



Annual report of the public schools of the city of Madison, Wisconsin: 1906-1907.

Fifty-second annual report

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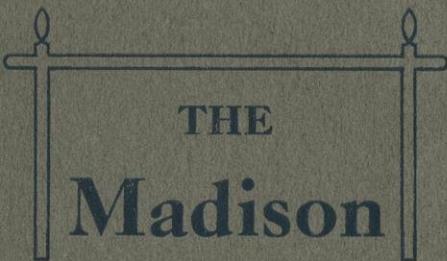
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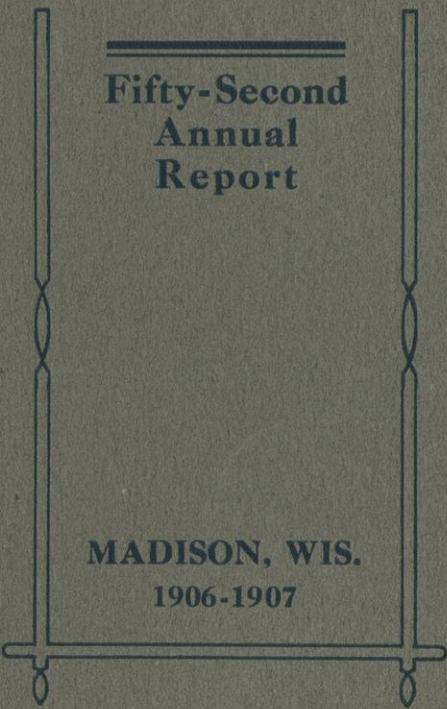
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THE
Madison
Public Schools

**Fifty-Second
Annual
Report**



MADISON, WIS.
1906-1907



LAPHAM SCHOOL, SEVENTH WARD

ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON
WISCONSIN

1906-1907

MADISON, WIS.
TRACY, GIBBS & CO., PRINTERS
1907

DIRECTORY.

BOARD MEETINGS.

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

SUPERINTENDENT.

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

SCHOOL SESSIONS.

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

SCHOOL CALENDAR—1907-1908.

FALL TERM—

Opens Tuesday, September 9, and closes Friday, December 20.

WINTER TERM—

Opens Monday, January 6, and closes Friday, March 27.

SPRING TERM—

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

BOARD OF EDUCATION.

1907.

OFFICERS.

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

MEMBERS.

		Term Expires.
FRANK ALFORD	25 West Dayton	1907
GEORGE KRONCKE	1121 Rutledge	1907
ANTHONY DONOVAN	339 W. Washington	1908
F. W. AETHUR	408 W. Mifflin	1908
O. S. NORSMAN	515 North Henry	1909
VICTOR LENHER	158 Summit Ave.	1909
MAYOR JOS. C. SCHUBERT	1118 Sherman Ave.	<i>Ex-Officio</i>
ALD. F. E. TURNEAURE	166 Prospect Ave.	<i>Ex-Officio</i>

COMMITTEES.

STANDING.

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

CITIZENS' VISITING COMMITTEES.

HIGH SCHOOL:

PROF. W. G. BLEYER, *Chairman.*
PROF. N. M. FENNEMAN.
MISS LUCY M. GAY.
MRS. R. G. THWAITES.
PROF. R. L. LYMAN.
MRS. MAGNUS SWENSON.
MRS. WILLIAM MARSHALL.
PROF. G. C. SELLERY.
PROF. C. F. SMITH.
PROF. J. D. PHILLIPS.
MISS MARY OAKLEY.
MRS. J. M. PARKINSON.
MRS. C. A. HARPER.
PROF. R. A. HARPER.
PROF. M. B. EVANS.

GRAMMAR GRADES:

MRS. F. E. TURNEAURE, *Chairman.*
MRS. ADOLPH KAYSER.
MRS. HENRY GROVE.
MRS. R. A. MOORE.
MRS. O. L. ROBINSON.
MRS. W. D. CURTIS.
MRS. B. B. WILBER.
MRS. LAWRENCE MURPHY.
MRS. E. F. APPLEBY.
MRS. FRANK SCHOEN.
MRS. E. B. MCGILVARY.

PRIMARY GRADES:

MRS. GRANT SHOWERMAN, *Chairman.*
MRS. L. S. SMITH.
MRS. JOHN NEDDERSEN.
MRS. J. SEXTON.
MRS. H. L. RUSSELL.
MRS. GEORGE F. HALVERSON.
MRS. H. PICKFORD.
MRS. E. R. MAURER.
MRS. GEORGE WAGNER.
MRS. L. B. ROWLEY.

DEPARTMENT OF INSTRUCTION.

1906-1907.

R. B. DUDGEON Superintendent

HIGH SCHOOL.

J. H. HUTCHISON, <i>Principal</i>	Physics.
ANNA B. MOSELEY.....	Latin.
SUE TULLIS.....	Latin.
MARIE McCLEERNAN.....	Greek.
MARY McGOVERN.....	English.
SARA D. JENKINS.....	English.
HELEN G. ANDREWS.....	English.
HARRIET C. McDANIEL.....	English.
FLORENCE STOTT.....	English.
HARRIET E. CLARK.....	Rhetoricals.
IRMA M. KLIENPELL.....	German.
CAROLINE M. YOUNG.....	German.
JULIA E. MURPHY.....	History.
EDNA R. CHYNOWETH.....	History.
MELVIN J. WHITE.....	History.
BERTHA H. PREUSS.....	History.
WINNIE C. WARNING.....	Mathematics.
A. OTTERSON.....	Mathematics.
AUGUST GROSSMAN.....	Mathematics.
GEORGE R. HOLETON.....	Mechanical Drawing.
ALETTA F. DEAN.....	Science.
J. H. BAKER.....	Science.
INA ZILISCH.....	Science.
CHAS. A. JAHR.....	Science.

ALL SCHOOLS.

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

SPECIAL TEACHERS.

ETHEL M. GREEN.....	Primary Grades.
GRACE M. KIER.....	Grammar Grades.

GEORGE WASHINGTON SCHOOL (*First Ward*).

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

ABRAHAM LINCOLN SCHOOL (*Second Ward*).

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

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

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

JAMES D. DO'TY SCHOOL (*Fourth Ward*).

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

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

ADELINE MARVIN, <i>Principal</i>	Eighth Grade.
MARTHA K. RILEY.....	Seventh Grade.
HERMIE MARTIN.....	Sixth Grade.
ELGA M. SHEARER.....	Fifth Grade.
KATE BILLINGTON.....	Fourth Grade.
ALICE O. EKERN.....	Third Grade.

IRMA B. WISWALL..... Second Grade.
CLARE DENGLER..... First Grade.

JACQUES MARQUETTE SCHOOL (*Sixth Ward*).

KATE H. FEENEY, *Principal*..... Eighth Grade.
NELLIE IVEY..... Seventh Grade.
FANNIE CRAWFORD..... Sixth Grade.
THERESA ARCHIBALD..... Fifth Grade.
LOUISE ZIMMERMAN..... Fourth Grade.
ANNA DUNLOP..... Third Grade.
EMMA R. SCHERMERHORN..... Second Grade.
ELIZABETH J. GRAHAM..... First Grade.

WASHINGTON IRVING SCHOOL (*New Sixth*).

EMILY PARSONS, *Principal*..... Fifth Grade.
LINA LESSIG..... Fourth Grade.
CELIA HAMES..... Third Grade.
FANNIE M. STEVE..... Second Grade.
ADDIE I. SUTHERLAND..... First Grade.
EMILY MCCONNEL..... Kindergarten.
ELSIE THOM..... Kindergarten Assistant.

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

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

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

SADIE E. GALLAGHER, *Principal*.... Fourth Grade.
MARGARET E. CUMMINGS..... Third Grade.
NORA R. CULLIGAN..... Second Grade.
NORA L. MCKEE..... First Grade.

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

ANNA B. CHAMBERLAIN, *Principal* Seventh and Eighth Grades.
LUCY M. CANTWELL..... Sixth Grade.
EMMA VAN BERGH..... Fifth Grade.
JENNIE E. NEEVEL..... Fourth Grade.
ADELINE CORNISH..... Third Grade.
BESSIE E. ADAMS..... Second Grade.

VELMER PRATT..... First Grade.
MILDRED LOCKWOOD..... First and Second Grades.
ELIZABETH HUGHES..... Kindergarten.
ILLA DOW..... Kindergarten Assistant.

RANDALL SCHOOL (*Tenth Ward.*)

ANABEL BUCHANAN..... First and Second Grades.
CHRISTINE BANDLI..... Third and Fourth Grades.

DEPARTMENT OF INSTRUCTION.

1907-1908.

R. B. DUDGEON Superintendent

HIGH SCHOOL.

J. H. HUTCHISON, <i>Principal</i>	Physics.
ANNA B. MOSELEY.....	Latin.
SUE TULLIS.....	Latin.
MARIE McCLENNAN.....	Greek.
MARY McGOVERN.....	English.
JESSIE E. SHERMAN.....	English.
SARA D. JENKINS.....	English.
HELEN G. ANDREWS.....	English.
HARRY K. BASSETT.....	English.
HARRIET E. CLARK.....	Rhetoricals.
IRMA M. KLEINPELL.....	German.
CAROLINE M. YOUNG.....	German.
JULIA E. MURPHY.....	History.
EDNA R. CHYNOWETH.....	History.
MELVIN J. WHITE.....	History.
BERTHA H. PREUSS.....	History.
WINNIE C. WARNING.....	Mathematics.
S. J. BOLE.....	Mathematics.
N. M. MILLER SURREY.....	Mathematics.
GEORGE R. HOLETON.....	Mechanical Drawing.
ALLETTA F. DEAN.....	Science.
F. M. SURREY.....	Science.
INA ZILISCH.....	Science.

ALL SCHOOLS.

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

SPECIAL TEACHERS.

MINA HENDRICKSON.....	Primary Grades.
VASHTI SKIDMORE.....	Grammar Grades.

GEORGE WASHINGTON SCHOOL.

MARY L. EDGAR, <i>Principal</i>	Eighth Grade.
CECILIA O. KAVANAGH.....	Seventh Grade.
THEDA CARTER.....	Sixth Grade.
MARY C. OLESON.....	Fifth and Sixth Grades.
RENNETTE JONES.....	Fifth Grade.
MATILDA SMITH.....	Fourth Grade.
ANNA FISCHER.....	Third Grade.
FLORENCE NELSON.....	Second Grade.
PEARL A. CHAMBERLAIN.....	First Grade.
LULU ADAMS.....	First and Second Grades.
CORA A. MORGAN.....	Kindergarten.
MABEL LYON.....	Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL.

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

LOUISE M. BRAYTON SCHOOL.

CORA M. GILLETTE, <i>Principal</i>	Eighth Grade.
ELGA M. SHEARER.....	Seventh Grade.
MAME RILEY.....	Sixth Grade.
ZILLA E. WISWALL.....	Fifth Grade.
CAROLINE A. HARPER.....	Fourth Grade.
ELLA C. HEILIGER.....	Third Grade.
GRACE VAN BERGH.....	Second Grade.
JENNIE M. WILLIAMS.....	First Grade.

JAMES D. DOTY SCHOOL.

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

LYMAN C. DRAPER SCHOOL.

ADELINE R. MARVIN, <i>Principal</i> ...	Eighth Grade.
MARTHA K. RILEY.....	Seventh Grade.
HERMIE MARTIN.....	Sixth Grade.
LORENA C. REICHERT.....	Fifth Grade.
KATE BILLINGTON.....	Fourth Grade.
ADELINA CORNISH.....	Third Grade.

IRMA B. WISWALL..... Second Grade.
CLARE DENGLER..... First Grade.

JACQUES MARQUETTE SCHOOL.

KATE H. FEENEY, *Principal*..... Eighth Grade.
KATHERINE E. FOLEY..... Seventh Grade.
ELLA C. MANN..... Sixth Grade.
THERESA ARCHIBALD..... Fifth Grade.
LOUISE ZIMMERMAN..... Fourth Grade.
HELEN MOORE..... Third Grade.
EMMA R. SCHERMERHORN..... Second Grade.
ELIZABETH J. GRAHAM..... First Grade.

WASHINGTON IRVING SCHOOL.

EMILY R. PARSONS, *Principal*..... Fifth Grade.
LIDA E. LESSIG..... Fourth Grade.
ELIZABETH WILKINSON..... Third Grade.
FANNIE M. STEVE..... Second Grade.
ADDA I. SUTHERLAND..... First Grade.
EMILY McCONNELL..... Kindergarten.
ELSIE THOM..... Kindergarten Assistant.

INCREASE A. LAPHAM SCHOOL.

MAY ISABEL KAY, *Principal*..... Seventh and Eighth Grades.
CLARE J. VANDERHOOF..... Fifth and Sixth Grades.
CHRISTINE BANDLI..... Fourth Grade.
ANNA R. SCHOBINGER..... Second and Third Grades.
ELLA E. FEHLANDT..... First and Second Grades.
MARIE M. REDEL..... Kindergarten.

HENRY WADSWORTH LONGFELLOW SCHOOL.

INA M. BARNES, *Principal*..... Fourth Grade.
MARGARET E. CUMMINGS..... Third Grade.
NORA R. CULLIGAN..... Second Grade.
NORA L. MCKEE..... First Grade.

NATHANIEL HAWTHORNE SCHOOL.

ANNA B. CHAMBERLAIN, *Principal*. Eighth Grade.
CLARA MASSMANN..... Seventh Grade.
LUCY M. CANTWELL..... Sixth Grade.
MINNIE GULLICKSON..... Fifth Grade.
JENNIE E. NEEVEL..... Fourth Grade.
ANNA L. THOMAS..... Third Grade.
BESSIE E. ADAMS..... Second Grade.
VELMER PRATT..... First Grade.

MILDRED LOCKWOOD..... First and Second Grades.
JULIA B. MAXHAM..... Kindergarten.

RANDALL SCHOOL.

HATTIE FOOTE, *Principal*..... Fifth and Sixth Grades.
EDNA A. GUILFORD..... Third and Fourth Grades.
IDA A. JOHNSTON..... First and Second Grades.

CLERK'S STATEMENT.

Receipts and expenditures of the Board of Education from July 1, 1906, to June 30, 1907.

RECEIPTS.

Balance on hand July 1, 1906.....	\$ 2,792 33
State apportionment, school fund.....	12,759 91
City school tax, 1906.....	65,000 00
County school tax, 1906.....	11,590 00
Town of Blooming Grove, joint district tax.....	2,161 05
Tuitions collected.....	940 00
Rents collected.....	1,026 00
Interest on deposits.....	892 78
Receipts Doty school bonds.....	30,425 00
Receipts from High school bonds.....	75,000 00
Temporary loan, Capital City Bank.....	8,000 00
Frame buildings sold.....	95 00
Miscellaneous receipts.....	83 22
	<hr/>
	\$ 210,765 29

EXPENDITURES.

Apparatus and library.....	\$ 58 28
Miscellaneous supplies.....	4,689 22
Miscellaneous repairs.....	4,891 69
Janitors and labor.....	6,978 67
Fuel	6,399 42
Furniture	242 50
Clerk's salary and census.....	300 00
Free text books.....	179 51
Printing	456 82
Payments on Doty building.....	22,986 82
Payments on Irving building.....	42 40
Payments on Randall building.....	2,480 91
Payments on High school building.....	17,000 00
Rent paid	880 00
Macadam and other taxes paid.....	429 01
Insurance	216 25
Additional ground for Irving school.....	2,000 00
Randall school site balance.....	3,680 00

Olerk's Statement.

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Cement walks.....	384 21
Grading school grounds.....	164 43
Temporary loans repaid.....	15,500 00
Interest on same.....	83 44
Teachers' wages and superintendence.....	63,463 88
Balance June 30, 1907.....	57,257 83
	<hr/>
	\$ 210,765 29

O. S. NORSMAN, *Clerk.*

TREASURER'S REPORT.

RECEIPTS AND DISBURSEMENTS FROM JULY 1, 1906, TO JUNE
30, 1907.

1906.

