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THE RECREATION PROGRAM
of the Madison Board of Education

**THE RECREATION PROGRAM
of the Madison Board of Education**

Philip H. Falk, Superintendent

Biennial Report

1945 - 1947

BOARD OF EDUCATION

Madison, Wisconsin

July, 1948

The Board of Education

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*"Oh! the circus-day parade!
How the bugles played and played."*

Boys and girls from all city playgrounds unite for their annual parade around the Square and for their circus at Breese Stevens Field.

FOREWORD

The interest of Madison schools in recreation can be traced back almost a hundred years. But the greatest progress has been made during the past 20 years. This progress has been the result of the cooperation of the City Council, the Park Commission, the Board of Education, and the citizens of Madison.

In general, the City Council provides the funds, the Park Commission its facilities, and the Board of Education the program and the use of school properties. The Mayor, and more recently the City Manager, and City Council have always lent a sympathetic ear to all requests of the Board of Education. The Park Commission through its director and forester, James H. Marshall, and staff, has been most helpful.

Obviously all through the years the members of the Board of Education have been much interested in recreation. They have supported and encouraged the school principals in the development of their extensive extra-curricular or recreation programs in schools. They have given careful consideration to all recommendations of the recreation committee of the Board. President Herbert C. Schenk has been of much value in his dual capacity as president of the Board of Education and president of the Park Commission.

Madison is especially indebted for much of its recreation program to the energy and enthusiasm of the members of the recreation committee of the Board of Education. Few communities are privileged to have the services of men of the caliber and vision of Chairman Dr. Raymond W. Huegel, Glenn W. Stephens, and Frank O. Holt. Time given by these men to the cause of recreation in Madison is far greater than most of us realize. The debt of gratitude that Madison owes to them is incalculable.

We regret the loss to Florida State University of Howard G. Danford, director of health, recreation, physical education, and safety, during the period of rapid expansion, 1940-1947. He has laid a foundation on which his successor, Glenn T. Holmes, may build with confidence.

Although we have many plans for the future development of recreation in Madison, this report is confined largely to the program as it exists today with some explanation of its development. It is presented to the citizens of Madison in the hope that it may provide a wider appreciation of the recreation program, and a better understanding of its purposes and relation to the total educational program.

Philip H. Falk, Superintendent.

THE RECREATION PROGRAM OF THE MADISON BOARD OF EDUCATION

Among major social problems of the present generation are: (1) what to do with leisure time, and (2) how to relieve nerve tension.

Within our lifetime the working week has been reduced from about 60 to 40 hours. It is what happens in one's leisure time that to a large extent determines as well as reflects one's character.

The nervous tension and emotional instability which accompany our modern high-speed life are becoming problems of grave concern. We cannot escape tension, but we can learn to relax at intervals and to recreate our emotional stability.

From 1890 to 1910 college-entrance requirements practically dictated the high-school program, and the high schools, in turn, tended to dominate the elementary schools. Although schools have been experimenting for over 50 years with activities beyond the traditional offering, it was not until about 1910 that there was national recognition of the need for broader purposes.

In 1918 the Committee on Reorganization of Secondary Education announced its recommendation in terms of the "seven cardinal principles of secondary education." These included: (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, (7) ethical character. Here was an open pronouncement of the responsibility of the school for recreation under such objectives as health, worthy use of leisure, ethical character, and citizenship.

Whereas for years schools had sponsored, though sometimes surreptitiously, such extra-curricular activities as athletics, music, drawing, debating, and occasional social events, these activities plus many others now became an integral and legitimate part of the school program. School people began to talk about the curriculum as including all the planned activities of the school that influence the behavior of pupils. Hence, a major portion of the recreation program of the Madison Board of Education for youth came to be carried on in the schools under the supervision of the school staff in the school recreation program.

Pupils are in school, however, only about 25 percent of the time during a year when they are not eating or sleeping. They are being influenced or educated during the three-fourths of the time that they are out of school as well as during the one-fourth they are in school. It is as important to be concerned about health, use of leisure, character, and citizenship during the three out-of-school hours as during the one hour in school. Under bad environment, the three hours out of school can nullify the good that may result from the one hour in school. Therefore, the Board of Education also has an out-of-school recreation program for pupils.

Because of the community investment in both the in-school and out-of-school recreation program for school-age children, it was a logical extension of the use of staff, equipment, and facilities to include adults, also. Hence, in January, 1926, the City Council voted "to place money for the recreational director (\$3600) in the budget of the Board of Education, such director to be employed by it to have charge of an all-year municipal recreation program."

In general, the *program* of recreation for the City of Madison is under the Board of Education. *Facilities* for the program, other than school properties, are provided by the city Park Commission.

The type of recreation in which one participates is determined by one's interests, opportunities, and skills. In general, the program in Madison seeks to provide opportunity for participation in a wide variety of activities and to develop skills which make participation interesting and enjoyable.

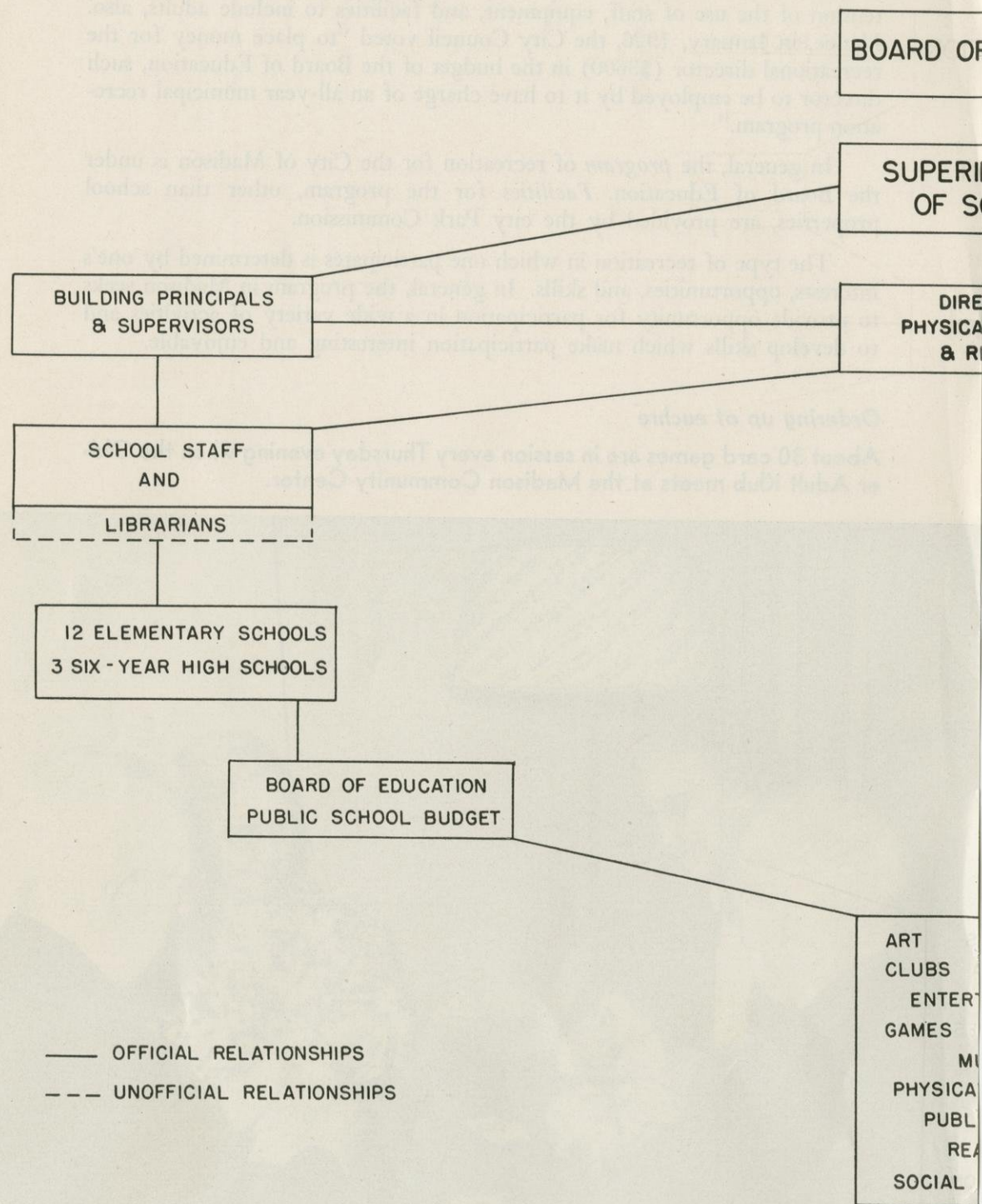
Ordering up at euchre

About 30 card games are in session every Thursday evening when the Older Adult Klub meets at the Madison Community Center.



SCHOOL RECREATION PROGRAM

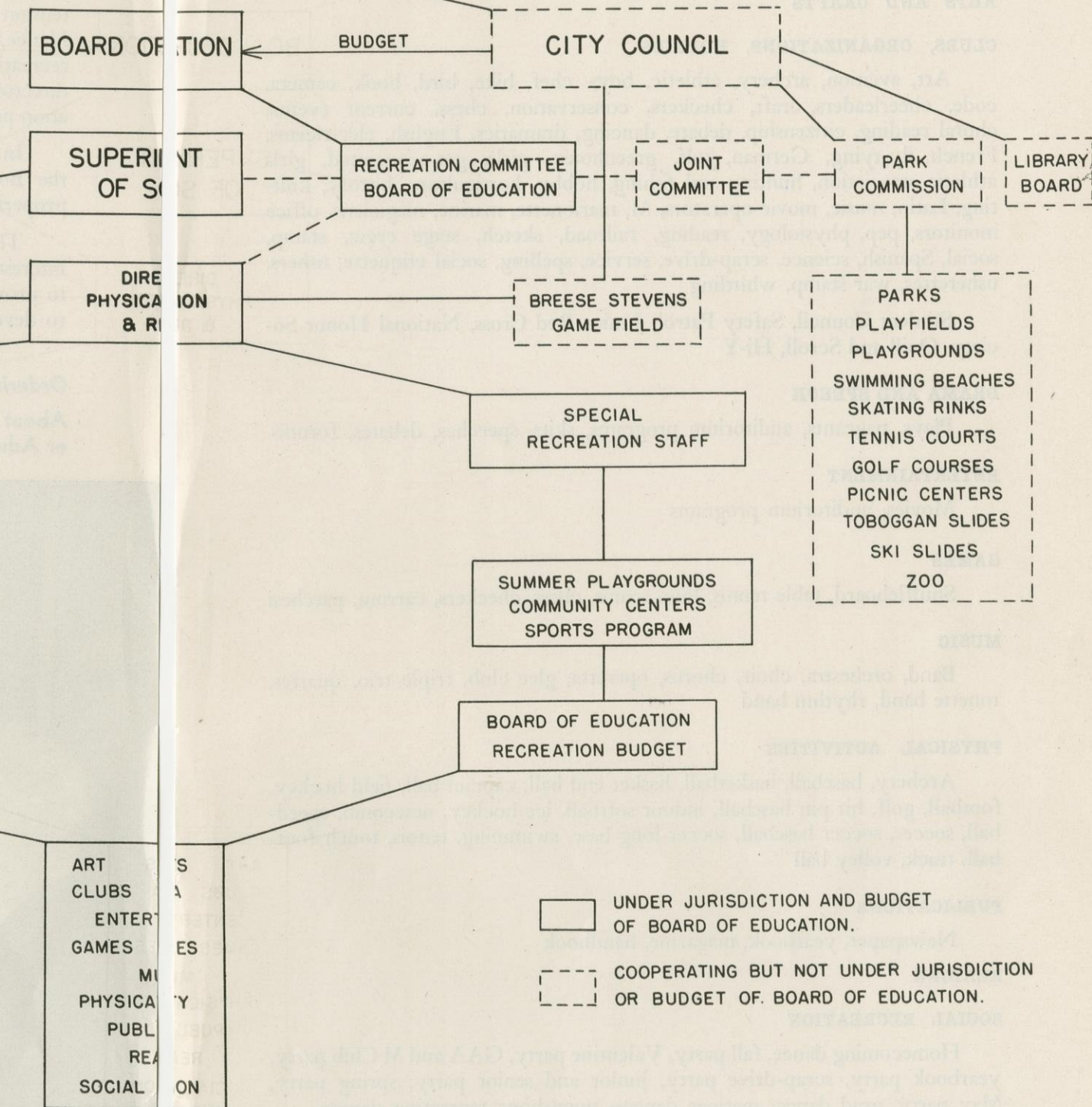
(AGES 5-19 YEARS)



CITIZENS COUNCIL

OUT-OF-SCHOOL RECREATION PROGRAM

(AGES 5 - 85 YEARS)



— OFFICIAL RELATIONSHIPS
- - - UNOFFICIAL RELATIONSHIPS

UNDER JURISDICTION AND BUDGET OF BOARD OF EDUCATION.

COOPERATING BUT NOT UNDER JURISDICTION OR BUDGET OF BOARD OF EDUCATION.

In-School Activities

ARTS AND CRAFTS

CLUBS, ORGANIZATIONS, HOBBIES

Art, aviation, archery, athletic, boys chef, bike, bird, book, camera, code, cheerleaders, craft, checkers, conservation, chess, current events, choral reading, citizenship, debate, dancing, dramatics, English, electricians, French, fly-tying, German, golf, greenhouse, girls, get-acquainted, girls athletic association, hunting and fishing, hobby, horticulture, history, knitting, Latin, music, movie operators, M, marionette, marine, magicians, office monitors, pep, physiology, reading, railroad, sketch, stage crew, stamp, social, Spanish, science, scrap-drive, service, spelling, social etiquette, ushers, usherettes, war stamp, whittling

Student Council, Safety Patrol, Junior Red Cross, National Honor Society, Quill and Scroll, Hi-Y

DRAMA AND SPEECH

Plays, pageants, auditorium programs, skits, speeches, debates, forums

ENTERTAINMENT

Movies, auditorium programs

GAMES

Shuffleboard, table tennis, loop tennis, chess, checkers, carrom, parchesi

MUSIC

Band, orchestra, choir, chorus, operetta, glee club, triple trio, quartet, tonette band, rhythm band

PHYSICAL ACTIVITIES

Archery, baseball, basketball, basket end ball, captain ball, field hockey, football, golf, hit pin baseball, indoor softball, ice hockey, newcomb, speedball, soccer, soccer baseball, soccer long base, swimming, tennis, touch football, track, volley ball

PUBLICATIONS

Newspaper, yearbook, magazine, handbook

READING

SOCIAL RECREATION

Homecoming dance, fall party, Valentine party, GAA and M Club party, yearbook party, scrap-drive party, junior and senior party, spring party, May party, grad dance; matinee dances; noon-hour recreation dances.

Out-of-School Activities

COMMUNITY CENTERS

Arts and crafts, badminton, basketball, billiards, bridge, bowling, chess, cribbage, dramatics, euchre, forums, hiking, hobby clubs, horseback riding, movies, music, newspapers, photography, picnicking, pool, shuffleboard, social dancing, square dancing, stamp club, sewing, roller skating, table tennis, volley ball, woodwork

SATURDAY PLAY CENTERS

Basketball, crafts, dancing, dramatics, hobby clubs, movies, music, puppetry, relays, roller skating, sewing, knitting, shuffleboard, stamp club, story hour, table tennis, table games, tumbling, volley ball, woodwork, wrestling

SPORTS

Archery, baseball, basketball, football, golf, horseshoe, softball, swimming, tennis, touch football, volley ball, ice hockey, ice skating, skiing, tobogganing (Park Commission), coasting (Park Commission)

SUMMER PLAYGROUNDS

Archery, aerial tennis, baseball, crafts, croquet, croquet golf, dancing, dramatics, horseshoe, hiking, hit pin baseball, loop tennis, movies, music, paddle tennis, roller skating, softball, shuffleboard, swimming, track and field, table games, touch football, volley ball, washers

CIRCUS

MADISON THEATER GUILD

PICNIC KITS

SUMMER RECREATION BAND

MARBLES AND JACKS TOURNAMENT (The Capital Times)

SOAPBOX DERBY (The Wisconsin State Journal)

ORGANIZATIONS AND ADVISORY COUNCILS

The Madison Community Center Council, the Loft, Young Adult Club, Older Adult Klub, playground mothers' clubs, Madison Theater Guild Board of Governors, Baseball Commission, Softball Commission, Basketball Commission, Madison Tennis Association, Public Links Association.

Arts and Crafts



More fun than mud pies

The large uninhibited movements used in finger-painting make it a good art medium for young children.

Arts and Crafts

A practical form of art

The study of wool develops interest in handicrafts.





Sketching at the zoo

An interesting excursion and the use of live models turn art work into play.

Arts and Crafts

Each to his own bent

Would-be craftsmen crowd the work table at the playground.



Arts and Crafts



Knit two, purl two.

Girls get first lessons in knitting at a Saturday play center.

Little shavers

Boys are taught the safe use of tools at Saturday play centers.





The creative touch

Art-metal craft is becoming increasingly popular as a hobby.

Arts and Crafts

Modeling is fun.

Art skills come in handy in making a diorama for science class.



Arts and Crafts

Imagination runs rampant.

Art pupils mold weird and beautiful masks to wear in a school program.





Bronze-welding

Industrial arts skills are helpful in a machine age for vocations, hobbies, or just tinkering around the house.

Arts and Crafts

Spray-painting

Art students make short work of decorating for a party.





Creative expression

Modeling in clay is a favorite form of recreation for many.

Arts and Crafts

Preparing for the art show

Members of the art club exhibit their work in the school library.





Stenciling

A satisfying activity may pay dividends in beauty.

Organizations



An advisory council

The Student Council wrestles with all-school problems. Advisory councils exist at the elementary, secondary, and adult levels.

The Student Forum

Lively discussions mark Student-Forum meetings in senior high school.

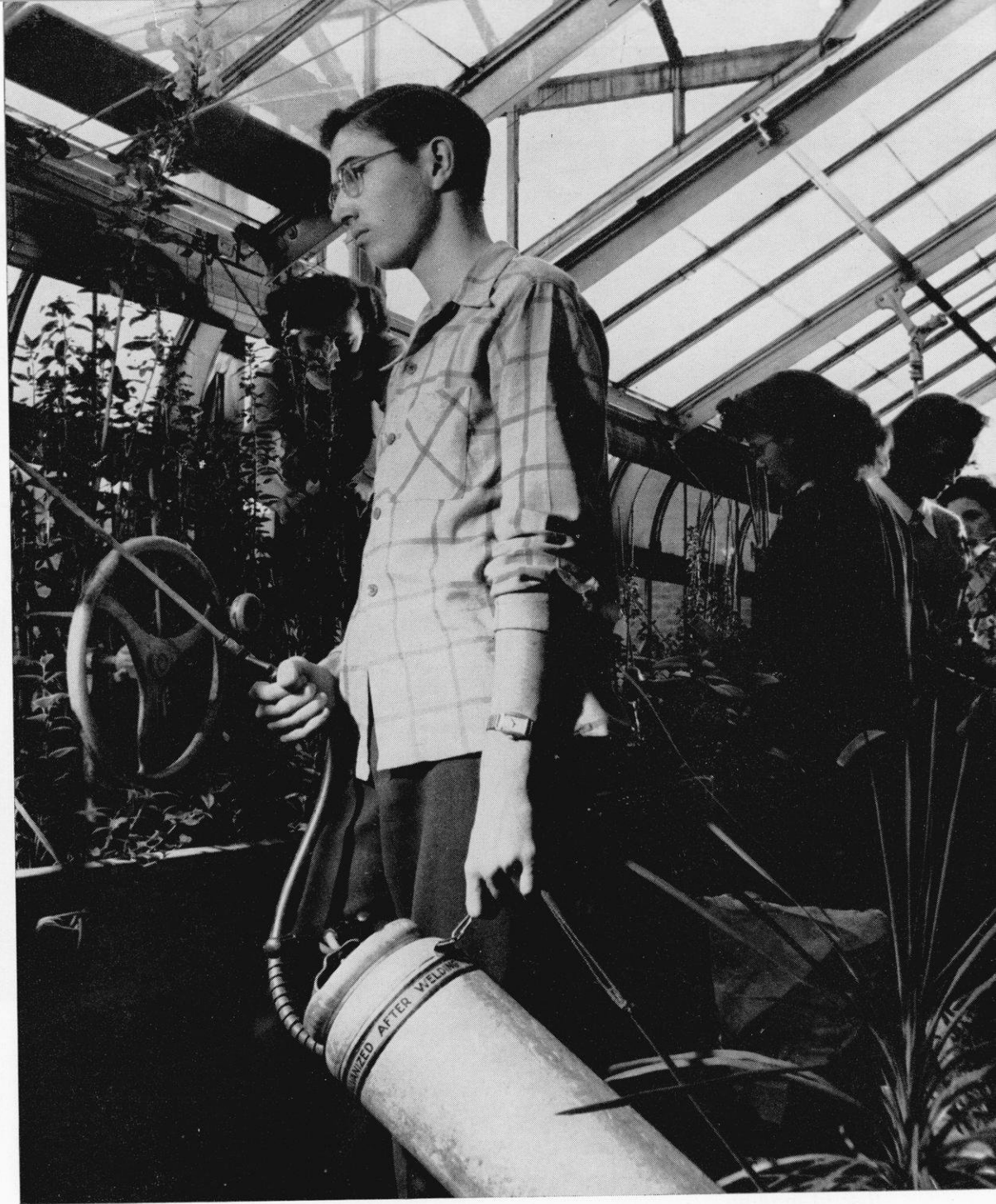


Clubs and Hobbies



Birding

Nature lovers take to the outdoors on an autumn day.



A useful hobby

The Greenhouse Club tends the plants for use in biology.

