



Madison public schools, report for 1885 and history from 1838 to 1885.

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

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MADISON
PUBLIC SCHOOLS,
REPORT FOR 1885

AND

HISTORY

FROM 1838 TO 1885.

PUBLISHED BY ORDER OF THE BOARD.

MADISON, WIS.
M. J. CANTWELL, BOOK AND JOB PRINTER,
1886.

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JENNIE M. CARRIER,	-	-	-	-	Book-keeping, Latin.
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IN ALL THE SCHOOLS.

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FIRST WARD.

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

SECOND WARD.

HATTIE O. THOMS,	-	-	-	-	Second Grammar.
MARY McGOVERN,	-	-	-	-	First Grammar.
ELIZA HERFURTH,	-	-	-	-	First Grammar.
JENNIE WILLIAMS,	-	-	-	-	Second Primary.
IRENE LARKIN,	-	-	-	-	First Primary.
ISABELLA LAMONT,	-	-	-	-	First Primary.

FOURTH WARD.

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

FIFTH WARD.

JENNIE McMILLAN,	-	-	-	-	Second Grammar.
HELEN R. GLEASON,	-	-	-	-	First Grammar.
FANNIE ELLSWORTH,	-	-	-	-	Second Primary,
MARY E. STORM,	-	-	-	-	First Primary.

SIXTH WARD.

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

LITTLE BRICK.

ELLA LARKIN,	-	-	-	-	First Primary.
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NORTHEAST DISTRICT.

CARRIE BILLINGS,	-	-	-	-	Primary and Grammar.
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HIGH SCHOOL.

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FRANK E. PARKINSON.

LITTLE BRICK.

Mr. CHARLES LAMB, Mrs. M. E. WHITTON.

NORTHEAST DISTRICT.

Mr. CHAS. HINRICHES, Mrs. W. H. ROGERS.

VISITING COMMITTEES FOR 1886.

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Dr. C. H. HALL, Mrs. GEORGE RAYMER.

NORTHEAST DISTRICT.

Mr. CHARLES HINRICHSEN.

SUPERINTENDENT'S REPORT.

MADISON, February 2, 1886.

Gentlemen of the Board of Education:

In compliance with your requirements, I submit my report for the past year.

No serious thing has happened to interfere with the reasonably satisfactory work of the schools.

CENSUS.

The census completed on the 30th of June last, shows an increase of 100 in the school population of the city. There has been an increase of 70 in attendance upon the schools. Tabulated statements of the census and attendance are given elsewhere.

BUILDINGS.

The school buildings are generally in good condition, although the problem of ventilation has not been satisfactorily solved. The re-seating of the Fourth ward, and of the higher rooms of the First ward buildings, have added much to the convenience and the pleasant appearance of the rooms.

VISITING.

The interest in the schools felt by the citizens has been manifested by the willingness with which they responded to your request, that they serve on committees to visit and examine the condition and work of the different schools, and report upon the same. The reports of the various committees called attention to various needs, and contained frank suggestions.

ATTENDANCE.

Many of the rooms have been too full. It is a question suggested in the report of the visiting committees, whether a

teacher is able to do justice to more than 45 pupils, especially in the primary grades. Yet some of the rooms have had 60 and more in attendance. Some of the grammar rooms have been equally full, the attendance in the second grammar room of the Second ward having been as high as 64 at one time.

The attendance at the High School has, for a part of the year, been beyond the seating capacity of the building. A number of pupils were obliged to remain at home during study hours, and come to school to their recitations only. There has been, also, a need of additional recitation rooms.

A great part of the good that may be done by a teacher must be by personal contact with pupils. An intimate personal acquaintance and special supervision, with too large a number of pupils, is not possible. With so large a number it is difficult for a teacher to avoid being led into something of the mechanical in the work of instruction. In the near future additional school room will be a necessity.

THE PRIMARY GRADES.

The work in the lower grades must be regarded as the most important part of the work of the schools. A right beginning may be able to overcome later mistakes. A wrong beginning, repressing instead of encouraging the spirits of the children, creating a dislike for school and all its relations, cannot, without special effort, be corrected afterward.

Parents often make a mistake by sending their children too early to school. Little children cannot, without lasting injury, be subjected to the restraints of the school room. There is no compensation in the little that they may learn from books. Play in a pleasant home is better for children of four years than books at school,

It would be better for most of the children to attend school only half a day. By alternating the divisions of pupils, one coming in the forenoon and the other in the afternoon, the rooms would be relieved from their crowded condition.

A partial remedy for the too early attendance of primary pupils may be found in the adoption of some of the features of the Kindergarten. It is manifestly impossible to introduce all

the work of the Kindergarten in our public schools. Some schools that have tried the entire Kindergarten for a few years have given it up; others are still experimenting. The best thing for us seems to be, to use whatever we can of this work, or rather of some industrial system for the little folks—no matter by what name it is called—as a relief from the restraints of the school room. It will afford a rest from the study of book lessons. It will teach the little ones to use their eyes, and their hands, and their tongues, in something more tangible and real than the printed page. In lower grades, at least, children may best learn to do by doing.

The beginnings that have been made in this direction promise well. By avoiding the mistake of going too fast in these methods, or of undertaking more than we can do, good results may be hoped for. And if this work makes it necessary to postpone for a time the learning of abstract arithmetic, no harm will be done. A little more maturity will make the learning of arithmetic more satisfactory.

The following paper, upon this subject, was recently read in Teachers' Meeting, by Miss Lamont :

The first essential in the application of any theory, is common sense. Without it the most perfect system would be but poorly administered. Enthusiasm would be carried into fanaticism, and conservatism degenerate into lifelessness. So in the introduction of the Kindergarten into the primary school, to avoid either extreme, common sense is the prime necessity.

To attempt to convert each of our primary departments into a perfect Kindergarten, under present conditions, is simply impossible. First, and chiefly, because no teacher can give the personal supervision necessary in Kindergarten work to more than twenty pupils of Kindergarten age.

Secondly, because the public do not yet appreciate what the Kindergarten does for the children, and hence does not demand it. Whenever public opinion says, "We must have it," the public purse will pay for it. But taking things as they are, and not as we might wish to find them, we may still do much to instruct, entertain and amuse the little ones.

The Kindergarten furnishes the average child the means of development between the ages of three and seven years. Its aim is to so environ the child that its physical, mental and moral powers shall be harmoniously educated or drawn out, and that all its faculties shall be trained without being strained. Educators universally concur in the belief that young children should be taught concretely; should become acquainted with *things* rather than facts *about* things. Things suggest thought, and thought is development.

The Kindergarten is a world of things, and the things lead the child into the world of investigation, thus cultivating the perceptive faculties, which are the basis of all education, and upon which the superstructure is not built, but out of which it grows.

Every new thing which comes to the child which he sees, feels or thinks, is a sequence of something which has gone before, and when things are presented to a fresh, unbiased mind in the most natural way, the law of sequence is the most apparent thing, or cause and effect. Had this been kept in view in the giving of instruction for the last twenty years, the law compelling the teaching of the effects of narcotics and stimulants upon the human system might not now have been a necessity.

Our state admits children to school at the age of four years, and our city, by a local regulation, at the age of five years, and the Kindergarten admits them at three. The training suitable for a child of three years would be comprehended by one of five much more readily, thus obviating the necessity of using every link in our primary school which is used in the Kindergarten.

The majority of those entering our school at five years are not mature enough, or not sufficiently developed, to take the mental aliment which our curriculum places before them for the first year, and while they cry for milk we give them meat, and thus their mental digestion is ruined. Now, just what will be agreeable to their palate and proper for their nourishment is the problem. According to Pestalozzi, form, number and language are the means of development. The features of the Kindergarten which might be practicably used as this means we shall specify. In the Kindergarten there are games, gifts and occupations. The games promote the physical growth, call out the imaginative faculties, and interest the child in the tradesman, animal or character which the play represents. The gifts are more expensive than material for occupations, and hence less available, but they are invaluable as a means of teaching form, number, direction, position, size, etc.; but these may be also taught through the occupations. Mat weaving teaches form, color, harmony of color, number, and gives technical training to the fingers, which fits them to use pencil, pen, needle or tools. Paper folding teaches form, color, number, sequence, accuracy, design and arrangement. Sewing teaches the eye and the hand. Cutting and pasting includes all that is taught in folding, and the pasting emphasizes neatness. Molding is one of the most difficult occupations to manage, but secures good results in the way of technical training, and might be carried on through the primary and into the grammar departments, as a help in drawing and geography.

This work can be done in schools of fifty pupils by having a few of the more advanced pupils of our own grades assist in supervising the work of the others, thus making the knowledge more definite to themselves, inculcating the spirit of helpfulness, and teaching the little ones to receive instruction from any source, and to regard authority in whomsoever vested.

The occupations are commendable in that they furnish work with tangible results for the child's activities to be spent upon, and are a constant

source of delight to the children; and only when children are normally employed are they happy.

Lastly, but most important, let us bring in large measure the *Kinder-garten spirit*. Let us be simple, truthful, affectionate and unconstrained; not tied to formulas or precedents. Let us live and teach the sentiment of the golden rule, and filled with the spirit of the Great Teacher we may reach the "heights," being led by a little child.

GRAMMAR GRADES.

Something of the same system may be continued through the intermediate grades, the work being always adapted to the needs and capacities of the children. It will make study more real. It will give a relish to the work of the school, and will quicken the spirit of the scholar. There are innumerable objects in nature that may be used as the subjects of occasional lessons. The habit of close observation should be cultivated continually. Pupils should learn to pick up information by coming in contact with the things of the world and active life about them, without waiting for some one to print that information in books for them to read.

HABITS OF INDUSTRY.

The habit of noticing how men do will lead to the most practical knowledge. Business forms and business ways can best be learned where they are used. In our schools we can direct attention to them. But there is not time in the brief terms of our schools, to devote attention to specific industrial training. We cannot teach all the trades. Pupils should be taught that all honest toil of whatever kind is honorable, and that idleness is dishonorable.

The little beginnings in the primary rooms may be encouraged until the brain becomes active in planning, and the busy hand acquires cunning in executing. The most profitable lesson that our youth can learn is to be busy at something useful—to learn to earn and to save. Having nothing useful to be busy about, is the cause of most of the evil habits that prevail—habits that lead to a waste of energy and to profitless lives. It has been worthily said that teachers are most encouraged by the hearty co-operation of parents. And there are important particulars where it may as well be said that the faithful teacher would be

glad to co-operate with the parents. For they appreciate the fact that children who make the best use of their time out of school are the most diligent in school.

The long vacations of summer afford opportunities that our boys, especially, ought to be glad to improve in following some useful line of labor. This would lead to greater enjoyment of rest, and a livelier appreciation of school privileges. It is encouraging to note the fact that a large number of the boys in our schools, as soon as vacation comes, are seeking work to do. It is a practical movement in the line of industrial education.

DRAWING.

Drawing continued through the grammar schools will lead to many good results. It gives freedom to the movements of the hand. It leads to the more appreciative pursuit of studies that are to follow, and may prove of great value in industrial pursuits in after life. Drawing is continued through the lower grades of the High School. And occasional exercises in drawing given to students in the higher classes, have proved well worth the time given. Drawing should not be looked upon as an end in itself, but as a means, in that it is a help in so many ways.

MUSIC.

The attention given to music is profitable. Drill in the principles of music is an educator in itself. The exercises in music, never long continued, afford a pleasant rest from other duties of the school, and are healthful in their effects.

WORK OF THE WARD SCHOOLS.

It is intended that the ward schools shall afford every facility for thorough instruction in the studies that will be needed in all ordinary business. This includes the use of good language, a knowledge of the history of our country, and a good knowledge of practical arithmetic, including the writing of all ordinary business forms.

PROMOTIONS.

The practice of promoting classes at the beginning of the spring term has resulted in the frequent overcrowding of the

High School, the highest class not graduating till the end of the spring term. With the present attendance at the High School the class to be admitted would make about fifty more than the building will accommodate. It has been decided to change the time of promotions to the beginning of the fall term. This change will prevent any disarrangement of classes or rooms during the entire school year, and will also be in conformity with the custom of the other schools in the state.

Promotions are to be decided by the combined result of written examinations, of regular work in the class, and of the teacher's judgment as to the ability of the pupil to do the work of the succeeding grade.

HIGH SCHOOL.

The brief certificate courses in the High School have been abandoned, and the four long courses reduced to three. These short courses were originally adopted with good intent, but a fair trial of them led to complications. In doing away with them for the purpose of simplifying the courses of study, it has not been proposed to deprive any student of the privilege of completing the course of study in less than the prescribed time, if he is sufficiently matured and competent to do so. The object has been to diminish the number of classes, and to persuade the most of our pupils that more time can profitably be spent on the studies of the High School. It takes time to make students. The leading facts of many of the branches of study might possibly be picked up in less than four years, sufficiently to enable one to pass a creditable examination upon them. But the habit of close and persistent application, of searching out minute and hidden points, not for show, but for the satisfaction of getting them, is worth infinitely more than the mere perception of the more obvious facts of a subject. This habit of close and critical study will lead to accurate thinking on all subjects, and will make such students men capable and efficient in every business and profession. But to attain these habits requires time and patience. When these habits are acquired, the student will take delight in study, and will be willing to take time.

THE NATURAL SCIENCES.

It is intended to make the practice in botany and zoology a continuance of the line of work indicated for the grammar schools. With increased facilities for this work, opportunities will be afforded for students who desire to do thorough and systematic work in these directions. The work in chemistry and natural philosophy is intended to be, as far as possible, by experiment—students not merely working out in the prescribed way experiments fully described in advance, but working, to a certain extent, independently and originally, recording their results. These studies afford a wide field for analysis, and a mere beginning in our schools, made in the right way, may lead to proficiency hereafter. Requiring students to originate problems, and to find ways to work them out, is far better than to have them simply solve given problems by rules that are also given. We are too apt to work by rules and formulas, instead of depending upon principles. Finding and applying a principle is the highest exercise of reason. After-life will be largely made up, not of work ready to be done, but of searching for problems to solve and looking for work to do.

THE ANCIENT LANGUAGES.

It is gratifying to observe the disposition on so large a part of our students, to take Latin and Greek. The number taking these languages is much larger than in previous years. It is the unanimous experience of the present corps of instructors in the High School, that those pupils who have had a thorough early drill in Latin are more accurate students in all the succeeding branches of the course. Latin can be advantageously taught before the pupils are sufficiently matured to do justice to many of the other branches. Shall they be idle, or shall they waste their time on things they are not prepared to comprehend, while waiting for maturity? A thorough drill in Latin is one of the greatest helps to the acquisition of the habit of close and systematic study. Those who have an opportunity to pursue these studies and neglect to do so, for fear they will not be profitable, are incurring an actual loss through fear of a possible one.

A REST FROM SCHOOL WORK.

A rest from school work with a view to better physical development, is frequently beneficial. With some the rapidity of their growth, or their nervous condition, makes the rest a necessity. When pupils have completed the course at the grammar schools and have entered the High School, it has seemed especially beneficial to many to take such a period of at least partial rest. By taking part of the studies of the grade one year and the rest the next, being in school half the day and busy at suitable out door labor the other half, they will be benefitted both physically and mentally. They will gain by the rest more than they will lose by the delay. It is gratifying that on the part of a number there has been a willingness to act on this suggestion.

NORMAL TRAINING.

We are required by law to give instruction in the Theory and Art of Teaching. It is for our own interest to do this as efficiently as possible. For teachers we are to look mainly to the graduates of our High School.

A special normal course was for some time in operation. Pupils could enter upon this course immediately upon entering the school. In this course were included some of the grammar school studies. A review of these studies with a view of teaching them is very important. But there was too great an inducement for immature pupils to choose this course. It has seemed better, after trial of the course, to require all to master the studies of one of the regular courses as far as the fourth year, before giving them any special normal instruction. They will then have acquired more material to which they can apply the principles of teaching. Their judgment will be more matured. It is necessary to learn thoroughly the things to teach before we can speculate wisely on the theory of teaching.

This normal instruction will be given to the entire fourth year class during the winter and spring terms. It may not be as comprehensive as might be desired; but it will afford opportunity for review of first principles. The judgment may be

developed by a comparison of views as to the best methods. Something of the science of mind may be learned.

Every regular recitation of the course should suggest to the learners something of the true principles of teaching. And it is hoped that all this will be, with those who purpose to teach, but the beginning of a course to be continued in the efficient department of pedagogy at the State University. Teaching is to be more of a profession than it used to be. In view of the growing requirements of the calling, encouragement should be given to those expecting to teach, to prepare themselves for the work as thoroughly as possible.

We are fortunately situated in being able to select teachers from those who have had special advantages afforded by the University courses of study. And it is worthy of mention that among our teachers there are so many who have in this way won their degrees, or by rigid examinations have earned their state certificates.

In view of the fact that the most important part of our work is in the lower grades, the long continuance of a teacher in primary work ought to be considered an indication of appreciation more complimentary than a "promotion" to a higher grade.

MENTAL AND MORAL DISCIPLINE.

There are more important things than the learning of books. Respectful deportment, reverence for the aged, habits of industry, thorough honesty — these ought not to be left to the school alone. At most the pupil passes but one-fourth of the twenty-four hours in school. Home should be a better and pleasanter place than school. Its influences last longer.

There is nothing better than for children to acquire the habit of doing their best to earn a desirable thing before possessing it.

Endeavoring to possess wealth without honestly earning it, is demoralizing in the commercial world. It is demoralizing in educational work to expect to attain scholarship without honest and long-continued study. Hoping to master a subject in a few easy lessons, or waiting for the teacher to do all the explaining on every difficult point, takes all the vitality out of study. The act and process of studying correctly is worth more than the

things learned. The object is not to go through the form of studying, getting through as quickly as possible, but to make the most out of all that is in the course — not grading subjects down, making them easier to suit the capacities of immature pupils, but to grade students up, until they can work independently. It is a mistaken kindness to a student to make things easy for him.

The most valuable results have ever followed wholesome discipline. The forces of nature accomplish their most beneficent effects when they have been restrained. An excess of liberty is dissipation. Only through discipline can one attain the full control of his faculties. The facts that we have learned, and the tasks that we have done in school may not avail us much in after-life. But the ability to learn and to do the right thing at the right time — the ability to be equal to every emergency that may arise, is the practical thing, at which we are aiming in the discipline of the schools. The habit of thoroughly doing what is set before him, early acquired and persistently adhered to, will make a capable man.

And the most important tests in after-life are apt to be moral tests. Wholesome restraints are helpful to the formation of moral character. It will quicken and strengthen the sense of responsibility to call to mind the old truth, that every course of conduct is followed by its own consequences. Wholesome restraints are the safeguard of our youth. These need not be irksome or irritating. A firm and cheerful control will lead a child into a contented enjoyment of his activities, within limits judiciously prescribed. One will be even happier under such a government than if left wholly unrestrained and ungoverned. Instead of being a deprivation or a hardship, it is in every way helpful, enabling the pupil to know, and to become master of, himself.

WM. H. BEACH,
Superintendent.

HIGH SCHOOL GRADUATES.

CLASS OF 1875.

Archibald Durrie,
Charles Lamb,
*Oliver Ford,
Howard Hoyt,
Frank Huntington,

Charles Oakey,
Thomas Parr,
William Kollock,
Edward Oakley,
William Windsor,

Hattie Thomas,
Carrie Billings,
Ella Hickok,
Annie Horne,

CLASS OF 1876.

Henry Favil,
Alfred Patek,
Henry Wilkinson,
Stanley Proudfit,
Charles Hudson,
George Morgan,
Henry Mason,

William Morgan,
Willis Hoover,
Euphenia Henry,
Sarah Dudgeon,
Hattie Huntington,
Nettie Nelson,
Stella Ford,

Carrie French,
Carrie Kellogg,
Margaret Coyne,
Kitty Kelly,
Maria Dean,
Lizzie Bright,

CLASS OF 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,
Wendell Paine,
William Oakey,

William Dodds,
Walter Pearson,
Sarah Chambers,

Lucy Gay,
Mary Storm,

CLASS OF 1879.

August Umbrite,
Julia Ray,
Rosa Fitch,

Lillie Beecroft,
Mary Wright,
Alice Lamb,

Sarah Clark,
Jennie Lovejoy,

COMMERCIAL COURSE.

Edgar Doty,
Cyrus Guile,

Sophie Klauber,

Nettie Estabrook,

CLASS OF 1880.

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

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

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

MADISON PUBLIC SCHOOLS.

COMMERCIAL COURSE.

Walter Williams,
Oscar Schlotthauer,

Marcus Moody,
Frank Rathbun,

Emma Case,

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

CLASS OF 1881.

Fannie Ellsworth,
*Jessie Partridge,
Emma Smith,
Helena Bjornson,

Rosa Dengler,
Lizzie McMillan,
Frederica Bodenstein,
Grace Clark,

COMMERCIAL COURSE.

B. Halligan,
Charles Ott,

Peter Riedy.
Bertie Rundle,

Cuthbert Smith,
Emma Jones,

CLASS OF 1882.

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

Elizabeth Heney,
Mary Connor,
Lillie Clement,
Kate Devine,

Jessie Lewis,
Lelia Dow,
Maggie Robb,

Howard Bishop,
Henry Scampton,

COMMERCIAL COURSE.

Frank Karstens,
Carrie Crane,

Maggie Robb,

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

Mamie Farley,
Nellie Jewett,
Libbie Klusmann,
Etta Patterson,

Louise Armbrecht,
Eleanor Crowley,
Fannie Gay,
Emma Hyland.

COMMERCIAL COURSE.

Harry Briggs,
Harlow Ott,
Carl Nelson,

Emily Steinle,
Minnie Trimmer,

Sarah Deards,
Ella Kennedy,

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

Ida Herfurth,
Alice Rodermund,
Sophie Lewis,

Temmie Deards,
Mollie Conklin,
†Laura Hinrichs.

CLASS OF 1884.

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

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

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

NOTE.—Twelve students finished the certificate course with the class of 1881, thirteen with the class of 1882, eleven with the class of 1883, twelve with the class of 1884, and fourteen with the class of 1885. Also, three finished the normal course, 1885.

* Deceased.

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

CATALOGUE
OF THE
PUBLIC SCHOOLS, OF MADISON, WISCONSIN.

For the Year Beginning with the Spring Term of 1885.

HIGH SCHOOL.

RESIDENT GRADUATE.

Albert Rundle.

GRADUATING GRADE — LONG COURSE.

Ancient Classical —

Lillie D. Baker,	James B. Kerr,	Annie A. Nunn.
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Modern Classical —

Olive E. Baker, Sophie S. Goodwin,	Blanche L. Ryder, Leonore L. Totto,	Sue G. Tullis.
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Scientific —

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

Modern Classical —

Frank Gordon,	Ernest N. Warner.
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Scientific —

William Anderson, Jessie M. Bell, Joseph F. Geiger, Benjamin J. Hoyt,	Edward Hutchinson, John L. Libby, Joshua Polin, Flora C. Rice,	Helen A. Steensland, Lou A. Tyner, Mary Tyner, Carrie Woolston.
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Normal Course —

Emma T. Beck,	Ida C. Dengler.
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Special Students —

John Bunn, Sumner Curtis,	Louis Hanks, Cassie Luther,	Mary Stoner, Samuel Vernon.
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FOURTH GRADE — LONG COURSE.

Ancient Classical —

Eldon Cassoday, Ben Parkinson.	Charles Mayers,	Henry Parkinson,
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Modern Classical —

Kitty Bruce,
Robert Burdick,
May Carpenter,

Lelia Gile,
Rollin Hill,
Frances Kleinpel,

Grace Lamb,
Florence Smith,
Zilpha Vernon.

Scientific —

Carrie Briggs,
Nora Culligan,
Emma Dowling,

Margaret Foran,
Charles Giddings,
Otilia Stein,

Annie Tarnutzer,
Varnum Parkhurst.

Special Students —

Julia Amoth,
Lillian Boning,
Margaret Boning,
Henry Bareis,
Harry Berger,
Shepard Bucey,
Maude Coghlan,
Anna Chapman,

Carlisle Clarke,
John Connor,
Emma Diment,
Sarah Garnhart,
Hiram Gill,
Lansil Jacobs,
Louis Kroncke,
May Lewis,

Olof Noer,
Frank Oakey,
James Ramsey,
Eugene Rowley,
May Sanborn,
William Welch,
Frank Wootton,
Frank Wright.

THIRD GRADE — LONG COURSE.

Ancient Classical —

Bessie Cox,

Fayette Durlin,

Paul Richards,

Modern Classical —

Florence Baker,
Augusta Bodenstein,
Charles Dickson,
William Ellsworth,
Lizzie Hughes,

Marion Janeck,
Carl Johnson,
Bertha Mayer,
Arthur Oakey,

Jennie Ritchie,
Carrie Smith,
Thomas Urdahl,
Elsie Veerhusen.

Scientific —

William Adamson,
William Ashley,
James Cantwell,
Mary Gordon,
Sadie Gallagher,

Elizabeth Henwood,
Daisy Lindley,
Oscar Minch,
Mamie Minch,
Fred Spencer,

Dwight Silliman,
George Thorp,
Edward Troan,
Joseph Wilson,
Henry Winter.

Special Students —

Andrews Allen,
Bertine Alley,
Minnie Ashby,
George Bancroft,
Daniel Donahue,
Minnie Fleming,
William Gray,

Marguerite Gay,
Mabel Ingraham,
Augusta Lee,
Arthur Leith,
Alma Moessner,
Florence Norton,

Charles Piper,
Betsy Swenson,
Samuel Swansen,
Emma Snyder,
G. Elmer Tarbox,
Esther Williamson.

ROOM III.

SECOND GRADE.

Henry Ainsworth,
Lewis Bender,
Annie Bremer,
Bessie Brown,
Frank Bryant,
Mary Bryant,
Doan Casey,

Mabel Flemming,
Addie Gage,
Matthew Gay,
Henry Geiger,
Ella Gernon,
Alice Gill,
Catharine Griffiths,

Harry Morgan,
Minnie Moon,
Alice Miller,
Byron Paine,
Samuel Piper,
Elizabeth Park,
Mary Pickarts.

SECOND GRADE — continued.

Burnie Chapman,
Sadie Connor,
Merrill Copp,
Joseph Coyne,
William Coyne,
Danie Daniher,
Earl De Moe,
John Donovan,
Maude Durlin,
Carl Engel,
Thomas Farness,
Henry Fitch,
Minnie Fitzgerald,

Herman Harbort,
Anna Hillard,
Hannah Herfurth,
Fred Holman,
Fred Jefferson,
Grace Johnson,
George Keenan,
Henrietta Kleinpell,
Samuel Lamont,
Nellie Leith,
Maggie Leavy,
Edward Main,
John McNaught,

Harold Phillips,
Alice Regan,
Katie Regan,
Claudia Rexford,
Bert Riedy,
Emma Rosenstengel,
Charlie Shields,
Katie Shields,
Louise Sommermeyer,
Clara Sutcliff,
Helen Thorp,
Bertha Waltzinger,
Henry Vandercock

ROOM II.

Lizzie Armstrong,
Kittie Brand,
Annie Beck,
May Baker,
Mattie Baker,
Alice Beecroft,
Agnes Bowen,
Frankie Bowen,
Maggie Conway,
Wilfrid Chase,
Lucy Conklin,
Birdie Cassoday,
Willie Drives,
Willie Donovan,
Ella Davis,
Myrtle Davidson,
Annie Delaplaine,
Mary Farnes,
Christina Farnes,
Retta Gapan,
Willie Gilbert,

Carl Gurnee,
Eddie Gernon,
Bertie Garnhart,
Herman Heim,
Myra Hilton,
Herman Kroncke,
Frank Kidder,
Lucius Lawrence,
Nellie Lust,
Edith Locke,
Mina Lloyd,
Gusta Menges,
Herman Minch,
Mary Murray,
Minnie Melville,
Emma Nelson,
Annie Oakey,
Mary Oakley,
Nettie Rich,
Grace Reynolds,

Georgia Rich,
Grace Rowley,
Bertha Smith,
Willie Swaine,
Frank Sommermeyer,
Henry Sommermeyer,
Emma Sitterly,
Mark Smith,
Charles Sanborne,
Lonie Sumner,
Floy Stearns,
Alice Taylor,
Lillia Thayer,
Charles Thuringer,
Sarah Vance,
Henry Vilas,
Richard Whiton,
Kent Wood,
Joseph Wallace,
Amy Young.

ROOM I.

Carletta Anderson,
Emma Allen,
Harold Allman,
Frank Bancroft,
George Bartlett,
Maud Benston,
Edith Brown,
Bessie Brown,
Kate Brown,
Fannie Butler,
Myrtle Bryant,
Alice Burdick,
Thresa Byrne,
Mary Beat,
Lewis Claude,
William Conklin,
Maggie Cunningham,
Clara Davies,

William Harrington,
Alice Hawkins,
Bena Herfurth,
Mary Jones,
Mary Hughes,
Amanda Johnson,
Cora Jones,
Robert Jonas,
Joseph Kavanagh,
Annie Kentzler,
Louise Kingsley,
Maggie Kiper,
George Lawrence,
John Lewis,
Nancy Law,
Charles Lindley,
Birdie Morrison,
Helen Mayer,

John Norsman,
David Norton,
George Oakey,
Lillie Ott,
Abbie Pollard,
John Power,
Lucile Phillips,
Frankie Rogers,
Ida Lawyer,
Clara Sommermeyer,
Arthur Sykes,
Mary Smith,
Estelle Schuloff,
James Straslipka,
Charles Seefield,
William Schumacher,
John Schweinam,
Olive Thayer,

SECOND GRADE—continued.

Jennie Dodsworth,
 Grace Dunlap,
 Lucius Davidson,
 Charles Doyon,
 Lizzie Donoughue,
 George Fleischer,
 William Fitch,
 Dora Frederickson,

Jennie Mills,
 Alice Miller,
 Mary Main,
 Alma Moessner,
 Estelle Moessner,
 Frank Milward,
 Adelia Marsh,
 Lizzie Morrison,

Agnes Usher,
 Bena Von Leshout,
 Edward Wandry,
 Mary Weynond,
 Amy Webster,
 Alexander Welch,
 John Wangness.

FIRST WARD.

SECOND GRAMMAR.

Second Grade—

George Anderson,
 Grace Bross,
 Mamie Devitt,
 Roy Foster,
 Dwight Freeman,
 Kitty Francomb,
 Evva Gillett,
 Willie Gillett,
 Ollie Gill,

Harry Hamburger,
 Helen Kellogg,
 Olga Mayer,
 Willie McNaught,
 Llewellyn Miller,
 Mina Millman,
 Gusta Nietert,
 Lillie Nicodemus,
 Jennie Pitman,

John Replinger,
 Jessie Shepherd,
 Bertha Silsbee,
 Gene Smith,
 Carl Smith,
 Dick Stone,
 Mollie Vilas,
 Ada Willey,
 George Webster.

First Grade—

Daisy Bardsley,
 Minnie Blanchard,
 Harry Curtis,
 Bertie Greenbank,
 Eddie Gillett,
 Willie Hancock,
 Stanley Hanks,
 Lena Harbort,

Emma Henwood,
 Arthur Henwood,
 Lyle Humphrey,
 Hobart Johnson,
 Lucy Jones,
 Willie McGovern,
 Roy Mahard,

Oscar Nebel,
 Christina Peterson,
 Henry Potter,
 Maude Smith,
 August Stock,
 John Sullivan,
 Clara Thayer.

FIRST GRAMMAR.

Second Grade—

Nellie Ainsworth,
 Brent Alley,
 Helen Baker,
 Edith Bond,
 Tillie Chare,
 Alfa Cleton,
 Joseph Daggett,
 Fred DeWolf,
 Teresa Fitch,

Lottie Freeman,
 Maggie Freney,
 Jessie Garnhart,
 Sarah Gallagher,
 George Griffiths,
 Kittie Gill,
 Annie Hazeltine,
 Roland Hastreiter,

Briard Jones,
 Carl Karstens,
 Florence McCarty,
 Charles Replinger,
 Helen Sturm,
 Walter Stock,
 Iva Welsh,
 David Wright.

