

Annual report of the Board of Education of the city of Madison, for the year 1872.

Madison, Wisconsin: Democrat Company, Book and Job Printers,
[s.d.]

<https://digital.library.wisc.edu/1711.dl/MIYBECJ5CA32H8C>

Based on date of publication, this material is presumed to be in the public domain.

Original material owned by Madison Metropolitan School District.

For information on re-use, see

<http://digital.library.wisc.edu/1711.dl/Copyright>

The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

When possible, we provide rights information in catalog records, finding aids, and other metadata that accompanies collections or items. However, it is always the user's obligation to evaluate copyright and rights issues in light of their own use.

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

CITY OF MADISON,

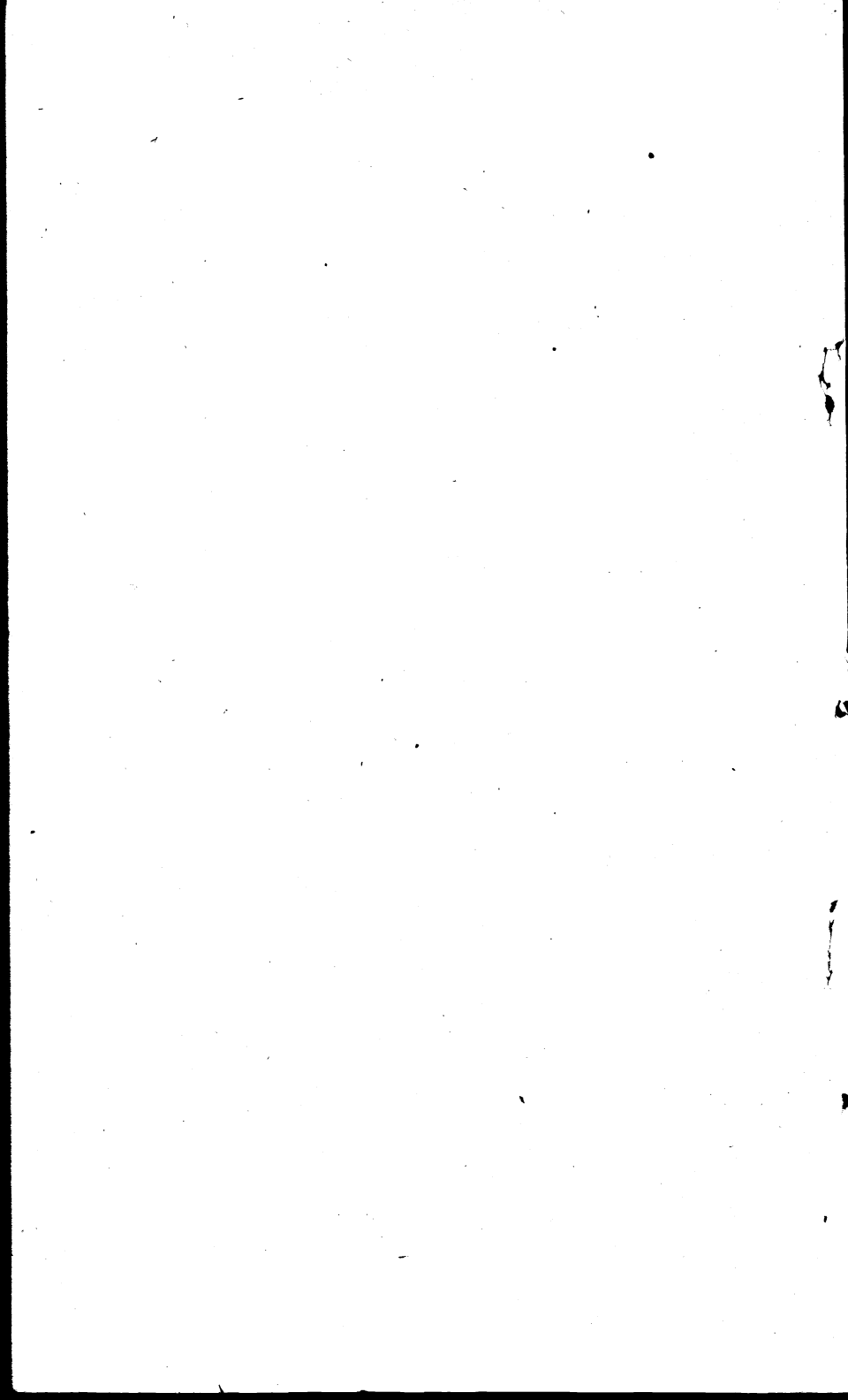
For the Year 1872.



MADISON, WIS.:

DEMOCRAT COMPANY, BOOK AND JOB PRINTERS.

1873.



BOARD OF EDUCATION FOR 1873.

WM. T. LEITCH.....	term of office expires December 1873
JAMES CONKLIN.....	do.....do.....do.... 1873
J. H. CARPENTER.....	do.....do.....do.... 1874
J. C. FORD.....	do.....do.....do.... 1874
ELISHA BURDICK.....	do.....do.....do.... 1875
ALEXANDER KERR.....	do.....do.....do.... 1875
THE MAYOR.....	.....<i>ex-officio</i>
ALD. ROBERT WOOTTON.....	do..

OFFICERS.

President,

J. H. CARPENTER.

Clerk,

W. T. LEITCH.

Treasurer,

ELISHA BURDICK.

COMMITTEES.

Standing.

Finance—Messrs. FORD, THE MAYOR and WOOTTON.

Text Books—Messrs. KERR, WOOTTON and FORD.

Examination of Teachers—Messrs. CARPENTER, KERR and WOOTTON.

Buildings—Messrs. BURDICK, THE MAYOR and CARPENTER.

Fuel and Supplies—Messrs. BURDICK, THE MAYOR and CARPENTER.

Visiting.

High School Building and Little Brick—Messrs. KERR and WOOTTON.

First Ward—Messrs. FORD and CONKLIN.

Second Ward—Messrs. LEITCH and CARPENTER.

Third Ward—Messrs. WOOTTON and LEITCH.

Fourth Ward—Messrs. BURDICK and THE MAYOR.

University—Messrs. CONKLIN and FORD.

N. E. District—Messrs. CARPENTER and WOOTTON.

BOARD OF INSTRUCTION.

Superintendent of Schools,
WALTER H. CHASE, A. M.

TEACHERS.

High School Department.....WALTER H. CHASE, A. M., Principal.
Miss M. E. FARNUM, First Assistant.
Miss C. L. WARE, Second Assistant.

First Ward.

Grammar Department.....Miss ELLA BYRNE, Principal.
Intermediate....." MARIA E. BYRNE.
Primary....." MAGGIE M. MAYERS.

Second Ward.

Senior Grammar Department Miss JENNIE E. HAYNER, Principal.
Grammar....." SARAH K. EDWARDS.
Intermediate....." LUCY A. RICE.
Primary....." EMMA SABIN.

Third Ward.

Grammar Department.....Miss H. J. STANDISH, Principal.
Intermediate....." ANNIE EVANS.
First Primary....." NELLIE A. GRAY.
Second Primary....." MAGGIE E. CONKLIN.

Fourth Ward.

Senior Grammar Department Miss ELLA SABIN, Principal.
Grammar....." KITTIE LARKIN.
Intermediate....." LIZZIE H. RICHARDSON.
Primary....." IRENE LARKIN.

University.

Senior Grammar Department Miss LUCY E. FOOTE, Principal.
Grammar....." ANNIE C. DRAKE.
Intermediate....." EMMA EDWARDS.
Primary....." LUCY B. GREENE.

"Little Brick."

Primary.....Miss ALICE J. CRAIG.

North-East District.

MixedMiss MARY CROSS.

REPORT OF SUPERINTENDENT.

OFFICE OF SUPERINTENDENT CITY SCHOOLS, {
MADISON, Wis., January 1, 1873. }

To the Members of the Board of Education:

GENTLEMEN: The expiration of another year calls from me, in accordance with your regulations, a statement of the condition of our schools, and of the work of the past year.

Owing to the fact that my connection with the schools dates back only four months, I shall not be able to give more than the statistical report to the close of the summer term in June. I shall therefore confine myself to the work of the past term and the present condition and wants of the schools.

TEACHERS.

Many of our teachers have been employed by the Board for a long time. Their worth has been, and is duly appreciated, and they are known to be teachers of untiring energy and indomitable perseverance who are laboring for the best good of our schools and the benefit of their pupils.

A number have been recently employed and are not so well known, but I am satisfied that in all the changes that have been made we have been able to secure better talent and abler teachers than we had before.

We wish to secure the best talent for all our grades, and think that with our present liberal salaries we can retain such teachers and thereby avoid frequent changes which are always disastrous to the progress of schools. Our

TEACHERS' MEETINGS

are, we trust, of profit and interest to all the teachers. They have been promptly attended and have been conducted on the Institute plan. Opportunities are given to the teachers to

compare and contrast methods and also to secure the benefit of the experience of others. All have entered into the spirit of these meetings with a zeal which bespeaks good results in the future to our schools.

It may be well to notice briefly some of the different methods of teaching that are now prevalent, and I would particularly call your attention to the subject of

SPELLING.

It is admitted by all that it is no easy task to learn to spell correctly the English language. Faultless spelling is now very rare even in our best schools. The main difficulty consists in the fact that the same sound is represented by different letters and different combinations of letters. This is to be ascribed, principally, to its very mixed character, and to its being derived from almost every other written or spoken language. Had the same sound invariably the same sign or symbol it would require no special effort to learn to spell. How is this difficulty, which meets us on the very threshold of knowledge to be overcome?

Spelling may be defined as the naming or writing correctly the letters and the different combinations of letters that represent the sound of a language. It should be observed that the sound and the name of the sign are inseparably united, and are always to be associated in the mind of the pupil. Can there be any better way of fixing them indelibly in the memory than by repetition upon repetition, securing at the same time the greatest mental activity and concentration of effort? This has proved, when fairly tested, to be eminently successful.

It has even been demonstrated in some schools that almost perfect spelling can be acquired at a very early age, even in the lower grades, and just so far as this plan of constant repetition has been put in practice, remarkable success has been achieved. Some have contended that pupils should learn to spell only such words as they are able to define. This, I regard not only as unsound in theory but utterly impossible in practice. It is certainly unwise when the child is attempting to learn one thing, to oblige him to learn another, often

of far more difficult acquisition, at the same time. The effort to do this has led to one of the most prominent defects in the present mode of teaching: that of confounding words and ideas. Children are quite often required to define a word whose meaning is unknown by another which is equally unknown, and they are thus cheated into the notion that they have been gaining ideas, when, in fact, they have made no progress at all. No pupil has a knowledge of the correct meaning and use of a word until he can employ it correctly to express some thought of his own mind. The only true method is to explain what is unknown by comparing and illustrating it with something that the pupil himself already knows.

I would not be understood as undervaluing the importance of teaching very early, *ideas*, and associating them with suitable words. By no means; I regard that as the *great* work of the school. It should be one of the first as well as one of the last efforts of every teacher, but it should be made a distinct exercise. There should be no confounding of the thought with the expression and they should be presented to the mind separately and distinctly, so that their mutual relations may be readily perceived. The great art of teaching consists in making a thorough analysis of the simplest elements of knowledge, and assisting the pupils to form for themselves the proper classification. This is especially true in teaching spelling and reading. The common fault lies in attempting too many things at once. The several steps should be taken gradually, and one at a time. The first is to pronounce the words correctly, with force and fluency. This can be best done by drilling on separate and difficult words. The whole mental effort is thus concentrated upon one thing. Reading sentences should always be made an intellectual exercise, even by the youngest scholars, who should be required to separate the thoughts from the expression and to state them in words of their own selection.

This should be insisted on as an invariable rule, and should never be omitted. It may be thought that by this method the progress will be very slow, but it will not be so, if the class has been prepared by careful training on separate words.

MUSIC.

Since my connection with the schools we have introduced Mason's National Music Charts in the place of Blackman's series—and although these charts have been tested only a short time, yet commendable progress has been made in music in all the departments.

Instruction in the art of reading music and in producing correct natural sounds is given to the pupils from their first entrance into the Primary schools. We shall endeavor to make the several steps of the musical instruction and practice combine with a philosophical system, and shall hereafter examine pupils in this branch as well as in any other for promotion from the grade. We shall not be thought too enthusiastic, perhaps, if we urge that music, as a means of education, is more important than is generally considered. Few pupils come to be eminent mathematicians or linguists.

For the average man and woman, the arts that refine nature and make life beautiful, such as Music and Drawing are more beneficial than high mental cultivation. We would give the high cultivation if we could. We would enlarge the mental horizon of every pupil; but when all is done, the influence of music will have much more to do with their daily happiness. It will make them more contented with their lot; will banish weariness and lead their minds into that repose which it is the highest philosophy to gain.

DRAWING.

Drawing has been taught to a limited extent in many schools of the country for a number of years, but without any well-considered plan, and with but poor and unsatisfactory results. In those schools instruction in this branch has, with but few exceptions, been confined to the higher grades, a mistake so apparent that it is difficult to conceive how it could have been made by those who had given the subject any consideration. Until recently, then, no attempt has been made to introduce drawing as a compulsory branch of instruction. In this move Cincinnati took the lead, placing the subject on a systematic and pro-

gressive plan, and presenting such an array of argument in favor of the branch becoming a regular study in our common schools that Boards of Education, East and West, have joined in the plan of that city.

