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Annual report of the public schools of the city of Madison, Wisconsin: 1910-1911. With courses of study and outlines of work

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JUDGE ANTHONY DONOVAN

Member of Board from Common Council 1887

Regular Member from 1899 to 1911

President of Board from 1904 to 1911

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ANNUAL REPORT
OF THE
PUBLIC SCHOOLS

OF THE
CITY OF MADISON
WISCONSIN

WITH COURSES OF STUDY
AND
OUTLINES OF WORK

1910-1911

MADISON, WIS.
STATE JOURNAL PRINTING COMPANY.
1912

DIRECTORY

BOARD MEETINGS

Regular meeting of the Board—First Tuesday of each month, at
7:30 P. M., Rooms Board of Education, High School Building.

SUPERINTENDENT

Office of Superintendent—High School Building. Office hours, from
8 to 9 A. M.

SCHOOL SESSIONS

High School—From 8:30 to 11:50 A. M., and from 1:30 to 3:40
P. M. Ward Schools—From 8:45 A. M. to 12 M., and from 1:30
to 3:45 P. M.

SCHOOL CALENDAR—1910-1911

FALL TERM—

Opens Tuesday, September 11, and closes Friday, December 22.

WINTER TERM—

Opens Wednesday, January 3, and closes Friday, March 22.

SPRING TERM—

Opens Monday, April 1, and closes Friday, June 7.

BOARD OF EDUCATION

1911-1912

OFFICERS

GEORGE KRONCKE	President
O. S. NORSMAN	Clerk
FRANK ALFORD	Treasurer
R. B. DUDGEON	Superintendent

MEMBERS

	Term Expires
O. S. NORSMAN	515 North Henry.....1912
VICTOR LENHER	158 Summit Ave.....1912
LOUIS D. SUMNER	9 East Wilson.....1913
GEORGE KRONCKE	1121 Rutledge.....1913
JOHN MORAN	601 S. Few .....1914
CHARLES H. TENNEY	146 Langdon .....1914
MAYOR JOS. C. SCHUBERT	1118 Sherman Ave..... <i>Ex-Officio</i>
ALD. FRANK ALFORD	25 West Dayton..... <i>Ex-Officio</i>

COMMITTEES

STANDING

Teachers	KRONCKE, SCHUBERT, MORAN.
Course of Study and Text-books.	LENHER, KRONCKE, TENNEY.
Finance	TENNEY, SCHUBERT, LENHER.
Supplies	NORSMAN, SCHUBERT, LENHER.
Buildings	ALFORD, MORAN, SCHUBERT, LENHER, TENNEY, SUMNER.
Stein and Shaw Funds.....	LENHER, TENNEY, KRONCKE, PRIN- CIPAL and SUPERINTENDENT.
Art Decoration in Public Schools	SCHUBERT, LENHER, SUMNER.
Playgrounds	SCHUBERT, LENHER, SUMNER.

CITIZENS' VISITING COMMITTEES

HIGH SCHOOL:

MR. T. E. BRITTINGHAM, <i>Chairman</i>	MR. H. B. LATHROP
MR. FRED ARTHUR	MRS. JOHN M. PARKINSON
DR. C. R. BARDEEN	MR. F. L. PAXSON
MR. J. B. BORDEN	MRS. JAMES B. RAMSAY
MRS. FRED K. CONOVER	MRS. L. E. REBER
MR. F. D. CRAWSHAW	MR. H. L. RUSSELL
MR. L. W. DOWLING	MISS MARY A. SMITH
DR. FRANK I. DRAKE	MR. LOUIS SUMNER
MR. G. W. EHLE	DR. S. GERALDINE VERNON
MR. M. B. EVANS	MR. M. B. OLBRICH
MR. PHILIP FAUERBACH	MR. C. D. ZDANOWICZ
MR. G. E. FRAZER	MR. JOHN C. WHITE
MRS. L. R. HEAD	

GRAMMAR GRADES:

MR. E. M. JANSKY, <i>Chairman</i>	MRS. R. G. NUSS
MR. F. A. BRIDGE	MRS. H. E. JACK
MR. FRANK HALL	MRS. BEN C. PARKINSON
MR. A. J. WINNIE	MRS. CARL HOEBEL
MR. WILLIAM ROWE	REV. ARTHUR FRAZER
MRS. THOMAS S. TORMEY	MRS. HENRY WINTER
MRS. L. D. SUMNER	MRS. H. L. HUNT
MR. R. H. WHITBECK	MRS. CORA TUTTLE

PRIMARY GRADES:

MRS. WILLIAM KITTLE, <i>Chairman</i>	MRS. F. M. CONLEE
MRS. WILLIAM ABALY	MRS. SIDNEY RUNDELL
MRS. W. B. BATES	MRS. D. J. WELSH
MRS. VERNON PHILLIPS	MRS. POLLOCK
MRS. W. DIETRICH	MRS. EARL PARKER
MRS. E. RENGSTORFF	MRS. E. HORTH
MRS. F. F. BOWMAN	MRS. S. SINAICO
MRS. M. CARROLL	MRS. G. C. HUMPHREY
MRS. P. R. FOX	MRS. C. MCCOY
MRS. E. H. FARRINGTON	MRS. M. E. MCCAFFREY
MRS. S. A. PIPER	MRS. J. H. SNELL
MRS. FRED DREWS	MRS. FRANK DENGEL

DEPARTMENT OF INSTRUCTION

1911-1912.

R. B. DUDGEON.....*Superintendent*

HIGH SCHOOL

THOS. LLOYD JONES.....	Principal.
GEORGE E. TETER.....	English.
CORNELIA COOPER.....	English.
MARY MCGOVERN.....	English.
FLORA MOSELEY.....	English.
ZELLA W. PARKER.....	English.
KATHERINE P. REGAN.....	English.
JESSIE E. SHERMAN.....	English.
LILLIAN E. TAYLOR.....	English.
SARA D. JENKINS.....	English, French.
JULIA F. TORMEY.....	English, Latin.
LETA M. WILSON.....	Latin.
MARIE MCCLEARNAN.....	Latin, Greek.
IRMA KLEINPELL.....	German.
CAROLINE M. YOUNG.....	German.
INA ZILISCH.....	German.
DONALD D. GRINDELL.....	History.
JULIA E. MURPHY.....	History.
BERTHA H. PREUSS.....	History.
MARTHA E. SELL.....	History.
J. H. HUTCHISON.....	Science.
ALLETTA F. DEAN.....	Science.
HAZEL DRIVER.....	Science.
ALICE EVANS.....	Science.
KATHARINE SCHLADWEILER.....	Science.
FOREST H. STALEY.....	Science.
WALTER H. HART.....	Mathematics.
ELIZABETH C. BISSELL.....	Mathematics.
BERTHA E. DAVIS.....	Mathematics.
ANNIE M. HANKEY.....	Mathematics.
CLARENCE W. KEYSER.....	Mathematics.
WINIFRED C. WARNING.....	Mathematics.
JOSEPH W. MARTINDILL.....	Business.

ALL SCHOOLS

IDA M. CRAVATH.....	Drawing.
MARGARET MCGILLIVRAY.....	Drawing Assistant.
BELLE PORTER HEATH.....	Music.
LILLIAN SUNSTROM.....	Music Assistant.
LOUISE BINZEL.....	Domestic Science.
ALICE MARY BROWN.....	Domestic Science.
MABEL ADAMS.....	Domestic Science.
ALBERT L. POLSCHER.....	Manual Training.
RUPERT CHURCH.....	Manual Training.
PAUL H. GRAVENS.....	Manual Training.
FRANK J. MALLIEN.....	Manual Training.
BRADFORD H. ROBBINS.....	Physical Training.
ALTHEA H. BROWN.....	Physical Training.

SPECIAL TEACHERS

ADELE A. LANGE.....	Grammar grades.
EMMA L. CUFF.....	Grammar grades.
ANNA M. HAMES.....	Grammar grades.
MATTIE ROSELIP.....	Grammar grades.
IRENE FLATLEY.....	Deaf school.
KATHERINE FITZGERALD.....	Assistant Deaf.
FLORENCE H. POST.....	Ungraded school.

GEORGE WASHINGTON SCHOOL

MARY L. EDGAR.....	Principal.
RENETTE JONES.....	Seventh grade.
DELLA J. BOWERS.....	Sixth grade.
MATTIE R. JACKSON.....	Fifth grade.
MARY L. BURDICK.....	Fourth grade.
ALICE C. KEEGAN.....	Third grade.
FLORENCE E. V. NELSON.....	Second grade.
CLARA BELLE DURBROW.....	First grade.
PEARL WILLEY.....	Kindergarten.
MABELLE E. LYONS.....	Kindergarten Assistant.

ABRAHAM LINCOLN SCHOOL

JESSIE M. BOWERS.....	Principal.
JESSIE K. TOWNE.....	Fifth and Sixth grades.
RUTH LOAN.....	Fourth grade.
EMMA G. HYLAND.....	Third grade.
EMMA E. SNYDER.....	Second grade.
PAULINE SHEPARD.....	First grade.

LOUISE M. BRAYTON SCHOOL

ALMA M. BOHLMANN.....	Principal.
ZILLA WISWALL.....	Seventh grade.
MAYME EGAN.....	Sixth grade.
VIRGINIA DICKINSON.....	Fifth grade.
CAROLINE A. HARPER.....	Fourth grade.
AMANDA KIEKHOFER.....	Third grade.
MERLE E. PILLER.....	Second grade.
CLEMANA VAN NOSTRAND.....	First grade.

JAMES D. DOTY SCHOOL

THERESA COSGROVE.....	Principal.
ROSETTA BLAZER.....	Sixth grade.
ANNA L. LARSEN.....	Fifth grade.
EMMA E. QUIRK.....	Third and Fourth grades.
IRENE VICK.....	Second grade.
MARY LENA HESSMANN.....	First grade.
ELSIE THOM.....	Kindergarten.
MAY WHITNEY.....	Kindergarten Assistant.

LYMAN C. DRAPER SCHOOL

ADELINE E. MARVIN.....	Principal.
EMMA R. BUCHHOLZ.....	Seventh grade.
EVA M. WIRTH.....	Sixth grade.
CLARA B. LEONARD.....	Fifth grade.
RETTA W. MCGRAW.....	Fourth grade.
BESSIE M. LEWIS.....	Third grade.
JESSIE M. CLOUGH.....	Second grade.
CLARE DENGLE.....	First grade.

JACQUES MARQUETTE SCHOOL

KATE H. FEENEY.....	Principal.
NELLIE SCHELL.....	Seventh grade.
M. AMANDA BRAUN.....	Sixth grade.
MARGIE I. COLLINS.....	Fifth grade.
LOUISE ZIMMERMAN.....	Fourth grade.
MARY G. TERRY.....	Third grade.
EMMA SCHERMERHORN.....	Second grade.
EVA M. HOWARD.....	First grade.

WASHINGTON IRVING SCHOOL

CLARA A. WHITNEY.....	Principal.
JOSEPHINE BRABANT.....	Fourth grade.
ELNORA J. HOYER.....	Third grade.
FANNIE M. STEVE.....	Second grade.
MAUDE M. COLLINS.....	First grade.
EMILY McCONNELL.....	Kindergarten.
LILLIE J. SCOTT.....	Kindergarten Assistant.

INCREASE A. LAPHAM SCHOOL

MARTHA K. RILEY.....	Principal.
PEARL E. DREW.....	Fifth and Sixth grades.
CHRISTINE BANDLI.....	Third and Fourth grades.
FLORENCE VALENTINE.....	Second grade.
EVA HATCH.....	First grade.
IRENE CURTIS.....	Kindergarten.
FRIEDA DUERR.....	Kindergarten Assistant.

NATHANIEL HAWTHORNE SCHOOL

ANNA B. CHAMBERLAIN.....	Principal.
LIONA HOPKINS.....	Seventh grade.
ALMA WARNECKE.....	Sixth grade.
WINIFRED F. ROOKER.....	Fifth grade.
VIVIEN HAINER.....	Fourth and Fifth grades.
AMY J. HOPSON.....	Fourth grade.
MARY F. MAHER.....	Third grade.
FRANCES S. SIMPSON.....	Second grade.
LEONORE TOTTO.....	Second and Third grade.
EDNA MAY SEWELL.....	First grade.
VELMER D. PRATT.....	First grade.
EMMA L. CAMPBELL.....	Kindergarten.
MAY STEINHAUER.....	Kindergarten Assistant.

HENRY W. LONGFELLOW SCHOOL

LORENA REICHERT.....	Principal.
LILLIAN M. KEELEY.....	Seventh grade.
ADELE R. GAVOILLE.....	Sixth grade.
RUBY H. RAY.....	Fifth grade.
KATHERINE MINCH.....	Fourth grade.
MARGARET E. CUMMINGS.....	Third grade.
NORA L. MCKEE.....	Second grade.

NORA R. CULLIGAN.....	First grade.
ADDA I. SUTHERLAND.....	First and Second grades.
REKA GEBHARDT.....	Kindergarten.
BESSIE STEVENS.....	Kindergarten Assistant.

RANDALL SCHOOL

EDITH M. OLSON.....	Principal.
MARY A. BONZELET.....	Seventh grade.
LUELLA L. MEINKE.....	Fifth and Sixth grades.
LILIAN M. NELSON.....	Third and Fourth grades.
BEATRICE E. GRAY.....	First and Second grades.
LILLIAN BAKER.....	Assistant Lower Grades.



High School Football Team — 1911

CLERK'S STATEMENT

Receipts and disbursements of the Board of Education from July 1st, 1910, to June 30th, 1911.

RECEIPTS

Balance, July 1, 1910.....	\$ 39,138 30
State apportionment school fund.....	16,268 02
Deaf school apportionment.....	1,116 64
City school tax, 1910.....	100,000 00
County school tax, 1910.....	14,320 57
Town of Blooming Grove joint district tax, 1910.....	2,248 87
Village of Fair Oaks Joint district tax, 1910.....	3,369 37
Tuitions collected	1,661 40
Laboratory fees	70 01
Interest on deposits.....	706 56
Rents collected	1,265 25
From temporary loans.....	47,000 00
Miscellaneous receipts	128 23
 Total	 \$227,293 22

DISBURSEMENTS

Teachers and superintendence.....	\$ 98,464 32
Janitors and labor.....	9,971 19
Fuel	10,665 52
Miscellaneous supplies	9,589 64
Miscellaneous repairs	3,411 28
Payments on high school.....	5,805 66
High school equipment.....	1,051 68
Payments on Ninth ward school.....	32,963 58
Loans repaid	42,000 00
Interest paid	361 50
Insurance	457 50
School census	150 00
Clerk's salary	200 00
Furniture	1,340 46
Free text books	360 66

Apparatus and library.....	374 87
Taxes paid	497 49
Printing	378 15
Deaf school, miscellaneous expense.....	550 33
Grading Olive Jones field.....	967 25
Interest on Fair Oaks school site contract.....	270 00
Cement walks	410 04
Grading at Lapham school.....	120 64
Washington school heating.....	496 97
Lapham school heating and plumbing.....	4,404 00
Playgrounds expenses	573 00
Balance, June 30, 1911	1,457 49

Total \$227,293 22

O. S. NORSMAN, Clerk.



Wading in the Pool — Tenney Park

TREASURER'S STATEMENT

Receipts and disbursements from July 1, 1910, to June 30, 1911.