Clubs and Hobbies



Biscuit-making

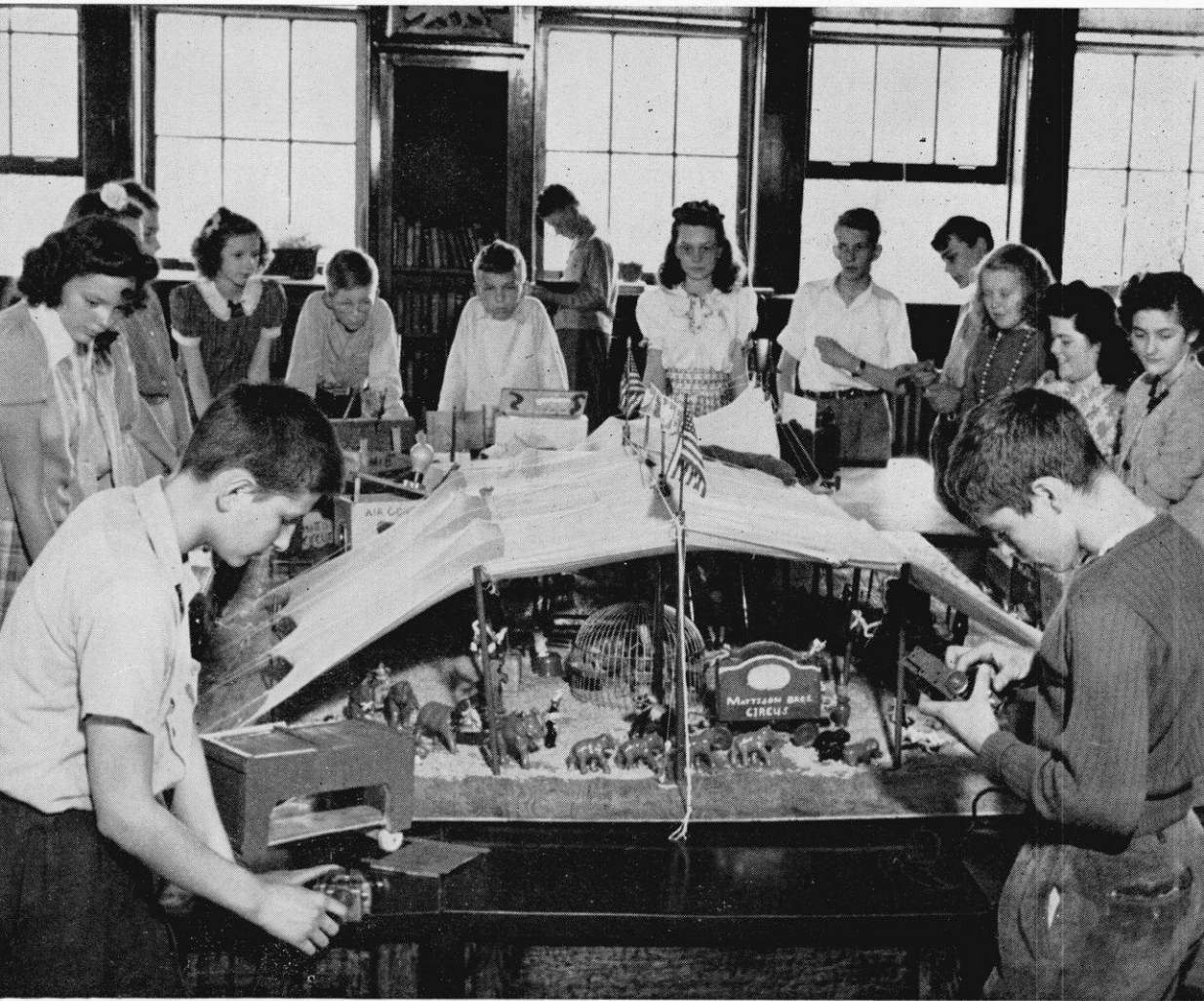
Seventy-two boys in one junior high school belonged to Chef Club during one school year.



Young philatelists

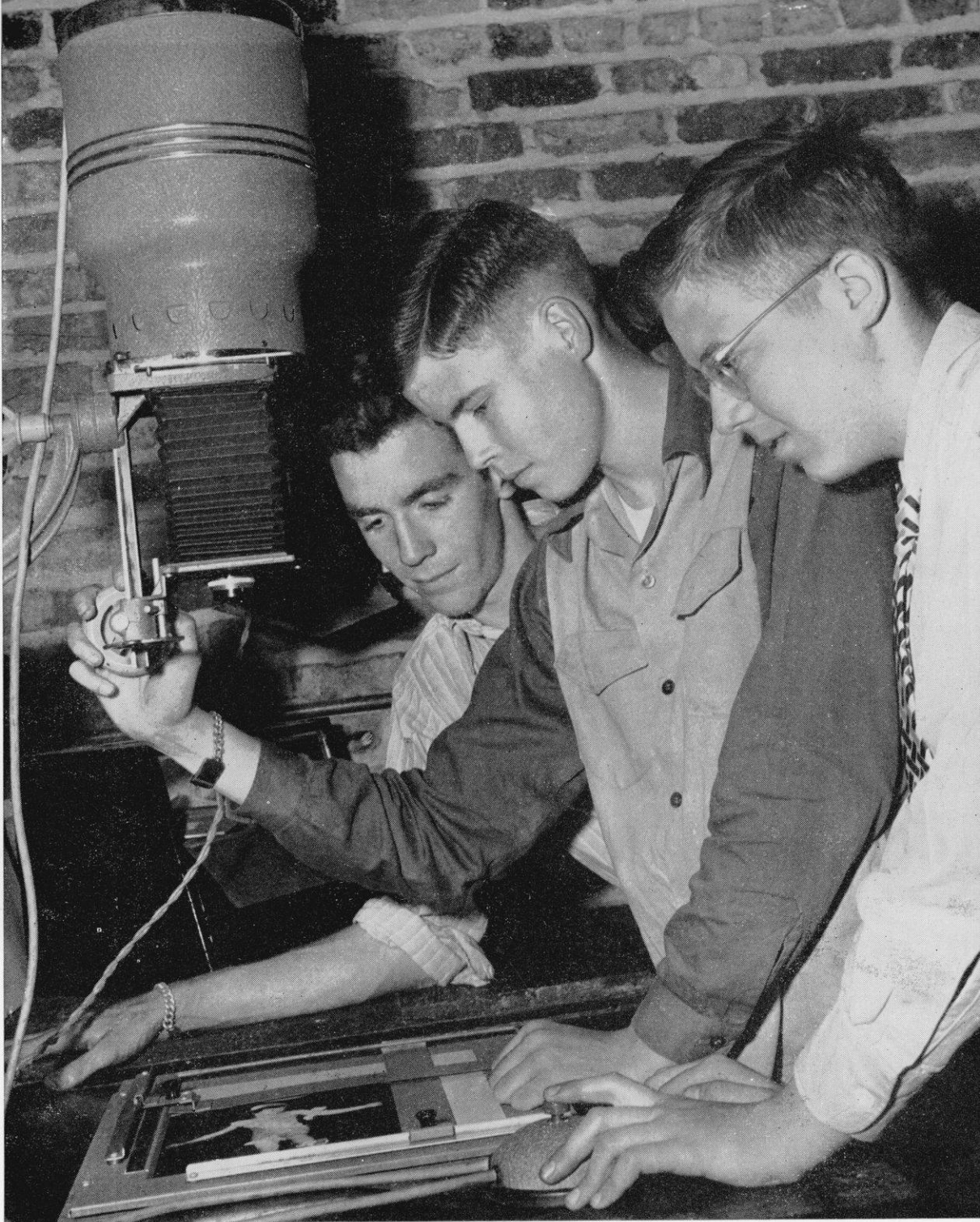
In a Saturday play center, members of the Stamp Club share their collections with others.

Clubs and Hobbies



Circus hobby-riders

Junior-high-school boys bring their miniature circus to school.



In the darkroom

Photography clubs are active in the high schools and in the Madison Community Center. During the past year, 67 pupils belonged to photography clubs in one junior-senior high school.

Games

A "quiet" game

On hot afternoons a low-activity game like checkers is popular. Fifteen playground and seven community-center checker tournaments were held during the past year.





A lost knight

Chess fans take part in league games at the Madison Community Center.

Games



The play-off

City-wide tournaments are held on Saturday afternoon involving such table games as carrom, checkers, shuffleboard, chess, parchesi, table tennis, and devil-among-the-tailors.

Noon-hour recreation

Junior-high-school activities include loop tennis, table games, rope jumping, hop skotch, marbles, movies, and sometimes song fests.

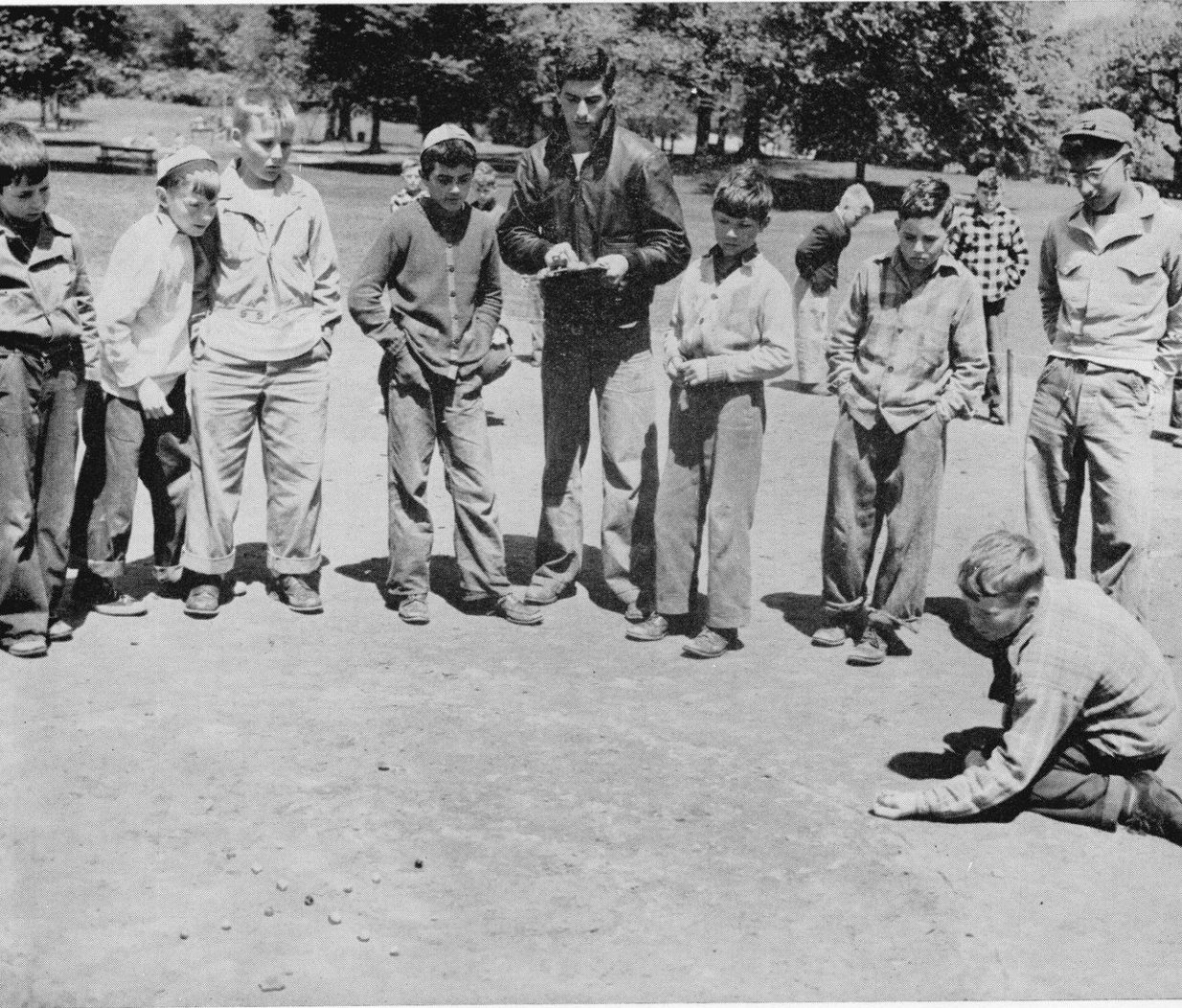


Games

Putting for a birdie

Nine croquet-golf and 20 croquet tournaments were conducted this past summer with more than 1,100 participants.





Finalists "knuckle down."

Twenty-six preliminary marble tournaments are held prior to the city-finals tournament, which is sponsored jointly by the recreation department and the Capital Times.

Games

Fifteen-two and a pair

The Cribbage League is composed of 10 teams of six persons each.





Making a contract

Large groups of adults take bridge lessons at community centers.

Drama



"Happily ever after"

"Cinderella" is one of the favorite folk tales dramatized by summer play clubs.

"Little lamps of the dusk"

Approximately 1,000 children take part in annual lantern parades at Tenney and Vilas Parks.





"With the greatest of ease"

The playground circus holds all the thrills of the sawdust ring.

Before the big act

Hours of preparation go into the playground circus and parade.



Drama

One, two, three, skip.

A few frills of paper are the only costuming needed for simple creative
dramatics.





"The Barretts of Wimpole Street"

Clothes of another day fascinate young high-school actresses.

Drama



Building the set

The stage crew prepares a setting for the junior-high-school operetta.



Make-up

Many persons work behind the scenes.



"Needles and pins"

Members of the Theater Guild make costumes for "Alice in Wonderland."

The try-out

A prospective actor reads the lines for a role in a Guild play.





At the movie

Saturday play centers provide movies as well as supervised games and crafts.

The "aud" program

Junior and senior high schools use both in-school and out-of-school talent for their weekly auditorium programs.



Music



Rhythm first

Playing in the rhythm bands is an important part of the primary child's musical development.

"Sing hey, and sing ho!"

Elementary-school pupils spend about 100 minutes a week in music classes.



Music

With glad refrain

More than 1,600 elementary and junior-high-school pupils sang and played in the Spring Music Festival.



Music

A boy and his violin

Junior-high-school pupils have the opportunity of studying band and orchestral instruments.





*"The fiddles, they sing it,
And sob it, and swing it"*

Approximately 200 fifth-and sixth-grade pupils receive class instruction in violin.



"Oomp da-da-da, oomp da-da-"

A band is built on the basses.

The Memorial Day parade

Each high-school band makes more than 50 public appearances during the school year.



Music

At the Christmas pageant

Thousands of people crowd the rotunda of the Wisconsin State Capitol to see and hear the all-Madison high-school Christmas pageant.





"Round yon Virgin Mother and Child!"

Changing tableaux portray scenes of the Nativity as choirs of approximately 250 voices sing the Christmas story.

Reading



*"This book and that book
We're richer than a mint."*

To encourage reading, browsing corners are provided in every classroom.

For leisure moments

The best current publications for children are available in classroom reading corners.



Reading

Information or entertainment

School libraries provide materials for recreational reading as well as for classroom work.





"Today is Monday,"

Book returns after the weekend fill library desk and tables.

Publications

A "nose for news"

An elementary-school news staff edits and prints its own school newspaper.





Putting the paper to bed

Proofreading copy at the printers is the final task of the high-school newspaper editors.

Social Recreation



"Be my Valentine."

Holiday parties and celebrations play an important part in the social development of kindergarten children.

Social Recreation



"Forward again with a do-si-do"

Junior-high-school pupils learn folk dances and party games.

Social Recreation

Accent on gracious living

Mothers and teachers are guests at the junior-high-school tea.



Social Recreation



On with the dance!

Seven community centers are open to junior-high-school youth on week-end evenings for dancing, table games, athletic games, and dramatics.

Social Recreation



"The Formal"

The spring party is the highlight of senior-high-school social affairs.

Social Recreation

The Loft

More than 2,500 Madison youth of senior-high-school age belong to the Loft, an organization for recreational activities at the Madison Community Center on Friday and Saturday evenings.



Social Recreation

The YACs

The Young Adult Club or YAC with a membership of 1,085 offers recreational opportunities for young people more than 19 years of age.



Social Recreation

The OAKs

For older adults the recreation division sponsors the Older Adult Klub at the Madison Community Center.



Social Recreation

Ready, go!

OAK men compete in a button-sewing contest.



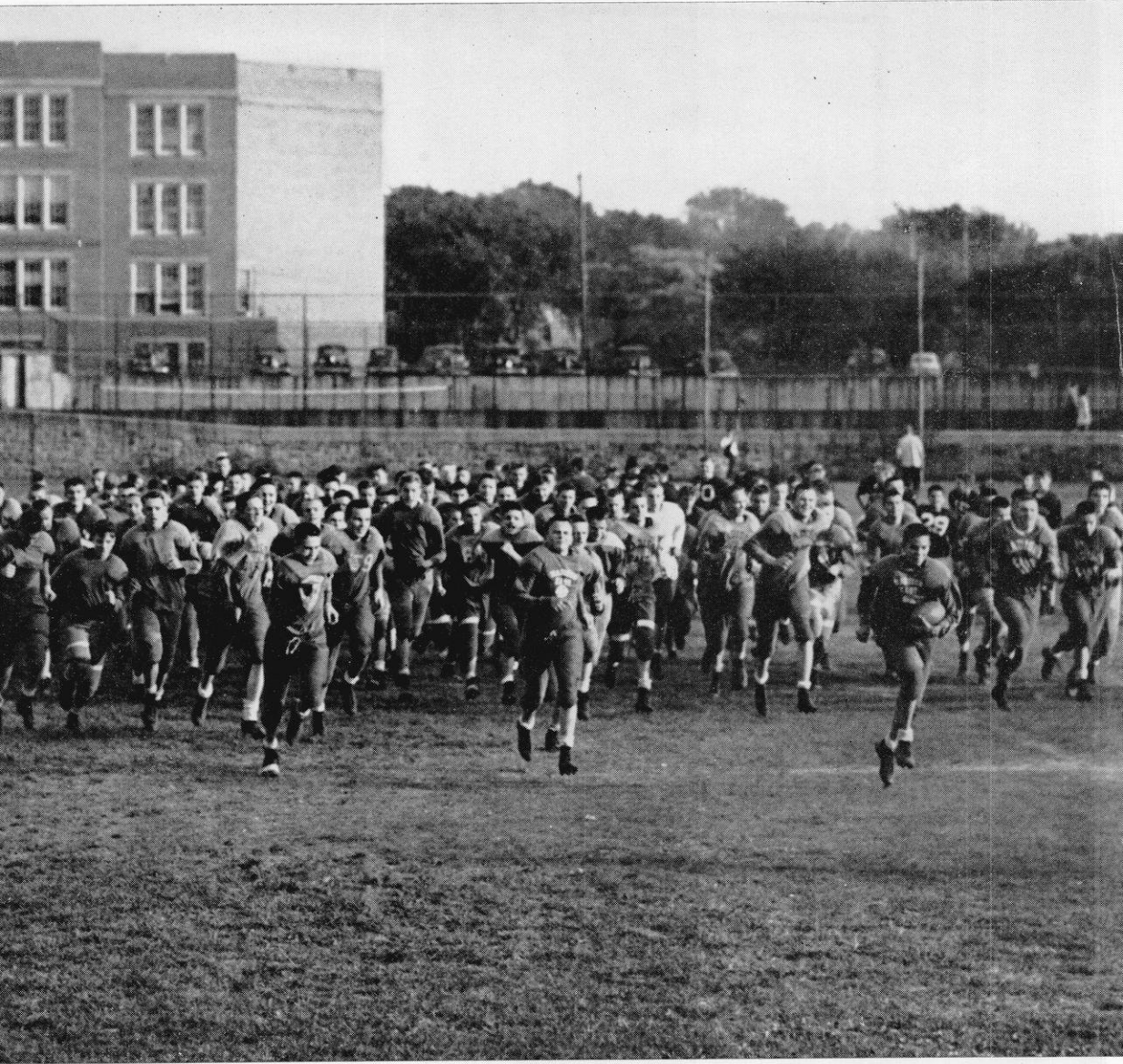
Social Recreation



To ensure a good time

During the summer months the recreation division provided picnic kits for 144 organizations of 21,579 persons.

Physical Activities



The varsity squad at East

In the three public high schools in 1946, a full schedule of games was played by 475 boys on 17 organized football teams—three varsity teams, three varsity B teams, eight senior-high-school Four Lakes League teams, and three ninth-grade varsity teams.

Coaching is teaching.

Few teachers have greater opportunity to exercise good influence over boys than "Coach."



Physical Activities



Off tackle

All varsity football games are played at night. Rivalry is keen, but good sportsmanship prevails. Attendance has reached 11,000 at city-series games, high-school students being admitted for about 10 cents.

Physical Activities

The forward pass

Touch football is a fall sport for junior-high-school boys.



Physical Activities

Blocking an attempted kick

Speedball, a combination of soccer and basketball, is a fall sport for ninth-grade girls.



