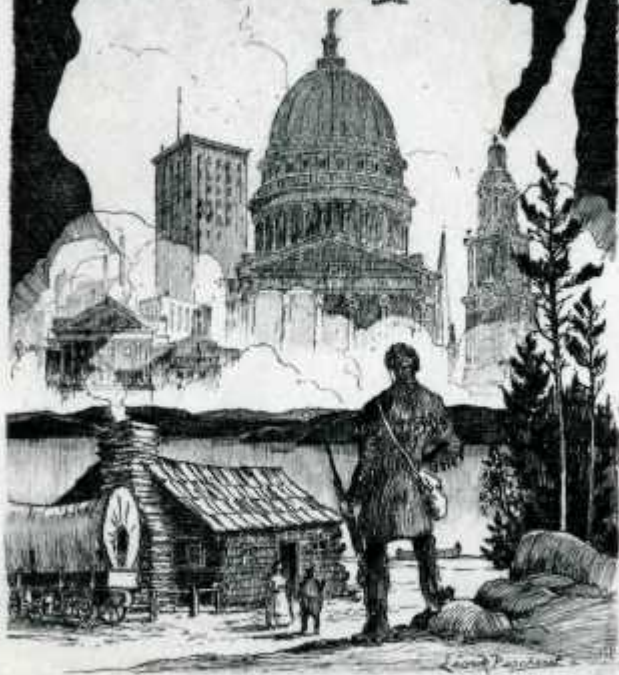


WISCONSIN - 1848 - 1948



Opening Ceremonies of the



1848



1948

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WISCONSIN CENTENNIAL

JANUARY 5, 1948

1848

1948



Morning PROGRAM

STATE CAPITOL

Prelude	10:30-11:30 A. M. Concert by Menominee Indian Band—Francis Lyons, <i>Director</i>
Assembly	11:30 A. M.—Speakers assemble on first floor, east balcony—Senator Robert P. Robinson, presiding
"The Star Spangled Banner"	Madison Massed Choirs—Prof. Paul Jones, <i>Director</i>
Invocation	Edwin Holt Hughes, <i>Bishop</i> , The Methodist Church, Wisconsin Area
"God of Our Fathers" and "America the Beautiful"	Madison Massed Choirs
Address	Hon. Ora R. Rice, <i>Chairman</i> , Wisconsin State Centennial Committee
Address	Hon. Oscar Rennebohm, <i>Governor</i>
Address	Hon. Marvin B. Rosenberry, <i>Chief Justice</i>
"Freedom"	Mr. Donald Gramm, Milwaukee
"Wisconsin"	("Wisconsin," prize winning song in a state-wide contest is sung for the first time. (Music by Richard Koebner, Milwaukee. Words by Floyd S. Knight—Wausau).
"On Wisconsin"	Madison Massed Choirs
Benediction	Rt. Rev. Monsignor W. F. Mahoney, <i>Pastor</i> St. Raphael's Cathedral
Conclusion	Menominee Indian Band



Afternoon PROGRAM

UNIVERSITY OF WISCONSIN FIELD HOUSE

2:00 P. M.

Opening Music	University of Wisconsin Band—Prof. Raymond F. Dvorak, <i>Director</i>
National Anthem	University of Wisconsin Band and assembled guests
Invocation	Bishop William P. O'Connor— <i>Bishop of Madison</i>
Presentation of the Hon. Oscar Rennebohm, Governor	by Hon. Marvin B. Rosenberry, <i>Chief Justice</i> , Wisconsin Supreme Court
Introduction of	Hon. Charles E. Bohlen, <i>Counselor of the Department of State</i>
Address	By Hon. Oscar Hon. Oscar Rennebohm, <i>Governor</i>
Music	Hon. Charles E. Bohlen
Benediction	University of Wisconsin Band
Closing Music	Rev. John O. Patterson, <i>Rector</i> Grace Episcopal Church
	University of Wisconsin Band

"During the Reception and Grand Ball, continuous showing of the official Wisconsin film will be run in the Assembly Chamber, second floor, west."

"The State Historical Society presents an exhibit "From Territory to Statehood," 9:00 A. M.—8:00 P. M., first floor, State Historical Library. Other exhibits of interest on display in museum on fourth floor."

Reception

AT THE CAPITOL

3:30-5:30 P. M.

Public receptions in the state offices of

Hon. Oscar Rennebohm, *Governor*

Hon. Fred R. Zimmerman, *Secretary of State*

Hon. John L. Sonderegger, *State Treasurer*

Hon. John E. Martin, *Attorney General*

Hon. John Callahan, *Superintendent of Public Instruction*

Music by the University Orchestra—Prof. Richard C. Church,
Director

and by "Harps of Harmony"—Margaret Rupp Cooper, *Director*

Evening

STATE CAPITOL GRAND BALL 9:00 P. M.

- P. M.
9:00 Dancing . . . Don Voegeli's Orchestra
9:30 Grand March . . . Led by State Officers under the
direction of Prof. Leo Kehl
9:45 Tableau . . . Governor Rennebohm meets
Governor Nelson Dewey, Wis-
consin's first Governor.
9:50 Dancing . . . Don Voegeli's Orchestra
10:00 Exhibition . . . Old-time dancing by Shorewood
Square Dancers under direction
of Senator Fred Kiser. Fol-
lowed by square dancing by
guests, Joey Tantillo and his
Recording Orchestra.
10:30 Dancing . . . Don Voegeli's Orchestra
11:00 Exhibition . . . Songs by Victory Singers of
Milwaukee—Miss Gloria Rod-
riguez, Director.
11:20 Square Dancing . . . Joey Tantillo and his Record-
ing Orchestra
11:40 Dancing . . . Don Voegeli's Orchestra
Auld Lang Syne

"Check room facilities in North corridor,
ground floor, Capitol, under supervision of
Madison Senior Boy Scouts, Troops 400 and
420."

WISCONSIN STATE CENTENNIAL COMMITTEE

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Chairman

Senator R. P. Robinson—
Secretary

M. C. Palmer—*Office Manager*

Senator John C. McBride

Assemblyman Orin W. Angwall

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Mason Dobson—1st District

Fred L. Holmes (deceased) 2nd
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Julius A. Laack—6th District

M. G. Eberlein—7th District

Marshall C. Graff—8th District

Walker D. Wyman—9th District

Howard J. Underhill—10th Dis-
trict

E. B. Fred, *President*, University
of Wisconsin

George A. Haberman—Labor

Joseph F. Heil—Industry

Milo K. Swanton—Agriculture

Ernest Swift—Conservation and
Recreation

TODAY'S COMMITTEE

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Hon. Fred R. Zimmerman—*Secretary of State*

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Hon. John Callahan—*Supt. of Public Instruction*

General John F. Mullen—*Adjutant General*

Hon. Frank E. Panzer—*President Protem, Senate*

Hon. Donald C. McDowell—*Speaker of Assembly*

Hon. Ora R. Rice—*Chairman, State Centennial Committee*

Charles W. Ellis, *Director*

COMING CENTENNIAL EVENTS

May 29—Celebration in Madison of Wisconsin's 100th
birthday.

August 7-29—Centennial Exposition at State Fair Park,
Milwaukee.



OUR WISCONSIN HERITAGE
The Development of a State

Bulletin No. 15
November, 1947

This is the property of School District Number

Name of School

**WISCONSIN COOPERATIVE EDUCATIONAL PLANNING
PROGRAM**

Room 147N, State Capitol

Madison 2, Wisconsin

and

WISCONSIN SUB-COMMITTEE ON EDUCATION

for the

1948 STATE CENTENNIAL

Issued by

JOHN CALLAHAN, State Superintendent

Madison, Wisconsin

ACKNOWLEDGMENTS

This bulletin has been published with funds appropriated by the Wisconsin Centennial Committee to the Sub-Committee on Education for the 1948 centennial celebration. The Centennial Committee and the Wisconsin Cooperative Education Planning Program are grateful to the special committee of teachers who have prepared this booklet. They are Edith Heidner, West Bend; Mabel Colton, Sheboygan; Ethel Speerschneider, Green Bay; and Pauline Isaacson, Central State Teachers College, Stevens Point, Chairman. Acknowledgments are hereby made to Burr E. Tolles of Elkhorn, Wisconsin for his part in the revision of the secondary school unit.

PREFACE

"Wonderful Wisconsin"

So many people think erroneously of Wisconsin as a "new" state, reached and peopled by Europeans comparatively late. Those people must have forgotten that the Frenchman, Jean Nicolet, arrived at Green Bay in 1634, only twenty-seven years after the founding of Jamestown, England's first permanent settlement in what is now the United States. In those early days Wisconsin's story was linked with the romantic adventures and struggles of the French in the St. Lawrence River Valley rather than with the thirteen little colonies on the Atlantic Seaboard which were destined to be the principal scene of a War for Independence against England. Wisconsin was the land of the fur trader who gave allegiance to the flag of France until the French and Indian War (1754-1763) transferred its future to the English. It was in that war that Charles Langlade led the Indians and French of Green Bay in the famous defeat of General Braddock's army. With the close of the American Revolution in 1783, the Stars and Stripes flew over Wisconsin. An era had ended. But the valley of the Fox and the Wisconsin and the Upper Mississippi continued for many years to feel the pulse of civilization through the Great Lakes and the St. Lawrence. Yes, Wisconsin is "old."

Wisconsin, the state, is named for its principal river. The Chippewas christened the waterway "Wees-konsan", meaning "gathering of waters". The French voyageur spelled it Ouisconsin. To this land of the Chippewa, the Oneida, and the Frenchman came sturdy folk of many nationalities and customs, of many interests and talents. Theirs was a magnificent challenge. Theirs is a great achievement. Ours is a "hustling heritage."

This heritage is a part of today's living, not only in our state, but in our nation. No man thoroughly understands the life of his times unless he knows something of what went on in this world—be the scene local or international—before his brief run upon it. This study of the local scene, the past hundred years of Wisconsin statehood is not intended to turn attention inward and backward. This attention to Wisconsin development in our schools is designed to give students opportunity for practicing in today's living some of those skills of functional citizenship so needed by democratic citizens.

For this reason great emphasis is here placed upon the techniques of the study of community history, resources and future needs. A single volume might provide the *facts* of historical development, and a ready-made pageant might serve as a vivid symbol of the community's past. We ask, however, initiative of tomorrow's citizens. Can they not be helped to develop this quality as they seek ways to study their past? We ask of our citizens that they be able to cooperate for the common good. As they pool the results of individual research, as they create the story of community growth, as they envision a noble future for their community and their state, shall our children not be learning citizenship in very truth?

To help keep the gains of a Centennial year of study and observance, our children and our teachers will henceforth have the aid of the junior program of the Wisconsin Historical Society, Junior Chapters, which, whether organized as part of the school program or as extra curricular activities, will continue the study of local history. The parent society will encourage the program with publications, lending of materials and field assistance.

It is hoped that this guide may not only assist teachers and pupils in celebrating the glorious history of their state, but that it may serve as well to develop citizens for an illustrious future.

Part I

GUIDE FOR ELEMENTARY TEACHERS WHO ARE EXPANDING THE STUDY OF THEIR LOCALITY AND STATE

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I. HOW TO USE THESE SUGGESTIONS

A study of local history forms an ideal laboratory for the development of that pupil initiative, cooperation, and creativity necessary for democratic citizenship. These materials are for the use of the teacher in the pre-planning needed to carry on pupil-teacher planning in the classroom. They are designed to save time and effort for the teacher. They will not be used just as given, but will furnish valuable suggestions as to what may be done in one's own community. This unit is a reservoir of ideas from which to draw. They are meant to promote flexibility, democratic group planning, and pupil-teacher initiative.

Pupil-teacher planning means that pupils and teachers together make decisions that center around such words as *what*, *who*, *when*, *where*, and *why*.

- A. What will be done? (What activities carried on, what material used?)
- B. Who will do this work? (An individual? A committee? The whole class?)

- C. When will it be done? (How about scheduling time?)
- D. Where will it be done? (In the classroom? At the museum? The library?)
- E. Why should we do it? (This furnishes the necessary motivation.)

For the traditional "Do" and "I want you to", the skillful teacher substitutes "What do you think?" "How can we do this?" "Shall we select a chairman?" Decisions, made cooperatively by all involved, can be made more effectively if the teacher has done some pre-planning. The following suggestions are designed to help in that pre-planning.

II. DESIRABLE OUTCOMES

Desirable outcomes will be attained with increasing completeness as the child grows more mature. They are centered around skills in personal social behavior, skill in group action, social purposes and ideals, and knowledge related to individual and group activities.

- A. An understanding of and appreciation for our democratic traditions and ideals as they developed in Wisconsin.
- B. Broad understanding of the factors (geographic, geological, economic, political, social, cultural and religious) which have shaped the population, industries, agriculture, culture, and government of one's own community and of Wisconsin.
- C. Desirable habits of social living such as sharing, democratic group action, mutual helpfulness, and courtesy.
- D. The discovery and development of a child's own desirable aptitudes.
- E. Skill in leisure time activities that are personally satisfying and socially desirable.
- F. The ability to enter freely and helpfully into activities of the home group, the school, and the community.
- G. Skill in recognizing problems and in using problem solving techniques.

III. BASIC PROBLEMS

A. The study of local development is no different from the study of world development. For an adequate understanding, such areas as geographical factors, immigration of peoples, transportation, industry, home living, health and government need to be studied. The following statement of problems are specific introductions to these areas. Note that they are adaptable to any time period it seems appropriate to emphasize.

1. Why did our ancestors come to Wisconsin?
2. How did they come?
3. What did they find here when they arrived?
4. What kinds of homes did they establish? How did the children share in the work of the home?
5. How did our ancestors earn their living?
6. What things did they make for themselves? What did they have to buy?
7. What industries do we now have in our community? What do we contribute to the rest of the state and nation? What do we receive from them?
8. What places of special historical interest are there in our community? In our state?
9. What type of government did our ancestors establish? How did it develop?
10. How did the early settlers protect their health? How have health attitudes and health conditions changed to the present time?

B. The approach to any of these problems is best determined by the situation in the local community. If it is one rich in historic association, the introductory activities will be easy to plan. Otherwise, perhaps a bulletin board exhibit showing events of historical significance would stimulate interest. Stories and a display of books are possibilities. A study of names—school names, street names or family names—is often a good way to begin.

IV. DEVELOPMENTAL ACTIVITIES

(Used to carry the unit forward)

- A. Research activities (Activities that are concerned with the collection of data. These may involve reading, observation, interviews, etc.)
 1. Together, class and teacher may plan a trip to interesting historical spots in the vicinity.
Example:—In one community, some of the children told of visits made to interesting historical spots. The others expressed a wish that they, too, might see these places. Ways and means were discussed. Through pupil-teacher planning, committees were appointed to work on the following problems:
 - a. What places should we visit?
 - b. How can we get to these places? What would the cost be?

- c. What are the best ways of learning about historic spots? When should we use these different means of acquiring information?
- d. What definite preparation should be made for the trip?
- e. How ought we to conduct ourselves on the trip?
- f. What activities should follow our excursion?

After committee reports and class discussion, the group agreed upon the following plan:

A Public Service bus was chartered for two hours. The cost was six dollars. Each child contributed. Since sixty went on the trip, it was found necessary to divide the group. All were taken as far as the museum. Here one-half the group stayed for one hour under the supervision of a teacher. Lectures at the museum made the hour one of extreme interest and profit. The second group remained on the bus and took a trip outlined below. The bus stopped at each place mentioned. The importance of the spot was explained. Where it seemed advisable, all children left the bus to see interesting points. At the end of the first hour, historical and museum trips were repeated, groups of pupils having changed places.

- 2. Study old maps to discover development of towns, roads, and community place names.
- 3. Study the cultural backgrounds represented by the homes in the group.
- 4. Invite parents to come to school to show how to prepare food, make costumes, help with handwork, teach songs or dances, etc.
- 5. Exchange letters with boys and girls in other parts of the state for the purpose of securing definite information.
- 6. Use population statistics as a basis for arithmetic problems arising from community study. Collect local statistics to show population, health, crime, or taxation trends.
- 7. Read recent Wisconsin materials suggested by the bibliography in this pamphlet.
- 8. Use records in libraries, historical societies and museums to find the answers to questions.
- 9. Find out what various nationality groups settled in Wisconsin.
- 10. Read to find out why various groups located where they did in Wisconsin.
- 11. Collect recipes of the favorite foods of various nationality groups.

12. Discover examples of authentic Indian and pioneer art, including needlework, pottery and beadwork.
 13. Find out what songs our ancestors sang.
 14. Find reasons why Wisconsin became a dairy state.
- B. Experiments (In each case, see that the children thoroughly understand the scientific principles involved.)
1. A study of pioneer life will inevitably bring up the question of the compass. Children can make a simple compass like that used by early mariners. They rubbed a needle on a piece of lodestone and made a magnet of the needle. Then they put the needle on a small piece of wood and floated it in a pan of water. The needle turned with the wood until it pointed north and south. Here is a list of the things needed: a magnet, a needle, a flat piece of cork, and a dish of water.
One group of children made up these directions: Rub the needle on the magnet. Be sure to rub it only one way, not back and forth. This makes a magnet of the needle. Push the needle through the cork. Float the cork and needle on the water. The cork must be near the center so it is free to swing around. If your compass has been made carefully, the needle will point north and south.
 2. Compare early and modern methods of preserving foods. Children may experiment with drying of fruits and vegetables, grinding and parching of corn.
 3. Develop activities connected with clothing; experiment with washing, cording and spinning wool, use of vegetable and bark dyes. Compare early clothing materials with modern synthetic materials.
 4. Compare early and modern housekeeping methods and materials—making soap, using sand for scouring, etc.

C. Construction work (Care should be taken to make constructing purposeful.)

Most of the following suggestions will contribute to clarifying concepts, properties for plays, etc.

1. The historical tour listed under "A. Research Activities" will lead naturally to the making of individual maps of the vicinity. These may be used as a part of a book each child makes. This book may contain the map, short paragraph descriptions of historical spots, stories of interesting episodes concerning Wisconsin history, plays, drawings, and pictures.

The books may be bound as a book-binding project in the art class. The following directions are for covers needed for $8\frac{1}{2} \times 11$ " filling sheets:

a. Materials:

- (1) Two $8\frac{3}{4} \times 12$ " cardboards for the covers.
- (2) Two $8\frac{1}{2} \times 14$ " sheets of cover or poster paper for the outside covering.
- (3) Two $8\frac{3}{4} \times 11\frac{1}{2}$ " sheets cover or poster paper for the lining of the covers.
- (4) One $4\frac{1}{4} \times 13$ " strip adhesive linen for outside binding strip.
- (5) One 4×11 " strip adhesive linen to bind the sheets.

b. Directions:

- (1) Measure a 2" margin from the 13" edge of the $4\frac{1}{4} \times 13$ " strip of linen. The $\frac{1}{4}$ " margin is for the filling sheets.
- (2) Measure a $\frac{1}{2}$ " margin from the $4\frac{1}{4}$ " edges.
- (3) Paste the cover board over the 2×2 " sections measured on the $4\frac{1}{4} \times 13$ " strips of linen.
- (4) Turn over the $\frac{1}{2}$ " flaps at the ends and paste over the cardboard.
- (5) Measure a $1\frac{1}{2}$ " margin from the 11" edges of the adhesive side of the 4×11 " strip of linen.
- (6) Fold into 2×11 " with the adhesive side out.
- (7) Measure a $\frac{1}{2}$ " margin on both sides along the 11" folded edge.
- (8) On one of the lines that forms the $1\frac{1}{2}$ " margin place dots not more than 1" from the end.
- (9) Place the folded strip over the left side of the filling sheets. The sheets should be held in place with two or three paper clips.
- (10) Punch holes at the dots. Bind with coarse thread or fine cord. Go in and out, then come back through the same holes, but from the opposite direction; tie the ends. If the filling is not too thick, the stapler may be used.
- (11) Fold back the flaps and paste to the pencil line. This leaves $1\frac{1}{8}$ " flaps.
- (12) Place the $\frac{1}{4}$ " margin over the $\frac{1}{4}$ " margin between the cardboard covers and paste the $1\frac{1}{8}$ " flaps over the cardboard.

