

Annual report of the Board of Education of the city of Madison, for the year 1881.

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ANNUAL REPORT

OF THE

Board of Education,

OF THE

CITY OF MADISON,

For the Year 1881.

PUBLISHED BY ORDER OF THE BOARD.

MADISON, WIS.
M. J. CANTWELL, BOOK AND JOB PRINTER.
1881.

BOARD OF EDUCATION.

1882.

J. B. PARKINSON.....	Term expires December, 1882
JOHN CORSCOT	do..... 1882
J. H. CARPENTER	do..... 1883
H. M. LEWIS	do..... 1883
ELISHA BURDICK.....	do..... 1884
ALEXANDER KERR.....	do..... 1884
THE MAYOR.....	<i>Ex-officio.</i>
DEXTER CURTIS	do

OFFICERS.

PRESIDENT,

J. H. CARPENTER.

CLERK,

JOHN CORSCOT.

TREASURER,

ELISHA BURDICK.

COMMITTEES.

STANDING.

Finance—Messrs. LEWIS, PARKINSON and THE MAYOR.

Building—Messrs. BURDICK, LEWIS and CARPENTER.

Supplies—Messrs. BURDICK, CORSCOT and CURTIS.

Text Books—Messrs. KERR, PARKINSON and CORSCOT.

Teachers—Messrs. CARPENTER, PARKINSON and KERR.

VISITING.

High School—Messrs. PARKINSON and KERR.

First Ward—Messrs. KERR and THE MAYOR.

Second Ward—Messrs. CORSCOT and THE MAYOR.

Third Ward—Messrs. LEWIS and CARPENTER.

Fourth Ward—Messrs. CURTIS and BURDICK.

Fifth Ward—Messrs. PARKINSON and THE MAYOR.

BOARD OF INSTRUCTION.

SUPERINTENDENT OF SCHOOLS,
SAMUEL SHAW.

HIGH SCHOOL.

SAMUEL SHAW.....	<i>Principal.</i>
WEBSTER M. POND.....	<i>Vice-Principal.</i>
HATTIE A. M. READ.....	<i>Preceptress.</i>
SALMON DALBERG	<i>German.</i>
*MAMIE HILL.....	<i>Greek.</i>
CLARISSA L. WARE.....	<i>Literature.</i>
*P. H. PERKINS.....	<i>Book-Keeping.</i>
ELIZABETH S. SPENCER.....	<i>English.</i>
JULIA K. CLARK.....	<i>Latin.</i>
*ABBIE STUART.....	<i>English.</i>
†T. H. BRAND.....	<i>Music.</i>

FIRST WARD.

ELLA HENRY, Principal.....	<i>First Grammar.</i>
ELLA HICKOK.....	<i>Second Primary.</i>
LIZZIE BRIGHT.....	<i>First Primary.</i>

SECOND WARD.

LUCINDA MCGINNIS, Principal.....	<i>Second Grammar.</i>
MARY MCGOVERN.....	<i>First Grammar.</i>
JENNIE WILLIAMS.....	<i>First Grammar.</i>
ELIZA HERFURTH.....	<i>Second Primary.</i>
IRENE LARKIN.....	<i>First Primary.</i>

THIRD WARD.

MARGARET GALBRAITH, Principal.....	<i>Second Grammar.</i>
ADDIE MOODY.....	<i>First Grammar.</i>
FLORENCE FOOTE.....	<i>First Grammar.</i>
NELLIE PACKARD.....	<i>Second Primary.</i>
EMILY A. MAYERS.....	<i>Second Primary.</i>
MARY E. STORM.....	<i>First Primary.</i>

NORTHEAST DISTRICT.

CARRIE BILLINGS.....	<i>Primary and Grammar.</i>
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LITTLE BRICK.

ELLA LARKIN.....	<i>First Primary.</i>
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FOURTH WARD.

LOTTIE E. RICHMOND, Principal.....	<i>Second Grammar.</i>
MAGGIE MAYERS.....	<i>First Grammar.</i>
MARY L. BURDICK.....	<i>Second Primary.</i>
BELLE BYRNE.....	<i>First Primary.</i>

FIFTH WARD.

HATTIE O. THOMS, Principal.....	<i>Second Grammar.</i>
JENNIE MCMILLAN.....	<i>First Grammar.</i>
KATHERINE FOOTE.....	<i>Second Primary.</i>
EMMA A. PAUL.....	<i>First Primary.</i>

*Teaches half the day. †One recitation each day in High School.

SUPERINTENDENT'S REPORT

FOR 1881.

MADISON, WIS.

To the Board of Education:

GENTLEMEN:—In compliance with your requirements, I proceed to prepare for publication the following statements which either directly or indirectly concern the public schools of this city.

These schools have long been organized, have had and are now having large sums of money annually expended upon them, have been and now are the subject of much thought and effort; in them are found the children of all classes of society growing up into citizenship, with what results the coming years only can fully reveal. We may surmise, we may assert; but it is the future alone which must vindicate or condemn the present.

It would be strange should the parents of these children and the public generally not care to peruse an article bearing upon such vital interests.

My present aim is, not to outline the work of the year, as that both from necessity and choice was largely a repetition of former work; but rather to present a few points of importance regarding teachers which have received *special* consideration.

I have recently been more profoundly impressed than ever before with the thought that good schools are impossible without good teachers. All the material appliances may be of the most elaborate description, your rules—your course of study—your supervision of the several departments may be well nigh perfect, the cooperation of parents may be cordially extended; yet with a poor teacher all these so-called conditions for success will avail but little. On the other hand, a teacher worthy of the name will se-

cure for his pupils precious results under circumstances exceedingly unfavorable. In fact, the case may be stated thus without exaggeration: Given a good teacher, there will result a good school; given a *poor* teacher, there will result a *poor* school.

It may be asked: "Who denies this? Why call attention to something which every thoughtful person concedes?" I reply thus: "We may hold to the truth *theoretically*, and still may not reduce it to *practice*. This remark applies to many subjects, and to but few so strictly as to the work of modern education; for such a great advance has been made in buildings, in apparatus, in modes of presenting knowledge, that we are constantly tempted to give our whole attention to such things, and so learn to trust to them for success, forgetting the surpassing importance of the teacher." No people on the whole planet are in greater danger of making this mistake than the American, and we of the Northwest are peculiarly exposed; for here we see vast enterprises successfully prosecuted,—the boundless prairie noted only for its herds of buffalo is transformed into homesteads and grain farms which are supplied with costly machinery of the latest invention,—the gloomy forest region is penetrated by the railway and is soon to disappear before the vigorous blows of the sturdy woodsman,—the rude wigwam of the savage is supplanted by the young city full of enterprise and comfort. Indeed, wherever we look, we behold as it were a panorama of constant progress. "*Old* things are passed away, behold all things are become *new*." This fact makes no slight impression upon the work of education. Here as elsewhere invention is tasked to its utmost to produce something new, something striking. Originality commands the highest price in the market; the beaten paths over which generations have traveled are often abandoned chiefly because they *are* beaten. To confirm these statements, read the articles relating to schools in the daily papers, peruse with care any current publication upon teaching, attend any convention or association of educators. The fact is few of us, if any, can wholly withstand the movements of public opinion; to some extent, we

imbibe its sentiments, we accept its conclusions. Then, it would be strange if we properly estimate the value of a good teacher; that is, so as to carry forward our convictions into practice. It would be strange, if you should always act with this thought controlling you: *That everything else which you can possibly do for your schools cannot compare in importance with the one act of giving to them excellent teachers*; this done, many other things may be safely left undone; this neglected, failure is inevitable. The difficulty is augmented when you realize the fact that you are only a *representative* body; you are expected to carry out the views and wishes of your constituents. Suppose your line of action regarding teachers is such as your deliberate conclusions indicate, will the people then support you in carrying forward your enlightened policy? "Ay, there's the rub." You may suffer the fate of that alderman who was instantly killed by the accidental discharge of his duty. Public opinion cannot be ignored; it will make itself heard and felt. It insists that the schools shall not be too poor, neither shall they be too expensive. If a decided majority of our citizens think that the modern system of school organization is so perfect as to make the teacher a mere attendant to wipe off and oil the grand machine, then persons who are fit to do only such work will probably be engaged to teach. But when our people say, the teachers of Madison should be educated, experienced, judicious, sympathetic, affectionate to children, swayed by high moral ideals, such persons can be had and retained. Not a few of them are in our schools to-day; yet the number might be increased, but not without effort; for the persons qualified by nature and education to impart instruction are none too plenty, and probably never will be.

In making these statements I do not wish to be understood to claim that all our teachers should be endowed alike. There is room for a great diversity of gifts both in administration and impartation. Each department requires special qualifications in its teacher. Besides certain positions in all city schools are peculiarly important; such are the places filled by principals of wards and specialists any-

where. Their labor should be rewarded by a marked distinction in wages, and as far as possible they should reach these positions by a system of promotion from the ranks. The cardinal points of political Civil Service Reform apply equally well to this subject, viz: Competitive examination, guarded probation, certain promotion, adequate remuneration. In this way somewhat of a career would be open to every teacher ambitious to excel, and the difficult places in our schools would be filled by those with whose work we are not entirely unacquainted.

Perhaps it is due to you to say that in filling vacancies you have always tried to promote. In my opinion, the difficulty has been with the wages of those most responsible places; the compensation has been too small. For this reason, some of your very best teachers who occupied such positions have been induced to go elsewhere, others in your employment have refused to accept these places of added responsibility deeming the extra remuneration insufficient; besides, for the same reason, male applicants have been almost wholly excluded from the field, and among your female applicants there have been but few of superior qualifications. Thus the remark recently uttered by a member of the Board: "We are obliged in most cases to *make* our teachers," is the plain truth. It may be *generous* for us constantly to sow letting others reap; but it is hardly *profitable*; at least to *us*.

While good teachers are rather scarce, the same cannot be said of applicants. Their number is astonishing; you probably have had from 25 to 50 candidates to fill every vacancy in your schools, and often, assisted by friends, they have pressed their claims for consideration with a persistency suggesting success were it carried over into the work of teaching. Occasionally, an applicant from abroad puts in an appearance loaded with recommendations of the most glowing description. Often these letters contain only glittering generalities; but sometimes they are specific in statement, setting forth the excellent education of the bearer and his great ability both to govern and impart instruction. The only trouble with these is many of them are untrue;

they have been given under pressure to accommodate the bearer.

They have been given by men whose candor and courage are imperfectly developed, though they may stand high in educational circles. Your schools have suffered from such testimonials kind in their intention, cruel in their application. I cannot afford to be too severe, as I may have erred in the same direction; if so, whatever other offence, may be justly charged upon me in the future, I trust this will not be among the number. Any one may readily see, when a stranger puts in an appearance, his education may be easily tested by the school authorities; but his ability to govern, his fertility and originality in illustration, his moral character can only be surmised, and hence are matters of evidence. These points showed be truthfully met in his testimonials for the mutual benefit of the contracting parties.

The uncertainty about trusting recommendations regarding strangers has been one of the main causes operating to bring about your present policy concerning applicants for position; that policy as I understand it is this:—To engage home talent even when the experience in teaching has been very limited. In other words, when chances must be taken, you propose to take them in favor of the sons and daughters of your fellow citizens. Undoubtedly, this course is a correct one, if not blindly followed. Nevertheless, a few good teachers who have received their education and experience elsewhere are a great benefit to any corps of instruction. Many of their ideas are different; this leads to inquiry, discussion, comparison of methods, usually the adoption of the best. Hence I presume the time will never come when you will refuse to consider an applicant favorably, simply because he was not educated here, and does not chance to reside in our city. Still, the fact remains that a large majority of your teachers now are and ever will be from Madison. Many of them will have little or no experience in teaching when they first enter your service. Thus, unless I wholly misapprehend the situation, the strength of your superintendent, if he have any, should be

directed towards the developement of the latent power in your teachers. He should see that their growth is not suddenly arrested, causing them "to stick in the bark"; but should induce them to make the most of themselves, to expand their horizon at least in *some* direction, if not in *all* directions. He should set before them the fact, that their influence upon their pupils, and for that matter upon the public, will be expressed by what they are of themselves rather than by any other test. He should strive to inspire the teachers as a body with an animating spirit of generous emulation so intense as to make itself felt at once by every newcomer into the ranks. Besides, he should not expect too much of beginners, until they have had a fair trial; as it is a very serious thing to break down a young teacher. Some teachers are forever trimming their school, by dropping out of it all doubtful cases, the very ones upon whom genuine ability would display itself. So it is with some superintendents in dealing with their instructional corps. Heads fly off in every direction; continual change is mistaken for constant progress.

This mistake has injured many a school, has embittered many a life. I do not say that in no case should a teacher's services be dispensed with; for that is not true. The welfare of the schools is of paramount importance, and no well-defined failure should be carried along; but the failure ought to be *well defined*. The opposite policy is unsuccessful as well as unjust.

This brings me to speak of the meetings of your teachers during the year; they were conducted in accordance with the views I have just presented. The intellectual growth of the individual, an increase in professional skill, and the business of the schools have all received careful attention in these meetings. The results are known to you; time will reveal them to the public, not, I trust, to disappoint any reasonable expectation. A closer classification of the teachers in the wards has been attempted, by resolving all who work in the same department into a committee of the whole with one of their number for chairman. These committees are expected to consider any improvements bearing upon the

several departments, and then to offer suggestions, to be applied to their work. The following topics are now being considered: The Kindergarten as related to the primary school, the Quincy method of teaching geography as applied to home geography, Concrete arithmetic or the so-called Oswego idea applied to numbers, geography and history acquired by the pupils largely from a course of personal work suggested by the teacher.

It is hoped that our teachers will thus be induced to keep themselves abreast of the times, by reading and reflecting upon subjects which are supposed to have a direct bearing upon their present work. Right here, let me say that your teachers have for some time past been collecting for themselves a reference library. Although there are other excellent libraries in Madison, it was found that they contain little or nothing on the subject of theory and art of teaching. Indeed, it is not to be expected that they should. Consequently, your teachers were thrown back upon their own resources, and have responded by procuring for their own use and the use of such students in the High School as may wish to teach, a collection of works not large but well-selected. I would now respectfully recommend that you annually set aside a small appropriation, say \$50, to keep this library growing. I believe it would be difficult to find a place where so trifling an amount of money could do so much good to your schools. Your recent organization of a Normal class makes it particularly desirable that this library be enlarged and improved. Out of that class, there will undoubtedly come some, perhaps many, of your future teachers. If these young people can be brought into contact with articles penned by the great educators living or dead, the advantage to themselves must be marked. They will be less apt to attempt exploded theories, they will be more apt to teach according to certain well-defined principles, they will be almost sure to have their ideals made more lofty, more beautiful.

Respectfully submitted,

SAMUEL SHAW,
Supt of City Public Schools.

Tobacco Statistics.

	No. Boys.	No. of boys who have used tobacco in any form, either occasionally or habitually for 6 mos. or longer.	No. of boys who now use tobacco in any form, either occasionally or habitually.
Mr. Pond's room.....	24	12	6
Miss Ware's room.....	12	8	6
Mr. Perkins's room.....	12	6	5
Miss Spencer's room.....	15	7	6
Miss Clark's room.....	21	6	6
Miss Henry's room.....	24	13	8
Miss Hickok's room.....	20	4	3
Miss Bright's room.....	18	0	0
Miss McGinnis's room.....	15	12	6
Miss McGovern's room.....	40	24	22
Miss Herfurth's room.....	37	8	6
Miss Irene Larkin's room.....	30	0	0
Miss Galbraith's room.....	15	9	2
Miss Moody's room.....	31	19	12
Miss Packard's room.....	24	2	0
Miss Emily Mayer's room.....	18	5	2
Miss Storm's room.....	22	2	0
Miss Billings's room.....	19	0	0
Miss Ella Larkin's room.....	22	7	7
Miss Richmond's room.....	18	5	4
Miss Maggie Mayer's room.....	32	10	10
Miss Lulu Byrne's room.....	22	3	2
Miss Belle Byrne's room.....	42	5	5
Miss Thom's room.....	25	14	5
Miss McMillan's room.....	19	13	8
Miss Foote's room.....	19	14	5
Miss Paul's room.....	43	7	7
Totals.....	639	215	143

From the above statistics it may be seen that 22½ per cent. of the boys in the public schools of Madison, including the youngest in our primary rooms, use tobacco.

It is probable that the facts exceed these figures, as all boys do not feel willing to confess to the use of tobacco, even if they are addicted to this habit.

If the statements of eminent physicians regarding the deleterious effects of the tobacco habit in boys may be relied upon, the figures just given should arrest the attention of the parents in our city; in fact, none who have the good of posterity at heart can afford to pass by this subject with a smile, thinking it unimportant.

BRANCHES FINISHED.

In the final examination of 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 10.

The following is a statement in part of the members in the High School, during the year:

FIRST GRADE.

U. S. HISTORY.

Two first honors—EMMA PURDY, CLARA WEST.

Three second honors; seven third honors; eight failures.

HISTORY OF ROME.

Four first honors—LILLIE BAKER, ANNIE NUNNS, CARRIE PENNOCK,
LULU SHAW.

Twenty-three second honors; fourteen third honors; two failures.

SECOND GRADE.

COMMERCIAL GEOGRAPHY.

No first honor; two second honors; five third honors; seven failures.

AMERICAN LITERATURE.

Three first honors—SARAH DEARDS, JENNIE COLLINS, ANNIE HAUCK.

Four second honors; six third honors; four failures.

THIRD GRADE.

GREEK LESSONS.

No first honor; no second honor; three third honors; one failure.

CÆSAR.

No first honor: seven second honors; seven third honors; two failures.

SALLUST.

One first honor—FRANKIE BROOKS.

Eight second honors; four third honors; one failure.

ZOOLOGY.

Nine first honors—DAISY BEECROFT, NELLIE JEWETT, LIBBIE KLUSMAN,
ETTIE PATTERSON, CORA HARRIMAN, FANNIE GAY, GEORGE MAIN,
CHARLES OTT, DANIEL COLLINS.

Eight second honors; one third honor; no failure.

PHYSIOLOGY.

