



Annual report of the public schools of the city of Madison, Wisconsin: 1903-1904.

Forty-ninth annual report

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The
**Madison Public
Schools**



FORTY-NINTH
ANNUAL REPORT



MADISON, WISCONSIN
1903-1904

379
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ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON, WISCONSIN

1903-1904

MADISON, WIS.

STATE JOURNAL PRINTING COMPANY,

1904

DIRECTORY.

BOARD MEETINGS.

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

SUPERINTENDENT.

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

SCHOOL SESSIONS.

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

SCHOOL CALENDAR—1904-1905.

FALL TERM—

Opens Tuesday, September 6, and closes Friday, December 16.

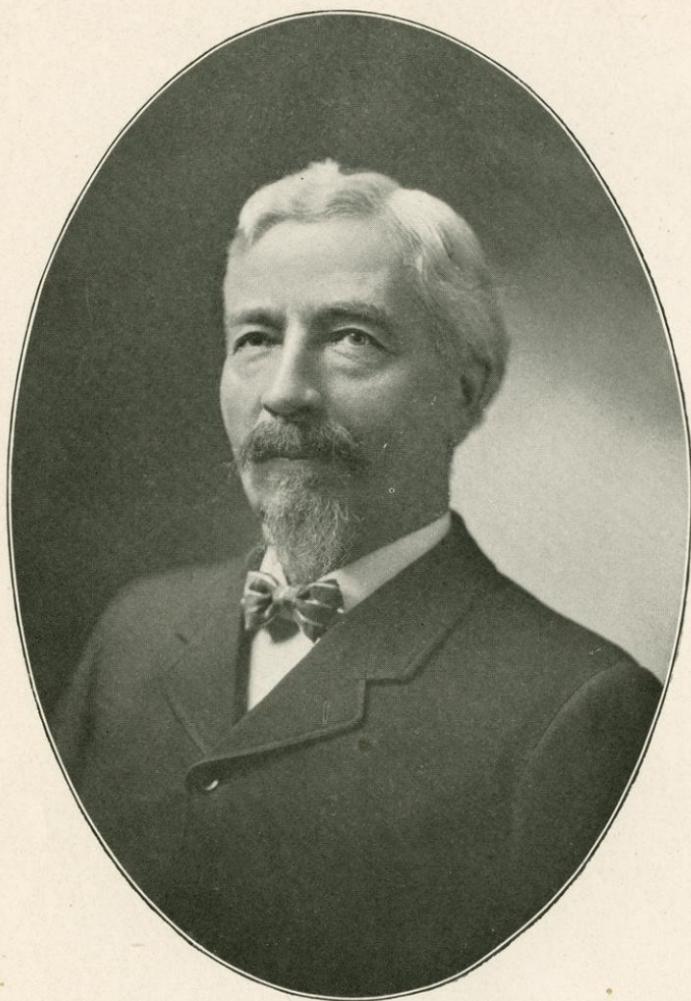
WINTER TERM—

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

SPRING TERM—

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





HON. JOHN H. CORSCOT.

Member of Board of Education, 1876-1893. Mayor of city and *ex officio* member of Board, 1893-1895. Member of Board, 1897-1904. Clerk of Board, 1880-1891. President of Board, 1897-1904.

BOARD OF EDUCATION.

1904.

OFFICERS.

ANTHONY DONOVAN	President
O. S. NORSMAN	Clerk
WM. HELM	Treasurer
R. B. DUDGEON	Superintendent

MEMBERS.

	Term Expires.
GEORGE KRONCKE	1021 Rutledge
FRANK ALFORD	25 West Dayton
WM. HELM	140 West Gilman
ANTHONY DONOVAN	430 West Doty
O. S. NORSMAN	515 North Henry
J. T. W. JENNINGS	1520 Arlington Place, U. H....
MAYOR W. D. CURTIS	1102 Spaight
ALD. JOS. C. SCHUBERT	<i>Ex-officio</i> 1025 East Gorham

COMMITTEES.

STANDING.

Teachers	DONOVAN, HELM, KRONCKE.
Course of Study	JENNINGS, DONOVAN, KRONCKE.
Finance	KRONCKE, ALFORD, CURTIS.
Supplies.....	NORSMAN, SCHUBERT, JENNINGS.
Buildings	ALFORD, SCHUBERT, CURTIS, KRONCKE, JENNINGS.

VISITING.

High School	DONOVAN, JENNINGS.
Washington School	CURTIS, HELM.
Lincoln School	HELM, JENNINGS.
Brayton School	KRONCKE, ALFORD.
Doty School	KRONCKE, DONOVAN.
Draper School	JENNINGS, NORSMAN.
Marquette School	SCHUBERT, CURTIS.
Lapham School	ALFORD, HELM.
Hawthorne School	NORSMAN, SCHUBERT.
Longfellow School	DONOVAN, NORSMAN.

CITIZENS' VISITING COMMITTEES.

HIGH SCHOOL:—

PROF. GRANT SHOWERMAN,
MISS ELSBETH VEERHUSEN,
REV. H. C. HENGEL,
MRS. A. P. WILDER,
PROF. D. C. MUNRO,
PROF. W. G. BLEYER,
MRS. A. O. FOX,
MRS. L. B. MURPHY,
MRS. C. F. LAMB,
JUDGE J. H. CARPENTER,
COL. A. H. HOLLISTER,
MRS. F. L. GILBERT.

GRAMMER GRADES:—

MRS. F. W. WOLL,
MRS. L. H. ADAMS,
MRS. E. B. STEENSLAND,
MRS. A. B. WHITNEY,
MRS. A. J. WHITING,
MRS. A. M. FRISCH,
MRS. H. L. BUTLER,
MRS. E. H. TECKEMEYER,
MRS. T. A. COLEMAN.

PRIMARY GRADES:—

MRS. FRED BROWN,
MRS. S. A. NIELSON,
MRS. C. H. NAFFZ,
MRS. M. WILBER,
MRS. F. E. DOTY,
MRS. J. B. RAMSAY,
MRS. H. FAUERBACH.

DEPARTMENT OF INSTRUCTION.

1903-1904.

R. B. DUDGEON Superintendent.

HIGH SCHOOL.

J. H. HUTCHISON, <i>Principal</i>	Physics.
ANNA B. MOSELEY	Latin.
SUE TULLIS	Latin.
MARY McGOVERN	English Literature.
FLORA C. MOSELEY	English Literature.
SARA D. JENKINS	English.
HARRIET E. CLARK	Rhetoricals.
IRMA M. KLEINPELL	German.
LENORE T. O'CONNOR	German.
CAROLINE M. YOUNG	German.
JULIA E. MURPHY	History.
EDNA R. CHYNOWETH	History.
ROBERT A. MAUER	History.
MARY OAKLEY	Mathematics.
WM. H. KELLEY	Mathematics.
GRACE E. LEE	Science.
WILLIS R. MORTON	Science.
MAGDALEN EVANS	Science.
A. OTTERSON	Science and Algebra.
MARIE McCLEERNAN	Greek.
OSMUND M. JORSTAD	Mechanical Drawing.

ALL SCHOOLS.

ANNA GAPEN	Music.
IDA M. CRAVATH	Drawing.

GEORGE WASHINGTON SCHOOL (*First Ward*).

MARY L. EDGAR, <i>Principal</i>	Eighth Grade.
CECELIA O. KAVANAGH	Seventh Grade.
ROSETTA BLAZER	Sixth Grade.
AMY M. CHAPMAN	Fifth Grade.

DEPARTMENT OF INSTRUCTION, 1903-1904

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STELLA M. DEWOLF	Fourth Grade.
LYLA A. RANSOM	Third Grade.
FLORENCE NELSON	Second Grade.
ADDIE I. SUTHERLAND	First Grade.
ELLA LARKIN	First and Second Grades.
IVA BROWN	Kindergarten.
FLORENCE LYON	Kindergarten Asst.

ABRAHAM LINCOLN SCHOOL (*Second Ward*).

MARGARET A. FORAN, <i>Principal</i>	Seventh and Eighth G'ds.
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*).

S. MATILDA BAILEY, <i>Principal</i>	Eighth Grade.
MARTHA K. RILEY	Seventh Grade.
CORA M. SCHNEIDER	Sixth Grade.
FANNY CRAWFORD	Fifth Grade.
CAROLINE A. HARPER	Fourth Grade.
SARAH E. CLARK	Third Grade.
MARY E. HANCOCK	Second Grade.
JENNIE M. WILLIAMS	First Grade.

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

THERESA G. COSGROVE, <i>Principal</i>	Seventh and Eighth G'ds.
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.
ALICE PARSONS	Seventh Grade.
EMMA R. SMITH	Sixth Grade.
ABBIE GREEN	Fifth Grade.
MARIE E. POTTER	Fourth Grade.
ELLA HEILIGER	Third Grade.
IRMA B. WISWALL	Second Grade.
CLARE DENGLER	First Grade.

MADISON PUBLIC SCHOOLS.

JACQUES MARQUETTE SCHOOL (*Sixth Ward*).

KATE H. FEENEY, <i>Principal</i>	Eighth Grade.
EMILY PARSONS	Seventh Grade.
ALICE GODFROY	Sixth Grade.
MAME RILEY	Fifth Grade.
LOUISE ZIMMERMAN	Fourth Grade.
STELLA VAIL	Third and Fourth Grades.
CARRIE HUGGINS	Third Grade.
LEONORE TOTTO	Second Grade.
WINEFRED M. BRIGHT	First and Second Grades.
ELIZABETH J. GRAHAM	First Grade.
EMILY McCONNELL	Kindergarten.
MARIE M. REDEL	Kindergarten Asst.

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

MAY ISABEL KAY, <i>Principal</i>	Seventh and Eighth G'ds.
KJISTEN OLSON	Fifth and Sixth Grades.
MAYME E. CASEY	Third and Fourth Grades.
EDITH A. GLANVILLE	First and Second Grades.
KATHERINE FLEMING	Kindergarten.

HENRY W. LONGFELLOW SCHOOL (*Greenbush*).

SADIE E. 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 (*Northeast District*).

THERESA ARCHIBALD, <i>Principal</i>	Fifth and Sixth Grades.
ABIE E. BRINKHOFF	Third and Fourth Grades.
ELIZABETH HUGHES	Second Grade.
VELMER PRATT	First Grade.

DEPARTMENT OF INSTRUCTION.

1904-1905.

R. B. DUDGEON Superintendent.

HIGH SCHOOL.

J. H. HUTCHISON, <i>Principal</i>	Physics.
ANNA B. MOSELEY	Latin.
SUE TULLIS	Latin.
MARY McGOVERN	English Literature.
FLORA C. MOSELEY	English Literature.
SARA D. JENKINS	English.
MARY H. STICKEL	English.
HARRIET E. CLARK	Rhetoricals.
IRMA M. KLEINPELL	German.
W. H. HEIN	German.
CAROLINE M. YOUNG	German.
JULIA E. MURPHY	History.
EDNA R. CHYNOWETH	History.
H. A. SCHOFIELD	History.
BERTHA H. PREUSS	History.
WINNIE C. WARNING	Mathematics.
A. OTTERSON	Mathematics.
OSMUND M. JORSTAD	Mechanical Drawing.
GRACE E. LEE	Science.
WILLIS R. MORTON	Science.
ALETTA F. DEAN	Science.
AUGUST GROSSMAN	Science and Algebra.
MARIE McCLEERNAN	Greek.

ALL SCHOOLS.

HERMAN E. OWEN	Music.
IDA M. CRAVATH	Drawing.

SUBSTITUTE TEACHERS.

STELLA NELSON	Primary Grades.
LUCY M. CANTWELL	Grammer Grades.

GEORGE WASHINGTON SCHOOL (*First Ward*).

MARY L. EDGAR, <i>Principal</i>	Eighth Grade.
CECELIA O. KAVANAGH	Seventh Grade.
ROSETTA BLAZER	Sixth Grade.
RENETTE JONES	Fifth Grade.
CHRISTINE BANDLI	Fourth Grade.
LYLA A. RANSOM	Third Grade.
FLORENCE NELSON	Second Grade.
ADDIE I. SUTHERLAND	First Grade.
ELLA LARKIN	First and Second Grades.
IVA BROWN	Kindergarten.
FLORENCE LYON	Kindergarten Asst.

ABRAHAM LINCOLN SCHOOL (*Second Ward*).

MARGARET A. FORAN, <i>Principal</i>	Seventh and Eighth G'ds.
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.
FANNY 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*).

TERESA G. COSGROVE, <i>Principal</i>	Seventh and Eighth G'ds.
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.

MARGARET BONING	Fifth Grade.
MARIE E. POTTER	Fourth Grade.
MARY B. FARLEY	Third Grade.
IRMA B. WISWALL	Second Grade.
CLARE DENGLER	First Grade.

JACQUES MARQUETTE SCHOOL (*Sixth Ward*).

KATE H. FEENEY, <i>Principal</i>	Eighth Grade.
ALICE S. GODFROY	Seventh Grade.
KJISTEN OLSON	Sixth Grade.
MAME RILEY	Fifth Grade.
LOUISE ZIMMERMAN	Fourth Grade.
CARRIE HUGGINS	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.
STELIA B. VAIL	Third and Fourth Grades.
M. ETHEL BROWN	First and Second Grades.
EMILY McCONNELL	Kindergarten.
MARIE M. REDEL	Kindergarten Asst.

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

MAY ISABEL KAY, <i>Principal</i>	Eighth Grade.
MARION E. BOYNTON	Sixth and Seventh Grades.
GRACE B. BEWICK	Fourth and Fifth Grades.
MAYME E. CASEY	Second and Third Grades.
EDITH A. GLANVILLE	First Grade.
KATHERINE FLEMING	Kindergarten.

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

SADIE E. 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 (*Northeast District*).

THERESA ARCHIBALD, <i>Principal</i>	Fifth and Sixth Grades.
ABBY E. BRINKHOFF	Third and Fourth Grades.
ELIZABETH HUGHES	Second Grade.
VELMER PRATT	First Grade.

CLERK'S STATEMENT.

Receipts and expenditures of the Board of Education of the city of Madison, from July 1st, 1903, to June 30th, 1904:

Receipts.

Balance on hand July 1, 1904.....	\$7,148 54
State apportionment, school fund	10,426 32
City school tax, 1903	40,000 00
County school tax, 1903	12,417 00
Town of Madison, joint district tax, 1903	2,435 58
Town of Blooming Grove, joint district tax, 1903	1,681 50
Tuitions collected	899 75
Rents collected	410 33
Interest on deposits	247 53
Loan from state of Wisconsin	30,000 00
Temporary loan from Capital City Bank	25,000 00
From P. B. Bogart, for repairs	65 15
Miscellaneous receipts	51 30
	<hr/>
	\$130,783 00

Expenditures.

Apparatus and library	\$343 63
Miscellaneous supplies	2,705 18
Miscellaneous repairs	3,293 30
Janitors and labor	4,995 40
Fuel	7,797 48
Furniture	665 35
Clerk's salary and census	300 00
Free text books	351 89
Printing	346 96
Jas. Goodwin, lot for high school site	13,950 00
W. T. Fish, lot for high school site	14,950 00
Warren P. Laird, advisory architect	1,037 58
Claude & Starck, architects' competition	250 00
F. S. Allen, architects' competition	250 00
H. C. Koch & Son, architects' competition	250 00
Pond & Pond, architects' competition	250 00
For cement walks and grading	569 01

CLERK'S STATEMENT.

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Balance on Eighth ward addition	73 00
Balance on Northeast district building	114 89
Interest paid on temporary loans	227 93
Temporary loan repaid	25,000 00
Teachers' wages and superintendence	48,051 63
Balance July 1, 1904	5,009 77
	<hr/>
	\$130,783 00

O. S. NORSMAN,
Clerk.

TREASURER'S REPORT.

RECEIPTS AND DISBURSEMENTS JULY 1, 1903, TO JUNE 30, 1904.

Receipts.

1903.

July 1.	To balance on hand	\$7,148 54
July 29.	From state treasurer, part of loan	15,000 00
July 31.	From Capital City Bank, interest for July ...	18 27
Aug. 31.	From Capital City Bank, interest for August.	34 53
Sept. 18.	From Capital City Bank, temporary loan	1,000 00
Sept. 30.	From Capital City Bank, interest for Sept...	4 52
Oct. 7.	From Capital City Bank, temporary loan	2,500 00
Oct. 10.	From Capital City Bank, temporary loan	5,000 00
Oct. 15.	From L. E. Stevens, rent	18.00
Oct. 28.	From American Shredder Co., old stove	3 00
Oct. 28.	From Capital City Bank, temporary loan	1,000 00
Oct. 31.	From Capital City Bank, interest for October	44
Nov. 3.	From Capital City Bank, temporary loan	2,500 00
Nov. 14.	From Capital City Bank, temporary loan	6,000 00
Nov. 28.	From J. P. Woodward, tuition	36 00
Nov. 28.	From W. J. Anderson, rent	25 00
Nov. 30.	From Capital City Bank, interest for Nov....	80
Dec. 3.	From Capital City Bank, temporary loan	2,000 00
Dec. 4.	From Peter B. Bogart, cost of repairs	65 15
Dec. 18.	From Bell Telephone Co., telephone rent	6 00
Dec. 16.	From E. B. Cook, cert. of appropriation ret..	48 30
Dec. 19.	From Capital City Bank, temporary loan	5,000 00
Dec. 24.	From W. J. Anderson, rent	25 00
Dec. 26.	From R. B. Dudgeon, tuition collected	392 75
Dec. 31.	From M. J. Gay, rent	60 00
Dec. 31.	From Capital City Bank, interest for Dec...	26

1904.

Jan. 5.	From A. T. Webb, treas., part of city school tax	30,000 00
Jan. 28.	From W. J. Anderson, rent	25 00
Jan. 30.	From A. T. Webb, treas., bal. city school tax..	10,000 00
Jan. 30.	From A. T. Webb, treas., county school tax..	12,417 00
Jan. 31.	From Capital City Bank, interest for Jan....	9 37
Feb. 24.	From W. J. Anderson, rent	25 00

TREASURER'S REPORT.

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Feb. 29.	From A. T. Webb, treas., state app'mt.....	10,426 32
Feb. 29.	From Capital City Bank, interest for Feb....	39 89
Mch. 5.	From state treasurer, balance loan.....	15,000 00
Mch. 26.	From town treasurer, Blooming Grove, joint district tax, 1903	1,681 50
Mch. 28.	From W. J. Anderson, rent	12 50
Mch. 31.	From Capital City Bank, interest for March..	54 45
Apr. 7.	From M. J. Gay, rent	43 52
Apr. 7.	From Mrs. Wiric, rent	8 00
Apr. 13.	From town treasurer, town of Madison, joint district school tax	2,435 58
Apr. 18.	From W. J. Anderson, rent	25 00
Apr. 30.	From Capital City Bank, interest for April..	41 76
May 31.	From Capital City Bank, interest for May...	29 49
June 2.	From W. J. Anderson, rent	30 00
June 2.	From Mrs. Wiric, rent	8 00
June 2.	From Mrs. N. P. Jones, rent	14 00
June 24.	From R. B. Dudgeon, tuition collected	471 00
June 30.	From M. H. Gay, rent	40 31
June 30.	From Mrs. Wiric, rent	8 00
June 30.	From Mrs. N. P. Jones, rent	7 00
June 30.	From W. J. Anderson, rent	30 00
June 30.	From Capital City Bank, interest for June...	13 75

\$130,783 00

Expenditures.

The aggregate amount of the certificates of appropria-	
tion paid from July 1, 1903, to June 30, 1904, was....	\$125,773 23
The balance on hand July 1, 1904	5,009 77
	\$130,783 00

W.M. HELM,
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, 1904. This will constitute the forty-ninth report of the series, and the thirteenth by me.

SUMMARY OF STATISTICS.

Population of the city (estimated)	23,000
Assessed valuation	\$20,000,000
Rate of taxation for all purposes .....	.012000
Rate of taxation for city school purposes.....	.003636

COST OF SCHOOLS.

Teachers	\$48,051 63
Incidentals	20,133 84
Sites, new buildings and furniture	31,790 82
Street macadam, cement walks and interest	796 94

SCHOOL CENSUS.

Number of children of school age in the city:	1903.	1904.
First Ward	389	348
Second Ward	660	626
Third Ward	349	336
Fourth Ward	603	554
Fifth Ward	841	798
Sixth Ward	1,022	1,099
Seventh Ward	616	669
Eighth Ward	715	699
Ninth Ward	450	421
Tenth Ward	152	154
Joint School District, N. E.....	121	160
Total	5,918	5,864

ENROLLMENT.

Number of children enrolled in the public schools:

High School	594	598
First Ward	414	503
Second Ward	272	245
Third Ward	368	345
Fourth Ward	214	213
Fifth Ward	408	432
Sixth Ward	537	526
Seventh Ward	282	220
Northeast School	100	214
Greenbush	184	185
 Total	 3,373	 3,481

Number of pupils in the different grades:

Kindergarten	160	157
First Grade	442	474
Second Grade	399	405
Third Grade	372	408
Fourth Grade	335	353
Fifth Grade	317	300
Sixth Grade	277	303
Seventh Grade	227	264
Eighth Grade	250	219
First Year, High School	175	210
Second Year, High School	166	159
Third Year, High School	134	138
Fourth Year, High School	119	91
 Total	 3,373	 3,481

ATTENDANCE.

Per cent. enrolled	57	59
Average membership	2,900	3,052
Average daily attendance	2,746	2,871
Per cent. of attendance	95	94.5
Total days of attendance for year	507,994	517,928

BUILDINGS. 1902-03 1903-04

Number of buildings occupied	11	11
Number of regular school rooms	60	63
Number of recitation rooms used	17	17
Number of sittings for pupils	3,275	3,400

TEACHERS.

Number in High School	20	21
Number in second grammar grades	11	12
Number in first grammar grades	13	13
Number in second primary grades	15	15
Number in first primary grades	17	18
Teacher of drawing	1	1
Teacher of music	1	1
Kindergartens	3	3
Kindergarten assistants	2	2
Total	83	86

TEACHERS' REPORTS.

Times teachers were tardy	187	196
Half days' absence	246	305
Visits made to parents	503	414
Visits made to sick pupils	192	223

VISITS TO THE SCHOOLS.

Number by the superintendent	473	536
Number by members of the board	62	133
Number by parents	1,980	2,202
Number of others	2,103	2,401

AVERAGE AGE OF PUPILS.

Upon graduating from High School, June 3, 1904:

Boys	18 yr. 7 mo. 16 days
Girls	18 yr. 6 mo. 25 days

STATISTICS.

The enumeration of children of school age in the city at the close of the school year gave 2,877 boys and 2,987 girls, making a school population of 5,864. This is a decrease for the year of 54.

The whole number of pupils enrolled for the year was 3,481, of which number 1,701 were boys and 1,780 girls. This is an increase over last year of 40 boys and 68 girls, making a total increase of 108. The average daily member-

ship was 3,052, an increase of 152 over the preceding year. The average daily attendance was 2,871, an increase of 125 over the preceding year.

The number enrolled was 59 per cent of the school population. The pupils were distributed among the grades as follows: Kindergarten 157, or 4.5 per cent of the whole number enrolled; primary grades,—first, second, third, and fourth,—1,640, or 47.1 per cent; grammar grades,—fifth, sixth, seventh, and eighth,—1,086, or 31.2 per cent; high school 598, or 17.2 per cent.

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

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

GENERAL STATISTICS.

In the discussions on school matters during the past year inquiries were made as to the relative attention given to the needs of the high school and the ward schools, the school accommodations furnished, the amount of money expended for ward sites and buildings, and the proportion of the children of school age in the city attending school. Questions arose also as to amount of money expended annually for the schools and how the taxes of Madison compared with those of other cities of the state. Some data in regard to these matters were gathered and are here inserted as matters of record.

TABLE No. I.—*Showing receipts for current and contingent fund for past ten years.*

Year.	City Tax.	State and County Tax.	High School aid.	Tuition.	Miscellaneous.	Total Current Fund.
1894-95....	\$29,056 02	\$12,115 40	\$281 91	\$573 00	\$1,559 96	\$43,586 29
1895-96....	29,970 52	11,506 84	275 15	60 00	1,404 42	43,816 93
1896-97....	30,203 82	11,767 67	265 95	557 00	1,256 58	44,057 54
1897-98....	32,257 75	10,305 62	260 00	826 00	1,408 17	45,057 54
1898-99....	36,967 52	10,164 98	248 90	1,037 00	1,582 43	50,000 83
1899-00....	42,189 12	11,577 58	500 00	1,296 00	1,778 30	57,341 00
1900-01....	43,919 04	12,242 82	481 40	1,151 70	2,520 06	60,315 02
1901-02....	36,441 17	18,463 61	466 20	1,013 10	2,514 41	58,898 49
1902-03....	30,500 00	24,920 57	.....	1,151 00	3,193 15	59,764 72
1903-04....	40,000 00	22,843 32	.....	899 75	4,891 39	68,634 46

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

Year.	Teachers' Salaries.	Janitors and labor	Fuel.	Repairs.	Miscellaneous.	Total Current Expenses.
1894-95....	\$29,061 60	\$2,872 00	\$3,600 13	\$3,158 76	\$2,770 57	\$41,463 06
1895-96....	31,538 69	2,943 30	3,827 42	2,062 12	4,435 35	44,806 88
1896-97....	32,946 65	3,112 07	4,409 96	4,349 88	3,992 01	48,810 57
1897-98....	33,050 06	3,141 86	3,804 64	1,530 50	2,717 91	44,244 97
1898-99....	34,008 67	3,160 14	3,802 31	2,547 15	2,742 70	46,260 97
1899-00....	36,585 24	3,335 20	4,929 54	2,863 77	3,014 50	50,728 25
1900-01....	38,639 88	3,688 80	4,174 74	2,406 13	3,763 84	52,673 39
1901-02....	41,030 35	4,118 65	4,973 23	2,404 40	4,132 21	56,658 84
1902-03....	44,394 88	4,922 08	6,862 34	1,934 55	7,540 77	63,533 92
1903-04....	48,051 63	4,995 40	7,797 48	3,293 30	5,509 95	69,647 76

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

Year.	Receipts.	Expenditures.	Balance.	Deficits.
1894-95.....	\$43,586 29	\$41,463 06	\$2,123 23	.....
1895-96.....	43,816 93	44,806 88	.....	\$ 989 95
1896-97.....	44,051 02	48,810 57	.....	4,759 55
1897-98.....	45,057 54	44,244 97	812 57	.....
1898-99.....	50,000 83	46,260 97	3,739 86	.....
1899-00.....	57,341 00	50,728 25	6,611 75	.....
1900-01.....	60,315 02	52,673 39	7,641 63	.....
1901-02.....	58,898 49	56,658 84	2,239 65	.....
1902-03.....	59,764 72	63,533 92	.....	3,769 20
1903-04.....	68,634 46	69,647 76	.....	1,013 30

TABLE No. IV.—*Amounts expended for sites and buildings for ward schools since the addition to the high school was made:*

1887. Site for Third Ward building	\$5,250 00
1887. Third Ward building	10,563 35
1888. Balance on Third Ward building	5,217 36
1890. Addition to old First Ward building	10,947 75
1891. Greenbush building	5,818 03
1891. Payment on lots 17 and 18, First Ward	300 00
1893. Addition to Third Ward building	14,101 31
1894. Lots for Sixth Ward building	6,200 00
1894. Sixth Ward building	25,935 75
1896. Addition to Fifth Ward building	3,384 34
1897. Balance on Fifth Ward building	10,417 73
1898. Repairs on Fourth Ward building before fire	1,209 59
1899. Site for Seventh Ward building	2,100 00
1900. Seventh Ward building	19,220 06
1901. Addition to Greenbush building	6,757 70
1902. Addition to Eighth Ward building	18,234 95
1902. Northeast school building	12,819 14
1902. Two lots in Sixth Ward	2,900 00
1903. Second Ward building improvement	5,381 62
1903. Balance on Northeast building	114 89
1903. Balance on Eighth Ward building	73 00
1904. New Sixth Ward building (estimated)	26,000 00
 Total expended in seventeen years	\$192,946 57

New school rooms provided	52
Old rooms displaced	8
Net gain in number of rooms	44

In addition to the above considerable sums have been spent annually in making general repairs, in building, and in improving and beautifying the school grounds.

