



Annual report of the public schools of Madison, Wisconsin, for 1886.

Madison, Wisconsin: M. J. Cantwell, Book and Job Printer, [s.d.]

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THE
PUBLIC SCHOOLS
OF
MADISON, WIS.

REPORT FOR 1886.



»»» CALENDAR 1887-8. «««

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ANNUAL REPORT

OF

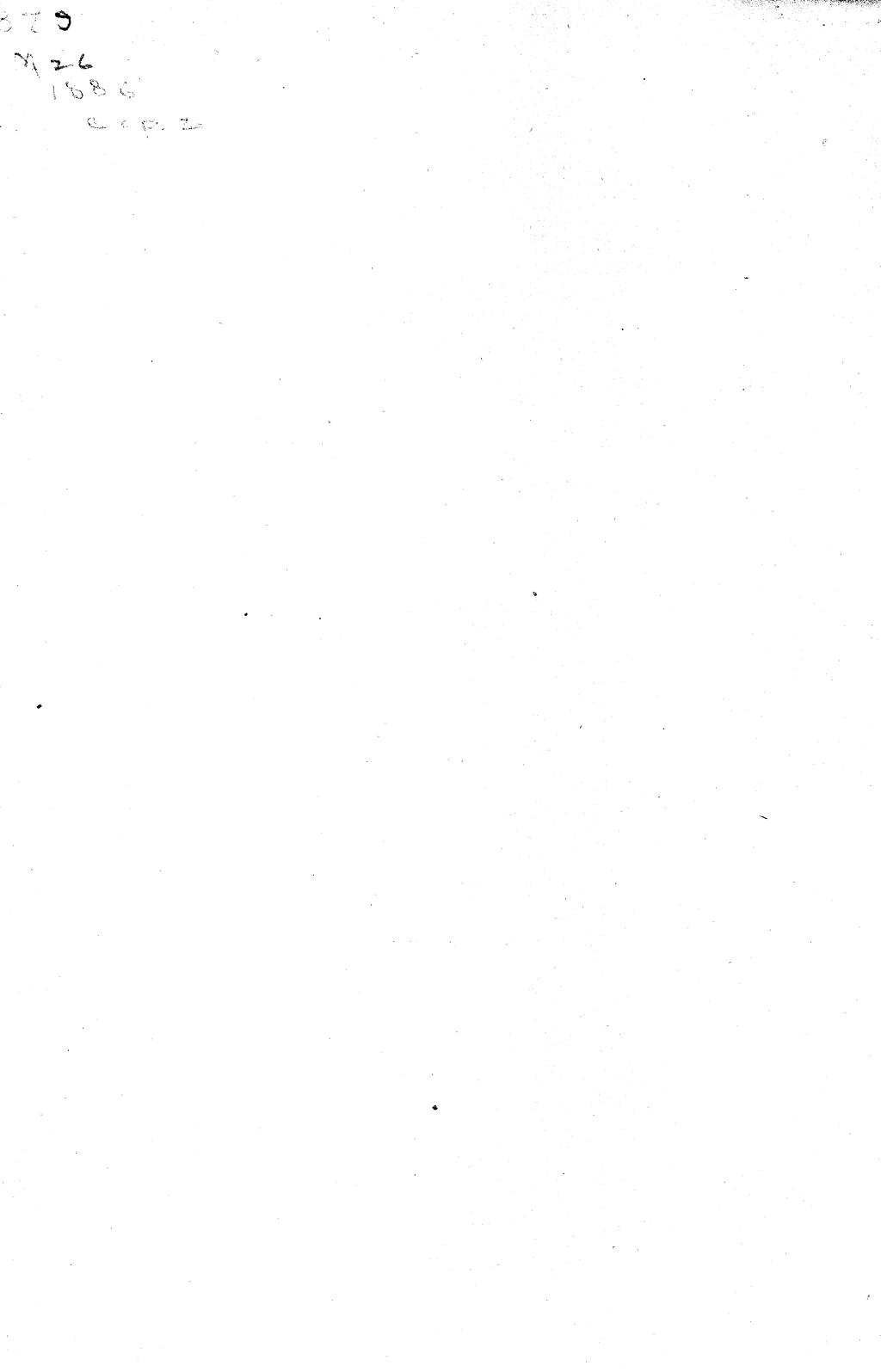
THE PUBLIC SCHOOLS

OF

MADISON, WISCONSIN, FOR 1886.

PUBLISHED BY ORDER OF THE BOARD.

MADISON, WISCONSIN,
M. J. CANTWELL, BOOK AND JOB PRINTER,
1887.



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MARY L. EDGAR,	-	-	-	-	First Grammar.
ELLA HICKOK,	-	-	-	-	Second Primary.
ELLA BELL,	-	-	-	-	First Primary.

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MARY McGOVERN,	-	-	-	-	First Grammar.
ELIZA HERFURTH,	-	-	-	-	First Grammar.
CAROLINE L. HARPER,	-	-	-	-	Second Primary.
IRENE LARKIN,	-	-	-	-	First Primary.
ISABELLA LAMONT,	-	-	-	-	First Primary.

FOURTH WARD.

KATHARINE FOOTE,	-	-	-	-	Second Grammar.
MAGGIE M. CHAMPER,	-	-	-	-	First Grammar.
MARY L. BURDICK,	-	-	-	-	Second Primary.
ISABELLA BYRNE,	-	-	-	-	First Primary.

FIFTH WARD.

JENNIE MCMILLAN,	-	-	-	-	Second Grammar.
HELEN R. GLEASON,	-	-	-	-	First Grammar.
LELIA M. GILE,	-	-	-	-	Second Primary.
MARY E. STORM,	-	-	-	-	First Primary.

SIXTH WARD.

MARGARET GALBRAITH,	-	-	-	-	Second Grammar.
MAGGIE MAYERS,	-	-	-	-	First Grammar.
THERESA G. COSGROVE,	-	-	-	-	Second Primary.
ROSA DENGLER,	-	-	-	-	Second Primary.
ANNETTE NELSON,	-	-	-	-	First Primary.
FLORENCE FOOTE,	-	-	-	-	First Primary.

LITTLE BRICK.

ELLA LARKIN,	-	-	-	-	First Primary.
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CARRIE BILLINGS,	-	-	-	-	Primary and Grammar.
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SUPERINTENDENT'S REPORT.

MADISON, February 1, 1887.

Gentlemen of the Board of Education:

The past year has been a prosperous one for the schools. The growth of the city is indicated by the large increase in the school population, as shown by the census completed on the 30th of June last. The attendance upon the schools has correspondingly increased. The census report and the report of attendance upon the schools are given elsewhere.

The census includes all between the ages of four and twenty. At four, children are too young to attend school, unless it be a Kindergarten. Before reaching twenty many are withdrawn from school altogether. The census shows 2,136 between the ages of seven and fifteen, residing in the city; 1,820 are reported (between these ages) as attending school. A large proportion are under seven or over fifteen, and it is evident that a large number are not attending school at all. The other schools enroll many not in the public schools. Yet there is reason to believe that many are not attending any school.

Several of the schools have had an attendance beyond their seating capacity, some rooms having from sixty-five to seventy-five. With any except an extraordinary teacher, such a number is too large. And even with the competent teachers who are fortunately in charge of these rooms, the pupils lose much of the advantage which would result from the individual and personal attention of the teacher, always desirable, but only possible with a small number of pupils. Where there has seemed to be the greatest necessity for such a course, the pupils have been divided, half attending in the forenoon and half in the afternoon. This has worked satisfactorily. There may soon be a necessity for adopting the same course in other rooms.

PRIMARY INDUSTRIAL WORK.

The industrial work in some of the lower primary rooms has been satisfactory. No more has been undertaken than the teachers' experience and aptness for this kind of work would enable them to accomplish. Without special training on the part of the teacher, it has not been deemed profitable to attempt too much. The work that has been done is that outlined in a paper on this subject, by Miss Lamont, published in the report of last year.

Besides this practice work in elementary industry, it has been thought best, instead of keeping the little learners too closely to their books, to make the school-room as homelike as possible, to lead the children to a free use of their faculties of observation. There are many facts in nature and principles in science that can be picked up by the children, under the guidance of a skillful teacher, that will always be of practical use to them. The habit of noticing is the first to be developed. And the habit of the little ones talking freely about what they have seen, is very important as well as a pleasant feature. The freedom of children in talking at the proper time is fully as important as their ability to keep still and orderly.

The world of books and the world of things are, in the minds of children, too much kept separate. They should be made one. It should be considered as important to see as to read. Children are often delighted to read in newspapers or books a description of the very things that they themselves have seen. Those things familiar to them, may have been the subject of profound study by learned men, and they become objects of renewed interest.

This habit of early noticing accurately, talking freely, and drawing just conclusions, is emphasized because of its value to the student as well as to the man of business.

PHYSIOLOGY.

The law requiring the teaching of physiology, with special reference to the effects of stimulants and narcotics, has been complied with. From the lowest to the highest grades in the grammar schools the subject is presented in frequent general

exercises. Suggestions on habits of cleanliness and proper diet are equally important, and need to be supplemented by proper examples in the home in order to be effectual.

GRAMMAR.

The proper teaching of language has long been the subject of frequent discussion. Much of the work done has seemed to be unsatisfactory. Many new devices and methods have been proposed. Without entering into any discussion here, it may be sufficient to say that, without going to any extreme, what appeared to be the best methods have been used. It has not unfrequently happened that pupils could analyze and parse with the greatest fluency, and yet their ordinary speech is full of inaccuracies. And often those who have studied rhetoric are unable to construct sentences properly, and are apt to begin them with small letters. Practice must precede and accompany the study of grammar. Frequent brief exercises in writing sentences should be given as soon as pupils are able to write. This may be subjected to the careful criticism of the class and the teacher. This practice must be continued until pupils are correct in speaking and writing, and are competent to learn something of the analysis of language.

The analysis of language and parsing have sometimes been decried as a useless taxing of the mind, and a useless repetition of words. And yet, if preceded and accompanied by practice, there is a value in the old-fashioned teaching of technical grammar that our pupils cannot afford to lose. This work properly pursued is not a waste of time. We are sometimes in the habit of making things too easy for learners. Close application and persistent effort in the study of language, even by some of the old methods, will develop the powers of discrimination and criticism. They will lead pupils to take delight in careful composition, and will render them competent to appreciate the beauties and excellencies of the best literature. The object of the study of grammar is the proper interpretation of language. It is a lamentable fact that many of the pupils in the schools expect to be dragged along into the study of literature, when they have not yet mastered the first principles of English grammar.

It is the teacher's business to make subjects as interesting as may be. It is not her business to make subjects so easy that pupils can get through the studies of a grade quickly and without effort. Vigorous effort is perfectly consistent with enjoyment in school.

WRITTEN EXAMINATIONS.

In this connection it may be well to say something on written examinations. A competent teacher can, by an exercise of ordinary judgment of the work done in recitations, arrive at a satisfactory estimate of a pupil's proficiency, without a written examination in the work of the month or term. The markings of a written paper may serve as a check and a confirmation of the teacher's judgment. While these written examinations have sometimes been carried to a tedious extreme, wearing out both learner and the teacher, it is still believed that these examinations may be made to answer an important purpose. But they are not to be made exhaustive, either of the subject or the learner's strength. It is believed that brief examinations, frequently given, and required to be carefully written, are the best means to secure the habit of correct written expression, and connected statement of a subject.

A pleasant feature of some of our primary rooms is the habit of talking freely and easily, that the little ones have acquired. This gives the teacher an opportunity to correct inaccuracies in speech. Simple descriptions of familiar things afford practice in speech, while developing the ability to notice, and adding to the little learner's store of facts. This oral description may soon be changed to written description. Facility and correctness in language will be acquired, and an easy, natural, descriptive style will take the place of the labored attempts at essay writing on abstract and moral subjects.

GEOGRAPHY.

The adoption of a first book for beginners has proved satisfactory. An easy presentation of the first principles of geography, going in a gradual and natural way from the known to the unknown, not by a series of formal questions and answers,

many of them having little meaning to the children, but by simple conversation, affording interesting supplementary reading at the same time that it imparts information, is the best disposition of the subject that could be made.

And in the advanced teaching of geography it seems best not to insist on so many minute details of unimportant localities, but to dwell more on general principles, and the relations between geographical features and the economy of human life and progress.

Constructive geography — map-drawing, not regarded as an end in itself, but as a means,— from the bare outlines of a locality or a country, filling in the things that pertain to a living community or a nation, makes the subject a living one, instead of a collection of dry statistics. The best students in geography are made by the habit of constant reference, in all their reading, to an atlas near at hand.

ARITHMETIC.

The work in arithmetic is apt to be the least satisfactory of any branch, because of the disposition to have pupils begin it too young, and to go faster than their maturity will enable them to master all its principles.

The following paper on the Teaching of Arithmetic, by Miss Hattie O. Thoms, was prepared for the County Teachers' Institute:

THE TEACHING OF ARITHMETIC.

To-day, as in the past, Arithmetic holds the first place in the school curriculum. After the first year our school courses of study are based upon Arithmetic.

Educators differ widely as to the reason for this prominence, but all agree that it exists. Some think it the most practical of studies, others use it as a disciplinary means, but all unite in viewing it as the chief study of our common schools. Arithmetic may become a mechanical study, and the child a mere calculator, (lightning or otherwise), but when properly taught no other study affords the same training for the reasoning faculties. From a close survey of a number of courses of study, we find that not less than one-fourth of the pupil's time for eight years is given to the study of arithmetic. We, who have taught the study for that time, know that the result obtained is wholly inadequate to the time spent. There must be a mistake somewhere, but where, is the question that so often meets us.

Educators who have written upon this study have debated long and eloquently the comparative merits of oral and written arithmetic. There can be no separation of these two elements of the study. One writer says: "In all rational methods of teaching arithmetic, the oral or mental is the most important." The oral method is the thought-producing and stimulating element, and true written arithmetic is but the expression of the mental work. The separation of the oral and written work is, then, one of the mistakes of some systems, and another is the cumbering of the pupil's mind with too many subjects and facts for which he has no use.

We often lose sight of the main object of teaching and become merely cramming machines. A course of study in arithmetic should combine enough of practical work to help the pupil who does not go beyond the grammar grades, and enough of reasoning to help in the advance work. Prof. Safford, of Williams College, says: "Just so far as the teaching of arithmetic is based on the concrete, so far it is profitable; but when the book-makers begin to make it too abstract, it becomes a torture to both teacher and learners, or at best a branch of imaginary knowledge." Many of our text-books are overburdened, and many others are deficient, but the capable and earnest teacher is not ruled by the text-book. "As the teacher, so is the school." Few of us are willing to be so judged, but how well we know the truth.

Somewhere I read of seven elements that must combine to make the good teacher of arithmetic. I may not place them in the same order the author did, but they shall be my text to-day.

First. Correctness in calculation. The teacher should inspire the same confidence in the pupil as that mother, of whom her boy asserted, "My mother said so, and if my mother says so it's so if 'taint so!" There is nothing that destroys confidence more certainly than the feeling that even in so small a thing, comparatively, as a problem in arithmetic, the teacher is wrong, or at best not sure. This is one of the points where the text-book can not always be depended upon. How many times is the book brought and the question, "Is this answer right?" asked. And how often are we ourselves not sure? There is no easy way here. The answer must be tested, and we must be so sure of ourselves, and teach the pupils to be sure of themselves, so that we know the right from the wrong. While correctness is to be sought, there is great danger in working towards an answer. It would be better to verify results from the beginning. The best motto for this work is, "Be sure you are right, then go ahead!"

Second. Quickness in mental operations. We read that the teacher must descend to the level of the pupils. Nay, rather she should bring the pupil to her level. In all operations, but especially in mental, must she be alert. Work with the pupils. Do not we all know how stimulating it is to the pupils to test one another, and to try to reach the result before the teacher.

And what earnest admiration for the teacher who can not be beaten. From the beginning to the end of the study there is need of constant activity, not only in the work itself, but in thought. The teacher must acquire instant perception of the chief point of difficulty, and convey that to the pupils. Do not waste time in talking around a subject; go quickly to the vital point of the analysis, and take the children with you. How many children have learned long and intricate analyses, that were simply a conglomeration of words, and at the end did not know whether they had reached the point or not. I do not mean to tell them all the difficulties, but guide them to find and overcome them for themselves. This is the only true knowledge, and that teacher is best who can the most quickly attain the best results.

Third. Power to form new examples. This is one of the greatest necessities. See the average text-book: Case I, rule and three examples; Case II; ditto, and so on. What can be learned by this kind of work? We know that things are only learned by constant repetition, and that it is the repeated doing over and over again that brings success. In the lower grades this power of forming new examples must emanate from the teacher. In the upper grades there are many helps now published, which lessen the teachers' work, and prove very efficient in aiding the pupil. Let pupils make some of these new examples, but guard them from the part method of repeating words which have to them no meaning. Ring all the changes possible in the examples. Let "unity in variety" be your motto.

Fourth. Knowledge of Algebra and Geometry. The more complete our knowledge of any subject, the better we are fitted to teach it. If we know a thing perfectly we know it also in its simplicity, and having gone through the "rough and briery tangle" of intricate problems, we can the more readily give the pupil the word that may be the key-note to his difficulty. Even in the simplest problems of measurements, a knowledge of geometry is helpful; and after all these are not the simplest problems. I have heard business men say that few purchasers could tell the amount of carpet needed for a floor, or paper for the walls of a room, even if they knew the dimensions. Why are teachers called the most unpractical of people? Why can not pupils distinguish between the solid contents and the surface contents of a room? The first question I cannot answer. It is almost an axiom. The second, because they have not been taught to see. A little extra work in helping them to build up the tables will obviate some of the difficulty. Algebra is necessary in all problems containing the unknown quantity. These are not all arithmetical gymnastics, but thought-strengthening exercises.