Fourteen first honors—CLARA CHRISLER, LULU DOW, EVA KING, MINNIE TRIMMER, MARIAN SMITH, WILLIAM ADAMSON, EDWARD ANGLE, EDMUND BODENSTAB, H. BRIGGS, DANIEL COLLINS, OSCAR FINKELNBURG, CHARLES OTT, BERTIE RUNDALL, DANIEL SIEGFRIED.
Twelve second honors; seven third honors; three failures.

CHEMISTRY.

Two first honors—FANNIE GAY, BERTIE RUNDALL.
Two second honors; no third honor; no failure.

PLANE GEOMETRY—*Certificate A Class.*

One first honor—JOHN ERDALL.
Five second honors; three third honors; one failure.

PLANE GEOMETRY—*Certificate B Class.*

Eight first honors—CLARA CHRISLER, LULU DOW, MARTHA FOX, JENNIE SMITH, MELISSA BROWN, WILLIAM ADAMSON, JOHN BRUCE, OSCAR FINKELNBURG.
Seven second honors; seven third honors; three failures.

PLANE GEOMETRY—*Long Course.*

Four first honors—MAGGIE ROBB, FANNIE GAY, FRANKIE BROOKS, DAISY BEECROFT.
Seven second honors; one third honor; no failure.

FOURTH GRADE.

SALLUST.

Five first honors—MINNIE GILL, LIZZIE HENNEY, MAMIE EDGAR, LILLIE CUTLER, LILLIE CLEMENT.
Three second honors; one third honor; no failure.

VIRGIL.

One first honor—JOHN ERDALL.
Five second honors; three third honors; one failure.

BOTANY—*Certificate Class.*

Two first honors—EUGENE HOYT, ELMER MATTS.
No second honor; one third honor; no failure.

BOTANY—*Long Course.*

No first honor; two second honors; one third honor; one failure.

GRADUATING GRADE.

GREEK COMPOSITION.

One first honor—ALICE LINDESTROM.
Two second honors; one third honor; one failure.

HOMER.

Two first honors—LUCIE HERFURTH, ALICE LINDESTROM.

Two second honors; one third honor; no failure.

LATIN COMPOSITION.

Eight first honors—LUCIE HERFURTH, ALICE LINDESTROM, LENA BJORN-
SON, ROSA DENGLE, FANNIE ELLSWORTH, LIZZIE McMILLAN, JOHN
ERDALL, CARL SCHLABACH.

Six second honors; one third honor; one failure.

CICERO.

Two first honors—ALICE LINDESTROM, JOHN ERDALL.

Eleven second honors; two third honors; one failure.

GERMAN.

Two first honors—LUCIE HERFURTH, ROSA DENGLE.

Nine second honors; eight third honors; no failure.

FRENCH.

Two first honors—GRACE CLARK, LENA BJORNSON.

One second honor; no third honor; no failure.

NATURAL PHILOSOPHY.

Four first honors—GRACE CLARK, EUGENE HOYT, RICHARD KEMPTER,
ELMER MATTS.

Seven second honors; seven third honors; three failures.

INSTRUCTORS.

SAMUEL SHAW.....	<i>Principal.</i>
WEBSTER M. POND.....	<i>Vice-Principal.</i>
HATTIE A. M. READ.....	<i>Preceptress.</i>
SALMON DALBERG	<i>German.</i>
*MAMIE HILL.....	<i>Greek.</i>
CLARISSA L. WARE.....	<i>Literature.</i>
*P. H. PERKINS.....	<i>Book-Keeping.</i>
ELIZABETH S. SPENCER.....	<i>English.</i>
JULIA K. CLARK.....	<i>Latin.</i>
*ABBIE STUART.....	<i>English.</i>
†T. H. BRAND	<i>Music.</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 and Commercial Course of two years.

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 simply 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.

For the special benefit of those students who desire to pursue only the branches required for admission to the State University, the following Certificate Courses have been arranged and are now in operation.

Those who desire to enter the Scientific Course must be at least sixteen years of age, and the ones seeking admission into the Modern Classical or Ancient Classical Course, at least fifteen years old.

Candidates for admission into the Scientific or Modern Class-

*Teaches half the day. †One recitation each day in High School.

- Winter Term1. Virgil and Latin Composition.
 2. Anabasis and Greek Composition.
 3. Cicero and Latin Composition.
- Spring Term.....1. Virgil and Latin Composition.
 2. Homer and Greek Composition.
 3. Cicero and Latin Composition.

The faculty of the University has 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 certificate students, and not all of them, as the following regulations will show; besides no papers and no other standings than those indicated below, and belonging to the two classes of pupils just mentioned, will be forwarded to the University:

1. A member of the highest class who falls below 70 per cent. in his final examination, either 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 while the school is in session—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.

No student having extra work to make up shall be allowed to become a member of the Graduating Grade.

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 85 to 95 per cent. shall be called good.

ical Course should be well fitted in Reading, Spelling, Penmanship, Arithmetic, Geography, Physical Geography, English Grammar, Sentential Analysis, and United States History.

Candidates for admission into the Ancient Classical Course should also be thoroughly prepared in Elementary Algebra and Plane Geometry.

CERTIFICATE COURSES.

SCIENTIFIC.

- Fall Term.....1. Algebra.
2. Physiology.
3. Plane Geometry.
- Winter Term.....1. Algebra.
2. German.
3. Natural Philosophy.
- Spring Term1. Botany.
2. German.
3. Solid Geometry.

MODERN CLASSICAL.

- Fall Term.....1. History of Greece and Rome.
2. Algebra.
3. New Latin Method.
- Winter Term.....1. History of England.
2. Algebra.
3. New Latin Method.
- Spring Term.....1. Cæsar.
2. Plane Geometry.
3. New Latin Method.
- Fall Term.....1. Cæsar.
2. Solid Geometry.
3. Sallust and Latin Composition.
- Winter Term.....1. Virgil and Latin Composition.
2. German.
3. Cicero and Latin Composition.
- Spring Term.....1. Virgil and Latin Composition.
2. German.
3. Cicero and Latin Composition.

ANCIENT CLASSICAL.

- Fall Term.....1. History of Greece and Rome.
2. Greek Lessons.
3. New Latin Method.
- Winter Term.....1. History of England.
2. Greek Lessons.
3. New Latin Method.
- Spring Term.....1. Cæsar.
2. Anabasis and Greek Composition.
3. New Latin Method.
- Fall Term.....1. Cæsar.
2. Anabasis and Greek Composition.
3. Sallust and Latin Composition.

C. All whose scholarship averages 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.

5. Regulations 3 and 4 will also apply to those students who receive a certificate from the Principal relating to the branches required to enter the Freshman Class of the University.

6. Certificate students will be required to pursue the studies reviewed by the Graduating Class during the last year of the school course. But they will be excused from taking the following branches: Composition and Rhetoric, Music and Drawing.

The Review and Commercial 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. A Normal Class for young teachers has been organized, and will probably be continued.

SPECIAL RULES.

These rules have been adopted by the faculty of the High School from time to time and are now in force:

1. Scholars who desire to be promoted from the Second Grammar department of any Ward to the High School, are required to reach a standard of 70 per cent. in both the final oral and written examinations upon Arithmetic to Ratio and English Grammar to Analysis; they will also be thoroughly tested in Reading, Spelling, Penmanship, and Home Civil Government; besides, their school character must not be *bad*.

2. Every member of the High School, unless fully in the commercial course, is obliged to be excused by the faculty in order to be absent a part of each day, or to omit any branch belonging to the general exercises; these are to be taken into account for promotion and graduation the same as any other branch, and any student who makes up the whole or a part of any branch out of school, is required to attend the monthly examination upon this study.

3. Pupils who are allowed to take but one leading study in the High School, will need to be in attendance during the whole of one of the four sections of the day; they will also need to take the general exercises of the room for that hour. Those having two leading studies must attend one-half of the day, be subject to the same requirements regarding general exercises, and take part in Reading and the Rhetorical exercises. Pupils in the commercial course need not conform to this rule.

4. Special students who attend only a part of the day may be dropped out

of school by their teacher, if they are tardy more than twice or absent more than once in any four consecutive weeks, except for sickness.

5. Any pupil who recites a branch in a lower room, and who falls below 60 per cent. in that branch in a monthly examination, will be obliged to sit in that lower room until some subsequent monthly examination, when he must stand 70 per cent. in this branch and 60 per cent. in all his other branches in order to be sent up to his former room.

6. Any member of the High School who falls twice below 60 per cent. upon his monthly examination in two or more of his general exercises, shall not be recommended by his teacher for promotion with his class.

7. Any pupil who is guilty of truancy or forging an excuse, is liable to be summarily suspended by his teacher.

8. A pupil in order to enter a room other than his own for any purpose whatever, must have the written permission of his own teacher, and the consent of the teacher of such other room.

9. All pupils are requested to avoid the following things:

Stopping in the halls or wardrobes or communicating therein.

Standing on the outer steps, going upon the grass except as permitted, or throwing snow balls towards the school house or any of its appurtenances.

If the request is disregarded, suitable penalties will be applied.

10. Teachers in charge of rooms are requested to have the wardrobes locked during study-hours; also to invite into the school-room every person other than the parent calling for a pupil, so as, if possible, to avoid deception.

RULES ON PREPARATION FOR RHETORICAL EXERCISES.

1. The Rhetorical work of the Fourth and Graduating Grades will be entirely under the care of the Principal.

2. All other pupils will be required to prepare Rhetorical work once each month, except the last month of the Spring term.

3. During the Fall and Winter terms, the pupils in each room will be divided alphabetically, into three classes. Each month the members of two of these classes will prepare original work; and the members of the third class declamations, recitations, or readings, as assigned by the teacher in charge of the room. For the Spring term, the pupils in each room will be divided into two classes, one class to have original work the first month, and the other the second.

4. Pupils in the First grade will be expected to spend at least *two* hours, and those in the higher grades at least *three* hours, in preparing each composition presented. Irregular pupils will conform to the rule for the grade with which they are seated.

5. All Rhetorical work is to be ready on the second Monday of the month. Pupils not prepared at that time will be excused from recitation until their Rhetorical work is ready, which must not exceed one day; and absentees, on their return to school, will be required to report their Rhetorical work prepared before entering their classes.

6. No rehearsals will be heard after the third Wednesday of the month.

7. Rhetoricals will occur on the third Friday of each month. Should any pupils not appear on that day, they will appear before the school some time during the next week, and will be called on first at the next Rhetorical exercises.

8. Compositions will be marked on the scale of 100, divided as follows :

Punctuality (in preparation and rehearsal).....	20
Mechanical execution (including neatness, spelling, penmanship, use of capitals, punctuation marks, etc-).....	20
Thought.....	30
Expression.....	30

PRIZE RULES.

To encourage improvement in composition and elocution a certain party presented \$200 to the High School, the income of which should constitute an annual prize.

The Board of Education has adopted the following rules regarding it:

1. The said sum of \$200 is accepted, and the same will be invested by the treasurer of the Board in the name of the Board, so that the income can be received annually and appropriated at the time of the annual commencement.

2. All members of the graduating class may compete for the prize.

3. Each lady competing shall prepare an essay, and each gentleman an oration. These shall be presented to the Board of Education at the meeting thereof in January, accompanied by a statement signed by the author thereof, that the production is her or his work, that it is original, and that it has not been revised or examined by any other person.

4. The essays and orations shall be referred to a committee named by the Board for criticism. Such committee shall rank the productions on Thought (including originality and comprehensiveness) and Style. The productions must be returned to their authors on or before the meeting of the Board in February.

5. The standing of each competitor shall be reported to the Board at its February meeting, by the committee, and, when so ordered, become a part of the Board records. Such reports shall be kept private until the end of the school year: All pupils not averaging 70 on such ranking shall not be allowed further to compete for the prize, and shall be so notified.

6. On graduation day, the same or another committee appointed by the Board for that purpose, shall rank the competitors on Delivery. The rank on Delivery shall be averaged with the former ranking, and the pupil having the highest average shall receive the prize, which shall be known as the "Shaw Prize."

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; the Normal class have access to the teachers' reference library.

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

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

Students whose parents do not reside at Madison, can be aided by the superintendent in securing suitable places for board and lodging by conferring with him, upon their arrival.

Parents of non resident students can also obtain his assistance with regard to the introduction of their children to the pastor of such religious society as they may designate.

They may also secure from him a report of their children's progress at any time by writing him to that effect; but, if the work done is unsatisfactory to the Faculty of the High School such report will be sent without previous request.

ADMISSION.

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

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

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; no deduction will be made to those who attend school only a part of each day, or to those who lose part of a term, if it be less than half a 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.

HIGH SCHOOL GRADUATES.

Class of 1875.

ARCHIBALD DURRIE, CHARLES LAMB, *OLIVER FORD, HOWARD HOYT, FRANK HUNTINGTON, CHARLES OAKEY, 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 BJORNSON, 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.

Class of 1878.

HENRY PENNOCK, WENDELL PAINE, WILLIAM OAKEY, WILLIAM DODDS, WALTER PEARSON, SARAH CHAMBERS, LUCY GAY, MARY STORM.

Class of 1879.

AUGUST UMBRITE, JULIA RAY, ROSA FITCH, LILLIE BEECROFT, MARY WRIGHT, ALICE LAMB, †SARAH CLARK, JENNIE LOVEJOY.

Commercial Course.

EDGAR DOTY, CYRUS GUILLE, SOPHIE KLAUBER, NETTIE ESTABROOK.

Class of 1880.

HARRY L. MOSELEY, McCLELLAN DODGE, JULIUS BURDICK, JAMES MORGAN, LOUISE DAVIDS, †ROSE CASE, AGNES BUTLER, CLARA D. BAKER, KITTY MOODY, LULU BYRNE, EMILY PRESCOTT, FLORA E. MEARS, THERESE G. COSGROVE, CLARISSA B. GANO, ANNA H. DURRIE, LUCY SMITH, NETTIE SMITH, NELLIE A. PHELPS, KATE MCGILL, JOSEPHINE HOSSMANN, FLORA POLLARD, FANNY J. LANGFORD.

Commercial Course.

WALTER WILLIAMS, OSCAR SCHLOTTHAUER, MARCUS MOODY, FRANK RATHBUN, EMMA CASE.

Class of 1881.

ROBERT C. HINRICHS, ALICE LINDESTROM, LUCIE HERFURTH, MARY OAKEY, DAISY GREENBANK, FANNIE ELLSWORTH, JENNIE PARTRIDGE, EMMA SMITH, †HELENA BJORNSON, ROSA DENGLE, LIZZIE McMILLAN, FREDERICA BODENSTEIN, GRACE CLARK.

Commercial Course.

B. J. HALLIGAN, CHARLES OTT, PETER RIEDY, BERTIE RUNDLE, CUTHBERT SMITH, EMMA JONES.

NOTE.—Twelve certificate students finished school with the class of 1881.

* Deceased. † Won the Shaw prize.

Course of Study.

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 Term1. 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 and Oral Spelling.
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 principles. (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 through 30—oral and written work, taught with objects.
- Winter Term1. 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; multiplication and division through 100—oral and written work, taught with objects.

GENERAL EXERCISES.

1. Morals and Manners.
2. Singing by note and rote.
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 compass, the school house, and the school grounds.
 5. Arithmetic, and oral instruction in notation and numeration; the work also written.
- 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, the city, and the town.
 5. Arithmetic, and oral instruction in addition; the work also written.
- Winter Term.....1. Second Reader and Slates.
 2. Oral Spelling.
 3. Drawing and Writing the disciplinary exercises. (Chart No. 6.)
 4. Oral Geography; the county and the state.
 5. Arithmetic, and oral instruction in addition and subtraction; the work also written.

SECOND GRADE.

- Spring Term.....1. Third Reader and Slates.
 2. Oral Spelling.
 3. Drawing and Writing Copies with lead pencil.
 4. Oral Geography; the U. S. to the North Central.
 5. Arithmetic; and oral instruction in multiplication; the work also written.
- Fall Term.....1. Third Reader and Slates.
 2. Oral Spelling.
 3. Drawing, and Writing Copies with lead-pencil.
 4. Oral Geography; the U. S. to the Western.
 5. Arithmetic, and oral instruction in Multiplication and Division; 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 U. S. and Territories.
 5. Arithmetic and oral instruction in factoring and cancellation; 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. Language Lessons; 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, and ~~division begun~~.
 6. Language Lessons; 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 completed ~~and cancellation~~.
 6. Language Lessons, pronouns.

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. *properties of number*
 6. Language Lessons; adjectives.
- 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, multiplication and division of fractions~~. *completed*
 6. Language Lessons; verbs.
- Winter Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing, and Writing Copies.
 4. Geography; Europe.
 5. Arithmetic; decimals, *& ledger accts.*
 6. Language Lessons; 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 3rd 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~~ *completed in 1st term*
 6. Grammar; Etymology, with parsing. *at numbers, Red.*
- 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 *numbers*
~~lower~~ *rectangular solid*
 6. Grammar; Etymology with parsing.
- Winter Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing, and Writing Copies.
 4. U. S. History. *denominate to percentage*
 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. *street*
 5. Arithmetic; percentage 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; percentage completed 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; equation of payments and review.

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 punctuation.

5. Oral Home Civil Government.

6. Rhetorical Exercises 3d Friday in each month.

HIGH SCHOOL.