We have, I think, made commendable progress in this branch since its first adoption as a regular study, by the Board ; and yet we should do very much more than we have yet done. This we shall be readily able to do if we make no retrograde movement and carry out our present plans. Our pupils should be taught in the Primary and Intermediate grades to draw simple figures both from models and from memory ; and in the Grammar grades from memory, from models, and from the simple forms found in nature. In the Higher grades of the schools, pupils should progress far enough to understand something of the laws of perspective, and be able to represent their own conceptions on paper.

WRITING.

This subject has been in a large measure overlooked in the past, and it must necessarily continue to be, so long as we carry out our present system of requiring the ordinary teacher to teach the subject. Our teachers are not all of them qualified to teach writing as it should be taught, and it is here that many of the best fail. It is possible for some of them to develop on the part of their pupils a fair amount of progress in the branch, and yet I am fully persuaded that only one who gives his whole time to this particular subject can accomplish the work desired. Could we have, if only once a week, the benefit of the instruction of a thorough writing-master, I am satisfied that commendable progress would be made, and that instead of having pupils in our High school who can scarcely write a legible hand, we should have in all the higher grades of schools, pupils who could write with ease and rapidity a manuscript that would be worthy of the name.

EXAMINATIONS.

The rules of the Board require that we shall hold a public examination at the close of each term. Such an examination

was held at the close of the fall term and in order that the Board and the Public might better understand the work that was being done, I secured the services of an able corps of examiners from among our citizens, requesting the gentlemen to carefully examine and criticise all of the Grammar and Senior Grammar grades; and the ladies, in like manner to examine into the workings of the Primary and Intermediate departments. These committees did their work freely and zealously, and have made a report to me of the result, which I present for your consideration. I feel that these examinations will tend to awaken an interest between the Patrons and Pupils which will tend to stimulate the latter to faithful and diligent work in the future.

We have also arranged a system of written examinations by which we shall be able to test the standing of each pupil at the close of every month. These examinations will be of great assistance to both teacher and pupil; enabling the teachers to see where individual pupils are deficient, and to secure greater interest on the part of the pupils in their daily recitations, by showing them that a failure then will be repeated in the written examination. The pupil will also be enabled to see where he fails, and by giving more attention to the weak point to strengthen it before another month shall come round.

PRIZES.

In order to awaken an interest among the pupils of the Senior Grammar grades in the subject of spelling, I was authorized to offer on the part of the Board, three prizes, to be given as follows: The first was to be awarded to the school which should in a competitive examination, prove itself the most proficient in spelling; the second to be given to the best speller in either of the three schools, and the third to be given to the second-best speller. In preparing for the trial spelling match, the pupils showed much interest and evidently entered upon their work with zeal; the time occupied in preparation in school hours was limited, as they were required to take only the time usually allotted to a daily spelling exercise. The contest for the prizes was held in the High school room on Monday after-

noon, December 2d. It lasted three hours and a half. The **competing** schools were the Second and Fourth Wards and University Senior Grammar departments ; the whole number of pupils in the three schools, ninety-eight. After an interesting and instructive contest, in which all the words which they had been over in the spelling book were pronounced by Gen. Fallows and the Superintendent, the judges—J. H. Carpenter, Esq., Rob't Wootton, Esq. and Mrs. H. M. Page—unanimously awarded the prizes as follows: First prize—complete set Chamber's Encyclopedia, 10 vols. bound in calf, to Second Ward Senior Grammar. Second prize—full set Rosa Abbott's works, to Louise Fleischer, University Senior Grammar. Third prize—full set Schiller's works, to Howard Smith, Fourth Ward Senior Grammar.

The contest is over and the prizes are distributed, but I find that the interest awakened by the contest has not in any way decreased, and that it has given an impetus to the students to perfect themselves in this branch which is felt even in the Intermediate departments.

Would it not be well to lay aside a small sum from the treasury annually to be devoted to purposes like the above. It is a course which is adopted in many of our larger cities, and is fruitful of good results.

CONCERT RECITATIONS.

Nothing contributes more to a dead formalism in school work than the concert recitation of the ordinary style. It is an effective device to make stupid scholars still more stupid, and tends to a lack of precision of thought and statement on the part of the bright ones. Any method which relieves a pupil from individual responsibility in recitation is a vicious one. This the concert method does. In it the slow-minded, the indifferent, or the lazy scholar hides himself in the mass, and his delinquencies escape detection, or he feels that the chances greatly favor such escape.

Now it is not only necessary to the acquisition of knowledge that the pupil should be thoroughly convinced that there is no

possible escape from a personal responsibility for the discharge of every school duty, but it is still more necessary to the building of reliable habits and a manly character. He should find in the recitation, as he will find in the sterner realities of his coming years, that he must do his own thinking and fight his own battles. When called upon to recite, he should be made to feel that the answer to each question must be his own; that he is engaged in an enterprise, the success of which depends entirely upon himself, and that his classmates and teacher are only silent spectators of his success or failure. In this way the recitation becomes a continual exhibition of individual worth, not only in regard to knowledge of the subject, but also in regard to style of expressing thought. It also tends to cultivate confidence and self-reliance, while it leaves no hiding place for indolence and inattention; and thus, inadequate preparation is sure of merited exposure. Such exercises tend directly to fit each pupil to occupy a position in the future where individual power and worth alone can sustain him.

COURSE OF STUDY.

I present with this report a revised course of study. To avoid confusion, a common course of instruction must be uniformly and strictly followed, and great care must be taken in working out a plan that the teachers will be able to follow. It must not be the requirement of such a plan that it "reads well" that it enumerates an imposing number and variety of subjects to be taught; but it must, on the contrary, modestly confine itself to the limited range of subjects which we are sure can be well taught in the time allotted, and arrange them in a rational method. Unity of design is indispensable where various teachers in different schools are expected to achieve similar results, and to be judged in their work by the same standard. It is indispensable to make the general examination required for promotion possible. It is also necessary to maintain the proper grading of the schools, which will enable us to transfer pupils after they have passed through the primary grades, to first-class schools, where they must find a grade

exactly corresponding to the grade in the former school in order not to retard their progress. Great care has therefore been taken to elaborate a course of study in conformity with these views.

The course gives nine years preparation for the High school, that being the time that it will take the average pupil to thoroughly prepare himself for the study of the High School branches. It is not, however, obligatory that the pupil shall be just nine years in passing through the lower grades; there is nothing to hinder any pupil from passing into the High School in half that time if he proves himself on an examination to be prepared for the department. The High School course is intended to be preparatory for the State University, or any other College. We have given, what seems to us to be sufficient time (three years) for the completion of all the studies required for admission to the Freshman class in any College.

It will be seen by a review of this course of study that the subject of

GEOGRAPHY

has not been introduced into the lower grades of the schools save as an oral exercise. I feel that we have been in the habit of devoting too much time to this study to the neglect of other more important branches, and this has been rather a necessity with the present series of Geographies, consisting of five separate books that has been in use for a long time past. It seems to me that two years, if taken at the proper age, say from twelve to fourteen, is amply sufficient to enable the pupil to master so easy a subject as the one under consideration. No series of text books on the subject should include more than *two numbers*. Two books are amply sufficient to enable the pupil to gain a thorough knowledge of all that will ever be of use to him in after life. I would require the pupil to become thoroughly acquainted with the counties and principal towns of his own State, but to require him to do this of every state in the Union, is taking up a large part of the child's time that could be more profitably spent on his reading, spelling, or arithmetic.

No series of text books on any subject that is spread over

five or six volumes should be introduced into any school. They are simply a means of enriching the publisher at the expense of the public—and should be denounced by every educator as such.

I have, in the course of study, expressed my ideas of the work that should be done in the schools in object lessons, etc., and I trust that the teachers will thoroughly carry out these instructions the coming year. If this is done; if we are able to retain our efficient corps of teachers; if our present school system is completed by the erection of our much-needed High School building, I feel that I can safely prophesy that the coming year will be one of progress in our city schools.

Thanking the Board for their many acts of kindness and courtesy to me, and the teachers for the hearty way in which they have seconded my efforts the past term, I remain,

Very respectfully yours,

WALTER H. CHASE.

REPORTS OF VISITING COMMITTEES.

MADISON, Dec. 10, 1872.

PROF. W. H. CHASE,

Superintendent of Schools.

The undersigned, appointed as a committee to visit and examine the Grammar and Senior Grammar Departments of our city schools at the close of the fall term, found their task a pleasant one. There was so much to commend, and so little apparent need of fault-finding; there was such evidence of harmony between teachers and pupils, and of faithful and conscientious work on the part of both during the term, that the committee found it sometimes difficult to keep in the mood of critics. All the schools designated were visited by the committee, in whole or in part, and they were pleased with the systematic and judicious supervision which, as was evident, had been exercised in all the wards.

The buildings appeared neat and in good condition. All the schools seemed to be under excellent control, showing good discipline. It was especially pleasing to observe that the good order was not the result of severe restraint, but of that sympathy established between teacher and pupil which makes it a pleasure for the school to carry out the teacher's plans. In the examinations, the answers were usually prompt and accurate, and the enunciation of the scholars was generally clear and distinct. The classes generally showed excellent instruction. In a few instances the teacher's work had been too mechanical, following the routine-track of the text books too exclusively. But, in the main, evident pains had been taken to awaken the intellect and train the scholars to reason on the principles laid down in the books.

The first visit made by the committee was to the Grammar school in the Third Ward, under the charge of Miss Standish. Good management and faithful teaching were apparent here. A Grammar class, under the instruction of the principal, made a specially creditable appearance; and an exercise in Music, read from Mason's National Music Charts, conducted by Miss Cuckow, the assistant, was admirable.

The First Ward Grammar school was found to be excellently managed by Miss Byrne, whose faithful work, however, is partly neutralized by the fact that this school is less perfectly graded than some of the others. But in spite of too great a difference between pupils of the same classes in acquirements or ability, earrest work has secured praiseworthy results here.

In the Second Ward, Miss Hayner has brought the Senior Grammar

school up to a very high degree of efficiency. A fine enthusiasm for study was manifest, and the teacher held the attention of her scholars remarkably, at the same time stimulating their own thought. The Grammar recitation, and the Map-drawing were excellent. Miss Edwards, in the Grammar Department, also deserves great credit for her successful management of a difficult school. The Music and Gymnastic exercises of both Departments in the Second Ward, are specially worthy of mention.

In the Fourth Ward, Miss Sabin's Senior Grammar Department is in every respect a first-rate school. The energy and enthusiasm of the Principal is communicated to the pupils, and with perfect order, a marked characteristic of this school is its vigor. The arithmetic class, the rhetorical exercise, and the music of this school were of marked excellence. Miss Larkin, in the Grammar Department, has secured a fine success, especially noteworthy from the fact that she has had the school but part of the term. The good order exercised by her gentle yet decided methods, seemed spontaneous, and the classes showed good training.

In the University Addition, in one of the finest school houses of the city, we found some of the best scholars. Miss Foote, in the Senior Grammar Department, is distinguished for her skill in training scholars to think; a gift which she possesses in a degree rarely equalled. She has everything under admirable control; and the recitations were excellent, especially in Geography. Miss Drake, in the Grammar Department, also evinced a promptness, thoroughness and fidelity in her work, which has resulted in an efficient and successful school. The Music in this building was also of great excellence, and the committee were pleased to see such increased interest and attention given to this important branch of education in our schools. They were also gratified with the increased attention given to writing and drawing.

In conclusion, we recommend to the teachers that they remember that the main thing is, not to cram the mind with facts, but to train it to act readily and definitely; that they should therefore seek to make the knowledge which the scholar gains, available; that they should make sure that pupils know the meaning of the words they use, and the practical bearing of the principles they learn; and that they use wall-maps more freely in teaching Geography, that pupils may know accurately of the localities of which they study. And we recommend to our fellow-citizens that they encourage teachers and scholars by visiting the schools more frequently than heretofore. The stimulus will be healthful, and such co-operation on the part of citizens, teachers and pupils, will help to make our schools, already excellent, still more efficient and successful.

C. H. RICHARDS,
SAMUEL FALLOWS,
ALEXANDER KERR,
W. F. ALLEN,
R. W. BURTON,

Committee on Grammar and Senior Grammar Grades.

MADISON, Dec. 10, 1872.

PROF. W. H. CHASE,

Dear Sir :—In accordance with your request, we have visited and examined the Primary and Intermediate Departments of the public schools in each Ward of the city; and, as we understand the object of such visit was not to give indiscriminate approval, but to criticise where there seemed occasion, we offer the following general suggestions as the result of our observations:

In nearly all of the schools, but more particularly in the Third Ward, the reading was much too loud; and we are inclined to the opinion that the poor reading of many in the higher grades of our schools, may be due to the fact that teachers in Primary and Intermediate rooms are too apt to make the children raise their voices until all expression is lost. Reading should be in the natural tone of voice, and with distinctness of enunciation, and proper expression, a very low tone may be perfectly understood and will be far more agreeable to the listener than the strained, unnatural tone too often used.

We think the heavy marching of the scholars also objectionable. All children are inclined to step heavily and noisily; and the object of the teacher should be, as far as possible, to carry out home instructions, and teach the children to step softly. It is a good plan to have the children keep step, but it can be done quietly as well as noisily. We noticed this in Miss Craig's Primary, and in Miss Edward's Intermediate, where the children moved as we would like them to do in our own parlors.

