

STATE NORMAL SCHOOL, STEVENS POINT, WISCONSIN.

CATALOGUE

OF THE

STATE

NORMAL SCHOOL,

STEVENS POINT, WISCONSIN.

FIFTH YEAR.

1898-1899.

MILWAUKEE:

THE EDW. KEOGH PRESS, 386 AND 388 BROADWAY.

1899.

BOARD OF REGENTS

OF

NORMAL SCHOOLS.

EX-OFFICIO.

STATE SUPERINTENDENT L. D. HARVEY.

TERM ENDING FEBRUARY, 1900.

| | | |
|---------------|-----------|----------------|
| Z. P. BEACH, | - - - - - | Whitewater. |
| G. E. McDILL, | - - - - - | Stevens Point. |

TERM ENDING FEBRUARY, 1901.

| | | |
|-------------|-----------|----------------|
| F. A. ROSS, | - - - - - | West Superior. |
|-------------|-----------|----------------|

TERM ENDING FEBRUARY, 1902.

| | | |
|-------------------|-----------|--------------|
| GUSTAV WOLLAEGER, | - - - - - | Milwaukee. |
| THOMAS JENKINS, | - - - - - | Platteville. |

TERM ENDING FEBRUARY, 1903.

| | | |
|--------------|-----------|------------|
| J. Q. EMERY, | - - - - - | Albion. |
| J. J. FRUIT, | - - - - - | La Crosse. |

TERM ENDING FEBRUARY, 1904.

| | | |
|-----------------|-----------|--------------|
| A. E. THOMPSON, | - - - - - | Oshkosh. |
| F. H. LORD, | - - - - - | River Falls. |

OFFICERS OF THE BOARD.

| | | |
|---|-----------|------------|
| A. E. THOMPSON, President, | - - - - - | Oshkosh. |
| J. J. FRUIT, Vice-President, | - - - - - | La Crosse. |
| S. S. ROCKWOOD, Secretary, | - - - - - | Madison. |
| JAMES O. DAVIDSON, Treasurer, <i>ex-officio</i> , | - - - - - | |

OFFICIAL VISITORS 1898-'99.

| | | |
|---------------------------|-----------|-------------|
| HON. W. H. CHANDLER, | - - - - - | Madison. |
| PRINCIPAL J. B. BORDEN, | - - - - - | Marshfield. |
| PRINCIPAL G. H. LANDGRAF, | - - - - - | Waterloo. |

FACULTY.

THERON B. PRAY, President,
Pedagogy, History of Education.

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Literature; Special Pedagogy.

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Institute Conductor; School Observation, Professional Reviews.

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Physical Sciences.

JOSEPH V. COLLINS, ✓
Mathematics.

ALBERT H. SANFORD,
History, Government, Political Economy.

MRS. MARY D. BRADFORD,
Methods, Supervisor of Practice Teaching.

EDGAR JAMES SWIFT,
Psychology; German.

Miss CAROLINE E. CRAWFORD,*
Physical Training.

VIRGIL EVERETT McCASKILL,
Biology.

GEORGE L. TEEPLE,†
Rhetoric, Composition.

Miss MARY E. TANNER,
Drawing.

Miss SOPHIA LINTON,
Vocal Music.

Mrs. IDA A. ELLIOTT,
Geography.

* Resigned March 31.

† Resigned March 3.

Miss FLORA E. STEWART,
Latin.

MISS JENNIE M. WHITMAN,
Composition, English Grammar.

MRS. MARY V. MUSTARD,
Assistant in English.

MISS ELIZABETH F. SIMPSON,
Librarian, Library Reading.

THOS. R. CROSWELL,‡
Reading, Mathematics.

MISS NELLE B. FOWLER,‡
Physical Training.

MODEL DEPARTMENT,

MRS. MARY D. BRADFORD,
Supervisor of Practice; Director of Model School.

MISS NANNIE R. GRAY,
Principal and Supervisor, Grammar Grades.

MISS FRANK QUINN,
Principal and Supervisor, Intermediate Grades.

MISS JENNIE REBECCA FADDIS,
Principal and Supervisor, Primary Grades.

MISS ISABELLE PATTERSON,
Librarian and Clerk.

PETER KELLEY,
Janitor.

‡ Special appointment for fourth quarter.

STUDENTS.

POST GRADUATE.

| Name. | Post-Office. | Months' Experience. |
|--------------------|----------------|---------------------|
| McDill, Genevieve, | Stevens Point, | Portage, |

SENIORS.

| | | | |
|-------------------------|--------------------|-------------|----|
| *Agnew, Mary L., | Stevens Point, | Portage | 8 |
| *Boreson, Jennie M., | Stevens Point, | Portage, | 5 |
| Bradford, William, | Stevens Point, | Portage, | 0 |
| *Bremmer, Edith, | Stevens Point, | Portage, | 36 |
| *Burce, Lura, | Eau Claire, | Eau Claire, | 9 |
| *Byrnes, Ella R., | Grand Rapids, | Wood, | 60 |
| *Cassels, Bert J., | Tomah, | Monroe, | 0 |
| Cate, Georgeana, | Stevens Point, | Portage, | 0 |
| *Congdon, Mira, | Stevens Point, | Portage, | 0 |
| *Chamberlain, A. Pearl, | Waupaca, | Waupaca, | 0 |
| Culver, Will W., | Stevens Point, | Portage, | 0 |
| Curran, Florence C., | Stevens Point, | Portage, | 0 |
| *Ellsworth, M. Lois, | Marshfield, | Wood, | 0 |
| *Fenwick, Ina H., | Escanaba, Mich., | | 0 |
| *Gesell, Arnold L., | Alma, | Buffalo, | 0 |
| *Hanzlik, John E., | Wonewoc, | Juneau, | 14 |
| *Hubbard, Ira O., | Westfield, | Marquette, | 0 |
| *King, Elsie, | Neillsville, | Clark, | 60 |
| *Kjorstad, Anna S., | Eau Claire, | Eau Claire, | 21 |
| Kuenne, Osmar, | Medford, | Taylor, | 61 |
| *Lamoreux, Nellie M., | Stevens Point, | Portage, | 0 |
| Leu, Otto J., | Sherry, | Wood, | 51 |
| *Loether, E. U. F., | Sauk City, | Sauk, | 35 |
| *McClellan, Mary B., | Prentice, | Price, | 40 |
| *McMillan, Anna, | Centralia, | Wood, | 0 |
| *Malick, Martha C., | Stevens Point, | Portage, | 0 |
| Manz, Henry O., | Waumandee, | Buffalo, | 19 |
| *Martens, Marie, | Black River Falls, | Jackson, | 3 |
| *Meiklejohn, Winnifred, | New London, | Waupaca, | 0 |
| *Munnell, Edgar J., | Rice Lake, | Barron, | 0 |
| *Nelson, Nellie F., | Stevens Point, | Portage, | 13 |

* High School Graduates.

| Name. | Post-Office. | Months' Experience. |
|-----------------------|--------------------|---------------------|
| *Nuzum, Rebecca F., | Viroqua, | 9 |
| *Ogden, Grace B., | Black River Falls, | 13 |
| *Patch, Matie N., | Stevens Point, | 0 |
| Pelishek, Blanche A., | Manitowoc, | 30 |
| *Perry, Alta E., | Stevens Point, | 48 |
| *Rhodes, Lois C., | Wausau, | 36 |
| *Rounds, Charles R., | Arkansaw, | 14 |
| *Smith, Ethel, | Augusta, | 20 |
| *Smith, Will L., | Eau Claire, | 0 |
| *Spalenka, Emily A., | Stevens Point, | 4 |
| *Spooner, Lucy E., | Durand, | 14 |
| *Torkelson, Ida, | Black River Falls, | 47 |
| *Wiesner, Amelia, | Neillsville, | 23 |

JUNIORS.

| | | |
|-------------------------|--------------------|----|
| *Adams, Vinnie I., | Eau Claire, | 31 |
| Alban, Floyd L., | Stevens Point, | 7 |
| *Allen, Avada S., | Augusta, | 30 |
| *Allen, Lucius A., | Augusta, | 0 |
| *Argyle, Sheldon S., | Black River Falls, | 4 |
| Baker, Joseph H., | Stevens Point, | 9 |
| *Banker, Caroline E., | Berlin, | 15 |
| *Barry, Jessie M., | Phillips, | 0 |
| *Barry, Matie J., | Phillips, | 0 |
| *Boreson, Palma, | Stevens Point, | 0 |
| *Boughton, Gertrude, | Medford, | 19 |
| *Brackett, Jennie, | Eau Claire, | 18 |
| *Bremmer, Elizabeth, | Stevens Point, | 0 |
| Buckley, Marguerite E., | Hartford, | 18 |
| *Caldwell, Carrie M., | Chippewa Falls, | 18 |
| *Campbell, Agnes A., | Stevens Point, | 0 |
| *Cary, Charles A., | Stevens Point, | 0 |
| Carl, John M., | Casco,. | 74 |
| Cate, Howard T., | Stevens Point, | 0 |
| *Clifford, Margaret F., | Stevens Point, | 7 |
| *Coffman, Sadie D., | Necedah, | 0 |
| *Collins, Mary A., | Stevens Point, | 27 |
| Corcoran, Grace M., | Stevens Point, | 0 |
| *Cowen, Anne, | Colby, | 0 |
| *Curtis, Mae G., | Stevens Point, | 0 |

*High School Graduates.

| Name. | Post-Office. | Months' Experience. |
|--------------------------|--------------------|---------------------|
| *Dalton, Mollie, | Mauston, | Juneau, 21 |
| Dawes, Arthur E., | Stevens Point, | Portage, 0 |
| *Dignum, Agnes G., | Stevens Point, | Portage, 0 |
| *Dunlap, H. Ethel, | Kendall, | Monroe, 28 |
| *Eagleburger, Euella M., | Stevens Point, | Portage, 9 |
| Fuller, William D., | Hancock, | Waushara, 37 |
| *Galvin, Mary A., | Eau Claire, | Eau Claire, 16 |
| *Ghoca, Georgiana, | Waupaca, | Waupaca, 6 |
| *Gott, Helen B., | Viroqua, | Vernon, 0 |
| *Griffin, Mayme F., | Stevens Point, | Portage, 0 |
| *Hanna, Alberta, | Ashland, | Ashland, 0 |
| *Harquell, Marie A., | Marinette, | Marinette, 0 |
| *Harrison, Rollie, | Wonewoc, | Juneau, 6 |
| *Hart, Frank, | Eau Claire, | Eau Claire, 8 |
| *Hein, Helen, | Stevens Point, | Portage, 0 |
| *Holmes, Harriett A., | Stevens Point, | Portage, 0 |
| *Howe, Sarah, | Stevens Point, | Portage, 28 |
| *Hughes, Myrtle, | Beetown, | Grant, 0 |
| *Jordan, Mildred, | Viroqua, | Vernon, 24 |
| Killin, Edward F., | Stevens Point, | Portage, 0 |
| *Kimball, Kathrine, | Merrill, | Lincoln, 126 |
| *King, Laura A., | Merrill, | Lincoln, 0 |
| *Kingsbury, Grace, | Stevens Point, | Portage, 0 |
| *Kuehnast, Ida E., | Stevens Point, | Portage, 6 |
| *Leadbetter, Laura A., | Stevens Point, | Portage, 0 |
| *Leahy, Adelaide, | Stevens Point, | Portage, 0 |
| *Macdonald, Elizab'h M., | Eau Claire, | Eau Claire, 0 |
| *Macdonald, Harriet L., | Eau Claire, | Eau Claire, 8 |
| *McWethy, Dora, | Cooks Valley, | Chippewa, 17 |
| *Maines, Guy B., | Neillsville, | Clark, 20 |
| *Marshall, Edith, | Lindsey, | Wood, 16 |
| Mathe, John, | Stevens Point, | Portage, 0 |
| *Miner, Ernest D., | Stevens Point, | Portage, 6 |
| *Moerke, Mary S., | Stevens Point, | Portage, 57 |
| *Morris, Elsie, | Chippewa Falls, | Chippewa, 33 |
| *Nelson, Martin, | Liberty Pole, | Vernon, 7 |
| *O'Brien, Estella, | Eau Claire, | Eau Claire, 8 |
| *Ogden, Carl F., | Black River Falls, | Jackson, 9 |
| Olson, Fred, | Iola, | Waupaca, 6 |
| *Polifka, Della E., | Tomah, | Monroe, 0 |

| Name. | Post-Office. | Months' Experience. |
|-----------------------|-----------------|---------------------|
| *Potter, Viola E., | Stevens Point, | 0 |
| Pray, K. L. M., | Stevens Point, | 0 |
| *Quinn, Josie, | Hillsboro, | 7 |
| *Randall, Ruby L., | Augusta, | 12 |
| *Reed, Edna M., | Wausau, | 0 |
| *Rockwell, Parley A., | Stevens Point, | 30 |
| *Rogers, Ivy M., | Rhinelander, | 3 |
| Sager, John E., | Carlton, | 25 |
| *Sargent, Nellie G., | Wausau, | 31 |
| *Saxton, Edna, | Stevens Point, | 0 |
| *Skinner, Caroline, | Stevens Point, | 19 |
| *Sprague, Effie A., | Chippewa Falls, | 23 |
| *Soper, Jesse P., | Rice Lake, | 32 |
| *Stevens, Florence, | Eau Claire, | 36 |
| *Stratton, Fred, | Crystal Lake, | 0 |
| *Sustins, Mabel M., | Stevens Point, | 0 |
| *Switzer, Bertram, | Viroqua, | 0 |
| *Switzer, Myrtle, | Viroqua, | 9 |
| *Vaughan, Virginia, | Rhinelander, | 5 |
| *Vogel, Clara S., | Wilton, | 43 |
| *West, Flora, | Augusta, | 12 |
| *Werner, Charles F., | Eau Claire, | 4 |
| *West, Musa, | Neillsville, | 5 |
| *Wheeloek, Jerome, | Westfield, | 14 |
| *Wilbur, Maude E., | Algoma, | 0 |

SECOND YEAR.

| | | |
|-------------------------|----------------|-------------|
| Adams, C. Louise, | Sechlerville, | Jackson, |
| Allington, Mamie, | Stanley, | Chippewa, |
| Angus, George, | Pardeeville, | Columbia, |
| Bremmer, Charles, | Stevens Point, | Portage, |
| *Brown, Edythe G., | Eau Claire, | Eau Claire, |
| Butler, Victorian, | Eau Claire, | Eau Claire, |
| Carley, Lena J., | Stevens Point, | Portage, |
| *Chambers, Marjorie M., | Viroqua, | Vernon, |
| Cherovsky, L. S., | Carlton, | Kewaunee, |
| Cowan, Wayne F., | Almond, | Portage, |
| Cowles, Villa, | Stevens Point, | Portage, |
| *Creviston, Royal, | Humbird, | Clark, |
| Curran, Myra E., | Sechlerville, | Jackson, |

* High School Graduates.

| Name. | Post-Office. | Months' Experience. |
|------------------------|-----------------|---------------------|
| Dawes, Otis D., | Stevens Point, | 5 |
| *Dimond, N. Hugh, | Montello, | 0 |
| Doolittle, Daisy, | Stevens Point, | 3 |
| *Everhard, Ethel, | Stevens Point, | 9 |
| *Everhard, Mabel A., | Stevens Point, | 0 |
| Felch, Daisy, | Amherst, | 0 |
| Forsyth, John, | Stevens Point, | 0 |
| Fuller, Merle, | Tomahawk, | 0 |
| Gardiner, Florence E., | Stevens Point, | 9 |
| *Gilbertson, Grace, | Stevens Point, | 0 |
| Gleason, Ida A., | Cylon, | 38 |
| Gleason, Julia A., | Cylon, | 42 |
| Grady, Edith M., | Chippewa Falls, | 15 |
| Gray, Mary, | Stevens Point, | 0 |
| Heffron, Lizzie I., | Stevens Point, | 9 |
| Hendrickson, M., | Dorchester, | 29 |
| Hetzel, Esther L., | Stevens Point, | 32 |
| Holt, Anon G., | Wild Rose, | 14 |
| Horton, Mamie, | New Rome, | 0 |
| Hotchkiss, Will O., | Eau Claire, | 0 |
| Howard, Dena, | Thorp, | 9 |
| Howard, Mabel, | Thorp, | 0 |
| Hughes, Walter E., | Plover, | 0 |
| *Jahn, Augusta, | Alma, | 25 |
| Jefferson, H. Mae, | Stevens Point, | 16 |
| Johnson, Mary, | Stevens Point, | 0 |
| Karnopp, John, | Almond, | 12 |
| Keir, Archie S., | Liberty Pole, | 0 |
| Killorin, Annie E., | Eau Claire, | 0 |
| Kuehnast, Ella, | Stevens Point, | 0 |
| *Lamont, Ronald M., | Colby, | 14 |
| *Lange, C. A. H., | Montello, | 0 |
| Lapham, Carrie, | Friendship, | 60 |
| Long, Hattie, | Stevens Point, | 0 |
| Lund, Samuel, | Levis, | 27 |
| McDirmid, Lillian, | York, | 68 |
| McGinnity, G. A., | Eden, | 0 |
| Maine, Mattie, | Stevens Point, | 0 |
| Marsh, Myrtle B., | Colby, | 40 |
| Maxfield, Marion, | Plover, | 13 |

| Name. | Post-Office. | Months' Experience. |
|-----------------------|------------------|---------------------|
| Maynard, M. Edith, | Buena Vista, | Portage, 7 |
| *Miller, Harry P., | Humbird, | Clark, 0 |
| Muir, May, | Arbor Vitae, | Vilas, 0 |
| Murat, Walter, | Stevens Point, | Portage, 0 |
| *Nelson, A. Louise, | Amherst, | Portage, 22 |
| Nelson, Clara R., | Stevens Point, | Portage, 0 |
| Nickerson, Nettie G., | Oxford, | Marquette, 63 |
| Olson, Minnie, | Blair, | Trempealeau, 33 |
| Packard, Dorothy B., | Stevens Point, | Portage, 0 |
| Pape, Mary L., | Hammond, | St. Croix, 37 |
| Parker, Bertha A., | Stevens Point, | Portage, 0 |
| Peickert, Mary, | Stevens Point, | Portage, 0 |
| Pivernetz, Wenzel, | Edgar, | Marathon, 0 |
| Porter, Harry R., | Stevens Point, | Portage, 0 |
| Rice, Earl M., | Stevens Point, | Portage, 0 |
| Rogers, Effie R., | Towerville, | Vernon, 4 |
| Rogers, Mabelle M., | Stevens Point, | Portage, 7 |
| *Romaine, Jessie I., | Loyal, | Clark, 27 |
| Schilling, Lauretta, | Lone Pine, | Portage, 33 |
| Schofield, Ida, | Hancock, | Waushara, 26 |
| *Schroeder, Mary, | Manawa, | Waupaca, 84 |
| Scott, Edith J., | Rib Lake, | Taylor, 111 |
| Seelye, Elric, | Goodrich, Mich., | 5 |
| Sweet, Edna, | Stevens Point, | Portage, 14 |
| Upton, Mary, | Stevens Point, | Portage, 12 |
| Van Buskirk, F., | Stevens Point, | Portage, 0 |
| *Varney, Mabelle F., | Greenwood, | Clark, 0 |
| Vaughn, Clyde, | Stevens Point, | Portage, 0 |
| Whitrock, Mabel, | Stevens Point, | Portage, 0 |
| Wood, Flora E., | Fall River, | Columbia, 14 |
| Wood, Minnie B., | Hancock, | Waushara, 2 |
| Zimmer, George, | Stevens Point, | Portage, 0 |

FIRST YEAR.

| | | |
|---------------------|----------------|---------------|
| Alban, Sybil, | Stevens Point, | Portage, |
| Ambrose, Agnes E., | Stevens Point, | Portage, |
| Aiken, Lillian B., | West Salem, | La Crosse, 45 |
| Anderson, Chris L., | Springwater, | Waushara, 11 |
| Andrews, Maude, | Stevens Point, | Portage, |
| Atwell, George B., | Stevens Point, | Portage, |

* High School Graduates.