TABLE No. V.—*Showing data gathered from some of the leading cities of Wisconsin.*

City.	Popu- lation 1900.	Chil- dren of school age 1903.	School en- rollment 1903.	Assessed valuation 1903.	Whole Tax on \$1,000.	School tax on \$1,000.
Baraboo	5,751	1,697	1,454	\$3,615,566	\$18 86	\$5 54
Beloit	10,436	4,600	3,000	6,360,086	17 50	6 90
Berlin	4,489	1,650	887	1,844,000	20 00	9 00
Chippewa Falls	8,094	3,456	1,420	4,401,438	30 00	3 79
Eau Claire	17,517	6,864	4,252	6,990,179	27 50	11 40
Fond du Lac	15,110	5,000	3,011	10,936,532	17 50	4 90
Grand Rapids	4,489	1,858	1,260	2,524,279	26 00	8 50
Janesville	13,185	4,436	2,700	9,056,400	15 13	3 33
Kenosha	11,606	4,254	1,900	10,536,166	11 00	
La Crosse	28,895	10,018	5,290	17,769,805	18 00	2 98
Manitowoc	11,786	4,372	2,490	6,400,000	24 60	6 24
Merrill	8,537	3,476	1,800	2,665,282	32 30	4 50
Oshkosh	28,284	9,629	4,643	17,610,840	18 50	4 18
Portage	5,459	1,782	998	2,811,950	16 20	2 50
Sheboygan	22,962	8,624	4,168	12,274,076	18 70	3 20
Superior	31,091	8,283	6,277	13,337,037	34 70	11 70
Wausau	12,354	5,415	3,238	4,909,609	24 80	7 30
Waukesha	7,419	2,081	1,441	3,552,275	26 20	5 54
Whitewater	3,405	923	650	1,972,764	17 45	5 07
Ashland	13,074	4,683	2,771	8,000,000	27 50	6 75
Black River Falls	1,938	625	497	759,525	8 98	7 63
Menomonie	5,655	2,061	1,646	1,667,611	38 50	13 00
Racine	29,102	.....	5,685	17,000,000	25 00	.....
River Falls	2,008	598	520	830,294	20 70	6 98
Watertown	8,437	3,963	1,140	1,800,000	14 60	2 00
Madison	19,154	5,918	3,373	18,988,612	12 00	2 98

TABLE No. VI.—*Data in regard to school attendance and accommodations for the month of November, 1903, the month showing the largest attendance of the school year.*

Ward.	No. desks	No. enrolled for month	Average daily attendance	Surplus of desks.	
				over enrollment.	over av. attendance.
First.....	472	416	394	56	78
Second.....	269	224	211	45	58
Third.....	378	322	310	56	68
Fourth.....	198	175	160	23	38
Fifth.....	403	382	359	21	44
Sixth.....	520	491	462	29	58
Seventh.....	260	209	189	51	71
Greenbush.....	188	171	162	17	26
Northeast.....	205	202	188	3	17
	2,893	2,592	2,435	301	458

TABLE No. VII.—*Statistics in regard to high school buildings in other cities.*

City.	Cost.	Pupils accommodated.	Cost per Pupil.
Springfield High.....	\$340,000	650	\$523
Boston Dorchester High.....	300,000	650	476
Boston East High.....	278,000	504	552
Boston South High.....	310,000	672	461
New York, Wadleigh High.....	600,000	2,600	230
New York, Morris High.....	583,000	2,735	204
New York, Richmond No. 1.....	164,900	750	219
New York, Manual Training High.....	480,000	2,500	192
Syracuse, N. Y. High.....	400,000	1,500	266
New Bedford, Mass.....	750,000	850	882
Detroit, Mich. High.....	525,750	2,500	210
Ft. Wayne, Ind. High.....	200,000	800	255
Duluth, Minn. High.....	400,000	1,200	333
Chicago, Robt. Waller High.....	300,000	959	312
Chicago, Wend. Phillips High.....	315,000	1,500	210
St. Louis, McKinley High.....	410,000	1,000	410
St. Louis, Jas. C. Geatman High.....	422,000	1,000	422
Milwaukee, South Division High.....	91,580	600	152
Milwaukee, West Division High.....	93,535	600	155

In most cases given above, except in Milwaukee, the cost includes the equipment, but not the site.

SCHOOL ACCOMMODATIONS.

By the addition to the Washington building and the construction of the new Hawthorne building in the northeast district, ten new rooms were provided. When the Irving building is completed eight more rooms will be ready for occupancy. In the construction of these eighteen new rooms five old rooms were displaced, making a net gain for the school system during the past two years of thirteen school rooms. This increase in the number of rooms will relieve the crowded condition from which the schools have suffered for some time. The thorough repairs which are being made this summer will put all the buildings of the city into a good sanitary condition and will add much to their comfort, convenience, and attractiveness.

NAMING THE PUBLIC SCHOOLS.

As new buildings were erected in the city they were designated by the number of the ward in which they were located. As the city grew and new wards were formed, it happened in some cases that the section where an old building was located became a part of a new ward. In such cases the old name of the building became a misnomér and caused indefiniteness and confusion. The advisability of adopting some new scheme of naming the schools was felt by all, but there seemed to be no one to take the initiative in the matter until it was taken up by the education department of the Woman's club. The committee to which this duty was assigned brought the matter to a very happy and satisfactory conclusion and made a definite report with recommendations to the Board of Education. At the March meeting of the Board the schools were formally named in accordance with the recommendations of this committee. We are pleased to be able to insert the report as prepared by Mrs. A. E. Proudfit, the chairman of the committee:

The subject of naming the public schools had been casually spoken of at one or two meetings of the school board. It had also been discussed now and then by the women interested in school matters, but nothing definite had ever been done about it, and it seemed quite fitting that it should have been left to the educational department of the Woman's club to bring the matter to a definite issue. With this end in view the department appointed a chairman and conferred upon her the privilege of selecting a committee which should decide upon suitable names and present them to the school board to be formally acted upon.

The men and women who were kind enough to act on this committee were those who were first of all interested, whose opinions would have weight both with the school board and the citizens of Madison, and whose points of view and opinions were so diverse that the final focusing of those opinions would mean a decision worthy of acceptance. The names of the members of this committee were as follows: Mrs. L. F. Porter, representing the educational department of the Woman's club; Mrs. R. G. Thwaites, the club at large; Mrs. E. F. Archibald, the public school teachers; Prof. M. V. O'Shea, the university; F. G. Brown, the citizens at large; O. D. Brandenburg, the press; Judge Anthony Donovan, the school board; Prof. R. B. Dudgeon, the public schools in general; and Mrs. A. E. Proudfit, chairman.

The committee met several times and gave the subject its most deliberate and careful attention. The first object was to find a scheme of naming expansive enough to enable the board to add to the list as the city's need for schools grew. Applying this scheme to several lists of names selected by different members of the committee, it was found that purely local or Wisconsin names were too limiting, also purely literary names; so after careful thought the committee arrived at a composite list, which included both literary or national and local names.

As our public schools are supposed to inculcate all the high ideals that go to make up fine citizenship, the committee selected only such names as stand for these ideals; names which the children could emulate; names which celebrated the schools and which represented not only literary attainments but history, science, statesmanship and patriotism, and for the local names those which stood out conspicuously for good in the advancement of the state. The list of national names is as follows:

GEORGE WASHINGTON and ABRAHAM LINCOLN, our two foremost presidents. Both stand for statesmanship and purest patriotism; both names mark a great epoch in the life of the nation.

NATHANIEL HAWTHORNE and WASHINGTON IRVING, our two foremost prose writers and both representative of our national men of

letters. Irving has been called the founder of American literature.

HENRY W. LONGFELLOW, our foremost poet, and very dear to the hearts of the children.

JACQUES MARQUETTE, a foremost explorer, and closely connected with the early history of Wisconsin.

For the local names selected:

JAMES DUANE DOTY, second territorial governor of Wisconsin, through whose efforts Madison became the capital of the state and to whom we are indebted for the grounds of the capitol park.

INCREASE ALLEN LAPHAM, the eminent geologist, botanist, mineralogist, archaeologist and discoverer, also celebrated as having established the weather bureau. John W. Thornton, of Boston, has said of him: "If Wisconsin should build a monument to Dr. Lapham whose summit should sweep the state it would only symbolize the great material wealth which has been developed under his genial influence and the stimulus of his investigations. His example remains and should be put in a popular form to be known to and to educate every child in the state."

LYMAN C. DRAPER, a man whose works live after him, and whose name every Madison boy and girl should love to know and honor.

Lastly, LOUISA M. BRAYTON, Madison's first public school teacher. Her school was a little log cabin in the vicinity of the present Third Ward school house. It is fitting that we should have one woman among the list and in honoring this pioneer teacher we honor the whole profession.

The committee was invited to meet the school board at its January meeting to present the names selected. The names were formally presented and the committee further suggested that they should be assigned as follows:

First Ward, the George Washington.

Second Ward, the Abraham Lincoln.

Third Ward, the Louisa M. Brayton.

Fourth Ward, the James D. Doty.

Fifth Ward, the Lyman C. Draper.

Sixth Ward, the (new) Jacques Marquette; (old) Washington Irving.

Seventh Ward, the Increase A. Lapham.

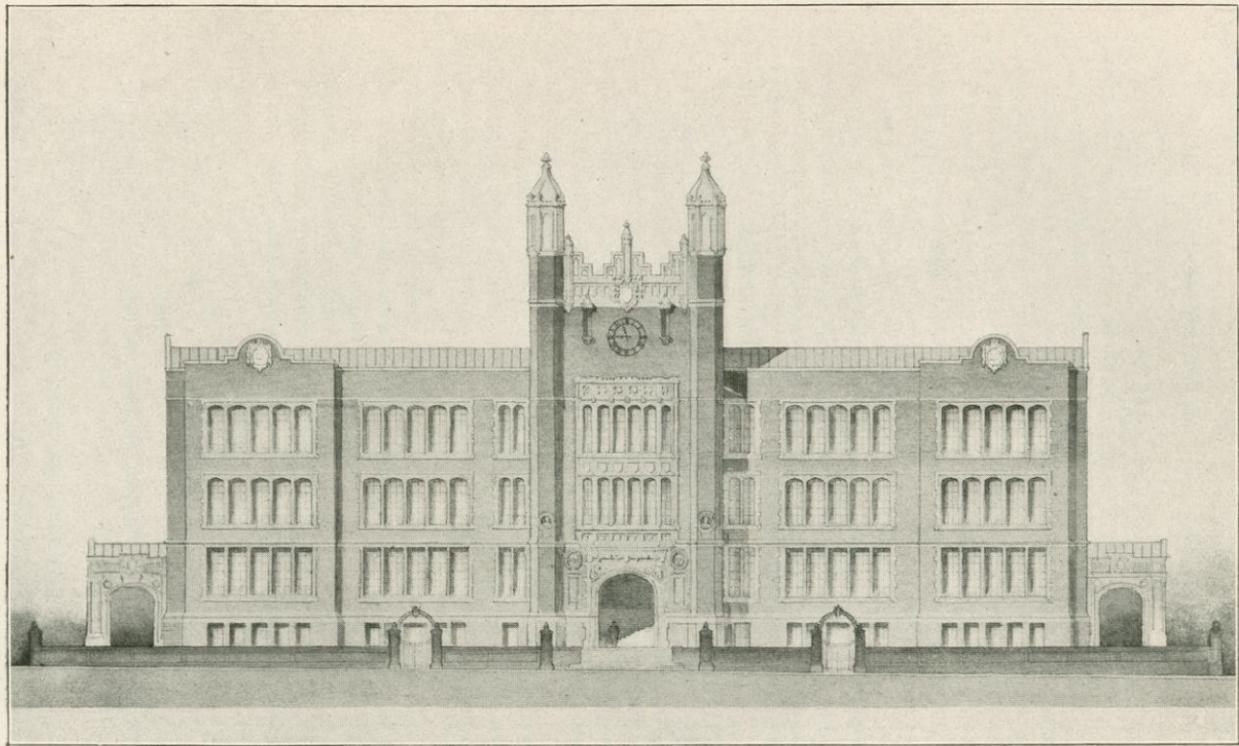
Ninth Ward, the Henry W. Longfellow (Greenbush).

Northeast District, the Nathaniel Hawthorne.

The board at its March meeting adopted the complete list and formally named the schools as suggested, a courtesy which the committee heartily appreciated.

Respectfully submitted,

CLARA L. PROUDFIT,
Chairman.



PROPOSED NEW HIGH SCHOOL.

THE NEW HIGH SCHOOL.

In accordance with the decision of the Board of Education the competition for the selection of an architect for the new High School building was limited to four architects outside the city and to the local architects who have been in practice in the city not less than three years. The architects from outside the city invited to participate in the competition were Pond & Pond, of Chicago; Koch & Koch, of Milwaukee; Cass Gilbert, of St. Paul, and Charles F. Allen, of Joliet, Ill.

In accordance with the provision of the program the plans were in and the competition closed on November 28, 1903. A set of plans was sent in by each of the four outside architects and one from the local architects. At a subsequent meeting the plans were opened under the supervision of the Board of Education, and each design was given a number by which it was known until after the selection of the premiated design. Each sealed envelope containing the name of the author was given a number corresponding to the one given to his design and was placed in the custody of the clerk of the Board.

At several successive meetings of the Board in December the plans were fully analyzed and studied under the direction of Prof. Laird. It soon became evident to all the members of the Board that the design known as number two (2), indicated superior professional and artistic ability on the part of its author in dealing with the special problems outlined in the program of competition, and easily surpassed all the other designs in the simple and dignified treatment of all exterior features, in the economical and profitable utilization of all floor areas, and in the completeness with which the author's motives were carried out in the building as a whole.

At a special meeting of the Board on January 1, 1904, Prof. Laird presented the following written report:

MADISON, WISCONSIN, January 1, 1904.

To the Board of Education:

GENTLEMEN:—I have the honor to present herewith the report of my findings in your competition for the selection of an architect for the proposed High School building:

There were placed in my hands for examination five designs numbered 1 to 5, respectively, all of which I found to be in conformity with the regulations governing the competition as set forth in Part IV of the programme.

After a careful investigation I find that the design numbered two (2) is the best and "gives assurance of the best result when carefully studied and developed in all its parts and details." I therefore recommend it to you for your choice as the "Premiated Design." * * *

The recommendation that No. 2 be selected for the award of the prize is made with emphasis, for it is easily the best in all essential particulars.

The internal arrangement of the building is admirable in its practical provision for instruction, administration, safety and sanitation. By comparison with the other designs in these respects, as well as those of economy of construction, ratio of useful area to bulk, and detailed conformity to the demands of the programme, this design is superior to any of the others, and is moreover a highly successful solution of the problem. In external appearance it is dignified, well proportioned and scholastic in expression, showing both strength and refinement in treatment. It is of superior character in mass and detail, in the absolute frankness with which internal arrangement is given external expression, in the effectiveness of the tower, and in the fact that with the simplest plan has been secured a result at once the most practical and the most artistic.

The problem placed before your competing architects was one of peculiar difficulty, and it is a cause for congratulation that a solution so entirely successful should have been secured.

Respectfully submitted,

WARREN P. LAIRD,
Adviser.

Appointing the Architect.

At a special meeting on January 9th, after full consideration of the report of Prof. Laird, the Board of Education selected design number two (2) as the best, and designated it as the "Premiated Design." Upon opening the sealed en-

velope it was found that the design thus selected was by Mr. Cass Gilbert of St. Paul, Minnesota. Under the terms and conditions set forth in the program the Board then proceeded to appoint Mr. Gilbert as the architect of the proposed new building.

An Extravagant Building Not Planned.

In view of the fact that the population of our city is increasing from year to year, and the attendance upon the high school growing, it was thought to be the part of wisdom to have the competition plans show how the prospective needs of the school could be met both in the near and remote future. It was with this thought in view that plans were secured for a building which would admit of enlargement without destroying the harmony and unity of the design, and which could be constructed one section at a time, or two sections at a time, as condition might determine. It was never in the mind of any member of the Board that the whole building as shown in the competitive designs, or even the greater part of it, should be built at once, or even in the near future. To put up an elaborate and extravagant building was never considered even remotely desirable or possible. It was the constant thought of the members of the Board that the new building should be substantial in construction, plain in finish, simple and restrained in architectural character, and economical in cost.

The Board of Education Not Reticent.

It was thought by many that the Board of Education was too reticent and was purposely keeping from the city authorities and citizens at large their plans and intentions. The fact is that the members of the Board did not talk because they had nothing definite to talk about. They made no formal report because matters had not assumed a shape sufficiently definite to be reported upon. They made no demands upon

the city council because the project had not advanced far enough or assumed such a shape as to indicate what the needs might be. The question of cost, location, disposal of the old building, the number of sections and the order in which they should be constructed, were yet to be settled, and until this could be done no plans could be announced or definite information given.

The Board of Education Not Reckless.

Many jumped to the conclusion that the Board was moving hastily and recklessly in the matter of a new building without giving due consideration to the financial question involved. The fact is that in reaching the present point of progress more than two years were spent by the Board in painstaking investigation and in thoughtful deliberation and discussion. Every move was made with care and an unusual conservatism marked every step.

Method of Choosing an Architect.

The method of choosing an architect was in accord with the best practices in such matters, was dignified, business-like, and eminently fair to all concerned. The limited competition as conducted by the Board insured the best results in an architectural way, conserved the best interests of the city, and freed all transactions from any suspicion of undue influences arising from biased and prejudiced local interests.

The Building as Now Planned.

At the suggestion of the committee on buildings the architect has so modified the competition design that it now provides for a building which shall stand on the site occupied by the present High School building, and may be constructed all at one time or in two sections. The plans now provide for a High School building complete in all its appointments,

which will accommodate about 1,000 pupils and furnish facilities for instruction in all high school departments. Until the growth of the city may give an attendance exceeding the number indicated no enlargement or addition will be necessary to the building. When additional room is needed it can then be determined by the proper authorities whether it is desirable to add to the central building or provide branch buildings in other sections of the city.

The building as now planned will show a radical departure from the old building in its provisions for taking care of pupils during the study periods. Instead of large study rooms, small class rooms will be provided in which pupils will be accommodated during the study periods. Each class room will seat from fifty to sixty pupils, who will be under the general care of one teacher. These pupils will be divided into two sections or divisions. For the recitation period one division will be sent to the recitation room while the other will remain in the class room and recite to the teacher in charge. In some cases it may be arranged so that the teachers may pass from room to room to meet their classes. It may be found best at times to have one division remain in the class room to study while the other division is reciting in the same room. This may at first seem a little inconvenient and cause some annoyance, but pupils and teachers will soon become accustomed to this plan and the work of both divisions will proceed with the same attention and application as attend the work in the elementary grade rooms, where the pupils are usually divided into two sections for study and recitation purposes.

The new building will contain a large assembly room which will accommodate the whole number of pupils for morning exercises, and will be used for lectures, entertainments, and all kinds of general meetings. The frequent assembling of the whole body of pupils in one room has a ten-

dency to unity of class interests, encourages a good school spirit, and adds strength and character to the pupil body.

The gymnasium with an ample equipment of apparatus, and with all necessary dressing rooms and bathing appliances, will furnish the means of attaining a higher standard of physical development among the pupils, and opportunities for preparatory training for athletic games and contests.

It is also hoped that a few rooms may be provided in which different clubs, literary societies, and other organizations may find inviting and pleasant quarters. Under these conditions the school may be not only a place in which formal school work is done, but a center from which will radiate many influences which may contribute to goodness of life and to "just and pure and noble living."

In addition to this the new building will furnish all necessary lecture rooms, science laboratories, art rooms, rooms for teachers and officers, and full suites of rooms for commercial instruction, manual training, and domestic economy. Such a building will certainly add greatly to the efficiency of the high school, will be a credit to the city, and a fitting exponent of the intelligence and culture of the community.

PROMOTION AND GRADING.

Without question the Madison system of schools may be strengthened by the adoption of a more rational and flexible method of grading. On account of local conditions it has been necessary to retain the old plan of yearly promotion. While the importance of the method of grading schools and the promoting of pupils from grade to grade has been unduly emphasized during the past few years and the evils resulting from the old plan of annual promotion have been greatly exaggerated, it still remains unquestioned that the schools can be made more efficient and may meet the needs of a larger number of pupils by the adoption of a scheme which pro-

vides for more frequent promotions and a shorter interval between grades.

In handling large numbers of pupils some system of classification is absolutely necessary. That the graded system of schools has many advantages over the ungraded school, will not be denied by any one. That a rigid system of classification is subject to serious evils, is apparent to every intelligent supervisor. The applying of uniform programs and methods of instruction simultaneously to large numbers of children implies that all children are about equal in capacity and require the same treatment. Every one knows that this is not so. Children of the same family differ widely in disposition, temperament, and mental power. To put large numbers of children into one room, to give them all the same tasks, to demand of all the same progress, and to move them all in a body from grade to grade, is unnatural and unphilosophical. Education is a development. Time is a factor in all development. Some natures develop slowly and must have more time to reach certain stages. Other natures develop rapidly and require less time. In a large class where all are doing the same work in the same time it is very evident that the bright pupils must be held back and the slow ones pushed on. This is an injustice to both classes. The bright ones, not tried to the full extent of their ability, lose much of the discipline which they should gain, and instead of doing their best under the exhilaration of a conscious onward motion and the inspiration of engaging studies, they fall to the level of careless plodders. The slow pupils are strained to the utmost and are dragged over the ground without time to digest or assimilate what is offered them. These frequently become discouraged and drop out of the class, and sometimes out of the school altogether. The most serious harm befalls those who fail to reach the standard for promotion. The work of the next year is entirely beyond their

power, and to spend a second year going over the same work is disheartening in the extreme, and has little promise of valuable results.

To even the casual observer the defects of a graded system with one year intervals between classes are very apparent. To lessen these evils the majority of the best schools have adopted a system of semi-annual promotions. The half-year interval makes it easier to place each pupil where he can do the work best adapted to his needs. The slow pupils may be dropped a half a year and the bright ones advanced a grade without serious loss of time or a sacrifice in thoroughness. The brighter half[†] of the eighth grade may be admitted to the high school in the middle and the slower half at the close of the school year. In this way the half-year interval between classes would be continued through the high school, and, if a strict classification should be maintained, would naturally involve semi-annual graduations therefrom. While there are no serious objections to graduating two classes yearly from the high school, semi-annual admissions do not make it absolutely necessary to do so. Of those who enter in the middle of the year, some who are above the average in mental and physical ability may take an additional study each term and be able to complete the four-years' course in three and one-half years, and graduate with the class pupils who have been in the high school the full four years. Some of less ability may take four and one-half years to finish the course and graduate with the class entering just behind them. In a school so large as ours the classes entering at the middle of the year would contain two or more divisions of pupils of average ability who would finish the course in four years and be ready for graduation in the middle of the school year. This would not necessarily imply two commencement exercises each year. If one commencement seemed more desirable, the pupils who finish the required work in the middle

of the year may take post-graduate work in the high school or advanced work in the university, or may even remain out of school for the remainder of the year and come back and take their diplomas with the pupils graduating in June.

The crowded condition of the elementary grades and the serious lack of room and teaching force in the high school make it next to impossible to introduce the semi-annual plan of promotion into the Madison schools at the present time. That the introduction of this plan would add greatly to the efficiency of our system of schools cannot be denied. That circumstances make it necessary to continue the old plan of annual promotion is extremely unfortunate. This condition of affairs strongly emphasizes the need of a new high school building, and urges upon the school authorities the advisability of pushing the project of a new building with all possible speed and energy.

MANUAL TRAINING AND DOMESTIC ECONOMY.

Our schools will more nearly conserve the ends for which they are established when they furnish instruction in manual training and domestic economy. The educational ideal of any people is the outcome of its national life. Into its educational system will be incorporated the training that prepares the individual for his future duties. The school should supply to the pupil what the society which he will enter needs. It is not individual excellence that is so much desired as co-operative participation in the social and industrial activities of the community. "Preparation for life is participation in life."

There has come to be 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 the theory and too little of practice, too much of the abstract and too little of the concrete. It has been aptly said that a

man who thinks only is only half a man; it is only when he acts that he becomes a whole man. Our school methods have been defective and one-sided because they have been concerned with the receptive or acquisitive powers only and are intended to cultivate the memory and fill the mind with book learning. The school has deprived the child of much of his natural activity. The effort has been to restrain rather than control and utilize the activities, but "restraint only is annihilation; unintelligent direction is automatism; the only thing gained is the dissipation of surplus energy." The new education must provide for the well directed giving out of energy, as well as for the taking in of knowledge. It must not provide simply for learning, but for the assimilation of what is learned. It is just this need that manual training is fitted to meet. The exercises are intended to utilize the surplus energies of youth in constructive processes. The aim is to develop the powers of doing as well as the powers of thinking; to blend the practical with the theoretic; to find the demonstration of the abstract in the concrete.

Manual Training of Practical Value.

The introduction of manual training into the schools finds a strong justification on its economical side. The training of the hands and fingers is a preparation for the activities which are incident to the home life and to all industrial pursuits. The gifts of the kindergarten, the clay molding and paper cutting and folding of the primary grades, the mat weaving and basketry of the intermediate grades, the sloyd work of the grammar grades, and the wood and iron work of the secondary grades, all contribute to that skill of hand and nimbleness of finger which make possible satisfactory achievements in the whole range of multiplied activities incident to the individual life, the home duties, and the broad field of the world's industries. One marvels when he comes to realize

how constantly the hand is called upon to minister to the necessities and comforts of every waking hour of existence. Yet in the face of these facts there are those who criticize the introduction of manual exercises into the schools and thoughtlessly consider the time spent upon them as wasted. In the ceaseless struggle for existence and the persistent efforts to gain a livelihood the boy with the trained hand and skilled fingers has far and away the advantage over his untrained brother whose hands are awkward and whose "fingers are all thumbs."