We do not think sufficient attention, or the proper kind of attention is given to writing in any of the Intermediate rooms. In learning to write, young children need the personal supervision of the teacher to compel them to hold the pen correctly, to use proper force, and for the many other instructions a beginner in writing needs. For this reason, the counting method does not seem to answer. A teacher cannot count for a school, and at the same time give the close personal attention requisite for such a class of pupils. We came to this conclusion from seeing how very little improvement had been made by scholars in rooms where this system has been followed. In the Intermediate First Ward, the writing was not as good as that of the same children last term. It also seems to us that it is an injury to such young writers to write their lessons. A spelling lesson, once a day, that can be corrected by the teacher, and the corrections afterwards copied by the scholar, may be an advantage; but the writing out of spelling, reading and geography lessons that the teacher has no time to correct, and where the only object of the pupil is to get through as soon as possible, tends to make the children excessively careless, at a time when the hand-writing is forming, and when nothing should be written that is not written carefully.

We would like to suggest to the Board of Education that the seats in

the Primary and Intermediate rooms in the First Ward are too small. Many of the children could not sit in them except in the most awkward and uncomfortable positions. The seats in the Intermediate room are about fitted for the Primary, and as we noticed a large number of unoccupied seats in other rooms, why not use them for the Intermediate, and discard the smaller seats in the Primary? We make this suggestion in case the Board have not the means to purchase new seats, for it is certainly not right to have children sit so many hours in seats so illy adapted to them. We would also ask if a window could not be put in the end of each of those rooms for ventilation.

Another suggestion we would make is, that if possible, some arrangement be made to teach singing in rooms where the teachers cannot sing. Some of the very best teachers do not sing, and it would be a great help to them if some one could be employed, if only once a week, to teach singing in their rooms. Besides, it seems hardly fair some children should have the advantage of such excellent drill in music as some of the teachers can give, and others have no instruction at all.

We wish, lastly, to say to the Board that the school sessions in Primary and Intermediate Departments are too long. As much can be accomplished in two hours in the afternoon as in three; for the last hour both teacher and pupil are worn out. No man knows the strain on the teachers in such rooms, unless he has tried it, and we have never yet seen the man who was even willing to try it. Besides, five hours is long enough for children of that age to be confined; and we most earnestly beg, in behalf of teacher and pupil, that in these Departments, the afternoon session be only two hours.

In conclusion, we would say that, although we have criticised some things, we consider the general condition of the schools excellent; and our visits, began from a sense of duty, were continued with real pleasure. We would be glad to make some particular mention of each school, were our report not sufficiently long already; but we must say we think the Board of Education may congratulate themselves on having a most admirable corps of teachers. Respectfully,

MRS. J. M. FLOWER,
MRS. S. L. SHELDON,
MRS. L. W. HOYT,
MRS. HUTCHINSON,

Committee on Primary and Intermediate Grades.

APPENDIX.

TABULAR VIEW OF STUDIES IN THE WARD SCHOOLS,

Showing the time of taking up any subject, and the number of Terms work allotted to each.

Showing the time of taking up any subject, and the number of lessons.																													
STUDIES.	1st Year.			2d Year.			3d Year.			4th Year.			5th Year.			6th Year.			7th Year.			8th Year.			9th Year.				
	9th Grade.			3th Grade.			7th Grade.			3th Grade.			5th Grade.			4th Grade.			3d Grade.			2d Grade.			1st Grade.				
	TERM.			TERM.			TERM.			TERM.			TERM.			TERM.			TERM.			TERM.			TERM.				
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.		
First Reader.....			25	40	84	R				90	137	162																	
Second Reader.....													80	144	240	R													
Third Reader.....																													
Fourth Reader.....															100	184	R	242	R										
Fifth Reader.....																				86	188	R	248	338	R	Select	ns		
Intellectual Arithmetic.....																													
Practical Arithmetic.....															26	36	57	R	90	116	144	R	160	C					
Geography, No. II.....																													
Geography, No. III.....																													
Grammar, Introduction.....																		36	67	92	115	133	R	159	C				
Grammar, Higher.....																									69	112	179	R	
History of the United States.....																										101	280	C	
Writing.....							On	slate	and	p	a	p	e	r	N	o.	1.	N	o.	2.	N	o.	3.	N	o.	4.	No	5 & 6.	
Drawing Cards.....	N	o.	1.	N	o.	1.	N	o.	2.				N	o.	1.	N	o.	1.	N	o.	2.	N	o.	3.	N	o.	4.	No	5 & 6.
Drawing Books.....																													
Object Lessons.....																													

N. B. Abbreviations: C, Completed. R, Reviewed.

COURSE OF STUDY

FOR THE PUBLIC SCHOOLS OF THE CITY OF MADISON, WIS.

Adopted by the Board Jan. 22, 1873.

NINTH GRADE.

READING from Cards, from Black-board and from the *First Reader* during the last two months of the year. One hundred and fifty words, both printed and script. Construction of short sentences containing one or more words of the grade. Special attention to tones in reading, spelling and conversation.

MUSIC.—Each pupil will be expected to sing the scale in the key of C, and to read the syllables back and forth. Classes will sing in chorus all the intervals of the second to five in the key of C. Theoretical knowledge of *piano*, *mezzo*, staff, bar, double bar, quarter and half rests, quarter and half notes, and of double measure will be required; also practical knowledge of registers, *piano* and *mezzo*, of beating time, of quarter and half notes, quarter and half rest, and of accent. Singing by rote and by note of such songs as the teacher may select, will be practiced. Lessons in theory, daily, of fifteen minutes.

SPELLING.—Words learned both by sound and letter.

NUMBERS.—The pupils shall be taught, by means of objects, to perform mental and slate exercises in the four fundamental rules, to amounts not exceeding ten.

LANGUAGE.—They shall be taught to speak correctly any sentence they may be required to use. The teachers shall converse with them frequently in order to correct their language, individual recitations being practiced as far as possible.

WRITING.—They shall be taught to write their own names, the words learned, the capitals in their names and the capital I.

OBJECT LESSONS.—In this grade the names of objects are given, and the ideas of some of the most prominent properties developed, and terms given. The cultivation of the observation is the main point here.

Objects are used at first, and properties developed, but after a number of qualities of the same class have become familiar, as color, form, etc., these properties may be made the subject of the lesson, and other material may be introduced, as color-charts, artificial forms, etc. The following list will furnish material from which the teachers may select. Similar familiar objects may also be taken:

1. Objects in the school-room—table, chair, slate, pencil, crayon, blackboard, bell, door, window.

2. Parts of the human body—head, face, eyes, nose, **mouth**, chin, cheeks, ears, hair, trunk, arms, shoulder, upper arm, elbow, lower arm, wrist, hand, fingers, thumb, fore finger, **middle finger**, ring finger, little finger, legs, hip, thigh, knee, ankle, foot, instep, heel, sole, toes, nails.
3. Clothing—hat, bonnet, shoe, boot, apron, jacket, dress.
4. Objects of child's home—knife, fork, spoon, tumbler, plate, cup, ring, ball, cane, basket, bucket, broom, clock, candle, soap, sponge, coal.
5. Food—apple, peach, cherry, grape, potato, tomato, turnip, pea, bread, meat, butter, milk, water, vinegar, sugar, salt.
6. Some familiar flowers—rose, lily, pink.
7. Some familiar plant—with roots, stem, branches, leaves.

EIGHTH GRADE.

READING.—The *First Reader*.

SPELLING—Oral, written and phonic spelling of all words used in the Reader and in Language Lessons.

PHONICS.—To know the names and marking of the long vowels, and of Italian "a"—according to Webster. Capitals in beginning sentences and in proper names; use of period, comma, colon, and exclamation point.

LANGUAGE.—They should be taught to speak correctly any sentence they may be required to use. Particular reference shall be had to the proper use of *a* and *an*, this and that (singular and plural forms); the pronoun I as a capital letter; the capital letters at the commencement, and the period and question mark, at the termination of sentences; and the singular and plural of nouns and verbs.

DRAWING.—They shall be taught to draw vertical, horizontal, and oblique lines; the square and rectangle, and figures composed of squares, and rectangles, and such other figures as may be found on the cards, that they may use. A few examples should be given and then the pupils should be encouraged to build up designs of their own as they would with blocks.

MUSIC.—Individual singing of the scale in the key of C, and intervals of second to five in same key. Chorus singing. Writing scales of C and G with quarter notes. *Practical*; Same as previous grade with the addition of PP. *Theoretical*; Scales and names of keys. Singing songs by rote and by note as directed by the teacher.

NUMBERS.—They shall review the work of previous grade, and perform mental exercises in the four fundamental rules. No number used or produced in multiplication or division to exceed 20; shall count with and without objects as high as 100; shall learn to understand, read and write the fractions $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$, add the 1's, 2's and 3's as high as 100, and subtract them from 100; perform slate exercises in the four fundamental rules to amounts not exceeding 100, the divisors and multi-

pliers being 2 and 3; and be taught, objectively, the denominations of our paper and specie currency, and the use of the dollar and cent marks: problems involving concrete numbers shall contain but one arithmetical operation.

I. OBJECT LESSONS.—Besides treating more fully the objects given in the previous grades the teacher may take the following :

Book, desk, school-bag, ruler, pen, ink, stove, floor, ceiling, wall.

PROPERTIES, ETC., OF OBJECTS FOR GRADE.

1. Form and direction—four corners, three corners, sides, edges, round like a ring, round like a plate, round like a ball, round like a cane; straight, curved, vertical, horizontal, slanting, parallel.
2. Color.—white, black, red, yellow, blue, brown.
3. Size—long and short, longer and shorter, broad, narrow, high, low, large, small, larger, smaller.
4. Weights—heavy, light, heavier, lighter.
5. Place—position of objects in the school-room, and of objects placed on the table, as right, left, etc.; before, between, etc.
6. Parts—name of parts, number of parts, use of parts.
7. Material—wood, iron, stone, glass, paper, cloth.
8. Use of objects.
9. Care of things in school.

II. The human body. Principal parts named.

Head, trunk, arms, and legs.

Head, { top of the head,
back of the head.
sides—temple, ear.

Face, { forehead,
eyes,
nose,
mouth,
chin.

Arms, { shoulder,
upper arm,
elbow,
lower arm,
wrist.

Hand, { palm,
back,
finger,

{ thumb,
fore finger,
middle finger,
ring finger,
little finger,
knuckles,
finger joints,
nails.

Legs, { hip,
thigh,
knee (knee-pan),
lower leg (shin and calf),
ankle.

Foot, { instep,
heel,
sole,
toes.

Add lessons on health, and also add:

Actions.—Of the head, raising, bowing, nodding, turning, shaking, rolling.

Of the arms, hanging, bending, stretching, turning, twisting, twirling, folding, swinging, thrusting.

Of the legs, stretching, bending, lifting, swinging, kicking, walking, running, hopping, skipping, jumping, dancing.

III. Clothing. — Besides the articles named in Grade Ninth.

Cap, shawl, coat, pants; comparison.

1. Names of articles of clothing.
2. Names of parts of garments.
3. Color—add here, orange, green, purple, pink, gray; for degrees of color, use light and dark.
4. Material—wool, cotton, silk, straw, leather, fur, pelt, paper.
5. Uses.
6. LESSONS ON CLEANLINESS, NEATNESS, ORDER, AND TASTE.

SEVENTH GRADE.

READING.—*Second Reader.* The pupils shall be required to give a full and intelligent explanation of the subject of the lesson, and the words used; to read the lesson with fluency, distinctness and suitable modulation, and to render an oral abstract of the same as a whole.

PUNCTUATION.—They should be taught to name all the punctuation marks in their reading lessons.

PENMANSHIP.—They should be taught to write the capitals and small letters, in words and sentences, on slates and paper.

DRAWING.—They shall practice on vertical, horizontal, and oblique lines, and be taught to draw figures composed of squares, rectangles, parallelograms, and triangles, and such other figures as may be found on their cards.

NUMBERS.—Review of previous course—Shall read and write numbers as high as 10,000, and fractions $\frac{2}{3}$ and $\frac{3}{4}$, etc.

They should use numbers and figures as high as 5, as follows:

1st—Mental addition and subtraction as high as 100.

2d—Mental multiplication and division as high as 50.

3d—Slate exercises in the four fundamental rules to amounts not exceeding 10,000.

Problems involving concrete numbers shall contain but one arithmetical operation.

Object Lessons shall also be given in this grade in the weights; ounce and pound. The measures; bushel, peck; small measure, quart, pint; yard, foot, inch; year, month, week, day, hour, minute, second. Pupils shall learn to use the different marks pertaining to each.

LANGUAGE LESSONS.—Same as in previous grades, with the addition of construction, both oral and written, of sentences, expressing facts, observed.

MUSIC.—Individual singing of all intervals of second in scale, key of

C; and all intervals of third to five in the same key. Writing scales of C and G in 2-4 measure.

Practical Knowledge of Registers.—PP, P. M. dotted half note, accent and getting the keys. Theory and Practice of work of previous grades with triple measure and tie. Singing such songs and exercises by note and by rote as the teacher may require.

SPELLING.—Words found in their reading lessons, both *Oral* and *Phonic*.

OBJECT LESSONS.—The work in this grade has reference principally to the essential and accidental properties of objects, preparatory to classification.

I. Familiar animals.

1. Mammals—dog, cat, cattle, horse, sheep, pig, mouse.
2. Birds—hen, pigeon, goose, duck, turkey, canary.
3. Insects—fly, mosquito, bee.

Motion, food, habitation, use.