- (13) Measure a 1" margin along the two 8½" edges and one of the 14" edges of the cover paper.
- (14) To miter the corners—
 - (a) Measure two inches from the two corners that have 1" borders.
 - (b) Draw a line from dot to dot. This line will pass through the intersection of the margin lines.
 - (c) Cut the corners at least ⅛" farther out than the line. The width of this margin depends on the thickness of the cardboard. If the cardboard is thick, more than ⅛" must be allowed to cover the corners.
 - (d) Surface paste the part of the cover sheet inside the lines.
 - (e) Paste over the cardboard and rub over the entire surface. There must be no loose space.
 - (f) Rub paste over by passing the fingers under the flaps along the cardboard and pressing the paper over the edges.
 - (g) With the thumbnail press the narrow margin over the corner of the cardboard.
 - (h) Surface paste the 8¾ x 11½" sheets and line the inside of the corners. Leave a ¼" margin at the top, bottom, and sides of the cover.

2. A committee of pupils may prepare a large map of the vicinity or of Wisconsin. One side of a mattress box secured from a furniture dealer may be used for the map. Poster paint gives a pleasing background and may also be used for map outlines and numbers. Holes may be made and Christmas tree lights inserted to make an illuminated map. Use made of such a map is described under "Culminating Activities." Maps may be used to depict geographical regions, products, trade routes, Indian reservations, historical monuments, etc.

Fill capsules with products of the state and paste on map where these products are commonly found in the state. Products may be pasted directly on the map if desired.

This work is being done all during the time the unit is being studied and aids in fixing products in the minds of pupils.

3. Discussion of the question, "Where does our pulp wood come from?" may lead to the construction of a "lumber camp." Lincoln logs may be used to construct the buildings. Sleds may be made

according to pupils' own ideas, logs may be put in the stream, and the scene built up as work progresses.

4. Pupils may build a puppet theater for use in dramatizing historic events.
5. Children delight in constructing a miniature fort. Material summarized from historical bulletins will be of value to any group attempting this activity.
6. Other suggestions for construction are:
 - a. Making furniture typical of pioneer days.
 - b. Making a quill pen.
 - c. Making toys such as a pioneer might make for his children (rattles from gourds, cord dolls).
 - d. Making a song booklet of pioneer days.
 - e. Making a horn book.
 - f. Making pioneer broom of twigs.
 - g. Arranging pioneer scenes on sand-tables.
 - h. Making chart showing what the pioneers had to buy and what they had to sell.
 - i. Making a wall frieze showing:
 - (1) What this region looked like before the coming of the white men.
 - (2) The coming of white men—in order of their coming: Traders, trappers, missionaries, farmers—settlers, businessmen, millers.
 - j. Making dioramas or movies showing various phases of Wisconsin history or culture.
 - k. Keeping a class scrapbook of clippings concerning Wisconsin. (Use of judgment as to value is involved.)

D. Creative Activities

1. Historical Play

One class developed a play as a part of their study of Wisconsin. The children did much reading about Wisconsin, about Indians, and about New France. They made up the play from stories they studied. This was done in the English class. Geographies were used to study the routes of the early settlers, and social science work was done in learning about early life in Wisconsin.

2. Pantomime on the industries of the community.

Groups may prepare the pantomime of each industry and the rest of the class will guess which industry is being depicted.

3. In language classes pupils might prepare original plays which can be used as puppet shows. There should be no set lines, pupils expressing thoughts in their own words.
4. Painting a mural showing various episodes in Wisconsin history of phases of Wisconsin culture.
5. Making clay models of tools, pottery, handicraft, etc.
6. Creating folk dances and folk games.
7. Creating original designs to be stenciled upon scarfs, towels, etc. These designs should result from "doodling" after a study of the art of various nationality groups represented in Wisconsin.
8. Writing class or individual stories concerning early life in Wisconsin.
9. Composing words and music for a song concerning Wisconsin.
10. Preparing a mimeographed "newspaper" with materials based upon the activities and understandings developed during work on the unit.
11. Using dramatic play to interpret activities in the lives of pioneers.
12. Making rag or hooked rugs and chair seats.
13. Designing and making a sampler.

E. Music and Rhythmical Activities

1. Study about music in American Indian life.

The following may be of value to the teacher in pre-planning:

- a. The American Indian had a song for everything. He had a song for his teepee, for the forest, the lakes, the rivers, for his gods, the sun, the moon, and in fact for almost everything. When he sang, he started on the highest tone he could reach, then gradually dropped to the lowest. He sang in rhythm, but beat his drum in a different time from the song he sang.

All tribal ceremonies were celebrated by music. The Indian orchestra was made up of drums, rattles, and flutes. The drum was made of a wooden frame across which was stretched the skin of an animal. The large drums, which were formed by stretching skins over sticks in the ground, were played by several Indians sitting about them. The small hand drums were carried by leather straps. Rattles were made of boxes filled with small pebbles. Very often gourds were used as rattles.

b. Victrola records available for this unit:

(1) Indian Hunting Dance	22144
(2) War Dance	22144
(3) Sunrise Call	20983
(4) Blanket Song	20983
(5) Chant of the Eagle Dance	20043
(6) From an Indian Lodge	20342
(7) By the Waters of the Minnetonka	1198
(8) From the Land of the Sky-Blue Water	1115

c. Notes on famous compositions.

- (1) "From an Indian Lodge," by Edward MacDowell, shows the atmosphere of native Indian music. Its themes are Indian in style and give one the impression of a procession, winding through the forest, as it follows the body of a dead brave. The music is mournful and throughout there is a suggestion of the beating of drums.
- (2) "By the Waters of Minnetonka," by Thurlow Lieurance—The legend of this song is that there was a feud between two tribes of Indians. Members of one were not allowed to mingle with the other tribe. Sundeer brave fell in love with "Moon-dear maiden, so both were sentenced to death. The sweethearts ran away and walked into the Lake Minnetonka, until the waters flowed over their heads.
- (3) "From the Land of the Sky-Blue Water," by Charles Wakefield Cadman—The legend is that the Indian brave serenades the Indian maiden at dawn on an Indian flute. The maiden is taken captive by another tribe, and the Indian brave woos the maid as he is hidden in the forest.

2. Find out about noted Wisconsin composers.

- a. Edgar Stillman Kelly, born in Sparta. He composed the delightful song, "The Lady Picking Mulberries"—sheet music.
 - b. Carrie Jacobs Bond, born in Janesville. Her most popular songs were "I Love You Truly"—sheet music, and "A Perfect Day"—sheet music.
 - c. Eben Rexford, born in Shiocton. He wrote "Silver Threads Among the Gold"—sheet music.
3. Sing Indian songs to be found in the music textbooks. Which ones may have been sung by Wisconsin Indians?

4. The following are examples of Indian dances which may be used in connection with this unit to illustrate social customs and interpret racial characteristics of the Redmen.
 - a. "Indian War Dance," Lydia Clark, *Physical Training for Elementary Schools*. Benjamin H. Sanborn Company, Chicago, 1917.
 - b. "Indian Dance," William A. Stecher, *Games and Dances*, Fourth Edition, John Joseph McVey, Philadelphia. 1941.
 - c. "The Scalp Dance," Louis H. Chalif, *Folk Dances of Different Nations*, Vol. 2, Louis H. Chalif, New York. 1926.
 - d. "Indian Hunters," Jones-Dorrett, *Rhythmic Dances and Rhythmic Games*, Sherman Clay and Company, San Francisco. Note: *Indian Music and Customs in Publications*, Government Printing Office, Washington, D. C.—is recommended as a basis for enrichment of background for Indian dancing.

F. Discussion Activities

1. Discussion by entire class.

a. To stimulate interest

A problem like the following may be placed upon the board. Were communicable diseases serious problems in pioneer days?

b. To pool information

The question, "What beautiful place in Wisconsin have you visited?" will bring forth volumes of information enthusiastically offered.

c. To help children in exercising judgment

"How many hours drive ought it take to reach important Wisconsin cities from here?" Factors entering into the discussion will be—safe speed, distance, traffic congestion. Children must also consider relative importance of cities.

d. To lead children to sense a situation

After a tour of historical spots, class discussion will lead to a sensing of conditions existing years ago in this region.

e. To guide children in arriving at logical conclusions

- (1) Gathering all possible data on a given problem
- (2) Using book with latest copyright for statistics
- (3) Using material that most books agree upon
- (4) Sorting material to answer a problem
- (5) Arranging material in proper sequence

2. Discussion by smaller groups

a. To prepare materials

- (1) Maps
- (2) Scrap book
- (3) Book binding

b. To plan activities

For example, a committee of pupils decided to study the history of education in their community. They listed things in their building which probably were not present in the first school house in the vicinity.

Questions arising were:

When was the first school built? Where? By Whom?

What was the enrollment (Contrasted with ours)

How were teachers paid? How many months?

What subjects were taught?

Did Indians attend?

Were the schools free?

What kinds of books were used? Furniture?

When was the first high school built? Vocational? Special schools?

The children chose a chairman and with him as leader decided upon the individual responsibility of each member of the group toward rounding out the topic. Some children went to the public library while others made use of references available at school. Some found it helpful to interview old settlers and other townspeople, while some gained information at the museum.

The most useable material was found in the Tercentennial Issue of the local newspaper. At the appointed time, a many-sided discussion took place. Some children used notes for their talks, others enlivened the discussion by exhibiting pictures, charts, etc. In summarizing, the chairman rejected all irrelevant information. (A short, concise summary is always important.)

3. Discussion to make excursions effective

a. Purposes to be kept in mind during discussion

- (1) Arouse interest
- (2) Satisfy need for specific data
- (3) Plan of action
- (4) Participation of entire group

b. Preliminary preparation

(1) By teacher (pre-planning)

- (a) Visit place of proposed trip and become familiar with its educative possibilities
- (b) Pre-plan for visit—date, hour, probable duration, and transportation. (Final arrangements are best made by class members.)
- (c) Think through information it may be necessary to give guide—age of children so that he can talk accordingly, number of children, and phases of particular interest.

(2) By pupil and teacher (Teacher-Pupil Planning)

- (a) Significance of what will be seen
- (b) Record of conditions or processes observed (keeping notes)
- (c) Simple line drawings to record outline and forms of objects observed
- (d) Social practices necessary—courtesy, consideration for others, cooperation in planning and contributing to the group enterprise
- (e) Need for observing safety rules

c. Post-excursion work

- (1) Informal discussion
- (2) Specific oral and written discussion
- (3) Pooling information
- (4) Clarifying misunderstandings
- (5) Organizing materials
- (6) Summarizing
- (7) Committee work may be done on illustrated booklets, trip notebooks, written reports, etc.

4. Other suggestions for sharing through discussion:

- a. Imagine that you are to spend your summer vacation touring Wisconsin. Mention five places you would wish to visit. In sentences give a good reason for each choice.
- b. Name five industries unknown a hundred years ago but important in Wisconsin today. Explain.
- c. Imagine you are a worker in one of the industries in your community. Explain the interesting things in your factory to a visitor.
- d. Name five interesting places to visit in our community and tell why they are of interest.

- e. Tell why you are glad to live where you do.
- f. Discuss safety rules which should be observed upon excursions.

G. Drill

1. The following are ways of drilling upon important Wisconsin cities:
 - a. Locate on wall map.
 - b. Locate on road map. What highways would you take to go there?
 - c. Tell directions and approximate distance from your home.
 - d. Give one reason for wishing to visit each city (Research, if necessary).
 - e. Give one reason why people have chosen each for a home.
 - f. What is one leading industry of each?
 - g. List the ten largest cities of Wisconsin in order of their size. (Research, if necessary. See 1940 Census Material.)

The following may be of value:

City	1930 Population	1940 Population
Milwaukee	578,249	587,472
Racine	67,542	67,195
Madison	57,899	67,447
Kenosha	50,262	48,765
Oshkosh	40,108	39,089
La Crosse	39,614	42,441
Sheboygan	39,251	39,881
Green Bay	36,112	36,136
Superior	36,112	36,136
West Allis	34,671	36,146

- h. Play this game—One pupil describes some Wisconsin city. The other pupils guess what city has been described.
2. On an outline map of the world, trace route of the explorers who gave European nations claims in the New World. On this map could be shown too, the routes of French explorers on the St. Lawrence, Great Lakes, Fox River, and the Mississippi River.
3. A chronological chart can be made showing historical stops of interest in the story of Wisconsin.
4. Who am I? Example—I am of French descent. I am a missionary. I established a Catholic mission at the rapids near DePere. Who am I?

V. CULMINATING AND CONTINUING ACTIVITIES

- A. The class as a whole or in groups might be taken to the museum where things read about may be seen.
- B. An interesting project is the planning of a shop handling community products. Many dealers are willing to give samples and in this way a very interesting display can be arranged. Pupils may work in committees, each committee being responsible for a certain part of the display. Children may obtain materials by contacting persons who could obtain products for them or by bringing them from home. A variation of this theme is a "County Fair."
- C. Party for mothers
 - 1. Decorate room in pioneer fashion
 - (a) Fruits
 - (b) Vegetables
 - (c) Fall leaves and flowers
 - 2. Work done during work on unit on display
 - 3. Room museum
 - 4. Pioneer play
 - 5. Spelling bee
 - 6. Moving pictures, made by children shown
 - 7. Pioneer games, stunts, and rhythms
 - 8. Pioneer refreshments served
 - (a) Apple juice
 - (b) Pop-corn
- D. After the large map described under "Construction Work" has been made, the children may give short talks about points of interest marked by the colored lights. Invitations to parents to attend a program on Wisconsin may be written by the children.
- E. The tour suggested under "A. Research Activities" should lead to further visitation of historical spots by smaller groups.
- F. Some people might do work on the Indians of Wisconsin. They might color a map of Wisconsin showing the approximate location of the various tribes. This might lead to special interest in the Black Hawk War. Reports and even dramatizations could be made on this subject. (Teacher might well read Derleth's "Wind Over Wisconsin".)
- G. A song festival featuring music and folk songs of various nationality groups represented in Wisconsin may be based upon "Joyful Singing," published by the Cooperative Recreation Service, Delaware, Ohio. Enough copies for a class may be secured free.

- H. Folk games and dances may be used effectively in a culminating activity. See "Treasures from Abroad"—25¢—from Cooperative Recreation Service, Delaware, Ohio.
- I. Cooperate with community groups in planning local centennial celebrations.
- J. Puppet show or original play depicting life in the early community.
- K. Plan camping trip to historic spots of the state.

VI. EVALUATION

Teachers and pupils together should evaluate the results of their work. Any plan of evaluation should be in terms of the changes that have been brought about in the attitudes, interest, work habits, social behavior, and techniques of self-education of the pupils. Tests for measuring the extent of facts, knowledges, and skills acquired by children have their place in the educative process, but true evaluation must be in terms of changes in behavior. Examples:

- A. Do we cooperate with one another?
 - 1. Do we gladly help with work to be done?
 - 2. Do we like to play together?
 - 3. Are we sometimes willing to give up personal advantage for the good of the group?
 - 4. Can we take responsibility?
- B. Are we growing in appreciation and understanding of others?
 - 1. Are we kind to new pupils and neighbors?
 - 2. Do we offer to help others when help is needed?
 - 3. Do we include *all* boys and girls in our game and work?
 - 4. Do we talk things over in a friendly manner?
 - 5. Do we disagree politely?
 - 6. Do we respect the rights and opinions of others?
- C. Do we practice fair play and good comradeship?
 - 1. Do we make rules cooperatively and abide by them cheerfully?
 - 2. Do we take turns and play fair?
 - 3. Are we willing to acknowledge our mistakes and try to make amends?
 - Are we willing to acknowledge our mistakes and try to make amends?
- D. Do we have an increasing understanding of the factors that have made our community what it is?

1. Do we know why various nationality groups came here?
 2. Have we an appreciation of the contributions of various peoples who have helped build our community?
 3. Do we understand the importance of climate, geography, and natural resources in the development of our community.
 4. Do we appreciate the democratic way of life that was so important in the development of our state?
- E. Have we skill in problem solving?
1. Can we analyze a problem?
 2. Can we gather relevant information?
 3. Can we interpret data?
 4. Can we think critically?
 5. Can we express ideas clearly?
 6. Can we organize information?

Part II

GUIDE FOR SECONDARY SCHOOL TEACHERS WHO ARE EXPANDING THE STUDY OF THEIR LOCALITY AND STATE

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I. WISCONSIN HISTORY AT THE SECONDARY LEVEL

In the secondary school, local history may fit into the curriculum in many ways. In the social studies sequence, it might constitute a unit in the civics, geography or history classes. Perception, understanding and appreciation of regional development are a realistic background for the consideration of wider fields and problems.

More functional than confining the study to the social studies classes is the plan to make Wisconsin history a correlative program between English and social studies departments particularly, drawing in every other department for certain projects which develop. Such a cooperative project would be a unit on inventions in Wisconsin. In that, an agriculture or science class might perform experiments with the Babcock tester, for example, while an English class writes a theme on the life of Stephen Babcock and the social studies classes evaluate the economic and social aspects of the use of the invention. A unit on "Wisconsin's Contributions to the Arts" will draw in music, literature and art classes. The appearance of many a drab school corridor or cafeteria will be enlivened by a mural. A Thanksgiving assembly program may be built around early Thanksgiving in *pioneer Wisconsin* and commemorate the Pilgrims nonetheless. "Lincoln and Wisconsin" is an apt theme for a program on February 12.

A major culminating activity would be a pageant based on a Wisconsin theme. With the musical groups furnishing the music, dramatic groups performing the action, and costuming and settings arranged by art, home economics, and industrial arts departments, the research and writing, of history and English classes, would result in a memorable performance and cooperative adventure.

However, the study fits into a particular curriculum or extra-curricular program, the units require careful planning. While history is essentially a narrative, it would be appropriate to follow a topical approach in some cases, with emphasis on the chronology within the topic. Many teachers prefer to start with the local community, then county, and, finally, the state. The ensuing suggestions may be found useful and provocative for the planning of units. They are designed to give the student training in elementary research and awaken his realization that he does not have to read a "book" on a subject in order to learn about it. This serves to open a new vista of learning and in that way information becomes knowledge.

II. PURPOSES OF STUDY OF THIS UNIT

To understand the importance of the local physical environment and climate in the lives of the inhabitants of the state.

To gain an appreciation of the primitive culture of the stone age Indians, their spirit, and what they had to relinquish to the whiteman.

To understand how to locate and identify a parcel of land.

To appreciate the practical democracy involved in the selling of small parcels of public land cheaply enough so that many dissatisfied Easterners and landhungry European immigrants could, through hard work, persistence, and courage, make their visions a reality.

To learn of the national origins of the local population and of how the various groups have managed to overcome their differences in order to live together in tolerance, peace, and prosperity; to try to apply the lessons of our cosmopolitan life to international problems.

To gain a regard for the cultural background of the settlers of various nationalities and strive to perpetuate those elements which will help to enrich American life.

To understand the influence of economic and social interests upon the political views, attitudes, and activities of the local people in community, state, national, and international politics.