1910

July	1	Balance on hand.....	\$ 39,138 30
	2	Joseph Kaiser, rent, July.....	50 00
	2	Isaac Weaver, rent, July.....	45 00
	31	Interest, Commercial National Bank, July....	117 58
Aug.	3	Joseph Kaiser, rent, August.....	50 00
	3	E. F. Riley, hay.....	5 00
	29	Isaac Weaver, rent, August.....	45 00
	31	Commercial National Bank, interest, August..	70 03
Sept.	16	H. C. Martin, rent, September.....	35 00
	16	M. Lyons, rent, September.....	55 00
	27	State Treasurer, Deaf School apportionment..	1,116 64
	27	Frank Alford, old iron sold.....	2 50
	30	Sinaiko Bros, old furnaces.....	33 95
	30	Commercial Nat. Bank, interest for Sept....	52 64
Oct.	3	Commercial Club, rent.....	10 00
	3	M. Lyons, rent, October.....	55 00
	15	Commercial Nat. Bank, loan.....	5,000 00
	22	J. H. Hutchison, laboratory fees.....	70 01
	26	H. E. Martin, rent, October.....	50 00
	31	Commercial Nat. Bank, interest, October....	21 15
Nov.	3	Commercial Nat. Bank, loan.....	6,000 00
	17	M. Lyons, rent, November.....	55 00
	17	Six O'Clock Club, rent.....	10 00
	18	First Nat. Bank, loan.....	15,000 00
	22	Sons of Veterans, rent.....	10 00
	30	H. E. Martin, rent, November.....	50 00
	30	Commercial Nat. Bank, interest, November..	8 05
Dec.	8	Commercial Nat. Bank, loan.....	4,000 00
	13	M. Lyons, rent, December.....	55 00
	13	Commercial Club, rent.....	10 00
	17	H. E. Martin, rent, December.....	50 00
	21	First Nat. Bank, loan.....	12,000 00
	27	R. B. Dudgeon, tuitions.....	673 20
	28	City Treasurer, part school tax.....	15,000 00
	28	L. F. Olson, lumber.....	30 55
	31	Commercial Nat. Bank, interest, December....	10 58

1911		
Jan.	7 City Treasurer, part school tax.....	5,000 00
	11 M. Lyons, rent, January.....	55 00
	14 City Treasurer, part school tax	45,000 00
	20 City Treasurer, part school tax.....	25,000 00
	30 City Treasurer, balance school tax.....	24,320 57
	30 Mohrhoff Bros., register faces.....	10 00
	31 Merchants and Savings Bank, interest.....	45 26
Feb.	8 H. E. Martin, rent, January.....	50 00
	8 L. F. Olson, lumber.....	18 73
	10 Treasurer Blooming Grove, joint district tax..	1,707 51
	17 M. Lyons, rent, February.....	55 00
	24 H. E. Martin, rent, February.....	50 00
	28 Merchants' and Savings Bank, interest, Feb..	119 85
March	2 State Treasurer, state apportionment.....	16,268 02
	2 Treasurer Fair Oaks, joint district tax.....	2,190 55
	11 Treasurer Fair Oaks, joint district tax.....	1,178 82
	13 M. Lyons, rent, March.....	55 00
	20 H. E. Martin, rent, March.....	51 25
	20 J. W. Martindill, typewriter exchange.....	25 00
	31 Merchants' and Savings Bank, interest, March	130 29
April	5 Treasurer Blooming Grove, bal. tax.....	541 36
	12 M. Lyons, rent, April.....	55 00
	12 H. E. Martin, rent, April.....	50 00
	30 Merchants' & Savings Bank, interest, April..	86 06
May	10 M. Lyons, rent, May	55 00
	24 H. E. Martin, rent, May	49 00
	31 Merchants' & Savings Bank, interest, May....	33 15
June	10 Merchants' & Savings Bank, loan.....	5,000 00
	14 M. Lyons, rent, June.....	55 00
	20 H. E. Martin, rent, June.....	50 00
	27 Mrs. Coxon, floor brush.....	2 50
	29 R. B. Dudgeon, tuitions.....	988 20
	30 Merchants' & Savings Bank, interest, June...	11 92

\$227,293 22

The aggregate of certificates of appropriations issued
and paid for the year was..... 225,835 73

Leaving a balance on hand July 1, 1911, of.... \$1,457 49

FRANK ALFORD, *Treasurer.*

SUPERINTENDENT'S REPORT

To the Board of Education:

GENTLEMEN:—I herewith submit my twentieth annual report of the public schools of Madison, which is for the year ending June 30, 1911, and constitutes the fifty-sixth in the series of annual reports.

COST OF SCHOOLS

Instruction	\$98,464 32
Incidentals	37,179 63
Sites, new buildings, and furniture.....	46,062 35
Grading, cement walks, and interest.....	2,129 43

SCHOOL CENSUS

TABLE I

WARDS	Total No. children between 4 and 20			Children between 7 and 14 in city			
	Male	Female	Total	No. of such in family.	No. attended school 32 weeks or more	No. attended private school 32 weeks or more	No. attended public private or parochial school total of 32 weeks or more
First ward.....	146	164	310	126	94	30	124
Second ward.....	308	353	661	269	205	58	268
Third ward.....	123	129	252	111	107	4	106
Fourth ward.....	275	263	538	247	153	93	246
Fifth ward.....	351	380	731	282	204	76	280
Sixth ward.....	663	652	1,315	591	523	67	590
Seventh ward.....	411	390	801	360	290	66	356
Eighth ward.....	365	370	735	348	153	188	347
Ninth ward.....	400	420	820	388	239	139	377
Tenth ward.....	196	190	386	179	134	44	179
Fair Oaks.....	143	158	301	.....	.....	.....	.....
Blooming Grove.....	77	92	169	.....	.....	.....	.....
	3,458	3,561	7,019	2,901	2,102	765	2,873



Teaching English — Grammar Grades

ENROLLMENT

WASHINGTON SCHOOL:			
	Boys.	Girls.	Total.
Kindergarten	31	25	56
First grade	19	19	38
Second grade	22	16	38
Third Grade	24	28	52
Fourth grade	20	17	37
Fifth grade	22	17	39
Sixth grade	20	23	43
Seventh grade	22	19	41
Eighth grade	10	22	32
Ungraded room	5	10	15
Totals	195	196	391
LINCOLN SCHOOL:			
First grade	23	12	35
Second grade	21	16	37
Third grade	14	21	35
Fourth grade	15	19	34
Fifth grade	11	17	28
Sixth grade	11	8	19
Seventh grade	8	12	20
Eighth grade	9	9	18
Totals	112	114	226
BRAYTON SCHOOL:			
First grade	31	27	58
Second grade	25	25	50
Third grade	22	16	38
Fourth grade	22	17	39
Fifth grade	18	23	41
Sixth grade	7	24	31
Seventh grade	22	18	40
Eighth grade	7	23	30
Totals	154	173	327
DOTY SCHOOL:			
Kindergarten	15	11	26
First grade	31	20	51
Second grade	11	12	23
Third grade	18	11	29
Fourth grade	11	17	28

Fifth grade	16	15	31
Sixth grade	17	12	29
Seventh grade	17	14	31
Eighth grade	8	8	16
Deaf	8	4	12
	<hr/>	<hr/>	<hr/>
Totals	152	124	276
DRAPER SCHOOL:			
First grade	32	20	52
Second grade	25	20	45
Third grade	25	19	44
Fourth grade	15	29	44
Fifth grade	15	16	31
Sixth grade	21	20	41
Seventh grade	12	14	26
Eighth grade	12	22	34
	<hr/>	<hr/>	<hr/>
Totals	157	160	317
MARQUETTE SCHOOL:			
First grade	24	18	42
Second grade	20	22	42
Third grade	23	19	42
Fourth grade	14	23	37
Fifth grade	17	13	30
Sixth grade	29	20	49
Seventh grade	21	21	42
Eighth grade	19	28	47
	<hr/>	<hr/>	<hr/>
Totals	167	164	331
IRVING SCHOOL:			
Kindergarten	25	17	42
First grade	21	18	39
Second grade	22	18	40
Third grade	19	14	33
Fourth grade	14	18	32
Fifth grade	11	14	25
Sixth grade	9	9	18
	<hr/>	<hr/>	<hr/>
Totals	121	108	229
LAPHAM SCHOOL:			
Kindergarten	15	15	30
First grade	15	12	27

Second grade	17	18	35
Third grade	7	12	19
Fourth grade	17	6	23
Fifth grade	16	11	27
Sixth grade	9	13	22
Seventh grade	11	9	20
Eighth grade	3	6	9
Totals	110	102	212
HAWTHORNE SCHOOL:			
Kindergarten	22	26	48
First grade	49	37	86
Second grade	37	33	70
Third grade	27	36	63
Fourth grade	27	36	63
Fifth grade	29	38	67
Sixth grade	17	28	45
Seventh grade	16	12	28
Eighth grade	13	18	31
Totals	237	264	501
LONGFELLOW SCHOOL:			
Kindergarten	7	26	33
First grade	16	23	39
Second grade	25	30	55
Third grade	29	20	49
Fourth grade	19	27	46
Fifth grade	1	1	2
Sixth grade .....	..	..	..
Seventh grade .....	..	4	4
Totals	97	131	228
RANDALL SCHOOL:			
First grade	16	13	29
Second grade	12	15	27
Third grade	18	14	32
Fourth grade	10	10	20
Fifth grade	11	6	17
Sixth grade	15	6	21
Seventh grade	12	13	25
Eighth grade	10	9	19
Totals	104	86	190

SUMMARY OF ENROLLMENT BY SCHOOLS

	Boys.	Girls.	Total.
High school	359	406	765
Washington school	195	196	391
Lincoln school	112	114	226
Brayton school	154	173	327
Doty school	152	124	276
Draper school	157	160	317
Marquette school	167	164	331
Irving school	121	108	229
Lapham school	110	102	212
Hawthorne school	237	264	501
Longfellow school	97	131	228
Randall school	104	86	190
Total	1,965	2,028	3,993

SUMMARY OF ENROLLMENT BY GRADES

	Boys.	Girls.	Total.
Kindergarten	115	120	235
First grade	277	219	496
Second grade	237	225	462
Third grade	226	210	436
Fourth grade	184	219	403
Fifth grade	167	171	338
Sixth grade	155	163	318
Seventh grade	141	136	277
Eighth grade	91	145	236
Ungraded room	5	10	15
School for Deaf	8	4	12
First year, High school	98	126	224
Second year, High school	106	107	213
Third year, High school	76	85	161
Fourth year, High school	79	88	167
Total	1,965	2,028	3,993

ATTENDANCE

	1909-10	1910-11
Per cent enrolled	59.2	56.8
Average membership	3,526	3,535
Average daily attendance	3,339	3,362
Per cent of attendance .....	.93	.95
Total days of attendance for year	617,767	622,081

BUILDINGS

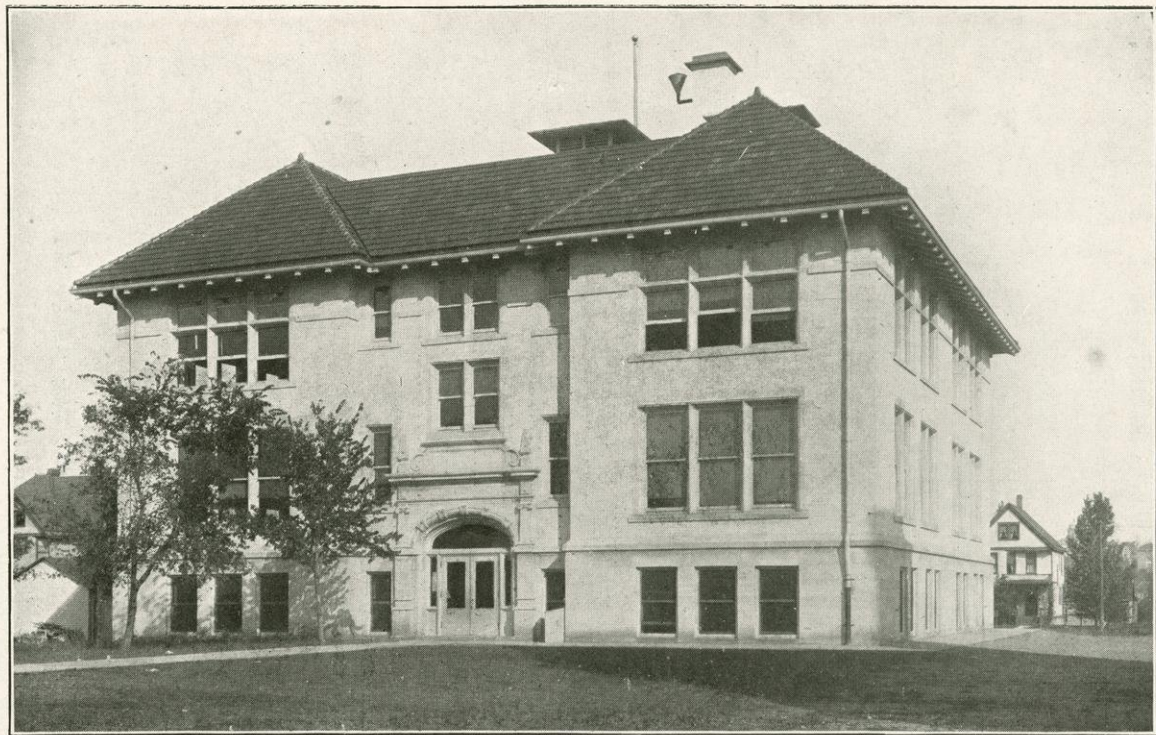
Number of buildings occupied	12
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TEACHERS

High school	31
Eighth grade	6
Seventh and Eighth grades	3
Seventh grade	7
Sixth grade	6
Fifth and Sixth grades.....	5
Fifth grade	6
Fourth and Fifth grades	1
Fourth grade	8
Third and Fourth grades	3
Third grade	8
Second and Third grades	2
Second grade	9
First and Second grades	2
First grade	11
First grade assistant	1
Kindergarten	5
Kindergarten assistants	5
Special teachers Grammar grades.....	4
Supervisor of Music.....	1
Supervisor of Drawing	1
Assistant in Drawing	1
Supervisor of Manual Training.....	1
Assistants in Manual Training	3
Supervisor of Domestic Science.....	1
Assistant of Domestic Science.....	1
Director of Physical Training.....	1
Assistant of Physical Training	1
Principal of Deaf school.....	1
Assistant in Deaf school.....	1
Ungraduated room	1
Total	137

TEACHERS' REPORTS

Times teachers were tardy.....	313
Half days' absence.....	804
Visits made to parents.....	707
Visits made to sick pupils.....	278



Longfellow School — 1911

VISITS TO THE SCHOOLS

Number by the superintendent.....	467
Number by members of the board.....	55
Number by parents.....	4,098
Number by others.....	7,182

AVERAGE AGE OF PUPILS

Upon graduating from High school June 9, 1911:

Boys18 years, 10 months, 24 days

Girls18 years, 10 months, 24 days

TABLE II.

Enrollment by ages in Elementary grades.

Ages	Grades.								Total
	1st	2nd	3rd	4th	5th	6th	7th	8th	
6 yrs.....	157	1	....	....	....	....	....	....	158
7 yrs.....	213	115	....	....	....	....	....	....	328
8 yrs.....	44	185	99	1	....	....	....	....	329
9 yrs.....	8	59	144	64	....	....	....	....	275
10 yrs.....	8	26	79	102	43	4	....	....	262
11 yrs.....	2	11	30	85	103	69	7	....	307
12 yrs.....	3	7	8	44	80	87	49	1	279
13 yrs.....	....	....	5	20	49	62	83	31	250
14 yrs.....	....	....	1	11	34	44	64	77	231
15 yrs.....	....	....	1	....	21	11	25	65	123
16 yrs.....	....	1	....	1	....	4	7	25	38
17 yrs.....	....	....	1	....	....	....	1	8	10
18 yrs.....	....	....	....	....	....	....	....	2	2
Total in Grades.....	435	405	368	328	330	281	236	209	2592
Average Ages.....	6.9	8.1	9.2	10.6	11.9	12.4	13.3	14.5	

TABLE III

Enrollment and hold-overs in Elementary grades, June 9, 1911.

School	Total Enrollment.	No. held in grade for second year.	No. held in grade for third year.
Washington.....	264	28	3
Lincoln.....	211	29	3
Brayton.....	300	44	1
Doty.....	200	17	1
Draper.....	214	48	3
Marquette.....	299	46	5
Irving.....	181	19	1
Lapham.....	150	37	.....
Hawthorne.....	392	46	.....
Longfellow.....	254	47	2
Randall.....	168	17	2
Totals.....	2633	378	21
Per Cent.....	.....	14.3	.79
First grades.....	423	69	6
Second grades.....	429	50	2
Third grades.....	387	59	3
Fourth grades.....	360	63	4
Fifth grades.....	302	50	.....
Sixth grades.....	299	45	3
Seventh grades.....	244	27	3
Eight grades.....	189	15	.....
Totals.....	2633	378	21
Per Cent.....	.....	14.3	.79

COST OF SCHOOLS

Cost of instruction in High school.....	\$26,508 33
Cost of instruction in grades.....	56,239 99
Cost of instruction in special lines (music, drawing, manual training, domestic science, physical training, school for deaf)	10,716 00
Cost of supervision	5,000 00
Cost of incidentals	37,179 63

COST PER PUPIL

Cost per pupil in High school for instruction:

Upon number enrolled	34 75
Upon average membership	43 19
Upon average attendance	40 19

Cost per pupil in Ward schools for instruction:	
Upon number enrolled	17 42
Upon average membership	19 26
Upon average attendance	20 81
Cost per pupil in all schools for instruction:	
Upon number enrolled	20 73
Upon average membership	23 42
Upon average attendance.....	24 63
Cost per pupil in all schools for instruction in special lines:	
Upon number enrolled.....	2 68
Upon average membership	3 03
Upon average attendance.....	3 18
Cost per pupil in all schools for supervision:	
Upon number enrolled	1 25
Upon average membership	1 41
Upon average attendance.....	1 48
Cost per pupil in all schools for incidentals:	
Upon number enrolled	9 31
Upon average membership.....	10 51
Upon average attendance	11 05
Total cost per pupil for instruction, supervision, and incidentals:	
Upon number enrolled	33 97
Upon average membership.....	38 37
Upon average attendance	40 34

In estimating the cost per pupil the salaries of grade principals, of directors of music, drawing, manual training, domestic science, physical training, school for deaf, and of all kindergarten and regular teachers, are included in the term *instruction*; the salaries of the superintendent and of the principal of the high school are included in the term *supervision*; and the term *incidentals* covers all other current expenses, except cost of sites, new buildings, and permanent improvements.



