



# **Annual report of the Board of Education of the city of Madison, for the year 1878.**

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# ANNUAL REPORT

OF THE

# Board of Education,

OF THE

# CITY OF MADISON,

*FOR THE YEAR 1878.*

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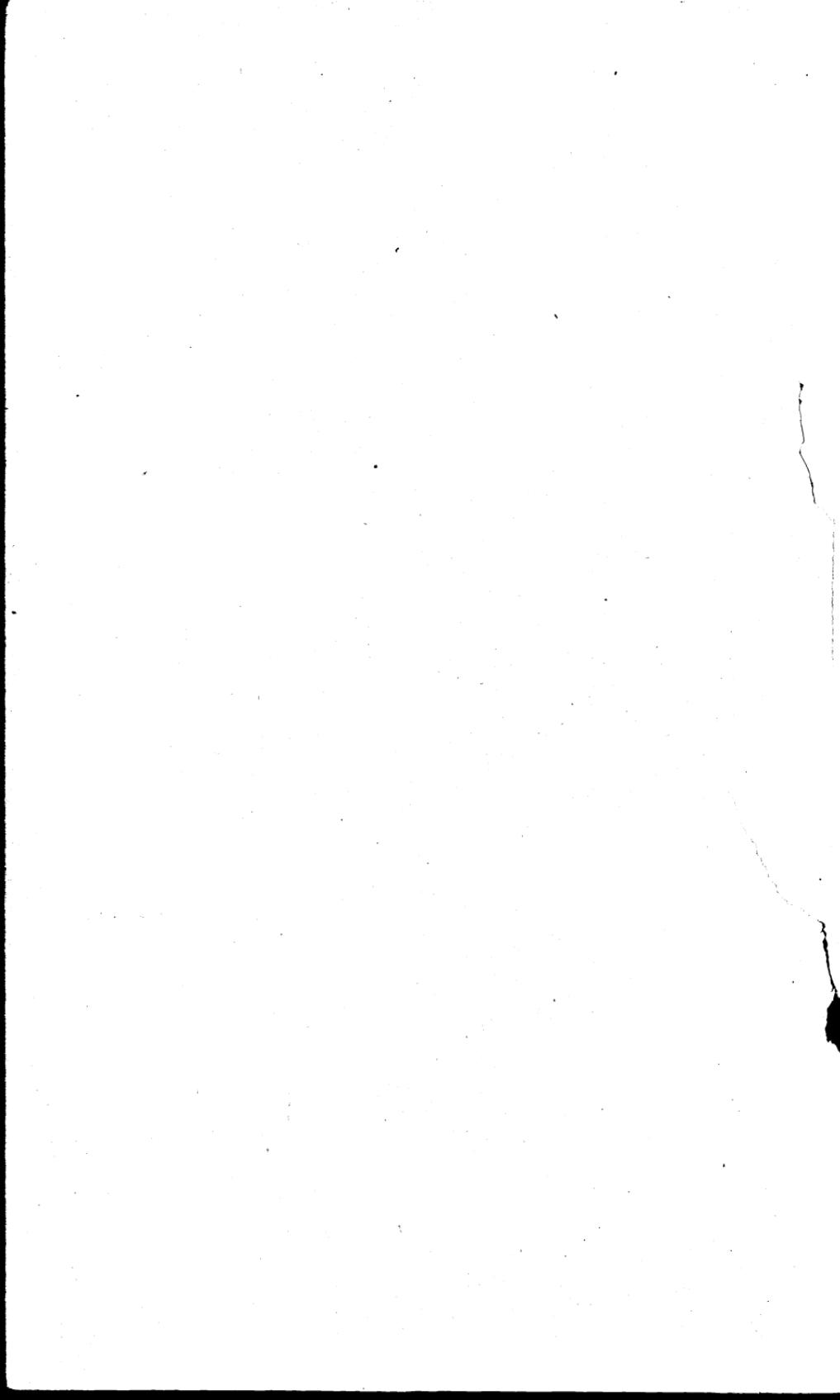
Published by Order of the Board.

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MADISON, WIS.

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

1879.



# BOARD OF EDUCATION,

1879.

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WM. T. LEITCH,	Term expires December, 1879.
JOHN CORSCOT,	do..... 1879.
J. H. CARPENTER,	do..... 1880.
CHARLES HINRICHES,	do..... 1880.
ELISHA BURDICK,	do..... 1881.
ALEXANDER KERR,	do..... 1881.
THE MAYOR,	<i>Ex-officio.</i>
JOHN LAMONT,	do.

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## OFFICERS.

PRESIDENT,

J. H. CARPENTER.

CLERK,

W. T. LEITCH.

TREASURER,

ELISHA BURDICK.

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## COMMITTEES.

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### STANDING.

*Finance*—MESSRS. LAMONT, THE MAYOR AND CORSCOT.

*Text Books*—MESSRS. KERR, LEITCH AND HINRICHES.

*Examination of Teachers*—MESSRS. CARPENTER, KERR AND LAMONT.

*Building*—MESSRS. BURDICK, CORSCOT AND CARPENTER.

*Fuel and Supplies*—MESSRS. BURDICK AND LEITCH.

### VISITING.

*High School*—MESSRS. KERR AND CORSCOT.

*First Ward*—MESSRS. LAMONT AND THE MAYOR.

*Second Ward*—MESSRS. LEITCH AND CORSCOT.

*Third Ward*—MESSRS. HINRICHES AND CARPENTER.

*Fourth Ward*—MESSRS. BURDICK AND HINRICHES.

*Fifth Ward*—MESSRS. CARPENTER AND KERR.

# BOARD OF INSTRUCTION,

1879.

SUPERINTENDENT OF SCHOOLS,  
SAMUEL SHAW.

## HIGH SCHOOL.

SAMUEL SHAW, PRINCIPAL,	<i>Latin and Natural Science.</i>
HELEN D. STREET, VICE-PRINCIPAL,	<i>Greek and Mathematics.</i>
HATTIE A. M. READ, PRECEPTRESS,	<i>Natural History and English Literature.</i>
THERESA FAVILL,	<i>French.</i>
KATE DUNN DEWEY,	<i>Music and Mathematics.</i>
FANNIE A. WALBRIDGE,	<i>German and Latin.</i>
HENRY L. RICHARDSON,	<i>History.</i>
ABIEE STUART,	<i>Latin and English.</i>

## FIRST WARD.

ELLA HENRY, PRINCIPAL,	First Grammar Department.
ELLA HICKOK,	Second Primary. "
LIZZIE BRIGHT.	First Primary. "

## SECOND WARD.

LUCINDA McGINNIS, PRINCIPAL,	Second Grammar Department.
NETTIE M. KING,	First Grammar "
MARY McCOVERN,	" "
ISABELLA LAMONT,	Second Primary "
H. M. EGGLESTON,	First Primary "

## THIRD WARD.

MARGARET GALBRAITH, PRINCIPAL,	Second Grammar Department.
IDA BENNETT,	First Grammar "
ADDIE MOODY,	Second Primary "
NELLIE M. WILLIAMS,	First Primary "
IRENE LARKIN,	" "

## NORTHEAST DISTRICT.

E. T. PACKARD,	Primary and Grammar.
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## LITTLE BRICK.

ELLA LARKIN,	First Primary Department.
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## FOURTH WARD.

MARY H. CLARK, PRINCIPAL,	Second Grammar Department.
ANNIE M. ROBY,	First Grammar "
LUCY A. RICE,	Second Primary "
ELLA R. LEWIS,	First Primary "

## FIFTH WARD.

HATTIE O. THOMS,	Second Grammar Department.
JENNIE McMILLAN,	First Grammar "
NETTIE L. PORTER,	Second Primary "
EMMA A. PAUL,	First Primary "

## SCHOOL CALENDAR.

1879.

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

SPRING TERM—Commencing April 14th; ending July 3d.

FALL TERM—Commencing September 8th; ending December 5th.

1880.

WINTER TERM—Commencing January 5th; ending March 26th.

Office Hours of Superintendent—From 8:30 to 9:00 A. M.

# SUPERINTENDENT'S REPORT.

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MADISON, WIS., January 1st, 1879.

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

GENTLEMEN :—The close of another year lays upon me the necessity of presenting to you for your consideration, another annual report. In it I shall attempt to follow certain lines of thought in which my mind has run during the year, assuring you beforehand that these lines all converge into the subject of popular education, while many of them point directly to the present interests of your schools. I am confident that any conclusion reached by me, will have your unprejudiced consideration; and believe me, it affords one no little satisfaction, to know that his views upon such transcendent interests as cluster around the education of our children, will receive from those in power over him, all the attention that they merit.

## PRIZES.

During the year, by the acceptance of a certain benefaction, you have committed yourselves in favor of the prize system.

As the utility of this system has been, and is now, questioned, it may not be out of place to give the subject more than a passing notice.

I shall first consider some of the common objections, together with the answers made to them:

## OBJECTIONS AND ANSWERS.

1st. It is said that prizes stimulate those students most who least need to be stimulated. As a general statement, this may

be true ; but is it not equally true of many other appliances to school-work that are considered indispensable to success, such as a classification of pupils, a keeping of records upon punctuality, attendance, deportment, and scholarship, a plan for stated examinations, etc. ? Also, if these things occasionally reach an indifferent pupil and arouse his hitherto dormant powers, I think the same can safely be affirmed of prizes.

2d. "A prize influences only a few members of the class; by far the greater number are not affected by it." I do not care to deny this statement, although I am of the opinion that it needs to be considerably modified in order to be correct. But granting the proposition in its fullest sense, what follows ? That prizes are useless, or the system of granting them wrong ? By no means. The same line of argument would lead us to conclude that a reform is to be judged by its success in influencing many, not by its intrinsic worth. That institutions for higher education are to be shut up, as so few—comparatively speaking—are induced to enter them. I submit if the difficulty may not lie in the individual rather than in the system ?

3d. "Prizes are not and cannot be awarded with fairness," If *absolute fairness* be meant by "fairness," I am disposed to admit the proposition ; but carry this thought over into the ordinary transactions of life, then apply the test of justice in the absolute sense, and see how many of those proceedings come up to the standard.

What man would undertake to assess the property in this city, guaranteeing absolute justice ? Who could be found to sit upon a jury, if required to submit to the same test ?

But if the persons who make the charge of unfairness against the prize system mean to say that those, as a rule, obtain the reward who are not entitled to it, I am prepared to enter a denial ; and the burden of proof will rest upon them. They will be obliged to show that those who have the distribution of prizes entrusted to them are exceptionally unfit to discharge this duty ; or that when a case of any kind is submitted to a tribunal or other deliberative body for decision, that decision is oftener wrong than right.

People who indulge in this kind of argument will soon find themselves transformed into mere ranters against society.

