



Annual report of the Board of Education of the city of Madison, for the year 1876.

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ANNUAL REPORT

OF THE

Board of Education

OF THE

CITY OF MADISON,

For the Year 1876.

PUBLISHED BY ORDER OF THE BOARD.

MADISON, WIS.

M. J. CANTWELL, BOOK AND JOB PRINTER, KING ST.
1877.

SCHOOL CALENDAR.

1877.

WINTER TERM—Commencing January 2d; ending March 23d.

SPRING TERM—Commencing April 9th; ending June 29th.

FALL TERM—Commencing September 10th; ending December 7th.

OFFICE HOURS OF SUPERINTENDENT—From 8:15 to 8:45 A. M.

BOARD OF EDUCATION.

1877.

| | |
|--------------------------|------------------------------|
| J. H. CARPENTER, | Term expires December, 1877. |
| J. C. FORD, | " 1877. |
| ELISHA BURDICK, | " 1878. |
| ALEXANDER KERR, | " 1878. |
| WM. T. LEITCH, | " 1879. |
| JOHN CORSCOT, | " 1879. |
| THE MAYOR, | <i>Ex-officio.</i> |
| ALD. W. J. L. NICODEMUS, | " |

OFFICERS.

PRESIDENT,

J. H. CARPENTER.

CLERK,

W. T. LEITCH.

TREASURER,

ELISHA BURDICK.

COMMITTEES.

STANDING.

Finance—Messrs. NICODEMUS, THE MAYOR and CORSCOT.

Text Books—Messrs. KERR, FORD and NICODEMUS.

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

Building—Messrs. BURDICK, CORSCOT and CARPENTER.

Fuel and Supplies—Messrs. BURDICK and LEITCH.

VISITING.

High School—Messrs. KERR and FORD.

First Ward—Messrs. NICODEMUS and THE MAYOR.

Second Ward—Messrs. LEITCH and CORSCOT.

Third Ward—Messrs. CORSCOT and CARPENTER.

Fourth Ward—Messrs. BURDICK and KERR.

Fifth Ward—Messrs. FORD and NICODEMUS.

BOARD OF INSTRUCTION.

SUPERINTENDENT OF SCHOOLS,
SAMUEL SHAW.

HIGH SCHOOL.

| | | |
|----------------------------------|-----------|---|
| SAMUEL SHAW, PRINCIPAL, | - - - - - | <i>Latin and Natural Science.</i> |
| WEBSTER M. POND, VICE-PRINCIPAL, | - - - - - | <i>Greek and Mathematics.</i> |
| JENNIE MUZZY, | - - - - - | <i>Latin and Greek.</i> |
| MARION V. DODGE, | - - - - - | <i>German and Music.</i> |
| JULIET D. MEYER, | - - - - - | <i>Natural History and Mathematics.</i> |
| HATTIE A. M. READ, | - - - - - | <i>Latin and English.</i> |
| JENNIE M. FIELD, | - - - - - | <i>Latin and English.</i> |
| MARIE C. SIXTE, | - - - - - | <i>French.</i> |

FIRST WARD.

| | | |
|---------------------------|-------|---------------------------------|
| FIRST GRAMMAR DEPARTMENT, | - - - | MISS ALICE J. CRAIG, PRINCIPAL. |
| SECOND PRIMARY | " - - | " ELLA HICKOK. |
| FIRST PRIMARY | " - - | " JOSIE HAWES. |

SECOND WARD.

| | | |
|----------------------------|-------|------------------------------|
| SECOND GRAMMAR DEPARTMENT, | - - - | MISS L. McGINNIS, PRINCIPAL. |
| FIRST GRAMMAR | " - - | " HATTIE O. THOMS. |
| SECOND PRIMARY | " - - | " ISABELLA LAMONT. |
| FIRST PRIMARY | " - - | " H. M. EGGLESTON. |

THIRD WARD.

| | | |
|----------------------------|-------|------------------------------------|
| SECOND GRAMMAR DEPARTMENT, | - - - | MISS LILLIE I. BURGESS, PRINCIPAL. |
| FIRST GRAMMAR | " - - | " THERESE PARKINSON. |
| SECOND PRIMARY | " - - | " MAGGIE GALBRAITH. |
| FIRST PRIMARY | " - - | " LUCY A. RICE. |
| " | " - - | " NETTIE KING. |

NORTHEAST DISTRICT.

| | | |
|----------------------|-------|---------------------|
| PRIMARY AND GRAMMAR, | - - - | MISS E. T. PACKARD. |
|----------------------|-------|---------------------|

LITTLE BRICK.

| | | |
|---------------------------|-------|-------------------|
| FIRST PRIMARY DEPARTMENT, | - - - | MISS ELLA LARKIN. |
|---------------------------|-------|-------------------|

FOURTH WARD.

| | | |
|----------------------------|-------|--------------------------------|
| SECOND GRAMMAR DEPARTMENT, | - - - | MISS LIZZIE ROBSON, PRINCIPAL. |
| FIRST GRAMMAR | " - - | " LIZZIE BRIGHT. |
| SECOND PRIMARY | " - - | " JENNIE M. PHELPS. |
| FIRST PRIMARY | " - - | " ELLA R. LEWIS. |

FIFTH WARD.

| | | |
|----------------------------|-------|------------------------------------|
| SECOND GRAMMAR DEPARTMENT, | - - - | MISS ELLA C. ASPINWALL, PRINCIPAL. |
| FIRST GRAMMAR, | " - - | " BELLE PEIRCE. |
| SECOND PRIMARY | " - - | " KITTIE LARKIN. |
| FIRST PRIMARY | " - - | " EMMA A. PAUL. |

SUPERINTENDENT'S REPORT.

MADISON, Wis., January 1, 1877.

To the Board of Education of the City of Madison:

GENTLEMEN—Two kinds of reports to be made by the Superintendent are required under your rules, the monthly and the annual; the former is expected to contain many details of the school-work which would be of but little or no interest to the public at large; the latter is presumed to treat in a more general way of successes and failures, of difficulties overcome and difficulties to be overcome, of thoughts for the present and thoughts for the near future; it may even reach out beyond the city limits to discuss the effects of our schools upon neighboring communities, or to inquire whether the state is doing all it should to aid us in perfecting our local system of public education. This is my construction of your wishes regarding official reports from the Superintendent; if wrong, I beg to be righted.

A moment's consideration on your part must convince you that the preparation of an annual report having such ends in view as I have just specified is no light undertaking; out of fearlessness, there springs the danger of rashness; in precision of statement, there lurks the risk of tediousness; a desire to make the report definite may result in the production of an uninteresting literary skeleton; while a wish to make it readable may find expression in a mere effusion that might justly be called an essay on education.

Hence, near the close of each year, I prepare the outline of the printed annual report with reluctance, write it with diffidence, and complete it with many misgivings. So much by the way of preliminaries.

WARMING AND VENTILATION.

GENERAL STATEMENT.

At the suggestion of two of our citizens, one of them a practicing physician and a patron of the public schools, I make

the above topic somewhat prominent in this report. The work is for the most part a compilation from other writings on the subject.

Were it required simply to *warm* a school-room, the task would not be difficult; were it required simply to *ventilate* a school-room, that would take still less trouble; but it is quite another thing through the cold weather to keep the air *pure* and *comfortable* in a room containing from fifty to seventy pupils.

Dr. ANGUS SMITH has well said, "Though foul air is a slow poison we must not forget that a *blast of cold air may slay like a sword.*"

HISTORY IN BRIEF.

Within a few hundred years, the world has made rapid progress in learning and applying the principles upon which warming and ventilation depend. Previous to the 13th century, the most refined nations had nothing better for heating contrivances than open wood fires, or braziers filled with charcoal, the smoke and offensive fumes of which were often rendered imperceptible by the burning of spices.

The American Indian at that time with a hole in the top of his wigwam for ventilation was not a whit behind the enlightened European in this art. But the invention of chimneys was the dawn of a better day, although it is said that these were considered luxuries rather than necessities for a long time; and, that as late as the reign of Queen ELIZABETH, visitors were occasionally sent to houses thus provided, that they might have the enjoyment of this convenience. Next came the use of the stove, pressed upon the attention of the American public by the writings of our honored FRANKLIN, and recommended by the improvements made upon it out of his fertile brain.

RUTTAN SYSTEM.

More recently, the hot air furnace has had its many advocates. Mr. HENRY RUTTAN has done much to give it a permanent place in popular favor. "He has introduced an arrangement called the air warmer, which seems to combine the better qualities of stoves and furnaces, and to be free from their chief objections. It consists of one stove enclosed within another, with sufficient space between to admit a large amount of air, which is brought from without, enters below the air warmer, and passes into the

room above. Instead of heating a small quantity of air to a high temperature, the principle of this arrangement is to moderately warm a large amount of it, and depend upon its rapid exchange to keep the apartments at a proper temperature."