Physical Activities



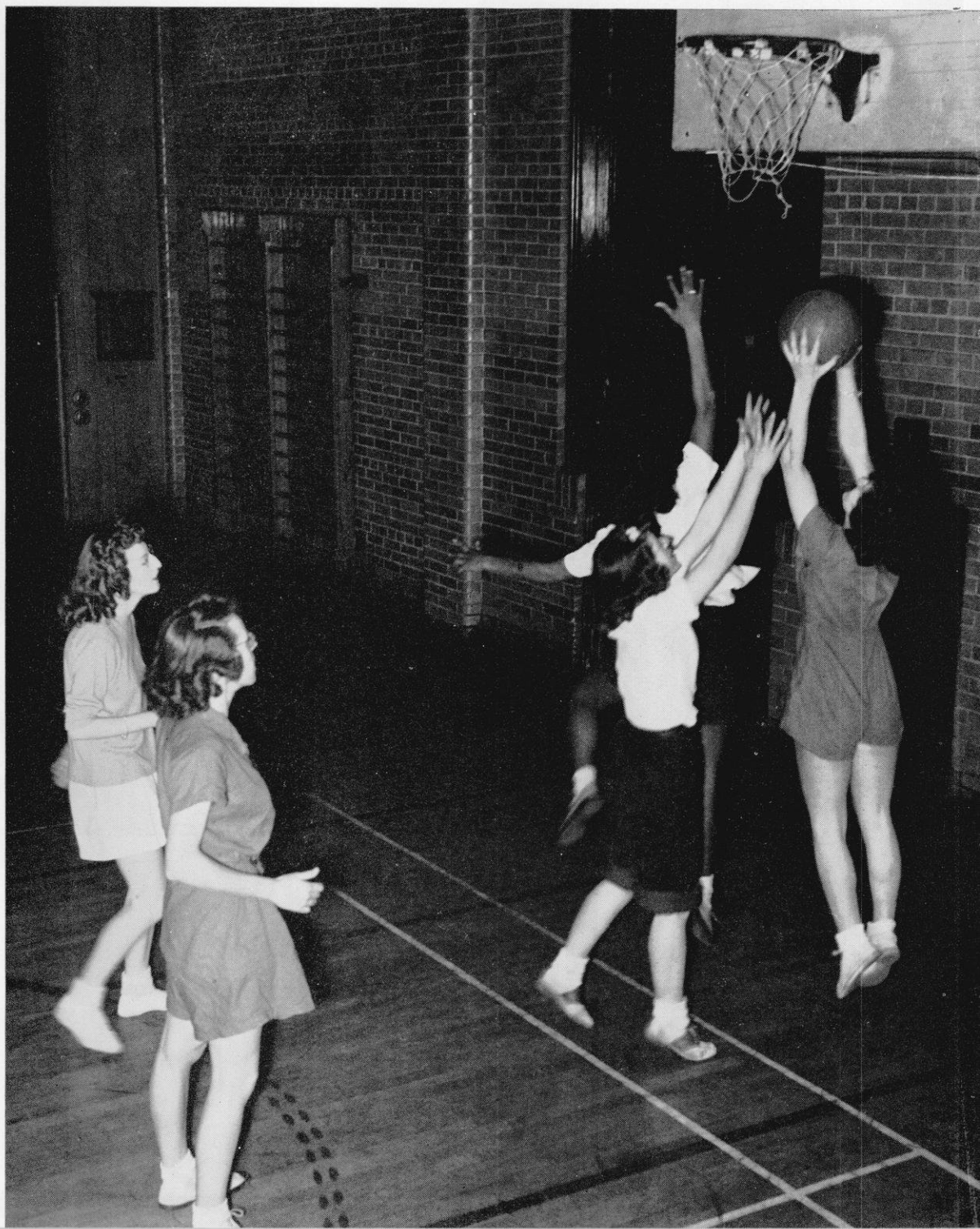
Tackling in hockey

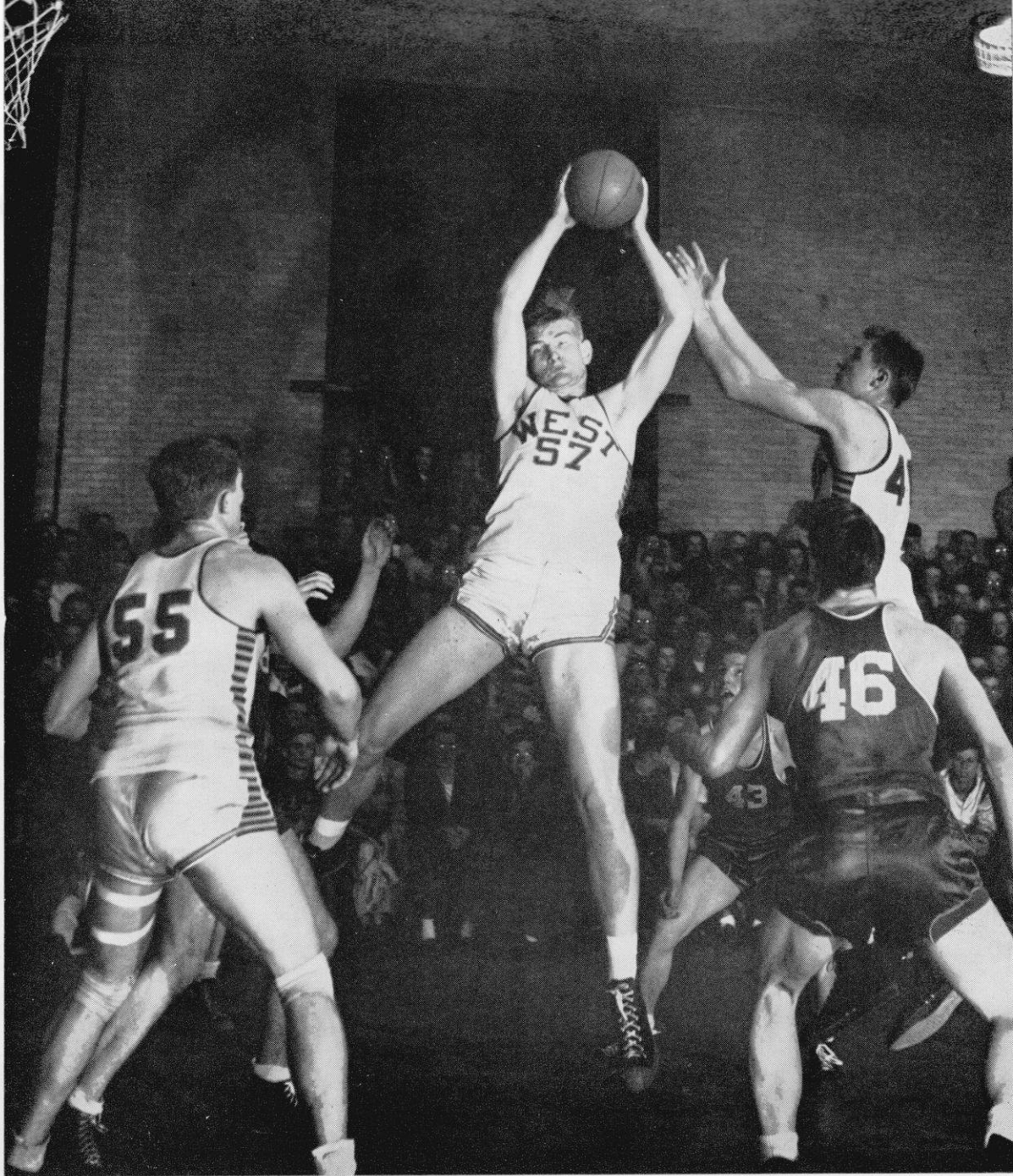
Field hockey has recently been introduced as a girls' sport in Middlewestern high schools.

Physical Activities

Taking the ball off the backboard

Basketball is taught in physical-education classes in junior and senior high school and played by high-school girls as an intramural sport.





A tense moment

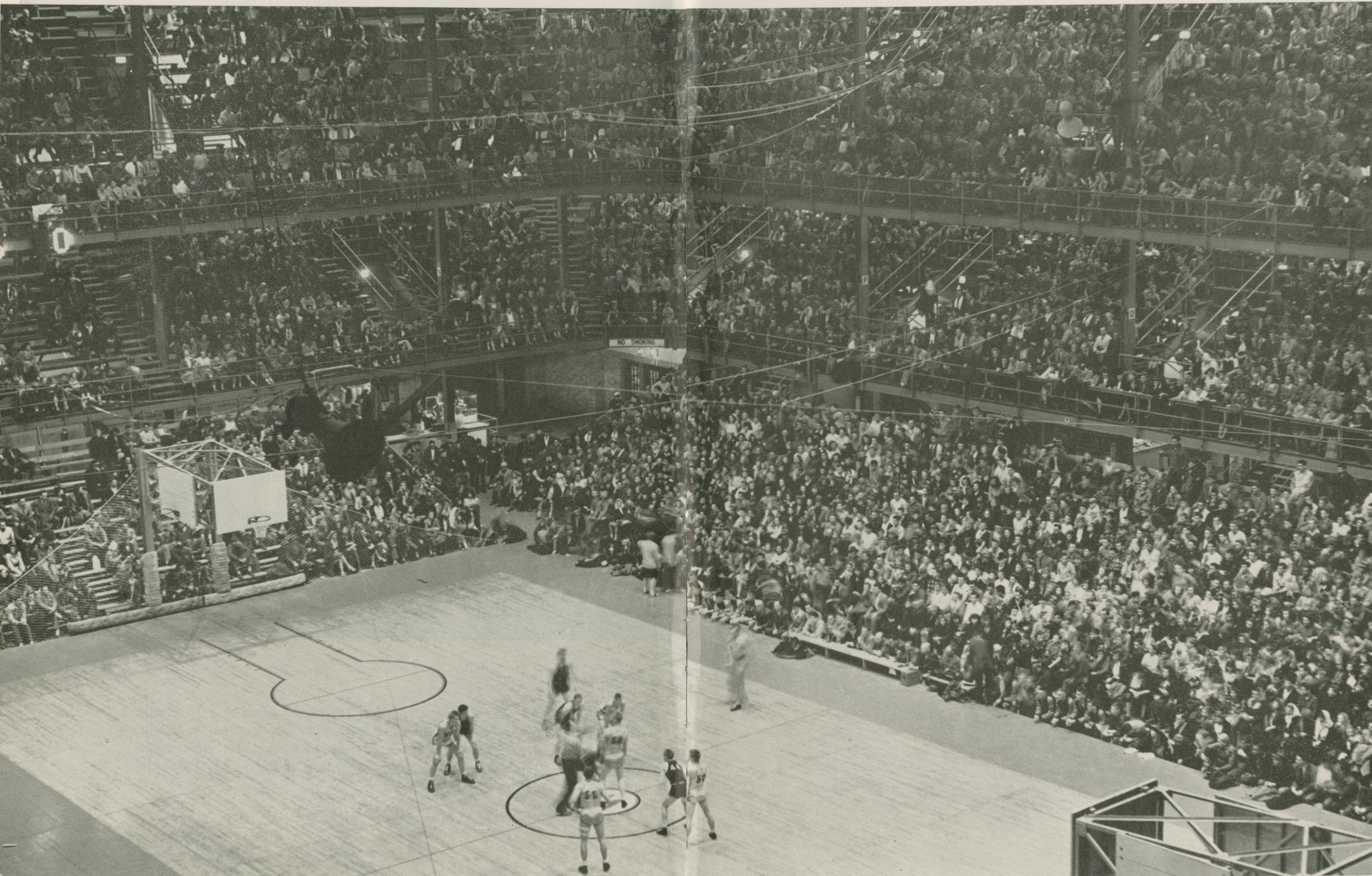
During the 1946-47 season, 135 organized teams, 62 adult and 73 youth, participated in basketball as follows: adult, men, 56; women, 6; youth, senior-high-school varsity and B, 6; Four Lakes League, 24; junior-high-school varsity, 3; junior leagues, 16; elementary leagues, 16; Parochial League, 8.

Physical Activities

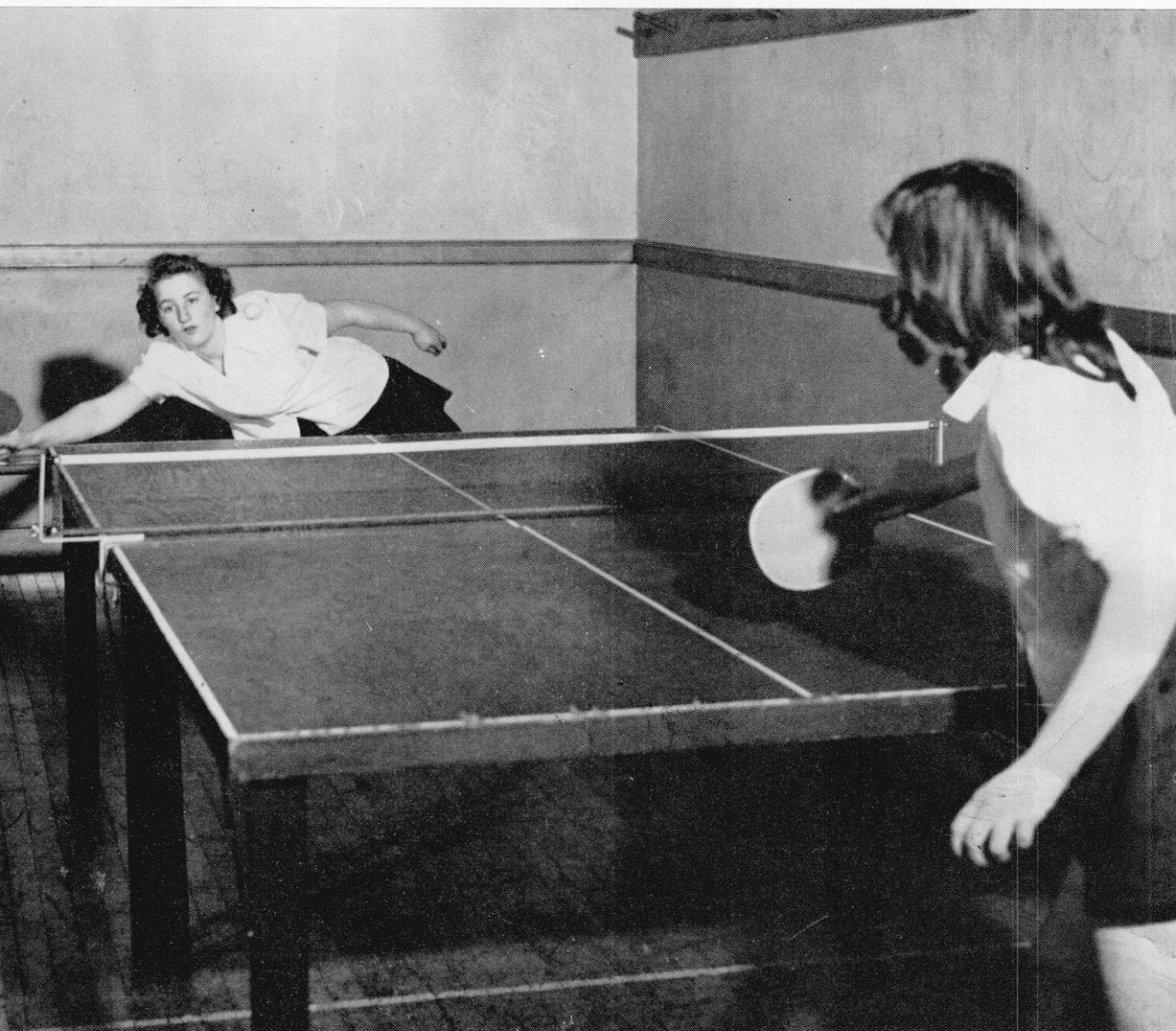
A double-header in the University Fieldhouse

All high-school games are played to capacity crowds consisting largely of

students. To enable adults to see at least one basketball game a season, the University Fieldhouse is secured for one double-header at which attendance reaches up to 10,000.



Physical Activities



Ping pong

Table tennis and similar games, such as badminton, loop tennis, paddle tennis, and aerial tennis, are activities in school intramurals, at community centers, and on summer playgrounds.

Physical Activities

Starting early

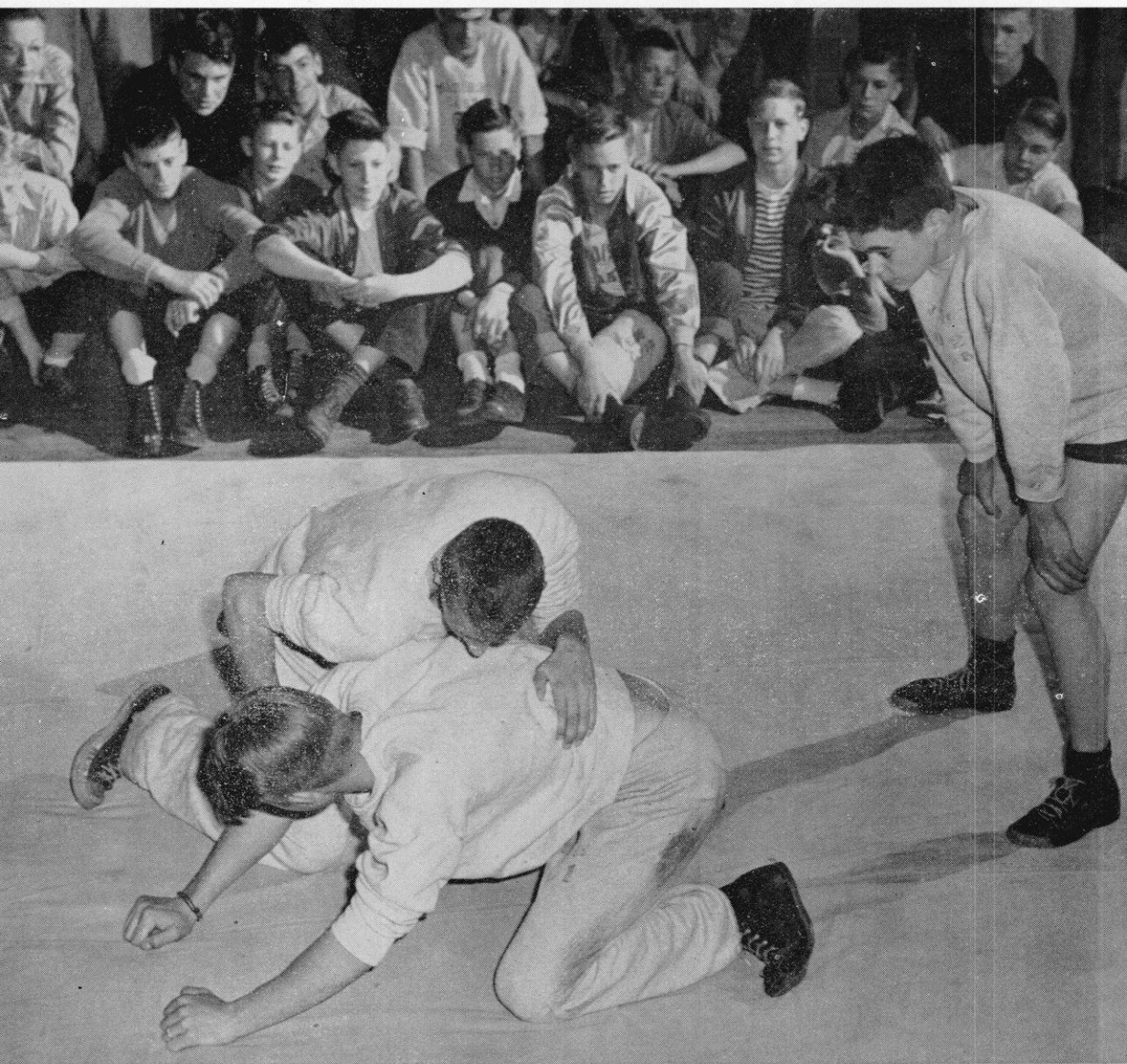
Elementary-school pupils can become skilled shuffleboard players in a short time.



Physical Activities

A rugged activity

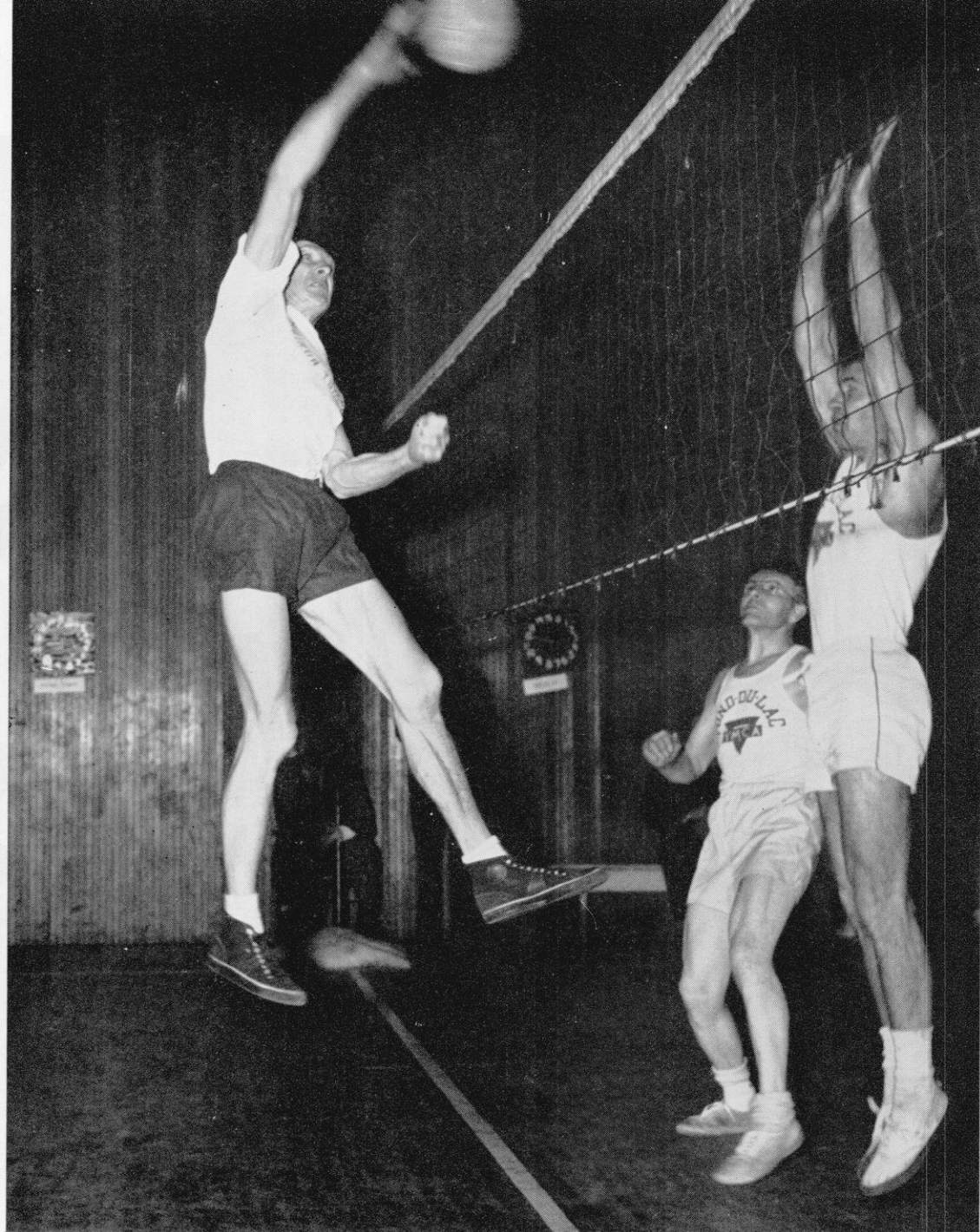
Junior-high-school boys act as referees as well as spectators when instruction is given in wrestling.





The fastest game

Four adult and seven youth teams participate in ice-hockey leagues.



A spike and a two-hand block

A total of 25 volley ball teams, 14 adult and 11 youth, were enrolled in various leagues. An additional 16 adult and 17 youth teams participated in tournaments sponsored by the recreation division.