4th. Again, it is urged that the granting of prizes leads to envy, resentment, and kindred evil feelings. The prize system appeals pre-eminently to emulation, a noble sentiment in itself considered. It seems to me that many of those who object to the system, confound emulation with *rivalry*. Crabb draws the following distinction between them: "Emulation has *honor* for its basis ; rivalry is but a desire for *selfish gratification*. Emulation animates to effort ; rivalry usually produces hatred. Emulation seeks to *merit* success ; rivalry is contented with *obtaining* it."

Emulation is not an artificial sentiment ; it exists in a large degree among children and youth. In many of their sports, especially the sports of boys, does it lead to their keenest pleasure ! Manhood and age may modify it ; but it lives on in new fields under different phases. It underlies the progress of the race. Linked with reason, it is a distinguishing characteristic of the highest types of civilization.

Yet, I would not be treating this point with candor, if I took the position that all the leading minds of our country have been in favor of appealing to emulation in education. Dr. Dwight was of the opinion that this sentiment should not be stimulated in our youth ; although he had frankness enough to admit that he did not well see how his theory could be practically applied. Other men justly eminent, have entertained like views, condemning unsparingly the granting of prizes. But a decided majority of thoughtful men having in charge the education of youth, have decided that it is well to appeal to emulation, and very many of them have favored the prize system in some form or other ; this will be made to appear more clearly farther on in my report. I pause here to instance but one example. Dr. Wayland, of Brown University, was a man of no mean position, either as a practical educator or a mental scientist. He instituted four prizes in his university, for the benefit of those who should be examined to enter the Freshman classss. It is worthy of remark that those prizes

are granted at a period in the student's life corresponding with graduation from your High School, at which time you permit competition for *your* prize.

5th. "Pupils should study from a love for study." Quite likely ; but suppose they do not, what then ? Shall they be abandoned as hopeless cases ? How many persons even in mature years study simply from a love for it ? And if such a man could be found, would he not be likely to correspond in description with the one who is commonly called a "book-worm ;" a consumer of knowledge ? The writer of Ecclesiastes declares that much study is a weariness of the flesh, and human experience has determined that man is proverbially a lazy animal. Then how can it be expected that studying simply from a love for study can be practically applied ? This sentiment undoubtedly possesses charms for him who is seated in his own study composing dreamy dissertations on education ; but let him descend to the school room, that work-shop of the mind, and here try to apply his rosy theory. He will find himself about as successful as the man who would attempt to subject the rainbow to hydraulic pressure. He will find that the uncultivated mind declines to direct its attention continuously upon one point, and to study implies nothing less than this.

6th. "The prize system is barren of results, as prize students and honor students do not in after life fulfill the expectations of their friends." There is some truth in this. Young men have stood high on Commencement, and never afterwards. Yet this statement applies not only to institutions where prizes are awarded and honors conferred, but with equal force to educational establishments where these things do not exist.

It should be remembered that some types of mind mature early, while others, like winter-apples, ripen late. It should also be borne in mind that certain faculties, such as memory largely developed, are indespensable to brilliant scholarship ; while other faculties, such as judgment, take the front rank in later life ; not that judgment is useless in the schools, nor memory in the world. But one in whom memory is in the ascendancy may make a fine scholar and nothing more ; while he

in whom judgment takes the lead, may lack distinction as a scholar, and may win it on the field where judgment marshalls the powers of the mind.

Still it will not do to stubbornly shut our eyes to the facts ; and the facts do not support the assertion that all prize and honor students never become central figures in history.

I mention but two illustrious exceptions ; others could readily be named if space permitted. William E. Gladstone, England's great leader of liberal thought, took a double first-class degree at Oxford. Napoleon Bonaparte, the conqueror of nations, is said to have won a gold medal from the college at Lyons, while stationed at that city with his regiment, by writing an essay upon the subject, "What are the sentiments most proper to be cultivated, in order to render men happy ?" It should be remembered in this connection, that while that wonderful man carved his ~~way~~ to glory with his sword, yet his masterly addresses to his soldiers, gave him a supreme hold upon their confidence and affections.

#### ANOTHER VIEW.

Considering the subject positively, I proceed to affirm that our schools of to-day receive but little attention from the public. By this I do not intend to say that there exists a general indifference with regard to them ; that statement would not be true, for the American people as a class, are interested in their schools, and are fond of them. We have a system of educational machinery which we claim to be unsurpassed for elevating the children of the masses ; but right here lies a danger. We may have such unbounded confidence in the "machine," especially in regard to its capacity for work, that we shall fail to apply to its results the tests of quality and expense. These tests we unhesitatingly apply in other directions. The difficulty is further increased by the fact that inspecting schools takes time, and in our young republic amidst the general scramble for wealth and position, time is ever at a premium. We are willing to bestow praise, to give money, but time is too pre-

ious ; so our knowledge of our schools is apt to be second-hand and nebulous.

Yet it is noticeable that our people are not indifferent to competitive tests. All Chicago turned out to welcome Weston completing his walk against time. All the North was at the Centennial Exposition to witness the strife of nations for honors. Boat-races, horse-races, games of base-ball, tests of workmen's skill, are so common as to need no special mention. Yet common as they are, they do not cease to draw their thousands of spectators. Then why not turn this love for witnessing competition into educational channels, by offering prizes of sufficient value to induce competition ? So shall our people become better acquainted with our work, better able to appreciate its excellencies, to remedy its defects. So shall *charlatanism* in our teachers, shallowness in our scholars be confined to narrower limits.

Again, it cannot be justly called a ~~unciful~~ analogy, when it is said the prize system is essentially the system found in active life. Prizes are offered on every side ; but effort must reach them down to him who wins. In our land with no privileged aristocracy, the poorest need not despair of success. Doors stand wide open that he may enter to compete for wealth, for official preferment, for leadership in the world of thought. We are supposed to be training our youth for active life. Why not have them accustomed to its methods, before they are left alone to meet its issues ? I would further remark, if the prize system be wrong, some one has made a serious mistake in organizing the forces of society into their present form.

#### WHERE FOUND.

It is exceedingly difficult to speak with precision of the prize system in foreign schools ; as works containing such information in a specific form are not to be found in our city ; at least I could not find them. After no little search, I was obliged to give up the inquiry, having found only the statement that Oxford grants scholarships and fellowships, while Cambridge grants 430 fellowships.

It was stated by one authority that the first place for either mathematical or classical work at Cambridge, is worth £10,000 (ten thousand pounds.)

Turning to our own country, there is no lack of information upon the subject. I give the following outlines which could be expanded at pleasure :

1st. Albany Academy, (N. Y.,) offers 11 prizes. (Catalogue of 1874-75.)

2d. Phillips Academy, (Exeter,) offers 23 scholarships—two worth \$140 each. (Catalogue of 1876-77.)

3d. President Porter, of Yale, in his inaugural address, strongly advocated the establishment of prize scholarships and fellowships for the benefit of that institution.

4th. Brown University, besides the 4 prizes previously mentioned, offers 5 to college students. (Catalogue of 1870-71.)

5th. Union College offers 9 medals, and other prizes and scholarships. (Catalogue of 1875-76.)

6th. Bowdoin College offers 10 prizes and many scholarships. (Catalogue of 1874-75.)

7th. Williams College offers 19 prizes. (Catalogue of 1876-77.)

8th. Hamilton College offers 21 prizes. (Catalogue of 1876-77.)

9th. Columbia College offers 10 prizes, 14 prize scholarships, and 2 fellowships. (Catalogue of 1877-78.)

10th. Amherst College offers 39 prizes. (Catalogue of 1877-78.)

11th. Harvard University offers 30 deturs, (books,) and 23 other prizes. (Catalogue of 1875-76.)

12th. In our own State, educational exhibits were had in connection with the fairs in two counties last fall, premiums being awarded for excellence. One of the superintendents tells me the premium money will be doubled in 1879.

#### SUGGESTIONS.

Judging from what I have seen and read of the prize system, I am prepared to make the following general suggestions :

1st. It is a good idea to offer prizes for work that does not severely test the mental powers, but is nevertheless valuable ; this is especially true when the work is apt to be neglected by the pupils.

2d. Prizes can be offered with good results, when the work to be done by the pupil is largely personal, the teacher only being able to throw out suggestions.

3d. The prize should be placed some little distance ahead of the pupil in his course of study, in order to test not only his brightness of intellect, but other qualities quite as important in life's conflict.

4th. The test upon which the award is made should be public, at least as much so as the nature of the branch will permit.

5th. The judges should be selected with care in reference to breadth as well as other ability, and if possible, they should be persons not sustaining intimate relations with any of the competitors.

6th. I am not sure but there may be danger in offering prizes to pupils when they are too young. The prize system is in many respects a heroic system at best ; hence, to be applied guardedly. The young Golden Eagle is said to be driven from its nest by its parents *when it is able to provide for itself*. We can see wisdom in this provision of nature ; but if old eagles practiced this custom without regard to the age of their offspring, that line of eagles would soon become extinct.

So it is well to acquaint our youth with life's methods and life's responsibilities ; but this should not be attempted too soon.

#### TEACHING AS A LIFE WORK.

I shall now proceed to say some things that may easily be misunderstood ; but I feel they should be said in the best interests of education, and so shall take the chances, believing that you, at least, will not misconstrue them.

Within the memory of some of you, a marked change has come over the schools of our land in regard to the teaching

force. I allude particularly to the great increase of lady teachers. In most places, men constitute but a small fraction of the corps of instruction ; while in some localities they have been entirely driven from the field. Two important causes have operated to produce this result.

1st. Agitators arose who very properly insisted that woman should share in the work of educating our children and youth. This opened a way for our young ladies of spirit to rise out of that galling position of dependence upon some relative for support.

2d. Women can be hired to teach more cheaply than men. The supply is larger, as under the present condition of society, men have a wider range of callings. Besides, most women who teach, have only themselves to support ; and not a few do that simply because they prefer it. Now, as long as this state of affairs exists, the tendency will be, especially in hard times, to keep increasing the number of lady teachers. I, for one, am satisfied that the schools of our country can in time be injured by this policy. I mention but two reasons :

1st. We do not find those children governed exclusively by a mother to be as well managed as those under the supervision of both parents ; exceptions do occur, but only to prove the rule. Directive will-power is just as necessary as persuasive heart-power.

2d. We cannot expect women to become teachers permanently ; some few will devote their lives to the business ; the great majority will step aside for marriage, and who has a right to object ?

Now, before our teaching force gains the confidence of the country, it must possess a noticeable element of permanence. People know that many other things are needed to make the really successful teacher besides book learning ; and not the least of these is experience to mellow the heart, to ripen the head.

This permanence will never be obtained if men are to be eliminated from the schools. As we who have long borne the

burden of the day lie down from failing strength, younger men must be sought out to fill our places.

This brings me to consider teaching as a life work for men. What inducements does it offer them?

