



# **Annual report of the Board of Education of the city of Madison, for the year 1877.**

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[s.d.]

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# ANNUAL REPORT

OF THE

# Board of Education,

OF THE

# CITY OF MADISON,

*FOR THE YEAR 1877.*

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Published by Order of the Board.

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MADISON, WIS.

M. J. CANTWELL, BOOK AND JOB PRINTER, KING ST.

1878.

## SCHOOL CALENDAR.

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1878.

**WINTER TERM**—Commencing January 7th; ending March 29th.

**SPRING TERM**—Commencing April 15th; ending June 28th.

**FALL TERM**—Commencing September 9th; ending December 6th.

1879.

**WINTER TERM**—Commencing January 6th; ending March 28th.

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**OFFICE HOURS OF SUPERINTENDENT**—From 8:30 to 9:00 A. M.

# BOARD OF EDUCATION.

1878.

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ELISHA BURDICK,.....	Term expires December, 1878.
ALEXANDER KERR,.....	do ..... 1878.
WM. T. LEITCH,.....	do ..... 1879.
JOHN CORSCOT,.....	do ..... 1879.
J. H. CARPENTER,.....	do ..... 1880.
CHARLES HINRICHES,.....	do ..... 1880.
THE MAYOR, .....	<i>Ex-officio.</i>
ALD. W. J. L. NICODEMUS,.....	do

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## OFFICERS.

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PRESIDENT,

J. H. CARPENTER.

CLERK,

W. T. LEITCH.

TREASURER,

ELISHA BURDICK.

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## COMMITTEES.

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### STANDING.

*Finance*—Messrs. NICODEMUS, THE MAYOR and CORSCOT.

*Text Books*—Messrs. KERR, LEITCH and HINRICHES.

*Examination of Teachers*—Messrs. CARPENTER, KERR and NICODEMUS.

*Building*—Messrs. BURDICK, CORSCOT and CARPENTER.

*Fuel and Supplies*—Messrs. BURDICK and LEITCH.

### VISITING.

*High School*—Messrs. KERR and NICODEMUS.

*First Ward*—Messrs. NICODEMUS and THE MAYOR.

*Second Ward*—Messrs. LEITCH and CORSCOT.

*Third Ward*—Messrs. HINRICHES and CARPENTER.

*Fourth Ward*—Messrs. BURDICK and NICODEMUS.

*Fifth Ward*—Messrs. NICODEMUS and KERR.

# BOARD OF INSTRUCTION.

SUPERINTENDENT OF SCHOOLS,  
SAMUEL SHAW.

## HIGH SCHOOL.

SAMUEL SHAW, PRINCIPAL,	- - - - -	<i>Latin and Natural Science.</i>
WEBSTER M. POND, VICE-PRINCIPAL,	- - - - -	<i>Greek and Mathematics.</i>
HATTIE A. M. REED,	- - - - -	<i>Natural History and English Literature.</i>
HELEN D. STREET,	- - - - -	<i>Greek and French.</i>
DELIA E. GIDMAN,	- - - - -	<i>Music and Mathematics.</i>
FANNIE A. WALBRIDGE,	- - - - -	<i>German and Latin.</i>
ABBIE STUART,	- - - - -	<i>Latin and English.</i>

## FIRST WARD.

FIRST GRAMMAR DEPARTMENT,	-	MISS ELLA HENRY, PRINCIPAL.
SECOND PRIMARY,	do	ELLA HICKOK.
FIRST PRIMARY,	do	LIZZIE BRIGHT.

## SECOND WARD.

SECOND GRAMMAR DEPARTMENT,	-	MISS L. McGINNIS, PRINCIPAL.
FIRST GRAMMAR	do	HATTIE O. THOMS.
do	do	KITTIE M. KELLEY.
SECOND PRIMARY	do	ISABELLA LAMONT.
FIRST PRIMARY	do	CARRIE B. CARPENTER.

## THIRD WARD.

SECOND GRAMMAR DEPARTMENT,	-	MISS MARGARET GALBRAITH, PRINCIPAL.
FIRST GRAMMAR	do	IDA BENNETT.
SECOND PRIMARY	do	H. M. EGGLESTON.
FIRST PRIMARY	do	NELLIE M. WILLIAMS.
do	do	IRENE LARKIN.

## NORTHEAST DISTRICT.

PRIMARY AND GRAMMAR,	-	MISS E. T. PACKARD.
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## LITTLE BRICK.

FIRST PRIMARY DEPARTMENT,	-	MISS ELLA LARKIN.
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## FOURTH WARD.

SECOND GRAMMAR DEPARTMENT,	-	MISS MARY H. CLARK, PRINCIPAL.
FIRST GRAMMAR	do	ANNIE M. ROBY.
SECOND PRIMARY	do	LUCY A. RICE.
FIRST PRIMARY	do	ELLA R. LEWIS.

## FIFTH WARD.

SECOND GRAMMAR DEPARTMENT,	-	MISS E. WISWALL.
FIRST GRAMMAR	do	JENNIE MCMILLAN.
SECOND PRIMARY	do	KITTIE LARKIN.
FIRST PRIMARY	do	EMMA A. PAUL.

# SUPERINTENDENT'S REPORT.

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MADISON, WIS., January 1, 1878.

*To the Board of Education of the City of Madison:*

GENTLEMEN:—A retrospective view of the year just gone should suggest useful hints to us for the year at hand. The department of education as we know furnishes no exception to the statement that the present and the future are founded on the past. Those who went before *us* have answered some questions so well that it is a waste of time on our part when we make further inquiries in those particular directions; nevertheless the channel of improvement should widen and deepen with the lapse of time, so that *we* have room to make ourselves felt for the benefit of those who are yet to be, as well as for those who now are. I trust it is your ambition and mine to leave the things fixed which have been settled upon right principles, and to pass on to the consideration of proper interrogatories.

This report is addressed to you; but the fact that you order it printed for distribution indicates your expectation and wish that it shall be perused by a far greater number than the membership of the Board of Education. I shall endeavor to keep this in mind in what follows.

## “CROWDING.”

### HEALTH A NECESSITY FOR THE STUDENT.

This subject is of sufficient importance to claim more than a casual observation here.

I shall readily admit the necessity of physical health for the student; with it, a bare possibility of successfully cultivating

the mind becomes a strong probability or an absolute certainty; without it, the links in memory's chain are severed, the wings of the imagination are clipped or broken, reason's pillars crumble to dust. To deny the dependence of a vigorous intellect upon a healthy body would be to controvert the testimony not only of experts in medicine and psychology, but of the most superficial observer whose attention has ever been seriously directed to this subject.

From this, the conclusion naturally springs that the health of the pupil is a primary consideration in any intelligent system of education; the family physician, the parent, the teacher, the Board of Education, the community at large should exercise a vigilant supervision over it, and insist upon the instant abandonment of every plan which shall at all be likely to endanger it. What folly to ornament the superstructure while the foundations are giving way! what unwise to cultivate a being for usefulness and happiness by sacrificing that which is an essential element for making one reasonably useful and happy.

#### STUDY A BENEFIT TO HEALTH.

Having expressed myself without any mental reservation upon this aspect of the subject—that is the relation of bodily health to mental vigor—I now desire to present for your consideration the effect produced by intellectual improvement upon the physical organization.

It might not be an exaggeration to say that some people, intelligent enough in many respects, talk as though all study were injurious to health. They seem to think that the setting of the mind upon a subject, especially when the mind is young, is fraught with lurking danger. . Their view briefly expressed would seem to be this:—Administer stimulants to the body to excite it to exercise; give soporifics to the mind to keep it as quiet as possible. It is no wonder that people honestly holding to this opinion are distressed beyond the power of expression at the educational spirit of the age; it is no wonder that every sickness of a student is proof positive to them that it has been

merely the result of mental application; the thousand and one other conditions that might have worked out this state of poor health are thrust out of sight and by them remembered no more forever. If schools must exist, to meet their approbation, the exercises for the most part should consist of a little singing and marching for the children, a little book-keeping and commercial law for the lads, and a little of etiquette and *parlez vous français* for the young ladies. This line of thought has probably been run out far enough to indicate the position of not a few patrons of many a school.

My limited course of reading and observation has brought me to a different conclusion. I do not claim to speak *ex cathedra* on the subject, nor do I feel like committing myself for all time to my present views; these may be changed by further light on the question. The effect of mental application upon the health of the student can be fully determined only by the inductive method; facts must be carefully collected, grouped, generalized. Too often the attempt has been made by parties on both sides to proceed deductively and dogmatically to a conclusion; and of course the conclusion when reached was worthless.

With all due respect for those who differ, I am prepared to claim that some degree of study is a benefit to the health, provided the conditions of pure air, wholesome food, and physical exercise are associated with it. In support of this view, I would urge the following:

1st. Activity is the normal condition of both body and mind; few persons, if any, who are familiar with child-life will deny this statement. A group of little ones at play left entirely to themselves is sufficient argument to prove the natural restlessness of the human organism as well as of the intelligence served by it. The amount of knowledge which has been acquired by the ordinary child before he has entered school simply by the untrained use of his faculties is surprising. When the reflecting teacher compares this advancement with the slow progress subsequently made in the study of books, he is tempted to wonder whether the art of teaching has ever been

discovered; and, if so, whether it may not now be properly classed with "the lost arts."

2d. Earnest thought among adults is far from being confined to the learned professions. It is considered no detriment to the domestic, the mechanic, the inventor, the business man; and many a one in these walks of life has a greater number of the mental faculties called into frequent operation than has the mere student. The latter too often develops the memory at the expense of all else, rendering it omnivorous, and thus transforming himself into a vitalized encyclopedia; the others frequently so direct the mental energy as to cultivate to a high degree perception and judgment. The conclusion at which I arrive is this: the mental activity natural to the child asserts itself strongly all through life, unless arrested by some artificial or other impediment; his thought may flow in this channel or that thereby modifying to a certain extent his individuality; but never does his mind normally "cream and mantle like a standing pool." To state the fact in another form, I insist that sluggishness of mind is no more a prerequisite condition of health than is sluggishness of body.

3d. John Gardner, M. D., on page 20 of his work upon Longevity has the following:

"This average (duration of life) varies with different classes of society and with different occupations; *thus the clergy enjoy the longest lives; the rich (also) live longer than the middle classes or the poor.*"

The following table of M. de Chateauneuf contains the average ages at death of members of the French Academy of Science, during a period of a century and a half:

Those 26 years old and upwards, average years at death.....	68.84
Those 31 years old and upwards, average years at death.....	69.20
Those 41 years old and upwards, average years at death.....	70.42
Those 51 years old and upwards, average years at death.....	72.47

These references indicate that mental effort and good health are not necessarily in antagonism to each other.

A glance at the biographies of those who have led or are still leading the world's thought would seem to fortify this position. It is true that some have died young or in middle life; but many, very many, have in some sense, though not in the technical

sense illustrated the doctrine of "The Survival of the Fittest." Old age stole gently over them, for Death had given them a long distance in advance of him at the start, and their habits of thought allowed him no immediate advantage. From modern history, I have selected some names representing various walks of intellectual life. Most of these persons have been noted for untiring industry in their particular fields of mental effort. Their respective ages, gleaned from the best sources of information at my command, are here stated:

Bacon .....	65	Baxter .....	76	Bryant, (at present) .....	83
Milton .....	66	Hugo, (at present) .....	76	Herschel .....	83
Calhoun .....	68	Galileo .....	77	Webster, Noah .....	84
Dryden .....	68	La Place .....	77	Newton .....	84
De Foe .....	70	Swift .....	77	Franklin .....	84
Webster, Daniel .....	70	Thiers .....	80	Halley .....	85
Locke .....	72	Buffon .....	80	Brewster .....	86
Lady Montague .....	72	Wordsworth .....	80	Brougham .....	88
Johnson .....	75	Goethe .....	82	Hannah More .....	88
Clay .....	75	Carlyle, (at present) .....	82	Humboldt .....	90
				Walton .....	90
				Hobbes ....., (?) .....	91

4th. I quote again from Dr. Gardner's work on Longevity:

*Page 20.* "The average duration of life has increased during the present century in England and some other countries; this is so generally admitted as to need no proof."

*Page 21.* "It must be observed that the extended average is by no means solely due to the lessened mortality of children and young persons."

*Page 162.* "At the period of the Roman Empire, the average duration of life was very low; we have no precise data respecting it in the middle ages; but indications are not few that it then touched its lowest ebb. Seventy was considered a great age, which few attained. We are, however, now sure that the average has in modern times greatly increased. It is obvious that the average may increase either by fewer persons dying young or more living long."

It will be seen that the author points to the middle ages as the probable period when human life was the shortest; surely no one will claim that the children of the masses were troubled with *excessive study* in those times.

He also insists upon an increase of the duration of life for the present century; a century illustrious for the unexampled progress of nearly the whole race in learning; a century filled with the achievements of great thinkers and mighty doers.

5th. That activity of the mind which asserts itself in obtaining a *good* education must be a conservator of the health of its possessor in these respects:

A. The laws which govern health on every side will be better understood.

B. The moral nature will be strengthened so as to make the person avoid or overcome the many excesses of the animal appetites so fatal to health and long life.

C. Idleness, that bane of everything that's good, that fatal upas in the nature, that mother of crime and want and misery, will be excluded.

I know it is only the true education which produces all these results; but that does not at all detract from the argument.

