

STATE NORMAL SCHOOL

Series II—No. 2,

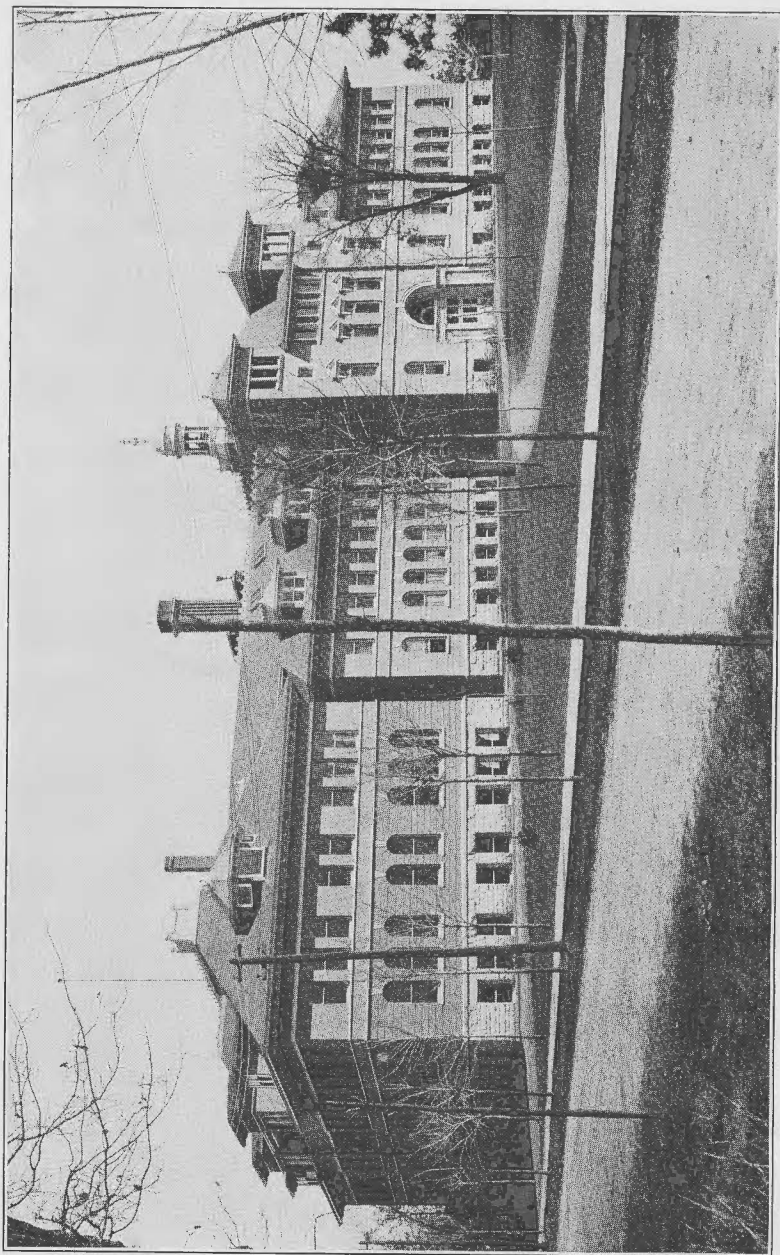
BULLETIN.
Published Quarterly.

No. 7.

STEVENS POINT, WISCONSIN

MAY 1903

NINTH YEAR



STATE NORMAL SCHOOL, STEVENS POINT, WISCONSIN.

CATALOG

OF THE

STATE
NORMAL SCHOOL

STEVENS POINT, WISCONSIN

NINTH YEAR

1902-1903

Castle-Pierce Printing Company
Oshkosh Wisconsin

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BRUCE WILCOX,
Engineer and Janitor.

*Resigned Jan. 31.

^oResigned Mar. 31.

STUDENTS.

POSTGRADUATE.

Name.	Post-Office.	County.	Months Experience.
Congdon, Mira,	Domestic Science,	Milwaukee	10
Culver, Mrs. Jennie,	Domestic Science,	Home	50
Patch, Matie N.,	Domestic Science,		16
Pray, Florence,	Domestic Science,	Katawago	9

SENIORS.

*Berg, Marie B. K.,	Ashland,	Ashland, Teach	71 mad
*Brackett, Jennie M.,	Eau Claire,	Eau Claire, main	40 Co. Sup
*Busch, Helen W.,	Alma,	Buffalo, Home	8 Hon
*Christensen, James H.,	Camp Douglas,	Juneau, Chicago	17 Bayou
*Christman, Anna E.,	Grand Rapids,	Wood, Cahoon	35 school
*Clay, Theresa A.,	Warrens,	Monroe, teaching	6 home
*Collins, Clare L.,	Stevens Point,	Portage, "	0 STP -
*Conway, Hannah L.,	Hillsboro,	Vernon, Business	56 -
*Davis, Eppa F.,	Irving,	Jackson, Co. clerk	20
*Drowatsky, Dora,	Tomah,	Monroe, teaching	24 for
*Edwards, Mary L.,	Viroqua,	Vernon, "	7 made
*Erickson, Bessie M.,	West Salem,	La Crosse, "	36 Colum
*Gesell, Wilma A.,	Alma,	Buffalo, Home	7 mad
*Groezinger, Elsie,	La Crosse,	La Crosse, "	0 Wis -
*Hargrave, Florence V.,	Wilton,	Monroe, teaching	72 "
*Hanchett, Alice,	Tomah,	Monroe, "	14 "
*Healy, William,	Hillsboro,	Vernon, Farming	38 "
*Lange, Edward G.,	Montello,	Marquette, teaching	11 STP
*Little, Mabelle E.,	Stevens Point,	Portage, Home	0 mile
*McCarr, Mrs. E. J.,	Milwaukee,	Milwaukee, "	21
*Moeschler, Clara M.,	Stevens Point,	Portage, 9. mi an	6 - STP
*Newsome, Laura B.,	Tomah,	Monroe, teaching	16 Wis
*Newton, Lydia D.,	Eau Claire,	Eau Claire,	0
*O'Brien, Estella,	Eau Claire,	Eau Claire, head	36
*O'Connor, A. Belle,	Merrill,	Lincoln, teaching	0 Wis
*Palmer, Edna L.,	Eau Claire,	Eau Claire, Home	10 Eau C
Pope, Amelia,	Lind,	Waupaca, Home	0 Waup
*Sansum, William D.,	Baraboo,	Sauk, medicine	15 skill
*Spooner, Fannie L.,	Durand,	Pepin, teaching	8 mon

*High School Graduate.

Name.	Post-Office.	County.	Months Experience.
Tenney, Martha M.,	De Soto,	Vernon,	Home 35
*Wadleigh, Matthew F.,	Stevens Point,	Portage,	Chemist 0
*Wakefield, Daisy,	Stevens Point,	Portage,	Home 0
*Zoerb, Albert J.,	Algoma,	Kewaunee,	Teaching 14

JUNIORS.

*Allen, Lila M.,	Augusta,	Eau Claire,	15
*Auer, William,	Alma,	Buffalo,	21
*Baker, Kate M.,	McDill,	Portage,	0
*Baker, Mary H.,	Stevens Point,	Portage,	0
*Barker, Katie A.,	Plainfield,	Waushara,	0
*Barrington, Minerva J.,	Waupaca,	Waupaca,	0
Berto, Fred G.,	Hixton,	Jackson,	12
*Biegler, Susie A.,	Hayward,	Sawyer,	9
*Blodgett, Lura L.,	Randolph,	Dodge,	15
*Blodgett, Ralph R.,	Randolph,	Dodge,	0
*Booth, Bessie L.,	Plainfield,	Waushara,	19
*Brasier, Ray E.,	Loyal,	Clark,	9
*Brewer, Hattie M.,	Eau Claire,	Eau Claire,	1
*Bronson, Iva L.,	Stevens Point,	Portage,	0
*Brown, Melvin E.,	Manawa,	Waupaca,	31
*Brown, M. Louise,	Grand Rapids,	Wood,	24
*Brown, William W.,	Pittsville,	Wood,	3
*Brownell, Dona M.,	Sparta,	Monroe,	16
*Brunstad, Albert P.,	Bloomer,	Chippewa,	10
*Calkins, Frank W.,	Stevens Point,	Portage,	0
*Cartmill, Harry L.,	Stevens Point,	Portage,	0
*Cassells, Grace M.,	Tomah,	Monroe,	17
*Chamberlain, Alice B.,	Sparta,	Monroe,	17
Clark, John S.,	Portage,	Columbia,	12
Culver, Harold E.,	Stevens Point,	Portage,	0
Curran, Henry,	Stevens Point,	Portage,	0
*Derby, Florence E.,	Ft. Atkinson,	Jefferson,	63
*Dever, Thomas E.,	Chippewa Falls,	Chippewa,	0
*Drew, Pearl E.,	Elcho,	Langlade,	67
*Emmons, Stella A.,	Grand Rapids,	Wood,	23
*Everhard, Bessie M.,	Westfield,	Marquette,	61
*Garnock, Marie,	Tomah,	Monroe,	6
*Gates, Jeremiah C.,	Rice Lake,	Barron,	0
*Gillies, Mary,	Eau Claire,	Eau Claire,	50

*High School Graduate.

°Deceased.

Name.	Post-Office.	County.	Months Experience.
Glasspoole, James E.,	Mondovi,	Buffalo,	24
*Grimm, Kathryn,	Stevens Point,	Portage,	0
Halverson, Alfred E.,	Stevens Point,	Portage,	0
*Hancock, Lois,	Tomah,	Monroe,	0
*Hanko, Merry E.,	Sandusky,	Sauk,	22
*Hanson, Annie,	New Lisbon,	Juneau,	0
*Hatz, Rose,	Bangor,	La Crosse,	53
*Hetzel, Jessie F.,	Stevens Point,	Portage,	0
*Hubbard, May L.,	Sparta,	Monroe,	16
*Huntington, Laura,	Green Bay,	Brown,	0
*Jess, Cora,	Cambria,	Columbia,	13
*Lally, Grace A.,	Rhineland,	Oneida,	0
*Leinenkugel, Theresa A.,	Eau Claire,	Eau Claire,	58
*Leonard, Gertrude E.,	Stevens Point,	Portage,	0
*Luetscher, Emma E.,	Mondovi,	Buffalo,	14
*McDonald, May,	Rhineland,	Oneida,	90
*McIntosh, Frances M.,	Medford,	Taylor,	0
*McMulkin, Nellie,	Stevens Point,	Portage,	7
McWithey, Sylvia,	Stevens Point,	Portage,	20
*Mallory, Guy W.,	Manawa,	Waupaca,	27
*Martin, Hermie,	New Lisbon,	Juneau,	120
*Michelson, Mabel G.,	Waupaca,	Waupaca,	35
*Miller, Genevieve E.,	Hixton,	Jackson,	0
*Moe, Jessie M.,	Stevens Point,	Portage,	0
Moen, M. Ellida,	Stevens Point,	Portage,	0
Murat, Walter B.,	Stevens Point,	Portage,	0
*Nooney, Kathryn,	Necedah,	Juneau,	17
*Olsen, Mabel H.,	Stevens Point,	Portage,	0
Olson, Conrad P.,	Algoma,	Kewaunee,	0
Packard, Dorothy,	Stevens Point,	Portage,	27
Phillips, Nellie,	Stevens Point,	Portage,	0
Pivernetz, Wenzel,	Edgar,	Marathon,	21
*Polley, Mabel L.,	Augusta,	Eau Claire,	21
*Porter, Alta M.,	Necedah,	Juneau,	28
*Porter, Ruth L.,	Stevens Point,	Portage,	0
*Schantz, Kathryn,	Stevens Point,	Portage,	0
*Schofield, Edna E.,	Augusta,	Eau Claire,	24
*Searls, Maude E.,	Grand Rapids,	Wood,	16
*Seibold, Myrtle G.,	Tomah,	Monroe,	4
Shimek, Albert D.,	Casco,	Kewaunee,	27

*High School Graduates.

Name.	Post-Office.	County.	Months Experience.
♀*Sholts, Netta I.,	Sparta,	Monroe,	14
*Signor, Bertha,	Eau Claire,	Eau Claire,	0
*Smith, W. Eugene,	Manawa,	Waupaca,	25
Southwick, Margaret,	Stevens Point,	Portage,	0
*Southworth, Flora,	Eau Claire,	Eau Claire,	8
*Sparks, Loron D.,	Stevens Point,	Portage,	0
*Stratton, Fred,	Crystal Lake,	Waupaca,	26
*Tardiff, Marion,	Stevens Point,	Portage,	0
Thrasher, Cassandra E.,	Black River Falls,	Jackson,	100
*Tracy, Frances L.,	Necedah,	Juneau,	15
*Vaughan, Grace,	Eau Claire,	Eau Claire,	0
Wadleigh, Judith M.,	Stevens Point,	Portage,	14
*Ward, Florence,	Durand,	Pepin,	8
*Welty, Howard V.,	Stevens Point,	Portage,	0
*Widmer, Elmer D.,	Rockton,	Vernon,	30
*Wuerth, Helen,	Sauk City,	Sauk,	0
*Wyatt, Blanche,	Stevens Point,	Portage,	0

SECOND YEAR STUDENTS.

Ambrose, Mary,	Stevens Point,	Portage,	33
Bennett, Leslie D.,	Stevens Point,	Portage,	0
Bentley, Inez,	Stevens Point,	Portage,	4
Berens, Mary,	Stevens Point,	Portage,	0
Berto, Bertha M.,	Sechlerville,	Jackson,	0
Berto, Grace D.,	Sechlerville,	Jackson,	14
Bradbury, Mary,	Sechlerville,	Jackson,	42
Buck, Ada L.,	Stevens Point,	Portage,	0
Buck, Celia,	Waupaca,	Waupaca,	60
Carley, Pearl,	Plover,	Portage,	3
Caves, Alta M.,	Hancock,	Waushara,	0
Clark, Anna,	Stevens Point,	Portage,	0
Costin, Julia K.,	Ironwood, Michigan,		40
Dawes, Harry L., ,	Pittsville,	Wood,	0
Dorney, Sadie,	Stevens Point,	Portage,	0
Durkee, Mina K.,	Arbor Vitae,	Vilas,	0
Dworak, Albert,	Casco,	Kewaunee,	0
Eggert, Emma F.,	Mishicott,	Manitowoc,	60
*Eickert, Henry C.,	Potter,	Calumet,	0
Ennor, Mabel,	Stevens Point,	Portage,	0
Frazier, Maude,	La Valle,	Sauk,	31

*High School Graduates.

°Deceased.

Name.	Post-Office.	County.	Months Experience
*Frost, Ernest G.,	Almond,	Portage,	0
Frost, Nellie C.,	Almond,	Portage,	0
Geimer, Peter,	Curran,	Kewaunee,	0
Halverson, Henry M.,	Stevens Point,	Portage,	0
Hamilton, Albert E.,	Coloma,	Waushara,	8
*Hamlin, Elizabeth,	Unity,	Marathon,	50
*Hannah, Grace,	Stevens Point,	Portage,	0
*Hargrave, Grace,	Wilton,	Monroe,	11
Hartwell, Edith L.,	Plover,	Portage,	0
Hazen, Grace A.,	Eau Claire,	Eau Claire,	22
Hill, Edith M.,	Stevens Point,	Portage,	0
Hill, John O.,	Delton,	Sauk,	77
Hodsdon, Geneva,	Stevens Point,	Portage,	0
*Horr, Belle M.,	Marshfield,	Wood,	8
Huff, Mamie,	Stevens Point,	Portage,	0
Hughes, Daniel P.,	Neillsville,	Clark,	0
Hughes, John J.,	Neillsville,	Clark,	3
Johnson, Katherine,	Sheridan,	Waupaca,	0
Joy, Ross E.,	Stevens Point,	Portage,	0
Kalisky, Mary,	Stevens Point,	Portage,	0
*Kendall, Lila B.,	Westfield,	Marquette,	60
Kirwan, Jeanne,	Stevens Point,	Portage,	0
*Klement, Maude I.,	Hillsboro,	Vernon,	22
Kremers, Emma,	Whitehall,	Trempealeau,	52
Legler, Alice L.,	Kilbourn,	Columbia,	0
Manning, Mabel M.,	Seymour,	Outagamie,	0
Mathe, Edward,	Stevens Point,	Portage,	0
Mathe, Louise L.,	Stevens Point,	Portage,	0
Moran, John E.,	Stevens Point,	Portage,	0
Morgan, Norah,	Montello,	Marquette,	31
*Morley, Matilda,	Kilbournville,	Racine,	3
Morse, John F.,	Shiocton,	Outagamie,	0
Mortell, John F.,	Hilbert,	Calumet,	0
Moss, Helen,	Phlox,	Langlade,	0
Myers, Mamie E.,	Alma Center,	Jackson,	0
Natwick, Tilda R.,	Viroqua,	Vernon,	29
Nelson, Beulah G.,	Stevens Point,	Portage,	0
Newell, Maud I.,	Hixton,	Jackson,	0
Niven, Jessie,	Sheridan,	Waupaca,	19
Norton, Emma,	McDill,	Portage,	0

*High School Graduates.