#### ATTRACTIVE FEATURES.

I shall allude to four :

1st. Teaching is regarded as one of the most honorable callings, except possibly in some of our commercial and political centers, where life is highly artificial.

2d. While the salary is never large, it is yet sufficient in most cases to meet the wants of one who is not socially ambitious, and there are no "bad debts" connected with it.

3d. If the teacher is not overworked, he enjoys the privilege of being a life-long student. He can ascend the intellectual mount of transfiguration and listen to the loved voices of the past, while the din of the busy world below is lost in the distance.

4th. He can daily witness the growth of the youthful minds under his care, and thus be made to know of a truth that his is the supreme mission of molding the destiny of the republic.

#### UNATTRACTIVE FEATURES.

1st. A gentleman remarked to me the other day, that teachers are timid people. I suppose this is so ; and it takes no great insight to ascertain why. We are in a position of peculiar dependence. The laborer has only to suit one master with whom he comes in contact ; we have to suit many masters who know little about us. Of course, I mean the public.

The clergyman can afford to be at variance with his official staff, for he can appeal to his people ; but with the teacher there is no appeal from the decision of his board of education. All such action is final, however hasty, however unjust. Mr. McAlister, of Milwaukee ; Mr. Pickard, of Chicago ; Mr. Philbrick, of Boston ; three stars of no mean magnitude in the educational firmament, were recently driven in disgrace from their positions ; and no one could reverse the action.

Sometimes the faithful teacher suffers from another quarter. A superintendent is in power over him who has the ear of the board. This man has pet views about how to teach certain things, and nothing else will do. If the teacher does not comply, he is well aware that he may lose "his head in the basket;" and this is no pleasing prospect in the dead of winter to a man having at home a brood of little mouths to be filled, of little backs to be clothed. He calls to mind Valley Forge and shudders. It is said that some wild beasts turn upon a wounded mate and devour him. I have seen a parallel among teachers.

Some of the severest slave-drivers were formerly slaves themselves. So some teachers raised to the superintendency or principalship, are found to be the most exacting masters, the meanest of petty tyrants.

2d. Americans are very fond of what is showy in education. Hence, the attention that "method" receives from our teachers, often at a great sacrifice in results. Hence the many magnificent educational structures, furnished in the latest style, but supplied with teachers who do not bring honor to their calling. We need not go out of Wisconsin to find cities, where fortunes have been lavished upon buildings, but where the teachers get a mere pittance for their work, and few of them deserve more. Even our institutions for superior education do not set a worthy example in this respect. Too often thousands of dollars are freely appropriated for palatial edifices, while every dime paid to a professor is granted with reluctance. This policy is in striking contrast with that of Germany. I quote from Hart's work on German Universities : "We have been misled by rivalry into copying after England in the feature that is least worthy of imitation. I mean buildings ! Had the money which has been sunk in brick and stone and mortar during the past twenty years, been judiciously invested, the salary of every professor in America might be doubled at this moment. \* \* \* We may derive some wholesome lessons on the point from examining into the conduct of the German government in re-establishing the uni-

versity of Strasburg. Although barely three years have elapsed since the annexation of Alsace, (written in 1874,) the university has a full staff of eighty professors, and a body of six hundred students. Yet the university of Strasburg has not at this day, *a single building that it can properly call its own*. To imitate such a policy of organization, with due regard to its extraordinary singleness of views, we must bear in mind that it was not induced by stint of funds. Prince Bismarck, as Chancellor of the Empire and Administrator of the Imperial Provinces, had *carte blanche*. Probably no man since the days of Cardinal Wolsey, enjoyed a like opportunity of immortalizing himself in stained glass and stone. The French indemnity money was pouring into the German coffers in a steady stream, Germany was wild over its sudden accession to wealth. It would have cost but a word from the Prince to divert but a paltry fraction, say twenty of the thousand millions, to the glory of German architects and the greater glory of the unifier of his country. But the Prince knew too well what he was undertaking. He knew that the strength of a university did not consist in its array of dead buildings, *but in its force of live men*; that the ultimate test of the capacity of a university is *its ability to pay professors*. So the Prince quietly let the twenty millions take their natural course into the imperial treasury, and contented himself with organizing the Strasburg university after the model of all the others, to-wit: *As an unobtrusive congregation of eminent men in the receipt of good salaries.* \* \* \* Will it be necessary to descend upon the painful contrast afforded by our colleges, to show, instance by instance, how we have spent our money upon the work-shop, until we have none left wherewith to pay the workman? The city of Philadelphia expended two millions of dollars upon Girard College. It succeeded in erecting a Grecian temple that is the wonder of the *tourist* and the *terror* of the teacher. After years of tinkering and patching, the rooms are even now scarcely suited to the purposes of instruction, *and the instructors themselves are scantily paid.*"

3d. A few years ago, a law was passed in our state, em-

powering the Superintendent of Public Instruction, to issue State Certificates to teachers. These are granted after a rigid examination upon a wide range of studies, together with credentials of successful teaching. Not a few college graduates have failed to pass the examination. Some of the teachers in the public schools, largely self educated, thinking that a state certificate would be a mark of distinction, a testimonial of excellence, have applied for one and won it. But what do they find? Why that not only every full graduate from a State Normal School, but also every one who completes its Elementary course, requires no further examination to draw a state certificate. To speak plainly, this honor is conferred upon a member of a Normal School, who has received little more than a Grammar School education; while he who receives a far more extensive education, at his own fireside, in the public High School, private Academy or denominational College, is subjected to a rigorous examination for the same privilege. Now, our Normal Schools cannot hope to supply the whole teaching force of this state; other sources must be looked to; other candidates must have their rights respected. Is the present arrangement concerning state certificates, calculated to induce a young man of ability, not educated in a Normal School, to become a teacher for life? I think not. If he expects to teach, he must either be pestered every year or two with an examination conducted by a local superintendent, or must meet that dreaded board of examiners for a state certificate. He sees the student from a Normal School, perhaps quite inferior in scholarship and other ability to teach, put to no such trouble. The latter holds a state certificate from the fact of his being a Normal School man. It is too late in life for our friend to enter a Normal School, so he either submits to a conscious injustice, or forever turns his back upon teaching. This holding state certificates so cheap for one class and so dear for another class, is not in keeping with the spirit of our government, and should at once be abandoned if we expect to recruit for our teaching force from the best blood of the land.

4th. Our higher institutions of learning, such as the Nor-

mal Schools and the University, should fill their chairs as far as practicable, with Wisconsin teachers ; this probability of promotion is a great incentive to those who are on the lower rounds of the ladder ; men of natural ability to teach would thus be induced to become and remain teachers ; not only so, but they would strive to grow in the work, to become scholarly men, to advance the calling which was to be theirs for life. We all know how the railway companies and other large corporations secure the services of efficient men in the most important places by promotion. They take this course not from philanthropic motives, but for their own good.

Too often a different policy has prevailed among the Regents of our higher institutions ; men have been brought to the West unacquainted with our schools, our customs, our prejudices and our aspirations. They did not appreciate us and we did not appreciate them. How would it look to send abroad for Governors, Regents, Judges, Senators and other officers, to hold positions of eminence in our commonwealth ? Would it not be humiliating to the citizens of Wisconsin ? Would it not be a reproach upon our people for lack of ability ? How must it seem to the teachers of this state, to have this same line of policy carried out with regard to them ?

The only reason that can be urged for this conduct is that the Wisconsin teachers are men of inferior ability. But this argument will not stand ; for we have in our ranks not a few college-bred men, and many others by no means their inferiors who have struggled up by their own ability from obscurity, men who hold the highest educational credentials that our state bestows. If the Regents doubt the scholarship of the teachers of the state, it would be but fair for them to follow the action of our other Boards of Education ; that is, call for a thorough examination, free to all competitors East, West, North and South, and let the best man win.

## TROUBLESONE BOYS.

It needs no intimate acquaintance with school-work to know that all pupils cannot become scholars. Some lack the requisite health, some the mental calibre, some the inclination. Conditions like these are in the main beyond the direct control of parent or teacher. Hence wisdom suggests that we recognize all such limitations, and adapt ourselves to them. A failure to do this may bring great unhappiness to the parent and may ruin the child. This statement is peculiarly applicable to certain boys in all our cities say from 12 to 16 years of age. They are graded with pupils younger than themselves owing to their past irregularities. They are kept in school by sheer parental force; they will study while there only upon compulsion. Over their younger companions, they wield a marked influence for evil. They are the terror of the teacher by day, and of the street pedestrian by night. They are keenly sensitive to all the bad influences of the city, but are dead to its many good influences. They are on the highway to destruction. In my judgment, such boys, with scarcely an exception, should be put to work by their parents. Of course under our present laws, no one else can bring this about. They should be put on the farm or in the work-shop, until they are confirmed by this plan, in the habits necessary to good citizenship, or until they will bind themselves to return to school and improve their time.

Many of these boys are bright, but their tastes lead them away from books to some more active pursuit, and it is only by respecting this natural bent of the mind that they can be saved to themselves and to society. Too often the following is an epitome of their history : While they are quite small, their fond parents solemnly determine that these, their boys must have a collegiate education, come what may. The father and mother pledge themselves to give them this and regard their obligation with all the sacredness of a religious vow. If poverty has been the lot of the parents, they rejoice in the thought that their sons have a brighter future before them.

They will be educated, and will rise into positions of influence and wealth. They will never wear the shabby garb of the laborer, their hands will never be hardened into that of the mechanic, their speech will bear a polish known only to the schools. In short, they will be gentlemen.

The dream goes on. Presently, rumors of trouble at school reach the ears of the parents. These they consider unfounded; but ere long the teacher enters complaint; a settlement is effected with her which is only a prelude to a fresh outburst; the Superintendent is appealed to, the Board are consulted; suspension follows, then expulsion. The private school is patronized, but all to no effect. The boys who were too good to become workingmen live to become vagabonds or criminals. They might have been saved but for an unwise ambition, a false pride which kept them in idleness, often in opposition to their own wishes.

#### REVIEW OF THE YEAR.

By my monthly reports, I have kept you informed from time to time of the condition of your schools. You may, however, expect me to give a brief statement upon the subject in this connection.

No new school buildings have been erected during the year, and probably none will be needed for some time to come; perhaps not till the present business depression has passed away.

A new piano costing \$375 has been bought for the High School, the whole amount except \$100 having been raised without applying for school moneys.

The apparatus has received such accessions as a fine air-pump, a superior electrical machine, and an excellent chemical outfit for elementary work.

Instead of making sweeping reductions in the salaries of your teachers, as has been done in some places, you have in the main, sought to retrench by paying smaller wages to those just beginning to teach for you, while those who had been long proved in your service were allowed to continue at the same figures or nearly so. Thus the changes in your teaching force

for the year just ended have been few. Need I say this is a gratifying fact in the history of the year?