| Name. | Post-Office. | Months' Experience. |
|----------------------|----------------|---------------------|
| Atwell, W. Ensign, | Stevens Point, | 0 |
| Baker, Alice M., | Eidsvold, | 36 |
| Baker, Emma J., | Stevens Point, | 0 |
| Balch, Eva, | Lerna, Ill., | 0 |
| Bengston, Bessie M., | Ogema, | 30 |
| Berry, Francois M., | La Crosse, | 13 |
| Berto, Grace D., | Sechlerville, | 0 |
| Berto, Fred G., | Sechlerville, | 0 |
| Blaisdell, Fannie, | Stevens Point, | 0 |
| Blood, Charles, | Stevens Point, | 0 |
| Borchardt, Frank, | Stevens Point, | 0 |
| Boreson, N. Olga, | Stevens Point, | 0 |
| Boursier, Clair, | Arnott, | 0 |
| Bowen, Zoe, | Stevens Point, | 0 |
| Brockbank, E. P., | Gillett, | 0 |
| Brooks, Rose I., | Marshfield, | 31 |
| Buck, Ada L., | Stevens Point, | 0 |
| Buckley, Theresa A., | Merrill, | 87 |
| Burce, Ethel E., | Eau Claire, | 42 |
| Butler, Agnes, | Eau Claire, | 0 |
| Button, Edgar, | Melrose, | 0 |
| Byrnes, Theresa, | Grand Rapids, | 95 |
| Carley, Earl, | Buena Vista, | 15 |
| Carley, Pearl, | Plover, | 0 |
| Carr, Edna, | Merrill, | 0 |
| Clark, E. Mae, | Alma Center, | 3 |
| Cobb, Ruth V., | Belmont, | 6 |
| Colby, Alta R., | Wausau, | 50 |
| Comfort, Tillie, | Custer, | 6 |
| Cowan, Etta I., | Almond, | 0 |
| Culver, Harold, | Stevens Point, | 0 |
| Curran Henry, | Stevens Point, | 0 |
| Dangers, Elsie M., | Neillsville, | 0 |
| Dawes, Edna, | Stevens Point, | 0 |
| Dawson, Ella, | Custer, | 50 |
| Dopp, Grace E., | Belmont, | 10 |
| Dopp, Pearl E., | Belmont, | 9 |
| Downey, Margaret, | Merrill, | 80 |
| Dreyer, Adelaide, | Stevens Point, | 0 |
| Enright, Bridgie, | Arcadia, | Trempealeau, |
| Evenson, Oscar K., | Scandinavia, | 24 |
| | | Waupaca, 19 |

| Name. | Post-Office. | Months' Experience. |
|-------------------------|---------------------|---------------------|
| Feehey, Frances, | Stevens Point, | 0 |
| Fiske, Estella A., | Fall River, | 20 |
| Fjelstad, Alette, | La Crosse, | 0 |
| Flower, A. May, | Sp'g Valley, Minn., | 0 |
| Forsyth, Caleb, | Stevens Point, | 0 |
| Furlong, Pruyn S., | Rural, | 0 |
| Geimer, Peter, | Curran, | 0 |
| Glover, Margaret, | Stevens Point, | 45 |
| Groeizinger, Nannie L., | La Crosse, | 21 |
| Gross Alice K., | Stevens Point, | 0 |
| Gross, Helen T., | Amherst, | 0 |
| Halverson, Alfred E., | Stevens Point, | 0 |
| Halverson, Lewie, | Alban, | 0 |
| Halverson, Olive A., | Stevens Point, | 0 |
| Hardacker, Jennie, | Hortonville, | 0 |
| Harris, Blanche, | Plainfield, | 0 |
| Harris, Claudio, | McDill, | 0 |
| Harris, Maude, | McDill, | 0 |
| Hayward, Hattie, | Spencer, | 30 |
| Hazen, Phoebe M., | Altoona, | 21 |
| Heaney, Ella M., | Brushville, | 56 |
| Heasty, Mary E., | Sparta, | 15 |
| Hepler, George K., | Trapp City, | 20 |
| Hemstreet, Ida M., | Pardeeville, | 0 |
| Herrick, Alfred J., | Augusta, | 18 |
| Hibbard, DeEtta C., | Knowlton, | 0 |
| Hicks, Stewart, | Almond, | 0 |
| Holt, Soren I. | Wild Rose, | 4 |
| Holthauzen, Alma L., | Thorp, | 27 |
| Horton, Nellie, | New Rome, | 0 |
| Iackisch, Rudolph, | Lynn, | 8 |
| Irvine, Frances, | Wyocena, | 10 |
| Jacobs, Tena, | Stevens Point, | 0 |
| Jacobson, May, | Iola, | 14 |
| Jefferson, Iva, | Stevens Point, | 0 |
| Johnson, Katherine C., | Sheridan, | 0 |
| Johnson, Margaret I., | Sheridan, | 0 |
| Johnson, Rena, | York, | 40 |
| Judkins, Nellie M., | Alma Center, | 29 |
| Jurek, Paul, | Stevens Point, | 0 |
| Karnopp, Charles, | Almond, | 0 |
| Karnopp, Ida, | Almond, | 0 |
| Ketcham, Alice, | Point Bluff, | 42 |

| Name. | Post-Office. | Months' Experience. |
|----------------------|----------------|---------------------|
| Kindel, Joseph, | Carlton, | 0 |
| Klawikofski, Theo., | Stevens Point, | 0 |
| Krembs, Anton, | Stevens Point, | 0 |
| Ladwig, L. A., | Stevens Point, | 0 |
| Lange, Edward G., | Montello, | 0 |
| Latton, Leonard H., | Medford, | 0 |
| Lee, Saidee, | Stevens Point, | 0 |
| Leonard, Teressa A., | Stevens Point, | 0 |
| Lewis, Ethel M., | Custer, | 0 |
| Lewis, Thomas E., | Custer, | 0 |
| Lombard, Mayme, | Stevens Point, | 0 |
| Lovely, Richard, | Hull, | 0 |
| Lytle, Maude L., | Stevens Point, | 0 |
| McCammond, Maude, | Stevens Point, | 0 |
| McCready, Nan E., | Byron, | 50 |
| McGill, Mary L., | McDill, | 22 |
| McGinnis, Mary E., | Appleton, | 21 |
| McHugh, Frank, | Custer, | 6 |
| McInnis, Jessie, | Merrill, | 27 |
| McWithey, Sylvia, | Stevens Point, | 20 |
| Maines, Kathryne, | Neillsville, | 0 |
| Manley, Charles W., | Bancroft, | 12 |
| Martin, Blanche, | Stevens Point, | 8 |
| Martin, Maud, | Stevens Point, | 0 |
| Mathe, Emma, | Hetzell, | 0 |
| Mathe, Lena, | Hetzell, | 0 |
| Maynard, Bessie P., | Buena Vista, | 0 |
| Miles, Emmett, | Sechlerville, | 0 |
| Miller, Harry A., | Hixton, | 0 |
| Moen, M. Ellida, | Stevens Point, | 0 |
| Moran, Ben, | Stevens Point, | 0 |
| Moran, John E., | Stevens Point, | 0 |
| Natwick, Hannah R., | Bud, | 34 |
| Neale, Jane, | Packwaukee, | 0 |
| Neale, Jessie, | Packwaukee, | 3 |
| Nelson, Anna R., | Stevens Point, | 0 |
| Nelson, Ida M., | Stevens Point, | 0 |
| Nelson, Minnie E., | Stevens Point, | 0 |
| Newby, Mabel, | Buena Vista, | 0 |
| Niven, Jessie, | Sheridan, | 0 |
| Olson, Charlotte T., | Sheridan, | 0 |
| Olson, Ole, | Stevens Point, | 0 |
| Packard, Lewis W., | Stevens Point, | 0 |

| Name. | Post-Office. | Months' Experience. |
|-----------------------|-----------------|---------------------|
| Parker, Mildred M., | Stevens Point, | 0 |
| Parks, Katie T., | Stevens Point, | 0 |
| Patterson, Earl, | Stevens Point, | 0 |
| Pearson, Mary E., | Chippewa Falls, | 68 |
| Pepper, Alta, | Stevens Point, | 0 |
| Pope, Amelia E., | Lind, | 0 |
| Pope, Lyle C., | Lind, | 0 |
| Porter, Birdie E., | Stevens Point, | 0 |
| Powers, Lena M., | Plover, | 68 |
| Pr court, Theresa J., | Buena Vista, | 0 |
| Proulx, Emile, | Chippewa Falls, | 0 |
| Raymond, Evelyn, | Stevens Point, | 0 |
| Rivers, Lillian M., | Stevens Point, | 0 |
| Roseberry, L. Archie, | Plainfield, | 0 |
| Ryan, Anna, | Custer, | 0 |
| Sanborn, Elma, | Appleton, | 65 |
| Schneider, Richard, | Monroe Center, | 0 |
| Schofield, Mabel, | Hancock, | 15 |
| Schofield, Minnie, | Hancock, | 0 |
| Sherman James, | Plover, | 0 |
| Sorkness, Emma, | Eau Claire, | 12 |
| Southwick, Margaret, | Stevens Point, | 0 |
| Spalenka, Louise, | Stevens Point, | 0 |
| Spear, Bret H., | Wyocena, | 0 |
| Stillman, Jessie M., | Osseo, | 15 |
| Stockwell, M. Grace, | Neillsville, | 13 |
| Sutton, Florence, | Stevens Point, | 0 |
| Thompson, Thos. E., | Independence, | 8 |
| Timlin, Nellie, | Lanark, | 0 |
| Timm, Henry W., | Centralia, | 15 |
| Tuohy, Mary, | Chippewa Falls, | 45 |
| Utter, Melvin, | Stevens Point, | 0 |
| Van Buskirk, Sadie, | Stevens Point, | 0 |
| Van Gorden, L. G., | Hixton, | 13 |
| Van Order, Albert, | Hull, | 0 |
| Van Slatte, Eloise, | Westboro, | 0 |
| Walker, Stella B., | Stevens Point, | 9 |
| Webster, Oscar F., | Stevens Point, | 0 |
| Wells, Miles, | Manawa, | 17 |
| Wheelock, Mattie M., | Stevens Point, | 0 |
| White, Nannie, | Pittsville, | 28 |
| Whitney, Inez J., | Stevens Point, | 0 |
| Whitrock, Clara, | Stevens Point, | 0 |

| Name. | Post-Office. | Months' Experience. |
|-------------------------------|----------------|---------------------|
| Williamson, Mabel C. | Monroe Center, | Adams, 0 |
| Wilmot, Eva E., | Plover, | Portage, 0 |
| Wilson, Maurice, | Northport, | Waupaca, 23 |
| Wojak, Jacob, | Polonia, | Portage, 6 |
| Wood, Jessie B., | Fall River, | Columbia, 0 |
| Woodworth, Blanche, Shamrock, | | Jackson, 13 |
| Woolever, Carrie M., Ironton, | | Sauk, 25 |

SPECIAL STUDENTS.

| | |
|----------------------|-------------------|
| Bandow, Annette, | Geometry. |
| Felker, Ava, | Vocal Music. |
| Healey, Abbie A., | English Branches. |
| Finch, Elizabeth, | Geometry. |
| Leonard, Mattie, | Professional. |
| Leonard, Mrs. W. T., | Vocal Music. |
| Rait, Agnes, | Geometry. |
| Roesch, Anton, | Chemistry. |

PREPARATORY GRADES.

| | | |
|----------------------|----------------|--------------|
| Beck, Katie, | Stevens Point, | Portage, 0 |
| Bobbe, Celia, | Amherst, | Wood, 0 |
| Boursier, Cecile F., | Arnott, | Portage, 0 |
| Brekke, Marie, | Alban, | Portage, 9 |
| Brooks, Gertrude, | Hatton, | Waupaca, 7 |
| Dahlen, Clara G., | Iola, | Waupaca, 3 |
| Duggan, Lizzie C., | Hull, | Portage, 20 |
| Follett, Darwin, | Coloma, | Waushara, 0 |
| Gillette, Arthur G., | Saratoga, | Wood, 0 |
| Gleason, Lavina, | Cylon, | St. Croix, 0 |
| Graham, Jeannette, | Packwaukee, | Marquette, 0 |
| Hance, Cora L., | Spencer, | Clark, 7 |
| Harris, Abel, | Plainfield, | Waushara, 0 |
| Heaney, Truman H., | Pine River, | Waushara, 0 |
| Hershleb, Laura L., | Grand Rapids, | Wood, 0 |
| Hickman, Clair D., | Lind, | Waupaca, 0 |
| Johnson, Lillian, | Amherst, | Portage, 0 |
| Kenney, Clara, | Stevens Point, | Portage, 0 |
| Lien, Josephine, | Stevens Point, | Portage, 0 |
| McCabe, Blanche, | Leon, | Monroe, 5 |
| McCarthy, Charles, | Custer, | Portage, 0 |
| McHugh, Alice, | Custer, | Portage, 13 |
| Marchel, John, | Hull, | Portage, 0 |

| Name. | Post-Office. | Months' Experience. |
|--------------------|----------------|---------------------|
| Markes, Charles, | Stevens Point, | o |
| Olson, Lena A., | Stevens Point, | o |
| Onan, Ivia B., | Buena Vista, | o |
| Oswald, Lewis, | Carlton, | o |
| Patchin, Harry H., | Wyocena, | o |
| Rogers, Myrtle, | Plover, | o |
| Soule, Elmer E., | Lone Pine, | o |
| Stanley, Guy C., | Wyocena, | o |
| Timlin, Katie, | Lanark, | o |
| Timlin, Mary, | Lanark, | o |
| West, Pearl, | Stevens Point, | o |
| Whitney, Mabel E., | Stevens Point, | o |
| Wood, Myrtle A., | Hancock, | Waushara, |

MODEL SCHOOL.

GRAMMAR GRADES.

| | | |
|------------------------|------------------------|-----------------------|
| Bentley, Inez C., | Gumaer, Pansy, | Packard, Alice M., |
| Bischoff, Gertrude K., | Hill, Edith M., | Parker, Grace. |
| Boyington, Annis C., | Houle, Florence J., | Rice, Hazel M., |
| Boyington, Maud, | Huff, Mamie S., | Riley, Sarah T., |
| Cate, Anna L., | Jacobs, Gertrude M., | Southwick, Katherine, |
| Clark, Anna G., | Kirwan, Jeanne M., | Spraggon, Phillis H., |
| Clements, C. E., | Lamoreux, Eliza B., | Stinson, Lizzie M., |
| Ennor, Mabel, | McAuliffe, J. G., | Veers, Hermine, |
| Feeney, Mave M., | McGivern, M. A., | Vosburgh, Marion, |
| George, Martha, | Nelson, Beulah G., | Weller, Ruth, |
| Gibbs, Blanche, | Olfson, Margarette A., | Wysocki, Elizabeth C. |
| | O'Meara, Agnes C., | |
| Bennett, Edwin, | Halverson, Henry M., | Pipe, Rennie W. W., |
| Bennett, Leslie D., | Hayes, Frank, | Plouf, Willard M., |
| Bliss, Arthur L., | Higgins, Patrick F., | Powers, Fred, |
| Chady, Earl L., | Joy, Ross E., | Powers, Leon F., |
| Cooper, Milo C., | Krembs, Moritz, | Somers, Fred C., |
| Eaton, Lenore J., | Lang, John, | Walker, Fred J., |
| Eiden, Nicholas E., | Leonard, William J., | Wheelock, C. B., |
| Finnessy, Stanley, | Literski, John A., | Wysocki, John J. H. |
| Forsyth, James, | Moore, Fred L., | |

INTERMEDIATE GRADES.

| | | |
|-----------------------|--------------------------|----------------------|
| Cahill, Eva M., | Lamp, Mabel, | Phipps, Gertrude, |
| Docka, Florence, | Leonard, Isabel, | Potter, Helen, |
| Evans, May F., | Martin, Ina Ruth, | Schenk, Elsie, |
| Finney, Ruth F., | Moén, Ada H., | Schenk, Meta, |
| Hill, Jessie E., | Mullranin, May E., | Schulhof, Irma E., |
| Isherwood, Isabella, | Olin, Milicent, | Stuart, Norn. |
| King, Olive, | Park, Gladys, | Townsend, Kittie L., |
| Lamp, Beulah, | Patterson, Helen H., | Wadleigh, Ruth. |
| | Patterson, Pearl A., | |
| Atkins, Gilbert, | Hill, Laurence, | Moffitt, John, |
| Bentley, Wayne, | Hogan, James M., | Park, Lawrence W., |
| Bischoff, L. P., | Isherwood, Abraham, | Ross, Howard E., |
| Boston, Willis J., | Kelly, Frank E., | Somers, Wilbur, |
| Bresnahan, Guy H., | Kelly, Earl P., | Strope, Karl G., |
| Clifford, William J., | Little, Harold O., | Thompson, Carl, |
| Carver, Warren W., | Livingston, Curtiss B., | Vaughn, Algie P., |
| Everson, George B., | Livingston, J. Kingsley, | Wadleigh, Samuel E., |
| Garland, Burton, | Martin, Newton A., | Wallace, Walter H., |
| Hoeffel, Spurr, | McAdams, Roy E., | Weller, Reginald H., |
| Hoeffel, Wallace, | McDill, A. Conover, | Wheeler, Frank S. |

PRIMARY GRADES.

| | | |
|---------------------|------------------------|-------------------|
| Anderson, Lena, | Eaton, Vera, | Kelly, Susie, |
| Anderson, Lucy, | Eldredge, Edith, | Mason, Anna, |
| Baker, Frances, | Fletcher, Gladys, | Mason, Margaret, |
| Bentley, Bernice, | Garland, Ethel, | Nelson, Winifred, |
| Boston, Esther, | Gavin, Ethel, | Reton, Leora, |
| Boston, Thada, | Hill, Blanche, | Ross, Edith, |
| Callaghan, Evelyn, | Isherwood, Marguerite, | Ross, Florence, |
| Campbell, Lucy, | Jauch, Norma, | Ross, Ruth, |
| Carl, Nettie, | Johnson, Rosetta, | Warren, May. |
| | Kelly, Grace, | |
| Bentley, Jefferson, | Hoeffel, Harry, | Mills, Henry, |
| Boyington, Ives, | Hogan, Dana, | Norton, Earl, |
| Carley, Leone, | Horton, James, | Parmeter, Junior, |
| Collins, Paul, | Hubbard, Fred, | Pomeroy, Harry, |
| Culver, Garry, | Kuhl, Karl, | Walker, Albert, |
| Dafoe, Worth, | Livingston, Will, | Weller, Dan, |
| Ennor, Roy, | MacMillan, John, | Wert, Vernon. |
| | McWithey, Reid, | |

STATISTICAL SUMMARY.

NORMAL DEPARTMENT.

| | | | Men. | Women. | Total. |
|-------------------|---|---|------|--------|--------|
| Graduate Student, | - | - | - | - | 1 |
| Seniors, | - | - | - | 13 | 31 |
| Juniors, | - | - | - | 25 | 65 |
| Second Year, | - | - | - | 25 | 60 |
| First Year, | - | - | - | 55 | 128 |
| | | | | | 184 |
| Normal Classes, | - | - | - | 118 | 285 |
| Preparatory, | - | - | - | 12 | 24 |
| Special, | - | - | - | .. | 8 |
| | | | | | 447 |

MODEL DEPARTMENT.

| | | Boys. | Girls. | Total. |
|----------------------|---|-------|--------|--------|
| Grammar Grades, | - | 26 | 34 | 60 |
| Intermediate Grades, | - | 16 | 42 | 58 |
| Primary Grades, | - | 22 | 28 | 50 |
| | | | | 168 |
| Total, | - | - | - | 615 |
| Twice Counted, | - | - | - | 0 |
| Entire Enrollment, | - | - | - | 615 |

EXPERIENCE IN TEACHING.

| | | | | | |
|--|---|---|---|---|-------------|
| Average of Senior Class, | - | - | - | - | 15.4 months |
| Average of Junior Class, | - | - | - | - | 12.8 months |
| Average of Second Year Class, | - | - | - | - | 13.7 months |
| Average of First Year Class, | - | - | - | - | 10.6 months |
| Average of Preparatory Class, | - | - | - | - | .9 months |
| Per cent. of whole number who have taught, | - | - | - | - | 44 |
| Average experience of those who have taught, | - | - | - | - | 25.2 months |
| HIGH SCHOOL GRADUATES, | - | - | - | - | 128 |
| Different High Schools represented, | - | - | - | - | 48 |

SUMMARY OF PRACTICE TEACHING.

| | | 1st Quar. | 2d Quar. | 3d Quar. | 4th Quar. | |
|---|-----------|--------------|-------------|-------------|--------------|------------|
| Preparatory Classes, | - - - | 40 | 50 | 20 | 10 | 120 weeks |
| Grammar Grades, - | - - - | 179 | 260 | 220 | 190 | 849 weeks |
| Intermediate Grades, | - - - | 162 | 254 | 293 | 220 | 929 weeks |
| Primary Grades, - | - - - | 119 | 153 | 190 | 154 | 616 weeks |
| Total practice, - | - - - | 500 | 717 | 723 | 574 | 2514 weeks |
| Whole number of different students who have had practice teaching, - | - - - - - | | | | | 147 |
| Average amount of practice of students receiving dip- lomas, 1899 - | - - - - - | | | | | 38 weeks |
| Average amount of practice of students receiving certifi- cates, 1899, - | - - - - - | | | | | 23.8 weeks |

ENROLLMENT BY COUNTIES.

| | | | | | | |
|------------------------|----|------------------------|--|--|--|-----|
| Adams, - - - - - | 8 | Marquette, - - - - - | | | | 8 |
| Ashland, - - - - - | 1 | Monroe, - - - - - | | | | 6 |
| Barron, - - - - - | 2 | Oconto, - - - - - | | | | 1 |
| Buffalo, - - - - - | 4 | Oneida, - - - - - | | | | 2 |
| Chippewa, - - - - - | 9 | Outagamie, - - - - - | | | | 3 |
| Clark, - - - - - | 20 | Pepin, - - - - - | | | | 2 |
| Columbia, - - - - - | 9 | Portage, - - - - - | | | | 199 |
| Eau Claire, - - - - - | 26 | Price, - - - - - | | | | 4 |
| Fond du Lac, - - - - - | 2 | St. Croix, - - - - - | | | | 4 |
| Grant, - - - - - | 1 | Sauk, - - - - - | | | | 2 |
| Green Lake, - - - - - | 1 | Taylor, - - - - - | | | | 5 |
| Jackson, - - - - - | 19 | Trempealeau, - - - - - | | | | 4 |
| Juneau, - - - - - | 5 | Vernon, - - - - - | | | | 11 |
| Kewaunee, - - - - - | 8 | Vilas, - - - - - | | | | 1 |
| La Crosse, - - - - - | 4 | Washington, - - - - - | | | | 1 |
| Lincoln, - - - - - | 7 | Waupaca, - - - - - | | | | 18 |
| Manitowoc, - - - - - | 1 | Waushara, - - - - - | | | | 11 |
| Marathon, - - - - - | 8 | Wood, - - - - - | | | | 17 |
| Marinette, - - - - - | 1 | | | | | |

Number of Counties represented, 37.

