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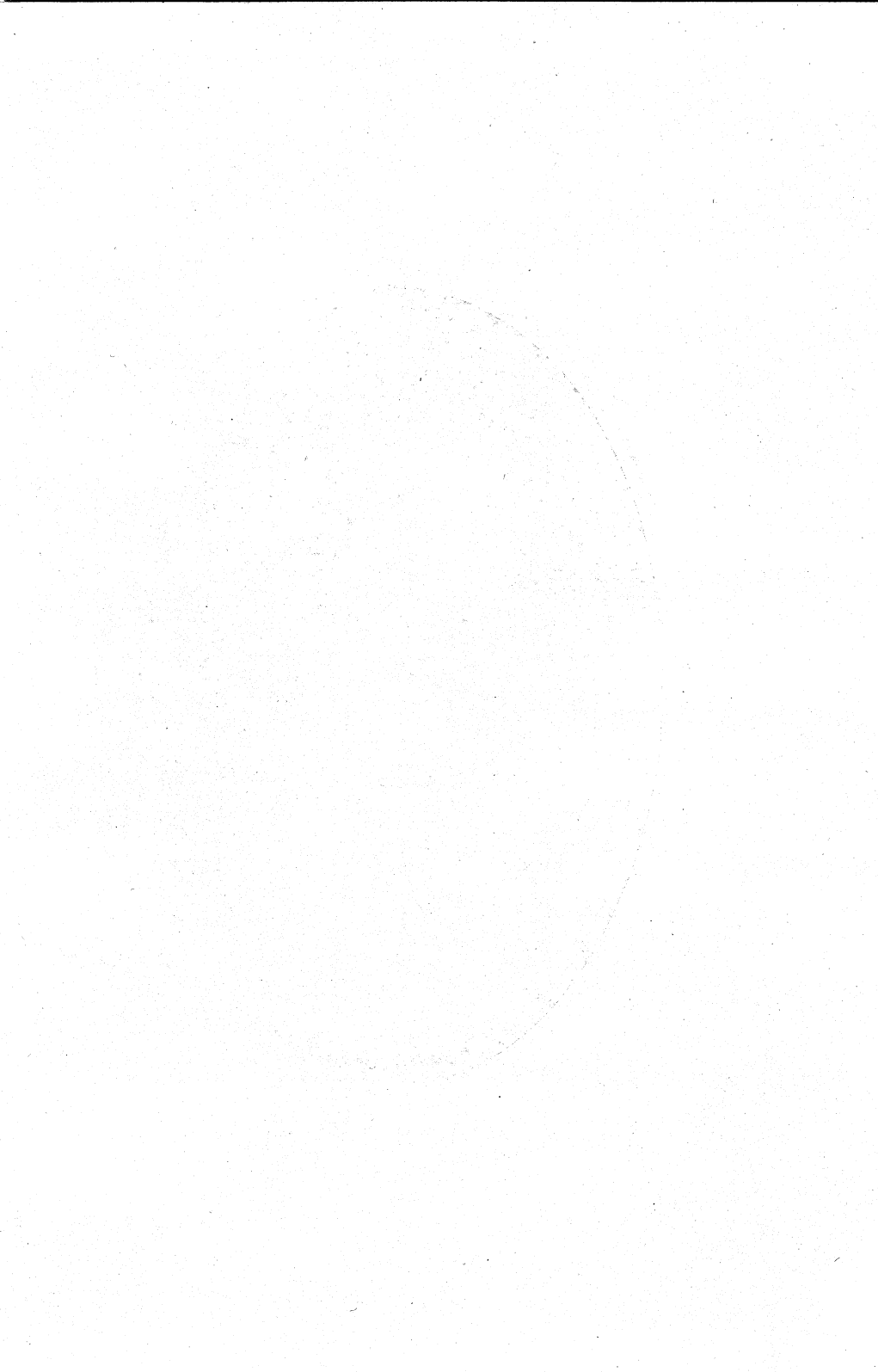
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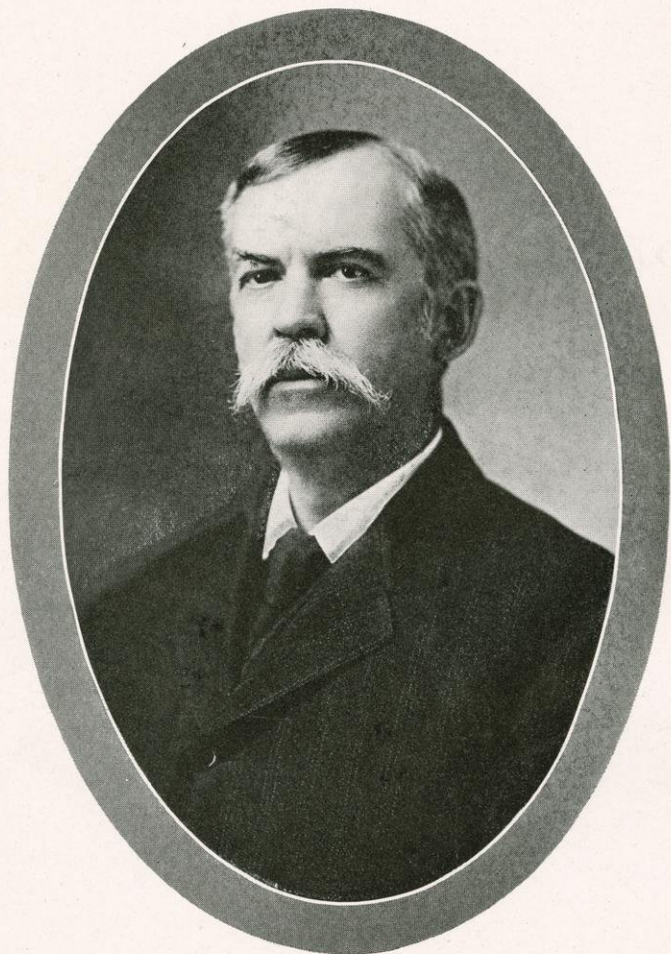
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MADISON, WISCONSIN

Madison Public Schools

Fifty-Seventh Annual Report

Madison, Wisconsin, 1911-12





MR. J. H. HUTCHISON

*Connected with high school for twenty-one years. Principal of high school for
nineteen years*

ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF THE

CITY OF MADISON
WISCONSIN

1911-1912

MADISON, WISCONSIN
DEMOCRAT PRINTING COMPANY, STATE PRINTER
1912

DIRECTORY

BOARD MEETINGS

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

SUPERINTENDENT

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

SCHOOL SESSIONS

High School—From 8:30 to 11:50 A. M., and from 1:30 to 3:43 P. M.
Ward Schools—From 8:45 A. M. to 12 M., and from 1:30 to 3:45 P. M.

SCHOOL CALENDAR—1912-1913

FALL TERM—

Opens Monday, September 9, and closes Friday, December 20.

WINTER TERM—

Opens Monday, January 6, and closes Friday, March 28.

SPRING TERM—

Opens Monday, April 7, and closes Friday, June 13.

BOARD OF EDUCATION

1912-1913

OFFICERS

GEORGE KRONCKE.....	President
O. S. NORSMAN.....	Clerk
C. H. TENNEY.....	Treasurer
R. B. DUDGEON.....	Superintendent

MEMBERS

	Term Expires
LOUIS D. SUMNER.....	9 East Wilson.....1913
GEORGE KRONCKE.....	1121 Rutledge.....1913
JOHN MORAN.....	601 S. Few.....1914
CHARLES H. TENNEY.....	146 Langdon.....1914
O. S. NORSMAN.....	515 North Henry.....1915
VICTOR LENHER.....	158 Summit Ave.....1915
MAYOR JOHN B. HEIM.....	816 E. Gorham..... <i>Ex-Officio</i>
ALD. JOHN L. BOURKE.....	1339 Spaight..... <i>Ex-Officio</i>

COMMITTEES

STANDING

Teachers	KRONCKE, TENNEY, MORAN.
Course of Study and Text-books....	LENHER, TENNEY, KRONCKE.
Finance	HEIM, LENHER, MORAN.
Supplies	NORSMAN, BOURKE, LENHER.
Buildings	TENNEY, MORAN, BOURKE, LENHER, SUMNER.
Play Grounds.....	SUMNER, HEIM, MORAN.
Art Decoration in Public Schools..	TENNEY, LENHER, SUMNER.
Stein and Shaw Funds.....	LENHER, HEIM, KRONCKE, SUPERIN- TENDENT and PRINCIPAL.
Medical Inspection in Schools....	LENHER, SUMNER, BOURKE.

CITIZENS' VISITING COMMITTEES

HIGH SCHOOL:

MR. F. D. CRAWSHAW, *Chairman*.
MRS. H. L. TERRY.
REV. J. M. BACH.
MR. W. J. CHASE.
MR. E. B. SKINNER.
MR. W. E. MEANWELL.
MR. F. K. SHUTTLEWORTH.
DR. FRANK BOWMAN.
MR. E. B. STEENSLAND.

MR. HOBART JOHNSON.
MR. JOHN FINDORFF.
MR. PETER J. CONNOR.
MRS. BURR W. JONES.
MRS. W. S. MARSHALL.
MRS. W. F. FERGUSON.
MRS. CHARLES F. LAMB.
MRS. CHARLES NAFFZ.

GRAMMAR GRADES:

REV. A. E. FRASER, *Chairman*.
MRS. A. D. FREDERICKSON.
MRS. F. A. GILMORE.
MRS. B. F. MAUTZ.
MRS. A. G. KRONCKE.
MRS. E. R. ELY.

MRS. O. O. TUCKER.
MRS. G. J. CORSCOT.
MRS. H. C. HIESTAND.
MRS. E. H. LORENZ.
MRS. EDWIN DIXON.
MRS. EDWARD ROSS.

PRIMARY GRADES:

MRS. WILLIAM KITTLE, *Chairman*.
MRS. E. W. TRESSLER.
MRS. H. H. RATCLIFF.
MRS. PAUL WARNER.
MRS. W. N. PARKER.
MRS. G. H. FULTON.
MRS. P. C. ROBSON.

MRS. F. W. WOLL.
MRS. F. M. SHELDON.
MRS. L. A. CLARKE.
MRS. J. PURVIS.
MRS. C. DRESSER.
MRS. JOHN KENNEY.
MRS. G. E. GERNON.

DEPARTMENT OF INSTRUCTION

1912-1913

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

HIGH SCHOOL

THOS. LLOYD JONES.....	Principal.
LETA WILSON.....	Latin.
NORA MAY MIELENZ.....	Latin, Greek.
EFFIE C. PAINE.....	Latin.
J. D. DEIHL.....	Modern Languages.
IRMA KLEINPELL.....	German.
CAROLINE M. YOUNG.....	German.
INA ZILISCH.....	German.
SARA D. JENKINS.....	French, English.
GEORGE E. TETER.....	English.
JULIA F. TORMEY.....	English.
FLORA C. MOSELEY.....	English.
MARY HARGRAVE.....	English.
LILLIAN BANTING.....	English.
CORNELIA COOPER.....	English.
JESSIE C. SCHINDLER.....	English.
REGINA GROVES.....	English.
ALICE HANRAHAN.....	English.
MARY LESLIE SPENCE.....	English.
KATHERINE P. REGAN.....	English.
MARTHA E. SELL.....	History.
DONALD D. GRINDELL.....	History.
JULIA E. MURPHY.....	History.
BERTHA H. PREUSS.....	History.
LILLIAN A. TAYLOR.....	History.
VOLNEY G. BARNES.....	Science.
ALICE EVANS.....	Science.
HAZEL DRIVER.....	Science.
FOREST H. STALEY.....	Science.
KATHARINE SCHLADWEILER.....	Science.
MAE BELLE WHITAKER.....	Geography.
E. LANSFORD MOORE.....	Mathematics.

ANNIE E. HANKEY.....	Mathematics.
MYRON C. WEST.....	Mathematics.
CLARENCE W. KEYSER.....	Mathematics.
MIRIAM E. WEST.....	Mathematics.
AGNES V. LEARY.....	Mathematics.
FLORA C. BUSS.....	Mathematics.
JOSEPH C. MARTINDILL.....	Business.
LILLIAN MINCH.....	Business Assistant.

ALL SCHOOLS

IDA M. CRAVATH.....	Drawing.
MARGARET MCGILLIVRAY.....	Drawing Assistant.
BELLE PORTER HEATH.....	Music.
LILLIAN SUNSTROM.....	Music Assistant.
THEO FENTON.....	Domestic Economy.
HARRIET S. NILES.....	Domestic Economy.
LOUISE BINZEL.....	Domestic Economy.
RUTH I. OLIVER.....	Domestic Economy.
PAUL H. GRAVEN.....	Manual Training.
FRANK J. MALLIEN.....	Manual Training.
RUPERT CHURCH.....	Manual Training.
HARRY C. NELSON.....	Manual Training.
FRANK J. WINTERS.....	Physical Training.
ALTHEA H. BROWN.....	Physical Training.
ARTHUR G. SULLIVAN.....	Medical Inspector.

SPECIAL TEACHERS

MARY O'KEEFE.....	General Assistant.
RUTH LOAN.....	Grammar Grades.
ANNAH C. PIERCE.....	Grammar Grades.
MATTIE R. ROSELIP.....	Grammar Grades.
ANNA J. GEIGEL.....	Grammar Grades.
IRENE FLATLEY.....	Deaf School.
MARY MILLEA.....	Deaf School Assistant.
FLORENCE H. POST.....	Ungraded School.
HELEN DERNBACH.....	Ungraded School.
MARTHA K. RILEY.....	Attendance Supervisor.

GEORGE WASHINGTON SCHOOL

MARY L. EDGAR.....	Principal.
RENETTE JONES.....	Seventh Grade.
DELLA J. BOWERS.....	Sixth Grade.
MATTIE R. JACKSON.....	Fifth Grade.
GOLDIE CHASE.....	Fourth Grade.

MARGARET WEIR.....	Third Grade.
FLORENCE E. NELSON.....	Second Grade.
CLARA BELLE DUBBROW.....	First Grade.
THEODORA GRANTHAM.....	Kindergarten.
MABELLE LYONS.....	Kindergarten Asst.

ABRAHAM LINCOLN SCHOOL

JESSIE M. BOWERS.....	Principal.
ALICE BUFTON.....	Fifth and Sixth Grades.
ANNA L. LARSEN.....	Fourth Grade.
EMMA G. HYLAND.....	Third Grade.
EMMA E. SNYDER.....	Second Grade.
RUBY CHINNOCK.....	First Grade.

LOUISE M. BRAYTON SCHOOL

ALMA M. BOHLMAN.....	Principal.
ZILLA WISWALL.....	Seventh Grade.
MAYME EGAN.....	Sixth Grade.
VIRGINIA DICKINSON.....	Fifth Grade.
MYRTLE F. REUL.....	Fourth Grade.
AMANDA KIEKHOFER.....	Third Grade.
MERLE PILLER.....	Second Grade.
CLEMANA VAN NOSTRAND.....	First Grade.

JAMES D. DOTY SCHOOL

THERESA G. COSGROVE.....	Principal.
ROSETTA BLAZER.....	Sixth Grade.
PEARL DREW.....	Fifth Grade.
EMMA E. QUIRK.....	Third and Fourth Grades.
GERTRUDE BONZELET.....	Second Grade.
MARY LENA HESSMAN.....	First Grade.
PEARL WILLEY.....	Kindergarten.
MAY WHITNEY.....	Kindergarten Asst.

LYMAN C. DRAPER SCHOOL

ADELINE R. MARVIN.....	Principal.
EMMA R. BUCHHOLZ.....	Seventh Grade.
EVA M. WIRTH.....	Sixth Grade.
CLARA B. LEONARD.....	Fifth Grade.
LOIS M. BEDDALL.....	Fourth Grade.
BESSIE M. LEWIS.....	Third Grade.
JESSIE M. CLOUGH.....	Second Grade.
CLARE DENGLER.....	First Grade.

JACQUES MARQUETTE SCHOOL

KATE H. FEENEY.....	Principal.
THERESA ARCHIBALD.....	Seventh Grade.
FLORENCE TAYLOR	Sixth Grade.
MARGIE I. COLLINS.....	Fifth Grade.
LOUISE ZIMMERMAN.....	Fourth Grade.
ALICE C. KEEGAN.....	Third Grade.
EMMA SCHERMERHORN.....	Second Grade.
EVA M. HOWARD.....	First Grade.

WASHINGTON IRVING SCHOOL

EMILY PARSONS.....	Principal.
JOSEPHINE BRABANT.....	Fourth Grade.
ELNORA J. HOYER.....	Third Grade.
FANNIE M. STEVE.....	Second Grade.
MAUD M. COLLINS.....	First Grade.
EMILY MCCONNELL.....	Kindergarten.
LILLIE J. SCOTT.....	Kindergarten Asst.

INCREASE A. LAPHAM SCHOOL

CLARA A. WHITNEY.....	Principal.
ESTELLA WELLS.....	Fifth and Sixth Grades.
CHRISTINE BANDLI.....	Third and Fourth Grades.
FLORENCE VALENTINE.....	Second Grade.
BERTHA TAIT.....	First Grade.
ALMINA PICKARD.....	Kindergarten.
MARJORIE MINER.....	Kindergarten Assistant.

NATHANIEL HAWTHORNE SCHOOL

ANNA B. CHAMBERLAIN.....	Principal.
ALMA M. WARNECKE.....	Assistant.
LIONA HOPKINS.....	Seventh Grade.
WINNIFRED ROOKER.....	Sixth Grade.
THERESA GLEASON.....	Fifth Grade.
EMILY POKORNY.....	Fourth and Fifth Grades.
.....	Fourth Grade.
MARY F. MAHER.....	Third Grade.
ELLEN C. HENDERSON.....	Second Grade.
LENORE TOTTO.....	Second and Third Grades.
EDNA MAE SEWELL.....	First Grade.
VELMER D. PRATT.....	First Grade.
EMMA CAMPBELL.....	Kindergarten.

HENRY W. LONGFELLOW SCHOOL

LORENA C. REICHERT.....	Principal.
LILLIAN M. KEELEY.....	Seventh Grade.
ADELE GAVOILLE.....	Sixth Grade.
RUBY H. RAY.....	Fifth Grade.
KATHERINE MINCH.....	Fourth Grade.
MARGARET CUMMINGS.....	Third Grade.
NORA L. MCKEE.....	Second Grade.
NORA R. CULLIGAN.....	First Grade.
ADDA I. SUTHERLAND.....	First and Second Grades..
REKA GEBHARDT	Kindergarten.
FRIEDA DUERR.....	Kindergarten Asst.

RANDALL SCHOOL

EDITH M. OLSON.....	Principal.
MARY A. BONZELET.....	Seventh Grade.
SADIE A. BOULDEN.....	Sixth Grade.
MAUDE BRYDGES.....	Fifth Grade.
VERNETTA STEVENSON.....	Fourth Grade.
EDITH YELLAND.....	Third Grade.
LILLIAN M. NELSON.....	Second Grade.
MARION FEELEY.....	First Grade.

*Going Swimming*

CLERK'S STATEMENT

Receipts and disbursements of the Board of Education from July 1st,
1911 to June 30th, 1912.

