



Annual report of the Board of Education of the city of Madison, for the year 1879.

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ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

OF THE

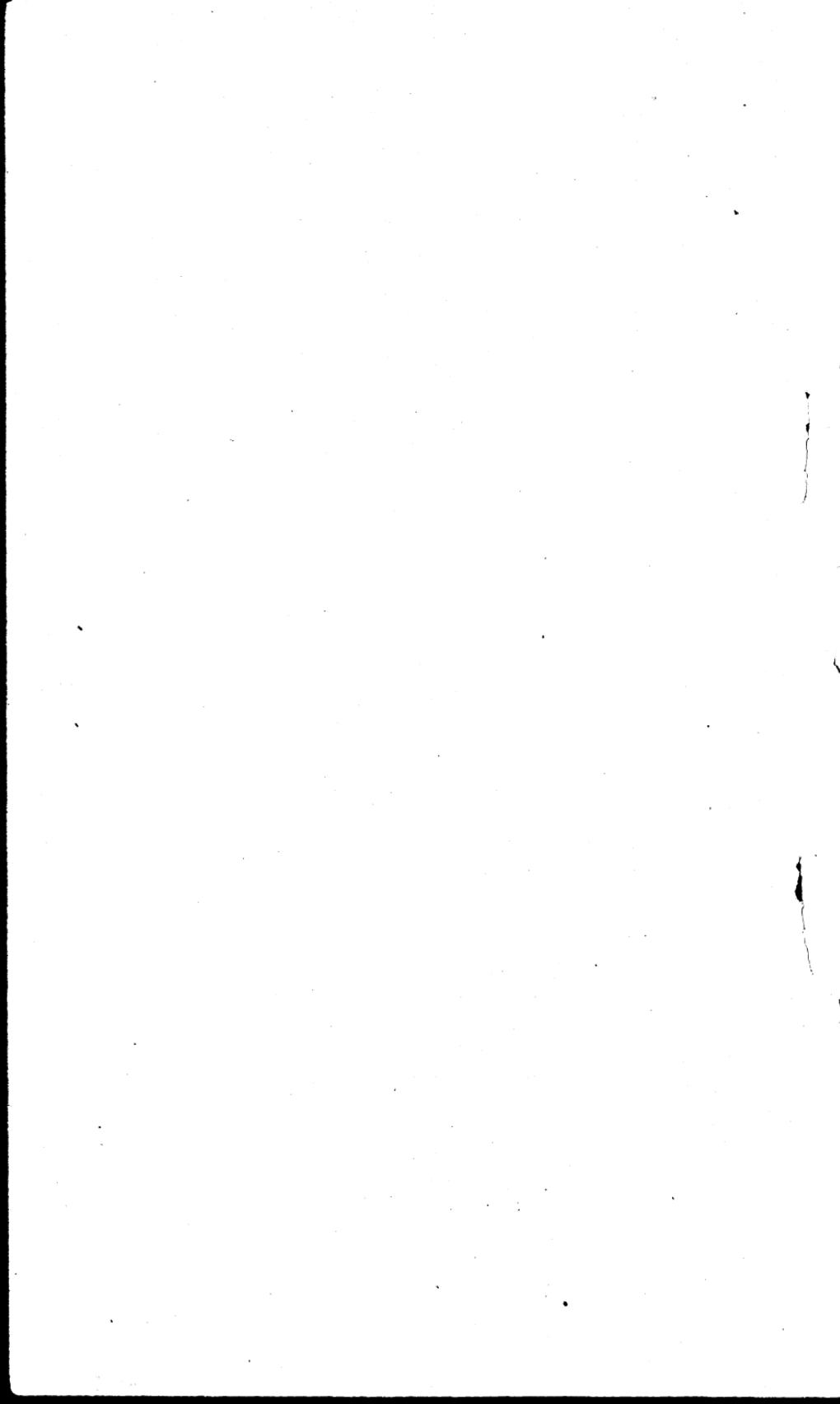
CITY OF MADISON,

FOR THE YEAR 1879.

PUBLISHED BY ORDER OF THE BOARD.

MADISON, WIS.

M. J. CANTWELL, BOOK AND JOB PRINTER, KING ST.
1880.



BOARD OF EDUCATION,

1880.

J. H. CARPENTER,.....	Term expires December, 1880.
CHARLES HINRICHES,.....	do..... 1880.
ELISHA BURDICK,.....	do..... 1881.
ALEXANDER KERR,.....	do..... 1881.
J. B. PARKINSON,.....	do..... 1882.
JOHN CORSCOT,.....	do..... 1882.
THE MAYOR,	<i>Ex-officio.</i>
WILLIAM HOBBINS,.....	do

OFFICERS.

PRESIDENT,

J. H. CARPENTER.

CLERK,

JOHN CORSCOT.

TREASURER,

ELISHA BURDICK.

COMMITTEES.

STANDING.

Finance—Messrs. HOBBINS, PARKINSON and THE MAYOR.

Building—Messrs. BURDICK, HINRICHES and CARPENTER.

Supplies—Messrs. BURDICK, HOBBINS and CORSCOT.

Text Books—Messrs. KERR, PARKINSON and CORSCOT.

Teachers—Messrs. CARPENTER, PARKINSON and KERR.

VISITING.

High School—Messrs. PARKINSON, HOBBINS and KERR.

First Ward—Messrs. HOBBINS and THE MAYOR.

Second Ward—Messrs. CORSCOT and THE MAYOR.

Third Ward—Messrs. HINRICHES and CARPENTER.

Fourth Ward—Messrs. KERR and BURDICK.

Fifth Ward—Messrs. PARKINSON and THE MAYOR.

BOARD OF INSTRUCTION

1880.

SUPERINTENDENT OF SCHOOLS,

SAMUEL SHAW.

HIGH SCHOOL.

SAMUEL SHAW, Principal,	<i>Natural Science.</i>
HELEN D. STREET, VICE-PRINCIPAL,	<i>Greek and Latin.</i>
HATTIE A. M. READ, PRECEPTRESS,	<i>Natural History and English Literature.</i>
THERESA FAVILL,	<i>French.</i>
P. H. PERKINS,	<i>Book-Keeping and Mathematics.</i>
FANNIE A. WALBRIDGE,	<i>German and Latin.</i>
HENRY L. RICHARDSON,	<i>History.</i>
ABBY STUART,	<i>Latin and English.</i>
T. H. BRAND,	<i>Music.</i>

FIRST WARD.

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

SECOND WARD.

JENNY LL. JONES, Principal,	<i>Second Grammar.</i>
MARY McGOVERN,	<i>First Grammar.</i>
ANNIE M. ROBY,	<i>First Grammar.</i>
ISABELLA LAMONT,	<i>Second Primary.</i>
H. M. EGGLESTON,	<i>First Primary.</i>

THIRD WARD.

MARGARET GALBRAITH, Principal,	<i>Second Grammar.</i>
IDA BENNETT,	<i>First Grammar.</i>
ADDIE MOODY,	<i>Second Primary.</i>
NELLIE M. WILLIAMS,	<i>Second Primary.</i>
IRENE LARKIN,	<i>First Primary.</i>

NORTHEAST DISTRICT.

E. T. PACKARD,	<i>Primary and Grammar.</i>
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LITTLE BRICK.

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

LOTTIE E. RICHMOND, Principal,	<i>Second Grammar.</i>
MARY H. CLARK,	<i>First Grammar.</i>
LUCY A. RICE,	<i>Second Primary.</i>
MARY L. BURDICK,	<i>First Primary.</i>

FIFTH WARD.

HATTIE O. THOMS, Principal,	<i>Second Grammar.</i>
JENNIE MCMILLAN,	<i>First Grammar.</i>
NETTIE L. PORTER,	<i>Second Primary.</i>
EMMA A. PAUL,	<i>First Primary.</i>

School Calendar.

WINTER TERM—Commencing January 5th; ending March 26th.	1880.
SPRING TERM—Commencing April 12th; ending July 2d.	"
FALL TERM—Commencing September 6th; ending December 3d.	"
WINTER TERM—Commencing January 3d; ending March 25th.	1881.

Office Hours of Superintendent—From 8:30 to 9:00 A. M.

SUPERINTENDENT'S REPORT.

MADISON, Wis., January 1st, 1880.

To the Board of Education:

GENTLEMEN:—Need I remind you that another year has passed away, another link been welded into the chain of limited duration? Alas! its changes are so apparent that they need no pointing out. The evidences of its swift progress are seen around us, are felt within us. Its disappointments, its sicknesses, its bereavements have filled with gloom the hearts of not a few of our fellow-citizens. Those recently made fatherless are in our midst for sympathy and counsel. Their silent plea shall not be disregarded.

Yet the year 1879 has not been to us wholly one of gloom. Our cup has contained many joys. Time would fail to enumerate them; possibly the return of material prosperity is not the greatest among the number.

But the proper question for us to answer in this connection is, what of the local public schools? I shall come to that ere long and give it due consideration; but first I beg to dwell on one point of general interest to those who patronize the common school, and in fact to those who do not. I allude to

THE BIBLE IN SCHOOL.

I am well aware that this is a delicate subject to handle. Nearly every one has taken sides upon it, and not a few on both sides are excessively pugnacious holding their views without charity, confident that at least upon this point their judgment is quite infallible. Whosoever is not in full accord with

these people is unsparingly condemned, and such sweeping condemnation is not eagerly sought after by any of us. Again, even when we try to be fairminded and impartial we are compassed about with infirmities, among which, those prejudices of which we are wholly unconscious are not the least dangerous. So that, try we ever so hard, our bias of mind will not allow us to reach those conclusions that wiser and more perfect beings would reach. I shall try to keep this truth in mind in writing what follows; and shall hold to my conclusions loosely, feeling that time may indicate to me a better way.

RETROSPECTIVE.

In the earlier history of the race, when a man was not only the teacher of his children but their priest and *chief magistrate* also, the question which now perplexes us regarding religious teaching was not raised. Then, he could educate his family as he saw fit, physically, intellectually, morally, religiously. In later times, when education was transferred to the priesthood, no dispute arose concerning moral and religious culture; for it was taken for granted by the parent that the faith and practice of the teacher would become the faith and practice of the taught. In these times wherever there is a union of church and state, the position is similar to the last if not identical with it.

But our own government is a peculiar one. There can be no doubt that the great majority of the early settlers of this country were persons of intense religious convictions; they were also strongly in favor of education, looking upon this as something wellnigh indispensable to the religious life. This statement is especially true of the settlers of most of the New England colonies. I make the following quotation upon this subject:—"They (the first settlers) came with earnest religious convictions, made more earnest by the trials of persecution. The fundamental articles of their religious creed that the Bible was the only authoritative expression of the divine will, and that every man was able to judge for himself in its interpretation, made schools necessary to bring all persons to a knowl-

edge of the **Scriptures** and an understanding of the main grounds and principles of the Christian religion necessary to salvation. These men would naturally seek for their own children the best opportunities of education which could be provided; and it is the crowning glory of these men, that, instead of sending their own children back to England to be educated in grammar schools and universities, they labored to establish free grammar schools and a college, here amid the stumps of the primeval forest; that instead of setting up 'family schools' and 'select schools' for the ministers' sons and the magistrates' sons, the ministers and magistrates were found—not only in town meeting, pleading for an allowance out of the common treasury for the support of a public or common school, and in some instances for a 'free school'—but among the families, entreating parents of all classes to send their children to the same school with their own. All this was done in advance of any legislation on the subject."

Of course, these people were homogeneous in religious sentiment, at least in their attitude to the Bible; hence it found a place in the schools, and was freely used. The ministers who visited their schools as a part of their parochial duty took great pains to ascertain what progress was made in biblical and other knowledge, and reported to the people from time to time as opportunity offered.

