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Second annual report of the Board of Education, and the Superintendent of the Public Schools of Madison, for the year 1856.

Madison, Wisconsin: Atwood and Rublee, Book and Job Printers,
[s.d.]

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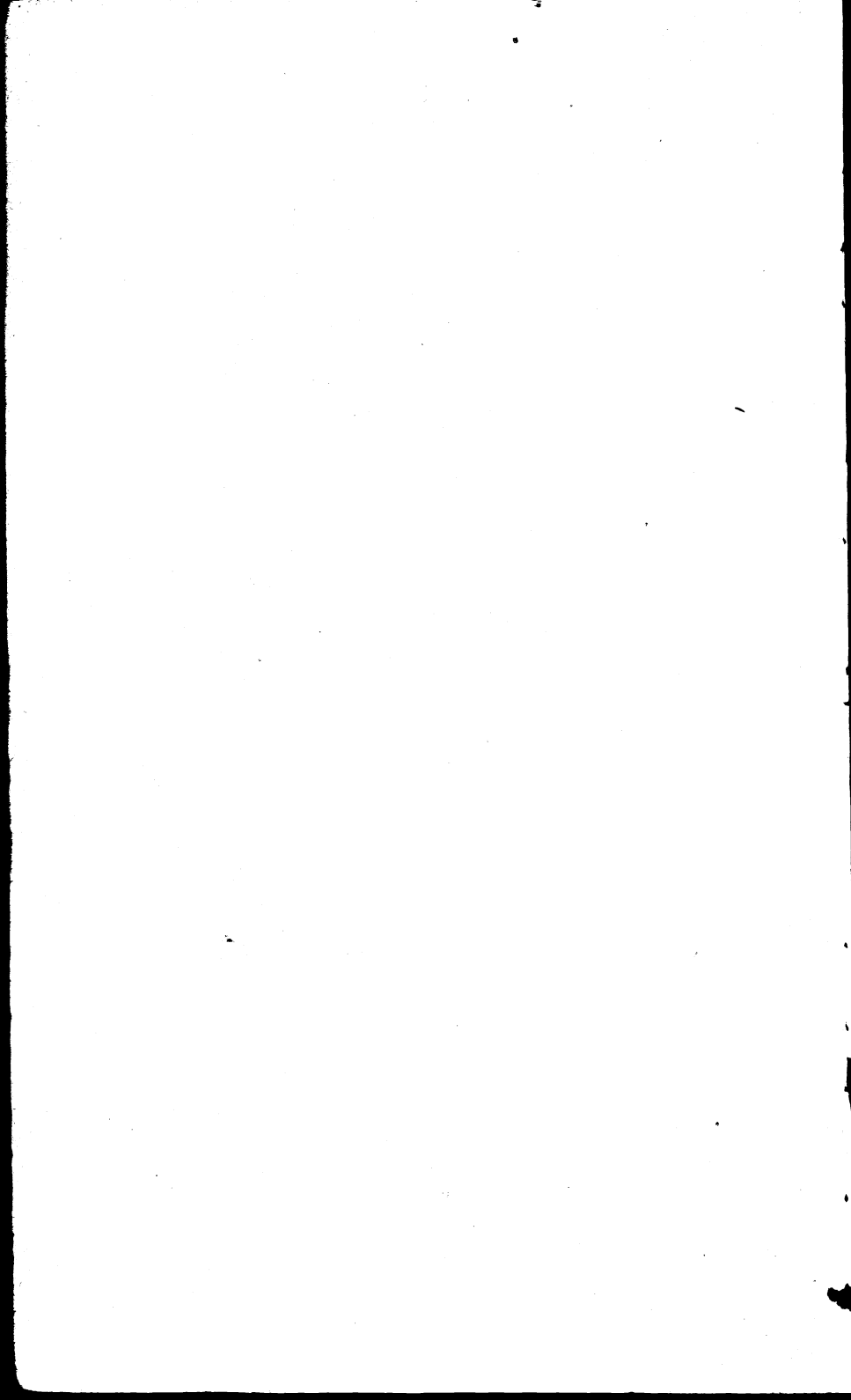
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SECOND
ANNUAL REPORT
OF THE
BOARD OF EDUCATION,
AND THE
SUPERINTENDENT
OF THE
PUBLIC SCHOOLS OF MADISON.
FOR THE YEAR 1856.