Kitchen — Longfellow School

TABLE IV

Age and experience of teachers in service in the Madison schools at end of year 1910-1911.

Teachers		Experience before coming to Madison			Service in Madison			Total Experience		
Age	No.	Years	No.	Per Cent	Years	No.	Per Cent	Years	No.	Per Cent
21.....	1	0	8	6.06	1	37	28.03	1	9	6.81
22.....	3	1	17	12.8	2	22	16.6	2	4	3.03
23.....	4	2	17	12.8	3	20	15.1	3	4	3.03
24.....	8	3	15	11.3	4	7	5.3	4	9	6.81
25.....	14	4	18	13.6	5	4	3.03	5	11	8.3
26.....	9	5	11	8.3	6	1	.75	6	13	9.84
27.....	13	6	9	6.8	7	5	3.78	7	13	9.84
28.....	5	7	8	6.06	8	9	6.81	8	5	3.78
29.....	4	8	6	4.54	9	3	2.27	9	6	4.54
30.....	5	9	7	5.3	10	3	2.27	10	6	4.54
31.....	11	10	7	5.3	11	0	.....	11	6	4.54
32.....	2	11	2	1.5	12	4	3.03	12	3	2.27
33.....	1	12	0	.....	13	0	.....	13	3	2.27
34.....	4	13	1	.75	14	0	.....	14	0	.....
35.....	3	14	1	.75	15	2	1.5	15	7	5.3
36.....	5	15	3	2.27	16	1	.75	16	1	.75
37.....	5	16	2	1.5	17	0	.....	17	3	2.27
38.....	1	.....	.....	.....	20	5	3.78	18	5	3.78
39.....	4	.....	.....	.....	21	1	.75	19	4	3.03
40.....	3	.....	.....	.....	22	1	.75	20	1	.75
41.....	3	.....	.....	.....	23	2	1.5	22	3	2.27
42.....	1	.....	.....	.....	25	1	.75	23	4	3.03
43.....	2	.....	.....	.....	27	1	.75	24	1	.75
44.....	4	.....	.....	.....	28	1	.75	25	3	2.27
45.....	2	.....	.....	.....	29	1	.75	26	1	.75
46.....	2	.....	.....	.....	32	1	.75	27	1	.75
47.....	0	.....	.....	.....	.....	.....	.....	28	1	.75
48.....	5	.....	.....	.....	.....	.....	.....	29	1	.75
49.....	1	.....	.....	.....	.....	.....	.....	30	2	1.5
50.....	2	.....	.....	.....	.....	.....	.....	32	1	.75
51.....	1	.....	.....	.....	.....	.....	.....	35	1	.75
52.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
53.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
55.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
57.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Averages										
32.8		4.8			5.9			10.9		

NOTE:—This table does not include kindergarten assistants.

TABLE V.—Comparative

	Madison	Beloit	Green Bay
1. Population, Census 1910.....	25,531	15,125	25,236
2. No. children, school age, 1911..	7,019	4,534	8,430
3. Total public school enrollment	3,993	3,492	3,908
4. Total enrollment High School,	765	473	571
5. Assessed valuation, 1910.....	\$31,419,905	\$9,434,030	\$15,230,460
6. Rate of taxation for all purposes	.0155	.0190	.0235
7. Rate of taxation for all school purposes.....	.00495	.00974	.00641
8. Receipts city school tax, 1910..	100,000	75,185.06	61,112
9. Receipts State apportionment	16,268.02	10,910.49	19,410
10. Receipts County School Tax	14,320.57	10,067.92	18,407
11. Balance from preceding year...	39,138.30	3,374.92	52,708
12. Amount available from other sources.....	10,566.33	3,902.90	5,431
13. Total receipts for school purposes items 8, 9, 10, 11, 12.....	180,293.22	103,441.29	157,068
14. Total salaries high school teachers, 1910-1911 (not including principal).....	26,508.33	13,740.00	22,720.00
15. No. high school teachers (not including principal).....	31	18	24
16. Average salary of men in high school.....	1,119.04	795.71	1,081.00
17. Average salary of women in high school.....	794.31	742.72	782.00
18. Total salaries of grade teachers (including principals, kindergarten, and kindergarten assistants).....	56,239.99	34,394.00	39,390.00
19. No. grade teachers (item 18)...	93	66	72
20. Average salary grade teachers	604.73	521.12	547.00
21. Average salary teachers (not including principals or kindergarten assistants).....	568.95	522.25	524.00
22. Total salaries special teachers	10,716.00	1,450.00	8,650.00
23. No. Special teachers (item 22)...	13	2	12
24. Average salary special teachers	893.00	725.00	775.00
25. Salaries high school principal and superintendent.....	5,000.00	4,300.00	5,200.00
26. Total for instruction (items 14, 18, 22, 25).....	98,464.32	53,884.00	69,652.00
27. Cost of incidentals (not including cost of sites, new buildings, permanent improvements, or old indebtedness)...	37,179.63	22,741.46	23,997.00
28. Total disbursements (items 26 and 27).....	135,641.98	76,625.46	93,649.00

Statistics, 1910-1911

Wausau	Appleton	Sheboygan	LaCrosse	Marinette	Racine
16,986	16,776	27,000	30,417	14,600	38,002
5,969	5,776	8,870	9,678	5,082	11,717
3,587	2,776	3,949	4,455	3,119	5,453
525	372	408	615	404	615
\$6,477.321	\$12,000.000	\$14,087.933	\$21,664.277	\$5,967.264.29	\$23,065.135
.0304	.0216	.0179	.020	.032	.0203
.0106	.0035-.0057	.00447	.00434	.....	.....
55,000	64,375.00	62,973.06	94,124.73	30,000.00	117,027.26
14,513.77	13,671.18	21,453.24	22,592.05	14,196.36	26,427.66
13,802.99	12,362.35	20,443.37	22,987.18	14,441.26	24,155.00
1,007.42	9,554.16	43,691.81	56,049.38	802.79	30,590.67
25,150.91	.....	44,149.35	3,093.84	32,499.00	5,970.20
139,434.29	130,401.96	151,635.61	198,847.18	81,324.33	204,170.79
16,207.50	17,462.20	11,800.00	19,809.86	11,590.00	18,291.69
23	20	18	22½	12	21
1,004.95	1,082.87	900.00	969.20	1,000.00	1,135.71
747.81	718.03	800.00	840.07	760.00	848.08
29,817.38	39,343.50	55,100.00	61,912.72	28,375.00	90,007.50
81	68	97	99	54	138
539.22	578.58	567.25	625.38	579.30	652.23
501.37	557.56	540.32	565.68	597.03	610.19
9,159.93	7,250.00	9,525.00	9,067.25	3,277.00	10,705.00
11	13	13	10½	4	13
832.72	690.47	847.50	956.25	814.25	823.46
4,700.00	3,050.00	3,850.00	4,100.00	4,400.00	4,700.00
59,884.81	67,105.70	80,275.00	95,060.06	43,339.76	123,704.19
17,520.25	28,276.46	14,841.00	36,709.00	17,908.81	37,813.23
77,405.06	95,382.16	95,116.00	135,006.32	61,248.57	168,444.37

SUMMARY OF STATISTICS

Number of Teachers

The regular work of the schools was carried on by one hundred thirteen teachers, thirty-one in the high school and eighty-two in the grades. In addition to these, fourteen special teachers were employed in the lines of music, drawing, manual training, domestic science, physical training, school for deaf, and ungraded pupils, five to assist in the grades, and five to assist in the kindergartens, making the total number employed during the year one hundred thirty-seven.

Number of Pupils to each Teacher

Average number pupils enrolled to each regular teacher in the twelve grades	35
Average daily attendance to each regular teacher.....	30
Average number pupils enrolled to each teacher in the high school	25
Average daily attendance to each teacher in high school.....	21
Average number pupils enrolled to each regular teacher in elementary grades	38
Average daily attendance to each regular teacher.....	32
Average number enrolled in each elementary school room.....	39
Average daily attendance in each elementary school room.....	33

Comparative Statistics

In the table of comparative statistics will be found much interesting information in regard to some of the leading cities of the state. A comparison of the data of other cities with those of Madison reveals some facts that are worthy of notice and furnishes material for study and thoughtful consideration.

TABLE VI

From table No. V the following facts may be observed:

Cities	Assessed valuation per capita of population	No. of children of school age in each 100 of population	No. enrolled in public schools in each 100 of population	No. enrolled in high school in each 100 of population	No. enrolled in high school in each 100 of total enrollment	Total disbursements for schools (Item 28) for each inhabitant (Item 1)	Cost per pupil on total disbursements (Items 28 and 3)
Madison.....	\$1,230.66	27.4	15.6	2.9	19.1	\$5.31	\$33.969
Beloit.....	623.73	29.9	23.	3.1	13.6	5.06	21.943
Green Bay.....	603.52	33.4	15.4	2.2	14.6	3.71	23.963
Wausau.....	381.33	35.1	21.1	3.09	14.63	4.55	21.579
Appleton.....	715.30	34.4	16.5	2.2	13.4	5.68	34.359
Sheboygan.....	521.77	32.8	14.6	1.5	10.3	3.52	24.09
LaCrosse.....	711.58	31.8	14.9	2.02	13.8	4.43	30.304
Marinette.....	408.03	34.8	21.36	2.76	12.9	4.195	19.637
Racine.....	606.95	31.	14.34	1.61	11.27	4.43	30.89

An examination of the data in table No. VI reveals the following interesting facts:

The assessed valuation per capita of population in Madison is much larger than in any of the other cities named and more than twice as large as the average in the same cities; the number of children of school age in each 100 of population is less than in any of the other cities; the enrollment in the high school in proportion to the total enrollment in the schools is larger than in any of the other cities; the total amount paid out for schools per inhabitant is well up in the list, Appleton paying the most and Sheboygan the least.

It may be further observed that the rate of taxation for all purposes is lower in Madison than in any of the other cities; and that the cost per pupil enrolled based on the total disbursements, as given in item 28 in table No. V, is next to the highest, it being the highest in Appleton and the lowest in Marinette.



Manual Training - Longfellow School

An unusual effort was made to gather data from a large number of cities in the state for the table of comparative statistics. In some cases the officials were not able to obtain the information asked for. In others the methods used in making up the general city budgets and in keeping the city books were such as to make it very difficult to secure exact answers to the questions asked. The terminology used in the questions also led to some confusion and inaccuracy in formulating answers. As a result the number of cities giving returns is less than was expected and the information furnished by the table is not as full as was desired. It is believed, however, that the data given is fairly accurate and furnishes a fair basis for comparisons.

School Census

The enumeration of children in the city between the ages of 4 and 20 shows 3,458 boys and 3,561 girls, making the total number 7,019. This is an increase of 115 boys and 190 girls, making a total increase of 305 over last year. This increase is the largest for years and shows a fair growth of population in the city.

School Attendance

The number of children in the city between the ages of 7 and 14, the compulsory attendance period, is 2,901. Of this number 2,875 are reported as having attended school, either public or private, for 32 weeks or more. This seems to indicate an unusual attendance, having only 28 that were not in attendance for eight months out of the nine and one-fourth months, the length of the school year. The statistics in this respect are probably incorrect and the attendance has been overestimated. The figures are obtained by the census enumerators from the parents or other members of the family who have no written memoranda of the facts and answer wholly from memory. Even in the best families it would be impossible to keep in mind the number of times the children

were absent from school during the year, and the natural tendency would be to overestimate the regularity of attendance. It is also obvious that parents who are indifferent as to the welfare of their children would be inclined to conceal the facts and over-state the matter of regularity of attendance at school. The facts can be obtained only by carefully comparing the census lists with the attendance records in both the public and private schools. Such an examination will probably show that the number of children failing to comply with the compulsory attendance law is much larger than is indicated by the census returns.

Enrollment

The summary of enrollment shows 1,965 boys and 2,028 girls, a total of 3,993 children enrolled in the public schools during the year. For the same period 1,214 children were enrolled in the private and parochial schools, making the total enrollment in the schools of the city 5,207.

Enrollment by Ages

The table showing enrollment by ages indicates that the average age of the pupils in the different grades is well within the normal age, and that there is no indication of unnecessary retardation of pupils. This would seem to indicate that the methods of management and instruction have been reasonably efficient.

Hold-Overs

Of the 2,633 pupils in actual attendance in the elementary grades at the end of the school year 399 failed of promotion, or about 15 per cent. A considerable number of these will do work during the summer months and will be permitted to enter the advanced grades in the fall. A few others will be permitted to enter special classes for retarded pupils and will make up their work during the coming year. When it is remembered that general ill-health and special physical defects have retarded others, it becomes apparent that only a small

part of the retardation of pupils can be charged up to inefficient methods or defects in the school system.

AGE AND EXPERIENCE OF TEACHERS

From the table showing some facts in regard to the age and experience of the teachers in the Madison schools it will be observed that the average age of the teachers in service last June was 32.8 years; that the average experience of teachers when first employed in the Madison schools was 4.8 years; that the average term of service in the Madison schools was 5.9 years; and that the total average experience of the teachers in active service at the close of the year was 10.9 years. From which facts it may be observed that the Madison teachers are not without maturity, that upon entering the schools they have a reasonable amount of experience, and that the tenure of office is reasonably permanent and secure.

SCHOOL ACCOMMODATIONS

On account of various delays it was not possible to occupy the new Longfellow building until the opening of the winter term in January. At this time seven rooms were occupied and all the pupils of the first seven grades in this section of the city were accommodated. The eighth grade pupils were permitted to finish the year's work in the schools where they had previously been enrolled. Upon the urgent request of interested parents, a kindergarten department was opened about the first of May. By the end of the year therefore all the rooms for regular work in the new building were occupied. Arrangements have already been made to occupy three rooms in the old building, one each for domestic science and manual training, and one for regular grade work. Although it was thought that the new building with the old one would furnish ample school facilities for the Ninth ward and adjacent territory for years to come, the capacity will probably be reached during the coming school year and little or no room left to accommodate the increased attendance of the future.

The new building is well lighted, well ventilated and heated, and well adapted to the needs of the school. One of the most valued features is the large room on the ground floor. This can be used for general assembly purposes and furnishes facilities for organized play and gymnasium activities. Its use fully demonstrates the real need of such a room in each of the school buildings of the city.

The matter of furnishing additional room in the Randall school district must receive prompt and serious attention. In planning additions to the building the necessity of furnishing facilities for instruction along the special lines that are now considered essential to a complete elementary education must be kept in mind. The desirability also of providing a large room or hall for general assembly purposes and for indoor games and sports must not be overlooked.

The most serious problem in way of additional school facilities is presented in the Hawthorne district. In this district the facilities are woefully inadequate and the conditions seriously unfavorable to good school work. The re-arranging of the basement plan and the installation of a new heating plant and improved toilet facilities will improve greatly the conditions in the building, but will not add materially to its capacity. The problem of furnishing more school rooms is serious and must receive prompt attention.

SCHOOL BUILDINGS

The installation of a new heating plant and more modern toilet appliances has greatly improved conditions in the Lap-ham building. The heating plant has proved to be fully adequate to the needs of the building and economical in way of operation. These changes have greatly improved the sanitary conditions and have contributed much to the health and comfort of teachers and pupils.

It is gratifying also to note the improvements that are being made in the Hawthorne building. With the new heating plant and the new system of toilets this building will be very satis-

factory from a sanitary and comfort standpoint, and conditions will be much more favorable for aggressive and efficient work.