6th. I am ready to grant that excessive study will in time ruin the health; but excessive bodily labor will do the same. And it yet remains to be proved that more children, even in enlightened countries, are injured by severe study than by severe manual work.

Then, is it any more reasonable, from the hygienic standpoint, for the advocates of labor to clamor for that alone without study, than it would be for the advocates of study to clamor for that alone without labor? I think not.

This part of the subject has probably been dwelt upon long enough; I pass from it, still claiming the fact, even if I have not sufficiently established it, that some degree of study is not injurious to good health; but, on the contrary, a firm ally, a fast friend.

#### THE RELATION OF A COURSE OF STUDY TO THIS QUESTION.

The question at once arises, what degree of study answers the above description? The inevitable reply is: This degree cannot be absolute, but must be relative, depending upon the state of health of each individual, his natural capacity, age, and other considerations. Then, as these conditions are so different, so uncertain, is a course of study possible? Will the far future see courses of study still resting on a firm basis? or will they ere many centuries pass, be brushed aside and treated as follies of the past, especially as the supreme educational folly of the 19th century? There are not a few who are ready to give an emphatic answer in the affirmative to the last ques-

tion. To them the term "course of study" stands as the exponent of all the ills of the modern school. It is a horrible something, dropped down upon every pupil when he enters school; it is inflexible as "the law of the Medes and Persians," it has deprived struggling childhood and youth of their intellectual liberty, ordering the strong back simply for uniformity, forcing the weak forward at the point of the bayonet; all the other bad agencies combined have not equalled it in bringing about "crowding;" eliminate it from our schools, and every pupil will find his true work, his true place, his true speed; that is, he will be self-adjusting, and "crowding" the youthful mind will become unknown.

Now, it may be proper to ask the persons who hold the above views, if "crowding" did not exist in public and private schools before courses of study? Those now in middle life can answer the question from their own observation while young. I, for one, do not hesitate to say it did exist in a marked degree. I feel assured you will pardon me for alluding to myself in this connection for the sake of illustration, when I say that I came near being victimized in this very way. At the age of 14, I was allowed, nay encouraged to take up five leading studies simultaneously; from 1 to 5 o'clock in the morning on an average measured the unconscious or semi-conscious state of sleep; the result intellectually and physically, you can easily imagine; it is something which I shall have abundant reason to deplore until my dying day. This occurred in a school having no course of study, each member sailing or drifting about at his own sweet will. Since that time, I have seen no school working under a course of study in which the two extremes—excessive work and mental sloth—were so largely represented as in that school of my boyhood.

There are many advantages which are derived from a good course of study; the several branches follow in philosophic order; mathematics, language, and natural science run in parallel grooves, giving the mind breadth as well as rest; a definite end is placed ahead, having its way marked by mile-stones for the encouragement of the traveler;

but to my mind, no other result obtained by a well arranged course equals that of preventing by it excessive study. For it gathers up past experience, and indicates how much mental work may be safely attempted by the healthy. Nor have *you* remained satisfied with this; you have made your course flexible, so that any pupil may be allowed to take only *one* study by presenting a good reason from the parent or guardian. You have even gone farther in protecting the health of the ambitious, by adopting the following rule:

"No pupil shall be allowed to pursue in school a greater number of branches than those laid down in the course of study for his grade, except by permission of the Board Education."

This rule prevents special rates of speed, except for reasons which are justly entitled to respect.

#### PARENTS RESPONSIBLE FOR HEALTH.

We must not forget that the task of educating the children of our city is a cooperative work; a division of labor and responsibility is called for. Concerning the health of the pupil, you are responsible in the direction just indicated, that is, the number of branches to be attempted as well as his personal comfort while at school; the teacher is responsible for bringing a pressure for greater effort upon those who need it, for advising less study on the part of those who should have such advice; but the parent, acting at times under the counsel of the family physician, has far more responsibility concerning the health of his child, than has the Board of Education or the teacher.

The father and mother are with good reason expected to see that the son or daughter has proper clothing, proper air, proper food, proper exercise, and sufficient sleep; this last would forbid late hours, whether for study or society. If these conditions are fulfilled, are not the most important demands for good health satisfied?

#### MOST OF THE CROWDING NOT CAUSED BY TEACHERS.

The sentiment is prevalent in some parts of our country that those who have the interests of our schools directly committed

to them are disposed to crowd the students upon their work.

So far as my knowledge extends, this is the rare exception; the "crowding" mostly emanates from those who are ignorant of its blighting results. No class of people more heartily lament this foolish habit in school and college than do our teachers of experience; they look upon age as an important element in education, knowing that a development of certain faculties by time is needed, in order that the mind may be able to appropriate to its own growth from outward conditions of teaching. To give point to this statement, I mention two cases:

One of your teachers recently sent his daughter to school for the first time, and caused her to enter the 2d Primary Department; she is 11 years old. One of the professors of the University kept his son two years in the High School, after he could have entered as a Freshman into College, if he had but kept on with his regular work.

#### REPORT OF TEACHERS ON AMOUNT OF STUDY AT HOME.

I submit for your inspection the following report of study at home, from the several schools of the city:

##### LITTLE BRICK.

There are three pupils who take home their readers for study. They study not more than one-half-hour each, as nearly as I can determine. Two of them were out all of last term, and are trying by extra work to catch up with their class.

ELLA LARKIN.

##### N. E. DISTRICT.

The First Grades Primary do not study at home, except to find the answers to questions which I require them to tell me the next day.

The Grammar Grades study about half an hour each per day.

E. T. PACKARD.

##### FIRST WARD.

On investigating the subject of home study, I find the following to be the facts in the case, as regards First Ward:

There are a few scholars, perhaps half-a-dozen, in the First Primary who take their books home occasionally to read to their parents or to amuse themselves.

In the Second Primary room there seem to be about seven or

eight in each grade who take their books home and study occasionally; a few of them say they study almost every night.

In the First Grammar room the First Grade who have taken the new books this term look over their lessons at home—I think that they will not do even that when they become more familiar with their books and have learned better *how to study*.

The Second Grade do not study at home at all.

ALICE J. CRAIG.

SECOND WARD.

In the First Primary there are none who study at home.

The Second Grade of the Second Primary average daily twenty minutes of study; the First Grade, sixteen minutes.

The First Grammar average thirty minutes.

The Second Grammar average twenty minutes.

There are about one-third of the scholars who do not study any at home.

LUCINDA McGINNIS.

THIRD WARD.

The average home study for Second Grammar room is thirty minutes.

The First Grammar pupils average for home study thirty minutes on examination week.

LILLIE BURGESS.

FOURTH WARD.

Nineteen pupils report one-half hour of study at home in Second Grammar room. Twenty-nine in First Grammar report same; there are only three or four who study longer than one-half hour at home.

LIZZIE ROBSON.

FIFTH WARD.

First Primary average in study at home, 5 minutes. Second Primary, 20 minutes. First Grammar,  $26\frac{3}{4}$  minutes. Second Grammar, 30 minutes.

ELLA ASPINWALL.

HIGH SCHOOL.

Room 1—First Grade. Home study, average time, 30 minutes.

JENNIE FIELD.

Room 2—First and Second Grades. Number pupils enrolled, 52. Number who do not study at home, 10. Average time spent in study by those who do study, one hour. Average for all, 50 minutes.

H. A. M. READ.

Room 3—Second Grade. Average study at home, 58 minutes.

JULIET MEYER.

Room 4.—Third Grade average  $1\frac{1}{2}$  hours of home study each day; Fourth Grade the same. The Graduating Grade average 2 hours and 2 minutes. Two of the members of this Grade

study at home 4 hours each; 7, 3 hours each; 2,  $2\frac{1}{2}$  hours; 2, 2 hours; 3,  $1\frac{1}{2}$  hours; 4, 1 hour; 3,  $\frac{3}{4}$  of an hour, and one not at all.

W. M. POND.

The above statements will enable you to decide whether the work for any grade should be diminished.

#### THE HIGH SCHOOL WORK SHOULD NOT BE CUT DOWN.

If a decrease is called for anywhere, it is in the High School. Taking the Sub-Freshman Department of the University for comparison, I find in that there is given the following time to the studies designated:

Physiology, 1 term; five books of Plane Geometry, 1 term; Botany, 1 term; Natural Philosophy, 1 term; Elementary Algebra, 2 terms; German, 3 terms; Greek, 5 terms, but in 3 of them 2 recitations daily; Latin, 6 terms, but in 3 of them 2 recitations daily.

In the High School with the same number of leading studies, the same kind of text-books, in nearly every case, and the same amount of work to be accomplished, the time now given is as follows:

Physiology,  $1\frac{1}{2}$  terms; 6 books of Plane Geometry, 2 terms; Botany, 2 terms; Natural Philosophy, 2 terms; Elementary Algebra, 3 terms; German, 5 terms; Greek, 9 terms; Latin, 12 terms.

Some of the students who have left the High School for the Sub-Freshman classes in which all residents of Wisconsin now receive instruction free have been frank enough to admit that one important consideration for their doing so was, as they expressed it, "to save time;" that is, they could enter college sooner. I fear, if you undertake to still further extend the time for doing this work in the High School, you may seriously cripple that institution which, from no fault of its own, for the last year and a half has been obliged to contend with greater difficulties than its friends could have wished it to meet.

#### PRECOCIOUS CHILDREN AND MUSIC SCHOLARS.

One trouble in the city has been caused, by putting bright children who had received home instruction too far on in the course when they entered school. As an instance of this, you may remember that two of those who passed in their examinations for admission to the High School last spring were only

eleven years of age. To prevent the crowding of such precocious children by their parents, you adopted the following rule:

"No pupils shall be received or continued in the High School under the age of thirteen years, without the consent of the Board of Education."

Undoubtedly no other thing has been so great a disturbing element to the course as the study of music out of school hours. Not a few have been trying to do the regular work of their grade, and take this as an extra branch; some of these failed in music, some in school-work, some in both, and worst of all —some in *health*. At this moment, I recall the fact that one young lady, a member of the High School, was in the habit of doing all the work that the course called for, and then sat on the piano stool at home for five hours a day to practice. During the past year, you found it necessary to adopt the following rule:

"Every student devoting above one hour each day out of school to Music must have the consent of the Board of Education in order to attend school for more than one of the two daily sessions, and no scholar without such consent of the Board shall be dismissed from school for a part of the day if he studies what are known as the standard branches of his grade, or their equivalent."

This rule permits pupils to take regular work and attend a short time each day to music; or to come in the forenoon to school taking two of the leading studies for the grade and to stay at home in the afternoon, having music in place of the 3d branch. I would especially recommend the latter plan to those parents who desire to perfect their children in that delightful accomplishment—the science of harmony and the art of its production.

#### RECAPITULATION.

I now proceed to recapitulate briefly the points I have tried to establish in what I have written upon excessive study.

- A. The absolute necessity of good health for the student in order that he may succeed in any large sense has been admitted.
- B. Study is conducive to good health and long life.
- C. The popular view that a course of study causes excessive mental application is a fallacy.
- D. The parent or guardian of the child is the one who is more than all others responsible for its health.
- E. Practical teachers of experience are as bitterly opposed to excessive study as any other class of persons.

F. The report of your teachers upon the amount of study at home does not show that the pupils in the public schools of Madison have too much to do.

G. A comparison of the High School with the Sub-Freshman Department of the University indicates that the former does not attempt so much in the same time.

H. Two difficulties have been encountered and largely overcome by the Board, in the case of pupils too far advanced for their years, and in the case of those who pursue music out of school hours.

#### THE NEARNESS OF OUR CHILDREN TO OUR HEARTS.

Before leaving this subject, I desire to add that its agitation has, I trust, been productive of good results; so far as I know, the discussion has been without acrimony, and I hope in the future there will no root of bitterness appear to prevent co-operation in the cultivation of the minds of our children. They are all the world to us; their merry greeting at the evening fireside repays us for our days spent in toil for them, our nights in corroding thought.

Every plan for the future takes them into consideration; every picture of happiness is incomplete without them.

Are they disagreeable to others? That does not shake our affection for them. Are they deformed in person, or deficient in intellect? Their very affliction pleads with eloquence for increased attachment and forbearance on our part. Are they obedient? Ours is the love of complacency. Are they wayward? Ours is the love of benevolence, a beautiful type of Heaven's love for the erring.

#### THE UNIVERSITY IN ITS RELATION TO THE HIGH SCHOOLS.

I for one am prepared to say that the leading argument which should have prompted Congress years ago to grant the nation's lands for the establishment of a University, and which at present should cause the State to furnish the means for its expansion and greater efficiency, is not that a public institution should be founded and developed which should merely compete in its work with private colleges where these are numerous as in Wisconsin; not that the few should receive a higher education at public expense where denominational effort had failed

to provide the opportunity at private cost; but rather that the public elementary and intermediate education should be perfected and established on a firmer basis in the affections of the people; that a friend and a helper should be stationed on the higher planes of education, who should sympathize with and encourage the smaller, the weaker, the less gifted; in short according to my thought at least, two logical necessities have sprung from common schools—the one, Normal Education—the other, University Education; and they must minister directly to the schools of the masses in order to justify their continuance. They will ultimately be tried by this test, and I hope they will not be found wanting.

This bespeaks on the part of the common school men loyalty to the University; it bespeaks for the common school men intelligent helpfulness from above. It will not do for the University to attempt to make all our schools simply preparatory institutions, forgetting that a great per centage of our pupils from the force of circumstances, can never hope to enter its doors; neither will it answer for the teachers of the public schools to ignore the fact that some of those under their instruction should be inspired by them to obtain a higher education; yea, led up to its very portal.

