



Annual report of the Board of Education of the city of Madison, for the year 1882.

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ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

OF THE

CITY OF MADISON,

FOR THE YEAR 1882.

PUBLISHED BY ORDER OF THE BOARD.

MADISON, WIS.:
DEMOCRAT PRINTING CO., STATE PRINTERS.
1883.

BOARD OF EDUCATION.

1883.

J. H. CARPENTER.....	Term expires December, 1883
H. M. LEWIS.....	Term expires December, 1883
ELISHA BURDICK.....	Term expires December, 1884
ALEXANDER KERR.....	Term expires December, 1884
J. B. PARKINSON.....	Term expires December, 1885
JOHN CORSCOT.....	Term expires December, 1885
THE MAYOR.....	<i>Ex-officio.</i>
DEXTER CURTIS.....	<i>Ex-officio.</i>

OFFICERS.

PRESIDENT,

J. H. CARPENTER.

CLERK,

JOHN CORSCOT.

TREASURER,

ELISHA BURDICK.

COMMITTEES.

STANDING.

Finance—Messrs. LEWIS, PARKINSON and THE MAYOR.

Building—Messrs. BURDICK, LEWIS and CARPENTER.

Supplies—Messrs. BURDICK, CORSCOT and CURTIS.

Text Books—Messrs. KERR, PARKINSON and CORSCOT.

Teachers—Messrs. CARPENTER, PARKINSON and KERR.

VISITING.

High School—Messrs. PARKINSON and KERR.

First Ward—Messrs. KERR and THE MAYOR.

Second Ward—Messrs. CORSCOT and THE MAYOR.

Third Ward—Messrs. LEWIS and CURTIS.

Fourth Ward—Messrs. BURDICK and CARPENTER.

Fifth Ward—Messrs. PARKINSON and THE MAYOR.

BOARD OF INSTRUCTION.

SUPERINTENDENT OF SCHOOLS,

SAMUEL SHAW.

HIGH SCHOOL.

SAMUEL SHAW	<i>Principal.</i>
WEBSTER M. POND	<i>Vice-Principal.</i>
HATTIE A. M. READ	<i>Preceptress.</i>
SALMON W. DALBERG	<i>German.</i>
ELIZABETH W. ATWOOD	<i>French.</i>
CLARISSA L. WARE	<i>Literature.</i>
*P. H. PERKINS	<i>Book Keeping.</i>
C. C. TODD	<i>Mathematics.</i>
LUCY M. GAY	<i>Latin.</i>
ABBIE STUART	<i>History.</i>
†T. H. BRAND	<i>Music.</i>

FIRST WARD.

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

SECOND WARD.

LUCINDA MCGINNIS, Principal	<i>Second Grammar.</i>
ELIZA HERFURTH	<i>First Grammar.</i>
KITTIE MOODY	<i>Second Primary.</i>
JENNIE WILLIAMS	<i>Second Primary.</i>
IRENE LARKIN	<i>First Primary.</i>
ISABELLA LAMONT	<i>First Primary.</i>

THIRD WARD.

MARGARET GALBRAITH, Principal	<i>Second Grammar.</i>
MAGGIE MAYERS	<i>First Grammar.</i>
CLARA GANO	<i>First Grammar.</i>
NELLIE PACKARD	<i>Second Primary.</i>
EMILY A. MAYERS	<i>Second Primary.</i>
FLORENCE FOOTE	<i>First Primary.</i>

NORTHEAST DISTRICT.

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

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

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

FIFTH WARD.

HATTIE O. THOMS, Principal	<i>Second Grammar.</i>
JENNIE McMILLAN	<i>First Grammar.</i>
KATHERINE FOOTE	<i>Second Primary.</i>
MARY E. STORM	<i>First Primary.</i>
CARRIE L. HOWE	<i>First Primary.</i>

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

SUPERINTENDENT'S REPORT.

FOR 1882.

MADISON, WISCONSIN.

To the Board of Education:

GENTLEMEN.—It shall be my endeavor, in this annual report, to outline those ideas which have engaged the attention of yourselves and your teachers during the past year, instead of introducing some one or more topics but remotely connected with our local public schools. That is to say this will be strictly a report, not an essay upon any theory of education. If the production lacks finish, it will at least possess the firm fiber of fact.

Comprehensively stated, this has been and is now your policy: Not to trust to the introduction of novel ideas into the schools merely because of their novelty; not to keep the schools upon an everlasting dress parade to excite the wonder and admiration of unthinking visitors; not to make loud professions of what the schools will surely accomplish for a public kept constantly upon the tip-toe of expectancy.

You and I have felt that the great interests of education are too sacred to be thus trifled with.

We have known that intelligent and conscientious teachers do not thus proceed; the product of their labor is the result of different processes; they awaken thought, they arouse the sensibilities, they mould the will by courses of action of an order far superior to these shallow tricks for winning a cheap notoriety. They work persistently yet unobtrusively by principles old as the spirit of man, most of them discovered and made known centuries ago.

Yet we should remember that this is not the whole

truth; a spirit of unrest is abroad in the land, protesting against our school work, both public and private, in matter taught and methods of imparting knowledge. Shall we not be wise to hear the voice, to weigh its words, to promptly adopt and advocate every real measure of reform? Such is the wish I entertain for you and for myself.

THE WARD SCHOOLS.

The great importance of having good ward schools is keenly felt by you, and I think by the community at large. I believe the public will cheerfully co-operate with you in making each of these schools excellent. They are the schools for the children of the masses—the large majority, at an early age leaving them for the scenes and occupations of active life. They are the schools where is laid the foundation of a higher education for the children of the more fortunate few who have not each day to ask: "What shall we eat?" or "What shall we drink?" or "Wherewithal shall we be clothed?" Only consummate stupidity can be parsimonious with the ward school while liberal towards the high school or the college. Only thinly veneered ignorance can despise the ward school, while adoring the high school or the college. Is not the youngest, the smallest of the family, entitled to consideration, to respect? Ignorant disciples would have thrust the *little* ones aside—a Messiah took them in his arms and blessed them.

I proceed to enumerate some things connected with the ward schools which have recently engaged your attention:

1. The first primary department has been reinforced by a generous supply of new apparatus for teaching words and numbers; hereby concrete education is possible for the child, and the only remaining question about success, is whether all the teachers in the department designated, will rise to an appreciation of the situation, and skillfully use what you have provided.

2. A persistent effort is being made all over our coun-

try to teach the child to use the English language properly, long before he can profitably be introduced into the study of technical grammar. We, like other cities, shared in the attempt; but with rather moderate success. Recently Mr. O. T. Bright of Chicago, has developed a system in this line progressive and practical, and has written a book upon the subject.

Our primary teachers have supplied themselves with his work, and are trying to apply it to their schools. They have been greatly aided in this, by their associate, Miss. Lizzie Bright, sister of the author, who has made a careful study of the subject, and cheerfully given suggestions whenever called upon.

3. One of the most radical changes ever made in the ward schools is that in arithmetic. The separate book upon intellectual arithmetic has been discontinued from use, the work called for in the wards does not now extend beyond percentage and equation of payments, the primary arithmetic full of analyses has been supplanted by a book full of examples and operations. In short, arithmetical *talk* has been brushed aside for arithmetical *work*, arithmetical *theory* has had to give way to arithmetical *practice*. I trust future results may not disappoint your expectations.

4. Besides materially lessening the amount of work in arithmetic, you have further relieved your ward schools from pressure by transferring the study of physical geography proper to the high school; the time formerly spent upon this branch in the wards is now devoted to United States history with geographical applications.

5. During the year each of the ward schools has been supplied with a full set of encyclopedias, a gazeteer and a large geographical atlas. These books are proving to be real treasures for the pupils and teachers. I venture the assertion that you have never before made a more judicious expenditure of money for the city schools, one which brings a higher rate of interest upon the prin-

pal invested. I believe the teachers, the pupils and the parents will bear me out in this statement; and your own observation will corroborate the same.

6. The addition to the Second ward building does not come too soon; it has been long needed, but the financial condition of the city postponed its erection. The marked increase of manufacturing interests in the Second ward, together with a corresponding increase of population, present and prospective, made the addition an imperative necessity. The new wing is, in some respects, an improvement upon all previous ward school buildings in the city. Tables and chairs take the place of seats and desks in the primary room, and in each room are found two fire-places, to act not so much as heaters as to furnish ventilation. It would seem that these, reinforced by the large air-ducts of the furnaces, would prevent any serious deterioration of the atmosphere in the addition.

Certain other matters relating to the ward schools have been up before us for consideration; among them are teaching by specialists, and issuing certificates of graduation to pupils who have finished the branches taught in the wards.

While I now favor both of these ideas, I still beg further time to give them that consideration which their importance demands, and shall be pleased to report on them to you in the future, upon some suitable occasion.

Allow me in this place respectfully to submit in their order, selections from the written reports of the several ward principals in the city, and I hereby commend the same to your favorable notice.

FIRST WARD—ELLA HENRY, PRINCIPAL.

“I will specify in as few words as possible the improvements that have been made in the First ward school and its present needs.

You are doubtless aware of the strong prejudice that has for some time existed against First ward building, location, etc. These prejudices have not been without

some foundation. It is true, the building does not present as inviting an exterior as other school buildings of more recent date; but it is the verdict of all who have ever visited the schools that the large upper room is as light, airy and pleasant as any in the city. The walls of the building are kept white and clean, the paint fresh and new. The one thing that has demanded your attention is the poor furniture found in all the rooms. I mean by this chairs and desks unsuited to the size of the pupil. This subject has of late been brought to your notice and I am glad to say has received some attention to the extent that the worn out chairs and desks have been replaced by new furniture. Time, money and patience will, I doubt not, bring that which both teachers and pupils so earnestly long for—the refurnishing of the building throughout. Concerning the recitation room now in use, I will say it serves its purpose well, but with a few changes it might be made a pleasanter room in some respects. As to the practicability of such changes as have been previously suggested, your better judgment will decide. The probability is that some years will elapse before a new building will be erected in First ward. Why not improve this for present use?

As to the school yard and surroundings there is also room for improvement. The school yard was last fall put in most excellent order, and to-day it affords a much more inviting play ground than for years past. I understand something will yet be done to beautify the surroundings. Children enjoy the beautiful, and I deem it a duty we owe them to make their surroundings just as attractive as possible."

SECOND WARD—LUCINDA MCGINNIS, PRINCIPAL.

"What our boys and girls are reading is a subject which is engaging the attention of many. To my mind it is one of great importance, and upon it no class of persons has the chance to exert as much influence as the teachers of the public schools. Most children and young people are readers; in fact, many read too much. Parents and

teachers should strive to have good, pure books take the place of the vicious, degrading trash which is too common. Children will not be satisfied with chaff if they know where to find the wheat. Teachers need no extra time to cultivate in their pupils a taste for good reading. They need only utilize the moments they have.

Every room has ten minutes in the morning for general exercises. The First and Second Primaries have Reading, Language Lessons, Science or Geography, and Rhetoricals. The First and Second Grammars have Reading, Language, General Exercises, Geography or History, and Rhetoricals. All of these can be made instructive and entertaining by a free use of good books. Is it not more useful for our young people to know the habits of birds and the names of flowers and stones, than to be able to repeat the names of the countries of Central America and the capitals of each? I think, the extra term you have given us for United States History will help. Good stories in both prose and poetry can supplement the lessons in this branch. Traveling from one historical place to another, pupils can become familiar with the geography of the country, having with them the most delightful companions, Irving, Longfellow, Andersen, Whittier, Bryant, Butterworth. The many libraries in the city can be made helpful, especially the city library. The trustees and librarian have expressed interest and I have no doubt will aid in any way they can."

THIRD WARD — MARGARET GALBRAITH, PRINCIPAL.

"Next in importance to a "sound mind in a sound body," is that the environments be such as to *keep* these in a healthy state, thus securing constant development and enlarged powers. Neither the buildings nor the grounds in the third ward are suited to the promotion of these ends.

The old building is imperfectly lighted, poorly ventilated, and inconvenient in many ways, in fact, a thing of the past. The other is a neat little cottage building with

no pretensions at all to school likeness, yet delightful withal.

The extent of the playground would permit, on an average, standing room for each child; but at a great price we have purchased the freedom of the ward, and it rests with the "sovereign people" to provide the necessary grounds lest this liberty turn to license.

It is evident to those who have given to the subject sufficient consideration that with the characteristic American spirit we have been crowding into a few years, work that should require a much longer time. The error has been recognized and the remedy is being applied.

The need for change was greatly felt throughout the city, and we may safely say it was particularly desired in this ward, by all who are interested in the welfare of the children. Many of the people are foreigners, who wisely feel that book-learning is not the only requisite to a good education. Time must also be found for teaching the daughter useful household occupations, and for familiarizing the son with labor, which shall tend to encourage habits of thrift and independence, so necessary to his future success in any line of business. The training required to strengthen the child physically has also received time outside of school hours, and in this practice our Third ward people are to be commended as wise in their day and generation.

These German parents too, if they possess, as they must, any love for fatherland, will see that their children are instructed in its language and literature; and we are assured that this is done. Thus, in addition to every other employment, our children are learning side by side two widely differing languages. Is it at all singular then, that, in the lower grades, both teachers and pupils are often exasperated by the "confusion of tongues" which ensues? But as the pupils advance, and become more familiar with both languages, this difficulty is gradually overcome, and on entering the High school they compare favorably with others."

FOURTH WARD — LOTTIE RICHMOND, PRINCIPAL.

“It is not my intention, at this time, to review the work of the past year, but to respectfully call your attention to the subject which is and has been a preventive of satisfactory work in all our departments; I refer to the number of scholars in attendance.

During the past year each room has had over fifty pupils in regular attendance, the number at times exceeding sixty.

Each room has two grades, so that if the number was equally divided, each grade would number from twenty-five to thirty; but seldom or never is this the case; the larger grade often numbers thirty-five or upwards.

Now it will need no explanation to show that few teachers are capable of interesting so large a class.

In the lower rooms the longest time for any recitation is fifteen minutes, and if the time were longer, it would not improve matters, for little children are not able to give attention for a longer time.

Now how are thirty or thirty-five children to be well taught under the circumstances?

It is a fact well known, that little children need more personal attention than older ones. How is any teacher to instruct properly, who has only thirty seconds for each child? And this is assuming that nothing occurs to interrupt work, a condition of things which does not exist in any school.

We often complain that the grades are poorly prepared, and the question arises, “have they had competent teachers?”

This is a question that cannot be answered as long as the condition of things remains as it is.

It is impossible to judge of the ability of any teacher, who is compelled to turn individual teaching into a mere system of class drill.

There should at no time be more than fifteen in a primary grade in reading. In the upper rooms there is the same difficulty.

The longest time for any recitation is thirty minutes, and it is impossible, in that time, to hear thirty pupils recite and form any just opinion of the ability of each child. True, some can recite one day and others the next; but every child should be called on at least once during each recitation.

To be sure, it is as easy to explain to a large class as to a small one, but explanation is not sufficient, and too much of it is injurious. Every scholar should have time to express clearly his opinion of the subject under discussion. Classes should be conducted more on the conversational method.

This is a subject on which much might be said, but recognizing the fact that some of the gentlemen addressed are teachers, and all of them are anxious for the welfare of our schools, I think it is only necessary to mention the subject, hoping that at some time in the near future it will be found possible to aid us in some way."

FIFTH WARD.—HATTIE THOMS, PRINCIPAL.

"The extreme ignorance of common things among our children, has, of late years led to an effort on our part, to supplement the text-book.

We have attempted to do a little in the way of geological and geographical collections.

It is surprising how a work often grows on our hands if the beginning is once made.

Specimens of rocks and minerals are in almost every house, and parents are always willing to help.

From a start a year ago of a small piece of coral, we now have nearly 50 specimens.

From a scrap-book of pictures of places, taken from "Harper's" we now possess views of almost all countries."

THE HIGH SCHOOL.

Among the changes to be catalogued for the High School are the following:

1. Drawing has been dropped out of the High School course; this action is to be regarded as experimental

rather than final, and has been taken with a view to relieve students, particularly during their first year in the school.

2. The Primer Histories of Greece and Rome have been displaced by Barnes's Brief History of Ancient Peoples; and I hope you will soon introduce some good Elementary History of Germany, if such can be found, in place of the Primer History of Europe.

Those Primer Histories are misnomers; their place, if anywhere, is in the hands of college students—students too, pretty well advanced. They are entirely out of place in the hands of children thirteen or fourteen years of age. One trial is enough, the failure was so dismal.

3. For the first time, a text-book in Commercial Law has been adopted. Besides, your text-books in Rhetoric and Civil Government have recently been changed, Quackenbos giving place to David Hill, and Townsend to A. O. Wright.

I believe the above changes will prove beneficial to the students pursuing those branches. The new civil government is already in use, and so far as heard from is highly acceptable to teacher and pupils.

The change in Rhetoric is all the more important as the classical students will hereafter be enabled to take Rhetoric as a regular branch, and it will thus eventually be discontinued as a general exercise.

4. One of the branches, perhaps the branch most unsatisfactorily taught in the High School is Algebra. It was in the second year of the course of study. Many would call that late enough, but, after due consideration, it has been decided to put Algebra and Geometry, each one year later. You have put into the second year Commercial Arithmetic in place of Algebra, by which the young people will get an idea of rapid and accurate computation, business forms and habits, and commercial usage. I believe this change must prove a good one and will commend itself to every thoughtful observer.

5. Most of the students in the High School desire to study German, some French, a few both. Formerly, as

located in your course, these languages conflicted with each other. Now, by taking up French earlier, all conflict is avoided and peace has thus been secured.

6. Book-keeping was substituted for the writing of copies in the main room, and more recently penmanship as a required branch has been wholly omitted from the school except in special cases to be designated by the teacher. The writing of the same copy a dozen times or more might be said to be rather monotonous, especially, as is often the case, when that copy contains a sentiment of which the pupil has no proper appreciation.

I incline to the opinion that copy book writing might be displaced by some substitute still earlier in the course, with no loss in penmanship, and a real gain in some other direction.