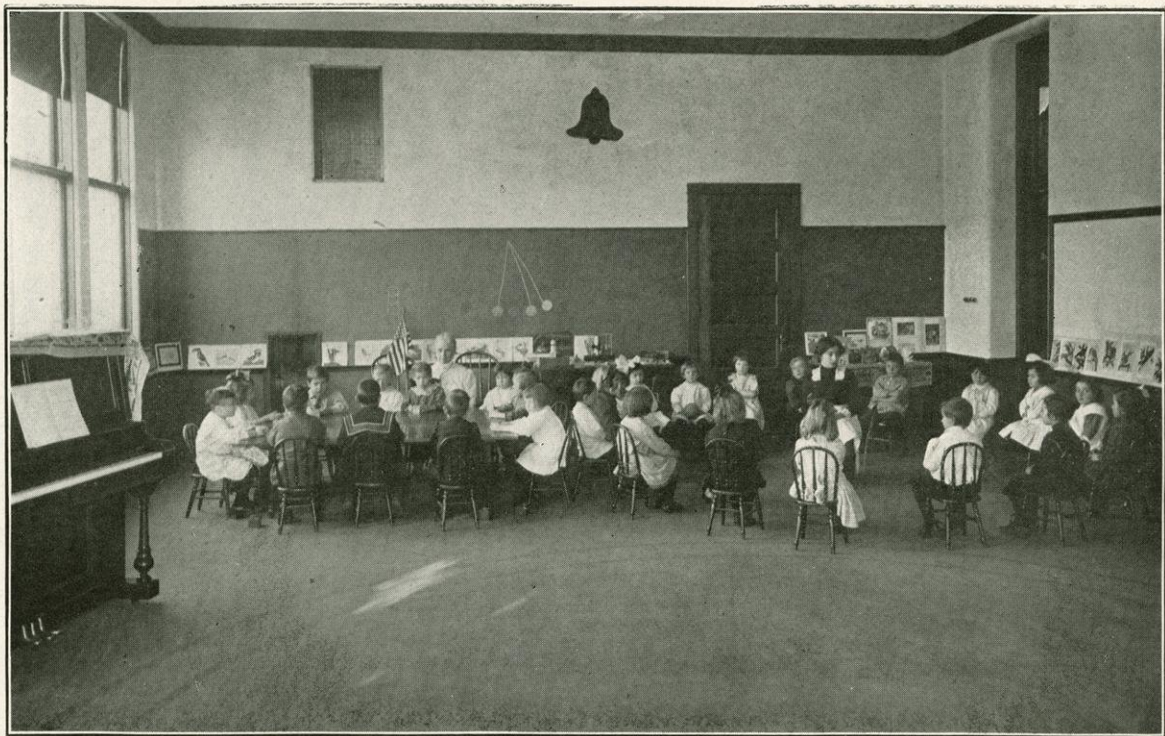
The liberality of the city council in making a special appropriation for the renovation of some of the older buildings will enable the board of education to place new toilet systems where most needed and make the conditions in all the buildings more sanitary and satisfactory. At the opening of the new school year conditions will be such as will permit the work to be carried on with a fair degree of comfort and without danger to the physical welfare of pupils and teachers.

HEALTH OF PUPILS

Educators and intelligent parents are waking up to the fact and there is an intimate relationship between the physical and mental condition of children and that educational progress is to a large extent dependent upon health conditions. A realization of this fact has led to the conviction that the state has some obligation in the way of insuring for each child such a condition of health and vitality as will enable him to take full advantage of the educational opportunities within his reach. A recognition of this obligation has led to the consideration by school authorities of such measures as will better health conditions, safeguard the children from disease, and guarantee to them happier and more vigorous lives. These measures have two main purposes in view: (a) the betterment of the physical condition of the child, *Medical Inspection*; and (b) the improvement of his physical environment, *School Hygiene*.

Medical Inspection

We regret to note that during the past year very little has been done in the way of introducing into our schools some well organized system of medical inspection. This failure has not been due to indifference on the part of the school authorities or to a lack of knowledge as to the real and vital need of such a system, but rather to a feeling that it is the part of



Longfellow Kindergarten

wisdom to wait until conditions are favorable to the establishing of such a relation between the school authorities and the health department of the city as will conserve the health interests of the whole city. By the co-operation of these two departments a well organized and efficient system of health supervision could be established that will render intelligent and efficient service and at the same time be economically maintained. We trust that definite steps may be taken at the earliest possible date that will conserve the health interests of the whole city.

School Hygiene

During the past year the school authorities have not been unmindful of the importance of making the school surroundings as sanitary and health-promoting as possible. The outdoor recess is a part of the regular program in all the elementary grades. Some effort has been made to organize games and athletic sports both indoors and outdoors. When possible, rooms have been fitted up to serve in a limited and temporary way for gymnasiums in which some lines of physical training may be given and where athletic sports may be carried on. Under the supervision of the physical director and his assistant, systematic and regular calisthenic drill has been given in all schools. Athletic associations have been organized in most of the elementary schools and frequent competitive contests have been held. Interest in all these activities has been wide and the general participation in them by the pupils has resulted in a higher standard of health and physical vigor.

Sanitary conditions have not been neglected. All new school desks have been of the adjustable type and care has been taken to adjust frequently to the size of the children using them. Some instruction has been given on the effects of the use of tobacco and alcohol and more extended work in this line can be done profitably during the next year. Individual drinking cups have been abolished and sanitary bubbling fountains have been installed in all buildings. Vacuum

cleaning plants are in use in the High school and in the Hawthorne school, and approved methods of dusting and sweeping have been used throughout all the buildings, and all floors and windows have been washed as frequently as circumstances seemed to require.

These facts so rapidly reviewed show that the physical welfare of the Madison children has not been entirely neglected. In many lines beginnings only have been made and another year should see the work more thoroughly organized and more efficiently carried on. In these various activities much encouragement and assistance has been rendered by interested citizens and outside organizations. It is hoped that interest in these matters will continue and that further aid may be given during the next school year.

There seems to be a general awakening throughout the country as to the importance of child health and the beginnings we have made are only putting us in line with what is being done in many parts of the country.

In a report from the Department of Child Hygiene, Russell Sage Foundation, it is said that "communities over the entire country are seeing the whole matter of the health of school children in a new light. Gradually they are beginning to ask, not whether they can afford to take steps to safeguard in the schools the welfare of their children, but whether they can afford not to take such steps. The movement as a whole constitutes both a sign and a result of the gradual awakening which has developed in a wave of interest in matters pertaining to the health of school children that is now sweeping over the civilized world.

"We are beginning to realize that the public schools are a public trust. When the parents deliver a child to their care, they have a right to expect that the child, under the supervision of the school authorities, will be safe from harm, and will be handed back to them in at least as good condition as he was at first. Individual efficiency rests not alone on education or intelligence, but is equally dependent on physical

health and vigor. Hence, if the state may enforce training in intelligence, it may also demand training to secure physical soundness and capacity. Much time will elapse before there will be brought to bear in all schools measures now so successfully pursued in some for preserving and developing the physical soundness of rising generations. Nevertheless, the movement is so intimately related to the future welfare of our country, and is being pushed forward with so great energy and earnestness that it is destined to be successful and permanent."

VACATION SCHOOL

Throughout the country the vacation school has come to be regarded as an important feature of the school system and its maintenance a justifiable expenditure of school funds. The summer vacations are long and many parents are grateful for an opportunity to place their children where their time and activities can be so directed as to afford entertainment and profit. In a vacation school the regular branches, manual training, domestic science, physical training, and athletic games and sports would furnish activities and exercises so varied as to combine recreation and instruction. Such a school properly conducted would make no drain on vitality and strength, but would rather contribute to the physical welfare of the children. It is generally conceded that children are happier and come through the long vacation in a better mental and physical condition when for a portion of each day their interests and activities have been directed regularly along some given lines. It would seem therefore that there is a place for a vacation school in our system and that the advisability of organizing such a school for the next summer vacation should receive serious consideration.

SPECIAL HIGH SCHOOL CLASSES

There is still another class of pupils unprovided for—the boys and girls who have failed of promotion to the High school. Many of these are over-age, over-size, awkward, and

without great ability. Their age and size make their return to the eighth grade for another year a matter of chagrin and humiliation. As a rule most of these pupils drop out of school and either drift from one occupation to another without acquiring proficiency in any, or pass their days in trivial activities and idleness. Our schools cannot fully measure up to their opportunities until they in some way afford means of improvement to every child in the community, whatever may be his station in life, his physical condition, or his natural capacity. The pupils referred to above are in special need of consideration and something should be done to retain them in school. The most feasible plan would probably be the formation of special classes in the High school in which these pupils could receive the kind of instruction best suited to their needs. The work would of necessity be varied and its nature determined by the ability and special tastes of the individual pupils. The opportunities thus afforded would probably retain many of these pupils in the schools and afford them such training as would fit them in some degree for participation in the life of the community. Such an attainment would not only be of untold advantage to the pupils, but would conserve the best interests of society. Special classes of this nature in the High school seem to be full of promise and their formation should therefore receive careful consideration.

SUMMER SCHOOL FOR RETARDED PUPILS

For a number of years a short summer school was carried on in one of our school buildings for pupils who had failed of promotion or who wished by extra work to be advanced in the grades. Each summer the school was carried on by two or three teachers designated by the superintendent from a number of regular teachers who expressed a desire to do the work. The school was of five weeks' duration and a tuition fee of five dollars was charged each pupil in attendance. The teachers received their compensation from the tuition fund and the

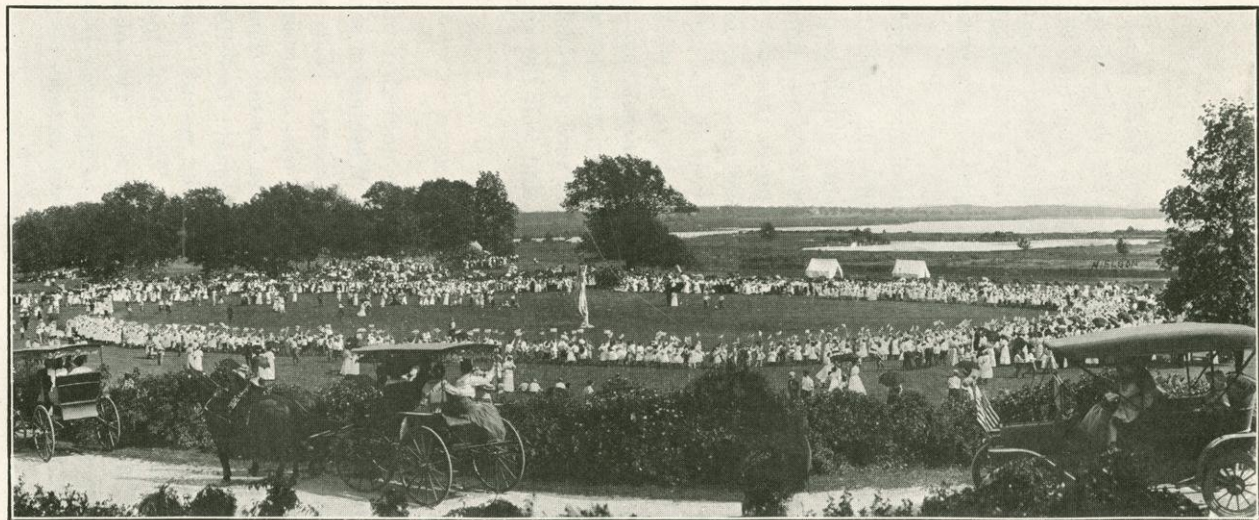
school was carried on wholly without expense to the board of education.

The attendance upon this school was fairly good and the work from the standpoint of efficiency was satisfactory. However, the shortness of the term and the fact that the tuition fee excluded often the children who most needed the instruction, made the continuance of the school of doubtful expediency. No school was therefore organized for the present summer vacation, 1911.

That there is need of a summer school for retarded pupils seems unquestioned. A session of sufficient length to accomplish tangible results would permit many pupils to pass on in their work who would otherwise be retarded and forced to repeat the work. Every pupil passed on in this way not only saves the loss of a year to the child, but also saves to the city the cost of instruction for a second year in the same grade. It does seem apparent therefore that there is work for the summer school, but it seems equally apparent that the work ought to be done at the expense of the city without cost to the parents. I recommend therefore that such a school be provided for the next summer vacation and that the expense be borne by the city.

THE UNGRADED ROOM

Last September a special school for ungraded pupils was organized in one of the rooms in the Washington school and Miss Florence H. Post was placed in charge. This school is designed to give special aid to pupils who on account of irregular attendance or other causes are behind their grades. Because of the lack of room and adequate facilities the attendance was limited to pupils of the seventh and eighth grades who had failed of promotion. The whole number enrolled was sixteen, six boys and ten girls. Two of the boys and five of the girls will be permitted to enter the High school in the fall and take up such lines of work as seem best fitted to their needs.



Saner Fourth Celebration, 1911 — Flag Drill, Vilas Park

It has been the aim to adapt the work to the individual needs of the pupils and to permit each to advance as rapidly as is consistent with thoroughness. The pupils have been permitted to take part in the games and athletic sports with pupils in the regular grades and to enter the classes in domestic science and manual training.

To succeed in this work a teacher must have a deep and abiding interest in children and a genuine concern for their welfare. She must be attracted to the work on account of the opportunities that it offers for service and helpfulness. Miss Post has proved to be just the woman for the work. She has culture, sympathy, and resourcefulness, and has been able to awaken and sustain the interest of the pupils in their work. The results obtained in the school are very gratifying and fully justify its continuance. Such a school should be organized in connection with every large school in the city, and until this is done our school system is not measuring up fully to its opportunities.

THE PENNY SAVINGS FUND

It is with satisfaction that we note the continuation of the penny savings fund system in the elementary grades of the city. The deposits have not been large, but there is no occasion for discouragement. Other activities during the year have made unusual calls upon the time and interests of pupils and teachers and the calls for contributions in other directions have not been infrequent. During December the anti-tuberculosis campaign absorbed the attention and interest of the pupils and the red cross stamps diverted the extra pennies from the savings fund. At various times during the year entertainments were given in the different schools for the purpose of raising money for the art fund, and later in the year for the improvement of the school playgrounds and the purchase of playground apparatus. During the closing weeks of the school the preparations for the celebration of a saner Fourth of July occupied the thoughts and activities of the

children. In view of all these diverting activities it is surprising that the penny savings fund was not entirely overlooked. That there were some deposits made to the fund in all the schools and very liberal deposits in some, is a matter of encouragement and certainly justifies the continuance of the system. We wish to assure Mr. Jacob Esser, Jr., and the women who have so efficiently aided in this work that their efforts have been appreciated and have resulted in benefit to the schools.

The work this year has been under the immediate direction of Mrs. H. J. Parke, chairman of a special committee from the Educational department of the Woman's Club, who has been ably assisted by a committee of interested women whose names are given in the secretary's report. The work has been carried on quietly and efficiently and without annoyance or friction. I am pleased to insert here the report of Mr. Jacob Esser, Jr., the secretary of the Northwestern Building and Loan Association, who has in a most courteous and careful manner looked after the details of the system during the past year.

Report of the Madison Penny Savings Fund from July 13, 1910, or moneys received and disbursed by the undersigned up to July 1, 1911.

Amount on hand July 13, 1910.....	\$989 06
Amount received during the year to July 1, 1911.....	829 25
	<hr/>
Total	\$1,818 31
Disbursements during that period.....	784 92
	<hr/>
Total	\$1,033 39
Cash on hand July 1, 1911.....	44 33
	<hr/>
Total	\$1,077 72
	<hr/>
Amount of interest to the credit of fund.....	63 05
	<hr/>
Amount due depositors including interest and principal, July 1, 1911.....	\$1,140 77

The amount paid in by the ladies who have had charge of the stamps, and collected in the different schools since July 13, 1910, to July 1, 1911, is as follows:

Second Ward: Lincoln—Mrs. W. C. Putnam.....	\$34 32
Third Ward: Brayton—Mrs. John C. Prien.....	72 07
Fourth Ward: Doty—Mrs. Geo. W. Levis.....	18 40
Fifth Ward: Draper—Mrs. A. H. Smith.....	118 66
Sixth Ward: Marquette—Mrs. H. Rentschler.....	50 00
Sixth Ward: Irving—Mrs. H. Rentschler.....	30 66
Seventh Ward: Lapham—Mrs. Ruby Corscot.....	35 67
Eighth Ward: Washington—Mrs. R. B. Scott.....	5 23
Ninth Ward: Longfellow—Mrs. W. B. Hawley.....	41 00
Tenth Ward: Randall—Mrs. D. B. Cairns	2 65
N. E. District: Hawthorne—Mrs. Maud F. Riley.....	26 30

Total \$434 96

In conclusion I wish to thank the ladies as well as the teachers of the different schools for the interest they have taken in collecting the fund.

All of which is respectfully submitted.

JACOB ESSER, JR.,
Secretary.

THE SCHOOLS NOT A BURDEN UPON THE CITY

For the purpose of giving emphasis to the proper relation of the schools to the community and of correcting a mistaken notion in the minds of some that the schools are a burden upon the city, I wish to repeat a few statements made in a former report.

Expense has been defined as that use of money which one pays for current bills, for the necessities of life, or for the maintenance of a plant. It is the outlay of money for which there is no dividend or kindred return.

On the otherhand, *investment* is that use of money from which may be expected special returns; a loan of money for the interest; the purchase of land or stocks for the expected advance in values; the putting of money into products or commodities of various kinds to be held for an increase in prices.

