



# **Annual report of the public schools of the city of Madison, Wis.: 1901-1902.**

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ANNUAL REPORT

OF THE

# PUBLIC SCHOOLS

OF THE

CITY OF MADISON, WIS.

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1901-1902

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MADISON, WIS.

STATE JOURNAL PRINTING CO.

1902

## **DIRECTORY.**

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### **BOARD MEETINGS.**

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

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### **SUPERINTENDENT.**

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

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### **SCHOOL SESSIONS.**

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

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### **SCHOOL CALENDAR—1902-1903.**

#### **FALL TERM—**

Opens Monday, September 15, and closes Wednesday, December 24.

#### **WINTER TERM—**

Opens Monday, January 5, and closes Friday, March 27.

#### **SPRING TERM—**

Opens Monday, April 6, and closes Friday, June 12.

## BOARD OF EDUCATION.

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1902.

### OFFICERS.

JOHN H. CORSCOT.....	President
O. S. NOBSMAN.....	Clerk
WM. HELM.....	Treasurer
R. B. DUDGEON.....	Superintendent

### MEMBERS.

	Term Expires.
WM. HELM .....	140 W. Gilman..... 1902
ANTHONY DONOVAN .....	430 Clymer .....
O. S. NORSMAN.....	515 N. Henry .....
JOHN H. CORSCOT.....	1222 E. Johnson..... 1903
JULIUS G. O. ZEHINTER.....	111 E. Wilson..... 1904
F. J. TURNER.....	629 Francis .....
MAYOR J. W. GROVES.....	21 E. Johnson..... <i>Ex-officio</i>
ALD. C. N. BROWN.....	271 Langdon .....
	<i>Ex-officio</i>

## COMMITTEES.

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### STANDING.

Teachers ..... CORSCOT, ZEHNTER, DONOVAN.  
Course of Study ..... TURNER, DONOVAN, HELM.  
Finance ..... DONOVAN, TURNER, GROVES.  
Supplies ..... NORSMAN, BROWN, TURNER.  
Building ..... ZEHNTER, HELM, NORSMAN, GROVES,  
BROWN.

### VISITING.

High School ..... TURNER, CORSCOT.  
First Ward ..... GROVES, HELM.  
Second Ward ..... HELM, DONOVAN.  
Third Ward ..... DONOVAN, ZEHNTER.  
Fourth Ward ..... ZEHNTER, DONOVAN.  
Fifth Ward ..... TURNER, NORSMAN.  
Sixth Ward ..... BROWN, GROVES.  
Seventh Ward ..... CORSCOT, HELM.  
N. E. District ..... NORSMAN, BROWN.  
Greenbush ..... NORSMAN, BROWN.

## CITIZENS' VISITING COMMITTEES.

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PROF. B. H. MEYER, Chairman.

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### HIGH SCHOOL:

PROF. B. H. MEYER,  
PROF. E. VOSS,  
PROF. J. B. JOHNSON,  
MRS. JOHN A. AYLWARD,  
MRS. ELIZABETH ATWOOD,  
PROF. D. B. FRANKENBURGER,  
MRS. J. W. HOBIBNS,  
REV. A. L. ZITTERL,  
MRS. C. F. ABBOTT,  
MRS. J. C. MANNING,

### GRAMMAR GRADES:

MRS. CHAS. F. LAMB,  
MRS. STEPHEN W. GILMAN,  
MRS. WAYNE RAMSAY,  
MRS. STORM BULL,  
MRS. C. N. BROWN,  
MRS. N. O. WHITNEY,  
MRS. F. E. TURNEAURE,  
MRS. J. F. CAREY.

### PRIMARY GRADES:

MISS SOPHIA KLAUBER,  
MRS. LOUIS D. SUMNER,  
MRS CHAS. L. HARPER,  
MRS. F. K. CONOVER,  
MRS. L. S. SMITH.

## DEPARTMENT OF INSTRUCTION.

1901-1902.

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.
GRACE MOUAT	English.
HARRIET E. CLARK	Rhetoricals.
IRMA M. KLEINPELL	German.
ALMA STOCK	German.
LENORE T. O'CONNOR	German.
JULIA E. MURPHY	History.
EDNA R. CHYNOWETH	History.
FLORENCE P. ROBINSON	History.
MARY OAKLEY	Mathematics.
EDWARD J. FILBEY	Mathematics.
GERTRUDE ANTHONY	Science.
RICHARD RUNKE	Science.
GEO. M. LINK	Science.
WM. A. WALKER, JR.	Civics.
EDITH NELSON	Greek.

### ALL SCHOOLS.

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

### FIRST WARD.

MARY L. EDGAR, <i>Principal</i>	Seventh and Eighth Grades.
CAROLYN HAMILTON	Fifth and Sixth Grades.
ROSETTA BLAZER	Third and Fifth Grades.
CHRISTINE B. BANDLI	Fourth Grade.
ELLA LARKIN	First and Second Grades.
ADDIE I. SUTHERLAND	First and Second Grades.

## MADISON PUBLIC SCHOOLS.

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### SECOND WARD.

MARGARET A. FORAN, <i>Principal</i> .....	Seventh and Eighth Grades.
EMMA H. VAN BERGH.....	Fifth and Sixth Grades.
ELIZABETH M. HERFURTH.....	Fourth Grade.
EMMA G. HYLAND.....	Third Grade.
EMMA SNYDER .....	Second Grade.
EDITH EVANS .....	First Grade.

### THIRD WARD.

S. MATILDA BAILEY, <i>Principal</i> .....	Eighth Grade.
ANNIE HALLIGAN .....	Seventh Grade.
CORA M. SCHNEIDER .....	Sixth Grade.
FANNY CRAWFORD .....	Fifth Grade.
CAROLINE A. HARPER.....	Fourth Grade.
EMMA N. BIBBS.....	Third Grade.
JENNIE M. WILLIAMS.....	First and Second Grades.
MARY HATCH .....	First and Second Grades.

### FOURTH WARD.

THERESA G. COSGROVE, <i>Principal</i> .....	Seventh and Eighth Grades.
ELIZABETH FULTON .....	Fifth and Sixth Grades.
MARY E. DONOVAN .....	Third and Fourth Grades.
ISABEL T. BYRNE.....	First and Second Grades.

### FIFTH WARD.

ADELINE MARVIN, <i>Principal</i> .....	Eighth Grade.
JESSIE B. HUNT.....	Seventh Grade.
MINNIE C. MEYER.....	Sixth Grade.
EMMA R. SMITH.....	Fifth Grade.
MILDRED McCOMB .....	Fourth Grade.
ELLA HEILIGER .....	Third Grade.
ELLA F. BISSELL.....	Second Grade.
CLARE DENGLER.....	First Grade.

### SIXTH WARD.

KATE H. FEENEY, <i>Principal</i> .....	Eighth Grade.
CECELIA O. KAVANAUGH.....	Seventh Grade.
ALICE PARSONS .....	Sixth Grade.
AMY M. CHAPMAN.....	Fifth Grade.
ETHEL M. DAY.....	Fourth Grade.
ALTA G. LEWIS.....	Third Grade.
DOROTHY O. SHIPMAN.....	Second Grade.
AGNES YOUNG .....	First and Second Grades.

## MADISON PUBLIC SCHOOLS.

ELIZABETH J. GRAHAM ..... First Grade.  
MADELINE F. SLIGHTAM ..... Kindergarten.  
EMILY McCONNELL ..... Kindergarten Assistant.

## SEVENTH WARD.

JESSIE L. HUNGERFORD, *Principal*.... Sixth and Seventh Grades.  
ETHELYN COLWELL ..... Fourth and Fifth Grades.  
MAUD PARKINSON ..... Third and Fourth Grades.  
GRACE WASHBURN ..... First and Second Grades.  
LORA E. MORLEY..... Kindergarten.  
KATHERINE FLEMING..... Kindergarten Assistant.

## GREENBUSH.

SADIE E. GALLAGHER, *Principal*.....Fourth, Fifth & Sixth Grades.  
MARGARET E. CUMMINGS.....Second and Third Grades.  
NORA R. CULLIGAN.....First and Second Grades.

## NORTHEAST DISTRICT.

ROSE M. SMITH.....First, Second and Third.

## DEPARTMENT OF INSTRUCTION.

1902-1903.

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.
M. W. ODLAND.....	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. MAURER.....	History and Civics.
MARY OAKLEY .....	Mathematics.
RALPH B. MACNISH.....	Mathematics.
GERTRUDE ANTHONY .....	Science.
A. M. OTWELL .....	Science.
OSMUND M. JORSTAD.....	Science and Algebra.
EDITH NELSON .....	Greek.

### ALL SCHOOLS.

.....	Music.
IDA M. CRAVATH.....	Drawing.

### FIRST WARD.

MARY L. EDGAR, <i>Principal</i>	Eighth Grade.
ALICE PARSONS .....	Seventh Grade.
HULDA SCHRODE .....	Sixth Grade.
ROSETTA BLAZER .....	Fifth Grade.
STELLA M. DEWOLF .....	Fourth Grade.
CHRISTINE B. BANDLI.....	Third Grade.

## MADISON PUBLIC SCHOOLS.

ADDIE I. SUTHERLAND .....	Second Grade.
AGNES YOUNG .....	First Grade.
ELLA LARKIN .....	First and Second Grades.
.....	Kindergarten.

## SECOND WARD.

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

## THIRD WARD.

S. MATILDA BAILEY, <i>Principal</i> .....	Eighth Grade.
ANNIE HALLIGAN .....	Seventh Grade.
CORA M. SCHNEIDER .....	Sixth Grade.
FANNY CRAWFORD .....	Fifth Grade.
CAROLINE A. HARPER .....	Fourth Grade.
EMMA N. BIBBS .....	Third Grade.
MARY E. HATCH .....	Second Grade.
JENNIE M. WILLIAMS .....	First Grade.

## FOURTH WARD.

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

## FIFTH WARD.

ADELINE MARVIN, <i>Principal</i> .....	Eighth Grade.
JESSIE B. HUNT .....	Seventh Grade.
EMMA R. SMITH .....	Sixth Grade.
CAROLYN HAMILTON .....	Fifth Grade.
MILDRED R. McCOMB .....	Fourth Grade.
ELLA HEILIGER .....	Third Grade.
IRMA B. WISWALL .....	Second Grade.
CLARE DENGLER .....	First Grade.

## SIXTH WARD.

KATE H. FEENEY, <i>Principal</i> .....	Eighth Grade.
CECELIA O. KAVANAUGH .....	Seventh Grade.
AMY M. CHAPMAN .....	Sixth Grade.

IDA OLIVER .....	Fifth Grade.
ALTA G. LEWIS .....	Fourth Grade.
_____ .....	Third Grade.
_____ .....	Second Grade.
ESTHER W. PEASE .....	First and Second Grades.
ELIZABETH J. GRAHAM .....	First Grade.
EMILY McCONNELL .....	Kindergarten.
MARIE M. REDEL .....	Kindergarten Assistant.

## SEVENTH WARD.

MAY ISABEL KAY, <i>Principal</i> .....	Seventh and Eighth Grades.
JESSIE L. HUNGERFORD .....	Fifth and Sixth Grades.
ETHELYNN COLWELL .....	Third and Fourth Grades.
MAUD PARKINSON .....	Second and Third Grades.
EDITH A. GLANVILLE .....	First Grade.
KATHERINE FLEMING .....	Kindergarten.

## GREENBUSH.

SADIE E. GALLAGHER, <i>Principal</i> .....	Fifth and Sixth Grades.
MARGARET E. CUMMINGS .....	Third and Fourth Grades.
NORA R. CULLIGAN .....	First and Second Grades.
_____ .....	Kindergarten.

## NORTHEAST DISTRICT.

ROSE M. SMITH .....	Second and Third Grades.
NELLIE R. CONNOR .....	First Grade.

## JANITORS.

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High School.....	John Morris .....	815 E. Gorham Street.
First Ward.....	George Link .....	447 W. Gilman Street.
Second Ward.....	Martin Amundson....	211 Blair Street.
Third Ward.....	John C. Butler.....	128 N. Franklin Street.
Fourth Ward.....	Matthew Culligan ....	314 W. Clymer Street.
Fifth Ward .....	W. E. Oakey.....	722 W. Johnson Street.
Sixth Ward .....	James Thompson.....	1210 Jenifer Street.
Seventh Ward.....	Herman H. Storck....	1402 E. Dayton Street.
Northeast District ....	Conrad Steinmetz ....	2051 Atwood Ave.
Greenbush.....	Thomas Glancy .....	111 S. Park Street.

## CLERK'S STATEMENT.

Receipts and Expenditures of the Board of Education of the City of Madison from July 1st, 1901, to June 30th, 1902.

### *Receipts.*

Balance on hand July 1, 1901.....	\$14,733 50
State aid to High Schools.....	466 20
State Apportionment—School Fund.....	12,503 61
City School Tax, 1901.....	36,441 17
County School Tax, 1901.....	5,960 00
Town of Madison, Joint School Dist. Tax.....	1,343 24
Town of Blooming Grove, Joint Dist. Tax.....	703 89
Tuitions collected .....	1,013 10
Interest on deposits .....	449 28
Rent from Wisconsin Telephone Co.....	12 00
Loan from State of Wisconsin.....	11,000 00
Old desks sold .....	6 00
	<hr/>
	\$84,631 99

### *Expenditures.*

Apparatus and library .....	\$ 188 52
Miscellaneous supplies .....	2,294 93
Miscellaneous repairs .....	2 404 40
Janitors and labor .....	4,118 65
Fuel .....	2,540 78
High School heating plant.....	3,930 00
Furniture .....	438 69
Clerk's salary and census.....	300 00
Free text books .....	360 25
Printing .....	176 90
Greenbush Addition .....	6,757 70

## MADISON PUBLIC SCHOOLS.

Interest on overdrafts .....	22 32
Grading Seventh ward school grounds.....	243 75
Sprinkling and other taxes paid.....	65 23
Trees and shrubs and planting.....	285 37
Teachers wages and superintendence.....	41,030 35
Balance July 1, 1902.....	19,474 15
	<hr/>
	\$84,631 99

O. S. NORSMAN, *Clerk.*

## TREASURER'S REPORT.

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Receipts and expenditures from July 1, 1901, to June 30, 1902.

*Receipts.*

1901.

July	1.	To balance on hand.....	\$14,733 50
July	31.	From interest for July.....	27 20
Aug.	31.	From interest for August.....	25 55
Sept.	30.	From interest for September.....	14 25
Oct.	8.	Loan from State of Wisconsin.....	11,000 00
Oct.	18.	From rent from Wisconsin Telephone Co.....	6 00
Oct.	31.	From interest for October.....	15 36
Nov.	11.	From rent from Wisconsin Telephone Co.....	6 00
Nov.	30.	From interest for November.....	6 06
Dec.	31.	From City Treasurer, part City School Tax.....	10,000 00
Dec.	31.	From interest for December.....	1 02

1902.

Jan.	20.	From City Treasurer, balance City School Tax..	26,441 17
Jan.	20.	From City Treasurer, County School Tax.....	5,960 00
Jan.	24.	From R. B. Dudgeon, tuitions collected.....	516 50
Jan.	31.	From interest for January.....	27 71
Feb.	8.	From State Treasurer, state aid to High Schools.	466 20
Feb.	28.	From interest for February.....	61 09
March	3.	From County Treasurer, State Apportionment...	12,503 61
March	15.	From Treasurer, town of Madison.....	1,343 24
March	24.	From Treasurer, town of Blooming Grove, Joint District Tax.....	172 07
March	31.	From interest for March.....	83 20
April	19.	From Treasurer, town of Blooming Grove, balance Joint District Tax.....	531 82
April	21.	Old Desks sold.....	6 00
April	30.	From interest for April.....	73 40
May	31.	From interest for May.....	64 84
June	30.	From interest for June.....	49 60
June	30.	From R. B. Dudgeon, tuitions collected.....	496 60
			\$84,631 99

## MADISON PUBLIC SCHOOLS.

*Expenditures.*

The aggregate amount of the Certificates of Appropriation paid from July 1, 1901, to June 30, 1902, was.....	\$65,157 84
The balance of hand June 30, 1902.....	<u>19,474 15</u>
	\$84,631 99

WM. 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, 1902. This will constitute the forty-seventh report of the series, and the eleventh by me.

### SUMMARY OF STATISTICS.

	CENSUS.	1900-1901.	1901-1902.
Population of the city of Madison .....		19,164	
Assessed valuation .....			
Number of children of school age in the city:			
First Ward .....	371	380	
Second Ward .....	670	654	
Third Ward .....	313	328	
Fourth Ward .....	1,001	1,034	
Fifth Ward .....	848	817	
Sixth Ward .....	959	1,018	
Seventh Ward .....	610	633	
Eighth Ward .....	697	689	
Joint School District, N. E. ....	78	109	
Joint School District, Wingra Park .....	121	172	
Total.....	5,668	5,834	

### ENROLLMENT.

Number of children enrolled in the public schools:

High School .....	587	577
First Ward .....	321	329
Second Ward .....	277	273
Third Ward .....	406	399
Fourth Ward .....	216	208
Fifth Ward .....	424	436
Sixth Ward .....	491	536
Seventh Ward .....	174	229
Northeast School .....	62	67
Greenbush .....	97	148
Total .....	3,055	3,202

## MADISON PUBLIC SCHOOLS.

Number of pupils in the different grades:	1900-1901.	1901-1902.
Kindergarten .....	55	92
First Grade .....	451	457
Second Grade .....	323	370
Third Grade .....	354	325
Fourth Grade .....	323	354
Fifth Grade .....	304	280
Sixth Grade .....	279	284
Seventh Grade .....	210	264
Eighth Grade .....	169	199
First Year, High School .....	185	171
Second Year, High School.....	176	172
Third Year, High School .....	119	136
Fourth Year, High School .....	107	98
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Total .....	3,055	3,202

## ATTENDANCE.

Per cent. enrolled .....	57	55
Average membership .....	2,657	2,797
Average daily attendance .....	2,511	2,716
Per cent. of attendance .....	94	94
Total days of attendance for year .....	465,850	487,399

## BUILDINGS.

Number of buildings occupied .....	10	11
Number of regular school rooms .....	50	53
Number of recitation rooms used.....	17	17
Number of sittings for pupils .....	2,864	2,959

## TEACHERS.

Number in High School .....	20	20
Number in second grammar grades .....	8	10
Number in first grammar grades .....	11	12
Number in second primary grades .....	14	12
Number in first primary grades .....	14	15
Teacher of drawing.....	1	1
Teacher of music .....	1	1
Kindergartens .....	1	2
Kindergarten assistants .....	1	2
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Total .....	71	75

## TEACHERS' REPORTS.

Times teachers were tardy.....	173	216
Half days' absence .....	305	216
Visits made to parents .....	344	578
Visits made to sick pupils .....	185	188

## VISITS TO THE SCHOOLS.

Number by the superintendent .....	455	490
Number by members of the board .....	92	43
Number by parents .....	1,728	2,314
Number of others .....	1,762	2,781

## AVERAGE AGE OF PUPILS.

Upon entering High School, June 14, 1901: 14 yr. 7 mo. 11 days.

Upon entering High School, June 13, 1902: 14 yr. 9 mo. 10 days.

Upon graduating from High School, June 13, 1902:

Boys .....	18 yr. 4 mo. 19 days
Girls .....	18 yr. 3 mo. 27 days

## STATISTICS.

The enumeration of children of school age in the city at the close of the school year gave 2832 boys and 3002 girls, making a school population of 5834. This is an increase for the year of 166.

The whole number of pupils enrolled for the year was 3202, of which number 1584 were boys and 1618 girls. This is an increase over last year of 37 boys and 110 girls, making a total increase of 147. For the first time in a number of years the girls enrolled exceeded the boys in number. The average daily membership was 2737, an increase of 83 over the preceding year. The average daily attendance was 2634, an increase of 123 over the preceding year.

The number enrolled was 55 per cent of the school population. The pupils were distributed among the grades as follows: Kindergarten 92, or 2.9 per cent of the whole number enrolled; primary grades,—first, second, third, and fourth,—1506, or 47 per cent; grammar grades,—fifth, sixth, seventh, and eighth,—1027, or 32.1 per cent; high school 577, or 18 per cent.

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

In the gardes the average number of pupils to each teacher, based on the enrollment, was fifty-one; based on the average attendance, was forty-one. In the high school the number to each teacher, based on the enrollment, was twenty-nine; based on the average attendance, was twenty-six.

#### COST OF SCHOOLS.

Amount paid out for the year:	1900-1901.	1901-1902.
Teachers .....	\$38,639 88	\$41,030 35
Incidentals .....	15,680 88	12,384 43
New buildings and furniture .....	18,195 89	11,655 51
Street macadam and interest.....	813 54	87 55
	<hr/>	<hr/>
	\$73,330 19	\$65,157 84
Cost per pupil for tuition alone:		
Upon number enrolled.....	\$11 48	\$11 69
Upon average membership .....	13 19	13 67
Upon average attendance .....	13 96	14 21
Cost per pupil for supervision:		
Upon number enrolled.....	\$1 17	\$1 12
Upon average membership .....	1 35	1 32
Upon average attendance .....	1 42	1 36
Cost of pupil for incidentals:		
Upon number enrolled .....	\$5 13	\$3 87
Upon average membership .....	5 90	4 52
Upon average attendance .....	6 25	4 70
Total cost per pupil for tuition, supervision, and incidentals:		
Upon number enrolled .....	\$17 78	\$16 68
Upon average membership .....	20 44	19 51
Upon average attendance .....	21 63	20 27
Total cost per day for each pupil:		
Upon number enrolled .....	.096	.090
Upon average membership .....	.110	.105
Upon average attendance .....	.116	.109
Cost per pupil in the ward schools for tuition:		
Upon number enrolled .....	\$8 99	\$9 14
Upon average membership .....	10 48	10 88
Upon average attendance .....	11 11	11 33

## Cost per pupil in high school for tuition:

Upon number enrolled .....	\$21 90	\$23 28
Upon average membership .....	23 85	25 25
Upon average attendance .....	25 06	26 23

In estimating the cost per pupil the salaries of all teachers in the regular and kindergarten work are included in the term *tuition*; the salaries of the superintendent and the supervisors of music and drawing are included in the term *supervision*. The term *incidentals* covers all other current expenses of the schools, including all miscellaneous repairs, but not the cost of sites, new buildings, and permanent improvements.

As a matter of general interest the following tables are inserted. Miscellaneous receipts in Table No. I, are the moneys received mainly from the joint district taxes of the towns of Madison and Blooming Grove. Miscellaneous expenses in Table No. II, include moneys paid for library and textbooks, apparatus, printing, furniture, sidewalks, and general supplies. In Table No. II, under repairs for the year 1901-1902, the cost of the new heating plant for the high school building was not included, as it was in the nature of a permanent improvement. The statistics given are for the school years ending on the 30th of June:

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.
1892-93.....	\$27,395 74	\$12,902 72	\$292 50	\$669 96	\$90 61	\$41,358 53
1893-94.....	28,525 32	12,280 49	282 50	577 50	1,455 10	43,120 91
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	660 00	1,404 42	43,816 93
1896-97.....	30,203 82	11,767 67	265 95	557 00	1,256 58	44,051 02
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

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.
1892-93...	\$26,793 60	\$2,149 54	\$4,814 70	\$3,421 72	\$1,782 15	\$38,961 71
1893-94...	27,990 93	2,602 74	4,747 35	1,730 27	3,532 27	40,603 55
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

TABLE NO. III.

*Showing comparative statement of receipts and expenditures, current and contingent fund.*

Year.	Receipts.	Expenditures.	Balance.	Deficits.
1892-93.....	\$41,358 53	\$38,961 71	\$2,396 82	.....
1893-94.....	43,120 91	40,603 55	2,517 36	.....
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.....	61,315 02	52,673 39	7,641 63	.....
1901-02.....	58,898 49	56,658 84	2,239 65	.....

TABLE NO. IV.