Fifth. Ability to teach objectively. What a world of controversy—the mere mention of objects brings us into; the one topic that has turned the educational world topsy-turvy in the seven years just past—is object teaching. It has alternately been the subject of enthusiasm and ridicule. This subject has been overstated and understated, as all others have. It only con-

cerns us that we use this method as we do all others. Get the best there is in it. Do the best we can with it. The vital question with us is when and how to use object teaching. If I tell you whenever needed to make the subject clear, perhaps some will say, "That is indefinite." But I think there can be no rule, except where the child can see readily with his mental eye. Do not confine him to objects, it only hampers him and prevents his true growth. This is one of the many points in which the judgment of the teacher must guide her. Because some one has made a success of teaching numbers by objects, is no reason that you can do the same. Work out your own method, and do the best that in you lies. Aim high. Be satisfied with nothing short of success, but be not discouraged if you fail of it, for you just as surely will. Perfection has not yet been reached, and never will be while human nature is the material on which we work.

Sixth. Patience with slow pupils. How often must this be repeated to each and every one of us. How prone we are to forget that some things, perhaps arithmetic itself, were hard for us to learn, and that we too were forced to struggle on amid discouragements. The study of arithmetic brings more sighs from the hearts of our children than any other study, and why is it? Is it an inherent lack of arithmetical ability in the pupils, or have we, as teachers, learned so much that we fail to see how hard it once was for us? We think it easy because we have learned it; because through years of constant drill we know the text-book we use. Change books and methods, and try to learn a new way, and see whether to yourself it is so easy. We expect all pupils to reach a certain standard in arithmetic before promotion, forgetting how different are the minds of these pupils. There are courses of study so inflexible, that no matter how proficient a pupil is in all things else, if he fails in arithmetic he can not be promoted. This very system is discouraging, and while it makes arithmetic the hobby of the course, does not create a true interest in its study. The teacher needs patience in all things, but more than all else, in teaching arithmetic to the slow, plodding boy or girl who cannot readily comprehend the problems, nor understand the intricacies of fractions and percentage. Even if he does not make a rapid mathematician, (sometimes quality is better than rapidity) he may do something of equal worth to himself and the world. There is something radically wrong in the system which condemns a pupil for lack of mathematical power, though he possess talent in many other directions.

Finally we, as teachers of arithmetic, need thoroughness everywhere. We need to use all methods, and use them carefully; to try all plans and try them earnestly. To begin first of all with accurate work, and accompany that with accurate reasoning, and to make the mind of the pupil grow under that reasoning. In a recent examination of arithmetic of one of the Boston schools, the failures of the pupils are directly in proportion to the reasoning element in the problems. Most of us will testify that we can get

earnest work from a class of pupils by giving them an example to work. There seems to be something tangible to work on ; but give that same class a problem to solve and they can do nothing. This is where the lack of thoroughness shows itself the most plainly. We give five years of the eight in the study of arithmetic to the study of the four operations, and only three to the development of new ideas. In the five years are four subjects to be mastered ; in the three there are seven, each with many subdivisions. The mental arithmetic must accompany the written in all its parts. The work ought to be merely the expression of the developed thought. Let the pupil's reasoning powers grow in unison with his physical. Thoroughness everywhere means *everything*. It means unceasing work and never flagging zeal ; it means enthusiasm on the part of both teacher and pupil ; it means *drudgery*, and what success does not ?

DRAWING.

This subject is worth all the attention it has received. Drawing trains the hand to skill. It imparts the power of discrimination and analysis. It cultivates the taste and increases the power of appreciation of symmetry in form. It is a help in the studies of succeeding grades, and is the proper beginning of an industrial education. Drawing is not regarded, to the extent to which it is taught in our schools, as an end in itself, but as a means. Only now and then do we find one to whom it would be profitable as a special life study. But it is very seldom that we find one who cannot be benefited by a judicious course of instruction in drawing.

PENMANSHIP.

To secure a plain, legible hand, is all that is aimed at in the teaching of this important subject. The cultivation of a special talent in ornamentation comes more appropriately under drawing. In teaching penmanship, as well as other things, the fewer arbitrary characters or principles that we can start with, the better. It is more logical to start with a few principles, and by combining them to make all the characters necessary, than to acquire the art of penmanship by an unreasoning effort in the imitation of "copy." Going from a few and simple principles to combinations and conclusions is the correct process of learning.

It has been found possible to make the exercises in penmanship profitable beyond the mere practice itself. Instead of the

copy books used for practice only, forms for teaching the elementary principles of book-keeping have been used to advantage in the second grammar classes, combining the practice in penmanship with the acquisition of the knowledge of business forms.

MUSIC.

The usual attention has been given to this subject. Even in the primary grades the rudiments of music are successfully taught. As a recreation the musical exercises are worth fully the attention given. The hearty co-operation of the regular teachers with the special teacher of music indicates their appreciation of her efforts.

HIGH SCHOOL.

The attendance at the High School has been equal to the utmost capacity of the building. The greatest need has been that of rooms for recitations. The office, the basement, and a rented room in a neighboring dwelling house, have had to be used for recitations.

A year ago the courses were revised. The five special certificate courses were abandoned, and the four long courses reduced to three. Working into these revised courses has occasioned a little confusion, which is only temporary. The result will be an economy in the number of classes, and at the same time all reasonable freedom in the selection of courses of study. One of the greatest injuries to immature students is freedom in electing studies. The courses as arranged, it is believed, present a sufficiently wide field. Three solid studies, with the reviews and general exercises, are all that the average student ought to take. The more matured students will be allowed to take such extra and advanced studies as they are competent to take. But experience has shown that a rigid adherence to a well defined course is most profitable.

The change in the time of promotion from the spring to the fall term, while occasioning a little temporary inconvenience, will result in the least possible disarrangement in the work of the year.

The facilities that you have furnished are ample for the pursuit of the studies of a high school course. For chemistry and

natural philosophy a reasonable amount of apparatus has been provided. For botany and biology, microscopes and all other needed facilities are at hand. The terms in the year when these studies come regularly in the course, are most favorable. The analysis of specimens collected is made a prominent feature of the work. A marine and geological collection furnishes material for study to those interested in these things.

LIBRARIES.

Valuable books for reference have been added during the year. Special acknowledgements are due to the Hon. Philetus Sawyer, Hon. Robert M. La Follette, Hon. E. S. Bragg, and Capt. Hugh Lewis, for Reports of the United States Geological Survey, and other publications.

THE MODERN LANGUAGES.

Special advantages are offered to those wishing to pursue French and German. The instructors, while disposed to insist on a thorough knowledge of the grammar, are free in conversing. It is the conviction of these teachers that a thorough drill in Latin should precede the study of these modern languages.

LATIN AND GREEK.

There has been a marked growth of feeling in favor of the ancient classical studies. There are at present in the different Latin classes about 180 students. Students in Greek during the year numbered 32.

RELATIONS TO THE UNIVERSITY.

The first duty of the high school is to meet the needs and requirements of the immediate community, in providing the means of a thorough and liberal education to those who will take no more advanced course. A second duty is to enable and encourage all who can do so, to take a collegiate or university course. Preparing students for the university reacts for the promotion of the best interests of the high school. The many young men and women from other parts of the state and from other states, who have come to the high school to prepare for the

university, give evidence of the need of such a school. Not a few families have taken up their residence in Madison because of its educational advantages.

The prospective growth of the university will increase the demands upon the high school. The provisions already made for increased school facilities are evidence of the purpose to meet these demands.

In placing the high school on its accredited list, the university has put us under obligations to do the work of preparing students as thoroughly as possible. And we have the assurance that the future policy of the university will be to co-operate fully with the accredited high schools of the state, in securing on the part of candidates for admission, the thorough preparation desired.

NATIONAL ASSOCIATION.

The meeting of the National Association to be held in Chicago in July next, promises to be the largest and most important in its history. At the request of those having the subject in charge, and under the direction of a committee appointed by the State Association, the schools will contribute a moderate amount of exhibitory work, representing the work of all the grades.

EXCHANGE OF REPORTS.

The last annual report contained the valuable History of the Madison Schools, prepared by Mr. Reuben G. Thwaites. In response to requests for this History, and in exchange with other cities, the report was extensively distributed.

TEACHERS.

The faithful and harmonious efforts of all the teachers deserve special acknowledgment. There is observable a unity in their work and co-operation, that promises the best results. Teachers' meetings have been regularly held, the exercises consisting of free expressions of opinion on means and methods, practical institute work, and papers on educational subjects. A carefully prepared paper, at least once a year by each teacher, is beneficial to the writer as well as to those who hear the paper.

It is recognized as a correct principle that to transfer a teacher from the grammar to the primary grades, to work for which she is best adapted, is just as much a promotion as to transfer in the other direction. The grade of work constitutes no difference in the rank. And we are fortunate in having among our primary teachers those of experience and culture fitting them for any position, and especially for this,—conceded to be the most important of all the work of the schools.

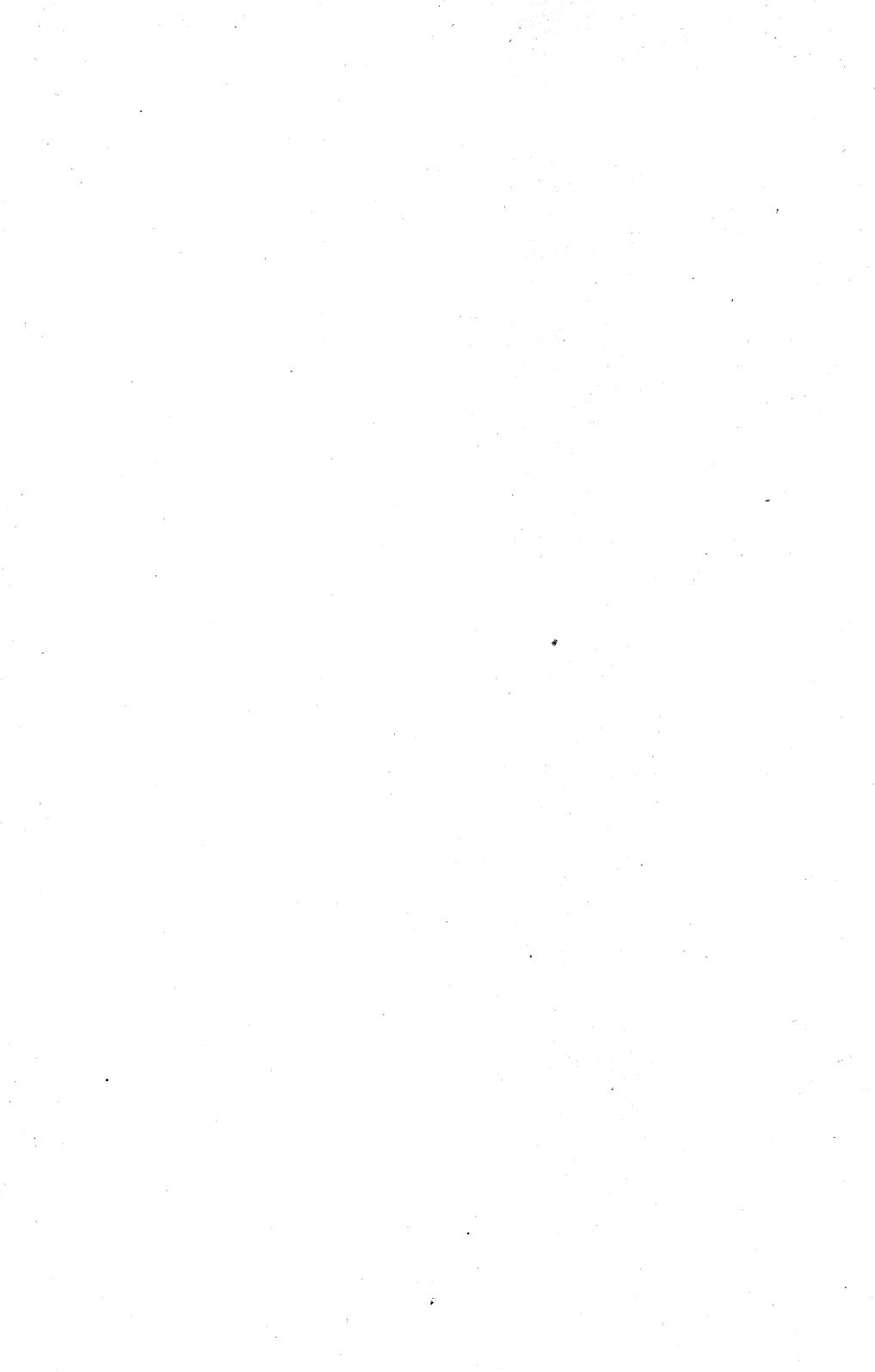
The various literary and scientific societies and clubs of the city, in which the teachers have taken so prominent a part, have more than answered the purposes intended by the reading circles proposed and designed by the National and State Associations.

SCHOOL SAVINGS BANKS.

The habit of earning and saving is an important element in the character of the practical man or woman. Economy in little things leads to a wise care in greater things. Attention to minute details may lead to a comprehensive understanding of the greatest interests. It is believed that the organization of a School Savings Bank would exert a wholesome influence in the direction of practical industrial education. A weekly exercise, when the pupils can deposit their savings, no matter how small they may be, will be a practical lesson in economy as well as in business arithmetic. It will lead to economy in time and energy, as well as economy in the spending of money. Where such savings banks have been in operation they have led to beneficent results, exerting a healthful influence on individual pupils and upon the spirit of the school.

WM. H. BEACH,

Superintendent.



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 Thomas,
Carrie Billings,
Ella Hickok,
Annie Horne,

Henry Favil,
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 1876.

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,
Julius Clark,
Lizzie Dresser,
Emma Bascom,*

Florence Bascom,
Hattie Stout,
Fannie Hall,
Jennie McMillan,
Minnie Hopkins,
Frankie Steiner,
Matie Noble,*
Jennie Williams.

CLASS OF 1877.

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 Guile,

Sophie Klauber,

Nettie Estabrook.

CLASS OF 1880.

Harry Moseley,
McCellan Dodge,
Julius Burdick,
James Morgan,
Louise Davids,
Rose Case,
Agnes Butler,
Clara Baker,

Kitty Moody,
Lulu Byrne,
Emily Prescott,
Flora Mears,
Therese Cosgrove,
Clarissa Gano,
Anna Durrie,

Lucy Smith,
Nettie Smith,
Nellie Phelps,
Kate McGill,
Josephine Hossman,
Flora Pollard,
Fanny Langford.

COMMERCIAL COURSE.

Walter Williams,
Oscar Schlotthauer,

Marcus Moody,
Frank Rathbun.

Emma Case,

*Deceased.

CLASS OF 1881.

Robert Hinrichs,
Alice Linderstrom,
Lucy Herfurth,
Mary Oakey,
Daisy Greenbank,

Fannie Ellsworth,
Jessie Partridge,*
Emma Smith,
Helena Bjornson,
Rosa Dengler,
Lizzie McMillan,
Fredercia Bodenstein,
Grace Clark.

COMMERCIAL COURSE.

B. Halligan,
Charles Ott,

Peter Riedy,
Bertie Rundle,
Cuthbert Smith,
Emma Jones.

CLASS OF 1882.

Elmer Combs,
Mary Edgar,
Lillie Cutler,
Minnie Gill,

Elizabeth Heney,
Mary Connor,
Lillie Clement,
Kate Devine,
Jessie Lewis,
Lelia Dow,
Maggie Robb.

COMMERCIAL COURSE.

Howard Bishop,
Henry Scampton,

Frank Karstens,
Carrie Crane,
Maggie Robb.

CLASS OF 1883.

William Rosenstengel,
Albert Rundle,
Daisy Beecroft,
Frankie Brooks,

Mamie Farley,
Nellie Jewett,
Libbie Klusmann,
Etta Patterson,
Louise Armbrecht,
Eleanor Crowley,
Fannie Gay,
Emma Hyland.

COMMERCIAL COURSE.

Harry Briggs,
Harlow Ott,
Carl Nelson,

Emily Steinle,
Minnie Trimmer,
Sarah Deards,
Ella Kennedy.

CLASS OF 1884.

Addie Lindley,
Annie Hauk,
Julia Dalberg,
Inger Conradson,†

Ida Herfurth,
Alice Rodermund,
Sophie Lewis,
Tennie Deards,
Mollie Conklin,
Laura Hinrichs.†

CLASS OF 1885.

Lillie D. Baker,
James B. Kerr,
Annie A. Nunns,
Olive E. Baker,

Leonore L. Totto,
Sophie S. Goodwin,
Sue G. Tullis,
Blanche L. Ryder,

Alice Goldenberger,
Jennie A. Jones,
Delia A. Kelly.

CLASS OF 1886.

William Anderson,*
Eldon J. Cassoday,
Charles M. Mayers,
Ben C. Parkinson,
Henry G. Parkinson,
Kittie Maude Bruce,
Robert C. Burdick,

Mary F. Carpenter,
Lelia Monona Gile,
Rollin C. Hill,
Frances A. Kleinpell,
Grace A. Lamb,
Florence M. Smith,
Zilpha M. Vernon,

Kittie M. Briggs,
Nora R. Culligan,
Emma Loretto Dowling,
Margaret A. Foren,
Ottillia C. Stein,
Anna E. Tarnutzer.

NOTE.—Twelve students finished the Certificate Course with the Class of 1881, thirteen with the Class of 1882, eleven with the Class of 1883, twelve with the Class of 1884, fourteen with the Class of 1885, and four with the Class of 1886. Also, three finished the Normal Course, 1885.

*Deceased.

†Completed certificate course, but received full course diplomas, having attained a standing of more than 90 per cent. in all their studies.

CATALOGUE
OF THE
PUBLIC SCHOOLS, OF MADISON, WISCONSIN,

For the Year Beginning with the Spring Term of 1886.

HIGH SCHOOL.

GRADUATING GRADE — LONG COURSES.

Ancient Classical —

Eldon J. Cassoday,
Henry G. Parkinson.

