

Art in the Madison public schools: biennial report, 1950-52.

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

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Art



in the

Madison Public Schools

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ART
in the Madison Public Schools

Philip H. Falk, Superintendent

Biennial Report
1950-52

BOARD OF EDUCATION
Madison, Wisconsin
January, 1953

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Lucy Irene Buck

With sadness and regret we record the untimely death of Lucy Irene Buck on February 14, 1953. Her death occurred only a few days after sending to the printers this report on which she had worked for the past two and a half years. She had been a member of the art staff since 1914, eight years as a teacher and for the past 31 years as supervisor.

Lucy Irene Buck's philosophy of art is her living memorial. This philosophy, which is expressed in this report, is reflected in the entire art education program of the Madison public schools. Her influence reaches out into the community through the hundreds of boys and girls who have experienced art activities in school and through her affiliations with adult groups.

She lived her profession in appearance, poise, and personality. She promoted the cause of art through every effort at her command, but always with tolerance, kindness, and graciousness.

She worked untiringly that the city's children might have the best in art opportunities—skillful teaching and a variety of materials and tools in spacious art rooms. A pioneer in the field of school decoration, she aided in bringing beauty into the schools through colorful interiors and by securing original works of art on loan.

Her greatest aims were to help each child to express himself creatively and to guide him in the art of observing so that his life would be enriched through enjoyment of beauty in the world about him.

Joy, freedom, and relaxation come to the young artist.



FOREWORD

At a time when so much attention and energy must of necessity be devoted to problems of increasing enrollment and school construction, it seems wise to pause and focus attention on one of the long-range basic pillars of the good life — art. Hence this report on ART IN THE MADISON PUBLIC SCHOOLS.

Art is one of man's oldest forms of expression and communication. Good art for all is a worthy goal for American schools. Art as a subject has had a recognized place in the public schools of Madison for almost one hundred years.

The present high quality of the art program in the Madison public schools can, to a considerable extent, be traced to two factors — to a high degree of citizen interest in school art and the competent, enthusiastic, and farsighted leadership of the supervisor of art, Lucy Irene Buck.

Almost fifty years ago a citizens' committee, interested in improving the quality of art in the schools of Madison, organized to assist the Board of Education to that end. That interest, which is now centered in the Madison Art Association, has never wavered.

The philosophy of art which has evolved in Madison and is depicted in this report is one that has added lifelong happiness, beauty, and satisfaction to the lives of tens of thousands of boys and girls who have been privileged to participate. Madison owes much to those responsible.

The second section of this report, FOR THE RECORD, is a summary of significant records, events, and actions of the Board of Education during the biennium 1950-1952.

One needs only the privilege of working with members of the Board of Education to appreciate their competence, sincerity, and devotion to the cause of good schools. May this report be one more link in that long chain of splendid, cooperative, understanding relationships which have existed among Board of Education, staff, and the community.

PHILIP H. FALK

Unusual displays often give children a greater pride in their work.



ART IN THE MADISON PUBLIC SCHOOLS

Art is a part of the daily life of everyone. The businessman whose sense of taste results in an attractive establishment is practising art; so is the housewife whose feeling for harmonious color and materials brings beauty to the home.

Art in the schools is geared to the daily life of the pupil. It is adapted to his needs and capacities. He is provided with paint, chalk, crayons, clay, and other materials with which to experiment and express his ideas and feelings.

There are three stages of art development through which a young child usually passes at his own pace.

First is the *manipulative stage* during which his material and its use fascinate him. He satisfies his senses by touching, feeling, or smelling the medium.

Second is the *expressive stage* wherein he daubs, scribbles, or molds abstract or symbolic patterns and tells remarkable stories when asked about them.

Third is the *realistic stage*. Here his work begins to take on recognizable form although he may give little consideration to proportion and line. As he develops he may reach a stage where he becomes dissatisfied with his work — usually in fourth grade — and seeks aid from his teacher.

Art instruction requires a creative teacher, one skilled in art expression and sensitive to each child's creative ability. A child's growth is measured in relation to his own achievement. Development is not forced before maturity because this is not only wasted effort but may retard growth. Teachers try to build confidence first; skills follow.

Parents may help in the art education program by providing materials at home with which children can work freely and imaginatively. For example, it is better to give children crayons or paint and blank paper than color books. Creative play leads naturally into creative art expression. If parents keep in mind that the process rather than the finished product is important, they will encourage individual development.

Art is a means of expression. Many children who are inarticulate find that drawing, painting, and constructing objects offer rewarding expression for their thoughts and feelings.

Art is not only a fundamental medium of communication but is also an aid in the well-rounded development of the child. It brings him pleasure and security as well as help in the clarification of his thoughts and experiences.

Madison schools do not set up exact standards of achievement in art for each grade since this would make the work stereotyped and restrict it to

prescribed subject matter. The work is motivated by the school and home interests of the child and materials suitable for his age level. His opportunity to use materials freely and creatively, his general background, physical development, abilities, and interests will determine his expression.

In every group there are children who show special interest in drawing or painting from observation; others find their best expression from their imagination. They may use paint or materials such as clay, wood, and wire, which can produce three-dimensional effects.

Art projects attempted by groups and individuals are too numerous to list, but a visitor to any school is made aware of these activities by the results on display in classrooms and in corridors. He can see that art contributes to the social studies, the language arts, school plays, operettas, parties, and athletic events. He would do well, however, to step into the art room where these objects are actually being created to catch the enthusiasm of pupils.

Madison's large well-equipped art rooms provide a desirable environment in which children may work freely with tools and materials. Here working areas are established so that children may work on projects singly or in groups. With the many art materials available, ideas may be interpreted in many different ways.

In general, art education aims to satisfy the demands both for appreciation and production in the unified program of the elementary school, the exploratory work of the junior high school, and the specialized activities of the senior high school. Art helps to integrate both the curriculum of the school and the personality of the pupil.

Art offers many opportunities for independent and group activities which call for attitudes of fair play, cooperation, tolerance, and respect for the rights and opinions of others. Decisions have to be made which stimulate thinking. Art work provides ample opportunity to develop good citizenship and an appreciation for the miraculous world in which we live.

To make art a living part of the school program is ever the aim, but to make it a living force for good in the lives of boys and girls is the goal for which Madison art teachers strive.

Summary

Features of the art program as pointed out in this report and pictured in the following pages may be summarized as follows:

1. Art is for everyone. Training in art provides individuals with a basic understanding of the principles of good taste in personal, home, and civic life through the study of color, line and form, and appropriateness for use.

2. Art is a recognized means of communication between individuals and groups, nationally and internationally.

3. Art provides a natural form of expression. Creative activity offers the child both a physical and an emotional outlet. His work is often a record of his feelings and moods. Therefore art has therapeutic value.

4. Art is a process as well as a product. The creative process rather than the end product is the important factor in the art work of children. Results often show in the attitude of the child rather than in his completed product.

5. Many types of materials and skilled guidance encourage creative development of children.

6. Art correlates with many areas of the curriculum. Art contributes to work in the language arts, social studies, and also to extra-curricular activities. In turn art is enriched by ideas from literature, history, and science.

7. Development of creative abilities leads to worthy leisure-time activities and sometimes to a vocation.

8. Art is a socializing activity. Sharing materials and tools, working together for a group project, and developing appreciation for the work of others encourage democratic growth.

9. Art stimulates the power of observation and provides a basis for appreciation. During his school years the child should be guided in the habit of observing so that he will come to enjoy more fully beauty in the world around him.

10. Art is all about us, enriching life and making it more pleasant.

DRAWING AND PAINTING

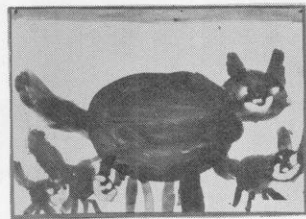
Pupils of all ages like to draw and paint. The young child finds joy in scribbling and daubing colors on his paper. This may be mere physical activity or a way of expressing his feelings and thoughts which only he can interpret. Later he draws recognizable shapes of people, animals, houses, and trees. Through continued experience in drawing and painting he learns to "see" more interesting shapes and colors in the world about him. He begins to think about his work in terms of proportion, quality of line, perspective, composition, color, and subject matter. Gradually he grows in skill and appreciation and continues to enjoy drawing and painting as a leisure-time activity or as a vocation.



Finger painting is exciting. Fingers, fists, the whole hand, and even the forearm are brought into play.



With brush and paint a first grader can quickly tell about his pets.

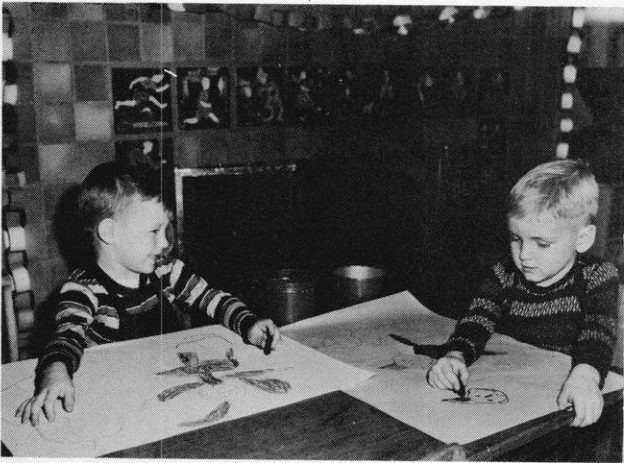


Large paper, large brushes, and bright paint stimulate the small child to art expression.





Children's art is always remarkable for its freedom and charm. Each youngster has his own idea to put on paper, his own way of doing it.



After a period of scribbling which only the young child himself can interpret, he begins to draw shapes that others can recognize.

Every picture displayed means shared enjoyment.



Art enriches the social studies program. For this mural third graders pinned Mexican clothes to the board and painted heads and limbs to complete life-sized figures.



Making a mural calls for cooperative effort.

Home encouragement of art interests helps the child to develop confidence and skill.



A third grader's love of horses and of drawing enlivens the study of ranch life.





Elementary school pupils demonstrate their art interests in a "Program of the Arts" for the PTA.

