



# **The Madison public schools sixty-second annual report: 1916-1917 with directory 1917-1918.**

[s.l.]: [s.n.], [s.d.]

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# THE MADISON PUBLIC SCHOOLS

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*Sixty-Second Annual Report*

**1916 - 1917**

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*Manual Arts and Home Economics Exhibit*

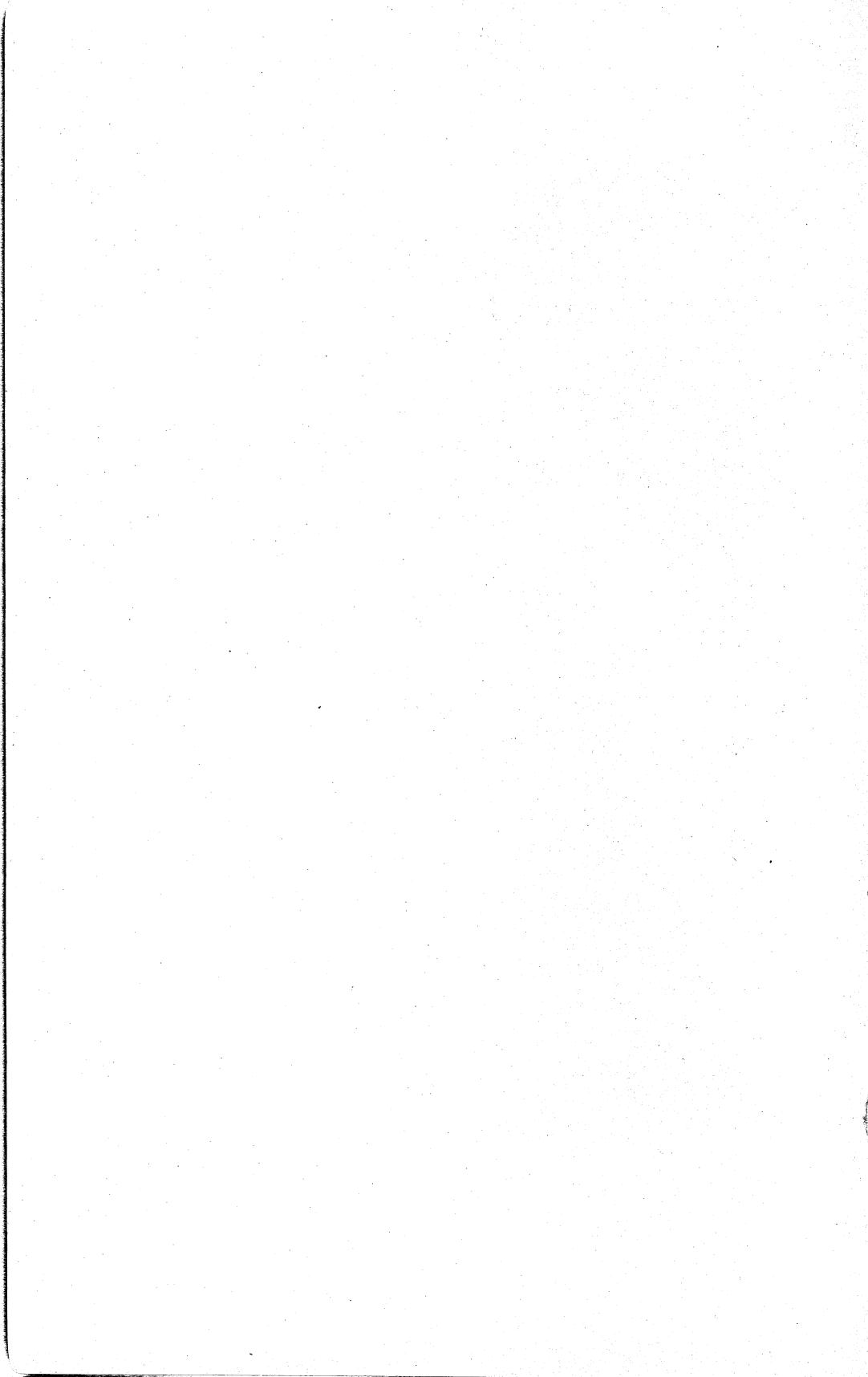
THE  
MADISON PUBLIC  
SCHOOLS

SIXTY-SECOND ANNUAL REPORT  
1916-1917

WITH

DIRECTORY 1917-1918

MADISON, WIS.



# **DIRECTORY**

## **1917-1918**

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### **BOARD MEETINGS**

Regular meetings of the board—First and third Tuesdays of each month, at 7:30 P. M., Rooms Board of Education, High School Building.

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### **SUPERINTENDENT**

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

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### **SCHOOL SESSIONS**

High School—From 8:30 to 11:50 A. M., and from 12:40 to 3:34 P. M.  
Ward Schools—From 8:45 A. M. to 12 M., and from 1:30 to 3:45 P. M.

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### **SCHOOL CALENDAR—1917-1918**

#### **FALL TERM—**

Opens Monday, September 10, and closes Friday, December 21.

#### **WINTER TERM—**

Opens Monday, January 7, and closes Friday, March 29.

#### **SPRING TERM—**

Opens Monday, April 8, and closes Friday, June 14.

## BOARD OF EDUCATION

### MEMBERS

VICTOR LENHER.....	158 Summit Ave.....	1918
L. B. WOLFENSON.....	1113 W. Dayton.....	1918
GEORGE KRONCKE.....	1121 Rutledge.....	1919
W. H. COLLINS.....	704 E. Gorham.....	1919
JOHN MORAN.....	601 S. Few.....	1920
CHARLES H. TENNEY.....	531 N. Pinckney.....	1920
MAJOR GEORGE C. SAYLE.....	149 W. Wilson.....	<i>Ex-Officio</i>
ALD. F. W. LUCAS.....	1712 Madison.....	<i>Ex-Officio</i>

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### OFFICERS

C. H. TENNEY .....	President
JOHN MORAN .....	Clerk
W. H. COLLINS .....	Treasurer
R. B. DUDGEON .....	Superintendent
MARY A. O'KEEFE .....	Asst. Superintendent
DR. L. H. PRINCE .....	Medical Supervisor
MARTHA K. RILEY .....	Attendance Officer

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## COMMITTEES

### STANDING

Teachers .....	KRONCKE, TENNEY, MORAN.
Course of Study and Text Books	LENHER, KRONCKE, WOLFENSON.
Finance .....	LUCAS, SAYLE, WOLFENSON.
Supplies .....	SAYLE, LUCAS, WOLFENSON.
Buildings .....	SAYLE, KRONCKE, MORAN, LUCAS, COLLINS.
Play Grounds .....	COLLINS, SAYLE, MORAN.
Medical Inspection in Schools..	LENHER, SAYLE, WOLFENSON.
Special Committee on Tuitions..	PRESIDENT TENNEY, SUPERINTENDENT DUDGEON, PRINCIPAL WRABETZ.

## DEPARTMENT OF INSTRUCTION

1917—1918

R. B. DUDGEON..... Superintendent  
MARY A. O'KEEFE..... Asst. Superintendent

### HIGH SCHOOL

VOYTA WRABETZ.....	Principal
GEORGE E. TETER*	English
GEORGETTE M. ENGLEHARDT.....	English
REGINA E. GROVES.....	English
FLORENCE HARGRAVE.....	English
MARY HARGRAVE.....	English
HELEN LOOMIS JAMES.....	English
CAROLINA MOSELEY.....	English
MERLE D. PIERSON.....	English
KATHERINE P. REGAN.....	English
JULIA F. TORMEY.....	English
ODESSA ZEIS.....	English
FLORA BUSS*	Mathematics
ANNIE M. HANKEY.....	Mathematics
AGNES V. LEARY.....	Mathematics
ALLIE J. ORCUTT.....	Mathematics
LULU VAUGHAN.....	Mathematics
HELEN M. WOLF.....	Mathematics
MARTHA E. SELL*	History
GRACE BAILEY.....	History
JULIA E. MURPHY.....	History
BERTHA H. PREUSS.....	History
GERTRUDE SELLERY.....	History
PERCY W. SLOCUM.....	History
LILLIAN E. TAYLOR.....	History
JOHN F. STUCKERT*	Modern Language
FRANCES ELLMAN.....	French
EMMA GLENZ.....	German
IRMA M. KLEINPELL.....	German

\*Head of department

HILDA C. VOLKMAN.....	German
CAROLINE YOUNG.....	German
LETA M. WILSON*.....	Latin
HARRIET KUHNS.....	Latin, Greek
SUSAN AMELIA YEAGER.....	Latin
LYNDA WEBER*.....	Science
ELIZABETH EDWARDS.....	Science
JOHN S. STRONG.....	Science
BESSIE I. SUTHERLAND.....	Science
H. F. JAMES.....	Geography
R. A. WALKER*.....	Commercial
ELLA CHAPLEAU.....	Commercial
MABEL GEORGE.....	Commercial
MARY E. LATHROP.....	Commercial
CLELLA WEED.....	Commercial
CORNELIA COOPER.....	Expression
ROLF JOHANNESSEN†.....	Norse
WM. H. STEVENSON†.....	Commercial
GENIVERA LOFT†.....	Geography

**SPECIAL DEPARTMENT TEACHERS****ART**

BERNICE OEHLER.....	High School
L. IRENE BUCK.....	High School
STELLA T. ELMENDORF†.....	High School
MARGARET MCGILLIVRAY.....	Elementary Grades
GRACE SHILTON, art and penmanship.....	Elementary Grades

**HOME ECONOMICS**

ALICE EARLIE*.....	High School & El. Grades
LILAH GEUSSENHAINER.....	High School
IRMA RICE.....	High School
GERTRUDE KREMERS.....	Elementary Grades
GERTRUDE ROMIG.....	Elementary Grades
CONSTANCE WARE.....	Elementary Grades
LOTTIE PETERS.....	Elementary Grades

**MANUAL ARTS**

PAUL H. GRAVEN*.....	High School & El. Grades
F. J. MALLIEN.....	High School
MONROE B. MILLIREN.....	High School

\*Head of department. †Part time.

JOHN L. SAVAGE.....	High School
LEO P. SCHLECK.....	Elementary Grades
J. B. McNARY.....	Elementary Grades
F. L. BOUDA.....	Elementary Grades
A. L. FOULKES†.....	Elementary Grades
W. H. MULVEY†.....	Elementary Grades

## PHYSICAL TRAINING

G. A. CRISPIN*.....	High School & El. Grades
IRMA J. BAUS.....	High School & El. Grades
OSCAR F. GENNRICH.....	Elementary Grades
SAM BARRY†.....	High School

## MUSIC

ANNA E. MENAUL*.....	High School & El. Grades
ALICE M. HANSON.....	Elementary Grades

## DAY SCHOOL FOR THE DEAF

ANNA MCGILL.....	Principal
HELEN B. CROSBY.....	Assistant

## MEDICAL INSPECTION

L. H. PRINCE.....	Medical Inspector
HATTIE ANNEN.....	School Nurse
AMY B. CHAMBERLAIN.....	School Nurse
CLARISSA T. JOHNSON.....	School Nurse

## ATTENDANCE

MARTHA RILEY.....	Attendance Officer
KATHERINE RILEY.....	Asst. to Attendance Officer

## ASSISTANTS TO PRINCIPALS

ANNAH C. PIERCE.....	Washington & Brayton
GENEVIEVE RUDOLPH.....	Doty
SADIE S. TERRY.....	Marquette
ADELE R. GAVOILLE.....	Longfellow
MATTIE R. BLACKMAN.....	Harvey & Lapham
LIBBIE PIVERNETZ.....	Lowell & Hawthorne
ANNE LOUGHREA.....	Draper & Lincoln

## GEORGE WASHINGTON SCHOOL

MARY L. EDGAR, Principal.....	Eighth Grade
DELLA J. BOWERS.....	Seventh Grade
GERTRUDE ANDERSON.....	Sixth Grade

\*Head of department. †Part time.

EMMA HARRIS.....	Fifth Grade
IDA HARDY.....	Fourth Grade
LULU INGRAM.....	Third Grade
EDNA KUEHN.....	Second & Third Grades
LAURA LIGHTCAP.....	Second Grade
CLARA BELLE DURBROW.....	First Grade
MAUDE M. EMERY.....	Kindergarten
GRACE POLLEY.....	Kindergarten Assistant

## ABRAHAM LINCOLN SCHOOL

O. H. PLENZKE, Principal.....	Eighth Grade
DORA STEINKE.....	Ungraded
SAIDEE INGRAM.....	Seventh Grade
PEARL E. DREW.....	Sixth Grade
CECILE REINHARDT.....	Fifth Grade
eva J. VANSISTINE.....	Fourth Grade
GERTRUDE E. CLOCK.....	Third Grade
ELLEN WIESLANDER.....	Third & Fourth Grades
EMMA E. SNYDER.....	Second Grade
ELSIE H. OLSON.....	First & Second Grades
LAURA A. HARRIS.....	First Grade
MAY G. WHITNEY.....	Kindergarten
LORETTA TORMEY.....	Kindergarten Assistant

## LOUISE M. BRAYTON SCHOOL

RENETTE JONES, Principal.....	Eighth Grade
ZILLA WISWALL.....	Seventh Grade
HARRIET PAUL.....	Sixth Grade
STELLA T. PATTON.....	Fifth Grade
ESTHER LOFGREN.....	Fourth Grade
NELLIE R. WHITE.....	Third Grade
SELMA HANSON.....	Second Grade
JESSIE M. SEYMOUR.....	First Grade

## JAMES D. DOTY SCHOOL

ANNIE D. AXTELL, Principal.....	Seventh & Eighth Grades
EDITH C. BOYCE.....	Fifth & Sixth Grades
LOUISE A. ASHMUN.....	Fourth Grade
GRATIA M. MOSS.....	Third Grade
ELIZABETH I. WEGHORN.....	Second Grade
MARY LENA HESSMAN.....	First Grade
MARIE ALFORD.....	Kindergarten
LILLIAN HUEGEL.....	Kindergarten Assistant

## LYMAN C. DRAPER SCHOOL

ADELINE R. MARVIN, Principal.....	Eighth Grade
JOSEPHINE SERRA.....	Seventh Grade
CLARA B. LEONARD.....	Sixth Grade
MYRTLE E. NEAL.....	Fifth Grade
ESTHER GUNNELL.....	Fourth Grade
IDA M. HELGREN.....	Third Grade
C. LOUISE THIARD.....	Second Grade
CLARE DENGLER.....	First Grade

## JACQUES MARQUETTE SCHOOL

KATE H. FEENEY, Principal.....	Eighth Grade
FLORENCE ROBINSON.....	Seventh Grade
MABEL GRIMSTAD.....	Sixth Grade
MARGIE COLLINS.....	Fifth Grade
LOUISE ZIMMERMAN.....	Fourth Grade
MAY G. HUME.....	Third Grade
EMMA SCHERMERHORN	Second Grade
BLANCHE HARRIS.....	First Grade