	Balance on hand July 1, 1906.....	\$ 2,792 33
July 1.	From Jos. Kaiser, rent.....	45 00
July 7.	From sale of Doty school bonds.....	5,000 00
July 14.	From balance from sale of Doty school bonds	25,425 00
July 13.	From Slatington-Bangor Slate Co., freight refund	18 12
July 31.	From Capital City Bank, interest for July	29 44
Aug. 2.	From Jos. Kaiser, rent.....	45 00
Aug. 29.	From city treasurer, from sale of High school bonds	25,000 00
Aug. 31.	From Capital City Bank, interest for August	38 38
Sept. 29.	From C. N. Brown, for 2 frame buildings	95 00
Sept. 30.	From Capital City Bank, interest for September	64 21
Oct. 12.	From J. P. Mallett, rent 3 months.....	120 00
Oct. 31.	From Capital City Bank, interest for October	18 56
Nov. 17.	From Capital City Bank, temporary loan	8,000 00
Nov. 30.	From Capital City Bank, interest for November	3 14
Dec. 5.	From Jos. Kaiser, rent 4 months.....	180 00
Dec. 5.	From Wisconsin Telephone Co., rent pole	6 00
Dec. 5.	From Miller, Waldron & Studeman, old pipe	16 89
Dec. 7.	From city treasurer, from sale of High school bonds	25,000 00
Dec. 12.	From Sinaiko Bros., old iron.....	48 21
Dec. 31.	From R. B. Dudgeon, tuitions collected.	310 00
Dec. 31.	From Capital City Bank, interest for December	39 65
1907.		
Jan. 15.	From city treasurer, from sale of High school bonds	25,000 00
Jan. 31.	From Capital City Bank, interest for	

Treasurer's Report.

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January	43 05
Feb. 4. From Jos. Kaiser, rent 2 months.....	90 00
Feb. 9. From J. P. Mallett, rent 3 months.....	120 00
Feb. 9. From city treasurer, state apportionment	12,759 91
Feb. 28. From city treasurer, part city school tax	50,000 00
Feb. 28. From Capital City Bank, interest for February	53 50
Mar. 9. From Jos. Kaiser, rent.....	45 00
Mar. 28. From city treasurer, balance city and county school tax.....	26,590 00
Mar. 31. From Capital City Bank, interest for March	136 27
April 6. From Jos. Kaiser, rent.....	45 00
April 6. From J. P. Mallett, rent 3 months.....	120 00
April 30. From Capital City Bank, interest for April	165 23
May 14. From Jos. Kaiser, rent.....	45 00
May 14. From treasurer Town of Blooming Grove, joint district tax.....	2,161 05
May 31. From Capital City Bank, interest for May	158 21
June 5. From Jos. Kaiser, rent.....	45 00
June 27. From J. P. Mallett, rent 3 months.....	120.00
June 29. From R. B. Dudgeon, tuitions collected.	630 00
June 30. From Capital City Bank, interest for June	143 14

	\$ 210,765 29
The aggregate of certificates of appropriations was.	152,007 46

Leaving a balance on June 30, 1907, of.....\$ 58,757 83	
One certificate of appropriation unpaid is....	1,500 00

Making net balance.....\$ 57,257 83	

FRANK ALFORD, *Treasurer.*

SUPERINTENDENT'S REPORT.

To the Board of Education:

GENTLEMEN.—I herewith submit the annual report of the public schools of the city of Madison for the year ending June 30, 1907. This will constitute the fifty-second report of the series, and the sixteenth by me.

SUMMARY OF STATISTICS.

Population of the city, estimated	28,000
Assessed valuation, 1907.....	\$23,471,405 00
Rate of taxation for all purposes, 1907.....	.014
Rate of taxation for city school purposes, 1907.....	.0042

COST OF SCHOOLS.

Teachers.....	\$63,463 88
Incidentals.....	25,292 36
Sites, new buildings and furniture	48,190 13
Street macadam, cement walks and interest	1,061 09

SCHOOL CENSUS.

Number of children of school age in the city:	1906	1907
First Ward.....	327	339
Second Ward.....	586	598
Third Ward.....	276	277
Fourth Ward.....	556	556
Fifth Ward	859	999
Sixth Ward.....	1,186	1,259
Seventh Ward.....	675	645
Eighth Ward.....	722	755
Ninth Ward	484	595
Tenth Ward	220	235
Joint School District, N. E.	281	321
Total.....	6,122	6,579

ENROLLMENT.

Number of children enrolled in the public schools:

	1905-06	1906-07
High School.....	620	611
Washington School.....	574	547
Lincoln School.....	273	267
Brayton School	323	352
Doty School.....	188	205
Draper School.....	420	353
Marquette School.....	363	345
Irving School	233	246
Lapham School	243	243
Hawthorne School	326	467
Longfellow School	191	186
Wingra Park School.....	32	75
Total.....	3,786	3,896

Number of pupils in the different grades:

	1905-06	1906-07
Kindergarten	163	248
First Grade	529	468
Second Grade	463	479
Third Grade.....	434	440
Fourth Grade.....	405	415
Fifth Grade.....	357	380
Sixth Grade.....	314	342
Seventh Grade.....	279	284
Eighth Grade.....	223	229
First Year, High School.....	289	217
Second Year, High School.....	170	154
Third Year, High School	131	134
Fourth Year, High School	90	106
Total	3,786	3,896

ATTENDANCE.

	1905-06	1906-07
Per cent. enrolled.....	60.2	59.3
Average membership.....	3,285	3,369
Average daily attendance.....	3,126	3,180
Per cent. of attendance	95	96
Total days of attendance for year.....	574,496	588,653

BUILDINGS.

	1906-07
Number of buildings occupied.....	11
Number of regular school rooms.....	72
Number of recitation rooms used.....	20
Number of sittings for pupils.....	3,383

TEACHERS.

High School	23
Eighth Grade	4
Seventh and Eighth Grades	4
Seventh Grade	4
Sixth Grade.....	5
Fifth and Sixth Grades.....	5
Fifth Grade	5
Fourth and Fifth Grades.....	1
Fourth Grade	8
Third and Fourth Grades.....	2
Third Grade	8
Second and Third Grades.....	1
Second Grade	8
First and Second Grades	5
First Grade	8
Kindergarten	4
Kindergarten assistants	4
Special teacher Grammar Grade...	1
Special teacher Primary Grade.....	1
Supervisor of Music	1
Supervisor of Drawing	1
Supervisor of Manual Training	1
Supervisor of Domestic Science.....	1
Total.....	105

TEACHERS' REPORTS.

Times teachers were tardy	299
Half days' absence	196
Visits made to parents	649
Visits made to sick pupils	317

VISITS TO THE SCHOOLS.

Number by the superintendent.....	499
Number by members of the board.....	64
Number by parents.....	3,744
Number by others.....	3,526

AVERAGE AGE OF PUPILS.

- Upon graduating from High School, June 14, 1907:

Boys.....	18 years, 2 months, 15 days
Girls.....	18 years, 6 months, 4 days

AVERAGE SALARIES.

The average salary paid to men, not including the principal of High School and city superintendent, was.....	\$ 780 41
The average salary paid to women, not including kindergarten assistants.....	571 12

COST OF SCHOOLS.

Cost of instruction in High School.....	\$17,720 00
Cost of instruction in ward schools.....	41,918 88
Cost of supervision.....	3,825 00
Cost of incidentals.....	25,292 36

Cost per pupil in High School for instruction:

Upon number enrolled.....	29 02
Upon average membership.....	32 75
Upon average attendance.....	34 61

Cost per pupil in the ward schools for instruction:

Upon number enrolled.....	12 76
Upon average membership.....	14 82
Upon average attendance.....	15 71

Cost per pupil in all schools for instruction:

Upon number enrolled.....	15 31
Upon average membership.....	17 70
Upon average attendance.....	18 76

Cost per pupil in all schools for supervision:

Upon number enrolled.....	98
Upon average membership.....	1 13
Upon average attendance.....	1 20

Cost per pupil in all schools for incidentals:

Upon number enrolled.....	6 49
Upon average membership.....	7 51
Upon average attendance.....	7 95

Total cost per pupil for tuition, supervision and incidentals:

Upon number enrolled.....	22 78
Upon average membership.....	26 34
Upon average attendance.....	27 91

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

STATISTICS.

The enumeration of children of school age in the city at the close of the year gave 3,274 boys, and 3,805 girls, making a total school population of 6,579. This is an increase for the year of 457.

The whole number of pupils enrolled for the year was 3,896, of which number 1,903 were boys, and 1,993 girls. This is an increase over last year of 25 boys and 85 girls, making a net increase over last year of 110. The average daily membership was 3,369, an increase of 84 over the preceding year. The average daily attendance was 3,180, an increase of 61 over the preceding year.

The number enrolled was 59.2 per cent of the school population. The pupils were distributed among the grades as follows: Kindergarten, 248, or 6.37 per cent of the whole number enrolled; primary grades,—first, second, third, and fourth,—1,802, or 46.25 per cent; grammar grades,—fifth, sixth, seventh, and eighth,—1,235, or 31.70 per cent; high school, 611, or 15.68 per cent.

The regular work of the school was carried on by ninety-five teachers, twenty-three in the high school, and seventy-two in the grades. In addition to these, four special teachers were employed to supervise the

work in music, drawing, manual training, and domestic science, two to assist in the grades, and four to assist in the kindergarten, making the total number of teachers employed one hundred five.

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

COST OF FUEL.

Table No. I.

SCHOOL.	Kind of Plant.	Method of Ventilation.	Kind of Coal Used.	Tons Used	Cost per Ton.	Total Cost.
Washington..	Hot air	With fan	Soft	136	\$3 97	\$539 92
Lincoln	Hot air	With fan	Soft	120	3 97	476 40
Brayton	Hot air	No fan	Soft	96	3 97	381 12
Doty	Hot air	No fan	Hard	98	9 00	882 00
Draper	Hot air	No fan	Soft	134	3 97	531 98
Marquette ..	Steam	With fan	Hard	83	9 00	747 00
Irving	Steam	With fan	Hard	91	9 00	819 00
Lapham	Hot air	No fan	Soft	136	3 97	540 52
Longfellow ..	Hot air	No fan	Soft	63	3 97	250 11
Hawthorne..	Hot air	No fan	Hard	71	9 00	639 00
Randall	Stove	No fan	Soft	32	3 97	127 04

Table No. II.

SCHOOL.	Kind of Coal.	Total Cost.	No. Rooms Warm'd	Cost Per Room.	No Pupils Accommodated.	Cost of Coal Per Pupil.
Washington..	Soft	\$539 92	11	\$49 08	547	\$ 99
Lincoln	Soft	476 40	6	79 40	267	1 41
Brayton	Soft	381 12	8	47 64	352	1 08
Doty	Hard	882 00	10	88 20	422	2 09
Draper	Soft	531 98	8	66 50	353	1 50
Marquette ..	Hard	747 00	8	93 38	345	2 17
Irving	Hard	819 00	8	102 38	246	3 32
Lapham	Soft	540 52	6	90 09	242	2 23
Longfellow ..	Soft	250 11	4	62 53	186	1 37
Hawthorne..	Hard	639 00	9	71 00	467	1 34
Randall	Soft	127 04	2	63 52	75	1 69

SCHOOL ACCOMMODATIONS.

The new Doty building was ready for occupancy on September 24th. During the year the four school-rooms on the second floor were used by the elementary grades and the six rooms on the first and basement floors by the first year classes of the high school. It was fortunate that these rooms were available for high school use at this time. They permitted the assembling of all first year pupils at one place for both study and recitation purposes. As a result these pupils have not suffered serious inconvenience from a lack of regular high school accommodations, nor has their work lacked efficiency.

The Doty building is well constructed, conveniently arranged, and not without architectural merits. When no longer needed for high school classes, this building will furnish ample accommodation for the pupils of the Fourth ward for a number of years, and adequate facilities for instruction in all lines of elementary work, including kindergarten, domestic science, and manual training.

The opening of the two rooms in the Randall school last fall relieved the crowded condition in the lower grades of the Draper school. The opening of a third room for the coming year will further relieve the Draper school and provide needed accommodations for the pupils in the western part of the city.

The matter of furnishing additional accommodations in the Longfellow school should receive prompt attention. An addition to the old building cannot well be made without seriously interfering with the convenient arrangement and the proper lighting of the present rooms. The most feasible and satisfactory plan would seem to be the erection of a separate building near the one now in use. The school grounds are sufficiently

large to permit of this without encroaching to any great degree upon the playgrounds of the children. The rapidly increasing population of the Ninth ward and the demands for instruction in special lines, make a good sized building in this section desirable and necessary. In addition to the regular classrooms the building should contain an assembly room, a gymnasium, if possible, and ample accommodations for kindergarten, manual training, and domestic science work. An architect should be selected at once, plans secured, and the construction begun this fall.

During the past year the nine rooms in the Hawthorne building have all been occupied and some have been crowded. It was found necessary to transfer some of the pupils in the third and fourth grades to the Marquette school. The continually increasing school population of this section will make the accommodating of all children during the next year a perplexing problem. Without question a new building in this section will be necessary within a short time.

NEW TYPE OF SCHOOL BUILDING DEMANDED.

The time has come when a school building must be something more than a roof, covering four plain walls. Merely to house the children is not sufficient. Accommodations for the instruction of the children in the regular academic lines only will not satisfy modern demands. The newer and broader meaning of the term "education" demands a training for the children that shall fit them to meet the varied social and economic demands of the day. The modern school building must therefore not only house the children in properly lighted, well ventilated, thoroughly heated rooms, but must provide facilities for instruction

along all regular and special lines incident to present day demands, and must furnish centers for the activities that enter into the life of the community.

The modern elementary school building should contain a large study room with adjoining recitation rooms for the accommodation of the upper two grades. The work of these two grades should be under the immediate charge of a principal and an assistant. Under this plan the program could be so arranged as to give the principal much needed time to inspect and supervise the work of the whole building. Such an arrangement would add little if any to the cost of instruction in the building, and would certainly increase the efficiency of the work and make possible the attainment of more satisfactory results.

The elementary school building should also contain a large assembly room which will accommodate all the pupils of the school. The frequent assembling of the whole body of pupils into one room unifies the school interests, encourages a good school spirit, and adds strength and character to the pupil body. In such a room could be held Memorial Day exercises, celebrations of authors' birthdays, and general exercises of various kinds. Such a room should also be made a center of profit and interest to the community.

The modern school building will not be complete without a gymnasium. The value of a sound body and the desirability of systematic physical training for the young, are so well recognized and highly appreciated that no argument should be necessary to justify the expenditure of money for these purposes. The gymnasium would afford also a playroom during inclement weather and make possible a partial supervision of the games of the children.

The new buildings must not fail to furnish adequate

and approved facilities for instruction in all regular and special lines, including kindergarten, art, manual training, and domestic science. In the planning of new buildings these new uses and possibilities of the schoolhouse must not be ignored.

FULL UTILIZATION OF SCHOOL-PLANTS.

Not only do the needs of the present demand a new type of school buildings, but also a more complete and profitable utilization of the buildings and equipments. The school not only has obligations to all who enter its doors, but also to the many who through various causes are unable to take advantage of the facilities offered. The school is doing a good work when it affords efficient instruction to all who apply for it, but it more completely fulfills its mission when it extends its uplifting influence to the indifferent and uncultured and gives them some appreciation of things educational. The welfare of the community rests not alone upon the culture of the few, but upon the integrity and intelligence of the many. The public school approximates its highest function only when it furthers the public good by bringing uplifting influences within the reach of all.

Madison has invested in school plants something like three-quarters of a million dollars, and expends annually for educational purposes nearly one hundred thousand dollars. The school buildings are used only about six hours a day for about one-half the days of the year, and stand unused during the remainder of the time. About 4,000 children attend the schools and receive directly the benefits resulting from the large investment an annual outlay.

It may be pertinent to ask whether the benefits accruing to Madison are commensurate with the large

amount expended for schools. Is the capital invested in school plants as productive as it ought to be? Are the profits as large as can be expected?

It may be fairly said that the Madison schools are thorough and efficient, and stand well up among the progressive schools of the country. The teachers of the city may be ranked high in their intelligence, efficiency, and in their earnest devotion to the interests of the children. The Educational committee of the Woman's Club, the Public School Art Association, and other organizations have all done much to enlarge the equipment of the schools, to extend their influence, and to encourage in the community a higher sense of things educational. There is still, however, room for much improvement in the schools, and there still remain many ways in which the large sums expended and invested in an educational way may be made to make larger and richer returns to the city. The school authorities are not without some responsibility for a more complete and economical utilization of our public school plants.

School Buildings as Centers.

Something may be done to utilize school buildings more fully by making each a social and educational center for the community in which it is located. Parents' meetings, school receptions, coffees, and other gatherings may be held more frequently for the purpose of bringing together the people, rather than for the raising of money. More encouragement may be given to the arranging of free lectures, lantern slide exhibitions, and school entertainments of various kinds. These would bring the people of the neighborhood together from time to time, permit them to mingle in a social way, and furnish a means of in-

struction and entertainment. The interest in the schools would become more general and something of an uplift would result to the community.

Evening Schools.

Another way to utilize the school buildings and equipments more fully would be the establishment of a few evening schools during a part of the school year. Although our city is small, yet in every section there are a few young persons beyond the compulsory school attendance age who need further instruction in the common branches. Many of these cannot attend the day schools because they are obliged to earn their own living, or because their assistance is necessary in the maintenance of the home. Others are not willing to enter the classes with the small children to get the elementary instruction needed. Many of these would be glad to attend an evening school and receive special instruction.