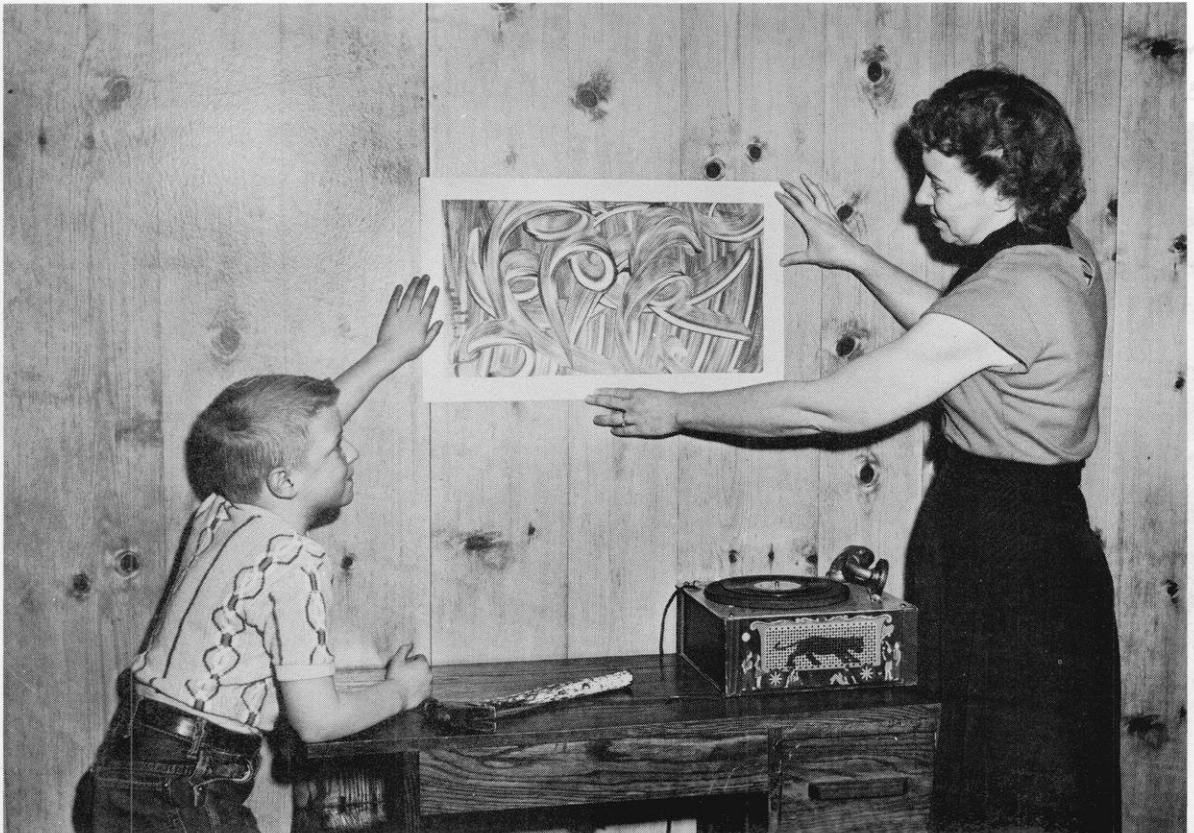


All children serve on the clean-up committee during the year.



First-hand color knowledge comes from blending paints.

Displaying a child's art work at home gives him a sense of pride in achievement.



When the child reaches the stage where he wants to draw better figures, animals, and birds, the teacher shows how easy it is.



With planning and teamwork fifth grade pupils paint a circus mural to decorate their homeroom.



Making a crayon etching includes drawing a design in color, covering it with a dark-colored crayon, and etching or scratching the final composition with a sharp tool.



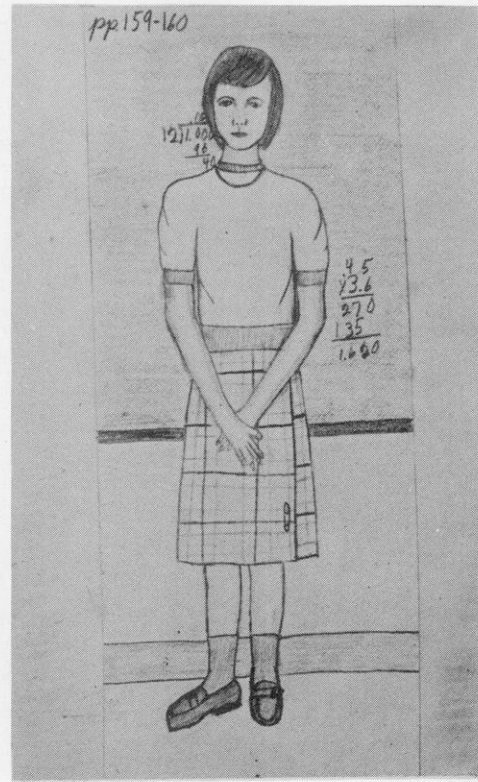


Sketching from observation and painting from memory stimulate interest in one's surroundings.



Entries for the Salon of School Art are considered by an art teacher and the supervisor.





Sketching helps to develop the power of observation.

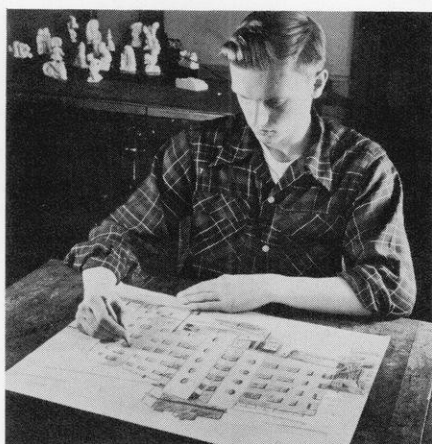




Looking at paintings on a filmstrip, viewing a collection of original paintings, and seeing the work of other pupils is inspiring.



As pupils advance in their art interests, they may choose subjects from the realistic to the abstract. They apply the principles and techniques of art which they have learned.

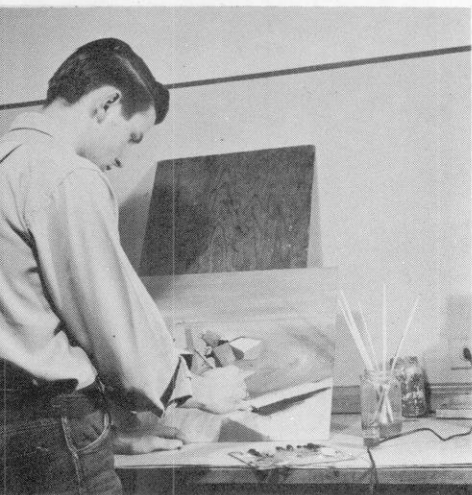


Sketching a building calls for knowledge of the rules of perspective, which many pupils find fascinating.

Some pupils find fashion designs more to their taste.

Other pupils have a flare for textile and wallpaper designing.





The pupil experiences a thrill of achievement when he advances to painting in oil.

Pupils think about ideals of freedom when making posters for United Nations Day.





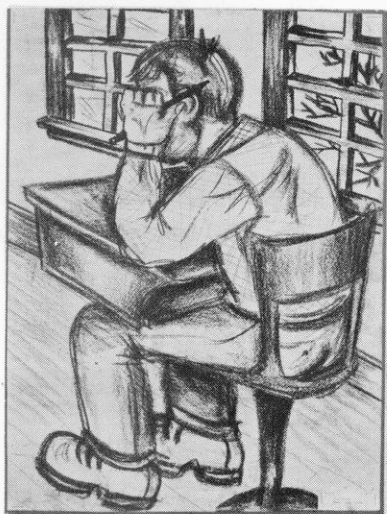
Water color painting may be delicate or bold, depending on the interpretation of the pupil.

Techniques of commercial art are employed in making posters.





This charcoal sketch of a classmate was displayed in the Salon of School Art.

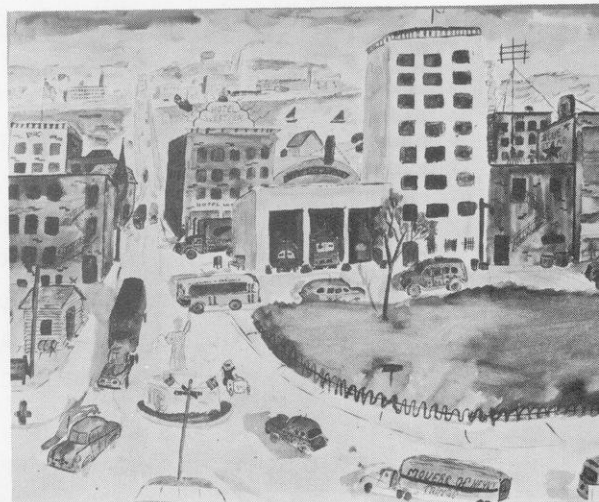


Viewing exhibits at the University gallery brings interest in techniques used by mature artists.

A school art club enjoys the privilege of visiting the studio of Aaron Bohrod, artist-in-residence at the University of Wisconsin.



Shown in these paintings are the different effects of water color applied to wet and dry paper.

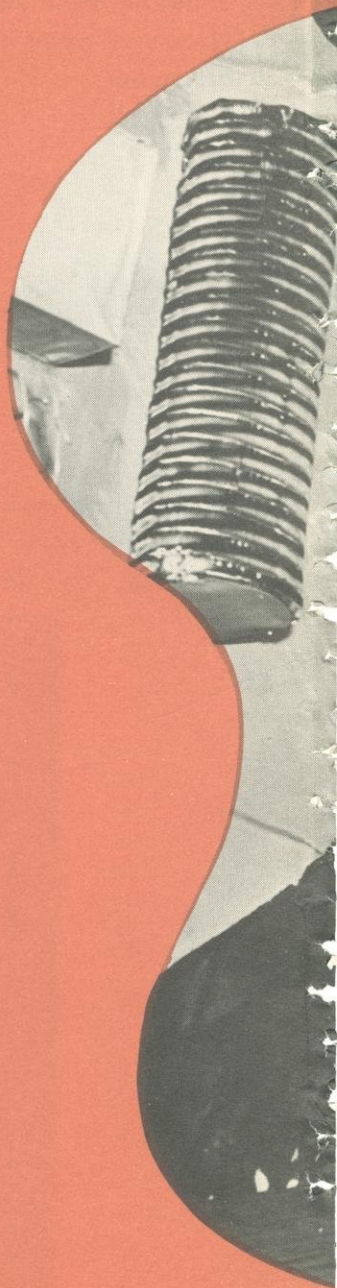


In their free period a group of advanced art pupils paint a mural, "The Spirit of Carnival," for the club and exhibit room.



DESIGN AND CRAFTS

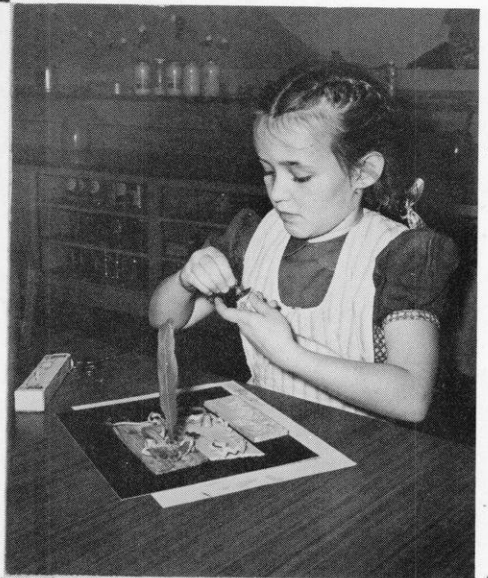
Good design is a pleasing arrangement of line, space, and color as applied to a particular material. As pupils work with craft materials they gain an appreciation for design and workmanship not only in the things they create but in all well-designed articles. They learn that an object should be useful and beautiful and should bring out the best qualities of the material. More than this, they learn that originality and inventiveness are essential qualities of good craftsmanship.







Discarded materials from home scrap boxes become treasures to the young artist who is concerned with beautiful color and texture.



Our Animals

First we brought some boxes,
A big one for the body,
A small one for the head.
Then we made some legs.
Mother's old hat made
A fine pair of ears.
We glued on the eyes
And we nailed on the legs,
And then we were finished!

—Grade 2



It is difficult to tell who experiences the greater thrill at PTA meeting, parents or proud children showing their original tree decorations.



Making string bags for marbles and jacks helps these second grade pupils to develop coordination.



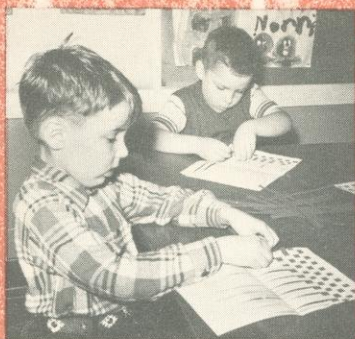
Out of a need to strengthen hand muscles comes a sensitive modeling of this boy's pet cat. Orthopedic children have regular art classes.



In a creative project, a fifth-grade group wrote a play, made puppets and backdrops, and presented the show to parents.