Name.	Post-Office.	County.	Months Experience.
O'Brien, Mary,	Shamrock,	Jackson,	47
Owen, Jennie M.,	Portage,	Columbia,	32
Parker, Mildred,	Stevens Point,	Portage,	0
Patch, Orin G.,	Stevens Point,	Portage,	0
Paulson, Alma,	Withee,	Clark,	0
Pfiffner, Olive M.,	Stevens Point,	Portage,	0
Powers, Lena M.,	Plover,	Portage,	112
Powers, Leon,	Stevens Point,	Portage,	0
*Reardon, Daniel M.,	Chetek,	Barron,	0
Reid, Duncan,	Montello,	Marquette,	11
Riggs, L. Malvina,	Stevens Point,	Portage,	0
Rice, Hazel M.,	Morrison,	Brown,	6
Rice, Mary,	Crandon,	Forest,	44
Riggs, L. Melvina,	Crandon,	Forest,	44
Rogers, Mabelle C.,	Stevens Point,	Portage,	39
Ryan, Frances,	Stevens Point,	Portage,	8
Ryan, Theresa G.,	Custer,	Portage,	0
Schofield, Minnie,	Hancock,	Waushara,	18
Sherman, Alta,	Plover,	Portage,	0
Sickler, Nellie I.,	Kelley,	Marathon,	42
Somers, Fred C.,	Stevens Point,	Portage,	0
Southwick, Katherine,	Stevens Point,	Portage,	0
Steig, Louise F.,	Whitehall,	Trempeleau,	10
Steig, Minnie A.,	Whitehall,	Trempeleau,	7
Strader, Frank D.,	Augusta,	Eau Claire,	24
Stromstad, Minnie,	Coon Valley,	La Crosse,	32
Thompson, Julia,	Hegg,	Trempeleau,	19
Tiffany, Dora L.,	Plainfield,	Waushara,	19
Veers, Hermine,	Rozellville,	Marathon,	7
Veers, Otto F.,	Rozellville,	Marathon,	0
Wadleigh, Ruth,	Stevens Point,	Portage,	0
Walker, Fred,	Stevens Point,	Portage,	0
*Welsh, Jeanette,	Loyal,	Clark,	82
Whitney, Inez,	Stevens Point,	Portage,	27
Wood, Milo,	Stevens Point,	Portage,	0
Wood, Oren E.,	Lone Pine,	Portage,	28
Wysocki, John J.,	Ellis,	Portage,	7
*Zentner, Wilfred R.,	Point Bluff,	Adams,	23

*High School Graduates.

FIRST YEAR STUDENTS.

Name.	Post-Office.	County.	Months Experience.
Ballard, Bertha I.,	Stevens Point,	Portage,	0
Bannach, Frances C.,	Custer,	Portage,	0
Bennett, Edwin R.,	Stevens Point,	Portage,	0
Blomberg, Ella M.,	Ogema,	Price,	25
Boakes, Jennie M.,	Plover,	Portage,	0
Boyington, Maud,	Stevens Point,	Portage,	0
Bozlee, Lila J.,	Bancroft,	Portage,	0
Burton, Etna,	Hixton,	Jackson,	3
Cary, Florence C.,	Stevens Point,	Portage,	0
Cate, Anna L.,	Stevens Point,	Portage,	0
Chattelle, Etta F.,	Fall River,	Columbia,	38
Clark, Cicely R. T.,	Arnott,	Portage,	7
Clark, Emily E.,	Portage,	Columbia,	0
Clark, Frances,	Stevens Point,	Portage,	0
Clark, Lydia,	Stevens Point,	Portage,	0
Clark, Mary B.,	Portage,	Columbia,	101
Colburn, L. May,	Briggsville,	Marquette,	34
Coye, Nina B.,	Stevens Point,	Portage,	0
Curran, Fred L.,	Liberty Bluff,	Marquette,	18
Dernbach, Helen E.,	Dancy,	Marathon,	0
Dixon, Alice,	Lyndon Station,	Juneau,	17
Donaldson, Lizzie J.,	Montello,	Marquette,	42
Drake, Charles W.,	Plover,	Portage,	8
Everson, Geo. B.,	Stevens Point,	Portage,	0
Fisher, Katherine,	Sheridan,	Waupaca,	0
Fraser, Margaret,	Stevens Point,	Portage,	0
Gardiner, Olive,	Stevens Point,	Portage,	0
Gotchy, Fannie M.,	Stevens Point,	Portage,	0
Grams, Emma B.,	Midway,	La Crosse,	33
Guenther, Isabel,	Knowlton,	Marathon,	0
Hastings, Anna L.,	Fall River,	Columbia,	29
Hein, Eugene G.,	Stevens Point,	Portage,	0
Hills, Margurete,	Auburndale,	Wood,	0
Hodge, Anna,	Stevens Point,	Portage,	0
Howard, Rhoena A.,	Stevens Point,	Portage,	0
Hutchins, Elvie M.,	Stevens Point,	Portage,	0
Hyland, Laurence D.,	Union Center,	Juneau,	35
Jacobs, Gertrude,	Stevens Point,	Portage,	0
Johnson, Bertha,	Hixton,	Jackson,	0

Name.	Post-Office.	County.	Months Experience.
Johnson, Jennie,	Stevens Point,	Portage,	0
Jones, John R.,	Columbus,	Columbia,	0
Lee, Gyneth E.,	Marshfield,	Wood,	6
Lisbakken, Alma,	Coon Valley,	Vernon,	34
Livingston, Curtis B.,	Stevens Point,	Portage,	0
Livingston, John K.,	Stevens Point,	Portage,	0
Loberg, Cora T.,	New Hope,	Portage,	0
Luce, Samuel R.,	Tustin,	Waushara,	23
McCallin, Carl H.,	Plover,	Portage,	1
McClean, LoVilah M.,	Melrose,	Jackson,	36
McDonald, Harvey W.,	Eau Claire,	Eau Claire,	9
McGee, Helen G.,	Chippewa Falls,	Chippewa,	0
McHugh, Grace A.,	Stevens Point,	Portage,	0
McNutt, Evadna L.,	Oxford,	Marquette,	12
Manchester, Bessie P.,	Stevens Point,	Portage,	0
Marlatt, Fred M.,	Plover,	Portage,	0
Martin, Harold R.,	Stevens Point,	Portage,	0
Martin, Hazel,	Stevens Point,	Portage,	0
Mathison, Matilda,	Sawyer,	Door,	24
Miller, August J.,	Wyocena,	Columbia,	4
Moen, Ada,	Stevens Point,	Portage,	0
O'Connell, Thomas,	Montello,	Marquette,	0
Ostrum, Helen M.,	Hancock,	Waushara,	10
Park, Gladys,	Stevens Point,	Portage,	0
Pattee, Edna M.,	Stevens Point,	Portage,	0
Peterson, John,	Stevens Point,	Portage,	25
Phillips, Verna A.,	Stevens Point,	Portage,	0
Pierce, Guy L.,	Plover,	Portage,	0
Rach, Josephine,	Mitchell,	Fond du Lac,	7
Reading, Mabel A.,	Stevens Point,	Portage,	0
Roberts, Guy,	Stevens Point,	Portage,	0
Robinson, Anna,	Marshfield,	Wood,	0
Rohrdanz, Clara L.,	Stevens Point,	Portage,	0
Ruby, Anna,	Milladore,	Wood,	0
Ryan, Anna,	Custer,	Portage,	0
Shevlin, Anna E.,	Stevens Point,	Portage,	4
Shumway, Winnie M.,	Stevens Point,	Portage,	0
Stratton, Ina,	Waupaca,	Waupaca,	0
Stratton, Kate B.,	Waupaca,	Waupaca,	0
Stromstad, Emily C.,	Coon Valley,	La Crosse,	53

Name.	Post-Office.	County.	Months Experience.
Talbot, Laura E.,	Rib Lake,	Taylor,	8
Townsend, Levi W.,	Nekoosa,	Wood,	0
VosBurgh, Marion F.,	Stevens Point,	Portage,	0
Wells, Albert S.,	Pittsville,	Wood,	0
Wood, Viola E.,	Hancock,	Waushara,	3
Woodard, Julia,	Pardeeville,	Columbia,	51
Wysocki, Prexeda,	Ellis,	Portage,	0
Yagle, Joseph L.,	Kewaunee,	Kewaunee,	18

SPECIAL.

Bacon, Eudora T.,	Stevens Point,	Geology.
DeRiemer, Grace,	Washington, D. C.	Drawing.
Fleming, Eva Ray,	Amherst,	English Branches.
Furro, Mareth,	Stevens Point,	Music.
Lamoreux, Nellie,	Stevens Point,	Domestic Science.
Loberg, Hjalmer,	Stevens Point,	Drawing,
McDill, Genevieve,	Stevens Point,	Domestic Science.

PREPARATORY STUDENTS.

Bowden, Alice,	Plover,	Portage,	0
Brady, Grace M.,	Keene,	Portage,	0
Hein, Grace,	Symco,	Waupaca,	0
Lamb, Ada M.,	Stevens Point,	Portage,	0
McTigue, Eva L.,	Waupaca,	Waupaca,	0
Marsh, Lynn,	Granton,	Clark,	0
Stinson, Henry,	Waupaca,	Waupaca,	0
Wyatt, Benjamin,	Stevens Point,	Portage,	0
Zuzanek, Frank,	Algoma,	Kewaunee,	0

TRAINING DEPARTMENT.

NINTH GRADE.

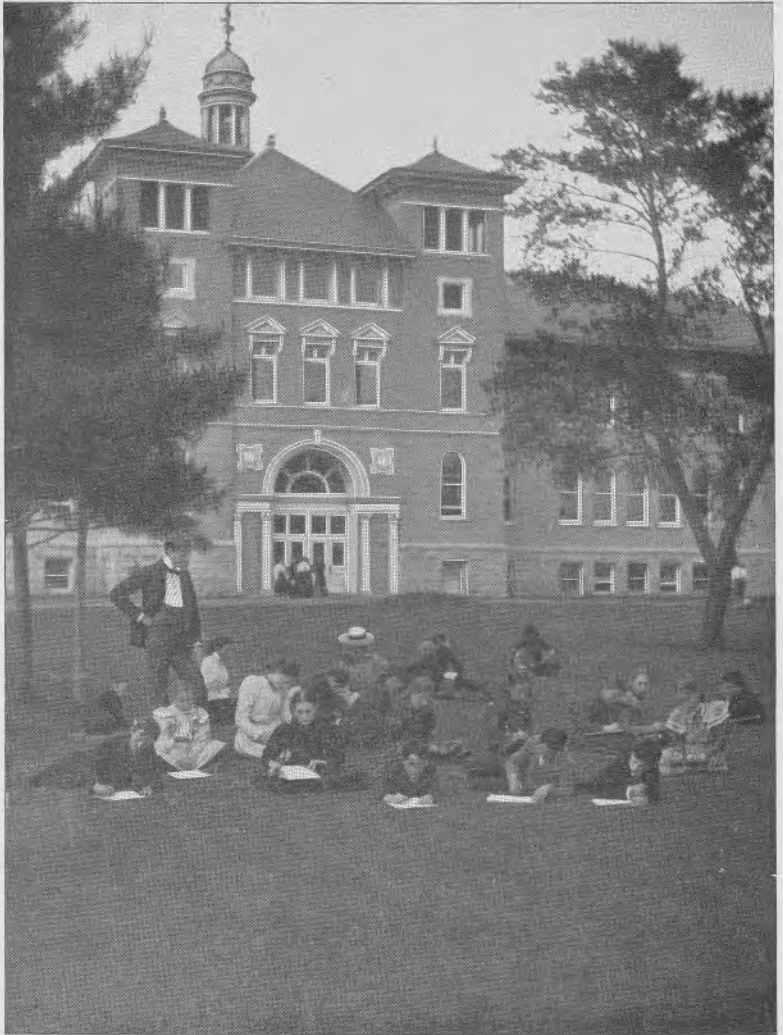
Boyington, Madge	Halverson, Lizzie	Powers, Mattie
Dafoe, Blanche	Johnson, Ovidia	Schenk, Elsie
Devine, Nellie	Leonard, Isabel	Wood, Lula
Forsythe, Elizabeth	Niven, Mary	
Bischoff, Lawrence	Martin, Newton	Siewwright, James
Hodge, David	McDill, Conover	Smith, Leon
Krienke, Otto	Olson, Reynold	Wadleigh, Samuel

GRAMMAR GRADE.

Andrews, Pearl	Grubba, Johanna	Oesterle, Frances
Bannach, Josephine	Kalke, Susie	Pliske, Mary
Blish, May	Kenyon, Sadie	Leton, Leora,
Boston, Thada	Koshnick, Lucy	Rowe, Bessie
Bychkowski, Emma	Kropoloski, Agnes	Schenk, Meta
Eiden, Gertrude	Martin, Ina	Smith, Blanche
Eldridge, Edith	Mason, Anna	Stuart, Norma
Finnessy, Ruth	Moore, Ada	Veers, Clara
Fulton, Inez	Netzley, Isabel	Whittaker, Hattie
Gebert, Phyllis	Nelson, Winifred	
Aich, Fred	Finney, Frank	McCarr, Harry
Atkins, Gilbert	Hein, Leo	Moen, Myron
Behrendt, Allen	Hill, Laurence	Moen, Russell
Boakes, Charles	Hoeffle, Spurr	Mills, Henry
Borchardt, Alex	Hoeffle, Wallace	Park, Laurence
Boston, Willis	Hunter, Hayes	Raab, Arthur
Boyington, Vernon	Jenner, Austin	Ross, Howard
Cary, Roderick	Kelly, Earl	Shafton, Abe
Culver, Garry	Krembs, Lee	Smith, Fred
Drake, James	Little, Harold	Taylor, William
Edwards, Morton,	Literski, Edward	Wilson, Earl
Eiden, Albert	Lynn, John	

INTERMEDIATE GRADE.

Boston, Esther	Kellogg, Annie	Ross, Florence
Boyington, Martha	McDonald, Annie	Smith, Lula
Brown, Ella	Mason, Margaret	Tozier, Margaret
Cosby, Lillian	Moe, Elma	Walters, Bessie
Hayner, Ruth	Ossowski, Martha	Walters, Ethel
Helm, Rosa	Powers, Eva	Walters, Helen
Hill, Blanche	Preston, Alice	
Johnson, Rosetta,	Richmond, Erma	
Bandow, Harold	Ennor, Roy	Pliski, Joe
Bentley, Jackie	Helm, Rudolph	Ramage, Will
Bliss, Arthur	Hoeffel, Harry	Rogers, Harvey
Cary, Albert	Jaworski, Stanislaus	Walker, Albert
Collins, Paul	Kuhl, Karl	Warren, Frank
Coye, Clarence	Livingston, Will	Winta, Henry
Drake, Frank	McWithey, Ried	
Edwards, Lawrence	Pattee, Harold	



A SKETCHING CLASS — UNDER PRACTICE TEACHERS.

PRIMARY GRADE.

Boyington, Celia	Ramage, Leora	Skinner, Elizabeth
Cauley, Marie	Richardson, Hazel	Southwick, Louise
Harvey, Alice	Ross, Ruth	Szymkowiak, Joanna
Mayers, Marion	Rothman, Florence	Topping, Beth
Gray, Lester	Martin, Kenneth	Tozier, Warren
Gray, Raymond	O'Connell, William	Walker, Percy
Hoeffel, Louis	Park, Lyman	Wert, Vernon
Livingston, Ned	Thrasher, Charlie	Wiesner, Emanuel

KINDERGARTEN.

Anderson, Helga	Frost, Marion	Monian, Hazel
Bigelow, Ruth	Hansen, Alvilde	Orvis, Ethel
Blood, Gladys	Hill, Florence	Rothman, Ida
Boston, Marjorie	Hoeffel, Janet	Sanford, Marion
Collins, Helen	Huggested, Eleanor	Scribner, Irene
Day, Vivian	Jerdan, Stella	Sechrist, Esther,
Dunn, Gladys	Merry, Mildred	Topping, Gracia
Beaudreau, Lester	Martin, Clifford	Somers, Gordon
Burgett, John	Martin, Gale	Topping, Harland
Cronk, Homer	Moffitt, Melvin	Torski, Emmons
Greene, Karyl	Orvis, Orin	Tozier, Ralph
Healy, Wesley	Pett, Raymond	Warren, Fred
Kelly, Norman	Rowe, Clement	Wilcox, Clyde



STATISTICAL SUMMARY.

NORMAL DEPARTMENT.

	Men.	Women.	Total.
Graduate Students		4	4
Seniors	7	26	33
Juniors	27	64	91
Second Year	26	72	98
First Year	22	65	87
Total	82	231	313
Preparatory	4	5	9
Special	1	6	7
			329

TRAINING DEPARTMENT.

	Boys.	Girls.	Total.
Ninth Grade	9	11	20
Grammar Grades	35	29	64
Intermediate Grades	22	22	44
Primary Grades	12	12	24
Kindergarten ..	18	21	39
Total			191
Primary and Intermediate Grades, Third Ward Public School.....			79
Twice counted			0
Entire Enrollment			599

EXPERIENCE IN TEACHING.

	Months.
Average of Senior Class	18.1
Average of Junior Class	15.5
Average of Second Year Class	13.5
Average of First Year Class.....	8.1
Per cent. of whole number who have taught	46
Average experience of those who have taught.....	26.7
High School Graduates	117
Different High Schools represented	47

SUMMARY OF PRACTICE TEACHING.

	1st Quar.	2d Quar.	3d Quar.	4th Quar.	Totals.
Normal	0	0	0	0	0 weeks
Preparatory Grades	10	28	10	0	48 weeks
Grammar Grades	118	205	212	243	778 weeks
Intermediate Grades	186	242	311	296	1035 weeks
Primary Grades	210	309	328	255	1102 weeks
Kindergarten	0	0	60	30	90 weeks
Total Practice	524	784	921	824	3053 weeks

Of this practice teaching, a total of 1050 weeks was done in the Third Ward Public School of Stevens Point.