RECEIPTS

Balance, July 1st, 1911.....	\$1,457 49
State apportionment	18,609 29
Deaf school apportionment.....	2,066 37
Manual training apportionment.....	350 00
City school tax.....	115,000 00
County school tax.....	16,270 00
Fair Oaks Jt. Dis't tax.....	3,983 59
Blooming Grove Jt. Dist. tax.....	2,730 96
Tuitions collected	2,074 50
Rents	1,295 00
Laboratory fees	354 89
Temporary loans	81,000 00
Interest	375 86
State loan	20,000 00
Manual training receipts.....	109 66
By fire loss.....	65 00
Miscellaneous receipts	18 08
	\$265,760 69

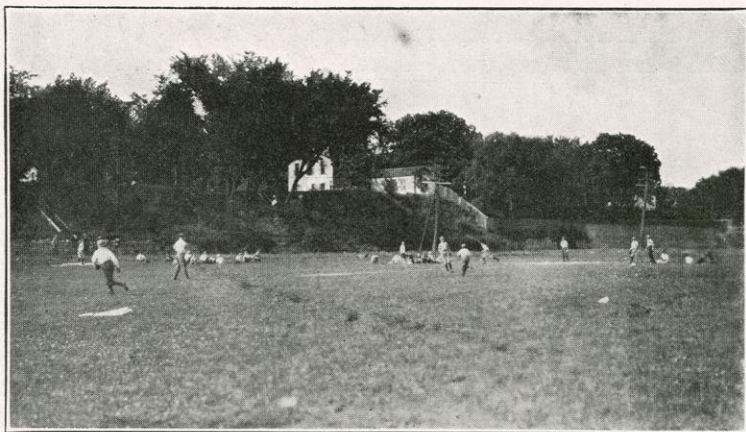
DISBURSEMENTS

Miscellaneous supplies.....	\$10,899 42
Miscellaneous repairs.....	5,815 93
Janitors and labor.....	10,740 77
Fuel	12,962 92
Insurance	261 00
Apparatus and library.....	149 84
Furniture	588 85
Clerk's salary.....	250 00
Census expenses.....	278 10
Printing reports etc.....	634 55

Cement walks.....	385 39
Interest on Fair Oaks site contract.....	270 00
Deaf school expenses, other than teachers' pay.....	679 73
Lincoln building improvements.....	1,362 00
Draper building improvements.....	1,412 25
Hawthorne building improvements.....	10,449 24
Washington building improvements.....	1,593 00
Free text books.....	484 16
Settlement high school architect.....	1,000 00
High school equipment.....	1,146 38
Teachers' salaries and superintendent.....	111,123 25
Furniture by manual training department.....	602 75
Payments Longfellow building.....	2,863 55
Playgrounds expenses	1,965 75
Taxes paid	890 66
Temporary loans repaid.....	83,000 00
Interest paid	1,194 99
Fire loss paid.....	65 00
Balance, June 30th, 1912.....	2,689 21

\$265,760 69

O. S. NORSMAN, *Clerk.*



Brittingham Park—Ball game

TREASURER'S STATEMENT

Receipts and disbursements for July 1st, 1911 to June 30th, 1912.

1911	To balance	\$1,457 49
July 6	Merchants & Savings Bank, loan.....	2,000 00
20	Mrs. Martin Lyons, rent.....	55 00
24	H. E. Martin, rent.....	50 00
28	E. F. Riley, hay.....	5 00
31	Merchants & Savings Bank, interest.....	2 34
Aug. 2	Merchants & Savings Bank, loan.....	4,500 00
15	Insurance loss on Hawthorne building.....	65 00
21	H. E. Martin, rent.....	50 00
22	Mrs. M. Lyons, rent.....	35 00
31	Merchants & Savings Bank, interest.....	2 01
Sept. 5	Mrs. M. Lyons, rent.....	15 00
9	State of Wisconsin, deaf school apportionment..	2,066 37
8	Merchants & Savings Bank, loan.....	10,000 00
20	H. E. Martin, rent.....	50 00
26	Madison Gas & Electric Co., refund.....	3 08
30	Mrs. M. Lyons, rent.....	60 00
30	Merchants & Savings Bank, loan.....	6,000 00
30	Merchants & Savings Bank, interest.....	5 15
Oct. 5	Merchants & Savings Bank, loan.....	10,000 00
28	First National Bank, loan.....	11,000 00
31	H. E. Martin, rent.....	50 00
31	Mrs. M. Lyons, rent.....	55 00
31	Village of Oregon, fair.....	15 00
31	Merchants & Savings, interest.....	8 55
Nov. 3	Knights of Columbus, rent.....	10 00
8	Merchants & Savings Bank, loan.....	5,000 00
14	State of Wisconsin, State aid.....	350 00
22	H. E. Martin, rent.....	50 00
22	Six O'clock club, rent.....	10 00
24	Merchants & Savings Bank, loan.....	12,500 00
30	Merchants & Savings Bank, loan.....	500 00
30	Merchants & Savings Bank, interest.....	5 67

Dec.	2	Mrs. M. Lyons, rent.....	55 00
	6	Merchants & Savings Bank, loan.....	3,000 00
	9	Merchants & Savings Bank, loan.....	2,500 00
	19	H. E. Martin, rent.....	50 00
	21	First National Bank, loan.....	11,000 00
	30	R. B. Dudgeon, tuition collected.....	627 50
	30	Merchants & Savings Bank, interest.....	94
	30	Mrs. M. Lyons, rent.....	55 00
1912			
Jan.	4	City Treasurer, part of school tax.....	10,000 00
	10	City Treasurer, part of school tax.....	85,000 00
	10	Merchants & Savings Bank, interest.....	10 00
	18	H. E. Martin, rent.....	50 00
	27	City Treasurer, part of school tax.....	25,000 00
	31	Commercial National Bank, interest.....	16 32
Feb.	3	Mrs. M. Lyons, rent.....	55 00
	3	Six O'clock club, rent.....	10 00
	10	City Treasurer, balance city and county school tax	11,270 00
	15	Town Treasurer Blooming Grove, part of joint district tax	453 42
	23	H. E. Martin, rent.....	50 00
	29	Commercial National Bank, interest.....	49 07
Mch.	1	State Treasurer, state loan.....	20,000 00
	1	State Treasurer, state apportionment.....	17,570 97
	1	Town Treasurer Blooming Grove, balance joint district tax	2,277 54
	4	Mrs. M. Lyons, rent.....	55 00
	28	H. E. Martin, rent.....	50 00
	30	State Treasurer, additional apportionment.....	1,038 32
	30	Commercial National Bank, interest.....	127 11
Apr.	5	Mrs. M. Lyons, rent.....	55 00
	15	Village of Fair Oaks, joint district tax.....	3,983 59
	26	H. E. Martin, rent.....	50 00
	29	Mrs. M. Lyons, rent.....	55 00
	30	Commercial National Bank, interest.....	87 89
May	29	H. E. Martin, rent.....	50 00
	31	Commercial National Bank, interest.....	50 89
June	7	First National Bank, loan.....	3,000 00
	7	Mrs. M. Lyons, rent.....	55 00
	27	Mrs. M. Lyons, rent.....	55 00
	27	H. E. Martin, rent.....	50 00

30	R. B. Dudgeon, tuition collected.....	1,034 50
30	T. L. Jones, tuition collected.....	412 50
30	T. L. Jones, laboratory fees, etc.....	354 89
30	T. L. Jones, manual training collection.....	109 66
30	Commercial National Bank, interest.....	9 92

\$265,760 69

The aggregate of certificates of appropriations issued and paid during the year was.....

263,071 48

Leaving a balance on hand July 1st, 1912..... \$2,689 21

C. H. TENNEY, *Treasurer.*



Brittingham Bath House—High Dive

SUPERINTENDENT'S REPORT

To the Board of Education:

GENTLEMEN:—I herewith submit my twenty-first annual report of the public schools of Madison, which is for the year ending June 30, 1912, and constitutes the fifty-seventh in the series of annual reports.

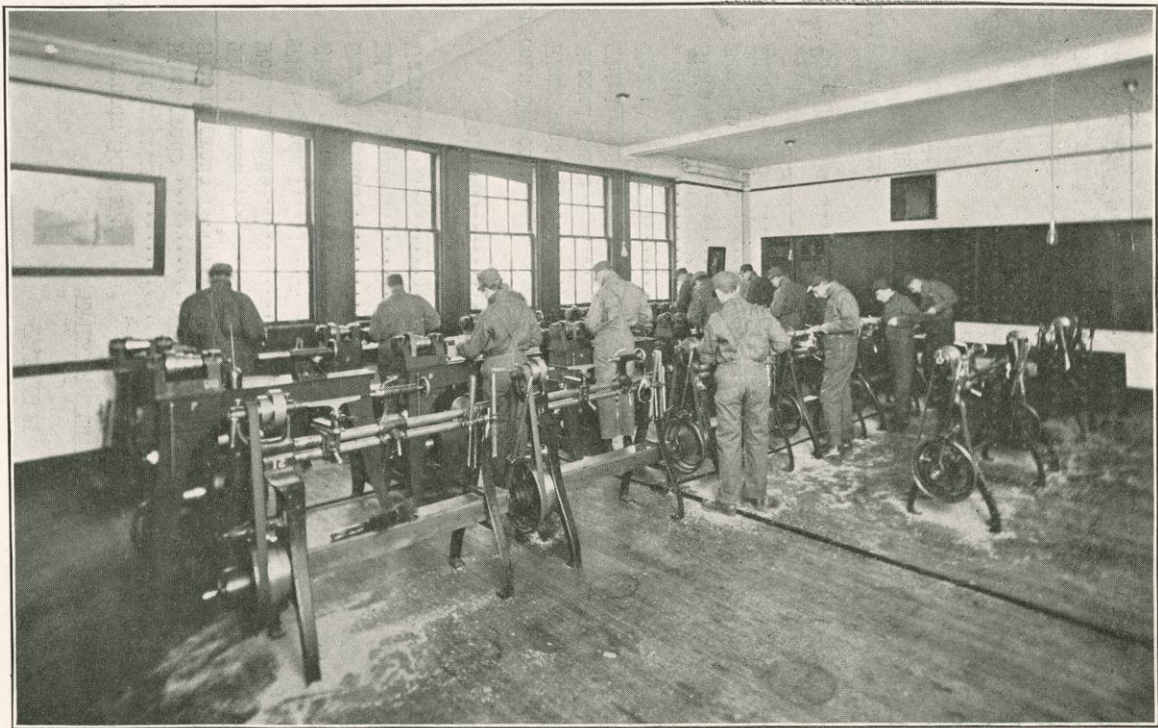
COST OF SCHOOLS

Instruction and supervision.....	\$112,827 40
Incidentals	51,671 04
Sites, new buildings, and furniture.....	1,191 60
Grading, cement walks, and interest.....	17,070 65

TABLE I

SCHOOL CENSUS

WARDS	Male	Female	Total
First ward	155	149	304
Second ward	316	343	659
Third ward	116	150	266
Fourth ward	254	266	520
Fifth ward	391	430	821
Sixth ward	710	697	1,407
Seventh ward	414	428	842
Eighth ward	354	385	739
Ninth ward	434	436	870
Tenth ward	239	210	449
Fair Oaks	146	173	319
Blooming Grove	91	103	194
	<hr/> 3,620	<hr/> 3,770	<hr/> 7,390



Wood-turning room—High School

TABLE II

ENROLLMENT

WASHINGTON SCHOOL:	Boys.	Girls.	Total.
Kindergarten	43	21	64
First grade	27	26	53
Second grade	12	21	33
Third grade	33	15	48
Fourth grade	17	28	45
Fifth grade	20	13	33
Sixth grade	15	18	33
Seventh grade	8	18	26
Eighth grade	15	15	30
Ungraded	7	8	15
Totals	197	183	380
LINCOLN SCHOOL:			
First grade	24	30	54
Second grade	24	16	40
Third grade	23	15	38
Fourth grade	14	20	34
Fifth grade	13	12	25
Sixth grade	9	21	30
Seventh grade	10	11	21
Eighth grade	10	11	21
Totals	127	136	263
BRAYTON SCHOOL:			
First grade	35	18	53
Second grade	20	21	41
Third grade	25	17	42
Fourth grade	25	20	45
Fifth grade	17	28	45
Sixth grade	15	15	30
Seventh grade	16	26	42
Eighth grade	15	17	32
Totals	168	162	330

DOTY SCHOOL:

Kindergarten	9	20	29
First grade	15	17	32
Second grade	21	11	32
Third grade	11	10	21
Fourth grade	14	8	22
Fifth grade	10	12	22
Sixth grade	12	12	24
Seventh grade	9	8	17
Eighth Grade	12	7	19
Deaf school	8	6	14
Totals	121	111	232

DRAPER SCHOOL:

First grade	20	26	46
Second grade	27	18	45
Third grade	21	24	45
Fourth grade	15	15	30
Fifth grade	13	20	33
Sixth grade	18	16	34
Seventh grade	15	22	37
Eighth grade	15	17	32
Totals	144	158	302

MARQUETTE SCHOOL:

First grade	24	19	43
Second grade	20	22	42
Third grade	19	18	37
Fourth grade	17	13	30
Fifth grade	21	21	42
Sixth grade	25	16	41
Seventh grade	24	24	48
Eighth grade	17	20	37
Totals	167	153	320

LAPHAM SCHOOL:

Kindergarten	12	18	30
First grade	20	17	37
Second grade	14	13	27

Madison Public Schools

Third grade	12	13	25
Fourth grade	7	9	16
Fifth grade	12	7	19
Sixth grade	12	7	19
Seventh grade	9	10	19
Eighth grade	8	9	17
Totals	106	103	209

HAWTHORNE SCHOOL:

Kindergarten	26	27	53
First grade	39	39	78
Second grade	41	25	66
Third grade	44	34	78
Fourth grade	30	44	74
Fifth grade	22	40	62
Sixth grade	19	34	53
Seventh grade	19	28	47
Eighth grade	17	9	26
Totals	257	280	537

LONGFELLOW SCHOOL:

Kindergarten	23	33	56
First grade	19	41	60
Second grade	15	30	45
Third grade	23	27	50
Fourth grade	28	20	48
Fifth grade	17	19	36
Sixth grade	14	12	26
Seventh grade	8	11	19
Eighth grade	12	9	21
Totals	159	202	361

RANDALL SCHOOL:

First grade	15	16	31
Second grade	19	9	28
Third grade	17	21	38
Fourth grade	13	16	29
Fifth grade	12	12	24
Sixth grade	11	5	16

Seventh grade	18	10	28
Eighth grade	12	16	28
	<hr/>	<hr/>	<hr/>
Totals	117	105	222

IRVING SCHOOL:

Kindergarten	20	32	52
First grade	24	12	36
Second grade	19	16	35
Third grade	19	21	40
Fourth grade	19	14	33
Fifth grade	9	13	22
Sixth grade	9	10	19
Seventh grade	2	1	3
	<hr/>	<hr/>	<hr/>
Totals	121	119	240

SUMMARY OF ENROLLMENT BY SCHOOLS

	Boys.	Girls.	Totals.
High school	403	501	904
Washington school	197	183	280
Lincoln school	127	136	263
Brayton school	168	162	330
Doty school	121	111	232
Draper school	144	158	302
Marquette school	167	153	320
Lapham school	106	103	209
Hawthorne school	257	280	537
Longfellow school	159	202	361
Randall school	117	105	222
Irving school	121	119	240
	<hr/>	<hr/>	<hr/>
Total	2,087	2,213	4,300

SUMMARY OF ENROLLMENT BY GRADES

	Boys.	Girls.	Totals.
Kindergarten	133	151	284
First grade	262	261	523
Second grade	232	202	434
Third grade	247	215	462
Fourth grade	199	207	406
Fifth grade	166	197	363
Sixth grade	159	166	325
Seventh grade	138	169	307
Eighth grade	133	130	263
Ungraded room	7	8	15
Deaf school	8	6	14
First year, high school.....	115	150	265
Second year, high school.....	111	145	256
Third year, high school.....	96	114	210
Fourth year, high school.....	81	92	173
	<hr/>	<hr/>	<hr/>
	2,087	2,213	4,300

NIGHT SCHOOLS

	Total.
Longfellow	92
High school	70
	<hr/>
Total	162

SUMMER VACATION SCHOOLS.

	Boys.	Girls.	Total.
Elementary grades	104	110	214
High school	12	14	26
	<hr/>	<hr/>	<hr/>
Total	116	124	240

PAROCHIAL AND PRIVATE SCHOOLS

	Total.
St. Bernard	148
St. James	230
St. Patrick	162
St. Raphael	325
Holy Redeemer	360
*Edgewood Academy	35
*Wisconsin Academy	136
*Capital City Commercial College	250

COST OF SCHOOLS

INSTRUCTION

Cost of instruction in high school.....	\$32,455 00
Cost of instruction in grades.....	53,526 37
Cost of instruction in kindergartens.....	4,841 88
Cost of instruction in special lines, including salaries of supervisors:	
Music	\$1,750 00
Drawing	1,725 00
Manual training	4,150 00
Domestic Economy	2,400 00
Physical Training	1,850 00
School for deaf.....	1,675 00
Ungraded rooms	1,500 00
Summer playgrounds	1,704 15
	<hr/> 16,754 15
Total	\$107,577 40
Cost of general supervision.....	5,250 00

SUMMARY

Cost of instruction.....	\$107,577 40
Cost of general supervision.....	5,250 00
Cost of incidentals.....	51,671 04
	<hr/> \$164,498 44

* Less number from outside city district.

COST PER PUPIL

Cost per pupil in High school for instruction:	
Upon number enrolled	35 901
Upon average membership	38 789
Upon average attendance	40 89
Cost per pupil in Ward schools for instruction:	
Upon number enrolled	17 187
Upon average membership	19 80
Upon average attendance	20 84
Cost per pupil in all schools for instruction:	
Upon number enrolled	21 12
Upon average membership	24 00
Upon average attendance	25 27
Cost per pupil in all schools for instruction in special lines:	
Upon number enrolled	3 90
Upon average membership	4 43
Upon average attendance	4 66
Cost per pupil in all schools for supervision:	
Upon number enrolled	1 22
Upon average membership	1 39
Upon average attendance	1 46
Cost per pupil in all schools for incidentals:	
Upon number enrolled	12 01
Upon average membership	13 65
Upon average attendance	14 37
Total cost per pupil for instruction, supervision, and incidentals:	
Upon number enrolled	38 25
Upon average membership	43 47
Upon average attendance	45 76

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

ATTENDANCE

	1910-11	1911-12
Per cent enrolled.....	56.8	58.1
Average membership	3,535	3,784
Average daily attendance.....	3,362	3,594
Per cent of attendance.....	.95	.94
Total days of attendance for year.....	622,081	664,954

BUILDINGS

Number of buildings occupied.....	12
-----------------------------------	----

TEACHERS

High school	34
Eighth grade	7
Seventh and Eighth grades.....	3
Seventh grade	7
Sixth grade	7
Fifth and Sixth grades.....	4
Fifth grade	7
Fourth and Fifth grades.....	1
Fourth grade	8
Third and Fourth grades.....	3
Third grade	8
Second and Third grades.....	2
Second grade	9
First and Second grades.....	4
First grade	9
First grade assistant.....	2
Kindergarten	6
Kindergarten assistants	6
Special teachers Grammar grades.....	4
Supervisor of Music.....	1
Assistant in Music.....	1
Supervisor of Drawing.....	1
Assistant in Drawing.....	1
Supervisor of Manual Training.....	1
Assistants in Manual Training.....	3
Supervisor of Domestic Science.....	1
Assistant of Domestic Science.....	2
Director of Physical Training.....	1
Assistant of Physical Training.....	1

Principal of Deaf school.....	1
Assistant in Deaf school.....	1
Ungraduated room	2
Total	148

TEACHERS' REPORTS

Times teachers were tardy.....	287
Half days' absence.....	908
Visits made to parents.....	903
Visits made to sick pupils.....	251

VISITS TO THE SCHOOLS

Number by the superintendent	383
Number by members of the board.....	110
Number by parents	4,087
Number by others	7,060

AVERAGE AGE OF PUPILS

Upon graduating from High school June 7, 1912:

Boys	18 years, 11 months, 27 days
Girls	18 years, 9 months, 25 days

TABLE III.

(Showing number of teachers at the various salary units indicated.)

Number of elementary school teachers with salaries:		Number of high-school teachers with salaries:	
*Below \$350.....	5	†Below \$500.....	2
*\$350 to \$400.....	1	†\$500 to 600.....	1
400 to 450.....	0	600 to 700.....	0
450 to 500.....	0	700 to 800.....	3
500 to 550.....	6	800 to 900.....	13
550 to 600.....	53	900 to 1000.....	3
600 to 650.....	6	1000 to 1100.....	9
650 to 700.....	7	1100 to 1200.....	2
700 to 750.....	12	1200 to 1300.....	3
750 to 800.....	3	1300 to 1400.....	0
800 to 851.....	5	1400 to 1500.....	1
850 to 900.....	3	1500 to 1600.....	0
900 to 950.....	1	1600 to 1700.....	1
950 to 1000.....	7	1700 to 1800.....	0
		1800 to 1900.....	1

*Kindergarten assistants.

†Part time.

TABLE IV.

(Showing number of teachers and the per cent of teachers for the indicated periods of service.)