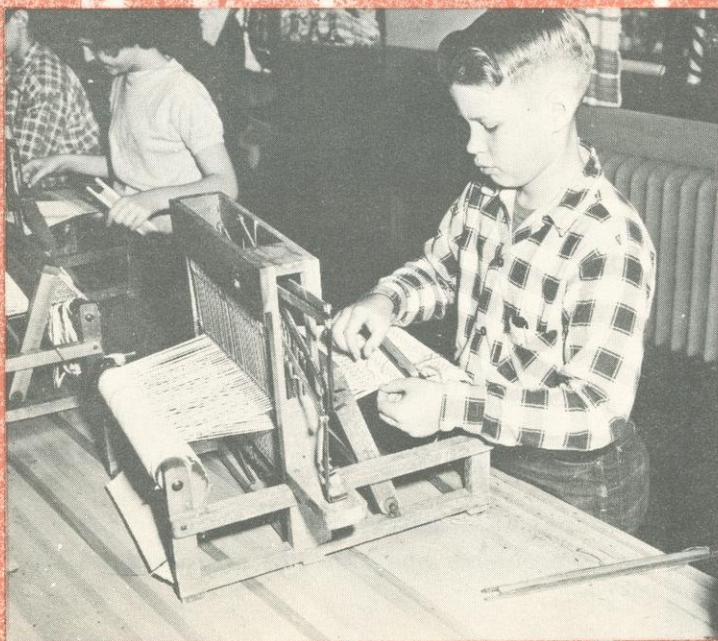
Besides imagination, pupils used wire, wood, papier maché, cloth strips, and paper picnic forks to make these puppets.



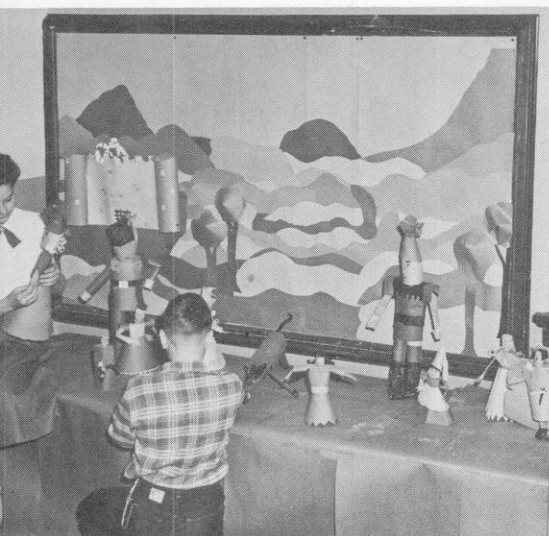
Finger skills grow with such activities as paper weaving.



Weaving appeals to both boys and girls. They enjoy making colored mats, which will add interest to the family table.



A weaving project includes making the design, choosing the right color, threading the loom, and weaving the material.



Making knights and ladies and castles in paper sculpture helps children to visualize life in another era.



Every child's work is displayed in classroom or corridor many times during the year.



In paper construction the pupil must meet and solve problems which do not arise in flat work.



Hallowe'en masks can be made of layers of newspaper strips dipped in thin paste and molded on the face, then dried and painted.

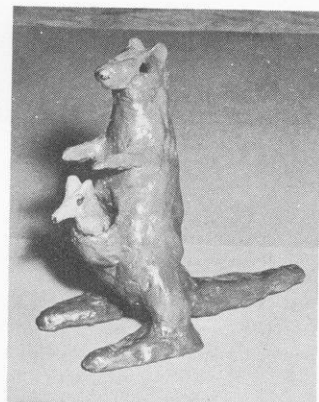
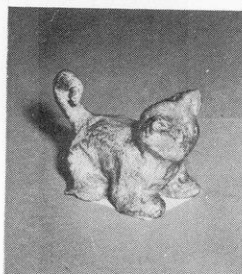
Sixth grade pupils create a giant Easter card for children in the orthopedic hospital.





Clay, an inexpensive plastic material, is an ideal medium for creative expression.

From an amusing animal or a useful dish modeled of clay becomes permanent when fired. Some elementary schools have small electric kilns to fire the clay creations.



A colorful piece of ceramics emerges after glazing and firing a second time.





Interest in a creative hobby often contributes to better mental health.



The good designer is original, inventive, and truly creative. These draperies will bring color and charm to the school playroom.

A practical project such as making lamps provides a number of experiences — an excursion to the woods, securing the birch from the owner, preparing and wiring the lamp base, and selecting an appropriate shade.

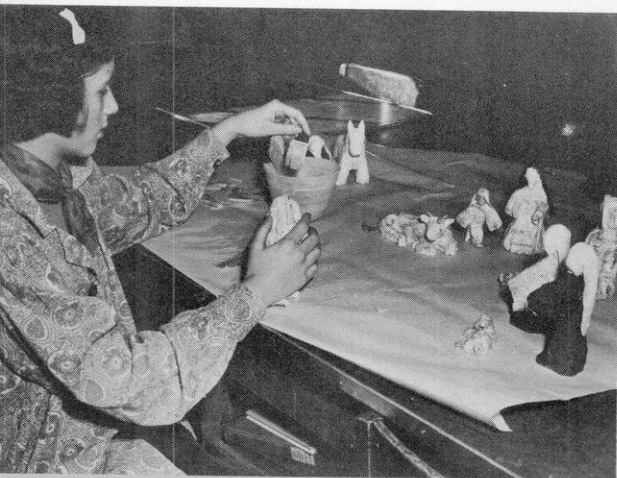




Original table decorations will make the class party more festive.

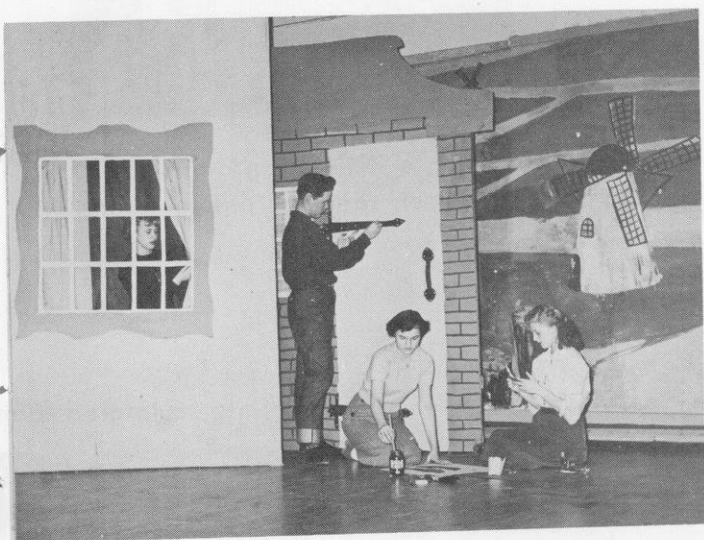


Each junior high art class judges its safety posters on the basis of message and technique.



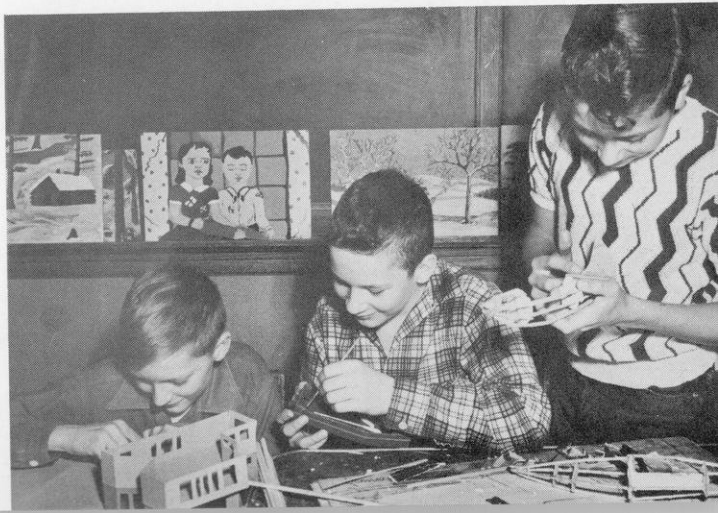
In modeling forms for a temporary decoration such as a Christmas creche, the young artist uses papier mâché, which is bits of paper and thin paste.

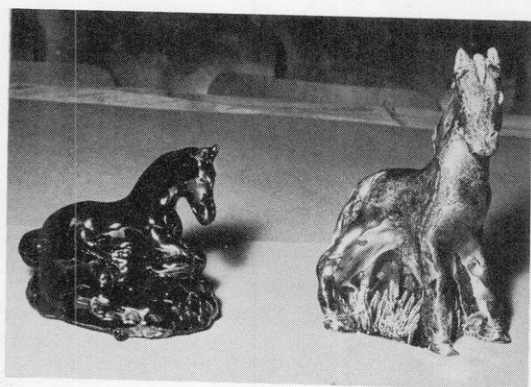
Added appreciation comes to the young craftsman upon viewing an exhibit of adult work.



Art pupils design and construct stage settings which create a suitable background for the school operetta.

Junior high school boys are always interested in crafts. They first make designs for their projects.





Making a decision on what to model in clay and following the idea through to completion are equally important.



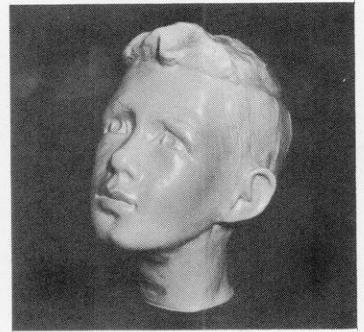
To turn out a finished product on a potter's wheel requires patience and persistence.

miculite, a mixture of cement and insulating material, may be easily carved into sculptured forms.





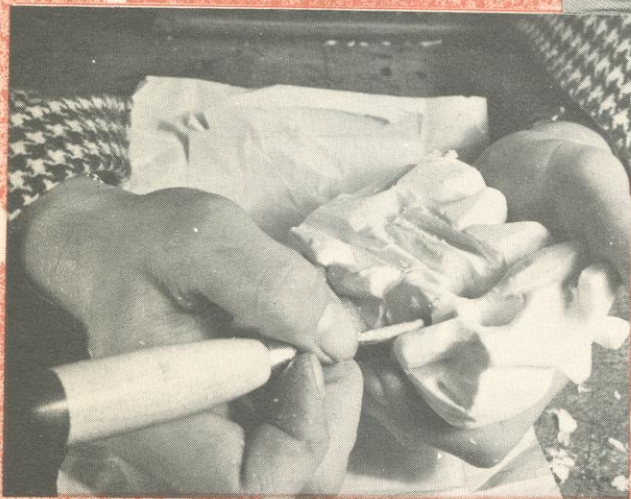
Modeling a portrait from life and making a plaster cast is enjoyed as an advanced problem. Taking the head from the mold climaxes the pupil's experiences in clay modeling.



Ingenious pupils use art skills to enrich work in other courses. Four girls made puppets at home and presented scenes from "The Taming of the Shrew" to their English class.



Soap sculpture gives the pupil a chance to work in three dimensions—height, width, depth.



Each group of figures has been carved from a single bar of soap.



Learning to design and block print a Christmas card is a skill one can use year after year.





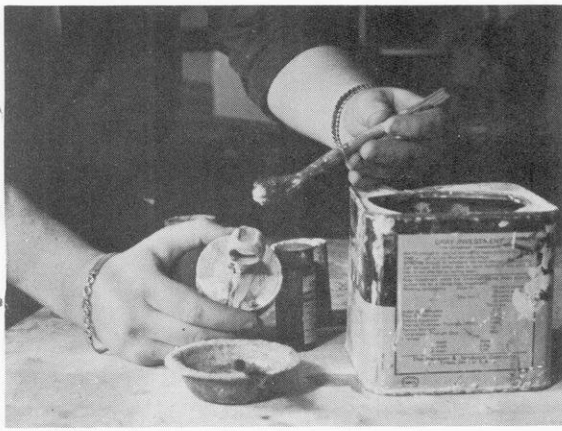
In art metal pupils create in a new medium. Sheets of silver, copper, and brass become functional, decorative objects through their efforts.