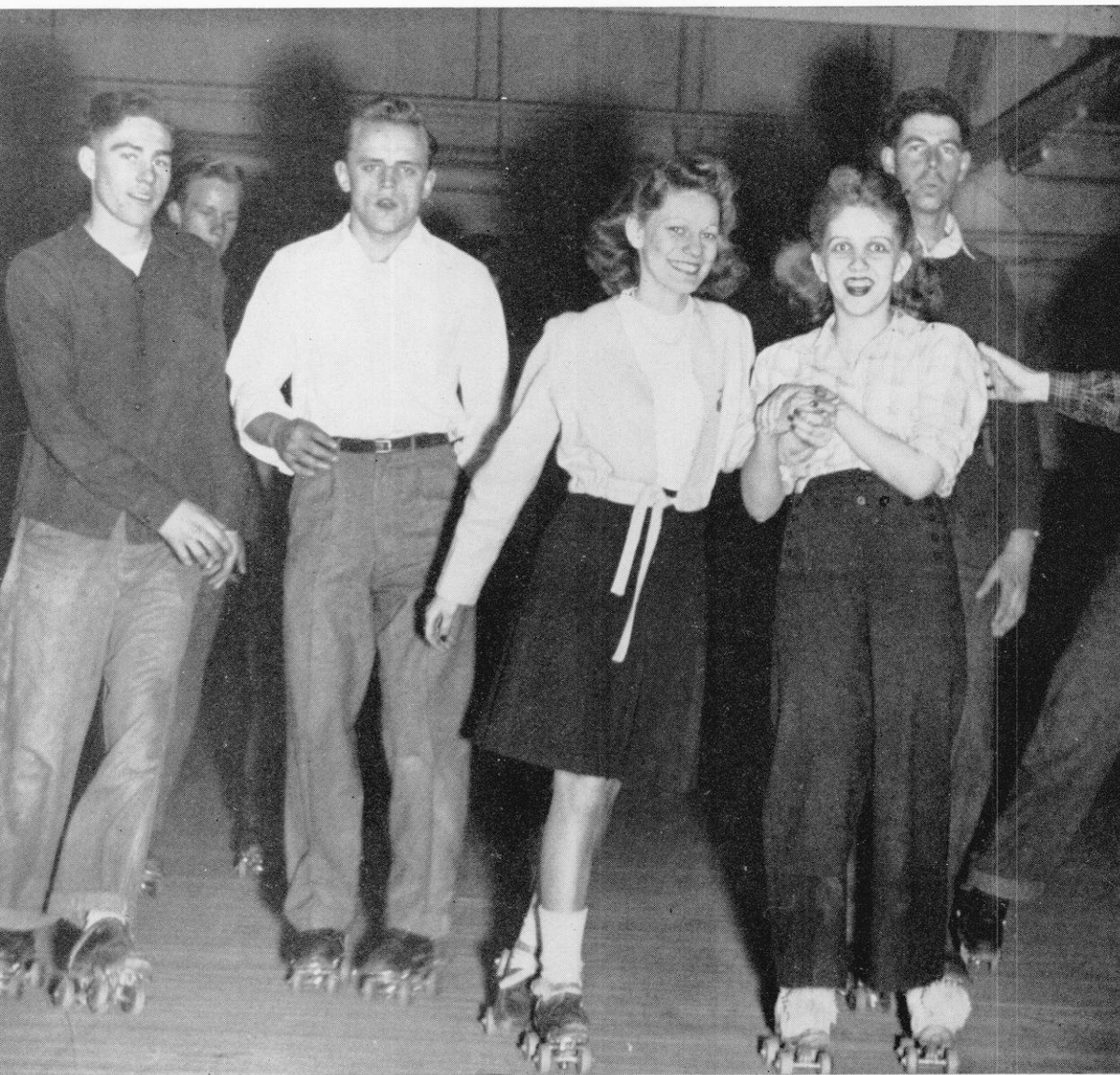
Physical Activities

The volley

Volley ball, which is taught in physical-education classes, is a favorite sport of senior-high-school girls.



Physical Activities



Round and round

Roller skating is a popular activity at the Madison Community Center on Sunday afternoons.

The flutter kick

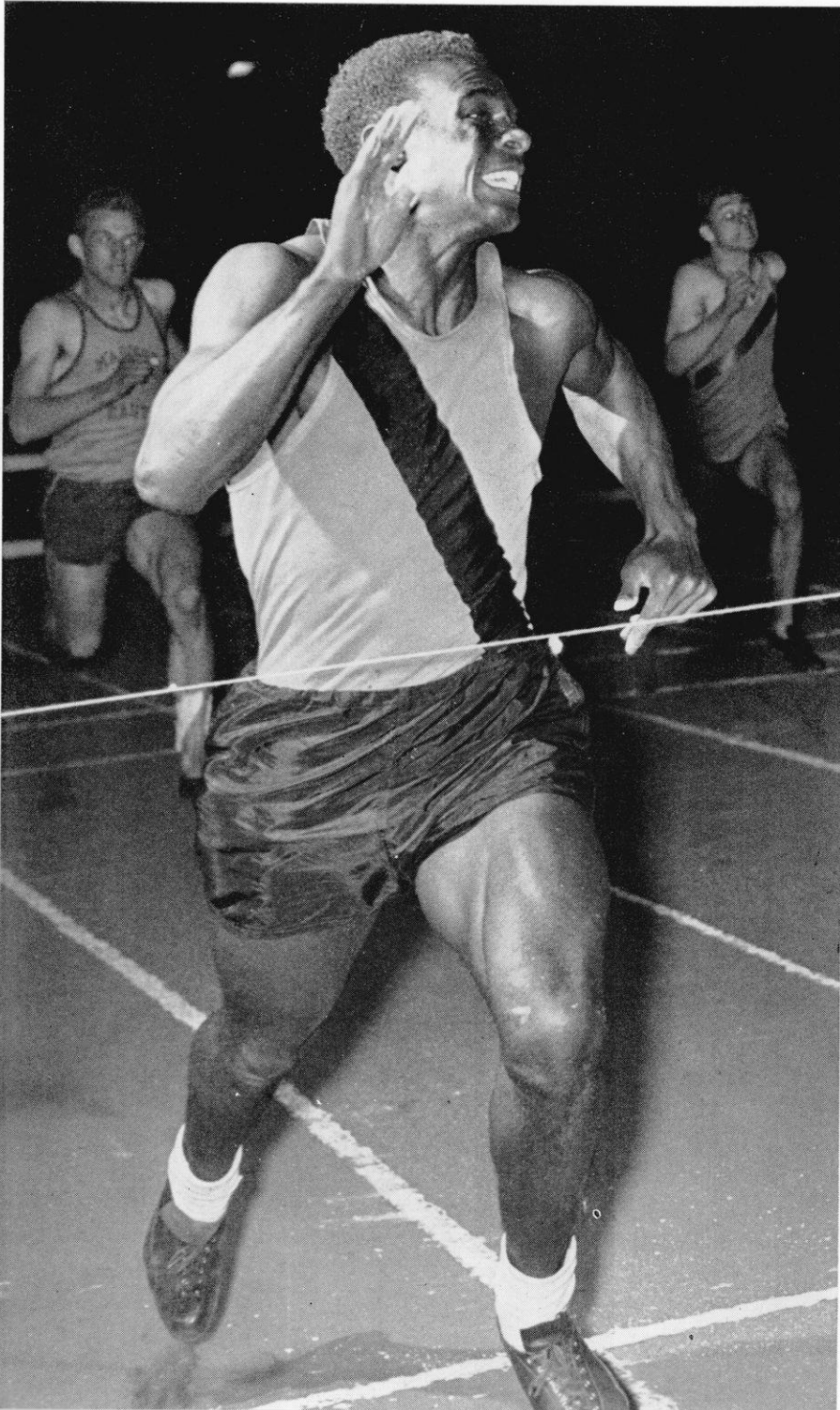
Central high school swimming classes are held in the YMCA pool.



Physical Activities

The state champion

Twenty-nine track and field meets were held for senior-high, junior-high, and playground teams in 1947.





The forehand drive

Tennis is taught in physical-education classes. Each high-school boys' inter-scholastic tennis team plays a regular schedule of matches. The division of recreation conducts a city tournament in which 100 adults and 40 youths participate.

Physical Activities

A bull's eye

East senior-high girls shoot at their indoor archery range. In 1947 Central high school had an archery class of 45 and West high school, a boys' inter-scholastic team which participated in 12 matches.



Physical Activities



Is it a ringer?

In 1947, 247 men participated in a horseshoe league of 10 teams. Also 16 playground horseshoe tournaments were held.

Physical Activities

The beginners' class

Swimming instruction is given by the division of recreation at eight beaches during the summer.



Physical Activities



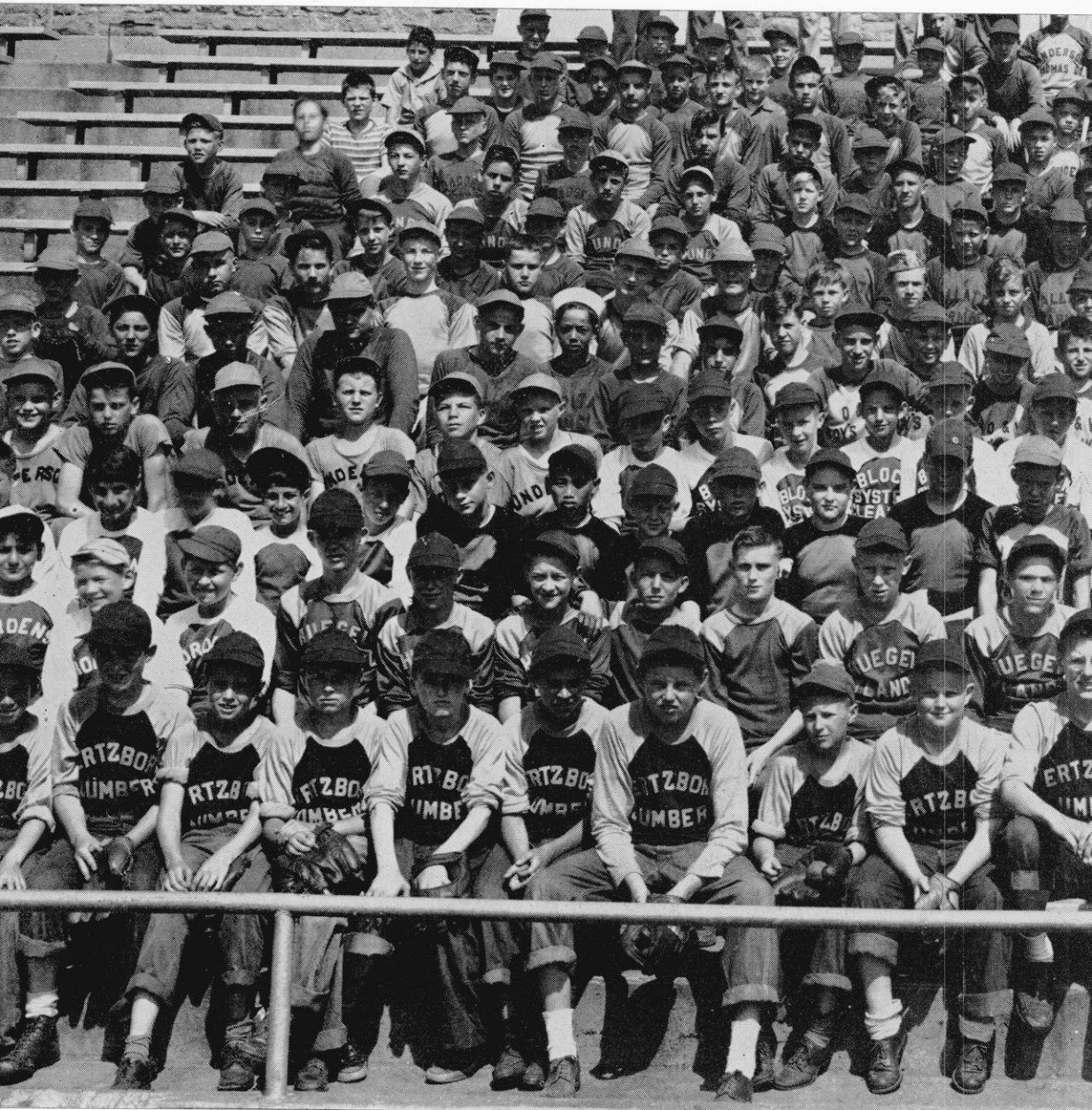
A long drive

The recreation division sponsors an industrial golf league of eight teams, conducts a city tournament for men and a women's public links tournament. In 1947 the division conducted the Wisconsin Recreation Tournament of eight teams. Each high school has an interscholastic golf team which participates in a regular schedule of matches.

Physical Activities

The Junior Baseball League

In 1947, 260 boys played in the Junior League, 315 in the Midget League, and 240 in the Senior League.





Physical Activities

Out!

Seventy-three organized baseball teams, 14 adult and 59 youth, played under the direction of the recreation division in 1947.



Physical Activities



Fans crowd the bleachers.

During the 1946 season, the Industrial League of eight teams played to 78,000 fans at Breese Stevens Field.

Physical Activities



Batter up

Playground winners from the East and West Sides meet at Breese Stevens Field in the Tournament of Champions.

Physical Activities



Strike one!

More than 1,250 men played on 78 teams in adult municipal softball leagues in 1946. Five women's teams also competed in municipal league play.



The dance

For several years a modern dance program has been conducted in one elementary school on an experimental basis.

THE BEGINNING OF THE RECREATION PROGRAM IN MADISON

There is probably no subject or activity in the curriculum that does not have recreational possibilities for some pupils. The fact that emphasis in this report is placed on certain activities as contributing to recreation does not mean that the only objective of these activities is recreation or that there are not other activities which also contribute to recreation.

Art

Art or "drawing" first appeared in the curriculum of the Madison public schools in 1857. In the early days drawing was taught by classroom teachers with the aid of "Bartholomew's drawing cards and books" or similar systems designed for the teaching of drawing.

In 1873 the superintendent of schools reported as follows:

"Drawing has been taught to a limited extent in many schools of the country for a number of years, but without any well-considered plan, and with but poor and unsatisfactory results.

"We have, I think, made commendable progress in this branch since its first adoption as a regular study, by the Board; and yet we should do very much more than we have done. This we shall readily be able to do if we make no retrograde movement and carry out our present plans."

The superintendent of 1888 made the following statement:

"The work in drawing has not been as satisfactory as could have been desired. Perhaps a mistake was made in trying to do too much. Too little has heretofore been done in this branch in the High School. But under present arrangements, with Miss Carrier (teacher of mathematics, history, drawing) giving special attention to the subject, it is hoped that more can be done."

In 1890 the superintendent wrote:

"I feel sure that the appointment of a special teacher of drawing to give instruction in the High School and supervise the work in the ward schools would soon make evident the wisdom of such an arrangement."

The new superintendent of schools in the school year 1892-93 made the following announcement:

"At the opening of the school year Prang's Shorter Course in Drawing was introduced into all grades below the High School, and a competent teacher was engaged to supervise the work."

Today art is required in all grades of the elementary schools and in the seventh grades with the exception of pupils who take instrumental music. Art is an elective in grades 8 through 12. In addition to a city supervisor of art there are 19 full-time and two part-time teachers of art in the system.

Clubs and Organizations

First mention of a literary society appeared in the report of the high-school principal at the end of the 1893-94 school year. The following year he reported on its success as follows:

"This has been a prosperous year for the Literary Society. Membership in it once was regarded as a joke or a chance for fun; now it is an honor to claim its privileges."

In his report for the year 1912-13, the high-school principal commented on the improvement of school spirit and credited in part the reorganization of the literary societies and departmental clubs for the splendid esprit de corps. The organizations included literary societies, Nautilus, Philomathia for girls; Forum, Madison Literary Society for boys; departmental clubs, art, English, German, classical, history and civics, French, glee club for girls, domestic science, and science. Following is his report of a special event:

"Upon February 22, all members of the Literary Societies and Clubs joined in a supper served in the gymnasium at 50 cents per plate. There were 285 people in attendance. It was a great event in the lives of many. The toasts, patriotism the theme, were given by representatives from the societies and clubs. By common consent, this supper was declared a real success. It did much to create a right attitude toward the serious work of the school."

Appearing in the combined report of the superintendent for the years 1925 through 1928 was the program of extra-curricular activities for the junior high schools, then located in the elementary buildings Emerson, Longfellow, and Randall.

Included were clubs, such as dramatic, art, sewing, chess, and travel; music groups, glee club, orchestra, and chorus; after-school athletics, basketball, volley ball, soccer; publications; social functions, picnics, parties, matinee dances; and the Junior Civic League and Junior Red Cross.

That similar activities were carried on in senior high schools is evident from old high-school annuals and newspapers, although no mention is made of them in superintendents' reports.

For clubs and other school organizations today, see Page 10.

Drama and Speech

Declamations and "rhetorical exercises the second Friday in each month" appeared in early courses of study in Madison, but no special teacher was assigned to this instruction.

In 1879 Samuel Shaw, superintendent of schools, listed the advantages and disadvantages of prizes and then gave rules for the Shaw prize "to encourage improvement in composition and elocution." This prize, amounting to \$17.82 in 1947, is still presented annually for the best essays in the senior high schools.

The superintendent of 1888 announced the appointment of a teacher for rhetorical work in the high school. So ambitious was the work of the rhetorical instructor in 1889 that 35 orations were given in the graduating exercises. With evident relief the superintendent announced at the end of the 1891-92 school year:

"A departure from the old time commencement exercises is, we believe, a step forward. This year the class chose two representatives to speak (salutatory and valedictory). Instead of orations by members of the class, an address was delivered by Dr. J. W. Stearns of the University."

Six instructors teach speech in the junior-senior high schools today and three in the elementary schools. See the present program of speech and dramatic activities on Page 10.

Music

Singing was listed in the printed courses of study of the Madison schools in 1857. Music was appreciated largely for its recreational value, according to the annual report of the superintendent of schools, 1866:

"More attention should be paid to vocal music in our schools. At present no instruction whatever is given, beyond teaching the children a few songs by rote. This is beneficial as far as it goes, but it is not thorough enough. There is no exercise which can compare with singing to overcome that spirit of listlessness or weariness, which will sometimes creep over a school."

No plan of progression was followed and no trained music teachers were employed for many years, school authorities evidently depending upon classroom teachers with music books for the teaching of music, according to excerpts from the annual report, 1873.

"We have introduced Mason's New Music Charts in the place of Blackman's series Commendable progress has been made in music in all the departments."

In 1879 T. H. Brand was employed to teach music, one recitation each day, in the high school. Mrs. M. E. Brand began to teach music in all the schools in 1885 and continued in this capacity until 1891.

From the report of the citizens' visiting committee, 1887, comes the first mention of a glee club.

"More interest should be taken in singing. Many scholars who have good voices are unwilling to sing at all The decided success of the High School Glee Club shows how much could be made of the musical talent of the High School."

With the employment of a supervisor of music, Nellie W. Farnsworth, during the school year 1894-95, music became a fully recognized part of the curriculum of the Madison public schools. In her first report on music in the schools the supervisor said:

"When a child has been taught to sing, to understand and enjoy good music, there has been set in motion a train of influences which will increase and gather power with increasing years. There have been given to him means of enjoyment that far transcend any material acquisition."

At the end of the school year 1896-97, the supervisor of music reported:

"A Glee Club, composed of thirty-five boys and girls, met after school once a week during the year. This was voluntary, and the results were gratifying."

First mention of a high-school orchestra was made in the annual report of 1899-1900, when a musical program was presented by the orchestra, boys' glee club, girls' glee club, quartet, and mixed chorus. The first high-school band was organized in the school year 1920-21.

Today each senior high school has a concert band and orchestra. Likewise each junior high school has a band and orchestra as well as a band and string orchestra in each grade of the junior high school. Instruction in strings is also given in grades 5 and 6 in all elementary schools.

Vocal music groups in the schools include an a cappella choir and at least three chorus groups in each senior high school, a boys' glee club and a girls' glee club in each junior high school, and a choir in each elementary school.

Each child receives a minimum of 100 minutes per week of instruction in music through the eighth grade. All instrumental and vocal music in grades 9 through 12 is elective.

The music staff today includes a director, four full-time and four part-time instrumental teachers, 12 full-time and two part-time vocal teachers.

Physical Education

Although "physical exercise" was listed as being taught in Madison schools in 1857, it was not until the spring of 1890 that August J. Sauthoff was employed as teacher of physical culture in the high school. Superintendent Beach heartily commended his work. He stated:

"A few minutes devoted to vigorous exercise have their effect on the health as well as on the bearing and carriage of pupils, and on the discipline of the school."

But the high-school principal reported for the year 1891-92 under "Calisthenic Exercises" as follows:

"Fifteen minutes per day have been given to physical exercises. Results are not wholly satisfactory Narrow aisles and large numbers of pupils render it impossible for any pupil, no matter how interested he may be, to perform any arm movements easily. Constant contact with desks or with one another makes more or less confusion Again, the air in the main room is not changed rapidly enough to permit the best work."

The first director of "physical culture" for all schools, Jacob Rettich, was employed for the school year 1892-93. In his report to the superintendent, he stated:

"I would suggest the high school and upper grades in the ward schools be supplied with wands, dumbbells, or Indian clubs. The former are the cheapest and most desirable hand apparatus known to physical work, and no school should be without them."

Recognition of the recreational value of physical exercise is indicated by Mr. Rettich in the following paragraph:

"Everyone will concede that the tender and rapidly growing body of the child must suffer from the necessity of being confined eight or ten years in the close atmosphere of a schoolroom. For this reason the constraint of intellectual labor ought to be relieved by exercises of its vital powers When all perform exercises, . . . the sense of order and obedience is awakened. The feeling that all are equal originates with physical exercise. Physical training is 'work in the garb of joy'."

In 1894, the citizens' visiting committee reported, "It seems to the committee also that the time has come for the equipment of a good gymnasium for the use of the high school The calisthenic exercises now practiced are valuable, . . . (but) are inadequate to supply the need of the students for healthful physical exercise."

In 1894 at the "Out-Door Drill:"

"The audience numbered double those of last year, and many flattering remarks were made, and the teachers congratulated on the beneficial results of physical education."

In 1895 Mr. Rettich reported:

"Toward the end of the school year I frequently took classes out doors to derive any benefits of the pure exhilarating air For Arbor Day I had a special 'Arbor Day Drill', composed of a series of exercises with decorated hoops. These drills were executed by girls of fifth to eighth grades only and made a very pleasing display."

However, in Mr. Rettich's report for 1896-97, apparently with regret, he stated:

"At the beginning of the last year a conclusion was reached to discontinue physical culture in high school. This was not, in my opinion, a step in the right direction."

After a lapse of five years, in 1901-02 the visiting committee for the high school "deplored the fact that physical exercises which years ago constituted a part of the routine of the school had not been continued, for (they believed that) in such exercises pupils find a certain degree of rest and recreation which enables them to utilize their time and energy for the rest of the day to better advantage."

After the completion of the new high-school gymnasium (Central high school), in 1907-08 the citizens' visiting committee recommended:

"That a director of physical training and athletics be appointed to give instruction in gymnastics and to direct and coach indoor and outdoor athletics; and that a woman be appointed to take charge of physical training and athletics for girls."

In 1908-09, Miss Altheah H. Brown and Mr. Thomas E. Jones, now in the athletic department of the University of Wisconsin, were employed as physical-training teachers for girls and boys respectively. The enthusiasm for the program is clearly indicated by the following report of the superintendent for that year:

"The gymnasium has made possible for all a course in physical training intelligently adapted to individual needs and has placed before all ideals of a more perfect physical manhood and womanhood All physical activities have assumed a more rational and wholesome nature. Rudeness of manner and recklessness of conduct have in a degree given place to a more gracious spirit and to a saner and more thoughtful regard for the rights of others. Smoking among boys has noticeably decreased and the disposition to waste time and energy in gaming and loafing is less common. Aimless activity has given place to more purposeful endeavor and indifference of spirit has been replaced by a desire for more earnest living."