The teachers' meetings on the whole have been well attended and have been of more than their former interest. The time devoted to them has been divided between general school business, theory and practice of teaching, and a line of study calculated to promote the mental growth of our teachers. This last feature has been of comparatively recent origin with us, and I like it more and more. We find that we must have fresh supplies for the mind as well as for the body if we are to remain useful to the public.

The attendance upon the High School has not been materially diminished during the year by the free tuition in the preparatory department of the University. A few students left us; but our patrons are beginning to learn that to be a member of a subfreshman class is a very different thing from being a college student proper. I am of the impression that your High School has seen its darkest days by reason of free parallel instruction at the University, and that henceforth it will grow stronger in the estimation of our citizens.

Last term its tuition list was unusually large, showing that it has the confidence of outlying districts.

Its last graduating class numbered 8, as follows:

Ancient Classical Course—HENRY PENNOCK, WENDELL W. PAINE.

Modern Classical Course—WILLIAM E. OAKLEY, SARAH CHAMBERS, LUCY M. GAY, MARY E. STORM.

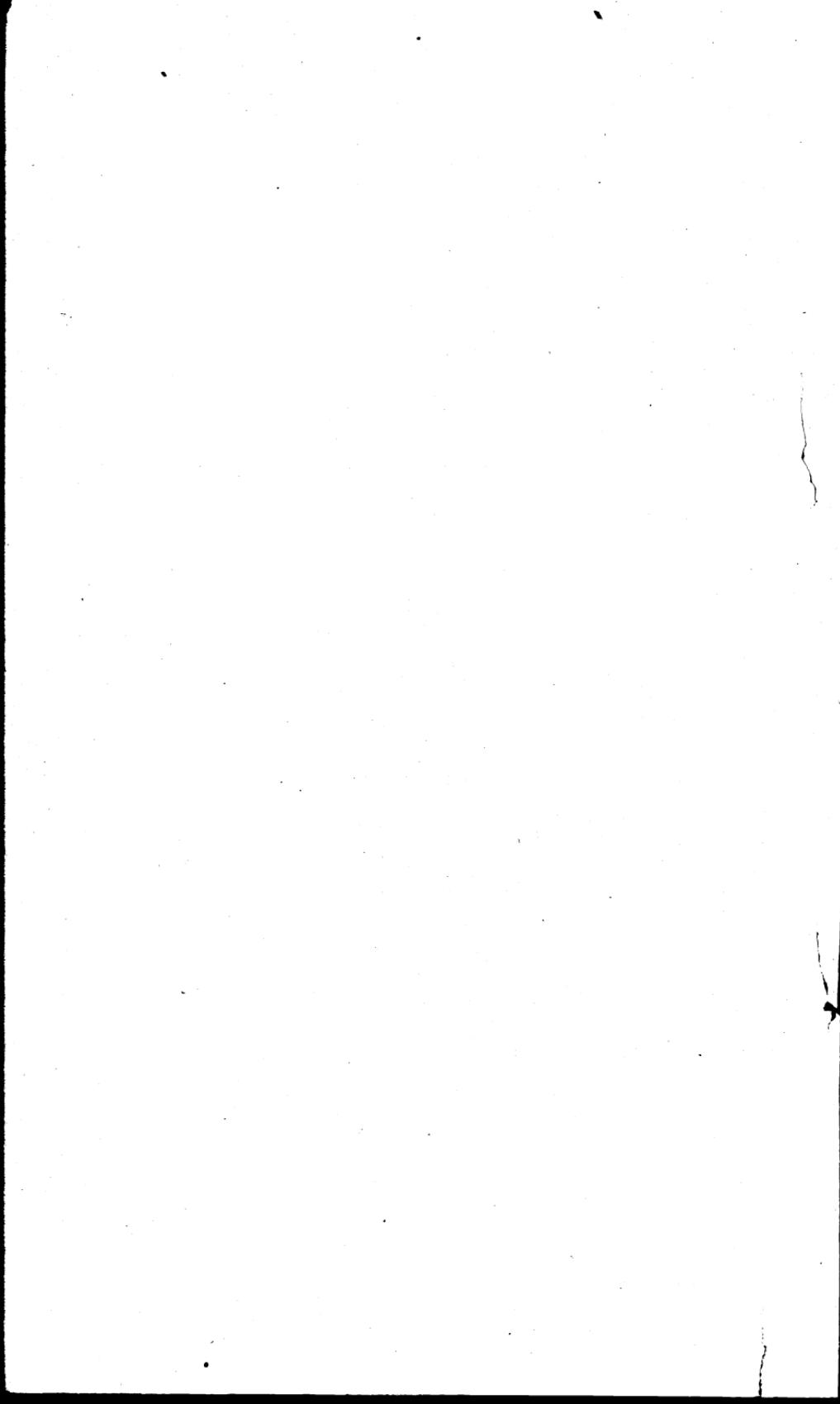
Scientific Course—WILLIAM E. DODDS, WALTER B. PEARSON.

This makes 66 who have completed your High School course of study within the last four years.

Hoping that the incoming year may prove pleasant and profitable to us all, I gladly close this report already too long, and declare myself to be,

Yours with great respect,

SAMUEL SHAW,  
*City Superintendent of Public Schools.*



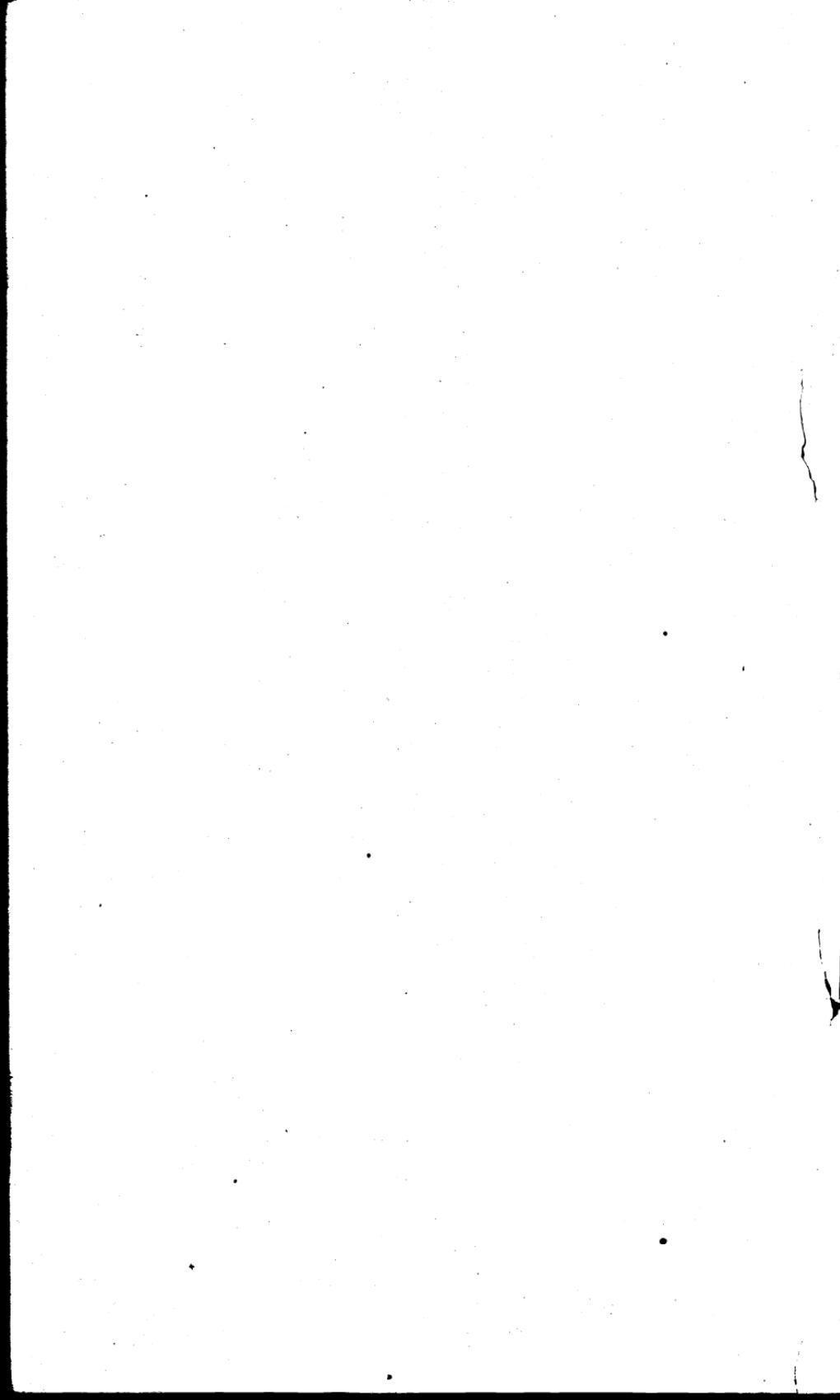
## IN MEMORIAM.

It seems appropriate to refer in this Report, to the loss which this community has sustained in the recent sudden death of three who were for a longer or shorter time, faithful and honored members of the Board of Education, Professor D. READ, Professor S. H. CARPENTER and Major W. J. L. NICODEMUS.

Prof. READ was a member of the Board for one term of 3 years; he was an efficient worker in the cause of education in his connection here as elsewhere. At one time, he served as chairman upon that committee, which is perhaps more closely connected with the welfare of the schools than any other, viz: Examination of teachers; for it must be acknowledged that good teachers are the most important agency for good schools. Prof. READ did much to render help to our schools at a time when help was much needed; they were young and feeble, they were viewed with suspicion by many of our people, they were largely an untried experiment. At such a time, his counsel and more active efforts were peculiarly valuable. Others are enjoying the benefit of his labors now that his work is done.

Prof. CARPENTER was a member of the Board for nine years, from 1864 to 1873, and during his whole term of service he performed with fidelity and acceptance the duties of Clerk, showing here, as usual, his genius for work. Whenever occasion seemed to require it, he would cheerfully take upon himself labors sufficient to fill up the spare time of two members. Sometimes writing the Annual Report, purchasing the supplies, and still giving attention to the minutest details of his office. Possessed of large influence and wide experience, he did much to manage the schools efficiently and economically. He labored earnestly to make the Modern Schools, what he repeatedly said they ought to be—"a just pride to ourselves and a model for the state," and we hereby gratefully recognize the fact, that to his fostering care and wise foresight, our schools owe much of their present prosperity.