Cutting and polishing semi-precious stones brings the satisfaction of making a colorful accent for pin or ring.



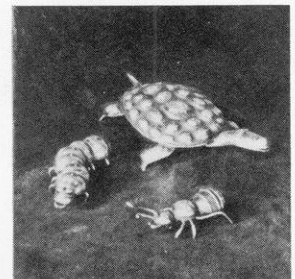
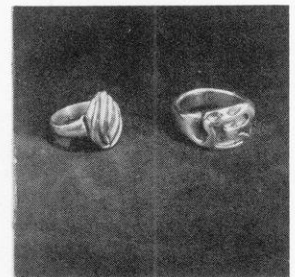
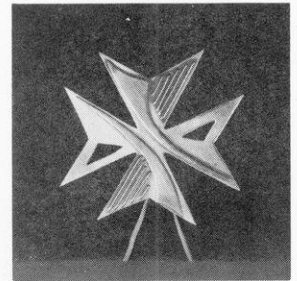
Enameling is a fascinating process demanding careful preparation. Chunks of colored enamel are ground to a powder, sieved on to the metal article, and baked in a kiln.



Dental casting methods are employed in the construction of jewelry. Here a wax ring pattern is carefully coated with plaster to insure perfect results.

More plaster is poured over the wax pattern, which has been placed in a container.

After a drying period, the wax is melted out leaving a hollow mold ready for the molten silver.





All about us is plant growth which is interesting in line and color. Art pupils make flower arrangements for the art room and school library.



Textile painting interests girls in their study of interior decoration. Here they apply their designs to wall hangings for the Junior Red Cross.

To choose simple, smart design which improves one's appearance is an art.



Leather tooling and carving require good design and craftsmanship



Parents and pupils admire table decorations made in art class for the athletic banquet.



Development of the Art Program

Since 1857 art or "drawing," as it was first called, has been a part of the curriculum of the Madison public schools. As was the trend in those early days, its presentation was quite formal and set. Drawing cards and books were furnished classroom teachers so that pupils would have uniform instruction in rules of perspective, drawing, and shading.

Records show that in 1888 the superintendent arranged with the teacher of history and mathematics to include drawing in her schedule in the hope that more satisfactory work might result. Two years later, in 1890, a special teacher of drawing was recommended by the superintendent to give instruction in the high school and to supervise the work in the grades.

In the annual report for the year 1893-94 the art teacher stated:

"The interest in drawing has increased as the pupils have been led to see that drawing does not mean the copying of pictures, but that it is the foundation of all mechanical industries. While training the hand, I have endeavored to awaken their knowledge and appreciation of the beautiful. . . . The teachers have united with me in the effort to combine the drawing with other studies, and in some instances the results have been most satisfactory. . . ."

Thus many years ago art work became recognized as useful and basic in the curriculum which endeavored to meet the needs of Madison children.

As the school system grew, the staff of those trained in the teaching of art was enlarged. With the establishment of the six-year elementary school, art rooms were provided. This made it possible for children to experiment with a greater variety of art materials than had been possible in the regular classrooms.

High school art also changed. In the early days only those pupils who were supposed to have special talent were encouraged to elect art. Since the development of junior high schools, however, all pupils are introduced to many art mediums as part of the exploratory program. Those who develop special interest in art, either as a hobby or as a vocation, have the opportunity to elect further work in senior high school. Here they learn new techniques and more skillful handling of materials.

Community Relations Through the Years

Madison parents have played an important part in the development of art in the public schools. In 1902 members of the education department of the Madison Woman's Club, wishing to establish a closer relation between parents and teachers, became interested in schoolroom decoration. The Madison Public School Art Association was incorporated under the laws of the state in 1905 with the following objectives:

- "1. The fostering of art education in the public schools of Madison.
2. The artistic improvement of public school buildings and

their equipment in said city.

3. The obtaining and holding in trust for the public schools of Madison works of art and the placing of the same in the various school buildings of said city."

Committees of parents and teachers worked with the Board of Education to purchase works of art for the schools and to have classroom walls tinted. This work stimulated interest in good art as well as in school affairs. By 1909 each schoolroom had at least two pictures and a cast of good sculpture. All of the buildings were in better condition as to cleanliness and attractiveness, according to the report of the Association.¹

In 1913 the Madison Public School Art Association voted to discontinue its work and to transfer ownership of all pictures and casts to the Board of Education. The Board later approved a public school art committee to select pictures for the schools. This committee still functions.

Since 1931 the Madison Art Association has sponsored the annual Salon of School Art in a centrally located gallery. The paintings, graphics, and crafts receive as careful consideration by the judges as those of an adult show. Serving as judges have been members of the University of Wisconsin art staff and artists-in-residence, Aaron Bohrod and the late John Steuart Curry. Mrs. Joseph C. Ford has generously assisted the Association in carrying out Mr. Curry's wish that many small monetary awards be given each year.

Another phase of the contribution of the Madison Art Association to the youth of the city is the loan of its permanent collection to the Madison schools. This makes it possible for pupils to see and enjoy original works of art.

Some members of the Association have sponsored a summer class during the past three years for talented pupils recommended from eighth grade classes.

For the past 14 years the Lion's Club, interested in a safety program for youth, has sponsored the making of safety posters by junior high school pupils.

The art department of the Woman's Club yearly encourages pupils in eighth grade art classes to work on a project in memory of Helen Farnsworth Mears, a Wisconsin sculptress.

For several years the East Side Business Men's Club sponsored poster making with the theme Better Homes and Gardens.

Art classes of all levels for many years have contributed their handicraft in the Junior Red Cross program to cheer hospitalized veterans and other patients.

These contacts with adult groups often bring greater importance to a pupil's art efforts in his own eyes. He sees that art has a place in the consideration of many people.

¹Catalogue of Pictures and Casts in the Public Schools, Madison, Wisconsin, 1913.

Interior Decoration of Schools

That the early training of the child's sensitivity to beauty will bring him lasting satisfaction has long been the conviction of art teachers. Attractive and functional school interiors are therefore important. In the interest of greater cleanliness and order and more pleasing color, the art department has cooperated with the Board of Education, school staffs, and sometimes pupils as well, on interior decoration.

Pupils contribute to make interiors of schools attractive in a number of ways. Their art work is constantly on display. They also make murals for bulletin boards and sometimes for walls of auditoriums or activity rooms. They designed decorative tiles for kindergarten rooms and corridors of three large elementary schools which were completed in 1940.

Future Possibilities

Consideration should be given to the possibility of extending the art program to include summer classes, particularly for high school pupils, and of expanding the adult program which has been started as a phase of the recreation program.

Many high school pupils find it impossible to elect art during the school year because of the pressure of college-entrance and other requirements. For such pupils summer is an admirable time for the study of art.

Crafts now occupy an important place in the summer recreation program for younger children. For this group the program might be extended to include painting and drawing.

Although art courses are offered in the Vocational and Adult school, art metal and ceramics have been introduced into the Board of Education evening community center program for adults. This program might be expanded to include such courses as drawing and painting, home planning and decoration, and design as a basis for such crafts as silk screen and block printing, textile painting, wood and vermiculite carving.

Such an expansion would allow many more adults to continue the study of art which they enjoyed in the Madison public schools. It would, furthermore, give recognition to the increasing values now placed on art activities as a means of creative expression, broadening social contacts, and releasing the tensions of modern living.

FOR THE RECORD

Midvale School

Midvale was the name selected for the new west side elementary school at Board meeting August 28, 1950.

More than 500 children enrolled at Midvale on opening day, September 10, 1951. During the week preceding opening day, Principal Paul Olson held open house for the various grade groups so that they could see the new school including their own classrooms.

Formal opening for parents and other citizens took place on Sunday, September 16, in a program which included the dedication, laying of the cornerstone, and open house.

Midvale has 18 classrooms, three kindergartens, four special purpose rooms, a double gymnasium, and a combination auditorium and activity room with adjoining kitchen. The special purpose rooms include art, music, and science rooms, and the library.

Color is one of the factors which makes the school attractive. Pinks and greens tint interior walls, which are waylite blocks. Green glass chalkboards have been substituted for slate or blackboards. Colored asphalt tile floors, blonde woodwork, and natural furniture contribute to the light, attractive appearance of the interior.

The exterior is a long expanse of brick and glass broken by attractive entranceways. Landscaping and completion of play areas will further add to the attractiveness of this modern school and site.

Sherman School

Renovation of seven classrooms in the old wing of Sherman school was completed in time for school opening September 10, 1951. Classrooms in the new wing were ready for the transfer of pupils from other schools shortly after the end of the first semester. The library, gymnasium, and community center wing was completed in the spring of 1952.

Dedication and open house of the Sherman school addition took place Sunday, May 25, 1952, in the double gymnasium.

Color, light, and function have been the keynotes in the planning and building of the new addition and the remodeling of the old wing. Color abounds in the tinted walls and asphalt tile floors. Wide windows and simple indirect lighting fixtures provide well-lighted rooms. Adding to the light appearance of the rooms are natural furniture and blonde cupboards.

The new addition includes nine classrooms, kindergarten, art room, music room, library, and double gymnasium. Cupboards, shelves, bulletin boards, and green glass chalkboards help in classroom organization and work. Primary classrooms also have sinks.

Grading and landscaping will add to the exterior attractiveness of the light brick building, which is situated on grounds with full-grown trees.

At the end of the 1951-52 school year, 420 children were enrolled at Sherman school and 520 were expected in the fall.

School Bond Issue

At the meeting February 19, 1951, the Board of Education voted to request the City Council to issue \$2,474,000 in bonds to finance the construction of schools and to purchase land and equipment. The Board also voted that the city attorney be requested to prepare a resolution for submission to the City Council initiating the bond issue and providing for a referendum vote April 3.

Madison citizens subsequently approved the school bond issue by a vote of nearly four to one. The building program will provide classrooms to take care of the bumper crop of post-war babies.

Harding Site School

The Board made tentative plans for a new school on the Harding site soon after voters approved the referendum for additional classrooms in April, 1951. Law, Law, Potter, and Nystrom were appointed architects September 4.

But shortage of critical materials delayed construction for a time. Finally the federal government approved the use of steel for schools in the first quarter of 1952.

Final approval for the one-story elementary school was given March 3, 1952. The building will include 12 classrooms, two kindergartens, music, art, science, and activity rooms, a library, and a gymnasium with boys' and girls' locker rooms.

Bids were opened April 17 and let May 5, and construction was begun May 13, 1952. The building will cost \$684,179 plus an estimated sum of \$156,544.80 for equipment and other necessary expenses.