Whereas the gymnasium had been called, "a model one in every respect, and a credit to the wise liberality of the city," the visiting committee called attention "to the great inadequacy of the provision for bathing and dressing. Overcrowding, lack of privacy, poor ventilation and poor light, prevail and need remedying."

In the report of the superintendent, 1911-12, he emphasized the need for gymnasiums in the elementary schools. He stated:

"In the new Longfellow building the large room on the basement floor furnishes facilities for indoor games and sports In the Washington, Brayton, and Draper buildings the pupils have been permitted, under limitations, to use the attic rooms for gymnasium activities. In the Marquette and Hawthorne buildings the pupils have been permitted to a limited extent to use the main corridors for games and sports Without question every building should have a gymnasium."

In 1913, the superintendent reported:

"For the first time the physical activities connected with the elementary grades have been under a special instructor and have been carried on in a systematic manner."

Hence, by 1913 we had recognition of need for elementary as well as high-school gymnasiums, and a beginning to provide trained physical instructors in both elementary and secondary schools.

In 1947 a city supervisor, two assistants, and a staff of 25 physical-education teachers conducted physical-education classes in all public schools in the city. All schools except Sherman, which was recently annexed to the city, have gymnasium facilities.

Athletics

In the report of the high-school principal, J. H. Hutchison, 1893-94, we find the following statement:

"The High School has had an athletic association whose influence cannot be very exactly determined While in some cases athletics have not mixed well with Latin, Greek, and physics, there are cases in which members of the association have brought up their class standings in quite a remarkable way If its membership roll be subject to the approval of teachers and principal, we are sure that objections now existing would disappear."

The next year, 1894-95, this same principal reported:

"The prominence given to athletics in the University has had its influence in the High School On the whole, the result of a very considerable attention to athletics has been beneficial.

"Our football team made an excellent record. However much satisfaction may come from its victories, we value more highly its record for gentlemanly conduct and fair play."

In his report for 1895-96, the principal stated:

Attention to athletics in the High School does not need great encouragement. Teachers approve just as long as scholarship does not suffer."

In 1897-98, he reported:

"The part of athletics in modern school life cannot be overlooked. While more attention is given it than its importance demands, we do not underestimate the ends it may in part be made to subserve."

Aside from the problem of scholarship, the questions of finance and management began to need attention.

"The chronic state of indebtedness in which the athletic association finds itself shows that business is managed wrongly, too extensively or too expensively."

It was during this year, 1897-98, that some of the principals of high schools of the state decided to take over, as revealed by the following statement:

"We have hoped for the ultimate good effects of athletics if administered under the rules adopted by the principals of the leading high schools of Wisconsin."

Also, we find the visiting committee of the high school for the year 1897-98 reporting:

"We are pleased to note the growing interest in athletic sports which not only tend to promote strong physical development in the young men, but bring into the entire school a spirit of loyalty and an interest in the affairs of the school as a whole which are not easy to obtain by any other means. We fear, however, that there is great danger in allowing teams to engage in contests which take them to cities far distant from Madison. Such journeys are apt to involve the teams heavily in debt and when they are accompanied, as they sometimes are, by would-be friends of more or less pronounced sporting proclivities, we believe that the danger from temptations thrown in the way of the boys is so great that such trips might well be forbidden altogether."

In 1898-99, excerpts from the high-school principal's report were:

"Improvement is to be noted both in management, (of athletics) and the sentiment regarding qualifications of contestants.

"Better no place in athletics than first place in debts.

"It is thoroughly understood now:

1. That a boy in order to represent the High School in any contest must be doing passing work.
2. That boys doing passing work at one time but failing later may be excluded from a game.
3. That the High School becomes a member of the Interscholastic League by the action of its principal."

The principal reported for the year 1899-1900 that:

"It has been demonstrated fully that a baseball team cannot pay its way, therefore the team should be abolished. No organization unable to pay its expenses is entitled to existence or encouragement in the high school.

"No contests shall be held with high schools outside the state without the consent of the superintendent and principal."

In 1900-01, the high-school principal reported progress in controlling irresponsible finance and management:

"All old debts extending back several athletic generations have been paid and thus the association has been placed in a financial condition unknown to the oldest resident.

"Another step in advance has been taken in not permitting the election of a pupil manager for the coming football season.

"According to the rules of the Interscholastic Association the principal is manager of the athletic teams."

By the school year 1903-04, reaction apparently had set in. The principal reported:

"Efforts to work up and maintain a football team were unsuccessful."

In listing causes for this difficulty, he cited:

- "1. The rules of the Interscholastic Association have made it increasingly difficult to secure material.
2. Lack of funds This excludes us from the services of a coach without which it is almost impossible to accomplish anything.
3. Athletics are not in the best hands. Many students who are meeting scholarship demands, are not physically able to meet the strenuous demands of the game; while many who are physically qualified are unable to meet scholarship requirements.
4. A reaction against making football so much of an occupation. To many it has become, not a recreation, but a serious business, whose importance is greatly overestimated.

"Every effort has been made to keep down expenses but there seems to be no disposition on the part of athletes to keep the association out of debt. By careful management and a liberal contribution by the teachers, our debt is now reduced to \$18.50.

"Again, if athletics is to be such a prominent matter, the Board of Education should provide a coach, to be paid out of the funds of the board rather than by business men upon whom demands for many such purposes are already excessive."

In 1904-05, the principal expressed awareness of the need for athletics for all. He stated:

"A serious result of athletics as now conducted is found in the large absence of play among those not striving for a position on the team. In former years all boys played something — now only a few play — the others remaining spectators."

The value of a coach was demonstrated in 1906-07. The principal reported that:

"The football season was most successful, both in the standing of the team and in the surplus in the treasury.

"The success of the team was in a large measure due to the persistent and efficient service of (Coach) Dr. Charles McCarthy.

"Athletic goods are coming to be considered high-school property and not the property of any individual. We hope in time to have athletes feel comfortable over the surplus remaining in the treasury."

In 1907-08, the principal again made a plea for wider participation:

"It is to be hoped in the not very distant future more boys of the high school will take part in athletics — not for the sake of entering contests with outside teams but just for the training that it gives to the individual."

After the plea of the citizens' visiting committee, 1907-08, for the employment of a director of physical education and athletics, the principal reported in 1908-09 that success (in athletics) was due largely to the work of Mr. T. E. Jones, who had been employed as teacher of physical education and as coach.

"Prominent among the athletic interests may be mentioned the interclass games. The greatest advantage of this form of exercise lies in its causing more pupils to engage in athletic contests. Football for a regular team reaches only a few boys."

The director of physical training reported:

"We are gratified that it is no longer necessary to defend athletics and gymnastics as worthy of a place in a well-balanced school course."

For the school year 1909-10, the principal reported:

"At no time in the history of our athletic work has it been possible to secure any such easy management as we have had during the past year.

"It seems to be understood that the whole subject is now under high school authority, and not in any sense to be carried on by pupils whose presence in school ceases with the close of the athletic season.

"Our success for the year is undoubtedly beyond that of all other years."

The principal reported for the year, 1910-11:

"Athletics in our high school are clean and wholesome. The record of the past years has been one of great credit to all."

For athletic activities at the present time, see Page 10.

Publications

The first high-school newspaper, *The Archon*, made its appearance during the school year 1894-95, according to the report of the principal, who evidently approved this extra-curricular activity:

"A few resolute students of the High School have shown great determination in starting and publishing continuously every week of the school year, a paper whose excellence can best be estimated by its regular subscribers and readers. Begun with many doubts and carried on under inadequate financial support, it has, nevertheless, proven its right to exist by its regular appearance, its tone, its literary excellence as compared with publications of the other High Schools.

"Next to its literary excellence, I have valued its attitude toward all school questions and its able efforts to raise the standard of all High School exercises and organizations. Moreover it has given its managers, editors, reporters and contributors valuable experience which could come from no other work in the High School. I hope for its permanent success."

An annual had been published for some years prior to 1903, and one of its aims had been financial profit to the managers, in the opinion of the principal. He also questioned the quality of the material that went into the annual.

Rules governing publication of the annual were formulated by a committee of teachers and adopted by the fourth grade (seniors) and by the Board of Education during the school year 1903-04, according to the report of the principal. Good results of the rules were that supervision was simplified and financial gains were made known and shared by the whole school through the purchase of pictures.

In 1906-07 the high-school principal reported as follows:

"The publication of the Tychoberahn by the Annual Board under the management of Messrs. Moritz and Heilman was a success. The quality of the material together with the mechanical execution seem to make it worth while. The quality of the book is further affirmed by the demand for it, its sale resulting in a profit to the high-school picture fund of \$51.02."

Today each high school has a yearbook and a regularly printed newspaper covering both junior and senior high school activities. Elementary schools have either class or school newspapers, hand-lettered, dittoed, or mimeographed.

Reading

"How to render the free city library valuable to the children in the public schools" became a concern of the school superintendent as early as 1882.

In his next report the superintendent stated that each school needed books and made two suggestions for obtaining them: first, school programs to raise the money; second, gifts from rich citizens who "might thus build for themselves a monument, whiter than marble, more enduring than brass."

In his report for the school year 1891-92, the high-school principal, J. H. Hutchinson, complained of library facilities:

"The library in the High School is wholly inadequate to our needs

"The custom has been to keep the library locked. Pupils desiring to consult books not in the open case are expected to go to the teacher's desk and get the key. I recommend the keeping open of all cases containing books for pupils' use The advantages to be derived from an open library are far in excess of the value involved in the possible loss of a few books."

That same year Superintendent Dudgeon made a plea for more books as follows:

"When we consider that many of the homes are entirely destitute of reading matter, and that the children can have no books except such as they get from the school, the subject of furnishing good reading matter for the schools becomes the most important that can be considered by the Board of Education."

In his annual report for the year 1898-99, the superintendent stated that the Board of Education furnished the regular readers and the pupils purchased supplementary reading matter thus building up their personal libraries. He also reported at length on a study made of the favorite books and poems of 1,193 pupils.

The visiting committee of that school year commended the practice of "home" reading and book reports.

The superintendent announced in his report for the school year 1901-02 the employment of a librarian by the city free library "for the purpose of establishing a closer relation between the library and the schools, and of making the library more directly serviceable to the children." More than 1,000 books were arranged in sets and circulated among the ward schools, grades 3-8, for eight-week periods. Pupils were given library cards which they used when they took books home.

In the years that followed, the services of the children's librarian were extended to include visits to the schools, story hours, instruction in library methods in the high-school English classes and the eighth grades, and the establishment of reading circles.

In September, 1911, the Board of Education made the following proposal to the library board; that the Board of Education provide a room for a branch library in the high school; that the books be provided by the public library from a list furnished by the high-school teachers; and that the library board provide a librarian.

The library board with the cooperation of the Board of Education agreed to ask the City Council for funds to establish a branch library in the high school and to pay the salary of a librarian. The request was granted.

Under this cooperative agreement there are today libraries in all of the schools of the city with a staff of 17 trained school librarians and a supervisor.

Social Recreation

Need for control of the so-called high-school parties was voiced by the citizens' visiting committee of the high school in the report of 1897-98 as follows:

"We believe that it may not be out of place to call attention to the great frequency of the balls held during the last year with which the name of the high school

has been associated. It may be that it is not within the power of the Board or of the teachers of the school to effect any change in this matter, but we believe that something could be done to curtail the number of these dancing parties. Your committee does not wish to be understood as criticizing the character of the amusement engaged in so much as the extent to which it is carried and the fact that it is done under the name of the high school. We are strongly of the opinion that such practices on the part of boys and girls from fourteen to eighteen or nineteen are detrimental to the high school and that they should be controlled, or at least moderated, if it is possible to do so."

The high-school principal reported as follows that year:

"Criticism upon the frequent parties have been made by parents. Such criticism may be perfectly just, but the proper exercise of parental authority would control all social affairs in each home and thus relieve high-school authorities of all responsibility in the matter. While we expect to do all we can to secure moderation in this direction, we earnestly desire to rely upon home influences to regulate the social life of young people."

In the years that followed, social affairs of the young people and secret societies continued to plague the citizens' visiting committees and school authorities. In an effort to eliminate fraternities and sororities, the high school permitted no member of a secret society to take part in school athletics or other activities.

Finally during the school year 1903-04, rules for high-school parties were formulated by the teachers and approved by the superintendent and Board of Education. All other parties were without sanction. Among the provisions were the following:

"That the class be required to secure two mothers to act as chaperones, and that two or more teachers be assigned by the principal to attend;

"That no club, fraternity, sorority, society, organization of any sort, or any individual or individuals shall use the name of the high school in connection with any party;

"That the finances be managed as before except that the accounts of all persons or committees handling any class money shall be examined and passed upon by an auditing committee, the class treasurer, and a teacher appointed by the president of the class;

"That the hour of closing parties should be 12 o'clock (sharp), except the alumni party."

For social recreation in the schools today, see Page 10.

Community Centers

Full utilization of school houses was urged by the superintendent in his report for the school year 1902-03. He cited the examples of New York and Boston in opening the schools for "free lectures, recreation centers,

play centers, libraries, vacation schools, and evening schools". He wrote as follows:

"The committee from the Woman's club, in charge of the work of decorating the school rooms, arranged for a few entertainments in the different buildings during the year. Although a small admission fee was usually charged, these were well attended and heartily enjoyed by the people. This work might easily be extended another year and much good accomplished. There are doubtless many in the city who would be glad to assist in this work if some encouragement should be given. Under these conditions the Board of Education should give its sanction to this work and equip at least one room in each building with lights, seats, and other conveniences, in which the people can be gathered to enjoy entertainment provided by those in charge. In this way the money invested in our fine school plants would be made to yield larger returns in a physical, mental, and moral way, and much would be added to the 'pleasures, joys, and satisfactions of the people, a work which should be recognized as the leading function of every school and of all education.'"

In his report for 1911-12 the superintendent commented as follows on the wider use of school buildings:

"In most of the school buildings neighborhood clubs or social center leagues were organized and many interesting and profitable meetings were held."

Activities reported, 1911-1914, were card-playing, dancing, moving pictures, and a recreation center orchestra. Under the heading, "Evening Activities," appeared the following excerpt in the annual report for 1914-15:

"For several years attempts have been made to use the school buildings for social and educational purposes outside the regular school work, but not until this past year was it possible to organize the various districts with regular schedules for evening use of the buildings. The success of this work was due in large measure to the cooperation of young men and women from the following organizations: City and University Y.W.C.A. and Y.M.C.A., social service groups of the various University churches, and advanced students in physical education, public school music, sociology, and public education. In all nearly thirty leaders gave their services to this work.

"Evening use was made of six schools during the past year — the Randall, Longfellow, Draper, Washington, Doty, and Lapham schools."

In 1940 three new large elementary schools were completed — Lapham, Marquette, and Washington — in each of which is a specially designed, spacious community recreation center. These buildings replaced the old Lapham, Marquette, and Washington schools as well as Brayton, Harvey, Hawthorne, Draper, Doty schools, and the old Longfellow building. Practically all other school buildings are used for at least some phases of the community center program. On February 1, 1946, the downtown Madison Community Center was opened.

Playgrounds

In the report of the superintendent of schools for 1905-06, under a report of the "Educational Department of the Woman's Club," may be found the following statements:

"For the past two years this department has been anxious to arouse public sentiment for our public playgrounds, four such grounds having been given or leased to the city under the direction of the Pleasure, Park and Drive Association. These fields are the Burr Jones Field, . . . Bog Hollow, . . . Kendall Field, . . . also a plot of ground in the vicinity of Dow's Mills.

"A number of graduate students under the auspices of the Club presented a play at the Fuller for the benefit of public playgrounds. The Educational department secured articles for the newspapers and with the Philanthropy department aroused keen interest and sentiment for the playground. From the play at the Fuller \$75 was realized. By private subscription we have secured sufficient to make up the sum of \$256 with which to equip and maintain a ground during July and August. It is estimated that \$400 is necessary for this work."

Apparently using the above funds, the first playground was formally opened to the public at Burr Jones Field on July 1, 1906. The Educational department of the Woman's Club secured the appointment of a committee consisting of the Mayor, the Park Superintendent, and a member each from the Woman's Club, the Attic Angels' Association, and the Board of Education, to which committee were turned over the funds and the direct management of the grounds.

During the summer of 1907, from June 17 to August 27, "the grounds have been open daily with U. A. Johnson, a University graduate, as director. During two evenings of the week instruction has been given to classes of older persons. During the month of August daily instruction was given in Lake Mendota to the art of swimming.

"In 1906, \$500 for playground purposes was included in the city tax levy and made available for the season of 1907. An equal sum for the same purpose was included in the tax levy for each year until 1910."

In the annual report of the superintendent for 1910-11, he stated:

"Until the season of 1910 the playgrounds were under the general supervision of the city council and the immediate direction of a committee of which the Mayor, J. C. Schubert, was the moving spirit. In May, 1910, the city council turned the supervision and management over to the Board of Education, which body assumed the control and appointed a special committee to take charge of all matters relating to the activities and management of the playgrounds."

In his annual report for 1911-12, the superintendent stated that "five playgrounds were in operation as compared to two in 1911." He also stated "the directors found it difficult to do effective work in the evenings owing to the disturbance caused by lawless gangs and toughs:"

In the report for 1914-15 the playground director reported:

"During the past summer playgrounds were operated at Henry Vilas Park, Brittingham Park, Marquette school, and Tenney Park. Bathing beaches were operated at Brittingham and Tenney Parks in connection with the playgrounds."

For parks and playgrounds today, see Page 128.

The Recreation Department of The Board of Education

On August 18, 1925, the Board of Education authorized Mrs. William Kittle, a member of the Board, "to make a study of recreation and playground activities as carried out in the cities of Minneapolis, Milwaukee, Chicago, Detroit, and possibly Cleveland." On November 17, 1925, she reported to the Board on the "Administration, Extent, and Cost of All-Year Recreational Programs in Seven Cities."

After several joint meetings of the Board of Education and the Municipal Athletic Field and Playground Commission, on December 23, 1925, the City Council approved the following minority report originally presented by Mrs. Kittle:

"Resolved, That the Athletic Commission and the Board of Education in conference request the City Council to place the money for the recreational director (\$3600) in the budget of the Board of Education, such director to be employed by it to have charge of an all-year municipal recreational program. Be it further resolved that the municipal field together with any program of professional sport shall be entirely under the control of the Athletic Commission and its use in the municipal recreational program be agreed upon by the Athletic Commission in co-operation with the recreational director."

The following arguments were submitted in support of the above resolution:

- "1. The Wisconsin State Law specifically commits recreational activities to the Board of Education.
- "2. The recreational activities for the children of the city should be in the hands of the Board of Education.
- "3. All activities, whether educational or recreational, whether for children or for adults, which must be carried on in school buildings, or on school grounds, must be under the direct oversight of the Board of Education rather than a body on which the Board has a minority representation.
- "4. It is in the best interests of a sound recreation program both for children and for adults, that recreational activities and professional athletics should be carried on under separate jurisdiction."

On April 28, 1926, the Board of Education appointed Harry C. Thompson to the position of director of recreation, effective May 1, 1926.

In 1940 the position of director of recreation was combined with that of director of health, physical education, and safety and Howard G. Danford was elected to fill the new position beginning September 9, 1940.

Recreation Department Receipts and Expenditures

Year	City Tax Appropriation	Other Receipts	Total Receipts	Total Expenditures
1926	\$ 7,380.04	\$	\$ 7,380.04	\$ 7,380.04
1927	10,940.01		10,940.01	10,940.01
1928	17,457.98		17,457.98	17,457.98
1929	21,333.00		21,333.00	18,775.62
1930	23,788.00		23,788.00	22,108.45
1931	26,511.55		26,511.55	25,499.75
1932	21,113.19		21,113.19	20,619.40
1933	17,214.00		17,214.00	15,298.69
1934	17,446.89		17,446.89	17,762.41
1935	22,738.77		22,738.77	24,603.47
1936	24,877.55	2,083.18	26,960.73	26,960.73
1937	24,229.46	2,317.42	26,546.88	28,916.86
1938	26,781.66	2,626.42	29,408.08	29,408.08
1939	26,431.05	2,571.35	29,002.40	29,002.40
1940	26,781.66	2,011.71	28,793.37	28,800.36
1941	32,530.00	2,011.98	34,541.98	35,550.54
1942	33,080.00	3,770.95	36,850.95	37,046.01
1943	36,816.84	7,199.54	44,016.38	44,795.85
1944	39,750.48	10,600.88	50,351.36	52,200.51
1945	50,710.29	8,742.64	59,452.93	56,795.09
1946	66,030.99	34,614.81	100,645.80*	99,119.75
1947	88,219.24**			

* Conversion of U. S. O. to Madison Community Center
Includes tax appropriation, \$11,700, and
Community Chest appropriation, \$11,713.92

** Includes \$23,090 for Madison Community Center

Community Centers

Community Centers Evening

East High	Sat., youth
Franklin	Thurs., adult, youth
Lapham	Fri., youth
Longfellow	Tues., Fri., youth
Marquette	Tues., adult; Fri., youth
Nakoma	Fri., adult, youth
Washington	Sat., youth
West High	Tues., adult; Sat., youth

Madison Community Center

Adult, evenings except Fri, Sat.
Youth (Loft), Fri. Sat.
(Summer)
Adult, evenings except Tues., Sat.
Youth (Loft), Tues., Sat.

Saturday Play Centers Daytime

Central High	a.m., p.m.
East High	a.m.
Franklin	a.m.
Lapham	a.m., p.m.
Longfellow	a.m. (1946-47)
Marquette	a.m., p.m.
Nakoma	a.m.
Sherman	a.m.
Washington	a.m., p.m.
West High	a.m.

Madison Community Center

Adult, daily
Youth, daily, 3:30-5:30
Sat., 1:00-5:30
Sun., 1:30-5:30
(Summer) Adult, youth, daily

Park Department Facilities

Beaches:

Lake Front	—	Swimming
South Shore	—	Swimming
B. B. Clarke	—	Swimming
Willows	—	Swimming
Broom Street	—	Swimming

Parks:

Tenney	—	Softball, tennis, playground, swimming, touch football, hockey, lagoon skating, circus practice
Brittingham	—	Playground, swimming, tennis, horseshoe courts
Vilas	—	Softball, tennis, playground, swimming, touch football, hockey, lagoon skating, junior baseball, zoo
Olbrich	—	Lighted and unlighted softball, playground, skiing, hockey, skating, hardball, touch football, Lowell school intramurals, toboggan slide.
Wingra	—	Playground, softball, midget baseball, skating
Olin Park	—	Picnic
Hoyt Park	—	Picnic, toboggan slide
Burrows	—	Picnic

Fields:

Breese Stevens	—	Softball, hardball, track, circus, Tournament of Champions
Burr Jones	—	Softball, hardball, touch football, private curling club
Franklin	—	Playground, lighted softball and hardball, tennis, hockey, touch football, skating

Play Areas:

Kendall Field	—	Playground
Nakoma Park	—	Playground, tennis, skating rink
Milton & Charter	—	Playground, skating rink
Eken	—	Playground, skating rink
Atwood Avenue	—	Playground, skating rink
Conklin Park	—	Central high physical education, touch football, softball, swimming beach
Wirth Court	—	Playground, skating rink

Golf Courses:

Monona
Glenway

FOR THE RECORD

Revision of the Madison Educational Philosophy

The Madison Educational Philosophy was revised by a committee of staff members representing every grade level, every department, and the PTA. The revision was approved by the Board of Education June 16, 1947. The general school philosophy was first adopted in September, 1929, and revised in 1930 and again in 1938.

