

Twenty years of growth in school enrollments and buildings: annual report, 1958-59.

Madison, Wisconsin: Board of Education, [s.d.]

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TWENTY YEARS OF GROWTH

in School Enrollments and Buildings



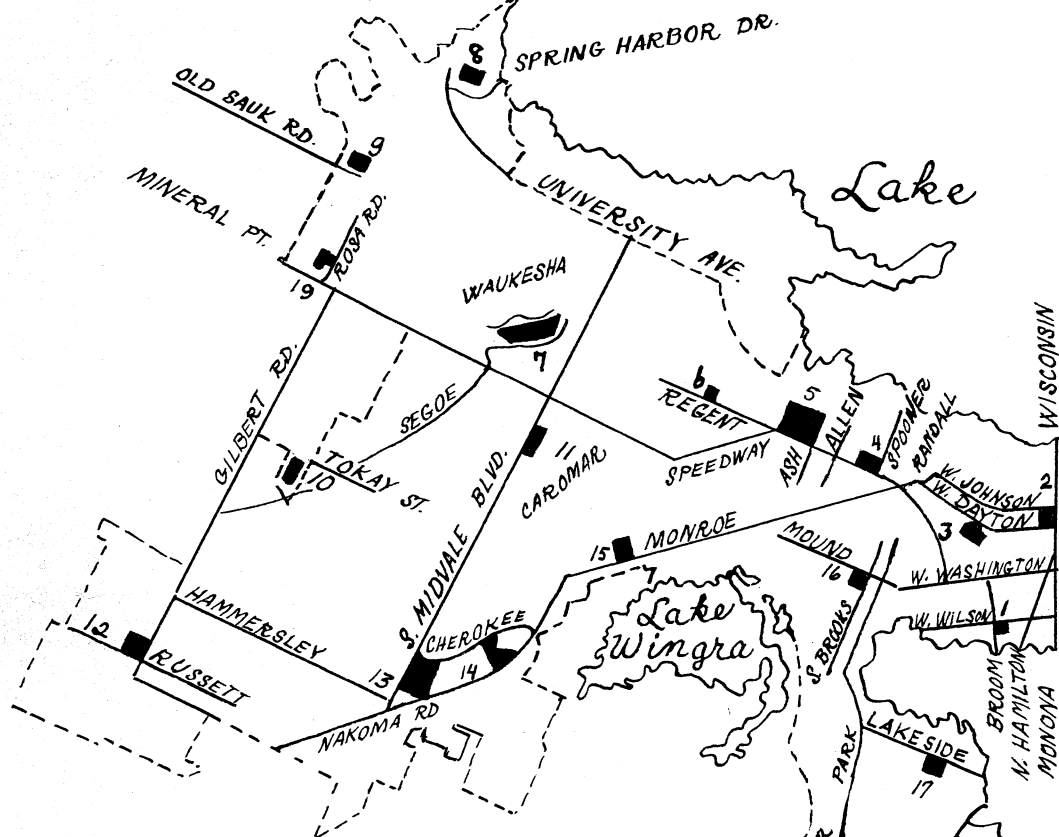
Monte and Susie—Junior High School, 1959

Madison Public Schools

Madison Public Schools

Madison, Wis.

1959 - 1960



- | | |
|-------------------|----------------------|
| 1. Adminis. Bldg. | 13. Cherokee Heights |
| 2. Central High | 14. Nakoma |
| 3. Washington | 15. Dudgeon |
| 4. Randall | 16. Longfellow |
| 5. West High | 17. Franklin |
| 6. Hoyt | 18. Burr Oaks Site |
| 7. Van Hise | 19. Rosa Road Site |
| 8. Spring Harbor | |
| 9. Crestwood | |
| 10. Odana | |
| 11. Midvale | |
| 12. Orchard Ridge | |

TWENTY YEARS OF GROWTH

in School Enrollments and Buildings

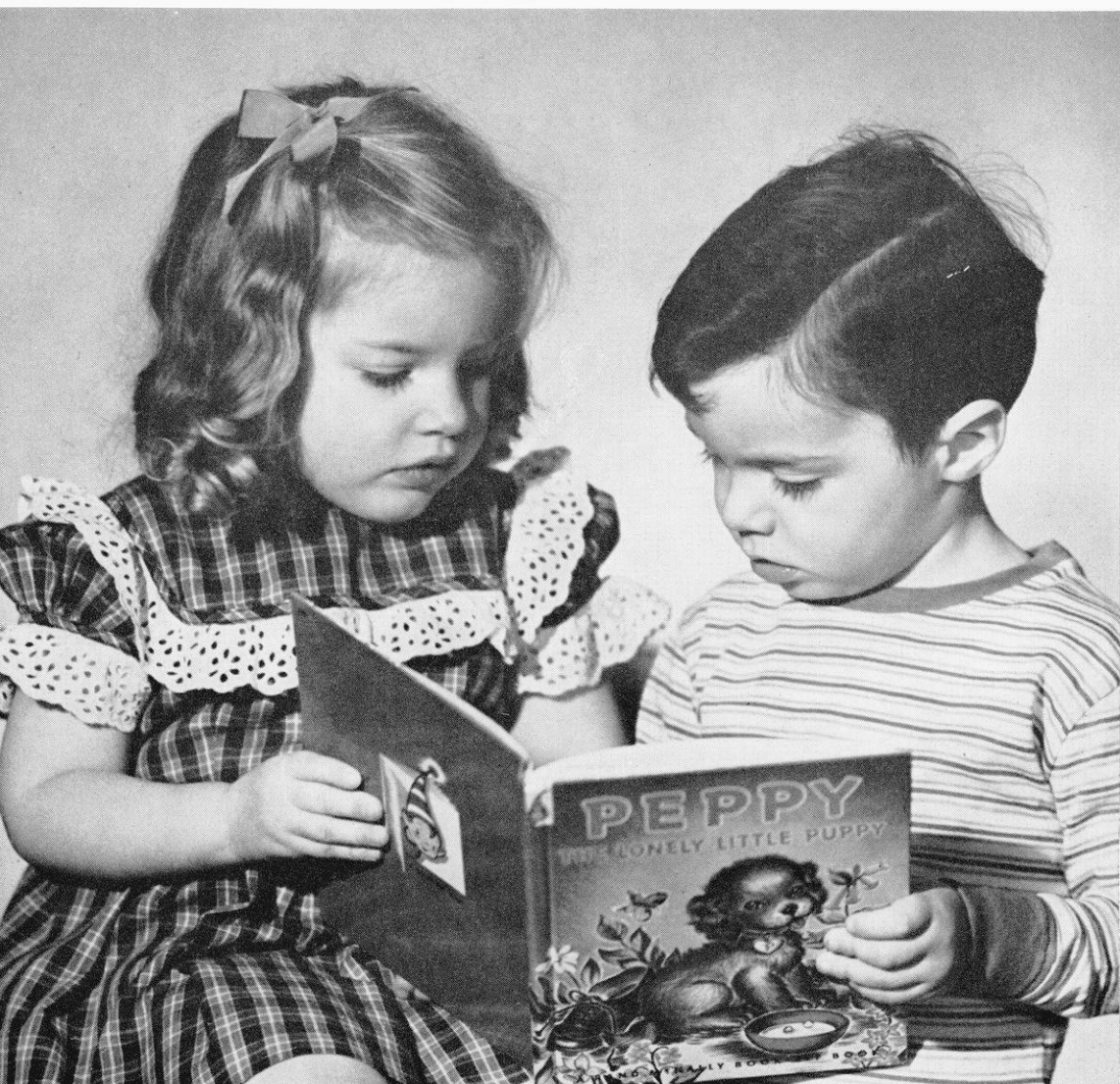
Philip H. Falk, Superintendent

ANNUAL REPORT, 1958-59

BOARD OF EDUCATION

Madison, Wisconsin

December, 1959



Ten years ago Monte and Susie typified the first tidal wave of pre-school children about to flood the primary school.

FOREWORD

Twenty years ago the Madison Board of Education replaced nine of the oldest elementary schools in the city with three new, modern schools under the Public Works Administration. Since that time Madison has experienced unprecedented growth in area, total population, and especially in the number of children. An extensive school-building program has been inevitable, and will continue for at least another ten years. This report is an effort to submit to the citizens of Madison a record of that growth problem and consequent school-building program.

Replacing the nine old buildings in 1939 made it possible for the Board of Education to meet the problems of growth and the postwar increase of babies with a nucleus of good-to-excellent buildings. There was no backlog of inadequate or obsolete structures to be replaced. All funds and energies could be expended on meeting the school needs of a rapidly growing city.

The fact that Madison has a splendid record in meeting the need for additional school facilities is due primarily to a Board of Education of long service. President Stephens and Vice-President Huegel, who have served on the Board for more than 32 and 25 years respectively, have been on the building committee for more than 20 years. Their interest, experience, and knowledge of construction have been of inestimable value to the City of Madison. Other members of the building committee are Mrs. Samp, a homemaker on whom the Board relies especially for matters of color; Mr. Younger, a labor union officer and carpenter by trade; and Mr. Mansfield, a professor of physical education.

Add to these the other members of the Board, Mr. Schmiede, director of the bureau of purchases for the State of Wisconsin, and Mr. Sennett, a banker and chairman of the site acquisition committee, and the result is a combination of interests, abilities, and devotion that few school systems are privileged to have.

Because this report emphasizes buildings, it is not to be inferred that the interest of these Board members is confined to school buildings. They recognize full well that buildings are merely necessary means to educational ends. Their interest, therefore, extends to every phase of the educational program. Madison is indeed fortunate in the quality of men and women who have served on boards of education.

The building program has been greatly augmented by the splendid cooperation of the mayors and city councils with the Board of Education. It has also received invaluable assistance from the City Plan Department. The parent-teacher associations have worked diligently to inform the people of Madison about the need for new buildings to keep pace with the increasing number of children. And last, the building program has had through the years the support of the interested citizens of Madison.

Acknowledgment should be made to Clifford Hawley and Robert J. Hull, administrative assistants in charge of new construction and long-range planning

and remodeling, respectively. Their skill has in large measure been responsible for carrying out the desire of the Board that the city receive a dollar's worth of sound, functional school building for every dollar spent.

Appreciation should also be expressed to all other staff members who have contributed so generously and constructively in the planning of new buildings.

PHILIP H. FALK

Five years ago Monte and Susie represented the vanguard of the many primary school pupils soon to move into the upper elementary and junior high school.

Today Monte and Susie (see cover) have reached junior high school and will soon be ready for senior high school.



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THE BOARD OF EDUCATION

President Glenn W. Stephens has been a member of the Board of Education since May 3, 1927, and president of the Board for nine years.

From long experience on the Board and as attorney member, Mr. Stephens has aided in establishing policies and practices which have served as guideposts in the efficient operation of the Board and in the management of the schools.

He is interested in every phase of the school program. For nearly a decade he has encouraged the practice of having staff members appear at Board meetings to discuss some phase of the school program or some new development in education.

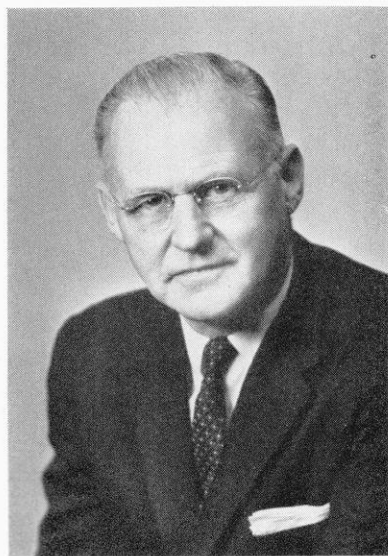
Over the years, Mr. Stephens has vigilantly scanned educational bills in the legislature and reported to the superintendent and the Board on those which might affect the Madison schools. As president of the Board, Mr. Stephens is an ex-officio member of every committee including the hard-working building committee. Serving for many years on the recreation committee, Mr. Stephens has been influential in the development of the year-around program for youth and adults.

He has encouraged safety instruction in the schools. Through his efforts Madison schools early had the use of dual-control cars for driver training.

Vice-president Ray W. Huegel is also a veteran on the Board of Education, having served since June 4, 1934. Dr. Huegel is a dentist.

As chairman of two of the Board's active committees, building and recreation, Dr. Huegel has tasks not only time-consuming but also requiring study and the use of good judgment.

DR. RAY W. HUEGEL

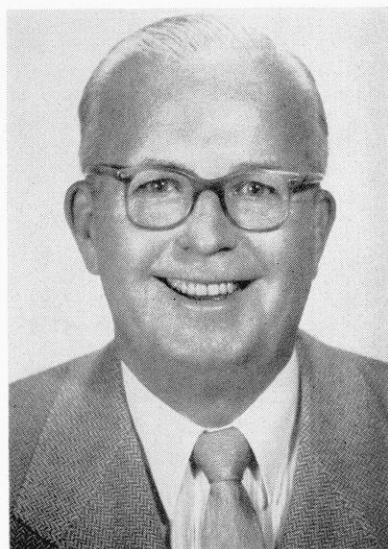


Appointed to a special building committee in 1938, Dr. Huegel was soon named chairman. Three new elementary schools and a number of additions to buildings were begun that year, providing Dr. Huegel and his committee with a big job.

No more schools were built until after World War II. Then, starting in 1949, the building committee and the Board have provided one school or more a year for the rapidly increasing child population. This is a tremendous and continuous task.

One of Dr. Huegel's weekend tasks is making a tour of one or more of the building projects constantly in progress.

Dr. Huegel pioneered in recreation work in the Madison area. He and Mr. Stephens have long worked together on the recreational program for the city.



GLENN W. STEPHENS



HELEN S. SAMP

A native of Madison, Mrs. Edward J. Samp has long been active in community affairs. The mother of five grown children, Mrs. Samp participated in PTA work for 19 years and now is a member of the high school services committee of the PTA Council.

She is a member of the Joint Committee on Education, which consists of representatives from all state organizations interested in education.

Mrs. Samp is vice-chairman of the Board's building committee which spends many extra hours in connection with the planning, building, and equipping of new schools. She is chairman of the color committee whose duty is to select the colors for the new schools.

Mrs. Samp is a member of the supplies committee which makes the final decision on school purchases from classroom books to tongue depressors. As chairman of the teachers' interim committee, she helps in making decisions on the employment of teachers between regular Board meetings.

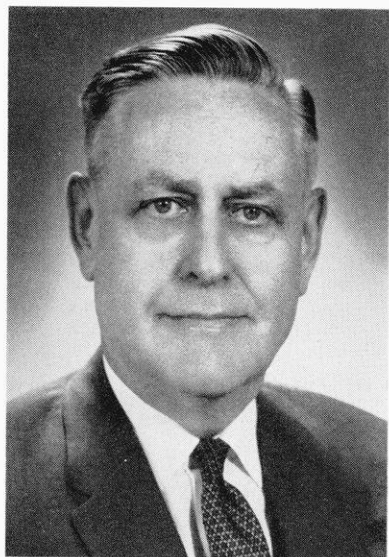
As the only feminine member of the Board of Education, Mrs. Samp often acts as the Board's representative at daytime local and out-of-city functions. Elected in 1949, she is now serving her fourth term on the Board. She began service on July 5, 1949.

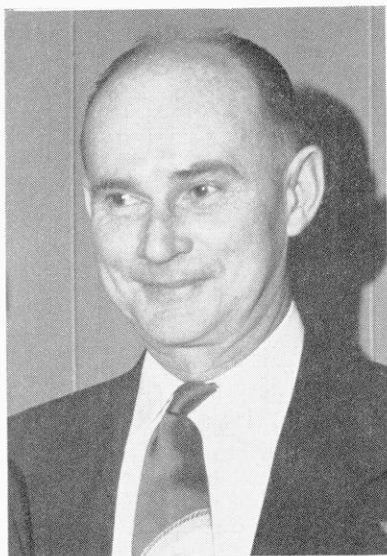
Also a native of Madison and a graduate of Madison schools and the University, Ray F. Sennett began service on the Board of Education August 30, 1948.

An athlete in high school and the University, Mr. Sennett is an ardent sports fan. Because of his interest, he fits naturally on the Board's recreation committee. He is also a member of the auditing and insurance committees. Mr. Sennett is chairman of the real estate committee which seeks new school sites.

The banker member of the Board, Mr. Sennett is treasurer of the revolving fund and keeps an account of the various scholarship funds. He is president of the Security State bank. Service on the Board of Education is not the only civic responsibility Mr. Sennett has accepted. He has headed several welfare drives. Mr. Sennett has been an officer in various business and luncheon organizations.

RAY F. SENNETT





ALEX H. YOUNGER

Alex H. Younger became a member of the Board of Education October 3, 1949. A carpenter by trade, Mr. Younger is following a family tradition since his father was also a carpenter.

Mr. Younger's knowledge in this trade has proved invaluable to the school system. He is a member of the Board's building and real estate committees and is chairman of the contractors' responsibility committee. He is also chairman of the civil service merit-award committee and a member of the auditing committee, which reviews all bills for Board approval and subsequent payment.

Closely connected with labor organizations, Mr. Younger is presently trustee of Carpenters' Local 314, financial secretary of the Madison Federation of Labor, and secretary of the Labor Temple Association. He formerly served as financial secretary-treasurer of the Central Wisconsin District of the Council of Carpenters.

As director of the bureau of purchases for the state, Herbert J. Schmiede is ideally fitted to be chairman of the Board's purchasing committee, which checks the purchases of a multimillion-dollar business. He was elected to the Board in April, 1950, and began service May 1.

Another of Mr. Schmiede's duties on the Board of Education is the chairmanship of the insurance committee, which has won widespread recognition for its program of insuring school buildings.

Mr. Schmiede has served on the City Council as an alderman from two different wards and has also been a member of the board of water commissioners.

As a major in the Army during World War II, Mr. Schmiede served as quartermaster and purchasing officer.

In addition to his special training and experience in the selection and purchase of supplies, Mr. Schmiede has been a school principal. He has also tutored in accounting at the Vocational school. He is, therefore, familiar with the educational aspects of school problems and needs.

HERBERT J. SCHMIEGE





PROF. ARTHUR W. MANSFIELD

Arthur W. Mansfield is professor of physical education and head baseball coach at the University of Wisconsin. Except for a few years of teaching and coaching in an Ohio high school, Mr. Mansfield has taught continuously at the University.

Mr. Mansfield's special duties on the Board of Education include service on the purchasing, building, and recreation committees and chairmanship of the school forest committee. He began service on the Board July 8, 1957.

He has been active in the junior baseball leagues in the summer recreation program of the Board of Education and received the Optimist Friend-of-Boy award.

Popularly known as "Dynie", he was called "Dynamite Mansfield" when he was boxing champion as a student at the University of Wisconsin. He was also captain of the University baseball team.

THE BOARD OF EDUCATION

GLENN W. STEPHENS, *President*

DR. R. W. HUEGEL, *Vice-President*

RAY F. SENNETT, *Treasurer, Revolving Fund*

MRS. EDWARD J. SAMP

ALEX H. YOUNGER

HERBERT J. SCHMIEGE

PROF. ARTHUR W. MANSFIELD

W. N. McDANIELS, *Secretary*

WALTER G. HUNTER, *Treasurer, Ex-Officio*

PHILIP H. FALK, *Superintendent*

TWENTY YEARS OF GROWTH

in School Enrollments and Buildings

During the 1950s Madison continued to grow at a rapid pace, both in area and population. In area the city is now more than four times as large as in 1940, according to estimates. In population the city is almost twice as large as in 1940. The number of children counted in the annual child census is more than twice that of 1940, and in the number of babies, Madison now has more than three times as many as in 1940.

Madison has provided well for its children, both in the educational program and in buildings and equipment. With funds from school bond issues approved by Madison voters, the Board of Education has built the following schools and additions:

Midvale, 1951; Sherman addition, 1952, junior high school addition 1958; Mendota additions, 1954, 1956; Schenk, 1953, addition, 1955, junior high school addition, 1958; Cherokee Heights, 1955; Franklin addition, 1956; Hoyt, 1956, addition, 1958; Van Hise, 1957, junior high addition, 1959; Spring Harbor, 1958, addition, 1959; Orchard Ridge, 1958, addition, 1959; Odana, 1959; Hawthorne, 1959; Emerson (5 classrooms in auditorium space), 1959.

The oldest of the babies born during World War II are now in senior high school. The oldest of the babies born in the post-war baby boom are entering junior high school. At the last accounting, there were 1,024 pupils in Grade 12, 1,529 in Grade 7, 2,023 in Grade 1, and 2,494 in kindergarten.

Most of the increase in enrollment during the past 20 years has taken place in the last dozen years. Since 1947 elementary enrollment has increased from 5,475 to 12,259; junior high enrollment from 2,245 to 4,043; and senior high from 2,775 to 3,427.

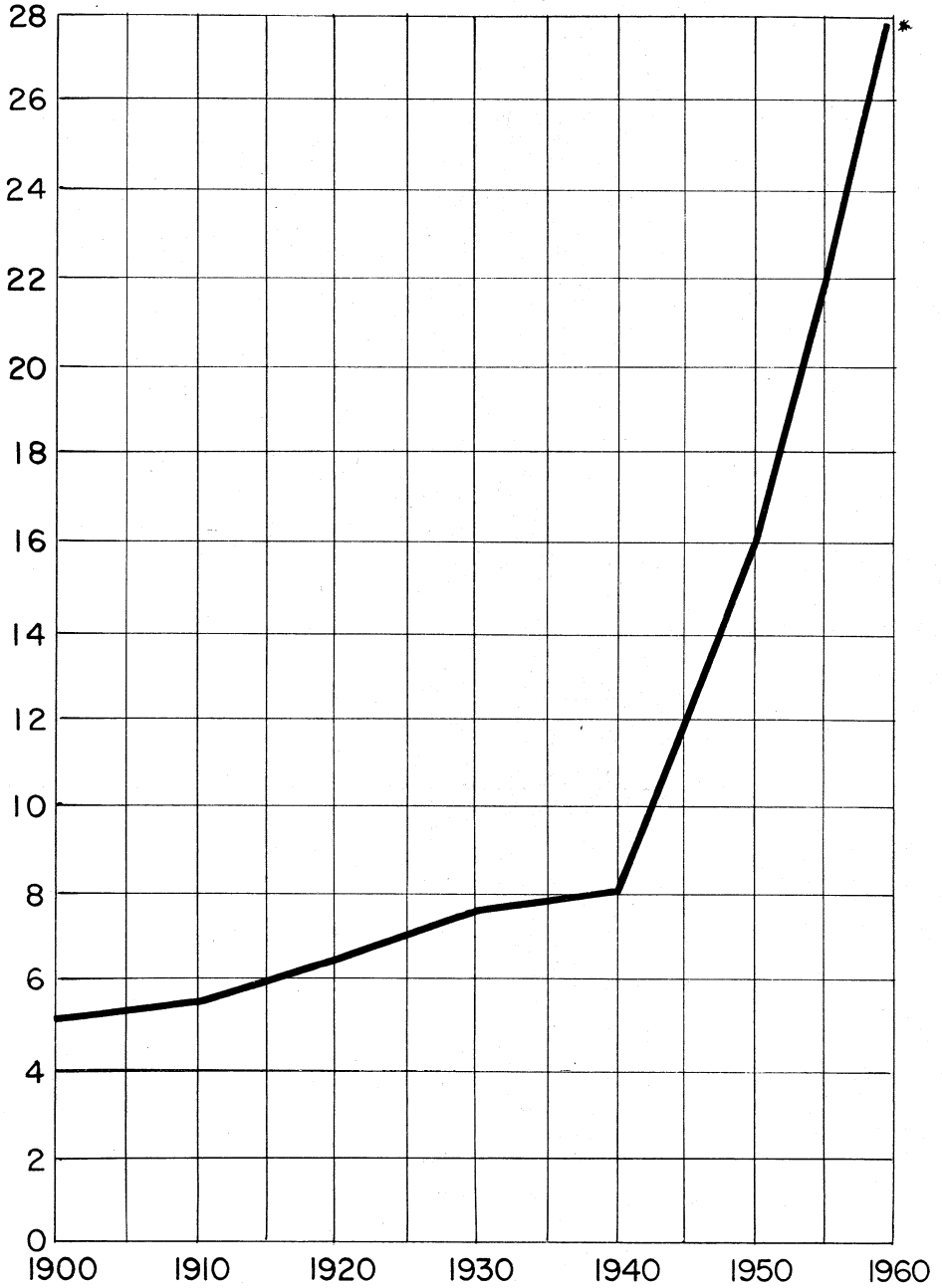
Predicted enrollments for 1969 are elementary, 17,904, junior high school, 7,234, and senior high school, 6,479, or a total enrollment of 31,847 as contrasted with the present enrollment of 19,959.

Madison still faces school building problems. Will they be solved during the next 10 years as well as in the past decade? The people of Madison will decide.

CITY OF MADISON
Growth in Area
1900-1960

Square Miles

Chart I



* Area Data from Madison Plan Commission

Growth of Madison in Area

In the nine-year period since 1950, Madison has grown about 72 per cent in area to a total of $27\frac{3}{4}$ square miles. In the previous decade the city nearly doubled in area.

The fact that the city is partly bounded by lakes means that growth in area creates complicated problems in providing for the education of the children. Thus far the Board of Education, with the cooperation of the City Plan Engineer, the Mayor, and the Common Council, has been able to secure school sites in advance of school population needs.

AREA OF MADISON

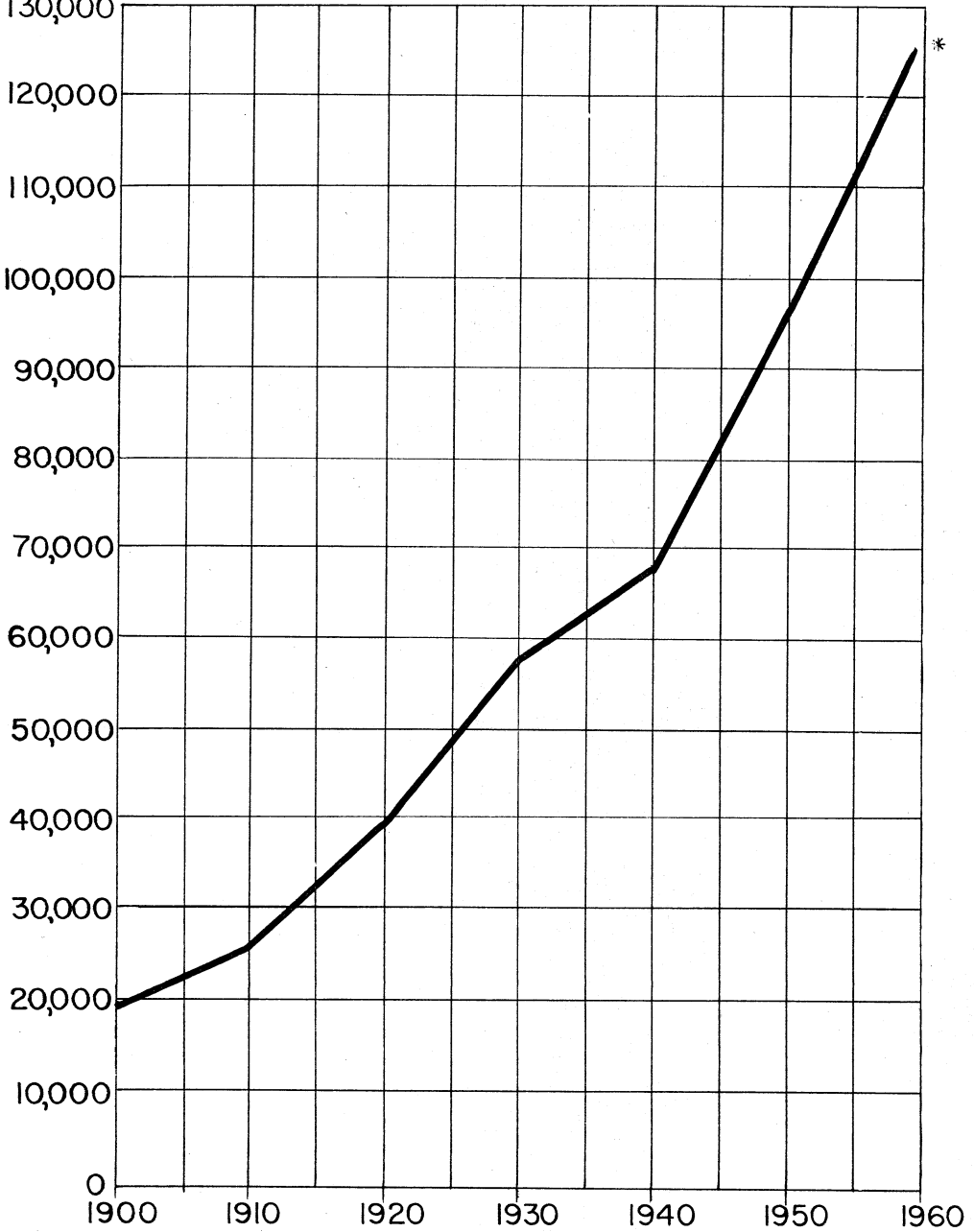
Year	Square Miles
1900	5.26
1910	5.44
1920	6.37
1930	7.70
1940	8.06
1950	16.10
1955	*21.94
1959	*27.75

*Data from the Madison Plan Commission. As of December 31, 1959, Madison's total area is 33.92 square miles.