To develop the feeling that through participation in local affairs one can gain experience in how to handle more adequately and efficiently the problems of larger units of government, economy, or society.

To bring out at close range the human element in history.

To develop an attitude of respect for the accumulated wisdom and accomplishments of earlier generations who lived here.

To motivate the student to appreciate his immediate surroundings; to stimulate him to assume responsibilities and intelligent leadership.

III. SOURCES OF LOCAL INFORMATION

Besides the files of your local newspapers, pamphlets, diaries, documents, maps, photographs, public records, and your own experiences and observations, interviews will provide a rich fund of varied and lively information. Whether you have an interview by appointment, which is generally advisable in this busy world, or are collecting information during a random conversation, these reminders should result in wise use of the interviewer's time. Pre-planning with students might result in suggestions such as the following:

1. In an appointed interview, call well in advance to make the appointment. If you can arrange to meet after working hours in the home,

there will be fewer interruptions, less haste, and the interviewee is likely to be more reminiscent. This may eventually lead to his showing artifacts, documents, or photographs, useful to your work.

2. Do not impose on the interviewee's time.
3. Plan some questions in advance, so that you will be prepared to guide the conversation.
4. Use great care in taking notes. It might be well to allow the interviewee to read them and give approval.

With a chance conversation, notetaking might detract from the spontaneity of the conversation unless it is done quite unobtrusively. Many yarns of local color may be gleaned in these informal visits. Every community has a rich store of legend—fact or fiction. Most communities reflect on certain events as outstanding in their development. Learning about them from people who have a firsthand memory of the event will make for a more interesting study of our heritage. Not all the tales will be as fantastic or as fascinating as the Paul Bunyan tales of the lumbering industry, but they will have a charm all their own. Mrs. Charles Brown, Madison, whose husband was for many years curator of the museum of the State Historical Society, has published many such tales collected and recorded by her husband.

IV. A SURVEY OF YOUR LOCALITY AND STATE

Wisconsin State Planning Board, *A Picture of Wisconsin*, Bulletin No. 16, Second Printing, April 1946, Madison, August, 1945.

A. Geographical Background

1. Location of the county in latitude and longitude.
2. Climate: temperature; rainfall; length of growing season; influence of its interior position on the continent and of the Great Lakes; influence of the prevailing winds.
3. Land surface: lowest and highest elevations above sea level and their locations; general relief; outstanding physical features and their origin.
4. Soil resources: names of rocks underlying the county to the depth of sea level; types of soil and their origin.
5. Mineral resources: metallic; non-metallic.
6. Forests: original, extent and type; present, extent and type reforestation.
7. Wildlife resources.

8. Water resources: Principal drainage basins—rivers and their branches; location of divides, headwaters, water power sites, water supply.
9. Transportation facilities: early and present—land, water, air.

B. Political Panorama

1. Foreign countries (in order) that claimed this territory; treaties and dates on which they relinquished their sovereignty and vacated their holdings.
2. Indian tribes that occupied the county land; the treaties and dates on which they ceded it to the United States government; Indian trails, homes, mounds, artifacts.
3. Land survey: Land Act of 1785; base line of Wisconsin; principal meridian; correction line—location of, reason for; townships and ranges; sections—numbering and divisions; use of survey for location and identification of a parcel of land.
4. Sale of public lands in your county: location of the United States land offices that sold the lands; when sold; minimum price acre; minimum unit sold; purposes for which the lands were purchased; features considered desirable; usual size of farms; possible methods of acquiring; financing purchases; approximate date all best public lands had been taken.
5. Establishment of government for this area: Ordinance of 1787 for the Northwest Territory; the organization of Wisconsin Territory—date, extent; the organization of the county government—date, extent, county seat, towns of the county; admission of Wisconsin to statehood—date, method.

C. Early Social History

1. The early settlement where the settlers came from; reasons for coming to the country; their character; material resources; group settlements; location of various nationalities in the townships.
2. Dates on which towns, villages and cities were settled; first settlers and founders.
3. Buildings: local materials; sources and styles of architecture; conveniences.
4. Home life and home productions.
5. Churches: early denominations; missionaries and leaders; camp meetings.
6. Education: early interests; facilities; curricula; leaders.
7. The professions.

8. Industries.
9. Newspapers.
10. Recreation: sports, games, and contests; "bees"; dancing.

D. Recent Social History

1. Present conditions, attitudes, and prospects: Education; the professions; religious interests; material prosperity or level of living; transportation; communication; housing; health; contacts between rural and urban life; clubs and lodges; cultural activities (music, dramatics, art, literature).

E. Agriculture and Dairying

1. Making a farmstead: clearing the land; early methods of cultivation and equipment used; soils; crops; markets; prices.
2. Introduction of present methods and equipment; leading products, when first raised and why; early and present expenses; the turn to dairying and scientific farming; the persons considered the best farmers; stock breeders; farm level of living index.
3. County agricultural societies and fairs; 4-H Clubs; county agricultural and home agents; A.A.A.; soil conservation program and practices; high school agricultural courses; Future Farmers of America; land use and planning committee of the county and its reports.

F. Industrial History

1. Early trades and shops: manufacture, power used—types and location of; type and sources of raw materials; capital; labor, source and training; products and their markets; leading personalities.
2. Present industries: location of centers of production; power used; type and sources of raw materials; capital sources and amounts; factories, buildings and landscaping, safety devices, insurances; labor, source of supply and organization; products, value and types; markets, local, national, international; prominent leaders in industry.

G. Merchandising and Banking

1. Retail business: early general stores; development of chain stores; cooperatives.
2. Early private banks; state banks; national banks.
3. Investment banking.
4. The position of merchants and bankers in the development of village and city life.

V. STUDYING YOUR OWN COUNTY

A. Narrative

Example: Washington County, Wisconsin; location, townships and correction line.

This land, once a part of the public domain, was formerly owned by the United States government. The government surveyed Wisconsin Territory, using the Southern boundary of Wisconsin as a base line from which to measure. Lines were surveyed parallel to it and six miles apart. As Wisconsin exceeds 300 miles in length, south to north, there are over 50 such lines. Washington County lies between the eighth and twelfth of such lines, therefore all Washington County land deeds read Township 9, 10, 11, or 12 North, (written T. 9 N.).—See Fig. 2. A line drawn north and south running from the southern boundary of Wisconsin, north along the eastern boundary of Grant County, up to the mouth of the Montreal River on Lake Superior (which is the intersection of the Wisconsin-Michigan boundary with the shore of Lake Superior) was the other base line. It was also the fourth principal meridian. From this line parallel lines were surveyed every six miles. Wash-

6	5	4	3	2	1
7	8	9	10	11	12
18	17	(16)	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

Fig. 1—A Township is six miles square and contains 36 Sections, numbered in the manner shown above. Section 16 is "The School" Section.

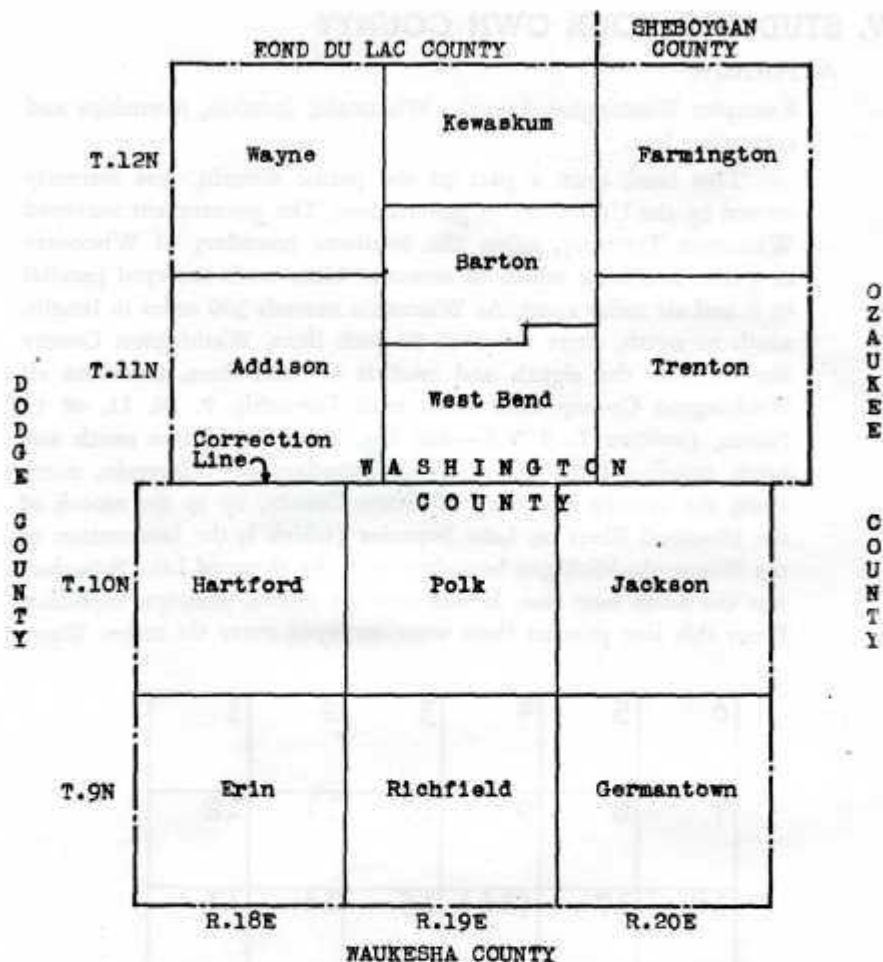


Fig. 2—The Towns and Neighboring Counties and Townships and Ranges of Washington County.

ington County lies between the 17th and 20th of such lines east of the fourth principal meridian, so all land titles have not only a township reading, but also Range 18, 19, or 20 East (of the fourth principal meridian.)—See Fig. 2. For example, the town of Erin is T. 9 N., Range 18 E. (Read Township 9 North, Range 18 East.) A township is the piece of land six miles square that is bounded by two parallel township lines and the two parallel range lines that intersect them. Washington County is made up of 12 such townships.

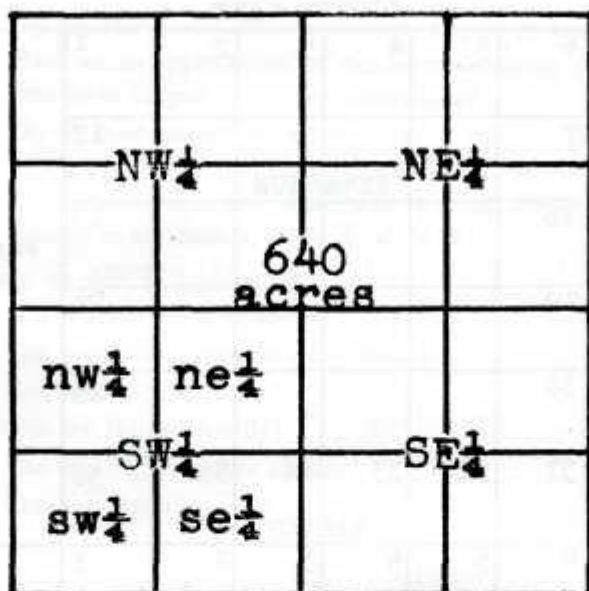


Figure 3—A section of land is One Mile Square and contains 640 acres. It may be divided into Halves, Quarters, or Quarter-Quarters.

Why is there a break in the north and south lines across the county?—See Fig. 2. Suppose that the government surveyors had extended all the range lines due north from Wisconsin's southern boundary. Due to the earth's almost spherical shape all such lines would eventually meet at the north pole; in fact, they would not remain parallel, six miles apart, even for a short distance. In order, therefore, to keep each township six miles square, the surveyors made every tenth line (every 60 miles north) a "correction line". The first such line crosses Washington County between Townships 10 and 11 North.

A township is surveyed land six miles square.—See Fig. 1. A town is any quantity of land set apart by the state or county for local government purposes. The term, township, is employed to locate and describe property in land deeds. The former, town, is a political division of the county. The township is numbered only; the town has a name. Washington County has 12 townships but 13 towns.—See Figs. 2 and 4.

See Fig. 1 for the sections in a township, and Fig. 3 for the divisions of a section. A deed must specify what part of the section

Now that you have described and studied your county, investigate how it got its name. First, make a guess. Second, let research prove whether you are right or wrong. Third, make the same experiment with the names of other counties, starting with those in your vicinity. Juneau and Dodge, LaFayette and Lincoln are simple to guess. Eau Claire is French. Oconto is an Indian name. The story of the origin of county names is a most fascinating one.

B. Diagrams

Typical County—Washington

Land Survey, Location, Townships, Correction Line, Towns, Sections, Location and Description of Property

VI. SUGGESTED ACTIVITIES

(To enrich the knowledge and the appreciation of community, county and state)

The following are designed to enliven interest and provide a body of information for those students working on the activity and those who may use the completed project for reference.

A. These Should Lead to Ideas for Other Activities:

1. Prepare an "ancestor map." To do this, make a large map of Europe (prior to 1914). Name the countries and color them lightly in differing shades. Indicate on this map the country or countries of ancestral origin of each student in class. Note the number of generations his family has been in the United States and in Wisconsin.
2. The pioneers of your community are worthy of study. Learn details about one pioneering family that was typical, spectacular, or significant in your locality. Weave those details into story form. This project may include interviews with old settlers and people who have made a hobby of collecting such information or artifacts. Note carefully the names of all those interviewed and the date on which the interview was held. Here are some subjects about which you would inquire:

a. *The Pioneer:*

His name, place and date of birth, nationality of his parents, his education and training, religion and politics.

Coming to the Locality: (If the pioneer was born in your locality, give this information in regard to his parents if possible.)

Reason for coming.

The trip: the year, how made, the route, events remembered on the trip, things brought along: personal effects, furniture, tools, implements, cattle, seeds, money, etc.

First impressions of your locality.

b. *Place of Settlement in Your Locality:*

Location: township, section, etc., or village; reasons for choosing to settle there, year of settlement.

The Farm: acquiring the farm by pre-emption or purchase from the government, etc.; crops, yields, other marketable goods, markets, prices, trading at the store; roads; neighbors. The crossroads settlement or village streets, buildings, shops and shopkeepers; doctors, lawyers, circuit riders and preachers, priests and churches, schools and teachers; mills and millers, other manufacturing; postal services; cattle fairs.

Native food supply: game, fish, nuts, berries.

c. *Social Life:*

On the farm, at the schools, churches, revival and camp meetings, in organizations, inns and taverns, at the county fairs; special occasions; barn raising, harvesting, weddings, etc.

d. *Care of the Sick:*

Home remedies, the country doctor.

e. *Recollections of Men and Events:*

Local men prominent in the county or state in civil or military life; distinguished visitors; events of special interest and significance.

(Letters, papers and documents, account books, pictures and maps yield much interesting information regarding early conditions.)

3. Wisconsin has had many people who are noteworthy or merely of unusual interest: About some of them a wealth of material is available; about others, even considerable investigation will not reveal a great deal. Here are some interesting Badgers:

Emma Abbott

Edward Allis

Claude Jean Allouez

Mathilde Anneke

John Francis Appleby

Charles C. P. Arndt

Stephen Moulton Babcock

Johannes Bading

John Bascom

B. William Beaumont

Victor Berger

Black Hawk

Nicholas Boilvin

Carrie Jacobs Bond

Alvin E. Bovay

Mary Bradford

Adele Brice	Lynn Fontaine Lunt
Ole Bull	Douglas Mac Arthur
Matthew H. Carpenter	John Metoxen (Last of the
Jerome Case	Mohicans)
Thomas Chamberlain	Joseph Mills
Bernard J. Cigrand	Alexander Mitchell
(Flag Day)	William (Billy) Mitchell
John Commons	John Muir
Henry Dodge	Henry Clay Payne
James R. Doolittle	George W. Peck
James Doty	Nicholas Perrot
Hercules Dousman	Samuel Peters
Lyman C. Draper	Emanuel Philipp
Charles Durkee	Augustus Quarles
Richard T. Ely	Charles Reaume
Lucius Fairchild	Al Ringling and Brothers
Michael Frank	John H. Rountree
Zona Gale	Jeremiah Rusk
Hamlin Garland	Edward G. Ryan
The Gollmar Brothers	Philetus Sawyer
Agoston Haraszthy	Carl Schurz
Mark R. Harrison	Mrs. Carl Schurz
Cordelia P. Harvey	Nicholas Senn
Henry Howe	Christopher Latham Sholes
Hans Heg	John Spooner
William Henry	Elisha Starr
William Hoard	Isaac Stephenson
Soloman Juneau	James Jesse Strang
Jackson Kemper	Freeman L. Tripp
Walter S. Goodland	Frederick J. Turner
Elisha Keyes	Harry Weiss (Houdini)
Walter Kohler	Charles Van Hise
Mary Ann LaBuche	William Vilas
Robert M. LaFollette,	James R. Vineyard
Sr. and Jr.	Cadwallader Washburn
Charles Langlade	Ella Wheeler Wilcox
Increase A. Lapham	Eleazer Williams
William Ellery Leonard	John Winslow
Alfred Lunt	Frank Lloyd Wright

From the above list or from your own reading select those who are most interesting to you or your community. With each student in the class selecting to study one famous Badger, prepare a series of biographical sketches. Collected studies might constitute a booklet entitled *Short Tales and Long of Interesting Badgers*. To start the project, you might enjoy reading the ensuing "short tale" about Christopher Latham Sholes and the "long tale" about Cordelia Perrine Harvey.

Christopher Latham Sholes

A Genius Who Lived Unrewarded

The first practical typewriter, patented from Milwaukee in 1868, was the work of C. Latham Sholes, journalist, along with S. W. Soule, a printer, and Carlos Glidden. While working on a page numbering device, they caught the idea of a writing machine. With the help of a German clockmaker, Mathias Schwabach, they constructed a model which resembled a sewing machine with a piano-like keyboard. To illustrate the facility of his machine, Mr. Sholes used the now famous sentence from a morning paper "Now is the time for all good men to come to the aid of their party."

The first completed typewriters for public consumption were placed on the market in 1874 and were named "Remington" for the gun-making firm which had the manufacturing contract. At the Centennial Exposition at Philadelphia in 1876, the Remington Company promoted the typewriter as the "Machine to Supersede the Pen." A fascinated public stood in line and paid a quarter to acquire a souvenir of typewriting.

Actual sales were slow. A Kentucky mountaineer, upon receipt of a typewritten letter, indignantly wrote back, "You don't need to print no letters for me. I can read writing." Finally, however, as with most new inventions about which the public feels a tremendous interest, surmounted by wariness, the typewriter "caught on." Mr. Sholes, however, never realized financial returns in proportion to the success of his work. Because he himself lacked confidence in the sales possibilities of his own invention, Sholes had earlier sold his royalty rights for a relatively small sum.

Cordelia Perrine Harvey

Wisconsin's "Florence Nightingale"

(Printed in part from an article in the Milwaukee Journal)

One of the real and unsung heroines of the world is Cordelia Perrine Harvey. Mrs. Harvey, wife of the Governor of Wisconsin, lost her husband by drowning in the early part of the Civil War while he was investigating the conditions of Wisconsin troops in battle. Undaunted, she started out in 1862 to represent the Badger state in alleviating the conditions for Wisconsin's servicemen; not only the hospitalized wounded and sick but those in camps as well. Soon, she found that her conscience bade her meet the needs as she found them regardless of from what state the men came.