*School census, enrollment, and cost per capita, based on enrollment, for last ten years.*

Year.	Children in City.		Cost per Capita on Enrollment for			
	Of School Age.	Enrolled.	Tuition.	Supervision.	Incidentals.	Total.
1892-93.....	4,584	1,950	\$12 10	\$1 64	\$6 64	\$20 38
1893-94.....	4,800	2,113	11 73	1 51	5 96	19 20
1894-95.....	4,781	2,329	10 86	1 61	5 23	17 70
1895-96.....	4,921	2,528	10 93	1 54	4 79	17 26
1896-97.....	4,950	2,734	10 53	1 52	5 46	17 51
1897-98.....	5,271	2,810	10 50	1 26	4 98	16 74
1898-99.....	5,388	2,893	10 52	1 23	4 04	15 79
1899-00.....	5,337	3,055	10 81	1 16	4 66	16 63
1900-01.....	5,668	3,055	11 48	1 17	5 13	17 78
1901-02.....	5,834	3,202	11 69	1 12	3 87	16 68

## COST OF HIGH SCHOOL EDUCATION.

As a matter of general interest I have tabulated below some data in regard to the best high schools of the country for the year 1901. I am indebted to the report of Supt. Greenwood of Kansas City, Mo., 1901, for the facts given. As will be observed, the table shows the number of high school pupils enrolled in the cities mentioned, and the cost per pupil based on the enrollment and the daily average attendance:

CITY.	Total Enrollment.	Cost per pupil on enrollment.		Cost per pupil on average attendance.
		enrollment.	av. attendance.	
Columbus, O.....	2,053	\$40 41		\$49 10
Cleveland, O.....	—	32 80		39 84
Chicago, Ill.....	10,241	51 50		58 62
Denver, Colo.....	827	47 17		58 48
Detroit, Mich.....	2,716	45 32		51 12
Indianapolis, Ind.....	2,058	27 45		34 10
Kansas City, Mo.....	3,464	39 06		49 08
Los Angeles, Cal.....	1,357	35 85		38 20
Milwaukee Wis.....	1,810	43 00		53 91
New Bedford, Mass.....	524	49 22		76 44
New Orleans, La.....	944	40 04		50 73
Omaha, Neb.....	1,518	36 89		46 98

Providence, R. I.....	1,857	70	13	86	39
Rochester, N. Y.....	1,019	41	21	44	92
St. Louis, Mo. (White).....	1,993	52	42	62	28
San Francisco, Cal.....	1,625	89	35	97	00
St. Paul, Minn.....	1,741	35	36	42	23
Springfield, Mass.....	657	—	—	65	70
Toledo, O.....	1,261	30	98	34	42
Madison, Wis.....	587	28	20	32	73

## SCHOOL ACCOMMODATIONS.

The opening of the new building in the seventh ward relieved in a degree the crowded condition of the buildings in the north and east portions of the city. The unusual growth of population in these portions of the city during the past twelve months has made a positive increase in the school accommodations necessary. The Board of Education has therefore wisely provided for the erection of a new four room building in the northeast district, which is to be ready for occupancy early in the coming fall.

The opening of the addition to the Greenbush building last fall provided the much needed accommodations for the pupils in that section of the city. This addition, however, did not relieve to any appreciable extent the crowded condition of the buildings in the fourth, fifth, and eighth wards. To relieve these buildings it was thought advisable to tear down the old portion of the building in the eighth ward containing two rooms, and to add a new portion containing six rooms. This addition will be ready for occupancy early in the coming September. With this addition the eighth ward building will contain ten rooms, and will accommodate pupils which it may be necessary to transfer from the fourth and fifth ward buildings. With the completion of these buildings the accommodations for the elementary grades of our schools should be ample for some years to come.

The construction of the additions to the ward buildings at a cost of about thirty-five thousand dollars makes it quite im-

possible from a financial standpoint for the Board of Education to begin the construction of a new high school building during the coming school year. It is, however, the unanimous opinion of the members of the Board that during the present school year the needs of the high school should be studied with care and some of the best high school buildings of the country inspected, with a view to determining definitely what the character and extent of a modern high school building should be; and also that plans and specifications should be completed and contracts let, so that the construction of a new building may be started next June at the close of the school year.

There was some thought of putting an addition to the present high school building to meet the temporary needs of the school for the next two or three years. It seemed, however, to be the judgment of the members of the Board and many of the best business men and tax-payers of the city that it was unwise to expend any money on the old building which might postpone the erection of a new building for any considerable time. The consensus of opinion is that a new high school building, whether to be completed at once or part at a time, should be complete in plan and show unity in design and architecture. It must not be expected that a high school building, which is fully up to the demands of the times and which will be commensurate with the standing of our schools and the importance of city, can be built for less than one hundred and fifty thousand dollars. Such a building, embodying the best architectural ideas, providing ample facilities for all lines of study in accordance with the best methods, and equipped with systems of heating, ventilation, closets and baths, which meet the latest hygienic requirements, and with all the modern appointments which would make such a building complete, would add greatly to the efficiency of our schools, would be a credit to our city, and would be a fitting exponent of the intelligence and culture of our community.

## HEALTH OF PUPILS.

The health of pupils was unusually good throughout the year. At no time was the attendance seriously interfered with on account of the prevalence of contagious diseases. While diphtheria, smallpox, and scarlet fever were present in the city to a greater or less extent throughout the year, the pupils of the schools were troubled very little by these diseases. In fact the authorities were not able to trace the contraction of these diseases in a single case to the schools. This is a most remarkable record in view of the fact that during the winter months over 3000 children were crowded into close school rooms during six hours of each school day. This exemption from disease was due in a great measure to the watchfulness and promptness of the city Health officer and his efficient assistant, and to the promptness of the teachers in singling out pupils showing symptoms of illness and sending them home until their cases could be examined. The clean and hygienic condition of the school rooms and the more sanitary methods now used in heating and ventilating the school buildings, are responsible in no small degree for the unusual freedom of the school children from contagious diseases. In fact the experience of the last school year would seem to indicate that the safest and most healthful place for the children of the city is in the schools.

## BEAUTIFYING SCHOOL GROUNDS AND BUILDINGS.

The child's environment has a power, perhaps unconscious but nevertheless unquestioned, in the development of character. School buildings in line of position, proportion, and ornamentation, and school grounds tastefully arranged and well kept, have an influence on the aesthetic tastes which should not fail of recognition. Every school-room neat and clean, beautiful and homelike, with pictures and flowers, is

an object lesson to every child. Copies of the great works of art obtained at small expense not only please the eye and make the school-room inviting, but influence the aesthetic taste and aid in character building.

Although engaged in the active duties of his profession and absorbed in the substantial services incident to the presidency of the Madison Park and Pleasure Drive Association, Hon. John M. Olin has not been unmindful of the aesthetic needs of the school children and the value to the community of tastefully arranged and well kept school grounds. Under date of Feb. 19, 1902, Mr. Olin presented the following communication to the Board of Education:

*The Board of Education for the City of Madison:*

*Gentlemen:* If you will improve and beautify the different school grounds of the city of Madison in accordance with plans and specifications to be prepared by Mr. O. C. Simonds, landscape gardener of Chicago, Illinois, I will pay for Mr. Simonds' services in said matter, and will also meet the expense incident to making the necessary surveys and maps of the different school grounds, preliminary to doing the work by Mr. Simonds.

It is not intended by this proposition that all of the work should be completed the present season, or necessarily the present year, but that the work should be commenced the present season and carried forward as rapidly as it can reasonably be done.

Respectfully yours,

JOHN M. OLIN.

The Board of Education at once passed a resolution by a unanimous vote accepting the liberal proposition of Mr. Olin and pledging the co-operation of the Board in carrying out the plans outlined in the proposition. Early in March Mr. Simonds visited the city and looked over all the school grounds and their surroundings with care. From the data thus gathered and from the surveys and maps of the different school grounds prepared by the city engineer under the direction of Mr. Olin, Mr. Simonds prepared plans and specifications for improving and beautifying the grounds of each of the school buildings of the city. These plans and specifi-

cations were sent to the Board and placed on file with the clerk.

The supervision of the work contemplated in these plans was placed in the hands of Mr. Julius G. O. Zehnter, and he was authorized to purchase such shrubs and plants as would be needed in carrying out such a part of the work as it might be thought wise to undertake during the present season. It was decided to begin the work on the grounds of the third, fourth, and seventh ward buildings. Accordingly about 1700 vines, shrubs, and trees were purchased and set out under the direction of Mr. Zehnter. The work has been a great success and has been greatly appreciated by children, teachers, and citizens. The present attractiveness of the grounds improved in accordance with these plans, and the promise of constantly increasing beauty from year to year as the vines and shrubs increase in size and number, more than justify the small expenditure of money necessary for the accomplishment of this work. This work will be continued from year to year until the grounds of all the school buildings of the city have been improved and beautified in accordance with the plans of Mr. Simonds. By inaugurating this movement Mr. Olin has not only encouraged the beautifying of the school grounds, but has insured the continuance of the work in a progressive and systematic manner. These improvements not only please the eye and make the school premises attractive, but they exert an educational influence which cultivates a taste for the beautiful and an appreciation for what is highest and best in human life.

#### BEAUTIFUL SCHOOL ROOMS.

In addition to improving the school grounds much has been done to make the school-rooms beautiful and attractive. Teachers are coming to appreciate more and more the value of pleasing and inviting surroundings as an aid in discipline

and development. Children are encouraged to bring plants and flowers to the school-room, and to become interested in their growth and unfolding beauty. By small contributions from the children and through gifts from interested parents and citizens, copies of some of the best works of art have from time to time been placed on the walls of many of the school-rooms. In connection with the drawing exercises children have been interested in some of the great masterpieces and have been led to study the lives of the masters. In this way much has been done to beautify the rooms and to cultivate a sense of beauty and refinement.

This work affords a wide field for those who are willing to use some of their money for the pleasure and culture of the children. "The daily influence," says Superintendent Maxson of Plainfield, N. J., "which a beautiful picture may have on a child's life cannot be estimated. A hundred dollars would decorate a class-room so as not only to keep the memory of the giver green for many a year, but also to influence the lives of scores and scores of children, who will spend many of their waking hours in the room as the years go by. A smaller sum will hang upon the walls one or more pictures, or place a cast of some beautiful statuary.

"It is by such beautiful surroundings that school life is made more attractive, and a sense of beauty and refinement is developed in the pupils. The copy of one masterpiece, placed where the children will see it day by day, will not only raise their ideals by its silent influence, but it will also serve as a standard for the decoration of their future homes, and will do much to crowd out the poor, tawdry decorations now so prevalent."

In speaking of the influence of school-room decorations on the development of the children, Mrs. Judah, president of the Chicago Public School Art Society, says: "The public schools give to many children who come from ignorant or

badly managed homes their first idea of what authority and a proper submission to authority signifies. They are much more apt to feel that these are beneficent instead of irksome things, if the outward forms and surroundings are beautiful and attractive rather than mean and unattractive. It is here that our future citizens are made, for the public schools are the springs of our national life, and they should have such a character as shall make of our boys good men and of our girls useful women, and every aid to this end should be utilized. The committee of the Federation of Labor in its report upon fads in the public schools truly says: 'Make the school-room a place of happiness and fewer boys will drift into the streets.'

"So let us make the school-room attractive and full of charm and interest. The influence of beautiful surroundings and pictures which unconsciously teach the highest ideals is hardly realized. We have yet to learn fully how much the elements of moral and spiritual character are developed by spending years early in life under the influence of good works of art which teach beauty, patriotism, love of nature, mother love and reverence. Aesthetic education is one of the great moral forces of society. I sometimes think that aside from the personality of the teacher, the most potent factor of all in education, nothing nurtures the moral and spiritual elements of character more than our work,"—the beautifying of the school-room.

During the past year the Madison Art Association rendered substantial aid in arousing an interest in art and artists on the part of the school children of the city. During the Dutch Art Exhibition, which was given under the direction of the Association in rooms in the State Historical Library building in the early spring, the school children were invited in during certain hours and pains were taken to interest them in, and to make them familiar with, the artists and their works.

For the purpose of creating a wider interest in art sub-

jects the Association offered a series of prizes for essays upon any subject connected with, or suggested by, a visit to the exhibition. Portfolios containing a dozen copies of some of the masterpieces were offered as prizes to the writers of the best essays in each of the seventh and eighth grades of the city, and in each of the grades in the high school. In addition to these a special prize was offered for the best essay written by any pupil in the seventh and eighth grades of the city, which prize was to be presented in the name of the winner to the school to which he belonged. A similar prize was offered for the best essay written by any pupil of the high school, which prize was to be presented to the high school in the name of the winner.

As a result of this essay competition, the special prize offered for the best essay written by any pupil of the ward schools was awarded to the eighth grade of the fifth ward school for the essays written by Louis Brabant and Helen Hutchison. The prize was a copy of Rembrandt's portrait of himself, and will be hung on the wall of the school to which it was presented. The special prize offered for the best essay written by a high school pupil was awarded to Miss Maybelle Silbernagel for her essay upon "My visit to the Art Exhibit." This prize, a framed copy of Rembrandt's "The Syndics," will be presented to the high school in the name of the winner. The other prizes, twelve in all, were awarded for the best essays in the different grades of the city. The awarding of these prizes involved a great amount of labor, and the committee which had the matter in hand is entitled to much credit for the careful and thorough manner in which the work was done. We feel that the results to the pupils in the way of a broader knowledge of art and a keener appreciation of pictures was more than commensurate with the effort expended.

## THE FREE LIBRARY AND THE SCHOOLS.

Last fall the Board of the city free library secured the services of Miss Edna Lyman of Oak Park, Ill., for the purpose of establishing a closer relation between the library and the schools, and of making the library more directly serviceable to the children. Over 1,000 copies of well selected books were purchased and arranged in sets of about thirty-five volumes each. These sets of books were put into suitable boxes and sent out to the various schools. It was thought advisable for the time being to limit the use of the books to the grades of the ward schools, from the third to the eighth exclusive. The books were distributed among these grades and the teachers made responsible for their care and proper use. Library cards were issued to all pupils wishing to take the books from the building. These cards entitled the holders to books also from the general lists in the library, the main purposes of this being to draw the pupils to the library, to make them familiar with the methods of drawing and returning books, and to encourage the use of books from the general lists.

The first supply of books was sent to the schools early in December and allowed to remain about eight weeks. When the books were taken from the building by the pupils they were charged on their cards in the usual manner, and when they were returned the fact was so marked on the cards. In this manner a record of the books circulated was kept and the extent to which the books were used easily determined. At the end of the eight weeks the books were all returned to the library and a new supply sent out. By this plan the books can be changed five times a year, thus ensuring variety in the reading matter and keeping up the interest of the pupil.

Out of about 1650 pupils in the grades receiving the books, 1263 took out library cards. During the first period of eight weeks the 1019 books were taken out and charged on the cards

5205 times. This means that each of the books was taken to a home five and two-tenths times during this period. The largest circulation during this time was in the fourth grade of the fifth ward, where each book was taken out on an average nine and eight-tenths times. This means that each of the forty-five pupils in regular attendance in this room read on an average one book each week. During the second distribution the largest circulation was in the seventh grade of the third ward school, where each book was taken out on an average seven and seven-tenths times. The total circulation from the time the first distribution was made to the end of the year was 8556.

The figures as given above give a very inadequate idea of the value and use of these books. While the books are kept in the school-rooms they are used by teachers and pupils in connection with their work in the regular branches. The pupils are also allowed to use the miscellaneous books at spare moments during the day, after their lessons are completed. It often occurs also that books are taken from the room for a special purpose without records being made upon the cards. Then again, many of the books taken out are read by a number of persons before they are returned. In many cases books are read aloud at home, so that a book charged on the card once may be heard and enjoyed by several members of the household. Requests were at times received from parents for certain books to read at home to the children who were not able to read for themselves. In this way these books afforded pleasure and profit to many in a way which cannot be expressed by records.

The books selected for these school circulating libraries are mainly of a miscellaneous character. Fiction, folk-lore, travel, elementary science, biography, and history are represented in the list. The primary purpose was not to select

books for reference to be used in connection with the regular school branches, although many of them may be and are so used. The intention was to put into the hands of the children good books which they would be likely to read and enjoy, and to make them familiar with the library and thus extend its usefulness.

At the close of the year the following questions in regard to the value of the books in the schools were sent to the principals of the different schools:

1. Did the use of the books interfere in any way with the regular work of the school?
2. Were the books helpful in the regular work?
3. As a rule are the pupils who read the most the stronger or the weaker pupils?
4. What was the influence of the books upon the indifferent pupils in way of creating interest in the school?
5. Did the books aid in any degree in building up a school spirit or tone,—that is, in creating a pride in the school, a loyalty to its interests, and a community of thought and feeling?
6. Did the interest in the books have any effect on the discipline of the school?
7. Did the books have any value in developing a reading habit?
8. Were they of any value in cultivating a taste for good reading matter?
9. Would you recommend that the plan be continued next year?

The replies received showed a great unanimity of opinion on most of the points mentioned. It was agreed that the presence of the books in the school-room in no way interfered with the regular work of the school, but on the contrary assisted in various ways. The work in history was aided by the biographies and historical stories. Through the knowledge of the events in the life of a prominent man the pupils reach a clearer understanding of the conditions and influences which are at work during the different periods. The entertaining and thrilling incidents of a story, well written and true to life, make characters more human and events more real. The interesting succession of events gives some concep-

tion of how history is made. Scenes of interesting stories, descriptions of travels, the association of events and places, and nature books add much to the value of the work in geography, and subjects taken from interesting books make language work more inviting and profitable.

As a rule it was found that the stronger pupils did most reading. Undoubtedly the habit of reading the right kind of literature has some influence in making a pupil stronger and quicker of comprehension. On the other hand, the strong pupil finishes his required tasks more quickly and finds more time to read. He also has a clearer comprehension of matters about which he is reading, which implies a keener and more enduring interest.

In replying to the fourth question one of our principals says: "I was able to reach a few of the indifferent pupils by reading a few chapters to the whole school, getting all interested in one of the choice books, then letting one of the more listless ones, or one who did not care for reading generally, have the privilege of completing it first." This answer is suggestive as to the method of dealing with the listless and indifferent pupil. The remedy for carelessness and listlessness is interest. Books containing a wide range of subjects should afford some topics which will catch the attention and interest of even the most indifferent. The interest once aroused may be directed to related subjects and extended in its range until the faculties are quickened and the pupil eager for greater attainments.

The answers to question No. 5 seem to indicate that the books aided in all the ways mentioned. The children in all of the schools seemed to be much pleased over their books and especially solicitous that they should be well cared for and not soiled or injured in any way. In one case when a book was returned in bad condition, it was proposed that the boys who had read the book should "chip in" and buy a new one.

Without question anything which furnishes common ground for thought and excites common interest and sympathy becomes a bond of fellowship. When pupils of a school are interested in the same books, enjoy the same experiences, and sympathize with the same characters, they have a unity of thought and a oneness of purpose which strengthens the school spirit and gives tone and character to the work. Without question the books had some influence in creating an interest in the school and in making the pupils loyal to its welfare.

The answers to question No. 6 indicate some difference of opinion as to the influence of the books on the discipline of the school. If the term discipline is understood to have reference to a condition of quiet and conventional orderliness, the presence of the books did not contribute to the discipline of the school. In fact they must have interfered somewhat with the order of the room and made some measure for discipline necessary, as the handling and passing of books must have caused some confusion. If, however, the term discipline is taken to have reference to a spirit of alertness and earnestness, and to pleasure in acquisition and ambition to excel, the presence of good books in the room and the interest of the pupils in them, must have had a beneficial influence upon the discipline. In fact when pupils are absorbed and constantly interested in their work formal measures of discipline are unnecessary and unknown.

That the books had value in cultivating a reading habit and a taste for good reading matter, was attested by all, and it was the urgent recommendation of all that the plan of furnishing books to the schools be continued. This co-operation of the library with the schools in forming the reading habit and in drawing large numbers of children to the library direct for books, is one of the important features of the year's work. The library and the schools have been brought into a relation which cannot fail to be of the greatest benefit to the children.

and which we hope will not fail to bring some compensation to the library authorities in way of gratification in enlarged usefulness. For the success of this movement much credit is due to Miss Lyman who directed the work with unusual tact and intelligence, and to Miss Brown, the city librarian, who gave it her constant supervision and encouragement.

## SPELLING.

During the past year some special attention was given to the subject of spelling, following about the same method as was described in the last report. As was done during the preceding year, lists of common words were given from time to time for study and drill. In March a list of fifty words was made up from those studied, which list was given to the pupils of the grades from the third to the eighth inclusive, as a special test. In this exercise the teachers were directed to pronounce the words rapidly and but once, to note the time required to pronounce and write the whole list, and in marking the papers to count as mistakes all words omitted, misspelled, written over, blotted, erased, or defective in any way. These demands were very exacting but were in the interest of readiness and accuracy. The thought is that if the first impulse and move are not toward the correct formation of the written word, the word is not perfectly known. Even under these trying conditions the results of the tests were very satisfactory. The average standing of the 1462 pupils taking the test in the grades from the third to the eighth inclusive, was 85.9 per cent. The average standing of the 862 pupils in the grades from the fifth to the eighth inclusive was 89.2 per cent. The average standing of the 170 pupils in the eighth grades was 96.3 per cent. Two of the eighth grades had standings of over 97 per cent. The average time required to pronounce and write fifty words was six and one-half minutes. The average time for the eighth grades was four and

one-third minutes. The shortest time required was three and one-fourth minutes, by one of the eighth grades. The value in these tests is mainly in the fact that they keep the matter of spelling before the pupils, give some emphasis to its importance, and create some rivalry for excellence.

#### PSYCHOLOGY OF SPELLING.

There has been much speculation as to the phases of mental activity involved in the process of spelling and much theorizing as to the best methods of teaching this subject. Comparatively little data have been gathered on which to base positive conclusions. This subject affords an interesting and fertile field to the students of psychology, and reliable information on the questions involved would add much to the pedagogy of the subject. Spelling could be taught in a much more intelligent manner if it could be determined to what extent the ability to spell is dependent upon the sensory type of the individual, the methods of his early training in spelling and reading, the direction and extent of his reading, his powers of general observation, and his general intellectual strength. It would be interesting also to know what relation exists, if any, between ability to spell and the age, sex, and advancement of the pupil, and how it varies according to the courses of study pursued.

During the past year Miss Charlotte Shedd, a member of the senior class of the university, made a number of careful tests with a view of gathering some data on this question of spelling and using the results as the subject matter of her graduating thesis.

The tests were given to 314 university students, distributed as equally as possible among the different years and courses. For the purposes of comparison mainly the same tests were given to 56 of the eighth grade and high school pupils.

In her thesis Miss Shedd gives the nature and purpose of

the different tests and much information that is interesting and valuable. Space will permit a brief statement only of the general conclusions reached as a result of the tests. This study seemed to show:

1. "That students use to advantage in the order given (1) the visual, (2) the motor, and (3) the auditory channels of sense in the spelling reaction." More than two-thirds taking the tests expressed themselves as wishing to see the word in print or script and to write it in different ways to "see which one looks right." This would seem to indicate that spelling is a matter of form rather than sound, and is dependent on the eye rather than the ear. Ability to reproduce the word correctly in *writing* would seem to be therefore the final test of ability to spell.

2. "That although there is some interference caused by depriving a subject of his natural or normal method of spelling, a good speller in one method is a good speller in any other method." This means that the pupil drilled in the oral spelling will reproduce the words orally more readily and accurately than in the written form, and *vice versa*, but that if he is a good speller in one method he will also be a good speller in the other. The inference reasonably follows that the oral and the written exercises can be used together to advantage, each being valuable as a drill exercise for the other. Inasmuch as ability to write words correctly in ordinary composition is the end sought in all spelling exercises, it naturally follows that the written exercise should be the final test and that the oral spelling should be used as a preparatory drill exercise.

3. "That the university women are as a whole better spellers than the men."

4. "That general ability, determined by class standings, presents a negative result in relation to ordinary spelling ability and to general power of observation." This seems to

indicate that ability to spell well is no mark of general intellectual strength, and that inability to spell is no indication of mental inferiority. This is not so unexpected as the conclusion that the ability to spell is not dependent upon the power of general observation. It has been generally thought that poor spelling was due to inattention and failure to observe the form of the word. These tests seem to indicate that there is no positive relation between ability to spell and the general observational powers.

5. "That there is a relation among students between age and spelling ability; that the oldest are the best spellers on an average, but that the very youngest are better than those next older."

6. "That in relation to university classes the freshmen are the poorest spellers; the sophomores the best; the juniors slightly poorer; and the seniors still lower, yet above the freshmen; and that the men show these grades much more plainly than the women."

7. "That, in order of spelling ability, the courses of study in which such students are found are, (1) Philosophical; (2) Modern Classical; (3) Ancient Classical; (4) Civic Historical; (5) English; (6) General Science; (7) The technical courses." This means that the best spelling on an average was done by the students in the philosophical courses, while the poorest spelling was done by the students in the technical courses."

#### PENMANSHIP.

Some effort was made during the year to improve the penmanship in the elementary grades. One method was to ask the pupils from time to time to pass in samples of their best work. These samples were arranged in some conspicuous place for inspection. The pupils were encouraged to continue this practice and were permitted to replace a specimen with a better one when they were able to do so.