Preamble

We, the teachers of the Madison public schools, assert our belief in the inherent worth of the individual and our faith in the efficacy of education to develop citizens who are of value to the whole fabric of human society. We believe that the highest virtue of a citizen is a prevailing concept of social responsibility, which can be strengthened by thorough scholarship and understanding, rooted in the experience of the race.

We believe further that each individual should be allowed to work out his own intellectual, social, and spiritual destiny within the framework of our democracy.

To attain these goals we aim to provide for:

Health: Physical and Mental

1. Clean, safe physical plants of functional architectural design and adequate indoor and outdoor facilities to meet modern requirements.
2. A program of activity in health, safety, physical education, and recreation for all Madison school children.
3. A program of instruction in health and safety which will develop an understanding and appreciation for the growing and maintaining of strong bodies and the acquiring of the necessary health habits so that life may be successful.
4. A program of health service that will protect, appraise, and improve the health status of children and the community.
5. A year-round recreational program for all ages, the objectives of which are enjoyment, relaxation, and the encouragement of a better understanding of human relationships, developed through leisure-time experiences.
6. A happy, quiet, well-controlled school which will give children and teachers a sense of security and prevent the development in them of the feelings of fear, anxiety, failure, hostility, and antagonism.
7. Counselling for all children as well as help by specialists for those children who experience problems of an educational, emotional, social, or vocational nature which, unless corrected, will lead to unsatisfactory adjustment in later life.

Adequate Instruction

Skillful, thorough instruction which will:

1. Maintain high standards of achievement in the tool subjects.
 - (a) Reading, spelling, and the writing and speaking of the English language, both as to individual progress and growth and in relation to others.
 - (b) Mathematics and science, basic to the scientific development of the age.
2. Develop the power of independent and constructive thinking.
3. Cultivate desirable attitudes, appreciations, and habits while developing skills and directing the assimilation of information.
4. Develop creative abilities in each child so that he may realize his own possi-

- bilities and make his contribution to society.
5. Provide for realistic study of social problems such as conservation, labor and management, racial tolerance, and world peace.
6. Inculcate faith in our future by understanding and appreciating our heritage.

A curriculum carefully planned from the kindergarten through the senior year of high school — as to scope, sequence, and individual adjustment — which will continually widen and deepen the interests of the pupils and increase their capacities to acquire and use information.

An organization and a program which will provide for each child as an individual by:

1. Being aware of his successes and failures in the home and community.
2. Providing for him a school atmosphere of sympathetic understanding.
3. Strengthening and developing his particular aptitudes, abilities, and appreciations.
4. Inspiring him to prepare for his highest contribution to society.

Citizenship

Every school subject and extra-curricular activity should, in cooperation with the home and community, contribute to training in good citizenship. Emphasis should be on:

1. Worthy home membership.
2. Respect for private and public property.
3. Respect for social discipline and lawful authority.
4. Respect for the worth and dignity of all honorable work and the necessity for participation to the extent of one's ability.
5. Social responsibility.

Such training shall be directed toward a knowledge of and participation in local, national, and world affairs. It should aim to develop qualities of responsibility, leadership, tolerance, industry, cultural appreciation, and a scientific attitude for dealing with these problems.

Members of the committee who revised the Madison Educational Philosophy were Paul Olson, Lloyd Benson, George Steiner, Miriam Melrose, Carrie R. Barton, Mabel Hammersley, Anna Grace Peterson, Verna Hahn, Garland Smith, Morgan Gottschalk, Cecile Vogelbaugh, Bert Wells, Harriet Kuhns, Louise Elser, Carrie Rasmussen, Mildred Kaeding, Clara Boyle, Florence Morris, Nina Fredrickson, Losia Davies, Erna Schweppe, Anna Anderson, Florence Thorpe, Floy Kendrick, and Mrs. E. L. Jones, PTA representative.

New School Health Policy

During the last biennium, 1945-47, a committee made up of school staff members and other interested persons drafted a school health policy, plans and procedures for putting the policy into effect, and also, by a sub-committee, a plan for the prevention of accidents on school grounds. All were approved by the Board of Education, May 19, 1947.

General School Health Policy

This statement of a general health policy for the development and advancement of a program of health education in the Madison public schools is made for the

purpose of establishing definite goals toward which all concerned — citizens, parents, pupils, and school staff — may work together. These goals include:

1. Clean, safe, well-lighted, properly heated and ventilated, fireproof buildings, with adequate room and facilities for the healthful development of youth.
2. Grounds of sufficient size, free of avoidable hazards, properly graded, surfaced, and equipped for recreation and physical education.
3. Hygienic management of the school program in such matters as the length and arrangement of the school day; length of periods, number, length and character of recess periods, use of examinations and tests, forms of discipline; and home study.
4. A curriculum providing adequately for all forms of desirable health instruction which will lead progressively to an understanding of the principles of safe and healthful living and intelligent self-direction in the application of these to the conduct of life.
5. A school staff which meets approved standards of good health and which is capable of developing wholesome pupil-staff relationships.
6. A happy, quiet, well-controlled school which will give the children a sense of security and prevent the development in them of feelings of fear, anxiety, failure, hostility, antagonism, and dislike for school life.
7. Guidance and help by specialists for those children who have personality defects which, unless corrected, may lead to anti-social behavior later.
8. A program of health service that will adequately appraise the health status of the child, protect him against exposure to disease, establish high standards of dental and general hygiene, and provide for those handicapped by orthopedic, nutritional, and other physical deficiencies.
9. A program of emergency health and accident care which will provide the best possible service to ill or injured pupils and school personnel.
10. Nutritious noon lunches in schools where such service is needed, with adequate time and suitable space provisions.
11. Suitable space and equipment to provide rest opportunities for those children requiring rest periods during school hours.
12. A plan for coordinating the efforts of home, school, and community in furthering the development and maintenance of sound health among Madison youth.

Revision of Three Board Policies

In April, 1947, the Board of Education revised the policies on the use of buildings, on collections from pupils, and on acceptance of gifts by employees as follows. The PTA Council participated in this revision.

Use of School Buildings

The evening use of gymnasiums and auditoriums by school pupils, except the regular school program of activities, is contrary to the policy of the Board of Education and the department of recreation, the assumption being that the program which the school and the department of recreation put on during the day time is sufficient to care for the interests of the children of school age.

The use of gymnasiums and/or auditoriums should be granted when the size of the group and the character of the program make it impossible for them to meet in other rooms. The use of the gymnasium on such occasions should not be for athletic purposes. Recreational programs of an athletic nature should be conducted in the schools only under the department of recreation.

1. There shall be no recreational program under the direction of the Board of Education requiring children of either elementary or high-school age to be absent from their homes on the evening preceding days when schools are in session.

2. The recreation department and the high schools shall be encouraged to provide recreational activities on Friday and Saturday evenings which will meet the apparent needs of the children of high-school age. Exceptions may be made by the Board of Education in cases where surveys by the Board indicate special need.
3. The gymnasiums of the elementary schools shall be made available to organizations representing the parochial schools between the hours of 5:30 and 7:30 p.m., it being understood that such organizations will be responsible in every way for the proper care of the building and the supervision of the children's activities.
4. Organized groups, such as Boy Scouts, Girl Scouts, YMCA, YWCA, and Junior Optimists, should be provided accommodations on the following schedule for their regular meetings:

Age	Midweek	Weekend	Adult Supervision
9-10-11	6:30 to 8:00	6:30 to 9:00	1 adult per 5 children
12 to 18	6:30 to 8:00	6:30 to 10:00	1 adult per 10 children

Special consideration should be given these groups for special programs during the year.

When such groups are having special programs, they should be allowed the use of the kitchens. The use of dishes and other utilities is not to be included in this permit.

5. If possible, use of school buildings by groups not under the jurisdiction of the Board of Education should be scheduled on nights on which buildings are already open for library or other school purposes, in order to avoid additional expense to the Board of Education.
6. All requests for PTA permits for its own regular and special meetings and programs may be made by the PTA officers directly through the building principal and the office of the supervisor of buildings and grounds; all requests for permits for PTA fund-raising activities or for PTA-sponsored groups, such as Boy and Girl Scouts, Brownies, etc., shall require approval by the Board of Education.

Collection From Pupils

The use of competition among children, teams, rooms, or grades in making any sort of collection in the schools is disapproved. The amount of any collection shall be announced publicly only by grades for the whole city or by schools. No button or any designation for display shall be given in acknowledgment of any contribution to any individual or group.

All money collections from children in schools are disapproved with the following exceptions:

1. Sale of school supplies and materials, fees, WIAA insurance costs, and field-trip charges as regularly authorized by the Board of Education.
2. Collections for the administration of toxoid and other immunization products.
3. The sale of tickets for elementary-school entertainments with the special permission of the Board of Education and for student-activity association events or usual high-school activities, such as dances, picnics, banquets, etc.
4. The sale of U.S. savings stamps and bonds.
5. The parents' dues or contributions to the parent-teacher associations, provided dunning and competition are avoided. Pupils may be used as messengers for transmitting notices, tickets, and money between the home and the school for PTA activities. However, on all such occasions, arrangements must be made so that the parents may accept or reject the opportunity offered without embarrassment to themselves or their children.

Acceptance of Gifts

The acceptance of gifts of commercial value by administrators, teachers, and custodians from children or parents in the schools is disapproved. The superintendent may relax this rule in case of bereavement, long illness, or death.

WIAA Benefit Plan

Participation of pupils in the WIAA accident-benefit plan on a voluntary basis was approved by the Board of Education in September, 1945. Since every pupil must participate in order to secure coverage, the Board also approved the payment by the PTA or other interested organizations of fees of pupils unable to pay, provided there is no embarrassment to the pupils involved.

The Board could neither use tax funds to insure pupils against accidents nor compel pupils to pay the annual fee of ten cents for insurance, according to the opinion of the city attorney.

Rules of Conduct for Pupils

As authorized under the Wisconsin statutes, the Board adopted in April, 1946, general rules for the conduct of pupils in the Madison public schools. With reasonable allowance for age, grade level, and stage of maturity, the requirements are that pupils shall be courteous, honest, clean morally and physically, cooperative, punctual, dependable, responsible, obedient and law-abiding; shall use properly and respect public property; shall respect the rights and welfare of fellow pupils; and shall be mentally, physically, and emotionally educable.

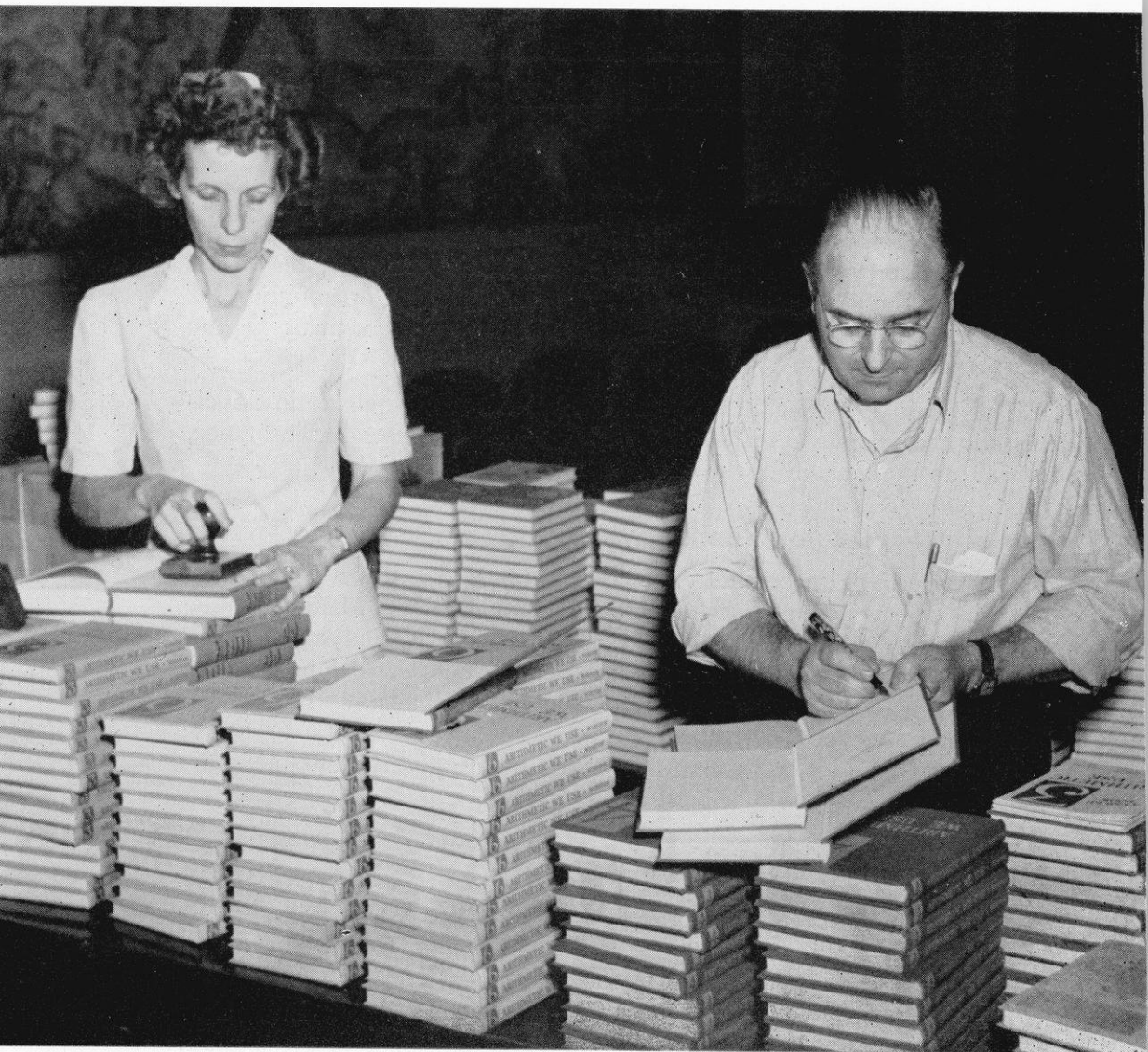
Change of High-School Boundaries

Because of the anticipated increase of population in Madison and the need to provide additional facilities for pupils, the Board of Education in March, 1946, changed the boundary lines for the high schools as follows:

Central, Ingersoll street to Randall avenue, including all territory now included in Washington, Longfellow, and Franklin school districts; East, all territory east of the Yahara river; Central or East, optional, Ingersoll street to the Yahara river; West, all territory west of Randall avenue.

Provided there is room, the Board will continue the present policy of granting transfers to pupils to attend high school in another district. Under Wisconsin Interscholastic Athletic Association regulations, participation in interscholastic sports will be denied pupils from other districts excepting re-issues of old transfers or by special action of the Board.

In 1946 West was filled to capacity, but Central could take care of approximately 500 more pupils, and East, 300 pupils.



Preparing for the fee-textbook plan

Principal Armand F. Ketterer and Mrs. Robert Doane stamp and number textbooks in preparation for the fee-textbook plan, which began in September, 1946.

The Fee - Textbook Plan

Following a discussion of the difficulties of school children in obtaining books at the beginning of the school year, the Board of Education voted in September, 1945, that President Herbert C. Schenk appoint a committee to investigate the supplying of Madison public school children with free textbooks or the alternative of establishing a rental system.

Mr. Schenk appointed Dr. J. Holden Robbins, chairman, Mrs. James W. Madden, and Dr. R. W. Huegel.

In June, 1946, the Board approved the recommendation of the committee for a fee-textbook plan, 50 cents per year per pupil, to begin the following September. Four members of the teaching staff were named to organize the fee-textbook plan and to procure new and used texts for the next school year. They were Armand F. Ketterer, John McDowell, Della Westover, and Richard Butler.

High-School Diplomas For Veterans

On the recommendation of a committee which included the senior-high-school principals, assistant principals, guidance directors, director of child study, and the superintendent, the Board of Education on October 15, 1945, adopted the following general policy relating to the granting of high-school diplomas to returning service men:

That the Madison public-high schools grant credit toward diplomas for basic training, specialized training courses, and courses from accredited agencies within the armed forces;

That the department of child study administer tests to veterans who are eligible for consideration.

A total of 253 Madison veterans have been given 916 tests. On the basis of these tests 112 were recommended for diplomas.

At the request of the state department of public instruction, the Board of Education approved extending the services of the veteran-testing agency in the child study department to veterans of the Madison area in February, 1947. Non-residents pay \$2.50 for this service. Twenty-seven non-resident veterans were tested up to July, 1947.

Policy On High-School Sororities And Fraternities

At the instigation of the West high school PTA and on the recommendation of the committee composed of parent and principal representatives from the five high schools in the city, the Board of Education went on record in February, 1947, as opposed to sororities and fraternities under Greek letter or any other designation which admit or include high-school pupils in their membership.

Policy on Non-Resident Pupils

With the anticipated increase of elementary pupils in the next few years because of increased pre-school child population, facilities must be made available to children of Madison residents in each district.

Where buildings are crowded, non-resident pupils will be moved to the schools in which there is room for them, by action of the Board of Education in April, 1947. No additional facilities will be built to take care of tuition pupils, the Board ruled.

Summer School at Central

Beginning in the summer of 1946 the Board of Education sponsored a summer session at Central high school for high-school pupils in cooperation with the University of Wisconsin extension division.

Under the agreement with the Board, the extension division retained all fees and paid all expenses except the rental of the building, library and laboratory service. The extension division engaged all teachers with the approval of the superintendent, largely Madison public-school teachers.

Fees were \$10 per semester-subject in grades 9 through 12 and in correspondence study courses. Correspondence study courses with a proctor were provided where enrollment was insufficient to warrant a classroom teacher. Pupils in grades 7 and 8 paid only one fee of \$10 for several subjects under the direction of one teacher.

The same general plan was followed for the summer session in 1947. In the summer of 1946, 360 pupils were registered in regular courses and 22 in correspondence; and in 1947, 360 pupils in regular courses and 20 in correspondence.

Child Study and Service

Tests to secure data on physical, mental, social, and emotional aspects, and vocational interests and aptitudes of pupils have been used in increased number the last two years. At present 76 tests and inventories are available for pupils. Some of these are comprehensive in nature; others are specific for aptitudes, physical status, and emotional attitudes.

A new Western Electric group audiometer test has been used the past two years to measure hearing of all third-, sixth-, ninth-grade children, as well as children new to the system. This year 2,151 children were tested with this group device, and 237 were followed up with individual audiometer tests. Of these 237, 112 children have had or will have special attention in school and also by medical specialists.

Regular use of the individual Rorschach Ink Blot test in selected cases has been provided the past four years. Experimentation with the group Rorschach test is under way in order to determine its merit.

Other tests of a performance nature found to be adequate during the recent war years — such as the Wechsler-Bellevue Scale, the Bennett Mechanical Comprehension test, the Purdue Pegboard test of manipulative dexterity, and the Betts Telebinocular — are used regularly.

Study and Improvement of the Curriculum

Some modifications of practice for determining curriculum changes for the Madison public schools were instituted during the years 1945-47. Affiliation with the Wisconsin Cooperative Educational Planning Program has resulted in sharing both the labor and the products of that larger undertaking. Ten members of the Madison staff have served on one or more state committees.

A Curriculum Planning Council for Madison, organized in November, 1946, has a number of functions: (1) to bring together common curriculum problems, (2) to exchange experience and successful practice among the schools, (3) to promote some curriculum activity in individual schools, (4) to distribute and promote the use of curriculum reports from city and state groups, and (5) to help in planning for needed conferences on curriculum change. Membership of the Council includes one teacher-representative from each school, and one principal-representative from each level — elementary school, junior high school, and senior high school.

Activities of various curriculum committees included:

1. Completion and distribution of a bulletin, "**A Guide to Health Education for Elementary Schools**," by the health instruction committee.
2. Completion of a bulletin, "**Visual Aids Teaching Techniques**," by the visual-aids committee.
3. Revision of bibliographies and activities for units now in the social-studies curriculum by the social-studies committee.
4. Revisions of earlier bulletins: "**The Use of Charts in the Primary Grades**," by the chart-making committee; "**Magazines for the Elementary Grades**," by the magazine committee; "**Techniques for Improving Spelling**," by the spelling committee.
5. Continued work on curriculum improvement by committees on maps and globes, safety-education, handwriting, textbook evaluation, and textbook selection.

The service-collection of materials in the curriculum department has been greatly extended to include the most important courses of study, professional books, yearbooks and quarterlies, achievement tests, and visual aids. A library of approximately 50 trade books has been instituted through the kindness of Mr. Glenn W. Stephens. Borrowings of curriculum materials by teachers and principals show a steady increase from year to year. Distribution by sale to other cities, states, and foreign countries has also increased.



Conversion of the USO

Discussing plans for the Madison Community Center are Dr. R. W. Huegel, chairman of the recreation committee of the Board of Education, Mayor Halsey Kraege, H. G. Danford, director of recreation, and Robert Hurd, newly appointed director of the Center.

The Madison Community Center

Following the closing of the USO Center, the Board of Education, on the recommendation of the recreation committee after conferring with various youth and adult groups in the city, volunteered to operate the Center as a part of the recreation program provided funds were made available. The City Council agreed to provide funds for the operation of the plant and the Community Union offered funds for the program the first year.

The Center opened Friday, February 1, 1946, with Robert Hurd, former physical-education teacher and assistant recreation director, as director. To study the needs and problems of the Center and to make recommendations to the board, the community center council was established as follows: one representative each from the five high-school parent groups; one from the Community Union; one from the Common Council; one from the Madison Recreation Council; the chairman of the Youth Council; the chairman of the Loft committee; and five representatives at large appointed by the Board.

The general policy established on the use of the Community Center is as follows: that during the school year the building be reserved for the use of Loft members Friday and Saturday evenings; that the building be open to all youth after school until 5:30 p.m. and weekend afternoons; that the building be used for adult activities sponsored by the recreation division at all other times. During the summer the Center is open for both youth and adults daily.