There are also young men and women in shops, stores, and offices who would be glad to take instruction in special lines and thus fit themselves more fully for their duties. For these, instruction in elementary English, penmanship, arithmetic, bookkeeping, and perhaps in typewriting and stenography, would be exceedingly helpful and profitable. In an evening school these persons could take instruction in the lines desired and at the same time continue their daily employment.

There are also foreigners in the city who need instruction in English and other elementary branches. An evening school would permit these persons to obtain the instruction desired without giving up their daily employment.

Utilization of Domestic Economy and Manual Training Centers.

Under present conditions the domestic economy and manual training centers are used only a few hours each day during the school year. The equipment of these centers makes it possible to give instruction in lines which are very valuable and which would be appreciated by many. Many boys and girls in the lower grades and others not in the schools would be glad to take advantage of evening and Saturday classes in these lines.

A wider use of the domestic economy center would result in much good to the community. Free evening and Saturday classes could be organized for the domestics of the city. Instruction in cooking and household economy would add much to the intelligence and efficiency of the girls and to the health and comfort of the homes.

Special classes could also be organized for housekeepers and for the young women of the homes. For these classes a small fee could be charged to cover expenses, and the course could include instruction in the various lines of household economy. Housekeepers with no hired help in the home would find the instruction profitable, and those with help would be enabled to manage their homes with more intelligence and comfort.

Vacation Schools.

A further use of the school buildings could be made by the maintaining of one or more vacation schools. In schools of this nature instruction could be provided in the regular lines, and in manual training and domestic economy. The session could be short and the exercises so varied as to combine recrea-

tion and instruction. The summer vacations are long and many parents undoubtedly would be grateful for an opportunity to place their children where their time and activities could be so directed as to afford them entertainment and profit. It is generally conceded that children are happier and come through a long vacation in a better mental and physical condition, when for a portion of each day their interests and activities have been directed regularly along some given line. Throughout the country the vacation school has come to be regarded as an integral part of the school system, and its maintenance an obligation upon the school authorities.

It may be said therefore that without question school authorities are not without some responsibility for a more complete and economical utilization of all public school plants. No effort should be spared to make the money invested in schools yield as large returns as possible in furthering the public good, and in adding to the joys and satisfactions of the people.

THE NEW HIGH SCHOOL BUILDING.

Some progress has been made during the year in the construction of the new high school building, but not so much as was desired or expected. The removal of the old building required much more time than was first thought necessary, and the excavating for basement and foundation walls was delayed to an unusual extent by bad weather, the presence of water in the ground, and the difficulty of disposing of the excavated earth. The scarcity and high price of labor, the unusual advance in the cost of all kinds of material, and inadequate transportation facilities, all seemed to conspire in retarding the progress of the work. The delay has been a matter of much annoy-



SUMMER PLAYGROUND, BURR JONES FIELD

ance and embarrassment to the contractor, and a serious disappointment to all who are looking forward with eagerness to the completion of the building. Although the many and serious delays in construction have been disappointing, there is much satisfaction in knowing that all work is being done in a thorough manner; that the general construction is safe and substantial to an unusual degree; and that the portions now constructed give promise of a building which from architectural and utility standpoints will be a credit to the city.

SALARIES IN OTHER CITIES.

(Salaries for the year ending in June, 1907.)

TOWNS.	GRADES.				HIGH SCHOOLS.		WARD PRINCIPALS.	
	Min- imum.	Maxi- mum.	Min- imum.	Maxi- mum.			Minimum.	Maximum.
Appleton.....	\$40 00	\$65 00	\$66 67	\$116 67			\$120 00	\$155 00
Ashland.....	50 00	70 00	65 00	100 00	75 00			100 00
Beloit.....	40 00	55 00	60 00	80 00	60 00			75 00
Chippewa Falls.	45 00	60 00	75 00	85 00	65 00			75 00
Eau Claire.....	30 00	55 00	65 00	100 00	70 00			90 00
Fond du Lac ...	47 22	55 56	72 22	100 00	66 67			83 33
Grand Rapids..	45 00	50 00	75 00	90 00	55 00			65 00
Green Bay.....	42 50	55 00	65 00	80 00	47 50			72 50
Janesville.....	40 00	52 00	75 00	106 00	43 00			67 00
Kenosha.....	40 00	65 00	70 00	100 00	94 44			111 11
La Crosse.....	40 00	60 00	60 00	110 00	100 00			140 00
Madison.....	48 00	67 00	70 00	120 00	70 00			95 00
*Marinette.....	40 00	60 00	60 00	111 00	60 00			75 00
Merrill.....	37 00	50 00	60 00	75 00	55 00			80 00
Oshkosh.....	40 00	60 00	62 50	125 00	75 00			130 00
*Sheboygan....	40 00	60 00	65 00	100 00	90 00			120 00
Superior.....	45 00	70 00	65 00	100 00	75 00			120 00

Average minimum monthly salary in the grades \$41 75

Average maximum monthly salary in the grades..... 59 42

Average minimum monthly salary in the high school .. 66 55

Average maximum monthly salary in the high school .. 99 23

Average minimum monthly salary for ward principals.. 70 45

Average maximum monthly salary for ward principals. 96 43

The statistics in the above table were gathered by one of the superintendents of the state for a special purpose and are inserted here as a matter of general interest. The table shows the range of salaries given last year in the several cities named, and indicates the highest salaries that the best teachers and principals may receive, but affords no basis for estimating the average salaries paid. The length of the school year varies in the different cities, averaging about nine and one-half months. Owing to the fact that in some cities the salaries are paid for nine months, and in others for ten months, the table affords no basis for determining the relative yearly salaries paid.

The number of teachers employed in proportion to the number of pupils enrolled is another element that must be considered in determining the relative amount paid for instruction in the different cities. In some of the cities given in the table, each ward building has a teacher for each room, or grade, and in addition a principal to supervise all the work. In a few cases an assistant principal is also employed. In the Madison schools the teacher in charge of the highest grade in a building is also principal. The principals must therefore supervise their buildings, and in addition do the full work of a regular teacher in charge of a grade. Under this arrangement each Madison ward building has one teacher less than has similar buildings in most of the other cities. In view of these facts it will be understood from the table that in the Madison schools fair salaries are possible for the efficient grade teacher, but that the aggregate expenditure for instruction in each building is less than is paid for the same work in other systems of schools.

MADISON TEACHERS SHOULD HAVE MORE PAY.

The Madison teachers need more pay because they draw salaries for only nine and one-fourth months, and must live for twelve months in the year. Persons in other lines of employment receive pay for about 300 days in the year. Using this basis for estimating the teachers' compensations, a salary of \$450.00 per year means only \$1.50 per day; a salary of \$500 per year, only \$1.66 per day; \$600 per year, only \$2.00 per day. The average yearly salary paid last year to the women teachers of the city, including high school teachers, principals of ward schools, supervisors of special lines, and grade teachers, was only \$581.00. The average salary of the grade teachers alone was only \$502.92. In either case it was less than \$2.00 per day on the basis of 300 working days to the year. The better class of women of the city engaged as nurses, saleswomen, stenographers and typewriters, dressmakers, and even many scrub-women and domestics earn an equal or greater amount during the year. Many men engaged in common labor earn more than do our teachers, and skilled laborers earn two and three times as much.

It is a lamentable fact that after paying for their rooms and board, dressing themselves comfortably, and paying a few necessary personal expenses, many of our teachers have nothing left with which to pay their expenses during the summer vacation. They are therefore obliged to coach pupils, teach in summer schools, do institute work, or to perform service of some other nature in order to "make ends meet." In fact many of the teachers are receiving for their services little more than their board and clothes.

The teachers should therefore receive more pay that they may be able to get the rest and recreation during

vacation that will fit them for the duties of the coming year. The work in school-room is more trying, wearing, and enervating than in any other line. It is said on authority that longevity in teaching is less than in any of the other professions and the period of effective service shorter. It follows that the teachers' remuneration should be such as will afford them opportunity each year to recuperate their strength and restore their energies.

Madison should pay better salaries in order to secure the best persons possible to fill vacancies as they occur. It must be remembered that the demands upon the Madison teachers are not slight. They must be cultured, refined, pleasing in manner, and faultless in taste. They must be able to mingle freely with the best people and be worthy of a welcome in the best homes. Parents have a right to demand that the teachers of their children shall be well-bred, well-informed, and with such personalities as will give emphasis to the better things of life. In order to secure properly equipped teachers, the salaries must be equal to or better than those offered in the best schools of other cities.

Madison must pay better salaries in order to retain in our schools the best teachers. She can ill afford to have the best teachers gleaned out from year to year for positions in other schools where better salaries are paid. A poor teacher is a useless expense; a good teacher is a profitable investment; the best teacher is the best investment. Madison can afford nothing less than the best. She must not only secure the best but must pay salaries sufficient to retain the best.

Madison should pay better salaries so that her teachers may afford the means of adding to their

power and culture year by year. Live, progressive teachers are essential to efficient schools, and they must not only have proper preparation, but must also have ample opportunities for continued growth and development.

Finally, Madison should pay better salaries because she is an educational center and should have the best schools in the state. Her welfare is more dependent upon the schools than upon any other interest in the city. The schools should not be looked upon as a burden, but as an opportunity. Money given for schools should not be considered as a charity or the payment of a debt, but as an investment that will bring ample returns in those things which make a progressive community and an enterprising city.

MONEY EXPENDED FOR GOOD SCHOOLS AN INVESTMENT NOT AN EXPENSE.

In the issue of June 20, 1907, of the *New England Journal of Education*, a distinction is made between expense and investment. Expense is defined as that use of money which one pays for current bills, for the necessities of life, or for the maintenance of a plant. It is the outlay of money for which there is no dividend or kindred return.

On the other hand, investment is that use of money from which may be expected special returns ; a loan of money for the interest ; the purchase of land or stocks for the expected advance in values ; the putting of money into products or commodities of various kinds to be held for an increase in prices.

It is shown that money put into poor teachers, poor school-houses, and meager equipment brings no adequate return to the community and should be

considered an expense and a burden. On the other hand, money expended for the establishment and maintenance of efficient schools should be considered as an investment. Intelligence in the community means an increased earning capacity among the people; a higher standard of living, a wider range of wants, and a more intelligent use of funds. These result in higher valuations, an increase in taxable property, and more revenue.

The editor of the *Journal of Education* says:

"If schools are supported merely to prevent pauperism and crime, if school-houses and teachers are no better than are necessary for the teaching of the rudiments of an education, if school buildings are so poor and children so lawless that property is worthless in the neighborhood, then the schools are an expense.

If children, because of the public schools, make men who pay more taxes than they otherwise would, or if they earn more money and buy of better grocers and tailors, patronize better physicians and dentists, rent a better house, and furnish it better, indirectly the city gets more taxes. Then the schools are an investment.

If schools are so good that men of means move into the city and buy or rent property near some school, then the value of property is enhanced and the schools are an investment.

If two thousand dollars are spent for teaching drawing and for beautiful art works in school, so that furniture dealers, carpet stores, paper-hangers, house painters and decorators, picture dealers sell a higher class of goods, and if all those who cater for patronage must fit up their places more attractively, thereby patronizing all sorts of decorators and furniture dealers, it does not take long for a city to get back more than \$2,000 in taxes, if assessments are honestly made.

If domestic science is so taught that the homes buy better meats and groceries, patronize better restaurants, have better furnished kitchens and dining-rooms, it does not take long for a city to get back in taxes, indirectly, more than the investment.

If school gardens are introduced and children learn how to raise small fruits and rare vegetables and love to do it, so that as men and women they will not live in the congested district, will not live where they can have no garden, but will move out

where land has been taxed by the acre and they cause it to be taxed by the lot, it does not take long for a city to get back a large return on the investment in school gardens. Whatever is put into a school that increases the earning capacity of the people, that heightens the taste, that makes people more appreciative and discriminating, is an investment and not expense."

A LARGER PORTION OF THE CITY REVENUE SHOULD
GO TO THE SCHOOLS.

In 1905 the cost of teaching and supervision in the cities of the United States containing over 8,000 inhabitants was \$22.81 per capita of pupils in average attendance in all grades; in the North Central states it was \$21.42; and in Wisconsin \$19.45. In Madison for the same year it was \$18.34. The total cost of schools in the same classes of cities, estimated on the same basis, was respectively, \$40.59, \$37.00, and \$30.55. In Madison it was \$25.43. It can be easily observed, therefore, that upon whatever basis a comparison is made, the cost of schools in Madison, per capita of pupils, is less than the average in other cities of the country.

This suggestion of more money for the schools may be considered from another viewpoint. It is undoubtedly true that in the line of the higher and better things of life, the welfare of the city is more dependent upon the schools than upon any other agency. It is probably also true that the money used in the other departments of the city government brings no more ample returns in way of thrift and increased property values, than does an equal amount given to the schools.

It would certainly be unwise, and ought to be unnecessary, to increase the total tax rate of the city. When, however, the relative low cost of the Madison schools and the investment feature of

school expenditure are considered, it does seem that a larger share of the city revenue might wisely be appropriated to the support of the schools.

SALARIES SHOULD BE GRADED ACCORDING TO MERIT.

Schools are organized and maintained for specific purposes, and money expended for them should be regulated in proportion to the accomplishment of these purposes. The payment of salaries can be justified only on the ground of ample returns to the community, and must be regulated on the basis of service rendered. On this basis there can be no possible justification for paying all the teachers of a given grade the same salary without regard to the value of the services rendered. It is equally without justification to regulate salaries on the basis of the length of service, unless it can be shown that length of service has been attended with a proportionate increase in efficiency. No more should the grade in which the teacher works be a basis for determining the amount of salary. There is no reason for paying more in the higher grades than in the lower, unless a wider preparation for the upper grade is demanded, or the demand for teachers is greater in proportion to the supply. "The only possible reason," says Henry Sabin, "why the high school teachers should be paid more than those in the grades, is because they have as a rule spent more time and money in preparing for their work. To teach algebra or rhetoric well is no more an evidence of skill or ability than to teach arithmetic or English grammar."

In this connection it may be said that all positions in the public schools should be considered equally honorable. A teacher in any grade who does effi-

cient work should be given full credit, and should receive her recognition by an increase of salary, rather than by a transfer to a higher grade. Salaries should be graded according to the worth of the work and not the worth of the position. A woman who wisely and efficiently cares daily for forty or fifty little children and gives them the right start in the path of learning, may be doing more for the community than the man who teaches Latin or Greek to a dozen boys and girls. Quoting again from Henry Sabin in the *Journal of Education*: "She who has taught a child to read has done more for that child than any other teacher can do at any subsequent stage in education."

Continuing Mr. Sabin says: "Quality of work ought to be the only criterion of success, and success ought to be the only criterion of true promotion. This rule is of universal application. If you feel that your position is shaky, improve your chance of retaining it by improving your work. If you are desirous of a position in a larger city, do your work *so* well where you are that your fame will spread into the surrounding neighborhood, and attract attention because of its excellence."

A like exhortation may be made with reference to salaries. Whatever the salary, the teacher should do her work well; do the best she can; make a success; make herself indispensable to the schools, and an increase of salary will surely be forthcoming.

MORE MEN NEEDED IN THE SCHOOLS.

It is a matter of note that as teachers in the public schools of the country, the women greatly outnumber the men. In all grades of public schools of the country, including the city systems and the rural schools,

the ratio of women to men is about 3 to 1; in Wisconsin it is about 6 to 1. In the cities of the country containing over 8,000 inhabitants, the ratio of women to men is about 12 to 1; in the corresponding cities of Wisconsin it is about 10 to 1.

Another noticeable fact is that the relative number of men engaged in teaching is growing less year by year. In the public schools of the country in 1880, 42.8 per cent of the teachers were men. In 1905, the percentage of men had decreased to 24 per cent. In the schools of Wisconsin in 1880, 28.9 per cent of the teachers were men. In 1905, the percentage of men had fallen off to 13.8 per cent, a decrease of over 50 per cent in twenty-five years. This decrease is in some degree startling, and forces the conclusion that within a few years the education of the children of the land will be almost wholly in the hands of women. This apparently inevitable outcome is an occasion of much serious concern on the part of leaders in educational thought. How this preponderance of women in the teaching force of the school will affect the quality of education is a question of vital import.

It will be conceded at once that woman should have an important place in the education of children. The little ones in the primary grades need the woman's tender solicitude and responsive sympathy; the careless, impulsive girls, and the passionate, awkward boys of the grammar grades respond to her instinctive appreciation of their needs and her patient efforts in their behalf; and the "inquiring youth" of the high school and the "spirit-hungry" men and women of the college are influenced greatly by associating with broad-minded, big-hearted, intelligent women instructors.