## HARVEY SCHOOL

LILLIAN JASPERSON, Principal.....	Seventh & Eighth Grades
AVA A. BULLARD.....	Sixth Grade
LILLIAN HETT.....	Fifth Grade
MABEL WIRTH.....	Fourth Grade
MARIE DOBSON.....	Third Grade
FANNIE M. STEVE.....	Second Grade
MAUDE M. COLLINS.....	First Grade
CORA A. MORGAN.....	Kindergarten
JESSIE PURTELL.....	Kindergarten Assistant

## INCREASE A. LAPHAM SCHOOL

CLARA A. WHITNEY, Principal.....	Seventh & Eighth Grades
EDITH STOLPE.....	Fifth & Sixth Grades
CHRISTINE BANDLI.....	Third & Fourth Grades
FLORENCE E. VALENTINE.....	Second Grade
AMY CLOWES.....	First Grade
ALMINA PICKARD.....	Kindergarten
MABEL MARKS.....	Kindergarten Assistant

## NATHANIEL W. HAWTHORNE SCHOOL

ANNA B. CHAMBERLAIN, Principal.....	Eighth Grade
NELLIE M. BRENNAN.....	Ungraded Room
ALMA WARNECKE.....	Seventh Grade
WINIFRED ROOKER.....	Sixth Grade
KATHERINE MACLAREN.....	Fifth Grade
ANNA JOHNSON.....	Fourth Grade
MARY F. MAHER.....	Third Grade
ISABELLE M. KENNEDY.....	Second Grade
VELMER D. PRATT.....	First Grade
MABEL JOHANSEN.....	Kindergarten
ELIZABETH ALFORD.....	Kindergarten Assistant

## FAIR OAKS TOWN HALL

ELIZA MCGUIRE.....	Fifth & Sixth Grades
AMY G. ELLIS.....	Third & Fourth Grades
ELLA ROBERTS.....	Second Grade
BEATRICE ROMIG.....	First Grade

## JAMES RUSSELL LOWELL SCHOOL

LIONA HOPKINS, Principal.....	Eighth Grade
CECILIA GALLAGHER.....	Seventh Grade
CAROLINE HAASL.....	Sixth Grade
eva MONGAN.....	Fifth Grade
CHARLENE FLOWER.....	Fourth Grade
LETTIE W. ANDERSON.....	Third Grade
LEONORE TOTTO.....	Second Grade
MABEL RANSOM.....	First Grade
BERNIECE WELSH.....	Kindergarten
HELEN JOHNSON.....	Kindergarten Assistant

## HENRY W. LONGFELLOW SCHOOL

C. LORENA REICHERT, Principal.....	Eighth Grade
LILLIAN KEELEY.....	Seventh Grade
ADELAIDE H. MILLER.....	Sixth Grade
EMMA QUIRK.....	Fifth & Sixth Grades
BESSIE ORVALD.....	Fifth Grade
VIVIAN HURLEY.....	Fourth Grade
HELEN McDONALD.....	Fourth Grade
LUCILLE HAWKINS.....	Third Grade

MARY BRANN.....	Third Grade
LUCIE E. THIARD.....	Second Grade
MARY E. FEENEY.....	Second Grade
JANE O'CONNELL.....	Second Grade
NORA L. MCKEE.....	First Grade
ADDA SUTHERLAND.....	First Grade
FRANCES MORRISON.....	First Grade
NETTIE ANDERSON.....	Ungraded Room
HELIA KAYUTE.....	Ungraded Room
REKA GEBHARDT.....	Kindergarten
FRIEDA DUERR.....	Kindergarten Assistant

## RANDALL SCHOOL\*

D. P. BIRDSALL.....	Principal
MILDRED STARR.....	English
EDNA L. JACOBSON.....	English
R. FERN CHASE.....	History & Geography
MERLE M. BALDWIN.....	Latin & German
GOODWIN B. WATSON.....	Science & Mathematics
	Sixth Grade
MARIAN JONES.....	Fifth & Sixth Grades
JEANNE W. COEN.....	Fifth Grade
RUTH SWAN.....	Fourth Grade
FLORENCE MAE HARDY.....	Third Grade
IDA RUDOLPH.....	Second & Third Grades
LUELLA SUTHERLAND.....	Second Grade
LAVINA CHRISTENSON.....	First Grade
MARTHA DONALD.....	First Grade
HILDEGARDE POWERS.....	Kindergarten
KATHRYN PARKINSON.....	Kindergarten Assistant

\*Note: The seventh, eighth, and ninth grades are organized on the junior high school plan.



ANNUAL REPORT  
1916-1917



## SUPERINTENDENT'S REPORT

*To the Board of Education:*

GENTLEMEN:—I herewith submit my twenty-sixth annual report of the public schools of Madison, which is for the year ending June 30, 1917, and constitutes the sixty-second in the series of annual reports.

### GENERAL INFORMATION

Population, census 1910.....	25,531
Population, 1917 (estimated including U. W. students.....	36,000
Assessed valuation, 1916.....	\$55,303,940
Assessed valuation, 1917.....	70,703,240
Rate of taxation, all purposes, 1917.....	.014
Rate of taxation, school purposes, 1917.....	.005
Number elementary schools.....	12
Number high schools.....	1
Value of school sites.....	\$268,480
Value of school buildings.....	978,200
Value of school equipment.....	228,971
Total invested in school property.....	1,475,651
Number children school age in city.....	8,787
Enrollment in high school.....	1,102
Average daily attendance, high school.....	1,026
Enrollment in elementary grades.....	4,466
Average attendance elementary grades.....	3,548
Total enrollment public schools.....	5,568
Average attendance, public schools.....	4,574
Enrollment in private and parochial schools.....	1,469

TABLE I.  
SCHOOL CENSUS — JUNE 1917

Ward	Age 7 to 14		Total	Age 14 to 16		Total	Age 4 to 20		Total
	Boys	Girls		Boys	Girls		Boys	Girls	
1st.....	78	54	132	24	20	44	154	128	282
2nd.....	149	141	290	40	43	83	326	372	698
3rd.....	64	54	118	19	18	37	141	127	268
4th.....	124	151	275	34	31	65	331	314	645
5th.....	189	178	367	65	58	123	443	436	869
6th.....	492	545	1037	126	123	249	1090	1168	2258
7th.....	249	265	514	62	54	116	563	592	1155
8th.....	126	140	266	32	29	61	313	331	644
9th.....	265	286	551	63	49	112	598	568	1163
10th.....	199	185	384	47	51	98	415	377	792
	1935	1999	3934	512	476	988	4374	4413	8787

TABLE II  
SUMMARY OF ENROLLMENT BY SCHOOLS

	Boys	Girls	Total
High School .....	480	622	1,102
Junior high school .....	59	69	128
Washington school .....	210	203	413
Lincoln school .....	217	195	412
Brayton school .....	148	121	269
Doty school .....	138	131	269
Draper school .....	157	149	306
Marquette school .....	135	170	305
Harvey school .....	162	154	316
Lapham school .....	105	120	225
Hawthorne school .....	245	238	483
Lowell school .....	168	167	335
Longfellow school .....	325	290	615
*Randall school .....	201	189	390
 Total .....	 2,750	 2,818	 5,568

TABLE III  
SUMMARY OF ENROLLMENT BY GRADES

	Boys	Girls	Total
Kindergarten .....	237	255	492
First grade .....	359	332	691
Second grade .....	280	267	547
Third grade .....	270	265	535
Fourth grade .....	259	244	503
Fifth grade .....	251	241	492
Sixth grade .....	199	215	414
†Seventh grade .....	205	160	365
†Eighth grade .....	150	163	313
Ungraded room .....	29	10	39
Deaf school .....	8	7	15
†First year, high school .....	163	204	367
Second year, high school .....	136	155	291
Third year, high school .....	98	172	270
Fourth year, high school .....	106	128	234
 Total .....	 2,750	 2,818	 5,568

\*Grades one to six inclusive

†Including pupils in Randall Junior High

TABLE IV

## SCHOOL CENSUS FOR PAST FIVE YEARS

	Boys	Girls	Total
June 30, 1913 .....	3,601	3,765	7,366
June 30, 1914 .....	3,706	3,872	7,578
June 30, 1915 .....	3,812	4,056	7,868
June 30, 1916 .....	4,126	4,335	8,461
June 30, 1917 .....	4,374	4,413	8,787

TABLE V

## SCHOOL ENROLLMENT FOR PAST FIVE YEARS

	Boys	Girls	Total
1913 .....	2,206	2,326	4,532
1914 .....	2,373	2,505	4,878
1915 .....	2,457	2,624	5,081
1916 .....	2,668	2,803	5,471
1917 .....	2,750	2,818	5,568

## CONTINUATION SCHOOLS ENROLLMENT

	Boys	Girls	Total
Day permit .....	92	17	109
All day industrial .....	37	267	304
Evening schools .....	407	589	996
<hr/> Total .....	<hr/> 536	<hr/> 873	<hr/> 1,409

## SUMMER VACATION SCHOOLS ENROLLMENT

	Boys	Girls	Total
Elementary schools .....	141	137	278
High school .....	51	131	182
Home economics .....		164	164
Manual training .....	161		161
<hr/> Total .....	<hr/> 353	<hr/> 432	<hr/> 785

## UNGRADED ROOM ENROLLMENT

	Boys	Girls	Total
Lincoln school .....	15	2	17
Longfellow school .....	14	8	22
<hr/> Total .....	<hr/> 29	<hr/> 10	<hr/> 39

## PAROCHIAL AND PRIVATE SCHOOLS ENROLLMENT

	Total
St. Bernard .....	164
St. James .....	280
St. Patrick .....	159
Father Petit Memorial School .....	328
Holy Redeemer .....	328
*Edgewood Academy .....	140
*Capital City Commercial College .....	70
 Total .....	 1,469

## UNIVERSITY

*U. W. High School enrollment .....	203
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## SUMMARY OF TOTALS OF ENROLLMENT

High school .....	1,102
Elementary schools .....	4,466
*Continuation schools .....	259
Summer vacation schools .....	785
Ungraded rooms .....	39
Parochial and private schools .....	1,469
*U. W. High school .....	233
 Grand total .....	 8,353
Counted twice .....	785
 Net enrollment .....	 7,568

\*Between 4 and 20 years of age living in the city.

## COST OF SCHOOLS

Below is given a financial statement for the school year ending June 30, 1917.

### \*FINANCIAL STATEMENT

#### *Receipts*

##### REVENUE

State fund apportionment .....	\$24,959.95
Taxes levied by county supervisors .....	22,424.00
City school taxes .....	218,910.98
State aid for manual training .....	239.72
State aid for domestic science .....	239.72
State aid for deaf and blind .....	2,885.84
State aid for commercial course .....	239.72
Tuition received, high school .....	1,510.68
Tuition received, elementary grades .....	260.00
Other fees from patrons (rent) .....	335.00
Interest on school funds .....	270.10
	_____
	\$272,275.71

##### NON-REVENUE RECEIPTS

Temporary loans .....	125,500.00
Sales of equipment and supplies .....	598.97
Refund of payments .....	551.24
Other non-revenue receipts .....	969.96
	_____
	\$127,620.17
	_____
	\$399,895.88
Balance on hand June 30, 1916 .....	1,967.15
	_____
Total .....	\$401,863.03

\*The classification in this statement follows the form used in the annual reports required by the State Superintendent and by the Bureau of Education at Washington.

*Expenditures*

## GENERAL CONTROL

Board of Education and the secretary's office .....	\$659.19
School census .....	169.10
Officers in control of buildings and supplies .....	900.00
Salary of the superintendent of schools .....	2,670.00
Expenses of the office of superintendent of schools .....	2,207.36
Enforcement of compulsory education and truancy laws .....	1,773.05
	—————
	\$8,377.70

## INSTRUCTION

Salaries of supervisors of grades or of subjects .....	\$8,117.04
Salaries of principals and their clerks .....	16,993.00
Other expenses of principals .....	832.76
Salaries of men teachers (not including amount withheld for pension and retirement fund) .....	24,573.15
Salaries of women teachers (not including amount withheld for pension and retirement fund) .....	128,756.44
Textbooks .....	532.57
Stationery and supplies used in instruction .....	2,821.39
Materials used in manual training and domestic science .....	2,595.53
Other expenses of instruction .....	371.05
	—————
	\$185,592.93

## OPERATION OF SCHOOL PLANT

Wages of janitors and other employees .....	\$14,014.68
Fuel .....	15,636.71
Water .....	1,705.86
Light and power .....	4,292.19
Janitor's supplies .....	1,581.64
	—————
	\$37,231.08

## MAINTENANCE OF SCHOOL PLANT

Repair of buildings and upkeep of grounds..	\$9,136.40
Repair and replacement of equipment .....	2,761.27
Insurance .....	368.25

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\$12,265.92

## MISCELLANEOUS

Salaries of physicians and nurses .....	\$2,900.00
Other expenses of promotion of health .....	232.77
Teachers' pension and retirement fund .....	1,539.97
Payment of warrants and orders of preceding year .....	12,388.11
Payment of interest .....	2,094.73
Other miscellaneous expense .....	1,059.91

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\$20,215.49

## OUTLAY

Land .....	\$6,913.95
New Buildings .....	1,012.04
Alteration of old buildings (not including repair of buildings and upkeep of grounds .....	1,372.46
Equipment of new buildings and grounds ..	930.59
Equipment of old buildings, exclusive of re- placements .....	4,871.60

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\$15,100.64

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115,500.00

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Total expenditures .....

\$394,283.76

## RECAPITULATION

General control .....	\$8,377.70
Instruction .....	185,592.93
Operation of school plant .....	37,231.08
Maintenance of school plant .....	12,265.92
Miscellaneous .....	20,215.49
Outlays (land, new buildings, permanent im- provements) .....	15,100.64
Loans repaid .....	115,500.00

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Total expenditures .....

\$394,283.76

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Total receipts .....

\$401,863.03

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Total expenditures .....

394,283.76

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Balance on hand June 30, 1917 .....

\$7,579.27

Total expenditures 1916-1917 .....	\$394,283.76
Less:	
Expenditure for outlay .....	\$15,100.64
Payment of warrants and orders of preceding year .....	12,388.11
Temporary loan repaid .....	115,500.00
	142,988.75
Net cost of operating schools 1916-1917.....	\$251,295.01
 Total revenue receipts 1916-1917 .....	
Total non-revenue receipts (not including temporary loans) .....	2,120.17
Total receipts .....	\$274,395.88
Total receipts (not including temporary loans).....	\$274,395.88
Net cost of operation .....	251,295.01
Balance of receipts over net cost of operation..	\$23,100.87

It will be observed that the net cost of operating the schools for the past school year, from July 1, 1916, to June 30, 1917, was well within the annual revenue receipts for the same period. This is not unusual or exceptional, inasmuch as the Board of Education has been able to keep the cost of operating the schools each year well within the annual revenue receipts for the same period.