Property Changes and Additions

Sherman Area

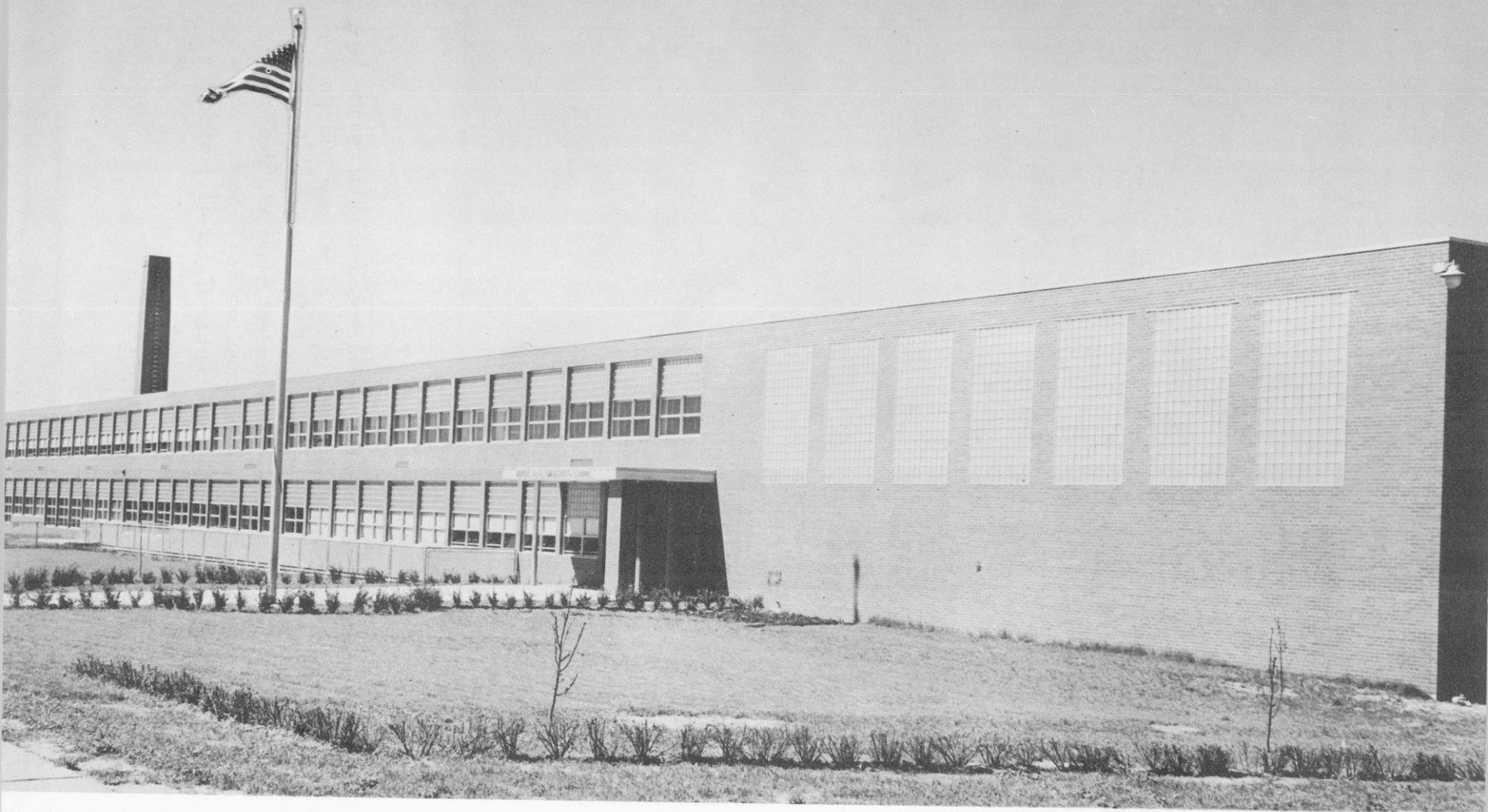
At the meeting August 7, 1950, the Board of Education voted to request the City Council to improve the Sherman school area as follows: to close Spohn Avenue from Ruskin Street to Sherman Avenue; and to acquire additional property to "square out" the southwest portion of the playground.

Negotiations proceeded throughout the year. Spohn Avenue was eventually closed and a walkway for pedestrians built from Ruskin Street to Sherman Avenue. With funds from the Sherman school bond account, the City Council purchased part of Block 9 and acquired the platted portion of Kropf Street at a total cost of \$6,934.66, May 25, 1951.

During the summer approximately 35,000 cubic yards of fill were moved from Truax Field to level the playground.



Board members, city officials, parents, teachers, and children congregated for the dedication and cornerstone laying of the new Midvale school September 16, 1951. In the picture, Dr. R. W. Huegel, chairman of the Board's building committee, and President Glenn W. Stephens stand at the microphones. In the background are Ray F. Sennett and Alex H. Younger, Board members, and Herbert C. Schenk, president of the City Council and former Board president.



New Midvale school



Classroom wing of new Sherman school addition



The cornerstone of the new Sherman school addition was laid February 18, 1952, and dedication ceremonies were held in the new gymnasium May 25, 1952. Kneeling in the foreground of the picture are Dr. R. W. Huegel, chairman of the Board's building committee, and Principal Anthony A. Farina. Standing left to right are Mayor George Forster, Herbert J. Schmiede and President Glenn W. Stephens, Board of Education members, Art Maas, construction superintendent, Herbert C. Schenk, president of the City Council, Mrs. Edward J. Samp, Board member, George H. Reger, alderman of ward 18, and Prof. Erwin A. Gaumnitz, Board member.

Harding Site

At the meeting April 16, 1951, the Board voted to request the City Council to annex to the City of Madison for all purposes the Harding site located near Walter Street, between Tulane Avenue, and Richard Street (extended) in order to permit the Board to begin school construction.

At the request of the Board of Education the City of Madison purchased three and one-half acres of additional property for the Harding site, according to a report to the Board September 17, 1951. The sum of \$3,494.80 was paid from the school bond fund for the property.

Preparation of the Harding site through removal of trees and stripping and stockpiling of dirt was approved by the Board August 23, 1951.

Madison Square Tract

Representatives of the Board of Education met with the Park Board October 3, 1951, to discuss general plans of the two Boards for the use of the Madison Square tract of land between Johnson Street and Pennsylvania Avenue. By unanimous informal consent, the joint group approved of the two following steps:

A recommendation as to the area to be included and a detailed plan for the development and use of the area to be prepared by James Marshall, representing the Park Board, Glenn T. Holmes, representing the Board of Education, and Walter Johnson, city plan engineer, and presented to both Boards for consideration;

A joint resolution to be submitted to the City Council by both Boards for the dedication of the area for park and for school playground purposes.

The resultant resolution by the City Council was re-submitted to the Board of Education November 5, reserving specified parcels for the Board for school purposes and other parcels to the Park Board for park and recreational purposes. The resolution also provided that the city proceed with acquiring additional land to round out the areas and dispose of other lots by way of trade.

Annexations to the City

Annexations to the city since June 9, 1950, are as follows:

Oak Park Heights.....	September 8, 1950
(Hilltop Drive)	
Park Lands	September 22, 1950
(West of West Side Park near belt line)	
School Property	September 22, 1950
(District 8, Radke and Worthington)	
Lake View	October 13, 1950
(West of Blackhawk Park area)	
Lands in Gardner Plat.....	January 12, 1951
(East Washington near Truax)	

Lands in Sec. 31.....	February 9, 1951
(Near belt line and West Side Park)	
Horstmeir Property	February 9, 1951
(Off Mineral Point Road west of Midvale)	
Oak Park Heights	February 22, 1951
(Off Mineral Point Road west of Midvale)	
Harding Site	April 26, 1951
(Off Tulane in Walterscheid area)	
Hatfield Property	May 25, 1951
(South of Odana Road near Gately Terrace)	
Tilton-Midland Plat	September 13, 1951
(Harding site to Walter Street)	
Oak Park Heights	October 25, 1951
(Between Odana Road and Tokay — Woodside West)	
McKenna Addition	November 8, 1951
(Hammersley Road south of belt line)	
Pipers Woods	May 21, 1952

Summer Session Classes

Junior-Senior High School

Enrollment in the 1950 summer session at Central high school totaled 234. Of these 204 were local residents. The summer session was administered by the University extension division and sponsored by the Board of Education.

During the summer of 1951 enrollment increased to 345 pupils.

Driver-Education Program

During the summer of 1950, 205 pupils took the driver-education course. Of these three did not complete the course, three took classroom instruction only, and those who previously had classroom instruction took only behind-the-wheel training.

Eight teachers instructed 11 groups, two of which were early evening groups since pupils had day-time jobs. Fees were \$3 per pupil except for non-residents who were charged the approximate full cost of \$25 per pupil.

Enrollment in the program in 1951 increased to 267 pupils. All pupils but one completed the course. Eight teachers instructed. Provision was again made for early evening classes for 80 pupils who had full-time jobs.

Orthopedic Program

In the six-week summer treatment program at Washington orthopedic school in the summer of 1950, 40 pupils received physical therapy. The program was financed largely by the state.

Classes for the Deaf

A total of 18 children, 10 in the forenoon and 8 in the afternoon, at-

tended summer session classes for the deaf at Lapham school during the summer of 1950. The cost was paid by parent fees and the Madison Community Chest.

Funds were made available by the state department of public instruction for a similar program during the summer of 1951. Enrollment totaled 17.

New Courses for Central High School

Central high school added a trade and technical course, a course in merchandising, and a course in shop mathematics to the program the second semester of the 1950-51 school year, with approval of the Board of Education. The program was offered in cooperation with the Vocational school.

In a report to the Board October 15, 1951, Principal Earl D. Brown stated that 81 pupils were enrolled in the trade and technical courses. Enrolled in the exploratory program of the courses were 29 junior high pupils.

Better Bicycling Booklet

Booklets titled *Better Bicycling* were printed and distributed at no cost to intermediate grade pupils for use in the bicycle safety program, with the approval of the Board January 22, 1951.

Senior High School Movie

Robert Reick, chairman of the MEA movie committee, showed the Madison senior high school movie to the Board at the meeting November 5, 1951. The movie had been photographed and edited by the movie committee. A sub-committee wrote the script.

This movie is third of a series, which also includes elementary and junior high school silent movies in color. The project was jointly sponsored by the Board of Education and the Madison Education Association.

School Transportation

Following is the school transportation program approved by the Board for the 1950-51 school year:

East side children from Truax Field, Sherman Park, Superior Street, Oak Park trailer camp, Tilton Terrace (now Sherman Terrace) to Emerson, Lapham, Lincoln, four buses per day;

West side children from Findlay Park, University Park, north Sunset Village, East Hill camp, and Indian Hills to Randall, two buses per day;

Handicapped children, three buses per day plus four cars.

The transportation program for the 1951-52 school year was as follows:

East side children from Truax Field, Sherman Park (first semester), Superior Street, Oak Park trailer camp, Sherman Terrace to Emerson, Lapham, and Lincoln; from Walterscheid, Olbrich, Lake View (kindergarten only) to Marquette, five buses per day;

West side children from Findlay Park, University Park, north Sunset Village, East Hill trailer camp, Indian Hills, Blackhawk Park, Mohawk Park, University farm to Randall and Dudgeon, three buses per day;

Handicapped children, three buses plus cars.

Change of Boundaries, Longfellow

For the safety of the children, the Board voted July 16, 1951, to shift the area south of Ridgewood and west of Park Street to the Longfellow school district from the Franklin district.

Revision, Policy on Advertising and Free Materials in the Schools

Following is the revision of policy on the use of free materials and advertising in the schools, adopted by the Board June 4, 1951:

1. That no material carrying advertising shall go directly into the hands of pupils;
2. That principals and teachers may accept or reject wall calendars carrying advertising as they choose;
3. That bulletin boards in the schools are to be used only for posting of notices of school activities and for matters relating directly to the educational program of the Madison schools.

Pamphlets and films, filmstrips, recordings, charts, posters, etc., published by commercial firms or associations of particular industries are not covered by this policy and are approved for use in the schools if they meet the following conditions:

Contain information not obtainable from the usual publishers of textbooks and other educational materials;

Contain nothing that could be construed as advertising other than the name of the firm or the association as the publisher of the material;

Are approved prior to use in the schools by a committee set up for this purpose.