The mud and dirt, heartbreaking situations, exhaustion and discouragement, were not easy for a woman to bear. She distributed supplies, wrote letters, ministered comforts, pitched into nursing emergencies, battled red tape to get records and furloughs, and fought for the release of men unjustly imprisoned as deserters. A medical officer, contrasting Mrs. Harvey with those "whose humanity is but a blustering display," praised her kindness, gentleness, and zeal, which considered no case too large or too small for her, and no weather too bad. Mrs. Harvey sometimes doubted her ability to carry on to the fullest, "I get so tired at night that I think surely I shall be ill tomorrow, but, in the morning I am quite rested and ready for labor." She lamented her "poverty of expression" to describe adequately her work so people back home would feel the need of contributions of all kinds, but she had time for writing only in the evenings when she was mentally and physically weary.

Cordelia Harvey, very judicious with state funds, often used her own money for her work and frequently expressed the regret that her personal funds were too limited for all she wanted to do. Late in the war she used more and more of her own salary because, worn out, she felt that she had not been able to do all she could have done had her health remained good.

As she worked, Mrs. Harvey developed the conviction that the wounded and ill would stand greater chance of recovery in the northern climate, nearer home, and away from battle zones. Time and time again she asked the Governor of Wisconsin to

petition for such placement of army hospitals. Early in 1863 she fell ill, returned to Madison, and thence went to the Atlantic shore to recuperate. Around Brooklyn she visited many fine hospitals which quickened her resolve to better those in the West. The courageous lady then decided to take her ideas to President Lincoln.

While the great man was polite, he reminded her that though desertions were already high, a decided increase would result from the man being hospitalized nearer home. That did not daunt Cordelia Harvey, who replied that "dead men cannot fight, and they may not desert." Mr. Lincoln then allowed her the courtesy of an interview with the Secretary of War and gave her an encouraging note of introduction, "Admit Mrs. Harvey at once; listen to what she says; she is a lady of intelligence and talks sense." Mr. Stanton, however, vetoed her proposal nicely with the news that inasmuch as the Surgeon-General was on an inspection tour nothing could evolve until his return.

On September 27, 1863, Abraham Lincoln finally granted Mrs. Harvey's request, and Wisconsin got three hospitals, one in Madison to be named for her late husband. (After the war, Harvey Hospital became an orphans' home for children of servicemen, and she became its first superintendent. Her dream was to impress on the children that they were not receiving charity in any way but were, rather, accepting payment for the debt of gratitude owed their fathers.) When Lincoln questioned her as to what she would have done had he refused, she showed her determination with the reply that she would have been back the next day at nine o'clock. Then he asked if she ever got angry—he knew "a little woman not very unlike you who gets mad sometimes." (Mary Todd Lincoln, his own wife.) Cordelia Harvey's wisdom was evident in her philosophical response that she did not get angry when she had a purpose to see through because anger weakens one's desired position.

Back on duty again, she classified the patients for northern hospitals. During 1864, she worked for Wisconsin's acquisition of a hospital steamer for transporting the men up North.

Cordelia Harvey, modest woman that she was, did not seek acclaim. Upon seeing articles from a paper which lauded her work, she wrote protestingly that she was only doing her duty and did not want to be "Florence Nightingale." The pleasure

of the men at sight of her, their complete trust and simple utterances were accolade enough.

At the close of the war a friend meeting her on the steamer "Luminary", near Memphis, saw, not the lovely, cheerful governor's wife of 1862, but a woman, "subdued, yet with no loss of latent energy, indifferent to all but her work, looking twelve years older." The war had ended; yet Cordelia Harvey's work remained unfinished. On her way North to arrange, if possible for an orphans' home, she was traveling with half a dozen homeless children, unaware whether their fathers had marched to the strains of "Dixie" or of the "Battle Hymn of the Republic." No, Cordelia Perrine Harvey was not the "Lady With the Lamp"; she was herself a light of spreading hope.

4. Every community has a story of development all its own. Investigate the origins and early development of yours; when you have that data, compose it in story form, adding finally a description of your town as it appears today. For example, here is an account of the early history of a Wisconsin settlement on the Mississippi River.

Prairie du Chien

Wisconsin's Second Oldest Settlement

It was on June 17, 1673, that Father Jacques Marquette recorded in his journal "with a Joy I cannot express," that he and Louis Jolliet, after travelling the Fox-Wisconsin waterway from Green Bay, had entered the Mississippi River at what is now Prairie du Chien. Within a few years after that, and but sixty-five years after the landing of the Pilgrims at Plymouth Rock, Prairie du Chien was a thriving center of the fur trade between the French and the Indians.

Through the open season flatboats arrived with trinkets, food, and "firewater" while from the interior came the Indians with great packs of furs. Around the market gathered business-like traders, loud *coureurs de bois*, farmers, gay *voyageurs*, a few military officers, and half-naked Indians.

The name, Prairie du Chien, had a peculiar origin. Finding an established village of the Fox Indians headed by a chieftain named Alim or Big Dog, the French referred to the settlement as La Prairie des Chiens. Later English and Yankee traders modified that to the modern form, Prairie du Chien.

Near the site of the present city, Nicolas Perrot, a great French trader, built Fort Nicolas sometime before 1690. Soon after, it was decided in Paris to abandon all posts west of Macinac, and western Wisconsin became once again the dominion of the foxes. Then came the long siege of the Fox wars when the French worked to wrest their holdings from Indian control only to have to surrender them to the British in 1763. When Jonathan Carver visited Prairie du Chien in 1766, he found a prosperous Indian village of three hundred families busily engaged in the fur trade.

During the American Revolution after Spain also had declared war on England, the British amassed a large force of Indians at Prairie du Chien preparatory to descending the Mississippi River. The ensuing expeditions were not successful, however, and in 1783 Wisconsin became a part of the United States of America. Two years before that, three French Canadians purportedly bought the town of Prairie du Chien from the Indians. The fur trade flourished, and in 1804, Frenchman named Roulette and a Scotsman named Campbell established a regular trading post there. In 1805 the explorer Zebulon Pike visited the settlement.

After the outbreak of the War of 1812, William Clark of Lewis and Clark expedition fame, went to Prairie du Chien and built Fort Shelby. The villagers had already driven out British sympathizers. In 1814, the British, learning of the lack of troops protecting the place, surprised the defenders, captured Fort Shelby, and held it as Fort McKay until the end of the war. In 1816, after the evacuation of the British, the United States Army erected the first Fort Crawford at Prairie du Chien on the site of old Fort Shelby. To the new post came military men destined for later fame, and a pioneer "society" developed. Zachary Taylor, subsequent hero of the Mexican War and later President of the United States, arrived in 1829. The next year, as commandant, he arranged for the building of a new Fort Crawford on a new site, a hill overlooking the river. To that post came a dashing young lieutenant, Jefferson Davis, who, in 1835, married Taylor's daughter, Sarah.

John Jacob Astor's American Fur Company was doing a profitable business at Prairie du Chien, and one of his agents, Hercules Dousman, built a home on the site of old Fort Crawford (Shelby) in 1843. This home he named Villa Louis; it is

now restored and is one of the show-places of Wisconsin. New Fort Crawford was abandoned in 1856, then reopened temporarily during the Civil War. From this varied heritage grew the modern *Prairie du Chien*.

5. People engaged in many kinds of work have contributed to Wisconsin's development. Missionaries, farmers, miners, and many others pioneered here. Following your chosen vocation was very different in those days. Select one occupation and prepare a description of its place in pioneer society. If you can find some anecdotes about actual incidents, your description will be more realistic and valuable. Here is a sample of what you might discover about doctors.

Pioneer Doctors

(Printed in part from an article in the *Milwaukee Journal*)

In early Wisconsin when there were few, if any, physicians in the area, the pioneer mother served the best she could using medicines made from plants, berries, barks, roots, and flowers, to supplement the clinical advice of Dr. Gunn's medical volume. For pleurisy, she brewed catnip and penny-royal; for dysentery, she applied a poultice of peppermint leaves; for sore throat, she bound a piece of well-peppered fat meat around a neck already salved with goose grease.

When a physician arrived to serve at a fort, he often had to compete with the reputation of a local woman like Mary LaBuche at *Prairie du Chien*. The famous Dr. Beaumont heard many tales of her successful methods when he arrived at Fort Crawford. Engrossed in the gastric experiments on Alexis St. Martin which he had begun at Fort Mackinac, Beaumont was something of a legendary figure; to many Indians and half-breeds he was affectionately known as the "bon docteur who mak de meracle."

Trained physicians were very slow in coming to Wisconsin; many so-called doctors were actually untrained individuals who picked up a little medical knowledge and started a practice, frequently as a side line. A "wise woman" of Cambridge was very popular. The extent of her medical knowledge is illustrated by her written request to a druggist, "Send me medicines of different tastes and colors; bitter, sour and sweet; also different kinds of powders and large and small pills; and also

sirup for the children." On setting limbs, one "quack" gave his patients filings from an old brass comb to solder the limb!

The pioneer log cabin, sod hut, or dugout was not conducive to hygienic living. Before wells were dug, water from brooks or springs, often stored in barrels, presented a danger. Sick and well commonly slept in the same bed because of limited facilities. People were comparatively unaware of contagion. Ventilation was bad. In Koshkonong Prairie, Dr. Johan Dundas, calling on a pneumonia case first treated by another doctor, found the patient in a poorly ventilated cabin. As he threw open the window, the mother cried, "Dr. Dundas will kill our boy!" To that he replied, "Do you not understand that a person with sick lungs needs air?" After looking over the medicines left by his untrained colleague, the doctor proceeded to throw them out of the window he had opened. Like others in his profession, Dr. Dundas was quite a horseman and took considerable pride in his great black stallion. Versatile and possessed of a vivid colorful personality, he was also a prolific writer of poetry.

In 1841, the Medical Society of the Territory of Wisconsin had been organized. In the late forties, there was much discussion about the creation of a medical college. Epidemics of cholera in that decade stepped up the interest. Of the 60 practising physicians in three counties in 1850, only 12 were graduate doctors, and in 1852 it was reported that there were three "quacks" to every regularly educated physician. Dr. Chandler B. Chapman began a private school of anatomy and surgery in Madison, which, in 1851-1852, enrolled 21 students.

Dr. John C. Reeve, practising in Dodge County in the early 1850's received \$68.00 in cash for his first year's services. One time while trying to reach a patient, he got lost and spent a drizzly night in the woods. One amputation he performed using a carpenter's saw.

With the outbreak of the Civil War, Wisconsin's doctors quickly responded to the emergency. Of the 42 letters received by Governor Randall on April 20, 1861, 20 were from medical men offering their services. Dr. Stephen Himoe became affiliated with the 15th Wisconsin Commanded by his brother-in-law, Col. Hans Heg. Dr. Soren Johan Hanssen of Cambridge also served as its surgeon, while his wife, Alberta, joined him as a nurse.

In Wisconsin's north country near the turn of the century, Dr. F. G. Johnson began practice at Lake Nebagamon, Douglas County. There in the lumbering country in 1900, following the Spanish-American War, the typhoid epidemic which had struck the United States was particularly serious. Dr. Johnson later emphasized how much the telephone came to mean in the north country. Many wild animals lurked along the trails in the woods. Dr. Johnson's driver feared none but a mountain lion, known as the "Indian Devil." The doctor thought the animal to be a myth until he heard of a man sighting it only to have his rifle miss fire. Hearing the click, the animal got away. Wolves and owls made night trips eerie. Location of homes was given to the doctor by section and township. When the neighbors heard he was to be in the vicinity they often called him in for ailments which did not warrant a special call.

Medical progress in Wisconsin has made great strides. It is hard to believe that only 110 years ago, in territorial Wisconsin, a hired man who froze his feet while driving hogs from Belvidere, Illinois, to Lake Geneva, was unable to get any medical attention and that he suffered having a housewife amputate his toes with a shears. The medical profession is growing and has conquered many problems. But for its members, there are still and will always be frontiers—scientific frontiers—fortunately, that they are still willing to pioneer.

6. Make a "family map", that is, draw a map of the United States and indicate the settling places of your family in this country. Start with your first ancestor to land in America and go on to yourself. Use different colored lines for each generation.
7. Construct a guidebook for points of local historical interest. Give sources of information and include sketch maps to show locations and routes.
8. Take pictures of places, buildings, or people of local significance. Arrange them for reference and display, accompanied by brief, clear statements of importance, dates, and source of information. Do the same with old photographs or tintypes.
9. Trace the development of Wisconsin's most important industries. Start with mining, dairying, lumbering and papermaking.
10. Make a collection of songs, recipes, sayings, holidays, or other customs which one nationality brought to your locality.
11. Your community like all others abounds in folk tales. Many have been handed along only by word of mouth. Interview

people who know the tales and put that lore in writing. Mr. Robert Gard, Science Hall, University of Wisconsin, Madison, is interested in receiving any particularly interesting tales you may have. He is one of the organizers of Wisconsin's Folklore Society.

12. Make a study of early schools in your community. From your information, work up a "Then and Now" skit showing how education has progressed. Honor the founder of the first kindergarten in the United States, Mrs. Carl Schurz, a Badger.
13. People have always liked parties. Investigate what games, contests, and other entertainment have been the feature of neighborhood or community parties from pioneer days to the present time.
14. Demonstrations are very instructive. There are many, easily performed, which could highlight phases of progress in Wisconsin. An example would be the performance of the Babcock test for the butter fat content of milk. This demonstration may be accompanied by a report on the life of its inventor, Stephen Moulton Babcock, and his unselfish refusal to patent the work. Evaluate the importance of this invention to the dairy industry in Wisconsin.
15. Make a study of Wisconsin people in Washington, D. C. who are making significant contributions to our national life. Start with Julius Krug and Katherine Lenroot.
16. There have been many citizens of the Badger State who have not achieved fame but who have added just as much to the flavor of Wisconsin's greatness as have their better known contemporaries. Thrift, courage, energy, skill, vision, fortitude, and sincerity were their characteristics. Recognize their greatness by writing the story of one such mother, teacher, farmer, or laborer in your community whose spirit typifies the best of the above qualities.
17. Write and produce a historical pageant based upon the growth of your locality. This is an excellent cooperative project for every grade and department in the school.
18. Make a map indicating where the various nationality groups settled in Wisconsin. Draw the outline of the state and its counties and rivers on wallboard. Then use colored pins or thumbtacks to indicate the location of the many nationality groups which peopled Wisconsin. Explain with a detailed legend in the corner of the map. (See maps in Fred L. Holmes,

Old World Wisconsin, E. M. Hale and Company, Eau Claire, 1944.)

19. Write brief accounts of the peopling of Wisconsin by various nationality groups. Explain their backgrounds, why they came to Wisconsin, what lines of work they chose. For example, read this story of the Norwegians, then write one about the Irish, Germans, Swiss, Cornish, and many others who sought a home in Wisconsin.

"Syttende Mai"

May seventeenth to Norwegians holds a significance comparable to July fourth to us. On that date in 1814, Norway declared her independence, but not until 1905 did she choose a king of her own. Sons of Norway, wherever they be, have commemorated "syttende Mai" with ceremonies of varying types.

In April 1837, 84 Norwegians began crossing to America on the ship "Aegir." A preacher's son, and an educated man, Ole Rynning, foresaw that they would be at sea on May 17, so he wrote a song for the occasion. On that morning, a salvo of cannon preceded a dramatic skit dealing with Norway and the hopes of the Norwegians for a good life in the United States; at noon they had a banquet, and, in the evening, dancing. Rynning introduced his song, the last verse of which presaged the spirit later so apparent in Norwegians in Wisconsin and in the United States generally, "but though Destiny should bid him pitch his tent where once Bjorn and Lief pitched theirs, he will cherish always the mountains of Norway, and yearn with pious longing to see his home once more."

Many Norwegians settled in Illinois; from there, in 1838, Ole Nattestad left to explore the Rock County area of Wisconsin. By the time his brother, Ansten, had returned to Illinois from a trip back home to Norway, he found that Ole and a number of friends had already founded the new settlement in Wisconsin; whereupon Ansten Nattestad assembled more colonists and moved to Clinton and Turtle Townships also in Rock County.

Meanwhile, in 1839, people of Tinn, Norway, arrived in Milwaukee by boat and settled at Muskego Lake, a marshy area, and later in Norway Prairie, Racine County. To this colony came the leader, Even Heg, whose son, Col. Hans Heg, lost

life in the Civil War, while commanding the 15th Wisconsin, a volunteer regiment, 90% Norwegian. The Muskego Colony endured untold hardships from disease, particularly malaria and cholera, in 1843. The *Nordlyset* (*Northern Light*), the first Norwegian newspaper in the West, originated there in 1847.

In the early forties Koshkonong Settlement, Dane County, Skoponong, Wiota, Blue Mounds, and Pine Lake (where Norwegians joined Swedes) settlements developed. In 1850 Indielandet in Waupaca County extended the area of Norwegian selection and very shortly Norwegian settlers could be found throughout southern, central and western Wisconsin as well as north along the shores of Lake Michigan. While the Norwegians were mainly farmers, some worked in the mines of the southwest, the lumber camps near Eau Claire, and in the trades along the shore. Tobacco culture occupied many early southern settlers.

Language differences at first prevented Norwegians from carrying weight in politics; however, they helped defeat the first Wisconsin constitution, and there was one Norwegian in the second constitutional convention. Sturdy, earnest, sincere, not as quick to charm as some other nationality groups, Norwegians in Wisconsin eventually won and deserved a growing respect. Today, with the confusion of patronymics dying out, they are firmly established and active in the life of the Wisconsin people. Although some towns retain old customs, the best vignette of old Norway is the picturesque 80 acre, model farm, "Little Norway", near Mount Horeb.

20. Decorate a wall in your school with a mural depicting the outstanding features of your community's life throughout the years. If you prefer, make this episodic in subject. Some communities have suffered tragedies which they will want to include in this mural along with happier scenes. New Richmond remembers its cyclone, Peshtigo, its great fire.
21. Make a field trip to historic sites in your area. If you cannot go to some of the better known points of interest in Wisconsin, learn about them anyway; some day you may be in their vicinity. You would enjoy, among others, the Cornish houses at Mineral Point, Cotton House at Green Bay, the Dousman House at Prairie du Chien, and Wisconsin's first state capitol at Leslie, near Belmont. Make a list of these and others. Look forward

to visiting them along with the museum of your State Historical Society in Madison. Make trips to scenic spots also. Some are well known, like the State Parks. Others like Crystal Cave at Spring Valley, Pierce County, are newly developed. Still others are completely unadvertised and not commercialized, yet nonetheless worthy of your interest.

22. Start a museum in your school. Even a small room will suffice as a starter. In order to use your space wisely, accept only one article of a certain type, unless it be something small like an arrowhead. Of those, you would like a collection. First, have each student bring what he can from home. Second, get some publicity in your school and community newspapers. Lastly, begin a real campaign for artifacts. As you receive materials: (1) Catalog them carefully. (2) Ascertain whether the donor is loaning it for display or is giving it outright. (3) Solicit complete information about the history of the article; who owned it, when, where, how long, and facts about its use. (4) Display the articles with a thorough, descriptive label. (5) Keep the artifacts safe by having an attendant in your museum during the time visitors are allowed and the room is open. (6) Have an "open house" for visitors when you have enough artifacts for a formal opening of your museum.
23. Construct dioramas for your museum. Make these according to standard scale. Information regarding their construction may be obtained by writing to the Museum of the State Historical Society of Wisconsin, Madison 6, Wisconsin.
24. Have special displays in your school corridors of artifacts or art work which tell Wisconsin's story. Perhaps you can find samples of the craft work of early Wisconsin residents.
25. Keep scrapbooks of the many articles in Wisconsin history which are currently appearing in newspapers and magazines. They will be a valuable record.
26. Study the types of architecture found in your community and investigate their origin. If you live in Mineral Point, for instance, on Shakerag Street, you could see homes of early Cornish miners, built in continuation of the medieval styles in England. Later study the designs of Frank Lloyd Wright.
27. Dramatize scenes from such events as the Constitutional Convention in Wisconsin, or a typical session of the Territorial Legislature.