7. It has been pretty clearly demonstrated by experiment that Virgil should succeed, not precede Cicero, and the change has been made accordingly to take place at once.

8. One noticeable objection to the work required in your high school is this: too much has been asked of the graduating class during its last term in the school. All the standard branches of the term and most of the general exercises of the year, have been called up for final examination. These examinations, in connection with the preparation of final rhetorical work, and the uncertainty of graduating, have been more than immature human nature should be called upon to endure. The following changes have been made for the benefit of future classes completing the course:

A. The review of Arithmetic and Algebra has been discontinued, except for the class of 1883, and in that case is introduced only in place of a regular study.

B. Geography, U. S. History, Grammar, and Sentential Analysis hereafter will not be taken up and reviewed by the graduating class.

C. All the general exercises which require examina-

tion, except reading, will be completed one term before graduation.

D. It is your settled policy to graduate all students applying for the same, provided the faculty of the school carries them with the completing grade, within one term of graduation, and provided the candidates do not neglect their studies during the last term of school.

The above changes and policy have my hearty concurrence.

Is it not refined treachery in me as a teacher to allow a pupil to remain in my class until near the time of graduation, having long known his inability to pass examination; would it not be refined cruelty on your part to demand the uttermost farthing of such an one, and, in case of failure to mercilessly cut him down?

9. Physiology is to have an additional term in the course, a thing of imperative importance; and the long courses in zoology, literature and history will, I trust, soon serve to increase the efficiency of the school and add to the interest thereof.

10. Acting under your direction, I have seen that a normal class was formed for the benefit of those young people soon to teach. The class during the last term of the year numbered seventeen different members, all of them possessed of an enthusiastic desire to learn the principles of teaching and the art thereof; this term twenty-seven have applied for normal instruction. I believe none of these at present feel able to attend a state normal school; so that all they receive here is gain to them and no robbery of the professional schools. Of course, modesty is becoming at all times, and is peculiarly appropriate at this point. Your high school, largely a preparatory school for the state university, cannot hope to compete with any one of our four great and splendidly endowed state normal schools. That certainly is not your expectation nor mine. But it does not necessarily follow that we should do nothing at all, or even more than we have yet attempted, to aid young people towards teaching. A few of the teachers in the service

of the city have had the advantages of a normal school training; the many have not. This state of affairs will in all probability continue; and somehow, somewhere in this city, should be found a person who will lift up his voice in presence of the throng pressing into the teacher's ranks, calling their attention to the intellectual landmarks of the ages, warning of dangers unseen to them, inviting to heights of success, of serenity.

11. The great flexibility of your high school course is phenomenal in graded schools. There are four long courses: The Ancient classical, the Modern classical, the Scientific, and the English. There also are four short courses, three of them certificate for hasty collegiate preparation, and one review and commercial. Besides a generous system of allowing substitutes as equivalents is permitted and special students are allowed to select their own studies if found qualified.

I cannot well see that much greater freedom could be given towards a choice of studies, provided any sort of classification is to be maintained.

I call attention to this flexibility of our school course as being a powerful corrective of the evils flowing from a rock-bound graded system, a system which is very apt to lose vitality unless it be closely watched and carefully administered.

12. The pupils in the high school have upon several occasions asked for a suitable play ground. You are now deliberating upon the question. I know it is attended with difficulties; but I trust you will give it proper consideration, and if possible, a favorable answer.

This is neither the time nor the place to enter into an extended argument upon the subject; yet I do not hesitate to say that, in my opinion, a suitable play ground for boys and girls would promote their health, would prevent genteel lounging and vicious gossip, and would bring relief to the shattered nerves of a long suffering neighborhood and of an indulgent public.

THE SCHOOLS.

I would now speak of some things which relate to all the schools whether ward or high.

1. In order to encourage punctuality and regularity of attendance upon school, you recently adopted a rule allowing teacher and pupils a half holiday, whenever in any month there should be no case of tardiness and the attendance should reach 95 per cent. Some of the schools have already earned the half holiday; but not many. I hope before long to see the number increased, and I believe a stricter rule regarding the absence and tardiness of pupils would materially hasten this result.

2. Class cards are furnished to the teachers desiring them, to keep an account of failures in scholarship in any recitation. These cards are simple in arrangement and a record may thus be kept with little expenditure of labor. They are growing in favor among the teachers, and I think very few of the whole number now depend solely upon the monthly examination in classifying their pupils. The use of these cards tends to overcome the neglect by the pupil to prepare the daily recitation, trusting to the pernicious custom of crowding just before a monthly examination.

3. I believe the lessons on health placed in the hands of the teachers have done some good, yet I cannot report any remarkable results at present. Health and morals are the two things that cannot be estimated by rates per cent. and do not swell any column of figures returned by the teacher to the superintendent. Hence it is not uncommon to treat these subjects with neglect, and to prefer a *puzzle* in arithmetic or a *tangle* in grammar to those great buttresses of the successful life whether present or future.

4. How to render our free city library valuable to the children in the public schools has been a topic of much discussion during the year. This library is one of which our citizens may feel justly proud. Its books run up

into the thousands, and have been selected, if I am not misinformed, with great care. But its poorest volumes are those most read by the children; those soonest needing to be rebound. How may the tastes of these children be improved? How may they be kept from gormandizing upon that which cannot appease their hunger?

These questions have arrested our attention, and we teachers have felt a certain responsibility in this matter. The city librarian, Miss Ella Giles, attended one of our teachers' meetings and read a carefully written paper upon the subject. This paper was full of suggestions and was eagerly listened to by the teachers. Several of the directors have been pleased to express themselves as being anxious to help our schools by the library; this, I presume, is the sentiment of every member of that board. Miss Lucinda McGinnis was appointed to act as agent for the ward teachers and Miss Abbie Stuart for the high school teachers.

These ladies are expected to suggest to the board of directors any new books needed in connection with school work, and to procure for the teachers published lists of new books added to the city library from time to time. I know that every effort of this kind will receive your hearty approval as well as the encouragement of all residents in this community, who will give the subject even a passing thought. I submit in this connection a short communication from Mr. W. F. Allen, secretary of the board of directors:

MADISON, January 6, 1883.

MR. SHAW:—Since my conversation with you I have thought a good deal upon the best way of bringing the free library into connection with the public schools. This seems to me one of its most important duties, and perhaps the most urgent one just now. I am very glad that the teachers have appointed a committee to consider the subject, and I will take pains to bring it before the Library Board. Between us I hope we can hit upon some

practicable plan. The evil at present is not that our young people do not read, but that they read too much trash, or what is worse, and read with no definite purpose. What we need is some method of directing a part of their reading so as to assist and supplement their school studies. Yours truly, W. F. ALLEN.

THE TEACHERS.

A few words concerning certain items of interest in regard to the teachers will close this report.

1. The annual examinations of your teachers are, I think, unsatisfactory to you as well as to them. The time allotted is short, the number to be examined is large, and the branches required for even a third grade certificate are numerous.

An inevitable hurry and rush ensue, the nervous become more nervous, and the phlegmatic have just fairly begun a written examination when it is announced to them that the time allowed for this particular branch has passed.

Under such circumstances, the work of scarcely any applicant does him justice, and you are loath to refuse a certificate, because of low standings thus obtained.

Consequently, all are re-engaged irrespective of stand-
ings in scholarship, and the dull, indolent, negligent
teacher, has apparently as firm a hold upon his position
as any one.

I believe you will make an effort to change this before another examination comes, and that you will give sufficient time to the test so that the results may be deemed reasonably reliable.

2. The new rule upon salaries of teachers, adopted a few months since, is one which, I think, will prove helpful to our schools. In that rule you recognize the fact that some positions are really more important than others, and that the teacher of experience should command a larger salary than the tyro.

These points seem to me well taken, and while future

experience may cause you to modify the rule in some respects, I shall yet hope to see its principal features remain unchanged.

3. The Teachers' Reference Library has had the addition of some valuable works during the year, and has been used more than ever before by your corps of instruction.

I submit, in this connection, a report of the librarian for the year, Mr. W. M. Pond, prepared at my request, and based upon information obtained by him in the discharge of his official duties:

MADISON, January 8, 1883,

MR. SHAW:—In making this first report of the Teachers' Reference Library, a brief statement as to its origin may be of interest. In the fall of 1878, the teachers of the city, wishing to become better informed in regard to their work, conceived the idea of establishing a library for reference, which should contain books on teaching, written by eminent educators. To begin such a library, each teacher presented one or more books. Others were given by persons not connected with school work.

At the close of the winter term of 1879, an entertainment for the public was prepared by the teachers and pupils of the city, and a small admission fee collected for the benefit of the library. By this means about \$45 were realized. A small fund is also secured from the sale of waste paper and the fines collected from members retaining books longer than the prescribed time. An examination of the printed list of books now in the library, will show that it contains more than one hundred books from the best authors, judiciously selected and peculiarly adapted to aiding the teacher in his vocation. About sixty books have been drawn from the library by the teachers during the past year. A few of the teachers have drawn from six to ten books during the year, others one to six, while several teachers have taken out none. In all, about fifteen teachers have drawn books. The number of those who take book

and the number of books drawn, is, however, on the increase, as the teachers become better acquainted with this library and as it grows in size and value.

It is suggested that the library be utilized to a still greater extent in connection with the work of the monthly teachers' meeting, so that every teacher in the public schools may become acquainted with its importance in its bearing upon his work. It is also to be hoped that a greater revenue may be secured from the board or otherwise, for the maintenance and growth of the library so well started and appreciated.

Respectfully submitted,

W. M. POND,

Secretary and Librarian.

4. In our teachers' meetings, the amount of professional work has lately been increased with good results, and I expect before long to be able to announce to you that the whole time is thus profitably used.

5. As our school year is shorter here than in most other places, an excellent opportunity is afforded to your teachers to visit other schools of a more than local reputation. I think some of your teachers have improved this opportunity, but the practice is not general. I wish it might become so, and that at once.

6. One of the objections urged by parents against the public school is, that large numbers of children are herded together on the grounds at recess and other times, and the innocent are then contaminated by the vicious from want of supervision by the teacher. Of course, it is easy to ridicule this view of the case; but I confess the objection is not wholly without foundation. Some cities are abolishing intermissions and reducing the school-hours of the day, even in the ward schools, to one session because of this trouble; which would seem to be a palpable violation of the laws of health, according to the testimony of some of our most famous biologists.

Here, an effort is making to have the teachers associate frequently with the pupils upon the play-grounds

even to participate in their amusements, and guide their sports.

With what success, has the effort been thus far attended? Very little.

Most of our teachers have attained the age of majority and have put away childish things.

The dignity of the teacher must be preserved by his isolation, and familiarity with the pupils will surely beget contempt.

If the above sentiments are not uttered, I fear they, or similar ones, are entertained by not a few of the teachers; and, if this be the case, any suggestion that you or I may make with regard to supervision of the play-grounds will probably be quietly ignored.

I wish I could present a more hopeful view of this, to me, very important subject; but facts are stubborn things and nothing can be gained by disregarding them.

However, it may be that the honorable exceptions in your corps of instruction, who are heartily in accord with you in desiring to prevent further play-ground contamination, will be able to make their influence upon their associate teachers felt sooner than the signs of the times indicate, and thus may bring unexpected deliverance from a great and growing evil.

Respectfully submitted,

SAMUEL SHAW,
Supt. of City Public Schools.

IN MEMORIAM.

Died.

At his home in Madison, on the evening of January 5th, 1883,

Dr. William Hobbins,

AGED ABOUT 62 YEARS.



HE was born in Staffordshire, England, whence he emigrated to Boston, Mass., nearly forty years ago, and since 1853 he has been a prominent citizen of Madison.

From April, 1880, to April, 1882, DR. HOBBINS represented the City Council as a member of the Board of Education. He discharged the duties of his office with singular fidelity and promptness, keeping ever in view the best interests of Madison. He was particularly efficient in advocating and carrying out all measures looking to the health and comfort of the pupils in the Public Schools; and by his vigilance in caring for the sanitary condition of the schools he did much to prevent the spread of contagious diseases in the city.

His intimate friend, Judge A. B. BRALEY, writes of him :

"DR. HOBBINS was a man of whom nothing ill can be said. His eulogy need not be prefaced with an apology for speaking well of the dead. I cannot imagine stronger praise than to say of a man that he was a true friend. To this eulogy DR. HOBBINS was justly entitled in the highest and largest sense of the term. When his affections were once engaged, there was scarcely a limit to his fidelity.

"But it may well be said that DR. HOBBINS was true to all the other relations of life. He was an exemplary citizen, a good husband and a fond father. In his ever happy home he stood with his children more like a pleasant elder brother than an exacting parent.

"How hard it is to realize that I shall nevermore look upon his smiling face, or feel the cordial grasp of his friendly hand! Hushed forever is that pleasant voice and vanished that winning smile! Farewell, old friend! Peace to thy ashes, for thy long-fluttering heart has found rest at last!"

BRANCHES FINISHED.

In the final examination of pupils, those who stood from 95 to 100 per cent. inclusive, received first honors; 85 to 95 per cent., second honors; 70 to 85 per cent., third honors; any who fell below 70 per cent. failed to pass, under Rule 10.

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

FIRST GRADE.

GRAMMAR.

Room 1.—Two first honors—Florence Smith, Ben. Parkinson. Seven second honors; three third honors; five failures.

Room 2.—Five first honors—Lelia Guile, Grace Lamb, Alice Piper, Anna Mann, Rollin Hill. Five second honors; twelve third honors; eight failures.

ENGLISH ANALYSIS.

One first honor—Clara West. Nine second honors; thirteen third honors; seven failures.

PHYSICAL GEOGRAPHY.

Eleven first honors—Grace Lamb, Hattie Lane, Anna Mann, Emma Purdy, May Carpenter, Lelia Guile, Lizzie Haight, Louis Hanks, John Gardner, Charlie Mayers, Rollin Hill.

Twenty-seven second honors; eighteen third honors; eleven failures.

ANCIENT HISTORY.

Room 1.—Nine first honors—May Carpenter, Lelia Guile, Florence Smith, Andrew Allen, Charlie Giddings, Louis Hanks, John Metcher, Ben Parkinson, Henry Parkinson.

Five second honors; twelve third honors; thirteen failures.

Room two—Two first honors—Sadie Robb, Eugene Frisby.

Five second honors; fifteen third honors; ten failures.

U. S. HISTORY.

No first honors; two second honors; four third honors; eight failures.

ENGLISH HISTORY.

Room one—One first honor—Annie Nunns.

Twelve second honors; three third honors; thirteen failures.

Room two—Three first honors—Julia Amath, Olive Baker, Robert Burdick.

Seven second honors; twelve third honors; nine failures.

CONSTITUTIONS.

Room one—Two first honors—Clara West, Nellie Boning.

Four second honors; four third honors; six failures.

ARITHMETIC.

Room one—Three first honors—Lillie Baker, Lillie Fett, Blanche Rider.

Seven second honors; eight third honors; fourteen failures.

Room two—Two first honors—Annie Comeford, Emily Steinle.

Sixteen second honors; twelve third honors; seven failures.

SECOND GRADE.

COMMERCIAL LAW.

Three first honors — Minnie Trimmer, Harry Briggs, Ed. Oakey.
No second honors; four third honors; four failures.

COMMERCIAL GEOGRAPHY.

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

POLITICAL ECONOMY.

One first honor — Frank Karstens.
Seven second honors; four third honors; five failures.

BOOKKEEPING.

Five first honors — Carrie Crane, Maggie Robb, Howard Bishop, Frank Karstens, Jos. O'Neil.

One second honor; no third honor; two failures.

COMMERCIAL ARITHMETIC.

No first honors; two second honors; two third honors; six failures.

RHETORIC.

Three first honors — Nellie Forsythe, Delia Kelly, Maggie Shealy.
Seven second honors; nine third honors; three failures.

AMERICAN LITERATURE.

No first honor; sixteen second honors; two third honors; no failure.

ENGLISH LITERATURE.

Five first honors — Julia Amoth, Annie Hauck, Laura Hinrichs, Harry Briggs, Leslie Rowley.
Nine second honors; six third honors; no failure.

LATIN METHOD.

Three first honors — Lillie D. Baker, Kittie Hopkins, Annie Storer.
Six second honors; eleven third honors; two failures.

HISTORY OF EUROPE.

No first honor; four second honors; thirteen third honors; seven failures.

CIVIL GOVERNMENT.

Two first honors — Minnie Trimmer, George Burrows.
Twenty-one second honors; five third honors; five failures.

ALGEBRA.

Eight first honors — Mollie Conklin, Annie Hauck, Laura Hinrichs, Lottie McCoy, Kate Coyne, George Burrows, Willie Schlimgen, Frank Stoltz.

Five second honors; seven third honors; five failures.

THIRD GRADE.

SALLUST.

Two first honors — Julia Dalberg, Ida Johnson.

Four second honors; four third honors; one failure.

ZOOLOGY.

Three first honors — Mollie Conklin, Kate Coyne, Ida Herfurth.

Seven second honors; five third honors; four failures.

PHYSIOLOGY.

Three first honors — Mollie Conklin, Annie Hauck; Wm. Strickland.

Three second honors; ten third honors; four failures.

CHEMISTRY.

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

ALGEBRA.

Four first honors — Louise Ambrecht, Leila Dow, Marion Smith, Albert Rundle.

Seven second honors; four third honors; no failures.

SOLID GEOMETRY.

Fourteen first honors — Frankie Brooks, Daisy Beecroft, Ellie Crowley, Clara Chrisler, Lelia Dow, Nellie Jewett, Maggie Robb, Jennie Smith, Fannie Gay, Wm. Adamson, Edmund Bodenstab, George Brown, Oscar Finkelnburg and Daniel Siegfried.

Five second honors; two third honors; one failure.

CÆSAR.

Three first honors — Julia Dalberg, Kate Coyne, Julius Wessel.

Five second honors; six third honors; two failures.

FOURTH GRADE.

ANABASIS.