Whole number of different students who have had practice teaching 162

Average amount of practice of students receiving diplomas, 1903 36.9 weeks

Average amount of practice of students receiving certificates, 1903 33.2 weeks

ENROLLMENT BY COUNTIES.

Adams.....	1	Manitowoc.....	1
Ashland.....	1	Marathon.....	7
Barron.....	2	Marquette.....	10
Brown.....	2	Milwaukee.....	1
Buffalo.....	5	Monroe.....	14
Calumet.....	2	Oneida.....	2
Chippewa.....	4	Outagamie.....	2
Clark.....	6	Pepin.....	2
Columbia.....	11	Portage.....	135
Dodge.....	2	Price.....	1
Door.....	1	Racine.....	1
Eau Claire.....	16	Sauk.....	5
Fond du Lac.....	1	Sawyer.....	1
Forest.....	1	Taylor.....	2
Jackson.....	13	Trempealeau.....	4
Jefferson.....	1	Vernon.....	7
Juneau.....	8	Vilas.....	1
Kewaunee.....	7	Waupaca.....	15
La Crosse.....	6	Waushara.....	9
Langlade.....	2	Wood.....	13
Lincoln.....	2		

Number of counties represented, 41.

OTHER STATES.

District of Columbia.....	1	Michigan.....	1
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Number of counties represented in the list of graduates teaching in Wisconsin (see page ..).....45

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.
2. A Latin Course, four years.
3. A German Course, four years.
4. High School Graduate Courses of two years, based upon each of the above.
5. A Domestic Science Course, two years.
6. An Advanced (Post-Graduate) Course, one year.
7. An Elementary Course of two years.
8. A One-Year Professional Course.
9. A One-Year Common School Course.

COURSES 1, 2, 3 and 4 may be taken in TWO YEARS by well prepared graduates from High Schools having four-year courses, and Course 7 may be taken by strong graduates from High Schools in ONE YEAR.

ADVANCED (POST-GRADUATE) COURSE.

By the 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, to 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, in German, in Physics, in Chemistry, in Drawing, in History and Economics; and additional work will be offered in pedagogy and practice teaching. (See following pages describing work in those branches.)

COURSE FOR GRADE TEACHERS.

By similar action of the Board of Regents, the President is authorized to modify the full courses leading to the diploma, to meet 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.

Such electives will be arranged at the beginning of the Senior year. Attention is called to the Practice Report, page 18.

For DOMESTIC SCIENCE Course, see page 27; also Bulletin No. 6.

SHORTER COURSES.

The ELEMENTARY COURSE (page 22) comprises, in effect, the first two years of the English Course.

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, including forty weeks in Professional Reviews. 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 expecting to teach in the district schools as undergraduates. Each year many students, after a few quarters at the Normal School, go into the common schools as teachers, and this course provides a better selection of studies for a short period of preparation, and brings the student in earlier and closer relations with the Training Department.

ELEMENTARY COURSE.

FIRST YEAR.

FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.	FOURTH QUARTER.
Algebra.	Algebra.	Arithmetic.	Theory of Teaching.
Physical Geography.	English Grammar.	Drawing.	Drawing.
Observation.	Geography.		
Oral Reading.	Literary Reading.	U. S. History.	Agriculture.
Vocal Music.	Vocal Music.	Physiology.	Algebra.

SECOND YEAR.

FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.	FOURTH QUARTER.
Plane Geometry.	Plane Geometry.	Physics.	Physics.
Composition.	Composition.	Civics.	
Methods of Teaching.	Methods. Civil Government.	School Management.	Botany.
Practice.		Practice.	Practice.

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 the first year, but whenever such deficiency appears.

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. Each student will be expected to prepare one exercise each quarter.

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.

Regular attendance upon Chorus Practice and Gymnasium classes will be required through the course. Students are expected to register in one or the other each quarter.

ELEMENTARY COURSE FOR HIGH SCHOOL GRADUATES.

FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.	FOURTH QUARTER.
Theory.	Methods.	Practice.	Drawing.
Observation.	Practice.	Drawing.	Practice.
	Vocal Music.	School	
Vocal Music.	Geometry or Algebra.	Management.	Natural Science.
Professional Reviews.	Professional Reviews.	Professional Reviews.	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 High School Graduate Course. Elementary Botany, or Agriculture, or High School Physics will be accepted for the required quarter of Natural Science. Credits on the other studies of the regular elementary course (see page 20) not listed above, are allowed unless the standings brought by the student 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 once each quarter.

Those High School graduates who expect to complete the regular two-year course for High School graduates, are advised not to take the elementary course here shown, as experience proves that it is difficult to so arrange the studies of the higher course as not to lose time, on account of the necessary sequence of studies and the difficulty of the advanced subjects.

In accordance with the rule of the Board of Regents, High School graduates who do not present satisfactory standings in any branch of the regular Elementary Course shown on page 20, will take that branch at the Normal School, either in class or by examination.

ENGLISH-SCIENTIFIC COURSE.

(First two years same as Elementary Course.)

JUNIOR YEAR.

Literature.	Literature.
General History (10 weeks).	General History.
Rhetoric.	Drawing (10 weeks).
Algebra (10).	Science.
Science.	Practice Teaching (10).

SENIOR YEAR.

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

SCIENCE ELECTIVES.

Chemistry (20 weeks).	Botany (10).
Zoology (20).	Physiology (10).
Physics (20).	Physiography (20).
Geology (20).	

In the statement given above the figures in parenthesis give the number of weeks if other than 20. Advanced work in Literature, History and Economics, or Pedagogy, will be accepted for a part of the science specified.

From the science electives given above will be selected 70 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. Juniors will appear once each quarter, and Seniors once each quarter except the third quarter of the year.

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 18.) All students will register in Chorus or Gymnasium throughout the course.

LATIN COURSE.

(First and second years same as Elementary Course, adding Latin in the second year and omitting one quarter of Composition.)

JUNIOR YEAR.

Latin. ✓
 Rhetoric. ✓
 Algebra (10).
 Science. ✓

Latin. ✓
 Literature. ✓
 General History,
 Drawing (10 weeks). ✓
 Practice Teaching (10).

SENIOR YEAR.

Political Economy.
 Psychology.
 Latin. ✓
 Practice Teaching (10).
 Professional Reviews.

Science and History of Education.
 Latin. ✓
 Professional Reviews (10).
 Plane Trigonometry (10), or Solid
 Geometry (10).

SCIENCE ELECTIVES.

Zoology (20).
 Chemistry (20).
 Geology (20).
 Physics (20).

Botany (10).
 Physiology (10).
 Physiography (20).

Of the science electives provided above, 20 weeks must be chosen; but if Chemistry is elected, some other science must also be taken. Physiography may be substituted for Political Economy.

In the statement given above, figures in parenthesis give the number of weeks if other than 20.

Essays and 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. Students will register in Chorus or Gymnasium. (See 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.

Additional elective work in Latin will be offered to those who wish to prepare themselves more thoroly. Reference is also made to the note regarding other electives on page 19. By proper selection of studies, those who wish to do so may arrange to take two years of college Latin.

GERMAN COURSE.

First and second years are the same as in the Elementary Course (page 20), adding German for one-half year and omitting one quarter of Composition.)

JUNIOR YEAR.

Literature.
German.
Rhetoric.
Algebra (10).

Literature.
German.
General History.
Drawing (10 weeks).
Practice (10).

SENIOR YEAR.

Political Economy.
Psychology.
German.
Practice Teaching (10).
Professional Reviews.

Science and History of Education.
German.
Science.
Plane Trigonometry (10), or Solid
Geometry (10).
Professional Reviews (10).

SCIENCE ELECTIVES.

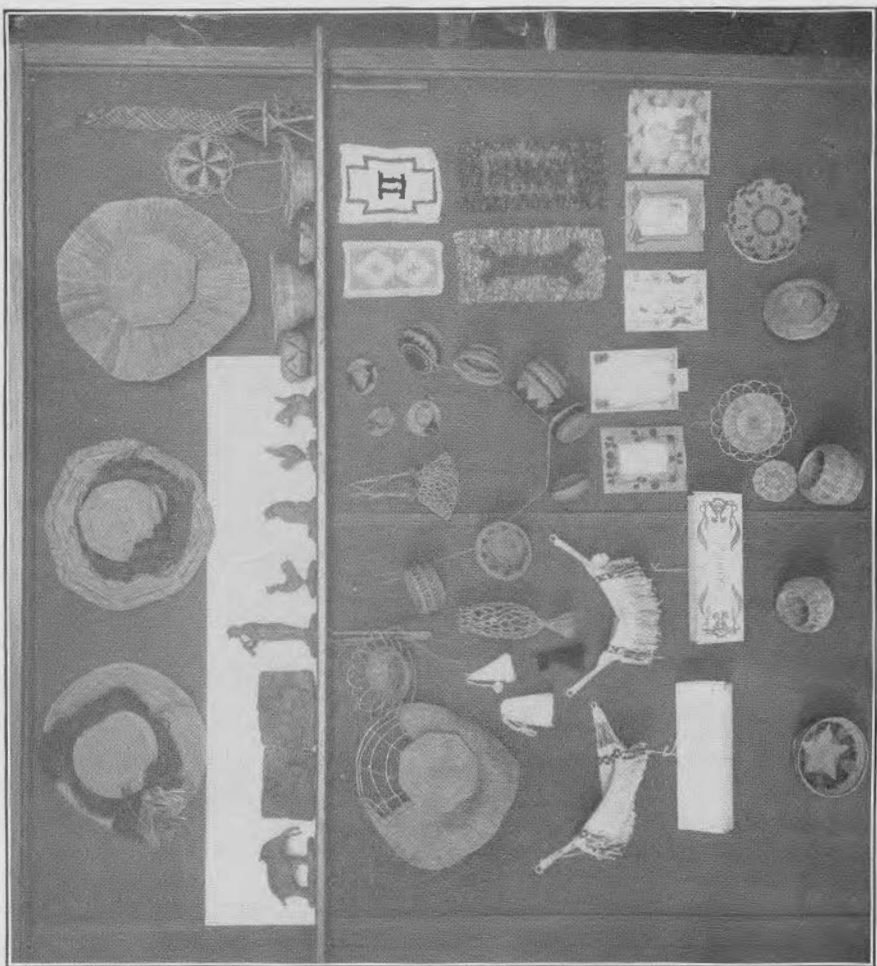
Zoology.
Chemistry.
Botany (10).

Geology.
Physics.
Physiology (10).
Professional Reviews (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. Physiography may be substituted for Political Economy. Reference is also made to the note regarding other electives, on page 18.

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 and orations will be required during these two years, and attendance upon Chorus and Gymnasium classes as stated on page 22 for the English-Scientific Course.



CONSTRUCTIVE WORK — GROUP "H."

COURSES FOR HIGH SCHOOL GRADUATES.

JUNIOR YEAR.

Drawing.	Literature.
Physiography or Economics.	Vocal Music.
Observation (10 weeks).	Methods (10).
Theory of Teaching (10).	Practice Teaching (10).
Rhetoric.	Elective.
	Expressive Reading (10).

SENIOR YEAR.

Psychology.	Science and History of Education.
Professional Reviews.	General History (10).
Practice Teaching.	Elective.
Elective.	Professional Reviews.
	School Management (10).

ELECTIVE.

The electives required above will be chosen from the following groups:

Elective groups of subjects for students of High School Graduate English-Scientific Course, each aggregating sixty weeks' work.

- A* Physics, 20; Physics or Biology, 20; two of the three subjects, Algebra, Geometry, Trigonometry, 20.
- B* Biology, 20; Biology or Physics, 20; two of the three subjects, Algebra, Geometry, Trigonometry, 20.
- C* Chemistry, 20; Chemistry, Geology or Physics, 20; two of the three subjects, Algebra, Geometry, Trigonometry, 20.
- D* Physics, 20; Biology, 20; Agriculture, 10; School Supervision or Algebra, 10.
- E* Advanced Literature, 10; Juvenile Literature, 10; Rhetoric, 10; History, 10; Biology or Geology, 20.
- F* History, 20; Biology or Geology, 20; Physiography or Political Economy and Civics, 20.
- G* Social Science or Political Economy, 20; Social Science or Advanced Literature and Juvenile Literature, 20; Physics or Geology, 20.
- H* Special Drawing and Constructive Work, 20; Juvenile Literature, 10; Nature Study, 10; Practice Teaching, 10; Primary and Kindergarten Methods, 10:

This group is especially intended for those preparing to teach in PRIMARY and INTERMEDIATE grades.

LATIN AND GERMAN COURSES.

JUNIOR YEAR.

Drawing.	Literature.
Latin or German.	Vocal Music.
Observation (10 weeks).	Methods (10).
Theory of Teaching (10).	Practice Teaching (10).
Rhetoric.	Latin or German.
	Expressive Reading (10).

SENIOR YEAR.

Psychology.	Science and History of Education.
Professional Reviews.	General History (10).
Practice Teaching.	Elective.
Physiography or Economics.	Professional Reviews.
	School Management (10).

High School graduates who wish to pursue Latin or German a SECOND YEAR may omit Drawing and Music from the above course, and thus have the opportunity to get two years of Latin or German of college grade.

In either of these courses only twenty (20) weeks elective science will be required. The student may make a choice from the science electives given under the English-Scientific Course; except that if Chemistry is chosen, some other science also must be selected.

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. Juniors will appear once each quarter, and Seniors once each quarter except the third quarter of the year. (See page 32.)

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

See also Elementary Course for High School Graduates, on page 27.

DOMESTIC SCIENCE COURSE FOR TEACHERS.

JUNIOR YEAR.

First Quarter

Elective Science (Chemistry)
 Drawing.
 Observation.
 Domestic Science (Sewing).

Third Quarter.

Chemistry.
 Literature.
 Theory
 Domestic Science (Cooking)

Second Quarter.

Elective Science (Chemistry)..
 Drawing.
 Physics.
 Sewing.

Fourth Quarter.

Methods of Teaching.
 Literature.
 Practice.
 Cooking.

SENIOR YEAR.

First Quarter.

Professional Review (Arithmetic)
 Home Sanitation.
 Psychology.
 Domestic Science (Cooking).

Third Quarter.

Professional Review (English).
 Physiology.
 Home Economics.
 Domestic Science Dietetics—
 (Cookery for Invalids).

Second Quarter.

Professional Review (Geography)
 Biology and Bacteriology.
 School Management.
 Cooking.

Fourth Quarter.

Professional Review.
 Practice.
 Sewing (III).
 Home Nursing and Emergencies
 (5)
 Laundering (5).

DOMESTIC SCIENCE COURSE FOR ELEMENTARY GRADUATES.

Students who have satisfactory records in Observation, Management, Theory, Methods, two quarters of Practice and two quarters of Drawing may, with the approval of the President in each case, substitute for the subjects named above in the regular Domestic Science course, an equivalent amount of work selected from the general subjects of the advanced course which such students have not studied.

In general, two quarters of Physiography or Political Economy, two quarters of General History, two quarters of English, one or two quarters of additional Practice Teaching, or other advanced work in the special lines of the Domestic Science course, will be approved.

In these courses essays or orations will be required once each quarter, except the third quarter of the Senior year; either the outgrowth of special work undertaken in connection with some of the studies named above, or as wholly distinct exercises under the direction of the teacher of English.

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

ONE-YEAR PROFESSIONAL COURSE.

Drawing and Vocal Music, 20 weeks.

Composition and Rhetoric, or Natural Science, 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, Science and History of Education, 40 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 the direction of the teacher of English.

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

COMMON SCHOOL COURSE.

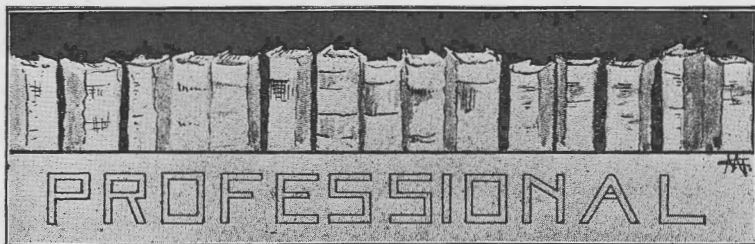
FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.	FOURTH QUARTER.
Observation.	School Management.	Methods.	Practice.
Arithmetic or Algebra.	Arithmetic or Algebra.	Music or Drawing.	Music or Drawing.
Composition.	Reading.	Literary Reading.	Grammar.
Geography.	Physical Geography.	Natural History.	Botany.
U.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

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

For further details of this course, see page 55.

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 excellencies 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 the more important facts and laws of mental activity are studied. The mental processes are differentiated and discussed with direct reference to illustrations drawn from the pupil's own experience. The usefulness of such study for the teachers 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 most 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 basis for a 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.

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.