CITY OF MADISON
Growth in Population
1900 — 1960

Chart II

Population
130,000



* Estimate — Madison Plan Commission

Growth in Madison Population

In population growth during the past nine years, Madison has added approximately 30,000 people, the equivalent of a small-sized city such as Wausau or Fond du Lac. With the total population now nearing 126,000, the city continues to have the kind of "growing pains" that come with rapid growth.

Since the child population is growing even more rapidly, a major problem of the Board of Education is the provision of sufficient classrooms for the city's children.

POPULATION OF MADISON

Year	Census
1900.....	19,164
1910.....	25,531
1920.....	38,378
1930.....	57,899
1940.....	67,447
1950.....	96,056
1955.....	*112,270
1959.....	*125,902

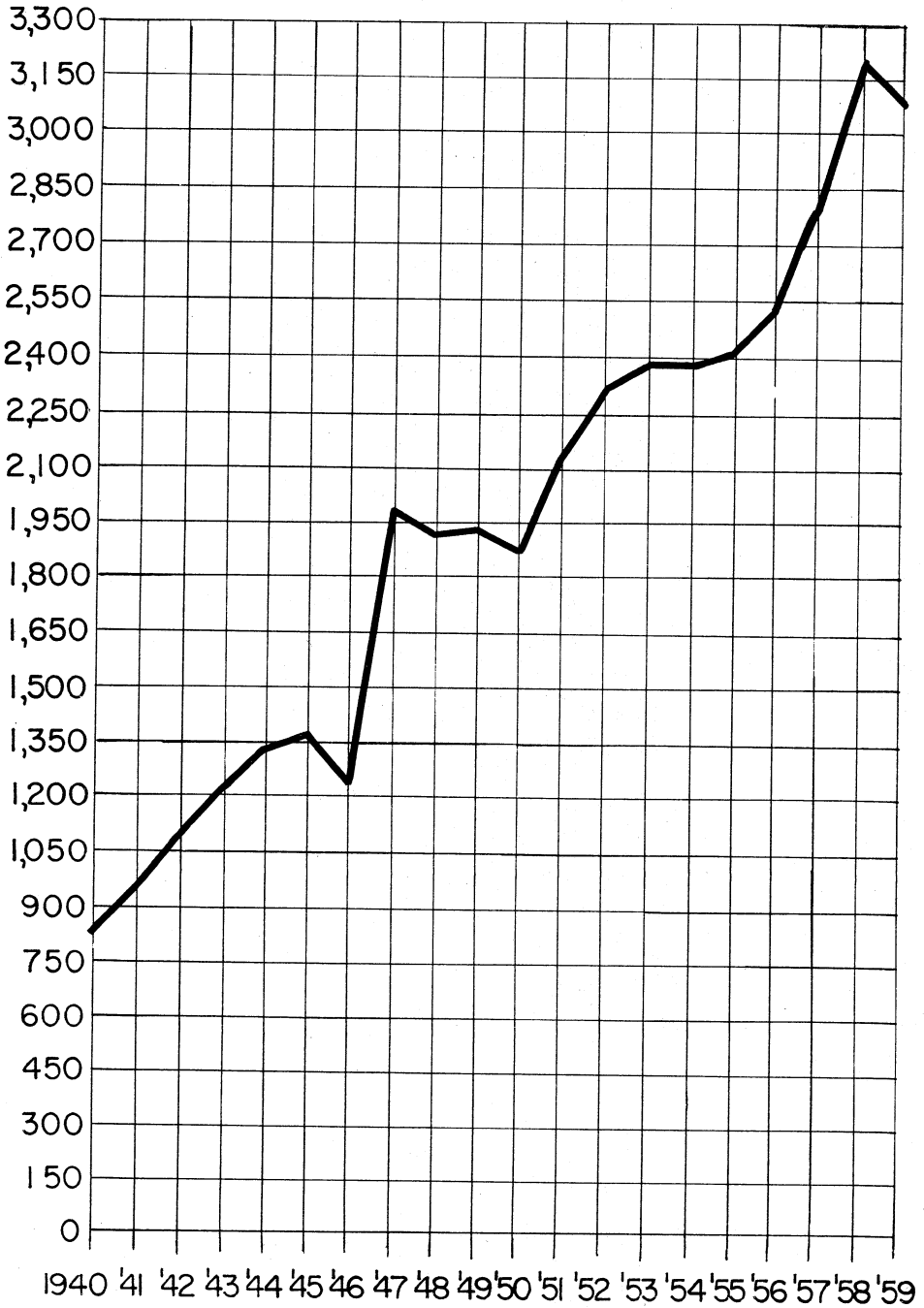
*Data from the Madison Plan Commission.

ANNUAL BABY CENSUS

Birth to One Year
1940-1959

Number of Children

Chart III



Annual Baby Census

Madison's baby count, children below one year of age, now exceeds 3,000 annually, compared to about 1,900 a decade ago and less than 900 in 1940. This has made necessary periodic reappraisal on future classroom needs and a stepped-up building program to provide for the city's children.

Madison's child census hovered around 900 in each age group until World War II years when the baby count and pre-school levels began to rise to about 1,200. The immediate post-war years saw another increase to approximately 1,900 for the infants and pre-school levels. It was thought that the birth rate would remain at about this figure or lower, but instead it continued to rise.

Because of the constantly mounting child population and the consequent need for more classrooms, the Board of Education will continue to keep the people of Madison informed so that the city will have sufficient time to make provision for the children.

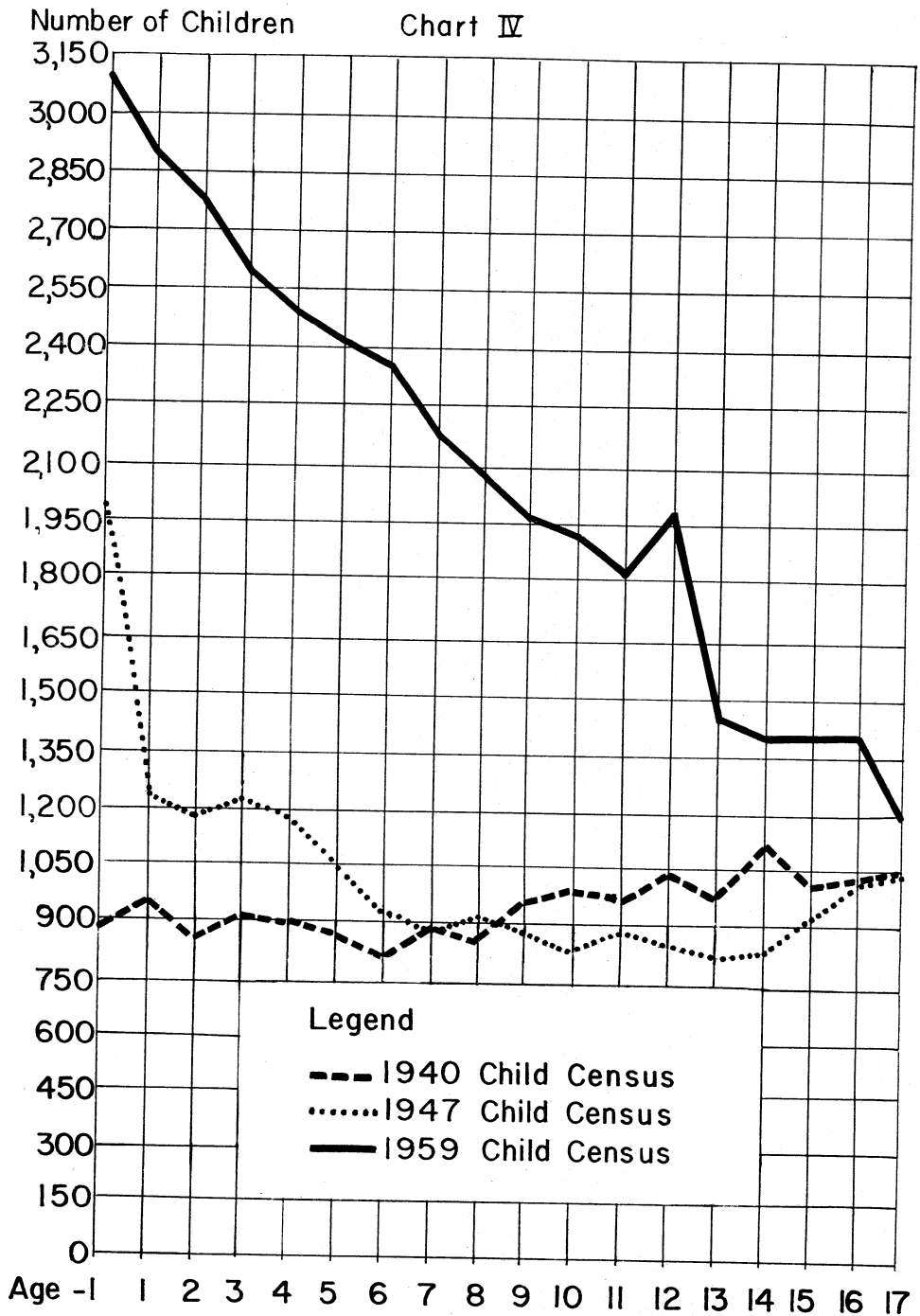
ANNUAL BABY CENSUS—BIRTH TO ONE YEAR—1940-1959

Year	Number Children
1940.....	884
1941.....	966
1942.....	1,108
1943.....	1,226
1944.....	1,326
1945.....	1,364
1946.....	1,260
1947.....	1,979
1948.....	1,917
1949.....	1,925
1950.....	1,870
1951.....	2,137
1952.....	2,309
1953.....	2,383
1954.....	2,379
1955.....	2,423
1956.....	2,538
1957.....	2,794
1958.....	3,194
1959.....	3,084

ANNUAL CHILD CENSUS

City of Madison

1940, 1947, 1959



Annual Child Census

The annual child census provides the Board of Education with a fairly accurate measuring stick for determining not only present but also future needs in the way of teachers, educational supplies, and classrooms.

Child census reports during the World War II years informed the Board that the birth rate was increasing and that more classrooms were fast becoming necessary. The Board therefore began to search for school sites in areas of likely growth and to make plans for the future.

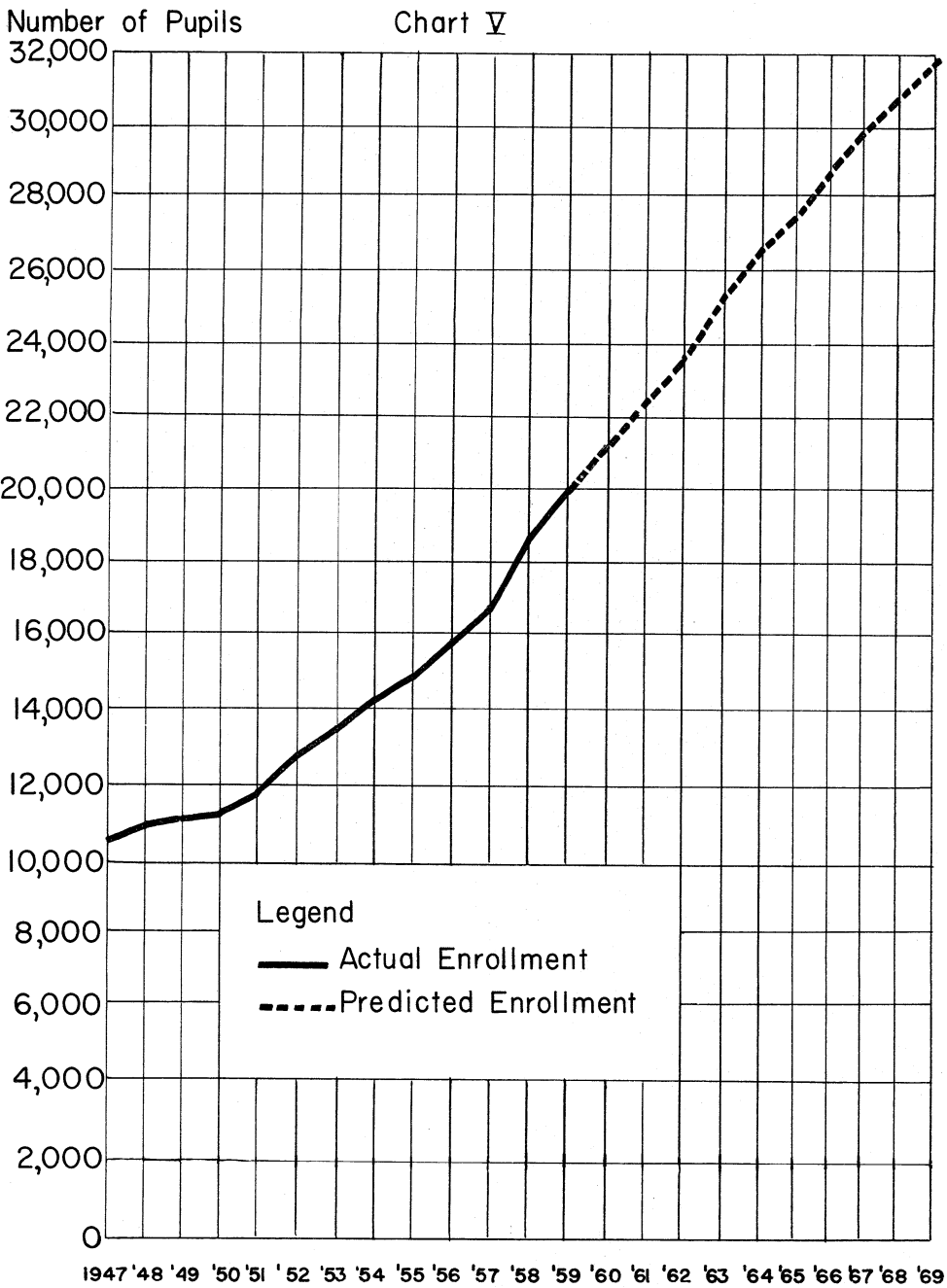
The sudden increase in the birth rate in the early days of peace made it imperative to build more classrooms to provide for the additional children who would soon be in school. Plans had to be made to take the increased numbers of children through all the grades of the city schools.

The continuing increase in the birth rate makes necessary a continuing school building program if the city's children are to have the proper facilities for an education in a complex world.

ANNUAL CHILD CENSUS—1940, 1947, 1959

Age	1940	1947	1959
—1.....	884	1,979	3,084
1.....	950	1,242	2,897
2.....	855	1,185	2,772
3.....	914	1,218	2,590
4.....	898	1,171	2,482
5.....	870	1,043	2,422
6.....	817	946	2,365
7.....	892	888	2,174
8.....	864	920	2,081
9.....	959	871	1,966
10.....	991	849	1,913
11.....	971	874	1,818
12.....	1,034	866	2,041
13.....	983	821	1,431
14.....	1,074	826	1,408
15.....	996	917	1,406
16.....	1,021	1,010	1,409
17.....	1,049	1,046	1,181
	<hr/> 17,022	<hr/> 18,672	<hr/> 37,440

TOTAL ENROLLMENT* 1947 through 1959 and
 PREDICTED TOTAL ENROLLMENT 1960 through 1969



*TOTAL ENROLLMENT INCLUDES SPECIALS

Predicted Total Enrollment 1969

Predicted total enrollment for 1969 is 31,847 boys and girls. This means about 1,200 to 1,500 additional pupils each year for the next five years. The increases for the second five years will range from about 950 to 1,100 provided there is no increase in the number of babies born in the city during this period. If the number of babies continues to increase as it has in recent years, the above estimates will have to be increased accordingly.

To provide sufficient classrooms for an annual increase of this size is a major building project. New construction will be necessary at all levels—elementary, junior high, and senior high school.

With the help of the City Council and Madison voters, the Board of Education has been able to keep pace with the growing elementary and junior high school enrollments.

But the school building program must be continued and stepped-up if emergency measures are to be avoided.

ACTUAL AND PREDICTED TOTAL ENROLLMENT¹—1947–1969

Year	Actual Specials ²	Actual Total inc. Specials
1947.....	177	10,672
1948.....	188	11,028
1949.....	194	11,102
1950.....	191	11,125
1951.....	203	11,818
1952.....	193	12,776
1953.....	203	13,510
1954.....	199	14,250
1955.....	216	14,729
1956.....	204	15,823
1957.....	215	16,681
1958.....	225	18,572
1959.....	230	19,959
	Predicted	Predicted ³
1960.....	230	21,178
1961.....	230	22,435
1962.....	230	23,862
1963.....	230	25,371
1964.....	230	26,681
1965.....	230	27,703
1966.....	230	28,817
1967.....	230	29,904
1968.....	230	30,894
1969.....	230	31,847

¹Fifth day, first semester.

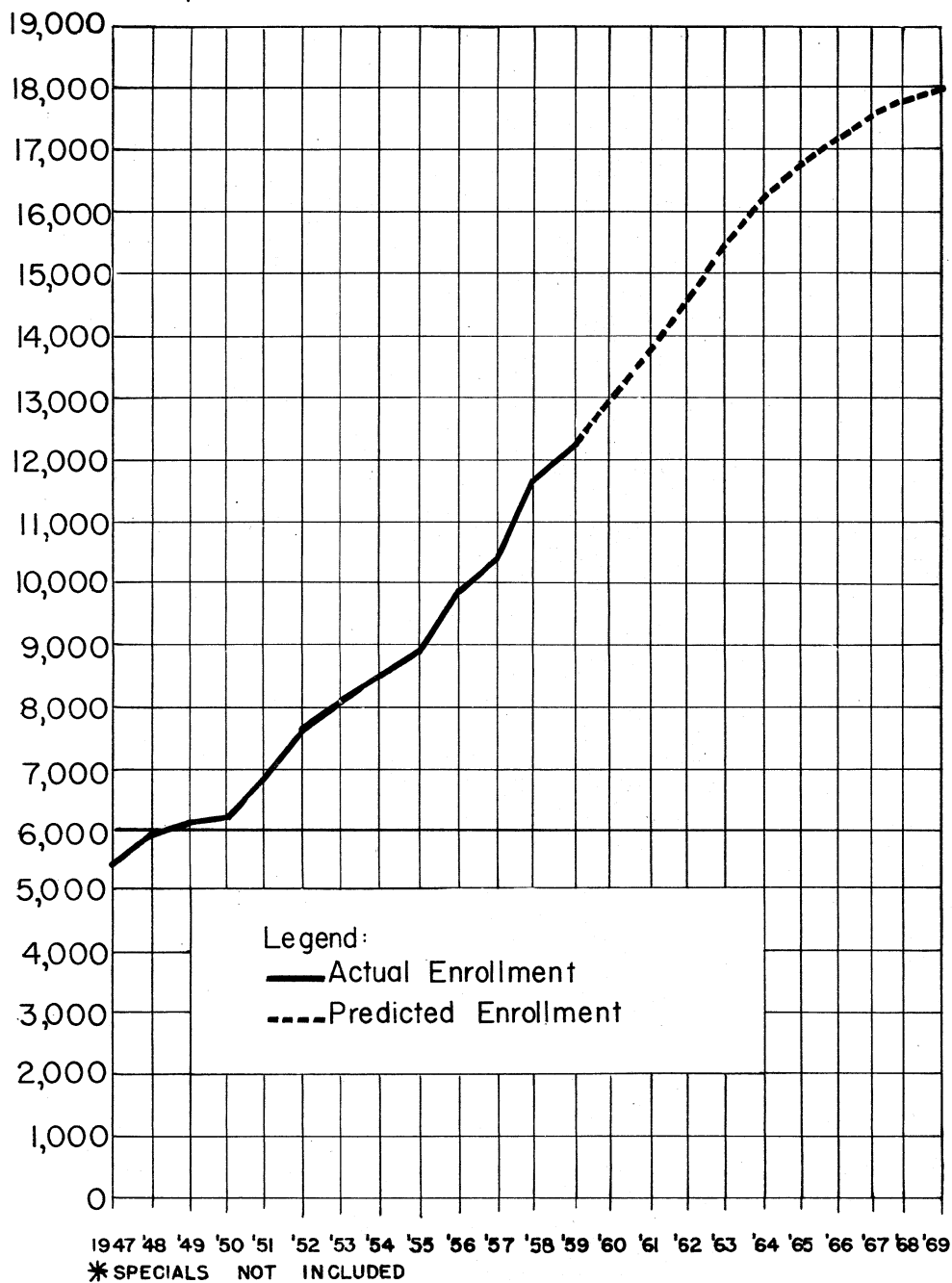
²Special classes include sight-saving, blind, deaf and hard-of-hearing, crippled, mentally handicapped, and trainable.

³The above predictions "freeze" the kindergarten enrollments from 1963 on.

ELEMENTARY ENROLLMENT* 1947 through 1959
 PREDICTED ELEMENTARY ENROLLMENT 1960 through 1969

Number of Pupils

Chart VI



Predicted Elementary Enrollment 1969

In 1969 elementary school enrollment will be 17,904, more than three times as many children as were enrolled in 1947 when the increased number of children born during the war years were entering school.

But this first increase seemed minor in comparison with the post-war baby boom and the efforts to provide sufficient classrooms for them. They made early expansion of the school plant necessary at the elementary level.

This expansion included new Midvale, Hoyt, Spring Harbor, Orchard Ridge, Odana, Hawthorne elementary schools, Mendota additions, and Sherman, Herbert Schenk, Cherokee Heights, and Van Hise elementary-junior high schools. Besides the new buildings and additions, a number of rooms, including special-purpose rooms in the older buildings, have been completed or converted into classrooms.

A prime example of conversion is the alteration of the Emerson auditorium which has provided five extra classrooms in that building.

But during the next decade, a sufficient number of elementary classrooms will have to be provided to house more than 5,000 additional children, or more than the total elementary school enrollment of 1947.

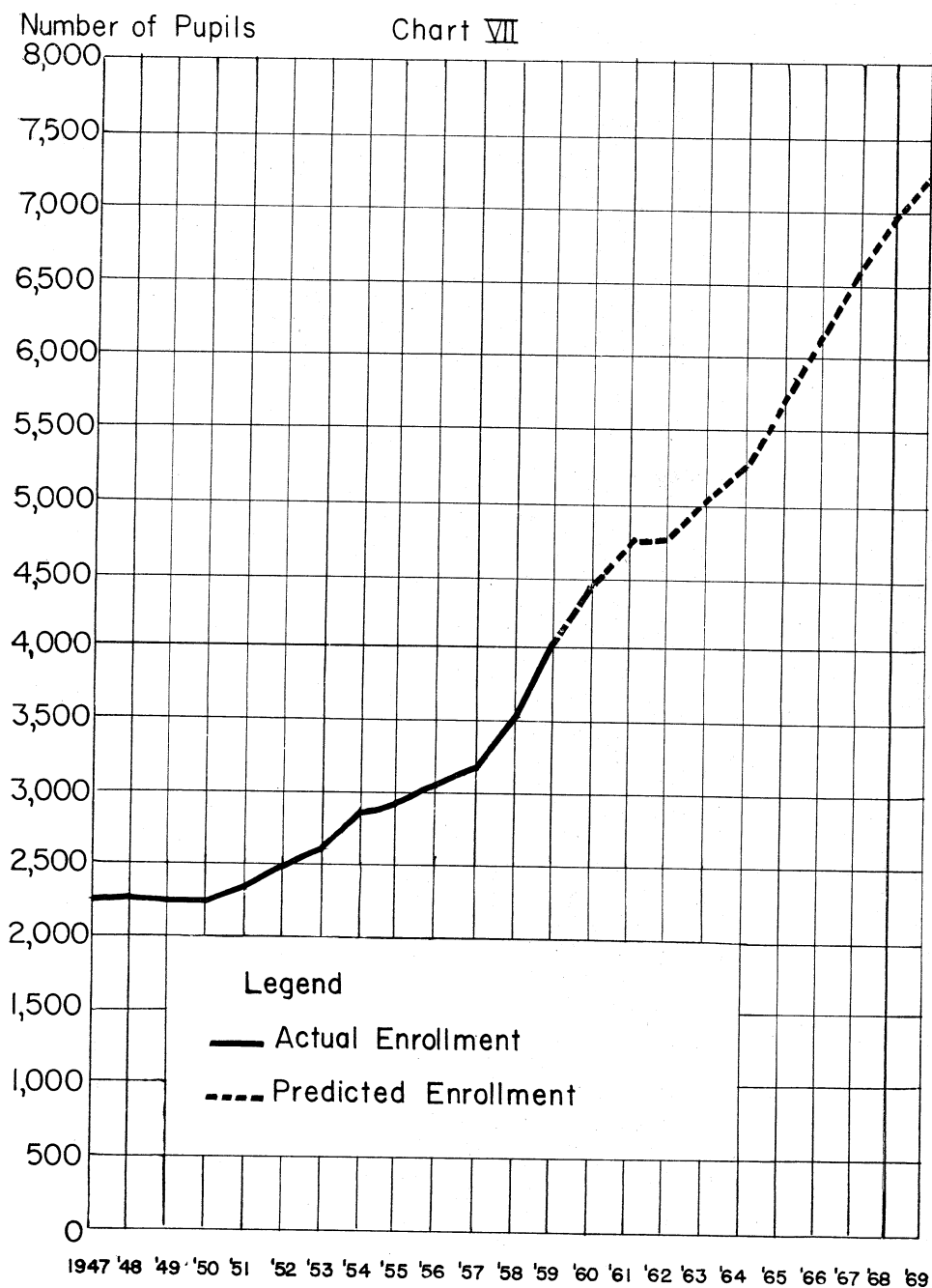
ACTUAL AND PREDICTED ELEMENTARY ENROLLMENT¹—1947-1969

Year	Actual
1947.....	5,475
1948.....	5,989
1949.....	6,159
1950.....	6,231
1951.....	6,822
1952.....	7,603
1953.....	8,079
1954.....	8,501
1955.....	8,898
1956.....	9,829
1957.....	10,397
1958.....	11,670
1959.....	12,259
	Predicted ²
1960.....	12,956
1961.....	13,731
1962.....	14,581
1963.....	15,444
1964.....	16,215
1965.....	16,760
1966.....	17,152
1967.....	17,524
1968.....	17,777
1969.....	17,904

¹Fifth day, first semester. Specials not included.

²The predictions "freeze" the kindergarten enrollments from 1963 on.