28. Make a comparison of the aid and the contribution of Wisconsin to the Civil War, the Spanish-American War, and the two recent World Wars. In connection with the Civil War, do not miss the thrilling story of "Old Abe."
29. Draw a "time line" and list the most important events in Wisconsin history from the day Nicolet landed to the present.
30. Study the varying cultures of the principal Indian tribes of Wisconsin.
31. Construct a map of Wisconsin indicating on it the national and state parks or forest preserves. Remember that the "father of national parks", John Muir, was a Badger.
32. Make a study of the wild life native to this state. Do not forget the Passenger pigeons which abounded in such large numbers that the Indians sold them to pioneers "by the cord."
33. List and describe the native wild flowers and other flora. Link this study to the work of Thure Kumlieu and Increase Lapham.
34. Compose an edition of a newspaper in your community, supposedly printed during its pioneer days. The date you choose will depend on how early your community started. The first newspaper in the state originated at Green Bay.
35. Styles change. Study costume in Wisconsin. Do not overlook unusual apparel like the zinc-soled shoes supposedly worn by the copper miners around Saint Croix Falls.
36. Read for leisure from the works of Wisconsin authors. Hamlin Garland, Zona Gale, and August Derleth have written stories that will weave for you a whole panorama of life here. Then go on to read Fred L. Holmes, *Badger Saints and Sinners*, and others.
37. The importance of holidays in Wisconsin is a diverting subject. Did you know that National Flag Day originated through the efforts of Bernard Cigrand, who first celebrated it in his school at Wabeka, near Fredonia in Ozaukee County? The early French near Green Bay usually celebrated Easter in the "sugar bush." Early Christmas customs here bore the traditions of many mother countries. Learn about some of these occasions as commemorated in earlier days.
38. Many inventions are of Badger origin. Some have become vital to the world. Others, like John Muir's clock, are only interesting. Investigate these.
39. The church has been important in our heritage in many ways. Learn more about this subject and pay tribute to it.

40. Present a school assembly program using motion pictures or filmstrips on Wisconsin history and the frontier era in American history. A complete listing of those visual aids obtainable at small rental or purchase fee from the University of Wisconsin may be obtained by writing the Bureau of Visual Instruction, University Extension Division, The University of Wisconsin, 1204 West Johnson Street, Madison 6, Wisconsin.

Bibliography—A

To compile a complete list of materials on the story of Wisconsin's development would be monumental and would duplicate lists which have already been printed. It is the purpose of this publication, therefore, to call attention to bibliographies now available and to offer suggestions for compiling a specific bibliography of materials peculiar to particular communities.

Two bibliographies will be most helpful to teachers:

1. *Books About Wisconsin for Boys and Girls* is the compilation by Miss Margaret Gleason, formerly of the State Historical Society, and may be obtained free of charge by writing to that organization at 816 State Street, Madison 6, Wisconsin.

2. Mary Tuohy Ryan's lists in the *Reading Circle Annual* are available in most Schools.

Very detailed and complete is the new bibliography on the college graduate study level, *Subject Bibliography on Wisconsin History*, by LeRoy Schlunkert. This will be available for purchase at a small fee January 1, 1948 by writing to the State Historical Society of Wisconsin.

Each school system or each county would find it functional to compile its own bibliography. That would include materials by individuals from that vicinity as well as materials about the vicinity and its people. For a group of area teachers to cooperate on such a bibliography at the outset of their study of state and local history would be a time-saver and would insure the facility of the whole project. Additions may be noted from time to time as research reveals other sources.

Every school will wish to receive the *Wisconsin Historical News*, a free monthly publication of The State Historical Society, available on request. Membership in the State Historical Society and receipt of the quarterly, *Wisconsin Magazine of History*, is an invaluable aid. Participation by your school in the Junior Program of the State Historical Society will bring *Badger History* for the junior and senior high school levels, and *Badger Stories* for the fifth and sixth grades. These magazines will appear monthly

throughout the school year and will prove to be valuable aids. Although many of the earlier publications of the State Historical Society are out of print, some teachers will be able to locate volumes of the *Collections*, the *Publications*, and the *Proceedings*, and among them the writings of Draper, Kellog, Quaife, Schafer, and Thwaites, in their communities. They are a storehouse of material.

How to Use Local History, by Ella A. Hawkinson, State Teachers College, Moorhead, Minnesota, will be interesting background reading for a teacher. Published as Number 3 of the "How to Do It Series" of the National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C.; this sells for ten cents per copy, with discount for additional copies. Likewise, *The Study of the Community and the Home State*, by Miss Gertrude M. Merriam, Keene Teachers College, Keene, New Hampshire, might be useful and helpful.

There are other sources of information, many of them state departments. The catalog of the Bureau of Visual Instruction of the University of Wisconsin Extension Division, and *Rural Cultural Arts in Wisconsin*, Extension Service of the University of Wisconsin College of Agriculture, a special circular of June, 1940, are such materials from the University of Wisconsin, Madison 6, Wisconsin. It is hoped that transcriptions of plays about Wisconsin and of Badger folk songs will be made and presented for sale or loan in the near future. The University of Wisconsin Extension Division, Department of Debate and Public Discussion is helpful regarding information. State Conservation, Agriculture, and other departments in Madison also frequently offer materials. It is possible that professional, cultural, and social associations will be assembling printed materials about their own work and workers in conjunction with the whole Centennial program for Wisconsin in 1948. Industries too, may offer accounts of their development. An alert teacher will be on the watch for all that is new, and upon receipt of it, she will add it to her own annotated bibliography for future use. A first consideration, then, is to prepare a specific bibliography for one locale, from the listings in present bibliographies and from other sources. Keeping it up-to-date is the second "must." A good bibliography enables the student to make a more thorough investigation of a subject—with fewer impositions on his teacher's energy and time. *Get your students started properly and promptly.*





The Committee on Wisconsin Women is sending you the enclosed copy of Wisconsin's Centennial Prayer in the hope that you will use it during 1948, the Centennial year, to open the meetings of your organization.

Wisconsin's Centennial Prayer

God of ages past, Father of all, with thankful hearts we of Wisconsin pause at this, our one hundredth milestone, for retrospection and contemplation. May it also be an hour of humble, searching introspection.

We thank Thee for the sturdy pioneers and those who followed in their paths, who with sacrifice and undaunted courage laid for our beloved State such an enviable foundation upon which to build.

We thank Thee for the forests and fields, the lakes and rivers with which Thou hast so richly endowed us. May we hold their beauty sacred.

Teach us how to live so that Thy Kingdom may come on Earth. May the hymns that emanate from our churches, the happy laughter resounding in our homes, the recitations heard in our classrooms, the whirr of our wheels of industry all blend into a symphony of consecrated thinking and doing.

Purge us from prejudice and hate, uniting us through spiritual understanding into one formed of many, striving for common humanitarian goals.

Hold the motto our forefathers chose emblazoned before us so that we may ever venture forward to new heights, making our beloved Wisconsin an ever better abode for thy children and a credit to our nation.

All this we ask with grateful hearts.

Amen

Written by Dorothy Caroline Enderis of Milwaukee.

A publication of THE COMMITTEE ON WISCONSIN WOMEN for the 1948 Centennial.

The Committee On Wisconsin Women

K O H L E R , W I S C O N S I N



SOUVENIR PROGRAM

THE FIRST DAY OF ISSUE

OF THE

COMMEMORATIVE STAMP



CELEBRATING THE

WISCONSIN CENTENNIAL

1848



1948

3:00 P.M.—MAY 29, 1948

STATE CAPITOL

KING STREET ENTRANCE

MADISON

Historical Sketch of Wisconsin

The first white man to set foot on Wisconsin soil was the Frenchman, Jean Nicolet, who in 1634 visited the vicinity of Red Banks on Green Bay. Famous among other early explorers are Marquette and Jolliet who in 1673 followed the Fox-Wisconsin River portage route to the Mississippi and beyond. The first settlers were the French traders and missionaries who came in 1670. The area which is now Wisconsin was under French rule until 1763 when it came under the British, who in 1783 ceded it to the United States. The State was a part of the Northwest Territory after 1787, and, until 1836, when it became the Territory of Wisconsin, was successively a part of the territories of Indiana, Illinois, and Michigan. After the constitutional conventions held in 1846 and in 1847, Wisconsin was admitted to the Union on May 29, 1848.

In its early statehood Wisconsin's growth was influenced by the southwestern lead mining region. Later, wheat farming became very important. The lumber industry was at its prime around the turn of the century. Today Wisconsin is known as one of the leading dairy states of the United States. There are also such important industries as the making of agricultural machinery, auto and truck assembly, and the paper and pulp industry.

Wisconsin has pioneered in many fields of legislation, setting an example which has been followed by both federal and state governments.

FORMAL PROGRAM



P. M.

3:00 Band Concert—Manitowoc Marine Band, MR. EMIL C. SOHRWEIDE, *Director*.

3:05 Speakers assemble on platform—MR. JAMES CAREW, *President of Wisconsin Chapter of National Association of Postmasters*, presiding.

3:07 On Wisconsin.

3:09 Invocation—FR. LEO RUMMEL, O. PRAEM, *Chaplain St. Mary's Hospital, Madison*.

3:11 Welcome—ASSEMBLYMAN ORA R. RICE, *Chairman State Centennial Committee*.

3:13 Introduction of HON. JOSEPH J. LAWLER, *Third Asst. Postmaster General*.

3:14 Presentation of Stamp Album—HON. JOSEPH J. LAWLER.

3:19 Response—HON. OSCAR RENNEBOHM, *Governor of Wisconsin*.

3:24 National Anthem.

3:27 Benediction—REV. ANDREW H. LAMBRIGHT, *President Madison Ministerial Association*.

A display of rare stamps, of both American and foreign issue, will be on display in the rotunda of the State Capitol during the day, May 29th. This display is supplied through the courtesy of the Madison Stamp Club, Mr. Franklin Patterson, President.



WISCONSIN

by
Floyd S. Knight

For stream and wood on every hand,
For fish and fowl and game;
As our great country's dairyland,
We hail Wisconsin's fame.

For inland ports and lake resorts,
For cities large and small;
In summer scenes and winter sports
Wisconsin leads them all.

The Queen of all the forty eight,
The one for you and me—
We dearly love our Badger State
Wisconsin, hail to thee!

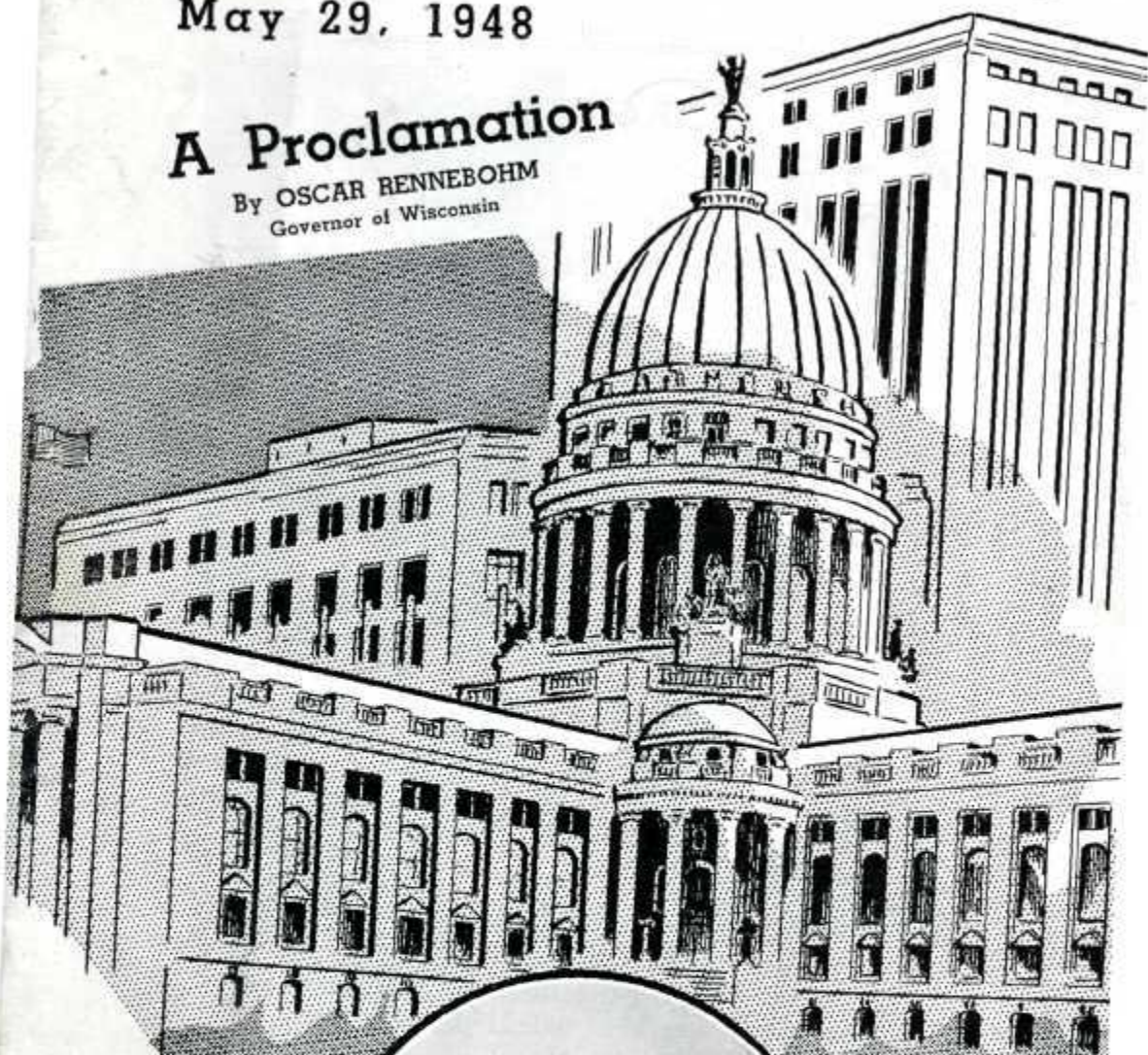
—Words from Wisconsin State Centennial Prize Winning Song.

WISCONSIN STATEHOOD DAY

May 29, 1948

A Proclamation

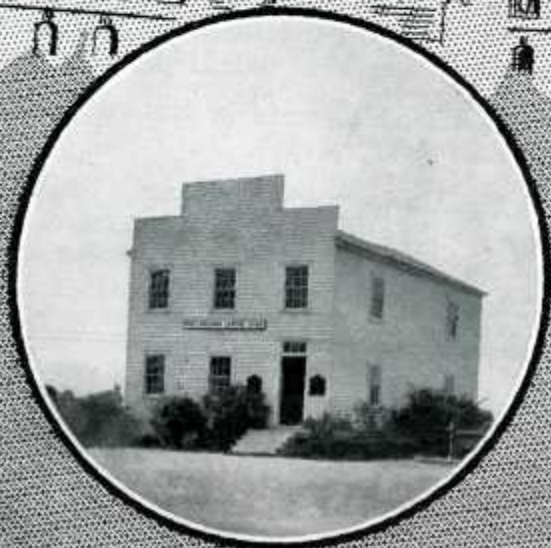
By OSCAR RENNEBOHM
Governor of Wisconsin



A
Brief
History
of Wisconsin.

The State
Flag, Motto,
Coat of Arms,
Seal, Bird
and Flower.

Program for
Statehood Day
at the
State Capitol
in Madison.



PROGRAM

for Statehood Day, May 29, 1948 in Madison, the Capital City

9:30-10:30 A. M.—OFFICIAL RECOGNITION CEREMONY
in CAPITOL PARK. Including CITIZENSHIP
PROGRAM

An impressive service inducting into citizenship a large group of 21 year old voters representing each county in Wisconsin.

Participating will be Governor Oscar Rennebohm, Chief Justice Marvin B. Rosenberry, and other state and county officials.

Music by bands and chorus.

11:00 A. M.—Historical, civic and military parade comprising many sections, with bands, floats and marching units depicting the history of Wisconsin, education, agriculture, citizenship, geographical areas, transportation, nationalities, municipalities, equestrian, military, Veterans, fraternal orders, Memorial, circus (5 originated in Wisconsin), and others.

1:00 P. M.—Official Big Nine Conference track meet—University of Wisconsin Stadium.

2:00 P. M.—Massed Commencement of High School Seniors, West Side High School.

3:30 P. M.—Band concerts in Capitol Park and other parks.

7:30 P. M.—University of Wisconsin Stadium—Musical Festival—massed groups of singers and massed bands. Concluding with magnificent display of fireworks.

"The people who do not revere the deeds of their ancestors will never do anything to be remembered by their descendants."—*Macaulay*.



Gov. Rennebohm.

Statehood Day Proclamation

A PROCLAMATION

On May 29, 1848 the Senate and House of Representatives of the United States of America enacted that "the State of Wisconsin be . . . admitted into the Union on an equal footing with the original states in all respects whatever, with the boundaries prescribed by the act of Congress."

One hundred years later Wisconsin appropriately celebrates this momentous occasion which made Wisconsin the thirtieth state to be admitted to the Union, and Chapter 92 of the Laws of Wisconsin provides that May 29, 1948 be a legal holiday.

This day has been set aside in many cities and counties throughout Wisconsin for historical pageants and appropriate exercises, for parades and addresses extolling the accomplishments of our pioneers, for citizenship ceremonies and a vast variety of other forms of observance.

NOW, THEREFORE, I, OSCAR RENNEBOHM, Acting Governor of the State of Wisconsin, at the request of the State

Centennial Committee, hereby designate and proclaim our state's most important birthday anniversary, May 29, 1948, as

WISCONSIN STATEHOOD DAY

and I most earnestly urge every citizen of Wisconsin to enjoy the festivities attendant upon this occasion in their local communities where celebrations have been planned or at the State Capital.

The State Centennial Committee has arranged a crowded and most interesting program to be held throughout the day and evening in Madison, the Capital City, on Statehood Day, and cordially invites all residents of Wisconsin to attend if observances are not being held in their own communities. To each resident of Wisconsin I add a similar personal invitation. It is my hope that many thousands will gather in our Capital City on Statehood Day to celebrate one of the most important events in the history of our glorious state.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison, this second day of April, in the year of Our Lord, one thousand nine hundred and forty-eight.



Acting Governor

HOW WISCONSIN BECAME A STATE

Brief Legislative History of an Act for the Admission of Wisconsin Into the Union

Compiled by the Wis. Legislative Reference Library from the
Congressional Globe, 30th Congress, 1847-48

On March 16, 1848, the Speaker of the House of Representatives laid before the House a message from the President of the United States, transmitting a copy of the Constitution of the State Government formed by the people of the Territory of Wisconsin and also the resolutions accompanying the Constitution which were transmitted by the President of the Convention to the President of the United States. The documents were referred to the Committee on Territories.

On March 20, 1848, Mr. John H. Tweedy, Representative from Wisconsin Territory, by leave, introduced a bill entitled "A bill for the admission of the State of Wisconsin into the Union", of which previous notice had been given to the House on February 21, 1848. The bill incorporated the resolutions of the convention relating to the public lands; to land grants made in 1838 for a project, at this time abandoned, to construct a canal to connect Lake Michigan with the Rock River; and also land grants to take effect upon statehood in connection with a proposed canal between the Fox River and the Wisconsin River to make a continuous course from Green Bay to the Mississippi River. The bill was referred to the Committee on Territories.