The Ruttan Heating and Ventilating Company have supplemented this hot air furnace by the following method of ventilation. "The hot air having been admitted to the room in large quantities will rise to the top of the room and flow outward to the cold walls and especially to the colder windows, and being chilled by contact will gradually fall to the bottom of the room again. The ventilators are placed at the bottom of the room so as to draw out the cold air which is also the foul air in this case; but this cold heavy air will not move out of the ventilator unless there is a strong draught. The ventilating flues should therefore have a strong upward current, and this is created by sending the smoke-stack of the furnace up through the chimney into which the ventilators open." I quote the following language written in defense of the Ruttan system of ventilating: "The practical question arises in ventilation, at what points the air should be introduced into an apartment, and removed from it. The breath, as it escapes into the still atmosphere, at the temperature of the body, is so rarefied that it ascends. The warmth of the body, imparting itself to the surrounding air, expands it and causes a rising current. When the temperature of the room is 65 deg. the body is 33 deg. warmer, while 4 deg. added to the circumjacent air is sufficient to give it an ascending movement. A kind of natural ventilation of the person is thus effected, and as it is not desirable to bring the vitiated air back to breathe over again, this movement has been taken as nature's hint, and the plan of upward ventilation generally adopted. But if hot air intended for warming and ventilation enters below, it of course rises to the ceiling, and, if it finds openings there, escapes with but little benefit to the occupants of the room. If on the other hand the egress be at the floor, there is a constant descent of the pure atmosphere; and, if the action be at all brisk, the escaping breath is rapidly swept downward, thus keeping pure the zone of respiration. It is said that, as warm air tends to rise, the upward movement is the natural one; but the true statement is, that air moves in obedience to force, and whether it be applied to move it upward or

downward, the motion is equally natural. What is required is a constant supply of fresh air at the proper temperature, and whatever secures that is most in harmony with nature."

IN HIGH SCHOOL BUILDING.

By referring to the annual report for 1873, I find that the Board of Education paid \$200 for a license to use the Ruttan method of ventilation in all the school buildings of the city. In the High School edifice, which was completed that year, this system of heating and ventilating has been thoroughly tested. After three years of such trial, I have no hesitancy in pronouncing it a marked success. The building is tight enough to prevent serious cross-currents in windy weather, the six furnaces of two sizes are sufficient for the coldest weather, and are so coupled as to give a great range of temperature and elasticity to the atmosphere, while the facilities for regulating the supply of air from without, and for keeping the heated air supplied with moisture are ample. Nor have we encountered the difficulty mentioned by Supt. HARRIS of St. Louis, who says, "This plan, which works admirably during very cold weather when there must needs be a very hot fire and the cold air without develops a strong suction within the flues, fails in the moderate weather of spring or autumn; then, when the air is yet too cold to come into the room without being heated, there is too little draught, and, consequently, the air does not change frequently enough to purify it."

IN WARD SCHOOL HOUSES.

While I am unable to report the same degree of perfection in the warming and ventilation of the Ward School buildings, I can yet point out with satisfaction some marked improvements made within a few years. All those school houses which had been erected before a practicable system of ventilation was introduced have been overhauled and, in some degree, made to conform to the principles underlying the Ruttan idea.

It has been urged against hot air furnaces, that in the way they are generally constructed, from the expansion and contraction of the metal, their joints are liable to open so as to allow the escape of combustion products into the air chamber. This objection evidently has not escaped your observation; for the new furnaces recently purchased and used bear testi-

mony to your determination to prevent the respiration of coal gas by the children of the public schools.

A very serious difficulty in the Wards has been the necessity for the dismissal of school during some of the cold weather, on account of the low temperature in the rooms. In the language of my last annual report: "If the scholars were sent home, there sprung up in their minds an uncertainty in regard to future sessions, quite detrimental to their success. If they were retained, they received for their fidelity the sorry compensation of having to suffer for several hours. In either case, the teacher was discouraged."

The attention of the Board having been called to this subject, they resolved a year ago to try double windows. I find the following statement concerning them: "Large quantities of heat escape through too thin glass windows. Glass, though a bad conductor, is so excellent an absorbent and radiator, and the plates used are so thin, that it opposes but a slight barrier to the heat, permitting it to escape almost as readily as plates of iron of equal thickness. *Three-fourths* of the heat which escapes through the glass would be saved by double windows, whether of two sashes, or of double panes, only half an inch apart, in the same sash."

Last winter was unusually mild; so the double windows did not have a severe test. I am satisfied, however, that they retained much heat in the room, which would otherwise have been wasted.

COMPLAINT AND RECOMMENDATION.

At the same time, there arose complaint on the part of some teachers regarding the deterioration of the air; undoubtedly, the occasional neglect of janitors to regulate the supply of pure air to the furnace from without intensified the difficulty. Still, I am of the opinion that increased facilities for the admission of the warmed air into the rooms and more particularly for the exit of foul air from them are demanded in several of the old buildings. I trust you will not abandon this problem until all the children in the Ward Schools can enjoy precisely as good advantages for comfort and health as the scholars in the High School, even if the necessary alterations are attended with considerable expense.

CAUSES AND EFFECTS.

The causes that combine to render the air unwholesome for many persons in one room might be summed up as follows: "1st. There is a loss of oxygen by respiration. 2d. Its place is supplied by an equivalent volume of the narcotic poison, carbonic acid gas. 3d. Subtile streams of effete organic matter are constantly exhaling into the air from the lungs and skin. 4th. If air is heated without the requisite addition of moisture, its constitution is disturbed, and it becomes injurious." The student, though of sedentary habits, can not for that reason do without a copious supply of arterialized blood. I quote again:—"The brain, weighing but one thirty-sixth of the whole body, receives from one-fifth to one-tenth of all the blood sent from the heart. A torrent of oxygen is thus poured incessantly into the material apparatus of thought to carry forward those physiological changes upon which thinking depends. If the arterial current be cut off from a muscle, it is paralyzed; if from the brain, unconsciousness instantaneously occurs. In proportion to the exercise of a muscle is its demand for oxygen; *in proportion to the activity of the mind is the brainward flow of arterial blood.*

If air be deficient in oxygen, its respiration depresses all the powers of the constitution, physical and mental."

A writer in the *Sanitarian* remarks:—"A new series of questions in arithmetic should be devised for the pupils, thus: 'If half a cubic inch of oxygen be consumed at every respiration, how many respirations will it take to consume 25 cubic feet?' 'If air that has been once passed through the lungs contains $5\frac{1}{2}$ per cent. of carbonic acid, how many volumes of atmosphere will it require to reduce it to 4 parts per 10,000 (the normal proportion)?' 'If a single pupil breathes 70 cubic feet of air in 4 hours, how many cubic feet will be required for 600 pupils, 7 hours?' 'If a closet of 300 cubic feet capacity requires 2,000 cubic feet of air every hour to purify the air sufficiently for one individual, how many cubic feet of air will be required every hour to purify the atmosphere of a school-room $40 \times 35 \times 12$, containing 75 pupils?'

Many other questions of similar practical utility will readily suggest themselves to the thoughtful teacher."

ELSEWHERE.

While we may not have reached perfection for heating and ventilating all our school buildings, I introduce certain extracts to show that we compare very favorably with other places.

A committee of the New York board of education reported as follows in 1861:—"Of the 92 school buildings under the charge of the board, there are not 10 which are thoroughly heated; in several, during the past winter, the cold has been so intense at times as to render the dismissal of the schools a matter of necessity; and it is no extraordinary sight to see teachers in the performance of their duties in school hours, dressed in furs. The obstacles presented by school buildings to ventilation, the great quantity of fresh air required, and the difficulty of obtaining it without unpleasant draughts, have been so serious and so formidable, that in comparatively few of the school buildings has any attempt been made to secure ventilation.

E. H. JANES, M. D., Sanitary Inspector of New York City, in 1873, reported as follows:—"From our public schools Dr. ENDEMANN obtained 17 samples of air, the examination of which determined the presence of carbonic acid, varying in amount from 9.7 to 35.7 parts in 10,000, or in other words, from more than twice to nearly nine times the normal quantity.

The ventilation in these buildings is generally faulty, and can be obtained only by opening the windows, a practice detrimental to the health of the children who sit near or directly under them. An examination of the air in one of the class rooms provided with a ventilating flue was made while one of the windows was open, and yielded 17.2 parts of carbonic acid in 10,000. The window was then closed; and, after a lapse of ten minutes, another examination gave 32.2 parts of carbonic acid. The experiment now became to the teachers and children so oppressive, that it was not continued. Dr. ENDEMANN says, 'If the accumulation of carbonic acid had been allowed to continue, we might have reached within one hour the abominable figure of 110.'"