		ANCIENT CLASSICAL	MODERN CLASSICAL	SCIENTIFIC.	ENGLISH.	REVIEW.
FIRST GRADE.	Spring Term.	1. Physical Geography. 2. Arithmetic. 3. Grammar.	Physical Geography. Arithmetic. Grammar.	Physical Geography. Arithmetic. Grammar.	Physical Geography. Arithmetic. Grammar.	Geography. Arithmetic. Grammar.
	Fall Term.	1. Ancient History 2. Arithmetic. 3. New Latin Method.	Ancient History. Arithmetic. New Latin Method.	Ancient History. Arithmetic. Sentential Analysis.	Ancient History. Arithmetic. Sentential Analysis.	United States History. Arithmetic. Sentential Analysis
	Winter Term.	1. History of England 2. Arithmetic. 3. New Latin Method.	History of England. Arithmetic. New Latin Method.	History of England. Arithmetic. Sentential Analysis.	History of England. Arithmetic. Sentential Analysis.	Constitution of U. S. and Wisconsin. Arithmetic. Sentential Analysis.
SECOND GRADE.	Spring Term.	1. History of Europe. 2. Com. Arith. & Bus. F. 3. New Latin Method.	His. of Europe or Fr'ch. Com. Arith. & Bus. F. New Latin Method.	His. of Europe or French Com. Arith. & Bus. For's Composition & Rhetoric.	Hist. of Europe or Fr'ch. Com. Arith. & Bus. For's Composition & Rhetoric.	Composition and Commercial Law. Commercial Arithmetic & Business forms. Book-Keeping and Penmanship.
	Fall Term.	1. Greek Lessons 2. Com. Arith. & Bus. F. 3. Cæsar.	Civ. Gov'n'm't or Fr'ch Com. Arith. & Bus. F. Cæsar.	Civil Gov. or French. Com. Arith. & Bus. F's American Literature.	Civil Government. Com. Arith. & Bus. For's American Literature.	Commercial Geography. Commercial Arithmetic & Business forms. Book-Keeping and Penmanship.
	Winter Term.	1. Greek Lessons 2. Com. Arith. & Bus. F. 3. Cæsar.	Civ. Gov'n'm't or Fr'ch Com. Arith. & Bus. F. Cæsar.	Civil Gov. or French. Com. Arith. & Bus. For's English Literature.	Civil Government Com. Arith. & Bus. For's English Literature.	Political Economy. Commercial Arithmetic & Business forms. Book-Keeping and Penmanship.

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; except for the Commercial Course, in which there will be only Written Spelling as applied to Business.

GENERAL EXERCISES.— 1. Morals and Manners. 2. Singing by note and rote. 3. Calisthenics or Vocal Exercises. 4. Composition, with instructions upon the use of the Dictionary. 5. Oral Science of Common Things. 6. Rhetoric Exercises the Third Friday in each month. In the Commercial Course only No. 1 will have a place in the programme.

HIGH SCHOOL.—*continued.*

GRADE.		THIRD GRADE.					FOURTH GRADE.				
		Spring Term.	Fall Term.	Winter Term.			Spring Term.	Fall Term.	Winter Term.		
		ANCIENT CLASSICAL.					MODERN CLASSICAL.				
		1. Greek Lessons. 2. Algebra. 3. Cæsar.					Zoology or French. Algebra. Cæsar.				
		1. Anabasis. 2. Algebra. 3. Sallust and Latin Composition.					Physiology or French. Algebra. Sallust and Latin Composition.				
		1. Anabasis. 2. Algebra. 3. Virgil and Latin Composition.					German. Algebra. Virgil and Latin Composition.				
		1. Anabasis and Greek Composition. 2. Algebra. 3. Virgil and Latin Composition.					German. Algebra. Virgil and Latin Composition.				
		1. Anabasis and Greek Composition. 2. Plane Geometry. 3. Virgil and Latin Composition.					German. Plane Geometry. Virgil and Latin Composition.				
		1. Homer and Greek Composition. 2. Plane Geometry. 3. Cicero and Latin Composition.					German. Plane Geometry. Cicero and Latin Composition.				
		1. Homer and Greek Composition. 2. Solid Geometry. 3. Cicero and Latin Composition.					German. Solid Geometry. Cicero and Latin Composition.				
							SCIENTIFIC.				
							Zoology. Algebra. Chemistry or French.				
							Physiology. Algebra. Chemistry or French.				
							Political Economy. Algebra. German.				
							Botany. Algebra. German.				
							Botany. Plane Geometry. German.				
							Natural Philosophy. Plane Geometry. German.				
							Natural Philosophy. Solid Geometry. German.				
							ENGLISH.				
							Zoology. Algebra. Chemistry.				
							Physiology. Algebra. Chemistry.				
							Political Economy. Algebra. Geology.				
							Botany. Algebra. Geology.				
							Botany. Plane Geometry. Mental Science.				
							Natural Philosophy. Plane Geometry. Mental Science.				
							Natural Philosophy. Solid Geometry. Moral Science.				

NOTE.— There will be Reading, Spelling, Composition and Rhetoric, Elementary Book-Keeping with Penmanship, 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 Spelling and Drawing, if he sees fit.

GENERAL EXERCISES.— 1. Morals and Manners; 2. Singing by note and rote; 3. Callisthenics or Vocal Exercises; 4. Rhetorical Exercises Third 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: Geography, U. S. History, Grammar, Sentential Analysis.

REMARK 1.— Students who desire to pursue only the branches required for entering the Freshman Class of 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; failing in this, if they still reach the standard established by the Board of Education in General Rule 10, they will receive a certificate from the Principal.

REMARK 2.— Students in any one of the above courses may, upon permission granted them by the Principal, substitute branches from the other courses, provided they are full equivalents.

TEXT BOOKS.

WARD SCHOOLS.

Appleton's Reader—No. 1.

Watson's Independent Reader—Nos. II, III, IV and V.

Swinton's Supplementary Readers—Nos. 1, 2, 3, 4.

Robinson's ~~Progressive Primary~~ Arithmetic.

“ ~~Complete~~ Intellectual “
“ ~~Practical~~ “

Steinwehr & Brinton's Eclectic Geography—No. 2.

Swinton's Language Lessons.

“ English Grammar.

Barnes's History of the United States.

Warren's Physical Geography.

Spencer's System of Penmanship.

Krusi & Bartholomew's Drawing.

Mason's Music Chart—No. 1.

HIGH SCHOOL.

[illegible]

STATEMENT.

*Of Receipts and Expenditures of Board of Education,
January 1st to December 31st, 1881.*

RECEIPTS.

STATE APPORTIONMENTS.

1881.			
July		State Apportionments, County Treasurer.....	\$1,459 56
Jan.	31.	For High School.....	338 48
			<hr/> \$1,798 01

TAXES.

Jan.	31.	From City Treasurer.....	\$8,000 00
Feb.	26.	From Blooming Grove Treasurer.....	144 85
Mar.	24.	From City of Madison, Treasurer.....	10,700 00
	29.	From Town of Madison, Treasurer	16 92
			<hr/> \$18,861 77

TUTIONS.

Jan.	25.	From Sundry pupils.....	\$375 00
Mar.	2.	" ".....	58 00
	15.	" S. Roberts	8 00
Jan.	30.	" Kent Wood.....	2 00
	30.	" Sundry pupils.....	248 00
Dec.	5.	" by Prof. Shaw	296 00
			<hr/> \$987 00

FINES.

Mar.	7.	Miss Clark.....	30
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RENT.

Jan.	10.	Mrs. Hanley.....	25 00
Mar.	2.	"	25 00
Nov.	2.	"	100 00
			<hr/> \$150 00

Total..... \$21,797 08

EXPENDITURES.

SITES AND STRUCTURES.

1881.		
June	7. Daniel D. Danaher, shade trees.....	\$18 15
	7. T. D. Plumb, shade trees.....	8 10
		<hr/>
		\$26 25

SUPPLIES.

Feb.	1. Moseley & Bro., stationery.....	22 49
	1. W. J. Park & Co., stationery and text books	72 00
Mar.	1. A. H. Hollister, envelopes.....	75
	1. Julius Vogel, erasers	26 00
	1. Frank & Ramsey, hardware.....	19 79
April	2. W. J. Ellsworth, mats.....	48 80
	2. Aug. Van Dusen, box stove.....	3 00
	2. John H. Clark, glass.....	17 31
	2. Dunning & Summer, oil.....	3 30
May	4. Chas. E. Jewett, county maps	2 50
	4. John Corscot, supplies.....	70
Aug.	2. Jas. E. Moseley, stationery	36 55
	2. John Corscot, supplies	10 30
	2. John H. Jones, hardware.....	22 91
Sept.	6. John H. Clark, supplies.....	23 39
Oct.	4. G. C. Drunkle & Co., extras for furnace	26 29
	4. Julius Vogel, erasres.....	33 12
	4. A. H. Hollister, envelopes.....	75
Dec.	10. Ball Bros., seat castings.....	22 60
	10. Aug. Van Dusen, tables	5 00
		<hr/>
		\$397 55

REPAIRS.

Feb.	1. W. Gilman, repairing chairs.....	\$2 10
	1. Moulton & Chase, repairing houses.....	35 14
	1. A. McGovern, repairing locks.....	3 08
	1. W. E. Allen, repairing chairs.....	7 55
May.	3. Darwin Clark, repairing chairs.....	3 75
	3. F. A. Nelson, painting.....	21 45
	3. Ball Bros., repairing iron on desks.....	3 00
Aug.	2. Moulton & Chase.....	77 28
	2. James Livesey.....	19 05
Sept.	6. Isaac Francomb, painting.....	80 15
	6. Jas. Livesey, repairs.....	9 30
Dec.	6. Julius Burdick, repairing sidewalk.....	4 50
	6. Wm. Haak, repair pumps.....	30 23
	6. Serrenson, F. & F., lumber for repairs.....	8 89
	6. Darwin Clark, repairing table.....	1 00
		<hr/>
		\$306 57

APPARATUS AND LIBRARY.

Feb.	1. W. J. Park & Co., maps.....	\$4 80
Mar.	1. W. H. Tracy, American Cyclopedia.....	82 00
		<hr/>
		\$86 80

JANITORS AND LRBOR.

Feb.	1. M. F. O'Callaghan, labor	10 00
Mar.	1. A. B. Starkwether, cleaning vault.....	69 50
	1. Thomas Cunningham, shovel snow.....	3 00
	1. Allen Jekson, labor at high school.....	7 50
	22. E. Beiler, janitor, 1st ward	40 00
	22. John Crowley, janitor, 2d ward.....	48 00
	22. Mary Mutcher, janitor, 3d ward.....	40 00
	22. Francis Burdick, janitor, 3d ward	36 00
	22. Ann Ford, janitor, 5th ward	48 00
	22. Allen Jackson, janitor, high school.....	62 00
	22. M. F. O'Callahan, janitor, high school.....	22 00
	22. Earnest Sommers, janitor, N. E. District.....	24 00
	22. Maria Knock, janitor, Little Brick	15 00
	22. M. F. O'Callahan, janitor Little Brick.....	48 00
April	2. Henry Blake, shovling snow.....	7 50
May	20. Allen Jackson, janitor high school.....	42 00
	20. E. Beiler, janitor, 1st ward	19 50
	20. J. Crowley, janitor, 2d ward.....	22 50
	20. F. Burdick, janitor 3d ward.....	19 50
	20. Mary Mutcher, janitor, 3d ward.....	16 50
	20. M. F. O'Callahan, janitor, 4th ward.....	22 50
	20. Ann Ford, janitor, 5th ward.....	22 50
	20. E. Sommers, janitor. N.E. District	10 50
	20. Marie Knock, janitor, Little Brick.....	6 75
July	1. E. Beiler, janitor, 1st ward.....	18 00
	1. John Crowley, janitor, 2d ward.....	21 00
	1. Francis Burdick, janitor, 3d ward.....	18 00
	1. Mary Mutcher, janitor, 3d ward	15 00
	1. M. F. O'Callahan, janitor, 4th ward	21 00
	1. Ann Ford, janitor, 5th ward.....	21 00
	1. E. Sommers, janitor, N. E. District.....	9 00
	1. Maria Knock, janitor, Little Brick	6 00
	1. Mary Mutcher, janitor, 3d ward	6 00
	1. Allan Jackson, janitor, high school.....	42 00
August	2. A. B. Starkweather, cleaning vault.....	4 00
Oct.	4. Mary Corcoran, cleaning high school	10 00
	4. M. F. O'Callahan, labor.....	24 37
	22. Allan Jackson, janitor, high school.....	42 00
Oct.	22. E. Beiler, janitor, 1st ward	18 00
	22. John Crowley, janitor, 2d ward	21 00
	22. F. Burdick, janitor, 3d ward.....	15 00
	22. Mary Mutcher, janitress, 3d ward	18 00
	22. M. F. O'Callahan, janitor, 4th ward.....	21 00
	22. Ann Ford, janitress, 5th ward	21 00
	22. E. Somers, janitor, N. E. District.....	9 00
	22. Maria Knock, janitress, Little Brick.....	6 00
Dec.	10. Allen Jackson, janitor, high school.....	49 00
	10. E. Beiler, janitor, 1st ward	24 50
	10. Mrs. John Crowley, janitress, 2d ward.....	28 00
	10. M. F. O'Callahan, janitor, 4th ward.....	28 00
	10. Ann Ford, janitress, 5th ward.....	28 00
	10. E. Somers, janitor, N. E. District.....	14 00
	10. Mrs C. Lee, janitress, Little Brick.....	8 75
	10. Mary Mutcher, janitress, 3d ward.....	45 50

 \$1,274 87

FUEL.

Feb.	1. Sever Johnson, wood.....	16 50
	1. H. C. Jaquish, sawing wood.....	5 60
	1. W. Blake, sawing wood.....	2 62
	1. Conklin & Gray, wood.....	52 00
	1. C. Albright, wood.....	6 41
April	2. William Blake, cutting wood.....	5 25
	2. H. G. Dodge, coal.....	280 52
	2. Madison Gas Company, coke.....	24 00
May	3. C. F. Cooley, wood.....	42 00
August	2. Madison Gas Company, coke.....	24 10
	2. C. F. Cooley, wood.....	7 00
Sept.	6. G. T. Long, weighing coal.....	8 00
Dec.	6. H. G. Dodge, coal.....	1,993 23
	6. L. Lamphear, wood.....	4 00
	6. W. R. Bates, cutting wood.....	1 25
	6. Julius Burdick, weighing coal.....	11 00
		<hr/>
		\$2,483 48

PRINTING.

March	1. Democrat Company, printing.....	93 00
April	2. Democrat Company, janitor rules.....	4 00
May	3. M. J. Cantwell, printing blanks.....	19 25
August	3. M. J. Cantwell, printing.....	21 50
	3. Democrat Company, printing.....	3 50
	3. D. Atwood, printing.....	1 00
October	4. M. J. Cantwell, printing.....	10 00
		<hr/>
		\$152 25

CENSUS.

October	4. John Corscot, taking census.....	100 00
		<hr/>

FURNITURE.

February	1. Christophers & Co., furniture.....	4 25
May	3. Darwin Clark, furniture.....	8 00
		<hr/>
		\$12 25

TEACHERS' WAGES.

Feb.	10. Samuel Shaw, Superintendent, 1st one-half winter term.....	\$333 33
	10. W. M. Pond, Vice Principal, one-half winter term.....	141 66
	10. H. A. M. Read, Preceptress.....	92 50
	10. Theresa Favill, teacher, high school.....	45 00
	10. S. Dalberg, teacher, high school.....	30 00
	10. Mary Hill, teacher, high school.....	18 00
	10. C. L. Ware, teacher, high school.....	50 00
	10. C. E. Sterling, teacher, high school.....	52 50
	10. P. N. Perkins, teacher, high school.....	70 83
	10. Lizzie Spencer, teacher, high school.....	84 00
	10. Abbie Stuart, teacher, high school.....	84 00
	10. T. H. Brand, teacher, high school.....	48 00
	10. Ella Henry, principal, 1st ward.....	81 00
	10. Ella Hickok, teacher, 1st ward.....	66 00
	10. Lizzie Bright, teacher, 1st ward.....	66 00
	10. Lucinda McGinnis, principal, 2d ward.....	90 00
	10. Anna Roby, teacher, 2d ward.....	66 00

Feb.	10. Mary McGovern, teacher, 2d ward	66 00
	10. Isabella Lamont, teacher, 2d ward.....	66 00
	10. Irene Larkin, teacher, 2d ward.....	66 00
	10. Maggie Galbraith, principal, 3d ward	88 00
	10. Emily A. Mayers, teacher, 3d ward	54 00
	10. Addie Moody, teacher, 3d ward.....	66 00
	10. E. T. Packard, teacher, 3d ward.....	66 00
	10. Florence Foote, teacher, 3d ward.....	48 00
	10. Lottie Richmond, principal, 4th ward, $\frac{1}{2}$ term.....	92 50
	10. Mary Clark, teacher, 4th ward.....	75 00
	10. Lucy Rice, teacher, 4th ward.....	71 00
	10. Mary Burdick, teacher, 4th ward.....	60 00
	10. Hattie Thoms, principal, 5th ward.....	84 00
	10. Jenny McMillan, teacher, 5th ward.....	66 00
	10. Nettie L. Porter, teacher, 5th ward.....	66 00
	10. Ema Paul, teacher, 5th ward.....	66 00
	10. Ella Larkins, teacher, Little Brick.....	71 00
	10. Carrie Billings, N. E. District.....	51 00

\$2,641 32

March	25. Samuel Shaw, Superintendent.....	\$333 83
	25. W. M. Pond, principal, high school.....	141 66
	25. H. A. M. Read, preceptress, high school.....	92 50
	25. Theresa Favill, teacher, high school.....	45 00
	25. S. Dalberg, teacher, high school.....	30 00
	25. Mary Hill, teacher, high school.....	18 00
	25. C. L. Ware, teacher, high school.....	50 00
	25. C. G. Sterling, teacher, high school.....	52 50
	25. P. H. Perkins, teacher, high school	70 83
	25. Lizzie Spencer, teacher, high school.....	84 00
	25. Abbie Stuart, teacher, high school.....	84 00
	25. T. H. Brand, teacher, high school.....	48 00
	25. Ella Henry, principal, 1st ward, 6 weeks.....	81 00
	25. Ella Hickok, teacher, 1st ward, 6 weeks.....	66 00
	25. Lizzie Bright, teacher, 1st ward, 6 weeks.....	66 00
	25. Lucinda McGuinness, principal, 2d ward, 6 weeks,	90 00
	25. Anna M. Roby, teacher, 2d ward, 6 weeks.....	66 00
	25. Mary McGovern, teacher, 2d ward, 6 weeks.....	66 00
	25. Isabella Lamont, teacher, 2d ward, 6 weeks.....	66 00
	25. Irene Larkin, teacher, 2d ward, 6 weeks.....	66 00
	25. Maggie Galbraith, principal, 3d ward, 6 weeks.....	88 00
	25. E. A. Mayers, teacher, 3d ward, 6 weeks.....	54 00
	25. Addie Moody, teacher, 3d ward, 6 weeks.....	66 00
	25. Florence Foote, teacher, 3d ward, 6 weeks.....	48 00
	25. E. T. Packard, teacher, 3d ward, 6 weeks.....	66 00
	25. Lottie Richmond, principal, 4th ward, 6 weeks.....	92 50
	25. Mary Clark, teacher, 4th ward, 6 weeks.....	75 00
	25. Ella Krum, teacher, 4th ward, 6 weeks.....	56 80
	25. Lucy Rice, teacher, 4th ward, 6 weeks.....	14 20
	25. Mary Burdick, teacher, 4th ward, 6 weeks.....	60 00
	25. Hattie Thoms, principal, 5th ward 6 weeks.....	84 00
	25. Jennie McMillan, teacher, 5th ward, 6 weeks.....	66 00
	25. Nettie L. Porter, teacher, 5th ward, 6 weeks.....	66 00
	25. Emma Paul, teacher, 5th ward, 6 weeks.....	66 00
	25. Ella Larkin, Little Brick.....	71 00
	25. Carrie Billings, N. E. District.....	51 00