No first honor; one second honor; no third honor; no failures.

BOTANY.

One first honor — Fannie Gay.

Six second honors; one third honor; no failures.

VIRGIL.

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

PLANE GEOMETRY.

Six first honors — Kittie Coyne, Celia Jewett, Libbie Klusman, Alice Piper. Wm. Rosenstengel, Wm. Strickland.

Six second honors; two third honors; one failure.

GRADUATING GRADE.

VIRGIL.

One first honor — Emma Nunn.

Two second honors; two third honors; one failure.

LATIN COMPOSITION.

Three first honors — Lizzie Heney, Mary Connor, Minnie Gill.

Five second honors; two third honors; no failures.

CICERO.

Two first honors — Lizzie Heney, Minnie Gill.

Eight second honors; no third honors; no failures.

GERMAN — CERTIFICATE.

No first honor.

Eight second honors; four third honors; two failures.

GERMAN — LONG COURSE.

Three first honors — Lizzie Heney, Minnie Gill, Julius Wessel.

Five second honors; five third honors; no failures.

FRENCH.

One first honor — Lizzie Heney.

Three second honors; two third honors; one failure.

BOTANY.

Six first honors — Maggie Robb, Lelia Dow, Edward J. Angle, Daniel A. Seigfried, Daniell B. Collins, Platt L. Wise.
One second honor; three third honors; no failures.

NATURAL PHILOSOPHY.

Three first honors — Nellie Forsyth, Leila Dow, Wm. Adamson.
Three second honors; five third honors; one failure.

PRIZE MARKING FOR 1882.

Below are given the standings of those who competed for the prize. The Committee upon Thought and Style consisted of Messrs. A. O. Wright and C. E. Buell. That upon Delivery was composed of Messrs. Robert Graham, William Rosenstengel and Miss Edith Conover. Each member marked separately, and the average of the markings is presented here:

NAMES.	Thought.	Style.	Delivery.	Average.
M. Connor.....	77½	81	81½	80
J. Lewis.....	82½	87½	79	83
M. Edgar.....	75	80	91	82
E. Heney.....	75	75	86½	78½
L. Cutler.....	77½	77	80	78
M. Gill.....	78	80	89½	82½
K. De Vine.....	82½	76	82½	80
L. Clement.....	77½	82½	83	81
E. Combs	86½	80	81½	82½

INSTRUCTORS.

SAMUEL SHAW	<i>Principal.</i>
WEBSTER M. POND	<i>Vice-Principal.</i>
HATTIE A. M. READ	<i>Preceptress.</i>
SALMON W. DALBERG	<i>German.</i>
†ELIZABETH W. ATWOOD	<i>French.</i>
CLARISSA L. WARE	<i>Literature.</i>
*P. H. PERKINS	<i>Book Keeping.</i>
C. C. TODD	<i>Mathematics.</i>
LUCY M. GAY	<i>Latin.</i>
ABBIE STUART	<i>History.</i>
†T. H. BRAND	<i>Music.</i>

ORGANIZATION.

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

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

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

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

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

Candidates for admission into the Scientific or Modern Classical Course should be well fitted in Reading, Spelling, Penmanship, Arithmetic, Geography, Physical Geography, English Grammar, Sentential Analysis, and United States History.

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

CERTIFICATE COURSES.

SCIENTIFIC.

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

MODERN CLASSICAL.

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

ANCIENT CLASSICAL.

Fall Term.....	1. Ancient History. 2. Greek Lessons. 3. New Latin Method.
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Winter Term.....1. History of England.
 2. Greek Lessons.
 3. New Latin Method.

Spring Term.....1. Cæsar.
 2. Anabasis and Greek Composition.
 3. New Latin Method.

Fall Term.....1. Cæsar.
 2. Anabasis and Greek Composition.
 3. Sallust and Latin Composition.

Winter Term.....1. Virgil and Latin Composition.
 2. Anabasis and Greek Composition.
 3. Cicero and Latin Composition.

Spring Term.....1. Virgil and Latin Composition.
 2. Homer and Greek Composition.
 3. Cicero and Latin Composition.

The faculty of the University has adopted the following rule:

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

Adopted March 19, 1877.

S. H. CARPENTER,

Secretary of Faculty."

The teachers of the High School have decided to recommend none but their graduates and certificate students, and not all of them, as the following regulations will show; besides no papers and no other standings than those indicated below, and belonging to the two classes of pupils just mentioned, will be forwarded to the University:

1. A member of the highest class who falls below 70 per cent. in his final examination, either oral or written, in any of his studies, shall be dropped from the list of applicants for graduation, unless within a specified time—not to exceed four weeks while the school is in session—he passes by re-examination upon that branch; in which case 10 per cent. shall be taken from his standing for the privilege of extra time for preparation; but one re-examination shall be granted him.

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

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

2. The principal shall keep a record of the names of the graduates and the ranks obtained by them from the written examination upon the standard branches found in the last year of the course; the ranks

of extra studies belonging to the last year shall also be recorded by him, besides the teachers' estimate of the school character of the graduates. This record immediately after their graduation shall be forwarded to the University.

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

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

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

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

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

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

6. Certificate students will be excused from taking the following branches: Rhetoric and Music.

The Review and Commercial Course has been arranged for the benefit of those pupils who desire to perfect themselves, within a limited time, in the elements of an English education. Young people intending soon to teach in country districts, or to engage in commercial pursuits will find this course to be just what they need. Any student desirous of pursuing a special course, by selecting from the various regular courses, will have permission to do so, upon giving the Principal satisfactory reasons for such choice. A special class to pursue any study regularly in the course will be organized upon application of three or more students properly fitted for such study. A Normal Class for young teachers has been organized, and will probably be continued through each fall and winter term.

SPECIAL RULES.

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

1. Scholars who desire to be promoted from the Second Grammar Department of any Ward to the High School, are required to reach a standard of 70 per cent. in both the final oral and written examinations upon Arithmetic to Ratio, and English Grammar to Analysis; they will also be thoroughly tested in Reading, Spelling, Penmanship, Drawing and Home Civil Government; besides, their school character must not be *bad*.
2. Every member of the High School, unless fully in the commercial course, is obliged to be excused by the faculty in order to be absent a part of each day, or to omit any branch belonging to the general exercises; these are to be taken into account for promotion and graduation the same as any other branch, and any student who makes up the whole or a part of any branch out of school, is required to attend the monthly examination upon this study.
3. Pupils who are allowed to take but one leading study in the High School, will need to be in attendance during the whole of one of the four sections of the day; they will also need to take the general exercises of the room for that hour. Those having two leading studies must attend one half of the day, be subject to the same requirements regarding general exercises, and take part in Reading and the Rhetorical exercises. Pupils in the commercial course need not conform to this rule.
4. Special students who attend only a part of the day may be dropped out of school by their teacher, if they are tardy more than twice or absent more than once in four consecutive weeks, except for sickness.
5. Any pupil who recites a branch in a lower room, and who falls below 60 per cent. in that branch in a monthly examination, will be obliged to sit in that lower room until some subsequent monthly examination, when he must stand 70 per cent. in this branch and 60 per cent. in all his other branches in order to be sent up to his former room.
6. Any member of the High School who falls twice below 60 per cent. upon his monthly examination in two or more of his general exercises, shall not be recommended by his teacher for promotion with his class. *
7. Any pupil who is guilty of truancy or forging an excuse, is liable to be summarily suspended by his teacher.
8. A pupil in order to enter a room other than his own for any purpose

whatever, must have the written permission of his own teacher, and the consent of the teacher of such other room.

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

Stopping in the halls or wardrobes or communicating therein.

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

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

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

RULES ON PREPARATION FOR RHETORICAL EXERCISES.

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

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

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

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

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

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

7. Rhetoricals will occur on the third Friday of each month. Should any pupils not appear on that day, they will appear before the school some time during the next week, and will be called on first at the next Rhetorical exercises; provided that in the main room any pupil may be excused by his teacher from appearing once during each term.

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

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

PRIZE RULES.

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

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

1. The said sum of \$200 is accepted, and the same will be invested by the treasurer of the Board in the name of the Board, so that the income can be received annually and appropriated at the time of the annual commencement.
2. All members of the graduating class may compete for the prize.
3. Each lady competing shall prepare an essay, and each gentleman an oration. These shall be presented to the Board of Education at the meeting thereof in January, accompanied by a statement signed by the author thereof, that the production is his or her work, that it is original, and that it has not been revised or examined by any other person.
4. The essays and orations shall be referred to a committee named by the Board for criticism. Such committee shall rank the productions on Thought (including originality and comprehensiveness) and Style. The productions must be returned to their authors on or before the meeting of the Board in February.
5. The standing of each competitor shall be reported to the Board at its February meeting by the committee, and, when so ordered, become a part of the Board records. Such reports shall be kept private until the end of the school year. All pupils not averaging 70 on such ranking shall not be allowed further to compete for the prize, and shall be so notified.
6. On graduation day, the same or another committee appointed by the Board for that purpose, shall rank the competitors on Delivery. The rank on Delivery shall be averaged with the former ranking, and the pupil having the highest average shall receive the prize, which shall be known as the "Shaw Prize."

ITEMS.

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

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

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

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

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

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

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

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

ADMISSION.

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

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

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

EXPENSES.

Tuition is \$8 per term, payable in advance; no deduction will be made to those who attend school only a part of each day, or to those who lose part of a term, if it be less than half a term. But those who take only one study are charged \$4.00 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 \$3.00 to \$4.00 a week.

Washing is from 60 to 70 cents per dozen.

HIGH SCHOOL GRADUATES.

Class of 1875.

Archibald Durrie, Charles Lamb, *Oliver Ford, Howard Hoyt, Frank Huntington, Charles Oakey, Thomas Parr, William Kollock, Edward Oakley, William Windsor, Hattie Thoms, Carrie Billings, Ella, Hickok, Annie Horne.

Class of 1876.

Henry Favill, Alfred Patek, Henry Wilkinson, Stanley Proudfit, Charles Hudson, George Morgan, Henry Mason, William Morgan, Willis Hoover, Euphenia Henry, Sarah Dudgeon, Hattie Huntington, Nettie Nelson, Stella Ford, Carrie French, Carrie Kellogg, Margaret Coyne, Kitty Kelly, Maria Dean, Lizzie Bright.

Class of 1877.

Anton Bjornson, William Lyon, Willard Snell, Charles Kerr, Salmon Dalberg, Colin Davidson, Edmond Burdick, Walter Chase, James Young, George Byrne, Howard Smith, Frank Hyer, Anna Butler, Julia Clark, Lizzie Dresser, *Emma Bascom, Florence Bascom, Hattie Stout, Fannie Hall, Jennie McMillan, Minnie Hopkins, Frankie Steiner, *Matie Noble, Jennie Williams.

Class of 1878.

Henry Pennock, Wendall Paine, William Oakey, William Dodds, Walter Pearson, Sarah Chambers, Lucy Gay, Mary Storm.

Class of 1879.

August Umbrite, Julia Ray, Rosa Fitch, Lillie Beecroft, Mary Wright, Alice Lamb, †Sarah Clark, Jennie Lovejoy.

Commercial Course.

Edgar Doty, Cyrus Guile, Sophie Klauber, Nettie Estabrook.

Class of 1880.

Harry L. Moseley, McClellan Dodge, Julius Burdick, James Morgan, Louise Davids, †Rose Case, Agnes Butler, Clara D. Baker, Kitty Moody, Lulu Byrne, Emily Prescott, Flora E. Mears, Therese G. Cosgrove, Clarissa B. Gano, Anna H. Durrie, Lucy Smith, Nettie Smith, Nellie A. Phelps, Kate McGill, Josephine Hossmann, Flora Pollard, Fanny J. Langford.

Commercial Course.

Walter Williams, Oscar Schlotthauer, Marcus Moody, Frank Rathbun, Emma Case.

Class of 1881.

Robert C. Hinrichs, Alice Lindestrom, Lucie Herfurth, Mary Oakey, Daisy Greenbank, Fannie Ellsworth, Jennie Partridge, Emma Smith, †Helena Bjornson, Rosa Dengler, Lizzie McMillan, Frederica Bodenstein, Grace Clark.

NOTE.—Twelve certificate students finished school with the class of 1881, and thirteen with the class of 1882.

* Deceased. † Won the Shaw prize.

Commercial Course.

B. J. Halligan, Charles Ott, Peter Riedy, Bertie Rundle, Cuthbert Smith, Emma Jones.

Class of 1882,

Elmer E. Combs, Mary L. Edgar, Lillie G. Cutler, Minnie Gill, Elizabeth Heney, Mary F. Connor, Lillie O. Clement, Kate M. Devine, †Jessie R. Lewis, Leila A. Dow, Maggie H. Robb.

Commercial Course.

Howard Bishop, Henry Scampton, Frank Karstens, Carrie Crane, Maggie H. Robb.

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. Drawing and Printing.
 3. Special Drill, to cultivate quickness and accuracy of perception.
 4. Counting objects from 1 to 100 inclusive.

Fall Term 1. First Reader.
 2. Drawing and writing the short small letters by principles. (Chart No. 1.)
 3. Oral Lessons on Plants.
 4. Naming figures in Reader, and estimations of Distance.

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

Fall Term 1. Second Reader.
 2. Oral Spelling.
 3. Drawing and Writing all the small letters and the figures by principles. (Charts Nos. 1 and 2.)
 4. Oral Lessons on Plant Productions.
 5. Arithmetic; multiplication and division through 30 — oral and written work, taught with objects.

Winter 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; multiplication and division through 100 — oral and written work, taught with objects.

GENERAL EXERCISES.

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

SECOND PRIMARY DEPARTMENT.

FIRST GRADE.

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

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

Winter Term.....1. Second Reader and slates.
 2. Oral Spelling.
 3. Drawing and Writing the disciplinary exercises. (Chart No. 6.)
 4. Oral Geography; the county and the state.
 5. Arithmetic, and oral instruction in addition and subtraction; the work also written.

SECOND GRADE.

Spring Term.....1. Third Reader and Slates.
 2. Oral Spelling.
 3. Drawing and Writing Copies with lead pencil.
 4. Oral Geography; the U. S. to the North Central.
 5. Arithmetic; and oral instruction in multiplication; the work also written.

Fall Term.....1. Third Reader and Slates.
 2. Oral Spelling.
 3. Drawing, and Writing Copies with lead-pencil.
 4. Oral Geography; the U. S. to the Western.
 5. Arithmetic, and oral instruction in Multiplication and Division; the work also written.

1. Third Reader and Slates.
2. Oral Spelling.
3. Drawing and Writing Copies with lead pencil.
4. Oral Geography; the U. S. and Territories.
5. Arithmetic and oral instruction in factoring and cancellation; the work also written.

GENERAL EXERCISES.

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

FIRST GRAMMAR DEPARTMENT.

FIRST GRADE.

Spring Term.....

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

Fall Term.....

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

Winter Term.....

1. Third Reader.
2. Written Spelling.
3. Drawing and Writing Copies.
4. Geography; the Western States and Territories, and the United States.
5. Arithmetic; division.
6. Language Lessons, pronouns.

SECOND GRADE.

Spring Term.....

1. Fourth Reader.
2. Written Spelling.
3. Drawing, and Writing Copies.
4. Geography; British America and Danish America Mexico, Central America and the West Indies.
5. Arithmetic; Properties of numbers, and reduction of fractions.
6. Language Lessons; adjectives.

Fall Term.....

1. Fourth Reader.
2. Written Spelling.
3. Drawing, and Writing Copies.
4. Geography; North America, South America, and general mathematical geography.
5. Arithmetic; fractions completed.
6. Language Lessons; verbs.

Winter Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing, and Writing Copies
 4. Geography; Europe.
 5. Arithmetic; decimals, to Ledger Accounts.
 6. Language Lessons; all the parts of speech.

GENERAL EXERCISES.

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

SECOND GRAMMAR DEPARTMENT.

FIRST GRADE.

Spring Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing and Writing.
 4. Geography; Asia and Africa.
 5. Arithmetic; decimals completed and denominative numbers to reduction.
 6. Grammar, Etymology, with parsing.

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

Winter Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing and Writing.
 4. U. S. History.
 5. Arithmetic; denominative numbers completed and percentage to interest.
 6. Grammar; Etymology with parsing.

SECOND GRADE.

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

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

Winter term..... 1. Fifth Reader.
2. Written Spelling.
3. Drawing, and Writing.
4. U. S. History.
5. Arithmetic; percentage completed, and review.
6. Grammar; Syntax, with analysis and parsing.

GENERAL EXERCISES.

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

HIGH SCHOOL.

FIRST GRADE.		ANCIENT CLASSICAL.	MODERN CLASSICAL.	SCIENTIFIC.	ENGLISH.	REVIEW.
SECOND GRADE.	Spring Term.	1. Physical Geogr'y. 2. Arithmetic. 3. English Analysis.	Physical Geography. Arithmetic. English Analysis.	Physical Geography. Arithmetic. English Analysis.	Physical Geography. Arithmetic. English Analysis.	Geography. Arithmetic. English Analysis.
	Fall Term.	1. Ancient History. 2. Arithmetic. 3. New Latin Method.	Ancient History. Arithmetic. New Latin Method.	Ancient History. Arithmetic. Sentential Analysis.	Ancient History. Arithmetic. Sentential Analysis.	United States History. Arithmetic. Sentential Analysis.
	Winter Term.	1. History of England. 2. Arithmetic. 3. New Latin Method.	History of England. Arithmetic. New Latin Method.	History of England. Arithmetic. Sentential Analysis.	History of England. Arithmetic. Sentential Analysis.	Constitution of U. S. and Wisconsin. Arithmetic. Sentential Analysis.
SECOND GRADE.	Spring Term.	1. Rhetoric: 2. Com. Arith. & Bus. F. 3. New Latin Method.	Rhetoric or French. Com. Arith. & Bus. F. New Latin Method.	His. of France or Fr'ch. Com. Arith. or Bus. F. Rhetoric.	Hist. of France or Zool. Com. Arith. & Bus. F. Rhetoric.	COMMERCIAL. Commercial Law. Commercial Arithmetic and Business Forms. Book-keeping and Penmanship.
	Fall Term.	1. Greek Lessons. 2. Com. Arith. & Bus. F. 3. Caesar.	Civ. Gov'm't or Fr'ch. Com. Arith. & Bus. F. Caesar.	Civil Gov. or French. Com. Arith. & Bus. F. American Literature.	Civil Gov. or Zoology. Com. Arith. & Bus. F. American Literature.	Commercial Geography. Commercial Arithmetic and Business Forms. Book-keeping and Penmanship.
	Winter Term.	1. Greek Lessons. 2. Com. Arith. & Bus. F. 3. Caesar.	Civil Gov. or French. Com. Arith. & Bus. F. Caesar.	Civil Gov. or French. Com. Arith. & Bus. F. English Literature.	Civil Gov. or Zoology. Com. Arith. & Bus. F. English Literature.	Political Economy. Commercial Arithmetic and Business Forms. Book-keeping and Penmanship.