Prof. NICODEMUS was *ex-officio* member of the Board during his term as alderman of the Fourth Ward, which expired in April last. The same promptness and fidelity which characterized him as a Professor, he brought to the aid of our city schools. With an unselfish devotion, worthy of all praise, he gave himself to their interests, aiding the Superintendent and the teachers with his presence and counsel whenever and wherever they could do the most good. His name on School Visiting Committees did not merely help to fill up a page of the Annual Report, it was suggestive of actual service. His visits were made to give help and support, and never called forth from him unkind or harsh criticism. His prompt and enthusiastic manner, when examining teachers or classes, was such as to rouse the ambition of all to emulate him. Those connected with our schools will long remember him, not merely as an active and useful member of the Board of Education, but as a true Christian gentleman, a helpful adviser and a constant friend.





## BRANCHES FINISHED.

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

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

## THIRD GRADE.

## GREEK LESSONS.

Four first honors—CLARA BAKER, AGNES BUTLER, ROSA CASE, LOUISE DAVIDS.

One second honor ; two third honors ; no failure.

## CÆSAR.\*

Four first honors—AUGUST UMBREIT, MARY WRIGHT, AGNES BUTLER, ROSA CASE.

Seven second honors ; 12 third honors ; two failures.

## ZOOLOGY.

Four first honors—ALFRED OAKLEY, JOSIE HAUSMAN, LUCY SMITH, NETTIE SMITH.

Sixteen second honors ; four third honors ; one failure.

## CHEMISTRY.

One first honor—NELLIE PHELPS.

Six second honors ; four third honors ; two failures.

## PLANE GEOMETRY.

Nine first honors—JAMES MORGAN, ROSA CASE, ANNIE DURRIE, CLARA GANO, JENNIE KING, ALICE LAMB, KATE MCGILL, NELLIE PHELPS, LOUISE DAVIDS.

Seven second honors ; seven third honors ; seven failures.

## PHYSIOLOGY.

One first honor—SARAH CLARK.

Thirteen second honors ; three third honors ; three failures.

## FOURTH GRADE.

## VIRGIL.

Three first honors—AUGUST UMBREIT, SARAH CLARK, ALICE LAMB.

Four second honors ; three third honors ; one failure.

## BOTANY.

Two first honors—SARAH CLARK, ALICE LAMB.

One second honor ; six third honors ; two failures.

## GERMAN COURSE.

Four first honors—**AUGUST UMBREIT, LILLIE BEECROFT, SARAH CLARK, EMILY PRESCOTT.**

Two second honors; five third honors; no failures.

## FRENCH COURSE.

One first honor—**ALICE LAMB.**

No second honor; one third honor; no failure.

## ANABASIS.

One first honor—**AUGUST UMBREIT.**

No second honor; one third honor; no failure.

## GRADUATING GRADE.

## NATURAL PHILOSOPHY.

Three first honors—**HENRY PENNOCK, SARAH CHAMBERS, LUCY GAY.**

Three second honors; two third honors; no failure.

## GERMAN READER.

Two first honors—**SARAH CHAMBERS, LUCY GAY.**

Five second honors; two third honors; no failure.

## HOMER.

Two first honors—**WENDELL PAINE, HENRY PENNOCK.**

One second honor; no third honor; no failure.

## GREEK COMPOSITION.

One first honor—**HENRY PENNOCK.**

One second honor; no third honor; no failure.

## CICERO.

Two first honors—**SARAH CHAMBERS, LUCY GAY.**

Three second honors; one third honor; no failure.

## LATIN COMPOSITION.

Two first honors—**SARAH CHAMBERS, LUCY GAY.**

One second honor; three third honors; no failure.

# HIGH SCHOOL.

1879.

## INSTRUCTORS.

SAMUEL SHAW, PRINCIPAL,	Latin and Natural Science.
HELEN D. STREET, VICE-PRINCIPAL,	Greek and Mathematics.
HATTIE A. M. READ, PRECEPTRESS,	Natural History and English Literature.
THERESE FAVILL,	French.
KATE DUNN DEWEY,	Music and Mathematics.
FANNIE A. WALBRIDGE,	German and Latin.
HENRY L. RICHARDSON,	History.
ABBIE STUART,	Latin and English.

## ORGANIZATION.

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

The Ancient Classical, Modern Classical, and Scientific Courses, prepare students to enter the University as Freshmen, and to become members of College Classes of like names. In the line of fitting scholars to enter the University, the High School will seek to furnish the best facilities within its reach. Students completing any one of the five Courses of Study, except the review and commercial course, will receive a diploma of graduation. Those holding diplomas from the Board of Education, showing that they have completed the Ancient Classical, Modern Classical, or Scientific Course, will be admitted into the University without examination there, and with free tuition throughout that institution, if recommended by the Principal.

The Faculty of the University has adopted the following rule:

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

Adopted, March 19, 1877.

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

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

1. A member of the highest class who falls below 70 per cent. in his final examination, whether oral or written, in any of his studies, shall be

dropped from the list of applicants for graduation, unless within a specified time—not to exceed four weeks—he passes by re-examination upon that branch; in which case 10 per cent. shall be taken from his standing for the privilege of extra time for preparation; but one re-examination shall be granted him.

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

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

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

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

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

- A. All whose scholarship averages 95 to 100 per cent. inclusive, shall be called excellent.
- B. All whose scholarship averages from 85 to 95 per cent. shall be called good.
- C. All whose scholarship averages from 75 to 85 per cent. shall be called fair.

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

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

6. Certificate students will be required to pursue the studies reviewed by the Graduating Class during the last year of the school course.

The Review and Commercial Course has been arranged for the benefit of those pupils who desire to perfect themselves, within a limited time, in the elements of an English Education. Young people intending soon to teach in country districts, or engage in commercial pursuits, will find this course to be just what they need. Any student desirous of pursuing a special course, by selecting from the various regular courses, will have permission to do so, upon giving the Principal satisfactory reasons for such choice.

### SPECIAL RULES.

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

1. Scholars who desire to be promoted from the Second Grammar department of any Ward to the High School, are required to reach a standard of 70 per cent. in both the final, oral and written examinations, upon Arithmetic and English Grammar; besides, their school character must not be bad.

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, and any student who makes up the whole or a part of any branch out of school, is required to attend the monthly examinations upon this study.

3. Pupils who are allowed to take but one leading study in the High School, will need to be in attendance during the whole of one of the four sections of the day; they will also need to take the general exercises of the room for that hour. Those having two leading studies must attend one-half of the day, be subject to the same requirements regarding general exercises, and take part in Reading and the Rhetorical exercises.

4. Special students who attend only a part of the day may be dropped out of school by their teacher, if they are tardy more than twice or absent more than once in any four consecutive weeks, except for sickness.

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

6. Any member of the High School on the upper floor, who falls in two or more of his general exercises below 60 per cent. upon his monthly examination, shall be dropped into the next lower room, and can regain his place only by complying with the conditions under rule 5.

#### RULES ON PREPARATION FOR RHETORICAL EXERCISES.

1. The Rhetorical work of the Fourth and Graduating grades will be entirely under the direction of the Principal.

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

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

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

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

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

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

8. Compositions will be marked on the scale of 100, divided as follows :	
Punctuality, (in preparation and rehearsal,) .....	20
Mechanical execution, (including neatness, spelling, penmanship, use of capitals, punctuation marks, etc.,).....	20
Thought,.....	30
Expression,.....	30

### PRIZE RULES.

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

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

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

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

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

4. The essays and orations shall be referred to a committee named by the Board for criticism.

Such committee shall rank the productions on Thought, (including originality and comprehensiveness,) and Style. The productions must be returned to their authors on or before the meeting of the Board in February.

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

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

### ITEMS.

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

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

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

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

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

## ADMISSION.

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

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

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

## EXPENSES.

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

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

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

Washing is from 60 to 70 cents per dozen.

## HIGH SCHOOL GRADUATES.

*Class of 1875.*

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

*Class of 1876.*

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

*Class of 1877.*

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

*Class of 1878.*

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

# COURSE OF STUDY.

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## FIRST PRIMARY DEPARTMENT.

### FIRST GRADE.

Spring Term...1. Reading from Charts, Blackboard and Slates; to aid in teaching it, instruction and questions upon common things.  
2. Printing and Drawing.  
3. Special Drill, to cultivate quickness and accuracy of perception.  
4. Counting objects from 1 to 100 inclusive.

Fall Term.....1. First Reader.  
2. Printing and Drawing.  
3. Oral Lessons on Plants.  
4. Naming figures in Reader, and Estimations of Distance.

Winter Term...1. First Reader.  
2. Printing and Drawing.  
3. Oral Lessons on Native Animals.  
4. Estimations of Weight and Time.

### SECOND GRADE.

Spring Term...1. First Reader.  
2. Oral Spelling.  
3. Drawing, and Writing the short small letters by principle. (Chart No. 1.)  
4. Oral Lessons on Flowers.  
5. Arithmetic; addition and subtraction—oral and written work, taught with objects.

Fall Term.....1. Second Reader.  
2. Oral Spelling.  
3. Drawing, and Writing all the small letters and the figures by principles. (Charts Nos. 1 and 2.)  
4. Oral Lessons on Plant Productions.  
5. Arithmetic; multiplication and division—oral and written work, taught with objects.

Winter Term...1. Second Reader.  
2. Oral Spelling.  
3. Drawing, and Writing the capital letters to the 8th principle. (Chart No. 3.)  
4. Oral Lessons on the Human Body.  
5. Arithmetic; easy combinations, involving addition, subtraction, multiplication and division; oral and written work, taught with objects.

### GENERAL EXERCISES.

1. Morals and Manners.
2. Singing by note and rote.
3. Marching and Calisthenic Songs.
4. Language Lessons.
5. Inventive Drawing on Friday of each week.