OTHER STATES.

| | | | | | | |
|---------------------|---|----------------------|--|--|--|---|
| Michigan, - - - - - | 2 | Minnesota, - - - - - | | | | 1 |
| Illinois, - - - - - | 1 | | | | | |

COURSES OF STUDY

The following courses of study have been established by action of the Board of Regents, viz:

1. An English-Scientific Course of four years (page 25.)
2. An English Course, four years, special preparation for Primary-Intermediate Grades (page 23.)
3. A Latin Course, four years (page 26).
4. A German Course, four years (page 27).
5. An Advanced (Post Graduate) Course, one year (page 22).
6. An Elementary Course of two years (page 24).
7. A One-Year Professional Course (page 29).
8. A One-Year Common School Course (page 29).

Courses 1, 2, 3, 4 may be taken in TWO YEARS by well prepared graduates from High Schools having four-year courses, and Course 6 may be taken by strong graduates from High Schools in ONE YEAR.

ADVANCED (POST GRADUATE) COURSE

By action of the Board of Regents, an additional year, practically a post-graduate year of study, is offered to those students, High School graduates and others, who wish to prepare themselves for teaching in the High Schools and higher graded schools of the State. Such students are earnestly advised to use three years instead of two for the upper course, and so secure greater breadth of view, and more thorough equipment, in those branches which they will be called upon to teach.

Much of the work which would be embraced in such additional course of one year, is already offered and has been taken by some students in this school. Reference is here made to the electives in Latin, described on page 51; in German, page, 51; in Physics, page 41; in Chemistry, page 42; in Drawing, page 55; in History and Economics, page 50; and additional work will be offered in pedagogy and practice teaching.

COURSE FOR GRADE TEACHERS.

By similar action the President is authorized to modify the English full course, leading to the diploma, to adapt it to the wants of students who aim to prepare themselves especially for work in the PRIMARY and INTERMEDIATE grades of the public schools.

Under the direction of the President in each case, students of this class will be permitted to elect forty weeks of special training and study in the Departments of Practice and Pedagogy as a substitute for an equivalent amount of work in Political Economy, Solid Geometry, Advanced Science or History of Education. This will provide for more extended work in Observation, Practice, Methods and individual studies in Pedagogy relating to elementary work.

SHORTER COURSES.

The ELEMENTARY COURSE (page 24) comprises, in effect, the first two years of the English Course, but includes 30 weeks of Professional Reviews in Common Branches, in other courses deferred until the Junior year.

HIGH SCHOOL GRADUATES are admitted to this course with a credit of one year, the branches in which credits are given being selected according to the proficiency of the student, as appears from his certified record of standings. The studies to be taken will be so selected as to include all the professional work of the Elementary Course, and something in each principal line of academic studies. Strong students may thus complete the shorter course in a year, or a little more, according to their ability.

The ONE YEAR PROFESSIONAL Course is intended to be helpful to those teachers of experience and maturity, who wish to take advantage of the opportunities offered for additional training, and study of the problems of the teacher. Selection of definite topics and grade of work will be made by the President in conference with each student at the school.

The ONE YEAR COMMON SCHOOL Course is specially designed to be useful to the students who are expecting to teach in the district schools as undergraduates. Each year many students, after a few quarters at the Normal School, go into the schools as teachers, and this course provides a better selection of studies for a short period of preparation, and brings the student into earlier and closer relations with the Training Department.

ELEMENTARY COURSE.

FIRST YEAR.

| FIRST QUARTER. | SECOND QUARTER. | THIRD QUARTER. | FOURTH QUARTER. |
|----------------|--------------------|---------------------|------------------|
| Algebra. | Algebra. | U. S. History. | U. S. History |
| Geography. | Physiology. | Arithmetic. | (5 weeks). |
| Observation. | School Management. | Drawing. | English Grammar. |
| Oral Reading. | Literary Reading. | Physical Geography. | Drawing. |
| Vocal Music. | Vocal Music. | | Botany. |

OBSERVATION of classes in the Model School accompanies the School Management and Observation.

SPELLING and WRITING must be taken by students who are deficient in these important branches; not only during this first year, but whenever such deficiency appears.

SECOND YEAR.

| FIRST QUARTER. | SECOND QUARTER. | THIRD QUARTER. | FOURTH QUARTER. |
|-----------------------|---------------------------|-----------------------|-----------------------|
| Plane Geometry. | Plane Geometry. | Physics. | Physics. |
| Composition. | Composition. | Practice. | Practice. |
| Theory of Teaching. | Methods. | Algebra. | |
| Civil Government. | Civil Government (5 wks.) | Professional Reviews, | Professional Reviews. |
| Professional Reviews. | | and Methods. | |

Declamations, Compositions, or other forms of literary and rhetorical work, to prepare pupils to appear in public and express themselves effectively, will be required after the first term of the first year. (See page 33.)

New classes are formed in common branches at the beginning of each quarter, and the work of the first and second quarters is repeated during the third and fourth quarters. Students may thus teach for a part of the year, and resume their studies in the school without loss or delay. Consult the calendar on the cover.

Those who intend to take any of the following four-year courses should defer the professional reviews till the junior year.

Regular attendance upon Chorus Practice and Gymnasium classes will be required through the course.

ELEMENTARY COURSE FOR HIGH SCHOOL GRADUATES.

| FIRST QUARTER. | SECOND QUARTER. | THIRD QUARTER. | FOURTH QUARTER. |
|-----------------------|-----------------|-----------------------------------|-----------------------|
| Theory. | Methods. | Practice. | Practice. |
| School Management. | Composition. | Professional Reviews and Methods. | Professional Reviews. |
| Vocal Music. | Vocal Music. | Drawing. | Drawing. |
| Algebra. | Physics. | Geometry. | Botany. |
| Professional Reviews. | | | |

The work done at the High Schools in Geometry, Physics and Botany may be credited, but only after a personal conference with the teacher of the department and on his recommendation. Students who show proficiency in these branches may enter advanced classes and receive additional credit upon the full course. Credits on the other studies of the regular elementary course are allowed unless the standings brought by the students are low.

Regular attendance upon Chorus Practice and Gymnasium classes will be required through the year. Declamations and Compositions or other forms of literary and rhetorical work, to prepare pupils to appear in public and express themselves effectively, will be required each quarter.

ENGLISH-SCIENTIFIC COURSE.

(First two years same as Elementary Course.)

JUNIOR YEAR.

| | |
|----------------------------|---|
| Literature. | Literature. |
| General History (5 weeks). | General History. |
| Rhetoric. | Drawing. |
| Algebra (10). | Professional Reviews, or Practice Teaching. |
| Science. | |

SENIOR YEAR.

| | |
|-------------------------|--|
| Political Economy (15). | Science. |
| Psychology. | History of Education. |
| Practice Teaching (10). | Plane Trigonometry (10), or Solid Geometry (10). |
| Science. | |

SCIENCE ELECTIVES.

| | |
|--------------|------------------|
| Chemistry. | Geology. |
| Zoölogy. | Physics. |
| Botany (10). | Physiology (10). |

The statement given above is for terms of 20 weeks each, except as specified. Figures in parenthesis give the number of weeks if less than 20.

From the science electives given above will be selected 50 weeks.

Essays or orations will be required during these two years, either the outgrowth of special work undertaken in connection with some of the studies named, or as wholly distinct exercises under the direction of the teacher of English. (See page 33.)

Additional advanced electives will be provided in Pedagogy, Chemistry, Physics, Drawing, History and Economics for those students whose attainments enable them to undertake more thorough and extended study and preparation for teaching or for college. (See page 22.)

LATIN COURSE.

(First and second years same as Elementary Course, adding Latin in the second year. Professional Reviews should be deferred till the Junior year.)

JUNIOR YEAR.

| | |
|----------------------------|---------------------|
| Latin. | Literature. |
| Rhetoric. | General History. |
| General History (5 weeks). | Latin. |
| Algebra (10). | Drawing (10 weeks). |
| Science. | |

SENIOR YEAR.

| | |
|-------------------------|---|
| Political Economy (15). | History of Education. |
| Psychology. | Latin. |
| Latin. | Science. |
| Practice Teaching. | Plane Trigonometry (10), or Solid Geometry (10). |

SCIENCE ELECTIVES.

| | |
|------------|------------------|
| Zoölogy. | Physics. |
| Chemistry. | Botany (10). |
| Geology. | Physiology (10). |

Of the science electives provided above, 20 weeks must be chosen; and if Chemistry is elected, some other science also must be taken.

The statement given above is for terms of 20 weeks each, except as noted. Figures in parenthesis give the number of weeks if less than 20.

Essays or orations will be required during these two years, either the outgrowth of special work undertaken in connection with some of the studies named, or as wholly distinct exercises under direction of the teacher of English. (See page 33.)

Additional elective work in Latin will be offered to those who wish to prepare themselves more thoroughly. (See page 51.) Reference is also made to the note regarding other electives on page 22.

Students intending to take the Latin course are advised to begin the study of the language as soon as possible after entering; to this end the order of studies of the first two years (Elementary Course) will be varied, as may seem best in each case.

GERMAN COURSE.

(First and second years the same as Elementary Course.)

JUNIOR YEAR.

| | |
|----------------------------|---------------------|
| Literature. | Literature. |
| General History (5 weeks). | General History. |
| German. | German. |
| Science. | Drawing (10 weeks). |
| Rhetoric. | |
| Algebra (10). | |

SENIOR YEAR.

| | |
|-------------------------|---|
| Political Economy (15). | History of Education. |
| Psychology. | German. |
| German. | Science. |
| Practice Teaching. | Plane Trigonometry (10), or Solid Geometry (10). |

SCIENCE ELECTIVES.

| | |
|--------------|------------------|
| Zoölogy. | Geology. |
| Chemistry. | Physics. |
| Botany (10). | Physiology (10). |

Of the science electives provided above, at least 20 weeks must be chosen. If Chemistry is elected, some other science also must be taken. Reference is also made to the note regarding other electives, on page 22.

Students intending to take the German course are advised to begin the language as soon as possible after entering; to this end the order of studies of the first two years will be varied, as may seem best in each case.

Essays or orations will be required during these two years, either the outgrowth of special work undertaken in connection with some of the studies named, or as wholly distinct exercises under direction of the teacher of English. (See page 33.)

ENGLISH COURSE FOR HIGH SCHOOL GRADUATES.

JUNIOR YEAR.

| | |
|--------------------------|----------------------------|
| Drawing. | Literature. |
| Science. | Drawing (10 weeks). |
| School Economy, and | Vocal Music. |
| School Law (10 weeks). | Professional Reviews (10). |
| Theory of Teaching (10). | Methods, and |
| Rhetoric. | Practice Teaching (10). |
| | Algebra (10). |

SENIOR YEAR.

| | |
|-------------------------|---|
| Political Economy (15). | History of Education. |
| Psychology. | General History (10). |
| Professional Reviews. | Science. |
| Practice Teaching. | Plane Trigonometry (10), or Solid Geometry (10). |

In addition to the above, of the science electives offered in the English Scientific Course (page 25), 50 weeks must be chosen.

LATIN OR GERMAN COURSE.

High School graduates from corresponding courses who wish to continue the study of Latin or German, will be offered an advanced course of one year, in the language studied, and in that case only 20 weeks of science electives will be required, instead of 50 weeks provided above.

In all High School courses essays or orations will be required during these two years, either the outgrowth of special work undertaken in connection with some of the studies named, or as wholly distinct exercises under direction of the teacher of English. (See page 33.)

Regular attendance upon Chorus Practice and Gymnasium classes will be required during four quarters, each.

See also notes on page 22, regarding Advanced Course and Course for Grade Teachers.

See also note regarding Elementary Course, on page 25.

ONE-YEAR PROFESSIONAL COURSE.

Drawing, 20 weeks.

Composition and Rhetoric, 20 weeks.

Reviews in Reading, Arithmetic, Grammar and Geography, 40 weeks.

School Economy, School Law, Theory and Methods of Teaching, 40 weeks.

Practice Teaching, 20 weeks.

Psychology, 10 weeks.

Civics, 10 weeks.

Admission to this course requires examination at the Normal School in all the branches required for a first grade certificate, and proof of three years' successful experience in teaching, or the possession of a State certificate.

Essays or orations will be required during each quarter of the year, either the outgrowth of special work undertaken in connection with some of the studies named, or as wholly distinct exercises under direction of the teacher of English.

Regular attendance upon Chorus Practice and Gymnasium classes will be expected during four quarters, each.

COMMON SCHOOL COURSE.

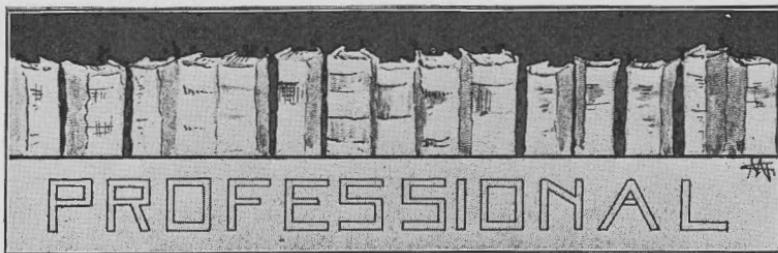
| FIRST QUARTER. | SECOND QUARTER. | THIRD QUARTER. | FOURTH QUARTER. |
|------------------------|------------------------------|-------------------|-------------------|
| Observation. | School Management. | Methods. | Practice. |
| Arithmetic or Algebra. | Arithmetic or Algebra. | Music or Drawing. | Music or Drawing. |
| Composition. | Reading. | Literary Reading. | Grammar. |
| Geography. | Physical Geography. | Reading. | Botany. |
| U. S. History. | U. S. History or Government. | Natural History. | |

The statement made above is for quarters of ten weeks each.

For further details of this course see page 74.

Rhetorical exercises will be required during the second term, as will attendance upon the Physical Training and Library classes.

Students are admitted to this course on a good third grade certificate, but should have had some experience as teachers and have reached some maturity before undertaking the course.



OBSERVATION AND SCHOOL MANAGEMENT.

Ten weeks are given to OBSERVATION in the Model School and to the discussion of methods, but as this is the first professional work in the course, it is elementary in character. The text read in class is the "Manual of the Course of Study for Common Schools," with frequent references to the general library. The observations are so arranged that recitations and class exercises are seen in every subject and in every grade, so that pupils may see for themselves how far the theoretic presentation of each subject is realized in actual practice.

Students make notes of their observations, and later the class meets to discuss what is seen, the principles involved, the methods used to realize those general principles in actual practice. This work should result in quickening the student's power to see, make him more critical in his recitations, and give him standards by which to measure the excellences of the work in all departments of the school.

The second quarter deals with general topics of school management. Time is given to the study of the school code, and the powers and duties of teachers and school officers; heating, lighting and ventilation of school buildings; the making of a program; and control, discipline and character building. A distinct effort is made to assist students to avoid the difficulties which confront them at the beginning of their teaching, and to stimulate in them a sense of personal thoughtfulness and responsibility. If this result is reached, the question of how and when to punish or not to punish will give place to a deeper study of human nature, of the motives that control actions of pupils, and will lead to a better understanding of the relation of the teacher's self-control to the discipline of his school.

THEORY OF TEACHING.

During this quarter an attempt is made to study the most obvious facts and laws of mental activity. The several mental "faculties" or modes of activity are differentiated, the conditions of such activity in

each case and the special services of each considered with direct reference to illustrations drawn from the pupil's own experience. The usefulness of such study for the teacher becomes apparent.

Frequent application is made of the general laws studied to the common methods of teaching the several branches of the common school course, to determine how far those methods seem to be desirable, and in accord with accepted pedagogical principles.

The several purposes of the recitation are carefully studied, and the method best adapted to secure each end, for the class as a whole and for the individual members.

It is the aim to make teachers more intelligent in observation and criticism, through the use of a better standard of judgment, and more thoughtful as to principles governing devices.

PSYCHOLOGY AND HISTORY OF EDUCATION.

So far as possible, the study of Psychology in the senior year is made personal and introspective. The student's own mental activities are carefully studied in the light of the observation and conclusions of other investigators, as a practical and necessary basis for any sound mental philosophy. By the aid and guidance of text and teacher he is led to an elementary knowledge of the nature of mental operations and the laws governing them. Constant reference is made to personal experiences and to observed methods of teaching, that the study may result in practically helpful suggestions rather than in mere speculative knowledge of theories.

Those who may desire will have an opportunity to make a study of child-life. This course will include a discussion of that which has already been learned about the physical and mental development of children, and original investigations carried on by the pupil under the direction of the instructor in psychology. The aim of this course is to awaken an interest in child-nature, to train teachers to care and accuracy in judging traits of character, and to give them the knowledge needed in determining that which will aid in the development of individual pupils. These studies are to have special reference to the conditions and needs of the class room.

In the History and Science of Education the experiences of the most prominent educators, those who have given definite impulse to educational movements, are carefully studied to find the secret of their success, and to separate, if possible, the permanent from the accidental features.

PRACTICE AND METHODS.

The practice teachers make plans for their work, being governed by the previous teaching of the class and the requirements of the course of study.

After examination of these plans by the supervisors of the practice department, and consultation regarding such modifications as seem advisable, the student teachers are thrown upon their own resources in charge of their several classes, and held responsible for the results. Visits of the supervisor are followed by conference with the individual student, when help is freely given and recommendations made.

Students usually have charge of a class for a period of ten weeks, but for good reasons the time may be shortened. In assigning practice teachers to classes, an effort is made to supplement the previous experience of the teacher and to forward her future plans. In view of the greater number of primary teachers, and the pressing need of more efficient supervision of lower grade work by principals of schools, and the better chance to study the simpler facts of mental development, it is believed that the earlier years of the course are best worth the attention of those intending to teach. At the same time opportunity is not lacking to teach in the upper grades.

The practice teaching during the past year has ranged through all the grades, from lowest Primary to upper Preparatory class, thus affording wide variety in grade, in subject and in the size and character of the class. When a student teaches a grade of twenty members in a room where he has the oversight of another grade engaged in study, his powers of discipline are fairly tested; while with smaller groups in the recitation room, he may with fewer distractions study the art of teaching. A large Model School gives abundant opportunity for practice teaching, while the wide range of subjects may be seen by reference to the course of study for the Model School. (Page 61.)

This class meets also daily for discussion of specific methods adapted to certain branches and to certain grades. This work is made as concrete as possible by the presentation of exercises by members of the class or by the regular teacher in charge of model grades. These are the usual daily recitations of some class, inspected after discussion in the methods class, and are followed by further consideration of the matters illustrated.

It is the purpose of this department to help each teacher to grow, by direction, suggestion and reflection upon what is seen, rather than by correction or repression. One of the most hopeful signs is the voluntary seeking of conferences by practicing students. A refer-

ence to page 21 will show the amount and grade of practice teaching during the fifth year of the school.

PROFESSIONAL REVIEWS.

Thirty weeks of Professional Reviews in the fundamental branches will afford opportunity for careful discussion under each branch of the essentials of the subjects, of the order of presentation of topics, of the correlation of one branch and department with another. It also gives an opportunity to test the proficiency of a student not only in mastery of a branch, but also in the ways and means of effective presentation. This work has relation, therefore, to the department of methods on the one side, and to the scholastic work of the special departments of study on the other.

ENGLISH LANGUAGE AND LITERATURE.

ENGLISH LANGUAGE.

A thorough examination in the elements of English Grammar will be required for entrance into the Normal classes. Students will be required to show knowledge not only of the facts of etymology and syntax and the essential elements of sentential analysis, but also of the usual common terms employed to express these facts.

The first year class will spend one quarter (10 weeks) in a careful review of the main divisions of the subject, directing the work toward fitting students to speak and write the language correctly; and to teach others to do so.

In the elementary rhetoric, or composition, students will be taught to discriminate the elements of style and of effective expression of thoughts that are as far as possible original. In all classes studying language, composition will be constantly insisted upon. Frequent short exercises, occasionally varied by larger, broader undertakings, will be the usual rule. The precept is thus well enforced by example and application.

The chief ends sought are a knowledge of the structure of the sentence, and appreciation of the elements of style, and the power of pleasing forcible expression of one's thought. In the advanced class in Rhetoric (taken by Juniors and High School graduates), A. S. Hill's Principles of Rhetoric is the basis of twenty weeks' work.

After the first term of the first year, each student prepares one declamation or other literary or rhetorical exercised each quarter.

Second year students present under the general direction of this department, one composition each quarter of the year. Juniors and High School graduates prepare one essay or oration each quarter of the year.

Seniors present two essays or orations, besides that required at graduation.

By special arrangement with the teachers in charge of these exercises, any approved work presented at a public meeting of either literary society or of the Oratorical Association may be credited to the student.

READING.

Two ideas control the instruction in this branch. First an effort is made to secure reasonably correct and agreeable oral reading of ordinary selections in prose and poetry. To secure this as much of the first ten weeks as is necessary is given to drill. Correct articulation and clear enunciation are insisted upon, and the principles of emphasis, inflection and the other qualities of good reading are studied and practiced till a fair degree of proficiency is attained. As this requires little preparation outside the class, students are required to read and report upon books from the general library. It is usually found possible for each student to read at least two standard books in this manner.

The second ten weeks are devoted to the reading of masterpieces of British and American literature. Some are read critically, with painstaking study, while others are used simply for the pleasure of a rapid reading. It is impossible to tell in advance what will be read by any given class, for those pieces are selected which are least familiar to the members. One class read critically Emerson's "Behavior," Tennyson's "Enoch Arden," Byron's "Prisoner of Chillon," Goldsmith's "Deserted Village," and Brown's "Rab and His Friends," besides spending some time in a study of the leading myths of Greece and Rome and representative poems in which the myths appear. Beyond this they read rapidly a number of masterpieces. The excellent text-book library gives a wide range, so that every class may have fresh and attractive material. This course should result in a better appreciation of literary merit, and should leave students with a desire to read and with some idea of what they should read for, some knowledge of what gives pleasure to a cultivated mind.