JUNIOR HIGH SCHOOL ENROLLMENT* 1947 through 1959
and PREDICTED ENROLLMENT 1960 through 1969



Predicted Junior High Enrollment 1969

By 1969, junior high school enrollment will be almost double what it is today and more than three times as large as it was in 1947.

Provisions that have been made for the increasing enrollment in this age group include the junior high school wings at Cherokee Heights, Van Hise, Sherman, and Herbert Schenk schools. Without these new classrooms the junior high school departments at Central, East, and West would now be hopelessly swamped.

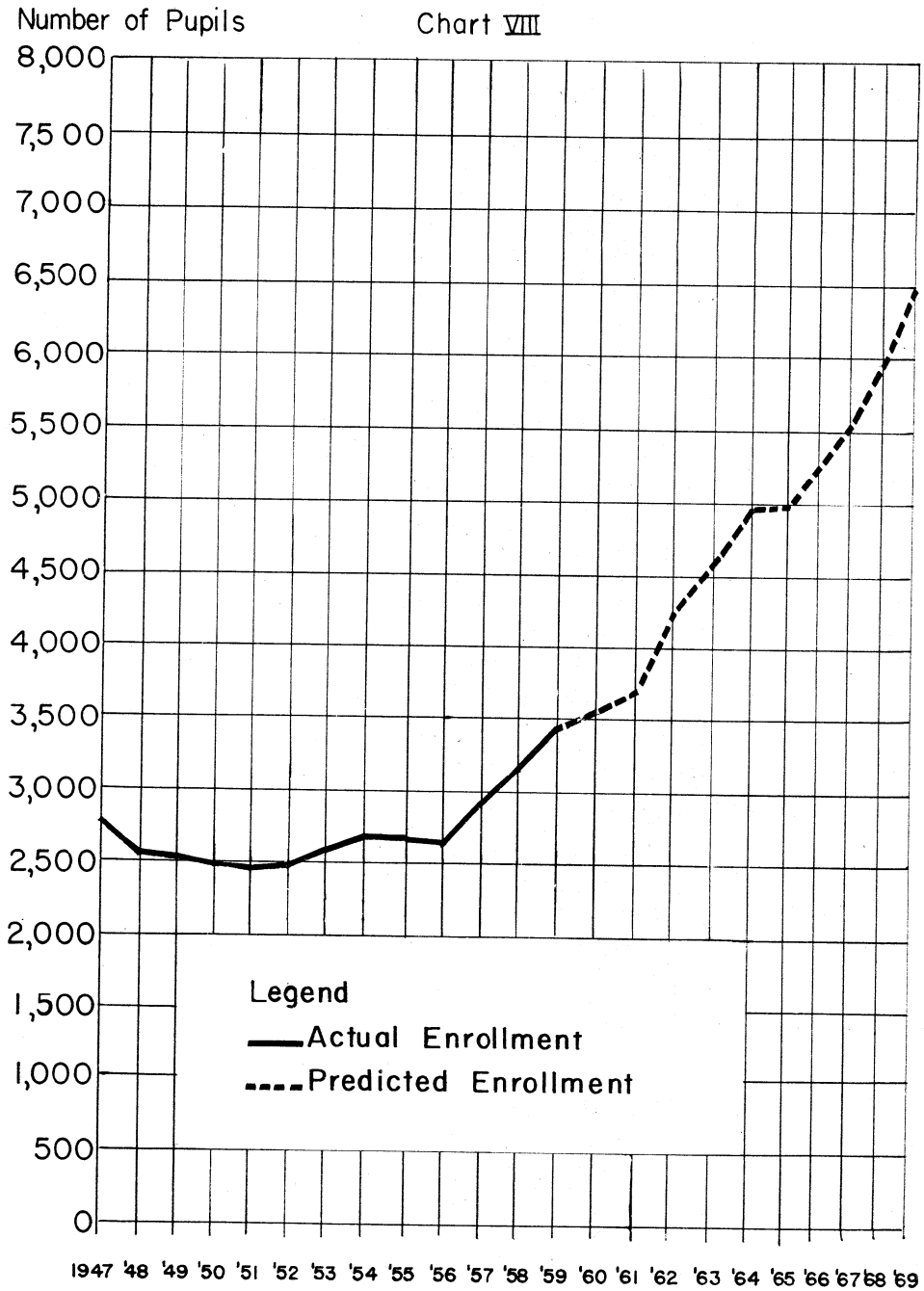
But more classrooms will be needed for this age group as the post-war baby crop pushes the count upward. The plans of the Board of Education to provide sufficiently large sites for junior high school additions to new elementary schools has been extremely advantageous both as to location and economy of building.

ACTUAL AND PREDICTED JUNIOR HIGH ENROLLMENT*—1947-1969

Year	Actual
1947.....	2,245
1948.....	2,263
1949.....	2,217
1950.....	2,218
1951.....	2,336
1952.....	2,493
1953.....	2,603
1954.....	2,836
1955.....	2,906
1956.....	3,113
1957.....	3,223
1958.....	3,527
1959.....	4,043
	Predicted
1960.....	4,454
1961.....	4,775
1962.....	4,790
1963.....	5,035
1964.....	5,291
1965.....	5,727
1966.....	6,186
1967.....	6,630
1968.....	6,960
1969.....	7,234

*Fifth day, first semester. Specials not included.

SENIOR HIGH SCHOOL ENROLLMENT* 1947 through 1959
and PREDICTED ENROLLMENT 1960 through 1969



*SPECIALS NOT INCLUDED

Predicted Senior High Enrollment 1969

In 10 years senior high school enrollment will be nearly double what it is today. This means that more high school classrooms will be needed for the larger classes that are coming up through the elementary grades.

The Board of Education has already made provisions for junior high school pupils and will continue to do so contingent upon approval of bond issues by the City Council and Madison voters. This plan will leave more room in the present junior-senior high schools for more senior high pupils. Not only must present junior high school space at Central, East, and West be remodeled for senior high school purposes, but ultimately new senior high school construction will be necessary.

ACTUAL AND PREDICTED SENIOR HIGH ENROLLMENT*—1947-69

Year	Actual
1947.....	2,775
1948.....	2,588
1949.....	2,532
1950.....	2,485
1951.....	2,457
1952.....	2,487
1953.....	2,625
1954.....	2,714
1955.....	2,709
1956.....	2,677
1957.....	2,846
1958.....	3,150
1959.....	3,427
	Predicted
1960.....	3,538
1961.....	3,699
1962.....	4,261
1963.....	4,662
1964.....	4,945
1965.....	4,986
1966.....	5,249
1967.....	5,520
1968.....	5,927
1969.....	6,479

*Fifth day, first semester. Specials not included.

QUESTIONS AND ANSWERS ON THE PROPOSED \$3,975,000 SCHOOL BOND REFERENDUM, APRIL 5, 1960

QUESTION: After ten years of continuous new school construction in Madison, why must we continue to build new schools for at least another ten years?

ANSWER: We must provide for an estimated additional 11,888 pupils by 1969. We had a total enrollment of 10,672 in September 1947, 19,959 in September 1959, and we estimate 31,847 by September 1969. This year there are 1,024 pupils in 12th grade, 1,529 in 7th grade, 2,023 in 1st grade, and 2,494 in kindergarten. We had 3,084 babies below one year of age in the June 30, 1959, child census. In just five years most of the 1,529 pupils now in 7th grade will be in 12th grade, and in 11 years most of the 2,022 pupils in 1st grade will be seniors. Probably a large proportion of the present 3,084 babies will be in 12th grade in 17 years. We must provide more classrooms if we wish to continue to house properly children who are now living in Madison.

QUESTION: Have previous long-range predictions been accurate?

ANSWER: Predictions have leaned toward the conservative side. For example, in 1954, we predicted a total enrollment of 18,503 by September, 1959. Actual enrollment in September, 1959, was 19,959. All predictions, however, are made under the assumption that there will be no further annexations and that the same percentage of children will be served by non-public schools. We have had a number of large annexations since 1954 and a higher percentage of pupils are attending public schools. These factors account for the actual enrollment being somewhat higher than predicted.

QUESTION: If the birth rate levels off, will there still be about 12,000 more pupils by 1969?

ANSWER: Yes. Enrollment predictions are based on the assumption that the birth rate *will* level off. Actual count of children who are here now is used in all predictions up to 1963. From 1963, predictions "freeze" the kindergarten enrollments at the 1963 level. If the number of babies continues to increase above the 1959 census level, enrollment predictions after 1963 will have to be increased.

QUESTION: What will happen if funds are not available to provide for an additional 1,200 to 1,500 pupils in each of the next five years?

ANSWER: It will mean that about 1,200 or 1,500 additional pupils each year will have to be crowded into schools we now have. This would involve oversized classes or many half-day sessions. These alternatives would result in educational loss to children, decrease in resale value of property, possible reduction in state aid, and difficulty with the North Central Association, the accrediting agency for high schools.

QUESTION: Before requests are made for funds for new buildings is consideration given to available space in present buildings?

ANSWER: Yes. From the number of additional classrooms needed to serve additional pupils each year, we subtract usable available space.

QUESTION: Why are new schools built in the newer outer edges of the city?

ANSWER: Because that is where growth is greatest and where school facilities are fewest. Pupils in newer portions of the city are transported to older schools near the center of the city as long as space is available and until there are a sufficient number of pupils in the new area to justify a new school.

QUESTION: Does the Board of Education confer with the City Plan Department in the selection of new sites?

ANSWER: Yes. Staff members of the Board of Education always work closely with the Plan Department in the selection of proposed school sites.

QUESTION: Should older sections of the city, which have adequate school facilities, as well as new sections of the city be interested in additional schools?

ANSWER: Yes. Unless new schools are built in newer sections of the city with large child populations, established schools in older portions of the city will be swamped by children transported from the new sections without schools. Legally we must provide education for all children in the city school district. If we do not have additional new schools, we shall have to crowd all pupils into the schools we now have.

QUESTION: Why is it often necessary to build additions to new schools—such as Spring Harbor, Orchard Ridge, and Odana—a year or two after the first unit is finished?

ANSWER: We can never be certain how rapidly a new area will develop or how much a new school will stimulate growth. We do not have sufficient funds available to build classrooms much beyond actual needs in a new area. We must use the money to build classrooms where needed now in other sections of the city. In other words, we try to avoid constructing extra classrooms that may be empty for several years in one section of the city while classes are overcrowded in another section. All new schools are originally planned for expansion including excess heating capacity. Additional units, therefore, are not necessarily more costly.

QUESTION: Where will the next new schools be built?

ANSWER: New buildings will be built where the need is greatest. We watch carefully the child population growth in each new housing development. Some grow rapidly, others slowly. We consider carefully the extent to which increases in new areas can be served temporarily by transporting pupils to existing schools and the breaking point when new construction becomes necessary. Our enrollment predictions, which are revised annually, are always for a ten-year period. Excluding any possible further annexations, we are reasonably certain we must provide for 1,200 to 1,500 more

pupils each year for the next five years and for a minimum average of about 1,200 annually for the next ten years. We cannot, of course, predict in which section or sections of the city the increases will occur by any given year—hence, the necessity of delaying decisions on where to build until reasonably conclusive evidence is available. Although all areas of the city are constantly checked for signs of rapid growth and pressure on school facilities, areas of particular concern at present are: the far east side, the far northeast side, South Madison, and the area west of Van Hise school. Because East and West high schools will soon need rooms for more senior high classes, additional provision must be made for junior high school pupils now at East and West.

QUESTION: How soon can a new building be completed after the need is recognized?

ANSWER: This varies with the size of a building. If funds and a site are available, ordinarily it takes about two years to plan and complete a new building and about one year for a small addition to a present building. This includes time for the work of the architect, the legal procedures necessary in taking bids, and the actual construction. The time consumed in the purchase of a site may range from several months to several years. Decisions as to when and where to build new schools require careful study and close timing—waiting as long as possible to be certain when classrooms will be needed and starting construction in time to have the building ready when needed.

QUESTION: For how long a time will the proposed \$3,975,000 bond issue provide new schools?

ANSWER: Estimates indicate that the proposed bond issue will provide for necessary construction until April, 1963, at which time another bond issue will be needed. Any such estimate is, however, dependent upon changes in building costs and future annexations, if any.

QUESTION: In estimating future building needs, has consideration been given to children who will probably attend parochial schools instead of public schools?

ANSWER: Yes. We assume that the same proportion of children will attend parochial schools in the future as in the past. Therefore, our projected enrollments do not include pupils who will probably attend non-public schools.

QUESTION: What will this proposed bond issue of \$3,975,000 cost in local general property tax for each \$1,000 in assessed valuation?

ANSWER: The average annual cost will be about \$.65 per \$1,000 assessed valuation, assuming that the interest rate will be about 3% and that the total assessed valuation of the City of Madison remains as is for the next 20 years. This means a cost of about \$6.50 per year on a home assessed at \$10,000. The cost is insignificant compared to the decrease in property values in a city or area where needed schools are not built.

QUESTION: Compared with the cost of school buildings in other cities, what is the general standard of Madison's schools? Are they extravagant and expensive, moderately priced, or relatively cheap?

ANSWER: Elementary schools can be built at a cost of approximately \$800 per pupil for cheap schools to perhaps \$2,500 or more per pupil for expensive schools. Madison's new elementary school costs, complete and *fully equipped*, are moderate and range from about \$1,100 to \$1,400 per pupil enrolled at normal capacity.

QUESTION: Why does Madison not build so-called "cheap" schools?

ANSWER: Because like most cheap things, cheap schools are not economical in the long run and fail to render their maximum educational function. Everyone wants school buildings that are safe, healthful, comfortable, and conducive to good school work. Cheap buildings are expensive to maintain. There is no cheap heating, ventilating, plumbing, or lighting. Cheap construction that permits excessive heat loss is certainly not economical in this climate. Classrooms that are cold, drafty or overheated, poorly lighted or ventilated, or noisy are not conducive to good school work.

QUESTION: Since our new buildings are relatively low in cost and our quality is good, where are the savings made?

ANSWER: The greatest single source of saving is through the efforts of the Board of Education to avoid waste space. Space costs money. Any waste space, excessive space, or unused space is wasted money. At the request of the Board of Education, staff members scan all sketches and specifications to eliminate all materials, space, and designs that are not essential for sound construction and function.

QUESTION: How about the use of attractive, painted concrete-block walls and asphalt-tile flooring? Are not these materials more costly than traditional materials?

ANSWER: No. They are actually much lower in cost. Many attractive new materials cost less than traditional materials. Attractiveness, therefore, does not necessarily mean high cost.

QUESTION: Are the Mayor and City Council kept informed about the long-range need for new schools? And are plans made to fit these needs in with other city needs?

ANSWER: Yes. The Board of Education keeps the Mayor and City Council fully informed as to long-range need for funds for school construction. The long-range Capital Improvement Program of the city includes funds needed for school construction as well as for all other city departments from 1960 to 1966. This covers necessary construction for schools through September, 1968.

QUESTION: Are new schools built to accommodate non-resident pupils?

ANSWER: No. On April 21, 1947, when child-census data first indicated need for an extensive school-building program, the following action was taken

by the Board of Education: "That no further capital improvements should be made for the purpose of making provisions for non-resident pupils." All estimates for long-range needs are based upon child-census data from the City of Madison only.

QUESTION: Has the number of non-resident pupils been reduced since 1947?

ANSWER: Yes. In 1947-48 there were 1,567 non-residents in attendance not including handicapped children. Elementary children numbered 561 and pupils in Grades 7-12, 1,006. At present there are only 14 elementary non-resident pupils enrolled, and most of these are from territory under annexation dispute. The number of high school tuition pupils has been reduced from 1,006 in 1947-48 to 349. Obviously the first impact of the increased birth rate has been in the elementary school. The large group of children born in 1947 has now reached 7th grade. West high school could take no new non-residents in September, 1958 and 1959 because of lack of space. East had 494 tuition pupils a few years ago and now has only 106. Central, where we have most room temporarily, now has the largest number of non-residents, 130.

QUESTION: Why do Madison schools accept tuition pupils as long as there is room?

ANSWER: In the first place, we are required by law to accept non-residents if we have room; and in the second place, it is financially advantageous to accept non-residents when they can be cared for with present facilities. For each high school tuition pupil we receive \$445 per year and for each elementary pupil, \$384 per year. For 1960 we budgeted \$140,000 for high school tuition and \$5,000 for elementary tuition. If we had no tuition pupils, most of these amounts would have had to be provided by increased local general property tax. For example, if we have 25 resident pupils in a high school class, we could accept 5 non-resident pupils in this class and collect more than \$2,000 in tuition. Most of this sum would be an offset against local general property tax, since the cost of operating the class would be essentially the same whether the five tuition pupils were added or not.

QUESTION: Why does not Madison operate schools on a 12-month basis and thereby save on school construction?

ANSWER: At first glance a four-quarter school year sounds logical and plausible. However, in actual practice many complications and additional operating costs are involved. Over a period of more than 40 years many schools have experimented with the 12-month school year. Almost invariably after prolonged periods of struggle, the programs have been dropped. The consensus is that the plan causes more problems than it solves. Many more schools have made extensive studies of the 12-month school and after weighing the experiences of those who have tried, decided not to attempt it. A much more successful utilization of school facilities during most of the year is the trend toward summer use of schools for remedial and enrichment purposes.

QUESTION: Are all school facilities in Madison idle during the summer months?

ANSWER: No. Last summer there were 671 pupils registered for instrumental music at 4 schools, 351 in remedial reading in 5 schools, 641 in summer school at Central high, 185 in Washington summer laboratory school, 735 in driver education at three schools, and the libraries in 13 schools were open to pupils. In addition, facilities in most of the schools and their playgrounds are used in the extensive summer playground program. An increase in the summer use of schools will be recommended as soon as funds are available.

QUESTION: Because of the cost of building new schools, why not double the capacity of our present schools by operating on morning and afternoon shifts?

ANSWER: Schools operate on split shifts only under emergency conditions and dire necessity. Obviously children cannot spend as much time in school on split shifts as they do now. In a space age when, we are told, survival depends on the maximum development of our mental resources, it is inconceivable that a city or system should deliberately plan for half-day sessions. Certainly the richest nation in the world, one that spent twice as much for tobacco, liquor, and cosmetics as for all public elementary and secondary schools during the past ten years, is in no position to short change the education of children on grounds of cost. Rather than shortening the school day, the present trend is to lengthen the school day.

QUESTION: Has the Board of Education given consideration to temporary structures such as barracks or quonset-type structures, prefabricated buildings, and standard designs?

ANSWER: Yes. It is generally conceded that "where enrollment growth in a school is a permanent and durable one, 'temporaries' do not solve the enrollment problem." They merely postpone and compound the problem. Most prefabricated school construction has been confined to small 2-, 4-, 6- or 8-room buildings. In light of the size and relatively low cost of Madison's new schools, the Board has not deemed it advisable to experiment with prefabricated school buildings. Until more is known not only about immediate costs but also about ultimate long-range costs of prefabs as compared to cost of the sound structures now being built, the Board does not feel justified in risking taxpayers' funds.

The Board does tend to standardize construction as far as is consistent with good function and costs. Obviously though there are limitations on standardization. School sites differ greatly. Some are large, some small, some are flat, some are hilly. The size of school buildings varies; some may be as much as four or five times as large as others. To standardize to the extent of saying we shall build all one-story or two- or three-story buildings on every site is not sensible. To standardize any one make of fixtures, such as plumbing, means the elimination of competition with resultant higher prices.

The Board has, however, standardized many items, such as size of classrooms, equipment within classrooms, asphalt-tile floors, concrete-block walls, gang-showers in gymnasiums, and the amount of gross area per pupil. Most of the building materials used in construction are standardized and mass produced, such as lockers, tile, doors, windows, bricks, etc.

QUESTION: Why not wait and let the Federal Government build, or help to build our schools?

ANSWER: This same question has been raised on every bond issue since 1949. We would now be in a sorry state had we waited for Federal assistance on school buildings since 1949. Madison cannot now, any more than then, afford to wait for either Federal or State aids for school construction purposes. Failure to stay on schedule (to build new schools for approximately 1,200 additional pupils each year) would create a very serious backlog of school construction very rapidly. Should Federal or State aid for construction become available during the next three years, it would merely extend beyond April, 1963, the scheduled date for the next bond issue.

QUESTION: Has the Board of Education been interested in modernizing school facilities in older sections of the city?

ANSWER: Yes. The Board has been vitally interested in such a program. For the past dozen years a very active long-range program of modernization has been carried out. For example, this has included new seating, modern lighting, acoustic treatment of ceilings, asphalt-tile flooring, and installation of modern toilet and shower facilities.

Since nine of the oldest buildings in the city, built at the turn of the century, were replaced by the Board of Education with three new buildings in 1940, Madison's older buildings are not in the category of "old" buildings in many cities. Some of our older buildings, therefore, with recent improvements, now have classrooms that from the standpoint of attractiveness and teaching facilities are among the best in the city.

QUESTION: Why is the Board of Education so interested in keeping building space at a functional minimum and in holding the cost down as low as is consistent with sound, safe, durable, functional construction?

ANSWER: Because although good school buildings are essential, they are not the most important part of a good school program. More important is the instructional program including the teaching staff. Any school system overburdened with debt on extravagant school buildings thereby jeopardizes the quality of instruction because of excessive pressure on school funds.

MADISON PUBLIC SCHOOLS

Central Junior-Senior High School

In 1856 classes "for some of the older scholars" in the little Congregational church on Webster Street were known as "the Central or High school." High school classes were carried on intermittently during the early '60s because of lack of funds.

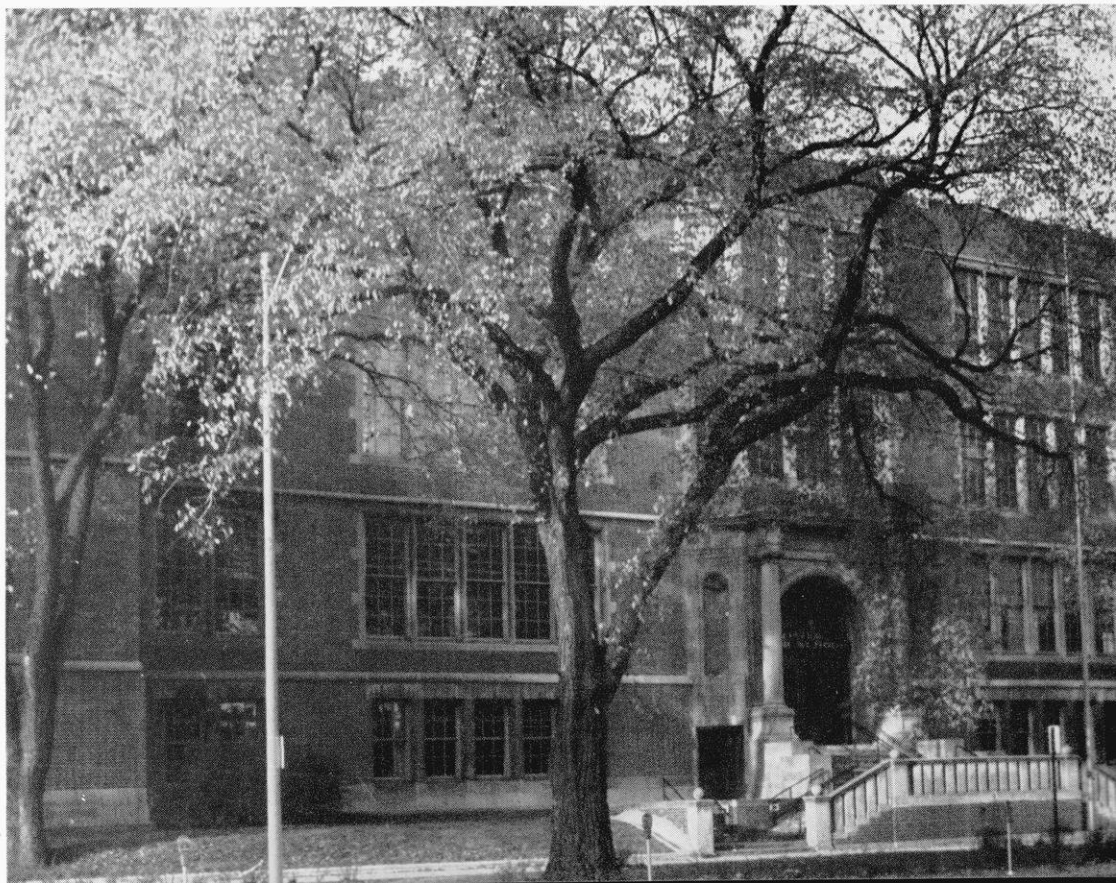
By 1877 the school located on the present site of Central high school was well established and found itself on the accredited list of the University of Wisconsin.

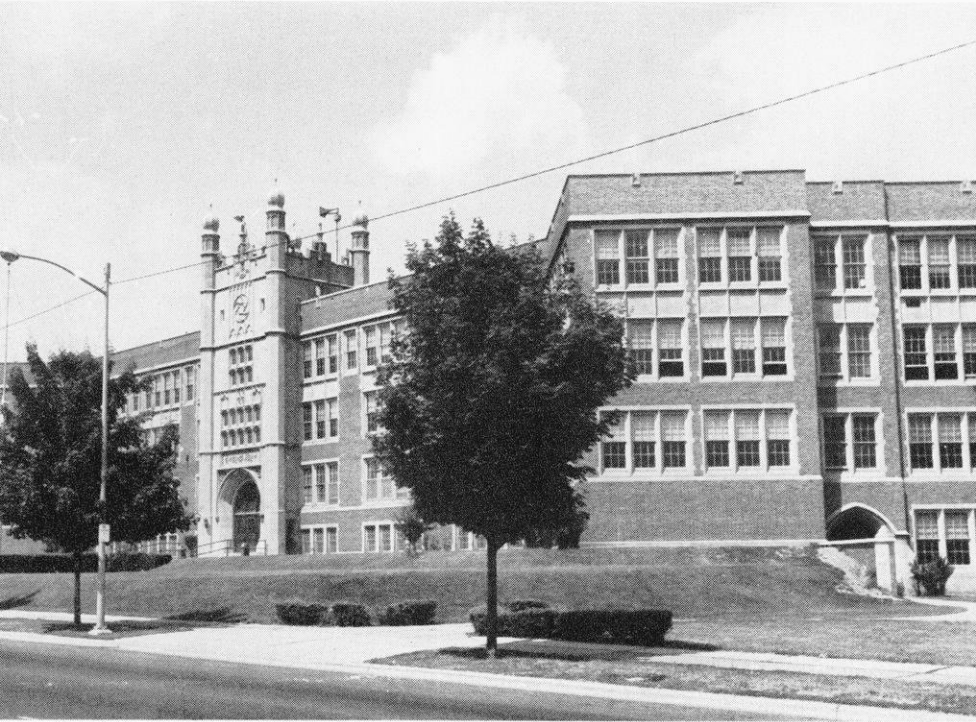
The old school was replaced in 1908 by the present building, which at that time was the latest design in modern school plants. Cass Gilbert, who designed the Woolworth building, the U. S. Supreme Court building, and three state capitols, was the architect.

During the past 10 years the building has been improved and adapted to changing needs by painting, resurfacing of floors, rewiring and modern lighting, and remodeling of front entrance, science and home economics rooms, and lavatories.

On June 7 of this past summer, the class of 1909, which was the first class to graduate in the new building, had its 50th reunion. Thirteen of the original group of about 100 returned for the meeting. They were still talking about the future of the high school with enthusiasm.

EARL D. BROWN, *principal*





East Junior-Senior High School

The main section of East high school was constructed in 1921-22. The school opened in September, 1922, with an enrollment of 647 students. In 1925 the auditorium and gymnasium were added and were dedicated on January 11, 1926.

In 1931 the third wing on Fifth Street was constructed and in September, 1932, East high became a junior-senior high school with a total enrollment of 1,917 students. The capacity of the building is approximately 2,600 students, where enrollment has been maintained since 1953.