Another method was to have a sufficient number of specimens made so that a package containing a sample of each pupil's work could be sent to each of the other schools of the same grade in the city. This placed in each school a package of the samples of the penmanship from every other school of the same grade, and each pupil had before him for inspection a sample from every other pupil of the same grade in the city. This afforded a means of comparing the writing of the different schools of the same grade, and maintained a general interest in the work through the schools.

To reach more tangible results, the teacher of each school was asked to examine carefully the packages of samples from the other schools of the same grades and to rank them according to the merits of the penmanship, marking the package containing the best samples as rank one, next the best as rank two, and so on. These rankings were sent to the superintendent's office and summarized. The results showed the comparative merits of the penmanship of the schools of the same grade in the city, as determined by the teachers themselves. The large number of rankings summarized eliminates any chance for discrepancies which might arise through prejudice on the part of any teacher. This device also makes each teacher familiar with the penmanship of all the schools of the same grade with her own, and obliges her to form a judgment on the relative merits of the same. These simple devices have some value in that they excite interest in the work of writing, encourage daily practice, and stimulate rivalry among the pupils and the different schools.

#### VERTICAL VS. SLANT WRITING.

For the past six years the vertical system of writing has been used in the schools of our city. This system has been used exclusively in all the lower grades. In the two higher grammar grades the teachers have at times allowed pupils

some liberty where a change from the style previously learned might interfere with the neatness, fluency, legibility, and individuality of the writing. The results with the vertical system have been very satisfactory, experience showing that the simple and plain vertical script is more easily taught and more readily learned than the more complex and elaborate style of the old slant system. With the vertical system the penmanship in the schools has greatly improved in appearance and in legibility. With the slant system good writing very seldom, if ever, was secured in the lower grades. When taught under fairly good conditions the vertical system very seldom fails to secure good writing even with the beginners in the primary grades.

#### *The Vertical, the Natural and Hygienic System.*

The vertical is without question the natural and hygienic style of writing. In one of the reports of Superintendent Brooks of Philadelphia, it is stated that "slant writing was unknown before the sixteenth century. The early Romans and the scribes of the Middle Ages used the vertical system entirely. Italian manuscripts of the Middle Ages, which are considered splendid examples of the art of penmanship, show no important specimens of sloping letters. Aldine or italic type, on which the sloping writing is founded, was introduced by Aldus Manutius, a Venetian printer of the sixteenth century. Copyists started to introduce the style in their manuscripts, and it soon became the fashion in writing and printing."

The alarming prevalence of myopia and spinal curvature among the children of Germany and other parts of Europe led a number of noted physicians to make diligent search for the cause of these growing defects. These investigations were carried on with care for a number of years, and it was conclusively determined that these defects were due to the

slanting writing and the position at the desk which it seemed to necessitate. These conclusions were supported by so many able scientists that a movement was started in favor of the vertical writing and the more hygienic position which it requires. This system was adopted in the Wurtzburg schools and it was noticed that the eyes of some of the children who suffered from nearsightedness were much improved. This seems to have been the beginning of the movement in favor of vertical writing in the schools. Eminent educators and physicians of America, following the suggestions of their German brothers, advised the universal adoption of the vertical writing in the schools of America. At the present time this system of writing is used in almost all the large systems of schools in the country and the sentiment in its favor is almost unanimous.

*Legibility, An Essential Quality.*

Fifty representative business men in the Northwest were asked the following question: "In your business which of the following is of the first importance in penmanship? which second? which third? which fourth? Legibility; rapidity; beauty; space occupied." Everyone without exception says that legibility is of the first importance; only forty place rapidity second; twenty-eight place space occupied, third; and twenty-seven place beauty, fourth. Rapidity comes next, but only forty of the fifty were willing to give it even second place. Space occupied gets twenty-eight votes for third place and five votes for second place, while of so little importance do business men consider the quality of beauty that only a bare majority, twenty-seven, are disposed to give it even fourth place.

Forty of these men say that communications written in a vertical hand are more legible than those written in slant, five say that the slant is more legible, and the rest say that

it is immaterial, etc. Six say that the vertical is more rapid, while eight say that the slant is; the rest do not venture any opinion upon this point. Of the fourteen committing themselves on this point, the opinion of only one, manager of the Western Union Telegraph Company, is really based upon actual experience and he holds that speed is the chief advantage of vertical writing.

On the following question: "What is your opinion upon the effect of the teaching of vertical writing in the schools?" thirty-six express approval, four disapproval, and ten do not answer.

The conclusions that can be drawn from the foregoing are that in business *legibility* is the essential quality, and *rapidity* second. Other good qualities are all right, but not of much importance. By a vote of four to one they say that the vertical is more legible, and by about the same ratio they favor the teaching of vertical writing in the schools. On the question as to which is the more rapid, vertical or slant, opinion, where there is any, seems to be about evenly divided.

I am greatly indebted to Mr. Isaac Peterson, with D. C. Heath & Co., for the above statements under "Legibility." The statistics were gathered in the interest of the Natural System of Vertical Writing, but are applicable to vertical writing in general.

#### *Vertical Writing Not Slow.*

It has been stubbornly contended by a few, mostly professional penmen, that the vertical hand is of necessity a slow hand. It has been conceded by a great many that rapidity of execution is not one of the advantages to be claimed for the vertical writing. When therefore the result of a very fair and thorough test with the pupils of one of the St. Louis schools seemed to demonstrate that rapidity is one of the

strong points in favor of the vertical hand, it is not to be wondered at that it came with something akin to a shock to the few and as a surprise to the many. For a description of this test we quote from an editorial in the New England Journal of Education, by Dr. A. E. Winship. When it is remembered that the New England Journal of Education is perhaps the most conservative and yet the strongest and most progressive educational paper of the day, and that Dr. Winship is one of the closest thinkers and tersest writers in the country on educational matters, his statement carries unusual weight and interest.

"The latest and more important cause for exciting articles and convention discussions is Vertical Writing. The tention may be well understood when I say that an innocent and incidental remark in my 'Looking About' at the St. Louis meeting of the Federation of Commercial Associations, in which it was stated that the greatest interest centered in Vertical Writing, which would probably not be referred to as slow hereafter, has led to no end of questioning on the subject from far and near, and there seems no course open but to make a more formal statement of the case than I had intended.

"I have been one of that large number of educational people who, without any prejudice against it, assumed, and was convinced by the assumption, that it was slow; that speed was sacrificed to legibility. It was easily accounted for on the ground that children who had learned the slant and had written it from three to six years, and teachers who had written it from ten to twenty years, must necessarily write a new hand with great deliberation; but accounting for it did not remove the objection to the slowness of the vertical, and it was a serious objection to my mind.

"It was accidental that I dropped upon the test. I had been in to the meeting to hear vertical penmanship denounced,

and had heard it said with emphasis that the lack of speed was the chief objection to it. Then I went to the typewriting enthusiasts, shorthand leaders, book-keeping magnates, and returned to the first room in search of the secretary of the Federation, when behold there was the one great event of the five days in popular interest.

"R. K. Row, Fellow in Education in the University of Chicago, had been invited to read a paper on 'Speed in Vertical Writing,' but instead of a paper Mr. Row was giving a practical demonstration of what children trained in vertical can do. Seventeen children from the seventh and eighth grades of the Crow public schools, St. Louis, were brought into the convention. After a few minutes' practice upon the sentence, 'Our acts our little angels are,' they were given two one-minute trials. In the second test the average for the class was nearly 148 letters per minute, the fastest writing 175, and the slowest 107 in the minute.

"The conditions were not favorable. The children had no special training. They were placed at flat tables suitable for adults; they were in the midst of a crowd of critical experts, who walked and talked among them; Mr. Row, who was a stranger to the children, had not seen them write before, and the sentence was unfamiliar to all.

"Among those who witnessed the test were about fifty professional slant writers, many of whom had repeatedly condemned Vertical Writing as necessarily slow. They were twice invited to take the test in competition with the children. It is significant that none accepted the invitation.

"This test prepared the company for Mr. Row's explanation of a series of charts which he hung upon the walls, and it is impossible to make clear the general effect of the test without giving the substance of these charts, the validity of which no one questioned.

"At the annual meeting of the same association in Chica-

go two years before, seventeen of the most expert professional slant writers in the country had taken a similar test. Their average rate was 108 letters per minute; the fastest writing 144 and the slowest fifty letters in the minute.

"Mr. Row then hung up two charts, one showing the results of all the reliable tests in slant writing he had been able to get; the other the results of tests in public schools using Vertical Writing.

"Summary of results in one-minute tests in slant writing:

Persons tested.	No. of Persons	Average No. of letters.	Highest No. of letters.
Business College.....	38	95	132
Business College.....	78	105	155
Business College.....	28	101	156
High School Com. Class....	15	107	130
Professional Penmen.....	6	105	132
Professional Penmen.....	17	108	144

"Summary of results in one-minute tests in Vertical Writing with whole class of public school children:

City.	Grade.	Average No. of letters.	Highest No. of letters.
Omaha, Neb .....	8th	106	144
Saginaw, Mich .....	6th	114	200
Bucyrus, O .....	8th	116	105
Tiffin, O .....	6th	116	198
Dayton, O .....	6th	118	157
Des Moines, Ia .....	6th	119	196
Lockport, N. Y .....	8th	122	170
Polo, Ill .....	8th	127	172
Berea, O .....	7th	133	184
Ypsilanti, Mich .....	8th	133	203
Keokuk, Ia .....	5th	141	245
Springfield, O .....	8th	143	200
St. Louis, Mo .....	7th and 8th	148	175
Kingston, Can .....	7th	150	207
Austin, Minn .....	5th and 6th	164	240

"Average for 182 slant writers, nearly all adults, 103 letters per minute.

"Average for about 600 public school children in fifteen different cities, trained during from two to five years in Vertical Writing, 130 letters per minute.

"The conditions of the tests were essentially the same in all cases. A short sentence was prescribed, from five to ten minutes' practice was allowed, then two one-minute trials were given and the results of the best trial taken."

The results of these tests are certainly remarkable. Their fairness and the validity of the results have not been questioned. When it is observed that a small number of the most expert writers of the country, the limited number being a decided advantage, averaged only 108 letters per minute, and that a large number, 600, of young pupils averaged 130 letters per minute, it cannot again be claimed with consistency that vertical writing is slow of execution.

#### PHYSICAL EXAMINATION OF SCHOOL CHILDREN.

During the past year Professor M. V. O'Shea, under the general direction of the Educational Department of the Woman's Club, arranged for a system of physical tests on the children connected with the public schools. Professor O'Shea called to his assistance three resident physicians of high standing, Drs. Edsall, Boyce and Everett. These physicians were assisted by four senior students of the university and one graduate student. These persons gave their services free, thus enabling the Madison schools to receive free of cost the benefit of a system of physical examinations, such as is carried on in other cities at a considerable outlay of public funds.

The primary purpose of these examinations was to ascertain what children were suffering from serious physical defects, and to indicate the need of such treatment as might

wholly or in part remedy such defects. A secondary purpose was to determine as far as possible what influence defects exercised upon the intellectual and emotional activities of the children. The defects were considered under three groups; defects of sight, hearing, breathing, and teeth forming the first group; defects of growth, as ill-shaped heads, limbs, or other portions of the body, formed the second group; and defects of movement or of nervous conditions, as sluggish movements, a symmetrical position, and involuntary twitchings, formed a third group.

Tests were made upon 330 pupils of the high school and 1015 in the grades, the total number examined being 1045. The work was carried on under conditions which were quite unfavorable to the best and most accurate tests. The crowded conditions of the school buildings made it impossible to secure rooms in which the conditions were favorable to accurate results. It was necessary to use the hallways and small recitation rooms where the light was insufficient, the noise annoying, and the work unavoidably interrupted by the passing to and fro of the pupils. Then again, on account of the sensitiveness of parents concerning the liability of contracting disease through the common use of instruments, it was deemed unwise with the first examinations to introduce instruments of any kind into the nostrils, mouths, or throats of the children. This made accurate observation quite difficult and the detection of any but the most marked defects impossible.

A large number of data was gathered on the different defects to which school children are subject. The mass of statistics, however, is so great that it will be impossible to reproduce them in any detail. It was estimated that about one-half the children in the schools were affected in some degree with hypermetropia or farsightedness. This is a

condition of the eye in which, through shortness of the eyeball or fault of the refractive media, the rays of light come to a focus behind the retina. This is a condition which is largely congenital and is not due to faulty conditions in the school environments or to the nature of the work demanded. This defect cannot be remedied but the ill effects arising from it can be avoided by the use of the proper kind of eye glasses. Children suffering from this defect should receive attention at once, as the strain in trying to overcome the indistinctness of vision is wearing and involves a serious waste of nervous energy. Not only does this defect tend to lower the nervous tone of the system, but it also places the pupil at considerable disadvantage in his school work.

The cases of myopia or nearsightedness were as surprisingly small in number as the cases of farsightedness were surprisingly large. This is a condition of the eye in which the rays from distant objects are brought to a focus before they reach the retina, and hence form an indistinct image. This defect is not congenital but is due to abuse of eyesight owing to bad school and home conditions. Only about ten per cent of the pupils were afflicted with this defect. This is a less number than is found in many other cities, and the smallness of the number may be due to the care that is taken to have all conditions of light and distance in the school-rooms as favorable as possible, and to the care exercised by the teachers in having all work upon black boards as clear and distinct as possible. The fact that the pupils in our schools are not required, as they are in many places, to apply themselves to close and delicate work which reduces the distance between the eye and the object under inspection, and which tends to develop such a condition of the eye as makes it impossible to accommodate itself to objects at a distance, may also account in part for the small number of pupils afflicted with myopia.

Another defect of vision met with was stigmatism, a condition in which the vision is not equally acute at all angles. This difficulty leads to waste of energy also and is apt to lead to confusion in the perception of things, especially of words where the lines run together. Extensive investigations made upon the children of Philadelphia tend to show that in all chronic cases of bad spelling there is some visual defect, principally astigmatism.

The other defects met with and noted were heterophoria and asthenopia. The first is a muscle defect in which the tendency of the eyeball at rest may be to turn either inward or outward from the line of vision. A muscular strain is necessary to keep the eye in position. This defect is known as eye-tire and is caused by an overtaxed muscle of accommodation in its efforts to overcome errors of refraction and other defects of vision by forcibly regulating the convexity of the lens of the eye. The persons afflicted in this way become irritable and are subject to headaches, and school children are apt to neglect their work and come to dislike reading and other work which taxes the eyes.

Where tests on hearing were made under proper conditions about twenty per cent of the pupils were found to have some defect. This is about what has been found in the schools of other cities of the country. Because it was thought to be inadvisable to use instruments, only very general observations were made on the teeth, throat, and nasal passages. A large number of data respecting defects of growth and of movement were reported. The most frequent defects are those which indicate some abnormal functioning of the nervous system due to native defects or conditions of fatigue. In the high school about forty-three per cent showed "nerve signs," and a somewhat smaller number were found in the other schools.

*Observations and Conclusions.*

The results show that the defects among the pupils of the grades are quite different from those found among the pupils of the high school. In the grades the congenital defects are more common, such as strabismus or cross-eyes, deformity of limb and body, and the conditions of the nervous system that point to degeneracy. In the high school these defects have disappeared to a large extent and in their place we find defects which have been caused by unfavorable conditions of environment or by careless practices and harmful habits. Here will be found the girl of the enemic, nervous type, struggling beyond her strength for some coveted rank, and the listless, languid boy wholly devoid of ambition and purpose. The curved spine, the stooping shoulders, and the failing eye-sight are also more noticeable here. It seems that the child with defective mind or body from birth is not likely to reach the high school. It would seem that the principle of "the survival of the fittest" is at work here and that the congenitally defective children early drop out of the race. The fact that the contracted defects are more common in the higher grades emphasizes the positive duty of the school authorities to make all school environments as favorable and hygienic as possible. In view of these facts no school building should be considered complete which does not include a well equipped gymnasium, and no school curriculum properly arranged which does not provide for special instruction in the line of physical culture.

It is also noticeable that defects are seldom found singly, the rule being that with one defect a complication of defects will be found. A marked illustration of this was found in one case examined which showed eyes defective in several points, enlarged tonsils, defective teeth, over-action of frontals, mouth-breathing, and general bodily weakness. In view of the fact that all parts of the body are related in a vital way, it

is not surprising that defects appear in groups. One weakened organ throws strain on other related organs, and a congenital defect is apt to interfere with one or more of the vital functions of the body.

It is observed that a greater number of defects are found among the girls than among the boys, especially of the defects which relate to the eyes. It is also true that there is more nervousness among the girls than among the boys, especially during the high school period. This condition of nervousness usually accompanies, or is caused by, abnormal zeal and ambition to excel. This excess of zeal, so common among nervous girls, often leads to severe application to study and to the over-taxing of the strength. These may result in general weakness and in serious injury, especially to the eyes.

Nervousness is not only more common among the girls than among the boys but it affects them in a different way. The nervous girls usually stand well in their classes while the boys do not. The nervous disposition of the girl may incline her to be studious, or the inclination to be studious may dispose her to nervousness. However, this may be, the nervous girl usually stands higher in her classes than her nervous brother. The nervous boy is apt to show a disinclination to work and a lack of ability to apply himself to tasks. Energy is consumed by rapid growth, and ability to co-ordinate efforts is lacking. Then again, more frequently among boys than among girls, the condition of nervousness is due to unhygienic practices and harmful habits. After careful investigation and inquiry, one of the examiners came to the conclusion that much of the nervousness and debility among boys was due to the cigarette habit. He is of the opinion that habits of dissipation are more common among boys than is usually supposed and says that "if boys do not discontinue some of their bad habits it will not be surprising if in the

future generation woman does not become man's superior to a marked degree not only in moral, but in physical ability. This must happen if the law of the survival of the fittest holds."

It appears also that school work is not so seriously affected by visual defects as by deafness or defective breathing. In fact, the rank of pupils afflicted with eye defects, except in case of astigmatism, was above the average of those who were entirely free from such defects. This may be accounted for by the fact that many earnest, ambitious pupils bring on, or at least aggravate, visual defects by close application to books. In such cases it is probable that the mental faculties were alert and active and the acquisitive powers well developed before the visual difficulties were aggravated, and that in school work natural zeal and diligence more than compensate for the disadvantages of defective vision.

On the whole the results of these tests seem to show that there is a positive relation between the number and seriousness of physical defects and mental activity. As a rule the pupils suffering from defects have lower class standings than those whose physical condition is normal. There are, however, marked exceptions to this rule. In one case examined, a girl sixteen years of age, a number of serious defects were observed; the vision was defective, the breathing was through the mouth, the body was poorly nourished and showed consumptive tendencies. In spite of these conditions the pupil was marked excellent in her studies, but it was very evident that this rank was reached and maintained at a serious cost of vital energy. In another case, a boy thirteen years of age, astigmatism, earache, tinnitus, enlarged tonsils, and mouth-breathing was observed, and yet the boy was maintaining a rank as excellent in his classes. On the other hand a number of pupils were marked as poor or failing in whom no physical defects could be detected. These, however, must be con-

sidered as exceptions and do not change the general conclusion that pupils suffering from physical defects are at a disadvantage.

In one school only five per cent of the most defective pupils were reported as excellent in the power of attention, while sixteen per cent of the least defective were put into the same class. Thirty-two per cent of the defective pupils were ranked as poor in attention while only one-half that number among the pupils in normal condition were ranked in the same way. The reports of teachers and observers show that among the pupils in a normal physical condition three times as many were found strong in reasoning power as were found among those who were the most defective, and four times as many poor reasoners were found among the most defective pupils as were found among those least defective. The same results were observed in relation to other particular mental processes. In a general way, therefore, these investigations seem to indicate that children suffering from physical defects are seriously handicapped both in school and in life. They also seem to confirm the conclusion that there is a physical basis for precocity and dullness; that precocious children are stronger physically, and dull children weaker, than the average or typical child of the same age; and that mediocrity of mind is associated in the main with mediocrity of physique.

This work of observing and testing the physical defects of the pupils in our schools was carried on with thoughtful consideration and judgment. The interference with the regular work of the school was so slight as to cause no serious loss to the pupils, and the attitude and manner of the specialists and students in charge of the examinations were such as to cause no embarrassment to the pupils or teachers. In fact the pupils were almost universally interested and eager to take

the tests. On the whole the work was beneficial and the results fully justified the undertaking.

One of the beneficial results was in the discovery of certain defects in unsuspecting pupils and the revealing of the same to parents. In many such cases treatment followed which resulted in benefit to the child and satisfaction on the part of the parent. Another advantage was the knowledge that the teacher was given in regard to the physical condition of her pupils. The teacher, knowing the defects of certain pupils, can at least make due allowance for their shortcomings and see that all conditions of environment are made as favorable as possible. This knowledge will also enable the teacher to adjust the work to the varying strength of the pupil, increasing the work when he can best bear it and diminishing it when he has less strength.

The startling revelation that more than one-half the children in our public schools are suffering to a greater or less extent from some physical defect, leads most emphatically to the conclusion that any system of schools is defective which does not make some provision for improving the physical condition of its pupils. Much can be done by giving careful attention to the lighting, heating, and ventilating of all the school-rooms; by demanding that all basements, closets, hallways, and rooms be kept in a clean and hygienic condition; and by giving uniform and exacting attention to the positions of pupils while sitting and standing. But more than this is demanded. The conditions make it important that special provision should be made for a more uniform and thorough medical inspection of the schools as soon as circumstances will permit, and also that some provision should be made for special instruction in the line of physical culture. These conditions also emphasize the need of a well equipped gymnasium in which prescribed exercises may be given to meet the needs of the individual child.

The data for the above statement of observations and conclusions were gathered from a preliminary report by Professor O'Shea on the results of the examinations, and from the theses prepared by the students who assisted the physicians in this work. The thesis of Mr. Chas. E. Slothower was especially helpful and suggestive.

#### SPECIAL REPORTS.

The principal's report discusses points of interest relating to the work of the high school. The high school is a very active force in our system of schools. It is impossible to estimate the value of the work it is doing for the young people of our city. It is a worthy goal for all earnest and ambitious pupils in the grades and stands as an ever active incentive in every promotion from grade to grade. The earnestness and devotion of the teachers and the charm and spirit of the school are influences which ought to inspire our young people and to make them thorough, thoughtful, appreciative, receptive students, and to send them on to higher institutions of learning or out into the world with broadened views, with a deepened love of knowledge, and with some taste for liberal culture.

Attention is respectfully called to the special reports of the supervisors of music and drawing. The work in these lines has been strong and helpful and attended with most satisfactory results. The value of the "mechanics" of these branches has not been underestimated, nor have efforts been spared to develop in the minds of the pupils a keenness of perception, a delicacy of taste, and an appreciation of the beautiful that will add richness to life.

The reports of the Citizens' Visiting Committees are valuable and especially helpful to the school interests. The members of these committees have taken unusual interest in the schools, and have made their observations with painstaking fairness and intelligence.

## CONCLUSION.

In closing I wish to say that the year has been a successful one. A spirit of good will and helpfulness has pervaded the schools. The strong features of the work are the conscientious and loyal spirit of the teachers and the earnest and thoughtful attitude of the pupils. With a continuance of these conditions the outlook is hopeful for strong and progressive work during the coming year.

I wish to thank the Board of Education for their continued confidence and support, and to express my appreciation of their devotion and loyalty to the interests of the schools.

Respectfully submitted,

R. B. DUDGEON,

*Superintendent.*

*August, 1902.*

## PRINCIPAL'S REPORT.

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

*Dear Sir:* I have the honor to submit to you my eleventh annual report on the high school.

### ENROLLMENT.

Our enrollment falls below that of last year, but the difference is so little that conditions are very similar in many ways to those of the preceding year.

The following table shows certain facts which are of interest in connection with the subjects named.

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

### ATTENDANCE OF BOYS AND GIRLS.

While some schools have lamented the absence of boys, our high school has maintained a fair ratio between boys and girls until quite recently. The demand for boys by manufacturing concerns is not so great in Madison as in some cities having an equal population. This, no doubt, accounts, in some degree, for the large attendance of boys in our high school. The increase in manufacturing interests in our city seems to be not great enough to account for our recent decrease of the number of boys in attendance. Either there are demands for boys not yet enumerated or the number of boys going to school has decreased.