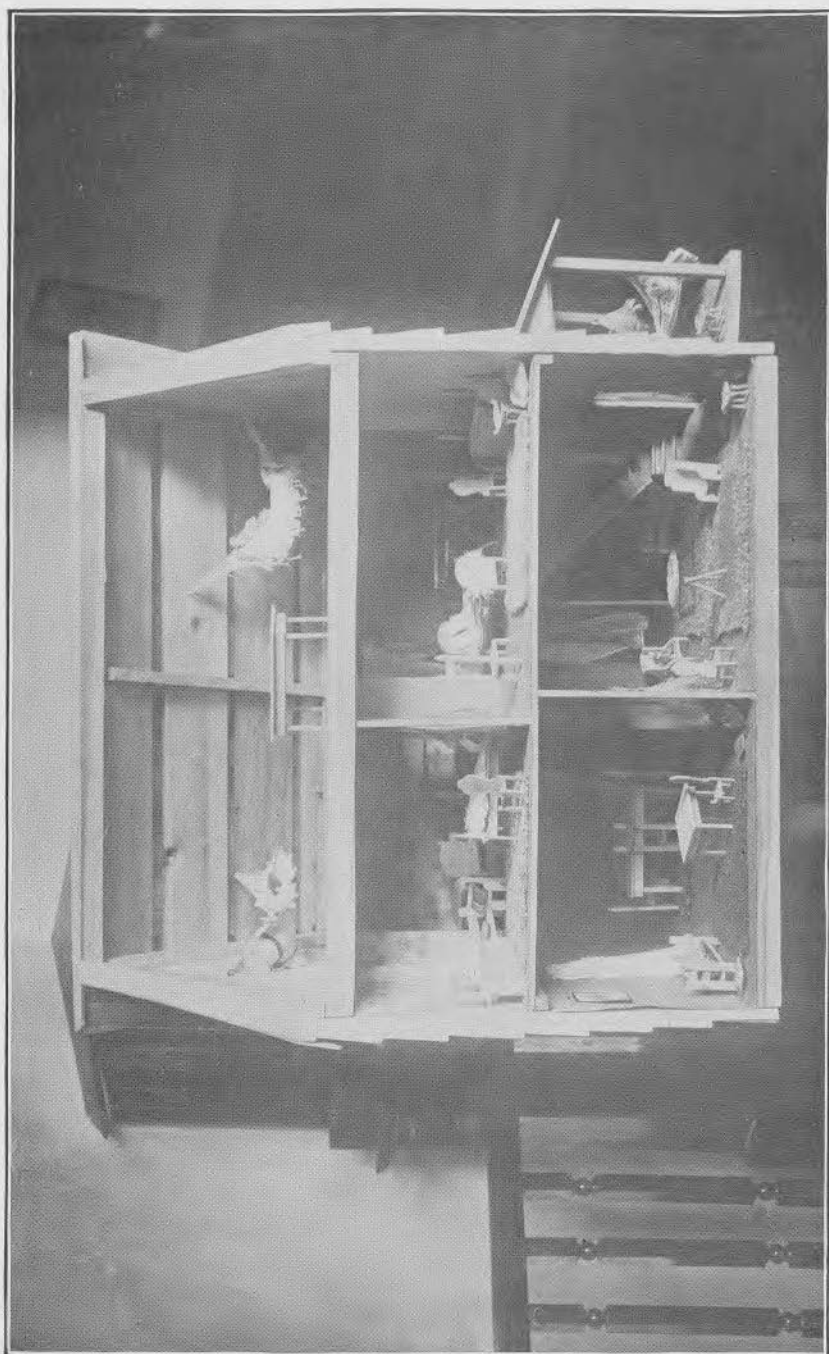
SECOND METHODS.

This is a ten weeks' subject. The pupils who enter this class are expected to have had Elementary Psychology, and the principles of teaching are studied in First Methods. The aim in Second Methods is to determine, in the light of these principles, the best ways of teaching the special subjects. Reading, Language, Grammar, Arithmetic and Geography are usually discussed. The shortness of time necessitates the omission of one of these. In each subject emphasis is placed upon those particular phases and topics which are of fundamental importance, or which are found to be most poorly taught. Teachers of experience are allowed to take this subject along with their first quarter of practice teaching. For inexperienced teachers it is an immediate preparation for their teaching of the branches discussed and should be completed before their practice work in any of these is begun.

PRACTICE TEACHING.

Observation, Elementary Psychology, and Methods are a necessary preparation for the practice teaching.

After the first quarter of each year, classes are assigned to practice teachers several weeks before they are expected to assume charge of them, so that abundant preparation may be made, and teachers may become acquainted with their classes. Each teacher receives an outline of the work he is expected to do during the quarter, and submits for criticism his plans for the first unit of work. After the start has been made, plans for a week in advance are written out and handed in each Monday. These plans are read by the supervisor, by a critic teacher, or (if in drawing, music, gymnastics, manual work or domestic science)



CONSTRUCTIVE WORK OF THE GRADES IN TRAINING DEPARTMENT.

by a special teacher. Criticisms and suggestions are written in plan books or given in conference, and student teachers are then thrown upon their own resources in charge of their several classes, and held responsible for the results. Classes are visited by supervisors, critics, or any members of the faculty interested. The visit results either in a written comment left with the observed teacher, or in a personal conference, 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 last year has ranged through all the grades, from kindergarten to ninth grade, thus affording a 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 Training School gives abundant opportunity for practice teaching, in the wide range of subjects contained in the course of study.

Since 1900 an arrangement has been in force by which a critic teacher and student teachers have charge of, and do all the teaching in, two rooms of the Third Ward Public School in the city of Stevens Point. There are enrolled about 75 children of the second, third and fourth grades; but on account of the partial adoption of half-yearly promotions, there are six distinct classes. Students assigned to this school for practice have in general longer daily periods of teaching than in the regular Normal Training School classes, have frequently to take charge of the main school room and assume full direction and discipline therein, and the amount and variety of practice teaching afforded each student is greatly increased. As this department remains a public school, and is a part of the general school system of the city, the advantages for the teaching student are obvious.

Besides frequent individual and class conferences with the supervisors of practice, a class meets 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 reference to page 17 will show the amount and grade of practice teaching during the ninth year of the school.

PROFESSIONAL REVIEWS.

Professional Reviews in the fundamental branches will afford opportunity under each branch for careful discussion of the essentials of the subject, 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 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.

The work in Elementary Composition has covered the following subjects: Punctuation; Development of the Paragraph; Development of continued discourse in description, narration, and exposition.

Much written work and a fair amount of time given to oral composition.

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 exercise 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 other qualities of good reading are studied and practiced until a fair degree of proficiency is attained.

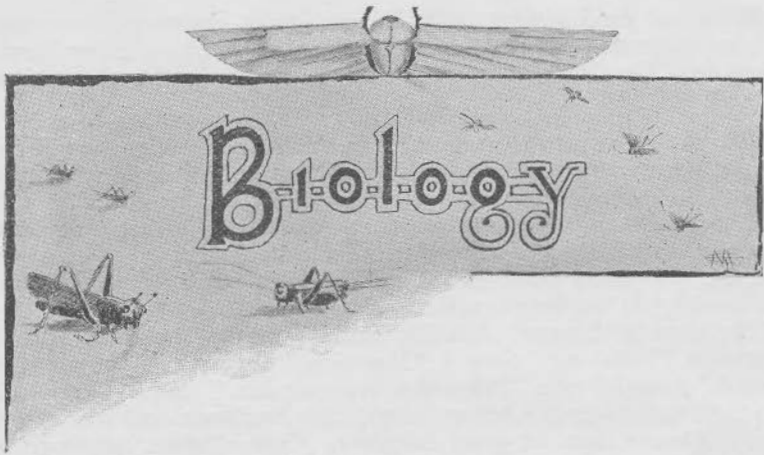
The class in Literary Reading study critically such selections as Emerson's "Behavior," Scott's "Marmion," Lowell's "Vision of Sir Launfal," Longfellow's "Tales of a Wayside Inn." Such selections as are given as will give a better insight into literature and will help to develop a better taste for good literature. Care is taken, too, that they may know how to present these and other selections to classes of different grades.

In addition to the class room work, a considerable amount of outside reading is required. This is intended to be done more rapidly for the purpose of giving the student a somewhat broader view of literature and to introduce him to a larger number of our best writers. It is intended, in part, to supplement the regular class room work, and in part, to supply a lack of preparation in those who have not had the advantages of our Normal preparatory work.

LITERATURE.

The full course continues through four quarters. 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; 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.



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, foods, 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 a 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 the 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.—I. 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.

The laboratory course accompanying Course I, and required of all students, begins with a somewhat extended series of measurements commencing with the simpler kinds and leading to a more exact work with dividers and scale, micrometer caliper, verniered caliper, balance and other instruments of precision. As soon as a reasonable 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. The laboratory work requires five hours per week for twenty weeks.

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

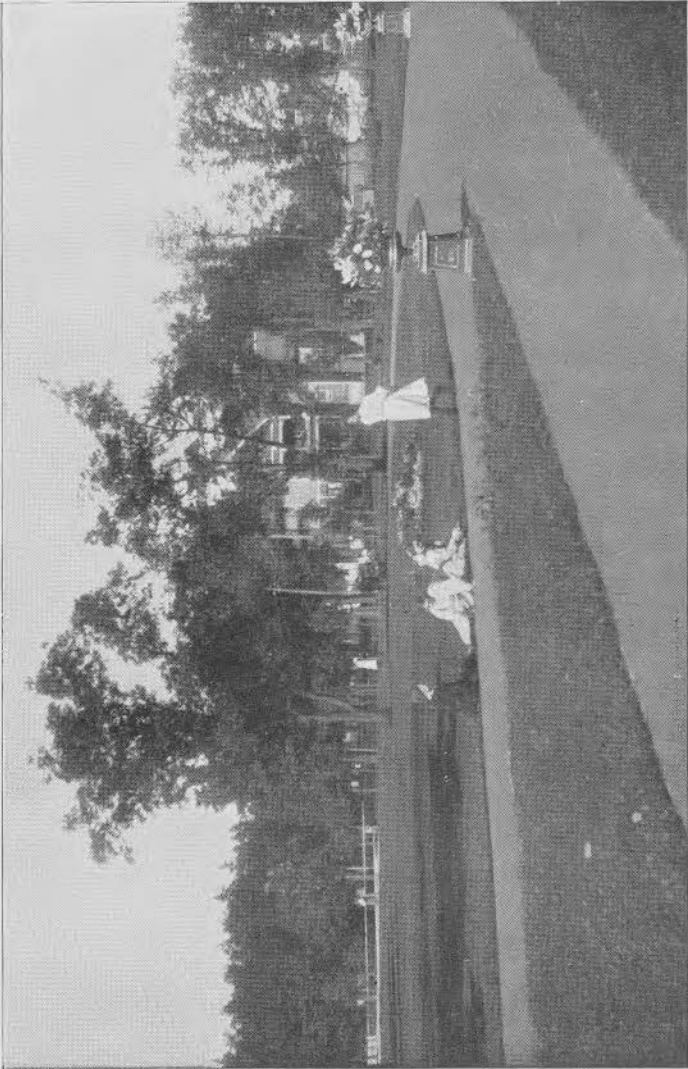
The solution of problems both by mathematical and by graphic methods is a prominent feature of both these courses.

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

Elementary Course.—II. 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. The work consists of quantitative determinations of mass, density, gravity, heat, electric constants, etc.

For this work the laboratory is supplied with verniered gauges, micrometer calipers, balances of precision, a standard barometer,



ACROSS THE LAWN.

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.

Elementary Course.—III. A more advanced course of twenty weeks is offered in the first term of each year to properly qualified students. Fourteen weeks are given to the study of Electricity and six to the study of Light. Thompson's *Elementary Lessons in Electricity and Magnetism* is the text in that subject. In Light the works of Glazebrook Wright, and Thompson are chiefly used. In each subject the time is divided between recitations, discussions and laboratory work.

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 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 origin 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 Mexico and South America as types.

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 centers, manners and customs, religions.

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

Normal Course.—One quarter is given to what is commonly known as "PHYSICAL GEOGRAPHY." Text: Dryer's "Lessons in 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 are constantly considered.

The course furnishes opportunity for:

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

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—evaporation, condensation, precipitation.

Study of weather maps.

II. Plant, animal and human life as dependent upon and affected by above.

Frequent field excursions are taken when the season permits for the sake of identifying subjects and material discussed in the class room.

INDUSTRIAL AND COMMERCIAL GEOGRAPHY.

(Ten weeks.) Text: Rand-McNally Grammar School, Frye's Complete. 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 earth's causation, activities and processes as affecting earth for man's occupancy.

V. Climate, soils 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 centers and routes. Influence on man, communities and nations.

VIII. Population centers: 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, understand method of public land survey, to draw diagrams illustrating movements of wind currents. During the entire course training is given in map drawing, while instruction in sketching geographic forms is offered each quarter as optional work.

In both the preparatory and Normal courses special attention is given to the geography of Europe, North America, United States and Wisconsin as types. Constant reference is made to the geographical section of the excellent general library.

A special course of five weeks on Asia and Africa is offered to those who expect to teach classes in the grammar grades.

PROFESSIONAL REVIEW.

The objects of this course are:

I. To review the content of geography.

II. To discover its educational value.

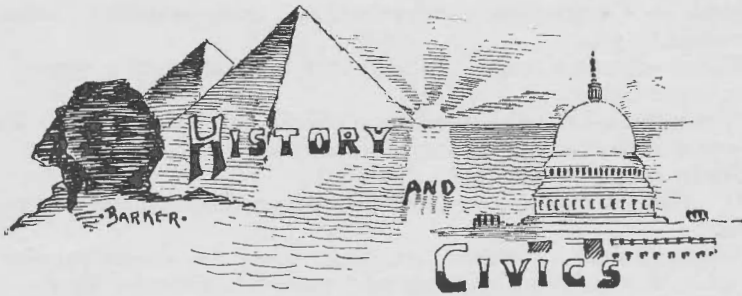
III. To discuss its correlations.

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

V. Careful discussion 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.

Texts: Montgomery's Leading Facts of American History; Thomas's History of the United States.

Certain portions of the text-books are carefully studied, but the required reading in supplementary books is of greater importance to most pupils of the preparatory class. Such books are used as present in interesting form the details of history that can not be found in texts; for example, Scudder's George Washington, Franklin's Autobiography, Elson's Side Lights on American History.

NORMAL COURSE IN AMERICAN HISTORY.

Texts: McLaughlin's History of the American Nation; Gardner's English History for Schools.

The entire field of American history is divided into four parts, one of which is covered each quarter.

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

PROFESSIONAL REVIEW IN HISTORY.

Texts: Mace, Method in History. McMurry, Special Method in History and Literature.

The recent extension of work in the field of history, both in the elementary and high school courses, renders necessary the discussion of its fundamental principles on broad lines. The psychological basis of this work is sought and the application of pedagogical prin-

ciples is noticed. The study of primitive peoples, cave, cliff and lake dwellers, and the development of civilization from its crude beginnings through adaptation to environment and through inventions and discoveries, has a sociological application of great importance. History stories in the more limited sense, chiefly in the field of American biography, are treated as to sources of materials, method of presentation, and objects to be attained.

The place and time given to history in the courses of city schools and those of the Wisconsin graded schools are studied from outlines of these courses. The literature of history is treated by contact with the books and discussion of their merits. Supplementary history reading for grammar grades receives particular attention.

Historical courses in high schools are studied as outlined by the Committee of Ten and the Committee of Seven, and this work is exemplified by the brief treatment of some period of American history.

EUROPEAN HISTORY.

High school graduates may choose any one of the three quarters of General History.

Texts: West's Ancient History; Robinson's History of Western Europe; Larned's History of England.

Purpose: The aim of this course is to trace the origin and development of the political, social and economic institutions underlying our present civilization. Wide reading is required in order that the students may get into the spirit of these institutions. Besides a long list of general reference works available for this course, there are duplicate copies of the following works: Botsford's History of Greece and Adams's Civilization of the Middle Ages; Emerton's Introduction to the Middle Ages and Mediaeval Europe. Intensive study upon particular periods is required throughout this course, and detailed reports on special topics are presented by members of the class.

First Quarter.—After a brief study of the ancient civilizations, the remainder of the quarter is devoted to Greek history and the earlier parts of Roman history. The development of Greek architecture and sculpture is studied to special advantage since the department has a large number of excellent slides and the school is particularly fortunate in possessing a fine collection of art works. The interrelation between the individual and his environment is made especially prominent during this quarter.

Second Quarter.—The work opens with a detailed study of the Roman civilization under the Empire. A careful study as to the causes and development of the feudalistic system is followed by studies upon the rise of the European States. Throughout the quarter interest is centered in the origin and growth of the Germanic institutions.

Third Quarter.—Beginning with the Renaissance period, the general course of modern history is traced, special attention being given to the development of modern trade and colonial systems. The formation of the present European governments in the nineteenth century is studied. The partition of Africa, the struggle of nations in Asia and

current political problems of world importance are treated by means of topical work.

CIVIL GOVERNMENT.

Texts: James and Sanford's *Government in State and Nation*; Dole's *American Citizen*.

In the study of local government—town, village, city and county—the actual practices of governments in such matters as taxation, trials and elections are given prominence. An examination of the State Constitution and the workings of the State government follows.

CIVICS.

Texts: The same as in civil government.

This quarter is occupied with study of the United States Constitution and the workings of the national government. Current events and problems of government receive considerable attention.

CONSTITUTIONS.

Text: Dole's *American Citizen*.

This study is intended for students of the one-year course. Portions of the United States and State Constitutions 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.

Text: *Introduction to the Study of Economics*.

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. The class studies one important topic for a few weeks, gathering materials from all available sources.

SOCIAL SCIENCE.

Text: Wright, *Principles of Practical Sociology*.

It is believed that the political trend of historical studies should be supplemented by a more distinct study of human relations on another side, and hence this elective quarter is given to the field of practical sociology. The object is to give students information along these lines, but it is also expected that students will acquire the scientific point of view, and habits of precision in the discovery and use of facts and statistics.

LANGUAGES.

LATIN.