MADISON, WIS.:
ATWOOD AND RUBLEE, BOOK AND JOB PRINTERS.
1856.



SECOND ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

Since the date of our Annual Report for the year 1855, some very material and important changes have taken place in the municipal arrangements of the district of country composing the Madison school district.

The village of Madison having become an incorporated city with four wards, dividing the population, doubtless as equally as practicable, has to some extent perhaps modified the views of the Board of Education in regard to the number and location of school houses necessary to subserve the interests of education and afford uniform and ample advantages to the inhabitants of all parts of the district.

The laws having confided the entire management of the public schools, the purchase of sites, and erection of school houses to the Board of Education, we feel called upon to account to the inhabitants for the continued disgraceful, destitute condition of the city with regard to school houses, and to show cause why the necessary edifices have not been erected during the past year.

The Board of Education, at an early day in the year 1856, adopted the plan and determined upon the purchase of a site and the erection of a school house in each ward of the city, and applied to the Common Council for the necessary amount of money to carry into effect the plan above stated.

Thus the matter rested, with perhaps some trifling progress in the selection of sites, until after the Council had raised from the sale of city

bonds, and had at its disposal a large amount of money, when upon the 20th day of August, 1856, in response to said application, the City Council passed a resolution as follows, to wit :

"Resolved, That the sum of twenty-four thousand dollars be and is hereby set apart to be hereafter appropriated for the use of the Board of Education, to be expended in the purchase of sites and the erection of school houses, one in each ward, upon such lots as the city have entered into contract for in the first, second and fourth wards, and in the third ward upon such lot or lots as the said Board of Education, in connection with the Common Council, may hereafter select; the monies 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."

The sites for school houses in the several wards having been selected, or assented to, purchased and paid for by the Common Council, out of the money set apart as aforesaid, at a cost of \$6,887 50 (no part of which sum was ever under our control), the Board immediately thereafter advertised for proposals for the erection of four school houses, to be built of stone, 40 by 50 feet on the ground, and two stories high. When, however, the proposals were received, the season for building had so far passed that it was deemed advisable to construct but two houses the present season, leaving the remaining two to be erected the following spring. Accordingly, contracts were entered into for the erection of school houses in the first and third wards, to be completed by the first day of January, 1857.

After the work upon the school houses had so far advanced that it became necessary to make payment to the contractors, the Common Council were 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.

Being thus by the action of the Common Council deprived of the means of continuing the work, or meeting the engagements the Board had entered into, by reason of the aforesaid resolution, they were subject to suits brought by the contractors to recover pay for work performed, and for damages for non-performance on the part of the Board.

Such suits were tried at the November term of the Circuit Court, and resulted in two judgments, amounting, exclusive of costs and interest, to

the amount of one thousand and eight hundred dollars, full six hundred dollars of which amount might have been saved to the tax payers of this city, had the sum of two thousand dollars been placed at the disposal of the Board at the time "required for its expenditure" instead of three months afterwards.

The future progress of the work, however, to a very great extent, rests with the City Council, the policy of the law having been not to multiply assessments and taxation, the duty of raising the necessary means not only for the erection of school houses, but also for the current expenses of the schools, has been conferred, doubtless with much propriety, upon that body.

Herewith is submitted the report of the Superintendent of public instruction of the city, which is recommended to your careful consideration, and also a statement showing the financial affairs of the Board for the year 1856.

All of which is respectfully submitted.

WM. B. JARVIS,
DAVID H. WRIGHT,

L. J. FARWELL,
L. W. HOYT,

SIMEON MILLS,
J. T. CLARK.

MADISON, Jan. 15, 1857.

SUPERINTENDENT'S REPORT.

GENTLEMEN OF THE BOARD OF EDUCATION,

Another year has passed and it becomes my duty to submit to you my Second Annual Report. The schools have been more prosperous during the past year than at any former period. The pupils in attendance have shown themselves superior both as respects their scientific attainments and the creditable manner in which they have discharged their duties.

Although we have been grievously disappointed in our expectation of suitable school house accommodation, our hearts have been cheered by the increasing interest manifested by all in behalf of the public schools. Many of our citizens have shown their regard for the welfare of the schools by their frequent visits to the school room, and by the encouragement they have given to those entrusted with their children's education. This encouragement is prized the more highly when we remember the absence of everything in the material appurtenances of the schools, calculated to attract visitors by gratifying a love of the beautiful, and to refine and elevate the taste.