I find that Supt. MACALISTER of Milwaukee uses the following strong language in reporting to the board of education of that city:—"Not having yet had an opportunity of making a special examination into the ventilation of our school buildings,

my knowledge of their condition in this respect is of a somewhat general nature; but I am well enough informed on the matter to enable me to state without hesitation that there is not one so constructed as to provide for a full and free supply of wholesome air to its class rooms. It does seem strange that proper appliances for ventilation should continue to be overlooked in the construction of school houses, after all that has been spoken and written on its necessity by educators, by scientists, and by sanitary reformers. In nothing pertaining to school economy are we so lamentably deficient. Scientific and medical commissions have been appointed time and again to investigate the subject; and yet, in spite of the reports and recommendations made by them, buildings are year after year erected in our large cities, with the finest architectural embellishments and interior furnishings, but without any provision for supplying pure air to the hundreds of children who are crowded within their walls, that will stand the test of a single day's use. It is earnestly to be hoped that such a condition of things will not be allowed to exist much longer."

Dr. J. B. WHITING of Janesville, a gentleman who has done much for the public schools of that city, in his annual address as President delivered before the State Medical Association at its last session, says:—"Our children are crowded into school-rooms that have no ventilation, except as the heat of summer admits of opening doors and windows. From 50 to 70 children are often kept in a school-room by the hour, when the supply of fresh air is not sufficient for $\frac{1}{4}$ of that number. If any one doubts this, let him visit the primary departments of the schools in this state at a season of the year when artificial heat is required, when doors and windows are closed, and he will find the atmosphere of the room not simply impure and oppressive, but offensive and disgusting to the sense, and his first impulse will be to escape. But the little ones who are compelled to live in such an atmosphere day after day, and month after month, do not thus escape. The more robust live through it; but the delicate ones succumb to the poison and fall out of the ranks."

PERSONAL.

Before closing this portion of my report, I feel impelled by a sense of justice to offer a few remarks of a personal nature, at the risk of having my motives misinterpreted. If we make

a reasonably creditable showing among other cities in respect to ventilation, it is largely owing to the untiring efforts of the Chairman of the Building and the Supply Committee. Not rash in introducing changes, he has yet pushed them forward vigorously when convinced of their superiority; not lacking in a theoretical knowledge of our material wants, he has yet been intensely practical. Rain, frost, or sickness could not deter him from giving his immediate personal oversight to those school interests that demanded it; and such devotion to the public has been all the more remarkable from the fact that it was ever gratuitous. Since the beginning of his connection with the board of education, he has lived to see elegant new buildings spring up on every hand, and old buildings made to answer "maist as weel's the new." Should our state authorities secure the service of some such man to overhaul the ventilation of the capitol, our citizens would not need to complain much longer of its "intolerable atmosphere."

THIRD WARD SCHOOL BUILDING.

Within a few years, there has been such an increase of children attending the public schools in the Third Ward as to render the accomodation of your building inadequate. I understand that this growth in numbers is not so much due to an actual increase of population as to the abandonment of prejudice against the public school system on the part of some of the parents. The embarrassment has been relieved for the present by your occupation of a portion of the school building formerly used for the children in attendance on the Soldiers' Orphans' Home; but the recent sale of this property for the establishment of a private institution for higher education renders it almost certain that you will soon have to look elsewhere for relief. In that case, one of the following courses will probably invite and secure your effort:—1st. Sell the property owned at present for what it will bring, buy a larger site, and erect a new building on it. This would no doubt involve a heavy sacrifice in the selling price of your property, as the demand for such a building as the Third Ward School House must be small, and the purposes for which it could be economically utilized few. 2d. Renovate and enlarge the present structure, at the same time adding to the site such additional lots as you need. Just now, with business depressed or paralyzed and an indebtedness of

\$10,000 on the High School Building approaching maturity, this plan is not free from serious objection. 3d. Put up a cheap house to be used temporarily. This would be but the increase of undesirable property. 4th. Continue to rent until your finances are in a better condition. On the whole, the last plan strikes me most favorably, provided the children can be reasonably accommodated by renting for a time. When you do proceed with improvements, I bespeak for the patrons of the Third Ward an edifice that will not suffer in comparison with the school buildings of any other ward in Madison.

CHANGES IN COURSE OF STUDY.

It has been thought wise to make some alterations in the course of study during the year. In the High School, Zoology had been put in the Winter term; this was an unfavorable time to pursue that branch, especially if treated inductively, owing to the scarcity of suitable living specimens that could be then obtained in this region. The next class in Zoology will begin the study in the Spring and complete it at the middle of the Fall term. As in Botany, the students will have the benefit of the long Summer vacation for field work; Physiology, a subject that needs no choice of time, will be taken the last half of the Fall term and the whole of the Winter. I sincerely hope that the teachers and scholars will strive to make as great a success of Natural History as they possibly can. Surely the apparatus which you have lately ordered to be purchased for their use should stimulate them to do so.

In the Second Primary Department, considerable change has been made. The Geography of the United States has been crowded down two terms and a text book in Arithmetic a year. I am aware that these alterations have been brought about contrary to the prevailing sentiments regarding Primary work; but they were made at the urgent request of some of our most experienced teachers after careful deliberation on my part, and I have every reason to believe that they will result satisfactorily to you and the patrons generally. It is a rare thing to hear teachers ask that the work for their pupils be increased, so that they may not be tempted to contract habits of idleness and mental dissipation while young, and that those children who from force of circumstances will be obliged to leave school at

an early age may be permitted to learn something of the rudiments of useful knowledge.

Such a request on the part of your teachers surely does not argue the existence of overwork, at least in the elementary grades, whatever may be found to obtain farther on in the course; neither does it indicate a determination among the teachers to spare themselves for their own ease; but it shows the benefits of experience, the superiority of practical knowledge over mere speculation. It is not my purpose here to raise a quarrel between oral instruction and book work; that would be unnatural; they ought not be divorced; they never will be permanently. Hand in hand they should be encouraged to walk up every grade of public school and college life, out into the broader scenes of maturer years, and down the western slope. Beyond that it is useless to speculate.

LARGE CLASSES.

The modern school like modern science is justly distinguished for the thoroughness of its classification. That artificial person, the Class, now exerts a power in education similar in many respects to the potency of its relative in law, the Corporation. I need not take the time to point out some of the advantages arising from the creation and use of this organism. I desire, however, to assert with emphasis that the Class unskillfully applied, like the Corporation so used, may be transformed into an injurious agency.

One great danger lies in permitting a class to contain an excessive number of pupils; such a combination is one of weakness. The strain upon the teacher is too severe, the responsibility of the individual member inadequate. This statement presents the case in its most favorable aspect. In its more aggravated forms, the following conditions often exist:—scholars go for days without having their newly acquired knowledge tested, or at least thoroughly tested; one wing and possibly the centre of the class amuse themselves while the other wing is receiving its portion in due season; the teacher with the class veil before her eyes sees not the many individual members, every one unique, of peculiar disposition, with special wants.

There are some very large classes in our schools, particularly in certain departments of the 2d and 4th Wards. The same

departments of the 1st Ward have a light attendance and could accommodate the excess of pupils from the other wards, provided the transfer could be made. The additional distance would not be great, and the benefit to the schools marked. Thus far the united efforts of the teachers and Superintendent to relieve the difficulty have been largely baffled. Some parents entertain an unjust prejudice against the 1st Ward School, others are unwilling that the past associations of their children should be changed. A few generous souls have partially ignored self for the public good; to most, the avenues which separate the wards have been impassable barriers. It is to be hoped that the Board of Education will render such aid to remedy the defect as may be needed.

HIGH SCHOOL.

The graduating exercises of the High School were held at the City Hall on Friday, June 30th. Twenty diplomas were awarded by the President of the Board of Education, in the several courses, as follows:

Ancient Classical Course—HENRY FAVILL, ALFRED PATEK, HENRY WILKINSON, STANLEY PROUDFIT, EUPHENIA HENRY.

Modern Classical Course—CHARLES HUDSON, GEORGE MORGAN, HENRY MASON, WILLIAM MORGAN, WILLIS HOOVER, SARAH DUDGEON, HATTIE HUNTINGTON.

Scientific Course—NETTIE NELSON, STELLA FORD, CARRIE FRENCH, CARRIE KELLOGG, MARGARET COYNE, KITTIE KELLY, MARIA DEAN, LIZZIE BRIGHT.

Sixteen members of this class entered the University as Freshmen, last September, to enjoy the benefit of its excellent colleges.

At the last session of the Legislature, a law was passed granting free tuition in the University to all residents of the State of Wisconsin; this applies to the preparytory department as well as to regular college classes. The immediate result of this law after it went into operation, was a shrinkage in our High School, particularly in the upper grades. I think I may say that the decrease of attendance upon the High School was regretted by the college faculty, some of whom did all in their power to prevent it; but a few of our students whose parents did not reside in the city felt that they could save tuition by entering the University as Sub-Freshmen, others had been intimately associated with our graduates and decided to go with

them, while others yet no doubt were charmed away by the mere name, University. On the whole, we have lost some of our best material; but I am glad to report that we have considerable of that quality still left. I trust that this derangement will be but temporary; that the Regents will not adopt for the future a policy of timidity, calculated to embarrass the High Schools in this neighborhood that are fitting students for college. The advantages which would accrue to the University from the elimination of its preparatory work are so numerous, that only the force of precedent, or a lack of faith in our High Schools can retain it much longer.