LITERATURE.

The course embraces four quarters of work. In the first, it is sought to develop a just spirit of literary criticism and to lead students to the true interpretation of literature. To accomplish this many masterpieces from the best American and English authors, illustrating fiction, the essay, the oration, and the various forms of

poetical composition, are carefully studied. The second quarter, which concludes a shorter course, is devoted to the great American writers, and the third and fourth are given to English authors. To make all so attractive and interesting that they will leave behind them a vivid appreciation of the beautiful and the powerful, and a strong desire to read that which is elevating and inspiring, is the chief purpose of the course.

That there may be some continuity in reading, and that thought may be in a measure systematic, a text in American and one in English literature are placed in the hands of the students, but the greater part of the reading is from the works of the writers studied. Representative writers from each epoch are compared, and to the great masters is given abundant time for an acquaintance with the peculiarities of their styles and an appreciation of the sources of their charms. Frequent reviews and critiques are called for, and one or more essays of length are written to embody the results of independent reading. The text-book library furnishes a plentiful supply of classics to draw for class use, and the general library satisfies the needs of every individual. Reference books are abundant and are freely used. Attention is given to pupils personally; and frequently during the latter part of the year the reading of each student is independent of the others.

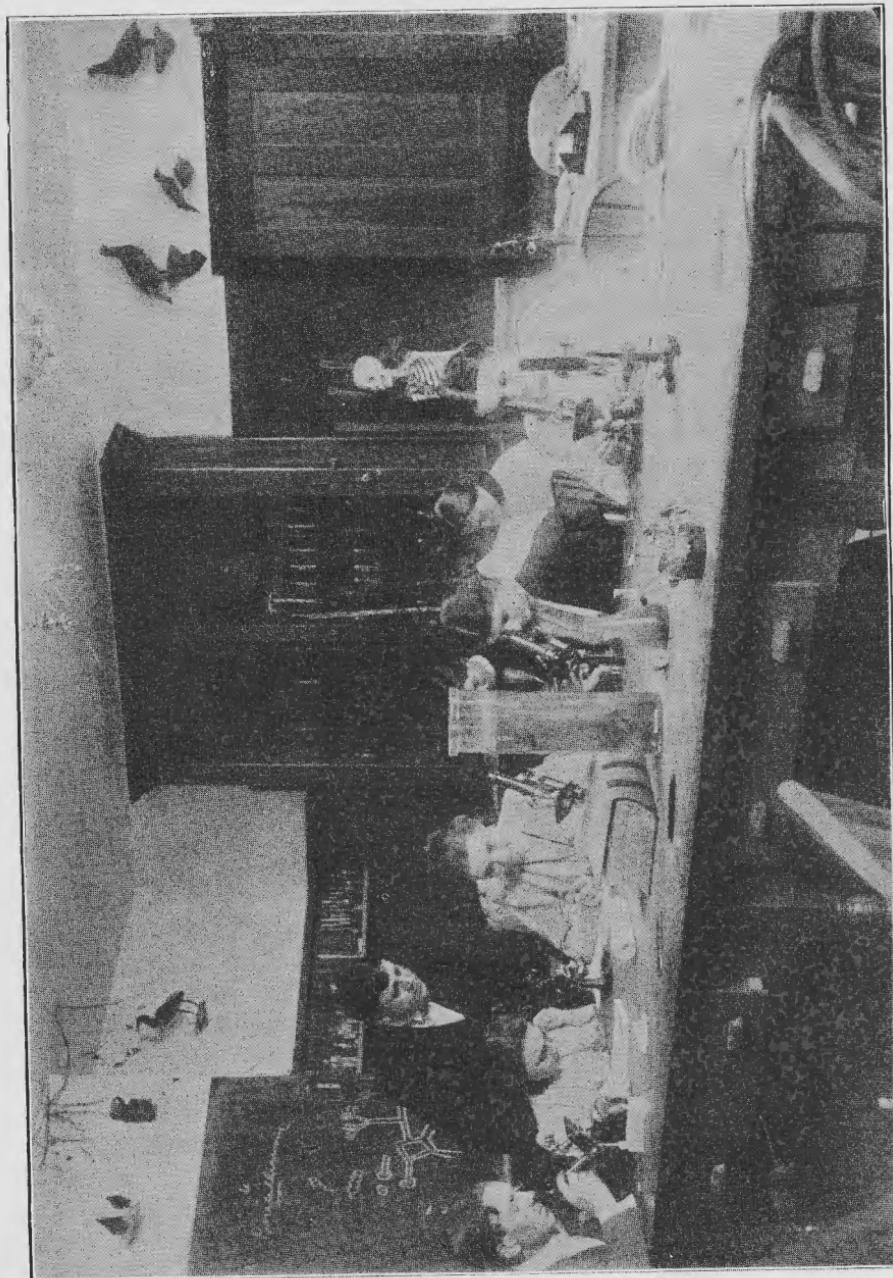
WRITING.

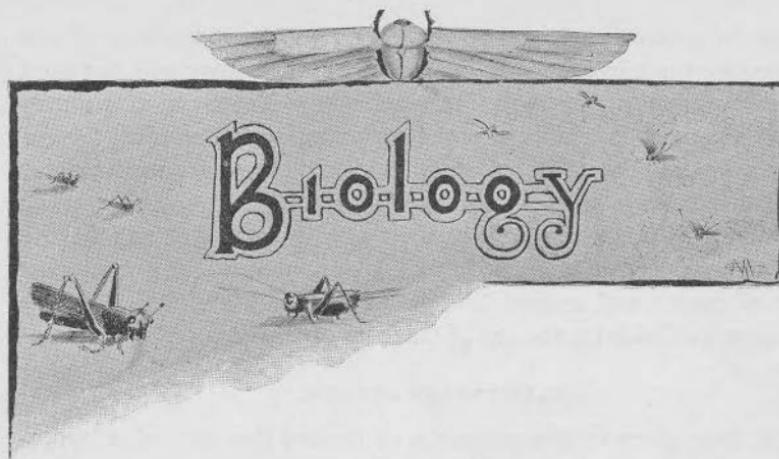
One purpose of this work is to get more legible writing among students. Vertical writing is taught, as it seems the most natural, more readable, easily and quickly executed. Freedom, arm movement, drill of letters, and words, with thought given to proportion and relation of letters, are means for gaining this end.

Methods of teaching writing will receive time and attention proportionate with the importance of the subject. More stress will be laid on the universal conditions and principles than upon any particular system of penmanship. Any student is permitted to join the writing class, and those who do not write well are required to attend until fair proficiency is attained.

SPELLING.

Failure in this branch is so conspicuous in the case of a teacher, and improvement so obviously in the power of each person, that in the Normal School above the Model Grades, no regular class in this subject is maintained. Instruction is provided, however, for all those Normal students of any grade whose written work shows serious deficiency in this line. Attendance upon the class is required only until evidence is given of reasonable skill and proper regard for such an important matter.





ELEMENTARY BIOLOGY.

This course will be offered in the fall quarter and is designed to give the student a general knowledge of some of the typical forms in both plant and animal life. Special arrangements have been made so that we are able to offer some of the most interesting species of marine life for laboratory study. This course will form an admirable introduction to the studies of Botany and Zoology, and will give the student an idea of the relation existing between these two great kingdoms. The laboratory is furnished with the latest and most approved apparatus, and with a full set of staining re-agents for histological work.

ZOOLOGY.

This course will consist of a study of the types of each of the several groups of invertebrates. It will include, (1) a careful and complete description of the external appearance, (2) dissection sufficient to exhibit skeletal and structural peculiarities and all the organs, (3) a general study of development, and (4) as far as possible a study of habits, food, etc. The text-book will be supplemented by outlines, and by laboratory work on each form studied. Among the forms studied will be the amoeba, and paramoecium, vorticella, marine sponges, hydroids, hydra and the typical forms in the higher species. Especial attention will be given to the general morphology and functions of the various organs. The students will be expected to mount slides and do such histological work as will give them some idea of the technique required for careful investigation.

NATURAL HISTORY.

It is believed that because of the relation of such work to the development of the senses and because of the interest children have

in everything alive, and because of the utility of such study as a basis of language work in the lower grades, Natural History will be found a very valuable preparation for teaching. Teachers in country schools are most favorably situated for using such knowledge. An opportunity will be afforded, therefore, either as a substitute for some other branch or as a voluntary addition to the course, for the study of this branch through at least one quarter. It will be the main purpose to become somewhat acquainted with the commonest forms of insect and animal life, and with the literature of nature study now available for the use of teachers of Primary schools.

ELEMENTARY BOTANY.

The time given to this subject is so limited that favorable opportunities will be afforded to students who desire to pursue the study beyond the limits of the course. Each student will be furnished with a dissecting microscope and instruments for use in the study of the plants themselves. Fruits and seeds, the germination and methods of reproduction in plants, the structure and forms of flowers, leaves, stems and roots are some of the subjects of investigation in the laboratory. Upon these topics the library will furnish abundant readings. The local flora will be studied in the field so far as practicable; and the classification of flowering plants and the more readily recognized of the flowerless species will be made a part of the course.

ADVANCED BOTANY.

This will begin with a short review of the work covered in the elementary course. Most of the quarter, however, will be devoted to the general physiology of plants, including a study of the properties of protoplasm, the processes and products of assimilation and metabolism; some of the phenomena of irritability; and a discussion of some of the practical questions of plant life and growth. The laboratory work will consist of practical experiments, and of histological work with the compound microscope. Each student has an individual outfit of apparatus.

ELEMENTARY PHYSIOLOGY.

The course in Elementary Physiology extends ten weeks. This includes a study of the skeleton, the tissues of the body, the action of the circulatory, respiratory and digestive systems, by means of dissection and microscope. Much stress is laid upon the study of the nervous system and its relation to the other systems of the body.

Hygiene is taught as a natural outcome of the physiological

knowledge, that the pupils may be enabled to comprehend clearly the necessity for the observance of hygienic laws.

Hereafter, to enter this class, students must be prepared to pass an examination on so much of simple anatomy and physiology as is included in the outline in the Elementary Course of Study for Common Schools, or will take a preliminary quarter in Hygiene here at the School.

ADVANCED PHYSIOLOGY.

In the advanced course special attention will be given to the circulatory, digestive and nervous systems. Students who desire to take this course should be able to pass a satisfactory examination in the work covered by the elementary course; and should at least have had elementary chemistry and physics. This will be essentially a *physiology* course and will consist of a thorough study of the functions of the different organs, in connection with a full discussion of life phenomena as observed in the human body.

PHYSICAL SCIENCES.

PHYSICS.

It is believed that the experimental verification of a physical law, by the student, furnishes the very best basis for an intelligent appreciation of the working of that law in phenomena occurring outside of the laboratory.

Much care has accordingly been taken to provide facilities for making such fundamental experiments in the various departments of physics. From the experimental data obtained the student is led to draw such inferences as are warranted by the facts, and to determine what is and what is not proven by them. This is accomplished by making the results of the experiments the subjects of discussion and criticism in the daily recitations.

Elementary Course.—1. This course includes a study of the various topics under the mechanics of solids, the mechanics of fluids, simple machines, heat (except calorimetry), and the general properties of matter.

Recitations five times a week, twenty weeks. Text Book, Carhart and Chute.

2. The laboratory course accompanying Course 1, and required of all students, begins with a somewhat extended series of measurements commencing with the simpler kinds and leading to more exact work with dividers and scale, micrometer caliper, verniered caliper, balance and other instruments of precision. As soon as a reason-



able degree of facility and accuracy in the use of apparatus is acquired, the student begins the laboratory study of the principles and laws discussed in the recitation. Courses 1 and 2 are carried on as nearly parallel as possible. The laboratory work requires five hours per week for twenty weeks.

As far as possible in this course the determinations made are quantitative.

The solution of problems both by mathematical and by graphic methods is a prominent feature of both these courses.

The apparatus is selected with careful reference to its use by students and the supply is increased as may be necessary.

Advanced Course.—This course of twenty weeks is devoted to a careful study of heat, including calorimetry, an extended study of electricity and a somewhat thorough examination of the elementary principles of sound and light.

Recitations, discussions, and illustrative experiments occupy five hours a week through the course. Five hours a week will also be required in the laboratory. This work consists of quantitative determinations of mass, density, gravity, heat, electrical constants, etc.

For this work the laboratory is supplied with verniered gauges, micrometer calipers, balances of precision, a standard barometer, accurate standard thermometers, galvanometers of various patterns, resistance boxes, Wheatstone bridges, telescope and scale, a siren, organ pipes, vibrating plates, a spectroscope, refraction apparatus, lenses, quite complete projection apparatus and polarizing microscope.

The purpose of this laboratory course is to familiarize the student with the manipulation and practical use of instruments of precision, to illustrate the general methods of physical measurements, the verification of physical laws and the determination of physical constants.

Graduate Course.—A still more extended course will be offered to such students as may elect to pursue the subject for a full year. This course will be based on Ganot's physics and the manual of Stewart and Gee or of Austin and Thwing. Two hours per day, divided between class room and laboratory work, will be required in this course throughout the year.

High School Course.—For those High School graduates who are taking the Elementary Course, or who do not expect to take Physics in any of the regular full courses, a short course of ten weeks is offered. This is of the same rank as the second quarter of the Elementary Course, but will move more rapidly over a large number of topics. It is presumed that students taking this course have

already mastered the usual elementary text-books, and, therefore, much stress will be laid upon the laboratory work, and abundant provision made for it. Those who prefer may take the regular Elementary Course given above.

CHEMISTRY.

Elementary Course.—This course begins with practice in simple laboratory operations, such as solution, precipitation, filtering, washing. Following this comes a series of experiments so selected as to give an insight into the nature of chemical action and the operation of chemical forces.

The systematic study of the "non metals" is then taken up in the laboratory. The phenomena there observed and recorded are made the subject of recitation and discussion in the class room, where special illustrative experiments are also performed. Students are thus led gradually to a familiarity with chemical phenomena, and the way is opened to an understanding of chemical laws.

About five weeks devoted to the study of the metals and their salts.

Advanced (Graduate) Course.—Chemical analysis and the elements of chemical philosophy.

Practice in the various operations of chemical analysis will be followed by the analysis of simple salts, more complex compounds, commercial products, ores, etc.

Two hours per day for twenty weeks.

This course is wholly optional in addition to all that is required for graduation, and is offered for the special benefit of those who wish to acquire necessary skill in using apparatus and mastery of facts to enable them to teach the subject acceptably in good schools. It is open only to those who have had the elementary course outlined above, or its equivalent.

GEOLOGY.

The work in Geology consists of:

(a) A somewhat full discussion of the forces now at work in and upon the earth. This includes:

- I. The work of the atmosphere, (1) mechanical, (2) chemical.
- II. The work of running water.
- III. The work of ice.
- IV. The work of igneous agencies.

(b) The study of minerals and rocks, determination of common minerals, simple classification of rocks, origin of rocks and their relation to soils.

(c) I. A study of rock structure.

II. The origins of topographic forms, an inquiry into the methods and processes by which the hills and valleys, mountains and lakes and all the various landscape features have been developed.

(d) An outline of Geological History as exhibited in the development of North America.

In this outline study the principles on which such a history is based are first made clear. Each age is then passed in review and its distinctive features are pointed out. The physical geography of the continent is traced from its earliest recognized beginning to the present. Parallel with this study of the physical life of the continent is carried on a study of the development of animal and vegetable life.

Field Work.—Facilities for field study are good. Stevens Point is at the junction of the Cambrian with the Archaean, and the numerous exposures along the Wisconsin River furnish varied illustrations in dynamical and structural geology. The great terminal moraine lies a few miles east, and offers good examples of some of the topographic forms due to ice action. Each class makes excursions to the several districts offering best chances for field study.

GEOGRAPHY.

Preparatory Course.—This course of twenty weeks is intended to give the student sufficient knowledge of descriptive and commercial geography to enable him to enter intelligently into the more extended work required of Normal students.

It includes:

Correct interpretation and use of globes, maps and pictures.

Map drawing and making.

Careful study and location of important physical and political divisions of each continent.

Distribution of minerals, vegetation and animals.

Study of people, population centres, manners and customs, religions.

Commerce, exchange of staples, and trade routes, are particularly emphasized.

Normal Course.—Tests for graduation from this course include:

I. Concept of earth as a sphere and consequences of its motions.

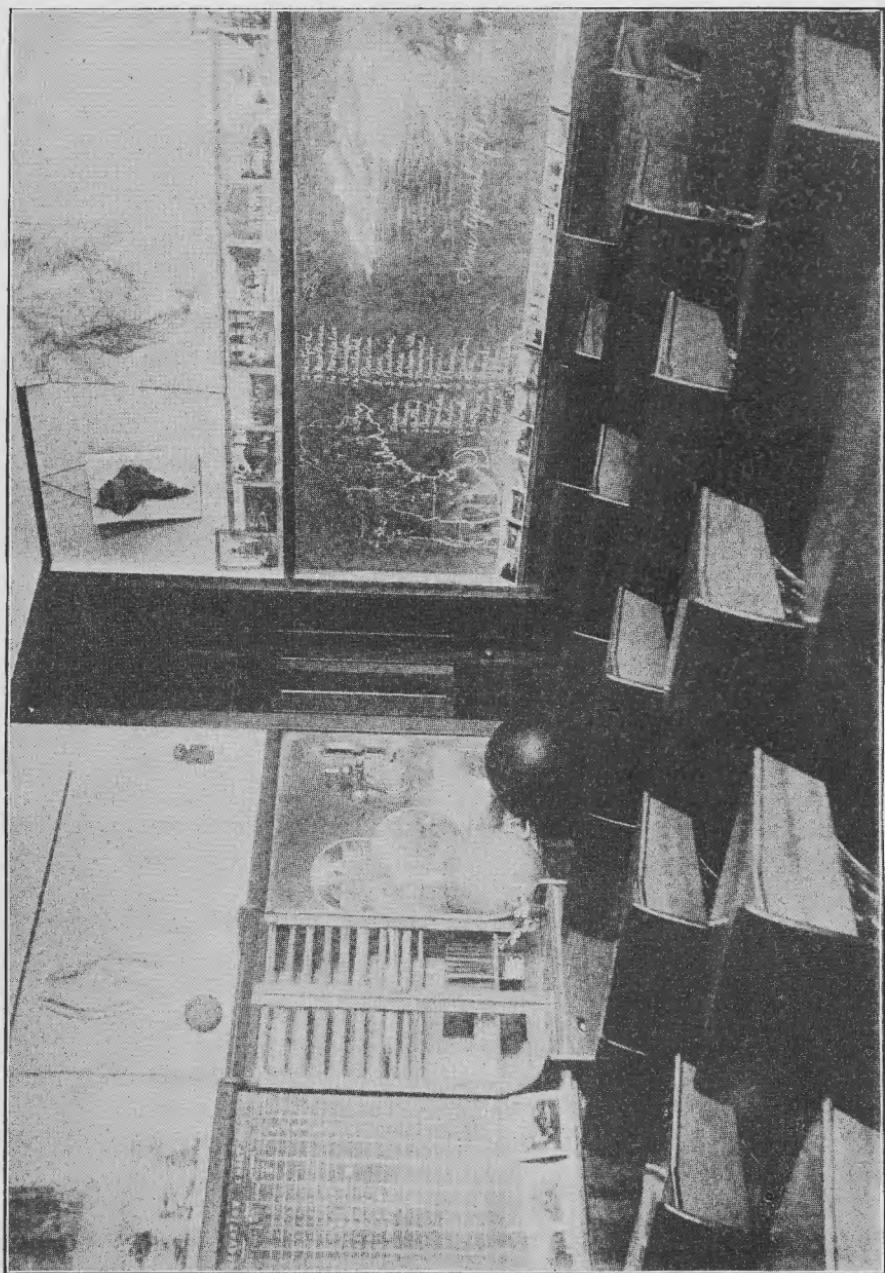
II. Relative size, position and area of land and water bodies.

III. Location of important physical and political divisions.

IV. Knowledge of physical causation, activities and processes as affecting earth for man's occupancy.

V. Climate, soil and minerals.

VI. Life: Distribution of vegetable and animal. Commercial values. Distribution of human types. Relation to physiographic features. Social conditions, manners and customs. Religion, government, occupations.



VII. Commerce, product areas. Commercial centres and routes. Influence on man, communities and nations.

VIII. Population centres: Natural, historical, commercial, educational advantages of location.

Students are required to read maps readily, to sketch any important locality and describe the same, to reckon standard time, to understand method of public land survey, to draw diagrams illustrating movements of wind currents. During the entire course training is given in map molding and drawing.

In both the Preparatory and Normal Course special attention is given to the geography of Europe, North America, United States and Wisconsin. Constant reference is made to the Geographical section of the excellent general library.

PHYSICAL GEOGRAPHY.

As many students enter this course having no knowledge of physics, a preliminary study of some of its fundamental laws is necessary.

How? and Why? are key-words throughout. Relations of earth's phenomena to conditions of man constantly considered.

The course furnishes opportunity for:

I. Review of Mathematical Geography and an examination into its influences on terrestrial phenomena.

II. A detailed study of earth's three moving envelopes, viz:

Rock—Constitution, pulverization, transportation, upheaval, depression.

Water—Storage basins, drainage systems, transporting power, currents, waves, tides.

Atmosphere—Winds, constant, periodic, variable, calms, moisture of, evaporation, condensation, precipitation. Electrical and optical phenomena.

