club so great have been the demands from the ward schools. The art club partially met a need which might well be more thoroughly considered.

Recently it was my privilege to visit the large high schools of Indianapolis and there I found what one may find in all large progressive schools, provision made for the continuation of the art work through the three or four years of the course. Will not the occupancy of our new building be an opportune time for such provision?

The public school art association has continued its work with its former enthusiasm and success. Only those familiar with all our schools can realize the extent of this movement and appreciate its far reaching influences.

Through the cooperation of teachers, the works of art have been made the subjects of English composition, thus teachers and children have become familiar with many artists and reproductions of their masterpieces.

The association has extended its work by placing in the schools, sets of pottery suitable in form and color to be used as models for drawing, painting, and clay modelling. All but three of our schools are now provided and one of these will purchase a set at the beginning of the year.

The moulding of pottery has been extended to two other schools, in one to a fourth grade and in another to a fifth and sixth grade, with satisfactory results. Miss Elizabeth Mills kindly made arrangements with us that the best pieces might be fired, glazed, and refired. The result of our experiments with twenty-two pieces was such as to encourage us to look forward to the time when a kiln shall be provided for our use.

Mrs. T. C. Brittingham presented us with one dozen Japanese prints, a most welcome gift. In teaching landscape composition and the decorative treatment of flowers, these are found to be very helpful.

The addition of the department of domestic economy to our school course has enriched the art work by making the practical application of art principles possible. At Christmas time, such articles as needle books and collar cases were made from tile matting under the direction of Miss Lange, and during the drawing period, the same pupils made appropriate designs and applied them to the article with color. Work bags were made in the sewing class and pupils decorated them with stencil designs.

Teachers and pupils express their pleasure in the use of the Prang text books of art education introduced the past year. The same numbers will be used the coming year: grades three and four, book three; grades five and six, book five; grades seven and eight, book six.

One question comes to me at the close and at the beginning of each school year—Are we fostering in the child the joy that comes from seeing and creating the beautiful? Let us avoid the danger of allowing the mechanics of our work to stifle the vital elements.

Henry Turner Baily says "Let your heart feel the throb of the morning; then your schoolroom will glow with a mellower light, and there will be a sweeter music, and the dry stick of schoolroom work will bud and blossom like Aaron's rod."

In closing, I wish to say that never since my association with the teachers of Madison have they inspired all their pupils to such excellence along the art and industrial lines as in the year just completed and together we look toward a future with higher ideals.



COOKING CLASS, EIGHTH GRADE

In submitting this report, I wish to thank yourself, teachers, and members of the Board of Education for your sincere and appreciative cooperation.

Respectfully,

IDA M. CRAVATH.

COURSE IN ART CONSTRUCTION.

Aims.

1. To train mental faculties—observation leads to clear percept; clear percept to clear concept; clear concepts lead to correct judgments. To stimulate originality.
2. To train the hand to execute with nicety the dictates of the mind.
3. To create a love for and appreciation of beauty in form, color, and arrangement.
4. To correlate drawing with other lines of school work, making them mutually helpful.
5. To help the child to make the most of his God-given powers, developing them into a character of moral beauty and symmetry.

First and Second Grades.

Mediums of Expression—Colored crayons, black crayon, water color, clay, paper, and scissors.

Form Study.—Toys and flowers, pose drawings showing action to illustrate reading or language lesson.

Color—Six standard colors.

Composition—Arrangement of flowers in space, borders, surface covering landscape for different seasons.

Construction—Paper folding, toy furniture, cart, sled, barn, sunbonnet, May basket, mat weaving; rugs made on pasteboard, looms woven from warp and chenille.

Second Grade—Hammocks woven on pasteboard looms from macreme cord.

Picture Study—Those that decorate the walls of school room.

Third and Fourth Grades.

Mediums—Pencil, water color, brush, and ink.

Form Study—Objects based on cylinder. Much attention given to appearance of ellipses in different positions.

Color—Six standard colors reviewed and tints and shades studied.

Composition—Flowers and pose drawings in space, landscape. Simple groups in two tones, plaids and striped patterns designed, cross stitch pattern planned on squared paper.

Construction—Mat weaving-raffia on reed or on twine, vase forms modelled in clay, picture frames and letter cases made by wrapping raffia over pasteboard.

Picture Study—Those that decorate the walls of the school room.

Fifth and Sixth Grades.

Mediums—Pencil, water color, brush and ink.

Form Study—Become familiar with type forms—sphere, cube, cylinder, hemisphere, cone, square prism, triangular prism. Review ellipses and study cube in parallel and angular perspective.

Color—Meaning of complementary colors. Scales of value.

Composition—Flowers, landscapes, still life and pose in three tones. Folios with cover designed from plant forms. Rugs designed and worked out in black and two grayed colors.

Construction—Baskets woven from raffia and reed.

Picture Study—Those that decorate walls of school room.

Seventh and Eighth Grades.

Mediums—Pencil, water color, charcoal gray, crayola.

Form Study—Principles of perspective and foreshortening continued in corner of room and house in different positions. More attention given to details, to texture of objects.

Color Study—Complementary and grayed colors reviewed. Scales of intensity studied.