The following table shows the attendance for the past eleven years:

YEAR.	BOYS.	GIRLS.	GAIN.		LOSS.	
			BOYS.	GIRLS.	BOYS.	GIRLS.
1891-1892.....	126	197				
1892-1893.....	131	208	5	11		
1893-1894.....	169	192	38			16
1894-1895.....	190	207	21	15		
1895-1896.....	201	216	11	9		
1896-1897.....	233	246	32	30		
1897-1898.....	253	233	20			13
1898-1899.....	262	272	9	39		
1899-1900.....	266	312	4	40		
1900-1901.....	237	350		38	29	
1901-1902.....	221	356		6	16	

The year '97-'98 shows an unusual condition in that there were twenty more boys than girls in the high school. The past four years show a very marked increase in the number of girls, and the last two years a very decided loss in boys.

#### INSTRUCTORS AND INSTRUCTION.

The high qualifications of teachers are without doubt the direct result of the care exercised in their selection. Considering the salaries paid, it is remarkable that Madison high school is so fortunate in securing such an excellent corps of teachers. The truth of this statement is made evident, not only by our own estimates but by the unasked-for praise given by those whose range of observation makes it certain that they are in a position to form a just conclusion. The recent increase in salaries, while not great, is a forward step, and will insure increasingly good talent. Besides it shows some appreciation of good service.

It may be true that teachers doing nearly the same kind of work should receive the same pay, but as there are various ways of doing work—some good, some poor, some indifferent—the Board of Education should be free to pay a teacher according to the quality of service rendered without reference to the pay of any other teacher. The teacher's worth to the high school should be the great determining factor in the question of salary.

Too much cannot be said in praise of the plan of insisting upon experience as a necessary qualification in the applicant for a position in our high school. While not understood at times by the applicant or the applicant's friends, the demand has complete justification

in the magnitude of the interests involved. The mistakes of the novice, varying in seriousness, require too much time for correction in a school of which so much is demanded. Time lost in experiment or in misdirected effort cannot be regained by even more skillful hands. Guidance of pupils along right lines of study and of conduct requires a master hand. Effective teaching comes only by experience, no matter what the preparation may be. It is often a matter of comment that graduates of U. W., well equipped mentally and morally, are denied positions in our high school on the grounds of lack of experience. The foundation for such comment lies in the too prevalent idea that any one possessing the necessary scholarship can teach successfully. While not underrating scholarship, it is a conviction that we assume a tremendous risk in employing a person to teach who confessedly does not know how to do it. In other lines of labor persons are not so employed. Proven ability to do successfully a given thing is demanded as a necessary qualification. Similar qualifications in the case of high school teachers cannot, therefore, be unreasonable.

As much time has been devoted to observations upon instruction as recitation and laboratory hours would permit. Such observation leads me to report most favorably upon the work of the teachers. There is no lack of interest, earnestness, daily preparation, or careful presentation of subjects assigned. Recitations are free from tediousness, which Herbart calls the "greatest sin of instruction." Interest in all things pertaining to high school progress is plainly evident. Active participation in all forward movements is characteristic of the whole force. One criticism could be made, however, by any one in looking over the annual report as recorded in the superintendent's office, and that is found in the large number of tardinesses by teachers of the high school. The total number of cases of tardiness in the city schools is 225. Of this number high school teachers furnish 132, or about 58 per cent. of the whole. Such a record is scarcely excusable on any ground. As an example to pupils, it is wholly bad. Pupils are not always masters of their own time—they do not order their own movements, but teachers are supposed to be in complete control of their time, and should be able to arrive at their respective rooms at the time set by the Board of Education. The record of the teachers of the Fifth Ward is remarkable and most enviable—not a teacher being tardy during the year.

#### COURSE OF STUDY.

The course was followed without change and seems to give satisfaction except in one place, and this at a point referred to in my last report. Third year classical pupils have too much to do as com-

pared with those in other courses of the same grade. The reduction of German and Greek to three recitations per week, as already arranged, will equalize the work in the grade.

#### DRAWING.

The work in drawing was seriously interfered with in the abandonment of the use of the third floor. In confining the drawing to the old main room, classes were practically cut off from the use of necessary materials, and their work so modified in character as to detract greatly from desired results. It is scarcely worth while to continue drawing in the high school under present conditions. The only recompense lies in the introduction of mechanical drawing for the first year boys—a plan by which the work of the regular drawing teacher was much relieved.

#### MUSIC.

Chorus work on Wednesdays and Fridays was carried on under the plan of last year. Results were very satisfactory, and reflect much credit upon Miss Smith's management. The music furnished us on Arbor Day is sufficient evidence of the high character of the work, and furnishes abundant reason for continuing the plan. Considering all the difficulties in the management of large numbers in music, we have just reason to feel satisfied with results. The purchase of a new piano by the Board of Education will do much towards securing still further advancement in music.

#### LABORATORY WORK.

Our inadequate facilities are nowhere more manifest than in our laboratory work in physics and biology.

Dissatisfaction arises, not so much from lack of equipment as from lack of room. Our recitations go on reasonably well, but when classes are arranged for laboratory work our rooms are so crowded that it is almost impossible to get from one part of the room to another. In addition to this there is the physical discomfort arising from the crowded condition of the rooms, and the added tendency to idleness caused by the small amount of room at the disposal of each pupil in his work. Add to this our lack of fresh air, and you will see the discomfort involved in our effort to carry on high class work.

#### LIBRARY.

The library is in excellent condition. The distribution of books to the various recitation rooms insures a more general use, while the complete catalog and card index make all of our books easy

of access. Money expended in putting our books in order and in their classification has been of great benefit to teachers and pupils.

#### DECLAMATORY LEAGUE.

Owing to our inability to secure a preliminary contest with any neighboring school we were unable to enter a contestant in the final contest. If present rules continue in force, there seems to be no use in giving the matter further attention.

#### WITHDRAWAL FROM FREE HIGH SCHOOL LIST.

Our withdrawal from the free high school list marks a new condition which is not heartily indorsed, but under the circumstances was probably a wise thing to do.

We shall miss much valuable assistance from the state department in matters pertaining to teachers' qualifications. We shall doubtless be relieved from increased crowding almost certain to follow from a reduction in tuition and its collection from the towns from which pupils come. The money received from the State would scarcely compensate for our added difficulty in caring for increased numbers.

#### PHYSICAL EXAMINATIONS.

The examinations of pupils' sight and hearing revealed many defects, but as no official report has been made to us, I am unable to state any definite results.

A list of pupils needing treatment for defective hearing or sight is not of much benefit to individuals or to the school as a whole. Assuming that such examinations are intended, primarily at least, for the good of the pupils taking them, the results should be placed in our hands in such form as to be available for our use in a way to secure the pupil's advancement.

#### VISITATION BY PARENTS.

It should be generally known that parents are welcome at all times. Aside from the duty involved in their visiting classes and their increased knowledge of existing relations between pupils and teachers, such visitation should be of great value to pupils. A frank exchange of ideas regarding the best way to manage individuals would be of lasting benefit to all concerned. I commend to parents the example of a father who attended all the recitations of his daughter for an entire session.

#### VISITATION BY U. W. STUDENTS.

Under certain restrictions the visitation of high school by U. W. students has occasioned less annoyance than in former years. The good of this visitation to the student is not for our determina-

tion. With proper direction it may be made of great service to those who expect to teach. Its effect upon teachers and pupils has received considerable attention, and in some instances is viewed with unmistakable disfavor. However, the chief cause for adverse criticism lies in the frequency of such visits. To avoid this, I should recommend further restriction as to frequency, so as to allow a teacher some days for the discussion of the quality of work being done and for topics connected with discipline and general progress, which cannot well be talked about in the presence of visitors.

With properly prepared lessons both teacher and pupils should be able to do their best work without embarrassment by the presence of visitors whose object is to see the best ways of conducting recitations.

#### LITERARY SOCIETIES.

The literary societies closed successful years.

The boys' society needs more careful supervision to insure better preparation, better conduct, better results. As long as the society meetings fail to emphasize work as the primary object—as long as such meetings are regarded simply as a place to spend an evening—so long will the society be an annoyance and a detriment to progress. No doubt the society has suffered severely at the hands of outsiders who congregate solely for the purpose of having a good time, but a careful investigation shows that much disorder comes from members themselves who have mistaken ideas regarding what a literary society should be. A change in the hour of meeting to 4:15 P. M. removed numerous difficulties of previous years. There is no valid objection to this plan while its benefits are plainly manifest. It secures more prompt and regular attendance, prevents all interference by outsiders—ex-members who on the ground of superior wisdom and inferior conduct so often frequent the evening meetings. With the elimination of this undesirable element, there has come a greater attention to business and a more orderly management. I strongly urge the continuation of the meetings at 4:15 P. M., and the supervision of the work by some teacher whose presence and counsel will give the society the tone and standing it so much needs. Under a part of the past management, the society has not appealed strongly to the best element among the boys. Attendance at a meeting does not make the favorable impression necessary to cause many of the best boys to seek membership in it.

An additional aid to the excellence of the work of this society would be found in more exalted qualifications for membership. To insure a working society, much care must be taken in the selection

of members. Some effort has been made in this direction, but without great results.

In the Nautilus Club girls must prove their desirability as members by good work for at least a year. Class-room excellence, conduct, character, good scholarship, are essential factors in determining membership. Qualifications in all these particulars are freely discussed by members of the club and teachers, and, as far as known, just estimates have been reached. Judging from the great success of the girls' society, similar rules regarding membership would add much to the value of the boys' society.

#### ORGANIZATION OF CLASSES.

Believing that much good arises from class organization, no effort has been made by us to prevent the election of officers and the transaction of such minor business as may come before a class. Occasionally much more can be accomplished with a class than with pupils unorganized. It is no weakening of authority to put into pupils' hands the management of certain affairs concerning the high school as a whole and a certain class in particular. Such organization fosters a class pride, while certain participation in the government of school carries with it a feeling of responsibility not easily secured in other ways.

#### ONE SESSION.

The one-session plan followed during the spring term has received more severe criticism than in former years. Complaints are to the effect that the health of some pupils is seriously affected. While difficult to determine their real seriousness, complaints, coming as they do from parents, demand careful consideration. Whatever their significance, there is much doubt about the wisdom of a plan which manifestly subjects many to inconvenience, possibly to discomfort, for the sake of a few whose desire for the plan is based more upon a fear of unpopularity than upon any individual good to be derived from the plan. Teachers acquiesce from a sense of duty to conform to the wishes of the Board, although there is much difference of opinion as to their ability to do their best work under a plan which gives so little opportunity for individual assistance.

Athletic interests do not seem to demand the one-session, as so little of the afternoon is devoted to athletic purposes. If it were actually needed and conscientiously used, the number of pupils so using it would be small as compared with the whole.

To my mind there is no doubt about the loss in the effectiveness of teaching during the last two or three periods of the session. It

cannot be otherwise. Pupils are not in condition either to study or to recite, while teachers cannot maintain their best effort so continuously.

If the plan were restricted definitely to the last half of the term or to a period covered by extremely warm weather, the evils resulting would be diminished by one half. Or if we had some modification of the present plan providing a reasonable time for lunch the session could be closed early enough to meet all requirements of athletics, exercise, etc.

#### ABANDONMENT OF THE USE OF THE THIRD FLOOR.

Our giving up the use of the third floor caused a very considerable congestion on the lower floors. It interfered seriously with the work in rhetoricals, drawing, and German. The transfer of pupils to rooms without desks is, in itself, a very serious detriment. Admitting the reasonable grounds for the complaints of parents leading to the change, it must be admitted that the chances of fire are very remote—in fact, more remote than in previous years when stoves were used on the third floor. It is undesirable to continue a condition in the high school which causes anxiety on the part of any parent, but it must be remembered that our use of the third floor has arisen from the pressing need for more room. The matter can be easily remedied by putting in a new stairway with a new way of escape to the lower hall in case of necessity. With such improvements our return to the third floor may be accomplished with as much safety as in the use of any other part of the building.

#### ATHLETICS.

In athletics the high school has made some progress. In judging of such progress, we naturally have in mind the period of our greatest supremacy. Our success, therefore, seems small when viewed in such a light. However, the struggle to regain our former supremacy goes on manfully. It is but just to say, that those who have most to do with the business seem to see but little immediate chance of reaching our former position. As a matter of fact, the history of athletics in the high school proves the statement that success in the sense as understood by the average athlete, varies inversely with the strictness of the Rules of the Interscholastic League. Many overlook the gains we have made in spirit, management, and financial condition under said rules, and see only our failure to pose as champions continually.

We have reason to be proud in having insisted upon regular enrollment in high school classes as a condition for admission to athletic contests. When rules were less severe than at present we had an older class of boys, whose efforts secured our highest success.

Rules regarding scholarship were not so strict. While there have always been excellent pupils in our athletic teams, it is certain that good athletic material has been barred on account of low standing.

After some years of observation the question of the relation of success in athletics and success in studies comes very prominently to mind. Some of our best students have been our best athletes. It is also true that some of our worst students have been good athletes. It seems as if those in the first class were good students in spite of athletics. Those in the second class were not able to become good students through the added stimulus of athletics. They would be poor students under any circumstances. High school history shows not a single instance of a poor student becoming a good student under the influence of probable participation in athletics. On the side of the good student, I have the evidence of one of the best athletes in the state to the effect that in the early years of his U. W. work he was greatly discouraged about his studies owing to the athletic demands made upon his time and energy. If such discouragement comes to one so able mentally and athletically, there is absolutely no hope for the weak student.

However easy it may seem to the one who takes no part in athletics the following from a Chicago paper places the matter in a light easily understood:

"Studies are the bugbear of the man who follows the pigskin. Not that he may not be a good student and perhaps have a strong inclination for the classroom, but they are arduous just the same. They interfere with his work, and this is not said in idle jest or as food for the paragraphers. It is true and it is real.

In the first place the student finds himself staying up nights before the term opens studying out how he can keep classroom hours and training periods from clashing. This is no easy matter. The training hours are usually fixed in the afternoon, and if he expects to follow the voice of the coach during the season the player must do his classroom work in the morning. Then there are the studies. The candidate must practice at least two hours besides the work of memorizing signals and other details. He must go to bed early, and three hours are consumed in the classroom. Unless his work is of standard grade the head of the physical department in the school gets a notice that the candidate is below grade, and off goes the uniform. There is usually no appeal from this decision. If he is lucky the player might buckle down and in a couple of weeks get back again, but in the meantime he has missed valuable practice and work and is considered green."

The above seems to have been written by one entirely friendly to football. Demands made upon the player may not be so great in the high school but it seems reasonable to suppose that similar conditions

prevail. After all, are we not expecting too much? Aiming at the highest success in studies and in athletics, are not our combined demands upon a pupil's time, interest, strength, and effort greater than we can consistently and conscientiously expect him to meet? Divide the poor student's time and energy by two and the quotient in each case is not enough to meet the demands of either coach or teacher. He may be thoroughly conscientious in his great desire to do well in both studies and athletics, but he is at a loss to know how to spend his time and energy in one direction and yet have it to use in another. The problem is too great for him, and he naturally sacrifices one or the other. This determines his classification—poor student, good athlete, or the reverse.

No one undervalues physical training. Healthy bodily development stands for much in enabling a man to do his work. The question arises, is the strenuous effort demanded in high school athletics necessary for such development? If it be, then it seems unwise to expect the highest scholarship at the same time. Experience shows that success in the two directions is, for the poor student, impossible; for the average student nearly so, while the good student may, by virtue of superior ability, find success in both directions.

The financial management under a new plan has proven its value. Unnecessary expenditure, losing ventures, and unwise arrangements have been reduced to a minimum. The balance in the treasury, together with a few private subscriptions, have been sufficient to meet the expenses of the year. Further attention to the elimination of the private subscription will be given during the coming year. Athletics in the high school should be self-supporting. Appeals to citizens to carry on this work can scarcely be justified.

#### PREPARATION OF PUPILS FOR HIGH SCHOOL.

Knowing the desire of ward school teachers to have their pupils succeed in the high school, and their consequent effort to secure thorough preparation, failures of pupils cannot be justly attributed to lack of effort on the part of eighth grade teachers. Careful observation shows a marked improvement in the preparation of pupils entering the high school.

#### ADMISSION TO THE HIGH SCHOOL.

While not denying the right of a pupil to enter the high school good preparation must be insisted upon as a necessary condition. Merely passing preparation is valueless. The pupil having it soon finds his inability to meet requirements and so drops out of school. Every effort is made to prevent such a result. A pupil's entire his-

tory is looked up so that, if possible, he may be put into the way of progress and thus saved the humiliation arising from his leaving school.

The admission of country school pupils upon their present grade of preparation is unwise in many cases. To so admit them is an acknowledgment of equal preparation with ward school pupils—an acknowledgment in no wise sustained by the subsequent history of such pupils. Furthermore, such admission assumes qualifications on the part of country school teachers equal to those of our ward school teachers. Such equality does not exist.

Again, to admit country pupils on the same footing with our own is to assume equal efficiency in the administration of dissimilar courses by teachers of widely dissimilar experience. Under conditions prevailing in the country—frequent changes in teachers and small amount of supervision—it is impossible to secure results equal to those of the city schools. As a rule, the country pupil studies—he wastes no time—has a definite purpose—he tries. His failure, in most cases, is due to his poor start. To remedy this in a large measure, the country pupil should be required to spend one year in our eighth grade before being admitted to high school.

#### PROBLEMS CONFRONTING THE HIGH SCHOOL.

1. Perhaps the greatest problem needing immediate solution is the providing of adequate room for its pupils. Poor accommodations is our greatest hindrance in management and renders ineffective much effort. With more teachers than rooms, the problem of finding rooms for recitations is a greater problem than the distribution of subjects and divisions.

The remedy is well known but can scarcely do us much good until applied. A new building would be effectual in ridding us of our present crowded condition. It would increase the ease of management many per cent., give room for more effective work in all lines, especially in science, and remove all criticism regarding our present plan of fourth grade attendance.

2. Another problem urging itself upon our attention is the multiplication of secret societies. Visiting committees have, from time to time, made their adverse reports upon the existence of such societies. They have condemned in no uncertain manner all tendencies in this direction. Evil results seem to have come to the notice of the committees from the outside rather than from teachers or high school authorities. Just how far these societies interfere with true democracy in the high school is not easy to determine. They certainly should not conflict with the administration of high school government upon the broad grounds of equal rights and justice for all. Thus far no serious complaints have arisen from

any attempts to control class or high school affairs. If secret societies have made themselves conspicuous, it must have been done in two directions:

- (a) In their efforts to control class affairs.
- (b) In the direction more noticeable, viz.: in their frequent parties.

In having frequent parties, the young people are only following the example of their elders. City and U. W. life are so largely permeated by the party spirit that it seems very natural indeed for high school pupils to follow in the way of parents and friends. I seek no excuse for the existence of these societies; on the other hand, I deplore their existence as wasters of time and energy—as being opposed in fact to that large, free, and democratic spirit so much expected in the high school, but their existence depends solely upon the consent of the parents. It is for parents to decide whether or not we shall have associations which are a menace to the best interests of the high school. Those who fail to exercise their authority are missing a great opportunity to aid us in carrying on our work to the greatest advantage of the greatest number.

3. Considering our large numbers and their varied interests, the question arises, "Does our course of study meet the demand of the times?" We meet well the requirements for admission to U. W., but do we meet as well the needs of those who never go to U. W.? We are practically assuming that the best preparation for college is also the best preparation for life. This assumption is questioned by many who through their experience ask for something bearing a more intimate relation to the pupil's future. Difficult as that future may be to determine, the fact remains that pupils do show decided tendencies along certain lines, and if they are trained along these tendencies rather than against them, results might be more encouraging. The decision of this question involves all that discussion about the value of studies which cannot be followed here and may never be settled, but when we recall the importance of right action in this matter it seems wise that a high school should have its manual training and its business departments. Opportunity should also be given for some training in pedagogy and school management for those who expect to teach.

In this connection comes another question. Do we attempt too many studies? Do pupils arrive at the conclusion so well expressed in Faust, viz.: "I have now, alas! thoroughly, with ardent care, studied philosophy, jurisprudence, medicine, and, the more's the pity, also theology! And now I stand here, poor fool, and am as wise as I was before."

Embarrassment from the attempted pursuit of too many studies is a matter of frequent occurrence. "Pupils often pursue their

subject units with little else in mind than the finishing of the subject. The brevity of the time through which the subject was pursued, together with the single view obtained, causes carelessness for what lies beyond." It has been said that the American boy at the close of his high school career has seldom tasted that inspiration which comes from a deep and unified knowledge and which leads to infinite possibilities.

Much has been done in our course to extend studies over a longer period of time, as well as to reduce the number of studies. This brings the course nearer the German ideal, viz.: greater intensity—more thoroughness in a few studies.

4. Another problem of far-reaching importance is found in the right disposition to make of the weak student. Great differences in qualifications are found in those who come to us from the ward schools. It is easy to take care of the bright pupil, but not so easy to take care of the dull and indifferent.

There are probably three kinds of poor pupils sent to us.

1. Those who through weak physical or mental make-up are simply unable to do high school work. Some of these have found increasing difficulty in grade work—have been kept two years in the eighth grade and finally sent to the high school. For this class we have the utmost sympathy. The only course to be pursued is to allow them to take part work. Their completion of the course is scarcely possible but they may get some good out of certain studies in it.

2. *Pupils weak from choice.*—Those who have ability but have chosen to waste their time and thus make themselves poor students.

Under strict discipline and the inspiration of teachers these may be changed wholly in character.

3. Pupils who have barely dragged through the ward school and do not feel the necessity of study in the high school. For this class not much can be done. If the foundations are not well laid—if the student habit has not been acquired, there is practically no hope of success.

Much attention has been given to the proper management of the weak pupil, no matter what may be the cause of his weakness.

#### CAUSES OF FAILURE.

Among the influences tending to failure may be mentioned the following:

1. Lack of regularity in study.
2. The presence of the loafing habit—in school and out of it. The absence of a definite work to do exerts a great influence upon progress.

3. *Frequent atendance at cheap shows.*—Besides the waste of time and the late hours involved the result of his attendance at such place is more likely to be a "stain of sin" than an "impress of virtue."

4. *The use of tobacco.*—Scarcely a boy fails who is not addicted to its use. Its effect upon the will power is too well known to need comment. While the habit may be formed after entering the high school, it is very certain that in many cases it has been acquired in the lower grades, even as low as the fourth.

5. *Lack of study.*—This is mentioned as being given so frequently by parents themselves. The wonder of it all is that parents do not discover it sooner and act in a way to remedy the matter.

I am well aware that all this energy of the teaching force is directed against these causes of failure and in the best possible ways. Some good is accomplished, but the tremendous grip of hereditary tendencies and acquired habits seems to make many efforts of teachers of little value. We get encouragement, however, in occasional complete reformation.

#### PUBLIC EXERCISES.

##### ARBOR DAY.

Exercises of Arbor Day were of unusual interest and excellence. The address by Mr. Olin was characteristic of one who has devoted much time to the planting of trees. The music rendered by the glee clubs was of a high order.

The following was the program:

1. History and Customs of Arbor Day.....Cornelia McCue, '05
2. Piano Solo—"L Argentine Fantasie" (*Kettere*). May Murphy, '05
3. Reading—"The Falling of the Oak".....Forster Smith, '04
4. Senior Chorus—"Morning Invitation".....(Veazie)
5. Class History.....Agnes O'Niell, '02
6. Duet....."Oh, That We Two Were Maying"  
Fae Benton and Alexius Baas.
7. Address.....Mr. J. M. Olin
8. Class History (*Con.*).....Legare Oeland, '02
9. Piano Solo—"Valse Francaise" (*F. Thom*)....Jessie Smith, '05
10. Reading—"As the Moon Rose".....Mabel Davenport, '03
11. Quartett—"May Day".....(Billeter)
12. Chorus—"The Call to Arms".....(Veazie)

##### Planting of Tree.

13. Oration.....William Holm, '02
14. Song—"America."

## COMMENCEMENT EXERCISES.

.. "Labor Omnia Vincit."