II. The surroundings of the house—yard, garden, street, objects found there.

I. Plants.	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">Stem,</div> <div style="display: inline-block; vertical-align: middle;">{ bark, wood, pith.</div> </div>		II. Flowers.	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">Parts,</div> <div style="display: inline-block; vertical-align: middle;">{ stem, calyx, sepals, corolla, petals, stamen, pistils, pollen.</div> </div>	Name.
	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">Leaf,</div> <div style="display: inline-block; vertical-align: middle;">{ Stalk, Blade,</div> </div>	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">{ mid vein, veins, veinlets, pulp.</div> </div>			

III. The different trades and occupations of men. Workshop—tailor, shoemaker, hatter, milliner, seamstress, mason, plasterer, white-washer, paper-hanger, carpenter, glazier, painter, blacksmith, cooper, butcher, baker, miller.

1. Name of occupation.
2. Articles produced.
3. Material used.
4. Tools.

PROPERTIES OF OBJECTS FOR THIS GRADE.

1. Form—angular, triangular, square, oblong, circular, oval.
2. Color—flesh color, pale blue, indigo, buff, corn, crimson, scarlet, lemon, lilac, violet.
3. Size—inch, foot, yard, and their halves and fourths, judging distance and size, and measuring of objects, of room, of building, of school-yard, and of square. Representation of these measurements, as far as practicable, on the blackboard.
4. Weight—pound, half pound, quarter pound; two, three, etc., pounds. The children are required to judge of the weight by lifting.
5. Less obvious qualities—acid, fragrant, porous, elastic, brittle, transparent.
6. Material—lead, gold, silver, brass, steel, copper, tin, zinc, horn, bone, tallow, wax.

Pupils in all these grades shall receive special instruction in CLEANLINESS OF PERSON AND DRESS; POLITENESS, TRUTHFULNESS, CHASTE

LANGUAGE, OBEDIENCE, &c. Short exercises in Light Gymnastics for the upper parts of the body shall also be given daily.

SIXTH GRADE.

READING.—*Third Reader.* The pupils shall be required to give a full and intelligent explanation of the subject of the lesson and the words used; they shall be taught to read the lessons with fluency, distinctness and suitable modulation, and to render an oral abstract of the same as a whole.

SPELLING.—Pupils shall be taught to write at dictation sentences formed from words in their Reading Lessons, or from other text books, also, sentences from their Object Lessons.

PUNCTUATION.—They shall be taught to name and give the use of all punctuation marks in their Reading Lessons.

PENMANSHIP.—They shall be taught to write, with a pencil, all the small letters and capitals, in words and sentences used.

DRAWING.—First half of Bartholomew's Drawing Book, No. 1.

MUSIC.—Individual singing of all intervals of the second in scales, with keys of C, G and D; also the following intervals of the third: 1, 3,—2, 4,—3, 5, with inversions; chorus singing. Writing scales of the key of C, G and D, with quarter and half notes. Theory and practice of work in previous grades with addition of knowledge of F. Singing such songs and exercises as the teacher may assign.

ARITHMETIC.—Review the work of the previous grade. They shall also use numbers as high as 10's in mental exercises in the four fundamental rules to amounts not exceeding 100; and figures as high as 9's in slate exercises to amounts not exceeding 100,000.

GEOGRAPHY.—

I.

Items to be Determined before Using Maps.

A. Points of Compass.

B. Locate teacher's table, doors, windows, ventilator, and corners of room, State Capitol, University, Grace Church, Garnhart's Machine Works, Fourth Lake, Third Lake, U. S. Court House, and ten other objects of local importance.

C. A map of the city being before the class, the pupils will give the names and direction of the principal streets of the city; do. of school buildings. Take imaginary walks from one point of the city to another, naming the streets pursued and the directions.

D. Definition of River, Creek, Canal, Pond, Lake, Hill, Mountain, Valley, and any other geographical feature the neighborhood may afford facilities for studying. Surface elements of the Earth. Land and Water. Apparent form or shape of the surface.

II.

Using the Globe.

A. Real form of the Earth with one or more simple proofs of the same.

B. Definitions of North Pole, South Pole, Equator, Northern, Southern, Eastern and Western Hemispheres.

III.

With Map of Hemispheres.

A. Point out, number, and name the principal Land and Water Divisions of the Globe; their relative positions, sizes, and shapes.

B. Definitions of Ocean, Sea, Gulf, Bay, Sound, Strait, Archipelago, Cape.

C. Climate of the Grand Divisions, as determined simply by their position with reference to the Poles and Equator. Zones; vegetation of same, animal life of same. Distribution and leading characteristic of races.

IV.

Local Geography.

The pupils are required to locate only the most important points and places—and to study the principal physical features—such as watersheds, mountain ranges, valleys, plateaus, lakes, etc., of the United States and North America. The geographical drawing of this grade shall include the elements of *Map-drawing*.

LANGUAGE LESSONS.—They shall be taught to speak and write correctly any sentences that they may be required to use. They shall also be taught to distinguish the subject and predicate of sentences.

OBJECT LESSONS.—In this Grade classification into higher and lower orders is principally considered.

1. **VEGETABLE PRODUCTIONS:**—*Fruit, grain, cotton, grass, lumber*—where obtained, and for what used.

2. **ANIMAL PRODUCTIONS:**—*Wool, leather, butter, milk, cheese, lard*—how obtained and how used.

3. **MINERALS:**—*Gold, silver, coal, limestone, marble, iron*; how obtained and how used.

4. **THE CITY:**—*Manufactories, stores, buildings*; name and describe varieties; comparison of *city* and *country*.

ANIMALS.

Mammals.—Most common specimens of canines compared with the dog.

Of felines compared with the cat.

Of gnawers compared with the rat.

Of thick-skinned animals compared with the hog.

Of cud-chewers compared with the cow.

Birds.—Most common specimens of scratchers compared with the hen.

Of swimmers compared with the goose.

Of perchers compared with the canary.

Fishes.—A few of the most familiar for structure and habits.

Reptiles.—Snake, frog or lizard, for structure and habits.

Plants.—Comparison of a few familiar fruits and forest trees.

Minerals.—Description of a few familiar stones and metals.

Properties of Objects for Grade.

Color.—Standard colors, hues, tints, and shades; harmony of colors.

General qualities. { Natural, artificial, pulverable, granular, adhesive,
absorbent, liquid, solid, compressible, sparkling,
opaque.

Teachers to select the material from which to give lessons on *color* and *general qualities* of objects.

FIFTH GRADE.

READING.—*Third Reader* completed.—Pupils shall be required to give a full and intelligent explanation of the subject of the lesson, and the words used; shall be taught to read the lesson with fluency, distinctness and suitable modulation, and to render an oral abstract of the same as a whole.

SPELLING.—Same as in Sixth grade.

PUNCTUATION.—They shall name and explain the *punctuation* marks in their reading lessons.

PENMANSHIP.—They shall write with a pencil, neatly and legibly, words and sentences, from copy and from dictation. No. 1 copy book may be used in this grade.

DRAWING.—They should complete the 1st number of the series.

ARITHMETIC.—Review of Sixth grade course. Should write and read numbers as high as 1,000,000; and shall complete Long Division and United States Money. They shall have numerous *practical* mental exercises in the four fundamental rules and United States Money.

GEOGRAPHY.—Review of Sixth grade course, and complete the boundaries of all the states.

GRAMMAR.—They shall review the work of the previous grades, adding the quotation marks, the colon, and the dash, to the punctuation marks previously taught.

MUSIC.—Individual singing of all intervals of the second and the third in the scale—keys of C, G and D—also the following intervals of the fourth: 1-4, 2-5, 3-6, 5-8, and their inversions. Write scales of keys of C, G, D, in 2-4 measure. Theory and Practice, as in preceding grades, adding quadruple measure, dot and pause. Singing such songs and exercises as the teacher may direct.

OBJECT LESSONS.—In this Grade classification is carried forward and the pupils are taught to form definitions. Adaptation to habitation and mode of living is principally considered.

ANIMALS.

MAMMALS.

1. Two-handed—man.
2. Four-handed—ape, monkey.
3. Flesh eaters, feline—cat, lion, leopard, tiger, panther;
canine—dog, wolf, fox, jackal.
Insect eaters—bat, mole, hedgehog.
Amphibious—seal, walrus.
4. Gnawers—rat, mouse, beaver, rabbit, squirrel.
5. Solid-hoofed animals—horse, zebra.
6. Cud-chewers—cow, sheep, goat, deer, reindeer, camel.
7. Thick-skinned animals—elephant, hog, rhinoceros, hippopotamus.

BIRDS.

1. Raveners—eagle, owl, hawk, condor.
2. Perchers—canary, nightingale, skylark, humming bird, mocking
bird, swallow, crow.
3. Scratchers—hen, turkey, dove, quail, pheasant, peacock, partridge.
4. Climbers—parrot, woodpecker.
5. Runners—ostrich.
6. Waders—heron, stork, ibis.
7. Swimmers—duck, goose, swan, pelican.

HUMAN PHYSIOLOGY.

Body,	{	Skin,	{	Use.		
			{	Qualities.		
			{	Adaptation of quality to use.		
	{	Flesh,	{	Fat,	{	Qualities.
			{	Muscles.	{	Use.
	{	Blood,				
	{	Bones,	{	Head.	NOTE.—Call especial attention to teeth and spinal column. Teach how to take care of them.	
			{	Trunk.		
			{	Limbs.		
	{	Nerves.				

A short, concise statement of the processes of digestion, circulation, and respiration.

NOTE.—Let every opportunity be used to impress lessons on care of the body.

FOURTH GRADE.

READING.—*Fourth Reader.* They shall be required to give a full and intelligent explanation of the subject of the lesson and the words used; they shall be taught to read the lesson with fluency, distinctness and suitable modulation, and to render an oral abstract of the same as a whole.

SPELLING.—From speller; from geography, and reading books.

PENMANSHIP.—No. 2 Payson, Dunton & Scribner's series.

DRAWING.—No. 2 Bartholomew's *revised* series.

ARITHMETIC.—They shall review course; commence Robinson's *Practical Arithmetic*, and complete the same to fractions.

GEOGRAPHY.—

COMPOSITION.—They should be taught to write compositions:

1st—On such subjects as may be selected from the reading lessons which they have learned.

2d—Descriptions of places, animals, manufactured articles and natural phenomena.

3d—They shall also be taught to write letters, promissory notes, receipts, and bills of purchase.

MUSIC.—Individual singing of all intervals in scale—key of C. Write scales of C, G and D in 2-4 time. Theory and practice, as in previous grades, adding knowledge of absolute pitch of the three scales—keys of C, G and D.

GRAMMAR.—Review the work of previous grades, and commence Greene's Introduction.

THIRD GRADE.

READING.—*Fifth Reader*. Requirements as in previous grades.

SPELLING.—From text books and readers, both oral and phonic.

ARITHMETIC.—To Interest, and review.

GEOGRAPHY.—

GRAMMAR.—Greene's Introduction completed.

MUSIC.—Practical knowledge of the intervals—seconds, thirds and fourths, in keys of C and D. Knowledge, both practical and theoretical, of pp., p., m., f., ff., dim., cres., point of addition, triplets, legato, staccato. Writing scale in keys of C, D, E and F in 2-4 measure. Theoretical knowledge of the staff, clef, bar, double bar; also the intervals, seconds, thirds, and fourths. Register of the voice.

PENMANSHIP.—Payson, Dunton and Scribner's series No. 3.

DRAWING.—Bartholomew's *revised* series, No. 3.

SECOND GRADE.

READING.—*Fifth Reader*.

SPELLING.—Oral and written, from books of the grade.

ARITHMETIC.—To Cube Root.

GEOGRAPHY.—Completed.

GRAMMAR.—Greene's English Grammar to Pronouns.

DRAWING.—Bartholomew's series No. 4.

WRITING.—Payson, Dunton & Scribner's Nos. 4 and 5.

MUSIC.—Same as previous grades, with the addition of key of G; interval of sixth, transposition and modulation, and ascending chromatic scale. Register of the voice.

FIRST GRADE.

READING.—*Fifth Reader*.

SPELLING.—As in previous grades.

ARITHMETIC.—Practical completed and reviewed.

HISTORY U. S.—Completed.

GRAMMAR.—Greene's English to Construction and Analysis.

DRAWING.—Bartholomew's series, Nos. 5 and 6.

PENMANSHIP.—Payson, Dunton & Scribner's series, Nos. 5 and 6.

MUSIC.—Same as in previous grades, adding all the intervals of the diatonic scale in the keys of C, D, A, E and F. Sforzando and pause. Writing of any scale required in 2-4, 3-4, 4-4 and 6-8 measure. Syn-copation. Simple rules of Harmony, so that the pupil can construct a simple four part composition. Chromatic and Minor scales. Register of the voice.

N. B.—Pupils will receive special instruction from teachers in all the grades, on **MANNERS** and **MORALS**. Gymnastic exercises will be given, at the option of the teacher, in any of the grades.

Pupils in the Grammar Departments will prepare a Composition and Declamation once in three weeks.

The pupils in each grade will be required to take all the studies of the grade unless specially excused by the Superintendent.

Pupils who complete the First Grade course will be prepared for the High-School.

HIGH SCHOOL COURSE.

FIRST YEAR.

<i>First Term.</i>	<i>Second Term.</i>	<i>Third Term.</i>
Grammar.	Grammar.	Composition.
Algebra.	Algebra.	Algebra.
Physical Geography.	Phy. Geog. Physiology.	Physiology.
Latin.	Latin.	Latin.

SECOND YEAR.

Natural History.	Nat. Hist. and Botany.	Botany and Nat. Hist.
Geometry.	Geometry.	Geometry.
General History.	General History.	General History.
Latin.	Latin.	Latin.