Charles M. Mayers,

Ben C. Parkinson,

Modern Classical —

Kittie Maude Bruce,
Robert C. Burdick,
Mary F. Carpenter,

Lelia Monona Gile,
Rollin C. Hill,
Frances A. Kleinpell,

Grace A. Lamb,
Florence M. Smith,
Zilpha M. Vernon.

Scientific —

Kittie M. Briggs,
Nora R. Culligan,
Emma L. Dowling,

Margaret A. Foren,
Ottilia C. Stein,

Annie E. Tarnutzer.

CERTIFICATE COURSES.

Modern Classical —

Annie F. Chapman.

Emma G. Diment, Varnum R. Parkhurst, Frank M. Wootton.

Specials —

Harry Berger,
Lillian Boning,
Margaret Boning,
Shephard Bucey,
James D. Cantwell,
Carlisle Clark,

Maude Coghlan,
Mabel Ingraham,
Lansil Jacobs,
Louis Kroncke,
Augusta Lee,

James B. Ramsay,
Dwight Silliman,
Samuel Swanson,
G. Elmer Tarbox,
Esther Williamson.

FOURTH GRADE.

Ancient Classical —

Fayette Durlin,
Marion Janeck,*

Paul Richards,
May E. Sanborn,*

Elsie Veerhusen.*

Modern Classical —

Florence Baker,
Augusta Bodenstein,
Charles Dickson,

Marion Janeck,*
Carl Johnson,
May E. Sanborn,*

Carrie Smith,
Elsie Veerhusen.*

* Taking both courses.

Scientific—

Wm. Adamson,

Andrews Allen,

Wm. Ellsworth.

English—

George Thorp.

Specials—Wm. Ashley,
Louis Bender,
Bessie Cox,
John F. Donovan,
Sarah Gallagher,Elizabeth Henwood,
Daisy D. Lindley,
Bertha Mayer,
Mary Minch,
Oscar F. Minch,Arthur F. Oakey,
Thomas Urdahl,
Helen Winter,
Calvin Z. Wise.

THIRD GRADE.

Modern Classical—

Emma Rosenstengel,

Helen Thorp,

Hennie Kleinpell.

Scientific—Doan Casey,
Samuel Lamont,

Samuel Piper,

Louise Sommermeyer.

Specials—Annie Bremer,
Bessie Brown,
Sarah Connor,Thomas Farness,
Mabel Flemming,
Fred Jefferson,Henry H. Morgan,
Alice Miller,
Harold Phillips.*Specials—Ungraded*—Bert Ainsworth,
Bertine Alley,
Theresa Byrne,
Burnie Chapman,
Louis Claude,
Edith Comstock,
Wm. Coyne,
Henry E. Fitch,
Minnie Flemming,
Retta Gapen,
Henry Geiger,
Ella Gernon,
Mamie Gordon,
Wm. Gray,Kitty Griffiths,
Wm. Harrington,
Rufus Howard,
Lizzie Hughes,
Grace Johnson,
George Keenan,
Edward Klann,
Nellie Leith,
May Lewis,
Edward Main,
John McNaught,
Thomas Miller,
Florence Norton,Elizabeth Park
Mary Pickarts,
Carrie Pier,
Charles Piper,
Claudia Rexford,
Charles Shields,
Alvan Small,
Ella Smith,
Florence Stearns,
Emma Snyder,
Edward Troan,
John Wangsness,
LeRoy W. Warren,
Jennie Wright.

SECOND GRADE.

Ancient Classical—May Baker,
Clara Sommermeyer.

Bertha Cassoday,

Mary Smith,

Modern Classical—Carletta Anderson,
Mattie Baker,
Frank Bancroft,
Agnes Bowen,
Frances Bowen,
Katie Brown,Ella Davis,
Lizzie Donoughue,
Charles Doyon,
Maggie Kiper,
Edith Locke,Helen Mayer,
Mary Murray,
Mary Oakley,
Louis Sumner,
Amy Young.*Scientific*—Wilfrid Chase,
Maggie Cunningham,
Danie Daniher,
Eddie Gernon,
William Gilbert,Alice Hawkins,
Bena Herfurth,
Minnie Melville,
Herman Minch,
Lucile Phillips,Grace Reynolds,
Emma Sitterly,
William Swain,
Charles Thuringer.

Specials —

Alice Beecroft,
Mary Beat,
Clarence Brand,
Fannie Butler,
Alice Burdick,
Lucy Conklin,
Lucius Davidson,
Julia Fisher,

William Fitch,
Matthew Gay,
Alice Gill,
Hannah Herfurth,
Robert Jonas,
Nancy Law,
Nellie Luft,

Maggie Leavy,
Mary Main,
Emma Nelson,
Annie Oakey,
Jennie Salter,
Charles Sanborn,
Olive Thayer,
Richard Whittton.

Specials — Ungraded —

Mary Bryant,
Della Clarke,
Merrill Copp,
Earl De Moe,
Annie Delaplaine,
Ellen Farrell,
Fred Holman,

Charles Lindley,
Mina Lloyd,
Adelia Marsh,
Birdie Morrison,
Minnie Moon,
David Norton,

George O'Brien,
Byron Paine,
Sam. Pickering,
Alice Regan,
Johanna Replinger,
Henry Sommermeyer.

ROOM II.

Lizzie Armstrong,
Alice Armstrong,
William Allen,
Charles Anderson,
George Anderson,
John Anderson,
Kittie Brand,
Annie Beck,
May Bryant,
Sarah Clifford Barker,
Lena Binger,
Grace Bross,
William Bradberry,
Laurence Curtis,
Clara Chesebrough,
Alice Doty,
Anthony Erickson,
Dwight Freeman,
Bertie Garnhart,
India C. Gile,

Olive Gill,
Eva Gillett,
Nels Hatleberg,
Harry Hamburger,
Adelbert Hoffman,
Earnest Jarman,
Harry Jefferson,
Carl Johnson,
Frank Kidder,
James Keeley,
Walter Kleinpell,
Harry Kellogg,
Helen Kellogg,
Lucius Lawrence,
Samuel Martine,
Helen McMynn,
Jessie McKenna,
Robert Murphy,
Llewellen Miller,
William McNaught,

Napier Nunn,
Thomas Nelson,
Jennie Pitman,
Rudolph Rosenstengel,
Selma Ruesler,
Amund Reindahl,
John Replinger,
Mark Smith,
Frank Sommermeyer,
Eugene Smith,
Carl Smith,
Lillie Seary,
Jessie Shepherd,
Bessie Smethurst,
Louis Taylor,
Alice Taylor,
Anna Thexton,
Sarah Vance,
Bertha West,
Kent Wood.

SPECIAL.

Helen Beck,
William Donovan,
Mary Farness,
Cristina Farness,
Carl Gurnee,
Blanche Gillett,

Herman Heim,
Myra Hilton,
Viola Stanley,
Herman Kroncke,
Augusta Menges,
Nettie Rich,

Georgia Rich,
Grace Rowley,
Lillian Nicodemus,
Harriet Pier,
Dick Stone,
Nina Sloat.

ROOM I.

Lillian Allen,
Ottmer Boehmer,
Frank Bowman,
Mary Cramer,
Nellie Connors,
Etta Coyne,
Myrtle Dow,

Theodore Herfurth,
Peter Higgins,
Grace Hopkins,
Mary Kelly,
Louise Kingsley,
Irma Kleinpell,
Cornelius Knudson,

Francis Rogers,
Arthur Sykes,
John Schweinam,
Anna Schmedeman,
Sidney Sheldon,
Ida Sawyer,
John Suhr,

MADISON PUBLIC SCHOOLS.

SECOND GRADE — ROOM 1 — continued.

Fred Estes,	Maggie Lamont,	Emma Suhr,
Lizzie Foren,	Clement Lewis,	Albert Studeman,
Marcus Ford,	Dena Lindley,	Alice Stephenson,
Mary Foster,	Isabel Lomia.	Mae St. John,
William Gillett,	Susan Main,	Charles Tenney,
Ida Gratz,	Mina Meyer,	Frank Vaughn,
Harry Hacker,	Ella McDougal,	Marion Walkenshaw,
Bertha Helm,	John Norsman,	Luvia Willott,
Euriah Hayner,	Arthur Pardee,	John Wright,
Jenrie Henry,	Susan Regan,	Caroline Young.

SPECIAL STUDENTS.

Myrtle Bryant,	Mary Jones,	Adella Nelson,
William Conklin,	Nellie Kelly,	Tillie Ott,
Minnie Fink,	Annie Kentzler,	John Power,
George Fleischer,	Mary Lawrence,	Estella Schulhof,
Dora Fredricksen,	John Lewis,	Cora Sager,
Pauline Geiger,	Frank Milward,	Annie Usher,
Mary Goodwin,	Alma Moessner,	Anna Von Leshout,
Maggie Hughes,	Estella Moessner,	Lizzie Welsh,
Cora Jones,	Jennie Mills,	Lillian Whare.

FIRST WARD.

SECOND GRAMMAR — EIGHTH GRADE.

Daisy Bardsley,	Stanley Hanks,	Annie McConnell,
Minnie Blanchard,	Willie Hancock,	Robert Maffett,
Harry Curtis,	Lyle Humphrey,	Christina Peterson,
Mamie Devitt,	Hobart Johnson,	Harry Potter,
Antho Esser,	Lucy Jones,	Maude Smith,
Berthie Greenbank,	Nellie McGovern,	Bertha Silsbee,
Arthur Henwood,	Grace McKenney,	August Stock,
Emma Henwood,	Mina Millman,	Birdie Vernon.

SEVENTH GRADE.

Nellie Ainsworth,	Verner Green,	Roy Mahard,
Helen Baker,	Sadie Gallagher,	Hattie Memhard,
Fred De Wolf,	Kittie Gill,	Charles Replinger,
Lottie Freeman,	Annie Hazeltine,	Walter Stock,
George Griffiths,	Roland Hastreiter,	Iva Welsh,
Jessie Garnhart,	Briard Jones,	David Wright.

FIRST GRAMMAR — SIXTH GRADE.

Oscar Altpeter,	Edith Green,	Christina Minch,
Elwin Barney,	Mary Griffiths,	Hattie Minch,
Tillie Cnare,	Alice Hayden,	Charles Riley,
David Cromey,	J. Ranney Hilton,	Frank Riley,
Edna Chynoweth,	Maurice Johnson,	George Riley,
Carrie Dodd,	Effie Jones,	Hattie Rosenstengel,
Lizzie Feeney,	Carl Karstens,	Mary Soehle,
Victoria Fish,	Susanna Knight,	Frankie Shepherd,

FIRST GRAMMAR — SIXTH GRADE — continued.

John Fitzpatrick,	Richard Lewis,	Alma Stock,
Mary Freeman,	Eliza La Motte,	Edmund Suhr,
Maud Gallop,	Mary Malec,	Helen Sturm,
Bessie Gernon,	Annie Main,	Augusta Wood.
Grace Greenbank,	Myrtle Miller,	

FIFTH GRADE.

Joseph Allen,	Cora Haven,	Clare Memhard,
Clay Berryman,	Albert Henwood,	Minnie Nichols,
Peter Böhren,	Herbert Hollenbeck,	Jacob Omen,
Emma Bibbs,	Gertrude Kern,	Betty Peterson,
Frank Carkhuff,	Gilbert King,	John Peterson,
Oscar Carpenter,	Clark Knight,	Alice Schuloff,
Allie Daggett,	John Main,	Madge Shellenberger,
Jennie Davis,	Royal Main,	Alfred Thayer,
Florence Gage,	Tony Malec,	Olive Tift.

SECOND PRIMARY — FOURTH GRADE.

Emma Blind,	May Shellenberger,	John Gallagher,
Mata Buerger,	Paulina Schmidt,	Marshall Hanks,
Mattie Cook,	Fanny Strasilipke,	Fred Hurd,
Maggie Devitt,	Eunice Welsh.	Walter Minch,
Bessie De Wolfe,		Floyd Peet,
Ethelyn Green,	Eddie Atwood,	Charlie Roach,
Winnie Griffiths,	Hjalmar Anderson,	Adolph Schmidt,
Mabel King,	Christian Böhren,	Otto Smith,
Ellen Lamb,	Herman Buerger,	Denton Smith,
Mary Malec,	Carroll Davis,	Fred Shepherd.
Emma Memhard,	George Fett,	

THIRD GRADE.

George Anderson,	George Van Wie,	Carrie King,
Willie Bibbs,	Willie Van Wie.	Jessie McNamee,
James Beck,		Mamie Pollock,
James Cromey,	Grace Anderson,	Roxy Roesch,
Clarence Isaacs,	Emma Binnewies,	Minnie Schleuter,
Gustave Pollock,	Josie Binnewies,	Julia Strasilipke,
John Stock,	Lena Buergin,	Mabel Van Wie,
Theodore Soehle,	Kitty Dorris,	Nancy Watson.
Percy Tracy,	Claudia Hall,	

FIRST PRIMARY — SECOND GRADE.

Jack Bibbs,	Arthur Gilbert,	Otho Reed,
John Bourke,	Earl Isaacs,	Ray Reed,
Harry Bradley,	Bessie Jones,	Jessie Roesch,
Clinton Carpenter,	Emelen Knight,	Florence Shepherd,
Frank Coyne,	Maggie Lewis,	Fred Soehle,
Dorothea Curtiss,	Genevieve Lloyd,	Edna Stone,
John Conly,	Carlie Malec,	Jacob Stub,
Albert Cromay,	Charlie Miller,	Bertha Suhr,
Mikey Devitt,	Fred Mybun,	Stillman Terrell,
Nannie Dorris,	Amy Nichols,	Harry Tracy,
Sybil Farrar,	Minnie Peterson,	Stella Watson,
Frank Fett,	Hattie Polleck,	Stanley Welch.

MADISON PUBLIC SCHOOLS.

FIRST GRADE.

Charlie Barney,
Berthold Beck,
August Binnewies,
Minnie Boelsing,
Emma Briggs,
Frank Craig,
George Craig,
John Cummings,
Mabel Dodsworth,
John Dorris,

Jennie Farrar,
Henry Freeman,
Mabel Forgeot,
Bertha Griffiths,
Nellie Huber,
Agnes Johnson,
Willie Kern,
Allie Malec,
Lizzie Mybun,
Walter Mohrhusen,

Florence Nelson,
Flora Peet,
Hattie Peet,
Volmer Peterson,
Frank Smith,
Clara Stock,
Hans Stub,
Linden Tracy,
Grace Van Wie.

SECOND WARD.

EIGHTH GRADE.

Harry Ainsworth,
Arthur Angove,
Wilbur Ball,
Emma Ball,
Louise Bauman,
Bessie Berwick,
Maud Berryman,
Joseph Blied,
Claude Bortree,
Lizzie Brinkhoff,
Julius Breitenbach,
Letitia Brooks,
Daisy Carville,
Willie Cox,
Ida Davey,

James Daley,
John Dais,
Minnie Deards,
Janette Doyon,
Arthur Gallagher,
Ida Helm,
Fred Janeck,
Carl Johnson,
Lizzie Lally,
Mabel Langdon,
Michael Lynch,
Robert Montgomery,
Oscar Olson,
Lucius Reed,

Marcia Reed,
Tillie Rinder,
Herman Scheibel,
Harry Shaw,
Robert Smith,
Francie Speckner,
Halbert Steensland,
William Swenson,
William Tenney,
William Winckler,
Walter Veerhusen,
Lena Voss,
Agnes Mueller,
Charlie Jacobs.

SEVENTH GRADE.

Ella Albertson,
Otto Anderson,
Edward Bauman,
Lillie M. Berg,
Gertie Bradberry,
Warren C. Bush,
Agnes Comeford,
Grace Cory,
Lucy Decker,
Fannie Doyle,
Curtiss Gordon,
Fred Gussman,

Grace Hoyt,
Walter Hyland,
Fannie Holt,
Oscar Janeck,
Kenneth Lieth,
John Longfield,
Eva McFarland,
Emma Meibohm,
Hiram Nelson,
Lillie Nielson,
Kate Purcell,
Louis Randall,

Ella Rinder,
Walter Sheldon,
Lavinia Smith,
Eddie Sommermeyer,
Ida Stein,
Luth Swenson,
Mary Thorp,
Ada Williamson,
Nellie Wilkinson,
Thomas Wilkinson,
Addie Wootton.

SIXTH GRADE.

Sydney Ainsworth,
Harry Bancroft,
Louise Bird,
Allie Carville,
Maud Case,
Kittie Corscot,
Eddie Cox,

Gilbert Hammer,
Ella Heiliger,
Bella Holt,
Lizzie Horner,
John Hossman,
James Houston,
Eva Hoyer,

Martin Olson,
John Palmer,
Nora Park,
John Post,
Eliza Pollard,
Harry Purcell,
Bennie Purcell,

SIXTH GRADE — continued.

Michael Conlin,
George Cramer,
Lizzie Daubner,
Harry Deards,
Bert Doyon,
Petra Graham,
Flora Grube,
Paul Gurnee,
Jane Habich,

Sarah Lahm,
Mary Langley,
Bertha Leatzow,
Arthur Lee,
George Lenzer,
John McKenna,
Henry Meyer,
George Oleson,
Minnie Oleson,

George Smith,
Harry Stoltze,
Emma Stoppleworth,
Robbie Sutcliffe,
Eddie Swain,
Maud Thorp,
Barney Voss,
George Weyman,
Jessie Montgomery.

FIFTH GRADE.