The Psychology of Manual Training.

On this phase of the subject I wish to repeat what was said in a former report where I tried to show that it is on the psychological side that manual training finds its most positive justification.

Modern psychology tells us that during the unusual activity of childhood the brain cells are developing and gradually gaining control of the muscles. Any conscious action produces a certain amount of attention. Attention leads to the exercise of will, and will in turn leads to execution. The constant effort to devise and carry into effect new and untried movements causes structural changes in the motor and sensory areas and tends to specialize the functions of the individual nerve centers. In the development of the child the coarse, instinctive movements resulting from an expenditure of nerve energy *en masse* give way to the most varied and delicate movements produced by highly differentiated nerve cells under the direction of an intelligent will. It is through conscious effort and co-ordination of movements that the higher mental powers are developed and brought into action. It can therefore be inferred 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.

"I am old enough," says Pres. Eliot, "to remember when the brain was supposed to be the seat of the mind, just as the lungs were held to be the furnace that warms the body. I remember being taught that the animal heat was kept up in the lungs, but we all know better now. We know that wherever an atom is consumed, in whatever part of the body, there heat is generated, and therefore that the animal heat pervades the whole organism. It is just so with regard to the human mind, it pervades the body. It is not in the head, but it is all over the body; and when you train the hand or the eye or the ear you train the mind. In the skill of the artist's hand, in the methodical accurate movement of the mechanic's arm, in the acute observation through the physician's eye or ear, there is always mind. Therefore there is no opposition between manual training on the one hand and mental training on the other hand. We are simply training another kind of faculty, not memory, but discriminating observation and correct perception."

The immediate product of mind is thought, but thought without expression is impossible, or at least of no avail. "A mental act," says Prof. Hailman, "is incomplete unless through its feelings and thinkings and willings it reaches the corresponding deed. The hand is the projected brain, through which the directing thought achieves the heart purposes of man. The hand mediates inwardly and outwardly between man and his environment, makes him and his environment one and stimulates and establishes thought."

Every mechanism and device of the industrial world and every product of the art world is the material expression of a thought. The "rounded Peter's dome," the statues in marble and bronze, the pictures in palace and church, the ships of the sea, and the machinery which moves the busy industries of the world, are but the expression of the best thought through delicately trained hands. On the other

hand, it is through the delicate fingers, the trained arm, the penetrating eye, and the sensitive ear that the mind touches material things and takes in the stimulating impulses which contribute to a deep intellectual life. It is therefore on the psychological side, because it contributes to and affords a means of expression for mental life; because it unites thought and action, and makes them vitally and mutually dependent—that manual training finds its strongest justification. Mind ordinarily finds expression in speech and written language, but the deepest and most vital thought finds expression through trained hands and fingers, in material forms; and through conduct and deeds, in permanent character. It is when manual training passes from the realistic to the humanistic side, from the economic to the spiritual side, when it enriches that which is noblest in life and makes life better worth living, that it becomes a most potent factor in a liberal education.

The Ethical Value of Manual Training.

Manual training is not only of value as an educational factor leading to self-activity and mental development, but a very potent influence in an ethical and sociological way. Authorities in charge of schools for defectives and degenerates have been quick to utilize the moral value of hand work. In almost every truant school and reformatory in the land, manual training is considered one of the most valuable agencies in the regeneration of youth. Through it the moral perceptions are quickened, the will and judgment are strengthened, and higher standards of conduct are established. In speaking of the ethical value of manual training Mr. R. C. Bates, a former director of manual training in the state reformatory at Elmira, N. Y., says:

"It opens up avenues for activities which are in direct consonance with the laws governing moral expression. All morality is but a harmonious adjustment of one's higher nature with known

elements in human character, which elements are the vital forces in society that lift it above license, above conspiracy, above abuse. It is that force in human affairs which removes the disposition to riotousness, to self-abasement, and puts one in an atmosphere of conscious relation to divine law. It is clear to my mind that the presence of manual training in our public school system will have a far-reaching influence upon human activities, because it gives that delightful balance in mental growth which indicates the wisely educated person. For defectives in public institutions it is possible through manual training to awaken dormant consciousness of creative force; and, further, it brings into use the neglected motor areas of the brain, through the enforced functioning of their corresponding muscular agents."

Our Schools Need Manual Training.

Manual training as a factor in education is no longer an expirement. In theory its educational value has been acknowledged by educational writers from Luther and Comenius down to the present time. Its practical value has been tested in all the leading countries of Europe and is fully appreciated in America. It has been introduced into most of the leading schools of the country, and no school system is now thought to be complete without it. Madison cannot afford to be behind other cities of our own and other states in educational matters. A small beginning has been made in the line of industrial exercises in the kindergarten and primary grades in the form of mat weaving, clay modeling, and paper folding and cutting. Some raffia work in line of mat weaving and basketry was carried on in an experimental way in the intermediate grades. While the work in these lines was carried on in a small way it was not without encouraging results. The pupils were interested, some skill of hand was developed, and at least a foretaste of its value in a practical and educational way was experienced. Provision should be made for the continuance and enlargement of this work for another year.

The time has come when facilities should be provided for

giving the boys of the grammar grades instruction in bench work. This will require special rooms with special equipments. The schools are fortunate in receiving an offer from one of our liberal minded citizens, Mr. T. E. Brittingham, to furnish a complete outfit of benches and wood-working tools on the condition that the school authorities furnish a room in the Washington building and pay the cost of instruction. Steps have been taken to fit up this room at once and have it ready for the fall term. Assurances have been received that a similar offer will be made to furnish the equipment for a shop in the eastern part of the city. We are pleased to note that a special room for shop work will be provided in the new building to be erected this fall in the Sixth ward. When these rooms are equipped it will be possible to arrange a course of instructions in manual training for the grades which can be extended easily into the high school when the new building has been provided. It is to be hoped that like provisions may be made for the instruction of the girls of the grades in the line of domestic economy.

We wish here to express our appreciation of the benefits which have come to the schools from many of our leading citizens through the interest which they have shown and the substantial aid which they have given. We feel that the schools are under special obligation to Mr. Brittingham for his aid in establishing manual training in the schools. By the introduction of this line of work the usefulness of our schools has been enlarged and their efficiency increased.

AN UNGRADED SCHOOL NEEDED.

There are several classes of children in the schools whose needs are not met by the regular graded school. Among these are found children who are slow to learn and not able to do the regular work assigned. Some have fallen behind their grade because of irregular attendance due to some

physical disability or home conditions. Others are of a nervous temperament and are so worried by the usual requirements that they cannot make satisfactory progress. Occasionally there is an awkward over-grown boy who has been waked up and wishes to push along rapidly to make up lost time. There are others who wish to do a part of their work at home or under special instructors and attend school only a part of the time. These pupils cause irregularity in the school and take up too much of the time of the teacher. At best the regular work of the school only partially meets the needs of these children. The result is that many of them become discouraged, drop out of school, and are lost to the community. The best place for such children would be in an ungraded school. In such a school, under an intelligent and sympathetic teacher, these children could receive inspiration and encouragement and the needed individual attention, aid, and guidance. Such a school as this would add much to the usefulness of our schools and should be provided as soon as the school finances will permit and a proper room can be furnished.

A TRUANT SCHOOL.

The "bad boy" is present in every school and is the trial of the teacher's life. Every teacher feels that if she could be relieved of the one or two most trying pupils her work would be a pleasure and her school a delight. The "bad boy" is not interested in his work and dislikes the school. When forced to attend he becomes a constant annoyance to the teacher and a disturbing element to the whole school. After a time patience ceases to be a virtue and the boy is sent home or is suspended from the school. If forced to enter school again he becomes more rebellious than ever, runs away from school, and is classed as a truant. Such boys are not usually wholly bad but possess many good qualities. They are often

alert, kind hearted, and intelligent in a general way. They are not without keen interests but there is nothing in the school work that appeals to them. They may be on the highway to destruction but they are not yet criminals. Judicious management and timely care can save a majority of them. To save such boys is an educational problem and should be dealt with by school authorities. It is only when they become incorrigible and a menace to the community that they should be subject to municipal control and police regulations.

What can our schools do for such cases? To be sure they are not numerous in our city, but they are with us and the schools will fail of their fullest accomplishment if they do not do something for them. The ordinary methods of the school will not reach them. The experience in many cities has shown that the best way to deal with the truant class is to organize special schools in which are utilized a wide range of devices and methods for the purpose of arousing interest and directing their varied tastes and inclinations. Truant schools have been maintained for some years in connection with many of the city school systems. In Grand Rapids, Michigan, a school of this kind has been maintained with success. In speaking of this school Supt. Elson says:

"Such a school should have attractive surroundings. The room should be cheerful, tasteful, faultlessly clean and should have abundant light. Habits of neatness and orderliness are to be established. There should be wash-room and bath-room attachments to ensure cleanliness of person. There should be a gymnasium or play-room where organized games may be conducted. This is of incalculable value both for purposes of physical training and for developing the genuine school spirit. Basket ball, football, baseball, tennis, etc., stimulate the organizing instinct, develop leadership, and make the school a center of active life and of organized endeavor.

"It also satisfies the natural desire of boys to initiate enterprises. Especially do these boys need physical training. They are noticeably below normal size and quite undeveloped. Daily work in manual training is also necessary. This has wonderful power to lay hold of the interest of such boys. Besides, to learn to work, to enjoy it and to respect it, is the most important and valuable lesson

that can come to them. Boys' clubs for reading and games, choruses, and, if possible, a band or orchestra, are helpful agencies. A small library of interesting books bearing on history and travel is indispensable.

"The teacher of such a school is of prime importance. He should be large headed and large hearted, genuinely sympathetic and helpful, and should, above all, have comradeship with and deep personal interest in boys. He should acquaint himself with the homes represented and should enlist their co-operation and interest. He must be a leader in organizing games and sports, discriminating in selecting fundamentals and in eliminating non-essentials, and above all a genuinely helpful friend and an inspiring guide to the boys. He must be energetic, vigilant, resourceful and most of all trustful and kind. He must be able to cement the school and move it as a mass toward the accomplishment of common ends and enterprises in which he is the efficient leader."

A school of the same kind has been sustained for some years in connection with the Superior system of schools. Supt. Jackson in speaking of this school says that from being a "bad boys' school" it became a "good boys' school," a place to which many a parent sought to send his boy. The pupils made remarkable progress and all were inspired with a desire to work and accomplish something.

It may not be practical to open such a school in Madison at present, but the advisability of opening one in the near future should receive serious consideration. Such a school will cost something but it will be worth all it costs, because every dollar expended to save this truant class saves itself many fold in reduced police, court, and prison expenses. It pays morally, mentally, and financially.

ASSISTANT PRINCIPALS NEEDED.

Under our present arrangement the principal in each building has full charge of the eighth grade, and must do the full work of a teacher in addition to performing the duties incident to supervision. As the schools become larger and more numerous the duties become too numerous and too bur-

The stamps have been delivered and the collections made by ladies residing near the various schools, so that the work has been divided among a considerable number, and has been made easier.

The interest in the work has quite generally continued. There has been a considerable increase in the number of depositors, and in the amounts on deposit. The sentiment of the parents who have expressed themselves in relation to the matter is unanimously in favor of the value of the work.

The measure of the success of the plan depends almost entirely on the teachers. In those schools where the teachers have shown the most interest the returns have been the largest. Some of the teachers have shown no interest in the matter, and in their rooms no deposits have been made of any consequence, usually none after the first week or two. These teachers are the ones who have found the work burdensome. Those teachers who have taken up the work in earnest, and in whose rooms the work has been successful, have not found the work burdensome or disagreeable.

The amount collected since December 5, 1902, including the amount on hand and on deposit on that date, is \$2,623.06. The amount withdrawn since that date is \$1,394.65. The amount paid for expenses is \$33.50. The balance of cash July 1, 1904, was \$1,194.91. Of this amount \$1,180.50 is on deposit with the Northwestern Building and Loan Association, and \$14.41 is in cash. The association has credited to the fund \$81.62 for interest on the moneys deposited with it, so that the total resources of the fund, on July 1, was \$1,276.53.

The amount due depositors on pass books is: Cash, \$1,097.89, and interest, \$24.82, the total credit being \$1,122.71. This leaves a balance of \$153.82 to redeem outstanding stamp cards.

The total number of pass books issued to July 1, 1904, was 351. The total number withdrawn 138, leaving 213 in force. Of these 213 depositors ninety-one had made only one deposit, fifty-two had made two deposits, thirty-four had made three deposits, four had made four deposits, six had made five deposits, five had made six deposits, six had made seven deposits, two had made eight deposits, three had made nine deposits, two had made ten deposits, one had made eleven deposits, one had made twelve deposits, two had made thirteen deposits, one had made fourteen deposits, one had made eighteen deposits, and one had made twenty-two. The largest depositor, a boy who sells newspapers, had \$64.22 to his credit. Two had between \$40 and \$50, seven others have more than \$20 each, and ten others have \$15 or more.

The ladies who have been in charge of the work believe that the teaching of thrift is of the greatest practical importance, and that the Penny Savings Fund affords a practical means of teaching pupils

to acquire the habit of saving. We believe that an effort should be made to enlist the active co-operation of all the teachers. Without it the plan will be a failure. It has been present in large measure in some of the schools, and we hope that as the nature and importance of the work is known and appreciated, it will not be wanting in any.

Very respectfully,

NELLIE M. BROWN.

CONCLUSION.

In conclusion I wish to express my appreciation of the faithful work of the Board of Education in administering the affairs of the city public schools. All regular meetings are attended punctually and regularly and calls for special meetings are responded to promptly. All discussions are characterized by moderation and candor and all transactions are carried on in a direct and business-like manner. The highest interest of the children are constantly kept in mind and no selfish or mercenary motive is permitted to influence individual action. Madison is fortunate in having on the Board of Education men who, without compensation or desire for personal advantage or favor, ungrudgingly give their time and sacrifice their comfort and leisure for the public good. It will not be out of place to extend to the members of the Board of Education my thanks for personal kindness, official courtesy and continued confidence.

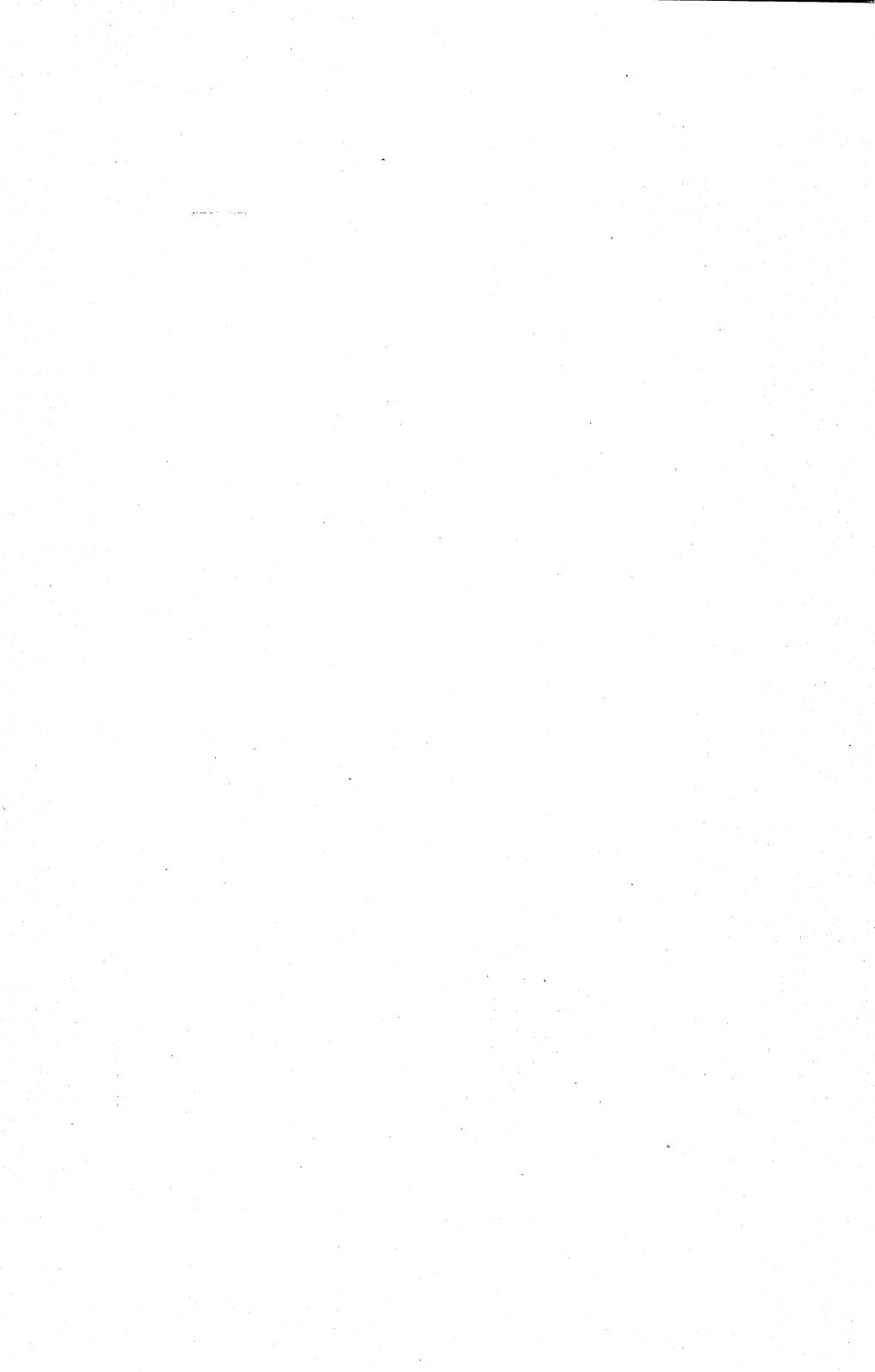
I wish also to express my appreciation of the earnest and efficient work of principals, supervisors, and teachers during the past year, and to bespeak a continuance for another year of their devotion to the welfare of the pupils and their earnest and hearty co-operation in all efforts to improve the condition and to advance the interests of the schools.

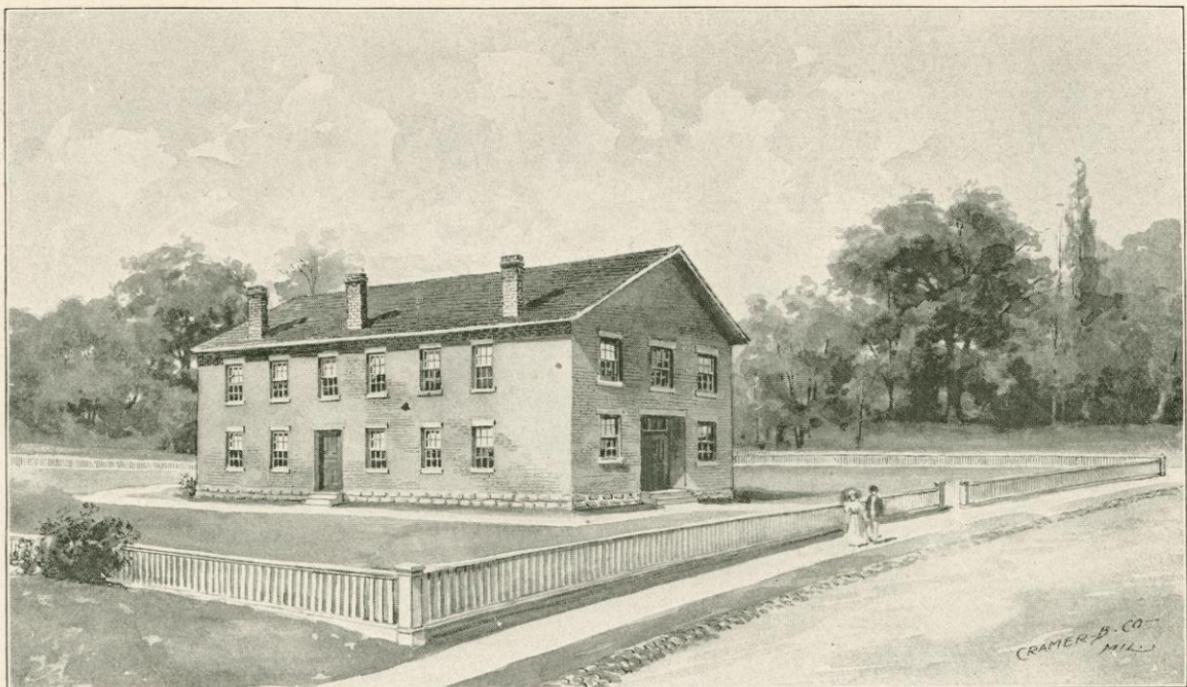
Respectfully submitted,

R. B. DUDGEON,

Superintendent.

Madison, Wis., August, 1904.





HIGH SCHOOL, 1856-1873.

The first preparatory classes of the State University were organized in this building in 1849 by Prof. J. W. Sterling.

REPORT OF PRINCIPAL OF HIGH SCHOOL.

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

Dear Sir:—I have the honor of submitting to you my thirteenth annual report on the high school.

ENROLLMENT.

Our enrollment is the largest in the history of the high school.

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

The following table shows the attendance of boys and girls for the past thirteen 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			
1894-1895	190	207	21	15		
1895-1896	201	216	11	9		
1896-1897	233	246	32	30		
1897-1898	253	233	20			
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

FOURTH GRADE ATTENDANCE.

Considerable experience with the present plan of fourth grade attendance shows clearly its disadvantages.

High school pupils, as a rule, are not sufficient masters of their own time to be able to employ it effectively in the preparation of lessons. In addition to this there is difficulty in securing such preparation of lessons as will enable the pupil to recite well several subjects in succession.

Again, in our crowded condition, it is almost impossible to provide for pupils who are held over one recitation period.

There seems to be no particular reason for confining fourth grade recitations to the forenoon. It is true it saves some the trouble of returning, but the difficulties of arranging the program must be considered before the simple convenience of the pupils. Besides the quality of recitations would improve were a little time to intervene between recitations.

Until a new building is provided there seems to be no satisfactory solution of this problem.

UNIT SYSTEM FOR ENTRANCE TO U. W.

Under the new plan of U. W. entrance requirements, the high school course falls a little below the required fourteen units.

A revision of the course, in contemplation for some time, should now be made to meet the demand of the U. W. and to correct certain things in the course which have been found undesirable.

To meet the standard set by the North Central Association of Colleges and Secondary Schools, a further addition must be made to the course. A total of fifteen units must be presented in order that a graduate of the high school may be admitted to any college in the association.

It seems reasonable to suppose that our high school should accomplish as much as others in the state, but aside from the matter of pride in thus meeting these last requirements, there is not much demand for it. Our graduates usually enter U. W.

In considering the question of the shortage in our course of study it should be borne in mind that the shortage is not great. In our modern and ancient classical courses, our total units fall short of U. W. estimate by only .4 of a unit. In the latter course, were we credited with extra work done in drawing and rhetoricals we should reach the fourteen units.

In the science and English courses the difference is greater and can easily be made up in a year.

LABORATORY WORK.

"The value of laboratory work in biology and physics depends upon the manner in which it is done." The manner depends upon the teachers' education and ideals together with the equipment and room at their disposal.

Teachers' education, ideals and laboratory equipment are much in advance of the room at our disposal.

The board has been liberal in its appropriations for apparatus. It is to be hoped that in the near future the great requisite now lacking, viz., that of room, may be secured.

The progressive electro-dynamic equipment and three new compound microscopes are notable additions to our apparatus.

The work in both laboratories has been conducted in a very orderly and efficient manner.

Physics laboratory records have been much more satisfactory than under the old note book system.

PARTIES.

Considerable comment, mostly adverse, has been made upon the frequency of high school parties. While entering no protest against such comment, a little investigation would show that the high school is responsible for a comparatively small number. Parties in the name of the high school are too frequent but are not easily controlled. The high school name is used without authority and various parties have no sanction from principal or teachers.

The objectionable party, that is, objectionable to high school authorities, are advertised as follows: "A number of high school pupils and their friends will dance this evening at — hall."

These are arranged for by private individuals, and, as a rule, for private gain. They are not largely attended and certainly not by high school pupils. Usually the people under whose supervision and for whose profit these parties are held are not our best pupils. In many instances there is a striking relation between a pupil's low record and his zeal as a dance manager. His talent for the latter seems to be of slight service in the former.

Proficiency in the management of a party for financial gain is seldom accompanied by a corresponding proficiency in studies or excellence in general school standing. As time, thought and energy consumers they have no equal. They are not in any sense representative, and therefore should no more have the sanction of parents than they have of the teachers.

The following rules were formulated by the teachers and approved by the superintendent and board of education.

As far as can be learned they are the first bearing upon the sub-

ject. While they may not abolish parties, they will show parents and patrons what parties are authorized, how they are controlled, and the general attitude of the high school toward parties.

All parties not here mentioned are, therefore, without sanction and must be regulated by parents alone.

To Supt. Dudgeon and the Teachers of the High School:

Report of committee upon the question of "Parties in the High School."

In order to obtain the opinion of the teachers upon the subject, the committee prepared a set of questions which was submitted to the teachers for their personal consideration. While it is not assumed that these questions cover the whole ground, it is certain they touch upon important points.

QUESTIONS SUBMITTED TO THE TEACHERS.

1. Shall there be an Alumni party?
2. Shall there be a Fourth grade party?
3. Shall there be a Fourth grade banquet?
4. Shall there be a Third grade party (Junior Prom)?
5. Shall there be a Second grade party?
6. Shall there be an Athletic party?
7. Shall there be any other High School parties?
8. Which of these shall be exclusively class parties?
9. Which of these shall be open to alumni?
10. Which of these shall be open to the public?
11. Shall all of these be dancing parties?
12. How can it be arranged that all members of a class may attend their class party if they wish to do so?
13. How shall chaperonage be managed?
14. Shall we dictate as to club or fraternity parties?
15. If so, to what extent?
16. How shall the finances of these parties be managed?
17. What shall be the hour of closing?
18. Shall there be faculty control as in athletics?

From the answers given, the committee recommends as follows:

1. That there be—
 - (a) an alumni party.
 - (b) a fourth grade party.
 - (c) a third grade party.
 - (d) a second grade party.
 - (e) athletic party, approved by teachers.
 - (f) no other high school parties.