THIRD YEAR.

Philosophy.	Philosophy.	Civil Government.
Higher Arithmetic.	Higher Arithmetic.	Sentential Analysis.
Rhetoric.	History of England.	History of England.
Latin.	Latin.	Latin.

N. B. Greek and German will be optional studies, and any student taking either of these languages will be excused from one of the English studies. Compositions, Declamations, Music, Drawing and Reading throughout the course.

TEXT BOOKS.

WARD SCHOOLS.

McGuffie's Readers—I, II, III, IV, and V.
Robinson's Primary, Intellectual and Practical Arithmetics.
——— Geographies.
Greene's Introduction and English Grammar.
Mason's Music Charts and Singing Books.
Payson, Dunton and Scribner's Penmanship.
Barnes' Brief History of the United States.
Bartholomew's Drawing.
Saunders' Union Speller.

HIGH SCHOOL.

Robinson's Higher Arithmetic.
Robinson's Algebra.
Robinson's Geometry.
——— Natural Philosophy.
Warren's Physical Geography.
——— General History.
——— Botany.
——— Civil Government.
Harkness' Latin Grammar.
Harkness' Latin Reader.
Chase & Stuart's Cæsar.
——— History of England.
Independent Sixth Reader.
Brown's Physiology.
Greene's English Grammar.

STATISTICAL REPORT OF THE SCHOOLS.

NAMES OF SCHOOLS.	No. Half Days of School.	No. ENROLLED, ETC., From Sept. 11, '71, to June 28, '72.					Now Members.	Average Daily Attendance.	Average Membership.	Tardiness.	No. Half Days Absence.	Number of Visits.	No. Absences from Re-citation.	Per cent. of Attendance.	Per cent. of Punctuality.	No. Half Days Attendance.
		Boys.	Girls.	Total.	Withdrawn.	Re-admitted.										
High School.....	346	43	47	90	63	27	54	54.3	58.5	134	1,291	150	2,632	92.8	99.4	19,384
Second W'd Sen. Grammar.	356	34	29	63	51	20	32	30.9	31.7	53	360	143	1,175	97.5	99.6	10,836
Fourth W'd Sen. Grammar.	341	34	24	58	78	53	33	37.0	39.5	98	806	310	2,233	98.7	99.3	13,537
University A. Sen. Grammar	348	19	30	49	49	28	28	30.2	31.7	39	386	146	960	95.0	99.7	10,923
First Ward Grammar.....	357	35	50	85	99	54	40	42.7	45.4	110	761	416	3,182	94.0	99.3	15,248
Second Ward Grammar....	341	62	43	105	124	62	43	47.6	51.1	187	1,107	158	4,490	93.1	99.0	26,063
Third Ward Grammar.....	347	61	57	118	148	102	72	69.6	71.7	181	1,338	137	3,480	97.0	99.6	25,605
Fourth Ward Grammar....	356	57	28	85	79	44	50	44.4	47.0	108	973	306	3,185	94.4	99.2	15,044
University A. Grammar.....	347	42	34	76	95	43	24	34.9	36.4	150	976	55	2,738	95.8	99.0	13,108

First Ward Intermediate...	338	27	27	54	69	42	27	26.7	27.8	105	528	126	2,395	95.7	90.0	8,980
Second Ward Intermediate.	335	55	56	111	120	62	53	56.1	60.9	218	1,133	100	5,687	92.1	99.2	12,254
Third Ward Intermediate...	354	45	45	90	107	56	39	36.4	39.1	73	660	147	3,509	93.1	99.5	12,354
Fourth Ward Intermediate.	354	47	35	82	74	42	50	39.9	43.1	151	828	128	4,272	92.5	99.0	12,918
University A. Intermediate.	349	32	28	60	94	71	37	37.7	38.7	129	774	102	2,786	97.4	99.0	12,861
Central Intermediate.....	356	27	34	61	87	53	27	31.3	32.5	80	467	131	1,570	96.3	99.5	11,855
First Ward Primary.....	357	47	52	99	117	82	64	53.0	56.7	100	552	116	1,805	98.4	99.4	17,077
Second Ward Primary.....	354	73	53	126	157	112	81	64.8	70.3	167	2,078	63	5,420	92.1	90.4	20,305
Third Ward Primary.....	366	77	53	130	163	109	76	60.5	66.2	49	1,442	158	2,024	91.0	90.7	19,397
Fourth Ward Primary.....	356	55	56	111	137	93	67	49.4	54.7	87	1,260	133	4,356	90.3	99.4	16,092
University A. Primary.....	350	66	52	118	150	102	64	57.0	61.6	260	1,369	109	4,315	92.5	98.5	17,216
Little Brick Primary	349	56	43	99	121	72	52	47.0	49.0	130	970	185	2,517	95.9	99.1	15,693
North-East District.....	354	32	25	57	73	46	30	26.7	28.9	140	457	40	1,818	92.3	98.2	9,673
Summary	7,751	1026	901	1,927	2,251	1,375	1,043	978.1	1,042.5	2,749	20,616	3,359	67,199	93.9	99.2	339,963

DETAILED STATEMENT

*Of the Receipts and Expenditures of the Board of Education
of the city of Madison, from January 1st, 1872, to Decem-
ber 31st, 1872.*

RECEIPTS.

1872.		<i>Balance.</i>		
Jan.	1	Balance in Treasury.....		\$205 08
		<i>State School Apportionment.</i>		
Jan.	3	Cash of Town Treas. Blooming Grove	\$12 48	.....
July	2	Cash of County Treasurer.....	1,456 65	.....
				1,469 13
		<i>Taxes Levied for Schools.</i>		
Jan.	3	Cash of city treasurer.....	3,000 00	.....
Jan.	3	Cash of town treas. Blooming Grove.	14 10	.....
Feb.	8	Cash of city treasurer, Madison.....	2,000 00	.....
March	5	Cash of town treas. Blooming Grove.	165 43	.....
Mar.	19	Cash of city treasurer, Madison.....	15,000 00	.....
June	27	Cash of city treasurer, Madison....	1,541 71	.....
Dec.	5	Cash of city treasurer, bal. tax 1871..	501 91	.....
Dec.	31	Cash of city treas., on acc't tax 1872..	1,400 00	.....
				23,623 15
		<i>School House sites and Structures.</i>		
Nov.	15	For furnace remv'd from 1st w'd sch'l house, upon warranty for defect....		160 00
		<i>Interest.</i>		
Sept.	23	Cash of Theo. Herfurth, int. on bond and on deferred payment.....		68 00
		<i>Furniture.</i>		
Sept.	20	For furniture sold trustees Norwegian Lutheran church.....		40 00
		<i>Tuition.</i>		
Jan.	3	Cash of A. S. McDill.....	5 00	.....
Jan.	23	Cash of B. M. Reynolds, tuition col'd	30 00	.....
Feb.	5	Cash of H. J. Hill.....	5 00	.....
Feb.	10	Cash of Rachel Miller.....	5 00	.....
Apr.	15	Cash of Jesse Tutville.....	5 00	.....
Oct.	24	Cash of H. J. Hill.....	5 00	.....
				55 00
		<i>North-East School House.</i>		
Dec.	4	Cash of Schuetzen Gesellschaft for old school house.....		70 00
				<u>\$25,690 36</u>

EXPENDITURES.

Sites and Structures. ✓

1872.

Jan.	2	John N. Jones, furnace.....	186 40	.....	.....
Jan.	2	Vroman, Frank & Co., fur. & hd	747 51	.....	.....
Apr.	2	Okey & McDowell, well 2d wd	66 50	.....	.....
Apr.	2	Wm. Welch, p't lot 26, Far. ad	50 00	.....	.....
May	7	Madison Mfg Co., post heads.	12 00	.....	.....
June	4	E. Morden, pump 2d ward...	22 00	.....	.....
June	26	Ole Stephenson, fence Lit. B'k	14 46	.....	.....
June	26	John Ford, fence Little Brick	8 00	.....	.....
June	26	Davison & Warner, p'vy N. E.	114 79	.....	.....
July	6	Fahey & Lynch, privy N. E.	156 00	.....	.....
				1,377 66	.....

Notes Payable.

Mar.	19	Paid note at State Bank.....	5,000 00
------	----	------------------------------	----------	-------	-------

Interest Payable. ✓

Mar.	19	Int. on note at State Bank...	208 93
------	----	-------------------------------	--------	-------	-------

Taking Census.

Sept.	3	Jno. A. Byrne, tkg sch'l cens.	100 00
-------	---	--------------------------------	--------	-------	-------

Apparatus and Library.

Mar.	5	W. J. Park & Co., globes.....	38 00	.....	.....
Mar.	5	E. Burdick, county map.....	3 00	.....	.....
Oct.	1	E. Burdick, dictionary.....	8 00	.....	.....
Dec.	3	Ginn Bros., musical charts..	56 40	.....	.....
				105 40	.....

Legal Services.

Oct.	1	T. C. Burke, s'ys as policem'n	5 00
------	---	--------------------------------	------	-------	-------

Printing. ✓

May	7	Atwood & Culver, report, etc.	160 50	.....	.....
July	2	M. J. Cantwell, blanks.....	14 00	.....	.....
Dec.	3	M. J. Cantwell, notices.....	17 50	.....	.....
				192 00	.....

Furniture.

Dec.	3	H. Christoffers & Co., desk..	36 00	.....	.....
Dec.	3	J. E. Fisher, chair.....	10 00	.....	.....
				46 00	.....

Supplies. ✓

Feb.	6	E. Burdick, cash items.....	\$6 20	.....	.....
Feb.	6	B. M. Reynolds, cash items..	2 90	.....	.....
March	5	E. Burdick, cash items.....	70	.....	.....
May	7	B. M. Reynolds, crayons.....	16 66	.....	.....
June	4	Julius Vogel, erasers.....	15 00	.....	.....
				\$41 46	.....
Carried forward.....					\$7,075 85

1872. Brought forward..... \$7,075 85

Supplies—continued.

July	2	W. J. Park & Co., stationery.	3 25	.....	.....
July	2	Jno. N. Jones, hardware.....	8 44	.....	.....
July	6	Vroman, Frank & Co., hdwre	5 59	.....	.....
Oct.	1	E. Burdick, cash items.....	4 00	.....	.....
Oct.	1	J. E. Mosely & Bro., st'y & ink	40 95	.....	.....
Oct.	1	Julius Vogel, erasers.....	30 00	.....	.....
Oct.	1	W. J. & F. Ellsworth, brooms	31 15	.....	.....
Dec.	3	Daniel Deleny, brooms.....	2 50	.....	.....
					\$125 88

Fuel. ✓

Jan.	2	James Rand, charcoal.....	21 00	.....	.....
Feb.	6	N. W. Dean, wood N. E. dist.	55 00	.....	.....
Feb.	6	N. Jenkins, wood N. E. dist..	11 69	.....	.....
Feb.	6	D. S. Nelson wood Little B'k	21 00	.....	.....
Mar.	5	N. W. Dean, wood.....	16 50	.....	.....
June	4	Ambrose Cox, wood.....	8 00	.....	.....
June	4	Conklin & Gray, coal.....	216 40	.....	.....
Sept.	3	Tim. O'Connell, wood.....	32 08	.....	.....
Dec.	3	E. Burdick, cash p'd for wood	19 50	.....	.....
Dec.	3	Thos. Kilian, wood.....	14 00	.....	.....
Dec.	3	John M. Loeser, wood.....	42 00	.....	.....
Dec.	3	Conklin & Gray, coal.....	1,559 53	.....	.....
					\$2,016 70

Janitors' Services and Labor ✓

Jan.	2	William Storm, cleaning fur..	3 00
Feb.	6	Fr. Teute, clean'g vault, 3d w.	24 00	.....	.....
Feb.	6	C. J. Roe,.....do.....1st w.	26 67	.....	.....
Mch.	5	Blake & Teute, do Lit. Br....	10 00	.....	.....
April	2	Martin Kelly, jan. 1st w & w'k	50 00	.....	.....
April	2	John Crowley, jan. 2d w & w'k	49 00	.....	.....
April	2	Mat. James, jan. 3d w fires, w'k	24 00	.....	.....
April	2	Mrs. McMullen, jan. 3d w sw'g	20 00	.....	.....
April	2	Mary Gleason, jan. 4th w sw'g	24 00	.....	.....
April	2	M. O'Callaghan, jan. do fi. w'k	48 00	.....	.....
April	2	John Ford, jan. U. Add.....	42 00	.....	.....
April	2	A. Gristenbrei, jan. N E & w'k	31 87	.....	.....
April	2	Jacob Knock, jan. Little Brick	21 50	.....	.....
April	2	Mrs. Dan. Deleny, jan. Cent'l	30 00	.....	.....
Jan.	4	M. O'Callaghan, labor.....	3 00	.....	.....
Jan.	26	A. Gristenbrei, jan. N E.....	20 00	.....	.....
Jan.	26	Maria Knock, jan. Little Brick	14 00	.....	.....
Jan.	26	Mrs. D. Deleny, jan. Cent'al..	28 00	.....	.....
Jan.	26	John Ford, jan. U. Add.....	40 00	.....	.....
Jan.	26	Mary Gleason, jan. 4th w'd...	38 50	.....	.....
Jan.	26	B. McMullen, jan. 3d w'd.....	34 00	.....	.....
Jan.	26	John Crowley, jan. 2d w'd....	40 00	.....	.....
Jan.	26	Martin Kelley, jan. 1st w'd....	36 00	.....	.....
July	6	John Ford, labor U. Add.....	7 50	.....	.....
Sept.	3	John Ford,.....do.....	6 75	.....	.....
Oct.	1	E. Burdick, digging vault....	8 70	.....	.....
Dec.	3	Martin Kelley, jan. 1st w'd....	39 00	.....	.....
Dec.	3	John Crowley, jan. 2d w'd....	44 50	.....	.....
Dec.	3	B. McMullen, jan. 3d w'd.....	36 50	.....	.....
					\$800 49

Carried forward..... \$10,018 92

1872. Brought forward..... \$10,018 92

Janitors' Services and Labor—continued.