NOTE. — There will be reading from the Fifth Reader and Written Spelling with Word Analysis through the first two years of the High School Course; except for the Commercial Course, in which there will be only Written Spelling as applied to Business.

GENERAL EXERCISES. — 1. Morals and Manners. 2. Singing. 3. Physical Instruction and Training. 4. Composition, with instruction vpon the use of the Dictionary. 5. Oral Science of Common Things. 6. Rhetoric Exercises the third Friday in each month. In the Commercial Course only No. 1 will have a place in the programme.

REMARK 1. — Pupils needing instruction in Penmanship will be sent by their teacher into the Commercial Room to receive the same.

REMARK 2. — Normal students in the Review Course, if qualified, may substitute School Economy in the Fall Term, and Didactics in the Winter Term for one of the regular branches in the Course.

HIGH SCHOOL.—*continued.*

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

NOTE.—There will be Reading, Spelling and Rhetoric throughout the last two and one-third years of the High School Course; but the Principal may excuse the members of the Graduating Grade from spelling and rhetoric if he sees fit. After the winter term of 1855, Rhetoric will be discontinued as a general exercise.
 GENERAL EXERCISES.—1. Morals and Manners; 2. Singing; 3. Physical Instruction and Training; 4. Rhetorical Exercises Third Friday in each month; third grade to have original debates upon practical subjects; fourth grade to have essays and orations.

REMARK 1.—Pupils needing instruction in Penmanship will be sent by their teacher into the Commercial Room to receive the same.

REMARK 2.—Students who desire to pursue only the branches required for entering the Freshman Class of the University will be graduated from the High School, if they reach a standard of 90 per cent. or more in their final examination upon each study; failing in this if they will reach the standard established by the Board of Education in General Rule 10, they will receive a certificate from the Principal.

REMARK 3.—Students in any one of the above courses may, upon permission granted them by the Principal, substitute branches from the other courses, provided they are full equivalents.

TEXT BOOKS.

WARD SCHOOLS.

Appleton's Reader — No. 1.
Watson's Independent Reader — Nos. II, III, IV and V.
Swinton's Supplementary Readers Nos. 1, 2, 3, 4.
Robinson's First Book in Arithmetic.
Robinson's Complete Arithmetic.
Steinwehr & Brinton's Eclectic Geography — No. 2.
Swinton's Language Lessons.
Swinton's English Grammar.
Barnse's History of the United States.
Spencer's System of Penmanship.
Krusi & Bartholomew's Drawing.
Mason's Music Chart — No 1.

HIGH SCHOOL.

Reader No. 5,	Watson.
Supplementary Readers— Nos. 5, 6,	Swinton.
Julius Cæsar,	Rolfe.
Richard II,	Rolfe.
Speller,	Monroe.
Speller,	Patterson.
Book-keeping,	Bryant & Stratton.
Complete Arithmetic,	Robinson.
Commercial Arithmetic,	Crittenden.
Commercial Law,	Clark.
Algebra,	Robinson.
Geometry,	Loomis.
Grammar,	Swinton.
Rhetoric,	David Hill.
English Literature,	Shaw.
American Literature,	Royse.
Latin Grammar,	Allen & Greenough.
New Latin Method,	Allen.
Cæsar,	Allen & Greenough.
Sallust,	Allen & Greenough.
Latin Composition,	Allen.
Cicero,	Chase & Steuart.
Virgil,	Searing.
Greek Grammar,	Goodwin.
Greek Lessons,	White.
Greek Composition,	Jones.

Anabasis,	Goodwin.
Homer,	Boise.
French Grammar,	Otto.
French Readings,	Feuillet, Moliere, Racine, Corneille.
German Grammar,	Sheldon.
German Reader,	Rosenstengel.
Geography,	Harper.
Physical Geography,	Warren.
Ancient History,	Barnes.
History of England,	Thalheimer.
History of France,	Barnes.
Civil Government,	Wright.
Political Economy,	Nordhoff,
Chemistry,	Norton.
Physiology,	Dalton.
Botany,	Gray.
Geology,	Steele.
Natural Philosophy,	Norton.

STATEMENT.

Of Receipts and Expenditures of the Board of Education, January 1st, to December 31st, 1882.

RECEIPTS.

STATE APPORTIONMENTS.

1882.

June	15.	State Apportionment, County Treasurer.....	\$1,322 40
Feb.	25.	For High School.....	386 29
			<u><u>\$1,708 69</u></u>

TAXES.

Jan.	12.	From City Treasurer.....	\$7,000 00
March	22.	From A. Daubner, balance of School Tax, 1881.	6,700 00
March	4.	From City Treasurer.....	5,000 00
July	15.	From Treasurer of Blooming Grove.....	140 49
			<u><u>\$18,840 49</u></u>

TUITIONS.

Feb.	23.	From High School pupils.....	\$269 00
Feb.	23.	From Ward School pupils.....	15 00
July.	3.	From High School pupils.....	200 00
July.	3.	From Ward School pupils.....	35 00
July.	24.	From J. S. Mann.....	6 00
Oct.	15.	From Sundry pupils, by Prof. Shaw.....	286 00
			<u><u>\$811 00</u></u>

FINES.

June.	23.	From Prof. Shaw and others	\$7.35
			<u><u>\$7.35</u></u>

RENT.

Jan.	5.	From Mrs. Hanley.....	\$30 00
April	10.	From Mrs. Hanley.....	35 00
June	16.	From Mrs. Hanley.....	30 00
July	31.	From Mrs. Hanley.....	30 00
Sept.	15.	From Mrs. Bibbs	14 00
Oct.	21.	From Mrs. Bibbs	14 00
Nov.	22.	From Mrs. Bibbs	14 00
Dec.	22.	From Mrs. Bibbs	14 00
			<u><u>\$181 00</u></u>

SUPPLIES.

July	3.	Arithmetics and Pencils.....	61 02
			<u><u>\$61 02</u></u>

EXPENDITURES.

SITES AND STRUCTURES.

1882.			
March	7. N. P. Allen, drilling wells.....	\$68 00	
June	6. Mathew Roach, trees.....	2 50	
Sept.	6. John Nader, examining 3d ward school.....	5 00	
	9. Madison Democrat, adv'tisement for proposals	3 80	
Oct.	9. John Corey, estimate on 2d ward addition.....	1,551 36	
	3. John Corey, estimate on 2d ward addition.....	1,601 44	
			\$3,232 10

SUPPLIES.

Jan.	3. A. Fink, water for 1st and 4th wells.....	17 45	
Jan.	3. E. Burdick, supplies.....	48 10	
Jan.	3. John N. Jones, supplies.....	1 00	
Feb.	7. James E. Moseley, stationery.....	41 23	
Feb.	7. W. J. and F. Ellsworth, crayons.....	10 00	
Feb.	7. Geo. W. Huntley, supplies.....	5 75	
Feb.	7. John Corscot, postage, etc.....	10 25	
March	7. J. B. Lippincot, charts.....	10 00	
	7. Albert Jones, brooms.....	6 00	
April	4. Albert Jones, brooms.....	12 00	
	4. W. J. Park & Co., stationery.....	2 30	
June	6. W. J. Park & Co., stationery.....	22 50	
	6. John H. Clark, duster.....	2 25	
July	15. Democrat Co.....	6 00	
	27. John Corscot, supplies, cash items.....	11 00	
	27. Emily A. Mayers, filling diplomas.....	2 00	
	27. John N. Jones, hardware.....	12 45	
Sept.	9. James E. Moseley, stationery.....	64 04	
	9. John H. Clark, supplies.....	14 66	
Nov.	7. W. A. Ohnstedt, stationery.....	2 85	
	7. W. J. Park & Co., stationery.....	4 10	
Dec.	5. Albert Jones, brooms.....	12 00	
	5. W. J. Park & Co., stationery.....	1 85	
			\$319 78

REPAIRS.

January	3. E. Burdick, repairs.....	11 88	
	3. John N. Jones.....	8 89	
	3. Moulton & Chase, repairs.....	86 13	
	3. B. K. Copp, hardware.....	35 65	
	3. Bunker & Vroman, lumber.....	63 94	
	3. Ole Stephenson, repairing fences.....	8 25	
Feb.	7. W. E. Allen, repairs.....	21 35	
	7. T. A. Nelson.....	46 80	
March	7. Madison Manufacturing Co., furnace extras.....	51 68	
	7. James Livesey, repairs.....	6 15	
	7. F. Huels.....	2 50	
	7. Julius Vogel.....	4 00	
	7. Wm. Haak, repairing pumps.....	45 15	
	7. Frank & Ramsey, hardware for repairs.....	4 70	
June	6. T. A. Nelson, repairs.....	10 05	
	6. S. L. Chase, carpenter.....	100 11	
	6. Ball Bros., castings.....	50 50	
	6. B. K. Copp, castings.....	2 03	
Sept.	9. James Cammack, repairing furnaces.....	182 78	
	9. J. J. Brown, repairing furnaces.....	9 00	

Nov.	9. T. A. Nelson, painting.....	202 05
	9. F. C. Sheasby, painting.....	122 43
	9. H. N. Moulton, repairs.....	22 72
	9. Amanda Johnson, Cleaning.....	8 00
	7. B. Bichoff, repairs.....	4 75
	7. Chas. N. Woods, repairs, dwelling.....	51 10
	7. B. K. Copp, repairs, furnaces.....	10 83
	7. Madison Manufacturing Co., repairs, furnaces.....	19 80
	7. S. Foren & Son, lumber for repairs.....	1 75
	7. Bunker & Vroman, lumber for repairs.....	57 09
	7. Sorenson, F. & F., lumber for repairs.....	4 52
	7. C. R. Stein, lumber for repairs.....	5 36
	7. Dean & Brennan, repairs.....	22 00
	7. Ball Bros., castings for seats.....	40 00
		<hr/>
		\$1,323 94

APPARATUS AND LIBRARY.

Jan.	3. E. Burdick, books, etc.....	\$122 67
June	6. Blackston, Son & Co., books.....	13 30
June	6. W. J. Park & Co., library.....	6 50
April	4. J. B. Lippincott, charts.....	40 05
May	2. J. B. Lippincott, gazetteers.....	35 00
		<hr/>
		\$217 52

JANITORS AND LABOR.

Jan.	3. E. Burdick, cash for labor.....	29 35
	2. Mary Crowley, cleaning.....	6 00
	3. M. Morrissey, drayage.....	1 00
Feb.	7. Ernst Somers, labor.....	7 50
	10. Allen Jackson, janitor High School.....	21 00
	10. Martin Amundson, janitor High School.....	21 00
	10. S. Bieler, janitor First Ward.....	21 00
	10. Mrs. John Crowley, janitor Second Ward.....	24 00
	10. Marg. Metcher, janitor Third Ward.....	39 00
	10. M. F. O'Callaghan, janitor Fourth Ward.....	24 00
	10. Annie Ford, janitor Fifth Ward.....	24 00
	10. Ernst Somers, janitor N. E. District.....	12 00
	10. C. Lee, janitor Little Brick.....	7 50
March	24. M. Amundson, janitor High School.....	42 00
	24. E. Bieler, janitor First Ward, six weeks.....	21 00
	24. Mrs. John Crowley, janitor 2d Ward, 6 weeks.....	24 00
	24. Marg. Metcher, janitor Third Ward, 6 weeks.....	39 00
	24. M. F. O'Callahan, janitor 4th Ward, 6 weeks.....	24 00
	24. Annie Ford, janitor Fifth Ward, 6 weeks.....	24 00
	24. Ernst Somers, janitor N. E. District.....	12 00
	24. Mrs. Johnson, janitor Little Brick.....	7 50
April	4. M. F. O'Callaghan, labor.....	10 50
May	20. Martin Amundson, janitor High School.....	42 00
	20. E. Bieler, janitor First Ward, 6 weeks.....	21 00
	20. Mrs. John Crowley, janitor 2d Ward, 6 weeks.....	24 00
	20. Marg. Metcher, janitor Third Ward, 6 weeks.....	39 00
	20. M. F. O'Callaghan, janitor 4th Ward, 6 weeks.....	24 00
	20. Annie Ford, janitor 5th ward, 6 weeks.....	\$24 00
	20. Ernst Somers, janitor N. E. district.....	12 00
	20. Mrs. Tessie, janitor Little Brick.....	7 50
June	22. Martin Amundson, jaanitor High sch'l, 6 w'ks	42 00
	22. E. Bieler, janitor 1st ward, 6 weeks.....	19 50
	22. Mrs. John Crowley, janitor 2d ward, 6 weeks.....	22 50

June	22. Marg. Metcher, janitor 3d ward, 6 weeks.....	36 00
	22. M. F. O'Callaghan, janitor 4th ward, 6 weeks.....	22 50
	22. Annie Ford, janitor 5th ward, 6 weeks	22 50
	22. Ernst T. Somers, janitor N. E. district	10 50
	22. Mrs. Tessie, janitor Little Brick.....	6 75
July	15. M. F. O'Callaghan, labor.....	6 00
Sept.	9. M. Amunsson, labor	9 00
Oct.	3. Mat. James, labor.....	2 25
	3. I. Y. Brown, labor.....	17 50
	21. Martin Amundson, janitor High school.....	42 00
	21. E. Bieler, janitor 1st ward.....	19 50
	21. Mrs. John Crowley, janitor 2d ward.....	22 50
	21. Mrs. Marg. Metcher, janitor 3d ward	36 00
	21. M. F. O'Callaghan, janitor 4th ward.....	22 50
	21. Anne Ford, janitor 5th ward	22 50
	21. Ernst Somers, janitor N. E. district.....	10 50
	21. Amanda Johnson, janitor little brick.....	6 75
Nov.	7. M. F. O'Callaghan, labor	12 00
	7. M. Amundson, labor	10 00
Dec.	9. Martin Amundson, janitor High School.....	49 00
	9. E. Bieler, janitor 1st ward 7 weeks	24 50
	9. Mrs. John Crowley, janitor 2d ward 7 weeks	28 00
	9. Marg. Metcher, janitor 3d ward 7 weeks	45 50
	9. M. F. O'Callaghan, janitor 4th ward 7 weeks	28 00
	9. Anne Ford, janitor 5th ward 7 weeks.....	28 00
	9. Amanda Johnson, janitor little brick	8 75
	9. Ernst Somers, janitor N. E. District.....	14 00

\$1,281 85

FUEL.

Jan.	3. E. Burdick, cash for fuel.....	26 50
Feb.	7. Ernst Somers, cutting wood.....	9 62
	7. Godfried Engleke, cutting wood.....	91 81
	7. C. F. Cooley, cutting wood	8 25
March	3. H. C. Jaquish, cutting wood.....	2 98
	7. Thos. Harris, cutting wood.....	13 00
July	15. Conklin & Co., cutting wood.....	16 00
Sept.	9. M. Amundson, putting in coal	11 25
	9. C. F. Cooley, coal	2,110 65
	9. Julius Burdick, weighing coal.....	15 00

\$2,305 05

PRINTING.

1882.		
March	7. M. J. Cantwell, printing	\$149 25
June	22. M. J. Cantwell, printing	48 00
		\$197 25

CENSUS.

June	22. John Corscot, taking census.....	\$100 00
		\$100 00

FURNITURE.

Jan'y.	3. E. Burdick, chairs	\$14 55
		\$14 55

INTEREST.

Jan'y.	3. E. Burdick, interest on over drafts	\$21 15
		\$21 15

TEACHERS' WAGES.