2. As the opinion seems evenly divided upon 8, it would seem wise to submit the question to the class.
3. (a) shall be open to alumni.
4. No party shall be open to the public except athletic parties.
5. All of these should be dancing parties with games provided for those who do not dance. Such games to be provided by the arrangement committee.
6. The committee makes no suggestion regarding question 12.
7. That the class be required to secure two mothers of pupils in the class to act as chaperones throughout the whole evening and that two or more teachers be assigned by the principal to attend a given party.
8. That no club, fraternity, sorority, society, organization of any sort, or any individual or individuals shall use the name of the high school in connection with any party except as stated in recommendation 1.
9. That the finances be managed as before except that the accounts of all persons or committees handling any class money shall be examined and passed upon by an auditing committee composed of the class president, chairman of the arrangement committee, the class treasurer and a teacher appointed by the president of the class. Furthermore, the treasurer should be instructed to keep his accounts in a business like manner so that a complete and clear statement can be made to the class of all money received and expended.
10. That the hour of closing parties should be 12 o'clock (sharp), except the Alumni party.
11. That teachers should attend these class parties and thus show their interest in having pupils enjoy themselves.
12. That in the event of the adoption of this report and its approval by the superintendent, a copy be submitted to the board of education for its approval at its next regular meeting.

Respectfully submitted,

J. H. HUTCHISON,

MARY OAKLEY,

SUE TULLIS,

CAROLINE MORRIS YOUNG,

Committee.

Approved by the Board of Education in November, 1903, but was amended so as to exclude second grade parties after the year 1903-1904.

THE ANNUAL..

For some years past, the members of the fourth grade and representatives of other classes have prepared an Annual.

Interest in the publication varies from year to year in direct ratio with the ability and determination of the managers.

In the minds of those most closely connected with this publication, grave doubts have arisen regarding the advisability of having it. Several questions present themselves:

1. Is it desirable to put into the hands of a few pupils the privilege of ridiculing the remainder of the high school?

2. Is the quality of the material such as to warrant the time spent upon it? The amount and quality of rejected material seems to indicate a crude idea both of the aim of the publication and the standard of literary excellence expected.

3. Is the leading aim (financial profit to the managers) a legitimate aim upon which to concentrate so much effort?

There is no doubt a benefit derived by all who participate, but as far as can be detected, the great aim seems to be the profits of its sale.

Believing that these objections could be largely removed, and that the Annual could be made a publication of permanent value, some rules have been formulated by a committee of teachers and adopted by the fourth grade and by the Board of Education.

The good results of these rules are evident.

1. The whole matter of supervision has been simplified by giving the principal and censors a better idea of the aims and purposes of the managers.

It is hoped that the ideal may finally be changed so that the serious purposes of the high school may receive at least an equal share of attention.

2. Its financial gains are known and will be shared by the whole school in the purchase of pictures.

It is due the managers of the present year that, on account of their frankness and honesty, we acknowledge the greater ease of securing what seemed to us most desirable. The following are the rules:

RULES GOVERNING PUBLICATION OF ANNUAL.

To the Members of the Fourth Grade:

The teachers of the High School respectfully submit the following plan for the preparation and publication of an Annual for the school year, 1903-1904:

1. There will be two business managers chosen by the fourth

grade, who shall be personally responsible for any deficit which may occur in this undertaking.

The managers shall be allowed fifty per cent. of the net proceeds. The other fifty per cent. shall be deposited with the city superintendent of schools for the benefit of the picture fund of the High School.

Any purchase made with this fund shall be in the name of the class of 1904.

2. A board of auditors shall be chosen, consisting of two members of the fourth grade and one High School teacher. The members of the fourth grade shall be chosen by the class and the teacher by the High School teachers.

The business of the board of auditors shall be to examine the accounts of the managers and to make a written report to the High School teachers of all receipts and expenditures.

This board shall, in conjunction with the managers, fix the price of the Annual.

3. There shall be two censors appointed from the teachers by superintendent Dudgeon, who, with the principal, shall judge of the fitness of all material before its publication.

By material is meant the whole body of writing, cuts, drawing, etc., intended for publication.

4. The Annual board shall consist of twelve (12) members as follows:

Seven from fourth grade, chosen by the class.

Three from third grade, chosen by the class.

Two from second grade, chosen by English teachers.

Two from first grade, chosen by English teachers.

5. Managers, members of the Annual board, and members of the board of auditors, shall be approved by the teachers and shall conform to the rules of the Interscholastic Association as regards scholarship. See Rules 1 and 2.

6. All clubs, teams, groups and organizations, and all members of the fourth grade, whose pictures are to be used in the Annual may have the privilege of furnishing their own cuts or may have them furnished by the managers. In case they are furnished by the managers, they must be put in for said organizations or pupils at actual cost.

7. Meetings of the Annual board may be held weekly at the High School building in such room or rooms as may be designated by the principal.

Meetings so held are to be devoted strictly to the business of preparation of the Annual.

8. It is agreed that no banquets or parties are to be given by the managers, collectively or individually, the Annual board or board

of auditors, or by any individual serving as a member of these boards.

9. The managers, members of the Annual board and board of auditors shall, after approval by the teachers of the High School, file with the principal a written agreement to be governed by the above mentioned regulations.

The above rules were adopted by the class of 1904.

ATHLETICS.

Efforts to work up and maintain a football team were unsuccessful.

There may be difficulty in explaining the causes of this condition but those who have given the matter a good deal of attention attribute it to several causes:

1. The rules of the Interscholastic Association have made it increasingly difficult to secure material. This is not intended as a criticism upon the rules as we are heartily in sympathy with them; but it is noticeable that in the earlier days of the game we had much less difficulty in securing good material.

2. The lack of funds has been a serious obstacle. This excludes us from the services of a coach without which it is almost impossible to accomplish anything.

3. Athletics are not in the best hands. Many students who are meeting scholarship demands, are not physically able to meet the strenuous demands of the game; while many who are physically qualified are unable to meet scholarship requirements.

4. A reaction against making football so much of an occupation. To many it has become, not a recreation, but a serious business, whose importance is greatly overestimated. A writer has said: "The most salient characteristic of modern public schools is the reception of games into the curriculum on an equality with work, if not into a superior position. This tends to minister to a lower standard of effort and places boys in a position of command and influence who are frequently most unfit to exercise either the one or the other."

5. It is generally understood that the severe exertions of the athletic field are not particularly beneficial to those who engage in them. Requirements are excessive and however helpful to a few cannot be considered as useful in reaching those whose physical make-up most requires attention.

6. The absence of suitable grounds for practice detracts much from our effort to maintain a successful team.

7. The expense involved in maintaining a team is too great as compared with results.

It does not seem wise to permit athletics to absorb all available funds. For years past all money resulting from entertainments of various kinds has been turned into the athletic treasury. This has been supplemented by the proceeds of dances and by generous subscriptions from business men, and yet we remain in a chronic condition of indebtedness.

Every effort has been made to keep down expenses but there seems to be no disposition on the part of athletes to keep the association out of debt. By careful management and a liberal contribution by the teachers, our debt is now reduced to \$18.50, which we hope to see paid early in the fall. After that, I would strongly urge that all persons wishing to engage in athletics and who are able to qualify under the rules, shall be required to furnish their own outfit—thus leaving all money in the hands of the association to be devoted to the payment for the services of a coach. Furthermore, it would leave money derived from entertainments to be expended in directions of special interest to a larger number of pupils.

Again, if athletics is to be such a prominent matter, the Board of Education should provide a coach, to be paid out of the funds of the board rather than by business men upon whom demands for many purposes are already excessive.

U. W. REPORT ON FRESHMEN.

A report from U. W. on our freshmen for the first semester shows that 64 students out of a total of 97 graduates of the High School entered the U. W.

Considering the fact that nearly 66 per cent. of the class entered, we have reason to feel satisfied with the record made. Such record might be better were we to send only a selected number as is the case with some schools. This report shows that some for whose success we had great fears are doing fair work and may in the end secure great benefit from this contact with university life.

While a select list, those ranking highest in study, would reflect more credit upon the High School, we have the great satisfaction of knowing that such a large number are having a chance to continue their studies at U. W.

It is very certain that some students should not attempt a college course, but we praise the desire on the part of a student to enter upon a college course. He may fall short of expectations—may drop out finally, but he will have gained something in larger vision and better understanding of himself.

The problem for the university is not materially different from that of the High School. "It should promote the discovery and de-

velopment of each student's dominant interests and powers subservient to life's serious purposes."

MUSIC.

Music in the High School has been limited to chorus practice twice a week for most of the year. About twenty minutes per day on Wednesday and Friday mornings are occupied with this exercise.

At no time in the history of this plan has so much been accomplished. Visitors have commented most favorably upon the quality of music selected and the excellent rendering of it by so many pupils.

DRAWING.

Here again the lack of suitable quarters is painfully evident. The wonder is that such good results should be secured under such adverse conditions.

The good results of the work in drawing are not all immediate. The training received is manifest in all future work. It conduces to neatness and accuracy in all written work, and especially in all studies requiring any drawing.

The division of pupils into two classes has had a marked influence. The mechanical drawing requires more room than the free hand but both have been successfully carried on.

CHANGE OF TEACHERS.

You are, no doubt, familiar with the results of frequent changes of teachers.

The impossibility of carrying out a given policy is very strongly felt. As a rule, male teachers remain only a short time because teaching is not to be their final vocation. They use us until certain ends are accomplished, then withdraw to enter upon some more lucrative pursuit.

No blame is cast upon such teachers. They are doing the best they can for their advancement. The trouble is in the wages paid. As long as wages are no higher we may naturally expect men to enter callings offering greater inducements.

GRADUATES SINCE 1875.

Questions are often asked regarding the number of graduates from the High School. People are always interested in knowing how many of such graduates continue their studies in the university,

and graduate from that institution. The following numbers are taken from High School and university records:

Graduates to date, male	445
Graduates to date, female	669
Total	1,114
Graduates for past thirteen years, male	341
Graduates for past thirteen years, female	467
Total	808
Graduates of M. H. S., also graduates of U. W., male	143
Graduates of M. H. S., also graduates of U. W., female	139
Total	282

The above statement shows that of all graduates of the high school since 1875, 72 per cent. have graduated in the past thirteen years.

The total number of graduates up to and including 1900 is 811. Counting all of our graduates from the U. W., including those of 1904, we have 282. Therefore 34.7 per cent. of our high school graduates have also graduated from U. W.

PUBLIC EXERCISES.

PROGRAM SEMI-PUBLIC OF THE M. H. S. LITERARY SOCIETY.

Benefit Entertainment for M. H. S. Athletic Association.

FRIDAY EVENING, MARCH 25, 1904.

1. Song

Selected
GIRLS' GLEE CLUB.
MISSSES PAYTON, COMFORT, DAVENPORT and SCHNEIDER.

2. Reading

Selected
MISS GRACE WINDEN.

3. Mandolin Solo

Mid-Summer Waltzes
ALEX MORGAN.

4. Debate:—

Resolved, That the United States should build and maintain a large navy.

<i>Affirmative.</i>	<i>Negative.</i>
JOHN CURTIS.	FARADAY BERNHARD.
EDWARD CURTISS.	MAURICE PIERCE.

5. Declamation

Soldier of the Empire
ROBERT LATHROP.

Jury.

MR. OSMUND JORSTAD, MR. ROBERT MAUER, MR. OTTERSON.

LEAGUE CONTEST.

Contestants from Verona, Cambridge, Mt. Horeb, Sun Prairie and Madison.

Madison, Wis., May 6, 1904.

PROGRAM.

PART I.

Music—Piano Solo IDA SHEPARD
 1. "The Convict's Soliloquy."
 2. "The Cuban Refugee."
 3. "Lady Maud's Oath."
 4. "The Traitor's Death-bed."
 5. "How the Church was Built at Kehoe's Bar."

PART II.

Music—Solo ETHEL POST
 6. "A Soul that Passed in the Night."
 7. "How Tim's Prayer was Answered."
 8. "Ole Mistis."
 9. "Christmas Play at the Cabbage Patch."
 10. "Night Run of the Overland."
 Music HIGH SCHOOL QUARTETTE
 Decision of the Judges.

Judges.

PROF. D. B. FRANKENBURGER,
 MR. ALBERT R. DENU,
 REV. E. G. UPDIKE.

First place given to Miss Vera Leatzow, of Madison, who delivered selection No. 8.

ARBOR DAY.

Program.

1. The Clang of the Forge Rodney
 SCHOOL.
 2. Piano Solo,—Waltz Newland
 IDA SHEPARD.
 3. The Return of the Birds.
 EDITH WINSLOW.
 4. Lovely May Carl Bohm
 FOURTH YEAR CHORUS.
 5. On the Shores of the Tennessee.
 FLORENCE KELLY.

6. Mandolin and Piano Duet *Selected*
ALEXANDER AND SARAH MORGAN.
7. Class History.
SUSAN ARMSTRONG AND EDWINA CASEY.
8. Solo—In Maytime *Speaks*
ETHEL POST.
9. The Planting of the Apple Tree.
ELMER LORCH.
10. Quartet—Spring Song *Pinsute*
HIGH SCHOOL QUARTET.
11. Oration.
GORDON FOX.
12. Planting the Tree.
13. America.
SCHOOL.

COMMENCEMENT EXERCISES.

"Perseverance Brings Success."

Program.

Music.

- Prayer REV. F. A. GILMORE
- Salutatory WILLIAM J. BOLLENBECK
- Music.
- Address PROFESSOR J. B. PARKINSON
- Music.
- Valedictory IRENE VICK
- Presentation of Diplomas JUDGE A. DONOVAN,
President Board of Education
- Benediction REV. F. A. GILMORE
- Music.

GRADUATES, 1904.

ANCIENT CLASSICAL COURSE.

Emily Ellen Chynoweth	Helen Flint
Charles Forster Smith	*Ruth Corbett Van Slyke

MODERN CLASSICAL COURSE.

Hazel Viola Alford	Edwin Gordon Fox
Raymond Winthrop Moseley	Lula Sophronia May Starks
Mattie May Austin	Marion Emma Frederickson
Alexander William Morgan	Aldyth Maud Hungerford Shaw
Emily May Bresee	Flora Moseley Gilman

Adeline Cecilia Nielson	Jennie Mabel Taylor
Mary Coleman	Anna Isabel Togstad
Elizabeth Cecilia O'Grady	Elizabeth Verran Joslin
Bessie Rachael Coleman	Mary Janet Van Hise
Mary Elizabeth Rayne	Jessie Aletta Johnson
Martha Elizabeth Curtis	Irene Bergita Vick
Lena Shiels	Mary Fidelia Longfield
Leula Elsie Dillon	Ethel Lavonne Walbridge
Augusta Georgana Stromme	Mamie Ella Lathrop
Audrey Amazon Davenport	Eda Martha Wilke
Carlton Hendrickson Stalker	

ENGLISH COURSE.

Anna Blackburn	Sylvia Elizabeth Lounsbury
Edwina Mary Casey	Mary Florence Maher
William Barstow Dugane	Edna Emma Pfister
Ruby Holt	Kate Post
Emma Kahl	Bernice Quinn
Claude Campbell Luckey	

SCIENCE COURSE.

Ellis Pitt Abbott	J. Cornelius Johnson
Susan Naylor Armstrong	Vera Alice Langdon
William Joseph Bollenbeck	Elizabeth Lacy
Otto Conrad Breitenbach	Eugene William Nebel
Robert W. Bridgman	Walter Nebel
William Henry Conlin	Norma Marie Nebel
Olive Marie Fehlandt	Mabel Elmira Rimsnider
Florence Alford Jewett	Walter John Reif
Ruth Leland Jennings	Clara Edna Schneider

CONCLUSION.

In concluding this report it may be in order to call attention to several points marking an advance in the work of the High School.

1. The existence of a more decided opinion against the pupil who comes to school merely to have a good time.

Admitting the teachers' responsibility in changing the ideal of such a pupil, and knowing the strenuous efforts made to secure such pupil's advancement in studies and general school character, there is a point of patience beyond which we should not be called upon to go. The best interests of the High School demand the co-operation of pupils in securing the best possible conditions for study.

*Ancient and modern classical courses.

When pupils deliberately refuse to exert themselves along the lines of their own personal interests and progress, it is time that such pupils be requested to sever all connection with the High School.

The influence of one pupil who lacks the moral courage required in doing the things for which school exists, is wholly bad and should be removed by immediate and positive means.

2. The teachers have expressed their attitude towards parties. If this attitude be seconded by parents in a vigorous way, there seems to be no doubt in the removal of all cause for criticism.

While we approve heartily of the rules, we are profoundly conscious that the whole burden of responsibility rests upon parents. No one can doubt the parents' authority in this matter. Its complete exercise would make all such rules by teachers and board unnecessary. There is, in these days, too great a tendency to hold the High School responsible for many things quite beyond the desire of its authorities.

Regulation of a pupil's time and conduct outside of school is so largely a home duty that it is easy for teachers to leave it almost entirely where it belongs.

3. The assumption of some authority over the publication of the Annual.

From the material sent in it is easy to see how objectionable the Annual might become were not a pretty strict censorship exercised by the teachers.

Complete success has not been achieved but results have been more satisfactory than in former years.

4. From a careful investigation of the subject aided by the opinion of a majority of teachers, it seems reasonably certain that our present part-time studies are responsible for a large number of failures. I recommend that these be abolished as far as possible.

5. The existence of secret societies in the High School is a menace to the true democratic spirit which should prevail. Efforts on the part of these societies to control class affairs is distinctly marked and call for just censure.

Whatever honors may be bestowed by the class, should be open to all and not controlled by any clique. I would, therefore, recommend that the Board of Education take decisive steps toward the abolition of all such societies.

Respectfully submitted,

J. H. HUTCHISON,

Principal High School.

REPORT OF THE SUPERVISOR OF DRAWING.

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

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

The past year impresses me as one of changes—changes which necessarily come in every line of activity where there is growth, and we, as teachers, have striven sympathetically to adapt ourselves to new duties and problems.

A beginning has been made in manual training in the first six grades. Raffia work was chosen in preference to sewing because the boys find it more attractive, and sloyd work is hardly practical in the ordinary school room. However, we look forward hopefully to the time when provision will be made for the teaching of carpentry to boys and sewing to girls beyond the fourth grade.

One hour each Friday afternoon has been given to the raffia work. Napkin rings by wrapping and woven mats were made in first and second grades; braided hats, letter holders by wrapping, in third and fourth grades; baskets on wool twine and reed, in fifth and sixth grades.

While I have spent Friday afternoon in the room where help seemed most needed, the burden of the work has fallen upon the grade teacher. To her belongs the credit of awakening in her pupils those good impulses which this work tends to emphasize.

The enthusiastic teacher of manual work infuses into her pupil a joyful desire to *do*, to create; she helps him to *see* clearly the thing he is to create. When she puts into his restless hands the materials to be used and insists that they be handled in a careful and quiet manner, she is teaching him economy and regard for the rights of others; when she insists that poor work be done over she is teaching perseverance and instilling into his mind high ideals; when she encourages him to consider that which he is making as a gift for some one, she is fostering love, "the greatest thing in the world."

Never has the need of beauty study been felt more keenly than at present, when, in our educational systems, problems in line, proportion, dark and light and color are being worked out in products of the needle, the loom and the workshop.

In this beauty study the Japanese, who are acknowledged to be

a most artistic people, are coming to be a more potent factor each year.

Mr. Arthur Dow, who, after making a thorough study of Japanese art, systematized a course in composition, criticises us Americans as being too realistic, too scientific. He wants feeling for beauty in the child to be recognized at an early age, encouraged and guided.

He says: "Self expression is usually deferred till the pupil has learned to draw, understands perspective and history of art. Unless appreciation has developed despite the crowding of other things, the chances are that the work will lack the one vital element for which art exists—that is, beauty. My idea is to help the pupil at the very outset to originate a beautiful arrangement of a few lines in a given space, and then proceed step by step to greater appreciation and fuller power of expression in flower and landscape composition."

The folio covers designed by fifth, sixth, seventh and eighth grades were executed in accordance with the spirit of the Dow method, and through the intelligent co-operation of the teachers some excellent results were obtained.

From the following list each grade selected a plant form to be studied: Wild cucumber, flowering bean, woodbine, nasturtium, cat tail, golden rod, fruit spray, clover, horse chestnut, oak branch, basswood. The following steps were observed. First—beauty in shape and manner of growth were sought for and expressed in a careful pencil drawing. Second—a pleasing arrangement of the plant form in a given space in two or three tones of dark and light. Third—planning of space division for folio cover. Fourth—practice in printing. Fifth—combination of printing and flower design.

Heavy gray paper was made into folios in which were kept the drawings of the year. On the cover of this folio each pupil executed his design in black and white or in color.

The decoration of our school rooms so successfully begun last year through the co-operation of yourself, Board of Education, ladies of Woman's club, and teachers, has been carried forward the present year with increasing interest.

Only those thoroughly familiar with the interior of our sixty school rooms realize the changes that have taken place in their appearance during the last two years. Bare white walls have given way to tinted ones, and cheap pictures have been replaced by the best reproductions of masterpieces in painting and sculpture.

Teachers are beginning to make the best arrangement of their school rooms a study, and we are all coming to realize that appreciation of a work of art and artistic arrangement is a matter of growth. In other words, one never attains to his ideal. The ideal of one year may lie far beyond that of the preceding one.

To the silent influence of the work of art upon the pupil has been added that intelligent appreciation which comes from a criticism adapted to the understanding of the pupil. Among those who have aided in this work are Mrs. Carson and Miss Ethel Raymer, whose talks have been listened to with great interest by the children and teachers.

HIGH SCHOOL.

The different lines of work begun in the grades have been continued during the freshman year at the High School where an option is given between freehand and mechanical drawing.

The Art club has continued to meet in the studio on Monday evening of each week.

The membership of thirty is a decided gain over that of previous years. The following American artists have been studied: Benjamin West, Gilbert Stuart, Abbott Thayer, Cecelia Beaux, William Morris Hunt, John La Farge, John Sargent, James Whistler, Herbert Adams and Augustine St. Gaudens.

Response to roll call with the name of an American artist or one of his paintings has helped to familiarize pupils with subjects studied.

The dues of ten cents per month go to increase the picture fund for the High School.

Interesting talks were given at opening exercises by Mr. Frank Hall on Guido Reni's Aurora and by Dr. Grant Showerman on Raphael and his work.

EXHIBITS.

An exhibit for the St. Louis Exposition was prepared showing the progress of the work from first grade to High School inclusive.

The drawings were arranged in vertical rows of four mounts each, and a label was printed to be placed at the top of each row indicating the grade represented by that row.

As the wall space covered in the Palace of Education was but one-sixth of that which we were given reason to expect, the unity and scope of the work failed to appear. There was no room for printed labels and the mounts became unintelligible.

While the exhibit was a great disappointment to all interested, there did come to all teachers and pupils who contributed to it a growth in power and experience that is invaluable.

Through the co-operation of Miss Julia Hopkins and Miss Hannah Ellis, exhibits have been held in the city library from time to time. In November, color work in landscape from nature and color interpretations of black and white prints by ninth grade were shown;

in February, raffia work by grades one to six inclusive was arranged in the children's rooms; in May, forty of the best Arbor Day designs by ninth grade pupils were hung in the reading room where they could be conveniently studied by visitors.

The following is a brief outline of the course of study:

COURSE IN ART INSTRUCTION.

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.—Charcoal crayon, color crayon, water color, paper cutting and folding.

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

Construction.—Modeling and cutting forms of animal and plant life. Imaginative work. Paper folding—making May baskets, soldiers' caps, sun bonnets, etc.

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

THIRD AND FOURTH GRADES.

Mediums.—Charcoal water color for freedom and directions of work; pencils for careful, accurate work.

Representation.—Principles involved in drawing cylinder in different positions. Nature and illustrative drawing. Showing of dark and light, and simple light and shade.

Construction.—Difference between working drawing and appearance drawing taught. Use of ruler taught. Practice in drawing views and patterns of type forms.

Decoration.—Study of historic designs. Designing of plaids and

pleasing arrangement of flower and leaf sprays in given space. Simple landscape composition.

Artists Studied.—Those represented by works of art in the school room.

FIFTH AND SIXTH GRADES.

Mediums.—Pencil, charcoal, water color.

Representation.—Cylindric principles reviewed. Principles involved in drawing rectangular objects facing and turned. Drawing and painting from plant and animal life. Grouping. Shade and shadow shown.

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

Decoration.—Reproduction of Egyptian, Greek and Roman ornament, studying elements of beauty. Applied design in oil-cloth patterns, tile designs and doilies. Arrangement of flower and leaf sprays in given space. Landscape composition continued.

Artists.—Those represented by works of art in the school room.

SEVENTH AND EIGHTH GRADES.

Mediums.—Pencil, charcoal and water color.

Representation.—Review of perspective principles already studied. Cone and triangular prism in advance. Essentials of good grouping taught. More attention given to rendering of color and material. Work from plant and animal life and landscape.

Construction.—Use of ruler and compasses. Simple geometric problems; application in working drawings of type forms and joints, using all the conventions.

Decoration.—Greek and Roman ornament and architecture studied; main characteristics and examples of each style. Designs for iron work, grilles, brackets, beds and registers. Folio covers were designed from plant form.

Artists.—Those represented by works of art in the school room.

HIGH SCHOOL.

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

Representation.—Review of perspective principles and more attention to details of form and color. Pose drawing. Cast drawing and landscape composition.

Construction.—Use of T square, triangles, drawing board, ink and ruling pen in making and working drawings of type forms, joints, screws, crosses. Much practice in careful printing. Work the result of original thinking.

Decoration.—Review of the essentials of good design. Applica-

tion in design for stained glass, cups and saucers, plates, doilies, silk patterns, wall paper, Easter cards and Arbor Day program, rugs.

Artists.—Praxiteles, Myron, Raphael, Guido Reni,—these are chosen because reproductions of their work are to be found in the High School.

Respectfully submitted,

IDA M. CRAVATH,

Supervisor of Drawing.

REPORT OF SUPERVISOR OF MUSIC.

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

DEAR SIR:—I hereby submit to you the report of the department of music for the year ending June 3, 1904.

In presenting this report of my second year's work in Madison, I take great pleasure in expressing to you my appreciation of the earnest, conscientious efforts of the Madison teachers to bring the music of the various grades up to as high a standard as possible. Great credit is due to those teachers, especially, who proved such an inspiring influence to the children that rooms in which the pupils lack the average musical ability or in which the latent ability had never been fully recognized and drawn forth, became very successful in chorus work and in reading at sight.

In considering the musical instruction of the past year I shall first take up the work in the ward schools. Although the work in the various grades has been conducted along the lines pursued last year, the regular course outlined previously having been followed to a considerable extent, yet important changes in the details of presentation have entered into the work and to these changes I should like to call your attention.