When East high school opened in 1922, Foster S. Randle was principal. He remained principal through East's subsequent growth until he retired in 1954.

ALPHONSE J. BARRETT, *principal*

West Junior-Senior High School

Following a battle among ninth and tenth ward citizens regarding the location of a site for a high school on the west side, the Board of Education on October 6, 1925, reaffirmed its choice by means of a resolution to the Common Council. Reasons for adherence to the site on Regent Street were the need for more classrooms, the existing options and elimination of condemnation proceedings, and the backing of independent and outside agencies including the League of Women Voters.

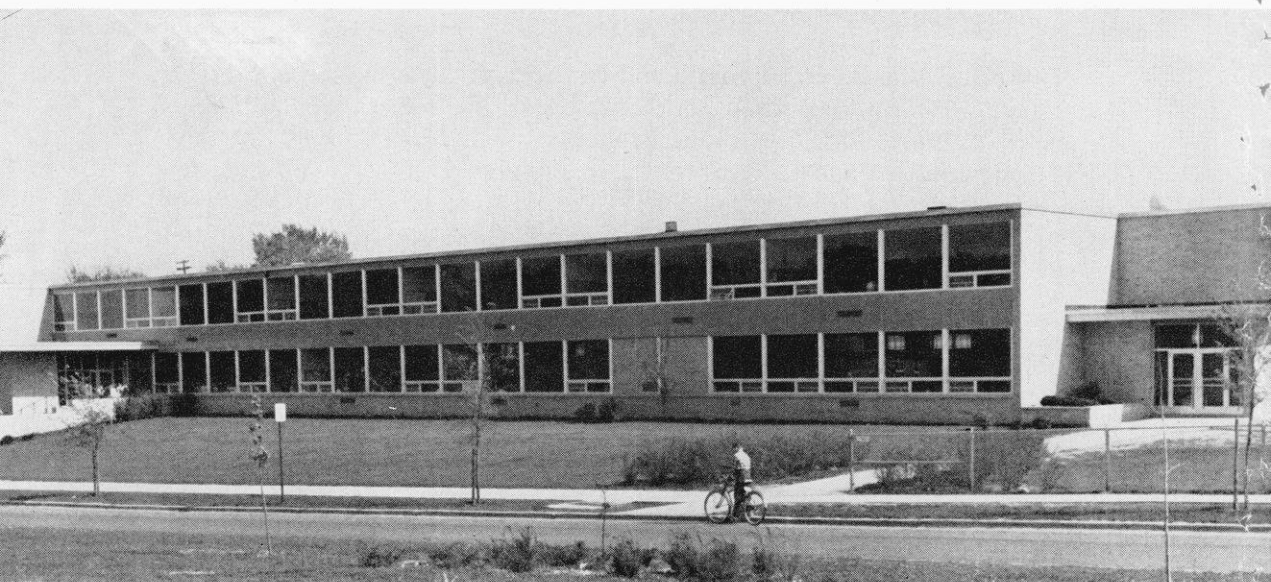
In the dedicatory issue of West High Times on October 17, 1930, Prof. E. B. Skinner, who served on the Board of Education for 10 years, stated:

"I am very happy to have had a part in acquiring the site of West High School, and I feel sure that the future growth of the city will amply justify the action of the Board of Education in continuing negotiation for such a long time."

Volney G. Barnes, former principal at Central high school, was the first principal of West junior-senior high school when it opened in 1930. Mr. Barnes resigned at the end of the first semester of the 1942-43 school year.

RALPH O. CHRISTOFFERSEN, *principal*





Cherokee Heights Elementary-Junior High School

The beautiful new Cherokee Heights elementary-junior high school received its Indian name because of its location on Cherokee Drive.

In September, 1955, the school was opened for classes with an enrollment of 750 pupils, consisting predominantly of elementary pupils from the entire new areas of the growing west side. There were six sections of seventh grade.

The following year, 1956, eighth grade was added, increasing the enrollment to 900. In 1957 the junior high was complete with ninth grade and an enrollment of 1,050. Two ninth grade classes have been graduated from Cherokee Heights, the first elementary-junior high combination in the city.

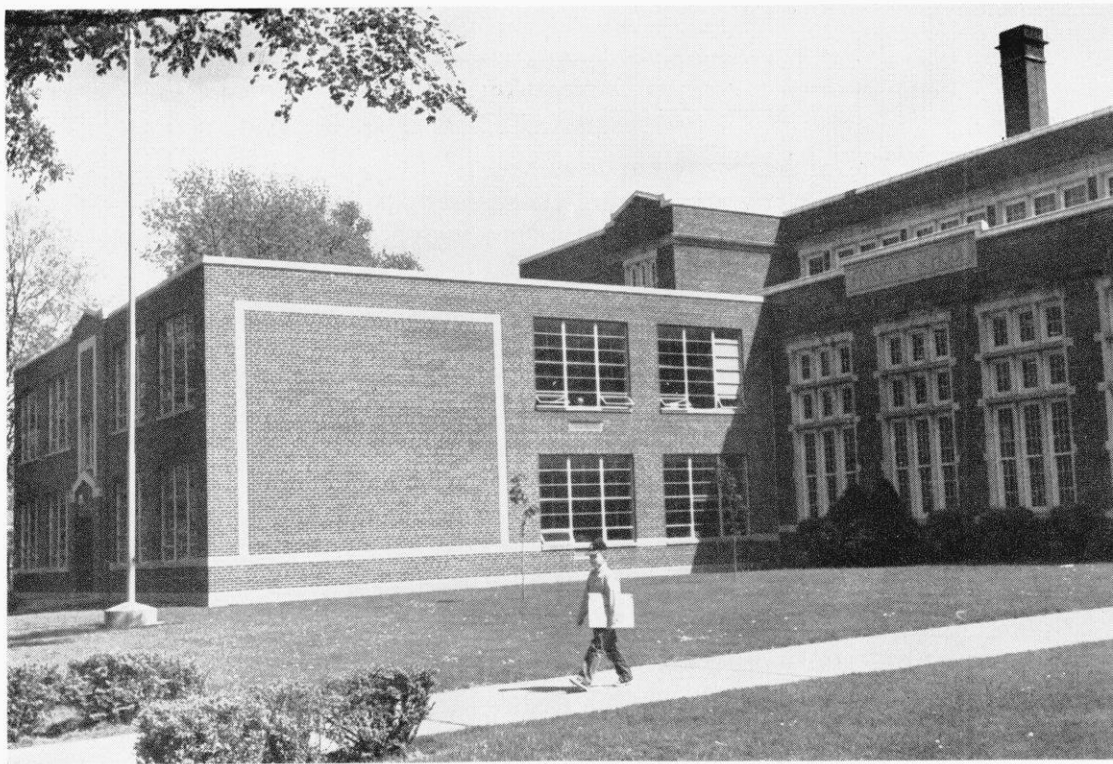
EMERY C. BAINBRIDGE, *principal*

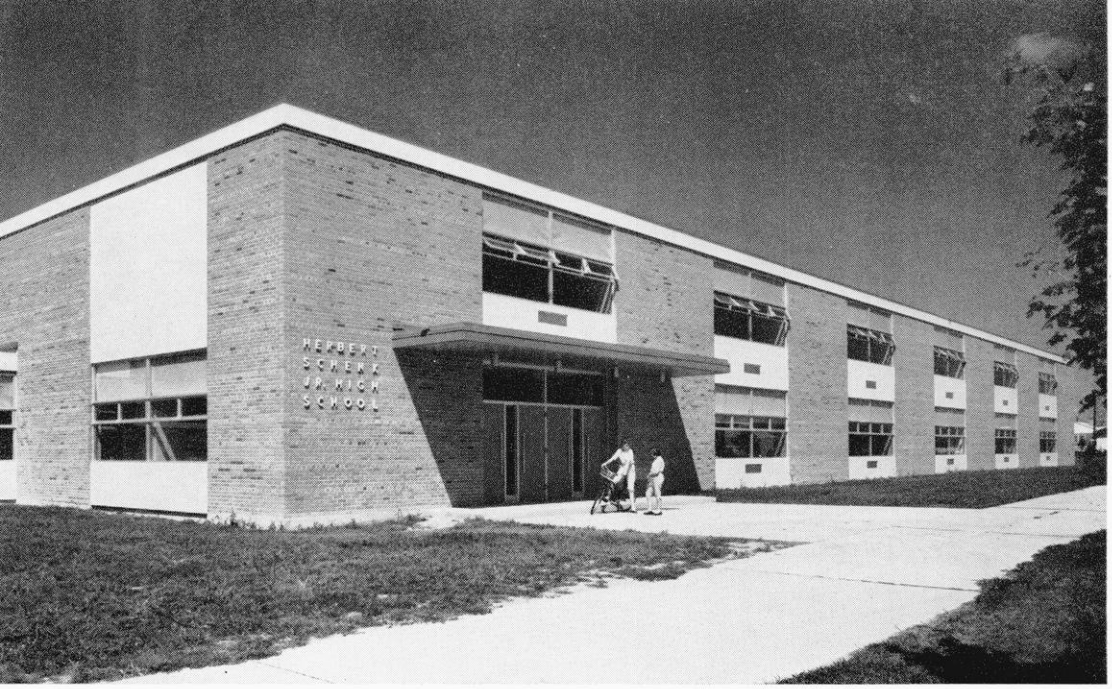
Franklin Elementary—Junior High School

South Madison including Franklin school site annexed to the city in 1923. The first unit of the new building opened in 1924. During the years following, the school continued to be the hub of such community activities as a father and son banquet, a mother and daughter banquet, and a community Hallowe'en party.

The new addition added in 1956 has taken on the name and atmosphere of the "junior high wing," and 7th and 8th grade pupils are aquitting themselves scholastically and socially more or less as typical junior high pupils.

ARMAND F. KETTERER, *principal*





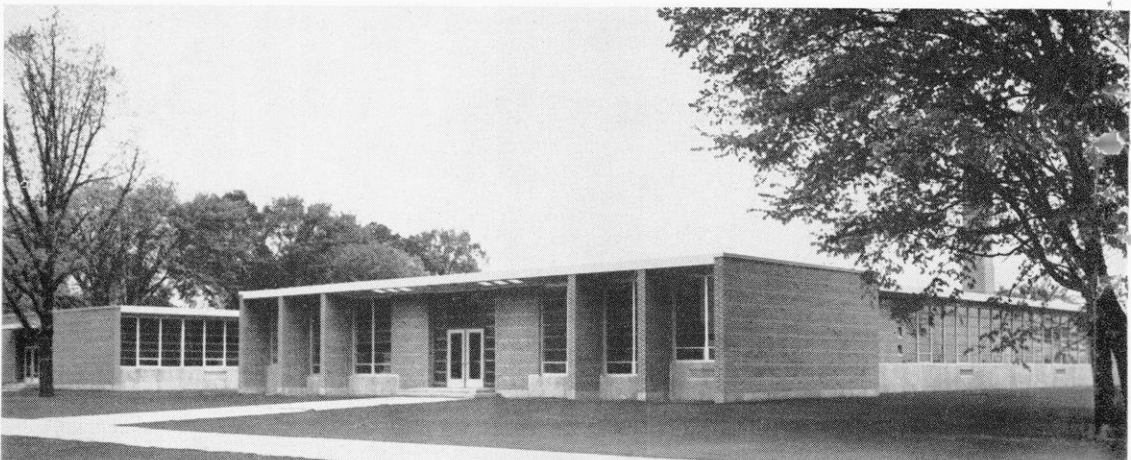
Herbert Schenk Elementary-Junior High School

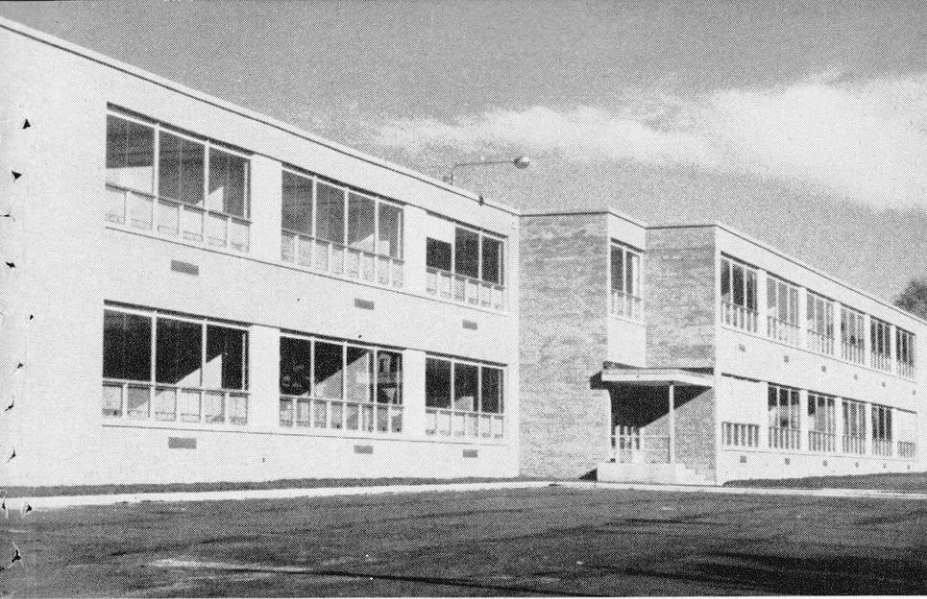
When Mrs. Samp, the feminine member of the Board of Education, went with staff members to the site on the far east side in 1951 to make plans for a school, she had to climb through a fence into a cow pasture where the school now stands. The north boundary of the site was a cornfield and there was no house north to Milwaukee Street

The original building, a two-section-per-grade school which opened in 1953, had 19 teaching stations with a 510 pupil capacity. Since then two additions have been built—an elementary wing opening in 1955 and a junior high school wing in 1958.

The school now serves nearly 1,600 pupils, kindergarten through Grade 8. Ninth grade pupils will enroll in September, 1960.

ANSGAR SVANOE, *principal*





Sherman Elementary-Junior High School

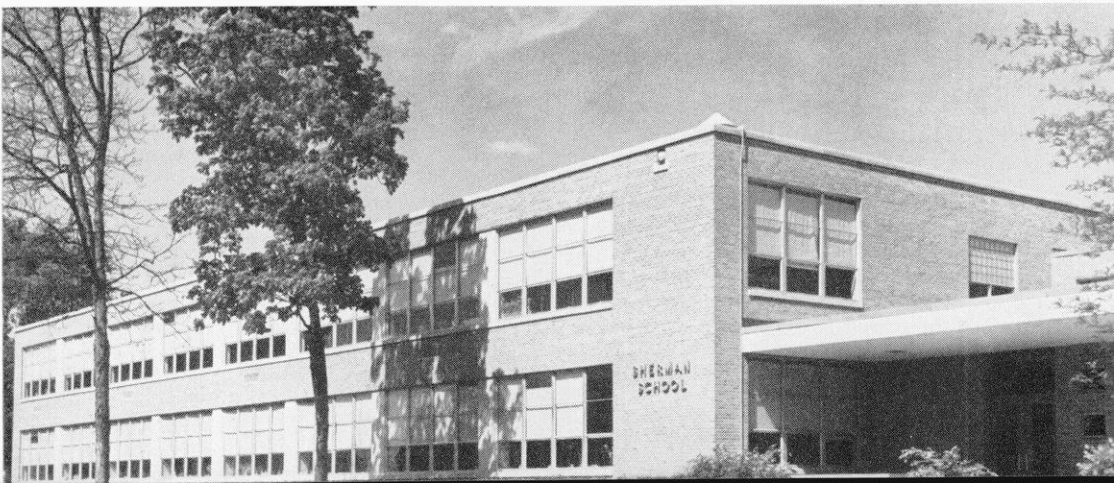
In 1909 the Pleasant Grove school nestled in a grove of hickory and oak trees beside a quiet country road. Across the road, cows placidly chewed their cud as they watched the children in the yard of the one-room school.

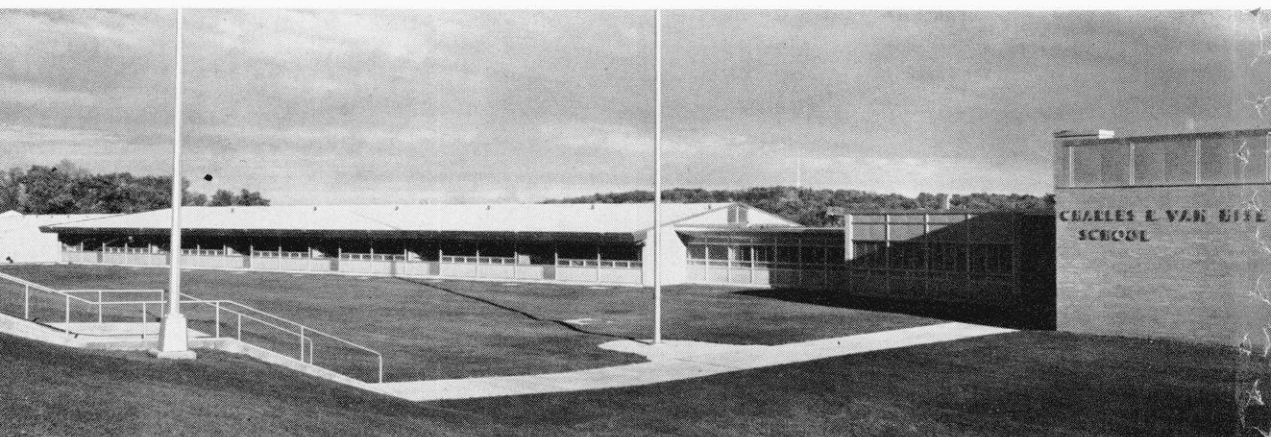
Fifty years later the Pleasant Grove school had become the large modern Sherman school. Pleasant homes surrounded it. What had once been a low, brush-choked drainage area was now a beautiful, six-acre playground.

I can remember one early spring day after a thaw with about four feet of water at the bottom of this "valley" when several children rushed up to me at noon saying, "Tommy's stuck down there!" I rushed down and sure enough there was one of my fourth grade boys down to his knees in mud and unable to get out. We never did recover his shoes.

Fifty-four teacher stations now make up the school and where 20 children once played, now 830 children bustle into classrooms and participate in the activities that make up an elementary-junior high school.

ANTHONY A. FARINA, *principal*





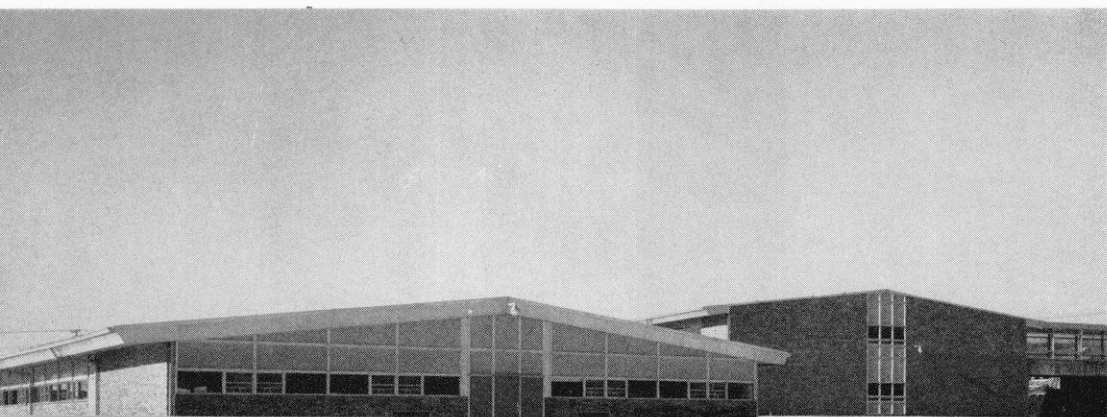
Van Hise Elementary-Junior High School

Van Hise school opened September 9, 1957, with 528 pupils in kindergarten through Grade 6. These children had previously attended Midvale, Cherokee, or Dudgeon. For many, this represented their first walk to school since buses had taken them before to these more distant buildings.

The fall of 1958 saw the second year begin with 643 pupils in kindergarten through Grade 6. This gain took place in spite of losing about 70 children to the new Spring Harbor school.

By the fall of 1959, the junior high addition had been completed except for grading and outside walks. The first week of school saw 411 seventh and eighth graders and 696 pupils in kindergarten through Grade 6. The new total of 1,107 pupils came about in spite of losing approximately 100 boys and girls to the new Odana school.

WALTER H. ARGRAVES, *principal*



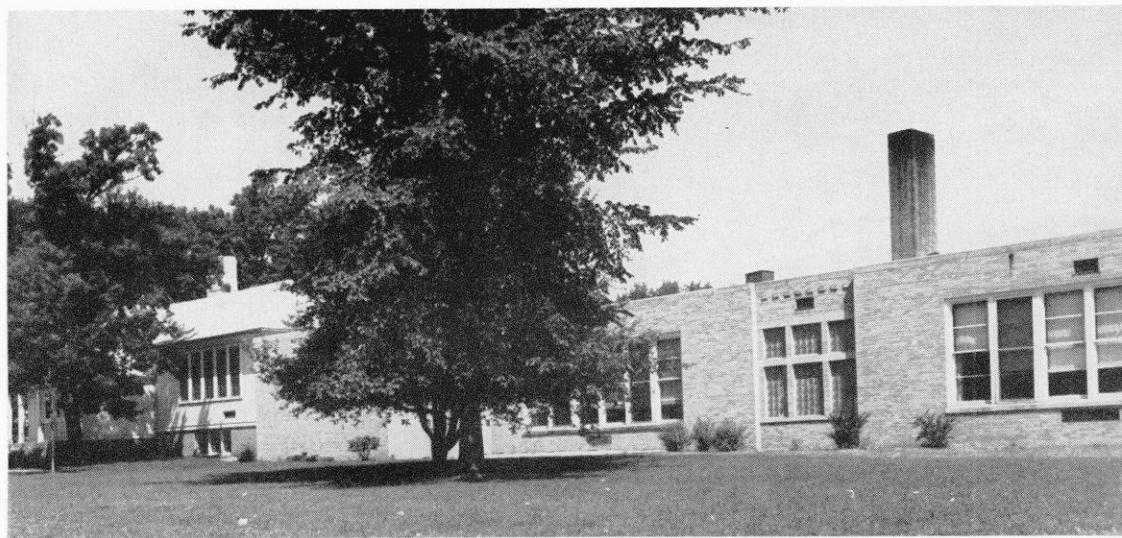
Crestwood Elementary School

Rumor has it that the original Highlands-Mendota Beach rural school is now incorporated somewhere within the old white frame building. The rural school not only served the community as a public school during the week, but also as a meeting place for Sunday school and church.

The current administrator began his job in 1944 with six teachers, including himself, and an enrollment of 165 children. Since the principal was the only staff member who had an automobile, he drove through the city each day and picked up the five remaining teachers and took them to school.

In 1958 the school employed 23 teachers to serve approximately 550 pupils, kindergarten through Grade 8.

GEORGE BLACKMAN, *principal*





Dudgeon Elementary School

Dudgeon school, named after a former superintendent of schools, opened its doors to 195 children in September, 1927. Of the original seven staff members, two of them in the fall of 1959 started their 33rd year of teaching in the same building.

The years 1937-38 found a second floor addition, as originally planned, being added over the heads of the classes. Miss Lucile Clock, who was principal of the school for 29 years, recalls that not a day of school was lost because of this new construction. Rooms completed at the time included an activity room and a music room. In the years following, other classrooms were completed in the "new" upstairs.

The year 1951-52 found Dudgeon serving a new role which has continued yearly since that time. To facilitate an uninterrupted program of instruction for the newer areas that began to mushroom in the far-flung west side, Dudgeon began to serve these areas by school bus. In these years, Dudgeon has served Sunset Village, Indian Hills, Blackhawk Park, Mohawk Park, Marlborough Heights, and an area west of Hilltop Drive.

It is hard to believe that Dudgeon stood for some years on the very edge of the city. Across Western Avenue, which was then the city limits, was Briar Hill. Now Dudgeon is completely surrounded by the city which it has proudly served these many years.

ALONZO L. ANDERSON, *principal*

Emerson Elementary School

Because of constantly increasing enrollment in its early history, Emerson school was organized into a platoon school, Grades 2-6, to economize in classroom space. Under this plan every homeroom teacher had two groups. While she taught one group the language arts and arithmetic, the other group went to special teachers for science, social studies, art, music, and physical education. Today Emerson operates on a partial departmental plan.

During the '20s, Emerson as well as Randall and Longfellow operated as elementary-junior high schools. This plan was abandoned with the opening of junior high schools at Central, East, and West in the '30s.

For more than 20 years Emerson was administered by Leo P. Schleck who was followed by a succession of principals. During his regime, an open-air room, later the nutrition room, and a sight-saving room were opened at Emerson. He was director of the first audio-visual department and radio programs for the Madison schools. All these departments have now been moved to other buildings.

The child population in the area has leveled off and with the conversion of unused space in the auditorium into five classrooms in 1959, there should be ample room to serve elementary school needs of the area for many years.

Information supplied by CORA HAGEN, Grade 2 teacher

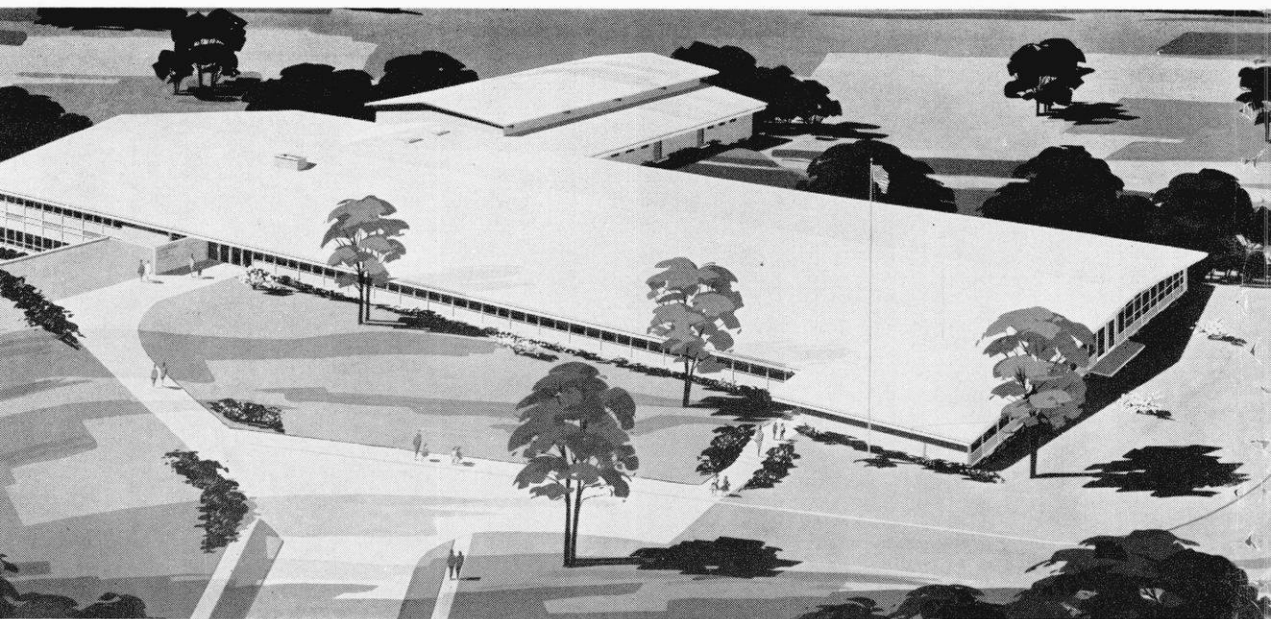


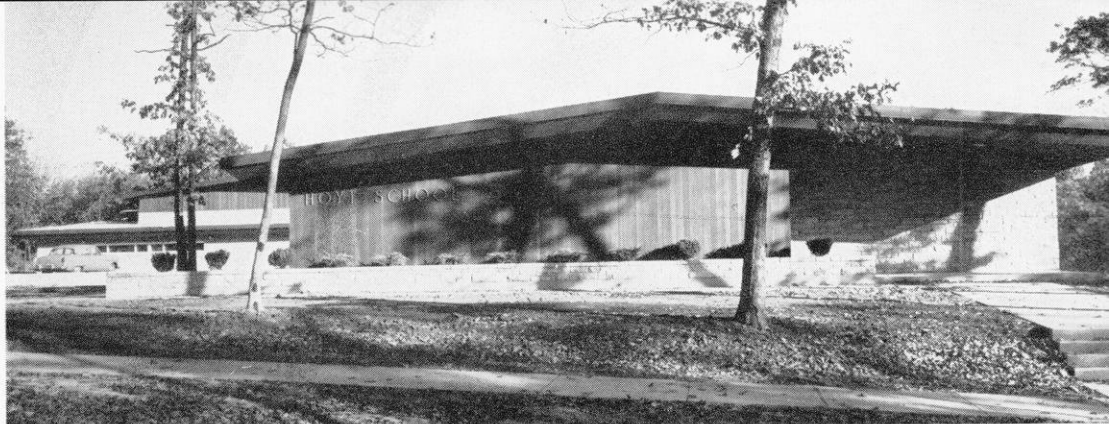
Hawthorne Elementary School

The new elementary school located on the Jacobson site has been officially named Hawthorne school. This revives the name of the old Hawthorne school which was located at Division and Bashford.