Per cent of elementary teachers for the periods:		
	Total	Per cent
Under 5 years.....	28	27.1
5 to 9 years.....	32	31.06
10 to 14 years.....	18	17.4
15 to 19 years.....	11	10.6
20 to 24 years.....	9	8.7
25 to 29 years.....	5	4.8
30 and over.....		
Per cent of high school teachers for the periods:		
Under 5 years.....	13	33.3
5 to 9 years.....	11	28.2
10 to 14 years.....	5	12.8
15 to 19 years.....	7	17.9
20 to 24 years.....	2	5.1
25 to 29 years.....		
30 and over.....	1	2.56

TABLE NO. V

1. Population, Census 1910.....	25,531
2. No. children, school age, 1912.....	7,390
3. Total public school enrollment.....	4,300
4. Total enrollment High School.....	904
5. Assessed valuation, 1911.....	31,968,250
6. Rate of taxation for all purposes.....	.0175
7. Rate of taxation for all school purposes.....	.00535
8. Receipts city school tax, 1911.....	115,000.00
9. Receipts State apportionment.....	18,609.29
10. Receipts County School tax.....	16,270.00
11. Balance from preceding year.....	1,457.49
12. Amount available from other sources.....	33,423.91
13. Total receipts for school purposes, items 8, 9, 10, 11, 12	184,760.69
14. Total salaries high school teachers, 1911-1912 (not including principal)	32,455.00

15. No. high school teachers (not including principal)....	33
16. Average salary of men in high school.....	1,225.00
17. Average salary of women in high school.....	918.46
18. Total salaries of grade teachers (including principals, kindergartners, and kindergarten assistants).....	58,368.25
19. No. grade teachers (item 18).....	97
20. Average salary grade teachers.....	601.73
21. Average salary teachers (not including principals or kindergarten assistants)	586.85
22. Total salaries special teachers.....	16,754.15
23. No. special teachers (item 22).....	18
24. Average salary special teachers.....	930.78
25. Salaries high school principal and superintendent....	5,250.00
26. Total for instruction (items 14, 18, 22, 25).....	112,827.40
27. Cost of incidentals (not including cost of sites, new buildings, permanent improvements, or old indebted- ness)	51,671.04
28. Total disbursements (items 26 and 27).....	164,498.44

OUTLINE HISTORY OF ORGANIZATION OF THE MADISON PUBLIC SCHOOLS

I. High School:

1. Private Academy organized in 1847.
2. Private school for girls organized in 1842.
3. Academic high school organized in 1873.
4. Music introduced in 1881.
5. Drawing introduced in 1856.
6. Manual training and domestic economy introduced in 1908.
7. Physical training introduced in 1908.
8. Commercial department organized in 1908.
9. Medical inspection introduced in 1912.

II. Elementary Grades:

1. District school organized in 1841.
2. Grades organized in 1850.
3. School for deaf organized in 1908.
4. School for backward pupils organized in 1910.
5. Music introduced in 1856.
6. Drawing introduced in 1856.
7. Manual training and domestic economy introduced in 1904.
8. Medical inspection introduced in 1912.

III. Summer Playgrounds:

1. Public summer playgrounds opened by Educational department of Woman's Club and operated under supervision of special committee from the city council in 1906.
2. Public summer playgrounds taken over by the board of education in 1910.
3. Supervised school summer playgrounds opened in 1912.
4. Bathhouse taken over by board of education in 1910.

SUMMARY OF STATISTICS

Number of Teachers

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

Number of Pupils to each Teacher

Average number pupils enrolled to each regular teacher in the twelve grades	36
Average daily attendance to each regular teacher.....	30
Average number pupils enrolled to each teacher in the high school	26
Average daily attendance to each teacher in high school.....	23
Average number pupils enrolled to each regular teacher in elementary grades	39
Average daily attendance to each regular teacher.....	32
Average number enrolled in each elementary school room.....	40
Average daily attendance in each elementary school room.....	33

School Census

The enumeration of children in the city between the ages of 4 and 20 shows 3,620 boys and 3,770 girls, making the total number 7,390. This is an increase of 162 boys and 209 girls, making a total increase of 371 over last year. This increase is the largest for years and shows a fair growth of population in the city.



High School Orchestra

Enrollment

The summary of enrollment shows 2,087 boys and 2,213 girls, a total of 4,300 children enrolled in the public schools during the year. For the same period 1,361 children were enrolled in the private and parochial schools, making the total enrollment in the schools of the city 5,661.

BUILDINGS

Longfellow School

When the erection of a new building in the ninth ward was undertaken, it was feared by some that an eight-room building, in addition to the old building, would furnish more room than the needs of the school would demand for some years to come. The attendance, however, increased so rapidly that before the end of the second year all the rooms in both buildings were occupied and in some the attendance fully equalled their capacity. In the old building centers for manual training and domestic economy were opened late in the fall. The opening of these centers furnished much needed facilities for work in these lines and brought them within easier reach of the pupils in the Longfellow, Draper, and Randall schools. Under these conditions the work in these special lines during the past year has been much more satisfactory, and has been carried on with less loss of time and effort on the part of the pupils.

Randall School

When the additions now under construction are completed, the Randall will be the most satisfactory school building in the city. The spacious assembly room will furnish a meeting place for all the pupils of the school. The frequent bringing together of all the pupils of a school in a body unifies the school interests, creates a good school spirit, and gives tone and character to the pupil body. In such a room can be held general exercises of various kinds that will contribute to the entertainment and improvement of all connected with the school. Such a room will

also facilitate the organization of neighborhood clubs and the holding of meetings incidental to civic center and social movements.

The gymnasium will make it possible to give more attention to the physical welfare of the children, to put athletic games and sports on a higher plane, and to encourage a variety of exercises that contribute to the vigor, grace, and pleasure of the pupils. Adequate and approved facilities for instruction along special lines, including kindergarten, art, manual training, and domestic economy, will give emphasis to their importance in a well balanced system of education. Well lighted, well ventilated, and attractive rooms will make conditions favorable for aggressive and efficient work. The original plan for the Randall school has proved to be most satisfactory inasmuch as it permits the construction of different portions at different times and will permit still other additions after those now under construction are completed. Taken all in all the Randall school will establish a new standard for school buildings and will furnish a type that can well be followed in future structures.

Hawthorne School

The installation of a new heating plant and more sanitary and more convenient toilet facilities in the Hawthorne building, has greatly improved conditions and makes the building one of the best in the city. The heating plant has proved to be adequate to the needs of the building and economical in way of operation. These changes have greatly improved sanitary and comfort conditions and have been highly appreciated by pupils, teachers, and patrons. However, all these improvements do not add materially to the capacity of the building, and the problem of furnishing more school room still faces the Board of Education and must receive prompt attention.

The High School Building

The present high school building was intended to furnish desk and study accommodations for 1,000 pupils. Last year the enrollment in the high school reached 904. The enrollment for the

present year has already reached 952 with a certainty of further increase during the year. It will be seen that the capacity of the building has already been nearly reached and that the school authorities are again face to face with the problem of furnishing additional high school facilities.

Intermediate High Schools

Two solutions to the problem are possible. One would be the construction of additions to the present building. The other would be the establishment of branch or intermediate high schools at two or three points in the city in which the pupils of the seventh and eighth grades together with the pupils of the first year in the high school could be accommodated. That such a plan would have some points in its favor will be apparent to any one who gives the matter some thought. To enumerate in detail the features of such a plan or to enter into extended discussions of its advantages will not be desirable in this place. A brief mention of a few points in its favor will be sufficient.

1. Branch or intermediate high schools at two or three points in the city would permit a division of the whole public school period of twelve years into two equal parts, six years for strictly elementary work and six years for secondary work. The secondary period in turn could be subdivided into two equal parts, three years for preparatory or intermediate high school work and three years for advanced high school work.

2. This plan would facilitate the introduction of the departmental plan of teaching into the seventh and eighth grades—one teacher carrying one or more subjects through several grades instead of all the subjects in one grade. The plan of specializing the work of the teachers is universally used in the high schools of the country. Whether it can be used to advantage in the lower elementary grades is still a question. That it can be used with profit in the upper grammar grades has been demonstrated in a number of the larger systems of schools.

3. This plan would also make it feasible to give instruction to seventh and eighth grade pupils in a preparatory or elementary way in some of the branches now reserved wholly for the high

school. Among these branches may be mentioned algebra, construction geometry, natural science, civics, and foreign languages.

4. Again, this plan would facilitate the transition from the elementary grades to the high school. In an intermediate school the elementary grade pupils would become familiar with high school conditions and methods and the usual break and consequent loss of interest and time occasioned by changes in teachers and studies at the end of the eighth year, could be avoided in part at least.

5. The intermediate high school would afford other advantages to the first year high school pupils. Instead of being overshadowed and crowded into obscurity by the older and more experienced pupils of the upper classes in a central school, they would be the older and more experienced pupils of the intermediate school. The diversity of interests incidental to upper classmen and the leadership in outside activities that naturally falls to the older pupils of a school would develop an individuality, an independence, and a power of initiative that would not be possible in the lower classes of a large high school.

6. The organization of the intermediate school would remove from the present high school building three hundred or more pupils, leaving the whole building and all its facilities for the use of the pupils of the three upper classes. Under these conditions the central building, with some added facilities for work in special lines,—physical training, manual training, and domestic economy,—would accommodate the pupils of the classes for a number of years to come.

7. The adoption of such a plan as suggested, would be attended with many difficulties and present many problems for solution. To organize the schools at once upon such a plan would be impossible inasmuch as new buildings or additions to old buildings would be necessary, the construction of which would require considerable time. However, if such a plan is to be followed ultimately a beginning should be made as early as possible so that all future measures and actions of the board and all changes in organization would be made to look forward to its accomplishment. Furthermore, a beginning could be made by the utilization of

some of the rooms in the enlarged Randall building for first year high school classes and all plans for the future administration of the building could be made with this end in mind.

HEALTH OF PUPILS.

Throughout the civilized world there seems to be a general movement that has for its end the preservation and development of physical soundness in the rising generation. This movement is based on the conviction that any system of education is defective which fails to insure to each individual such a condition of health and vitality as will enable him to take full advantage of the educational opportunities within his reach, and finally to participate in the duties and activities incidental to an intelligent citizenship.

A recognition of the obligation of the state for the physical welfare of its children has lead school authorities to consider such measures as will result in better health conditions and will contribute something toward happier and more vigorous lives. The effort to accomplish these purposes have followed three main lines: (a) the training of the physical powers through systems of exercises along the lines of calisthenic drills, organized athletics, and supervised games and folk dances,—*Gymnasium and Playground Activities*; (b) the improvement of physical environment,—*School Hygiene*; (c) the betterment of the physical condition of the child,—*Health Supervision*.

Gymnasium Facilities

In the new Longfellow building the large room on the basement floor furnishes facilities for indoor games and sports. These facilities have been greatly appreciated by all connected with the school and the resulting activities have contributed much to the enjoyment of the pupils and have not been without results from the standpoint of physical development.

In the Washington, Brayton, and Draper buildings the pupils have been permitted, under limitations, to use the attic rooms for gymnasium activities. In the Marquette and Hawthorne buildings the pupils have been permitted to a limited extent to

use the main corridors for games and sports. In all these places the floor spaces are small, the facilities are inadequate, and the range of activities are limited. Although these rooms are poor substitutes for gymnasiums, the provisions thus afforded have been appreciated and used to advantage.

From other sections of the city urgent requests have come to the school authorities, asking that some provision be made for carrying on indoor games and sports in their respective buildings. These needs cannot be ignored. They are imperative and must receive serious consideration. Without question every building should have a gymnasium. The lack of funds makes it impossible for the Board to provide these at present or even in the near future. In view of this fact it would seem that there should be no hesitation on the part of the Board in equipping for game activities any room in attic or basement that can be made safe and accessible.

It is the universal testimony that gymnasium activities and systematic sports are not only beneficial to the pupils, but are of great advantage to the school as a whole. In the buildings where the attic rooms and hallways have been used for games, the principals state that interest in the school has been increased, the spirit and attitude of the pupils improved, and the general work of management greatly lessened. The effects of systematic sports upon the school is well expressed by Mr. Lee F. Hanmen who has had exceptional opportunities for observation along these lines:

"In cities where this work has been organized and given a fair test school authorities are practically unanimous in saying that:

First—Class work is better.

Second—The health of the school children is improved.

Third—A wholesome school spirit is developed.

Fourth—There is less trouble about discipline owing to the closer relation and better understanding between the pupils and teachers."

School Playground Apparatus

In the spring of 1910 a movement was started in the Washington school toward the securing of playground apparatus. The principal and teachers of the building encouraged the movement.

Under the direction of Mr. Louis F. Olson, head of the manual training department, a number of pieces of apparatus were constructed and put in place. The material was purchased by the Board at a small cost and the labor was furnished by the larger boys of the school. The apparatus was well constructed and put in place in a safe and substantial manner. During the play periods all the pieces of apparatus were in constant use and all the pupils of the school were eager to participate in the exercises. The teachers were interested and cheerfully coöperated in the general management. From the beginning a spirit of kindly consideration and thoughtful helpfulness prevailed among the pupils, and the absence of selfish rivalry and irritating friction made the work of supervision light. The experiment was successful and afforded encouragement for similar movements in other parts of the city.

During the past school year, under the direction of Mr. Forest H. Staley, an instructor in the high school, evening meetings in the interest of playground work were held in several of the elementary school buildings. At these meetings talks were given along the lines of playground activities, lantern slides were used to explain and show the use of the different pieces of apparatus, and definite propositions were made as to the methods of securing playground equipment. The general proposition was to the effect that the Board of Education would furnish the service of one or more persons to supervise the construction and putting in place of the different pieces of apparatus, provided the patrons would raise the money for the purchase of the material and the older pupils of the schools would assist in the labor.

Wherever meetings were held the patrons responded promptly and took steps to secure the money necessary to secure the apparatus desired. The following schedule shows the sums of money raised by the patrons of the schools named:

Washington School	\$73.30
Brayton School	114.57
Doty School	100.00
Draper School	140.82
Marquette School	62.00

Irving School	67.20
Lapham School	110.00
Hawthorne School	111.15
Longfellow School	95.30

At the present time playground equipment in full or in part has been placed on the grounds of all the schools, except the Lincoln and Randall. During the fall the grounds of these two schools will be equipped so that before the close of the school year all the schools of the city will be supplied with increased facilities for the carrying on of physical exercises and play activities.

Other Activities

During the past year added interest has been taken in the activities of the pupils outside the usual lines of school work and much has been done to promote physical welfare. The work in calisthenics has been more systematic and the hallways, school grounds, and vacant lots have been used for games and gymnastic exercises. Teachers have been generally interested in the sports of the children, the relations between pupils and teachers have been sympathetic and helpful, and the interests of all have been conserved.

An Experiment in Folk Dancing

During the past winter some of the patrons of the Randall school obtained permission from the Board of Education to organize free classes for the purpose of giving the children systematic instruction in folk dancing and rhythmic marching. The classes met in the school corridors after school hours. We are pleased to insert here an interesting report on this experiment from Mrs. Mary T. Lighty:

The classes in folk dancing at the Randall School were a direct outcome of a desire on the part of the children for a class in dancing. It was a departure from custom, therefore had to go thru the trial stage. The Committee on Juvenile Interests of the Tenth Ward Association was asked to take the matter up with the School Board, and with its consent the work was conducted as follows:

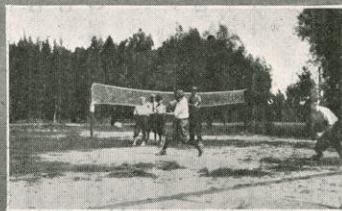
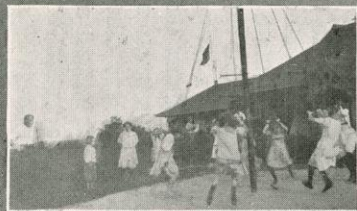
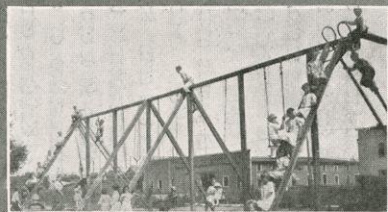
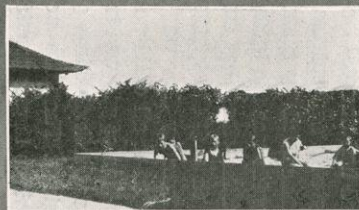
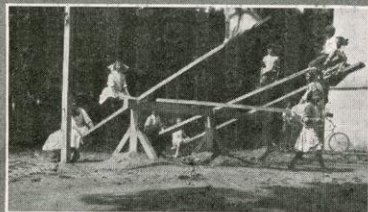
Classes met once a week for one hour immediately following the afternoon session. Mrs. Rogers, the instructor, had had unusual training and experience and proved herself abundantly able and successful in the work. The expense of instruction was guaranteed by a small group of patrons who believed in the idea; but so wide was the interest and so ready was the recognition of the value of the class that some people asked to be allowed to contribute though they did not have a child in the class, "because they believed in it so heartily they wanted to feel they had a part in it." The classes were open to all children in the given grades regardless of contributions. The idea of pay was kept out of the class. The work included and emphasized folk dancing, giving stories of the history and meaning of dancing. That the work should not add to the burdens of principal or teachers it was provided that school patrons be present at each class meeting. This was carefully arranged each time, though it soon became unnecessary to ask people to act for more went than could be comfortably accommodated in the hall where the class was conducted. Principal and teachers lent hearty support and coöperation.

The first class was organized for the Seventh and Eighth Grades. Attendance was purely voluntary. For the first lesson 10 children remained; for the second 30; for the third, 34. The total enrollment was 40.

At the expiration of the first 10 lessons, both children and parents begged for a continuation; funds for instruction were volunteered and the lessons continued for several weeks more.

As soon as one class was started requests from parents and children were made for classes for each grade. Lack of facilities alone prevented this being done, for enough people saw the value of the work to make the expense a minor consideration. A second class was conducted for the Fifth and Sixth Grades on the same basis as the first.

The results of this experiment corroborate the experience found elsewhere: (1) In a given space there is more real all-around physical exercise in dancing than in gymnastics or any team game. (2) In limited space a larger number of children can be handled at once in a dance than in any other way. (3) The children became enthusiastic over it. This latter is a strong argument. There would be little use in instituting a festival if there were no inner festal spirit. Dancing is one of the resources for the expression of the joy of life—a resource that is related to health, vigor, and beauty. In the judgment of those who followed closely this experiment, a happy recreational hour, like above, following the school session, within the child's school and home environment is a valuable asset to the community.



Playground activities

Parents of the city were generally interested in the experiment and all who were familiar with the exercises pronounced the movement a success. The pupils enjoyed greatly the meetings and the results in the way of self-control, ease of manner, grace of movement, and equipoise of mind were tangible and satisfactory. The outcome of this experiment would seem to justify the organization of similar classes in connection with other schools of the city.

Athletics

Under the leadership of Mr. Bradford H. Robbins, assisted by Mr. Paul H. Graven and Mr. Forest H. Staley, athletic sports in the high school and elementary grades were conducted in a most satisfactory manner and high standards of ethics were maintained in all lines. In all this work the principal of the high school took an active interest and gave valuable assistance through timely suggestions and hearty coöperation.

In the high school class teams, all-class teams, and regular teams were organized in foot-ball, basket-ball, and in part in base-ball. In this way a large number of boys were led to participate in the practice games, wide opportunity was offered for the exercise of individual skill and ability, and the number kept in training afforded a large amount of material from which to select members for the regular teams.

It is most gratifying to note that in all the numerous activities a most excellent spirit was maintained, a gentlemanly and sportsmanlike bearing was encouraged, and high standards of conduct were insisted upon.

In the elementary grades athletic leagues were formed and frequent competitive contests were held in the high school gymnasium under the supervision of high school authorities. Near the close of the year an athletic field meet was held on the playground in Brittingham Park. These organized sports have done much for the schools in various ways. They have encouraged a wholesome rivalry among the different schools, have built up and unified the school interests throughout the city, have defined and made clear the right ends and aims of athletic sports, and

have set up high standards and ideals of conduct in connection with all community activities.

School Summer Playgrounds

During the past summer vacation, for the first time an attempt was made to utilize the school playgrounds for the benefit of the children in the respective communities. Owing to the unfortunate accident that befell Mr. Forest H. Staley in the breaking of his leg, the well organized plans for this work could not be carried out in full. However, under the general direction of Mr. Staley the Doty and Lapham playgrounds were opened every forenoon and the Hawthorne playground four half days every week.