On May 9, the bill was presented to the House and Mr. Caleb B. Smith of Indiana, Chairman of the Committee on Territories, moved to amend the bill by adding "with the boundaries prescribed by the act of Congress approved August 6, 1846, entitled 'an act to enable the people of Wisconsin Territory to form a constitution and state government, and for the admission of such state into the Union'." The convention of Wisconsin had given its assent to these boundaries.

There was considerable debate and discussion involving the St. Croix River as the northwestern boundary of the state. Discussion of this boundary line and of the general policy concerning public lands and reserved sections in the new states in connection with the sections of the bill relating to land grants for internal improvements continued through the sessions of May 9, 10, and 11.

The amendment relating to the boundaries of the new state proposed by Mr. Smith was agreed to on May 10, and several amendments relating to land grants were then disposed of. On May 11 votes were taken on two remaining amendments and the bill was read

a third time and passed. Mr. Abraham Lincoln of Illinois then moved to reconsider the vote by which the bill was passed. He explained that he made this motion for the sole purpose of obtaining an opportunity to express his opinion on a point raised during debate concerning the value placed on reserved sections of public lands, which Wisconsin desired reduced to the minimum price. He stated that "he was inclined to desire that Wisconsin should be obliged by having it reduced" but wished to discuss the general policy rather than this specific case. He concluded with the observation that the principle of giving land for the purpose of internal improvement instead of money was one that he could accept, and then withdrew his motion for reconsideration.

On May 12, the Senate received a message from the House of Representatives informing the Senate that the House had passed the bill for the admission of the State of Wisconsin into the Union. On motion of Mr. Douglas of Illinois, the bill was referred to the Committee on Territories. On May 19, the bill was read a third time and passed by the Senate without debate or amendment.

The bill was approved by President James K. Polk on May 29, 1848.

MILESTONES IN WISCONSIN HISTORY

Under the Flag of France

- 1634—Jean Nicolet: First white man to reach Wisconsin. Seeks Northwest Passage.
- 1654-56—Radisson and Groseilliers: First of the fur traders in Wisconsin.
- 1661—Father Rene Menard: First missionary to Wisconsin Indians.
- 1665—Father Claude Allouez. Mission at La Pointe.
- 1666—Nicholas Perrot opens fur trade with Wisconsin Indians.
- 1672—Allouez and Andre build mission house at DePere.
- 1673—Joliet and Marquette discover Mississippi River.
- 1678—Duluth explores western end of Lake Superior.
- 1679—La Salle begins his "great adventures."
- 1685—Perrot made Commandant of the West.
- 1690—Perrot discovers lead mines in Wisconsin and Iowa.
- 1712-31—Fox Indian Wars.
- 1755—Wisconsin Indians under Charles Langlade aid in Braddock's defeat.
- 1763—Treaty of Paris. Wisconsin becomes part of British colonial territory.

Under the Flag of England

- 1761—Fort at Green Bay accepted by English.
- 1763—Conspiracy of Pontiac. Two Englishmen killed by Indians at Muscoda.
- 1764—Charles Langlade settles at Green Bay. First permanent settlement.
- 1766—Jonathan Carver visits Wisconsin seeking Northwest Passage.
- 1773-75—Peter Pond visits Wisconsin.
- 1774—Quebec Act makes Wisconsin a part of province of Quebec. (One of causes of American Revolution.)
- 1781—Traditional date of settlement at Prairie du Chien.
- 1783—Treaty of Paris. Wisconsin becomes a part of the United States.

Achieving Territorial Status

- 1787—Ordinance of 1787—Wisconsin part of Northwest Territory.
- 1787-1800—In Old Northwest Territory.
- 1800-1809—In territory of Indiana.
- 1809-1818—In territory of Illinois.
- 1818-1836—In territory of Michigan.

- 1795—Jacques Vieau establishes trading posts at Kewaunee, Manitowoc and Sheboygan. Makes headquarters at Milwaukee.
- 1804—Harrison's treaty with Indians at St. Louis. U. S. extinguishes Indian title to lead region. (A cause of Black Hawk War.)
- 1813—Fort Shelby built at Prairie du Chien.
- 1814—English capture Fort Shelby—name changed to Fort McKay.
- 1815—War with England concluded. Fort McKay abandoned by British.
- 1816—Fort Shelby rebuilt at Prairie du Chien (renamed Fort Crawford.)
- 1816—Astor's American Fur Company begins operations in Wisconsin.
- 1818—Solomon Juneau buys trading post of Jacques Vieau at Milwaukee.
- 1820—Rev. Jedediah Morse preaches first Protestant sermon in Wisconsin at Fort Howard (Green Bay) July 9. Henry Schoolcraft, James Duane Doty, Lewis Cass make exploring trip through Wisconsin.
- 1822—New York Indians (Oneida, Stockbridge, Munsee, and Brothertown) moved to Wisconsin.
Beginning of mining leases in southwest Wisconsin.
- 1825—Dr. Beaumont begins observations on St. Martin of action of gastric juice.
Indian Treaty establishing tribal boundaries.
- 1826—Winnebago Indian War. Surrender of Red Bird.
- 1828—Fort Winnebago begun at Portage.
- 1831—Shot tower erected at old Helena.
- 1832—Black Hawk War.
- 1833—Land treaty with Indians clearing southern Wisconsin land titles. First newspaper—Green Bay Intelligencer established.
- 1834—Land offices established at Green Bay and Mineral Point.
First public road laid out.
- 1835—First steamboat arrived at Milwaukee.
First bank in Wisconsin opened at Green Bay.
- 1836—Act creating Territory of Wisconsin signed April 20, by President Jackson. (Provisions of Ordinance of 1787 made part of the Act.)

Wisconsin Territory

- 1836—Capital located at Belmont—Henry Dodge became Governor, July 4. First session of legislature. Madison chosen as permanent capital.
- 1837—Madison surveyed and platted. First Capitol begun. Panic of 1837—all territorial banks failed. Winnebago Indians ceded all claims to land in Wisconsin. Imprisonment for debt abolished.

- 1838—Territorial legislature met in Madison. Milwaukee and Rock River Canal Company chartered.
- 1839—First school taxes authorized and levied. Wisconsin Marine and Fire Insurance Company (Mitchell's Bank) incorporated.
- 1840—Census showed population of 30,945 white people in territory. Henry Dodge removed as Governor—elected territorial delegate to Congress. James D. Doty appointed Governor.
- 1842—C. C. Arndt shot and killed in legislature by James R. Vineyard.
- 1844—Doty removed and Nathaniel P. Tallmadge appointed Governor. Wisconsin Phalanx at Ceresco. (Ripon)
- 1845—Tallmadge removed and Dodge re-appointed Governor. Mormon settlement at Voree (Burlington). Swiss colony came to New Glarus.
- 1846—Congress passed enabling act for admission of Wisconsin as state. First Constitutional Convention met at Madison.
- 1847—Census showed population to be 219,456. First Constitution rejected by people. Second Constitutional Convention.
- 1848—Second Constitution adopted. President Polk signs bill on May 29 making Wisconsin a state.

Early Statehood

- 1848—Legislature met, June 5. Governor Nelson Dewey inaugurated June 7. Henry Dodge and Isaac Walker elected to United States Senate. State university incorporated. First telegram reached Milwaukee. Large scale German immigration begins.
- 1849—School code adopted. First free tax supported, graded school with high school at Kenosha. School for Blind opened. Bond Law for controlling sale of liquor passed.
- 1850—U. S. Census reported population of Wisconsin as 305,391.
- 1851—First railroad train—Milwaukee to Waukesha.
First State Fair at Janesville.
- 1852—School for Deaf opened at Delavan.
- 1853—Impeachment of Judge Levi Hubbell. Milwaukee and Mississippi Railroad reaches Madison. Capital punishment abolished (first state to take action).
- 1854—Republican Party named at Ripon. First class graduated at state university. Joshua Glover, fugitive slave, arrested at Racine. State Supreme Court declares Fugitive Slave Law of 1850 unconstitutional.
- 1856—Bashford-Barstow election scandal.
Legislative report on maladministration of school funds.
- 1857—Railroad completed to Prairie du Chien.
First high school class graduated, Racine.
Industrial School for Boys opened at Waukesha.

- 1858—Legislative investigation of bribery in Legislature of 1856.
1859—Abraham Lincoln spoke at State Fair, Milwaukee. Hiram Smith starts cheese factory at Sheboygan.
1860—Census showed Wisconsin population as 775,881. State presidential vote cast for Abraham Lincoln.
1861—Beginning of Civil War. Governor calls for volunteers for military service. Bank riot in Milwaukee. Office of county superintendent of schools created.
1862—Governor Harvey drowned. Wisconsin raised 15,000 troops. Draft riots. Ryan address at Democratic Convention criticizing Lincoln's conduct of war.
1864—Cheese factory started at Ladoga, Fond du Lac County, by Chester Hazen.
1865—Civil War closes. Wisconsin furnished 96,000 soldiers, losses were 12,216.
Ex-Governors Doty and Barstow died.

The Maturing Commonwealth

- 1866—First state normal school opened at Platteville.
Agricultural College at university reorganized under Morrill Act.
1867—Ex-Governor Henry Dodge died.
1870—U. S. Census gives Wisconsin's population as 1,054,670.
1871—Forest fires in northeast counties.
1872—Wisconsin Dairymen's Association organized at Watertown.
1873—Invention of typewriter by C. Latham Sholes.
"Grangers" elect Governor William R. Taylor.
1874—Potter Law limiting railroad rates passed.
1875—Free high school law passed; women made eligible to school offices.
State Industrial School for Girls established at Milwaukee.
Republicans defeat "Grangers."
Oshkosh almost destroyed by fire.
1876—Potter Law repealed. Hazel Green cyclone.
1877—John T. Appleby patents knotter for twine binders.
1880—U. S. Census gives state population as 1,315,497.
1882—Constitution amended to make legislative sessions biennial.
1883—Newhall House fire in Milwaukee; 70 perished.
South wing of capitol extension collapsed, 7 killed.
Agricultural Experiment Station established at university.
1885—Gogebic iron range discoveries.
1886—Strikes at Milwaukee—rioting.
Agricultural Short Course established at university.
1887—Marshfield almost destroyed by fire.

- 1889—Bennett Law passed. Edgerton Bible case. Arbor day authorized. Ex-Governor Rusk becomes first U. S. Secretary of Agriculture.
- 1890—U. S. Census gives Wisconsin's population as 1,937,915. Babcock milk test discovered.
- 1891—Bennett Law repealed.
- 1893—Supreme Court orders state treasurer to refund interest on state deposits.
- 1894—Forest fires in northern and central Wisconsin.
- 1896—Free Travelling Library Commission organized.
- 1897—Corrupt practice act passed.
- 1898—Wisconsin sent 5,469 men to Spanish American War. Losses were 134.
Fiftieth anniversary of statehood celebrated.
- 1899—Anti-pass law and tax commission acts enacted. New Richmond cyclone.
- 1900—U. S. Census gave population of state as 2,069,042.
- 1901—First Wisconsin-born Governor, Robert M. La Follette, inaugurated. Teaching of agriculture introduced into rural schools. Legislative Reference Library established.
- 1904—Primary election law approved by referendum vote. State capitol burned. Charles R. Van Hise chosen president of state university.
- 1905—State civil service established; auto license law passed; tuberculosis sanatoria authorized. Forestry Board created.
- 1906—First cow-testing association organized.
- 1907—New capitol begun. Milwaukee elects Socialist administration. Cameron dam incident.
- 1908—Income tax amendment adopted.
- 1910—Census showed population as 2,333,860; rank, 13. Eau Claire first Wisconsin city to adopt commission form of government.
- 1911—First income tax law; teachers pension act; vocational schools authorized; Industrial and Highway Commissions created.
- 1913—Mothers' pension law and workmen's compensation act enacted. Direct election of U. S. senators approved.
- 1915—Conservation Commission, State Board of Agriculture, and State Board of Education created. Mothers' pensions made compulsory. Office of supervising teacher created.
- 1917—Capitol completed, cost \$7,258,763. Wisconsin sends 120,000 soldiers to World War—losses 3,932. Wisconsin first state to meet draft requirements; 584,559 registrations.
- 1919—Division of Markets and Real Estate Brokers Board created; Eighteenth Amendment ratified.

- 1920—Census gives population 2,637,067, rank 13.
Nineteenth Amendment (woman suffrage) ratified; first state to deliver ratification to Washington.
- 1921—Equal rights for women and prohibition laws enacted.
- 1923—State Board of Education law repealed.
Military training made optional at university.
- 1924—La Follette carried Wisconsin for Presidency.
Reforestation amendment to state Constitution adopted.
- 1925—Senator La Follette dies on June 18.
- 1929—Professor Steenbock of University of Wisconsin patents radiation of Vitamin D.
- 1930—Population 2,939,006.
- 1932—Forest Products Laboratory erected at Madison.
- 1933—Mill Strike.
Wisconsin votes for repeal of 18th amendment.
- 1940—Population 3,157,587.
- 1942—Governor-elect Loomis dies; Supreme Court decides Lieutenant Governor Goodland to serve as Acting Governor.
- 1941-45—Wisconsin enrolls 375,000 for World War II; casualties 7,980.
- 1947—Estimated population on July 1, 3,283,000.
- 1948—Centennial Year.

YOUR STATE—WISCONSIN

PREPARED BY WISCONSIN LEGISLATIVE REFERENCE LIBRARY

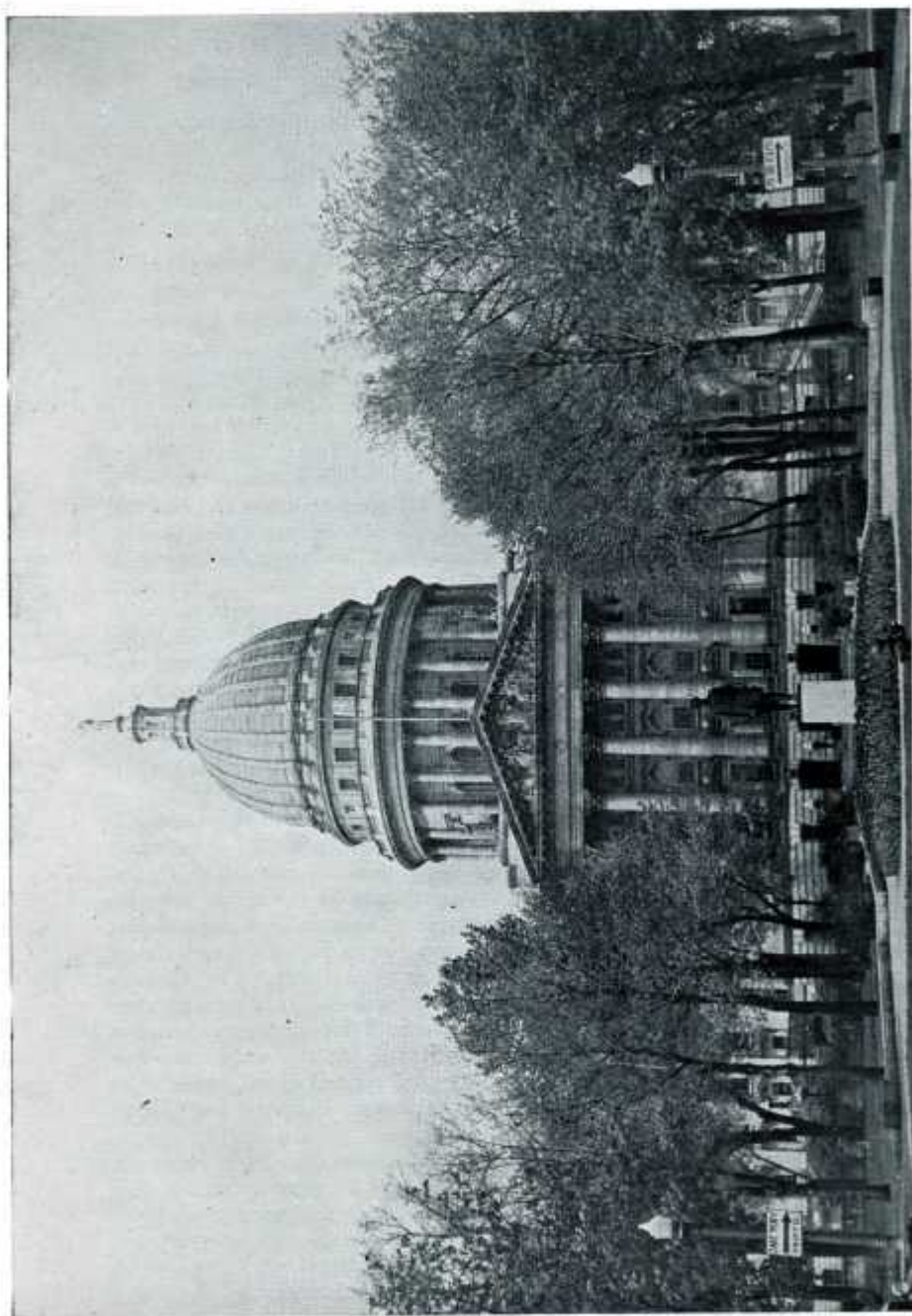
THE many requests for informative material on Wisconsin received from school children and citizens of our own state and of many other states indicate a popular demand for this type of information. The editors, therefore, have prepared the following brief summary of some of the more essential facts concerning our state. It is based on material secured from state departments, reports, and yearbooks.

History and Government

The first white man to set foot on Wisconsin soil was the Frenchman, Jean Nicolet, who in 1634 visited the vicinity of Red Banks on Green Bay. Famous among other early explorers are Marquette and Joliet who in 1673 followed the Fox-Wisconsin River portage route to the Mississippi and beyond. First settled in 1670 by French traders and missionaries, Wisconsin was a part of the country known as New France from 1634 until surrendered to the British in 1763, and as the Northwest Territory after its cession to the United States in 1783. What we now know as Wisconsin was successively part of the territories of Indiana, Illinois, and Michigan. In 1836 it became the Territory of Wisconsin with boundaries embracing what is now Iowa, Minnesota, and part of the two Dakotas. A movement for statehood began almost immediately following the organization of Wisconsin Territory. In 1846 a state constitution was formulated but it was rejected by a vote of the people in the following year. A second constitutional convention met in December 1847 and our present constitution was ratified by the voters in March 1848. Wisconsin was admitted into the Union with its present boundaries on May 29, 1848, and was the 30th state so admitted. Wisconsin's star on the flag is the sixth from the left in the fourth row.

The early growth of Wisconsin is closely associated with the opening of the southwestern lead mining region. Beginning about 1827 there was a great rush of miners and prospectors into the area and much of this population became permanent, turning to agriculture as the mines were exhausted. A large number of settlers came into the state in each succeeding decade and as early as the 1860's Wisconsin was an important agricultural state and one of the leading wheat producers in the Union. The emphasis on dairying which was to transform Wisconsin agriculture had its beginnings in the 1870's. The lumber kings moved in on Wisconsin's great stand of pine timber about that same time. Wisconsin's early manufactures were built around local products, the milling and lumbering industries being important examples. With the years Wisconsin industry has become highly diversified.

Wisconsin has universal suffrage for all citizens over 21 years of age. It is represented in Congress by 2 senators and 10 representatives. The legislative power of the state is vested in a senate of 33 members, elected for four years, one-half (16 or 17 alternately) being elected each two years, and an assembly of 100 members, all elected simultaneously for two years. The legislature meets the second Wednesday in January in every odd-numbered year and is normally in session from six to eight months. The



Wisconsin state capitol.

executive power is vested in a governor who, with the lieutenant governor, secretary of state, state treasurer, and attorney general, is elected every two years. A state superintendent of public instruction is elected every four years. The judicial power is vested in a state supreme court of seven members elected for ten-year terms, circuit courts in the 20 judicial circuits of the state, and county, municipal, and special courts with powers defined by the legislature.