Composition—Tone work from groups of objects, flowers, landscape, pose. Folio designs from landscapes, calendar and blotter designs from conventionalized flower forms.

Meaning of balance and rhythm studied.

Picture Study—Those that decorate walls of school room.

Construction—Girls sewing and cooking, boys' shop work.

First Year High School.

Mediums—Pencil, water color, charcoal.

Form Study—Review of principles of perspective. Group work in which more attention is given to details. Cast drawing.

Color Study—Review of theory of color. Grayed colors used in designs.

Composition—Landscapes in dark and light and in color.—Flower arrangements, Arbor Day and sofa pillow cover designs.

Construction—Use of drawing board, T square, triangles, ruling pen and ink, making patterns and working drawings of type forms, joints, screws, crosses. Much attention given to careful printing.

Pictures Studied—Those that decorate walls of school room.

REPORT OF SUPERVISOR OF DOMESTIC ECONOMY.

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

DEAR SIR:—I hereby submit to you the first annual report of the department of domestic science and art.

This department was permanently established in the Madison Public Schools in Sept., 1905, through the efforts of the Madison Woman's Club. The Educational Committee of this club, so aroused the enthusiasm of the club members, that contributions were voluntarily offered, and an amount, sufficient to buy the most necessary cooking utensils for a school kitchen was obtained. Upon consulting the Madison Gas Co. as to rates, cost of stoves, etc., the company offered to furnish all necessary gas fixtures, if such a department could be added to the schools. The Educational Committee of the Club, then waited upon the Superintendent and Board of Education, stated the situation, and asked that Domestic Science be given a permanent place in the Public Schools of Madison. The Board of Education accepted the offers and at last took steps in that direction.

The work this year, has been carried on only in the Seventh and Eighth Grades. All girls in these grades have taken the work, unless excused therefrom by the Superintendent for some good and sufficient reason. The Domestic Art, or sewing, was introduced into the Seventh Grade, and Domestic Science, or cooking, into the Eighth Grade. Each class in these grades has had a one and one-quarter hour lesson, once each week. The privilege of attending was extended to the Parochial Schools and accepted by them.

The kitchen is located in the Irving School in the Sixth Ward. It is furnished with a large horse-shoe table, having a maple top, two gas stoves, a gas water heater and tank, a cupboard and china closet combined, a White Frost refrigerator, a white enamelled sink, a clothes bar, teacher's desk, chairs, and stools for the pupils. The table has upon it twenty-four individual gas burners and contains twenty-four mould-

ing boards and drawers. In the drawers are kept such portions of the equipment as are most frequently used by the pupils during the year's work. The remainder is placed in cupboards and closets. The kitchen was not fully equipped until late in November, and actual work was begun on December third..

The nearness of the Christmas holidays gave opportunity for several candy lessons. At the opening of the second term, the classes began working with the every day things of life, such as, vegetables, cereals, rice, macaroni, eggs, baking powder mixtures and breads. In all each class has had twenty-three lessons, at an average cost of about two cents a lesson per pupil for materials used. All Domestic Science or cooking classes have been held at the Irving School.

The Domestic Art or sewing classes have for the greater part been carried on in the school rooms of the respective classes. Only such classes as were composed of pupils from different schools reported at the Irving School, when the kitchen was temporarily turned into a sewing room. The first article made was a sewing bag, to be used by the pupils during the year. This was followed in turn by stocking darning, Christmas work, mending, and the cooking school outfit to be used next year, namely—holder, towel, sleeves, and apron. Each of these articles are marked in cross stitch with the owner's initial. Each pupil furnished her own outfit and materials.

Logically defined, Domestic Science is classified and established knowledge pertaining to the home and home life. It is a science both broad and deep and branches out in so many directions, that it affords the average young woman more than ample scope to indulge her desire for higher education. The day is not far distant when Domestic Science will be taught in all grades, beginning in the kindergarten and carried on up through our colleges and universities. Not as some may suppose at the expense of the branches now taught, for unless one is thoroughly grounded in these, it is quite impossible to study Domestic Science intelligently. Domestic Science can and should be graded as are all other subjects now taught in the schools. Both Domestic Science and Art being of necessity largely mechanical or manipulation processes, have, however, a large educational value. Whether or no this side can

be brought out depends somewhat upon the length of time given to the recitation. This is particularly true of the cooking classes. There should be allowed in each recitation time enough, over and above that actually needed to do the work, for the pupil to draw her own inferences and conclusions, regarding the process pursued or to be pursued, either from previous observation or the work being done. When the lesson period is cut to the minimum, there is time for only the mechanical side of the work. The full value is brought out only when the educational and the mechanical sides are combined. This would necessitate a long period being given to the work. Domestic Science and Art stand in exactly the same relation to other branches of school work, as these do to each other. Botany, chemistry, mathematics, physics, physiology, all play an important part in these subjects.

Every girl having completed the Eighth Grade should have a thorough knowledge of the elementary branches of Domestic Sciences. It is at this time that the majority of them leave school and become self sustaining. Eventually these girls will become wives and mothers. Will not then the world be physically and morally better, if these wives and mothers have a thorough understanding of the duties awaiting them? Inasmuch as it devolves upon woman to be the home-maker, I believe that all girls should be educated along such lines as will best fit them for their life's work.