Matilda Albertson,
Tracy Ainey,
Alma Anderson,
Hermon Ball,
Bessie Ball,
Ella Belden,
Lulu Belden,
Herman Berg,
May Bennett,
Myra Bradberry,
Bertie Brown,
Robert Gay,
Ida Grube,
Theodore Harbort,
Louie Herring,
May Hudson,
Mabel Hunter,
Russell Jackson,

Reginald Jackson,
Celia Johnson,
Gertrude Kentzler,
Paul Kney,
Bertha Kney,
Robert Krueger,
Anton Lawrence,
William Leatzow,
Hattie Livesey,
James Livesey,
John Lowery,
Helen McKay,
John Niebuhr,
Ella Olsen,
Louie Oyen,
Jeanie Park,
John Peterson,
Edward Reynolds,

Nora Ryder,
Robert Ryder,
Lida Ryder,
Blaine Rusk,
Cora Schnieder,
Josephine Schubert,
Stuart Sheldon,
Charles Smith,
Louisa Swenson,
Nina Swift,
Josie Thorsness,
Sena Troan,
Angus Udell,
David Umbdenstock,
Mary Vance,
Sophie Walters,
Sylvia White.

FOURTH GRADE.

Cora Ainey,
Hugo Allet,
Willie Barney,
Mertie Bernard,
George Bernard,
Hattie Burnson,
Roby Bird,
John Brahany,
Lillie Case,
Kittie Cantwell,
Sybil Gale,
Della Grove,
Frank Habich,
Laura Halvorsen,
Addie Joachim,
Fddie Joachim,
Henry Johnson,

Clara Johnson,
August Krueger,
Eddie Knutesen,
Philip Keuhne,
Minnie Lueders,
Brown Lamont,
Charley Livesey,
Anna Moe,
Morris Moe,
Dora Nelson,
Edith Nelson,
Norman Nelson,
Dora Neibuhr,
Theodore Neibuhr,
Judson Perkins,
Mattie Rogers,
Albert Riebe,

Etta Senger,
Theodore Senger,
Goldwin Smith,
Adelbert Schmidt,
Jamie Sumner,
Rudolph Scheibel,
Maria Sunier,
John Umbdenstock,
James Van Kulen,
James Vance,
Fanny White,
Paul Winter,
Paul Warner,
Guy Woodford,
Fred Williamson,
Amelia Weyman.

THIRD GRADE — SECOND PRIMARY — FIRST GRADE.

Annie Armbricht,
Lottie Anderson,
Louie Davis,
Frank Dacy,
Lillie Erickson,
Josie Fuller,

Etta Kastner,
Theobald Leatzow,
Harvey Langley,
John Lahm,
Genevieve Longfield,
Charles Meyer,

Grace Rogers,
Annie Swain,
Addie Schneider,
Mabelle Smith,
Carl Thomas,
Olive Tyler,

THIRD GRADE — SECOND PRIMARY — continued.

Amanda Godenswager,	Elista Maloney,	Carrie Sorenson,
Edith Gibson,	Esther Nye,	Eddie Wilson,
Ida Johnson,	Warren Nye,	Chelsea Pratt,
Arthur Koehn,	Florence Perkins,	Mabel Young.
Ena Kney,	Philip Rinder,	

SECOND GRADE.

George Albertson,	John Johnson,	Mena Swenson,
Mary Brahany,	Willie Kroetz,	Lulu Thomas,
Ellen Berg,	Prentiss Livesey,	Della Wilson,
Hobart Belden,	Arthur Lewis,	Fred Willott,
Eddie Burnson,	Maud La Pau,	Carl Winkler,
Walter Deards,	Bergin Moe,	Alex. Williamson,
Morton Davidson,	Edie Olsen,	Edmond Riebe,
Charles Ford,	Howard O'Brien,	John Wilkinson,
Eliza Harrington,	Lizzie Peterson,	Maud Van Kulen,
Eddie Hoebel,	Albert Tandvig,	Alta Van Evera.
Christian Hoyer,	Rosa Smith,	

FIRST GRADE.

Sandford Anderson,	Bertha Harbort,	Leonard Nelson,
Lizzie Anderson,	Blanche Hessing,	Josephine Nelson,
Bertha Anderson,	Lawrence Hessing,	Maggie Nelson,
Amy Grace Allen,	Jennie Hickman,	Bartlett Noe,
David Berg,	Carl Hoebel,	Bertie Noe,
Marji Ball,	Anton Hoyer,	Charlie Nye,
Johnie Brady,	Sammie Hilsenhuff,	Tom Olsen,
Jamie Brahany,	Roy Hubbard,	Olaf Olsen,
Philip Berryman,	Gerhard Jacobson,	Eddie Sauthoff,
Iva Brown,	Mattie Koehn,	Hannah Senger,
Walter Brown,	George Joachim,	Maud Rogers,
Wallace Brown,	Johnie Karstner,	Camilla Smith,
Louis Carville,	Louisa Lawrence,	Henry Smith,
Ralph Carville,	Eddie Lawrence,	Willie Schmidt,
Mamie Crawford,	Johnie Langley,	Harry Teckemeyer,
Clarence Comstock,	Mary Leydon,	Nora Thomas,
Carl Carlson,	Nellie Longfield,	Annie Umbdenstock,
Freddie Chamberlain,	Sammie Longfield,	Celia Van Kulen,
Bessie Dasey,	Annie Longfield,	Charley Van Kulen,
Gerhard Davidson,	Annie Livesey,	Hannah Wilkinson,
Vernoika Friedrich,	Lulu Mulaney,	Allan Wilson,
Alice Mabel French,	Jamie Mulaney,	Lizzie Wilkinson,
Ingar Fosse,	St. Clair Morris,	Charley Williams.
Mamie Habich,	Mabel McKanna,	

FOURTH WARD.

SECOND GRAMMAR — EIGHTH GRADE.

Josie Billings,	Carlyle Gile,	Sarah McConnell,
David Carver,	Carrie Hank,	Cora North,
Jessie Carnon,	Wallace Hollenbeck,	Jennie O'Connell,
Lucy Cosgrove,	George Kingsley,	Edna Pardee,
Horace Davis,	Carrie Kohner,	Ella Presentine,
Della Dinneen,	Kitty Luft,	Anna Rasdall,
Lelia Ellsworth,	Kate Moran,	Roy Rogers.
Eddie Gillett,	Clara McConnell,	

SEVENTH GRADE.

Lillie Atwood,
David Atwood,
Etta Billings,
Maud Bixby,
Emma Blomily,
Kate Caughlin,
Veva Couillard,

Clara Coulthurst,
Dyson Daggett,
Alice Davis,
Emily Detloff,
Iva Goodwin,
Fannie Hilton,

Edith Mills,
Gussie Nichols,
Della Nott,
Guy Rogers,
Emma Schermerhorn,
John Slightam.

FIRST GRAMMAR — SIXTH GRADE.

Mata Breckheimer,
Bessie Brand,
Lillie Blake,
Maggie Blake,
May Bardsley,
James Baker,
Ray Carver,
Clarissa Cook,
Hellen Copp,
Grace Deards,
George Deards,
Rachel Davis,
Margaret Durlin,

Marie Fowler,
William Fairman,
Josie Griffiths,
William George,
Mamie Hickling,
Vaughn Hanchett,
Robbie Joy,
Charles Lawrence,
William McFarland,
Freddie Montgomery,
Maggie McCann,
Charlotte Norton,
Henry Noble,

Howard Nichols,
Martie Pound,
William Powers,
Bennie Percell,
John Sanborn,
Louis Small,
Minnie Smith,
Alta Sawyer,
Lottie Sheasby,
Cora Small,
Charles Trask,
Charles Thomas.

FIFTH GRADE.

William Ably,
William Ashard,
Andrew Behrend,
Eddie Blomily,
Frankie Billings,
Josie Comstock,
Florence Daggett,
Eddie Fess,
Marion Griffiths,

John Goodwin,
Charles Hansen,
Louis Kohner,
Lillie Moessner,
Thomas McCann,
Emory Mills,
Neva Pratt,
Rose Rathbun,
Leo Rullman,

Norman Smith,
Frankie Shepherd,
Florence Slightam,
Madeline Slightam,
Hattie Stephenson,
Wilbert Vanduser,
Katie Winslade,
John Young.

SECOND PRIMARY — FOURTH GRADE.

Bertha Armbrecht,
Arthur Bradley,
William Buergin,
William Caffrey,
May Callaghan,
Henry Casson,
Sprague Cook,
Harry Cowie,
Martin Coughlin,
Thomas Fox,

Jessie Hilton,
La Roy Hill,
Mabel Kentzler,
Albert Kropf.
Otto Kropf,
George Lippert,
Addie Metche,
Mary Metche,
Flora Moessner,
Richard Moessner,

Charles Montgomery,
Janett Montgomery,
Grace O'Connell,
Irma Pressentine,
Carrie Riley,
Frederic Rudd,
John Schleicher,
Antoinette Schneider,
Sarah Trask,
Gay Wilber.

THIRD GRADE.

Edward Atwood,
Pearl Bailey,
Bertha Bailey,
Carrie Barnes,
Arthur Bass,
Florence Bradley,
Grace Comstock,
Harry Cooley,
William Coughlin,

William Fizette,
Harry Francomb,
Jessie Francomb,
Harry Hansen,
Archibald Hilton,
Lucy Jenkins,
Florence Ketchum,
Preston Ketchum,
Cordelia Lawrence,

Blanche Pride,
Thomas Quinlin,
Grace Ramsdale,
William Riley,
Charles Schleicher,
Clarence Slightam,
James Slightam,
William Small,
Sandford Snow,

THIRD GRADE—continued.

James Crimmins,
Thomas Crimmins,
Jennie Deards,
Frederic Dettloff,

Adaline McConnell,
Frank McFarland,
Kittie McFarland,

Ada Tracy,
Maude Vaughn,
Etta Wood.

FIRST PRIMARY—SECOND GRADE.

Arthur Adamson,
Eva Acres,
Edith Ashard,
William Barnes,*
Nettie Blake,
Edith Bardsly,
Edna Bardsly,
Lulu Buergin,
Louise Buergin,

Belle Carver,
John Cowie,
Alex. Cooly,
Etta Goodwin,
Fred Gillett,
Elsie Gulderman,
Ray Hatchett,
Paul Presentine,
William Pierststoff,

George Pierststoff,
Tim Quinlan,
Charles Rich,
Ella Small,
Hubert Schermerhorn,
Mabel Slightam,
William Slightam,
Lottie Wood,
Charles Wilber.

FIRST GRADE.

William Armbrecht,
Archie Ashard,
Grace Bliss,
Fannie Baker,
William Billings,
Alice Cowie,
Fannie Cooly,
James Coughlan,
Martha Crimmins,
Nellie Crimmins,

Patrick Feeny,
John Feeny,
Alice Francomb,
Agnes Hilton,
Bessie Hansen,
Alva Ketchum,
Alvina Lepperts,
Amelia Metca,
Herber McFarland,
James McNamara,

Ellen McVeilly,
Birdie North,
Birdie Ramsdale,
Edith Rudd,
Bertha Schleicher,
Murty Sickles,
Una Sickles,
Maud Stephenson,
Maggie Trask.

FIFTH WARD.

SECOND GRAMMAR—EIGHTH GRADE.

Willie Beecroft,
George Berhlehr,
Lou Lou Bowker,
John Cech,
Sadie Corry,
Willie Cossiboin,
Willie Davidson,

Willie Hancock,
Martha Holt,
Ida Jackson,
Annie Kessler,
Robbie Lally,
Charlie Mills,
George Morgan,

Willie O'Loughlen,
Katie Schoen,
John Starr,
Clem Tyner,
George Uzerath,
Fred Wittmer.

SEVENTH GRADE.

Brent Alley,
Alice Ashby,
Lizzie Boehmer,
Squire Bucklin,
Frankie Cech,
Sammie Chase,
Harry Davies,
Lillie Diment,
Minnie Ellis,
Addie Fields,

Laura Guenther,
Clarence Harrington,
Kittie Hart,
Harry Haven,
Allie Henderson,
Willie Holt,
Eddie Hunt,
Solomon Jones,
Katie Knoblock,
Cora Lloyd,

Fred Nye,
Minnie Paunack,
August Rosen,
Willie Shine,
Clara Silbernagel,
Jennie Spencer,
Mellie Studeman,
Rose Townsley,
Harry Van Deusen,
Herbert Wilhelm.

FIRST GRAMMAR — SIXTH GRADE.

Fannie Charleton,	Lizzie Romeis,	Peter Fritz,
Jessie Culver,	Cora Stephenson,	Charles Gyles,
Florence Dodge,	Martha Utter,	Frank Haven,
Annie Durrie,	Lizzie Utter,	James Jackson,
Cora Ellis,	Nellie Van Deusen.	Thomas Kelley,
Nettie Estee,		Omro Mills,
Hattie Fritz,	Edward Benson,	Charles Milward,
Minnie Gates,	William Charleton,	Chauncey Prescott,
Rose Knoblock,	Orin Crooker,	Paul Rosen,
Dora Kraege,	Mike Cullinane,	Herman Rosen,
Lizzie Link,	Guy Dodge,	William Sharp,
Minnie Mautz,	Arthur Ferris,	Melvin Smith,
Gussie Paunack,	Joseph Fitzpatrick,	Ray Trimmer.

FIFTH GRADE.

Flora Ashby,	Minnie Smith,	George Lorch,
May Brockway,	Maude Tyner.	John Murray,
Mary Brones,		Joseph O'Leary,
Mollie Cech,	William Armstrong,	Stanley Parkinson,
Lena Estee,	William Field,	Charles Prout,
Gertrude Judkins,	William Godding,	George Scheler,
Eva Lloyd,	George Gyles,	Henry Seymour,
Ella Philumalee,	Dennett Hamilton,	John Shine,
Paulina Rosen,	Harry Hopkins,	George Utter.

SECOND PRIMARY — FOURTH GRADE.

Nona All,	George Lewis,	Evans Prout,
Mary Burke,	Claude Milward,	Clara Rosen,
Mary Fritz,	William Milward,	Rosa Scheler,
Maud Gyles,	Innis McPherson,	Mamie Shine,
Mary Gombert,	Bertie Nelson,	Georgia Shine,
William Gates,	Minnie Orvis,	Mike Starr,
Chauncey Godding,	John O'Leary,	James Townsley,
Grace Hawkins,	Flora Prescott,	Arthur Utter,
Charles Harrington,	Florence Pond,	Olive Wise,
Fred Knoblock,	Apgar Philumalee,	John Willett,
Bridget Kelley,	Sadie Philumalee,	Alice Watson,
Mary Kelley,	William Paunack,	Ida Zwicky.

THIRD GRADE.

William Andrews,	George Hall,	Emil Scheler,
George Buser,	George Hamilton,	Charles Silbernagle,
Lizzie Boyle,	Amelia Kohlhepp,	Frank Stevenson,
Edna Churchill,	Harry MacKay,	William Seymour,
Mollie Durrie,	William Parrott,	George Willett,
Bertie Hawkins,	Mary Ryan,	Michael Zwicky.

FIRST PRIMARY — SECOND GRADE.

Belle Allison,	Glenn Corlie,	Albert Hall,
James Andrews,	Mattie Cory,	Julia Kelley,
Willie Bedlinger,	Rose Digney,	Willie Kohlhepp,
John Burke,	George Durrie,	Clara Mautz,
Mary Carroll,	Ettie Flemming,	August Paunack,
Charlie Cech,	Laura Foley,	Frank Tuttle,
Florence Charleton,	Frank Godding,	Grace Tyner.

FIRST GRADE.

Harriet Adamson,	John Gombert,	Clarence Pierce,
Mattie Andrews,	Mary Hawkins,	Grace Philumalee,
Gertie Benton,	George Hofstetter,	Minnie Quinn,
Ben Blake,	Kepler Hughes,	Emma Silbernagel,
Denett Boyle,	Rebecca Jones,	James Shine,
Annie Burke,	Annie Kane,	Tillie Smith,
James Burke,	John Kelley,	Wilford Stephenson,
Willie Ellis,	Annie Lewis,	Julia Starr,
Lulu Fleming,	Fred Lloyd,	Lester Thorp,
Nellie Foley,	Maud Merthyr,	Hattie Titus,
Bertie Godding,	Frank O'Leary,	Minnie Utter.

SIXTH WARD.

SECOND GRAMMAR — EIGHTH GRADE.

Walter Bartz,	Carl Lawrence,	Nora Boehmer,
John Drives,	Oscar Nelson,	Hattie Sauthoff,
Emil Frautschi,	Mathew Reynolds,	Martha Scheibel,
Dowe Fagg,	Frank Sommers,	Josephine Steinle,
Rudolph Kropf,	Ernst Smith,	Clara Smith.
Herman Kleuter,	Herman Winter,	

SECOND GRAMMAR — SEVENTH GRADE.

Richard Allen,	Simon Metcher,	Minnie Mayers,
Willie Baker,	George Pellege,	Elgin Ott,
John Bucey,		Grace Pierce,
John De Sautelle,	May Cunningham,	Anna Scott,
Willie Detloff,	Carro Bucey,	Alma Siddell,
Patrick Doyle,	Isabella Gilbert,	Mary Stiehl,
Ernst Marks,	Myrtle Harnden,	Laura Scott,
Herman Muellar,	Matilda Johnson,	Martha Torgerson,
Carlton Miller,	Bessie Johnson,	Margarethe Urdahl,
Arthur Morris,	Fannie Lansing,	Jessie White.

FIRST GRAMMAR — SIXTH GRADE.

Elizabeth Amoth,	Edward Hallahan,	John Reidy,
Ralph Amoth,	Alvina Hauser,	Emil Reuter,
Joseph Allen,	John Howard,	Kate Steinle,
Daisy Abel,	Maud Heistand,	Lizzie Spaulding,
Ruth Baker,	Nettie Johnson.	Maud Sharp,
Michael Bon,	August Krehl,	Dora Shemming,
Frank Breed,	Herbert Kropf,	Robert Schaus,
Clara Comstock.	Amanda Lamhagen,	Perley Smith,
Minnie Coughlin,	Sadie Miller,	Edward Smelzkopf,
Albert Deike,	Selma Mueller,	Edward Tide,
Minnie Drives,	William Mueller,	Agnes Wiedenbeck,
Caroline Flom,	James McGowan.	Mary Wessel,
Bertha Frautschi,	Tena Otto,	Alma Wandrey,
Peter Fagg,	Nellie Oppel,	George Walker,
Maud Gilbert,	Delos Palmer,	Edward Widvey,
Walter Grove,	Maud Parkinson,	Allen White.
Edward Grove,	Eve Parkinson,	

FIFTH GRADE.