First Grade—

Melvina Allen,
 Harold Bancroft,
 Vennie Binnewies,
 David Cromey,
 Allen Daggett,
 Carrie Dodd,
 Victoria Fish,
 John Fitzpatrick,

Grace Greenbank,
 Mary Griffiths,
 J. Ranney Hilton,
 Effie Jones,
 Maurice Johnson,
 Susie Knight,
 Eliza Lamotte,
 Richard Lewis,

Ina Minch,
 Hattie Minch,
 George Riley,
 Charles Riley,
 Frank Riley,
 Frankie Shepherd,
 Alma Stock,
 Willie Spicer,

LIST OF SCHOLARS.

25

First Grade — continued.

Mary Freeman,
Bessie Gernon,
Maud Gallap,

Mary Malec,
Myrtle Miller,

Lottie Ward,
Gussie Wood.

SECOND PRIMARY.

Second Grade —

Joseph Allen,
Andrew Behrend,
Emma Bibbs,
Peter Böhren,
Johann Böhren,
Laura Carter,
Florence Dodge,
Florence Gage,
Mattie Goodwin,
Theodore Harbort,
Bertie Henwood,

Grace Huntley,
Marcella Keeley,
Gertie Kerne,
Gilbert King,
Clarke Knight,
Alfred Kroncke,
Royal Maine,
Toney Malec,
Clare Memhard,
Grace Merrill,
Fred Neckermann,

Minnie Nichols,
Minnie Orvis,
Betty Peterson,
John Peterson,
Alice Schuloff,
Madge Shellenberger,
Alfred Thayer,
Ollie Tifft,
Ada Tracy,
Alice Watson,
Etta Wood.

SECOND PRIMARY.

First Grade —

Hjalmar Anderson,
Emma Blind,
Christian Böhren,
Matilda Cook,
Maggie Devitt,
Bessie DeWolf,
Georgie Fett,
Harrie Francomb,
Jessie Francomb,
Grace Fitch,

John Gallagher,
Winnie Griffiths,
Marshall Hanks,
Fred Hurd,
Frankie Kayser,
Mabel King,
Ellen Lamb,
Emma Memhard,
Walter Minch,
Charles Roach,

Willis Schleuter,
Annie Schutt,
May Shellenberger,
Fred Shepherd,
Denton Smith,
Adolph Smith,
Otto Smith,
Pauline Smith,
Fanny Straslipka,
Eunice Welsh.

FIRST PRIMARY.

Second Grade —

George Anderson,
Grace Anderson,
Emma Benewiese,
Josie Benewiese,
Willie Bibbs,
Rudolph Böhren,
James Cromay,
Kittie Dorris,
Fred Gillett,
Clarence Isaacs,

Carrie King,
Eddie Kayser,
Maggie Lewis,
Lester Lemotte,
Genevieve Lloyd,
Collie Malec,
Jessie McNamee,
Mamie Polleck,
Gustaff Polleck,

Roxy Roesch,
Florence Shepherd,
Minnie Slieter,
Theodore Soehle,
John Stock,
Julia Straslipka,
Percy Tracy,
Willie VanWie,
Nancy Watson.

First Grade —

Willie Allen,
Edith Barsley,
Edna Barsley,
Augusta Benewiese,
Jackey Bibbs,
Minnie Boelsing,
John Bourke,
Dorothy Curtiss,
John Conly,
Albert Cromay,
Mikey Devitt,
Mable Dodsworth,
Jennie Ferrar,

Sybil Ferrar,
Frank Fett,
Tommy Franey,
Nellie Hueber,
Earl Isaacs,
Bessie Jones,
Willie Kern,
Emelen Knight,
Allie Malec,
Fred Mybum,
Lizzie Mybum,
Amy Nichols,
Minnie Peterson,

Hattie Polleck,
Frank Reynolds,
Belle Roach,
Jessie Roesch,
Annie Sieben,
Fred Soehle,
Frank Smith,
Tillie Stangeland,
Edna Stone,
Bertha Suhr,
Harry Tracy,
Grace VanWie,
Stella Watson.

SECOND WARD.

SECOND GRAMMAR.

Second Grade —

Nettie Abel,
 Lillie Allen,
 Ottmar Boehmer,
 Lizzie Brinkhoff,
 Arthur Bulfinch,
 Mary Bulfinch,
 Willie Carter,
 Mary Cramer,
 Willie Cox,
 Charlie Coyne,
 Minnie Deards,

May Foster,
 Bertha Helm,
 Theodore Herfurth,
 Carl Johnson,
 Fred Kaiser,
 James Keeley,
 Maggie Lamont,
 Arthur Lazier,
 Michael Lynch,
 Emil Lamp,
 Fred Moon,

Anna Schmedermann,
 Joseph Schubert,
 Willie Robinson,
 Charlie Tenney,
 Percy Vilas,
 Bianca Voss,
 Eddie Waldschackey,
 Marion Walkenshaw,
 Luvia Willett,
 Clement Lewis,

First Grade —

Ella Albertson,
 Arthur Angove,
 Emma Ball,
 Wilbur Ball,
 Maud Berryman,
 Joseph Bleid,
 Claude Bortree,
 Letitia Brooks,
 Frank Bush,
 Eddie Cantwell,
 Daisy Carville,
 James Daley,
 John Dais,
 Etta Doyon,

Arthur Gallagher,
 Emma Huntly,
 Fred Janeck,
 Charlie Jacobs,
 Charlie Johnson,
 Lizzie Lally,
 Mabel Langdon,
 Otto Lenzer,
 Robert Montgomery,
 Agnes Mueller,
 Washington Oakey,
 Oscar Oleson,
 Lucius Reed,

Marcia Reed,
 Tillie Rinder,
 Herman Scheibel,
 Harry Shaw,
 Robert Smith,
 Milton Smith,
 Francie Speckner,
 Bertie Steensland,
 Willie Swenson,
 Willie Tenney,
 Walter Veerhusen,
 Lena Voss,
 Willie Winkler,

FIRST GRAMMAR.

Second Grade —

Otto Anderson,
 Albert Berg,
 Lillie Berg,
 Warren Bush,
 Agnes Comford,
 Grace Cory,
 Lizzie Daubner,
 Addie Fields,
 Curtiss Gordon,
 Flora Grube,
 Fred Gussman,
 Jane Habich,
 Willie Habich,
 Gilbert Hammer,
 Ella Heiliger,
 Fanny Holt,
 Willie Holt,
 Lizzie Horner,

John Hossman,
 Grace Hoyt,
 Oscar Janeck,
 Fred Johnson,
 Johanna Johnson.
 Mary Johnson,
 Sarah Lahm,
 Arthur Lee,
 Kenneth Leith,
 Albert Lord,
 Cora Loyd,
 Eva McFarland,
 Emma Meibohm,
 Jessie Montgomery,
 Hiram Nelson,
 Lillie Nelson,
 Della Nott,
 Oscar Oleson,

John Palmer,
 Katie Purcell,
 Louis Randall,
 Ella Rinder,
 Sydney Sheldon,
 Walter Sheldon,
 Fred Soelch,
 Lucy Soelch,
 Frank Sorenson,
 Ida Stein,
 Willie Swain,
 Luth Swenson,
 Mary Thorp,
 Ada Williamson,
 George Weyman,
 Zara Williamson,
 Otto Wilke,
 Addie Wootton.

First Grade—

Matilda Albertson,
 Arthur Baker,
 Bessie Ball,
 Mabel Bartlett,
 Ella Belden,
 Clay Berryman,
 Guy Bruce,
 Allie Carville,
 Maud Case,
 Kate Corscot,
 George Cramer,
 Gertrude Curtiss,
 Harry Deards,
 Bertrand Doyon,
 Anna Habich,
 Louise Herring,
 Haldor Holland,
 Bella Holt,
 Eva Hoyer

Mary Anderson,
 George Kaohn,
 Bertha Kney,
 Dora Knutesen,
 Carl Knutesen,
 Robert Krueger,
 Mary Langley,
 Edward Lazier,
 Bertha Leatzow,
 George Lenzer,
 James Livesey,
 John Lowery,
 John McKinney,
 John Niebuhr,
 Minnie Olsen,
 Nora Park,
 Eliza Pollard,
 John Post,

Alice Quinn,
 Edward Reynolds,
 Fred Robbins,
 Charles Robbins,
 Sarah Robbins,
 Norah Ryder,
 Robert Ryder,
 Josephine Schubert,
 Emma Speich,
 George Speich,
 Harry Stoltze,
 Emma Stoppleworth,
 Edward Swain,
 Nina Swift,
 Maud Thorp,
 Mary Vance,
 Mary Varty,
 Barney Voss,
 Otto Wilke.

SECOND PRIMARY.

Second Grade—

Josie Anderson,
 Alma Anderson,
 Maud Ashley,
 Tracy Ainey,
 Herman Ball,
 George Bernard,
 Herman Berg,
 Frank Breed,
 Maud Bruce,
 Bertie Brown,
 Mestie Bernard,
 Mag Bennett,
 Lulu Belden,
 Martin Danielson,
 Andrew Fosse,
 Della Grove,
 Ida Grube,
 Carrie Horner,
 Theodore Harbort,

Celia Johnson,
 Emma Johnson,
 Henry Johnson,
 Russell Jackson,
 Reginald Jackson,
 John Johnson,
 Gertie Kentzler,
 Kate Krutz,
 Cecil Krutz,
 Paul Kney,
 Charlie Livesey,
 Tony Lawrence,
 Willie Leatzow,
 Hattie Livesey,
 Ellen Olsen,
 Louie Oyen
 John Peterson,
 Nettie Peterson,

Jeanie Park,
 Lora Pierce,
 Lida Ryder,
 Blaine Rusk,
 Stuart Sheldon,
 Jamie Sumner,
 Charlie Smith,
 Louisa Swenson,
 Cora Schneider,
 Etta Senger,
 Sena Troan,
 Josie Thorsness,
 David Umdenstock,
 Alvin Voss,
 Fred Williamsou,
 Guy Woodford,
 Amelia Weyman,
 Sam Wilson.

First Grade—

Cora Ainey,
 Hugo Allert,
 Hattie Burnson,
 Willie Barney,
 Roby Bird,
 John Brahaney,
 Lillie Case,
 Kittie Cantwell,
 Sybil Gale,
 Frank Habich,
 Clara Johnson,
 Ida Johnson,
 Gustavia Johnson,
 Addie Joachim,
 Eddie Joachim,
 August Krueger,

Eddie Knutesen,
 Minnie Leuders,
 Mollie Lawrence,
 Theobald Leatzow,
 Brown Lamont,
 Harvey Langley,
 Anna Moe,
 Morris Moe,
 Elista Melaney,
 Hubert Monahon,
 Dora Nelson,
 Edith Nelson,
 Norman Nelson,
 Dorah Neibuhr,
 Theodore Neibuhr,
 Judson Perkins,

Mattie Rogers,
 Albert Riebe,
 Mabelle Smith,
 Annie Swain,
 Rudolph Scheibel,
 Theodore Senger,
 Goldwin Smith,
 Carl Thomas,
 John Umbderstock,
 James Van Kulen,
 James Vance,
 Fannic White,
 Helen Wilke,
 Addie Wilke,
 Paul Winter,
 Harvey Langley.

FIRST PRIMARY.

Second Grade —

Louis Davis,
Frank Dasey,
Walter Deards,
Amanda Godenswager,
Christian Hoyer,
John Johnson,
Mont Johnson,
Etta Kastner,

Arthur Koehn,
Arthur Lewis,
Jennie Longfield,
John Lahm,
Eunice Pierce,
Louie Pierce,
Chelsea Pratt,

Florence Perkins,
Grace Rogers,
Philip Rinder,
Louis Robbins,
Maggie Storck,
Eddie Wilson,
Eddie Wilson,

First Grade —

Bertha Anderson,
Sanford Anderson,
George Albertson,
Ellen Berg,
David Berg,
Mary Brahaney,
Hobart Belden,
Frank Brooks,
Eddie Burnson,
Mamie Crawford,
Ralph Carville,
Louie Carville,
Frank Craig,
George Craig,
Bessie Dasey,
Morton Davidson,
Ingar Fosse,
Charley Ford,
Arthur Gilbert,
Mary Habich,
Bertha Harbort,
Eliza Harrington,

Blanche Hessing,
Lawrence Hessing,
Charley Hickman,
Carl Hoebel,
Eddie Hoebel,
Hulda Johnson,
Matie Koehn,
John Kastner,
Mary Laton,
Louisa Lawrence,
Maud La Pan,
Avena Lippert,
Nellie Longfield,
Prentiss Livesey,
Bergitta Moe,
Lulu Malaney,
James Malaney,
Eugene Memhard,
Leonard Nelson,
Edmund Nabel,
Eddie Olsen,

Thomas Olsen,
Howard O'Brien,
Lizzie Peterson,
James Prina,
Charley Prina,
Edmund Riebe,
Hannah Senger,
Rosa Smith,
Mena Swenson,
Eddie Sauthoff,
John Serne,
Lulu Thomas,
Albert Tanwick,
Maud Van Kulen,
Alta Van Evera,
Charley Van Kulen,
Hattie Willke,
Della Wilson,
Allan Wilson,
Freddie Willett,
Alex. Williamson.

FOURTH WARD.

SECOND GRAMMAR.

Second Grade —

Elizabeth Berwick,
Frank Bowman,
Ida Davy,
Della Dinneen,
Myrtle Dow,
Dollie Dustan,
Lizzie Foran,
Joe Fowler,
Kittie Francomb,
India Gile,

Frank Grady,
Belle Griffiths,
Grace L. Hopkins,
Peter Higgins,
Irma Kleinpell,
Mary Lawrence,
Isabel Lomia,
Annie McConnell,
Lillie O'Sheridan,
Arthur Pardee,

Susie Regan,
Roy Rogers,
Ella Schermerhorn,
Bessie Smethurst,
Alle Stephenson,
Emena Suhr,
Patrick Quigley,
Ada Willey,
Frank Vaughn,
Caroline M. Young.

First Grade —

Josie Billings,
John Butler,
David Carver,
Nellie Carnon,
Jessie Carnon,

Carrie Hauk,
Margie Honson,
Walter Kleinpell,
Carrie Kohner,
George Kingsley,

Edna Pardee,
James Pratt,
Ella Pressentin,
Annie Rasdall,
Joe Rhodes,

First Grade—continued.

Mary Casey,	Cora Lloyd,	Guy Rogers,
Eddie Deards,	Kittie Luft,	Fred Smethurst,
Carlyle Gile,	Clara McConnell,	John Slightam,
Annie Griffiths,	Sadie McConnell,	James Sheridan.

FIRST GRAMMAR.

Second Grade—

Clara Beck,	William Fairman,	Gussie Nichols,
Emma Blomily,	Sadie Gallagher,	Arthur Pain,
Mata Breckheimer,	Fannie Hilton,	Herman Reibhold,
Willie Blake,	Henry Harnden,	Minnie Smith,
Etta Billings,	Frank Haven,	Robert Sutcliffe,
Maud Bixby,	Sue Hering,	Emma Schermerhorn,
Clara Coulthurst,	May Hudson,	Essie Stewart,
Ray Carver,	Robert Joy,	Norman Smith,
Michael Cashen,	Dollie King,	William Seery,
Veva Couillard,	Cora Loyd,	Alta Sawyer,
Katie Caughlin,	Charles Lawrence,	Charles Thomas,
Grace Deards,	Florence Lyford,	Cora Trask,
George Deards,	Edith Mills,	Patrick Trainer,
Emily Dettloff,	Herman Miller,	Ray Trimmer.
William Dettloff,	Maggie McNamara,	
Dyson Daggett,	Rose McNamara,	

First Grade—

David Atwood,	Margaret Durlin,
Kate Allen,	Marie Fowler,
James Baker,	John Fitzpatrick,
Lillie Blake,	Willie George,
Maggie Blake,	Vaugh Hanclett,
Bessie Brand,	Joseph Griffiths,
Minnie Buergin,	Emory Mills,
Clarice Cook,	Maggie McCann,
Dennis Callahan,	Freddie Montgomery,
Hellen Copp,	Howard Nichols,

Charlotte Norton,
George Olsen,
Martie Pound,
Bennie Purcell,
Charlotte Sheasby,
John Sanborn,
Frankie Shepherd,
Charles Trask,
David Watkins.

SECOND PRIMARY.

Second Grade—

William Abley,	Edward Fess,
Carrie Barnes,	Harry Francomb,
Frances Billings,	Hugo Gearth,
William Bryant,	Joanna Gearth,
Mary Carver,	Marion Griffiths,
Josephine Comstock,	Charles Hansen,
Harry Cooley,	Louis Kohner,
William Coughlin,	Cordelia Lawrence,
Florence Daggett,	Eva Lloyd,
Jennie Davis,	James McGowan,
Jennie Deards,	Lillie Moessener,

Neva Pratt,
Rosa Rathbun,
Harry Sheasby,
Clarence Slightam,
Florence Slightam,
Madeline Slightam,
Norman Smith,
Hattie Stevenson,
Etta Wood,
Ida Young,
John Young.

First Grade—

Arthur Bass,	Edward Hale,
Herman Buerger,	Harry Hansen,
Mata Buerger,	Archibald Hilton,
Nina Buergin,	Florence Ketchum,
William Buergin,	Preston Ketchum,

William Riley,
James Slightam,
Sanford Snow,
George Stowe,
Lee Stewart,

First Grade—continued.

Grace Comstock,
Carroll Davis,
Frederick Dettloff,
William Fizette,
Jessie Francomb,

Otto Kropf,
Adaline McConnell,
Patrick McEvily,
Grace Ramsdale,
Emma Reinhold,

Leo Van Epps,
Maude Vaughn,
Paul Warner,
George Winslade.

FIRST PRIMARY.

Second Grade—

Bertha Armbrecht,
Harry Cowie,
Martin Coughlin,
Frank Faringer,
Tierence Fitzpatrick,
William Fitzpatrick,
Jessie Hilton,
Albert Kropf,
Mabel Kentzler,
George Leppers,

Walter Lyford,
Charles Montgomery,
Nettie Montgomery,
Bertha Muller,
Bridget McVilley,
Susie O'Callaghan,
Grace O'Connell,
Irma Pressentin,
Frederick Rudd,

Robert Rathbun,
Carrie Riley,
Carrie Sorenson,
Hubert Schermerhorn,
Sarah Trask,
Alma Taylor,
Daisy Taylor,
Guy Wilbur,
David Wheeler.

First Grade—

William Allen,
Edith Ashard,
William Armbrecht,
Eva Acres,
Nettie Blake,
William Billings,
Grace Bliss,
William Barnes,
Lulu Buergin,
Louise Buergin,
John Cowie,
Belle Carver,

James Coughlan,
Elsie Gulderman,
Ray Hanchett,
Sallie Kropf,
Elvina Leppert,
Bertha North,
Ellen McVielly,
Paul Pressentin,
William Pierstoff,
George Pierstoff,
Otho Reed,

Ray Reed,
Charles Rich,
Edith Rudd,
Sadie Soper,
Mabel Slightam,
William Slightam,
Harry Tracy,
Sarah Trask,
Grace Tyner,
Lottie Wood,
Charles Wilbar.

FIFTH WARD.

SECOND GRAMMAR.

Second Grade—

Edward Alley,
Charlie Anderson,
*Emma Anderson,
Pauline Geiger,

Willie Hamilton,
Mamie Kelley,
Napier Nunn,
Eliza Prescott,

Rudolph Rosenstengle,
Lillie Seary,
Albert Studeman,
Lizzie Welsh,

First Grade—

Alice Armstrong,
Willie Beecroft,
Lizzie Boehmer,
Lou Lou Bowker,
Squire Bucklin,
John Cech,
John Conohan,
Lawrence Curtis,

Ida Jackson,
Solomon Jones,
May Judkins,
Frank Kelly,
Annie Kessler,
John Kirche,
Robbie Lally,
Dena Lindley,

Minnie Paunack,
Ida Prowt,
Carl Scheler,
Katie Schoen,
Lena Silbernagel,
John Starr,
John Sullivan,
George Twitchell,

First Grade — continued.

Willie Davidson,	Willie Mautz,	Clem Tyner,
Charlie Dressen,	Charles Mills,	George Uzerath,
Minnie Fink,	George Morgan,	Clara Wandrey,
Willard Fisher,	Willie O'Loughlen,	Freddie Wittmer.
Martha Holt,		

FIRST GRAMMAR.

Second Grade —

Brent Alley,	Harry Haven,	Clara Silbernagle,
Alice Ashby,	Eddie Hawkins,	Lavinia Smith,
Frankie Cech,	William Holt,	Melvin Smith,
Sammie Chase,	Edward Hunt,	Jennie Spencer,
Orin Crooker,	Rose Knoblock,	Mellie Studeman,
Harry Davies,	Kate Knoblock,	Rose Townsley,
Lillie Diment,	Florence Lyford,	Martha Utter,
Minnie Ellis,	Charles Milward,	Harry Van Deusen,
Arthur Ferris,	Harry Nelson,	Alma Wandrey,
Minnie Gates,	Fred Nye,	Emma Wilkinson,
Clarence Harrington,	Mary Plath,	Julia Wilkinson.
Kittie Hart,	August Rosen,	

First Grade —

William Charlton,	Jimmie Jackson,	Herman Rosen,
Jessie Culver,	Thomas Kelly,	Hattie Rosenstengel,
Cora Ellis,	Minnie Mautz,	Willie Sharp,
Nettie Estee,	Omro Mills,	George Smith,
Fred Fields,	Gussie Paunack,	Ray Trimmer,
Charles Gyles,	Chauncey Prescott,	Lizzie Utter,
Frank Haven,	Charles Prowt,	Nellie Van Deusen.
Maud Hiestand,	Paul Rosen,	

SECOND PRIMARY.

Second Grade —

Willie Armstrong,	Robbie Gay,	Minnie Orvis,
Flora Ashby,	Willie Godding,	Ella Philumalee,
Molly Cech,	George Gyles,	Evans Prowt,
Fannie Bharlton,	Denette Hamilton,	Georgie Shine,
Florence Dodge,	Cora Haven,	Henry Seymour,
Annie Durrie,	Gertie Judkins,	George Scheler,
Lena Estee,	Bridget Kelley,	Minnie Smith,
Willie Fields,	Frieda Law,	Pauline Rosen,
Viola Foster,	George Lorch,	Maud Tyner,
Hattie Fritz,	Junis McPherson,	George Utter.
Peter Fritz,	Johnie Murray,	

First Grade —

May Brockway,	Fred Knoblock,	Clara Rosen,
Agnes Cunningham,	Claude Milward,	Rosie Scheler,
Mary Fritz,	Bertie Nelson,	Mamie Shine,
Willie Gates,	Johnnie O'Leary,	Charles Silbernagle,
Chauncy Gedding,	Stanley Parkinson,	Mikie Starr,
Mary Gombert,	Willie Paunack,	James Townsley,
Maud Gyles,	Willie Parrot,	Arthur Utter,
Charlie Harrington,	Agar Philumalee,	Ollie Wise.
Grace Hawkins,	Flora Prescott,	

FIRST PRIMARY.

Second Grade —

Willie Allison,
Willie Andrews,
George Bruser,
Edna Churchill,
Amelia Culhep,
Lizzie Gombert,
George Hall,

George Hamilton,
Bertie Hawkins,
George Lewis,
Harry MacKay,
Willie Milward,
Sadie Philumalee,
Florence Pond,

Mamie Ryan,
Willie Seymour,
Emil Scheler,
Charlie Silbernagle,
Ida Zwickey,
Mickie Zwickey.

First Grade —

Belle Allison,
Gertie Anderson,
Artie Anderson,
Jimmie Andrews,
Annie Burke,
James Burke,
John Burke,
Tommie Burke,
May Carr,
Charles Cech,
Mattie Corey,
William Culhep,
Mollie Durrie,

William Ellis,
Ettie Flemming,
Lora Foley,
Lizzie Fowles,
Johnnie Gombert,
Frankie Godding,
Albert Hall,
Johnnie Hayes,
Mary Hawkins,
Eddie James,
Annie Kane,
Johnnie Kelley,
Julia Kelley,

Annie Lewis,
Clara Mautz,
Frankie O'Leary,
August Paunack,
Lizzie Seymour,
Jimmie Shine,
Myrtle Sickles,
Hattie Titus,
Frankie Tuttle,
Grace Tyner,
Minnie Utter,
Arthur West,
Johnnie Wilkinson.

SIXTH WARD.

SECOND GRAMMAR.

First Grade —

Harry Ainsworth,
Richard Allen,
Walter Bartsch,
Willie Baker,
John Drives,
Emile Frautschi,
Dowe Fagg,
Rudolph Kropf,
Herman Kleuter,
Carl Lawrence,
George Miller,
Oscar Nelson,
George Pellege,

Willie Pride,
Earnest Smith,
Harry Smith,
Eddie Smith,
Mattie Smith,
Frank Sommers,
Herman Winter,
Fritz Wiedenbeck,
Edward Wiedenbeck,
Elsie Brown,
Nora Boehmer,
Louise Bauman,

Anna Breitenbach,
Ida Biederstadt,
Carrie Errickson,
Belle Gilbert,
Emma Heyer,
Bertha Haspel,
Della Jordan,
Hattie Sauthoff,
Martha Scheibel,
Clara Smith,
Josie Steinle,
Mary Vanduser,

FIRST GRAMMAR.

Second Grade —

John Bucey,
Eddie Bauman,
John De Sautelle,
Adolph Frautschi,
Emile Fauerbach,
Earnest Marks,
Carl Miller,

Eddie Sommermeyer,
Alf Thompson,
Carrie Bucey,
Mertie Harnden,
Matilda Johnson,
Bessie Johnson,
Minnie Kleuter,

Fannie Lansing,
Minnie Mayers,
Elgin Ott,
Grace Pierce,
Anna Scott,
Alma Siddell,
Maggie Urdahl.

First Grade —

Lizzie Amoth,
Daisy Abel,
Joseph Allen,
Ralph Amoth,
Sidney Ainsworth,
Ruth Baker,
James Butler
Clara Comstock,
Byron Cowles,
Minnie Coughlin,
William Doylen,
Frederick Drews,
Arthur Farringer,
Peter Fagg,
Bertha Frautschi,
Caroline Flom,
Maud Gilbert,
Elizabeth Gay,
Walter Grove,
Edward Grove,
Henry Geigher,
Minnie Hintz,

Alma Hippenmeyer,
Maud Heistand,
Andrew Heilman,
Alvina Hauser,
Hulda Heyer,
Nettie Johnson,
August Krehl,
Herbert Kropf,
Amanda Lamhagen,
Frank Lamp,
Theodore Lamp,
Selma Mueller,
Lena Meyer,
Sadie Miller,
William Mueller,
Nellie Oppel,
Martin Olson,
Tena Otto,
Minnie Otto,
Eve Parkinson,
Maude Parkinson,
Bertha Pahlmeyer,

Rudolph Pelege,
Delos Palmer,
Charles Phelan,
Emil Reuter,
John Riedy,
Catharine Steinle,
Kitty Schaus,
Robert Schaus,
Carrie Smith,
Edward Smeltzkopf,
John Schott,
Otto Smith,
Elizabeth Spaulding,
Dora Shemming,
Arverna Sharp,
Perly Smith,
Edward Tide,
Henry Wessel,
Mary Wessel,
George Walters,
Agnes Wiedenbeck,
Alma Wandry.

SECOND PRIMARY.

Second Grade —

Earl Anderson,
Darwin Boehmer,
Dexter Baker,
Florence Bradley,
Ernest Broemer,
John Baker,
Lametta Brown,
Walter Biederstedt,
Ida Draheim,
Gertie Farness,
Otto Gartner,

Oscar Hegg,
Louie Hintz,
Theodore Koerber,
Frances Lanz,
Annie Lorenz,
Barbara Luckensmeyer,
John Maeder,
Johanna Meyer,
Leo Rullman,
Berthold Sauthoff,

Willie Schmelzkoff,
Paul Schmidt,
Meta Thom,
Fred Thom,
Andrew Van Duser,
Wilbert Van Duser,
Willie Vitensi,
Richard Vitensi,
Eddie Winter,
Nora Winden.

First Grade —

Joseph Beck,
Bertha Butler,
Rosa Butler,
Paul Bremer,
Lillian Boehmer,
Michael Coughlin,
Eddie Drews,
George Doylen,
Abel Farness,
Theodore Flom,
Carl Ginske,

Paul Gehrke,
Minnie Gehrke,
Ida Geigher,
Fred Heim,
Arnold Hauser,
Lilly Kingston,
Minnie Kurtz,
Philip Kuehne,
Carrie Maeder,
Lizzie Mueller,
Lena Porsch,

Blanche Pride,
Josie Quammen,
Minnie Roeker,
August Sauthoff,
Adelbert Schmidt,
Matilda Seltredt,
Lizzie Tidy,
Lydie Tidy,
Albert Thom,
Alfred Weiks.

FIRST PRIMARY.

Second Grade —

Theodore Abel,
Henry Ansmeyer,
Georgiana Baker,
Grace Baker,

Lena Johnson,
Ella Kingston,
John Kirby,
Harry Kluter,

Mary Otto,
Frank Pahlmeyer,
Alfred Parkinson,
Edward Parkinson,

Second Grade—continued.

Hattie Baker,
Richard Baus,
Mary Bische,
Arthur Bradley,
Lena Brinning,
Bernie Coughlin,
Julia Doyle,
Ole Farness,
Lizzie Fowles,
William Goodchap,
Harry Hanson,
Adolph Hegg,
Fred Hintz,
Walter Hoffman,

Arthur Lamp,
Otto Larson,
Annie Lawrence,
Tillie Maisch,
Maud Mayers,
Carl Marks,
Lavisa Mead,
Ulric Mertz,
Christian Meyer,
Bertha Mueller,
Julia Mueller,
Esther Nye,
Warren Nye,

Clayton Pierce,
Edward Reynolds,
Emil Rickman,
George Rickman,
Leonard Rowe,
George Schaus,
George Schimming,
John Schimming,
Bertha Schott,
Olive Tyler,
Mabel Ward,
Isaac Witman,
Lucius Whelan.

First Grade—

Georgie Aunsmeir,
Bessie Barker,
Otto Biederstaedt,
Annie Brahm,
Laura Brining,
Wallace Brown,
Emma Bucey,
Willie Coughlin,
Henry Dickert,
Antony Dickert,
Danie Doylen,
Lena Eierman,
Michael Eierman,
Willie Fagg,
Marcus Fagg,
Tommy Farness,
Bertie Gaertner,
Louis Gehrke,
August Genske,
William Genske,
Martha Guntlaugh,
Carl Guntlaugh,
Georgie Guntlaugh,
Freddie Hayes,

Lena Hintz,
Irving Hippenmeyer,
Pansy Hussey,
Maud Kinzie,
Fred Knoll,
Henry Knoll,
Crist Koffshensky,
Hinie Koffshensky,
Henry Maisch,
Carl Marks,
Rosa Merz,
Anna Merz,
Henry Nibuh,
Bennie Pahlmeyer,
Elmer Pierce,
Clara Porsch,
Dora Printess,
Lysander Rieshus,
Emma Roecher,
Melia Roecher,
Mollie Rowe,
Barbara Schebel,
Lucca Schott,
Georgie Schott,

Louis Schott,
Lulu Schroeder,
Artie Shaus,
Henry Shette,
Freddie Shette,
Frank Shimming,
Albert Shimming,
Herman Shimming,
Bertha Shultz,
Harry Sidelle,
Freddie Smelzkopp,
Camilla Smith,
Charlie Starkweather,
Willie Steffen,
Ernest Steffen,
Leo Steinle,
Jacob Stub,
Clara Togstad,
Willie Weser,
Annie Weser,
Bertha Whitman,
Thora Ylvisaker,
Olaf Ylvisaker.

“LITTLE BRICK.”

FIRST PRIMARY.

Second Grade—

Henry Burnson,
Henry Casson,
Willie Carman,
Annie Armbrecht,
Lottie Anderson,
Bessie Bird,
Nannie Bortree,
Kate Beyler,
Lily Erickson,

Willie Kreutz,
Harry Lyons,
Walter Lund,
Kittie Fox,
Josie Fuller,
Edith Gibson,
Millie Gath,
Clandia Hall,
Della Johnson,

Theodore Lamhagen,
Richard Moessner.