As stated last year, the occasion of the large over-drafts each year on December 31st is the fact that the legal *school* year begins on July 1st, while the *fiscal* year for the city does not begin until the first of the following January. Although the school year begins on July 1st, the taxes for the same period are not available until the following January. The Board of Education is therefore obliged to borrow money to operate the schools from July 1st until the taxes are collected in January. It would seem desirable for the city authorities to provide funds to carry the schools through this period for one season until the taxes are available. Thereafter the annual budget estimate could be made for the same period that the tax levy is made, that is, from January 1st to the follow-

ing December 31st, and the school year, so far as financial matters are concerned, would coincide with the city fiscal year. Under such a plan the annual school expenses could more easily be kept within the budget estimates and the necessity of heavy over-drafts each year would be avoided.

#### COST PER PUPIL

Under the term *instruction* are included salaries of teachers and cost of educational material.

Under the term *general control* are included expenses and salaries connected with the offices of the secretary of the Board, of the superintendent, of the attendance officer, and of the control of buildings. These expenses have been more commonly classified under the heads of administration and supervision.

Under the term *incidentals* are included all expenditures not classified under the terms general control, instruction and outlay.

In estimating the cost per pupil the seventh and eighth grades of the Randall School are included in the enrollment of the elementary grades, and the pupils of the ninth grade are included in the enrollment of the high school.

In the financial statement on the preceding pages it will be observed that the net cost of operating the schools for the year was \$251,295.01. These expenses were distributed as follows:

Instruction .....	\$185,592.93
General control .....	8,377.70
Incidentals .....	57,324.38

The cost per pupil in the high school, based on the enrollment, was as follows:

Instruction, regular lines .....	\$46.97
Instruction, special lines .....	12.15
General control .....	1.50
Incidentals .....	12.30
	_____
	\$72.92



*Addressing Mail Matter for State Council of Defense*

The cost per pupil in the elementary grades, based on enrollment, was as follows:

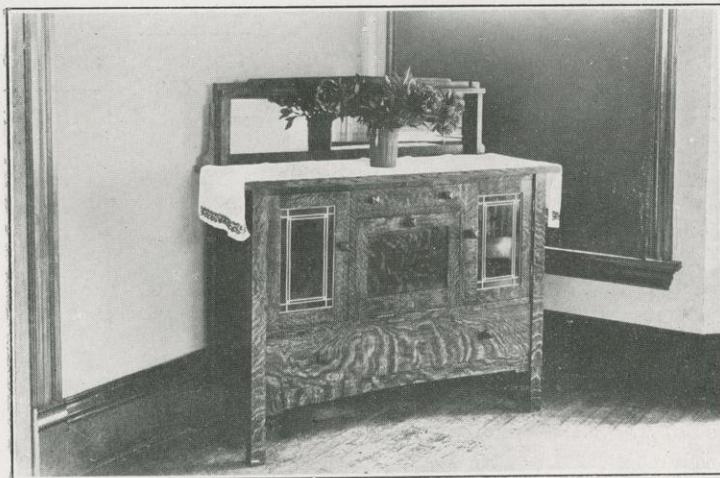
Instruction, regular lines .....	\$22.55
Instruction, special lines .....	3.97
General control .....	1.50
Incidentals .....	9.71
	—————
	\$37.73

### MADISON CONTINUATION SCHOOLS

#### STATISTICS FOR THE YEAR 1916-1917

##### *Number of Teachers*

	Men	Women	Total
Day schools .....	2	7	9
Evening schools .....	20	19	39
Total .....	22	26	48



*Manual Arts*

*Enrollment*

	Boys	Girls	Total
Day permit school .....	92	17	109
All day industrial school .....	37	269	304
Evening school .....	407	589	996
<b>Total .....</b>	<b>536</b>	<b>873</b>	<b>1,409</b>

## FINANCIAL STATEMENT

*Receipts*

Cash on hand July 1, 1916 .....	\$6,125.24
City tax levy .....	17,000.00
Miscellaneous—fees, books, etc.....	1,155.30
Received from state for year 1914-1915 .....	9,206.01
Int. July 1st, 1916 to June 1, 1917 .....	126.33
Int. prior to July 1, 1916 .....	50.78
<b>Total .....</b>	<b>\$33,663.66</b>

*Disbursements*

## Instruction:

Permit .....	\$2,852.50
All day .....	3,909.34
Evening school .....	6,695.25
Commercial school .....	2,937.50
	<b>\$16,394.59</b>

Equipment: all schools .....	1,156.27
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## Contingent Expenses:

Books .....	\$58.19
Printing .....	32.45
Janitor .....	825.80
Repairs .....	76.66
Supplies .....	3,060.75
Rent .....	3,245.84
Insurance .....	64.65
Advertising .....	101.00
Miscellaneous .....	227.80
	<b>\$7,693.14</b>

Total Disbursements .....	\$25,244.00
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Balance on hand July 1, 1916 .....	\$8,419.66
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## BUILDINGS

A study of the enrollment in the different schools makes it plain that the problem of furnishing additional school facilities has to do mainly with the outlying and newer sections of the city.

*Eastern Portion of City*

Although the new Lowell school, which has eight rooms for regular work and the auditorium stage for a kindergarten school, has been in use less than two years, the enrollment exceeds the capacity of the building and more room is needed.

During the past year it was necessary to reopen the Fair Oaks town hall for the accommodation of three schools, and at the opening of the present fall term it was found necessary to open a fourth room. This hall is now fully occupied and furnishes no room for further increase in attendance.

The enrollment in the Hawthorne building exceeds by considerable its capacity, the eight regular school rooms and two basement rooms being utilized to accommodate the enrollment.

Inasmuch as all the available school room in the eastern portion of the city is fully occupied and inasmuch as the population in this portion of the city is growing rapidly, the problem of furnishing additional school accommodations for this section becomes very imperative.

*Western Portion of City*

The extreme western portion of the city is growing in population rapidly and the enrollment in the Randall school has fully reached the capacity of the building. Some steps must be taken at an early date to furnish additional school accommodations either on the present site or on some new site that will be conveniently located to meet the needs of the newer portion of this part of the city.

*Longfellow School*

To accommodate the constantly increasing attendance at the Longfellow school during the past year, it was necessary to utilize, in addition to the regular school rooms, the gymnasium, the principal's office, and four portable buildings. It is with much satisfaction that we note the approaching completion of the new building on the Longfellow grounds. This building contains eight regular school rooms, a large room for manual training, a principal's office, a teachers' rest room, and a large room for all kinds of activities along the lines of play, athletic sports, physical training exercises, and community gatherings. The building is also provided with ample toilet facilities, shower baths for both boys and girls, and adequate store rooms. The building is practically fire proof and all appointments are fully up to date.

## JUNIOR HIGH SCHOOLS

*Randall*

During the past year the work in the Randall junior high school was much improved. The courses of study were more closely correlated, the subject matter was to some extent reorganized, and the methods of instruction more rational and purposeful. The attitude of the pupils and the general spirit of the school showed marked improvement. The pupils were given more responsibility, were called upon to exercise greater initiative, and were encouraged to take part in a wider range of activities that were more real in nature and less artificial.

Near the end of the school year the Randall school issued a publication under the name of "The Randallier." The subject matter was chosen with unusual taste, the cuts and illustrations were pointed and artistically arranged, and the general mechanical makeup was very satisfactory. The work of editing, publishing, and financing this book furnished a range of experience along practical and business lines that cannot fail to be valuable to all taking part in it. On the

whole, the publication was unusually successful and reflected credit on both the teachers and the pupils of the school.

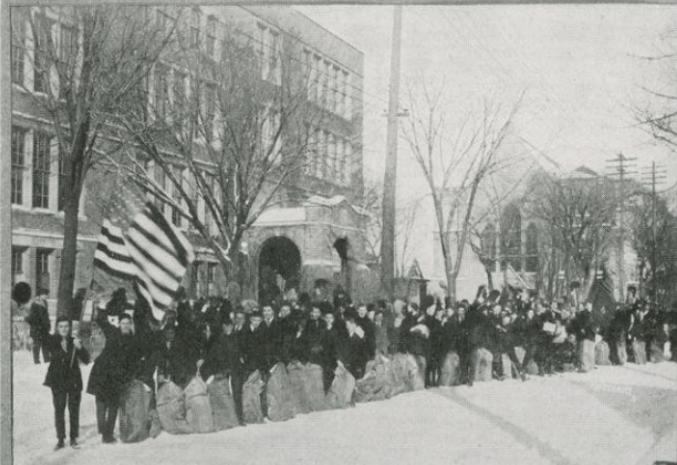
### *Other Junior High Schools Needed*

In considering the problem of providing additional room in the central high school building, the larger problems that have to do with the future policies and organizations of our whole school system must not be overlooked. It would seem that the organizing of a sufficient number of intermediate or junior high schools to accommodate all the pupils in the seventh, eighth, and ninth grades in the city is one of the first and important problems that should receive consideration.

### *A Junior High School for the Eastern Section of the City*

In view of all the conditions, the organizing and maintaining of a junior high school in the eastern section of the city must receive careful and immediate attention. In such a school it would be necessary to provide accommodations for the seventh and eighth grade pupils from both the Lowell and the Hawthorne schools, and for the ninth grade pupils of the same schools that would otherwise be sent to the central high school building. To furnish study room alone for this number of pupils would require at least five regular school rooms. In order to carry on the departmental method of instruction successfully and to provide class rooms for special branches, at least three additional rooms would be necessary. It will be observed at once that anything less than an eight room building would furnish inadequate quarters for a well organized junior high school in this section.

If it should be decided to place the junior high school in the present Hawthorne building, it would be necessary to provide ten or twelve rooms in a new building to accommodate the present enrollment in the kindergarten and the first six grades and the increased enrollment that would follow the natural growth and development of this section. It can be seriously questioned whether the Gerstenbrei site is the proper location for such a building. It is also a serious question



*One Hundred Thousand Pieces of Mail Matter addressed and mailed by High School Pupils for  
State Council of Defense*

whether it would not be more advisable and in the end more economical to procure a more central location and put up a large building that will furnish ample accommodations for a fully organized junior high school and additional room for the increased attendance in the lower grades that will result from the growth of the city. This building should also contain an auditorium, gymnasium, and rooms for manual training, home economics, and such other activities as may be connected with a well organized, up-to-date school. Relieved of the seventh and eighth grades by such a plan, the Lowell and Hawthorne buildings, with the additional room in the new building, would furnish ample accommodations for the lower grades of this section of the city for a number of years to come.

#### ADDITION TO HIGH SCHOOL BUILDING

The need of additional room in the high school building is becoming more emphatic each year. This problem, however, is only a part of two larger problems that have to do with the future policies and organization of our whole school system. The advisability of organizing and maintaining a system of intermediate or junior high schools is one of the important problems that is pressing for solution. Another problem is the furnishing of school accommodations for the local vocational schools. These accommodations must be provided either in an addition to the present high school building or in an independent building on a separate lot. The final decision in these matters will determine in a large degree the extent and nature of the addition to the present high school building and also the policy to be pursued in furnishing additional facilities for the elementary grades.

#### SUMMER VACATION SCHOOLS

During the past summer vacation, as in other years, summer schools were maintained for both the elementary and high school pupils. These schools were maintained for a

period of six weeks, beginning with June 18th, and were open to pupils of both the public and parochial schools, free of charge. Classes were formed in all branches of academic work and also in home economics and manual training lines.

#### *Elementary Grades*

The summer school for the elementary grades was carried on by Miss Adeline Marvin, principal of the Draper school, assisted by teachers selected from the list of regular teachers. The number of pupils enrolled was 278, of which number 217 were promoted. The cost of the school was \$1,090 for the session, an expenditure of \$3.92 for each pupil per month.

#### *High School Grades*

The number enrolled in the summer session for high school pupils was 182, 51 boys and 131 girls. The cost of instruction was \$1,015 for the session, an expenditure of \$5.58 for each pupil attending.

#### *Longfellow*

The vacation school in the Longfellow building again furnished the children of kindergarten and primary age of this section opportunities for engaging in various activities under careful supervision. Miss Velmer Pratt directed the work with the first, second, and third grade children, and Miss Reka Gebhardt took charge of the kindergarten children. The regular work was interspersed with marching, folk dancing, games, trips to the Vilas Park Zoo, and other activities. In this way the children of this section, many of whom otherwise would have been on the city streets without supervision, were given opportunity to do some school work and at the same time to engage in clean, healthful, instructive recreation.

*Summer Classes in Cooking and Sewing*

These classes were free and open to girls from the public and parochial schools. These classes met twice each week. The number taking sewing was 69 and the number taking cooking was 95, making a total of 164 girls.

The cost of instruction for the session was \$180 and the cost of material was \$65.30, making a total of \$245.30, an average of only \$1.49 for each girl.

*Summer Classes in Manual Training.*

The number of boys enrolled was 161. The cost of instruction was \$300 and the cost of material \$54.84, making a total cost for the session of \$354.84, an average cost of \$2.20 for each boy.

## VACATION SHOP WORK.

During the past summer the Board of Education continued its policy of employing some grade and high school boys to build needed equipment for the different schools. Among the things constructed may be mentioned chairs, tables, cabinets of different kinds, writing desks, wardrobes, storage cases, lockers, and many other articles and pieces of furniture that are in use in the various schools. We consider this a very important feature in our work. Simple practice exercises give way to real work, the boys are given profitable employment during the vacation weeks, and strong emphasis is given to the practical side of school work.

## THE CITY LIBRARY AND THE SCHOOLS.

The close and helpful relation between the city library and the schools was continued through the year and much was done to create the reading habit among the children and to develop a taste for the best books. Instruction in methods of using the library were given the classes in the reading rooms of the library and in the different school rooms of the city. Selected sets of books were sent to the various schools

and the children encouraged to take out library cards and become regular borrowers. Much effective work was also done for the adult classes of people through the local vocational schools.

#### SCHOOL GARDENS.

In view of the desirability and necessity of conserving the food supply of the country, more emphasis than usual was given to the group and home garden activities. Nearly seven hundred children worked faithfully in the group gardens and the products raised added much to the food supply of the community. Many of the teachers, not wishing to be outdone by the pupils, secured garden lots and showed their loyalty and zeal by producing excellent crops of fruits and vegetables. The success of the past season will furnish encouragement for even larger and better results for another year.

#### HEALTH SUPERVISION.

Under the direction of Dr. L. H. Prince, our school medical inspector, the work of this department has been carried on in a most efficient manner. One of the striking indications of the need of this work and the growing appreciation of its value, is the recognized necessity of a third nurse to meet the needs effectively. The maintenance and the increased efficiency of the free dental clinic and the clinic for the treatment of diseases of the eye, ear, nose and throat are important features of the work during the past year. Much credit is due to the Associated Charities through whose efforts these clinics were organized and maintained, and also to the eye, ear, nose, and throat specialists, and to the dentists who have given their time on certain days throughout the year free to the clinics. It is gratifying to know that practically every physician and dentist in the city is co-operating in this work. In the following statement Dr. Prince reviews with some detail the work of the department:

During the 1916-1917 school year approximately 7,000 pupils came under the more or less direct supervision of the Medical Supervision Department. This includes all the pupils of the High and graded schools, those of school age attending the Continuation school, and all pupils in the five parochial schools of the city—St. Bernard, St. James, St. Patrick, St. Raphael, and Holy Redeemer. The pupils of Edgewood Academy, the private schools, and the University High are not as yet included in the supervision. For obvious reasons, it would seem most desirable that *all* children of school age in the city should come under the same medical supervision. For the same obvious reasons it would be desirable that the pupils attending the schools in the country immediately adjacent to Madison be medically supervised by us. I refer particularly to the pupils attending the schools at South Madison, College Hills, Nakoma, Blooming Grove, and Lakewood.