Yet, if I read history aright, our Puritan forefathers who possessed so many grand elements of character, were not noted for their religious toleration. William Penn, the Quaker, Lord Baltimore, the Roman Catholic, far surpassed them in a spirit of liberality toward other *christian* denominations. Witness the Great Law of Pennsylvania, the Charter of Maryland in confirmation of what I affirm. Hear William Blackstone assert that he was as dissatisfied with the yoke of the "lords brethren" in Boston as with that of the "lords bishops" in England. It was, however, reserved to Roger Williams to impress upon the plantations of Providence and Rhode Island the idea of religious toleration; the idea that the civil power has no right to interfere with the religious opinions of men. This

idea was subsequently embodied in the laws of Rhode Island, of which it has been said:—"They are the first legal declaration of liberty of conscience ever adopted in Europe or America." We see that the views of Roger Williams on this subject have become the views of the American people; and yet it may be well to remark here before passing, that while we have adopted his sentiments on religious freedom, he or his people cannot be said to have given us our public school system; for it is certain that the common schools of Rhode Island, with scarcely an exception, have until quite recently been lamentably inefficient. The Puritans deserve the credit of this movement, which is perhaps glory enough for one sect. The names of Connecticut and Massachusetts will forever be associated with the pioneer public school system of America. Their sagacity for organizing, their enthusiasm for learning, opened a highway for acquiring knowledge which has now been extended across the continent.

Let us next consider

THE LEGAL ASPECT

of the Bible in school. The constitution of the United States provides that no religious test shall ever be required as a qualification to any office or public trust under the United States. Article 1st of the Amendments contains this language: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."

Article 1st of the Constitution of Wisconsin contains the following provisions:

Section 18. "The right of every man to worship Almighty God according to the dictates of his own conscience shall never be infringed, nor shall any man be compelled to attend, erect, or support, any place of worship, or to maintain any ministry against his consent. Nor shall any control of or interference with the rights of conscience be permitted, or any preference be given by law to any religious establishments or mode of worship. Nor shall any money be drawn from the treasury for the benefit of religious societies or religious or theological seminaries."

Section 19. "No religious tests shall ever be required as a qualification for any office of public trust under the State, and no person shall be rendered incompetent to give evidence in any court of law or equity, in consequence of his opinions on the subject of religion."

The germ of our common school law in Wisconsin is Section 3d, of Article 10, of the State Constitution, which reads as follows: "The Legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable, and such schools shall be free and without charge for tuition to all children between the ages of four and twenty years, and no sectarian instruction shall be allowed therein." The Legislature carried out the intent of the constitution by enacting thus: "The (district) board shall have power to make all needful rules for the government of the schools established in the district." The same power is substantially conferred upon the Board of Education of the city of Madison, by chapter 295 of the Laws of 1861. At the risk of being called tedious, I have given the above quotations, in order that our knowledge on this subject may be specific and exact rather than nebulous. With the same object in view, I now proceed to introduce the action of our courts upon the subject.

The constitution of Massachusetts contains a declaration of religious freedom to the effect, that no subordination of any one sect or denomination to another shall ever be established by law. It provides that the moneys raised by tax or appropriated by the State for common schools shall never be appropriated to any religious sect for the maintenance, exclusively, of its own school. In the case of *Spiller v. Inhabitants of Woburn*, which came before the Supreme Court of Massachusetts, in 1866, the decision was made that the school committee of a town may lawfully pass an order that the schools thereof shall be opened every morning with reading from the Bible and prayer, and that during the prayer each scholar shall bow the head, unless his parents request that he shall be excused from doing so; and may lawfully exclude from the school a scholar who refuses to comply with such order, and whose parents refuse to request

that he shall be excused from doing so. I quote from the opinion of the Court as given by Chief Justice Bigelow: "The power of the school committee of a town to pass all reasonable rules and regulations for the government, discipline and management of the public schools under their general charge and superintendence is clear and unquestionable. Equally clear is it that the committee of the town of Woburn did not exceed their authority in passing an order that the Bible should be read and prayer offered at the opening of the school on the morning of each day. No more appropriate method could be adopted * * * * to impress on the minds of children and youth * * * * the principles of piety and justice, and a sacred regard for truth. We do not mean to say that it would be competent for a school committee to pass an order or regulation requiring pupils to conform to any religious rite or observance, or to go through with any religious forms or ceremonies which were inconsistent with or contrary to their religious convictions or conscientious scruples. But we are unable to see that the regulation with which the plaintiff was required to comply can be justly said to fall within this category."

The constitution of Maine contains a similar provision for religious freedom to that of Massachusetts; but it makes no allusion to religion in that portion which authorizes the establishment of schools.

In the case of *Donahoe v. Richards*, which came before the Supreme Court of Maine in 1854, relating to the use of the Bible as a text-book in school, the decision was reached that a requirement by the superintending school committee that the Protestant version of the Bible shall be read in the public schools of their town by the scholars who are able to read is in violation of no constitutional provision, and is binding upon all the members of the schools, although composed of divers religious sects. Judge Appleton in behalf of the court said: "This government rests upon the great constitutional axiom 'That all power is inherent in the people.' It fully and implicitly relies upon them, and if that reliance fails, then this ex-

periment of self-government must be regarded as a failure. * * * * If one sect may object, the same right must be granted to others. This would give the authorities of any sect the right to annul any regulation of the constituted authorities of the State. It is placing the legislation of the State in the matter of education at once and forever in subordination to the decrees and teachings of any and all sects. * * * * The right as claimed, undermines the power of the State. It is, that the will of the majority shall bow to the conscience of the minority or of one."

In Ohio, the constitution provides that no preference shall be given by law to any religious society, nor shall any interference with the rights of conscience be permitted. It further provides, that no sect shall have any exclusive right to any part of the school funds of the State. In the famous case of the Board of Education of Cincinnati *v.* John Miner, et al., before the Supreme Court of Ohio, it was decided that the constitution does not enjoin religious instruction; further, that the Legislature had placed the management of the schools under the exclusive control of directors (Boards of Education,) and that the courts have no right to interfere by directing what instruction shall be given therein.

I quote from the unanimous opinion of the court as presented by Judge Welch: "We are told that this word 'religion' must mean 'Christian religion,' because 'Christianity is a part of the common law of this country,' lying behind and above its constitutions. If Christianity is a *law* of the State, like every other law, it must have a *sanction*. Adequate penalties must be provided to enforce obedience to all its requirements and precepts. No one seriously contends for any such doctrine in this country, or I might almost say in this age of the world. The only foundation, rather the only excuse for the proposition that Christianity is part of the law of this country, is the fact that it is a Christian country, and that its constitutions and laws are made by a Christian people. And is not the very fact that those laws do *not* attempt to *enforce* Christianity, or to place it upon exceptional or vantage ground, itself a strong evidence

that they *are* the laws of a Christian people, and that their religion is the best and purest of religions? It is strong evidence that their religion is indeed a religion 'without partiality,' and therefore a religion 'without hypocrisy.' True Christianity asks no aid from the sword of civil authority. It began without the sword, and wherever it has taken the sword, it has perished by the sword. Its weapons are moral and spiritual, and not carnal. Armed with these, and these alone, it is not afraid nor 'ashamed' to be compared with other religions and to withstand them single-handed. And the very reason why it is not so afraid or 'ashamed' is that it is not the 'power of man' but the 'power of God' on which it depends. True Christianity never shields itself behind majorities. Nero and the other persecuting Roman emperors were amply supported by majorities, and yet the pure and peaceable religion of Christ in the end triumphed over them all. And it was only when it attempted itself to enforce religion by the arm of authority that it began to wane. A form of religion that cannot live under equal and impartial laws ought to die, and sooner or later must die.

Legal Christianity is a solecism, a contradiction of terms. When Christianity asks the aid of government beyond mere *impartial protection*, it denies itself. Its essential interests lie beyond the reach and range of human governments. United with government, religion never rises above the merest superstition; united with religion, government never rises above the merest despotism; and all history shows us that the more widely and completely they are separated, the better it is for both. * * * If it be true that our law enjoins the teaching of the Christian religion in the schools, surely then all its teachers should be Christians. Were I such a teacher, while I should instruct the pupils that the Christian religion is true and all other religions false, I should tell them that the law itself was an *unchristian* law. One of my first lessons to the pupils would show it to be unchristian. That lesson would be 'Whatsoever ye would that men should do to you, do ye even so to them; for this is the *law* and the *prophets*.' I could not look

the veriest infidel or heathen in the face, and say that such a law was just, or that it was a fair specimen of christian republicanism. * * * Three men—say a Christian, an Infidel, and a Jew—ought to be able to carry on a government for their common benefit, and yet leave the religious doctrines and worship of each unaffected thereby. If they are sensible and fair men they will so carry on their government. If they are not sensible and fair men, they will be apt to quarrel about religion, and in the end have a bad government, and a bad religion, if they do not destroy both. Surely they could well and safely carry on any other business without involving their religious opinions. Government is an organization for particular purposes. It is not almighty and we are not to look to it for everything. The great bulk of human affairs and human interests is left by any free government to individual enterprise and individual action. Religion is eminently one of these interests, lying outside the true and legitimate province of government."

The question of the Bible in school has never come before the Supreme Court of Wisconsin; so we have to content ourselves with decisions rendered for other portions of the union whose state constitutions are similar to our own.

Judging from the opinions which I have just cited, there can be no doubt that the whole subject of religious instruction in our public schools is left in the hands of the local boards, subject however to the restriction, "No sectarian instruction shall be allowed therein," as found in Article X.

I cannot presume to predicate what our court would decide sectarian instruction to consist of. Sect in a specific sense, means a denomination which dissents from an established church; in a more general sense, it means a religious denomination. There are those in our country who hold that Christianity is the sectarianism of more than one sect. I confess I do not believe this, particularly when I consider the historic relations of this government to Christianity, and its present attitude upon the taking of oaths, prayer before legislative bodies, religious exercises in benevolent and penal institutions, and some other things that might be mentioned. Besides, if

we hold that Christianity is sectarian, where can we stop? Is there any portion of the *religious* belief of a single individual in this country that is accepted by every other individual in the country? If not, *sectarianism* is a synonym for *religion*, and thus perhaps the smallest sect in the country, the *irreligious*, are recognized and protected in the management of our schools, while the vast majority including all other sects are not.

But whatever view of defining sectarianism may be adopted, one other question closely connected with the subject in hand ought not to escape our attention. It is this. What relation does our government sustain to morality? A most intimate relation. The great body of our law, whether written or unwritten, appertains to our duty to our fellow-men. On what system of ethics is that law based? Is it on the teachings of Confucius or Socrates? Much of the same nature as they taught is without doubt embodied in our laws; but this does not prove that they rest upon the doctrines of those men. Can there be any doubt that the morality which our laws require is a Christian morality? That the fundamental law underlying our constitutions and statutes is the moral law of the Scriptures? It cannot be denied that the laws on divorce in certain states do not conform to Christ's teachings on the subject, and there are other departures. Yet this fact does not prove anything contrary to what has just been affirmed.

Now while our government is exceedingly tolerant about religious beliefs, it punishes with swift justice any infraction of the morality which its laws inculcate. I cannot more clearly set forth the truth of this statement than to refer you to the recent case of *Reynolds v. the United States*, referring to polygamy, tried before the Supreme Court of the nation. The court ruled, that a party's religious belief cannot be accepted as a justification for his committing an overt act, made criminal by the laws of the land. Chief Justice Waite, in behalf of the court, says: "Laws are made for the government of actions; and while they cannot interfere with mere religious beliefs and opinions, they may with practices. * * Can a man excuse his practices because of his religious belief? To permit this,

would be to make the professed doctrines of religious belief superior to the law of the land, and in effect to permit every citizen to become a law unto himself. Government would exist only in name under such circumstances."