## SECOND PRIMARY DEPARTMENT.

## FIRST GRADE.

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

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

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

## SECOND GRADE.

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

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

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

## GENERAL EXERCISES.

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

## FIRST GRAMMAR DEPARTMENT.

## FIRST GRADE.

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

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

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

## SECOND GRADE.

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

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

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

## GENERAL EXERCISES.

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

## SECOND GRAMMAR DEPARTMENT.

## FIRST GRADE.

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

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

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

## SECOND GRADE.

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

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

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

## GENERAL EXERCISES.

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

# HIGH SCHOOL.

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

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

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

## HIGH SCHOOL—Continued.

GRADE. GRADE.	FOURTH G'DE. THIRD GRADE.			ANCIENT CLASSICAL.	MODERN CLASSICAL.	SCIENTIFIC.	ENGLISH.
	Winter Term.	Spring Term.	Fall Term.				
				1. Greek Lessons. 2. Plane Geometry. 3. Cæsar.	Zoology. Plane Geometry. Cæsar.	Zoology. Plane Geometry. Chemistry.	Zoology. Plane Geometry. Chemistry.
				1. Anabasis. 2. Plane Geometry. 3. Virgil and Latin Composition	Zoology and Physiology. Plane Geometry. Virgil and Latin Composition.	Zoology and Physiology. Plane Geometry. Chemistry.	Zoology and Physiology. Plane Geometry. Chemistry.
				1. Anabasis. 3. Solid Geometry or German Course. 2. Virgil and Latin Composition.	French or German Course. Physiology or Solid Geometry. Virgil and Latin Composition.	Physiology. Solid Geometry or French Course. German Course.	Physiology. Solid Geometry. Political Economy.
				1. Botany or German Course. 2. Anabasis and Greek Composition. 3. Virgil and Latin Composition.	Botany. French or German Course. Virgil and Latin Composition.	Botany. Trigonometry or French Course. German Course.	Botany. Trigonometry. Geology.
				1. Botany or German Course. 2. Anabasis and Greek Composition. 3. Cicero and Latin Composition.	Botany. French or German Course. Cicero and Latin Composition.	Botany. Conic Sections or French Course, German Course.	Botany. Conic Sections. Geology.
				1. Natural Philosophy or German Reader. 2. Homer and Greek Composition. 3. Cicero and Latin Composition.	Natural Philosophy. French or German Reader. Cicero and Latin Composition.	Natural Philosophy. Astronomy or French Reader. German Reader.	Natural Philosophy. Astronomy. Mental Science.
				1. Natural Philosophy or German Reader. 2. Homer and Greek Composition. 3. Cicero and Latin Composition.	Natural Philosophy. French or German Reader. Cicero and Latin Composition.	Natural Philosophy. Astronomy or French Reader. German Reader	Natural Philosophy. Astronomy. Moral Science.

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

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

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

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

REMARK 3.—Students who desire to pursue only the branches required for entering the Freshman class of the University will be graduated from the High School, if they reach a standard of 90 per cent., or more, in their final examination upon each study; failing in this, if they still reach the standard established by the Board of Education in General Rule 12, they will receive a certificate from the Principal.

# TEXT BOOKS.

## WARD SCHOOLS.

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

## HIGH SCHOOL.

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

# DETAILED STATEMENT.

*Of Expenditures of the Board of Education, City of Madison, from January 1st, 1878, to December 31st, 1878.*

## EXPENDITURES.

1878	SITES AND STRUCTURES.	
Jan. 8	J. S. Webster, painting bell frame 5th ward school house.	\$ 1 00
" 8	James Livesey, repairs 1st and 3d ward school houses.....	100 81
April 1	Peter Hyland, patterns for fire pots 2d and 3d wards.....	15 50
May 7	Thos. and Jos. Dean, removing storm windows,.....	7 00
		<hr/> \$124 31
PRINTING.		
May 7	M. J. Cantwell, annual reports.....	\$ 130 50
July 2	M. J. Cantwell, certificates .....	2 00
" 2	Democrat Co., programmes.....	6 50
" 2	State Journal, advertising.....	75
Oct. 1	M. J. Cantwell, weekly reports.....	4 50
		<hr/> \$144 25
SUPPLIES.		
Jan. 8	Hollister & Whitman, ink.....	\$ 36 00
" 8	Moseley & Bro., stationery.....	21 77
" 8	John N. Jones, hardware.....	42 75
" 8	Klauber & Adler, mats.....	7 90
Mar. 5	B. F. Perry, school books.....	1 70
" 5	E. Lazier, brooms.....	4 00
" 5	E. Burdick, cash items.....	124 25
" 5	W. J. Park & Co., blank books.....	4 50
April 1	W. J. Park & Co., portfolio for atlas.....	5 00
" 1	G. Grimm, mounting map.....	1 00
" 1	Albert Jones, brooms.....	9 00
" 1	Sherwood School Furniture Co., ink wells.....	3 75
May 7	R. L. Garlick, oil.....	1 35
" 7	W. J. & F. Ellsworth, mats.....	21 00
" 7	Julius Vogel, erasers.....	14 88
June 4	Vroman, Frank & Ramsay, hardware .....	29 60
" 4	W. J. Park & Co., portfolio.....	5 00
" 4	Rufus Blanchard, maps.....	19 35
July 2	Moseley & Bro., stationery.....	24 79
" 2	John N. Jones, hardware.....	14 74
" 2	Walter Pierson, chemicals.....	1 40
Aug. 6	Owen Paper Co., stationery.....	23 50
Oct. 1	Julius Vogel, erasers.....	82 03
Nov. 5	E. Burdick, cash items.....	8 00
" 5	H. L. Dexter, Map of Wisconsin.....	7 00
Dec. 3	Dunning & Sumner, oils, etc .....	3 44
		<hr/> \$517 70

## FUEL.

Mar. 5	Timothy Purcell, wood.....	\$ 6 25
" 5	J. P. Switzer, wood.....	12 00
April 2	Wm. Holghuter, wood .....	40 36
Nov. 5	Hiram G. Dodge, coal.....	1,350 03
		<hr/>
		\$1,408 64

## LOANS.

Jan. 12	State Bank.....	\$3,500 00
May 18	Commissioners School Land Fund.....	5,000 00
		<hr/>
		\$8,500 00

## INTEREST.

Jan. 12	State Bank.....	\$ 111 81
May 18	Commissioners School Land Fund.....	350 00
		<hr/>
		\$461 81

## CENSUS.

Oct. 1	John A. Byrne, school census.....	\$ 100 00
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## REPAIRS.

Feb. 5	T. A. Nelson, painting and glazing.....	\$ 78 11
Mar. 5	Sorrenson, Frederickson & Fish, school furniture.....	16 50
May 7	Ole Stephenson, repairing side-walks 2d ward.....	1 75
July 2	Moulton & Chase, repairs at school houses.....	41 76
" 2	Repairing furnace 5th ward.....	4 40
Aug. 6	T. A. Nelson, painting and glazing .....	17 97
Oct. 1	Ole Stephenson, repairing High School fence.....	3 94
" 1	Isaac Francomb, repairing black boards.....	4 00
Nov. 5	A. McGovern, repairing locks.....	6 40
" 5	Haack & Haven, repairing pump.....	2 50
" 5	Conklin & Gray, cement .....	1 75
Dec. 3	Moulton & Chase, repairs at school houses .....	17 90
" 3	Thos. Manning, repairing cistern at tenant house.....	7 00
		<hr/>
		\$203 98

## JANITORS' SERVICES AND LABOR.

Jan. 8	Adolph Huls, cleaning 1st ward .....	\$ 4 66
" 8	Ann Ford, cleaning 5th ward.....	10 00
" 8	M. F. O'Callaghan, cleaning 4th ward .....	7 00
Feb. 5	Thos. & Joseph Dean, fixing storm windows.....	4 00
" 5	Francis Burdick, labor and lumber.....	2 34
" 5	Knud Sorenson, fixing storm windows.....	8 00
April 1	Geo. Knock, cutting wood Little Brick.....	3 00
" 1	Adolph Huls, janitor 1st ward.....	42 00
" 1	John Crowley, janitor 2d ward .....	48 00
" 1	Margaret Metzler, janitor 3d ward.....	42 00
" 1	Frank Burdick, janitor 3d ward (new).....	36 00
" 1	M. F. O'Callaghan, janitor 4th ward .....	48 00
" 1	Ann Ford, janitor 5th ward.....	48 00
" 1	A. Gestenbrie, janitor N. E. District .....	24 00
" 1	Maria Knock, janitor Little Brick.....	18 00
" 2	Allen Jackson, janitor High School.....	72 00
June 4	F. Tuete, cleaning vault High School.....	25 00
July 2	W. J. Park & Co., moving piano to city hall and return,..	6 00
" 2	John Crowley, cleaning 2d ward.....	2 50
" 2	M. F. O'Callaghan, cleaning 4th ward .....	8 00

July	2 John Joy, work at city hall, (commencement).....	3 00
"	2 A. Huls, janitor 1st ward.....	33 00
"	2 John Crowley, janitor 2d ward.....	42 00
"	2 Margaret Metzler, janitor 3d ward.....	33 00
"	2 Francis Burdick, janitor 3d ward (new).....	33 00
"	2 M. F. O'Callaghan, janitor 4th ward .....	42 00
"	2 Ann Ford, janitor 5th ward.....	42 00
"	2 A. Gestenbrie, janitor N. E. District.....	22 00
"	2 Maria Knock, janitor Little Brick.....	14 00
"	2 Allen Jackson, janitor High School.....	66 00
Aug.	6 M. F. O'Callaghan, work on school grounds.....	10 50
Oct.	1 Francis Burdick, cleaning 3d ward.....	5 00
"	1 Sarah Cavanaugh, cleaning High School.....	5 62
"	1 Maurice Morrissey, cleaning cellar 4th ward.....	8 50
"	1 Amanda Watson, cleaning High School. ....	6 87
"	1 Catherine Lucas, cleaning High School.....	6 25
"	1 Allen Jackson, cleaning High School.....	5 00
Nov.	5 A. Huls, cleaning house and storm windows 1st ward.....	5 00
Dec.	3 A. Huls, janitor 1st ward.....	39 00
"	3 John Crowley, janitor 2d ward.....	45 00
"	3 Margaret Metzler, janitor 3d ward.....	39 00
"	3 Francis Burdick, janitor 3d ward (new).....	32 50
"	3 M. F. O'Callaghan, janitor 4th ward.....	45 00
"	3 Ann Ford, janitor 5th ward.....	45 00
"	3 Allen Jackson, janitor High School.....	78 00
"	3 Maria Knock, janitor Little Brick.....	17 00
"	3 A. Gestenbrie, janitor N. E. District .....	26 00

\$1, 207 74

## TEACHERS' WAGES.

Feb.	15 Samuel Shaw, sup't.....	\$ 333 33
"	15 W. M. Pond, ass't principal High School.....	141 66
"	15 H. A. M. Read, teacher High School.....	84 00
"	15 Helen D. Street,.....do.....do.....	75 00
"	15 Fanny A. Walbridge,.....do.....do.....	75 00
"	15 Delia G. Gilman,.....do.....do.....	75 00
"	15 Abbie Stuart,.....do.....5 weeks	62 50
"	15 Ella Henry, principal 1st ward,.....6 weeks	75 00
"	15 Ella Hickok,.....do.....do.....	66 00
"	15 Lizzie Bright,.....do.....do.....	60 00
"	15 Lucinda McGinnis, principal 2d ward..	84 00
"	15 Hattie O. Thoms,.....do.....do.....	72 00
"	15 Isabella Lamont,.....do.....do.....	66 00
"	15 Carrie Carpenter,.....do.....do.....	60 00
"	15 Kittie Kelly,.....do.....do.....	45 00
"	15 Maggie Galbraith, principal 3d ward.....do.....	75 00
"	15 Ida Bennett,.....do.....5 weeks	65 00
"	15 Irene Larkin,.....do.....6 weeks	66 00
"	15 H. M. Eggleston, .....do.....do.....	66 00
"	15 Nellie Williams,.....do.....do.....	60 00
"	15 Mary H. Clark, principal 4th ward.....do.....	75 00
"	15 Anna M. Roby,.....do.....do.....	60 00
"	15 Lucy A. Rice,.....do.....do.....	66 00
"	15 Ella R. Lewis,.....do.....do.....	66 00
"	15 Elsena Wisewall, principal 5th ward.....do.....	75 00
"	15 Jennie McMillan, .....do.....do.....	60 00
"	15 Kittie Larkin.....do.....do.....	66 00
"	15 Emma Paul,.....do.....do .....	66 00