Dec.	3	Margt. Gleason, jan. 4th w'd..	\$44 50	.....	.....
Dec.	3	John Ford, jan. U Add.....	44 50	.....	.....
Dec.	3	Mrs. D. Deleny, jan. Central..	30 50	.....	.....
Dec.	3	Maria Knock, jan. Little Brick	17 00	.....	.....
Bec.	3	A. Gristenbrei, jan. N. E.....	26 00	.....	.....
Dec.	3	J. H. Carpenter, traveling ex..	5 26	.....	.....
Dec.	3	M. Morrissey, carting dirt.....	4 50	.....	.....
Dec.	3	B. Johnson, grubbing trees...	5 25	.....	.....
Dec.	3	D. Fitzpatrick, breaking coal..	25 00	.....	.....
Dec.	3	E. Burdick, cash items.....	7 73	.....	.....
					\$210 24

School Books.

Sept.	3	E. Wilson, books for in'gt pu'ls	4 74
-------	---	----------------------------------	-------	------	-------

Salary Clerk.

Feb.	6	S. H. Carpenter, salary 2 mos.	25 00	.....	.....
May	7	.....do.....do.... 2 mos.	25 00	.....	.....
June	4	.....do.....do.... 2 mos.	25 00	.....	.....
Oct.	1	.....do.....do.... 3 mos.	37 50	.....	.....
Dec.	3	.....do.....do.... 3 mos.	37 50	.....	.....
					\$150 00

Repairs.

Jan.	2	Bunker & Vroman, lumber...	22 03	.....	.....
Jan.	2	Pollard & Nelson, painting...	22 22	.....	.....
Feb.	6	J. S. Webster, pt'g fire alarms.	2 50	.....	.....
Feb.	6	D. Clark, rep. furniture N. E..	65 00	.....	.....
Feb.	6	H. N. Moulton, repairs gen...	78 40	.....	.....
July	6	M. Joachim & Co., rep. hard'w	100 50	.....	.....
Sept.	3	E. Burdick, cash items.....	17 25	.....	.....
Sept.	3	Frank Ritch, whitewashing...	15 35	.....	.....
Sept.	3	M. Joachim & Co., rep. fur. 1 w	167 00	.....	.....
Oct.	1	Estate of S. Francomb, paint'g	40 36	.....	.....
Dec.	3	G. W. Hersee, tuning melodeon	5 00	.....	.....
Dec.	3	Bunker & Vroman, lumber...	95 70	.....	.....
Dec.	3	Jno. N. Jones, hardware.....	5 75	.....	.....
Dec.	3	J. S. Webster, painting.....	3 75	.....	.....
					\$640 81

North-East School House.

Feb.	6	H. N. Moulton, superintendent	75 00	.....	.....
Feb.	6	Fahy & Lynch, extras.....	18 00	.....	.....
Feb.	6	Davison & Warnss, contract..	2,211 96	.....	.....
					\$2,304 96

High School House.

Dec.	3	G. P. Randall, plans.....	531 35		\$4,642 53
Carried forward.....					\$13,860 96

1872. Brought forward..... \$13,860 96

Teachers' Wages.

Feb. 10	B. M Reynolds, Central,.....6 weeks.	\$250 00	.....
Feb. 10	Jane E. Stone.....do...Asst..do....	75 00	.....
Feb. 10	H. A. Pettigrew.....do...Int...do....	67 50	.....
Feb. 10	Kittie Larkin.....do...Pri...do....	69 00	.....
Feb. 10	Mrs. L. W. Colby, 1st w'd Gram.do....	75 00	.....
Feb. 10	L. H. Richardson.....do...Int...do....	67 50	.....
Feb. 10	M. M. Mayers.....do...Pri...do....	69 00	.....
Feb. 10	J. E. Hayner, 2d ward...S. Gr.do....	90 00	.....
Feb. 10	S. J. Hardenburgh,do...Gram.do....	67 50	.....
Feb. 10	Lucy A. Rice.....do...Int...do....	67 50	.....
Feb. 10	Fannie Carlton.....do...Pri...do....	69 00	.....
Feb. 10	H. J. Standish, 3d ward Gram.do....	90 00	.....
Feb. 10	Alice J. Craig.....do...Asst..do....	54 00	.....
Feb. 10	Winnie Cole,.....do...Int...do....	67 50	.....
Feb. 10	Julia L. Karne.....do...Pri...do....	69 00	.....
Feb. 10	B. L. Pettigrew, 4th w'd.S. Gr.do....	90 00	.....
Feb. 10	Ella Sabin.....do...Gram.do....	67 50	.....
Feb. 10	Ella Byrne.....do...Int...do....	67 50	.....
Feb. 10	Ella Larkin.....do...Pri...do....	69 00	.....
Feb. 10	Lucy E. Foo e, U. Ad. S. Gram.do....	90 00	.....
Feb. 10	Anna C. Drake.....do...Gram.do....	67 50	.....
Feb. 10	Fannie L. Bement.....do...Int...do....	67 50	.....
Feb. 10	M. Galbraith.....do...Pri...do....	69 00	.....
Feb. 10	F. C. G. Cramer.....do...N. E.do....	67 50	.....
Mch. 22	B. M. Reynolds,do...do.....do....	250 00	.....
Mch. 22	Miss Jane E. Stone.do...Asst..do....	75 00	.....
Mch. 22	H. A. Pettigrew.....do...Int...do....	67 50	.....
Mch. 22	Kittie Larkin.....do...Pri...do....	69 00	.....
Mch. 22	L. W. Colby, 1st ward.Gram.do....	75 00	.....
Mch. 22	L. H. Richardson,do...Int...do....	67 50	.....
Mch. 22	N. M. Mayers.....do...Pri...do....	69 00	.....
Mch. 22	J. E. Hayner, 2d ward.S. Gr.do....	90 00	.....
Mch. 22	S. J. Hardenburgh,do...Gram.do....	67 50	.....
Mch. 22	Lucy A. Rice.....do...Int...do....	67 50	.....
Mch. 22	Fannie A. Carlton,do...Pri...do....	69 00	.....
Mch. 22	H. J. Standish, 3d ward.Gram.do....	90 00	.....
Mch. 22	Alice J. Craig.....do...Asst..do....	54 00	.....
Mch. 22	Winnie Cole.....do...Int...do....	67 50	.....
Mch. 22	Julia L. Karne.....do...Pri...do....	69 00	.....
Mch. 22	M. R. Farnum, 4th w'd.S. G. 3 3-5 w'ks	54 00	.....
Mch. 22	Ella Sabin.....do...Gram. 6 w'ks	67 50	.....
Mch. 22	Ella Byrne.....do...Int...do....	67 50	.....
Mch. 22	Ella Larkin.....do...Pri...do....	69 00	.....
Mch. 22	Lucy E. Foote, Univ. Ad.S. Gr.do....	90 00	.....
Mch. 22	Anna C. Drake.....do...Gram.do....	67 50	.....
Mch. 22	Fannie L. Bement,do...Int...do....	67 50	.....
Mch. 22	M. Galbraith.....do...Pri...do....	69 00	.....
Mch. 22	F. C. G. Cramer, N. E.....do....	67 50	.....
May 18	B. M. Reynolds, Central.....6 weeks.	250 00	.....
May 18	Jane E. Stone.....do...Asst..do....	75 00	.....
May 18	H. A. Pettigrew.....do...Int...do....	67 50	.....
May 18	Kittie Larkin.....do...Pri...do....	69 00	.....
May 18	Mrs. L. W. Colby, 1st w'd.Gram.do....	75 00	.....
May 18	M. Galbraith.....do...Int...do....	67 50	.....
May 18	M. M. Mayers.....do...Pri...do....	69 00	.....
May 18	Jennie E. Hayner, 2d w'd.S. Gr.do....	90 00	.....
May 18	Sarah K. Edwards.do...Gram.5 weeks	50 00	.....
May 18	Lucy A. Rice.....do...Int.6 weeks.	67 50	.....

Carried forward..... \$4,650 50 \$13,860 96

1872.

Brought forward..... \$4,650 50 \$13,860 96

Teachers' Wages—continued.

May 18	Fannie A. Carlton, 2d w'd. Pri..6 weeks.	69 00	.....
May 18	H. J. Standish, 3d ward..Gram.do....	90 00	.....
May 18	Alice J. Craig .....do...Asst..do....	54 00	.....
May 18	Winnie Cole.....do...Int..do....	67 50	.....
May 18	Julia L. Karne.....do...Pri...do....	69 00	.....
May 18	Ella Sabin,....4th ward.S. Gr.do....	81 00	.....
May 18	Ella Byrne,.....do...Gram.do....	67 50	.....
May 18	L. H. Richardson..do...Int..do....	67 50	.....
May 18	Irene Larkin,.....do...Pri...do....	60 00	.....
May 18	Lucy E. Foote, Univ. Ad.S. Gr.do....	90 00	.....
May 18	Anna C. Drake....do...Gram.do....	67 50	.....
May 18	Fannie C. Bement..do...Int..do....	67 50	.....
May 18	S. J. Hardenburgh,do...Pri...do....	69 00	.....
May 18	F. C. G. Cramer..N. E.....do....	67 50	.....
June 28	B. M. Reynolds, Central,.....do....	250 00	.....
June 28	Miss Jane E. Stone,do...Asst..do....	75 00	.....
June 28	Ida Karne,.....do...Int..do....	60 00	.....
June 28	Kittie Larkin,....do...Pri...do....	69 00	.....
June 28	Mrs. L. W. Colby, 1st w'd Gram.do....	75 00	.....
June 28	M. Galbrath,.....do...Int..do....	67 50	.....
June 28	M. M. Mayers,....do...Pri...do....	69 00	.....
June 28	Jennie E. Hayner, 2d w'd S. G.do....	90 00	.....
June 28	Sarah K. Edwards, do...Gram.do....	60 00	.....
June 28	Lucy A. Rice,.....do...Int..do....	67 50	.....
June 28	Fannie A. Carlton,do...Pri...do....	69 00	.....
June 28	H. J. Standish, 3d ward Gram.do....	90 00	.....
June 28	Alice J. Craig,.....do...Asst..do....	54 00	.....
June 28	Minnie Cole,.....do...Int..do....	67 50	.....
June 28	Julia L. Karne,....do...Pri...do....	69 00	.....
June 28	Ella Sabin,....4th ward S. Gr.do....	81 00	.....
June 28	Ella Byrne,.....do...Gram.do....	67 50	.....
June 28	L. H. Richardson, do...Int..do....	67 50	.....
June 28	Irene Larkin,.....do...Pri...do....	60 00	.....
June 28	Lucy E. Foote, U. Add.S. Gr.do....	90 00	.....
June 28	Anna C. Drake,....do...Gram.do....	67 50	.....
June 28	Fannie L. Bement,do...Int..do....	67 50	.....
June 28	S. J. Hardenburgh,do...Pri...do....	69 00	.....
June 28	F. C. G. Cramer, N. E. Dist....do....	67 50	.....
Oct. 18	W. H. Chase, Sup't,.....do....	250 00	.....
Oct. 18	Ella Byrne,.....1st w'd Gram.do....	75 00	.....
Oct. 18	Maria Byrne,.....do...Int..do....	60 00	.....
Oct. 18	M. M. Mayers,....do...Pri...do....	69 00	.....
Oct. 18	Jennie E. Hayner, 2d w'd S. Gr.do....	90 00	.....
Oct. 18	Sarah K. Edwards,do...Gram.do....	67 50	.....
Oct. 18	Lucy A. Rice,.....do...Int..do....	67 50	.....
Oct. 18	M. Galbraith,....do...Pri...do....	69 00	.....
Oct. 18	H. J. Standish, 3d ward Gram.do....	90 00	.....
Oct. 18	Mary A. Cuckow,do...Asst..do....	67 50	.....
Oct. 18	J. A. Monroe,.....do...Int..do....	60 00	.....
Oct. 18	Nellie A. Gray,....do...Pri...do....	67 50	.....
Oct. 18	Ella Sabin,....4th ward S. Gr.do....	90 00	.....
Oct. 18	Kittie Larkin,....do...Gram.do....	69 00	.....
Oct. 18	L. H. Richardson,do...Int..do....	67 50	.....
Oct. 18	Irene Larkin,....do...Pri...do....	69 00	.....
Oct. 18	Lucy E. Foote, U. Add.S. Gr.do....	90 00	.....
Oct. 18	Annie C. Drake,....do...Gram.do....	67 50	.....

Carried forward..... \$8,993 50 \$13,860 96

1872. Brought forward..... \$8,993 50 \$13,860 96

Teachers' Wages—continued.