Peter Amoth,	Arthur Faringer,	Laura Pierce,
George Ayers,	Otto Gartner,	Otto Reuter,
Earle Anderson,	Henry Geiger,	Berthold Sauthoff,
John Baker,	Carl Jager,	Matilda Stang,
Dexter Baker,	Theodore Koerber,	Annie Swenson,
Walter Biederstedt,	Frances Lanz,	Paul Schmidt,
Ernest Bremer,	Barbaaa Luckensmeyer,	William Schmelzkopf,
Darwin Boehmer,	John Maeder,	Jay Susan,
Gertie Farness,	Johanna Meyer,	Nora Winden.

SECOND PRIMARY — FOURTH GRADE.

Minnie Ayers,	Carl Ginski,	Josie Quammen,
Joseph Beck,	Paul Gehrke,	Annie Shetty,
Paul Bremer,	Minnie Gehrke,	August Sauthoff,
Bertha Butler,	Oscar Hegg,	Lydie Tidy,
Rosa Butler,	Arnold Hauser,	Albert Thom,
Lillian Boehmer,	Lilly Kingston,	Alfred Weiks,
Joseph Cunningham,	Annie Lorenz,	Olavis Weiks,
George Doylen,	Carrie Maeder,	Eddie Winter,
Eddie Drews,	Lizzie Mueller,	Richard Vitensi,
Abel Farness,	Lena Porsch,	Willie Vitensi.

THIRD GRADE.

Theodor Abel,	Fred. Hintz,	Edward Parkinson,
Henry Ansmeyer,	Rachel Howard,	Clayton Pierce,
Georgiana Baker,	Della Johnson,	Eunice Pierce,
Grace Baker,	Matiie Kennedy,	Louie Pierce,
Hattie Baker,	Ellen Kingston,	Edward Reynolds,
Richard Baus,	John Koerber,	Emil Rieckmann,
Mary Bische,	Theodor Lamhagen,	George Rieckmann,
Gusta Bischoff,	Arthur Lamp,	Leonard Rowe,
Bernie Coughlin,	Tillie Maisch,	Orrin Saunders,
Michael Coughlin,	Carl Marks,	George Schaus,
Helen Deik,	Maud Mayers,	George Schimming,
Ole Farness,	Lavisa Mead,	John Schimming,
Theodor Flom,	Annie Meyer,	Bertha Schott,
Lizzie Fowles,	Christian Meyer,	Frank Stalter,
Millie Gath,	Bertha Mueller,	Lizzie Tidy,
Ida Geiger,	Mary Otto,	Mabel Warde,
Harry Hanson,	Frank Pahlmeyer,	Belle Weiks,
Arthur Haspel,	Alfred Parkinson,	Esther Wilke.
Adolph Hegg,		

FIRST PRIMARY — SECOND GRADE.

George Aunsmeir,	Carl Guntaugh,	Barbara Scheible,
Olive Barringer,	Paul Guntaugh,	George Schott,
Otto Biederstaedt,	Martha Guntaugh,	Lucca Schott,
Annie Brahm,	Frederick Hayes,	Henry Shetty,
Lena Eierman,	Lena Hintz,	Albert Shimming,
William Fagg,	Irving Hippenmeyer,	Frederick Smelzkopf,
Marcus Fagg,	Joseph Holloway,	William Steffen,
Bertie Gaertner,	Ruth Howard,	Leo Steinle,
Louis Gehrke,	Christian Koffshensky,	Clara Togstad,
August Genske,	Henry Niebuhr,	William Weser,
William Genske,	Elmer Pierce,	Thora Ylvisaker,

PRIMARY—FIRST GRADE.

William Ably,	Hinie Goldstien,	Mary Rowe,
William Allen,	George Guntlaugh,	Herman Sander,
Edith Anderson,	Henrietta Hanson,	Herbert Sanders,
Mary Anderson,	Clara Heim,	Andreas Scheibel,
Frances Anzinger,	Margaret Holloway,	Louis Schott,
Warren Barringer,	Winfield Hudson,	Lulu Schroeder,
Otto Baumann,	Myrtle Hussey,	Earl Sharp,
Arthur Bestor,	Louis Jaeger,	Arthur Shaus,
David Boyles,	William Kingston,	Edna Sheldon,
Emma Bucey,	Dora Koffshinsky,	Frederick Shetty,
Ina Butler,	Emiel Larwick,	Frank Shimming,
William Coughlin,	Ovy Maeder,	Herman Shimming,
George Cunningham,	George Marks,	Bertha Shultz,
Lynus Cunningham,	Henry Marsch,	Harry Sidelle,
Walter Dick,	Elizabeth Marsch,	Cora Smith,
Daniel Doylen,	Albert Meyer,	Earnest Steffen,
William Doylen,	Hinie Meyer,	Lena Steffen,
Michael Eierman,	Anton Niebuhr,	Bertha Stelter,
Edville Farness,	Benjamin Pahlmeyer,	Amelia Stelter,
Thomas Farness,	Roy Plumb,	Thomas Van Duser,
John Foster,	Clara Porsch,	Clara Wiek,
Edith Fowles,	Adelaide Quentmeyer,	Lilian Wood,
Earnest Gay,	Louise Rieckman,	Olaf Ylvisaker.
Robert Gehrke,	Amelia Roecker,	

“LITTLE BRICK.”

SECOND GRADE.

Roy Alford,	Arnold Reiner,	Emma Heiliger,
Martin Baumgartner,	Otto Schmedemann,	Mary Kingston,
Mattie Conlin,	Charley Schmidt,	Ada Montgomery,
Alva Erickson,	Ole Selland,	Tina Rossbach,
Arthur Grube,	Harry Lyons,	Bertha Reuter,
Harry Hollister,	Walter Lund.	Justine Waterman,
Joseph Jackson,		Ella Woodford,
Otto Kney,	Ilda Boehmer,	Florence Welland,
Dick Keeley,	Elma Bremer,	Gertrude Stone,
Ingwald Nelson,	Lizzie Brosemer,	Nannie Bortree,
Jimmy Primea,	Nellie Coleman,	Addie Haak.
Mike Purcell,	Flora Gath,	

FIRST GRADE.

James Angove,	Harry Sauthoff,	Hannah Hanson,
George Curran,	Otto Torhaugh,	Ena Hyer,
John Coleman,	George B. Smith,	Maggie Kingston,
Frank Drives,	Walter Tarnetzer,	Lottie Lund,
Frank De Steull,	Adolph Winden,	Emily McConnell,
Arthur Fraudschi,	Hiram Tenney,	Minnie Quammen,
Walter Johnson,		Josie Sauer,
John Kingston,	Josie Anderson,	Jessie Smith,
Otto Heiliger,	Elsa Bodenius,	Annie Shultz,
John Nelson,	Aggie Baumgartner,	Ida Thompson,
Irving Oppel,	Chloris Boehmer,	Justine Waterman,
Maurice Park,	Gyda Hegg,	Millie Sibley.
Arthur Olsen,		

NORTHEAST DISTRICT.

FIFTH YEAR.

Herbert McCarthy, John Sullivan, Annie Tierney.

FOURTH YEAR.

Theodore Amoth, Alice McCarthy, Mary Mueller,
Bertha Phelan.

THIRD YEAR.

Ulrich Merz, Lillian Stang, Samuel Wilson,
Bertha Schultz, Eugene Widmann.

SECOND YEAR.

Flora Gilbert, Anna Merz, Fred Miller,
Frank Gilbert, Rosa Merz, Edward Phelan,
Arthur Gilbert, Clarence Middleton, Edmond Wilson,
Sophie Ginter, Robert Middleton.

FIRST YEAR.

Olof Amoth, George McCarthy, Bertha Widmann,
Garaldine Faringer, George Stang, William Wilson.

SUMMARY OF PUPILS.

High School.....	356
First Ward.....	228
Second Ward.....	364
Fourth Ward.....	229
Fifth Ward.....	222
Sixth Ward.....	312
Little Brick.....	70
Northeast District.....	29
Total	<u>1,810</u>

SCHOOL CENSUS,

For the School Year ending June 30.

	Male.	Fem.	Total.
First Ward.....	351	455	806
Second Ward.....	484	477	961
Third Ward.....	217	255	472
Fourth Ward.....	344	409	753
Fifth Ward.....	302	298	600
Sixth Ward.....	283	271	554
Total.....	<u>1,981</u>	<u>2,165</u>	<u>4,146</u>

COURSE OF STUDY.

The following course of study is not intended to be inflexible; it is simply a limitation and a guide; probably the majority of pupils could follow it with profit; but some should not attempt it in its entirety. Parents are expected to have a voice in what their children shall study, and they may select for them from this course any branch which the children are fitted to undertake.

FIRST PRIMARY DEPARTMENT.

FIRST YEAR.

Fall Term.....1. Reading from charts, blackboard and slates; to aid in teaching it, instruction and questions upon common things.
2. Drawing, Slates with Cards A. B. C. D.
3. Special Drill, to cultivate quickness and accuracy of perception.
4. Numbers 1-4.

Winter Term....1. First Reader.
2. Drawing, Slates and Cards, Nos. A. B. C. D., and writing the short small letters by principles. (Chart No. 1.)
3. Oral lessons on Animals.
4. Naming figures in Reader, and estimations of Distance.
5. Numbers to 7.

Spring Term.....1. First Reader and Oral Spelling.
2. Drawing, Slates and Cards A. B. C. E., and writing the short small letters by principles. (Chart No. 1.)
3. Oral lessons on Flowers.
4. Estimations of Weight and Time.
5. Numbers to 10.

SECOND YEAR.

Fall Term.....1. First Reader and Supplementary Reading.
2. Oral Spelling.
3. Drawing, Exercise Book No. 1, and Cards E. F. H. L., and writing all the small letters and the figures by principles. (Charts Nos. 1 and 2.)
4. Oral lessons on Plant Productions.
5. Numbers to 12.

Winter Term....1. Second Reader.
2. Oral Spelling.
3. Drawing, Exercise Book and Cards E. F. H. L., and Writing all the small letters and the figures by principles. (Charts Nos. 1 and 2.)
4. Oral lessons on the Human Body.
5. Numbers to 15.

Spring Term.....

1. Second Reader and Supplementary Reading.
2. Oral Spelling.
3. Drawing, Exercise Book, Cards E. F. H. L., and Writing the capital letters to the 8th principle. (Chart No. 3.)
4. Oral lessons on the Human Body.
5. Numbers to 20.

GENERAL EXERCISES.

1. Morals and Manners.
2. Singing by note and rote.
3. Physical Instruction and Training.
4. Language Lessons.
5. Inventive Drawing on Friday of each week.

SECOND PRIMARY DEPARTMENT.

THIRD YEAR.

Fall Term.....

1. Second Reader and Supplementary Reading.
2. Oral Spelling.
3. Drawing, Primary Book No. 1, and Exercise Book No. 1, and Writing all the capital letters by principles. (Charts Nos. 3 and 4.)
4. Oral Geography ; points of the compass, the school house and the school grounds.
5. Oral instruction in notation and numeration ; numbers to 35.

Winter Term.....

1. Second Reader and Supplementary Reading.
2. Oral Spelling.
3. Drawing, Primary Book No. 1, and Exercise Book No. 1, and Writing the business capitals. (Chart No. 5.)
4. Oral Geography ; the section, the city and the town.
5. Oral instruction in addition ; numbers to 60.

Spring Term.....

1. Second Reader.
2. Oral Spelling.
3. Drawing, Primary Book No. 1 and Exercise Book No. 1, and Writing the Disciplinary Exercises. (Chart No. 6.)
4. Oral Geography ; the county and the state.
5. Oral instruction in addition and subtraction ; numbers to 100.

FOURTH YEAR.

Fall Term.....

1. Third Reader.
2. Oral Spelling.
3. Drawing, Primary Book No. 2, and Exercise Book No. 2, and Writing copies with lead pencil.
4. Introductory Geography, to page 23.
5. Oral instruction in multiplication.

Winter Term.....

1. Third Reader.
2. Oral Spelling.
3. Drawing, Primary Book No. 2, and Exercise Book No. 2, and Writing copies with lead pencil.
4. Introductory Geography, to page 47.
5. Oral instruction in multiplication and division.

Spring Term.....1. Third Reader.
 2. Oral Spelling.
 3. Drawing, Primary Book No. 2, and Exercise Book No. 2, and Writing copies with lead pencil.
 4. Geography, to page 74.
 5. Oral instruction in factoring and cancellation.

GENERAL EXERCISES.

1. Morals and Manners.
 2. Singing by note and rote.
 3. Physical Instruction and Training.
 4. Language Lessons, with phonetic spelling and criticism of erroneous habits of speech.

FIRST GRAMMAR DEPARTMENT.

FIFTH YEAR.

Fall Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing, free hand No. 1, Exercise No. 2, Writing No. 2.
 4. Introductory Geography finished.
 5. Arithmetic; notation and numeration and addition.
 6. Language Lessons; elements of simple sentences.

Winter Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing, free hand No. 2, Exercise No. 2, Writing No. 2.
 4. Common School Geography, pages 19 to 39.
 5. Arithmetic; subtraction and multiplication.
 6. Language Lessons; nouns.

Spring Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing, free hand No. 2, Exercise Book No. 2, and Writing No. 2.
 4. Common School Geography, pages 40 to 63.
 5. Arithmetic; division.
 6. Language Lessons; pronouns.

SIXTH YEAR.

Fall Term.....1. Fourth Reader and Supplementary Reading.
 2. Written Spelling.
 3. Drawing, free hand No. 2, and exercise No. 2, and Writing No. 3.
 4. Common School Geography, pages 68 to 81.
 5. Arithmetic; Properties of numbers, and reduction of fractions.
 6. Language Lessons; adjectives.

Winter Term.....1. Fourth Reader and Supplementary Reading.
 2. Written Spelling.
 3. Drawing, free hand No. 3, and Exercise Book No. 2, and Writing No. 3.
 4. Common School Geography, to page 99.
 5. Arithmetic; fractions completed.
 6. Language Lessons; verbs.

Spring Term.....1. Fourth Reader and Supplementary Reading.
 2. Written Spelling.
 3. Drawing, free hand No. 3, and Exercise Book No. 2, and Writing No. 3.
 4. Common School Geography, to page 119.
 5. Arithmetic; decimals, to Ledger Accounts.
 6. Language Lessons; all the parts of speech.

GENERAL EXERCISES.

1. Morals and Manners.
 2. Singing by rote and note.
 3. Physical Instruction and Training.
 4. Impromptu Composition, with word analysis and simple rules for the use of capital letters and punctuation marks.
 5. Oral Biography.
 6. Rhetorical exercises third Friday in each month.

SECOND GRAMMAR DEPARTMENT.

SEVENTH YEAR.

Fall Term.....1. Fifth Reader.
 2. Written Spelling.
 3. Drawing, free hand No. 4, Exercise No. 2, and Writing No. 4.
 4. Common School Geography; Review from beginning to page 67.
 5. Arithmetic; decimals completed, and denominative numbers to reduction.
 6. Grammar; Etymology with parsing.

Winter Term....1. Fifth Reader.
 2. Written Spelling.
 3. Drawing, free hand No. 4, and Exercise Book No. 2, and Writing No. 4.
 4. Common School Geography; Review completed.
 5. Arithmetic; denominative numbers to rectangular solids.
 6. Grammar; Etymology with parsing.

Spring Term....1. Fifth Reader.
 2. Written Spelling.
 3. Drawing, free hand No. 4, and Exercise Book No. 2, and Writing No. 4.
 4. U. S. History.
 5. Arithmetic; denominative numbers completed, and percentage to commission.
 6. Grammar; Etymology with parsing.

EIGHTH YEAR.

Fall Term.....1. Fifth Reader and Supplementary Reading.
 2. Written Spelling.
 3. Drawing, free hand No. 5, Exercise Book No. 2, and Writing No. 5.
 4. U. S. History.
 5. Arithmetic; percentage to discount, with oral instruction in bills and receipts.
 6. Grammar; Syntax, with analysis and parsing.

Winter Term.....1. Fifth Reader and Supplementary Reading.
2. Written Spelling.
3. Drawing, free hand No. 5, Exercise Book No. 2, and Writing; book-keeping tablets.
4. U. S. History.
5. Arithmetic; percentage to exchange, with oral instruction in orders and notes.
6. Grammar; Syntax, with analysis and parsing.

Spring Term.....1. Fifth Reader and Supplementary Reading.
2. Written Spelling.
3. Drawing, free hand No. 5, Exercise Book No. 2, and Writing; book-keeping tablets.
4. U. S. History.
5. Arithmetic; percentage completed, and review.
6. Grammar; Syntax, with analysis and parsing.

GENERAL EXERCISES.

1. Morals and Manners.
2. Singing by note and rote.
3. Physical Instruction and Training.
4. Composition, with the principal abbreviations, and rules for spelling and pronunciation.
5. Oral Home Civil Government.
6. Rhetorical Exercises monthly.

HIGH SCHOOL—ENGLISH COURSE.

FIRST YEAR.

Arithmetic,	Grammar,	History.
Arithmetic,	Book-keeping,	History.
Arithmetic,	Book-keeping,	History.

The Elements of English Composition.

SECOND YEAR.

Algebra,	Civil Government,	Literature.
Algebra,	Civil Government,	Literature.
Algebra,	Physical Geography,	Rhetoric.

Geography and United States History reviewed.

THIRD YEAR.

Algebra,	Biology,	Rhetoric.
Higher Arithmetic,	Biology,	Political Economy.
Physiology,	Botany,	Chemistry.

Geography and General History reviewed.

FOURTH YEAR.

Geometry,	Botany,	Chemistry.
Geometry,	Natural Philosophy,	Astronomy.
Geometry,	Natural Philosophy,	Geology.