This committee shall screen material submitted to it for possible use in the schools and shall make periodic reports to the Board of Education as to materials approved and rejected for use in the schools.

Policy on Closing School for Storms

Except for very unusual weather conditions, schools will remain open, according to the consensus of the Board December 18, 1950. Emergency closing of schools is costly since expenses for operating schools continue but little or no service is received. Moreover, schools must be in session 180 days in order to qualify for state aid. Principals expressed the opinion that schools should remain open if 75 per cent of the pupils were able to attend.

Scholarships and Gifts

Gisholt scholarships and awards for senior high school boys in industrial education at Central, East, West, and Wisconsin high schools were accepted by the Board May 21, 1951. Included are the Gisholt Industrial Education Scholarship, \$100 each to four boys, and the Gisholt Industrial Proficiency Award, \$25 each to four boys.

In memory of their son Paul, former pupil at Washington orthopedic school, Mr. and Mrs. Paul Thomas presented a TV set complete with installation to the school. The Board accepted the gift with gratitude at the meeting April 7, 1952.

Two other memorials presented to the orthopedic school in the spring of 1952 included the World Book Encyclopedia in memory of John Salchenberger, Shriner, and educational toys to develop hand skills in memory of F. H. Runkel.

Other gifts to the orthopedic school during the last biennium for special equipment and materials for the children are as follows: Brace Loan, \$206.50; Pythian committee, \$200; Dane County Unit for the Disabled, \$75; Madison Zor Shrine, \$95.

During the last biennium the Board has accepted from the Roundy Fun Fund to purchase equipment and to provide social activities for all handicapped children, \$1,247, 1950-51; \$1,250, 1951-52. Roundy Coughlin also gave \$27 to transport handicapped children to the Patrol Boy program each of the last two years.

From the Soroptimist Club, the Board accepted with gratitude the sum of \$345.37 in June, 1951, and \$838.65 in June, 1952, to be used for special equipment and services for the deaf and hard-of-hearing children.

In the spring of 1951 the Exchange Club presented \$239.77 to be used for special equipment and materials for the children in the sight-saving room.

For emergency needs of pupils enrolled in Madison public schools, service clubs have made the following cash gifts during the biennium: Kiwanis, \$125, 1950-51; \$95, 1951-52; Rotary, \$150, 1951-52.

Married-Woman Restriction Removed

At the Board meeting July 16, 1951, all policies restricting employment of married women teachers were rescinded, effective September, 1952.

Special Summer Employment

Special summer employment for teachers during 1951 included the following:

Driver education; study of costs and supplies; research in child study; correction of experimental test papers in arithmetic; revision of the art course; preparation of texts and supplies for Midvale school; work on supplies and inventories; analysis of recreation costs; construction of shadow boxes for showing movies in daylight; checking and repairing musical instruments; and spray-painting slateboards.

Other summer work included the following:

Recreation jobs; work on the budget; completion of curriculum studies; repair of films; work on the textbook program; teaching instrumental music; maintenance and repair of furniture; and filing of cumulative record folders of graduates.

Class Loads

The average class load in the elementary school during the 1950-51 school year was 29 pupils and in the high school 28, according to a report to the Board December 4, 1950. High school classes in physical education and music were excluded from the survey. About 85 per cent of elementary classes and 62 per cent of high school classes enrolled from 25 to 35 pupils.

During the 1951-52 school year, the average class load in the elementary school was again 29 and in high school 28, excluding music and physical education classes. More than 80 per cent of the elementary grades and more than 50 per cent of high school classes ranged in size from 25 to 35 pupils.

Cost-of-Living Adjustments

City Council action in July, 1950, provided a flat cost-of-living increase for teachers of \$6.25 per month on a 12-month basis making the total COLA \$960.60 per year. The range of net increase for civil service employees was set at \$6 to \$7.50 per month.

Board action in January, 1951, granted a COLA of \$105 per year for teachers and transferred \$300 from COLA to basic salary in line with similar City Council action for civil service employees. Total annual COLA for teachers was then \$765.60.

In June, 1951, the Board granted members of the teaching staff a five-point COLA at the rate provided by city ordinance, effective July 1 or at the beginning of the 1951-52 teaching contract. This COLA amounted to \$105 per year or a total of \$870.60. The Board also concurred in the action of the Common Council in granting the five-point COLA to civil service employees.

The Board authorized a five-point COLA effective January 1, 1952, for civil service employees and teachers at the meeting January 7. For teachers this amounted to an increase of \$105 per year or a total COLA of \$975.60 annually. The Board also authorized the new civil service basic salary schedule granting pay increase for middle-bracket personnel.

At the meeting February 18, the Board concurred in the action of the City Council granting a COLA to civil service employees from \$4 to \$5.40 in ranges 1 through 8, effective and retroactive to January 1.

Changes in the Salary Schedule

In January, 1951, a joint committee of the Board of Education and Vocational Board made the following recommendations to the City Council in order that teachers receive salary adjustments in line with increases granted to civil service employees:

a. That \$100 across-the-board increase be granted on all salaries effective January 1, 1951, plus another \$100 across-the-board increase effective September 1;

b. That payment by the Vocational Board of additional salaries to meet health and hospital insurance premiums be terminated September 1;

c. That beginning basic salaries of the Vocational Board schedule conform to those of the Board of Education.

The joint committee also recommended that in line with action transferring \$300 from COLA to the basic salary for civil service employees, \$300 be transferred from COLA to basic salaries for teachers.

At the meeting February 5, 1951, the Board of Education voted to increase the maximum salary in the teachers' salary schedule for those having a bachelor's degree \$100 for the 17-18 year of service. This action brought the Board's salary schedule and that of the Vocational Board into agreement.

Following action by the City Council January 12, 1951, the revised teachers' salary schedule was approved March 2, 1951, by the Board, effective the next school year.

Substitute Teachers' Pay

The Board established the salary rate for substitute teachers for the year 1950-51 at \$9.50 per day at the meeting August 28.

By action of the Board May 7, 1951, substitutes who teach for a period in excess of 20 consecutive days shall be paid at the rate of the minimum basic salary for his classification plus cost-of-living adjustment.

Substitute teachers' pay was increased to \$11 per day for teaching less than 20 consecutive days by the Board of Education September 4, 1951.



Sixty-five new teachers of September, 1951, and the superintendent pose for a news photo. Approximately 20 new teachers in addition to the regular replacements will be needed in each of the next two years to take care of increasing enrollment, particularly in the primary grades.

Payment of Re-Employed Retired Teachers

At the meeting February 19, 1951, the Board adopted the following policy for the payment of retired teachers who might be recalled to service temporarily:

That retired teachers who are temporarily re-employed on an emergency basis for a period of one semester be compensated at an annual rate equal to his last basic salary without the cost-of-living adjustment.

Exchange Teachers

Esther Gerling, West physical education teacher, exchanged positions with Mary Edwards, Ponty Pridd, South Wales, for the 1951-52 school year. Miss Edwards visited the Board December 3 and told about the educational program in the British Isles.

New Rental Rates for Schools

In establishing new rental cost rates for the use of schools, July 5, 1950, the Board of Education was guided by two policies as follows: to encourage the use of schools by tax-paying citizens at fair rates; and to prevent use of funds allocated for the education of children for subsidizing outside organizations in their use of schools.

Following are the new rates with minimum charges of three hours for auditoriums and two hours for gymnasiums. An increase of one-third is added for Saturdays, Sundays, and holidays in winter months, October 1-April 15.

	Summer 4/15 - 9/30	Winter 10/1 - 4/14
Central, East, West		
Auditorium, without stage ..	\$30.00	\$50.00
with stage	40.00	60.00
Gymnasium	30.00	40.00
Franklin, Longfellow, Lowell, Nakoma, Randall		
Auditorium, without stage ..	14.00	20.00
with stage	17.50	25.00
Gymnasium	14.00	20.00
Emerson		
Auditorium, without stage ..	17.50	25.00
with stage	21.00	30.00
Gymnasium	14.00	20.00
Lapham, Marquette, Washington		
Auditorium, without stage ..	21.00	30.00
with stage	24.50	35.00
Gymnasium	14.00	20.00
Dudgeon, Lincoln		
Gymnasium	14.00	20.00

Policy on the Use of Schools for Benefits

The Board of Education grants the use of schools for benefits only when sponsored by local civic, charitable, religious, or educational organizations. These grants are made at the cost rate under Board policy adopted April 16, 1951. The Board requires a financial statement indicating receipts, expenditures, and the amount donated to the beneficiary.

Parent Tuition Rates

Parent tuition rates for the school year 1951-52 were established by the Board of Education September 4 as follows: grades 9-12, \$8.15 per week; grades 1-8, \$6.85 per week; and kindergarten, \$3.42 $\frac{1}{2}$ per week.

Proposed Metropolitan School District

A citizens' petition was drawn up January 19, 1949, requesting the consolidation of Madison city schools and 19 outlying districts for school purposes only. This petition was given a hearing following which it was overwhelmingly rejected February 18, 1949, by the municipal boards involved. The citizens' group after this rejection appealed on February 28, 1949, to the state superintendent of public instruction to reverse the decision of the municipal boards.

The state superintendent had the following alternatives: to sustain the decision of the municipal boards; to reverse the decision; to alter the decision. His action in any case would be subject to court review. It is questionable whether the action of the 1951 legislature requiring a referendum in both city and rural areas would apply in this case since action began in 1949.

Information about the proposed integrated school district was presented to the Board of Education by representatives of the state department of public instruction January 21, 1952. The Board adopted a resolution requesting the state superintendent to deny the appeal petition on the grounds of unfairness, poor social policy, legal complications, and as unnecessary to attain the goals desired. The communication was sent to the mayor and City Council.

A concurring resolution of the City Council on the consolidation of schools was presented at the February meeting of the Board.

In the proposed consolidation of Madison public schools with 19 outlying districts for school purposes only, the City of Madison *only* would bear the full responsibility for all future capital improvements in these areas.

These districts can annex to the city for all purposes and share in all the responsibilities as well as the advantages, in the opinion of Board members.

PTA Council Special Projects

Following presentation of the PTA Council survey of social activities of high school pupils to the Board April 16, 1951, President Stephens ap-

pointed Mrs. Samp as representative of the Board together with a representative of the guidance department to work with the special PTA committee in continuing its work.

In the spring of 1952 the high school services committee of the PTA Council distributed leaflets containing a party code of conduct for the guidance of parents of teen-agers. The committee also succeeded in securing bus transportation for pupils from games at Breese Stevens Field.

Working Mothers

In a city-wide survey, the department of child study found that 18.2 per cent of mothers were working in June, 1951, which was about the same as during World War II.

Report of the Child Study Department

Classes for Severely Mentally Handicapped Children

At the November 19, 1951, meeting, the Board authorized an experimental class for children with an IQ range of 35 - 50. Arrangements were made to hold the class in the South Side Neighborhood Center, Center and Taft Streets. Seven children were enrolled during the second semester of the 1951-52 school year with a half-time teacher and an assistant in charge. Substantial subsidy for this class is provided by the state department for handicapped children.

Summer Session for Children with Delayed Speech

Provisions for a delayed speech summer session at Washington school for children from all parts of the state was approved by the Board, June 2, 1952, at the request of the state department for handicapped children. The Board will be reimbursed in full by the state for this session.

Follow-Up Study of High School Pupils

A follow-up study of ninth grade pupils of 1944, begun in the summer of 1950 under the extended employment program, provided information in the following areas:

1. The educational status of former pupils;
2. The number of pupils who drop out of school and the reasons;
3. The occupational choices and adjustment of pupils who graduated or withdrew from school for any reason since 1944;
4. The college adjustment of pupils who graduated and attended college;
5. The reactions of former pupils to their high school experiences.