I quote the following language to show the effect of a preparatory department upon some outlying districts:—"Among the many reasons why preparatory departments injure the colleges which maintain them, I will instance but one. It is because their students, even of their lowest grade, are representatives of college culture to a large class who are not, to be sure, the most intelligent, but who most need to be made intelligent. Take an instance from my own experience:—A pupil who has been with difficulty keeping his place in the lowest grade of my own school, that is to say, who is at least a year below the high school proper, concludes that the work is too severe for him, and leaves us. We next hear of him in a *university*. His letters are headed with the name of the university; his talk is of professors, and presidents, and Greek letter societies. He has all the college jargon by heart. His fellow pupils know him thoroughly; and while a few shallow ones long to imitate his career, the real working element of the school, who had measured him from day to day, say most emphatically, 'If this is a sample of university students, give us no university training.'" The same writer says, "It is my firm belief that the courses of our best high schools, are better calculated to fit pupils for the culture demanded by the age than those of the preparatory schools. This is not because they are complete in themselves; but because they lead to more avenues of culture. The preparatory school excludes a great many studies, with the idea that the pupil will take them up farther on in his course. The high school brings them in with the surety that the majority of the pupils will go no further. The range of the high school is wider, more suggestive, more suited to the culture demanded by

the age. I believe myself warranted in saying that the average graduate of a good high school is better fitted for life work and self-culture at graduation than his comrade of the same age and ability, trained in a preparatory school equally good of its kind."

SOCIAL STATUS OF TEACHERS.

This report is already so long, that I must hasten to a close; but the position of our teachers in society demands a remark. If I entertained utopian views on the subject, I should not express them here. The following cannot be regarded as a radical creed:—I believe the woman who is qualified to become the teacher of my child and who fills that position, is worthy of my confidence and hospitality. Were teaching only "gentle poverty," this would yet hold true; but that is a narrow and superficial view. Some of our citizens have proved equal to the occasion; the new teacher of their children has been sought out, she has been invited to their homes, she has been made to feel that she is more than a public drudge. Others could profit by these examples with advantage to the schools and surely no detriment to themselves.

I am, gentlemen, yours with respect,

SAMUEL SHAW,
City Superintendent of Schools.

BRANCHES FINISHED.

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

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

THIRD GRADE.

GREEK LESSONS.

One first honor—WENDELL PAINE.

Four second honors; two third honors; one failure.

ALGEBRA.

Two first honors—HARRY WILKINSON, ELISHA ROBBINS.

Eight second honors; six third honors; five failures.

PHYSIOLOGY.

Five first honors—JESSIE HOPKINS, SARAH CHAMBERS, MARY LAMB, LUCY GAY, EMILY VEIDT.

Two second honors; one third honor; one failure.

LATIN READER.

Six first honors—MARY LAMB, KITTIE KEYES, SARAH CHAMBERS, LUCY GAY, JESSIE HOPKINS, HENRY PENNOCK.

Three second honors; five third honors; no failures.

FOURTH GRADE.

PHYSIOLOGY.

Sixteen first honors—MATIE NOBLE, EMMA BASCOM, JENNIE WHITE, JENNIE McMILLAN, FLORENCE BASCOM, MARIA DEAN, CARRIE KELLOGG, NETTIE NELSON, LILLIAN HOBART, JAMES KANE, SAMUEL KANE, WILLIE DODDS, COLIN DAVIDSON, SOLOMON DALBERG, WILLIE CULVER, WILLIS HOOVER.

Eight second honors; one third honor; one failure.

GREEK LESSONS.

Two first honors—ANTON BJORNSEN, ELISHA ROBBINS.

Two second honors; two third honors; no failures.

LATIN READER.

Three first honors—ELISHA ROBBINS, WILLIE SNELL, FLORENCE BASCOM. Nine second honors; six third honors; no failures.

GEOMETRY.

Eight first honors—LIZZIE BRIGHT, JENNIE McMILLAN, SAMUEL KANE, JAMES KANE, WILLIE SNELL, WILLIE CULVER, ELISHA ROBBINS, WILLIS HOOVER.

Seven second honors; three third honors; five failures.

GEOLOGY.

Two first honors—HOWARD SMITH, JAMES YOUNG.

Two second honors; no third honors; one failure.

BOTANY.

Nine first honors—JULIA CLARKE, FRANKIE STEINER, MATIE NOBLE, JENNIE McMILLAN, FANNIE HALL, FLORENCE BASCOM, WILLIE SNELL, ANTON BJORNSEN, HOWARD SMITH.

Seven second honors; five third honors; no failures.

GRADUATING GRADE.

VIRGIL—HIGHER DIVISION.

One first honor—WILLIS HOOVER.

Six second honors; five third honors; two failures.

LATIN COMPOSITION.

One first honor—WILLIS HOOVER.

Ten second honors; two third honors; no failures.

GERMAN.

Four first honors—MARIA DEAN, CHARLES KERR, GEORGE MORGAN, WILLIE MORGAN.

Five second honors; eight third honors; no failures.

GREEK READER.

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

HOMER.

Four first honors—STANLEY PROUDFIT, HARRY WILKINSON, ALFRED PATEK, HARRY FAVILL.

One second honor; no third honors; no failures.

VIRGIL—LOWER DIVISION.

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

CICERO.

Three first honors—WILLIS HOOVER, GEORGE MORGAN, WILLIE MORGAN.

Eight second honors; one third honor; no failures.

GREEK COMPOSITION.

Two first honors—HARRY WILKINSON, ALFRED PATEK.

Three second honors; no third honors; no failures.

NATURAL PHILOSOPHY.

Four first honors—MARIA DEAN, ALICE CRISLER, HOWARD SMITH, GEORGE MORGAN.

Eight second honors; seven third honors; two failures.

HIGH SCHOOL.

1877.

INSTRUCTORS.

| | |
|----------------------------------|---|
| SAMUEL SHAW, PRINCIPAL, | <i>Latin and Natural Science.</i> |
| WEBSTER M. POND, VICE-PRINCIPAL, | <i>Greek and Mathematics.</i> |
| JENNY MUZZY, | <i>Latin and Greek.</i> |
| MARION V. DODGE, | <i>German and Music.</i> |
| JULIET D. MEYER, | <i>Natural History and Mathematics.</i> |
| HATTIE A. M. READ, | <i>Latin and English.</i> |
| JENNIE M. FIELD, | <i>Latin and English.</i> |
| MARIE C. SIXTE. | <i>French.</i> |

ORGANIZATION.

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

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

ITEMS.

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

Besides the monthly rhetorical exercises, the Pierian Society affords an opportunity for additional practice in writing and speaking.

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

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

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

ADMISSION.

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

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

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

EXPENSES.

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

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

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

Washing is from 60 to 70 cents per dozen.

HIGH SCHOOL GRADUATES.

Class of 1875.

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

Class of 1876.

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

COURSE OF STUDY.

FIRST PRIMARY DEPARTMENT.

FIRST GRADE.

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

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

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

SECOND GRADE.

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

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

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

GENERAL EXERCISES.

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

SECOND PRIMARY DEPARTMENT.

FIRST GRADE.

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

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

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

SECOND GRADE.

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

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

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

GENERAL EXERCISES.

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

FIRST GRAMMAR DEPARTMENT.

FIRST GRADE.

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

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

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

SECOND GRADE.

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

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

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

GENERAL EXERCISES.

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

SECOND GRAMMAR DEPARTMENT.

FIRST GRADE.

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

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

Winter Term...1. Fourth Reader.
 2. Written Spelling.
 3. Drawing, and Writing Copies.
 4. U. S. History.
 5. Arithmetic; per centage to insurance, with oral instruction in business forms.
 6. Grammar; Etymology with parsing.

SECOND GRADE.

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

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

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

GENERAL EXERCISES.

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

HIGH SCHOOL.

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

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

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

HIGH SCHOOL—*Continued.*

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

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

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

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

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

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

TEXT BOOKS.

WARD SCHOOLS.

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

Robinson's Progressive Primary Arithmetic.

“ “ Intellectual “

“ “ Practical “

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

Swinton's Language Lessons.

Swinton's and Green's English Grammar.

Barnes's History of the United States.

Warren's Physical Geography.

Spencer's Penmanship.

Krusi's and Bartholomew's Drawing.

Mason's Music Chart—No. 1.

HIGH SCHOOL.

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

STATISTICAL REPORT.