Perhaps the greatest obstacle that the advocates of Domestic Science have to confront is the expense account. This is always largest at the start, but a good equipment with ordinary usage should last for a number of years. The approximate cost of the Irving School equipment is five hundred dollars. There have contributed to the equipment, besides the Woman's Club, the Madison Gas & Electric Co., and the Board of Education, the following persons: Mrs. Wm. Vilas, Mrs. A. O. Fox, Mrs. Porter, Miss Hunt and Mr. Wm. Owens.

Respectfully submitted,

ELIZABETH C. LANGE.

REPORT OF SUPERVISOR OF MUSIC.

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

DEAR SIR:—In looking through reports of former music supervisors in the Madison Schools, it becomes evident that lofty ideals and conscientious effort entered largely into their plans—and this is practically evidenced by the condition of the schools musically.

At the beginning of the year now ended many things that were good had been accomplished, and these we have sought to maintain; and many things that were good had been begun, which we have endeavored to develop; and many things that were very much needed we have begun and hope to bring to more and more satisfactory ends. I believe that we all will agree that much satisfactory work has been done.

The quality of tone throughout the schools is unquestionably improved. This is only possible through actual example, and the effort to show good tone is now becoming more general among the teachers. The use of the chromatic pitch pipe has been made universal throughout the grades, and to this, and the unflagging effort to bring inaccuracies of pitch directly to the attention of the children, is due the noticeable decline in flattening of tone, which will be entirely overcome only when teachers and pupils appreciate free tone production. Our demonstrations with monotones have been so wonderful that many of the grade teachers have amazed themselves with their results secured by individual treatment.

The musical feeling of the children has been awakened by actual use, with the result that they themselves realize possibilities in singing as a means of emotional expression which they had not before, and where this has been most thoroughly accomplished do they love their music best.

The prime requisite in securing successful music work in the schools is the appreciation of true tone and rhythm and the cultivation of musical feeling on the part of the grade teacher. Well may any supervisor be happy to find these qualities so plentiful as they already exist in Madison teachers, but there

is always an ideal condition toward which we work. The efficiency of the teachers here is very marked and this taken in connection with their cheerful willingness to follow all suggestions, and their happy gift of getting good work through vital interest, has made the year now past, I hope, a pleasant and profitable one to us all.

May I take this opportunity to thank you for your encouragement and interest which have been more than helpful, and through you the members of the Board of Education for their consideration.

Respectfully submitted,

HANNAH M. CUNDIFF.

June, 1906.

REPORT OF SUPERVISOR OF MANUAL TRAINING.

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

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

During the past year the department of manual training was materially strengthened by the addition of a complete equipment which was placed in the Irving school. This second equipment, like the first, consists of a bench equipment that will accommodate twenty-four boys at one time. Each bench is provided with an individual set of tools consisting of those which are used most frequently. Besides the individual sets there is a general set of tools consisting of those tools which are essential in successfully carrying on the work as planned but are not used as frequently as the others.

Instruction was given in the Washington and Irving schools to all of the seventh and eighth grade boys in the public schools and also to the seventh and eighth grade boys in the St. Raphael's school. Each class received one lesson of seventy-five minutes per week.

The course as outlined at present consists of twenty models. Each model was selected because it presents one or more new exercises, and because it can be made from a small piece of wood, thus economizing material. The instruction has all been individual except for the first two models. When a boy finishes a model he began the next without waiting for the other boys to complete their models. Consequently some boys were more advanced than others; hence, no definite line can be drawn between the seventh and eighth grade work. There were some boys who were exceptionally good and others who were exceptionally poor in the work, depending much upon the child's training before he began this work. During the past year I aimed to give to these boys special work that would fit their needs. The time allowed for this work is not sufficient for a large majority of the boys. This work should be begun earlier or else more time should be de-

voted to the work during the seventh and eighth grades. The former plan is preferable.

The room in the Washington school should be better equipped with electric lights. At present there is but one sixteen candle power light in the room. On rainy or cloudy days this is not sufficient as the windows are all at one end of the room. There should be at least four electric lights in this room. There should also be a wooden floor in this room. At present it is impossible to keep the tools from rusting on account of the damp air. It has often happened that a boy dropped a plane. Each time a plane was dropped some piece either broke or cracked. In a number of cases the boy had to replace the entire plane on account of breaking a piece that could not be replaced at a smaller cost. If a wooden floor were in the room this danger of breakage would be entirely avoided, thus avoiding the unnecessary expense to the boys.

In closing my work in the city schools of Madison I wish to express my thanks and appreciation to the superintendent and principals of the various ward schools for their assistance and prompt response in matters that required their attention.

Respectfully submitted,

FRANK R. FROELICH.

REPORT OF COMMITTEE ON HIGH SCHOOL.

TO THE BOARD OF EDUCATION, *Madison, Wis.*:

Gentlemen.—The Citizens Visiting Committee begs leave to submit the following report of its examination of the high school.

The committee this year finds itself happily in no need of urging the necessity of a new building; it would, however, emphasize the necessity of providing the best possible quarters for the school during the year between the old and the new building. Although a single year does not seem much in the continuous life of the school, it is one-fourth of the high school life of every pupil. Too strict economy in the temporary housing of the school would do injustice to the pupils of next year.