\$2,641 32

May	20. Samuel Shaw, Superintendent, salary.....	\$333 33
	20. W. M. Pond, vice principal, high school	141 63
	20. H. A. M. Read, preceptress, high school	92 50
	20. Theresa Favill, teacher, high school, 6 weeks.....	45 00
	20. S. Dalberg, teacher, high school, 6 weeks.....	30 00
	20. Mary Hill, teacher, high school, 6 weeks.....	18 00
	20. C. L. Ware, teacher, high school, 6 weeks.....	62 50
	22. C. G. Sterling, teacher, high school, 6 weeks.....	72 00
	22. P. N. Perkins, teacher, high school, 6 weeks	70 83
	22. Lizzie Spencer, teacher, high school, 6 weeks.....	84 00
	22. Abbie Stuart, teacher, high school, 6 weeks.....	84 00
	22. T. H. Brand, teacher, high school, 6 weeks.....	48 00
	22. Ella Henry, principal, 1st ward, 6 weeks.....	81 00
	22. Ella Hickok, teacher, 1st ward, 6 weeks.....	66 00
	22. Lizzie Bright, teacher, 1st ward, 6 weeks.....	66 00
	22. Lucinda McGuinness, principal, 2d ward, 6 weeks,	90 00
	22. Anna M. Roby, teacher, 2d ward, 6 weeks.....	66 00
	22. Mary McGovern, teacher, 2d ward, 6 week.....	66 00
	22. Maggie M. Mayers, teacher, 2d ward, 6 weeks.....	22 00
	22. Irene Larkin, teacher, 2d ward, 6 weeks.....	66 00
	22. Maggie Galbraith, principal, 3d ward, 6 weeks.....	88 00
	22. E. A. Mayers, teacher, 3d ward, 6 weeks.....	54 00
	22. Addie Moody, teacher, 3d ward, 6 weeks.....	66 00
	22. E. T. Packard, teacher, 3d ward, 6 weeks.....	66 00
	22. Florence Foote, teacher, 3d ward, 6 weeks.....	48 00
	22. Lottie Richmond, principal, 4th ward, 6 weeks.....	92 50
	22. Mary Clark, teacher, 4th ward, 6 weeks	75 00
	22. Mary Burdick, teacher, 4th ward, 6 weeks.....	60 00
	22. Belle Byrne, teacher, 4th ward, 6 weeks.....	48 00
	22. Hattie Thoms, principal, 5th ward, 6 weeks	84 00
	22. Jennie McMillan, teacher, 5th ward, 6 weeks.....	72 00
	22. Nettie L. Porter, teacher, 5th ward, 6 weeks.....	66 00
	22. Emma Paul, teacher, 5th ward, 6 weeks.....	66 00
	22. Mary Storm, teacher, 5th ward, 6 weeks.....	48 00
	22. Ella Larkin, teacher, Little Brick, 6 weeks	71 00
	22. Carrie Billings, teacher, N. E. district.....	51 00

 \$2,660 32

July	1. Samuel Shaw, Superintendent, balance salary.....	\$333 35
	1. W. M. Pond, principal, high school.....	141 70
	1. H. A. M. Read, preceptress.....	92 50
	1. Theresa Favill, teacher	45 00
	1. S. Dalberg, teacher.....	30 00
	1. Mary Hill, teacher.....	18 00
	1. C. L. Ware, teacher.....	62 50
	1. Chas. G. Sterling, teacher.....	72 00
	1. P. N. Perkins, teacher.....	70 85
	1. Lizzie Spencer, teacher.....	84 00
	1. Abbie Stuart, teacher	84 00
	1. T. H. Brand, teacher.....	48 00
	1. Ella Henry, principal, 1st ward.....	81 00
	1. Ella Hickok, teacher, 1st ward.....	66 00
	1. Lizzie Bright, teacher, 1st ward.....	66 00
	1. Lucinda McGuinnis, principal, 2d ward.	90 00
	1. Anna M. Roby, teacher, 2d ward.....	66 00
	1. Mary McGovern, teacher, 2d ward.....	66 00
	1. Maggie M. Mayers, teacher, 2d ward.....	56 00
	1. Irene Larkin, teacher, 2d ward.....	66 00
	1. Maggie Galbraith, principal, 3d ward.....	88 00

July	1. Emily A. Mayers, teacher, 3d ward.....	54 00
	1. Addie Moody, teacher, 3d ward.....	66 00
	1. E. T. Packard, teacher, 3d ward.....	66 00
	1. Florence Foote, teacher, 3d ward.....	48 00
	1. Lottie Richmond, principal, 4th ward.....	92 50
	1. Maria A. Clark, teacher, 4th ward.....	75 00
	1. Mary A. Burdick, teacher, 4th ward.....	60 00
	1. Bella Byrne, teacher, 4th ward.....	48 00
	1. Hattie O. Thoms, principal, 5th ward.....	84 00
	1. Jennie McMillan, teacher, 5th ward.....	72 00
	1. Nettie L. Porter, teacher, 5th ward.....	66 00
	1. Emma Paul, teacher, 5th ward.....	66 00
	1. Mary Storm, teacher, 5th ward.....	48 00
	1. Ella Larkin, teacher, Little Brick.....	71 00
	1. Carrie Billings, teacher, N. E. district.....	51 00
		<hr/>
		\$2,704 40

June	18. Emma Paul, extra services.....	\$ 10 00
	22. Samuel Shaw, Superintendent, one-fourth salary...	333 33
Oct.	22. W. M. Pond, principal, high school.....	166 66
	22. H. A. M. Read, teacher, high school.....	92 50
	22. C. L. Ware, teacher, high school.....	92 50
	22. Lizzie Spencer, teacher, high school.....	84 00
	22. Julia K. Clark, teacher, high school.....	72 00
	22. P. H. Perkins, teacher, high school.....	70 83
	25. S. Dalberg, teacher, high school.....	45 00
	22. Abbie Stuart, teacher, high school.....	40 00
	22. T. H. Brand, teacher, high school.....	44 00
	22. Ella Henry, principal, 1st ward, 6 weeks.....	81 00
	22. Ella Hickok, teacher, 1st ward, 6 weeks.....	66 00
	22. Lizzie Bright, teacher, 1st ward, 6 weeks.....	66 00
	22. Lucinda McGuinnis, principal, 2d ward, 6 weeks..	90 00
	22. Mary McGovern, teacher, 2d ward, 6 weeks.....	66 00
	22. Isabella Lamont, teacher, 2d ward, 6 weeks.....	66 00
	22. Irene Larkin, teacher, 2d ward, 6 weeks.....	66 00
	22. Jennie Williams, teacher, 2d ward, 6 weeks.....	48 00
	22. Maggie Galbraith, principal, 3d ward, 6 weeks.....	92 50
	22. Addie Moody, teacher, 3d ward, 6 weeks.....	66 00
	22. Emily A. Mayers, teacher, 3d ward, 6 weeks.....	54 00
	22. E. T. Packard, teacher, 3d ward, 6 weeks.....	66 00
	22. Florence Foote, teacher, 3d ward, 6 weeks.....	48 00
	22. Mary Storm, teacher, 3d ward, 6 weeks.....	48 00
	22. Lottie Richmond, principal, 4th ward, 6 weeks.....	92 50
	22. Maggie M. Mayers, teacher, 4th ward, 6 weeks.....	72 00
	22. Mary Burdick, teacher, 4th ward, 5 weeks.....	66 00
	22. Belle Byrne, teacher, 4th ward, 6 weeks.....	48 00
	22. Hattie O. Thoms, principal, 5th ward, 6 weeks.....	84 00
	22. Jennie McMillan, teacher, 5th ward, 6 weeks.....	72 00
	22. Kate M. Foote, teacher, 5th ward, 6 weeks.....	48 00
	22. Emma Paul, teacher, 5th ward, 6 weeks.....	66 00
	22. Ella Larkin, teacher, Little Brick, 6 weeks.....	71 00
	22. Carrie Billings, teacher, N. E. district, 6 weeks.....	51 00
	22. Mary A. Hill, teacher, high school, 6 weeks.....	45 00
	22. S. Dalberg, teacher, high school, 6 weeks.....	15 00
		<hr/>
		\$2,694 82

Dec.	10. Samuel Shaw, Superintendent, one-fourth salary...	\$333 33
	10. W. M. Pond, principal, high school.....	166 66
	10. C. L. Ware, teacher, high school.....	92 50
	10. H. A. M. Read, teacher, high school.....	92 50
	10. Lizzie Spencer, teacher, high school.....	98 00
	10. Julia K. Clark, teacher, high school.....	84 00
	10. P. H. Perkins, teacher, high school.....	70 84
	10. S. Dalberg, teacher, high school.....	70 00
	10. Abbie Stuart, teacher, high school.....	56 00
	10. T. H. Brand, teacher, high school.....	53 60
	10. Mary Hill, teacher, high school.....	52 50
	10. Ella Henry, principal, 1st ward.....	94 50
	10. Ella Hickok, teacher, 1st ward.....	77 00
	10. Lizzie Bright, teacher, 1st ward.....	77 00
	10. Lucinda McGuinnis, principal, 2d ward.....	105 00
	10. Mary McGovern, teacher, 2d ward.....	77 00
	10. Ollie Totto, teacher, 2d ward.....	43 20
	10. Isabella Lamont, teacher, 2d ward.....	17 60
	10. Irene Larkin, teacher, 2d ward.....	77 00
	10. Jennie M. Williams, teacher, 2d ward.....	56 00
	10. Maggie Galbraith, principal, 3d ward.....	92 50
	10. Addie Moody, teacher, 3d ward.....	77 00
	10. Emily A. Mayers, teacher, 3d ward.....	63 00
	10. E. T. Packard, teacher, 3d ward.....	77 00
	10. Florence Foote, teacher, 3d ward.....	56 00
	10. Mary Storm, teacher, 3d ward.....	56 00
	10. Lottie Richmond, principal, 4th ward.....	92 50
	10. Maggie Mayers, teacher, 4th ward.....	84 00
	10. Mary Burdick, teacher, 4th ward.....	77 00
	10. Belle Byrne, teacher, 4th ward.....	56 00
	10. Hattie O. Thoms, principal, 5th ward.....	98 00
	10. Jennie McMillan, teacher, 5th ward.....	84 00
	10. Hattie Foote, teacher, 5th ward.....	56 00
	10. Emma Paul, teacher, 5th ward.....	77 00
	10. Ella Larkin, teacher, Little Brick.....	71 00
	10. Carrie Billings, teacher, N. E. district.....	59 50
		<hr/>
		\$2,970 72
Total.....		<hr/>
		\$16,322 90

CLERK'S SALARY.

Jan.	4. John Corscot, one-fourth salary.....	\$37 50
April	2. John Corscot, one-fourth salary.....	37 50
July	1. John Corscot, one-fourth salary.....	37 50
October	4. John Corscot, one-fourth salary.....	37 50
		<hr/>
		\$150 00

RECAPITULATION

*of receipts and expenditures, from December 31st, 1880, to
January 1st, 1882.*

RECEIPTS.

State apportionment.....	\$1,459 56
High school aid.....	338 45
Taxes.....	18,861 77
Tuition	987 00
Fines.....	30
Rent.....	150 00
	<hr/>
	\$21,797 08

EXPENDITURES.

Tuition refunded	\$24 00
Sites and structures.....	26 25
Supplies	397 55
Repairs	306 57
Library and apparatus.....	86 80
Janitors and labor.....	1,274 87
Fuel.....	2,483 48
Printing	152 25
Census	100 00
Teachers' wages	16,322 90
Clerk's salary	150 00
Furniture.	12 25
Overdraft 1880, paid during year.....	1,691 90
	<hr/>
	\$23,028 82
	<hr/>
Treasury overdrawn January 1st, 1882.....	\$1,231 74

JOHN CORSCOT, *Clerk.*

TREASURER'S REPORT.

ELISHA BURDICK, in Account with the Board of Education:

1881.

Jan.	10.	Cash received from Mrs. Hanley for rent...	\$ 25 00	.....
	17.	Tuition from sundry pupils.....	225 00	.....
	18.	City Treasurer, account tax 1880.....	8,000 00	.....
	20.	State Treasurer, account high school aid....	338 45	.....
	25.	Tuition from sundry pupils.....	150 00	.....
	26.	Town of Blooming Grove, account tax.....	144 85	.....
March	2.	Tuition from sundry pupils.....	58 00	.....
	2.	Mrs. Hanley for rent.....	25 00	.....
	7.	Fines collected by Miss Clark, 4th ward....	30	.....
	15.	Tuition from S. Roberts.....	8 00	.....
	24.	City Treasurer, account tax 1880.....	10,700 00	.....
	29.	Town of Madison, account tax	16 92	.....
June	25.	Tuition from sundry pupils.....	.....	.....
	25.	County Treas'r, apportionm't school funds..	1,459 56	.....
	30.	Tuition pupil in 4th ward, part term.....	2 00	.....
Nov.	1.	Mrs. Hanley for rent.....	100 00	.....
Dec.	5.	Tuition from sundry pupils.....	296 00	.....
		Balance.....	1,231 74	.....
		Certificates of appropriation paid.....	21,336 92	.....
		Balance Dec. 31, 1880.....	1,691 90	.....

\$23,028 82 \$23,028 82

Dec. 31. Balance \$1,231 74

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. In all cases appropriating money the vote shall be taken by ayes and noes, and a majority 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, their election, 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.

REGULATIONS.

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 practicable, 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 followed; but any pupil shall be excused from any study at the request of his parent or guardian.

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 report to the Board in writing, 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 month of each term, what, if any, teachers then in the schools should, in his opinion, be no longer retained therein.

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.

TEACHERS.

All teachers occupying positions in the public schools must fully subscribe to the following conditions:

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

2. 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.

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.

7. Teachers shall inflict corporal punishment, only in *extreme cases*, and *in private*; such punishment shall not be inflicted on the same day upon which the offense is committed.

8. All cases of corporal punishment shall be reported immediately by *written note* to the superintendent, with all the reasons therefor, and he shall embody such report in his monthly report to the Board.

9. 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.*

10. 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.

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

12. 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.

13. All 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.

14. All teachers employed for a school term shall be examined by the Superintendent and Committee of the Board, at least once in each year. The result of such examination shall be reported to the Board, for action.

15. Every applicant for a teacher's situation shall, before being employed, pass an examination satisfactory to the Board; which examination shall be

* The Superintendent is to be notified at once whenever a pupil has been sent out of the room for misconduct, even if the pupil is not suspended. No pupil suspended during a previous term is to be allowed to return to school during a subsequent term without the written permission of the superintendent or of the Board of Education.

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.

16. 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.

17. It shall 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.*

18. 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.

19. It shall be the duty of teachers in all cases of the absence of pupils from school to ascertain *at once* the cause of such absence, and to seek the co-operation of parents in preventing truancy.

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 4½ P. M.

4. Pupils who shall accidentally, or otherwise, injure any school property, whether school furniture, apparatus, buildings, fences, shrubs, or any property whatever belonging to the Board of Education, shall be liable to pay in full for 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, for a half day or more, 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, except in case of sickness.

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,

* Such report should be forwarded to the Superintendent within two weeks after the opening of the term of school.

and 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. 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 in such study.

12. 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.

13. Whenever any parent or guardian feels aggrieved at the action of any teacher, he is requested 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.

JANITORS

It shall be the duty of Janitors to do all work required at their respective buildings or grounds. Whenever fires shall be necessary, they shall be made in time to insure the required warmth by half-past eight o'clock in the morning, and must be looked after, as necessary to maintain a comfortable temperature in the school rooms during the day.

All sweeping of floors must be completed after the close of each school day, and the furniture be dusted and cleaned before the opening of the buildings at half-past eight in the morning.

The walls, ceilings and mouldings will be swept as often as required by the Principal and the visiting committee, and the walks in and around the school-grounds will be kept clear of snow, whether in term time or vacation and the cutting of weeds or grass will be done by the Janitors as often as necessary.

Janitors will be paid as follows:

For the High School, \$7 per week.

For the stone buildings, First and Third wards, \$3.50 per week when fires are required, and \$3.00 per week when not necessary.

For Second, Fourth and Fifth wards, \$4.00 per week when fires are necessary, and \$3.50 when not necessary.

For the frame building in the Third ward, \$3.00 per week when fires are necessary, and \$2.50 when not necessary.

For the Northeast building, \$2.00 per week when fires are necessary, and \$1.50 when not necessary.

For the Little Brick, \$1.25 when fires are necessary, and \$1.00 per week when not necessary.

The foregoing compensation shall in each case cover all making of fires, sweeping, dusting and wiping of rooms, halls, walks and closets, all dusting and wiping of seats, furniture and finish, both in buildings and closets, and also all necessary washing and cleaning of seats in closets, and ordinary washing in rooms or halls made necessary by any accident.

The general washing of rooms, halls, walks or closets shall be done under the direction of the Principal of each building when directed by the visiting committee of the school, in such building, and be paid for as an extra

at rates as nearly as practicable as follows: For the large ward buildings, including closets, when the whole is washed, \$6.00 per building, and in proportion if less than the whole building is washed. For the wooden building and closet in Third ward, \$2.00, and in that proportion for less. For the Little Brick and Northeast building, \$1.00. The weekly compensation for the Janitor at the High School shall be in full for all work required of a Janitor, including washing of building and closets, except the washing in the Summer vacation, which shall be paid for as an extra at a price not exceeding \$10.00.