It is shown that money put into poor teachers, poor school-houses, and meager equipment brings no adequate return to



Harvest Festival — 1911

the community and should be considered an expense and a burden. On the other hand, money expended for the establishment and maintenance of efficient schools should be considered as an investment. Intelligence in the community means an increased earning capacity among the people, a higher standing of living, a wider range of wants, and a more intelligent use of funds. These result in higher valuations, an increase in taxable property, and more revenue.

The editor of the *Journal of Education* says:

If the schools are supported merely to prevent pauperism and crime, if school houses and teachers are no better than are necessary for the teaching of the rudiments of an education, if school buildings are so poor and children so lawless that property is worthless in the neighborhood, then the schools are an expense.

If children, because of the public schools, make men who pay more taxes than they otherwise would, or if they earn more money and buy of better grocers and tailors, patronize better physicians and dentists, rent a better house, and furnish it better, indirectly the city gets more taxes. Then the schools are an investment.

If schools are so good that men of means move into the city and buy or rent property near some school, then the value of property is enhanced and the schools are an investment.

If two thousand dollars are spent for teaching drawing and for beautiful art works in schools, so that furniture dealers, carpet stores, paper-hangers, house painters and decorators, picture dealers sell a higher class of goods, and if all those who cater for patronage must fit up their places more attractively, thereby patronizing all sorts of decorators and furniture dealers, it does not take long for a city to get back more than \$2,000 in taxes, if assessments are honestly made.

If domestic science is so taught that the homes buy better meats and groceries, patronize better restaurants, have better furnished kitchens and dining-rooms, it does not take long for a city to get back in taxes, indirectly, more than the investment.

If school gardens are introduced and children learn how to raise small fruits and rare vegetables and love to do it, so that as men and women they will not live in the congested district, will not live where they can have no garden, but will move out where land has been taxed by the acre and they cause it to be taxed by the lot, it does not take long for a city to get back a large return on the investment in school gardens. Whatever is put into a school that

increases the earning capacity of the people, that heightens the taste, that makes people more appreciative and discriminating, is an *investment* and not an *expense*.

The schools should therefore not be looked upon as a burden, but as an opportunity. Money given for schools should not be considered as a charity or the payment of a debt, but as an investment that will bring ample returns in those things that make a progressive community and an enterprising city.

TEACHERS' SALARIES

In the following table are given some interesting facts in regard to the salaries and personal expenses of a group of thirty-nine teachers in the first four elementary grades of our schools for last year. These were gathered by Mrs. William Kittle, chairman of the Citizens' Visiting Committee for the primary grades. This information was given with the understanding that no names should be given and that nothing should be said by which any one could be identified. All estimates and averages are made on the basis of twelve months.

TABLE VII

Table Showing Teachers' Salaries and Expenses.

Salary	Board & Room	Laundry	Clothes	Life Insurance	Professional Expenses	Religious, Social, Charitable.	Newspapers Magazines	Lectures, Con- certs, Theaters	Dentist, Ill- ness	Total Expenses	Savings
\$555	\$338.00	\$28	\$180	....	\$31.00	\$40	\$1.50	\$10	\$10	\$638.50	.....
555	286.00	30	125	....	25.00	5	5.00	5	10	491.00	64.00
531	252.00	5	125	....	100.00	15	5.00	10	....	512.00	19.00
575	229.00	25	90	\$75	27.00	53	10 00	8	8	525.00	50.00
555	244.00	30	200	....	13.00	60	5.00	10	20	582.00	.....
555	322.00	25	120	60	1.00	15	7.00	5	....	555.00	.....
581	308.00	9	125	....	11.00	70	4.00	5	15	547.00	34.00
555	327.00	25	175	....	16.00	15	3.00	10	3	574.00	.....
555	333.00	25	180	....	16.00	3	10.00	10	52	629.00	.....
523	252.00	36	125	20	32.00	20	8.00	8	10	511.00	12.00
555	338.00	25	125	....	15.00	20	8.00	9	10	550.00	5.00
575	314.00	35	140	....	13.00	18	8.00	7	20	555.00	20.00
555	243.00	25	200	....	11.00	70	5.00	15	15	584.00	.....
555	322.00	7	100	60	11.00	10	6.00	6	8	530.00	25.00
575	328.00	37	70	....	10.00	15	5.00	5	10	480.00	95.00
575	295.00	40	150	....	39.00	10	5.00	10	10	559.00	16.00
575	315.00	40	125	....	40.00	10	10.00	10	5	555.00	20.00
575	321.00	40	125	....	38.00	10	10.00	10	20	574.00	1.00
600	298.00	45	150	....	29.00	15	5.00	10	10	562.00	38.00
555	322.00	25	120	....	4.00	40	3.00	3	18	535.00	20.00
555	235.00	....	55	....	18.00	90	10.00	50	....	458.00	97.00
555	300.00	25	140	....	38.00	10	3.00	5	25	546.00	9.00
507	340.00	15	100	....	15.00	5	5.00	5	10	495.00	12.00
600	254.00	50	50	55	14.00	24	7.00	4	10	468.00	132.00
575	298.00	29	135	....	2.50	20	15.00	5	25	529.50	45.50
545	234.00	24	135	14	28.50	30	5.00	6	15	491.50	53.50
555	299.00	15	86	....	22.00	45	4.00	5	12	488.00	67.00
531	273.00	25	125	....	16.00	25	5.00	3	6	478.00	53.00
555	277.00	....	100	20	16.00	40	2.00	5	10	460.00	95.00
625	360.00	40	125	100	40.00	15	5.00	5	10	700.00	.....
555	320.00	40	125	....	21.00	15	3.00	5	5	534.00	21.00
555	318.00	22	150	....	21.00	13	2.00	27	....	553.00	2.00
555	310.00	30	100	....	20.00	3	.....	5	10	478.00	77.00
575	260.00	27	100	10	20.00	....	.....	5	5	427.00	148.00
531	321.00	10	100	....	16.00	25	10.00	10	20	512.00	19.00
522	308.00	18	100	....	23.00	10	5.00	5	10	479.00	43.00
531	197.00	5	100	....	18.00	25	3.00	10	10	368.00	163.00
555	300.00	25	125	20	35.00	10	5.00	5	25	550.00	5.00
525	203.00	10	90	....	31.00	15	5.00	10	....	364.00	161.00
*\$21742	\$11, 394	\$967	\$4, 791	\$434	\$897.00	\$934	\$217.00	\$341	\$462	\$20, 427.50	.. . .
†557.49	.....	.....	.....	.....	.....	.....	.....	.....	.....	\$523.78	\$33.71
‡ 46.45	24+	2+	10+	.92	1.89	1.97	.46	.73	1.00	43.62	2.83

*Totals

†Average for year

‡Average per month

It will be observed that the average salary per year for these teachers is \$557.49 and that the average yearly expenditures are \$523.78. On the basis of twelve months the average monthly salary is \$46.45 and the average monthly expense is \$43.62. The teachers in this group were therefore able to save on an average only \$33.71 for the year, or \$2.83 per month. In looking over the table it will be observed that no account has been taken of traveling expenses, street car fares, or the numberless personal expenditures that cannot well be classified. When these are taken into account the average expenses of these teachers are really greater than their average receipts, and as a class they are not earning their way.

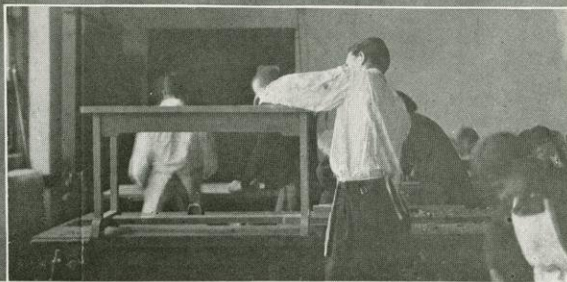
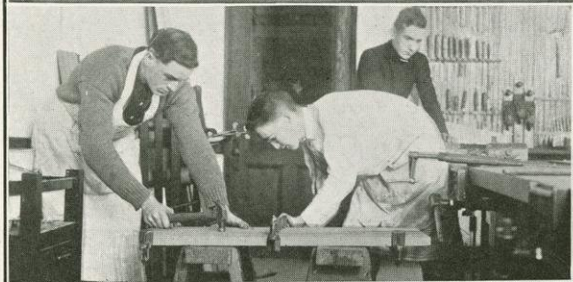
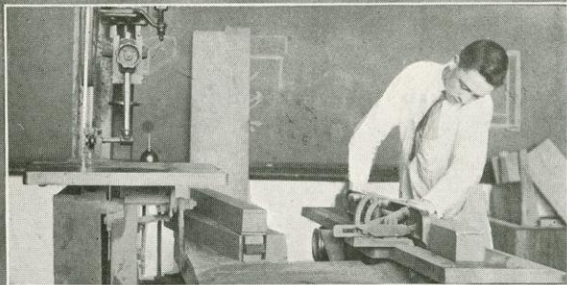
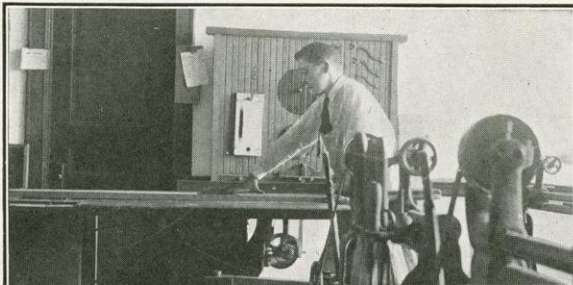
It is far from our intention to be sensational or to make more ado about salaries than the facts warrant, but the fact remains that our teachers in the elementary grades are poorly paid. With the High school teachers the board of education has been fairly liberal and where occasion seemed to demand, salaries sufficiently large have been paid to secure the qualifications that the highest interests of the school demand. This is as it should be and this policy should be continued, but the interests of the elementary grades must not be overlooked. The character of the work in the High school is dependent largely upon the thoroughness of the work in the grades. To maintain high standards of work in the grades, well-trained and capable teachers must be secured and retained. This can be done only by the paying of adequate salaries.

By our present arrangement, the salaries are fixed for the school year of thirty-seven weeks. Teachers receive their pay for the time actually taught and are without pay during the vacation periods. In many cities the salaries are made to cover the whole period from the opening to the closing day of the school year, including the time given to vacations and holidays. In Milwaukee all teachers receive their salaries for twelve months, including the long summer vacation. This plan permits the payment of salaries at regular and convenient periods and avoids the loss of time to teachers on ac-

count of the vacations. The adoption of this plan in the Madison schools would add to the comfort and convenience of the teachers and would also offer a method of advancing salaries. It would not be wise perhaps to adopt the Milwaukee plan at once, but I would recommend that in fixing the salaries for another year, the period for which they are to be paid be extended over three additional weeks, making the salary year to include forty weeks instead of thirty-seven, as at present, and that the salaries be continued for the three weeks at the same rate by the week or month as is now paid for the thirty-seven weeks. By this plan the annual salary of each teacher would be increased by a sum equal to the sum received for three weeks' service under the present plan, an increase of three thirty-sevenths, or about eight per cent. This plan suggests a convenient method of paying the salaries of the teachers of the elementary grades, affords them an acceptable and deserved increase in salary, and permits them to enjoy the midwinter and spring vacations without loss of pay. It seems therefore worthy of serious consideration.

A SANER FOURTH

Under the general direction of a committee from the Woman's Club, near the end of the school year preparations were begun for a saner celebration of the Fourth of July in the city of Madison. Inasmuch as the primary purpose of this movement was to interest the children in safer and more rational methods of celebrating and to give them some conception of the real meaning of the "Fourth" as it is related to loyalty and patriotism, the celebration was to be made up largely of activities in which the children should take part. To this end preparations were begun with the children before the close of the school year under the direction of special committees, assisted by the teachers. Although the schools closed almost a month before the celebration, the committees were able to interest the children and to continue the training for the various activities.



Manual Training — High School

The celebration proved a gratifying success and was a revelation as to what may be done in the way of giving recognition to civic pride and national patriotism without destroying youthful adoration and enthusiasm. One of the leading events of the day was the street pageant, which was unusually and surprisingly extensive and was made up of many unique and varied features.

Directed games, fancy marches, athletic contests, historical tableaux and exhibitions, and family picnics furnished the activities in the different parks of the city and made the day one to be long remembered by the children of the city. The events of the day will undoubtedly establish a new standard for the celebration of our national independence.

MADISON PLAYGROUNDS

Madison has been particularly fortunate in having among her citizens so many who are interested in the welfare of the city and are so highly appreciative of the value of parks, pleasure drives, and playgrounds in its development. Under the leadership of some of these liberal and far-sighted people Madison has been given one of the best park and pleasure drive systems in the country. Of no less importance has been the movement toward the securing of playgrounds and recreation centers for the children. The city now owns three tracts that are devoted to playground purposes—the Burr Jones field, donated to the city by Hon. Burr W. Jones; the Olive Jones field, secured through a gift also from Mr. Jones, supplemented by an appropriation from the city council; and the Kendall field, donated by Judge Carpenter in memory of his wife.

As a matter of record we note here that during the year 1905-1906, the educational department of the Woman's club directed its energies toward the development and use of these playgrounds. Public talks were given and articles were written for the local press with a view to arousing an interest in these projects. In the spring of 1906 a play was given at the

Fuller opera house by the graduate club of the University to further the interests of this work. With the sum thus raised, with a gift of \$100 from the Woman's Club, and with smaller gifts from individuals, nearly \$400 were raised for improving and equipping the Burr Jones field as a playground. The Educational department of the Woman's Club then 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. The committee purchased a modest apparatus, secured a director for the summer months, and on July 1, 1906, formally opened to the public the Burr Jones field.

Since that date the Burr Jones field has been improved from time to time and new apparatus has been added. A large bubble fountain, presented by the Attic Angels, has been put in place, a flag-pole, presented by the Standard telephone company, has been raised, and a flag, a gift from Mr. W. G. Kropf, has been in use during the play season. During each season a well trained and competent director has been in charge of the grounds, and the children and young people of this section of the city have enjoyed sports and all kinds of athletic games under intelligent leadership.

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 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, at which time the city tax levy for school purposes was increased by \$10,000, with the under-

standing that the expense of maintaining and operating the playgrounds should be paid from the regular school funds.

Since the Board of Education has assumed the control of the playgrounds the Burr Jones field has been improved, the Kendall field put in fair condition, and the Olive Jones field graded. Additional work will be put upon the Olive Jones field during the present season and it is intended to have this field ready for use before another season.

The members of the playground committee from the Board of Education are now Mayor Schubert, Dr. Victor Lenher, and Mr. Louis Sumner. During the past season, 1911, Mr. B. H. Robbins, physical director in the city schools, had general charge of the playground work. The Board also took charge of the bath house in Brittingham Park and placed it in charge of Mr. McChesney, as director. The athletic field in this park has been somewhat improved and some additional apparatus has been supplied. The activities in this field were under the supervision of Mr. F. H. Staley, an instructor in the High school. Mr. Robbins with one assistant was in charge of the work on the Burr Jones field, and Mrs. Alice Merry with one paid and one volunteer assistant had charge of the games and various other activities in which the girls were interested. With a view of still further meeting the needs of the children in the way of play and recreation, the Park and Pleasure Drive Association very liberally permitted the children, without restrictions or regulations that interfered with freedom and spontaneity, to use Tenney Park and Vilas Park for playgrounds.

It will be observed that Madison has not failed to appreciate the value of play and recreation in the development of child life in the community, and is not without some part in that movement that is now sweeping over the civilized world in favor of the preservation and development of physical soundness in the rising generations. We trust that the work of the Park and Pleasure Drive Association and of the Board of Education along play and recreation lines may not be without

appreciation on the part of our citizens, and that these activities may receive hearty and substantial support.

THE TEACHERS' INSURANCE AND RETIREMENT FUND

The past year has been marked in public school educational circles by the enactment of a state Insurance and Retirement Fund law, which received the approval and signature of the governor. This event is especially worthy of note here because of the active and effective part taken in its passage by two of the Madison teachers. It can be said without any thought of controversy that without the constant watchfulness and persistent and intelligent efforts of Miss Elizabeth Herfurth and Miss Caroline Harper this measure would never have been enacted into law. The teachers of the state owe much to these two women, and the benefits that will come to the cause of education in the state through their influence cannot well be measured. This law when operative should make the work of teaching more attractive and should lead a larger number of capable men and women to enter upon the work as a life's calling. With some degree of security against want in old age teachers should have that independence of action and that freedom from anxiety that is essential to the best growth and the highest efficiency in work. This law when made effective and properly administered should make a large contribution to the educational interests of the state.