Theory and Art of Teaching.

HIGH SCHOOL—MODERN CLASSICAL.

FIRST YEAR.

Arithmetic,	Latin Method,	History.
Arithmetic,	Latin Method,	History.
Arithmetic,	Latin Method,	French.

The Elements of English Composition.

SECOND YEAR.

Algebra,	Cæsar,	French.
Algebra,	Cæsar,	French.
Algebra,	Cæsar,	French.

Geography and United States History reviewed.

THIRD YEAR.

Algebra,	Sallust,	French.
Higher Arithmetic,	Cicero,	German.
Physiology,	Cicero,	German.

Geography and General History reviewed.

FOURTH YEAR.

Geometry,	Virgil,	German.
Geometry,	Virgil,	German.
Geometry,	Virgil,	German.

Theory and Art of Teaching.

HIGH SCHOOL—ANCIENT CLASSICAL.

FIRST YEAR.

Arithmetic,	Latin Method,	History.
Arithmetic,	Latin Method,	History.
Arithmetic,	Latin Method,	History.

The Elements of English Composition.

SECOND YEAR.

Algebra,	Cæsar,	Greek Lessons.
Algebra,	Cæsar,	Greek Lessons.
Algebra,	Cæsar,	Anabasis.

Geography and United States History reviewed.

THIRD YEAR.

Algebra,	Sallust,	Anabasis.
Higher Arithmetic,	Cicero,	Anabasis.
Physiology,	Cicero,	Anabasis.

Geography and General History reviewed.

FOURTH YEAR.

Geometry,	Virgil,	Homer.
Geometry,	Virgil,	Homer.
Geometry,	Virgil,	Homer.

Theory and Art of Teaching.

HIGH SCHOOL.

ORGANIZATION.

The Courses prepare students to enter the University as Freshmen, and to become members of College Classes in the Ancient Classical, Modern Classical, and Scientific Courses. 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 Courses of study will receive a diploma of graduation. Those holding diplomas from the Board of Education, showing that they have completed the Ancient Classical, Modern Classical, English or Scientific Course, will be admitted into the University without examination there, and with free tuition throughout that institution, if recommended by the principal.

The 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.

It is desirable that all students entering the school regularly, shall complete in their order the studies of some one of the regular courses. Students coming from other schools, and whose previous training makes them competent to take studies in advanced grades, will be allowed to do so.

These pupils will be required to pass examination, however, on the previous studies of the course, before they receive their diplomas.

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

The substitution of German for the last five terms' studies in the third column of the English Course constitutes the Scientific Course.

If the circumstances of any make it desirable that they should take special studies, they will, within reasonable limits, be allowed to do so.

Students taking either course may, with the approval of the teachers, substitute for any study of their course, the corresponding study in either of the other courses.

ITEMS.

Cyclopedias, dictionaries, atlases and other works of reference are at the disposal of the pupils; the normal class have access to the teachers' library.

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

The school has the benefit of a good marine and geological collection.

The State Historical and Free City Libraries offer rare facilities for reference and general reading.

The schools are opened with appropriate morning exercises.

Rhetorical exercises are held each Wednesday afternoon.

There are frequent general exercises on subjects of general or special interest.

The students maintain literary societies, with regular meetings for debate and for practice in parliamentary rules. Open sessions are occasionally held.

The Agassiz club, a scientific society, meets twice a month.

Students wishing to withdraw from the school before completing any of the regular courses will be entitled to statements giving their standing in the studies they have taken.

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 pupils can also secure his assistance with regard to the introduction of their children to the pastor of such religious society as they may designate.

Parents may also secure a report of their children's progress at any time by writing to the teacher to that effect; but if the work is done unsatisfactorily 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 a thorough examination in arithmetic, geography, United States history and English grammar.

EXPENSES.

Tuition of non-residents is \$8.00 per term, payable in advance; no deduction will be made to those who attend school only part of each day, or to those who lose a part of a term, if it be less than half a term. But those who take only one study are charged \$4.00 per term.

Board can be had in clubs from \$1.75 to \$2.75 per week; room rent is from \$0.75 to \$1.25 per week for each student.

Board and lodging can be obtained in private families from \$3.00 to \$4.00 per week.

THE SHAW PRIZE.

To encourage improvement in composition and elocution, Supt. Shaw presented to the High School the sum of \$200, 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 March, accompanied by a statement signed by the author thereof, that the production is his or her 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 production 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 April.
5. The standing of each competitor shall be reported to the Board at its April meeting, by the committee, and, when so ordered, become a part

of the Board records. Such report shall be kept private until the end of the school year. All pupils not averaging 70 on each 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."

SUCCESSFUL COMPETITORS FOR THE SHAW PRIZE.

1879 — SARAH CLARK.....Subject: "Woman as an Inventor."
1880 — ROSE CASE.....Subject: "Moods and Tenses."
1881 — HELENA BJORNSON.....Subject: "Shooting with the Long Bow."
1882 — JESSIE R. LEWIS.....Subject: "Words."
1883 — FRANKIE BROOKS.....Subject: "Patchwork."
1884 — ADDIE LINDLEY.....Subject: "Individuality."
1885 — OLIVE E. BAKER.....Subject: "Summum Bonum."

JUDGES:

Thought and Style — Mr. C. N. GREGORY and Mr. W. A. CORSON.

Delivery — Hon. W. H. CHANDLER, Gen C. P. CHAPMAN and Mrs. FRANK W. HOYT.

1886 — LELIA M. GILE.....Subject: "An Hour of Leisure."

JUDGES:

Thought and Style — Mr. HOWARD L. SMITH and Mr. EDWARD B. OAKLEY.

Delivery — Rev. J. H. CROOKER, Mrs. J. R. BERRYMAN and Dr. DELIA G. LYMAN.

GRADUATING EXERCISES.

CLASS OF '86.

"TO BE EQUAL TO WHAT IS REQUIRED."

Friday Evening, July 2.

MUSIC.

PRAYER.

MUSIC.

Salutatory - - - - -	LELIA M. GILE.
Essay — A Colonial Day, - - - - -	FLORENCE M. SMITH.
Oration — The Grades of Freedom, - - - - -	FRANCES A. KLEINPELL.
Oration — Business Honesty, - - - - -	CHARLES M. MAYERS.*
Oration — Boys, - - - - -	ROLLIN C. HILL.

MUSIC.

Oration — Fanaticism, - - - - -	KITTIE M. BRIGGS.
Essay — Pioneers, - - - - -	NORA R. CULLIGAN.
Oration — The Career of the Moslems, - - - - -	ROBERT C. BURDICK.
Oration — Home, - - - - -	MARGARET A. FORAN.
Oration — Our Inheritance, - - - - -	MARY F. CARPENTER.

MUSIC.

Oration — The Newspaper — Its Use and Misuse, - - - - -	KITTY MAUDE BRUCE.
Oration — Strong Through Poverty, - - - - -	EMMA L. DOWLING.
Oration — The Republic's Gratitude, - - - - -	ELDON J. CASSODAY.
Oration — Man's Inhumanity to Man, - - - - -	ZILPHA M. VERNON.
Oration — Kings Must Go, - - - - -	HENRY G. PARKINSON.

MUSIC.

Essay -- "After the Similitude of a Palace," - - - - -	OTTILIA C. STEIN.
Oration — Whither Bound ? - - - - -	ANNA E. TARNUTZER.
Oration — An Hour of Leisure, - - - - -	LELIA M. GILE.
Oration — The Reformer, - - - - -	GRACE A. LAMB.
Oration with Valedictory — The Clouds are Lifting, - - - - -	BEN C. PARKINSON.

MUSIC.

Presentation of Diplomas — President J. H. CARPENTER.

MUSIC.

Awarding of the Shaw Prize.

BENEDICTION.

* Excused from speaking.

TEXT BOOKS.

WARD SCHOOLS.

Appleton's Reader—No. 1.
New National Readers—Nos. II, III, IV, and V.
Swinton's Supplementary Readers—Nos. 1, 2, 3, 4.
Robinson's First Book in Arithmetic.
Robinson's Complete Arithmetic,
Harper's Geography.
Swinton's Language Lessons.
Swinton's English Grammar.
Smith's Physiology.
Barnes's History of the United States.
Spencer's System of Penmanship.
White's Drawing.
Mason's Music Chart—No. 1.

HIGH SCHOOL.

Reader No. 5,	-	-	-	-	-	-	Watson.
Supplementary Readers—Nos. 5, 6,	-	-	-	-	-	-	Swinton.
Julius Cæsar,	-	-	-	-	-	-	Rolfe.
Richard II,	-	-	-	-	-	-	Rolfe.
Speller,	-	-	-	-	-	-	Monroe.
Speller,	-	-	-	-	-	-	Patterson.
Book-keeping,	-	-	-	-	-	-	Bryant & Stratton.
Complete Arithmetic,	-	-	-	-	-	-	Robinson.
Algebra,	-	-	-	-	-	-	Robinson.
Geometry,	-	-	-	-	-	-	Wentworth.
Grammar,	-	-	-	-	-	-	Swinton.
Elements of English Composition,	-	-	-	-	-	-	Chittenden.
Rhetoric,	-	-	-	-	-	-	David Hill.
English Literature,	-	-	-	-	-	-	Shaw.
American Literature,	-	-	-	-	-	-	Royse.
Latin Grammar,	-	-	-	-	-	-	Allen & Greenough.
New Latin Method,	-	-	-	-	-	-	Allen.
Cæsar,	-	-	-	-	-	-	Allen & Greenough.
Sallust,	-	-	-	-	-	-	Allen & Greenough.
Latin Composition,	-	-	-	-	-	-	Allen.
Cicero,	-	-	-	-	-	-	Chase & Stuart.
Virgil,	-	-	-	-	-	-	Searing.
Greek Grammar,	-	-	-	-	-	-	Goodwin.

Greek Lessons,	-	-	-	-	-	<i>White.</i>
Greek Composition,	-	-	-	-	-	<i>Jones.</i>
Anabasis,	-	-	-	-	-	<i>Goodwin.</i>
Homer,	-	-	-	-	-	<i>Boise.</i>
French Grammar,	-	-	-	-	-	<i>Otto.</i>
French Readings,	-	-	-	-	-	<i>Selected.</i>
German Grammar,	-	-	-	-	-	<i>Sheldon.</i>
German Reader,	-	-	-	-	-	<i>Rosenstengel.</i>
Physical Geography,	-	-	-	-	-	<i>Warren.</i>
Ancient History,	-	-	-	-	-	<i>Barnes.</i>
History of England,	-	-	-	-	-	<i>Thalheimer.</i>
School Economy,	-	-	-	-	-	<i>Wickersham.</i>
Diadactics,	-	-	-	-	-	<i>Sweet.</i>
Civil Government,	-	-	-	-	-	<i>Wright.</i>
Political Economy,	-	-	-	-	-	<i>Nordhoff.</i>
Chemistry,	-	-	-	-	-	<i>Norton.</i>
Physiology,	-	-	-	-	-	<i>Dalton.</i>
Botany,	-	-	-	-	-	<i>Gray.</i>
Geology,	-	-	-	-	-	<i>Steele.</i>
Natural Philosophy,	-	-	-	-	-	<i>Gage.</i>

LIST OF BOOKS IN TEACHERS' LIBRARY.

EDUCATIONAL WORKS.

Art of Questioning, - - - - -	<i>Fitch.</i>
Art of Securing Attention (pamphlet,) - - - - -	<i>Fitch.</i>
Art of Computation, - - - - -	<i>Goodrich.</i>
Building of a Brain, - - - - -	<i>Clarke.</i>
Comparative Geography, - - - - -	<i>Ritter.</i>
Childhood the Text-book of the Age, - - - - -	<i>Crafts.</i>
Cultivation of the Senses, - - - - -	<i>Eldredge & Bro.</i>
Cultivation of the Memory, - - - - -	<i>Eldredge & Bro.</i>
Education, - - - - -	<i>Spencer.</i>
Education of American Girls, - - - - -	<i>Putnam.</i>
Education as a Science, - - - - -	<i>Bain.</i>
Education in Common Schools, - - - - -	<i>Currie.</i>
Education, American Journal of, (Vols. IV and V,) - - - - -	<i>Barnard.</i>
Education, Cyclopedias of, - - - - -	<i>Kiddle & Schem.</i>
Education, Report of Commissioners of, 1873-1879, 1881-1883.	
Education, Systems of, - - - - -	<i>Gill.</i>
Education, Year Book of, - - - - -	<i>Kiddle & Schem.</i>
Early Child Culture, - - - - -	<i>Hailman.</i>
Educational Reformers—Essays on, - - - - -	<i>Quick.</i>
Educational Directory, - - - - -	<i>Steiger.</i>
Educational Theories, - - - - -	<i>Browning.</i>
Educational Weekly (1879), - - - - -	<i>Winchell.</i>
English in Schools, - - - - -	<i>Hudson.</i>
Elementary Lessons in English, - - - - -	<i>Knox.</i>
Elements of Intellectual Philosophy, - - - - -	<i>Wayland.</i>
Emilius, (Vols. I, II and III.)	
First Steps Among Figures, - - - - -	<i>Beebe.</i>
Geographical Studies (2 copies,) - - - - -	<i>Ritter.</i>
Guide to Kindergarten, - - - - -	<i>Peabody.</i>
Havard Examination Papers, - - - - -	<i>Leighton.</i>
How to Do It, - - - - -	<i>Hale.</i>
History, Study of, - - - - -	<i>Smith.</i>
Human Development, - - - - -	<i>Taylor.</i>
How to Educate the Feelings, - - - - -	<i>Bray.</i>

How to Study U. S. History,	-	-	-	Trainer.
Household Education,	-	-	-	Martineau.
History of Education,	-	-	-	Philobiblius.
History of Education,	-	-	-	Schmidt.
History of Pedagogy,	-	-	-	Hailman.
Instruction, Methods of,	-	-	-	Wichersham.
Infant School Education,	-	-	-	Currie.
Intellectual Life,	-	-	-	Hamerton.
Institute Lectures,	-	-	-	Bates.
Illusions,	-	-	-	Sully.
Key to Practical Penmanship,	-	-	-	(Spencerian.)
Kindergarten Culture,	-	-	-	Hailman.
Law of Public Schools,	-	-	-	Burke.
Lectures on Education,	-	-	-	Hailman.
Language and Study of,	-	-	-	Whitney.
Lessons on Objects,	-	-	-	Sheldon.
Logic,	-	-	-	Schuyler.
Manual of Methods,	-	-	-	Kiddle, Harrison and Calkins.
Methods of Teaching,	-	-	-	Hoose.
Mistakes in Teaching,	-	-	-	Hughes.
Mental Physiology,	-	-	-	Carpenter.
Mental Science and Culture,	-	-	-	Brooks.
Methods of Teaching and Studying History,	-	-	-	Ed. by Hall.
Normal Schools,	-	-	-	Holbrook.
Normal Outlines of the Common Branches	-	-	-	Lind.
New Gymnastics,	-	-	-	Lewis.
On the Use of Words,	-	-	-	Eldredge & Bro.
On Discipline,	-	-	-	Eldredge & Bro.
On Class Teaching,	-	-	-	Eldredge & Bro.
Outlines of Psychology,	-	-	-	Sully.
One Thousand Ways of One Thousand Teachers,	-	-	-	Mason.
Philosophy (pamphlet) of School Discipline,	-	-	-	Kennedy.
Pestalozzi, Life and Works of,	-	-	-	Krusi.
Pestalozzi, The Influence of an Elementary Education, (pamphlet.)	-	-	-	
Physiology of Mind,	-	-	-	Mandsley.
Primary Helps,	-	-	-	Hailman.
Physiology and Calisthenics,	-	-	-	Bucher.
Primary Object Lessons,	-	-	-	Calkins.
Powers, Intellectual,	-	-	-	Abercrombie.
Principle of Human Physiology,	-	-	-	Carpenter.
Philosophy of Education,	-	-	-	Tate.
Principles of Sociology, (Vols. I and II,)	-	-	-	Spencer.

Practical Educationists,	-	-	-	-	<i>Leitch.</i>
Reader's Hand-Book,	-	-	-	-	<i>Brewer.</i>
Record of a School,	-	-	-	-	<i>Alcott.</i>
Some Thoughts on Education,	-	-	-	-	<i>Locke.</i>
Science and Art of Education,	-	-	-	-	<i>Payne.</i>
School Economy,	-	-	-	-	<i>Wickersham.</i>
School Laws of Wisconsin, (1873, 1880.)					
School Amusements,	-	-	-	-	<i>Root.</i>
School Inspection,	-	-	-	-	<i>Fearon.</i>
School Management,	-	-	-	-	<i>Gill.</i>
School Management, Art of,	-	-	-	-	<i>Baldwin.</i>
School and Schoolmasters,	-	-	-	-	<i>Potter.</i>
Schools, Higher, and Universities in Germany,	-	-	-	-	<i>Arnold.</i>
School Supervision,	-	-	-	-	<i>Payne.</i>
School Government,	-	-	-	-	<i>Jewell.</i>
School Management,	-	-	-	-	<i>Holbrook.</i>
School Management,	-	-	-	-	<i>Kellogg.</i>
Schools and Schoolmasters,	-	-	-	-	<i>Dickens.</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>
School Room Guide,	-	-	-	-	<i>De Graff.</i>
Study of Words,	-	-	-	-	<i>French.</i>
School and Family,	-	-	-	-	<i>Kennedy.</i>
The Science of Education,	-	-	-	-	<i>Ogden.</i>
The Sentence Method,	-	-	-	-	<i>Farnham.</i>
Those Children,	-	-	-	-	<i>Brooks.</i>
The Philosophy of Teaching,	-	-	-	-	<i>Sands.</i>
Teachers' Hand Book, First Steps,	-	-	-	-	<i>Lewis.</i>
The Schoolmaster,	-	-	-	-	<i>Ascham.</i>
Thoughts,	-	-	-	-	<i>Mann.</i>
Teaching, Talks on,	-	-	-	-	<i>Parker.</i>
Teaching, Theory and Practice of,	-	-	-	-	<i>Page.</i>
Teaching, Lectures and Practice of,	-	-	-	-	<i>Fitch.</i>
Teaching, Art of,	-	-	-	-	<i>Ogden.</i>
Teach, How to,	-	-	-	-	<i>Bain.</i>
Teacher, The,	-	-	-	-	<i>Abbott.</i>
Teacher and Parent,	-	-	-	-	<i>Northend.</i>
Teachers' Assistant,	-	-	-	-	<i>Northend.</i>
Teaching the Young, Gentler Manner of,	-	-	-	-	<i>Abbott.</i>
Teaching, Principles and Practice of,	-	-	-	-	<i>Johonnot.</i>
Teaching, Normal Methods of,	-	-	-	-	<i>Brooks.</i>

Teaching, Methods of,	-	-	-	-	<i>Sweet.</i>
Teacher, The,	-	-	-	-	<i>Blakiston.</i>
Teacher's Manual,	-	-	-	-	<i>Orcutt.</i>
The New Education Pamphlet,	-	-	-	-	<i>Work.</i>
Training, Oral,	-	-	-	-	<i>Barnard.</i>
Training, System of Education,	-	-	-	-	<i>Stow.</i>
Use and Abuse of Examination,	-	-	-	-	<i>Murray.</i>
Words, and How to Put them Together,	-	-	-	-	<i>Ballard.</i>

MISCELLANEOUS WORKS.