The state is divided into 71 counties, each with a county government. The counties are subdivided into 1,280 towns, each having a town government. Carved out of the territory of the towns are 360 villages and 145 cities, each with its local government. All of the territory of the state is divided into 6,385 school districts for the administration of schools, as of July 1, 1946.

Wisconsin Capitols

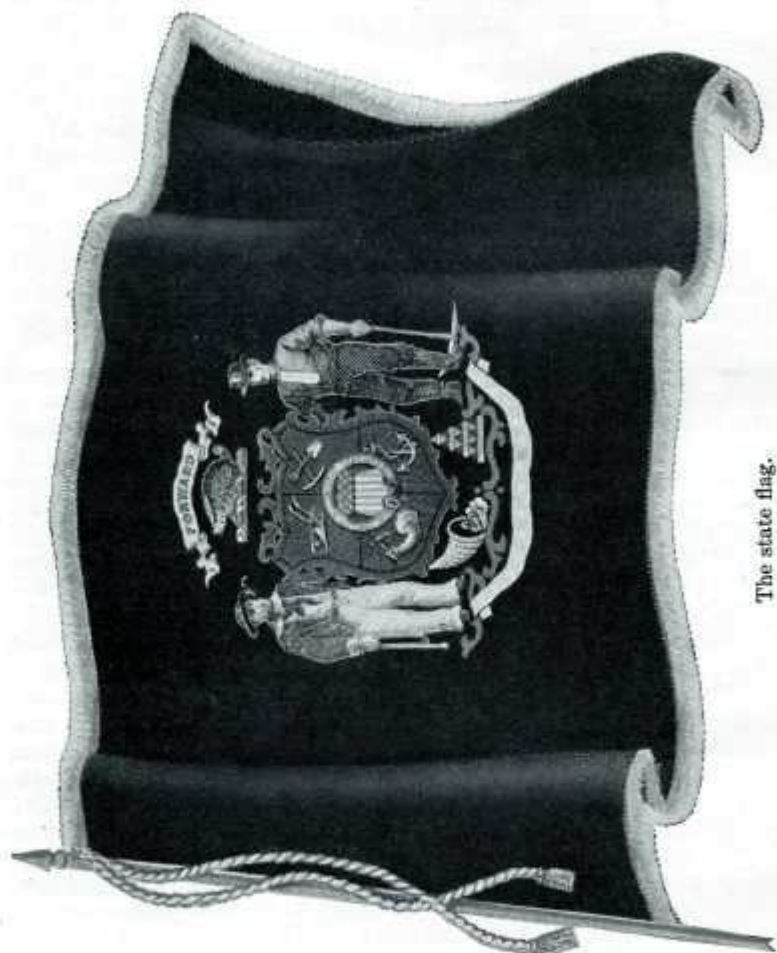
The Wisconsin territorial legislature first met at Belmont in 1836. In the session of that year Madison was selected as the capital city and in 1837 construction was begun on the capitol building in Madison. In 1863 a new building was completed on the site of the first, and this capitol, enlarged in 1882, was to serve until 1904 when it was partially destroyed by fire. The construction of the present capitol building was begun in 1907 and was completed in 1917 at a cost of \$7,000,000. The building stands in a square 14-acre park with its wings extending toward the corners, the cardinal points of the compass. The capitol is built in Renaissance cruciform style, of white Bethel Vermont granite. The four wings meet in a rotunda above which the dome rises 255 feet above the ground. A gilded bronze figure, "Forward," symbolizing the state motto, surmounts the dome.

Legislation

Wisconsin has pioneered in many fields of legislation. Today much of the legislation it initiated is spread on the statute books of the federal and state governments. To the credit of Wisconsin is the first state-wide primary election law, one of the earliest and best corrupt practices acts, the development of ad valorem taxation of railroad property, and the first modern income tax law. The state led in the effective regulation of railroads and public utilities. It was one of the first states to adopt a civil service system for its employes and to adopt a budget system and centralized purchasing. It started the first legislative reference and bill drafting service. In labor and industrial legislation the laws relating to the industrial commission, workmen's compensation, unemployment compensation, and fair labor practices were milestones in progress. The state fostered adult and vocational education at an early date. These are only a few of the most important achievements of a record of constructive legislation in Wisconsin.

Geography

Wisconsin is favorably situated with respect to the great Chicago trade area and our position on the Great Lakes has had a prominent part in the development of manufacturing in the lake shore areas. On the west the upper reaches of the Mississippi River are a link with the states to the south and west. The principal geographic regions of the state are the northern cut-over area, the dairy and agricultural area of the middle north



The state flag.

and northwest, the central sand country, the western hnd country, the southwestern uplands, the southeastern dairy and manufacturing region, and the lake shore urban belt. Over half of the population of the state is concentrated in the southeast quarter of the state.

Area and Population

Wisconsin ranks 13th among the states in population (between Indiana and Georgia) and 24th in land area. The area of the state is 56,154 square miles (land area, 54,715 square miles) exclusive of 2,675 square miles of Lake Superior and 7,387 square miles of Lake Michigan. The census population in 1940 was 3,137,587, an increase of 198,581, or 6.8 percent, since 1930. The United States as a whole increased 7.2 percent in population from 1930 to 1940. Population in several census years (with distribution by sex in 1940) was:

1860.....	775,881	1910.....	2,333,860
1880.....	1,315,497	1920.....	2,632,067
1900.....	2,169,042	1930.....	2,939,006
1940: 3,137,587 of which 1,603,806 were male and 1,533,781 female.			

Population of Larger Cities Was As Follows: (Census of 1940)

Cities	Population	Cities	Population
Milwaukee.....	587,472	Superior.....	35,136
Madison.....	67,447	Eau Claire.....	30,745
Racine.....	67,195	Appleton.....	28,436
Kenosha.....	48,765	Wauwatosa.....	27,769
Green Bay.....	46,235	Wausau.....	27,268
La Crosse.....	42,707	Fond du Lac.....	27,209
Sheboygan.....	40,638	Beloit.....	25,365
Oshkosh.....	39,089	Manitowoc.....	24,404
West Allis.....	36,364	Janesville.....	22,992

Of the total population of 3,137,587, 1,657,144 or 53.5 percent were urban and 1,458,443 or 46.5 percent were rural residents. The white population was 99.2 percent of the total. The average population per occupied dwelling unit in Wisconsin in 1940 was 3.8 persons, the average population per private family in 1930, 4.1 persons. The number of occupied dwelling units in 1940 was 827,265. The number of private families in 1930 was 711,889. The number of occupied dwelling units in 1940 is not strictly comparable with the number of private families in 1930 but for statistical purposes the Census Bureau regards the differences as negligible.

Religion

The chief religious bodies with their membership in 1936 were Roman Catholic, 741,563; Lutherans (all Lutheran bodies), 513,168; Methodists, 72,936. Among other large church groups are the Evangelical and Reformed, Congregationalists, Presbyterians, and Baptists.

Education

All children between the ages of 7 and 14 are required to attend school full time. Those between 14 and 16 regularly employed are required to attend half time; those between 16 and 18 must attend eight hours per week if regularly employed, half time if employed at home, and full time,



The state motto.



The state coat of arms.



The state seal.



Badger—the state nickname.

if unemployed. The number of pupils enrolled in the elementary schools in 1944-45 was 343,599 with 14,045 teachers; in the high schools there were 141,938 pupils with 6,148 teachers. The nine state teachers colleges had in 1945-46, 517 teachers and 7,927 students. In 1946, schools of vocational and adult education had 1,029 teachers and 40,860 pupils. State supervised evening schools had 67,037 pupils and 1,045 teachers. There are also 25 rural county normal schools, the Stout Institute at Menomonie which trains teachers for the vocational schools, and the Wisconsin Institute of Technology (school of mining) at Platteville.

The University of Wisconsin at Madison, established in 1848, had, in 1946, 1,675 professors and instructors (including the large extension faculty) plus an equal number of graduate assistants; and 18,672 resident students at Madison, 5,165 students at 34 extension centers throughout the state and 40,388 registrations for correspondence courses.

These institutions are all state supported. The total expenditures in Wisconsin for public education in 1944-45 were \$82,335,822.

Charitable and Penal Institutions

Wisconsin maintained 13 state and 39 county institutions for the care of its 24,086 insane, mentally deficient, penal, correctional, and parole cases in October 1946. There are 2 state, 17 county, and 2 private institutions for the care of tuberculosis patients.

Finance

For the year ended June 30, 1946, the receipts and disbursements of the State Government General Fund were:

Balance July 1, 1945	\$ 21,915,292
Receipts (including bonds sold) for the year 1945-46	135,229,416
Total	\$157,144,708
Disbursements (including bonds purchased) for year 1945-46	\$139,163,016
General Fund Cash Balance June 30, 1946	\$ 17,981,692*

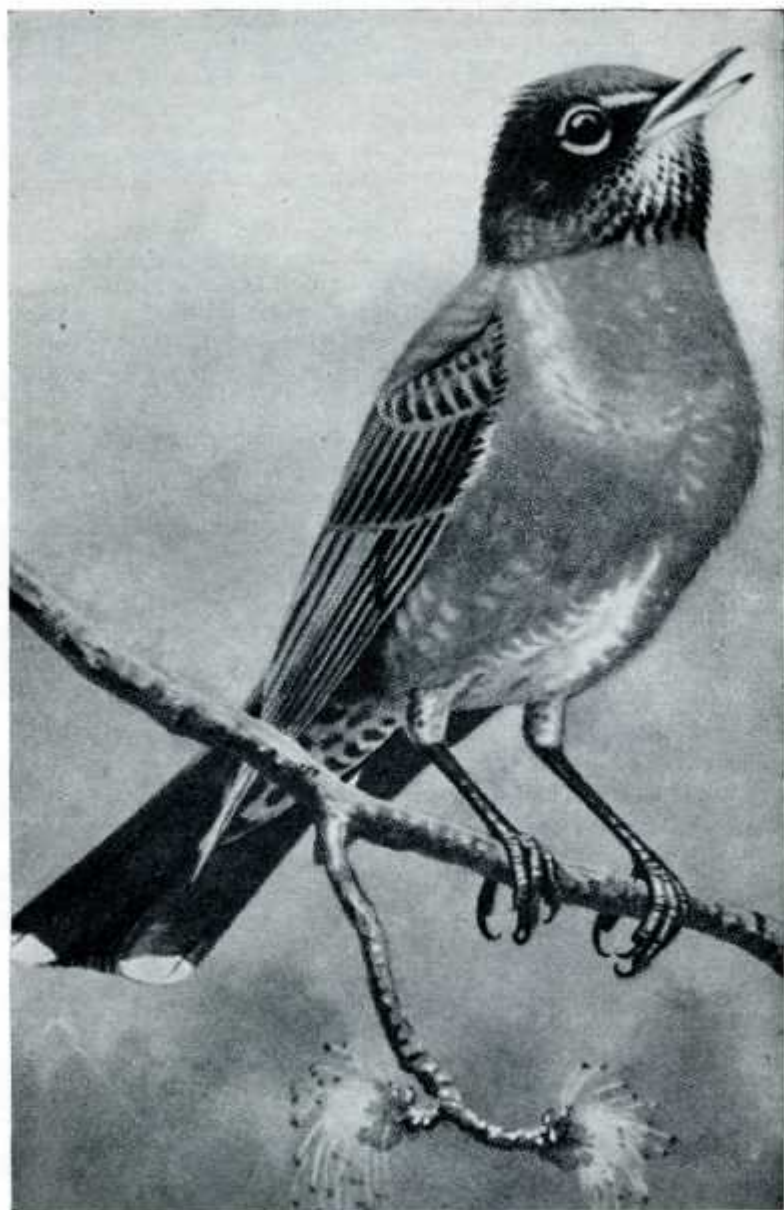
*In addition, there are General Fund U. S. Government bonds of \$10,000,000.

The state has no debt.

In 1945, the local assessed valuation of real property in the state was \$3,652,313,715, and of personal property \$737,911,433. The state equalized assessment of real property was \$4,452,868,340 and of personal property was \$876,304,816. State and local taxes for the fiscal year ending June 30, 1945, were \$269,060,440. General property taxes were 41.6 percent of the total, motor vehicle taxes 11.7 percent, utility taxes 5.6 percent, income taxes 19.7 percent, and all other taxes 21.4 percent.

Service in World War II

A total of 774,665 persons registered in Wisconsin under the provisions of the National Selective Service. The total number of Wisconsin males and females who served in the armed forces in World War II was 348,618,



State bird—the robin.

of which 7,553 were females. The total number of males and females separated from service as of November 1, 1946, was 272,218.

The majority of the National Guard, numbering 8,174 officers and enlisted men, was inducted into federal service in October 1940. The Wisconsin State Guard was organized in 1941 to take the place of the Wisconsin National Guard inducted into federal service and comprises a total of 320 officers and 2,000 enlisted men.

Agriculture

Wisconsin has slightly more people engaged in manufacture than in agriculture, but is nevertheless the leading dairy state of the Union. In 1945 there were 177,768 farms in the state with a land area of 23,642,607 acres. The average acreage per farm was 132.9 acres. The value of all farm land and buildings was \$1,434,294,817. Cash farm income for 1945 from crops, live stock, and government payments totaled \$822,919,000. Dairy products are the major source of farm income on about 70 percent of Wisconsin farms. The output of creamery butter in 1945 was 109,824,000 pounds; of American cheese, 388,296,000 pounds. Leading crops in 1945 were maize and oats (over 100,000,000 bushels each), barley, potatoes, hay, and tobacco.

Manufactures

In 1945 there were 6,500 manufacturing establishments with 334,000 wage earners, earning \$801,840,000.

The principal industries in 1939 on the basis of the number of wage earners and salaried employees were the motor vehicle industry, including bodies, parts, and accessories; paper and paper board mills; tractors; footwear (except rubber); textile mill and other fibre manufacture; generating, distribution, and industrial apparatus; and saw mills, veneer mills, and coopeage stock mills.

Forests

In Wisconsin the area in national forests in 1945 was 2,017,321 acres; in state forests, 250,084 acres, and in county forests, 1,940,000 acres.

Minerals

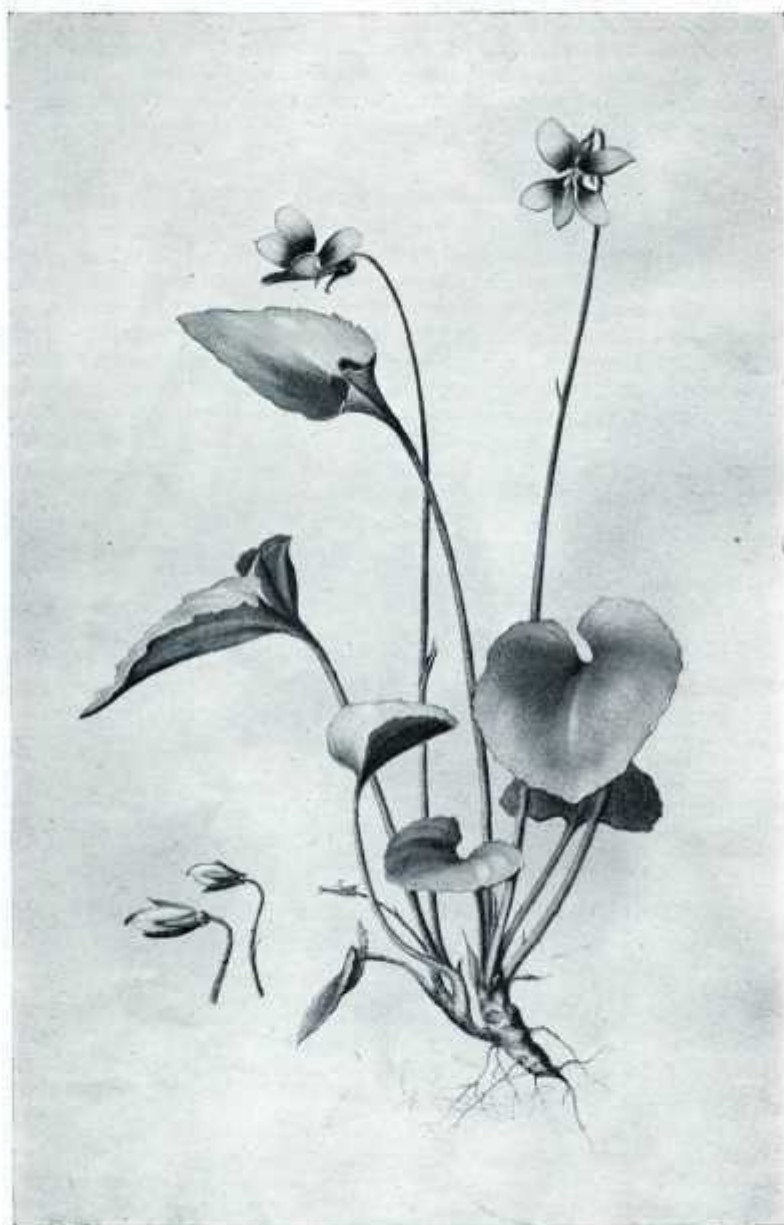
Wisconsin ranks 33rd among the states in mineral production. The principal minerals are iron, lead, zinc, stone, granite, lime, sand, and gravel. Mineral production in 1944 was valued at \$22,794,000.

Banks

On June 30, 1946, there were 97 national banks with deposits of \$1,437,578,000, loans of \$140,570,000, investments of \$1,058,627,000. There were 463 state banks (in Wisconsin) with deposits of \$1,499,212,766.43, loans of \$254,633,580.21 and investments of \$986,085,675.65 as of June 30, 1946.

Transportation

In January 1946, there were 92,827 miles of highways in Wisconsin open and used for travel. This figure includes the state trunk system (10,038 miles), county trunk highways, town roads, and also the 7,566 miles of city and village streets. Expenditures for roads in 1940-41 were \$10,500,000 by the state and \$18,000,000 by the counties.



State flower—the violet

There were 6,400.33 miles of steam railroads operated in the state in 1945 and 412.77 miles of electric railways.

Recreation

The recreational advantages offered by the climate and scenery of Wisconsin are unsurpassed. There are 21 state parks comprising 14,182 acres. Each park has distinctive features of state-wide interest. Devil's Lake State Park (1,391 acres) is the outstanding bit of mountainous scenery in Wisconsin; Pattison State Park, (1,160 acres) contains the highest waterfall (165 feet) in the state; Rib Mountain State Park (414 acres) embraces the highest officially known geographic point in the state. The state forests are large areas of woods and waters everywhere accessible by a network of highways. The thousands of lakes in Wisconsin and its extensive forest areas offer unique recreational attractions the year round.

State Emblems

The Wisconsin state flag is of dark blue silk with the state coat of arms embroidered on each side in white, light blue, red and gold silk; the edges are trimmed with knotted fringe of yellow silk, and the cord is composed of blue and white silk strands intermixed.

The coat of arms consists of a quartered shield bearing respectively, a plough for agriculture, an arm and held hammer for manufacturers, a crossed shovel and pick for mining and an anchor for navigation, all representing pursuits of the people of the state. The shield is supported by two figures, a yeoman and a sailor, representing labor on land and water. Above the shield is the form of a badger for the "Badger State" and on a banner, the word "Forward," the state motto. Below the shield are represented symbols of the agricultural and mineral wealth of the state.

The state seal is circular in shape, around the upper edge of the seal appear the words "Great Seal of the State of Wisconsin," while around the lower edge appear 13 stars representing the original states of the Union. The coat of arms of Wisconsin occupies the center.