Of course the foundation of our musical instruction in the schools has been the text books of the Normal Music Course, as these books are owned by most of the children and those who are not able to purchase music books have been loaned them from the supply maintained by the school board. These books are very helpful but do not answer all our wants. Too much space has been given to dry exercise work, and too little to songs to make these entirely satisfactory to either the teachers or children of Madison. We feel that the method of teaching music must be brought more into harmony with natural laws than has been the case previously, and our greatest aim has been first to instill a love for music into the heart of the child through the use of song, and then when this is firmly fixed to introduce such technicalities as are necessary to give growth in musical understanding. We feel that music should be a source of greatest pleasure and delight to the pupils, and that much valuable time is often wasted in vain efforts to teach the constructive elements of music as abstractions when these very elements, if learned through the medium of song, become vitalized, and make real and lasting impressions on the mind of the child.

Then our aim throughout this year has been, first, to create a love for music, and after that to teach such technicalities as must of necessity receive attention. In the earlier grades the rote singing of attractive songs has occupied the greater part of the time allotted to music, and the children have been taught that sweet singing is to be rated far above loud singing, and that the various little songs must be sung softly, brightly or slowly, as the thought of the song demands. This rote singing gives excellent training for the ears and musical memory, as well as giving the pupil the enjoyment gained from the use of his faculties.

As the children grow older, pitch, rythm and the proper use of the voice became important factors and such technicalities are studied as will enable the pupil to intelligently sing vocal music at sight by the time he has reached the High School age.

The Normal Music books supply the grades with more exercise work than is really necessary, but not enough songs. It would be a great addition if the upper grades could be furnished with song leaflets, which can be purchased for a few cents per copy and which would not only give them greater variety, but would prepare them for the choruses conducted in High School.

Regarding the High School work there is very little new to say. The chorus work has been very satisfactory to the supervisor this past year, and the spirit of the students very good indeed. The Board of Education appropriated a larger sum for the purchase of supplementary music than ever before, and the frequent new choruses sustained the interest of the students in music work, and caused them to give forth their best efforts. It is to be hoped that the appropriation by the Board for High School music will be equally generous next year, since the success depends largely upon the amount and variety of material to be worked with.

During the year several of the best of our local musicians appeared before the High School members and their numbers were very greatly enjoyed and appreciated.

Two musical organizations, a quartet and a chorus were maintained during the year. The members were very faithful in their work and it is to be regreted that nearly all of them either graduated or were compelled to leave school at the end of the year. The girls' quartet sang frequently before the High School at opening exercises and upon special occasions, and were invited to sing several numbers before the teacher's convention which assembled at Madison.

In closing this report, I wish to express to you my sincere gratitude for the kindness with which I have been treated, both by you

MADISON PUBLIC SCHOOLS.

and the Madison teachers during my two years' stay as supervisor of music in Madison.

The words of appreciation and encouragement received will never be forgotten, and it is with regret that I end my work with you. I close with the wish that you may fill the vacancy created by my resignation to your entire satisfaction.

Respectfully submitted,

ANNA M. GAPEN.

REPORT OF COMMITTEE ON HIGH SCHOOL.

To the Board of Education, Madison Wis.

GENTLEMEN:—The Citizens' Visiting Committee of the High School respectfully begs leave to present the following report of its work of inspection during the year:

We find that there is some ground for dissatisfaction with the general condition of the building as regards cleanliness and sanitation. Many of the rooms seemed insufficiently swept and ventilated, and the girls' basement was found to be in a particularly unsanitary condition. We attribute these objectionable features to the nature of the building, to its inadequate size, which necessitates makeshifts in the employment of space and the crowding of pupils, and to insufficient janitor services.

The body of students as a whole we find to be characterized by excellent deportment and by studiousness. We commend especially the admirable orderliness of the opening exercises, the changing of classes and other movements necessitating the action of the school as a whole, and congratulate Principal Hutchison and Superintendent Dudgeon with their corps of teachers on the spirit of discipline and the sense of authority which pervades the school, as well as on the harmonious relation apparently existing between pupils and instructors.

As regards the curriculum, we note that the amount of instruction at present given is not sufficient to enable the graduate to enter the University of Wisconsin or other institutions of its rank. In the opinion of the committee there should be five recitation periods per week in all important subjects for the first two years at least, and preferably throughout the four years; and it should be possible for each pupil to have recitation periods to the number of twenty per week. The work of the English department especially is in need of reorganization or redistribution in order to enable the school to meet the university requirement.

As to the work of individual departments and classes, we are pleased to report that cordial and intimate relations exist between teachers and students, and that, with few exceptions, the work of both is conscientious and commendable. Some lack of enthusiasm and snap, however, has been noticed on the part of the students as a whole. One member of our committee, on his return from visits of inspection to four other schools in Illinois and Wisconsin, re-

ported that the Madison High School was characterized by less enthusiasm and interest than any one of the four.

We deplore any tendency on the part of either teachers or students, whether in affairs pertaining to instruction or to the social life of the school, to imitate too extensively the ways of our higher institutions. Methods of instruction suited to the students of the university are likely to prove dangerous in the High School.

We desire to call attention again to the Greek letter secret societies, the so-called "High School fraternities and sororities," the existence of which cannot be regarded otherwise than as a serious menace to that social democracy which has always been an important factor in the American public school. These small exclusive societies with their attendant "rushing" and the various social affairs ostensibly given by them, but often arranged by members no longer pupils of the school, have come to be recognized as an evil which school authorities, with the co-operation of the parents of the pupils, must take active steps to suppress. High School principals and teachers generally are opposed to the organizations, and a number of the parents whose children have joined have expressed themselves as dissatisfied with the societies and their results.

In a recent remonstrance directed to Superintendent Cooley, of the Chicago public schools, by practically all of the 350 teachers in the fifteen Chicago High Schools, they express their opinion of the effect of these societies as follows:

"We believe these organizations are undemocratic in their nature, demoralizing in their tendencies, and subversive of good citizenship; that they tend to divert their members from scholarly pursuits and to put the so-called interests of the organization above those of the school."

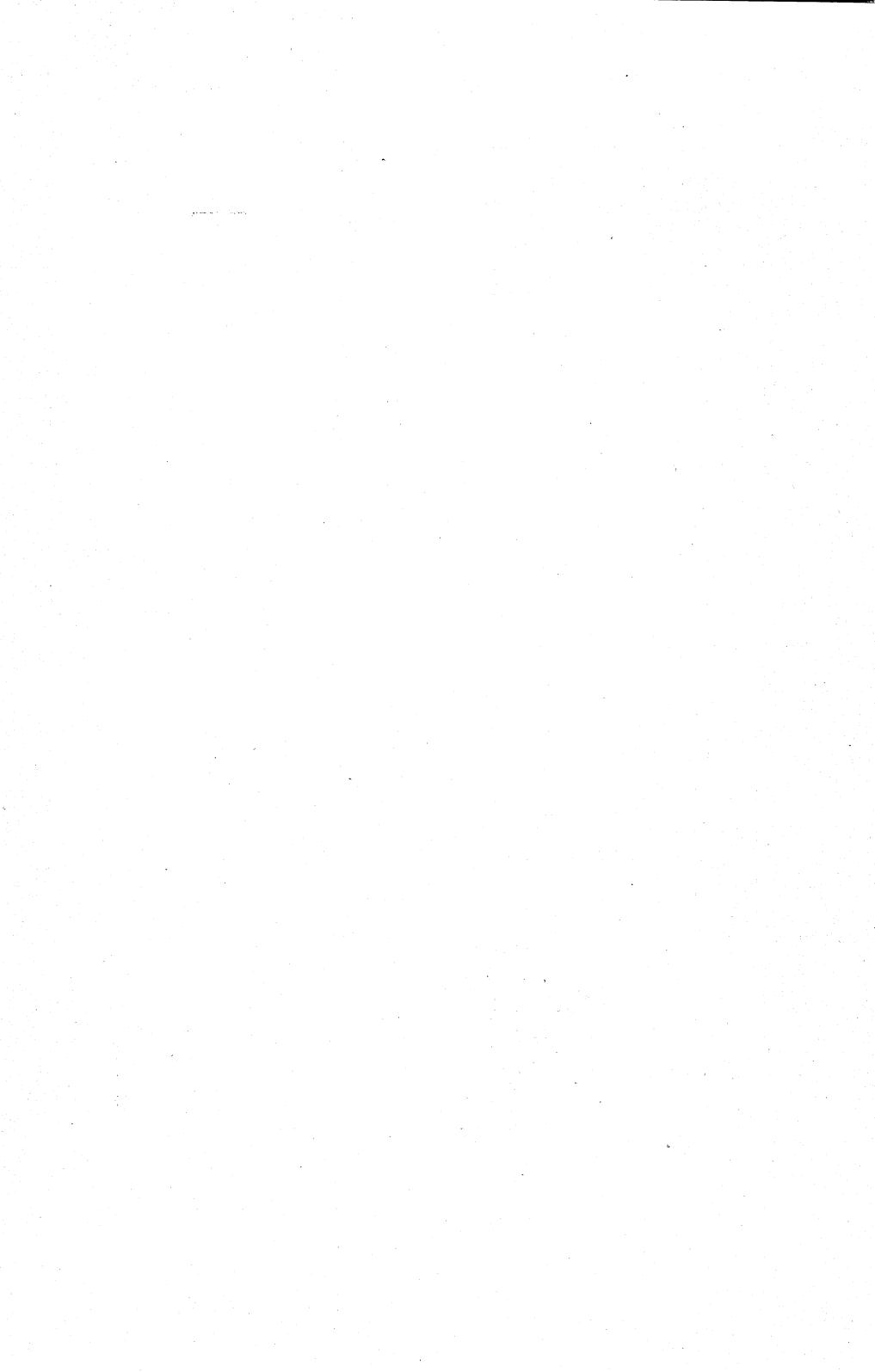
After a careful investigation of the matter Superintendent Cooley made the following recommendations which were unanimously adopted:

"I recommend that principals and teachers of the High Schools be instructed to deny to any secret societies which may exist in their schools all public recognition, including the privilege of meeting in the school buildings; that such organizations be forbidden the use of the school name; that no student that is known to be a member of a fraternity or sorority or other so-called "secret" society be permitted to represent the school in any literary or athletic contest, or in any other public capacity, and that the attention of parents of the pupils be called to the fact that the Board of Education, the superintendent of schools and the teachers of the High Schools unanimously condemn all such secret societies."

We believe that similar action should be taken by the Madison school authorities to suppress these organizations, the evils of which



HIGH SCHOOL, 1873-1887.



are as manifest here as elsewhere, and that the parents of the pupils should be urged to co-operate with the school authorities in carrying out this action.

In conclusion, we desire to express our conviction that by far the greater part of the objectionable features noticed are consequent upon the lack of proper class-room facilities, and to commend those whom you have placed in authority for their efficiency in the face of difficulties so great.

GRANT SHOWERMAN, *Chairman.*

(REV.) H. C. HENGELL.

DANA C. MUNRO.

BESSIE B. MURPHY.

ISABEL N. WILDER.

MAY S. LAMB.

A. H. HOLLISTER.

WILLARD G. BLEYER.

REPORT OF COMMITTEE ON GRAMMAR GRADES

To the Board of Education, Madison, Wis.

GENTLEMEN:—Realizing that much is to be accomplished during each session, we would like to suggest a few points where improvement could be made.

1. Better enunciation and more expressive reading.
2. More time given to practical arithmetic.
3. Better penmanship.

We noted the good disciplinary effect of the frequent fire drills this winter, and would again suggest that a few minutes be given often during the day to invigorating physical drill to relieve the sluggish feeling that must come in some of the crowded rooms.

Much has been done to improve the position of the pupils at the desk, but there is still room for improvement. We found a few rooms where hand-raising was done away with, and noting the good attention and excellent discipline in those grades, suggest that hand-raising will be dispensed with.

Wonderful improvement has been made in music, and the children also show much interest in drawing.

On the whole, we found the schools in good condition, pretty, attractive rooms and earnest, conscientious teachers, working for a too small salary, in compensation for the years which ought to be spent in preparation for this work.

Respectfully submitted,

HELEN W. WOLL.

HELEN GALE ADAMS.

ANNA B. WHITING.

LILLIE TECKEMEYER.

MARY FRISH.

NORA F. COLEMAN.

MARY T. WHITNEY.

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 report:

We have been pleased that the committee was appointed early in the school year, therefore giving it ample time for observing the conditions in the different schools. We find that with few exceptions, excellent work has been accomplished, most of the teachers being earnest, painstaking and progressive, deserving of the highest appreciation. We have been invariably pleasantly received, showing the feeling between teachers and parents to be cordial.

We note with pleasure that much progress has been made in beautifying school grounds and rooms, and the pride taken in them by teachers, pupils and citizens generally. Our appreciation is also due certain janitors who make their buildings models of care and cleanliness. On others, however, much greater attention should be given.

We are pleased to know that a new building is to be erected in the Sixth Ward, to relieve the crowded condition in that part of the city.

Besides the many things to commend, we also find the following to remedy:

In some instances light is allowed to enter the school rooms from the front, directly in the eyes of the pupils, the back and side windows being carefully covered with blinds, the children seeing the front board on which their lessons are written with the greatest difficulty. We would suggest that such teachers be instructed as to the proper admittance of light, such unnecessary windows bricked up, or seats and desks turned so that the light can come from the sides and backs of rooms only.

We notice that certain teachers speak in so low a voice that those in back seats have great difficulty in hearing, often losing entirely what is being said, therefore unable to comply with instructions given. Members of your committee sitting in the rear of such rooms have also been unable, by close attention, to hear all that has been said.

We have often found the air heavy, in spite of the systems of ventilation in the buildings, and all of the windows covered with storm sash. We would be glad to see one window in each room left uncovered, so that fresh outside air could be admitted when necessary, especially during recesses and physical culture exercises.

We think it of great benefit to counteract the bad effects of careless positions so often taken by children during study hours by more frequent periods of breathing and stretching exercises, the teachers

also encouraging the children to maintain proper positions while sitting.

In some rooms we have noticed, only slight mental progress has been made during the year on account of physically weak, indifferent, or uninspiring teachers. We greatly regret the careless habits acquired under such teachers and the valuable time lost to the children.

We would also like to see an assistant provided for such principals as have the ability, tact and ambition to oversee personally the actual work of their teachers, thereby allowing her opportunity of visiting their classes from time to time, and giving helpful suggestions where needed, advancing their schools in efficiency and remedying defects before their influence is seriously felt by the children.

Such supervision given by a competent principal we consider invaluable both to the teachers and the children under their charge.

A study of the work being done in the primary grades in arithmetic and reading raises the question, Is arithmetic being pushed too hard in the early years, and too far? Would it be better to devote more time in those years to reading, to secure greater facility, expression and reading power? Would it not be wise to limit more carefully the amount of work done from day to day in the mechanical processes, so that they may become fixed, and would it not be well to see to it that more frequent drills and reviews are given to that end?

A study of the work of different teachers shows that carelessness in plans, on the part of certain teachers, results in hard work for the pupils. It is the opinion of the committee that great pains should be taken to fix mechanical operations, to take plenty of time, and to drill frequently to that end, and that in the reasoning processes the work should be constructive and cumulative, and that much care on the part of the supervisors and teachers should be taken to prevent haphazard work. Children have examples thrust upon them sometimes for which they have not been logically prepared.

THE RECITATION.

The following questions have been raised from time to time by members of the committee as they have visited the various schools, and we believe deserve frequent attention in teachers' meetings, and repetition by the supervisors. We are well aware that all of these matters are thoroughly understood by all competent teachers, and are frequently discussed by the superintendent. Nevertheless they are often neglected.

1. Is the teacher utilizing time to the best advantage in recita-



HIGH SCHOOL, 1887-1904.

tion? Are the children given sufficient opportunity to recite? Does the teacher do too much talking? Should pupils in primary grades be more frequently employed at the blackboard? One notes a single child at the blackboard with twenty children waiting at their seats for one child to do a given piece of work. The committee seldom noticed children working in groups at the blackboard. Occasionally waste of time was noticed as a result of an unwise use of the drawing-out process. *Facts* not known by the pupil cannot be drawn out. Only *conclusions*, the result of reasoning processes *based* upon *facts* known by the pupil, can be drawn out by questioning. Teachers do not always note this distinction.

2. Volunteer recitation is still encouraged or permitted in some schools. Children are permitted to raise their hands and wave them in the air, a practice undoubtedly pernicious, as it confuses the child who is reciting, and is in itself utterly meaningless and useless.

3. The present plan of having pupils recite from their seats, we believe, works to disadvantage, particularly to children in the lower grades, some of them sitting twenty or thirty feet away from the teacher. In the case of young children, it must be difficult to hold their attention at that distance. They will in some cases fail to hear what is being said, and to see what is being done, and are likely to fall away in interest. Is it advisable to mark an example zero, where the work is correct, but in the hurry of completing a long lesson in a given time, some figure has been erased, marked over, or a blot or other disfigurement left? Heartily approving of accuracy and neatness, we believe it better to deduct a reasonable amount according to the condition of such papers, and notice in the schools where this system is carried out, the pupils are not lacking in ambition to excel or pride in submitting carefully prepared papers.

The practice of inflicting punishment by requiring pupils to stand for an hour, more or less, we must strongly disapprove of, and consider that the greatest judgment and caution should be exercised by teachers in their methods of discipline.

The work in music and drawing we find deserving of the highest praise, and in many cases the nature studies have been made of the greatest interest and pleasure to the pupils.

Respectfully submitted,

ANNIE L. BROWN.

HELEN S. NIELSON.

LILA NAFFZ.

JOSEPHINE H. DOTY.

MARTHA WILBER.

ELIZABETH FAUERBACH.

GRACE C. RAMSAY.

HIGH SCHOOL GRADUATES.

CLASS OF 1875.

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

CLASS OF 1876.

Lizzie Bright (Mrs. Frank Phoenix), Delavan, Wis., Teacher Deaf and Dumb Institute.
Margaret Coyne.*
Maria Dean, B. L., U. W. '88, M. D. Boston Univ. '83, Helena, Montana.
Sarah Dudgeon, K. U. '89 (Mrs. E. J. Baskerville), Madison, Wis.
Carrie French (Mrs. E. F. Gibbs), Madison.
Henry B. Favill, A. B., U. W. '80, Rush '83, M. D., Chicago, Ill.
Stella Ford (Mrs. Chas. Abbott), Madison, Wis.
Chas. Hudson, Supt. of Mail Carriers, Madison, Wis.
Willis Hoover, Missionary, South America.
Euphemia Henry (Mrs. T. J. McMaster), Dakota.
Hattie Huntington (Mrs. McDonald), St. Paul, Minn.
Kitty Kelly, Madison, Wis.
Carrie R. Kellogg (Mrs. Brigham Bliss), St. Paul, Minn.
George E. Morgan,* B. C. E., U. W. '80, L. L. B., U. W. '82.

*Deceased.

Henry Mason, Garden City, Kan.
William E. Morgan, Physician, Chicago, Ill.
Annette Nelson, B. L., U. W. '98.
Alfred Patek, A. B., U. W. '80, Room 46, Tribune Bldg., New York,
N. Y.
Stanley Proudfit,* A. B., U. W. '81.
Henry Wilkinson, Chicago, Ill.

CLASS OF 1877.

Emma Bascom.*
Florence Bascom, A. B., U. W. A. M. '87, Ph. D. Johns Hopkins '93,
Professor, Bryn Mawr.
Anton Bjornson, U. W. '82, Kulin, N. D.
Anna Butler, Superior, Wis.
Edmund Burdick, L. L. B., U. W. '80, 45 Broadway, N. Y.
George Byrne, Lumber Dealer, Kansas City, Mo.
Walter Chase, Madison.
Julia Clark, A. B. A. M. '84, U. W. '81 (Mrs. J. W. Hallam), Sioux
City, Iowa.
Salmon Dalberg, B. L., U. W. '81, Law '83, Attorney, Milwaukee, Wis.
Lizzie Dresser (Mrs. Shaw).
Colin Davidson, Clerk, Railroad Office, Omaha, Neb.
Frank Hyer.*
Fannie Hall.
Minnie Hopkins (Mrs. Dewey), Boston, Mass.
Charles H. Kerr, A. B., U. W. '81, Publisher, 175 Dearborn St.,
Chicago, Ill.
William Lyon, A. B., U. W. '81, Edenvale, Hillsdale, Cal.
Jennie McMillan (Mrs. John T. Kelley), Milwaukee, Wis.
Matie Noble.*
Willard Snell, Clerk, J. E. Moseley, Madison, Wis.
Howard L. Smith, A. B., U. W. '81, LL. B. '85, Prof. of Law, U. W.
Hattie Stout, Madison, Wis.
Frankie Steiner (Mrs. F. Weil), Milwaukee, Wis.
Jennie M. Williams, Teacher, Third Ward, Madison.
James Young.*

CLASS OF 1878.

Sarah Chambers, B. L., U. W. '82 (Mrs. C. A. Wilkin), Fairplay,
Colo.
William Dodds, B. S., U. W. '82, E. P. Allis Co., Milwaukee, Wis.
Lucy Gay, B. L., U. W. '82, Assistant Professor of French, U. W.

*Deceased.

William Oakey, Madison.

Wendell Paine,* A. B., U. W. '83.

Walter B. Pearson, Contractor, Chicago, Ill.

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

Mary E. Storm.

CLASS OF 1879.

Lillie Beecroft, B. L., U. W. '83, Pratt Institute '94, Teacher, Tallassee, Ala.

Sarah Clark, B. L., U. W. '84 (Mrs. C. W. Cabeen), Syracuse, N. Y.

Rosa Fitch, B. L., U. W. '84 (Mrs. Albert Briggs), Madison.

Jennie Lovejoy.*

Alice Lamb, B. L., U. W. '84 (Mrs. M. Updegraff), Annapolis, Md.

Julia Ray, B. L., U. W. '84 (Mrs. Jordan), Joliet, Ill.

August Umbriet, U. W. '83, Assistant District Attorney, Milwaukee.

Mary Wright (Mrs. Oakey).

CLASS OF 1880.

Clara D. Baker, A. B., U. W. '84 (Mrs. W. H. Flett), Merrill.

Agnes Butler (Mrs. B. W. Snow), Madison.

Mary L. Byrne (Mrs. C. S. Slichter), Madison.

Julius Burdick, Madison.

Rose Case (Mrs. Howard Wells), Chicago.

Theresa C. Cosgrove, Teacher, Fourth Ward, Madison.

McClellan Dodge, B. C. E., U. W. '84, Civil Engineer, Eau Claire.

Louisa Davids, Sanborn, Iowa.

Annie H. Durrie (Mrs. T. A. Goodwin), Helena, Montana.

Clarissa Gano (Mrs. Robert Lipsey), Normal Park, Ill.

Josephine Hausmann, Madison.

Fannie Langford (Mrs. L. B. Ring), Woodland Court, Milwaukee.

Flora Mears, Madison.

James J. Morgan, Chicago Medical College, '88, Physician, Chicago.

Harry L. Moseley, A. B., U. W. '84, LL. B. '87, Madison.

Kate McGill, Teacher, Madison.

Kitty Moody (Mrs. Geo. Fish), Greeley, Colo.

Emily Prescott, Nebraska.

Nellie Phillips.

Flora Pollard (Mrs. C. J. Batten), Chicago.

Lucy Smith, 625 N. Lincoln St., Chicago.

Nettie Smith, 625 N. Lincoln St., Chicago.

*Deceased.

CLASS OF 1881.

Fredericka Bodenstein (Mrs. Julia Kleuter), Madison.
Helen Bjornson (Mrs. Swenson), Madison.
Grace Clarke, B. L., U. W. '85 (Mrs. F. K. Conover), Madison.
Rosa Dengler, Teacher, Eau Claire.
Fanny Ellsworth, B. L., U. W. '95, Madison.
Daisy Greenbank (Mrs. F. W. Dunstan), Ashland.
Robert Hendricks.*
Lucy Herfurth (Mrs. C. N. Harrison), Madison.
Alice Lindstrom, Madison.
Lizzie McMillan.*
Mary E. Oakey (Mrs. S. S. Miller), Rhinelander.
Jessie Partridge.*
Emma Smith (Mrs. Oliver Hale), Larimore, N. D.

CLASS OF 1882.

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

CLASS OF 1883.

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

*Deceased.

CLASS OF 1884.

Inger Conradson, Teacher, Brooklyn.
Julia Dalberg, Teacher, Milwaukee.
Annie Hauk (Mrs. John Mader), Madison.
Ida Herfurth, Stenographer, Clerk, Agricultural Dept., U. W.
Sophie M. Lewis (Mrs. H. E. Briggs), Madison, Wis.
Addie Lindley (Mrs. Reid), Merrill, Wis.
Alice Rodermund.*

CLASS OF 1885.

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

CLASS OF 1886.

William Anderson.*
Kittie M. Bruce.
Robert C. Burdick, Madison.
Eldon J. Cassoday, A. B., U. W., '90, LL. B. '92, Chicago.
Mary F. Carpenter, Madison, Wis.
Nora Culligan, Teacher, Madison.
Emma L. Dowling, Madison.
Margaret A. Foren, Teacher, Fifth Ward, Madison.
Lelia M. Gile (Mrs. Liebenberg), Alma.
Rollin C. Hill, Madison.
Frances A. Kleinpell, B. L., U. W. '90 (Mrs. C. W. Burr), Lancaster,
Wis.
Grace A. Lamb, B. L., U. W. '91 (Mrs. J. J. Schindler), St. Paul,
Minn.
Charles M. Mayers, Insurance Agent, Madison.
Ben C. Parkinson, A. B., U. W. '90, Law '94, Kewaunee, Ill.
Henry G. Parkinson, U. W. '90, LL. B. '94, Teacher, Darlington.
Florence M. Smith (Mrs. A. M. Story), Hillsborough, N. Mex.
Otilia Stein (Mrs. P. H. Brodesser), Milwaukee.

*Deceased.

Anna E. Tarnutzer, B. S., U. W. '95 (Mrs. A. J. Arn), New Lisbon.
Zilpha M. Vernon, B. L., U. W. '90 (Mrs. Grant Showerman), Madison.

CLASS OF 1887.

Frederick Wm. Adamson, B. S., U. W. '91, Chicago Med. Col. 94, Oxford, Wis.

Andrews Allen, B. C. E., U. W. '91, Wellington Bridge Works, Chicago.

Florence E. Baker, A. B., U. W. '91 (Mrs. James Hays), Boise City, Idaho.

Lewis A. Bender, Oconomowoc.

Augusta J. Bodenstein (Mrs. Paul Findlay), Madison.

Bessie Cox, Madison.

Fayette Durlin, Madison.

Charles A. Dickson, B. L., U. W. '91, Lawyer, Sioux City, Iowa.

John F. Donovan, LL. B., U. W. Law '94, Lawyer, Milwaukee.

Thomas K. Erdahl.

William F. Ellsworth, Chicago.

Sarah E. Gallagher (Mrs. Nidlinger), Chicago, Ill.

Elizabeth M. Henwood, Madison.

Marion T. Janeck, A. B., U. W. '91 (Mrs. Richter), Madison.

Carl A. Johnson, B. Mech. En., U. W. '91, Mech. Eng., Madison.

Daisy D. Lindlay (Mrs. James Goldworthy), Prescott.