January	3. T. H. Brand, teacher music	2 33
Feb.	10. Samuel Shaw, superintendent	333 40
	10. W. M. Pond, principal high school	166 60
	10. C. L. Ware, teacher high school	92 56
	10. H. A. M. Read, teacher in high school	92 50
	10. Lizzie Spencer, teacher in high school	84 00
	10. Julia K. Clark, teacher in high school	72 00
	10. P. H. Perkins teacher in high school	70 83
	10. S. Dalberg, teacher in high school	66 00
	10. Abbie Stuart, teacher in high school	48 00
	10. T. H. Brand, music teacher	48 00
	10. Mary Hill, teacher high school	45 00
	10. Ella Henry, principal 1st ward	81 00
	10. Ella Hickok, teacher 1st ward	66 00
	10. Lizzie Bright, teacher 1st ward	66 00
	10. Lucinda McGinnis, principal 2d ward	90 00
	10. Mary McGovern, teacher in 2d ward	66 00
	10. Eliza Herfurth, teacher in 2d ward	48 00
	10. Irene Larkin, teacher in second ward	66 00
	10. Jennie M. Williams, teacher in 2d ward	48 00
	10. Maggie Galbraith, principal 3d ward	92 50
Feb.	10. Addie Moody, teacher, third ward	66 00
	10. Emily A. Mayers, teacher, third ward	54 00
	10. E. T. Packard, teacher, third ward	66 00
	10. Florence Foote, teacher, third ward	48 00
	10. Mary Storm, principal, fourth ward	48 00
	10. Lottie Richmond, principal, fourth ward	92 50
	10. Maggie M. Mayers, teacher, fourth ward	72 00
	10. Lulu Byrne, teacher, fourth ward	48 00
	10. Hattie O. Thoms, principal, fifth ward	84 00
	10. Jennie McMillan, teacher, fifth ward	72 00
	10. Hattie O. Foote, teacher, fifth ward	48 00
	10. Emma Paul, teather, fifth ward	66 00
	10. Ella Larkin, Little Brick	71 00
	10. Carrie Billings, teacher, North-east district	60 00
	10. Belle Byrne, teacher, fourth ward	48 00
Mar.	24. Samuel Shaw, superintendent	333 33
	24. W. M. Pond, principal, high school	166 66
	24. C. L. Ware, teacher, high school, six weeks	92 50
	24. H. A. M. Read, teacher, high school, six weeks	92 50
	24. Lizzie Spencer, teacher, 6 weeks	84 00
	24. Julia K. Clark, teacher, 6 weeks	72 00
	24. P. H. Perkins, teacher 6 weeks	70 83
	24. S. Dalberg, teacher, 6 week	66 00
	24. Abbie Stuart, teacher, 6 weeks	48 00
	24. T. H. Brand, music teacher, 6 weeks	48 00
	24. Mary Hill, teacher, 6 weeks	45 00
	24. Ella Henry, principal 1st ward, 6 weeks	81 00
	24. Ella Hickok, teacher 1st ward, 6 weeks	66 00
	24. Lizzie Bright, teacher 1st ward, 6 weeks	66 00
	24. Lucinda McGinnis, principal 2d ward, 6 weeks	90 00
	24. Mary McGovern, teacher 2d ward, 6 weeks	66 00
	24. Eliza Herfurth, teacher 2d ward, 6 weeks	48 00
	24. Irene Larkin, teacher 2d ward, 6 weeks	66 00
	24. Jennie M. Williams, teacher, 2d ward, 6 weeks	48 00

Mar.	24. Maggie Galbraith, principal 3d ward, 6 weeks ..	92 50
	24. Addie Moody, teacher 3d ward, 6 weeks.....	66 00
	24. Julia Johnson, teacher 3d ward, 5 weeks.....	40 00
	24. E. T. Packard, teacher 3d ward, 6 weeks ..	66 00
	24. Florence Foote, teacher 3d ward, 6 weeks.....	48 00
	24. Mary Storm, teacher 3d ward, 6 weeks.....	48 00
	24. Lottie Richmond, principal 4th ward, 6 weeks ..	92 50
	24. Maggie M. Mayers, teacher 4th ward, 6 weeks ..	72 00
	24. Lulu Byrne, teacher 4th ward, 6 weeks ..	48 00
March	24. Belle Byrne, teacher, fourth ward, six weeks ..	48 00
	24. Hattie O. Thoms, principal, 5th ward, 6 weeks ..	84 00
	24. Jennie McMillan, teacher, 5th ward, 6 weeks ..	72 00
	24. Kate M. Foote, teacher, 5th ward, 6 weeks ..	48 00
	24. Emma Paul, teacher, 5th ward, 6 weeks ..	66 00
	24. Ella Larkin, teacher, Little Brick, two terms ..	71 00
	24. Carrie Billings, teacher, north-east district ..	60 00
	24. E. A. Mayers, teacher, 3d ward, 1 week ..	9 00
May	20. Samuel Shaw, superintendent, one-half term ..	333 33
	20. W. M. Pond, principal, High School, one-half term ..	166 66
	20. C. L. Ware, teacher, high school, one-half term ..	92 50
	20. H. A. M. Read, teacher, high school, one-half term ..	92 50
	20. Lizzie Spencer, teacher, high school, 6 weeks ..	84 00
	20. Julia K. Clark, teacher, high school, 6 weeks ..	72 00
	20. P. H. Perkins, teacher, high school, one-half term ..	70 83
	20. S. Dalberg, teacher, high school, 6 weeks ..	66 00
	20. Abbie Stuart, high school, 6 weeks ..	90 00
	20. T. H. Brand, music teacher, high school, 6 weeks ..	48 00
	20. Mary Hill, teacher, high school, 6 weeks ..	45 00
	20. Ella Henry, principal First ward 6 weeks ..	81 00
	20. Ella Hickok, teacher First ward 6 weeks ..	66 00
	20. Lizzie Bright, teacher First ward 6 weeks ..	66 00
	20. Florence Foote, teacher First ward, 6 weeks ..	60 00
	20. Lucinda McGinnis, principal 2d ward 6 weeks ..	90 00
	20. Mary McGovern, teacher 2d ward, 6 weeks ..	72 00
	20. Eliza Herfurth, teacher 2d ward, 6 weeks ..	84 00
	20. Irene Larkin, teacher 2d ward, 6 weeks ..	66 00
	20. Jennie M. Williams, teacher 2d ward, 6 weeks ..	48 00
	20. Maggie Galbraith, principal 3d w'd, half term ..	92 50
	20. Maggie M. Mayers, teacher 3d ward, 6 weeks ..	72 00
	20. Julia Johnson, teacher 3d ward, 6 weeks ..	48 00
	20. E. T. Packard, teacher 3d ward, 6 weeks ..	66 00
	20. Mary Storm, teacher 3d ward, 6 weeks ..	60 00
	20. Lottie Richmond, principal 4th w'd, half term ..	92 50
	20. Addie Moody, teacher 4th ward, 6 weeks ..	66 00
	20. Mary Burdick, teacher 4th ward, 6 weeks ..	66 00
	20. Belle Byrne, teacher 4th ward, 6 weeks ..	60 00
	20. Hattie O. Thoms, principal 5th ward, 6 weeks ..	84 00
	20. Jennie McMillan, teacher 5th ward, 6 weeks ..	72 00
	20. Kate M. Foote, teacher 5th ward, 6 weeks ..	48 00
	20. Emma Paul, teacher 5th ward, 6 weeks ..	66 00
	20. Ella Larkin, Little Brick, half term ..	71 00
	20. Carrie Billings, N. E. District, half term ..	60 00
May	20. Clara Gano, assistant teacher, 3d w'd, 5 weeks ..	40 00
June	20. Carrie Howe, assistant, 5th ward, two weeks ..	16 00
	20. P. H. Perkins, teacher, high school ..	70 83
	22. Samuel Shaw, superintendent, high school ..	333 35
	22. W. M. Pond, principal, high school ..	166 70
	22. C. L. Ware, teacher, high school, half term ..	92 50
	22. H. A. M. Read, teacher, high school, half term ..	92 50
	22. Lizzie Spencer, teacher, high school, 6 weeks ..	84 00

June	22. Julia K. Clark, teacher, high school, 6 weeks...	72 00
	22. S. Dalberg, teacher, high school, 6 weeks.....	66 00
	22. Abbie Stuart, teacher, high school, 6 weeks...	90 00
	22. T. H. Brand, music teacher, high school, 6 weeks	48 00
	22. Mary Hill, teacher, high school, 6 weeks	45 00
	22. Ella Henry, principal, first ward, 6 weeks.....	81 00
	22. Ella Hickok, teacher, first ward, 6 weeks.....	66 00
	22. Lizzie Bright, teacher, first ward, 6 weeks.....	66 00
	22. Florence Foote, teacher, first ward, 6 weeks.....	60 00
	22. Lucinda McGinnis, principal 2d ward, 6 weeks.	90 00
	22. Mary McGovern, teacher, 2d ward, 6 weeks.....	72 00
	22. Eliza Herfurth, teacher, 2d ward, 6 weeks.....	48 00
	22. Irene Larkin, teacher, 2d ward, 6 weeks.....	66 00
	22. Jennie M. Williams, teacher, 2d ward, 6 weeks.	48 00
	22. Maggie Galbraith, principal, 3d ward, half term.	92 50
	22. Maggie M. Mayers, teacher, 3d ward, 6 weeks..	72 00
	22. E. T. Packard, teacher, 3d ward, 6 weeks.....	66 00
	22. Clara M. Gano, teacher, 3d ward, 6 weeks.....	48 00
	22. Emily A. Mayers, teacher, 3d ward, 6 weeks....	54 00
	22. Mary Storm, teacher, 3d ward, 6 weeks.....	60 00
	22. Lottie Richmond, principal, 4th ward, half term.	92 50
	22. Addie Moody, teacher, 4th ward, half term.....	66 00
	22. Mary Burdick, teacher, 4th ward, half term...	66 00
	22. Belle Byrne, teacher, 4th ward, half term	60 00
	22. Hattie O. Thoms, principal, 5th ward, 6 weeks.	84 00
	22. Jennie McMillan, teacher, 5th ward, 6 weeks..	72 00
	22. Kate Foote, teacher, 5th ward, 6 weeks.....	48 00
	22. Emma A. Paul, teacher, 5th ward, 6 weeks....	66 00
	22. Carrie Howe, teacher, 5th ward, 6 weeks	48 00
	22. Ella Larkin, teacher, Little Brick, 6 weeks....	71 00
	22. Carrie Billings, teacher, N. E. District, 6 weeks.	60 00
	22. Susie Williamson, teacher, High school, 7 weeks	21 00
Oct.	21. Samuel Shaw, superintendent one-half term..	\$333 33
	21. W. M. Pond, principal high school one-half term	200 00
	21. C. L. Ware, teacher, high school one-half term.	92 50
	21. H. A. M. Read, teacher, high school one-half term	92 50
	21. Mrs. C. D. Atwood, teacher, high school one-half term	36 00
	21. Julia K. Clark, teacher, high school 6 weeks..	72 00
	21. C. C. Todd, teacher, high school 6 weeks.....	75 00
	21. S. Dalberg, teacher, high school 6 weeks.....	84 00
	21. Abbie Stuart, teacher, high school 6 weeks....	90 00
	21. T. H. Brand, teacher, music, high school 6 weeks	48 00
	21. D. W. Smith, teacher, high school 6 weeks	48 00
	21. Ella Henry, principal 1st ward, 6 weeks.....	90 00
	21. Ella Hickok, teacher 1st ward, 6 weeks.....	66 00
	21. Lizzie Bright, teacher 1st ward, 6 weeks.....	66 00
	21. Florence Foote, teacher 1st ward, 6 weeks	60 00
	21. Lucinda McGinnis, principal 2d ward, one-half term	100 00
	21. Eliza Herfurth, teacher, second ward, 6 weeks.	60 00
	21. Jennie M. Williams, teacher, 2d ward, 6 weeks	48 00
	21. Katie Moody, teacher, second ward, 6 weeks..	36 00
	21. Irene Larkin, teacher, second ward, part.....	71 00
	21. Maggie Galbraith, principal, third ward, one-half term.....	100 00
	21. Maggie M. Mayers, teacher, third ward, 6 weeks	72 00
	21. E. T. Packard, teacher, third ward, six weeks..	66 00
	21. Emily A. Mayers, teacher, third ward, 6 weeks	60 00

Oct.	21. Mary Storm, teacher, third ward, six weeks...	60 00
	21. Clara Gano, teacher, third ward, six weeks...	48 00
	21. Lottie Richmond, principal, fourth ward, one-half term	100 00
	21. Mary McGovern, teacher, fourth ward, 6 weeks	72 00
	21. Mary Burdick, teacher fourth ward, six weeks,	66 00
	21. Belle Byrne, teacher, fourth ward, six weeks..	60 00
	21. Hattie O. Thoms, principal, fifth ward, 6 weeks.	90 00
	21. Katie Foote, teacher, fifth ward, six weeks....	48 00
	21. Carrie Howe, teacher, fifth ward, six weeks...	42 00
	21. Ella Larkin, teacher, Little Brick, one-half term	71 00
	21. Carrie Billings, teacher, N. E. District, 6 weeks	60 00
	21. Lulu Byrne, teacher, fifth ward, two weeks...	14 00
	21. Jennie McMillan, teacher, fifth ward, six weeks	72 00
	7. Carrie Howe, balance on last one-half term....	4 00
Nov. 1882.		
Dec.	9. Samuel Shaw, superintendent one-half term...	333 33
	9. W. M. Pond, principal high school one-half term	200 00
	9. C. L. Ware, teacher high school one-half term	92 50
	9. H. A. M. Read, teacher, high school one-half term	92 50
	9. Mrs. C. D. Atwood, teacher, high school one-half term	42 00
	9. Julia K. Clark, teacher, high school one-half term	84 00
	9. C. C. Todd, teacher, high school one-half term..	87 50
	9. S. Dalberg, teacher, high school one-half term..	98 00
	9. Abbie Stuart, teacher, high school one-half term	105 00
	9. T. H. Brand, teacher, music, high school one-half term	56 00
	9. D. W. Smith, teacher, high school one-half term	56 00
	9. Ella Henry, principal, 1st ward, 7 weeks.....	105 00
	9. Ella Hickok, teacher, 1st ward, 7 weeks.....	77 00
	9. Lizzie Bright, teacher, 1st ward, 7 weeks.....	77 00
	9. Florence Foote, teacher, 1st ward. 7 weeks....	70 00
	9. Lucinda McGinnis, principal, 2d ward, one-half term	100 00
	9. Eliza Herfurth, teacher, 2d ward, 7 weeks.....	70 00
	9. Jennie M. Williams, teacher, 2d ward, 7 weeks.	56 00
	9. Katy Moody, teacher, 2d ward, 7 weeks.....	42 00
	9. Irene Larkin, teacher, 2d ward, one-half term..	71 00
	9. Maggie Galbraith, principal, 3d ward, one-half term	100 00
	9. Maggie M. Myers, teacher, third ward, 7 weeks.	84 00
	9. E. T. Packard, teacher, third ward, 7 weeks....	77 00
	9. Emily A. Mayers, teacher, third ward, 7 weeks.	70 00
	9. Mary Storm, teacher, third ward, 7 weeks.....	70 00
	9. Clara Gano, teacher, third ward, 7 weeks	56 00
	9. Lottie Richmond, principal, fourth ward, one-half term	100 00
	9. Mary McGovern, teacher, fourth ward, 7 weeks	84 00
	9. Mary Burdick, teacher, fourth ward, 7 weeks ..	77 00
	9. Bellie Byrne, teacher, fourth ward, 7 weeks ..	70 00
	9. Hattie O. Thoms, principal, fifth ward, 7 wks..	105 00
	9. Jennie McMillan, teacher, fifth ward, 7 weeks..	84 00
	9. Katie Foote, teacher, fifth ward, 7 weeks.....	56 00
	9. Carrie Howe, teacher, fifth ward, 7 weeks....	49 00
	9. Lulu Byrne, teacher, fifth ward, 7 weeks.....	49 00
	9. Ella Larkin, teacher, Little Brick, 7 weeks.....	71 00
	9. Carrie Billings, teacher, north-east dist., 7 wks.	70 00

CLERK'S SALARY.

Jan.	3. John Corscot, clerk	\$37 50
April	1. John Corscot, clerk	37 50
June	10. John Corscot, clerk	37 50
Oct.	3. John Corscot, clerk	37 50
		<hr/>
		\$150 00
		<hr/>

RECAPITULATION

Of receipts and expenditures from December 31, 1882, to January 1, 1883.

RECEIPTS.

State apportionments.....	\$1,708 69
Taxes.....	18,840 49
Tuitions.....	811 00
Fines.....	7 35
Rents.....	181 00
Supplies sold.....	61 02
	<hr/>
	\$21,609 55
	<hr/>

EXPENDITURES.

Sites and structures	\$3,232 10
Supplies.....	319 78
Repairs	1,323 94
Apparatus and library.....	217 52
Janitors and labor.....	1,281 85
Fuel	2,305 05
Printing.....	197 25
Census	100 00
Furniture	14 55
Interest	21 15
Teacher's wages.....	17,171 90
Clerk's salary.....	150 00
Overdrafts 1881 paid during year.....	1,231 74
	<hr/>
Treasury overdrawn January 1, 1883.....	\$27,566 83
	<hr/>
	\$5,957 28

JOHN CORSCOT,
Clerk.

TREASURER'S REPORT.

ELISHA BURDICK, *In Account with the Board of Education:*

	1882.						
Jan.	5. Rent from Mrs. Hanley	\$ 30 00					
	12. Taxes from City Treasurer.....	7,000 00					
Feb.	23. Tuition from sundry pupils.....	284 00					
	25. High School aid from state treasury	386 29					
March	4. Taxes from City Treasurer	5,000 00					
	22. Taxes from City Treasurer.....	6,700 00					
April	10. Rent from Mrs. Hanley	35 00					
June	6. Rent from Mrs. Hanley.....	30 00					
	15. Apportionment of School Fund Income.....	1,322 40					
	23. For repairs from certain pupils in the High School.....	80					
July	3. Tuition from sundry pupils.....	235 00					
	3. Books and stationery sold.....	61 02					
	3. Fines collected at High School, \$6.60, less, paid for repairs, \$1.30.....	5 30					
	15. Taxes from treasurer of Blooming Grove.....	140 40					
	31. Rent from Mrs. Hanley	30 00					
	31. Tuition from Mr. Mann	6 00					
Sept.	15. Rent from Mrs. Bibbs	14 00					
	25. Tuition from sundry pupils.....	200 00					
Oct.	5. Miss McGinnis, for fines collected in Second Ward.....	75					
	21. Rent from Mrs. Bibbs.....	14 00					
Nov.	11. Miss Byrne, for broken window at Fourth Ward.....	50					
	22. Rent from Mrs. Bibbs.....	14 00					
	8. Tuition from sundry pupils.....	86 00					
Dec.	22. Rent from Mrs. Bibbs.....	14 00					
	Balance	5,774 50					
	Overdraft	\$1,281 74					
	Certificates of appropriation paid...	26,152 31					
		\$27,384 05					
	Balance	\$27,384 05					
		\$5,774 50					

Certificate No. 1,514, for \$182 78, is unpaid.

ELISHA BURDICK,
Treasurer.

MADISON, December 31, 1882.

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 Treasurers' monthly report of funds in treasury.
3. Presentation of accounts.
4. Presentation of communications and petitions.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Reports of Visiting Committees.
8. Report of Superintendent.
9. Unfinished business.
10. New business.