The President and Clerk are hereby authorized to draw certificates twice each term in payment for the weekly compensation of Janitors, as herein fixed, upon the certificate of the proper visiting committee that the Janitor has properly discharged his duties, as required by these rules.

Any Janitor failing to do the work, as herein required, may be summarily dismissed by the Board.

GENERAL RULES.

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 Grammar, 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, unless the Superintendent shall otherwise permit; 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.

* But 5 minutes of each afternoon recess is to be devoted to training in physical exercises under the supervision of the teacher.

† The attention of teachers is called to the last part of this rule, as the Board insist upon its strict observance.

6. The President and Clerk are authorized to issue warrants for the payment of teachers each half term, and to the Clerk of the Board of Education at the end of each quarter.

7. 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.

8. 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.

9. 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.

10. 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.*

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

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

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

CONTAGIOUS DISEASES.

RULE I.

No pupil shall be permitted to attend any of the public schools of this city from a dwelling in which a person is sick with scarlet fever, small-pox, or diphtheria.

Nor shall any pupil who has been exposed to either of said diseases, and is liable from such exposure to have or communicate the same, be permitted to attend any of said schools until a reputable resident physician shall certify that all danger of spreading contagion by such pupil is past.

Nor shall any pupil who has been sick with either of said diseases be allowed to attend any of said schools for a period of six weeks after his recovery therefrom, and then only upon the attending physician's certificate that the residence and clothing of such pupil have been thoroughly disinfected, and that there is no danger that others will take the disease from such pupil.†

* The present practice is to require that the above per cent. be reached in both the oral and the written test; a failure in one of them entitles the pupil to a re-examination within four weeks of school time, by his receiving private teaching on the subject; 80 per cent. is then required, and but one re-examination granted. Pupils dropped back into a class from which they had previously passed may be allowed the benefit of their former standing if their teacher so recommend.

† The principal of each ward has charge of this subject in its relation to all the pupils in such ward.

RULE II.

No pupil who has any contagious disease not named in the preceding rule, or who has been exposed to any such disease, and is liable from such exposure to have or communicate the same, shall be permitted to attend any public school in this city, except upon the written permission of the Superintendent of the City Schools.

The Board suggest the following

PRECAUTIONS

to be used by those affected with either of the diseases named in Rule I:

The patient should be placed in a separate room, from which everything not actually needed by him should previously have been removed, and no person, except the physician, nurse, or mother, allowed to enter the room or to touch the bedding or clothing used in the sick-room until they have been thoroughly disinfected.

All articles used about the patient, such as sheets, pillow-cases, blankets or cloths, should not be removed from the sick room until they have been thoroughly disinfected by soaking them for one hour in a solution composed of sulphate of zinc, 8 ounces; carbolic acid, one ounce; water, three gallons. After this they should immediately be put in boiling water for washing.

All vessels used for receiving the discharges of the patient, of whatever nature, should have some of the same disinfecting fluid constantly therein, and, immediately after use by the patient, should be emptied and cleansed with boiling water.

Use soft rags instead of handkerchiefs about the nostrils and mouth of the patient, and immediately burn them.

A convalescent child should not be allowed to mingle with other children until three or four weeks have elapsed, and all who are liable to take the malady should be excluded from the room for a longer period.

After the patient is removed from the room, it should either be closed and filled with the fumes of burning sulphur or the ceilings and side-walls be thoroughly cleaned and lime-washed, and the wood work and floor thoroughly scrubbed with soap and water.

Complete separation on the one hand and thorough disinfection on the other, will prevent the spread of the disease beyond the sick-room.

NOTE 1.—Scarlatina and Varioloid come under Rule 1.

NOTE 2.—Cases of Chicken-pox, Measles, Whooping-Cough and Mumps are treated as follows: Those who have fully recovered from the disease are allowed to attend school; if there are other pupils in the family, who have previously had the disease and recovered therefrom, they are likewise allowed to attend; but if such other pupils have never had the disease, they will be excluded from school until such time as will indicate whether they are going to suffer from the contagion in the family; if not, they may return to school.

NOTE 3.—Itch will cause the patient to be promptly shut out of school until full recovery is reached.

BY-LAWS.

OFFICERS.

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

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 occurs 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 all meetings, by post or otherwise; 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 notify teachers of their election, and require them to answer at once in writing; 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 thereof 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 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; in case of the absence of any member or members of the Finance Committee, the President shall appoint a member or members *pro tempore* 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 SUPPLY COMMITTEE.

It shall be the duty of the Supply Committee to procure such school books as may be required for the use of indigent pupils in the city schools, and to purchase all school supplies, and attend to all minor repairs of buildings, fences, walks, and school apparatus.

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, and no text book shall be used in the schools until adopted by the Board.

DUTIES OF COMMITTEE ON TEACHERS.

The committee on teachers shall conduct the annual examination aided by the Superintendent. They shall also examine all candidates for teachers' positions, and report the result of all examinations to the Board.

DUTIES OF VISITING COMMITTEE.

It shall be the duty of the Visiting Committees to visit their respective schools twice in each term, and report their condition and progress to the Board at the close of each term.*

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.

* See also regulations on Janitors.

SUGGESTIONS TO THE TEACHER.

ARRANGED BY THE SUPERINTENDENT.

FIRST PRIMARY.

ELEMENTARY READING.

Good Reading demands culture of

- 1. Sight.
- 2. Understanding.
- 3. Articulation.
- 4. Expression.

I.—*Without the Book.*

1. Arrangement of class.

- 1. Pupils stand.
- 2. Grade by height.
- 3. Feet as in declaiming.
- 4. Hands Down.
- 5. Use pet names.

2. Preparatory work.

1. Counting from 1 to 5 inclusive ; use pupils, pebbles, marbles, shells, leaves, flowers, &c.
2. Culture of the perceptive faculties ; use the fingers, objects in the hand, rapid movements of foot or hand, sounds, &c.; show different kinds of objects at once, and ask pupils to describe after a brief view.
3. Outlines of the picture of a familiar object ; assist pupils to draw similar ones by the aid of boundary lines ; cultivate quickness and accuracy of sight by rapidly erasing parts ; distinguish between the picture and the object.

3. Reading.

1. Teach by the word-method, even if the pupils have previously learned the names of the letters.
2. Select for the first word, the name of some familiar pet ; if possible, bring the object or its image before the class.
3. Ask simple questions concerning the animal's appearance, habits, food, &c.; encourage the children to observe these carefully at home or elsewhere, without depending upon the teacher for such information.
4. Print the name on the black-board and teach it ; call attention to its parts, then print it in several places in connection with other words.
5. Furnish pointers for a number of the pupils and send them to the board to find it wherever printed.
6. Prepare a copy for each pupil, consisting of the word and ruled

lines, thus:

 d-o-g

Required the children to *print*,

(but italics *may* be used) not *write* the word upon the black-board ; oversee and direct their work.

7. For the next lesson, teach a quality-word and an action-word in connection with the noun; be sure that no word is learned from its position; require sentences to be read backward as well as forward.
8. Call for words which the teacher has quickly made and erased, to secure strict attention.
9. Request pupils to explain by simple sentences, the words taught; introduce indefinite words with care.
10. Let the words be distinctly articulated; when a sound is improperly given, show the correct position of the organs of speech.
11. See that the expression is natural from the first; give models for imitation.
12. Ask the children to construct sentences with the words they have learned.

Sixty words selected from the reader to be taught orally during the first term of school.

FIRST MONTH.		SECOND MONTH.		THIRD MONTH, and review.
1	2.	3.	4.	5.
a.	Mr.	Dash	fed	fish
cat	fan	back	I	swim
the	hand	under	his	still
rat	girl	shed	tell	stick
has	in	catch	bed	think
and	hen	trap	that	fly
ran	pet	Ann	ship	are
can	let	snow	it	boy
had	get	see	big	ink
hat	ten	on	will	bid
is	nest	sled	not	hit
this	egg	tracks	sink	mill

II.—*With the Book.*

4.—Books closed.

1. Description of the picture:
 1. Minerals.
 2. Plants.
 3. Animals.
 4. Inferences.
2. Rehearsal of lesson by the pupil in simple terms.
3. Plain definitions of uncommon words.
4. No spelling with this recitation.

2.—Books opened.

1. Position.
 1. Head erect.
 2. Book in left hand.
 3. Left elbow firmly against the side.
 4. Right hand down.
2. Instant pronunciation of difficult words.
3. The punctuation marks. (See Note 2.)
4. Expedients.
 1. One word each around the class.
 2. Criticisms by teacher and pupil.
 3. Going to the head.
 4. Reversed reading.

5. Looking-glass reading to indicate excellencies and defects.
6. Medley reading for independence.
7. Volunteer reading.
5. Assign next lesson.
 1. Short.
 2. Define obscure terms.
 3. Pronounce hard words.
 4. Tell a story.

NOTE 1.—Instant pronunciation of difficult words :

1. Teacher reads the easy words ; pupil, division, or class the hard.
2. One scholar reads the familiar words ; pupil, division, or class the uncommon.
3. The difficult words are printed or written on the black-board ; pupil, division, or class reads them.

NOTE 2.—Punctuation marks :

1. Illustrate their use by speaking simple sentences, then printing or writing the same with correct punctuation.
2. Thus teach the period, the comma, and the semicolon, stating their *relative* pauses and *general* inflections.
3. Explain the *chief* significance of every punctuation mark.
4. Correct fast reading by counting, &c.; guard against the opposite extreme.

NOTE 3.—Let every pupil *feel* that he is not only a member of the class, but a distinct individual also ; therefore use reading in concert with caution.

NOTE 4. Do not allow hands to be raised while a scholar is reading ; *require* the *inattentive* to state the mistakes.

NUMBERS.

“The concrete before the abstract.”

FIRST GRADE.

I.—Object counting.

1. Refer to boys, girls, books, chairs, desks, windows, panes of glass, boards in floor, &c.
2. Bring interesting and beautiful objects to the class.
3. Apply names constantly.
4. Use like things, then unlike.
5. Cultivate quickness and accuracy.
6. Advance slowly and carefully.
7. Provide for a short drill each day.
8. Show that counting forward is the constant addition of 1 to the previous number.
9. Show that counting backward is the constant subtraction of 1 from the previous number.
10. Counting by the odd numbers.
11. Counting by the even numbers.

II.—Figure-reading.

1. Teach the ten figures.
2. Ask the pupil to read, but not to write them.
3. Avoid calling 0, aught.
4. Distinguish between a figure and a number.
5. Apply the previous instruction to pages and divisions of lessons in the First Reader.
6. Omit all Roman Notation found in the book.

III.—*Estimations of*

- 1.—Distance. (Needed—a yard measure showing the foot and the inch.)
 1. Explain distance, inch, foot, and yard.
 2. Teacher and pupils measure many familiar objects in the room.
 3. Estimate and subsequently measure things whose dimensions were unknown,

4. Draw lines, angles, squares, rectangles, and circles.
5. Measure and define them.
6. Draw the above according to stated dimensions.
7. Advantages arising in practical life from having a correct eye for distance.
8. Lessons upon giving honest measure.
- 2.—Weight. (Needed light scales.)
 1. Explain weight, ounce, pound, and hundred-weight.
 2. Teacher and pupils weigh many familiar objects in the room.
 3. Estimate and subsequently weigh things whose weights were unknown.
 4. Advantages arising in practical life from having a correct eye for weight.
 5. Lessons upon giving honest weight.
- 3.—Time. (Needed—a watch or clock.)
 1. Father Time.
 2. Former modes of indicating time by shadow, candle, hourglass, water-clock, &c.
 3. Explain second, minute, hour, day, month and year.
 4. Pupils estimate time in seconds and minutes.
 5. Roman Notation, from 1 to 12 inclusive.
 6. Scholars draw a picture of any stated time.
 7. Meaning of Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
 8. Meaning of January, February, March, April, May, June, July, August, September, October, November, December.
 9. Lessons upon punctuality.

SECOND GRADE.

I.—Addition.

- 1=1+0.
- 2=1+1.
- 3=2+1.
- 4=3+1, 2+2.
- 5=4+1, 3+2.
- 6=5+1, 4+2, 3+3.
- 7=6+1, 5+2, 4+3.
- 8=7+1, 6+2, 5+3, 4+4.
- 9=8+1, 7+2, 6+3, 5+4.
- 10=9+1, 8+2, 7+3, 6+4, 5+5.
- 11=10+1, 9+2, 8+3, 7+4, 6+5.
- 12=10+2, 9+3, 8+4, 7+5, 6+6.
- 13=10+3, 9+4, 8+5, 7+6.
- 14=10+4, 9+5, 8+6, 7+7.
- 15=10+5, 9+6, 8+7.
- 16=10+6, 9+7, 8+8.
- 17=10+7, 8+9.
- 18=10+8, 9+9.
- 19=10+9.
- 20=10+10.

Also reverse each of these combinations.

NOTE.—Subtraction is taught in close connection with Addition, by a change of this formula.

II.—Multiplication.

- 1=1=1×1.
- 2=1+1=2×1.
- 3=1+1+1=3×1.
- 4=1+1+1+1=4×1, 2+2=2×2.
- 5=1+1+1+1+1=5×1.
- 6=1+1+1+1+1+1=6×1, 2+2+2=3×2.

$7=1+1+1+1+1+1+1=7\times 1.$
 $8=1+1+1+1+1+1+1+1=8\times 1, 2+2+2+2=4\times 2.$
 $9=1+1+1+1+1+1+1+1+1=9\times 1, 3+3+3=3\times 3.$
 $10=1+1+1+1+1+1+1+1+1+1=10\times 1, 2+2+2+2+2=5\times 2.$
 $12=2+2+2+2+2+2=6\times 2, 3+3+3+3=4\times 3.$
 $14=2+2+2+2+2+2+2=7\times 2.$
 $15=3+3+3+3+3=5\times 3.$
 $16=2+2+2+2+2+2+2+2=8\times 2, 4+4+4+4=4\times 4.$
 $18=2+2+2+2+2+2+2+2+2=9\times 2, 3+3+3+3+3+3=6\times 3.$
 $20=2+2+2+2+2+2+2+2+2+2=10\times 2, 4+4+4+4+4=5\times 4.$
 $21=3+3+3+3+3+3+3=7\times 3.$
 $24=3+3+3+3+3+3+3+3=8\times 3, 4+4+4+4+4+4=6\times 4.$
 $25=5+5+5+5+5=5\times 5.$
 $27=3+3+3+3+3+3+3+3+3=9\times 3.$
 $28=4+4+4+4+4+4+4=7\times 4.$
 $30=3+3+3+3+3+3+3+3+3+3=10\times 3, 6\times 5.$
 $32=4+4+4+4+4+4+4+4=8\times 4.$
 $35=5+5+5+5+5+5+5=7\times 5.$
 $36=4+4+4+4+4+4+4+4+4=9\times 4, 6+6+6+6+6+6=6\times 6.$
 $40=4+4+4+4+4+4+4+4+4+4=10\times 4, 8\times 5.$
 $42=6+6+6+6+6+6+6=7\times 6.$
 $45=5+5+5+5+5+5+5+5+5=9\times 5.$
 $48=6+6+6+6+6+6+6+6+6=8\times 6.$
 $49=7+7+7+7+7+7+7+7=7\times 7.$
 $50=5+5+5+5+5+5+5+5+5+5=10\times 5.$
 $54=6+6+6+6+6+6+6+6+6+6=9\times 6.$
 $56=7+7+7+7+7+7+7+7+8=8\times 7.$
 $60=6+6+6+6+6+6+6+6+6+6=10\times 6.$
 $63=7+7+7+7+7+7+7+7+7+7=9\times 7.$
 $64=8+8+8+8+8+8+8+8+8=8\times 8.$
 $70=7+7+7+7+7+7+7+7+7+7=10\times 7.$
 $72=8+8+8+8+8+8+8+8+8+8=9\times 8.$
 $80=8+8+8+8+8+8+8+8+8+8=10\times 8.$
 $81=9+9+9+9+9+9+9+9+9+9=9\times 9.$
 $90=9+9+9+9+9+9+9+9+9+9+9=10\times 9.$
 $100=10+10+10+10+10+10+10+10+10+10+10=10\times 10.$

Also reverse each of these combinations.

NOTE.—Division is to be taught in close connection with Multiplication, by a change of this formula.

REMARK.—Read = is; + and; , or; \times times.

PLANTS.

(Use Prang's Chromos.)

I.—*Kinds of*

1.—Stems.

1. Exogenous. 2. Endogenous. 3. Deliquescent. 4. Excurrent.

2.—Buds.

1. Terminal. 2. Lateral—(1. Axillary. 2. Accessory. 3. Adventitious.) 3. Naked. 4. Scaly. 5. Leaf-buds. 6. Flower-buds.

II.—*Shapes of*

1.—Roots.

1. Conical. 2. Fusiform. 3. Napiform. 4. Bulb. 5. Corm.
6. Root-stock. 7. Tuber. 8. Bundled. 9. Fibrous. 10. Tubercous. 11. Branching. 12. Runners.

2.—Leaves.

1. Lanceolate. 2. Oblong. 3. Oval. 4. Ovate. 5. Perfoliate.
6. Lobate. 7. Bundled. 8. Whorled. 9. Pinnate. 10. Auriculate. 11. Hastate. 12. Sagittate. 13. Cuneate. 14. Cordate. 15. Reniform. 16. Peltate. 17. Circular. 18. Palmate. 19. Linear. 20. Needle.

FLOWERS.

(Use Prang's Chromos.)

I.—*Shape of*

1. Ligulate. 2. Campanulate. 3. Rotate. 4. Salver. 5. Funnel.
6. Liliaceous. 7. Tubular. 8. Cruciform. 9. Labiate. 10. Papilionaceous.

II.—*Families.*

1.—Rose.

1. Rose. 2. Peach. 3. Apple. 4. Pear. 5. Cherry. 6. Strawberry. 7. Raspberry. 8. Sweet Brier. 9. Wild Rose. 10. French Rose.

2.—Pink.

1. Chickweed. 2. Sweet William. 3. Carnation. 4. Mullen Pink. 5. Scarlet Lychnis. 6. China Pink. 7. Royal Catchfly. 8. Bouncing Bet. 9. Virginia Catchfly. 10. Ragged Robin.

3.—Lily.