Much praise is due those of our citizens who have so frequently witnessed the daily exercises of the schools at a time when their presence was most needed to cheer the hearts both of teachers and pupils. It is true that this work is one imposed by the highest obligations of duty—but where it has been so frequently neglected in times past, it seems proper that especial honor should be conferred upon those who have, during the past year, been faithful in its performance. I congratulate you upon these facts as indicative of a more correct public sentiment, and a more just appreciation of the most important labor committed to human hands. We may receive them also as harbingers of a brighter future—when at intervals not too distant—our people will delight to leave their various pursuits and repair to the public schools, as to a

common temple sacred to the development of the intellect and the growth of the kindlier virtues of the heart.

The whole number of scholars who have attended school during the past year is six hundred and ninety-four; less, by fifty-six than the number reported last year. These have been distributed as follows:—

	HIGH SCHOOL.	INTER- MEDIATE DEPART.	FIRST PRIM'RY	SECOND PRIM'Y.	THIRD PRIM'Y.	FOURTH PRIM'Y.	FIFTH PRIM'Y.
Winter term.....	98	109	118	90	118		
Spring term.....	67	85	103	80	86		
Fall term.....	72	57	79	75	55	37	50
Total number by terms..	237	251	295	245	257	37	50

The central or high school is kept in the old Congregational Church, in which at the present time are one hundred and thirty-three pupils.

Of this number sixty-seven are in the higher English and Classical departments,

The number of those engaged in the study of the Latin and Greek languages is 19; Algebra and Geometry 18; Chemistry 5; Natural Philosophy 10; Physiology 15; Drawing 34. All the pupils receive instruction in vocal music, and more than sixty in elocution.

There are at the present time eight teachers employed in the several schools, as follows:

Central School—D. Y. Kilgore, Mrs. Angela F. Kilgore, Miss Harriet Gorsline.

Brick School House—Miss Abby L. Kilgore, Miss Eliza G. Randall.

School House in 1st ward—Miss Kate S. Wright, Miss Hattie E. Thompson.

School in 3d ward—Miss J. Ellen Rowell.

In addition to the above Mr. F. F. Mackay has been engaged as teacher of reading and elocution, and Miss Olive Stimson as teacher of vocal music, both of whom devote one hour each day to their respective classes.

The influence of singing as a daily exercise has already been productive of the most salutary results.

The government of the schools is designed to be Democratic—to secure implicit obedience to proper, self imposed regulations, by cultivating a love of right instead of the fear of punishment.

Scholars are taught that it is more noble to govern themselves than to render government necessary on the part of others. Not a single instance of insubordination has occurred during the past year. The scholars, without exception, have shown that regard for their teachers which seldom exists under arbitrary rule. And indeed an occasional transgression is less to be dreaded than that rigid, half military discipline which too often creates disgust, and sometimes rebellion in the mind of an independent, manly pupil, while it disheartens and perhaps crushes a more timid nature. Not more than two or three instances of profane language have come to the knowledge of the teachers during the year.

In short a more intellectual or more unexceptionable class of pupils than have attended the public schools can not be found in the city. I say this in justice to those of whom, as a class, some persons more interested in private than in public schools, have spoken disparagingly, with the most flagrant injustice and entire disregard of the truth.

Until we have suitable school houses I have no objection to private schools. But no one can be insensible to the fact that the same influence now exerted to sustain these, employed in behalf of the public schools would soon remedy the evils we all deplore, and place within the reach of every child—without money and without price—the highest educational privileges. Every dollar employed to sustain private or select schools is so much invested at the expense of the public. No man can serve two masters—if his patronage is given to sustain individual enterprise in educating the children of the few—if his interest is in private schools, for these will be his efforts; and the public schools deprived of his influence, will suffer in the same proportion.

In a country like ours, where the ballot of an ignorant and degraded man has equal influence with that of an intelligent and virtuous one, the right education of the *many*, is of the utmost importance.

To neglect this is to jeopardize the dearest interests of the race, and turn backward the car of human progress.