City Summer Playground Work

We insert here the report of Mr. Staley on playground activities.

To the Playground Committee, Board of Education.
Gentlemen:

I hereby submit my report of the operation of the playgrounds for the summer of 1912.

The popularity of the playgrounds during this summer was greater than ever, and the interest and appreciation of the patrons was particularly noticeable. Five playgrounds were in operation as compared with two in 1911. The new playgrounds used were the yards of the Doty, Hawthorne, and Lapham schools. These playgrounds are equipped with teeter-ladders, see-saws, giant strides, swings, rings, and with basket ball, volley ball, and base ball fields. The ideal playground planning contemplates the establishment of playgrounds close to or in connection with schools. Owing to the small force of directors it was impossible to keep a director at each school playground during the whole day. The Doty and Lapham playgrounds were opened every forenoon and the Hawthorne playground four half days every week. The Burr-Jones playground was opened every evening until dark. The directors found it difficult to do effective work in the evenings owing to the disturbance caused by lawless gangs and toughs.

The tabulated statement of attendance indicates that there was a decided increase in patronage over 1911. The total days attendance

at the five playgrounds was 32,862, compared to 16,000 for two playgrounds during 1911. The statement also shows the following facts in regard to attendance:

33.7 per cent were girls, 56.3 per cent boys, and 10 per cent adults. The playgrounds were open from 9 A. M. until 6 P. M. on week days only.

A separate statement shown elsewhere in this report gives the list of play facilities already in use at each playground and the urgent needs for improving each playground.

This year we gave more attention than ever to the formal organized play activities such as baseball leagues, playground ball leagues, volley ball leagues, athletic tests, athletic meets, races, open-day programs and tournaments.

Volley ball and playground ball were the two most popular games. Playground ball is similar to the national pastime—base ball—which every healthy boy loves to play. This game can be played in a comparatively small field. Volley ball and playground ball were daily played at each playground. Not counting the many “pick up” games, 169 inter-playground matched games of volley ball and 155 games of playground ball were played.

The usual interest in base ball was shown. Thirty matched games between the various playground teams were played. The directors aimed in every way to foster and stimulate the team spirit “because of the immense educational value of group play in developing coöperation, co-ordination, loyalty, self-denial, and the many other commendable qualities so essential to the development of strong character and the making of good citizenship.”

Several inter-playground tournaments were held and much interest was manifested. A playground banner was the only prize in competition. This was awarded each time to the playground winning the tournament. In these tournaments the boys were arranged into four divisions according to weight. The boys were organized into teams and competed as such. The scores were made by a whole team rather than by one or more individuals. This did away with selfishness and specialization in athletic events which are often manifested in boys.

One open-evening program was given at the Doty School Playground, which was attended by over 200 parents and 300 children. The program was simply an open lesson of the usual playground activities. This particular program consisted of folk dancing by the girls, volley ball, basket ball, dodge ball, pyramid building, drills, and demonstra-

tions of correct ways of using playground apparatus. This program was the means of interesting many parents in the playgrounds.

On several afternoons the directors suspended the regular activities and took the children off for a picnic or a "hike." These excursions were very popular and well attended. The trips were made to the various parks—Lake Monona Park, Eagle Heights, Fish Hatchery, and around Lake Wingra. Many children were enabled for the first time to visit these out-of-town places. It is obvious that general good resulted.

Near the close of the season the directors selected two all-playground teams from each of the following sports for boys:—base ball, volley ball, and playground ball. Two teams of volley ball, basket ball, and playground ball were selected from the various girls teams. These teams represented the best all-round players of all the playgrounds in these particular sports. General conduct, character, and athletic efficiency were considered in selecting teams. On August 28th, the teams met at the Brittingham Playground for a series of championship games. Over 300 children were present to witness the games.

An entirely new feature was introduced into the playground work this year. This is known as the "Athletic Efficiency Test," which is composed of track, field, and gymnastic events. The general tendency in athletics in the past has been for a boy to specialize in some particular event and to neglect all other events. This is, of course, just what he should not do. The "Efficiency Tests," if properly regulated, will do away with specialization and bring all-round development to the child, which is the essential factor. The efficiency tests included events both for the boys and for the girls,—in fact for all the children of the elementary schools and high schools. The scheme became popular at once. The passing of the tests was recognized by the awarding of the official playground badge. A separate statement in this report explains fully what these efficiency tests are, how many qualified, and the good results that were obtained.

A field day,—as in former years—was held on the last day of the season. The boys and girls were placed in groups according to weight. Events were selected for each group according to physical abilities. The events consisted in running, jumping, climbing, and throwing. Every boy and girl was permitted to compete. Any one winning a first, second, or third place in any event was presented with a prize consisting of a ribbon. Contestants scoring a large number of points were awarded the official playground badge. Over 250 boys and 100 girls

participated in this field day. It was the most successful field day ever held in Madison.

Several kite-playing tournaments were held in the parks during the summer. Over 150 boys competed in these tournaments. Boys who won first, second, or third places were awarded the playground ribbons.

The girls were not permitted to engage in heavy athletic competition. Folk dancing, drills, playground ball, volley ball, efficiency tests, and the usual ring games were the chief activities for the girls. They showed as much interest in this work as the boys did in the more strenuous competitive athletics.

The children who were too young to take part in the more strenuous play activities were not neglected. Many simple games were taught to them. While not playing games they were directed to the sand piles, wading pools, swings, chute, see-saws, or other simple apparatus.

The number of injuries on the playgrounds were very few considering the large attendance. One boy got his nose broken while playing base ball. He was immediately sent to Dr. Boyce who set the bones properly. Another boy got his foot cut on a piece of glass. No children were hurt falling off the apparatus. A few minor bruises were received in base ball games. Only one case was reported where a child fell off the teeter-ladders. His injuries were not serious.

The directors employed in the various playgrounds rendered very valuable service. Teams were well organized. Gymnastics, athletics, and games were taught in a very satisfactory manner. Fairness, regard for others, honesty, cleanliness, politeness, obedience, loyalty, and justice were some of the important fundamentals insisted upon by the directors. A feeling of good fellowship was established among the patrons near the playgrounds. One mother reported that since she moved near the playgrounds she had felt no anxiety about injuries to her children from street accidents for her children now used the playgrounds for play.

The following statement shows the urgent needs at the playgrounds for another year.

Urgent Needs at the Playgrounds

For the Burr-Jones Playground:

1. A policeman for afternoon and night duty.
2. A fence around three sides of the field. Approximate cost of a good iron-picket fence is \$500. Note: Mr. Cooley is putting a high concrete wall on the west side of the playground.

3. Several hundred loads of dirt to fill in the field.
4. Shade for wading pool. Seats around the edge of the pool also.
5. More trees planted, particularly on the south side of the field.
6. Tennis court.
7. Electric-lighted court.
8. Toilet facilities.

For the Brittingham Playground:

1. Sand courts provided with shade.
2. A shady place where the girls can go for quiet games and rest after play.
3. Tennis court.
4. Apparatus for swings, rings, ropes, etc.

For all the playgrounds:

1. A playground flagpole and flags.



Tenney Park—Wading pool

DETAILED REPORT OF MADISON'S SUMMER PLAYGROUNDS, 1912.

Playgrounds and location.	Number days attendance—boys.	Number days attendance—girls.	Number days attendance—adults.	Total number days attendance.	Radius of attendance.	Pieces of apparatus.
Burr-Jones—E. Washington Avenue.....	7,863	4,191	1,321	13,375	1½ miles	9
Doty School—W. Wilson St.	2,853	2,966	345	6,164	¼ mile	4
Brittingham Park.....	6,363	2,904	1,357	10,624	1 mile	5
Lapham School—E. Dayton St.....	681	504	116	1,301	½ mile	4
Hawthorne School—Division St.	753	526	119	1,398	¼ mile	5
Total.....	18,513	11,091	3,258	32,862	Average ½ mile	27

Other equipment:

Burr-Jones—drinking fountain, base-ball field, wading pool, volley ball field, playground ball, basketball court, jumping pits.

Doty School-ground—Basketball court, playground ball, volley ball court.

Brittingham Park—Sand court, basket ball, base ball, playground ball, volley ball.

Lapham School-ground—Basket ball, playground ball, volley ball, jumping pits.

Hawthorne School-ground—Basket ball, playground ball, volley ball.

Appropriation for playground..... \$2,500.00

Expenditures for 1912 season..... 1,863.77

Average daily attendance on all playgrounds during summer season was..... 522

*Analysis of the Expenses of the Summer Playgrounds from June 17 to
Aug. 31, 1912*

Expenses

Salaries, including supervisor, directors, and supervisor of swimming	\$1,375.00
New equipment, maintenance and repair of old equipment, sand, sawdust, hardware, and cost for labor.....	297.49
Supplies:	

Athletic

1 doz. base balls.....	\$13.13
1 volley ball	3.07
2 basket balls	8.50
15 playground balls	17.09
5 bats	3.68
206 official playground badges.....	69.50
2 volley ball nets.....	3.15
8 basket ball and volley bl'ds.....	8.81
1 vaulting pole	5.00
1 medicine ball	3.50
3 hurl balls	9.75
2 stop watches	16.00
1 playground banner	2.15
Playground ribbons and the printing of same	10.28

Total	173.61
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Miscellaneous

Fish poles	\$2.40
Canvas21
Blacksmithing30
18 note book covers.....	6.30
Medical supplies	4.15
Paper75
Repair of bladders.....	1.50
Repair of base balls.....	1.00
Drayage	1.00

Total	17.67
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Total expense	\$1,863.77
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Appropriation Board of Education.....	2,500.00
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Balance on hand Aug. 31, 1912.....	\$636.23
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THE ATHLETIC EFFICIENCY TESTS

Some Important Facts

80 boys qualified for the official bronze badge	
38 girls qualified for the official bronze badge	
25 boys qualified for the official silver badge	
6 girls qualified for the official silver badge	
8 boys qualified for the official silver badge in the high school class	
2 girls qualified for the official silver badge in the high school class	
Total to qualify in all divisions.....	159
Total that tried in all divisions.....	275
Per cent that qualified in all divisions.....	57
Per cent of boys to qualify who tried.....	64
Per cent of girls to qualify who tried.....	46
In the Chicago playgrounds last year a similar athletic efficiency test was given. In all only 670 were given the test and 89,—only 13 per cent—succeeded in winning the coveted button.	

Some Important Advantages of the Efficient Tests

Produce all-round physical development.

They do away with specialization in one athletic event only.

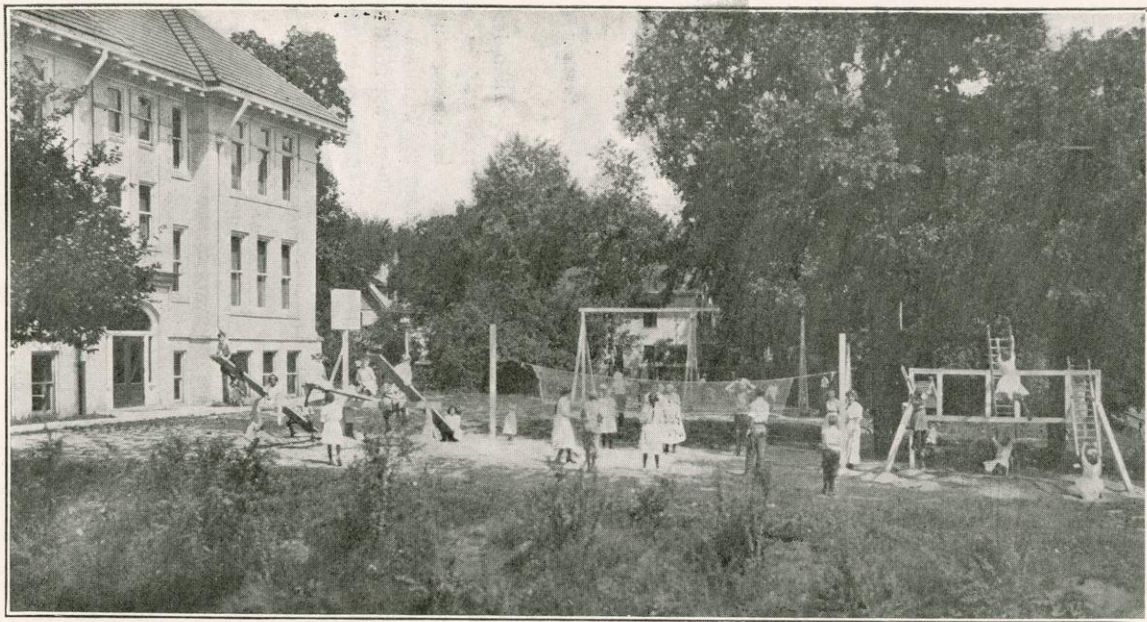
Increase the interest in all playground activities and in certain lines of athletics heretofore untouched. By increasing the number to compete in athletics more children are benefited physically and socially. The weak as well as the robust child has an equal chance to compete and to win a badge on an absolute basis and not on his ability to beat some one else.

The contestants in the efficiency tests were classified into six divisions according to age. These were:

- Div. A. for boys under 14 years of age
- Div. A. for girls under 14 years of age
- Div. B. for all other elementary school boys
- Div. B. for all other elementary school girls
- Div. C. for high school boys
- Div. C. for high school girls

Respectfully submitted,

FOREST STALEY,
Supervisor of Playgrounds.



Doty School Playground

We are pleased also to insert here the report in regard to the attendance at the Brittingham Bath house for the season of 1912.

Mr. L. D. Sumner, Chairman of Playground Committee:

The following is a report of the attendance at the Brittingham Bath house for the season of 1912.

For the week ending June 22	220
For the week ending June 29	1,575
For the week ending July 6	4,150
For the week ending July 13	7,200
For the week ending July 20	1,950
For the week ending July 27	5,050
For the week ending Aug. 3	2,200
For the week ending Aug. 10	700
For the week ending Aug. 17	875
For the week ending Aug. 24	1,975
For the week ending Aug. 31	3,000

Total 28,895

The largest attendance any one day was on July 9th when there was 1,500.

Two swimming meets were held during the season, one on July 4th, as a part of the Saner Fourth of July celebration, and another on July 27th. Great interest was taken in both of these meets and they proved successful in every way. Another interesting feature was the efficiency test in swimming which was conducted during the season. All passing a certain degree of efficiency were awarded a bronze button bearing the inscription "MADISON PLAYGROUNDS SWIMMING." About fifty qualified for this button.

The season was a bad one for swimming owing to the cold and rainy weather, but in spite of this fact the attendance was nearly twelve thousand more for the season of 1912 than it was for 1911.

A much higher class of people attended the bath house this season and not a case of disorder of any kind came to my notice during the entire season.

During the summer \$300.00 was spent by the city toward filling the bottom of the lake and this finished a strip 30 feet wide and half the length of the shore in front of the bath house. Next year early in the season the filling should be completed if possible before the opening of the bath house.

I should like to make the following recommendation for next year: First, that the bath house be kept open all day Sunday and closed Monday morning until 1:00 P. M. Second, that the city place an arc lamp on the shore and so arranged that it may be turned off and on from the inside of the bath house. Third, that a drinking fountain be placed in the bath house.

No drowning occurred during the season and this, I believe, is the first year that no serious accident has occurred. If the filling be completed next year, I think the danger of such accident will be eliminated.

Respectfully yours,

H. D. MCCHESENEY,
Swimming Instructor.

School Room Hygiene

Under this head would naturally fall all matters of administration that have to do with health interests and sanitary environment of the children. A partial enumeration of these would be as follows:—

Methods of heating and ventilating; uniformity of temperature; humidity of school room air; character and care of toilet facilities; kind and condition of school desks; methods and frequency of sweeping and washing floors; frequency of cleaning walls, blackboards, windows, woodwork, and furniture; care of school grounds and playground apparatus; wholesome drinking water; sanitary appliances for obtaining drinking water; and instruction in such matters as the prevention of tuberculosis, the giving of first aid in emergencies, and the effects of the use of alcohol and tobacco.

The Department of Child Hygiene, Russel Sage Foundation, has issued a valuable circular, No. 89, on "What American Cities are Doing for the Health of School Children." In this circular the group of facts pertaining to the hygiene of the school room was gathered from 758 cities of the country. From this circular we quote the following interesting facts:

"Of the 758 cities more than 10 per cent have no outdoor recesses; 45 per cent have some form of medical inspection; over 6 per cent employ school dentists; 47 per cent have adjustable desks; 25 per cent use individual drinking cups; and 75 per cent use sanitary drinking fountains.

In this connection it should be stated that the figures in regard to individual drinking cups and sanitary fountains do not indicate what proportion of the schools of each city has these appliances. They merely indicate that at least a beginning has been made in these cities. The figures show that a considerable number of cities have schools equipped with both individual cups and sanitary fountains, and, on the other hand, some cities have not introduced either one or the other.

It is shown that in considerably more than half the cities moist cloths are used for dusting; in nearly all of them dust absorbing compounds are used in sweeping; and that in nearly a tenth of them the schools are equipped with vacuum cleaners.

The figures seem to indicate that the most common practice sanctions the washing of class room floors, either once a month or once in three months, although it is by no means rare to find cities in which they are washed once in five months or never washed at all.

In the great majority of the cities, school room floors are swept once a day, but nevertheless there remains a balance of nearly two hundred cities in which they are swept less frequently. Six cities report that they are swept only once a week; two cities once a month; and two cities that they are swept only once in five months.

More cities seem to wash their class room windows once in three months than on any other regular schedule. On the other hand one city reports washing them once a day, and five cities that they never wash them at all.

Adjustable desks, which can be fitted to the size of the pupils, are more common proportionately in the North Atlantic States than elsewhere. In the country as a whole they are in use in practically half of the cities. They are more common in the north than in the south.

The circular continuing says,—“The facts that have been so rapidly reviewed show that communities over the entire country are seeing the whole matter of the health of school children in a new light. Gradually they are beginning to ask not whether they can afford to take steps to safeguard in the schools the welfare of their children, but whether they can afford not to take such steps. The movement as a whole constitutes both a sign and a result of the gradual awakening which has developed in a wave of interest in matters pertaining to the health of school children that is now sweeping over the civilized world.

“We are beginning to realize that the public schools are a public trust. When the parents deliver a child to their care, they have a right to expect that the child under the supervision of the school authorities will be safe from harm and will at least be handed back to them in as good

condition as he was at first. Individual efficiency rests not alone on education or intelligence, but is equally dependent on physical health and vigor. Hence, if any state may make mandatory training in intelligence, it may also demand training to secure physical soundness and capacity. Much time will elapse before there will be brought to bear in all school measures now so successfully pursued in some for preserving and developing the physical soundness of rising generations. Nevertheless, the movement is so intimately related to the future welfare of our country and is being pushed forward with so great energy and earnestness that it is destined to be successful and permanent."

In Madison the outdoor recesses are insisted upon in all schools; adjustable desks are used in all new buildings and the old non-adjustable desks are being displaced as rapidly as school funds will permit. The general drinking cups have been abolished and the sanitary drinking fountains have been installed in all buildings. A scientific and up-to-date system of medical inspection has been established, and some provisions will be made in the near future for the care of the teeth of the school children. Vacuum cleaning plants are in use in two buildings and provisions are being made for its installation in another building. Approved methods of dusting and sweeping have been used in all buildings, and all cleaning of floors, walls, and windows has been done as thoroughly as our inadequate janitor service will permit.

These facts briefly reviewed indicate that Madison is not unmindful of the physical welfare of her children, and that in many respects the schools are well up in matters pertaining to sanitation and hygiene. However, there is much room for improvement.

Recommendations

1. The first and most important need is a higher grade and better paid janitor service. It is recommended therefore that the better janitors of the city be paid higher wages and sufficient assistance be provided to keep all buildings in the best possible condition; that the inefficient janitors be displaced and such wages offered as will secure and keep intelligent and efficient men in their places; and that some system of inspection be instituted

that will recognize and give credit for efficient and satisfactory service.

2. It is further recommended that the rule requiring all floors to be swept daily be strictly enforced, and that all sweeping be done with a sufficient amount of damp sawdust or other dust absorbing mixture to keep the air of the rooms free from dust during the process of sweeping; that all blackboards, chalk racks, and erasers be cleaned daily; and that cheesecloth, slightly dampened either with water or kerosene, be used in dusting blackboards, woodwork, and furniture daily.