The committee has found the organization and discipline of the school very good. The citizens of Madison should be deeply grateful for the manner in which the teachers have striven by ingenuity, patience, and vigilance to make life in the old building endurable. The admirable discipline noted at the time of the recent fire was no accidental thing.

The committee has found the teaching in the school on the whole satisfactory. There is much good teaching, but not so much excellent teaching as with right may be expected in a school of such size and prominence. Excellent teaching, however, cannot be obtained without paying good salaries. At present salaries of high school teachers are being advanced all over the country and the supply of excellent teachers is becoming smaller. It is obvious then that a school that does not increase salaries is falling behind in efficiency. The new high school building will probably increase the cost of maintenance and administration; the committee hopes, however, that this will not have the effect of retarding such increases of salary as may be necessary to secure excellent teaching throughout the school.

In considering the matter of secret societies the committee finds itself in agreement with the opinion of most school authorities and teachers the country over, that they should not

exist in high schools; it has, therefore, confined itself to a consideration of the means best adapted to put an end to them. Under present conditions it seems that the parents of high school pupils are wholly and solely responsible for the existence of these societies, and it is from their cooperation that the desired results may be expected. The committee is not in sympathy with the present rule of the Board of Education excluding members of secret societies from representing the school in all contests and from all class honors. This rule seems to have been wholly ineffectual, and may tend to create sympathy for the members of the societies as sufferers from injustice.

The committee recommends that at the opening of each school year a circular letter from the Board of Education be sent to the parents of children in the high school and to the parents of children entering the high school, which shall state the objections to secret societies and the wishes of the Board in the matter. This letter should ask parents to encourage interest in the literary societies, and state the terms of admission to them. The committee further recommends that all teachers of the school be asked to cooperate to encourage and promote the literary societies, and that the teacher of civics, in particular, by advice and direction assist the boys to organize a "Congress" similar to the one at Denver, or a "Lyceum" like that at Syracuse. Such organizations, essentially democratic, have proved most successful in arousing and sustaining interest not only in the literary societies but also in all subjects pertaining to good citizenship.

The committee feels that there should be provided a suitable hall for all high school social affairs. The gymnasium of the new building should be constructed with this in view, and until the new building shall be ready for use, the hall should be provided by the Board of Education.

With the erection of the new building the school will be amply provided with facilities for indoor gymnastics, but will be left entirely without ground for outdoor gymnastics and athletics. A sub-committee of the citizens committee, consisting of Rev. F. T. Galpin and Professor J. F. A. Pyre, has had this matter under consideration and recommends the purchase of one or two blocks of low lands on East Mifflin street and Washington avenue, the same to be properly drained and

filled. The field can be gradually equipped with gymnasium apparatus for outdoor work, track for track athletics, building for lockers, rubbing rooms, and baths. While primarily intended for the use of high school pupils the grounds could, under rules and restrictions, be used by pupils of the grades and as a general park and playground. The committee is prepared to furnish specifications with regard to plot (including cost of same), suggestions for the building, laying out of the grounds, etc. It is hardly to be expected that the city will at present feel able to incur the expense necessary for the purchase and equipment of such a field, but the committee is not without the hope that there are generous and public spirited citizens who will see to it that our high school students shall not much longer be without any place to play football, baseball, tennis, track athletics and other outdoor games.

Respectfully submitted,

F. G. HUBBARD,
EDWARD O. ELLIOTT,
AUGUSTUS TROWBRIDGE,
EDGAR W. OLIVE,
A. WOODWARD MOORE,
FREDERIC TOWER GALPIN,
MRS. T. S. TORMEY.
J. F. A. PYRE,
KATHARINE ALLEN,

REPORT OF COMMITTEE ON GRAMMAR GRADES.

TO THE BOARD OF EDUCATION, *Madison, Wis.*:

Gentlemen.—The committee appointed to visit the grammar grades of the city schools submit the following:

The work in the schools has been particularly successful during the past year. Happy relations appear to exist among the pupils and teachers. Along the lines of mental development of the children we heartily commend the work of the teachers. The work in music shows improvement. A slight improvement in writing is noticeable but we doubt if vertical system should be continued. Manual training and domestic science has already proven successful. The new Dofy school should unquestionably be provided with these departments. In several buildings the walls need tinting or retinting. The seats are poorly arranged and should be more carefully selected to accommodate the pupils where physical development is either greater or less than the average. We urge that each building be disinfected throughout during the summer vacation. This is done in other cities and as this is an inexpensive necessity it should be done. The use of donkey oil on the floors, woodwork and blackboards has proven decidedly unsatisfactory. Its use should not be continued on account of its injury to the clothing of children and teachers and its catching and holding dust qualities. Saw dust should be used more liberally as it is an excellent dust remover and leaves a fresh pine odor. In many cases it was applied too sparingly to secure the best results. The work of most of the janitors is good. Their work should be supplemented by women who could scrub the floors on Saturdays. Appliances providing hot water for cleaning purposes should be installed in every building. While the mental development of the children is satisfactory the neglect of their physical training is alarming. Stooped shoulders and narrow chests are the direct result of conditions now existing. The desks and seats are partly at fault and this has already been mentioned. The little physical culture that is taught, nine times out of ten, is practiced with

windows closed, making it a listless waste of time. Breathing exercises should never be attempted without a good supply of fresh air. The most crying need of the children is the use of the play grounds. In nearly every school the children are cautioned against stepping on the grass and in some cases fines are imposed when a child breaks this tyrannical rule. The streets and sidewalks are in many cases almost the only places for recreation. This is certainly a deplorable state of affairs when the health of the children is sacrificed for beautifying of the grounds. We suggest a narrow strip of lawn in the front yards with a shrub or hedge background to hide the less sightly grounds which could be used by the children.