Ena Kney,
Flora Moessner,
Hedwig Reuter,
Antonia Schneider,
Addie Schneider,

First Grade—

Roy Alford,	Arthur Grube,	Maurice Park,
James Angove,	Harry Hollister.	James Prima,
Martin Baumgartner,	Jo Jackson,	Mike Purcell,
Mat Conlin,	Otto Kney,	Arnold Reiner,
John Coleman,	Dick Keeley,	Otto Schmedemann,
Alva Erickson,	Fred Kenniston,	Charley Schmidt,
Otto Fraudschi,	Ingwald Nelson,	Ole Selland.
Ilda Boehmer,	Emma Heiliger,	Bertha Reuter,
Chloris Boehmer,	Ada Haak,	Justine Waterman,
Elma Bremer,	Mary Kingston,	Ella Woodford,
Lizzie Brosemer,	Ada Lothe,	Florence Welland,
Nellie Coleman,	Ada Montgomery,	Lily Steinhagen,
Flora Gath,	Tina Rossback,	

NORTHEAST DISTRICT.

SECOND PRIMARY.

First Grade—

Peter Amoth,	Annie Schultz,	John Sullivan,
Herbert McCarthy,	Matilda Stang,	Annie Tierney.
Otto Reuter,		

First Grade—

Theodore Amoth,	Mary Mueller,	Mattie Vance.
Alice McCarthy,	Willie Phelan,	

FIRST PRIMARY.

Second Grade—

Bertha Schultz,	Lillie Stang.
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First Grade—

Flora Gilbert,	Fred Miller,	George Stang,
Frank Gilbert,	Edward Phelan,	Franz Steltzer.
Sophie Gynther,		

SUMMARY OF PUPILS.

High School.....	330
First Ward	236
Second Ward.....	369
Fourth Ward	255
Fifth Ward	225
Sixth Ward, including Little Brick and Northeast District.....	367
Total enrollment	<u>1,782</u>

SCHOOL CENSUS,

For the School Year ending June 30.

	Male.	Fem.	Total.
First Ward.....	382	425	807
Second Ward.....	417	408	825
Third Ward.....	222	251	473
Fourth Ward.....	303	363	666
Fifth Ward.....	263	260	523
Sixth Ward.....	272	236	508
	<u>1,859</u>	<u>1,943</u>	<u>3,802</u>

HIGH SCHOOL INSTRUCTORS,

SUPERINTENDENT OF SCHOOLS.

WM. H. BEACH.

HIGH SCHOOL.

WM. H. BEACH,	- - - - -	Principal.
WEBSTER M. POND,	- - - - -	Vice Principal.
HARRIET A. M. READ,	- - - - -	Mathematics.
ELIZABETH W. ATWOOD,	- - - - -	French, English Literature.
ROSE CASE,	- - - - -	Greek, Latin.
BERTHA S. PITMAN,	- - - - -	German.
SUSAN WILLIAMSON,	- - - - -	Botany, Zoology.
SARAH CHAMBERS,	- - - - -	Physiology, Polit. Economy.
CAROLYN L. HOWE,	- - - - -	History, Arithmetic.
JENNIE M. CARRIER,	- - - - -	Book-keeping, Latin.
MARY PARKINSON,	- - - - -	Arithmetic, Latin.

ORGANIZATION.

The High School has three Courses of Study, viz.: Ancient Classical, Modern Classical, and English, each of four years.

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

The faculty of the University has adopted the following rule:

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

Adopted March 19, 1877.

S. H. CARPENTER,
Secretary of Faculty.

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 be good.

2. Every member of the High School is obliged to be excused by the faculty in order to be absent a part of each day, or to omit any branch belonging to the general exercises; these are to be taken into account for promotion and graduation the same as any other branch.

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

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

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

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

Stopping in the halls or wardrobes, or communicating therein.

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

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

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

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

THE SHAW PRIZE.

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

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

1. The said sum of \$200 is accepted, and the same will be invested by the

treasurer of the Board in the name of the Board, so that the income can be received annually and appropriated at the time of the annual commencement.

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

3. Each lady competing shall prepare an essay, and each gentleman an oration. These shall be presented to the Board of Education at the meeting thereof in 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 production on Thought (including originality and comprehensiveness) and Style. The productions must be returned to their authors on or before the meeting of the Board in February.

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

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

SUCCESSFUL COMPETITORS FOR THE SHAW PRIZE.

1879.

Sarah Clark.

1880.

Rose Case.

1881.

Helen Bjornson.

1882.

Jessie R. Lewis

1883.

Frankie Brooks.

1884.

Addie Lindley.

1885.

Olive E. Baker.

COMMITTEE OF AWARD.

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

Delivery..... { Hon. W. H. CHANDLER.
Gen. C. P. CHAPMAN.
Mrs. FRANK W. HOYT.

ITEMS.

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

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

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

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

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.

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

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

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

ADMISSION.

Candidates for admission into the lowest classes should be prepared to pass examination in Arithmetic, Geography, United States 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 of the course, before they receive their diploma.

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

EXPENSES.

Tuition of non-residents is \$8 per term, payable in advance ; no deduction will be made to those who attend school only part of each day, or to those who lose a part of a term, if it be less than half a term. But those who take only one study are charged \$4 per term.

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

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

Washing is from 60 to 70 cents per dozen.

COURSE OF STUDY.

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

FIRST PRIMARY DEPARTMENT.

FIRST YEAR.

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 30.

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.
5. Numbers to 20.

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.
5. Numbers to 50.

SECOND YEAR.

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. Numbers to 75.

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 and Plant Productions.
5. Numbers to 100.

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.

THIRD YEAR.

Spring Term.....1. Second Reader and Slates.
 2. Oral Spelling.
 3. Drawing and Writing all the capital letters by principles. (Charts Nos. 3 and 4.)
 4. Oral Geography, points of the compass, the school house and the school grounds.
 5. 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.

FOURTH YEAR.

Spring Term.....1. Third Reader and Slates.
 2. Oral Spelling.
 3. Drawing and Writing copies with lead pencil.
 4. Introductory Geography, to page 23.
 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. Introductory Geography, to page 47.
 5. Arithmetic, and oral instruction in multiplication and division; the work also written.

MADISON PUBLIC SCHOOLS.

Winter Term.....1. Third Reader and Slates.
 2. Oral Spelling.
 3. Drawing and Writing Copies with lead pencil.
 4. Geography, to page 74.
 5. Arithmetic and oral instruction in factoring and cancellation ; the work also written.

GENERAL EXERCISES.

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

FIRST GRAMMAR DEPARTMENT.

FIFTH YEAR.

Spring Term.....1. Third Reader.
 2. Written Spelling.
 3. Drawing and Writing Copies.
 4. Introductory Geography finished.
 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. Common School Geography, pages 19 to 39.
 5. Arithmetic ; subtraction and multiplication.
 6. Language Lessons ; nouns.

Winter Term.....1. Third Reader.
 2. Written Spelling.
 3. Drawing and Writing Copies.
 4. Common School Geography, pages 40 to 63.
 5. Arithmetic; division.
 6. Language Lessons ; pronouns.

SIXTH YEAR.

Spring Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing and Writing Copies.
 4. Common School Geography, pages 68 to 81.
 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. Common School Geography, to page 99.
 5. Arithmetic; fractions completed.
 6. Language Lessons ; verbs.

Winter Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing and Writing Copies.
 4. Common School Geography, to page 119.
 5. Arithmetic ; decimals, to Ledger Accounts.
 6. Language Lessons ; all the parts of speech.

GENERAL EXERCISES.

Winter Term.....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.

SEVENTH YEAR.

Spring Term.....1. Fifth Reader.
2. Written Spelling.
3. Drawing and Writing.
4. Common School Geography ; Review from beginning to page 67.
5. Arithmetic ; decimals completed and denominate numbers to reduction.
6. Grammar ; Etymology with parsing.

Fall Term.....1. Fifth Reader.
2. Written Spelling.
3. Drawing and Writing.
4. Common School Geography ; Review completed.
5. Arithmetic ; denominate numbers to rectangular solids.
6. Grammar ; Etymology with parsing.

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

EIGHTH YEAR.

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

Fall Term.....1. Fifth Reader and supplementary reading.
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 and supplementary reading.
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 weekly.

HIGH SCHOOL.

ENGLISH COURSE.

FIRST YEAR.

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

The Elements of English Composition.

SECOND YEAR.

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

Geography and U. S. History reviewed.

THIRD YEAR.

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

Geography and General History reviewed.

FOURTH YEAR.

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

Theory and Art of Teaching.

MODERN CLASSICAL.

FIRST YEAR.

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

The Elements of English Composition.

SECOND YEAR.

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

Geography and U. S. History reviewed.

THIRD YEAR.

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

Geography and General History reviewed.

FOURTH YEAR.

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

Theory and Art of Teaching.

ANCIENT CLASSICAL.

FIRST YEAR.

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

The Elements of English Composition.

SECOND YEAR.

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

Geography and U. S. History reviewed.

THIRD YEAR.

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

Geography and General History reviewed.

FOURTH YEAR.

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

Theory and Art of Teaching.

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

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

Diplomas will be presented to those who complete any one of the regular courses of study.

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

The schools are opened with appropriate morning exercises.

Rhetorical exercises are held each Wednesday afternoon.

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

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

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

GRADUATING EXERCISES.

CLASS OF '85.

"TO DO WHAT?"

Friday evening, June 26.

MUSIC.

PRAYER.

MUSIC.

Salutatory Oration — The New Third Party,	BENJAMIN J. HOYT.
Essay — The Seven Wonders of America,	BLANCHE L. RYDER.
Essay — Historical Paintings,	ANNIE A. NUNNS.
Essay — The Lost Art,	JENNIE A. JONES.

MUSIC.

Oration — The Discontented Age,	ALICE A. GOLDENBERGER.
Essay — Hungarian Heroism,	LEONORE L. TOTTO.
Oration — Patriotism,	JAMES B. KERR.
Oration — Patrician and Plebeian,	SOPHIE S. GOODWIN.

MUSIC.

Essay — Pulpits,	SUE G. TULLIS.
Oration — Xenophon's Dream and Awaking,	LILLIE D. BAKER.
Essay — Building,	DELIA A. KELLEY.
Valedictory Oration — Summum Bonum,	OLIVE E. BAKER.

MUSIC.

Presentation of Diplomas — President J. H. CARPENTER.

MUSIC.

Award of the Shaw Prize.

BENEDICTION.

TEXT BOOKS.

WARD SCHOOLS.

Appleton's Reader — No. 1.
New National 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.
Harper's Geography.
Swinton's Language Lessons.
Swinton's English Grammar.
Smith's Physiology.
Barnes's History of the United States.
Spencer's System of Penmanship.
White's Drawing.
Mason's Music Chart — No. 1.

HIGH SCHOOL.

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

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

LIST OF BOOKS IN TEACHERS' LIBRARY.

EDUCATIONAL WORKS.

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

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

LIST OF BOOKS IN TEACHERS' LIBRARY.

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Practical Educationists,	-	-	-	<i>Leitch.</i>
Reader's Hand-Book,	-	-	-	<i>Brewer.</i>
Record of a School,	-	-	-	<i>Alcott.</i>
Some Thoughts on Education,	-	-	-	<i>Locke.</i>
Science and Art of Education,	-	-	-	<i>Payne.</i>
School Economy,	-	-	-	<i>Wickersham.</i>
School Laws of Wisconsin, (1873, 1880),	-	-	-	
School Amusements,	-	-	-	<i>Root.</i>
School Inspection,	-	-	-	<i>Fearon.</i>
School Management,	-	-	-	<i>Gill.</i>
School Management, Art of	-	-	-	<i>Baldwin.</i>
School and Schoolmasters,	-	-	-	<i>Potter.</i>
Schools, Higher and Universities in Germany,	-	-	-	<i>Arnold.</i>
School Supervision,	-	-	-	<i>Payne.</i>
School Government,	-	-	-	<i>Jewell.</i>
School Management,	-	-	-	<i>Holbrook.</i>
School Management,	-	-	-	<i>Kellogg.</i>
Schools and Schoolmasters,	-	-	-	<i>Dickens.</i>
Self Culture,	-	-	-	<i>Blackie.</i>
Special Course of Study,	-	-	-	<i>Stone.</i>
Studies, True Order of,	-	-	-	<i>Hill.</i>
School Room, In the,	-	-	-	<i>Hart.</i>
School Room Guide,	-	-	-	<i>De Graff.</i>
Study of Words,	-	-	-	<i>French.</i>
School and Family,	-	-	-	<i>Kennedy.</i>
The Science of Education,	-	-	-	<i>Ogden.</i>
The Sentence Method,	-	-	-	<i>Farnham.</i>
Those Children,	-	-	-	<i>Brooks.</i>
The Philosophy of Teaching,	-	-	-	<i>Sands.</i>
Teachers' Hand Book, First Steps,	-	-	-	<i>Lewis.</i>
The Schoolmaster,	-	-	-	<i>Ascham.</i>
Thoughts,	-	-	-	<i>Mann.</i>
Teaching, Talks on,	-	-	-	<i>Parker.</i>
Teaching, Theory and Practice of.	-	-	-	<i>Page.</i>
Teaching, Lectures and Practice of,	-	-	-	<i>Fitch.</i>
Teaching, 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>Sweet.</i>
Teacher, The,	-	-	-	-	<i>Blakiston.</i>
Teacher's Manual,	-	-	-	-	<i>Orcutt.</i>
The New Education Pamphlet,	-	-	-	-	<i>Work.</i>
Training, Oral,	-	-	-	-	<i>Barnard.</i>
Training, System of Education,	-	-	-	-	<i>Stow.</i>
Use and Abuse of Examination,	-	-	-	-	<i>Murray.</i>
Words, and How to Put them Together,	-	-	-	-	<i>Ballard.</i>

MISCELLANEOUS WORKS.

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

TREASURER'S REPORT.

RECEIPTS AND PAYMENTS.

RECEIPTS.

1885.				
Jan.	15	From City Treasurer.....	\$6,000 00	.....
	23	....do.....do	5,000 00	.....
Mar.	23	....do.....do	11,000 00	.....
	26	Blooming Grove.....	143 78	.....
	28	Madison	17 11	.....
	28	Tuition from sundry pupils.....	304 00	.....
May	6	Miss Galbraith, for fines.....	30	.....
	18	Tuition from sundry pupils.....	262 50	.....
	29	....do .....do.....do	77 00	.....
	29	Supplies, school books, etc.....	19 60	.....
	29	Mr. Beach, for fines.....	2 30	.....
July	10	State Treasurer, appropriation of School Fund	1,480 80	.....
Dec.	3	State Treasurer, High School aid	243 11	.....
	12	Tuition from sundry pupils.....	225 65	.....
		Mrs. Bibbs, for rent.....	168 00	.....
	31	Balance	3,348 39	.....
		Certificates of appropriation paid.....		\$26,933 57
		Overdrawn Jan. 1, 1885.....		1,358 97
			\$28,292 54	\$28,292 54

Respectfully,

E. BURDICK,
Treasurer.

MADISON, January 1, 1886.

STATEMENT

Of Receipts and Expenditures of the Board of Education from December 1st, 1885, to January 1st, 1886.

RECEIPTS.

STATE APPROPRIATIONS.

1884.

July 10	County Treasurer.....	\$1,480 80
Dec. 13	State Treasurer, High School Fund	243 11
		<u>\$1,723 91</u>

TAXES.

Jan. 15	City Treasurer.....	\$6,000 00
23	City Treasurer.....	5,000 00
Mar. 23	City Treasurer.....	11,000 00
26	Treasurer Town of Blooming Grove	143 78
28	Treasurer Town of Madison.....	17 11
		<u>\$22,160 89</u>

SUPPLIES.

Jan. 29	W. H. Beach, supplies sold	<u>\$19 60</u>
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TUITION.

Mar. 28	Sundry Pupils, High School	\$304 00
May 19	Sundry pupils	262 50
June 29	Sundry pupils	77 00
Dec. 26	Sundry pupils	225 65
		<u>\$869 15</u>

FINES.

June 29	W. H. Beach.....	\$2 30
Dec. 26	Miss Galbraith.....	30
		<u>\$2 60</u>

RENTS.

Jan. 15	Mrs. Bibbs.....	\$14 00
Feb. 26	Mrs. Bibbs	14 00
Mar. 14	Mrs. Bibbs.....	14 00
April 17	Mrs. Bibbs.....	14 00
June 20	Mrs. Bibbs.....	14 00
23	Mrs. Bibbs.....	14 00
July 24	Mrs. Bibbs.....	14 00
Aug. 21	Mrs. Bibbs.....	14 00
1885.		
Sept. 22	Mrs. Bibbs.. ..	14 00
Nov. 20	Mrs. Bibbs.....	28 00
Dec. 22	Mrs. Bibbs.....	14 00
		<u>\$168 00</u>

EXPENDITURES.

SITES AND STRUCTURES.

Jan.	6	E. Burdick, cash for plumbing	\$14 15
Feb.	3	Thomas Regan, plumbing	238 88
Sept.	23	Bernard Halligan, gutter, Little Brick	40 00
	23	Fuller & Johnson Mfg Co.. window guards.....	15 50
			<hr/>
			\$308 53

SUPPLIES.

Jan.	6	J. H. Carpenter, supplies	\$30 46
	6	W. H. Beach.....do.....	6 00
	6	E. Burdick.....do.....	69 75
	6	W. J. Park & Co., school registers.....	6 00
	6	W. J. Ellsworth, brooms.....	2 75
Feb.	3	Jas. E. Moseley, stationery.....	35 52
	3	Union School Fur. Co., supplies.....	35 00
	3	L. C. Larson, brooms.....	12 50
	3	Isabella Lamont, supplies.....	7 90
April	7	L. C. Larson, brooms.....	7 60
May	5	A. A. Mayers, brooms.....	4 25
June	2	Carrie Billings, Kindergarten supplies	5 50
	2	Florence Foot.....do.....do.....	8 30
	2	Mary Storm.....do.....do.....	7 95
	2	Ida Bell.....do.....do.....	3 90
	2	Isabella Lamont ..do.....do.....	7 90
	2	L. C. Larson ..do.....do.....	7 50
	2	S. L. Sheldon, lawn mower.....	12 00
Aug.	4	John Lueders, band	10 00
Aug.	4	Wm. J. Park & Co., stationery.....	14 17
	4	Jas. E. Moseley, stationery.....	19 63
Sept.	23	John Corscot, cash items.....	9 00
Oct.	6	John H. Clark, sundries	29 23
	6	A. A. Mayers.....	6 25
	6	Ida E. Bell, Kindergarten material.....	1 67
Nov.	3	W. H. Beach, Kindergarten material.....	9 01
Dec.	1	Carrie Billings, Kindergarten materials.....	2 90
	1	L. C. Larson, brooms.....	7 50
	1	Union School Furn. Co., pointers	7 50
			<hr/>
			\$387 24

REPAIRS.

Jan.	6	Wm. Haak, repairs of pumps	\$16 02
	6	E. Burdick, repairs of pumps, etc.....	61 23
	6	T. A. Nelson, repairs	28 70
	6	Vromon & Mason, lumber.....	14 03
	6	Frederickson & Fish, lumber.....	32 78
Feb.	3	H. N. Moulton, repairs	30 73
	3	Fred Huels, repairs	2 05
Mar.	3	James Livesey, repairs	23 20
Mar.	24	Askew & Hussey, repairs	12 66
April	7	De Witt Ramsey, hardware, repairs	227 73
	7	James Livesey, repairs	5 75

MADISON PUBLIC SCHOOLS.

April	7	Amos Parker, clocks, repairs	15 00
	7	W. E. Allen, repairs	20 30
May	5	S. L. Chase, repairs	105 04
June	2	M. H. Ball & Co., L. B. school, repairs	3 00
	2	Ball Bros. furnaces, repairs.....	8 20
	2	Fred Huels, locks.....	1 75
	2	H. N. Moulton, school buildings.....	14 08
Aug.	4	Abel Comstock, sidewalk repairs.....	13 00
	4	James Livesey, High School repairs	6 50
	4	Vroman & Mason, lumber, repairs.....	23 05
	4	T. A. Nelson, repairs.....	19 63
Sept.	1	H. N. Moulton, repairs.....	140 81
	1	John Replinger, repairs.....	67 70
Oct.	6	Jacob Seiler, painting, repairs	35 76
	6	John Nehis, painting, repairs.....	31 20
	6	Ball Bros., castings, door sills.....	56 25
	6	T. A. Nelson, painting..	19 91
Nov.	3	S. L. Chase, repairs..	167 15
Dec.	1	B. Bischoff, repairs.....	9 37

\$1, 212 58

JANITORS AND LABOR.

Jan.	6	Michael F. Callaghan.....	\$2 50
	6	E. Burdick, cash for labor	18 50
Feb.	3	M. Amundson, labor	4 00
	14	Martin Amundson, janitor High School	42 00
	14	Ben Johnson, janitor 1st ward.....	21 00
	14	John Johnson, janitor 2d ward.....	36 00
	14	John Guetlein, janitor 3d ward.....	39 00
	14	M. F. Callaghan, janitor 4th ward.....	24 00
	14	Anne Ford, janitor 5th ward.....	24 00
	14	Amanda Johnson, janitor 6th ward.....	7 50
	14	Ernest Somers, janitor N. E. Dist.....	12 00
Mar.	28	Martin Amundson, janitor High School.....	42 00
	28	Ben Johnson, janitor 1st ward	21 00
	28	John Johnson, janitor 2d ward.....	36 00
	28	John Guetlein, janitor 3d ward	39 00
	28	M. F. Callaghan, janitor 4th ward.....	24 00
	28	Allen Jackson, janitor 5th ward	24 00
	28	Amanda Johnson, janitor Little Brick.....	7 55
	28	Ernest Somers, janitor N. E. Dist.....	12 00
April	7	A. B. Starkweather, cleaning vaults.....	50 00
	7	Amanda Johnson, cleaning Little Brick	5 50
May	16	Martin Amundson, janitor High School	42 00
	16	Ben Johnson, janitor 1st ward	21 00
	16	John Johnson, janitor 2d ward	36 00
	16	John Guetlein, janitor 3d ward..	39 00
	16	M. F. Callaghan, janitor 4th ward.....	24 00
	16	Allen Jackson, janitor 5th ward	24 00
	16	Amanda Johnson, janitor 6th ward.....	7 50
	16	Ernest Somers, janitor N. E. Dist.....	12 00
	6	F. Teute, cleaning vaults.....	10 00
June	27	Martin Amundson, janitor High School.....	42 00
	27	Ben Johnson, janitor 1st ward.....	18 00
	27	John Johnson, janitor 2d ward	36 00
	27	John Guetlein, janitor 3d ward	33 00
	27	M. F. Callaghan, janitor 4th ward	21 00

DETAILED STATEMENT

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June	27	Allen Jackson, janitor 5th ward	21 00
	27	Amanda Johnson, janitor Little Brick	6 00
	27	Ernest Somers, janitor N. E. Dist.....	9 00
	27	M. F. Callaghan, janitor 4th ward.....	2 00
Aug.	4	John Guetlein, labor	9 05
	4	M. Amundson, labor	15 00
	4	M. F. Callaghan, labor	11 63
Sept.	23	M. F. Callaghan, labor	14 63
Oct.	6	John Guetlein, labor	13 12
	6	M. Amundson, labor	20 50
	6	John Johnson, labor	10 00
	24	Martin Amundson, janitor High School.....	48 00
	24	Ben Johnson, janitor 1st ward	21 00
	24	John Johnson, janitor 2d ward	36 00
	24	John Guetlein, janitor 3d ward	39 00
	24	M. F. Callaghan, janitor 4th ward.....	24 00
	24	Allen Jackson, janitor 5th ward	24 00
	24	Amanda Johnson, janitor Little Brick.....	7 25
	24	Ernest Somers, janitor N. E. Dist.....	12 00
Dec.	12	Martin Amundson, janitor High School.....	56 00
	12	Ben Johnson, janitor 1st ward.....	24 50
	12	John Johnson, janitor 2d ward	42 00
	12	John Guetlein, janitor 3d ward	6 50
	12	John Sharer, janitor 3d ward.....	39 00
	12	M. F. Callaghan, janitor 4th ward.....	28 00
	12	Allen Jackson, janitor 5th ward	28 00
	12	Amanda Johnson, janitor Little Brick.....	8 50
	12	Ernest Somers, janitor N. E. Dist.....	14 00

\$1, 446 63

CLERK'S SALARY.

Jan.	31	John Corscot	\$37 50
April	7	John Corscot.....	37 50
June	27	John Corscot	37 50
Oct.	6	John Corscot.....	37 50

\$150 00

TUITION.

Jan.	6	Refunded by E. Burdick.....	<u>\$9 12</u>
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FUEL.

Jan.	6	H. G. Dodge & Sons, coal.....	\$2, 483 87
	6	E. Burdick, wood and coal	79 55
Feb.	3	Madison Gas Co., gas.....	17 75
	3	James Conklin, wood	58 50
	3	C. B. Miller, wood	80 62
Mar.	3	Ernest Somers, sawing wood.....	14 94
June	2	H. G. Dodge & Son, coal.....	60 25
Aug.	4	Conklin & Co., wood.....	18 00
Nov.	3	C. F. Cooley, coal	1, 670 18
Dec.	1	William Crummey, cutting wood.....	4 80

\$4, 488 46

MADISON PUBLIC SCHOOLS.

PRINTING.

Jan.	6	E. Burdick, cash for blanks	\$20 50
	6	M. J. Cantwell, blanks.....	31 75
June	2	M. J. Cantwell, blanks.....	22 00
	2	Democrat Co., reports.....	142 52
	2	Richard Porsch, letter heads....	22 20
Sept.	23	Democrat Co., programmes.....	6 50
Nov.	3	M. J. Cantwell, blanks.....	6 25
			<hr/>
			\$251 72

CENSUS.

Sept. 23 John Corscot, taking census..... \$100 00

FURNITURE.

June 16	Novelty iron works, desks	\$36 00
Sept. 23	A. Scott, drayage, school furniture	5 50
		<hr/>
		\$41 50

INTEREST.

Jan. 6 E. Burdick, interest on temporary loan..... \$222 60

LIBRARY AND APPARATUS.

Jan.	6	E. Burdick, reference books.....	\$88 32
Dec.	1	Ivison, B. & Co., physiologies	8 10
	1	Yaggy & Co., anatomical study.....	33 25
			<hr/>
			\$120 67

TEACHERS' WAGES.

Feb.	14	W. H. Beach, superintendent.....	\$333	33
	14	W. M. Pond, principal High School.....	233	33
	14	H. A. M. Read, preceptress High school	100	00
	14	Ida Hoyt, teacher, High School.....	90	00
	14	Carrie Howe, teacher, High School.....	75	00
	14	Mrs. C. D. Atwood, teacher, High School.....	48	00
	14	Lottie Richmond, teacher, High School.....	90	00
	14	Rose Case, teacher High School.....	72	00
	14	H. Grotophorst, teacher, High School.....	60	00
	14	Jennie M. Carrier, teacher, High School.....	42	50
	14	Susan M. Williamson, teacher, High School.....	12	00
	14	M. L. Byrne, principal, 1st ward	81	00
	14	Mary Edgar, teacher, 1st ward.....	48	00
	14	Ella Hickok, teacher, 1st ward	66	00
	14	Ida E. Bell, teacher, 1st ward.....	54	00
	14	Mary M. Henry, principal 2d ward.....	75	00
	14	Eliza Herfurth, teacher, 2d ward	66	00
	14	Mary McGovern, teacher, 2d ward	72	00
	14	Jennie M. Williams, teacher, 2d ward	66	00
	14	Isabella Lamont, teacher, 2d ward.....	66	48

DETAILED STATEMENT.

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Feb.	14	Irene Larkin, teacher, 2d ward.....	71 00
	14	Maggie Galbraith, principal, 3d ward.....	90 00
	14	Maggie Mayers, teacher, 3d ward.....	72 00
	14	Sarah Chambers, teacher, 3d ward.....	54 00
	14	Annette Nelson, teacher, 3d ward.....	48 00
	14	Florence Foote, teacher 3d ward	66 00
	14	Ella Henry, principal 4th ward	90 00
	14	Addie Moody, teacher, 4th ward	72 00
	14	Belle Byrne, teacher, 4th ward.....	66 00
	14	Mary Burdick, teacher. 4th ward	66 00
	14	Hattie O. Thoms, principal 5th ward	90 00
	14	Jennie M. Williams, teacher, 5th ward..	72 00
	14	Kate Foote, teacher, 5th ward.....	60 00
	14	Mary Storm, teacher, 5th ward.....	60 00
	14	Ella Larkin, teacher, Little Brick.....	71 00
	14	Carrie Billings, teacher, N. E. District.....	66 00
Mar.	3	Ida Kleinpel, teacher High School.....	\$15 60
	28	W. H. Beach, superintendent of schools.....	333 33
	28	W. M. Pond, principal High School.....	233 33
	28	H. A. M. Read, preceptress High School.....	100 00
	28	Ida Hoyt, teacher High School.....	90 00
	28	Carrie Howe, teacher High School.....	75 00
	28	Mrs. C. D. Atwood, teacher High School.....	48 00
	28	Lottie Richmond, teacher High School.....	90 00
	28	Rose Case, teacher High School.....	72 00
	28	H. Grotophorst, teacher High School.....	60 00
	28	Ida Kleinpel, teacher High School.....	18 00
	28	Jennie M. Carrier, teacher High School.....	60 00
	28	Susan M. Williamson, teacher High School.....	12 00
	28	M. L. Byrne, principal 1st ward	81 00
	28	Mary Edgar, teacher 1st ward.....	48 00
	28	Ella Hickok, teacher 1st ward.....	66 00
	28	Ida E. Bell, teacher 1st ward.....	54 00
	28	Mary M. Henry, principal 2d ward..	81 00
	28	Eliza Herfurth, teacher 2d ward.....	66 00
	28	Mary McGovern, teacher 2d ward	72 00
	28	Jennie M. Williams, teacher 2d ward.....	66 00
	28	Isabella Lamont, teacher 2d ward.....	66 48
	28	Irene Larkin, teacher 2d ward.....	71 00
	28	Maggie Galbrath, principal 3d ward.....	90 00
	28	M. M. Mayers, teacher 3d ward.....	72 00
	28	Sarah Chambers, teacher 3d ward.....	54 00
	28	Annette Nelson, teacher 3d ward.....	60 00
	28	Florence Foote, teacher 3d ward.....	66 00
	28	Ella Henry, principal 4th ward	90 00
	28	Addie Moody, teacher 4th ward	72 00
	28	Belle Byrne, teacher 4th ward.....	66 00
	28	Mary Burdick, teacher 4th ward.....	66 00
	28	Hattie O. Thoms, principal 5th ward	90 00
	28	Mary McMillan, teacher 5th ward.....	72 00
	28	Kate Foote, teacher 5th ward.....	60 00
	28	Mary Storm, teacher 5th ward	60 00
	28	Ella Larkin, teacher Little Brick.....	71 00
	28	Carrie Billings, teacher N. E. District.....	66 00
May	16	W. H. Beach, superintendent of schools.....	333 33
	16	W. M. Pond, principal High School.....	233 33
	16	Herman Grotophorst, teacher High School.....	60 00
	16	H. A. M. Read, teacher High School.....	100 00
	16	Ida Hoyt, teacher High School.....	90 00

MADISON PUBLIC SCHOOLS.