It must not be inferred that woman's usefulness as

a teacher is confined to the moral and inspirational side of school life. Her efficiency is shown as well in other lines of instruction. She is accurate in scholarship and intelligent in methods of instruction. As a rule, women are indefatigable and painstaking workers and put into their teaching a zeal and a devotion that is rarely equaled by men.

The unusually large enrollment in the Madison high school is due in part at least to the fact that the elementary schools are under the supervision of woman principals. These women put into their work more devoted and intelligent effort than can most men. The needs of the schools are understood and wisely looked after. The pupils almost without exception are ambitious for better things and eager to continue their education. The result is that the break between the elementary grades and the high school is slight, and the eighth grade classes are promoted without serious loss in numbers.

However, after even the last word has been said to the credit of women as teachers, it still remains that education under women alone seems to lack that virility, that vigor and tone, essential to strong and aggressive manhood and womanhood. In discussing this disparity in the number of men and women in the schools of the United States, Prof. Armstrong of the Moseley Commission says:—

"To put the matter in very simple terms, it seems to me on the occasion of my former visit—and the impression was confirmed during my recent visit—that the boy in America is not being brought up to punch another boy's head, or to stand having his own punched in a healthy and proper manner; that there is a strange and indefinable feminine air coming over the men; a tendency toward a common, if I may call it, sexless tone of thought.

If it be the province of education to mold the race, there is no other question of greater importance claiming our attention

at the present time--especially as the difficulty of obtaining male teachers is decreasing day by day. In both countries it is imperative that we should discover means of attracting men with practical instincts and of superior mental gifts into the teaching profession."

Without question an efficient system of schools needs the services of both men and women. Both furnish elements of strength essential to a complete education. In discussing this question in his work, *Education and the Higher Life*, Prof. C. Hanford Henderson says:—

"And yet it is highly desirable to have women teachers for boys as well as for girls, desirable so that the boys may come at all stages of their lives under the influence of good women, and may have the benefit of their wisdom and point of view. But it seems to me equally desirable that girls shall be always in touch with good, strong men. The way out is very simple. It is to have both men and women teachers even in the lower schools. Coeducation can best be carried on by a coeducational teaching force, and coeducation, in spite of its difficulties and occasional disadvantages, still seems to me a necessary condition of that nobler, freer life which is the goal of enlightened democracy. Society is made up of boy-babies and girl-babies, of boys and girls, of youths and maidens, of men and women, and is vastly more interesting by reason of such a constitution. To perfect society is to perfect this human interplay and to bring about a more ideal comradeship all along the line, from the nursery onward.

At the high school and university it is even more important for the carrying out of the purpose that the teaching body should include both men and women. At the high school, the question of sex is coming slowly into consciousness; at the university, it reaches an impulsive and uninstructed flood. Wise men are needed in the gymnasium to guide and strengthen the boys and men; wise women are needed to serve the girls and women. Both instructors must deal with the question fearlessly and effectively, both to prepare for wise parenthood and to guard from evil. But in other lines of instruction, the best results come from utilizing the wisdom and experience of both men and women for both boys and girls, men and women."

It would seem therefore that the securing of the best results in public education demands the services

of both men and women, and that one of the important questions facing the educational authorities of the day is the finding of some means of attracting to and retaining in the teaching profession a larger number of well-trained, high-minded, strong men.

THREE FACTORS IN EDUCATIONAL ECONOMICS.

The securing of more men in the schools is a part of a more general and fundamental problem, the securing of a higher standard of instruction for all the schools. This involves the bringing into the school broad, high-minded, well equipped men and women. Three factors will have an important bearing on the achieving of this end,—better salaries, greater security of position, and promise of competency for old age.

Salaries.

During recent years teachers' salaries have increased in some degree, but not in a degree commensurate with the advanced cost of living nor with the improvement of salaries in other employments. In view of the uninviting prospects a smaller number than formerly are becoming teachers and fewer are remaining in the ranks. The compensation is so meager that it is not worth while for young persons of ambition and talent to devote their lives to this work. It is beyond argument that to have good schools we must have good teachers; that to have good teachers the salary scale must be lifted to a place commensurate with the dignity and importance of the work.

Briefly it may be said that better salaries must be provided to make it worth while for promising young persons to make proper preparation for the work of

teaching; to attract to the calling the capable and the gifted; to retain in the ranks the tried and experienced; to make the work an ultimate calling, and not a convenient stepping-stone; and finally to afford to all teachers the means of continual growth and improvement.

Tenure of Office.

Nothing perhaps is more embarrassing to the sensitive, dignified teacher than the fact that he must chance a re-election annually by an ever-changing board of education. Independence of action and freedom from anxiety are essential to the best growth and the highest efficiency in work. In many places the annual elections have been superseded by a plan by which, after a certain probationary period, the teacher may be appointed for a definite extended period, or until the contract may be closed "for cause." The security offered by such a plan relieves the teacher of much wearing anxiety and makes possible a higher degree of dignity and independence. Dr. Winship says:—"Power, poise, and alertness are only developed by teachers of talent, adequately nourished in their own personal and professional life, with freedom to inspire children by direct touch of individual thought and life."

Pensions.

In most vocations earning power increases with age, and skill and expert knowledge become profitable "stock in trade" for the declining years. The successful, energetic business man in later life may enjoy the security and profit of a permanent and well established business. The drudgery and hardships of active professional life may give way to the more

desirable and remunerative duties of the consulting expert, of the retainer, or of the counselor. The teacher's period of effective work is comparatively short, and the skill and power gained through his active years are not such as may be useful in other lines. In fact the duties of the teacher are apt to unfit him for other remunerative employments. This uncertainty of a competence for old age makes the teacher's calling undesirable and even forbidding to many.

The recognition of the desirability and even the necessity of some plan for providing a retiring fund for teachers is very general, and has resulted in the adoption of pension systems of some form in many of the leading states and cities of the country. These systems vary widely in organization and methods of operation, but in all are recognized the dignity and importance of the work of education. In all strong emphasis is given to the fact that the purpose is not charity or philanthropy, but the securing and maintaining of a high grade of efficiency in the teaching force. It would seem that no argument should be needed to make it clear that no system of schools may hope to secure the highest grade of efficiency until some plan of pensions is adopted and made effective.

Better salaries, greater security of position, and more freedom from anxiety for the future should make the calling of the teacher more inviting, the work of the schools more efficient, and the recognition of the importance of the public school system more general.

MEDICAL SCHOOL INSPECTION.

In our city the existence and control of infectious and contagious diseases are looked after by the city

health officer. In every school, however, are a few cases of defective sight or hearing that cannot be detected and remedied without a general system of inspection for which the health officer has no time, and for the services connected with which no compensation is provided. There are also in almost every school a few children affected with nasal, throat, or skin diseases, the existence of which the parents are ignorant or indifferent, or for the medical treatment of which they have no means of paying. These children are greatly handicapped in their own work, and their presence in the school interferes seriously with the comfort and work of other children. An intelligent, kind-hearted physician under moderate pay could be of great service in detecting the presence of disease, by preventing its spread through the schools, by reporting cases to parents with recommendations for treatment, and by putting needy cases in the way of receiving needed attention. A moderate sum expended in this way would result in a greater immunity from disease in the home and a better condition of health in school.

SECRET SOCIETIES CEASE TO EXIST IN OUR PUBLIC SCHOOLS.

We are pleased to note that secret societies will not exist in the future as organizations in connection with our public schools. We wish to note briefly as a matter of record the method by which this result has been attained.

With a view to checking the growth of these secret organizations and diminishing their influence, on October 4, 1904, by a unanimous vote, the Board of Education passed resolutions denying such organizations all public recognition and forbidding to all



SUMMER CLASS DRILL, BURR JONES FIELD

members of the same the privilege of representing the school in any literary or athletic contest, or of serving as a class officer or as a member of a class committee.

The salutary effect of these resolutions was soon felt throughout the school, the growth of the organizations was checked, their influence lessened, and the shelf-important and exclusive spirit of the members was less noticeable. In a degree the members of the societies came under the ban of the school and the school sentiment became unfavorable to the secret organizations.

Although the carrying out of the provisions of the resolutions reduced the harmful influence of secret societies to a considerable degree, it did not assure their complete elimination from high school circles. Realizing that so long as these existed there would be a degree of social discrimination and unrest, Mr. T. E. Brittingham circulated a petition among the parents of pupils belonging to the secret societies, requesting the Board of Education to take such steps as might be necessary to eliminate permanently from the city schools all organizations among the pupils known as fraternities, sororities, or secret societies, and pledging to the board their support in any reasonable action for the accomplishment of this end. With much effort and patience Mr. Brittingham succeeded in presenting the subject to the parents of all pupils belonging to the societies, and succeeded in securing the names of a large majority of them to the petition. This petition was presented to the board on December 16, 1906, and in compliance with its provisions the following resolution was adopted:—

Resolved, That the Board of Education hereby orders that secret societies in the public school system of Madison be discontinued at the end of the present academic year, and that the

joining of such organizations or the continuing of membership in the same after that time by school pupils be sufficient grounds for the suspension or expulsion of such pupils from the privileges of the schools.

In compliance with the requirements of this resolution, all pupils belonging to school fraternities and sororities have resigned their membership in the same, the charters have been surrendered, and the chapters have ceased to exist in connection with the schools.

This prompt action on the part of the pupils is highly commendable and is greatly appreciated by the school authorities. It is to be hoped that all legitimate benefits, social, moral and intellectual, that these societies claimed to offer, can be and will be supplied to the pupils in a better way under the sanction of the faculty through well managed social clubs, literary societies, and other organizations.

THE PUBLIC SCHOOL ART ASSOCIATION.

We note with pleasure the continued interest of the Public School Art Association in the welfare of the schools. During the past year advancement has been made in the way of securing additional works of art for the school-rooms, in having the tinting of the school-room walls harmonious and restful, and in making all the buildings more sanitary and attractive. This is one of the important movements connected with the schools and its influence is felt not only in the schools but in the homes and in society at large in the way of an increased appreciation of the good and beautiful.

The work of this association is highly appreciated by the school authorities and hearty cooperation in further efforts will not be withheld. We are pleased

to insert here the report of the president, Mrs. A. O. Fox.

Madison, Wis., June 8, 1907.

To the Members of the Madison Public School Art Association:

Five years ago next October the work which we are now carrying on was begun. At that time the interiors of our public school buildings presented for the most part a most unattractive and barren appearance. Many of the walls had become dingy and the plaster broken. The few pictures which adorned them were mostly of an inferior grade, many of them "cast-offs" contributed from attics, and had not been selected with reference to any general plan of decoration or to their fitness for use in the school buildings.

These rooms while not lacking in the best of instruction, were yet rather cheerless places, both for our children and for their teachers to spend so large a portion of their time in. We wanted to convert these school rooms into places where our children would love to come, and where the children of all kinds and classes of people would grow up with the knowledge of and love for the beautiful things in art. We hoped that with pleasing harmonious colors on the walls, and with reproductions of the world's finest pictures hanging before them all of the children would improve or acquire a taste for beautiful things, which perhaps would be reflected again in their lives at home and in the houses where they lived.

This meant the exercise of a great deal of tact in disposing of many of the undesirable pictures then on the walls, then the repairing and proper tinting of those walls followed by their adornment with nice pictures and other attractive mural decorations.

The work was commenced in the Washington school where the idea originated and has continued step by step throughout all of the public ward school buildings of the city, and we are proud to say that we possess upon our school walls, many choice pictures from the leading artists of the world, both ancient and modern, and that each is in its place for a specific purpose. In our Washington school alone we have one or more from the following Masters: Michael Angelo, Rapheal, Botticello, Del Sarto, Corregio, Murrillo, Titian Van Dyke, Rembrant, Reynolds, Valasquez, Corrot, Dupre, Millet, Turner, Landseer, Bonheur, Remington, and others.

Our statuary forms an important part of our school decoration. We have from two to ten subjects from the world's greatest sculptors in every grade, comprising many of the works of Michael Angelo, Della Robia, Donatello, Da Forli, Thorwald-

son, St. Gardens. Nearly all of these subjects have been purchased from Caproni Bros., of Boston, and are acknowledged to be the finest reproductions made.

Our exhibit of pottery modeled from clay by pupils in the public schools is a credit to our Art teacher, Miss Cravath, and the teachers who assisted her.

The children have taken great delight in the work of raising funds for the purpose of decorating the school walls, and it has had a marked effect upon them in making them more cleanly and orderly. There is no desire on their part to deface the walls with pencil marks, or to do anything that will mar the beauty of the place where they spend more waking hours than in their homes.

In two instances very excellent teachers have told me that they seriously considered leaving the city to teach elsewhere, but had upon second consideration decided to remain, for they feared they might not find such beautiful and attractive schools elsewhere. The parents have entered into our work with untiring enthusiasm, and we owe much of our success to their help and co-operation.

Our work has not by any means been confined to securing objects of Art. We have done much to bring before the Board of Education the crying needs of the schools: better sanitary conditions, better facilities for lighting the buildings, new windows have been cut in darkened walls, hallways and corridors have been made light and airy by doing away with the much despised cloak rooms.

The establishment of a rest room in each school has met a long felt need. In buildings where from four to six hundred pupils are assembled there has been heretofore no means of caring for them in case of sudden illness. We have now in every school in the city a quiet room, furnished with a wicker couch, a pillow and blanket, a rocking chair, and other simple comforts. A place where weary teachers may spend a few moments in rest and quiet during the noon hours, gathering useful strength for pending work.

The hygienic reason for proper tinting of the school walls has been made a subject of study. We secured samples of color restful to the eye from a prominent decorator, and although our walls have in many instances been a great disappointment to us, owing to lack of funds with which to do the work, I feel that in time we will succeed in making them all that we can wish.

There is a growing need for assembly halls for the general assembly of the grades, and for school receptions and other

similar meetings. These halls should be well ventilated and have numerous exits for the safety of the children.

More pictures are of course needed, but these should now be purchased only a few each year, and I urge the greatest care in their selection. Much thought should be given in choosing suitable subjects. We have purchased a valuable portfolio containing a thousand or more prints representing the leading pictures of the world, and this collection will be of great assistance to the committee in making proper selections.

I suggest the exercise of the utmost care in the appointment of the committees for choosing of pictures, that only those persons be named who have had an opportunity to study the good things in Art, and who understand the purposes and uses to which the different examples are adapted. The committee should also study the hanging of pictures, the use of mouldings, and in general familiarize themselves with the details of the work, at the same time keeping close to the original plan and the main purpose of our organization.

In conclusion I wish to thank all of the ward committees and the teachers and my associate officers for their earnest work and untiring co-operating efforts in behalf of our purpose. Their good works testify to their labors. The Board of Education, I am very happy to say, has accepted our work in the same spirit with which it has been done, and without their kindly and efficient assistance much of what has been done could not have been realized.

In completing the work in the ward schools and in the decorating of the splendid new high school building during the next few years, I trust those actively engaged in the work will gain as much real pleasure from their tasks as we have in the past.

Yours very truly,

ANNIE W. FOX,
President.

TREASURER'S REPORT.

From June, 1906, to June, 1907.

Balance on hand June 1906.....	\$559.31
From Washington school.....	147.37
From Lincoln school	17.25
From Brayton school.....	_____
From Doty school	50.25
From Draper school.....	64.00
From Marquette school	60.14
From Irving school.....	87.62
From Lapham school.....	13.20

From Longfellow school	18.71
From Hawthorn school	37.25
From Randall school	1.00
From General Fund	
Total	\$1,056.10

EXPENDITURES.

For pictures	\$352.43
For frames	181.53
For plaster casts	167.15
For freight, cartage, express and boxing	54.04
For hanging casts, wire, hooks, glass, etc.	19.70
For magazines	17.10
For pottery	17.00
For window shades, curtains, table, etc.	25.66
For postage	4.70

Total	\$839.31
Total receipts for 1907	\$496.79
Balance from 1906	559.31

Total	\$1,056.10
Total expenditures	839.31
Balance in treasury	\$ 216.79

ARABELLE S. BRANDENBURG,
Treasurer.

THE PENNY SAVINGS FUND.

We note with satisfaction the continuance of the Penny Savings Fund system in the ward schools of the city. The results during the year have not been all that could be wished, and yet they offer no occasion for discouragement. We feel that the success attained during the past year fully justifies the continuance of the system. We wish to assure Mr. C. N. Brown and the women who have so cheerfully aided in carrying on this work that their interest and efforts have been highly appreciated, and have not been without valuable results to the schools.

We are pleased to insert here the report prepared by Mr. Brown:

MADISON, WIS., August 12, 1907.

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

Dear Sir—I take pleasure in submitting herewith a statement of the condition of the Madison Penny Savings Fund from August 29, 1906, to August 1, 1907.