It is a matter of regret, that a portion of those who have formerly attended the public schools, have been taken out, and if sent to school at all, are sent where the peculiar religious creed of their parents is the distinguishing feature of their education. How much better it would be for them, and for society, in which they will mingle, if parents would insist upon the inculcation of only important and universal moral truths in the school room, which are admitted to be orthodox by all, until by appropriate mental discipline, their children become capable of appreciating testimony respecting the creeds of all parties in politics and all sects in religion. To fill the minds of children with metaphysical speculations in religion, which even mature minds do not comprehend, is absolutely and forever injurious. Mind is elastic, and whenever it is confined in too narrow limits by unnatural pressure, there is danger of too great reaction when the weights are removed. If, therefore, parents desire their children to avoid that radicalism, on the one hand, which would overthrow all institutions whether good or evil—and that conservatism, on the other, which clings to the grossest barbarisms of the past, which denies all progress and makes evil a finality; if they would have them instrumental in preserving whatever in human institutions is right and reforming what is wrong, they should strive to develop intellect in accordance with its own laws, instead of compelling obedience to the laws of sect.

It is matter of regret, that in consequence of the action of the City Council we are still destitute of good school houses. I should be tempted to reiterate what was contained in my last year's report, with increased emphasis, were it not certain that as soon as the season will permit, new school buildings will be erected which will remove that stain upon the reputation of our beautiful city. Then, instead of being behind the inhabitants of such places as Waukesha, Beaver Dam, and Whitewater, in the matter of public education, we shall have school edifices worthy the intelligence of our citizens and which will do credit to the capital of Wisconsin.

The opinion, to some extent, prevails that for the present we need only the buildings for primary schools. That these are imperatively demanded at the present time, no one will deny; but would it not be wiser to make some provision for those now in the high school department, most of whom will have no other opportunity for their education, and will soon leave the school room to take part in the earnest realities of life? To this class of advanced pupils one year's instruction is of

more consequence than two or three years can be to the children in the primary schools, many of whom would be actually benefited by remaining a few years longer in the nursery. But it is not necessary to have any class of pupils unprovided with ample school accommodation. By a proper use of the money which is already provided for school houses, and that which may be raised the coming year without difficulty, we may erect a sufficient number of primary school buildings to accommodate all the scholars belonging to that department, and one central or high school house where the more advanced may become fitted to enter the University or upon the duties of any sphere in which they may be called to labor. In the Seventeenth Annual Report of the Secretary of the Massachusetts Board of Education I find the following remarks touching this subject: "High schools are a part of our common school system and in harmony with it. In this respect they differ from Academies,—Academies belong to a few stockholders, high schools to the town. If an Academy loses its vitality a town has no remedy; but if a high school falters it is the privilege of the town to give it direction and supply it with energy. The intellectual fervor and enthusiasm in high schools belonging to the town—every tax payer helps to create them and every scholar is benefited by them; but in academies these belong only to the *few*." Says the Superintendent of public instruction of Maine: "The highest department in a system of graded schools is usually denominated the high school. Wherever this system has been established, whether in the city, as a part of a complete system, or in towns, sustained by the union of all, or even two or three contiguous, *it has never failed, when properly constituted and conducted, to receive universal favor and approbation.* It greatly increases the advantages to be derived from our common schools. It furnishes to all, to the poor as well as the rich, the means of securing a complete English education. The high school exerts a most salutary influence upon the lower schools; stimulates the efforts of teachers; increases the exertions of scholars by the hope of promotion; economizes labor by enabling the teachers to give thorough and systematic instruction to a much larger number of pupils; furnishes, in due time, well qualified teachers for all the schools of lower grade; affords an opportunity for thousands to obtain an education of a higher order, who without such aid, would be doomed to pass through life with the mere rudiments; evokes genius; develops talent, and draws out those intellectual and moral resources, which the spirit of the age and the highest interests of the State demands; it supercedes the necessity of private schools, and thus relieves the community of sustaining a two-fold system of education.

There are no better schools in the commonwealth than some of our public high schools, and to these families of the highest character now prefer to send their children.

This makes our schools common in the best sense of the word, common to all classes, nurseries for a truly republican feeling, public sanctuaries where the children of the commonwealth fraternally meet and where the spirit of caste and of party can find no admittance."

The Superintendent of schools in Pennsylvania, speaking of the Philadelphia high school, said: "The influence exerted by the high school upon the other schools is very apparent and highly beneficial. The pupils of the lower schools look forward to admission into it as a most desirable promotion, which operates as a stimulus to excite them to an earnest application to the acquisition of learning." In Philadelphia, the number of pupils in attendance upon the public schools for nineteen years after the establishment of public schools in that city, was less than seven thousand, whereas in six years after they established a high school the number increased to more than thirty-four thousand.