The new school opened in September, 1959, with about 400 pupils. The pattern of enrollment is similar to many of the other newer schools of Madison with definite signs of increasing enrollment in the coming years. While 32 pupils are enrolled in sixth grade, 84 are in first grade.

EUGENE STURDEVANT, *principal*



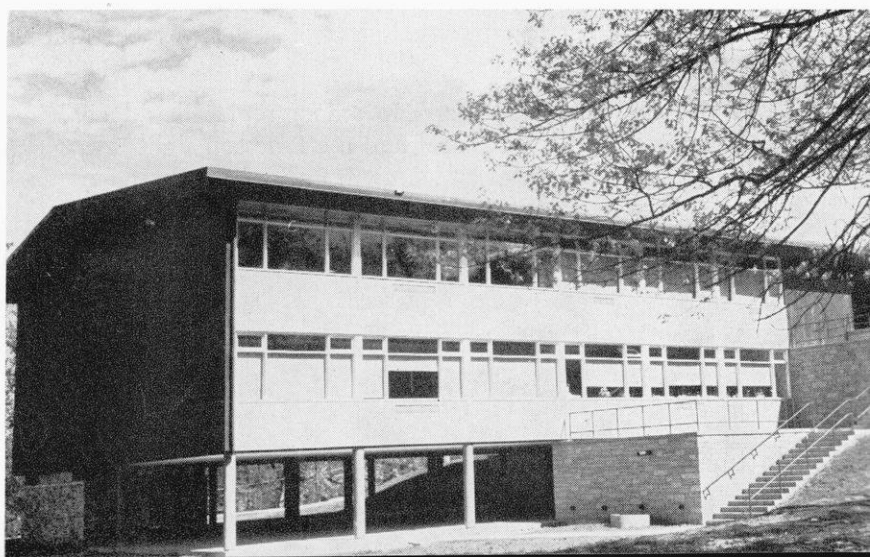


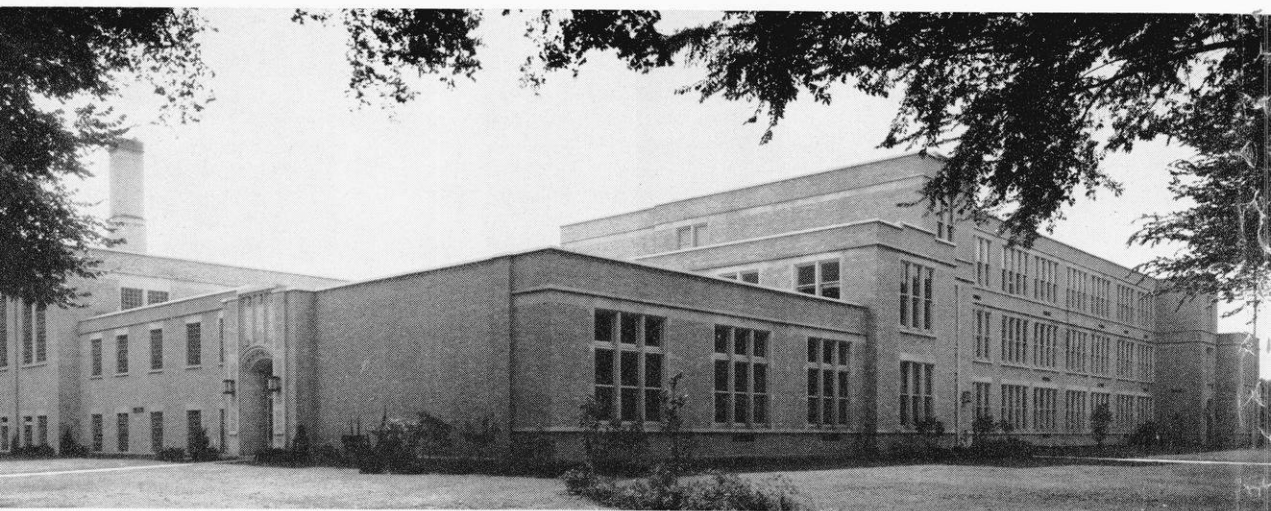
Hoyt Elementary School

Placed on a wall near the front entrance of Hoyt school is a plaque of oak, with its design of oak leaves and acorns, dedicated to the memory of Frank W. Hoyt. This plaque was presented to the Board of Education by William B. Roys, a nephew of Mr. Hoyt.

Built adjacent to Hoyt Park, which was named in honor of Mr. Hoyt in 1933, the school was designed to fit the park area with the stone shelter house and hardwood trees. Natural wood and stone were used to create a feeling of harmony with the surroundings. The original building was first used in September, 1956. During the spring and summer of 1958, an eight-room addition was built. The completed school features one story to Regent Street and two stories plus a covered play area to the rear.

DOROTHY RULE, *principal*





Lapham Elementary School

Lapham school was named for Increase Allen Lapham, one of Wisconsin's early naturalists. Primarily known for his early interest in the science of forecasting weather, he was also fond of the flora and fauna of his adopted state.

In keeping with the interests of Mr. Lapham, the decorative theme in the school is natural science. The auditorium mural and panels portray animals of the forest. The work was done by a Madison art teacher and her classes. She herself designed and executed the proscenium panels as a master's thesis. The children planned and executed the long side mural. Art classes in another high school made ceramic tiles of insect life which were inserted in the recesses around corridor drinking fountains.

Not long ago the father of a Lapham school enrollee was seen walking the corridors looking at the tiles he and his high school classmates had made and commenting, "Here is John's," "I remember that one," "This is the one I did."

In 1940, new Lapham school replaced old Lapham and Brayton schools as well as the Doty deaf and the Emerson sight-saving departments. Velmer D. Pratt, principal of old Hawthorne school, was new Lapham's first principal. She retired in 1943.

MAURINE BREDESON, *principal*

Lincoln Elementary School

Lincoln school has the distinction of holding the most unique setting in the city with beautiful trees growing on the rolling ground and Lake Mendota for a backdrop. Even though the building is not new, it is well kept and substantial.

The big iron fence which encloses the playground on the lakeside is a product of WPA labor. Before it was installed the grounds sloped gently to the lake shore and the children played on the stones but were presentable and dry when the bell rang. Games of marbles, jump rope, and ball took place in the warm seasons.

In winter the contour of the playground was wonderful for coasting on corrugated paper or boxes. The sport was not confined to the children alone. At noon the teachers donned their play suits and joined in the fun.

At one time Lincoln had 7th and 8th graders and instruction in manual arts and home economics. During World War II years the Lincoln nursery was housed in the special rooms.

The principal who was at Lincoln longest was Miss Renette Jones, from 1921 to 1941. She had a high standard of scholarship but loved fun. Her annual Christmas party for the teachers at Mrs. Gifford's tea room was the highlight of the season.

MIRIAM MELROSE, *Lincoln teacher, 1921-56*



SCHOOL BUILDING DATA 1939 - 1959

SCHOOL	Date Opened	Normal Capacity*	Regular Classrooms	Special Rooms	No. Teaching Stations
ELEMENTARY					
Lapham	2-1940	690 ^A	18	10 ^A	28
Marquette	2-1940	690	18	9	27
Washington	2-1940	690	14	13	27
Midvale	9-1951	750	20	9	29
Mendota 3rd Add'n.	9-1954	120 ^C	4	0	4
Mendota 4th & 5th	9-1956	240 ^C	6	4	10
Mendota Total		480 ^E	14 ^E	4	18 ^E
Franklin Add'n.	2-1956	240 ^C	8	0	8
Hoyt	9-1956	270	8	2	10
Hoyt Add'n.	9-1958	240 ^C	7	1	8
Hoyt Total		510	15	3	18
Orchard Ridge	9-1958	210	5	5	10
Orchard Ridge Add'n.	9-1959	300 ^C	10	0	10
Orchard Ridge Total		510	15	5	20
Spring Harbor	9-1958	450	13	3	16
Spring Harbor Add'n.	9-1959	120 ^C	4	0	4
Spring Harbor Total		570	17	3	20
Hawthorne	9-1959	480	14	3	17
Odana	9-1959	270	7	3	10
Emerson Add'n.	9-1959	150 ^C	5 ^C	0	5
ELEMENTARY-JR. HIGH					
Cherokee Heights	9-1955	900	23	14	37
Sherman Elem. Add'n.	2-1952	330 ^C	9	6	15 ^C
Sherman Jr. H. Add'n.	9-1958	780 ^C	21	9	30
Sherman Total		1380 ^E	39 ^E	15	54 ^E
Herbert Schenk Elem.	9-1953	510	14	5	19
Herbert Schenk Add'n.	9-1955	380	12	1 ^K	13
Herbert Schenk Jr. H.	9-1958	750	20	12	32
Herbert Schenk Total		1640	46	18	64
Van Hise Elem.	9-1957	630	18	7	25
Van Hise Jr. H.	9-1959	780 ^C	20	10	30
Van Hise Total		1410	38	17	55

* Normal capacity - 30 pupils per classroom including kindergarten.
(Although 60 pupils can be served by one kindergarten room, only 30 are included for capacity data.)

Rooms included in determining normal capacity:

Rooms that can readily be used for home room purposes:

(1) All regular normal sized classrooms.

(2) Special rooms: kindergarten, vocal music, science, clothing laboratory, drafting, small rooms at their capacity for special groups such as deaf.

Special rooms not included:

Gymnasium, general shop, library, art, all purpose, food laboratory

(Normal capacity is less than maximum under crowded conditions.)

SCHOOL BUILDING DATA 1939 - 1959

Gross Area Building	Gross Area Per Pupil	Total Site Area	Cost of Site	Total Cost Including Site	Total Cost Per Pupil
69,188 sq. ft.	100.3 sq. ft.	3.6 acres	\$ 3,945.	\$ 374,489.	\$ 543.
70,058	101.5	5.9	2,763.	403,212.	584.
77,607	112.5	2.4	40,757.	512,619.	738.
66,077	88.1	8.8	14,044.	988,582.	1,318.
			5,085. ^D	124,306. ^C	
				352,513. ^C	
29,565 ^C	82.1 ^C	10.6 ^E		476,819. ^C	1,324. ^C
9,180 ^C	38.3 ^C	1.8		187,766. ^C	782. ^C
19,860				374,333.	
13,373 ^C				233,424. ^C	
33,233	65.2	3.0		599,757. ^F	1,176.
26,223		17.5	18,900.	412,332.	
11,877 ^C				215,310. ^C	
38,100	74.7	17.5	18,900.	627,642. ^F	1,231.
29,274				531,438.	
4,170 ^C				79,524. ^C	
33,444	58.7	7.3	21,500.	610,962. ^F	1,072.
31,232	65.1	9.07	52,950.	593,979. ^F	1,237.
21,236	78.6	13.0	39,000.	400,363. ^F	1,483. ^G
3,280 ^H		4.2		65,963. ^F	440. ^C
77,697 ^I	86.3 ^I	12.7	15,000.	1,265,108. ^J	1,406.
46,847 ^C			12,440. ^D	786,714. ^C	
48,480 ^C				688,630. ^C	
112,577	81.6 ^E	11.0 ^E	12,440. ^D	1,475,344. ^F	1,329. ^C
47,345				829,061.	
16,317				227,771. ^C	
51,375				755,996. ^C	
115,037	70.1	14.5	14,500.	1,812,829. ^F	1,105.
55,288			60,803.	1,119,772.	
47,140				703,796. ^C	
102,428	72.6	22.1		1,823,568. ^F	1,293.

- A Includes three special rooms for deaf; normal capacity 20 pupils each.
B Original building and first and second additions constructed prior to annexation.
C Added by, or cost of, construction of additions only.
D Cost of additional land.
E Includes original annexed building.
F Budget estimate. Account not closed. Very close to final cost.
G This cost per pupil will decrease with completion of eight added classrooms.
H Approximate useable net area added in rear and upper half of auditorium.
I Does not include 4,880 sq. ft. Board of Education general storage area.
J Does include cost of 4,880 sq. ft. Board of Education general storage area.
K Small remedial room (included for 20 pupils only).



Longfellow Elementary School

Closely allied with the Longfellow community, the school has given service beyond the usual duties expected of a school. For years the "Greenbush" area was the center for immigrant settlers, largely Italian or Sicilian and Russian Jew.

By means of much ungraded and special work, the school taught the English language to large numbers of foreign-born children. As time went on the school also established classes to train the older children in doing things relating to everyday life in their adopted country. In the boys' classes the use of common tools, general repair, woodworking, painting, and soldering were taught. The girls had lessons in housekeeping—dishwashing, sweeping, dusting, scrubbing, and the preparation and serving of simple dishes.

The school also had evening Americanization classes to teach adult immigrants how to read and write. Conversational classes gave instruction in civics to help the immigrants learn about their adopted country and perhaps to pass citizenship tests. There were also night classes in sewing.

Active in this program was Miss C. Lorena Reichert, who was principal of Longfellow school from 1912 until 1946 when she retired.

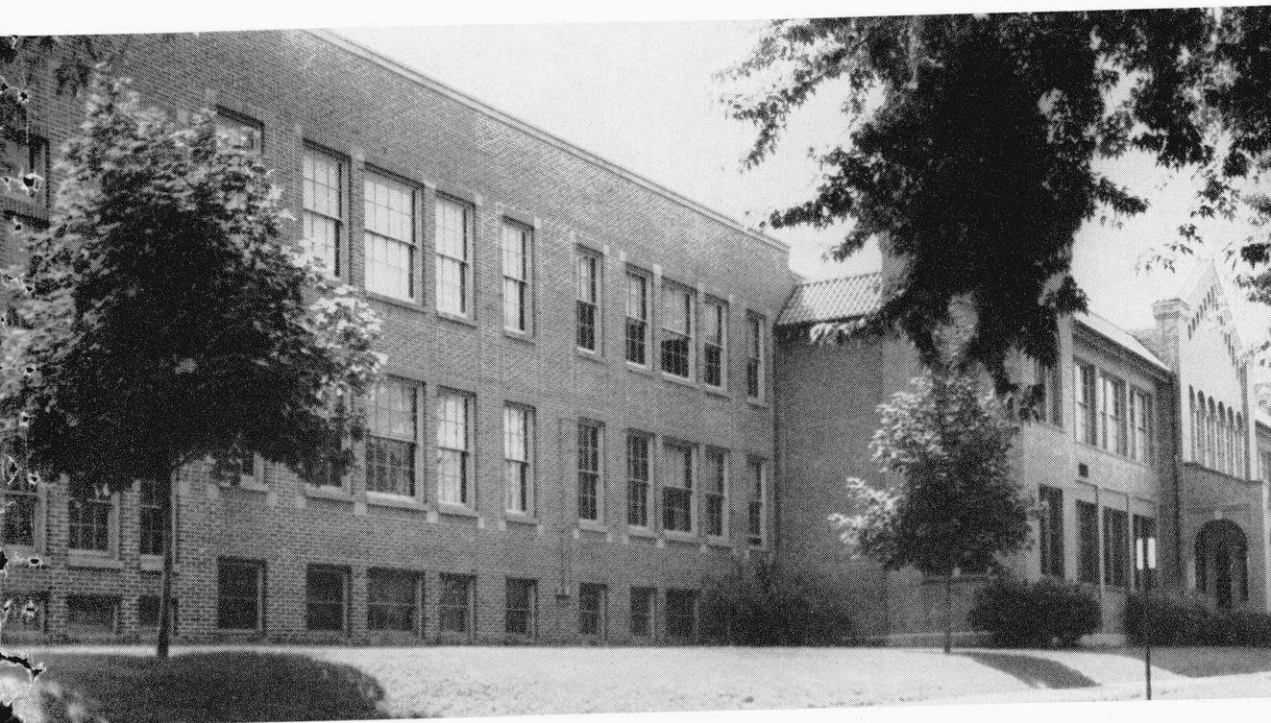
Lowell Elementary School

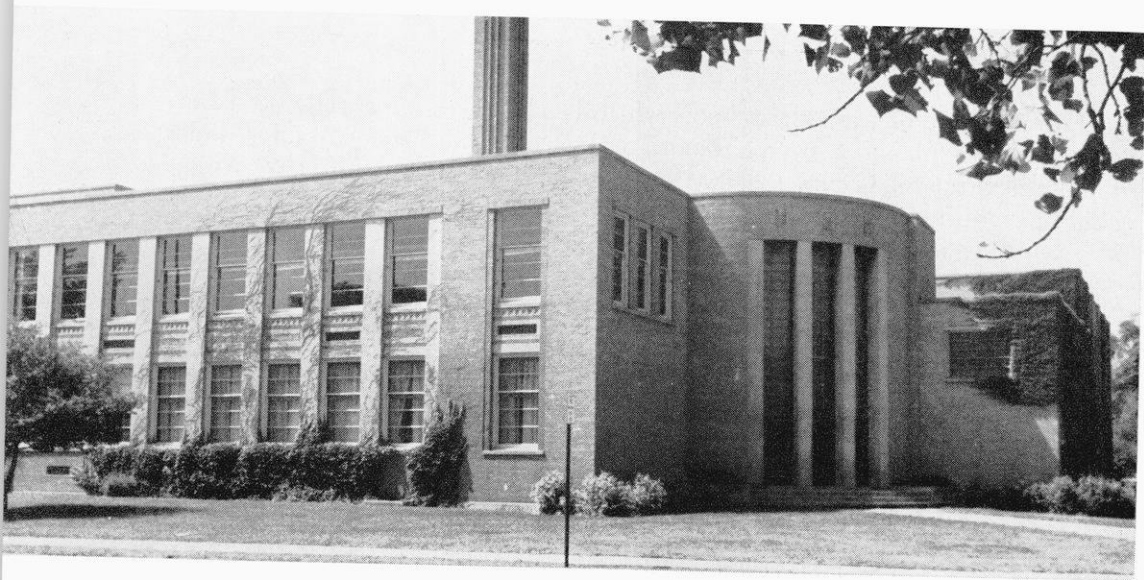
Lowell is one of the older schools which has been kept in excellent repair through careful planning by the Board of Education and the buildings and grounds department. Completed in 1916 and with an addition in 1927, this school has withstood the traffic of at least two generations.

The 1927 addition included a nutrition center—lunch room, rest room, and solarium for outside resting—for children needing special care. With the new addition the platoon system was set up, possibly to make room for Grades 7 and 8. These grades were moved to East junior high school in 1932.

Miss Annie D. Axtell was principal of Lowell school for the longest period of time—from 1925 until she retired in 1943.

EUNICE WARWICK, *principal*





Marquette Elementary School

Marquette school is beautifully situated on the Yahara River. The building is an excellent example of modern yet timeless architecture which emerged in some of the late WPA projects. The architects, Law, Law, and Potter, created great beauty through form, color, and texture which is accentuated by the superb quality of oak, tile, glass block, and brick used for building materials. The classrooms, special-purpose rooms, gyms, auditorium, library, and multi-purpose rooms represent imagination and functional planning for the implementation of a sound educational program. Few school plants can be so economically maintained; and the new appearance of the building belies the 1939 date on the cornerstone.

The merging of the old Marquette, Hawthorne, and Harvey schools into the new school in 1940 was accomplished by Principal Emily Parsons, who spent the year before her retirement in new Marquette school. Miss Parsons taught 38 years in the Madison schools.

The school population has decreased somewhat from the 1940 enrollment. Total gross enrollments, however, tend to run from 750 to 790. These figures represent favorable enrollments of 25 to 32 pupils per class.

LILLIAN SIMONSON, *principal*

Mendota Elementary School

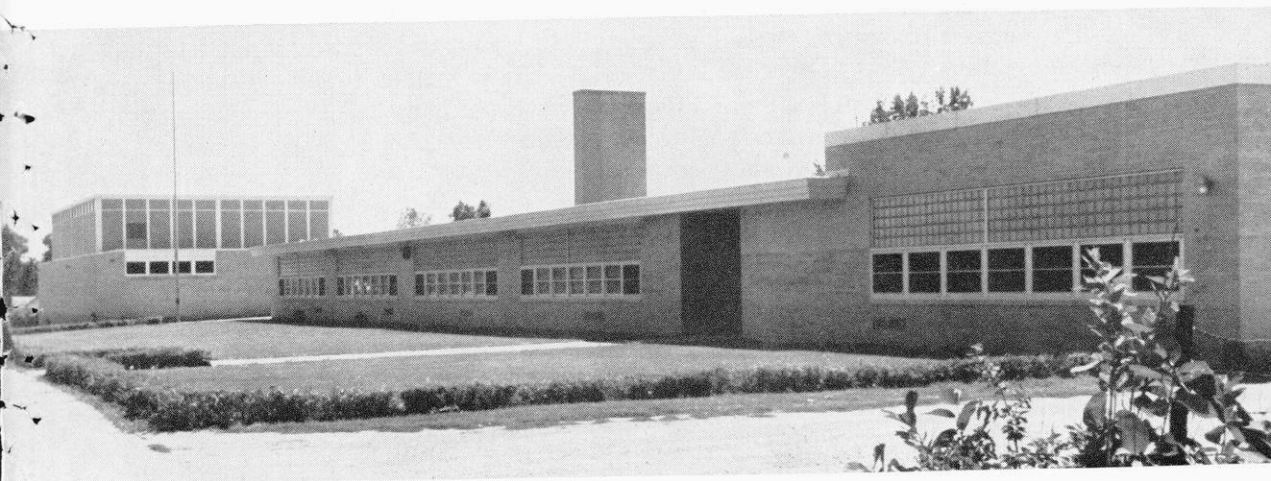
Mendota school was originally a country school serving the Town of Westport. The building preceding the present one consisted of a basement classroom and another classroom above it, an office, and two cloakrooms.

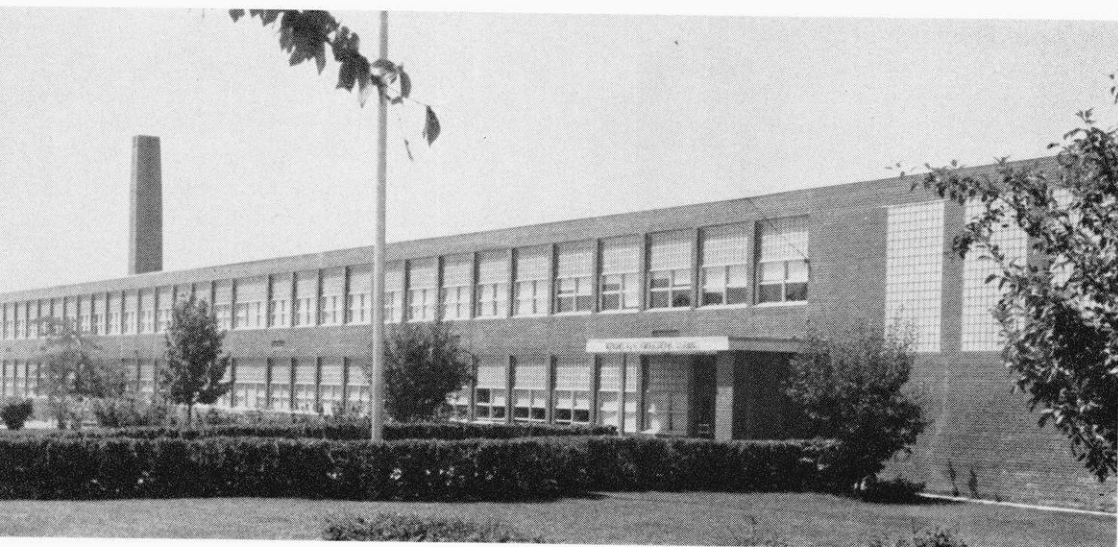
Constructed in 1948, the first addition included two classrooms and a heating plant. The community continued to grow so that it was necessary to add two more classrooms in 1950. Two years later the Mendota school area was annexed to the city and four classrooms plus a kitchen and an all-purpose room were added. It was soon necessary to add eight more classrooms and a fifth addition of offices and gymnasium.

An excellent job of blending the additions into one building has been done. The casual observer could not tell that the school consists of five different parts.

Mendota school is old in tradition, now modern in structure, with growing pains to match the expanding population. In the files is an old ledger dating back to 1889 in which items are listed at unheard-of prices. The ledger also contains the name of Miss Velmer Pratt, who did some of her first teaching at Mendota school and later taught for many years in Madison.

RICHARD LEE, *principal*





Midvale Elementary School

Midvale elementary school, the first of the post-war new schools, was built in the Sunset Village-Westmorland area on the west side. The school opened in September 1951 with an enrollment of more than 500 children.

Parents, teachers, city officials, Board members, builders, and architects attended the dedication program, the laying of the cornerstone, and open house on the Sunday following the opening of school.

Features that Midvale has in common with other new schools built since 1951 are as follows: functional efficiency and economy of space insured by careful planning of school staff, Board of Education members, and architects; use of durable, easily-cleaned building materials which make for economy of upkeep; use of color, blonde woodwork, and natural-finish furniture to make the interiors attractive and light; spacious grounds for adequate play areas.

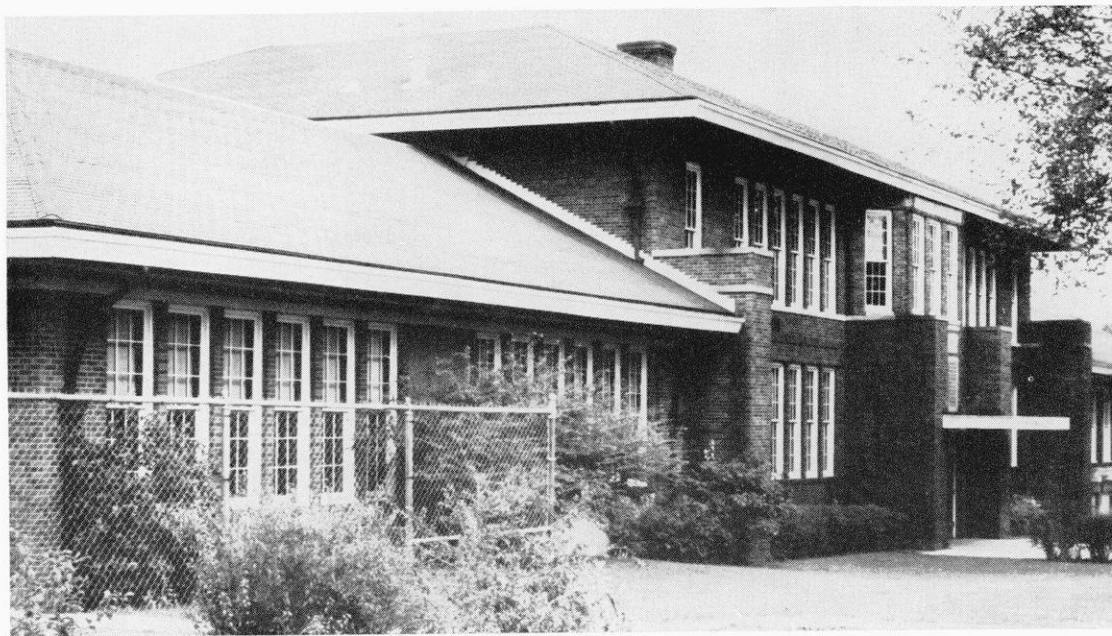
The enrollment reached a high of 876 in 1954, but with the construction of newer schools, enrollment has settled back to a comfortable 740 in 1959.