Bertha M. Mayer (Mrs. G. H. Breitenbach), Madison.

Oscar F. Minch, B. Mech. E., U. W. '93, Miller, Paoli.

Rose M. Minch, Madison.

Arthur F. Oakey, B. L., U. W. '91, Teacher, Sherry, Wis.

Paul S. Richards, Yale '92, Lawyer, New York.

Ella May Sanborn (Mrs. Robert Kyle), A. B., U. W. '91, Tomah.

Carrie M. Smith (Mrs. Williamson), Madison.

George G. Thorp, B. Mech. En., U. W. '91, Superintendent Iron and Steel Works, Pittsburg, Pa.

Elsbeth Veerhusen, A. B., U. W. '91, Instructor, U. W., Madison.

Helen L. Winter, Teacher, Madison.

Calvin Z. Wise, Madison.

CLASS OF 1888.

Carletta Anderson (Mrs. Peter Vedel), Aarhus, Denmark.

Annie Bremer (Mrs. J. H. Findorff), Madison.

Mabel Fleming, Milwaukee.

Henrietta Kleinpell, Teacher, Chicago.

Samuel Lamont.

Henry H. Morgan, LL. B., U. W. '93, Lawyer, Madison.
John H. McNaught, C. E., Milwaukee.
Samuel Piper, B. S., U. W. '92, with Piper Bros., Madison.
Helen G. Thorp, U. W. '92 (Mrs. John Nicholson), Pittsburg, Pa.

CLASS OF 1889.

Mary B. Baker (Mrs. F. W. Adamson), Oxford, Wis.
Martha S. Baker, B. L., U. W. '93 (Mrs. Charles Barnes), San
Diego, Cal.
Frances M. Bowen, B. L., U. W. '93 (Mrs. Jesse Sarles), Baraboo.
Catherine M. Brown, B. L., U. W. '95 (Mrs. Morton), Milwaukee.
Theresa M. Byrne.
Bertha Cassoday (Mrs. C. A. Johnson), Madison.
Wilfred E. Chase, Madison.
Biondella R. Clark, Teacher (Mrs. Moses Bresse), Cambria.
Margaret A. Cunningham.*
Lucius H. Davidson, Madison.
Ella Davis, B. L., U. W. '93 (Mrs. Alva S. Goodyear), Tomah.
Elizabeth Donoughue (Mrs. Oakey), Madison.
Myrtle H. Dow (Mrs. Perry Wearne), Fairspier, Totteridge, Eng-
land.
Charles H. Doyon, B. L., U. W. '93, Doyon, N. D.
Fred R. Estes, B. L., U. W. '93, Madison.
Julia K. Fisher, Paoli.
William Fitch, Madison.
George Edward Gernon, LL. B., U. W. '99, Madison.
Alice E. Hawkins, Madison.
Hannah Herfurth (Mrs. Murray), Madison.
Sabena Herfurth, B. L., U. W. '93, Assistant in German U. W.,
Madison.
Robert E. Jonas.*
Minnie Luebkeman, Madison.
Mary H. Main, Madison.
Helen L. Mayer, B. L., U. W. '93 (Mrs. Harry Hunt), Ringsted, Ia.
Mary L. Murray, B. L., U. W. '93, Madison.
Emma A. Nelson (Mrs. Oyen), La Crosse, Wis.
Anna I. Oakey, B. L., U. W. '93, Teacher, Calumet, Mich.
Grace V. Reynolds, Madison.
Louis D. Sumner, B. L., U. W. '93, B. S. in Pharmacy, '94, Druggist,
Madison.
Emma Sitterly, Teacher, Madison.

*Deceased.

Mary E. Smith, B. A., U. W. '93, Stenographer, Madison.

William E. Swain, Madison.

Charles Thuringer, B. C. E., U. W. '93, Philadelphia, Pa.

Amy R. Young, Madison.

CLASS OF 1890.

William W. Allen,* B. A., U. W. '94, LL. B. '96.

Lizzie Armstrong, Madison.

May Belle Bryant (Mrs. Magnus R. Leslie), Madison.

Mary A. Cramer, B. L., U. W. '97, Madison.

Charles Davison, Lawyer, Beaver Dam.

Elizabeth Foran, Madison.

Theodore Herfurth, Insurance Agent, Madison.

Grace L. Hopkins, B. L., U. W. '94 (Mrs. Harry Kellogg), Milwaukee.

Mary A. Kelly, Teacher, Milwaukee.

Helen J. Kellogg, B. L., U. W. '94, Madison.

Louise Kingsley (Mrs. Parke), Lodi, Wis.

Irma M. Kleinpell, B. L., U. W. '94, Teacher H. S., Madison.

Walter Kleinpell, Chicago.

Cornelius Knudson, Bookkeeper, Madison.

Dena Lindley, B. L., U. W. '94, Teacher, Mazomanie.

Stephen A. Madigan, B. L., U. W. '94, Fox Lake.

William C. McNaught.

Thomas Nelson, B. L., U. W. '94, LL. B. '96, Madison.

Washington Oakey, Newburgh, N. Y.

Susie P. Regan, B. L., U. W. '94 (Mrs. J. A. Pratt), Menomonee Falls.

Rudolph R. Rosenstengel, B. L., U. W. '94, Electrical Engineer, Milwaukee.

Sidney R. Sheldon, U. W. '94, Professor, University of Idaho, Moscow, Idaho.

Eugene A. Smith, M. D., Waupun, Wis.

Alice Stephenson, B. L., U. W. '94 (Mrs. Claude H. Cronk), Chicago, Ill.

Charles H. Tenney, LL. B., U. W. '96, Madison.

Frank A. Vaughn, Electrical Engineer, B. S., U. W. 95, Milwaukee.

A. Cleaver Wilkinson, Chicago.

Caroline M. Young, B. L., U. W., Teacher H. S., Madison.

CLASS OF 1891.

Jannette Atwood, Teacher, Milwaukee.

Alice Armstrong, Madison.

Wilbur S. Ball, B. A., U. W. '95, Lawyer, New York.

*Deceased.

Louise M. Bauman, Milwaukee.
Eleanor Boehmer, Teacher, near Madison.
Jessie Carnon (Mrs. Meyer), Madison.
Lucy Cosgrove (Mrs. James Reily), Fond du Lac.
Harry M. Curtis, Madison.
Josie Deming (Mrs. Hillyer), Floyd, Iowa.
Frances E. Doyle (Mrs. Joseph Schubert), Madison.
Janette H. Doyon (Mrs. E. S. Main), Chicago.
Geo. Herbert Greenbank, Madison.
Anna C. Griffiths, B. A., U. W. '95, Madison.
Caroline M. Hauk (Mrs. John Becker), Madison, Wis.
Ida E. Helm (Mrs. Dr. Hart), Madison.
Lucy S. Jones, Minneapolis, Minn.
Geo. A. Kingsley, B. A., U. W. '95, LL. B. '97, Milwaukee.
Helen I. Lancaster (Mrs. John Wright), Milwaukee.
Vroman Mason, B. L., U. W. '95, LL. B. '99, Lawyer, Madison.
Sarah McConnell (Mrs. Ball), Marinette, Wis.
Lydia E. Minch (Mrs. J. M. O'Brien), Oregon.
Robert C. Montgomery, Hahnemann College '94, M. D., Madison.
Oscar Felson, Chicago.
Jennie O'Connell, Bookkeeper, Madison.
Harry Potter, LL. B., U. W. '96, Madison.
Catherine Regan, B. L., U. W. '01, Teacher, Jefferson.
Martha Scheibel, B. L., U. W. '95 (Mrs. Nat. Crampton), Madison.
Jessie Shephard, B. B., U. W. '95, Teacher, Escanaba, Mich.
Isabel Smith.
Maud C. Smith (Mrs. Theodore Herfurth), Milwaukee.
Halbert Steensland, B. S., U. W. '95, Johns Hopkins University '99,
Professor Syracuse U.
John J. Suhr, LL. B., U. W. '96, German-American Bank, Madison.
Mary J. Thorp, B. L. U. W. '96, Madison.
Florence E. Vernon, B. L., U. W. '95, Boston School of Oratory '02.
Fannie Walbridge, U. W. '95 (Mrs. L. A. Goddard), Somers, Conn.
Herman Winter, B. L., '95, LL. B. '97, Madison.

CLASS OF 1892.

David Atwood, Journalist, Janesville.
Henrietta Dorothy Billings (Mrs. Louis Holmes), Chicago.
Maud Merrill Bixby, Milwaukee.
Caro Louise Bucey, B. L., U. W. '96 (Mrs. James M. Stevens),
Bristol, Pa.
Herbert Brigham Copeland.
Mary Lois Catlin.
Emily H. Detloff, Madison.

Florence L. Drinker, Portage.
Charlotte Brockway Freeman, B. A., U. W. '96, Madison.
Durante Carlyle Gile, B. A., U. W. '96, Teacher, Marshfield.
Sadie Ellen Gallagher, B. L., U. W. '97, Teacher, Madison.
James A. Higgins, Mail Carrier, Madison.
Rolland Frederick Hastreiter, B. S., U. W. '97, Johns Hopkins '01,
M. D., Milwaukee.
Annie Marie Keeley (Mrs. James Lawler), Fitchburg.
Charles Kenneth Leith, B. S., U. W. '97, Ph. D. '01, Prof. U. W.
Michael E. Lynch, Madison.
Rachel Catherine McGovern (Mrs. Geo. W. Markham), St. Paul.
Fred H. Morrell, Milwaukee.
Augusta M. Nichols, B. L., U. W. '96 (Mrs. Irwin MacNichol), Mer-
rill, Wis.
Annie Marie Pitman, A. B., U. W. '97, Instructor U. W.
Stella Grace Peirce, Bookkeeper, Chicago.
Louis D. Rowell, B. S., U. W. '01, Scholar in Engineering.
John Charles Regan, Chicago.
Walter Hodge Sheldon, B. A., U. W. '96, M. D., Madison.
Janette Catherine Smith, Milliner, Madison.
Carrie F. Smith, Chicago.
Alma R. Sidell.
Eugene Sullivan, M. D., Chicago, Ill.
Martha Florence Torgerson, B. L., U. W. '96, Clerk Census Office,
Washington, D. C.
Margarette Urdahl, U. W. '96, Ph. D., Bryn Mawr, '93.
George P. Walker, Madison.
Iva Alice Welch, B. L., U. W. '96, Historical Library, Madison.
Bessie Wilson (Mrs. Victor Kaeppele), Los Angeles, Cal.
Addiemay Wootton, B. L., U. W. '96 (Mrs. Ladd), Madison.
Albert O. Wright, Jr., Teacher, Green Bay Reformatory.

CLASS OF 1893.

John Armstrong.*
Augusta Atwood.
Clarissa A. Cook (Mrs. S. W. Todd), Milwaukee.
Kate M. Corscot, B. L., U. W. '98, Madison.
Clara Comstock.
Joseph M. Cantwell,* U. W. '97.
Bertrand H. Doyon, U. W. '98, Lumber Merchant, Madison.
Victoria Fish (Mrs. Glenn H. Williams), Bruce, Wis.
Bertha R. Frautschi, Stenographer, Madison.
Bessie Gernon (Mrs. Horace Manning), London, England.

*Deceased.

Edith Green (Mrs. Leslie Fletcher), Sioux Falls, S. D.
Iva Goodwin (Mrs. Smithyman), Milwaukee.
Mame E. Griffiths, Clerk, Madison.
Annie Habich, Teacher, near McFarland.
Ella Heiliger, Teacher, Madison.
Isabel M. Holt, Madison.
Benjamin A. Herrick, Dentist.
Carl Jefferson, LL. B., U. W. '96, Chicago.
Alice Kerwin, Teacher.
George Meyer.*
Minnie Mayers (Mrs. Kenneth Lieth), Madison.
Mary Myrtle Miller, Wilmington, Del.
Minnie A. Olson (Mrs. Gulixon), Chicago, Ill.
Eliza A. Pollard, U. W. '99, Madison.
Martha E. Pound, Madison.
Joseph M. Purcell, Clerk, Madison.
James Patterson, Hahnemann Medical College, '00.
Charlotte E. Pengra, B. S., U. W. '97;; Ph. D., U. W. '01 (Mrs. Arthur R. Crathorne), Goettingen, Germany.
Maud Parkinson, A. C., U. W. '98, Teacher, Madison.
Eve Parkinson, A. C. U. W. '98, Historical Library, Madison.
George Riley, Insurance, Madison.
Frank Riley, Boston, Mass.
Charles Riley, LL. B., U. W. '96, Attorney, Madison.
Ernest B. Smith, B. L., U. W. '97, Madison.
Catherine Steinle, Madison.
Alma Stock, U. W. '99, Teacher, Elgin, Ill.
Emma Schermerhorn, Madison.
Nina Adna Smith.*
Amanda Wallace.*
Julia Wilkinson, Stenographer U. W., Madison.
David Wright, Jr., Gisholt Machine Co., Madison.

CLASS OF 1894.

Earle Anderson, U. W. Law, '99, Stoughton, Wis.
May Bennett* (Mrs. Jesse Edgren).
Francis Billings, Milwaukee.
Helen Copp (Mrs. Wright), Trained Nurse, Freeport, Ill.
Elmore Elver, LL. B., U. W. '01, Attorney, Madison.
Jesse Edgren, U. W. '99, Law, Milwaukee, Wis.
Gertina Erickson, Teacher, South Dakota.

*Deceased.

Mary Freeman, U. W. '98, M. C. (Mrs. Max Mason), New Haven, Conn.
Florence Gage, U. W. '98, Pharmacy '99, G. S., Teacher, Marshfield.
John Gregg, U. W. Law, '98, Milwaukee.
Grace Greenbank, U. W. '98, M. C., Ashland.
Arlene Grover, B. L., U. W. '98, Historical Library, Madison.
Maud Gilbert, Madison.
Mabel Lamberson (Mrs. Dr. Sippy), Chicago, Ill.
Clarice Lytle, N. W. Univ. '97, M. C., Teacher, Clintonville, Wis.
Max Mason, U. W. '98, C. H., Ph. D. '03, Instructor, Sheffield Scientific School, New Haven, Conn.
Jessie Montieth, Madison.
Anton Malec, U. W. '98, M. E.
Lillie Moesner, U. W. '98, G. S., Teacher, Rhinelander.
William Munsell, Madison, Clerk in P. O.
Stuart Sheldon, B. S., U. W. '99, Rush Medical, '02, M. D., Portland, Oreg.
August Sauthoff, U. W. '98, G. S., Rush Medical.
Harry Sheasby.
Florence Slightam (Mrs. Frank E. Rotchka), La Fayette, Ind.
Mae Smith.
Harriet Stephenson, U. W. '98, M. C., Madison.
Edmund Suhr, U. W. '98, C. H., German American Bank, Madison.
Louise Swenson, Madison.
Lucy Thompkins, B. L., U. W. '98, Baraboo.
Sena Troan, Madison.
Grace Whare, Librarian, Madison.
May Whare, Madison Gas & Electric Co.
Augusta Wood (Mrs. Raymond Frasier), Copenhagen, Denmark.
John Young, U. W. '98, C. H., Madison.

CLASS OF 1895.

Lillian Boehmer (Mrs. Joseph Elger), Calhoun, Wis.
Bertha Louise Brown (Mrs. John T. Charlton), Seymour, Ind.
Bertha Josephine Butler.*
Ralph Milford Benson, Chicago, Ill.
Emma Maria Bibbs, U. W. Eng. '99, Teacher, Madison.
Raymond Eugene Brown.
Clay Sumner Berryman, Spokane, Wash.
Lillie Case, A. C., U. W. '99, Madison.
Catherine Isabelle Cantwell (Mrs. Charles O'Niell), Madison.
Matilda Cook, B. L., U. W. '99, Madison.

*Deceased.

William Sylvester Darling, G. S., U. W. '99, P. & S., Milwaukee.
Albert Ralph Denu, B. L., U. W. '99, Lawyer, Madison.
Helen Ada Fowler, U. W. '99, M. C., Teacher, Union Grove, Wis.
William Muzzy Fowler, Sec'y U. W. School of Music.
Winifred Griffiths (Mrs. Warren W. Gore), Evansville.
Sibyl Adelaide Gale, Typewriter, Madison.
Edith Van Slyke Gibson, U. W. '99, M. C., Madison.
Maurice Ingulf Johnson, U. W. '02, M. E., Madison.
Frank Xavier Koltes, B. S., U. W. '99, M. D., St. Luke's Hospital, Chicago.
Florence Josephine Ketchum, B. L., U. W. '01, Madison.
Minnie Magdalene Lueders, Madison.
George Nels Lewis, Madison.
Clara Helen Link.
Florence Mina Lanz, Madison.
Jessie Winifred Martin (Mrs. Allen E. Cowles), Washington, D. C.
Marie Malec, B. L., U. W. '99 (Mrs. Dr. Ochsner), Telluride, Colo.
Nettie Irene McCoy, U. W. '99, Eng., Teacher, East Troy.
Thomas William Mitchell, B. L., U. W., '99, B. D. Princeton '02, Teacher, Siangtau, Hunan, China.
Edith Nelson, A. B., U. W. '99 (Mrs. Joseph Donovan), Madison.
Minnie Irene Nichols, Madison.
William O'Dwyer, M. D., Dane.
Mabel Agnes Pengra, U. W. '99, A. C. (Mrs. Paul C. Foster), Chicago, Ill.
William Fred Paunack,*
Lily Agnes Regan, Madison.
Annie Howe Regan, Madison.
Alma Grace Rogers (Mrs. C. N. Putnam), Madison.
Harry Gray Smith, U. W. '00, C. H.
Ralph William Stewart, U. W. '99, C. E., Bloomington, Ill.
De Ette Stemple, Madison.
Fannie Strasilipka, Madison.
Clarence Howard Slightam, M. D., Detroit, Mich.
Thomas William Tormey, U. W. '99, B. S., M. D., Madison.
Stephen William Van Wie.
Carrie Walbridge, Teacher, Sun Prairie.
Paul Sherman Warner, Madison.
Florence Maurine Warner, B. S., U. W. '00, Teacher, Dodgeville.
Fannie Warner, B. S., U. W. '00, Teacher, Windsor.
Minnie Comstock Westover (Mrs. Samuel Chase), B. S., U. W. '99, Madison.

*Deceased.

Allen Oryis White, U. W. '99, M. C., Farmer, R. F. D. No. 3, Madison.

Olive Leona Wise* (Mrs. Wright).

George Bartholomew Whare, B. S., U. W. '00, M. D., Lackawanna Steel Co., Buffalo, N. Y.

CLASS OF 1896.

Richard Henry Baus, Mec. E., U. W. '00, Chicago.

Lisle Victor Benson, Pullman Car Co., Chicago.

Edward Albert Cook, B. S., U. W. '00, Instructor U. W.

Nathan Curtis, U. W. '99, LL. B. '01, Lawyer, Merrill, Wis.

John William Dryer, B. S., U. W. '00, M. D., St. Luke's Hospital, Chicago.

Henry Clay Duke, U. W.

Frank Edward Darling, Jr., B. S., U. W. '00, P. & S., Milwaukee.

Jessie Esther Davis, B. S., U. W. '01 (Mrs. D. H. Murphy, New Castle, Pa.

Emma Josephine Erickson, Madison.

Caroline Whellam Evans, B. S., U. W. '01 (Mrs. W. V. Jannsen, Norfolk, Neb.

Millie Gath, Madison.

Morton Kay Green, Middleton.

John Goodwin, B. L., U. W. '01, Madison.

Violet Gray, Windsor.

Claudia Hall, B. L., U. W. '01 (Mrs. Alonzo Chamberlain), Huron, S. D.

Jennie Housel, Middleton, Wis.

Harry Hanson, Madison.

John Pettit Kelley, Milwaukee.

Mabel King (Mrs. Nelson), Madison.

Minnie Karstens, Madison.

Ena Kney, Madison.

Ward Lamberson.

John Thomas Stewart Lyle, B. L., U. W. '00, Law, '03, Madison.

Ellen Ware Lamb, Madison.

Lillian Fidelia McCarthy, Madison.

Jean Montieth (Mrs. William Paunack), Madison.

Walter Bernard Minch, B. S., U. W. '00, Chicago.

Jeanette Maltby, Teacher.

Norman Nelson, B. S., U. W. '00, Johns Hopkins Med. School.

Frank Nichols, Madison.

Edward Earl Parkinson, Accountant, Madison.

*Deceased.

Lee Allen Parkinson, Postal Clerk, Manila.
Roy Erastus Pierce.
Miriam Keith Reid, B. L., U. W. '00, Madison.
George Edward Schilling, U. S. Army.
Marie Antoinette Schneider, Madison.
Florence Sturm, Madison.
Goldwin Howard Smith, Clerk, Groves-Barnes Co., Madison.
Eunice Wallace Welch, B. L., U. W. '00, Teacher, Hudson.
Addie Wilke, Superior Normal School, '98, Teacher, Ely, Minn.
Paul Gerhard Winter, B. L., U. W. '01, Ill. Cen. R. R., Chicago.
Thomas Willett, B. S., U. W. '00.

CLASS OF 1897.

Ida Matilda Anderson, Madison.
Magdalena Ellen Antisdel, Chicago, Ill.
Clara Victoria Bernhard (Mrs. James Slightam), Milwaukee.
Harry Ernest Bradley, A. B., U. W. '01, LL. B. '04.
Mary Eleanor Brahany, B. L., U. W. '01, Teacher, Grand Rapids,
Wis.
Mary Fidelia Carroll, Co-operative Association.
Archy B. Carter, U. W.
Frank Draper Coyle, Teacher, near Madison.
James Joseph Connell.
Margaret Elizabeth Cummings, B. L., '01, Teacher, Madison.
Dorothea Curtis, A. B., U. W. '01 (Mrs. W. W. Chickering), Beloit.
Joseph Dean, Jr., M. D., Madison.
Augustus Theodore Martin Elver.
Thomas Olen Farness, Madison.
John Boggs Felker, U. M. Medical Student.
Flora Gilbert, Madison.
Emma Luella Gohlke (Mrs. Chas. H. Blanchard), Windsor.
Mary Lena Hessman, Madison.
Irving Raymond Hippenmeyer, U. W., M. E.
Clarence Charles Isaacs, Madison.
Katherine Kavanaugh, B. L., U. W. '01, Teacher, Milwaukee.
Mabel Elizabeth Kentzler (Mrs. W. S. Hanson), Oklahoma City,
O. T.
William Arthur Lee, U. W., C. H. '02.
Arthur Warner Lewis, U. W. '04.
Mary Josephine Link.
John August Lorch, U. W., C. E.
Mary Katherine Lynch, Operator Democrat Printing Office, Madi-
son.
Mary Sheldon Morrison, Teacher, Morrisonville.

Archie Murray, Chicago, Ill.
Carl Bertolette Mutchler, Civil Engineer, Milwaukee.
Mark Humphrey Newman, A. B., U. W. '01, Platteville.
Ingewald Nelson, Clerk P. O., Madison.
Francis M. Nienaber, Madison.
Amy Huntley Nichols.
Thomas Mortimer Priestley, B. L., U. W. '01, LL. B. '04.
Louis Mossop Pearson, Rush Medical.
August Herman Pfund, B. S., U. W. '01.
August Oscar Paunack, Teller, Bank of Wisconsin, Madison.
Howard David Piper, Clerk, Piper Bros., Madison.
Edward John Reynolds, Lawyer, Madison.
June Elizabeth Regan, Madison.
Lillian Alison Redel, Stenographer, Madison.
Warren Du Pre Smith, U. W. '02.
Julia Forster Smith, A. B., U. W. '01, Teacher, Monroe.
Rose Marie Smith.*
Arthur Frank Smith, B. S., U. W. '01.
Otto Carl Schmedeman, Dentist, Madison.
Mena Swenson, Copyist, Madison.
Percy Wheeler Tracy, Madison.
Lyndon Hickok Tracy, A. B., U. W. '01, Teacher, Blees Military Academy, Macon, Mo.
Evan Charles Thomas.
Albert Nichols Tandvig, Graduate in Pharmacy, U. W. '00, Madison.
Minnie May Utter (Mrs. John Stock), Madison.
Katherine Porter Vilas, Madison.
John Martin Verberkmoe, B. S., U. W. '01.
Eva Willett, Milwaukee Normal School, '99.
Helen Ernestine Wilke, Teacher, Fort Atkinson.
Bessie Frances Warren, Madison.

CLASS OF 1898.

Meltha Edith Andrus (Mrs. Orlando Cleveland), Pine Bluff.
Emma Lillian Bucey, Stenographer, Madison.
Augusta Billings (Mrs. Mark Newman), Platteville.
Floy Idella Bowers.
Maude Annette Benson, Chicago.
Catherine Meyers Cook, Madison.
Millicent May Coombs.*
Arthur Hale Curtis, U. W. '02, G. S., Rush Medical.

*Deceased.

John Ward Coon, U. W. '02, Eng.
Clarence Arthur Comstock, Gisholt Co., Madison.
Charles William Chech, U. W., Pharmacy.
Mary Elizabeth Cunneen.
Lucius Donkle, M. D., Chicago.
Frederick Abraham De Lay, U. W. '02, E. E.
Elizabeth Regina Dunn (Mrs. Glenn L. Gilbert), Madison.
Magdalen Evans, U. W. '04.
Henry Belden Freeman.*
Bessie Carolynn Ferguson, U. W. '02, Eng.
Iva Lulu Gilbert, U. W. '02, Eng. (Mrs. Richard Zeidler), Howard,
Minn.
Floyd Colby Gurnee, Madison.
Mary Elizabeth Gay.
Ada Lovisa Hawley,* U. W. '02, G. S.
Ena Henrietta Heuer, Stenographer, M. H. School.
Edna Platte Huber, Fort Worth, Texas.
Lillian Solvei Holland, Moscow.
Julia Christine Holland.
Gordon Alexander Helmicks, U. W. '02, E. E.
Daisy Etta Hansen, U. W. School of Music, '03.
Maie Habich.
Joseph William Jackson, Stroud, S. D.
Mida Louise Kennedy, U. W. '02, Eng.
Margaret Kennedy, U. W. '02, Eng.
Anna Lewis, Stenographer, Madison.
Mathew John Lynch, Chicago Univ.
Charles Benajah Mayer, Boston Polytechnic School.
Karl Arno Minch, Clerk, Madison.
Louis Malec, U. W. '02, M. E.
Nora McCue, U. W. '02, C. H. (Mrs. Henry E. Willsie), New York.
Selma Josephine Nelson, Madison.
Florence Eugenia Van Slyke Nelson, U. W. '03.
Herman Adolph Nietert, Clerk, Madison.
Edith Noyes.
Arthur Carl Olsen, U. W. '02, C. E., Milwaukee.
Andrew Elmer Peirce, St. Paul, Minn.
Pretson Winfield Pengra, U. W. '02, E. E., Edison Electric Co.,
Chicago.
Marcia Grace Regan, Madison.
Philip Walker Rinder, Clerk, Madison.
George Roslyn Theobald Richards, Dentist, Argyle.
Harry Sauthoff, U. W. '02, C. H., Teacher, Lake Geneva, Wis.