During the school year Madison did not escape the almost world-wide epidemic of scarlet fever. During the school session 183 pupils were excluded from school for this disease, this number being about sixty per cent. of the total number of cases of scarlet fever of all ages reported to the City Board of Health for the corresponding time. Harvey School suffered the most, with twenty-seven cases, or nine per cent. of the enrollment; Washington had twenty-seven cases, six per cent. of enrollment; St. Bernard reported no cases, the next freest from the disease being Hawthorne, including the Town Hall, there being but three cases, a percentage of the enrollment of but 7-10. At no time did it seem necessary or wise to close any of the schools.

There were 346 pupils excluded for chicken pox, a mild and usually harmless malady. However, it accounted for 692 weeks of absence. There were but few exclusions for other communicable diseases.

Pediculosis was responsible for 129 exclusions, as against 351 during the previous year. A number of these were for the same children, some being excluded a number of times. Inasmuch as a considerable number of cases occur in new pupils coming from other places, I would recommend that a rule be established to the effect that before enrollment of pupils for the kindergarten they be examined for pediculosis, etc., and the same rule be applied to children applying for enrollment who have but recently moved to the city.

Pupils suffering from impetigo have been allowed to attend school provided the disease has been under treatment at home or at the school and is showing evidence of improvement. In this way we have been able to gain control of this trouble to a very great extent. The first-aid cabinets and outfits furnished each



*Domestic Art*

school have been utilized for this work. Incidentally, many minor injuries, such as scratches, abrasions, etc., have been attended to by the teachers or nurses, no doubt proving the first-aid outfits a good investment.

Miss Hattie Annen and Miss Amy Chamberlain, our school nurses, have worked faithfully and well in their respective districts, and have accomplished much good along many lines. The system of home notification, advice, and instruction used last year has been followed this year with excellent results. The visits of the nurses to the homes are so far superior to the notifications by card that comparison is impossible. There is an ever growing tendency on the part of the parents to welcome the visits of the nurses, and the co-operation on the part of the people is likewise growing. The amount of good to the community from medical supervision will be in direct ratio to the number of efficient nurses employed to carry out the work. The employment of a third nurse, who begins her work with the others at the beginning of the 1917-1918 session, will I am sure bring us nearer the goal we desire. The following is a summary of the routine work done by the two nurses:

Number of visits to schools .....	982
Number of visits to homes .....	2,615

Number of cases calling for these home visits:

Pediculosis .....	108
Skin diseases .....	219
Physical defects .....	1,246
Miscellaneous .....	1,667 3,240

Number of examinations in schools:

For pediculosis .....	14,173
For skin diseases .....	616
For miscellaneous conditions .....	1,909 16,698

The nurses have made many visits to homes to find out why children were absent, where no report could be otherwise received, especially where there were suspicions of contagious diseases unreported. They have also selected the deserving cases for the free clinics.

In addition to what Mr. Dudgeon has said above in regard to the school clinics, I wish to say that it is the hope of those interested that before long some arrangement may be made so that a medical and surgical clinic may be added. The need for this is nearly as great as for the other two.

During the school year the Medical Supervisor has examined a total of 5,839 pupils; 3,546 of these showed evidences of physical

defects marked enough to warrant advice as to examination and care by the family physician or the specialist. Special examinations were made of nearly 500 pupils as to the condition of the heart, lungs, feet and back especially, to determine as to their fitness for gymnasium work, foot ball, basket ball, etc. A number of cases of more or less serious trouble was discovered where the condition was not previously known to exist. In the course of the year 500 visits to schools were made, and fourteen to pupils' homes—the latter for some special reason—and sixty-nine talks were given to teachers, parent-teachers associations, and other more or less public gatherings.

#### PHYSICAL TRAINING.

The following report on the work of the Physical Training Department for the past year was submitted by Mr. G. A. Crispin, head of the department.

#### HIGH SCHOOL

Physical training in the High School is required only of the first and second year classes. Each pupil, unless excused for good reason, is expected to report twice each week for work in gymnastics, games, folk dancing, and marching. The work is graded and is aimed to meet the needs of the greater number of pupils.

The work is not producing the best results for several reasons. Among these may be mentioned short periods, large classes, lack of equipment, and the arrangement of programs. No special classes are organized for the corrective work, and any work along this line must be done in regular classes. Special classes should be formed and individual attention given to all in need of remedial exercises.

#### *Athletics*

The majority of the pupils of the High School receive no training in athletics. An effort is made to interest each one in some sport and to get him to take active part in that game. Many are reached in this way and would enter foot ball and track work if it were possible to provide a suitable field for training. Basket ball has the greatest number of players which is largely due to the fact that we have a good gymnasium and less time is required to prepare for the games.

The girls take great interest in basket ball, base ball, and tennis. Teams are formed in these sports and a schedule prepared for deciding the championship.

## ELEMENTARY SCHOOLS

The work given in the grades consists of free hand calisthenics, marching, folk dancing, and games. Most of the work is done in the school room or in the hallways. Where possible the classes are taken to a gymnasium. There is no opportunity for corrective or individual work. This is of vital importance and should be emphasized.

Outlines are prepared for the different lessons, each for a period of two weeks. The work is first given by the instructor and later by the teacher of the room. The instructor is unable to make each school more than once each week, and the other days the work must be given by the teacher.

In the spring two open air festivals were given, one at Tenny Park and the other at Henry Vilas Park. Several thousand children took part in the various dances and drills. These festivals were very successful, due largely to the interest and cooperation of the teachers and the instructors of the department.

*Athletics*

The boys of the grade schools take a great interest in athletics. Each school takes part in the schedules provided for each sport and the competition is keen and the rivalry great. The contests are in the line of touch ball, which is a modified form of foot ball, basket ball, base ball, and track work. Several hundred boys from the different schools take part each year in the different sports, each group hoping to bring to its school the city championship.

## PLAYGROUNDS

The apparatus on the school playgrounds has been in great demand during the recesses and after school. Three new sets of all-steel apparatus have been purchased and installed. This improvement is welcomed by the children of these schools, as the old wooden pieces were decayed and useless in many cases.

During the past winter a skating rink was made on the Marquette school ground. This proved very popular with the children of that school, inasmuch as they could bring their skates to school and make use of the recess periods for skating.

*Summer Playgrounds*

During the past summer three playgrounds were in operation,—Tenny Park, Marquette school grounds, and Brittingham Park. Swimming beaches were also operated in connection with the

grounds at Tenny Park and Brittingham Park. These centers were operated by ten instructors and directors for a period of ten weeks, from June 25th to September 1st. No work was done in the mornings, as this time was given to the children for work at home. The grounds were open only from 1:00 until 8:00 o'clock P. M.

#### *Tenny Park*

Swimming was the attraction at Tenny Park, this beach proving to be the most popular beach for the summer. Cold and inclement weather made the attendance small for the greater part of the season. During the warm weather the beach was crowded and there was not ample locker space to care for the bathers. Four instructors were employed and many people learned to swim under their instruction. The total attendance for the beach was 27,868.

#### *Brittingham Park*

Brittingham Park beach did not open until rather late in the season, the work at the beginning of the season being on the grounds alone. The attendance was very poor and there was a lack of interest for some weeks. When the beach was opened there was a great change in the number attending and the interest taken in the games. While the swimming was emphasized it was second to the playground work.

Match games were played with teams from Marquette field, and these added interest to the field work. The activities included such games as base ball, hand tennis, dodge ball, hikes, and various other games. The total attendance was 10,105.

#### *Marquette School*

Marquette playground does not offer the facilities for swimming as do Tenny and Brittingham parks. The space is limited and the character of the work is much different. There are no facilities for track work, and any game requiring a large area must be omitted.

This ground proved a drawing card for the smaller children and the attendance was largely of small boys and girls. They played games, took hikes, played on the apparatus, heard stories, and played quiet games. The most popular game was playground ball. Teams were formed among the older boys and series of games arranged.

The attendance for the season was 2,791.

The attendance for all the playgrounds was much smaller than for the year previous. This was due to the cold and inclement days,

and to the fact that most of the boys were working on farms or in their own gardens. Boys who had never worked during the vacations last year secured positions and spent their time at work instead of on the playgrounds and beaches. As a result the total attendance for all the grounds and beaches was 40,764.

## HOME ECONOMICS.

The following report on the work in the department of Home Economics was prepared by Miss Hatty Dahlberg, the head of the department:

The aim of the work in Household Art is to bring the girl into close contact with the economic, sanitary, and social problems of the home, in order to make her feel the responsibility not only to her immediate family but to the larger family of community or state.

The increase in the cost of all kinds of material during the past year made the subject of economics especially vital and interesting. Food values, composition, equivalents, and substitutes were studied daily in their relation to cost. The study of the sources, manufacture, handling, and marketing of products afforded ample material for equally interesting lessons in sanitation and hygiene.

The enormous amount of work accomplished in the grade sewing classes can best be realized by an actual count of the finished problems. During the year 1,063 garments consisting of aprons, princess slips, petticoats, night gowns, kimonas, cooking aprons, baby-dresses, school dresses, bloomers, middy suits, collars, and cuffs were made. Added to this were 1,838 articles for household use, chiefly towels, holders, bags of various kinds, curtains, dresser-scarfs, pillow-cases, silver-cases, and various other articles. In addition to the garments and household articles, 1,450 doll's bed outfits were made by the fifth grade pupils, thus making the total number more than four thousand. This great number was partly due to the fact that several sewing machines were added during the year and time which had been spent in waiting for a machine was utilized.

The eighth grade cookery course consisted of a study of foods and costs, cooking of simple seasonable foods, meal-planning and serving, and a brief study of a well-arranged kitchen. In the kitchen the family recipe was used as often as time and cost would permit. The children were urged to use the large recipes at home and report as to the success of the work. Frequently it was possible to prepare food for special occasions.



May Festival, 1917

An effort was made to create so strong an interest in the problems of the home that it would result in the girls actually doing some of the various daily duties. The letters received from many of the mothers give evidence that the efforts were to a considerable degree successful. This vital interest in the home seems to stress the need for a system that would give credit for home work.

Owing to the lack of dining-rooms and equipment, the work in serving has not been entirely satisfactory. This is an important phase of the course and could be greatly strengthened by supplying the proper working equipment.

Many of the parochial schools availed themselves of the opportunity to enroll for the Household Arts work the past year. It is hoped that the few remaining classes may enroll for the coming year.

*Enrollment*

*Sewing:*

Fifth Grade .....	268
Sixth Grade .....	242
Seventh Grade .....	200
	710

*Cooking:*

Eighth Grade .....	266
	976

Total for grades sewing and cooking.....

*Cost of Grade Sewing Material*

Canvas .....	\$5.00
Yarn .....	9.00
Cheese cloth .....	15.53
Outing .....	10.63
Ticking .....	4.05
Batting .....	4.05
Muslin .....	11.25
Tape .....	.48
Needles .....	2.00
Cardboard .....	1.20

\$63.19

Cash refund .....

40.07

Total net cost for material .....

\$23.12

Number of pupils enrolled in grades fifth, sixth, and seventh 710  
Cost per pupil for material .....

\$.03

*Cost of Cooking, Eighth Grades*

Center	Groceries	Meat	Laundry	Miscellaneous
Lowell .....	\$60.19	\$1.05	\$7.95	.....
Marquette .....	55.71	2.82	4.05	.....
Doty .....	64.80	6.36	8.61	\$2.50
Randall .....	32.43	.55	4.05	.43
Longfellow .....	54.56	1.17	7.82	.20
Lincoln .....	40.87	2.52	2.83	.....
	-----	-----	-----	-----
	\$308.56	14.47	\$35.31	\$3.13
Total .....	.....	.....	.....	\$361.47

Number of pupils enrolled in eighth grades .....	266
Cost per pupil .....	\$1.36

*MANUAL TRAINING.*

The report on Manual Training for the year 1916-1917 by Mr. Graven, head of the department, is here inserted:

The aim of the department the past year has been to perfect the work which has been introduced along the lines of industrial activity and to promote new activities wherever the capacity of the equipment would permit.

*Elementary Grades*

By detailed conferences with instructors the work in the elementary grades was strengthened along lines of individual teaching. Courses of study arranged to meet these purposes were worked out and the results gained in group and community work were of an exceptionally high standard.

*High School*

Crowded conditions in our High School department have brought about many changes. The number of classes have increased, especially in our first year's work, but through special effort on the part of the instructors, standards have not dropped. Pupils have been allowed to attend open shop from four o'clock until six and because of this the individual output, development, and progress have been far beyond former years.

Throughout the year the instructors of the elementary grades and high school have endeavored to devote more time to individuals who

show added interest in hand work. The result has been very pleasing in that many boys have been put into positions of trust and responsibility.

*Cost of Material**Grades 5—8:*

Lumber, hardware, stains, etc .....	\$1,041.00
Refund in cash .....	231.26
<hr/>	
Net cost .....	\$809.94
No. pupils enrolled .....	806
Cost per pupil .....	\$1.02

*High School:*

Lumber, hardware, stains, etc. ....	\$1,165.00
Value of equipment made .....	\$300.00
Refund in cash .....	171.00
<hr/>	
Net cost .....	471.00
<hr/>	
Net cost .....	\$694.00
No. pupils enrolled .....	161
Cost per pupil .....	\$4.30

*Manual Arts and Home Economics Exhibit*

## ART DEPARTMENT.

*Elementary Grades.*

We are pleased to insert here the following report from Miss McGillivray who has charge of the drawing in the elementary grades:

We have emphasized art in its relation to industrial life because the citizen of tomorrow must know when the simplest article of use is truly beautiful. Our aim has been to establish a standard of comparison in the minds of the pupils by which they may be guided in the appreciation of beauty. This standard should be as readily applied to the choice of a spoon or other article of common use as to the selection of a picture. Even the limited knowledge of beauty in color, form, and arrangement that is acquired in the elementary grades should do much to give art its rightful place in life.

In the first four grades the art work was based on the general activities of the school room. For example, the ideas gained in a reading lesson were clarified and strengthened by representation on the sand table, by paper cutting, and by drawing. Simple constructive problems were given. These included the making of a Christmas gift and the artistic furnishing of a box as a room in a doll's house. Much freedom of expression was allowed but it was directed freedom.

In the upper grades a much greater degree of originality was demanded. Through drawing and observation the pupils were made familiar with the principles of design as found in Nature. Units of design were evolved and color harmonies were studied. The principles learned were applied in the general work of the school and in the construction and decoration of articles for home use. Other practical problems given were the selection of a color scheme for a costume, the choice of furnishings for a room, and the making of a poster.