Our commonwealth is certainly deeply interested in having its laws obeyed. Thus only can it continue to bless its citizens. Thus only can it endure. Its criminal ranks must be kept at the minimum. Have the public schools of Wisconsin anything to do with this? Upon what other ground can their further continuance be so well justified? Is it said that moral education should be remanded to the family and the church? Then why not so remand all education? If the State in her own schools cannot impart culture in that department where her interests most cluster, surely the vitality of the system is open to grave questioning. Wisconsin is not indifferent to this branch of education. Her laws referring the moral character of teachers indicate this. The children in her public schools are not to be subjected to the pernicious example of an immoral instructor. But is this all that can or ought to be done for them? Every efficient board of school officers go further. They see to it that the teacher insists upon the practice of correct morals among the children in their relations to each other and to the teacher; and frequently they adopt a rule authorizing the suspension of a pupil incorrigibly immoral. Is this all that should be attempted? Shall we have the benefit of example on the part of the teacher and habit on the part of the child, and omit precept entirely? I cannot think so. I readily grant that precept without the other two may go for naught; yet is it not true that the great moral teachers who have impressed themselves upon the race, did so largely by the preceptive method? Says Quick, in his Educational Reformers: "A few words of earnest advice or remonstrance, which a boy hears at the right time from a man (his teacher) whom he respects, may affect that boy's character for life." How many there are that can testify to the truth of this statement! If the preceptive method of teaching morals is granted, then the Bible has a place in our public schools; for it is the great exponent of the morals interwoven with our laws,

the central orb of our moral system. Blackstone says: "The law of nature being coeval with mankind and dictated by God himself is of course superior in obligation to any other. It is binding over all the globe, in all countries, and at all times. No human laws are of any validity, if contrary to this; and such of them as are valid derive all their force and all their authority from this original. But in order to apply this, it is still necessary to have recourse to reason. And if our reason were always, as in our first ancestor before his transgression, clear and perfect,—unruffled by passion, unclouded by prejudice, unimpaired by disease or intemperance, the task would be pleasant and easy. We should need no other guide but this. But every man now finds the contrary in his own experience. This has given manifold occasion for the benign interposition of divine Providence which hath been placed to discover and enforce its laws by an immediate and direct revelation. Upon these two foundations, the law of nature and the law of revelation, depend all human laws." Kent, in the Law of Nations, says: "The law of nations, so far as it is founded on the principles of natural law, is equally binding in every age and upon all mankind. But the christian nations of Europe, and their descendants on this side of the Atlantic, by the vast superiority of their attainments in arts and sciences and commerce, as well as in policy and goverment; and above all by the brighter light, the more certain truths, and the more definite sanction which Christianity has communicated to the ethical jurisprudence of the ancients, have established a law of nations peculiar to themselves."

True, the Bible teaches *religion* as well as *morals*; but the same may be said of the finest selections of English literature found in our readers and other school books. Even in Rhode Island, our guiding star to religious freedom, the school committees usually "recommend" that the schools be opened with the reading of the Bible, though they do not "require" it.

SHOULD MORAL AND RELIGIOUS TEACHING GO TOGETHER?

Right here the question is pertinent, should religion also be taught, or morality only? What is morality, what is religion? I insert the following definition: "The relation of moral and religious education should be carefully studied. In brief, it may be said that the former deals with the relations which mankind sustain to each other; and the latter with those which man as a spiritual being sustains to the Infinite Spirit. In the one, the principle addressed is that of conscience, in the other it is the spiritual instinct. In a certain sense, these two departments of education are independent; for conscience operates independently of religion; but a religious sanction is the strongest foundation for moral precept."

To a person who undertakes to teach morals at least two courses are open. 1st. To give the cumulative testimony of human experience past and present in favor of rectitude, appealing at the same time to the pupil's sense of right. 2nd. In addition to this, to advance the testimony of revelation as authoritative and final. Which of these is better for our schools? I shall summarize the leading arguments on the second plan pro and con.

In its favor are urged the following reasons:

1. The interest of the State is supreme to any individual or sectarian interest; therefore the most impressive mode of teaching morals should be used.
2. The public school reaches many children who have no other moral instruction, hence the religious phase of the subject should be presented them.
3. The fact that a good man dislikes to engage in war, does not exempt him from the liability to do military duty. This is a greater hardship, that he endures for the good of the country, than it would be to have his children listen to religious teaching which does not accord with his own views.
4. The organic forms which have led to our nation's greatness should not now be abandoned.
5. Prussia, with its heterogeneous materials of Protestants,

Catholics and Jews, has adopted a plan for religious instruction in the state schools which is efficient, yet liberal to all classes.

6. Scotland by another plan, the voluntary system, has also been successful in teaching religion in school.

7. Horace Mann said, "To the full consummation of so glorious a result, more is needed than mere training in morals. Religious education is requisite. By this is meant the teaching of those great truths of revelation in which all can agree, and which will cause men to know and reverence God, and love their fellow-men."

8. Daniel Webster, in his great speech on the Girard will, uttered the following sentiments: "The ground taken is, that religion is not necessary to morality; that benevolence may be insured by habit, and that all the virtues may flourish without touching the waters of the living spring of religious responsibility. So the Christian world has not thought; for by that Christian world, throughout its broadest extent, it has been and is held as a fundamental truth, that religion is the only solid basis of morals, and that moral instruction not resting on this basis is only a building upon sand."

9. In the farewell address of George Washington is found this language: "Let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle."

Against the combination of religious and moral instruction are found the following objections:

1. The same argument which demands the teaching of religion in the public schools for the good of the State would permit the establishment of Sunday-schools at State expense.

2. The idea of separating church from state, has been advancing for centuries, and should be followed out to its logical conclusion of complete non-interference on the part of both.

3. We ought not to expect the privileges and advantages of *all* governments under any *one* form of government. The

American plan is to recognize three distinct organisms, the family, the church, and the state; the first two should and must care for the religious life.

4. The religious condition of Prussia does not recommend the Prussian system of teaching religion.

5. The Scottish plan is a paradox; for it permits those children whose parents object to instruction in religion to be deprived of the same, and no doubt they are the ones who stand most in need of it. Thus, the poor are made poorer, and the rich richer.

6. By insisting upon religious instruction in our schools, we engender bitterness and feuds in neighborhoods, and alienate the sympathies of not a few tax-payers from our system of education.

7. Even denominational schools give but little religious culture. Quick says: "We have most of us the greatest horror of what we call a secular education, meaning thereby an education without formal religious teaching. But this horror seems to affect our theory more than our practice. Few parents ever inquire what religious instruction their sons get at Eton, Harrow, or Westminster. I am told that in amount at least it is quite insignificant; and I can myself vouch for the fact, that once upon a time the lower forms at one of these had no religious instruction except a weekly lesson in Watts' Scripture History."

8. Pestalozzi says: "The religious character depends much less upon learning the Scriptures and the catechism, than upon the intercourse of the child with a God-fearing mother and an energetic father. Religious education must begin with the birth of the child, and it is principally in the hands of the mother."

9. Madison, who had, more than any other man, to do with framing the Constitution of the United States, himself pure in life, orthodox in religion, says: "Religion is essentially distinct from human government, and exempt from its cognizance. A connection between them is injurious to both. There are causes in the human breast which insure the perpetuity of religion without the aid of the law."

I have tried to present with fairness both sides of the subject; it is for others to decide whether I have succeeded in doing so. Do you ask for my own opinion? I ought not to shrink from giving it; for among so many great lights as those referred to, my feeble spark can hardly attract attention. This is my present verdict. Whether religious instruction should be blended with moral depends much upon the district, very much upon the teacher; hence our law as it now stands is eminently wise, in allowing each board of education to decide the question for themselves; they are supposed to know somewhat of the views of their teachers; a great deal of the religious complexion of their district. They are within easy reach of their constituents and can be rotated out of office if they misrepresent them. Thus the majority rules, which is consistent with American doctrine in other directions. Yet the minority is protected from oppression by the constitutional provisions, and by their power to have their children excused from any exercise on the programme. Unless the voters in a district are unanimous, or nearly so, in wishing religious instruction in school as a means for moral culture, I believe it is better to confine attention to the latter, and try to have *every* pupil receive the benefit of such teaching.

Perhaps you ask why I have treated of this subject in my report. Because I have for some time felt that we need to put more thorough stress upon the morals of the rising generation; and our own city is not an exception. I believe it is not only our *privilege* but our *duty* to mould character for good in the public school. Failing to do so, all other excellencies will never atone for this defect. Failing to do so, will vitiate the intellectual atmosphere and rob it of its vitalizing properties. Failing to do so, is to poison our nation's water courses at their fountain-heads, and thus inaugurate a carnival of death. The State has a right to demand moral training and should demand it. To compel an istructor to teach religious tenets which he does not believe, is tyranny; to enforce the attendance of children that they may listen to religious doctrines contrary to those held by their parents, would be despotism. But to insist

upon a liberal moral culture in all the schools will speedily result in the purest republicanism. The State cannot afford to unfurl more canvass from the yard-arms without increasing at the same time the capacity of the helm. History lifts up its voice in solemn warning against such a course. Let us not on account of our religious differences ignore what is of transcendent interest to us all.

COMMERCIAL COURSE.

✓ Your High School curriculum for some years has been characterized by flexibility. There have been an Ancient Classical, a Modern Classical, and a Scientific course of study, to fit students upon graduation to enter the corresponding courses in the State University. Besides you have provided that pupils may omit all branches in these courses which are not considered work preparatory to college and receive a certificate from the principal of the school that will admit them without further examination to the Freshman Class of the University. You have also arranged an English Course for the benefit of those who can graduate from your high school but cannot enter college. A Review Course has been adopted in addition to these for those who expect soon to teach in rural districts. The above distribution of studies has in the main given satisfaction to the patrons of the school; and your recent inauguration of a Commercial Course has intensified their feeling of approbation. Any one who is at all conversant with our public schools knows that they embrace the children of all classes and conditions of society. The limitations of life are such that the vast majority of these cannot hope for a liberal education; they must be content with the rudiments of knowledge, unless by self-culture they can supplement in later life the work done for them by the schools. Hence the necessity of not disregarding the claims of the many, while we are supplying the demands of the few. Hence the wisdom of so arranging our school work that it shall guide outward to active life as well as upward to scholasticism. Not a few of those in your schools desire to follow commercial pursuits. Their tastes, their necessities indicate this as the

proper thing for them to do. Can the school give them any special helps in this direction? You have answered the question in the affirmative. You have said that the moneys you expend upon your High School shall not be wholly devoted to a preparation for higher education. (That these young people shall not be compelled to incur the expense of entering a commercial college in order to obtain even the rudiments of business knowledge.) You have determined that hence forth, book-keeping, commercial law, commercial arithmetic and kindred subjects shall have a place in your curriculum. The reasons which have impelled you to this step seem imperative; the arguments in favor of commercial instruction unanswerable. But the question at once arose where shall we begin this instruction? You decided to put it as far down in the course of study as possible, in order to help as many students as you could. Two facts have been pretty clearly developed. 1st. It cannot be profitably given, except in embryo, below the tenth year of school-work. 2d. At least three terms (one year) are needed to bring out proper results. The demand in your school for commercial education indicates that the room which you recently fitted up for this work may ere long prove too small; that the present commercial class will be the nucleus of a commercial department. Should this prove so, I predict that you will appreciate the situation, and fully provide for the necessities of the case.

COMPARATIVE EXPENSES.

It may not be out of place here for me to present some statistics regarding the cost of education in several cities of Wisconsin including our own. These figures have been gathered from the last report of the Superintendent of Public Instruction.

1.—NO. SCHOOL CHILDREN.

Fond du Lac.....	5,713
Oshkosh.....	5,409
Racine.....	5,287
La Crosse	3,968
Madison.....	3,951
Janesville	3,610
Appleton	2,478
Beloit.....	1,602

2.—MONEY PAID OUT.

Fond du Lac.....	27,578.44
Oshkosh	27,867.31
Racine	31,352.41
La Crosse.....	47,267.97
Madison.....	28,272.26
Janesville	19,710.44
Appleton	19,591.83
Beloit.....	18,650.67

3.—MONEY PAID TO TEACHERS.

	Male.	Female.	Total.
Fond du Lac.....	3,410.00	16,834.93	20,244.93
Oshkosh	5,000.00	15,795.40	20,795.40
Racine.....	6,000.00	13,209.50	19,209.50
La Crosse.....	6,950.00	11,524.00	18,474.00
Madison.....	2,850.00	11,490.63	14,340.63
Janesville	1,500.00	11,580.00	13,080.00
Appleton	3,780.00	8,098.00	11,878.00
Beloit.....	1,800.00	7,440.00	9,240.00

4.—*COST TO TEACH EACH PUPIL.

Fond du Lac.....	3.54
Oshkosh	3.84
Racine	3.63
La Crosse	4.65
Madison.....	3.65
Janesville.....	3.62
Appleton	4.79
Beloit.....	5.76

*Based on all the children.

5.—COST TO TEACH EACH PUPIL IN HIGH SCHOOL.

Fond du Lac.....	17.89
Oshkosh	17.49
Racine.....	20.93
La Crosse.....	37.58
Madison.....	19.25
Janesville	*
Appleton	18.88
Beloit.....	25.07

*Not reported.