ELIZABETH NECKERMAN,
FRANCES J. HEALY,
MRS. AUSTIN T. REED,
HORTENSE CONSTANTINE,
FREDRICKA KLUETER,
ELIZABETH FAUERBACH,
MARION RICHTER,
JESSIE N. SWANSEN,
EMMA J. ELLIS,
KATE R. SCHEMEDEMAN.

REPORT OF COMMITTEE ON PRIMARY GRADES.

TO THE BOARD OF EDUCATION, *Madison, Wis.*:

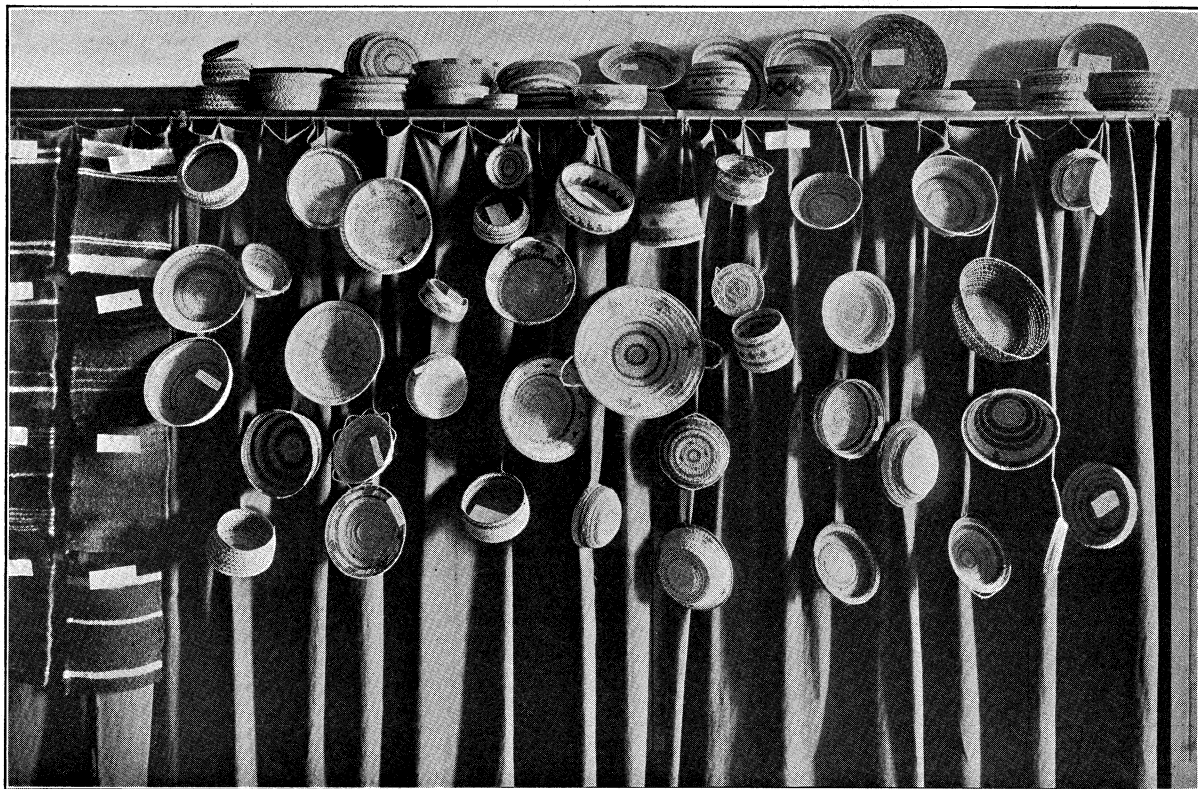
Gentlemen.—The committee appointed to visit the Primary Grades of the city schools submit the following:

We find much to commend as well as some things to criticize unfavorably. The work of the teachers upon the whole is faithful and painstaking and the results satisfactory. The pupils appear attentive and interested, for the successful teacher of the present generation gives to her scholars much more than the humdrum rudiments of learning. A visitor is much impressed by the varying tones of the rooms, resulting from the relation between teacher and pupils and we think that the best work is done where the teacher, maintaining firm discipline and cultivating independence in the child, also rules by the strong tie of personal, sympathetic interest.

The ventilation is noticeably poor in the Draper, Lincoln, Hawthorne and Lapham schools, and the cooperation of the teachers with the janitors is asked that strict attention be paid to the regulation of the ventilating system, also that one storm window be left off each room that fresh air may be admitted whenever possible. A storm door is necessary at the First Ward Kindergarten to protect the children from draughts.