## PROGRAM.

*Music.*

Prayer.....	Rev. A. W. Stalker
*Salutatory.....	Clarence King

*Music.*

Address—"The High School Course as a Revelation of the World".....	Prof. J. W. Stearns
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*Music.*

*Valedictory.....	Helen Whitney
Presentation of Diplomas.....	Mayor J. W. Groves
Benediction.....	Rev. A. W. Stalker

*Music.*

## GRADUATES.

*Ancient Classical Course.*

Philip Arnold Knowlton	De Witt Clinton Poole, Jr.
Agnes Regina O'Niell	

*Modern Classical Course.*

Andrew Hobart Anderson	Emily Matilda Quale
Zillah Julia Bagley	Clara Alida Richards
Anna Grant Birge	Walter Henry Rimsnider
Mildred Harriet Curtiss	Helen Alice Rosenstengel
Rose Aileen Dye	Margaret McDonald Smith
Albert Briggs Dean	Olaf Ulring Stromme
Rose Bergeta Gratz	Edna Grace Swenson
Mildred Gapen	Frederick Turville Thwaites
Ruth Goe	Julia Ella Tormey
Edna Marion Hill	Helen Turville
William Miller Holm	Florence Johnstone Van Etta
Frank Kessenich, Jr.	Marion Van Velzer
Winnifred Corneau Kneeland	Anna Charlotte Wald
Agnes Caroline Knudson	Mabel Louise Warnock
Jennie May Lorigan	Helen Goldsmith Whitney
Thomas Joseph Lucas	

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\*Chosen by the Class.

*Science Course.*

Walter Atwood	Christian Roman Kayser
Sarah Blomily	Clarence Baker King
Alexius Henry Baas	Dudley Hyde Keyes
William Joseph Butler	Nettie Kelley
Louis Loss Burns, Jr.	Claire Rosemond Lobre
Ella Meta Breitenfeld	Lillian Alvina Marks
Arthur Mandeville Compton	Katharine Salome Minch
James Hugh Curtin	Paul William Moseley
John Patrick Cunnien	Edgar James Noe
Anna Charlotte Coon	Jerome Orton Norsman
Mabel Elsie Davidson	Legare Oeland
Martin John Ellstad	Margaret Regina Purcell
Alexander Ernest Frederich	Emma Janette Peterson
Helen Fahringer	Clara Belle Reynolds
Emma Louise Glenz	Ethel Margaret Rice
Harold Hardy	Bertha Sander
Roland Farwell Jarvis	Linnie Soelch.

*English Course.*

Alida Sophie Felland	John Parnell Regan
Harry King Fowler	William Benson Smethurst
Della Gay	

*Graduates Since 1875.*

Graduates to date, male.....	397
Graduates to date, female.....	556
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Total .....	953
Graduates for past ten years, male.....	293
Graduates for past ten years, female.....	354
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Total .....	647
Graduates of M. H. S., also graduates of U. W., male.....	121
Graduates of M. H. S., also graduates of U. W., female.....	118
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Total .....	239

It is to be noticed that while more girls than boys have graduated from the high school, the order is reversed counting the graduates of U. W., who also are graduates of the high school.

The above statement shows that of all graduates of the high school since 1875, 67.8 per cent. have graduated in the past 11 years.

The total number of graduates up to and including 1898 is 650. Counting all of our graduates from U. W., including those of 1902, we have 229. Therefore, 35.2 per cent. of our high school graduates have also graduated from U. W.

## CONCLUSION.

The year has been a successful one in many ways. This success is observed in the high quality of work done by pupils and teachers. The spirit of the classroom is almost perfect as judged by many visitors. Really but little remains to be improved in the attitude of pupils and teachers as they meet for recitation. No doubt there are occasional failures to measure up to the ideal standard, but, generally speaking, conditions for the highest progress are present and are utilized in the pupils' advancement.

Respectfully submitted,

J. H. HUTCHISON,

*Principal High School.*

## REPORT OF SUPERVISOR OF DRAWING.

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

Dear Sir: I hereby submit my sixth annual report.

The greatest of Japanese artists, Hokusai, said "It is my desire to bring within the knowledge of my fellowmen the spirit and form of all the joy and happiness we see filling the universe." These words express the feeling of all who are trying to bring art knowledge within reach of the many.

Our work in the public schools the past year has been supplemented and strengthened through the effort of the Madison Art Association. Its officers co-operating with yourself and principals have made it possible for pupils to visit exhibits of reproductions of masterpieces and to listen to talks on art topics. The composition contest has led to a thoughtful study of pictures on the part of many.

At the High School, certain changes have perceptibly strengthened the art work. The separation of the mechanical from the free hand work has resulted in greater efficiency in both lines. Many enter without previous training, and with smaller classes I am able to give individual criticism, upon which so much depends. The placing of drawing upon the same basis as other branches requiring a certain standard, has led to more serious application on the part of some.

An Art Club has been organized to enable pupils beyond the first year to continue their art studies. Because of the crowded condition of the High School and lack of time, it has been found necessary to carry on this work outside of school hours. The meetings have been held every Thursday evening at the home of one of the members. One-half hour has been given to the study of productions of Raphael's paintings, and one-half hour to drawing from the pose. The interest shown by these young people, who voluntarily continue their study under difficulties, seem to me a plea to the Madison public for permanent accommodations.

The removal of the first year classes from the studio to the old main room has been a great drawback to the free hand work. Those whose skill would warrant it have not been able to do advanced work because of lack of space for material.

In the wards, I have felt a strenuous effort on the part of the teachers to bring each pupil up to his best efforts.

Below is an outline of the course of study followed:

#### *Aims.*

1. To train mental faculties.—Observation leads to clear precept; clear precept, to clear concept; clear concept, to correct judgment. 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.

#### *First and Second Grades.*

*Mediums of Expression:* Charcoal, water color, clay, paper.

*Representation:* Drawing from bright colored flowers, leaves and toys. Type forms.

*Construction:* Modelling of animal and plant forms, toys. Imaginative work. Paper folding and cutting—making May baskets, sunbonnets, furniture, etc.

*Decoration:* Making of simple decorative forms, borders, rosettes, crosses. Use of these forms in decorating articles made.

#### *Third and Fourth Grades.*

*Mediums of Expression:* Charcoal, brush and ink, water color, for freedom and directness; pencil for careful, accurate work.

*Representation:* Principles involved in drawing cylinder in different positions. Nature and illustrative drawing. Landscape composition. Simple dark and light.

*Construction:* Difference between working drawing and appearance drawing discussed. Drawings of views and patterns.

*Decoration:* Study of historic designs. Study of good space relations in plaids and arrangement of flower and leaf sprays in a given space.

*Artists studied:* Millet, Van Dyck, Abbot Thayer.

#### *Fifth and Sixth Grades.*

*Mediums:* Pencil, charcoal, brush and ink, water color.

*Representation:* Cylindrical principles reviewed. Principles involved in drawing rectangular objects facing and turned. Drawing

from plant and animal life. Grouping. Variations in shade and shadow shown.

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

*Decoration:* Study of elements of beauty in Egyptian and Greek ornament. Pleasing arrangement of flower and leaf sprays.

*Artists studied:* Rembrandt, John La Farge, Edwin Blashfield.

#### *Seventh and Eighth Grades.*

*Mediums:* Pencil, ink and water color.

*Representation:* Review of perspective principles already studied. Principles involved in drawing of cone and triangular prisms, and rectangular objects above the level of the eye. Light and dark drawings of groups of objects. Work from plant and animal life. Landscape composition.

*Construction:* Use of ruler and compasses. Simple geometric problems; their application in working drawings of type forms and of joints. Plan of part of school building made, working to a scale.

*Decoration:* Saracenic and Gothic ornament and architecture studied; main characteristics and examples of each style learned and reproduced. Designs for iron work griller, brackets and registers. Designs for book covers in color and black and white.

*Artists studied:* Rembrandt, Abbot Thayer, John La Farge, John S. Sargent, Raphael.

#### *High School.*

*Mediums:* Pencil and water color.

*Representation* Review of perspective principles. More attention given to details in light and shade and form. Landscape composition. Illustrative drawing.

*Construction:* Use of T-square, triangles and drawing board in making working drawings.

*Decoration:* Review of essentials of good design. Application of these principles in conventional and natural designs for Arbor Day; also in rug designs.

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

Respectfully,

IDA M. CRAVATH.

## REPORT OF THE SUPERVISOR OF MUSIC.

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

*Dear Mr. Dudgeon:* It gives me pleasure to present to you the report of the Department of Music for the year ending June 13, 1902, since it adds one more to the records of earnest, harmonious effort by the teachers in the public schools of Madison.

First of all, regarding the grades in the ward schools. The regular course, with regard to technical points, has been carried out as outlined in my report of last year, with such changes in the detail of presentation as each year brings. The pupils have continued to purchase their own text-books in music with less urging on the part of the teachers than the previous year when the plan was new. One of the advance steps that I would like to suggest for next year is the purchase of song leaflets in the grammar grades to supplement the book material. No one system of books can supply perfectly, every need, and the few extra cents required during the year to buy some additional songs would bring generous returns in pleasure and profit.

Some of the special objects striven for have been better rhythm, purer tone quality and greater facility in song-singing at sight.

In rhythm the schools are much stronger than at this time last year, and the upper grades show some very good results in sight reading and harmony of voices. There has been exceptionally good work done in several rooms where the teachers have had no marked musical ability but have excelled in strict regularity, faithful attention to detail and best of all in discipline.

It is undoubtedly true that the next development in public school music is going to be along the line of song singing. That is, the application of sight-singing to songs. There is a great deal in this kind of work which appeals to the child and what appeals to him brings always astonishing results. The point to be guarded against will be the laying aside of too much of the technical and swinging to the extreme of too great effort after general effects at the expense of individual accuracy. The happy medium has yet to be reached. The child must, in the mean time, be saved as far as possible from extremes while at the same time he is being benefited by the advancing method.

In the eighth grades the study of the lives of composers has been carried a little farther than it was last year with very satisfactory

results. We were able, in one or two instances, to present to the pupils selections from the works of certain composers, a phase of the study very much appreciated and of much value. This plan ought to be carried out more extensively next year and from the experience of the past year I judge that the co-operation of Madison's musicians can be readily secured. In this connection may I remark that the pianos in the different buildings ought to be tuned twice a year at the expense of the board in place of once. Very often when needed for artistic work they are not in condition to be used, and as we cannot *insist* that either the teachers or the pupils bear the expense, some opportunities for educating musical taste, a most important part of the public school music, may be lost.

The report concerning the High school must be prefaced with hearty thanks to the Board of Education for the new piano used for the first time on Arbor Day.

The sum of twenty-five dollars allowed for the purchase of new music was used to the best advantage we could command. As the average price per copy is two or three cents and three hundred fifty copies must be bought, this sum is not sufficient for the purchase of many choruses, but is a help in connection with the books belonging to the school, "The Loomis Chorus and Glee Book."

The plan of holding general chorus practise twice a week with the entire school was continued this year, and more individual work through the glee clubs, all of whose work was done after school hours. One condition will be improved next year by placing the old piano in the smaller assembly room which will make a suitable place for the glee clubs which so far, have met, to use a homely phrase, from pillar to post. The girls' quartet has done very well this year and the school is fortunate in retaining all the members. The orchestra maintained during the two years previous to this had to be disbanded early in the year on account of our inability to complete the parts. The organization has not been out of mind and there is prospect of pupils entering in the fall who will make it possible to continue, if it seem wise to do so.

To sum up the situation in the High school we can say that the spirit is healthily co-operative, the school responding well to all demands made upon it.

Each year brings new problems in all departments. I suggest one here which the supervisor of music may next year have to solve, namely, whether with the growing demands in the ward schools it is going to be possible for her to devote time to daily opening exercises in the High school. Including the time it takes to go from the High school to some other building this consumes at least thirty minutes and precludes her seeing the teachers for suggestive talks before school. Where the building is large and requires her to teach

up to 12:15 P. M., and the teachers must leave promptly to go to dinner it requires tact and patience to manage the necessary instructions without calling meetings. I leave the matter without further discussion as a suggestion of what may come up for consideration.

In presenting the points of this report I have ignored the fact that it is to be my last report as supervisor of music in the Madison schools, and have spoken of things as I should if returning.—My interest, though about to be less active, will still continue.—My work has always been a very vital thing to me and regarding the three years spent in Madison I would like to say that any expenditure of energy or vitality it has cost me, has been repaid in full measure, heaped up and running over. I feel privileged to have been allowed to pass that way.

My affectionate regard for the teachers need not be expressed here and I close this report with sincere thanks to yourself and to the board of education for my pleasant relations in the Madison schools, and with the wish that you may fill the vacancy created by my resignation with some one who will serve you much better in *results* though she can do no better in intention.

Yours sincerely

MARGARET R. SMITH,  
*Supervisor of Music.*

## REPORTS OF VISITING COMMITTEES.

### REPORT OF COMMITTEE ON PRIMARY SCHOOLS.

*To the Board of Education, Madison.*

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

The schools as a whole were found to be in very good condition. All the teachers seem to be faithful workers and are deserving of our best co-operation. We are particularly pleased at the interest shown and kindly feeling existing between teachers and pupils; a feeling of love and respect was noticed everywhere. When we consider the large number of children in most of the rooms we are surprised at the good results obtained.

We would urge the more frequent visiting of parents and others interested in the scholars, not only as an encouragement to the teacher, but to induce better manners in the children, some of whom appear to think it an extraordinary, not to say unwelcome, thing to see a visitor in the school-room.

As to matters that might be remedied, we would suggest:

1. The shortening of hours for the 1st and 2nd grades, dismissing them at 3 or 3:30 P. M. and possibly at 11 A. M.
2. That greater attention be paid to the position of children in writing or working at their seats.
3. More frequent intervals of breathing, marching or even stretching, fresh air being admitted meanwhile. This is done in some of the rooms and the result seems enough better to encourage its being done in others. Every possible means should be employed to avoid the dust caused by sweeping and indoor marching.
4. More attention to correctness in spelling and defining words.
5. More attention to correct form of letters in writing.
6. More assigning of lessons from books instead of from board (a) for the sake of accuracy, (b) for the sake of saving the eyes.
7. Improvements are planned for some of the buildings during the summer, and we trust that sanitary inside closets for teachers as well as pupils are included in the improvements.

Respectfully submitted,

SOPHIE KLAUBER,  
MAY C. SUMNER,  
CLARA M. HARPER,  
LUCY A. SMITH,  
GRACE C. CONOVER.

Madison, July 18, 1902.

## REPORT OF COMMITTEE ON GRAMMAR GRADES.

*To the Board of Education:*

Your committee appointed to visit the grammar grades of the city schools would respectfully report:

They have done so from time to time during the year.

The general condition of the work was found to be very satisfactory. The able and tactful management on the part of the principals of the various interests intrusted to their care impressed the committee favorably, and with few exceptions, the efficiency of the teachers and their faithful work was noted.

It is impossible within the limits of this report to mention the many pleasing features of the school work, a few of its defects only can be pointed out in the hope that a remedy may be found.

In some instances the committee noticed a lack of sympathy between teachers and pupils, which is detrimental to the successful progress and harmonious development of the pupils. Such a condition should be avoided as far as possible. Owing to frequent changes of teachers, and, in some cases apparently by reason of incompetent teachers in past years, some grades have not accomplished the work required of them, or have done it less thoroughly than the committee feels should have been done. As a result these grades are handicapped. The committee earnestly recommends, that special attention be given these grades by providing for them very competent teachers in the future.

The committee deplores the fact that the present method of teaching spelling does not tend to produce good spellers. Much attention is given to writing the lesson, but little to oral drill, which, in the opinion of the committee, is of great importance.

In close relation to the general progress of the child stands his ability to read intelligibly and with comprehension. Lack of expression and poor articulation are noticeable defects of the pupils in the grammar grades. A strong effort should be made to change this condition.

The incorrect and unhygienic position assumed by most of the children during study and writing periods and while reciting, was noticed. Careless physical habits easily beget careless mental habits. It would seem that, if insisting on a correct position at all times, wearies the children, brief physical exercises should be introduced. The children would then return to their work with renewed mental vigor and their bodily condition would be improved.

It is with satisfaction that the committee notices the improvements being made in the Second ward building, and the addition to the First ward, which will relieve the overcrowded condition of that school.

With the exception of these two buildings which are now being

renovated and the old Sixth ward building, the sanitary conditions were found to be good. If the last mentioned building continues to be used, the committee recommends that new floors be laid in the second story, and a good system of plumbing be instituted.

The yards and school buildings, on the whole, show that care has been bestowed on them to keep them clean.

Respectfully submitted,

MAY S. LAMB,  
FRANCES F. GILMAN,  
MARY D. TURNERAURE,  
NELLIE BROWN,  
DINA BULL,  
MARY T. WHITNEY.

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#### REPORT OF COMMITTEE FOR HIGH SCHOOL.

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

*Dear Sir:* The Citizens' Committee appointed to visit the Madison High School begs to report as follows:

The instructional and administrative work done in the high school was found to be generally satisfactory and of a high grade. Sub-committees observed special lines of work, and the reports of all were favorable. While definite classes were assigned to certain members of the committee, every member nevertheless felt free to visit any other classes in the school. In some instances objections were raised against certain text-books, but these observations together with those relating to the instructional work of several of the newer teachers were brought to the attention of those immediately responsible for the administration of the school and need not be repeated here.

Those members of the committee who paid special attention to physical culture deplored the fact that physical exercises which years ago constituted a part of the routine of the school had not been continued, for they believed that in such exercises pupils find a certain degree of rest and recreation which enables them to utilize their time and energy for the rest of the day to better advantage. It was also found that certain classes of pupils may complete their high school course without receiving any instruction whatsoever in physiology and hygiene. This the committee considers a serious defect, and unanimously recommends that hereafter every pupil be compelled to take a course in the elements of physiology and hygiene. We make this recommendation not because the study of physiology and hygiene is possessed of exceptional disciplinary and educational value, but because of the incalculable benefit to be

derived from such instruction due to the direct bearing of the principles of the science on important facts of every-day life. Adherence to these principles and a recognition of these facts sometimes decide between a useful and happy life and one that is full of discomfort and misery. In this connection, too, attention may again be called to the desirability of providing ways and means for instruction in manual training, cooking and sewing. Classes in these lines of study have been organized in many high schools of the State, and in every instance the reports of work accomplished have been satisfactory. Pupils are interested, parents are attracted to the school, and the whole community advanced more rapidly under the influence of manual training and domestic science.

The matter of fire drills was discussed by the committee at some length. It was thought desirable to call the attention of your honorable body to the usefulness of such drills. Unfortunately the physical conditions of the present high school building give fire drills a certain grim, practical aspect which does not always accompany exercises of this kind in other schools. Aside from providing against immediate fire contingencies, pupils who participate in fire drills are likely to be strongly impressed with the necessity of providing beforehand for emergencies which they may be obliged to face later in life. Our attention has been called to instances of heroism connected with fires, which were the direct outcome of fire drills in schools.

Several members of the Committee investigated carefully the attic rooms at present used for instructional purposes, with the result that they unanimously reported adversely on the continuance of the use of the attic. They believed that no pupil should be permitted to go there. Complaints were also made against the physical conditions prevailing in the physics laboratory. We are confident that whatever can be done to remedy the defects in heating will be done.

Dean Johnson\* examined the heating and ventilating system for the school as a whole, and found it as good as it could well be made under the circumstances. The system appeared to be operated to its full capacity with the present appliances, but a more effective electric motor should be installed to regulate the fans.

It is obvious that most of the suggestions enumerated above cannot well be carried out in the present building, and we therefore repeat the urgent recommendations of former committees in favor of a new high school building. We do not think it would be wise to wait for reduced prices, as in our opinion these are not to be expected in the near future. Labor, we hope and believe, will be no cheaper; neither will such fundamental products as brick and lime, which would enter largely into the cost of such a building. As to

the timber for the woodwork, this will certainly advance in price because of its increasing scarcity. We think, therefore, it is the part of wisdom and even of economy to enter at once upon the construction of a new high school building.

Three former committees have reported in unmistakable language with respect to the social life connected with the high school. So far as we know, no attention resulting in action has been given to these recommendations. We sincerely hope that what the present committee has to say in this regard will be seriously considered, and, if necessary, members of the committee are willing to appear in person before your honorable body and testify in regard to the growth and influence of fraternities and sororities in the high school. At the outset we wish to say that the comparison which is sometimes made between societies of this kind in the high school and in the university is fallacious. High school pupils, with few exceptions, reside at home; they enjoy the society of the friends and associates of the family and have the benefit of family life. In the college the great majority of the students are a long way from their homes. In order to produce some semblance of home life, and to secure pleasant companionship, a group of students with kindred aims and ambitions form a fraternity. For social as well as for economic reasons they live and lodge and eat together. These are believed by many to be fairly sufficient reasons for the existence of these societies in college; no similar reasons can be rendered for their existence in our high school; and, furthermore, the question of fraternal life in the university is not under consideration, and whatever may be said for or against such societies in the higher institutions of learning has practically no bearing whatsoever on that question in the high school. High school boys and girls have been attempting to imitate university students in many respects, one of which is the organization of fraternities, and such imitation appears to have a tendency of prematurely apparelling boys and girls in the garbs of men and women. High school pupils are boys and girls and should remain such until the close of their high school career. The fact that some high school students are more mature than some university students cannot carry any weight, for we are dealing with large numbers and must consider the great majority in each instance. Furthermore, fraternities are in their infancy in the high school, while in the university they have long been established and the question of discontinuance cannot be seriously considered at this stage. From evidence which has come to us, we have reason to believe that there are elements in high school fraternities which tend directly to undermine that feeling of equality and democracy which lies at the very basis of republican institutions. Some evidence was presented tending to show that in the schools

of monarchial countries, where class lines are supposed to be sharply drawn, social cleavage is no more rigid and noticeable than in our own high school. We have been told that in the determination of the social standing accorded to a high school pupil, personal merit and excellence in scholarship are subordinated to parental affiliations, occupations, size of parlors, scale of entertainment, and similar considerations. Not content with the establishment of such artificial lines of companionship in the high school, representatives of high school fraternities even approach pupils in ward schools, so that in the seventh and eighth grades "rushing stunts" are said to be held occasionally. In view of these facts, we unanimously and most strongly recommend that these societies be abolished, not by a rule of the superintendent or the principal as a matter of discipline, but by a vote of the school board on the grounds of public policy. And we believe that such action would be warmly approved by all the parents, by the great body of the pupils, and by the members of the Greek Letter Societies themselves. Since no good reason can be given for the existence of these societies in the high school, their abolition will be mourned only by the boy or girl who hopes to gain some petty social pre-eminence from their continuance.

Incidentally, in this connection we would like to remark that well-known comparisons have frequently been made between the results achieved in our local and other American high schools and the results attained in analogous schools in European countries. Without fear of successful contradiction, we are ready to assert that *given the same appliances and teachers equally competent*, American pupils cannot possibly achieve so much as European pupils can, because the latter are subject to fewer distractions and their school work constitutes a larger part of their life, while here pupils are frequently so completely absorbed in amusements and social matters directly and indirectly connected with school that the best teacher is attempting a hopeless task. Excessive, uncontrolled and flippant amusements constitute, perhaps, the most serious obstacle in the way of continued concentrated effort on the part of high school pupils throughout the State.

\*Dean Johnson deliberated with the committee on all questions, and, although his untimely death has robbed this report of his signature, his ideas as expressed both orally and in writing have been incorporated therein.

Very respectfully,

B. H. MEYER, *Chairman.*  
E. K. J. H. VOSS.

## 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 enroll-

ment 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 foregoing rule.

## COURSE OF STUDY.

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### FIRST GRADE.

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

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

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

4. Memorizing Choice Selections.

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

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

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

DRAWING: Work according to outline furnished by supervisor.

MUSIC: Rote songs. Major scale. Diatonic intervals. Note reading from board and first chart. Ear tests.

### SECOND GRADE.

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

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

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

## 4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 96.

GEOGRAPHY: See outline for oral lessons in geography.

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

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

DRAWING: Same as first grade.

MUSIC: First Chart and Part I. of First Normal Music Reader. Names of keys. Written dictation. Rote songs. Ear tests.

## THIRD GRADE.

## FALL TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 141.

GEOGRAPHY: See outline for oral lesson in geography.

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

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

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

MUSIC: First Chart and Part II. of First Normal Music Reader. Learn names of keys and write all scales. Some songs by note. Written dictation. Ear tests. Rote songs.

## WINTER TERM.

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

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

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

## 4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 180.

GEOGRAPHY: See outline for oral lesson in geography.

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

PENMANSHIP: Complete Book 3, and the first 12 pages of Book 4.

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

MUSIC: Continue work of previous term. Two-voice work suggested in vocal drills, etc.

## SPRING TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 193.

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

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

PENMANSHIP: Complete Book 4.

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

MUSIC: Continued work of previous term. Two-voice exercises from board and music reading.

## FOURTH GRADE.

## FALL TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 225.

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

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

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

MUSIC: Review all scales using First Music Reader. Finish the two-voice exercises in First Music Reader. Give simple divisions of beat in vocal drills and in exercises on board and Second Music Chart. Songs by note. Written dictation.

#### WINTER TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic to page 262.

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

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

PENMANSHIP: Same as third grade.

DRAWING: Same as third grade.