In 1872, the Legislature of Wisconsin expressed sympathy with the conclusions which I have just now stated, by enacting a law that granted free tuition in the University to all graduates of graded schools who should pass an examination at home satisfactory to the faculty of the University.

This law remained in force but about four years; hardly time enough to expect marked results for it. Yet it did much towards bringing into harmony the public school and the University interests.

Before its passage, the teachers in their state conventions had sometimes treated the University with open hostility, but oftener with contemptuous silence. If resolutions of sympathy were ever passed, they too often sounded like resolutions of condolence, as if some mourner might be comforted by them.

The law of 1872 put a number of public school men upon

more intimate relations with the University, and caused them to feel its assistance in their school work. But to some of our citizens it savored of class legislation. Mainly for this reason, was it sacrificed in 1876, in the effort to obtain a permanent State tax to aid the University.

The law of 1876 marks a new era in the history of the University; no longer is it hampered with financial embarrassment. Its table is spread with a regal entertainment, its wine-presses are filled to overflowing.

But I regret to say, the law of two years ago has turned its back upon the High Schools. The Regents have construed it in such a way as to admit into all the classes of the University, whether they are College, or only Sub-Freshman, any resident of the State free of tuition if he is only prepared to enter.

The requirements for admission into the Sub-Freshman class in General Science, or in Modern Classics are as follows:

Reading, Spelling, Penmanship, Arithmetic, Civil and Descriptive Geography, Physical Geography, English Grammar (including Sentential Analysis,) and History of the U. S.

To be plain, pupils who have passed through the ordinary Grammar Department of our Graded Schools with supplementary work of one or two terms additional can enter these classes free of tuition.

It will take but a moment's thought to convince any one that this recent law is strangely at variance with that of '72. The earlier one tended to build up the local High School by keeping resident pupils at home till they graduated, as graduation from their own school was what entitled them to free tuition in the University; it also called in tuition pupils from neighboring districts that did not support a High School to receive graduation that they too might reap its advantages at the University.

The present law has begun to act as a great recruiting agency in the several districts of the State, regardless of what may be taught at home, saying to the boys and girls you can be admitted into the University without having tuition charged there for your instruction, provided you can enter the lowest class of the institution.

The name University has a charm for many young people, its classes are taught by an able corps of instructors, its colleges are growing more and more efficient; we cannot doubt, therefore, that its Sub-Freshman work will call away some of the High School pupils, thereby causing the University to become a disturbing element in the management of the graded schools instead of a powerful auxiliary.

I find from the catalogue of the University for 1876-77 that the four regular College classes numbered 168, and the Sub-Freshman, 72. In that of 1877-78 the former number, 188, making an increase of 20, while the latter number, 109, a gain of 37.

The increase in the College classes is less than 12 per cent., while that of the Sub-Freshman is over 51 per cent.; that is, the growth in preparatory work is between four and five times that of College work proper.

The recent completion of Science Hall has afforded ample room for all students who come up to Madison; but the instructional force has not been materially augmented; so that Sub-Freshman classes, I am told, number from 40 to 50 and I don't know but upwards; these too are drill studies—such as Elementary Latin, Algebra, etc.

The results must be depressing to all true educators.

It may be answered by those who favor the continuance of the present status of the University in regard to our graded schools, that this increase in preparatory work is owing wholly, or nearly so, to the admission of young men and women from rural districts who cannot receive this preparatory work at home and have to look for it elsewhere.

Were this true now and likely to remain so, the graded school men would have little reason to complain; but I do not find that the facts confirm this view.

By examining the latest catalogue of the University and the last report of the Secretary of State, I ascertain the following facts: There are 44 students enrolled in the Sub-Freshman class for the course of General Science; counting in Milwaukee and Madison with the places that a year ago drew State moneys

for supporting free High Schools, I find 20 of their pupils, and four more from two places that have been added to the list this Fall; that is, about 54½ per cent. of this section of the preparatory department is composed of students from High School districts; *and we know that no free High School is permitted to draw State aid, without offering a fitting on all the preparatory work for the Scientific Course of the University.*

I can arrive at no other conclusion than this: That the State, by granting \$25,000 annually to the Free High Schools is seeking to build them up; by offering free tuition indiscriminately in the preparatory department of the University where the branches are parallel to High School work, it is tending to restrict their development.

If in the management of the University, it is found necessary to continue preparatory work for the benefit of country students, yet the High Schools should be protected.

How can this be done? I answer by the Minnesota plan, which may be embraced in these words: preparatory instruction is offered only to such students as may be unable to obtain it in the public schools of the districts in which they reside. A student is thus excluded only from that class of the Preparatory Department for which his own High School provides; in the language of the President:

"This arrangement keeps the work of the University in actual articulation with that of the schools of the State without danger of drawing away from the High and Graded Schools the pupils who can therein obtain their preparatory instruction."

This plan works well in our neighboring State; its University is growing rapidly in numbers, popularity, and usefulness. The growth in numbers has been remarkable.

The first class consisting of *two* members graduated in 1873. In 1875, the President of the University in his report first called the attention of the Regents to this plan. The institution at that time contained 237 members.

The catalogue for 1876-77, shows a membership of 304; and a postal card received from the President, informs me that the enrollment for 1877-78, is 361. Nor should the fact be overlooked in this connection that the Colleges of Law and Medicine have not yet been organized.

The catalogue of our own University for 1877-78, shows a total enrollment of 388; deduct from this the thirty-one Law

Students, and 357 are left in all the other departments. Of course numbers in attendance are not the only thing to be thought of in a University; yet it is a condition that the Regents cannot wholly overlook with safety.

The increase of numbers in the Minnesota University after the first year of the new plan is easily accounted for by the support it gave to the principals of Graded Schools in their local work. They reciprocated the consideration shown to them by advocating the University to their students; and they looked upon this discrimination in their favor as a just one, being strictly in accordance with the idea of a State system of education.

I can see no good reason why this plan should not be adopted in Wisconsin; the State should not duplicate education at public cost; the friends of the University should take this argument out of the mouth of its enemies; the patrons of the Graded Schools should see to it that they are not hindered in doing their legitimate work.

At the last meeting of the Principals of the Wisconsin High Schools, the following report was unanimously adopted:

1st. We claim to be thoroughly in sympathy with the idea of University education at public expense, as the legitimate outgrowth of the common school system, and as such, we pledge it our hearty support.

2d. We feel that the graded schools of the State are justly entitled to protection at the hands of the Regents of the University, from being obliged to compete with its preparatory work.

3d. Under present arrangements, those schools have not such protection, as will appear from the fact that more than one-half of the students listed in the last catalogue for the Sub-Freshman class of the course of general science are residents of districts compelled to offer parallel instruction in having adopted the Free High School law, and having received State aid therefor.

4th. If the Regents deem it necessary to continue Sub-Freshman instruction for the assistance of pupils from rural districts, we respectfully ask the adoption of substantially the Minnesota plan for our protection.

5th. Should this course be adopted in Wisconsin, we are confident that our University would very soon reap the same advantages as has the Minnesota University, of increased numbers, popularity, and efficiency.

6th. That this association, by an appropriate committee, forward this report to the Regents at their first meeting, and press it upon their consideration.

The above report has been so presented, and the answer of the Regents is eagerly looked for.

## OUR HIGH SCHOOL.

The Graduating Class of 1877 numbered twenty-four members, who received diplomas in the several courses as follows:

*Ancient Classical Course.*—J. A. T. BJORNSON, WILLIAM PENN LYON, WILLARD SNELL, CHARLES H. KERR, SALMON DALBERG, ANNA B. BUTLER, JULIA K. CLARK.—7.

*Modern Classical Course.*—COLIN R. DAVIDSON, EDMOND BURDICK, WALTER H. CHASE, JAMES R. YOUNG, GEORGE R. BYRNE, HOWARD LESLIE SMITH, LIZZIE R. DRESSER, EMMA BASCOM, FLORENCE BASCOM, HATTIE STOUT, FANNIE MARION HALL, JENNIE McMILLAN, MINNIE C. HOPKINS.—13.

*Scientific Course.*—FRANK D. HYER, FRANKIE STEINER, MATIE NOBLE, JENNIE M. WILLIAMS.—4.

Twenty members of this class entered the University as Freshmen in the Fall.

The scholarship of the last graduates of the school was not at all uniform; many of them were excellent students, and they compared favorably with the membership of former classes; but the final examinations for the grade developed the fact that some were weak in one or more of the following studies: Elementary Algebra, Cicero, German.

After deliberation, it was thought best to graduate the above-named of the list of applicants, but to refuse to recommend certain ones for admission into the University, unless they should first satisfy the Faculty of that institution, by examination or otherwise, that they had made up during the long vacation those subjects in which they were somewhat deficient. Fourteen were recommended without any conditions; seven were conditioned in one branch; two, in two branches; and one was not recommended, on account of his character at school.

The class of 1878 will not be half as large as that of '77, owing chiefly to the free tuition in the Sub-Freshmen Department of the University.

The Faculty of that institution adopted the following rule:

“On motion, the Madison High School was placed upon the accredited list of the University, whose graduates and recommended pupils shall be admitted to our classes without further examination.

Adopted, March 19, 1877.

S. H. CARPENTER,  
*Secretary of Faculty.*”

The teachers of the High School have decided to recommend none but their graduates, and not all of them, as the following regulations will show:

1. A member of the highest class who falls below 70 per cent. in his final examination, whether oral or written, in any of his studies, shall be dropped from the list of applicants for graduation, unless within a specified time—not to exceed four weeks—he passes by re-examination upon that branch; in which case 10 per cent. shall be taken from his standing for the privilege of extra time for preparation; but one re-examination shall be granted him.

He shall also be dropped from the list, if his literary production for graduation is not completed and returned to the Principal within the time fixed upon.

2. The Principal shall keep a record of the names of the graduates and the ranks obtained by them from the written examination upon the standard branches found in the last year of the course, as well as upon the studies reviewed by their class during that time; the ranks of extra studies belonging to the last year shall also be recorded by him, besides the teachers' estimate of the school character of the graduates. This record immediately after their graduation shall be forwarded to the University.

3. No one shall be recommended for admission there without further examination or conditions whose record does not indicate the following:

- A. He must not have had any re-examination.
- B. His standing in scholarship must average 75 per cent. at least.
- C. His school character must not be bad.

4. Those whose records comply with the conditions named in Rule 3d, shall be divided into three classes, and so recommended:

A. All whose scholarship averages 95 to 100 per cent. inclusive, shall be called excellent.

B. All whose scholarship averages from 85 to 95 per cent. shall be called good.

C. All whose scholarship averages from 75 to 85 per cent. shall be called fair.

Their school character shall also be called excellent, good, or fair, according to the teachers' estimate.

It is to be hoped, for the good of both institutions, that the Faculty of the University will co-operate with the teachers of the High School in carrying out the design of these regulations. We fully appreciate the sentiment which caused the Faculty to adopt a rule so generous towards their local High School; but we would respectfully suggest that this very generosity may prove an injury to us as well as to them; and it may ultimately necessitate the abandonment of the whole scheme of the admission of High School graduates into College, without further examination.

#### WARMING AND VENTILATION.

This subject was very fully discussed in my report of a year ago. Up to the time when that was written the air in the High School building had been considered remarkably pure, and, I think, with good reason; but, afterwards,

double windows were put on to economize fuel, and both teachers and scholars at once noticed a difference for the worse.

Prof. Daniells, of the University, has tested the warmth and purity of the air in three of your school buildings, and has kindly sent me a statement of the results which he obtained. His full report is here given:

MADISON, February 1, 1878.

Prof. S. SHAW:

*Dear Sir* :—Below are the results of my examination of the air of the public schools of this city, during March, 1877:

Room.	Date.	TEMPERATURE.		Volumes of Carbonic Dioxide in 10,000 of Air.	Time of Day.
		Room.	Air.		
<i>High School</i> —					
Miss Meyer's.....	8	66°	13°	11.9	4 P. M.
Miss Field's.....	19	69°	27°	8.74	4 P. M.
<i>Second Ward</i> —					
Miss Lamont's.....	21	68°	39°	7.7	4 P. M.
<i>Fifth Ward</i> —					
Miss Paul's .....	22	72°	48°	25.6	3 P. M.

You are doubtless aware that good country air contains about four volumes carbonic dioxide in 10,000, and that ten volumes in 10,000 is the border between pure and impure air.

Very respectfully yours,

W. W. DANIELS.

### NEW THIRD WARD SCHOOL BUILDING.

It was made known to the Board of Education during the spring term of 1877, that the building which had hitherto been rented by them for two departments, could no longer be had after the close of that term. Thereupon, three propositions were carefully considered:—1. To rent another building for a time. 2. To buy a larger site on the bank of Third Lake, and put up a fine edifice on it. 3. To erect a new house large enough for the present needs of the ward.

The last of these was finally adopted as the best course, in the opinion of the Board; the first scheme having been found impracticable, as no suitable building could be rented; and the second being deemed unadvisable during the present financial depression.

Accordingly, all arrangements were completed for commencing the new building at the opening of the summer vacation. The work was vigorously pushed forward, and the house was ready for occupancy at the beginning of the fall term of school. The entire cost of the lot, building, and furniture to be bought, was but about \$1760. The house is certainly a model of neatness, convenience and economy; yet it is intended to be only a temporary accommodation for the ward.