3. It is also recommended that the floors of all school rooms and corridors and all stairways be washed thoroughly with warm water at least once each month, and as much oftener as conditions may make necessary; that the floors of the kindergarten rooms be washed with warm water once each week; that floors of all toilet rooms be washed with warm water once each week; and as much oftener as strict cleanliness may require; and that all toilet seats, woodwork, and urinals be washed daily.

4. It is most urgently recommended that some system of vacuum cleaning be installed in each school building as soon as school finances will possibly permit.

HEALTH SUPERVISION

It is most gratifying to be able to note that definite action has finally been taken in the matter of establishing in connection with our public schools a well organized system of health supervision. It is also most gratifying to note that the Board of Education has been able to secure the services of Dr. Arthur G. Sullivan to organize this work and to put it into effective operation. The epidemic that broke out in the city schools last winter pressed home with force the positive need of some system of health supervision that would prevent the repetition of such outbreaks in the future. The wise and effective handling of the situation by Dr. Sullivan, who was called in to take special charge of matters connected with the epidemic, made prominent his special qualifications for the general work of health supervision and

lead to his selection as the head of the department. He entered upon his work about the middle of May and took steps at once to become familiar with the existing conditions in the schools and the physical condition of the pupils of the city. The school premises were inspected, all the school children in the elementary grades were examined, and careful records were made for future use. I am pleased to insert here a statement from Dr. Sullivan that will give information as to what has been done, what conditions were found to exist, and what the plans of work will be for the future.

August 13, 1912.

*Members of the School Board,
Madison Public Schools.*

GENTLEMEN: I beg to make report of the development and work of the Medical Supervision Department since my last report (concerning the Randall School Scarlet Fever epidemic) to the present date. When it was decided that medical supervision of the schools would (a) Provide children with a healthy environment, (b) Detect physical abnormalities whose correction would enable the child to do his work in comfort and get all the benefit possible out of school attendance, and (c) Find transmissible diseases in their earliest stages and by prompt exclusion of children suffering from them, protect the other children from infection or contagion, the Medical Supervisor appointed was instructed to investigate the systems used in other schools, and devise one which would meet the requirements of the public schools in Madison.

After going over a great deal of material and holding numerous conferences with various men who are actively engaged in this work in the larger cities, I attempted to take from the many methods studied the best features of each system and discard those which were trivial or unprofitable. From these various sources a system was elaborated and on July 15th was presented to a special meeting of the three members of the Medical Supervision committee at which Mr. R. B. Dudgeon and Mr. Thomas L. Jones were also present. The plans suggested, they kindly approved and they authorized me to have the necessary printing done. Consequently, the various forms were gotten out and I am glad to report that the practical application of the system has resulted in even a much more satisfactory way than at first contemplated.

One card is a notification sent to the parent that his child needs medical attention. Instead of reporting that a child's tonsils are diseased,

we report that his throat needs attention. This puts the matter up to the nose and throat man and if there is a quibble about the situation, the doctor and I can talk the matter over and thus avoid difficulty and communication between the Medical Supervisor and the parents. The pink sheet is for contagious diseases and covers not only contagious diseases, such as measles, whooping cough, scarlet fever, etc., but also covers lice, ring-worm, impetigo-contagiosa, pulmonary tuberculosis, or discharging tuberculous sinuses, etc. The upper portion of each card is a stub which I retain and if the child has not presented the certificate demanded, the child is not allowed to return to school providing he has been out because of contagious disease, or he is sent home from school, provided the trouble he has been suffering from were listed on the white card. He cannot re-enter until he presents the certificate signed by the parent as shown on the back of form M-3. The third card is a permanent one which will be kept in a filing system in the High School building where the Superintendent of Schools has access to it and on it the child's ills may be traced from year to year. Furthermore, this card promptly shows the repeater, who is regarded as such an economic loss to the school. A large percentage of the repeaters are found to be children suffering from physical defects, the remedy of which will send them progressing on their course.

On August 8th reports were mailed to 985 homes advising them of the ills found in the inspection of schools in May. A glance through the statistical table given in this report will at once bring home the fact that the Medical Supervision Department has much to accomplish.

The banding together of bodies of people, is inevitably fraught with the menace of transmissible disease. Whether this body be an army, a steamship quota, or a church gathering, the opportunity for the transmission of the many infectious and contagious diseases is constantly present. Until recent years when public health began to be investigated this chance was considered a negligible one, but at once the investigators were struck by the irrefutable statistics showing the ills, lives, and other economic factors which could easily be saved by proper supervision of these gatherings. The grouping of children in class rooms yields returns from an educational standpoint, but the fact has been until recently forgotten that all too frequently has it yielded return to the spectre of ill-health and sickness as well as to the spectre of death. In the public schools of Madison during the last semester there were children in the class room who actually had measles, whooping-cough, diphtheria, scarlet fever, and pulmonary tuberculosis. Such occurrences need but little contemplation to convince one that the child

in school has no assurance of the continuance of good health. The loss to the parents as well as the economic loss sustained by the public schools because of deficient attendance, all due to these infection carriers, cannot be estimated. In this connection it is worthy of comment that several parents allowed their sick children to attend school and in spite of the fact that they knew the infectious nature of the disease with which the children were afflicted. This was true with several cases of whooping-cough and two cases of pulmonary tuberculosis. It is hoped that medical supervision of the schools will do away with such risks.

In regard to the statistical table, that follows, I should like to call attention to the figures showing the number of suspected tuberculous neck glands and the figures showing suspected pulmonary tuberculosis. In the notifications sent these parents it was clearly written on the cards that the tuberculous infection was suspected and a short explanatory line reading "needs thorough examination" was added as a means of protection to the Medical Supervisor. It is a curious fact that if a physician hints of the possibility of a tuberculous infection, an instant storm of indignation and protest arises on the part of the parent. If one should hint of the possibility of any of the many other diseases which in their incipency are far more dangerous than a tuberculous infection, it would be accepted as a matter of fact. Because of this odd situation, we must be particularly careful in regard to reporting these cases. Of course in suspected tuberculous infection, as in all others, a case requires thorough examination before passing final judgment. The cases reported, however, did not seem to me to be border line cases and consequently the error which may creep in with casual examination I do not believe will be over ten per cent.

Means must be devised by which we can have it determined accurately whether or not the suspected child has a tuberculous infection, and if so, that child must be excluded from the public schools. When one contemplates the way a child sucks his lead pencil, drops it on the floor, or lays it on his desk upon which a tuberculous child has sent forth a spray of germs with each sneeze or cough, then returns the pencil to mouth, one can readily see one reason why so many children have tuberculous glands of the neck as well as tuberculous infection in other organs of the body.

In many instances in which I would ask the teacher to put the child down for diseased tonsils, the child would immediately inform me that his tonsils were removed some time before. Upon again examining those throats I resolved to make a plea at the first meeting of the Dane County Medical Society that tonsils be cleanly removed and not par-

tially amputated. It is maintained by authoritative nose and throat men that the base of the tonsil, which is the part left behind when that organ is guillotined, is even more dangerous than the unmolested whole. The tonsil situation in these particular instances would remind one of the man who shot at a duck and was perfectly contented to pocket a few feathers. Furthermore it is an unfortunate thing that parents send their children with impaired eyesight to any Tom, Dick, or Harry who may hang out a shingle reading "Glasses fitted." Do not understand me as making criticism of a qualified graduate from a medical school. The individuals I speak of are the druggists, jewelers, country store-keepers, and itinerant peddlers who sell spectacles. In most of these cases of course the eye glasses are doing more harm than good.

In closing I may say that one of the greatest surprises I have ever received has been during opportunity to casually look over the school children of Madison and the more so because I feel sure that conditions here as regard to public health in an enlightened community are far better than they are elsewhere. To see the number of children who are struggling with teeth that are veritable abscess cavities, with diseased tonsils and large adenoid growths, which not only made them appear stupid, but actually held them in the bonds of stupidity; children who had lost or who were rapidly losing their hearing because of neglected throat and nasal conditions; children who in spite of the fact that they wore eye glasses were not able to see large letters on the black board unless they were right up to it; children with consumption or children with discharging tuberculous sinuses from suppurating tuberculous neck glands, promptly opened my eyes to the fact that although this was a very healthy community, the banding of children in even well kept school rooms, while it serves its purpose from the educational standpoint, in many ways it failed miserably from the standpoint of hygiene and good health. Fortunately the citizens of Madison almost without exception are having their children treated and the conditions in the schools this next year I feel certain will be far better than the year just closed.

TABLE NO. VI.

Showing results of medical examination in the elementary schools.

	Brayton	Doty	Draper	Hawthorne	Irving	Lapham	Lincoln	Longfellow	Marquette	Randall	Washington	Total
Enrollment.....	330	232	302	537	240	209	263	361	320	222	380	3396
Notices for parents.....	119	100	84	92	86	36	73	106	80	109	100	985
Permanent cards.....	110	98	80	89	86	36	68	102	76	97	88	930
Defectives, 8th grade.....	9	2	4	3	0	0	5	4	4	12	12	55
Percentage defective.....	36	43	28	17	36	12	28	29	25	49	26	30
Tonsils.....	63	55	48	46	55	21	38	56	34	77	44	537
Nasal obstruction.....	25	22	32	19	25	6	17	29	18	13	29	235
Defective vision.....	23	19	10	20	7	8	17	13	15	3	7	142
Defective teeth.....	48	52	36	40	46	12	39	52	27	61	51	465
Defective hearing.....	8	11	4	6	2	1	2	2	2	7	5	50
Suspected tuberculous neck glands.....	6	4	8	4	1	3	1	12	2	1	8	50
Goitre.....	3	2	0	3	1	0	2	0	1	0	0	12
Suspected pulmonary tuberculosis.....	0	4	1	2	0	0	0	0	3	1	0	11
Need examination.....	1	0	2	0	2	0	0	3	0	4	1	13
Poor nutrition.....	2	2	0	0	0	0	0	0	0	1	0	5
Spinal curvature.....	0	0	1	0	1	0	0	1	0	0	1	4
Eczema.....	0	0	0	3	0	1	0	0	0	0	0	4
Enuresis.....	0	0	0	0	0	0	1	0	0	3	0	3
Epilepsy.....	0	1	0	0	1	0	0	0	0	0	0	2
Cardiac difficulties.....	0	0	0	0	0	0	2	0	0	0	0	2
Excessive tobacco.....	0	0	0	0	0	0	0	0	0	2	0	2
Pediculosis.....	0	0	0	0	0	0	0	1	0	0	1	2
Torticollis.....	0	0	0	1	0	0	0	1	0	0	0	2
Bites fingernails.....	0	0	0	0	0	0	0	0	0	0	1	1

Madison Public Schools

TABLE VI.—Concluded.

	Brayton	Doty	Draper	Hawthorne	Irving	Lapham	Lincoln	Longfellow	Marquette	Randall	Washington	Total
Atrophic rhinitis.....	0	0	0	0	0	0	0	0	0	1	0	1
Exophtha mos.....	0	0	0	0	0	0	0	0	0	1	0	1
Tongue band.....	0	0	0	0	0	0	0	0	0	1	0	1
Dyspnoea.....	0	0	0	0	0	0	0	0	0	1	0	1
Tumor tip of tongue.....	0	0	0	0	0	0	0	0	0	1	0	1
Ptosis of Eyelid.....	0	0	0	0	0	0	0	0	0	1	0	1
Urinary frequency.....	0	0	0	0	0	0	0	1	0	0	0	1
Hemorrhoids.....	0	0	0	0	1	0	0	0	0	0	0	1
Tuberculous joint.....	0	0	0	1	0	0	0	0	0	0	0	1
Oesophageal diverticula.....	1	0	0	0	0	0	0	0	0	0	0	1
Frontal sinus.....	1	0	0	0	0	0	0	0	0	0	0	1
Fetid feet.....	0	1	0	0	0	0	0	0	0	0	0	1
Defective palate.....	0	0	0	0	0	0	0	0	0	0	1	1
Pseudohypertrophic paralysis.....	0	1	0	0	0	0	0	0	0	0	0	1
Congenital defect of ear.....	0	0	0	1	0	0	0	0	0	0	0	1
Disfigured face-burn.....	0	0	0	0	0	0	0	1	0	0	0	1

Total number of defects reported.....	1560
Average number of defective children per school.....	89
Average number of defects in defective children.....	1.58
Percentage of defective school children in Madison.....	29

Yours Respectfully,

ARTHUR N. SULLIVAN,
Medical Supervisor.

Superintendent's Report



Bath House—Brittingham Park

We are pleased to be able to insert here a later report from Dr. Sullivan that in a clear manner indicates what has been accomplished by the Medical Supervision department, the degree of success that has been attained, and other interesting data:

Members of the School Board,

Madison Public Schools, Madison, Wisconsin.

GENTLEMEN: I beg to make report of the work accomplished by the Medical Supervision department since my last report made in August 13, 1912, to the present date. You will recall that we set the date September 30, 1912, for the return of the notices which we sent to the parents of the defective children. However, it was only after a considerable amount of labor on the part of all the teachers in the city, and finally a rather urgent letter written by Superintendent Dudgeon addressed to the delinquent parents early in October, I was at length able to secure all of the cards, with the exception of about thirty of those which we had sent out. The small number of parents who refused to comply with our request to return the cards suggests the kindly manner in which the people of Madison accepted our first call for coöperation.

A glance at the accompanying table which accounts for each child reported in the last inspection will verify the preceding statement. This statistical table has been compiled with considerable care, and I beg to make note that in each case where the returned report was in the least unfavorable toward us, it was counted in the statistics as entirely opposed to our good results. Consequently, the tabulated report shows accurately our minimum percentage of success.

I beg to call particular attention to the fact that these figures have been so compiled, and the records in my office so kept, that each and every one may be easily obtained for verification. It is extremely gratifying to see that item 6 shows an average of 67 per cent success, and item 14, which it will be readily seen is more or less of a check upon item 6, shows an average of 66 per cent. Of particular interest to me are items 8 and 10, which indicate the small percentage of children whose physicians or dentists, respectively, disagreed with the notice which we sent the parent. Item 17 shows the percentage of failures of those reported for physical defects, and this may be of particular interest to the members of the board. The table gives the story so accurately and in such concentrated form, I feel that no further comments are necessary.

Besides the vast amount of work entailed in checking up the results of our inspection, the department has not been entirely idle. We are constantly besieged by numerous telephones and personal conferences with the teachers throughout the city, and also with the parents of school children on various points, which are too trivial to catalogue; for the greater part they deal with children who are suspected of having contagious diseases, children who are backward in their studies, or children in whom defects have been discovered since the last inspection.

In the past three weeks, aside from my other duties, I have been able to go over all of the children in seven of the schools, looking especially for lice. During this time 81 children have been excluded from these schools for having lice, or lice nits, or both in their hair. The Medical Inspector expects to put an end to this deplorable condition in our schools. In addition to those excluded on the above score, three children have been excluded because of pulmonary tuberculosis, and one child each because of whooping-cough and chicken-pox.

It may be of interest to the members of the board to have pointed out to them that our "follow up system" which requires the return of the notices we send the parents and which is original with Madison, has been surprisingly successful. In other cities from one to several nurses are constantly employed to secure this data.

I am,

Yours respectfully,

ARTHUR G. SULLIVAN,

Medical Supervisor.

November, 1912.

TABLE NO. VII.
Showing degree of success attained by the medical inspection department.

	Brayton	Doty	Draper	Hawthorne	Irving	Lapham	Lincoln	Longfellow	Marquette	Randall	Washington	Averages
1. No. children reported for defects.....	118	99	84	92	86	35	73	106	80	108	100	89
2. No. of children withdrawn since.....	25	15	8	11	12	11	12	13	7	31	16	15
3. No. of defects of those withdrawn.....	36	26	12	16	20	20	21	21	10	52	24	23
4. Total number defects reported.....	180	172	142	146	142	52	119	172	106	178	150	141
5. No. children given advised treatment.....	54	59	51	54	51	12	43	66	46	60	63	51
6. Percentage children given advised treatment.....	58	70	67	66	69	50	70	70	63	78	75	67
7. No. of children whose physician disagreed with report.....	6	1	0	2	4	1	0	2	1	0	0	2
8. Percentage of children whose physician disagreed with report.....	6	1	0	2	5	4	0	2	1	0	0	2
9. No. children whose dentist disagreed with report..	1	0	0	0	1	0	0	0	0	1	0	$\frac{3}{11}$
10. Percentage of children whose dentist disagreed with report.....	1	0	0	0	1	0	0	0	0	1	0	$\frac{3}{11}$
11. No. of children whose parents refused medical aid.	27	22	22	24	18	11	20	24	26	17	19	$\frac{3}{11}$
12. Percentage of parents who refused medical aid....	29	26	28	29	24	46	32	25	35	22	22	29
13. Total number of defects treated.....	87	86	87	88	82	17	65	109	61	94	97	70
14. Percentage of reported defects treated.....	60	58	66	67	67	53	66	72	83	74	78	66
15. Defective children who failed in class work.....	14	21	8	17	3	7	7	11	9	7	12	11
16. Total number of failures in building.....	33	30	17	56	11	20	14	51	29	14	36	28
17. Percentage of failures of defective children.....	42	70	47	30	27	35	50	21	31	50	33	40

Superintendent's Report

The foregoing reports give positive emphasis to the real need of intelligent health supervision in our school system. Whether considered from an educational, a moral, or an economical viewpoint the results give emphasis to the wisdom of introducing the system and more than justify the expense incurred.

Educational

In speaking of this phase of the subject Dr. Hoag of Pasadena says: "It is a great mistake to think of such work as first of all medical, for it is first of all educational. It must aid the boy and girl in healthy growth and development; it must help the school to adapt its work to individual physical and mental conditions; it must assist in the correction of existing physical defects and in the prevention of others; it must teach the fundamental elements of preventive medicine; it should superintend the teaching of physiology and hygiene, and help to raise these subjects out of their present depths of alcoholic and anatomic perversion to a rational basis intelligible to the child; lastly, it should coöperate with and direct the work of physical training."

No less important is the value of such an inspection in the way of affording information and enlightenment to parents of the present and future generations in caring for and training their children. An enlightened parentage would have an untold influence upon the growth, development, and character formation of the youth of the land.

Moral

The statistics in the foregoing tables show that nearly one-third of the pupils in our city schools are suffering in one way or another from some physical defect. It is also shown that about 40 per cent of all failures are among the children classed as physically defective. When we take these facts into consideration and also remember that the real purpose of public education is to fit for vigorous, effective citizenship, and that the one essential factor in efficiency is "a sound mind in a sound body," the question of looking after and conserving the health of our school

children assumes the nature of a moral obligation that cannot be ignored by school patrons or school authorities.

Economic

When it is understood that a large part of the retardation in school work is due to physical defects that can be remedied and to the presence of contagious diseases that are preventable, the question of health supervision takes on a striking economic phase.

Our records show that about 9 per cent of the pupils enrolled fail of promotion each year. The medical inspection shows that about 40 per cent of those failing are classed among the physically defective. Careful investigation of the records of fifty-five representative school systems of the country show that on an average one-sixth of the whole number enrolled are hold-overs or repeaters, that is, they are doing the work in a grade for the second or third time. This means that the cost of instruction for these pupils has to be paid for two and three times in the same grade. Statistics indicate that the education of these repeaters adds about 16 per cent to the cost of maintaining the school system in these same cities. In connection with our own schools, if in addition to the cost of educating a large number of hold-over children, the loss occasioned by closing the schools for the purpose of fumigation, and the cost of hospital service to the city in caring for children affected with diseases contracted in the schools are taken into account, the economic feature of this question becomes even more striking. It seems therefore to be conclusive that for economic reasons alone the expenditure for health supervision is fully justified, and that our system recently organized and put into operation will more than pay for itself in dollars and cents.

A WIDER USE OF SCHOOL BUILDINGS

During the past year the school buildings were used more frequently than in former years for the purpose of bringing together the people in the different sections of the city. In most of the school buildings neighborhood clubs or social center leagues

were organized and many interesting and profitable meetings were held. At these meetings questions relating to school interests, community welfare, and general municipal improvement were discussed freely by the people and a more intelligent interest in matters relating to the public good was aroused.