REVIEW OF YEAR.

The recent school census for the city indicates a gain of sixty children of school age; Madison is evidently on the increase.

Last Spring, there was considerable sickness in the place. Scarlet fever prevailed; in some cases it took on the malignant form, and death ensued. No small degree of excitement existed in certain quarters: One private school was closed on account of the disease, and for a time it was feared that the public schools would be compelled to do likewise. The unfavorable effects would have been felt not only in our educational but our business interests as well. Happily those fears have not been realized. It is to be hoped that this dreadful scourge of childhood and youth will soon wholly disappear from our city.

It seems to be the opinion of our physicians that the present mild character of the disease is due to no small extent to the cleanly condition of Madison. You have tried to supplement the movement by thoroughly overhauling most of your school-houses during the long vacation, and they now present an appearance, inviting to the children, creditable to yourselves.

Your action during the year to hire a specialist to give instruction in singing is to be commended. The regular teacher may do something with this branch; but in a system of schools like ours, no marked results will be secured without the guidance of an expert. Thus far the singing in the Wards has excelled that of the High School. We hope this state of things will not last forever.

I can report favorably of the instructional force in your service. The teachers as a whole are studious, conscientious, enthusiastic. Some of the number would adorn any walk in life. I believe the experiment you are trying of engaging those by the year who are tried and faithful will prove successful, and will become the settled policy of the Board. Our teachers' meetings have grown in interest, markedly so in the ward section.

The High School was the largest during the year that it has ever been since its re-organization in 1874; it contained at one time in the spring term 245 members.

The graduating exercises occurred on the evening of July 3d, 1879. The following class song was composed by Miss Alice Lamb:

A legacy's been left us
By generations past,
Materials for building
A structure large and vast;
But each his own must fashion
With patience and with care,
To make his building lasting
And beautiful and fair.

Thus far we've built together,
We've worked on side by side,
We've laid the underpinning
Which through life must abide.
The master builders showed us
Where we should lay each stone,
That it might rest securely
And never be o'erthrown.

And now though we must leave them
And work in scenes apart,
The place of our first building
Is graven on our heart.
To those who're coming after
To build as we have done,
We'll leave our legacy unhurt
As we are passing on.

Farewell dear fellow builders,
Farewell sweet scenes of toil,
And may no future doing
Our past attainments soil.
Farewell, oh master builders,
Farewell each spot so dear,
Our smiles of joy are clouded
By parting's tender tear.

The subjects of the literary productions were as follows:

PART FIRST

What The World Wants,	JULIA. E. RAY.
Life's Opportunities,	ROSA FITCH.
Pride of Knowledge,	LILLIE BEECROFT.
What Shall it Be?	MARY WRIGHT.

PART SECOND.—*Competition for the Prize.*

Bitter-Sweet,	ALICE M. LAMB.
Woman as an Inventor,	SARAH CLARK.
Effects of Climate,	JENNIE LOVEJOY.
What is True Patriotism?	AUGUST C. UMBRITE.

The prize was awarded to Miss Sarah Clark on the basis of the markings given below:

Sarah Clark—Thought, 8 $\frac{3}{4}$; style, 9; delivery, 9; average per cent., 8.11-12.

Alice Lamb—Thought, 8 $\frac{1}{2}$; style, 8; delivery, 8.5-6; average per cent., 8.13-36.

Jennie Lovejoy—Thought, 7 $\frac{1}{4}$; style, 6 $\frac{1}{2}$; delivery, 7 $\frac{2}{3}$; average per cent., 7.5-36.

August Umbrite—Thought, 8; style, 7; delivery, 7; average per cent., 7 $\frac{1}{2}$

Besides the graduates whose names appear above, these four completed the commercial course and received diplomas:—EDGAR H. DOTY, CYRUS W. GUILE, SOPHIE KLAUBER, NETTIE M. ESTABROOK.

Before closing this report, I beg to thank you for your uniform kindness and support. Our relations, so far as I am concerned, have ever been of the most pleasant nature. Every measure that I have proposed has been calmly weighed and fairly decided. If it had sufficient merit, it was adopted and pushed forward. If not, we still differed, I trust, as gentlemen. Our action, thus far, has been conservative; I hope it will so continue. I am,

Yours with much respect,

SAMUEL SHAW,
City Superintendent of Schools.

REPORT ON GERMAN IN THE WARD SCHOOLS.

To the Board of Education:

The Committee appointed to consider the question of providing for the study of the German Language in the Madison Ward Schools, offer for the consideration of the Board the following suggestions:

The amount of money to be expended for the Ward Schools cannot be greatly increased; the recitation rooms cannot be duplicated, nor can trained teachers be procured who have the mastery of two languages; hence, in our opinion, the facilities for furnishing parallel lines of instruction in German and English do not exist in our city.

Your Committee consider it doubtful, whether, even if such facilities existed, it would be wise to make radical changes in the established course; since the present programme providing for the study of but one language sufficiently taxes the capacity of most of the school children. To require pupils, of grades below the High School, in addition to their present tasks to become familiar with the structure of a difficult language, would be to invite failure. Should the experiment be made, the probable result would be to render the pupils superficial in the required English branches, without giving them any adequate knowledge of German.

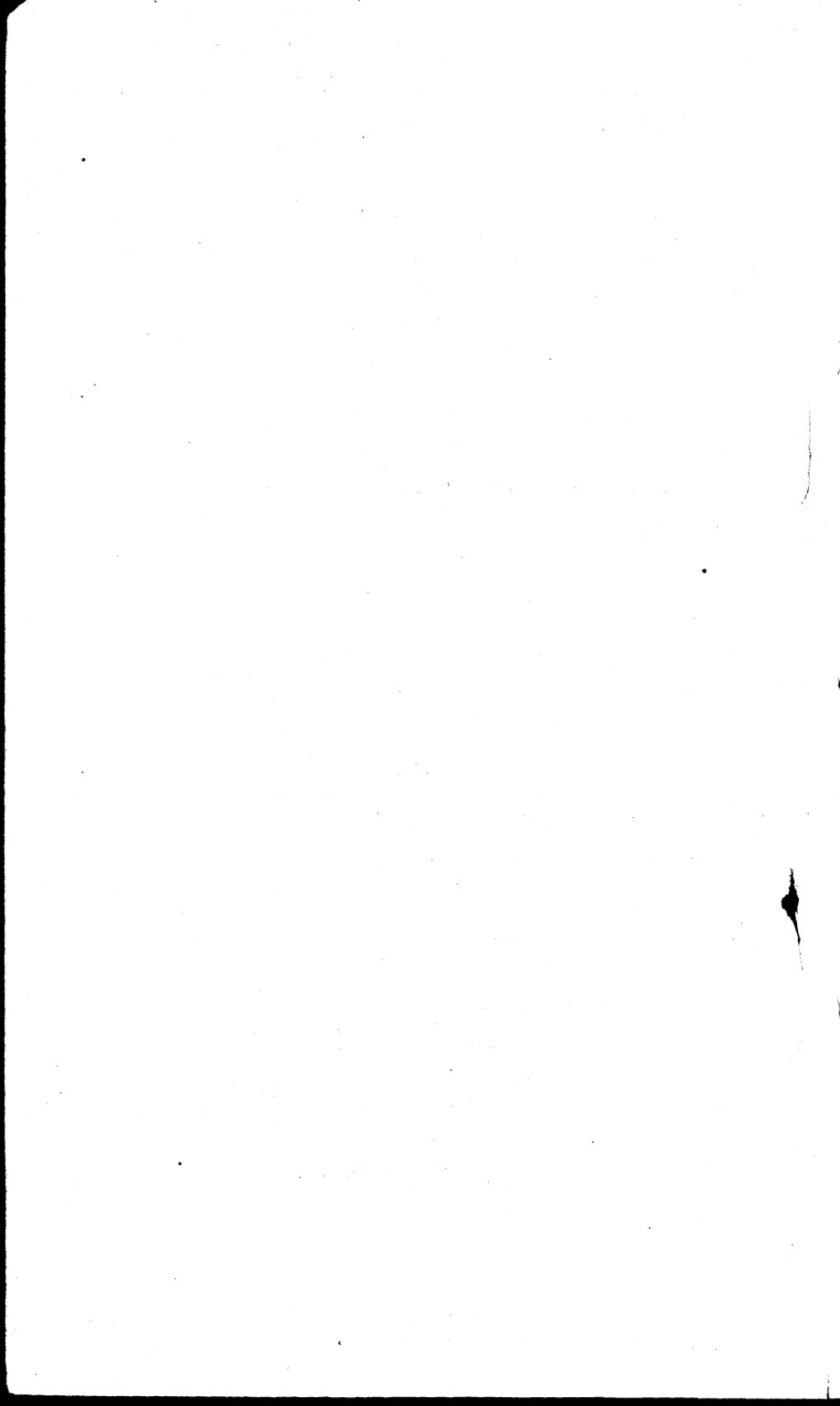
In our city, as in every other, there are a few exceptional pupils who might acquire German, while pursuing their regular studies in the public schools. These can obtain extra instruction in private schools at small expense.

Respectfully submitted,

ALEX. KERR,
J. H. CARPENTER,
JOHN CORSCOT,
JOHN R. BALTZELL,

Committee.

MADISON, Wis, December 9th, 1879.



IN MEMORIAM.

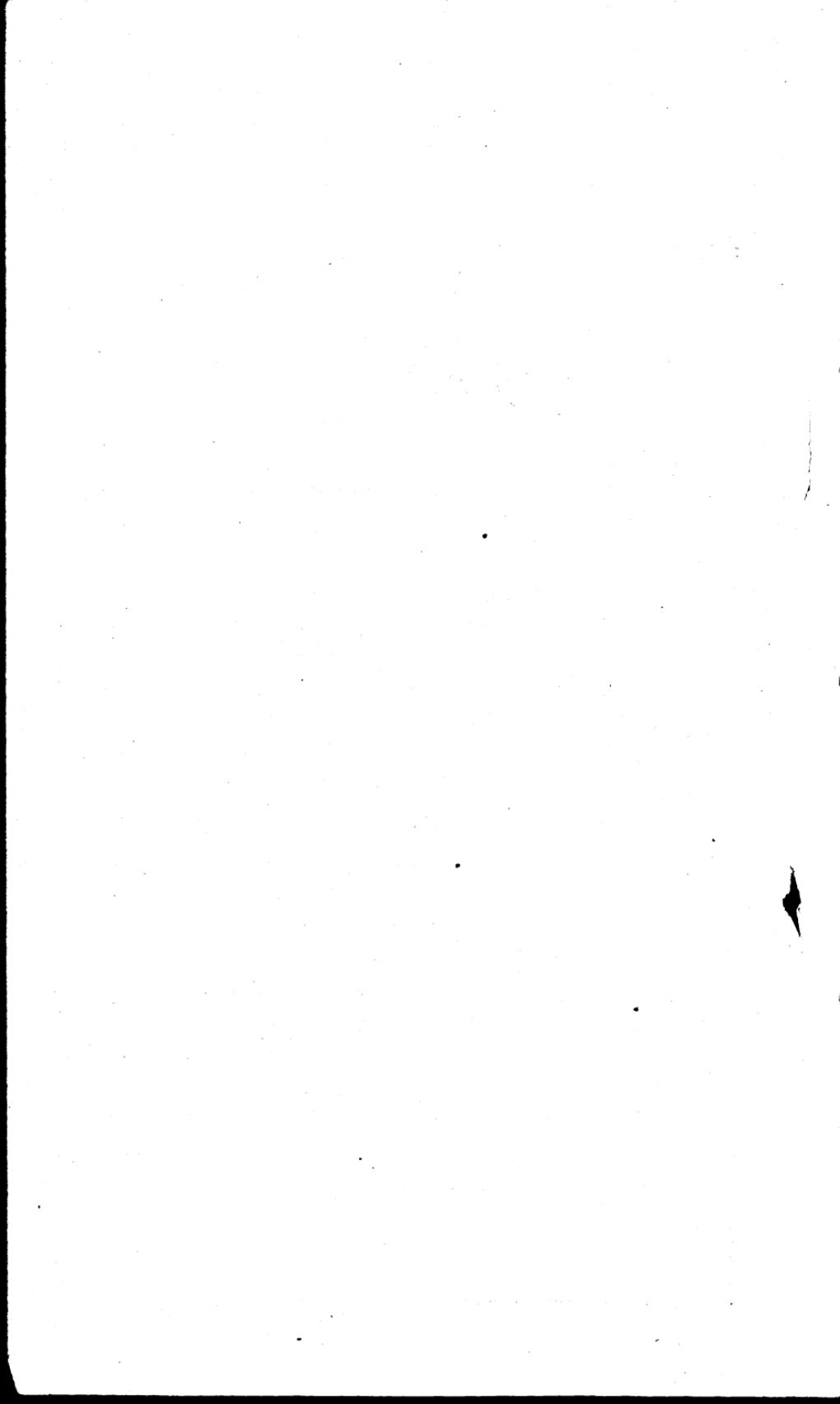
HON. GEORGE B. SMITH died in Madison, September 18th, 1879. On that day the cause of popular education lost a true supporter and a faithful friend.