16	Jennie M. Carrier, teacher High School.....	90 00
16	Lottie Richmond, teacher High School.....	90 00
16	Rose Case, teacher High School.....	96 00
16	Carrie Howe, teacher High School.....	75 00
16	Mrs. C. D. Atwood, teacher High School.....	48 00
16	Susan Williamson, teacher High School.....	45 00
16	Mrs. T. H. Brand, teacher music.....	60 00
16	M. L. Byrne, principal 1st ward.....	81 00
16	Mary Edgar, teacher 1st ward.....	48 00
16	Ida E. Bell, teacher 1st ward.....	54 00
16	Ella Hickock, teacher 1st ward.....	66 00
16	Mary M. Henry, principal 2d ward.....	78 00
16	Sarah Chambers, teacher 2d ward.....	66 00
16	Eliza Herfurth, teacher 2d ward.....	66 00
16	Jennie Williams, teacher 2d ward.....	66 00
16	Isabelle Lamont, teacher 2d ward.....	66 48
16	Irene Larkin, teacher 2d ward.....	71 00
16	Maggie Galbraith, principal 3d ward.....	90 00
16	Maggie M. Mayers, teacher 3d ward.....	72 00
16	Rosa Dengler, teacher 3d ward.....	48 00
16	Annette Nelson, teacher 3d ward.....	54 00
16	Florence Foote, teacher 3d ward.....	66 00
16	Ella Henry, principal 4th ward.....	90 00
16	Addie Moody, teacher 4th ward.....	72 00
16	Mary Burdick, teacher 4th ward.....	66 00
16	Belle Byrne, teacher 4th ward.....	66 00
16	Hattie O. Thoms, principal 5th ward.....	90 00
16	Jennie McMillan, teacher 5th ward.....	72 00
16	Kate Foote, teacher 5th ward.....	60 00
16	Mary Storm, teacher 5th ward.....	60 00
16	Ella Larkin, teacher Little Brick.....	71 00
16	Carrie Billings, teacher N. E. District.....	66 00
30	M. M. Henry, teacher.....	26 00
June 27	W. H. Beach, superintendent of schools.....	333 35
27	W. M. Pond, principal High School.....	233 35
27	H. Grotophorst, teacher High School.....	60 00
27	H. A. M. Reade, precepteress.....	100 00
27	Ida Hoyt, teacher, High School.....	90 00
27	Jennie M. Carrier, teacher, High School.....	90 00
27	Lottie Richmond, teacher, High School.....	90 00
27	Rose Case, teacher, High School.....	96 00
27	Carrie Howe, teacher High School.....	75 00
27	E. W. Atwood, teacher, High School.....	48 00
27	S. M. Williamson, teacher, High School.....	45 00
27	Mrs. T. H. Brand, teacher, High School.....	60 00
27	M. L. Byrne, principal 1st ward	81 00
27	Mary Edgar, teacher, 1st ward.....	48 00
27	Ida E. Bell, teacher, 1st ward.....	54 00
27	Ella Hickok, teacher, 1st ward.....	66 00
27	T. S. Holten, principal 2d ward	50 00
27	Sarah Chambers, teacher, 2d ward	66 00
27	Eliza Herfurth, teacher, 2d ward	66 00
27	Jennie M. Williams, teacher, 2d ward	66 00
27	Irene Larkin, teacher, 2d ward.....	71 00
27	Isabella Lamont, teacher, 2d ward	66 48
27	Maggie Galbraith, principal, 3d ward.....	90 00
27	Maggie M. Mayers, teacher, 3d ward	72 00
27	Rose Dengler, teacher, 3d ward	48 00
27	Annette Nelson, teacher, 3d ward	54 00

June	27	Florence Foote, teacher, 3d ward.....	\$66 00
	27	Ella Henry, principal 4th ward.....	90 00
	27	Addie Moody, teacher, 4th ward	62 00
	27	Mary Burdick, teacher, 4th ward.....	66 00
	27	Belle Byrne, teacher, 4th ward.....	66 00
	27	Hattie O. Thoms, principal 5th ward	90 00
	27	Jennie McMillan, teacher 5th ward.....	72 00
	27	Kate Foote, teacher 5th ward	60 00
	27	Mary Storm, teacher 5th ward.....	60 00
	27	Ella Larkin, teacher Little Brick.....	71 00
	27	Carrie Billings, teacher N. E. District.....	66 00
	27	Mrs. E. W. Atwood, teacher High School.....	24 00
Oct.	24	W. H. Beach, superintendent of schools.....	333 33
	24	W. M. Pond, principal High School.....	250 00
	24	H. A. M. Read, preceptress High School.....	100 00
	24	Jennie M. Carrier, teacher, High School.....	90 00
	24	Rose Case, teacher, High School.....	84 00
	24	Carrie Howe, teacher High School.....	84 00
	24	Mrs. M. E. Brand, music teacher, High School.....	60 00
	24	Sarah Chambers, teacher High School.....	75 00
	27	Mary Parkinson, teacher High School.....	54 00
	24	Mrs. E. W. Atwood, teacher, High School.....	60 00
	24	Bertha Pitman, teacher High School.....	39 00
	24	Susan Williamson, teacher High School.....	45 00
	24	M. L. Byrne, principal 1st ward	90 00
	24	Mary Edgar, teacher, 1st ward.....	54 00
	24	Ida E. Bell, teacher, 1st ward.....	54 00
	24	Ella Hickok, teacher, 1st ward.....	66 00
	24	Hattie O. Thoms, principal 2d ward.....	108 33
	24	Mary McGovern, teacher 2d ward.....	72 00
	24	Eliza Herfurth, teacher, 2d ward.....	69 00
	24	Jennie M. Williams, teacher, 2d ward..	66 00
	24	Irene Larkin, teacher, 2d ward.....	71 00
	24	Isabella Lamont, teacher, 2d ward.....	71 00
	24	Maggie Galbraith, principal, 6th ward	90 00
	24	Maggie M. Mayers, teacher, 6th ward.....	72 00
	24	Rosa Dengler, teacher, 6th ward.....	48 00
	24	Annette Nelson, teacher, 6th ward.....	54 00
	24	Florence Foote, teacher 6th ward.....	66 00
	24	Ella Larkin, teacher, Little Brick.....	71 00
	24	Carrie Billings, teacher, N. E. Dist.....	66 00
	24	Kate Foote, principal 4th ward.....	86 00
	24	Maggie Champer, teacher, 4th ward.....	50 00
	24	Mary Burdick, teacher 4th ward.....	67 50
	24	Belle Byrne, teacher 4th ward.....	66 00
	24	Jennie McMillan, principal 5th ward.....	78 00
	24	Helen R. Gleason, teacher, 5th ward	60 00
	24	F. Ellsworth, teacher, 5th ward.....	48 00
	24	Mary E. Storm, teacher, 5th ward.....	66 00
Dec.	12	W. H. Beach, Superintendent	333 33
	12	W. M. Pond, principal High School.....	250 00
	12	H. A. M. Read, preceptress High School.....	100 00
	12	Jennie M. Carrier, teacher High School.....	105 00
	12	Rose Case, teacher High School.....	98 00
	12	Carrie L. Howe, teacher High School.....	98 00
	12	M. E. Brand, music teacher	70 00
	12	Sarah Chambers, teacher, High School	87 50
	12	Mary Parkinson, teacher, High School	63 00
	12	Mrs. E. W. Atwood, teacher, High School.....	70 00

MADISON PUBLIC SCHOOLS.

Dec.	12	Bertha Pitman, teacher, High School.....	45 50
12	Susan Williamson, teacher, High School.....	52 50	
12	M. L. Byrne, principal 1st ward.....	105 00	
12	Mary L. Edgar, teacher 1st ward	63 00	
12	Ella Hickock, teacher 1st ward.....	77 00	
12	Ida E. Bell, teacher 1st ward	63 00	
12	Hattie O. Thoms, principal 2d ward.....	108 33	
12	Mary McGovern, teacher, 2d ward	84 00	
12	Eliza Herfurth, teacher 2d ward	80 50	
12	Jennie M. Williams, teacher 2d ward.....	77 00	
12	Irene Larkin, teacher 2d ward.....	71 00	
12	Isabella Lamont, teacher 2d ward.....	71 00	
12	Maggie Galbraith, principal 6th ward.....	105 00	
12	Maggie M. Mayers, teacher 6th ward	84 00	
12	Rosa Dengler, teacher 6th ward.....	56 00	
12	Annette Nelson, teacher 6th ward.....	63 00	
12	Florence Foote, teacher 6th ward.....	77 00	
12	Ella Larkin, principal, Little Brick.....	71 00	
12	Carrie Billings, principal N. E. Dist.	77 00	
12	Kate Foote, principal 4th ward.....	105 00	
12	Maggie Champer, teacher, 4th ward	70 00	
12	Mary Burdick, teacher, 4th ward	77 00	
12	Belle Byrne, teacher, 4th ward	77 00	
12	Jennie McMillan, principal 5th ward.....	91 00	
12	Helen R. Gleason, teacher, 5th ward	70 00	
12	Fannie Ellsworth, teacher 5th ward.....	56 00	
12	Mary E. Storm, teacher, 5th ward.....	77 00	
			<u>\$18,185 52</u>

RECAPITULATION

Of Receipts and Expenditures from December 31st, 1885 to January 1st, 1886.

RECEIPTS.		
State appropriations.....	\$1,723 91	
Taxes	22,160 89	
Tuition	869 15	
Supplies	19 60	
Rents	168 00	
Fines	2 60	
		<u>\$24,944 15</u>

EXPENDITURES.		
Sites and structures....	\$308 53	
Supplies	387 24	
Repairs.....	1,212 58	
Janitors and labor	1,446 63	
Fuel.....	4,488 46	
Printing	251 72	
Census.....	100 00	
Furniture.....	41 50	
Clerk's salary.....	150 00	
Teachers wages	18,185 52	
Apparatus and library.....	129 67	
Tuition refunded.....	9 12	
Interest	222 60	
Overdrafts of 1884 paid.....	1,358 97	
		<u>\$28,292 54</u>

Treasury overdrawn January 1, 1886..... \$3,348 39

JOHN CORSCOT,
Clerk of Board of Education.

STANDING RULES.

QUORUM.

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

ORDER OF BUSINESS.

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

QUESTIONS OF ORDER.

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

AYES AND NOES.

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

RESOLUTIONS AND REPORTS TO BE IN WRITING.

All resolutions and reports shall be in writing.

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

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

BOARD MEETINGS.

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

SUSPENSION OF RULES.

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

REGULATIONS.

SUPERINTENDENT.

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

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

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

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

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

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

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

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

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

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

TEACHERS.

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

1. The salaries paid entitle the Board to the services of the teachers for five and one-half days each week, legal holidays excepted.
2. Teachers shall observe and carry into effect all regulations of the Superintendent and Board of Education in relation to their respective schools, attend punctually the weekly meetings of the teachers under the direction of the Superintendent, and whenever absent from said meetings, they shall report the cause of such absence, in writing, to the Superintendent, within one week thereafter, and he shall present the same to the Board, together with any facts within his knowledge that may aid in determining the propriety of such absence.
3. All teachers shall be at their school rooms at least thirty minutes before the opening of school in the morning, and fifteen minutes in the afternoon; and the bell shall be rung at $8\frac{1}{2}$ 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 P. M. 3 strokes; at recess, morning and afternoon, 3 strokes.*
4. Teachers shall require their pupils to be in their seats punctually at the appointed time, and all pupils not so seated shall be marked absent or tardy, as the case may be.
5. All teachers shall regulate the school room clock by the University time, and shall conform to this standard in making records of attendance for themselves and for their pupils.
6. It shall be a duty of the first importance with teachers to exercise a careful watchfullness over the conduct of their pupils in and around the school buildings, and on all suitable occasions to instruct and encourage them in correct manners, habits and principles.
7. Teachers shall inflict corporal punishment only in *extreme cases* and *in private*; such punishment shall not be inflicted on the same day upon which the offense is committed.
8. All cases of corporal punishment shall be reported immediately *in writing* to the Superintendent, with all the reasons therefor; and he shall embody such report in his monthly report to the Board.
9. Teachers may have power to suspend from school, pupils guilty of gross misconduct or continual insubordination to school regulations; but in cases where the same is practicable, notice of such misconduct shall be

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

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 report promptly at the teachers' meeting, on Saturday of the week for which such reports are made.†

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

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

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

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

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

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

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

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

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

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

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

19. Principals shall have the general supervision of the lower departments in their buildings, and shall attend to their proper classification, subject to such regulations as the Superintendent may prescribe; they shall make regulations, subject to his approval, for the maintenance of good order in the halls, on the stairways and grounds;* they shall have the supervision of the buildings, maps, charts, globes, books, keys and other school property, and shall be held responsible for their being kept in proper condition; they shall see that the persons in care of the buildings attend carefully to their duty, giving prompt notice of any delinquency on the part of such person.

PUPILS.

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

2. All pupils are required to be 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 pupils 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 public schools, shall be liable to pay in full for damages.

5. Pupils 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 half a day or more, shall bring to his teacher a written excuse from his parent or guardian for such absence.

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

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

*All the teachers in the building should co-operate with the Principal in looking after the children on the grounds, and it is strongly urged that several of the teachers be found upon the grounds whenever the children are there, not to 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.

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

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

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

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

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

JANITORS.

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

All sweeping of floors must be completed after the close of each school day, and the furniture be dusted and cleaned before the opening of the buildings at half-past 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 Sixth wards, \$3.50 per week when fires are required, and \$3 per week when not necessary.

For the Second ward, \$6.00; Fourth and Fifth wards \$4.00 per week when fires are necessary, and \$3.50 when not necessary.

For the frame building in the Sixth 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 Sixth ward, \$2.00, and in that proportion for less. For the Little Brick and Northeast building, \$1.00. 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 and close at 12 M., during the year. The afternoon session shall commence at 2 and close at 4 in the Primary Departments, and at 4:30 in all the other rooms, except on Friday, when they may also close at 4. In each department there shall be at least one recess of fifteen minutes during each session; and in all grades below the Grammar there shall be two such recesses during the forenoon session.*
2. Besides the ordinary vacations, the schools shall be closed on Saturday, all Thanksgiving and Fast days appointed by the State and General Government, and the Fourth of July. No teacher shall take any other day as a holiday, or close school, except at the regular time, for any purpose save on account of sickness or some unavoidable necessity.†
3. There shall be a public examination of all the schools at the close of each term. All promotions from the Primary to the Grammar schools shall be made at the close of the term, and be determined by examination. The Superintendent may promote scholars at other times for special merit, when found qualified.
4. The classification of scholars in the different departments shall be made with strict adherence to the course of study adopted by the Board, unless the Superintendent shall otherwise permit; and no text books shall be used, or studies pursued, in any department of the school, except those prescribed by the Board.
5. No text books shall be furnished to any of the teachers of the public schools, except upon the written order of the visiting committees of the schools for which the books are wanted, drawn on the Clerk of the Board; and the Clerk shall charge them to the teacher to whom they are delivered; the purchase price of the books to be deducted from the teacher's wages, unless the teacher shall at the end of his term of service, return the books to the Clerk of the Board in good condition.
6. The President and Clerk are authorized to issue warrants for the payment of teachers each half term, and to the Clerk of the Board of Education at the end of each quarter.

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

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

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

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

9. The morning exercises of each department of the several schools may commence with singing or other appropriate music. The teachers may also, by reading or otherwise, instruct the pupils in politeness, truth-telling, abstinence from profanity, habits of sobriety, promptness, punctuality, and morals generally. No expression of opinion on religious tenets, and no sectarian or irreligious teachings will be allowed.

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

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

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

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

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

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

CONTAGIOUS DISEASES.

RULE I.

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

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

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

RULE II.

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

The Board suggests the following

PRECAUTIONS

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

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

All articles used about the patient, such as sheets, pillow-cases, blankets, or cloths, should not be removed from the sick room until they have been thoroughly disinfected by soaking them for one hour in a solution composed of sulphate of zinc, 8 ounces; carbolic acid, 1 ounce; water, 3 gallons. After this they should immediately be put in boiling water for washing.

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

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

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

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

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

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

CERTIFICATES.

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

MADISON, WIS., ——, 188—.

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

— — — — —, Attending Physician.

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

MADISON, WIS., ——, 188—.

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

— — — — —, Resident Physician.

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

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

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

BY-LAWS.

OFFICERS.

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

PRESIDENT'S DUTIES.

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

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

CLERK'S DUTIES.

The Clerk shall be elected annually by the Board, from its own body, and shall hold his office for the term of one year, and until his successor is elected and qualified. The Clerk shall notify the Common Council whenever a vacancy occurs in the Board; he shall keep a record of the proceedings of said Board, and shall keep all the records and papers belonging thereto; he shall, in each year, between the 15th and the 30th days of the month of June, cause to be taken a census of 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 mail or otherwise; he shall issue certificates of appropriation, after their being signed by the President of the Board, directly to the Treasurer, in the order in which such appropriations are made, specifying in said certificates the purposes for which such appropriations are made; he shall at every regular meeting of the Board, lay before the Board a balance sheet of the financial books of the Board; he shall notify teachers of their election, and require them to answer at once in writing; he shall also perform such other duties as the Board may prescribe or may be required by the laws of the state.

TREASURER'S DUTIES.

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

DUTIES OF COMMITTEE ON FINANCE.

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

DUTIES OF BUILDING COMMITTEE.

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

DUTIES OF SUPPLY COMMITTEE.

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

DUTIES OF COMMITTEE ON TEXT BOOKS.

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

DUTIES OF COMMITTEE ON TEACHERS.

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

DUTIES OF VISITING COMMITTEE.

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

*See also regulations on Janitors.

AMENDMENT OF CHARTER.

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

AMOUNT FOR SCHOOL PURPOSES.

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

SCHOOL CALENDAR.

WINTER TERM—

Commencing January 4th; ending March 26th, 1886.

SPRING TERM—

Commencing April 12th; ending July 2d, 1886.

FALL TERM—

Commencing September 13th; ending December 10th, 1886.

WINTER TERM—

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

OFFICE HOURS OF SUPERINTENDENT:

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

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HISTORICAL SKETCH
OF
THE PUBLIC SCHOOLS
OF
MADISON, WISCONSIN.

1888—1885.

By REUBEN G. THWAITES,
ASSISTANT CORRESPONDING SECRETARY OF THE STATE HISTORICAL SOCIETY OF WISCONSIN.

MADISON, WIS.
M. J. CANTWELL, BOOK AND JOB PRINTER,
1886.

Madison, Wis., Feb. 2, 1886.

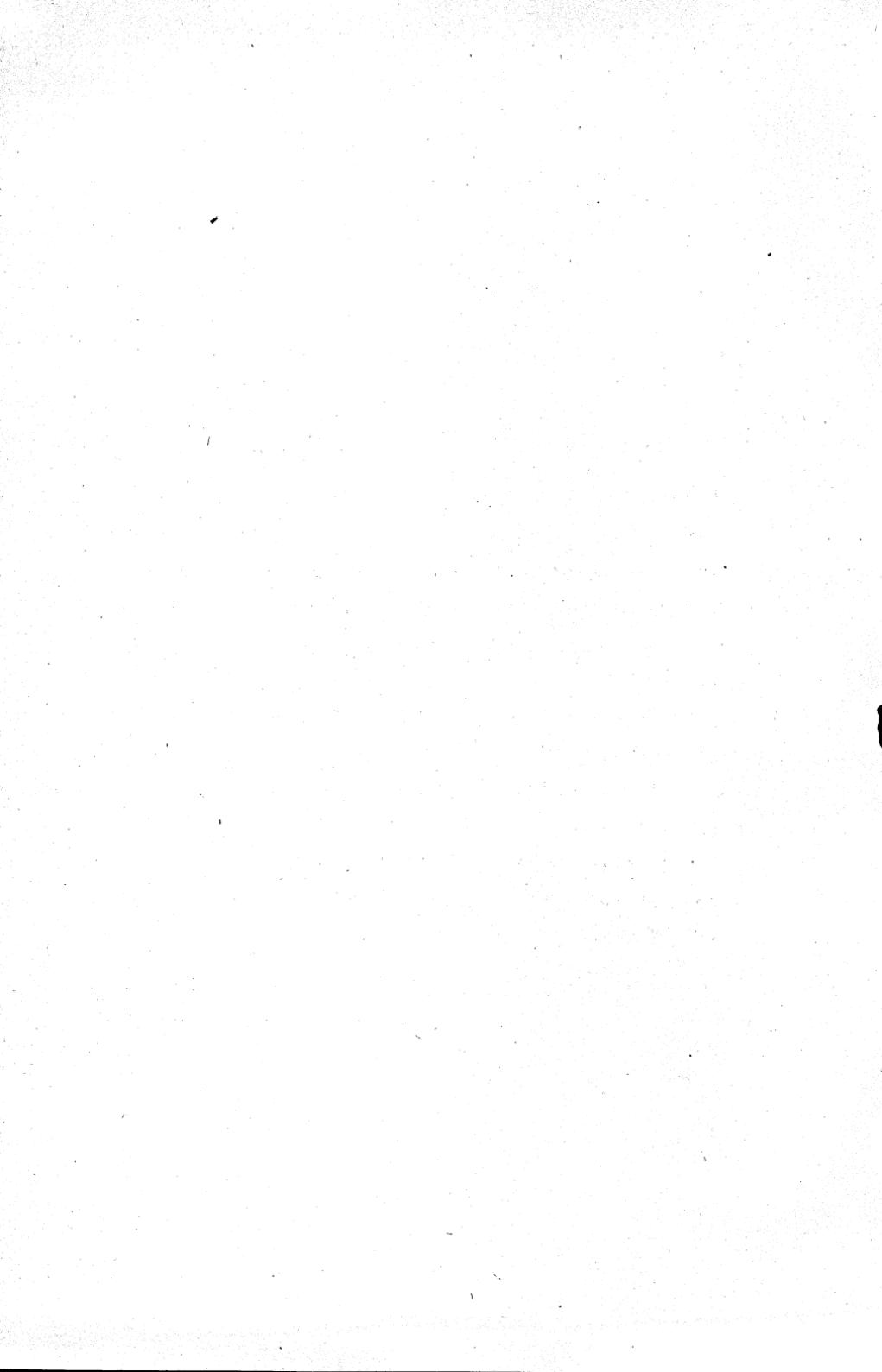
TO THE PEOPLE OF MADISON:

Our schools have grown from very small beginnings until they now constitute the most important interest of our city. It has seemed very desirable that as complete a record as possible be made of the various stages in the growth of our school system.

Mr. REUBEN G. THWAITES has, at the request of the Board, prepared such a history. It has been a work gratuitously performed and requiring on his part an untold amount of pains-taking research.

This history is submitted with the confident belief that in it every citizen of Madison will take a hearty interest, and that it will lead to an even greater interest in our schools in the future.

J. H. CARPENTER,
Pres't of Board of Education.



AUTHOR'S NOTE.

In the preparation of this sketch, the following works have been consulted: Durrie's History of Madison, Western Historical Society's History of Dane County (edited by C. W. Butterfield), W. J. Park & Co's Madison, Strong's History of Wisconsin Territory, and the Collections of the State Historical Society. But these volumes covering a broader field, have necessarily but brief and casual references to the subject at hand. By far the greater proportion of the details here presented have never before been printed in connected form. They are the result of the compiler's personal interviews with pioneers; correspondence with old-time teachers and pupils, who are now scattered throughout most of the states and territories; the consultation of old manuscript records, contemporaneous newspaper files in The State Historical Society's library, and the printed reports of the City Board of Education.

The history of the first eight years is based almost wholly on tradition, the town and county records furnishing but occasional and often obscure references to the schools, while the newspapers of those days were too busy with territorial politics to devote much attention to local affairs. From 1846 the official records are reasonably complete, with but occasional lapses, until the organization of the village School Board in 1855, from which time the difficulties in the path of the searcher for facts are not formidable. The attempt has been made to secure absolute accuracy in this sketch, but it would be claiming for the compiler qualities more than human not to allow that some errors may have crept in. If any reader acquainted with the facts discover such inaccuracies, the writer would consider it a personal favor to be informed of them, that they may be corrected in future editions, should such be published.

In the pioneer epoch, public schools had necessarily to be supported at first wholly and afterwards in part by private subscription; and often it would have been somewhat difficult to draw the line between those which were public and those which were "select." For this reason, both classes of schools during that period have received equal treatment. But after the vil-

large organization, the career of the public schools alone has been followed, except in the case of those in the old Academy building, which for a time coöperated with the board.

Contemporaneous events have been alluded to in different epochs, only so far as it seemed necessary to throw side-lights on the main topic.

So many persons have contributed information, that the compiler can but mention those who have been foremost, although his cordial thanks go out to all. Particular credit is due to General Simeon Mills, Darwin Clark, Hon. J. H. Carpenter, Elisha Burdick, Professor Wm. H. Beach, City Clerk John Corscot, General David Atwood, Hon. W. H. Chandler, E. M. Williamson, David H. Wright, Mrs. Deming Fitch, Mrs. M. E. Pickarts, Hon. D. S. Durrie, Judge Mortimer M. Jackson, Wm. T. Rasdall, Wm. D. Bird, Wm. H. Joslin and Andrus Viall of Madison; Mrs. Louisa M. Sawin and Colonel George W. Bird of Jefferson; Hon. Jerome R. Brigham, of Milwaukee; George W. Stoner, of Wagon Wheel Gap, Colo.; Mrs. Louisa A. Parker, of Pomona, Cal.; Royal Buck, of Red Willow, Nebr.; Professor James L. Enos, of Enos, Fla.; Mrs. Roseline Peck, of Baraboo; Mrs. H. G. Bliss, of Fairmont, Nebr.; Hon. Wm. H. Wyman, of Cincinnati; Miss Matilda Howell, of Naperville, Ill.; Hon. Damon Y. Kilgore, of Philadelphia; Hon. O. W. Thornton, of Summit, Wis.; Mrs. J. M. Flower, of Chicago; Hon. Isaac H. Palmer, of Lodi; J. J. Stark, of La Cygne, Kans.; David Dixon, of Galesburg, Ill., and Julius T. Clark, of Topeka, Kans.

R. G. T.

Madison, Feb. 1, 1886.

HISTORY OF MADISON SCHOOLS.

THE WILDERNESS.

In the summer of 1836, there were, so far as now known, but five white men residing within the territory comprised in the present county of Dane: Ebenezer Brigham, the original settler, at the East Blue Mound; Eben Peck, who lived with Brigham boarding the latter and his farming and lead-mining hands, and entertaining chance travelers along the military highway between Forts Crawford (Prairie du Chien) and Winnebago (Portage); Berry Haney, a ranchman living on the military road at what is now Cross Plains; a Frenchman named Oliver Armel, who maintained a temporary trading shanty, half brush and half canvass, near what we call Johnson street, on the isthmus between Third and Fourth lakes, and Abel Rasdall, an Indian trader, whose lonely cabin was on the eastern shore of First lake, about half a mile north of its outlet. A French half-breed trader, Michel St. Cyr, lived on the bank of Fourth lake at what are to-day known as Livesey's Springs, three-fourths of a mile north of Pheasant Branch.¹

Green Bay, a straggling settlement, by this time hoary with age, had come down from the seventeenth century, maintaining a sickly existence on the fur-trade and the lake traffic; Forts Howard (near Green Bay), Winnebago and Crawford had attached to them meager hamlets; the mineral region in the southwest, although sparsely settled, contained the bulk of the population, with Mineral Point as its center,—a village having at the time an apparently brighter future before it than the new settlement at the mouth of the Milwaukee river; there were a few notches cut

(1) Prof. J. D. Butler gives an entertaining sketch of Armel, in Vol. X. Wis. Hist. Colls., p. 70 *et seq.* Armel was a roving character, like all of his kind, and, the following year, was living on the east shore of First lake. Haney, with his wife and one or two children, lived at Cross Plains until 1840, when he moved to this city. He afterwards drifted to Kansas, where he was killed in a brawl.

out at wide intervals in the gloomy forest bordering the western shore of Lake Michigan ; but outside of these settlements just enumerated, Wisconsin was practically uninhabited by whites. Here and there was to be found an Indian trader, the Yankee successor of the *couriers des bois* of the old French regime, or some exceptionally adventurous farmer, but their far-separated cabins only emphasized the density of the wilderness, through which roamed untrammeled the shiftless, gypsy-like aborigines—the comparatively harmless Chippewas, Menomonees and Winnebagos.

SELECTION OF THE CAPITAL.

July 4th, the territorial government was organized,¹ with Henry Dodge as governor, and the first territorial legislature convened October 25th, in the hamlet of Belmont, at Platte Mounds, in what is now La Fayette county. At this session, Dane county was set off among eleven others ; acts were passed creating the nucleus of a common school fund, protecting all lands given to the territory by the general government for the aid of the schools, and adopting the Michigan school code ; and the territorial capital was established at Madison,—then a town on paper. A month was spent in skirmishing on the capital location question, and it was not until November 24th, that the act of establishment was passed. Madison was selected among seventeen eager applicants, because its choice was in the nature of a compromise between the conflicting interests of Green Bay and the mining country ; because it was midway between the Mississippi river and Lake Michigan, and would thus assist in settling the interior ; because of the natural beauty of the site,—but chiefly because James Duane Doty, who had just retired from the judgeship of the Wisconsin division of Michigan Territory, had, in connection with Stevens T. Mason, then governor of Michigan, purchased a tract of 1261 acres, of which the present Capitol Park is the center, and fought for the supremacy of their paper town with most remarkable tenacity. Madison town lots in large numbers were freely distributed among members, their

(1) The territory then embraced what is now Minnesota, Iowa, and a considerable région still further westward.

friends, and others who were supposed to possess influence with them.¹

It was stipulated in the act, that the legislature should meet in Burlington (now in Iowa) until March 4th, 1839, unless the public building at Madison, which was provided for, should be sooner completed. James D. Doty, John F. O'Neil and Augustus A. Bird were chosen building commissioners.

GENESIS.

Moses M. Strong commenced in February to plat the capital in the neighborhood of the Park, at a time when the ground was covered quite deep with snow. He was assisted in the work by John Catlin, who had, a few months previous, been appointed postmaster of the embryo city. Mr. Catlin employed the half-breed St. Cyr to erect a log house for him on the site of the present postoffice, north corner of Mifflin street and Wisconsin avenue. The body of the structure was put together in February — the first attempt at a permanent building here — but it was not roofed and finished until summer.

THE FIRST FAMILIES.

On their way home from the Belmont session, which had adjourned on the 9th of December, several of the northern members of the legislature stopped en route at the Blue Mound and informed landlord Peck of the selection of Madison as the capital. Thereupon Peck conceived the idea of opening a house of entertainment for the accommodation of visitors to the proposed seat of government, and of the workmen whom he heard were soon to be sent out to erect the public building. With that end in view, he purchased some lots on which to build his prospective tavern. In March he sent on two Frenchmen to raise the house — the first inhabited building in Madison, — and on the 15th of April, 1837, Peck, with his wife Roseline and their four-year old boy, Victor E., arrived on the scene — the pioneer white family at the capital.² This primitive tavern, which was

(1) Strong's Hist. Terr. Wis. p. 228.

(2) Mrs. Peck now lives at Baraboo. Her son, Victor E., is manager of the St. Paul Railway Hotel at West Madison. Eben Peck started overland to California in 1845, and is supposed to have been killed by Indians on the plains.

practically three log-cabins united, was styled the Madison House and stood upon lot 6, block 107 (on the southwest side of Butler street), until, old and crumbling, it was torn down in 1857 to make room for a more modern structure.

On the morning of the 10th of June, Building Commissioner Bird arrived from Milwaukee, with thirty-six workmen, after a dreary and toilsome overland journey of ten days, through rain and mud, with no roads, and having had to ford or swim the intervening rivers.¹ In this party was Josiah Pierce, with his wife and five children — the second family in the place. The Pierces had been brought by Bird to cook for the mechanics, and for that purpose they erected a log boarding house on the corner of Butler and Wilson streets, a few lots southeast of the Pecks. In this establishment the bulk of the men were accommodated, the Peck tavern being patronized by the overflow. Pierce had two young-lady daughters who assisted in the general housework, — Rhoda and Marcia by name. Rhoda was the second school mistress of the settlement.²

On the 6th of September came John Stoner and wife, with their seven children. Prosper B. Bird, brother of A. A., and one of his original party, soon after introduced his wife and three children to the colonists. A. A. Bird brought out his wife and six children to the scene of action, late in December or early in January. On the 14th of September had occurred at the Madison House the first white birth on the isthmus, — Wisconsiana Victoria Peck, now the wife of the Hon. Nels W. Wheeler, of Baraboo. A little later, James Madison Stoner made his appearance, the first white boy born in the settlement. The families of Peck, Stoner, Prosper B. Bird and A. A. Bird, Isaac H. Palmer and wife, the few workmen at the capitol who had not

(1) With Bird's party came Darwin Clark, as one of the carpenters; he afterwards taught the village school. Simeon Mills, long prominently identified with educational interests in Madison, arrived in the afternoon of the same day, having walked out from Chicago, *via* Janesville and Winnequah. These two gentlemen are the oldest living residents of Dane county. General Mills began serving as deputy postmaster on the 4th of July, conducting the office in connection with a general store which he had opened upon his arrival.