Pupils of the seventh and eighth grades studied the art of Wisconsin's Capitol and that of the Boston Public Library. Illustrated talks by members of the Art Committee of the Woman's Club made this work vitally interesting. Mrs. Lew F. Porter's subject was "Our Capitol." Mrs. Herman O. Jonas discussed the Supreme Court Room. Mrs. L. W. Dowling lectured on the Boston Public Library and Mrs. John F. Icke on the Congressional Library.

## PUBLIC SCHOOL ART COMMITTEE.

At the regular meeting of the Board of Education on June 13, 1913, a resolution was adopted authorizing the Superintendent of city schools and the Principal of the high school to appoint a central advisory art committee.

It was the thought of the Board that the committee should act in an advisory way with the Superintendent and Principal and also with local committees on art that might be organized in connection with the different schools of the city. It was understood also that it should be the purpose of this committee to assist in fostering art education in the public schools of Madison and to encourage various activities that may have for their end the artistic improvement, decoration, and equipment of the public school rooms of the city.

Pursuant to this resolution the committee was organized during the spring of 1915, with Mrs. M. V. O'Shea as chairman. The other members of the committee were Mrs. L. W. Dowling, Mrs. G. E. Gernon, Mrs. Herman O. Jonas, Mrs. E. G. Hastings, Mrs. F. W. Hall, Mrs. H. Varnum, and Miss Mary O'Keefe. Later Mrs. Hastings and Mrs. Hall withdrew from the committee and Mrs. E. J. Hart was added. With these exceptions the committee remains as when organized and has been rendering the schools a valuable service during the past two years.

In speaking of the work of this committee, Miss McGilivray says:

The chief aim of the Art Committee is the fostering of art education in our schools. This association, working in conjunction with the Art Committee of the Woman's Club, secured the Brown-Robertson exhibition of colored prints, which was held in the Woman's Building. Tickets were sold by the school children and the proceeds invested in pictures. By this means the schools secured fifteen of the finest pictures on exhibition.

Other noteworthy additions recently made to our pictures are Sir Galahad at the Court of King Arthur by Edwin Abbey, Ivanhoe by Lucy Fitch Perkins, and a photograph of St. Gauden's Lincoln. The first mentioned picture is in the sixth grade of the Longfellow

School and the other two are in the Randall School. The photograph of St. Gauden's Lincoln was a gift from Mrs. E. C. Hoebel.

It was through the competent and painstaking efforts of the School Art Committee that these pictures were artistically framed and properly hung.

#### PENNY SAVINGS FUND

Annual Report of the Madison Penny Savings Fund from July 1, 1916, to July 1, 1917.

Balance on hand as per last report .....	\$714.23
Receipts during the year .....	823.00
of which \$617 was paid to children and \$206 was deposited in the bank	
The surplus is .....	37.82

#### Disbursements

During the year I paid the children .....	\$559.63
Orders drawn against the fund .....	104.18
Ledger credit .....	863.87
On hand to be accounted for .....	47.37
	\$1,575.05
	\$1,575.05

Report of the various schools from July 1, 1916, to July 1, 1917.

Washington .....	Mrs. Sheldon .....	\$50.24
Lincoln .....	Mrs. Wheeler .....	86.02
Brayton .....	Mrs. Prien .....	97.60
Doty .....	Mrs. Levis .....	234.08
Draper .....	Mrs. Smith .....	236.27
Marquette .....	Mrs. Rose .....	57.09
Lapham .....	Mrs. Oakey .....	26.12
Lowell .....	Mrs. Moordian .....	17.99
		\$805.41

You will see that some of the schools did not participate. Whether it was lack of interest or misunderstanding I cannot say. From the report you will see that the Prize Cup goes to the Draper School who won out by \$2.19.

In conclusion I wish to thank the ladies and teachers for the interest they have taken in the distribution of the stamps and making prompt returns.

All of which is respectfully submitted,

Jacob Esser, Jr., Sec'y.

## SCHOOL CENSUS AND ATTENDANCE

The school census of June 1917 showed 8,787 children between the ages of four and twenty years, an increase of 326 over the school census of June, 1916. All elementary grades show a substantial increase in enrollment. This increase in the upper grades indicates real educational progress. More children are remaining for the work of the upper grades.

The improved school spirit of all ages and classes of our community are in a large measure due to the more regular attendance of the school children. The relation between regular attendance and school success is so close that the percentage of pupils in attendance may be regarded as the success index of a school system.

A total of 3,500 home calls was made by the attendance department during the past school year. Too much attention is directed to the bulk of absence without concentrated effort being placed on individual cases. Some concerted effort has been made in this respect during the past two years. It should be continued, but to do so effectively would necessitate more trained workers along constructive social lines.

The work in Court is always an important phase of the activities of this department; the ultimate enforcement of the law rests there. The court cases are divided into two classes, juvenile and adult. In the first class eleven delinquents were presented in court, four of whom were sent to some place of detention. The most important part of the court work is the adult cases, since the law definitely places the responsibility of the child's regular school attendance on the parent. During the year 1916-17, there were 103 delinquent parents summoned. This was found necessary to bring these parents to a sense of their responsibility. Of this number, the court placed nine dependent and neglected children in the State School at Sparta and thirteen in denominational home schools. These cases are not a result of Madison's schools and churches, but are almost always migratory families coming in from smaller villages and towns, where little preventive or correctional work among children is carried on. Here they are soon discovered and every social agency is brought to bear upon the case and parents are given a fair chance before a summons for a court hearing is secured.

Prevention is more economic than cure. For a city to have a well organized attendance department which will defend children from the neglect of parents and see that children are in school every day, is a far more economic measure than to build institutions to take care of delinquents.

The supervisor of the attendance department takes this occasion

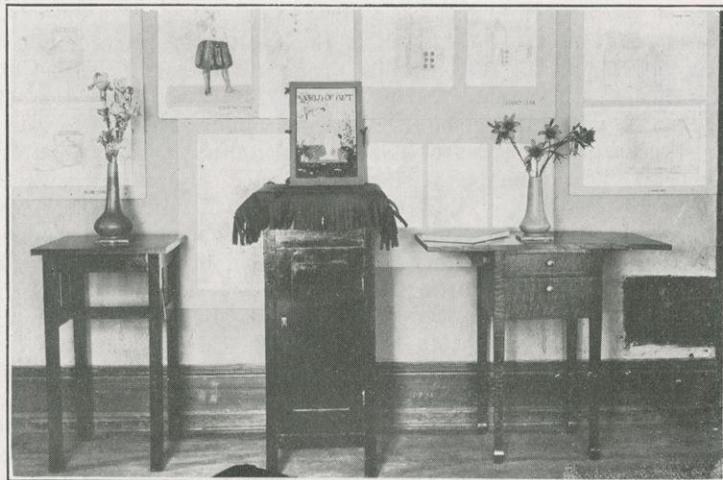
to express her most sincere thanks for the hearty co-operation of the various agencies that have helped to solve the problems which are responsible for school absence.

*Elementary Schools*

Year	Boys	Girls	Total	Per cent of At- tendance
1911-12 .....	2,087	2,213	4,300	94.
1912-13 .....	2,206	2,426	4,632	94.84
1913-14 .....	2,363	2,515	4,878	95.82
1914-15 .....	2,457	2,624	5,081	92.37
1915-16 .....	2,668	2,803	5,471	94.86
1916-17 .....	2,750	2,818	5,568	96.1

*High School*

1911-12 .....	403	501	904	95.8
1912-13 .....	440	543	983	95.2
1913-14 .....	464	601	1,065	96.17
1914-15 .....	474	625	1,099	96.97
1915-16 .....	509	688	1,197	96.98
1916-17 .....	482	622	1,102	96.72



*Manual Arts*

*Fifth Annual Report of the Attendance Department for year ending  
June, 1917*

## Visits to

Schools .....	447
Homes .....	3,400
Places of business .....	411
Factories .....	14
State institutions .....	6
Notices served .....	522
Placed in school .....	122
At work .....	26
State school, Sparta .....	9
State School for Blind .....	2
State School for Deaf .....	1
State hospital for crippled children .....	3
Industrial School for Girls .....	2
Industrial School for Boys .....	1
Denominational home schools .....	13
Cases in court affecting children .....	103
Of truancy .....	270
Violations Child Labor Law .....	36
Compulsory Education Law .....	51
Referred to Associated Charities .....	36
St. Elizabeth's Aid .....	14
Hebrew Relief Society .....	5
Physicians .....	17
Health Department .....	27
Police .....	2
City Plumber .....	3

MARTHA RILEY,  
Attendance Officer.

## GENERAL OUTSIDE ACTIVITIES.

The following statements in regard to General Outside Activities were prepared by Miss Martha Riley, chairman of the Child Welfare Committee, Dane County Council of Defense:

*School Children in the Clean-up Campaign*

Beginning the week of March 18, there were eighteen illustrated talks on Home and School Gardens, "Before and After pictures on clean-up," etc. in the public and parochial schools, and six garden talks in the Continuation Schools, so by the middle of April, Madi-

sons' youngsters were keenly alive to the fact that their city was in the throes of a clean-up campaign, and that they were expected to do their share. At all these talks, clean-up Book Marks and literature bearing slogans on flies, diseases, dirt, and gardens were distributed. The seventh grades of the city schools made attractive posters for the garden clubs. The five dollar prize offered by the Garden Association to the school making the best exhibit was won by the Harvey School. The eighth grades contributed the clean-up posters. These too, were exhibited, judged, and prized. The Madison Democrat presented a set of Mark Twain to the Brayton Eighth grade for the best exhibit. The poster work was under Miss Margaret McGillivray, supervisor of drawing in the elementary schools, and were later used by the Board of Commerce to placard the city in the interest of the clean-up campaign. On Saturday's the Boy Scouts and Boy's Brigade distributed over 10,000 pamphlets and folders on city clean-ups, furnished by the Board of Commerce. In view of all this educational work for and through the school children, grown-ups were urged to do their part and Street Superintendent George Sullivan assures us that in the Spring of 1917 the city had the most effective clean-up in her history.

#### *Parent-Teachers Associations and Mothers' Clubs*

In an open letter P. P. Claxton, U. S. Commissioner of Education, says, "While we are fighting for the maintenance of democracy, we must do everything possible to make the democracy strong and efficient in every way. This will depend on the schools more than any other one agency; and I am therefore taking the liberty of suggesting to all Parent-Teacher Associations and other similar organizations that they immediately use all of their influence in this direction."

In response to this appeal, school organizations early in the year offered their services to the Child Welfare Committee of the Dane County Council of Defense, and by frequent meetings called have presented thirty one educational and patriotic talks to the school patrons. The list includes such subjects as Child Labor in Warring Countries, Women in Industry, Food Conservation, Mothers in War Time, Junior Red Cross, and many kindred topics. The work in the parochial schools is particularly commendable. The mothers of the Holy Redeemer school, beside the regular monthly educational meetings, meet from time to time and sew for needy children. The mothers of the Father Pettit School contributed over eighty dollars for reference books and supplementary readers, and at present are busy earning money to supply warm lunches for fifty children who come from a distance.

Mothers have been urged to bring in the foreign-born women of their districts, for there is a direct relation between their lack of knowledge of English and the progress of their children in school. The greatest number of cases of retardation occur among children from homes where no English is spoken.

Conferences of all Child Welfare agencies are held monthly at which time detailed reports are given and suggestive outlines distributed, so as to avoid conflict and to keep the work as nearly uniform as possible.

*Children's Home and School Gardens of Season of 1917*

During the past summer, the work in connection with the school gardens was under the supervision of A. M. Field of the College of Agriculture of the University. War activities making it impossible to enlist a sufficient number of student assistants to aid in supervision, practical gardeners were secured and assigned to special garden groups. Over seven hundred children signed up for gardens, six hundred sixty-eight were reached with instruction, and five hundred gardens were scored as having been satisfactorily cared for. The greatest growth was in the number of home gardeners, these being about one-half of the number enrolled. Group gardens were as follows:

Lowell garden—St. Bernards and Lowell schools.

Dunning Street garden—Hawthorne.

East Wash. Ave. garden—Hawthorne and St. Bernards.

Two Fuller & Johnson gardens—Lapham, Lincoln, Marquette.

West Main St. garden—Doty and Holy Redeemer.

West Wash. Ave. Garden—St. Raphaels.

West Mifflin St. garden—Washington and Holy Redeemer.

University Garden—Draper and St. James.

University garden—Draper and Longfellow.

Randall garden—Randall school.

In co-operation with the clean up campaign, the seventh and eighth grades made clean up and garden posters and prizes were won by the Brayton Eighth and Harvey Seventh grades. The season closed with the annual frolic on Sept. 29 at Agricultural Hall, with moving pictures, music, presentation of prizes, and eats.

The gardens of 1917 were the best since the movement was begun, even though the season was late and instruction hard to secure. Thirty men who signed up for work all left for war camps or farms before the garden instruction began.

Acknowledgment is made to Mrs. H. S. Johnson, Mrs. A. E. Proudfoot, and Mr. O. D. Brandenberg for poster prizes; to the Woman's

Club, Catholic Woman's Club, Fifth Ward Sewing Society, Wingra Park Woman's Aid, and the Madison Democrat for contributions to the home gardens; to Wisconsin Trust and Savings Loan and Trust Companies for prize accounts; to Fuller & Johnson Co., Fauerbach Brewing Co., Messrs M. Olbrich, Roy Marks, N. L. Woodard, C. J. Fix, and Misses Theresa Cosgrove and Elva Bascom for garden lots, and to Mrs. L. S. Smith and Mrs. S. H. Goodnight for automobiles.

#### MEASURING THE ACHIEVEMENTS OF THE MADISON SCHOOL CHILDREN

In order to measure the efficiency of instruction in the fundamental branches in the Madison schools and to compare the work done here with that in other cities, a number of tests and measurements were made during the past year. This special work was under the direction of Miss Mary O'Keefe, the assistant superintendent. In the following statements she gives the results in table and graph forms and makes explanations in regard to the nature of the tests and the meaning of the results attained by the pupils of the different grades.

During the past ten years standards of achievement for grades and subjects, such as reading, writing, spelling, composition, and arithmetic have been worked out. These tests and scales represent some of the best scientific investigations by educational experts. Among these are Thorndike, Ayers, and Courtis.

In order to measure the achievements of the children of the Madison schools in spelling, reading, and arithmetic, a series of tests was given during the year 1916-1917. For testing spelling the Ayers' test was used; for reading, the Thorndike silent reading test, Alpha 2, parts I and II; for the fundamental operations in arithmetic the Woody test was used. Dr. W. W. Theisen of the State department of public instruction assisted in directing this work. The papers were scored by the teachers and principals. The papers were then sent to the superintendent's office where the scores were checked and the results were tabulated by the assistant superintendent.

## READING

The Thorndike Reading Scale, Alpha 2, parts I and II, were used to measure the efficiency of the Madison children from the third to the eighth grades, inclusive, in the understanding of sentences.

The standard of achievement set by Dr. Thorndike for each grade is the standard which 80 per cent. of the class should attain. Below will be found illustrations taken from part I, the test given to the third, fourth, and fifth grades, and from part II, the test given to the sixth, seventh, and eighth grades.