#### CHANGE OF TEACHERS.

Thirteen of the teachers who were in the employment of the Board during the spring term, did not return in the fall. Four out of the five ward principals went away, and only two of the High School teachers, besides myself, remained. So great a change in your teaching force was a surprise to me, and till this day I cannot fully account for it. How much the reduction in wages, made in June, had to do with it, I am unable to say. Upon the whole, to state it very mildly, the change of teachers was not a benefit to your schools. It is true that a few of the new ones at once proved themselves superior, or equal, to their predecessors; but most of them were inferior, owing chiefly to the fact that they had had less experience. The fall term was, therefore, emphatically a very unsatisfactory one. This lack of permanency of teachers I consider the most serious question connected with the public school system of to-day. Efficient teaching presupposes not only thorough scholarship and natural adaptability in the candidate, but a certain amount of practice as well. To have graduated from a high school, a normal school, or a college, is commendable; but this, of itself, is not positive proof of future success in teaching; it may precede even an ignominious failure in the attempt to instruct. You have observed such instances, and so have I. It might not be out of place, in this connection, to inquire whether, in Madison, there exists difference enough between the salaries of mere tyros in the art of teaching and of those who have had a wide range of experience here or elsewhere. Also, whether a long term of service in your employment, with constantly increasing usefulness, should not receive, by extra pay, a token of your appreciation. I trust you will not under-

stand this as applying to your Superintendent, who has enjoyed a most generous treatment at your hands. About two-thirds of the teachers now in your service have their homes in Madison or near by. Five of them are graduates of your High School, and eight others of the State University. It is evidently your policy to offer the rewards of teaching here to the children and other relatives of your fellow citizens, if they will but sufficiently qualify themselves for the work. The wisdom of this course will be unfolded more and more as the years go by; and not the least of its good results will be the increased permanency of your teaching force.

I am, gentlemen, yours with respect,

SAMUEL SHAW,

*City Superintendent of Public Schools.*

## STATISTICAL REPORT.

TABLE No. 1.—LAST SCHOOL CENSUS.

	Males.	Females.	Total.
First Ward.....	405	402	807
Second Ward .....	339	384	723
Third Ward and N. E. District .....	515	512	1,027
Fourth Ward and S. E. District.....	376	387	763
Fifth Ward.....	286	320	606
Grand Total for 1877.....	1,921	2,005	3,926
Grand Total for 1876 .....			3,619
do    1875.....			3,766
do    1874 .....			3,633
do    1873.....			3,647
do    1872.....			3,963
do    1871.....			3,735

TABLE No. 2.—TOTAL PUPILS IN EACH GRADE AT END OF FIRST MONTH, SPRING TERM OF 1877.

## CHILDREN NOT AT SCHOOL.

The last school census shows, in the city, 3,926 children of school age—that is between four and twenty years old. It also shows that 2,212 of this number attended school for some portion of the year. This leaves 1,714 not in attendance upon any school at all. A close examination of the census, however, does not make this appear so serious as it does at first thought.

There are in the city:

Children between four and seven years of age .....	970
Of that age at school .....	340
Of that age not at school.....	630
Children between seven and fifteen years of age.....	1,921
Of that age at school .....	1,607
Of that age not at school.....	314
Children between fifteen and twenty years of age.....	1,035
Of that age at school .....	265
Of that age not at school.....	770

This analysis reveals the fact that 1,400 of those not at school belong to the extremes of school age; so that they are kept at home as being too young to enter school, or they have left school to go out to work.

Last May the Principals of the several wards were asked by me to ascertain, as accurately as they could, the number of children in their respective districts who were neither at school nor at work, but who spent their time in the streets. They were also requested to use their influence to have them taken out of the streets and sent to school, or put at work.

The numbers reported are here given:

In the First Ward.....	4
do Second do .....	5
do Third do .....	29
do Fourth do .....	8
do Fifth do .....	11
Total in City .....	57

## ABSENCE AND TARDINESS FOR FIVE YEARS.

Below is given the days of absence and cases of tardiness, in the several buildings, for the first month of the fall term, running through five years. The greatest amount of absence

was in 1877; the smallest in 1875. The greatest amount of tardiness was also in 1877; the smallest in 1873, being three less than in 1875.

Roughly stated, 1875 was our best year; 1877 our worst.

DAY'S OF ABSENCE.

	1873.	1874.	1875.	1876.	1877.
High School.....	40.5	155.5	81	155.5	178.5
First Ward.....	180	145	100.5	133.5	151.5
Second do .....	163.5	226	186.5	268.5	420
Third do .....	135	182.5	204	259	206.5
N. E. District .....	25.5	23.5	51	30	27
Little Brick.....	54	38	31.5	58.5	73
Fourth Ward.....	221	234	202	233	306
Fifth do .....	304	308.5	167	161.5	328
Total .....	1, 123.5	1, 313	1, 023.5	1, 299.5	1, 690.5

CASES OF TARDINESS.

	1873.	1874.	1875.	1876.	1877.
High School .....	8	33	34	48	65
First Ward .....	33	10	8	19	44
Second do .....	21	5	10	45	73
Third do .....	11	27	16	32	52
N. E. District .....	7	15	9	0	21
Little Brick .....	2	5	6	18	25
Fourth Ward.....	11	18	33	24	151
Fifth do .....	25	17	5	22	38
Total .....	118	130	121	208	469

## BRANCHES FINISHED.

In granting certificates of examination to pupils, those who stood from 95 to 100 per cent. inclusive, received first honors; 85 to 95 per cent., second honors; 70 to 85 per cent., third honors; any who fell below 70 per cent., failed to pass, under Rule 12.

The following is a statement of the certificates given to the members of the High School, during the year:

## THIRD GRADE.

## LATIN READER.

Three first honors—E. FRENCH, JESSE BOYCE, SARAH CLARK.  
Two second honors; 4 third honors; 4 failures.

## GREEK LESSONS.

Two first honors—JESSE BOYCE, AUGUST UMBREIT.  
Two second honors; two third honors; one failure.

## ZOOLOGY.

Three first honors—WALTER PEARSON, SARAH CLARK, LILLIE BEECROFT.

Four second honors; one third honor; six failures.

## CHEMISTRY.

No first honors; three second honors; two third honors; no failures.

## PLANE GEOMETRY.

Three first honors—AUGUST UMBREIT, SARAH CLARK, ANNIE MCKELIPS.

Two second honors; two third honors; four failures.

## FOURTH GRADE.

## ZOOLOGY.

One first honor—HOWARD SMITH.

No second honors; one third honor; three failures.

## PLANE GEOMETRY.

Two first honors—MINNIE HOPKINS, ANNA BUTLER.

One second honor; one third honor: five failures.

## SOLID GEOMETRY.

Seven first honors—HENRY PENNOCK, GEORGE PAGE, EMILY VEIDT, SARAH CHAMBERS, JULIA CLARK, LUCY GAY, MATIE NOBLE.

Three second honors; one third honor; three failures.

## BOTANY.

Three first honors—HENRY PENNOCK, SARAH CHAMBERS, LUCY GAY.  
One second honor; one third honor; four failures.

## VIRGIL.

One first honor—SARAH CHAMBERS.  
Seven second honors; no third honors; one failure.

## GERMAN COURSE.

Two first honors—LUCY GAY, SARAH CHAMBERS.  
Two second honors; two third honors; no failures.

## GREEK READER.

Two first honors—WENDELL PAINE, HENRY PENNOCK.  
One second honor; one third honor; no failures.

## GRADUATING GRADE.

## VIRGIL.

Eight first honors—SALMON DALBERG, HOWARD SMITH, ELISHA ROBBINS, WILLIE SNELL, CHARLES KERR, JENNIE MCMILLAN, JULIA CLARK, FLORENCE BASCOM.

Four second honors; nine third honors; one failure.

## GREEK READER.

One first honor—ELISHA ROBBINS.  
Two second honors; one third honor; no failures.

## LATIN COMPOSITION.

Three first honors—CHARLES KERR, HOWARD SMITH, JENNIE MCMILLAN.

Eleven second honors; five third honors; one failure.

## GREEK COMPOSITION.

Two first honors—ANTON BJORNSEN, ELISHA ROBBINS.  
Two second honors; no third honors; no failures.

## CICERO.

Two first honors—HOWARD SMITH, FANNIE HALL.  
Nine second honors; five third honors; three failures.

## GERMAN READER.

Three first honors—HATTIE STOUT, JULIA CLARK, JENNIE MCMILLAN.  
Five second honors; six third honors; three failures.

## HOMER.

Four first honors—ELISHA ROBBINS, WILLIE SNELL, CHARLES KERR, ANTON BJORNSEN.

One second honor; no third honors; no failures.

## NATURAL PHILOSOPHY.

No first honors; eight second honors; six third honors; five failures.

## FRENCH READER.

Two first honors—MARY BURDICK, FRANKIE STEINER.  
No second honors; no third honors; no failures.

# HIGH SCHOOL.

1878.

## INSTRUCTORS.

SAMUEL SHAW, PRINCIPAL,	<i>Latin and Natural Science.</i>
WEBSTER M. POND, VICE-PRINCIPAL,	<i>Greek and Mathematics.</i>
HATTIE A. M. READ,	<i>Natural History and English Literature.</i>
HELEN D. STREET,	<i>Greek and French.</i>
DELIA E. GILMAN,	<i>Music and Mathematics.</i>
FANNIE A. WALBRIDGE,	<i>German and Latin.</i>
ABBIE STUART,	<i>Latin and English.</i>

## ORGANIZATION.

The High School has five Courses of Study, viz.:—Ancient Classical, Modern Classical, Scientific, and English, each of four and one-third years; and a Review Course of one year.

The Ancient Classical, Modern Classical, and Scientific Courses, prepare students to enter the University as Freshmen, and to become members of College Classes of like names. In the line of fitting scholars to enter the University, the High School will seek to furnish the best facilities within its reach. Students completing any one of the five Courses of Study, except the review course, will receive a diploma of graduation. Those holding diplomas from the Board of Education, showing that they have completed the Ancient Classical, Modern Classical, or Scientific Course, will be admitted into the University without examination there, and with free tuition throughout that institution, if recommended by the Principal. The Review Course has been arranged for the benefit of those pupils who desire to perfect themselves, within a limited time, in the elements of an English Education. Young people intending soon to teach in country districts, or to engage in commercial pursuits, will find this course to be just what they need. Any student desirous of pursuing a special course, by selecting from the various regular courses, will have permission to do so, upon giving the Principal satisfactory reasons for such choice.

## ITEMS.

The teachers engaged are supposed to have a superior education in the branches which they teach.

The monthly rhetorical exercises afford an excellent opportunity for practice in writing and speaking.

Cyclopedias, dictionaries, atlases and other works of reference are at the disposal of the pupils.

There is a fair supply of apparatus for illustrating the principles of Natural Science.

The State Historical and Free City Libraries offer uncommon facilities for miscellaneous reading.

#### ADMISSION.

Candidates for admission should be prepared to pass examination in Arithmetic, Geography, U. S. History, and English Grammar.

Examinations to enter advanced classes are not unreasonably rigid; but they are intended simply to aid in classifying the examined pupils. These pupils are required to pass examination, however, on the previous studies in the course, before they receive their diplomas.

Students are received and classified at any time; but it is far better for them to be present at the opening of a term.

#### EXPENSES.

Tuition is \$8 per term, payable in advance; half-day pupils are charged \$4 per term.

Board can be had in clubs from \$1.75 to \$2.25 per week; room rent is from \$0.75 to \$1.25 a week for each student.

Board and lodging can be obtained in private families from \$3 to \$4 a week.

Washing is from 60 to 70 cents per dozen.

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#### HIGH SCHOOL GRADUATES.

##### *Class of 1875.*

ARCHIBALD DURRIE, CHARLES LAMB, OLIVER FORD, HOWARD HOYT, FRANK HUNTINGTON, CHARLES OAKLEY, THOMAS PARR, WILLIAM KOLLOCK, EDWARD OAKLEY, WILLIAM WINDSOR, HATTIE THOMS, CARRIE BILLINGS, ELLA HICKOK, ANNIE HORNE.

##### *Class of 1876.*

HENRY FAVILL, ALFRED PATEK, HENRY WILKINSON, STANLEY PROUDFIT, CHARLES HUDSON, GEORGE MORGAN, HENRY MASON, WILLIAM MORGAN, WILLIS HOOVER, EUPHENIA HENRY, SARAH DUDGEON, HATTIE HUNTINGTON, NETTIE NELSON, STELLA FORD, CARRIE FRENCH, CARRIE KELLOGG, MARGARET COYNE, KITTY KELLY, MARIA DEAN, LIZZIE BRIGHT.

##### *Class of 1877.*

ANTON BJORNSEN, WILLIAM LYON, WILLARD SNELL, CHARLES KERR, SALMON DALBERG, COLIN DAVIDSON, EDMOND BURDICK, WALTER, CHASE, JAMES YOUNG, GEORGE BYRNE, HOWARD SMITH, FRANK HYER, ANNA BUTLER, JULIA CLARK, LIZZIE DRESSER, EMMA BASCOM, FLORENCE BASCOM, HATTIE STOUT, FANNIE HALL, JENNIE McMILLAN, MINNIE HOPKINS, FRANKIE STEINER, MATIE NOBLE, JENNIE WILLIAMS.

# COURSE OF STUDY.

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## FIRST PRIMARY DEPARTMENT.