The study has implications for present and future planning for youth for high school years and afterward.

Education for the Homebound

Seven children received instruction at home on the recommendation of physicians the second semester of the 1951-52 school year. The Board approved the program of instruction of children homebound for physical reasons at the meeting January 21, 1952.

Report of the Curriculum Department

Curriculum improvement through teacher committees continued to dominate the activities of the curriculum department during 1950-52. A total of 16 committees made up of 124 teachers and principals were active in 1950-51; and 8 committees of 184 members, in 1951-52. As usual, meetings were scheduled only during the winter months from January to Easter, when classroom problems of content, methods, and materials were studied.

The arithmetic committee was large enough to divide into a number of subcommittees, each concerned with a special problem. The social studies committee, another large group, was organized by grade levels, working on a re-definition of learning experiences at successive levels.

Wherever possible, the outcomes of committee study were brought together in the form of bulletins for use by Madison teachers. The following bulletins intended for try-out in the classrooms were prepared in mimeographed form:

REFERENCE MATERIALS FOR SCIENCE IN THE ELEMENTARY GRADES
A SUGGESTED VOCABULARY OF MATHEMATICS for elementary grades
and junior high school

FUN WITH FIGURES for use with superior pupils

EXPERIMENTAL LIST OF POSSIBLE ACHIEVEMENTS IN MATHEMATICS —
JUNIOR HIGH SCHOOL

SOCIAL USES OF NUMBER for elementary grades.

BASIC PRINCIPLES OF MATHEMATICS FOR ELEMENTARY GRADES AND
JUNIOR HIGH SCHOOL

SUGGESTED FRAMEWORK OF SOCIAL STUDIES for elementary grades

Three other bulletins were printed in more permanent form. They represented a revision of materials prepared in earlier years and included:

CREATIVE WRITING IN THE PRIMARY GRADES

POSSIBLE ACHIEVEMENT IN ARITHMETIC — PRIMARY GRADES

POSSIBLE ACHIEVEMENT IN ARITHMETIC — INTERMEDIATE GRADES

Outcomes of other committee activity resulted in the submission to the superintendent of a policy regarding the teaching of controversial issues, the adoption of a new basic arithmetic series for the elementary grades, and the evaluation of 93 new books for supplementary purchase and use.

Distribution by sale of 2,806 curriculum bulletins in 1950-51, and of 2,314 in 1951-52 gives some indication of the demand for Madison's pro-

fessional materials. **THE USE OF CHARTS IN THE PRIMARY GRADES**, of which approximately 1,000 copies are sold annually, continues to be the most popular publication with **CREATIVE WRITING IN THE ELEMENTARY GRADES** promising to hold a close second place.

Report of the Department of Physical, Health, Safety Education, and Recreation

Physical Education

With the expansion of the city in population and area and with an increased enrollment in the schools, the physical education staff has been enlarged to 27 full-time physical education teachers. Time allotment for physical education averages as follows:

Elementary, grades 4, 5, 6, 135 - 150 minutes per week.

In some schools physical education teachers also instruct grades 1, 2, and 3. In addition intramural activity is offered grades 5 and 6 once or twice a week after school hours.

Junior high, grades 7, 8, 9, 90 - 135 minutes per week.

Intramural activity is offered to both boys and girls after school hours for all sports in season.

Senior high, grades 10, 11, 12, 90 - 135 minutes per week.

In addition there is an intramural and interscholastic program for all senior high boys and special activities such as playdays after school hours for girls.

Health

By action of the Board of Education, a chest X-ray is now required once every two years and recommended each year for all employees. This policy was suggested by the department of public health.

Following the recommendation of the Board of Education and of the committee on civil defense, classes were organized in standard Red Cross first aid and 338 teachers completed the course. The committee plans to teach first aid to junior and senior high school boys and girls during the 1952-53 school year. Instruction will be given by the trained teachers.

Safety

All fifth grade boys and girls took part in the annual bicycle-testing program. The local police department has cooperated in all safety projects during the school year.

All accidents, both major and minor, have been reported to the superintendent's office on regulation forms provided for that purpose. Each month these reports are used to furnish information for a composite report which is sent to the principal of each school. The report indicates how, where, and what part of the body was injured and how many of the accidents might have been prevented.

Recreation

The recreation program grows at the same pace as physical education activities. Ten school buildings are used for youth and adult recreation purposes during the fall, winter, and spring. In 1951 the department sponsored 84 adult basketball teams, 93 adult softball teams, and 90 baseball teams during the season. In addition the department provides a full year-round program for both youth and adults in the Madison Community Center as well as a 10-month program in the Madison Theater Guild. The total attendance for 1951 in all activities was nearly 700,000.

At a special meeting of the Board of Education February 14, 1952, the Industrial Baseball League was abolished, but plans for a new league were established. Present at the meeting were sponsors and commissioners of the old league, newspaper representatives, staff members, and other interested persons.

The Board organized a new league of six teams with Arthur Mansfield, professor of education and head baseball coach at the University, commissioner, and Glenn Holmes, secretary. The Board also voted to set up rules and regulations for the league. The new Madison Baseball League played the first game June 5, 1952.

STATISTICS AND FINANCIAL STATEMENT

Enrollment for All Schools

	1950-51	1951-52
Public Schools		
Elementary school	6,694	7,354
Resident	6,546	7,207
Non-resident	148	147
Handicapped	237	244
Resident	188	193
Non-resident	49	51
Junior-Senior high school	4,938	4,974
Resident	4,200	4,211
Non-resident	738	763
Total Public School Enrollment ..	11,869*	12,572*
Vocational School (under 18 years of age)		
Resident	196	234
Non-resident	66	86
Total Vocational School Enrollment (under 18)	262	320
Parochial Schools		
Elementary school	2,600	2,982
Resident	2,414	2,730
Non-resident	186	252
High school	590	615
Resident	498	510
Non-resident	92	105
Total Parochial School Enrollment	3,190	3,597
Wisconsin High School		
Resident	111	164
Non-resident	195	167
Total Wisconsin High School Enrollment	306	331
Total Enrollment All Schools	15,627	16,820

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

Graduates from Madison High Schools (Including February)

Year	Central	East	West	Total
1943	183	376	369	928
1944	182	321	298	801
1945	155	331	323	809
1946	144	358	351	853
1947	197	392	315	904
1948	203	405	360	968
1949	157	340	301	798
1950	179	356	250	785
1951	167	361	250	778
1952	129	346	244	719

Comparative Enrollment 1941-51

SCHOOLS	1941		1946		1950		1951	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Dudgeon	307	...	368	...	432	...	485	...
Emerson	756	...	761	...	917	...	882	...
Franklin	318	81	337	73	355	63	324	67
Lapham	441	47	441	22	459	...	489	...
Lincoln	170	...	250	...	384	...	373	...
Longfellow	496	...	401	...	437	...	437	...
Lowell	692	...	655	...	772	...	778	...
Marquette	771	...	779	...	731	...	709	...
Nakoma	313	67	357	64	366	98	418	75
Randall	684	...	730	...	837	...	927	...
Sherman .....	...	...	255	...	277	...	331	...
Washington	481	...	602	...	609	...	541	...
Total Elementary ...	5,429	(195) *	5,936	(159) *	6,576	(161) *	6,694	(142) *
Remedial	106		143		130		131	
Crippled	67		54		59		51	
Deaf	34		30		36		40	
Sight-saving	17		10		10		15	
Total Handicapped .	224		237		235		237	
Central Junior	524		491		444		448	
East Junior	1,062		1,066		1,042		1,103	
West Junior	787		761		633		656	
Junior high school pupils in elemen- tary schools*	195		159		161		142	
Total Junior High (Grades 7-9)	2,568		2,477		2,280		2,349	
Central Senior	691		592		576		569	
East Senior	1,323		1,263		1,246		1,223	
West Senior	1,118		1,077		774		797	
Total Senior High (Grades 10-12) ..	3,132		2,932		2,596		2,589	
Total High School..	5,700		5,409		4,876		4,938	
GRAND TOTAL**	11,353		11,582		11,687		11,869	

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

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

Comparative Enrollment 1942-52

SCHOOLS	1942		1947		1951		1952	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Dudgeon	326	...	388	...	485	...	345	...
Emerson	745	...	728	...	882	...	862	...
Franklin	344	77	362	78	324	67	354	61
Lapham	461	41	415	34	489	...	598	...
Lincoln	202	...	244	...	373	...	313	...
Longfellow	450	...	446	...	437	...	493	...
Lowell	683	...	618	...	778	...	769	...
Marquette	786	...	734	...	709	...	801	...
Midvale .....	...	...	...	...	...	...	535	...
Nakoma	322	63	318	88	418	75	438	87
Randall	682	...	678	...	927	...	779	...
Sherman .....	...	...	247	...	331	...	456	...
Washington	502	...	555	...	541	...	611	...
Total Elementary ...	5,503	(181) *	5,733	(200) *	6,694	(142) *	7,354	(148) *
Remedial	101		125		131		134	
Crippled	46		54		51		52	
Deaf	40		26		40		45	
Sight-saving	12		16		15		13	
Total Handicapped .	199		221		237		244	
Central Junior	509		470		448		502	
East Junior	1,091		1,060		1,103		1,133	
West Junior	829		628		656		670	
Junior high school pupils in elemen- tary schools*	181		200		142		148	
Total Junior high (Grades 7-9)	2,610		2,358		2,349		2,453	
Central Senior	713		618		569		532	
East Senior	1,300		1,297		1,223		1,186	
West Senior	1,089		1,025		797		803	
Total Senior High (Grades 10-12) ..	3,102		2,940		2,589		2,521	
Total High School ..	5,712		5,298		4,938		4,974	
GRAND TOTAL**	11,414		11,252		11,869		12,572	

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

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

Census Totals by School Districts

Age Group 4 - 19 Inclusive

School Districts	1942	1947	1951	1952
Dudgeon	649	601	743	752
Emerson	1,682	1,620	1,825	1,861
Franklin	757	780	930	848
Lapham	1,659	1,491	1,440	1,500
Lincoln	258	281	250	275
Longfellow	1,783	1,605	1,478	1,590
Lowell	1,709	1,664	2,044	2,123
Marquette	2,142	1,970	1,752	1,743
Nakoma	564	605	811	878
Randall	2,147	2,010	2,215	2,443
Sherman .....	...	471	817	963
Truax .....	...	...	399	377
Washington	2,072	1,907	1,783	1,810
Westmoreland-Sunset (now Midvale) .....	...	...	1,153	1,308
District No. 8	291	259	248	243
Totals	15,713	15,264	17,888	18,714

Census Totals by Age Groups

Age	1942	1947	1951	1952
Birth to 3	4,063	5,624	7,594	7,957
Age 4 to 19	15,713	15,264	17,888	18,714
Age 20	967	1,023	999	823

Change in Madison's Child Population, 1940 and 1952

Age	1940	1952
-1	884	2,313
1	950	1,994
2	855	1,816
3	914	1,834
4	898	1,730
5	870	1,941
6	817	1,329
7	892	1,260
8	864	1,311
9	959	1,297
10	991	1,142
11	871	1,063
12	1,034	953
13	983	1,020
14	1,074	937
15	996	926
16	1,021	903
17	1,049	890

Part-Time Enrollment

Year	Parochial*		State Orthopedic Hospital	
	Total Number Pupils	Equivalent Full-time Pupils	Total Number Pupils	Equivalent Full-time Pupils
1943	570	36.18	166	35.20
1944	551	38.18	179	34.23
1945	537	36.14	163	29.52
1946	509	34.75	149	33.20
1947	477	33.72	142	32.02
1948	476	33.47	168	39.64
1949	544	38.67	197	39.11
1950	605	37.14	185	36.77
1951	755	39.66	175	29.46
1952	644	40.88	209	44.90

*Home economics and industrial arts for grades 7 and 8 taught in public schools.