Other pens have paid fitting tributes to his worth as a man, his integrity as a citizen, his affection as a husband and father, his varied accomplishments in literature, his eminence as an advocate, and his power as an orator.

It is the aim of the present writer to express in few words the esteem in which he was held by his associates in the Board of Education.

GEN. SMITH, when he was Mayor of the city for the year 1878-1879, was *ex officio* member of the Board. A regular attendant at its meetings, he showed by a free expression of opinion his sympathy with progressive ideas upon education. He gave his wise counsel upon perplexing questions and his unqualified support to every measure looking to the success and completeness of the school system of this city.

The year during which his genial presence enlivened the deliberations of the Board only served to strengthen the attachment which all its members felt for him, and to make them mourn with deeper sorrow his untimely death.



LAW FOR COMPULSORY ATTENDANCE.

CHAPTER 121.

AN ACT to secure to children the benefit of an elementary education.

SECTION 1. Every parent, guardian, or other person, in the State of Wisconsin, having charge or control of any child or children between the ages of seven and fifteen years, shall be required to send such child or children to a public or private school, for at least twelve weeks in each school year, commencing on the first day of September in the year one thousand eight hundred and seventy-nine; unless the school district board or board of education of the school district, village or city in which such parent or guardian shall reside, shall excuse by physician's certificate or other good reason, such child from attendance, on its being shown to their satisfaction that the child's bodily or mental condition is such as to prevent its attendance at school, or application to study for the time required, or that its time and labor are essentially necessary for the support of an indigent parent, brother or sister, or that such child is being otherwise furnished with the means of education for a like period of time, or has already acquired a fair knowledge of the branches of learning ordinarily taught in the common schools of this State; provided, that in case the public school in the district in which such parent or guardian resides, shall be distant more than two miles from his residence, by the nearest traveled road, he shall not be liable to the provisions of this act.

SECTION 2. The school district board or the board of education, shall, in their respective districts, on the second Monday of February and September or within fifteen days thereafter, of each year, in such manner as they shall deem most expedient, ascertain the condition of all children between seven and fifteen years of age, who shall not be in attendance on any public or private school, and shall file with their clerk a record of each and every violation of this act, which record shall be open to the inspection of every qualified elector and tax-payer in said district.

SECTION 3. Such school books as may be necessary shall be furnished for the children contemplated in this act, in the manner and under the conditions provided for in section four hundred and thirty-six of the revised statutes.

SECTION 4. In case any parent, guardian or other person shall fail to comply with the provisions of this act, said parent, guardian or other person shall be liable to a fine of not less than five nor more than ten dollars for the first offense, nor less than ten nor more than twenty dollars for each and every subsequent offense. Such fine shall be collected by the school director or president of the board of education in the district, village or city in which the offense is committed, in the name of the State of Wisconsin, in an action before any justice of the peace, or any court having competent jurisdiction. And the fine so collected shall be paid into the school fund.

SECTION 5. It shall be the duty of the director of any school district or president of the board of education of any incorporated village or city to prosecute any offense occurring under this act, and such person neglecting to prosecute for such fine within fifteen days after a written notice has been served on him by any qualified elector or tax payer within the district, village, or city in which the offending party shall reside, shall be liable to a fine of not less than ten nor more than twenty dollars for each offense; such fine to be collected in the name of the State of Wisconsin in an action before a justice of the peace or any court of competent jurisdiction, by any person feeling aggrieved thereby. Said fine shall be paid to the town, village or city treasurer, in accordance with section four of this act.

SECTION 6. Two weeks' attendance at half time or night school shall be considered within the meaning of this act equivalent to an attendance of one week at a day school.

SECTION 7. This act shall take effect and be in force from and after the first day of September, 1879.

CONTAGIOUS DISEASES.

The Board of Education have adopted the following recommendation as a guide for the present in relation to pupils affected by any contagious disease:

"We would recommend that whenever a pupil is affected with a contagious disease, as scarlet fever, small pox, &c., the attending physician should immediately notify the Chairman of the Health Committee, whose duty it shall be to inform without delay the Superintendent of the Public Schools, who shall exclude the sick pupil from school for six weeks, and the children of the house where the sick pupil resides, and that in no case shall the children return to school without the attending physician's certificate of safety."

STATISTICAL REPORT.

TABLE No. 1.—LAST SCHOOL CENSUS.

	Males.	Females.	Total.
First Ward.....	405	457	862
Second Ward.....	354	391	745
Third Ward and N. E. District.....	504	524	1,028
Fourth Ward and S. E. District.....	354	352	706
Fifth Ward.....	337	333	670
Grand Total for 1879.....	1,954	2,057	4,011
Grand Total for 1878.....	.....	.....	3,951
do 1877.....	.....	.....	3,926
do 1876.....	.....	.....	3,619
do 1875.....	.....	.....	3,766
do 1874.....	.....	.....	3,633
do 1873.....	.....	.....	3,647
do 1872.....	.....	.....	3,963
do 1871.....	.....	.....	3,735

TABLE NO. 2.—TOTAL PUPILS IN EACH GRADE AT END OF
FIRST MONTH, SPRING TERM OF 1879.

BRANCHES FINISHED.

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

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

THIRD GRADE.

GREEK LESSONS.

Two first honors—ALICE LINDERSTROM, LENA BJORNSON.

One second honor; one third honor; three failures.

CÆSAR.

Six first honors—LENA BJORNSON, FANNIE ELLSWORTH, KATE FORD, LUCY HERFURTH, ALICE LINDERSTROM, JENNIE KING.

Six second honors; one third honor; three failures.

ZOOLOGY.

Seven first honors—JOHN BRUCE, RICA BODENSTEIN, GRACE CLARK, KATE FORD, ROSA DENGLER, LIZZIE McMILLAN, NELLIE GLEASON.

Three second honors; four third honors; no failure.

CHEMISTRY.

Two first honors—KATE MCGILL, GRACE CLARK.

Three second honors; one third honor; no failure.

PLANE GEOMETRY.

One first honor—LIZZIE McMILLAN.

Two second honors; three third honors; thirteen failures.

PHYSIOLOGY.

Six first honors—JAMES MORGAN, CLARA GANO, KATE MCGILL, EMILY PRESCOTT, LUCY SMITH, NETTIE SMITH.

Thirteen second honors; five third honors; one failure.

FOURTH GRADE.

VIRGIL.

Two first honors—ROSE CASE, LOUISE DAVIDS.

Three second honors; six third honors; three failures.

BOTANY.

Six first honors—JOSIE HOSSMAN, FANNIE LANGFORD, NELLIE PHELPS, EMILY PRESCOTT, LUCY SMITH, NETTIE SMITH.

Ten second honors; three third honors; one failure.

ANABASIS.

Four first honors—CLARA BAKER, AGNES BUTLER, ROSE CASE, LOUISE DAVIDS.

No second honor; two third honors; no failure.

GRADUATING GRADE.

NATURAL PHILOSOPHY.

Three first honors—SARAH CLARK, ALICE LAMB, MARY WRIGHT.

Two second honors; two third honors; one failure.

GERMAN READER.

Four first honors—AUGUST UMBRITE, LILLIE BEECROFT, SARAH CLARK, MARY WRIGHT.

One second honor; five third honors; two failures.

FRENCH READER.

One first honor—ALICE LAMB.

One second honor; no third honor; no failure..

HOMER.

One first honor—AUGUST UMBRITE.

No second honor; no third honor; one failure.

GREEK COMPOSITION.

One first honor—AUGUST UMBRITE.

No second honor; one third honor; no failure.

CICERO.

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

LATIN COMPOSITION.

Four first honors—AUGUST UMBRITE, SARAH CLARK, ALICE LAMB, MARY WRIGHT.

One second honor; four third honors; one failure.

HIGH SCHOOL.

1880.

INSTRUCTORS.

SAMUEL SHAW, PRINCIPAL,	<i>Natural Science.</i>
HELEN D. STREET, VICE-PRINCIPAL,	<i>Greek and Latin.</i>
HATTIE A. M. READ, PRECEPTRESS,	<i>Natural History and English Literature.</i>
THERÈSE FAVILL,	<i>French.</i>
P. H. PERKINS,	<i>Book-Keeping and Mathematics.</i>
FANNIE A. WALBRIDGE,	<i>German and Latin.</i>
HENRY L. RICHARDSON,	<i>History.</i>
ABBIE STUART,	<i>Latin and English.</i>
T. H. BRAND,	<i>Music.</i>

ORGANIZATION.

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

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

The Faculty of the University has adopted the following rule:

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

Adopted, March 19, 1877.

S. H. CARPENTER,
Secretary of Faculty.

The teachers of the High School have decided to recommend none but their graduates and certificate students, and not all of them, as the following regulations will show:

1. A member of the highest class who falls below 70 per cent. in his final examination, whether oral or written, in any of his studies, shall be

dropped from the list of **applicants** for graduation, unless within a specified time—not to exceed **four weeks**—he passes by re-examination upon that branch; in which case 10 per cent. shall be taken from his standing for the privilege of extra time for preparation; but one re-examination shall be granted him.

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

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

2. The Principal shall keep a record of the names of the graduates and the ranks obtained by them from the written examination upon the standard branches found in the last year of the course, as well as upon the studies reviewed by their class during that time; the ranks of extra studies belonging to the last year shall also be recorded by him, besides the teachers' estimate of the school character of the graduates. This record immediately after their graduation shall be forwarded to the University.

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

A. He must not have had any re-examination.

B. His standings in scholarship must average 75 per cent. at least.

C. His school character must not be bad.

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

A. All whose scholarship averages 95 to 100 per cent. inclusive, shall be called excellent.

B. All whose scholarship averages from 85 to 95 per cent. shall be called good.

C. All whose scholarship averages from 75 to 85 per cent. shall be called fair.

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

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

6. Certificate students will be required to pursue the studies reviewed by the Graduating Class during the last year of the school course.

The Review and Commercial Course has been arranged for the benefit of those pupils who desire to perfect themselves, within a limited time, in the elements of an English Education. Young people intending soon to teach in country districts, or to engage in commercial pursuits, will find this course to be just what they need. Any student desirous of pursuing a special course, by selecting from the various regular courses, will have permission to do so, upon giving the Principal satisfactory reasons for such choice.

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 and English Grammar; besides, their school character must not be bad.

2. Every member of the High School unless fully in the Commercial Course, is obliged to be excused by the faculty in order to be absent a part of each day, or to omit any branch belonging to the general exercises; these are to be taken into account for promotion and graduation the same as any other branch, and any student who makes up the whole or a part of any branch out of school, is required to attend the monthly examinations upon this study.

3. Pupils who are allowed to take but one leading study in the High School, will need to be in attendance during the whole of one of the four sections of the day; they will also need to take the general exercises of the room for that hour. Those having two leading studies must attend one-half of the day, be subject to the same requirements regarding general exercises, and take part in Reading and the Rhetorical exercises. Pupils in the Commercial Course need not conform to this rule.

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

5. Any pupil who recites a branch in a lower room, and who falls below 60 per cent. in that branch in a monthly examination, will be obliged to sit in that lower room until some subsequent monthly examination, when he must stand 70 per cent. in this branch and 60 per cent. in all his other branches in order to be sent up to his former room.

6. Any member of the High School on the upper floor, who falls in two or more of his general exercises below 60 per cent. upon his monthly examination, shall be dropped into the next lower room, and can regain his place only by complying with the conditions under rule 5.