Amount collected to Sept. 1, 1906.....	\$4,872 42
Collected since that date.....	1,275 72
<hr/>	
Total collection to August 1, 1907	<u>\$6,148 14</u>
Disbursements to Sept. 1, 1906.....	\$3,352 90
Disbursements to August 1, 1907	1,187 94
Balance, not including interest	<u>1,607 30</u>
	<u>\$6,148 14</u>

Resources.

Cash balance as above	\$1,607 30
Interest credited to date of last report.....	235 52
Interest credited since said date.....	<u>91 30</u>
<hr/>	
Total resources	<u>\$1,934 12</u>

Liabilities.

Cash credited on outstanding pass-books...	\$1,480 88
Interest credited on the same.....	<u>83 16</u>
<hr/>	
Total on pass-books.....	\$1,584 04
Balance to redeem outstanding stamps....	370 08
	<u>\$1,934 12</u>

The following is a comparative statement of the condition of the Fund now and at the date of the last report:

	1906.	1907.
Total receipts.....	\$4,872 42	\$6,148 14
Total withdrawals	3,484 42	4,549 64
Cash balance.....	1,519 52	1,607 30
Total interest credited to fund	235 52	326 82
Amount due depositors on books	1,516 72	1,480 88
To redeem outstanding stamps	238 32	370 08
Total number of books issued.....	517	599
Total number withdrawn.....	280	351
Total number outstanding	227	248
Books showing one deposit...	70	95
" " two "...	48	38
" " three "...	45	39

Book showing four	deposit...	18	23
" " five	" ...	11	15
" " six	" ...	5	7
" " seven	" ...	4	5
" " eight	" ...	1	4
" " nine	" ...	3	6
" " ten	" ...	0	0
" " eleven	" ...	1	0
" " twelve	" ...	4	2
" " thirteen	" ...	1	2
" " fourteen	" ...	4	1
" " fifteen	" ...	0	2
" " sixteen	" ...	2	0
" " seventeen	" ...	0	1
" " nineteen	" ...	0	1
" " twenty	" ...	1	0
" " twenty-one	" ...	3	0
" " twenty-three	" ...	1	1
" " twenty-seven	" ...	0	2
" " twenty-eight	" ...	0	1
" " thirty-three	" ...	0	1
Largest individual deposit	\$75 62	\$52 90	
Over \$60.....	1	0	
Between \$50 and \$60	1	2	
Between \$40 and \$50	1	3	
Between \$30 and \$40	7	3	
Between \$20 and \$30	5	5	
Between \$15 and \$20	9	8	
Total number of deposits on books outstanding	868	843	
Of these, there were made during the year	221	227	
Of the latter number there were deposits on old books	135	126	
Made on new books.....	86	101	

The balance would have been larger, and the figures of the deposits would have been somewhat more favorable had not four of the largest depositors, whose accumulations amounted to \$239.89, exchanged their pass-books for certificates in the Northwestern Building and Loan Association. These certificates participate in the profits of the Association, and have paid a much higher rate of interest than is allowed on the pass-books, and depositors are encouraged to make the exchange. No membership fee is charged and additions may be made to the deposit at any time, sums as small as \$1.00 being received.

The amounts received by the collectors from the teachers in the different schools has been as follows:

	1906.	1907.
Washington School.....	\$ 0 00	\$ 93 41
Lincoln School.....	76 73	39 18
Brayton School.....	241 52	179 83
Doty School.....	76 73	159 07
Draper School.....	65 99	136 42
Irving School.....	146 22	123 69
Marquette School.....	151 48	84 50
Lapham School.....	65 00	19 69
Longfellow School.....	79 24	125 39
Hawthorne School.....	53 38	61 32
Randall School.....		44 16
Totals.....	\$954 16	\$1,068 66

This does not show the moneys paid in at the office or in vacations, or deposited by the scholars in the parochial schools.

As in previous years the work of distributing the stamps and collecting the money from the teachers has been done by one or more ladies in each ward, the total number assisting being fourteen. The work involved in getting and distributing the stamps, in collecting the money from the teachers and bringing it to the office has been very considerable, but it has been done cheerfully in the belief that the work was one worth doing, and in the hope that the result would justify the effort. Measured by the effort made, the result has been somewhat disappointing. There has been some progress but not the progress hoped for. Less than 8 percent of the pupils enrolled in the ward schools have pass-books, and of the 248 pass-books outstanding, less than one-half show more than two deposits, and only 35 show more than five deposits. The object of the work is to teach the habit of saving. Habit is not formed by doing a thing once, but by doing it repeatedly. It has taken many acts of saving and denial for a pupil to acquire the dollar required to obtain a pass-book, but if no further deposit is made, or if the pupil stops when two or three deposits are made, the habit is not formed, and the result sought for has not been obtained. Experience has shown that the essential factor in the success of the work in any school, is the teacher's belief in the work. If it is done with enthusiasm, it is invariably successful. If done perfunctorily or grudgingly, it might almost as well not be attempted. Those who have undertaken the work with enthusiasm have never complained that it was burdensome, or that in making the work obligatory, the Board of Education was

imposing added burdens upon those already loaded to the limit of their capacity. If the work is worth doing at all it is worth doing with enthusiasm, for otherwise it will not be done well.

All of which is very respectfully submitted,

CHARLES N. BROWN,
Secretary.

PUBLIC PLAYGROUNDS.

The subject of recreation centers and public playgrounds is receiving the attention of educators and philanthropists throughout the country. Dr. J. C. Elsom, professor of physical training at the University, has been interested in these movements and has given them considerable study. We are pleased to insert at this point a statement from him in regard to the value of play in the education of the child. Special attention is called to what is said in regard to providing simple apparatus for our school yards. This matter is worthy of attention on the part of the school authorities.

Play an Essential Part of Education.

It is comparatively in recent years that child study has been a large part of the work of the educator; not a great while ago we learned that the history of the child's development is in large measure the history of the development of the race. After careful thought and investigation, educators have very generally concluded that play is absolutely essential to the development not only of the child's muscular system, but of his brain and nerves as well. We have found that by means of play, the social instinct is cultivated; the child is taught to respect the rights of others, and to work together with others for the good of the many. The child, by means of play, trains himself for the serious things of life; the very movement and spirit of the games of childhood show that the child is being led by some strange, beneficent instinct to assist in his own life's training.

We should therefore try to assist the children in their play, instead of thwarting and forbidding it. At a recent convention in Chicago, educators from all parts of the country came to-

gether, and discussed the problems of plays, and playgrounds. Many scientific addresses were made by prominent men and women, and the general thought of the whole convention was the social and moral value of play. It was concluded that the training which a well directed playground gives is not less valuable than the training given by the schools. It was shown that play was the best possible preparation for the life of the citizen in a democratic state, and that the acquiring of the power of self-government and of obedience to law were essential results of successful play. Jane Addams said that at present our cities were spending one hundred times as much for the care of delinquent children as they were for such recreation as would prevent their delinquency; and that any wise city should reverse the expenditure. We could not expect our young people to grow up moral unless we furnish them proper opportunities for recreation.

Madison should have in every one of its school yards some proper space for play and some simple apparatus upon which the children might exercise in a safe and beneficial way. The spending of a few hundreds of dollars in this way is, in my judgement, one of the wisest moves the School Commissioners could possibly make. The outlay in money need not be very great, but the results would be more far reaching than many of us would be likely to believe. It is a duty which we owe to the children of the city. Their education is at best one-sided, unless we give them facilities for developing their bodies, while we are trying to promote their mental growth.

J. C. ELSOM.

Madison Playgrounds.

It is fortunate that among our citizens are so many who have an appreciation of the influence of pleasure drives, parks, and playgrounds upon the development and welfare of our city. The value of these to our people in the way of recreation health, comfort, pleasure and culture, cannot be well over-estimated.

Not the least in importance among these projects is the securing of a number of playgrounds for the children. Through the foresight and liberality of a few of our citizens, the city now owns, or controls by lease, four tracts for playground purposes. These

are the Burr Jones field, the Kendall field, Bog Hollow, and a plot of ground near Dow's mill.

During the year of 1905-1906 the Educational department of the Woman's Club directed its energies toward the development and use of these playgrounds. Public talks were given and articles were written for the local press with a view to arousing an interest in these projects. In the spring of 1906 a play was given at the Fuller opera house by the graduate club of the University to further the interests of this work. With the sum thus raised, with a gift of \$100 from the Woman's Club, and with smaller gifts from individuals, nearly \$400 were raised for improving and equipping the Burr Jones field as a playground. The Educational department of the Woman's Club then secured the appointment of a committee consisting of the Mayor, the Park Superintendent, and a member each from the Woman's Club, the Attic Angels' Association, and the Board of Education, to which committee were turned over the funds and the direct management of the grounds. The committee purchased a modest apparatus, secured a director for the summer months, and on July 1, 1906, formally opened to the public the Burr Jones field.

During the past summer, from June 17th to August 27th, the grounds have been open daily with U. A. Johnson, a University graduate, as director. During two evenings of the week instruction has been given to classes of older persons. During the month of August daily instruction was given in Lake Mendota in the art of swimming.

The playgrounds have been much improved and new apparatus has been added. The average attendance on the grounds during the summer was 120.

The bubble fountain donated by the Attic Angels,

the flag from Mr. W. G. Kropf, and the flag-pole from the Standard Telephone Company, will all be put in place before the opening of another year. In the last tax levy the sum of \$500 was included for playground purposes, and was available for the season just closed. An equal or greater sum has been promised for the next year, which will make the continuance of this work certain.

This work is important, and the efforts of all who have been instrumental in making it a success will not be unappreciated. Special credit is due Mrs. Lew F. Porter, without whose constant interest and well directed efforts success would have been impossible. Valuable assistance has also been given by the Mayor, whose constant support was given to the movement and through whose influence a liberal appropriation was secured from the council.

THE HIGH SCHOOL.

As a matter of record, mention should be made of the method of carrying on the work of the high school during the construction of the new building.

Accomodations.

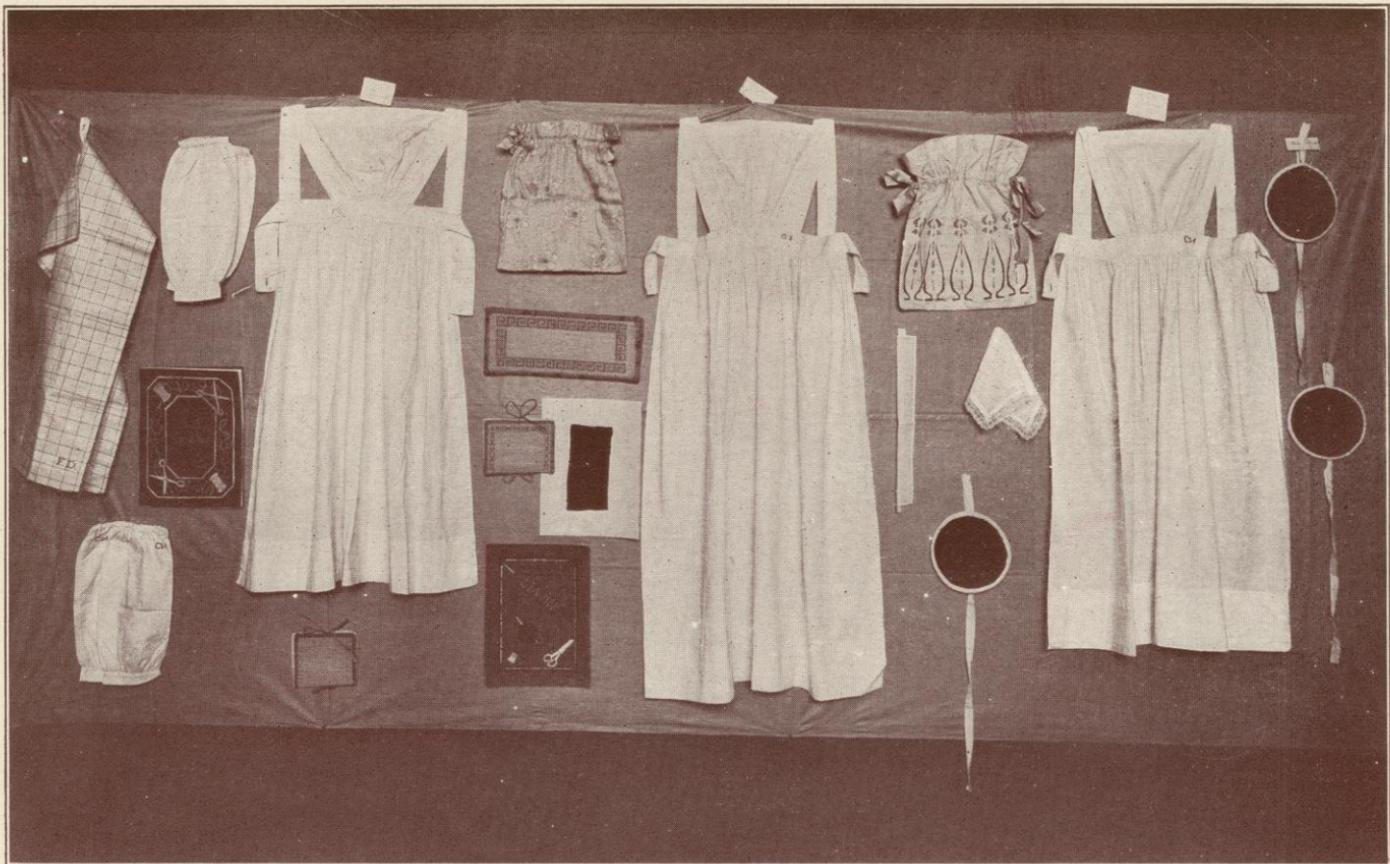
For the accomodation of classes, four rooms were used in the old engine house, six in the city hall, four in the Madison Free Library, and six in the new Doty building. It was particularly fortunate that the rooms in the Doty building were available, as they furnished convenient accomodations for all the first year pupils for both recitation and study purposes. By this plan all the pupils of this class were gathered into one building and were under direct supervision

throughout the school day. For the other classes, rooms were provided for recitation purposes only, the pupils doing most of their studying at home. The four rooms in the old engine house were not entirely satisfactory because of their location, limited size, the presence of unpleasant odors, and the lack of general ventilation. The rooms in the other buildings were comfortable and served the purposes of the school fairly well, the rooms in the library building being especially pleasant and convenient.

In this connection we desire to express our appreciation of the kindness and courtesy extended at all times to the school by the persons in charge of the several buildings in which rooms were used, and to heartily thank them for their thoughtfulness and painstaking efforts to make teachers and pupils comfortable.

High School Work.

Through the watchfulness of the principal and the unusual faithfulness of the teachers, the work of the year was carried on without serious loss in efficiency. The teachers were responsive to every demand and patiently made the best of unfavorable conditions. A most excellent spirit prevailed among the pupils. As a rule they were prompt and regular in attendance, attentive to work, and orderly in their conduct. That four hundred pupils from the three upper classes could be turned upon the streets almost hourly during the school day with so little confusion that their presence was hardly noticeable, speaks well for the management and reflects credit upon the pupils. It is a matter of satisfaction to know that the loss to the high school during the construction of the new building will be much less than was at first feared.



SEWING WORK, SEVENTH GRADE

The increase in tardiness was due in large part to the difficulty of keeping the clocks in various buildings together. Considerable effort was made to keep all clocks with that in the superintendent's office.

In bad weather, it was almost impossible for the crowds in the narrow halls of the engine house to put on wraps and make their next recitation in ten minutes.

It will be noted, however, that the number of tardinesses is not much in excess of the year 1891-1892.

The per cent of attendance fell below that of the past two years. In fact, the increase in tardiness and the greater irregularity of attendance constitute the two disagreeable features of the year's program.

THE NEW PLAN.

The new plan, made imperative by the destruction of the old building, brought with it some annoying features. To teacher and pupil alike the trip between classes has not always been enjoyable. During good weather there seemed to be but little objection to it, but in stormy days no one favored the plan.

With the high school distributed over the city, it seems impossible to avoid a certain amount of traveling. If the engine house could be abandoned and the fourth grade brought nearer the city library, our difficulties in making changes of classes would be materially lessened.

Considerable surprise has been expressed on account of our getting along so easily under such annoying conditions. The result has been attained by the determination of teachers and pupils to make a success of the work in spite of all difficulties. Much credit is due to pupils in their effort to conform to requirements under new circumstances. With a very few exceptions, they have responded splendidly to all demands made upon them. Left more exclusively to themselves, made more nearly the masters of their own time, most of them have shown a high degree of self-control.