The Educational committee of the Woman's Club held a number of meetings for the consideration of measures relating to child welfare and school improvement. Through local committees this club also assisted in holding parents' meetings, school receptions, coffees, and other gatherings. These meetings have been helpful to parents and teachers alike. The parents have become more familiar with the schools and have gained a better understanding of their general aims and purposes, and the teachers have been brought into close touch with parents on the basis of common interest and sympathy.

This coöperation on the part of outside organizations along many lines connected with school work has been very helpful and greatly appreciated and its continuance in the future is most desirable. The aim will be to receive all suggestions and recommendations with courtesy and candor and to give them appreciative and careful consideration.

SUMMER VACATION SCHOOLS

During the last summer vacation, 1912, two schools were conducted for the benefit of pupils who had failed of promotion or for some reason wished to make up back work. These schools were opened on Monday, June 10th, and continued six weeks. In the school for pupils in the elementary grades the tuition was free, the expense being borne by the Board of Education. In the school for high school pupils, a tuition fee of ten dollars was charged for the six weeks.

Elementary Grades

The school for the elementary grade pupils was under the general charge of Mrs. Anna B. Chamberlain, Principal of the Hawthorne school. She was given seven assistants, all of whom were

members of the regular force of city teachers. The teachers therefore were thoroughly familiar with the work of the city schools and the needs of the pupils, and consequently able to do well directed and effective work.

Attendance was limited to pupils from grades four to eight, inclusive. No advanced work was undertaken, the whole time being given to making up work in which the pupils had failed and to reviewing branches in which they were deficient. A majority of the pupils came to the school upon the recommendation of their respective teachers for the purpose of doing sufficient work to entitle them to promotion in the fall. A few came of their own volition to review the work for the past school year, hoping that perchance they might be able to earn advancement to the grades to which they had failed of promotion.

The school was divided into eight sections, six of which occupied rooms in the Brayton building and two of which were accommodated in the Draper building. Some data in regard to the school is shown in the following table.

Grade	No. enrolled			No. with-drawn	No. re-maining through	No. pro-moted
	Boys	Girls	Total			
Fourth.....	21	14	35	12	23	20
Fifth.....	22	24	46	10	36	34
Sixth.....	16	18	34	8	26	21
Seventh.....	24	31	55	4	51	42
Eighth.....	21	23	44	4	40	32
Total.....	104	110	214	38	176	149

It will be observed that the total enrollment was 214 and that 176 remained during the period of six weeks. All pupils from the public schools who did creditable work were given promotion cards which entitled them to enter their respective grades upon the opening of school in September. Pupils from private and parochial schools were given credit for work done and reports of same were sent to their respective teachers. All pupils who did



Future Citizens

passing work, whether from the public or private schools, were ranked as promoted pupils and are so counted in the preceding table. It will be noticed therefore that out of 176 pupils continuing through the term 149, or about 85 per cent, were promoted or entitled to promotion.

The cost of instruction in this school was \$685. The quantity of material used was so small that its cost need not be considered. The 149 pupils, most of whom would not otherwise have been promoted, therefore gained a year at a total cost to the city of \$685, or about \$4.50 each. Without the summer school a large number of these pupils would have been held over for another year and obliged to repeat their work at a cost to the city of about \$45 each. The summer school was therefore not only an educational expedient, but a measure of economic value to the city. In the main the pupils were regular in attendance and much interested in their work. Their earnestness and appreciation were most commendable. The teachers put their best effort and thought into the school and carefully adapted the work to the individual needs of the pupils. Viewed from any standpoint it would seem that the summer school was a decided success and that the results fully justify the expense incurred. Its value and desirability have been so fully demonstrated that its continuance from year to year should be assured.

High School Grades

The number enrolled in the summer school for high school pupils was 23. The work was carried on by two teachers and instruction given in geometry, algebra, and English. A statement of the work of this school prepared by Mr. George E. Teter, one of the instructors, is inserted here.

There is a growing conviction that opportunity should be given to pupils to do school work in the summer. In accordance with this idea a number of courses were offered to the pupils of the Madison High School in the summer of 1912. This summer school was under the control of the school board and the direct supervision of the high school principal. In this opening term, special encouragement was given to those pupils who for any reason had fallen behind in their work. By

completing the work in one or two studies a pupil was able in the following semester to carry the regular work of his class. In a few cases pupils were allowed to take advanced work and thus secure advanced standing.

The summer term continued six weeks, beginning June 10th and ending July 19th. Only morning sessions were held. Twenty-three pupils were enrolled, each pupil paying ten dollars for each course taken. As the demands for other studies were few, courses were given only in English and mathematics.

Experience has clearly shown that in six weeks application to only one study, a pupil can do the work regularly required in eighteen weeks. This is partly due to the fact that the small number of pupils gives the teacher an opportunity to do a great deal of personal work. The success of the first summer school justifies the hope that a summer term may become a regular feature of the Madison High School. Hereafter encouragement will be given also to pupils who are ambitious to carry advanced work. In this way those who do not need the whole summer for rest, and who do not have special outside duties, may continue their school work and save a great deal of valuable time.

UNGRADED SCHOOLS

Room in the Washington Building

The special school in the Washington building for ungraded pupils was continued during the past year with Miss Post in charge. As in the former year, the purpose of the school was to give special aid to pupils who on account of irregular attendance or other causes were behind their grades. This school is intended to meet the needs of such pupils living in the west portion of the city.

In the work of this school an effort is made to review and make up the work in the grade in which the pupils failed and in addition to complete the work of the next grade.

The whole number enrolled during the year was eighteen, ten boys and eight girls. Of this number thirteen were doing seventh and eighth grade work and five were reviewing sixth grade work and taking the work of the seventh grade in advance. At the end of the year eight pupils were promoted to the high school, three were advanced from the seventh to the eighth grade, and

two attended the summer school and were then promoted. Of the remaining five one failed and four dropped out of school. It seems therefore that this school was effective in its work and that the results were very satisfactory.

In a written report to the Superintendent Miss Post says in part:

"The majority of the children have shown an excellent spirit, not only in class work, but in all school activities.

Miss Edgar has taken a personal interest in every pupil, the children in the building have made them welcome, so that in a short time they felt themselves a part of the Washington school. Without this feeling and the loyalty that goes with it, the work could not have been successful.

The pupils entered the domestic science and manual training classes with the corresponding grades of the building; the supervisors of drawing and physical training visited the school regularly; and the music work was much more successful than last year. Miss Edgar kindly took the pupils into her room and permitted them to do the music work with her eighth grade. In this way the work was well done and greatly enjoyed.

Owing to the fact that it was necessary to organize the school into two sections, much of the time of the teacher was taken up with class work. This made it impossible to do as much individual work as the needs of the pupils demanded. What such pupils need is more individual attention and if the teacher could give more time to this kind of work, the results would be more satisfactory."

Room in Irving Building

This school was organized in January, 1912, under the direction of Miss Martha K. Riley, formerly principal of the Lapham school, and is for the benefit of ungraded pupils in the east portion of the city. Miss Riley was assigned to this school at her own request and because of her deep interest in pupils whose needs are not met through the regular work of the schools. By training and experience Miss Riley is particularly fitted for this kind of work and entered upon her duties with interest and enthusiasm. She visited the schools, interviewed the teachers, and called at the homes in order to learn the needs of the pupils re-

quiring special attention. In a few days twenty pupils were enrolled and organized for work. A variety of exercises was introduced in order to make the work enjoyable and to arouse the interests of pupils of different tastes and inclinations. In addition to the regular work, exercises were given in free hand drawing, mechanical drawing, manual training, domestic economy, and physical training. At the noon hour each day Miss Riley directed the preparation of a warm lunch, a part of the material for which was provided by the pupils and a part by the board of education. The preparation of the lunches was enjoyed by the pupils and at the same time afforded some instruction as to the best methods of preparing simple foods. This feature not only contributed to the physical welfare of the children, but also aroused interest and established a community of interests that made the school attractive and the work effective.

Of the number enrolled, five were regularly promoted, nine were promoted with conditions, and six dropped out of school or were withdrawn through various causes. Although this school was in operation for only a part of the year it proved successful and served its purpose to a gratifying degree. The results certainly make its continuance desirable.

SUPERVISOR OF ATTENDANCE

It is with gratification that we note the appointment of a supervisor to take charge of the matter of school attendance whose whole time can be given to the work. The mere matter of enforcing attendance on the part of children reported absent from school is a small part of the work of such an office. Back of truancy and irregularity of attendance are causes and conditions that not only affect the welfare of the children concerned, but are inimical to home life and a menace to social institutions. It is not only sufficient to get the child into school, but the causes and conditions that make truancy possible must be investigated and as far as possible removed. The field of work for an attendance officer is wide and the duties multitudinous. By natural interests, wide experience, and special training Miss Riley seems es-

pecially fitted for the duties of this position and her efforts cannot fail to be of service to the community and to the schools.

THE PUBLIC LIBRARY AND THE SCHOOLS

The coöperation between the free library and the schools has continued during the past year with increasing harmony and efficiency, and the benefit resulting to the schools has been greatly appreciated. The most important measure has been the opening by the library board of a branch reference room in the high school building. In this room are brought together the high school reference books and the school reference books of the public library. For the maintenance of the branch and for the purpose of making it efficient and helpful to the pupils, an appropriation was made by the city council to the Library board instead of to the Board of Education, and the work was placed in charge of a competent librarian employed by the Library board. The books are purchased by the Library board or loaned from the city library. This arrangement has proved satisfactory to both school and library and is economical to the city in the way of management. In the adoption of this plan the library has entered upon a new field, has enlarged the scope of its work, and demonstrated to the libraries of the country the possibilities for more efficient and more advanced assistance along the lines of public school work.

We are pleased to insert here some extracts from the annual report by Miss Smith in regard to the children's department and the work of the library in the schools:

"The work here, the children's department, has grown, the circulation as before noted showing an increase of 3,002. Book purchases for this room have been as large as funds allowed and will need to be large another year. History books especially were added to the reference collection so that children of the eighth grade might be sure to find books needed for topic work. Much work was done in getting picture material on hand in shape for circulation, and the increase in circulation of pictures from 1,296 to 5,376 shows that such a collection suited for use in schools is needed.

Miss Lathrop, the children's librarian, reports as follows:

The school duplicate books were graded by the school course of study to make more certain that they would be placed in the grade where most useful. Each school was visited in the fall and whenever possible throughout the year. Short talks were given to the pupils in the different grades and each teacher was urged to use the library books and pictures that would aid her in her work. Stories were told to the children in the higher grades whenever asked for and were used in grades one and two instead of talks. Number of school visits, 72; number of talks about books, 99; number of stories told in schools, 34; circulation of books in schools, 14,700.

Reading Circles

Four reading circles for girls were conducted: two for girls of the seventh and eighth grades at the Hawthorne and Lapham schools on alternate Mondays after school hours; two for the young women in the Badger Shoe factory Thursday during lunch hour. Miss Taylor of the Y. W. C. A. read in one of these.

Story Hours

Story hours were conducted on much the same plan as in previous years. From October to April, a story hour was held every Friday afternoon after school for children of grades three and four. After January, the second grade children were also invited. Number of story hours, 22; total attendance, 1,506; average attendance, 68; during January and February, the Adventures of Ulysses were told in a cycle story hour to the children of grades five and six. Number of stories told, 6; total attendance, 345; average attendance, 58. In November and December, a series of talks on different countries were given for children of the fifth and sixth grades. Total attendance, 1,025; average attendance, 205. The circulation of books in the children's room showed an increase of 400 for December over that of previous December, probably due to these talks.

Nov. 15—A Trip Through Europe.....	Mr. E. C. Mason
Nov. 22—Italy.....	Miss Katherine Allen
Nov. 29—Switzerland.....	Mr. W. H. Dudley
Dec. 6—Germany	Miss Rose Dengler
Dec. 13—British Isles.....	Mrs. R. G. Thwaites

Library Instruction in Schools

Eighth grade pupils in all public and three parochial schools were given systematic training in how to use a library. Four talks were given in each school and the children then came in small groups to the library for an hour's work. Fifty-six talks were given and 328 children did this work. This is work that takes time, but it is time well spent by the library, if it is wiser to teach a child to feel at home in a library, and to feel confidence in his own ability to use it, rather than keep him dependent on some one else.

High School Branch

Probably the most important event in the history of the library the past year was the organization of the high school library as a branch of this library. The new arrangement has proved satisfactory to both school and library: to the school because of the better service it receives, to the library because it can give this better service. The high school librarian reported 356 books placed on reference shelves at the public library for use of students, 220 taken to high school, and 40 reference lists made for teachers. As this library is a reference one, its service cannot be at all represented by figures. A beginning was made in training high school students in the use of both libraries. The same work was given all first year English students as was given the grade pupils. Fifty-six talks were given and 287 students taught."

EVENING SCHOOLS

During the winter season the two evening schools were continued, one in the High school building and one in the Longfellow building.

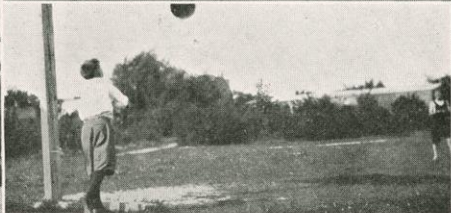
The number enrolled and the average attendance were as follows:

Enrollment high school evening classes.....	70
Average attendance high school evening classes.....	52
Enrollment Longfellow evening classes.....	92
Average attendance Longfellow evening classes.....	33

The cost of instruction in these classes was as follows:

High School evening classes.....	\$178.00
Longfellow evening classes.....	357.50

Total	\$535.50
Receipts from tuition fees.....	177.50



Summer playground—1912—efficiency tests

Mr. E. F. Bean with three regular assistants was in charge of the school in the Longfellow building. This school was mainly for foreigners, was opened three evenings each week, and was free of tuition for all in attendance. Volunteers from the Y. M. C. A. of the University gave some assistance which was greatly appreciated.

Mr. J. W. Martindill, the head of the commercial department of the High School with two assistants was in charge of the evening school in the High School building. As in former years this school was open two evenings each week and a small tuition fee was charged members of the classes.

We are pleased to insert here the report from E. F. Bean.

Longfellow Night School

Total enrollment	92
Average attendance, December.....	40
Average attendance, January.....	41
Average attendance, February.....	34
Average attendance, March.....	15
Average attendance for entire session.....	33
Number who are regular readers of library books.....	14

Suggestions for Future Work

1. Time of Opening School. The summary attendance by nights shows that the school was largest during December, January, and February. These are the months when the men are idle or working shorter hours. Since the eight-hour day begins November 1st, it is suggested that the school be opened then.

2. Advertising the school. If letters were sent next winter to all the regular students of this winter, announcing the opening of the school and requesting that the news be spread among newcomers, a majority of those interested could be reached. An illustrated lecture for the first evening would prove a drawing card.

3. Selection of teachers. An attempt should be made to secure teachers who can speak English correctly, regardless of whether they speak a foreign language or not. The initial progress of the students may be a little slower, but the results will be far better.

4. Advanced class. By a little personal work, a class could be organized among the more advanced students of this year. This group could

study civics, history, and current politics, thus fitting themselves for the duties of citizenship.

E. F. BEAN,
Principal.

THE PENNY SAVINGS FUND

We are pleased to insert here the report of Mr. Jacob Esser, Jr., the secretary of the Northwestern Building and Loan Association, who has carefully looked after the details of this system during the past year. During the year a number of outside measures absorbed the time and interests of the pupils and diverted the pennies into other channels. The anti-tuberculosis campaign and the sale of Red Cross stamps, the holding of entertainments in the different schools, and the raising of money for the improvement of playgrounds and the purchase of playground apparatus, made demands upon the time and interests of pupils and teachers and called for contributions from the children. Under these conditions the results as indicated in the report are gratifying and much credit is due the interested women whose names are given in the Secretary's report. The results surely justify the continuance of the system and we kindly bespeak the support and coöperation of the women along these lines for another year.

ANNUAL REPORT OF THE MADISON PENNY SAVINGS FUND, FROM JULY 1, 1911 TO JULY 1, 1912.

Balance on hand as per last report.....	\$1,033.39
Amount received during the year.....	864.95
	<hr/>
Total	\$1,898.34
Disbursements during that period.....	851.13
	<hr/>
Amount to be accounted for.....	\$1,047.21
Amount of orders drawn against the account.....	274.68
	<hr/>
	\$772.53
Amount of interest due depositors.....	154.59
Balance on hand.....	13.19
	<hr/>
Amount due depositors including principal and interest	\$940.31

The amount paid in by the ladies who have had charge of the stamps and collected the money in the different schools from July 1, 1911, to July 1, 1912, is as follows:

2nd Ward—Lincoln, Mrs. H. L. Butler.....	\$18.39
3rd Ward—Brayton, Mrs. John C. Prien.....	61.20
4th Ward—Doty, Mrs. Geo. W. Levis.....	19.38
5th Ward—Draper, Mrs. A. H. Smith.....	162.75
6th Ward—Marquette, Mrs. H. Rentschler.....	25.00
6th Ward—Irving, Mrs. H. Rentschler.....	45.96
7th Ward—Lapham, Miss Barkhan.....	6.36
9th Ward—Longfellow, Mrs. W. B. Hawley.....	63.10

Total amount collected..... \$402.14

In view of the fact that the amount of the fund is \$200.46 less than it was a year ago at last report is due to fact that the large percentage of graduates are leaving the ward schools and stamps are no longer available for them.

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

All of which is respectfully submitted,

JACOB ESSER JR.,

Secretary.

SPECIAL REPORTS

The principal's report discusses points of interest relating to the work of the high school. The enrollment is growing rapidly and the demands upon the school are becoming greater year by year. The teaching force is being enlarged as the needs of the school demand and the instruction is becoming more efficient and purposeful. The scope of the work is constantly broadening and all lines of activity are being organized to meet definite ends. The demands of present day social and economic conditions are kept in mind and every effort possible is being made to provide for the young people of the city a training and a degree of efficiency that will enable them to meet these demands successfully. We believe that the earnestness and the devotion of the teachers and the charm and spirit of the school cannot fail to inspire our young people and send them on to higher institutions of learning

as thoughtful, appreciative, receptive students, or out into the world with broadened views, with deeper love of knowledge, and with some taste for liberal culture.

Attention is respectfully called to the report of the supervisors and directors of the special lines. The work in all these lines has been strong and helpful and attended with satisfactory results.

The reports of the different Citizens' committees were valuable and especially helpful to the school interests. The members of the committees for the primary and grammar grades took unusual interest in the work of the schools and the reports made by the chairmen to the committee on teachers were suggestive and helpful, and showed that observations had been made with painstaking fairness and intelligence.

The work of the committee for the high school was also systematically and conscientiously performed. Madison is fortunate in having so many intelligent and generous citizens who are willing to give their time and efforts to the interests of the schools. Through the work of the visiting committees the schools have been broadened in their scope and have been brought into closer touch with the interests of the children and the welfare of the community.

We are pleased to insert here a summary of the report of the committee for the high school, furnished by the Chairman, Mr. F. D. Crawshaw:

Summary of Report

"Your committee is sending you herewith a summarized statement of points which came out of general discussions in the committee of the whole, together with subcommittee reports and a few reports of individuals.

In the committee of the whole it was decided to make recommendations and suggestions as follows:—

1. That in the future the method of appointing the Visiting Committee be such as to secure the service of those appointed.

2. That hereafter teachers in the high school be notified of the personnel of the Citizens' Visiting Committee with some indication of the particular sub-committee upon which each member of the general committee will serve.

3. That a specific statement of the duties of each sub-committee be made so that each serving member may make a more intelligent visitation of classes and know upon what points a report is desired.

Some of the criticisms made in general committee conferences which may not appear in sub-committee reports are as follows:—

1. In some classes there seems to be a tendency not to define specifically enough what is expected of pupils.

2. That there is a general carelessness on the part of pupils in enunciation.

3. In some classes a lack of interest was apparent resulting in the tipping back of chairs, the desire to "side step" the question or "bluff" the answer.

4. In modern language classes not enough attention is paid to the speaking of the language being taught.

5. That there is rather a decided lack of responsiveness on the part of many pupils in answering questions which are designed to develop the power of logical thought and judgment.

6. That there is evidence in some classes of an absence of a "personal" acquaintance between pupils and teachers.

7. At least one member of the general committee felt that too much was required of pupils—that their work was made too difficult particularly because the lessons assigned were too long, but from this judgment the great majority emphatically dissented.