Three years is the time given to the study of Latin. The course includes four books of Cæsar or an equivalent amount of Viri Romæ, 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 Cæsar'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 in 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.

GRADUATE COURSE.—A fourth year and a fifth year in Latin are 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 last few years the different advanced classes have read Horace's Odes and Epodes, Cicero's De Senectute, Plautus' Captivi, and Livy. The variety thus offered from year to year affords an opportunity for extended study of the language. Roman pronunciation is followed.

GERMAN.

The course occupies two and one-half years, but the authors read during successive years are so varied that those who desire may continue the study of German during the third year.

During the first year the grammar is carefully studied in connection with simple German sentences and the pupils are trained in writing idiomatic German. At the close of this work two easy plays are translated.

During the following year and a half the class read plays by some of the best German writers of the classical period. Among work that have been used are William Tell, Maria Stuart, Iphigenia, Hermann und Dorothea, Die Journalisten, Minna von Barnhelm, Emilia Gallotti, Nathan der Weise; and some prose, Undine or Soll und Haben.

Sight reading daily during the second year.

DOMESTIC SCIENCE.

The object of the Domestic Science course is to afford training for the girls in those subjects that affect home life—plain sewing, drafting, cutting, and fitting garments, the intelligent cookery of food materials so that the best results will be obtained with the least waste of material, and the least expenditure of time and money. The students are taught the physiological effects of food, how to plan meals so that they will contain the proper amount of nutrients with a minimum expenditure of money; in short, how best to care for the home and its inmates in health and in disease. The woman who can do this well must influence those with whom she comes in contact to become better members of that larger household—the community.

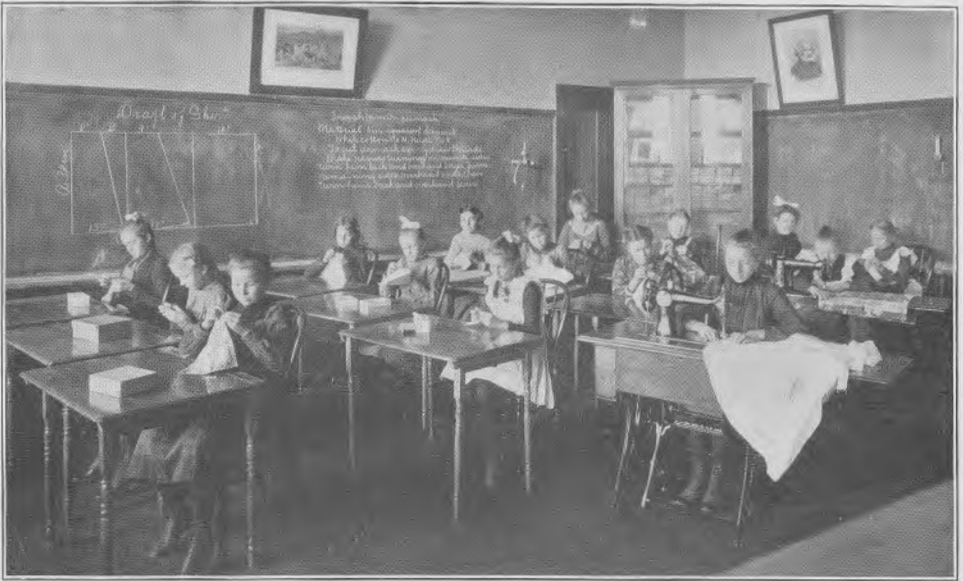
Nowhere is the application of science more important than in the home. The sciences which underlie the intelligent and successful conduct of the home are, above all others, chemistry and physiology; therefore, any well arranged course of Domestic Science must be based upon a good foundation in these subjects. As these can not be well understood or applied without the elements of Physics and Biology, these branches also must receive attention in the course of study. (See page 27.)

As will be seen by reference to the course of study, the students in this course take the professional reviews, thus fitting them to teach in the grades as well as to be special teachers of sewing and cookery.

In the grades the sewing and cookery train the eye and hand of the child, while giving lessons valuable in later life. Aside from the value of the subject in itself, it lends itself readily to correlation with other subjects. Reading, arithmetic, geography, and language lessons, may be put to practical application here; and conversely, it stimulates interest in those subjects.

A special circular on this subject will be sent to any one interested in the details of courses and methods.

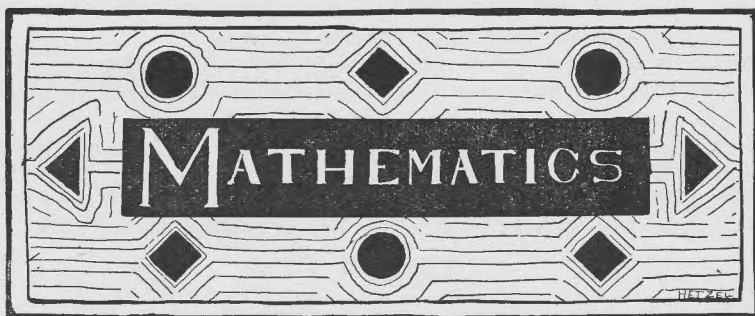
For the Domestic Science Department there are provided on the first floor three rooms: in the center a lecture room and laboratory about 25 x 40 feet; on one side, a room about 11 x 25 for pantry and store room, and on the other side a dining room about 13 x 20 feet. These are well furnished with the necessary equipment. In the laboratory each of 22 pupils has her own separate outfit, consisting of a gas stove with drawer of necessary cooking utensils, mold board, etc. In the center, easily seen by all, is the teacher's demonstration table. A complete range will presently be added in place of the gas range now in use. A laundry outfit will also be added, so as to embrace the complete round of household work. The sinks are supplied with hot and cold water. While all furnishings, tables, sinks, utensils, are of the simplest sort, just such as may be had in the plainest homes, they are of the best grade and style for every day use, thus giving practical lessons in household economy. Moreover, the teachers so trained will be able to teach the subject in the schools under ordinary conditions, without the elaborate equipment sometimes thought necessary.



SIXTH GRADE SEWING CLASS.



GRAMMAR SCHOOL COOKING CLASS.



A prominent aim of the course in mathematics is to teach carefully 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 opposite 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. In short, careful attention is paid throughout to fundamentals, in the hope of aiding the young teacher to overcome the difficulties beginners find.

ARITHMETIC.

In teaching 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. This is followed by the mental solution of many of the written exercises of factoring and fractions. Then decimals are taken up and attention is paid principally to the reasons upon which rest 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 of 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 is encouraged in every way.

After practical measurements are gone over in detail, ratio, analysis and percentage are carefully and fully considered. An attempt is made to bring much of practical life and common business experience into the problems presented, and to lead to a rational reduction

of time spent on arithmetic while securing a thorough mastery of principles and greater facility in the use of number.

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 can not 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, simple equations, powers, roots, and quadratic equations. The advanced course (10 weeks) includes radicals, proportion, logarithms, progressions, interest, indeterminate coefficients, binomial theorem, and choice.

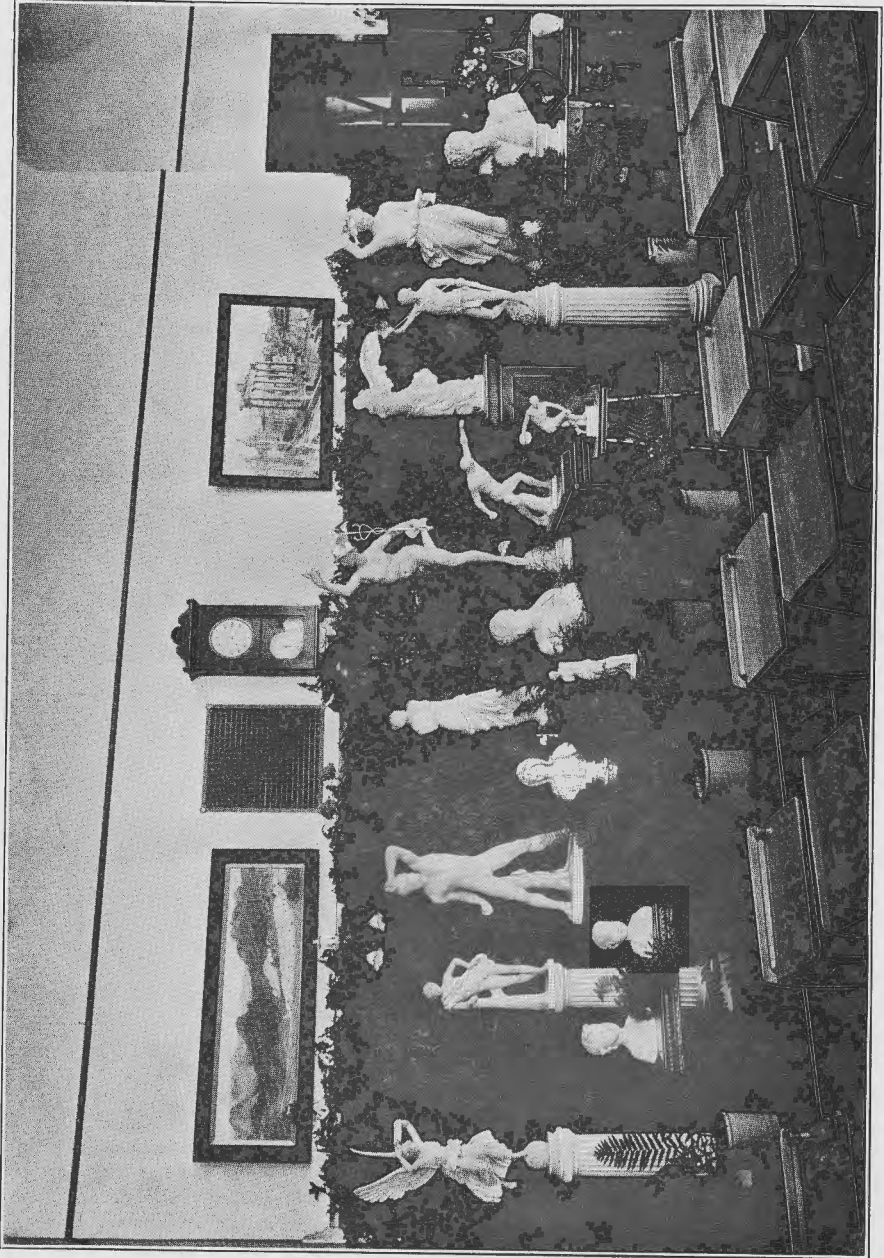
GEOMETRY.

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. For the past two years a mimeograph text has been used in plane geometry, in which the Heuristic method is used rather than the didactic; analytic rather than synthetic proofs.

One quarter (10 weeks) in the latter part of this 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 for teaching advanced classes.



SOME OF THE STATUARY.



It is the purpose of this department first, to cultivate the powers of observation, selection, and judgment that the student's ability to see and appreciate beauty in nature and in art may be increased; and second, to develop such a degree of technical excellence in drawing as shall enable him to teach the subjects with intelligence in the elementary schools of the state.

The course includes work in representation or pictorial drawing, illustration, instrumental and free-hand constructive drawing, constructive and decorative design, clay modeling, and methods of teaching. The mediums used are pencil, charcoal, crayon, pen and ink, and water colors.

The drawing course for High school graduates is twenty weeks; for those taking the full Normal course thirty weeks. Students taking the Primary-Intermediate Course are offered in addition to this, a twenty weeks' course of drawing and constructive work which will include blackboard sketching, paper folding, cutting and weaving, sewing, basketry, cardboard construction, and elementary wood-working with the knife.

The work of the Training department is similar in character to that in the Normal department.

Students who wish to make a more thorough study of the subject than is possible in the time given by the regular course, are encouraged to do so. It is the earnest endeavor of this department to develop readier, more observant and more competent teachers for all branches of study as well as for drawing. Graphic expression with pencil, brush and chalk is constantly made a part of the work in geography, science, literature, and in all subjects in the grades. The training of the eye, hand and brain obtained in the drawing class is a means to that end.

A part of the equipment of the Art department is found in a collection of carefully selected reproductions of the best works of art of different periods and schools. Besides the casts, masks and reliefs especially suited to the drawing classes, there are in the halls and different classrooms of the building, large casts of the Venus de Milo, Winged Victory, Faun of Praxiteles, busts of Hermes and Clytie for Grecian art; Mercury, of Giovanni de Bologna; David by Mercie, Hebe and the Boxer by Canova, Hebe by Thorwaldsen, Victory of Berlin by Rausch, Moses by Michael Angelo, and many others.

Of famous pictures, there are in size and style suitable for wall decoration, reproductions of several of the best known Madonnas, The Aurora, The Lark (Breton), The Shepherdess and By the River (Le Rolle), Off the Hague and the Waterfall (Ruysdael), The Horse Fair, Breaking Home Ties, and many other first-class pictures. Of such statuary and busts, and such pictures, including prints, photographs and carbons, of famous persons, historic scenes and architecture, there are now over one hundred specimens, gifts from classes, societies and individuals, and bought with student funds. Additions are made each year.

VOCAL MUSIC.

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

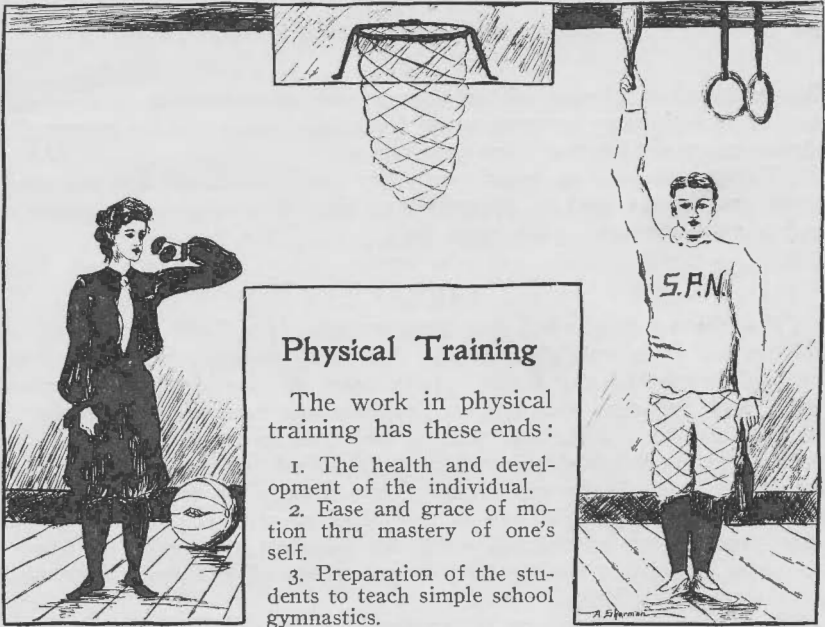
The aim of this course is to prepare every Normal student, first to understand and interpret with his voice any printed page of ordinarily difficult music; and, second, to teach others so to understand and interpret. Whatever of voice culture, musical theory and methods of teaching is necessary to secure the desired results, and can be given in addition to the indispensable practice in sight singing, will be given in the course.

A third quarter of elective work will be given to those who wish to specialize with the idea of becoming supervisors or teachers of music in public schools. The work deals chiefly with methods of teaching music in the various grades, practice in using these methods, and the remainder of the time is given to voice culture, ear training and reading by note more difficult music.

Opportunity is given each quarter for practice teaching in music in the Training department, under the supervision of the Director of Music.

The Normal Chorus meeting three times a week for practice and drill, is open to all students.

The many volunteer musical organizations of the school offer ample opportunity for practice to those who appreciate the advantage, and who show special proficiency or capacity. For the most part they are under the leadership of the Director of Music and study more elaborate music than could be attempted in the regular chorus. They have repeatedly furnished music for the rhetorical exercises, for commencement and all special occasions of the school. Each year they unite in giving one or two public concerts., usually one in the fall quarter and one in the spring quarter.



Physical Training

The work in physical training has these ends:

1. The health and development of the individual.
2. Ease and grace of motion thru 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, one to individual work and 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 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 school gymnastics.

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: 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, 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 récreative 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. Candidates for graduation from any course will be expected to show due proficiency in this department.

The gymnasium is open every day until 5 o'clock for voluntary work and games, and on Saturdays as may be arranged for games or voluntary exercises. (See page 60.)

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 catalog 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 eight thousand volumes. Among the books already on hand are some valuable public documents and many pamphlets of special service to the student. About 500 volumes of bound periodicals have been obtained, giving continuous files of some valuable magazines and journals of recent years. In geography, history and political science these will be in constant use.

The librarian and her assistant devote their whole time to the service of the school thru the library, and are 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 instructions in the convenient use 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 teachers 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.

WRITING AND SPELLING.

One purpose of this work is to get more legible writing among students. Vertical writing is taught, as it seems the most natural, is easily and quickly executed, and is more legible. Free arm movement, drill in letters and words, with thought given to the 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.

Failure in spelling is so conspicuous in the case of a teacher, and improvement so obviously in the power of each person, that in a Normal School dealing with teachers and advanced students no regular class in this subject should be necessary. 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.

· ADMISSION AND GRADUATION.

The following conditions for admission to the several Normal Schools of the State is 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.

(d) Examination in the academic work in Arithmetic, Grammar and Geography, will be required before entrance into the Professional Reviews in those branches.

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 Unlimited State Certificates, 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, Constitution, 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.

11. No student shall receive a Diploma or Elementary Certificate upon the completion of any course who has not attended the school at least forty weeks.

HIGH SCHOOL GRADUATES.

It will be seen that well-prepared students, admitted to the Junior Class on presentation of final standings in the high school, may, by steady application, 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 may usually find opportunity to teach for the remainder 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 High School Elementary Course (see page 21) 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 certificate and pushing on directly to the end of the full course.