Nakoma Elementary School

Many, many years ago Nakoma was a summer village of the mighty Winnebago Indians. The name "Nakoma" means "I do-as-I-promise." In 1856 the early settlers picked the Nakoma school site for their first school. Once one of Madison's three major suburbs, Nakoma was annexed to the city in 1931. For more than a century the school has been the center of community activities.

The present structure replaces the log houses and frame buildings which served as the school until 1917. Since then five additions and remodelings have produced the building as it now stands.

WALTER W. ENGELKE, *principal*



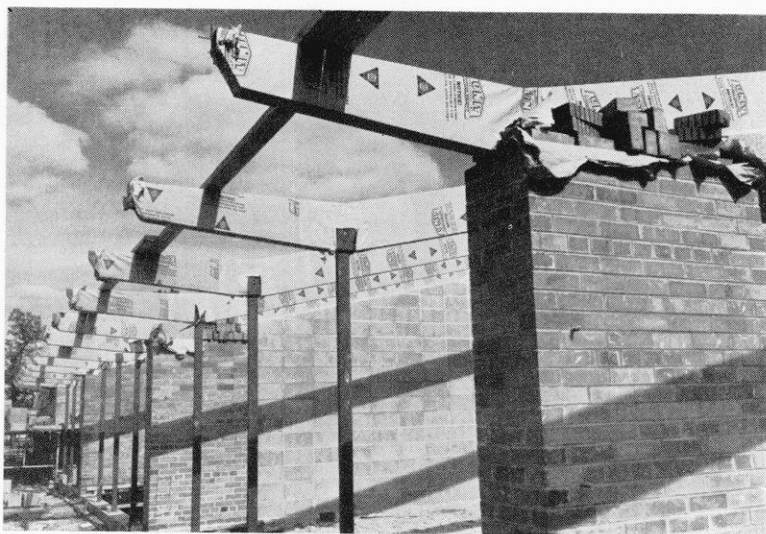


Odana Elementary School

Odana school gets its name from Odana Road which runs along one side of the school site and which is one of the main westerly thoroughfares from Nakoma to the edge of the city.

Since many of the streets in the Nakoma area bear Indian names, it is probable that Odana is a contraction of Odanah, the Chippewa word for village.

The new school opened in September, 1959, with an enrollment of approximately 270 children.

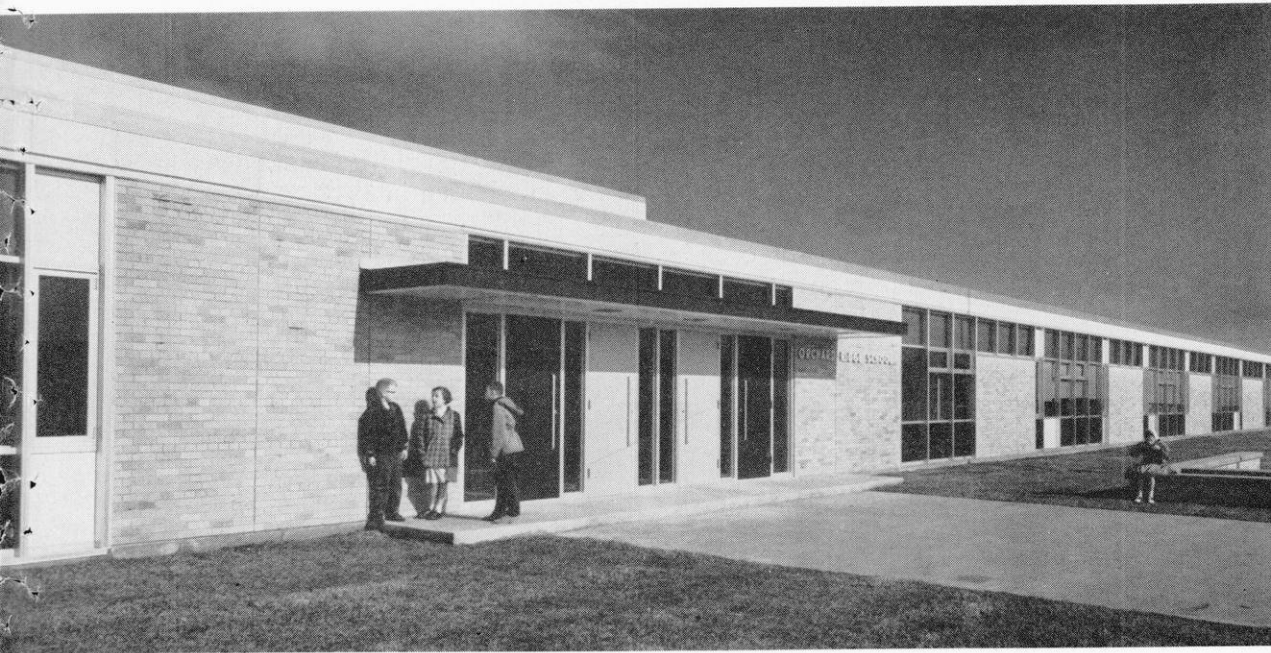


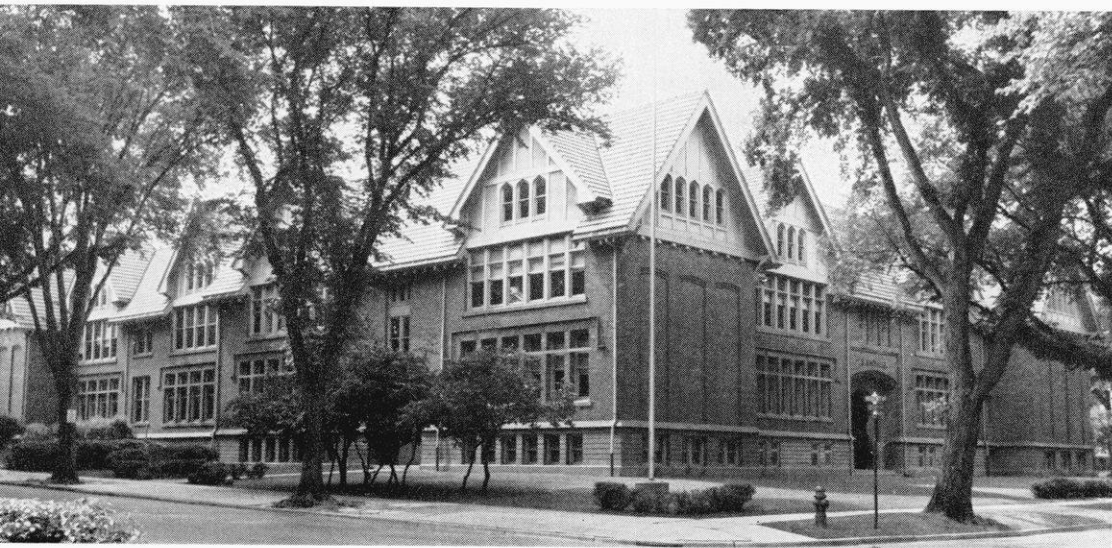
Orchard Ridge Elementary School

Orchard Ridge school on the far west side opened in September, 1958. The child census had indicated an attendance of about 290 children. Because of the rapid growth of the area, however, enrollment increased to 350 by the end of the school year.

Before the first unit was completed, the Board of Education authorized an additional 10 rooms. Ultimately an elementary wing and a junior high school section will be added.

WAYNE L. KUCKKAHN, *principal*, 1958-59





Randall Elementary School

Since 1940 when nine old buildings were abandoned, Randall has been the oldest of the city elementary schools. The handsome exterior and the comfortable interior of this well-built school probably offset the absence of some of the features of the newer schools.

As in other rapidly growing areas of the city, more than 50 years ago the children in the Wingra Park area were sent to existing schools, Draper and old Longfellow, until the first unit of the tenth ward school was completed in 1906. Two rooms were made ready for use in the fall of 1906, another in 1907, and the fourth in December, 1909, with two grades to a room. The superintendent of schools began writing about the need for an addition in 1910.

The first addition was completed in 1912 and the second addition for junior high school use in 1925.

One of the long-time principals of Randall school was Mrs. Alice Ekern Rood who retired in 1947. She served as principal first at Marquette and then at Randall beginning in 1930 when Randall junior high department was moved to new West high school.

Under the renovating plan of the Board of Education, Randall and other older schools have received rewiring and new light fixtures, acoustical ceilings, new floor coverings, painting, and new desks and equipment.

Spring Harbor Elementary School

When the school site was being prepared for the building, an Indian effigy mound resembling a bear was "discovered." The Board of Education immediately revised grading plans to preserve the spot. It is to be restored and remain as a bit of history in our midst.

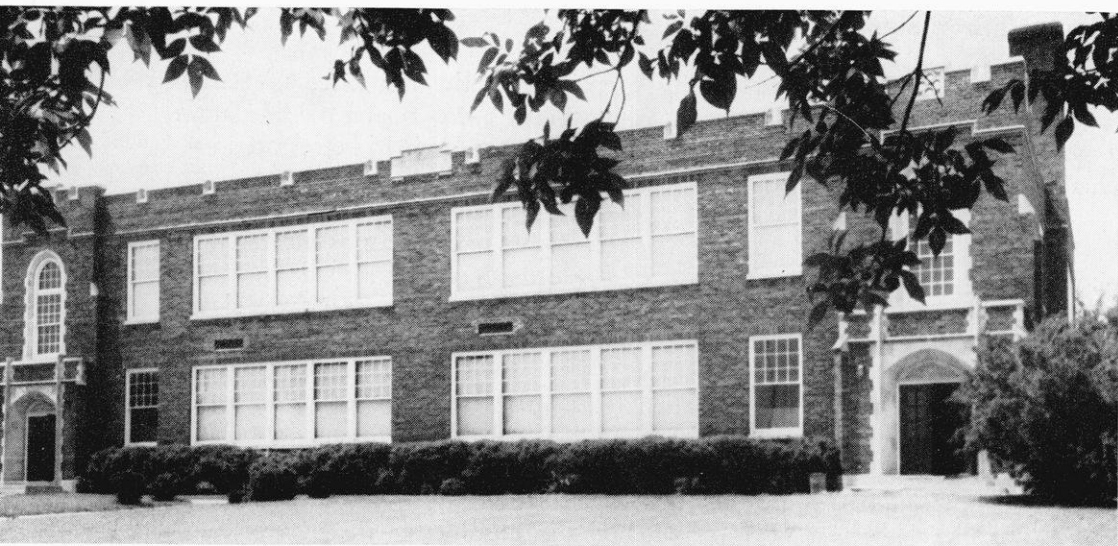
Presence of the mound was known to residents of the area as indicated by the use of "Bear" in some local names. Old records show that a road which has long been discontinued, but the remains of which can still be seen, was slated to be named the Bear Mound Road.

Very little is known of this particular mound. It is not even listed in the surveys made by the State Historical Society. It is one of more than 12,000 that were built in Wisconsin some 800 and more years ago. The descendants of these "Mound Builders" were the American Indians found here by the white people, but they had long since forgotten the significance of the mounds.

Under hickory trees above the school and playground, the 65-foot "Bear" rests on the hillside as a silent reminder that another race of people appreciated the unique setting overlooking the harbor and beautiful Lake Mendota.

A. KERMIT FRATER, *principal*





Sunnyside Elementary School

A little red school stood on a knoll at 3902 East Washington Avenue prior to the year 1882.

Proceedings of the annual school meeting for school district No. 4 in the Town of Burke are on record as of June 5, 1882. Expenses for that year were \$150 for the teacher for a school term of eight months, \$8 for fuel, \$10 for the clerk's salary, and \$.25 for one box of chalk.

The earliest record of the school's population July 10, 1886, was as follows: children between the ages of 4 and 20 years, 73; children between the ages of 7 and 15 years in school, 48.

Since the early days Sunnyside school has grown from a one-room rural school to an 11-room school. The last addition to the school was built in 1952.

In 1956 Sunnyside school became part of the Madison public school system.

DANIEL J. KIRLEY, *principal*

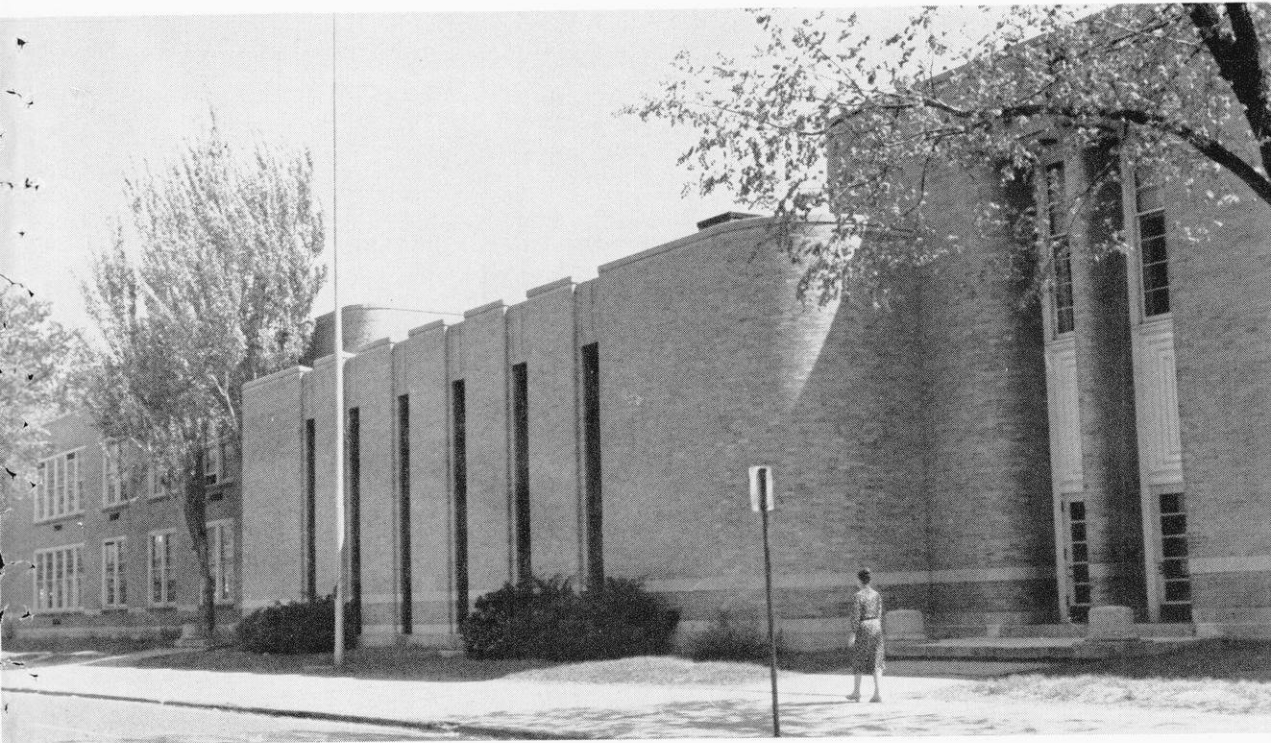
Washington Elementary School

The site on which Washington school is built had originally been swamp land. Through the efforts of Mr. Patrick Barry, the land was reclaimed and made into Barry park and used as a playground for youngsters. Mr. Barry had been a member of the City Council, representing that area, for over a quarter of a century. He was very interested in children and in education.

At the dedication program in 1940, Mr. Barry humorously said, "I know of no name I would rather have replace mine than that of George Washington."

The school took the place of old Washington, Doty, Draper, and Longfellow orthopedic schools. Miss Pearl Leroux, the first principal of new Washington school, had been principal of old Washington and Doty schools. She retired in June, 1958.

HELEN BRUCE, *acting principal*, 1958-59





School Administration Building

Renovation of Doty school for an administration building was completed in 1942. Thus staff members who had been housed in several old homes were brought together for more efficient operation.

FOR THE RECORD

Spring Harbor Elementary School and Addition

Construction on Spring Harbor elementary school began in the spring of 1958 and, although some work remained to be done, school opened as scheduled in September, 1958. The school faces Spring Harbor Drive.

The dedication and open house took place in the evening of November 12 with Dr. R. W. Huegel, chairman of the building committee, acting as master of ceremonies. Parents, teachers, members of the Board of Education, city officials, architects, and contractors attended the program.

Several weeks later the children gathered in the all-purpose room to witness the presentation of the flag by the Veterans of Foreign Wars auxiliary. After the ceremony, Mrs. Edward J. Samp, a member of the building committee, represented the Board in the sealing of the cornerstone.

Structurally the school is a split-level building making excellent use of the sloping site. The lower level contains two kindergarten rooms, the all-purpose room, and locker-shower rooms. On the upper level are 13 classrooms, administrative rooms, a teachers' lounge, and a library. The addition, built in the summer of 1959, consists of four classrooms.

The vari-colored brick exterior of the building is panel-wall construction with bottle-green, ceramic-tile panels under the windows. Extending from the sloping, rust-colored roof is a four-foot overhang. The underside of the roof forms sloping classroom ceilings.

Windows are thermopane throughout the building. Fluorescent lights, which are mounted to the ceiling, have plastic-lens covering. Borrowed light sifts into the corridor from the classrooms through locker-height windows.

Concrete block forms interior partition walls. Asphalt tile covers floors throughout the school except in lavatories and locker-shower rooms which have ceramic-tile floors. Ceramic tile is also used for wainscots in corridors, the all-purpose room, locker-shower rooms, and lavatories.

Acoustic treatment of ceilings is suspended. The material is plastic-covered fiberglass tile. In the all-purpose room, exposed laminated-wood beams form the structural members to support the acoustic-type steel deck.

A typical classroom has fixed sink cabinetry and teacher's wardrobe. All other cabinets are movable, four-foot standard cabinets. Formica tops cover both fixed and movable cabinets. Natural-finish woodwork and blonde furniture help to keep the classrooms light as well as attractive.

Other functional classroom features are cork bulletin boards, peg boards, and green chalkboards with aluminum trim and chalk trays.

Kaeser and McLeod Architects were responsible for both the first unit and the addition.

Orchard Ridge Elementary School and Addition

Late in 1953, the Board of Education requested the City Council to purchase for a school site 19.9 acres of farmland in the Orchard Ridge develop-

ment on the far west side. The purchase was completed in December at a cost of \$18,900. When the streets were determined, the net area of the site was 17.5 acres at a cost of \$1,080 per acre.

The first unit of the future elementary-junior high school was started in October, 1957, and opened for classes in September, 1958. On Russett Road between Gilbert Road and Whitney Way, this unit is a one-story building consisting of two kindergarten rooms, five classrooms, an art room, administrative units, as well as a library and an all-purpose room sized for the future elementary-junior high school.

Residential construction in this area mushroomed as soon as school construction began, making necessary plans for an addition before the first unit was occupied. The 10-room addition, which opened in September, 1959, houses elementary grades, but will eventually be used for a junior high school.

The exterior of the building is modified panel-wall construction with brick masonry pier and multi-colored porcelain-enamel panels below the windows. Sashes are aluminum.

The interior is characteristic of the newer schools. Interior partitions are concrete block. Asphalt-tile floors are standard except in the lavatories where ceramic tile is used. Ceramic tile forms the wainscots in corridors and lavatories as well as classroom and corridor bases. In the corridors also are some built-in benches and wood paneling.

Every classroom has a teacher's closet, built-in cabinets, and a sink, as well as movable cabinets constructed on a four-foot module. Work tops are formica covered. The chalkboard is tempered glass with aluminum trim and chalk tray. Some peg board is used, but functional emphasis for display purposes is on cork bulletin boards.

Fluorescent lights are used throughout classrooms and library. Acoustic ceilings are plastic covered fiberglass.

Architects were John J. Flad and Associates.

Hawthorne Elementary School

In December, 1957, the City Council completed the purchase of the Jacobson site at a cost of \$52,950 for 9.07 acres of land located near the junction of Fair Oaks and East Washington Avenues.

Bids for the future Hawthorne school were opened in September, 1958, and construction started immediately. Although a substantial amount of foundation and footing work was completed in the fall, construction had to be discontinued during the winter months because of extremely bad weather. Work was begun again in the spring and the building completed for school opening in September, 1959.

Included in the building are 14 classrooms, two kindergarten rooms, an all-purpose room with boys' and girls' shower-locker rooms, and administrative offices. The building is split-level with one story on the north elevation and two stories on the south elevation. Future additions will extend south at the two-story level. The boiler room and other mechanical areas are sized for future expansion.

The brick exterior has panel-wall construction with dark orange-colored, porcelain enamel panels below the windows. Exterior face brick is returned into the lobby and other entrances. The sloping roof extends to make a four-foot overhang.

With no dependence upon natural light in the classrooms, the amount of glass is kept to a minimum of four feet. Fluorescent lighting is used in all classrooms. Glass panels above locker height provide borrowed light from classrooms to corridor.

Corridor ceilings are dropped, although classroom ceilings slope up from the exterior wall to the corridor. Ceilings in the one-story section are plastic-covered acoustic tile and at the ground-floor level of the two-story section, acoustic plaster.

A considerable amount of wood paneling is used in the corridors in lieu of ceramic-tile wainscoting. Situated near classroom entrances are built-in benches. Features of the all-purpose room are exposed laminated-wood beams and wainscoting of smooth-surfaced brick.

All floors are asphalt tile except in the lavatories and shower-locker rooms, which are ceramic tile. Ceramic tile also forms the wainscots in corridors, locker rooms, and lavatories as well as classroom bases.

Classrooms have built-in sinks and formica-covered counters. Other cabinets, except for the teacher's wardrobe which is also fixed, are four-foot movable with formica tops. Most display areas are corkboard with a minimum amount of peg board. Chalkboards are green glass with aluminum trim and chalk trays.

In this school as in other Madison schools, the color committee did an outstanding job in the selection of colors—not only for the concrete block but also for color of tile, brick, and exterior panels.

Law, Law, Potter, and Nystrom were the architects.

Odana Elementary School

In February, 1958, the deed for 13 acres of farmland north of the junction of Odana Road and Segoe-Road-extended was transferred to the City of Madison by William G. Gilbert. The Odana Road site was purchased with school-bond funds at a cost of \$3,000 an acre.

Contracts for the school were approved early in November, 1958, and construction started, but bad weather caused postponement of all work from December, 1958, until May, 1959. Then construction was speeded to get the school ready for opening in September.

The new school, which faces the Tokay Boulevard extension, opened as scheduled in September, 1959. The grading of the Boulevard was just getting under way. Bad weather prevented the completion of the Boulevard until November when the gravel approach was finished. Blacktopping cannot be finished until the spring of 1960.

In several respects this well-designed school is different from other new Madison schools. All of the classrooms are on the north side of the building, making the corridor single-loaded as far as classrooms are concerned. Admin-

istrative offices, the teachers' lounge, workrooms, and store rooms line the south side of the corridor.

Exposed laminated-wood beams, bearing on brick piers or pilasters throughout the building, made a minimum of steel necessary in this one-story building. The roof deck is wood with the ridge centered in the classrooms, giving a chalet or studio effect in each classroom. The acoustic ceiling is fastened directly to the underside of the wood deck.

The first unit of this school consists of seven classrooms, two kindergartens, an all-purpose room with locker-shower rooms for girls and boys, and the administrative area and workrooms. As in all of the new schools, interior partitions are concrete block.

A typical classroom has built-in cupboards and sink as well as movable cabinets. Above the built-in units is a panel of corkboard, then windows, which admit light into the corridor. Surface-mounted fluorescent fixtures provide excellent classroom light. Chalkboards are grey glass with aluminum trim and chalk trays.

The all-purpose room has painted concrete-block walls with natural brick wainscot. Laminated wood beams are exposed, but the roof deck is perforated-metal acoustic panel.

Wainscoting on one corridor wall is cherry-paneled wood broken at each classroom entrance by natural brick piers. Lockers line the opposite corridor wall. Spaced at intervals are low, built-in benches for the children to use when putting on outer wraps.

Klund and Associates were the architects.

Van Hise Junior High School Units

The elementary unit of Van Hise school was opened for classes in September, 1957. Besides classrooms, this unit includes administrative areas, a library, a gymnasium and locker-shower rooms, an all-purpose room and kitchen, and a boiler room area sized for the addition of the junior high school.

The Board of Education approved bids for the junior high school addition September 2, 1958, and construction started immediately. The new units were opened to Grades 7 and 8 in September, 1959. Grade 9 will be added in September, 1960.

The junior high school consists of two additional units connected to each other and to the original building by enclosed breezeways. The larger section of the addition is a two-story building containing 20 classrooms, three science rooms, and two home economics rooms. The special-purpose wing consists of two shops, an art room, and two music rooms.

To match the elementary section, the new units have panel-wall construction with green porcelain-enamel panels, variegated brick, and thermopane windows. Both units have a sloping roof and overhang.

The interior finish of the larger building is rather typical of the newer two-story constructions. Interior partitions are painted concrete block.

Ceilings of the upper story are plastic-covered fiberglass, and the lower floor, acoustic plaster which acts as the finish coat.*

* The Industrial Commission code requires plaster fire protection on the first-floor ceilings of a two-story building.



This aerial view of Van Hise elementary-junior high school area shows how homes mushroom around a new school. A school is not built in a new area until there are sufficient children for each grade from kindergarten through sixth. In the meantime they are transported to schools where there is room for them.

Classroom and corridor floors are asphalt tile. Ceramic tile forms the wainscots in corridors and lavatories, the floors in the lavatories, and the bases in classrooms and corridors.

All lights are fluorescent. Windows above corridor lockers borrow light from classrooms.

Classrooms in the two-story unit have movable four-foot cabinets, a teacher's closet, and on the upper floor, built-in sink cabinets as well. Mounted on three walls are grey-glass chalkboards, bulletin boards, and peg boards. The chalk trays and the trim for chalkboards and bulletin boards are aluminum.

Interior finish of the special-purpose section deviates markedly from the two-story unit. Steel joists are exposed in the five rooms as is the lower side of the insulrock roof deck. Thus the roof deck serves also as the acoustic ceiling for these rooms.

Wainscoting in both corridor and lavatories is plastic paint on concrete block. Floor covering in the shops and art room is vinyl-asbestos tile and in the music rooms and corridor, asphalt tile.

Weiler and Strang and Associates were the architects.

Additional Emerson Classrooms

Providing good classrooms for Madison's children is a problem not limited to the rapidly expanding outskirts of the city. When it occurs in an older area, it is invariably harder to solve for the reason that the Board cannot begin with an empty field.

This was true at Emerson school where the school had been large, the site small, and basement rooms have been in use for many years. As in many of the older schools, interior space was not a particularly expensive item when Emerson was built with the result that corridors, special rooms, and the auditorium were large.

At this school the auditorium furnished the clue for providing more classrooms. Here was a large room, two-stories high, with a stage almost classroom size. The seating capacity was about 380—too small for the entire student body but more than adequate for various groups.

Study disclosed that the auditorium could be halved in height, providing a new floor in the upper half. During the summer of 1959, the auditorium was remodeled.