III. Plant, animal and human life as dependent on and affected by above.

PROFESSIONAL REVIEW.

The object of this course is:

I. To review the content of geography.

II. To discover its educational value.

III. To discuss its correlations.

IV. To consider carefully the course of study from first to eighth grades inclusive.

V. Careful study of one country with discussion of methods.

VI. To make and submit plans of lessons according to accepted methods.

VII. To make library reference list of at least one country.



PREPARATORY HISTORY.

Text: Montgomery's Leading Facts of American History.

Those who have studied United States History a term or more in the common schools sometimes fail to enter the Normal Class because their knowledge of the subject is that of words and phrases merely, and that, too, of words and phrases in a certain setting. When questions are asked in entrance examinations, requiring new combinations, such students are unable to answer because they never considered the relations existing between even the most closely connected events. If questions are framed in a form to which they are unused, they fail because their knowledge is of the book and not of the fact. The preparatory course is intended to correct these faults, to clear pupils' minds of vague notions, to make the facts seem real and rational. To accomplish these ends, certain portions of the text-book are carefully studied.

Of even more importance to most pupils in the preparatory class is the required reading in supplementary books. Such books are used as present in interesting form the fresh details of history that can not be found in texts; for example, Scudder's George Washington, Franklin's Autobiography, Hawthorne's Stories from New England History. This work should train the pupil to tell what he has read, and it should break up to some extent the mere text-book notion of the study of history.

NORMAL COURSE IN AMERICAN HISTORY.

Texts: Fiske's History of the United States; Gardiner's English History for Schools.

It is desirable that students taking this course should have a general knowledge of our history. Upon this basis an effort is made to broaden their conceptions by deeper inquiry into causes and results of leading events. The dependence of American upon European history is emphasized. Certain chapters of Gardiner's English History

are studied in order that a more complete background may be furnished for the great events of European history that so much influenced our own. For instance, such epochs as that of the struggle between England and Spain, and later between England and France, and the course of English history during the seventeenth century are carefully considered in order that our colonial history may be better understood. The isolation of American history is thus avoided.

The library readings required in this course constitute about one-third or one-half of the work. Exact references, and in many cases outlines of topics, are furnished in order that this reading may not be desultory. Particular periods are thus expanded, such as the period of French exploration, in which students of Wisconsin history are particularly interested; the period immediately preceding the American Revolution; the political history of the period when slavery questions were prominent. The student thus becomes acquainted with the standard authorities and obtains that larger outlook over the field of American history so essential to the teacher of this subject. Students soon discover that the real interest of history lies in the details of personality and events that text-books can not give. Their teaching of history will, it is hoped, become something more than the routine teaching of a text.

The books most freely used are the three volumes of the "Epochs" series. A number of sets are furnished for this purpose. Other works are such as the following: Parkman's works, John Fiske's histories, American Statesmen series. Johnston's American Politics, Lalor's Cyclopedie, American History Series, Channing's United States, Roosevelt's Winning of the West, Eggleston's Beginners of a Nation, Bancroft, Schouler, McMaster, Winsor.

PROFESSIONAL REVIEWS IN HISTORY.

Text: Mace, *Method in History*.

No attempt is made to review the entire field of American history. A period may be studied for the purpose of illustrating the theoretical principles of method, but the greater share of the time is spent upon elementary phases of history teaching. Each pupil prepares a series of history stories suitable for an elementary class, after he has made a complete list of reference books upon his topic. Some of these lessons are presented to the class in reviews as the basis for discussion of matter and method. The purposes of such work are discussed; also the various forms in which history exercises and materials may be introduced into country and graded school programs.

A large share of the time is given to discussions of the books that supplement each period in the various grades. An acquaintance with these books is obtained by contact with them in the library. Such facts are learned about their size, price, grade, style, authenticity and usefulness as will be of service to future teachers when selecting books for themselves or for their schools.

GENERAL HISTORY.

Texts: Myers's General History; Gardiner's English History for Schools.

This course is divided into three parts:

1. Last half of the second quarter. Students who are required to take twenty-five weeks of general history, have this introductory five weeks. In this time a review is made of the essential elements of the old civilization—Egyptian, Hebrew, Assyrian and Greek.

2. Third quarter. High School graduates are required to take only ten weeks of general history, and they are free to choose either this or the next quarter's work. In either case, since these students (who form much the larger part of the class) have studied general history in their High School courses, they can best profit by the intensive study of a single period, accompanied by the free use of the library. In the third quarter, after a brief view of Roman institutions and a fuller study of the causes leading to the decline of the Roman Empire, several weeks are spent upon mediaeval history. Such works as Adams's Civilization in the Middle Ages, Emerton's Introduction to the Middle Ages, and Mediaeval Europe, of which numbers of duplicates are furnished, supply the materials for extensive study of important topics. Mediaeval history is viewed as the formative period of modern nationalities and institutions; the elements of civilization contributed by the ancient peoples, and the new elements added in mediaeval times are kept in view and their relation to modern civilization is emphasized.

3. Fourth quarter. It is thought that most profit can be derived from the thorough study of the nineteenth century during this quarter. In the spring quarter of 1899, however, circumstances led the class into a fuller study of early modern times, with special reference to the history of colonial systems—Spanish, Portuguese, Dutch, French and English—the colonial policies of these nations and the struggles that grew out of colonial rivalries. The partition of Africa, the struggle for territory and advantages in Asia, and a general view of existing colonial empires completed this work. Thus a basis was

laid for passing intelligent judgment upon certain problems confronting the United States at present.

Besides the required library reading, pupils are given practice in making lists of references to special topics and in searching for all available materials upon difficult questions. Such work, rather than the mere preparation of topics, will, it is thought, be of most practical value to the future teacher.

CIVIL GOVERNMENT.

Texts: Hinsdale's American Government; Fiske's Civil Government; Dole's American Citizen.

Most students come to this course with an elementary knowledge of the United States' and Wisconsin Constitutions. The origin of the former is carefully studied and its development traced. Thus is begun a study of the larger truths of our national government and the relation of that government to the state systems. While detailed knowledge of some parts of these constitutions is sought, pupils are encouraged to view the details in the light of our whole political system. Another prominent feature of the course is the expansion of such topics as the Power of the Speaker, Civil Service Reform, the Congressional and Cabinet Systems Compared. For this purpose library readings are assigned. The magazines and papers of the reading-room furnish opportunity for the study of current events.

City government is given the prominence it deserves. Local government in Wisconsin is studied in more detail than usual, from outlines prepared from the statutes and by direct consultation of the statutes themselves. After general descriptions of town, village and county government, the actual workings of our local systems are followed under such topics as Highways, Poor, Taxation, Elections and Trials. It is believed that full knowledge of local government is of greater importance than knowledge of many obscure matters in state and national constitutions with which the citizen practically never comes into contact. Consequently, topics of the latter kind are given slight attention.

CONSTITUTIONS.

Texts: Dole's American Citizen.

This study is intended for students of the one year course. Portions of the United States or the State Constitution are reviewed. The aim is to give larger ideas of government and citizenship. The best methods of treating the subject in elementary schools are discussed.

POLITICAL ECONOMY.

Texts: Laughlin, Elements of Political Economy; Walker, Political Economy, Briefer Course.

The greater part of the time devoted to this study is spent upon the fundamental principles of political economy, in order that a solid foundation may be laid upon which the student may base his future reading and study. Practical illustrations of these elementary truths are made prominent. During the course each student investigates a topic, using all the materials afforded by the library; after first giving a report to the class from an outline, he prepares an essay upon his subject. The entire class studies one important topic for a few weeks, gathering materials from all available sources. The bimetallic controversy was fully studied in 1896. The class of 1897 had a fine opportunity to become intimately acquainted with our monetary system in this way. The class is kept abreast of the times and in touch with contemporary thought and movements by frequent reports from the periodicals and reviews in the Reading Room.

ECONOMIC AND INDUSTRIAL HISTORY OF THE UNITED STATES.

This advanced course is offered to students who are prepared for it. The work will be entirely in the library, with the guidance of topical outlines and references. The following are some of the subjects that will demand attention: Economic conditions affecting the discovery and exploration of America; industrial motives for colonization; social and economic conditions in the English colonies; economic facts bearing on the Revolution and the formation of the Union; tariffs of the United States; causes and influence of westward migration; economic aspects of slavery; industrial expansion since the civil war; concentration of wealth; industrial aspects of colonial expansion.

LANGUAGES.

LATIN.

Three years is the time given to the study of Latin. The course includes four books of Caesar or an equivalent amount of *Viri Romae*, seven orations of Cicero and four books of Vergil's *Aeneid*.

During the first year a familiarity with grammatical forms and constructions is gained and as much of Caesar's Gallic War is read as time permits. The work is both written and oral, the former for the more accurate study and analysis of difficult constructions, the latter for training the pupils to readily grasp thought in idiomatic Latin.

Part of the orations of Cicero are read at sight and part are assigned for careful preparation. One lesson in Latin composition is given each week during the second and third years. Translation at sight is carried through the course.

A fourth year in Latin is offered in order that High School students, and those who have completed three years Latin in the Normal course, may continue the study without repeating what has already been read.

During the year 1896, Livy was the author studied. During 1897, the work has been with Horace's Odes and Epodes, Cicero's *De Senectute* and Plautus's *Captivi*.

Roman pronunciation is followed.

GERMAN.

The course occupies two years, but the authors read during successive years are varied so that those who desire may continue the study of German during the third year. The day's lesson furnishes material for a short conversation in German. Three plays are regularly read, and among those that have been used are *Die Journalisten*, *Minna von Barnhelm*, *Der Neffe als Onkel*, *Maria Stuart*, *Emilia Galotti*, *Nathan der Weisse*; and some prose, *Undine* or *Soll und Haben*. (See list of books on page 86.)

There is daily practice in translation at sight during the second year.

In the selection of readings and other work for the advanced class attention will be given to the wishes and needs of those High School graduates who have had two or more years of German.



One aim of the course in mathematics is to give the student a practical knowledge of the subjects taught, and to train him to habits of careful and accurate thinking. On the pedagogical side the aim is to draw attention to the best methods of presenting the different topics; and to the fundamental principles underlying each subject. Thus in arithmetic the student is taught the artificial character of the Arabic Notation and how the fundamental laws underlie the four operations; in algebra he is taught the nature of opposing numbers by many concrete illustrations, the relation of the quantities of the literal notation to numbers, and the logic of the solution of equations; in geometry he is taught the importance of a thorough knowledge of the working definitions and geometrical axioms and the propositions to be used most frequently; and emphasis is laid on the deductive character of the reasoning. In short, careful attention is paid throughout to fundamentals, in the hope that it will aid the young teacher to better overcome the difficulties beginners find.

ARITHMETIC.

In the teaching of the Normal arithmetic class (10 weeks), two objects are kept in view, viz., bringing in review and supplementing the student's previous knowledge of the subject; and correcting any errors, crudities or imperfections which may remain from previous study. Many of those who come to the school are found to be unskilled in mental calculations, and to lack speed and accuracy. The course is begun by making a careful study of the principles used in factoring and in learning all the factors of all of the numbers up to 100, and sometimes beyond that number. This is followed by the mental solution of many of the written exercises of factoring and

factions. Then decimals are taken up and attention is paid principally to the reasons for the rules for the several operations. Drill, chiefly oral, in the solution of practical problems on the tables, linear, square, cubic, dry and liquid measures and avoirdupois weight, is begun at the beginning of the term and kept up throughout the whole ten weeks. The method by aliquot parts is largely used for these mental calculations both here and in interest. Both in the mental and written work the use of short cuts in calculation is encouraged in every way. Circular measure, longitude and time, and standard time are each studied until they are thoroughly understood, numerous oral problems being given in addition to the regular written work. After practical measurements are gone over in detail, analysis is taken up and this important topic is carefully reviewed, commencing with the simplest problems and going on to those which tax the ability of the class to the full extent. Percentage now follows naturally, too taking the place of the "one" of analysis. Drill is given in the simultaneous solution of problems by analysis, by per cent. analysis, and by formula. In interest stress is laid on *one*, broadly comprehensive, method. Here, as in analysis, and everywhere else, much emphasis is set on the employment of cancellation whenever feasible. In the other applications of percentage the attempt is made to take away as much as possible of the unreality of the subjects by making easy practical problems in which members of the class are supposed to be the agents or actors. The study of ratio and proportion and of the Metric System usually completes the course. It is thought students of the maturity of judgment of those that come into this class will get more help in teaching in this way than in any other.

Students who show, on entrance, a mastery of this branch on the scholastic side, are encouraged to take other mathematical or professional work in its place.

For those who cannot pass satisfactory examination at entrance, a preparatory class is maintained which takes up the study in detail of the more elementary portions of the subjects. The chief purpose of this class is drill to secure accuracy and facility in computation.

ALGEBRA.

The elementary course in algebra covers 30 weeks and includes the mastery of the fundamental operations, factoring, fractions,

simply equations, powers, roots and quadratic equations. The advanced course (10 weeks) includes radicals, proportion, logarithms, progressions, interest, indeterminate coefficients, binomial theorem, and choice.

GEOMETRY.

The work in plane geometry extends over twenty weeks. It is intended that in this time all the most important theorems and problems of geometry commonly given will be learned, together with a large number of original ones, and besides, general exercises which illustrate the more important theorems will be solved. One quarter (ten weeks) in the latter part of the course is devoted to solid geometry.

TRIGONOMETRY.

Those seniors who have a satisfactory record in Geometry and are able to take advanced work instead of reviews, and especially those who look toward college or university study, are permitted to elect plane trigonometry instead of solid geometry. Some students find it profitable to take both subjects, thus insuring more thorough preparation.



The purpose of this department is first to teach the pupil to draw. Drawing is so taught as to show its practical value in all lines of work.

The course covers work in construction, or instrumental and free-hand mechanical drawing and pattern making; representation or pictorial drawing; decoration, or study of design; clay modeling, and methods of teaching.

All drawings are made from objects, giving individual interpretation.

The mechanical drawing is taught after the latest shop methods, and includes both instrumental and free-hand working-drawings, as well as pattern making. It is hoped that a Manual Training department in connection will allow the making of some objects thus drawn.

Representation includes free-hand perspective, which develops into still life sketching in pencil and ink; also charcoal drawing from cast and still life. In connection is clay modeling from cast, which develops stronger perception of form.

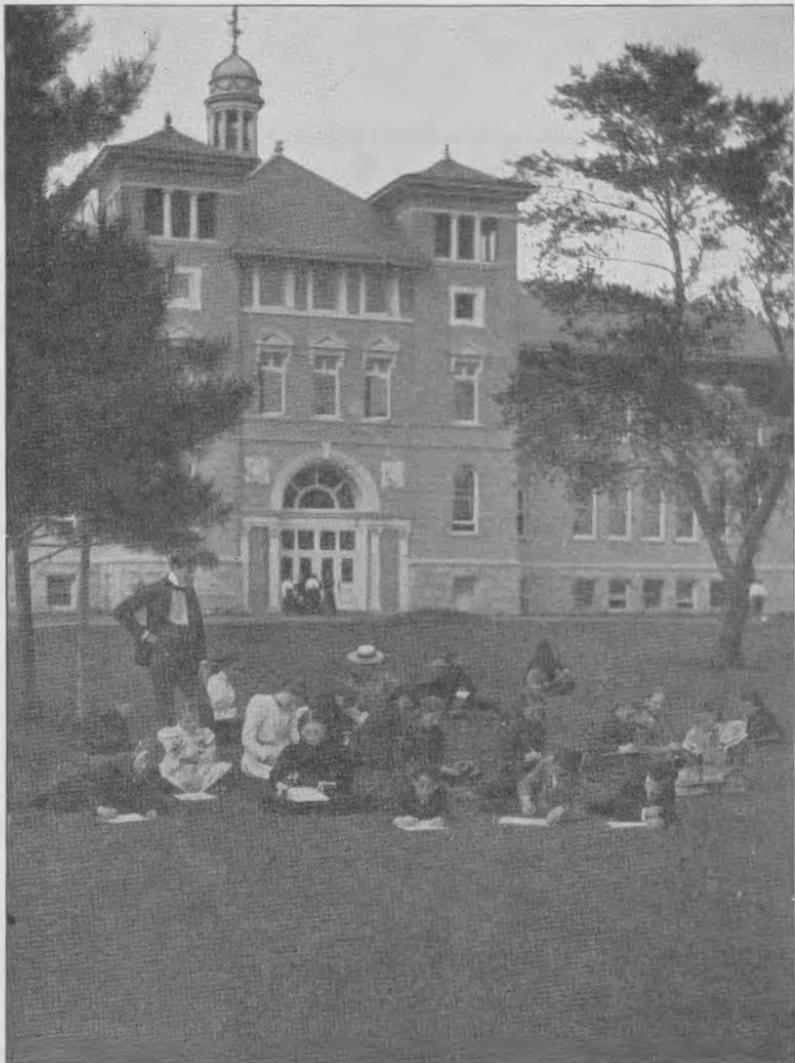
Decorative drawing or applied design is not attempted, owing to the limited time given to the whole course. It is the aim to make pupils familiar with the principles of design, to lead them to appreciate proportion, adaptation to purpose, and curvature of form, through designing useful objects, and to teach something of historic decoration.

Under the methods of teaching, Prang's complete course in drawing and color is given, and work in practice teaching. The relation which this study holds to other subjects is pointed out and much blackboard drawing is required. Further practice in drawing is given in connection with geography and other science classes.

The work in the Model Grades is carried out in the same manner

as that in the Normal department, being simplified according to age of pupils.

Students are encouraged to take a longer course than the one of forty weeks, and so secure more thorough preparation to teach draw-



A SKETCHING CLASS—MODEL SCHOOL.

ing in all schools. It is the earnest endeavor of this department to develop readier, more observant and competent teachers for *all kinds* of teaching. The training of eye, hand and brain obtained in the drawing class is a means to that end.

VOCAL MUSIC.

The "Elements of Vocal Music" is regularly scheduled for a period of twenty weeks, and a beginners' class is formed each quarter.

The work in this class covers the art of breathing, articulation, voice culture, sight reading, the elementary principles of harmony and the history of music.

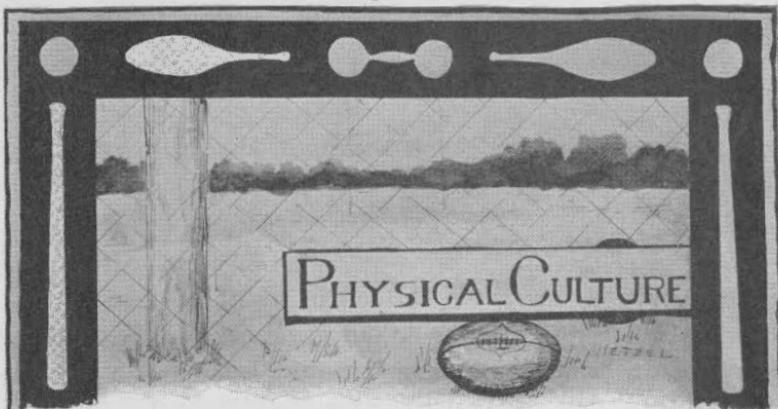
It is evident that music must be taught largely by the regular teachers in the elementary schools, and for those who desire to become thoroughly prepared to do this work there will be an elective class of ten weeks, in which much attention is given to methods of teaching, conducting, and practice in the Model School.

There is also a Normal Course for those who wish to become specialists in public school music. The length of time required depends upon the qualifications and adaptability of the applicant. The work embraces voice culture, sight reading, elements of harmony, theory and practice, and the history of music, together with the actual teaching through all the grades in the Model School under the direct supervision of the director of music.

The Normal chorus receives regular drill throughout the year, and has furnished much music for the school upon public occasions.

A male quartette and a ladies' quartette have made steady improvement. They have repeatedly furnished music for special occasions as well as for the regular rhetorical exercises of the school.

For individual instruction in vocal music covering Vaccai, Marchesi and Concone, ballads, songs and arias, ensemble singing and practice in sight reading, application may be made to Sophia Linton, Director of Music.



The work in physical training has these aims:

1. The health and development of the individual.
2. Ease and grace of motion through mastery of one's self.
3. Preparation of the students to teach simple school gymnastics.

Students are measured at the beginning and end of the school year. From the measurements individual work is prescribed for development and symmetry, to overcome the defects and deformities resulting from accidental causes, unhygienic manner of living, faulty seating of school rooms and sometimes previous occupation.

Classes meet every day. Three work days in the week are given to floor exercises, two to individual work, and one to theory.

Students who are physically unable to take the usual exercises, or who would be injured by them, will be excused as long as is necessary from the floor work, but will be required to be present for observation and for prescribed individual work. Students will not be excused from the classes whose standing position and carriage do not warrant it, nor until they have shown their ability to conduct floor work.

THEORY AND METHODS.

As all work in the public schools under the present organization must be preventive rather than curative, the following subjects are treated:

The physiology of exercise; science of development, hygiene of the senses; position at desks; deformities from careless seating; measurements for seats; teaching of hygiene; care of the body, and other similar topics.

Applied anatomy includes the following: Important muscles of the body; analysis of movements; structure of spinal column; prescription of exercises, etc.

From the practice school classes meet every day for drill. Beside the regular work, pupils having marked cases of spinal curvature or other physical deformities are given work adapted to overcoming their defects. Great stress is laid upon recreative as well as educational gymnastics; games are introduced which will develop spontaneity, alertness and enthusiasm. Much attention is paid to the development of rhythm of movement and co-ordination of muscular action. (See also page 81.)

The gymnasium is open every day until 5 o'clock for voluntary work and games, and every Saturday from 9 till 11 for the Model School children.