MUSIC: Begin Second Normal Music Reader. One-voice exercises in conjunction with two-voice exercises containing the same difficulties in time. All songs by note. Written dictation.

#### SPRING TERM.

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

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

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

4. Memorizing Choice Selections.

NUMBERS: Revised Model Elementary Arithmetic completed.

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

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

**PENMANSHIP:** Same as third grade.

**DRAWING:** Same as third grade.

**MUSIC:** Continue work of previous grade giving more difficulties in rhythm. Teach sharp four and flat seven. Some two-voice songs. Written dictation.

#### FIFTH GRADE.

##### FALL TERM.

**ENGLISH:** 1. Reading.—Eggleson's First Book in American History.

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

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

4. Memorizing Choice Selections.

**ARITHMETIC:** Fundamental operations. Decimal fractions.

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

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

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

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

**MUSIC:** One-voice exercises from Second Music Rearer with fractional divisions of the beat. Two-voice exercises and songs. Written dictation.

##### WINTER TERM.

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

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

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

4. Memorizing Choice Selections.

ARITHMETIC: United States Currency. Factors and Multiples.

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

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

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

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

MUSIC: Continue work of fall term, adding sharp one and sharp five.

#### SPRING TERM.

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

2. Word Study.—Same as fall term.

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

4. Memorizing Choice Selections.

ARITHMETIC: Common fractions.

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

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

PENMANSHIP: Complete Book 6.

DRAWING: The Prang Elementary Course in Art Instruction, Book 6.

MUSIC: Continue work of previous terms.

#### SIXTH GRADE.

##### FALL TERM.

ENGLISH: 1. Reading.—Robinson Crusoe.

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

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

4. Memorizing Choice Selections.

ARITHMETIC: Finish common fractions.

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

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

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

MUSIC: Chromatic scale. More advanced problems in rhythm. One and two-voice exercises and songs from Second Music Reader. Written dictation.

#### WINTER TERM.

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

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

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

4. Memorizing choice selections.

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

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

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

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

MUSIC: Continue work of previous term. Three-voice work in vocal drills, etc.

#### SPRING TERM.

ENGLISH: 1. Reading.—Burrough's Birds and Bees, and Sharp-eyes.

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

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

4. Memorizing choice selections.

ARITHMETIC: Miscellaneous problems under denominate numbers and practical rules.

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

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

PENMANSHIP: Same as fifth grade.

DRAWING: Same as fifth grade.

MUSIC: Continue work of previous term. Three-voice exercises and songs from Second Music Reader.

#### SEVENTH GRADE.

##### FALL TERM.

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

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

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

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

5. Memorizing choice selections.

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

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

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

2. Principal ocean and trade routes of the world.

3. Mathematical geography.

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

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

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

MUSIC: Vocal and Interval drills from Chromatic Scale. Use Introductory Third Reader.

##### WINTER TERM.

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

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

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

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

5. Memorizing choice selections.

MATHEMATICS: 1. Arithmetic.—Percentage to partial payments.

2. Elements of algebra.—Simple equations.

GEOGRAPHY AND HISTORY: 1. Wisconsin in detail.

2. Civic government of state, county, city.

3. Stories from the history of England. Discovery and exploration of the United States.

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

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

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

MUSIC: Major and Minor Scales.—Exercises from Introductory Third Reader.

#### SPRING TERM.

ENGLISH: 1. Reading.—The Young American.

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

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

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

5. Memorizing choice selections.

MATHEMATICS: 1. Arithmetic.—Percentage completed.

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

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

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

PENMANSHIP: Book 8 completed.

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

MUSIC: Work of preceding term continued.

#### EIGHTH GRADE.

#### FALL TERM.

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

2. Word Study.—Same as seventh grade.

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

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

## 5. Memorizing choice selections.

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

## 2. Concrete Geometry.—One period a week.

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

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

MUSIC: Technical work of lower grades reviewed. Exercises and songs from Cecilian, Book III. Musical History according to special outline.

## WINTER TERM.

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

2. Word Study.—Same as seventh grade.

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

4. Grammar.—Text-book, chapters XIX. to XXIII., inclusive. Sentence analysis continued.

## 5. Memorizing choice selections.

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

## 2. Concrete Geometry.—One period a week.

HISTORY: United States, Administrations, and Civil War.

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

MUSIC: As outlined in previous term.

## SPRING TERM.

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

2. Word Study.—Same as seventh grade.

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

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

## 5. Memorizing choice selections.

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

## 2. Concrete Geometry.—One period a week.

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

NATURE STUDY: Same as seventh grade.

PENMANSHIP: Same as seventh grade.

DRAWING: Same as seventh grade.

MUSIC: As outlined in fall term.

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

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### FIRST GRADE.

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

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

**READING TO CLASS:** The teacher will read to the children from Stories for Kindergarten and Primary Schools, and selections from the list on page 110.

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

### SECOND GRADE.

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

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

READING TO CLASS.—The teacher will read to the children from Stories for Kindergarten and Primary Schools, and selections from list on page 110.

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

### THIRD GRADE.

#### FALL TERM.

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

READING TO CLASS.—Stories of Children of Other Nations, Little Lucy's Wonderful Globe, Hero Stories from Homer's Iliad and Odyssey, and selections from list on page 111.

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

#### WINTER TERM.

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

READING TO CLASS.—Little Lord Fauntleroy, Adventures of a Brownie, Queer Little People, and selections from list on page 111.

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

#### SPRING TERM.

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

READING TO CLASS.—Hans Andersen's Fairy Tales Second Series, Princess Idleways, Black Beauty, Toby Tyler, and selections from list on page 111.

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

## FOURTH GRADE.

## FALL TERM.

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

READING TO CLASS.—Each and All, Mr. Stubb's Brother, The Hoosier School Boy, Cast Away in the Cold, and selections from list on page 111.

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

## WINTER TERM.

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

READING TO CLASS: Benjamin Franklin, The Little Lame Prince, and selections from list on page 112.

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

## SPRING TERM.

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

READING TO CLASS.—Aunt Martha's Corner Cupboard, Little Folks of Other Lands, Hans Brinker and the Silver Skates, and selections from list on page 112.

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

## FIFTH GRADE.

## FALL TERM.

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

READING TO CLASS.—Story of King Midas, Paul Revere's Ride, Life in the North, and selections from list on page 112.

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

## WINTER TERM.

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

READING TO CLASS.—Grandmother's Story of Bunker Hill, Rip Van Winkle, and selections from list on page 112.

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

## SPRING TERM.

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

READING TO CLASS.—Prince and Pauper, The Snow Image, and selections from list on page 113.

READ AT HOME.—The Four MacNichols, Boys of Other Countries, Washington and His Country.

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

## SIXTH GRADE.

## FALL TERM.

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

READING TO CLASS.—Swiss Family Robinson, Twice Told Tales, Juan and Juanita, and selections from list on page 113.

READ AT HOME.—Tanglewood Tales, Daniel Boone.

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

## SPRING TERM.

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

READING TO CLASS.—The Arabian Nights, Stories from the History of Rome, and selections from list on page 113.

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

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

## SPRING TERM.

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

READING TO CLASS.—Ten Boys on the Road from Long Ago to Now, Little People of Asia, Chick Purdy, and selections from list on page 113.

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

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

## SEVENTH GRADE.

## FALL TERM.

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

READING TO CLASS.—Turn, Fortune, Turn, The Old Man Dreams, and other selections from list on page 114.

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

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

## WINTER TERM.

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

READING TO CLASS.—The Festal Board, The Bells, and other selections from list on page 114.

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

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

## SPRING TERM.

CLASS READING.—The Young American.

READING TO CLASS.—The Witch's Daughter, Courtship of Miles Standish and other selections from list on page 114.

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

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

#### EIGHTH GRADE.

##### FALL TERM.

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

READING TO CLASS.—Paul Revere's Ride, Nathan Hale, and other selections from list on page 114.

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

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

##### WINTER TERM.

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

READING TO CLASS.—The Slave Ships, John Burns of Gettysburg, and other selections from list on page 115.

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

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

##### SPRING TERM.

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

READING TO CLASS.—Custer's Charge, The Vagabonds, The Cry of the Children, and other selections from list on page 115.

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

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

## SELECTIONS TO BE MEMORIZED BY PUPILS.

### FIRST AND SECOND.

#### FALL TERM.

Baby Bye .....	Theo. Tilton
I Love Little Pussy.....	Jane Taylor
How They Talk .....	Marcius Wilson
The Owl and the Pussy Cat.....	Marcius Wilson
The Boy and the Bird.....	Unknown

#### WINTER TERM.

The Cloud .....	Unknown
A Visit from St. Nicholas.....	C. S. Morse
Hang Up the Baby's Stocking.....	W. H. Lippincott

#### SPRING TERM.

The Little Lazy Cloud.....	Unknown
The Baby .....	George Macdonald
The Boy's Song .....	James Hogg
Sweet and Low .....	Tennyson

### THIRD GRADE.

#### FALL TERM.

Hiawatha's Childhood .....	Longfellow
Little Moments .....	Unknown
Kitty.....	Marion Douglas

#### WINTER TERM.

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

#### SPRING TERM.

Little by Little .....	Unknown
The Brown Thrush.....	Lucy Larcom
Seven Times One .....	Jean Ingelow

## FOURTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## FIFTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SIXTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SEVENTH GRADE.

## FALL TERM.

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

## SPRING TERM.

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

## WINTER TERM.

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

## EIGHTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SELECTIONS TO BE READ TO PUPILS.

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### FIRST AND SECOND GRADES.

#### FALL TERM.

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

#### WINTER TERM.

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

#### SPRING TERM.

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

## THIRD GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## FOURTH GRADE.

## FALL TERM.

The Brook .....	<i>Tennyson</i>
A Wonderful Thing is a Seed.....	<i>Unknown</i>
Casabianca .....	<i>Mrs. Hemans</i>
The Singing Lesson .....	<i>Jean Ingelow</i>
November .....	<i>Unknown</i>
The River .....	<i>Unknown</i>
The Eagle .....	<i>Tennyson</i>

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

## WINTER TERM.

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

## SPRING TERM.

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

## FIFTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SIXTH GRADE.

## FALL TERM.

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

## WINTER TERM.

Hohenlinden .....	Thos. Campbell
The Inch Cape Rock.....	Robert Southey
Herve Riel .....	Robert Browning
Legend of Bergen.....	Adelaide Proctor
Arnold Winklereip .....	J. Montgomery
Melrose Abbey .....	Scott
Maroco Bozarris .....	F. G. Halleck
Dying Gladiator .....	Byron
Poland .....	Thos. T. Campbell
Incident of the French Camp.....	Robert Browning

## SPRING TERM.

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

## SEVENTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## EIGHTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## OUTLINES OF ORAL LESSONS IN GEOGRAPHY.

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### SECOND GRADE.

I. Lessons in color, form, size. Simple exercises in place, using objects to illustrate such terms as *up, down, above, before, between, under, below, behind, around*.

II. The application of geographical terms to the features of the landscape. A moulding board and pictures are helpful here.

III. Points of compass as determined by the sun. Have children give the directions of objects from one another in the schoolroom. Tell how one may find the directions in the daytime, and on a bright night; how sailors tell directions. Establish a meridian line in the schoolroom.

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

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

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

### THIRD GRADE.

#### FALL TERM.

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

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

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

## WINTER TERM.

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

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

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

IV. Interpretation of the symbols of the map.

## SPRING TERM.

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

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

## FOURTH GRADE.

## FALL TERM.

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

1. Size—length and breadth.

2. Boundaries.

3. Locate three of the principal rivers, and show the slope of the surface drained by each; also locate three lakes of the interior.

4. With colored crayon represent the prairie lands, timber lands, and mineral sections.

5. Locate and discuss some of the leading industries.

6. Locate ten cities; journeys between them by rail and water. Use railroad map.

7. Name and locate counties by help of dissected map.

## WINTER TERM.

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

## SPRING TERM.

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

## SUGGESTIONS AND OUTLINES ON HISTORY.

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### IN ELEMENTARY GRADES.

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

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

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

The following books will be found helpful to both teachers and pupils: Pratt's American History Stories, Monroe's Story of Our Country, Eggleston's First Book in American History, Wright's Children's Stories in American Progress, Gilman's Historical Readers, Montgomery's The Beginner's American History, Thwaites' Historic Waterways, Thwaites' History of Wisconsin, McMurry's Pioneer Historic Stories of the Mississippi Valley, Aunt Charlotte's Stories of Roman History, Lang's Heroes of Seven Hills, Bonner's Child's History of Rome, Beeseley's Stories from the History of Rome, Bonner's Child's History of Greece, Cox's Tales of Ancient

Greece, Lanier's Boy's King Arthur, Hanson's Stories from King Arthur, Edgar's Crusaders, Lanier's Boy's Froissart, Buckley's History of England for Beginners, Calcott's Little Arthur's History of England. A Pathfinder in American History, published by Lee & Shepard, is especially helpful to all teachers of history.

#### TOPICS—THIRD GRADE.

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

#### FOURTH GRADE.

##### FALL TERM.

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

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

III. Stories of customs and manners of the Indians.

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

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

VI. Mounds, location, age, etc.

##### WINTER TERM.

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

##### SPRING TERM.

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

## FIFTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

## SIXTH GRADE.

## FALL TERM.

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

## WINTER TERM.

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

## SPRING TERM.

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

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

#### SEVENTH GRADE.

##### WINTER TERM.

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

##### SPRING TERM.

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

#### EIGHTH GRADE.

##### FALL TERM.

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

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

##### WINTER TERM.

Administrations continued—

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

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

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

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

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

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

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

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

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

XVI. Lincoln.—The Civil War.

1 Preliminary Events.

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

3. The Blockade and Foreign Relations.

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

Negro Contraband and Emancipation; Emancipation Proclamation; Negro Soldiers and Exchange of Prisoners; Prison Life in the South; The Draft.

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

#### SPRING TERM.

Administrations continued—

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

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

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

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

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

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

XXIV. Cleveland.—Depression of 1893; The World's Fair; Revision of the Tariff; The Seal Fisheries; The Pullman Strike; Polygamy and the Admission of Utah; The Venezuela Boundary Question.

XXV. McKinley.—The Tariff; International Arbitration; The Spanish-American War; Annexation of Hawaii; Greater New York.

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

## NATURE STUDY.

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

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

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

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

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

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

## OUTLINES OF WORK.

(First four grades.)

## CENTRAL THOUGHT; CARE AND PROTECTION.

*I... Seeds and Germination.*

Let the children:

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

*II. Buds.*

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

Let the children:

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

*III. Reproduction and Flowers.*

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

Let the children:

1. Find the dust-bearing (staminate) and seed-bearing (pistillate) flowers and parts of flowers. (This will give opportunity to develop the idea that flowers are for the production and protection of seeds.)
2. Study the dissemination of seeds that fly, as those of the dandelion and milkweed; seeds that sail, as those of the maple and the

basswood; seeds that stick, as those of the burdock and the tick; seeds that fall, as those of the bean and the pea.

3. Study fruits. (They should learn the use of fruit to the plant and to man.)

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

#### *IV. Leaves.*

Let the children:

1. Watch the unfolding of the leaves in the bud, and notice their protection and arrangement as suggested before.

2. Note the use of leaves and their parts, stipules, stalks, and blade; and of veins, epidermis, breathing pores, and pulp. (In connection with the use of veins, they should study venation.)

3. Study the positions, arrangement, and parts of leaves with reference to their uses; their relation to sunlight, air, rain, and the directing of water to the roots.

4. Study the positions of leaves with reference to buds, and note the order and plan shown in bud and leaf.

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

#### SUGGESTIONS.

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

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

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

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

(c) Cut four pieces of sheet batting to fit a plate, place two layers on the plate, arrange seeds on these, cover with the other two

pieces, and keep well moistened. The power of root and rootlets to force their way through the cloth, and the raising of the upper layers by the stems and leaves, will awaken much interest.

The following books will be found very helpful in this work:

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

## HIGH SCHOOL COURSES.

YEAR.	ANCIENT CLASSICAL.	MODERN CLASSICAL.
I.	Algebra..... 3	Algebra ..... 3
	Civil Government { 5	Civil Government { 5
	Physical Geography {	Physical Geography {
	Latin Lessons..... 5	Latin Lessons..... 5
	English..... 2	English..... 2
	Drawing..... 2	Drawing..... 2
	Rhetoricals..... 1	Rhetoricals..... 1
II.	Algebra ..... 2	Algebra ..... 2
	Latin ..... 5	Latin ..... 5
	Greek..... 5	German ..... 5
	History..... 3	History ..... 3
	English..... 2	English ..... 2
	Rhetoricals..... 1	Rhetoricals..... 1
III.	Physics ..... 5	Physics ..... 5
	Latin..... 5	Latin ..... 5
	History..... 3	History ..... 3
	Greek..... 3	German ..... 3
	English Reading..... 2	English Reading..... 2
IV.	Geometry ..... 4	Geometry ..... 4
	Algebra .. 1	Algebra ..... 1
	Latin ..... 5	Latin ..... 5
	Greek..... 5	German ..... 5
	English Readings..... 2	English Readings..... 2

## HIGH SCHOOL COURSES.

YEAR.	GENERAL SCIENCE.	ENGLISH.
I.	Algebra .....	Algebra..... 3
	Civil Government { .....	Civil Government { .....
	Physical Geograghy { .....	Physical Geography { .....
	English..... 2	English ..... 5
	German..... 3	Drawing..... 2
	Drawing..... 2	Rhetoricals ..... 1
	Rhetoricals..... 1	
II.	Algebra..... 2	Algebra..... 2
	History..... 3	History ..... 3
	English..... 2	English ..... 5
	German..... 3	Biology..... 5
	Biology..... 5	Arithmetic (optional)..... 2
	Arithmetic (optional)..... 2	Rhetoricals ..... 1
	Rhetoricals..... 1	
III.	Physics..... 5	Physics..... 5
	German..... 5	Literature..... 5
	History..... 3	History ..... 3
	Physiology..... 3	Physiology ..... 3
	English Readings..... 2	English Readings..... 2
IV.	Geometry..... 4	Geometry ..... 4
	Algebra..... 1	Algebra..... 1
	German..... 5	Literature..... 5
	American History..... 5	American History..... 5
	English Readings..... 2	English Readings..... 2

## 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 by terms and within two weeks after the opening of each term. No reduction in tuition will be made in case of absence for less than one-half term.

## TEXT-BOOKS.

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### WARD SCHOOLS.

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

### HIGH SCHOOL.

Shakespeare—Selected Plays .....	<i>Rolfe, Hudson</i>
Commercial Arithmetic .....	<i>Thomson</i>
Algebra .....	<i>Van Velzer &amp; Slichter</i>
Geometry .....	<i>Van Velzer &amp; Slichter</i>
Composition and Rhetoric .....	<i>Herrick &amp; Damon</i>
English Literature .....	<i>Pancoast</i>
Latin Grammar .....	<i>Bennett</i>
Latin Lessons .....	<i>Tuell &amp; Fowler</i>
Cæsar .....	<i>Kelsey</i>
Latin Composition .....	<i>Riggs</i>
Cicero .....	<i>D'ooge</i>
Virgil .....	<i>Greenough</i>
Greek Grammar .....	<i>Goodwin</i>
Greek Lessons .....	<i>White</i>
Greek Composition .....	<i>Jones</i>
Anabasis .....	<i>Goodwin</i>
Homer .....	<i>Seymour</i>
German Lessons .....	<i>Spanhoofd</i>
German Reader .....	<i>Brandt</i>
Physical Geography .....	<i>Eclectic</i>

English History .....	<i>Coman &amp; Kendall</i>
Greek History .....	<i>West</i>
Roman History .....	<i>West</i>
American History .....	<i>Channing</i>
Civil Government .....	<i>Fiske</i>
Physiology .....	<i>Martin</i>
Botany .....	<i>Coulter</i>
Physics .....	<i>Hall &amp; Bergen</i>
Biology .....	<i>Jordan &amp; Kellogg</i>

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

## 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 confusion. 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 the 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 reach 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.*

## GENERAL RULES AND REGULATIONS.

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### ARTICLE I.

#### THE BOARD OF EDUCATION—OFFICERS.

1. The officers of the Board of Education shall consist of a President, Clerk, Treasurer, and the following standing committees: Committee on Finance, Committee on Buildings, Committee on Supplies, Committee on Course of Study, Committee on Teachers, and Visiting Committees.

#### OFFICERS—HOW ELECTED.

2. Annually on the first day of January, or within ten days thereof, the Board of Education shall elect by ballot, from their own body, a president, treasurer, and clerk, and each shall hold his office for the term of one year, and until his successor is elected and qualified. Blank ballots shall not be counted as votes.

#### BOARD MEETINGS.

3. There shall be a regular meeting of the Board on the first Tuesday of each month, at 7:30 o'clock p. m. Special meetings shall be called by the clerk upon the request of the president, or of two members of the Board.

#### QUORUM.

4. A majority of the whole Board shall constitute a quorum for the transaction of business.

#### QUESTIONS OF ORDER.

5. All questions of order shall be decided by the chair, whose decisions shall prevail unless overruled by the Board. Any member shall have a right to appeal in such cases.

#### AYES AND NOES.

6. Any member may demand the ayes and noes on any question. In all cases appropriating money the vote shall be taken by ayes and noes, and a majority of the Board shall be required to make an appropriation.

## RESOLUTIONS AND REPORTS TO BE MADE IN WRITING.

7. All resolutions and reports shall be in writing. Every member who shall be present when the motion is put shall give his vote, unless the Board for special reasons shall excuse him. All questions relating to the conduct of teachers, their qualifications, election, etc., shall be considered with closed doors, and no remark made by any member while considering said qualifications shall be repeated at any time or place.

## PAYMENT OF SALARIES.

8. The president and clerk are hereby authorized to issue warrants for the payment of salaries to teachers once each half term, to janitors at the end of each calendar month, and to the clerk at the end of each quarter.

## ORDER OF BUSINESS.

9. At all meetings of the Board, regular and special, the business shall proceed in the following order:

1. Reading of proceedings of previous meeting.
2. Clerk's and treasurer's monthly report of funds in treasury.
3. Presentation of accounts.
4. Presentation of communications and petitions.
5. Reports of standing committees.
6. Reports of special committees.
7. Reports of visiting committees.
8. Report of superintendent.
9. Unfinished business.
10. New business.

## ARTICLE II.

## DUTIES OF OFFICERS AND COMMITTEES—PRESIDENT.

1. The president shall call the Board to order at the hour appointed for the meeting, sign all certificates of appropriation, and perform all the duties appropriately belonging to his office. He shall also have authority to review the action of the superintendent or teachers in suspending or expelling pupils, and other matters relating to the management of schools, and his action shall be final, unless appealed from to the Board at its next regular meeting.

2. In case of the absence of the president the clerk shall call the meeting to order, and a president *pro tempore* shall be elected.

## CLERK.

3. The clerk shall be elected annually by the Board, from its own body, and shall hold his office for the term of one year, and until his

successor is elected and qualified. The clerk shall notify the common council whenever a vacancy occurs in the Board; he shall keep a record of the proceedings of said Board, and shall keep all the records and papers belonging thereto; he shall, in each year, between the 15th and 30th days of the month of June, cause to be taken a census of the children residing in the city between the ages of four and twenty years, and report the same to the state superintendent of public instruction, as provided by law; he shall, by mail or otherwise, notify all members of the Board of all meetings; he shall issue certificates of appropriation, after their being signed by the president of the Board, directly to the treasurer, in the order in which such appropriations are made, specifying in said certificates the purposes for which such appropriations are made; he shall, at every regular meeting of the Board, lay before the Board a balance sheet of the financial books of the Board; he shall notify teachers of their election and require them to answer at once in writing; he shall, also perform such other duties as the Board may prescribe or may be required by the laws of the state.

#### TREASURER.

4. The treasurer, in addition to the duties required of him by law, shall keep a faithful account of all receipts and disbursements, and shall make a written report thereof at the last regular meeting of the Board in December of each year. He shall also be required to report the amount in the treasury at every regular meeting, and at such other times as the Board may direct. Whenever he shall receive money from any source, he shall immediately report the same, and the amount thereof, to the clerk.

#### SUPERINTENDENT.

5. The superintendent shall act under the direction of the Board of Education, and shall have the general supervision of all the public schools, school houses and apparatus; and shall visit each school as often as practicable, in order to acquaint himself thoroughly with the qualifications of the teacher and the condition of the school.

6. He shall assist the teacher in the classification and promotion of pupils, aid in maintaining good order in the school, and cause the course of study adopted by the Board to be followed; but any pupil may be excused from any branch of study at the request of his parent or guardian.