### FIRST GRADE.

Spring Term...1. Reading from Charts, Blackboard and Slates; to aid in teaching it, instruction and questions upon common things.

2. Printing and Drawing.

3. Special Drill, to cultivate quickness and accuracy of perception.

4. Counting objects from 1 to 100 inclusive.

Fall Term.....1. First Reader.

2. Printing and Drawing.

3. Oral Lessons on Plants.

4. Naming figures in Reader, and Estimations of Distance.

Winter Term....1. First Reader.

2. Printing and Drawing.

3. Oral Lessons on Native Animals.

4. Estimations of Weight and Time.

### SECOND GRADE.

Spring Term...1. First Reader.

2. Oral Spelling.

3. Drawing, and Writing the short small letters by principle. (Chart No. 1.)

4. Oral Lessons on Flowers.

5. Arithmetic; addition and subtraction—oral and written work, taught with objects.

Fall Term.....1. Second Reader.

2. Oral Spelling.

3. Drawing, and Writing all the small letters and the figures by principles. (Charts Nos. 1 and 2.)

4. Oral Lessons on Plant Productions.

5. Arithmetic; multiplication and division—oral and written work, taught with objects.

Winter Term....1. Second Reader.

2. Oral Spelling.

3. Drawing, and Writing the capital letters to the 8th principle. (Chart No. 3.)

4. Oral Lessons on the Human Body.

5. Arithmetic; easy combinations, involving addition, subtraction, multiplication and division; oral and written work, taught with objects.

### GENERAL EXERCISES.

1. Morals and Manners.

2. Singing by note and note.

3. Marching and Calisthenic Songs.

4. Language Lessons.

5. Inventive Drawing on Friday of each week.

## SECOND PRIMARY DEPARTMENT.

## FIRST GRADE.

**Spring Term**...1. Second Reader and Slates.  
 2. Oral Spelling.  
 3. Drawing, and Writing all the capital letters by principles.  
 (Charts Nos. 3 and 4.)  
 4. Oral Geography; points of the compass, the school-house,  
 and the school grounds.  
 5. Primary Arithmetic, and oral instruction in notation and  
 numeration.

**Fall Term**.....1. Second Reader and Slates.  
 2. Oral Spelling.  
 3. Drawing, and Writing the business capitals. (Chart No.5.)  
 4. Oral Geography; the section and the city.  
 5. Primary Arithmetic, and oral instruction in notation and  
 numeration.

**Winter Term**...1. Second Reader and Slates.  
 2. Oral Spelling.  
 3. Drawing, and Writing the disciplinary exercises. (Chart  
 No. 6.)  
 4. Oral Geography; the town and the county.  
 5. Primary Arithmetic, and oral instruction in notation and  
 numeration.

## SECOND GRADE.

**Spring Term**....1. Third Reader and Slates.  
 2. Oral Spelling.  
 3. Drawing, and Writing Copies with lead-pencil.  
 4. Oral Geography; the state.  
 5. Intellectual Arithmetic; the work also written.

**F 1 term**.....1. Third Reader and Slates.  
 2. Oral Spelling.  
 3. Drawing, and Writing Copies with lead-pencil.  
 4. Oral Geography; the United States to the North Central.  
 5. Intellectual Arithmetic; the work also written.

**Winter Term**....1. Third Reader and Slates.  
 2. Oral Spelling.  
 3. Drawing, and Writing Copies with lead-pencil.  
 4. Oral Geography; the United States through the Western  
 States and Territories.  
 5. Intellectual Arithmetic; the work also written.

## GENERAL EXERCISES.

1. Morals and Manners.
2. Singing by note and rote.
3. Marching and Calisthenic Songs.
4. Language Lessons, with phonetic spelling and criticism  
 of erroneous habits of speech.
5. Topical Spelling on Friday of each week.

## FIRST GRAMMAR DEPARTMENT.

## FIRST GRADE.

Spring Term....1. Third Reader.  
 2. Written Spelling.  
 3. Drawing, and Writing Copies.  
 4. Geography; the New England, Middle and South Eastern States.  
 5. Arithmetic; notation and numeration, and addition.  
 6. Oral Grammar; elements of simple sentences.

Fall Term.....1. Third Reader.  
 2. Written Spelling.  
 3. Drawing and Writing Copies.  
 4. Geography; the North Central and South Central States.  
 5. Arithmetic; subtraction and multiplication.  
 6. Oral Grammar; nouns.

Winter Term....1. Third Reader.  
 2. Written Spelling.  
 3. Drawing, and Writing Copies.  
 4. Geography; the Western States and Territories, and the United States.  
 5. Arithmetic; division and cancellation.  
 6. Oral Grammar; Adjectives.

## SECOND GRADE.

Spring Term....1. Fourth Reader.  
 2. Written Spelling.  
 3. Drawing, and Writing Copies.  
 4. Geography; British America and Danish America, Mexico, Central America and the West Indies.  
 5. Arithmetic; G. C. D., L. C. M., and reduction of fractions.  
 6. Oral Grammar; pronouns.

Fall Term.....1. Fourth Reader.  
 2. Written Spelling.  
 3. Drawing; and Writing Copies.  
 4. Geography; North America, South America, and general mathematical geography.  
 5. Arithmetic; addition, subtraction and multiplication of fractions.  
 6. Oral Grammar; verbs.

Winter Term....1. Fourth Reader.  
 2. Written Spelling.  
 3. Drawing, and Writing Copies.  
 4. Geography; Europe.  
 5. Arithmetic; division of fractions and decimals.  
 6. Oral Grammar; all the parts of speech.

## GENERAL EXERCISES.

1. Morals and Manners.
2. Singing by note and rote.
3. Calisthenics or Vocal Exercises.
4. Impromptu Composition, with word analysis and simple rules for the use of capital letters and punctuation marks.
5. Oral Biography.
6. Rhetorical Exercises 3d Friday in each month.

## SECOND GRAMMAR DEPARTMENT.

## FIRST GRADE.

**Spring Term.....** 1. Fourth Reader.  
 2. Written Spelling.  
 3. Drawing, and Writing Copies.  
 4. Geography; Asia and Africa.  
 5. Arithmetic; decimal currency.  
 6. Grammar; Etymology with parsing.

**Fall Term.....** 1. Fourth Reader.  
 2. Written Spelling.  
 3. Drawing, and Writing Copies.  
 4. Geography; Australia, and book reviewed.  
 5. Arithmetic; compound numbers to denominate fractions.  
 6. Grammar; Etymology with parsing.

**Winter Term.....** 1. Fourth Reader.  
 2. Written Spelling.  
 3. Drawing, and Writing Copies.  
 4. U. S. History.  
 5. Arithmetic; compound numbers completed.  
 6. Grammar; Etymology with parsing.

## SECOND GRADE.

**Spring Term.....** 1. Fifth Reader.  
 2. Written Spelling.  
 3. Drawing, and Writing Copies.  
 4. U. S. History.  
 5. Arithmetic; per centage to simple interest, with oral instruction in receipts and bills.  
 6. Grammar; Syntax, with analysis and parsing.

**Fall Term.....** 1. Fifth Reader.  
 2. Written Spelling.  
 3. Drawing, and Writing Copies.  
 4. U. S. History.  
 5. Arithmetic; per centage completed and equation of payments, with oral instruction in orders and notes.  
 6. Grammar; Syntax, with analysis and parsing.

**Winter Term.....** 1. Fifth Reader.  
 2. Written Spelling.  
 3. Drawing, and Writing Copies.  
 4. Physical Geography.  
 5. Arithmetic; ratio and proportion, partnership, analysis.  
 6. Grammar; Syntax, with analysis and parsing.

## GENERAL EXERCISES.

1. Morals and Manners.
2. Singing by note and rote.
3. Calisthenics or Vocal Exercises.
4. Composition with the principal abbreviations, and rules for spelling and pronunciation.
5. Oral Home Civil Government.
6. Rhetorical Exercises 3d Friday in each month.

# HIGH SCHOOL.

SECOND GRADE.		FIRST GRADE.		ANCIENT CLASSICAL.	MODERN CLASSICAL.	SCIENTIFIC.	ENGLISH.	REVIEW.
		Winter Term	Spring Term					
				1. Physical Geography. 2. Arithmetic. 3. Grammar.	Physical Geography. Arithmetic. Grammar.	Physical Geography. Arithmetic. Grammar.	Physical Geography. Arithmetic. Grammar.	Geography. Arithmetic. Grammar or Book-Keeping.
				1. General History. 2. Arithmetic. 3. New Latin Method.	General History. Arithmetic. New Latin Method.	General History. Arithmetic. Sentential Analysis.	General History. Arithmetic. Sentential Analysis.	United States History. Arithmetic. Sentential Analysis or Book-Keeping.
				1. General History. 2. Arithmetic. 3. New Latin Method.	General History. Arithmetic. New Latin Method.	General History. Arithmetic. Sentential Analysis.	General History. Arithmetic. Sentential Analysis.	Constitution of U. S. and Wisconsin. Arithmetic. Sentential Analysis or Book-Keeping.
				1. General History. 2. Algebra. 3. New Latin Method.	General History. Algebra. New Latin Method.	General History. Algebra. Composition and Rhetoric.	General History. Algebra. Composition and Rhetoric.	
				1. Greek Lessons. 2. Algebra. 3. Caesar.	Civil Government. Algebra. Caesar.	Civil Government. Algebra. English Literature.	Civil Government. Algebra. English Literature.	
				1. Greek Lessons. 2. Algebra. 3. Caesar.	Civil Government. Algebra. Caesar.	Civil Government. Algebra. American Literature.	Civil Government. Algebra. American Literature.	

NOTE.—There will be Reading from the Fifth Reader, Written Spelling with Word Analysis, Writing, and Drawing through the first two years of the High School Course.

GENERAL EXERCISES.—1. Morals and Manners. 2. Singing by note and note. 3. Calisthenics or Vocal Exercises. 4. Compositions, with instruction upon the use of the dictionary. 5. Oral Science of Common Things. 6. Rhetorical Exercises the Third Friday in each month.

## HIGH SCHOOL—Continued.

				ANCIENT CLASSICAL.	MODERN CLASSICAL.	SCIENTIFIC.	ENGLISH.	
GRAD <sup>g</sup>	GRADE.	THIRD GRADE.	FOURTH GRADE.					
		Spring Term.	Winter Term.	Fall Term.	Spring Term.	Winter Term.	Fall Term.	
					1. Greek Lessons. 2. Plane Geometry. 3. Caesar.	Zoology. Plane Geometry. Cæsar.	Zoology. Plane Geometry. Chemistry.	Zoology. Plane Geometry. Chemistry.
					1. Anabasis. 2. Plane Geometry. 3. Virgil and Latin Composition.	Zoology and Physiology. Plane Geometry. Virgil and Latin Composition.	Zoology and Physiology. Plane Geometry. Chemistry.	Zoology and Physiology. Plane Geometry. Chemistry.
					1. Anabasis. 2. Solid Geometry or German Course. 3. Virgil and Latin Composition	French or German Course. Physiology or Solid Geometry. Virgil and Latin Composition.	Physiology. Solid Geometry or French Course. German Course.	Physiology. Solid Geometry. Political Economy.
					1. Botany or German Course. 2. Anabasis and Greek Composition. 3. Virgil and Latin Composition.	Botany. French or German Course. Virgil and Latin Composition.	Botany. Trigonometry or French Course. German Course.	Botany. Trigonometry. Geology.
					1. Botany or German Course. 2. Anabasis and Greek Composition. 3. Cicero and Latin Composition.	Botany. French or German Course. Cicero and Latin Composition.	Botany. Conic Sections or French Course. German Course.	Botany. Conic Sections. Geology.
					1. Natural Philosophy or German Reader. 2. Homer and Greek Composition. 3. Cicero and Latin Composition.	Natural Philosophy. French or German Reader. Cicero and Latin Composition.	Natural Philosophy. Astronomy or French Reader. German Reader.	Natural Philosophy. Astronomy. Mental Science.
					1. Natural Philosophy or German Reader. 2. Homer and Greek Composition. 3. Cicero and Latin Composition.	Natural Philosophy. French or German Reader. Cicero and Latin Composit on.	Natural Philosophy. Astronomy or French Reader. German Reader.	Natural Philosophy. Astronomy. Moral Science.

NOTE.—There will be Spelling, Composition and Rhetoric, and Drawing throughout the last two and one-third years of the High School Course; but the Principal may excuse the members of the Graduating Grade from Drawing, if he sees fit.

GENERAL EXERCISES.—1. Morals and Manners. 2. Singing by, note and note. 3. Calisthenics or Vocal Exercises. 4. Rhetorical Exercises 3d Friday in each month; third grade to have original debates upon practical subjects; fourth grade to have essays and orations. 5. Review examinations each term upon one or more of the following standard branches, viz.: Arithmetic, Algebra, Grammar, Sentential Analysis.

REMARK 1.—Students in the Modern Classical Course who substitute Solid Geometry for Physiology will be obliged to complete the latter branch to gain admission into the corresponding Freshman class in the University.

REMARK 2.—Students in the Modern Classical Course who substitute French for German will be obliged to enter the Scientific Course of the University, should they go there.

REMARK 3.—Students who desire to pursue only the branches required for entering the University will be graduated from the High School, if they reach a standard of 90 per cent, or more, in their final examination upon each study.

