



# **Annual report of the public schools of the city of Madison, Wisconsin: 1912-1913.**

Madison, Wisconsin: State Journal Printing Company, [s.d.]

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# ANNUAL REPORT

OF THE

# PUBLIC SCHOOLS

OF THE

# CITY OF MADISON WISCONSIN

1912-1913

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MADISON, WISCONSIN  
STATE JOURNAL PRINTING COMPANY  
1913.



## DIRECTORY

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### BOARD MEETINGS

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

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### SUPERINTENDENT

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

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### SCHOOL SESSIONS

High School—From 8:30 to 11:50 A. M., and from 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.

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### SCHOOL CALENDAR—1913-1914

#### FALL TERM—

Opens Monday, September 8, and closes Friday, December 19.

#### WINTER TERM—

Opens Monday, January 5, and closes Friday, March 27.

#### SPRING TERM—

Opens Monday, April 6, and closes Friday, June 12.

# BOARD OF EDUCATION

1913-1914

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## OFFICERS

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

## MEMBERS

		Term Expires
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
GEORGE KRONCKE.....	1121 Rutledge.....	1916
W. H. COLLINS.....	704 E. Gorham.....	1916
MAYOR JOHN B. HEIM.....	816 E. Gorham.....	<i>Ex-Officio</i>
ALD. JOHN L. BOURKE	1339 Spaight.....	<i>Ex-Officio</i>

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## COMMITTEES

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### 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, COLLINS.
Play Grounds.....	COLLINS, HEIM, MORAN.
Medical Inspection in Schools.....	LENHER, BOURKE, COLLINS.

## CITIZENS' VISITING COMMITTEES

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### GRAMMAR GRADES:

MRS. HERMAN O. JONAS, Chairman.	MRS. C. C. THOMAS.
MRS. H. J. MINCH.	MRS. FREDERICK MANCHESTER.
MRS. T. E. WIEDENBECK.	MRS. C. V. SEASTON.
MRS. D. P. WHEELER.	MRS. GEORGE RILEY.
MRS. GEORGE FESS.	MRS. CHARLES MENG.
MRS. JAMES LACEY.	MRS. CHARLES A. MANN.
MRS. A. O'NEILL.	MRS. LOUIS HIRSIG.

### PRIMARY GRADES:

MRS. M. V. O'SHEA.	MRS. ROBERT H. ROTHNICK.
MRS. F. M. CROWLEY.	MRS. EARLE PARKER.
MRS. TAYLOR FRYE.	MRS. A. C. HANSEN.
MRS. H. H. VAN WAGENEN.	MRS. I. SINAIKO.
MRS. A. J. WINNIE.	MRS. C. A. BRYANT.
MRS. J. F. ICKE.	MRS. E. A. GILMORE.
MRS. ANNE WHITNEY.	MRS. BEN PARKINSON.
MRS. G. W. BOTHAM.	MRS. A. J. VINJE.
MRS. HERMAN KLUETER.	MRS. W. J. TECKEMEYER.

## DEPARTMENT OF INSTRUCTION

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1913-1914

R. B. DUDGEON.....	<i>Superintendent.</i>
MARY A. O'KEEFE.....	<i>Assistant Superintendent.</i>
DR. A. G. SULLIVAN.....	<i>Medical Supervisor.</i>
MARTHA K. RILEY.....	<i>Supervisor of Attendance.</i>

### HIGH SCHOOL

THOS. LLOYD JONES.....	<i>Principal.</i>
LETA WILSON.....	<i>Latin.</i>
HARRIET KUHNS.....	<i>Latin, Greek.</i>
EFFIE C. PAINE.....	<i>Latin.</i>
J. D. DEIHL.....	<i>Modern Languages.</i>
IRMA KLEINPELL.....	<i>German.</i>
CAROLINE M. YOUNG.....	<i>German.</i>
HILDA C. VOLKMANN.....	<i>German.</i>
HILDA M. RAETZMANN.....	<i>German.</i>
LAURA B. JOHNSON.....	<i>German, French.</i>
GEORGE E. TETER.....	<i>English.</i>
JULIA F. TORMEY.....	<i>English.</i>
FLORA C. MOSELEY.....	<i>English.</i>
MARY HARGRAVE.....	<i>English.</i>
ELIZABETH BARNARD.....	<i>English.</i>
CORNELIA COOPER.....	<i>English.</i>
ODESSA ZEIS.....	<i>English.</i>
REGINA GROVES.....	<i>English.</i>
ALICE HANRAHAN.....	<i>English.</i>
MARY LESLIE SPENCE.....	<i>English.</i>
KATHERINE P. REGAN.....	<i>English.</i>
MARTHA E. SELL.....	<i>History.</i>
PERCY W. SLOCUM.....	<i>History.</i>
JULIA E. MURPHY.....	<i>History.</i>
BERTHA H. PREUSS.....	<i>History.</i>
LILLIAN A. TAYLOR.....	<i>History.</i>

GRACE BAILEY*	History.
VOLNEY G. BARNES	Science.
ALICE EVANS	Science.
HAZEL DRIVER	Science.
FOREST H. STALEY	Science.
LYNDA M. WEBER	Science.
MAE BELLE WHITAKER	Geography.
MYRON C. WEST	Mathematics.
ANNIE E. HANKEY	Mathematics.
HELEN M. WOLF	Mathematics.
BAILEY E. RAMSDELL	Mathematics.
AGNES V. LEARY	Mathematics.
FLORA C. BUSS	Mathematics.
ROBERT A. WALKER	Business.
LAURA L. LAWSON	Business Assistant.

## SPECIAL DEPARTMENT TEACHERS

GRACE D. CONARD	Art.
MARGARET MCGILLIVRAY	Art.
BERNICE OEHLER	Art.
LUCILE W. REYNOLDS	Domestic Science.
GLADYS A. BRANEGAN	Domestic Science.
JOSEPHINE DAVIS	Domestic Science.
GERTRUDE M. KREMERS	Domestic Science.
MARJORIE W. MCLEAN	Domestic Science.
WINIFRED E. MILLER	Domestic Science.
PAUL H. GRAVEN	Manual Training.
ARTHUR J. FOX	Manual Training.
HARLOW FUNSETT*	Manual Training.
FRANK J. MALLIEN	Manual Training.
MONROE B. MILLIREN	Manual Training.
CLARENCE E. RANSEEN	Manual Training.
WILBERT A. SUPRISE	Manual Training.
FRANK J. WINTERS	Physical Training.
FORREST ANDERSON	Physical Training.
IRMA BAUS	Physical Training.
LILLIAN V. SUNSTROM	Music Supervisor.
IRENE FLATLEY	Music Assistant.
ELIZABETH FOLEY	Deaf School.
IRENE McMILLAN	Deaf School Assistant.
	Ungraded School.

\* Part time.

## ASSISTANTS TO PRINCIPALS

ALMA M. BOHLMANN*	Doty School.
MATTIE L. KIRWIN	Marquette and Lapham.
RUTH LOAN	Lincoln and Irving.
ANNAH C. PIERCE	Brayton and Washington.
EVA M. WIRTH*	Draper School.

## GEORGE WASHINGTON SCHOOL

MARY L. EDGAR, Principal	Eighth Grade.
HELEN E. DERNBACH	Seventh Grade.
DELLA J. BOWERS	Sixth Grade.
MATTIE R. JACKSON	Fifth Grade.
ELIZABETH I. FRIEDRICKS	Fourth Grade.
MARGARET M. WEIR	Third Grade.
JESSIE M. CLOUGH	Second Grade.
CLARA BELLE DURBROW	First Grade.
THEODORA GRANTHAM	Kindergarten.
MABELLE E. LYONS	Kindergarten Asst.

## ABRAHAM LINCOLN SCHOOL

JESSIE M. BOWERS, Principal	Seventh & Eighth Grades.
PEARL E. DREW	Sixth Grade.
Alice F. Bufton	Fifth Grade.
ANNA L. LARSON	Fourth Grade.
EMMA G. HYLAND	Third Grade.
EMMA E. SNYDER	Second Grade.
RUBY D. CHINNOCK	First Grade.
MARGERY WINTER	Kindergarten.
PERLE M. HOPSON	Kindergarten Asst.

## LOUISE M. BRAYTON SCHOOL

RENETTE JONES, Principal	Eighth Grade.
ZILLA WISWALL	Seventh Grade.
MURIEL H. LUCAS	Sixth Grade.
SARAH G. BRIDGMAN	Fifth Grade.
ETHEL E. NOLAN	Fourth Grade.

\* Part time.

AMANDA L. KIEKHOFER.....	Third Grade.
ETHEL M. WOOLHISER.....	Second Grade.
ALICE FRAUTSCHI.....	First Grade.

**JAMES D. DOTY SCHOOL**

THERESA G. GOSGROVE, Principal.....	Seventh & Eighth Grades.
ROSETTA BLAZER.....	Fifth and Sixth Grades.
EMMA E. QUIRK.....	Third and Fourth Grades.
GERTRUDE L. BONZELET.....	Second and Third Grades.
MARY LENA HESSMAN.....	First Grade.
IRENE CURTIS.....	Kindergarten.
MARIE L. ALFORD.....	Kindergarten Asst.

**LYMAN C. DRAPER SCHOOL**

ADELINE R. MARVIN, Principal.....	Eighth Grade.
EMMA R. BUCHHOLZ.....	Seventh Grade.
MARGARET E. O'NEIL.....	Sixth Grade.
CLARA B. LEONARD.....	Fifth Grade.
LOIS M. BEDDALL.....	Fourth Grade.
BESSIE M. LEWIS.....	Third Grade.
LOUISE C. THIARD.....	Second Grade.
CLARE DENGLER.....	First Grade.