7. It shall be his duty to enforce the regulations of the Board, for which purpose he shall have power to suspend such teachers or pupils as may refuse to comply with the requirements of the Board of Education. The suspension of a teacher must be reported immediately to the president of the Board.

8. He shall meet the teachers as often as once in each month during term time, for the purpose of instructing them in the theory and practice of teaching, and the best methods of governing their respective schools, and shall make a report to the Board, at each regular meeting thereof, of the attendance and punctuality of the teachers, and other points which he may deem of importance.

9. He shall have power to engage substitutes, in cases of temporary absence of teachers, and shall report the same to the Board at their next meeting.

10. It shall be his duty to keep a record of the monthly reports of each teacher, embracing the average attendance, punctuality, deportment, and scholarship of the pupils in their respective schools, and make a written report, containing an abstract of the same, to the Board at each regular meeting.

11. He shall take special pains to secure the physical well-being of the pupils, by guarding them from the evils of improper ventilation and temperature, and giving them such exercise as will tend to strengthen and develop their physical energies.

12. At the close of each year he shall report to the Board in writing; the condition of the schools, together with such suggestions, information, and recommendations as he may deem proper.

13. It shall be the duty of the superintendent to report to the Board, during the last month of each term, what, if any teachers, then in the schools should, in his opinion, be no longer retained therein.

#### COMMITTEE ON FINANCE.

14. The committee on finance shall examine and report on all accounts prior to final action thereon, and perform such other duties as the Board may require. In case of the absence of any member or members of the finance committee, the president shall appoint a member or members *pro tempore* to fill such vacancy.

#### COMMITTEE ON BUILDINGS.

15. The building committee shall have the general supervision of all matters pertaining to the erection of school houses, the alteration and repairs of the same, and report to the Board when desired.

#### COMMITTEE ON SUPPLIES.

16. It shall be the duty of the committee on supplies to see that all usual and necessary supplies are provided for the schools.

## COMMITTEE ON COURSE OF STUDY.

17. The committee on course of study shall consider and report on all proposed changes in the course of study, and shall recommend what books may be used in the schools, subject to a final action of the Board.

## COMMITTEE ON TEACHERS.

18. It shall be the duty of the committee on teachers to visit and examine all the schools as often as practicable to acquaint themselves with the qualifications of the teachers. It shall also be the duty of this committee to examine into the qualifications of all applicants and to recommend for appointment such teachers as are best qualified for the positions.

## DUTIES OF VISITING COMMITTEES.

19. It shall be the duty of the visiting committee to visit their respective schools twice in each term, and report their condition and progress to the Board at the close of each term.

## ARTICLE III.

## THE SCHOOLS—CLASSIFICATION.

1. The public schools of the city of Madison shall be classified as follows: Primary Schools, Grammar Schools, and High School. The course of study shall extend through twelve years.
2. The classification of the pupils in the different departments shall be made with strict adherence to the course of study adopted by the Board, unless the superintendent shall otherwise permit; and no text-books shall be used or studies pursued in any department of the schools, except those prescribed by the Board.

## SCHOOL YEAR AND TERMS.

3. The school year shall consist of thirty-seven weeks, and shall be divided into three school terms.

## NON-RESIDENT PUPILS.

4. All pupils whose parents or legal guardians are non-residents of the city or school district shall pay a tuition fee of \$24 in the High School and \$15 in all other schools to the treasurer of the Board within two weeks after entering the school.

## AGENTS, ETC.

5. The superintendent or teachers of the city schools shall not allow any portion of their time or that of any school to be occupied in school hours by book or paper agents, lecturers or exhibition men, or by the exhibition of any books or articles of apparatus, unless by consent of the Board.

## HALF-HOLIDAYS.

6. Whenever the monthly report of any school in the city shows no case of tardiness, and at least ninety-five per cent. of attendance on the part of the pupils through the month, such school shall be allowed a half-holiday, to be designated by the superintendent; the teacher will be expected to visit the other city schools during this time and to report observations at the next teachers' meeting.

## PROMOTIONS AND STANDINGS.

7. In the ward schools promotions from grade to grade shall be made by the principals under the general direction of the superintendent. To aid in forming a fair estimate of the pupils' work, a record of half term standings shall be kept by each teacher. Below the fifth grade these standings shall be the teacher's estimate of the class work. For all other grades these standings shall be determined from the class-work and written tests.

8. In the High School the monthly standings of each pupil shall be an average of his standings in class-work and written tests. Any pupil who falls below seventy per cent. in any study for two consecutive months may be required to drop that study, or may be put into a lower class.

9. In the High School all final standings for record shall be determined from the monthly standings and final written examinations. No pupil shall be permitted to pass any branch of study whose final written examinations does not reach seventy per cent., and whose average falls below seventy-five per cent.

10. In case of failure to reach a standing of seventy per cent. in final written examinations any pupil, after receiving private instruction on the subject, may be granted one re-examination, and a standing of seventy-five per cent. shall then be required. The time of holding the re-examination may be left to the discretion of the principal.

## GRADUATION.

11. When a pupil has satisfactorily completed the full course of instruction in a ward school he may be granted a certificate of graduation from said school, which certificate shall entitle him to admission to the High School.

12. When a pupil has satisfactorily completed the full course of study in the High School he may be granted a diploma of graduation by the Board.

USE OF SCHOOL BUILDINGS.

13. The school buildings and property under the control of the Board shall be used for no other purpose than such as pertains to the interest of the public schools.

PRESENTS.

14. No contributions by schools or parts of schools for the purpose of making presents to any teacher will be permitted.

CONTAGIOUS DISEASES.

15. 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, small-pox, or diphtheria.

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

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

16. 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 this city, except upon the written permission of the health officer.

ARTICLE IV.

QUALIFICATIONS OF TEACHERS.

1. For the school year 1895-96, and thereafter, all applicants for positions as teachers in the Madison schools, except such as hold diplomas or state certificates recognized by the laws of the state as legal certificates, will be required, before receiving permanent appointments, to hold certificates of qualification of such a grade as will insure the greatest efficiency in the work of the schools.

2. The minimum legal qualifications for the position of teacher in the different grades of the school, as indicated by certificates, shall be as follows: In the first four grades, certificates of the third grade will be required; in the fifth and sixth grades, certificates of the second grade; in the seventh and eighth grades, certificates of the first grade; and in the high school, certificates granted in accordance with the provisions of the state laws relating to free high schools.

3. The examinations shall be conducted and the certificates issued by the city superintendent, under the direction and with the approval of the committee on teachers, and in compliance with the provisions of the laws of the state relating to the certification of teachers for the common schools. No certificate of any kind shall be issued to any applicant unless an average of 70 per cent. shall be attained in all branches, with a minimum of 60 per cent. in each.

4. All teachers at present employed in the city schools, who do not hold certificates of the required grade, may be considered eligible to their several positions, on the condition that each passes a satisfactory examination in one branch of study each term until all the additional branches required by the new certificate are passed.

5. After a teacher has obtained a certificate of the required grade, and has taught successfully for one year in the public schools of the city, she may, at the discretion of the city superintendent and with the approval of the committee on teachers, receive, during continuous service in the same grade, a new certificate from time to time, as the term of the old certificate expires, *provided* that a satisfactory examination is passed in one branch of study each year, which branch of study shall be selected and announced by the superintendent at least three months prior to the time of holding the examination.

#### SCHEDULE OF SALARIES.

6. Salaries shall be paid the teachers of the Madison schools in accordance with the following schedule:

Teachers holding third grade certificates shall receive annual salaries ranging from \$370 to \$444.

Teachers holding second grade certificates shall receive annual salaries ranging from \$426 to \$481.

Teachers holding first grade certificates shall receive annual salaries ranging from \$444 to \$650.

Salaries of teachers holding state certificates or countersigned diplomas shall be fixed by special contract and shall be such as the experience, qualification, and merits of the candidate may warrant.

7. This schedule shall not cause a reduction in the salary of any teacher in the employment of the board at the date of its adoption,

and advancement in salary within the limits indicated in the schedule shall be made on the basis of efficiency, and then only on the recommendation of the superintendent, and with the approval of the committee on teachers.

#### DUTIES OF TEACHERS.

All teachers occupying positions in the public schools must fully subscribe to the following conditions:

8. Teachers shall observe and carry into effect all regulations of the superintendent and Board of Education in relation to their respective schools, attend punctually the regular and special meetings of the teachers under the direction of the superintendent; and whenever absent from said meetings, they shall report the cause of such absence in writing to the superintendent, within one week thereafter, and he shall present the same to the Board, together with any facts within his knowledge that may aid in determining the propriety of such absence.

9. The teachers shall be at their respective school rooms by 8:30 o'clock in the morning, and by 1:45 o'clock in the afternoon of each school day. All failures to meet this requirement shall be counted as cases of tardiness, and shall be so reported.

10. Teachers shall require their pupils to be in their seats punctually at the appointed time, and all pupils not so seated shall be marked absent or tardy, as the case may be.

11. All teachers shall regulate the school room clock by the University time, and shall conform to this standard in making records of attendance for themselves and for their pupils.

12. It shall be a duty of the first importance with teachers to exercise a careful watchfulness over the conduct of their pupils in and around the school buildings, and on all suitable occasions to instruct and encourage them in correct manners, habits and principles.

13. Teachers shall inflict corporal punishment only in *extreme cases* and *in private*; such punishment shall not be inflicted on the same day upon which the offense is committed.

14. All cases of corporal punishment shall be reported immediately *in writing* to the superintendent, with all the reasons therefor; and he shall embody such report in his monthly report to the Board.

15. Teachers may have power to suspend from the school pupils guilty of gross misconduct or continual insubordination to school regulations, but in cases where the same is practical, notice of such misconduct, shall be given to the parent or guardian before suspension. Immediate notice of all suspensions shall be given *in writing* to the superintendent and to the parents or guardians of the pupils suspended.

16. Teachers shall keep their school registers and record-books neatly and accurately, according to the forms prescribed, and fill out the blank reports according to the direction of the superintendent, and hand in such reports promptly at the end of the month for which such reports are made.

17. Teachers shall attend carefully to the warming and ventilation of their school rooms and endeavor to keep the temperature between sixty-five and seventy degrees Fahrenheit—effectually changing the air at recess, so that the breathing of impure air may be avoided.

18. Any teacher absent from school on account of sickness or other necessity shall cause *immediate* notice of such absence to be given to the superintendent.

19. All teachers shall be held responsible for the order and discipline of their own rooms, and for any damage done in the same while under their control.

20. It shall be the duty of teachers in all cases of absence of pupils from school to ascertain *at once* the cause of such absence, and to seek the co-operation of parents in preventing truancy.

21. At the close of the school year all teachers shall deliver their registers and class books at the office of the superintendent, and all principals shall also deliver at the same office all keys of their respective buildings, together with a list of school property in their possession, accounting for such as may have been removed or injured.

22. It shall be the duty of all principals to notify non-resident pupils of their liability to pay tuition, and they shall promptly report in writing to the superintendent the names of all such non-resident pupils in their respective schools.

23. Principals shall have the general supervision of the lower departments of their buildings, and shall attend to their proper classification, subject to such regulations as the superintendent may prescribe; they shall make regulations, subject to his approval, for the maintenance of good order in the halls, on the stairways and grounds; they shall have the supervision of the buildings, maps, charts, globes, books, keys, and other school property, and shall be held responsible for their being kept in proper condition; they shall see that the persons in care of the buildings attend carefully to their duty, giving prompt notice of any delinquency on the part of such person.

#### ARTICLE V.

##### PUPILS.

1. All pupils are required to be prompt and regular in attendance at school, to conform strictly to the rules and regulations, to be

diligent in study, to be obedient and respectful to all teachers, to be kind to each other, to refrain from the use of profane and indecent language, and to observe good order in and around the school buildings and on their way to and from school.

2. In all cases of tardiness or absence of pupils from school, excuses shall be required of parents or guardians in writing or in person.

Every pupil who shall be absent two half days in four consecutive weeks without an excuse as required above, shall be suspended, and the facts reported immediately to the parents or guardian. In the application of this rule two cases of tardiness or leaving the school once without permission shall be counted as one-half day's absence.

3. Any pupil presenting any required written excuse or any return card with a false signature affixed, and any pupil affixing such false signature, shall be suspended from the school.

4. Any pupil who shall cut or otherwise deface or injure any part of any public school building, or in any way injure the fences, trees, outbuildings, or other property of the public schools, shall be liable to suspension, expulsion, or other punishment, according to the nature of the offense, and shall be required to pay in full for all such damage.

5. For disobedience or insubordination any pupil may be suspended by the principal or expelled by the Board.

6. All pupils absenting themselves from any regular examination or public exercise of the school, or leaving the school before the close of the term without sufficient excuse, may be suspended.

7. Any pupil suspended from the school by virtue of any of the above rules may be restored by the superintendedt at his discretion: provided, that after two such restorations he shall not be restored without the consent of the Board.

8. Pupils shall not be allowed to leave school before the regular hour of closing without a written request from parent or guardian, except in cases of sickness or pressing necessity, and then only on permission of the principal.

9. Pupils shall not be permitted to assemble about the school buildings at an unreasonable time before the opening hour, nor to tarry upon the school premises after being dismissed.

10. No pupil shall be allowed to retain connection with any public school, unless furnished with books, slate, and other articles required. When parents are unable to furnish such articles on account of extreme poverty, it shall be the duty of the superintendent, upon the recommendation of the principal, to furnish them and present a bill of the same to the Board for payment.

11. Pupils of the High School who are allowed to take only two

leading studies shall be required to be in attendance during one whole session, and shall be subject to the regular requirements regarding general exercises and rhetorical work.

## ARTICLE VI.

### JANITORS.

1. The school rooms must be properly heated (65 to 70 degrees) as early as 8:30 o'clock A. M., and must be kept at this temperature throughout the day.
2. The school building must be swept daily after school, and the furniture dusted and cleaned before 8:30 o'clock each morning.
3. All black boards, chalk racks, and erasers must be thoroughly cleaned at least once each week, and as much oftener as may be required by the principal.
4. The walls, ceilings, and mouldings must be kept clean at all times, and all school rooms and recitation rooms must be washed once each month.
5. During the summer vacation the walls of the basements must be whitewashed, and the building and premises thoroughly cleaned in every part.
6. All walks in and around the school grounds must be kept in good repair, and free from ice and snow, whether in term time or vacation.
7. The outhouses and water closets shall be kept clean and in a healthful condition, and the closet seats shall be washed once each week, and as much oftener as may be necessary.
8. The school grounds and gutters must be kept free from all rubbish, and the grass and weeds must be cut as often as may be necessary to keep the premises neat and tidy.
9. When required by the superintendent, the janitors shall remove desks or fasten them down, and shall make such slight repairs as may be necessary.
10. The janitors shall have charge of their respective buildings during all vacations, and shall report to the superintendent or chairman of the visiting committee all cases of injury to the school property.
11. The janitors shall attend to the putting in and storing away of all fuel, and shall prepare the necessary wood for kindling purposes.
12. As often as may be necessary, the janitor shall clean out the smoke pipe, furnace flues, fresh-air ducts, and hot-air pipes, and shall remove from the cellar and put in a convenient place for carting away, the ashes and all rubbish of every kind.

13. The janitors shall be courteous and respectful to teachers at all times, and at the request of the principal they shall perform cheerfully any reasonable service in the line of their work.

14. The wages of the janitor shall be fixed by the Board at a stated sum per calendar year, to be paid in twelve monthly installments, which stated sum shall be compensation in full for all services specified in these rules, and for such other reasonable services as may be required by the Board.

15. The janitors shall be under the control of the Board and under the immediate supervision of the superintendent. They shall be in constant attendance at their respective buildings during each school day until 12 o'clock noon, and shall devote such a part of the afternoons to their work as the proper discharge of their duties may demand. They shall be present at the close of each school session, and shall carefully inspect and put in proper order the halls, out-houses, water closets and grounds after each recess. After 4:30 o'clock each day the janitors shall have exclusive charge of their respective buildings.

## HIGH SCHOOL GRADUATES.

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### CLASS OF 1875.

Carrie H. Billings (Mrs. J. W. Tamplin).\*

Archibald Durrie, A. B., U. W. '79, Presbyterian Clergyman, Bismarck, N. D.

Oliver Ford,\* A. B., U. W. '79.

Howard Hoyt, L. L. B., U. W. '81, Lawyer, Milwaukee.

Annie I. Horen, 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, Evanston, 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.

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\*Deceased.

George E. Morgan,\* B. C. E., U. W. '80, L. L. B., U. W. '82.

Henry Mason, Garden City, Kan.

William E. Morgan, Physician, Chicago, Ill.

Annette Nelson, teacher.

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. <sup>i</sup>

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

Anna Butler, Superior, Wis.

Edmund Burdick, L. L. B., U. W. '80, 168 N. Main St., Wichita, Kan.

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, L.L. 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.

William Oakey, Madison.

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\*Deceased.

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, Athens, Alabama.

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), Washington, D. C.

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

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

Mary Wright (Mrs. Oakey).

#### CLASS OF 1880.

Clara D. Baker, 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, L. L. B. '87, Madison.

Kate McGill, Teacher, Madison.

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

Emily Prescott, Nebraska.

Nellie Phillips.

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

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

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

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\*Deceased.

## CLASS OF 1881.

Fredericka Bodenstein (Mrs. Julia Knetro), Madison.  
Helen Bjornson (Mrs. Swenson), Madison.  
Grace Clarke, B. L., U. W. '85 (Mrs. F. K. Conover), Madison.  
Rosa Dengler, Teacher, Madison.  
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, Tevelen H. S., Madison.  
Jessie Partridge.\*  
Emma Smith, Nebraska.

## 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, L. L. B., U. W. '90, Chicago, Ill.

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\*Deceased.

## CLASS OF 1884.

Inger Conradson, Teacher, Brooklyn.  
Julia Dahlberg, Teacher, Milwaukee.  
Annie Hauk (Mrs. John Mader), Madison.  
Ida Herfurth, Stenographer, Clerk, Agricultural Dept., U. W.  
Sophie M. Lewis (Mrs. H. E. Briggs), Phoenix, Ariz.  
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, L. L. B. '92, St. Paul, Minn.  
Anna A. Nunns, A. B., U. W. '89, Historical Library, Madison.  
Blanche L. Rider (Mrs. William Harrington), 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. Cassody, A. B., U. W. '90, L. L. B. '92, Chicago.  
Mary F. Carpenter, Librarian, West Superior.  
Nora Culligan, Teacher, Madison.  
Emma L. Dowling, Madison.  
Margaret A. Foren, Teacher, Fifth Ward, Madison.  
Lelia M. Gile (Mrs. Liebenberg), Platteville.  
Rollin C. Hill, Madison.  
Frances A. Kleinpell, 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, Hardwood, Mich.  
Henry G. Parkinson, U. W. '90, L. L. B. '94, Teacher, Darlington.  
Florence M. Smith (Mrs. A. M. Story), Hillsborough, N. Mex.

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\*Deceased.

Otillia Stein (Mrs. P. H. Brodesser), Milwaukee.

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, Madison.

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

Florence E. Baker, A. B., U. W. '91, Historical Library, Madison.

Lewis A. Bender, Oconomowoc.

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

Bessie Cox, Madison.

Fayette Durlin, Madison.

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

John F. Donovan, L. L. 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 (Mrs. Richter), A. B., U. W. '91, 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, Osceola Mills.

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. Eng., U. W. '91, Superintendent Iron and Steel Works, Pittsburg, Pa.

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

Helen L. Winter, Teacher, Madison.

Calvin Z. Wise, Madison.

CLASS OF 1888.

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

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

Mabel Fleming, Milwaukee.

Henrietta Kleinpell, Teacher, Deerfield.

Samuel Lamont.

Henry H. Morgan, L. L. 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 (Mrs. John Nicholson), U. W. '92, Pittsburg, Pa.

## CLASS OF 1889.

Mary B. Baker (Mrs. F. W. Dickinson), Detroit, Mich.  
Martha S. Baker, B. L., U. W. '93, Teacher, Baraboo.  
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 Cassidy (Mrs. C. A. Johnson), Madison.  
Wilfred E. Chase, Madison.  
Biondella R. Clark, Teacher, Cambridge.  
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, Actress, London, England.  
Charles H. Doyon, B. L., U. W. '93, Doyon, N. D.  
Fred R. Estes, B. L., U. W. '93.  
Julia K. Fisher, Paoli.  
William Fitch, Madison.  
George Edward Gernon, 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), Tucson, Ariz.  
Mary L. Murray, B. L., U. W. '93, Art Institute, Chicago, Ill.  
Emma A. Nelson (Mrs. Oyen), La Crosse, Wis.  
Anna I. Oakey, B. L., U. W. '93, Teacher.  
Grace V. Reynolds, Madison.  
Louis D. Sumner, B. L., U. W. '93, B. S. in Pharmacy '94, Druggist, Madison.  
Emma Sitterly, Teacher, Madison.  
Mary E. Smith, B. A., U. W. '93, Stenographer, Madison.  
William E. Swain, Madison.  
Charles Thuringer, B. C. E., U. W. '93, Milwaukee, Wis.  
Amy R. Young, Madison.

## CLASS OF 1890.

William W. Allen,\* B. A., U. W. '94, L. L. B. '96.  
Lizzie Armstrong, Madison.  
May Belle Bryant, Teacher, near Madison.

\*Deceased.

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, Merrill.  
Stephen A. Madigan, B. L., U. W. '94.  
William C. McNaught, Madison.  
Thomas Nelson, B. L., U. W. '94, L. L. B. '96, Madison.  
Washington Oakey.  
Susie P. Regan, B. L., U. W. '94 (Mrs. J. A. Pratt), Prairie du Chien.  
Rudolph R. Rosenstengel, B. L., U. W. '94, Electrical Engineer, Milwaukee.  
Sidney R. Sheldon, U. W. '94, Professor La Fayette College, Easton, Penn.  
Eugene A. Smith, M. D., Waupun, Wis.  
Alice Stephenson, B. L., U. W. '94, Teacher, Osceola, Wis.  
Charles H. Tenney, L. L. B., U. W. '96, Madison.  
Frank A. Vaughn, Electrical Engineer, B. S., U. W. '95.  
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.  
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.  
Francis 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, Clerk, Madison.  
Ida E. Helm (Mrs. Dr. Hart), Madison.

Lucy S. Jones, Minneapolis, Minn.  
Geo. A. Kingsley, B. A., U. W. '95, L. L. B. '97, Milwaukee.  
Helen I. Lancaster (Mrs. John Wright), Milwaukee.  
Vroman Mason, B. L., U. W. '95, L. L. 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, L. L. 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. L., 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, L. L. 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.  
Herman Winter, B. L., '95, L. L. B. '97, Madison.

## CLASS OF 1892.

David Atwood, Reporter, Madison.  
Henrietta Dorothy Billings (Mrs. Louis Holmes), Chicago.  
Maud Merrill Bixby, Milwaukee.  
Caro Louise Bucey (Mrs James M. Stevens), B. L., U. W., '96.  
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, Interne, Johns Hopkins Hospital.  
Annie Marie Keeley (Mrs. James Lawler), Fitchburg.  
Charles Kenneth Leith, B. S., U. W. '97, Ph. D. '01, Madison.  
Michael E. Lynch, Madison.  
Rachel Catherine McGovern (Mrs. Geo. W. Markham), St. Paul.  
Fred H. Morrell, Madison.

Augusta M. Nichols, B. L., U. W. '96 (Mrs. Irwin MacNichol), Merrill, Wis.

Annie Marie Pitman, A. B., U. W. '97, Classical School, Rome.

Stella Grace Pearce, 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. St. Luke's Hospital), Chicago.

Janette Catherine Smith, Milliner, Madison.

Carrie F. Smith.

Alma R. Sidell.

Eugene Sullivan, M. D., Chicago, Ill.

Martha Florence Torgerson, B. L., U. W. '95, Teacher, Sturgeon Bay.

Margarette Urdahl, U. W. '96, (Fellowship, Bryn Mawr).

George P. Walker, Madison.

Iva Alice Welch, B. L., U. W. '96, Historical Library, Madison.

Bessie Wilson (Mrs. Victor Kaeppl), Los Angeles, Cal.

Addiemay Wootten, 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.

Bertha R. Frautchie, Madison.

Bessie Gernon (Mrs. Horace Manning) London, England.

Edith Green (Mrs. Leslie Fletcher), Sioux Falls, S. D.

Iva Goodwin (Mrs. Smithyman), Milwaukee.

Mame E. Griffiths, U. W., M. C. Sp.