TABLE No. 1.—LAST SCHOOL CENSUS.

| | CHILDREN. | | |
|------------------------------------|-----------|----------|--------|
| | Males. | Females. | Total. |
| First Ward..... | 362 | 372 | 734 |
| Second Ward..... | 312 | 327 | 639 |
| Third Ward and N. E. District..... | 523 | 478 | 1,001 |
| Fourth Ward..... | 339 | 332 | 671 |
| Fifth Ward..... | 273 | 301 | 574 |
| Grand Total..... | 1,809 | 1,810 | 3,619 |

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

| | First Ward. | Second Ward. | Third Ward. | Fourth Ward. | Fifth Ward. | N. E. District. | Little Brick. | High School. | Total. |
|------------------------|-------------|--------------|-------------|--------------|-------------|-----------------|---------------|--------------|--------|
| <i>First Primary—</i> | | | | | | | | | |
| First Grade..... | 27 | 28 | 62 | 27 | 35 | 12 | 19 | ..... | 210 |
| Second Grade..... | 21 | 26 | 27 | 30 | 25 | ..... | 32 | ..... | 161 |
| <i>Second Primary—</i> | | | | | | | | | |
| First Grade..... | 17 | 27 | 30 | 25 | 20 | 8 | ..... | ..... | 127 |
| Second Grade..... | 23 | 38 | 15 | 29 | 18 | ..... | ..... | ..... | 123 |
| <i>First Grammar—</i> | | | | | | | | | |
| First Grade..... | 18 | 32 | 47 | 31 | 30 | 7 | ..... | ..... | 165 |
| Second Grade..... | 22 | 28 | 26 | 25 | 17 | 7 | ..... | ..... | 125 |
| <i>Second Grammar—</i> | | | | | | | | | |
| First Grade..... | 25 | 21 | 27 | 31 | ..... | ..... | ..... | ..... | 104 |
| Second Grade..... | 29 | 20 | 24 | 22 | ..... | ..... | ..... | ..... | 95 |
| <i>High School—</i> | | | | | | | | | |
| First Grade..... | ..... | ..... | ..... | ..... | ..... | ..... | 87 | ..... | ..... |
| Second Grade..... | ..... | ..... | ..... | ..... | ..... | ..... | 47 | ..... | ..... |
| Third Grade..... | ..... | ..... | ..... | ..... | ..... | ..... | 43 | ..... | ..... |
| Fourth Grade..... | ..... | ..... | ..... | ..... | ..... | ..... | 41 | ..... | ..... |
| Graduating Grade..... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | 238 | 238 |
| Grand Total..... | 128 | 233 | 248 | 218 | 198 | 34 | 51 | 238 | 1,348 |

DETAILED STATEMENT.

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

EXPENDITURES.

| 1876. | | SITES AND STRUCTURES. | |
|-----------|---|--|------------|
| Feb. | 1 | Geo. Gifford, glazing double windows..... | \$53 14 |
| " | 1 | T. & J. Dean, making double windows..... | 150 20 |
| " | 1 | Dunning & Sumner, glass for double windows,..... | 98 42 |
| " | 1 | A. A. Pardee & Bro., Oils and Paint..... | 10 09 |
| | | | <hr/> |
| | | | \$311 85 |
| PRINTING. | | | |
| Feb. | 1 | M. J. Cantwell, printing annual report..... | \$112 50 |
| Mar. | 7 | M. J. Cantwell, printing weekly reports..... | 12 50 |
| June | 6 | Atwood & Culver, advertising | 1 75 |
| June | 6 | M. J. Cantwell, printing monthly reports..... | 4 00 |
| Sept. | 5 | M. J. Cantwell, printing programmes..... | 20 50 |
| | | | <hr/> |
| | | | \$151 25 |
| SUPPLIES. | | | |
| Feb. | 1 | R. L. Garlick, oil and chimneys..... | \$3 15 |
| " | 1 | J. E. Mosely & Bro., stationery | 45 54 |
| Mar. | 7 | John N. Jones, hardware..... | 7 40 |
| June | 6 | Westerman & Co., map—Roman Empire..... | 11 07 |
| " | 6 | O. Bates brooms..... | 5 00 |
| Sept. | 5 | J. E. Mosely & Bro., stationery..... | 31 50 |
| " | 5 | Vroman, Frank & Ramsay, hardware..... | 6 39 |
| " | 5 | John N. Jones, hardware..... | 7 00 |
| " | 5 | R. L. Garlick, oil..... | 1 20 |
| Oct. | 3 | W. J. Park & Co., school records..... | 27 00 |
| Nov. | 7 | C. A. Belden, clock for school-house..... | 8 00 |
| Dec. | 5 | E. Burdick, cash items..... | 25 98 |
| " | 5 | Dunning & Sumner, glass, etc..... | 3 36 |
| | | | <hr/> |
| | | | \$182 59 |
| FUEL. | | | |
| Feb. | 1 | W. M. Whelen, wood..... | \$10 75 |
| " | 1 | Madison Gas and Coke Co., coke | 8 00 |
| Mar. | 7 | Edward Conner, wood..... | 16 50 |
| April | 4 | Timothy Purcell, wood..... | 42 00 |
| May | 4 | David S. Nelson, wood..... | 215 22 |
| June | 6 | Conklin & Gray, coal..... | 30 75 |
| " | 6 | Madison Gas and Coke Co., coke..... | 8 00 |
| Oct. | 3 | Madison Gas and Coke Co., coke..... | 8 00 |
| Dec. | 5 | Timothy Purcell, wood..... | 47 25 |
| " | 5 | Conklin & Gray, coal..... | 2,059 59 |
| | | | <hr/> |
| | | | \$2,446 06 |

LOANS.

| | | |
|---------|--|-------------|
| Jan. 12 | State Bank..... | \$6,000 00 |
| May 18 | Commissioners of School Land Fund..... | 5,000 00 |
| | | \$11,000 00 |

INTEREST.

| | | |
|---------|--|------------|
| Jan. 12 | State Bank..... | \$91 68 |
| May 18 | Commissioners of Sohool Land Fund..... | 1,050 00 |
| | | \$1,141 68 |

CENSUS.

| | | |
|--------|----------------------------------|----------|
| Oct. 3 | W. T. Leitch, taking census..... | \$100 00 |
|--------|----------------------------------|----------|

REPAIRS.

| | | |
|-------|--|----------|
| Feb. | 1 Moulton & Chase, repairs at school-houses..... | \$95 17 |
| " | 1 W. Storm, repairing furnaces..... | 5 30 |
| " | 1 Bunker & Vroman, lumber..... | 35 48 |
| " | 1 Fahey & Lynch, repairing furnaces..... | 44 65 |
| " | 1 Haak & Haven, repairing pumps..... | 1 50 |
| " | 1 Vroman & Frank, repairing furnaces..... | 16 26 |
| " | 1 James Camack, repairing furnaces..... | 146 02 |
| " | 1 James Livesey & Son, repairs at house at high school.... | 4 22 |
| " | 1 Madison Manufacturing Co., repairs on grates..... | 14 35 |
| April | 4 T. A. Nelson, painting and glazing..... | 8 30 |
| May | 4 Madison Manufacturing Co., repairing furnaces..... | 12 70 |
| " | 4 W. J. Park & Co., binding dictionaries..... | 6 00 |
| June | 6 H. Deppe, repairing chairs..... | 3 20 |
| " | 6 R. G. Norton, repairing apparatus..... | 8 00 |
| " | 6 Darwin Clark, repairing school furniture..... | 4 10 |
| " | 6 Moulton & Chase, repairs at school-houses..... | 47 48 |
| Sept. | 5 Julius Vogel, repairing erasers..... | 39 37 |
| " | 5 Ole Stephenson, repairing fence..... | 4 00 |
| Nov. | 7 A. McGovern, repairing locks..... | 2 75 |
| " | 7 J. S. Webster, repairing black-boards and glazing..... | 11 20 |
| | | \$510 05 |

JANITOR'S SERVICES AND LABOR.