**JACQUES MARQUETTE SCHOOL**

KATE H. FEENEY, Principal.....	Sixth and Seventh Grades.
RAE JOHNSON.....	Seventh Grade.
MAY SNOW.....	Sixth Grade.
MARGIE I. COLLINS.....	Fifth Grade.
LOUISE ZIMMERMAN.....	Fourth Grade.
ALICE C. KEEGAN.....	Third Grade.
EMMA SCHERMERHORN.....	Second Grade.
LUCILE D. PENFIELD.....	First Grade.

**WASHINGTON IRVING SCHOOL**

EMILY R. PARSONS, Principal.....	Sixth and Seventh Grades.
BLANCHE DODTE.....	Fifth Grade.
JOSEPHINE M. BRABANT.....	Fourth Grade.
ELNORA J. HOYER.....	Third Grade.
FANNIE M. STEVE.....	Second Grade.

MAUDE M. COLLINS.....	First Grade.
.....	Kindergarten.
LILLIE J. SCOTT.....	Kindergarten Asst.

## INCREASE A. LAPHAM

CLARA A. WHITNEY, Principal.....	Sixth and Seventh Grades.
ESTELLA WELLS.....	Fifth and Sixth Grades.
CHRISTENE BANDLI.....	Third and Fourth Grades.
FLORENCE E. VALENTINE.....	Second Grade.
HAZEL LITEL.....	First Grade.
ALMINA PICKARD.....	Kindergarten.
MARJORIE MINER.....	Kindergarten Asst.

## NATHANIEL HAWTHORNE SCHOOL

ANNA B. CHAMBERLAIN, Principal.....	Eighth Grade.
ALMA WARNECKE.....	Assistant.
LIONA HOPKINS.....	Seventh Grade.
WINIFRED F. ROOKER.....	Sixth Grade.
HAZEL E. WILBER.....	Fifth Grade.
MAYME EGAN.....	Fifth and Sixth Grades.
EMILY POKORNY.....	Fourth Grade.
eva G. BALEY.....	Fourth Grade.
MARY F. MAHER.....	Third Grade.
LETTIE W. ANDERSON.....	Third Grade.
LEONORE TOTTO.....	Second Grade.
ELLEN C. HENDERSON.....	Second Grade.
EDNA M. SEWELL.....	First Grade.
VELMER D. PRATT.....	First Grade.
SUSAN MAY ANDERSON.....	Kindergarten.
CHARLOTTE M. CALVIN.....	Kindergarten Asst.

## HENRY W. LONGFELLOW SCHOOL

C. LORENA REICHERT, Principal.....	Eighth Grade.
LILLIAN M. KEELEY.....	Seventh Grade.
ADELE R. GAVOILLE.....	Sixth Grade.
RUBY H. RAY.....	Fifth Grade.
ELIZABETH J. BADEN.....	Fourth Grade.
MARGARET E. CUMMINGS.....	Third Grade.
NORA R. CULLIGAN.....	Second Grade.
NORA L. MCKEE.....	First Grade.

ADDA I. SUTHERLAND.....	First and Second Grades.
REKA GEBHARDT.....	Kindergarten.
FRIEDA DUERR.....	Kindergarten Asst.

## RANDALL SCHOOL\*

REINHARD C. WINGER.....	Principal.
RUTH M. FOX.....	English.
MAGDALINE E. THOMPSON.....	History and Geography.
MARY A. BONZELET.....	English and Mathematics.
SADIE A. BOULDEN.....	Sixth Grade.
MAUDE E. BRYDGES .....	Fifth Grade.
MABEL L. BARNSON.....	Fourth Grade.
EULALIA HICKS.....	Third Grade.
RUBY BEARDSLEY.....	Second Grade.
MARION E. FEELEY.....	First Grade.
GERTRUDE OWEN.....	Kindergarten.
MARGARET VICK.....	Kindergarten Asst.

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\* Grades seventh, eighth, and ninth constitute the Junior High School.



## CLERK'S STATEMENT

Receipts and disbursements of the Board of Education, Madison, Wisconsin, from July 1st, 1912, to June 30th, 1913.

### RECEIPTS

Balance July 1st, 1912.....	\$2,689.21
State apportionment .....	18,561.02
Deaf school apportionment.....	2,346.49
Fair Oaks apportionment.....	821.28
Manual training and domestic science apportionment.....	700.00
City school tax.....	128,561.68
County school tax.....	18,610.00
Fair Oaks Jt. Dist. tax.....	4,298.38
Blooming Grove Jt. Dist. tax.....	2,918.85
Tuitions collected .....	1,947.50
Rents collected .....	1,127.00
Temporary loans .....	80,000.00
Interest collected .....	390.70
Bonds for Randall Add.....	57,665.00
High School night school.....	93.00
Refund teachers' salaries.....	108.50
High School piano fund.....	225.00
Misc. receipts.....	21.82
Fire loss .....	8.60

\$321,094.03

### DISBURSEMENTS

Miscellaneous supplies.....	\$11,850.87
Miscellaneous repairs.....	4,974.86
Medical inspection expenses.....	1,785.73
Janitor and labor.....	11,539.00
Insurance .....	1,597.50
Apparatus and labor.....	218.55
Furniture .....	1,727.06
Clerk's salary .....	300.00

Census .....	178.60
Printing .....	780.88
Fair Oaks site—balance and interest.....	4,590.00
Paving alley—Longfellow school.....	162.13
Cement walks .....	479.57
Fence—Washington building.....	110.37
Fire escape—Draper building.....	250.00
Deaf school expenses.....	692.69
Free text books.....	486.34
Fuel .....	12,754.04
Randall Add.....	63,081.56
High School equipment.....	1,175.50
Salaries, teachers and Supt.....	127,040.68
New heating plant—Marquette.....	2,060.41
Playgrounds expense.....	2,620.56
Taxes paid.....	611.00
Rent paid.....	210.00
Teachers' retirement fund.....	532.29
Loans repaid.....	64,000.00
Fire loss paid.....	8.60
Interest paid.....	928.36
Night school expenses.....	346.50
Balance June 30, 1913.....	4,000.38

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\$321,094.03O. S. NORSMAN, *Clerk.*

*Hikers in the Haymow*

## TREASURER'S STATEMENT

Receipts and disbursements from July 1st, 1912, to June 30th, 1913.

1912

July	1	To balance.....	\$2,689.21
	22	Part proceeds—Randall bond issue.....	20,000.00
	26	H. E. Martin, rent July.....	50.00
	31	Commercial National Bank—interest for July.....	11.66
Aug.	1	Fire loss—Hawthorne.....	8.60
	13	M. Lyons, rent, July.....	25.00
	19	H. E. Martin, rent, August.....	50.00
	27	Part proceed Randall bond issue.....	20,000.00
	31	Commercial National Bank, interest for August..	20.15
Sept.	4	M. Lyons, rent, September.....	55.00
	30	Commercial National Bank, interest for September	32.34
Oct.	3	Commercial National Bank, loan.....	15,000.00
	9	E. F. Riley for hay.....	5.00
	9	Chicago & Northwestern Co. for slate.....	2.00
	17	State Treasurer, deaf school appropriation.....	2,264.05
	26	City Treasurer, part Randall bond.....	10,000.00
	26	Commercial National Bank, loan.....	5,000.00
	31	Commercial National Bank, interest for October..	10.86
Nov.	7	Wisconsin National Bank, loan.....	10,000.00
	12	M. Lyons, rent.....	55.00
	23	Balance Randall bond.....	7,665.00
	25	Second Ward Savings Bank, Milwaukee, loan.....	2,500.00
	25	State Treasurer, M. T. and D. S. App'mt.....	700.00
	30	Commercial National Bank, interest for November	7.87
Dec.	5	Second Ward Savings Bank, Milwaukee, loan....	16,500.00
	6	M. Lyons, rent.....	70.00
	10	Six O'clock Club, rent.....	10.00
	20	Wisconsin National Bank, loan.....	12,000.00
	20	State Treasurer, additional deaf apportionment...	82.44
	21	C. & N. W. Ry. Co., freight refund.....	6.32
	30	R. B. Dudgeon, tuitions collected.....	764.00
	31	Commercial National Bank, interest, December...	10.31
1913			
Jan.	13	City Treasurer, part school tax.....	10,000.00
	15	City Treasurer, part school tax.....	15,000.00

16	City Treasurer, part school tax.....	15,000.00
18	City Treasurer, part school tax.....	15,000.00
21	City Treasurer, part school tax.....	15,000.00
22	City Treasurer, part school tax.....	15,000.00
24	City Treasurer, part school tax.....	15,000.00
30	Six O'clock Club, rent.....	10.00
31	Bank of Wisconsin, interest, January.....	19.17
Feb. 7	Dudgeon and Jones, piano fund.....	225.00
7	Old iron sold.....	5.00
15	City Treasurer, balance city and county tax.....	47,171.68
17	M. Lyons, rent.....	240.00
20	Six O'clock Club, rent.....	10.00
24	A. Robinson, rent, gymnasium.....	14.00
26	Percy Holt, rent, gymnasium.....	8.00
28	Bank of Wisconsin, interest, February.....	47.65
Mar. 1	County Treasurer, state apportionment.....	18,561.02
11	Miss Crowe, slate.....	3.50
13	Thos. Lloyd Jones, tuitions.....	93.00
13	M. Lyons, rent, March.....	55.00
31	Treasurer, Blooming Grove, joint district tax.....	2,918.85
31	Bank of Wisconsin, interest, March.....	116.37
April 7	Industrial Board of Education, rent.....	300.00
8	Treasurer, Fair Oaks, joint district tax.....	4,298.38
16	M. Lyons, rent, April.....	55.00
28	Six O'clock Club, rent.....	10.00
30	Florence Holcomb, refund.....	96.00
30	Bank of Wisconsin, interest, April.....	72.51
May 10	Treasurer, Fair Oaks, state apportionment.....	821.28
31	M. Lyons, rent, May.....	55.00
31	Bank of Wisconsin, interest, May.....	26.48
June 6	Bank of Wisconsin, loan.....	14,000.00
14	M. Lyons, rent.....	55.00
17	Miss Beddall, refund.....	12.50
24	Bank of Wisconsin, loan.....	5,000.00
28	R. B. Dudgeon, tuitions.....	1,183.50
30	Bank of Wisconsin, interest, June.....	15.33
		<hr/>
		\$321,094.03
The aggregate of the certificates of appropriation issued and paid during the year was.....		317,093.65
		<hr/>
Leaving a balance, July 1st, 1913.....		\$4,000.38
		C. H. TENNEY, <i>Treasurer.</i>



*School Maypole Dance, Vilas Park*

## SUPERINTENDENT'S REPORT

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*To the Board of Education:*

GENTLEMAN:—I herewith submit my twenty-second annual report of the public schools of Madison, which is for the year ending June 30, 1913, and constitutes the fifty-eighth in the series of annual reports.