THE PUBLIC LIBRARY AND THE SCHOOLS

The co-operation between the free library and the schools has continued during the past year with increasing efficiency, and the assistance resulting to the work in the schools has been greatly appreciated by both teachers and pupils. Through the circulation in the schools of the book, picture, and mounted poem collections, the library has greatly extended its field of activities and made more effective the work of the school. The story hours for little children, the cycle story hours for older children, the story hours with moving pictures, the reading

circles with the older girls in the grades, and the visits of the children's librarian to the schools—all were interesting and stimulating and were of unquestioned value in bringing within the range of the children a rich fund of information and in cultivating a taste for some of the best things in art and literature. I am pleased to insert here a part of the report of the city librarian, Miss Mary Smith, on this phase of the library work:

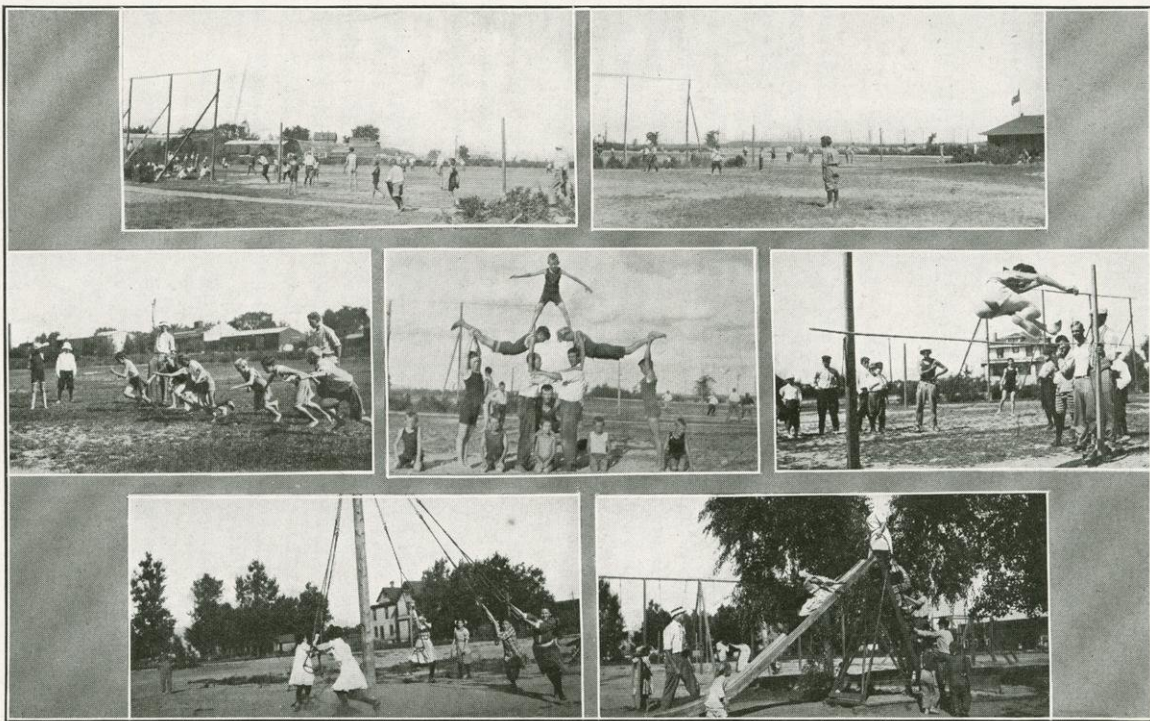
Work With the Schools

The school collection has been added to the present year and the circulation has increased. There is no reason why this circulation should not be much larger except the lack of books. The collection is still far from adequate. The large number of books which were added in 1910 and increased the circulation for that year, had to be withdrawn in January, 1911, and sent to the bindery, thus weakening much the collection in its work the second half of the 1911 year. The older books are all so near the end of their usefulness that the success of this collection depends upon putting into it for several years just as large a per cent of the book fund as has gone into it the past two years. The circulation would doubtless have been larger if the children's librarian could have made more visits to schoolrooms. The work at the main library was so exacting that she could not spend this time with schools as had been hoped and planned.

Thirty-two visits were made to the schools, but regular work at the library prevented more. The teachers have made more use of the children's room, 4,870 books having been issued on teachers' cards against 2,766 last year. The circulation of pictures has gone from 802 to 1,296. Much work has been put on this picture collection and much more will need to be done to put all picture material in the library in such shape that it will be available. The history and geography pictures especially need to be increased very much.

One hundred and seven mounted poems were circulated. The good work already done in this line needs to be enlarged.

Books have been loaned to the Sixth Ward branch from this room, but no children's books were put at the stations, as the supply of books in the room was not sufficient. There is the same need of more books here as was mentioned in last year's report. The increase does not yet exceed the withdrawals to an extent that appreciably enlarges the collection.



Playground Activities — 1911

During November and December three story hours were held in connection with moving pictures. Children of grades six, seven and eight were invited by ticket after consultation with the principals of the schools and the priests in charge of St. Patrick's and St. Raphael's schools. Mr. Sherwood furnished machine, operator and films. Two stories were selected after examination of several films, Launcelot and Elaine and Oliver Twist. The story was told before the film was shown. Miss Imhoff helped by telling Oliver Twist. Four hundred children attended.

A story hour for little children was held every Friday afternoon from October 14 to April 1, with a total attendance of 1,219 children, the average being 49.

A cycle story hour for children of grades five to seven was held January 25 to March 22. The Canterbury Tales were told, with a total attendance of 445, the average being 49.

At the Hawthorne school a reading circle for girls of the grades seven and eight was held Tuesday afternoons, November 22 to April 11. The total attendance was 306, the average 16. This reading circle was very successful as reported both by the children's librarian and the teacher of the school. The work of the girls in school was improved and the use of the library books placed in the school much increased.

Plans are now well under way for the organization of a branch library to be located in the High school building, with a competent librarian in charge. In this branch will be located well selected reference books, and the aim will be to offer to High school pupils better facilities for reference work. This movement marks a decided step in the enlargement of the scope of the library work and will result in bringing the schools and the library into a closer and more helpful relation.

NIGHT SCHOOLS.

During the past winter the night schools were continued, one in the High school building with two meetings per week and one in the Longfellow building with three meetings per week. Mr. Elwood E. Brooks with three assistants had charge of the work in the High school building and Mr. Volney G. Barnes with three assistants had charge of the work in the

Longfellow building. As in former years a small tuition fee, one dollar per term of ten weeks for academic branches and two dollars per term for gymnasium classes, was charged members of the night High school classes, and the tuition was free to all members of the night Longfellow classes. The number enrolled and the average attendance was as follows:

Enrollment high school night classes.....	110
Average attendance high school night classes.....	65
Enrollment Longfellow night classes.....	65
Average attendance Longfellow night classes.....	35

The cost of instruction in these schools was as follows:

High school night classes	\$333 50
Longfellow night classes.....	214 00
<hr/>	
Total	\$547 50
Receipts from tuition fees.....	120 45

I am pleased to insert here the report of Mr. Brooks:

MADISON, WIS., June 16, 1911.

To MR. R. B. DUDGEON,

Superintendent of Schools, Madison, Wis.

MY DEAR SIR: During the past year the public night school was again conducted in the high school building for a term of twenty weeks, meeting two evenings per week. Classes were organized in bookkeeping, typewriting, shorthand, spelling, arithmetic, English, manual training, and gymnasium work. All classes continued throughout the entire term, excepting manual training, which was discontinued on account of small attendance.

Four teachers were employed, two in the physical training department, one for the men and one for the women, one in the commercial department, and one for the general elementary subjects. A fee of one dollar for term of ten weeks was charged for academic work and two dollars for gymnasium, including the use of lockers and baths.

The gymnasium classes were most largely attended. The persons enrolled in the men's class were chiefly young business men. During the year several persons completed enough work in the commercial department to obtain good positions in their respective lines in the city. The total enrollment was 110, with an average attendance of 65.

Suggestions for future work

Two years' experience leads me to believe that a night school should each year be conducted in Madison. The work should, however, be better organized. At present a pupil who does twenty weeks' work in the night school is given no certificate showing what has been accomplished. This is discouraging to the earnest student bent upon progressing. I therefore make the following suggestions:

1. That records of attendance and of work be kept, much as in the day schools.

2. That at the end of each night school term, the student be given some sort of card or certificate, showing work accomplished. This card, if work is satisfactory, should admit him to a more advanced class the succeeding year.

3. That the work in each subject be so organized that the student may complete the subject in a certain number of terms.

4. That the work be made so thorough and fundamental that a certificate of having completed any subject will serve the student in procuring a position.

Very truly,

ELWOOD E. BROOKS.

Mr. Barnes makes the following report in regard to the night school in the Longfellow building:

REPORT FOR THE LONGFELLOW NIGHT SCHOOL

To Superintendent R. B. Dudgeon:

The night school in the Longfellow building was opened Nov. 17, 1910, in the old Ninth ward school house. Interest in the school was weak at first, but as time went on it became steadily stronger until at last sixty-five men and women were enrolled in the different classes. Up to Christmas time the attendance was large. We had an average attendance of thirty-five, made up mostly of Italians. At Christmas we took a week's vacation expecting to move into the new building when we opened school again. Through an unfortunate delay in the installation of lights, the time of opening was delayed for three weeks. During this time members of the school reported for work at the building, but finding it dark, had to return to their homes in a disappointed frame of mind. All this worked against the school to such an extent that when it was reopened, not more than 20 of the 65 who had enrolled could be induced to come again. Interest had flagged and nothing we could do seemed to be adequate to re-establish confidence in the school.

I would suggest that in the future a small tuition fee be charged. One thing the school has to contend with is the irregular attendance

of those enrolled in its classes, and I believe this could be remedied by making those who join the school pay for what they get. The money could be used in purchasing books and material for the instructional work in the classes.

I would also suggest that the sewing class which has in the past been carried on independently be incorporated in the regular work of the night school.

Respectfully,

V. G. BARNES.

IS TOO MUCH EXPECTED OF THE TEACHER?

In a short address before the Woman's Club of Wausau Superintendent S. B. Tobey said, "The modern teacher must be a paragon of wisdom and moral excellence. She must know not only reading, writing, spelling, geography, history, civics, algebra, geometry, physiology, hygiene, anatomy, rhetoric, composition, music, drawing, and literature, but she must also be familiar with the science of agriculture, must have some knowledge of physics, must be able to detect defects in hearing and vision, and must be something of a diagnostician. She must have the learning of a Solomon, the patience of Job, the strength of a Hercules, the meekness of Moses, the wisdom of a serpent, the gentleness of a dove, the spirit of a philanthropist, the prescience of the Almighty, and the perseverance of the devil, and in addition to all this she must have so mastered the science of domestic economy that she can live on less than the salary received by competent servant girls."

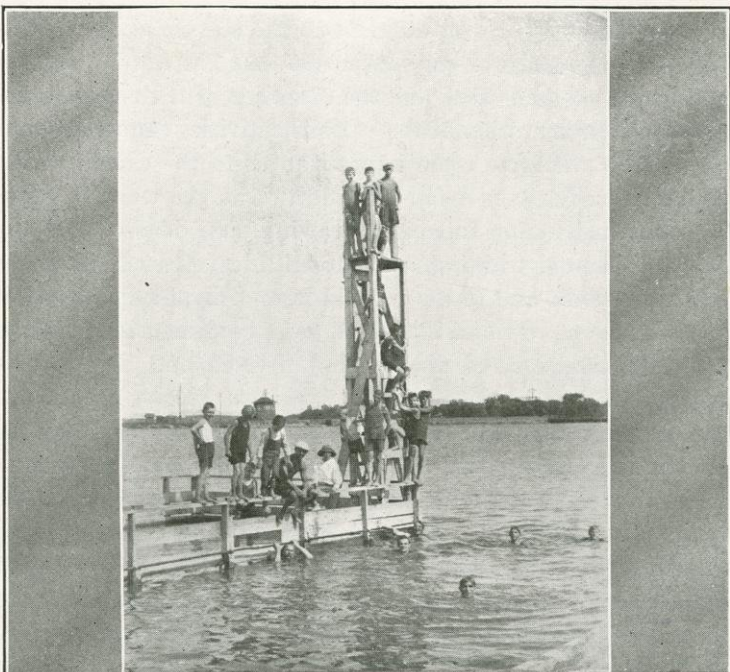
IS TOO MUCH EXPECTED OF THE SCHOOLS?

From year to year the activities of the school become more varied and the demands upon them more numerous and insistent. Almost every movement in social and economic lines looks to the school as a point of initiative or as a medium of promulgation. The school is often made the objective point of restless, anxious, solicitous spirits that covet notoriety or seek opportunities to pose as public benefactors. Although self-seekers are often in evidence and sometimes clamorous and intolerant in their demands, it is gratifying to know that there is a much larger and more intelligent class of earnest

citizens who have a deep interest in the schools and are willing to co-operate in every movement that has for its end the betterment of their work and the extension of their usefulness.

A mere enumeration of the various activities connected with the schools will give some impression as to the extent of the demands made upon them. In addition to the work in regular lines instruction in music, drawing, art, domestic science and art, manual training, commercial lines, effect of narcotics and stimulants, and in the general laws of hygiene and physiology is given. Gymnasium work must be directed, corrective physical exercises prescribed, games directed, and playgrounds supervised; the physically defective must receive treatment, the mentally slow and retarded must be encouraged, and the anemic and predisposed to tuberculosis cared for in open-air schools; the incorrigibles must be studied and reformed, the truants rounded up and interested, and the predisposing causes of both corrected or removed; the red cross stamps must be sold, contributions to the penny savings fund encouraged, playground apparatus funds increased, and picture and art funds replenished. Flag days and arbor days must be observed, birthdays of notables celebrated, and memorial days remembered; social center work must be encouraged, neighborhood clubs organized, and free picture and musical entertainments given to draw children from cheap shows and questionable resorts; Audubon leagues must be given a place and bands of mercy not neglected; efforts for a more beautiful and cleaner Madison must not go unnoticed, nor must the movement for a saner Fourth fail of co-operation.

This hasty review of activities is given not in a spirit of sarcasm or criticism, but with an earnest desire to present fairly the numerous and varied demands made upon the schools and to state clearly the problems that are pressing for solution. These are not to be slighted or treated lightly, but are to be looked upon as parts of a great movement toward a more rational and a more effective social service. The classification and harmonizing of these varied movements calls for



At the City Bathhouse — Brittingham Park

candor and intelligent consideration on the part of the school authorities, patience and charitable judgment on the part of patrons, and a cheerful co-operation on the part of all concerned. The school authorities, however, must at all times reserve the right to pass such judgments and to take such action as the highest interests of the schools may dictate. Although accuracy of knowledge and exactness of performance must always remain the important achievements of the school, the obligations of the school in fitting the rising generation for intelligent and honest social service cannot be overlooked. It has been said that the central principle of democracy is co-operation and in so far as these varied activities develop a spirit of helpfulness, kindliness, and generous consideration for others, just so far do they foster this vital truth and become worthy of consideration in the education of American youth.

SPECIAL REPORTS

For more specific information in regard to the work of the schools your attention is respectfully called to the special reports of the principal of the High school and of the supervisors of the different departments.

RETIRING MEMBER

During the year Judge Anthony Donovan retired from the Board of Education, his resignation having been accepted by the Common Council upon his urgent request on May 12, 1911. In 1887 Judge Donovan represented the Common Council on the Board of Education and served for one year. He was appointed as a regular member of the Board on March 10, 1899, and succeeded Mr. John Corseot as president of the board in 1904. He therefore served the city as a member of the Board for thirteen years, and continuously for twelve years. During the last seven years he served in the capacity of president.

It was during Judge Donovan's administration as president that the final plans of the new high school building were adopted and the work of construction carried on. This was a

period of unusual stress and called for constant and watchful service. Without compensation and without personal advantage or favor, Judge Donovan gave to his duties as president his best efforts. To the serious sacrifice of his comfort and leisure he attended all regular meetings and responded promptly to all special calls. His administration was marked by tact, painstaking care, and increasing energy. Such a service is worthy the keenest appreciation on the part of all intelligent citizens and places Judge Donovan among the real benefactors of the city. His retirement from the Board of Education was deeply regretted by his associates on the Board and by all interested in the schools of the city.

CONCLUSION

The work of the year has been done quietly and earnestly and without great ado or unnecessary display. The real work of a school cannot be tabulated or expressed in averages or per cents. The real work of the teacher cannot be estimated by the amount of work passed over or by the number of pupils advanced in the grades. It is only when we can measure motives, ambitions, and standards of life that we can judge rightly of the work of the school. It is only when we can estimate that wholesome personal influence that inspires the pupils to willing, earnest efforts and makes labor a pleasure and cheerful service a delight, that we can judge of a teacher's worth. Judged by these standards we believe that the work of the schools during the past year has been a success and that our teachers as a body have contributed much to the intellectual and moral welfare of the children of our city. We trust that our schools may continue in the future as in the past to make the development of character their highest end and preparation for human service their greatest work.

Respectfully submitted,

R. B. DUDGEON,

September, 1911.