1. Hyacinth. 2. Tulip. 3. Star of Bethlehem. 4. Crown Imperial. 5. Lily of the Valley. 6. Philadelphia Lily. 7. Yellow Lily. 8. White Lily. 9. Water Lily. 10. Tiger Lily.

FRUITS.

I.—*Fleshy.*

1.—Berry.

1. Current. 2. Gooseberry. 3. Tomato. 4. Grape. 5. Cranberry.

2.—Pepo.

1. Cucumber. 2. Pumpkin. 3. Squash. 4. Muskmelon. 5. Watermelon.

3.—Pome.

1. Apple. 2. Pear.

II.—*Dry.*

1.—Akene.

1. Strawberry. 2. Lettuce. 3. Thistle. 4. Dandelion. 5. Sunflower.

2.—Grain.

1. Rye. 2. Wheat. 3. Oats. 4. Indian Corn. 5. Indian Rice.

3.—Nut.

1. Acorn. 2. Hazelnut. 3. Hickorynut. 4. Butternut. 5. Coconut.

4.—Pod.

1. Bean. 2. Pea.

5.—Key Fruit.

1. Maple. 2. Ash.

III.—*Stone.*

1. Cherry. 2. Plum.

IV.—*Cone.*

1. Pine. 2. Cedar.

NATIVE ANIMALS.

I.—*Vertebrates.*

1. Mammals.

1. Bat. 2. Fox. 3. Weasel. 4. Bear. 5. Badger. 6. Squirrel. 7. Rabbit. 8. Deer.

2.—Birds.

1. Eagle. 2. Snowbird. 3. Bluejay. 4. Robin. 5. Kingfisher. 6. Hummingbird. 7. Woodpecker. 8. Snipe.

3.—Reptiles.

1. Turtle. 2. Snake. 3. Frog.

4.—Fishes.

1. Pickerel. 2. Garfish. 3. Catfish.

II.—*Articulates.*

1. Grasshopper. 2. Bee. 3. Butterfly. 4. Mosquitoe. 5. Ant. 6. Spider. 7. Crab. 8. Leech.

III.—*Mollusks.*

1. Snail. 2. Clam.

HUMAN BODY.

(Use Physiological Charts.)

I.—*Exterior.*

1. Skin. 2. Hair. 3. Ears. 4. Eyes. 5. Nose. 6. Tongue. 7. Face. 8. Hands. 9. Feet.

II.—*Interior.*

- 1.—Bones of
 1. Head. 2. Trunk. 3. Arms. 4. Legs.
- 2.—Muscles.
- 3.—Organs of
 1. Mastication—(1. Mouth. 2. Salivary glands. 3. Pharynx. 4. Oesophagus.)
 2. Digestion—(1. Stomach. 2. Intestines. 3. Lacteals. 4. Liver. 5. Pancreas.)
 3. Circulation—(1. Heart. 2. Arteries. 3. Capillaries. 4. Veins.)
 4. Respiration—(1. Trachea. 2. Bronchia. 3. Lungs.)
4. Nervous System.
 1. Brain. 2. Spinal Cord. 3. Nerves.

III.—*Thoughts on*

1. Food. 2. Air. 3. Clothing. 4. Exercise.

IV.—*Order.*

1. Parts. 2. Uses. 3. Care. 4. Comparison of individuals. 5. Similarity to the lower animals.

V.—*Hints.*

1. Objects used for illustration.
2. Children collect specimens.
3. Words learned by applying them.
4. The important technical terms taught.
5. Lessons short.
6. Reviews frequent.

SECOND PRIMARY.

READING FROM SLATES.

1. Lines for spaces ruled upon the slates.
2. Lessons for the afternoon written.
3. Only the slates carried to recitation.
4. Pupils read from them.
5. Children exchange slates, then read.
6. Work examined, corrected, and ranked by the teacher; who gives attention to the writing, spelling, capital letters, and punctuation marks.

GEOGRAPHY.

I.—*Points of the Compass.*

1. Known directions.
 1. Stable objects.
 2. Movable objects. (1. Weather-vane. 2. Smoke. 3. Clouds, &c.)
- 2.—Necessity for comprehensive names.
- 3.—Shadow at noon.
- 4.—Magnetic Needle.
 1. North—1. Limit. 2. Climate. 3. Scenery. 4. Plants. 5. Animals. 6. Inhabitants.—(1. Appearance. 2. Dress. 3. Dwellings. 4. Food, &c.)

2. South as above, except to dwell upon the Torrid regions.
3. East—(1. Right Hand. 2. Rising Sun. 3. Atlantic.)
4. West—(1. Left Hand. 2. Setting Sun. 3. Pacific.)
5. N. W., N. E., S. E., S. W.
6. Frequent application to objects.
7. Picture of directions.

II.—*School House.*

- 1.—Materials.—(1. Direction. 2. Condition. 3. Preparation. 4. Transportation.)
 1. Stone.
 2. Mortar.—(1. Sand. 2. Lime. 3. Water. 4. Hair.)
 3. Wood.—(1. Lumber.—(1. Pine. 2. Oak.) 2. Shingles. 3. Lath.)
 4. Iron.
 5. Tin.
 6. Glass.—(1. Sand. 2. Soda. 3. Lime.)
 7. Putty.—(1. Whiting. 2. Oil. 3. Paint.—(1. White-lead. 2. Oil. 3. Turpentine, &c.)
 8. Brick.—(1. Clay. 2. Sand. 3. Water. 4. Fire.)
- 2.—Construction. (Tools, Trades.)
 1. Stakes.
 2. Excavation.
 3. Foundation.
 4. Walls.—(1. Steps. 2. Outer Doors. 3. Windows. 4. Cornice.)
 5. Roof.—(1. Wall-plates. 2. Tie-beams. 3. King-posts. 4. Purlins. 5. Ridge-piece. 6. Rafters. 7. Boards. 8. Shingles.)
 6. Interior.—(1. Sills. 2. Girders. 3. Joists. 4. Floors. 5. Corner-posts. 6. Braces. 7. Studs. 8. Laths. 9. Plaster. 10. Wood-work.)
 7. Furniture.—(1. Direction. 2. Condition. 3. Preparation. 4. Transportation.)
 8. Ground-plan; scales.

III.—*School Grounds.*

1. Dimensions.
 1. Feet. 2. Yards. 3. Rods. 4. Scales.
2. Boundaries by
 1. Lots. 2. Streets. 3. Perhaps Water.
3. Surface.
 1. Miniature Divisions. 2. Cloud Representations.
4. Rocks.
 1. Limestone. 2. Sandstone. 3. Flint. 4. Granite.
5. Soils.
 1. Black Mold. 2. Clay. 3. Sand.
6. Plants.
 1. Trees. 2. Weeds. 3. Grasses.
7. Below Surface.
 1. Black Mold. 2. Clay. 3. Hard-pan. 4. Sandstone. 5. Heat. 6. Springs.
8. Above Surface.
 1. Air. 2. Clouds. 3. Ether.
9. Map by scales.

IV.—*Section.*

1. Explanation of the term. 2. Utility. 3. Description of the quarters. 4. Description of the sixteenths. 5. Reasons for such divisions. 6. Map by scales.

V.—*City.* (Use City Map.)

1. Dimensions.
2. Wards.
3. Lots.
4. Population.

5. Occupations of the people.—(1. Laborers. 2. Mechanics. 3. Merchants. 4. Teachers. 5. Lawyers. 6. Doctors. 7. Ministers. 8. Editors, &c.)
6. Manufactories.
7. Public Buildings.—(1. Schools.—(1. Private. 2. Public. 3. University.) 2. Churches. 3. Halls. 4. Court-House. 5. Capitol. 6. Post-Office.
8. History.—(1. Indians. 2. Early Settlers. 3. Improvements. 4. Interesting Events.)
9. Map by scales.

VI.—*Town.* (Use Town Map.)

1. Boundaries by sections.
2. Number of each section.
3. Natural Divisions.
4. Minerals.—(1. Clay. 2. Sand. 3. Stone.)
5. Vegetable Products.—(1. Timber. 2. Fruits. 3. Grain. 4. Roots. 5. Culinary Herbs.)
 1. Soil.
 2. Cultivation.—(1. Fencing. 2. Draining. 3. Fertilizing. 4. Ploughing, &c.)
6. Animals.
 1. Wild.
 2. Tame.—(1. Horses. 2. Cattle. 3. Sheep. 4. Swine. 5. Poultry. 6. Dogs. 7. Cats, &c. Their use.)
7. Railways.
8. History.
9. Map by Sections.

VII.—*County.* (Use County Map.)

1. Boundaries.
2. Towns.
3. Natural Divisions.—(1. Mounds. 2. Rivers. 3. Lakes.)
4. Productions.—(1. Mineral. 2. Vegetable. 3. Animal.)
5. City.
6. Villages.
7. Traveling Facilities.
8. History.
9. Map by sections and townships.

VIII.—*State.* (Use State Map.)

1. Boundaries.
2. Number the townships and ranges.
3. Counties.
4. Natural and Artificial Divisions.
5. Productions.
6. Cities.
7. Traveling facilities.
8. History.
9. Map by townships and counties.

IX.—*The U. S.* (Use Maps of the U. S.)

Same topics as given for "other departments."

OTHER DEPARTMENTS.

GEOGRAPHY.

I.—Topics ; suggestive.

1. Common and occasional names.
2. Boundaries from Northwest.
3. Waters.—(1. Seas, Gulfs, and Bays. 2. Straits, Channels, and Sounds. 3. Lakes. 4: Rivers—not to exceed 5.)
- 4 Corresponding Lands.—(1. Capes—including Points, Heads, and Promontories. 2. Isthmuses. 3. Peninsulas and Islands. 4. Mountains.)
5. Capital and Metropolis.
6. Cities—largest, 3 to 5-inclusive, in order of their size.
7. Traveling Facilities.
8. Curiosities.
9. Description.
10. Questions by the Teacher.

II.—Scales for Uniformity of Size ; black board work.

1. One inch represents fifty miles.
 1. The New England States :
Each side of a square is 1 11-16 inches.
 2. The Middle States ;
Each side of a square is 2 inches.
 3. The South-Eastern states :
Each side of a square is $4\frac{3}{8}$ inches.
 4. The North Central States East of the Mississippi :
Each side of a square is 2 13-16 inches.
 5. The North Central States West of The Mississippi :
Each side of a square is 4 3-16 inches.
 6. The South Central States :
Each side of a square is 5 inches.
 7. The Western States and the Territories :
Each side of a square is $5\frac{3}{8}$ inches.
- 2.—One inch represents one hundred miles.
 1. The United States :
Each side of a square is $5\frac{3}{8}$ inches.
 2. Canada :
Each side of a square is $3\frac{1}{2}$ inches.
 3. Mexico :
Each side of a square is $3\frac{1}{2}$ inches.
 4. Central America and the West Indies :
Each side of a square is $4\frac{1}{2}$ inches.
- 3.—One inch represents two hundred miles.
 1. North America :
Each side of a square is 6 inches.
 2. South America :
Each side of a square is 4 inches.
 3. Europe :
Each side of a square is 4 5-16 inches.
 4. Asia :
Each side of a square is 7 15-16 inches.
 5. Africa :
Each side of a square is $5\frac{5}{8}$ inches.
 6. Australia :
Each side of a square is 4 inches.

NOTE.—The Teachers may *double* each of the above scales, if they prefer.

GRAMMAR.

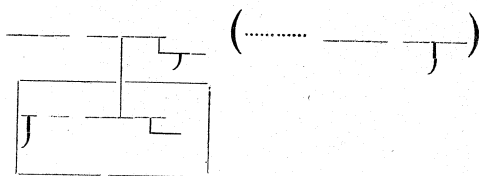
Plan for rapid analysis.

I.—Directions.

1. Simple Sentence:
Subject. Predicate. Object.
2. Compound Sentence: or more or more or more
Subjects. Predicates. Objects.
3. Limiting or Modifying word:
4. Limiting or Modifying word, Transitive:
5. Connecting word: | ; rarely ---
6. Word in Apposition: above.
7. Two words for one: ,
8. Phrase:
9. Transitive Phrase:
10. Dotted line for a word supplied.
11. Subordinate proposition inclosed.
12. Phrase or Sentence used as Subject or Object put in Parenthesis.

II.—Examples.

1. Jane saw you.
2. Henry comes to school and studies his
lesson.
3. The boy, chopping wood, cut my
foot.
4. Paul, the blue-eyed student,
is a gentle and industri-
ous lad.
5. Try to love your enemies.
6. When the partridge commenced to fly, he shouted to his compan-
ion, "Shoot that bird."



ANY DEPARTMENT.

MORALS AND MANNERS; SUGGESTIVE TOPICS.

I.—Cultivate.

1. Attention. 2. Faithfulness. 3. Forgiveness. 4. Friendship.
5. Generosity. 6. Gratitude. 7. Neatness. 8. Obedience.
9. Patience. 10. Patriotism. 11. Peacemaking. 12. Perseverance.
13. Politeness. 14. Promptness. 15. Reverence.

II.—Avoid.

1. Covetousness. 2. Cruelty. 3. Curiosity. 4. Envy. 5. Idleness.
6. Intemperance. 7. Lying. 8. Peevishness. 9. Pride.
10. Quarreling. 11. Ridicule. 12. Selfishness. 13. Stealing.
14. Tattling. 15. Timidity.

SCHOOL REGISTER.

[Age as on the last day of the school year next June or July.]

I.—*Attendance.*

1. Presence not marked, except in the column for the month.
2. Entered after the first day of term, _____.
3. Reason for withdrawal written opposite the name.
4. Dismissed, d.
5. Tardy, A. M., 1; P. M., T.
6. Absent not excused, A. M., 1; P. M., 1; all day, 1.
7. Absent excused, A. M., 1; P. M., X; all day, X.
8. Absent sick, A. M., 1; P. M., S; all day, S.
9. Study pursued, +

II.—*Deportment.*

1. Communication, 10 per cent.
2. Minor faults, 5 per cent.
3. Standing written in the column for the month.

III.—*Failures.*

1. Enter Reading for 1st. grade, 1st. Primary Department.
2. Enter Reading, Spelling and Arithmetic for 2d. grade, 1st Primary, and for 2d. Primary Departments.
3. Enter Language Lessons, Geography and Arithmetic for 1st. Grammar Department.
4. Enter Grammar, Geography, U. S. History, Physical Geography and Arithmetic for 2d. Grammar Department.

SIX THINGS IMPORTANT.

- 1.—As far as possible, abolish
 1. Absence of pupils. 2. Idleness of pupils. 3. Communication of pupils.
- 2.—Give attention to
 1. Class Drill. 2. School Property. 3. Outbuildings.

LIMIT TABLE BY PAGES. FIRST PRIMARY DEPARTMENT.

GRADE.	SPRING—1st. Term.			FALL—2d Term.			WINTER—3d Term.		
	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.
<i>First Grade</i> —First Reader.....	•								
Drawing Book, Synthetic No. 1.....				14	24	34	44	54	66
<i>Second Grade</i> —First Reader.....	2	4	6	8	10	12	14	16	All
Second Reader.....	78	90	All						
Drawing Book, Synthetic No. 2.....	2	4	6	20	32	43	56	68	80
				8	10	12	14	16	All

SECOND PRIMARY DEPARTMENT.

<i>First Grade</i> —Second Reader	94	108	123	136	148	160	11-60	110	160
Drawing Book, Synthetic No. 3.....	2	4	6	8	10	12	14	16	All
Primary Arithmetic omit hardest examples and simplify analyses	19	24	31	38	46	53	60	68	71
<i>Second Grade</i> —Third Reader, Part 1st.....	13	14	16	17	18	20	21	22	24
Third Reader, Part 2d	48	60	74	89	104	117	129	142	157
Drawing Book, Industrial No. 1.....	2	4	6	8	10	12	14	16	All
Writing Book, No. 1, $\frac{2}{3}$ of each page 1st 2 terms, $\frac{1}{3}$ last.....	4	8	12	16	20	24	1-8	9-16	17-24
Intellectual Arithmetic, omit hardest examples and simplify analyses.....	57-58	60	62	64	67	70	73	57-65	73

NOTE.—The pupils in both the Primary Departments spell each month from the first *four* pages of their Reading limits; except those in the first grade of the First Primary, who do not spell during the Spring and Fall terms.

LIMIT TABLE CONTINUED.—FIRST GRAMMAR DEPARTMENT.

GRADE.	SPRING—1st Term.			FALL—2d Term.			WINTER—3d Term.		
	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.
<i>First Grade</i> —Third Reader, Part 1st.....	26	27	29	30	31	33	13-19	26	33
Third Reader, Part 2d.....	172	185	198	211	223	236	37-104	169	236
Music Chart, No. 1, or select pieces.....	2	4	6	8	10	12	14	17	20
Drawing Book, Industrial No. 2.....	2	4	6	8	10	12	14	16	All
Writing Book, No. 2, $\frac{2}{3}$ of each page 1st 2 terms $\frac{1}{3}$ last.....	4	8	12	16	20	24	1-8	9-16	17-24
Intellectual Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed, and introduce work <i>freely</i> from Elements of Arithmetic.....	9	13	16	23	30	35	39	43	47
Practical Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed, and introduce work <i>freely</i> from Elements of Arithmetic.....	18 8	22 15	27 22	34 32	43 41	51 50	57 58	65 67	73 76
Geography, No. 2.....	26-29	36	41	45	49	53	57	20-23	25
Language Lessons.....	21-24	29	49-52	60-65	85-88	93	65-67	70	94-96
<i>Second Grade</i> —Fourth Reader, Part 1st.....	14	16	17	19	21	22	24	26	28
Fourth Reader, Part 2d.....	54	70	84	99	115	130	143	157	171
Music Chart, No. 1, or select pieces.....	2	4	6	8	10	12	14	17	20
Drawing Book, Industrial No. 3.....	2	4	6	8	10	12	14	16	All
Writing Book, No. 3, $\frac{2}{3}$ of each page 1st 2 terms, $\frac{1}{3}$ last.....	4	8	12	16	20	24	1-8	9-16	17-24
Intellectual Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed, and introduce work <i>freely</i> from Elements of Arithmetic.....	57-63	68	73	81	88	95	101	107	112
Practical Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed and introduce work <i>freely</i> from Elements of Arithmetic.....	64 88	70 98	76 109	84 120	91 131	98 142	105 153	112 164	120 174
Geography, No. 2.....	58-60	63	65	16-19	66-69	5-15	70-72	75	77
Language Lessons.....	70-72	75	96-98	75-77	99-104	110	111-115	1-10	20

NOTE.—The pupils in the First Grammar Department spell each month from the first *six* pages of their Reading limits. They also spell words selected by the teacher from their other studies.