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### GENERAL INFORMATION

Population, census 1910 .....	25,531
Population, 1913, (estimated) .....	31,000
Assessed valuation, 1912.....	\$39,133,985
Assessed valuation, 1913.....	47,268,691
Rate of taxation, all purposes, 1912.....	.0155
Rate of taxation, all purposes, 1913.....	.0165
Rate of taxation, school purposes, 1912.....	.00504
Rate of taxation, school purposes, 1913.....	.00562
Value of school sites.....	\$183,900.00
Value of school buildings .....	612,028.00
Value of school equipment .....	46,904.00
Total investment in school property.....	842,382.00
Total enrollment in high school.....	983
Average daily attendance, high school.....	851
Total enrollment in elementary grades.....	3,649
Average attendance in elementary grades.....	2,926
Total enrollment in all schools.....	4,632
Average attendance in all schools.....	3,777
Number of children of school age in city.....	7,366

TABLE I

## SCHOOL CENSUS

	Male	Female	Total
First ward .....	155	150	305
Second ward .....	309	357	666
Third ward .....	127	158	285
Fourth ward .....	236	263	499
Fifth ward .....	363	425	788
Sixth ward .....	931	941	1,872
Seventh ward .....	387	386	773
Eighth ward .....	326	360	686
Ninth ward .....	414	414	828
Tenth ward .....	329	291	620
Blooming Grove .....	24	20	44
	3,601	3,765	7,366

TABLE II

## ENROLLMENT

WASHINGTON SCHOOL:	Boys	Girls	Total
Kindergarten .....	36	37	73
First grade .....	30	19	49
Second grade .....	18	21	39
Third grade .....	20	24	44
Fourth grade .....	23	15	38
Fifth grade .....	22	25	47
Sixth grade .....	20	14	34
Seventh grade .....	11	15	26
Eighth grade .....	9	19	28
Ungraded .....	7	11	18
Totals .....	198	280	396
LINCOLN SCHOOL:			
First grade .....	26	21	47
Second grade .....	24	24	48
Third grade .....	26	18	44
Fourth grade .....	26	18	44
Fifth grade .....	22	27	49
Seventh and eighth grades.....	19	28	47
Totals .....	143	136	279

## BRAYTON SCHOOL:

First grade .....	24	29	53
Second grade .....	30	18	48
Third grade .....	20	20	40
Fourth grade .....	26	21	47
Fifth grade .....	18	19	37
Sixth grade .....	16	19	35
Seventh grade .....	14	17	31
Eighth grade .....	17	26	43
<hr/>			
Totals .....	165	169	334

## DOTY SCHOOL:

Kindergarten .....	10	13	23
First grade .....	9	17	26
Second grade .....	10	14	24
Third grade .....	21	5	26
Fourth grade .....	10	11	21
Fifth grade .....	15	8	23
Sixth grade .....	15	16	31
Seventh grade .....	9	8	17
Eighth grade .....	5	6	11
Deaf school .....	7	8	15
<hr/>			
Totals .....	111	106	217

## DRAPER SCHOOL:

First grade .....	24	27	51
Second grade .....	17	21	38
Third grade .....	24	17	41
Fourth grade .....	19	21	40
Fifth grade .....	14	9	23
Sixth grade .....	12	22	34
Seventh grade .....	16	18	34
Eighth grade .....	6	22	28
<hr/>			
Totals .....	132	157	289

## MARQUETTE SCHOOL:

First grade .....	17	23	40
Second grade .....	26	13	39
Third grade .....	21	23	44
Fourth grade .....	16	24	40

Fifth grade .....	20	10	30
Sixth grade .....	15	22	37
Seventh grade .....	19	21	40
Eighth grade .....	19	21	40
 Totals .....	 153	 157	 310

## LAPHAM SCHOOL:

Kindergarten .....	17	19	36
First grade .....	17	17	34
Second grade .....	18	20	38
Third and fourth grades.....	20	21	41
Fifth and sixth grades .....	19	14	23
Seventh and eighth grades .....	17	19	36
 Totals .....	 108	 110	 218

## HAWTHORNE SCHOOL:

Kindergarten .....	32	31	63
First grade .....	49	37	85
Second grade .....	39	36	75
Third grade .....	41	32	73
Fourth grade .....	40	39	79
Fifth grade .....	32	44	76
Sixth grade .....	19	29	48
Seventh grade .....	12	30	42
Eighth grade .....	14	24	38
 Totals .....	 277	 302	 579

## LONGFELLOW SCHOOL:

Kindergarten .....	31	15	46
First grade .....	37	48	85
Second grade .....	22	25	47
Third grade .....	19	31	50
Fourth grade .....	23	17	40
Fifth grade .....	24	17	41
Sixth grade .....	13	18	31
Seventh grade .....	10	11	21
Eighth grade .....	9	8	17
 Totals .....	 188	 190	 378

## RANDALL SCHOOL:

Kindergarten	18	21	39
First grade	27	18	45
Second grade	14	14	28
Third grade	23	13	36
Fourth grade	15	19	34
Fifth grade	14	14	28
Sixth grade	18	11	29
Seventh grade	10	9	19
Eighth grade	12	10	22
 Totals	 151	 129	 280

## IRVING SCHOOL:

Kindergarten	26	38	64
First grade	18	18	36
Second grade	21	16	37
Third grade	21	16	37
Fourth grade	24	17	41
Fifth and sixth grades	25	17	42
 Totals	 142	 127	 269

## SUMMARY OF ENROLLMENT BY SCHOOLS

	Boys	Girls	Totals
High school	440	543	983
Washington school	196	200	396
Lincoln school	143	136	279
Brayton school	165	169	334
Doty school	111	106	217
Draper school	132	157	289
Marquette school	153	157	310
Lapham school	108	110	218
Hawthorne school	277	302	579
Longfellow school	188	190	378
Randall school	151	129	280
Irving school	142	127	269
 Total	 2,206	 2,326	 4,532

## SUMMARY OF ENROLLMENT BY GRADES

	Boys	Girls	Totals
Kindergarten .....	170	174	344
First grade .....	277	274	551
Second grade .....	239	222	461
Third grade .....	256	220	476
Fourth grade .....	222	202	424
Fifth grade .....	225	204	429
Sixth grade .....	128	151	279
Seventh grade .....	137	176	313
Eighth grade .....	91	136	227
Ungraded room .....	14	16	30
Deaf school .....	7	8	15
First year, high school.....	154	166	320
Second year, high school.....	110	157	267
Third year, high school.....	93	116	209
Fourth year, high school.....	83	104	187
Total .....	2,206	2,326	4,532

## CONTINUATION SCHOOLS ENROLLMENT

	Boys	Girls	Total
Day permit .....	47	29	76
All day industrial .....	6	3	9
Evening schools .....	325	237	562
Total .....	378	269	647

## SUMMER VACATION SCHOOLS ENROLLMENT

	Boys	Girls	Total
Elementary grades .....	130	105	235
High school .....	17	32	49
Total .....	147	137	284

## UNGRADED ROOMS ENROLLMENT

	Boys	Girls	Total
Irving school .....	7	5	12
Washington school .....	7	11	18
Total .....	14	16	30

## PAROCHIAL AND PRIVATE SCHOOLS ENROLLMENT

	Total
St. Bernard .....	141
St. James .....	254
St. Patrick .....	160
St. Raphael .....	368
Holy Redeemer .....	359
*Edgewood Academy .....	136
*Capital City Commercial College.....	100
	<hr/>
	1,518

## UNIVERSITY

*U. W. High School enrollment.....	103
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## SUMMARY OF TOTALS OF ENROLLMENT

High School .....	983
Elementary schools .....	3,549
*Continuation schools .....	262
Summer vacation schools .....	284
Ungraded rooms .....	30
Parochial and private schools.....	1,518
*U. W. high school .....	103
	<hr/>
Grand totals .....	6,629
Counted twice .....	334
	<hr/>
Net enrollment .....	6,295

## ATTENDANCE

	1913-1914
Per cent enrolled.....	63
Average membership .....	3,996.84
Average daily attendance.....	3,776.2
Per cent of attendance.....	95
Total days of attendance for year.....	701,454.72

## BUILDINGS

Number of buildings occupied.....	14
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\* Between 4 and 20 years of age living in the city.