Annie Habich, Teacher, near McFarland.

Ella Heiliger, Teacher, Madison.

Isabel M. Holt, Madison.

Benjamin A. Herrick, Dentist.

Carl Jefferson, L. L. B., U. W. '96, Chicago.

Alice Kerwin, Teacher.

George Meyer.\*

Minnie Mayers (Mrs. Kenneth Lieth), Madison.

Mary Myrtle Miller, Wilmington, Del.

\*Deceased.

Minnie A. Olson (Mrs. Gulixon), Beloit, Wis.  
Eliza A. Pollard, U. W. '99, Madison.  
Martha E. Pound, Madison.  
Joseph M. Purcell, Clerk, Madison.  
James Patterson, Hahnemann Medical College, 1900.  
Charlotte E. Pengra, B. S., U. W. '97, Ph. D. '01 U. W., Teacher,  
Elgin Ill.  
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, L. L. B., U. W. '96, Attorney, Madison.  
Ernest B. Smith, B. L., U. W. '97, Madison.  
Catherine Steinle, Madison.  
Alma Stock, U. W. '99, Teacher, Madison.  
Emma Schemerhorn, Madison.  
Nina Adna Smith.\*  
Amanda Wallace.\*  
Julia Wilkinson, Clerk, Madison.  
David Wright, Jr., Gisholt Machine Co.

## CLASS OF 1894.

Earle Anderson, U. W. Law, '99, Clerk, Madison.  
May Bennett\* (Mrs. Jessie Edgren).  
Frances Billings, Milwaukee.  
Helen Copp (Mrs. Wright), Trained Nurse, Chicago.  
Elmore Elver, L. L. B., U. W. '01, Attorney, Madison.  
Jesse Edgren, U. W. '99, Law, Dawson City.  
Gertina Erickson, Teacher, South Dakota.  
Mary Freeman, U. W. '98, M. C., Madison.  
Florence Gage, U. W. '98, Pharmacy '99, G. S.  
John Gregg, U. W. Law, '98, Milwaukee.  
Grace Greenback, U. W. '98, M. C., Ashland.  
Arlene Grover, B. L., U. W. '98, Stenographer, Madison.  
Maud Gilbert, Madison.  
Mabel Lambertson (Mrs. Dr. Sippy), Chicago, Ill.  
Clarice Lytle, N. W. Univ. '97, M. C., Teacher, Clintonville, Wis.  
Max Mason, U. W. '98, C. H. (Math.).  
Jessie Montieth, Madison.  
Anton Malec, U. W. '98, M. E.  
Lillie Moesner, U. W. '98, G. S., Teacher, East Troy.  
William Munsell, Madison, Clerk in P. O.  
Stuart Sheldon, B. S., U. W. '00, Rush Medical.

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\*Deceased.

August Sauthoff, U. W. '98, G. S., Clerk, Madison.  
Harry Sheasby, Bookkeeper, Madison.  
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), Madison.  
John Young, U. W. '98, C. H., Madison.

## CLASS OF 1895.

Lillian Boehmer, Madison.  
Bertha Louise Brown (Mrs. John T. Charlton), Seymour, Ind.  
Bertha Josephine Butler.\*  
Ralph Milford Benson, Chicago, Ill.  
Emma Maria Bibbs, U. W. Eg. '99, Teacher, Madison.  
Raymond Eugene Brown.  
Clay Sumner Berryman, Spokane, Wash.  
Lillie Case, A. C., U. W. '99, Madison.  
Catherine Isabelle Cantwell (Mrs. Chas. O'Niell), Madison.  
Matilda Cook, B. L., U. W. '99, Madison.  
William Sylvester Darling, G. S., U. W. '99, P. & S., Milwaukee.  
Albert Ralph Denu, B. L., U. W. '99, U. S. Census Bureau, Washington, D. C.  
Helen Ada Fowler, U. W. '99, M. C., Tercher, Union Grove, Wis.  
William Muzzy Fowler, Sec'y U. W. School Music.  
Winifred Griffiths, Madison, Stenographer, Tracy, Gibbs & Co.  
Sibyl Adelaide Gale, Typewriter, Madison.  
Edith Van Slyke Gibson, U. W. '99, M. C., studying music, Chicago.  
Maurice Ingulf Johnson, U. W. '02, M. E., Madison.  
Frank Xavier Koltes, U. W., B. S., '99.  
Florence Josephine Ketchum, B. L., U. W. '01.  
Minnie Magdalene Lueders, Madison.  
George Nels Lewis, Madison.  
Clara Helen Link, U. W. '99.  
Florence Mina Lanz, Madison.  
Jessie Winifred Martin (Mrs. Allen E. Cowles), Washington, D. C.  
Mara Malec, B. L., U. W. '99 (Mrs. Dr. Ochsner), Richland Center.

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\*Deceased.

Nettie Irene McCoy, U. W. '99 Eng.  
Thomas William Mitchell, B. L., U. W., '99.  
Edith Nelson, A. B., U. W. '99, Teacher, H. S., Madison.  
Minnie Irene Nichols, Madison.  
William O'Dwyer, M. D., Madison.  
Mabel Agnes Pengra, U. W. '99, A. C., Teacher, Park River Falls.  
William Fred Paunack, Architect, Janesville, Wis.  
Lily Agnes Regan, Madison.  
Annie Howe Regan, Madison.  
Alma Grace Rogers (Mrs. C. N. Putnam), Madison.  
Harry Gray Smith, U. W. '00, C. H., Teacher, Bayfield.  
Ralph William Stewart, U. W. '99, C. E.  
De Ette Stemple, Madison.  
Fannie Straslipka, Madison.  
Clarence Howard Slightam, M. D., Detroit, Mich.  
Thomas William Tormey, U. W. '99, B. S. Rush Medical.  
Stephen William Van Wie.  
Carrie Walbridge, Teacher, Sun Prairie.  
Paul Sherman Warner, Madison.  
Florence Maurine Warner, B. S., U. W. '00.  
Fannie Warner, B. S., U. W. '00.  
Minnie Comstock Westover (Mrs. Samuel Chase), B. S., U. W. '99,  
Madison.  
Allen Orvis White, U. W. '99, M. C.  
Olive Leona Wise (Mrs. Wright), Madison.  
George Bartholomew Whare, B. S., U. W. '00, Rush Medical.

## CLASS OF 1896.

Richard Henry Baus, B. S., U. W. '00, Chicago.  
Lisle Victor Benson, Pullman Car Co., Chicago, Ill.  
Edward Albert Cook, B. S., U. W. '00, Fellow in English, '01.  
Nathan Curtis, U. W. '99, L. L. B. '01.  
John William Dryer, B. S., U. W. '00, Rush Medical.  
Henry Clay Duke, Post Office Register and Money Order Clerk.  
Frank Edward Darling, Jr., B. S., U. W. '00, P. and S., Milwaukee.  
Jessie Ester Davis, B. S., U. W. '01, Madison.  
Emma Josephine Erickson, Madison.  
Caroline Whellam Evans, B. S., U. W. '01, Teacher, Sparta, Wis.  
Millie Gath, Madison.  
Morotn Kay Green, Middleton.  
John Goodwin, B. L., U. W. '00, Madison.  
Violet Gray, Windsor.  
Claudia Hall, B. L., U. W. '01.  
Jennie Housel, Middleton, Wis.

Harry Hanson, Madison.  
John Pettit Kelley.  
Mable King (Mrs. Nelson), Madison.  
Minnie Karstens, Madison.  
Ena Kney, Madison.  
Ward Lamberson.  
John Thomas Stewart Lyle, B. L., U. W. '00, Madison.  
Ellen Ware Lamb, Madison.  
Lilian Fidelia McCarthy.  
Jean Montieth, Madison.  
Walter Bernard Minch, B. S., U. W. '00, Chicago.  
Jeanette Maltby, Teacher.  
Norman Nelson, B. S., U. W. '00, Johns Hopkins Med. Sch.  
Frank Nichols, Madison.  
Edward Earl Parkinson, Accountant, Madison.  
Lee Allen Parkinson, Washington, D. C.  
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, Bayfield.  
Addie Wilke, Superior Normal School, '98, Teacher, Madison.  
Paul Gernhard Winter, B. L., U. W. '01, Madison.  
Thomas Willett, B. S., U. W. '00.

## CLASS OF 1897.

Ida Matilda Anderson, Madison.  
Magdalena Ellen Antisdel, Chicago, Ill.  
Clara Victoria Bernhard, Madison Gas & Electric Co.  
Harry Ernest Bradley, A. B., U. W. '01, Madison.  
Mary Eleanor Brahany, B. L., U. W. '01, Teacher, Grand Rapids.  
Mary Fidelia Caroll, Co-operative Association.  
Archy B. Carter, U. W.  
Frank Draper Coyle, Teacher, near Madison.  
James Joseph Connell, Clerk, Purcell Bros., Madison.  
Margaret Elizabeth Cummings, B. L. '01.  
Dorothea Curtis, A. B., U. W. '01.  
Joseph Dean, Jr., College of P. and S., Chicago.  
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 Ketzler (Mrs. W. S. Hanson), Oklahoma City, O. T.

William Arthur Lee, U. W., C. H. '02.

Arthur Warner Lewis, U. W., G. S. Sp.

Mary Josephine Link.

John August Lorch, U. W., C. E.

Mary Katherine Lynch, Operator Democrat Printing Office, Madison.

Mary Sheldon Morrison, Teacher, Morrisonville.

Archie Murray, Chicago, Ill.

Carl Bertolette Mutchler, U. W. '02, C. E.

Mark Humphrey Newman, A. B., U. W. '01.

Ingewald Nelson, Clerk P. O., Madison.

Francis M. Nienaber, Madison.

Amy Huntley Nichols.

Thomas Mortimer Priestley, B. L., U. W. '01.

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, Law Student, U. W.

June Elizabeth Regan, Madison.

Lilian Alison Redel, Stenographer, Madison.

Warren Du Pre Smith, U. W. '02.

Julia Forster Smith, A. B., U. W. '01.

Rose Marie Smith, Teacher, Madison.

Arthur Frank Smith, B. S., U. W. '01.

Otto Carl Schmedeman, Dentist, Madison.

Mena Swenson, Copyist, Madison.

Percy Wheeler Tracy, A. B., U. W. '01.

Lyndon Hickok Tracy, A. B., U. W. '01, Teacher, Blees Military Academy, Macon, Mo.

Evan Charles Thomas.

Albert Nicholas Tandvig, Graduate in Pharmacy, U. W. '00, Madison.

Minnie May Utter, Madison.

Katherine Porter Vilas, Madison.

John Martin Verberkmoe, B. S., U. W. '01.

Eva Willett, Milwaukee Normal School, '99.

Helen Ernestine Wilke, Madison.

Bessie Francis Warren, Madison.

## CLASS OF 1898.

Meltha Edith Andrus (Mrs. Orlando Cleveland), Pine Bluff.  
Emma Lilian Bucey, Stenographer, Madison.  
Augusta Billings, Cobb, Wis.  
Floy Idella Bowers.  
Maude Annette Benson, Chicago.  
Catherine Meyers Cook, Madison.  
Millicent May Coombs.\*  
Arthur Hale Curtis, U. W. 1902, G. S.  
John Ward Coon, U. W. 1902, Eng.  
Clarence Arthur Comstock, Gisholt Co., Madison.  
Charles William Chech, U. W. Sophomore, Pharmacy.  
Mary Elizabeth Cunneen.  
Lucius Donkle, College of P. and S., Chicago.  
Frederick Abraham DeLay, U. W. 1902, E. E.  
Elizabeth Regina Dunn, Stenographer, Madison.  
Magdalen Evans, Madison.  
Henry Belden Freeman.\*  
Bessie Carolynn Ferguson, U. W. 1902, Eng.  
Iva Lulu Gilbert, U. W. 1902, Eng.  
Floyd Colby Gurnee, Madison.  
Mary Elizabeth Gay.  
Ada Lovisa Hawley,\* U. W. 1902, G. S.  
Ena Henrietta Heuer, Stenographer M. H. School.  
Edna Platte Huber.  
Lilian Solvei Holland, Moscow.  
Julia Christine Holland, U. W. 1902, E. E.  
Gordon Alexander Helmicks, U. W. 1902, E. E.  
Daisy Etta Hansen, Madison.  
Maie Habich.  
Joseph William Jackson, Stroud, S. D.  
Mida Louise Kennedy, U. W. 1902, Eng.  
Margaret Kennedy, U. W. 1902, Eng.  
Anna Lewis, Business College, Madison.  
Mathew John Lynch, Chicago Univ.  
Charles Benajah Mayer, Boston Polytechnic School.  
Karl Arno Minch, Clerk, Madison.  
Louis Malec, U. W. 1902, M. E.  
Nora McCue, U. W. 1902, C. H.  
Selma Josephine Nelson, Madison.  
Florence Eugenia Van Slyke Nelson, U. W. Sp., M. C.  
Herman Adolph Nietert, Clerk, Madison.

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\*Deceased.

Edith Noyes.  
Arthur Carl Olsen, U. W. 1902, C. E.  
Andrew Elmer Pearce, U. W. 1903, E. E.  
Preston Winfield Pengra, U. W. 1902, E. E.  
Marcia Grace Regan, Madison.  
Philip Walker Rinder, Clerk, Madison.  
George Roslyn Theobald Richards, Dentist, Madison.  
Harry Sauthoff, U. W. 1902, C. H.  
William Edward Smith, U. W. 1902, C. H.  
Clarence Hazel Snyder, Racine.  
Maud Martha Stephenson, U. W. 1902, M. C.  
Sanford Putnam Starks, U. W. 1902, M. E.  
George Brewster Smith, Madison.  
Mabel May Slightam, 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. 1902, M. C.  
Frank Bashford Taylor, Madison.  
Clara Johnson Van Velzer, U. W. 1902, M. C.  
Hattie Bertha Wilke, Stenographer, Madison.  
Joseph Michael Welch, Rush Medical College.  
Stanley Carpenter Welsh, Northwestern Dental College.

## CLASS OF 1899.

Andrew Theodore Anderson.  
Benjamin Cullen Adams, U. W. 1903, E. E.  
James Arthur Adamson, U. W. 1904, Engineer.  
Edward Grant Birge, U. W. 1903, G. S.  
Amanda Elsie Bodenius, U. W. English Sp.  
Alice Marie Brandel, Oshkosh.  
Ina Lemanda Butler, Madison.  
Irma Joanna Baus, Madison.  
Bryangel Cornell Berg, Clerk Post Office, Madison.  
Mabel Josephine Bradley, U. W., M. C. Sp.  
Francis Augustus Bradford, U. W. Engineering Student.  
Walter William Brown, Madison.  
Grace Marie Bradley, U. W. 1903, Eng.  
Frederick Arthur Chamberlain, U. W. 1903, E. E.  
Matthew Francis Conlin, U. W. Junior Law.  
Glen Cooper Corlie, U. W. 1903, E. E.  
John Seabury Dean, U. W. 1903, M. E.  
Thomas Aquinas Donovan, Denver, Col.  
Helen Dixon, Madison.  
Harry Harrison Dodd, Express Clerk, Madison.

Llewellyn Rhys Davies, Madison.  
Verona Henrita Friederick (Mrs. J. H. Stauff), De Forest.  
Edwin Gilbert Farness, Clerk, Madison.  
Lucinda Elizabeth Flemming, Madison.  
Anna Barbara Fischer, Fitchburg.  
James Mosely Gilman, U. W. 1903, C. E.  
Grace Gilbert, Madison.  
Robert Oliver Gibbons, U. W. 1903, Eng.  
Caroline Eleanor Gallagher.  
Ethel Sumner Hatch, Teacher, Mt. Horeb.  
Edward Everett Hatch, Stenographer, Mauston.  
George Julius Heuer, U. W. 1903, G. S.  
Florence Harrington, Madison.  
Frederick William Hansen, U. W. 1903, E. E.  
Mary Katherine Hobbins, U. W. 1903, Eng.  
Frederick William Huels, U. W. 1903.  
Maud Huntley.  
William John Haganah, U. W. 1903, Eng.  
Clarence Scott Hean, Historical Library.  
Matthew Joseph Hoven, Jr., Madison.  
Hattie Dean Jewett, Madison.  
Oscar August Kampen, Merchant, Morrisonville.  
Anna Belle King, Teacher, Hillside Home School.  
Anna Maud Lorigan.  
Lena Gurine Lewis.  
John Webster Langley.  
Leora Lloyd Moore, Chicago.  
John Ignatius Malec, Clerk, Madison.  
Lora Emma Morley, Kindergarten, Madison.  
Harry Kenneth Mackay, Bookkeeper Pollard & Taber Co., Madison.  
Clara Edna Nelson, Madison.  
Ruth Newman, Teacher, Brodhead, Wis.  
Nora Louisa Olsen,\*  
Harry Emil Olsen, Luthern College, Decorah, Iowa.  
Lottie May Ogilvie, Teacher, McFarland.  
Gerald O'Callaghan.  
Jessie Ellen Perry, Milwaukee.  
Ruth Mary Phillips, U. W. 1904, M. C.  
Katherine Regina Purcell.  
Amelia France Pyre, U. W. 1903, M. C.  
Francis Welcome Pitman.  
Minora Quammen, Madison.  
Madina Thea Redel, Baraboo.

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\*Deceased.

Selene Marguerite Reidy, U. W. 1903, M. C.  
Amy Frances Regan, Stenographer, Madison.  
William Bacon Roys, Princeton University.  
Bertie M. Roybar, Teacher, Spencer, Ia., High School.  
Eugene Warren Roberts, Albany.  
Carolyn Stemple, U. W. 1903, M. C.  
May Lillian Savage, U. W. 1903, A. C. Sp.  
John Lucien Savage, U. W. 1903, C. E.  
Angus Cameron Sykes, U. W. 1903, Eng.  
Belle Salter, ——— U. W. 1903, Eng.  
Rose Marie Toepfer, Madison.  
Bessie Clair Tucker.  
Grace Alberta Tyner, Indianapolis, Ind.  
Edward Henry Toellner, Madison.  
Hanna Regina Wilkinson, Bookkeeper, Madison.  
Elizabeth Frances Wilkinson, Bookkeeper, Madison.  
Mignon Wright, U. W. 1903, M. C.  
David Plumly Wheeler, Dentist, Madison.

## CLASS OF 1900.

Frank Adams, Chicago, Chicago Dental College.  
William Alfred Anderson, Student, U. W., C. H.  
Louis Marlin, Teacher, Anderson.  
Amelia Alice Askew, Student, U. W., M. C.  
Herbert Roderick Bird, Jr.  
James Augustus Brown, U. W., Engineering.  
Iva Brown, Kindergarten Training School, Grand Rapids, Mich.  
Eyvind Bull, U. W., Engineering School.  
Sarah Cassandra Bucey, Everett, Washington.  
John Patrick Butler.  
Frances May Baker, U. W., English.  
Herbert Edgar Chynowoth, U. W., S. C.  
John Charles Corscot, Madison.  
Fred Robert Cummings, U. W., S. C.  
Richard Cone Dudgeon, U. W., S. C.  
Elsie Duerr, Stenographer, Madison.  
Myrtle Ella Downing (Mrs. David Wheeler), Madison.  
John Raphael Doris, Madison.  
Margaret Estella Duffy.  
Wanda May Dudgeon, U. W., English.  
Morris Fuller Fox, U. W., S. C.  
Carl Alfred Field, U. W., S. C.  
William Edward Henry Grove, U. W., C. H.  
Minna Evangeline Gath, Dressmaker, Madison.  
Hildagard Christine Grinde.

Agnes Josephine Gunkel.  
Regina Eunice Groves, U. W., M. C. Sp.  
James Russell Hobbins, U. W., Eng. Sp.  
Edwin Wardell Hurst.  
Petronilla Rachel Heim, Madison.  
Harry Loomis Hatton.  
Arthur Udelman Hall, Madison.  
Carrie Belle Louise Huggins, U. W., English.  
Frederick LeRoy Joachim, Madison.  
Hattie Kuhns, U. W., A. C.  
Frances Eleanor Kayser, U. W., Eng. Sp.  
James Eugene Kennedy.  
Elizabeth Francis Kessenich.  
Jennie Irene Kelly.  
Charles Albert Lyman, U. W., C. H.  
Bertha Lewiston, Stenographer, Madison.  
John Lynch, Madison.  
Daisy Eliza Lorigan, U. W., M. C.  
Mary Jane Lucas, Teacher, Madison.  
Clara Alice Lea, Dressmaker, Madison.  
Stephen James Leahy, Marshfield.  
Norman Rimes Lockwood.  
Grace Marie Miller, U. W., C. H.  
Ruth Miner, U. W., Eng. Sp.  
Fannie Malec.  
Roy Irving Murray, U. W., A. C. Sp.  
Zadock Merrill, Jr., U. W., Engineering.  
Kate Mutchler, U. W., M. C.  
Sarah Roxey McKay, Clerk, J. E. Moseley, Madison.  
Olaf Molvin Nelson, J., Milwaukee Dental College.  
Otto Louis Prien, U. W., Agriculture Course.  
Elizabeth Malinda Pyre, N. W., M. C.  
Gertrude Amelia Parr.  
Ruby Ethel Peck, Madison.  
Delia Idell Pengra, U. W.  
George Gilbert Post, U. W., Engineering.  
Leslie W. Quirk, U. W., English Sp.  
Ina Josephine Reid, Waukesha.  
Elsie Alada Reid, Waukesha.  
John Augustine Regan, Milwaukee Dental College.  
Alma Runge.  
Minnie May Rimsnider, Teacher, Madison.  
Sarah Janette Sween.  
Lone Willa Samuels, Madison.  
William Earle Schreiber, U. W., G. S.

Edward Penn Smith, Lawrence University.  
Walter Henry Thom, U. W., S. C.  
Ethel Caroline Upham.  
William Albert Van Deusen, Madison.  
Ada Mary Welsh, U. W., A. C.  
Harry Garfield Wilbur, Business College, Madison.  
John Leslie Woodward, U. W. Ag. Short Course.  
Forence Woodward, Madison.  
Sybil McBride Woodward, Madison.  
Horatio Gates Winslow, U. W.

## 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, U. W., M. C.  
Archie Berton Braley, U. W., S. C.  
Charles August Breitenstein.  
Kate Agnes Billington.  
Cora Ethel Bissell, Madison.  
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.  
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, U. W., English Sp.  
Albert Briggs Dean, U. W., S. C.  
Arthur Cecil Deming.  
George Lewis De Lacy, U. W., C. H.  
Margaret Monica Donovan, U. W., C. H.  
John Eckley Daniels, U. W., M. C.  
Willard Richard Denu.  
Earl Harvey Darling, U. W., G. S.  
Richard Ely, Phillip's Exeter Academy.  
Martha Marion Fay, U. W., M. C.  
John Alfred Froelich, U. W., G. S. Sp.  
Eugene Fuller, U. W., Engineering.  
Adelaide Elfrida Griffiths, Madison.  
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.  
Amon Taylor Henry.  
Rob Roy Hiestand, Reporter Madison Democrat.  
Edward John Hammar, U. W., English.  
Alice Harrington, Madison.  
Joseph Ignatius Hyland.  
Marietta Holt.  
Hazel Isaacs, Madison.  
Una Lone Johnson, U. W., English.  
Gwindolyn Guynor Jones, U. W., English.  
Marion Burr Jones, U. W., M. C.  
Max Werner King, U. W., Engineering.  
Otilie Louise Kirst.  
Alva Ketchum, U. W., S. C.  
Olive Carmen Lawson.  
Charles August Robert Leatzon.  
Augusta Christine Lorch, U. W., M. C.  
Annie Minetta Littlewood, Stenographer, Northern Elec. Co.  
Fred Viall Larkin, U. W., Engineering.  
Emmett Gregory Lyons, U. W., Engineering.  
Elizabeth Marie Lynch.  
Ruthe Erema Lyon, U. W., G. S.  
Cora Miriam Norseman, U. W., M. C.  
Reuben Julius Neckerman, U. W., S. C.  
Harry Marimies Olsen, U. W., Engineering.  
Claire Parsons.  
Marshall Hylon Pingra, U. W., English.  
Carl Frederick Pfund, U. W., C. H.  
Edith Post.  
Clandren Purtell, U. W., G. S. Sp.  
Helen Meroe Pierce, U. W., English.  
Marie Matilda Redel.  
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, First Year.  
Pearl Niel Samuels.  
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, U. W., M. C. Sp.

Lillian Elizabeth Taylor, U. W., English.

Chester Arthur Taylor.

Zura Eusebius Upham.

John Charles Vroman.

Chauncey Rex Welton, U. W., C. H.