(2) The Pierce family remained in Madison but two years and then moved to Green county, two miles south of Monticello, where the father died and Miss Rhoda married a well-to-do farmer named Rust. One of the brothers, Albert H., represented Green county in the state assembly, in 1859 and 1868.

returned to Milwaukee, two or three merchants and officials, the little cluster of families at the Blue Mounds, the Haney household at Cross Plains, and perhaps three or four widely-separated Indian traders constituted the entire white population of Dane county during the winter of 1837-8.

The little colony in Madison did not lack for amusement during this period, despite the physical barriers between it and the civilized world to the far east. Mrs. Peck has given us¹ a very lively account of the dances, euchre parties, turtle-soup suppers, etc., with which the settlers whiled away the first winter in the Four-lake wilderness. That lady and her brother-in-law, Luther Peck, both appear to have been excellent violinists, and the puncheon floors of the Madison House were worn smooth with semi-weekly hops, in which the Virginia reel and monie-musk constituted the chief numbers of the impromptu programmes. Any who had not been initiated in their mysteries, previous to "settling," were obliged to submit to instruction, as one of the prime duties of frontier citizenship. Travelers from Milwaukee, Fort Winnebago, Galena and Mineral Point were frequently present, and appeared to hugely enjoy the giddy society at the capital.

THE FIRST SCHOOL — 1838.

When A. A. Bird was bringing out his family from Milwaukee, they stopped over night at Aztalan, then a collection of two or three houses. By the time Mrs. Bird had reached this halting place on her journey, she was exhibiting much trepidation at the thought of having to go still further into the wilderness. John Starkweather, one of the party, was therefore dispatched in the morning to Deacon Jeremiah Brayton's place, on the Crawfish river, two miles south of Aztalan, to induce the good deacon to allow one of his two young-lady daughters to go with Mrs. Bird to Madison and live with her as a companion. It was soon arranged that Miss Lavina (who afterwards married Charles H. Bird, brother of A. A.) should go. She accordingly accompanied Starkweather to Aztalan and there joined the Bird party.

In February, Charles H. Bird drove down to Deacon Brayton's

(1) Durrie, pp. 82-3.

farm, in a one-horse sleigh, and engaged Miss Louisa M. Brayton,¹ sister of Lavina, to come to Madison and teach the first school. The weather was extremely cold, and the sleighing poor, so that they had a very uncomfortable trip, Mr. Bird having to walk much of the way. The salary, two dollars per week, to be raised by popular subscription, was agreed upon between them, before leaving the farm. Miss Brayton boarded in the family of A. A. Bird, who lived in a story-and-a-half frame house on the south corner of Wilson and Pinckney streets, the spot now occupied by the residence of Mr. John M. Bowman. For this accommodation she paid one dollar per week—fifty per cent. of her allowance.

Nearly hid in the thicket, two blocks away, was the little school-room, the front end of Isaac H. Palmer's² log dwelling-house, on lot 5, block 105, south corner of King and Clymer streets, the site of Alex. Findlay's grocery store. Mr. Palmer, who had arrived in Madison during the summer of 1837, gives³ the following history and description of the primitive building occupied by the first school at the territorial capital:

"My house, on the corner of Clymer and King streets, was the first private residence⁴ built in the city of Madison. * * * * I built it and lived in it, the summer of 1837. It was 18x26 feet, one and one-half stories high. The two floors were made of the first lumber sawed in Madison, used for building purposes. The sawing was done by Thomas Jackson and David Williams with a whip-saw. These men were then in the employ of A. A. Bird, who consented to the sawing of my lumber immediately after that to be used in the construction of boats for transporting stone over the lake. I paid \$40 per thousand for sawing, after having flattened the logs on two sides. I cut the logs on McBride's point, drew them down to the lake and then rafted them to the shore near where the saw-mill was erected a year later [near Hubbard's dock]. I then with my one yoke of oxen drew them to their place,—one-half of them being long, were very heavy, so I could draw them but short distances at a time. I cut the logs, hauled them and built the house alone, even to rolling the logs, which I did with rope and oxen. * * * * Miss Brayton taught a school in the front end of our log house, my wife and I living in the other end."⁵

(1) See appendix for biographical sketch.

(2) Mr. Palmer was Dane County's first judge of probate, was the first settler in the village of Lodi and now resides there.

(3) MS. letter to Gen. Mills, Lodi, Dec. 14, 1885.

(4) Judge Palmer classes Peck's and Pierce's buildings as public houses.

(5) Gen. Mills (MS. letter Jan. 2, 1886) adds the following note: "The log house was all in one room up to that time. It stood with end to the street, a door in front and one at the rear end. For the sake of having a school in a quiet building, Col. A. A. Bird put a board partition across, about ten or twelve feet from the front, with no door in it, and the front room was the school-room."

In these limited quarters, on the first of March, 1838, Miss Brayton assembled her little flock of some dozen or fifteen scholars. Among them, were: Rhenodyne A., Franklin W., Marion S. and Juliet, children of A. A. Bird; Prosper B., Jr. and Adelia, from P. B. Bird's family; George W., Mary Ann, Sarena and Minerva, the oldest of John Stoner's brood; Cain Rasdall and Victor E. Peck. The benches were of oak slabs with the bark on, roughly-whittled pegs driven into auger holes serving as legs. With a chair for the teacher, this outfit completed the furnishings of Madison's first temple of learning. And the curriculum was as crude as the surroundings. The merest rudiments of education were all that were aimed at in the backwoods schools of those days, with their total lack of appliances and proper text-books, without any well-defined system of district government, with no school-fund and the county treasury barren. The teachers were as a rule the young men and women in the pioneer families, who were imbued with an ambitious spirit and chanced to understand "the three R's" a trifle better than their fellows. The professionally educated schoolmaster was not then abroad—he did not reach Madison until a dozen or more years later. There are probably few schools to-day, in the most inaccessible portions of our country, that are so meagerly equipped as the majority of those scattered at wide intervals throughout the Northwest, in the period of which we treat.

Madison was, however, peculiarly fortunate in its pioneer school-teacher. Miss Brayton was a young woman of fine appearance, of a firm but sweet disposition, and, during her three months' experience in the little hamlet, came to be highly regarded by both adult and youth. Those of her scholars who are living to-day remember her with sentiments of admiration, and the few pioneers of '38 who are left among us recall her sojourn here with words of praise. She is now living at Jefferson, in her 70th year, a sturdy and honored matron, the widow of Mr. George Sawin.

Mrs. Sawin is able at this late date to remember but one striking incident of the term, and that "broke up the school for the day." ¹

(1) MS. letter from her son-in-law, Col. George W. Bird, Jefferson, Nov. 19, 1885.

A band of Indians had surrounded the house, and, actuated by a spirit of playful mischief, pounded on kettles, tin-pans and other noisy implements, shouted and screeched themselves hoarse, and hopped around like madmen, the performance appearing very much like a veritable war-dance to the affrighted teacher and children. The redskins appeared to appreciate the fact that they were alarming the school, and were particularly demonstrative when huddled in front of the open door. Finally, Ira W. Bird, who was familiar with the Winnebago dialect, and on the best of terms with all the neighboring aborigines, came over and quieted the rude visitors, inducing them to withdraw.¹

At the close of her three months' engagement, Miss Brayton was offered a more advantageous salary at Jefferson than the Madison patrons could afford to pay, and removed thither.

CONTEMPORANEOUS EVENTS.

In April, Robert L. Ream, a new comer, had bought Peck's tavern property, and shortly after there was born in this suite of primitive cabins, Vinnie Ream (now Mrs. Hoxie, of Montgomery, Ala.), who became famous in after life as a sculptress.

In the summer of that year, the census revealed the presence of 62 people in the settlement, and it is recorded² that Madison at that time "consisted of not more than a dozen houses, built and in process of erection, counting every cabin and shanty within three miles of the capitol," while Indian wigwams were frequently erected within sight of the doors.

Early in the year, Commissioner Bird had stopped "day work" on the capitol, and the contract for finishing the structure was awarded April 17, to James Morrison. The respective accounts of Bird and Morrison with the territory afterwards became a fruitful source of litigation and legislative claims, extending throughout the entire territorial period.

During the summer, Bird and Morrison erected the American Hotel, on the site where the First National bank now stands—an

(1) Gen. Mills says that the performance here described was a "beggar dance," an exhibition occasionally resorted to by the Indians, to procure presents of bread, tobacco, whisky, etc., from the whites. The dance was always led by an Indian drum and flute, accompanied by vocal music. Specimens of these primitive musical instruments are to be seen in the Cabinet rooms of the State Historical Society.

(2) R. L. Ream's reminiscences in Durrie, p. 102.

establishment which, under a succession of landlords, long cut a luminous figure in the history of Madison.

On the 26th of November, the legislative assembly met here. But as only fifty boarders could be provided for in the place, it was proposed to adjourn to Milwaukee; that village, however, could not promise better accommodations, so a recess was taken until the 21st of January, when the situation was somewhat improved. Says Mr. Ream:

"[With the session] came crowds of people. The public houses were, literally crammed—shake-downs were looked upon as a luxury, and lucky was the guest considered whose good fortune it was to rest his weary limbs on a straw or hay mattress. * * * We had then no theaters or any places of amusement, and the long winter evenings were spent in playing various games of cards, checkers and backgammon. Dancing was also much in vogue. Col. [James] Maxwell [member of council from Rock and Walworth] was very gay, and discoursed sweet music on the flute, and Ben. C Eastman [one of the clerks] was an expert violinist. They two furnished the music for many a French four, cotillion, Virginia reel and jig, that took place on the puncheon floors of the old log cabins [forming the Madison House]. * * * Want of ceremony, fine dress, classic music and other evidences of present society life, never deterred us from enjoying ourselves those long winter evenings."

THE FIRST SCHOOL HOUSE.

In the spring of 1839, Dane county was organized for judicial purposes. The territorial school code had been modified somewhat by the legislature of that year. "The rate-bill system of taxation, previously in existence, was repealed, and a tax on the whole county for building school houses and supporting schools was provided for."¹ With the county organization came an immediate influx of population, and this fact together with the improvement in the code, gave rise to a revival of interest in educational matters, which had lain dormant in Madison since the close of Miss Brayton's school. The number of children had materially increased as many of the new settlers were accompanied by their families. There were now in Madison fully a score of proper age for elemental instruction, and their parents, though busily engaged in extracting a living from each other

(1) Durrie, p. 120.

(2) Ex-State Sup't Searing, in Educ. Hist. of Wis., West. Hist. Co.'s Dane Co., pp. 140-1. See also, for educational history of Wisconsin, ex-State Sup't Whitford in Wis. Hist. Colls., V.

and the virgin soil, were not unmindful of the great duty they owed to the offspring whom they had introduced to the back-woods of Wisconsin. The taxable value of property was at a low ebb, and the fund accruing from the sale of school lands could not be made available until the organization of a state government, so that for many years the public school moneys had necessarily to be supplemented by rate-bills, even to pay the beggarly salaries then in vogue among district pedagogues. But the spirit of local pride always induced the pioneer residents of the infant capital to be generous, even beyond their means, and with large hopes of the future, and a desire not to be outdone elsewhere, a movement to build a school house was successfully carried through in April. Governor Doty gave permission to the settlers to use for the purpose lot 4, block 98, on the north corner of Pinckney and Dayton streets. And there, out in the "brush," was erected, in time for the summer term, the first building constructed in Madison for school purposes. It would be denominated a shanty in these days, but, in those, was thought to be an eminently creditable affair. It was a one-story frame structure, sided with oak "shakes," standing some 18x20 feet on the ground, and cost about \$70, the amount being raised by assessment of the leading citizens.

During the first term, it was unplastered and but illy glazed. A few rough benches were put in,—slabs from the saw mill on Fourth lake, with the flat side uppermost, and supported on pegs. In that period, sawed lumber and "store" furniture were scarce articles, and in many a Madison house the seats were but rough, three-legged stools. There was in the school a "boughten" chair for the teacher, a sort of throne to lend awesome dignity to the office, but no further approaches to extravagance. In the fall, an inner wall of bricks was built between the studding, against the "shakes," and a coat of plaster covered this. Around the room was constructed a continuous table of planed planks, two feet wide, akin in appearance to a mechanic's work-bench. This was the general writing desk, and ranged alongside were the rude settees, which, in due process of evolution gave way in later years to more sightly ones of planed boards. When writing or studying, the scholars turned outward to the table;

when reciting, they faced the center, where the teacher sat with keen glance and solemn visage, open book in one hand and stout ruler in the other, ready to bestow chastisement or impart instruction as occasion demanded. There were no blackboards, no charts, no wall-maps, nothing whatever to relieve the ghastly whitewashed walls of this illy-ventilated box, save fantastic mural sketches of bodyless round-heads, surreptitiously traced with the stove-poker by adventurous youth ; these goblin outlines, quite equal in artistic effect to decorations on the Pueblo pottery, were alleged, in accompanying inscriptions, to be veritable portraits of the master or mistress of the term, whose physical and mental peculiarities were satirized in shaky rhyme.

As the village grew, and the pupils increased, more benches were introduced into the hollow square, and the long desk was used by relays. By the time Badger came upon the scene, the school was so crowded that a broad shelf was built upon brackets along one side of the room, near the door. Here, the children stowed their wraps and lunch baskets ; and the dunces and law-breakers were pilloried there on a narrow bench, warnings to their undetected fellows below, to walk in the straight path of knowledge and rectitude. To facilitate access to the shelf, a rude ladder was built against the door-jamb. In Wright's time, this gallery became a sort of "school-section" for the A. B. C. pupils, whom their parents had kindly sent to the teacher to care for. The stalwart Wright, in order to hasten matters, at the opening of each session, was wont to toss the little ones up, two at a time, while at recess, and when school closed, they would clamber down upon his broad shoulders and thence to the ground — Lilliputians descending the Man Mountain.

The school house was often used for other public purposes. Wood's brass band practised there for a few seasons, two or three times a week. The first Sunday school was established within its walls. One of the early Congregational pastors, in alluding to this latter fact, thus describes the rude structure :

"A few rods northwest of the park, in a thicket of brush, through which a few foot-paths only led, was the primitive school house, a building rudely constructed and poorly seated ; size, almost 18x22 feet upon the ground, and having only one low story. * * * Here the first Sunday school in Madison was started by a few ladies, prominent among whom was Mrs. James Morrison."

When the Little Brick was built, in 1845, the old building and the lot,—which had by that time come into the possession of the village,—were sold to Richard T. Davis. He lived there for a time, but the house was torn down in 1846. A dwelling occupied by Mrs. Louisa Menges now covers the site.

Miss Rhoda Pierce, daughter of Josiah Pierce, who will be remembered as one of the earliest settlers, was the first teacher in this school house, serving only during the summer term of 1839.

Edgar S. Searle taught during the succeeding winter. He was a bright, intelligent young man, with a good academic education, and had come to the village that fall from New York state. Like several of his successors, Mr. Searle "boarded around" among the patrons of the school. His salary was but four or five dollars per week, in addition to his board, which in those primitive times was generally worth not to exceed two dollars. The privilege of boarding a teacher was one much sought after, for the "master" was necessarily one of the best-informed persons in the community, and parents not only enjoyed his society for themselves, but deemed it an advantage to have their children placed under his immediate domestic influence. Mr. Searle's wages were paid, so far as they came out of the public funds, in county orders which he could only convert at face into county dues, and it is remembered of him that he speculated—in a necessarily mild way,—in tax certificates. W. H. Wyman, who was at that time eight years of age, and one of the scholars, writes¹: "My principal recollection of the dear little original school house is, that some time during Mr. Searle's teachership some of the boys brought me their writing books to set copies for them, instead of taking them to the master,—from which you will doubtless infer that I wrote a better hand at that early age than I do now." Jerome R. Brigham, who afterwards figured among the village teachers, was also one of Mr. Searle's pupils.

Mr. Brigham, in a recent letter,² thus describes the appear-

(1) MS. letter, Cincinnati, Nov. 19, 1885. Mr. Wyman, who is now in business at Cincinnati, is known as one of the closest Shakespearian scholars in the country. He has compiled a valuable bibliography of the Shakespeare-Bacon controversy. His brother, Albert U., another early Madison school-boy, was for many years treasurer of the United States.

(2) MS. letter, Milwaukee, Nov. 20, 1885.

ance of Madison in 1839, at the time his family,—that of David Brigham, brother of Ebenezer,—arrived at the capital:

“Those who only know of Madison, now, have but a feeble conception of its wonderful and fascinating beauty at the beginning. At the time I first saw our capital it had the look of a well-kept lawn, shaded by fine white-oak and burr-oak trees, with a fragrant fringe of red cedar all about the lake shores. There was no growth of underbrush and thicket such as sprung up soon, when the semi-annual fires ceased to do the duty of the rake and mower; but the eye had a stretch quite uninterrupted, except as the surface rose in beautiful green knolls on either lake. There was no fence about the square, and none of the present trees, I think. If there were black-oaks among them, they fail to remain in the picture I recall. The lakes then lay in natural silver beauty, prettily framed in pebbly beach, now lost by the dam on the Fourth and the railways on the Third. Madison in 1839 was wonderfully beautiful,—not rugged or romantic, which is ordinarily pictur-esque, but for simple, quiet beauty, unequalled by anything I remember.”

The entire population of the village at the close of 1839 was but 146, and the school tax raised in the county that year amounted to only \$393.13.

THE SCHOOL IN THE PARK.

In the spring of 1840, James Morrison moved his family to Madison from Porter’s Grove. With them came Miss Clarissa R. Pierce,¹ who had been engaged for some time previous as instructor of the Morrison children. She was an excellent teacher, of long and varied experience.

On the first Monday in May, Miss Pierce opened a “select school for young misses,” in a little frame building within the limits of the Capitol Park. This structure had been originally put up as a tool-house and office for Contractor Morrison, while the capitol was being erected. It was an uncouth, one-story box, about 12x16 feet on the ground, with low ceiling, and situated some 200 feet in front of where the State Bank is now located. For several seasons, it did duty as a school-house, private and public, and for a time was the place where the village debating club was wont to assemble in the evenings and wisely discuss questions that had puzzled sages since the time of Solomon,—the forum

“Where village statesmen talked with looks profound.”

Subsequently, Governor Doty had the old tool-house moved to the spot on Pinckney street where Regan’s plumbing establishment is now situated. It was then in the governor’s garden.

(1) See appendix, for biographical sketch.

The executive mansion of that period can be seen to this day on Clymer street, just around the corner below, its humble proportions quite lost in the shadows of the neighboring three-story bricks. Charles Doty, the governor's son and private secretary, used it for his office. In 1849, the first revisers of the statutes met there and accomplished their important task. Then Abraham Ogden, J. P., became its occupant, and many a village "cow-case" was therein adjudicated. About the year 1850, it was removed to make room for its three-story successor.

It was in this modest building that Miss Pierce opened the first "select" school in Madison. Her terms were \$3 per quarter, for each pupil. There were some fifteen of them,— all "young misses" except one little boy, Robert L. Ream, Jr.,— the following being a partial list: Roxanna Catlin (now Mrs. Deming Fitch), Harriet Morrison (Mrs. N. W. Dean), Anna Hyer (Mrs. Ward, of California), Eleanor Slingerland (daughter of Elbert E., the first Congregational pastor), Marianna E. Brigham (Mrs. H. G. Bliss), Eveline, Maria and Tessie Wyman (daughters of W. W., editor of The Wisconsin Express), Adeline McDonald (sister of Mrs. Ream), Minerva and Caroline Stoner, Louise Morrison (Mrs. Dr. Almon Lull, of California) and Helen Dixon (Mrs. P. W. Matts, of Paoli).

The second term of Miss Pierce's school closed July 24th, and The Express of the 25th published the following communication regarding it :

"It gives me great pleasure to express my entire satisfaction with the Ladies' Select School of Madison, now under the care of Miss C. Pierce. As I attended the examination on Friday last, I had an opportunity to judge of the qualifications of the teacher and the attainments of her pupils, with both of which I was fully satisfied. The youngest children exhibited a degree of improvement which manifested much care on the part of the instructress; and the classes in grammar, arithmetic, geography, history and natural philosophy, acquitted themselves with great credit to the school. As board can now be obtained in this place at more reasonable terms than formerly, I think it would be for the interests of parents in the vicinity to avail themselves of this opportunity in advancing the education of their children."

OTHER PIONEER SCHOOLS.

During the same summer, the boys of the settlement were instructed in the public school by E. M. Williamson,¹ who had ar-

(1) See appendix for biographical sketch.

rived in March. He had some seven or eight lads under his tutorage — among them being William H. and Albert U. Wyman, George W. and James Madison Stoner, J. J. Stark (now of La Cygne, Kans.), and for a few weeks at the beginning of the term, J. R. Brigham.

Dr. Timothy Wilcox was among the arrivals in 1840, and conducted the public school during the succeeding winter — boys and girls being then reunited, for Miss Pierce's select school had not opened again after the July closing. The doctor's medical practice was meager in so healthy a community as Madison, and did not in the least interfere with his pedagogical duties. Neither did it materially add to his slender income, for when the legislature opened he sought a more profitable task in reporting the sessions for *The Express*. He engaged Mr. Williamson as substitute, but after a week's experience in journalism, gave up the task in despair and returned to his school.

In the summer of 1841, two teachers were engaged — Miss Clarissa R. Pierce having charge of the oldest scholars in the public school house, while Miss Lucia A. Smith taught the little ones in the old building in the Capitol Park. Before the term was closed, Miss Pierce was called east by the death of a friend, whereupon Miss Smith moved to the public school and took charge of all the scholars for the few weeks remaining.

During that fall and the ensuing winter, Mrs. James Morrison, who was always much interested in educational matters, conducted a free night school in the American Hotel, of which her husband was the proprietor. There were about ten scholars, between the ages of nine and fourteen, who were instructed in the English rudiments. Among them were the girls of the Morrison household, two of Prosper B. Bird's children and William H. Joslin (now assistant superintendent of public property at the capitol).

The public school in the winter of 1841-2 was conducted by Darwin Clark,¹ one of the earliest settlers, who was for many years thereafter officially interested in popular education.

(1) See appendix for biographical sketch.

THE DISTRICT SCHOOL.

On the 25th of December, 1841, the county school commissioners—David Brigham, James Morrison and Burt Fairchild—in accordance with a formal petition signed four days previous by Almon Lull, I. W. Bird, Erastus Quivey, Peter W. Matts and Nicholas Smith, set apart the town of Madison as a separate school district, denominating it "District No. 1, Town of Madison." This was the first official action taken in Dane county relative to the organization of schools, under the territorial laws. Heretofore, public education here had been quite informally carried on, in part by county tax and in part by private subscription, with no well-defined regulations. In 1840 the legislature had passed an act designed to secure the more adequate support and government of the schools. Thereafter there was more system, but it was not until twenty years later that Madison teachers began to receive anything approaching adequate compensation, in regular payments. This was chiefly owing to the poverty of the settlers, who were unable to pay heavy taxes.

In May, 1842, John Catlin, Simeon Mills, David Brigham, James Morrison and two or three other public-spirited citizens met at the American Hotel, with the design of inaugurating a female seminary, that the older girls of the community might obtain a higher education than they could get at the common school, where the grade was still very low. These gentlemen organized the Madison Select Female School, with Mr. Morrison as president and Mr. Mills as secretary. David Brigham, who had himself been one of the instructional corps in Harvard College, was delegated to choose a preceptress. He accordingly engaged Mrs. Maria M. Gay, of Marietta, Ohio. Mrs. Gay was a superior teacher and a cultured woman, and eminently well qualified to successfully conduct such a school under more favorable circumstances. But Madison could not then support an institution of this character. Her terms were too high for those early days in the backwoods, and not meeting with sufficient encouragement she was obliged to abandon the enterprise after one year's trial. Mrs. Gay was assisted by her daughter,

Miss Mary, whose specialty was drawing and painting. The school was conducted in an upper room of David Brigham's house — on the southwest side of Butler street, near Main — the same apartment having been formerly used as the community postoffice. Among the dozen or fifteen pupils, were : Marianna E. Brigham, Harriet Morrison, Miss Doty (now Mrs. Fitzgerald, of Oshkosh), Anna Ruggles and Anna Hyer.

The settlement made very slow progress, in point of population. The census, in 1842, revealed the presence of 172 people, a gain of but 26 in two years ; in 1844, there were only 216 Madisonians. Nevertheless, the little band of pioneers were full of hope and courageously pushed affairs, as though the capital was growing apace. June 12, 1842, a public meeting was held, called by I. W. Bird, clerk of the district, to vote a tax for the building of a new school house, as the old one was getting to be overcrowded. This action was taken in the hope that the board of county commissioners would come to the rescue. The county board met on the 4th of July, and patriotically ordered a levy of $2\frac{1}{2}$ mills on the dollar for the purpose of raising \$900 for roads and school houses during the current year, and a levy of 2 mills to raise \$800 for the maintenance of common schools. It was ascertained at the December meeting of the board, however, that the first-named levy was illegal, hence it was remitted and the proposed new school house in Madison was not built.

During the summer of 1842, Miss Smith taught the girls, in the public building, and Theodore Conkey¹ the boys, in a small building in the rear of the American Hotel, on Washington avenue, in front of where The State Journal block now stands. Miss Smith had one boy in her school,— a six-year-old son of A. L. Collins, deemed by his parents too young to mingle with the stouter boys under Mr. Conkey's charge. On the other hand, two of the girls who were older than the others under Miss Smith were taught by Mr. Conkey ;— one of them was Marion Bird (afterwards Mrs. John Starkweather). W. H. Wyman writes :² "I have very lively recollections of him [Conkey]. Occasionally we went hunting together after school. On those occasions, his department was to carry the gun and shoot, and mine was to

(1) See appendix for biographical sketch..

(2) MS. letter, Nov. 19, 1885.

swim in the lake after the ducks." Mr. Conkey, who taught all the children in the public building during the succeeding winter, was a young man of sterling character and shrewd business capacity, and left his impress upon the community. He is remembered to have eked out his salary by speculating in county orders—a practice quite general among the early settlers.

Rev. A. M. Badger¹ was the teacher during the summer of 1843. Mr. Badger had been a Methodist preacher previous to coming to Madison, and occasionally occupied the pulpit during the few months of his sojourn here. He had from twenty-five to thirty scholars, among them being, in addition to some of those previously mentioned in connection with other instructors,—David T. Dixon (now of Galesburg, Ill.) and Mary Lemmon (now Mrs. Andrus Viall). Text-books were as varied as the colors in Joseph's coat, in all of these early schools. They were such books as the settlers had brought into the territory with them, or as some eastern friend chose to forward when an indefinite request would be sent to the old home to ship "so many arithmetics" or "so many spelling books" to meet the wants of the growing population. It caused therefore no inconsiderable flurry, when Mr. Badger attempted to inaugurate something like textual uniformity. He issued a mandate that the scholars were to come armed, on a certain day, with Smith's Arithmetic. As there chanced to be more copies of Adams' Arithmetic in the school than any other one variety, the order was regarded as smacking of despotism. It was decided as a bad precedent, to allow the teacher to dictate the kind of text-book to be employed. Nevertheless, Mr. Badger quelled the rebellion and came off with banners flying, not only securing the supremacy of Smith, but carrying other changes which brought about a fair degree of uniformity. Mr. Badger was not only a reformer, but an excellent teacher in many ways.

In the summer of this year Miss Lucia A. Smith opened a private school in Mr. Parkinson's building on Butler street, opposite the Brigham residence.² Concerning her pupils, she writes :

(1) Mr. Badger moved to Sauk Prairie at the close of his term. I have been unable to trace his subsequent career.

(2) Simon's hotel now occupies the site of the Parkinson building, which was Mr. Brigham's first residence.

¹"I think the number of my scholars averaged about twenty — sometimes more and sometimes less. I can give you a few names: Lavernia Seymour, Catharine Seymour, Maria Wyman, Hannah Pyncheon, Sabrina Pyncheon, Florence Mills, Haydn K. Smith and William Pyncheon. Can recollect the names of others who were my pupils in Madison, but as most of those who attended my private school were the same I had taught in the public school, there are some whom I cannot recollect which school they attended, or if they attended both."

Miss Smith re-opened her school in the summer of 1844, occupying a small building on the opposite side of the street, between Mr. Brigham's and Third lake.

Contemporaneous with Miss Smith's mixed school, in the summer and fall of 1843, a girls' select school was kept in the unfinished parlor of David Brigham's house by Miss Eliza Kimball, from Ohio (now Mrs. Reynolds, of Omro). Her specialties were drawing and painting. She had about fifteen pupils, most of them being from Mrs. Gay's school, to which her's was practically the successor.

District No. 1 returned this summer 92 persons of school age, between four and twenty years. The county school commissioners at their meeting on the 3d of May, had apportioned \$492.06 to the district, from the school tax collected for the year.² In July, the board of county commissioners estimated that the support of schools and the erection of school houses in the county would necessitate this year a levy of \$820, the rate being established at two mills on the dollar.

Benjamin Holt³ was the teacher of the public school for the winter of 1843-4. In April, Mr. Holt became connected with Simeon Mills and John Y. Smith in the publication of *The Wisconsin Argus*, a new enterprise in journalism.

That same month the district reported 159 persons of school age, and to it was appropriated \$306.87 of the county school tax. As the place was now perceptibly growing, and the district income had become established, it was voted by the directors this spring, to hereafter conduct the school throughout the year, instead of during the winter and summer terms of three months each, as had been the custom up to this time.

(1) MS. letter, Pomona, Cal., Nov. 28, 1885.

(2) There were at this time two school districts in Dane county, District No. 2 being the town of Sun Prairie, which reported 21 of school age. The total school tax collected in the county, for 1843 was \$604.39, there being 113 of school age.

(3) See appendix for biographical sketch.

Under this improved arrangement, David H. Wright,¹ a newcomer to Madison, was engaged. He commenced the spring term early in May, and continued through the spring of the following year—1845. Mr. Wright had in charge about fifty scholars, which sadly over-crowded the old school house, but he managed to stow them away after a fashion, the A. B. C. class being perched upon a bench stationed on the broad shelf previously alluded to. Mr. Wright remembers that among his pupils were: William H. Joslin, George W. Stoner, William H. and Albert U. Wyman, William Pyncheon, Jr., Sinclair W. Botkin, Sabrina Pyncheon (now Mrs. C. C. Coffinbury, of Chicago) and the late Frank W. Bird. George W. Bird (now of Jefferson) was in the primary class, on the shelf, and among the most mischievous boys was Joseph N. P. Bird, who afterwards suffered the terrors of imprisonment in Andersonville, was member of assembly and is now county clerk of Waushara county. During Mr. Wright's administration, William Pyncheon, Sr., was president of the district school board, and John Stoner clerk.

In the summer and fall of 1845, Miss Matilda A. Smedley² instructed the young ideas, being the last teacher to officiate in the little Pinckney-street school house. Miss Smedley came from Ohio, a stranger to the people here, but soon became a general favorite. Jerome R. Brigham says of her:³ "Miss Smedley had a fine figure and was a rather handsome woman."

THE LITTLE BRICK.

The number of pupils had by this time become so great that more extensive accommodations were a crying necessity. Accordingly, during that summer, the contract was awarded to Augustus A. Bird to erect a brick school house on the north-east side of Butler street, near Washington avenue. It cost the village from \$1,000 to \$1,200. Originally, it was built with a partition through the center, cutting the building into two rooms, one being designed for the primary department. It has,

(1) See appendix for biographical sketch.