The state flower is the violet, selected by vote of the school children of the state.

The state bird is the robin, selected by vote of the school children of the state.

No state song has been officially selected but "On Wisconsin" is frequently used as such.

The song, "Wisconsin", lyrics by Floyd S. Knight, and music by Richard Koebner, was selected from the songs submitted to the Centennial subcommittee on music. This song was awarded first place in a contest sponsored by the Committee.

No state colors have been officially selected. The color cardinal, used by the University of Wisconsin, has been quite generally accepted.

The early Wisconsin lead miners lived in temporary caves burrowed out of the hills of the southwest, hence the nickname of the state, "Badger."

From

Wisconsin State Centennial Committee
State Capitol

Madison 2, Wisconsin



WISCONSIN

Lyrics by Floyd S. Knight.

Music by Richard Koebner

Moderato

Intro. *f*

Verse *mf*

For Stream and wood on ev - ry hand, for fish and fowl and
 For In - land ports and lake re sorts, for cit - ies large and
 The Queen of all the for - ty eight, the one for you and

game; as our great coun - try's dair - y land, we
 small; in sum - mer scenes and win - ter sports Wis -
 me -- we dear - ly love our Bad - ger State Wis -

Chorus

hail Wis - con - sin's fame.
 - con - sin leads them all. Hail!
 - con - sin, hail to thee! Hail!

f Hail! Hail! we hail Wis -
 Hail! Hail! Wis - con - sin
 Hail! Hail! Wis - con - sin

- con - sin's fame Hail!
 leads them all Hail!
 Hail to thee Hail!

Hail! we Hail Wis -
 Hail! Wis - con - sin
 Hail! Wis - con - sin

con - sin's fame.
 leads them all.
 Hail! to thee.

MASTER LIST
OF
WISCONSIN'S HUNDRED FAMOUS PEOPLE IN FIRST 100 YEARS OF STATEHOOD

- Adams, Henry C. -- Element dairyman and agriculturist. Served as state Dairy and Food Commissioner and representative in Congress.
- Allis, Edward P. -- Leading Industrialist and manufacturer. Developed machinery for rolling mills (flour).
- Anderson, Rasmus B. -- Scandinavian leader and author.
- Appleby, John -- Inventor of the Knotter for harvester and binder.
- Babcock, Stephen Moulton (1843-1931) -- Inventor of the milk test for butter fat. Pioneer in biochemistry. While with Wisconsin Agricultural station, conducted dairy feeding experiments from which grew the discovery of vitamins.
- Bach, Christophe -- Musician, bandmaster, conductor and composer. "Jubilee Overture" his most noted composition.
- Bailey, Joseph -- Army engineer in the Civil War, saved the Federal fleet in the Red River expedition.
- Baker, Ray Stannard -- Writer, editor of American Magazine. Wrote much as David Gryson. Director of Press Bureau of American peace commission at Paris in 1919.
- Barnard, Henry -- Leading educator and chancellor of the University of Wisconsin. Agent of Board of Regents of Normal Schools.
- Bascomb, John (1827-1911) -- President of the University of Wisconsin, 1874-1887.
- Billings, Dr. Frank -- Leading internist, awarded French Cross of Legion of Honor and United States Distinguished Service Medal for work in World War I.
- Bond, Carrie Jacobs -- Song writer, "End of a Perfect Day".
- Bong, Richard Ira (1920-1945) -- World War II Ace. Shot down 40 Japanese planes.
- Bragg, Edward S. -- Civil War hero. Commander of the "Iron Brigade", later a leading politician and U. S. consular representative.
- Carpenter, Matthew Hale -- Lawyer and U. S. Senator. Leading politician.
- Case, J. I. -- Industrialist. Developed the threshing machine and other farm machinery.
- Catt, Carrie Chapman -- Leader in the movement for woman suffrage and women's rights.
- Chamberlain, Thomas C. (1843-1928) -- Geologist and educator. President of the University of Wisconsin, 1884-1892.
- Commons, John R. -- Economist and educator, specialist in labor relations.
- Cooley, Robert L. -- Head of the Milwaukee Vocational School, 1912 to his death. Made it one of the outstanding vocational schools in America.
- Cudahy, Michael (1841-1913) -- Merchant and meat packer.
- Cushing, William -- Civil War hero. He and his crew wrecked the Confederate ram "Albemarle" on Oct. 27, 1864, proving the efficiency of the torpedo.
- Dewey, Nelson (1813-1889) -- Prominent Territorial legislator. First Governor of Wisconsin, 1848-1852. State senator, and regent of the University of Wisconsin.
- Dodge, Henry -- First governor of Wisconsin Territory, 1836-1841. Served as United States Senator.
- Doty, James Duane -- Second Governor of Wisconsin Territory, 1841-1844. Pioneer leader. Doty was responsible for Madison being selected as the site of the capitol. In 1849 was elected to congress and reelected in 1851.

- Dousman, Hercules (1800-1868) -- Fur trader and business man of Prairie du Chien from 1826 to his death, during which period he was the acknowledged leader of the region and contributed greatly to every phase of the development of the state.
- Draper, Lyman (1815-1891) -- First secretary of the State Historical Society of Wisconsin, 1854-1886.
- Dutton, Fr. Ira B. (Janesville) -- Missionary to the leper colony on Molokai Island in Hawaii, 1886-1931.
- Ely, Richard -- Economist and author.
- Everett, Chas. H. -- Wisconsin Agriculturist and Farmer editor 30 years. Secretary State Board of Agriculture; state assemblyman and senator.
- Evinrude, Ole -- Inventor of outboard motor.
- Fairchild, Lucius -- Civil War hero. Governor of Wisconsin 1866-1872.
- Frank, Glenn (1887-1940) -- Educator, lecturer, and author. President of the University of Wisconsin, 1925-1937.
- Frank, Michael (1804-1894) -- Newspaper editor and publisher, member of Territorial Assembly, and promoted the founding of the first free, public school at Kenosha (Southport) in 1845.
- Gale, Zona (1874-1938) -- Author, especially noted for the Pulitzer prize winning play "Miss Lulu Bett", the "Friendship Stories", etc.
- Garland, Hamlin -- Author, "Son of the Middle Border".
- Harris, Charles K. -- Song writer. "After the Ball".
- Harvey, Lorenzo D. (1884-1922) -- Educational leader. Superintendent of schools for Wisconsin 1899-1902, and president of Stout Institute 1908-1922. Laid the foundations of Wisconsin's public school system.
- Harvey, Cordelia -- Leader in rehabilitation of Civil War orphans.
- Hazen, Chester (1824-1900) -- A leading dairyman of Wisconsin. His cheese factory established in 1864 is often claimed to have been the first in the state.
- Heg, Hans Christian -- Leader of Norwegian groups and colonel in the Civil War.
- Henni, John Martin -- First catholic Bishop and Arch Bishop of Milwaukee.
- Henry, William A. (1850-1932) -- Often referred to as the "Father of Scientific Agriculture". Dean of the College of Agriculture, University of Wisconsin 1891-1907. Introduced the first "Ag Short Course" in America in 1885.
- Hirst, A. R. -- State Highway engineer. Devised system of numbering and marking highways.
- Hoard, W. D. -- Promoter of the dairy industry. Founder of Hoard's Dairyman, and Governor of Wisconsin, 1889-1891.
- Holmes, Fred L. (1883-1947) -- Lawyer, lecturer, and author of "Alluring Wisconsin", "Old World Wisconsin", and other books.
- Horlick, William -- Inventor of Malted Milk.
- Houdini, Harry (1874-1926) -- (Erich Weiss, name legally changed to Houdini) World famed magician, writer and book collector. Born at Appleton, Wis.
- Juneau, Solomon -- Pioneer trader and a leader in the early development of the city of Milwaukee.
- Kemper, Bishop Jackson -- Missionary Bishop and leader of the Episcopal Church. Founder of Kemper Hall.
- King, Charles -- Historian and novelist. Wrote a great many fine books. Outstanding Spanish-American War General. Built up the Wisconsin National Guard while Adjutant General.

- King, F. H. -- Perfected the round silo. Father of soil survey. Pioneer in ventilation (air conditioning).
- King, Rufus -- Civil War General. Editor of Milwaukee Sentinel, and political leader.
- Kohler, Walter J. -- Industrialist and Governor of Wisconsin 1929-1931.
- La Follette, Robert M. Sr. (1855-1925) -- First Wisconsin born Governor of the state, 1901-1906; U.S. Senator from Wisconsin, 1906-1925.
- Lapham, Increase A. (1811-1875) -- Scientist and author. Wisconsin State Geologist 1873-75. Promoted establishment of the Federal weather bureau in 1869. Wrote on the flora, fauna, geology, and antiquities of Wisconsin.
- Layton, Frederick (1827-1919) -- Milwaukee industrialist and millionaire. Founder and president of Layton Packing Co. A philanthropist, having presented the Layton Art Galleries to the city of Milwaukee.
- Levitan, Solomon (1862-1934) -- Born in East Prussia of Lithuanian parents. Was Wisconsin State Treasurer from 1923 to 1933.
- Martin, Morgan L. -- President of the first constitutional convention.
- McCarthy, Charles -- Founder of the Legislative Reference Library.
- McFadyen, Alexander -- Pianist and composer. Wrote "Inter Nos", "Cradle Song" and "Day Break".
- McKerrow, George -- Agriculturist. Leader in sheep breeding and Farmers Institute. Breeder of dairy cattle.
- Mears, Helen Farnsworth -- Famous Sculptor.
- Mitchell, Alexander -- Banker and railroad organizer. Built up the Chicago, Milwaukee and St. Paul railroad system.
- Mitchell, William (Billy) (1879-1936) -- Pioneer in advocating the military use of airplanes and development of military aviation.
- Moore, Ransom A. -- Agronomist. Developed and improved many varieties of field crops. Founded Wisconsin Experiment Association in 1901. Father of 4-H Club Plan.
- Morris, Mrs. Charles -- Founder of the Wisconsin Federation of Women's Clubs.
- Muir, John (1838-1914) -- Author, explorer and naturalist. Studied at U of W.
- Murphy, Dr. John B. -- Physician and surgeon. Inventor of the astomosis button for abdominal operations.
- Ochsner, Dr. Albert -- Internationally famous surgeon. Pioneer in the treatment of cancer by radium.
- Peck, George W. -- Newspaper editor and publisher, humorist (author of Peck's Bad Boy series). Governor of Wisconsin 1891-1895.
- Percival, James Gates (1795-1856) -- Poet of note. State Geologist for Wisconsin, 1854-1856.
- Plankinton, John (1820-1891) -- Industrialist and civic leader, one of the greats in the meat packing industry.
- Randall, Alexander (1819-1872) -- Member of Wisconsin State Constitutional Convention, legislator, Civil War Governor, 1856-1862. Postmaster General of the United States 1865-1869, being the first cabinet member from Wisconsin.
- Rexford, Eben -- Writer of poetry and songs. Lived in Outagamie County. Noted for "Silver Threads Among The Gold".
- Ringling, Al -- Showman. Founder Ringling Brothers Circus.
- Riordan, Jeremiah P. (1873-1936) -- University of Wisconsin football immortal. Played with teams of 1895-97 and 1900. Played guard, and was captain in 1897 and 1900. Coached football at Marquette University in 1903. Was a leader in agriculture.

- Root, Eleazer -- Author of Article X of the Constitution and was first state Superintendent of Public Instruction.
- Rusk, Jeremiah -- Civil War leader, Governor of Wisconsin 1882-1889, and first United States Secretary of Agriculture.
- Ryan, Edward G. -- Lawyer and Justice of Wisconsin Supreme Court.
- Schafer, Joseph (1867-1941) -- Historian. Superintendent of the State Historical Society of Wisconsin, 1920-1941.
- Schurz, Carl -- Political leader, author and General in the Civil War. Most famous book, the "Reminiscens".
- Schurz, Mrs. Margatethe (Carl) -- Conducted the first kindergarten in America at Watertown, Wisconsin, in 1856.
- Shaler, Clarence A. -- Inventor of self-vulcanizing patch for automobile tires. Shaler was also a sculptor.
- Sholes, C. Latham -- Invented the typewriter.
- Smith, Hiram (1817-1890) -- A leader in the dairy movement in Wisconsin. Is reported to have made cheese as early as 1859 and had a full fledged factory by 1865 or 1866. Became one of the leading butter and cheese manufacturers in the nation, winning many prizes. He was appointed regent of the University of Wisconsin, 1878-90, and played a very important part with Dean Henry in building the Agricultural College into an important and significant institution.
- Stapleton, Mrs. Herbert -- Founder of the Federation of Music Clubs.
- Stevens, John (1840-1920) -- Invented the rolling mill process for milling flour about 1870.
- Stout, J. H. -- Lumberman and founder of the Stout Institute, and Wisconsin Free Traveling Library.
- Strong, Moses -- Lawyer and legislator. Author of History of Wisconsin Territory.
- Thwaites, Reuben Gold -- Historian. Translator of the Jesuit Relations.
- Turner, Frederick -- Historian. He developed the theory of the frontier in American History.
- Van Hise, Charles R. (1857-1918) -- Geologist, conservationist, and President of the University of Wisconsin 1903-1918.
- Veblen, Thorstein B. (1857-1929) -- Economist and Social theorist. Author of "Theory of the Leisure Class".
- Vilas, Wm. F. -- University regent. U.S. Postmaster General. Recommended and fathered Rural Free Delivery and Parcel Post.
- von Marr, Carl -- Famous painter
- Washburn, Cadwallader C. (1818-1882) -- Lumberman, miller, U.S. Representative in Congress, and Governor of Wisconsin, 1872-1874.
- Willard, Frances -- Temperance advocate and founder of the WCTU.
- Wilcox, Ella Wheeler (1850-1919) -- Poet. "Poems of Passion", "The Way of The World", etc.
- Young, Denton T. (Cy) -- Baseball pitcher. Holds the record for having won the most games in major league ball, having won 511 games, 1890-1911. He is one of baseball players honored by installation in Baseballs Hall of Fame.

WISCONSIN BOYS AND GIRLS

HELP
select our
STATE TREE



VOTE
for one of these
TREES



CANOE OR PAPER BIRCH

The white bark of the birch tree provides a sharply contrasting color with all other summer colors of the forest. It grows naturally in every county of the state but is growing in greatest numbers in those parts of the state where intense fires followed logging. It was a favorite with Indians for its bark provided them with a number of useful articles, the most important of which was large strips to be fashioned into canoes. The seed is produced in short, thick catkins, which ripen and break apart in the winter, providing winter food for birds.



SHAGBARK HICKORY

Shagbark hickory produces extremely strong hardwood, useful for tool handles, baseball bats, fuelwood, and especially choice wood for the smoke-cure of meats. While the nuts are rather difficult to crack, the nut meats are popular for flavoring cakes and candies. The tree is found in the southern half of the state on many types of soil. It can be identified easily by the large compound leaves and the long strips of gray, brittle bark. Woods having shagbark hickory trees are certain to be popular with squirrels, and therefore farmers interested in good hunting will see that his hickory trees are saved.



THE NORWAY PINE

Norway pine is Wisconsin's member in the family of pines known as the hard or yellow pines. It resembles the loblolly pine of the southern states and the ponderosa pine of the western states, but despite its name it is strictly an American species, and is found nowhere in Europe. It grows from Minnesota to Maine, and is generally called red pine by people living in the eastern states. The finest stands of old growth Norway pine were found on sandy to sandy loam soils. In plantations it makes its best growth on these light soils. It is the most popular of all trees grown in the state nurseries for forest planting because it is easy to plant, and has relatively few enemies. Its needles are from four to six inches long, and there are always two in a cluster.



THE SUGAR MAPLE

Brilliant coloring in the fall, the sweetest of sap in the spring for sugar making, and a hard, sturdy wood that is used for a great variety of purposes. Planted as a lawn or shade tree it grows into a wide-spreading, symmetrical tree, combining the beauty of coloring with usefulness for shade. Grown in the forest, it develops a clean, straight stem with a thin, dark gray, brittle bark. The sapwood of the tree is unusually white which makes it especially desirable for flooring and athletic equipment, including bowling pins. The first warm days in late winter or early spring brings about a movement of the tree's sap, which American Indians long ago learned was easily made into sugar.



THE WHITE PINE

White pine was truly the monarch of Wisconsin's original forests; and today the largest living trees in the state are white pines. The tree has been the subject of song and verse and story. It was the tree first sought by the sawmills which began the great lumber industry in the state and it is still in wide demand for home building and interior trimmings. Knotty pine boards make equally attractive walls for the offices of millionaires and the "rumpus rooms" for teen-aged boys. It is easy to identify because it is the only pine growing naturally in Wisconsin that has five needles to each needle cluster. The cones are from five to eight inches in length, and will be found growing near the tops of the trees.

THE HEMLOCK TREE

Our Wisconsin hemlock tree is closely related to the famous Tannenbaum of Europe, associated with the early stories of trees used for Christmas decorations. Like its European cousin, the bark contains a very large amount of tannin. In the early days of logging in the state the bark was more valuable than the logs, so much fine wood was wasted when the peeled logs were left to rot in the woods. Today those logs are in great demand for the manufacture of paper. The hemlock tree is an evergreen with very short needles, the under-side of which are silver-gray. The cones are small, less than an inch in length.



THE AMERICAN OR WHITE ELM

The white elm was never a popular tree in the forest with lumbermen but it has made hosts of friends in cities as a popular shade tree along city streets. Its wood is tough, usually coarse-grained, and very difficult to split. Its form when growing in the open is distinctly graceful. It is one of the first trees to blossom and leaf in the spring and one of the last to cast its leaves in the fall. It is popular with robins and orioles for nest shelters. It is easy to transplant, and grows rapidly in the open. The seed is a small, round, flat disc that ripens by mid-May.

"Trees have played an important part in the history of our great state. It is appropriate a State Tree be selected during Wisconsin's Centennial year."

—JOHN CALLAHAN
State Superintendent

Post on Bulletin Board

VOTING FOR THE STATE TREE

CITY SCHOOL SYSTEMS

Voting will be done by schools. The total vote of all the pupils in each elementary school and high school will be forwarded by the principal to the city superintendent. The total vote for each tree for the entire school system will then be sent to the address below on or before April 15, 1948.

SCHOOLS UNDER JURISDICTION OF COUNTY SUPERINTENDENT

All rural, state graded, elementary and high schools will send their total votes (by schools) for each tree to their county superintendent. The total vote for these schools will be sent by the county superintendent to the address below on or before April 15, 1948.

PAROCHIAL SCHOOLS, SPECIAL SCHOOLS, OTHERS

Total vote of these schools should be sent directly to the address below on or before April 15, 1948.

YOUTH ORGANIZATIONS

For young people not attending school, balloting may be done through any organization to which they belong (Boy Scouts, F.F.A., 4-H, etc.) by sending in the total vote signed by an adult leader to the address below on or before April 15, 1948.

Report voting results to: MR. W. T. CALHOUN, Chairman, State Tree Committee, Wisconsin Conservation Department, Madison 2, Wisconsin.

STATE TREE BALLOT

Trees	No. of Votes	Trees	No. of Votes
Birch, Canoe or Paper	_____	Maple, Sugar	_____
Elm, White	_____	Pine, Norway	_____
Hemlock	_____	Pine, White	_____
Hickory, Shagbark	_____	Others	_____

The above list of trees has been suggested as native and especially eligible. Other trees may be voted for if desired.

Name of School or Organization

P. O. Address

County

Name of Superintendent, Principal, Teacher or Leader

The Tree Selected Will Be Announced on Arbor Day