The Loft

The Loft is an organization for recreational activities of more than 2,000 Madison youth of senior-high-school age. The program includes regular Friday and Saturday night dances and all other activities involving the use of facilities of the Madison Community Center on those evenings.

The Young Adult Club

A club of young adults 19 years of age or more was organized in March, 1946. Officers were elected, membership cards printed, club rules and regulations established, and plans made for activities. YAC membership at the end of the first year was more than 1,700.

Activities include weekly dances on Wednesday evenings at the Center, square dances, photography, crafts, bridge, ping pong; sports and games at Marquette school; and seasonal activities such as picnics, hiking, horse-back riding, ice hockey, and sleigh-riding.

The Older Adult Klub

A recreation program for older adults was begun August 15, 1946, including such activities as square dances, card games, and contests of various kinds. The group, which selected the name Older Adult Klub or OAKs for its organization, meets every Tuesday and Thursday evening from 7 to 11:30 at the Madison Community Center.

The Madison Theater Guild

In May, 1946, the Board voted to sponsor the Madison Theater Guild under the direction of the recreation department. The spokesman for the Theater Guild told the Board that the group needed a director and facilities for their program.

In August, the Board of Education approved the constitution of the Theater Guild and the board of governors for the first year. Ten members were appointed for a one-year term and ten for a two-year term.

The Madison Tennis Association

The Madison Tennis Association was organized in the fall of 1946 and its constitution approved by the Board of Education.

Vocational-School Addition

In October, 1945, plans for expansion of the present Vocational school, involving building on property the control and jurisdiction of which was in the name of the Board of Education, and which was used by Central high school, were presented to the Board of Education by the Board of Vocational and Adult Education. In December, 1945, the control and jurisdiction of the property in question was released by the Board of Education to the City of Madison and the Board of Vocational and Adult Education, subject to the following provisions for Central high school in the addition:

- (1) More and better shop facilities.
- (2) Recreation and physical-education area on the roof of the new addition **approximately** 175 feet by 80 feet in size.
- (3) Suitable stairway and elevator service to the roof area in item (2) above.
- (4) Bicycle parking space in the basement of the new addition.
- (5) Locker and shower facilities in connection with shops.
- (6) Improved facilities, including use of a freight elevator, for loading and unloading supplies and equipment.
- (7) Joint men's faculty room with locker and shower facilities.
- (8) Shower and locker room for custodians.
- (9) Storage space in the Vocational school.
- (10) Improved boys' gymnasium shower and locker facilities, and better and adequate entrance and exit facilities for the boys' gymnasium.
- (11) If space is available, added facilities for cafeteria service.
- (12) That if the Board of Education considers it possible and advisable to enlarge the auditorium stage and/or the boys' gymnasium of Central high school, the Board of Vocational and Adult Education will cooperate.
- (13) That future agreements with the Board of Education in regard to the rooms and space available for use by Central high school in the Vocational school building will, as in the past, be arrived at by mutual agreement between the director of the Vocational school and the superintendent of schools and their respective Boards.

Acquisition of School Property

Nakoma

On August 18, 1947, report was made to the Board of Education of the appraisal of 12.74 acres of land on the Crawford farm area west of Nakoma, and the superintendent was instructed to appear before the City Council to submit the appraisal with the Board's recommendation that the area be purchased as a future school and playground site. The City Council unanimously approved such purchase on August 21, 1947.

Hoyt Park School Site

At a meeting on July 15, 1946, the Board voted to inform the Board of Park Commissioners that the Hoyt Park site was no longer needed for school purposes and that transfer of the deed for said property should be made to the Park Commission.

Pennsylvania Avenue Land

At a meeting of the Board of Education on February 18, 1946, it was voted that a communication be sent to city officials requesting that the tax delinquent area in Madison Square, along Pennsylvania Avenue, be assigned to the Board of Education for East high school and for recreation purposes. It was further voted that city officials be petitioned to confer with the owners of Blocks 321 and 329, Madison Square, in an effort to acquire for school purposes the north half of these blocks.

Tentative plans for the area include three archery targets, three football fields, three American field hockey areas, ten concrete tennis courts, two hardball diamonds, six soft ball diamonds, six horseshoe pitching pits, five handball court walls.

Sherman School Area

On June 17, 1946, the supervisor of buildings and grounds was instructed by the Board to secure all necessary data relative to land adjacent to Sherman school, 3.7 acres, which was being offered to the Board for consideration. At the meeting September 9, 1946, the board voted to secure an option on this property, and on October 11, 1946, the City Council voted to exercise the option.

South Madison Property

On July 2, 1945, the Board voted to request the City Council that the property located on Lakeside street between Hickory and Gilson streets, known as the Richmond Hill property, be designated for a period of at least five years as a site for a proposed South Madison junior high school.

At the first meeting in September, 1945, the Board voted to request the City Council to retain for possible school purposes the tax delinquent

property immediately east of the Franklin school. Because the utilization of the Richmond property might be somewhat distant, it was deemed advisable to retain the area east of Franklin school for possible school purposes.

On May 5, 1947, the Board recommended to the City Manager the purchase of a lot on the northwest corner of the Richmond property, the only remaining portion of the Richmond property not yet acquired by the city.

Westmorland

At the meeting of the Board on August 6, 1945, President Herbert C. Schenk and Secretary Earl D. Brown were authorized to sign an option for 60 days on the Frautschi property in Westmorland located along the east line of the extension of Midvale boulevard. The area is 425 feet in width and 900 feet in length. On October 15, 1945, the City Council passed a resolution to purchase the property.

Spring Poetry Festival

Madison public-school pupils presented the first Spring Poetry Festival in the Washington school auditorium in May, 1947. Participants included pupils from elementary, junior, and senior high schools.

Illustrating the variety of uses made of poetry, the program included a combination of poetry, music, and bodily movement; dramatizations and poetry; choric verse; art and poetry; original poems; group interpretations; and individual interpretations.

Teachers who planned the program included Ruth D. McCarty, Margaret Fuller, Christine Hanson, Helen Witherbee, Margaret Oleson, Gertrude Bayer, Eulalie Beffel, Elvera Daul, Harriet Streeter, Pauline Graven, Carrie Rasmussen, and Katherine Jones.

New School Courses

A driver-training course was approved by the Board of Education for Central high school in April, 1946. Full credit for a year of typing in the high schools also was approved. In May of that year the Board approved a one-semester course in Latin-American history for West high school.

East high school will have a course in vocational agriculture starting with the 1947-48 school year, by action of the Board of Education in April, 1947. The board approved the appointment of Irving Walter Gerhardt as instructor.

Work-Experience

Following a temporary decrease in the number of pupils applying for work-experience credit at the end of the war in 1945, there has been an increase to a total of 146 during the second semester of the 1946-47 school year.

In January, 1946, the Board of Education approved the appointment of a work-experience coordinator, Lloyd Benson, whose duties are as follows:

To assist the principals and their staffs in organizing, administering, supervising, and evaluating the work-experience program;

To act as a liaison between the schools and employers;

To cooperate with principals, departmental supervisors, and guidance departments to supervise the on-the-job work experience of students.

The policy relative to granting work-experience credit was amended in February, 1946, to read "to be applicable at the discretion of the principal to senior-high-school pupils who shall have reached the age of sixteen during the semester in which credit is earned." Prior to this change a pupil had to be 16 years of age before applying for work-experience credit.

Purchase of Surplus War Materials

Approximately \$40,000 worth of machines and equipment was selected for the schools from signal-corps and ordinance departments in 1945-46 by Earl D. Brown, Orian Dhein, and other members of the school staff. Surplus war commodities had been made available to schools at a small fraction of their actual value.

To obtain more surplus war materials, in May, 1947, the Board again authorized the employment of Mr. Dhein to locate, examine, and purchase materials and equipment which the schools could use.

Schools as Depositories for Drives

The Board of Education approved the use of schools as temporary stations in the Victory clothing drive in January, 1946, with the understanding that the clothes be collected each day. The Board also approved the use of the schools as depositories for canned goods in the food drive in May, 1946.

Letters to Gold Star Parents

In January, 1946, the Board accepted the plan of a special committee appointed by President Herbert C. Schenk to send a certificate and a letter to the families of former Madison public school pupils who lost their lives in World War II — 51 from Central, 70 from East, and 50 from West.



Hot lunch

Eight elementary schools sponsor hot-lunch programs with federal aid.

The School Lunch Program

When the state took over the administration of the federal lunch program in the fall of 1946, the Board applied for federal aid for lunches in the nutrition centers at Emerson, Lowell, and Washington schools; the nursery schools at Lincoln and the old Marquette building; the classes for handicapped and special-education children at Lapham, Lowell, Washington, Longfellow, and Franklin.

Under this plan the federal government paid nine cents for each lunch and the Board of Education paid the remaining cost for children in the nutrition centers; the parents, for the children in the nursery schools; and the state, for the handicapped children in special rooms.

The federal lunch program was continued at Sherman, Marquette, and Lowell schools as heretofore with the parents paying the difference in the cost.

Because of the increased cost of milk, the penny-milk program was changed to a cost of two cents per pupil for a half-pint, the federal government paying the remaining two cents.

Child-Care Centers

Federally financed child-care centers in operation at the beginning of the past biennium, 1945-47, included four nursery-school units, at Lowell, Lincoln, Marquette, and the Salvation Army building, and one extended day-care unit at Emerson, with a total enrollment in all centers of approximately 200 children.

Following withdrawal of federal aid to child-care centers in February, 1946, the Board of Education received a grant of \$10,000 from the Madison War Chest for continuance of the program. When this amount was expended, request was made of the War Chest for further funds, and in September, 1946, the Board of Education received another grant of \$10,000 for operation of the centers. By this time the number of units had been reduced to two, a nursery unit at Lincoln and a combination nursery and extended day-care unit at Marquette.

War-Chest funds were expended by May, 1947, and through action of the City Council in that month funds from the city relief department budget were made available to the Board of Education for continuance of the child-care centers to September, 1947.

Enrollment in June, 1947, was 35 at Lincoln, including both a nursery unit and an extended day-care unit which had been moved from Marquette.

Bike safety

Marquette school pupils and teachers demonstrate bicycle-safety tests.



Bicycle-Safety Project

A program of bicycle-safety instruction and tests was organized in Marquette school by three teachers, Ansgar Svanoe, Violette Stewart, and Glenn Rall, for pupils in the fourth, fifth, and sixth grades during the school year 1946-47. Classroom teachers, parents, and a police-traffic officer assisted in checking the pupils during tests, according to the report of the teachers to the Board in December, 1946.

The following spring Marquette school put on a school of instruction and demonstration of tests for principals and physical-education teachers from elementary schools.

Scholarships for Pupils

In May, 1946, the Board accepted scholarships for pupils at East and West high schools. From the East Side Business Men's Association the Board accepted two annual \$100 scholarships for East high seniors in memory of the sons of members who gave their lives in the war.

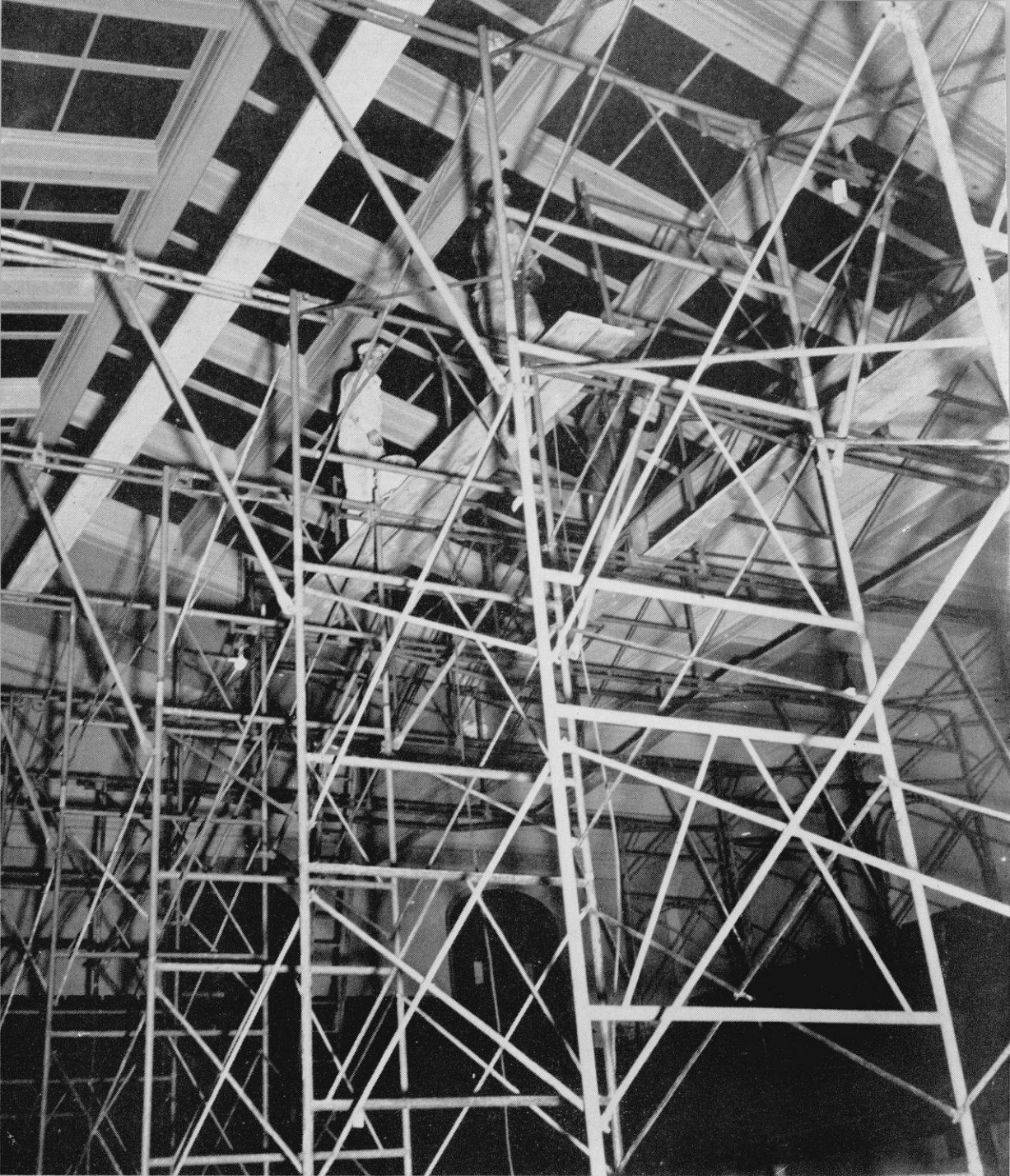
For West high school the Board accepted the Jane M. Salter scholarship of \$300, total, from Miss Salter's sisters, preferably for a member of the Girls' Club. Miss Salter taught English at West until her death and was active in Girls' Club work.

Scholarships will be granted annually to a senior girl in the Madison public high schools interested in homemaking and to a senior boy interested in sciences or engineering from the Francis Drew Winkley estate, the Board of Education was informed by the city attorney in December, 1946. By the will of Mr. Winkley, a sum of \$9,477 from his estate was left to the City of Madison with the provision that the income be divided equally each year for the two scholarships. The Board of Education may seek the advice of faculty members in selecting the girl and the boy for scholarships, but the Board must make the final decision, according to the will.

Use of Typewriters in Elementary Schools

Elementary-school pupils had the opportunity to try typewriting during the school year 1946-47. Typewriters and an instructor were provided at no cost to the schools by the Office Equipment Manufacturing Institute Educational Research committee.

About 30 typewriters of various makes were made available to four schools on an experimental basis for two-month periods. Although the instructor gave first lessons in the mechanics of using the typewriter, her main duty was to assist the classroom teacher in making use of the typewriter for instruction.



House-cleaning time

The Board of Education took bids on interior painting for four schools in January, 1947.

Interior Painting of Schools

In a joint proposal to the Board of Education in January, 1947, signed by representatives of the Master Painters' Association and Local Union 802, the suggestion was made that interior painting of school buildings might begin at that time since there were so many unemployed painters in Madison because of the seasonal nature of the business.

Painters agreed to work in the schools from 4 to 12 p. m. at the regular day scale of pay without extra charge for overtime or night work.

Funds were granted by the City Council on the basis of bids, and the interiors of Central, Franklin, Marquette, and Washington schools were painted. Staff committees from each building in cooperation with the supervisor of art and the supervisor of buildings and grounds chose the colors.

Study of Crew as a High-School Sport

Following consideration of a report in May, 1946, by Dr. J. Holden Robbins of the Board of Education, of a study he and Dr. J. A. E. Eyster made of physical exertion of boys on the rowing machines at West high school, the Board voted that rowing as a sport in high school be discontinued until there was evidence that the activity was not detrimental to the participants.

On the appearance of parents at the next meeting, the Board voted to reconsider action and to continue rowing as an interscholastic sport for the remainder of the school year 1945-46.

By action of the Board, West high school was permitted to have a crew in the spring of 1947 with the understanding that each boy have the consent of his parents and submit to three heart examinations by a doctor designated by Dr. Chester M. Kurtz.

In the opinion of the Board, a thorough physical study of crew members would give them the background information to determine whether crew should be adopted as a high-school sport.

Teacher Housing

Teacher-housing has become a factor in the employment of teachers during the past few years. Some teachers have accepted positions in Madison and then after failure to find suitable homes have resigned.

The problem became acute in the fall of 1946 when at the end of the first week of school, six men had not found homes for their families. Unmarried women teachers were housed in the Chi Omega sorority house temporarily until they found rooms.



Swinging along

The horizontal ladder, horizontal bar, and castle tower are new equipment for school playgrounds, installed in September, 1945.

The MEA Public Relations Program

Under the joint sponsorship of the public relations committee of the Madison Education Association and the Board of Education, the following general program has been continued in the last biennium: the radio programs, "Music for School and Home;" the colored school movies; and the American Education Week program.

The elementary-school movie, "School Days," was completed and shown to the public for the first time during American Education Week, November, 1946. At the suggestion of the movie committee, the Board of Education approved the making of a copy of the elementary movie, particularly to use for out-of-town requests. The Madison Education Association approved the making of a second copy to send to Germany for use in the educational program in the American zone.

Work has been started on the senior-high-school movie. Amateur photographers on the staff have taken shots in each high school according to the plans of the committee.

The public relations committee brought Senator Wayne Morse, Oregon, former Madison public school and University student, to Madison, December 4, 1945, to speak to teachers and guests at West high school on the topic, "Have We Won the War?"

For the annual MEA dinner, March 18, 1946, the public relations committee secured Dr. Alain Locke, visiting professor at the University, to speak on "Intercultural Education in America."

On April 23, 1946, the Madison Education Association honored Mrs. W. A. Hastings, Madison, president of the National Congress of Parents and Teachers, at a reception at Washington school. Mrs. Hastings addressed teachers and guests in the auditorium.

At the annual MEA dinner on February 25, 1947, the elementary movie was shown. Guests included members of the Board of Education, Vocational Board of Education, the Mayor, City Council representatives, and newspaper editors and Board reporters.

Other activities of public relations sub-committees during the last biennium include publishing "The Bulletin" and presenting a lecture-course series.

Aid to Europe

At the request of Principal Foster S. Randle, East high school was permitted to adopt European schools with the view of helping youth in a war devastated area, by action of the Board in April, 1947.

Administrative Changes

Changes in administration for the school year 1945-46 included the appointment of A. Kermit Frater as principal of Lowell school, the transfer of Lillian Simonson from Lincoln to Marquette, and the appointment of Helen Simon as teaching-principal at Lincoln. Miss Simonson had become teaching-principal at Lincoln school after the resignation of Dorothy Greenleaf McCarthy in June, 1944. Miss Simonson had previously taught at Franklin and Miss Simon at Marquette.

In June 1946, LeRoy Luberg, assistant principal in charge of West junior high school, and Clifford Liddle, principal of Lapham school, both having been on military leave, resigned to accept positions with the University of Wisconsin.

Appointed to principalships in the elementary schools for the school year 1946-47 were Walter Argraves and H. Ralph Allen. Mr. Argraves, who formerly taught at Lowell and Longfellow, succeeded C. Lorena Reichert as principal at Longfellow.

Miss Reichert resigned after serving the Longfellow district as principal for 35 years. She entered the Madison system in 1907, teaching at Draper school until she became principal at Longfellow.

Mr. Allen took the place of Velmer D. Pratt as principal at Emerson school. Following the resignation of Leo P. Schleck, Miss Pratt had returned to serve as acting principal after retirement.

Marcus E. Johnson, supervisor of buildings and grounds, passed away March 3, 1947, following a fall in his home. He had served the Board of Education continuously since February, 1924.

On March 24, Gordon Nelson, city building commissioner, was granted temporary leave of absence at the board's request to become acting supervisor of buildings and grounds for the schools. He passed the civil service examination for the post and received his appointment July 14.

Three administrators who left the school system in June, 1947, were Alice E. Rood, principal of Randall school, Charlotte Kohn, principal of the Wisconsin Orthopedic Hospital school, and Stephen A. Oellerich, principal of Franklin school, who had been on military leave since January, 1943.

Mrs. Rood had taught continuously in the Madison school system since September, 1920, first as a teacher at Harvey school, then as principal at the old Marquette school until 1930, and from 1930 as principal at Randall. Miss Kohn had taught at the Orthopedic school since September, 1931. Mr. Oellerich, who had been principal at Franklin since 1934, entered the Madison school system in September, 1929. He resigned to go into business.

Principal L. A. Waehler, Central high school, served abroad with the Red Cross during the period 1945-47. During his absence Rex Liebenberg acted as principal and William Marsh, assistant principal.

Bernice E. Leary, curriculum consultant, was granted leave of absence in March, 1947, to work in Germany with the department of information control of the military government for a period of 90 days. She worked with writers, printers, and publishers on new books to replace the former Nazi books in German schools.