*Set III. Difficulty 6*

*Read this and then write the answers. Read it again if you need to.*

It may seem at first thought that every boy and girl who goes to school ought to do all the work that the teacher wishes done. But sometimes other duties prevent even the best boy or girl from doing so. If a boy's or girl's father died and he had to work afternoons and evenings to earn money to help his mother, such might be the case. A good girl might let her lessons go undone in order to help her mother by taking care of the baby.

1. What are some conditions that might make even the best boy leave school work unfinished?
2. What might a boy do in the evenings to help his family?
3. How could a girl be of use to her mother?

*Set VI. Difficulty 8½*

*Read this and then write the answers to 1, 2, 3 and 4. Read it again if you need to.*

We often think of a rich man as one who has much money, as if money and wealth meant the same thing. However, money is only one sort of wealth and some money is not exactly wealth. A twenty dollar bill, for example, is only someone's promise to pay so much gold. Wealth means land, houses, food, clothes, jewels, tools, gold, silver, coal, iron,—anything that a man can have that satisfies some want. Money means something which a person can exchange for any one of many sorts of wealth. The main value of any piece of wealth, such as a barrel of flour, a house, or a cow is the direct use you can make of it. The value it has by reason of what you exchange it for is of less importance. The main value of any piece of money, such as a silver dollar, a ten-dollar bill, or a nickel, is *not* any direct use you can make of it. Its main value is by reason of what you can exchange it for.

1. In what does the main value of wealth lie, according to the paragraph?
2. In what does the main value of money lie, according to the paragraph?
3. Name something that is money, but is not exactly wealth.
4. What do you suppose is the thing which is defined by business men as "a medium of exchange"?

A comparison of the scores attained by the Madison children with the Thorndike standard is found in Table I and Plate I. As shown by the results of the test, Madison ranks above the standard in silent reading and interpretation. The difference is especially noticeable in the lower grades. The little third grade children almost reached a fourth grade standard. We feel that this is due in a large measure to the efficiency of the teaching of reading in the primary grades and to an abundant supply of the most excellent supplementary reading material which it is possible to obtain. The Board of Education has been most generous in supplying the first four grades with supplementary reading matter.

Table I

## READING TEST

*A comparison of the achievements of the Madison children in understanding of sentences with the Thorndike standard.*

Grade	III	IV	V	VI	VII	VIII
Standard ...	4	5.25	5.75	6.5	7	7.5
Madison ....	5.21	5.71	6.25	7	7.44	7.71

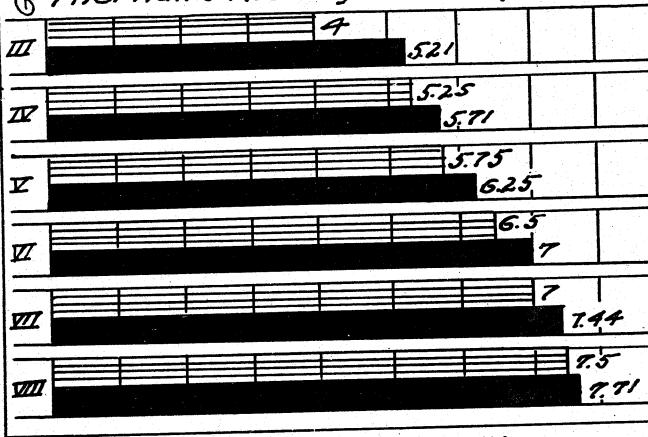
Table II

## ARITHMETIC TEST

*The achievements of the Madison children compared with the Woody standard and also with the achievements of 17 Wisconsin cities.*

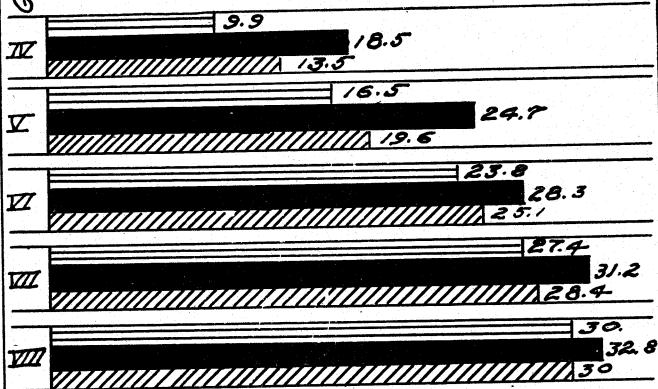
Grade	IV	V	VI	VII	VIII
Woody.....	9.9	16.5	23.8	27.4	30
Madison.....	18.5	24.7	28.3	31.2	32.8
17 Wis. cities .....	13.5	19.6	25.1	28.4	30

PLATE: I  
 Grade Understanding of Sentences  
 Thorndike Reading Scale: Alpha: 2



■ Thorndike Standard ■ Madison

PLATE: II  
 Grade Arithmetic Woody Scale: Series: A  
 Division



■ Woody Standard ■ Madison ■ 17 Wis. Cities

**ARITHMETIC**

As a measure of the achievement of the Madison children in arithmetic in the fundamental operations, the Woody Scale, Series A, in division was used. Dr. Woody tested 3660 pupils in seven different school systems in Indiana, New Jersey, Connecticut, and New York. The test begins with very simple problems which gradually increase in difficulty. A copy of the test may be found on page 61. The median achievements of the Madison children in the division test were compared with the median achievements of the children tested by Dr. Woody and the achievements of seventeen Wisconsin cities. From Table II and Plate II it will be seen that the standard attained by the Madison children is the highest in every grade. A word of explanation is necessary here. The children tested by Dr. Woody were tested earlier in the year than the Madison children were. Since long division is usually taught in the fourth grade, the scores attained by Madison and the other Wisconsin cities should be higher in the fourth and fifth grades than the Woody standard; but even taking this into consideration the Madison scores are unusually high.

Note: The MEDIAN achievement of a class represents a score, above and below which exactly 50% of the individual scores lie. There were just as many pupils who attained scores higher than the scores found in the table as there were pupils who attained scores lower than those found in the table. The median differs from the average in that it is less influenced by a few very high or a few very low scores which would distort the average. The wealth of one millionaire in a village would distort the average wealth, but would not so affect the median.

After the test was given, each teacher was asked to tabulate the errors made by the children. This tabulation showed the number of children who missed each example and the number of examples missed by each child. In this way she was able to locate the weaknesses in her class. It has been the experience of persons who have scored hundreds of papers and tabulated results that the mistakes tend to be grouped around some central tendency; such as, failure to invert the terms of the divisor in division of fractions, inability to locate the decimal point, etc. After a teacher has made such a diagnosis, she knows what to emphasize further with the class as a whole, and which children need individual help.

## SERIES A

## Division Scale

Name .....

When is your next birthday? ..... How old will you be? ....

Are you a boy or girl? ..... In what grade are you? .....

$$(1) \quad (2) \quad (3) \quad (4) \quad (5) \quad (6)$$

$$\overline{3 \ ) 6} \quad \overline{9 \ ) 27} \quad \overline{4 \ ) 28} \quad \overline{1 \ ) 5} \quad \overline{9 \ ) 36} \quad \overline{3 \ ) 39}$$

$$(7) \quad (8) \quad (9) \quad (10) \quad (11) \quad (12)$$

$$4 \div 2 = \quad \overline{9 \ ) 0} \quad \overline{1 \ ) 1} \quad 6 \times \dots = 30 \quad \overline{2 \ ) 13} \quad 2 \div 2$$

$$(13) \quad (14) \quad (15) \quad (16) \quad (17)$$

$$\overline{4 \ ) 24 \text{ lbs. 8 oz.}} \quad \overline{8 \ ) 5856} \quad \frac{1}{4} \text{ of } 128 = \quad \overline{68 \ ) 2108} \quad 50 \div 7 =$$

$$(18) \quad (19) \quad (20) \quad (21) \quad (22)$$

$$\overline{13 \ ) 65065} \quad 248 \div 7 = \quad \overline{2.1 \ ) 25.2} \quad \overline{25 \ ) 9750} \quad \overline{2 \ ) 13.50}$$

$$(23) \quad (24) \quad (25) \quad (26)$$

$$\overline{23 \ ) 469} \quad \overline{75 \ ) 2250300} \quad \overline{2400 \ ) 504000} \quad \overline{12 \ ) 2.76}$$

$$(27) \quad (28) \quad (29) \quad (30)$$

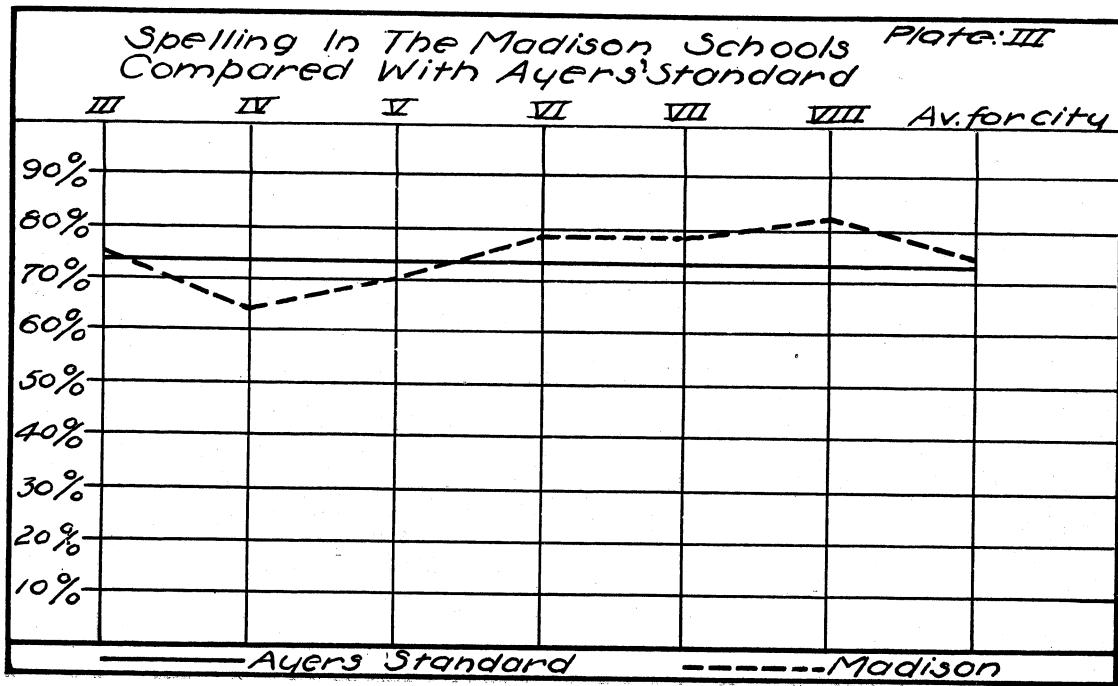
$$\frac{7}{8} \text{ of } 624 = \quad .003 \overline{) .0936} \quad 3\frac{1}{2} \div 9 = \quad \frac{3}{4} \div 5 =$$

$$(31) \quad (32) \quad (33)$$

$$\begin{array}{r} 5 \\ \hline 4 \end{array} \div \begin{array}{r} 3 \\ \hline 5 \end{array} = \quad 9\frac{5}{8} \div 3\frac{3}{4} = \quad \overline{52 \ ) 3756}$$

$$(34) \quad (35) \quad (36)$$

$$62.50 \div 1\frac{1}{4} = \quad \overline{531 \ ) 37722} \quad \overline{9 \ ) 69 \text{ lbs. 9 oz.}}$$



## SPELLING

The spelling scale used is the work of Leonard P. Ayers, director of the Division of Education of the Russell Sage Foundation. The data for this scale are computed from 1,400,000 spelling by 70,000 children in 84 cities. This scale contains the one thousand commonest words in English writing. The scale is also valuable as a word list for study and is now published in the Alexander's speller used in the Madison schools.

The lists on the Ayers' Scale having a requirement of 73% were selected for testing the Madison children. Table III and Plate III show the scores made by the different grades compared with Ayers' standard.

TABLE III

Grade.	III	IV	V	VI	VII	VIII	Average City
Madison ..	74	65	70	79	79	82	74
Standard ..	73	73	73	73	73	73	73

It will be seen from Table III and Plate III that the scores made by the third grade children of Madison are above the Ayers' standard; the fourth and fifth grades are below—the fifth very little below; the sixth, seventh, eighth, and the average for the city as a whole are above. The highest score made by any eighth grade was 92. The eighth grade which made the lowest score, 68, is in a school where spelling was taught incidentally in connection with other subjects in the seventh and eighth grades. After this investigation classes in spelling for the seventh and eighth grades in this school were organized and some thorough, vigorous work in spelling was done.

The scores attained by the fourth grades needed special investigation. The children in the fourth grade have a text-book in geography for the first time. There had been an attempt to teach the spelling of too many geographical and historical names at once to the exclusion of the more common words needed by the children in their written language. There were two fourth grades that reduced the score materially. In one of these the teacher had previously taught in a lower grade and did not realize in the early part of the year how much fourth grade children were capable of accomplishing. In another fourth grade there was a number of slow over-age children. By conferences with the fourth grade teachers in regard

to the material and methods to be used in fourth grade spelling, and by testing the different fourth grades individually, the spelling in these grades improved materially.

#### A STUDY OF THE AGE-GRADE-PROGRESS OF THE ELEMENTARY SCHOOLS OF MADISON FOR THE YEAR 1916-1917

During the year 1916-1917, under the direction of Dr. D. S. Hill of the University Faculty, a very complete study of the age-grade-progress of the pupils of the elementary schools was made. The results of this study, portions of which are found on the following pages, are the product of many persons working in co-operation, viz., the teachers, principals, superintendent, and assistant superintendent of the Madison schools who furnished the data; and Mr. Clarence A. Rubado who, under the direction of Dr. Hill, tabulated the data, made the charts, and wrote the report.

Instead of the three-fold age-grade classification generally used, viz., under-age, at-age, over-age, Mr. Rubado used the nine-fold grouping of children according to age, grade, and progress thus:

1. Pupils under-age who have made slow progress.
2. Pupils under-age who have made normal progress.
3. Pupils under-age who have made rapid progress.
4. Pupils at-age who have made slow progress.
5. Pupils at-age who have made normal progress.
6. Pupils at-age who have made rapid progress.
7. Pupils over-age who have made slow progress.
8. Pupils over-age who have made normal progress.
9. Pupils over-age who have made rapid progress.

The age-grade standard used in this study is the "one year per grade standard." That is, it is assumed that a child six years of age on his last birthday preceding the opening of the school term, September 11, 1916, should be in grade I; seven years of age in grade II, etc. This is the standard that was used in a study of Wisconsin's over-age children made by the State department of public instruction. This standard is more rigid than the Ayers' standard, which is more frequently used. Ayers' standard allows two years for each grade, that is, age six or seven for grade I, age seven or eight for grade II, etc.