| | | |
|-------|---|--------|
| Feb. | 1 A. Grestenbru, cutting wood..... | \$3 50 |
| " | 1 Comstock & Blake, cutting dead trees..... | 2 25 |
| Mar. | 7 Jacob Knock, sawing wood little brick school..... | 8 44 |
| April | 4 A Grestenbru, sawing wood N. E. school..... | 8 00 |
| " | 4 Adolph Huls, janitor, 1st ward,.....12 weeks, | 42 00 |
| " | 4 John Crowley, janitor, 2d ward.....do..... | 48 00 |
| " | 4 Margaret Mether, janitor, 3d ward.....do..... | 42 00 |
| " | 4 Francis Burdick, janitor, Orphan Home.....do..... | 36 00 |
| " | 4 M. F. O'Callahan, janitor, 4th ward.....do..... | 48 00 |
| " | 4 Mrs. John Ford, janitor, 5th ward.....do..... | 48 00 |
| " | 4 Maria Knock, janitor, little brick.....do..... | 18 00 |
| " | 4 A. Grestenbru, janitor, N. E. district.....do..... | 24 00 |
| " | 4 Allen Jackson, janitor, high school.....do..... | 72 00 |
| June | 30 Adolph Huls, janitor, 1st ward.....do..... | 34 00 |
| " | 30 John Crowley, janitor, 2d ward.....do..... | 40 00 |
| " | 30 Margaret Mether, janitor, 3d ward.....do..... | 34 00 |
| " | 30 Francis Burdick, janitor, Orphan Home.....do..... | 30 00 |
| " | 30 M. F. O'Callahan, janitor, 4th ward.....do..... | 40 00 |
| " | 30 Mrs. John Ford, janitor, 5th ward.....do..... | 40 00 |
| " | 30 Jacob Knock, janitor, little brick.....do..... | 14 00 |
| " | 30 A. Grestenbru, janitor, N. E. district.....do..... | 20 00 |
| " | 30 Allen Jackson, janitor, H. S. and extra labor..... | 76 00 |

| | | | |
|-------|----|---|----------------|
| June | 30 | Fritz Teute, cleaning vault high school..... | \$6 00 |
| " | 30 | Dean & Co., removing windows at school-houses..... | 6 00 |
| " | 30 | M. F. O'Callahan, work on high school grounds..... | 5 00 |
| Sept. | 5 | M. F. O'Callahan, labor at school-house..... | 10 50 |
| Oct. | 3 | Ellen Moran, cleaning 3d ward school-house..... | 5 50 |
| " | 3 | Mrs. John Ford, cleaning 5th ward school-house..... | 3 00 |
| Dec. | 5 | M. F. O'Callahan, labor at school-houses..... | 4 50 |
| " | 5 | Adolph Huls, janitor, 1st ward..... | 13 weeks 39 00 |
| " | 5 | John Crowley, janitor, 2d ward..... | do..... 44 50 |
| " | 5 | Margaret Mether, janitor, 3d ward..... | do..... 39 00 |
| " | 5 | Mrs. Ann Ford, janitor, 5th ward..... | do..... 44 50 |
| " | 5 | M. F. O'Callahan, janitor, 4th ward..... | do..... 44 50 |
| " | 5 | Francis Burdick, janitor, Orphan Home..... | do..... 36 00 |
| " | 5 | Jacob Knock, janitor, little brick..... | do..... 17 00 |
| " | 5 | A. Grestenbru, janitor N. E. district..... | do..... 26 00 |
| " | 5 | Allen Jackson, janitor, high school..... | do..... 78 00 |

\$1, 137 19

TEACHER'S WAGES.

| | | | |
|------|----|---|------------------------------|
| Feb. | 11 | Samuel Shaw, superintendent..... | \$333 33 |
| " | 11 | W. M. Pond, Asst. principal, high school..... | 125 00 |
| " | 11 | C. L. Ware, teacher, high school..... | 6 weeks 90 00 |
| " | 11 | Jennie Muzzy..... | do..... 90 00 |
| " | 11 | Nellie Cheynoweth,..... | do..... 4 weeks 2 days 72 00 |
| " | 11 | Jennie Fields,..... | do..... 6 weeks 81 00 |
| " | 11 | Ella R. Adams,..... | do..... 3 weeks 40 50 |
| " | 11 | Maria C. Sixte,..... | do..... 6 weeks 30 00 |
| " | 11 | A. J. Craig, principal, 1st ward. | do..... 81 00 |
| " | 11 | Ella Hickok..... | do..... 60 00 |
| " | 11 | Josie Hawes,..... | do..... 69 00 |
| " | 11 | Ella Aspinwall, principal, 5th ward..... | do..... 81 00 |
| " | 11 | Hattie Thoms..... | do..... 60 00 |
| " | 11 | Ella Larkin,..... | do..... 69 00 |
| " | 11 | Emma Paul,..... | do..... 66 00 |
| " | 11 | Lucinda McGinnis, principal 2d ward..... | do..... 90 00 |
| " | 11 | Carrie E. Kimball,..... | do..... 72 00 |
| " | 11 | L. J. Burgess,..... | do..... 72 00 |
| " | 11 | H. M. Eggleston,..... | do..... 72 00 |
| " | 11 | Annie Evans, principal 3d ward..... | do..... 90 00 |
| " | 11 | Theresa Parkinson,..... | do..... 72 00 |
| " | 11 | Maggie Galbraith,..... | do..... 69 00 |
| " | 11 | Lucy A. Rice,..... | do..... 72 00 |
| " | 11 | Nettie King,..... | do..... 66 00 |
| " | 11 | H. A. M. Read, principal, 4th ward..... | do..... 81 00 |
| " | 11 | Lizzie Robson,..... | do..... 69 00 |
| " | 11 | Jennie M. Phelps,..... | do..... 69 00 |
| " | 11 | Irene Larkin,..... | do..... 72 00 |
| " | 11 | Kittie Larkin, little brick,..... | do..... 72 00 |
| " | 11 | E. T. Packard, N. E. district..... | do..... 69 00 |
| Mar. | 7 | Mrs. W. M. Pond, high school, pro tem..... | 33 75 |
| " | 24 | Samuel Shaw, superintendent,..... | 333 33 |
| " | 24 | W. M. Pond, Asst. principal..... | 125 00 |
| " | 24 | C. L. Ware, high school..... | 6 weeks 90 00 |
| " | 24 | Jennie Muzzy,..... | do..... 90 00 |
| " | 24 | Nellie Cheynoweth,..... | do..... 90 00 |
| " | 24 | Jennie Fields,..... | do..... 81 00 |
| " | 24 | Ella R. Adams, | do..... 81 00 |
| " | 24 | Maria C. Sixte,..... | do..... 30 00 |
| " | 24 | A. J. Craig, principal, 1st ward..... | do..... 81 00 |

| | | | | |
|------|----|---|--------------------|---------|
| Mar. | 24 | Ella Hickok, 1st ward..... | 6 weeks | \$60 00 |
| " | 24 | Josie Hawes,.....do..... | do..... | 99 00 |
| " | 24 | Ella Aspinwall, principal, 5th ward..... | do..... | 81 00 |
| " | 24 | Hattie Thoms,.....do..... | do..... | 60 00 |
| " | 24 | Ella Larkin,.....do..... | do..... | 69 00 |
| " | 24 | Emma Paul,.....do..... | do..... | 66 00 |
| " | 24 | Lucinda McGinnis, principal, 2d ward..... | do..... | 90 00 |
| " | 24 | Carrie E. Kimball,.....do..... | do..... | 72 00 |
| " | 24 | L. J. Burgess,.....do..... | do..... | 72 00 |
| " | 24 | H. M. Eggleston,.....do..... | do..... | 72 00 |
| " | 24 | Annie Evans, principal 3d ward..... | do..... | 90 00 |
| " | 24 | Thersa Parkinson,.....do..... | do..... | 72 00 |
| " | 24 | Maggie Galbraith,.....do..... | do..... | 69 00 |
| " | 24 | Lucy A. Rice,.....do..... | do..... | 72 00 |
| " | 24 | Nettie King,.....do..... | do..... | 66 00 |
| " | 24 | H. A. M. Read, principal, 4th ward..... | do..... | 81 00 |
| " | 24 | Lizzie Robson,.....do..... | 5 weeks | 57 50 |
| " | 24 | Jennie M. Phelps,.....do..... | 6 weeks | 69 00 |
| " | 24 | Irene Larkin,.....do..... | do..... | 72 00 |
| " | 24 | Kittie Larkin, little brick,.....do..... | do..... | 72 00 |
| " | 24 | E. T. Packard, N. E. district, | do..... | 69 00 |
| May | 19 | Samuel Shaw, superintendent,..... | | 333 33 |
| " | 19 | W. M. Pond, Asst. principal,..... | | 125 00 |
| " | 19 | C. L. Ware, high school,..... | 6 weeks | 90 00 |
| " | 19 | Jenny Muzzy,.....do..... | do..... | 90 00 |
| " | 19 | Nellie Chynoweth,.....do..... | do..... | 90 00 |
| " | 19 | Jennie Fields,.....do..... | do..... | 81 00 |
| " | 19 | H. A. M. Read,.....do..... | do..... | 84 00 |
| " | 19 | Marie Sixte,.....do..... | do..... | 30 00 |
| " | 19 | A. J. Craig, principal, 1st ward..... | do..... | 81 00 |
| " | 19 | Ella Hickok,.....do..... | do..... | 60 00 |
| " | 19 | Josie Hawes,.....do..... | do..... | 69 00 |
| " | 19 | Lucinda McGinnis, principal, 2d ward..... | 4½ weeks | 67 50 |
| " | 19 | Carrie E. Kimball,.....do..... | 6 weeks | 72 00 |
| " | 19 | L. J. Burgess,.....do..... | do..... | 72 00 |
| " | 19 | H. M. Eggleston,.....do..... | do..... | 72 00 |
| " | 19 | Annie Evans, principal 3d ward..... | do..... | 90 00 |
| " | 19 | Theresa Parkinson,.....do..... | do..... | 72 00 |
| " | 19 | Maggie Galbraith,.....do..... | do..... | 69 00 |
| " | 19 | Lucy A. Rice,.....do..... | do..... | 72 00 |
| " | 19 | Nettie King,.....do..... | do..... | 66 00 |
| " | 19 | Lizzie Robson, principal, 4th ward..... | do..... | 81 00 |
| " | 19 | Helen Jackson,.....do..... | do..... | 69 00 |
| " | 19 | Jennie Phelps,.....do..... | do..... | 69 00 |
| " | 19 | Ella R. Lewis,.....do..... | do..... | 60 00 |
| " | 19 | Ella Aspinwall, principal, 5th ward..... | do..... | 81 00 |
| " | 19 | Hattie Thoms,.....do..... | do..... | 60 00 |
| " | 19 | Kittie Larkin,.....do..... | do..... | 72 00 |
| " | 19 | Emma Paul,.....do..... | do..... | 66 00 |
| " | 19 | Ella Larkin, little brick,.....do..... | do..... | 69 00 |
| " | 19 | E. T. Packard, N. E. district, | do..... | 69 00 |
| June | 30 | Samuel Shaw, superintendent,..... | | 333 33 |
| " | 30 | W. M. Pond, Asst. principal,..... | | 125 00 |
| " | 30 | C. L. Ware, high school,..... | 6 weeks | 90 00 |
| " | 30 | Jennie Muzzy, .....do..... | do..... | 90 00 |
| " | 30 | Nellie Cheynoweth,.....do..... | do..... | 90 00 |
| " | 30 | Jennie Fields,.....do..... | do..... | 87 00 |
| " | 30 | H. A. M. Read,.....do..... | do..... | 84 00 |
| " | 30 | Marie Sixte,.....do..... | 4 weeks and 3 days | 28 00 |