Amended Salary Schedule for Teachers

The salary schedule for teachers was amended in November, 1946, by the Board of Education on the recommendation of the superintendent and the joint salary committee of the Madison Education Association and the Madison Federation of Teachers. Following is the amended salary schedule, effective September, 1947:

Year on Schedule	Group I Sixty Semester Hours	Group II Ninety Semester Hours	Group III Bachelor Degree	Group IV Degree plus 30 or more credits	Group V Master Degree
0-1	\$1200	\$1300	\$1500	\$1600	\$1700
1-2	1300	1400	1600	1700	1800
2-3	1400	1500	1700	1800	1900
3-4	1500	1600	1800	1900	2000
4-5	1600	1700	1900	2000	2100
5-6	1700	1800	2000	2100	2200
6-7	1800	1900	2100	2200	2300
7-8	1900	2000	2200	2300	2400
8-9	2000	2100	2300	2400	2500
9-10	2100	2200	2400	2500	2600
10-11	2200	2300	2500	2600	2700
11-12	2300	2400	2600	2700	2800
12-13	2400	2500	2700	2800	2900
13-14	2500	2600	2800	2900	3000
14-15	2600	2700	2900	3000	3100
15-16	2700	2800	3000	3100	3200
16-17	2800	2900	3100*	3200*	3300*
17-18	2900*	3000*	3200	3300	3400
18-19	—	3100	3300	3400	3500

Approved 5-15-44

Amended 11-4-46

**Barrier for all teachers on staff 1946-47.
(due to \$300 increase in 1947-48 over 1946-47)**

Barrier for all new teachers beginning 1947-48

* Highest salary paid in group, 1947-48

Cumulative Cost-of-Living Adjustment

Date	Adjustment Per Month	Salary Range
January 1, 1942	\$43.00	Up to \$1619.00
through	38.00	\$1620.00 to 1799.00
July 27, 1945	35.00	1800.00 to 1999.00
	31.00	2000.00 to 2399.00
	31.00	2400.00 to 2999.00
	24.00	3000.00 and up
July 1, 1946	\$ 6.68	Up to \$1619.00
	5.92	\$1620.00 to 1799.00
	5.46	1800.00 to 1999.00
	4.83	2000.00 to 2999.00
	3.74	3000.00 and up
January 1, 1947	\$ 5.28	Up to \$1619.00
	6.04 Plus \$1.00	\$1620.00 to 1799.00
	6.50	1800.00 to 1999.00
	7.13 Plus \$4.00	2000.00 to 2399.00
	7.13	2400.00 to 2999.00
	8.22 Plus \$3.00	3000.00 and up
July 1, 1947	\$58.00 Total	All salary ranges

Payment of Teachers for Temporary Service

Because of the shortage of substitute teachers, the Board of Education in December, 1945, adopted the policy of paying regular teachers additional compensation for taking the classes of an absent teacher five or more full periods on consecutive days.

Payment for Overtime Work

In November, 1946, the Board approved a formula for financial remuneration to members of the teaching staff for work in excess of a normal assignment of 28½ hours of teaching and supervision. Working in excess of a normal load does not include time devoted to preparation for classes, correction of papers, making records.

Leave for Accidents

By action of the Board of Education in March, 1947, Madison public school teachers will have a ten-day leave for accidents occurring in line of duty. This leave will be in addition to the ten-day sick-leave granted each teacher each year.

Return from Military Service

Of the 37 teachers in military service, 20 have resigned, several after returning to the Madison schools. Three of the seven on the maintenance staff have returned. Following are the names of the members now on the staff who were on military leave:

Central

Lieut. (s. g.) Rex L. Liebenberg, USNR
Lieut. (j. g.) Harold F. Pollock, USNR
Sgt. Douglas Steensland, USA, Infantry, Acting Band Leader
Field Director, Leonard A. Waehler, American Red Cross, Army Welfare Service

East

Capt. Eulalie C. Beffel, WAC
Lieut. (j.g.) Lawrence G. Johnson, USNR
Capt. Lloyd P. Jorgenson, USA, Field Artillery
Capt. Herbert W. Mueller, AC
Capt. Bernard R. Porter, USA, Infantry
CMM Robert G. Reick, USNR
Sgt. Robert L. Woollen, AC, Band

West

Capt. Clifford Hawley, ACR
Capt. Robert R. Harris, Medical Administration
Sgt. James R. Schaefer, USA, Signal Corps
PFC Eugene M. Schmidt, USA, Counter Intelligence Corps

Marquette

Lieut. Comdr. Leila Stevens, USNWR

Recreation

Lieut. Comdr. Frank M. Blau, USCGR

Maintenance Staff

PFC Harold Buerger, USA, Armored Infantry
Sgt. Francis Longfield, USA, Heavy Automotive Mechanic
Corp. Ivor W. Thomas, USMC

Necrology

Two staff members who passed away in the last biennium were Mabel Hendrickson, English teacher at West high school, and Marcus E. Johnson, supervisor of school buildings and grounds.

Miss Hendrickson, who began to teach in Madison in September, 1926, was president of the Madison Federation of Teachers at the time of her death, May 19, 1946. She was active in speech work and dramatics.

Mr. Johnson had been in the Madison school system continuously since February 15, 1924. Previous to that time he had served temporarily as construction superintendent during the building of East high school.

Statistics and Financial Statement

ENROLLMENT FOR ALL SCHOOLS

Public Schools	1945-46	1946-47
Elementary school	5,936	5,733
Resident	5,430	5,224
Non-resident	506	509
Handicapped	237	221
Resident	176	159
Non-resident	61	62
Junior-senior high school	5,409	5,298
Resident	4,498	4,349
Non-resident	911	949
Total Public School Enrollment	11,582*	11,252*
Vocational School (under 18 years of age)	683	496
Resident	521	393
Non-resident	162	103
Total Vocational School Enrollment	683	496
Parochial Schools		
Elementary school	2,348	2,435
Resident	2,142	2,188
Non-resident	206	247
High school	532	545
Resident	462	476
Non-resident	70	69
Total Parochial School Enrollment	2,880	2,980
Wisconsin High School	319	308
Resident	183	125
Non-resident	136	183
Total Wisconsin High School Enrollment ..	319	308
Total Enrollment All Schools	15,464	15,036

* Does not include part-time parochial or orthopedic hospital pupils. (See page 157).

GRADUATES FROM MADISON HIGH SCHOOLS

(Including February)

Year	Central	East	West	Total
1938	199	406	331	936
1939	184	361	267	812
1940	198	410	332	940
1941	185	375	325	885
1942	195	337	291	823
1943	183	376	369	928
1944	182	321	298	801
1945	155	331	323	809
1946	144	358	351	853
1947	197	392	315	904

PART-TIME ENROLLMENT

Year	Parochial*		State Orthopedic Hospital	
	Total Number Pupils	Equivalent Full-Time Pupils	Total Number Pupils	Equivalent Full-Time Pupils
1938	587	33.69	279	69.9
1939	632	39.71	286	57.1
1940	615	39.09	286	57.1
1941	574	36.58	306	58.3
1942	547	35.85	219	47.03
1943	570	36.18	166	35.2
1944	551	38.18	179	34.23
1945	537	36.14	163	29.52
1946	509	34.75	149	33.2
1947	477	33.72	142	32.02

* Home economics and manual arts for grades 7 and 8.

CENSUS TOTALS BY AGE GROUPS

Age	1945	1946	1947
Birth to 3 inclusive	5,126	4,929	5,624
Age 4 to 19 inclusive	16,012	15,524	15,264
Age 20	1,029	1,046	1,023

COMPARISON OF CENSUS TOTALS BY SCHOOL DISTRICTS

Age Group 4-19 Inclusive

SCHOOL DISTRICTS	1936	1937	1941	1942	1946	1947
Doty	838	782	...	...	...	...
Draper	859	769	...	...	...	...
Dudgeon	647	650	647	649	622	601
Emerson	1,705	1,702	1,685	1,682	1,653	1,620
Franklin	784	794	734	757	779	780
Harvey	505	548	...	...	...	...
Hawthorne	928	949	...	...	...	...
Lapham	689	637	1,632	1,659	1,503	1,491
Lincoln	991	983	263	258	243	281
Longfellow	1,887	1,865	1,808	1,783	1,687	1,605
Lowell	1,729	1,676	1,636	1,709	1,721	1,664
Marquette	733	734	2,160	2,142	2,014	1,970
Nakoma	276	334	553	564	569	605
Randall	2,335	2,370	2,114	2,147	1,998	2,010
Sherman .....	...	...	...	...	475	471
Washington	860	816	1,874	2,072	2,009	1,907
Jt. Dist. No. 8	321	340	352	291	251	259
TOTALS	16,087	15,949	15,458	15,713	15,524	15,264

COMPARATIVE TOTAL ENROLLMENT — 1936-1946

SCHOOLS	1936		1941		1945		1946	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Brayton	92	...	...	..	...	..	...	..
Doty	165	...	...	..	...	..	...	..
Draper	204	...	...	..	...	..	...	..
Dudgeon	261	...	307	..	379	..	368	..
Emerson	784	...	756	..	756	..	761	..
Franklin	366	78	318	81	325	70	337	73
Harvey	234	...	...	..	...	..	...	..
Hawthorne	320	...	...	..	...	..	...	..
Lapham	255	...	441	47	448	31	441	22
Lincoln	357	103	170	..	233	..	250	..
Longfellow	586	...	496	..	406	..	401	..
Lowell	752	...	692	..	665	..	655	..
Marquette	353	...	771	..	783	..	779	..
Nakoma	207	55	313	67	320	77	357	64
Randall	842	...	684	..	705	..	730	..
Sherman .....	...	...	...	..	...x	..x	255	..
Washington	214	...	481	..	594	..	602	..
Total Elementary ..	5,992	(236)*	5,429	(195)*	5,614	(178)*	5,936	(159)*
Remedial	112		106		110		143	
Crippled	51		67		58		54	
Deaf	24		34		33		30	
Sight-saving .....	..		17		12		10	
Total Handicapped ..	187		224		213		237	
Central Junior	502		524		573		491	
East Junior	1,019		1,062		1,095		1,066	
West Junior	744		787		827		761	
Junior high school pupils in elementary schools*	236		195		178		159	
Total Junior High (Grades 7-9)	2,501		2,568		2,673		2,477	
Central Senior	766		691		598		592	
East Senior	1,223		1,323		1,233		1,263	
West Senior	954		1,118		1,055		1,077	
Total Senior High (Grades 10-12)	2,943		3,132		2,886		2,932	
Total High School ..	5,444		5,700		5,559		5,409	
GRAND TOTAL**.	11,623		11,353		11,386		11,582	

* Junior high school pupils, grades 7-8, enrolled in elementary schools.

** Does not include part-time parochial or orthopedic hospital pupils.

x Sherman school annexed to city in November, 1944. Enrollment for 1944-45 294 (grades 1-6 — 234; grades 7-8 — 60). Not included on previous reports because of litigation over annexation until September, 1945.

COMPARATIVE TOTAL ENROLLMENT — 1937-1947

SCHOOLS	1937		1942		1946		1947	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Brayton	80	...	...	...	...	..	...	..
Doty	166	...	...	...	...	..	...	..
Draper	193	...	...	...	...	..	...	..
Dudgeon	270	...	326	...	368	..	388	..
Emerson	768	...	745	...	761	..	728	..
Franklin	383	108	344	77	337	73	362	78
Harvey	250	...	...	...	...	..	...	..
Hawthorne	307	...	...	...	...	..	...	..
Lapham	218	...	461	41	441	22	415	34
Lincoln	358	66	202	...	250	..	244	..
Longfellow	577	...	450	...	401	..	446	..
Lowell	762	...	683	...	655	..	618	..
Marquette	346	...	786	...	779	..	734	..
Nakoma	246	59	322	63	357	64	318	88
Randall	815	...	682	...	730	..	678	..
Sherman .....	...	...	...	...	255	..	247	..
Washington	253	...	502	...	602	..	555	..
Total Elementary ..	5,992	(233)*	5,503	(181)*	5,936	(159)*	5,733	(200)*
Remedial	111		101		143		125	
Crippled	67		46		54		54	
Deaf	21		40		30		26	
Sight-Saving	13		12		10		16	
Total Handicapped ..	212		199		237		221	
Central Junior	547		509		491		470	
East Junior	1,045		1,091		1,066		1,060	
West Junior	695		829		761		628	
Junior high school pupils in elementary schools*	233		181		159		200	
Total Junior High (Grades 7-9)	2,520		2,610		2,477		2,358	
Central Senior	765		713		592		618	
East Senior	1,254		1,300		1,263		1,297	
West Senior	995		1,089		1,077		1,025	
Total Senior High (Grades 10-12)	3,014		3,102		2,932		2,940	
Total High School ..	5,534		5,712		5,409		5,298	
GRAND TOTAL** ..	11,738		11,414		11,582		11,252	

* Junior high school pupils, grades 7-8, enrolled in elementary schools.

** Does not include part-time parochial or orthopedic hospital pupils.

COMMUNITY USE OF SCHOOL BUILDINGS

GROUPS		1945-1946	1946-1947
Educational and Recreation Groups			
Recreation Department		1,583	1,784
Community Center	420	506	
Parochial Recreation	318	299	
Summer Playground	722	842	
Miscellaneous	123	137	
Parent-Teacher Association		166	125
Pre-School and Kindergarten Mothers' Club		56	46
Vocational School		77	187
General School Programs		185	340
Special Classes		97	102
Music Classes	65	65	
Summer School	32	37	
Boy Scouts		62	112
Girl Scouts		29	32
Cub Scouts		54	67
University Summer Laboratory School		29	40
Dane County School Districts		7	5
Southern Wisconsin Education Association		2	3
Madison Industrial Safety Association		6	4
Madison Education Association		7	19
Wisconsin Interscholastic Athletic Association		7	6
Miscellaneous		4	9
Nursery School		2	2
Madison Federation of Teachers		3	6
Deaf School Basketball Team		1	1
Dane County Basketball		3	2
Edgewood-Mooseheart Basketball		1	0
Civic Groups			
Election Groups		9	36
Visiting Nurses		101	99
Zor Shrine Drill Team		9	0
Bethel Lutheran Brotherhood		4	1
South Side Men's Club		1	0
Nakoma Welfare League		3	2
Westmorland Community Association		1	1
Milwaukee Pageant Group		3	6
Summer Round Up Clinic		3	11
Celon Company		5	8
Hebrew Cultural Meetings		2	2
Miscellaneous		17	20
United Steel Workers of America		2	0
Board of Health		0	10
War Program			
Armed Forces Institute		4	0
Red Cross		4	2
Office of Price Administration		3	0
Miscellaneous		1	1
Ration Board Trade Meeting		1	0
Veterans of Foreign Wars		3	0
TOTAL		2,557	3,091

BALANCE SHEET AS OF JUNE 30

ASSETS

Particulars	1946	1947
FIXED ASSETS		
Land and Land Improvements	\$ 811,702.99	\$ 813,062.53
Buildings and Attached Structures	5,509,615.13	5,510,380.35
Machinery and Equipment	698,154.41	708,697.77
CURRENT ASSETS		
Cash in Bank	21,998.73	11,452.03
Board of Education — Advances to be Refunded	323.46	29.55
Board of Education — Petty Cash Fund ...	35.00	35.00
SUNDRY ACCOUNTS RECEIVABLE		
Accounts Receivable — General	5,700.54	10,639.54
Tuition Receivable	78,058.64	85,874.91
INVENTORIES		
Stock Room	17,324.70	23,288.45
Fuel	9,008.79	8,036.40
TRUST FUNDS		
Samuel Shaw Prize Fund	936.62	936.30
C. R. Stein Scholarship Fund	2,418.47	2,418.12
William McPyncheon Trust Fund	9,839.00	9,892.28
Theodore Herfurth Scholarship Fund	2,504.89	3,604.89
Industrial Players' Injury Benefit Fund ...	467.77	942.71
Ralph B. Jones Memorial Fund	500.00	510.56
Allan J. Shafer, Jr., Memorial Fund	1,405.01	1,459.05
TOTAL	\$7,169,994.15	\$7,191,260.44

LIABILITIES

	1946	1947
FIXED LIABILITIES		
Bonded Indebtedness	\$1,216,750.00	\$1,041,750.00
OTHER LIABILITIES		
Award of Industrial Commission to Lloyd Benson	887.55	633.75
RESERVES — PETTY CASH		
Music Department	3,518.86	1,914.60
Child Aid Fund — Child Study Department		100.00
TRUST FUND RESERVES		
Samuel Shaw Prize Fund	936.62	936.30
C. R. Stein Scholarship Fund	2,418.47	2,418.12
William McPyncheon Trust Fund	9,839.00	9,892.28
Theodore Herfurth Scholarship Fund	2,504.89	3,604.89
Industrial Players' Injury Benefit Fund ...	467.77	942.71
Ralph B. Jones Memorial Fund	500.00	510.56
Allan J. Shafer, Jr., Memorial Fund	1,405.01	1,459.05
KEYLESS LOCK FUND		
Junior High		54.00*
TOWEL FEES		
Gymnasium Towel Fees		810.92*

* Fees due from high schools and elementary schools.

PROPRIETARY INTEREST

FIXED SURPLUS	5,801,834.98	5,989,756.90
CURRENT SURPLUS	128,931.00	138,206.20
TOTAL	\$7,169,994.15	\$7,191,260.44

REVENUES — JULY 1, 1945, THROUGH JUNE 30, 1947

REVENUE RECEIPTS AND ACCRUALS

Particulars	1946	1947
STATE FUND APPORTIONMENT		
In City of Madison	\$ 71,604.20	\$ 70,649.12
In Joint School District No. 8	5,323.14	
TAXES LEVIED BY COUNTY SUPERVISORS		
In City of Madison	73,888.58	69,871.32
CITY SCHOOL TAXES		
In City of Madison — General Fund	1,100,138.90	1,533,134.24*
In City of Madison — Recreational Department		66,030.99**
In Joint School District No. 8	5,794.75	8,496.03
STATE AIDS		
For Deaf School	13,033.62	11,189.87
For Special Schools	12,921.87	12,706.25
For Speech Correction	5,561.71	6,256.73
For Crippled Children — Washington School	19,975.24	21,390.35
For Crippled Children — Orthopedic Hospital	7,172.47	6,649.52
For Crippled Children — Other Schools	81.60	
For High Schools	187,013.28	92,668.81
For Sight Saving	3,200.25	3,151.32
TUITIONS		
Central Senior High School	2,667.34	2,899.98
Central Junior High School	1,028.87	1,069.97
East Senior High School	33,273.65	33,002.45
East Junior High School	12,446.91	12,721.64
West Senior High School	29,767.14	28,612.30
West Junior High School	31,281.15	25,231.42
Elementary Schools	46,074.36	61,416.24
Deaf School	2,308.48	2,309.78
Crippled Children	3,275.10	3,871.37
Sight Saving	410.20	239.25
Exceptional Children	529.90	1,398.28
Speech Correction	131.45	376.10
RENTALS		
C. H. S. Auditorium and Gymnasium	287.89	492.57
E. H. S. Auditorium and Gymnasium	231.93	70.64
W.H. S. Auditorium and Gymnasium	82.24	222.49
Elementary Gymnasiums	51.31	545.11
OTHER RECEIPTS		
Board of Education	817.21***	488.67
Board of Vocational Education	292.35	621.31
Recreational Department	9,309.81	29,724.40
TOTAL REVENUES AND ACCRUALS ...	\$1,678,342.48	\$2,107,508.52

* Represents amount used during school year from two calendar fiscal years. Differences due partially to time of payment of other receipts.

** This is the first time the recreational taxes have been separated from the general fund in this table.

*** Indicates amount in arrears

TOTAL OPERATION, MAINTENANCE, AND CAPITAL
JULY 1, 1945, THROUGH JUNE 30, 1946
SUMMARY OF EXPENDITURES

	Operation	Maintenance	Capital	Total
Administration Building	\$ 54,560.85	\$ 1,157.44	\$ 1,846.16	\$ 57,564.45
Central Senior High School	118,037.75	5,009.51	1,120.90	124,168.16
Central Junior High School	68,343.55	13.88		68,357.43
East Senior High School	205,972.82	12,359.92	727.14	219,059.88
East Junior High School	119,896.23	106.89		120,003.12
West Senior High School	163,697.22	5,487.60	1,657.74	170,842.56
West Junior High School	96,104.69	582.48	213.00	96,900.17
Dudgeon School	42,952.06	715.08	371.83	44,038.97
Emerson School	81,437.95	1,716.21	216.14	83,370.30
Franklin School	51,739.55	1,673.72	332.10	53,745.37
Lapham School	63,045.32	737.18	219.70	64,002.20
Lincoln School	27,596.01	783.53	269.70	28,649.24
Longfellow School	56,536.37	1,301.85	321.84	58,160.06
Lowell School	74,108.72	1,904.35	374.00	76,387.07
Marquette School	84,399.89	830.88	195.03	85,425.80
Nakoma School	55,665.24	1,821.75	395.44	57,882.43
Randall School	72,407.28	596.03	326.54	73,329.85
Washington School	70,225.62	1,311.05	325.98	71,862.65
Sherman School	23,922.71	2,565.14	357.89	26,845.74
Recreational Department	60,988.71	3,911.41	94.48	64,994.60
Undistributed*	162,757.19	1,332.57	562.72	164,652.48
TOTALS	\$1,754,395.73	\$45,918.47	\$9,928.33	\$1,810,242.53

TOTAL OPERATION, MAINTENANCE, AND CAPITAL
JULY 1, 1946, THROUGH JUNE 30, 1947
SUMMARY OF EXPENDITURES

	Operation	Maintenance	Capital	Total
Administration Building	\$ 63,773.29	\$ 1,493.51	\$ 389.41	\$ 65,656.21
Central Senior High School	140,420.46	20,616.85	816.97	161,854.28
Central Junior High School	69,788.78	328.29	59.05	70,176.12
East Senior High School	235,115.40	9,294.16	1,849.06	246,258.62
East Junior High School	131,163.20	662.35		131,825.55
West Senior High School	188,814.80	9,387.00	3,965.60	202,167.40
West Junior High School	98,557.32	1,407.26		99,964.58
Dudgeon School	48,135.62	2,796.71	82.92	51,015.25
Emerson School	92,822.11	1,047.33	371.04	94,240.48
Franklin School	58,486.96	4,736.11	184.60	63,407.67
Lapham School	69,787.25	1,040.56	251.13	71,078.94
Lincoln School	32,583.77	1,569.70	337.92	34,491.39
Longfellow School	65,551.87	1,446.97	130.33	67,129.17
Lowell School	81,501.06	1,926.34	729.89	84,157.29
Marquette School	93,393.36	7,414.73	335.32	101,143.41
Nakoma School	61,413.30	1,954.36	146.94	63,514.60
Randall School	79,585.48	2,041.28	167.02	81,793.78
Washington School	77,409.21	10,718.76	195.35	88,323.32
Sherman School	25,646.17	1,222.81	425.26	27,294.24
Recreational Department	111,536.91	1,550.07	1,127.90	114,214.88
Undistributed*	181,429.28	2,325.14	1,102.41	184,856.83
TOTALS	\$2,006,915.60	\$84,980.29	\$12,668.12	\$2,104,564.01

* Includes: curriculum, guidance; special education classes such as deaf, remedial, orthopedic, sight-saving, and nutrition; supplies for art, physical education, and music in the elementary schools; transportation and trucks; and liability insurance.

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Philip H. Falk, Superintendent.