Oct. 18	Mrs. L. W. Colby, U. Ad..Int. 4 weeks.	36 00	.....
Oct. 18	Emma Edwards,...do...Int. 2 weeks.	22 50	.....
Oct. 18	Lucy Greene,...do...Pri. 6 weeks.	60 00	.....
Oct. 18	Mary Cross,...Central..Asst..do....	75 00	.....
Oct. 18	Mary B. Anderson,do...Asst..do....	60 00	.....
Oct. 18	Alice J. Craig,...do...Pri...do....	60 00	.....
Oct. 18	Ella Hill, N. E. Dist.....	60 00	.....
Dec. 6	W. H. Chase, Superintendent, 7 weeks.	250 00	.....
Dec. 6	Mary Cross, Central.....Asst..do....	87 50	.....
Dec. 6	Mary B. Anderson..do...Asst..do....	70 00	.....
Dec. 6	Ella Byrne, 1st ward.....Gram.do....	87 50	.....
Dec. 6	Maria Byrne.....do...Int...do....	70 00	.....
Dec. 6	M. M. Mayers.....do...Pri...do....	80 50	.....
Dec. 6	J. E. Hayner, 2d ward S. Gram.do....	105 00	.....
Dec. 6	Sarah K. Edwards..do...Gram.do....	78 75	.....
Dec. 6	Lucy A. Rice.....do...Int...do....	78 75	.....
Dec. 6	M. Galbraith.....do...Pri...do....	80 50	.....
Dec. 6	H. J. Standish, 3d ward..Gram.do....	105 00	.....
Dec. 6	Mary A. Cuckow...do...Asst..do....	78 75	.....
Dec. 6	J. A. Monroe.....do...Int...do....	70 00	.....
Dec. 6	Nellie A. Gray.....do...Pri...do....	78 75	.....
Dec. 6	Ella Sabin, 4th ward S. Gram..do....	105 00	.....
Dec. 6	Kittie Larkin.....do...Gram.do....	80 50	.....
Dec. 6	L. H. Richardson...do...Int...do....	78 75	.....
Dec. 6	Irene Larkin.....do...Pri...do....	80 50	.....
Dec. 6	Lucy E. Foote, U. Ad. S. Gram.do....	105 00	.....
Dec. 6	Anna C. Drake.....do...Gram.do....	78 75	.....
Dec. 6	Emma Edwards....do...Int...do....	78 75	.....
Dec. 6	Lucy Greene.....do...Pri...do....	70 00	.....
Dec. 6	Alice J. Craig.....do...C. Pri.do....	70 00	.....
Dec. 6	Ella Hill.....do...N. E. do....	70 00	.....
			<u>\$11,505 25</u>
	Total expenditures.....	\$25,366 21	
	Total receipts.....	25,690 36	
	Excess of receipts over expenses.....	<u>\$324 15</u>	

MEMORANDUM.

Excess of receipts.....	\$324 15	.....
Less certificates outstanding Dec. 31, 1871.....	175 23	.....
	<u> </u>	\$148 92
Certificates outstanding Dec. 31, 1872.....		9 73
		<u> </u>
Balance in Treasury January 1, 1873.....		\$158 65
		<u> </u>

S. H. CARPENTER,

Clerk Board of Education.

BALANCE SHEET

Of the Books of the Board of Education after closing Dec. 31, 1872.

RESOURCES.

	<i>Dr.</i>	<i>Cr.</i>
E. Burdick.....	\$158 65	.....

LIABILITIES.

Orders outstanding.....	.....	\$131 63
School books (account).....	.....	16 28
Certificates of appropriation unpaid.....	.....	9 73
Summary (balances).....	.....	1 01
	<u> </u>	<u> </u>
	\$158 65	\$158 65
	<u> </u>	<u> </u>

S. H. CARPENTER,

Clerk Board of Education.

BALANCE SHEET BOARD OF EDUCATION,

December 31, 1872.

Dr.

1	City of Madison.....	\$4,990 07	.....
13	Sites and structures.....	1,217 66	.....
15	Interest.....	140 33	.....
21	Census.....	100 00	.....
25	Appropriation and library.....	105 40	.....
27	Legal services.....	5 00	.....
28	Printing.....	192 00	.....
29	Furniture.....	6 00	.....
39	Tax certificates.....	9 29	.....
49	Supplies.....	167 34	.....
52	Fuel.....	2,016 70	.....
59	Janitors and labor.....	1,010 67	.....
72	Salary clerk.....	150 00	.....
78	Repairs.....	640 83	.....
81	Fourth ward school house.....	215 88	.....
82	Northeast school house.....	2,279 96	.....
83	High school house.....	591 35	.....
85	E. Burdick, treasurer.....	20,482 03	.....
106	Teachers wages.....	11,505 25	.....

Cr.

3	State school fund appropriation.....	\$1,469 18	.....
5	Orders.....	131 63	.....
6	Taxes.....	23,623 15	.....
41	Tuition.....	55 00	.....
43	Summary.....	137 44	.....
62	School books.....	16 28	.....
63	Certificates of appropriation.....	20,333 13	.....
		<u>\$45,765 76</u>	<u>\$45,765 76</u>

Memorandum:

Balance with E. Burdick, treasurer.....	\$20,482 03	.....
Less certificates appropriation.....	20,333 13	.....
Balance subject to draft.....	<u>\$148 90</u>	

S. H. CARPENTER,

Clerk Board of Education.

TREASURER'S REPORT,

December 31, 1872.

BOARD OF EDUCATION,

In Account with Elish Burdick, Treasurer.

1872.		DR.		
Jan. 1	Balance		\$205 08	.....
Jan. 3	City treasurer, acct. tax of 1871.....		3,000 00	.....
Jan. 4	Tuition, A. S. McDill.....		5 00	.....
	Blooming Grove county school tax, \$14.00, state fund. \$12.48.....		26 58	.....
Jan. 23	Tuition, Martin and Miss Blanchard, Jessie Turville, Mary Mercer, Alice Packham, Martha Trohera.....		30 00	.....
Feb. 5	Tuition, H. J. Hill.....		5 00	.....
Feb. 8	City treasurer, acct. tax of 1871.....		2,000 00	.....
Feb. 10	Tuition, Rachel Miller		5 00	.....
Mch. 5	Blooming Grove tax of 1871.....		165 43	.....
Mch. 19	City treasurer, acct. tax of 1871.....		15,000 00	.....
Apr. 15	Jessie Turville, tuition.....		5 00	.....
June 27	City treasurer, acct. tax of 1871.....		1,541 71	.....
July 2	County trea. appor. of state fund....		1,456 65	.....
Sept. 21	Trustees of Norwegian church for 20 desks and seats of old furniture...		40 00	.....
Sept. 23	Theodore Herfurth for interest.....		68 00	.....
Oct. 24	H. J. Hill, for tuition.....		5 00	.....
Nov. 15	John N. Jones refunds amount paid for furnace at 1st ward on warranty		160 00	.....
Dec. 4	Madison Scheutzen Club for old building		70 00	.....
Dec. 5	City treasurer, balance of tax. 1871..		501 91	.....
Dec. 31	.....do.....acct. tax of 1872.....		1,400 00	.....
		CR.		
Dec. 31	Certificates of appropriations paid...		\$25,541 71	
	Balance		158 65	
			<u>\$25,690 36</u>	<u>\$25,690 36</u>

E. BURDICK,

Treasurer.

GENERAL REGULATIONS.

SUPERINTENDENT.

1. The Superintendent shall act under the advice of the Board of Education, and shall have the general supervision of all the public schools, school houses and apparatus; and shall visit each school as often as 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 teachers 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 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 especial 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 school, 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 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 five minutes before the time of opening.

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. Immedi-

ate 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 teachers to notify non-resident pupils of their liability to pay tuition, and 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 report promptly at the teacher's 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 be 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 its action. Such examination shall take place within one week of the close of a term.

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 child shall be admitted as a pupil in a Primary School who has not attained the age of five years; nor in the Intermediate or Grammar Schools unless regularly transferred, or found upon examination qualified to enter the lowest class therein, except by permission of the Superintendent.

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. Scholars 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.

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

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

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

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

8. Any scholar 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.

9. 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.

10. Whenever any parent or guardian feels aggrieved at the action of any teacher, it shall be his 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.

SCHOOL TERMS.

The school year shall commence on the second Monday of September, and continue thirty-seven weeks, and be divided into three school terms.

CALENDAR FOR 1873.

Winter term begins January 6, and closes March 28th.

Summer term begins April 14, and closes July 3d.

Fall term begins September 8, and closes December 5th.

GENERAL RULES.

1. There shall be two sessions of the schools 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., during the year, and close at 4½ P. M., from October 1st to April 1st, and at 5 P. M. for the remainder of the year. In each department there shall be at least one recess of fifteen minutes during each session; and in all grades below the Grammar, or fourth grades, there shall be two such recesses during each 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 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 Intermediate, or from Intermediate to 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 on Saturday 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. Non-resident pupils shall pay a tuition fee of **\$5** in the High School, and **\$3** in all other schools: *provided*, that no tuition fee shall be demanded of non-resident pupils whose parents pay a city tax of thirty dollars. In all cases where a tuition fee is demanded, such fee shall be paid within ten days after the opening of the term, or such pupil shall be suspended until such fee shall be paid.

BY-LAWS.

OFFICERS.

The officers of the Board of Education shall consist of a President, Clerk, Treasurer, and the following standing committees, viz: Committee on 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 day 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 being signed by the President of the Board, directly to the Treasurer, in the order in which 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.

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.

DUTY 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 alterations or repairs of the same; and shall report to the Board when desired.

DUTIES OF VISITING COMMITTEE.

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

DUTIES OF SUPPLY COMMITTEE.

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

STANDING RULES.

QUORUM.

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

ORDER OF BUSINESS.

1. Reading of proceedings of previous meeting.
2. Clerk and treasurer's monthly report of funds in treasury.
3. Presentation of accounts.
4. Presentation of communications and petitions.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Reports of Visiting Committee.
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.

SUSPENSION OF RULES.

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

RESOLUTIONS AND REPORTS TO BE IN WRITING.

All resolutions and reports shall be in writing.

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

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

BOARD MEETINGS.

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

SCHOOL LAWS.

Chapter 295.

[Published April 30, 1861.]

AN ACT to amend and consolidate Chapter 49 of the Private Laws of 1855, entitled "An act to incorporate the village of Madison into a separate school district," and all the acts amendatory thereof.

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

SECTION 1. So much of the county of Dane as is or may hereafter be included within the corporate limits of the city of Madison, is hereby declared to be a separate school district, the government of which shall be as hereinafter provided.

SECTION 2. On the first day of December next, or within ten days thereof, and annually thereafter, the common council of the city of Madison shall elect two members of the Board of Education, whose term of office shall commence on the first day of January next ensuing, and continue for the term of three years, and until their successors are elected.

SECTION 3. The persons elected in accordance with the preceding section, shall be notified thereof by the city clerk, within three days after their election, and within twenty days after their election, they shall take the oath prescribed by the constitution of this state, and file the same with the city clerk.

SECTION 4. On the first day of January, or within ten days thereof, and annually thereafter, the Board of Education shall elect by ballot, from their own body, a president, treasurer and clerk. The president, treasurer and clerk shall each hold his office for the term of one year, and until his successor is elected and qualified.

SECTION 5. Whenever any vacancy shall occur in the Board of Education, the clerk shall notify the common council, who shall thereupon elect a person to fill such vacancy.

SECTION 6. The Board shall have power to remove from office the superintendent, clerk, or treasurer, for official misconduct or negligence, by a vote of two-thirds of the members, excluding the vote of the party on trial; but no member shall be so removed without due notice, and a full and impartial hearing.

SECTION 7. Said Board shall be a body corporate, by the name of "The Board of Education of the City of Madison," in relation to all powers and duties conferred upon them by virtue of this act, as well as those conferred by any law of the state relating to common schools. A majority of the same shall constitute a quorum. Said Board shall at each annual meeting decide what compensation shall be allowed their superintendent, treasurer and clerk, for the ensuing year, and also decide the amount of security it shall be the duty of the treasurer to give, prior to entering upon the duties of his office.

SECTION 8. The clerk shall keep a record of the proceedings of said board, and all the records and papers belonging thereto, which records, or a transcript thereof, certified by the president and clerk, shall be received in all courts as *prima facie* evidence of the facts therein set forth; and such record and all the books and accounts of said board shall always be subject to the proper inspection of any elector of said city; and the said books, records and accounts shall be the property of said board and their successors in office. Between the first and fifteenth days of July, [fifteenth and thirty-first days of August,] in each year, the clerk shall cause to be taken a census of all children residing in said district between the ages of four and twenty years, and report the same to the State Superintendent of Public Instruction, as provided by section thirty of chapter twenty-three of the revised statutes, and he shall perform such other duties as the board may prescribe. He shall also have power and authority to administer oaths and affirmations.

SECTION 9. At the time and in the manner provided in the city charter, the common council shall levy the amount of money required for the current and contingent expenses of the common schools of the city, not exceeding ten thousand five hundred dollars in any one year. The common council may also levy a special tax, not exceeding [five] thousand dollars in any year, for any or all the following purposes: 1st. To purchase, lease or improve sites for school houses; 2d. To build, purchase, lease, enlarge, alter, improve and repair school houses, and their appurtenances; 3d. To pay any interest which may be due, or coming due on any of said purchases, alterations, buildings or repairs; whenever that sum or any portion thereof may be determined upon and certified to them by the said Board of Education, to be necessary for building purposes. And no such special tax shall be used or applied for any other purpose whatever. No city order of any kind shall be received in payment of school, or school house tax, but the same shall be paid over in money, or in the orders of the Board of Education, and shall be paid over by the City Treasurer, to the Treasurer of said Board, upon the order of the President and the Clerk thereof.