| | | | | |
|-------|----|---|----------------|---------|
| June | 30 | A. J. Craig, principal, 1st ward..... | 6 weeks | \$87 00 |
| " | 30 | Ella Hickok,.....do..... | do..... | 60 00 |
| " | 30 | Josie Hawes,.....do..... | do..... | 69 00 |
| " | 30 | Lucinda McGinnis, principal, 2d ward..... | do | 15 00 |
| " | 30 | Carrie E. Kimball,.....do...5 weeks and 3½ days | ..... | 68 40 |
| " | 30 | L. J. Burgess,.....do..... | 6 weeks | 79 50 |
| " | 30 | H. M. Eggleston,.....do..... | do..... | 72 00 |
| " | 30 | Lillian Karns,.....do..... | 5 weeks | 50 00 |
| " | 30 | Annie Evans, principal, 3d ward..... | 5 weeks 4 days | 87 00 |
| " | 30 | Theresa Parkinson,.....do..... | 6 weeks | 72 00 |
| " | 30 | Maggie Galbraith,.....do..... | do..... | 69 00 |
| " | 30 | Lucy A. Rice,.....do..... | do..... | 72 00 |
| " | 30 | Nettie King,.....do..... | do..... | 66 00 |
| " | 30 | Lizzie Robson, principal, 4th ward..... | do..... | 81 00 |
| " | 30 | Helen Jackson,.....do..... | do..... | 69 00 |
| " | 30 | Jennie M. Phelps,.....do..... | do..... | 69 00 |
| " | 30 | Ella R. Lewis,.....do..... | do..... | 60 00 |
| " | 30 | Ella Aspinwall, principal, 5th ward..... | do..... | 87 00 |
| " | 30 | Hattie Thoms,.....do..... | do..... | 72 00 |
| " | 30 | Emma Paul,.....do..... | do..... | 66 00 |
| " | 30 | Kittie Larkin,.....do..... | do..... | 72 00 |
| " | 30 | Ella Larkin, little brick,..... | do..... | 69 00 |
| " | 30 | E. T. Packard, N. E district, | do..... | 69 00 |
| Sept. | 5 | M. R. French, teacher of music..... | ..... | 20 00 |
| " | 5 | Theresa Parkinson, balance due..... | ..... | 6 00 |
| Oct. | 20 | Samuel Shaw, superintendent,..... | ..... | 333 33 |
| " | 20 | W. M. Pond, Asst. principal, ..... | ..... | 141 66 |
| " | 20 | Richard P. Dudgeon, high school,..... | 6 weeks | 90 00 |
| " | 20 | Jennie Muzzy,.....do..... | do..... | 90 00 |
| " | 20 | Nellie Chynoweth,.....do..... | 2½ weeks | 37 50 |
| " | 20 | Fannie Hall,.....do..... | 3 do.... | 25 00 |
| " | 20 | H. A. M. Read,.....do..... | 6 weeks | 84 00 |
| " | 20 | Jennie Fields,.....do..... | do..... | 84 00 |
| " | 20 | Marie Sixte,.....do..... | do..... | 30 00 |
| " | 20 | A. J. Craig, principal, 1st ward..... | do..... | 84 00 |
| " | 20 | Ella Hickok,.....do..... | do..... | 66 00 |
| " | 20 | Josie Hawes,.....do..... | do..... | 69 00 |
| " | 20 | Lucinda McGinnis, principal, 2d ward..... | do..... | 90 00 |
| " | 20 | Hattie Thoms,.....do..... | do..... | 66 00 |
| " | 20 | Isabella Lamont,.....do..... | do..... | 66 00 |
| " | 20 | H. M. Eggleston,.....do..... | do..... | 72 00 |
| " | 20 | L. J. Burgess, principal, 3d ward..... | do..... | 84 00 |
| " | 20 | Theresa Parkinson,.....do..... | do..... | 75 00 |
| " | 20 | Maggie Galbraith,.....do..... | do..... | 69 00 |
| " | 20 | Lucy A. Rice,.....do..... | do..... | 72 00 |
| " | 20 | Nettie King,.....do..... | do..... | 69 00 |
| " | 20 | Lizzie Robson, principal, 4th ward..... | do..... | 84 00 |
| " | 20 | Helen Jackson,.....do..... | do..... | 69 00 |
| " | 20 | Jennie Phelps,.....do..... | do..... | 69 00 |
| " | 20 | Ella R. Lewis,.....do..... | do..... | 60 00 |
| " | 20 | Ella Aspinwall, principal, 5th ward,..... | do..... | 84 00 |
| " | 20 | Belle Pierce,.....do..... | do..... | 69 00 |
| " | 20 | Kittie Larkin,.....do..... | do..... | 69 00 |
| " | 20 | Emma Paul,.....do..... | do..... | 66 00 |
| " | 20 | Ella Larkin, little brick,..... | do..... | 72 00 |
| " | 20 | E. T. Packard, N. E. distrct | do..... | 69 00 |
| Dec. | 8 | Samuel Shaw, superintendent..... | ..... | 333 33 |
| " | 8 | Wm. M. Pond, Asst. principal..... | ..... | 141 66 |
| " | 8 | Marian D. Dodge, high school..... | 7 weeks | 87 50 |

| | | | |
|------|--|-------------------------------|----------|
| Dec. | 8 Jennie Muzzy, high school..... | 7 weeks | \$105 00 |
| " | 8 Juliet D. Myers,.....do..... | 6 weeks | 75 00 |
| " | 8 H. A. M. Read .....do..... | 7 weeks | 98 00 |
| " | 8 Jennie Fields,.....do..... | do..... | 98 00 |
| " | 8 Marie Sixte, .....do..... | 6 weeks, 3 days | 33 00 |
| " | 8 A. J. Craig, principal 1st ward | 7 weeks | 98 00 |
| " | 8 Ella Hickok,.....do..... | do..... | 77 00 |
| " | 8 Josie Hawes,.....do..... | do..... | 80 50 |
| " | 8 Lucinda McGinnis, principal 2d ward..... | do..... | 105 00 |
| " | 8 Hattie Thoms,.....do..... | do..... | 77 00 |
| " | 8 Isabella Lamont,.....do..... | do..... | 77 00 |
| " | 8 H. M. Eggleston,.....do..... | do..... | 84 00 |
| " | 8 L. J. Burgess, principal 3d ward..... | do..... | 98 00 |
| " | 8 Theresa Parkinson,.....do..... | do..... | 87 50 |
| " | 8 Maggie Galbraith,.....do..... | do..... | 80 50 |
| " | 8 Lucy A. Rice,.....do..... | do..... | 84 00 |
| " | 8 Nettie King,.....do | do..... | 80 50 |
| " | 8 Lizzie, Robson, principal 4th ward..... | do..... | 98 00 |
| " | 8 Helen Jackson,.....do..... | do..... | 80 50 |
| " | 8 Jennie Phelps,.....do..... | do..... | 80 50 |
| " | 8 Ella R. Lewis,.....do..... | 5 weeks, 4 $\frac{1}{2}$ days | 59 00 |
| " | 8 Ella Aspinwall, principal 5th ward..... | 7 weeks | 98 00 |
| " | 8 Belle Pierce,.....do..... | do..... | 80 50 |
| " | 8 Kittie Larkin,.....do..... | do..... | 80 50 |
| " | 8 Emma Paul,.....do..... | do..... | 77 00 |
| " | 8 Ella Larkin, little brick..... | do..... | 84 00 |
| " | 8 E. T. Packard, N. E. District..... | do | 80 50 |