QUESTIONS OF ORDER.

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

AYES AND NOES.

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

RESOLUTIONS AND REPORTS TO BE IN WRITING.

All resolutions and reports shall be in writing.

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

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

BOARD MEETINGS.

There shall be a regular meeting of the Board held on the first Tuesday of each month, at 7:30 o'clock P. M., from the first day of April to the first day of October, and at 7 o'clock P. M., from October first to April first. Special meetings shall be called by the Clerk, upon the request of the President or of two members of the Board.

SUSPENSION OF RULES.

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

REGULATIONS.

SUPERINTENDENT.

1. The Superintendent shall act under the advice of the Board of Education, and shall have the general supervision of all the public schools, school houses and apparatus; and shall visit each school as often as practicable, in order to acquaint himself thoroughly with the qualifications of the teacher and the condition of the school.

2. He shall assist the teacher in the classification and promotion of pupils, aid in maintaining good order in the school, and cause the course of study adopted by the board to be followed; but any pupil shall be excused from any study at the request of his parent or guardian.

3. It shall be his duty to enforce the regulations of the board, for which purpose he shall have power to suspend such teachers or pupils as may refuse to comply with the requirements of the Board of Education, and report such suspension immediately to the President of the Board.

4. He shall meet the teachers as often as once in each week during term time, for the purpose of instructing them in the theory and practice of teaching, and the best methods of governing their respective schools, and shall make a report to the board, at each regular meeting thereof, of the attendance and punctuality of the teachers, and other points which he may deem of importance.

5. He shall have power to fill vacancies, in case of temporary absence of teachers, and shall report the same to the board at their next meeting.

6. It shall be his duty to keep a record of the weekly reports of each teacher, embracing the average attendance, punctuality, deportment, and scholarship of the pupils in their respective schools, as well as the number of parents and others who have visited the schools, and make a written report, containing an abstract of the same, to the Board, at each regular meeting.

7. He shall take special pains to secure the physical well being of the pupils, by guarding them from the evils of improper ventilation and temperature, and giving them such exercises as will tend to strengthen and develop their physical energies.

8. At the close of each year, he shall report to the board in writing, the condition of the schools, together with such suggestions, information and recommendations as he may deem proper.

9. It shall be the duty of the Superintendent to report to the Board, during the last month of each term, what, if any, teachers then in the schools should in his opinion, be no longer retained therein.

The Board of Education will determine, before the close of each term, what teachers engaged in the schools shall be retained for the coming term.

TEACHERS.

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

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

2. Teachers shall observe and carry into effect all regulations of the Superintendent and Board of Education in relation to their respective schools, attend punctually the weekly meetings of the teachers under the direction of the Superintendent, and whenever absent from said meetings, they shall report the cause of such absence, in writing, to

the Superintendent, **within one week** thereafter; and he shall present the same to the Board, together **with any facts** within his knowledge that may aid in determining the propriety of **such absence**.

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

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

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

6. It shall be a duty of the first importance with teachers to exercise a careful watchfulness over the conduct of their pupils in and around the school buildings, and on all suitable occasions to instruct and encourage them in correct, manners, habits and principles.

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

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

9. Teachers may have power to suspend from school, pupils guilty of gross misconduct or continual insubordination to school regulations; but in cases where the same is practicable, notice of such misconduct shall be given to the parent or guardian before suspension. Immediate notice of all suspensions shall be given, *in writing*, to the Superintendent, and to the parents or guardians of the pupils suspended.†

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

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

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

13. All teachers shall be held responsible for the order and discipline of their own rooms, and for any damage done in the same while under their control.

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

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

16. Every applicant for a teacher's situation shall before being em-

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

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

‡ When no Saturday meeting occurs, the report for any week or month should be sent to the Superintendent on the following Monday morning, during office hours. Examination papers and abstracts are to be sent a week later.

ployed, pass an examination satisfactory to the Board; which examination shall be separate from the examination of those previously engaged in the schools of the city; and such examination shall take place as soon as practicable after the close of a term.

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

18. It shall be the duty of all Principals to notify non-resident pupils of their liability to pay tuition, and they shall promptly report, in writing, to the Superintendent, the names of all such non-resident pupils in their respective schools.*

19. 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, keyes 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.

SALARIES.

Your committee on the examination of teachers who have had under advisement the matter of teachers salaries, in pursuance of a reference of the subject by the board, beg leave to report that the maximum salary in any grade of work be hereafter reached only at the end of the fourth year of service, exceptional cases excepted. We also recommend that the compensation for teachers hereafter appointed, be as follows:

Primary departments:—1st year \$6, 2nd year \$7, 3rd year \$9, 4th year \$10, 5th year \$11, per week.

First grammar rooms, including N. E. district:—1st year \$7, 2nd year \$8, 3rd year \$10, 4th year \$11, 5th year \$12 per week.

Principals:—1st year \$13, 2nd year \$14, 3rd year \$16, 4th year \$17, 5th year \$18 per week.

High school:—(Teachers not having charge of rooms), 1st year \$9, 2nd year \$10, 3rd year \$12, 4th year \$13, 5th year \$14 per week.

Teachers having charge of rooms including commercial room:—1st year \$11, 2nd year \$12, 3rd year \$14, 4th year \$15, 5th year \$16 per week.

Preceptress:—1st year \$13, 2nd year \$14, 3rd year \$16, 4th year \$17, 5th year \$18 per week.

Vice principal—1st year \$700, 2nd year \$800, 3rd year \$1,000, 4th year \$1,100, fifth year \$1,200.

This scale is designed as a guide and a limitation, but is never to be construed as a pledge to increase any salary at any given time.

Teachers employed a fractional part of the day are to be paid in the same proportion.

Those who have taught five years in this city *may* be allowed an increase of compensation not exceeding ten per cent. of standard salary as "veteran" fees.

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

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

Teachers after four years' service in the city schools may be employed by the *year*.

The superintendent may allow them during their first years' service in the city schools to visit corresponding grades one half day during each month; said teachers shall report to the superintendent in writing, the schools visited and any practical ideas gained therefrom.

Exceptionally good work may hasten increase of salary, and defective work in any particular may delay such increase.

This rule shall not decrease any salary unless the same is above the maximum hereby fixed; nor shall it increase the same, but all increase shall be by special vote of the board.

Promotion shall not decrease any salary; but the rate of increase shall be governed by the time of service in each grade.

Experience in teaching elsewhere may be considered in fixing the first year's compensation.

J. H. CARPENTER,
ALEX. KERR,
J. B. PARKINSON,
Committee.

Dated June 22, 1882.

PUPILS.

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

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

3. No pupil shall be allowed to go upon the ice of the lakes or upon the railroad track, between the hours of 9 and 12 A. M. and 2 and $4\frac{1}{2}$ P. M.

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

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

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

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

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

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

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

Superintendent, and in case of expulsion, by permission of the Board of Education.

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

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

13. Whenever any parent or guardian feels aggrieved at the action of any teacher, he is requested to give information thereof, to the Superintendent; and in case the matter is not satisfactorily adjusted by him, such parent or guardian may appeal to the Board.

JANITORS.

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

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

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

Janitors will be paid as follows:

For High School, \$7 per week.

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

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

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

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

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

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

The general washing of rooms, halls walks or closets shall be done under the direction of the Principal of each building when directed by the visiting committee of the school, in such building, and be paid for as an extra at rates as nearly as practicable as follows: For the large ward buildings, including closets, when the whole is washed, \$6.00 per building, and in proportion if less than the whole building is washed. For the wooden building and closet in Third ward, \$2.00, and in that proportion for less. For the Little Brick and Northeast building, \$1. The weekly compensation for the janitor at the High School

shall be in full for all work required of a janitor, including washing of building and closets, except the washing in the summer vacation, which shall be paid for as an extra at a price not exceeding \$10.00.

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

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

GENERAL RULES.

1. There shall be two sessions of the school daily. The morning session shall commence at 9 o'clock 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 4:30 P. M. in all the other rooms, except on Friday when they may also close at 4 P. M. In each department there shall be at least one recess of fifteen minutes during each session; and in all grades below the Grammar there shall be two such recesses during the forenoon session.*

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

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

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

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

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

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

8. All pupils whose parents or lawful guardians are non-residents

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

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

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

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

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

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

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

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

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

CONTAGIOUS DISEASES.

RULE I.

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

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

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

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

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

RULE II.

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

The Board suggest the following

PRECAUTIONS

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

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

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

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

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

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

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

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

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

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

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

5—SCHOOL.

BY-LAWS.

OFFICERS.

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

PRESIDENT'S DUTIES.

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

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

CLERK'S DUTIES.

The Clerk shall be elected annually by the Board from its own body, and shall hold his office for the term of one year, and until his successor is elected and qualified. The clerk shall notify the Common Council whenever a vacancy occurs in the Board; he shall keep a record of the proceedings of said Board, and shall keep all the records and papers belonging thereto; he shall in each year, between the 20th and 31st days of the month of August, cause to be taken a census of all the children residing in the city between the ages of four and twenty years, and report the same to the State Superintendent of Public Instruction, as provided by law; he shall notify all members of the Board of all meetings, by post or otherwise; he shall issue certificates of appropriation, after their being signed by the President of the Board, directly to the treasurer, in the order in which such appropriations are made, specifying in said certificates the purposes for which such appropriations are made; he shall at every regular meeting of the Board, lay before the Board a balance sheet of the financial books of the Board; he shall notify teachers of their election, and require them to answer at once in writing; he shall also perform such other duties as the Board may prescribe or may be required by the laws of the State.

TREASURER'S DUTIES.

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

DUTIES OF COMMITTEE ON FINANCE.

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

DUTIES OF BUILDING COMMITTEE.

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

DUTIES OF SUPPLY COMMITTEE.

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

DUTIES OF COMMITTEE ON TEXT BOOKS.

The Committee on Text Books may recommend what books shall be used in the schools, subject to final action of the Board to be had thereon, and no text book shall be used in the schools until adopted by the Board.

DUTIES OF COMMITTEE ON TEACHERS.

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

DUTIES OF VISITING COMMITTEE.

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

AMENDMENT OF CHARTER.

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

AMOUNT FOR SCHOOL PURPOSES.

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

*See also regulations on Janitors.

SUGGESTIONS TO THE TEACHER.

ARRANGED BY THE SUPERINTENDENT.

FIRST PRIMARY.

ELEMENTARY READING.

Good Reading demands culture of

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

1.—Without the Book.

1. Arrangement of class.
 - 1. Pupils stand.
 - 2. Grade by height.
 - 3. Feet as in declaiming.
 - 4. Hands down.
 - 5. Use pet names.
2. Preparatory work.
 1. Counting from 1 to 5 inclusive; use pupils, pebbles, marbles, shells, leaves, flowers, &c.
 2. Culture of the preceptive faculties; use the fingers, objects in the hand, rapid movements of foot or hand, sounds, &c.; show different kinds of objects at once, and ask pupils to describe after a brief view.
 3. Outlines of the picture of a familiar object; assist pupils to draw similar ones by the aid of boundary lines; cultivate quickness and accuracy of sight by rapidly erasing parts; distinguish between the picture and the object.
3. Reading.
 1. Teach by the word-method, even if the pupils have previously learned the names of the letters.
 2. Select for the first word, the name of some familiar pet; if possible, bring the object or its image before the class.
 3. Ask simple questions concerning the animal's appearance, habits, food, &c.; encourage the children to observe these carefully at home or elsewhere, without depending upon the teacher for such information.
 4. Print the name on the black-board and teach it; call attention to its parts, then print it in several places in connection with other words.
 5. Furnish pointers for a number of the pupils and send them to the board to find it wherever printed.
 6. Prepare a copy for each pupil, consisting of the word and

ruled lines thus:

d-o-g

Required the children

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

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

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

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

II.—With the book.

4.—Books closed:

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

2.—Books opened.

1. Position.

1. Head erect.
2. Book in left hand.
3. Left elbow firmly against the side.
4. Right hand down.

2. Instant pronunciation of difficult words.

3. The punctuation marks. (See Note 2.)

4. Expedients.

1. One word each around the class.
2. Criticisms by teacher and pupil.
3. Going to the head.
4. Reversed reading.

5. Looking glass reading to indicate excellencies and defects.

6. Medley reading for independence.
7. Volunteer reading.
5. Assign next lesson.
 1. Short
 2. Define obscure terms.
 3. Pronounce hard words.
 4. Tell a story.

NOTE 1.—Instant pronunciation of difficult words:

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

NOTE 2.—Punctuation marks:

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

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

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

NUMBERS.

“The concrete before the abstract.”

FIRST GRADE.

I.—Object counting.

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

II.—Figure reading.

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

III.—*Estimations of*

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

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

SECOND GRADE,

I.—*Addition.*

$$\begin{aligned}
 1 &= 1+0. \\
 2 &= 1+1. \\
 3 &= 2+1. \\
 4 &= 3+1, 2+2. \\
 5 &= 4+1, 3+2. \\
 6 &= 5+1, 4+2, 3+3. \\
 7 &= 6+1, 5+2, 4+3. \\
 8 &= 7+1, 6+2, 5+3, 4+4. \\
 9 &= 8+1, 7+2, 6+3, 5+4. \\
 10 &= 9+1, 8+2, 7+3, 6+4, 5+5. \\
 11 &= 10+1, 9+2, 8+3, 7+4, 6+5. \\
 12 &= 10+2, 9+3, 8+4, 7+5, 6+6. \\
 13 &= 10+3, 9+4, 8+5, 7+6. \\
 14 &= 10+4, 9+5, 8+6, 7+7. \\
 15 &= 10+5, 9+6, 8+7. \\
 16 &= 10+6, 9+7, 8+8. \\
 17 &= 10+7, 8+9. \\
 18 &= 10+8, 9+9. \\
 19 &= 10+9. \\
 20 &= 10+10.
 \end{aligned}$$

Also reverse each of these combinations.

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

II.—*Multiplication.*

$$\begin{aligned}
 1 &= 1=1\times 1. \\
 2 &= 1+1=2\times 1. \\
 3 &= 1+1+1=3\times 1. \\
 4 &= 1+1+1+1=4\times 1, 2+2=2\times 2. \\
 5 &= 1+1+1+1+1=5\times 1. \\
 6 &= 1+1+1+1+1+1=6\times 1, 2+2+2=3\times 2. \\
 7 &= 1+1+1+1+1+1+1=7\times 1.
 \end{aligned}$$

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

Also reverse each of these combinations.

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

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

PLANTS.

(Use Prang's Chromos.)

I.—Kinds of

1.—Stems.

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

2.—Buds.

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

II.—Shapes of

1.—Roots.

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

2.—Leaves.

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

FLOWERS.

(Use Prang's Chromos.)

I.—*Shape of*

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

II.—*Families.*1.—*Rose.*

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

2.—*Pink.*

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

3.—*Lily.*

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

FRUITS.

I.—*Fleshy.*1.—*Berry.*

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

2.—*Pepo.*

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

3.—*Pome.*

1. Apple.
2. Pear.

11.—*Dry.*1.—*Akene.*

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

2.—*Grain.*

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

3.—*Nut.*

1. Acorn.
2. Hazelut.
3. Hickorynut.
4. Butternut.
5. Cocoanut.

4.—*Pod.*

1. Bean.
2. Pea.

5.—*Key Fruit.*

1. Maple.
2. Ash.

III.—*Stone.*

1. Cherry.
2. Plum.

IV.—*Cone.*

1. Pine.
2. Cedar.

NATIVE ANIMALS.

I.—*Vertebrates.*1. *Mammals.*

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

2.—*Birds.*

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

3.—*Reptiles.*

1. Turtle. 2. Snake. 3. Frog.
- 4.—Fishes.

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

II.—Articulates.

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

III.—Mollusks.

1. Snail. 2. Clam.

HUMAN BODY.

(Use Physiological Charts.)

I.—Exterior.

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

II.—Interior.

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

III.—Thoughts on

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

IV.—Order.

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

V.—Hints.

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

SECOND PRIMARY.

READING FROM SLATES.

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

GEOGRAPHY.

I.—Points of the Compass.

1. Known directions.
 1. Stable objects.
 2. Movable objects. (1. Weather-vane. 2. Smoke. 3. Clouds, &c.)
- 2.—Necessity for comprehensive names.
- 3.—Shadow at noon.
- 4.—Magnetic Needle.

- 1.—North.—1. Limit. 2. Climate. 3. Scenery. 4. Plants. 5. animals. 6. Inhabitants.—(1. Appearance. 2. Dress. 3. Dwellings. 4. Food, &c.)
2. South as above, except to dwell upon the Torrid regions.
3. East—(1. Right Hand. 2. Rising Sun. 3. Atlantic.)
4. West—(1. Left Hand. 2. Setting Sun. 3. Pacific.)
5. N. W., N. E., S. E., S. W.
6. Frequent application to objects.
7. Picture of directions.

II.—*School House.*

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

III.—*School Grounds.*

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

IV.—*Section.*

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

V.—*City.* (Use City Map.)

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

VI.—*Town.* (Use Town Map.)

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

VII.—*County.* (Use County Map.)

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

VIII.—*State.* (Use State Map.)

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

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

Same topics as are given for "other departments."

OTHER DEPARTMENTS.

GEOGRAPHY.

I.—*Topics; suggestive.*

1. Common and occasional names.
2. Boundaries from Northwest.

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

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

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

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

GRAMMAR.

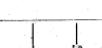
Plan for rapid analysis.

I.—Directions.

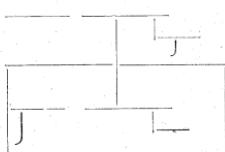
1. Simple Sentence: _____ Subject. _____ Predicate. _____ Object.
2. Compound Sentence: _____ or | more _____ or | more _____ Subjects. _____ Predicates. _____ or | more Objects.
3. Limiting or Modifying Word: —

4. Limiting or Modifying Word, Transitive: — —
5. Connecting word: ; rarely, —
6. Word in Apposition: — above.
7. Two words for one: — —, — —
8. Phrase: |
9. Transitive Phrase: | —
10. Dotted line for a word supplied.
11. Subordinate proposition inclosed.
12. Phrase or Sentence used as Subject or Object put in Parenthesis.