LIBRARY.

For the reading room and library there is a light, airy room on the second floor easily accessible from the assembly room, or from any other part of the house. It is open all day during the school week and Saturday mornings. Students are free to draw books or read at any time when not actively engaged in class exercises. The books are thoroughly indexed and classified, and a complete card catalogue makes all the resources of the library on any special topic readily available for the use of any class or student. Students may also thus become acquainted with the simplest principles of library economy and labor-saving devices and plans of library management most generally adopted.

The library is free for all students of the school except for the small charge noted below. Care has been used in expending the funds available for this purpose so as to secure the most serviceable collection of books for each department of the school; the departments of pedagogy, history, biography, civics, general literature and science are especially strong, and there is liberal provision of cyclopedias and books of reference. Additions made in each line during the present season give an excellent working library of about five thousand four hundred volumes. Among the books already on hand are some valuable public documents and many pamphlets of special service to the student. About 300 volumes of bound periodicals

have been obtained, giving continuous files of some valuable magazines and journals for recent years. In geography, history and political science these will be in constant use.

The librarian devotes her whole time to the service of the school through the library, and is ready at any time to help the students in their readings or their investigations. The teachers will render general assistance, but will more especially look after the interests of their several departments and of students pursuing special studies under their direction.

In addition to the usual duties devolving upon the librarian, she will meet the school in sections for instruction for the convenient use



EAST HALF OF THE LIBRARY.

of the library outfit, and in such matters of library economy as choice of books, ordering, classifying, recording, and other matters of interest to teachers in view of the growing use of libraries and the increasing supply of good books furnished the teacher under our present library laws. She will also have general charge of library readings to be pursued by the students. Of these classes one purpose is to cultivate a taste for good literature, another to acquaint teachers with the best juvenile literature and the best methods of using district school libraries.

MODEL SCHOOL.

ORGANIZATION.

This School for Practice in teaching is organized in three Departments; corresponding very closely to the division of common schools into three Forums.

The Primary Department embraces the pupils of the first three years at school, known as First, Second and Third Grades; the Intermediate includes the Fourth, Fifth and Sixth Grades, and the Grammar Department embraces the Seventh and Eighth Grades, and during part of the year an advanced class known as Eighth Grade "A."

This school receives such pupils as are sent by parents to enjoy the benefits of the school, and in the upper classes some who are not yet ready to enter Normal or Preparatory classes. A moderate tuition fee and book rent are charged.

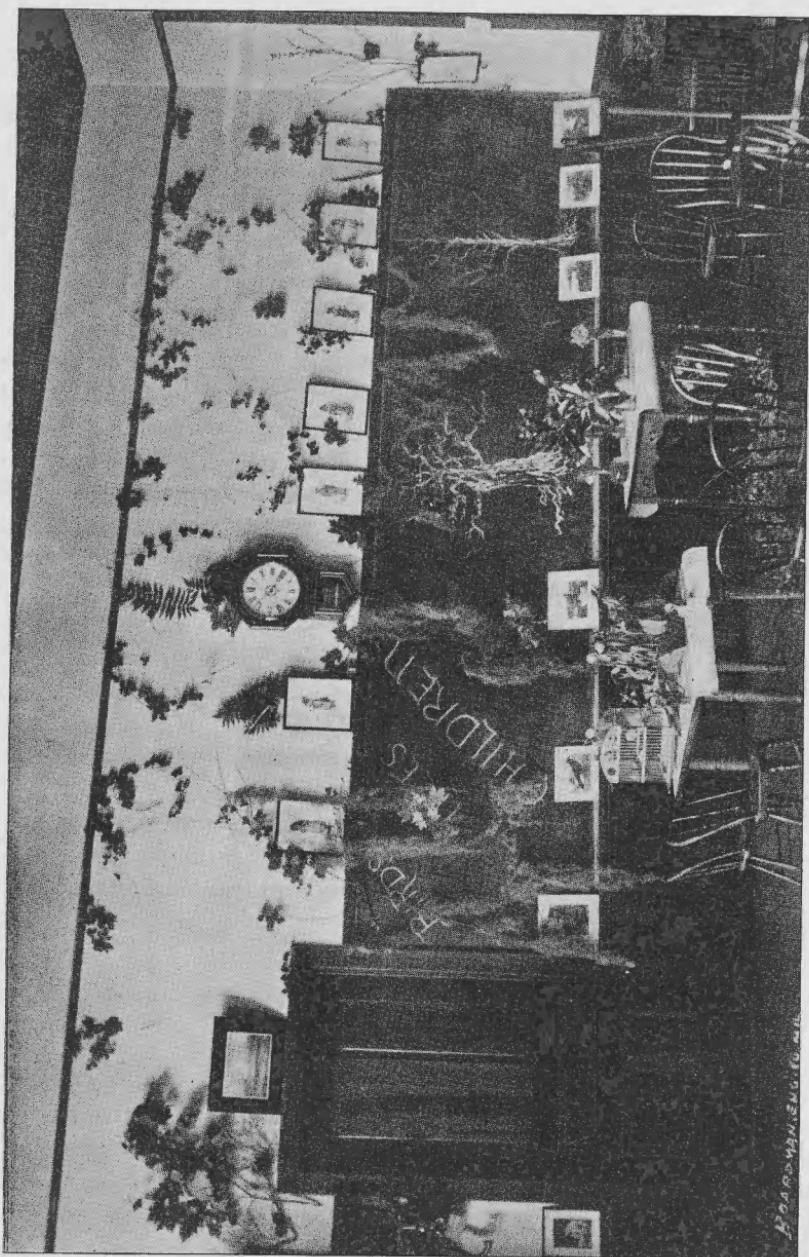
Each Department is in charge of an experienced, capable teacher, who does a good part of the teaching and has general supervision of the grades. The rest of the teaching is done by the practice teachers from the Normal Department, under the daily oversight of the Supervisor of practice teaching. Attention is given by all the teachers to the previous condition and instruction of the class, as well as to the requirements of the course of study. As the classes return in successive quarters to the care of the regular teachers, all deficiencies are supplied and their regular progress in all lines secured.

COURSES OF STUDY.

PRIMARY DEPARTMENT.

Reading.—The aim is to make intelligent sight readers, capable of grasping the thought of the author with little consciousness of the words employed, and ready to tell quickly what unknown elements hinder them. Emphasis is placed upon the fact that we can give to others only what is clear to us. Naturalness of expression results. Pupils are trained to be good listeners as well as readers.

In the beginning, when the school room is a new world, the lessons preparatory to reading are conversations on subjects, pictures



A BIRD-DAY IN THE PRIMARY.

and the child's home interests. A large number of script words are taught, all of which are used in sentences. After the transition from script to print has been made, the blackboard work in script is continued until a paragraph of some length is easily read.

The first half of more than one First Reader is completed before much supplementary reading is introduced. With the Second Reader, simple fairy tales, rhymes and fables are used. With the Third Reader, stories in Greek mythology are added to fables and folk stories.

Spelling is not a separate exercise until a written vocabulary has been gained. So far as possible, only correct forms are seen, and care is taken that the child shall not repeatedly misspell. Phonic analysis is taught and used after the habits of thoughtful reading and correct spelling have been established.

Language.—Oral language has an important place from the first. An effort is made to induce the child to talk freely. Faulty, incomplete sentences are corrected with care. Objects and pictures are described. Good stories are told, such as Red Ridinghood, The Three Bears, The Ugly Duckling and the Pea Blossom; these are reproduced orally. Short selections are learned.

Written language begins when the impulse comes to re-create with crayon the thought gained from the board. Short sentences are copied; later, paragraphs. Attention is paid to common punctuation marks and to capital letters. Children's own reproductions are copied from the board. Blanks in sentences are filled with appropriate words. Sentences are composed containing familiar given words and in answer to questions. The composition of short stories and letters is emphasized in the last part of the second year. In the third year the foundation is laid for geography in lessons on location, and observation of different forms of life. Child life of other lands is studied, and furnishes the thought material for composition, as does also the study of home geography.

Arithmetic.—This study is presented, as far as possible, in such a way that it will appeal to the child as being a part of real life. The habits of accurate thinking, neat, skillful and rapid execution, truthful and independent representation are always held in view. Objects familiar to the child are counted and grouped. Simple practical problems are given. Children are encouraged to make problems.

Figures are introduced when a considerable knowledge of the numbers below ten has been gained; and signs are taught when they are needed for use. All the fundamental operations in numbers under twenty, together with the multiplication tables to twelve, are taught. Fractions are introduced from the beginning with multiples of two, three, four and five.

A book is used at the beginning of the second year. Analysis comes with the ability to read and picture mentally the concrete problems in the book. The facts in denominate numbers are taught as they come within the numbers studied. Actual measurements are made by the children. Prince's Arithmetic by Grades, Book III., is begun in the latter part of the third year.

Vocal Music.—The Major Scale is presented as a whole. Tone relations are taught by dictation. The sense of rythm is developed and various forms of measure are presented. Tune and time are united. Six-part measure is taken up and key and time signatures with the position of key note in nine keys are taught. First Series of Charts and First Reader of Normal Music Course are used. Rote songs.

Drawing.—Drawing in the Primary Department is the beginning of the study of form through the three divisions of drawing,—Representation, Construction and Decoration. It is developed by means of the handling, feeling and drawing of types and natural forms, and by means of stick and tablet laying, cutting, folding and pasting. The study of color is also carried on in connection with nature and elementary decoration.

It is the purpose to lay such a foundation that the children's ability to express thoughts by means of drawing may be equal in fluency and accuracy to any other form of expression. To aid in this, drawing is correlated with reading and science. All the work is carried on in close connection with observation and representation of forms in nature.

INTERMEDIATE DEPARTMENT.

Reading.—Throughout the Intermediate Grades preference is given to complete classics rather than school readers. Criticisms of the oral reading are so directed that a good interpretation of the thought by correct emphasis and inflection is considered of more

importance than skill in word-calling; thus impressing upon the pupil's mind the necessity of getting the thought before attempting to read. Clear enunciation and in general correct pronunciation are considered necessary to good interpretation. Preliminary to each oral reading exercise are given short vocal drills, designed to produce flexibility of voice, and ease and accuracy of articulation. There are frequent exercises in sight reading, and practice in silent reading followed by the reproduction of the thought. Memorizing of selected passages throughout the course.

Among the books read in class are the following: King of the Golden River, Swiss Family Robinson, Hawthorne's Wonder Book, Hiawatha, Courtship of Miles Standish, Lamb's Tales from Shakespeare, Harper's Fourth Reader, and Heart of Oak No. III.

Language.—Every expression by pupils, either oral or written, is regarded as a proper subject for instructive criticism; hence every exercise is to some extent a language lesson. Special instruction in language is also given in all grades, with much composition and letter-writing. Pupils are first furnished by the teacher with abundant material for thought, and are required to give clear oral expression of this before the written expression is called for.

During the Fall and Spring Quarters the basis of Composition work consists of nature study, including, for the most part, plant life, flowers with flower-myths, birds and insects. During the Winter Quarters, history and biography furnish the subjects. Mythical, Pioneer and Revolutionary heroes are interesting and stimulating subjects, as are also the biographies of men of high character and aim. Language is also correlated with geography and reading. Some familiarity with the terms of formal grammar is established through the incidental use of them by the teacher.

Arithmetic.—The aim is to secure quickness and accuracy in computation and conciseness in oral and written expression of processes and results. The effort is made to establish a permanent habit of dissatisfaction with any process that is not understood; also the habit of self-reliance by teaching the use of lines, diagrams and various sorts of picturing and concrete illustrations, as a means of assistance to the reason in determining the truth. In the choice of matter only essentials are taken. Prince's Arithmetic by Grades, Books III, IV and V, are used.

Geography.—First the world as a whole is studied, Frye's Primary Geography being used as a text-book.

Then the movement is from home outward,—the county, state, United States, and our American Neighbors being studied in the order named. Emphasis is placed upon the study of our own state, so that it may become in as many particulars as possible a standard of comparison, along the lines of both similarity and difference, to be constantly used in the study of other states and of foreign countries.

Later, the Eastern Hemisphere is taken up for particular study, it being already somewhat familiar to the pupils, both as to its map representation and its commercial and historical relations, through frequent reference to it during the study of the Western Hemisphere.

Map drawing serves a double purpose. One great object is to fix geographical facts in the memory. Here, the mechanical parts are done in as easy and rapid a manner as possible. A second benefit is secured by occasional careful drawings to scale and in the most approved methods of relief representation.

Vocal Music.—Chromatic tones are developed. The study of time is continued, taking up divided pulsation. The Second Series of Charts and Second Reader of the Normal Music Course are used. Rote songs.

Drawing.—Less clay modeling and more work in construction, representation, free-hand and color. Historic ornament is introduced more extensively, being taught largely through story and symbolism. Prang's Complete Course, Books Nos. III to VIII, inclusive.

GRAMMAR DEPARTMENT.

Reading.—In the Seventh Grade the aim is first to get the thought and then to enunciate clearly. In order to secure the latter much drill is given in pronouncing difficult combinations of consonants. The long vowels furnish material for drill in emphasis and inflection. During the year the following are read: *Evangeline*, *A-Hunting of the Deer*, *Story of a Bad Boy*, *Eggleson's History of the U. S.*, selections from *Harper's Fifth Reader* and *Heart of Oak* No. IV.

In the Eighth Grade stress is laid upon the literary side of reading, the following books being used in class: *Lady of the Lake*,

Merchant of Venice, Cricket on the Hearth, Christmas Carol and Enoch Arden.

Grammar.—The work presents two phases,—Composition and Technical Grammar. Description and narrations already studied in geography and reading are reproduced, while other topics are given, designed to stimulate the imagination. Letter writing continues throughout the course. Practical English Grammar by Mary F. Hyde, Maxwell's Grammar and Welsh's Composition are used as text-books.

Mathematics.—Arithmetic and Algebra constitute the course in mathematics. In the Seventh Grade measurements of plane figures, denominate numbers and problems in percentage are taken up.

In the Eighth Grade percentage, involution, measurement of plane figures and solids are considered first, and then a thorough review of the arithmetic is given. Throughout the arithmetic analyses are required. Mental problems are given for drill in the principles, to preserve readiness in computation, and to keep active the minds of the pupils. Mensuration is based upon actual measurement as far as practicable, and as much of the geometric proof is given as is helpful.

In Algebra the drill is upon the fundamental operations of whole numbers and fractions, factoring, least common multiple, and highest common factor. The aim is to lead pupils to see general truths of number, and that the same principles that have been learned about numbers are true when applied to unknown quantities.

Prince's Arithmetic, Book VI; Advanced Arithmetic, Cook and Cropsey; Elementary Lessons in Algebra by Sabin and Lowry, are used as texts. Supplementary work is given.

Geography.—History and political and physical Geography alternate. In political geography each country is considered with regard to its surface, climate, production, people, commercial centres and places of special interest, historic or otherwise. Harper's Grammar School Geography is used as a text, while among the valuable reference books in use are Dunton's The World and Its People; Ballou's Footprints of Travel; Knox's Boy Travelers; King's Geographical Readers and Harper's and Century Magazines.

In the Physical Geography the aim is to lead the pupils to reason from cause to effect and to observe the natural phenomena about

them. The text used is Maury's Physical Geography. Useful reference books are: Shaler's Nature and Man in America, Dana's The Geological Story Briefly Told, Tyndall's Forms of Water, Buckley's Fairy Land of Science, Geology of Wisconsin, Harper's and Century Magazine.

Twenty weeks of the Seventh Grade are spent on the History of the United States through the Revolution. At the same time patriotic literature bearing on this time is read. Twenty weeks are given to this subject in the Eighth Grade. During this time the constructive period of our history is studied. The topical form of recitation is used. Maps colored with crayon help to fix settlements and possessions gained in war. The following books are popular among the pupils: Coffin's Boys of '76, Coffin's Drum Beat of the Nation, Moore's Pilgrims and Puritans, Soley's Sailor Boys of '61, Montgomery's Beginners', American History, Higginson's History of the United States.

Vocal Music.—Major, Minor and Chromatic Scales are studied. The F or bass Cleff, with staff representations in nine keys, is presented. The Second Series of Charts and Second Reader of the Normal Music Course are used. Rote songs. In all the work an effort is made to secure erect, natural positions of the body, distinct articulation, purity and vitality of tone, and intelligent, artistic expression, both in exercise and song.

Drawing.—More attention is given to the subject of decoration through historic ornament, applied designs and designing of simple pottery forms. Instruments are used in mechanical construction. The study of the individual color, and color decoration, is continued, through cutting, pasting and historic ornament. Simple light, shade and sketch effects are begun. Prang's Complete Course, Books IX and X.

ADMISSION AND GRADUATION.

The following conditions for admission to the several Normal Schools of the state are approved by the Board of Regents:

Persons of approved moral character, who are sufficiently mature, will be admitted to the several Normal Schools on the following conditions:

1. Students who have been regularly enrolled for a time in the State University, or in other State Normal Schools, will be admitted without examination and credited with such work in the course entered as they may have successfully passed in the institution from which they come, as shown by records presented.

2. Graduates from a four years' course in any high school or academy of high school rank, will be admitted to the Junior class without examination, on presentation of their diplomas accompanied by certified standings in the several studies of the high school course, under the following conditions, viz:

(a) Any studies of the Elementary course upon which standings are not presented must be taken in the Normal School, either in class or by examination.

(b) The professional work of the Elementary Course, viz: School Management, Theory of Teaching, Methods of Teaching, Professional Reviews and Practice Teaching, in the aggregate not less than 110 weeks of work, shall be regularly taken in the Normal School. The same shall be true of Drawing and Vocal Music unless due proficiency is shown by proper tests.

(c) In partial offset to these requirements, credits will be given on the Advanced Course in General History and other subjects in which the pupil shall give satisfactory evidence of proficiency, more especially in the earlier work in Latin or German.

3. Persons not graduates of a four years' high school course may be admitted to the Advanced Course who successfully pass examination, at the Normal School, in all the branches of the Elementary Course, except such as will be pursued regularly in the Advanced Course, attaining an average of not less than 75 per cent. in the same.

4. Persons holding State Certificates obtained by examination, and graduates from regular courses in colleges, will be admitted without examination to the One Year Professional Course.

Holders of the Limited State Certificate on completion of this course, shall receive the Elementary Certificate.

Holders of the Unlimited State Certificate, and graduates from regular college courses, on completion of this course shall receive the Diploma of the Advanced Course.

5. Graduates from a three years' course in any high school will be admitted to the Elementary Course without examination, and will be given credits on said course, not to exceed one year's work, in those subjects in which they shall give satisfactory evidence of due proficiency.

6. Persons holding the First Grade Teacher's Certificate, granted in Wisconsin, will be admitted to the Elementary Course without examination, and given tentative credits not to exceed one-half year on said course, in those subjects in which they shall give evidence of due proficiency.

7. Persons holding the Second Grade Teacher's Certificate, granted in Wisconsin, will be admitted to the Elementary Course without examination.

8. Persons holding a Third Grade Teacher's Certificate will (a) be admitted to the Preparatory Class without examination, and (b) may be admitted, in the discretion of the President of the School, to the One Year Course for Teachers of Common Schools.

9. Persons holding the Common School Diploma will be admitted on probation to the Ninth Grade, without examination.

10. Persons not holding any of the sanctions or credentials above prescribed must pass examination in all subjects required by law for the Third Grade Teacher's Certificate, except Physiology, Constitutions, and Theory and Art of Teaching.

In said examination, an average standing of 70 per cent. will admit to the Elementary Course.

An average of 60 per cent. will admit to the Preparatory Class.

12. No student shall receive a Diploma or Elementary certificate upon the completion of any course who has not attended the schools at least forty weeks.

HIGH SCHOOL GRADUATES.

It will be seen that well-prepared students, by steady application, may complete the Normal Course and obtain the diploma at graduation, in two years. Some students, whose habits of study are not well enough fixed to carry them along in the freedom of the school, amid frequent attractions outside of class, will require more than two years; while the exceptional, or more mature graduates, may sometimes do more than the required work in the given time, or do all

the work in less than the time allowed. In all cases graduation will be determined by the character and amount of work done rather than by the time spent in the school, and students will be recommended to the Board as candidates for graduation whenever the requirements are met. Students who finish their course during the year may thus sometimes be able to embrace an opportunity to teach for a part of the year.

Graduates from High Schools having a three years' course will, upon conference with the President, be credited with one year's work, selected from those branches in which they shall seem to have done best work. Such graduates may, by close application, finish the Elementary Course and receive the certificate at the end of one year. If they do not expect to engage at once in teaching, it is frequently possible to arrange a more satisfactory and profitable course by disregarding the elementary certification and pushing on directly to the end of the full course.

The changes and additions authorized by the Board of Regents in 1896 and 1897, enable this school to offer fuller and richer courses in science than heretofore. A full year's work in Physics or Chemistry is now open to the graduate from the High School beyond the work he has already had, and the laboratories are equipped to permit individual study to any desirable extent. Similar graduate work in biology will be provided for on demand. (See pages 22 and 23.)

ENTRANCE EXAMINATIONS.

Admission to the normal classes is regulated by the rules prescribed by the Board of Regents. Examinations in the branches required for a third-grade certificate, except Constitutions, Physiology, and Theory and Art of Teaching, are held at the beginning of each term. Candidates, while received at any time, are urgently advised to come at those dates, which are shown in the calendar on the last page of the cover of this catalogue: By so doing they may begin when new classes are formed, and thus adjust their work more readily and satisfactorily. Candidates who have written upon any regular teacher's examination, may ask the superintendent to send their papers to the president of the school, who will cause them to be marked in each subject, and an estimate will be made of spelling and writing upon the papers sent. The result of this examination will be sent directly to the applicant, who is thus enabled to take the entrance examination and learn his or her position in the school before leaving home.