Superintendent.

REPORT OF PRINCIPAL OF HIGH SCHOOL

To Mr. R. B. Dudgeon, Superintendent of Schools, Madison, Wis.:

DEAR SIR: I have the honor of submitting to you my first annual report of the High school.

This report must of necessity be short. I found the school in excellent condition. My problem was to make a thorough study of the High school and gradually work in such changes as seemed wise.

ENROLLMENT

Year	Tardiness	Per cent of attendance	Enrollment
1891-1892	697	95	323
1892-1893	472	95.5	339
1893-1894	380	96.5	357
1894-1895	420	95	397
1895-1896	351	96	417
1896-1897	398	95	479
1897-1898	270	96	486
1898-1899	290	96	534
1899-1900	372	95	578
1900-1901	275	95	587
1901-1902	270	96	577
1902-1903	348	96	594
1903-1904	380	95	597
1904-1905	353	96	583
1905-1906	401	96	620
1906-1907	768	95.1	611
1907-1908	1,464	95.7	602
1908-1909	1,231	95.4	672
1909-1910	841	95.7	728
1910-1911	2,895	96.2	765

From the above table it will be seen that the increase for the year 1908-1909 was 70; for the year 1909-1910 the increase was 56; and for the year 1910-1911 the increase was 37. I am not able to explain this reduction in the percentage of increase. The increase in the per cent of attendance for the year 1910-1911 is quite marked. The table shows that the per cent of attendance for the year cov-

ered by this report is 96.2, the highest record since the year 1893-4. With this marked increase in the per cent of attendance there is an excessive increase in the number of cases of tardiness. It is a difficult task in school management to reduce the number of cases of tardiness without causing a corresponding drop in the per cent of attendance. The motto has been during the past year: "Get to school on time if possible, but do not stay out the entire session because it is necessary to be a few minutes late." A more vigorous method of checking tardiness will reduce the large number of cases without, I hope, reducing the high per cent of attendance.

Table showing gains and losses in attendance during the past 19 years.

Year	Boys	Girls	Gain		Loss	
			Boys	Girls	Boys	Girls
1891-1892.....	126	197	.....	.....	.....	.....
1892-1893.....	131	208	5	11	.....	.....
1893-1894.....	169	292	38	.....	.....	16
1894-1895.....	190	207	21	15	.....	.....
1895-1896.....	201	216	11	9	.....	.....
1896-1897.....	233	246	32	30	.....	.....
1897-1898.....	253	233	20	.....	.....	13
1898-1899.....	262	272	9	39	.....	.....
1899-1900.....	266	312	4	40	.....	.....
1900-1901.....	237	350	.....	38	29	.....
1901-1902.....	221	356	.....	6	16	.....
1902-1903.....	238	356	17	.....	.....	.....
1903-1904.....	248	349	10	.....	.....	7
1904-1905.....	272	311	24	.....	.....	38
1905-1906.....	276	344	4	33	.....	.....
1906-1907.....	278	333	2	.....	.....	11
1907-1908.....	277	325	.....	.....	1	8
1908-1909.....	312	360	35	35	.....	.....
1909-1910.....	333	395	21	35	.....	.....
1910-1911.....	359	406	26	11	.....	.....

COMMERCIAL DEPARTMENT

The commercial department was organized September 8, 1908. The course is popular and holds several pupils who would otherwise be inclined to drop out of school. We hope the course will meet a real need. Every effort has been made from the beginning to give to the pupils a good general foundation and at the same time to give them the amount of technical knowledge necessary for service

as clerks, bookkeepers, or stenographers. The university will now give credit for entrance for such commercial work as meets the requirements of the university inspectors. This will enable us to go forward and develop our course without in any way limiting a pupil's chances for entering the University should the desire and opportunity come to him.

MANUAL TRAINING AND DOMESTIC SCIENCE

Limitations imposed by the course of study made it impossible to develop the work in manual training and domestic science to the extent desired. The old course of study provided that:

"Pupils in the Ancient Classical, Modern Classical, German, or Science courses, taking Manual Training or Domestic Science as an extra study, in the first and second years, may substitute the same for English History in the third year, provided that they have completed two years of Manual Training or Domestic Science."

In his annual report of the High school for the year 1909-1910 Mr. Hutchison says: "Full effectiveness of the subjects in these departments will not be realized until they are allowed to take the place of some other things. As their educational value is established their full benefits should be enjoyed by giving more pupils a chance to take them. It cannot be done in addition to other work. Courses are now full to the despair of teachers and pupils."

"The whole plan conduces to superficial work. Attainment of the sort that counts is scarcely possible because of the large number of subjects assigned. No relief is possible until there is a complete revision of courses and a cutting down of requirements."

Substitutions were made during the year 1910-1911 with the resulting enrollment shown below:

First Year Manual Training.....	50
Second Year Manual Training.....	21
First Year Domestic Science.....	60
Second Year Domestic Science.....	20

The new courses of study put into concrete form the suggestions made by Mr. Hutchison. The Madison High school ought to offer four years of work in manual training and domestic science. It would be possible to do this in domestic science by providing additional teaching force, but for lack of room we cannot undertake this much needed extension in manual training. I hope the provision may be made in the near future for rounding out our courses.



On the Hike — 1911

ATHLETICS

Athletics in our high school are clean and wholesome. The record of the past few years has been one of great credit to all. Only one change was made during the year, but it was thought best to organize an athletic board which is to have charge over athletic matters. The control of athletics is not thereby taken from the principal, but an opportunity is given for participation on the part of the pupils. A constitution was adopted modelled after the one written by Arthur Dunn of the Shortridge High school of Indianapolis.

We hope to increase the number of boys taking part in games. Plans are being formulated with this end in view. I hope to be able to report considerable progress next year.

LITERARY AND OTHER SOCIETIES

It is with pleasure that I report the excellence of the work done by the three well established organizations—Nautilus, Philomathia, and Art Club. The clubs serve a purpose and credit is due teachers and pupils who have worked so well. The Science Club and the Madison Literary Society weathered the year, but the actual number of workers in each society was small. During the year the Forum was reorganized as an afternoon society. From the signs of real life shown I believe that within two or three years Madison will again be able to take her place in debate with other schools.

An orchestra was formed under the leadership of Mr. Grindell. Great interest was shown in the work. In another year this organization will increase in size and efficiency. This new organization meets a great need. Many pupils availed themselves of the High school chorus under the direction of Mrs. Heath, which met three times a week during the year.

We need a larger number of organizations and I hope that during the next year additional opportunities will be offered to the pupils of our High school.

COURSES OF STUDY

The Board of Education on June 6, 1911, adopted a new course of study. The syllabus to be found in the back part of this report covers all the information necessary. We have reason to believe that the changes will make for better efficiency.

GRADUATING EXERCISES

JUNE 9, 1911

PROGRAM

Invocation.....Rev. G. E. Hunt
 Chorus—Come Let Us Sing—Mendelssohn.....High School
 Salutatory and Oration—The Panama Canal.....Roger Moore
 Address.....Mr. T. C. Richmond
 Valedictory.....Ethel Harrison
 Music.....High School Orchestra
 Presentation of Diplomas.....Mr. George Kroncke
 President of Board of Education.
 Benediction.....Rev. G. E. Hunt
 Music—March.

GRADUATING CLASS, 1911

Abell, Tracy Hayes	Hein, Josephine Mary
Achtenberg, Henrietta L.	Hemphill, Hazel Belle
Astell, Elsie Genevieve	Herrington, Edna Truax
Baillie, Joseph	Hogan, William Martin
Blie, John Clarence	Holcomb, Bertha Laura
Botham, Charlotte Teresa	Howe, Lester William
Botham, Ruth	Hull, Helen Clare
Bullard, Lola	Hunt, Richard Nash
Carey, Arthur Francis	Imig, Walter Julius Joseph
Carlson, Charles Oscar	Jewell, Arabella Lloyd
Casserly, Eugene Henry	Jones, Lila Genevieve
Coleman, Bessie Mae	Kremers, Roland Edward
Connor, Robert James	Lake, Dora Lucille
Conradson, Dorinda R. P.	Lindauer, Alfred C. B.
Dillman, Viola	Lockwood, Lieta Leone
Dohr, Alfred William	Lorch, Oscar William
Duerr, Frieda Louise	Luetscher, Ruth M.
Edmonds, Rhoda Ann	Lyle, George Margaretha
Edmonds, Charles Crawford	Maher, Frank Bernard
Ellestad, Andrew Clarence	Maher, Josephine Veronica
Emery, Mildred	McConnell, Stuart De Graff
Fauerbach, Elsa Marie	McGowan, Murray S.
Fitzgibbon, Carroll Edwin	Meuer, Roman John
Fuller, George Milton	Middleton, Forest Elwell
Gath, Gertrude Verena	Mittenthal, Norman J.
Haley, Harry	Montague, Cecil Leslie
Harrison, Ethel	Moore, Roger

Moran, Michael David
Morley, Frank Garon
Morrissey, Agnes
Mullen, Alice Jane
Myrland, Mabel Rozillah
Naffz, Josephine Gertrude
Nielson, Christine Alice
Nielson, Margaret Cecilia
Oakey, Mabel
Oleson, Lillian Louise
Ollis, Edna Marie
Pallansch, Rollin Anthony
Parr, Clarence Russell
Peterson, Maude
Pugh, Grace Magdalene
Purcell, Ruth
Purtell, Jessie
Reinking, Anita Emma
Relihan, Anna Marie
Rhodes, Anita Jane
Ridgway, Cedric
Sachtjen, Sylvia Marie

Sachtjen, Wilbur Paul
Sauthoff, Frieda Joanna
Sayle, Mary Hanora
Schillinger, Raymond Frank
Schoyen, Sidney Martin
Schubert, Leonard L.
Skinner, Rachel Lloyd
Steinmetz, Alma Helena
Sullivan, James Colbert
Taylor, George Julius
Thompson, Alma
Thuringer, Adele Victoria
Torgeson, Oscar Windfield
Trantin, Jacob
Treakle, Helen Edna
Tuttle, Sadie Ann
Uphoff, Robert Wayne
Wahl, Margaret Lydia
Weber, Elsa Emma
Whitney, Alice
Wilder, Perry Wadsworth
Wilson, Joseph Alan

Permit me in closing to acknowledge the hearty support accorded me by teachers and pupils during the past year. We hope to be able not only to maintain the present high standard, but to improve our school and thus render greater service to the city of Madison for its generous support.

To you and to the Board of Education I desire to express my appreciation of the confidence that has been placed in me.

Respectfully submitted,

THOS. LLOYD JONES,

Principal.

REPORT OF SUPERVISOR OF DRAWING

To Mr. R. B. Dudgeon, Superintendent of Schools, Madison, Wis.:

DEAR SIR: I hereby submit my fourteenth annual report.

Ward Schools

Our reference material has been greatly enriched. At the close of last year the majority of pupils willingly donated their Prang text-books to their respective schools. Numbers five, six, seven, and eight of Manual Arts Books have been placed in each building and pupils have bought the Applied Arts Books filled with beautiful examples of art work along the lines of pictorial and decorative expression.

Outlines of work have been furnished in which we have aimed to direct teachers and pupils to the wisest and best use of these books.

Special emphasis has been placed upon the application of the principles of design to lettering and practical decorative and constructive problems. Miss McGillivray, co-operating with the teachers, has been very successful in strengthening this phase of our work. We may trace the progress from the rhythmical borders in first grade, applied to sofa pillows and table covers for their dolls, through the other grades to the eighth grade and high school, where the process of thought becomes quite complicated. The following steps may be discovered: *First*. Expression of beauty in natural spray. *Second*. The discovery in the plant of beauty or decorative forms. *Third*. The arrangement or combination of those spots or forms into a unit which has rhythm, harmony, balance, and unity. *Fourth*. The application of their unit to useful article.

A problem combining lettering and appropriate decoration has been planned for each grade. In the lower grades it took the form of a cover for nature book or composition. In some of the upper grades it took the form of a poster which was worked out on large paper and used in advertising an entertainment to be given in the school. Below are some of the subjects chosen by Seventh and Eighth grades:

Washington	The Sane Fourth
Lincoln	Famous Artists

Brayton	Great Musicians
Doty	Nature Book
Draper	Rebecca of Sunnybrook Farm
Marquette	Arbor Day
Lapham	The Floral Procession
Hawthorne	Shakespeare
Randall	The Lady of the Lake
Longfellow	The Lady of the Lake

More has been attempted in the way of constructive and decorative design in connection with manual training. The following problems were designed by pupils during the drawing time and constructed during the manual training period: Fifth grade, paper knife; Sixth grade, bracket; Seventh grade, book-rack end; Eighth grade, box. This work during the past year has been experimental, but results warrant its continuance.

Mounting Books

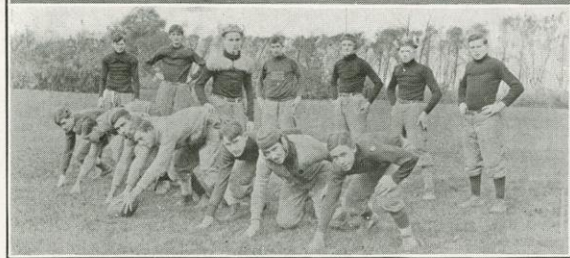
These books used for the first time this year have been serviceable in the following ways:

1. Their beauty in color and construction is an inspiration toward beautiful work.
2. They furnish a convenient method of recording the best work of each pupil. All work is graded by teachers and supervisors.
3. They encourage neat, accurate and tasteful mounting.
4. Pupils must apply laws of composition in cutting down and mounting drawings.
5. The principles of design, balance, rhythm, harmony, and unity must be considered in the arrangement of pages.

Skill in Drawing

At the last meeting of the International Congress of Drawing Supervisors in London, a comparative study of exhibits from different countries led to the conclusion that the public schools of the United States do not give their pupils the same skill and accuracy in drawing that the schools in a number of other countries give their pupils.

There is, and probably will continue to be, justice in this criticism so long as present conditions exist. Skill means freedom from a slavish adherence to law. Following the laws of perspective must become as much a habit as the correct use of the multiplication table. Habit is the result of drill. So long as the teaching of drawing lies so largely with the grade teacher, it is her needs we must



Football Squad — 1911 Class Teams.

consider. The grade teacher must have fewer pupils to direct or fewer subjects to teach, so that she may have time—

First—To do work herself under the direction of the supervisor.

Second—To correct drawing papers as thoroughly as those in any other subject.

Third—For drill as well as for inspirational lessons.

Kiln

This gift from Mrs. Arthur Mills has been placed in the basement of the Brayton school and has been found to work successfully. Two hundred pieces have been glazed and fired at an expense of ten cents per piece. These pieces vary in size from twelve inches to three inches in greatest linear dimensions. Previously, pupils paid for glazing and burning at the rate of five cents per linear inch, the greatest dimensions being taken into consideration. Thus a pupil paid for glazing and firing a piece, whose greatest dimensions was twelve inches, sixty cents; for one whose greatest dimensions was three inches, fifteen cents. Now we find the average expense, counting glazes and kerozene but not the time of those who do the glazing and firing, to be ten cents per piece on the average.

High School Art Club

The Art Club was organized in November, nineteen ten, with a membership of twenty girls desirous of becoming familiar with great artists and their work. Every two weeks the club meets in the drawing room, Wednesday nights after school. The subject of study the past year has been the history of painting. Egyptian, Greek, and early Christian art were briefly taken up. Then followed a more detailed study of early Italian art—Cunabue, Gratto, Michael Angelo, and Ralphael. Miss Mary Smith of the city library kindly co-operated with us, loaning us large photographs and giving us a shelf for reference books. At its last meeting the club decided to study Dutch art the first half and the Barbizon school the last half of the coming year.

Two social features were enjoyed by the girls. One was a dancing party given in the gymnasium, to which each member was permitted to invite two girl friends. The other was a meeting in the art room to which the mothers were invited to listen to the regular program and to enjoy refreshments together.

The attendance has been more regular, the numbers on the program more thoroughly prepared, and the membership larger than last year.

Officers

President.....	Ermine Britson
Vice-President	Jennie Qualey
Secretary	Carrie Holz
Treasurer	Irene Newman

Public School Art Association

Heretofore much has been done in the way of picture study among the children, but nothing has been attempted among the parents and patrons—those who have so heartily co-operated with us in raising funds with which to purchase the works of art that adorn our school rooms.

At the annual meeting of the Art association, June, nineteen ten, the president, Mrs. Proudfit, appointed a committee to consist of the chairman of the ward committee, the principal of the school, and myself to plan art talks in each ward to which the parents and patrons should be invited.

While something has been accomplished, we see great possibilities ahead. At the dedication of the new Longfellow building, all works of art from the various rooms were arranged in the eighth grade room. Here the people gathered to listen to a very interesting talk by Miss Louisa Kellogg. A social hour and refreshments followed.