II.—Examples.

1. Jane saw you. — — —
2. Henry comes to school and studies — 
3. The boy, chopping wood, cut 
4. Paul, the blue-eyed student, is 
5. Try to love your enemies. 
6. When the partridge commenced to fly, he shouted to his companion, "Shoot that bird."

(— — —)



ANY DEPARTMENT.

MORALS AND MANNERS; SUGGESTIVE TOPICS.

It is hoped that no teacher will neglect moral culture.

I.—Cultivate

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

II.—Avoid

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

SCHOOL REGISTER.

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

I.—Attendance.

1. Presence not marked, except in the column for the month.
2. Entered after the first day of term, — —
3. Reason for withdrawal written opposite the name.
4. Dismissed, d.
5. Tardy, A. M., ; P. M., T

6. Absent not excused, A. M., l; P. M., o; all day, o.
7. Absent excused, A. M., l; P. M., x; all day, x.
8. Absent sick, A. M., l; P. M., x; all day, s.
9. Study pursued, +.

II.—*Department.*

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

III.—*Failures.*

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

SIX THINGS IMPORTANT.

As far as possible, abolish

- 1.—Absence of pupils.
2. Idleness of pupils.
3. Communications of pupils.

Give attention to

- 1.—Class drill.
2. School property.
3. Outbuildings.

LIMIT TABLE BY PAGES.

FIRST PRIMARY DEPARTMENT.

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

SECOND PRIMARY DEPARTMENT.

<i>First Grade</i> —Second Reader.....	94	108	123	136	148	160	11-60	110	160
Drawing Book, Synthetic No. 3.....	2	4	6	8	10	12	14	16	All.
1st Book in Arithmetic, omit hardest examples and simplify analyses.....	29	37	45	53	61	69	77	85	Review.
<i>Second Grade</i> —Third Reader, Part 1st.....	13	14	16	17	18	20	21	22	24
Third Reader, Part 2d.....	48	60	74	89	104	117	129	142	157
Drawing Book, Industrial No. 1.....	2	4	6	8	10	12	14	16	All.
Writing Book, No. 1, $\frac{3}{4}$ of each page 1st 2 terms, $\frac{1}{3}$ last.....	4	8	12	16	20	24	1-8	9-16	17-24
1st Book in Arithmetic, omit hardest examples and simplify analyses.....	96	112	127	134	139	148	158	168	All.

NOTE.—The pupils in both the Primary Departments spell each month from the first *four* pages of their Reading limits; except those in the first grade of the First Primary, who do not spell during the Spring and Fall terms. The pieces to be sung are selected by the special teacher of music. For Language Lessons, Bright's Instruction in English is followed through 2d grade work for the 1st Primary department, and through 4th grade work for the 2d Primary department.

LIMIT TABLE CONTINUED.—FIRST GRAMMAR DEPARTMENT.

GRADE.	SPRING—First Term.			FALL—Second Term.			WINTER—Third Term.		
	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.
First Grade—Third Reader, Part 1st.....	26	27	29	30	31	33	13-19	26	33
Third Reader, Part 2d.....	172	185	198	211	223	235	37-104	169	236
Music Chart, No. 1, or select pieces.....	2	4	6	8	10	12	14	17	20
Drawing Book, Industrial No. 2.....	2	4	6	8	10	12	14	16	All
Writing Book, No. 2, $\frac{2}{3}$ of each page 1st 2 terms, $\frac{1}{3}$ last, give careful drill upon position and movements.....	4	8	12	16	20	24	1-8	9-16	17-24
Complete Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed, and introduce work <i>freely</i> from Elements of Arithmetic.....	8	15	22	32	41	50	58	67	76
Geography, No. 2.....	26-29	36	41	45	49	53	57	20-23	25
Language Lessons.....	21-24	29	49-52	60-65	85-88	93	65-67	70	94-96
Second Grade—Fourth Reader, Part 1st.....	14	16	17	19	21	22	24	26	28
Fourth Reader, Part 2d.....	54	70	81	99	115	130	143	157	171
Music Chart, No. 1, or select pieces.....	2	4	6	8	10	12	14	17	20
Drawing Book, Industrial No. 3.....	2	4	6	8	10	12	14	16	All
Writing Book, No. 3, $\frac{2}{3}$ of each page 1st 2 terms, $\frac{1}{4}$ last, give careful drill upon position and movements.....	4	8	12	16	20	24	1-8	9-16	17-24
Complete Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed, and introduce work <i>freely</i> from Elements of Arithmetic.....	87	98	109	120	131	142	153	164	174
Geography, No. 2.....	55-60	63	65	16-19	66-69	5-15	70-72	75	77
Language Lessons.....	70-72	75	96-98	75-77	99-104	110	111-115	1-10	20

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

LIMIT TABLE CONTINUED.—SECOND GRAMMAR DEPARTMENT.

GRADE.	SPRING—First Term.			FALL—Second Term.			WINTER—Third Term.		
	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.
First Grade—Fourth Reader, Part 1st.....	30	31	33	34	36	38	21	30	33
Fourth Reader, Part 2d.....	186	200	216	230	245	260	41-113	186	260
Music Chart No. 1, or select pieces.....	22	24	26	28	30	32	34	37	40
Complete Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed and introduce work <i>freely</i> from Arithmetical Problems.....	186	198	208	221	234	248	263	278	292
Geography, No. 2.....	80	88	87	91	5-49	92	42	72	100
U. S. History.....	15	32	47	62	76	92	106	120	135
English Grammar.....	180	197	202	230	243	258	58	153	198
Second Grade—Fifth Reader, Part 1st.....	17	20	23	26	29	32	35	38	40
Fifth Reader, Part 2d.....	72	91	107	125	141	159	178	196	216
Music Chart, No. 1, or select pieces.....	22	24	26	28	30	32	34	37	40
Complete Arithmetic, omit very hard examples, simplify analyses to show the actual operations performed and introduce work <i>freely</i> from Arithmetical Problems.....	304	317	330	343	356	368	382	97-149	368
U. S. History.....	136	163	196	230	266	302	100	212	302
English Grammar.....	146	157	170	180	190	203	66	136	208
Fifth Reader for Analysis and Parsing; 1 page.....	64	82	105	121	132	147	164	191	212

NOTE.—The pupils in the Second Grammar Department spell each month from the first *eight* pages of their Reading limits. They also spell words selected by the teacher from their other studies. Drawing will be upon selections made by the Teacher, and should include the following exercises: Enlarging copy, diminishing copy, drawing from memory and dictation, drawing objects, elementary perspective and invention. The work in writing will also be designated by the teacher, but the pupils of the First Grade should be required a portion of their time to copy interesting selections from standard authors, and those of the Second Grade to write ordinary business forms.

LIMIT TABLE CONTINUED—HIGH SCHOOL.

FIRST GRADE, ROOMS 1 AND 2. SECOND GRADE, ROOM 3.	SPRING—First Term.			FALL—Second Term.			Winter—Third Term.		
	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.
First Grade—Fifth Reader, Part First.....	41-42	44	46	48	50	52	15-26	38	52
Fifth Reader, Part Second and select from American Classics.....	216-225	237	246	257	267	280	226	314	332
Speller.....	15	23	31	39	47	56	63	70	76
Complete Arithmetic, introduce work <i>freely</i> from Arithmetical Problems.....	388-396	410	424	438	457	476	Review	Review	Review
Phys. Geography, omitting pp. 15 to 28, 36 to 44, 69 to 86, 95 to end.....	36	68	All	135	269	All	126	245	All
Ancient History.....									
History of England.....									
English Grammar.....	204-215	227	235				314	319	333
Sentential Analysis, from Fifth Reader.....	223-225	238-231	237-240	292-296	301	308	23-30	31-38	33-45
New Latin Method; pupils buy Latin Grammar too.....				1-6	7-14	15-22	186	194	209
Second Grade—Fifth Reader, Part First.....	18	22	27	169-174	180	186	40	44	48
Fifth Reader, Part Second, select throughout the year and select from British Classics.....				31	36				
Speller.....	86	97	107	118	128	139	150	161	172
Commercial Law.....	Select for term.	152	160	75-80	85	90	95	101	107
New Latin Method.....	139-144			8	17	26	36	46	56
Cæsar.....									
Commercial Arithmetic, introduce work <i>freely</i> from Arithmetical Problems, omit all but those parts strictly practical.....	40	69	94	120	148	173	202	224	244
Business Forms, omit all but those parts strictly practical.....	246-256	266	277	289	302	315	326	337	348
Rhetoric.....	80	160	205						
Greek lessons.....				9	19	29	46	62	79
Civil Government. United States in Fall, Wisconsin in Winter.....				97	197	297	79	165	All
American Literature.....				Select for term.			Select for term.		
English Literature.....				Select	for	term.	Select	for	term.
French.....	Select	for	term.	Select	for	term.	Select	for	term.

NOTE FOR ROOMS 1 AND 2.—Music is selected from song-books. REMARK.—In the Normal course selections are made from Geography, United States History and the Constitutions.

NOTE FOR ROOM 3.—Music is selected from song-books. The work in book-keeping is under the direction of the commercial teacher.

LIMIT TABLE CONTINUED.—HIGH SCHOOL.

Room 4.	SPRING—First Term.			FALL—Second Term.			WINTER—Third Term.		
	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.	1st Mo.	2d Mo.	3d Mo.
<i>Third Grade</i> —Speller.....	13	20	27	34	41	48	55	62	70
New Latin Method.....	113	119	128						
Cæsar.....	66	77	87						
Greek Lessons.....	93	107	119						
Physiology.....	82	157	226	296	356	394	57	131	All 293
Political Economy.....				134	166	198	231	262	
Algebra.....	39	70	101	244	291	7-291			
Chemistry.....	70	140	184	1st book All	for for	term term	2d book for	for term	
Anabasis (finish Syntax in Greek Lessons in Fall and Winter.)									
Sallust.....				12 les'ns	for	term	3 ora'ns	for term	
Cicerو.....							23 les'ns	for term	
Latin Composition.....							Select	for term	
German.....	Select	for	term	Select	for	term			
French.....									
<i>Fourth Grade</i> —Speller.....	82	94	106	118	136	142	154	166	176
Anabasis.....	3d book	for	term	4th b'ok	for	term	3/4 Jones	for	term
Greek Composition.....	1/4 Jones	for	term	1/2 Jones	for	term			
Cicerو.....	6 ora'ns	for	term						
Virgil.....				1 1/2 b'ks	for	term	4 books	for term	
Latin Composition.....	30 les'ns	for	term	38 les'ns	for	term	46 les'ns	for term	
German.....	Select	for	term	Select	for	term	Select	for	
Botany.....	48	95	138	181	Select	Select			
Algebra.....	324	7-166	324						
Plane Geometry.....				39	65	92	124	131	136
Natural Philosophy.....							98	186	268
Homer.....							1st book for		term

LIMIT TABLE CONTINUED—HIGH SCHOOL.

Room 4 — Continued.	SRING — First Term.		
	1st Mo.	2d Mo.	3d Mo.
<i>Graduating Grade</i> —Greek Composition	All	for	term
Latin Composition	52 les'ns	for	term
Solid Geometry	163	190	202
Virgil	6 books	for	term
Natural Philosophy	350	429	All
German	Select	for	term
Homer	2d Book	for	term

NOTE FOR ROOM 4.—The work for reading and rhetoric is selected; music is taught from song books.

Remark.—Rhetoric is classified into a two years' course; although the pupils in the room form but one class in this branch. By taking up the work of one year, then of the other at the close of said year for the next three terms of school, then returning to the first year's work, the teacher is enabled to give instruction to the whole class upon the same part of the branch.

MISCELLANEOUS WORK.

FIRST GRAMMAR DEPARTMENT.

SPRING—FIRST TERM.

Impromptu Composition.	Oral Biography (with selections).
1st Month.—Robbing a Bird's Nest.	John G. Whittier.
2d Month.—Third Lake.	Charles Dickens.
3d Month.—My Paper Kite.	Henry W. Longfellow.

FALL—SECOND TERM.

1st Month.—Visiting an Orchard.	Walter Scott.
2d Month.—The Squirrels in the Park.	J. G. Holland.
3d Month.—Fishing through the Ice.	Jonathan Swift.

WINTER—THIRD TERM.

1st Month.—Sliding Down Hill.	Daniel Defoe.
2d Month.—What I did Yesterday.	Washington Irving.
3d Month.—The Ant and the Dove.	Oliver Goldsmith.

SECOND GRAMMAR DEPARTMENT.

SPRING—FIRST TERM.

Composition.	Oral Home Civil Government.
1st Month.—Making Garden.	The Board of Education.
2d Month.—The Shipwreck.	The City officers.
3d Month.—A Coal Mine.	The Town Officers.

FALL—SECOND TERM.

1st Month.—The Stolen Melons.	The County Officers.
2d Month.—Lost in the Woods.	The Assembly.
3d Month.—From New York to Pekin.	The Senate.

WINTER — THIRD TERM.

1st Month.—A Ride in a Balloon.	The Governor.
2d Month.—History of a Brick.	The Other State Officers.
3d Month.—Snow-Balling.	The Supreme Court.

HIGH SCHOOL.—FIRST AND SECOND GRADES.

SPRING — FIRST TERM.

Composition.	Oral Science of Common Things
1st Month.—My Dream.	Capillary Attraction.
2d Month.—Describe a Schoolmate.	The Lever.
3d Month.—The Insane Asylum.	Specific Gravity.

FALL — SECOND TERM.

1st Month.—1776.	Iron.
2d Month.—A Man Overboard.	Tobacco.
3d Month.—Election Day.	Alcohol.

WINTER — THIRD TERM.

1st Month.—From Madison to Chicago.	Pressure of Air.
2d Month.—Ice Packing.	The Solar Spectrum.
3d Month.—“A Blizzard.”	The Electrical Machine.

READING (SPECIAL) DRILL.

From Fifth Reader.

Rooms 1 and 2 1.	Oral Elements, Emphasis, Inflection, Slur.
	2. Nos. 4, 37, 39, 53, 66, 68, 70, 76, 77, for the year.
Room 3 1.	Pitch, Force, Quality, Rate.
	2. Nos. 83, 87, 96, 98, 99, 106, 114, 117, 119, for the year.
Room 4 1.	Stress, Monotone, Personation, Pauses.
	2. Nos., Select for year.

PHYSICAL TRAINING.

Be sure that the room is thoroughly ventilated during physical training.

CALISTHENICS.

CHEST EXERCISE — HANDS CLOSED.

First Position — Hands on Chest, Arms in a horizontal line:

1st	movements,	around backward.
2d	“	out aside.
3d	“	up forward at 45°.
4th	“	alternate 1st, 2d, 3d, 2d.

Second Position — Hands beside Chest, Arms in vertical lines:

1st	movements,	down.
2d	“	out forward.
3d	“	up.
4th	“	alternate, 1st, 2d, 3d, 2d.

Third Position — Hands on Hips, Elbows back.

- 1st movements, down.
- 2d " backward at 45°.
- 3d " backward horizontal.
- 4th " alternate, 1st, 2d, 3d, 2d.

SHOULDER EXERCISE — HANDS OPENED.

First Position — Hands in Armpits, Elbows up:

- 1st movements, down.
- 2d " out aside.
- 3d " up.
- 4th " alternate, 1st, 2d, 3d, 2d.

Second Position — Hands on Shoulders, Elbows back:

- 1st movements, up.
- 2d " out aside.
- 3d " down.
- 4th " alternate, 1st, 2d, 3d, 2d.

Third Position — Hands before Shoulders, Elbows horizontal:

- 1st movements, forward.
- 2d " out aside.
- 3d " back.
- 4th " alternate, 1st, 2d, 3d, 2d.

ELBOW EXERCISE — HANDS CLOSED.

First Position — Hands on Chest, Arms in a horizontal line:

- 1st movements, down backward at 45°.
- 2d " out backward.
- 3d " up backward at 45°.
- 4th " alternate, 1st, 2d, 3d, 2d.

Second Position — Wrists against Waist, Elbows back.

- 1st movements, down forward at 45°.
- 2d " out forward.
- 3d " up forward at 45°.
- 4th " alternate, 1st, 2d, 3d, 2d.

Third Position — Hands on Head, Elbows back, Rise on Toes:

- 1st movements, up.
- 2d " out aside.
- 3d " down.
- 4th " alternate, 1st, 2d, 3d, 2d.

HAND EXERCISE — HANDS OPENED.

First Position — Hands in front, Palms against each other:

- 1st movements, down.
- 2d " back.
- 3d " up.
- 4th " alternate, 1st, 2d, 3d, 2d.

Second Position — Arms horizontal on each side, Palms upward.

- 1st movements, down.
- 2d " forward.
- 3d " up.
- 4th " alternate, 1st, 2d, 3d, 2d.

Third Position — Arms horizontal in front, Palms downward.

- 1st movements, down.
- 2d " out aside.
- 3d " up.
- 4th " alternate, 1st, 2d, 3d, 2d.

REMARKS.—The feet should form an angle of 60° : the heels are together, also the knees; the shoulders are thrown back, and the head is erect.

Four movements are made with the right hand; four with the left; two with the right; two with the left; then four with both hands.

Each movement receives two counts, the former being forcibly accented; guard against accenting the second count in any case.

It is better to require the pupils to give *one* of the above exercises well, than to gratify their love of the novel at the expense of thorough *drill*.

RESPIRATION.

(IN PRIVATE).

1. Depress and project diaphragm, then quickly reverse this action, suspending the breath in each case.
2. Inhale and exhale with the above use of the diaphragm.
3. With the palms of the hands on the sides, slowly and carefully elevate the diaphragm.
4. With the tips of the fingers against the sides press in the ribs, then rapidly reverse, suspending the breath in each case.
5. Inhale and exhale with the aid of the fingers as above.
6. Extend arms forward of the body, parallel, with hands open, palms doward; draw them quickly backward clenching the fists; then reverse this action.