Final records show as well that time has been well spent. There will be failures under any plan. There seems to be no reason to suppose that the plan has had much to do with the failure in studies. The poor student will be a poor student under all circumstances. Convenience in recitation or in the disposal of his time will seldom make a good student out of a poor one. Difficulties in the way of study are, at best, numerous enough and distractions are frequent enough to discourage the best student under the most favorable arrangement. It is desirable, therefore, that in the arrangement of rooms, such should be selected as will be most convenient.

A part of the success of the year has been due to tradition. If it be assumed that the work is to be pushed with the usual vigor, there is little doubt about achievement. A second influence aiding the general efficiency of the year's work is found in the arrangement of the program itself. Its definite plan and its careful observance by teachers and pupils have contributed to the ease of general management.

SCHOOL SPIRIT.

We have undoubtedly lost something in school spirit. With several centers the groups at each center do not feel themselves so much a vital part of the whole as formerly when we were all at one place, but the loss has not been so great in real spirit. The maintenance of good scholarships, the response to various new and not always agreeable demands have shown a continuance of a school spirit which reveals the true life of the school. School character is best shown in the quick and earnest response to daily assigned duties. In this respect we seem to be doing as well as before.

CO-OPERATION OF PARENTS.

At the risk of monotony, I wish to still further insist upon the co-operation of parents during the coming year. We need it all the time and rejoice in it, but we need it most of all at this trying time in our high school history. When pupils are all housed in one place, each in his own assigned place, we are much less in need of referring matters to parents, but under present conditions, when pupils are left so much to themselves, it is exceedingly important that parents take much care in understanding fully and in guiding pupils correctly in the disposal of their time. Parental attitude toward all school activities has a profound influence in the conduct of affairs. Teachers' efforts are materially strengthened or weakened by the way parents look upon a pupil's daily life. If attention be duly given by parents to the following we shall be greatly aided in advancing pupils:

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

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

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

In no way beyond an intelligent appreciation of our efforts can parents be so decidedly helpful as by observing the three points above stated.

Insistence upon parental co-operation in these particulars is no assumption of the existence of indifference on the part of the parent. It is rather an assumption of interest and a willingness to do all in their power to make home conditions and influences all conduce to the advancement of pupils.

FAILURES.

The causes of failure have often been discussed. To those most intimately connected with high school administration not much can be said to add to existing knowledge upon the subject. Account has been taken of most of these causes and determined effort made to remove them. Although we do not like to assume lack of study as the chief cause, this is given by teachers in a majority of cases. Judgment in such failures is based upon reports from pupils and parents and seems fairly accurate. Assuming that a pupil knows what effort is necessary to accomplish a given task, it seems beyond belief that any considerable number of pupils would voluntarily fail to exert themselves sufficiently to secure success, and yet, in the discussion of failures with parents and pupils, it too frequently appears that insufficient time has been spent upon the subject.

Another cause is found in poor methods of study. This often accounts for the extremely long hours spent in the preparations of lessons. "How to do it effectively" is the great question whose answer can, in most cases, be determined by consultation with the teacher.

A final cause—too often overlooked in these days—is found in the number of studies required for graduation.

A unit, when defined as a subject pursued for five periods per week for one year, may mean all sorts of things. From observation upon the preparation of pupils—our own and foreign—we have no hesitation in saying that the diversity in the meaning of a unit is beyond the ordinary comprehension. To illustrate: A pupil comes to us from a small school advertising the completion of fifteen units. The standings are all above 90%. The pupil begins work under the best arrangement that can be made but his record with us seems to hover around the passing mark or in brighter pupils may reach 80% or above. It is pretty

clear that our requirements are above those of many schools—at all events our estimate of a pupil's performance seems to fall below that of his former school. In some instances the old record is maintained in splendid standings, but these are exceptions.

If so many units are to be required, it is only natural that attainments in each must be correspondingly reduced. This must be true for any school. Requirements have increased while pupil capacity remains nearly the same. The impossibility of maintaining the old standards is painfully evident.

Conscientious pupils and teachers are striving to reach the standards of predecessors whose graduation did not demand the completion of so many things. This leads to an increase in the number of hours of study, a reduced and disappointing standing, and in some cases complete despair.

The remedy is not found in the reduction of the value of the unit and a consequent cheapening of the whole course, but rather in a reduction of the number of things to be studied at one time. Maintain intensity of study in a few things. Let the range be less extensive so that greater thoroughness may be secured.

THE ANNUAL.

The publication of the Tychoberahn by the Annual Board under the management of Messrs. Moritz and Heilman was a success. The quality of the material together with the mechanical execution, seem to make it worth while. The quality of the book is further affirmed by the demand for it, its sale resulting in a profit to the high school picture fund of \$51.02.

PARTIES.

There is no doubt about regulations having had some influence on parties. It is well known that the quality of the party has been enhanced. There are, of course, some unauthorized parties participated in by "high school and university students and their friends."

I should recommend that some measures be taken to call to account the high school pupil who manages a party for revenue only. One encouraging feature, according to reports from reliable authority, is that these parties are not well attended by high school pupils and are not financially successful.

In this connection it is interesting to know that these unauthorized parties not having the sanction of school authorities are not in such good repute as those authorized by the Board and attended by the teachers.

ATHLETICS.

Activity in athletics was confined to football and track teams. The football season was most successful, both in the standing of the team and in the surplus in the treasury.

The success of the team was in large measure due to the persistent and efficient service of Dr. Charles McCarthy. Certainly in him the team had an excellent coach who believed in the boys and their ability to win.

The season goes into athletic history as one of the most successful.

Some advance has been made in securing a better attitude of athletics toward athletic property. For years pupils seemed to think that any equipment in the way of apparatus or suits furnished them became their personal property. As a result, at the opening of each athletic season, we found ourselves bankrupt in equipment and too often in money.

For a long time the idea has prevailed that all money in the athletic treasury belonged primarily to those who took part in athletics. For them it must be expended in all sorts of extravagant ways. If not wholly expended for suits and general equipment, it must be drawn upon for trips to neighboring or distant towns in order that the athletes might have a good time. Many times it has been assumed that such trip has been earned and therefore due. The risk of it all must be assumed by the manager and the money paid regardless of our wants for the coming season.

A better attitude prevails in these later years. Athletic goods are coming to be considered high school property and not the property of any individual. We hope in time to have athletes feel comfortable over the surplus remaining in the treasury.

INTERSCHOLASTIC MEET.

Our success in this meet was scarcely more to be expected than in former years. Some reasons for such failure are evident.

1. The boys have no gymnasium. It is impossible to get into the physical condition necessary for strenuous contest without severe training. This involves a place in which to train. The absence of such a place is no doubt somewhat responsible for our position in the interscholastic meet.

2. Boys do not use well the opportunities offered. Some are indifferent to the rules of training and think that endurance and excellence can be secured by a few days of unusual effort. It is true there is much difficulty attending the use of the U. W. track. The time after school is largely consumed in preparation

and going to the track, so that but little time remains for actual training.

It is assumed that the new building will aid in securing opportunities for better training.

3. No opportunity offered by a good building—no efficient coaching can take the place of persistent effort. From some indications accompanying our part in the interscholastic meet, one can scarcely escape the conclusion that some of our boys do not enter athletic events with sufficient determination to succeed. They give up too easily. They are easily discouraged and seem to be forever followed by some sort of accident which takes them out of competition.

It is, perhaps, expecting too much to look for success in all departments of athletics. If we succeed in some one department, our boys are to be congratulated in their achievement under poor conditions.

LITERARY SOCIETIES.

The literary societies have had a successful year. Teachers in charge report a revival of interest and earnestness.

Believing in the influence of the teacher's supervision, I strongly commend assigning English teachers to the definite duty of looking after the work of the literary societies. This work should be made an integral part of a teacher's duty so that the societies may have at all times an advisor and inspector who by varied methods may be of practical use in the direction of literary societies.

The greatest interest one can manifest in a society's work lies in frequent attendance upon regular meetings. Unless the work be divided up among the teachers, some one teacher should be assigned to each literary society.

PUBLIC EXERCISES.

The chances for public exercises have been lessened by the loss of our old assembly room. However, the Auditorium of the city library has afforded a meeting place for such exercises as it was thought wise to undertake.

The quality of our exercises seems in no way below that of former years. The first of these was the Second Grade Declamatory Contest. The following is the program.

SECOND GRADE DECLAMATORY CONTEST.

MARCH 20, 1907.

1. Belshazzar's Feast	Marzo Cronk
2. Joan Dacosta	Ralph Hammersley
3. Hagar	Henrietta Pierce
4. Rags Raegan	Jessie Sumner
5. Connor	Lucille Olson
6. King Robert of Sicily	Evelyn Jensen
7. Glaucus and the Lion	Joseph Bollenbeck

First place won by Jessie Sumner.

DECLAMATORY CONTEST

Under the Management of
FORUM LITERARY SOCIETY.

WOMAN'S BUILDING,

Friday Evening, May 31, 1907.

PROGRAM.

Overture High School Orchestra

SPEAKERS.

1. Lillian Post	"The Soul of the Violin"
2. Rae Bell	"The Supposed Speech of John Adams"
3. Lillie Nickles	"Helene Thamre"
4. Marzo Cronk	"If I Were King"
5. Ada MacAdam	"The Bear Story"
6. Howard Pierce	"The Boy Orator of Zepata City"
7. Nina Parker	"The Song of the Market Place"
8. Overture	High School Orchestra

CHAIRMAN OF EVENING.

Judge Anthony Donovan.

JUDGES.

Miss Bashford

Mr. Loeb

Mr. Twesme

PRIZES.

First, Trophy Cup. Second, Gold Medal with Stone Setting.
Third, Gold Medal.

First place, Marzo Cronk. Second place, Lillie Nickles. Third place, Ada MacAdam.

GRADUATING EXERCISES

CONGREGATIONAL CHURCH
Friday, June 14, 1907.

PROGRAM.

Music.	
Invocation	Rev. P. B. Knox
*Salutatory	Martin Vincent Nelson
Music—"Operatic Overture"— <i>Arr. R. L. Weaver.</i>	
Address—"The Highway of Success" .	Rev. George MacAdam
Music—"Jungle Echoes"— <i>R. E. Hildrith.</i>	
*Valedictory	Leone Marie Fess
Presentation of Diplomas	Judge Anthony Donovan President Board of Education
Benediction	Rev. P. B. Knox
Music—"Sorella"— <i>Ch. Borel Clerc.</i>	
* Chosen by the class.	
Music—Bach's Mandolin Orchestra.	

GRADUATES, 1907.

Caroline Genevieve Adams	Ada Ormsby MacAdam
Josephine Allyn	Genevieve Anna McCarthy
Florence Anderson	Oliver H. Miner
Frances Carolyn Beck	John Edwin Moll
William Gardner Bird	Thomas Henry Morgan
Alfred Bernhard Bondi	Charles James Moritz
Irving Henry Brown	Ellah Margarette Mosel
Timothy Brown	Vera Virginia Mutchler
Rose Isabelle Carlson	Leonard Nelson
Lillian Frances Clapp	Martin Vincent Nelson
Harry Stringer Coffman	Edgar Norsman
Abbie Winnifred Cooper	Robert Connor O'Malley
Charles Stewart Cunnien	Gladys Owen
Irene May Curtis	Marjorie Gertrude Park
Glenn Stanley Custer	Nina Cantalina Parker
James Philip Dean	Mary Catherine Payton
Bessie Hoard Dexter	Edna Crystal Pease
Leone Marie Fess	Jay Joseph Pierson
Perry William Fess	Joseph Porter
Alfred Thomas Flint	Robert Lewis Post
Dorothy Frankenburger	Byron Sears Potter
Alice Victoria Frautschi	George Frederick Potter
Everett Edwin French	Elizabeth Ford Proudfit
Jessie Evangeline Fryette	Grace Gladys Ridgway
Rose Margaret Gallagher	Willifred Riley

Elizabeth Rounds Goe	Edith Alice Schott
Moulton Babcock Goff	Helen Schram
Grace Romana Gorry	Augusta Elizabeth Scott
Mable Maud Gratz	Edith Amelia Sears
William Charles Hammersley	Charles Richard Sexton
Hester Lewis Moore Harper	Dora Staley
Margaret Louise Head	Anna Connie Steen
Roman Heilman	Lewis DeWitt Stephenson
Harry Clayton Hetzel	Hugo Louis Stock
Elsie Anna Hoebel	LaGertha Stromme
Florence Ethel Holcombe	Ethyl Frances Swan
Lauretta Frances Hollatz	Edna Swenholt
Joseph Bradley Hubbard	Olive Marie Taylor
Esther Julia Kayser	Helen Gertrude Thursby
Adelaide Wilhelmina Kleinheinz	Bessie Florilla Tyrrell
Hugo Ambrose Koltes	Herman Helm Veerhusen
Clarissa Augusta Kuhns	Alice Josephine Warnock
Maud Luella Lea	Paul John Weaver
Albert Victor Leonard	Walter Wellman
Linnie Amelia Leslie	Mary Park Whitney
Caroline Margaret Lewis	Edith Agnes Winslow
William Norman Littlewood	Emily Winslow
Sara Regina Longfield	John Bernard Woffenden
Elmer August Lorch	

GRADUATES SINCE 1875.

Questions are often asked regarding the number of graduates from the high school. People are always interested in knowing how many such graduates continue their studies in the University, and graduate from that institution. The following numbers are taken from high school and University records:

Graduates to date, male.....	588	574
Graduates to date, female.....	853	902

Total.....	1,441	1,476
Graduates for past seventeen years, male.....	424	470
Graduates for past seventeen years, female.....	622	671

Total.....	1,056	1,141
Graduates of M. H. S., also graduates of U. W., male....	184	
Graduates of M. H. S., also graduates of U. W., female..	198	

Total.....	382
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The above statement shows that of all graduates of the high school since 1875, ~~77.3~~ per cent. have graduated in the past sixteen years.

The total number of graduates up to and including ~~1903~~¹⁹⁰⁴ is 1,391. Counting all of our graduates from the U. W., including those of ~~1903~~¹⁹⁰⁴, we have ~~322~~³²². Therefore 35.8 per cent. of our high school graduates have also graduated from U. W.

CONCLUSION.

Considering all the circumstances attending the administration of affairs this year, the high school has done remarkably well. Success in many ways has been greater than was anticipated.

A large share of the credit for the ease of management is due to pupils themselves. Their response to requirements has been very gratifying and will aid in making a good start in what seems to be a second year of irregularity.

J. H. HUTCHISON,
Principal.

REPORT OF THE SUPERVISOR OF DRAWING.

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

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

There is great significance in the fact that recently what had been known as the Western Drawing Teachers' Association became known as the Western Drawing and Manual Training Teachers' Association.

At this time the president, Miss Emma Roberts, in her address said, "That the central thought of our program is artistic handicraft is easily seen, a subject of equal interest to both drawing and manual training teachers.

"Not many years ago drawing was taught in the public schools in so abstract a way that it bore no relation whatever to the life of the child. Now drawing is becoming a language and the child is fearless in using it. He is ever ready to make a design or drawing which is to be translated into form by his own hands. But such drawings, guided by the teacher unskilled in handling aught but brush and pencil, may not prove practical when put to the test. We need constantly the help of the worker with tools, the needle and the knife. The worker with tools we find searching for the line of beauty and awake to the fact that the principle of good design must be mastered. And so we need each other with a need so vital that it has brought us together to organize as fellow workers."

It is this movement which is more closely relating the work of the school and the home. Pupils of our seventh and eighth grades made original designs for curtains, pillows and bags which they transferred to cloth. Training received in the sewing class enabled them to complete these articles. In one school each child in second and third grades wove a chenille rug on a nine by twelve inch loom. The sixty small rugs thus made were sewed together, making a large rug for the principal's office. The teachers' rest room in another school is furnished with a rug made by sewing together the nine by twelve inch yarn rugs woven by the pupils of third grade.

An exhibit of the art and industrial work of our schools was held in the Irving building May 31 and June 1 to enable patrons to become more familiar with the work of the year.

Through the courtesy of Mr. Alfred Kroncke we were able to exhibit the pottery in a central place so that those interested might become better acquainted with the possibilities of clay as a medium of expression.

The pupil works first from a vase form and later from his own design cut from paper. The tile also lends itself nicely to original decoration. This work has been extended from two to seven of our schools with pleasing results. In the vase form, fashioned by his own hand, the child's idea of the beautiful becomes concrete and one cannot be satisfied till the kiln gives the form the right to be called pottery. The child demands utility as well as beauty in his product and his delight is great when he sees that it holds water. One hundred and sixty pieces of the best pieces have been fired and glazed at an expense of twenty-five dollars.

Clay is inexpensive, may be used more than once and when well prepared, yields itself readily to the creative instincts of the child.

Greater interest in bird study and color work was aroused through the leaflets sent out by Mrs. Reuben Thwaites. Each set contained the bird in color, an outline to be colored, and a description of the bird and its habits. The delight of the children in this work knew no bounds and in the descriptive sheets teachers found material suitable for reading and composition lessons.