## TEACHERS

High school .....	41
Eighth grade .....	7
Seventh and Eighth grades.....	3
Seventh grade .....	7
Sixth grade .....	8
Fifth and Sixth grades.....	1
Fifth grade .....	9
Fourth and Fifth grades.....	1
Fourth grade .....	9
Third and Fourth grades.....	2
Third grade .....	9
Second and Third grades.....	1
Second grade .....	11
First and Second grades.....	1
First grade .....	12
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
Assistants of Domestic Science.....	3
Director of Physical Training.....	1
Assistant of Physical Training.....	1
Principal of Deaf school.....	1
Assistant in Deaf school.....	1
Ungraded rooms .....	2
<hr/>	
Total .....	156

TABLE III

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

Number of Elementary Teachers with Salaries.	Numbers of High School Teachers with Salaries.
*Below \$350.....	6
*\$350 to \$400.....	1
400 to 450.....	0
450 to 500.....	0
500 to 550.....	0
550 to 600.....	10
600 to 650.....	42
650 to 700.....	21
700 to 750.....	10
750 to 800.....	2
800 to 850.....	6
850 to 900.....	2
900 to 950.....	3
950 to 1000.....	4
1000 to 1050.....	4
1050 to 1100.....	1
* Kindergarten assistants.	
Below \$500.....	0
\$500 to 600.....	0
600 to 700.....	0
700 to 800.....	3
800 to 900.....	19
900 to 1000.....	8
1000 to 1100.....	1
1100 to 1200.....	3
1200 to 1300.....	2
1300 to 1400.....	2
1400 to 1500.....	0
1500 to 1600.....	1
1600 to 1700.....	1
1700 to 1800.....	0
1800 to 1900.....	1

## COST OF SCHOOLS

Below is given a classification of expenditures given in the clerk's statement for the year ending June 30, 1913. In estimating the cost of *instruction* in the special lines, half of the salaries paid the heads of the art, music, manual training, domestic science, and physical training departments and half of the salary paid to the assistant in the physical training department, are charged up to the high school and the other half to the elementary grades.

Under the head of *general supervision* are included the salaries of only those persons who give their whole time to the supervision of all the schools. The salaries of principals and the heads of departments who do some supervising are included in the cost of instruction.

Under the head of *incidental* expenses are included all other expenditures except those for sites, new building, furniture, and permanent improvements.

## CLASSIFICATION OF EXPENDITURES FOR THE YEAR 1912-1913

*Instruction*

## Regular lines

High school .....	\$40,920.00
Elementary grades .....	64,470.68
	————— \$105,390.68

## Special lines

## High school

Art .....	\$450.00
Music .....	550.00
Manual training .....	1,850.00
Domestic Science .....	1,225.00
Physical training .....	1,175.00
	————— \$5,250.00

## Elementary grades

Art .....	\$1,325.00
Music .....	1,350.00
Manual training .....	2,750.00
Domestic Science .....	1,950.00
Physical training .....	1,175.00
School for deaf .....	1,550.00
	————— 10,100.00
	————— 15,350.00
	————— \$120,740.68

*General Supervision*

Superintendent .....	\$2,500.00
Assistant superintendent .....	1,500.00
Supervision of attendance .....	800.00
Health supervision .....	1,500.00
	————— 6,300.00

*Incidental Expenses—General Charges*

Miscellaneous supplies .....	\$11,850.87
Miscellaneous repairs .....	4,974.86
Janitors and labor .....	11,539.00
Insurance .....	1,597.50
Apparatus and labor .....	218.55
Clerk's salary .....	300.00
Office salaries .....	1,500.00
Taking census .....	178.60

Printing .....	780.88
Deaf school expenses.....	692.69
Supplementary text books .....	486.34
Fuel .....	12,754.04
Taxes paid .....	611.00
Rent paid .....	210.00
Teachers' retirement fund .....	532.29
Fire loss paid .....	8.60
Interest paid .....	928.36
Night-school expenses .....	346.50
Play ground expenses .....	2,620.56
Medical inspection expenses.....	285.73
	52,416.37

*Sites, New Buildings, and Furniture*

Fair Oaks site, balance and interest.....	\$4,590.00
Randall addition .....	63,081.56
Furniture .....	1,727.06

69,398.62

*Permanent Improvements*

New heating plant, Marquette.....	\$2,060.41
High school equipment.....	1,175.50
Fire escape, Draper.....	250.00
Fence, Washington .....	110.37
Cement walks .....	479.57
Paving alley, Longfellow.....	162.13
	4,237.98
Loans repaid .....	64,000.00
Balance on hand.....	4,000.38

Total cost of schools..... \$321,094.03

**RECAPITULATION**

Instruction .....	\$120,740.68
General supervision .....	6,300.00
Incidentals .....	52,416.37
Sites, new buildings, and furniture.....	69,398.62



*Evening Continuation School Groups*

Permanent improvements .....	4,237.98
Loans repaid .....	64,000.00
Balance on hand.....	4,000.38
	—————
	\$321,094.03
Less loans repaid and balance.....	68,000.38
	—————
Total cost of schools, 1912-1913.....	\$253,093.65

## NET OPERATING EXPENSES

Total cost of schools.....	\$253,093.65
Less cost of sites, furniture, new buildings.....	\$69,398.62
Less cost of permanent improvements.....	4,237.98
	—————
	73,636.60
Net operating expenses for year.....	\$179,457.05

## COST ON BASIS OF PROPERTY INVESTMENT

Total amount invested in school property.....	\$842,382.00
Amount invested in high school property.....	320,857.00
Amount invested per pupil enrolled in high school.....	32.59
Amount invested in elementary grade property.....	521,525.00
Amount invested per pupil enrolled in elementary grades..	14.29
Annual interest on investment in high school property, 5 per cent .....	16,042.85
Annual cost per pupil enrolled in high school for interest..	16.32
Annual interest on investment in elementary grade prop- erty, 5 per cent.....	26,076.25
Annual cost per pupil enrolled in elementary grades for in- terest .....	7.15

## COST PER PUPIL

To estimate the cost per pupil for instruction in regular lines and for general supervision is a very simple matter. To estimate the cost per pupil for instruction in special lines is much more difficult and can be done only in an approximate way. This is due to the fact that in the high school most of the work in special lines is optional and is elected by a relatively small number of pupils. This makes the average cost per pupil, based

on the total enrollment, very small. In the elementary grades instruction in special lines is given to all the pupils. Relatively therefore a much larger teaching force in special lines is required in the elementary grades than in the high school.

The cost per pupil for incidentals cannot be estimated separately for the high school and for the grades because accurate separate accounts have not been kept. Therefore in this item the average cost for all pupils enrolled in all the schools will be used.

Cost per pupil in high school for instruction in regular lines:		
Upon number enrolled.....		\$41.63
Upon average daily attendance.....		48.08
Cost per pupil in elementary grades for instruction in regular lines:		
Upon number enrolled.....		17.67
Upon average daily attendance.....		22.03
Cost per pupil in high school for instruction in special lines:		
Upon total high school enrollment.....		5.34
Upon average high school daily attendance.....		6.17
Cost of pupil in elementary grades for instruction in special lines:		
Upon total grade enrollment.....		2.77
Upon average daily grade attendance.....		3.45
Cost per pupil in all schools for general supervision:		
Upon total enrollment.....		1.36
Upon average daily attendance.....		1.67
Cost per pupil in all schools for incidentals:		
Upon total enrollment .....		11.32
Upon average daily attendance.....		13.88
Cost per pupil in all schools for sites, new buildings, furniture, and permanent improvements:		
Upon total enrollment .....		15.90
Upon average daily attendance.....		19.50
	Upon	Upon
Cost per pupil in high school for	Enrollment	Attendance
Instruction in regular lines.....	\$41.63	\$48.08
Instruction in special lines.....	5.34	6.17

General supervision .....	1.36	1.67
Incidentals .....	11.32	13.88

Cost per pupil in high school for operating expenses .....	\$59.65	\$69.80
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Cost per pupil in grades for	Upon Enrollment	Upon Attendance
Instruction in regular lines.....	\$17.67	\$22.03
Instruction in special lines.....	2.77	3.45
General supervision .....	1.36	1.67
Incidentals .....	11.32	13.88

Cost per pupil in elementary grades for operating expenses..	\$33.12	\$41.03
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### *Recapitulation*

Cost per pupil in high school for	Upon Enrollment	Upon Attendance
Operating expenses .....	\$59.65	\$69.80
Sites, new buildings, furniture, and per- manent improvements .....	15.90	19.50
Annual interest on investment in high school property .....	16.32	18.85
 Total cost per pupil in high school	\$91.87	\$108.15

Cost per pupil in elementary grades for	Upon Enrollment	Upon Attendance
Operating expenses .....	\$33.12	\$41.03
Sites, new buildings, furniture, and per- manent improvements .....	15.90	19.50
Annual interest on investment in elemen- tary school property.....	7.15	8.91
 Total cost per pupil in elementary grades .....	\$56.17	\$69.44

## SCHOOL BUDGET FOR SCHOOL YEAR 1913-1914

[The following school budget was prepared under the direction of Mr. C. H. Tenney, Chairman of the committee on buildings, and revised by the committee on finance of the common council.]