We add our plea to those of former years for the adjustable desks. The difference in size of children in the same grade is very noticeable in some rooms. Other janitors should follow the plan of the Washington School in placing heavy pieces of plank as footstools for pupils whose feet cannot reach the floor.

Good results are being obtained through the individual work done with the pupils, and we hope this method may be the means of saving to a whole class many valuable moments sometimes wasted in the drawing out of one slow pupil. We deplore the frequent hand raising when not called for, and the wasting of recitation time in efforts to maintain precision of attitude upon the part of small children, though the proper position in standing and holding the book while reading is necessary.



HAND WORK, GRADES FIRST TO SIXTH

A visitor is always glad to see a plainly written program of work upon the board, though a marked deviation from the time limits is often noticed.

The results obtained from the use of dramatic readers are very satisfactory and the child is being developed in many ways by this style of reading. The practice of story telling is also good, quickening the imagination and originality of the child.

May not a slow, painstaking pupil become discouraged at the perfection of neatness required when the rapidly written spelling, arithmetic or geography in itself is correct? Much as neatness is to be commended we think it unwise to place it above perfect knowledge, apparently making the whole effort a failure.

In the case of bad facial eruptions should not the pupil be kept at home as in the case of other contagious diseases?

The problem of inadequate playgrounds is still to be solved. Much as the green grass adds to the appearance of the buildings, if it is a choice between smooth lawns and the children playing in the streets, would it not be wiser to sacrifice the grass?

As a rule the buildings are in good condition and the work of the janitors careful and thorough.

Respectfully,

GRACE COCHRAN RAMSAY,
GRACE NICODEMUS RILEY,
MRS. B. MAUTZ,
EFFIE COUREY BETTS,
LOUISE ALLYN,
MABEL BARTLETT KROPF,
JESSIE REED BUTLER,
MARY J. HALL,
MARGARET DURLIN WYNNE,
LENA STONDALL,
ANNIE L. TAYLOR,
LUCY AUSTIN SMITH.

June 26, 1906.

ADMISSION TO HIGH SCHOOL.

Admission to the high school may be secured as follows:

1. Graduates of the eighth grade of the Madison public or parochial schools may be admitted upon the presentation of a certificate of admission signed by the superintendent of city schools.

2. Graduates of the eighth grade of the schools of other cities or of the country schools are admitted subject to such conditions and examinations as the superintendent may impose.

3. Candidates for advanced standing are admitted upon the following conditions:

(a) Graduates from schools accredited to U. W. or a similar institution may be given credit for completed work provided such work is equivalent in text-book, time, method and standing to that required in the Madison high school. In any case the credit given will be conditioned upon the character of the work done while with us.

(b) Upon examination in subjects for advanced standing. This will apply to pupils coming from three-year high schools.

In all cases the credit to be given will be determined by the superintendent and principal.

TUITION.

Tuition for all non-resident pupils, that is, pupils whose parents do not live in the Madison school district, is as follows:

	High School.	Ward School.
Fall Term	\$10 00	\$6 00
Winter term.....	8 00	5 00
Spring term	6 00	4 00

Tuition is payable at the opening of each term. No reduction in tuition will be made in case of absence for less than one-half term.

MADISON HIGH SCHOOL COURSE OF STUDY.

YEAR.	REQUIRED STUDIES.	ELECTIVE STUDIES.
I	Algebra....5 English5 History3 Drawing...2 Rhetoricals 1	German5 Latin5 Physical Geog..5 Half year Civics...5 “ “
	Each pupil to take 21 hours of work.	
II	Algebra.....5, 1st half year History.....5 English.....3 Rhetoricals 1	German5, 2d half yr. German5, whole yr. Greek5, 2d half yr. Physiology5, “ “ “ Latin.....5 Biology.....5 } Zoology or } Botany.
	Each pupil to take 19 hours of work.	
III	Physics.....5 English.....2 or 5 History3 or 5	Latin.....5 German5 Greek.....5 Arithmetic.5
	Each pupil to take 20 hours of work.	
IV	Geometry ..5 English....2 or 5 History.....5	Latin.....5 Greek.....5 German3 or 5 Eng. Grammar 5, 1st half yr. Economics.....5, 2d “ “
	Each pupil to take 20 hours of work.	

1. To graduate, a pupil must complete fifteen units.
2. A unit means one subject pursued for five periods a week throughout the year.
3. Pupils will not usually be allowed to elect studies beyond the limit of the year in which they are classified.
4. All required studies must be taken.
5. Studies completed in any given year are given full credit in making up the total necessary for graduation.
6. The numbers opposite the studies indicate the number of recitations per week.

7. In making out the studies to be pursued for a given year the pupil must first take the required studies for that year and then add enough from the elective studies to make the required number of hours per week for that year.

The following are suggestive courses arranged from the required and elective studies to aid pupils in planning their work.