*Deceased.

William Edward Smith, U. W. '02, C. H.

Clarence Hazel Snyder, Racine.

Maud Martha Stephenson, U. W. '02, M. C.

Sanford Putnam Starks, U. W. '02, M. E., Graduate Student, Cornell University.

George Brewster Smith, U. S. Army.

Mabel May Slightam, Stenographer, Standard Tel. Co., Madison.

Bertha Beatrice Suhr (Mrs. William Hobbins), Madison.

Charles Marshall Stevens.

Elizabeth Goffe Ticknor, U. W.

Ella Frances Tormey, U. W. '02, M. C., Teacher, Lodi, Wis.

Frank Bashford Taylor, Madison.

Clara Johnson Van Velzer, U. W. '02, M. C. (Mrs. Howard D. Piper), Madison.

Hattie Bertha Wilke, Stenographer, Madison.

Joseph Michael Welch, M. D., Milwaukee.

Stanley Carpenter Welsh, Dentist, Madison.

CLASS OF 1899.

Andrew Theodore Anderson.

Benjamin Cullen Adams, U. W. '03, E. E., Madison Gas & Electric Co.

James Arthur Adamson.

Edward Grant Birge, U. W. '03, G. S., Johns Hopkins Medical School.

Amanda Elsa Bodenius, Madison.

Alice Marie Brandel, Oshkosh.

Ina Lemanda Butler, Madison.

Irma Joanna Baus, Madison.

Bryangel Cornell Berg, First National Bank, Madison.

Mabel Josephine Bradley, U. W. '04.

Francis Augustus Bradford, U. W. Engineering Student.

Walter William Brown, Madison.

Grace Marie Bradley, U. W. '03, Eng.

Frederick Arthur Chamberlain, U. W. '04, E. E.

Matthew Francis Conlin, U. W. Junior Law.

Glen Cooper Corlie, Northern Electric Co., New York, N. Y.

John Seabury Dean, U. W. '03, M. E., New York, N. Y.

Thomas Aquinas Donovan, Madison.

Helen Dixon, Madison.

• Harry Harrison Dodd, Express Clerk, Madison.

Llewellyn Rhys Davies, U. W. '04, Agriculture.

Verona Henritta Friederick (Mrs. J. H. Stauff), De Forest.

Edwin Gilbert Farness, Clerk, Madison.

Lucinda Elizabeth Flemming, Kindergartner, Madison.

Anna Barbara Fischer, Fitchburg.

James Moseley Gilman, U. W. '04, C. E., Pittsburg, Pa.
Grace Gilbert, Madison.
Robert Oliver Gibbons, U. W. '03, Eng.
Caroline Eleanor Gallagher.
Ethel Sumner Hatch, Teacher, Mt. Horeb.
Edward Everett Hatch, Stenographer, Mauston.
George Julius Heuer, U. W. '03, G. S., Johns Hopkins Medical School.
Florence Harrington, Madison.
Frederick William Hansen.
Mary Katherine Hobbins (Mrs. Frank P. Woy), Brooklyn, N. Y.
Frederick William Huels, U. W. '03, E. E., Instructor U. W.
Maud Huntley.
William John Haganah, U. W. '03, Eng.
Clarence Scott Hean, Historical Library U. W.
Matthey Joseph Hoven, Jr., Madison.
Hattie Dean Jewett, Madison.
Oscar August Kampen Merchant, Morrisonville.
Anna Belle King, U. W. '03, Eng., M. A. '04.
Anna Maud Lorigan.
Lena Gurine Lewis (Mrs. Leo Steinle).
John Webster Langley.
Leora Lloyd Moore, Chicago.
John Ignatius Malec, Clerk, Madison.
Lora Emma Morley, Kindergartner, Viroqua.
Harry Kenneth Mackay, Bookkeeper Pollard & Taber Co., Madison.
Clara Edna Nelson, Madison.
Ruth Newman, Teacher, Brodhead, Wis.
Nora Louisa Olsen.*
Harry Emil Olsen, Luther College, Decorah, Iowa.
Lottie May Ogilvie, Teacher, McFarland.
Gerald O'Callaghan.
Jessie Ellen Perry, Teacher, Iron Mountain, Mich.
Ruth Mary Phillips, U. W. '04.
Katherine Regina Purcell.
Amelia France Pyre, U. W. '03, M. C., Teacher, Oconomowoc.
Francis Welcome Pitman.
Minora Quammen (Mrs. Vincent S. Kubly), Madison.
Madina Thea Redel, Baraboo.
Salena Marguerite Reidy.
Amy Frances Regan, Stenographer, Madison.
William Bacon Roys, Princeton University, '03, Madison.
Bertie M. Roybar, Teacher, Spencer, Ia., High School.
Eugene Warren Roberts, Albany.

*Deceased.

Carolyn Stemple, Bookkeeper, Madison.
May Lillian Savage, U. W. '03 (Mrs. Dr. V. E. Winslow), Friendship, Wis.
John Lucien Savage, U. W. '03, C. E.
Angus Cameron Sykes.
Belle Salter, U. W. '03, Eng.
Rose Marie Toepfer (Mrs. Lewis D. Rowell), Milwaukee.
Bessie Clair Tucker.
Grace Alberta Tyner, Indianapolis, Ind.
Edward Henry Toellner, Madison.
Hannah Regina Wilkinson, Bookkeeper, Madison.
Elizabeth Frances Wilkinson, Bookkeeper, Madison.
Mignon Wright, U. W. '03, M. C., Teacher, Ironwood, Mich.
David Plumly Wheeler, Dentist, Madison.

CLASS OF 1900.

Frank Adams, Chicago Dental College, Chicago.
William Alfred Anderson.
Louis Martin Anderson, Teacher.
Amelia Alice Askew, U. W. '04.
Herbert Roderick Bird, Jr.
James Augustus Brown.
Iva Brown, Kindergartner, Madison.
Eyvind Bull, U. W., Engineering School.
Sarah Cassandra Bucey, Everett, Washington.
John Patrick Butler.
Frances May Baker, U. W., English.
Herbert Edgar Chynoweth, U. W. '04.
John Charles Corscot, Madison.
Fred Robert Cummings.
Richard Cone Dudgeon, Training School, Menomonie.
Elsie Duerr, Stenographer, Madison.
Myrtle Ella Downing (Mrs. David Wheeler), Madison.
John Raphael Doris, Madison.
Margaret Estelle Duffy.
Wanda May Dudgeon, Training School, Menomonie.
Morris Fuller Fox, U. W. '04.
Carl Alfred Field, U. W., S. C.
William Edward Henry Grove, U. W. '04.
Minna Evangeline Gath, U. W. '04.
Hildagard Christine Grinde, Madison.
Agnes Josephine Gunkel (Mrs. John Malec), Madison.
Regina Eunice Groves, U. W. '04.
James Russell Hobbins, Insurance Agt., Madison.

Edwin Wardell Hurst.
Petronilla Rachel Heim, Madison.
Harry Loomis Hatton.
Arthur Udelmar Hall, Madison.
Carrie Belle Louise Huggins, Teacher, Madison.
Frederick Le Roy Joachim, Madison.
Hattie Kuhns, U. W. '04.
Frances Eleanor Kayser, Madison.
James Eugene Kennedy.
Elizabeth Frances Kessenich.
Jennie Irene Kelly.
Charles Albert Lyman, U. W. '04.
Bertha Lewiston, Stenographer, Madison.
John Lynch, Madison.
Daisy Eliza Lorigan.
Mary Jane Lucas, Teacher, Mendota.
Clara Alice Lea, U. W., M. C.
Stephen James Leahy, U. W. Law School.
Norman Rimes Lockwood, Street Car Conductor, Madison.
Grace Marie Miller, U. W. '04.
Ruth Miner.
Fannie Malec.
Roy Irving Murray, Hobart Coll. '04.
Zadock Merrill, Jr., U. W. '04.
Kate Mutchler, U. W. '04.
Sarah Roxey McKey, U. W., M. C.
Olaf Molvin Nelson, Madison.
Otto Louis Prien, Fort Collins, Colo.
Elizabeth Melinda Pyre (Mrs. Francis P. Roets).
Gertrude Amelia Parr.
Ruby Ethel Peck, Madison.
Delia Idell Pengra, U. W. '04.
George Gilbert Post, U. W. '04.
Leslie W. Quirk, Editor, New York.
Ina Josephine Reid, Waukesha.
Elsie Alada Reid, Waukesha.
John Augustine Regan, Dentist.
Alma Runge.
Minnie May Rimsnider, Teacher, Madison.
Sarah Janette Sween.
Lone Willa Samuels, Madison.
William Earle Schreiber, U. W. '04.
Edward Penn Smith, Lawrence University.
Walter Henry Thom.

Ethel Caroline Upham.
William Albert Van Deusen, Madison.
Ada Mary Welsh, U. W. '04.
Harry Garfield Wilbur, Business College, Madison.
John Leslie Woodward, Madison.
Florence Woodward, Madison.
Sybil McBride Woodward, Madison.
Horatio Gates Winslow, U. W. '04.

CLASS OF 1901.

Elizabeth Abaly, U. W., M. C.
Chauncey Abbott, Jr., U. W., C. H.
Mabel Adams, U. W. English Sp.
Katharyn Elizabeth Brahany, U. W., C. H.
George Stanley Barber, U. W., G. S.
Edith Adelia Buell.
Josephine Louise Bach (Mrs. John Sedgwick), Sun Prairie.
Archie Berton Braley, U. W., S. C.
Charles August Breitenstein.
Kate Agnes Billington.
Cora Ethel Bissell, U. W.
Forbes B. Cronk, U. W., Engineering.
Grace Servatia Cantwell, U. W., M. C. Sp.
Barbara Hillon Curtis, U. W., C. H. Sp.
Lulu Edith Cass, U. W.
Frank Matthew Conlin, U. W., G. S.
Leo Marshall Cook, U. W., S. C.
John Thomas Cummings, Madison.
Frederick Albertus Collman, U. W., S. C.
Jessie Morrell Coombs (Mrs. Paul Harloff), Madison.
Albert Briggs Dean, U. W., S. C.
Arthur Cecil Deming.
George Lewis De Lacy.
Margaret Monica Donovan, Madison.
John Eckley Daniels, U. W., M. C.
Willard Richard Denu.
Earl Harvey Darling, U. W., G. S.
Richard Ely, U. W.
Martha Marion Fay, U. W., M. C.
John Alfred Froehlich, U. W., G. S. Sp.
Eugene Fuller, Madison.
Adelaide Elfrida Griffiths, U. W., M. C.
Ernest Albert George Guenther, Business Coll., Madison.
Alice Cary Gallagher, Madison.

Edna Lucretia Harrison, U. W., G. S.
Frank Hall Hinrichs, U. W., G. S.
Arnon Taylor Henry.
Rob Roy Hiestand, Madison.
Edward John Hammar, U. W., English.
Alice Harrington, Madison.
Joseph Ignatius Hyland.
Marietta Holt (Mrs. Henry Lochner), Madison.
Hazel Isaacs, Madison.
Una Lone Johnson, U. W., English.
Gwendolyn Gaynor Jones, U. W., English.
Marion Burr Jones, U. W., M. C.
Max Werner King, U. W., Engineering.
Oltlie Louise Kirst.
Alva Ketchum, U. W., S. C.
Olive Carmen Lawson.
Charles August Robert Leatzow, Insurance, Evanston, Ill.
Augusta Christine Lorch, U. W., M. C.
Annie Minetta Littlewood (Mrs. W. A. Hastings), Madison.
Fred Viall Larkin, U. W., Engineering.
Emmett Gregory Lyons, U. W., Engineering.
Elizabeth Marie Lynch, Clerk, Madison.
Ruthe Erema Lyon, U. W., G. S.
Cora Miriam Norsman, U. W., M. C.
Reuben Julius Neckerman, U. W., S. C.
Harry Marimies Olsen, U. W., Engineering.
Claire Parsons, Stenographer, Madison.
Marshall Hylon Pengra, U. W., English.
Carl Frederick Pfund, U. W., C. H.
Edith Post.
Claudien Purtell, Whitewater Normal School.
Helen Meroe Pierce, Pratt Institute.
Marie Matilda Redel, Madison.
Alma Catherine Reif.
Leverett Ernest Rice, U. W., Engineering.
Harriet Margaret Roesch.
Lulu Lillian Runge, U. W., English.
Cecil Everett Schrieber, U. W., C. H.
Harry Stock, U. W., Engineering.
Estella Marie Starks, U. W. School of Music.
Pearl Niel Samuels, Madison.
Jean Murray Stephens, U. W., English.
Lottie Irene Schnell.
James Raymond Stock, U. W., Engineering.
Harry Edward Sykes, Madison.

Marie Edith Tirrell.
Bertha May Taylor, Madison.
Lillian Elizabeth Taylor, U. W., English.
Chester Arthur Taylor, Madison.
Zura Eusebius Upham.
John Charles Vroman.
Chauncey Rex Welton, U. W., C. H.

CLASS OF 1902.

Andrew Hobart Anderson.
Walter Atwood, U. W., G. S.
Zillah Julia Bagley, U. W., M. C.
Anna Grant Birge, U. W., M. C.
Sarah Blomily (Mrs. Lemuel Post), Madison.
Alexius Henry Baas, U. W., G. S.
William Joseph Butler.
Louis Loss Burns.
Ella Meta Breitenfeld, U. W.
Mildred Harriet Curtiss, U. W., M. C.
Arthur Mandeville Compton, U. W., E. E.
James Hugh Curtin, U. W., M. C.
John Patrick Cunnien.
Anna Charlotte Coon.
Rose Alleen Dye (Mrs. Walter Thom).
Mabel Elsie Davidson, U. W.
Martin John Ellestad, Madison.
Alexander Ernest Friederick, Madison.
Helen Fahringer.
Alida Sophie Felland.
Harry King Fowler, U. W., Eng.
Rose Bergeta Gratz.
Mildred Gapen, U. W., M. C.
Ruth Goe, U. W., M. C.
Della Gay.
Emma Louise Glenz, U. W., G. S.
Harold Hardy.*
Edna Marion Hill.
William Miller Holm, Chicago, Ill.
Roland Farwell Jarvis.
Frank Kessenich, Jr.
Winnifred Corneau Kneeland.
Agnes Caroline Knudson, U. W., M. C.

*Deceased.

Philip Arnold Knowlton, U. W., A. C.
Christian Roman Kayser, U. W., Coll. Agriculture.
Clarence Baker King, U. W., G. S.
Dudley Hyde Keyes, U. W., G. S.
Nettie Kelley, Whitewater Normal School.
Jennie May Lorigan.*
Thomas Joseph Lucas, U. W., M. C.
Claire Rosemond Lobre.
Lillian Alvina Marks.
Katharine Salome Minch.
Paul William Moseley.
Edgar James Noe, U. W., G. S.
Jerome Orton Norsman.
Agnes Regina O'Niell.
Legare Oeland, Assoc. Press.
De Witt Clinton Poole, U. W., A. C.
Margaret Regina Purcell.*
Emma Janette Peterson.
Emily Matilda Quale.
Clara Belle Reynolds.
Ethel Margaret Rice.
John Parnell Regan.
Clara Alida Richards, U. W., M. C.
Walter Henry Rimsnider, Clerk Menges Drug Store.
Helen Alice Rosenstengel, U. W., M. C.
Margaret McDonald Smith, Madison.
Olaf Ulring Stromme, U. W.
Edna Grace Swenson, U. W., M. C.
William Benson Smethurst.
Bertha Sander.
Linnie Soelch, Madison Gas & Electric Co.
Frederick Turville Thwaites, U. W., M. C.
Helen Turville, U. W., M. C.
Julia Ella Tormey, U. W., M. C.
Florence Johnstone Van Etta.
Marion Van Velzer, U. W., M. C.
Anna Charlotte Wald, U. W., M. C.
Mabel Louise Warnock.
Helen Goldsmith Whitney, U. W., M. C.

*Deceased.

CLASS OF 1903.

Harry Scott Abbott, U. W.
Vermillion Armstrong, U. W.
Esther Anderson, U. W.
Roy Madison Bartlett, U. W.
Harriet Jane Brewster, U. W.
Clara Gertrude Brinkhoff, Teacher.
Carolyn Etta Blackburn, U. W.
Mary Frances Byrne, U. W.
Matilda Blied, U. W.
Althea H. Brown.
Josephine Mary Brabant, Teacher.
Arthur Darrell Bibbs, Madison.
Joseph Henry Curtin, U. W.
Charles Cheney.
Chester William Collman, U. W.
William Mortimer Charles, U. W.
Maud Muller Charles.
Florence Chase.
Alice Matilda Cecilia Cary, U. W.
Mildred Harriet Chamberlain.
William Daniells, U. W.
May Vanancia Dunn, U. W.
Autie Denu.
Mabel Claire Davenport.
Susan Donahue.
Frederick William Dahmen, U. W.
Carl Dillon, U. W.
Benjamin Franklin Davis, U. W.
Leonard Elver.
Clarence Ellefson, U. W.
Elmer Ellefson, U. W.
Mabel Selma Ellefson, U. W.
Margaret Frankenberger, U. W.
Bessie Gordon Fox, U. W.
Helen Armine Fay, U. W.
Gunhild Olivia Lenore Felland.
Lillian Angelina Dolores Frautschi, U. W.
Herbert Atherton Fowler, U. W.
Simon Farness, U. W.
Chester Frank French, U. W.
Helen Leonard Gilman, U. W.
Helen Theodora Grove, U. W.
Sara Belle Goe, U. W.

Grace Hobbins, U. W.
May Prudence Hall, U. W.
Ida Elizabeth Heim.
Harl. E. Hood.
Hugh Allen Harper, U. W.
Charles Norton Hall, U. W.
Harry H. Hurning, U. W.
Paul Browning Johnson, U. W.
Alma Henrietta Krueger.
John Kessenich, Bookkeeper, Madison.
Iza Barbara Kirsch.
Harold Edwin Ketchum, U. W.
Lulu Bessie Lacher.
Jennie Mills.
Byrrd Pearl Morse, U. W.
Hildred Daisy Moser, U. W.
Aline Merz.
Ella Lucia Memhard, U. W.
Daisy Milward, U. W.
Dorothea Alvina Moll, U. W.
Robert Morrick.
Cornelia McCue, U. W.
Hazel Manning.
Sadie Anna Mills.
Celia Elizabeth Newman, U. W.
Henry Thomas Nolan, U. W.
Oliver Otto Nelson, U. W.
Sadie Sabina Nelson.
Emily Pratt Owen.
Mary Burchard Orvis, U. W.
Caryl Parsons, U. W.
May Margrette Putnam.
Mary Hannah Proud, U. W.
Mary Florence Pridemore.
Alfred Thompson Pierce, Madison Gas and Elec. Co.
Clara Quan, U. W.
Preston Alfred Reynolds, U. W.
Eleanor Clemons Smith, U. W.
Mary Lauretta Sage.
Victor Swenson, U. W.
Alice Mann Swenson, U. W.
Emma Hart Shaw, U. W.
Arthur William Schulkamp.
Jeannette Stevens, U. W.
Jeannette Lucile St. Sure, U. W.

Esther Kathryn Stromme, Madison.
Maude Genevieve Terwilliger.
Florence Usher, U. W.
Genevieve Usher.
Alden Bradford Whiting, U. W.
Gladys Mary Worthy.
Letta Helen Whelan, U. W.
Ada Anastasia Woffenden, U. W.
Harry Earl Wheeler.

CONTAGIOUS DISEASES.

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

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

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

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

VACCINATION.

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

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

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

SECTION 1. No child shall be allowed to be enrolled as a pupil in any public, private or parochial school without first presenting to the principal or teacher of the school in which he applies for

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

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

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 English 5 History..... 3 Drawing..... 2 Rhetoricals.. 1	Latin..... 5 Physical Geog... 5 Half year. Civics..... 5 Half year.
Each pupil to take 21 hours of work.		
II	Algebra 5 1st half year History 5 English 3 Rhetoricals.. 1	German 5, 2d half year. Greek 5 " " " Physiology 5 " " " Latin..... 5 Biology..... 5 { Zoology or Botany.
Each pupil to take 19 hours of work.		
III	Physics..... 5 English 2 or 5 History 3 or 5	Latin..... 5 German 5 Greek..... 5 Arithmetic..... 5
Each pupil to take 20 hours of work.		
IV	Geometry.... 5 English..... 2 or 5 History..... 5	Latin..... 5 Greek..... 3 German 3 or 5 Eng. Grammar. 5, 1st half yr. Economics..... 5, 2d "
Each pupil to take 20 hours 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. The only election required of first-year pupils is to decide whether or not they will take Latin.
6. Studies completed in any given year are given full credit in making up the total necessary for graduation.

7. The numbers opposite the subjects indicate the number of recitations per week.

8. 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.			SCIENCE.			ENGLISH.		
I	1st Semester	Algebra	Algebra	Algebra							
		Latin	Latin	Latin	Latin	Phys. Geog. {	Phys. Geog. {	English	English	English	
II	2d Semester	English	English	English	English	Civics.	Civics.	History	History	History	
		History	History	History	History	English	English	Drawing	Drawing	Drawing	
III	1st Semester	Drawing	Drawing	Drawing	Drawing	Rhetoricals....	Rhetoricals....	Rhetoricals....	Rhetoricals....	Rhetoricals....	
		Rhetoricals....	Rhetoricals....	Rhetoricals....	Rhetoricals....	1	1	1	1	1	
IV	2d Semester	Algebra	Zoology or Bot- any	Zoology or Bot- any	Zoology or Bot- any						
		Latin	History	History	History						
I	1st Semester	English	English	English							
		History	History	History	History	Rhetoricals....	Rhetoricals....	Rhetoricals....	Rhetoricals....	Rhetoricals....	
II	2d Semester	Rhetoricals....	Rhetoricals....	Rhetoricals....	Rhetoricals....	1	1	1	1	1	
		Greek	Greek	Greek	Greek	German	German	Physiology	Physiology	Physiology	
III	1st Semester	Latin	Zoology or Bot- any	Zoology or Bot- any	Zoology or Bot- any						
		English	History	History	History						
IV	2d Semester	History	History	History	History	Rhetoricals....	Rhetoricals....	English	English	English	
		English	English	English	English	1	1	1	1	1	
I	1st Semester	Physics	Physics	Physics							
		Latin	Latin	Latin	Latin	German	German	Arithmetic	Arithmetic	Arithmetic	
II	2d Semester	Greek	Greek	Greek	Greek	German	German	English	English	English	
		History	History	History							
III	1st Semester	English	History	History	History						
		2	2	2	2	2	2	5	5	5	
IV	2d Semester	Physics	Physics	Physics							
		Latin	Latin	Latin	Latin	German	German	Arithmetic	Arithmetic	Arithmetic	
I	1st Semester	Greek	Greek	Greek	Greek	German	German	History	History	History	
		Latin	Latin	Latin	Latin	History	History	English	English	English	
II	2d Semester	History	History	History	History	English	English	History U. S.	History U. S.	History U. S.	
		English	English	English	English	2	2	5	5	5	
III	1st Semester	History U. S.	Geometry	Geometry	Geometry						
		5	5	5	5	5	5	5	5	5	
IV	2d Semester	Geometry	Geometry	Geometry							
		Latin	Latin	Latin	Latin	German	German	Eng. Grammar	Eng. Grammar	Eng. Grammar	
I	1st Semester	Greek	Greek	Greek	Greek	German	German	History U. S.	History U. S.	History U. S.	
		Latin	Latin	Latin	Latin	History	History	English	English	English	
II	2d Semester	History	History	History	History	English	English	History U. S.	History U. S.	History U. S.	
		English	English	English	English	2	2	5	5	5	
III	1st Semester	History U. S.	Geometry	Geometry	Geometry						
		5	5	5	5	5	5	5	5	5	
IV	2d Semester	Geometry	Economics	Economics	Economics						
		Latin	Latin	Latin	Latin	German	German	English	English	English	
I	1st Semester	Greek	Greek	Greek	Greek	German	German	History U. S.	History U. S.	History U. S.	
		Latin	Latin	Latin	Latin	History	History	History U. S.	History U. S.	History U. S.	
II	2d Semester	History	History	History	History	English	English	English	English	English	
		English	English	English	English	2	2	5	5	5	
III	1st Semester	History U. S.	Geometry	Geometry	Geometry						
		5	5	5	5	5	5	5	5	5	
IV	2d Semester	Geometry	History U. S.	History U. S.	History U. S.						
		Latin	Latin	Latin	Latin	German	German	English	English	English	
I	1st Semester	Greek	Greek	Greek	Greek	German	German	History U. S.	History U. S.	History U. S.	
		Latin	Latin	Latin	Latin	History	History	History U. S.	History U. S.	History U. S.	
II	2d Semester	History	History	History	History	English	English	English	English	English	
		English	English	English	English	2	2	5	5	5	
III	1st Semester	History U. S.	Geometry	Geometry	Geometry						
		5	5	5	5	5	5	5	5	5	
IV	2d Semester	Geometry	Economics	Economics	Economics						
		Latin	Latin	Latin	Latin	German	German	English	English	English	

GENERAL SUGGESTIONS ON SCHOOL MANAGEMENT FOR ELEMENTARY GRADES.

1. A program of daily recitation and study neatly written, should be kept constantly in view in each room for the benefit of visitors.

2. A copy of the program and a plan of the school room, corrected to date, should be kept in the register or record book of each room. The register and record books should be kept on the desk or in some place easily accessible to the principal or superintendent.

3. Care should be exercised to keep the temperature of the school rooms as uniform as possible. The temperature should not be allowed below 65 nor above 70. In cold weather the temperature must not be allowed to fall too low during the recesses. Great care should also be taken that cold currents of air do not fall on the heads of the children from open windows.

The temperature reports should be kept accurately all the time, from the opening to the closing day of the school year. The pupil who fills in the blanks should also make a record in large figures on the blackboard, so that it may be seen easily by the teacher from any part of the room. These temperature reports should always be sent in with the monthly reports.

4. Every pupil not in his seat when the tardy bell rings must be marked tardy, except in cases where a pupil is sent on an errand by the teacher. A notification beforehand or word sent by another pupil of a probable tardiness cannot change the fact of tardiness. Tardiness at recess is just as serious as at the opening of a session and should be recorded. When the signal is given for calling school the pupils should reach their seats promptly and quietly. Not more than two minutes should be allowed for this.

5. "Promptness in all things" should be the motto in every school. Each school session and each exercise should begin promptly at the appointed time. It is also desirable that the teacher be just as prompt in closing as in opening the school session. Pupils should all be ready to leave the building promptly at the hour of closing.