SECTION 10. All moneys to be raised pursuant to the provisions of this act, and all school moneys, by law appropriated to or provided for said city, shall be paid to the Treasurer of said Board, who shall give his

receipt therefor to the proper officer, and who, together with the sureties upon his bond as Treasurer, shall be accountable therefor, in the same manner as the Treasurer of said city is liable for money coming into his hands as Treasurer; and the said Treasurer shall also be liable to the same penalties for any official misconduct in relation to the said money, as is the Treasurer of said city.

SECTION 11. The said Board of Education may cause a suit or suits to be prosecuted in their own name upon the official bond of their Treasurer, for any default, delinquency or official misconduct, in relation to the collections, safe keeping or payment of any money mentioned in this act.

SECTION 12. The said Board shall have the power, and it shall be their duty:

1st. To establish and organize such and so many schools in different parts of the city, as they shall deem requisite and expedient, and to alter and discontinue the same.

2d. To purchase or hire school houses and rooms, and lots and sites for school houses, and to fence and improve them as they may deem proper.

3d. Upon such lots, and upon any sites now owned by said city, to build, enlarge, alter, improve and repair school houses, out-houses and appurtenances, as they may deem advisable.

4th. To purchase, exchange, improve and repair school apparatus, books for indigent pupils, furniture and appendages, and to provide fuel for the schools, and to defray the contingent expenses, and the expenses of the library.

5th. To have the custody and safe keeping of the school houses, out-houses, books, furniture and appendages, and to see that the ordinances of the city in relation thereto are observed.

6th. To contract with all teachers for said district, from the number of those who shall have been licensed as herein provided, and at their pleasure to remove them.

7th. To pay the wages of such teachers out of the school money which shall be provided for by said city, so far as the same shall be sufficient, and the residue thereof from the money authorized to be raised for that purpose by section eleven of this act, by tax upon the city.

8th. To defray the necessary contingent expenses of the board, including the salary of the clerk, treasurer and superintendent.

9th. To have in all respects the superintendence, supervision and management of the common schools in said city, and from time to time to adopt, alter, modify and repeal, as they may deem expedient, rules and regulations, for the organization, government, instruction and reception of pupils, and their transfer from one school to another, and generally, for the promotion of their good order, propriety and public

utility; *provided, however*, that they shall have no power to exclude the child of any resident of said city for any cause except immorality, or on the ground of health.

10th. To sell, whenever in the opinion of the board it may be advisable, any of the school houses, lots, or sites, or any of the school property, now or hereafter belonging to the district.

11th. To prepare and report to the common council such ordinances and regulations as may be necessary or proper for the protection, safe keeping, care and preservation of school houses, lots or sites and appurtenances, and all the property belonging to the district connected with or appertaining to the schools, and to suggest proper penalties for the violation of such ordinances and regulations, and annually, on or before the first day of July, to determine and certify to said common council, the sums, in their opinion, required, or proper to be raised under the ninth section of this act. The schools established or maintained under the provisions of this act, shall be free and without charge to all children between the ages of six and twenty years, residing in the district, subject to such reasonable and proper classification as the board may order.

SECTION 13. Said Board of Education shall have power to allow the children of persons not residents within the city, to attend any of the schools in said city, upon such terms as such board shall by resolution prescribe.

SECTION 14. The said Board of Education shall be trustees of the district library in said city, and all the provisions of law, which now or hereafter may be passed, relating to district school libraries, shall apply to the said board in the same manner as if they were trustees of an ordinary school district. They shall also be vested with the discretion, as to the disposition of the money appropriated by any law of the state for the purchase of libraries, which is therein conferred upon the inhabitants of school districts. It shall be their duty, whenever they shall deem it advisable, to provide a library room and all the necessary furniture therefor, to appoint a librarian, to make all purchases of books for the said library, and from time to time to exchange, or cause to be repaired, the damaged books belonging thereto. They may also sell any book they may deem useless or of an improper character, and apply the proceeds to the purchase of other books.

SECTION 15. It shall be the duty of said board, in the month of January of each year, to publish a full report of their doings for the preceding year.

SECTION 16. The said board shall be subject to the rules and regulations which have been or may be made by the State Superintendent of schools, so far as the same may be applicable to them, and not inconsistent with the provision of this act.

SECTION 17. The said board shall have power to employ teachers

without any certificates of qualification from any town or county superintendent.

SECTION 18. The common council of the city of Madison shall have the power, and it shall be their duty to pass such ordinances and regulations as the board of education may report as necessary and proper for the protection, safe keeping, care and preservation of the school houses, lots, sites and appurtenances, and all the property belonging to or connected with the schools in said city, and to impose proper penalties for the violation thereof, subject to the restrictions and limitations contained in the act of incorporation of said city; and all such penalties shall be collected in the same manner in which the penalties for a violation of the city ordinances are by law collected, and when collected shall be paid to the treasurer of the city, and be subject to the order of the Board of Education, in the same manner as other moneys raised pursuant to the provisions of this act.

SECTION 19. The title of school-houses, sites, lots, furniture, books, apparatus, appurtenances and all other property in this act mentioned, shall be vested in said board, and the same while used and appropriated for school purposes, shall not be levied upon or sold by virtue of any warrant or execution, not (nor) be subject to taxation for any purpose whatever. And the said board in its corporate capacity shall be able to take, hold and dispose of any real or personal estate transferred to it by gift, grant, bequest or devise, for the use of the common schools of the said city.

SECTION 20. Whenever any of the school property of said district shall be sold by said board, the proceeds shall be paid to their treasurer, and shall be subject to their order, to be expended by them for the use of said district; and all moneys to which the said district may be entitled, shall in like manner be paid over by the proper officer to the treasurer of the board, on his presenting an order therefor, signed by the president and clerk of the board, and the same shall be disbursed by him to persons who may present similar orders from said board to him.

SECTION 21. It shall be the duty of said Board of Education, and they shall have the power to procure a site and cause to be erected thereon a suitable edifice for a union school, and cause a statement of the probable cost of said site and building to be laid before the mayor and common council of said city, who shall have the power, and it shall be their duty, to levy a tax at the time and in the manner provided by the city charter or to borrow a sum of money not exceeding ten thousand dollars, for the payment of any amount or amounts contracted to be paid by said Board of Education, for the erection of said high school edifice, and to execute bonds therefor under the common seal of said city, and the signatures of the mayor or clerk thereof. The loan of the sum hereby authorized shall be for a term of not less than

ten years, and the interest thereon shall be paid annually; and the said common council are hereby authorized, and it shall be their duty, to raise by tax, in the manner specified in the ninth section of this act, the annual interest of the above mentioned loan, and to pay over the same in discharge of such interest, and also to raise by (levy) and collect in the same manner, any sum or sums necessary to meet the conditions of said law, and to pay over the same in discharge thereof.

SECTION 22. The provisions of the laws of this state relative to common schools, and which are not inconsistent with this act, shall apply to the district hereby established, but the town superintendent shall not have power to alter the limits of said district.

SECTION 23. Whenever any money, orders or tax certificates shall be delivered to the city of Madison by the county of Dane, in payment of the taxes returned on the city delinquent list, it shall be the duty of the city treasurer to pay over that proportion of each, of the money, orders, or tax certificates so received, which may be due the Board of Education, to the treasurer of said board.

SECTION 24. All acts or portions of acts inconsistent with the provisions of this act, are hereby repealed.

SECTION 25. This act shall take effect and be in force from and after its passage.

Approved April 13th, 1861.

Chapter 378.

Published June 21, 1862.

AN ACT to amend the charter of the city of Madison.

SECTION 9. The mayor and one alderman, to be selected by the council by *viva voce*, shall be *ex-officio* members of the Board of Education of the city of Madison. They shall hold until their official term as mayor and alderman, respectively, shall expire, and shall have the same rights and privileges as other members of the board. The board of education shall annually, on the first day of September, and oftener if required, report in writing to the common council, a full and detailed statement of the financial affairs and transactions of the board for the year preceding, and of its wants and requirements for the ensuing year. The common council shall have power to levy a special tax to pay all outstanding valid claims against the board of education, or such part thereof as they may deem proper; and the money arising from such tax shall be applied to no other purpose whatever. Money shall be paid from the treasury of the board, on future appropriations, only upon certificate of its president and clerk, and no order on the

treasury, nor other evidences of debt, shall hereafter be issued upon the allowance of claims.

SECTION 12. This act shall be in force from and after its passage and publication.

Approved June 17, 1862.

Chapter 203—Local.

Published April 2, 1867.

AN ACT to amend and add to "an act entitled an act to amend and consolidate chapter 49 of the private and local laws of 1855, entitled 'an act to incorporate the village of Madison into a separate school district,'" and all acts amendatory thereof.

The People of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

SECTION 1. All taxable property within those portions of the towns of Blooming Grove and Madison which are now, or shall hereafter be attached to, or connected with, the city of Madison for school purposes, shall henceforth be subject to be taxed for the support and maintenance of the schools of said city, the same as property within said city.

SECTION 2. It shall be the duty of the city clerk of the city of Madison, in the year 1867, and in each year thereafter, to ascertain the rate per cent. which all taxes raised in said year in said city for school purposes, bear to the assessed value of all the property taxed within said city for that year, and on or before the 25th day of November, in each year, in writing, to notify the town clerk of the town of Blooming Grove, and also the town clerk of the town of Madison, immediately to carry out on the tax rolls of their towns, respectively, for such year, a tax for school purposes of the same per cent. on all taxable property within that portion of their respective towns so attached to said city for school purposes; and such tax so carried out on such tax roll is hereby declared duly levied, and a lien on such taxable property until paid, the same as other taxes, as provided by law.

SECTION 3. It shall be the duty of the treasurer of the town of Blooming Grove, and of the treasurer of the town of Madison, to collect said tax in the same manner as other taxes; and the said treasurers, respectively, shall pay over in each year in full the amount of taxes so carried out on said rolls and assessed on said property in their towns, respectively, for the purposes of schools in the city of Madison, to the treasurer of the Board of Education of the said city, in the same order and as they are now required by law to pay moneys raised for common school purposes, and returned taxes collected for any school district, whether such town treasurer has collected said tax or not.

SECTION 4. If the taxes hereby provided for shall not be collected by said treasurers, they shall be returned with and as delinquent taxes,

and their collection enforced in the manner now provided by law for collecting delinquent taxes.

SECTION 5. The city of Madison is hereby declared to be now, and henceforth shall be, exempt from all provisions of chapter 179 of the general laws of 1861, and the laws amendatory thereof, except in the manner of making reports to the county superintendent; and said city of Madison is now and shall hereafter be exempt from any tax provided for by said chapter 179 of said laws of 1861, and the acts amendatory thereof, for compensation of the county superintendent of schools, or for any of the purposes designated in said act, and the electors of said city shall have no voice in electing such county superintendent.

SECTION 6. In addition to the taxes now authorized by law to be levied in said city of Madison for school purposes, the common council of said city may levy a further tax in the year 1867, of not exceeding ten thousand dollars, for the purpose of building a school house therein.

SECTION 7. Sections 4 and 8 of chapter 295 of the private and local laws of 1861, are hereby amended by striking out of each of said sections all provisions whatever contained therein, relating in any way to a superintendent of schools, and that office as therein constituted is hereby abolished.

SECTION 8. The Board of Education of the city of Madison are hereby empowered and authorized to contract with and employ some suitable person, who shall hold his position during the pleasure of the Board, to superintend and have charge of the schools of said city, and to perform the duties required of a superintendent, as provided by the rules and regulations adopted by said Board; and said Board may from time to time further define and prescribe or change the duties of such superintendent, as circumstances may require.

SECTION 9. All acts or parts of acts inconsistent with the provisions of this act are hereby repealed.

SECTION 10. This act shall take effect from and after its passage.

Approved March 27, 1867.

Chapter 265—Local.

Published March 14, 1870.

AN ACT to amend chapter 295 of the private and local laws of 1861, "an act to amend and consolidate chapter 49 of the private and local laws of 1855, entitled an act to incorporate the village of Madison into a separate school district, and all the acts amendatory thereof."

SECTION 1. Section nine of chapter 295 of the private and local laws of 1861, is hereby amended so as to read as follows: "At the time and in the manner provided in the city charter, the common council of the city of Madison shall levy the amount of money required for the current and contingent expenses of the common schools of the city, not

exceeding ten thousand five hundred dollars in any one year, whenever that sum or any part thereof may be determined upon and certified to them by the Board of Education of said city to be necessary for school purposes. The common council shall also levy a special tax not exceeding five thousand dollars in any one year, for any or all of the following purposes: 1st. To purchase, lease, or improve sites for school houses; 2d. To build, purchase, lease, alter, improve and repair school houses and appurtenances; 3d. To paying interest which may be due or coming due on any such purchases, alterations, buildings or repairs, whenever that sum or any part thereof may be determined upon and certified to them by said Board of Education, to be necessary for such purposes. No such special tax shall be used or applied for any other purpose whatever. No city order of any kind shall be received in payment of any part of said tax or taxes, but the same shall be paid in money, and shall be paid over by the city treasurer to the treasurer of the Board, upon the order of the president and clerk thereof.

SECTION 2. In addition to the taxes now authorized by law, and by the preceding section to be levied in said city of Madison for school purposes, the common council of said city shall levy a further tax in the year 1870, of not exceeding five thousand dollars, for the purpose of building, completing, and paying for a school house therein, if the same shall be certified to the common council by the Board of Education of said city as necessary.

SECTION 3. This act shall take effect and be in force from and after its passage.

Approved March 11, 1870.