LIMIT TABLE CONTINUED.—SECOND GRAMMAR DEPARTMENT.

GRADE.	SPRING—1st Term.			FALL—2d Term.			WINTER—3d Term.		
	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.
<i>First Grade</i> —Fourth Reader, Part 1st.....	30	31	33	34	36	38	21	30	38
Fourth Reader, Part 2d.....	186	200	216	230	245	260	41-113	186	260
Music Chart No. 1, or select pieces.....	22	24	26	28	30	32	34	37	40
Drawing Book, Industrial No. 4.....	2	4	6	8	10	12	14	16	All
Writing Book, No. 4, $\frac{2}{3}$ of each page 1st two terms, $\frac{1}{2}$ last.....	4	8	12	16	20	24	1-8	9-16	17-24
Intellectual Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed and introduce work <i>freely</i> from Elements of Arithmetic.....	48-56	92-96	100	104	108	112	118-120	123	126
Practical Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed and introduce work <i>freely</i> from Elements of Arithmetic.....	136 186	148 178	149 208	157 221	166 234	175 248	184 263	194 278	204 292
Geography, No. 2.....	80	83	87	91	5-49	92			
U. S. History.....							52	90	129
English Grammar.....	15	32	47	62	76	92	106	120	136
Fourth Reader for Parsing; 1 page.....	180	197	202	230	243	258	58	153	198
<i>Second Grade</i> —Fifth Reader, Part 1st.....	17	20	23	26	29	32	35	38	40
Fifth Reader, Part 2d.....	72	91	107	125	141	159	178	196	216
Music Chart, No. 1, or select pieces.....	22	24	26	28	30	32	34	37	40
Drawing Book, Industrial No. 5.....	2	4	6	8	10	12	14	16	All
Writing Book, No. 5, $\frac{2}{3}$ of each page 1st two terms, $\frac{1}{2}$ last.....	4	8	12	16	20	24	1-8	9-16	17-24
Intellectual Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed, and introduce work <i>freely</i> from Elements of Arithmetic.....	129	132	135	138	141	144	118-126	135	144
Practical Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed and introduce work <i>freely</i> from Elements of Arithmetic.....	176 304	228 317	230 330	250 343	271 356	290 368	299 382	36-150 377	248-271 389
U. S. History.....	172	212	250	290	146	290			
Physical Geography, omitting pages 15 to 28.....							5-29	41	53
English Grammar.....	146	157	170	180	190	203	66	136	203
Fifth Reader for Analysis and Parsing: 1 page.....	64	82	105	121	132	147	164	191	212

NOTE.—The pupils in the Second Grammar Department spell each month from the first *eight* pages of their Reading limits. They also spell words selected by the teacher from their other studies.

Last month
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LIMIT TABLE CONTINUED.—HIGH SCHOOL.

FIRST GRADE, ROOMS 1 AND 2. SECOND GRADE, ROOM 3.			SPRING—1st Term.			FALL—2d Term.			WINTER—3d Term.		
			1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.
<i>First Grade</i> —	Fifth Reader, Part 1st.....	41-42	44	46	48	50	52	15-26	38	52	
	Fifth Reader, Part 2d and select from American Classics.....	216-225	237	246	257	267	280	296	314	332	
	Speller.....	15	23	31	39	47	56	63	70	76	
	Drawing Book, Industrial No. 6.....	2	4	6	8	10	12	14	16	1-16	
	Writing Book, No. 6, $\frac{2}{3}$ of each page 1st two terms, $\frac{1}{3}$ last.....	4	8	12	16	20	24	1-8	9-16	17-24	
	Intellectual Arithmetic, introduce work <i>freely</i> from Arithmetical Problems and teach the equation.....	113-117	145-148	152	157	162	168	145-152	160	168	
	Practical Arithmetic, introduce work <i>freely</i> from Arithmetical Problems and teach the equation.....	279-288	298	306	313	321	328	335	339	344	
	Physical Geography, omitting pages 15 to 28, 70 to 86, 95 to end..	54-65	94	5-94							
	Ancient History.....				135	269	All				
	History of England.....							126	245	All	
	English Grammar.....	204-215	227	235							
	Sentential Analysis, from Fifth Reader.....	223-225	228-231	237-240	292-296	301	308	314	319	323	
	New Latin Method; pupils buy Latin Grammar too.....				1-6	7-14	15-22	23-30	31-38	39-45	
<i>Second Grade</i> —	Fifth Reader Part 1st.....	18	22	27	169-174	180	186	194	202	209	
	Fifth Reader, Part 2d select throughout the year and select from British Classics.....				31	36	40	44	48	52	
	Speller.....	86	97	107	118	128	139	150	161	172	
	Drawing Book, Industrial No. 7.....	2	4	6	8	10	12	14	16	1-16	
	Writing Book, No. 7, $\frac{2}{3}$ of each page 1st two terms, $\frac{1}{3}$ last.....	4	8	12	16	20	24	1-8	9-16	17-24	
	History of Europe.....	64	128	All							
	New Latin Method.....	139-144	152	160	75-80	85	90	95	101	107	
	Cæsar.....				8	17	26	36	46	56	
	Commercial Arithmetic, introduce work <i>freely</i> from Arithmetical Problems.....	40	69	94	120	148	173	202	224	244	
	Business forms.....	246-256	266	277	289	302	315	326	337	348	
	Composition and Rhetoric.....	163-245	324	339							
	Greek Lessons.....				9	19	29	46	62	79	
	Civil Government.....				38	74	107	152	196	240	
	American Literature.....				Select	for	term.				
	English Literature.....							Select	for	term.	

NOTE FOR ROOMS 1 AND 2.—Music is selected from Chart No. 2 and song-books. REMARK.—In the Review course selections are made from Geography¹ U. S. History and the Constitutions. NOTE FOR COMMERCIAL ROOM.—The work is selected from branches mentioned in this course.
NOTE FOR ROOM 3.—The pupils spell each month from selections out of the Fifth Reader; Music is selected from Chart No. 2 and song-books.

LIMIT TABLE CONTINUED.—HIGH SCHOOL.

ROOM 4.	SPRING—1st Term.			FALL—2d Term.			WINTER—3d Term.		
	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.
<i>Third Grade</i> —Speller.....	13	20	27	34	41	48	55	62	70
Drawing Book; Industrial No. 8.....	2	4	6	8	10	12	14	16	1-16
New Latin Method.....	113	119	123						
Cæsar.....	66	77	87						
Greek Lessons.....	93	107	119						
Zoology.....	64	130	188						
Physiology.....				144	281	394			
Algebra.....	39	70	101	134	166	198	231	262	293
Chemistry.....	70	140	184	244	291	7-291			
Anabasis, (finish Syntax in Greek Lessons in Fall and Winter).....				1st book	for	term	2d book	for	term
Sallust.....				All	for	term			
Virgil.....							1½ b'ks	for	term
Latin Composition.....				12 les'ns	for	term	23 les'ns	for	term
German.....							Select	for	term
French.....							Select	for	term
<i>Fourth Grade</i> —Speller.....	82	94	106	118	136	142	154	166	176
Drawing Book, Industrial No. 9.....	2	4	6	8	10	12	14	16	1-16
Anabasis.....	3d book	for	term	4th b'ok	for	term			
Greek Composition.....	¼ Jones	for	term	½ Jones	for	term	¾ Jones	for	term
Virgil.....	4 books	for	term	6 books	for	term			
Latin Composition.....	301 s'ns	for	term	38 lesn's	for	term	46 les'ns	for	term
German.....	Select	for	term	Select	for	term	Select	for	term
French.....	Select	for	term	Select	for	term	Select	for	term
Botany.....	48	95	138	181	Select	Select			
Algebra.....	324	7-166	324						
Plane Geometry.....				39	65	92	124	131	136
Cicero.....							3 Or'tns	for	term
Natural Philosophy.....							98	186	268
Homer.....							1st book	for	term

LIMIT TABLE CONTINUED.—HIGH SCHOOL.

ROOM 4—continued.	SPRING—1st. Term.		
	1st Mo.	2d Mo.	3d Mo.
<i>Graduating Grade</i> —Greek Composition.....	All	for	term.
Latin Composition.....	52 les'ns	for	term.
Solid Geometry.....	163	190	202
Cicero.....	6 Ort'ns	for	term.
Natural Philosophy.....	350	429	All.
German.....	Select	for	term.
French.....	Select	for	term.
Homer.....	2d Book	for	term.

NOTE FOR ROOM 4.—The work for Reading, Elementary Bookkeeping with Penmanship, and Composition and Rhetoric is selected; Music is taught from Chart No. 2 and Song Books.

REMARK.—Selections for review examinations are made from Geography, U. S. History, Grammar and Sentential Analysis.

"NORTHEAST DISTRICT"—MIXED.

- 9:00...Morals and Manners; Songs.
 9:10...Reading; 1st Grade, Primary.
 9:20...Reading; 2d Grade, Primary.
 9:30...Numbers or Arithmetic; 1st Grade, Primary.
 9:40...Numbers or Arithmetic; 2d Grade, Primary.
 9:50...Arithmetic; 1st Grade, Grammar.
 10:05...Arithmetic; 2d Grade, Grammar.
 10:25...Grammar; 1st and 2d grades, Grammar.
 10:45...Recess.
 11:00...Language Lessons; 1st and 2d grades, Primary.
 11:20...Reading; 1st grade, Primary.
 11:30...Oral Spelling; 2d grade, Primary. (Topical on Friday.)
 11:40...Writing—Monday, Wednesday, Friday; Drawing—Tuesday, Thursday; 1st grade Primary, every day, and Inventive on Friday.
 12:00...Intermission.
 1:00...Reading; 1st grade, Primary.
 1:10...Reading; 2d grade, Primary.
 1:20...Reading; 1st and 2d grades, Grammar.
 1:40...Geography; 1st and 2d grades, Grammar.
 2:00...Calisthenics or Vocal Exercise.
 2:05...Recess.
 2:15...Natural History or Geography; 1st and 2d grades, Primary.
 2:30...Reading or Oral Spelling; 1st grade, Primary.
 2:40...Oral Spelling; 2d grade, Primary. (Topical on Friday.)
 2:50...Written Spelling; 1st and 2d grades, Grammar. (Oral on Wednesday.)
 3:00...Singing by Note.
 3:15...Dismission.
 2:15 to 3:00...P. M., Impromptu Composition on 1st Friday of each month.
 2:15 to 3:00...P. M., Oral Biography on 2d Friday of each month.
 1:00 to 3:00...P. M., Rhetorical Exercises on 3d Friday of each month.

FIRST GRAMMAR.

- 9:00...Morals and Manners; Songs.
 9:10...Study and Instruction.
 9:40...Arithmetic, 1st grade.
 10:10...Singing by Note.
 10:20...Arithmetic, 2d grade.
 10:45...Recess.
 11:00...Geography, 1st grade.
 11:30...Geography, 2d grade.
 12:00...Intermission.
 2:00...Reading, 1st grade.
 2:20...Reading, 2d grade.
 2:40...Grammar, 1st grade.
 3:00...Calisthenics or Vocal Exercises.
 3:05...Recess.
 3:15...Grammar, 2d grade.
 3:40...Written Spelling, 1st grade. (Oral on Wednesday.)
 3:50...Written Spelling, 2d grade. " "
 4:00...Writing—Monday and Wednesday. Drawing—Tuesday and Thursday.
 4:30...Dismission.
 3:15 to 4:00 P. M., Impromptu Composition on 1st Friday of each month.
 4:15 to 4:00 P. M., Oral Biography on 2d Friday of each month.
 2:00 to 4:00 P. M., Rhetorical Exercises on 3d Friday of each month.
 NOTE.—Change the order of the grades on the 2d Friday P. M. of each month; examine one grade and let the other recite.

SECOND GRAMMAR.

- 9:00...Morals and Manners; Songs.
 9:10...Study and Instruction.
 9:40...Arithmetic, 1st grade.
 10:10...Arithmetic, 2d grade.
 10:35...Singing by note.
 10:45...Recess.
 11:00...Grammar, 1st grade.
 11:30...Grammar, 2d Grade.
 12:00...Intermission.
 2:00...Reading, 1st grade.
 2:20...Reading, 2d grade.
 2:40...Geography or U. S. History, 1st grade.
 3:00...Calisthenics or Vocal Exercises.
 3:05...Recess.
 3:15...U. S. History or Physical Geography, 2d grade.
 3:40...Written Spelling, 1st grade. (Oral on Wednesday.)
 3:50...Written Spelling, 2d grade. " "
 4:00...Writing—Monday and Wednesday. Drawing—Tuesday and Thursday.
 4:30...Dismission.
 3:15 to 4:00 P. M., Composition on 1st Friday of each month.
 3:15 to 4:00 P. M., Home Civil Government on 2d Friday of each month.
 2:00 to 4:00 P. M., Rhetorical Exercises on 3d Friday of each month.

NOTE.—Change the order of the grades on the 2d Friday P. M. of each month: examine one grade and let the other recite.

HIGH SCHOOL.

ROOM I.

- 9:00...Morals and Manners; songs.
 9:10...Study and Instruction.
 9:50...Arithmetic A.
 10:20...Arithmetic B.
 10:45...Recess.
 11:00...Grammar A or Latin.
 11:30...Grammar B or Sentential Analysis.
 12:00...Intermission.
 2:00...Reading A. }
 2:20...Reading B. } Special drill together one day each week.
 2:40...Physical Geography or General History A.
 3:05...Calisthenics or Vocal Exercises.
 3:10...Recess.
 3:20...Physical Geography or General History B.
 3:50...Written Spelling A. (Oral on Wednesday.)
 4:00...Written Spelling B. " "
 4:10...Writing—Monday and Wednesday. Drawing—Tuesday and Thursday.
 4:30...Dismission.
 3:20 to 4:00 P. M., Composition on 1st Friday of each month.
 3:20 to 4:00 P. M., Oral Science of Common Things on 2d Friday of each month.
 2:00 to 4:00 P. M., Rhetorical Exercises on 3d Friday of each month.
- NOTE 1.—Change the order of the grades on the 2d Friday P. M. of each month; examine one grade and let the other recite.
- NOTE 2.—Singing in Room 2 from 9 to 9:30 on Wednesday and Friday.

ROOM II.

- 9:00...Morals and Manners; songs.
 9:20...Geography, U. S. History or Constitutions.
 9:50...Grammar A or Latin.
 10:20...Grammar B or Sentential Analysis.
 10:45...Recess.
 11:00...Arithmetic A.
 11:30...Arithmetic B.
 12:00...Intermission.
 Remainder like that of Room 1.

COMMERCIAL ROOM.

- 2:00...Commercial Arithmetic — Monday, Tuesday, Thursday and Friday. Business Forms—Wednesday.
 2:40...Composition and Commercial Law, Commercial Geography or Political Economy.
 3:10...Recess.
 3:20...Written Spelling — (Commercial Language, &c.) Oral on Wednesday.
 3:40...Book-Keeping — Monday, Tuesday, Thursday and Friday. Penmanship—Wednesday.
 4:20...Morals and Manners; Commercial Honesty, &c.
 4:30...Dismission.

ROOM III.

- 9:00...Morals and Manners; Songs.
 9:10...Study and Instruction.
 9:50...Latin.
 10:20...English.
 10:45...Recess.
 11:00...Algebra A.
 11:30...Algebra B.
 12:00...Intermission.
 2:00...Reading A. } Special Drill together one day each week.
 2:20...Reading B. }
 2:40...General History A or Civil Government.
 3:05...Calisthenics or Vocal Exercises.
 3:10...Recess.
 3:20...General History B or Greek.
 3:50...Written Spelling A. (Oral on Wednesday.)
 4:00...Written Spelling B. " " "
 4:10...Writing—Monday and Wednesday. Drawing—Tuesday and Thursday.
 4:30...Dismission.
 3:20 to 4:00 P. M., Composition on 1st Friday of each month.
 3:20 to 4:00 P. M., Oral Science of Common Things on 2d Friday of each month.
 2:00 to 4:00 P. M., Rhetorical Exercises on 3d Friday of each month.

NOTE 1.—Change the order of the grades on the 2d Friday P. M., of each month; examine one grade and let the other recite.

NOTE 2.—Singing in Room 4 from 9 to 9:30 on Tuesday and Thursday.

ROOM IV.

[Not uniform; arranged each term by the Principal.]

EXAMINATION PROGRAMMES.

FIRST AND SECOND PRIMARY.

ORAL.

- 9:00...Opening Exercises.
- 9:10...Numbers or Arithmetic, 1st grade.
Numbers or Arithmetic, 2d grade.
- 10:00...Recess.
- 10:10...Singing.
- 10:45...Recess.
- 11:00...Language.
- 11:30...Spelling, 1st grade.
Spelling, 2d grade.
- 12:00...Intermission.
- 2:00...Natural History or Geography, 1st grade.
Natural History or Geography, 2d grade.
- 3:05...Recess.
- 3:15...Writing.
- 3:40...Drawing.
- 4:00...Dismission.

NOTE.—In the 1st Primary Department dismiss 1st grade at 11:30; and let them work on drawing from 3:15 to 4:00.

“NORTHEAST DISTRICT.”

PRIMARY GRADES, ORAL. GRAMMAR GRADES, ORAL AND WRITTEN.

- 9:00...Opening Exercises.
- 9:10...Arithmetic; 1st grade, Grammar.
Arithmetic; 2d grade, Grammar.
Numbers or Arithmetic; 1st grade, Primary.
Numbers or Arithmetic; 2d grade, Primary.
- 10:10...Singing, oral.
- 10:45...Recess.
- 11:00...Grammar; 1st grade, Grammar.
Grammar; 2d grade, Grammar.
Language; 1st and 2d grades, Primary. Dismiss 1st grade.
Spelling; 1st and 2d grades, Primary.
- 12:00...Intermission.
- 1:00...Geography; 1st grade, Grammar.
Geography; 2d grade, Grammar.
Natural History or Geography; 1st grade, Primary.
Natural History or Geography; 2d grade, Primary.
- 2:05...Recess.
- 2:15...Writing and Drawing; 1st and 2d grades, Primary.
Spelling; 1st and 2d grades, Grammar.
- 2:25...General Exercises; 1st and 2d grades, Grammar, oral.
- 3:00...Dismission.