# TEXT BOOKS.

## WARD SCHOOLS.

Watson's Independent Reader—Nos. I, II, III, IV, and V.  
Robinson's Progressive Primary Arithmetic.  
" " Intellectual "  
" " Practical "  
Steinwehr & Brinton's Eclectic Geography—No. 2.  
Swinton's Language Lessons.  
" English Grammar.  
Barne's History of the United States.  
Warren's Physical Geography.  
Spencer's Penmanship.  
Krusi & Bartholomew's Drawing.  
Mason's Music Chart—No. 1.

## HIGH SCHOOL.

Reader, No. 5	-	-	-	-	-	Watson.
Penmanship,	-	-	-	-	-	Spencer.
Book-Keeping,	-	-	-	-	-	Bryant & Stratton.
Drawing,	-	-	-	-	-	Bartholomew.
Music Chart, No. 2,	-	-	-	-	-	Mason.
Intellectual Arithmetic,	-	-	-	-	-	Robinson.
Practical "	-	-	-	-	-	"
Algebra,	-	-	-	-	-	Loomis.
Geometry,	-	-	-	-	-	"
Trigonometry,	-	-	-	-	-	"
Conic Sections,	-	-	-	-	-	Greene.
Grammar,	-	-	-	-	-	Quackenbos.
Composition and Rhetoric,	-	-	-	-	-	Shaw.
English and American Literature,	-	-	-	-	-	Allen & Greenough.
Latin Grammar,	-	-	-	-	-	Allen.
New Latin Method,	-	-	-	-	-	Allen & Greenough.
Cæsar,	-	-	-	-	-	Allen.
Latin Composition,	-	-	-	-	-	Searing.
Virgil,	-	-	-	-	-	Chase & Stuart.
Cicero,	-	-	-	-	-	Goodwin.
Greek Grammar,	-	-	-	-	-	White.
" Lessons,	-	-	-	-	-	Jones.
" Composition,	-	-	-	-	-	Crosby.
Anabasis,	-	-	-	-	-	Boise.
Homer,	-	-	-	-	-	Otto.
French Grammar,	-	-	-	-	-	"
" Reader,	-	-	-	-	-	Comfort.
German Course,	-	-	-	-	-	Whitney.
" Reader,	-	-	-	-	-	Warren.
Physical Geography,	-	-	-	-	-	Swinton.
General History,	-	-	-	-	-	Townsend.
Civil Government,	-	-	-	-	-	Youmans.
Chemistry,	-	-	-	-	-	Morse.
Zoology,	-	-	-	-	-	Dalton.
Physiology,	-	-	-	-	-	Gray.
Botany,	-	-	-	-	-	Steele.
Geology,	-	-	-	-	-	Norton.
Natural Philosophy,	-	-	-	-	-	

# DETAILED STATEMENT

*Of Expenditures of the Board of Education, City of Madison,  
from January 1st, 1877, to December 31st, 1876.*

## EXPENDITURES.

1877.

### SITES AND STRUCTURES.

Feb.	6 D. R. Jones, plan for storm windows .....	\$3 00
"	6 T. A. Nelson storm windows, etc.....	170 56
Dec.	4 A. Lotze & Sons, heater second ward school.....	37 75
		<hr/>
		\$211 31

### NEW SCHOOL HOUSE, THIRD WARD.

July	3 E. Burdick, for cash advanced for lot 9, block 153.....	\$200 00
Sept.	4 C. P. Chapman, commission on lot 9, block 153.....	6 00
"	17 James Livesey, contract for building school house.....	1,395 00
Oct.	2 D. R. Jones, plans and superintending.....	50 00
Nov.	6 Amos Parker, two clocks for school house.....	25 00
"	6 A. Lotze & Sons, two stoves for school house.....	75 50
"	6 E. Burdick, freight on stoves.....	5 11
		<hr/>
		\$1,756 61

### PRINTING.

Feb.	6 M. J. Cantwell, printing annual reports.....	\$112 50
May	1 M. J. Cantwell, printing receipt book.....	3 75
June	19 M. J. Cantwell, printing weekly reports.....	5 00
July	3 Democrat Company, printing programmes .....	6 00
Nov.	6 David Atwood, advertising.....	4 75
"	6 M. J. Cantwell, printing monthly reports .....	12 50
Dec.	4 M. J. Cantwell, printing honorary certificates.....	8 00
		<hr/>
		\$152 50

### SUPPLIES.

Jan.	2 John N. Jones, hardware.....	\$6 42
"	2 Vroman, Frank & Ramsey, hardware.....	6 50
Feb.	6 L. A. Foster, ink .....	10 00
"	6 Moseley & Bro., stationery .....	13 47
May	1 R. L. Garlick, oil .....	2 90
"	1 L. A. Foster, ink.....	12 50
June	19 E. Burdick, items.....	7 73
"	19 Albert Jones, brooms.....	8 75
July	3 W. W. Warner, use of organ city hall.....	2 50
"	3 N. W. Business College, filling diplomas.....	3 00
"	3 W. J. Park & Co., rebinding dictionary.....	2 00
Sept.	4 Moseley & Bro., stationery, etc.....	23 18
"	4 John N. Jones, hardware .....	9 89
Dec.	4 E. Burdick, cash items.....	32 43

\$141 27

## FUEL.

Feb.	6	—. Draeger, wood .....	\$15 00
	“	6 G. Comstock, wood.....	3 75
May	1	Tim Purcell, wood.....	6 00
June	19	David S. Nelson, wood.....	276 00
Sept.	4	Conkling & Gray, coal.....	1,419 60
Dec.	4	C. F. Cooley, wood.....	26 00
			<hr/>
			\$1,746 35

## LOANS.

Jan.	24	State Bank.....	\$5,000 00
May	18	Commissioners School Land Fund.....	5,000 00
			<hr/>
			\$10,000 00

## INTEREST.

Jan.	24	State Bank.....	\$129 17
May	18	Commissioners of School Land Fund.....	700 00
			<hr/>
			\$829 17

## CENSUS.

Sept.	4	W. T. Leitch, school census .....	\$100 00
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## REPAIRS.

Jan.	2	Moulton & Chase, repairs.....	\$27 44
Feb.	6	James Livesey, repairs.....	30 43
May	1	Moulton & Chase, repairs.....	74 85
“	1	Thos. Dean & Co., storm windows.....	8 00
“	1	James Camack, repairs furnaces .....	298 19
“	1	E. Morden, repairing pumps.....	7 50
June	19	Madison Manufacturing Co., repairing furnaces .....	18 45
Sept.	4	James Livesey, repairs.....	5 76
Nov.	6	Sorenson, F., & Co., walks second and third ward schools	7 82
“	6	Bunker & Vroman, lumber.....	52 12
Dec.	4	John Fahey, repairing stone steps second ward.....	5 00
“	4	Moulton & Chase, repairs (general).....	54 62
			<hr/>
			\$590 18

## JANITORS SERVICES AND LABOR.

Jan.	2	T. & J. Dean, labor school windows.....	\$10 00
Mar.	6	Jacob Knock, cutting wood little brick school.....	8 00
April	3	A. Huls, janitor first ward and extra labor.....12 weeks,	45 00
“	3	John Crowley, janitor second ward.....do.....	48 00
“	3	Margaret Metzler, janitor third ward.....do.....	42 00
“	3	Francis Burdick, janitor Orphan Home.....do.....	36 00
“	3	M. F. O'Callahan, janitor fourth ward.....do.....	48 00
“	3	Ann Ford, janitor fifth ward.....do.....	48 00
“	3	Allen Jackson, janitor high school.....do.....	72 00
“	3	Jacob Knock, janitor little brick.....do.....	18 00
“	3	A. Gerstenbrie, janitor N. E. district.....do.....	24 00
May	1	A. Gerstenbrie, cutting wood N. E. district.....	12 00
June	29	A. Huls, janitor first ward.....12 weeks,	34 00
“	29	John Crowley, janitor second ward.....do.....	40 00
“	29	Margaret Metzler, janitor third ward.....do.....	34 00
“	29	M. F. O'Callahan, janitor fourth ward.....do.....	40 00
“	29	Ann Ford, janitor fifth ward.....do.....	40 00
“	29	Jacob Knock, janitor little brick.....do.....	14 00
“	29	A. Gerstenbrie, janitor N. E. district.....do.....	20 00

June	29	Allen Jackson, janitor high school.....	12 weeks,	\$76 00
"	29	Francis Burdick, janitor Orphan home.....	do.....	30 00
July	3	John Joy, cleaning city hall for graduating class.....		3 00
"	3	Francis Burdick, work at school house.....		3 14
Sept.	11	Francis Burdick, labor at third ward school house.....		4 25
"	4	M. F. O'Callahan, labor (general).....		11 70
Oct.	2	Ole Stephenson, labor (general).....		9 75
Nov.	6	M. Cronin, cutting wood third and fifth wards.....		10 00
Dec.	4	Timothy Purcell, labor new school house third ward.....		10 50
"	7	A. Huls, janitor first ward.....	13 weeks,	39 00
"	7	John Crowley, janitor second ward.....	do.....	45 00
"	7	Margaret Metzler, janitor third ward.....	do.....	39 00
"	7	Francis Burdick, janitor new school, third ward.....	do.....	36 00
"	7	M. F. O'Callahan, janitor 4th, and part term h. school.....		68 00
"	7	Ann Ford, janitor fifth ward.....	13 weeks,	45 00
"	7	Maria Knock, janitor little brick.....	do.....	17 00
"	7	A. Gerstenbrie, janitor N. E. district.....	do.....	26 00
"	7	Allen Jackson, janitor high school part term.....		55 00

\$1,161 34

## TEACHERS WAGES.

Jan.	2	R. P. Dudgeon, one week fall term high school.....		\$15 00
Feb.	9	Samuel Shaw, superintendent.....		333 33
"	9	W. M. Pond Asst. principal, high school.....		141 66
"	9	Marion D. Dodge, teacher, high school.....	6 weeks	75 00
"	9	Jenny Muzzy,.....	do.....	90 00
"	9	Juliet D. Myers,.....	do.....	75 00
"	9	Hattie A. M. Read.....	do.....	84 00
"	9	Jennie Fields,.....	do.....	84 00
"	9	Marie C. Sixte,.....	do.....	26 00
"	9	A. J. Craig, principal, 1st ward.....	6 weeks	84 00
"	9	Ella Hickok,.....	do.....	66 00
"	9	Josie Hawes,.....	do.....	69 00
"	9	Lucinda McGinnis, principal, 2d ward.....	do.....	90 00
"	9	Hattie O. Thoms,.....	do.....	66 00
"	9	Isabella Lamont,.....	do.....	60 00
"	9	H. M. Eggleston,.....	do.....	72 00
"	9	L. J. Burgess, principal, 3d ward .....	do.....	84 00
"	9	Theresa Parkinson,.....	do.....	75 00
"	9	Maggie Galbraith,.....	do.....	69 00
"	9	Lucy A. Rice,.....	do.....	72 00
"	9	Nettie King,.....	do.....	69 00
"	9	Lizzie Robson, principal, 4th ward.....	do.....	84 00
"	9	Lizzie Bright,.....	do.....	60 00
"	9	Jennie Phelps,.....	do.....	69 00
"	9	Ella R. Lewis .....	do.....	60 00
"	9	Ella Aspinwall, principal, 5th ward.....	do.....	84 00
"	9	Belle Pierce,.....	do.....	65 55
"	9	Kittie Larkin,.....	do.....	69 00
"	9	Emma Paul,.....	do.....	66 00
"	9	Ella Larkin, little brick.....	do.....	72 00
"	9	E. T. Packard, N. E. district.....	do.....	69 00
Mar.	23	Samuel Shaw, superintendent.....		333 33
"	23	W. M. Pond, Asst principal, high school.....		141 66
"	23	Marion D. Dodge, teacher, high school.....	12 weeks	75 00
"	23	Jenny Muzzy,.....	do.....	90 00
"	23	Juliet D. Myers,.....	do.....	75 00
"	23	Hattie A. M. Read,.....	do.....	84 00
"	23	Jennie Fields,.....	do.....	84 00