		ANCIENT CLASSICAL.	MODERN CLASSICAL.	GERMAN.	SCIENCE.	ENGLISH.
I	1st Semester	Algebra...5 Latin...5 English...5 History...3 Drawing...2 Rhetori's...1	Algebra...5 Latin...5 English...5 History...3 Drawing...2 Rhetori's...1	Algebra...5 German...5 History...3 Drawing...2 Rhetori's...1	Algebra...5 Phy. G...5 Civics...5 English...5 History...3 Drawing...2 Rhetori's...1	Same as Science Course.
	2d Semester	Algebra...5 Latin...5 English...5 History...3 Drawing...2 Rhetori's...1	Algebra...5 Latin...5 English...5 History...3 Drawing...2 Rhetori's...1	Algebra...5 German...5 English...5 History...3 Drawing...2 Rhetori's...1	Algebra...5 Phy. G...5 Civics...5 English...5 History...3 Drawing...2 Rhetori's...1	Same as Science Course.
II	1st Semester	Algebra...5 Latin...5 English...3 History...5 Rhetori's...1	Algebra...5 Latin...5 English...3 History...5 Rhetori's...1	Algebra...5 German...5 English...3 History...5 Rhetori's...1	Algebra...5 Zoolo'y or Botany...5 History...5 English...3 Rhetori's...1	Same as Science Course.
	2d Semester	Greek...5 Latin...5 English...3 History...5 Rhetori's...1	German...5 Latin...5 English...3 History...5 Rhetori's...1	Physiol'y...5 German...5 English...3 History...5 Rhetori's...1	Physio'y...5 Zoolo'y or Botany...5 History...5 English...3 Rhetori's...1	Same as Science Course.
III	1st Semest.	Physics...5 Latin...5 Greek...5 History...3 English...2	Physics...5 Latin...5 German...5 History...3 English...2	Same as Science Course except that Ger. is more advanced.	Physics...5 German...5 English...5 History...5	Physics...5 Arithm'c...5 English...5 History...5
	2d Semest.	Physics...5 Latin...5 Greek...5 History...3 English...2	Physics...5 Latin...5 German...5 History...3 English...2	Same as Science Course (Advanced German.)	Physics...5 German...5 History...5 English...5	Physics...5 Arithm'c...5 History...5 English...5
IV	1st Semest.	Geome'y...5 Greek...3 Latin...5 English...2 Hist. U.S...5	Geome'y...5 Latin...5 German...3 Hist. U.S...5	Same as Science Course (Advanced German.)	Geome'y...5 German...5 Hist. U.S...5 English...5	Geometry...5 Eng. Gr'm...5 English...5 Hist. U.S...5
	2d Semest.	Geome'y...5 Greek...3 Latin...5 English...2 Hist. U.S...5	Geome'y...5 Latin...5 German...3 English...2 Hist. U.S...5	Same as Science Course (Advanced German.)	Geome'y...5 German...5 Hist. U.S...5 English...5	Geometry...5 Econom's...5 English...5 Hist. U.S...5

TEXT BOOKS.

WARD SCHOOLS.

Rational Elementary Arithmetic.
 Rational Grammar School Arithmetic.
 The Natural Geographies.
 Sheldon's Word Studies.
 First Lessons in Language,
 Southworth.
 Elements of Composition and Grammar,
 Southworth.
 Smith's Physiology.
 History of the United States,
 Fisk, McMaster, Scudder, or Gordy.
 Sheldon & Co., Vertical System Penmanship.
 The Modern Music Series.
 The Prang Text Books of Art Education.

HIGH SCHOOL.

Shakespeare—Selected Plays.....	<i>Rolfe, Hudson</i>
Commercial Arithmetic.....	<i>Schneck</i>
Algebra.....	<i>Marsh</i>
Geometry.....	<i>Shutts</i>
Composition and Rhetoric.....	<i>Thorndike</i>
American Literature.....	<i>Newcomer</i>
English Literature.....	<i>Pancoast</i>
Latin Grammar.....	<i>Bennett</i>
Latin Lessons.....	<i>Tuell and Fowler</i>
Caesar.....	<i>Kelsey</i>
Latin Composition.....	<i>Riggs</i>
Cicero.....	<i>D'ooge</i>
Virgil.....	<i>Knapp</i>
Greek Grammar.....	<i>Goodwin</i>
Greek Lessons.....	<i>White</i>
Greek Composition.....	<i>Bonner</i>
Anabasis.....	<i>Goodwin</i>
Homer.....	<i>Seymour</i>
German Lesson.....	<i>Spanhoofd</i>
German Reader.....	<i>Brandt</i>
Physical Geography.....	<i>Gilbert and Brigham</i>
English History.....	<i>Coman and Kendall, Cheyney, Larned, Walker</i>

Ancient History	<i>Meyers</i>
Mediaeval and Modern History	<i>Meyers</i>
American History	<i>Channing</i>
Civil Government	<i>James and Sanford</i>
Physiology	<i>Martin</i>
Botany	<i>Coulter</i>
Physics	<i>Carhart and Chute</i>
Zoology	<i>Jordan and Kellogg</i>

In the higher Latin and Greek courses any approved textbook may be used.

HIGH SCHOOL GRADUATES.

A full list of the graduates from the High School for previous years, will be found in the Annual Report of 1903-04.

CLASS OF 1904.