The changes and additions authorized by the Board of Regents enable this school to offer fuller and richer courses than heretofore in several subjects. 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 18 and 19.) One or two years of Advanced Latin or German beyond the regular four years' work of the High School may be taken if desired in place of Music or Drawing.

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 (that is, in Reading, United States History, Arithmetic, Grammar and Geography), are held at the beginning of each quarter. 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 catalog. 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 teachers' examination, may ask the Superintendent to send their papers to the President of the school, who will cause them to be marked on each subject, and an estimate of spelling and writing will be made 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.

ADVANCED STANDINGS.

The credits allowed on certificates or standings brought from another school will be assigned after conference with the President at the school. It is often 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 ask 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 method 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 those 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 can not afford to advance too rapidly, losing the advantage of recitation and conference with students and teacher. All such examinations for promotion and to pass subjects otherwise than in the usual course of class work, must be applied for in advance of the time when they are to be taken and will be definitely arranged by the teacher of the class.

It is the belief of the faculty, based upon much experience and careful observation of the work of ambitious and capable students, that, as the subjects are studied in this school, four regular daily recitations of prescribed lessons are all that should be attempted. While this is not made an absolute rule, it will be followed in nearly all cases.

IRREGULAR (OR SPECIAL) STUDENTS.

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

PROFESSIONAL.	SCIENCE.	ENGLISH.
Observation and	Geography.	Reading.
School Management.	Zoology.	Grammar.
Theory.	Agriculture.	Composition.
Methods.	Physiology.	Literature.
Practice.	Botany.	Writing.
Psychology.	Physics.	Spelling.
History of Education.	Chemistry.	LANGUAGES.
	Geology.	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 18 to 28.)

For the benefit of teachers who have a special object in view, or who can not 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 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 reacts 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 plan 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.

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 best way to serve the schools. It is the dominant purpose of this school to be helpful to the teachers in the most direct ways; 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 either ELEMENTARY COURSE will receive from the Board of Regents a CERTIFICATE. This 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 or assistant in a high school having only a three years' course, or assistant in other high schools.

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 completing the One-Year Professional Course, a Certificate or Diploma will be given, according to circumstances. (See page 52, Section 4.)

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 simply a testimonial of effective and commendable work done in the school, covering 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, while at the same time no unnecessary limitations will be imposed upon their freedom. It will ever be the aim of the school to maintain a high standard of behavior, such as 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 large attendance. The summary of enrollment (see page 16) will show from how wide a district students have sought the school, as one or more are registered from forty-one different counties.

During the past year graduates of this school have taught in *forty-five* counties in Wisconsin.

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 ways. Among the important industries are paper mills, planing mills, furniture factories, foundries and other prosperous manufacturing enterprises.

Stevens Point is a quiet, orderly town, busy, well-governed; has paved streets and pleasant homes; 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 purpose 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 the gymnasium, well furnished bath rooms and dressing rooms adjacent to the gymnasium. The first floor is almost wholly given to the Training School, except that part occupied by the upper portion of the gymnasium. The second floor is occupied by the Normal School proper; the six science laboratories and recitation rooms of the science department and a few other recitation rooms 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 degrees 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.

The Legislature recently made a liberal appropriation to the Board of Regents for the purpose of an addition to the building. This has relieved the overcrowded condition of the school, and at the same time enables a larger and consequently more helpful Training School to be sustained. This addition provides an additional assembly room, several recitation rooms on each floor, cloak rooms, janitor's residence, men's bath room, and other needed accommodations.

The floor plan of the second floor shown on another page will give an idea of the size and convenient arrangement of the building.

READING ROOM.

The reading room has grown steadily in interest and attractiveness. Thru 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 other incidental purposes.

The following periodicals are found on the reading room tables:

SUBSCRIPTIONS.

American Education.	Little Chronicle (2).
American Historical Review.	Little Folks.
American Journal of Sociology.	McClure's Magazine.
Applied Arts Book.	Manual Training.
Appleton's Popular Science Monthly.	Masters in Art.
Arena.	Milwaukee Sentinel.
Art Amateur.	Milwaukee Free Press.
Artist.	Municipal Affairs.
Atlantic Monthly.	National Geographic Magazine.

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| Birds and All Nature. | Nation. |
| Bookman. | New England Magazine. |
| Brush and Pencil. | New England Journal of Education. |
| Century. | North American Review. |
| Chautauquan. | Outing. |
| Chicago Record-Herald. | Outlook. |
| Child Garden. | Overland. |
| Christendom. | Pedagogical Seminary. |
| Cosmopolitan. | Perry Magazine. |
| Country Life in America. | Philharmonic. |
| Course of Study. | Primary Education (2). |
| Critic. | Psychological Review. |
| Cumulative Index. | Psychological Index. |
| Current History. | Public Libraries. |
| Current Literature. | Public Opinion. |
| Dietetic and Hygienic Magazine. | Publishers' Weekly. |
| Education. | Review of Reviews. |
| Educational Review. | St. Nicholas. |
| Elementary School Teacher. | Saturday Evening Post. |
| Forum. | School and Home Education. |
| Harper's Bazar. | School Journal. |
| Harper's Monthly. | School Music Review. |
| Harper's Weekly. | School Review. |
| Independent. | Scientific American. |
| Intelligence. | Scientific American Supplement. |
| International Quarterly. | Scribner's Magazine. |
| Kindergarten Review. | Studio. |
| Journal of Geography. | Success. |
| Journal of Education. | Week's Current. |
| Ladies' Home Journal. | Western Teacher. |
| Leslie's Weekly. | Wisconsin Journal of Education. |
| Life. | World's Work. |
| Literary Digest. | Youth's Companion (2). |

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

GIFTS.

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|---------------------------------|-------------------------------|
| Bulletins, Department of Labor. | Northwestern Mail. |
| Catholic School Journal. | Our Dumb Animals. |
| Catalogue of U. S. Documents. | Phillips Times. |
| Congressional Record. | School Physiological Journal. |
| Epworth Herald. | Southern Letter. |
| Gazette (Stevens Point). | Stanley Republican. |
| Jackson County Journal. | Stevens Point Journal. |
| Kewaunee Enterprise. | Wisconsin Citizen. |
| Monroe County Democrat. | |

The editors of the "Normal Pointer," edited and published exclusively 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, 51-6 x 69-6, 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 abundant 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 bar, 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. In the new wing a fine large bath room for boys will meet the demand arising in connection with the gymnasium practice and out-door athletic sports. Lockers are provided for both men and women, affording needed facilities at slight cost.

The young ladies provide themselves with the regular blue flannel 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. They can be made by a regular dress-maker at Stevens Point at this price, and will be uniform in style and quality.

For the young men, sweaters and tennis shoes are necessary. The boys in the Model School have tennis shoes for their work. Regular gymnasium suits for the young men may be ordered at the beginning of the year. All members of the men's class and all who partake in any athletic games will be expected to provide themselves with suitable materials (either suits or sweaters) and shoes.

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 49, 62.)

All students are expected to take the physical training unless reasons of health forbid. The physical measurements taken during the past seven 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 exercises prescribed.

STUDENT SOCIETIES.

Several literary societies are maintained by the students of the Normal Department. The *Arèna* and *Clonian* are exclusively for ladies; 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.

Two very popular organizations, the *Treble Clef Club*, a ladies' chorus numbering twenty-five, and the *Glee Club*, a male chorus of

sixteen voices, have been in continuous existence for three years, and furnish most of the music for special occasions in the school. Rehearsals are held regularly and frequently. Besides these, there are the Euterpean Club for girls and boys of the Model School, quartets, and instrumental clubs, thus giving every member of the school who is musically inclined, opportunities for practice outside of regular class work.

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

A Lecture Committee, composed of teachers and students, has for several years had charge of a series of first-class lectures and concerts. Through the sale of season tickets to citizens as well as members of the school, and expending the surplus receipts in extra numbers, many high class entertainments have been secured at very low cost. It is an educational opportunity as well as a rare privilege to listen to Graham Taylor, Jenkin Lloyd Jones, George Kennan, Hamlin Garland, E. Benjamin Andrews, Francis Parker, Jane Addams, Jacob Riis, Burton Holmes, and other equally strong men and women who have spoken upon the Normal School platform.

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.

A Young Women's Christian Association gives attention to the interests naturally associated with such a body, and holds its meetings weekly. To these, all young ladies of the school are invited.

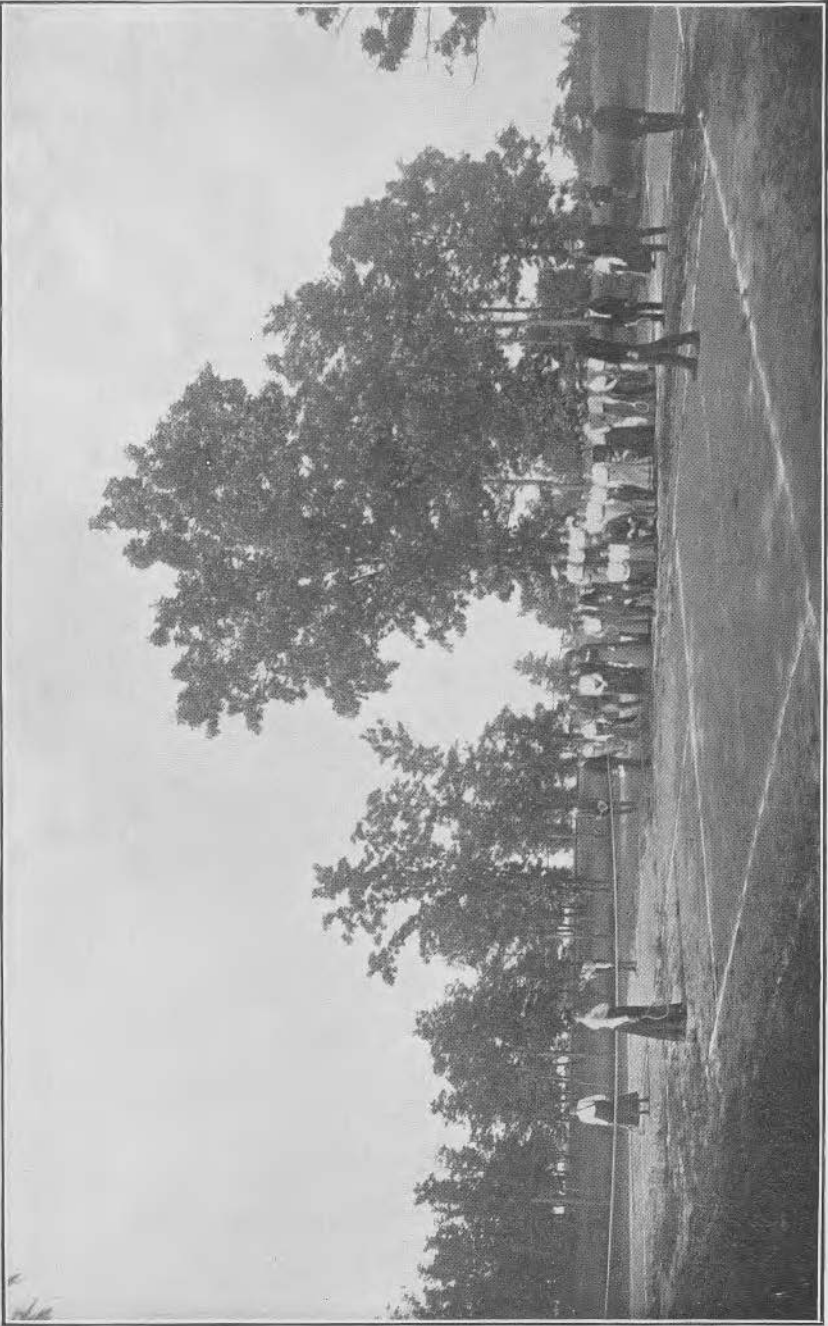
RECREATION.

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

Football, baseball and tennis afford agreeable variety of out-door sports. For the last-named, excellent courts are provided.

The gymnasium is open a part 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 can not 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 enjoyments. More attention will be given to this matter of social culture and suitable recreation.



TENNIS COURTS.

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 cooking and housework take time; while to yield to the temptation not to cook means lowered vitality.

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 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.

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.

In several cases groups of students have formed clubs and thus divided the work and reduced expenses. By this means the expense of board and rooms has been brought as low as two dollars per week.

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 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.

SCHOOL CHARGES.

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 classes. (See page 53.)

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 per week
Preparatory .....	.65 per week
Preparatory, single branch.....	.20 per week
Model School, Ninth grade.....	.30 per week
Model School, other grades .....	.15 per week
Kindergarten	Free

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.....	\$1.00 per quarter
Grammar grades .....	.50 per quarter
Intermediate grades .....	.37 per quarter
Primary grades .....	.25 per quarter

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 ten cents per quarter is made for the use of private lockers for clothing. For the same charge, ten cents per quarter, lockers may be had in the cloak rooms; or both may be had for 15 cents per quarter.

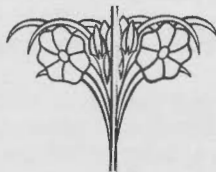
There are no other charges or extras imposed by the school.

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	1.25
Stationery, etc. (about)	1.00

To this should be added as not necessary but exceedingly *desirable* and *profitable*, about five dollars per year for first-class lectures, concerts, social and literary meetings of the student body, or of classes.

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 quarterly in advance.



GRADUATES' REGISTER.

Below are given the names of graduates of the school, the year of graduation, and as nearly as can be learned, the present residence and occupation. In the two right-hand columns are given the experience of each as teacher or superintendent before graduation and after graduation, respectively.

Errors and omissions are greatly regretted, and any help in securing full data for the next issue of the catalog will be fully appreciated.

Name	Years.	Occupation.	Post Office.	Experience in Months	
				Before.	After.
Agnew, Mary L.,	1899	Teacher,	Stanley,	8	39
Allen, Avada S.,	1900	Teacher Music,	Independence,	30	16
Allen, Lucius A.,	1900	Prin. Grad. Sch.,	Withee,	0	27
Ames, Jesse H.,	1902	Prin. H. S.,	Cumberland,	18	9
Ames, Merl M.,	1902		Shiocton,	13	7
Arnott, Lillian,	1897	Teacher,	Stevens Point,	100	56
Ashmun, Margaret,	1897	Asst. H. S.,	Marshfield,	0	54
Baker, Joseph H.,	1900	Asst. H. S.,	Merrill,	9	27
Banting, Lillian,	1902	Asst. H. S.,	Hammond,	27	8
Barker, Jesse U.,	1897	City Supt.,	Nashville, Ill.,	0	30
Barrows, Frederick S.,	1900		Tomah,	0	18
Barry, Jessie M.,	1902	At home,	Phillips,	7	0
Barry Mate J.,	1901	Asst. H. S.,	Phillips,	7	18
Beck, Joseph D.,	1897	Dep. Com. Statistics,	Madison,	47	33
Blencoe, Guy,	1897	Dentist,	Alma Center,	9	9
Boles, Charles E.,	1900	Real Estate;	Grand Rapids,	39	12
Boreson, Jennie,	1899	At home,	Stevens Point,	10	28
Boughton, Gertrude,	1900	Teacher,	Ft. Atkinson,	28	19
Bradford, William D.,	1899	Univ. Wisconsin,	Madison,	0	4
Brasure, Howard E.,	1902	Teacher,	Eau Claire,	9	33
Bremmer, Edith,	1899	At home,	Stevens Point,	35	36
Bremmer, Elizabeth,	1901	Teacher,	Merrill,	0	18
Brewster, I. Maud,	1898	Teach. Co. Normal	Menomonie,	8	28
Brown, Allen G.,	1901	Prin. Grad. School	Star Lake,	31	18
Burce, Lura,	1899	Co. Supt.,	Eau Claire,	9	33
Byrnes, Ella R.,	1902	Teacher,	Green Bay,	80	10
Cain, Viola M.,	1901	Teacher,	Fairchild,	0	18
Carlson, Julius G.,	1901	Prin. Grad. Sch.,	Fifield,	0	18
Carter, Theda A.,	1902	Teacher,	Madison,	34	10
Carter, Winnie M.,	1902	Asst. H. S.,	Cashton,	38	9
Cary, Charles A.,	1902	Teacher,	Baileys Harbor,	0	9
Cate, Georgeana,	1899	(Mrs. G. M. Dahl)	Stevens Point,	0	0
Cate, Howard T.,	1901	Teacher,	Wausau,	0	18
Chamberlain, A. Pearl,	1899	Teacher,	Waukesha,	0	39
*Chase, Della E.,	1898			38	30
Clay, Ellen E.,	1901	Teacher,	Clintonville,	3	14
Clement, John T.,	1896	Reporter,	Stevens Point,	0	0
Congdon, Mira,	1899	Dom. Sci. Course,	Stevens Point,	0	10
Cowen, Anne,	1901			0	9

*Deceased.