8. It was urged by the committee that outside social functions should be limited to upper classes.

9. Possibly there is not enough attention paid to the work of such organizations as literary societies as compared with athletic clubs and organizations representing social activities only.

In all fairness to the school and to the committee which makes this report it should be said that the above recommendations were made as the consensus of opinion of the majority of the members present at any one meeting.

It should be stated further that the general feeling of the committee of the whole is that the Madison High School is doing creditable work and that there is evidenced by the general conduct of the student body a spirit of interest and good will. The scholarship of the school is believed to rank at least good.

SUMMARY

During the year 1911-12 the scope of the work was enlarged, the facilities for effective instruction were increased, and all ac-

tivities were more intelligently directed to meet the needs of the community. Among the measures that mark progress during the year may be mentioned the following, some of which are epoch making in their importance:

1. The enlargement and improvement of the Randall building, which establishes a new standard for school buildings and furnishes a type that can be followed in future structures.
2. The introduction and organization of a system of health supervision that in methods and efficiency ranks among the best in the country.
3. The organization of a school attendance department and the appointment of a competent person to administer its affairs.
4. The establishment of summer vacation schools for both elementary and high school grades.
5. The placing of playground apparatus, more or less complete, on the grounds of the different school buildings.
6. The improvement of summer playground facilities and affording a more intelligent and effective administration of all activities connected therewith.
7. The introduction in an experimental way of exercises in folk dancing and rhythmic marching in connection with one of the elementary schools.
8. The establishment of an additional room for the instruction and benefit of irregular and ungraded elementary pupils.
9. The opening by the free library board of a branch reference room in the high school building for the purpose of facilitating and directing the reference work of high school pupils.
10. A more definite recognition of the value of instruction in art and music and the granting of credits for efficient work in the same.

PRESENT AND FUTURE NEEDS

1. The erection of a modern school building to accommodate the increasing enrollment in the Hawthorne and Fair Oaks district, which building should include an assembly room, a gymnasium, and rooms for kindergarten, manual training, and domestic economy work.
2. The gradual reorganization of the courses and grades with

a view to establishing two or more intermediate or junior high schools in which may be accommodated the seventh, eighth, and ninth grades, reserving the present central high school building for the tenth, eleventh, and twelfth grades only.

3. The providing of play rooms and gymnasium facilities in connection with all elementary grade buildings.

4. A closer supervision of the school playgrounds and athletic activities in the elementary grades.

5. A more direct and definite supervision of all social center and neighborhood club work throughout the city by a special committee from the Board of Education or by a special assistant employed by the Board.

6. The recognition of the coming need of more direct vocational instruction and the necessity of having in the teaching force an expert, trained in psychology and informed in regard to social and economic conditions, who shall study the pupils and advise courses of training that will prepare them for the professions or vocations for which they seem best fitted.

7. I commend to your attention and wish to give special emphasis to the pressing needs of the high school as outlined in the special report by the principal, published in another part of this report.

MR. HUTCHISON

It is with the deepest regret and sorrow that we record the sudden death of Mr. J. H. Hutchison on Sunday, January 7, 1912. He was connected with the Madison high school from September, 1891, to the date of his death, a period of about twenty and one-half years. During these years he put his life and heart into his school work and devoted his best energies to the education of the hundreds of pupils enrolled. Under his principalship the high school advanced from year to year in its broadening influence and became deservedly to be recognized as one of the most important high schools of the state. As a man Mr. Hutchison was unusually conscientious, absolutely reliable, and unflinchingly firm in his convictions of right. He was positive in judgment, yet always received the opinions of others with courtesy and candor. He was independent in thought and ac-

tion, yet yielded to higher authority with grace and dignity. As a teacher he was scholarly, exacting, and thorough, yet always considerate and helpful. As a principal he spared no effort to make the work along academic lines as efficient as possible, but his deepest concern was to secure that training for every boy and girl that would result in the highest type of manhood and womanhood. Mr. Hutchison "has passed from human sight, but will long live in the loving memories and in the high characters of the hundreds who came under his uplifting influence."

The following resolution was passed by the Board of Education:

WHEREAS, It has pleased Almighty God to remove from our midst Mr. J. H. Hutchison, who served for so many years as the efficient and well-loved head of our high school,

Be it Resolved, That the Board of Education of the city of Madison extend their heartfelt sympathy to his bereaved family in this sad hour.

Be it Resolved, That we deeply mourn the loss of one who has done such great good as an educator in our high school and who was always a great moral power to our Madison youth.

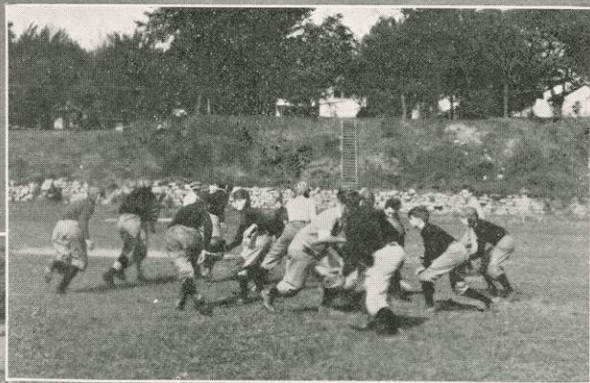
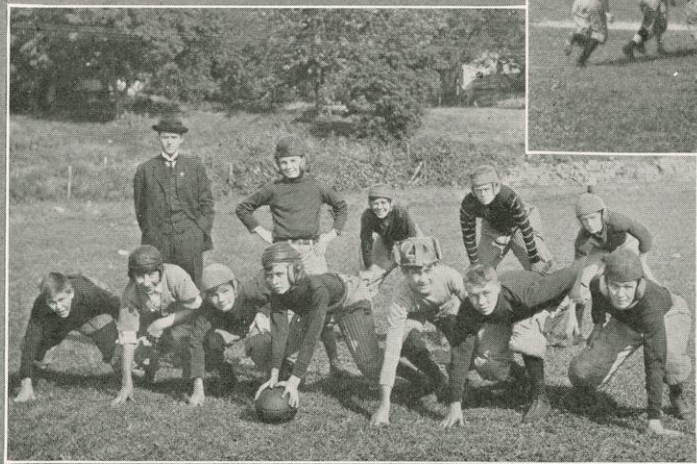
Be it Further Resolved, That these resolutions be inscribed on the minutes of this board and that a copy of these resolutions be sent to the family of the late Mr. Hutchison.

MISS BURDICK

In this connection we are also pained to record the death of Miss Mary L. Burdick, one of our successful elementary grade teachers. She was connected with the Madison city schools from September, 1908, until the time of her death, February 5, 1912, and during that time always held the respect of all who were associated with her. Her pupils loved her, her fellow-teachers respected her, and the patrons of the school held her in high regard. The number of flowers and tokens of love and regard sent to her during her illness bore strong testimony of the place she occupied in the hearts of our people.

Respectfully submitted,

R. B. DUDGEON,
Superintendent.



Light weight foot ball team

REPORT OF THE PRINCIPAL OF THE HIGH SCHOOL

MR. R. B. DUDGEON,
Superintendent of Schools,
 Madison, Wisconsin,

DEAR SIR: Since I have from time to time discussed with you all phases of our high school work, it will not be necessary at this time to make a detailed report.

The school year of 1911-1912 was in every way a successful one. The tables which follow show an increase of 139, over 18 per cent, in attendance. In spite of crowded classes the teachers maintained the high standards in conduct and scholarship for which the Madison High School is known.

ENROLLMENT

Year	Tardiness	Per cent of attendance	Enrollment
1891-1892.....	697	95	323
1892-1893.....	472	95.5	339
1893-1894.....	380	96.5	357
1894-1895.....	420	95	397
1895-1896.....	351	96	417
1896-1897.....	398	95	479
1897-1898.....	270	96	486
1898-1899.....	290	96	534
1899-1900.....	372	95	578
1900-1901.....	275	95	587
1901-1902.....	270	96	577
1902-1903.....	348	96	594
1903-1904.....	380	95	597
1904-1905.....	356	96	583
1905-1906.....	401	96	620
1906-1907.....	768	95.1	611
1907-1908.....	1,464	95.7	602
1908-1909.....	1,231	95.4	672
1909-1910.....	841	95.7	728
1910-1911.....	2,895	96.2	765
1911-1912.....	2,876	95.8	904

Table showing gains and losses in attendance during the past 20 years

Year	Boys	Girls	Gain		Loss	
			Boys	Girls	Boys	Girls
1891-1892.....	126	197	.....	.....	.....	.....
1892-1893.....	131	208	5	11	.....	.....
1893-1894.....	169	292	38	.....	.....	16
1894-1895.....	190	207	21	15	.....	.....
1895-1896.....	201	216	11	9	.....	.....
1896-1897.....	323	246	32	30	.....	.....
1897-1898.....	253	233	20	.....	.....	13
1898-1899.....	262	272	9	39	.....	.....
1899-1900.....	266	312	4	40	.....	.....
1900-1901.....	237	350	.....	38	29	.....
1901-1902.....	221	356	.....	6	16	.....
1902-1903.....	238	356	17	.....	.....	.....
1903-1904.....	248	349	10	.....	.....	7
1904-1905.....	272	311	24	.....	.....	38
1905-1906.....	276	344	4	33	.....	.....
1906-1907.....	278	333	2	.....	.....	11
1907-1908.....	277	325	.....	.....	1	8
1908-1909.....	312	360	35	35	.....	.....
1909-1910.....	333	395	21	35	.....	.....
1910-1911.....	359	406	26	11	.....	.....
1911-1912.....	403	501	44	95	.....	.....

1. The Most Important Changes Made During 1911-1912.

1. A branch of the Madison Free Public Library was installed in the high school building. From two to three hundred pupils availed themselves daily of the opportunities thus provided. It is impossible for anyone to estimate the value of this library to the teachers and pupils of the high school. There has been splendid co-operation between the school and the Public Library.
2. The school has been organized upon the department plan. During the year much progress was made and by September the 1st, 1912, all departments were upon a firm foundation. Two teachers were added to the staff; one in mathematics, and one in chemistry.
3. Room 203, formerly used as a lecture room and as a place for holding teachers' meetings, was divided, in order to provide one additional session room and one recitation room.

4. The social life of the students within the school was made more simple and democratic. The so-called Prom was kept within bounds, and matinee dances introduced for all pupils. These matinee dances were held in the gymnasium Friday afternoons from four to five-thirty. It is needless to say that these little informal parties have been enjoyed by the pupils.
5. Classes were organized in Algebra, Geometry, and First Year Science at the end of the first semester for those pupils who had failed. This plan will be followed in all departments.
6. In spite of serious handicaps many good things were done in athletics, and the attitude of the boys toward real sport improved greatly during the year. The boys of the Madison High School are naturally much interested in athletics, and like all boys, the great majority of them are interested in clean sport. The lack of a suitable field for Fall and Spring sports is a severe obstacle.

II. Some of the Improvements Planned for 1912-1913.

1. The teaching force has been much increased and strengthened. The department of Modern Languages has been created. Every department will be able to render more efficient service during the coming year.
2. It was found early in the summer that the number of pupils electing manual training was so large that more room had to be provided. The Art room was also inadequate for the needs of the growing art department; consequently, the art department was moved to the house on the corner of Carroll and Johnson, making it possible to use the room on the basement floor for wood-turning, as originally planned. Additional equipment has been provided for the art department and eight new lathes have been installed in the wood-turning room.
3. Special attention will be given to the work of the literary societies, departmental clubs, reading, oratorical, and declamatory contests, plays and auditorium programs.
4. Each session room teacher will become, in fact as well as in name, a class adviser.
5. The social side of our work will be simplified and made more and more democratic. The needs of all the pupils will be kept constantly in mind.

6. Credit, not to exceed one unit, will be given for satisfactory work in music as follows: High School Chorus or High School Orchestra, two periods per week for four years, one unit; two periods per week for two years, one-half unit. No credit will be given for less than two years of consecutive work.

III. Pressing Needs.

1. Sufficient floor space for the development of courses in pattern making, forging, and machine shop practice.
2. Sufficient floor space for the extension of the work in Household Arts. There is immediate need for a recitation and demonstration room.
3. The commercial department is so crowded for room that efficient work is extremely difficult. This work is important and additional space should be provided as soon as possible.
4. Adequate dressing rooms for the boys who take gymnasium work.
5. An athletic field should be provided at once; thus making us independent of the University. We have received very kind treatment at the hands of the University, but the scope of their work has enlarged, and consequently it becomes impossible for them to regularly grant us the use of their field.

GRADUATION EXERCISES.

Madison High School

Friday, June Seventh, Nineteen Twelve.

Program.

Invocation	REV. VERNON S. PHILLIPS
Chorus—Be Not Afraid. Elijah—Mendelssohn.....	HIGH SCHOOL
Salutatory and Oration—Wisconsin a Land of Opportunity.....	
.....	CARLOS WESTOVER
Music—Gondolieri from <i>Giorno in Venezia</i> —Ethelbert Nevin.....	
.....	HIGH SCHOOL ORCHESTRA
Address—Responsibilities of Leisure	DEAN E. A. BIRGE
Music—Buona Notte—Nevin.....	HIGH SCHOOL ORCHESTRA
Valedictory	ANITA VALENTINE PLEUSS
Presentation of Diplomas—MR. GEORGE KRONCKE, President Board of	
	Education
Benediction	REV. VERNON S. PHILLIPS
Music—March	

GRADUATES—1912.

Alford, Marie L.	Ellman, Florence
Alexander, Alex B.	Evans, Wilfred
Appleby, Effie	Fay, Margaret V.
Appleby, William L.	Findorff, Milton B.
Barry, Justin	Fitzpatrick, Maude
Bergh, Reid M.	Fleming, Florence M.
Bergum, Evelyn J.	Flower, Maude
Blied, Garry R.	Frey, Minnie C.
Brabant, Clara E.	Gausman, Rachel M.
Brant, Selwyn	Gillis, Clare
Briggs, Russell H.	Gohdes, August
Brown, Lehm L.	Grove, Harry F.
Buser, Earl J.	Hamilton, Bradford C.
Byrne, Charles D.	Harbort, Gertrude G.
Cairns, William	Harman, Charles W.
Campaign, Harry J.	Hibbard, Carrie A.
Casserly, Charles	Higgins, Martin H.
Casserly, Henry	Hoeverler, Theodore A.
Christensen, Dorothy B.	Hoffman, Otis E.
Clifgard, Roy	Hogan, Dorothy E.
Colby, Grace	Humiston, Floy M.
Coleman, Dora L.	Jackman, Flossie
Conover, Marion C.	Jacobson, Clara L.
Coon, Paul H.	Joachim, Walter O.
Crosby, Helen B.	Johnson, Bertha R.
Cunningham, Geraldine	Jones, Marian
Curtis, Alice	Kayser, Vera S.
Dahl, Victor	Kehoe, Nellie B.
Dahlen, Andrew	Kessenich, Alois M.
Damon, Edith M.	Kessenich, Elsa
Davy, George F.	Kiekhoefer, Viola
Davy, Nellie	Kilgore, Rita B.
Deming, Genevieve	Lee, Julia E.
Dexter, Dorothy D.	Levis, George W.
Dove, John F.	Link, Othmar C.
Downie, Amy A.	Loshek, Stella
Dunn, Florence J.	Main, Elyda
Durbrow, Harry M.	Mandt, Thea A.
Ehrgott, Karl	Mautz, Ella P.

Maw, Clarabel	Schnell, Charles W.
McGilvary, Lewis P.	Schustedt, Frederick N.
Monks, Grace	Scovill, Philip A.
Mueller, Amy F.	Shaffer, Harriet Janet
Munro, Caroline W.	Shepherd, Louise
Niebuhr, Ethel M.	Silverman, Max
O'Connell, Helen R.	Smith, Howard L.
Oldenburg, Olive E.	Smith, Haxwell A.
O'Neill, Elsie	Smith, Russell E.
Nienaber, Raymond	Steinhauer, Raymond F.
O'Shea, Harriet E.	Steul, Edwin K.
Paltz, Marie	Stewart, Morris B.
Parke, Vera J.	Stromme, Laura
Peterson, Orpha R.	Sturdevant, Imogene
Piper, Rena K.	Sullivan, Florence
Plaenert, Walter L.	Swenholt, Casper
Pleuss, Anita V.	Tetzlaff, Ruth
Post, Harry G.	Toepelmann, Walter C.
Post, Samuel	Trumpf, Ervin C.
Pott, Herman T.	Turner, Florence N.
Qualey, Jennie B.	Walsh, Elward J.
Quick, Margaret	Wattawa, Katherine E.
Rimsnider, Harry E.	Way, Edith M.
Rosenberg, Edwin	Weber, William J.
Rosenberg, Louis R.	Watzke, Louis
Salmon, Georgia T.	Weaver, Warren
Salzwedel, Vera R.	Weiss, Joseph W.
Sanders, Hazel A.	Westover, Carlos
Sanderson, Irene I.	Wittwer, Elgia L.
Sasse, Louis Leslie	Wood, Henrietta

I feel that the Madison High School is going forward. A beautiful spirit of fellowship prevails, making effective the work of an efficient group of men and women devoted to the problems of secondary education.

In closing, permit me to say that I have enjoyed my work to the full and consider it a privilege to work under such favorable conditions.

Respectfully yours,

THOS LLOYD JONES.

REPORT OF THE DIRECTOR OF MANUAL TRAINING

MR. R. B. DUDGEON,
Superintendent of Schools.

DEAR SIR: I hereby submit my annual report for the manual training department of the Madison Public Schools for the school year 1911-1912.

Grades

The industrial work was in my charge this year and it seemed advisable to change the time from Friday afternoons to the several afternoons of the week. The course followed was the same as in previous years, with the exception of the treatment of the clay work in the fourth grade where the sandpapering and the use of jap-a-lac was discontinued. This seemed very unsatisfactory from an industrial as well as an educational point of view.

The fifth grade knife work was more closely correlated with the regular work. This was especially true with the English in this grade, the regular teacher requiring themes on the different kinds of wood used during the year. We found that this stimulated an interest for their English work.

The work in the grammar grades was the same as that of the previous year. I consider this very unsatisfactory as it does not give the boy a broad enough training. The material was all prepared at the high school and sent out to the different centers, thus depriving the boy of the practice of laying out his own material. This plan also failed to afford any opportunity to teach economy of material which I believe should be one of the big factors in the manual training of today.

A new course of study was planned and given to the boys at Longfellow center. This course provided for the factors not included in the old course, and also provided for the household repairs, such as placing new gaskets in faucets, new leather washers in cistern pumps, and the minor repairs to furniture. It also included a group problem for the last half of the eighth year.

High School

The course of study in woodwork was practically the same as followed the previous year, but on account of the boys being provided with a complete kit of tools we were able to give the pupil a more thorough course in drawing. In the second year the pattern making and mechanical drawing were considerably improved by the installation of three motor driven lathes and the services of a full time instructor. The following is a statement of the sums expended for manual training work in the high school:

Cost of material, lumber and hardware	\$306.97
Received of pupils	93.21
Number of boys enrolled . . . . .	.84
Cost per capita	3.65
Cost of repairs	60.00
Cost of new equipment (Motor driven laths and installations)	429.00

Recommendations

In reviewing the plan of work in the elementary grades I feel that this work should be revised and more closely correlated with the regular course of study. The work in these grades should be a means toward an end and should assist the child in his daily work.

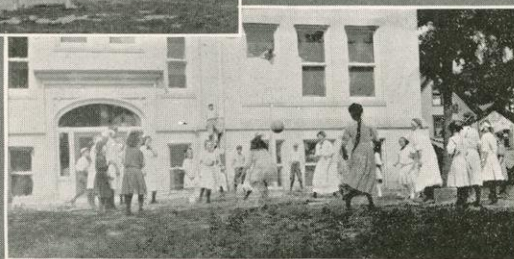
In the grammar grades the work as planned and partly executed at Longfellow school might be adopted for all the schools. A new center might be installed at Randall school and some provision made for a center at Hawthorne school, as these children have the longest distance to travel and are the least able to take the trip.

A full time assistant should be added so as to relieve the director and give him time to supervise the work properly. As it now is he only had one hour each day for supervision which is insufficient if the work is to progress.

In the high school three more motor driven lathes might be installed and provisions made for the extension of the work into the third and fourth years.