The Madison Public School Art Association has continued its work with its usual enthusiasm and more money has been put into works of art for the schools than in any previous year.

It was with regret that at the annual meeting the resignation of Mrs. A. O. Fox was accepted. Her untiring and successful efforts as president assure us that her kindly interest and influence will continue with us in the future.

The chairman of each committee working with the principal of her school is to prepare a booklet of information for each room in the building. This booklet is to contain the name of picture, name of artist and any other interesting information. It is to be ready for the November meeting, 1907, and is to be so hung in each room that it may be conveniently used for reference.

Mrs. John Proctor, Mrs. J. H. Hutchison, Miss Minnie Oakley and Miss Ethel Raymer are among those who have kindly assisted us by giving talks on different pictures.

High school classes have been conducted under most unfavorable conditions and it has been found necessary to omit some phases of the work. However, we look forward hopefully to

the completion of the new high school, which will contain well equipped art rooms.

In closing, I wish to thank yourself, teachers and Board of Education for your appreciative cooperation.

Respectfully,

IDA M. CRAVATH.

REPORT OF SUPERVISOR OF DOMESTIC ECONOMY.

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

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

Regular work in this department was begun September 11th, 1906, and closed June 7th, 1907, the same general program of the previous year being followed, except in a few minor details.

Now that the experimental stage has been passed, and the work placed upon a firm basis, every possible effort should be made towards the growth and development of this department. It is to be regretted that so far only the seventh and eighth grades have been benefited thereby. Let us hope that the close of another year will find the scope of this department materially broadened, at least in sewing if not in cooking.

Inasmuch as sewing lends itself more readily than cooking to lower grade work, it is usually first to be introduced. The various stitches and their uses should be mastered in the lower grades, thus laying the foundation for the more advanced work of the upper grades. The time now spent by the seventh grades at this part of the work could be used to much better advantage. This was clearly demonstrated in a number of cases, where pupils have taken two years of seventh grade work. Those having completed the required sewing during the first year were given more advanced work the second year. This was not only beneficial to the pupils doing the work, but acted as a stimulus to the remainder in showing more clearly the possibilities of the work.

The close relation existing between domestic art and decorative art was brought out by the application of stencil designs upon the sewing bags. These bags were largely made of unbleached linen, a material well adapted for both purposes.

A combined exhibit of drawing and industrial work of the grades, manual training and domestic science and art was held at the Irving school May 31st and June 1st. This exhibit was visited by about six hundred persons. Both teachers and pupils are very grateful for the kindly interest evinced in the exhibit, for the many expressions of appreciation made by the visitors, and for the encouragement given these departments. May I use this opportunity to thank all who kindly assisted and helped to make the exhibit a success.

In the domestic science and art exhibit an effort was made to have the work of each pupil represented. The work of the different classes was grouped and labeled, thus giving both teachers and pupils an opportunity to compare the work of the various schools.

Demonstrations in cooking were given in the kitchen, both afternoon and evening on the above mentioned dates. The food prepared was served to the visitors, thus convincing them that the cooking display was the actual work of the pupils. Each pupil was expected to prepare something for the exhibit, according to rules and principles learned during the year.

The results of the year's work, while not all that might be desired, are yet, on the whole, very gratifying. The classes in both cooking and sewing were larger than those of the previous year. The work was of a higher grade. While the total expenses were larger than those of the previous year, the cost per lesson per pupil was less.

In closing allow me to thank you, the teachers, and the members of the Board of Education for their hearty cooperation since the introduction of this department.

Respectfully,

ELIZABETH C. LANGE.

REPORT OF SUPERVISOR OF MUSIC.

MR. R. B. DUDGEON:

DEAR SIR:—In accordance with your custom, the following is a short report of the music work during the past year:

We have put special effort on tone quality, and upon the cultivation of every child's innate appreciation of the content of the music sung and studied, and the best possible expression of that appreciation and understanding by singing.

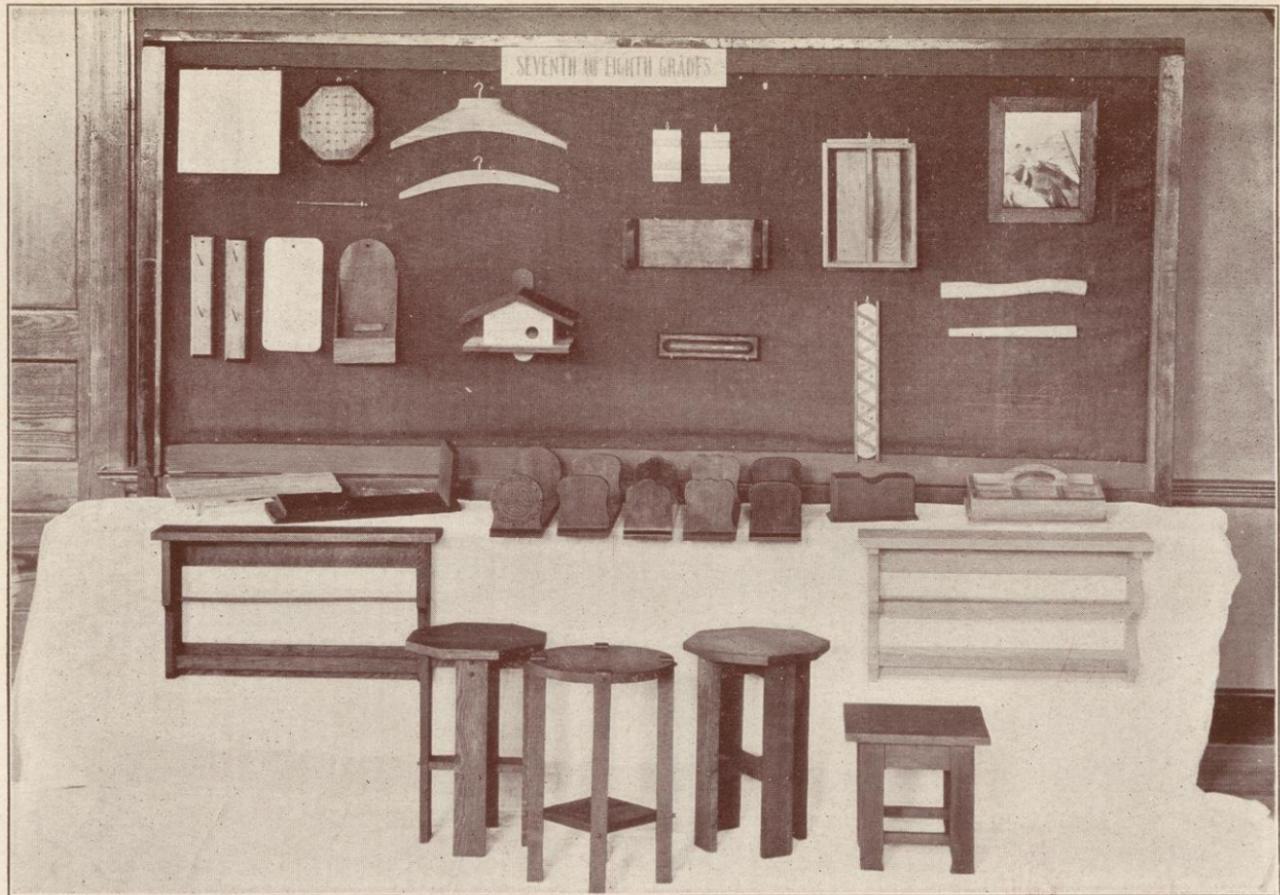
In the primary grades we have begun special work in rhythm and melody, and a degree of work in original verse and melody. It is our plan to pursue this system more systematically and comprehensively the coming year. The written work involved in this method we believe to be of great benefit, while the mental stimulus from the original work should be felt in every branch of the child's development.

The corps of teachers has been faithful and cheerful and successful in large degree. My appreciation of their efforts and the cooperation of the Board of Education is most sincere.

Very respectfully yours,

HANNAH CUNDIFF.

Sept., 2, 1907.



MANUAL TRAINING WORK, SEVENTH AND EIGHTH GRADES

REPORT OF SUPERVISOR OF MANUAL TRAINING.

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

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

Manual training work is provided, at present, for the boys of the seventh and eighth grades, and first year high school. The grade work consists of bench work in wood, while the high school boys are given mechanical drawing. The time given to this work is one seventy-five minute period per week in the grades and two forty minute periods per week in the high school.

There are at present two shops—one in the Washington and the other in the Irving building. To one or the other of the shops all of the fourteen grade classes come. Two of these classes are from St. Raphael's parochial school, which school highly appreciates the opportunities thus given. In the bench work a series of models is arranged for each grade, each model being a useful object (usually for the home), and each so designed that its execution introduces both a new tool and a new exercise in the use of tools already familiar to the pupil. Progressive training in tool practice and incentive to careful work is thus obtained. Special attention is given to the selection of models in regard to good proportion and design. Frequent talks and discussions are given on such subjects as, Care and use of equipment; Tools, their parts, and how to use and sharpen them; Kinds of wood, and to what use suitable; Design of models, etc.

Both freehand and mechanical drawing are given in connection with the woodworking. In the first place a few exercises are given to familiarize the pupil with the use of the drawing board, T square, and triangles, after which working drawings of the models, most suitable for the purpose, are made. The models not drawn mechanically are drawn freehand. The drawing of a model always precedes the making of it in wood. In this way the direct relation of the drawing to the model is clearly shown.

The models made are as follows:

Seventh Grade.—1. Sawing exercise (resultant octagon to be used in making). 2. Puzzle board. 3. Bill file. 4. Bread board. 5. Scouring board. 6. Coat hanger. 7. Bird house.

Eighth grade.—1. Sandpaper block. 2. Book rack. 3. Pen tray. 4. Knife and fork box. 5. Picture frame. 7. Some small piece of furniture, as a taboret, magazine rack, plate rack, footstool, etc., depending on the amount of time remaining and the ability of the pupil.

The number of pupils taking this work was 250. The total cost of materials was \$116.39, making an average cost of 46½ cents per pupil.

Class instruction is given whenever it will economize the time of the class. This is supplemented by individual instruction.

Supplementary work is given the fastest and best workers, in order to maintain the unity of the class. At the end of each period the boys sweep the floor and take up the shavings in a basket. This teaches them to be neat and orderly and furnishes an opportunity for cooperative work. An emergency outfit is kept in each shop to be used in case of accident.

That the boys are interested in this work is shown by the fact that many are willing and eager to do extra work after school or on Saturdays when allowed.

High School Mechanical Drawing.—The purpose or aim in this work is to familiarize the pupils with mechanical drawing tools, to acquaint them with those geometrical and mechanical matters which can best be learned through mechanical drawing, to give a knowledge of projection and the making of working drawings and to develop habits of accuracy and neatness along mechanical lines.

The course is as follows:

1. Horizontal and vertical full and dotted lines.
2. Various kinds of lines at 45 degrees.
3. Concentric circles, full lines.
4. Concentric circles, dotted lines.
5. Tangent lines and semicircles.
6. Tangent lines and arcs, less than semicircles.
7. Tangent circles.
8. Practice with irregular curve.
9. Ellipse, trammel method.
10. Projections of framed prism.
11. Prisms and pyramids.
12. Parallel sections.
13. Oblique sections.
14. Development of hex. prism.
15. Development of square prism and cone.
16. Development of truncated hex. pyramid.

The work is being done at a great disadvantage on account of the lack of a special room, and the large number of pupils in a class. Pupils furnish their own drawing materials.

Suggestive Changes.

The shop in the Washington building is badly in need of more electric lights and a wood floor. I would suggest that a change be made in the high school drawing, by giving the classes one 80 minute period per week instead of the two 40 minute periods. I believe that with this change more and better work could be accomplished, for with the shifting of classes and the distributing and collecting of materials, only enough time is left to get nicely started. The classes should also be limited in size to about 25 instead of 35 or 40, as was the case this last year.

Respectfully submitted,

GEORGE R. HOLETON.

June 14, 1907.

REPORT OF CITIZENS' VISITING COMMITTEE ON THE HIGH SCHOOL.

To the Board of Education, Madison, Wisconsin:

GENTLEMEN:—The Citizens' Visiting Committee begs leave to submit the following report of its examination of the Madison high school for the year 1906-7.

The matter of greatest importance connected with the high school during the past year has been the temporary quarters provided while the new building is being constructed. The division of a large school into four parts in buildings at considerable distance from each other, has necessarily been a factor in the organization and life of the school that has affected both teachers and pupils. The character of the rooms provided in the several buildings also demands consideration, particularly because it will be necessary to continue those temporary arrangements for the whole of the next school year.

Some of the temporary quarters have been satisfactory, and some have been very unsatisfactory. The rooms in the new Doty school, except for the temporary inconvenience growing out of the installation and operation of a new heating and ventilating system, have proved as well adapted for the purpose as any that could be secured. The class and study rooms that have been fitted up in the library have been used to good advantage and were satisfactory except for the lack of wardrobe facilities. The conditions in the city hall and the engine house were much less favorable in every respect. The heating, ventilation, and sanitary conditions of the rooms of both of these buildings are far from satisfactory. In the class rooms in the engine house, the odor of the stables was sufficiently strong at all times to be disagreeable and often was nauseating. The only means of lessening this unpleasant effect of location was to keep the windows open throughout the recitation periods, a method of ventilation generally unsatisfactory and often dangerous in the winter on account of the cold draft thus created. Because of these unhygienic conditions, numerous complaints of which have been made to this committee by parents and others interested in the health of the pupils, and others of which have appeared in the press of the city, the committee strongly recommends that the rooms in the engine house be abandoned for school purposes. In the city hall the heating by large stoves of the laboratories and

recitation rooms partitioned off on the third floor, with little effective ventilation, is not conducive to good hygienic conditions. The toilet conveniences open directly from the recitation rooms and have no ventilation whatever, an unsanitary condition that is intolerable. Although the council chamber is poorly adapted for recitation room purposes, it and the adjoining committee room are the least unsatisfactory of the quarters provided in this building.

The committee firmly believes that the health of the hundreds of boys and girls who are attending high school during a critical period of their lives is a matter of supreme importance to the community, and that questions of municipal economy and financial stringency should receive little consideration in securing well heated, well lighted, well ventilated rooms and sanitary conditions for the next school year. The experience of the past year, the committee believes, has shown that it is impractical to fit up old buildings poorly adapted for school purposes, for, while it may be cheap financially, it is endangering the health of pupils to an extent that ought not to be tolerated in any community.

The disorganizing effect that might naturally be expected from the division of the school in several buildings with the necessity of teachers and pupils going from one building to another several times in the course of the day, has not been very evident in the life and work of the school. In fact, the school has maintained a satisfactory standard of discipline and efficiency in spite of these difficulties. By placing all of the first year classes in the Doty school, it has been possible to prevent, to a considerable extent, the distracting influences that might have affected young pupils just becoming accustomed to high school work and discipline if they had been compelled to attend classes in several different buildings, and had not been provided with a suitable place to study under the supervision of teachers. It is certainly highly creditable to the superintendent, principal, and teachers that the work of the whole school has gone on with its efficiency unaffected to any considerable extent by the most unfavorable conditions. With better quarters for next year, the school, the committee believes, will suffer to the minimum extent from the lack of a central building.

The teaching, on the whole, was found to be satisfactory. The work of a number of the teachers, the members of the committee considered excellent; that of many of them, good; and that of some, fair. Although the average of instruction during the past year as in other years has been good, the committee believes that the time has come when in a school the size and position of the Madison high school, there should be more teaching of the best type. Experienced teachers capable of arousing interest

and giving thorough instruction should be obtained for all the positions in the school. In order to secure and retain strong, well-equipped teachers it is necessary to pay them salaries that compare favorably with those that can be obtained in high schools elsewhere. The rapid development of high schools in this country generally has resulted in an increased demand for high school teachers everywhere, and a consequent increase in salaries in both large and small schools. Excellent teachers particularly are in such demand that they can be secured only by paying good salaries. While an increased pay-roll for the high school will add somewhat to the school budget, the committee believes that money can be spent to no better advantage than in securing and retaining the best possible teachers.

As a step in the direction of having the teaching of the highest order, the recently adopted plan of cooperating with the University of Wisconsin by which the University is to assist in providing high school teachers whose work may be taken as a standard by students preparing to teach, seems to the committee to be a very commendable one. With the assistance of the University it will be possible to have some of the best secondary school teachers in the country for several important branches in the high school curriculum. With these instructors and with the addition and retention of other excellent teachers by paying them adequate salaries, the standard of instruction can be raised until the Madison high school ranks among the foremost in the west.