Community Use of School Buildings

Recreational

Recreation Department	1950-51	1951-52
4-Lakes Basketball (high school)	45	66
Basketball	130	130
Volleyball	38	26
PTA Square Dance .....	..	6
Community Centers	344	269
Theater Guild	42	41
Summer Playground	535	536
Summer Theater	39	26
Badger Kennel Club	13	42
Parochial Recreation	324	215
Staff Training	4	6
Dads' Volleyball	18	43
Jump Rope Contest	3	3
Miscellaneous	97	6
Boy Scouts	95	107
Girl Scouts	12	15
Cub Scouts	105	81
Badger Spelling Bee	1	1
Future Farmers	8	17
Hi-Y	34	23
Boy Scout Drum and Bugle Corps	2	..

Educational

Special Classes		
Parent Co-op Nursery .....	..	49
Music Classes	97	95
Summer School	54	49
Driver Education	17	33
University Summer Laboratory School	39	44
Vocational School	219	191
Parent-Teacher Associations	171	174
Pre-School and Kindergarten Mothers' Club	57	94
Other Parent Groups	5	10
Southern Wisconsin Education Association	4	4
Madison Federation of Teachers	8	8
Southern Wisconsin Coaches Association	2	..
National Honor Society .....	..	2
Miscellaneous	9	6

Civic and Municipal Groups

Red Cross Groups	24	5
Dane County Dental Association	3	..
Visiting Nurses	2	..
Music Groups	3	4
Community Groups	4	5
Clubs	4	4
Defense Groups	1	2
Madison Audubon Society	5	5
Square Dance Association	13	..
Elections	42	24
Madison Department of Public Health	5	..
Miscellaneous	47	9

2,724

2,476

Financial Statement — Balance Sheet as of June 30

	ASSETS	1951	1952
FIXED ASSETS			
Land and Land Improvements.....	\$	950,816.49	\$ 968,501.91
Buildings and Attached Structures.....		5,662,524.49	5,714,971.32
Machinery and Equipment.....		793,014.34	813,370.30
CURRENT ASSETS			
Cash in Bank		63,634.93	78,034.81
Board of Education—Advances to be Refunded		291.09	178.63
Board of Education—Petty Cash Fund.....		35.00	35.00
SUNDRY ACCOUNTS RECEIVABLE			
Accounts Receivable—General		14,106.99	16,988.37
Tuitions Receivable		89,151.19	105,817.08
INVENTORIES			
Stock Room		35,175.65	24,736.60
Fuel		12,780.35	15,133.41
TRUST FUNDS			
Samuel Shaw Prize Fund.....		936.31	938.80
C. R. Stein Scholarship Fund.....		2,420.37	2,425.37
William McPyncheon Trust Fund.....		9,988.04	9,953.04
Theodore Herfurth Scholarship Fund.....		6,125.00	6,100.00
Industrial Players' Injury Benefit Fund.....		201.24	676.41
Ralph B. Jones Memorial Fund.....		517.85	530.35
Allan J. Shafer, Jr. Memorial Fund.....		1,424.05	1,424.05
Genevieve Gorst Herfurth Speech Fund.....		2,050.00	2,000.00
Helen Davis Faculty Memorial Fund.....		573.50	578.50
		<hr/> \$7,645,766.88	<hr/> \$7,762,393.95
LIABILITIES			
FIXED LIABILITIES			
Bonded Indebtedness	\$	1,559,500.00	\$2,954,500.00
State Trust Fund Loans.....		8,228.00	6,244.00
OTHER LIABILITIES			
Award of Industrial Commission to Eloise Hawley Gibson.....		4,099.85	3,059.81
RESERVES—PETTY CASH			
Child Aid Fund—Child Study Department...		0.00	1,315.92
Music Department		2,746.46	1,125.20
TRUST FUND RESERVES			
Samuel Shaw Prize Fund.....		936.31	938.80
C. R. Stein Scholarship Fund.....		2,420.37	2,425.37
William McPyncheon Trust Fund.....		9,988.04	9,953.04
Theodore Herfurth Scholarship Fund.....		6,125.00	6,100.00
Industrial Players' Injury Benefit Fund.....		201.24	676.41
Ralph B. Jones Memorial Fund.....		517.85	530.35
Allan J. Shafer, Jr. Memorial Fund.....		1,424.05	1,424.05
Genevieve Gorst Herfurth Speech Fund.....		2,050.00	2,000.00
Helen Davis Faculty Memorial Fund.....		573.50	578.50
PROPRIETARY INTEREST			
FIXED SURPLUS		5,834,527.47	4,533,039.72
CURRENT SURPLUS		212,428.74	238,482.78
		<hr/> \$7,645,766.88	<hr/> \$7,762,393.95

Revenues

REVENUE RECEIPTS AND ACCRUALS JULY 1, 1950, THROUGH JUNE 30, 1952

Particulars	1951	1952
STATE FUND APPORTIONMENT		
In City of Madison.....	\$ 211,611.80	\$ 196,309.99
TAXES LEVIED BY COUNTY SUPERVISORS		
In City of Madison.....	90,948.61	102,787.03
CITY SCHOOL TAXES		
In City of Madison—General Fund.....	2,493,856.74	2,753,955.54
In City of Madison—Recreational Department	123,252.76	126,994.07
In Joint School Districts 8 and 9.....	9,522.96	15,245.62
STATE AIDS		
For Deaf School.....	17,652.96	20,319.06
For Special Schools.....	19,359.30	25,166.41
For Speech Correction.....	9,173.71	9,371.94
For Crippled Children—Washington School..	21,814.05	36,157.47
For Crippled Children—Orthopedic Hospital.	10,165.46	11,648.06
For High Schools.....	115,222.26	105,091.83
For Sight Saving.....	3,574.96	4,400.49
For Transportation—Elementary	10,666.00	12,888.00
TUITIONS		
Central Senior High School.....	7,699.51	10,586.11
Central Junior High School.....	3,657.09	3,393.54
East Senior High School.....	76,833.23	84,537.82
East Junior High School.....	26,810.54	39,064.77
West Senior High School.....	37,828.15	46,601.54
West Junior High School.....	34,589.92	37,491.01
Elementary Schools	25,222.75	32,217.64
Deaf School	5,247.47	6,897.73
Crippled Children	3,693.30	3,972.05
Sight Saving	66.82	760.66
Exceptional Children	887.70	1,038.10
RENTALS		
C. H. S. Auditorium and Gymnasium.....	230.67	78.00
E. H. S. Auditorium and Gymnasium.....	562.34	327.70
W. H. S. Auditorium and Gymnasium.....	970.39	642.62
Elementary Gymnasiums	24.50	24.50
OTHER RECEIPTS		
Board of Education.....	2,276.09	550.27
Board of Vocational Education.....	1,391.41	23.47
Recreation Department	20,418.29	17,641.46
	<u>\$3,385,231.74</u>	<u>\$3,706,184.50</u>

Summary of Expenditures

TOTAL OPERATION, MAINTENANCE, AND CAPITAL — JULY 1, 1950
THROUGH JUNE 30, 1951

	Operation	Maintenance	Capital	Total
Administration Building ..\$	95,616.06	\$ 3,978.67	\$ 3,628.48	\$ 103,223.21
Central Senior High School	192,640.08	19,778.01	12,065.50	224,483.59
Central Junior High School	106,794.80	2,442.31	322.19	109,559.30
East Senior High School..	345,937.31	37,023.18	15,502.85	398,463.34
East Junior High School..	197,736.32	2,171.60	706.02	200,613.94
West Senior High School..	256,467.61	10,600.98	10,283.50	277,352.09
West Junior High School..	132,781.55	1,848.38	440.65	135,070.58
Dudgeon School	81,417.36	6,124.34	3,789.25	91,330.95
Emerson School	140,065.87	17,728.12	2,417.59	160,211.58
Franklin School	86,748.82	2,543.56	1,259.83	90,552.21
Harding School Site.....	.....	.....	3,037.75	3,037.75
Crawford School Site.....	.....	.....	10,439.87	10,439.87
Lapham School	103,331.05	2,097.40	1,833.16	107,261.61
Lincoln School	61,157.08	13,552.22	937.99	75,647.29
Longfellow School	91,179.23	11,936.39	3,368.13	106,483.75
Lowell School	129,127.35	14,867.64	5,353.95	149,348.94
Marquette School	129,189.90	2,292.50	152.78	131,635.18
Nakoma School	95,979.88	8,330.29	2,751.16	107,061.33
Randall School	143,783.28	4,092.97	4,053.36	151,929.61
Washington School	114,989.60	2,694.43	3,190.51	120,874.54
Sherman School	48,186.58	1,807.71	560.83	50,555.12
Midvale School	3,583.45	.....	3,773.47	7,356.92
Rethke Property School Site .....	.....	.....	5,675.87	5,675.87
Recreation Department ...	140,603.64	1,078.42	40.31	141,722.37
Undistributed*	370,571.30	6,616.82	1,025.57	378,213.69
	<u>\$3,067,888.12</u>	<u>\$173,605.94</u>	<u>\$ 96,610.57</u>	<u>\$3,338,104.63</u>

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

Summary of Expenditures

TOTAL OPERATION, MAINTENANCE, AND CAPITAL — JULY 1, 1951, THROUGH JUNE 30, 1952

	Operation	Maintenance	Capital	Total
Administration Building ..\$	107,855.93	\$ 4,452.14	\$ 1,447.18	\$ 113,755.25
Central Senior High School	221,932.39	15,076.94	8,669.87	245,679.20
Central Junior High School	118,096.31	1,005.98	349.52	119,451.81
East Senior High School..	366,170.36	41,282.88	8,524.68	415,977.92
East Junior High School..	216,446.50	4,515.42	1,286.16	222,248.08
West Senior High School..	261,786.52	11,795.64	14,865.27	288,447.43
West Junior High School..	150,675.91	145.70	629.59	151,451.20
Dudgeon School	66,294.50	3,819.99	9,175.05	79,289.54
Emerson School	155,404.20	15,589.27	4,609.34	175,602.81
Franklin School	94,642.88	13,238.24	5,299.37	113,180.49
Crawford School Site....	.....	.....	720.72	720.72
Lapham School	116,065.76	6,495.81	3,617.89	126,179.46
Lincoln School	61,558.51	6,056.62	1,221.65	68,836.78
Longfellow School	103,146.77	6,824.54	5,120.46	115,091.77
Lowell School	139,260.22	5,441.53	5,282.06	149,983.81
Marquette School	142,894.63	1,460.58	1,724.55	146,079.76
Nakoma School	106,289.67	9,175.28	6,064.27	121,529.22
Randall School	138,578.81	8,377.22	4,352.01	151,308.04
Washington School	122,276.14	2,950.97	2,542.40	127,769.51
Sherman School	67,098.95	1,553.74	597.12	69,249.81
Midvale School	106,955.21	487.27	2,504.33	109,946.81
Rethke Property School Site .....	.....	.....	359.18	359.18
Recreation Department ...	143,788.49	1,517.38	.....	145,305.87
Undistributed*	413,987.78	5,778.08	1,525.54	421,291.40
	<u>\$3,421,206.44</u>	<u>\$167,041.22</u>	<u>\$ 90,488.21</u>	<u>\$3,678,735.87</u>

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

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Barbara Jones, third grade pupil at Lowell school, painted the picture which appears on the cover and which was exhibited at the Salon of School Art.

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Philip H. Falk