Well may the Board of Education in that city remark: "*the influence of the high school upon the other schools is believed to be worth more than all it costs, independent of the advantages received by its actual pupils.*"

Says an educationist in Providence, R. I.: "The high school was the only feature of our new system which encountered much opposition.

"It was opposed because it was 'aristocratic,' 'because it was unconstitutional to tax property for a city high school,' and for all such reasons."

But the school was opened, and now it would be as easy to strike out any feature in the system as this. [Says a gentleman from Brattleboro, Vermont: "The high school is now based upon a foundation not to be shaken, for it has taken deep root in the affections of the community, and is sustained and cherished by the most ardent exertions and wishes of all for its prosperity and perpetuity. In the same school room, seated side by side, according to age and attainments, are children representing all classes and conditions of society; the scholar whose

father pays a school tax of thirty-five dollars, by the side of another whose tax is five cents. Envy and jealousy have given place to kindness and respect. Such was *not* the case when we had four select schools in this town—not one of which now remains. The high school belongs to each parent, a patrimony which they leave to their children; an inheritance indefeasible except by their indifference; and that it may not depreciate in value, they are constant in their visits and attention.”—The Principal of the Boston high school thus writes :

“About one third of the pupils are sons of Merchants; the remaining two-thirds are sons of mechanics and others. Some of our best scholars are sons of coopers, carpenters and day laborers. Indeed, the school is a perfect example of the poor and rich meeting on common ground, and on terms quite democratic.” Another gentleman of large experience as an educator says that, “but for the existence of the high school, full three-fourths of those who have been its pupils would, most probably, never have enjoyed the opportunity of receiving more than the lowest rudiments of knowledge. These are the results which should surely commend the high school to the calm judgment and decided support of the great mass of community and, indeed, of every philanthropist.”

Testimony like the above, from the most experienced educators in this country, might be multiplied to almost endless extent. Our confidence in the enlightened judgment of our fellow-citizens forbids even a fear of procrastination in a work so glorious.

Some dissatisfaction has been expressed by individuals respecting the law regulating the schools of this city. It should be sufficient, it would seem, to remove objections to imaginary defects to remark, that in all its essential features it is identical with the laws for the government of the best schools in Massachusetts, Rhode Island, Connecticut, New York and Ohio—which is the result of many years' experience in testing the value of other systems.

The power our law gives into the hands of the Board of Education is no greater than is absolutely necessary to establish a complete system of public education. Observation, if not experience, should teach us that those provisions in our school law which effectually eschew politics, should be preserved inviolate, and that the people are quite as capable of choosing the members of the Board of Education as their representatives constituting the Common Council. Instead of finding fault with

the Statute it would be wiser to carry out its objects—for I am persuaded that whatever defects have been charged upon the law, with much greater propriety, might have been attributed to noncompliance with its provisions.

The compensation at present afforded to the teachers in the intermediate and primary departments is far too small. Some of our teachers have resigned on account of the great disproportion of their salaries to the labor required. Many of our country districts pay female teachers two dollars per week more than any of our assistant teachers receive. We must increase the salaries of teachers if we would have those of the first rank; such as attend teachers' associations and institutes, and strive to keep up with improvements constantly made in the art of teaching. We all feel a deep interest in the material resources of our city; in its railroad connections; its water power; advantages for commercial and mechanical pursuits; in its central position, surrounded by an agricultural region seldom surpassed; in the variety and beauty of its natural scenery, so rare as to bring all experiences in travel to enlarge its fame.

But all these, however magnificent, are small in comparison with that power of the human mind which is able to see the beauty of all outward things and penetrate the hidden mysteries and laws which constitute the domain of science. The highest prosperity of Madison can be promoted only by that liberality and zeal in behalf of the public schools which will secure the most perfect mental and moral culture of every child within its limits.

Respectfully submitted,

D. Y. KILGORE,

City Superintendent of Schools.

Madison, January 15th, 1857.

Treasurers' Report.

STATEMENT SHOWING THE FINANCIAL TRANSACTIONS OF THE BOARD OF EDUCATION FOR THE YEAR 1856.