Name.	Year.	Occupation.	Post Office.	Experience in Months	
				Before.	After.
Culver, William,	1899	Univ. Wis.,	Madison,	0	18
Curran, Florence,	1899	Teacher,	Wausau,	0	9
Dawes, Arthur E.,	1902	Prin. H. S.,	Almond,	0	8
Deyoe, Ella M.,	1902	Teacher,	Neenah,	10	9
Dignum, Agnes,	1901	At home,	Stevens Point,	10	14
Doolittle, Daisy,	1902	Teacher,	Cumberland,	20	9
Drowatsky, Rosa D.,	1902	Teacher,	Cumberland,	0	9
Eagleburger, Enella M.,	1901	Teacher,	Sheboygan,	18	20
Earle, Flora,	1901	Asst. H. S.,	West Salem,	2	18
Edwards, Mary L.,	1902	Teacher,	Perkinstown,	0	8
Eldredge, Sadie,	1898	At home,	Stevens Point,	0	5
Ellsworth, M. Lois,	1899	Teacher,	Marshfield,	0	38
Everhard, Mabel,	1901	Teacher,	Marshfield,	0	19
Everts, Leslie S.,	1896	Cashier,	Rice Lake,	0	9
Fenwick, Ina H.,	1899	Asst. Librarian,	Stevens Point,	0	0
Fernholz, William H.,	1902	Teacher,	Dorchester,	14	9
Fischer, Herman,	1898	Physican,	Pardeeville,	0	22
Fox, Maud,	1898	Teacher,	Butte, Mont.,	33	13
Frohmader, Elmer W.,	1898			24	20
Fuller William D.,	1902	Prin. Grad. Sch.,	Eagle River,	58	14
Gardner, H. L.,	1897	Co. Supt.,	Viroqua,	52	63
Gates, G. G. Wilbur,	1898	Teacher,	Willow River Minn.,	8	36
Gesell, Arnold L.,	1899	Univ. Wis.,	Madison,	0	19
Gilbert, Edward M.,	1901	Asst. H. S.,	Hayward,	32	18
Grimm, August,	1898	Univ. Wis.,	Madison,	26	30
Grimm, John C.,	1901	Teacher,	Neillsville,	0	18
Halladay, Cora E.,	1901	Teacher,	Rhinelander,	8	19
Hamacker, Edith,	1898	Student, Univ.,	Chicago,	3	45
Hamilton, Guy C.,	1901	Prin. H. S.,		0	18
Hanson, William E.,	1901			13	9
Hanzlik, John E.,	1899	Prin. H. S.,	Cadott,	0	32
Harrison, Rolland,	1900	Co. Supt.,	Mauston,	0	24
Harrison, William,	1898	Prin. H. S.,	Wilton,	23	45
Hart, Nellie M.,	1897			31	42
Hedback, William N.,	1898	Instructor Milwaukee Med. Col.,		0	29
Hein, Helen M.,	1901	Teacher Music,	Stevens Point,	0	0
Henderson, Laura,	1902	Teacher,	Marinette,	0	9
Henry, Thomas A.,	1900	At home,	Viroqua,	36	9
Herrick, Alfred J.,	1902	Teacher,	Whitehall,	18	9
Hetzel, Esther L.,	1901	Teacher,	Rhinelander,	32	19
Hill, Marion O.,	1897	City Supt.,	Brookings, S.D.,	125	54
Houseworth, Charles S.,	1902	Prin. Grad. Sch.,	Osseo,	54	9
Hubbard, Ira O.,	1899	Asst. H. S.,	Grand Rapids,	0	20
Iackisch, J. Rudolph,	1902	Asst. H. S.,	Ellsworth,	8	9
James, Elizabeth A.,	1898	Teacher,	Cashton,	47	39
Jenkins, Clarke W.,	1901	At home,	Grand Rapids,	14	9

Name.	Year.	Occupation.	Post Office.	Experience in Months	
				Before.	After.
Jennings, Jennie A.,	1902	Asst. H. S.,	Merrilan,	45	9
Jordan, Mildred,	1900	Teacher,	Rhineland, Ind.,	24	27
Karnopp, John,	1901	Teacher,	Manitowoc,	12	20
Keir, Grace M.,	1896	Teacher,	Wausau,	47	9
Ketcham, Alice,	1901	Teacher,	Iola,	0	18
Killingier, G. Gordon,	1901	Business,	Abbotsford,	0	0
King, Elsie,	1899	Univ. Wis.,	Madison,	60	8
Kingsbury, Grace,	1900	Teacher,	Princeton, Ind.,	0	28
Kjorstad, Anna S.,	1899	Teacher,	Eau Claire,	21	36
Kuehnast, Ida E.,	1900	Teacher,	Sheboygan,	6	30
Kuenne, Osmar,	1899	Prn. Grad. Sch.,	Little Black,	63	36
Lamoreux, Nellie,	1899		Stevens Point,	0	9
Lange, Charles A. H.,	1902	Teacher,	Wausau,	9	9
*Larkin, Andrew L.,	1897			27	48
Latton, Arthur J.,	1898	Co. Supt.,	Medford,	63	50
Leahy, Alice,	1898	Teacher,	Peshtigo,	0	25
Lees, John M.,	1898		Grand Rapids,	4	13
Leu, Otto J.,	1902	Prin. H. S.,	Merrilan,	94	10
Little, Mabelle E.,	1903	At home,	Stevens Point,	0	0
Loether, Ernest U. F.,	1899	Teacher,	Eau Claire,	20	42
Logan, Victoria,	1902	Teacher,	Medford,	54	8
McClatchie, Lela,	1901	Teacher,	Washburn,	22	18
McClellan, Mary,	1899	Teacher,	Philippines,	43	36
McDill, Genevieve,	1899	At home,	Stevens Point,	0	12
McLees, Charles E.,	1902	Univ. Wis.,	Madison,	0	0
McMichael, Nettie,	1898	(Mrs. C. W. Graves)	Viroqua,	48	9
McMillan, Anna,	1899	Teacher,	Grand Rapids,	0	36
McMillan, Mary B.,	1898	Univ. Wis.,	Madison,	18	29
Macdonald, Elizabeth,	1901	Asst. H. S.,	New Lisbon,	9	18
Malick, Martha C.,	1899	Teacher,	Sheboygan,	0	38
Manz, Henry O.,	1899	Business,	Mountain Home, Idaho,	19	31
Marshall, Edith E.,	1901	Teacher,	Neeah,	19	16
Martens, Marie,	1899	Teacher,	Minneapolis,	3	39
Meiklejohn, Winifred,	1899	Teacher,	Hortonsville,	0	35
Miner, Ernest D.,	1900	Asst. H. S.,	Merrill,	6	21
Moerke, Mrs. Mary S.,	1900	Teacher,	Stevens Point,	57	5
Monahan, Anna C.,	1898			17	30
Monat, Augusta E.,	1898	Teacher,	Glen Flora,	0	45
Mortensen, Harry J.,	1898	Lawyer,	New Lisbon,	0	18
Munnell, Edgar J.,	1899	Business,	Rice Lake,	0	20
Myers, Mame E.,	1897	Teacher,	Elgin, Ill.,	7	57
Nelson, Martin,	1900	Univ. Wis.,	Madison,	0	18
Nuzum, Rebecca F.,	1899	Asst. H. S.,	Tomah,	9	36
O'Brien, Edward T.,	1898	Prin. H. S.,	De Pere,	18	42
Ogden, Carl F.,	1902	Business,	Blk. Rvr. Falls,	27	5
Ogden, Grace B.,	1899	Teacher,	Neillsville,	13	29

*Deceased.

Name.	Year.	Occupation.	Post Office	Experience in Months	
				Before.	After.
Olson, Fred,	1902	Prin. Grad. Sch.,	Alma Center,	14	9
Patch, Matie N.,	1900	Dom. Sci.Course,	Stevens Point,	0	15
Pease, P. Lawrence,	1898	Univ. Wis.,	Madison,	0	36
Perry, Alta E.,	1899	Teacher,	Gilt Edge, Mont.,	48	38
Perry, Herbert S.,	1896	Teacher, Academy,	Cumberland City, Tenn.,	46	50
Phillips, James E.,	1897	Business,	Northfield, Minn.,	6	46
Pinkerton, Jenny,	1902	Teacher,	Rhineland, Ill.,	4	10
Polifka, Della E.,	1900	Teacher,	Tomah,	0	26
Polley, Foster B.,	1901	Teacher,	Abbotsford,	45	18
Pray, Allan T.,	1897	Univ. Wis.,	Madison,	0	19
Pray, Florence A.,	1897	Dom. Sci.Course,	Stevens Point,	0	9
Pray, Kenneth L. M.,	1901	Univ. Wis.,	Madison,	0	0
Price, William F.,	1898			32	9
Quinn, Josephine,	1900		San Diego, Cal.,	7	9
Rhodes, Lois C.,	1899	Teacher,	Ashland,	36	38
Roberts, H. Ruth,	1898	Teacher,	Ashland,	6	35
Rockwell, Parley A.,	1900	Prin. 8th Grade,	Downing,	39	24
Root, Edith M.,	1902	Teacher,	Neenah,	37	9
Rounds, C. Ralph,	1899	Instr. Univ. Ill.,	Urbana, Ill.,	14	18
Ruediger, William C.,	1897	Univ. Wis.,	Madison,	6	30
Sager, John E.,	1900	Asst. H. S.,	Seymour,	25	24
Saxton, Edna E.,	1900	Teacher,	Abbotsford,	0	27
Schofield, Harvey A.,	1901	Univ. Wis.,	Madison,	24	9
Scott, Edith J.,	1902	Teacher,	Rib Lake,	120	9
Skatvold, Emma M.,	1901	Asst. H. S.,	Waupaca,	16	19
Smith, Ethel,	1899	Asst. H. S.,	Augusta,	20	39
Smith, Kate I.,	1898	Teacher,	Eau Claire,	5	45
Smith, William L.,	1899	Asst. H. S.,	Neillsville,	0	36
Soper, Jesse P.,	1900	Asst. Prin.,	Appleton,	32	31
Spalenka, Emily,	1899	Teacher,	Stevens Point,	4	43
Spooner, Lucy,	1899	At home,	Durand,	14	9
Sprague, Edna R.,	1902	Teacher,	Chippewa Falls,	9	9
Sprague, Effie A.,	1900	Teacher,	Eau Claire,	8	29
Stevens, Elizabeth M.,	1897	Teacher,	Everett, Wash.,	0	54
Stewart, Nettie,	1897	Teacher,	Juneau, Alaska,	3	62
Stuart, Edna R.,	1901	Teacher,	Marinette,	11	19
Sustins, Mabel,	1902	Teacher,	Grand Rapids,	0	11
Sutherland, Margaret,	1897	Teacher,	Eau Claire,	85	54
Switzer, Bertram,	1900		Spokane, Wash.,	0	18
Switzer, Myrtie,	1900	(Mrs. Henry Marks)	Mt. Vernon, S.D.,	9	18
Thomas, Michael A.,	1902	Prin. Grad. Sch.,	Fenwood,	0	9
Torkelson, Ida,	1899	Teacher,	Springfield, Minn.,	47	27
Tyler, Glenn A.,	1901	Clerk,	Chetek,	18	9
Werner, Charles F.,	1900	Prin. Ward S.,	Eau Claire,	4	27
Wheelock, Jerome,	1900	Prin. H. S.,	Westfield,	14	27
Wheelock, Lydia,	1898	Teacher,	Grand Rapids, Minn.,	0	45

Name.	Year.	Occupation.	Post Office.	Experience in Months	
				Before.	After.
Wheelock, Mattie,	1902	Teacher,	Grand Rapids, Minn.,	0	8
White, Merritt H.,	1898	Merchant,	Bozeman, Mont.,	0	45
Wight, Helen C.,	1898	Teacher,	Eau Claire,	0	45
Wilbur, Maude E.,	1900			0	36
Young, Agnes L.,	1901	Teacher,	Madison,	0	18

ELEMENTARY COURSE.

From this list are omitted all who have also finished the full course.

Their names will be found in the proper place in the preceding list.

Adams, C. Louise,	1899	At home,	Sechlerville,	0	25
Adams, Vinnie I.,	1899	(Mrs. Leonard Adams)	Dayton, Ohio,	30	9
Alban, Floyd, L.,	1898				
Almy, Hugh C.,	1896	Prin. High School,	Cashton,	14	44
Ambrose, Agnes,	1901	Teacher,	Stockton,	0	17
Andrews, Maude,	1902	Teacher,	Elcho,	0	9
Balch, Eva,	1901	Teacher,	Sheboygan,	0	24
Balch, Helen,	1901	Teacher,	Sheboygan,	0	20
Bandli, Christine,	1896	Teacher,	Madison,	18	65
Bard, Junius S.,	1898	Merchant,	Wild Rose,	44	10
Barr, Carrie B.,	1898	(Mrs. J.A. McCrossen)	Mountain Lake, Minn.,	110	36
Bates, Emma A.,	1901	Teacher,	Sparta,	26	23
Berg, Marie B. K.,	1897	Advanced Course,	Stevens Point,	21	50
Berto, Fred G.,	1891	(Advanced Course),	Stevens Point,	0	12
Berto, Grace D.,	1903	Teacher,	Marinette,	14	3
*Biegler, Susie A.,	1903			9	0
Booth, Bessie,	1903	Teacher,	Marshfield,	16	3
Bowler, Margaret,	1900	Teacher,	Gladstone, Mich.,	9	27
Box, Coral V.,	1901	Teacher,	Stanley,	10	18
Boyce, Merton V.,	1900	Teacher,	Woodruff,	42	26
Brackett, Jennie M.,	1899	Advanced Course,	Stevens Point,	20	20
Brickels, Louise,	1897	At home,	Waukesha,	0	29
Brooks, Charles E.,	1900	Teacher,	Granton,	90	8
Brooks, Rose I.,	1902	Teacher,	Granton,	35	12
Brown, Elmer C.,	1901	Teacher,	Manawa,	4	19
Burns, Anna,	1897	(Mrs. J. E. Phillips)	Sauk City,	85	0
Burr, Celia M.,	1901	Teacher,	Port Edwards,	31	18
Butler, Victorian,	1900	Teacher,	Eau Claire,	49	27
Byrnes, Martha E.,	1897			38	45
Caldwell, Caroline M.,	1899			18	27
Campbell, Agnes A.,	1899	(Mrs. A.J. Cunneen)	Stevens Point,	0	42
Campbell, Cornelia,	1898	Teacher,	Galesville,	14	43
Carl, John M.,	1899	Business,		74	0
Carley, Lena J.,	1901	Teacher,	Pittsville,	32	22
Carley, Pearl,	1903	Teacher,	Waupaca,	0	3
Carpenter, Winifred,	1902	Teacher,	New Lisbon,	8	12

*Deceased.

Name.	Years.	Occupation.	Post Office.	Experience in Months	
				Before.	After.
Cherovsky, Ludovic S.,	1899	Sub. Principal,	New London,	0	19
Christman, Anna E.,	1898	Advanced Course,	Stevens Point,	0	35
Clarke, E. Mac,	1900	At home,	Alma Center,	0	0
Clifford, Margaret,	1899	Teacher,	Stevens Point,	7	38
Cochrane, Prudence,	1901	Teacher,	Eau Claire,	10	18
Coffman, Sadie D.,	1900	Teacher,	Nekoosa,	0	18
Collins, Gretta,	1897	Teacher,	Stevens Point,	0	31
Collins, Mary A.,	1899	Teacher,	Stevens Point,	16	38
Conley, Susie M.,	1902	Teacher,	Eau Claire,	60	9
Conway, Hannah L.,	1901	Advanced Course,	Stevens Point,	53	3
Conway, Mary,	1900	Teacher,	Westboro,	39	9
Corcoran, Grace M.,	1900	Teacher,	Wausau,	21	21
Cowan, Wayne F.,	1900			8	9
Cowles, Eva,	1900	Teacher,	Washburn,	22	27
Curran, Myra,	1901	Teacher,	Alma Center,	0	19
Darton, Marcia,	1901	Teacher,	Loyal,	0	17
Dauffenbach, Mrs. M.,	1898	Teacher,	Eau Claire,	38	45
De Motte, Mary,	1902	Teacher,	Montello,	81	9
Deyoe, Lottie M.,	1902	Teacher,	Wausau,	15	9
Dopp, Grace E.,	1901	(Mrs. W. M. Smart)	St. Paul, Minn.,	20	7
Dopp, Pearl E.,	1902	Teacher,	Star Lake,	22	9
Drake, Cora M.,	1902	Teacher,	Lake Nebagamon,	9	7
Dunlap, H. Ethel,	1899	Teacher,	Marshfield,	27	36
Duve, Louise A. J.,	1898	Teacher,	Baraboo,	3	45
Dwinnell, Alice M.,	1897	Teacher,	Waukesha,	18	54
Eckles, Minerva I.,	1897	Teacher,	Wausau,	32	49
Emmons, Celia A.,	1900	Teacher,	Grand Rapids,	0	27
Emmons, Jessica B.,	1902	Teacher,	Cumberland,	22	9
Erickson, Bessie,	1898	Advanced Course,	Stevens Point,	9	27
Everhard, Ethel,	1900	Teacher,	Rhinelanders,	9	24
Farrell, Ruby,	1902	Teacher,	Green Bay,	0	10
Fernholz, John J.,	1897	Teacher,	Arcadia,	24	30
Finch, Martha M.,	1901	Teacher,	Spencer,	90	18
Finch, Theresa M.,	1901	Teacher,	Wonewoc,	8	18
Follett, Darwin,	1902	Cashier,	Coloma Station,	0	0
Ford, Eddy L.,	1897	Student,	Appleton,	0	16
Fox, Arthur J.,	1900			15	9
Freeman, Liliias,	1902	Teacher,	Sparta,	21	12
Fritz, Martha E.,	1902	Teacher,	Mondovi,	16	9
Fuller, May,	1898	Teacher,	Stevens Point,	0	48
Fuller, Velma F.,	1900				
Fulton, Kate R.,	1898	Teacher,	Green Bay,	20	50
Furro, Mareth I.,	1897	Special Student,	Stevens Point,	0	40
Gardiner, Florence E.,	1899	Teacher,	Stevens Point,	9	37
Garnock, Marie,	1903	Teacher,	Tomah,	6	3
Gilbertson, Carrie,	1901	Teacher,	Hancock,	0	18

Stevens Point State Normal School.