Respectfully submitted,

ALBERT L. POLSCHER.



Summer Playground—Ball games

REPORT OF THE DIRECTOR OF DOMESTIC ECONOMY

To Mr. R. B. DUDGEON,

Superintendent of Public Schools.

MY DEAR SIR: I do hereby submit my report for the year ending June 7, 1912.

Grades

This year the entire time of two special teachers has been devoted to the work in sewing and cooking in the grades. The fifth and sixth grades have been given one hour per week in sewing and the seventh and eighth grades were given one and one-fourth and two and one-fourth hours per week, respectively.

Through the fifth and sixth grades the amount of work accomplished under the special direction was practically the same as we gave last year in the fifth, sixth, and seventh grades. We have thought it best, however, to make a few changes in the lessons. Our chief aim in sewing in the grades has been to teach the practical application of the different stitches used in hand sewing. We have undertaken no machine work this year. The supplies for school sewing with a few exceptions have always been furnished from the home. To show the actual expenditure I have estimated the cost of material per each child as follows:

Total number of fifth grade girls.....	219
Total cost of materials in fifth grade sewing lessons..	\$121.66
Cost per child in fifth grade sewing per year.....	.56
Total number of sixth grade girls.....	185
Total cost of materials in sixth grade sewing lessons	\$125.85
Cost per child in sixth grade sewing per year.....	.68

In both seventh and eighth grade cooking the increase in length of cooking periods and the equipment of the new laboratory at the Longfellow school are both factors which have been very much appreciated by pupils and teachers and I am sure will show results.

In the eighth grade especially time has permitted us to give the explanation and drill which makes our work stronger in both actual laboratory manipulation and so-called theory work. In all work we have been able to place more emphasis upon the point of economy and food values. We have been able also to place stronger emphasis upon the problems of the substitution of foods and the place of each food in a meal as well as the logical and economic relation of food to food and lesson to lesson.

The expense account for cooking in the seventh and eighth grades is as follows:

Total number seventh grade girls.....	175		
Total number eighth grade girls.....	195		
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Total number	370		
<hr/>			
School	Cost of Groceries and Meat	Cost of Laundry	Total Cost
Doty	\$57.86	\$8.07	\$65.92
Irving	47.48	3.79	51.27
Longfellow	21.63	1.68	23.31
<hr/>			
Total	\$126.97	\$13.54	\$140.51
Total cost per child per lesson.....		\$.01	
Total cost per child per year.....		.38	

High School

This year the first year domestic science girls devoted three eighty-minute periods per week to garment making. A statement of the average work accomplished and average cost is here given. As in the grades the materials have been furnished from the home.

Estimated Cost of Sewing Materials per Pupil for the First Year

Underwear, 8½ yds. Longcloth and Launsdale at 18c.....	\$1.53
Findings	1.25
Dress, 6 yds. percale at 20c.....	1.20
Trimming .....	.25
Apron (laboratory) Indianhead, 5 yds. at 20c.....	1.00
Tailored skirt, 3½ yds. Serge at 75c.....	2.62
Findings .....	.50

Report of Director of Domestic Economy 101

Waist, 2 yds. linen at 30c.....	.60
Dress, 6 yd. lawn at 18c.....	1.08
Findings .....	.25

Cost of General Supplies

Scissors	\$.75
Tape measure10
Needles05
Thimble05

Total cost	<u>\$11.23</u>
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During the first semester of this year, the second year domestic science girls studied the preparation and serving of luncheons. During the second semester their work ran parallel to the first year's work in sewing with an additional six weeks work in textile study.

The coming year the second year domestic science girls will devote three eighty-minute periods per week to food study and selection, in combination with laboratory work in preparation and serving, of foods.

A new course in household art is to be given in connection with both first and second year work.

Expense Account in High School

Meat and groceries.....	\$43.72
Laundry	4.29
Total number of High School girls taking work.....	100

Thanking you and the Board of Education for your kind coöperation,

I am,

Yours very respectfully,

THEO FENTON.

REPORT OF SUPERVISOR OF DRAWING

To MR. R. B. DUDGEON,

Superintendent of Schools, Madison, Wis.

DEAR SIR: I hereby submit my fifteenth annual report.

Motive Elements

Permit me to speak briefly of two elements which seem vital in *present day* art training both in the grades and in the high school. These elements are the joy element and the problem element.

The Joy Element

All children love to draw. The emotional nature of every child naturally finds expression in pictures. We often hear a parent say "Willie is drawing at home all the time."

It was because Carot loved to express the beauty in nature, that, as a boy he clung to art when his father would have drawn him into the mercantile business. Michael Angelo devoted his life to art because he found in it his deepest satisfaction.

Mr. W. McAndrew, principal of a New York high school, in his address "Why I would like to be a Drawing Teacher," given before the Eastern Art and Manual Training Teachers' Association, 1911, said, "We have systematized, that is intellectualized, every part of high school education. Instead of aiming at the whole man, his feelings, his motives, his complex self, we have developed a list of subjects which we call the course of study. But very much I'd like to be a Drawing teacher for such a one seems to me to have an incomparable opportunity for doing a big, a valuable, and a delightful thing. I should conceive one of my greatest duties to be to bring pleasure and joy back into education. The happiest period of a nation is its best period."

The Problem Element

The relation of art to the industrial world and to environment in general is one of the educational problems of the future. It is not enough that a pupil learn certain fundamental art principles. He

must also know how to apply these principles in his chosen vocation, in his home, and in the community in which he lives. This must be done if our present ideals are to be attained.

Here are a few of the many illustrations of failure to apply art principles which have come within my observation. It does not necessarily follow that because one can draw correctly a group of still life or paint a landscape, he will apply the art principles involved in a large and practical way. I visited the studio of an artist and gazed with admiration upon his beautiful landscape painting, then I visited his home and found that the feeling for harmony that brought the line of sky, water, and land into a rhythmical whole had failed him in the arrangement of his home. There was no thought of bringing furniture into harmony with structural lines of the room. A table placed across a corner was laden with an incongruous array of articles. In a nearby city, a home-keeper consulted a reliable firm of wall paper dealers as to the wall covering for her living room. As the room was rather small, she wished to make a selection that would increase its apparent size. She was advised to use a paper whose repeating unit was a landscape with water and land in the far distance. Imagine the result. As one enters the room, the many landscapes claim all attention while the few really good pictures hanging on the wall are forgotten. It should not be possible for any one who has had proper art training in public schools to give or to accept such advice. A wall decorator in a neighboring city positively refused to undertake the work of a certain family, because they always wanted a tint not found in his sample book and he did not know how to produce the desired color. Had he understood the theory of color as now taught in the public schools, his problem would have been easily solved.

On the other hand, dealers in wall paper tell us that they are selling a much greater quantity of plain and two tone papers than of that covered with a realistic floral pattern while ten years ago, the reverse was true.

Dealers in carpets tell us that there is a much greater demand for two toned carpets and rugs and those with conventional patterns than there was ten years ago. Fewer people care to tread on naturalistic flowers. Picture dealers tell us that masterpieces reproduced by the most artistic processes are much more in demand than formerly.

Since so much has been accomplished, let us look forward to the time when art training in all schools shall be so universal and so broad in its application of art principles that many civic problems may be solved with less difficulty; when there shall be unity of thought and

action in the selection of public monuments, in the arrangement of public buildings and private residences; when there shall be created in the mind of each citizen a desire to make every city beautiful.

Conclusion

First—In encouraging the expression of emotion in the child's nature, we are developing a power that combined with a knowledge of technique and draughtmanship may produce a painter, sculptor, or architect.

Second—In strengthening the student's power to apply art principles in many directions and in the solution of industrial problems, we may point the way to commercial art.

Third—In encouraging another means of expression we are opening wider for all the gates of the 'City Beautiful,' providing for a wiser use of moments of leisure, and insuring deeper satisfaction and better citizenship.

Ward Schools

The work in the grades has been successfully carried on by Miss McGillivray and the teachers. The Applied Arts Books continue to be an inspiration with their wealth of illustrative material and the high ideals which they bring before each pupil. We do not attempt to make use of each page, but in our outlines refer to those pages that will illuminate and emphasize the subject we are studying. Thus far, we have used the two books a year series, but as soon as the one book a year series is on the market, I would recommend its use as it will be less expensive and more convenient for parents, teachers, and children.

Exhibits

Two small exhibits have been arranged during the past year; one showing our work in design, that was hung during the time of the meeting in Madison of the Southern State Teachers Association in March. In this exhibit Miss McGillivray and I arranged the mounts so that the following phases of the subject might be traced from the first grade through the eighth grade and through the first two years of the high school.

First—Decorative flower and landscape composition.

Second—Applied decorative and constructive design.

(a) First Grade,—Book marks and calendars.

- (b) Second Grade,—Boxes and booklets.
- (c) Third Grade,—Memory book.
- (d) Fourth Grade,—Recipe book.
- (e) Fifth Grade,—Blotter-pad with border decoration.
- (f) Sixth Grade,—Blotter-pad with corner decoration.
- (g) Seventh Grade,—Telephone directory.
- (h) Eight Grade,—Book cover.

The second exhibit was arranged the last week in June in connection with the manual training and domestic science departments. In this exhibit were: First—posters designed by sixth, seventh, and eighth grade and high school pupils. Second,—sofa pillows by first year high school girls. Third,—tiles and vases in pottery, and purses, mats, book covers, and card cases in leather, by second year high school girls.

Picture Study

The plan begun last year in the Lapham school of uniting mothers and teachers in the study of works of art which decorate our schools was continued in the Brayton School. At one of the Mothers' Meetings, topics were assigned and references given. At the next succeeding meeting, five mothers and five teachers took part in a discussion of works of art in the fifth, sixth, seventh, and eighth grade rooms. So well pleased were those present that many expressed a wish that the study be continued in the other rooms next year.

High School

Mr. Walter Sargent, professor of fine and industrial art in Chicago University, after making a rather exhaustive study of the best high schools in the country, says, "The tendency in high school courses in drawing appears to be toward making it a required subject in the first and often in the second year and optional afterward, except for students who are planning to attend Normal Schools. For these, it is frequently required during the last year. The amount of time ranges in general from two to five periods a week."

While this report makes us feel that we cannot afford to let a boy or girl graduate from our high school without having had art instruction, each community must consider its own problems and conditions. Ours is one which involves many girls and boys who come from other schools as well as from our ward schools. We see from the following list that more than half of all the boys and girls who enter our first year have not had their training in our city schools.

Pupils entering first year high school:

1911-1912

	Boys	Girls
Public Schools	65	103
Parochial	13	38
Outside	20	28

Last year when art was required of all girls in first year, about one half these girls had received no previous art training. Two questions were put to the girls who had received no instruction in art. First—How many would have elected art, Second,—How many are glad that you were required to take it, The answers handed in showed that only two out of thirty-five would have elected it, but thirty were glad that they were taking it. This tends to prove that the girls were not prepared to choose intelligently at the beginning of the year.

Considering these conditions would it not seem best to adopt the following plan?

First—That art work be made elective with all students who have had eight years of art training in our city schools or its equivalent; or that these students be allowed to choose either five periods per week for two years or ten periods per week for two years.

Second—That five periods per week for one year be required of all students without previous training.

Art Club

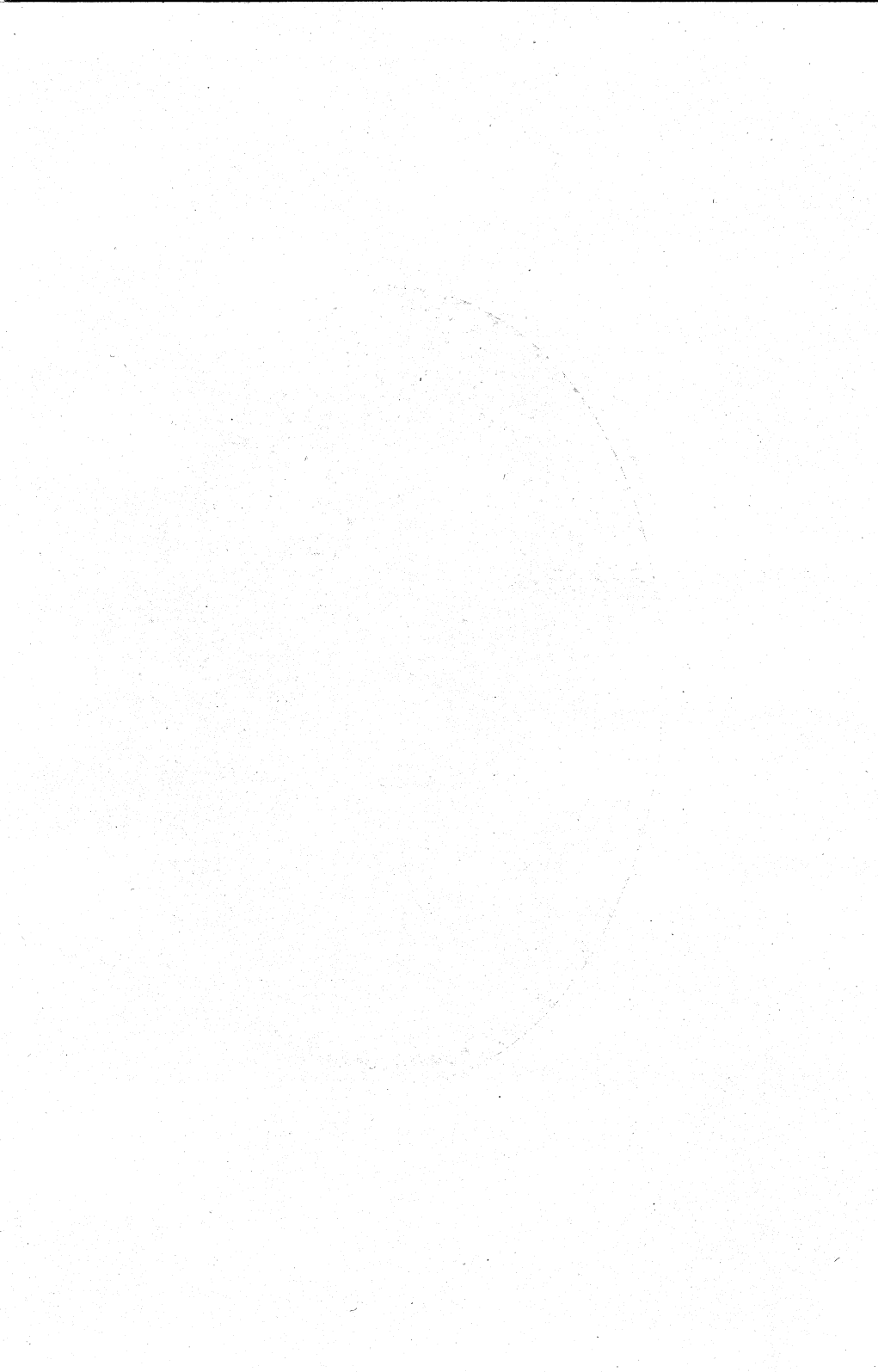
The Art Club has continued to hold its semi-monthly meetings in the drawing room. The number of members has been about the same as last year. The first half of the year was devoted to the study of Dutch and Flemish Art, and the latter half to the study of the Barbizon School of Artists.

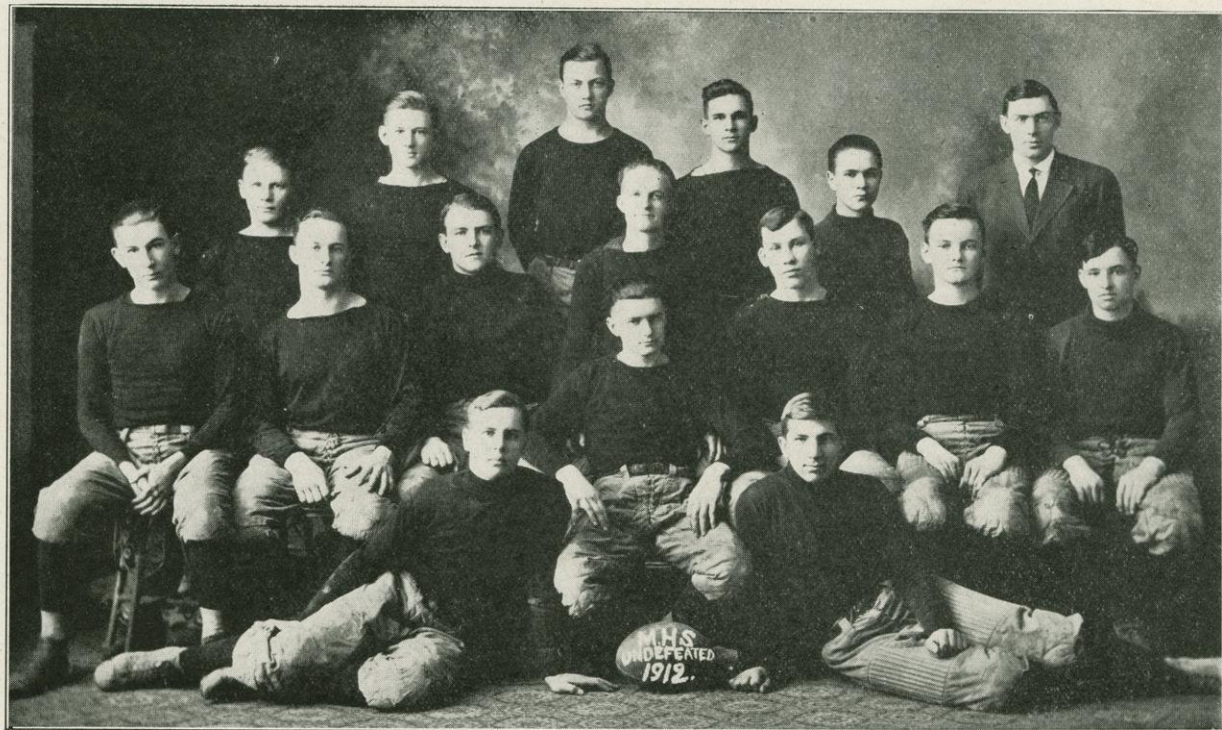
We have been able to familiarize the members of the club with a large number of reproductions of masterpieces through the lantern projection of colored and black and white prints. The talks given by Mrs. Frank Hall on Rembrandt and by Miss M. V. Brown on Jan Van Eyck were greatly appreciated by all. At its last meeting the club decided to study American Art next year.

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

Respectfully submitted,

IDA M. CRAVATH.





Index

	PAGE
BOARD OF EDUCATION.....	6
Officers	6
Members	6
Committees	6
CLERK'S STATEMENT	13
DIRECTORY	5
Board Meetings	5
Superintendent—Office Hours	5
School Sessions	5
School Calendar	5
DOMESTIC ECONOMY, REPORT OF DIRECTOR.....	99
DRAWING, REPORT OF SUPERVISOR.....	102
HIGH SCHOOL, PRINCIPAL'S REPORT.....	90
Summary of Enrollment.....	90
Important Changes	91
Graduating Exercises	93
Graduating Class, 1912, Names of.....	94
INSTRUCTION, DEPARTMENT OF, 1912-1913.....	8-12
MANUAL TRAINING, REPORT OF DIRECTOR.....	96
SUPERINTENDENT'S REPORT	18-88
Statistics and General Tables.....	18-31
Summary of Statistics.....	31
Buildings	33
Intermediate High Schools.....	35
Health of Pupils.....	37
Gymnasium Facilities	37
School Playground Apparatus.....	38
Other Activities	40
Folk Dancing, An Experiment in.....	40
Athletics	43
Playgrounds	44
Playground Needs	47
Playground Attendance	49

	PAGE
Playgrounds, Expenses of.....	50
Playgrounds, Efficiency Tests.....	51
Bath-house, Report on.....	53
School-room Hygiene	54
Recommendations	56
Health Supervision	57
Report of Medical Supervisor.....	58
Value of Health Supervision.....	68
A Wider Use of School Buildings.....	69
Summer Vacation Schools.....	70
Ungraded Schools	74
Supervisor of Attendance.....	76
The Public Library and the Schools.....	77
Evening Schools	79
The Penny Savings Fund.....	82
Special Reports	83
Summary of the year's work.....	85
Present and Future Needs.....	86
In Memoriam	87
Mr. Hutchison	87
Miss Burdick	88
TREASURER'S REPORT	15
VISITING, CITIZENS' COMMITTEES.....	7