## ADMINISTRATION

## Salaries and wages

Superintendent .....	\$2,500.00
Assistant superintendent .....	1,600.00
Attendance officer .....	900.00
Office assistants .....	1,450.00
Assistant chairman Bld. Com..	900.00
Secretary of board.....	300.00
	—————
	\$7,650.00
Printing, stationery, and office expense.....	900.00
Traveling expenses .....	200.00
Advertising and publication.....	50.00
General supplies and expense.....	500.00
	—————
	\$9,300.00

## ALL SCHOOLS

## Salaries and wages

Music .....	\$2,000.00
Art .....	2,700.00
Manual training .....	6,950.00
Domestic science .....	4,800.00
Physical training .....	3,300.00
School for deaf.....	1,650.00
Ungraded room .....	1,000.00
Summer vacation school.....	1,000.00
Medical inspection .....	1,500.00
	—————
	\$24,900.00
Medical supplies .....	100.00
Repairs and replacements.....	1,000.00
Furniture and fixtures .....	1,500.00
Interest on loans.....	1,100.00
General supplies and expense.....	4,850.00
	—————
	33,450.00

## HIGH SCHOOL

## Salaries and wages

Teachers, regular .....	\$50,842.50
Teachers, substitute .....	200.00
Clerk .....	720.00
Janitors .....	4,842.50
	—————
	\$56,605.00

Printing, stationery, and office expense.....	873.00
Insurance .....	504.00
General supplies and expense.....	900.00
Laundry and janitor supplies.....	332.50
Heat, light, power, water rental.....	6,000.00
Repairs and replacements.....	1,000.00
Apparatus and other equipment.....	4,554.89
Special assessments, street improvements...	44.20
Furniture and fixtures .....	685.00
	71,498.59

## WASHINGTON SCHOOL

## Salaries and wages

Teachers, regular .....	\$6,525.00
Teachers, substitute .....	65.00
Janitors .....	700.00
	\$7,290.00
Printing, stationery, and office expense.....	51.00
General supplies and expense.....	20.00
Laundry and janitor supplies.....	50.00
Heat, light, power, water rental.....	1,175.00
Repairs and replacements.....	5,000.00
Contingent .....	100.00
	13,686.00

## LINCOLN SCHOOL

## Salaries and wages

Teachers, regular .....	\$5,250.00
Teachers, substitute .....	50.00
Janitors .....	600.00
	\$5,900.00
Printing, stationery, and office expense.....	46.00
General supplies and expense.....	25.00
Laundry and janitor supplies.....	50.00
Heat, light and water rental.....	972.00
Repairs and replacements.....	300.00
Contingent .....	100.00
Taxes on Miller property.....	110.00
Contract obligations, Miller property.....	10,500.00
Interest on above.....	630.00
Construction of new building.....	60,000.00
	78,633.00

## BRAYTON SCHOOL

Salaries and wages	
Teachers, regular .....	\$5,250.00
Teachers, substitute .....	50.00
Janitors .....	720.00
	—————
	\$6,020.00
Printing, stationery, and office expense.....	46.00
General supplies and expense.....	25.00
Heat, light, power, water rental.....	903.00
Repairs and replacements.....	150.00
Contingent .....	100.00
Special assessments, street improvements...	100.00
Laundry and janitor supplies.....	50.00
	—————
	7,394.00

## DOTY SCHOOL

Salaries and wages	
Teachers, regular .....	\$4,550.00
Janitors .....	600.00
	—————
	\$5,150.00
Printing, stationery, and office expense.....	46.00
General supplies and expense.....	25.00
Laundry and janitor supplies.....	50.00
Heat, light, power, water rental.....	975.00
Repairs and replacements .....	200.00
Contingent .....	100.00
	—————
	6,546.00

## DRAPER SCHOOL

Salaries and wages	
Teachers, regular .....	\$5,475.00
Teachers, substitute .....	35.00
Janitors .....	720.00
	—————
	\$6,230.00
Printing, stationery, and office expense.....	46.00
General supplies and expense.....	25.00
Laundry and janitor supplies.....	50.00
Heat, light, power, water rental.....	808.00
Repairs and replacements.....	2,000.00
Contingent .....	100.00
Special assessments, street improvements...	50.00
	—————
	9,309.00

## MARQUETTE SCHOOL

Salaries and wages	
Teachers, regular .....	\$5,500.00
Teachers, substitute .....	40.00
Janitors .....	840.00
	_____
	\$6,380.00
Printing, stationery, and office expense.....	46.00
General supplies and expense.....	25.00
Laundry and janitor supplies.....	50.00
Heat, light, power, water rental.....	1,168.00
Repairs and replacements.....	100.00
Special assessments, street improvements....	100.00
Contingent .....	100.00
	_____
	7,969.00

## IRVING SCHOOL

Salaries and wages	
Teachers, regular .....	\$5,050.00
Janitors .....	600.00
	_____
	\$5,650.00
Printing, stationery, and office expense.....	46.00
General supplies and expense.....	25.00
Laundry and janitor supplies.....	50.00
Heat, light, power, water rental.....	1,375.00
Repairs and replacements.....	400.00
Contingent .....	100.00
	_____
	7,646.00

## FAIR OAKS HALL

Salaries and wages	
Teachers, regular .....	\$3,300.00
Janitors .....	400.00
	_____
	\$3,700.00
Printing, stationery, and office expenses.....	46.00
General supplies and expense.....	25.00
Laundry and janitor supplies.....	25.00
Heat, light, water rental.....	300.00
Furniture and fixtures.....	108.00
Repairs and replacements.....	2,800.00
	_____
	7,004.00

## HAWTHORNE SCHOOL

Salaries and wages	
Teachers, regular .....	\$6,950.00

Teachers, substitute .....	50.00	
Janitors .....	720.00	7,720.00
Printing, stationery, and office expenses.....	46.00	
General supplies and expense.....	25.00	
Laundry and janitor supplies.....	50.00	
Heat, light, power, water rental.....	1,185.00	
Repairs and replacements.....	125.00	
Contingent .....	75.00	
Construction of new building.....	40,000.00	49,226.00

## LAPHAM SCHOOL

Salaries and wages		
Teachers, regular .....	\$4,250.00	
Teachers, substitute .....	25.00	
Janitors .....	600.00	\$4,875.00
Printing, stationery, and office expense.....	46.00	
General supplies and expense.....	25.00	
Laundry and janitor supplies.....	50.00	
Heat, light, power, water rental.....	700.00	
Repairs and replacements.....	100.00	
Contingent .....	100.00	
Special assessments, street improvements...	88.00	5,984 00

## LONGFELLOW SCHOOL

Salaries and wages		
Teachers, regular .....	\$6,975.00	
Teachers, substitute .....	100.00	
Janitors .....	900.00	\$7,975.00
Printing, stationery, and office expense.....	55.00	
General supplies and expense.....	25.00	
Laundry and janitor supplies.....	50.00	
Heat, light, power, water rental.....	1,250.00	
Repairs and replacements.....	1,500.00	
Contingent .....	100.00	
Special assessments, street improvements...	160.00	11,115.00

## RANDALL SCHOOL

Salaries and wages	
Teachers, regular .....	\$8,500.00
Teachers, substitute .....	90.00
Janitors .....	900.00
	—————
	\$9,490.00
Printing, stationery, and office expense.....	100.00
General supplies and expense.....	50.00
Laundry and janitor supplies.....	50.00
Heat, light, power, water rental.....	1,300.00
Repairs and replacements.....	100.00
Furniture and fixtures.....	617.58
Apparatus and other equipment.....	1,137.00
Special assessments, street improvements.....	500.00
Improvement of ground.....	200.00
Contingent .....	200.00
	—————
	13,744.58
TOTAL PUBLIC SCHOOLS.....	\$332,505.17

## SUMMARY OF BUDGET

## TEACHERS

Regular .....	\$118,417.50
Special .....	22,400.00
Substitute .....	705.00
Summer .....	1,000.00
	—————
	\$142,522.50

## SUPERVISION

Superintendent .....	\$2,500.00
Assistant superintendent .....	1,600.00
Supervisor of attendance.....	900.00
Health supervisor .....	1,500.00
	—————
	6,500.00

## OFFICE ADMINISTRATION

Clerks .....	\$2,170.00
Secretary of board.....	300.00
Assistant to chairman of building committee	900.00
	—————

## JANITORS .....

REPAIRS AND REPLACEMENTS.....	13,142.50
FURNITURE, EQUIPMENT, APPARATUS, AND FIXTURES.....	14,775.00

8,602.47



*Summer Playground—Burr Jones Field*

**HEAT, LIGHT, POWER, AND WATER**

Fuel .....	\$13,216.00
Light .....	1,850.00
Power .....	1,775.00
Water .....	1,270.00
	_____
	18,111.00

**SITES AND NEW BUILDINGS**

Miller property .....	\$10,500.00
Lincoln new building.....	60,000.00
Fair Oaks new building.....	40,000.00
	_____
INCIDENTALS .....	110,500.00
	_____
TOTAL BUDGET FOR PUBLIC SCHOOLS.....	14,981.70
	_____

**BUILDINGS.***Randall School.*

During the fall of 1912 the pupils of the Randall school section of the city were accommodated in the Longfellow building, the pupils of the Longfellow attending during the forenoon sessions and those of the Randall during the afternoon sessions. Although this made it necessary for the Randall pupils to travel long distances and caused much inconvenience and loss of time for both schools, yet the work moved on smoothly and harmoniously and without serious loss in way of thoroughness and progress. Much credit is due the teachers of both schools for the forbearance and thoughtful consideration exercised at all times.

The additions to the Randall building were completed in January and the whole building ready for occupancy at the opening of the winter term in 1913. Both teachers and pupils greatly appreciated the new and improved accommodations and the regular work of the school was taken up with new interest and enthusiasm. The large and well appointed kindergarten room furnishes facilities for the training of the little people under six years of age, and the well lighted, well ventilated, and attractive class rooms make conditions favorable for aggressive and efficient work in the regular lines of study.

The spacious assembly room makes it possible to bring together all the pupils of the school in a body for exercises of various kinds that contribute to the entertainment and improvement of all. The bringing together of all the pupils of a school in a body to participate in exercises of common interest exerts a wholesome influence in the way of unifying school interests and establishing a good school spirit. A room of this kind also affords facilities for the organization and maintenance of neighborhood clubs and for the holding of meetings that contribute to the educational and social betterment of the community.

The gymnasium provides facilities for systematic calesthenic drills, for rhythmic marching and dancing, for directed athletic games and sports, and encourages a variety of exercises that afford wholesome recreation and result in a higher standard of health and vitality among the children. Experience in the Randall school demonstrates more positively than ever that facilities for physical activities and indoor sports should be provided in every school building.

On the whole the Randall building has proved to be very satisfactory. The general plan is convenient and greatly facilitates the work of administration. The entrances, five in number, are large and so located as to make all parts of the building easily accessible. The outside doors are supplied with locks that automatically open outward upon slight pressure from within, making escape from the building easy and the blocking of passages by locked doors impossible. Stairways and corridor floors of concrete reduce the danger from fire to the minimum. The vacuum plant materially lessens the cost of cleaning and is much more thorough and sanitary than the old methods of sweeping. The heating plant is economical, adequate, and effective in all conditions of weather. This building easily marks an advance in school house construction and furnishes a new standard for future structures.