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Name.	Year.	Occupation.	Post Office.	Experience in Months	
				Before.	After.
Gillies, Mary,	1903	Teacher,	Eau Claire,	45	5
Gleason, Ida A.,	1899	Teacher,	Eau Claire,	35	28
Gleason, Julia A.,	1899	Teacher,		42	
Gowell, Max S.,	1901	Prin. Graded School,	Embarrass,	14	9
Graham, Grace,	1897				
Gray, Mary,	1900	Univ. of Wis.,	Madison,	0	9
Groezinger, Nannie,	1900	Teacher,	La Crosse,	21	30
Haakenson, O. J.,	1897			0	0
Haines, Mary M.,	1898	Teacher,	Baraboo,	23	44
Hamilton, Berdine E.,	1902	Teacher,	Plainfield,	29	13
Hamilton, Carolyn T.,	1901	Teacher,	Madison,	87	13
Hamilton, Nellie,	1902	Teacher,	Montello,	47	9
Hargrave, Florence V.,	1897	Advanced Course,	Stevens Point,	28	44
Hargrave, Mary,	1897	Teacher,	Mauston,	33	47
Hart, Frank,	1899	Nurse,	Eau Claire,	8	
Hatz, Anna B.,	1897	Teacher,	Phillips,	28	54
Hatz, Rose,	1897	Advanced Course,	Stevens Point,	13	40
Hazen, Phoebe M.,	1900	Teacher,	Ellsworth,	21	27
Healy, William,	1902	Advanced Course,	Stevens Point,	47	0
Hebard, Estelle,	1898	Teacher,		11	26
Henke, Fred C.,	1902	Assistant Principal,	Iola,	19	9
Holeton, George H.,	1900	Teacher,	Dorchester,	14	24
Holt, Anon G.,	1899			14	
Holzhausen, Anna,	1899				
Hoppe, Anna,	1901	Teacher,	Medford,	0	19
Horton, Mamie,	1901	Teacher,	Cashton,	5	19
Howard, Henry H.,	1898			24	
Howard, Mabel,	1899			0	9
*Hungerford, Maude E.,	1897			0	24
Jahn, Augusta,	1899	Teacher,	Cumberland,	25	36
Jeffers, Ellen M.,	1901	Teacher,	Abbotsford,	34	18
Jefferson, H. Mae,	1900	Teacher,	Grand Rapids,	16	32
Jefferson, Iva M.,	1902	Teacher,	Merrill,	3	10
Jenkins, Anna M.,	1901	Teacher,	Wausau,	94	23
Johnson, Anna,	1902	Teacher,	Independence,	13	9
Johnson, Christine,	1898	(Mrs. V. H. Smith)	Fremont,	0	20
Johnson, Katherine,	1903	At home,	Sheridan,	0	0
Johnson, Margaret,	1901	At home,	Wautoma,	0	4
*Johnson, Mary,	1900	(Mrs. Smith),		0	6
Johnson, Mrs. Rena,	1900	Teacher,	Stevens Point,	61	29
Jones, Elizabeth,	1896	Teacher,	Baraboo,	37	63
Judkins, Nellie M.,	1900	Teacher,	Merrillan,	29	27
Keir, Archie S.,	1899		Chicago,	0	5
Killorin, Annie E.,	1899	Teacher,	Eau Claire,	0	36
Knowlton, Earl C.,	1900	Teacher,	Eleva,	25	24
Koller, Philip,	1898	Prin. Graded School,	Hazelhurst,	0	18

*Deceased.

Name.	Year.	Occupation.	Post Office.	Experience in Months	
				Before.	After.
Krause, Linnie,	1902	Teacher,	Humbird,	34	9
Kuehnast, Ella,	1901	Teacher,	Glidden,	0	9
Ladwig, Lauretta,	1900	Teacher,	Wittenberg,	0	13
Lamont, Ronald M.,	1899	Prin. High School,	Thorp,	14	36
Lange, Edward G.,	1901	Advanced Course,	Stevens Point,	8	6
Latham, Mary E.,	1897	Teacher,	Dunbar,	38	56
Latta, Grace,	1901	Teacher,	Ogema,	20	18
Leahy, Adelaide,	1902	Teacher,	Butternut,	13	9
Lee, Sadie B.,	1902	Teacher,	Cashton,	7	9
Lewis, Ada E.,	1898	(Mrs. Jas. McLean),	Menomonie,	3	3
Love, Ray A.,	1897	Telegraph Operator,		15	9
McDirmid, Lillian,	1899	Teacher,	Neillsville,	54	36
McGinnis, Frank E.,	1898			7	9
McGregor, Belle,	1896	Student Normal,	San Jose, Cal.,	12	48
McGregor, Janette,	1898		San Jose, Cal.,	6	38
McInnis, Jessie,	1901	Teacher,	Spokane, Wash.,	27	9
McKee, Mabel,	1897	Teacher,	Oconomowoc,	55	54
McWethy, Dora B.,	1899	(Mrs. W. R. Brooks)	Colfax,	0	26
McWithey, Mrs. Sylvia,	1903	Teacher,	Jordan,	20	2
Mallow, Edith S.,	1898	At home,	Hillsboro,	8	
Marceau, Elide A.,	1900	Teacher,	Grand Rapids,	35	27
Marsh, Myrtle B.,	1899	Teacher,	Wausau,	43	39
Marshall, M. Isabelle,	1902	At home,	Grand Rapids,	0	3
Martin, Mrs. Effie H.,	1897	At home,	Stevens Point,	73	19
*Martin, Laura E.,	1900			14	1
Maxfield, Marion E.,	1899			13	27
*Maynard, M. Edith,	1900			7	4
Mayo, Cora B.,	1902	Teacher,	Augusta,	29	8
Meek, Margaret,	1898	Teacher,	Hixton,	17	45
Merrill, Agnes J.,	1901	Teacher,	Alma Center,	0	20
Miles, Emmett H.,	1901	Prin. Grad. School,	Hancock,	9	17
Miller, Bessie,	1898	Teacher,	Sparta,	48	45
Miller, Harry A.,	1901	Business,	Black River Falls,	0	0
Miller, Olive,	1898	At home,	Alma Center,	0	0
Minahan, Victor I.,	1898	Lawyer,	Green Bay,	0	9
Mitchell, Clara B.,	1897	At home,	Stevens Point,	0	0
Moran, Theresa,	1900	Teacher,	Stevens Point,	48	31
Morley, Matilda,	1903			0	0
Morrison, Robert,	1901	Teacher,	Coloma Station,	6	18
Mudroch, John W.,	1897	Student,	Milwaukee,	27	36
Muir, Estella,	1897	(Mrs. C. S. Goddard)	March,	0	18
Muir, May,	1899	Teacher,	Lac du Flambeau,	0	36
Mulrenin, Ella,	1902	Teacher,	Alma,	51	9
Mulvihill, Robert,	1901			0	0
Murray, Josephine,	1898	Teacher,	Menominee, Mich.,	30	1
Natwick, Hannah R.,	1900	Teacher,	Neillsville,	34	27

*Deceased.

Stevens Point State Normal School.

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Name.	Year.	Occupation.	Post Office.	Experience in Months	
				Before.	After.
*Nelson, A. Louise,	1900			22	8
Newton, Lydia,	1902	Teacher,	Eau Claire,	6	4
Nicholas, William,	1897			6	
Niven, Jessie,	1902	Teacher,	Towne,	12	7
Norton, Emma,	1903	Teacher,	Cumberland,	0	3
Nugent, Edith,	1898	(Mrs. E. P. Kuntz),	Ashland,	12	37
O'Brien, Estella,	1899	Advanced Course,	Stevens Point,	9	27
O'Leary, Laura E.,	1901	Teacher,	Eau Claire,	8	14
Olsen, Caroline,	1900	Teacher,	Iola,	40	27
Olson, Anna A.,	1897	Teacher,	Iola,	20	54
Olson, Minnie,	1899	At home,	Sheridan,	33	27
Packard, Dorothy,	1899	Advanced Course,	Stevens Point,	0	27
Parker, Bertha A.,	1899	Teacher,	Gardner,	33	33
Parkhill, Frances,	1897	Teacher,	Stevens Point,	0	50
Peickert, Mary,	1902	At home,	Stevens Point,	0	0
Peterson, Harvey O.,	1896		Minneapolis,	0	0
Pivernitz, Wenzel,	1900	Advanced Course,	Stevens Point,	12	9
Porter, Alta M.,	1903	Teacher,	New Lisbon,	31	5
Priest, Ezra F.,	1897	Teacher,	Merrill,	180	54
Rach, Emma C.,	1900	At home,	Mitchell,	39	18
Rawson, Bessie P.,	1902	Teacher,	Westfeld,	0	9
Redding, Carrie F.,	1901	Teacher,	Hillsboro,	52	20
Reed, Katherine M.,	1897	Teacher,	Sparta,	6	54
Riggs, L. Melvina,	1902	Teacher,	Sheboygan,	37	5
Romaine, Jessie,	1899	Teacher,	Cumberland,	27	23
Roseberry, L. Archie,	1902	Teacher,	Hancock,	9	9
Rux, Henry,	1901	Prin. Grad. School,	Mattoon,	41	18
Salter, James M.,	1898	Business,	Chippewa Falls,	31	9
Sansum, Rose,	1901	(Mrs. E. Martindale)	Thomson, Ill.,	25	9
Schantz, Kathryn,	1903	Teacher,	Wild Rose,	7	2
Schilling, Loretta,	1899	At home,	Lone Pine,	32	23
Schofield, Ida B.,	1899	Teacher,	Neillsville,	27	37
Shear, Myrta,	1898	(Mrs. Hallenbeck),	Ceylon, Minn.,	38	18
Sheridan, Margaret,	1901			40	9
Shimek, Albert D.,	1902	Advanced Course,	Stevens Point,	27	0
Simonds, Mildred J.,	1895			2	40
Sorensen, Amelia,	1901	Teacher,	Nekoosa,	7	20
Spalenka, Louise A.,	1902	Teacher,	Thorp,	0	15
Springer, Frank R.,	1898	Business,	Knowlton,	6	26
Steig, Minnie,	1903	Teacher,	Arcadia,		3
Stevens, Florence,	1899	Teacher,	Washington (State),	36	36
Stillman, Jessie M.,	1900	Teacher,	Fairchild,	16	32
Sweet, Edna,	1899	(Mrs. Kellogg),	Stevens Point,	14	9
Tenney, Martha M.,	1898	Advanced Course,	Stevens Point,	21	14
Thompson, Fannie,	1902	Teacher,	Independence,	40	9
Thompson, Frank L.,	1898	Business,	Washburn, N. D.,	0	18

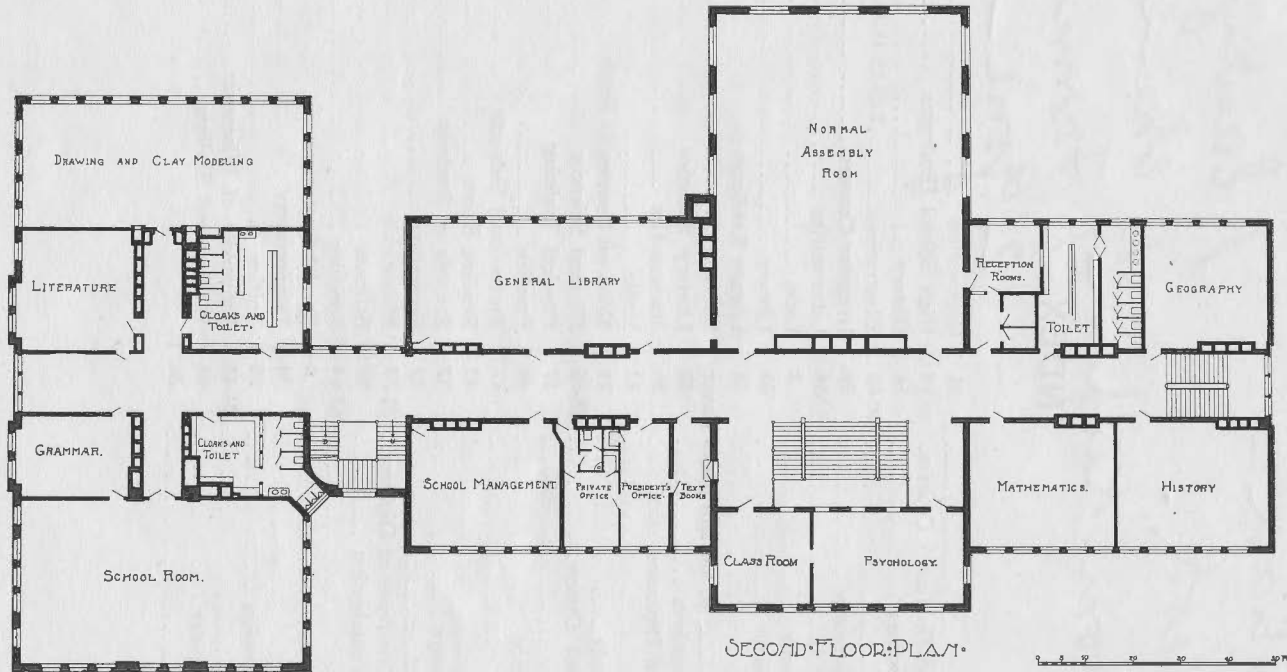
*Deceased.

Stevens Point State Normal School.

Name.	Year.	Occupation.	Post Office.	Experience in Months.	
				Before.	After.
Tibbitts, Effie R.,	1897			0	49
Van Buskirk, Frances,	1899	At home,	Plover,	0	2
Varney, Mabelle F.,	1900	(Mrs. R. M. Lamont),	Thorp,	0	18
Wadleigh, Judith,	1901	Advanced Course;	Stevens Point,	0	14
Waite, W. Scott,	1901	Prin. Grad. School,	Warrens,	30	34
Weeks, L. Blanche,	1897		Griffin,	23	18
Wells, Miles,	1900	Teacher,	Royalton,	21	27
Welsh, Jeannette,	1902	Teacher,	Stevens Point,	75	7
Whitney, Elson H.,	1900	U. S. Civil Service,	Denver, Colo.,	24	2
Whitney, Inez J.,	1903	Teacher,	Altoona,	27	4
Whitney, Maude,	1898	Teacher,	Mosinee,	0	37
Whitrock, Mabel F.,	1899	Teacher,	Stevens Point,	0	38
Wieting Leona,	1898	(Mrs. Hammond),	Wyocena,	0	2
Wise, Almira,	1900	Teacher.	Viroqua,	24	24
Wood, Flora E.,	1900	Teacher,	La Crosse,	14	30
Wood, Jessie B.,	1901	Teacher,	Hixton,	0	23
Wood, Minnie B.,	1899	(Mrs. E. Hayward),	Stevens Point,	?	9
Woolever, Carrie M.,	1900	Teacher,	Sheboygan,	25	30
Wright, Anna M.,	1900	Teacher,	Stevens Point,	63	29
*Wright, William H.,	1897			19	27
Young, Althea G.,	1902			25	3
Young, Jennie M.,	1902	Teacher,	Hayward,	0	9
Young, Lura E.,	1898			50	16
Ziegweid. Anton B.,	1897			0	22

*Deceased.





SECOND FLOOR PLAN.

FLOOR PLAN.

1. Teaching in Alaska - 1 Michigan
~~1/2~~ Teaching in Wis. - 1.1. Montpelier
 1 Co Supt. 1 Oregon
 1 physician - 1 lawyer
 1 Co clerk. 1 chemist.
 9. Co Home Keeper - 1 Farming
 2 gone - 1

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1903-1904

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S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
...	1	2	3	4	1	1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31	...	23	24	25	26	27	28	29	27	28	29	30	...	...	...
...	...	...	...	...	...	...	30	31	...	...	...	...	...	...	...	...	...	...	...	...

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
...	...	...	...	1	2	3	1	2	3	4	5	6	7	...	...	1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30	...	...	...	...	...	27	28	29	30	31	...	...
...

1904

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
...	...	...	...	...	1	2	...	1	2	3	4	5	6	...	...	1	2	3	4	5
3	4	5	6	7	8	9	7	8	9	10	11	12	13	6	7	8	9	10	11	12
10	11	12	13	14	15	16	14	15	16	17	18	19	20	13	14	15	16	17	18	19
17	18	19	20	21	22	23	21	22	23	24	25	26	27	20	21	22	23	24	25	26
24	25	26	27	28	29	30	28	29	27	28	29	30	31
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S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
...	1	2	1	2	3	4	5	6	7	1	2	3	4	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31	26	27	28	29	30
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This School is in Session Only on the Days Marked with Heavy-faced Type.

Quarters Begin on Dates Shown by Largest Type.

CALENDAR 1903-1904.

Entrance Examinations.....	August 31, Sept. 1, 1903
Recitations begin.....	September 2
First Quarter ends.....	November 6
Second Quarter begins.....	November 9
Thanksgiving recess.....	November 26 and 27
Holiday recess.....	December 19 to January 3
Session resumed.....	January 4, 1904
Second Quarter ends.....	January 29
Third Quarter begins.....	February 1
Third Quarter ends.....	April 1
Spring recess.....	April 2 to 10
Fourth Quarter begins.....	April 11
Commencement	June 23

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