RULES ON PREPARATION FOR RHETORICAL EXERCISES.

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

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

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

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

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

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

7. Rhetoricals will occur on the third Friday of each month. Should any pupils not appear on that day, they will appear before the school some time during the next week, and will be called on first at the next Rhetorical exercise.

8. Compositions will be marked on the scale of 100, divided as follows :
Punctuality, (in preparation and rehearsal), 20

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

PRIZE RULES.

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

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

1. The said sum of \$200 is accepted, and the same will be invested by the treasurer of the Board in the name of the Board, so that the income can be received annually and appropriated at the time of the annual commencement.

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

3. Each lady competing shall prepare an essay, and each gentleman an oration. These shall be presented to the Board of Education at the meeting thereof in January, accompanied by a statement signed by the author thereof, that the production is her or his work, that it is original, and that it has not been revised or examined by any other person.

4. The essays and orations shall be referred to a committee named by the Board for criticism.

Such committee shall rank the productions on Thought, (including originality and comprehensiveness,) and Style. The productions must be returned to their authors on or before the meeting of the Board in February.

5. The standing of each competitor shall be reported to the Board at its February meeting by the committee, and, when so ordered, become a part of the Board records. Such 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 the "Shaw Prize."

ITEMS.

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

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

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

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

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

ADMISSION.

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

Examinations to enter advanced classes are not unreasonably rigid; but they are intended simply to aid in classifying the examined pupils. These pupils may be required to pass examination, however, on the previous studies in 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 is \$8 per term, payable in advance; half-day pupils are charged \$4 per term.

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

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

Washing is from 60 to 70 cents per dozen.

HIGH SCHOOL GRADUATES.

Class of 1875.

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

Class of 1876.

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

Class of 1877.

ANTON BJORNSON, WILLIAM LYON, WILLARD SNELL, CHARLES KERR, SALMON DALBERG, COLIN DAVIDSON, EDMOND BURDICK, WALTER CHASE, JAMES YOUNG, GEORGE BYRNE, HOWARD SMITH, FRANK HYER, ANNA BUTLER, JULIA CLARK, LIZZIE DRESSER, *EMMA BASCOM, FLORENCE BASCOM, HATTIE STOUT, FANNIE HALL, JENNIE McMILLAN, MINNIE HOPKINS, FRANKIE STEINER, *MATIE NOBLE, JENNIE WILLIAMS.

*Deceased.

Class of 1878.

HENRY PENNOCK, WENDELL PAINE, WILLIAM OKEY, 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.

Course of Study.

FIRST PRIMARY DEPARTMENT.

FIRST GRADE.

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

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

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

SECOND GRADE.

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

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

- Winter Term...1. Second Reader.
2. Oral Spelling.
3. Drawing, and Writing the capital letters to the 8th principles. (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. Marching and Calisthenic Songs.
4. Language Lessons.
5. Inventive Drawing on Friday of each week.

SECOND PRIMARY DEPARTMENT.

FIRST GRADE.

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

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

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

SECOND GRADE.

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

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

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

GENERAL EXERCISES

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

FIRST GRAMMAR DEPARTMENT.

FIRST GRADE.

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

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

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

SECOND GRADE.

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

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

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

GENERAL EXERCISES.

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

SECOND GRAMMAR DEPARTMENT.

FIRST GRADE.

- Spring Term....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing, and Writing Copies.
 4. Geography ; Asia and Africa.
 5. Arithmetic ; decimal currency.
 6. Grammar ; Etymology with parsing.
- Fall Term.....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing, and Writing Copies.
 4. Geography ; Australia and book reviewed.
 5. Arithmetic ; compound numbers to denominate fractions.
 6. Grammar ; Etymology with parsing.
- Winter Term....1. Fourth Reader.
 2. Written Spelling.
 3. Drawing, and Writing Copies.
 4. U. S. History.
 5. Arithmetic ; compound numbers completed.
 6. Grammar ; Etymology with parsing.

SECOND GRADE.

- Spring Term....1. Fifth Reader.
 2. Written Spelling.
 3. Drawing, and Writing Copies.
 4. U. S. History.
 5. Arithmetic ; percentage to simple interest, with oral instruction in receipts and bills.
 6. Grammar ; Syntax, with analysis and parsing.
- Fall Term.....1. Fifth Reader.
 2. Written Spelling.
 3. Drawing, and Writing Copies.
 4. U. S. History.
 5. Arithmetic ; per centage completed and equation of payments, with oral instruction in orders and notes.
 6. Grammar ; Syntax, with analysis and parsing.
- Winter Term....1. Fifth Reader.
 2. Written Spelling.
 3. Drawing, and Writing Copies.
 4. Physical Geography.
 5. Arithmetic ; ratio and proportion, partnership, analysis.
 6. Grammar ; Syntax, with analysis and parsing.

GENERAL EXERCISES.

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

HIGH SCHOOL.

SECOND GRADE.		FIRST GRADE.		REVIEW.			
		Winter Term	Fall Term.		Winter Term	Fall Term.	Spring Term
ANCIENT CLASSICAL.	MODERN CLASSICAL.	SCIENTIFIC.	ENGLISH.	Geography. Arithmetic. Grammar.	Physical Geography. Arithmetic. Grammar.	Physical Geography. Arithmetic. Grammar.	Physical Geography. Arithmetic. Grammar.
1. Physical Geography. 2 Arithmetic. 3. Grammar.	1. General History. 2. Arithmetic. 3. New Latin Method.	1. General History. 2. Arithmetic. 3. New Latin Method.	1. General History. 2. Arithmetic. 3. New Latin Method.	United States History. Arithmetic. Sentential Analysis.	General History. Arithmetic. New Latin Method.	General History. Arithmetic. Sentential Analysis.	General History. Arithmetic. Sentential Analysis.
1. General History. 2. Arithmetic. 3. New Latin Method.	Constitution of U. S. and Wisconsin. Arithmetic. Sentential Analysis.	General History. Arithmetic. Sentential Analysis.	General History. Arithmetic. Sentential Analysis.	General History. Arithmetic. Sentential Analysis.			
1. General History. 2. Algebra. 3 New Latin Method.	COMMERCIAL. Composition and Commercial Law. Commercial Arith. and Business forms. Book-Keeping and Penmanship.	Civil Government. Algebra. Cæsar.	Civil Government. Algebra. American Literature.	Civil Government. Algebra. American Literature.			
1. Greek Lessons. 2. Algebra. 3. Cæsar.	1. Greek Lessons. 2. Algebra. 3. Cæsar.	1. Greek Lessons. 2. Algebra. 3. Cæsar.	1. Greek Lessons. 2. Algebra. 3. Cæsar.	Commercial Geography. Commercial Arith. and Business forms. Book-Keeping and Penmanship.	Civil Government. Algebra. English Literature.	Civil Government. Algebra. English Literature.	Civil Government. Algebra. English Literature.
				Political Economy. Commercial Arith. and Business forms. Book-Keeping and Penmanship.			

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

GENERAL EXERCISES.—1. Morals and Manners. 2. Singing by note and note. 3. Calisthenics or Vocal Exercises. 4. Compositions, with instructions upon the use of the dictionary. 5. Oral Science of Common Things. 6. Rhetorical Exercises the Third Friday in each month. In the Commercial Course, only No. 1 will have a place on the programme.

HIGH SCHOOL—Continued.

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

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

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

REMARK 1.—Students in the Modern Classical Course who substitute French for German will be obliged to enter the Scientific Course of the University, should they go there.

REMARK 2.—Students who desire to pursue only the branches required for entering the Freshman class of the University will be graduated from the High School, if they reach a standard of 90 per cent., or more, in their final examination upon each study; failing in this, if they still reach the standard established by the Board of Education in General Rule 12, they will receive a certificate from the Principal.

TEXT BOOKS.

WARD SCHOOLS.

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

Robinson's Progressive Primary Arithmetic.

“ Intellectual ”

“ Practical ”

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

Stickney's Child's Book of Language.

Swinton's Language Lessons.

“ English Grammar.

Barnes's History of the United States.

Warren's Physical Geography.

Spencer's Penmanship.

Krusi & Bartholomew's Drawing.

Mason's Music Chart—No. 1.

HIGH SCHOOL.

Reader, No. 5,	Watson.
Julius Cæsar,	Rolfe.
Penmanship,	Spencer.
Book-keeping,	Bryant & Stratton.
Drawing,	Bartholomew.
Music Chart, No. 2,	Mason.
Intellectual Arithmetic,	Robinson.
Practical Arithmetic,	Robinson.
Commercial Arithmetic,	Crittenden.
Algebra,	Robinson.
Geometry,	Loomis.
Trigonometry,	Loomis.
Conic Sections,	Loomis.
Grammar,	Swinton.
Composition and Rhetoric,	Quackenbos.
English Literature,	Shaw.
American Literature,	Royse.
Latin Grammar,	Allen & Greenough.
New Latin Method,	Allen.
Cæsar,	Allen & Greenough.
Latin Composition,	Allen.
Virgil,	Searing.
Cicero,	Chase & Stuart.
Greek Grammar,	Goodwin.
Greek Lessons,	White.
Greek Composition,	Jones.
Anabasis,	Goodwin.
Homer,	Boise.
French Grammar,	Otto.
French Reader,	Otto.
German Course,	Comfort.
German Reader,	Whitney.
Geography,	Harper.
Physical Geography,	Warren.
General History,	Swinton.
Civil Government,	Townsend.
Political Economy,	Nordhoff.
Chemistry,	Norton.
Zoology,	Morse.
Physiology,	Dalton..
Botany,	Gray.
Geology,	Steele.
Natural Philosophy,	Norton

DETAILED STATEMENT.

*Of Expenditures of the Board of Education, City of Madison,
from January 1st, 1879, to December 31st, 1879.*

EXPENDITURES.

1879.

SITES AND STRUCTURES.

Jan.	7	Bunker & Vroman, lumber.....	\$ 18 86
	7	J. W. Rider, storm window.....	6 00
	7	Phillip, storm window.....	5 25
	7	A. Lotze, Son & Co., heater.....	34 00
May	6	Ball Brothers, screens 3d ward.....	27 50
June 24	7	Jacob Silbernagle, cellar door 1st ward.....	7 37
Sept. 2	N. W. Dean, shade trees 3d and 5th wards.	3 00	
Nov. 4	Thos. and Jos. Dean, blinds, high school.....	13 00	
			<hr/>
			\$134 98

PRINTING.

Jan.	7	David Atwood, advertising.....	75
	7	M. J. Cantwell, printing.....	85 50
June 24	Democrat Co., advertising.....	1 25	
July 1	Democrat Co., 500 programmes high school.....	6 00	
Sept. 2	D. Atwood, advertising.....	1 00	
	2 M. J. Cantwell, diplomas.....	7 50	
Oct. 7	M. J. Cantwell, abstracts.....	17 00	
			<hr/>
			\$119 00

SUPPLIES.

Jan.	7	Klauber & Adler, sundries.....	\$ 3 05
	7	Mosely & Bro., ink, books, etc.....	48 41
	7	Albert Jones, brooms.....	7 50
Feb.	1	J. N. Jones, hardware.....	10 47
	11	Dixon Crucible Co., pencils.....	26 85
April 1	Seth Thomas Clock Co., 8 day clock.....	10 45	
May 6	B. F. Perry, case high school.....	5 00	
	6 J. N. Jones, hardware.....	14 83	
	6 E. Burdick, cash items.....	19 13	
	6 Eldridge Bro., arithmetics.....	45 00	
June 24	W. J. Park & Co., blank books.....	18 00	
Sept. 2	Telegraphing.....	3 00	
	2 Dunning & Sumner, glass, etc.....	7 32	
Oct. 7	J. N. Jones, hardware.....	17 07	
	7 E. Hansen, wheelbarrow.....	6 00	
Dec. 9	R. L. Garlick, lamps high school.....	12 25	
			<hr/>
			\$254 33

FUEL.

Jan.	7	C. F. Cooley, wood.....	7 00
	7	Timothy Purcell, wood.....	23 00
April	1	David S. Nelson, wood.....	153 83
Sept.	2	H. G. Dodge, coal.....	64 00
Oct.	7	C. F. Cooley, coal.....	1,263 23
			<hr/>
			\$1,511 06

LOANS.