#### *Longfellow Building.*

The fear on the part of some that the new Longfellow building as planned would be larger than necessary was not well

founded. During the year the enrollment in this school increased so rapidly that all the rooms in both the new and the old buildings were occupied and in most of them the attendance more than equalled their capacity. The centers for manual training and domestic economy work have been fully utilized and furnish much needed facilities for instruction in these lines.

*Washington School.*

We are pleased to note the installation of a new heating plant in the Washington school. Its use thus far seems to indicate that it is wholly adequate to the needs of the building and will be economical in way of operation. This change and the improvements previously made in the toilet facilities greatly improve sanitary and comfort conditions in the building and are greatly appreciated by all interested in the school.

*Hawthorne Building.*

During the past year the eight rooms on the main floors of the Hawthorne building, two rooms in the basement, and two rooms in the Fair Oaks town hall failed to accommodate all the children enrolled in this section of the city. In order to find accommodations for all it became necessary to transfer a number of pupils from different grades across the river to the Marquette and Lapham buildings. For the present school year two additional rooms have been fitted up in the town hall, making for this section fourteen school rooms. When school opened in the fall even these rooms were filled to their capacity, and a number of children belonging to this section are compelled to continue their attendance in other buildings. The problem of furnishing more school room in this section therefore still faces the Board of Education and City Council.

The Board was fortunate in securing the lots in Elmside between Maple and Lincoln avenues. An analysis of the distribution of the children in this section shows that these lots are well located and will within a short time be in the center of a

large school population. The residents in this section are entitled to and have a right to demand school accommodations that in capacity and character are equal to any in the city. It seems imperative therefore that steps be taken at once to secure plans for a large, well appointed, up-to-date school building for this section, the construction of a section of which should be undertaken at the earliest possible date. It will not be necessary or desirable to put up a complete building at once. The plans for the whole building should be secured and then only such a part constructed as will be needed in the near future.

#### *Lincoln School.*

The Lincoln building for years has been inadequate to the needs of the school in this section. The building contains only six school rooms, with no facilities for instruction in any of the special lines,—kindergarten, manual training, or domestic science. Even the accommodations for the regular lines of work are inadequate. During the past year in order to find suitable accommodations, all of the pupils of the sixth grade were obliged to cross the city to the Doty School. This plan obliged the children to cross the street car tracks and pass through the business section of the city. This was a great inconvenience to all and worked serious hardship to some. To accommodate the overflow during the present year two rooms have been fitted up in the Miller residence, recently purchased by the Board. This at best is only a temporary arrangement and steps must be taken promptly to provide better and more ample school facilities for this section.

#### *Larger Centers Needed.*

In Madison the policy has been to have a number of small school centers in different sections of the city. This plan has the advantage of placing school facilities within easy reach of and convenient to the homes. So long as it was necessary to provide facilities for instruction in only the regular lines the expense of this plan was not excessive. Under present condi-

tions, however, when in addition to the necessary school rooms each building should include a principal's office, a waiting room, a teachers' rest room, an assembly room, a gymnasium, and rooms for kindergarten, manual training, domestic science, and art work, this plan leads to an unnecessary duplication of school facilities in different portions of the city and makes the cost of the construction of buildings excessive.

In the larger schools the cost of administration is also less inasmuch as the number of principals and special teachers is less in proportion to the number of pupils and regular teachers.

In smaller cities school buildings containing from fourteen to twenty rooms are common and in larger cities buildings containing thirty, forty, or even fifty rooms are not uncommon. In view of these facts it would seem that Madison must consider seriously whether the construction of a complete, fully equipped, up-to-date school building in each of the smaller sections of the city will not be excessively expensive and finally entirely beyond the resources of the city.

The present Lincoln and Brayton buildings are wholly inadequate to the needs of the section of the city in which they are located and are almost wholly without the facilities required in the modern school. It will be necessary in the near future to provide either one large building or two smaller buildings in this section. In view of all the facts it would seem certain that one large building complete in all its appointments would be less expensive in way of construction and administration and would serve the interests of the people better, than would two smaller buildings. Such a building could be located on the present Lincoln site or on some other site centrally located. The Board of Education and the common council should therefore consider seriously the one-building plan, and in case this plan seems desirable should take steps toward providing the means for the immediate construction of a section of such a building.

#### STANDARDS FOR MODERN ELEMENTARY SCHOOL BUILDINGS

The constantly widening scope of the work demanded of the present-day school, the numerous neighborhood activities that

call for a fuller use of the school plant, and an emphatic demand for the best hygienic and sanitary conditions for the children, set for new buildings high standards that cannot be ignored. Once a roof covering four plain walls constituted a school house. Merely to house the children is not sufficient. The modern school building must not only properly house the children but must provide facilities for instruction along all regular and special lines incident to present day demands and must furnish centers for the activities that enter into the life of the community.

Every modern complete elementary school building should, in addition to the regular class rooms, contain an assembly room, a gymnasium, a teachers' rest room, a lunch room, and rooms for kindergarten, domestic science, and manual training work. Special facilities should also be provided for the instruction of ungraded and retarded pupils, for anemic and tubercular children, and for other defective classes. Sanitary toilets of the most approved type are necessary and a system of shower baths desirable. Class rooms should be lighted from one side and the glass area should be not less than one-fifth of the floor space. All stairways and floors of vestibules and corridors should be of concrete and exits ample and conveniently located. The heating and ventilating plant should be of sufficient capacity to heat thoroughly the whole building in the coldest weather and to furnish to each pupil at least thirty cubic feet of fresh air per minute. All air entering a building through the ventilating plant should be washed clean and properly humidified, and all sweeping and dusting should be done with an effective stationary vacuum cleaning plant.

#### MADISON BUILDINGS.

In the construction of new buildings in our city the school authorities have aimed to comply with accepted standards and to secure buildings that are complete in all their appointments. To bring the buildings now in use up to higher standards it has been the policy of the Board to over-haul and renovate thor-

oughly at least one of these each year. In these the walls have been newly decorated, the woodwork and furniture refinished, new heating and ventilating plants have been installed, and toilet facilities improved.

#### *Conditioning School Room Air.*

In one respect, however, our buildings fall short of the required standards, and that is in the matter of washing and humidifying the air forced into the school rooms by the fans.

Although Madison is a small city with an atmosphere comparatively free from dirt and impurities, yet on account of local conditions the air forced into some of our buildings is at times laden with smoke, soot, dust, and other impurities that render it undesirable for breathing. These impurities also soil the garments and books of the children, make grimy the desks and furniture, and stain the decorations and walls of the school rooms. It is hoped that some effective and inexpensive means may be found for washing the air in the buildings now in use and that in planning new buildings this matter will not be neglected.

#### *Humidifying The Air.*

Although the washing of the air is important, the humidifying of the air is even more important and much more easily accomplished. For comfort and health the humidity in the air of the school room should not be allowed to fall below fifty per cent of saturation. During cold periods the outside air at best has a low per cent of humidity and when passed over the heating coils the capacity of the air for humidity is greatly increased, and unless additional moisture is supplied the per cent of saturation becomes very low, often dropping to twenty per cent or lower.

It is generally conceded that breathing air so extremely dry exaggerates tendencies toward nose, throat, and ear diseases, and renders the system more susceptible to the influence of disease germs. The best medical authorities tell us "that the physio-

logical symptoms of an atmosphere too dry are parched lips and tongue, a dry, feverish condition of the skin, and in those children predestined to lung disease, a hacking cough, resulting from the desiccating effect of excessively dry air on the lungs and bronchial tubes."

In the fall when the windows of the school rooms are open an inside temperature of 62 or 65 degrees seems very comfortable. As the weather grows colder and the fires are increased a temperature of 69 degrees is demanded. During periods of extreme cold an inside temperature of 72 and even 74 degrees is not uncomfortable. This condition is due not to the cold outside but to the dryness of the air inside. In the fall the aid in the rooms is in a normal condition with humidity of from 60 to 90 per cent. As the weather grows colder and the fires increase, the humidity of the air reaching the rooms over hot furnaces falls to 20 per cent or even lower, drier than the driest climate known. The capacity of this dry air is so great for absorbing moisture that it causes excessive evaporation from the body and the consequent sensation of chilliness. A room with a temperature of 65 degrees and a relative humidity of 60 per cent seems warmer and is more conducive to comfort than is one with a temperature of 72 or 74 degrees and a humidity of 30 per cent. These statements are born out by the fact that the humid atmosphere of England permits an indoor temperature much lower than is comfortable in locations where the air is drier. Throughout the British Isles the standard temperature of the school rooms is only 60 degrees, and when it rises above that point the teacher or person in charge is subject to reprimand. In several cities of our own section of the country, where air with normal humidity is supplied the school rooms, the standard temperature is 65 degrees and higher temperatures are not permitted. In a few schools a temperature as low as 60 degrees is maintained through the cold periods and is considered to be of advantage to the pupils in way of health, comfort, and efficiency. In the Madison schools with a low per cent of humidity in the air, the comfort of pupils and teachers demands a temperature of 70 or more degrees during the winter months. This condition has certainly