Four modern classrooms on the new floor open into the second-floor corridor. The seldom used area at the rear of the auditorium provided the fifth. Thus five extremely pleasant and functional classrooms have been created within the walls of the existing building without taking a square foot from the playground.

Each of the classrooms is approximately 800 square feet in size. Like other new classrooms, they have built-in sinks and modular movable cabinets with formica work tops. New glass chalkboards have aluminum trim and chalk trays. Lighting is fluorescent.

Although scaled down in size, an adequate auditorium and stage have

been retained. The seating capacity of the auditorium is now 278. Recessed ceiling lights, made necessary by lowering the ceiling height, add a striking feature.

This is an excellent example of the efforts of the Board of Education to modernize all older buildings.

Crestwood School

When the Board of Education chose the names of the new Hawthorne and Odana schools, August 3, 1959, they also selected the name of Crestwood for the former Highlands-Mendota Beach school in the Crestwood area or 21st ward.

After the school became part of the city system in January, 1958, confusion existed between it and the Mendota school on the northeast side. Moreover, the former name no longer was appropriate for the Highlands did not annex to the city and the Mendota Beach children were transferred to Spring Harbor school in September, 1958.

At the meeting June 15, 1959, the Board approved remodeling of two rooms on the ground floor of Crestwood school to conform to Industrial Commission requirements. Extra safety precautions have been provided beyond requirements of the city and state. The rooms are being used for art and music.

New Sites

Faircrest Subdivision

On October 6, 1958, the chairman of the Board's real estate committee, Mr. Ray Sennett, was authorized to take the necessary steps to secure property in the Faircrest subdivision.

By resolution the Common Council on November 13, 1958, authorized the city to exercise the option on a tract of land in the Faircrest addition for school purposes at the option price \$2,900 per acre or \$29,000 for 10 acres.

At the meeting January 20, 1959, the Board approved the recommendation by the real estate committee for an additional amount of \$965.70 to be paid for the Faircrest site. The committee reported that the final survey showed the site to be approximately $10\frac{1}{3}$ acres.

Rentschler Property

Steps were taken to secure additional Rentschler property at the meeting November 3, 1958, when the Board authorized the real estate committee to secure an option on a 70 x 280 foot plot of land for \$9,800. The Board voted to recommend its acquisition by the Common Council with funds from the school bond account.

At the meeting December 1, Board members received copies of the resolution adopted by the City Council on November 13 authorizing the city to exercise the option from the Rentschler Floral company.

The purchase of the property at the stated price was reported at the meeting of the Board June 15, 1959, the deed having been recorded April 3.

Burr Oaks Site

On November 3, 1958, the Board gave the real estate committee power to act in securing an option to purchase approximately 8½ acres in the Burr Oaks area for \$20,000 following verification of the boundaries. The committee was to recommend to the Common Council its purchase with funds from the school bond account.

The Common Council passed a resolution December 23, 1958, to exercise the option to purchase the Burr Oaks land for school purposes at \$20,000, according to a report to the Board January 5, 1959.

Bishop Triangle Near Odana Site

At the meeting March 16, 1959, the Board received from the City Council a copy of the Bishop warranty deed for the triangle of land adjacent to the Odana site. The City Council had purchased the land, which was to be used for both street and school purposes. The deed was dated December 18, 1958.

After being apprised of the portion of the Bishop triangle that would be used for school purposes (about 1/5 acre), the Board voted June 15, 1959, to have it added to the Odana site grading contract.

Sale of Bond Issue

According to a report to the Board of Education April 6, 1959, the City Council passed a resolution authorizing the sale of the remaining \$1,533,000 par value of the \$3,833,000 bond issue approved by the voters in April, 1957. The new bonds were to be dated June 15, 1959.

The resolution adopted by the City Council on April 23 confirmed the sale of the school bonds and fixed the interest rate at 3.10 per cent with a premium of \$6,401.

Capital Budget Extension to 1966

At the request of the City Council, the Board on April 6 approved the extension of the capital budget to include the approximate amount needed by 1966 to provide facilities for 1968.

A tentative estimate showed that it would be necessary to request an additional \$2,345,800 to carry through 1968 in addition to the \$8,575,870 previously requested to carry through 1967. Part of the increased amount was due to the additional number of pupils obtained through annexation.

Junior High School Areas

Beginning with September 1959, a line separating the three west side junior high schools will be as follows, by action of the Board of Education, November 3, 1958:

Starting at University Avenue and going in a southerly direction along Hill Street, Palomino Lane, Owen Parkway, Westmorland to Mineral Point Road; east to Glenway; south on Glenway to Winnemac, Holly, Clifden,

Selecting furniture for the schools is an exacting task since the policy of the Board of Education is to accept "the lowest and best bid." The furniture must be functional and sturdy enough to stand rigorous usage.

Checking a classroom seat are Clifford Hawley, W. N. McDaniels, and Robert J. Hull. Mr. Hawley and Mr. Hull are administrative assistants and Mr. McDaniels is director of the business office and secretary of the Board.



Ames, Hillview, and Segoe Road to Gilbert Road. The line would also run along Glenway, Gregory Street, and Sprague to Monroe.

West junior high school area will be north and east of the line, Van Hise, north and west, and Cherokee Heights, south.

On the east side of the city the junior high school divisions are as follows:

Herbert Schenk, the Schenk district and Lowell school district children optional to Schenk or East junior; Sherman, Sherman district and Mendota children; East junior, the remainder.

Adjustments in School Boundaries

The Odana school district will be the area west of Hilltop Drive between Mineral Point Road and the West Beltline, according to action by the Board of Education May 4, 1959.

Optional territory between Hoyt and Van Hise schools will be the area formerly in the Van Hise district east of Owen Drive north from Hillcrest Drive to Blackhawk Avenue to University Avenue to the west boundary of Hoyt.

The Hawthorne school district will be that area north of Highway 30, west of the East Beltline (Highway 51), southeast of East Washington Avenue, and northwest of East Washington Avenue to Truax Field.

Administrative Changes

Eugene Sturdevant

At the meeting of the Board July 6, 1959, Eugene Sturdevant was named acting principal of new Hawthorne school. Mr. Sturdevant had been sixth grade teacher at Marquette school since 1952.

He received his BA degree from Winona State college and his MA from the University of Wisconsin. He served 17 months in the Army.

Mr. Sturdevant was married in June to Lu Davis, a teacher at Marquette school.

John Schulte

John Schulte was appointed acting teaching-principal of new Odana school at the meeting July 6, 1959. Mr. Schulte taught sixth grade at Randall school for three years.

He received his BA from Milwaukee State college and his MA from the University of Wisconsin. He spent four years in the Navy.

Mr. and Mrs. Schulte have two daughters.

Philip Lambert

On June 15, 1959, the Board authorized the employment of Philip Lambert from the University staff to serve as principal of Washington elementary school for the school year 1959-60. This is an experimental arrangement whereby the Board of Education pays the University for his services as principal. The Board retains complete control of the operations of the school,

however. It is hoped the Washington school may ultimately serve as a mutually helpful demonstration school for both the Madison public schools and the University.

Mr. Lambert received his BA, MA, and PhD from the University of California at Berkeley. He has served as teacher, principal, assistant superintendent in charge of instruction in California communities, and principal of the laboratory school and assistant professor of education at the University of California, Los Angeles. He spent three years in the Air Force.

Mr. and Mrs. Lambert have two small children.

Norman Clayton

Norman Clayton was appointed by the Board of Education on September 8, 1959, as acting teaching-principal of Orchard Ridge school. He received his BA degree from Carroll college and his MA from Northwestern university.

Prior to his Madison appointment, he was an elementary teacher in Milwaukee and Whitefish Bay, principal of Lake Bluff school in Shorewood, and principal of Lakewood school in Maple Bluff.

The Claytons have three daughters.

Curriculum Study

Curriculum development in the Madison public schools depends upon the active participation of teachers and administrators, and has one common objective, that of improving the learning experiences of all Madison young people.

The language arts, social studies, home economics, mathematics, modern languages, physical education, industrial arts, and sciences have continued to receive special attention during the 1958-59 school year. Committees of teachers and administrators from all grade levels have worked together to prepare materials and learning guides. These guides recommend a scope and sequence of subject matter, effective teaching procedures, and teaching tools for classroom use.

Advanced senior English course—For the past three years the three high schools have permitted Grade 12 pupils of superior ability to take a college-level course. The classes average 20 pupils. Selection is based on a series of factors including scholastic average, mental ability, standardized test data, and teacher recommendation. Parent approval has been required.

Revision, acceleration of high school mathematics—During the past two years the three high schools worked on a gradual plan to revise and accelerate the high school mathematics program. Plane and solid geometry have been combined into a single year's course. Trigonometry has been moved from the senior to the junior year.

During the summer of 1959, department heads and teachers of advanced mathematics prepared a course in college calculus and analytic geometry. The college-level class in mathematics will be offered in the three high schools beginning in the fall. Our pupils may qualify for University credit by passing an examination given by the University mathematics department next June.

Grade 7 arithmetic guide—During the year 1958-59, 145 capable Grade

7 pupils took the combined seventh and eighth grade arithmetic course. Those who successfully completed the accelerated course will be permitted to enroll in algebra in Grade 8. In June the Stanford Achievement Test in arithmetic was given to the 145 pupils who took the combined course. They measured grade level 11 or better, which indicates almost perfect scores. The median score for Grade 8 pupils completing the regular Grade 8 course is 10.1.

Arithmetic-mathematics guide, kindergarten-Grade 9—A committee of 36 teachers from all grade levels made a survey and evaluation of the arithmetic program during the school year 1957-58. As a result of the study and responses from 350 teachers, a new guide was printed in January, 1959.

Language arts guide, Grades 1-12—In 1959 the language arts committee prepared a booklet designed to be a help to teachers of language arts. It lists suggestions for activities in written communication and methods for evaluation. It also lists some of the qualities of good writing which teachers should constantly emphasize in their teaching.

Home economics, industrial arts, physical education, Grades 7-12—Committees are working on each grade level and have prepared teacher guides.

ARTHUR H. MENNES, *Consultant*

Art

For many years the Board of Education has maintained the policy that Madison's educational system should provide for the well-rounded development of the child.

In order to give a balance among the various learning activities, a school program needs appropriate emphasis on the creative arts. This requires a trained art staff, adequate facilities in each school, and materials to carry out a worthy art program.

An art staff of 31 teachers—seven on a part-time basis—serves Madison's elementary and secondary schools. They play an important role in encouraging and discovering children's powers of creative expression. They realize that although every child may not become an artist, he can use art forms creatively in his daily living for his own enjoyment.

A function of the art teacher is to help each child get some experience with as many art mediums as possible. Teachers encourage children to experiment with paint, clay, paper, wire, and wood constructions and to explore any medium that will encourage the desire to create.

Children work best in rooms especially designed for art experiences. Such rooms have facilities for the storage of art materials such as paint, clay, glazes, paper, wood, etc.; electrical outlets for kilns and other art equipment; large tables for group projects; efficient storage for paintings and constructions-in-progress; and work areas where children can carry on projects involving a variety of art media.

Art teachers themselves engage in creative workshops throughout the year. Here new ideas are discussed and experiments carried on with new and challenging materials.

The greatest of all community resources is to be found in its people. We hope that through the art program we can develop contributing members to a school and community society. Properly handled, the arts can provide experiences which help raise the level of taste and provide a valuable stimulation to the cultural life of the community.

RUTH ALLCOTT, *director*

Music

To distribute the efforts of the special teachers in art, music, and physical education as enrollments have increased during the past several years, more instruction in these fields has been delegated to the regular classroom teachers.

During the summer of 1955, the music department, through the extended work program, developed outlines for classroom teachers. Portable record players and recordings are now available to the classroom teachers who with the aid of unit outlines for each grade (1-6) can teach their own music appreciation. This program leaves more time for the special music teachers to teach the singing and reading of music.

The Madison elementary music teachers had long felt a need for a course of study. During the summer of 1956 a unit course of study in elementary music was written. Also prepared were tests to check achievement in music fundamentals for 5th and 6th grades. It is hoped that with this program all elementary pupils will enter the junior high schools with the same background of instruction.

The following summer (1957), a junior high school (7-9) listening program was developed. Now all junior high schools have the same record libraries, and pupils engage in the same appreciation program.

With the anticipated opening of two new junior high schools (Herbert Schenk and Sherman), the music teachers at the 7th grade level felt the need of a course of study. During the summer of 1958, a brief outline was written for this grade dealing with materials and methods for developing fundamental music skills.

The opening of the new Van Hise junior high school this fall with Grades 7 and 8, plus the addition of 8th grades at Herbert Schenk and Sherman, made an 8th grade course of study also necessary. This course and an expansion of the 7th grade outline were developed this summer.

In the fall of 1960 the three newest junior high schools will have 9th grades. Next summer the last step in this program will be completed with a 9th grade course of study. Then all 8 junior high schools in Madison will send pupils to senior high school with the same instructional background in music.

LEROY KLOSE, *director*

Child Study and Service

Guidance

One psychometrist has been added to the staff in the central office which provides guidance and special services to the schools on an itinerant and referral basis.

Another counselor will be added at East junior-senior high school in September, 1959. Also starting with the 1959-60 school year, Schenk, Sherman, and Van Hise junior high schools will have half-time counselors. Cherokee Heights junior high has a full-time counselor.

Group guidance units for use at the junior high level will be used during the 1959-60 school year.

New cumulative record cards, designed to provide guidance data on both the elementary and high school levels, were put into use during the 1958-59 school year.

Exceptional Children

An additional class at the high school level for deaf and hard-of-hearing children will be set up for the 1959-60 school year at Lapham school. Also during the school year 1959-60, an additional class for mentally retarded children will be set up at Washington school.

During the past school year, 1958-59, a class for multiple-handicapped children was set up at the Washington Orthopedic school to replace one regular class section.

Summer Reading Improvement Program

The summer reading-improvement program started in 1953 with one teacher working with a group of elementary school children at Longfellow and Sherman schools.

The summer of 1959 saw 351 children enrolled in five centers with small group instruction provided for six weeks, an hour and 20 minutes each morning. Librarians sought to develop interest and fluency in reading while the teachers sought to improve skills and speed.

The children attending these morning sessions range from second grade through ninth grade with a greater representation from the third and fourth grades than from any other. These boys and girls have average or better than average ability, but for a variety of reasons have fallen behind in reading.

Gifts for Pupils

Gifts made for the benefit of handicapped children enrolled in special classes during the 1958-59 school year were:

Roundy's Fun Fund.....	\$1,750
Rotary Club.....	125
Kiwanis Club.....	50
Orthopedic School Service Fund.....	75

School Bus Transportation

Following is the transportation program in effect during the 1958-59 school year:

East side children from Truax Field, Washington Heights, Oak Park Trailer camp, Superior Street, Sherman Terrace, Mendota, and Sunnyside, to Lapham, Lincoln, Lowell, Mendota, Sunnyside, Sherman, and East junior high (Grade 7 to Sherman, Grades 8, 9 to East junior); 14 busses per day, double shuttle in some cases for serving two areas.

West side children west of Hilltop Drive, Marlborough Heights, and Orchard Ridge to Nakoma, Dudgeon, and Cherokee Heights (Grade 7 from Orchard Ridge to Cherokee); 3 busses all doing double runs.

South side children from Waunona Way and West Badger Road to Franklin and West high; 2 busses and 2 cabs per day.

Highlands-Mendota Beach area to Highlands-Mendota Beach school (now renamed Crestwood); 1 bus making 10 trips daily (four morning, two noon, four afternoon).

Handicapped children; 4 busses, 7 cabs, 3 limousines per day.

CARL H. WALLER, *director*

Health, Physical Education, Recreation, and Safety

Health and Safety

Health and safety instruction in the Madison schools is mainly integrated with other subjects in the curriculum. At the secondary level, however, health classes are taught by physical education teachers as part of the required course.

In the elementary schools, bicycle safety instruction is carried on separately through cooperation of classroom teachers, physical education teachers, and the Madison police department.

Physical Education

The physical education program is designed to contribute to the all-round development of the child as well as to his physical well-being.

With the increasing number of children, the physical education staff now numbers 42 teachers, 28 in the elementary schools, 12 in the secondary schools, and two dividing their time between the two levels.

Approximately 1,200 senior high school boys took part in the interscholastic program during the 1958-59 school year which included competition in football, basketball, volleyball, baseball, track and field, cross country, curling, hockey, tennis, golf, and wrestling.

Recreation

As the city and school system have grown, the recreation program has also expanded. During the 1958-59 winter season, 12 schools were used for children's recreation centers on Saturday. Six schools were used Friday and Saturday evenings for teen-agers. Eight schools were used for adult activities.

Playing basketball during the season were 102 men's and women's teams and volleyball, 24 teams.

During the summer of 1959, 44 playgrounds were in operation under the direction of a full-time staff of 100 leaders and consultants. The softball program for men and women enrolled 141 teams, baseball enrolled 19 adult teams and 157 boys' teams.

During the 1958-59 season, the Madison Theatre Guild presented plays to audiences which totaled 13,000. The Summer Youth Theatre toured the playgrounds presenting a different production each week on "Stagecoach."

Two new recreation programs were added by the department in 1958.

One was a Senior Citizens' program for retired men and women inaugurated under the direction of a qualified leader. Four clubs are now in operation with a total membership of 318.

The other was day camping introduced as part of the summer playground program for boys and girls of the fifth and sixth grade level. The children are transported by bus from the playground to the camp and enjoy the opportunity of a camp experience.

Abolishment of the Community Center Council

On the recommendation of the Community Center Council and Director Kermit Bliss, on October 20, 1958, the Board of Education voted to abolish the Council, but to keep the mechanism intact for future reactivation, if necessary.

Moving of Recreation Supplies Department

At the meeting September 2, 1958, report was made of moving to Lapham school the recreation supplies and repair department.

GLENN T. HOLMES, *director*

Libraries of the Madison Public Schools

The school library serves as a laboratory for research and study where boys and girls learn to work individually or with a class under the guidance of the librarian or teacher. It contributes to the way they grow in independent thinking, in right attitudes toward reading, and toward all learning generally.

Each child in the elementary schools has one scheduled period a week in the library. In addition he may come before, during, or after school at the discretion of the teacher. Junior and senior high pupils come individually by permit or with classes for research. The times before and after school are open periods for all pupils.

The kindergartner on his first visits to the library learns how to take care of books. He learns to choose well the books that he takes home or to his classroom. He learns how to be a good listener and often tells stories himself.

The library program grows as the child grows. It provides for a cumulative growth in library skills, in the development of reading skills, in appreciation of good literature, and in the sheer joy of reading.

The school librarian attempts to know each child, his interests, his needs, and his abilities. It is her responsibility to help both pupils and teachers to discover new materials of interest and to determine their value for a given purpose. Materials must be provided when needed for both individual and classroom study.

During the school year 1958-59, 24 librarians were responsible for 28 public school libraries, serving teachers and pupils from kindergarten through high school. Six of them are on a part-time basis or are in charge of two libraries. Besides the BA degree, these librarians have met the state requirements in education and in library science.

MARGARET MOSS, *director*

Madison School Forest

A splendid oak-hickory forest became the outdoor laboratory of the Madison schools in 1958. The tract of 160 acres, one of the largest and least disturbed forests in our area, was given to the schools by an anonymous donor working through Mr. Joseph W. Jackson.

The forest lies about 13 miles west and south of Madison. It carries the distinction of being called the "most studied oak woods in America". For many years the botany department of the University of Wisconsin has used the woods for graduate study. At least one Ph D thesis used the forest as its locale and many, many field trips are regularly made to the forest. As a result we began our ownership with an unusual backlog of expert study and information.

As the Board's committee to work with Mr. Jackson, President Stephens appointed Arthur W. Mansfield, chairman, Supt. Falk, Paul Olson, Robert Hull, and two staff members to be selected by the superintendent, who chose Kermit Frater and R. O. Christoffersen.

A forest advisory committee has been set up to suggest forest policies to the Board of Education. Members of this committee are Mr. Jackson, Fred Trenk, state forester, J. W. "Bill" Clark, Dane county agricultural agent, James Marshall, supervisor of city parks, William Schorger, University professor emeritus of forestry and wild life, and Grant Cottam, associate professor of botany.

Paul Olson has been appointed director of the forest for the Board and secretary of the advisory committee.

An early important decision of the advisory committee, which was concurred in by the Board, was to divide the forest roughly in half, the northern portion to be in a forest management plan set up by the conservation department area foresters while the southern portion was designated as a "wilderness" or "unmanaged" area.

During the summer of 1959 the forest was the site of the Madison schools summer conservation course. Forestry practices were initiated in the managed area and 3,250 board feet of oak lumber were harvested and stacked for future building needs.

Three forest trails (perhaps one mile in total length) were established in the wilderness area. It will be the function of these trails to guide visitors to places of interest and differing biological communities. Soil pits which demonstrate soil types as well as soil history are along these trails. The trails also lead to a "sink hole", a limestone collapse of geological interest.

It is planned to mark the trails for self-conducted tours. There are perhaps 150 understory plants in addition to the eight or nine main tree species in the forest. Many of the plants are typical of an oak-hickory community, but there are some which are "relicts" of glacial days as well as some hold-overs from the recent prairie history (100 years ago) of the forest. As such the forest, when well marked and with most species identified, should be of much interest.

Also of great interest is the large bird population of the forest. Because

of the undisturbed nature of the forest and the profuse growth of many shrubs and herbs, an estimated 150 species of birds are either residents or migrants. Work is underway in the preparation of a check list of birds of the forest. This undertaking will take some years to complete.

Persons close to the forest are unusually enthusiastic over the educational opportunities which it provides. The forest is unique in itself, but we are especially fortunate in the large number of University experts who are anxious to work with us in putting together the story of the forest.

PAUL OLSON, *director*

New Kindergarten Report Card

In use during the 1958-59 school year was the new kindergarten report card, which was prepared and printed by a special committee after months of study.

The three-part colored card, printed front and back, manages to include space to show the child's growth in each of the four report periods, a note from the superintendent of schools, and a space for comments.

The space for reporting the child's development fans out to record new skills and attitudes with the passage of time.

Reports indicate that parents as well as teachers are finding the new card an excellent tool for revealing the child's development.

Policy on Junior High School Interscholastic Competition

With the unanimous approval of junior high school principals and the superintendent, the Board of Education on June 15, 1959, approved a policy on junior high school interscholastic competition as follows:

1. WIAA rules for eligibility shall be followed except that no pupil who has reached his 17th birthday shall be eligible for junior high school interscholastic competition.
2. Junior high school interscholastic competition shall be limited to boys in the ninth grade with the following exception: a principal may ask the child study department to recommend that a boy be allowed to participate in interscholastic competition providing he has reached a chronological age of 15, has not reached his 17th birthday, and is in a special class or eighth grade.
3. All junior high school competition shall be limited to the public schools in the city of Madison, including Wisconsin high school.
4. The approved sports for junior high school interscholastic competition shall be football, basketball, track, volleyball, golf, and tennis.
5. Ninth grade boys shall not be permitted to play on senior high school teams.

Athletic Eligibility on Transfers

The Board amended the policy on eligibility for Central high school students as follows at the meeting February 2, 1959:

That when a student transfers during an athletic season to Central high school from East or West high schools, he shall not be allowed to compete at Central for that season in a sport for which he has been certified by the school he is leaving.

Activities for Youth

According to a report to the Board of Education February 2, 1959, a typical Saturday in the recreation program for youth revealed the following program:

Activities	Enrollment
12 elementary centers..... Basketball, volleyball, table games, stories, dramatics, movies, handicraft	2,011
21 skating rinks with instruction..... Ice hockey.....	655 40
Parochial league basketball..... Junior high league..... Senior high league (Four Lakes).....	130 332 438
Junior, senior high centers Daytime..... Evening.....	202 759
Boy Scout drill.....	184
	4,751

Experimental Modern Language Course

At the unanimous recommendation of junior high school principals, the Board of Education approved on April 6 an experimental modern language course in Grades 7 and 8 beginning in the 1959-60 school year.

Advanced Biology Course

At the meeting April 20, 1959, the Board approved an experimental advanced course in biology for West high school beginning in the 1959-60 school year.

Revision of Elementary School Fees

On the recommendation of the committee on school fees, the Board on September 2, 1958, approved increasing the elementary school pupil fee for consumable materials to \$.90 per semester from \$.75. Elementary principals made the request because of the difficulty of keeping their fee accounts solvent. Reasons given for the recommendation were increased cost of materials, increased postage, and larger enrollments in lower grades where most of the materials were used.

The Board approved increasing elementary fees another \$.20 to a total of \$1.10 per semester for the 1959-60 school year at the meeting June 1, 1959, on the recommendation of the principals and the committee on school fees.

Industrial Arts Fees

On the recommendation of a committee of industrial arts teachers, shop fees ranging from \$.75-\$2.50 per semester were approved by the Board of Education December 15, 1958.

The Board further approved pupil purchase of supplies and materials for special projects from price lists on file in the business office, such prices to be cost plus necessary handling charges.

Tuition Rates

Following are the tuition rates per week approved by the Board of Education September 15:

Year	Grades		
	9-12	1-8	Kindergarten
1958-59	\$11.35	\$9.50	\$4.75

Fowlkes' Teacher Salary Schedule Report

At the meeting August 11, 1958, the Board of Education adopted Dr. John Guy Fowlkes' recommendations as to salary schedule for teachers and voted that it be implemented as follows:

Such funds for 1958 salary adjustments that the Board of Education receives from the Common Council will be applied by the Board as follows:

1. Approximately 60 per cent will be prorated on a flat per capita basis retroactive from January 1, 1958 to July 1, 1958 in the customary method previously used by the Board in allocating salary adjustment funds.

2. To the remaining balance of approximately 40 per cent, and contingent upon a check with the Board of Education auditor, will be added a sum from other available Board of Education funds to implement the salary schedule recommendations of the Fowlkes' report as of September 1, 1958—the beginning of the contract year for teachers.

3. A formal communication drawn by the president of the Board of Education and the superintendent of schools shall be delivered to the Mayor and Common Council on August 12 informing them of this action.

The above action by the Board of Education was taken subsequent to the reading of a communication recommending such action, dated August 4, 1958, from the joint salary committee of the Madison Education Association and the Madison Federation of Teachers.

Salary Increases

The Board of Education was credited with \$140,000 for increases granted in teachers' and civil service employees' salary schedules, according to a report from the city auditor to the Board, October 6, 1958.

Plans for implementing teacher-salary adjustments approved by the Board August 11 and reaffirmed August 19 were to be as follows, according to action October 6, 1958:

1. That the secretary be authorized to disburse the flat per capita retro-

active pay in the amount of \$90 per teacher for the period January to July 1, 1958. All teachers under contract for this period and full-time substitutes shall receive this retroactive pay except that it shall be on a pro rata basis if the teacher did not serve the full period of time.

2. That the superintendent be authorized to review and recommend teacher-salary adjustments and contract changes for the 1958-59 school year in line with Board action.

At the meeting November 3, Secretary McDaniels reported that checks for \$90-across-the-board retroactive pay to January 1, 1958, minus deductions, had been sent to teachers the previous week.

At the next meeting, November 17, the Board authorized the supervisor of accounts, purchases, and supplies to adjust the salaries of all members of the teaching staff under contract for the school year as recommended under step 1 of the Fowlkes' plan.

Under step 1, pay increases for the teaching staff ranged from \$300 to \$848, depending upon years of training and experience.

Readjustment of Plans

Because of the 1959 budget cut by the City Council and necessary salary budget reduction of \$80,000, the Board approved February 2, 1959, the recommendation of the Superintendent and joint teacher salary committee to adjust salaries for the 1959-60 school year. Under this plan a "rounded" 20 per cent of the Fowlkes' recommendation steps II and III would be added to the teacher salaries for 1959-60.