Jan.	18	State Bank.....	\$4,500 00
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INTEREST.

Jan.	18	State Bank.....	\$ 90 00
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CENSUS.

Oct.	7	John A. Byrne, census.....	\$ 100 00
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REPAIRS.

Feb.	1	Wm. Theis, repairing chairs	\$ 5 00
	1	James Livesey, repairing tenant house.....	4 00
	1	Amos Parker, repairing clocks.....	10 00
	1	Isaac Francomb, glazing.....	2 15
June	24	Murray & Reikman, whitewashing 1st ward.....	13 50
July	1	Sorrenson, F. & F., lumber.....	3 08
Sept.	2	Sorrenson, F. & F., repairs.....	2 20
	2	Amos Parker, repairing clocks.....	20 00
Oct.	7	John H. Clark, oils, glass, etc.....	27 05
	7	C. & N. W. R'y freight.....	8 93
	7	Sorrenson, F. & F., lumber.....	21 47
	7	J. Davis Wilder, slated paper.....	12 00
	7	C. M. & St. P. R'y freight.....	3 90
	7	L. P. Glosser, repairing sidewalks.....	13 12
	7	G. C. Dunklee & Co., extras for furnace.....	15 56
	7	W. W. Pollard, whitewashing little brick.....	2 40
	7	John Replinger, paints and painting.....	84 81
	7	Geo. Gifford, repairing black boards.....	62 50
	7	W. W. Pollard, painting, paints, etc.	278 14
	7	T. A. Nelsen, painting, paints, etc.	309 58
Nov.	4	Moulton & Chase, general repairs.....	137 15
	4	Fahey & Connell, mason work.....	45 30
	4	Chris. R. Stein, lumber.....	8 26
	4	H. Allin, repairing pump 4th ward.....	25 00
	4	Madison Mfg. Co., furnace.....	27 17
Dec.	2	James Livesey, mason work.....	41 05
	2	W. Gillett, tuning piano.....	2 00
	9	E. Morden, repairing pumps.....	41 75
			<hr/>
			\$1,227 07

JANITORS AND LABOR.

Jan.	7	M. F. O'Callaghan, labor.....	7 45
April	1	George Knock, cutting wood at little brick.....	8 25
	1	A. Huls, janitor 1st ward.....	42 00
	1	John Crowley, janitor 2d ward.....	48 00
	1	Margaret Metzler, janitor 3d ward	42 00
	1	Francis Burdick, janitor 3d ward.....	36 00
	1	M. F. O'Callaghan, janitor 4th ward.....	48 00
	1	Ann Ford, janitor 5th ward.....	48 00

April	1	Maria Knock, janitor little brick.....	\$18 00
	1	A. Gestenbrie, janitor N. E. dist.....	24 00
	1	Allen Jackson, janitor high school	72 00
May	6	A. Gestenbrie, cutting wood N. E. dist.....	10 50
	6	John O'Neil, removing storm windows.....	2 00
June	6	John Corscot, cash, cleaning 1st ward school.....	7 50
	24	A. Huls, janitor 1st ward.....	12 00
	24	Engel Bieler, janitor 1st ward.	21 00
	24	John Crowley, janitor 2d ward.....	40 00
	24	Margaret Metzler, janitor 3d ward.....	33 00
	24	Francis Burdick, janitor 3d ward.....	33 00
	24	M. F. O'Callaghan, janitor 4th ward.....	40 00
	24	Ann Ford, janitor 5th ward.	40 00
	24	Allen Jackson, janitor high school.....	72 00
	24	A. Gestenbrie, janitor N. E. dist.....	20 00
	24	Maria Knock, janitor little brick.....	14 00
July	1	Ole Stephensen, repairing fences, etc.....	4 87
Sept.	2	Allen Jackson, labor high school.....	8 00
	2	W. J. Park & Co., moving piano.....	6 00
	2	Burdick & Byrne, relaying sidewalks.....	17 50
	2	M. F. O'Callaghan, work 3d, 4th and 5th wards.....	6 25
	2	B. Bishoff, whitewashing 3d ward.....	25 87
	2	John Crowley, cleaning 2d ward.....	10 00
	2	Eliza Jackson, cleaning high school.....	6 50
Oct.	7	John Joy, work at city hall.....	2 50
	7	M. F. O'Callaghan, cleaning school house.....	20 50
	7	Edmund Burdick, weighing coal.....	19 00
Nov.	4	Ann Ford, cleaning 5th ward.....	10 00
Dec.	2	John Crowley, cleaning 2d ward.....	10 00
	2	Henry Shadaur, work 1st ward.....	4 75
	9	Engel Bieler, janitor.....	39 00
	9	John Crowley,.....do.....	45 00
	9	Margaret Metzler,.....do.....	39 00
	9	Francis Burdick,.....do.....	36 00
	9	M. F. O'Callaghan,.....do.....	45 00
	9	Ann Ford,.....do.....	45 00
	9	Maria Knock,.....do.....	17 00
	9	A. Gestenbrie,.....do and cutting wood.....	26 00
	9	Allen Jackson,.....do and labor	82 00
			\$1,266 44

TEACHERS' WAGES.

Feb.	14	Samuel Shaw, superintendent.....	\$ 333 33
	14	Helen D. Street, high school vice-principal.....	108 33
	14	H. A. M. Read,.....do.....	6 weeks 84 00
	14	Fannie A. Walbridge,.....do.....	78 00
	14	Abbie Stuart,.....do.....	75 00
	14	Kate Dewey,.....do.....	72 00
	14	Theresa Faville,.....do.....	42 00
	14	H. L. Richardson,.....do.....	36 00
	14	Ella Henry, 1st ward principal.....	75 00
	14	Ella Hickok,.....do.....	66 00
	14	Lizzie Bright,.....do.....	60 00
	14	Lucinda McGinnis, 2d ward principal.	84 00
	14	Nettie King,.....do.....	66 00
	14	Isabella Lamont,.....do.....	66 00
	14	H. M. Eggleston,.....do.....	66 00
	14	Mary McGovern, .....,do.....	42 00

Feb.	14	Margaret Galbraith, 3d ward principal.....	6 weeks	\$78 00
	14	Ida Bennett,.....do.....	do.....	66 00
	14	Irene Larkin,.....do.....	do.....	66 00
	14	Addie Moody,.....do.....	do.....	48 00
	14	Nellie Williams,.....do.....	do.....	60 00
	14	Mary H. Clark, 4th ward principal.....	do.....	81 00
	14	Anna M. Roby,.....do.....	do.....	66 00
	14	Lucy A. Rice,.....do.....	do.....	69 00
	14	Ella R. Lewis,.....do.....	do.....	66 00
	14	Hattie M. Thoms, 5th ward principal.....	do.....	78 00
	14	Jennie McMillan,.....do.....	do.....	60 00
	14	Nettie L. Porter,.....do.....	do.....	48 00
	14	Emma Paul,.....do.....	do.....	66 00
	14	Ella Larkin, little brick.....	do.....	69 00
	14	Ella T. Packard, N. E. dist.....	do.....	69 00
Mar.	28	Samuel Shaw, superintendent.....		333 33
	28	Helen D. Street, high school vice-principal.....		108 33
	28	H. A. M. Read,.....do.....	6 weeks	84 00
	28	F. A. Walbridge	do.....	78 00
	28	Abbie Stuart,.....do.....	do.....	75 00
	28	Kate Dewey,.....do.....	do.....	72 00
	28	H. L. Richardson,.....do.....	do.....	36 00
	28	Theresa Faville,.....do.....	do.....	42 00
	28	Ella Henry, 1st ward principal.....	do.....	75 00
	28	Ella Hickok,.....do.....	do.....	66 00
	28	Lizzie Bright,.....do.....	do.....	60 00
	28	Lucinda NeGinnis, 2d ward principal.....	do.....	84 00
	28	Nettie King,.....do.....	do.....	66 00
	28	Isabella Lamont,.....do.....	do.....	66 00
	28	H. M. Eggleston,.....do.....	do.....	66 00
	28	Mary McGovern,.....do.....	do.....	42 00
	28	Margaret Galbraith, 3d ward principal.....	do.....	78 00
	28	Ida Bennett,.....do.....	5 wks and 5 days	65 00
	28	Irene Larkin,.....do.....	6 weeks	66 00
	28	Addie Moody,.....do.....	do.....	48 00
	28	Nellie Williams,.....do.....	do.....	60 00
	28	Mary H. Clark, 4th ward principal.....	do.....	81 00
	28	Anna M. Roby,.....do.....	do.....	66 00
	28	Lucy A. Rice,.....do.....	do.....	69 00
	28	Ella R. Lewis,.....do.....	do.....	66 00
	28	Hattie O. Thoms, 5th ward principal.....	do.....	78 00
	28	Jennie McMillan,.....do.....	do.....	60 00
	28	Nettie L. Porter,.....do.....	do.....	48 00
	28	Emma Paul,.....do.....	do.....	66 00
	28	Ella Larkin, little brick.....	do.....	69 00
	28	Ella T. Packard, N. E. dist.....	do.....	69 00
May	23	Samuel Shaw, superintendent.....		333 33
	23	Helen D. Street, high school vice principal.....		108 33
	23	H. A. M. Read,.....do.....	6 weeks	84 00
	23	F. A. Walbridge,.....do.....	do.....	78 00
	23	Abbie Stuart,.....do.....	do.....	75 00
	23	Kate Dewey,.....do.....	do.....	72 00
	23	Theresa Faville,.....do.....	do.....	42 00
	23	Henry L. Richardson,.....do.....	do.....	36 00
	23	D. H. Tullis,.....do.....	do.....	30 00
	23	T. H. Brand,.....do.....	do.....	12 00
	23	D. W. Smith,.....do.....	do.....	24 00
	23	Ella Henry, 1st ward principal.....	do.....	75 00
	23	Ella Hickok,.....do.....	do.....	66 00

May	23	Lizzie Bright, 1st ward.....	6 weeks	\$60 00
	23	Lucinda McGinnis, 2d ward principal.....	do....	84 00
	23	Mary McGovern,.....do.....	do....	60 00
	23	Anna M. Roby,.....do.....	do....	60 00
	23	Isabella Lamont,.....do.....	do....	66 00
	23	H. M. Eggleston,.....do.....	do....	66 00
	23	Margaret Galbraith, 3d ward principal.....	do....	78 00
	23	Ida Bennett,.....do.....	do....	66 00
	23	Irene Larkin,.....do.....	do....	66 00
	23	Addie Moody,.....do.....	do....	48 00
	23	Nellie Williams,.....do.....	do....	60 00
	23	Mary H. Clark, 4th ward principal.....	do....	81 00
	23	Kittie Larkin,.....do.....	do....	75 00
	23	Lucy A. Rice,.....do.....	do....	69 00
	23	Ella R. Lewis,.....do.....	do....	66 00
	23	Hattie O. Thoms, 5th ward principal.....	do....	78 00
	23	Jennie McMillan, ....do.....	do....	60 00
	23	Nettie L. Porter,.....do.....	do....	48 00
	23	Emma Paul,.....do.....	do....	66 00
	23	Ella Larkin, little brick.....		69 00
	23	Ella T. Packard, N. E. dist.....		69 00
July	1	Samuel Shaw, superintendent.....		333 33
	1	Helen D. Street, high school vice-principal.....		108 33
	1	H. A. M. Read,.....do.....	6 weeks	84 00
	1	F. A. Walbridge, ....do.....	do....	78 00
	1	Abbie Stuart,.....do.....	do....	75 00
	1	Kate Dewey,.....do.....	do....	72 00
	1	Theresa Faville,.....do.....	do....	42 00
	1	H. L. Richardson,.....do.....	do....	36 00
	1	D. H. Tullis, .....do.....	do....	30 00
	1	T. H. Brand, .....do.....	do....	12 00
	1	D. W. Smith,.....do.....	do....	24 00
	1	T. P. Ketchum,.....do.....	do....	7 00
	1	Ella Henry, 1st ward principal.....	do....	75 00
	1	Ella Hickok,.....do.....	do....	66 00
	1	Lizzie Bright,.....do.....	do....	60 00
	1	Lucinda McGinnis, 2d ward principal.....	do....	84 00
	1	Mary McGovern,.....do.....	do....	60 00
	1	Anna M. Robey, .....do.....	do....	60 00
	1	Isabella Lamont,.....do.....	do....	66 00
	1	H. M. Eggleston,.....do.....	do....	66 00
	1	Margaret Galbraith, 3d ward principal.....	do....	78 00
	1	Ida Bennett,.....do.....	do....	66 00
	1	Irene Larkin,.....do.....	do....	66 00
	1	Addie Moody,.....do.....	do....	48 00
	1	Nellie Williams, .....do.....	do....	60 00
	1	Mary H. Clark, 4th ward principal.....	do....	81 00
	1	Kittie Larkin,.....do.....	do....	75 00
	1	Lucy A. Rice,.....do.....	do....	69 00
	1	Ella R. Lewis,.....do.....	do....	66 00
	1	Hattie O. Thoms, 5th ward principal.....	do....	78 00
	1	Jennie McMillan, ....do.....	do....	60 00
	1	Nettie L. Porter, .....do.....	do....	48 00
	1	Emma Paul,.....do.....	do....	66 00
	1	Ella Larkin, little brick.....		69 00
	1	Ella T. Packard, N. E. dist.....		69 00
Oct.	24	Samuel Shaw, superintendent.....		333 33
	24	Helen D. Street, high school vice-principal.....		125 00
	24	H. A. M. Read,.....do.....		92 50