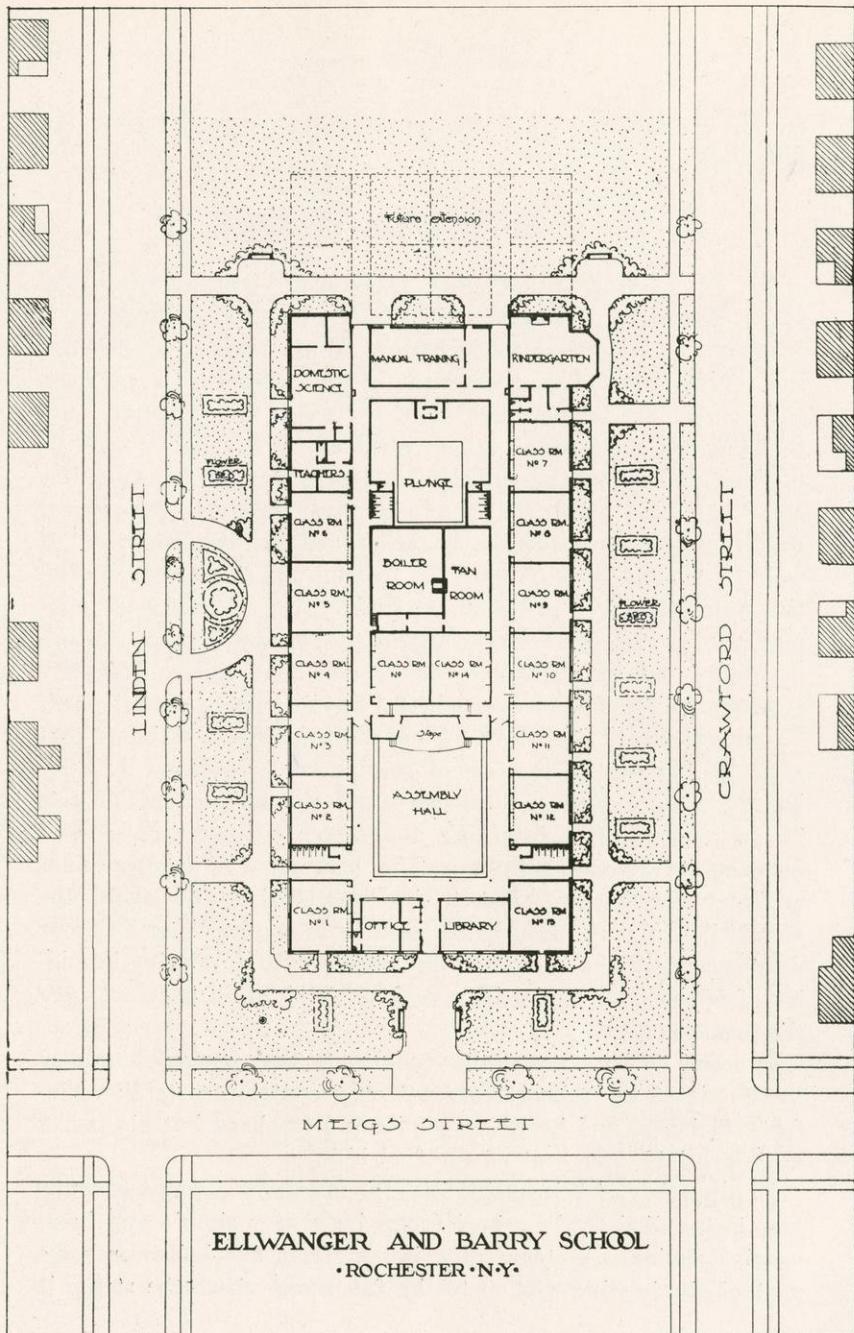
an enervating effect upon the pupils and is unfavorable to the best work.

*Normal Humidity More Economical.*

Mr. W. E. Watt in his book "Open Air," quoting from Professor Wilson of Milwaukee says that "A humid atmosphere is economical. In a room in which the temperature is 72 degrees, the temperature of the wet-bulb is 54.5 degrees. If a room with a sensible temperature of 54.5 degrees is considered comfortable, the same result can be attained by heating to only 60 degrees, and supplying sufficient moisture to raise the humidity to 70 per cent, which still conforms very closely to the normal condition of the outside air, so far as moisture is concerned. It would probably be impracticable to maintain uniformly a relative humidity of 70 per cent, especially with a low outside temperature, as the condensation upon the windows would be undesirable; but by heating to 65 degrees the relative humidity could be held at 50 per cent without any ill effects, except possibly on extremely cold days. Competent engineers estimate that about 25 per cent of the cost of heating could be saved by holding the temperature at 60 degrees and raising the humidity to 70 per cent, still maintaining a wet-bulb temperature of 54.5 degrees, the same as that obtained by heating to 72 degrees under ordinary conditions. But to be conservative and avoid the possibility of any unpleasant results from condensation, our dwellings could be heated to 65 degrees with a relative humidity of 50 per cent and still save from 12½ to 15 per cent over the present cost."

It seems to be a reasonable conclusion that normal humidity in the air of the school room not only contributes to the comfort, efficiency, and health of pupils and teachers, but also saves an appreciable per cent of the fuel bills.

In a number of Wisconsin cities the necessary amount of moisture is supplied to the school rooms by a very simple and inexpensive device. A steam pipe is run from the boiler or some part of the heating system to the fan room where the steam is



released through a pipe having a large number of small perforations. The steam in this way is mixed with air as it passes through the fan room. In Superior this device has been installed in nine large buildings at a total cost of only about fifty dollars for the material, the engineers doing the work. These buildings are supplied with hygrometers and tests show that this simple device is effective and that the proper degree of humidity is readily maintained. Inasmuch as the condition of the air in the school room is so important and the means of improvement so inexpensive, it would seem that steps should be taken immediately to insure a supply of better air for all the school buildings of the city.

In the issue of November 22, 1913, of the *Scientific American* it is stated that the Smithsonian Institution has recently published a revolutionary memoir by Professor Leonard Hill and several collaborators, entitled "The Influence of the Atmosphere on our Health and Comfort in Confined and Crowded Places." In commenting on this article the Editor says:

"A main purpose of the memoir is to show that the chemical quality of the air in crowded and stuffy rooms has nothing to do with its ill effects, and that, apart from the influence of infecting bacteria, the ventilation problem is essentially one of the temperature, relative humidity, and movement of the air. The ordinary tests of air for carbon dioxide are declared to be worthless. The percentage of carbon dioxide in the worst ventilated room does not rise above 0.5, or at most, 1 per cent, whereas the normal concentration of carbon dioxide in the lungs is from 5 to 6 per cent of an atmosphere. The writers adduce a great number of experiments and observations to prove that percentages regarded as deleterious or deadly by hygienists are quite harmless. They claim that it is also a fallacy to assume that a diminished amount of oxygen is harmful. At noted health resorts in the Alps the barometer stands at such a height that the concentration of oxygen is far less than in the most ill-ventilated room. One unfortunate result of this fallacy is that the laws regarding ventilation of mines insist on a high percentage of oxygen, and thereby increase the danger of mine explosions. Finally, the widespread belief in the presence of an organic poison in expired air is equally erroneous. The smells of crowded rooms and the like are no indication that the air is deleterious. The deaths in the Black Hole of Calcutta, the depression, head-

ache, etc., in close rooms, are alike due to heat stagnation; the victims of the Black Hole died of heat-stroke."

These statements, although not entirely new, coming from such unquestioned authority must have much weight and cannot be ignored. It seems probable that our theories of ventilation must be modified, at least in part, and that our appliances for purifying the air in our school buildings must be changed.

#### THE ONE STORY TYPE OF SCHOOL BUILDING.

In smaller cities the two-story and in larger cities the three-story school buildings have been the prevailing types. The high land values in cities are in part responsible for the adoption of these types, inasmuch as they occupy smaller areas in proportion to their capacity than do the one-story types. The generally accepted opinion, although now proved erroneous, that the cost per school room unit for construction is much more in the one-story than in the other types, has also had some influence in favor of the higher buildings. It should perhaps be stated here that it has become the custom to designate the size of school buildings in *school room units*. The *school room unit* means the space occupied by one regular school room, about twenty-four by thirty feet. In order to secure strength and symmetry of construction, architects usually plan rooms that in size are equal to one of these units, a fraction of the unit, or a multiple of the unit.

The two and three-story buildings have some serious objections. The long stairways are trying to pupils and teachers. The pupils on all floors must use common hallways and stairways and pass through the same outside doorways. Under such conditions, congestion and crowding are possible at any time and the danger from fires and panics is greatly enhanced. A general uniformity of sessions and intermissions must be maintained and all classes must move at the same time, thus restricting seriously the independence and freedom of the several departments. Then again all rooms, except possibly those on the

upper floor, must be lighted from one side only which is in some degree objectionable because of the uneven distribution of light.

In view of these inherent objections to the higher buildings, in several cities experiments have been made with the one-story type of building. At Holly, Michigan, is a one-story building designed to accommodate both high school and elementary grade pupils, numbering about three hundred in all. At River Forest, a suburb of Chicago, is a four-room, one-story building that has proved very satisfactory. At Rochester, New York, a new one-story building has just been completed. A cut showing the floor plan of this building is given on page 48.

This building contains, in addition to boiler, fan, and fuel rooms, fifteen regular school rooms, an administration office, an assembly room, a teachers' rest room, a lunch room, a library, a plunge bath, and rooms for kindergarten, manual training, and domestic science work. In speaking of this building the Architect, Edwin S. Gorden, says:

"This type of school necessarily covers a larger area and is practicable only where land is comparatively cheap. The cost of this school being much less per school unit than the three story type permits a greater expenditure for land if desired. The saving in cost per school room unit would more than cover the necessary additional land area, except in the congested districts of the city.

A class room lighted entirely from one side necessarily gives more light to the row of desks nearer the windows. Much can be done to distribute the light by means of shades, but with the constantly changing light this is a source of annoyance, particularly in warm weather when it is necessary to open the windows. In the construction of factories it has been found that the ideal light is obtained by skylights arranged in parallel rows facing the north and known as *saw-tooth* roofs. Mr. W. L. Nida, Superintendent of Schools at River Forest, Ill., a suburb of Chicago, experimented with this method of lighting in a four-room school and found it very satisfactory. Your Board has tried the experiment in several portable schools in Rochester and is convinced that the ideal school room light is from overhead.