Mattie May Austin, Kindergarten Teacher.
Ellis Pitt Abbott, U. W.
Susan Naylor Armstrong, U. W.
Hazel Viola Alford, U. W.
William Joseph Bollenbeck, U. W.
Otto Conrad Breitenbach.
Emily May Bresee, U. W.
Robert W. Bridgman, U. W.
Anna Blackburn, Menomonie Kind. Training Sch.
Emily Ellen Chynoweth, U. W.
Edwina Mary Casey, U. W.
William Henry Conlin, U. W.
Bessie Rachael Coleman, U. W.
Mary Coleman, U. W.
Mary Elizabeth Curtis, U. W.
Leula Elsie Dillon.
William Barstow Dugan.
Audrey Amazon Davenport, U. W.
Helen Flint, U. W.
Edwin Gordon Fox, U. W.
Marion Emma Frederickson, U. W.
Olive Marie Fehlandt, U. W.
Flora Moseley Gilman, U. W.
Jessie Alletta Johnson.
Ruby Holt.
Florence Alford Jewett.
Ruth Leland Jennings, U. W.
J. Cornelius Johnson, U. W.
Elizabeth Verran Joslin, U. W.
Emma Kahl, U. W.
Mary Fidelia Longfield, U. W.
Mamie Ella Lathrop.
Sylvia Elizabeth Lounsbury, U. W.
Vera Alice Langdon, U. W.
Elizabeth Lacy.

Claude Campbell Luckey.
Mary Florence Maher.
Raymond Winthrop Moseley, U. W.
Alexander William Morgan, U. W.
Norma Marie Nebel, U. W.
Walter Nebel.
Eugene William Nebel, U. W.
Elizabeth Cecelia O'Grady.
Edna Emma Pfister.
Kate Post.
Bernice Quinn.
Mabel Elmira Rimsnider.
Walter John Reif.
Clara Edna Schneider.
Paul Swenson, U. W.
Alydth Maud Hungerford Shaw, U. W.
Lula Sophronia May Starks, U. W.
Carlton Hendrickson Stalker, U. Mich.
Charles Foster Smith, U. W.
Anna Isabel Togstad, U. W.
Jennie Mabel Taylor.
Mary Janet Van Hise.
Irene Bergita Vick.
Ruth Corbett Van Slyke, U. W.

CLASS OF 1905.

Alice Irene Alford, U. W.
Annabelle Allen, U. W.
Lona Irene Bergh, U. W.
Frederick Sarles Brandenburg, U. W.
Elizabeth Brown, U. W.
Dorothy Marie Burnham, U. W.
Henry Balsley, U. W.
Emilie Anna Boesling, Whitewater Normal School.
Alma Marie Boyd, U. W.
William Edward Boyle.
Anna Isabel Butler.
Elsie Josephine Bird, U. W.
Beulah Jennie Chamberlain.
Phillips Chynoweth.
Clara Margaret Cronin, U. W.
Edna Lorene Confer, U. W.
Alice Beatrice Cronin, U. W.
Edwin Ford Curtiss, U. W.
Burton Lamont Cramton, U. W.

Elizabeth Hyacinth Conlin.
Katherine Agnes Donovan, U. W.
Anna Regina Dunn.
Victor Peter Diedrich, U. W.
Anna Josephine Esser.
Edward Philip Farley, U. W.
Ida Fenton, U. W.
Theo Fenton, U. W.
Jane Bopeep Gapen, U. W.
Alice Mary Grover, U. W.
Earle Edwin Gibbs, U. W.
Samuel Gallagher.
Olive Goldenburger, U. W.
Clara Elizabeth Hartwig.
Josephine Heuer, U. W.
Sidney Philip Hall, U. W.
Emma Isabel Hean.
Madge Evelyn Holcombe, U. W.
Elnora Jean Hoyer.
Frank Gardiner Hood, U. W.
Agnes Learned Johnson, U. W.
Harry Kessenich, U. W.
Mabel Grace Kelley.
Caroline Kleinheinz, U. W.
Anna Bell Kirsch, Whitewater Normal School.
Stella Otilla Kayser, U. W.
Isadore Koltis, U. W.
Barbara Hazel Klinefelter, U. W.
Blossom Katherine Marie Law, U. W.
Agnes Veronica Leary, U. W.
Caroline Gail Libby, U. W.
Mary Ellen Longfield, U. W.
Magaret Blanche Lyle, U. W.
Tennyson Lathrop, U. W.
Louis Martinus Larson.
Sara Blanche Morgan, U. W.
Helmer Clarence Nelson, U. W.
Lylia Jeanette Owens, U. W.
Gladys Eva Priest, U. W.
Marie Louise Pressentin, U. W.
Frances Post.
Nellie Clair Roybar, U. W.
John Logan Rogers, U. W.
Edna Arlisle Roloff, U. W.
Stephen Francis Regan, U. W.
Morris Wilford Richards, U. W.

Lillie Josephine Scott.

Alice Adell Sprecher, U. W.

Anna Emelie Syfttestad, U. W.

Mabel Silbernagle.

Jessie Clemons Smith, U. W.

Margaret Helen Sullivan, U. W.

Ole Selmer Syfttestad, U. W.

Mary Katherine Taylor, U. W.

Kate Trainor, U. W.

Mary Regina Tormey, U. W.

Alva Samuel Thompson.

Joseph George Taylor.

Jennie Elizabeth Vernon, Man. Training School, Menominee.

Lulua Wittl, U. W.



LAPHAM SCHOOL, SEVENTH WARD