Analysis of Civil Government,	-	-	-	-	<i>Townshend.</i>
Botany, First Book of,	-	-	-	-	<i>Youmans.</i>
Second Book of,	-	-	-	-	<i>Youmans.</i>
Child's Book of Nature,	-	-	-	-	<i>Hooker.</i>
Civilization, History of,	-	-	-	-	<i>Guizot.</i>
Composition, First Lesson in,	-	-	-	-	<i>Hart.</i>
Decisive Battles of the World,	-	-	-	-	<i>Creasy.</i>
English, Past and Present,	-	-	-	-	<i>Trench.</i>
English People, Short History of,	-	-	-	-	<i>Green.</i>
Familiar Quotations,	-	-	-	-	<i>Bartlett.</i>
Great Conversers,	-	-	-	-	<i>Mathews.</i>
History, Episodes,	-	-	-	-	<i>Pardoe.</i>
History of France, (Students)	-	-	-	-	<i>Field.</i>
of Atlantic Telegraph,	-	-	-	-	<i>Maunder.</i>
of the World, (Vols. I and II,)	-	-	-	-	<i>Chadbourn.</i>
Lectures on Natural History,	-	-	-	-	<i>Parker.</i>
Philosophy,	-	-	-	-	<i>Norton.</i>
Physics, Elements of,	-	-	-	-	<i>Hill.</i>
Rhetoric, Principles of,	-	-	-	-	<i>Osgood.</i>
Winter and its Dangers,	-	-	-	-	<i>Smith.</i>
Wisconsin, History of,	-	-	-	-	<i>Legislative Manual, (1878,)</i>

TREASURER'S REPORT.

Receipts and Expenditures of the Board of Education for 1886.

1886.		
Jan.	13	City Treasurer..... \$11,00 00
	15	Tuition from sundry pupils..... 116 00
	21	Rent..... 14 00
	22	City Treasurer 2,000 00
Feb.	13	Tuition..... 92 00
	23	Blooming Grove..... 144 83
	23	Rent 14 00
March	19	City Treasurer 9,700 00
	22	Rent..... 14 00
		Fine from Miss Byrne..... 15
	30	Town of Madison..... 17 25
April	19	Tuition..... 5 00
	20	Rent 14 00
	23	Tuition..... 100 00
May	25	Tuition..... 126 00
	29	Rent..... 14 00
June	17	Apportionment of School Fund 4,599 99
	18	Tuition..... 13 00
	25	Fines from Miss Byrne, 4th ward..... 40
July	19	Rent..... 14 00
	19	Tuition and supplies..... 53 93
Aug.	23	Rent..... 14 00
Sept. & Oct.	Tuition..... 207 00	
Oct.	28	Rent 10 00
Dec.	4	Rent..... 10 00
	11	High School Aid Fund..... 229 52
	13	Tuition..... 62 00
	13	Supplies..... 21 18
		Fines from sundry pupils..... 4 65
		Overdrawn 433 72
Jan.	1	Balance overdrawn..... \$29,044 62
		Certificates of appropriation paid..... 3,348 39
		\$25,696 23 \$29,044 62
		Overdrawn Jan. 1, 1887..... \$433 72

STATEMENT

*Of Receipts and Expenditures of the Board of Education from
January 1st, to December 31st, 1886.*

RECEIPTS.

1886.

Jan.	17	County Treasurer.....	\$4, 599 99
Dec.	11	State Treasurer, High School.....	229 52
			<hr/>
		Total	<u>\$4, 829 51</u>

TAXES.

Jan.	13	City Treasurer.....	\$11, 000 00
	22	City Treasurer.....	2, 000 00
Feb.	28	Treasurer, Blooming Grove.....	144 83
Mar.	19	Treasurer, Town of Madison.....	17 25
	19	City Treasurer.....	9, 700 00
			<hr/>
		Total	<u>\$22, 862 08</u>

TUITIONS.

Jan.	15	Sundry pupils.....	\$116 00
Feb.	13	Sundry pupils.....	92 00
April	19	Doyle, Beach and sundry pupils	105 00
May	25	Prof. Beach, sundry pupils	126 00
June	18	S. H. Chase, tuition.....	13 00
July	19	Prof. Beach, tuition	53 93
Sept.	27	Miss Fanny Dodge, fall term, 2d ward.....	5 00
Oct.	25	Sundry pupils, fall term.....	202 00
Dec.	13	Prof. Beach, sundry pupils..	83 68
			<hr/>
		Total	<u>\$796 61</u>

FINES.

May	22	Miss Byrne.....	\$ 15
June	28	Miss Belle Byrne.....	40
Dec.	13	Prof. Beach.....	4 15
			<hr/>
		Total	<u>\$4 70</u>

RENT.

Jan.	21	Mrs. Bibbs.....	\$14 00
Feb.	28	do.....	14 00
March	7	do	14 00
April	20	do.....	14 00
May	29	do.....	14 00
July	19	do	14 00
Aug.	23	do.....	14 00
Oct.	28	Mrs. Potter.....	10 00
Dec.	24	do.....	10 00
			<hr/>
		Total	<u>\$118 00</u>

EXPENDITURES.

SITES AND STRUCTURES.

Sept.	7	Joseph Livesey, out-building.....	\$440 22
Dec.	6	H. N. Moulton, supplies, construction, 2d ward.....	10 00
		Total	<u>\$450 22</u>

SUPPLIES.

Jan.	5	Jas. Dixon & Co., supplies.....	\$55 00
	5	E. Burdick, cash payments.....	48 58
March	2	New York Store, mats.....	41 75
June	25	Isabella Lamont, supplies.....	5 67
Sept.	7	John Leuders, band.....	12 00
	7	James E. Moseley, stationery.....	27 00
Oct.	5	L. C. Larson, brooms.....	6 00
Nov.	2	Wm. J. Park & Co., registers.....	19 00
	2	L. C. Larson, brooms.....	10 00
	2	Aug. Van Dusen, supplies.....	1 75
Dec.	6	Carrie Billings, Kindergarten supplies.....	1 50
	6	W. H. Beach.....do.....	18 00
		Total	<u>\$246 25</u>

REPAIRS.

Jan.	5	Frederickson & Fish, lumber.....	\$30 32
	5	E. Burdick, cash for repairs.....	68 54
	5	Vroman & Mason, lumber.....	62 89
Feb.	2	James Livesey, repairs	39 69
	2	De Witt Ramsey, hardware.....	178 44
April	6	Fred Huels, repairs, keys, etc.....	2 55
May	4	Sumner & Morris, hardware.....	7 71
	4	S. L. Chase, repairs, carpenter work.....	114 44
	4	Thomas Regan, plumbing.....	31 87
June	1	James Livesey, repairs 1st ward building	53 02
July	6	Frderickson & Fish, lumber.....	18 75
Sept.	7	Vroman & Mason, lumber.....	29 00
	7	J. C. Miller, painting.....	9 12
	7	Fuller & Johnson Mfg. Co., fire pots.....	24 92
Oct.	5	William Askew, plumbing	58 79
	5	M. H. Ball, castings.....	11 65
	5	Union School Furniture Co.....	10 50
	5	John Neihis, whitewashing.....	3 00
	5	John Replinger, painting, 5th ward	67 38
	5	Jacob Seiler, painting, 6th ward.....	110 68
	5	.....do.....do.....do.....	4 59
Nov.	2	T. A. Nelson, glazing.....	32 22
	2	M. F. O'Callaghan, labor.....	21 05
	2	William Haak, repairing pumps.....	12 00
	2	Amos Parker, care of clocks.....	25 00
Dec.	2	Fred Huels, repairs, locks, etc..	4 50
	2	B. Bischoff, repairs, 3d ward.....	22 16
	2	Sheasby & Grey, glazing.....	7 88
		Total	<u>\$1, 062 66</u>

DETAILED STATEMENT.

61

LIBRARY AND APPARATUS.

Jan.	5	E. Burdick, three dictionaries.....	\$21 00
Nov.	2	T. E. Robbins, tellurium.....	35 00
	2	E. Burdick, dictionaries.....	14 00
	2	S. A. Miller, Home Physician.....	6 50
			<hr/>
		Total	\$76 50

JANITORS AND LABOR.

Jan.	5	E. Somers, labor.....	\$5 00
	5	Allen Jackson, labor.....	8 00
	5	John Guettein, labor.....	8 00
	5	E. Burdick, cash, labor.....	26 50
Feb.	2	M. Amundson, labor.....	3 00
	13	M. Amundson, janitor High School.....	48 00
	13	Ben Johnson, janitor 1st ward.....	21 00
	13	John Johnson, janitor 2d ward.....	36 00
	13	John Sharer, janitor 3d ward.....	39 00
	13	M. F. O'Callaghan, janitor 4th ward.....	24 00
	13	Allen Jackson, janitor 5th ward.....	24 00
	13	Amanda Johnson, janitor Little Brick.....	7 75
	13	Ernest Somers, janitor Northeast District.....	12 00
Mar.	27	Martin Amundson, janitor High School, 6 weeks.....	48 00
	27	Ben Johnson, janitor 1st ward.....	21 00
	27	John Johnson, janitor 2d ward.....	36 00
	27	John Sharer, janitor 3d ward.....	39 00
	27	M. F. O'Callaghan, janitor 4th ward.....	24 00
	27	Allen Jackson, janitor 5th ward.....	24 00
	27	Amanda Johnson, janitor 6th ward.....	7 75
	27	Ernest Somers, janitor Northeast District.....	12 00
April	6	M. F. O'Callaghan, labor.....	4 00
	6	Ernest Somers, labor	7 50
	6	Fritz Teute, cleaning vaults.....	50 00
May	6	Martin Amundson, labor.....	3 25
	6	Mrs. John Johnson, cleaning.....	1 50
	22	Martin Amundson, janitor High School.....	48 00
	22	Ben Johnson, janitor 1st ward.....	21 00
	22	Mrs. John Johnson, janitor 2d ward.....	36 00
	22	John Sharer, janitor 3d ward.....	39 00
	22	M. F. O'Callaghan, janitor 4th ward.....	24 00
	22	Allen Jackson, janitor 5th ward	24 00
	22	Amandna Johnson, janitor Little Brick.....	7 50
	22	Ernest Somers, janitor Northeast District	12 00
June	25	M. Amundson, repairing sidewalks.....	3 75
	30	M. Amundson, janitor High School.....	48 00
	30	Ben Johnson, janitor 1st ward, 6 weeks.....	18 00
	30	Mrs. John Johnson	36 00
	30	John Sharer.....	36 00
	30	M. F. O'Callaghan	21 00
	30	Allen Jackson.....	21 00
	30	Amanda Johnson	6 00
	30	Ernest Somers.....	9 00
Sept.	7	Simeon Sharer, labor	20 00
	7	Martin Amundson, labor.....	29 50
Oct.	5	Simeon Sharer, labor 3d ward	17 00
	5	Mrs. John Johnson, cleaning 2d ward.....	8 00
	23	Martin Amundson, repairs and janitor	48 00
	23	Ben Johnson, repairs and janitor.....	19 50

MADISON PUBLIC SCHOOLS.

Oct.	23	Mrs. John Johnson, janitor.....	\$36 00
	23	Amanda Johnson.....do.....	6 75
	23	M. F. O'Callaghan.....do.....	22 50
	23	Allen Jackson.....do.....	22 50
	23	Mrs. John Sharer.....do.....	36 60
	23	Ernest Somers.....do.....	10 50
Dec.	11	Martin Amundson, janitor High School.....	56 00
	11	Ben Johnson, janitor 1st ward.....	24 50
	11	Mrs. John Johnson, janitor 2d ward.....	42 00
	11	Amanda Johnson, janitor Little Brick.....	8 75
	11	M. F. O'Callaghan, janitor 4th ward.....	28 00
	11	Allen Jackson, janitor 5th ward.....	28 00
	11	Simeon Sharer, janitor 6th ward.....	45 00
	11	Ernest Somers, janitor Northeast District.....	14 00
		Total	<u>\$1, 470 50</u>

FUEL.

Jan.	5	Daniel Showers, wood.....	\$10 00
	5	E. Burdick, cash for weighing and storing coal.....	15 00
Feb.	2	Conklin & Co., wood.....	45 50
March	2	Charles Heinrichs, wood.....	75, 00
	2	James Cromey, sawing wood.....	7 00
	2	C. B. Miller, wood.....	88 12
Sept.	7	Conklin & Co., coal.....	1, 574 38
	7	C. F. Cooley, coal ..	8 00
Oct.	5	Julius Burdick, weighing coal.....	14 00
		Total	<u>\$1, 837 00</u>

FURNITURE.

Jan.	5	Union School Furniture Co., seats 4th ward.....	\$807 75
	5	E. Burdick, cash for freight, etc.....	87 24
		Total	<u>\$894 99</u>

PRINTING.

Feb.	5	M. J. Cantwell, blanks...	\$36 00
May	4	M. J. Cantwell, printing reports, etc.....	407 20
Sept.	7	Democrat Co., printing.....	9 10
Oct.	5	Richard Porsch..do.....	13 00
Dec.	6	M. J. Cantwell...do.....	17 25
		Total	<u>\$482 55</u>

CLERKS' SALARY.

Jan.	5	John Corscot, salary	\$37 50
	.....do.....do.....do.....½ year.....	75 00	
	.....do.....do.....do.....	37 50	
		Total	<u>\$150 00</u>

TEACHERS' WAGES.

Feb.	12	W. H. Beach, superintendent half term.....	\$333 33
	12	W. M. Pond, principal High School.....	250 00
	12	H. A. M. Read, preceptress..do.....	100 00

Feb.	12	Jennie M. Carrier.....Teacher high school,	\$90 00
	12	Rose Case.....do.....	96 00
	12	Carrie Howe.....do.....	84 00
	12	Mrs. M. E. Brand.....do.....	60 00
	12	Sarah Chambers.....do.....	75 00
	12	Mary Parkinson.....do.....	75 00
	12	Mrs. E. W. Atwood.....do.....	60 00
	12	Bertha Pitman.....do.....	60 00
	12	Susan Williamson.....do.....	24 00
	12	M. L. Byrne, principal 1st ward.....	90 00
	12	M. L. Edgar.....Teacher 1st ward,	54 00
	12	Ella Hickok.....do.....	66 00
	12	Ida E. Bell.....do.....	54 00
	12	Hattie O. Thoms, principal 2d ward.....	108 33
	12	Mary McGovern.....Teacher 2d ward,	72 00
	12	Eliza Herfurth.....do.....	69 00
	12	Jennie M. Williams.....do.....	66 00
	12	Irene Larkin.....do.....	71 00
	12	Belle Lamont.....do.....	71 00
	12	M. Galbraith, principal 3d ward.....	90 00
	12	Maggie M. Mayers.....Teacher 3d ward,	72 00
	12	Rosa Dengler.....do.....	54 00
	12	Annette Nelson.....do.....	54 00
	12	Florence Foote.....do.....	66 00
	12	Ella Larkin.....do.....	71 00
	12	Carrie Billings.....do.....	66 00
	12	Kate Foote, principal 4th ward.....	90 00
	12	Maggie Champer.....Teacher 4th ward,	60 00
	12	Mary Burdick.....do.....	66 00
	12	Belle Byrne.....do.....	66 00
	12	Jennie McMillan, principal 5th ward.....	78 00
	12	Nellie Gleason.....Teacher 5th ward,	60 00
	12	Fannie Ellsworth.....do.....	48 00
	12	Mary E. Storms.....do.....	66 00
Mar.	27	W. H. Beach, superintendent.....	333 33
	27	W. M. Pond, principal High School.....	250 00
	27	H. A. M. Read.....Teacher high school,	100 00
	27	Jennie M. Carrier.....do.....	90 00
	27	Rose Case.....do.....	96 00
	27	Carrie Howe.....do.....	84 00
	27	Sarah Chambers.....do.....	75 00
	27	Mary Parkinson.....do.....	75 00
	27	Mrs. E. W. Atwood.....do.....	60 00
	27	Bertha Pitman.....do.....	60 00
	27	Susan Williamson.....do.....	24 00
	27	Mrs. M. Brand.....Music.....do.....	60 00
	27	M. L. Byrne, principal 1st ward.....	90 00
	27	Mary L. Edgar.....Teacher 1st ward,	54 00
	27	Ella Hickok.....do.....	66 00
	27	Ida E. Bell.....do.....	54 00
	27	Hattie O. Thoms, principal 2d ward.....	108 33
	27	Mary McGovern.....Teacher 2d ward,	72 00
	27	Eliza Herfurth.....do.....	69 00
	27	Irene Larkin.....do.....	71 00
	27	Belle Lamont.....do.....	71 00
	27	Maggie Galbraith, principal 3d ward.....	90 00
	27	Maggie M. Mayers.....Teacher 3d ward,	72 00
	27	Rosa Dengler.....do.....	54 00
	27	Annette Nelson	54 00