FIRST GRAMMAR.

ORAL AND WRITTEN.

- 9:00...Opening Exercises.
- 9:10...Arithmetic, 1st grade.
Arithmetic, 2d grade.
- 10:10...Singing, oral.
- 10:45...Recess.
- 11:00...Geography, 1st grade.
Geography, 2d grade.
- 12:00...Intermission.
- 2:00...Grammar, 1st grade.
Grammar, 2d grade.
- 3:05...Recess.
- 3:15...Spelling, 1st grade.
Spelling, 2d grade.
- 3:25...General Exercises, oral.
- 4:00...Dismission.

SECOND GRAMMAR.

ORAL AND WRITTEN.

- 9:00...Opening Exercises.
- 9:10...Arithmetic, 1st grade.
Arithmetic, 2d grade.
- 10:10...Singing, oral.
- 10:45...Recess.
- 11:00...Grammar, 1st grade.
Grammar, 2d grade.
- 12:00...Intermission.
- 2:00...Geography or U. S. History, 1st grade.
U. S. History or Physical Geography, 2d grade.
- 3:05...Recess.
- 3:15...Spelling, 1st grade.
Spelling, 2d grade.
- 3:25...General Exercises, oral.
- 4:00...Dismission.

REMARK.—In every department on the previous day, devote the whole time for Reading to an examination upon that branch. In the Grammar Grades of the "N. E. Dist." and the 1st and 2d Grammar Departments, rank Writing and Drawing from the month's work in the pupils' books.

HIGH SCHOOL.

ORAL AND WRITTEN.

ROOM I.

- 9:00...Opening Exercises.
- 9:10...Arithmetic.
- 10:10...Singing, oral.
- 10:45...Recess.
- 11:00...Latin.
Grammar or Sentential Analysis.
- 12:00...Intermission.
- 2:00...Physical Geography or General History.
- 3:00...Spelling.
- 3:10...Recess.
- 3:20...General Exercises, oral.
- 4:00...Dismission.

ROOM II.

[Same as above, with Geography, U. S. History, or Constitutions, at 2:00.]

COMMERCIAL ROOM.

- 2:00...Commercial Arithmetic and Business Forms.
- 2:40...Composition and Commercial Law, Commercial Geography, or Political Economy.
- 3:10...Recess.
- 3:20...Spelling.
- 3:40...Book-Keeping and Penmanship.
- 4:30...Dismission.

ROOM III.

- 9:00...Opening Exercises.
- 9:10...Algebra.
- 10:10...Singing, oral.
- 10:45...Recess.
- 11:00...Latin.
English.
- 12:00...Intermission.
- 2:00...General History or Civil Government.
Greek.
- 3:00...Spelling.
- 3:10...Recess.
- 3:20...General Exercises, oral.
- 4:00...Dismission.

REMARK.—In Rooms, 1, 2, and 3, on the previous day, devote the whole time for Reading to an examination upon that branch; and rank Writing and Drawing from the month's work in the pupils' books.

ROOM IV.

[Not uniform; arranged each term by the Principal.]

RULES.

FIRST. No pupil will be allowed to leave the room during the examination of a particular study.

SECOND. No communication or helps will be permitted.

THIRD. No books or loose papers must be found upon or about the desks of the pupils.

FOURTH. No explanations will be made to the pupils by the teacher.

FIFTH. The examinations will be closed simultaneously.

SIXTH. No two sets of answers are to be put on one paper.

The foregoing rules should be read by the teachers before each examination.

RHETORICAL RULES FOR GRAMMAR ROOMS.

1. Every scholar shall have at least one composition each term.
 2. The school shall be divided into two divisions; one to read, one to speak. If any teacher desires select readings these shall be given by scholars who for some good reason are not prepared with compositions or declamations.
 3. The compositions shall be handed in, and the declamations *shown* to the teacher by the *third* Monday of each month.
 4. Scholars who have entered upon the full school course shall be required to read or speak upon the prescribed day; or if absent at that time, before entering their classes upon their return to school.
 5. It shall be left to the option of each teacher to settle the rhetorical work for temporary and half-day scholars.
 6. No scholar shall be marked as high as 60 per cent. on work not handed in or shown to the teacher by the required time. Scholars shall be marked in spelling, capitalization, and subject matter.
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RULES FOR THE TEACHERS' REFERENCE LIBRARY.

1. All teachers employed in the public schools of Madison shall constitute the Library Association.
2. The officers of the Association shall be a President, a Secretary, and a Treasurer, who shall be elected during the first week of every school term. The City Superintendent shall be President *ex officio*, and his duties shall be such as usually appertain to that office. The Secretary shall also act as Librarian and shall be chosen from among the High School Teachers for one year, to serve from January 1st. The Treasurer shall have charge of the funds of the Association, and shall pay out money only upon the written order of the President and Secretary. The Treasurer shall be chosen from among the Ward school teachers.
3. The President, Secretary and Treasurer shall constitute the Library Committee, whose transactions shall be subject to the will of the Association.
4. Books may be drawn on Wednesdays from 4:45 until 5:15 P. M.; also on those Saturday mornings when teachers meetings are held.
5. No member shall be allowed to have in his possession more than one book at a time, nor be allowed to retain a book longer than two weeks without renewal. A book may be renewed for one week only.

6. Members retaining books longer than two weeks without renewal, or three weeks including renewal, shall be subject to a fine of two cents for each day of such retention. No member shall be allowed to draw books until all fines against him shall have been paid.

7. Any member losing or in any way injuring a book shall be held liable for the same.

8. The Library may be consulted at any time with the consent of the Secretary.

9. All business not otherwise provided for shall be transacted by the Association.

10. These rules shall take effect and be in force from and after their adoption by the Association.

Adopted April 19th, 1879.

LIST OF BOOKS IN TEACHERS' REFERENCE LIBRARY.

EDUCATIONAL WORKS.

Art of Questioning,	-	-	-	-	-	<i>Fitch.</i>
Art of Securing Attention, (Pamphlet)	-	-	-	-	-	<i>Fitch.</i>
Building of a Brain,	-	-	-	-	-	<i>Clarke.</i>
Cultivation of the Senses,	-	-	-	-	-	<i>Eldredge & Bro.</i>
Cultivation of the Memory,	-	-	-	-	-	" "
Education,	-	-	-	-	-	<i>Spencer.</i>
Education, American Journal of, (Vol. IV & V)	-	-	-	-	-	<i>Barnard.</i>
Cyclopedia of,	-	-	-	-	-	<i>Kiddle & Schem.</i>
Report of Commissioner of,	-	-	-	-	-	1873-1879.
As a Science,	-	-	-	-	-	<i>Bain.</i>
Common Schools,	-	-	-	-	-	<i>Currie.</i>
Systems of,	-	-	-	-	-	<i>Gill.</i>
Year Book of, (1878)	-	-	-	-	-	<i>Kiddle & Schem.</i>
Infant School,	-	-	-	-	-	<i>Currie.</i>
Some Thoughts on (Pamphlet),	-	-	-	-	-	<i>Secke.</i>
History of,	-	-	-	-	-	<i>Philobiblius.</i>
Educational Reforms, Essays on,	-	-	-	-	-	<i>Quick.</i>
Educational Directory,	-	-	-	-	-	<i>Steijer.</i>
Educational Weekly, (1879),	-	-	-	-	-	<i>Winchell.</i>
English in Schools,	-	-	-	-	-	<i>Hudson.</i>
Elementary Lessons in,	-	-	-	-	-	<i>Knox.</i>
Guide to Kindergarten,	-	-	-	-	-	<i>Peabody.</i>
Harvard Examination Papers,	-	-	-	-	-	<i>Leighton.</i>
How to Do It,	-	-	-	-	-	<i>Hale.</i>

History, Study of, - - - - -	<i>Smith.</i>
Instruction, Methods of, - - - - -	<i>Wickersham.</i>
Intellectual Life, - - - - -	<i>Hamerton.</i>
Key to Practical Penmanship, - - - - -	<i>(Spencerian.)</i>
Language and Study of Language, - - - - -	<i>Whitney.</i>
On the Use of Words, - - - - -	<i>Eldredge & Bro.</i>
On Discipline, - - - - -	" "
On Class Teaching, - - - - -	" "
Pestalozzi, Life and Works of, - - - - -	<i>Kruse.</i>
Physiology and Calisthenics, - - - - -	<i>Bucher.</i>
Powers' Intellectual, - - - - -	<i>Abercombie.</i>
School Economy, - - - - -	<i>Wickersham.</i>
School, Laws of Wisconsin (1873), - - - - -	<i>Fallows.</i>
" " (1880), - - - - -	<i>Whitford.</i>
Amusements, - - - - -	<i>Root.</i>
Inspection, - - - - -	<i>Fearon.</i>
Management, - - - - -	<i>Gill.</i>
And School Masters, - - - - -	<i>Potter.</i>
Higher and Universities in Germany, - - - - -	<i>Arnold.</i>
Supervision, - - - - -	<i>Payne.</i>
Government, - - - - -	<i>Jewell.</i>
Management, - - - - -	<i>Holbrook.</i>
Self Culture, - - - - -	<i>Blackie.</i>
Special Course of Study, - - - - -	<i>Stone.</i>
Studies, True order of, - - - - -	<i>Hill.</i>
School Room, In the - - - - -	<i>Hart.</i>
Study of Words, - - - - -	<i>French.</i>
School and Family, - - - - -	<i>Kennedy,</i>
Teaching, Theory and Practice of - - - - -	<i>Page.</i>
Teach, How to - - - - -	<i>Bain.</i>
Teacher, The - - - - -	<i>Abbott.</i>
Teacher and Parent, - - - - -	<i>Northend.</i>
Teachers' Assistant, - - - - -	"
Teaching the Young, Gentler Manner of - - - - -	<i>Abbott.</i>
Teacher, The - - - - -	<i>Blacksten.</i>
Teachers Manual, - - - - -	<i>Oreutt.</i>
Training, Oral - - - - -	<i>Barnard.</i>
Words, And How to Put Them Together, - - - - -	<i>Bailard.</i>

MISCELLANEOUS WORKS.

Analysis of Civil Government, - - - - -	<i>Townsend.</i>
Botany, First Book of, - - - - -	<i>Youmans.</i>
Second Book of, - - - - -	"
Child's Book of Nature, - - - - -	<i>Hooker.</i>
Civilization, History of, - - - - -	<i>Guizot.</i>
Composition, First Lessons in - - - - -	<i>Hart.</i>
Decisive Battles of the World, - - - - -	<i>Creasy.</i>
English, Past and Present, - - - - -	<i>French.</i>

English People,	-	-	-	-	-	<i>Short.</i>
English People, History of	-	-	-	-	-	<i>Green.</i>
Familiar Quotations,	-	-	-	-	-	<i>Bartlett.</i>
Great Conversers,	-	-	-	-	-	<i>Mathews.</i>
History, Episodes of French	-	-	-	-	-	<i>Pardoe.</i>
History of France (Students'),	-	-	-	-	-	
History of Atlantic Telegraph,	-	-	-	-	-	<i>Field.</i>
of the World (Vols. I and II.)	-	-	-	-	-	<i>Maunder.</i>
Lectures on Natural History,	-	-	-	-	-	<i>Chadbourn.</i>
Philosophy,	-	-	-	-	-	<i>Parker.</i>
Physics, Elements of	-	-	-	-	-	<i>Norton.</i>
Rhetoric, Principles of	-	-	-	-	-	<i>Hill.</i>
Winter and its Dangers,	-	-	-	-	-	<i>Osgood.</i>
Wisconsin, History of	-	-	-	-	-	<i>Smith.</i>
Legislative Manual,	-	-	-	-	-	

DIRECTIONS TO PRINCIPALS.

BY THE CHAIRMAN OF THE SUPPLY COMMITTEE.

Buildings are warmed with hot air furnaces. Each room is supplied with a thermometer, and the temperature should be kept, in winter, between 60 and 70 degrees. The janitors are required to properly sweep, at evening, the several buildings under their charge, when necessary, and to dust the furniture in the morning. When fires are needed, they must be lighted in time to insure proper warmth in the several school rooms, by half-past eight o'clock in the morning. In severe cold or rough weather, the fires will need more and earlier care than in mild or still weather.

No wood should be burned with coal, except when kindling fires, and wood should *never be placed on top of coal*.

Such attention as may be needed to insure the proper cleaning and warming of buildings, must be given, and any failure in these matters which causes discomfort to the inmates of the school rooms, should be reported to the Committee of Supplies.

Janitors should remember that the oversight or neglect of one may result in suffering to all the inmates of a building.

In case the principal of a building should find the house insufficiently warmed, she should examine:

1st. Whether the windows are all thoroughly closed.

2d. Whether the fires are burning brightly and the heaters performing properly.

3d. Whether the fires have been lighted a sufficient length of time.

In very cold or rough weather it is best to have a committee at the outer door to admit pupils, and to close the door as soon as possible.

Unless the temperature in the school room shall be at or near 60 degrees, or rising soon after the opening of the session, it is better to dismiss the school, and report conditions to the Superintendent and the Chairman of the Visiting Committee of that school.

The clocks require winding once in each week, and it is suggested that at the close of the last session of the week, they be *wound by*, or *under the immediate supervision* of the teacher in the room, or the principal of the building, placing the key upon the axle, and winding *steadily* and *slowly* until the weight strikes against the rest, when the clock should be closed to exclude dust.

The hands of the Calendar or Programme stock must *never* be moved backward. Irregularity or stopping of the clocks should be reported to the Committee of Supplies.

Principals are requested to leave at the end of each term, in the hands of the Superintendent, a written statement of the repairs needed in their respective buildings.

REMARKS TO THE TEACHERS.

 BY THE SUPERINTENDENT.

In concluding this manual for the teachers, the Superintendent desires to make a few brief statements:

1st. The Board of Education of our city, very properly, regard us teachers as the chief agent in bringing success out of the schools, or in leading them down to failure. In other words, we are held responsible for results.

2d. At the same time, we shall be left a wide range of freedom to accomplish what we undertake. No teacher possessed of a gift need let it lie dormant. The course of study adopted by the Board of Education, this guide arranged by the Superintendent, are intended to be aids to the teachers, not hindrances. Hence every teacher is urged to confer candidly with the Superintendent concerning any temporary or permanent change desired, and all such suggestions will receive due consideration. The Board, hereafter, will also meet the teachers from time to time and give them an opportunity for free expression upon any subject relating to the schools.

3d. By referring to the rules of the Board, it will be observed that the Superintendent is required to see that the course of study is followed; also that teachers are directed to carry into effect all regulations. Therefore, every teacher should modify *after* consultation with the Superintendent, not *before*, in order that he may have had an opportunity to receive the sanction of the Board. Common courtesy and common sense agree upon this course.

4th. The superintendent is not engaged by the Board to act as their spy and detective, but rather as a friend and helper to the teachers. Owing to the multiplicity of other duties, his visits to each room can be at best but few and short. Hence all teachers are urged to make the most of the Saturday meetings and the reference library relating to the theory and art of teaching. When we cease to *grow* we should cease to *teach*.

5th. Teachers are cautioned against putting too much time and effort upon minor details in their work; their strength ought to be directed towards instruction. In the preparation of reports, abstracts, &c., they should feel free to call for assistance wherever it can be properly obtained.

6th. The Board of Education has recently ordered for the table of each teacher, an elementary work upon the preservation of health. Oral instruction upon this subject is to be occasionally given by the teacher to the pupils in connection with the opening morning exercises. The teachers are urged not to treat this with neglect, but to interest themselves and their pupils in investigating and applying the principles of hygiene, a topic eminently practical, highly important.

7th. Each teacher will find, in charge of the Principal of the school, material for illustrating many of the subjects taught. This material was bought to be *used*, not to be stored away in some closet, there to be envelop-

ed in dust and ultimately forgotten. On the other hand, we should not forget to use all apparatus with at least as much care as if it were our own property, while it is in our possession, promptly returning it to the principal for safe keeping when we have no further need of it. This same remark applies to all books of reference.

8th. Make of every text-book a *servant* not a *master*; omit or pass lightly and swiftly over minor matters; dwell upon and copiously illustrate those topics upon which the science is grounded. Do not look for perfection in an author; eliminate one part of his work, expand another, according to the needs of your class. This suggestion is particularly important in the teaching of Arithmetic, Grammar, Geography and History. You will find your power as a teacher wonderfully strengthened by putting on your table the works of the best authors upon any subject, and carefully comparing them from time to time.

9th. Teachers are reminded of the constant necessity of *review*. Do not give your whole attention to the work for the month, the term, or even the year. Go back again and again to fundamental principles. Apply these in many different ways, often with new associations, always with the expectation of added power. Emphasize those parts which point directly toward active life.

10th. It may be well to state in these notes that some pupils should have their studies distributed among different grades. This remark applies not only to the High School, but to the Ward Schools as well. We can afford to have a looser classification here than in some cities, if, at the same time the *best interests* of each child are consulted.

11th. The Board of Education desire teachers not to put too much stress upon any examination of the pupils, whether oral or written, monthly or final. Children of a highly nervous organization may easily receive lasting injury, unless the teacher uses great discretion in examining them. No examination should be used as an instrument of torture to atone for the past delinquencies of either scholar or teacher. If pupils have done poorly upon a study, they are not the only ones to be *blamed*, and should not be the only ones to *suffer*. It is suggested that the idea of a review recitation, not without new hints upon the subject, be incorporated into each examination wherever the same is found to be practicable. • The Superintendent has also arranged cards upon which the daily recitation of any class may be marked; this makes any *rigid* examination as unnecessary as it is unwise.

12th. Finally, teachers are reminded of the fact, that while a few of their pupils may step upward in the schools, by far the larger number are constantly stepping outward into the stirring scenes of active life. Therefore, our efforts should be directed according to this fact, and the question should recur to us again and again:—What *have* I done, what *am* I doing to fit these children for honorable, for successful citizenship?