The recommended salary schedule adjustment would range from \$70 to \$370, depending upon years of training and experience.

At the same meeting the Board approved the Professional Advancement Policies and Suggestions for Improvement Level Establishment prepared by the subcommittee of the teachers' joint salary committee.

New Credit Policy

On May 18 the Board approved the recommendations of the salary schedule credit committee as follows:

That a credit evaluation committee be established;

That credit be given in lieu of travel for certain education activities, such as acceptable non-paid curriculum work, workshops, camps, and institutes, and independent research.

Modification of Employment Policy

At the meeting April 6, 1959, the Board of Education modified the policy against initial employment of husband and wife as classroom teachers to permit their employment provided one is on emergency contract and provided further that they are assigned to different schools.

Substitute Teachers' Pay

In line with salary adjustments for regular teachers, the Board approved an increase of \$1 per day to a total \$16 for substitute teachers at the meeting October 6, 1958.

Teacher Education Improvement Plan

By action of the Board of Education June 1, 1959, the Madison public schools will participate in the Wisconsin Improvement Program of Teacher Education and Local School Systems as sponsored by the University of Wisconsin under the direction of Prof. John Guy Fowlkes. The superintendent was given power to implement the action of the Board in this matter.

Civil Service Salary Schedule

At the meeting August 11, 1958, the Board concurred in the City Council's adoption of an ordinance approved July 24, setting a civil service salary schedule effective August 1, 1958, and January 1, 1959. The Board further concurred in a resolution approved on July 24 regarding civil service retroactive salary increases and upon any amendments to a resolution that might be approved in Council meeting August 14.

Civil Service Retirement Policy

To be consistent with the policy on retirement of teachers and administrators, the Board extended the policy to civil service employees who have reached the age of 65 at the meeting August 11, 1958. No requests for extension of employment were to be made after January 1, 1959.

Comparative Cost Data

In comparing per pupil costs in 107 cities with populations of 25,000 up to 100,000, Madison ranked 14th for the school year 1956-57, according to a report to the Board April 20, 1959. Following is a summary:

For 1956-57 per pupil cost in Madison, \$387.92; the highest, \$505.00; the average, \$294.00.

Publications

New publications this year, exclusive of curriculum publications, include a teacher recruitment brochure, *Teach in Madison*, and a new edition of the *Junior Cook Book*. Also published this year was a reprint of the *Bicycle Safety* booklet.

With the permission of the Madison Chamber of Commerce, the format and part of the layout of a brochure promoting Madison as the capital of vacationland was used for the teacher recruitment folder.

Necrology

Thomas W. Crow, East high school, October 4, 1958

Martha W. Nehmer, librarian, October 2, 1959

STATISTICS AND FINANCIAL STATEMENT

ENROLLMENT FOR ALL SCHOOLS

	1957-58		1958-59	
Public Schools				
Elementary school.....		11,516		12,431
Resident.....	11,464		12,375	
Non-resident.....	52		56	
Handicapped.....		245†		256†
Resident.....	183		201	
Non-resident.....	62		55	
Junior-senior high school.....		6,396		6,929
Resident.....	5,995		6,563	
Non-resident.....	401		366	
Total Public School Enrollment.....		18,157*		19,616*
Vocational School (under 18 years of age)				
Resident.....	127		150	
Non-resident.....	10		8	
Total Vocational School Enrollment (under 18) ..		137		158
Parochial Schools				
Elementary school (Kdg-8).....		3,633		3,579
Resident.....	3,404		3,323	
Non-resident.....	229		256	
High School.....		791		818
Resident.....	649		637	
Non-resident.....	142		181	
Total Parochial School Enrollment.....		4,424		4,397
Wisconsin High School				
Resident.....	201		172	
Non-resident.....	148		197	
Total Wisconsin High School Enrollment.....		349		369
Total Enrollment All Schools.....		23,067*		24,540*

*Does not include part-time parochial or orthopedic hospital pupils (see page 00).

†Does not include pupils enrolled in Trainable Group (severely mentally handicapped); 14 in 1958, 13 in 1959.

PART TIME ENROLLMENT

Year	Parochial*		State Orthopedic Hospital	
	Total Number Pupils	Equivalent Full-time Pupils	Total Number Pupils	Equivalent Full-time Pupils
1958.....	506	35.3	245	25.6
1959.....	411	14.1	214	21.97

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

COMPARATIVE TOTAL ENROLLMENT—1949-59

SCHOOLS	1949		1954		1958		1959	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Cherokee Heights					431		218	
Dudgeon	407		549		479		465	
Emerson	910		843		856		838	
Franklin	403	69*	350	82*	487	83*	503	107*
Highlands-Mendota**					480	92*	442	98*
Hoyt					302		331	
Lapham	408		615		642		612	
Lincoln	271		316		300		330	
Longfellow	420		564		456		397	
Lowell	723		660		766		744	
Marquette	717		775		718		726	
Mendota			144		491		559	
Midvale			812		800		812	
Nakoma	342	86*	576	78*	623		460	
Orchard Ridge							375	
Randall	825		747		595		590	
Herbert Schenk			433		1,112		1,243	117*
Sherman	307		645		603		788	108*
Spring Harbor							446	
Sunnyside					343		401	
Van Hise					580		707	
Washington	564		616		452		444	
Total Elementary	6,297	(155)*	8,645	(160)*	11,516	(175)*	12,431	(430)*
Remedial	128		121		145		162	
Crippled	55		56		44		43	
Deaf	32		32		34		29	
Sight Saving	14		17		16		14	
Blind					6		8	
Total Handicapped	229		226†		245‡		256‡	
Cherokee Heights Junior					662		795	
Central Junior	465		556		528		609	
East Junior	1,083		1,219		1,427		1,259	
West Junior	611		798		662		565	
Junior High school pupils in elementary schools*	155		160		175		430	
Total Junior High (Grades 7-9)	2,314		2,733		3,454		3,658	
Central Senior	574		568		601		605	
East Senior	1,212		1,284		1,201		1,367	
West Senior	855		848		1,140		1,299	
Total Senior High (Grades 10-12)	2,641		2,700		2,942		3,271	
Total High School	4,955		5,433		6,396		6,929	
GRAND TOTAL†	11,481		14,304‡		18,157‡		19,616‡	

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

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

‡Does not include pupils enrolled in Trainable Group (severely mentally handicapped); 14 in 1958, 13 in 1959.

**Now Crestwood school

CENSUS TOTALS BY SCHOOL DISTRICTS, AGE GROUP 4-19 INCLUSIVE

District	1949	1954	1958	1959
Cherokee Heights			370	406
District #8	244	179	201	204
Dudgeon	703	780	850	1,076*
Emerson	1,778	1,870	2,015	1,921
Franklin	927	888	1,133	1,183
Highlands-Mendota Beach (Crestwood)			674	746
Hoyt			896	913
Jacobson Site (Hawthorne)				741
Lapham	1,436	1,433	1,549	1,398
Lincoln	211	266	323	369
Longfellow	1,595	1,650	1,489	1,458
Lowell	1,847	1,540	1,560	1,568
Marquette	1,794	1,751	1,853	1,859
Mendota		328	945	1,348
Midvale		1,825	1,833	1,669*
Nakoma	670	1,078	1,643	1,275*
Odana Road Site			323	483
Orchard Ridge			440	635
Randall	2,101	2,707	1,725	1,761
Schenk		872	1,932	2,123
Sherman	616	1,084	1,227	1,294
Spring Harbor			715	771
Sunnyside			693	331*
Truax	223	436	362	292*
Van Hise			1,065	1,276
Washington	1,883	1,696	1,455	1,435
Washington Heights		72	170	*

CENSUS TOTALS BY AGE GROUPS

	1949	1954	1958	1959
Birth to 3	7,026	8,654	11,235	11,343
Age 4 through 19	16,841	20,455	27,071	28,535
Age 20	1,054	890	1,093	1,139

*Dudgeon, Midvale, Sunnyside, and Truax are areas in which boundary classifications have been changed, while the Jacobson Site is a new school area. The Nakoma area previously included Cherokee while Washington Heights is now in with the Jacobson Site. These changes will account in a large measure to the sizeable changes between 1958 and 1959 census totals.

COMMUNITY USE OF SCHOOL BUILDINGS*

	1958-59
Community and Civic Groups	
Public Meetings	7
Audubon Society	5
Elections	58
Voter Registration	12
Council for Exceptional Children	2
Life Guard Classes	11
Well-Child Centers	17
Community Associations	13
Welfare League	3
Shrine Christmas Party	2
Kiddie Camp Style Show	2
Business College Graduation	2
Philharmonic Chorus	6
Police Protective Association	11
National Sales Executives	3
B'nai B'rith Youth	2
American Legion Play	2
Kathryn Hubbard Dance	2
Badger Spelling Bee	2
Optimists Oratory Contest	2
Miscellaneous (one-time use)	19
Total	183
Teacher Organizations	21
Adult School-Related Organizations (such as PTA)	361
School Activities	322
School Athletic Program	272
Youth Activity Organizations (such as Boy Scouts)	485
Special Classes (such as Summer School)	1,121
Recreation Department Activities	1,557
Grand Total	4,322

*This list shows the groups which used the buildings and the number of times schools were used, but with no reference to the number of rooms used or the number of hours used in each case.

SUMMER SESSION ENROLLMENT

	1958	1959
Central High School	510	641
Driver Training	653	735
Remedial Reading	327	351
Instrumental Music	662	671
Summer Band	76	66

GRADUATES FROM MADISON HIGH SCHOOLS

(Including February)

Year	Central	East	West	Total
1958	154	330	337	821
1959	176	334	338	848

FINANCIAL STATEMENT—BALANCE SHEET AS OF JUNE 30, 1959

FIXED ASSETS	
Land and Land Improvements.....	\$ 1,520,416.57
Buildings and Attached Structures.....	11,911,071.48
Machinery and Equipment.....	1,484,289.13
CURRENT ASSETS	
Cash in Bank.....	60,651.85
Board of Education—Petty Cash Fund.....	50.00
ACCOUNTS RECEIVABLE	
Accounts Receivable—General.....	56,258.99
Tuitions Receivable.....	81,135.89
INVENTORIES	
Stock Room.....	50,170.44
Fuel.....	29,964.11
TRUST FUNDS	
Samuel Shaw Prize Fund.....	938.80
C. R. Stein Scholarship Fund.....	2,425.37
William McPyncheon Trust Fund.....	9,785.69
Theodore Herfurth Scholarship Fund.....	6,008.59
Industrial Players' Injury Benefit Fund.....	337.33
Ralph B. Jones Memorial Fund.....	525.44
Allan J. Shafer Jr. Memorial Fund.....	1,739.05
Genevieve Gorst Herfurth Speech Fund.....	2,000.00
Helen Davis Faculty Memorial Fund.....	1,714.86
Gisholt Scholarship Awards.....	700.00
	\$15,220,183.59

LIABILITIES—JUNE 30, 1959

FIXED LIABILITIES	
Bonded Indebtedness.....	\$ 8,514,000.00
State Trust Funds.....	176,267.96
Long Term Notes.....	4,200.00
OTHER LIABILITIES	
Accounts Payable.....	320,619.16
RESERVES—PETTY CASH	
Music Department.....	1,487.39
Crippled Children Fund.....	200.00
Blind Class Fund.....	145.00
TRUST FUND RESERVES	
Samuel Shaw Prize Fund.....	938.80
C. R. Stein Scholarship Fund Reserve.....	2,425.37
William McPyncheon Trust Fund Reserve.....	9,785.69
Theodore Herfurth Scholarship Fund Reserve.....	6,008.59
Injury Benefit Fund Reserve.....	337.33
Ralph Jones Memorial.....	525.44
Allan J. Schafer Jr. Memorial Fund Reserve.....	1,739.05
Genevieve Gorst Herfurth Speech Fund Reserve.....	2,000.00
Helen Davis Faculty Memorial Fund Reserve.....	1,714.86
Gisholt Scholarship Fund Reserve.....	700.00

PROPRIETARY INTEREST

FIXED SURPLUS.....	\$ 6,221,309.22
CURRENT SURPLUS.....	(44,220.27)
	\$15,220,183.59

REVENUE RECEIPTS AND ACCRUALS—JULY 1, 1958 TO JUNE 30, 1959

STATE FUND APPORTIONMENT AND ELEMENTARY AID

In City of Madison..... \$ 471,346.95

TAXES LEVIED BY COUNTY SUPERVISORS

In City of Madison..... 158,900.00

CITY SCHOOL TAXES

In City of Madison—General Fund..... 5,172,311.41

In City of Madison—Recreational Department..... 209,345.60

Joint School Districts 8 and 9..... 33,679.57

STATE AIDS

For Deaf School..... 27,216.68

For Special Schools..... 47,388.59

For Speech Correction..... 24,592.86

For Crippled Children—Orthopedic Hospital..... 14,666.38

For Crippled Children—Other Schools..... 399.78

For Crippled Children—Washington School..... 40,967.36

For High Schools..... 212,345.00

For Sight Saving..... 15,251.95

For Transportation—Regular..... 23,406.00

FEDERAL AID

In City of Madison..... 153,597.16

TUITIONS

Central Senior High School..... 15,631.06

Central Junior High School..... 11,635.65

East Senior High School..... 29,930.93

East Junior High School..... 12,936.17

West Senior High School..... 61,190.65

West Junior High School..... 14,353.14

Elementary Schools..... 12,924.53

Deaf School..... 8,344.58

Crippled Children..... 14,400.66

Sight Saving..... 3,472.96

Exceptional Children..... 384.77

RENTALS

CHS Auditorium and Gymnasium..... 737.00

EHS Auditorium and Gymnasium..... 319.50

WHS Auditorium and Gymnasium..... 1,252.43

Elementary Gymnasiums..... 5,483.33

OTHER RECEIPTS

Board of Education..... (1,158.88)

Recreational Department..... 13,206.91

CLEARING ACCOUNTS

For Withholding Tax..... 44.00

For Social Security and Wisconsin Employee Retirement..... 109.04

\$6,810,613.72

SUMMARY OF EXPENDITURES—JULY 1, 1958—JUNE 30, 1959

	Operation	Maintenance	Capital	Total
Administration Building.....	\$ 162,100.24	\$ 5,303.42	\$ 18,165.28	\$ 185,568.94
Central Senior High School.....	307,553.35	11,932.06	3,392.66	322,878.07
Central Junior High School.....	181,914.01	948.50	485.48	183,347.99
East Senior High School.....	527,624.11	32,587.95	11,469.43	571,681.49
East Junior High School.....	361,179.72	22.26	1,071.28	362,273.26
West Senior High School.....	456,932.67	37,345.46	11,397.33	505,675.46
West Junior High School.....	201,691.58	635.69	304.06	202,631.33
Mendota.....	116,957.68	1,161.74	2,932.52	121,051.94
Crestwood.....	149,862.14	2,159.70	1,241.57	153,263.41
Dudgeon.....	127,221.60	3,562.78	8,948.78	139,733.16
Emerson.....	208,819.63	14,599.72	300.87	223,720.22
Hoyt.....	82,517.01	1,278.07	3,193.15	86,988.23
Franklin.....	182,720.74	1,491.01	3,322.79	187,534.54
Schenk.....	311,653.46	2,587.60	5,275.56	319,516.62
Cherokee.....	274,449.06	2,740.39	7,622.11	284,811.56
Lapham.....	169,993.45	3,807.60	4,741.90	178,542.95
Lincoln.....	92,602.18	6,208.59	2,864.08	101,674.85
Longfellow.....	127,852.13	3,855.23	6,433.40	138,140.76
Lowell.....	204,905.43	5,290.87	782.81	210,979.11
Orchard Ridge.....	76,273.95	304.74	18,153.26	94,731.95
Marquette.....	180,006.39	4,901.63	846.44	185,754.46
Nakoma.....	124,589.01	6,657.07	6,362.76	137,608.84
Randall.....	188,159.66	5,497.05	6,684.85	200,341.56
Washington.....	154,067.88	7,763.20	2,914.46	164,745.54
Sherman.....	204,822.22	4,214.59	12,614.21	221,651.02
Spring Harbor.....	110,906.20	199.84	1,828.99	112,935.03
Sunnyside.....	85,910.33	3,332.28	3,638.86	92,881.47
Van Hise.....	169,670.29	818.20	2,773.71	173,262.20
Midvale.....	214,110.35	2,569.73	677.19	217,357.27
Hawthorne.....	614.79	0.	47.70	662.49
Odana.....	46.45	0.	2,204.86	2,251.31
Waunona Way Site.....	0.	0.	39.60	39.60
Recreation.....	226,015.89	1,089.63	85.92	227,191.44
Undistributed*.....	773,585.58	8,901.74	3,040.00	785,527.32
	\$6,757,329.18	\$183,768.34	\$155,857.87	\$7,096,955.39

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

**OUTSTANDING SCHOOL BONDED INDEBTEDNESS AND INTEREST
PAYMENTS DECEMBER 31, 1959**

Year*	Bonded Indebtedness†	Principal Payments	Interest Payments	Principal and Interest Payments
1931.....	\$ 3,108,029.33	\$167,499.33	\$118,948.52	\$286,447.85
1937.....	2,783,864.00	194,708.00	95,570.38	290,278.38
1942.....	1,804,834.00	182,828.00	66,645.87	249,473.87
1946.....	1,094,733.00	181,822.00	36,809.53	218,631.53
1950.....	621,124.00	120,698.00	30,603.11	151,301.11
1954.....	2,780,786.00	166,872.00	46,985.91	213,857.91
1958.....	6,917,925.00	450,017.00	139,860.13	589,877.13
1960.....	10,013,067.96	598,837.00	230,308.44	829,145.44
1962.....	8,815,393.96	596,593.00	203,414.95	800,007.95
1964.....	7,611,207.96	607,593.00	176,533.63	784,126.63
1966.....	6,386,021.96	617,593.00	149,214.84	766,807.84
1968.....	5,150,835.96	617,272.96	121,808.52	739,081.48
1970.....	3,886,759.00	578,104.00	93,038.71	671,142.71
1972.....	2,736,524.00	492,131.00	66,304.91	558,435.91
1974.....	1,758,262.00	486,131.00	42,251.72	528,382.72
1976.....	873,000.00	325,000.00	20,648.00	345,648.00
1978.....	283,000.00	215,000.00	5,115.50	220,115.50
1979.....	68,000.00	68,000.00	1,054.00	69,054.00

*Intervals rather than continuous years are shown. Payments on interest and principal are made annually.
†As of January 1.

HISTORY OF MADISON'S BUILDINGS

School	Date Occupied	Date Abandoned	Location
First log school (part of log-cabin home)	March, 1838	After a few months	King and Doty (south corner)
Frame school	1839	1845	Pinckney and Dayton (north corner)
Little Brick Addition 1868	1845	1887	Brayton site, E. Washington and S. Butler
First ward	1857	1901	Old Washington site, N. Broom and W. Johnson
Third ward (Later 6th ward) Annex 1877	1857	Probably 1903	Harvey site, Jenifer and S. Brearly
Greenbush	1858	Probably 1891	Probably Longfellow site, Mound and S. Brooks
High school School board bought Female Academy (built in 1847)	1858	1872	Central site, Wisconsin Avenue
Northeast district	1859	Probably 1871	Probably old Hawthorne site, Division at Bashford
Fourth ward Named Doty 1904	1866	1905	W. Wilson and S. Broom
Second ward, first unit Addition 1883, remodeled 1902 Named Lincoln, 1904	1867	1915	E. Gorham near N. Blount
Fifth ward, first unit Addition 1896 Named Draper 1904	1870	1940	908 W. Johnson Street
Northeast district	1871	1902	Old Hawthorne site, Division at Bashford
High school, first unit Addition 1887	1873	1906	Wisconsin Avenue and W. Johnson
Third ward Addition 1893 Named Brayton 1904	1887	1940	405 E. Washington Avenue
First ward, new unit (Later 8th ward) Addition 1903 Named Washington 1904	1890	1940	217 N. Broom Street
Greenbush (ninth ward) Addition 1901 Named Longfellow 1904	1891	1938	Mound at S. Brooks
Sixth ward Named Marquette 1904	1894	1940	1237 Williamson Street
Seventh ward Named Lapham 1904	1900	1940	1432 E. Dayton Street

¹These dates are as correct as we have been able to determine. (Exact data on some schools have been difficult to secure. Corrections will be appreciated.)

School	Date Occupied	Date Abandoned	Location
Northeast district Addition 1905 Named Hawthorne 1904 Annex (Fair Oaks town hall) 1908 intermittently until 1930s	1903	1940	2124 Division Street
Harvey (first named Irving)	1905 (March)	1940	1003 Jenifer Street (Now Lutheran school)
Randall, first unit Additions 1913 (Jan.), 1925	1906	-----	10 N. Spooner Street
Doty	1906	1940	351 W. Wilson Street (School Administration Building since 1942)
Madison high school (Re-named Central 1922) Central junior established 1930	1908	-----	200 Wisconsin Avenue
Longfellow (white building)	1911 (Jan.)	1940	Mound at S. Brooks
Lincoln	1916	-----	720 E. Gorham Street
Lowell, first unit Addition 1927	1916	-----	1208 Atwood Avenue Now 401 Maple Avenue
Longfellow, first unit Additions 1925, 1939	1918	-----	210 S. Brooks Street
Emerson, first unit Addition 1925, remodeled 1959	1919	-----	2421 E. Johnson Street
East high, first unit Additions 1925, aud., gym.; 1932, east wing; 1939, ind. arts East junior established 1932	1922	-----	2222 E. Washington Avenue
Franklin, first unit Additions 1929, 1956 (Annexed to city 1923)	1924	-----	305 W. Lakeside Street Old South Madison school 1905
Dudgeon, first floor Second floor 1939	1927	-----	3200 Monroe Street
West junior-senior high	1930	-----	30 Ash Street
Nakoma, first unit Additions 1923, 1929 Second floor finished 1937 (Annexed to city 1931)	1917	-----	3870 Nakoma Road Old Viall school '60s
Lapham	1940	-----	1045 E. Dayton Street
Marquette	1940	-----	510 S. Thornton Avenue
Washington	1940	-----	545 W. Dayton Street
Midvale	1951	-----	502 Caromar Drive
Sherman, 2 rooms Additions 1935, 1952 Addition 1958, junior high (Annexed to city 1945)	1928	-----	1601 N. Sherman Avenue Original building 1887

School	Date Occupied	Date Abandoned	Location
Mendota Additions 1948, 1950, 1954 Two additions 1956 (Annexed to city 1952)	1927	-----	4002 School Road Original building 1854
Herbert Schenk, first wings Addition 1955 Addition 1958, junior high	1953	-----	230 Schenk Street
Cherokee Heights elementary— junior	1955	-----	4301 Cherokee Drive
Sunnyside (Annexed to city July 26, 1956)	1952	-----	3902 E. Washington Avenue
Hoyt Addition 1958	1956		3802 Regent Street
Van Hise Addition 1959, junior high	1957	-----	4801 Waukesha Street
Crestwood Additions 1950, 1955 (Formerly Highlands Mendota- Beach; Annexed to city Jan. 3, 1958)	1943	-----	5730 Old Sauk Road
Spring Harbor Addition 1959	1958	-----	1110 Spring Harbor Drive
Orchard Ridge Addition 1959	1958	-----	5602 Russett Road
Hawthorne	1959	-----	3344 Concord Avenue
Odana	1959		5301 Tokay Boulevard

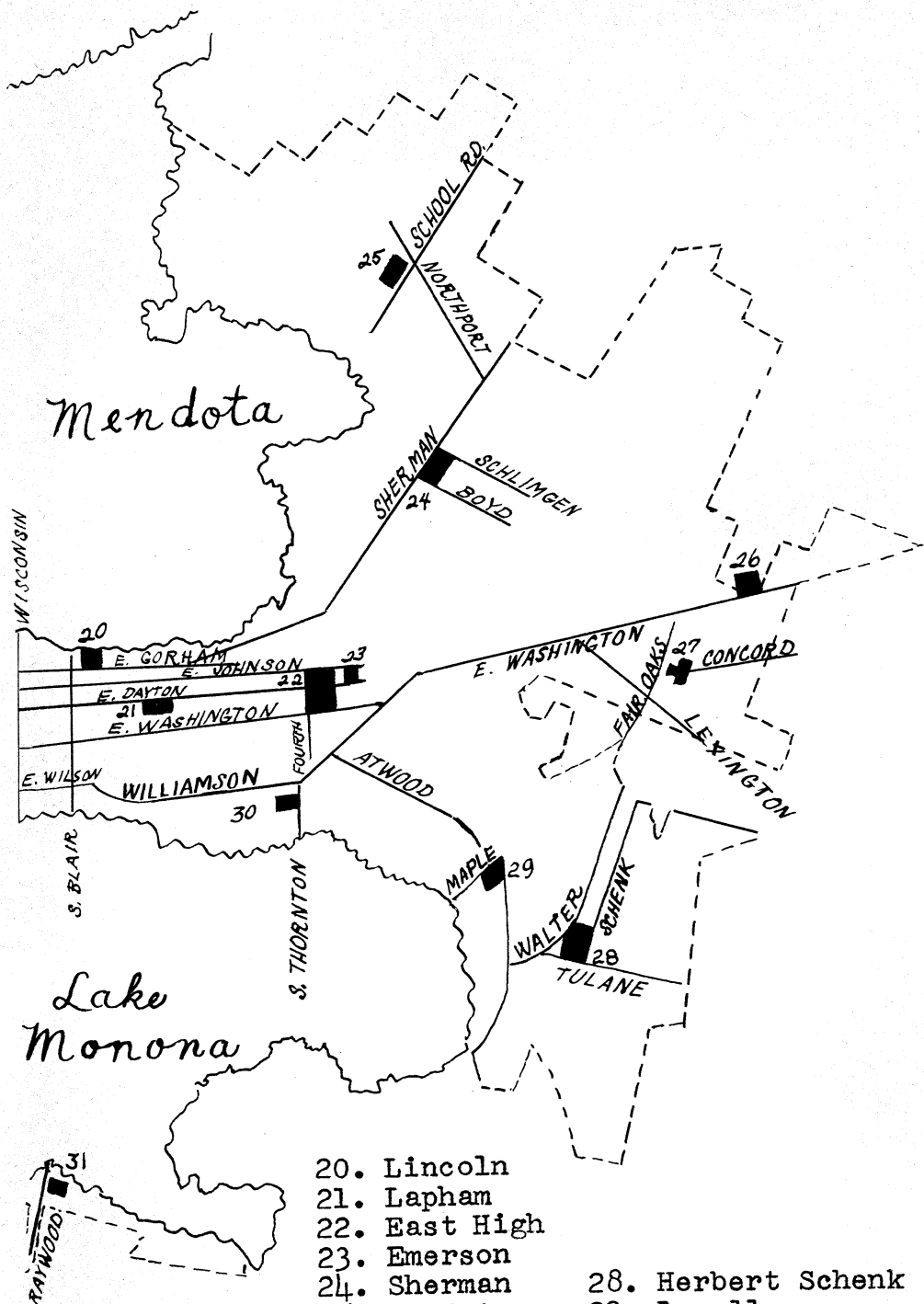
Acknowledgment and thanks to

All members of the staff who assisted in the preparation of the material for this report. I am especially grateful to Ruth Allcott and Arleen Tempereau for suggestions on pictures and for making the graphs; to August Vander Meulen for enrollment compilations; to Clifford Hawley for projected enrollments and building-cost data; and to Margaret Parham for most of the copy, organizing, editing, and preparing the report for publication.

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PHILIP H. FALK



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|---------------|----------------------|
| 20. Lincoln | 28. Herbert Schenk |
| 21. Lapham | 29. Lowell |
| 22. East High | 30. Marquette |
| 23. Emerson | 31. Waunona Way Site |
| 24. Sherman | |
| 25. Mendota | |
| 26. Sunnyside | |
| 27. Hawthorne | |