Mar.	27	Florence Foote.....	Teacher 3d ward,	\$66 00
	27	Ella Larkin.....	do.....	71 00
	27	Carrie Billings.....	do.....	66 00
	27	Kate Foote, principal 4th ward.....		90 00
	27	Maggie Champer.....	Teacher 4th ward,	60 00
	27	Mary Burdick.....	do.....	66 00
	27	Belle Byrne.....	do.....	66 00
	27	Jennie McMillan, principal 5th ward.....		78 00
	27	Nellie Gleason.....	Teacher 5th ward,	60 00
	27	Fannie Ellsworth.....	do.....	48 00
	27	Mary E. Storm.....	do.....	66 00
April	30	Jennie Williams, teacher to March 27th.....		42 00
May	22	W. H. Beach, superintendent.....		333 33
	22	W. M. Pond, principal High School.....		250 00
	22	H. A. M. Read.....	Teacher high school,	100 00
	22	Jennie M. Carrier.....	do.....	90 00
	22	Rose Case.....	do.....	96 00
	22	Carrie Howe.....	do.....	84 00
	22	Sarah Chambers.....	do.....	75 00
	22	Mary Parkinson.....	do.....	48 00
	22	Mrs. E. W. Atwood.....	do.....	60 00
	22	Bertha Pitman.....	do.....	60 00
	22	Susan M. Williamson.....	do.....	60 00
	22	Mrs. M. E. Brand.....	Music....do.....	60 00
	22	M. L. Byrne, principal 1st ward.....		90 00
	22	M. L. Edgar	Teacher 1st ward,	54 00
	22	Ella Hickok.....	do.....	66 00
	22	Ida E. Bell.....	do.....	54 00
	22	Hattie O. Thoms, principal 2d ward.....		108 33
	22	Mary McGovern.....	Teacher 2d ward,	72 00
	22	Eliza Herfurth.....	do.....	69 00
	22	Jennie M. Williams.....	do.....	66 00
	22	Irene Larkin.....	do.....	71 00
	22	Isabella Lamont.....	do.....	71 00
	22	Maggie Galbraith, principal 3d ward.....		90 00
	22	Maggie M. Mayers.....	Teacher 3d ward,	72 00
	22	Rosa Dengler.....	do.....	54 00
	22	Annette Nelson.....	do.....	54 00
	22	Florence Foote.....	do.....	66 00
	22	Ella Larkin.....	do.....	71 00
	22	Carrie Billings, Northeast District.....		66 09
	22	Kate Foote, principal 4th ward.....		90 00
	22	Maggie Champer.....	Teacher 4th ward,	66 00
	22	Mary Burdick.....	do.....	66 00
	22	Belle Byrne.....	do.....	66 00
	22	Jennie McMillan, principal 5th ward.....		78 00
	22	Nellie Gleason.....	Teacher 5th ward,	60 00
	22	Fannie Ellsworth	do.....	48 00
	22	Mary E. Storm.....	do.....	66 00
June	30	W. H. Beach, superintendent.....		333 33
	30	W. M. Pond, principal High School.....		250 00
	80	H. A. M. Read, preceptress.....do.....		100 00
	30	Jennie M. Carrier.....	Teacher high school,	90 00
	30	Rose Case.....	do.....	96 00
	30	Carrie Howe.....	do.....	84 00
	30	Sarah Chambers.....	do.....	75 00
	30	Mary Parkinson.....	do.....	48 00
	30	Mrs. E. W. Atwood.....	do.....	60 00
	30	Bertha Pitman.....	do.....	60 00

DETAILED STATEMENT.

65

June	30	Susan M. Williamson.....Teacher high school,	\$60 00
	30	Mrs. M. E. Brand.....Music.....do.....	60 00
	30	M. L. Byrne, principal 1st ward.....	90 00
	30	M. L. Edgar.....Teacher 1st ward,	54 00
	30	Ella Hickok.....do.....	66 00
	30	Ida E. Bell.....do.....	54 00
	30	Hattie O. Thoms, principal 2d ward.....	108 35
	30	Mary McGovern.....Teacher 2d ward,	72 00
	30	Eliza Herfurth.....do.....	69 00
	30	Jennie M. Williams.....do.....	66 00
	30	Irene Larkin .....do.....	71 00
	30	Isabella Lamont.....do.....	71 00
	30	Maggie Galbraith, principal 3d ward.....	90 00
	30	Maggie M. Mayers.....Teacher 3d ward,	72 00
	30	Rosa Dengler.....do.....	54 00
	30	Annette Nelson .....do.....	54 00
	30	Florence Foote.....do.....	66 00
	30	Ella Larkin, principal Little Brick..	71 00
	30	Carrie Billings, teacher Northeast District.....	66 00
	30	Kate Foote, principal 4th ward..	90 00
	30	Maggie Champer.....Teacher 4th ward,	66 00
	30	Mary Burdick..	66 00
	30	Belle Byrne.....do.....	66 00
	30	Jennie McMillan, principal 5th ward.....	78 00
	30	Nellie Gleason.....Teacher 5th ward,	60 00
	30	Fannie Ellsworth	24 00
	30	Emma Schneider.....do.....	24 00
	30	Mary E. Storm.....do.....	66 00
Oct.	23	W. H. Beach, superintendent.....	333 33
	23	W. M. Pond, principal High School.....	250 00
	23	Mina Stone, preceptress	90 00
	23	Jennie M. Carrier.....Teacher high school,	90 00
	23	Rose Case.....do.....	96 00
	23	Carrie L. Howe.....do.....	90 00
	23	Sarah Chambers.....do.....	84 00
	23	Mary Parkinson.....do.....	84 00
	23	Mrs. E. W. Atwood.....do.....	60 00
	23	Susan M. Williamson.....do.....	54 00
	23	Bertha Pitman.....do.....	54 00
	23	M. E. Brand.....do.....	66 66
	23	M. L. Byrne, principal 1st ward.....	90 00
	23	Ella Hickok.....Teacher 1st ward,	71 00
	23	Mary L. Edgar.....do.....	60 00
	23	Ida Bell.....do.....	60 00
	23	Hattie O. Thoms, principal 2d ward.....	108 33
	23	Mary McGovern.....Teacher 2d ward,	72 00
	23	Eliza Herfurth. ....do.....	72 00
	23	Irene Larkin.....do.....	71 00
	23	Isabella Lamont. ....do.....	71 00
	23	Carrie A. Harper.....do.....	54 00
	23	Ella Larkin, teacher Little Brick..	71 00
	23	Kate Foote, principal 4th ward.....	90 00
	23	Maggie M. Champer.....Teacher 4th ward,	66 00
	23	Mary Burdick.....do.....	71 00
	23	Belle Byrne.....do.....	71 00
	23	Jennie McMillan, principal 5th ward.....	90 00
	23	Helen R. Gleason.....Teacher 5th ward,	60 00
	23	Mary E. Storm.....do.....	71 00
	23	*Lelia M. Gile	48 00

MADISON PUBLIC SCHOOLS.

Oct.	23	Maggie Galbraith, principal 6th ward.....	\$90 00
	23	Maggie M. Mayers.....Teacher 6th ward,	72 00
	23	Annette Nelson.....do.....	60 00
	23	Rosa Dengler.....do.....	54 00
	23	Florence Foote	71 00
	23	Carrie Billings.....do.....	71 00
Dec.	11	W. H. Beach, superintendent.....	333 33
	11	W. M. Pond, principal High School.....	250 00
	11	Mina Stone, preceptress.....do	105 00
	11	Jennie M. Carrier.....Teacher high school,	105 00
	11	Rose Case.....do.....	112 00
	11	Carrie Howe.....do.....	105 00
	11	Sarah Chambers.....do.....	98 00
	11	Mary Parkinson.....do.....	98 00
	11	Mrs. E. W. Atwood.....do.....	70 00
	11	Susan Williamson	63 00
	11	Bertha Pitman.....do.....	63 00
	11	Mrs. M. E. Brand.....Music.....do.....	66 66
	11	M. L. Byrne, principal 1st ward.....	105 00
	11	Ella Hickok.....Teacher 1st ward,	71 00
	11	Mary L. Edgar.....do.....	70 00
	11	Ida Bell.....do.....	70 00
	11	Hattie O. Thoms, principal 2d ward.....	108 33
	11	Mary McGovern.....Teacher 2d ward,	84 00
	11	Eliza Herfurth.....do.....	84 00
	11	Irene Larkin	71 00
	11	Isabella Lamont.....do.....	71 00
	11	Caroline A. Harper.....do.....	63 00
	11	Ella Larkin, teacher Little Brick.....	71 00
	11	Kate Foote, principal 4th ward.....	105 00
	11	Maggie M. Champer.....Teacher 4th ward,	77 00
	11	Mary Burdick.....do.....	71 00
	11	Belle Byrne.....do.....	71 00
	11	Jennie McMillan, principal 5th ward	105 00
	11	Helen R. Gleason.....Teacher 5th ward,	70 00
	11	Mary E. Storm	71 00
	11	Lelia M. Gile.....do.....	56 00
	11	Maggie Galbraith, principal 6th ward.....	105 00
	11	Maggie M. Mayers.....Teacher 6th ward,	84 00
	11	Annette Nelson	70 00
	11	Rosa Dengler	63 00
	11	Florence Foote	71 00
	11	Theresa G. Cosgrove.....do.....	84 60
	11	Carrie Billings.....do.....	71 00
		Total	<u>\$18, 797 92</u>

CENSUS.

Sept.	2	John Corscot, taking census.....	<u>\$100 00</u>
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INTEREST.

Jan.	5	E. Burdick, interest on loans.....	<u>\$119 89</u>
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TUITION REFUNDED.

Jan.	6	E. Burdick, tuition refunded.....	\$4 00
Nov.	2	H. Brinkhoff,.....do.....	3 75

Total	<u>\$7 75</u>
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RECAPITULATION

Of Receipts and Expenditures from Dec. 31, 1885, to Jan. 1, 1886.

RECEIPTS.

State appropriations.....	\$4,829 51	.....
Taxes.....	22,862 18	.....
Tuition.....	796 61	.....
Rents.....	118 00	.....
Fines.....	4 70	.....
	—	\$28,611 90

EXPENDITURES.

Sites and structures.....	\$450 22	.....
Supplies.....	246 25	.....
Repairs.....	1,062 66	.....
Janitors and labor.....	1,470 50	.....
Fuel.....	1,837 00	.....
Printing.....	482 55	.....
Census.....	100 00	.....
Furniture.....	894 99	.....
Clerk's salary.....	150 00	.....
Teachers' wages.....	18,797 92	.....
Apparatus and library.....	76 50	.....
Tuition refunded.....	7 75	.....
Interest.....	119 89	.....
Overdrafts of 1885 paid.....	3,348 39	\$29,044 62
Treasury overdrawn January 1, 1887.....	—	\$433 62

JOHN CORSCOT,

Clerk of Board of Education.

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 decisions 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 7:30 o'clock P. M. 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 instruction 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 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 monthly 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 8:30 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 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 University time, and shall conform to this standard in making records of attendance for themselves and for 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 in *writing* 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 sus-

*But any assistant teacher not in charge of a room will not need to be at school only fifteen minutes before the opening of each session.

pensions 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 report promptly at the teachers' meeting, on 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. 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.

15. 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.

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

17. 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.

18. 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.‡

* 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 the Board of Education.

† When no Saturday meetings occur, the report for any week or month should be sent to the Superintendent on the following Monday morning, during office hours.

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

19. Principals shall have the general supervision of the lower departments of 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 person.

HIGH SCHOOL — 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 75 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, Drawing, and Home Civil Government; besides, their school character must be good.

2. Every member of the High School 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.

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 Rhetorical exercises.

4. Special students who attend only 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 four successive weeks, except for sickness.

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

6. 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.

* All the teachers in the building should co-operate with the Principal in looking after the children on the grounds, and it is strongly urged that several of the teachers be found upon the grounds whenever the children are there, not to dominate over them, but to be unto them companions and guides. Let it be remembered that it is a dangerous experiment to allow a large number of pupils to herd together without proper oversight.

7. 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.
8. The faculty of the High School may decide upon such honors as they may see fit to confer upon members of the Graduating Class.

PUPILS.

1. No pupil shall be received or continued in the Public Schools under six years of age, unless prepared to enter a class already formed, except at the opening of the Fall Term, when they may be admitted at the age of five years; nor in the Grammar School 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 at their respective school rooms before the time of beginning school; to be regular and punctual in their daily attendance, and conform to the regulations of the school; to be diligent in study, respectful to teachers, and kind to schoolmates; and to refrain entirely from the use of profane and indecent language.
3. No pupil shall be allowed to go upon the ice of the lakes or upon the railroad track, between the hours of 9 and 12 A. M., and 2 and 4:30 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 Public Schools, shall be liable to pay in full for damages.
5. Pupils are required to furnish themselves with all the necessary textbooks used in their classes.
6. Every pupil who shall be absent from school, for half a 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. Two half days' absence (two tardy marks being equivalent to a half day's absence) in four consecutive weeks, sickness only excepted, shall render the pupil liable to suspension.
9. Any pupil who shall absent himself from any regular examination, 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 pupils 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 who shall have fallen twice below 60 per cent, in one of his studies, may be put 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 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 often 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 8:00 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 High School, \$7 per week.

For the stone buildings, First and Sixth wards, \$3.50 per week when fires are required, and \$3 per week when not necessary.

For the Second ward, \$6; Fourth and Fifth wards, \$4 per week when fires are necessary, and \$3.50 when not necessary.

For the frame building in the Sixth ward, \$3 per week when fires are necessary, and \$2.50 when not necessary.

For the Northeast building, \$2 per week when fires are necessary, and \$1.50 when not necessary.

For the Little Brick, \$1.25 when fires are necessary, and \$1 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 per building, and in proportion if less than the whole building is washed. For the wooden building and closet in Sixth ward, \$2, and in that proportion for less. For the Little Brick and Northeast building, \$1. 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.

The president and clerk are hereby authorized to draw certificates twice in 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 and close at 12 M., during the year. The afternoon session shall commence at 2 and close at 4 in the Primary Departments, and at 4:30 in all other rooms, except on Friday, when they may close at 4. 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 school, 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 committees of the schools for which the books are wanted, drawn on the clerk of the Board; and the clerk shall charge them to the teacher to whom they are delivered; the purchase price of the books to be deducted from the teacher's wages, unless the teacher shall at the end of his term of service, return the books to the clerk of the Board in good condition.
6. The 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.

* But five minutes of each afternoon session shall be devoted to instruction and training in physical exercises under the supervision of the teacher.

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

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 half a 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 expression of opinion on religious tenets, and no sectarian or irreligious teachings will be allowed.

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 the standard of 70 per cent. in order to pass.*

11. The school year shall commence on the second Monday of September. It shall continue 37 weeks, and be divided into three 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.

14. Whenever the monthly report of any school in the city shows no case of tardiness, and at least 95 per cent of attendance on the part of the pupils through the month, such school shall be allowed a half holiday, to be designated by the superintendent; the teacher will be expected to visit the city schools during this time and to report observations at the next Saturday meeting.

*The present practice is to require that the above per cent. be reached in both the oral and 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; eighty 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.

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.*

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 suggests 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 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, 1 ounce; water, 3 gallons. After this they should immediately be put in boiling water for washing.

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

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

CERTIFICATES.

[Certificate to be used when the pupil has been ill with a Contagious Disease.]

MADISON, Wis.,....., 188...

I certify that I was the attending physician of, a pupil in school, of said city of Madison, during illness with (name disease) That said has been convalescent for the period of six weeks; that no other person in the family where resides is now ill with said or other contagious disease; and that to my knowledge the residence and clothing of said have been thoroughly disinfected, and that all danger of spreading contagion by said is past.

....., *Attending Physician.*

[Certificate to be used when the pupil has simply been exposed to Contagious Disease.]

MADISON, Wis.,, 188...

I hereby certify that from lapse of time and precautions taken, all danger from spreading contagion by, a pupil in school, city of Madison (heretofore exposed to), is past.

....., *Resident Physician.*

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

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 Committee.

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 of 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 15th and the 30th days of the month of June, cause to be taken a census of 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 mail 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 a 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.*

*See also regulations on Janitors.

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.

SCHOOL CALENDAR.

WINTER TERM —

Commencing January 3d; ending March 25th, 1887.

SPRING TERM —

Commencing April 11th; ending July 1st, 1887.

FALL TERM —

Commencing September 12th; ending December 9th, 1887.

WINTER TERM —

Commencing January 2d; ending March 24th, 1888.

OFFICE HOURS OF SUPERINTENDENT:

From 8:30 to 9:00 A. M.

INDEX.

	PAGE.
Board of Education, - - - - -	3
List of Teachers, - - - - -	4
Visiting Committees, 1886, - - - - -	5
Visiting Committees, 1887, - - - - -	6
Superintendent's Report, - - - - -	7
High School Graduates, - - - - -	21
Catalogue of Pupils, - - - - -	23
Census, - - - - -	38
Course of Study, - - - - -	39
Course of Study, High School, - - - - -	44
High School Organization, - - - - -	47
Expenses, - - - - -	49
Shaw Prize, - - - - -	49
Graduating Exercises, - - - - -	51
Text-Books, - - - - -	52
Teacher's Library, - - - - -	54
Treasurer's Report, - - - - -	58
Financial Statement, - - - - -	59
Standing Rules, - - - - -	69
Regulations, - - - - -	70
General Rules, - - - - -	76
Contagious Diseases, - - - - -	78
By-Laws, - - - - -	80
Amendment of Charter, - - - - -	82
School Calendar, - - - - -	82