In the Lapham school the plan followed was an innovation. At the suggestion of Mrs. Joseph Schubert, chairman of the Art committee, works of art were assigned to mothers, patrons, and teachers to be reported upon. Miss Mary Smith of the city library co-operating with us, placed upon a shelf, labeled "Lapham School," books containing helpful material. One afternoon after school, parents, patrons, and teachers gathered at the school building and, beginning with the first grade, went through the various rooms, discussing pictures and casts in a way that was most enjoyable. Compositions on picture writing by the children and read by the teacher added enthusiasm.

In closing, I wish to thank you and the many upon whose co-operation the success of this work so largely depends.

Respectfully submitted,

IDA M. CRAVATH.

REPORT OF THE DIRECTOR OF DOMESTIC SCIENCE

To Mr. R. B. Dudgeon, Superintendent of Schools:

MY DEAR SIR: I do hereby submit my report for the year ending June 17, 1911.

Grades

There has been no radical change this year in the cooking and sewing courses as given in the grades. The time given to the work remained exactly the same. However, after a few months' experience and after consultation with the principals and teachers, we determined that we could increase the amount of work accomplished in the given time.

To test the average ability and rapidity of the fifth and sixth grade children I used the classes in the Lincoln school. As a result I found that during the year we covered practically all of the work planned for the fifth, sixth, and seventh grades. The fifth year children accomplished the making of all of the stitches with practical application of each; and the sixth year girls I found capable of making for themselves a complete cooking laboratory equipment, consisting of a crash bag with darned initials, towel, cuffs, holder, and apron. In both grades these little girls did what I considered high standard work.

In Miss Binzel's seventh grade sewing classes the most interested and capable children in addition to their regular course were allowed to work out more advanced and difficult lessons, such as the making of undergarments; and in one instance a very much interested little girl was allowed to make herself a percale dress. I do not feel, however, that machine work in the grades is practical.

The coming year we are to have one new assistant in the grades, and also appropriation has been made for the equipment of a new kitchen laboratory in the new Longfellow school. This will enable us to carry out a stronger and more useful course, with sewing in the fifth and sixth years and cookery through the seventh and eighth years.

The increase in the work in the eighth grade came mostly in the keeping of the cooking note books. As soon as it could be arranged,

the children were given stenciled copies of each recipe used. The time thus gained was spent in study of uses of foods in the body, and theory work. The children were required to keep all recipes and mount them carefully into their note books, on the page opposite their theory notes for that particular lesson.

In teaching, the greater emphasis was placed upon practical, well organized, and systematic laboratory work. Through the note work, however, we tried to stimulate an interest in the *why* of things. In the first of the year I think the children resented the additional brain work, but later I am sure they became very much interested.

With the entire time of two special teachers devoted to this work in the grades, I feel sure that we will be able to carry out a well regulated and complete course which will be of greater aid in fitting the children for a more useful and practical home life, also give a broader and firmer foundation for High school work.

This year's expense account for the grades:

Groceries	\$62 38
Laundry	3 36
Material for sewing	5 00
<hr/>	
Total	\$70 74
Number of eighth grade pupils enrolled.....	145
Cost per lesson per child for material.....	\$.49

High School

The time given to the Home Economics course in the High school was three eighty-minute periods per week in both first and second years. This amount of work meets the requirements for one unit of credit toward college entrance. The course may be taken regularly for credit by pupils in the science or general courses, providing the following substitutions are made:

In the first year domestic science may be substituted for either ancient history or physical geography.

In the second year domestic science may be substituted for medieval and modern history or zoology.

If physical geography is not carried the first year, zoology must be elected the second year.

If ancient history is not carried the first year, medieval and modern history must be elected the second year.

In the work in cookery we used a regular laboratory manual, "Handbook of Recipes," published by Miss Faith Landmann, director of domestic science, Columbus, Ohio. As a text in food study we used "Food and Its Functions," by Knight.

This year's expense account:

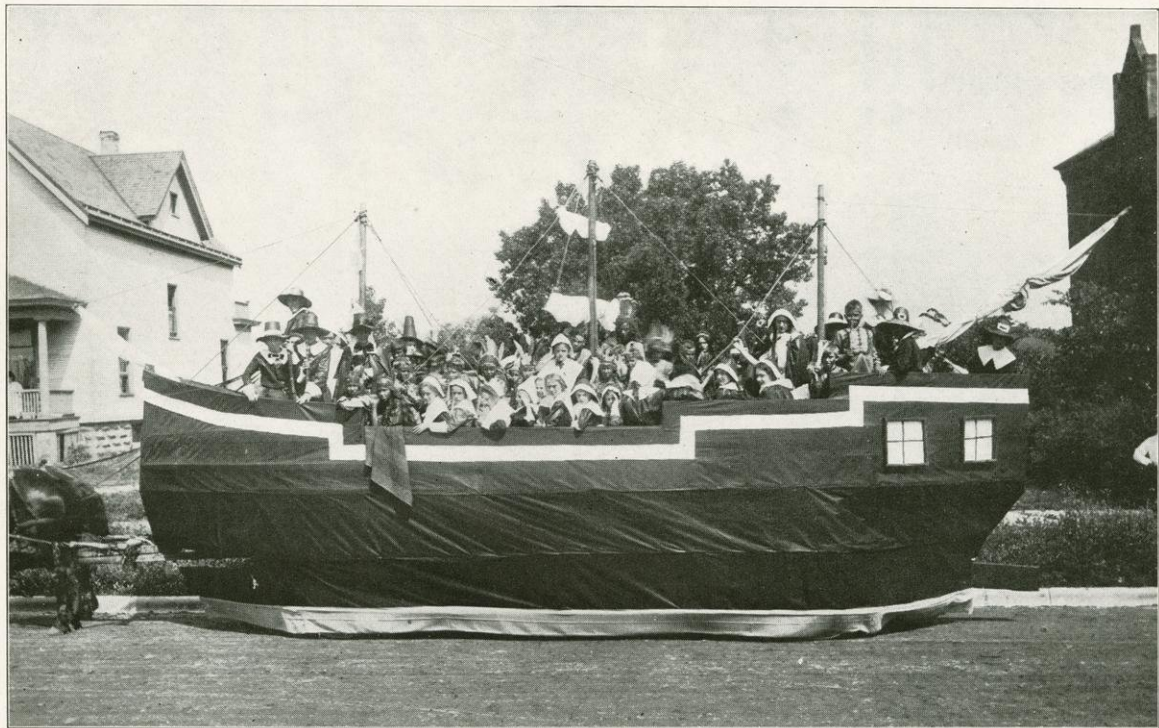
Groceries	\$58 57
Meat	2 69
Laundry	8 00

Total	\$69 26
Number of pupils enrolled	60
Cost of lessons per pupil for material.....	\$1.15

Copies of the courses of instruction carried out in the different classes in our department with detailed statement of the purpose and nature of the daily exercises will be found on the supplementary sheets furnished herewith.

Respectfully submitted,

THEO. FENTON, Director.



The Mayflower—Lapham School. First Prize Float—Fourth of July Pageant, 1911

REPORT OF THE DIRECTOR OF MANUAL TRAINING

Mr. R. B. Dudgeon, Superintendent of Schools, Madison, Wis.:

DEAR SIR: I hereby submit my third annual report for the manual training department of the Madison Public Schools:

High School

The manual training work in the High school during the year just ended has grown only within the limits of the subjects previously introduced, there being no new work or extension of courses. Lack of space has prevented any expansion requiring additional equipment.

In the first year joinery and furniture making have been carried on and in the second year woodturning and pattern making. Mechanical drawing has been given in both years.

The first year course in joinery and furniture making consisted of preliminary exercises and models designed to involve some of the basic operations and tool processes of joinery. The common joints such as the cross-lap, the mortise and tenon, and the dovetail were worked out in the shop; others were studied in their application to finished projects. A drawing board, involving the selection of suitable stock, making of glue joints by hand, and surfacing of a broad face, was made. The next step of the course was the designing, making of mill bill, getting out stock in mill, fitting and assembling at bench, and finishing in the finishing room of an original project such as a stool, taboret, piano bench, or a similar piece.

In the latter part of the course a new feature in the way of group problems was introduced. The fitting up of the auditorium stage and the domestic science office with suitable furniture was undertaken and completed. The plan of work was to divide each class into groups of six, with a foreman at the head of each. To each group was assigned a particular project or number of projects. The foreman in each case had direct control of the members of his group, having the care of the drawings, and being responsible to the instructor for the progress of the work under his direction. A very

keen interest was manifested in this work by the pupils and the results were highly satisfactory to all concerned.

The pieces made by the High school pupils for the high school building are as follows:

For auditorium stage—Two large chairs, two small chairs, one speaker's stand, one library table.

For domestic science department—One couch, one table, one sewing table, one book case, six dining-room chairs.

For manual training department—One filing case, one table, one bench, one stock rack.

The estimated value of the above furniture is \$380, with a cost to school for material of about \$100.

The second year work in patternmaking was new and, being carried on under somewhat adverse conditions, was not as satisfactory as could be desired. In this work an addition of equipment and a strengthening of the teaching force is earnestly recommended.

The drawing throughout the two years has been very closely correlated with the shop work and made as practical as class room conditions would permit.

Number boys enrolled	72
Total expenses for running department.....	\$142 50
Cost per pupil for material	1 95
Cost of new equipment.....	169 47

Grades

Under the efficient direction of Mr. Church the work in the elementary grades has been very materially strengthened and vitalized. The interest of the boys has been manifested in their eagerness to work in the shop after school hours, and a great deal was accomplished in the way of extra work.

Number of boys enrolled	620
Total expenses for running department.....	\$175 00
Cost per pupil for material .....	.28
Cost of new equipment	4 00

Respectfully submitted,

LOUIS F. OLSON.

PLAYGROUNDS

SEPTEMBER 8, 1911.

Mr. R. B. Dudgeon, Superintendent of City Schools, Madison, Wis.:

DEAR SIR: I hereby submit my report on Madison playgrounds for the summer of 1911.

At the beginning of the season we were in the throes of preparation for Madison's very successful celebration of a Saner Fourth. Until that date therefore most of our time was given to preparation of the fields and organization of the work, so that immediately after the celebration we could start in full swing. Mr. Forrest Staley was engaged to take charge of the work at Brittingham Park, and Mr. Arthur Hedquist to assist me at Burr Jones Field. Mr. McChesney superintended the swimming at Brittingham Park, and assisted when necessary on the playground. Mr. Gibson had the night work at Burr Jones Field. Mrs. Merry had charge of the work for girls, with Misses Nelle Palmatier and Katherine Whitney as helpers.

In the boys' work special attention was given to the organization of inter-ward baseball leagues, track meets, and hikes to nearby places. Mr. Staley took active charge of the baseball work, in which we had much success. Junior and intermediate leagues were organized and about ten games a week were played at each playground, using about 200 boys in all. The Sixth warders won the intermediate championship, and Ninth ward led the juniors. Handsome ribbons were given as trophies to members of the winning teams.

A track meet was held on alternate weeks at each playground. To stimulate interest these were also made interward. Between fifty and seventy-five boys took part in these weekly meets, and about one hundred and fifty in the final meet at Brittingham Park, at which ribbons were given to point-winners. To give each boy a chance contestants were divided into junior, intermediate, and senior classes, and there seems to have been general satisfaction.

Mr. Hedquist took charge of the "hike" program. Tramps were taken to various nearby places twice a week, and the boys camped out, cooked, played games, etc. From six to twenty boys went on each tramp, and had a great time. One party went to Black Hawk Cave, where they had dinner and a good swim. Then they visited the museum where Mr. Brown kindly showed them the Indian relics

and explained Indian customs. Needless to say, much interest attached to this feature of our work.

Besides these lines, boys were interested in hand ball, hand polo, basketball, soccer, volley ball, gymnastics, etc. A regular line was the training of boys in officiating at games, figuring percentages, averages, etc. Improvement in this direction was very marked.

For the girls Mrs. Merry and her assistants emphasized work in folk dancing, picnics at the parks, hikes, and games. The work was especially successful and closed the season with an interesting and beautiful emblematic festival of the seasons, in which over five hundred girls took part. She has done much this summer in promoting wholesome recreation for the girls of our city.

The summer's work has been very successful. A large number of individuals have been reached, much loafing and mischief has been prevented, and there has been a minimum of accidents, none of them serious. Next year will find us prepared to begin where we left off, and to conduct a still greater summer work for the boys and girls of our city.

In closing, I express appreciation of the kindly and interested co-operation of all, including my helpers, the playground committee, heads of various city departments, and private citizens. Such interest gives great faith in the future of our local playground work.

Respectfully submitted,

B. H. ROBBINS,

REPORT OF PHYSICAL TRAINING

Mr. R. B. Dudgeon, Superintendent of City Schools, Madison, Wis.:

DEAR SIR: I hereby submit my first annual report, the third of the physical training series. It is divided into two parts, the first taking up work in the elementary grades and the second that in the High school.

Elementary Grades

As was recommended last year, the Nissen system of graded calisthenics, as used in public schools of Boston, Mass., and other cities, was introduced here. The directors visited each school every two weeks, giving talks and sample lessons, and instructing in methods of teaching. While we could not give all the desired time to the work, we feel that there have been beneficial results. Teachers as well as pupils showed enthusiasm, and there seems to be a general improvement in physical tone throughout the schools. With this year's experience as a guide, we feel that in a short time we can develop in our schools a satisfactory system of physical training. The teachers will now be enabled to carry a larger work on their own initiative, and the pupils will have a better knowledge of the required movements.

In public school athletics, a basketball league was formed early in the winter, and with some hindrances was carried to a successful conclusion, the Washington school winning the championship for the third successive season. In the spring a successful indoor athletic meet, held in the high school gymnasium, was won by the Doty school; and the annual interward track meet, held this year at Brittingham Park, was won by Marquette school. Although interest in these contests was widespread, some schools were not represented, and it is hoped that next year all will take part in these friendly contests. We hope to develop a system of class and school championships that will take in a large number of boys, instead of only the few picked ones.

High School

In regard to the High school work, last year's lines were largely followed. Physical training was compulsory for pupils of the first and second years, each of whom was required to have a thorough

physical examination at the beginning and end of the year. As a result of this examination, several needy cases were discovered, sent to physicians, and treated. The general health was good, but many cases of spinal curvature were found, the number of which we hope will diminish in future as a beneficial result of our graded public school work.

The physical training for girls consisted largely of graded calisthenics, folk dancing, and games. That for boys was somewhat along the same lines, with drills on the gymnastic apparatus instead of the dancing. Each class met two periods each week and the interest of the pupils was manifest throughout. A system of class leaderships was practiced, which helped much, both in discipline and in the efficiency of the work. At the close of the indoor season an open lesson was given, when all the public we could accommodate had an opportunity to see our work demonstrated.

In athletics, though perhaps not quite so successful as in former years, we have done well. In all teams we were handicapped by a lack of experienced material, most of our former team members having left school. In football we won all but two games. In basketball with but one veteran on the squad, we developed a team, unquestionably the best in the southern part of the state, and one which, but for adverse circumstances, would have had the state championship. In track athletics we won two meets, including the state interscholastic, and did well in two others. Here as elsewhere we were handicapped by lack of experience. Baseball was largely an experiment. A beginning, however, was made and in this as in other sports a number of experienced candidates next year will make our problem easier.

Besides the regular school teams, class teams were developed both among girls and boys in all these sports and schedules played. We have tried to construct our athletics for the many who need them instead of merely for the few first-class athletes out for school teams. With this in view we have tried to interest as many as possible and to adapt schedules for all. In these class and group contests, valuable members of school teams have been developed.

This year's experience points to a larger future success and we feel that with some additional equipment the system can be made more complete. In the gymnasium we need more suspended apparatus for increased facilities in corrective work. We also need the proposed overhead running track to increase our facilities for games, to train our athletes, and to serve as a gallery for accommodation of spectators during contests. One of our greatest needs is proper musical accompaniment to gymnastic work. Last year we

had great difficulty in securing it even for the exhibition, and we feel that adequate provision along this line would aid both in the quality and quantity of our work.

We need also for the furtherance of our outdoor work an athletic field for use of the high and public schools. Perhaps one of the parks might be adapted for such a purpose. It is becoming increasingly difficult to find grounds for our different contests. With such a field we could increase the scope of our work to a wonderful extent along the lines of public school athletics. Some assistance, especially in the management of grade school athletics and in the coaching of teams, would also be of great benefit.

Altogether we feel that the past year has been one of progress along physical training lines. We look upon the coming year as an opportunity to profit by the experience of the past, and we feel that with increased equipment a physical training system can be developed here, second to none.

With expression of appreciation for your continued co-operation, this report is

Respectfully submitted,

BRADFORD H. ROBBINS.



Summer Playground — Drop the Handkerchief

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