Feb.	15	Ella Larkin, Little Brick,.....	6 weeks	\$66 00
"	15	E. T. Packard, N. E. District.....	do.....	69 00
Mar.	5	Mrs. Love, sub-teacher High School.....	4½ days	9 00
"	28	Samuel Shaw, sup't.....	.....	833 33
"	28	W. M. Pond, ass't principal High School.....	.....	141 66
"	28	H. A. M. Read,.....do.....	6 weeks	84 00
"	28	Helen D. Street,.....do.....	do.....	75 00
"	28	Fanny A. Walbridge,.....do.....	do.....	75 00
"	28	Delia G. Gilman,.....do.....	do.....	75 00
"	28	Abbie Stuart,.....do.....	do.....	75 00
"	28	Ella Henry, principal 1st ward.....	do.....	75 00
"	28	Ella Hickok,.....do.....	do.....	66 00
"	28	Lizzie Bright,.....do.....	do.....	60 00
"	28	Lucinda McGinnis, principal 2d ward.....	do.....	84 00
"	28	Hattie O. Thoms,.....do.....	do.....	72 00
"	28	Isabella Lamont,.....do.....	do.....	66 00
"	28	Carrie Carpenter,.....do.....	do.....	60 00
"	28	Kittie Kelly,.....do.....	do.....	45 00
"	28	Maggie Galbraith, principal 3d ward.....	do.....	75 00
"	28	Ida Bennett,.....do.....	do.....	66 00
"	28	Irene Larkin,.....do.....	do.....	66 00
"	28	H. M. Eggleston,.....do.....	do.....	66 00
"	28	Nellie Williams,.....do.....	do.....	60 00
"	28	Mary H. Clark, principal 4th ward.....	do.....	75 00
"	28	Anna M. Roby,.....do.....	do.....	60 00
"	28	Lucy A. Rice,.....do.....	do.....	66 00
"	28	Ella R. Lewis,.....do.....	do.....	66 00
"	28	Elsena Wisewall, principal 5th ward.....	do.....	75 00
"	28	Jennie McMillan,.....do.....	do.....	60 00
"	28	Kittie Larkin,.....do.....	do.....	66 00
"	28	Emma Paul,.....do.....	do.....	66 00
"	28	Ella Larkin, Little Brick.....	do.....	66 00
"	28	E. T. Packard, N. E. District.....	do.....	69 00
May	24	Samuel Shaw, sup't.....	.....	833 33
"	24	W. M. Pond, ass't principal High School.....	.....	141 66
"	24	H. A. M. Read,.....do.....	6 weeks	84 00
"	24	Helen D. Street,.....do.....	do.....	75 00
"	24	Fanny A. Wallbridge,.....do.....	do.....	75 00
"	24	Delia G. Gilman,.....do.....	do.....	75 00
"	24	Abbie Stuart,.....do.....	do.....	75 00
"	24	Therese Favill,.....do.....	do.....	24 00
"	24	Ella Henry, principal 1st ward.....	do.....	75 00
"	24	Ella Hickok,.....do.....	do.....	66 00
"	24	Lizzie Bright,.....do.....	do.....	60 00
"	24	Lucinda McGinnis, principal 2d ward.....	do.....	84 00
"	24	Hattie O. Thoms,.....do.....	do.....	72 00
"	24	Isabella Lamont,.....do.....	do.....	66 00
"	24	Carrie Carpenter,.....do.....	do.....	60 00
"	24	Kittie Kelly,.....do.....	do.....	45 00
"	24	Maggie Galbraith, principal 3d ward.....	do.....	75 00
"	24	Ida Bennett,.....do.....	do.....	66 00
"	24	Irene Larkin,.....do.....	do.....	66 00
"	24	H. M. Eggleston,.....do.....	do.....	66 00
"	24	Nellie Williams,.....do.....	do.....	60 00
"	24	Mary H. Clark, principal 4th ward.....	do.....	75 00
"	24	Anna M. Roby,.....do.....	do.....	60 00
"	24	Lucy A. Rice,.....do.....	do.....	66 00
"	24	Ella R. Lewis,.....do.....	do.....	66 00

May	24	Elsena Wisewall, principal, 5th ward.....	6 weeks	\$75 00
"	24	Jennie McMillan,.....do.....	do.....	60 00
"	24	Kittie Larkin,.....do.....	do.....	66 00
"	24	Emma Paul,.....do.....	4 weeks, 4 days	63 00
"	24	Ella Larkin, little brick.....	6 weeks	66 00
"	24	E. T. Packard, N. E. district.....	do.....	69 00
June	28	Samuel Shaw, superintendent.....		333 33
"	28	W. M. Pond, assistant principal.....		141 66
"	28	H. A. M. Read, high school.....	5 weeks	70 00
"	28	Helen D. Street, .....do.....	do.....	62 50
"	28	Fannie A. Walbridge,..do.....	do.....	62 50
"	28	Delia G. Gilman,.....do.....	do.....	62 50
"	28	Abbie Stuart, .....do.....	do.....	62 50
"	28	Therese Favill, .....do.....	do.....	20 00
"	28	Ella Henry, principal, 1st ward.....	do.....	62 50
"	28	Ella Hickok,.....do.....	do.....	55 00
"	28	Lizzie Bright, .....do.....	do.....	50 00
"	28	L. McGinnis, principal, 2d ward.....	do.....	70 00
"	28	Hattie O. Thoms,.....do.....	do.....	60 00
"	28	Isabella Lamont,.....do.....	do.....	55 00
"	28	Carrie Carpenter,.....do.....	do.....	50 00
"	28	Kittie Kelly,.. .....do.....	do.....	37 50
"	28	Maggie Galbraith, principal, 3d ward.....	do.....	62 50
"	28	Ida Bennett, .....do.....	do.....	55 00
"	28	Irene Larkin,.....do.....	do.....	55 00
"	28	H. M. Eggleston,.....do.....	do.....	55 00
"	28	Nellie Williams,.....do.....	do.....	50 00
"	28	Mary H. Clark, principal, 4th ward.....	do.....	62 50
"	28	Anna M. Roby,.....do.....	do.....	50 00
"	28	Lucy Rice,.....do.....	do.....	55 00
"	28	Ella R. Lewis,.....do.....	do.....	55 00
"	28	Elsena Wisewall, principal, 5th ward.....	do.....	62 00
"	28	Jennie McMillan,.....do.....	do.....	50 00
"	28	Kittie Larkin,.....do.....	do.....	55 00
"	28	Emma Paul, .....do.....	do.....	55 00
"	28	Ella Larkin, little brick,.....	do.....	55 00
"	28	E. T. Packard, N. E. district .....		57 50
Aug.	6	Mrs. B. F. Cram, teacher music, high school .....		10 00
Oct.	25	Samuel Shaw, superintendent.....		333 33
"	25	Helen D. Street, assistant principal.....		108 33
"	25	H. A. M. Read, high school.....	6 weeks	84 00
"	25	Fannie A. Walbridge, high school.....	do.....	78 00
"	25	Abbie Street,.....do.....	do.....	75 00
"	25	Kate Dewey,.....do.....	do.....	72 00
"	25	Therese Favill, .....	do.....	42 00
"	25	Henry L. Richards,.....do.....	do.....	36 00
"	25	Ella Henry, principal, 1st ward.....	do.....	75 00
"	25	Ella Hickok,.....do.....	do.....	66 00
"	25	Lizzie Bright,.....do.....	do.....	60 00
"	25	L. McGinnis, principal, 2d ward.....	do.....	84 00
"	25	Nettie King,.....do.....	do.....	66 00
"	25	Isabella Lamont,.....do.....	do.....	66 00
"	25	H. M. Eggleston,.....do.....	do.....	66 00
"	25	Nettie L. Porter,.....do.....	do.....	42 00
"	25	Maggie Galbraith, 3d ward.....	do.....	78 00
"	25	Ida Bennett,.....do.....	do.....	66 00
"	25	Irene Larkin.....do.....	do.....	66 00
"	25	Addie Moody,.....do.....	do.....	48 00

Oct.	25	Nellie Williams, 3d ware.....	6 weeks	\$60 00
"	25	Mary H. Clark, principal, 4th ward.....	do.....	75 00
"	25	Anna M. Roby,.....	do.....	66 00
"	25	Lucy A. Rice,.....	do.....	69 00
"	25	Ella R. Lewis,.....	do.....	66 00
"	25	Hattie O. Thoms, principal, 5th ward.....	do.....	78 00
"	25	Jennie McMillan,.....	do.....	60 00
"	25	Kittie Larkin,.....	do.....	69 00
"	25	Emma Paul,.....	do.....	66 00
"	25	Ella Larkin, little brick .....	do.....	69 00
"	25	E. T. Packard, N. E. district.....	do.....	69 00
Dec.	13	Samuel Shaw, superintendent.....	do.....	333 33
"	13	Helen D. Street, assistant principal, high school .....		108 33
"	13	H. A. M. Read,.....	do..... 7 weeks	98 00
"	13	Fannie A. Walbridge,.....	do.....	91 00
"	13	Abbie Stuart,.....	do.....	87 50
"	13	Kate Dewey, .....	do.....	84 00
"	13	Therese Favill, .....	do.....	49 00
"	13	Henry L. Richards,.....	do.....	42 00
"	13	Ella Henry, principal, 1st ward.....	do.....	87 50
"	13	Ella Hickok,.....	do.....	77 00
"	13	Lizzie Bright, .....	do.....	70 00
"	13	L. McGinnis, principal, 2d ward.....	do.....	98 00
"	13	Nettie King,.....	do.....	77 00
"	13	Isabella Lamont,.....	do.....	77 00
"	13	H. M. Eggleston,.....	do.....	77 00
"	13	Nettie L. Porter,.....	do.....	49 00
"	13	Maggie Galbraith, principal, 3d ward .....	do.....	91 00
"	13	Ida Bennett,.....	do.....	77 00
"	13	Irene Larkin.....	do.....	77 00
"	13	Addie Moody,.....	do.....	56 00
"	13	Nellie Williams.....	do.....	70 00
"	13	Mary H. Clark, principal, 4th ward .....	do.....	87 50
"	13	Anna M. Roby,.....	do.....	77 00
"	13	Lucy A. Rice,.....	do.....	80 50
"	13	Ella R. Lewis,.....	do.....	77 00
"	13	Hattie O. Thoms, principal, 5th ward .....	do.....	91 00
"	13	Jennie McMillan.....	do.....	70 00
"	13	Kittie Larkin,.....	do.....	80 50
"	13	Emma Paul,.....	do.....	77 00
"	13	Ella Larkin, little brick.....	do.....	80 50
"	13	E. T. Packard, N. E. district.....	do.....	80 50

\$14,320 28

## CLERK'S SALARY.

Jan.	8	W. T. Leitch, salary three months .....	\$37 50
Apr.	1	W. T. Leitch, salary three months.....	37 50
July	1	W. T. Leitch, salary three months.....	37 50
Sept.	30	W. T. Leitch, salary three months.....	37 50

\$150 00

## TUITION.

May	7	Emily Gant, return tuition fee, high school.....	\$3 33
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## APPARATUS AND LIBRARY.