Students who show capacity and preparation above the requirements of the classes, or who fail to maintain themselves in the grades thus opened to them, will be re-assigned by the teachers to other classes suited to their abilities.

ADVANCED STANDINGS.

The credits allowed will be assigned after conference with the President at the school. It will often be true that a student after getting acquainted with the facilities the school offers and the standards maintained in each branch, can choose more wisely what credits to take and what studies he can profitably review.

Students who show in the class to which they are assigned such familiarity with the subject and such mastery of expression and of methods of presentation as to make it probable that their time can be better employed elsewhere, will be passed from those classes at once and allowed to take up other work. Persons of maturity and of experience will be permitted, on favorable showing by examinations, to enter advanced classes and to take, early in the course, the professional work for which they are prepared. At the same time it must be urged that students do not get the best results from their efforts, do not lay any solid foundation for future growth, whose thoughts are centered on passing quickly, even though creditably, in the subjects prescribed. The best service the faculty can render is as a teaching body, rather than as examiners. The strength of the school lies in its spirit, and the opportunities and facilities offered, and time is an essential condition for all growth. The best students soon learn that they cannot afford to advance too rapidly, losing the advantage of recitation and conference with students and teacher.

IRREGULAR (OR SPECIAL) STUDENTS.

The various subjects in which this school offers instruction, may be classified as follows

| SCIENCE. | ENGLISH. | PROFESSIONAL. |
|------------------|----------------|-----------------------|
| Geography. | Reading. | Observation and |
| Zoology. | Grammar. | School Management. |
| Natural History. | Composition. | Theory. |
| Physiology. | Literature. | Methods. |
| Botany. | Writing. | Practice. |
| Physics. | Spelling. | Psychology. |
| Chemistry. | | History of Education. |
| Geology. | LANGUAGES. | |
| | Latin, German. | |

| MATHEMATICS. | CIVICS. | GENERAL. |
|---------------|--------------------|--------------------|
| Arithmetic. | U. S. History. | Music. |
| Algebra. | Constitutions. | Drawing. |
| Geometry, | Political Economy. | Physical Training. |
| Trigonometry. | General History. | |

In these columns the order is not arbitrary, yet each group presents what seems a rational and desirable sequence. Students will find it best to take in regular order some one of the different regular courses provided. (See pages 24 to 29.)

For the benefit of teachers who have a special object in view, or who cannot expect to continue in school long enough to finish any course, special studies may be selected under the advice and direction of the President. That is, students may choose from the course with reasonable freedom such studies as are available, for which they show suitable preparation. Such selection will not, however, be permitted to interfere with the interests or progress of regular classes.

While those will always be welcome who come only for short periods, or as observers simply, yet students are advised to make their plans to stay at least a year, if that is possible. In that time any methods that might seem novel will have lost their newness, and the spirit which animates the method may be more fully appreciated. The longer a student remains in the school, the less, we hope, will be the possible tendency to use certain forms or formulas in teaching, and to pin one's faith to a certain method or device labeled "Normal;" and the more clear and distinct from constant illustration will be one's view of the underlying principles upon which all good teaching rests.

Teachers who wish to make SPECIAL PREPARATION for teaching in certain lines, as in Drawing, Science, or Language, are offered free use of the libraries, laboratories and apparatus; and will be given such assistance and direction by the several teachers as they may need, and the regular demands of class work permit. So far as is possible, such special aims will be considered in assigning practice teaching and directing observation and reading.

The facilities offered by the school for such special preparation have been enjoyed during past years by several students. Their presence re-acts also upon the regular classes in helpful ways. Such special students are not charged tuition, but their services are utilized and their progress aided by teaching classes in the Model School.

COMMON SCHOOL REVIEW COURSE.

When this State Normal School was first opened in September, 1894, the prospectus contained a proposed one-year course for the benefit of those teachers who needed a review in common branches, but could not expect to spend enough time at the school to complete the Elementary Course. The schedule then arranged was very flexible and permitted a wide choice of subjects and grades.

For this course there was no authorized recognition; the student was to obtain simply a statement of standings signed by the President of the school. The urgent need of such preparation for work in common schools, coupled with the large number of Normal students teaching and intending to teach in the district schools before graduating, led the Board of Regents, on the recommendation of the Presidents of the schools, to definitely establish and recognize this course, and to authorize a certificate to be issued to all those who successfully pursue the course marked out.

The features of this course to which special attention is called are: First, in each branch the instruction begins at a point easily reached by a good student from the common school; second, to English and branches that must be taught, time enough is given to secure a fair mastery; third, in mathematics, science, music, drawing, there is a choice offered of *some* work that is *new*, inspiring, helpful to ambitious young teachers; fourth, some elementary professional work, including at least one quarter of practice teaching.

These four quarters of professional work must be especially useful in modifying previous ideals of teaching, of discipline and of the most available means to serve the general purposes of the school. It is the dominant purpose of this school to be helpful to teachers in the most direct ways, and therefore the logical order of mastery of subject, of theory and of method before admission to the practice school, is for the present, for the purposes of this experiment, interrupted. This practice teaching will not be taken "as a matter of course," but only by those who have achieved definite success in preliminary work, and who are approved by the teachers of the school.

DIPLOMA OR CERTIFICATE.

Students who complete the ELEMENTARY COURSE or the ONE-YEAR PROFESSIONAL COURSE will receive from the Board of Regents a CERTIFICATE which will enable the holder to secure from the State Superintendent a license to teach in any common school for one year.

When endorsed by him this certificate is equivalent to a *limited state certificate* authorizing the holder, for a period of five years, to teach in any common school, or to be principal of a high school having only a three years' course.

On the completion of either full course, GRADUATES will receive a DIPLOMA. This will enable the holder to secure from the State Superintendent a license for one year to teach in any public school of the state, and when endorsed by him this diploma becomes equivalent to a *life certificate* authorizing the holder to teach in any public high school or common school in the state. The endorsement of the State Superintendent may be secured upon proof of one year's successful experience in teaching.

On the completion of the one year "common school course" the student will receive a certificate to that effect signed by the President. While this is authorized by the Board of Regents, it has no legal validity, but is a simple testimonial of effective and commendable work done in the school along the lines specified, covering work in all the branches required for a third-grade certificate. Whatever value it shall have for the holder will be due to the courtesy of school officers, and their confidence in the efficiency of the instruction given and the tests applied at the school.

By recent legislation County Superintendents are authorized at their discretion to give credit, as a basis for a Teacher's Certificate, upon any final standings certified by the President of a State Normal School.

DISCIPLINE.

All persons of mature years and serious purpose, whose intention is to fit themselves to teach in the public schools of this state, are welcome to enjoy the advantages here offered.

It is confidently expected that the atmosphere of the school will be agreeable to those, and only to those, who appreciate their opportunities and are devoted to the purposes of the school and their own self-improvement. Only such persons as give evidence of profiting by their attendance at the school, and whose character is worthy of approval, will be allowed to remain. Proper supervision will be exercised over the morals, manners and deportment of the students, and they will be held to strict observance of all needful rules and regulations. At the same time no unnecessary limitations will be imposed upon their freedom, while it will ever be the aim of the school to maintain a high standard of behavior, such as is characteristic of cultured ladies and gentlemen.

RELATIONS WITH THE STATE UNIVERSITY

By agreement between the Board of Regents of the respective institutions, the following regulations have been adopted to govern the relations of the Normal Schools with the University:

First, That the Regents of the University shall provide as follows:

I. To graduates of the advanced courses of the State Normal Schools a course of two years will be offered, leading to the degree of Bachelor of Philosophy in Pedagogy, which shall have advanced pedagogy and philosophy as central studies, with one language and other studies as secondary courses. To this course such Normal graduates will be admitted as juniors.

II. Normal graduates entering other courses in the University will be ranked as juniors, but they will be expected to meet the requirements of these courses substantially as is done by other students, under the following conditions:

1. Full credit will be given for all Normal School work which is equivalent to University work.

2. The basal studies of the University courses will be required of such students, in addition to two years of University work, so far as they are not covered by credits for work done in the Normal School.

By basal studies are understood:

(a) The studies prescribed for the Freshman Year in the course which the student enters.

(b) The first year's course of studies which begin in Sophomore Year, like Chemistry or French.

III. This plan shall go into effect at the beginning of the school year 1897-8, graduates of the Normal schools of the year 1897 being received on the present basis.

Second, That the Board of Regents of the Normal Schools enact the following:

1. That such adjustment of the work in the Natural Sciences in the Normal Schools be made as to provide for each graduate seeking admission to the Junior class of the University a whole year's work in some one science.

2. That the course in Mathematics in the Normal Schools be so extended as to include Trigonometry.

3. That the work in German in the Normal Schools be extended so as to include the first year's work in German in the University.

The certified standing of any student in the regular courses of the Normal Schools of this state will be accepted for entrance to the University in place of an examination.

GENERAL INFORMATION.

LOCATION.

The sixth State Normal School was located at Stevens Point by act of the Board of Regents, July 22, 1893. The building was so near completion that the school was opened on the day advertised, September 17, 1894, and the regular work of a Normal School has been carried on since with a full corps of teachers and steadily growing attendance. The summary of enrollment (see page —) will show from how wide a district students have sought the school, as one or more are registered from thirty-seven different counties.

Stevens Point is a city of over nine thousand inhabitants, on the east bank of the Wisconsin River, very near the geographical center of the State. It is an important station on the main line of the Wisconsin Central Railroad, a little less than half way from Milwaukee to St. Paul, and from Ashland to Chicago, and has four daily trains each way. The Green Bay, Winona & St. Paul Railroad also enters the city, furnishing communications east and west.

It has been for many years the seat of a flourishing lumber trade, and more recently the water power and other natural advantages have been turned to account in various manufacturing enterprises. Among the important industries are paper mills, planing mills, foundries and the extensive car repair shops of the Wisconsin Central lines.

Stevens Point is a quiet, orderly town, busy, well-governed; has paved streets and pleasant homes; is lighted by gas and electricity; has a good water supply well distributed, a paid fire department and free mail delivery.

BUILDING.

The building occupies a fine site of ten acres, fronting on Main street, in the eastern part of the city. The Public High School and a fine brick Ward School are in the immediate neighborhood. The lawn has been carefully graded and a beginning made in beautifying the grounds, while there is reserved ample space for all field sports and athletics. The building is large, conveniently arranged and well adapted to the purposes of a Normal School. It is of Black River Falls pressed brick, rising above a basement wall of cream colored sandstone with light cream colored terra cotta trimmings.

Beside the fuel and boiler rooms, and the men's cloak rooms, the basement has two rooms utilized at present for recitation rooms, the floor of the gymnasium, well furnished bath rooms and dressing rooms adjacent to the gymnasium. The first floor is almost wholly

given to the Model School, except that part occupied by the upper portion of the gymnasium. The second floor is occupied by the Normal School proper; only the six science laboratories are on the third floor. The class rooms are large, convenient; the system of mechanical ventilation, controlled by the Johnson Heat Regulator, forces into every room a supply of fresh air of suitable temperature, free from sudden changes, so dangerous as well as annoying. The building is kept steadily at 68° to 70° Fahrenheit in the coldest weather. A report made to the Board of Regents by an expert after a careful test shows that the air of the entire building may be changed five to six times an hour, securing abundant ventilation. All these rooms and the corridors are abundantly lighted, and the finish throughout of Georgia pine gives a cheerful, pleasing effect.

At the session of the Legislature just passed, a liberal appropriation was made to the Board of Regents by means of which a commodious addition will be constructed. This will to a great extent relieve the overcrowded condition of the school, and at the same time enable a larger and consequently more helpful Model Department to be sustained.

This addition will be placed at the west end of the present building, and will be uniform with it in height and harmonious in structure.

READING ROOM.

The reading room has grown steadily in interest and attractiveness. Through the matter thus supplied, the world is brought to our doors and all the latest news and most advanced thought in various lines of human activity.

Twenty-five cents per quarter is collected of each student in the normal and preparatory classes for the maintenance of the reading room and extension of library facilities.

The following periodicals are found on the reading room tables:

| | |
|-------------------------------------|-----------------------|
| American Journal of Sociology. | Artist. |
| American Historical Review. | Atlantic Monthly. |
| Animals. | Century. |
| Appleton's Popular Science Monthly. | Chautauquan. |
| Arena. | Chicago Times-Herald. |
| Art Amateur. | Child Garden. |
| Art Education. | Cosmopolitan. |
| | Critic. |

| | |
|-------------------------------|-----------------------------------|
| Current History. | New England Journal of Education. |
| Education. | Nineteenth Century. |
| Educational Review. | North American Review. |
| Forum. | Northwestern. |
| Frank Leslie's Magazine. | Outing. |
| Good Health. | Outlook. |
| Harper's Bazar. | Overland. |
| Harper's Monthly. | Pedagogical Seminary. |
| Harper's Round Table. | Photo American. |
| Harper's Weekly. | Primary Education. |
| Independent. | Psychological Review. |
| Intelligence. | Public Libraries. |
| Kindergarten Review. | Public Opinion. |
| Ladies' Home Journal. | Publishers' Weekly. |
| Leslie's Weekly. | Review of Reviews. |
| Life. | St. Nicholas. |
| Literary Digest. | School and Home Education. |
| Literary News. | School Journal. |
| Little Folks. | School Review. |
| Little Men and Women. | Scientific American. |
| McClure's Magazine. | Scientific American Supplement. |
| Milwaukee Sentinel. | Scribner's Magazine. |
| Municipal Affairs. | Week's Current. |
| Music. | Western Teacher. |
| Nation. | Wisconsin Journal of Education. |
| National Geographic Magazine. | Youth's Companion. |
| Nature. | |
| New England Magazine. | |

The following were contributed by the publishers, for which grateful acknowledgments are hereby made:

| | |
|---------------------------|----------------------------|
| American. | New Unity. |
| Badger Banner. | Our Dumb Animals. |
| Catholic Democrat. | Penman's Art Journal. |
| Congressional Record. | Phillips Times. |
| Daily Cardinal. | Public Ownership Review. |
| Eau Claire Weekly Leader. | Rice Lake Chronotype. |
| Epworth Herald. | Rice Lake Leader. |
| Jackson Journal. | St. Croix Valley Standard. |
| Marshfield News. | School Physiology Journal. |
| Medford Sentinel. | Southern Letter. |
| New Richmond Voice. | Stanley Republican. |

| | |
|------------------------------|-------------------------|
| Stevens Point Daily Journal. | Voice. |
| Stevens Point Journal. | Whitewater Register. |
| Stevens Point Post. | Wisconsin Agitator. |
| Superintendent. | Wisconsin Citizen. |
| Unity. | Wisconsin Times. |
| Vernon County Censor. | Woman's Home Companion. |
| Viroqua Republican. | |

The editors of "The Normal Pointer," edited and published by the students of this school, have also contributed a large exchange list. These school papers afford students an opportunity not only to see what other schools find worthy of mention in their experiences, but also to compare ideals and achievements.

THE GYMNASIUM.

The gymnasium, 51-6x69-6, with a height of 25 feet, one of the largest and best equipped school gymnasiums in the state, has a running gallery with inclined track, and is equipped with needed apparatus for light and heavy gymnastics. This is sufficient in quantity to accommodate the school fully, and in variety embraces all the really distinct and serviceable machines. Besides the usual bells, clubs, wands, there are chest weights in full variety, rowing machine, quarter circle, vaulting bar, jump stand, parallel bars, upright bars, German horse, Swedish horse, flying rings, traveling rings, climbing ropes, battle ball, basket ball fixtures, and other needed and common appliances. There is also a full supply of the most useful anthropometric apparatus.

This department is under the care of a specially trained and experienced instructor, who devotes her entire time to physical training.

The bath rooms adjacent to the gymnasium are provided with tub, shower and sponge baths, dressing rooms and lockers. Additions have been made to the bath rooms during past years so as to meet the demand arising in connection with the gymnasium practice and out-door athletic sports. Additional lockers have been provided for both men and women, affording needed facilities at slight cost.

The young ladies provide themselves with the regular gymnasium costume (blouse and divided skirt), permitting freedom of movement and healthy activity. This may best be got after reaching the school, and will cost about \$4.00, a little more or less, according to the quality of the material. The director of the gymnasium has been able, by getting several at once, to make the cost, as well as trouble, as little as possible, while securing more satisfactory results.

For the young men, sweaters and tennis shoes are necessary. The boys in the model school have tennis shoes for their work.

In addition to the usual class exercises, the physical measurements of each student are made the basis of special prescriptions of exercises suited to the needs of each individual. The "free hour" in the gymnasium, and other appointed times may be used for this practice. (See pages 59, 83.)

All students are expected to take the physical training unless reasons of health forbid. The physical measurements taken during the past five years reveal not only the call for such attention to bodily conditions, but the direct and evident benefit to those who faithfully and willingly follow the forms of exercise prescribed.

STUDENT SOCIETIES.

Four literary societies are maintained by the students of the Normal Department. The oldest society, the Arena, is exclusively for ladies; the Geography Lyceum is open to both ladies and gentlemen, and the Forum and Atheneum are composed of gentlemen only. The meetings of these societies give needed opportunity for literary culture, elocution and parliamentary practice, as well as incidental relaxation and diversion. The programs show the usual debates, declamations, papers, essays and musical numbers.

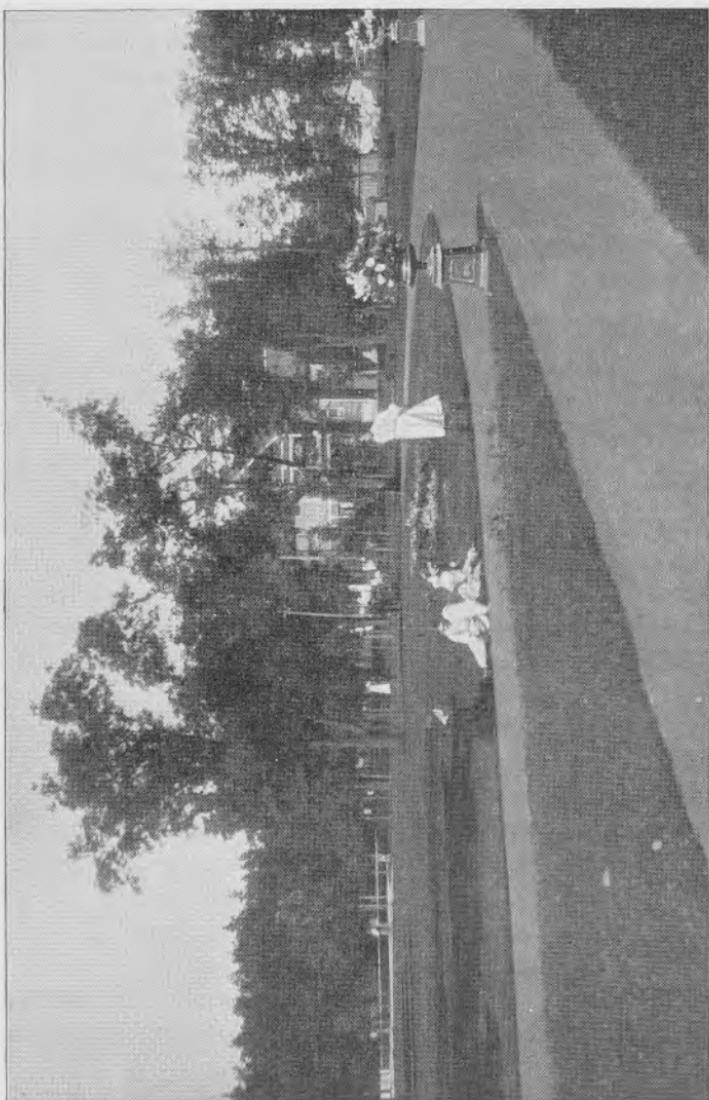
In the Department of Music, male quartettes, mixed quartettes and ladies sextets show a movement in a direction heartily encouraged. During several quarters in the past an advanced music class has been formed, membership being wholly voluntary. The effect of this active interest in music is clearly seen at all public meetings of the school, as well as at the ordinary rhetorical exercises.

A Press Association has for the past three years published The Normal Pointer. This association, composed wholly of students, assumes the entire responsibility of this publication.

An Oratorical Association has charge of the interests of the school related to the Inter-Normal Oratorical League. This association has also charge of arrangements for such joint debates or other literary contests as may appear feasible.

RECREATION.

The students maintain an Athletic Association, open to all interested members of the school. This body manages the home "field day" sports, and arranges for such friendly contests with other similar schools as may be practicable and profitable. The



ACROSS THE LAWN.

students of Lawrence University and of Whitewater, Oshkosh and Superior Normal Schools have taken part in such events at Stevens Point.

Foot ball, base ball and tennis afford agreeable variety of outdoor sports. For the last named excellent courts are provided.

The gymnasium is open a portion of every day for voluntary practice and exercise, and is freely used.

Occasional evenings are given to social entertainment, not only for rest and recreation (a sufficient reason), but in the full belief that in the development of the social nature and quicker sympathies will be found a source of power for the teacher. While amusement cannot be a main end in any well-ordered life, there seems no reason why school or teacher should have so little apparent relation with common human life and its familiar natural enjoyments. More attention will be given to this manner of social culture and suitable recreation.

BOARDING.

Rooms for self-boarding may be had in convenient locations. Prices range from fifty cents per week upward, according to location size and furnishing of the room. Suites of two or three rooms can sometimes be had very cheaply. Students are not advised to adopt self-boarding when any other plan is practicable, since there is a very strong tendency to fall into ways of living not conducive to health and vigorous prosecution of the work of the school. It must be remembered that the cooking and housework take time; while to yield to the temptation not to cook means lowered vitality.