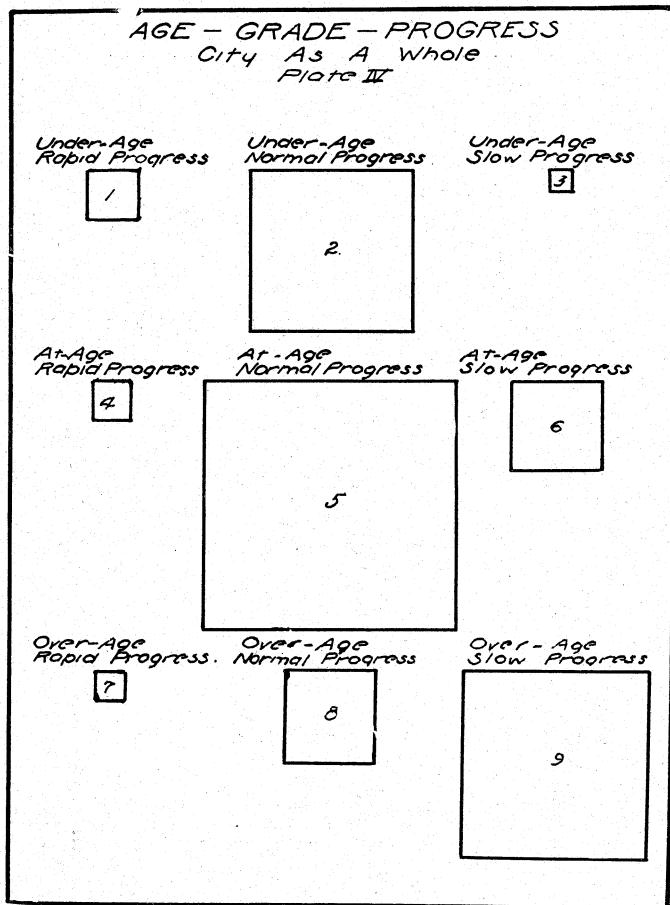


TABLE IV. — *Grade Progress Table.*

GRADE	RAPID PROGRESS				NORMAL PROGRESS				SLOW PROGRESS				No. of Reg.	Repeat	Begin'rs.				
	U	A	AA	OA	Total	U	A	AA	OA	Total	U	A	AA	OA	Total				
I	B.				% No.	28.2	52.9	6.6	82.7	274	...	4.2	13.	17.2	57	331	17.2	57	82.8 274
	G.					27.9	56.9	6.8	91.6	282	...	3.2	5.9	8.2	25	307	9.4	29	90.4 278
	Both.					25.4	54.6	6.7	86.7	556	...	3.1	9.5	12.8	82	638	13.4	86	86.1 552
II	B.	.8	.4	....	1.2 3	22.6	46.3	4.8	73.7	183	...	5.6	19.3	25.	62	248	9.3	23	1.2 3
	G.	1.2	.4	....	1.6 4	21.3	50.5	7.6	79.4	198	...	4.4	14.4	18.8	47	249	8.4	21	1.6 4
	Both.	1.	.4	....	1.4 7	21.9	48.4	6.2	76.6	381	...	5.	16.9	21.9	109	497	8.8	44	1.4 7
III	B.	.8	.4	....	1.2 3	16.5	41.1	6.9	64.5	160	.8	6.4	27.	34.3	85	248	10.5	26	.4 1
	G.	1.6	.4	....	2.4 6	21.1	47.2	5.9	74.1	190	...	3.9	19.5	23.4	60	256	7.8	20	....
	Both.	1.2	.4	....	1.8 9	18.8	44.2	6.8	69.3	350	...	5.1	23.2	28.7	145	504	9.1	46	.2 1
IV	B.	.4	.4	1.3	2.1 5	17.3	35.5	8.9	61.8	146	...	5.5	30.5	36.	85	236	7.6	18	....
	G.	4.7	.4	.4	5.6 13	17.5	41.4	5.1	64.1	150	...	9.	21.4	30.8	71	234	4.7	11	....
	Both.	2.5	.4	.8	3.8 18	17.4	38.5	7.	63.	296	...	7.2	25.9	33.2	156	470	6.1	29	....
V	B.	2.6	.9	1.3	4.7 11	8.6	32.7	13.3	54.6	127	.4	3.	38.3	41.7	97	235	8.2	19	....
	G.	.9	1.3	.9	3.1 7	19.7	36.4	7.4	63.5	145	...	4.4	20.5	33.3	76	228	8.3	19	....
	Both.	1.7	1.1	1.1	3.9 18	14.	34.3	10.4	58.7	272	...	3.7	33.3	37.4	173	463	8.2	38	....
VI	B.	5.2	4.1	2.1	11.3 22	7.2	24.7	9.3	41.2	80	.5	4.1	42.7	47.4	92	194	6.7	13	.5 1
	G.	3	3	1.	7. 14	10.5	40.5	12.5	63.5	127	...	6.5	22.5	29.	58	199	5.	10	....
	Both.	4.1	3.6	1.5	9.1 36	8.9	32.8	10.9	52.6	207	...	5.3	32.5	38.1	150	393	5.8	23	.3 1
VII	B.	2.6	1.5	1.	5.2 10	8.8	35.5	8.2	52.5	102	...	3.1	39.1	42.2	82	194	3.1	6	....
	G.	2.6	2.	2.	6.6 10	11.9	35.1	9.9	56.9	86	...	7.9.3	26.5	36.4	55	151	4.6	7	....
	Both.	2.6	1.7	1.5	5.8 20	10.	35.4	9.	54.5	188	...	3.5.8	33.6	39.7	137	345	3.8	13	....
VIII	B.	4.1	2.	.7	6.8 10	8.8	33.3	14.3	56.4	83	2.	4.1	30.6	36.7	54	147	2.	3	....
	G.	3.2	3.8	1.9	8.8 14	14.5	39.1	10.7	64.3	102	...	3.8	22.7	26.5	42	158	.6	1	....
	Both.	3.6	2.9	1.3	7.8 24	11.8	36.4	12.5	60.7	185	1.	3.9	26.6	31.5	96	305	1.3	4	....

*Explanation of Table IV*

Table IV represents the nine-fold classification of the elementary school children of Madison according to age, grade, and progress. It also shows the number on register, the present repeaters, and the beginners.

It is assumed that a child in the second grade, if he is making normal progress, should be seven years of age on the birthday preceding the opening of school in September.

On examining the second grade status, Table IV, we find under Rapid Progress 1% under age, 4% at-age, or a total of 1.4%, or 7 children in the second grade making rapid progress, that is, children who have been less than the allotted time in school. Under Normal Progress we find 21.9% under-age, that is, less than seven years, 48.4% at age, that is, seven years of age, and 6.2% over-age, that is, more than seven years of age. There is a total of 76.6% or 381 children in the second grade progressing at the normal rate of one grade per year. Under Slow Progress we find 5% at-age. They are only seven and are not progressing at the normal rate. We find 16.9% over-age or a total of 21.9% or 109 children who are making slow progress.

In Table IV in the second grade we find 497 children on the register 8.8% or 44 children who are present repeaters, and 1.4% or 7 children who are in school for the first time.

Plate IV shows graphically the age-grade-progress for the city as a whole. 1, 2, and 3 represent the under-age children with their various rates of progress, 4, 5, and 6 the children at-age and their progress, and 7, 8, and 9 the over-age children and their progress.

The children who are over-age and making normal progress are children for whom the schools are not responsible in one way. They have lost time through illness, late entrance, home conditions, or other causes; yet in another way they present a problem which the school should try to solve by devising means by which the lost time may be made up if the health of these children will permit it. They need the stimulus which comes from working and competing with their peers, children of their own age and degree of mental development. These children may make up the lost time by promotion by subjects, by summer school work, or by means of the ungraded room.

One of the most serious problems the school has to deal with is the over-age children who are making slow progress, for these children are the ones who are eliminated early from school without the education which they need for good citizenship. We are trying to meet this situation by summer schools, by subject promotion, by

making changes in the course of study to meet the needs of these children, and by an ungraded room for seventh and eighth grade children who, although over-age, still have the ambition to go to the high school.

#### ONE INDEX OF EFFICIENCY

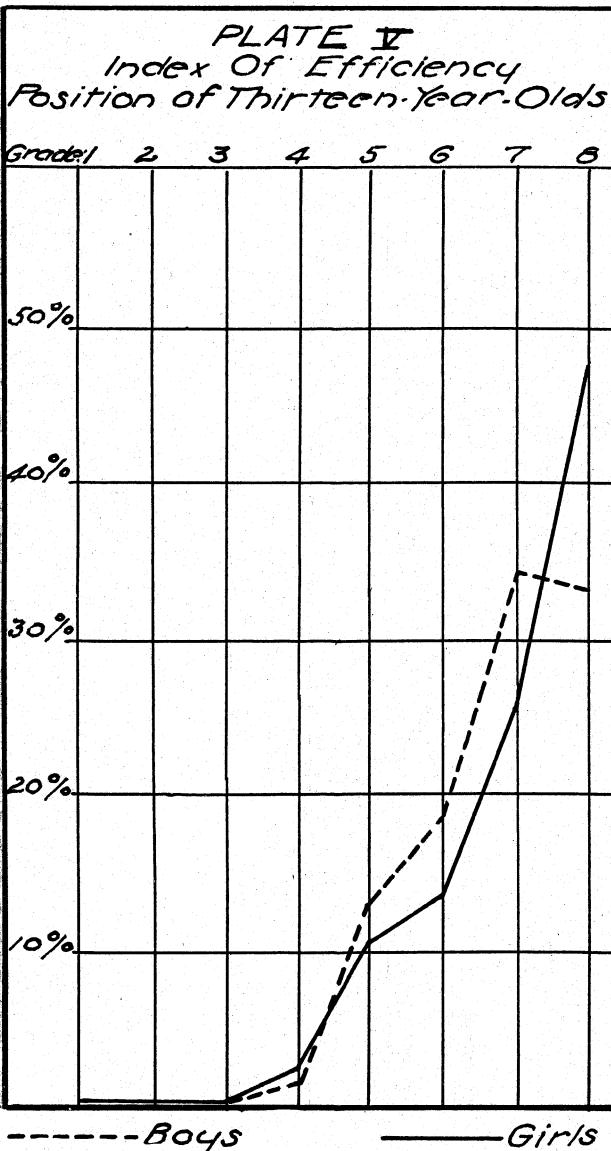
##### *Position of Thirteen-Year-Olds*

The following is quoted from Mr. Rubado's report: "It has been suggested that one single 'index of efficiency' of a school system is the position in the grades of pupils who are thirteen years of age. Plate No. V is used graphically to illustrate the index of efficiency of the schools as computed by Leonard P. Ayres, director of the Division of Education of the Russell Sage Foundation. This chart takes into account the location of the thirteen-year-olds through the grades of the elementary schools of Madison. The broken line represents the boys, the solid line the girls.

There are practically no thirteen-year-olds in the first four grades. They are cared for in two special rooms for exceptional children. There are comparatively few in the fifth and sixth grades. Since the most of the thirteen-year-olds are located in the seventh and eighth grades, we conclude that in this respect the Madison schools are efficient."

#### NUMBER AND DISTRIBUTION OF REPEATERS AND NON-PROMOTIONS.

The cost in time, money, and worst of all the discouragement which comes from human failure make the number of repeaters and the number of non-promotions in any school system a question for grave consideration. Repeaters is not synonymous with non-promotions because the non-promoted may not return to repeat. This is especially true in the upper grades. Plate VI shows the number of repeaters in each grade in the Madison schools in November, 1916. The greatest number of repeaters occurs in the first grade. The children in this grade lost a great deal of time during the year 1915-1916 on account of infectious and contagious diseases. The level of repeaters, that is, the percentage, gradually declines.



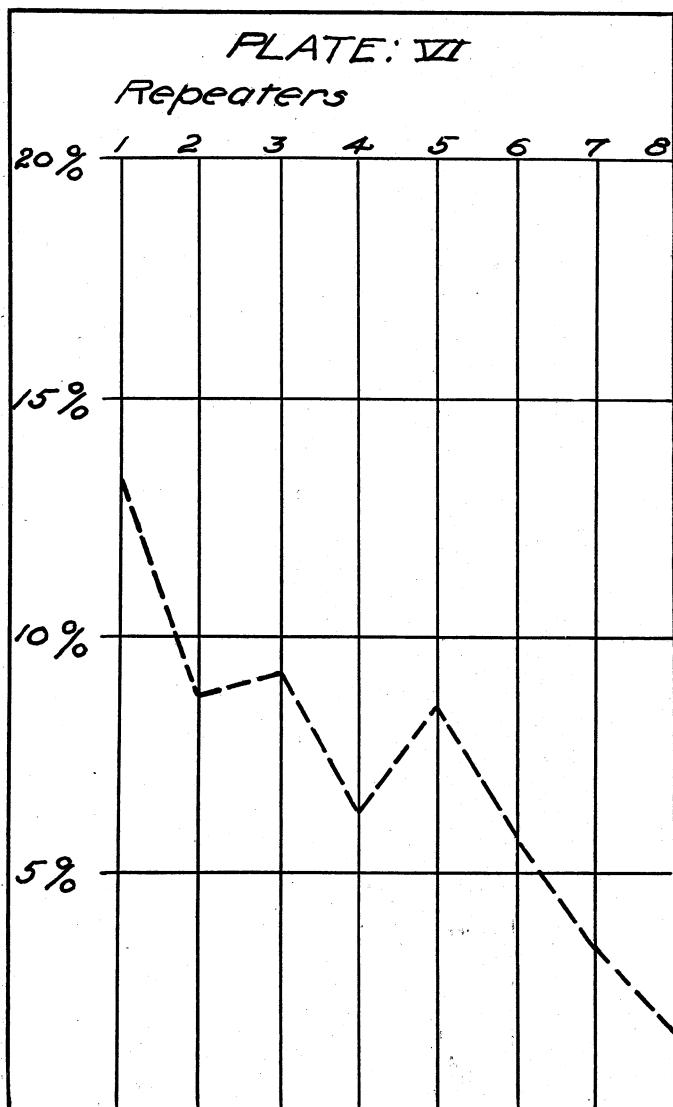
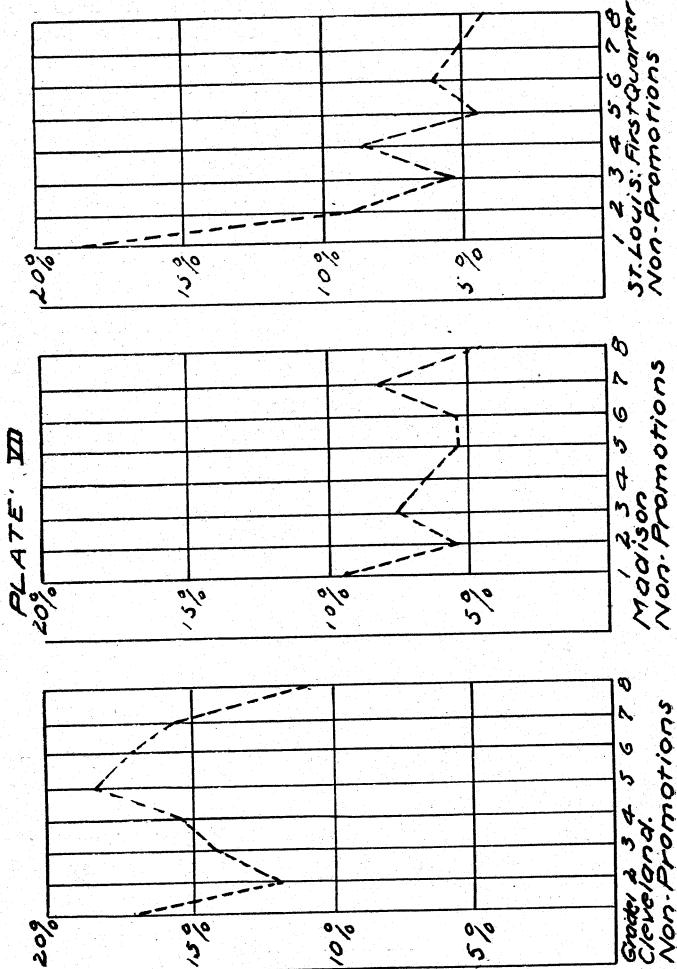


Plate VII shows the percentage of non-promotions in each grade in the Madison schools in June 1917 compared with the non-promotions in the Cleveland and St. Louis schools for the previous year. The



greatest number of non-promotions occurs in the first grade in each of the three cities. It is lowest in Madison. Non-promotions drop to a noticeable degree in each of the three cities in the second grade. The diagram shows that the level of non-promotions, that is, the percentage, is very much lower for St. Louis and Madison than for Cleveland.