(2) At the close of the fall term, Miss Smedley married S. F. Blanchard, of the mercantile firm of Blanchard & Finch, who had a store on King street. About 1847, Mr. and Mrs. Blanchard moved to Louisiana, and both died at Baton Rouge several years ago.

(3) MS. letter, Milwaukee, Nov. 20, 1885.

however, been materially changed in appearance and arrangement since 1845. The settlers were very proud of their new brick school house, and the contemporaneous press "pointed with pride" to this evidence of a spirit of progress. For the first dozen or fifteen years, the building was alluded to in the school records as "the brick school house," in a tone of supreme satisfaction, but as other and larger structures appeared upon the scene, it came to be denominated "the Little Brick," and finally this was adopted as its official title. During Kilgore's time, the Little Brick was frequently alluded to in the reports as a "worn-out, tumble-down structure," and "not fit for teachers or pupils," but the old building has been patched up from time to time, and still, in the forty-first year of its being, is in daily use as a primary school. For many years, the Little Brick was almost the only hall for public meetings and many important political gatherings have been held within its walls. The Methodists conducted their early meetings there, and afterwards the Baptists and the German Methodists.

Royal Buck¹ initiated the Little Brick, as the public school teacher, he occupying one end of the building, while a private school was conducted in the other by Jerome R. Brigham. Mr. Buck had arrived in Madison in the spring. Early in September he opened the fall term of the district school, with about sixty scholars huddled into the one small room. By spring, the membership had increased to one hundred, and it became necessary to crowd out Mr. Brigham, and occupy both rooms. Miss Mary Ann Stoner,² who will be remembered as one of Miss Brayton's pupils, was then engaged as assistant, to take charge of the primary department and continued with Mr. Buck through the spring term. During the summer term, however, the number of pupils, among whom Mr. Buck³ remembers "Charles Fairchild, W. H. and A. U. Wyman and their sisters," had greatly decreased, for many parents were wont to otherwise

(1) See appendix for biographical sketch. I have before me the certificate of examination furnished to Mr. Buck, Sept. 16, 1845, by the Dane county school commissioners—Alex. L. Collins and E. B. Wheeler. This interesting relic, sent to me by Mr. Buck, has been deposited with the State Historical Society. The school commissioners in 1846 were Benjamin Holt and J. G. Knapp.

(2) Miss Stoner afterwards married George Paine and died a few years later.

(3) MS. letter, Red Willow, Nebr., Nov. 28, 1885.

employ their boys during the warm months, so that but one room was necessary, Mr. Buck teaching alone. John N. Jewett, who is now one of the most prominent lawyers in Chicago, was a new arrival at the capital, and was allowed the use of the empty room rent free, in which to conduct a select school—instruction in vocal music being its chief attraction. In November, the village board, besides ordering a school tax of \$200 for the ensuing year, engaged Miss H. B. Fuller to assist Mr. Buck, who again had pupils enough to fill both rooms. Miss Fuller's salary was fixed at \$15, with the cautious proviso that "she board herself," and under this contract she was continued in charge of the primary room for two or three years.

We have seen that Mr. Buck's inauguration of the Little Brick was contemporaneous with the opening of Mr. Brigham's select school. Jerome Ripley Brigham¹ had been a pupil under Searle and Williamson, and had graduated from Amherst college with the class of '45. Having been granted the free use of the vacant room in "the new brick school house," Mr. Brigham advertised that he would conduct a select school there, proposing to instruct in "the common English branches, with the higher branches usually taught in academies." His terms were \$3 per quarter for the "common English branches," \$4 for "higher branches" and \$5 for "languages." The first quarter of eleven weeks was commenced on the 17th of September. After being Mr. Buck's neighbor for two quarters, the room was desired for the use of the public school, and Mr. Brigham moved into an unfinished house erected by Peter H. Van Bergen on the south corner of Monona avenue and Clymer streets. This building became notorious throughout the state, in 1853, under the title of "Monk's Hall,"—a gambling and drinking den chiefly patronized by legislators and lobbyists. It was moved off in June, 1872, to make room for the erection of General David Atwood's residence, which now occupies the site.² Mr. Brigham's scholars, who numbered about thirty, included: Haydn K. Smith, the two Wyman brothers, Richard F. Wilson (now of Eau Claire), several daughters of David Holt, and Alexander

(1) See appendix for biographical sketch.

(2) See Durrie, pp. 361-3, for an account of "Monk's Hall."

Collins (son of A. L.). Upon Mr. Brigham entering the law-office of A. L. Collins after a year of pedagogical experience, his school was continued by John N. Jewett, who united it to the singing school which had been conducted by him during the summer, in the Little Brick.

We may well pause here to catch a glimpse of Madison¹ in the summer of 1846, when Buck and Brigham and Jewett were conducting their several schools. The population had taken something of a jump during the two preceding years, being now 626. Yet Madison at no time in territorial days made the progress which most other western villages were making, when advantageously situated. This was owing to several reasons: the efforts being annually made to remove the capital to some other place, generally to Milwaukee; the spirit of bitterness which was thereby engendered between Madison and the metropolis; the uncertainty regarding the title to lots, owing to the existence on record of three distinct village plats. The capital-removal agitation was not quieted for many years, and it took a long time to secure legal decisions settling the question of titles. At the period we are considering, three-fourths of the village plat was covered by trees and hazel-brush and everything was in a crude condition. The habits of the settlers were simple; their wants were easily satisfied; very little money was in circulation; the county and territory paid its officials' salaries and other dues in scrip, which was seldom negotiable at par; social life was purely democratic in its character; doors and windows were unfastened at night, because there was but little worth stealing, and thieves had not yet been attracted hither. Postage was 25 cents per single sheet, hence there was very little correspondence with friends left at home in the East. The journey to Madison from New York state or New England was a two-weeks' laborious trip, by lake to Milwaukee, thence by foot or stage nearly one hundred miles across the country. The Wisconsin capital was a primitive, backwoods hamlet, far removed from the centers of civilization, and though then nine years old had not materially changed the aspect of nature on the interlacine isthmus.

An interesting event occurred this year, during the meeting

(1) Madison was incorporated as a village, Feb. 3, 1846.

of the legislature. An educational convention was held in Madison, which appointed a committee to submit to the lawmakers a plan for the betterment of public instruction in the territory. This committee, consisting of Mortimer M. Jackson, Lewis H. Loss, Levi Hubbell, M. Frank, Caleb Croswell, C. M. Baker and H. M. Billings reported to the legislature in favor, among other things, of the appointment of an agent to visit the district schools, collect statistics on the subject, organize educational associations in the several counties as well as teachers' conventions, and regularly report to the legislature with his recommendations. The bill which embodied this plan passed the assembly, but failed in the council. The measures thus recommended, however, were subsequently carried into effect by appropriate legislation, after the admission of Wisconsin into the Union.

On the 23rd of March, 1847, the village board adopted an ordinance organizing the territory within the corporation limits, as Town of Madison School District No. 1. Up to this time, the entire town had been included in one district, under the control of the town school commissioners. The village charter, obtained the year previous, had given the management of the local school into the hands of the village board; but it was not until this date that advantage was taken of this privilege. Upon the institution of the self-governed village district, the rest of the town was divided into two districts,—No. 2 in "Larkin's neighborhood" and No. 3 at Cottage Grove, then a part of the town of Madison. The village now contained 142 children of school age, and the county school commissioners apportioned to District No. 1 the sum of \$232.48, based on this census.

In April, Mr. Buck's salary,—which had heretofore been "\$30 per month and board himself," as the records quaintly put it,—was reduced by the village board to \$25. It is evident that the corporation was financially embarrassed, about this time, for the records disclose the fact that Mr. Conkey's account had not yet been settled in full. It was July of the following year before the claim was compromised at \$40, the board having been quibbling for six years over the \$10 finally discounted.

It is also shown by the April records that the \$200 school-tax ordered in November had not been collected up to that time, and the village marshal was ordered to squeeze it out of the property owners forthwith.

On the 2d of June, 1847, Mr. Buck tendered his resignation on account of ill-health, and it was accepted. But it appears that he did not get his pay until the following February.

Mr. Buck's successor, for the summer term, was John N. Jewett, whose private-school enterprise has been previously mentioned. Mr. Jewett seems to have been somewhat short of ready cash in those early days, for he labored hard to get his salary in regular installments, but the board flatly declined to pay him until the end of the term.

THE ACADEMY.

The summer of 1847 is memorable in school annals for the erection of the brick building of the Madison Female Academy, which structure was afterwards occupied as the High School. The legislature, by act approved January 26, 1844, had granted a charter to Josiah D. Weston, David Irvin, Simeon Mills, Augustus A. Bird, John Catlin, Alexander L. Collins, Wm. W. Wyman, John Y. Smith, Joseph G. Knapp and their associates, under the title of The Madison Academy. For lack of means, nothing was done at the time, under this charter. At a period when the capitol was standing unfinished, and annual threats of removal of the seat of government to Milwaukee were being made, Dane county in a spirit of self-defense, desiring to stop the clamor, had made a proposition to the legislature to complete the building. This proposition was accepted, and the county expended in the work the sum of \$2,216. Finally, this was voted back to the county, under the condition that it be spent in building an academy. An act approved February 3, 1846, amended the charter of The Madison Academy so as to authorize and empower it to receive from Dane county the aforesaid \$2,216 "exclusively for the purpose of building an academy in the village of Madison." A stock company was organized, shares sold, and in the summer of 1847 a brick two-story building¹ was erected on lot 4, block 82, the site of the present High

(1) A photograph of the structure has been preserved at the High School.

School. It cost \$3,000, was considered at the time something of an architectural triumph, and was opened for females only, on the same general plan as the school organized for Mrs. Gay five years previous. General Mills was secretary and treasurer of the company and the leading spirit in the enterprise. After being occupied for academy purposes for seven years, the building was first rented and afterwards purchased by the City Board of Education, being used as a Central and High School until 1873, when it was demolished to make room for the present High School building. From February to August, 1849, Prof. J. W. Sterling conducted the preparatory department of the State University on the lower floor, and there the first collegiate class completed its preparation. In 1857, a private school was taught in the upper rooms by Misses Eliza and Winifred Bright, while Prof. Andrew Pickarts rented the lower floor for use as a music school.

Miss Matilda S. Howell, from Coldbrook, Conn., who had been engaged to conduct the academy, arrived early in the fall and opened her school in temporary quarters in the block opposite to where the Park Hotel now stands, on Main street, and moved into the new building upon its completion. Miss Howell remained in charge for seven years—until the fall of 1854. Her assistants were :¹

Miss Sophia A. Bushnell, assistant principal.

Mrs. Maggie Groot, vocal and instrumental music and French.

Miss Amelia Wells, vocal and instrumental music, French and algebra.

Miss Martha A. Howell, drawing and primary.

Charles T. Wakeley, Latin and geometry.

Prof. J. W. Sterling, a class in algebra and Latin.

Miss Howell's pupils numbered from thirty to fifty, in different years, and averaged about forty. Among them was Vinnie Ream.

(1) Concerning the subsequent careers of these assistants, Miss Howell writes from Naperville, Ill., under date of Nov. 14, 1885: "Miss Bushnell's home is in Minnesota. I do not know her address. The last that I heard of her, she was unmarried, and oscillating between the families of her brother and sisters, doing good, and was most heartily welcomed in each house. Mrs. Groot married again, raised a family, and went some years ago to Missouri, but I know nothing further of her. She was from Sheboygan. Miss Wells, of Milwaukee, married a Mr. Thornton, and was living at South Bend, Ind., the last time I heard of her. Miss Martha A. Howell died in Madison several years since. Charles T. Wakeley is now a lawyer in Madison. He was a student in the university when he taught. * * * I think Madison contained about eight hundred inhabitants when the academy was first opened, and the population was rather floating."

THE VILLAGE SCHOOL.

On the first of November, 1847, Samuel E. Thornton¹ was engaged by the village board to teach for five months—"5½ days to constitute a week," the contract stipulated,—at a salary of \$25 per month. At the close of the term, Mr. Thornton was re-engaged and continued in charge of the school until the close of the spring term in 1849. From May, 1848, he was assisted by Miss Steadman.

The admission of Wisconsin to the sisterhood of states, in 1848, brought the school lands into market, introduced great improvements in the school code, and, by convincing capitalists that the commonwealth had come to stay, gave a great impetus to the state's mercantile and manufacturing interests as well as to immigration. Madison, which had been languishing up to this period, now entered upon a more prosperous career, reasonably sure of retention as the seat of government,—the location here, by the territorial legislature, of the State University being deemed an additional guarantee of good faith in this particular. In 1849, L. J. Farwell, a Milwaukee capitalist, took up his residence here. Being a man of marked public spirit, he made extensive improvements, and began to "boom" the place by the liberal distribution of descriptive pamphlets, thus attracting the attention of the outside public to the advantages of the Wisconsin capital as a home. The effect was soon seen in a considerable influx of population and an increase in business investments. The village school interests, always quickly affected by the condition of the public exchequer, were at once bettered by this improvement in the general prospect, and although they met with many disasters during the next few years, because of general financial panics and local disappointments, this period may be set down as the date at which genuine progress began.

During 1848, the town school commissioners,—David H. Wright, Benjamin Holt and J. Gillett Knapp,—apportioned \$487.07 to the village district.

May 7, 1849, the village board ordered a tax of six mills on

(1) See appendix for biographical sketch.

the dollar of assessed valuation, for the payment of the outstanding debts of the school—said tax amounting to \$526.04. The same month, the town commissioners apportioned \$455.41 to the district.

The school was taught during the summer term, by Sherman H. North, his salary in gross for the three months' engagement being \$60.

At the meeting of the village board held December 3rd, the following preamble and resolution were adopted, on motion of Trustee D. H. Wright, showing that Mr. Badger's reformation of the non-uniformity evil had had but temporary effect :

"WHEREAS—The multiplicity of books now used in our district school is such as to baffle all attempts of the teacher at classification, and thus renders his duties much more laborious, with less profit to the school; therefore,

"Resolved—That the following text-books, which are recommended by the superintendent of public instruction, also by the town superintendent of the town of Madison, and which have been adopted by most of the schools throughout this town, be adopted as the only text books to be used in District No. 1, village of Madison, in the branches following, to-wit: Saunders' spelling and reading books; Mitchell's primary and Morse's quarto geography; Day & Thompson's arithmetical series; Wells's grammar and Webster's and Worcester's dictionaries."

During the three months commencing December 26, 1849, George D. Chapel¹ was the presiding pedagogue at the Little Brick,—his assistant, from January 8, being Mrs. C. Church. Mr. Chapel's salary was established at \$30 per month, while Mrs. Church, who had charge of the primary room, was restricted to \$14.

We have seen that the village charter, granted by the legislature in 1846, placed the management of School District No. 1 in the hands of the village board of trustees. In order to save expense and avoid a constant and irritating conflict of authority, the charter was amended by act approved February 7, 1850, so as to return the district to town control, placing it on the same footing as other districts in the town of Madison.² This condition of affairs continued until 1855.

(1) Mr. Chapel, who is spoken of by *The Argus* as "a worthy young man," died very suddenly in Milwaukee, the succeeding 15th of August.

(2) The town school commissioners in 1850 (elected March 20) were: William C. Wells, director, Benjamin Holt, treasurer and Simeon Mills, clerk. The town superintendents during this period were: 1849, D. H. Wright; 1850, Darwin Clark; 1851, Daniel Noble Johnson; 1852, Darwin Clark; 1853, John W. Hunt; 1854-5, David Holt, Jr.; 1856, D. S. Curtiss.

The population of the village in 1850 was 1,525, a gain of over one hundred per cent. in three years. There were strong signs of prosperity, this season, and over one hundred new buildings were erected. Among them was the M. E. brick church, on the east corner of Pinckney and Mifflin streets; its basement was afterwards used during several years for public school purposes, and the building, transformed into a store in 1878, still remains. A writer in *The Argus*, this summer, speaks of Madison as being, in spite of its rapid growth, so hidden in the trees that travelers "can only see half of it at a time" and go away with a poor opinion of its size, for "it does not show off to advantage, being, in short, an inhabited forest." During the year, a sale of 5,320 acres of school and university lands in Dane county brought \$29,280.03 to the common school fund. The census, in April, showed the presence of 317 persons of school age, of whom 153 were in attendance. In September there were 503 of school age, showing a considerable growth of population during the summer.

James L. Enos¹ was engaged May 11, to teach for three months at \$30 per month. He was continued in the service for three years. Professor Enos, who was a graduate of the New York State Normal School, was the first professionally-trained teacher in charge of the Madison public schools. Heretofore the instructors had been persons who had engaged in teaching as a temporary occupation in lack of some more profitable employment. The coming of Professor Enos, therefore, marks the beginning of a new epoch in our school history. The new teacher endeavored to inaugurate a graded system, but in this attempt did not achieve a marked success—the elements at his disposal were not ripe for it. Mrs. Church was continued as assistant in charge of the primary room, being succeeded in the winter of 1852 by Miss Mary E. Holt.² By the time Miss Holt appeared on the scene, the Little Brick had become overcrowded, and a part of the building on the west corner of Main and Butler streets (now occupied by a carriage-making establishment) was used for the primary department. Miss Holt "had from sixty to eighty pupils and seating capacity for forty,—the

(1) See appendix for biographical sketch.

(2) Now the widow of Prof. Andrew Pickarts, previously mentioned.

remainder sitting on sticks of cord-wood or floor, as convenience dictated."¹

February 4, 1851, the town school board apportioned to the district \$594.24, based on the census of the preceding September. The village census of the current year returned 654 of school age, with 211 on the rolls. The town records show that the following text-books were then in use in all three of the districts: Saunders & Webb's normal series of readers; Denman's and Webster's spellers; Enos's,² Dodds's and Coles's arithmetics, Olney's geography and Bullion's grammar. In his report for 1852, Town Superintendent Clark was enabled to add the following,—used only in the village school: Gurney's history, Comstock's philosophy, Dodds's algebra, Comstock's botany and Perkins's geometry.

Professor Enos was succeeded, in the fall of 1853, by J. Lyman Wright,³ brother of David H. As the membership of the schools had, by the winter term altogether outgrown the capacity of the Little Brick, Mr. Wright conducted his classes in the basement of the M. E. church.

In April, 1854, Mr. Wright was in turn succeeded by the Rev. Damon Y. Kilgore,⁴ who had just arrived from Massachusetts. The enrollment having decreased by the spring term, Mr. Kilgore began his instructions in the Little Brick. Tradition has it, that but twenty-three scholars appeared upon the opening day, of all imaginable grades and many of them somewhat unkempt in appearance. This latter condition of affairs is reported to have so offended the teacher's sense of propriety that he dismissed the school with a strict injunction as to immediate purification. In the afternoon, the pupils returned much improved from the practical lesson in cleanliness with which the new schoolmaster had begun his administration. In the fall there was so large an influx of scholars, that it became necessary to return to the church basement. At the opening of the winter term, 267 pupils were on the roll, and Miss Abby L. Kilgore,⁵ the principal's sister, was engaged as his assistant. The school

(1) MS. letter from Mrs. Pickarts, Madison, Dec. 16, 1885.

(2) The principal's own work.

(3) See appendix for biographical sketch.

(4) See appendix for biographical sketch.

(5) See D. Y. Kilgore's biography for notice of Miss K.

was conducted in the one large room. The following spring, some of the older scholars were accommodated in the little Congregational church on Webster street (now owned by the German Presbyterians) which had been built some years before. Mr. Kilgore taught this department and had a general supervision over Miss Kilgore and Miss Mary E. Holt,—the latter teaching the intermediate branch and the former the primary. Mr. Kilgore was a very energetic man, and largely advanced the interests of education committed to his care.

THE VILLAGE BOARD.

By act of legislature approved Feb. 13, 1855, the village of Madison was incorporated into a separate self-governed school district, apart from the town, with six directors who were styled "The Board of Education of the Village of Madison." The present school board is its lineal descendant.¹ Under this act, Daniel S. Durrie, the district clerk, called a meeting of the qualified voters of the district, to be held in the vestry of the M. E. church at 7 P. M. of Tuesday, February 20. At this meeting the members of the first board were elected as follows: Simeon Mills, W. B. Jarvis, L. J. Farwell, John Y. Smith, David H. Wright and W. A. White. The board organized by electing Mr. Jarvis as president, Mr. Smith as treasurer and Mr. White as clerk. Mr. Kilgore was chosen village superintendent of schools.

Section 11 of the incorporation act just alluded to, made it "the duty of the president and trustees of said village of Madison to cause to be raised from time to time by taxation, in the same manner as other village taxes are raised, in addition to the amount of school moneys now or hereinafter appropriated or provided by law for common school purposes in said village,

(1) The following is a list of presidents and clerks of the Board of Education, since its organization in 1855:

<i>President.</i>	<i>Clerk.</i>	<i>President.</i>	<i>Clerk.</i>
1855 — W. B. Jarvis.	W. A. White.	1863 — W. T. Leitch.	W. A. Hayes.
1856 — W. B. Jarvis.	Simeon Mills.	1864 — W. T. Leitch.	{ W. A. Hayes.
1857 { W. B. Jarvis. { D. H. Wright.	D. S. Durrie.	1865 — W. T. Leitch.	John A. Byrnes.
1858 — D. H. Wright.	H. G. Bliss.	1866 — E. W. Keyes.	S. H. Carpenter.
1859-60 — David Atwood.	H. G. Bliss.	1867-72 — J. H. Carpenter.	S. H. Carpenter.
1861 — Julius T. Clark.	H. G. Bliss.	1873-79 — J. H. Carpenter.	W. T. Leitch.
1862 — J. W. Sterling.	{ H. G. Bliss. { W. A. Hayes.	1880-86 — J. H. Carpenter.	John Corscot.

such sums as may be determined upon and certified to them by the said Board of Education to be necessary for "building, leasing or improving school buildings, purchasing apparatus, fuel or district library, providing for the balance due teachers beyond the money provided by general law, paying contingent expenses, etc. Section 23 made it "the duty" of the village board to borrow not to exceed \$10,000 for the purpose of building a union school house and to execute bonds therefor. This bill was, it appears, chiefly drafted by Mr. Kilgore himself.

On the 7th of April the Board of Education solicited the village trustees to make this authorized loan of \$10,000 as it was "desirable to at once construct a union school house on block 100." But the village finances were at a very low stage, and the trustees were not inclined to grant the request. Finally, on the 18th of June, they authorized their president, P. H. Van Bergen, to issue village bonds for the amount, at interest not to exceed 12 per cent. A week later the bonds were formally signed. But a long quarrel ensued between the two boards. At last, upon the trustees flatly refusing to pay any expenses that might be incurred by John Y. Smith, the agent of the directors in negotiating the loan, the whole affair was dropped, and the only tangible evidence of this episode now remaining, is a fancifully-printed blank Union School-house bond for \$1,000 carefully pasted in the old record book of the Board of Education. The directors in their report for the year¹ complained very bitterly of this treatment, saying:

"The consequence has been that nothing really efficient could be done, and the 1,602 children which it appears by the census we have, have been compelled to use accommodations poorly suited for three hundred, or lose the advantage of the public schools altogether."

The village experienced another mild boom, this year. Horace Greeley and Bayard Taylor paid the place a visit, and in letters to The New York Tribune highly extolled its beauties. The result was quite marked, there being an almost immediate increase of population and a considerable advance in the price of real estate. Three hundred and fifty buildings were erected during

(1) The first printed report. They have been regularly published since that date, except from 1858 to 1860, inclusive. The only complete file of published reports now to be found, is in the possession of the State Historical Society.

the season, and the village papers reported with much pride that 1,000 had been constructed since 1847. The population had jumped to 8,863, a gain of 3,737 in twelve months, but Superintendent Kilgore, in his annual report, spoke despondently of the fact that the schools had not yet shared the general prosperity. He complained of "great irregularity" and "habitual tardiness," of lack of interest on the part of parents; of the fact that all the clergymen in the village had spent in the aggregate only six hours during the year, in visiting the schools; of the fact that from 150 to 300 children were in private schools at home or abroad, and that 600 were attending no school whatever and "as far as they are concerned might as well live in Central Africa as in the capital of Wisconsin." He said that the only school building owned by the city was "a small brick school house, fast becoming obsolete, and incapable of accommodating one-thirtieth of those entitled to public instruction." He complained that the citizens had given freely of their money for building churches but not for the culture of the intellect. He alluded to the fact that "large sums of money have been subscribed to build a theater,—an institution of at least questionable merit, while 600 children are unprovided with even decent school houses." He urged a "union or high school, near the Capitol Park," in which should be kept a grammar school and intermediate and primary departments for those in the vicinity, and a High School for all parts of the city; also three district houses,—one near the State University, another "in the vicinity of the Milwaukee & Mississippi Railroad depot" [West Madison] and a third "between the capitol and the canal connecting Third and Fourth lakes," all of them to be equipped with grammar, intermediate and primary departments. Mr. Kilgore also strongly urged that a graded system be at once introduced.

THE CITY SCHOOLS.

Madison received a city charter on the 4th of March, 1856, the population being divided as equally as practicable into four wards. Col. Jairus C. Fairchild was the first mayor, and the first city school board was composed of Wm. B. Jarvis (president), D. H. Wright, L. J. Farwell, L. W. Hoyt, Simeon Mills and Darwin Clark.

Not at all dismayed by the failure of the preceding year, the new Board of Education applied to the Common Council, soon after its organization, for a sum of money sufficient to erect a school house in each ward. The board contracted for sites in the First, Second and Fourth wards, but the matter was there allowed to rest until the council could have an opportunity to raise money for general purposes from a sale of city bonds. At last, when the council had a considerable sum at its disposal, the board vigorously renewed its application. August 20th, the city fathers yielded so far as to pass a resolution setting apart \$24,000 for the use of the school board in erecting the four desired buildings, the latter being further authorized to select a lot in the Third ward. The resolution provided that "the monies" were "to be paid over by the common council to the treasurer of said Board of Education at such times as they may require for its expenditure." Acting under this authority the board paid for the selected sites the sum of \$6,887.50,¹ and immediately advertised for proposals for the erection of the four contemplated buildings,— "to be built of stone, 40x50 feet on the ground and two stories high." But by the time the bids were opened, the season had so far progressed that it was deemed advisable to then construct but two houses, leaving the others until the following spring. Contracts were accordingly entered into for the erection of the First and Third ward houses, to be completed by the 1st of January, 1857—the former to cost \$4,500 unfurnished, and the latter \$5,000. David H. Wright officiated as building superintendent on behalf of the board. The architect was S. V. Shipman (now of Chicago), the First ward contractors were Johnson & Harvey and the Third ward contractors James Jack & Co.

By the time the foundations were in, it became necessary to pay the contractors, and the "council was applied to for money for that purpose, according to the language and evident meaning of said resolution, but which was refused for some reason never made known to the Board of Education."² The council having thus declined to meet the engagements the board had entered into,

(1) Divided as follows: 1st ward \$1,600; 2d ward \$1,287.50; 3d ward \$2,000; 4th ward \$2,000.

(2) Report of Board for 1856.

the contractors brought suits which were tried at the November term of the circuit court and resulted in two judgments amounting, exclusive of costs and interest, to \$1,800, "full \$600 of which might have been saved to taxpayers had the sum of \$2,000 been placed at the disposal of the board at the time required for its expenditure, instead of three months afterwards."¹

The aggregate attendance on the schools this year, was 694,—56 less than in 1855. "The Central or High School" was still conducted in the church on Webster street, with 133 scholars, of whom 67 were in the English and classical departments. The teachers in this school were Superintendent Kilgore, his sister-in-law, Mrs. Angelina F. Kilgore, and Miss Harriet Gorsline. In the Little Brick, the teachers were Miss Abby L. Kilgore and Miss Eliza G. Randall.² Miss Kate S. Wright and Miss Hattie E. Thompson conducted the First Ward School, which was conducted in a building owned by A. Somers. The Third Ward School, held in a room rented of Matthew Ring, was presided over by Miss J. Ellen Rowell. In addition to these, Mr. F. F. Mackay was engaged as instructor in reading and elocution, and Miss Olive Stimson as instructor in vocal music — one hour each, per day. Mr. Kilgore received an annual salary of \$100 as superintendent and \$800 as principal of the Central School; Miss Kilgore was paid \$300, and all of the others, except the one-hour teachers, \$250. The total cost of the school system, in 1856, was \$4,334.03.

In its report at the close of the year, the board spoke discouragingly of "the continued disgraceful, destitute condition of the city, with regard to school houses." Superintendent Kilgore, however, was more confident. While alluding, in his own report, to "the absence of anything in the material appurtenances of the schools * * * * calculated to gratify a love for the beautiful and to refine and elevate the taste," he nevertheless thought that the schools had been more prosperous during the year than at any former period, that there had been an increase of public interest in them and that the pupils had creditably ac-

(1) Report of board for 1856.

(2) Miss Randall died a few years since in Washington, D. C., where she sacrificed her life to the work of elevating the children of freedmen. One of the finest school buildings in that city, the Randall school, is named in her honor.

quitted themselves. He referred to the fact that in his previous report he had said Madison was behind Waukesha, Beaver Dam and Whitewater in the matter of public education; but now he thought that "things look brighter."

In 1857, the First and Third ward buildings were completed, the council evidently having seen that it was useless to further fight the school board in this matter. The new houses were occupied at the opening of the fall term.¹ But of the \$24,000 which the resolution of the preceding spring called for, only \$15,287.50 (which included the sum paid for sites) had been meted out, and this jealously expended by the council itself, the board not being allowed to handle the money. The financial panic which swept over the country this year had its effect on the city finances, and the board was reluctantly obliged to abandon for a time its projects of new buildings in the Second and Fourth wards. It was well for the artistic sense of succeeding generations that there was a delay, for two such unsightly structures as the First and Third ward houses are enough in one city. The board itself was evidently not proud of them. In its annual report, it slyly apologizes for the "unornamental outside appearance of the new buildings," and lays the blame on its predecessor in office. The board claims for them, however, that they are "neat, comfortable and attractive within." The board thus complains of the council's action:

"Instead of having two ward school houses, we ought now to have four; and, had the means originally intended for that purpose been legitimately applied to the erection of the proposed buildings, instead of building city halls, or used for other unnecessary expenses, Madison might to-day have had educational advantages second to no city in the west."

During 1857, there were 1,865 persons of school age in the city, of whom 934 were upon the rolls. Fifteen teachers were employed, in eleven separate departments. The current expenses of the year aggregated \$5,914.10,—less than \$6.50 per scholar for the whole number in attendance. In alluding to this fact, the annual report of the board states that in private

(1) The instructional corps were as follows:

FIRST WARD—Grammar—Misses Harriet Gorsline (prin.), and Minnie H. Hubbard (ass't prin.); intermediate—Miss J. Ellen Rowell; primary—Miss Eunice E. Benjamin.

THIRD WARD—Grammar—Miss L. S. Darling; intermediate—Miss Susan H. Ward; primary—Miss Mary A. Sweet.

schools prices range from \$15 to \$40 per capita per annum. The superintendent's salary was this year raised to \$1,000; C. W. Curtiss, assistant principal of the High School, was paid \$600; F. F. Mackay, second assistant, \$400, and the ladies had their salaries raised to \$300 each. Dr. C. B. Chapman was engaged for \$100 per year to lecture once a week, "when in town," on anatomy, physiology, etc. The board appropriated \$200 to establish the nucleus of a library at the High School. Mr. Killgore complained, in his annual report, that irregular attendance was sadly interfering with the progress of the schools, and said that fifty per cent. of the absences were "occasioned by delay in building sidewalks to the school houses" — citing as an instance, that very often children in the Second ward could not cross the great marsh between their homes and the Third Ward School. "The opening of the First and Third ward buildings enables me," triumphantly exclaims the superintendent, "for the first time to inaugurate a system of graded schools."