\$15,333 95

CLERK'S SALARY.

| | | |
|-------|--|---------|
| Jan. | 4 W. T. Leitch, salary, three months..... | \$37 50 |
| April | 4 W. T. Leitch, salary, three months..... | 37 50 |
| Sept. | 5 W. T. Leitch, salary, three months. | 37 50 |
| Nov. | 7 W. T. Leitch, salary, three months. | 37 50 |

\$150 00

FINES AND SUNDRIES.

| | | |
|------|---|---------|
| Feb. | 1 L. McGinnis, book money refunded..... | \$14 00 |
|------|---|---------|

APPARATUS AND LIBRARY.

| | | |
|---------|---|--------|
| March 7 | R. W. Putnam, Worcester's Dictionary..... | \$7 30 |
|---------|---|--------|

RENT.

| | | |
|---------|--|----------|
| June 30 | Regents of University, rent and fuel at Orphan Home... | \$314 15 |
|---------|--|----------|

Total,..... \$32,800 07

BALANCE SHEET OF BOARD OF EDUCATION.

December 31st, 1876.

DR.

| | | |
|--------------------------------|-----------|-------|
| 63 Sites and Structures..... | \$311 85 | ..... |
| 68 Printing..... | 151 25 | ..... |
| 58 Supplies..... | 182 59 | ..... |
| 53 Fuel..... | 2,446 06 | ..... |
| 14 State Bank Loan..... | 6,000 00 | ..... |
| 44 State School Fund Loan..... | 5,000 00 | ..... |
| 20 Interest..... | 1,141 68 | ..... |
| 21 Census..... | 100 00 | ..... |
| 79 Repairs..... | 510 05 | ..... |
| 60 Janitors and labor..... | 1,187 19 | ..... |
| 101 Teachers' wages..... | 15,333 95 | ..... |
| 72 Clerk's salary..... | 150 00 | ..... |
| 39 Fines, etc..... | 14 00 | ..... |
| 25 Apparatus and Library..... | 7 30 | ..... |
| 37 Rent..... | 314 15 | ..... |

CR.

| | |
|--|------------|
| 3 State School Fund Appropriation..... | \$1,544 06 |
| 27 Taxes..... | 24,899 70 |
| 69 Tuition..... | 479 98 |
| 37 Rent | 152 00 |
| 39 Fines, etc..... | 3 25 |
| 79 Repairs..... | 17 00 |
| 63 Sites and Structures..... | 400 00 |
| 14 State Bank loan..... | 5,000 00 |
| Treasury overdrawn..... | 304 08 |

\$32,800 07 \$32,800 07

| | |
|---|-------------|
| Amount of Certificates issued, 1876 | \$32,800 07 |
| Amount of cash received, 1876..... | 32,495 99 |

| | |
|-------------------------------|--------|
| Certificates overdrawn..... | 304 08 |
| Certificate of 1875 paid..... | 92 67 |
| Balance overdrawn, 1875..... | 165 24 |

| | |
|---|----------|
| Deduct Certificate No. 1,476, unpaid..... | \$561 99 |
| | 75 00 |

| | |
|----------------|----------|
| Overdrawn..... | \$486 99 |
|----------------|----------|

W. T. LEITCH,
Clerk.

TREASURER'S REPORT.

December 31st, 1876.

ELISHA BURDICK, Treasurer,

In account with Board of Education.

| 1876. | DR. | |
|--|-----------|-------|
| Jan. 7 Treas. Blooming Grove, school tax, 1875 | \$155 25 | ..... |
| Jan. 7 " " dog license, " | 10 45 | ..... |
| Jan. 12 City Treasurer, on account of tax 1875. | 8,671 00 | ..... |
| Jan. 31 Tuition for sundry persons..... | 142 00 | ..... |
| Feb. 1 City Treasurer, on account of tax 1875. | 3,629 00 | ..... |
| Feb. 11 Tuition from sundry pupils..... | 8 00 | ..... |
| Feb. 11 Fines from Mr. Shaw, \$2.25; from Miss McGinnis, 25 cts..... | 2 50 | ..... |
| Mar. 3 Rent from Mrs. Hanley..... | 60 00 | ..... |
| Mar. 8 Fine from Mr. Shaw | 25 | ..... |
| Mar. 24 City Treasurer, tax of 1875..... | 12,350 00 | ..... |
| Mar. 28 Tuition from pupil, part of term..... | 2 65 | ..... |
| May 16 Tuition frem sundry pupils..... | 182 33 | ..... |
| June 20 County Treasurer, appor. School Fund.. | 1,544 06 | ..... |
| July 10 Rent from Mrs. Hanley..... | 60 00 | ..... |
| Aug. 30 Lumber in shed at 3d Ward | 9 00 | ..... |
| Sept. 20 C. M. & St. P. R. R., right of way, 4th W'd | 400 00 | ..... |
| Oct. 24 Rent from Mrs. Hanley..... | 32 00 | ..... |
| Oct. 27 Fines from Miss McGinnis..... | 50 | ..... |
| Oct. 21 Loan from State Bank..... | 5,000 00 | ..... |
| Nov. 11 City Treasurer, account of dog tax..... | 84 00 | ..... |
| Nov. 30 Tuition from sundry pupils..... | 145 00 | ..... |
| Dec. 11 Sale of part of fence at High School.... | 8 00 | ..... |

CR.

| | | |
|--|--------|-------------|
| Jan. 1 By balance..... | ..... | \$165 24 |
| Certificates of appropriation paid..... | ..... | 32,817 74 |
| Balance overdrawn..... | 486 99 | ..... |
| | | \$32,982 98 |
| Dec. 31 Balance..... | ..... | \$32,982 98 |
| Certificate No. 1, 476, for \$75.00 is unpaid. | | \$486 99 |

ELISHA BURDICK,
Treasurer.

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

TEACHERS.

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

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

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

3. All teachers shall be at their school rooms at least thirty minutes before the opening of school in the morning, and fifteen minutes in the afternoon, and the bell shall be rung 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. Immediate notice of all suspensions shall be given, *in writing*, to the Superintendent, and to the parents or guardians of the pupils suspended. It shall also be the duty of all Principals to notify non-resident pupils of their liability to pay tuition, and they shall promptly report, in writing, to the Superintendent, the names of all such non-resident pupils in their respective schools.

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

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

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

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

12. Principals shall have the general supervision of the lower departments in their buildings, and shall attend to their proper classification, subject to such regulations as the Superintendent may prescribe; they shall make regulations, subject to his approval, for the maintenance of good order in the halls, on the stairways and grounds; they shall have the supervision of the buildings, maps, charts, globes, books, keys and other school property, and shall be held responsible for their being kept in proper condition; they

shall see that the persons in care of the buildings attend carefully to their duty, giving prompt notice of any delinquency on the part of such persons. Subordinate teachers shall be held responsible for the order and discipline of their own rooms, and for any damage done in the same while under their control.

13. All teachers employed in the schools shall be examined by the Superintendent and Examining Committee of the Board, at least once in each year. The result of such examination shall be reported to the Board, with some recommendation, for action upon it. 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 pupils shall be received or continued in the Public Schools under the age of six years, unless prepared to enter a class already formed, except at the opening of the Spring Term, when they may be admitted at the age of five years; nor into the 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 day's 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.

GENERAL RULES.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TREASURER'S DUTIES.

The Treasurer, in addition to the duties required of him by law, shall keep a faithful account of all receipts and disbursements, and shall make a

written report of his doings at the last regular meeting of the Board, in December of each year. He shall also be required to report the amount in the treasury at every regular meeting, and at such other times as the Board may direct. Whenever he shall receive money from any source, he shall immediately report the same, and the amount thereof, to the Clerk.

DUTIES OF COMMITTEE ON TEXT BOOKS.

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

DUTIES OF COMMITTEE ON FINANCE.

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

DUTIES OF BUILDING COMMITTEE.

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

DUTIES OF VISITING COMMITTEE.

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

DUTIES OF SUPPLY COMMITTEE.

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

STANDING RULES.

QUORUM.

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

ORDER OF BUSINESS.

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

QUESTIONS OF ORDER.

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

AYES AND NOES.

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

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

AMENDMENT OF CHARTER.

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

AMOUNT FOR SCHOOL PURPOSES.

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