After examining the present course of study of the high school and considering the desirability of bringing it up to standard of other large schools, the committee recommends that upon the completion of the new building adequate provision be made at once for manual training, domestic science, and physical culture both for boys and girls. The rooms that have been provided for instruction in these subjects should be equipped as soon as possible, and experienced teachers capable of organizing and supervising complete courses for the grades and the high school should be secured. The value of manual training and domestic science, and the importance of requiring all high school pupils to take physical training under the direction of a competent instructor, are now so generally recognized that reasons for providing adequately for these branches as soon as the new building is ready for occupancy, need not be presented at this time. The sub-committees that examined the work in drawing and rhetoricals express the belief that more time should be given to these subjects as the present plan of giving one period a week to these branches is not sufficient to make the work effective.

The activities of the high school pupils outside of the class

room, including the literary societies, athletics, and social affairs, seem to be well directed under the supervision of the principal and teachers. Through the cooperation of the parents of the members, the problem of the so-called high school "fraternities" is apparently solved, and these generally undesirable elements in the life of the school are being rapidly eliminated. The parties and other social activities of the school are given under the direction of the faculty and are well conducted. Attention, however, should be called to the fact that persons not connected with the high school in any way have been giving a series of dancing parties in public halls, which have been advertised as "high school parties." Investigation shows that very few if any high school pupils attend these affairs which are evidently organized purely as money-making enterprises. Public notice, the committee believes, should be given to the fact that these so-called high school parties are not given by persons connected with the school and are not attended to any extent by high school pupils; and if possible steps should be taken to prevent the use of the school's name in promoting private undertakings of this kind.

WILLARD G. BLEYER.
LUCY M. GAY.
ELIZABETH B. HARPER.
CHAS. FORSTER SMITH.
MARY OAKLEY.
R. A. HARPER.
R. L. LYMAN.
ANNA STRONG PARKINSON.
CLARA H. MARSHALL.

REPORT OF COMMITTEE ON PRIMARY GRADES.

The Citizens' Visiting Committee for the primary grades submits the following report:

In the first and second grades throughout the schools the committee has been pleased to note an almost uniform degree of interest in the various forms of work on the part of both teacher and pupil. It is easily apparent that the alert and sympathetic spirit of the teacher is directly reflected in the general attitude of the little ones. This being true, is it after all a good plan to separate the slow from the more apt pupils with regard to position in the room? In some cases is not the teacher inclined to give indifferent rather than peculiar attention to these children, and does not this prove an humiliation and discouragement, thus defeating the kindly purpose of such distinction?

Too much cannot be said in praise of the custom of story translation, both oral and written, as it thus early gives the child natural poise, a ready choice of words, and lays the foundation for orderly composition and conversation in later life.

Also the pleasant method of teaching to read by impersonation and dialogues largely prevents the habit of hum-drum tone and expression so difficult for young children to avoid.

In the third and fourth grades, while the writing, number-work, and language is fairly satisfactory, there is a question whether the standard in spelling is equally maintained.

The results in music and drawing are especially gratifying. Perhaps the books for drawing used under the direction of the different teachers are somewhat vague and difficult for beginners.

While there is room for discussion concerning industrial work in the grades, many parents and teachers say that the children look forward to these hours with interest, and that apparently the regular studies do not suffer from the interruption.

The good pictures, flowers, and sunlight now so abundant throughout the rooms must have a cheerful influence upon teachers and pupils.

In several instances, however, visitors have noticed children writing with the full sunlight falling upon the white page be-

neath their eyes. The teacher should be sensitive to such annoyance and regulate the shades accordingly. Better lose a few minutes of sunlight here and there, than permit this physical discomfort, if not real injury.

The child may be well guarded at home from the accident of cold and slight physical ailments, but the parents are at the mercy of the school board and the teacher in the matter of heat, light, ventilation, and the proper adjustment of seats and desks.

In every school there should be material *actually at hand* for ready adjustment in order that each child be accommodated according to age and size.

The janitor should be able to open at least one storm window in each room during the winter, otherwise, in most buildings, the ventilation is not adequate. The air in the Lincoln school was found to be especially bad, evidently due to the unwieldy character of the storm windows.

There has been much complaint concerning the heating system in the new Doty school, but that has probably been thoroughly investigated during the summer.

Respectfully,

ZILLAH H. SHOWERMAN,
EUGENIA B. ROWLEY,
H. MAY RUSSELL,
ROSEMARY C. SEXTON,
EMMA NEDDERSON,
MARY R. MAURER,
JANE V. WAGNER,
ELLA A. PICKFORD,
LUCY SMITH,
FLORA A. HALVERSON.

ADMISSION TO HIGH SCHOOL.

Admission to the high school may be secured as follows:

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

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

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

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

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

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

TUITION.

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

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

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

MADISON HIGH SCHOOL COURSE OF STUDY.

YEAR.	REQUIRED STUDIES.	ELECTIVE STUDIES.
I	Algebra.....5 English.....5 History.....3 Drawing.....2 Rhetoricals 1	German.....5 Latin.....5 Physical Geog..5 Half year Civics.....5 " "
Each pupil to take 21 hours of work per week.		
II	Algebra.....5, 1st half year History.....5 English.....3 Rhetoricals 1	German.....5, 2d half yr. German.....5, whole yr. Greek.....5, 2d half yr. Physiology.....5, " " Latin.....5 Biology.....5 { Zoology or Botany.
Each pupil to take 19 hours of work per week.		
III	Physics.....5 English.....2 or 5 History.....3 or 5	Latin.....5 German.....5 French.....5 Greek.....5 Arithmetic.....5
Each pupil to take 20 hours of work per week.		
IV	Geometry ..5 English.....2 or 5 History.....5	Latin.....5 Greek.....5 French.....5 German.....3 or 5 Eng. Grammar 5, 1st half yr. Economics.....5, 2d "
Each pupil to take 20 hours of work per week.		

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

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

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

				ANCIENT CLASSICAL.	MODERN CLASSICAL.	GERMAN.	SCIENCE.	ENGLISH.
		1st Semester	2d Semester					
I		Algebra...5 Latin...5 English...5 History...3 Drawing..2 Rhetori's.1	Algebra...5 Latin...5 English...5 History...3 Drawing..2 Rhetori's.1	Algebra ..5 German ..5 English ..5 History ..3 Drawing ..2 Rhetori's.1	Algebra ..5 Phy. G ..5 Civics ..5 English ..5 History ..3 Drawing ..2 Rhetori's.1	Algebra...5 Phy. G ..5 Civics ..5 English ..5 History ..3 Drawing ..2 Rhetori's.1	Same as Science Course.	
		Algebra ..5 Latin...5 English...5 History...3 Drawing..2 Rhetori's.1	Algebra ..5 Latin...5 English...5 History...3 Drawing..2 Rhetori's.1	Algebra ..5 German ..5 English ..5 History ..3 Drawing ..2 Rhetori's.1	Algebra...5 Phy. G ..5 Civics ..5 English ..5 History ..3 Drawing ..2 Rhetori's.1	Same as Science Course.		
II		Algebra ..5 Latin...5 English...3 History...5 Rhetori's.1	Algebra ..5 Latin...5 English...3 History...5 Rhetori's.1	Algebra ..5 German ..5 English ..3 History ..5 Rhetori's.1	Algebra...5 Zoolo'y or Botany..5 History...5 English..3 Rhetori's.1	Algebra...5 Zoolo'y or Botany..5 History...5 English..3 Rhetori's.1	Same as Science Course.	
		Greek5 Latin....5 English...3 History...5 Rhetori's.1	German ..5 Latin....5 English...3 History...5 Rhetori's.1	Physiol'y ..5 German ..5 English..3 History..5 Rhetori's.1	Physiol'y ..5 Zoolo'y or Botany..5 History..5 English..3 Rhetori's.1	Physiol'y ..5 Zoolo'y or Botany..5 History..5 English..3 Rhetori's.1	Same as Science Course.	
III		Physics...5 Latin....5 Greek....5 History...3 English..2	Physics...5 Latin....5 Greek....5 History...3 English..2	Physics...5 Latin....5 German ..5 History...3 English..2	Same as Sci- ence Course except that Ger. is more advanced.	Physics...5 German or French ..5 English..5 History...5	Physics...5 Arithm'c ..5 English...5 History ...5	
		Physics...5 Latin....5 Greek....5 History...3 English..2	Physics...5 Latin....5 German ..5 History...3 English..2	Same as Science Course (Advanced German.)	Physics...5 German or French ..5 History..5 English..5	Physics...5 Arithm'c ..5 History...5 English ...5		
IV		Geome'y..5 Greek....3 Latin....5 German...2 Hist. U. S.5	Geome'y..5 Latin....5 German...3 English..2 Hist. U. S.5	Geome'y..5 German or French ..5 Hist. U. S.5	Same as Science Course (Advanced German.)	Geome'y..5 German or French ..5 Hist. U. S.5 English..5	Geometry..5 Eng. Gr'm ..5 English...5 Hist. U. S.5	
		Geome'y..5 Greek....3 Latin....5 English..2 Hist. U. S.5	Geome'y..5 Latin....5 German ..3 English..2 Hist. U. S.5	Same as Science Course (Advanced German.)	Geome'y..5 German or French ..5 Hist. U. S.5 English..	Geometry..5 Econom's..5 English..5 Hist. U. S.5		

TEXT BOOKS.

WARD SCHOOLS.

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

HIGH SCHOOL.

Shakespeare—Selected Plays.....	<i>Rolfe, Hudson</i>
Commercial Arithmetic.....	<i>Schneck</i>
Algebra.....	<i>Marsh</i>
Geometry.....	<i>Shutts</i>
Composition and Rhetoric.....	<i>Thorndike</i>
American Literature.....	<i>Newcomer</i>
English Literature.....	<i>Pancoast</i>
Latin Grammar.....	<i>Bennet</i>
Latin Lessons	<i>Tuell and Fowler</i>
Caesar	<i>Kelsey</i>
Latin Composition.....	<i>Riggs</i>
Cicero	<i>D'ooge</i>
Virgil.....	<i>Knapp</i>
Greek Grammar.....	<i>Goodwin</i>
Greek Lessons.....	<i>White</i>
Greek Composition.....	<i>Bonner</i>
Anabasis	<i>Goodwin</i>
Homer.....	<i>Seymour</i>
German Lesson.....	<i>Spanhoofd</i>
German Reader.....	<i>Brandt</i>
French.....	<i>Chardenal's Complete French Course</i>

Physical Geography.....	<i>Gilbert and Brigham</i>
English History.....	<i>Coman and Kendall, Cheyney, Larned, Walker</i>
Ancient History.....	<i>Meyers</i>
Mediaeval and Modern History.....	<i>Meyers</i>
American History.....	<i>Channing</i>
Civil Government.....	<i>James and Sanford</i>
Physiology.....	<i>Martin</i>
Botany.....	<i>Coulter</i>
Physics.....	<i>Carhart and Chute</i>
Zoology.....	<i>Jordan and Kellogg</i>

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

HIGH SCHOOL GRADUATES.

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

CLASS OF 1904.

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

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

CLASS OF 1905.

Alice Irene Alford, U. W.
Annabelle Allen, U. W.
Lona Irene Bergh, U. W.
Frederick Sarles Brandenberg, U. W.
Elizabeth Brown, U. W.
Dorothy Marie Burnham, U. W.
Henry Balsey, U. W.
Emily Anna Boesling, Whitewater Normal School.
Alma Marie Boyd, U. W.
William Edward Boyle.
Anna Isabel Butler.
Elsie Josephine Bird, U. W.
Beulah Jennie Chamberlain.
Phillips Chynoweth.
Clara Margaret Cronin, U. W.
Edna Lorene Confer, U. W.
Alice Beatrice Cronin, U. W.

Edwin Ford Curtiss, U. W.
Burton Lamont Cramton, U. W.
Elizabeth Hyacinth Conlin.
Katherine Agnes Donovan, U. W.
Anna Regina Dunn.
Victor Peter Diedrich, U. W.
Anna Josephine Esser.
Edward Philip Farley, U. W.
Ida Fenton, U. W.
Theo. Fenton, U. W.
Jane Boopiep Gappen, U. W.
Alice Mary Grover, U. W.
Earle Edwin Gibbs, U. W.
Samuel Gallagher.
Olive Goldenburger, U. W.
Clara Elizabeth Hartwig.
Josephine Heuer, U. W.
Sidney Philip Hall, U. W.
Emma Isabel Hean.
Madge Evelyn Holcombe, U. W.
Elnora Jean Hover.
Frank Gardiner Hood, U. W.
Ethel Woolsey Hopkins.
Agnes Learned Johnson, U. W.
Harry Kessenich, U. W.
Mabel Grace Kelley.
Caroline Kleinheinz, U. W.
Anna Bell Kirsch, Whitewater Normal School.
Stella Otilla Kayser, U. W.
Isadore Koltis, U. W.
Barbara Hazel Klinefelter, U. W.
Blossom Katherine Marie Law, Mrs. Lopez.
Agnes Veronica Leahy, U. W.
Caroline Gail Libby, U. W.
Mary Ellen Longfield, U. W.
Margaret Blanche Lyle, U. W.
Tennyson Lathrop, U. W.
Louis Martinus Larson.
Martha Ellen Lewis.
Sara Blanche Morgan, U. W.
Helmer Clarence Nelson, U. W.
Lylia Jeanette Owens, U. W.
Gladys Eva Priest, U. W.
Marie Louise Pressentin, U. W.
Frances Post.
Nellie Clair Roybar, U. W.

John Logan Rogers, U. W.
Edna Arlise Roloff, U. W.
Stephen Francis Regan.
Morris Wilford Richards, U. W.
Lillie Josephine Scott.
Alice Adell Sprecher, U. W.
Anna Emelie Syftestad, U. W.
Mabel Silbernagle.
Jessie Clemons Smith, U. W.
Margaret Helen Sullivan, U. W.
Harry Sutherland, U. W.
Ole Selmer Syftestad, U. W.
Mary Katherine Taylor, U. W.
Kate Trainor, U. W.
Mary Regina Tormey, U. W.
Alva Samuel Thompson.
Joseph George Taylor.
Jennie Elizabeth Vernon, Kindergarten Teacher.
Lulua Wittl, U. W.

CLASS OF 1906.

Eveline Patience Abbott, U. W.
Carl Gustave Anderson.
Hazel Appleby, U. W.
Marion John Atwood, U. W.
Leonard Keith Astell.
Egbert Eugene Baker.
Louis Brabant.
Lillian Breitenstein, U. W.
Adalin Brown.
Walter Jay Burch, U. W.
Catherine Bernice Byrne, U. W.
Caroline Marie Cary, U. W.
Frank Cnare, U. W.
Forest Harwood Cooke, Hav. U.
John Huss Curtis, U. W.
Helen Emma Davis, U. W.
Elsie Emma Dillman, U. W.
Sidney Ball Dudgeon, U. W.
Francis Wilson Durbrow, U. W.
Clara Belle Durbrow, Normal School, Duluth.
Edward James Fisher, U. W.
Josephine Myrtle Gath.
Stephen Gilman, U. W.

Leonie Anna Hartman, U. W.
Eugene Schuyler Heath, U. W.
Arthur G. J. Heilman, U. W.
John Alexander Hoeveler, U. W.
Eugenia Elizabeth Hopkins.
Helen Hutchinson, U. W.
Margaret N. H'Doubler, U. W.
Laura Johnson.
Isabelle Elizabeth Jones, U. W.
Myrtle Edith Jones, U. W.
Victoria Jones, U. W.
Julia Kinney.
Monica Augusta Kleinheinz, U. W.
Vera Evelyn Leatzow.
Joseph Livermore.
Helen Manning, Winona Normal School.
Selma Victoria Matson, U. W.
Mary Rose McKee, U. W.
Elfreida Merz, U. W.
William Joseph Meuer, U. W.
Lillian Barbara Minch, U. W.
Katherine Irene Murnen.
Russell Solomon Nelson.
John Robert Newman, U. W.
Paul Bacon Porter, U. W.
Florence Marguerite Purcell.
Susanna Josephine Quale, U. W.
Frederic William Rayne, U. W.
Carl William Reif, U. W.
Erna Carolina Reinking, U. W.
Violet St. Sure, U. W.
Mamie Amelia Sanders, U. W.
Walter George Schneider, U. W.
Clara Marie Sherwood, U. W.
Winifred Showalter, U. W.
Laura Steul, U. W.
Anna Storck.
Sara Augusta Sutherland, U. W.
Elza Marguerite Tannert, U. W.
Frank Waite Tillotson, U. W.
Olive Catherine Tracy, U. W.
Elizabeth Dale Trousdale, U. W.
John Van Slyke, U. W.
Frederick Vater, U. W.
Lydia Henrietta Vick.
John Thomas Welsh, U. W.
Harold Paul Wood.