In November, the school board began negotiating for the purchase, for High School purposes, of the Webster street church, which had for some years been leased of the Congregational society. In December, a bargain was struck, but before the transfer the question arose as to which party to the contract should have the bell, — the church trustees demanding extra compensation for it, while the board insisted that it went with the building. The controversy waxed warm, and finally the negotiations were declared off. The following summer (1858), the Madison Female Academy association offered to dispose of its building to the board, and the church trustees again presented their claims for consideration. The dispute now became triangular, the bell war was fought over again, and the records show that the board was for a time a tie on the great issue. At last the Academy advocates won, and in August its building and grounds, with one additional lot, were purchased for \$3,500, payable in ten years at ten per cent. interest. This choice of location for the High School has proved an eminently wise one. It will be remembered that the county originally advanced money for the building of the Academy, and in 1863 it began to make a movement to recover this sum from the association, because

the latter had diverted the institution from its original purpose. The school board, however, formally agreed to stand between the county and General Simeon Mills, the association's secretary and treasurer, in whose name the title lay. In after years, the county released its claims.

At the opening of the year 1858, the Board of Education, upon the petition of thirty-five residents of Greenbush addition, opened a school in that section of the city, with Miss Hannah Crocker as teacher. A school in Farwell's addition,—beyond the Catfish, near the flour mill on Fourth lake,—had been inaugurated the preceding year. Each of these schools maintained a spasmodic existence for some years, being chiefly in use during the winter terms. They were abandoned when buildings came to be erected in each ward, within reasonable distance of the homes of all. In 1859, a school was started in the Dunning (now styled the Northeast) district, across the Catfish, northeast of the city. With many vicissitudes in its early career, this school has been maintained to the present time. It is conducted on the plan of a union district, the school-tax collected in that part of the town of Blooming Grove which is tributary to it, being paid to the city to assist in the maintenance of the school, which is itself wholly under city control. Miss Jerusha Noonan was its first teacher.

In March, the proceedings of the board were enlivened by the investigation of charges of improper conduct which had been formally preferred against Superintendent Kilgore,—but that gentleman was completely exonerated with high praise, after a most searching inquiry into the facts of the case.

The number of children of school age this year was 934, of whom 524 were enrolled. Their education cost the city \$8,611.67. The year was notable for a very narrow escape from the removal of the capital to Milwaukee. The breaking of a tie vote in the legislature alone saved Madison. The closeness of the contest had rather a depressing effect on the city throughout the entire year, and the schools, easily affected by periods of local depression, were obliged to economize in many ways; the official records of the time are filled with attempts to cut down expenses in this direction.

In 1859, there were ten teachers employed, and the board spent for educational purposes the sum of \$11,272.46. Professor O. M. Conover was engaged in the fall to assist in preparing a code of study in the High School and in the general work of reorganizing the city school system, which was undertaken this year. As Mr. Kilgore's time was now chiefly occupied in his work of superintendence, Professor Conover was, at the close of the year, continued as principal of the High School. While serving in this capacity, he prepared students for the State University, and the money received by the board from the university for this service was equitably divided among the High School teachers.

On the 3rd of March, 1860, Superintendent Kilgore resigned, the board tendering him a vote of thanks for "the valuable services which he has rendered to the cause of education in our city," and "sincere wishes for success in his new sphere of action." During the winter term, he had been doing duty as principal of the Evansville Seminary, merely meeting the Madison teachers on Saturdays, the board having preferred this slender relation to the faithful superintendent, in preference to accepting his first letter of resignation, which had been received in November. Mr. Kilgore's administration was an important epoch in our school history. Starting out alone with twenty-three pupils, in the then dilapidated Little Brick, he left the city with two large ward school houses, a High School building, a corps of ten competent teachers and an enrollment of nearly 600 pupils. This development was made possible by the growth of the capital, but the advancement was nevertheless largely the result of the personal energy which he possessed in a remarkable degree.

Since the foregoing was written, the writer is in receipt of a letter from Mr. Kilgore (Philadelphia, Jan. 12, 1886), containing the following interesting reminiscences of his experiences in Madison during the period when he was a leading actor upon our pedagogical stage:

"In April, 1850, I had joined the New England annual conference of the M. E. church, and married the following month. I preached in Oxford, Leicester, New Worcester, and, the last two years before going west, in Winchendon, Mass. Having injured my throat in a protracted meeting, in

which I preached ninety nights in succession and three times on Sunday, I was told by my physician that unless I went to a dryer climate it would be impossible for me to recover and I might die in thirty days. The last few days I remained in Massachusetts, so severe were my physical pains that I could find relief only by gargling a strong solution of cayenne pepper every few hours in my throat. Providing myself with a full supply of cayenne pepper lozenges, I started for Madison, accompanied by my wife and son Arthur (recently elected a judge in Nebraska), my sister Abby L. Kilgore and a lady who lived in our family. I reached Madison the 8th day of April, 1854, and on the 14th day of the same month made a contract with David Holt, director, to teach the public school for one year, with my sister as an assistant, for the sum of nine hundred dollars.

"Acquainted as I was with some of the best schools in New England, which, following the leadership of Horace Mann, had attained the highest excellence, I was naturally somewhat shocked to find that the only structure Madison village owned for educational purposes was a small brick school house, capable only of seating about forty children and giving them sufficient oxygen to breathe for a few hours each day. This school house was situated about midway between the two lakes, on Butler street, and into it soon came crowding about eighty pupils of all ages, sizes, nationalities and degrees of advancement. I partitioned the one room into two,¹ and graded the pupils as well as I could and soon got permission to rent the only available room in the village large enough to accommodate the more advanced pupils, which was the basement of the Methodist church. Here were crowded about ninety pupils, belonging properly to an intermediate and grammar school, but which was called a High School.

"At this time the principal citizens of Madison cared more about keeping down the tax rate, selling village lots and initiating eastern swells into the celebrated order of One Thousand and One than they did about the public schools. Indeed, it was asserted publicly that a few thousand dollars invested in an effort to establish the Madison Female Academy on a permanent basis would do more to raise the price of village lots and secure a better class of people for the future city of Madison than any amount of money expended in building school houses and providing teachers for the public schools. This to me was the worst kind of heresy, and I fought it publicly and privately to the best of my ability.

"During the winter of 1855 I succeeded in getting a law passed, incorporating the village of Madison into one separate school district. As the chairmen of the committees on education in both branches of the legislature boarded with me, I had a good opportunity to act as a lobbyist, about the only experience I have ever had in that capacity. On the 24th of February, 1855, the Board of Education organized under that act, by electing William B. Jarvis, chairman, William A. White, clerk and John Y. Smith, treasurer. The other members of the Board were Simeon Mills, David H. Wright and ex-Gov. Leonard J. Farwell. At this meeting the clerk was directed to invite the director, treasurer and clerk of the old district to attend the next meeting of the board, which was held March 1, 1855. I was elected super-

(1) The village board had, about 1850, turned the two original rooms into one.—R. G. T.

intendent and my extra salary as such, fixed at \$100 per annum. At the third meeting of the board, a committee was appointed to confer with the village trustees on the subject of a loan of \$10,000, authorized by the act of incorporation, and the battle for money to purchase sites, build school houses etc., began in earnest.

"The rules or by-laws of the Board of Education were adopted March 12, 1855. Most of the time until May 10, 1855, was taken up by committees of conference between the Board of Education and the village trustees, some of the latter having axes to grind in the sale of lots, or other real estate interests. On the 10th of May, 1855, the Board of Education notified the village trustees that they had selected a 'site for a school house and that \$10,000 were necessary to pay for the site and erect thereon a school building,' and requested the trustees to procure that sum by a loan. But the money did not come. Indeed, all through the year 1855 and as late as September, 1856, the Board of Education and the city government were at loggerheads respecting sites, money, plans, etc. Law suits were threatened, and I think one or two actually commenced. Even after the plans were agreed upon, estimates received and the work actually commenced, the council withheld the money due contractors so long that they were obliged to sue for their pay. The fact that I had procured Ross's school furniture from Boston, for the high, intermediate and grammar schools was harped upon as extravagant, and men worth large estates were not ashamed to say that they got their schooling on a slab in a log school house and that the old back-breaking seats were good enough for their children. Ross trusted the city several years for his pay and at last was compelled to commence a law suit to recover his money.

"In October, 1856, I was authorized to rent the Congregational church on Webster street near the brick school house for the use of the High School. Gladly did we move from the dingy basement where we all nearly perished for want of good air.

"On the 23rd of December, 1856, the Board of Education, after having retained council to protect the city's interests, jeopardized by the unnecessary and almost criminal delay of the city authorities, passed resolutions that while it was their intention to erect four school houses in the most equitable and satisfactory manner, and while they pledged themselves to expend the money which had been collected but not paid over to the Board of Education equally between the several wards of the city, expending not more than six thousand dollars in each ward including the cost of site, they would make no further contracts for the erection of school houses, or further prosecute the work upon the houses already commenced, until the money set apart for the same was in the hands of the treasurer of the Board of Education. They also requested the council to place in the hands of the treasurer of the board such sum as was absolutely necessary to protect the school property of the city from waste, and from levy and execution.

"So rapid has been the growth of many of the western cities, Madison among the number, that I presume many of the present inhabitants will be surprised to learn of the struggles and personal sacrifices that were absolutely necessary to lay the foundation of the blessings they now enjoy. After

much delay and incessant effort on the part of the friends of public-school education, we succeeded in building two quite respectable buildings, though I presume far inferior to those erected since.

"After the two school houses were finished, the schools properly graded and the teachers faithfully and earnestly engaged therein, in consequence of the largest tax payers refusing to pay their taxes for one or two years, the teachers' orders were at one time at a discount of sixty per cent. As many of the teachers boarded with me, it was necessary in order to keep the schools going, to take their orders at par, which I did to such an extent that I ultimately lost my house and lot on Butler street in consequence.

"During the years that I had a share in laying the foundation for the public school system of Madison, it was my constant aim to interest parents and those who sent pupils to the schools. For this purpose I held weekly meetings at the old church, while it was occupied by the High School, in which parents and teachers took part in discussions, read essays, delivered lectures upon school topics and thus created a lively public sentiment in every measure calculated to advance the interests of the public schools and indirectly in favor of those who were doing their utmost to secure suitable buildings, apparatus, and secure the best teachers. After we had secured the Female Academy and moved the High School into it, we felt the victory was fairly won.

"The last year I was in Madison, I taught very little in the High School, but spent all my time in performing the duties of city superintendent of the public schools. In November, 1859, having been elected principal of Evansville Seminary and professor of the normal department connected with that institution, I presented my resignation of the office of superintendent and took charge of that seminary. At the earnest solicitation of the Board of Education I withdrew the paper and continued to meet the Madison teachers on Saturdays and did all that was necessary to get the schools well under way for the winter term. For several years it had been my custom to meet the teachers Saturday forenoons in order to improve their methods of instruction. For this purpose I would bring classes of different grades for the teachers to practice upon, and after the class had retired from the school room each teacher, who had been looking on with pencil in hand, was called upon to criticise the one who had conducted the exercise. This work I continued to do until February, 1860, when I again presented my resignation and it was accepted early in March, when I took official leave of (in the language of Charles Sumner, in a letter to me some years before) 'that fair capital which sits in queenly beauty, surrounded by fascinating prairies while her feet are washed by sparkling waters.'

"It is a source of joy to me that during my administration no corporal punishment was allowed and no sectarian teaching made it uncomfortable for children of Jews, Roman Catholics, or Agnostics to share equally with Protestants all the advantages the schools could afford."

On the same date that Mr. Kilgore's resignation had been accepted, Miss Lucy L. Coues (now Mrs. J. M. Flower, of Chicago)¹ was engaged as preceptress of the High School, at the rate of \$500 per annum. The school was still quartered in the old church on Webster street, pending the erection of an addition to the Academy building. The change of location was not made until the opening of the fall term. The school census taken that spring, revealed the presence in the city of 2,240 children of proper age for public instruction.

The board, at its meeting on the 14th of August, resolved that the schools should be kept but two terms in the coming school year—omitting the summer term in 1861. This step was taken because "the funds at the disposal of the board are wholly inadequate to pay the expenses of the schools for the entire coming year." At this same meeting, teachers were cautioned "not to sell their orders at less than 85 per cent." Teachers, like all other creditors of the municipality, were in those days paid in city orders, which were sometimes, as Mr. Kilgore says, difficult to negotiate. For this reason, some of them had sold their paper for as low as sixty per cent. of its face value. This was regarded as tending to still further lower the city's credit, hence the admonition of the board. As the nominal salaries were wretchedly low, a reduction of even 15 per cent. therefrom must have obliged them to live on decidedly "short commons."

Soon after Mr. Kilgore's resignation, a Mr. Gallup, of Grand Rapids, Mich., was engaged on trial, as his successor. Mr. Gallup came to the city, but after two or three weeks' experience here, it was demonstrated that his policy was not in accord with that of the directors, and their relations were severed. During the summer term, the superintendency was vacant, but Professor Conover exercised an informal supervision of affairs. September 18, General David Atwood, then president of the Board of Education, was elected to the position, to hold the office until a professional superintendent should be engaged.

The board became, this winter, so financially embarrassed that it was deemed advisable to close the High School until the times

(1) Miss Coues was an experienced teacher and had been educated at Packard Institute, Brooklyn.

improved, as the only means of continuing the ward schools on a respectable basis. On the 31st of December, therefore, a contract was entered into with Miss Coues, the preceptress, by which that lady agreed, for the sum of \$325, to continue the institution as a public school for the remainder of the winter term. Professor Conover continued his position under this arrangement. It was stipulated that at the close of the term Miss Coues should be granted the free use of the building, furniture and apparatus for the term of one year,—with the privilege of two,—for the purpose of conducting a private school of exactly the same grade, for females only. The following sentence from Miss Coues' proposition contains the substance of the contract:

"I will agree to carry out the course of study adopted by the board, so that those who have already entered upon it may continue their studies and graduate in the same manner as if the school were still a public school, if the board will give to the graduates after they have passed a suitable examination, the same certificates they would give were the school under their immediate control."

Miss Coues continued her school for one year, her assistants being Miss Lottie Ilsley (sister of Charles F. Ilsley, of Milwaukee) and Miss Annie Main (now the wife of Senator John C. Spooner, of Hudson). These ladies conducted an academy of high merit, but there were not enough pupils to pay expenses, at the small tuition fee charged, and Miss Coues was something of a loser by the arrangement. There were about fifty in attendance, one-fourth of them from the country. As those from outside the city were previously obliged to pay a tuition fee, the change to private management did not materially affect them. But residents of the city who were old enough to take advantage of the university preparatory department went thither. For this reason, young scholars were necessarily admitted to help pay expenses. Miss Coues abandoned her unprofitable enterprise at the close of the school year.

The other schools were maintained during 1861, except in the summer term. The legislature of this year had (in chapter 179) created the office of county superintendent of schools, and in accordance with the terms of that act, the board elected in August to be exempt from its provisions. Similar action was annually taken thereafter, so long as the law rendered it essen-

tial, the city thereby declaring its independence from the county educational system. There were 2,310 persons of school age, in 1861, of whom 650 were in attendance on the minor schools. In its report at the close of the year, the board stated that there were a number of private schools in the city, but that by far the greater number of children were receiving no education whatever, and the public schools were in a much depressed condition.

The Rev. James W. Ward¹ was chosen superintendent on the 7th of January, 1862. Though elected for two years, ill health obliged him to resign in the spring, and he was succeeded, May 3, by Professor Charles H. Allen, at a salary of \$250. Professor Allen was at the same time granted the free use of the High School building for one year. Here, in conjunction with his superintendency duties, Professor Allen conducted a normal training school.

In May, the Second and Third Ward Schools and the Little Brick being so much overcrowded as to endanger the health of both teachers and scholars, all pupils under six years were excluded until otherwise ordered. The teachers and superintendent were authorized to divide the remaining children in sections, electing which should attend in the morning and which in the afternoon. On the 26th of May, it was ordered that hereafter the Little Brick should be established as a primary and intermediate school, and that no pupils should be taught there who were qualified to enter the grammar schools,— a rule which prevails to this day.

The census this year showed 2,380 of school age. In his annual report, Professor Allen estimates that after allowing deductions for those generally thought too young or too old to attend school, some 1,600 children were left, who should be under instruction. Yet at the close of the fall term but 481 were on the rolls. He thinks that 400 may have been in church and private schools, still leaving 700 without school influences though perhaps 200 of these were spasmodic attendants. As the existing schools were already overcrowded, he deemed these statistics

(1) Mr. Ward was a Congregational clergyman, whose family lived in Massachusetts during the time he was here. He was a gentleman more than middle-aged, who had traveled with L. J. Farwell in Europe and had been induced by the latter to come to Madison. At the close of his engagement here, he returned to his family and died several years since.

powerful arguments for the immediate erection of new buildings. The superintendent complains, as did Kilgore before him, that the public schools were hampered by the select schools, which were open only in the summer and fall terms, while parents sent their children to crowd the common schools in winter, making uniform grading impossible. He strongly urges the reopening of the High School and asks increased appropriations. The expenses of the board in 1862 were \$5,084.95.

In April, 1863, Dr. Joseph Hobbins, in behalf of the Madison Horticultural Society, presented the board with a large number of ornamental shade trees for the different school grounds, a gift which was accepted with cordial thanks.

At a meeting of the board, July 10, Professor Allen's resignation as superintendent was accepted, that gentleman having been elected principal of the normal department of the State University. The board thanked him for "his faithful and efficient services." At the same meeting, it was voted to reopen the High School at the commencement of the fall term, the city superintendent to be principal of the school at a salary of \$800 per annum, with a lady assistant at \$350. The board declared that by the term "High School" it meant "a high grade of grammar school, so classified as to relieve the grammar departments of the several ward schools." It was also voted to vacate the old Jehu Lewis building opposite the High School, which had been rented for some time past as an intermediate school for the Second ward, and remove the department to one of the lower rooms of the High School, upon the opening of the fall term. This left the Second ward without any local school accommodations whatever, as the primary scholars from that ward were still going to the Little Brick, which much-abused building is spoken of in the report of the board for this year as "worn out and wholly unfit for children, especially in the winter season."

August 22, Professor F. B. Williams¹ was given the vacant post, with Miss Emeline Curtiss as his assistant.

Professor Williams served until the 20th of June following, when his resignation was accepted. Much of his time was spent

(1) Now principal of the Marquette school, Chicago.

in perfecting the classification of scholars in all the grammar schools, a work which he seems to have quite thoroughly performed. Teachers' meetings every Saturday forenoon, which had been inaugurated by Professor Kilgore, were renewed under Professor Williams, who was enabled to report at the close of his administration that much interest had been manifested in them by the members of the instructional corps. Another interesting feature of the year was the institution of a High School musical fund; an exhibition given by the pupils realized \$62.75 for this fund, and "a fine organ harmonium" was purchased,—an instrument which was supplanted in later years by a piano. It was estimated in the report for 1863 that the city school property, including furniture, apparatus and fixtures, was worth \$26,791.12. To-day, the property in charge of the Board of Education is valued at nearly four times that amount. The total seating capacity of the schools, in 1863, was 709, while the enrollment for the fall term was 826. The school-census aggregated 2,417.

On the 24th of February, 1864, J. L. Potter, principal of the First Ward School, served on the board a notice of refusal to act in that capacity after the 26th of the month. Mr. Potter had been at loggerheads with his employers for some years past, chiefly on the question of salary, that gentleman claiming that he was greatly underpaid. His numerous communications to the board on this subject had often been of a rather spicy character. His refusal to longer serve was in the nature of a strike, he being of the opinion that such action would at once bring the board to a more substantial recognition of his services. But as it did not have this effect, he left a note with the clerk, in a day or two, withdrawing his "resignation." Viewing the original note as a bona-fide resignation, the board ignored its withdrawal and formally accepted it on the 2d of March. Mr. Potter thereupon served notice on the clerk that he should continue his duties and expected pay for the full term. Superintendent Williams had meanwhile appointed a Mr. Sheldon to fill the vacancy. The latter's claims were backed by popular petitions, and the records show that the question of whether Potter should receive his full pay was one which seriously troubled the

board for several years. Finally, his claim was allowed March 5, 1867, after an exhaustive legal investigation.

At the meeting of the board held June 30, 1864, William Welch, one of its members, offered the following resolution, which was promptly tabled when it came up for action on the 5th of the following month :

"Resolved, That persons of African descent ought not to be admitted into the public schools of the city; that, while making this declaration, we are willing to make adequate provision for their education so far as the public funds are applicable thereto, and without detriment to the education of white children."

September 6, William M. Colby,¹ who had been for several years principal of the Third Ward Grammar School, was elected Professor Williams' successor at a salary of \$800. Professor Colby's new relations to the board were apparently not as pleasant as they had been of old and his resignation was handed in and accepted on the 17th of January, 1865.

Mr. Welch was appointed superintendent *pro tem.*, and Miss Curtiss placed in full charge of the High School. She served in that capacity until the election to the superintendency of J. T. Lovewell,² another of the ward teachers. The salary of Professor Lovewell, who commenced with the spring term, was placed at \$1,000, and Miss Curtiss's allowance raised to \$450. F. Downs, now principal of the First Ward School, received \$615, and the lady teachers had salaries this year varying from \$490 to \$325. The salary of Professor Lovewell was raised in January, 1865, to \$1,200.

Commencing with the fall term of 1865, a school auxiliary to the First Ward was opened, with Miss Fanny C. Quiner as teacher, on the first floor of a building owned by Dr. J. B. Bowen, corner of University avenue and Lake street. This establishment was maintained somewhat spasmodically, but afterwards developed into the Fifth Ward School.

The school census in 1865 aggregated 3,193, of which number 978 were enrolled. Fourteen teachers were now employed and the expenditures of the year amounted to \$8,789.13.

(1) Professor Colby was afterwards state superintendent of Arkansas, for several years.

(2) After Prof. Lovewell left Madison, he was engaged for a time as professor of mathematics in the Whitewater Normal; he then fitted himself at Yale Sheffield Scientific School for teaching the natural sciences, went to Prairie du Chien for a year and is now professor in one of the Kansas colleges.

On the morning of the 7th of January, 1866, the Fourth Ward School,—which had been contracted for the previous year with James Livesey at a cost of \$12,130, exclusive of \$500 for out-buildings and about \$1,000 for furniture,—was formally opened, with four teachers¹ and 256 seats, thus making the seating capacity of the city schools 860. This was still over one hundred less than required, and the board at once made preparations to build a house in the Second ward. The new building in the Fourth, seems to have been something of a wonder in its day. State Superintendent McMynn pronounced it “the best-arranged school building in the state,” and the board itself “challenged the state to furnish its equal for beauty of location, perfection of arrangement and architectural design.”

Professor Lovewell having resigned at the close of the summer term, Professor B. M. Reynolds² was elected his successor at a salary of \$1,500. The salary of the Fourth Ward principal was at the same time placed at \$1,000, while the ladies’ salaries were practically undisturbed. These salaries, the board claims in its report to “be fully up to the average paid throughout the state.” The board is likewise of the opinion, that the seventeen teachers themselves are “not excelled if equaled by any in the state.”

The Second and Fourth ward senior grammar departments, inaugurated this year, were reported to be working reasonably well. The First Ward School was overcrowded, many being turned away, while the Second ward was still very poorly accommodated — the grammar departments being at the High School, and the primary at the Little Brick.³ As for the High School building, it is spoken of in the report as “unsightly, badly arranged and wholly unworthy the city,” — a severe condemnation of what had been, but a few years before, considered a very desirable acquisition. The expenses of the board this year, exclusive of building the new school house, footed up \$9,436.58, the average cost of tuition per pupil being \$7.

The schools steadily progressed during 1867, for Professor Reynolds was a man of force, the city was again prospering, the

(1) Senior grammar—Isaac A. Sabin, principal; grammar—Miss Kittie Larkin; intermediate—Miss Anna L. Drake; primary—Miss Martha M. Dann.

(2) See appendix for biographical sketch.

(3) It is worthy of note that in the report for 1866, this building is for the first time officially denominated as the “Little” Brick.

school fund was larger than ever before, public interest in education had never been so great as now and the instructional corps was improving as time wore on.

The event of the year was the completion and occupation (at the opening of the winter term) of the present brick school house in the Second ward.¹ The architect was G. P. Randall of Chicago; the building superintendent, L. P. Drake; and the contractor, William T. Fish. The work cost \$16,000. The board, which had declared the Fourth ward building the best in the state, rose to such a pitch of enthusiasm over the latter structure, that they declared it had "not its equal for convenience or completeness in the whole west."

The board felt so pleased at its efforts, that, "in view of the fact that good teachers are scarce and wages increasing," they raised the salaries of the female principals of the ward schools to \$580 and ranged the other feminine salaries from \$480 to \$400.

The question of corporal punishment was raised in the board this year. Mr. Burdick moved "That hereafter no corporal punishment in the schools of this city be allowed." Finally, after discussing the matter for several sessions, this position was taken at the meeting of July 2: "We cannot believe it safe or wise to abolish such punishment from our schools altogether,"— but advise restraint in this direction, and written detailed reports to the superintendent of each case, "with the nature and size of the instrument used, if any." At the same meeting, the question of religious exercises in the schools came up for the first time. It occupied the attention of the board, off and on, with many a lively discussion, until the 7th of the following January, when the following rule was adopted, practically the same as now in force :

"The morning exercises of each department of the several schools may commence with reading the Scriptures without note or comment, and by appropriate secular vocal and instrumental music, and no other opening exercises shall be allowed."

The expenses of the board in 1867, outside of building, were \$17,599.06. The school census aggregated 3,559, probably 2,000 of these children being of customary school-going age. The

(1) The teachers were: Senior grammar — Miss L. A. Leonard; grammar — Miss J. M. Rowell; intermediate — Miss Mary E. Nye; primary — Miss Emma J. Sanborn.

school houses had, in 1867, accommodations for 1,250 pupils, and there were estimated to be 500 in private schools. The board reports its belief that the public schools "will now almost if not entirely meet the wants of our citizens for some time to come." It was extremely difficult, the board said, to maintain a legitimate High School here, owing to the fact that the normal and preparatory departments of the State University had greater attractions for the mass of advanced students, because of the higher title of that institution.

In 1868, the Little Brick was much enlarged and improved. The board spent during the year \$34,815.88, there were 2,087 pupils enrolled in the schools, and twenty-one teachers employed. The following year, the expenses were \$19,315, and enrollment 2,080.

The Fifth Ward school house, with a seating capacity of 270, was built in 1870, the site costing \$1,000 and the building \$14,829. The architect was G. P. Randall, who had designed the house in the Second ward; and the contractor, H. N. Moulton. Work commenced early in April, and being pushed with vigor the structure was nearly complete by the first of November. The board, in its report for the year, characterizes the building as "one of the most conveniently arranged and best-ventilated school houses in the state." The expenses of the board, this year, were \$31,351.67, the enrollment was 1,992, and it was recorded with satisfaction that the lady teachers were now receiving from \$9 to \$15 per week.

During 1871, the present red-brick building in the Northeast district was erected, at a cost of \$2,300. Its seating capacity is 65. An annoying fire in the new Fifth Ward School occurred November 26, thought to be owing to some defect in the construction of the pipes. It necessitated a three days' vacation,—an event doubtless as enjoyable to the children as it was vexatious to the board. Another incipient fire broke out during school hours in the Second Ward building, about this time, but the aggregate damage from both these accidents was not over \$150, constituting the entire loss from this cause ever sustained by the Madison schools. The school-census figures, in 1871, were 3,700, the percentage of enrollment was 52.8, the total expenditures \$29,149.56 and the cost of tuition \$7.17 per capita.

Superintendent Reynolds had resigned at the close of the spring term of 1872, being succeeded at the opening of the fall term by Professor Walter H. Chase, who remained through the school year. The expenditures of 1872 were \$25,366.21 and the enrollment 1,927.

The event of 1873 was the building of the present High School on the site of the old Academy building, which had been demolished early in the season to make room for it. The board borrowed, in view of this undertaking, the sum of \$25,000 from the state trust funds, to be repaid in five annual payments. G. P. Randall was employed as architect, and the contract let to Fish & Stephens for \$20,673; but for some reason they declined to qualify, and the contract was thereupon re-let to James Livesey for \$20,000. D. R. Jones officiated as building superintendent. The material used, was cream-colored brick with stone trimmings. Upon the opening of the school, late in the fall, 167 pupils were present.

Professor Samuel Shaw was inaugurated as superintendent at the commencement of the fall term of 1873, and soon established two courses of study in the now thoroughly reorganized High School—one for those who intended to enter the State University and another for those who did not expect to receive further scholastic training. This is the plan still in vogue. The census of the year showed 3,797 children in the city of school age, of whom 1,183 were enrolled, and the expenditures in gross were \$34,760.62, of which amount \$17,072.43 was spent in building and \$1,205.22 in paying the salaries of the twenty-five teachers employed, the rest being for miscellaneous current expenses.

In the fall of 1874, thirty scholars in the High School organized the Pierian, a literary society which held weekly meetings in the building, for the purpose of holding debates and general literary exercises. Miss Annie Horne was the president. The expenses of the board this year were \$34,193.75, and of the 3,668 children of school age, 1,371 received public instruction.

The year 1875 was notable in Madison educational annals,—the first graduating class being sent out July 2 from the High

School. In the fall, the fourteen members of this class¹ formed an Alumni Association, and eight of them entered the State University. The board this year reported:² School census, 3,766; total enrollment, 1,409; expenses, \$33,184.93. Commencing with the fall term, the school house of the Soldiers' Orphans' Home, on the banks of Third lake, was used by some of the departments of the Third Ward School, the original building being by that time too small to accommodate all the scholars of that populous section. Two years later, upon the Orphans' Home property being purchased by the Norwegian Lutheran Academy, the board erected a one-story frame building opposite the old ward school house, to accommodate the overflow. The expenditure for the site, building and heating apparatus was \$1,756.61.

In 1876, the legislature passed a law granting free tuition in the State University to all residents of the commonwealth, applying as well to the preparatory department as to the undergraduate classes. This resulted immediately in a shrinkage of the upper grades of the High School, the institution thereby losing some of its best material. This lost strength was regained, March 10 of the following year, upon the school's admission to the accredited list of High Schools, "whose graduates and recommended pupils shall be admitted to the university classes without further examination." Upon the adoption of this rule by the college faculty, the High School teachers reciprocated by deciding to only recommend the best graduates of the school,—

(1) It was composed as follows: Ancient classical course — Archibald Durrie, Charles F. Lamb, Oliver Ford, Howard W. Hoyt; Modern classical — Frank Huntington, Hattie Thoms; Scientific — Charles Oakey, Thomas Parr, William Kollock, Edward Oakley, William Windsor, Jr., Carrie Billings, Ella Hickok, Annie Horne.

(2) The following table shows the city school census, enrollment and expenditures, since 1875:

Year.	Census.	Enrollment.	Expenditures.	Year.	Census.	Enrollment.	Expenditures.
1876	3,619	1,348	\$32,800 07	1881	3,480	1,480	\$23,028 82
1877	3,926	1,378	32,884 00	1882	3,711	1,635	27,566 83
1878	3,951	1,352	27,352 95	1883	3,707	1,787	32,683 23
1879	4,011	1,380	24,503 36	1884	3,702	1,712	28,836 17
1880	3,517	1,335	23,305 16	1885	3,802	1,871	24,610 38

Without explanation, the enrollment figures given in the above table and on preceding pages of this sketch would be misleading. Until the close of Superintendent Shaw's administration, the method of arriving at the enrollment was by counting the scholars on the rolls at a given time. Now, the enrollment includes all who have attended school during the year.

those having not less than 75 per cent. standing in scholarship. In 1876, sixteen of the twenty graduates entered the university, and, in 1877, twenty of the twenty-four. During most of the succeeding years, the proportion has been nearly as large.

A reduction of teachers' wages in June, 1877, created something of a panic in the instructional corps, and thirteen of its members did not return in the fall; four of the five ward principals threw up their positions and but two of the High School teachers, besides the superintendent, remained. This fact was greatly deplored by Professor Shaw in his annual report, for most of the new comers were less experienced than the seceders, but he looked forward with hope to the future, and referred with much pride to the fact that upon his staff were five graduates of the city High School and eight graduates of the State University.

In 1879, the High School commercial course, which had been inaugurated the preceding year, graduated its first class.¹ This department, since its institution, has been of practical value and issued diplomas yearly.

Superintendent Shaw presented the Board of Education in 1879 with \$200, the annual interest on which sum was to be given thereafter to the member of the graduating class who displayed the most talent in both composition and elocution. This gift was denominated by the board, the Shaw Prize, and has ever since been the object of eager contest in the commencement exercises,² because of the honor attached to its winning.