Mar.	23	Marie C. Sixte, Teacher High School, 5 two-fifths weeks	\$27 00
"	23	A. J. Craig, principal, 1st ward.....6 weeks,	84 00
"	23	Ella Hickok,.....do.....5 three-fifths weeks	61 60
"	23	Josie Hawes,.....do.....6 weeks	69 00
"	23	Lucinda McGinnis, principal, 2d ward.....do.....	90 00
"	23	Hattie O. Thoms.....do.....do.....	66 00
"	23	Isabella Lamont,.....do.....do.....	66 00
"	23	H. M. Eggleston,.....do.....do.....	72 00
"	23	L. J. Burgess, principal, 3d ward .....	84 00
"	23	Theresa Parkinson,.....do.....do.....	75 00
"	23	Lucy A. Rice,.....do.....do.....	72 00
"	23	Nettie King,.....do.....do.....	69 00
"	23	Lizzie Robson, principal, 4th ward.....do.....	84 00
"	23	Lizzie Bright,.....do.....do.....	60 00
"	23	Jennie Phelps, .....	69 00
"	23	Ella R. Lewis.....do.....do.....	60 00
"	23	Ella Aspinwall, principal, 5th ward.....do.....	84 00
"	23	Belle Pierce,.....do.....(\$3.45 due).....do.....	72 45
"	23	Kittie Larkin,.....do.....do.....	69 00
"	23	Emma Paul.....do.....do.....	66 00
"	23	Ella Larkin, little brick.....do.....	72 00
"	23	E. T. Packard, N. E. district.....do.....	69 00
May	18	Samuel Shaw, superintendent.....	333 33
"	18	W. M. Pond, Asst. principal, high school.....	141 66
"	18	Jennie Muzzy teacher, high school.....6 weeks	90 00
"	18	Marion D. Dodge,.....do.....do.....	75 00
"	18	Juliet D. Myers,.....do.....do.....	75 00
"	18	Hattie A. M. Read.....do .....	84 00
"	18	Jennie Fields,.....do.....do.....	84 00
"	18	Marie Sixte.....do.....do.....	30 00
"	18	A. J. Craig, principal, 1st ward.....do.....	84 00
"	18	Ella Hickok,.....do.....do.....	66 00
"	18	Josie Hawes,.....do.....do.....	69 00
"	18	Lucinda McGinnis, principal, 2d ward.....do.....	90 00
"	18	Hattie O. Thoms,.....do.....do.....	66 00
"	18	Isabella Lamont,.....do.....do.....	66 00
"	18	H. M. Eggleston,.....do.....do.....	72 00
"	18	L. J. Burgess, principal, 3d ward .....	84 00
"	18	Maggie Galbraith.....do.....do.....	69 00
"	18	Lucy A. Rice.....do.....do.....	72 00
"	18	Theresa Parkinson.....do.....do.....	75 00
"	18	Nettie King.....do.....do.....	69 00
"	18	Lizzie Robson, principal, 4th ward.....do.....	84 00
"	18	Lizzie Bright,.....do.....do.....	60 00
"	18	Jennie M. Phelps.....do .....	69 00
"	18	Ella Lewis.....do.....do.....	60 00
"	18	Ella C. Aspinwall, principal, 5th ward.....do.....	84 00
"	18	Belle Pierce.....do.....do.....	69 00
"	18	Kittie Larkin .....	69 00
"	18	Emma Paul.....do.....do.....	66 00
"	18	Ella Larkin, little brick.....do.....	72 00
"	18	E. T. Packard, N. E. district.....do.....	69 00
June	29	Samuel Shaw, superintendent.....	333 33
"	29	W. M. Pond, Asst. principal, high school.....	141 66
"	29	Jennie Muzzy, teacher, high school.....6 weeks	90 00
"	29	Marion D. Dodge,.....do.....do.....	75 00
"	29	Juliet D. Myers,.....do.....do.....	75 00
"	29	Hattie A. M. Read.....do.....do.....	84 00
"	29	Jennie Fields.....do.....do.....	84 00

June	29	Marie C. Sixte, Teacher, High School,.....	6 weeks,	\$30 00
"	29	A. J. Craig, principal, 1st ward.....	do.....	84 00
"	29	Ella Hickok .....	do.....	66 00
"	29	Josie Hawes.....	do.....	69 00
"	29	Lucinda McGinnis, principal, 2d ward.....	do.....	90 00
"	29	Hattie O. Thoms.....	do.....	66 00
"	29	Isabella Lamont.....	do.....	66 00
"	29	H. M. Eggleston.....	do.....	72 00
"	29	L. J. Burgess, principal, 3d ward.....	do.....	84 00
"	29	Maggie Galbraith.....	do.....	69 00
"	29	Lucy A. Rice.....	do.....	72 00
"	29	Theresa Parkinson.....	do.....	75 00
"	29	Nettie King.....	do..... 2 weeks	23 00
"	29	Maria Dean .....	do..... 4 wesk	40 00
"	29	Lizzie Robson, principal, 4th ward.....	6 weeks	84 00
"	29	Jennie M. Phelps.....	do.....	69 00
"	29	Lizzie Bright.....	do.....	60 00
"	29	Ella Lewis.....	do.....	60 00
"	29	Ella Aspinwall, principal, 5th ward.....	do.....	84 00
"	29	Belle Pierce.....	do .....	69 00
"	29	Kittie Larkin.....	do.....	69 00
"	29	Emma Paul.....	do.....	66 00
"	29	Ella Larkin, little brick.....	do.....	72 00
"	29	E. T. Packard, N. E. district.....	do.....	69 00
July	3	M. R. French, teacher of music.....		20 00
Sept.	4	Lizzie Bright, teaching in place of J. Hawes, Oct. 1876.		6 00
Oct.	19	Samuel Shaw, superintendent .....		333 33
"	19	W. M. Pond, Asst. principal, high school.....		141 66
"	19	Hattie A. M. Read, teacher, high school.....	6 weeks	84 00
"	19	Helen D. Sweet.....	do.....	75 00
"	19	Fannie A. Walbridge .....	do.....	75 00
"	19	Delia G. Gilman.....	do.....	75 00
"	19	Abbie Stuart.....	do.....	75 00
"	19	Sadie C. Ames, principal, 1st ward.....	4 days	9 08
"	19	Ella Henry.....	do.....	75 00
"	19	Ella Hickok.....	do.....	66 00
"	19	Lizzie Bright.....	do.....	60 00
"	19	Lucinda McGinnis, principal, 2d ward.....	do.....	84 00
"	19	Hattie O. Thoms.....	do.....	72 00
"	19	Isabella Lamont.....	do.....	66 00
"	19	Carrie Carpenter.....	do..... 4 weeks	40 00
"	19	Kittie Kelly.....	do..... 2 weeks, 3 days	19 50
"	19	Theresa Parkinson, principal, 3d ward.....	6 weeks	74 00
"	19	Ida Bennett.....	do.....	64 00
"	19	Maggie Galbraith.....	do.....	66 00
"	19	Irene Larkin .....	do..... 5 weeks, 3 days	61 60
"	19	Nellie M. Williams.....	do.....	60 00
"	19	Mary H. Clark, principal, 4th ward.....	do.....	75 00
"	19	Anna M. Roby.....	do.....	60 00
"	19	Lucy A. Rice.....	do.....	66 00
"	19	Ella R. Lewis.....	do.....	66 00
"	19	H. M. Eggleston, principal, 5th ward.....	do.....	75 00
"	19	Mary Nelson.....	do.....	60 00
"	19	Kittie Larkin.....	do.....	66 00
"	19	Emma Paul.....	do.....	66 00
"	19	Ella Larkin, little brick .....	do.....	66 00
Dec.	7	Samuel Shaw, superintendent.....		333 33
"	7	W. M. Pond, Asst. principal, high school.....		14I 66

Dec.	7	Hattie A. M. Read, teacher, high school.....	7 weeks	\$98 00
"	7	Helen D. Sweet.....	do.....	87 50
"	7	Fannie A. Walbridge.....	do.....	87 50
"	7	Delia G. Gilman.....	do.....	87 50
"	7	Abbie Stuart.....	do.....	87 50
"	7	Ella Henry, principal, 1st ward.....	do.....	87 50
"	7	Ella Hickok .....	do.....	77 00
"	7	Lizzie Bright .....	do .....	70 00
"	7	Lucinda McGinnis, principal, 2d ward.....	do.....	98 00
"	7	Hattie O. Thoms.....	do .....	84 00
"	7	Isabella Lamont .....	do.....	77 00
"	7	Carrie Carpenter.....	do.....	70 00
"	7	Kittie Kelly.....	do .....	52 50
"	7	Theresa Parkinson, principal, 3d ward.....	do.....	87 50
"	7	Ida Bennett.. .....	do.....	77 00
"	7	Maggie Galbraith.....	do .....	77 00
"	7	Irene Larkin.....	do.....	77 00
"	7	Nellie Williams.....	do.....	70 00
"	7	Mary H. Clark, principal, 4th ward.....	do.....	87 50
"	7	Anna M. Roby.....	do.....	70 00
"	7	Lucy A Rice.....	do.....	77 00
"	7	Ella R. Lewis.....	do.....	77 00
"	7	H. M. Eggleston, principal, 5th ward.....	do.....	87 50
"	7	Mary Nelson.....	do.....1 week, 1 day	11 82
"	7	Jane McMillan.....	do.....5 weeks, 4 $\frac{1}{2}$ days	58 18
"	7	Kittie Larkin.....	do.....7 weeks	77 00
"	7	Emma Paul.....	do.....	77 00
"	7	Ella Larkin, little brick .....	do.....	77 00
"	7	E. T. Packard, N. E. district.....		80 50

\$15,064 72

## CLERK'S SALARY.

Jan.	2	W. T. Leitch, salary, three months.....		\$37 50
April	3	W. T. Leitch, salary, three months.....		37 50
July	3	W. T. Leitch, salary, three months.....		37 50
Nov.	6	W. T. Leitch, salary, three months.....		37 50

\$150 00

## APPARATUS AND LIBRARY.

Feb.	6	J. B. Lippincott & Co., Gazetteer and Dictionary.....		\$20 00
"	6	Ginn & Heath, Greek Lexicon.....		10 40
"	6	West Education Department, books.....		3 90
"	6	Little, Brown & Co., geography, antiquities, etc.....		38 40
"	9	Little, Brown & Co., Smith's Ancient Atlas.....		32 20
"	9	W. H. Bullock, microscope .....		90 20
May	1	E. Burdick, Chamber's Cyclopedias .....		8 40

\$203 50

## RENT.

Nov.	6	Rent of Monona Academy, to Sept. 1, 1877.....		\$197 56
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## FURNITURE.

Oct.	2	J. E. Fisher, furniture, 3d ward school.....		\$17 50
		Total.....		\$32,322 01

## BALANCE SHEET OF BOARD OF EDUCATION.

*December 31st, 1877.*

## DR.

63	Sites and Structures.....	\$211 31	.....
68	Printing.....	152 50	.....
57	Supplies.....	141 27	.....
54	Fuel.....	1,746 35	.....
14	State Bank Loan.....	5,000 00	.....
44	State School Fund Loan.....	5,000 00	.....
20	Interest.....	829 17	.....
21	Census.....	100 00	.....
79	Repairs.....	590 18	.....
80	School House, 3d ward,.....	1,756 51	.....
61	Janitors and Labor.....	1,161 34	.....
101	Teachers Wages.....	15,064 72	.....
72	Clerk's Salary.....	150 00	.....
25	Apparatus and Library.....	203 50	.....
	Certificate No. 1476, unpaid Dec. 31, 1876...	75 00	.....
	Treasury overdrawn, Dec. 31, 1876.....	486 99	.....
37	Rent.....	197 56	.....
29	Furniture.....	17 50	.....

## CR.

3	State School Fund appropriation.....	\$1,483 79	
27	Taxes.....	24,472 23	
69	Tuition.....	452 00	
37	Rent.....	158 50	
14	State Bank Loan.....	3,500 00	
75	State Appropriation for High Schools.....	678 75	
39	Fines.....	70	
52	Wood.....	18 00	
	Treasury overdrawn.....	2,120 03	
		\$32,884 00	\$32,884 00

W. T. LEITCH,  
*Clerk.*

## TREASURER'S REPORT.

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Receipts from all sources during 1877, have been:

Jan. 1	City Treasurer, on account tax of 1876	\$2,000 00	.....
“ 15	“ “ “ “	9,000 00	.....
Feb. 9	Rent from Mrs. Hanley.....	35 00	.....
“ 9	City Treasurer.....	2,000 00	.....
Mar. 22	.....do .....	2,500 00	.....
“ 29	Tuition from sundry pupils.....	169 00	.....
“ 29	From Miss McGinnis, 2d ward, damage	70	.....
Apr. 10	City Treasurer.....	8,800 00	.....
“ 11	Town of Blooming Grove for— District School tax..... \$158 93 Dog License fund, 1875..... 6 65 Dog License fund, 1876..... 6 65	172 23	.....
May 26	Co. Treas. apportionment of State fund..	1,483 79	.....
July 2	Prof. Asperheim, wood at Orph. Home..	18 00	.....
“ 5	Tuition from sundry persons.....	139 00	.....
“ 9	Rent from Mrs. Hanley.....	83 50	.....
Sept. 18	Loan from State Bank.....	3,500 00	.....
Oct. 2	Rent from Mrs. Hanley.....	40 00	.....
Nov. 10	Tuition from sundry persons.....	144 00	.....
Dec. 31	State appropriation for High School.... Balance overdrawn..... Certificates of appropriation paid.....	678 75 2,120 03 \$32,884 00	..... ..... \$32,884 00
Dec. 31	Treasury overdrawn.....	.....	\$2,120 03

MADISON, December 31, 1877.

ELISHA BURDICK,

*Treasurer.*

# REGULATIONS.

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## SUPERINTENDENT.

1. The Superintendent shall act under the advice of the Board of Education, and shall have the general supervision of all the public schools, school houses and apparatus; and shall visit each school as often as once in each week, and oftener, if it should be necessary, in order to acquaint himself thoroughly with the qualifications of the teacher and the condition of the school.

2. He shall assist the teacher in the classification and promotion of pupils, aid in maintaining good order in the school, and cause the course of study adopted by the Board to be strictly followed.

3. It shall be his duty to enforce the regulations of the Board, for which purpose he shall have power to suspend such teachers or pupils as may refuse to comply with the requirements of the Board of Education, and report such suspension immediately to the President of the Board.

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

5. He shall have power to fill vacancies, in case of temporary absence of teachers, and shall report the same to the Board at their next meeting.

6. It shall be his duty to keep a record of the weekly reports of each teacher, embracing the average attendance, punctuality, deportment, and scholarship of the pupils in their respective schools, as well as the number of parents and others who have visited the schools, and make a written report, containing an abstract of the same, to the Board, at each regular meeting.