6. During the winter season at the close of each school session, it is well to have all pupils march through the cloak room, get their wraps, and march back to their seats. The wraps can then be adjusted quietly and promptly, the pupils march out in order, and go immediately from the school grounds.

7. "Keeping pupils in" at recess or after school should be resorted

to only as an extreme measure. Pupils should never be detained after the close of school at noon. When pupils are kept in at recess they must always be allowed to leave the room for a few minutes just after recess.

8. Teachers should avoid as far as possible, sending pupils on errands to the principal during the recitation periods. All such errands and consultations with the principal should be attended to before the session begins or at the recess periods.

9. The rule in regard to the tardiness of teachers should be carefully observed. The teacher who is deeply interested in her work is under ordinary circumstances anxious to reach the school room, and is usually there so early that the tardiness rule causes her no annoyance. It is supposed that the teacher will be in her room ready for work when the first bell rings. However, if the teacher is inside the building when the bell rings she need not consider herself tardy. If on the walk or even on the outside steps when the bell rings, the teacher should call herself tardy. Just barely to slip through the door on time may be considered as keeping the letter of the law, but it violates its spirit.

No true teacher will fail to report whenever she is tardy. It would be better to be tardy every day and report it conscientiously, than to be tardy once and fail to report it.

10. No teacher should close her school before the appointed time, except in cases of necessity. If such a necessity arises, the teacher must consult the principal and get her consent. The principal should report such cases to the superintendent at once.

An exception to this rule may be made when general or public rhetorical exercises occur. For such occasions the program should be planned to occupy the usual school time. If, however, the exercises should be finished before the closing hour it will not be out of place to close school a few minutes earlier than usual, provided the matter is reported to the principal.

11. Physical exercise drills should be given every day. It is desirable to give short drills several times each day between recitations and at times when the pupils are listless and dull and need waking up.

It is quite desirable also to have each class change position or march between recitations. In the lower grades especially no class should remain in the seats for two consecutive recitation periods without some change.

When pupils are sent from the room at the recess period or at the close of the session *every pupil* in the room should stand and march. Those who are to remain in for any purpose can return to their desks after marching.

12. The session should never close with a "rush" nor in con-

fusion. There should be a few moments of quiet just before excusing the pupils. At the close of school for the day it is especially appropriate to have the pupils repeat some stanza or gem of thought or join in some parting song.

13. Teachers should see that pupils keep all useless articles out of their desks, and that the books and necessary material for work are orderly and neatly arranged.

Pupils should be taught to use all books, their own as well as those belonging to the Board, with care, and to keep them free from stains and pencil marks. To this end the teacher should take occasion to examine the books of the pupils frequently. The teacher's desk, the pupil's desk, the school-room and the school grounds should be models of order and neatness.

14. In all exercises pupils should be trained to speak clearly and distinctly, but harsh, loud, unnatural tones should not be allowed.

15. Avoid much concert work. Use it for spice and drill, but do not rely upon it. Let concert answers be given in low, distinct tone. Check all tendencies to sing-song or drawling habits of speech.

16. Every interest of the school demands that there be no communication between pupils during recitation or study periods. Necessary communication should be made through the teacher. Two pupils should not be allowed to study from the same book, nor to aid one another. All necessary aid and information in regard to lessons should come from the teacher.

17. Pupils should be trained to avoid whispering answers to themselves during recitations and to avoid moving lips while studying. Show pupils how to think without disturbing others.

18. The pupils should not be raising the hands constantly or waving them frantically while one of their number is reciting. Pupils should be trained to raise their hands only when they are called for by the teacher.

19. Teach your pupils how to study. Train them to be systematic and orderly in all things. The habit of systematic work is worth more than all the knowledge derived from books.

20. To teach satisfactory results in any line the teacher must be persistent and uniform in methods. Strictness one day and laxity the next will always result in failure. All requirements should be clearly understood and should be uniform from day to day. Avoid the serious mistake of "constantly telling." The teacher who is constantly talking is usually accomplishing very little in any line. *Talk little and do much.*

SPECIAL PROVISIONS OF THE LAWS OF WISCONSIN.

RELATING TO THE MADISON PUBLIC SCHOOLS.

DISTRICT BOUNDARIES.

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

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

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

Section 5. The city of Madison is hereby declared to be now and

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

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

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

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

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

nona; thence in a northeasterly direction along the shore of said lake to the place of beginning, is hereby detached from the city of Madison for school purposes, and is annexed to, and made a part of school district number eleven, of the town of Madison, Dane county.

BOARD A CORPORATE BODY.

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

MEMBERS OF THE BOARD OF EDUCATION.

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

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

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

Chapter 3, City Charter.—Section 11. On the third Tuesday of April of each year, or within ten days thereafter, the common council may elect one superintendent of streets and a city surveyor, and a city attorney, and at the same time the said council shall elect one of its number to be a member of the board of education, each one of whom shall hold his office until the next third Tuesday in April; and the common council shall have power to fill, from time to time, vacancies that may exist in said offices.

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

OFFICERS OF THE BOARD.

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

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

SUPERINTENDENT OF SCHOOLS.

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

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

DUTIES OF CLERK.

Chapter 295, Laws 1861.—Section 8. The clerk shall keep a record of the proceedings of said board and all the records and papers belonging thereto, which records or transcripts thereof, certified by the president and clerk, shall be received in all courts as *prima facie* evidence of the facts therein set forth; and such record and all the books and accounts of said board shall be always subject to the proper inspection of any elector of said city; and the said books, records and accounts shall be the property of said board and their successors in office. Between the first and fifteenth days of July in each year the clerk shall cause to be taken a census of all children between the ages of four and twenty years, and report the same to

the state superintendent of public instruction as provided by section thirty of chapter twenty-three of the revised statutes, and he shall perform such other duties as the board may prescribe. He shall also have power and authority to administer oaths and affirmations.

DUTIES OF THE BOARD.

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

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

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

1. To establish and organize such and so many schools, in different parts of the city, as they shall deem requisite and expedient, and to allow and discontinue the same.
2. To purchase or hire school houses or rooms and lots and sites for school houses, and to fence and improve them as they may deem proper.
3. Upon such lots, and upon any sites now owned by said city, to build, enlarge, alter, improve and repair school houses, out-houses and appurtenances, as they may deem advisable.
4. To purchase, exchange, improve and repair school apparatus, books for indigent pupils, furniture and appendages, and to provide fuel for the schools, and to defray their contingent expenses and the expense of the library.
5. To have the custody and safe-keeping of the school houses, out-houses, books, furniture and appendages, and to see that the ordinances of the city in relation thereto are observed.
6. (As amended by chapter 146, laws of 1863, section 2.) To contract with all teachers for said district, from the number of those to whom the board shall have granted certificates of qualification and at their pleasure to remove them.

7. To pay the wages of such teachers out of the school money which shall be provided for said city, so far as the same shall be sufficient, and the residue thereof from the money authorized to be raised for that purpose by section eleven of this act, by tax upon the city.

8. To defray the necessary contingent expenses of the board, including the salary of the clerk, treasurer and superintendent.

9. To have in all respects the superintendence, supervision and management of the common schools in said city, and from time to time to adopt, alter, modify and repeal, as they may deem expedient, rules and regulations for the organization, government, instruction and reception of pupils, and their transfer from one school to another, and generally, for the promotion of their good order, propriety and public utility; *provided, however,* that they shall have no power to exclude the child of any resident of said city for any cause except immorality, or on the ground of health.

10. To sell, whenever in the opinion of the board it may be advisable, any of the school houses, lots or sites, or any of the school property, now or hereafter belonging to the district.

11. To prepare and report to the common council such ordinances and regulations as may be necessary or proper for the protection, safe-keeping, care and preservation of school houses, lots and sites and appurtenances, and all the property belonging to the district connected with or appertaining to the schools, and to suggest proper penalties for the violation of such ordinances and regulations, and annually, on or before the first day of July, to determine and certify to said common council, the sums in their opinion required or proper to be raised under the ninth section of this act. The school, established or maintained under the provisions of this act, shall be free and without charge to all the children between the ages of six and twenty years, residing in the district, subject to such reasonable and proper classification as the board may order.

Section 15. It shall be the duty of the said board in the month of January of each year, to publish a full report of their doings for the preceding year.

Section 16. The said board shall be subject to the rules and regulations which have been or may be made by the state superintendent of schools, so far as the same may be applicable to them, and not inconsistent with the provisions of this act.

Section 18. The common council of the city of Madison shall have the power, and it shall be their duty, to pass such ordinances and regulations as the board of education may report as necessary and proper for the protection, safe-keeping, care and preservation of the school houses, lots, sites and appurtenances, and all the property belonging to or connected with the schools in said city, and to im-

pose proper penalties for the violation thereof, subject to the restrictions and limitations contained in the act of incorporation of said city; and all such penalties shall be collected in the same manner in which the penalties for a violation of the city ordinances are by law collected, and when collected shall be paid to the treasurer of the city, and be subject to the order of the board of education, in the same manner as other money raised pursuant to the provisions of this act.

Section 22. The provisions of the laws of this state relative to common schools, and which are not inconsistent with this act, shall apply to the district hereby established, but the town superintendent shall not have power to alter the limits of said district.

Section 23. Whenever any money, orders or tax certificates shall be delivered to the city of Madison by the county of Dane, in payment of the taxes returned on the city delinquent list, it shall be the duty of the city treasurer to pay over that proportion of each of the money, orders or tax certificates so received, which may be due the board of education, to the treasurer of said board.

SPECIAL REPORT.

Chapter 11, City Charter.—Section 2. The board of education shall, annually, on the 1st day of September, and oftener, if required, report in writing to the common council a full and detailed statement of the financial affairs and transactions of the board, for the year preceding, and of its wants and requirements for the ensuing year.

NON-RESIDENT CHILDREN.

Chapter 295, Laws 1861.—Section 13. Said board of education shall have power to allow the children of persons not resident within the city to attend any of the schools in said city upon such terms as said board shall by resolution prescribe.

DISTRICT SCHOOL LIBRARY.

Chapter 295, Laws 1861.—Section 14. The said board of education shall be trustees of the district library in said city, and all the provisions of law which now are or hereafter may be passed, relating to district school libraries, shall apply to the said board in the same manner as if they were trustees of an ordinary school district. They shall also be vested with the discretion, as to the disposition of the money appropriated by any law of the state for the purchase of libraries, which is therein conferred upon the inhabitants of school districts. It shall be their duty, whenever they shall deem it advisable, to provide a library room and all the necessary furniture therefor, to appoint a librarian, to make all purchases of books for

said library, and from time to time to exchange, or cause to be repaired, the damaged books belonging thereto. They may also sell any books they may deem useless or of improper character, and apply the proceeds to the purchase of other books.

TITLE OF PROPERTY IN BOARD.

Chapter 295, Laws 1861.—Section 19. The title of the school houses, sites, lots, furniture, books, apparatus, appurtenances and all other property in this act mentioned shall be vested in the said board, and the same while used or appropriated for school purposes, shall not be levied upon or sold by virtue of any warrant or execution, not (nor) be subject to taxation for any purpose whatever. And the said board, in its corporate capacity, shall be able to take, hold and dispose of any real or personal estate transferred to it by gift, grant, bequest or devise, for the use of the common schools of the said city.

EXAMINATION OF TEACHERS.

Chapter 146, Laws 1863.—Section 1. The board of education shall hold an annual meeting, for the examination of teachers, at such time as they may by resolution determine. A public notice of such meeting shall be advertised in at least two newspapers published in the city of Madison. The board of education shall grant certificates of qualification to all teachers who shall pass a satisfactory examination at such meetings. Such certificates of qualification shall be signed by the superintendent, and be attested by the clerk of the board. The teachers in the public schools of the city of Madison shall be chosen from those to whom the board of education shall have granted certificates of qualification.

POWER TO BORROW MONEY.

Chapter 410, Laws 1887.—Section 1. The commissioners of the public lands are authorized to loan, at their discretion, a portion of the trust funds of this state, not exceeding the sum of forty-five thousand dollars, to the board of education of the city of Madison, and said board of education is hereby authorized to borrow a sum not exceeding the amount above named, of said commissioners or elsewhere and to issue to said commissioners or other persons of whom said sum is borrowed, certificates of the indebtedness so contracted. Said indebtedness shall bear interest at a rate not exceeding seven per cent. per annum as the parties may agree, and said interest shall be paid annually together with one-tenth of the principal sum, until the whole is paid, in accordance with the provisions of the charter of said city of Madison, providing for the

levy and collection of taxes, and the payment thereof to the treasurer of said board of education.

Chapter 72, Laws 1901.—The annual interest and installments of principal of all loans granted hereafter from the trust funds of the state to counties, towns, villages, cities or boards of education and school districts, shall be payable on the first day of February of each year after the granting of such loans.

TAXATION FOR SCHOOL PURPOSES.

Chapter 244, Laws 1889.—Section 6. The sum of one-tenth of one per cent. of the assessed valuation of the real and personal property of this city shall be set apart to be paid to the treasurer of the board of education, and it shall be applied to the payment of the principal and interest on a loan of forty-five thousand dollars or less that may be made by the board of education of said city, for building purposes, so long as any part of such loan remains unpaid, and when said loan and interest is wholly paid, said money so collected shall be set apart and used for the payment of the principal and interest of the bonded debt of the city, so long as any portion of the debt remains unpaid, and a further sum equal to four-tenths of one per cent. of the assessed valuation of the real and personal property of the city, or such less sum as the board of education may by resolution determine to be sufficient, shall be set apart and used for the payment of the current and contingent expenses of the city schools and for no other purpose whatever.

LEVY AND COLLECTION OF TAXES IN JOINT DISTRICT.

Chapter 203, Laws 1867.—Section 2. It shall be the duty of the city clerk of the city of Madison, in the year 1867 and in each year thereafter, to ascertain the rate per cent. which all taxes raised in said year in said city for school purposes bear to the assessed value of all the property taxed within said city for that, and on or before the 25th day of November, in such year, in writing, to notify the town clerk of the town of Blooming Grove, and also the town clerk of the town of Madison, of such per cent. or rate of taxation in said city for school purposes and it shall thereupon be the duty of said town clerk of Blooming Grove, and the said town clerk of the town of Madison, immediately to carry out on the tax rolls of their towns, respectively, for such year, a tax for school purposes of the same per cent. on all taxable property within that portion of their respective towns so attached to said city for school purposes and such tax so carried on such tax rolls is hereby declared duly levied, and a lien on such taxable property until paid, the same as other taxes, as provided by law.

Section 3. It shall be the duty of the treasurer of the town of Blooming Grove and of the treasurer of the town of Madison, to collect said tax in the same manner as other taxes; and the said treasurers, respectively, shall pay over in each year in full the amount of taxes so carried out on said rolls and assessed on said property in their towns, respectively, for the purposes of schools in the city of Madison, to the treasurer of the board of education of the said city, in the same order and as they are now required by law to pay moneys raised for common school purposes, and returned taxes collected for any school district, whether such town treasurer has collected said tax or not.

Section 4. If the taxes hereby provided for shall not be collected by said treasurers, they shall be returned with and as delinquent taxes, and their collection enforced in the manner now provided by law for collecting delinquent taxes.

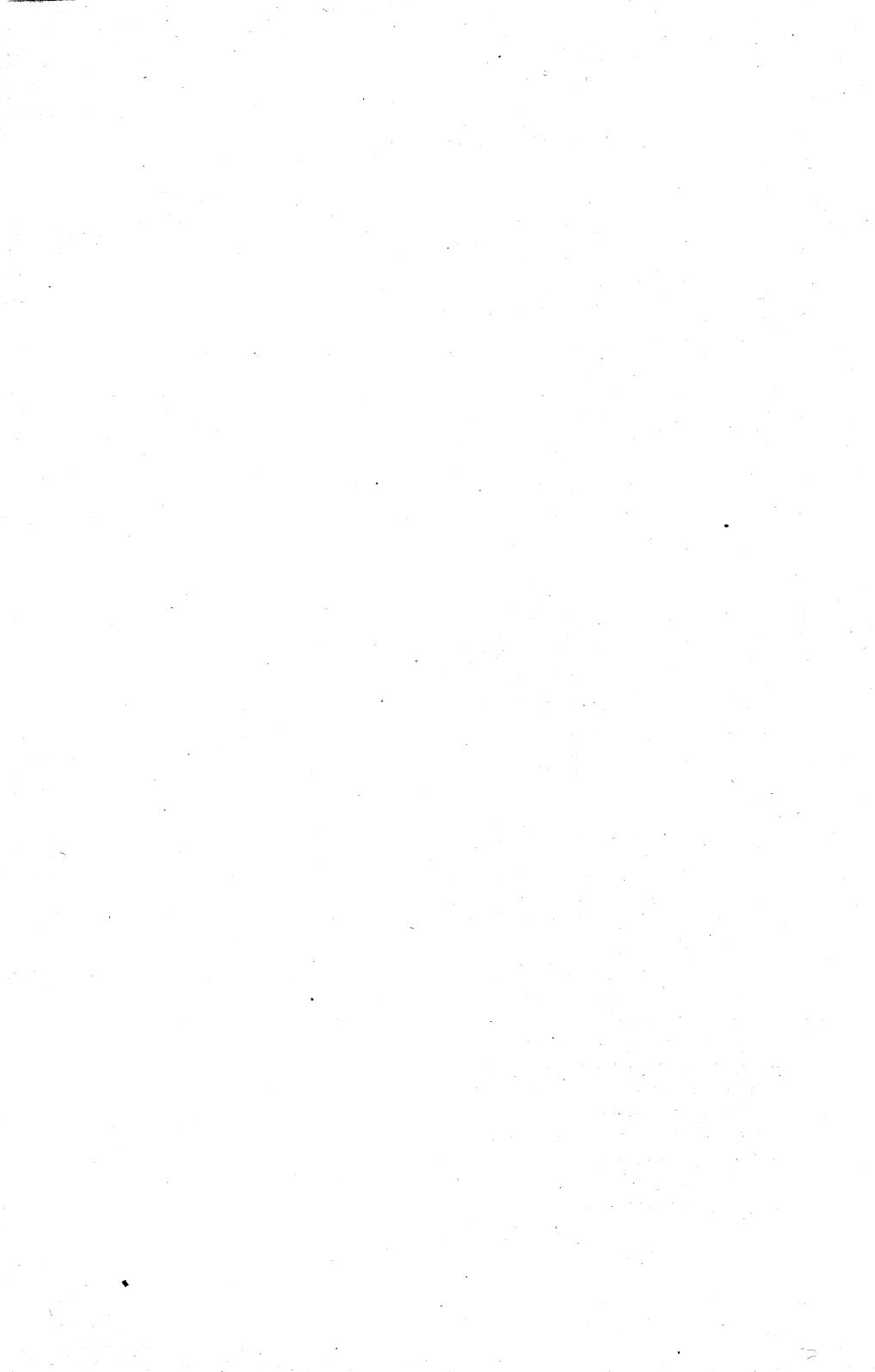
SPECIAL TAX.

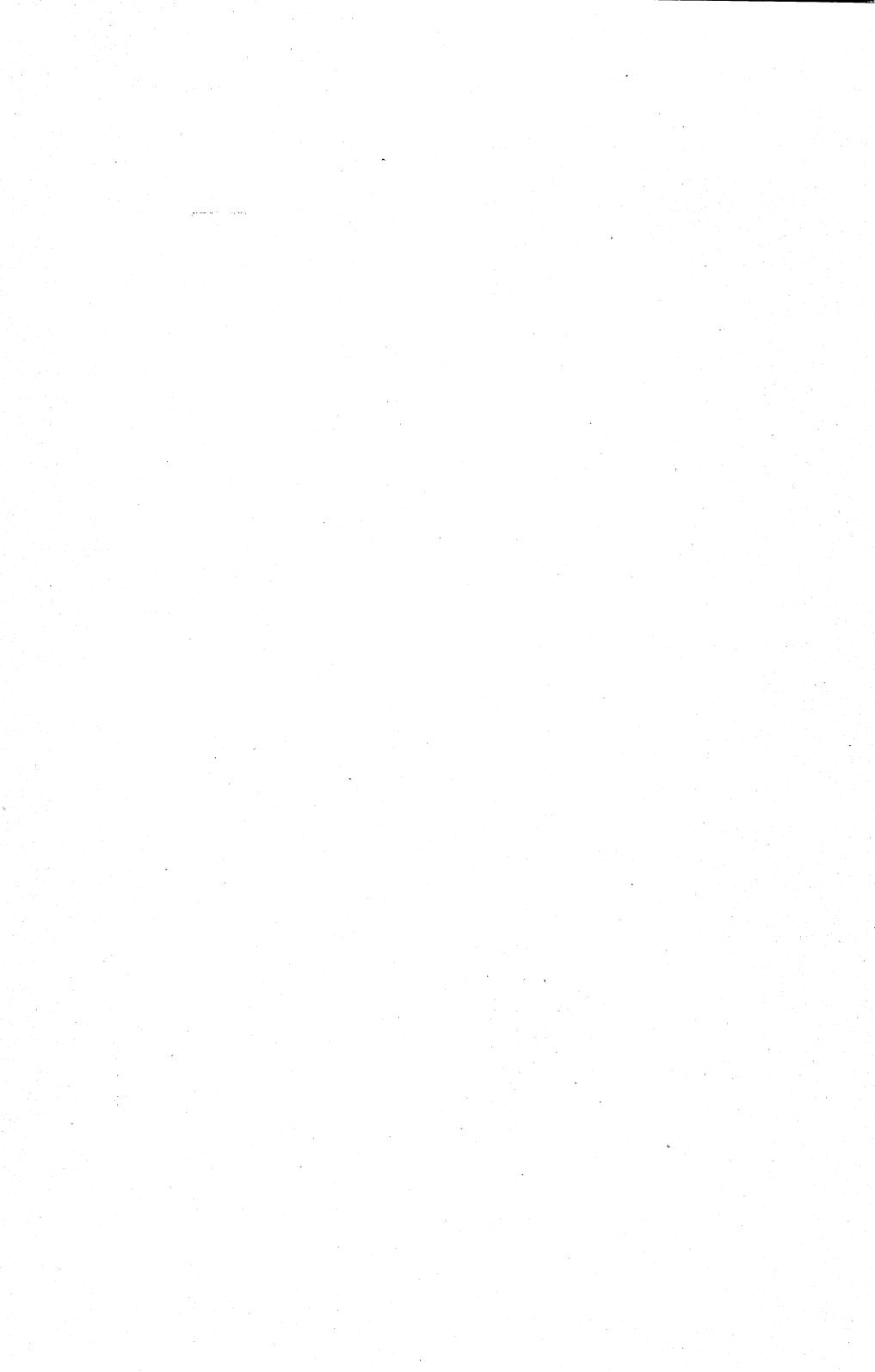
Chapter 11, City Charter.—Section 2. The common council shall have power to levy a special tax to pay all outstanding valid claims against the board of education, or such part thereof as it may deem proper, and the money arising from such tax shall be applied to no other purpose whatever. Money shall be paid from the treasury of the board, on future appropriations only, on certificate of its president and clerk, and no order on the treasury, nor other evidence of debt shall hereafter be issued upon the allowance of claims.

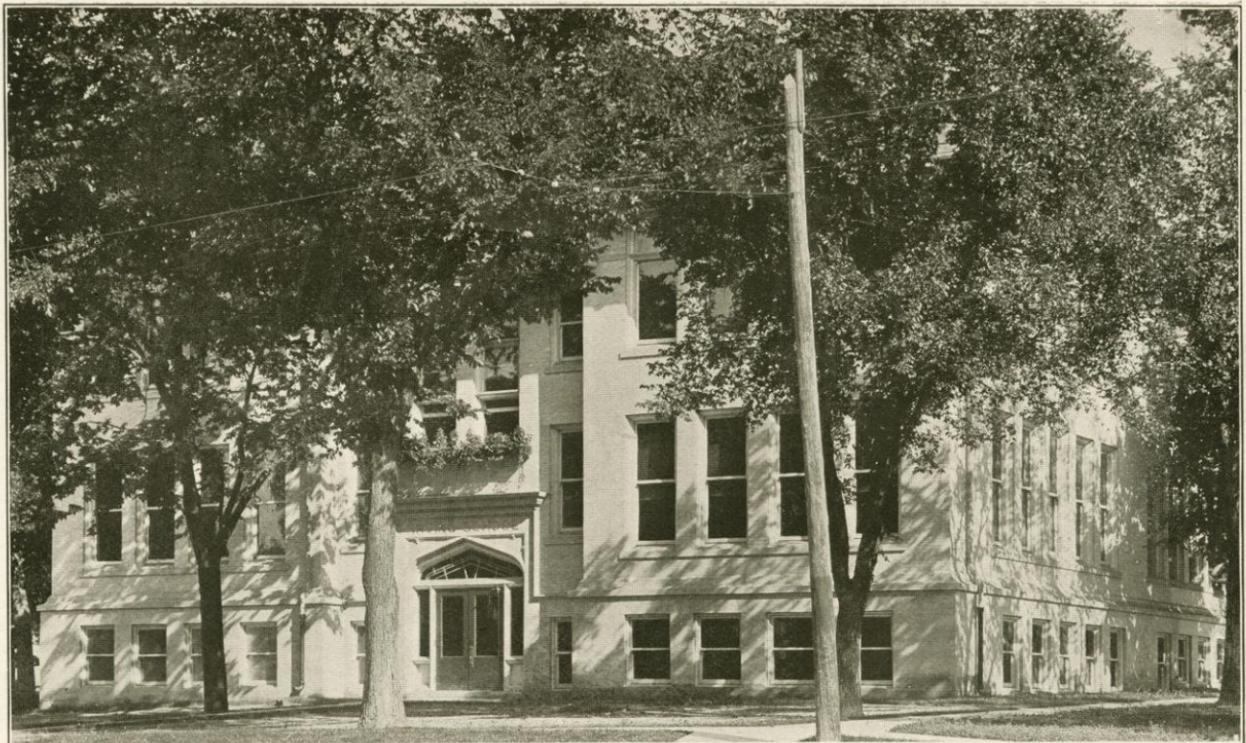
Chapter 81, Laws 1899.—(As amended by chapter 387, Laws 1901.) All cities of the third and fourth class operating under a special or general charter are hereby authorized to levy annually a special tax for school purposes, not exceeding three and one-half mills on the dollar of the assessed valuation of all the real and personal property in said city for that year, in addition to the total tax now authorized to be levied by such cities.

MONEY MUST BE PAID TO THE TREASURER.

Chapter 295, Laws 1861.—Section 10. All moneys to be raised, pursuant to the provisions of this act, and all school moneys by law appropriated to or provided for said city, shall be paid to the treasurer of said board, who shall give his receipt therefor to the proper officer, and who, together with the sureties upon his bond as treasurer, shall be accountable therefor, in the same manner as the treasurer of said city is liable for moneys coming into his hands as treasurer; and the said treasurer shall also be liable to the same penalties for any official misconduct in relation to the said money, as is the treasurer of said city.







IRVING SCHOOL.