Oct.	24	F. A. Walbridge, high school.....	\$86 33
	24	Abbie Stuart,.....do.....6 weeks	78 00
	24	P. H. Perkins,.....do.....	108 33
	24	H. L. Richardson,.....do.....6 weeks	39 00
	24	Theresa Faville,.....do.....do.....	45 00
	24	T. H. Brand,.....do.....do.....	30 00
	24	Ella Henry, 1st ward principal.....do.....	81 00
	24	Ella Hickok,.....do.....do.....	66 00
	24	Lizzie Bright,.....do.....do.....	66 00
	24	Jennie L. Jones, 2d ward principle.....do.....	84 00
	24	Mary McGovern,.....do.....do.....	60 00
	24	Anna M. Roby,.....do.....do.....	60 00
	24	Isabella Lamont,.....do.....do.....	66 00
	24	H. M. Eggleston,.....do.....do.....	66 00
	24	Margaret Galbraith, 3d ward principal.....	83 33
	24	Ida Bennett,.....do.....6 weeks	66 00
	24	Irene Larkin,.....do.....do.....	66 00
	24	Nellie Williams,.....do.....do.....	60 00
	24	Addie Moody,.....do.....do.....	60 00
	24	Lottie Richmond, 4th ward principal.....do.....	72 00
	24	Mary H. Clark,.....do.....do.....	75 00
	24	Lucy A. Rice,.....do.....	71 00
	24	Mary Burdick,.....do.....6 weeks	48 00
	24	Hattie O. Thoms, 5th ward principal.....do.....	78 00
	24	Jennie McMillan,.....do.....do.....	60 00
	24	Nettie L. Porter,.....do.....do.....	54 00
	24	Emma Paul,.....do.....do.....	66 00
	24	Ella Larkin, little brick.....	71 00
	24	Ella T. Packard, N. E. dist.....6 weeks	69 00
Dec.	12	Samuel Shaw, superintendent.....	333 33
	12	Helen D. Street, high school vice-principal.....	125 00
	12	H. A. M. Read,.....do.....	92 50
	12	F. A. Walbridge,.....do.....	86 33
	12	Abbie Stuart,.....do.....7 weeks	91 00
	12	Phillip H. Perkins,..do.....	108 33
	12	H. L. Richardson,.....do.....7 weeks	45 50
	12	Theresa Faville,.....do.....do.....	52 50
	12	T. H. Brand,.....do.....do.....	35 00
	12	Ella Henry, 1st ward principal.....do.....	94 50
	12	Ella Hickok,.....do.....do.....	77 00
	12	Lizzie Bright,.....do.....do.....	77 00
	12	Jenny L. Jones, 2d ward principal.....do.....	98 00
	12	Mary McGovern,..do.....do.....	70 00
	12	Anna M. Roby,.....do.....do.....	70 00
	12	Isabella Lamont,.....do.....do.....	77 00
	12	H. M. Eggleston,.....do.....do.....	77 00
	12	Maggie Galbraith, 3d ward principal.....	83 33
	12	Ida Bennett,.....do.....7 weeks	77 00
	12	Irene Larkin,.....do.....do.....	77 00
	12	Nellie Williams,.....do.....do.....	70 00
	12	Addie Moody,.. ..do.....do.....	70 00
	12	Lottie Richmond, 4th ward principal,.....do.....	84 00
	12	Mary H. Clark,.....do.....do.....	87 50
	12	Lucy A. Rice,.....do.....do.....	71 00
	12	Mary L. Burdick,..do.....7 weeks	56 00
	12	Hattie O. Thoms, 5th ward principal.....do.....	91 00
	12	Jennie McMillan,..do.....do.....	70 00
	12	Nettie L. Porter,.....do.....do.....	63 00
	12	Emma Paul,.....do.....do.....	77 00

Dec. 12 Ella Larkin, little brick.....	\$71 00
12 Ella T. Packard, N. E. dist	7 weeks 80 50
	<hr/>
	\$14,778 78

CLERKS' SALARY.

Jan. 7 W. T. Leitch, salary three months.....	37 50
Apr. 1 W. T. Leitch, salary three months.....	37 50
July 1 W. T. Leitch, salary three months.....	37 50
Oct. 7 W. T. Leitch, salary three months.....	37 50
	<hr/>
	\$ 150 00

APPARATUS AND LIBRARY.

Jan. 7 J. H. Ellis, air pump, etc.....	\$ 125 00
Apr. 1 W. J. Park & Co., piano.....	100 00
Sept. 2 A. H. Andrews & Co., tellurian globe.....	60 00
	<hr/>
	\$ 285 00

FURNITURE.

Oct. 7 Darwin Clark, chairs high school and 2d ward	\$ 19 50
Nov. 4 Sorrensen, F. & F., table commercial class.....	8 70
	<hr/>
Total amount,.....	\$24,422 86

W. T. LEITCH,
Clerk.

BALANCE SHEET OF BOARD OF EDUCATION.

December 31st, 1879.

DR.

95 Sites and Structures.....	\$134 98	.....
96 Printing	119 00	.....
97 Supplies.....	254 33	.....
98 Fuel.....	1,511 06	.....
94 State Bank Loan.....	4,500 00	.....
99 Interest.....	90 00	.....
99 Census.....	100 00	.....
104 Repairs.....	1,277 07	.....
105 Janitors and labor.....	1,264 44	.....
101 Teachers' Wages.....	14,778 78	.....
107 Clerk's Salary.....	150 00	.....
108 Apparatus and Library.....	285 00	.....
94 Furniture.....	28 20	.....

CR.

91 State School Fund appropriation.....	\$1,515 82	
90 Taxes	18,822 56	
106 Tuition.....	457 32	
109 Fines.....	5 80	
97 Arithmetic and pencils.....	36 36	
110 Rent	75 00	
92 State Appropriation for High School.....	455 66	
Balance on hand, Jan. 1, 1879.....	1,162 77	
Treasury overdrawn.....	1,891 57	
	\$24,422 86	\$24,422 86

W. T. LEITCH,
Clerk.

TREASURER'S REPORT.

Elisha Burdick, in account with the Board of Education:

1879.

Jan.	1	Balance.....	\$1, 234 27	.....
	"	13 City Treasururer, tax of 1878.....	8, 000 00	.....
Mar.	3	State Treasurer, High School Aid.....	455 66	.....
	"	3 Miss Galbraith, fines	20	.....
	"	10 Blooming Grove, District School tax.....	147 96	.....
	"	28 City Treas., city and county school tax..	10, 600 00	.....
	"	28 Tuition from sundry pupils.....	156 33	.....
	"	31 Town of Madison, district school tax....	60 73	.....
June	20	Tuition from sundry pupils.....	147 49	.....
July	1	Co. Treas., apportionment of school fund	15, 111 38	.....
	"	7 Prof. Shaw, fines, books, &c.....	41 96	.....
	"	10 Mrs. Hanley, rent.....	50 00	.....
Oct.	1	Mrs. Hanley, rent	25 00	.....
Nov.	25	Tuition from sundry pupils.....	153 50	.....
Dec.	6	Blooming Grove, Co. school tax & app't.	28 31	.....
		Balance	1, 891 57	.....
Dec.	31	Certificates of appropriation paid.....	\$24, 503 36	\$24, 503 36
		Balance overdrawn,.....	<u><u>\$1, 891 57</u></u>	<u><u>\$1, 891 57</u></u>

ELISHA BURDICK,
Treasurer.

STANDING RULES.

QUORUM.

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

ORDER OF BUSINESS.

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

QUESTIONS OF ORDER.

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

AYES AND NOES.

Any member may demand the ayes and noes on any question. 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 7½ o'clock P. M., from the first day of April to the first day of October, and at 7 o'clock P. M., from October first to April first. Special meetings shall be called by the Clerk, upon the request of the President or of two members of the Board.

SUSPENSION OF RULES.

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

REGULATIONS.

SUPERINTENDENT.

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

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

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

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

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

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

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

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

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

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

TEACHERS.

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

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

2. Teachers shall observe and carry into effect all regulations of the

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

3. All teachers shall be at their school rooms at least thirty minutes before the opening of school in the morning, and fifteen minutes in the afternoon; and the bell shall be rung: at 8½ o'clock, A. M., 10 strokes; at 8:55 A. M., 5 strokes; at 9 o'clock, A. M., 3 strokes; at 1:45 P. M., 10 strokes; at 1:55 P. M., 5 strokes; at 2 o'clock, P. M., 3 strokes; at recess, morning and afternoon, 3 strokes.

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

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

6. It shall be a duty of the first importance with teachers to exercise a careful watchfulness over the conduct of their pupils in and around the school buildings, and on all suitable occasions to instruct and encourage them in correct manners, habits and principles. They shall inflict corporal punishment, only in *extreme cases*, and only in private, reporting the case immediately, in writing, to the Superintendent, with all the reasons therefor; and he shall embody such report in his monthly report to the Board.

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

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

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

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

11. 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.

12. 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.

13. 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.

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

15. 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.

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

PUPILS.

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

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

3. No pupil shall be allowed to go upon the ice of the lakes or upon the railroad track, between the hours of 9 and 12 A. M. and 2 and 4½ P. M.

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

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

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

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

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

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

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

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

12. No pupil shall be allowed to pursue in school a greater number of branches than those laid down in the course of study, for his or her grade,

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

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

GENERAL RULES.

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

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

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

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

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

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

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

8. All pupils whose parents or lawful guardians are non-residents of the city, or school district, shall pay a tuition fee per term of \$8 in the High School building; and \$5 in all other schools. In all cases where a tuition fee

is required by this rule, such fee shall be paid to the Treasurer of the Board within two weeks after the opening of the term, or the commencement of the attendance of such pupil, or such pupil shall be suspended until such fee shall be paid.

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

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

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

BY-LAWS.

OFFICERS.

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

PRESIDENT'S DUTIES.

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

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

CLERK'S DUTIES.

The Clerk shall be elected annually by the Board from its own body, and shall hold his office for the term of one year, and until his successor is elected and qualified. The Clerk shall notify the Common Council whenever a vacancy occurs in the Board; he shall keep a record of the proceedings of said Board, and shall keep all the records and papers belonging thereto; he shall in each year, between the 20th and 31st days of the month of August,

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

TREASURER'S DUTIES.

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

DUTIES OF COMMITTEE ON FINANCE.

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

DUTIES OF BUILDING COMMITTEE.

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

DUTIES OF SUPPLY COMMITTEE.

It shall be the duty of the Supply Committee to procure such school books as may be required for the use of indigent pupils in the city schools, and to purchase all school supplies, and attend to all minor repairs of buildings, fences, walks, and school apparatus. In the purchase of coal the committee shall advertise for bids for furnishing coal, and procure samples of same from all persons bidding; the samples furnished shall be tested by the committee at the expense of the Board, and shall be and remain the property of the Board. The committee shall enter into contract with the person proposing to furnish the best coal at the lowest prices.

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 COMMITTEES.

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 the term.

AMENDMENT OF CHARTER.

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

AMOUNT FOR SCHOOL PURPOSES.

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