RESPIRATION — IN SCHOOL.

1. Open hands on waist, thumbs forward; inhale through nostrils, exhale through lips; inhale and exhale slowly, inhale slowly and exhale rapidly; inhale rapidly and exhale slowly, inhale and exhale rapidly.

2. Assume the third position for each exercise in Calisthenics, breathing as above; direct the attention to the diaphragm in the chest position, to the upper part of the lungs in the shoulder position, to the sides in the elbow position, and to the back in the hand position.

VOCAL EXERCISES.

1. Oral Elements singly and in combinations.
2. Phonetic Laughter.
3. Recitations in verse, with or without Calisthenics.
4. Songs, with or without Calisthenics.
5. Songs with marching; especially in primary grades.

DAILY PROGRAMMES.

WARD SCHOOLS.

FIRST PRIMARY.

9:00..Morals and Manners; Songs.
 9:10..Reading, 1st Grade.
 9:25..Singing by note.
 9:35..Reading, 2d Grade.
 9:50..Recess.
 10:05..Numbers, 1st Grade.
 10:25..Numbers, 2d Grade.
 10:45..Recess.
 11:00..Language Lesson.
 11:20..Reading, 1st Grade (dismiss them.)
 11:30..Oral Spelling, 2d Grade.
 11:40..Writing.
 12:00..Intermission.
 2:00..Reading, 1st Grade.
 2:15..Reading, 2d Grade.
 2:30..Natural History, 1st Grade.
 2:45..Natural History, 2d Grade.
 3:00..Physical Instruction and Training.
 3:05..Recess.
 3:15..Reading or Oral Spelling, 1st Grade.
 3:25..Oral Spelling, 2d Grade. 1st Grade Write.
 3:35..Singing by note.
 3:45..Drawing. (Inventive on Friday.)
 4:00..Dismission.

SECOND PRIMARY.

9:00..Morals and Manners; Songs.
 9:10..Reading, 1st Grade.
 9:25..Reading, 2d Grade.
 9:40..Singing by note.
 9:50..Recess.
 10:05..Arithmetic, 1st Grade.
 10:35..Arithmetic, 2d Grade.
 10:45..Recess.
 11:00..Language Lesson.
 11:20..Oral Spelling, 1st Grade. (Topical on Friday.)
 11:30..Oral Spelling, 2d Grade. (Topical on Friday.)
 11:40..Writing.
 12:00..Intermission.
 2:00..Reading, 1st Grade.
 2:15..Reading, 2d Grade.
 2:30..Geography, 1st Grade.
 2:45..Geography, 2d Grade.
 3:00..Physical Instruction and Training.
 3:05..Recess.
 3:15..Singing by note.
 3:25..Oral Spelling, 1st Grade. (Topical on Friday.)
 3:35..Oral Spelling, 2d Grade. (Topical on Friday.)
 3:45..Drawing.
 4:00..Dismission.

“ NORTHEAST DISTRICT ”— MIXED.

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

FIRST GRAMMAR.

9:00. . Morals and Manners; Songs.
 9:10. . Study and Instruction.
 9:40. . Arithmetic, 1st grade.
 10:10. . Singing by Note.
 10:20. . Arithmetic, 2d grade.
 10:45. . Recess.
 11:00. . Geography, 1st grade.
 11:30. . Geography, 2d grade.
 12:00. . Intermission.
 2:00. . Reading, 1st grade.
 2:20. . Reading, 2d grade.
 2:40. . Grammar, 1st grade.
 3:00. . Physical Instruction and Training.
 3:05. . Recess.
 3:15. . Grammar, 2d grade.
 3:40. . Written Spelling, 1st grade. (Oral on Wednesday.)
 3:50. . Written Spelling, 2d grade. (Oral on Wednesday.)
 4:00. . Writing — Monday and Wednesday. Drawing — Tuesday and Thursday.
 4:30. . Dismisson.
 3:15 to 4:00. . P. M., Impromptu Composition on 1st Friday of each month.

3:15 to 4:00 P. M., Oral Biography on 2d Friday of each month.
 2:00 to 4:00 P. M., Rhetorical Exercises on 3d Friday of each month.
 NOTE—Change the order of the grades on the 2d Friday P. M. of each month; examine one grade, and let the other recite.

SECOND GRAMMAR.

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

HIGH SCHOOL.

ROOM I.

9:00..Morals and Manners; Songs.
 9:10..Study and Instruction.
 9:50..Arithmetic A.
 10:20..Arithmetic B.
 10:45..Recess.
 11:00..Grammar A or Latin.
 11:30..Grammar B or Sentential Analysis.
 12:00..Intermission.
 2:00..Study and Instruction.
 2:20..Reading A. { Special drill together one day each week.
 2:40..Reading B.
 3:00..Physical Instruction and Training.
 3:05..Recess.
 3:15..Physical Geography or History A.
 3:40..P. Geography or History B.
 4:10..Written Spelling A. (Oral on Wednesday.)
 4:20..Written Spelling B. (Oral on Wednesday.)
 4:30..Dismission.
 3:20 to 4:00 P. M., Composition on 1st Friday of each month.
 3:20 to 4:00 P. M., Oral Science of Common Things on 2d Friday of each month.
 2:00 to 4:00 P. M., Rhetorical Exercises on 3d Friday of each month.
 NOTE 1.—Hear the P. Geography and History classes recite from 2 to 3 P. M. on the 1st and 2d Fridays of each month.
 NOTE 2.—Singing from 9:00 to 9:30 on Tuesday.

ROOM II.

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

Remainder like that of Room 1; except singing on Wednesday.

ROOM III.

9:00.. Morals and Manners; Songs.
 9:10.. Study and Instruction.
 9:50.. Latin.
 10:20.. English.
 10:45.. Recess.
 11:00.. Commercial Arithmetic A.
 11:30.. Commercial Arithmetic B.
 12:00.. Intermission.
 2:00.. Study and Instruction.
 2:20.. Reading A. } Special Drill together one day each week.
 2:40.. Reading B. }
 3:00.. Physical Instruction and Training.
 3:05.. Recess.
 3:15.. French or Civil Government.
 3:40.. Commercial Law, Zoology or Greek.
 4:10.. Written Spelling A. (Oral on Wednesday.)
 4:20.. Written Spelling B. (Oral on Wednesday.)
 4:30.. Dismission.
 3:20 to 4:00 P. M., Composition on first Friday of each month.
 3:20 to 4:00 P. M., Oral Science of Common Things on second Friday of each month.
 2:00 to 4:00 P. M., Rhetorical Exercises on third Friday of each month.
 NOTE 1.—Hear the Zoology, French, Civil Government Commercial Law and Greek Classes recite from 2:00 to 3:00 P. M., on the first and second Fridays of each month.
 NOTE 2.—Singing from 9 to 9:30 on Thursday.

ROOM IV.

[Not uniform; arranged each term.]

EXAMINATION PROGRAMMES.

FIRST AND SECOND PRIMARY.

ORAL.

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

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

“NORTHEAST DISTRICT.”

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

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

FIRST GRAMMAR.

ORAL AND WRITTEN.

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

SECOND GRAMMAR.

ORAL AND WRITTEN.

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

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

HIGH SCHOOL.

ORAL AND WRITTEN.

ROOM I.

9:00.. Opening Exercises.
 9:10.. Arithmetic.
 10:45.. Recess.
 11:00.. Latin.
 Grammar or Sentential Analysis.
 12:00.. Intermission.
 2:00.. Physical Geography or History.
 3:05.. Recess.
 3:15.. Spelling.
 3:25.. General Exercises, oral.
 4:00.. Dismission.

ROOM II.

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

ROOM III.

9:00..Opening Exercises.
9:10..Commercial Arithmetic.
10:45..Recess.
11:00..Latin.
English.
12:00..Intermission.
2:00..History, French or Civil Goverament.
Zoology or Greek.
3:05..Recess.
3:15..Spelling.
3:25..General Exercises, Oral.
4:00..Dismission.

REMARK.—In Rooms 1, 2 and 3, on the previous day, devote the whole time for Reading to an examination upon that branch; and rank Writing from any one set of examination papers returned by the pupils. Singing is not to be examined in the High School.

ROOM IV.

[Not uniform; arranged each term.]

RULES.

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

SECOND. No communication or helps will be permitted.

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

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

FIFTH. The examinations will be closed simultaneously.

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

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

RHETORICAL RULES FOR GRAMMAR ROOMS.

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

RULES FOR THE TEACHERS' REFERENCE LIBRARY.

1. All teachers employed in the public schools of Madison shall constitute a Library Association.
2. The officers of the association shall be a President, a Secretary, and a Treasurer, who shall be elected during the first week of every school term. The City Superintendent shall be president *ex-officio*, and his duties shall be such as usually appertain to that office. The Secretary shall also act as Librarian, and shall be chosen from among the High School teachers for one year, to serve from January 1st. The Treasurer shall have charge of the funds of the Association, and shall pay out money only upon the written order of the president and Secretary. The Treasurer shall be chosen from among the ward school teachers.
3. The President, Secretary and Treasurer, shall constitute the Library Committee, whose transactions shall be subject to the will of the Association.
4. Books may be drawn on Wednesdays from 4:15 until 5:15 P. M. Also on those Saturday mornings when teacher's meetings are held.
5. No member shall be allowed to have in his possession more than one book at a time, nor be allowed to retain a book longer than two weeks without renewal. A book may be renewed for one week only.
6. Members retaining books longer than two weeks without renewal, or three weeks including renewal, shall be subject to a fine of two cents for each day of such retention. No member shall be allowed to draw books until all fines against him shall have been paid.
7. Any member losing or in any way injuring a book shall be held liable for the same.
8. The Library may be consulted at any time with the consent of the Secretary.
9. All business not otherwise provided for shall be transacted by the Association.
10. These rules shall take effect and be in force from and after their adoption by the Association.

Adopted April 19th, 1879.

LIST OF BOOKS IN TEACHERS' REFERENCE
LIBRARY.

EDUCATIONAL WORKS.

Art of Questioning,	-	-	-	<i>Fitch.</i>
Art of Securing Attention, (Pamphlet)	-	-	-	<i>Fitch.</i>
Building of a Brain,	-	-	-	<i>Clarke.</i>
Comparative Geography,	-	-	-	<i>Ritter.</i>
Cultivation of the Senses,	-	-	-	<i>Eldredge & Bro.</i>
Cultivation of Memory,	-	-	-	<i>Eldredge & Bro.</i>
Education,	-	-	-	<i>Spencer.</i>
Education, American Journal of, (Vol. IV & V)	-	-	-	<i>Barnard.</i>
Cyclopedia of	-	-	-	<i>Kiddle & Schem.</i>
Report of Commissioner of,	-	-	-	1873-1879.
As a Science,	-	-	-	<i>Bain.</i>
Common Schools,	-	-	-	<i>Currie.</i>
Systems of,	-	-	-	<i>Gill.</i>
Year Book of, (1878)	-	-	-	<i>Kiddle & Schem.</i>
Infant School,	-	-	-	<i>Currie.</i>
Some Thoughts on (Pamphlet),	-	-	-	<i>Locke.</i>
The Science of,	-	-	-	<i>Ogden.</i>
History of,	-	-	-	<i>Philobiblius.</i>
History of,	-	-	-	<i>Schmidt.</i>
Lecture on,	-	-	-	<i>Hailman.</i>
Educational Reformers; Essays on,	-	-	-	<i>Quick.</i>
Educational Directory,	-	-	-	<i>Steiger.</i>
Educational Weekly (1879),	-	-	-	<i>Winchell.</i>
English in Schools,	-	-	-	<i>Hudson.</i>
Elementary Lessons in,	-	-	-	<i>Knox.</i>
Geographical Studies,	-	-	-	<i>Ritter.</i>
Guide to Kindergarten,	-	-	-	<i>Peabody.</i>
Harvard Examination papers,	-	-	-	<i>Leighton.</i>
How to Do It,	-	-	-	<i>Hale.</i>
History, Study of,	-	-	-	<i>Smith</i>
Instruction, Methods of,	-	-	-	<i>Wickersham.</i>
Intellectual Life,	-	-	-	<i>Hamerton.</i>
Key to Practical Penmanship,	-	-	-	(<i>Spencerian.</i>)
Law of Public Schools,	-	-	-	<i>Burke.</i>
Language and Study of Language,	-	-	-	<i>Whitney.</i>
Manual of Methods,	-	-	-	<i>Kiddle, Harrison & Calkins.</i>

Methods of Teaching,	<i>Hoose.</i>
Mistakes in Teaching,	<i>Hughes.</i>
On the use of Words,	<i>Eldridge & Bro.</i>
On Discipline,	" "
On Class Teaching,	" "
One Thousand Ways of One Thousand Teachers,	<i>Mason.</i>
Philosophy (pamphlet) of School Disci- pline,	<i>Kennedy.</i>
Pestalozzi, Life and Works of,	<i>Krusi.</i>
Pestalozzi, The Influence of an Elemen- tary Education (Pamphlet),	<i>Payne.</i>
Physiology of Mind,	<i>Maudsley.</i>
Primary Helps,	<i>Hailmann.</i>
Physiology and Calisthenics,	<i>Bucher.</i>
Primary Object Lessons,	<i>Calkins.</i>
Powers Intellectual,	<i>Abercrombie.</i>
Reader's Hand Book,	<i>Brewer.</i>
School Economy,	<i>Wickersham.</i>
School, Laws of Wisconsin (1878),	<i>Fallows.</i>
School, Laws of Wisconsin (1880),	<i>Whitford.</i>
Amusements,	<i>Root.</i>
Inspection,	<i>Feearon.</i>
Management,	<i>Gill.</i>
Management, Art of,	<i>Baldwin.</i>
And School masters,	<i>Potter.</i>
Higher and Universities in Ger- many,	<i>Arnold.</i>
Supervision,	<i>Payne.</i>
Government,	<i>Jewell.</i>
Management,	<i>Holbrook.</i>
School Management,	<i>Kellogg.</i>
Self Culture,	<i>Blackie.</i>
Special Course of Study,	<i>Stone.</i>
Studies, True order of,	<i>Hill.</i>
School Room, In the,	<i>Hart.</i>
School Room Guide	<i>DeGraff.</i>
Study of Words,	<i>French.</i>
School and Family,	<i>Kennedy.</i>
Teaching, Science and Art of,	<i>Payne.</i>
Teaching, Theory and Practice of,	<i>Page.</i>
Teaching, The Art of,	<i>Ogden.</i>
Teach, How to,	<i>Bain.</i>
Teacher, The	<i>Abbott.</i>
Teacher and Parent,	<i>Northend.</i>

Teachers' Assistant	- - -	<i>Northend.</i>
Teaching the Young, Gentler Manner of,	-	<i>Abbott.</i>
Teaching, Principles and Practice of, -	-	<i>Johonnot.</i>
Teaching, Normal Methods of	-	<i>Brooks.</i>
Teaching, Methods of	- - -	<i>Swett.</i>
Teacher, The	- - -	<i>Blakiston.</i>
Teachers Manual,	- - -	<i>Orcutt.</i>
The New Education Pamphlet,	-	<i>Work.</i>
Training, Oral,	- - -	<i>Barnard.</i>
Training, System of Education,	-	<i>Stow.</i>
Use and Abuse of Examination,	-	<i>Murray.</i>
Words, And How to Put Them Together,	<i>Ballard.</i>	

MISCELLANEOUS WORKS.

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

c—GUIDE.

DIRECTIONS TO PRINCIPALS.

BY THE CHAIRMAN OF THE SUPPLY COMMITTEE.

Buildings are warmed with hot air furnaces. Each room is supplied with a thermometer, and the temperature should be kept, in winter, between 65 and 70 degrees. The janitors are required to properly sweep, at evening, the several buildings under their charge, when necessary, and to dust the furniture in the morning. When fires are needed, they must be lighted in time to insure proper warmth in the several school rooms, by half-past eight o'clock in the morning. In severe cold or rough weather, the fires will need more and earlier care than in mild or still weather.

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

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

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

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

- 1st. Whether the windows are all thoroughly closed.
- 2d. Whether the fires are burning brightly and the heaters performing properly.
- 3d. Whether the fires have been lighted a sufficient length of time.

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

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

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

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

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

REMARKS TO THE TEACHERS.

BY THE SUPERINTENDENT.

In concluding this manual for the teachers, the superintendent desires to make a few brief statements;

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

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

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

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

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

6th. The Board of Education has recently ordered for the table of each teacher, an elementary work upon the preservation of health.

Oral instruction upon this subject is to be occasionally given by the teacher to the pupils in connection with the afternoon training in physical exercises. The teachers are urged not to treat this with neglect, but to interest themselves and their pupils in investigating and applying the principles of hygiene, a subject eminently practical, highly important. Conversations upon topics like the following are suggested: Food, drink, air, bathing, dress, exercise, study, sleep, &c.

7th. Each teacher will find, in charge of the Principal of the school, material for illustrating many of the subjects taught. Moreover, the teachers of the first Primary Department will find in their own rooms carefully selected collections for teaching by the objective method. This material was bought to be *used*, not to be stored away in some closet, there to be enveloped in dust and ultimately forgotten. On the other hand, we should not forget to use all apparatus with at least as much care as if it were our own property, while it is in our possession, promptly returning it to the principal for safe keeping when we have no further need for it. This same remark applies to all books of reference.

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

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

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

11th. The Board of Education desire teachers not to put too much stress upon any examination of the pupils, whether oral or written, monthly or final. Children of a highly nervous organization may easily receive lasting injury, unless the teacher uses great discretion in examining them. No examination should be used as an instrument of torture to atone for the past delinquencies of either scholar or

teacher. If pupils have done poorly upon a study, they are not the only ones to be *blamed*, and should not be the only ones to *suffer*. It is suggested that the idea of a review recitation, not without new hints upon the subject, be incorporated into each examination wherever the same is found to be practicable. The Superintendent has also arranged cards upon which the daily recitation of any class may be marked; this makes any *rigid* examination as unnecessary as it is unwise.

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