In some cases small groups of students form clubs and thus divide the work and reduce expenses. By this means the expense of the board and rooms has been brought as low as two dollars per week.

Board and rooms may be had together or separately, including fuel and lights, at prices ranging from \$2.50 to \$3.00 per week, according to the accommodations furnished and distance from the school.

When only a few students live in one place, the conditions are much more like those of the family life at home, and favorable to studious habits. For this reason the school discourages placing a large number of students under one roof. It is not thought advisable, on the whole, for young men and women to board at the same house, and such permission will only be granted in exceptional cases.

Students are earnestly advised to engage single rooms whenever that is possible, and thus secure reasonable privacy for themselves, as a most favorable condition of rapid progress and development of independence and self-reliance.

A list is kept of suitable boarding places to which students will be directed. Time and trouble may be saved by writing to the President to secure rooms before leaving home, and then students may go directly from the depot to their rooms. If this has not been done, students should come at once to the school, or after 5 o'clock in the afternoon to the residence of the President, 402 Pine street, corner of Division street. Baggage may well be left at the depot until a boarding place is found. The cost of carriage, including transfer of baggage, will be from ten to twenty-five cents.

EXPENSES.

To those persons who pass the entrance examination for the Normal department, and who declare their intention to teach in the public schools of this state, tuition is free in the Normal grades. (See page 69.)

Those persons who do not expect to teach, but show themselves qualified to enter Normal classes, and those who enter the preparatory classes, are received on the payment of tuition as fixed below:

| | | |
|------------------------------------|--------|-----------|
| Normal classes..... | \$1.00 | per week. |
| Normal classes, single branch..... | .35 | " " |
| Preparatory..... | .65 | " " |
| Preparatory, single branch..... | .20 | " " |
| Model School, Ninth grade..... | .30 | " " |
| Model School, other grades..... | .15 | " " |

All books needed, except drawing books and others destroyed in the using, are furnished by the state and loaned to the pupils at the following rates:

| | | | |
|---|----|---|---|
| Normal and preparatory departments, 75 cents per quarter. | | | |
| Grammar grades..... | 50 | " | " |
| Intermediate grades..... | 37 | " | " |
| Primary grades..... | 25 | " | " |

For the maintenance of the Reading Room and care of Reading Room and Library (now combined), twenty-five cents per quarter will be collected from members of the Normal and Preparatory classes and Ninth grade.

In the Gymnasium a charge of twenty cents per term is made for the use of private lockers for clothing.

There are no other charges or extras imposed by the school.

For one who expects to teach and enters the Normal Department, the total *necessary* expense per quarter of ten weeks is as follows:

| | |
|-------------------------------|---------|
| Tuition..... | Free. |
| Board and room (about)..... | \$30.00 |
| Books and library..... | 1.00 |
| Stationery, etc. (about)..... | 1.00 |
| | _____ |
| | \$32.00 |

One hundred and forty dollars is ample allowance for necessary expenses for one year of forty weeks. Each student will vary this sum according to the amount of his incidental personal expenses; and the amount may be reduced by self-boarding. All dues are payable half-yearly in advance.

TEXT BOOKS IN USE.

PRIMARY GRADES.

| | |
|--|--------------------------------|
| Arnold's Stepping Stones to Literature, First, Second and Third. | All the Year Round. |
| Harper's First Reader. | Spring and Autumn. |
| Harper's Second Reader. | First Normal Music Reader. |
| Harper's Third Reader. | Old Greek Stories. |
| Eclectic Stories for Children. | Old Stories of the East. |
| Fables and Fairy Stories. | Riverside Primer. |
| | Verse and Prose for Beginners. |
| | Prince's Arithmetic by Grades. |

INTERMEDIATE GRADES.

| | |
|--|--|
| Harper's Readers. | Hiawatha. |
| Heart of Oak Books. | Prince's Arithmetic. |
| Hawthorne's Wonder Book. | Frye's Geography. |
| King of the Golden River. | Harper's Geography. |
| Courtship of Miles Standish. | Eclectic Geography. |
| Metcalf and Bright's Language Lessons. | The World and Its People (five volumes). |
| | Normal Music Readers. |

GRAMMAR GRADE.

| | |
|-----------------------------------|-----------------------------------|
| Standard Fifth Reader. | Tales of the Hills. |
| Baldwin's Seventh Reader. | Whittier's Snow Bound. |
| Heart of Oak Books. | Thomas's History of U. S. |
| Evangeline. | Egglesston's U. S. History. |
| Lady of the Lake. | Hyde's English Grammar. |
| Selections from Tennyson's Poems. | Tilden's Commercial Geography. |
| Sketch Book. | Houston's Physical Geography. |
| Ivanhoe. | Normal Music Reader. |
| A-Hunting of the Deer. | Franklin Square Collection No. 1. |
| | Cook's Advanced Arithmetic. |
| | Prince's Arithmetic. |

PREPARATORY CLASSES.

| | |
|------------------------------|--------------------------------|
| Milne's Standard Arithmetic. | Maxwell's Advanced Grammar. |
| Harper's Geography. | Montgomery's American History. |
| Frye's Geography. | |
| Hyde's Lessons in English. | |

NORMAL SCHOOL.

| | |
|--|--|
| Collins's Algebra. | American Masterpieces. |
| Milne's Standard Arithmetic. | British Masterpieces. |
| Shutts and Van Velzer's Geometry. | Mooney's Foundation Studies. |
| Newcomb's Trigonometry. | American Scholar. |
| Natural Geography. | Le Conte's Elements of Geology. |
| Rand-McNally Geography. | Bailey's Essentials of Reading. |
| Tilden's Commercial Geography. | Chute's Laboratory Manual of Physics. |
| Tilden's Grammar School Geography. | Carhart & Chute's Elements of Physics. |
| Eclectic Physical Geography. | Brande's Physiology. |
| Whitney's Essentials of English Grammar. | Foster and Shore's Physiology. |
| Humphrey's Work with Words. | Loomis's Glee and Chorus Book. |
| Fiske's U. S. History. | Academy Song Book. |
| Myers's General History. | Sully's Handbook of Psychology. |
| A. S. Hill's Principles of Rhetoric. | Morgan's Psychology for Teachers. |
| Hawthorne & Lemmon's American Literature. | Halleck's Psychic Culture. |
| Pancoast's Introduction to English Literature. | White's Pedagogy. |
| | Patrick's Pedagogics. |
| | Rousseau's Emile. |

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| Quick's Educational Reformers. | Gray's School and Field Botany. |
| Manual of the Elementary Course of Study. | Remsen's Chemistry. |
| Laws of Common Schools, Wisconsin. | Jordan's Manual of Vertebrates. |
| White's School Management. | Collar-Eysenbach, Shorter Course. |
| Russell's Vocal Culture. | Studien und Plaudereien. |
| Lowell's Poems. | Rosenstengel's Reader. |
| Twelfth Night. | Einer Muss Heiraten. |
| Macbeth. | Hoher Als Die Kirche. |
| Hamlet. | Ali Baba. |
| Milton's Lyrics. | Der Neffe Als Onkel. |
| Ivanhoe. | Ein Knopf. |
| Marmion. | Undine. |
| In Memoriam. | Die Journalisten. |
| Taylor's Lars. | Minna von Barnhelm. |
| Emerson's Essays and Poems. | Maria Stuart. |
| Tales of a Wayside Inn. | Nathan Der Weise. |
| Howell's Essays. | Tuell and Fowler's First Book in Latin. |
| Hinsdale's American Govern- ment. | Allen & Greenough's Grammar. |
| Fiske's Civil Government. | Daniell's Latin Composition. |
| Dole's American Citizen. | Cicero's De Senectute. |
| Mace's Methods in History. | Cæsar's Gallic War. |
| Laughlin's Political Economy. | Cicero's Orations. |
| Walker's Political Economy. | Virgil's <i>Æneid</i> . |
| Spalding's Introduction to Botany. | Livy, Books 21 and 22. |
| | Horace, Odes and Epodes. |

GRADUATES REGISTER.

1896.

| | | |
|--------------------|------------------|-------------------|
| Clements, John T., | Reporter, | Stevens Point. |
| Everts, Leslie S., | Student, | State University. |
| Perry, Herbert S., | Principal H. S., | Amherst. |

1897.

| | | |
|------------------------|---------------------|----------------|
| Arnott, Lillian, | Teacher, | West Superior. |
| Ashmun, Margaret, | Teacher, Drawing, | Marshfield. |
| Barker, Jesse U., | Student, | Chicago. |
| Beck, Joseph D., | Principal, H. S., | Cashton. |
| Blencoe, Guy, | Student, Dentistry, | Univ. of Mich. |
| Gardner, H. L., | Co. Superintendent, | Viroqua. |
| Hart, Nellie M., | Teacher H. S., | Mazomanie. |
| Hill, Marion O., | Principal H. S., | Bangor. |
| Larkin, Andrew L., | Teacher H. S., | Appleton. |
| Myers, Mame E., | Teacher, | Elgin, Ill. |
| Pray, Allan T., | Teacher H. S., | Sheboygan. |
| Pray, Florence A., | Teacher, | Grand Rapids. |
| Phillips, James E., | Principal H. S., | Sauk City. |
| Ruediger, William C., | Univ. of Wis., | Madison. |
| Stevens, Elizabeth M., | Teacher, | Eau Claire. |
| Stewart, Nettie, | Teacher, | Everett, Wash. |
| Sutherland, Margaret, | Teacher, | Eau Claire. |

January, 1898.

| | | |
|------------------|----------|----------------|
| Hamacker, Edith, | Teacher, | Stevens Point. |
|------------------|----------|----------------|

1898.

| | | |
|----------------------|------------------|-----------------|
| Brewster, I. Maud, | Teacher, | Chippewa Falls. |
| Chase, Della E., | Teacher, | Medford. |
| Eldredge, Sadie, | Teacher, | Amherst. |
| Fischer, Herman, | Teacher, | Sparta. |
| Fox, Maud, | Teacher, | Durand. |
| Frohmaer, Elmer W., | Teacher, | Camp Douglas. |
| Gates, G. G. Wilbur, | Teacher, | Glen Flora. |
| Grimm, August, | Teacher, H. S., | Manitowoc. |
| Harrison, William, | Principal H. S., | Norwalk. |

| | | |
|----------------------|---------------------|------------------|
| Hedback, William N., | Principal H. S., | St. Croix Falls. |
| James, Elizabeth A., | Teacher, | Barron. |
| Latton, Arthur J., | Co. Superintendent, | Medford. |
| Leahy, Alice, | At Home, | Stevens Point. |
| Lees, John M., | | Tacoma, Wash. |
| McMichael, Nettie, | Teacher, | Viroqua. |
| McMillan, Mary B., | Teacher, | Marshfield. |
| Monahan, Anna C., | Teacher, | Athens. |
| Monat, Augusta E., | Teacher, | Chippewa Falls. |
| Mortensen, Harry J., | Principal H. S., | Cadott. |
| O'Brien, Edwin T., | Teacher H. S., | Appleton. |
| Pease, P. Lawrence, | Teacher, | Grand Rapids. |
| Price, Wm. F., | Principal, | Spencer. |
| Roberts, H. Ruth, | Teacher, | Wausau. |
| Smith, Kate I., | Teacher, | Eau Claire. |
| Wheelock, Lydia, | Teacher H. S., | West Salem. |
| White, Merritt H., | Principal H. S., | Wonewoc. |
| Wight, Helen, | Teacher, | Fairchild. |

January, 1899.

| | | |
|------------------------|------------|----------------|
| Bremmer, Edith, | Teacher, | Stevens Point. |
| Chamberlain, A. Pearl, | At Home, | Waupaca. |
| Curran Florence, | | Stevens Point. |
| Loether, Ernest U. F., | Principal, | Eau Claire. |
| McClellan, Mary, | Teacher, | Kenosha. |
| McDill, Genevieve, | Teacher, | Stevens Point. |
| Meiklejohn, Winifred, | At Home, | New London. |
| Smith, Ethel, | Teacher, | Green Bay. |
| Spalenka, Emily, | Teacher, | Waupaca. |

ELEMENTARY COURSE.

1895.

| | |
|----------------------|---------------------|
| Arnott, Lillian, | Full Course, 1897. |
| Blencoe, Guy, | Full Course, 1897. |
| Larkin, Andrew L., | Full Course, 1897. |
| Leu, Otto J., | Co. Superintendent, |
| Perry, Alta E., | Advanced Course. |
| Rockwell, Parley A., | Advanced Course. |
| Simonds, Mildred J., | Teacher, |

Centralia.

Fayette, Ia.

Class of 1896.

| | | |
|----------------------|--------------------|----------------|
| Almy, Hugh C., | Principal, | Wausau. |
| Baker, Joseph H., | Advanced Course. | |
| Bandli, Christine, | Teacher, | Madison. |
| Bremmer, Edith, | Full Course, 1899. | |
| Gardner, Henry L., | Full Course, 1897. | |
| Jones, Elizabeth, | Teacher, | Sparta. |
| Hill, Marion O., | Full Course, 1897. | |
| Kier, Grace M., | Teacher, | Stevens Point. |
| McGregor, Belle M., | Teacher, | Marinette. |
| Monahan, Anna C., | Full Course, 1898. | |
| O'Brien, Edwin T., | Full Course, 1898. | |
| Peterson, Harvey O., | Teacher, | Colfax. |
| Stewart, Nettie, | Full Course, 1897. | |

1897.

| | | |
|-------------------------|------------------------|----------------|
| Berg, Marie B. K., | Teacher, | Ashland. |
| Boles, Chas. E., | Principal, | Auburndale. |
| Brickels, Louisa, | Teacher, | Marshfield. |
| Burns, Anna, | (Mrs. J. E. Phillips), | Sauk City. |
| Byrnes, Ella R., | Teacher, | Green Bay. |
| Byrnes, Martha E., | Teacher, | Sheboygan. |
| Collins, Gretta, | Teacher, | Stevens Point. |
| Dwinnell, Alice M., | Teacher, | Waukesha. |
| Eckles, Minerva I., | Teacher, | Kelley. |
| Fernholz, John J., | Teacher, | Glencoe. |
| Ford, Eddy L., | Teacher, | Oakdale. |
| Furro, Mary I., | Teacher, | Sheboygan. |
| Graham, Grace, | Teacher, | Chicago. |
| Grimm, August, | Full Course, 1898. | |
| Haakenson, O. J., | Bookkeeper, | Pigeon Falls. |
| Hargraves, Florence V., | Teacher, | Rhinelander. |
| Hargraves, Mary, | Teacher, | Two Rivers. |
| Hatz, Anna B., | Teacher, | Onalaska. |
| Hatz, Rose, | Teacher, | Bangor. |
| Henry, Thomas A., | Principal, | Hixton. |
| Hungerford, Maude E., | Teacher, | Colorado. |
| Latham, Mary E., | Teacher, | Bancroft. |
| Lees, John M., | Full Course, 1898. | |
| Love, Ray A., | Telegraph Operator, | Centralia. |
| McKee, Mabel, | Teacher, | Oconomowoc. |
| Martin, Effie H., | Teacher, | Merrillan. |

| | | |
|---------------------|--------------------|---------------------|
| Mitchell, Clara B., | At Home, | Stevens Point, |
| Mudroch, John W., | Teacher, | Tisch Mills. |
| Muir, Estella, | Teacher, | March. |
| Nicholas, William, | Student, | Univ. of Wisconsin. |
| Olsen, Anna A., | Teacher, | Manawa. |
| Parkhill, Frances, | Teacher, | Amherst. |
| Phillips, Jas. E., | Full Course, 1897. | |
| Polley, Foster B., | Teacher, | North Crandon. |
| Priest, Ezra F., | Teacher, | Merrill. |
| Reed, Katherine M., | Teacher, | Centralia. |
| Roberts, Ruth H., | Full Course, 1898. | |
| Smith, Kate I., | Full Course, 1898. | |
| Stuart, Edna R., | Teacher, | Greenwood. |
| Tibbitts, Effie R., | Teacher, | Cedar Grove. |
| Weeks, L. Blanche, | Teacher, | Gilmantown. |
| Wright, Wm. H., | Teacher, | Cataract. |
| Ziegweid, Anton H., | Teacher, | Anchorage. |

1898.

| | | |
|-----------------------|----------------------|---------------|
| Alban, Floyd L., | Teacher, | Grand Rapids. |
| Bard, Junius S., | Teacher, | Green Bay. |
| Barr, Carrie B., | Teacher, | Wausau. |
| Brasure, Howard E., | Teacher, | Mosel. |
| Brown, Allan G., | Teacher H. S., | Manawa. |
| Burce, Lura A., | Advanced Course. | |
| Campbell, Cornelia, | Teacher, | Onalaska. |
| Christman, Anna E., | Teacher, | Grand Rapids. |
| Dauffenbach, Minnie, | Teacher, | Augusta. |
| Duve, Louise A. J., | Teacher, | Baraboo. |
| Ellsworth, M. Lois, | Advanced Course. | |
| Erickson, Bessie, | Teacher, | West Salem. |
| Fenwick, Ina H., | Advanced Course. | |
| Fuller, May, | Teacher, | Prentice. |
| Fuller, William D., | Advanced Course. | |
| Fulton, Kate R., | Teacher, | Green Bay. |
| Haines, Mary M., | Teacher, | Baraboo. |
| Hebard, Estelle, | Teacher, | Mondovi. |
| Houseworth, Chas. S., | Teacher, | New London. |
| Howard, Henry H., | Teacher, | Thorpe. |
| Johnson, Christine, | Teacher, | Ashland. |
| Koller, Philip, | U. S. Vol. Infantry. | |
| Kuenne, Osmar, | Advanced Course. | |

| | | |
|---------------------|---------------------|-----------------|
| Lewis, Ada E., | (Mrs. Jas. McLean), | Superior. |
| Logan, Victoria, | Teacher, | Medford. |
| Mallow, Edith, | At Home, | Hillsboro. |
| McDill, Genevieve, | Advanced Course. | |
| McGinnis, Frank E., | Teacher, | Appollonia. |
| McGregor, Janette, | Teacher, | Hancock. |
| Meek, Margaret, | Teacher, | Hixton. |
| Miller, Bessie, | Teacher, | Sparta. |
| Miller, Olive, | At Home, | Alma Center. |
| Minahan, Victor I., | Teacher, | Potters. |
| Murray, Josephine, | Teacher, | Milladore. |
| Nugent, Edith, | Teacher, | Ashland. |
| Salter, James M., | Business, | Chippewa Falls. |
| Shear, Myrta, | Teacher, | Merrillan. |
| Springer, Frank R., | Teacher, | Lone Pine. |
| Tenney, Martha M., | Teacher, | Readstown. |
| Thompson, Frank I., | | Tacoma, Wash. |
| Whitney, Maude, | Teacher, | Junction City. |
| Wieting, Leona, | (Mrs. Hammond), | Wyocena. |
| Young, Lura E., | Teacher, | Colby. |

January, 1899.

| | | |
|-----------------------|------------------|----------------|
| Campbell, Agnes A., | At Home, | Stevens Point. |
| McWethy, Dora B., | Advanced Course. | |
| Parker, Bertha, | Teacher, | Milladore. |
| Quinn, Josie, | Advanced Course. | |
| Smith, Will L., | Advanced Course. | |
| Van Buskirk, Frances, | Teacher, | Plover. |
| Zimmer, George, | Advanced Course. | |

RAILROAD CONNECTIONS.

The Green Bay, Winona & St. Paul Railroad connects with the Chicago & Northwestern system at Merrillan and New London, and with the Chicago, Milwaukee & St. Paul at Centralia. The Wisconsin Central connects with the Chicago & Northwestern system at Eau Claire, Chippewa Falls, Marshfield and Neenah, and with the Chicago, Milwaukee & St. Paul at Junction City and Portage. In nearly all of these cases there are union depots, with no transfer fees.

ADVICE regarding best connections will be given on request of any who intend coming to the school.

TO OUR FRIENDS.

The generous assistance of our friends of the Press, and of superintendents, teachers and school officers in making known the advantages offered by this State Normal School is fully appreciated. Acknowledgement is hereby made on behalf of the school and of the people thus served.

It is our wish to maintain close friendly relations with all grades of public schools, and teachers and all others interested are cordially invited to visit and inspect any classes or exercises at any time.

All specific questions relating to the school will be carefully answered and catalogues and circulars freely sent on application to the President.



CALENDAR, 1899-1900.

| | | |
|------------------------|-----------|----------------|
| Entrance Examinations, | - - - - - | Aug. 29, 1899 |
| First Quarter begins, | - - - - - | Aug. 30 |
| First Quarter ends, | - - - - - | Nov. 3 |
| Second Quarter begins, | - - - - - | Nov. 6 |
| Thanksgiving recess, | - - - - - | Nov. 30—Dec. 1 |
| Holiday recess, | - - - - - | Dec. 22—Jan. 2 |
| Session resumed, | - - - - - | Jan. 3, 1899 |
| Second Quarter ends, | - - - - - | Jan. 23 |
| Third Quarter begins, | - - - - - | Jan. 24 |
| Third Quarter ends, | - - - - - | Mar. 30 |
| Spring recess, | - - - - - | Mar. 31—Apr. 8 |
| Fourth Quarter begins, | - - - - - | Apr. 9 |
| Commencement, | - - - - - | June 21 |

The school is not in session on the regular legal holidays.

New classes are formed in the common branches at the beginning of each quarter. Programs for any quarter will be sent on application.

Circulars, catalogues and programs sent, or special questions promptly answered, on application to the President.

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