In his report for 1880, the superintendent spoke with praise of the recent establishment of a kindergarten in the city "for the preliminary education of children to attend the public schools;" while the philanthropic efforts of a number of energetic ladies, towards a night school for boys and a sewing school for girls, were also highly commended.

The superintendent's report for 1881 contained reference to the fact that the teachers had for some time been collecting a professional reference library for their own use, and he recommended

(1) Composed of Edgar Doty, Cyrus Guile, Sophie Klauber and Nettie Estabrook.

(2) The prize-takers have been as follows: 1879, Sarah Clark; 1880, Rose Case; 1881, Helen Bjornson; 1882, Jessie R. Lewis; 1883, Frankie Brooks; 1884, Addie Lindley; 1885, Olive E. Baker.

that the board appropriate \$50 annually for this purpose. "Your recent organization of a normal class," he informed the board, "makes it particularly desirable that this library be enlarged and improved." Some curious statistics relative to the self-confessed use of tobacco by the children in the schools enliven the report for this year. It seems that of the 639 boys, 22½ per cent. acknowledged the use of the weed, "including the youngest in our primary rooms." The superintendent thinks that "the facts exceed these figures," for he deems it possible that many boys "do not feel willing to confess" to this vice. He might have added that many of the mischievous lads had doubtless taken malicious pride in being placed on the official tobacco roll, when they had not been guilty of the offense. Statistics of this character, categorically gathered in a school room, have a taint of suspicion about them.

The report of the superintendent for 1882 speaks of drawing having been dropped from the list of High School studies, that year. A rule was adopted by the board, by which the most experienced teachers received the largest salaries. Librarian W. M. Pond, of the teachers' reference library, speaks of its very material growth during the year, a small fund having by this time accumulated, from which regular purchases were made.

In 1883, a very considerable addition was made to the Second Ward school building, costing \$2,382.20. The event of the year, in local educational circles, was the holding in this city of a short institute for the graded school teachers of Dane county, at which 119 names were enrolled. The Madison teachers entertained the visitors free of expense.

Superintendent Shaw resigned at the close of the spring term of 1884, after eleven years of useful and honorable connection with the city schools. On the 19th of July, Professor William H. Beach, then of Beloit, was engaged as his successor, and reported for duty at the opening of the fall term. During the year, the National Educational Association held its annual convention in Madison, 6,000 teachers being present, representing nearly every state and territory.

During 1885, the First Ward School was partially re-furnished with modern seats and desks, and the Fourth Ward entirely so.

The amount of salary paid to the 38 teachers employed was \$17,902.57.

RETROSPECT.

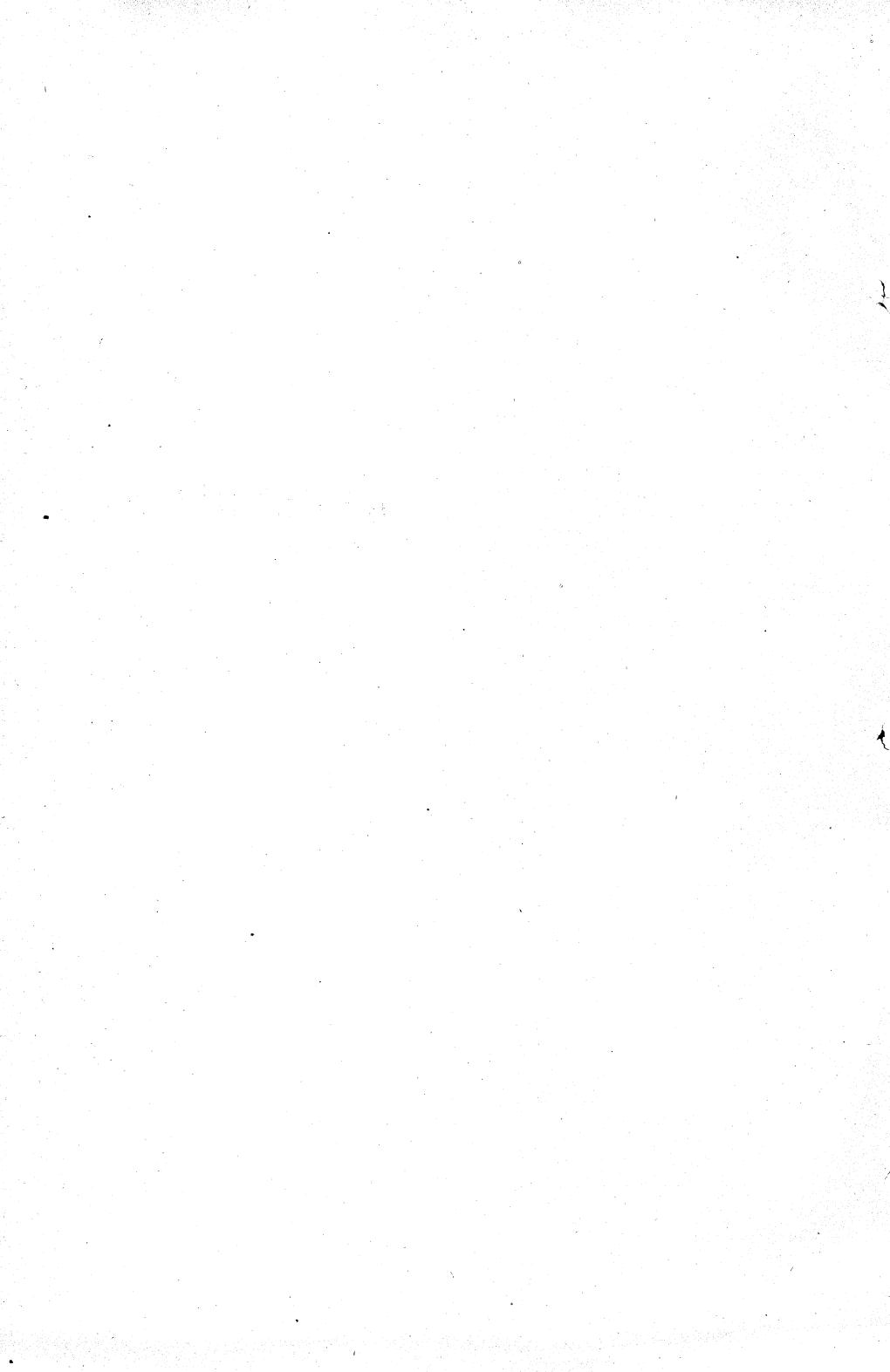
Forty-eight years have now elapsed since Miss Brayton gathered her little flock in Judge Palmer's modest log house on King street, and thus inaugurated public education at the Wisconsin capital. For a long period, progress in this direction was almost imperceptible, but in reviewing the backwoods epoch of our history we can see that there was substantial regular advancement from year to year. The settlers were poor, the ambitious colony was oppressed by many difficulties, the outlook was often most discouraging; but local pride in the district school being always marked, its rate-bill was cheerfully responded to even at much personal inconvenience, and the children were treated to the best educational facilities at command. In the village period and in the early years of the city, we have seen that the guardians of the schools were frequently met by very serious financial embarrassments, and that occasionally it seemed as if the prospect would never brighten, but persistent pluck enabled them each time to weather the storm. For the past twenty years, there has been comparatively smooth sailing, yet were the inside history of the school board written, there would be found many unforeseen rocks quietly avoided in the nick of time, innumerable troubled seas privately quieted by the oil of shrewd management. But the main fact of complete success is all that we can here deal with. The history of our schools is a reflex of the career of our community: Early growth was slow and often dangerously hampered; later development, while not rapid, has been eminently sound.

The first school had but one teacher and a dozen pupils of all ages and conditions. To-day, we have 38 teachers and nearly 2,000 carefully-graded pupils. As successors to Miss Brayton's rude school room, with its slab benches and bare walls, we have eight comfortable buildings supplied with the best modern furniture and appliances,—conveniences far better than ever dreamed of in the wealthiest metropolitan schools as late, even, as a decade ago, while the Board of Education has in its charge about \$100,000 worth of school property, real and personal. In the place of

the crude curriculum of the backwoods, is now an elaborate system which receives the unlettered child, and, after twelve years of careful training, graduates him equipped to enter the most exacting college in the land. Few cities in the country, of 12,000 inhabitants, have so excellent and well-managed a system,—certainly none such can boast the possession of its superior.

It has taken almost half a century of growth to reach so satisfactory a condition. Few who have assisted in this slow but sturdy development, from its origin, are yet of the flesh; of others who have prominently participated in the work from time to time, some have passed to their reward and many are distributed through distant fields of usefulness. Those of the founders who are living, whether at home or abroad, will doubtless not consider an hour ill spent, in reviewing this record of what they and their colleagues have accomplished. To the younger generation of Madisonians, who were not of the builders, the history of what has been done for them with so much self-sacrifice and persistent but unobtrusive endeavor, may, it is hoped prove instructive and serve to enhance their veneration for the "forefathers of the hamlet."

APPENDIX.



BIOGRAPHICAL SKETCHES OF TEACHERS.

LOUISA M. BRAYTON,

the pioneer school-teacher of Madison, was born in Wilna, N. Y., May 23, 1816, being the daughter of Deacon Jeremiah Brayton and his estimable wife Maria. Soon after Louisa's birth, the family moved to Cleveland, Ohio, where they lived until 1837; when, inspired by the glowing reports of the scenery and resources of the newly-erected Territory of Wisconsin, they undertook the then long and laborious journey hither, establishing a farm on the banks of the Crawfish river, two miles south of the Aztalan settlement, in Jefferson county. Early in the spring of 1838, at the solicitation of Mrs. Augustus A. Bird, Miss Brayton came to Madison and established the first school in Dane county. After teaching for three months, on a salary of \$2 per week, Miss Brayton received an offer of more munificent reward from Jefferson, whither she went in June. She was engaged in educational work at Jefferson for some years. There being in those early days, no bridge or regular ferry there, the frontier schoolmistress was obliged to literally "paddle her own canoe" over Rock river, twice each day. Miss Brayton was married to Mr. George Sawin, at Aztalan, on the 25th of February, 1843. Mr. Sawin died at Watertown, Wis., January 9, 1852. The fruit of their union was two children,— Albert B. and Maria S. The former was a private in Co. F., 29th Wisconsin Volunteer Infantry, and died in hospital at St. Louis, May 20, 1863. The latter was married to Colonel George W. Bird, of Jefferson,— one of the best-known attorneys in the state,— at Aztalan, October, 2, 1864. Mrs. Sawin has since that date lived with Colonel and Mrs. Bird, at Jefferson. Colonel Bird recently wrote concerning her: "She is still hale and hearty, and though approaching 70, is still one of the most active ladies in the community, looking and acting like ordinary ladies of 50, and she is a jewel in any house-

hold." Madison pioneers remember her, when teaching here forty-eight years ago, as a young woman of estimable disposition, striking personal appearance, exceptionally well-educated for those times, and beloved by the entire community. Mrs. Sawin had two sisters, who were well-known to old-time Madisonians,—Lavina, who preceded her in Madison by about two months, and afterwards married the late Charles H. Bird, a brother of A. A.; and Antoinette, subsequently the wife of another member of the Bird family, Ira W. Both of these ladies are now dead.

CLARISSA R. PIERCE

came west as a teacher, from Longmeadow, Mass., at the request of the Rev. Mr. Kent, a pioneer preacher of Galena, Ill. After spending a short season in Galena, Miss Pierce was induced by Mrs. James Morrison to take up her home with the latter at Porter's Grove, Wis., where she taught the young ladies of the family and several others from the neighborhood, among whom was Miss Gratiot (now Mrs. Elihu B. Washburne). When Mr. Morrison removed his family to Madison, in the spring of 1840, Miss Pierce came with them. During that spring and summer she taught a select school for girls and small boys in a log building situated in the Capitol Park. On the 4th of October, Miss Pierce, in company with eight others, organized the First Congregational church of Madison. She was an excellent teacher and the village papers of 1840 speak of her school in the highest terms of praise. In the summer of 1841 she taught in the public school, but long before the close of the term was called east by the death of a friend. She married Mr. Samuel Ward, in Warren, Mass., and died a few years since.

E. M. WILLIAMSON

is a native of Bedford, Westchester county, N. Y. In March, 1840, he came to Madison via Milwaukee. During the summer of 1840 he taught the public school, instructing the boys only, the girls of the village being taught in Miss Clarissa R. Pierce's select school. Mr. Williamson was a surveyor by profession, and came to Madison as such, but for many years held public offices of various kinds under the territorial organization,—being in turn deputy register of deeds, deputy sheriff, justice of the

peace, county surveyor, and clerk of the board of county commissioners. In 1846 he became engaged as land agent, in which occupation he was thereafter employed during the greater part of his active life. For the past few years, Mr. Williamson has been an invalid, having lost his sight but not his keen memory of the incidents of pioneer life at the Wisconsin capital. On the 1st of October, 1850, he was married at Rochester, N. Y., to Mrs. Eliza A. Wallace. Their daughter, Miss Susie Williamson, is now a teacher in our High School.

TIMOTHY WILCOX

first saw light in Ashtabula county, Ohio, about 1813. He was a school-mate there, of General Simeon Mills, being, however, a few years his junior. He arrived in this city in 1840, attracted by the fact that General Mills had settled here. He had studied medicine in Ohio, and came to Madison as a physician. Dr. Wilcox, not finding much to do in his profession, took charge of the public school during the winter of 1840-41, and for a time varied his occupation by reporting the legislative proceedings for *The Express*. He remained in Madison a year or two, practising medicine in a small way, and then went to Galena, Ill., at that time a wider field. He died there about 1850.

DARWIN CLARK,

the oldest settler in Madison now living (Gen. Simeon Mills arrived in the place a few hours later than Mr. Clark), was born in Otego, Otsego county, N. Y., May 12, 1812. He learned the cabinet-making trade early in life. He arrived in Madison June 10, 1837, in company with A. A. Bird's force of men employed to build the first capitol. In the winter of 1841-2, Mr. Clark taught the district school. Afterwards, he was by turn a building contractor, hotel clerk, deputy county treasurer, and held various county and village offices, at one time being president of the village council. He frequently served in early days as town superintendent of schools and as a member of the county board of school commissioners. He was married in 1848, at Webster, Monroe county, N. Y., to Miss Sarah L. Goodnow, who died in 1854. Four years later, at Oshkosh, Mr. Clark married his present wife, Miss Frances A. Adams; they have two

children,—Mrs. Paul Wood, of Duluth, Minn., and Miss Grace Clark, an instructor in French at the State University. Mr. Clark has been engaged in the furniture business in this city since 1845.

LUCIA A. SMITH

was born in Sandisfield, Berkshire county, Mass. Jan. 31, 1822. When she was five years old, the family moved to Austinburg, Ashtabula county, Ohio. There she attended the public schools and afterwards taught in them for several seasons. In 1840, Miss Smith moved with her mother and one sister to Madison, where two other sisters were then living; their father had died some years before. In the summers of 1841-2, Miss Smith taught in the public school here, and in the two succeeding summers kept a select school for girls. In 1845, she was married to Mr. Henry C. Parker. After living some years in Madison, Mr. and Mrs. Parker removed to Du Quoin, Ill.; from there to Springfield, Mo., and finally to Pomona, Cal., where they now reside. The late Mrs. George P. Delaplaine and the late Mrs. Simeon Mills, of this city, were sisters of Mrs. Parker; another sister, Mrs. Crossman, is now living at Baraboo.

THEODORE CONKEY

was born in Canton, St. Lawrence county, N. Y., Dec. 11, 1818. He received an academic education and came west in 1841 to Fond du Lac, Wis., where his elder half-brother, John Bannister, then resided in company with less than half a dozen other pioneer settlers. After staying there a few months, Conkey came to Madison in the spring of 1842, teaching the public school here the following summer and winter. After closing his pedagogical engagement here, Mr. Conkey drifted back to Fond du Lac and for the next seven years was actively employed in civil engineering. By this time, he had acquired what was then deemed a competence. In 1849, he moved to Appleton and built the first saw mill there. The year following, he had the honor of naming Outagamie county, when it was set off from Brown. From 1854 to 1860 he was engaged in consummating the improvement of the Fox and Wisconsin rivers. In 1851-2 he represented his county in the state senate, and in 1857 sat

in the assembly. During the war of the rebellion, he served with distinction as lieutenant colonel of the 3rd Wisconsin cavalry. He died at his palatial home in Appleton, March 17, 1880, after a career of great usefulness to his adopted state.

BENJAMIN HOLT.

was born in Herkimer, N. Y., March 15, 1817, the twin brother of Charles Holt, now publisher of The Kankakee (Ill.) Gazette. Their father was an old printer and publisher, and the first county judge of Herkimer county. Benjamin, also a printer, came to Madison in 1843, with his wife and other members of the Holt family and during the winter of 1843-4 taught the district school. He afterwards held various village and town offices. Several years ago he moved to La Fayette, Ind., where he still resides.

DAVID H. WRIGHT

was born July 9, 1820, in Otsego county, N. Y. He taught school for several years in Wayne county and fitted for college at the Marion Academy. Changing his plans however, he started west without entering college, and arrived in Madison, May 7, 1844. A few days afterward, he commenced teaching the district school, continuing in charge for one year. Mr. Wright officiated for some years thereafter as town school commissioner and town superintendent by turns. He was a member of the Board of Education for five years and during 1857-8 its president. For some years also, Mr. Wright was a member of the village board of trustees. He has been occupied, since his school-teaching days, as a builder, and, for the past four years, has held the position of state carpenter.

JEROME RIPLEY BRIGHAM

was born in Fitchburg, Mass., July 21, 1825. His father, David, had been a tutor in Harvard College, and was a brother of Ebenezer, the first white settler in Dane county. David came to Madison with his family, in the fall of 1839. A year later, Jerome returned to his native state, at a time when it took nearly two weeks to make the trip. He prepared for college at Shelburne Falls, and graduated from Amherst in 1845. Returning

to Madison in August, he opened a private school, conducting it for one year. He then entered Judge A. L. Collins' law office as a student and was also, for a time, with Mr. Chauncey Abbott. He varied his legal studies with occasional journalistic engagements. At the organization of the supreme court under the state government in August, 1848, he was appointed clerk, holding the position until December, 1851, when he resigned. Moving to Milwaukee, Mr. Brigham became a law partner of Mr. (afterwards Chief Justice) E. G. Ryan and the late Chief Justice Alex. W. Stow. In 1852, he became associated with Mr. Chas. K. Wells, a copartnership which has been maintained to this time. In 1846, Mr. Brigham was clerk of the town of Madison, and for several years from 1847 served as clerk of the village. For five years, he was one of the regents of the State University. During many years of his residence in Milwaukee he was one of the trustees of the Young Men's Association (now transformed into the public library) and president of the institution for about five years. In 1880 and 1882, he held the position of city attorney of Milwaukee. He has long been prominently identified with the interests of that city. In October, 1857, Mr. Brigham married Miss Mary Ilsley.

ROYAL BUCK

was born in 1820, at Great Bend, Pa., and received a common school education. In the spring of 1845 he came to Wisconsin, and in the fall of that year commenced teaching the Madison public school in the Little Brick, being the first to so use that building. He occupied one of the two rooms, while J. R. Brigham was located in the other with a private school. On the 2d of June, 1847, owing to ill-health, Mr. Buck resigned his post. The succeeding fall, he was elected county clerk. In May, 1848, he was married to Miss Eveline M. Wyman, eldest daughter of the publisher of the The Wisconsin Express, W. W. Wyman. Mrs. Buck died of consumption in September, 1852. A year later, Mr. Buck married Miss Thankful P. Reed, his present wife. In the fall of 1848, he formed a copartnership with General David Atwood and bought The Express establishment from Mr. Wyman. This partnership was dissolved in September, 1852, and Mr. Buck took the greater part of the old material of The Ex-

press office, and went to Fond du Lac, where he started The Fountain City Herald. In 1856, his health failing, he sold out the office and in 1860 removed to Nebraska, settling on a farm thirty miles west of Nebraska city. In June, the following year, President Lincoln appointed him register of the United States land office at Nebraska City, which position he held until President Johnson removed him. In 1866-8, he was assistant assessor of internal revenue. In the spring of 1872, he removed to the Republican valley, three hundred miles west of the Missouri river, where he has been active in organizing and settling Red Willow county. Mr. Buck is now engaged near Red Willow postoffice in general farming and stock raising.

SAMUEL E. THORNTON

was born at Cooperstown, N. Y., in 1821. His early life was spent upon his father's farm. At the age of 16, he commenced attending the Cooperstown Academy. After graduating from that institution, Mr. Thornton taught school in his native state until 1846, when he came west, settling in Dane county. He taught the Madison village school from Nov. 1, 1847, through the spring of 1849. At the close of his engagement here, he went to Talaquah, Ind. T., as goverment teacher of the Cherokees, in which capacity he served two years. Returning to Wisconsin in 1853, he conducted a farm for two years, then drifted into Iowa, where he was at the outbreak of the rebellion. He enlisted in the Union army, was taken sick and eventually died in hospital, leaving a wife and three small children.

JAMES L. ENOS

was born in Lysander, Onondaga county, N. Y., the 19th of September, 1825. In 1844, he entered the New York State Normal School at Albany, being a member of the first class graduating from that institution. He had, at the age of 15, commenced the study of medicine in New York city, with Dr. W. W. Day, but abandoned it for a time, during his preparation for the profession of pedagogy. During his residence in Madison, however, he continued his studies with Dr. C. B. Chapman and in 1858 graduated in medicine from the University of Kentucky. Coming to Madison early in 1850, Dr. Enos was engaged May 11

as principal of the village school. He was succeeded in the fall of 1853 by J. Lyman Wright. Dr. Enos was the first professionally-trained teacher engaged in Madison, and he did much to improve and modernize the school. In 1852, he stood as the candidate for congress, in this district, of the free-soil party, and was defeated. For a time, in connection with his duties as teacher, he published an educational journal here, and was one of the founders of the Wisconsin State Teachers' Association. On leaving Madison he returned to New York city, where he published a revised and enlarged edition of his Normal Arithmetic, a work which, in its earlier edition, had met with much success. In the spring of 1854 he went to Cedar Rapids, Iowa, where he founded The Cedar Rapids Valley Times, a weekly newspaper still published. For 27 years Dr. Enos resided in Cedar Rapids, being connected with its press for the greater part of that time. In 1857, he was elected the first president of the National Teachers' Association, at its convention held that year in Philadelphia. In May, 1883, he commenced traveling in the south as correspondent of Chicago and Cedar Rapids journals. In December, 1884, he purchased a tract of land in Florida, on the peninsula between the Indian river and the Atlantic ocean, laid out the city of Enos and engaged in the raising of tropical fruits. In this peaceful occupation, the doctor proposes to spend the rest of his days.

J. LYMAN WRIGHT

was born in Tioga county, N. Y., April 25, 1829. After teaching for several years in Erie county, he came to Madison in 1851, where his brother, David H., was living. He taught the village school during the fall and winter of 1853-4. A year later, he went to Minnesota and for 15 years past has been a resident of Rochester, owning a large farm in that vicinity and living in the city. He has been treasurer of his county and several times a candidate for the state assembly.

DAMON Y. KILGORE

was born in Bartlett, N. H., October 17, 1827. Until fifteen years of age he worked upon his father's farm and during the winters attended district school. Graduating from this, he at-

tended an academy during the springs, summers and autumns and paid his way by teaching country schools during the winter terms. These various schools were in Stratford, N. H., Lunenburg, Vt., Prescott, N. H., and Danvers, Mass. In April, 1850, he joined the New England Annual Conference of the M. E. church, and preached in Massachusetts until the spring of 1854, when, his throat failing him, he came to Madison, reaching here April 8. The story of his career in this city is told by himself in the body of this work. He resigned March 3, 1860, to become principal of the Evansville (Wis.) Seminary. In July, 1863, he was appointed an assistant quartermaster with the rank of captain, remaining in the service until November, 1865. In 1867 he graduated from the law department of the University of Pennsylvania, and has been in successful practice in Philadelphia ever since. He is also president of the Susquehanna & Delaware River Railroad Company. Mr. Kilgore's sister, Miss Abby L., who taught school under her brother's administration, has until recently had the care of the children of their sister, the first wife of Bishop H. W. Warren of the M. E. church. Mr. Kilgore's present wife, née Carrie S. Burnham, was a teacher in the Third Ward and afterwards in the High School when in Madison, and, after that, was engaged at Evansville Seminary during Mr. Kilgore's principalship. She graduated from a medical college in New York city, also from the Boston Institute for Physical Culture, and, in 1883, from the law department of the University of Pennsylvania. She had a French and German select school for young ladies in Philadelphia before studying law. In the spring of 1876, she was married to Mr. Kilgore and in 1883 was admitted to practice before the Pennsylvania courts, being the first and only woman lawyer in that state.

CHARLES H. ALLEN

was born in Mansfield, Tioga county, Pa., February 11, 1828. His youth was spent in Hampshire county, Mass., where he received a common school education. At first a surveyor, he drifted at last into teaching, his specialty being normal school and institute work. At the invitation of Chancellor Barnard, of the State University, he came to Wisconsin to conduct a series of in-

stitutes organized by that official. In 1862, Professor Allen acted as city superintendent in Madison, in conjunction with his work as manager of a private high and normal school, at a time when our High School was under a financial cloud. The following year he took charge of the normal department in the State University. During the summer vacation of 1863, he served as captain in the 40th Wisconsin Infantry,—one hundred days' volunteers. In 1866, after having been extensively engaged in institute work throughout the state by the Board of Normal Regents, he assumed the presidency of the Platteville Normal School,—the first institution of the kind in the state. In 1870, ill-health necessitated his resignation. He went to Oregon, was head master of a Protestant Episcopal grammar school, returned to Wisconsin and conducted institutes for a year. In 1873 he removed to California, where he is now president of the state normal schools, and in active charge of the institution at San Jose. He is one of leading educators on the Pacific coast.

BENJAMIN MILES REYNOLDS

is a native of Vermont, being born at Barnard, July 12, 1825. He graduated from Dartmouth in 1852. He first taught as principal of the High School at Windsor, Vt.; then in the Bradford (Vt.) Academy; next in the Union School at Moline, Ill.; was the first city superintendent at Rock Island, Ill.; for five years served as principal of the Union School at Lockport, N. Y.; was city superintendent in Madison from 1866 to the summer of 1872; acted one year as president of the graded schools at Monroe, and in 1873 became principal of the High School at La Crosse. After five or six years at La Crosse, Professor Reynolds moved across the Mississippi into Minnesota; for a time he was city superintendent at Rochester, and is now in charge of the public schools at Fergus Falls.

SAMUEL SHAW

was born in southern Scotland in 1842. When ten years of age he came with his mother to the United States, settling in Oshkosh. Educated in the public schools of that city, he afterwards taught there for several years. After having spent a year in

European travel, he served as county superintendent in Winnebago county from 1867 to 1871, and during the succeeding two years was principal of the High School at Berlin. In 1873, he came to Madison to accept the city superintendency, filling the position until the close of the spring term in 1884, when he resigned to enter the service of the Chicago & Northwestern Railway company as land agent. He is now a prominent land owner in Forest county, in the erection of which he was actively identified during the legislative session of 1885. He is engaged in numerous interests in the county, among them the publication of a newspaper at Ayr the county seat. He was president of the State Teachers' Association in 1872. In 1865 he was married to Miss Louise Webb of Omro. Mrs. Shaw is at present county superintendent of Forest county and postmistress at Ayr.

WILLIAM H. BEACH,

the present superintendent, is a native of Seneca county, N. Y.; he was born in 1835, and spent his youth upon a farm, attending school winters. He prepared for college at Seneca Falls Academy. Entering Hamilton in 1857, he graduated with the class of '60, receiving prizes in mathematics, chemistry and essay-writing, and graduating with the philosophical oration. In the spring of 1861, Mr. Beach joined the 1st New York ["Lincoln"] Cavalry, serving therewith throughout the civil war,—in 1865 becoming its adjutant. In 1867, Professor Beach assumed the principalship of the High School at Dubuque, Iowa. In 1875, he became principal of the Beloit High School, where he officiated until July 19, 1884, when he accepted a call to his present position in Madison. In 1879-80, he was president of the Wisconsin State Teachers' Association.

CHRONOLOGY.

1838 — March 1, Miss Louisa M. Brayton opened the first school.

1839 — Pinckney-street building erected; Miss Rhoda Pierce taught summer term.

1839-40 — Edgar S. Searle taught winter term.

1840 — First Monday in May, Miss Clarissa R. Pierce opened select school for girls in Capitol Park; E. M. Williamson taught boys in public school.

1840-1 — Timothy Wilcox taught winter term.

1841 — Miss C. R. Pierce taught summer term in public school and Miss Lucia A. Smith select school in Park; Dec. 25, town of Madison organized as school district, the first in Dane county.

1841-2 — Mrs. James Morrison's free night school during fall and winter; public school taught winter term by Darwin Clark.

1842 — Madison Select Female School opened by Mrs. Maria M. Gay; Miss Smith taught girls during summer term, in public school and Theodore Conkey the boys, in rear of American Hotel.

1842-3 — Mr. Conkey taught winter term, alone.

1843 — A. M. Badger taught summer term; private schools by Miss Smith and Miss Eliza Kimball.

1843-4 — Benjamin Holt, taught winter term.

1844 — Ordered by board, in April, that hereafter school shall be taught the year round; David H. Wright commenced teaching in May and continued through the spring of 1845.

1845 — Summer and fall terms, Miss Matilda A. Smedley; Little Brick built in summer and opened in fall by Royal Buck, who taught till June 2, 1847; J. R. Brigham opened select school and continued one year.

1846 — John N. Jewett, select school during summer.

1847 — March 23, village district separately organized from town; Jewett taught public school during summer term; Samuel E. Thornton commenced in fall, continuing through spring of 1849; Madison Female Academy built in summer, being opened in fall by Miss Matilda Howell.

1849 — Sherman H. North taught summer term; Dec. 26, George D. Chapel commenced three months' term.

1850 — District returned to town control; May 11, James L. Enos commenced teaching, continuing for three years.

1853 — J. L. Wright succeeds Enos, teaching fall and winter terms.

1854 — In April D. Y. Kilgore commenced, continuing until March 3, 1860.

1855 — Village incorporated as separate school district; first school board elected, Feb. 20, with Kilgore as first superintendent.

1856 — City school board organized.

1857 — First and Third ward school-buildings opened; school commenced in Farwell's addition.

1858 — Madison Female Academy building purchased and opened as High School; Greenbush school commenced.

1859 — Northeast District school commenced.

1860 — Mr. Gallup served two weeks as superintendent; owing to lack of funds, all schools closed in summer term; Sept. 18, David Atwood chosen superintendent pro tem., succeeded during winter by O. M. Conover.

1861 — High School conducted by Miss Coues as select academy.

1862 — James W. Ward chosen superintendent, Jan. 7, succeeded May 3, by Charles H. Allen, who resigned July 10, 1863.

1863 — High School reopened in fall; Aug. 22, Prof. F. B. Williams elected superintendent, serving throughout the school year.

1864 — William M. Colby elected superintendent Sept. 6, resigning Jan. 17, 1865; auxiliary school opened on University avenue.

1865 — William Welch elected superintendent pro tem., Jan. 17, serving till spring when J. T. Lovewell succeeded him as superintendent, the latter serving through school year.

1866 — Fourth ward building opened Jan. 7; B. M. Reynolds elected superintendent in fall, serving through summer term of 1872.

1867 — Second ward building opened.

1870 — Fifth ward building opened.

1872 — Walter H. Chase assumed superintendency in fall, serving through school year.

1873 — High School building erected and opened; Samuel Shaw commenced in fall, as superintendent, serving through summer term of 1884.

1875 — July 2, High School graduated its first class.

1877 — Auxiliary building erected in Third ward; March 17, State University admits High School to its accredited list.

1878 — High School commercial course inaugurated.

1879 — Shaw Prize instituted.

1882 — Large addition to Second ward building.

1884 — July 19, William H. Beach chosen superintendent.

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