L. J. FARWELL, *Treasurer*, in account with Board of Education.

		<i>Dr.</i>
1856.		
January 20,	To balance on hand (see last Report),	\$199 75
March 29.	To amount received of D. Holt, Town Superintendent.	500 00
July 8.	To amount received of G. C. Albee, Village Treasurer	392 68
July 8.	To amount received of D. Holt	188 00
July 25.	To amount received of D. Holt	100 00
August 2.	To amount received of D. Holt	83 33
		<hr/>
		<i>Cr.</i> \$1463 76
February 5.	By amount paid D. Y. Kilgore.....	\$100 00
" "	" " Miss Beach	40 00
February 21.	" " Atwood and Rublee.....	5 50
" "	" " D. Horton	4 00
" "	" " D. Y. Kilgore (sundries) ..	10 00
" "	" " J. Y. Smith	5 00
" "	" " Rublee and Gary	45 75
" "	" " S. Parker	59 50
April 1.	" " D. Y. Kilgore and Teachers	394 00
" "	" " Adams and Wilson	52 57
April 4.	" " D. S. Durrie	12 52
" "	" " M. E. Church	75 00
" "	" " Miss L. Beach	58 73
" "	" " Miss R. S. Wright	80 00
" "	" " Strong, Crapo, & Russell..	3 71
April 9.	" " Weed & Eberhard.	29 18
April 14.	" " Miss Thurston	35 00

April 19.	By amount paid W. M'Kay	33 33
April 21.	" " H. Bowen	6 00
"	" " L. B. Vilas	6 00
"	" " C. Albee	6 00
April 23.	" " R. Hale	5 00
April 26.	" " S. Kniffin	6 00
May 10.	" " Tibbits & Gordon	18 31
May 12.	" " D. Y. Kilgore	100 00
May 17.	" " O. C. Buck & Co.,	5 09
May 27.	" " D. Y. Kilgore	100 00
July 25.	" " D. Y. Kilgore	200 00
August 23.	" " Mrs. Boyd	8 00
August 27.	" " C. Albee	4 00
		<hr/>
		\$1508 19
Over-paid		\$44 43

L. W. HOYT, *Treasurer*, in account with Board of Education.

1856.

Dr.

Sept. 27.	To amount received of J. J. Starks, City Treasurer	\$600 00
1857, Jan. 2.	" " " " " "	3500 00
" Jan. 8.	To amount received of David Holt, Town Superintendent	313 60

1856.

Cr.

\$4413 60

Sept. 27.	By amount paid Miss A. F. Thurston	\$40 00
"	" " D. Y. Kilgore	100 00
"	" " Miss A. F. Thurston	43 33
"	" " Miss E. Rowell	83 33
"	" " D. Y. Kilgore	100 00
"	" " K. S. Wright	86 66
October 29.	" " D. Y. Kilgore	140 00
1857, Jan. 2.	" " W. A. White (order)	39 00
"	" " W. M'Kay	33 33
"	" " Johnston & Harvey (judgt.)	1400 00
"	" " M. E. Church	75 00
" Jan. 3.	" " D. Y. Kilgore (for sundries)	121 55
"	" " Mrs. A. F. Kilgore	33 33
"	" " Miss E. Rowell	33 33
"	" " Miss J. E. Rowell	33 33

1867, Jan. 3.	By amount paid Miss E. G. Randall.....	33 33
" "	" Miss Kate S. Wright	33 33
" "	" Miss H. E. Thompson	33 33
" "	" D. Y. Kilgore	100 00
" "	" Trustees Congrega. Church	50 00
" Jan. 5.	" Theodore Olsen	7 00
" "	" Levi M. Vilas	4 63
" "	" D. Y. Kilgore	100 00
" "	" Monroe Ingalls	25 00
" "	" Miss E. Rowell	50 00
" Jan. 7.	" Trustees Congrega. Church	50 00
" Jan. 9.	" Johnston & Harvey.....	583 00
" "	" S. V. Shipman.....	102 00
" "	" D. Y. Kilgore	100 00
" "	" Miss J. E. Rowell	50 00
" "	" Miss Kate S. Wright.....	50 00
" "	" Miss H. E. Thompson.....	50 00
" "	" J. H. Foot	3 75
" "	" Mrs. A. F. Kilgore.....	50 00
" "	" J. S. Webster.....	9 85
" "	" J. W. Johnson	60 00
" "	" William M'Kay.....	33 33
" Jan. 10.	" H. F. Bond	75 29
" Jan 15.	" Grs. Bevet (on judgment).	375 00
		<hr/>
		\$4334 03
Balance in Treasury		\$79 57