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

8. At the close of each year, he shall prepare a report of his doings, the condition of the schools, together with such suggestions, information and recommendations as he may deem proper.

9. It shall be the duty of the Superintendent to report to the Board, during the last two weeks of each term, what teachers then in the schools should, in his opinion, be no longer retained therein.

## TEACHERS.

The Board of Education will determine, before the close of each term, what teachers engaged in the schools shall be retained for the coming term. It shall be the duty of the clerk to notify teachers of their election, and such teachers, on being notified, shall signify their acceptance in writing, at their earliest convenience. All teachers occupying positions in the public schools must fully subscribe to the following conditions:

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

2. The salaries paid entitle the Board to the services of the teachers for five and one-half days each week, legal holidays excepted.

3. All teachers shall be at their school rooms at least thirty minutes before the opening of school in the morning, and fifteen minutes in the afternoon, and the bell shall be rung: at 8½ o'clock, A. M., 10 strokes; at 8:55 A. M., 5 strokes; at 9 o'clock, A. M., 3 strokes; at 1:45 P. M., 10 strokes; at 1:55 P. M., 5 strokes; at 2 o'clock, P. M., 3 strokes; at recess, morning and afternoon, 3 strokes.

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

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

6. It shall be a duty of the first importance with teachers to exercise a careful watchfulness over the conduct of their pupils in and around the school buildings, and on all suitable occasions to instruct and encourage them in correct manners, habits and principles. They shall also discourage and discountenance the infliction of corporal punishment, resorting to it only in *extreme cases*, shall inflict it only in *private*, reporting the case immediately, in writing, to the Superintendent, with all the reasons therefor; and he shall embody such report in his monthly report to the Board.

7. Teachers may have power to suspend from school, pupils guilty of gross misconduct or continual insubordination to school regulations; but in cases where the same is practicable, notice of such misconduct shall be given to the parent or guardian before suspension. Immediate notice of all suspensions shall be given, *in writing*, to the Superintendent, and to the parents or guardians of the pupils suspended. It shall also be the duty of all Principals to notify non-resident pupils of their liability to pay tuition, and they shall promptly report, in writing, to the Superintendent, the names of all such non-resident pupils in their respective schools.

8. Teachers shall keep their school registers neatly and accurately, according to the forms prescribed, and fill out the blank reports according to the direction of the Superintendent, and hand in such reports promptly at the teachers' meeting, on the Saturday of the week for which such reports are made.

9. Teachers shall attend carefully to the warming and the ventilation of their school rooms—effectually changing the air at recess, so that the breathing of impure air may be avoided.

10. Any teacher absent from school on account of sickness or other necessity, shall cause immediate notice of such absence to be given to the Superintendent.

11. At the close of a term all teachers shall deliver their registers and class-books at the office of the Superintendent, and all Principals shall also deliver at the same office all keys of their respective buildings, together with a list of school property in their possession, accounting for such as may have been removed or injured.

12. Principals shall have the general supervision of the lower departments in their buildings, and shall attend to their proper classification, subject to such regulations as the Superintendent may prescribe; they shall make regulations, subject to his approval, for the maintenance of good order

in the halls, on the stairways and grounds; they shall have the supervision of the buildings, maps, charts, globes, books, keys and other school property, and shall be held responsible for their being kept in proper condition; they shall see that the persons in care of the buildings attend carefully to their duty, giving prompt notice of any delinquency on the part of such persons. Subordinate teachers shall be held responsible for the order and discipline of their own rooms, and for any damage done in the same while under their control.

13. All teachers employed in the schools shall be examined by the Superintendent and Examining Committee of the Board, at least once in each year. The result of such examination shall be reported to the Board, with some recommendation, for action upon it.

14. Every applicant for a teacher's situation shall, before being employed, pass an examination satisfactory to the Board; which examination shall be separate from the examination of those previously engaged in the schools of the city; and such examination shall take place as soon as practicable after the close of a term.

#### PUPILS.

1. No pupils shall be received or continued in the Public Schools under the age of six years, unless prepared to enter a class already formed, except at the opening of the Spring Term, when they may be admitted at the age of five years; nor in the Grammar Schools unless regularly transferred, or found upon examination qualified to enter the lowest class therein, except by permission of the Superintendent; nor in the High School under the age of thirteen years, without the consent of the Board of Education.

2. All pupils are required to be in their respective school rooms before the time of beginning school; to be regular and punctual in their daily attendance, and conform to the regulations of the school; to be diligent in study, respectful to teachers, and kind to schoolmates; and to refrain entirely from the use of profane and indecent language.

3. No pupil shall be allowed to go upon the ice of the lakes or upon the railroad track, between the hours of 9 and 12 A. M. and 2 and  $4\frac{1}{2}$  P. M.

4. Pupils who shall accidentally, or otherwise, injure any school property, whether school furniture, apparatus, or buildings, fences, trees, shrubs, or any property whatever belonging to the school estate, shall be liable to pay in full for all damages.

5. Pupils attending the public schools are required to furnish themselves with all the necessary text books used in their classes.

6. Every pupil who shall be absent from school, shall bring to his teacher a written excuse from his parent or guardian for such absence.

7. A pupil absenting himself from his seat for one entire week, shall forfeit all rights thereto, and can be re-admitted only as a new pupil.

8. Six half days' absence (two tardy marks being equivalent to a half day's absence) in any four consecutive weeks, sickness only excepted, shall render the pupil liable to suspension.

9. Any pupil who shall absent himself from any regular examination, or who fails to render a sufficient excuse for such absence, shall not be allowed to return to the school without the consent of the Board of Education.

10. For open disobedience, insubordination, or indulgence in profane or indecent language, a pupil may be suspended by a teacher, or expelled by the Superintendent, immediate notice of which shall be given to the parent or guardian; in all cases of suspension, the pupil can only be re-admitted into the school by written permission from the Superintendent, and in case of expulsion, by permission of the Board of Education.

11. Whenever any parent or guardian feels aggrieved at the action of any teacher, it shall be his, or her, duty to give information thereof, to the Superintendent; and in case the matter is not satisfactorily adjusted by him, such parent or guardian may appeal to the Board.

## GENERAL RULES.

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1. There shall be two sessions of the school daily. The morning session shall commence at 9 o'clock A. M., and close at 12 M., during the year. The afternoon session shall commence at 2 P. M., and close at 4 P. M. in the Primary Departments; but at 4½ P. M. in all the other rooms, except on Friday, when they may also close at 4 P. M. In each department there shall be at least one recess of fifteen minutes during each session; and in all grades below the Intermediate, there shall be two such recesses during the forenoon session.

2. Besides the ordinary vacations, the schools shall be closed on Saturday, all Thanksgiving and Fast days appointed by the State and General Government, and the Fourth of July. No teacher shall take any other day as a holiday, or close school, except at the regular time, for any purpose, save on account of sickness, or some unavoidable necessity.

3. There shall be a public examination of all the schools at the close of each term. All promotions from the Primary to the Grammar schools, shall be made at the close of the term, and be determined by examination. The Superintendent may promote scholars at other times for special merit, when found qualified.

4. The classification of scholars in the different departments shall be made with strict adherence to the course of study adopted by the Board; and no text books shall be used, or studies pursued, in any department of the schools, except those prescribed by the Board.

5. No text books shall be furnished to any of the teachers of the Public Schools, except upon the written order of the Visiting Committee of the school for which the books are wanted, drawn on the Clerk of the Board; and the Clerk shall charge them to the teacher to whom they are delivered; the purchase price of the books to be deducted from the teacher's wages, unless the teacher shall, at the end of his term of service, return the books to the Clerk of the Board in good condition.

6. The several school committees may, in proper cases of indigence, purchase necessary school books for the use of poor persons attending the public schools.

7. The President and Clerk are authorized to issue warrants for the payment of teachers each half term.

8. The teachers' meeting of each week, during the term time, shall be regarded as a school session, and absence therefrom shall be counted the same as a half day's absence from school.

9. All pupils whose parents or lawful guardians are non-residents of the city, or school district, shall pay a tuition fee per term of \$8 in the High School building, and \$5 in all other schools. In all cases where a tuition fee is required by this rule, such fee shall be paid to the Treasurer of the Board within two weeks after the opening of the term, or the commencement of the attendance of such pupil, or such pupil shall be suspended until such fee shall be paid.

10. The morning exercises of each department of the several schools may commence with singing or other appropriate music. The teachers may also, by reading or otherwise, instruct the pupils in politeness, truth-telling, abstinence from profanity, habits of sobriety, promptness, punctuality, and morals generally. No other opening exercises shall be permitted.

11. Any pupil in the public schools who shall have fallen twice below 60 per cent. in one of his studies, may be put by the Superintendent into a lower class.

12. Every class pursuing a branch found in the course of study adopted by the Board of Education, shall undergo a final examination when such branch shall have been completed, and each member of the class shall be required to reach a standard of 70 per cent. in order to pass.

13. The school year shall commence on the 2d Monday of September. It shall continue 37 weeks, and shall be divided into 3 school terms.

14. The use of tobacco in and about the school buildings is strictly prohibited.

15. No pupil shall be allowed to pursue in school a greater number of branches than those laid down in the course of study, for his or her grade, except by permission of the Board of Education. Every student devoting above one hour each day, out of school, to music, must have the consent of the Board of Education in order to attend school for more than one of the two daily sessions; and no scholar, without such consent of the Board, shall be dismissed from school for a part of the day, if he studies what are known as the standard branches of his grade, or their equivalent.

16. No theatrical exhibition, panorama, concert, or any other public entertainment by a traveling company, shall be advertised through the medium of the public schools.

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## BY-LAWS.

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### OFFICERS.

The officers of the Board of Education shall consist of a President, Clerk, Treasurer, and the following standing committees, viz.: Committee on Text Books, Committee on Finance, Building Committee, Visiting Committees, Committee on Supplies, and Committee on Examination of Teachers.

#### PRESIDENT'S DUTIES.

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

In case of the absence of the President, the Clerk shall call the meeting to order, and a President *pro tempore* shall be elected.

#### CLERK'S DUTIES.

The Clerk shall be elected annually by the Board from its own body, and shall hold his office for the term of one year, and until his successor is elected and qualified. The Clerk shall notify the Common Council whenever a vacancy may occur in the Board; he shall keep a record of the proceedings of said Board, and shall keep all the records and papers belonging thereto; he shall in each year, between the 20th and 31st days of the month of August, cause to be taken a census of all the children residing in the city between the ages of four and twenty years, and report the same to the State Superintendent of Public Instruction, as provided by law; he shall notify all members of the Board of special meetings; he shall issue certificates of appropriation, after their being signed by the President of the Board, directly to the Treasurer, in the order in which such appropriations are made; specifying in said certificates the purposes for which such appropriations are made, he shall

at every regular meeting of the Board, lay before the Board a balance sheet of the financial books of the Board; he shall also perform such other duties as the Board may prescribe or may be required by the laws of the State.

#### TREASURER'S DUTIES.

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

#### DUTIES OF COMMITTEE ON TEXT BOOKS.

The Committee on Text Books may recommend what books shall be used in the schools, subject to final action of the Board to be had thereon.

#### DUTIES OF COMMITTEE ON FINANCE.

The Committee on Finance shall examine and report on all accounts prior to final action thereon, and perform such other duties as the Board may require; and in case of the absence of any member or members of the Finance Committee, the President shall appoint a member or members *pro tem.* to fill such vacancy.

#### DUTIES OF BUILDING COMMITTEE.

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

#### DUTIES OF VISITING COMMITTEE.

It shall be the duty of the Visiting Committee to visit their respective schools as often as once in each month, and report the condition and progress of the schools at the close of the term.

#### DUTIES OF SUPPLY COMMITTEE.

It shall be the duty of the Supply Committee to procure such school books as may be required for the use of the pupils in the city schools, and to purchase all school supplies.

## STANDING RULES.

#### QUORUM.

Five members shall constitute a quorum, and the following order of business shall be observed at the regular meetings:

#### ORDER OF BUSINESS.

1. Reading of proceedings of previous meeting.
2. Clerk and Treasurer's monthly report of funds in treasury.
3. Presentation of accounts.
4. Presentation of communications and petitions.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Reports of Visiting Committees.
8. Report of Superintendent.
9. Unfinished business.
10. New business.

## QUESTIONS OF ORDER.

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

## AYES AND NOES.

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

## RESOLUTIONS AND REPORTS TO BE IN WRITING.

All resolutions and reports shall be in writing.

Every member who shall be present when the motion is put, shall give his vote, unless the Board, for special reasons, excuse him.

All questions relating to the conduct of teachers, their qualifications, etc., shall be considered with closed doors, and no remark made by any member while considering said qualifications, shall be repeated at any time or place.

## BOARD MEETINGS.

There shall be a regular meeting of the Board held on the first Tuesday of each month, at 7½ o'clock P. M., from the first day of April to the first day of October, and at 7 o'clock P. M., from October first to April first. Special meetings shall be called by the Clerk, upon the request of the President or of two members of the Board.

## SUSPENSION OF RULES.

These rules may be suspended by a majority of the Board.

## AMENDMENT OF CHARTER.

[Extract from Section 1, Chapter 160, Laws of Wisconsin, 1873.]

## AMOUNT FOR SCHOOL PURPOSES.

A further sum, equal to four-tenths of one per cent. of the assessed valuation of the real and personal property of the city (or such less sum as the Board of Education may by resolution determine to be sufficient) shall be set apart and used for the payment of the current and contingent expenses of the city schools, and for no other purpose whatever.