June 4	D. Appleton & Co., books.....	\$2 85
" 4	Chas. T. King, electrical machine.....	133 65
July 2	Walter Deards, gymnastic apparatus.....	27 37
Nov. 5	N. H. Edgerton, philosophical instruments.....	111 24
" 5	Chas. T. King, expenses purchasing philo. instrument.....	8 00
" 5	E. Burdick, express charges.....	8 30
		<hr/>
		\$291 41

	Grand total.....	\$27, 433 45
Jan. 1, 1878.	Cash overdrawn,.....	<hr/> 2, 120 03
		<hr/> \$29, 553 48

## BALANCE SHEET OF BOARD OF EDUCATION.

December 31st, 1878.

## DR.

63	Sites and Structures.....	\$124 31	.....	.....
58	Printing.....	144 25	.....	.....
56	Supplies.....	517 70	.....	.....
54	Fuel .....	1,408 64	.....	.....
14	State Bank Loan.....	3,500 00	.....	.....
44	School Fund Loan.....	5,000 00	.....	.....
20	Interest.....	461 81	.....	.....
21	Census.....	100 00	.....	.....
81	Repairs.....	203 98	.....	.....
60	Janitors and labor.....	1,207 74	.....	.....
100	Teachers' Wages.....	14,320 28	.....	.....
72	Clerk's Salary.....	150 00	.....	.....
69	Tuition—returned fee.....	3 33	.....	.....
25	Apparatus and Library.....	291 41	.....	.....
	Treasury overdrawn Jan. 1, 1878.....	2,120 03	.....	.....
	Balance in treasury, Jan. 1, 1879 .....	1,162 77	.....	.....

## CR.

3	State School Fund appropriation.....	\$1,531 14	.....	.....
55	Taxes .....	24,132 66	.....	.....
69	Tuition .....	377 45	.....	.....
37	Rent .....	185 00	.....	.....
14	State Bank Loan.....	4,500 00	.....	.....
		\$30,716 25	\$30,716 25	

W. T. LEITCH,  
*Clerk.*

## TREASURER'S REPORT.

Receipts from all sources during 1878, have been:

Jan. 1 Balance.....	\$2,120 03	
" 12 From City Treasurer, taxes.....		\$10,000 00
Mar. 21 Treasurer of Blooming Grove.....	172 66	
" 26 City Treasurer.....	13,950 00	
Apr. 15 Sundry persons for tuition.....	114 63	
June 24 Co. Treas. apportionment of state fund.....	1,115 14	
" 27 Mrs. Hanley, rent.....	70 00	
" 27 Sundry persons for tuition.....	107 50	
Aug. 12 Mrs. Hanley, rent.....	75 00	
Nov. 7 State Bank Loan .....	4,500 00	
" 19 Mrs. Hanley, rent .....	40 00	
" 30 Tuition of sundry pupils.....	155 32	
Certificates of appropriation.....		
Dec. 31 Balance.....	1,243 27	
	<hr/>	<hr/>
	\$30,716 25	\$30,716 25
Jan. 1, 1879. Balance, .....		\$1,243 27

Certificate No. 294, for \$80.50 is unpaid.

ELISHA BURDICK,  
*Treasurer.*

# REGULATIONS.

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## SUPERINTENDENT.

1. The Superintendent shall act under the advice of the Board of Education, and shall have the general supervision of all the public schools, school houses and apparatus; and shall visit each school as often as once in each week, and oftener, if it should be necessary, in order to acquaint himself thoroughly with the qualifications of the teacher and the condition of the school.
2. He shall assist the teacher in the classification and promotion of pupils, aid in maintaining good order in the school, and cause the course of study adopted by the Board to be strictly followed.
3. It shall be his duty to enforce the regulations of the Board, for which purpose he shall have power to suspend such teachers or pupils as may refuse to comply with the requirements of the Board of Education, and report such suspension immediately to the President of the Board.
4. He shall meet the teachers as often as once in each week during term time, for the purpose of instructing them in the theory and practice of teaching, and the best methods of governing their respective schools; and shall make a report to the Board, at each regular meeting thereof, of the attendance and punctuality of the teachers, and other points which he may deem of importance.
5. He shall have power to fill vacancies, in case of temporary absence of teachers, and shall report the same to the Board at their next meeting.
6. It shall be his duty to keep a record of the weekly reports of each teacher, embracing the average attendance, punctuality, deportment, and scholarship of the pupils in their respective schools, as well as the number of parents and others who have visited the schools, and make a written report, containing an abstract of the same, to the Board, at each regular meeting.
7. He shall take special pains to secure the physical well-being of the pupils, by guarding them from the evils of improper ventilation and temperature, and giving them such exercises as will tend to strengthen and develop their physical energies.
8. At the close of each year, he shall prepare a report of his doings, the condition of the schools, together with such suggestions, information and recommendations as he may deem proper.
9. It shall be the duty of the Superintendent to report to the Board, during the last two weeks of each term, what teachers then in the schools should, in his opinion, be no longer retained therein.

## TEACHERS.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### PUPILS.

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

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

3. No pupil shall be allowed to go upon the ice of the lakes or upon the railroad track, between the hours of 9 and 12 A. M. and 2 and 4½ P. M.

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

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

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

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

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

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

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

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

# GENERAL RULES.

1. There shall be two sessions of the school daily. The morning session shall commence at 9 o'clock A. M., and close at 12 M., during the year. The afternoon session shall commence at 2 P. M., and close at 4 P. M. in the Primary Departments; but at 4½ P. M. in all the other rooms, except on Friday, when they may also close at 4 P. M. In each department there shall be at least one recess of fifteen minutes during each session; and in all grades below the Intermediate, there shall be two such recesses during the forenoon session.
2. Besides the ordinary vacations, the schools shall be closed on Saturday, all Thanksgiving and Fast days appointed by the State and General Government, and the Fourth of July. No teacher shall take any other day as a holiday, or close school, except at the regular time, for any purpose, save on account of sickness, or some unavoidable necessity.
3. There shall be a public examination of all the schools at the close of each term. All promotions from the Primary to the Grammar schools, shall be made at the close of the term, and be determined by examination. The Superintendent may promote scholars at other times for special merit, when found qualified.
4. The classification of scholars in the different departments shall be made with strict adherence to the course of study adopted by the Board; and no text books shall be used, or studies pursued, in any department of the schools, except those prescribed by the Board.
5. No text books shall be furnished to any of the teachers of the Public Schools, except upon the written order of the Visiting Committee of the school for which the books are wanted, drawn on the Clerk of the Board; and the Clerk shall charge them to the teacher to whom they are delivered; the purchase price of the books to be deducted from the teacher's wages, unless the teacher shall, at the end of his term of service, return the books to the Clerk of the Board in good condition.
6. The several school committees may, in proper cases of indigence, purchase necessary school books for the use of poor persons attending the public schools.
7. The President and Clerk are authorized to issue warrants for the payment of teachers each half term.
8. The teachers' meeting of each week, during the term time, shall be regarded as a school session, and absence therefrom shall be counted the same as a half day's absence from school.
9. All pupils whose parents or lawful guardians are non-residents of the city, or school district, shall pay a tuition fee per term of \$8 in the High School building, and \$5 in all other schools. In all cases where a tuition fee is required by this rule, such fee shall be paid to the Treasurer of the Board within two weeks after the opening of the term, or the commencement of the attendance of such pupil, or such pupil shall be suspended until such fee shall be paid.
10. The morning exercises of each department of the several schools may commence with singing or other appropriate music. The teachers may also, by reading or otherwise, instruct the pupils in politeness, truth-telling, abstinence from profanity, habits of sobriety, promptness, punctuality, and morals generally. No other opening exercises shall be permitted.
11. Any pupil in the public schools who shall have fallen twice below 60 per cent. in one of his studies, may be put by the Superintendent into a lower class.

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

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

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

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

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

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## BY-LAWS.

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### OFFICERS.

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

### PRESIDENT'S DUTIES.

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

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

### CLERK'S DUTIES.

The Clerk shall be elected annually by the Board from its own body, and shall hold his office for the term of one year, and until his successor is elected and qualified. The Clerk shall notify the Common Council whenever a

vacancy may occur in the Board; he shall keep a record of the proceedings of said Board, and shall keep all the records and papers belonging thereto; he shall in each year, between the 20th and 31st days of the month of August, cause to be taken a census of all the children residing in the city between the ages of four and twenty years, and report the same to the State Superintendent of Public Instruction, as provided by law; he shall notify all members of the Board of special meetings; he shall issue certificates of appropriation, after their being signed by the President of the Board, directly to the Treasurer, in the order in which such appropriations are made; specifying in said certificates the purposes for which such appropriations are made, he shall at every regular meeting of the Board, lay before the Board a balance sheet of the financial books of the Board; he shall also perform such other duties as the Board may prescribe or may be required by the laws of the State.

#### TREASURER'S DUTIES.

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

#### DUTIES OF COMMITTEE ON TEXT BOOKS.

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

#### DUTIES OF COMMITTEE ON FINANCE.

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

#### DUTIES OF BUILDING COMMITTEE.

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

#### DUTIES OF VISITING COMMITTEE.

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

#### DUTIES OF SUPPLY COMMITTEE.

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

# STANDING RULES.

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## QUORUM.

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

## ORDER OF BUSINESS.

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

## QUESTIONS OF ORDER.

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

## AYES AND NOES.

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

## RESOLUTIONS AND REPORTS TO BE IN WRITING.

All resolutions and reports shall be in writing.

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

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

## BOARD MEETINGS.

There shall be a regular meeting of the Board held on the first Tuesday of each month, at  $7\frac{1}{2}$  o'clock P. M., from the first day of April to the first day of October, and at 7 o'clock P. M., from October first to April first. Special meetings shall be called by the Clerk, upon the request of the President or of two members of the Board.

## SUSPENSION OF RULES.

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

## AMENDMENT OF CHARTER.

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[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.