The non-promotions and consequently the eliminations in Madison are high in the seventh grade, but low in the fifth and sixth grades. This elimination in the seventh grade is due to the fact that at this point the child, especially if over-age, passes from under the compulsory education law and responds to economic pressure in the home. It is due also to the fact that a number of children at this age reach the limit of their ability and interest in academic branches and need pre-vocational work rather than the work done by the regular grades. We have tried to meet the problem in a measure by allowing them to take industrial work with two or three classes and as much academic work as they are capable of carrying.

#### SPECIAL CLASSES FOR EXCEPTIONAL CHILDREN

There are now two special classes for exceptional children in the Longfellow building. These rooms have an enrollment of seventeen children each and accommodate the exceptional children of the western part of the city. The children for these rooms were selected by the teachers and principals. They were then examined by the assistant superintendent. The tests used were the Terman revision of the Binet scale and the Goddard revision. These examinations were verified by Dr. Smiley Blanton of the university faculty, who later re-examined many of these children.

We expect to organize another room for this class of children on the east side of the city as soon as the new Longfellow school is completed and one of the temporary buildings can be released for this purpose. The children for this room have already been selected. This year we are fortunate to have the assistance of Dr. Elizabeth Woods, the clinical psychologist of the state department of instruction in examining and planning a course of study for these children.

In teaching these children it has been found that large numbers of them can be trained to do many things that are useful in hand work. They do some academic work, which they learn most readily through plays and games; but the attempt to teach these children academic work needs to be superseded by industrial work of various kinds in order to develop what mental ability they have and keep them happy.

#### THE HIGH SCHOOL.

During the first week of the present school year Mr. Volney G. Barnes, principal of the high school, was granted a leave of absence and immediately withdrew from the school to take up work in France in connection with the Y. M. C. A. war

activities. Mr. Voyta Wrabetz was appointed to take charge of the high school during the absence of Mr. Barnes. On account of the absence of Mr. Barnes it has not been possible to secure a detailed report on the work of the high school for the year 1916-1917.

The work of the high school during the past year followed in a large degree the lines of other years and certainly showed some gain in the quality as well as the quantity of work accomplished. The high school stands at the head of the city system and is a worthy goal for all earnest and ambitious pupils in the grades. The earnestness and devotion of the teachers and the general tone and spirit of the school are influences that are potent in training for true citizenship and in establishing and maintaining in the community high moral and social standards.

The total number of pupils enrolled in the high school for the year was 1020, a slight falling off from that of the year before. The number graduated at the end of the year was 233 and the number receiving diplomas since that date is 5, making the total number of graduates for the year 238. In proportion to the number enrolled it is probable that this was the largest class ever graduated from any high school in the state and perhaps in the country.

A copy of the commencement program and a full list of the graduates for 1917 will be found at the end of this report.

#### TEACHING LOYALTY AND PATRIOTISM.

Although the present report is for the past year, it may not be out of place to state that since the opening of the present year the schools are doing a great work in the way of giving our children an intelligent understanding of the issues at stake in our great World War and in encouraging a spirit of thrift, self denial, and helpful service.

The causes of the war, Red Cross work, and kindred topics are made the basis of oral and written work in English and History. Patriotic selections are learned and recited, stir-

ring songs are sung, and historic events are given new meanings through dramatic or pageant exhibitions.

The spirit of patriotism does not stop with verbal acclaim or superficial enthusiasm, but seeks expression through real and useful service. The children from the kindergarten to the upper grades of the high school are enthusiastically engaged in making various articles and in co-operating in every activity that will make the soldier boy more comfortable, and all are trying in some way to do their "bit" to aid in winning the war.

The teachers are not to be out-done by the pupils. That the teachers are loyally doing their part is indicated by the hearty co-operation they have given every movement that has for its end the support of the government, and by the fact that over \$17,000.00 were subscribed by them in the two liberty loan campaigns. Their loyal attitude is further attested by the hearty way in which they co-operated in the last Red Cross drive, making every school in the city practically a Hundred Per Cent school.

When we add to this the most important fact that from the Madison schools twenty-seven have gone into actual service, twenty pupils and seven members of the faculty, it is surely proof positive that the spirit of service and loyalty is not lacking, and that our schools by virtue of this spirit have become powerful factors in assuring for Madison a self-sacrificing, liberty-loving, loyal citizenship for the future.

R. B. DUDGEON,  
*Superintendent*

## COMMENCEMENT PROGRAM.

---

Invocation.....Rev. R. A. Chase

Music—"Poet and Peasant"—*Suppe*, High School Orchestra

Salutatory—Our Hope of the Present War....Ben Gurney

Music—"Poet and Peasant"—*Suppe*, High School Orchestra

Address—The Consent of the Governed..Prof. F. W. Paxson

Valedictory—Women in the War.....Sada Buckmaster

Presentation of Diplomas.....Mr. George Kroncke  
*President of the Board of Education*

Benediction.....Rev. R. A. Chase

Music—Heart of America.....High School Chorus

## LIST OF GRADUATES, 1917.

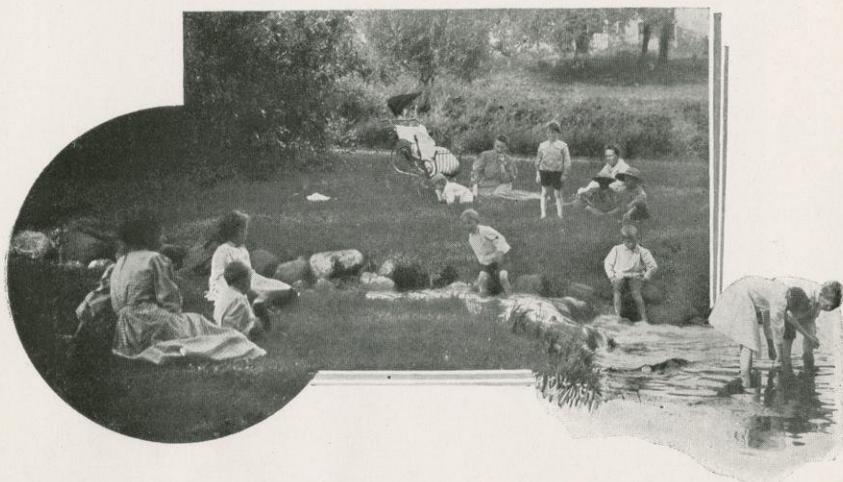
Alexander, Lorraine	Danielson, Adolph C.
Alexander, Ruth	Dengel, Philip John
Alford, Frank E.	Dexter, Albert Kendall
Allyn, Louise	Dodge, Catherine E.
Alwin, Walter A.	Donaghey, James Bernard
Anderson, Victor S.	Donovan, Harold.
Archer, Rowland Harold	Doring, Crystal Lucille
Ashcroft, Adeline Maxine	Dowling, Philip
	Dresen, Dorothy Esther
Bamford, William Lee	Drives, Roy Bernhard
Beane, Ellen Esther	Dyer, Margaret Ellen
Birong, Thomas Vernon	
Bowman, Duane F.	Edie, George K.
Bradley, Florence	
Breitenbach, Lillian June	Fa Gaines, H. Milton
Brennan, M. Romelle	Farley, Ruth
Brewer, F. Elizabeth	Farlin, Faith Shaw
Brewer, Vera Erma	Farmer, Rose Eleanor
Bruns, Alice J.	Farnum, Regina Catherine
Bryant, Hazel Melba	Fauerbach, Karl H.
Buchanan, Edith K.	Fehlandt, Mabel Henrietta
Buckmaster, Sada Elynore	Fess, Georgia
Butts, Leo Vinton	Flom, Mervin Obert
	Ford, Stanley Edward
Cairns, George Walter	Frederick, Arthur
Calvert, Charlotte Joslin	Fredrickson, James Fyfe
Campbell, Everette Lowell	Frisch, John G.
Carroll, Grace Marguerite	Fritz, Fidelia
Chandler, W. Ray	
Clark, Francis	Gannon, Roy Austin
Conklin, Virginia Theresa	Gill, Helen E.
Conlee, Carol E.	Gleerup, Grace Alise
Conlin, Lucille Catherine	Goddard, Merrill Beecroft
Cooper, Doris Edwina	Greene, Gladys
Cox, Eleanor Harriet	Gregg, Mabel Josephine
Coxon, Robert G.	Gurney, Ben F.
Crook, Helen Mary	

Haigh, Frederic Warren  
Halperin, Herman Bernard  
Halverson, Henry Ledwald  
Hamilton, Frank  
Hamm, Hyacinth  
Hanks, Julia Judge  
Hansen, Harold  
Hansen, Raymond Alfred  
Harris, George W.  
Hausmann, Millie L.  
Hein, Martin N.  
Henika, Ruth Jessie  
Hess, Alois J.  
Higgins, John M.  
Hoffman, Jennie L.  
Hogan, Hazel M.  
Holcombe, Robert Lyndon  
Hollatz, Clarence P.  
Holt, Bessie Pearl  
Holt, Olive A.  
Howard, Lewallace P.  
Hoyt, Maybelle  
Huebner, Bernard W.  
Huemmer, Frank  
Hunt, Lydia Elizabeth  
Hutchins, Jeanette Randall  
  
James, Bertha Lucille  
Jerdin, Pearl G.  
Johnson, Allan  
Johnson, Helen Louise  
Johnson, Thelma Beryl  
Johnson, Winfred E.  
  
Kayser, Paul A.  
Kehl, Edwin M.  
Kessenich, Lucille E.  
Kiland, Karl  
Kittleson, Ethel M.  
Knoblauch, George  
Koltes, Elmer Francis  
Kroncke, Earl A.  
Kotier, Elmer Francis  
Kropf, Dorothy Anna  
  
Kroseman, Paul W.  
Kruse, Elizabeth  
  
Lacey, Lydia Joy  
Lambrecht, Marguerite  
Lang, Margaret May  
Lange, Marjorie  
Larsen, Dora E.  
Latchford, Ellis Voy  
Letcher, Gwendolyn Muriel  
Lewis, Pauline  
Lian, Hsieh Hseuh  
Lippert, Leo H  
Lochner, Herman,  
Lochner, Roman  
Luther, Melvin E.  
  
MacLaurin, Dorothea Drummond  
MacLean, Esther Grebing  
Marks, Alfred E.  
McCaffrey, Arthur  
McCarthy, Helen  
McKennan, Esther  
Meidell, Alice  
Meidell, Hildur  
Melcher, Louis A.  
Metz, Marie  
Moll, Florence Louise  
Monfried, Clara  
Morgan, Mildred  
Mordutt, Olga  
Mueller, Emma Caroline  
  
Neckerman, Eunice  
  
O'Keefe, Lucille Elizabeth  
Olsen, Charles  
Olsen, Harold Edward  
Olsen, Helen Isabel  
Olson, Ora Frances  
O'Malley Charlotte Mary  
Ottow, Arthur

Paltz, Martina  
Pan, Shih Kee  
Parkinson, Margaret Julia  
Parker, Margaret  
Penewell, John Bernard  
Pidcoe, Weston  
Potter, Lorenz  
Proctor, Helen S.  
Puls, Irene L.  
Putnam, Grace  
Putnam, Robert John  
  
Quam, Lauretta  
  
Radke, Alfred H.  
Ramsdell, Irving M.  
Rathbun, Marion Julia  
Rhodes, Lillian Marie  
Riley, Eleanor Farrell  
Riley, Edward Maxwell  
Roberts, Gaige Samuel  
Rose, Ralph Douglas  
Rosenberry, Katherine L.  
Roth, Helen S.  
Royce, Henry Burnside  
  
Sachs, Theodore  
Saddy, Adele M.  
Sale, Orvin A.  
Salsman, John  
Sands, Agnes  
Schaus, Carola Magdalene  
Scheidhauer, Helen Juliet  
Schlotthauer, Daniel Eugene  
Schlough, Elsie May  
Schrodt, Regina Devota  
Schwoegler, Eleanor  
Schultz, Marguerite  
Schuman, Beulah M.  
Schwebs, Evelyn Marie  
Sell, Elsie  
Senger, Werner I.  
Shepard, Howard Brant  
  
Shepard, Marguerite E.  
Sherwin, Stella Mathilda  
Shuttleworth, Saadi  
Sinagub, Jake  
Sinaiko, Hermann  
Sinaiko, Isabell  
Sinaiko, Lela D.  
Skelton, Mary Genevieve  
Slinger, Jean Marie  
Smith, Ethel Lucille  
Snow, Elroy H.  
Spring, Marion Sherwood  
Stearns, Russell B.  
Statz, Carolyn A.  
Steffin, Irving Daugs  
Steinhauer, Matilda  
Steinsberger, Frederick  
Stondall, Ralph M.  
Swan, G. Dewey  
Swenson, Verne Albert  
Swerig, Ruth Luella  
  
Teckmeyer, Adolph O.  
Thoreson, Hazel B.  
Titus, Harold Hill  
Toepfer, George O.  
Toepfer, Nora Amelia  
Torgerson, Orin Perry  
Trantin, Rudolph  
Tucker, Frances Ellen  
  
Vogel, Julius Beecham  
Voit, Etla Louise  
  
Warnecke, Ernest G.  
Warner, Elizabeth Dale  
Warnke, Loraine Bernard  
Weaver, Dewey Elrop  
Weiss, Richard Glenn  
Welsh, Rodney  
Wheeler, Dawnine  
White, Myrna  
Wilcox, Ada Mae

Wilcox, Adelbert  
Wildeman, Anna C.  
Wildeman, William  
Wilke, Marcus F.  
Winckler, Katherine  
Winter, Mabel

Wolf, Lorelle Arthur  
Wrend, Ben  
Zieske, Louise  
Zeller, Delvigne  
Zwickly, Edward H.



*Saturday Afternoon, Tenney Park*



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