Other advantages of this type of building may be briefly touched upon. The plan itself is elastic, as all special requirements such as kindergarten, domestic science, manual training, plunge, boiler and engine rooms may each have the exact space required without disturbing the school units used for regular class room purposes.

Each room has one window and a glass door opening on the school yard. This means of exit from the class room is independent of the corridor exits, thus affording the greatest possible safety to the children in case of emergency where it is necessary to dismiss the classes from the building. This window and door also serve the purpose of removing the sense of confinement the children would naturally feel if they could only see out of doors through the skylights.

In each of the rooms there is a new type of wardrobe which consists of a cupboard having sliding doors so arranged that when closed the contents of the wardrobe cannot be seen from the class room. The ventilation of the rooms is carried through the wardrobe, thus giving every possible circulation of air. This system has not been tried in Rochester but has been used in many other cities with good results.

Except for the one step at each entrance to the building and the stairway leading to the boiler room there are no stairs in the school. In itself this is a great feature of safety in dismissing children from the building in case of emergency."

The Rochester Herald in speaking of the method of lighting says,—

"Another feature of the school is the remarkable scheme of lighting which has been worked out. The type of roof used is called a *saw-tooth* roof. The light comes in from the north and is reflected down into the rooms in such a manner that it is claimed that a shadow cannot lurk in any part of room. The light thus developed is mellow and is aided by a glass door and windows in each room."

It will be observed from the above that the five most striking features in this new type of building are (a) the reduced cost of construction; (b) the elasticity of plan that provides rooms varying in size for the work in special lines without disturbing the school unit on which the building is planned; (c) the method of overhead lighting; (d) the independent exits for each school room; (e) the independence and freedom of the different departments in way of management; and (f) the possibility of constructing different portions at different times and of making additions at any time, without undue expense and without interfering with the unity of the structure. In planning new buildings the desirability and feasibility of this one-story type of building should be considered.

## INVESTMENT IN SCHOOL PROPERTY.

The following table, prepared by Mr. C. H. Tenney, chairman of the Committee on Buildings, shows the present estimated value of the school property in Madison:

	Land.	Buildings.	Equipment.	Total.
High school .....	\$56,000.00	\$242,000.00	\$22,357.00	\$320,357.00
Brayton school.....	12,000.00	29,881.00	1,660.00	43,541.00
Doty school.....	9,800.00	30,586.00	2,060.00	42,446.00
Draper school.....	13,900.00	28,631.00	1,660.00	44,191.00
Hawthorne school...	4,000.00	23,727.00	2,306.00	30,033.00
Irving school.....	6,000.00	25,751.00	2,660.00	34,411.00
Lapham school.....	5,200.00	19,220.00	1,437.00	25,857.00
Lincoln school.....	20,400.00	25,869.00	1,321.00	47,590.00
Longfellow school ..	11,200.00	47,576.00	1,457.00	60,233.00
Marquette school....	20,400.00	30,926.00	1,660.00	52,986.00
Randall school.....	9,400.00	78,606.00	5,521.00	93,527.00
Washington school..	11,100.00	29,255.00	2,805.00	43,150.00
Elmside site.....	4,500.00	.....	.....	4,500.00
<b>Total .....</b>	<b>\$183,900.00</b>	<b>\$612,028.00</b>	<b>\$46,904.00</b>	<b>\$842,382.00</b>

## SUPERVISION OF ATTENDANCE.

The work of this department has been carried on with unusual earnestness and effectiveness. The work of the attendance officer is wide and the duties multitudinous.

The attendance upon the schools has been greatly improved, the surroundings of scores of children have been made more favorable, and conditions in many homes have been changed for the better. Many incorrigible children have been placed where their influence will be less harmful and where opportunities for improvement are better. The community has come to a clearer understanding of the rights of the child and commercial and industrial leaders have been giving more wholesome respect for child-labor laws. Words fail to give an adequate understanding of the largeness of the work of this department or to express

the far-reaching influence of duties well and faithfully performed. Your attention is called to the special report of Miss Riley which follows:

To the Board of Education:

I hereby submit the first annual report of the Department of Truancy and Probation.

Visits to—

homes .....	1,681
schools .....	274
factories .....	26
places of business.....	217
state institutions.....	7

Cases of truancy .....

243

Notices served.....

167

Placed—

in schools .....	38
in state institutions.....	7
in homes.....	3
at work.....	22

Violations Child Labor Law.....

64

Cases in Juvenile Court.....

40

Cases in Private Court.....

1

Placed on probation.....

19

Cases reported—

to health department .....	38
to visiting nurse .....	55
to physicians .....	26
to visiting housekeeper .....	27
to associated charities .....	30
to Benevolent Societies .....	7
to humane officer .....	3
to police department .....	11

Sent to hospitals .....

3

Taking the city as a whole, attendance at schools, parochial and public, has been regular. Causes for poor attendance may be generally grouped under the following causes:—drunken fathers who fail to support their families; working mothers gone from home the greater part of the day; poor teeth; and lack of shoes. In some cities attendance officers are given the privilege of purchasing shoes at the city's expense. Here, unless shoes can be secured through the Associated Char-

ties, children must wait till pay day, sometimes losing considerable time from school. Teeth are troublesome from the kindergarten through all the grades, causing much unavoidable absence. I hope in the near future that the plans of the Dental Society to establish a children's clinic will be realized. The city should supply the room, equipment, and attendant.

The visiting nurse, supplied by the Attic Angels, has always been generous with her time in cases of illness on the part of children, but I would advise as soon as possible the appointment of a school nurse who could devote all her time to following up cases excluded from the schools by the medical advisor. Much could be done by open demonstrations in the schools and before Mothers' Clubs, showing just how to cope with head and skin infections, bad throats, etc. The school nurse could be in attendance at the Dental Clinic for regular periods and keep the records.

It is hoped that the day nursery with the co-operation of the visiting housekeeper will help to meet the problem of poor attendance in families where mothers work outside of the home.

The city has another obligation to meet in providing instruction under proper conditions for children excluded from the public schools because of tuberculosis or tubercular tendencies. The open-air school movement met with hearty co-operation from physicians and teachers, and financial aid from the Anti-tuberculosis Association, the Woman's Club, and private citizens could easily be secured. Though the per cent of attendance in some schools remains essentially the same as last year, there is no room for discouragement, for almost every district held boys and girls in school whose attendance was made compulsory.

#### *Probation Work*

As the above report indicates, the work of truancy and probation come under the same supervisor. The problem of the boys and girls from fourteen to eighteen years who leave school is a far bigger one than the attendance of school children. Some of them remain at home, some work whole or part time; but work is scarce and poorly paid. These children are not ready for anything and go from one employer to another, with extended vacations between and plenty of time to get into trouble. By their own confessions, boys and girls have given some pretty pitiful stories to officers and judges, because in many cases "nobody cared much what they did." There is now before the common council an ordinance relating to public amusements, dances, moving pictures, etc., which should be enforced by a capable person who could devote his time to this work.

On several occasions when officers were obliged to hold over night boys and girls under eighteen to appear in Court next morning, they were held at the police station. Though the number of juvenile delinquents does not warrant the expense of a detention home, some provision should be made for these children, if held for only one night. In closing, I wish to thank the men and women of the public and parochial schools systems who made this year's work possible.

Respectfully yours,

MARTHA RILEY.

June 16, 1913.

#### PUBLIC CONTINUATION SCHOOLS.

Chapter 616, Laws of 1911, provides for the organization of a new department in connection with the state system of schools, known as the department of Industrial Education. The work of this department is administered by a state industrial board composed of six members appointed by the governor and three ex-officio members. Three of the appointed members shall be employers of labor and three shall be skilled employees. The ex-officio members are the state superintendent of education and the deans of the extension department and the college of engineering of the University of Wisconsin.

#### *Local Industrial Boards.*

In cities of five thousand population and over the law requires that the regular boards of education shall appoint two employers and two employees who with the city superintendent as an ex-officio member shall constitute a local industrial board whose duty it shall be to foster, establish, and maintain a system of industrial, commercial, continuation, and evening schools. All these are usually designated as *Continuation Schools*. The terms of office of two of the members first appointed shall be one year from the first of January of the year in which they were appointed, and the terms of the other two shall be two years from the same date. Thereafter all appointments shall be made for two years. These boards in the management of the schools under their charge are independent of the regular

boards of education and have such powers as enable them to organize and maintain the schools under their charge.

These schools are maintained by a local tax whose rate shall not be in any one year more than one-half mill, and which shall be in addition to all special and general taxes levied for other purposes. When these schools have been organized and maintained in accordance with the provisions of the law, the cities or communities in which they are located shall receive state aid equal to one-half of the amount actually expended in maintaining such schools, but not more than three thousand dollars shall be paid by the state to any one school in one year.

*Classes of Schools.*

To systematize and facilitate the organization and administration of the work these schools have been divided into four classes, as follows:

First—The Industrial Schools for apprentices.

Second—The Permit Schools for boys and girls between the ages of fourteen and sixteen who are working under permits.

Third—All day Industrial Schools for permit children not regularly employed.

Fourth—The Evening Schools open to all over sixteen who are not attending day schools.

THE MADISON CONTINUATION SCHOOLS.

The Board of Education of the city of Madison at its regular meeting on June 4th, 1912 elected the following persons as members of a local board of industrial education: Mr. L. D. Sumner and Mr. John L. Bourke for terms of two years from January 1, 1912, and Mr. George E. Gernon for a term of one year from the same date. At the meeting of the Board of Education on August 13th, 1912, Mr. Thomas G. Murray was appointed as the fourth member of this local board with a term of one year from January 1, 1912. These members with the city superintendent as an ex-officio member constitute the local industrial board

whose duty it is to foster, establish, and maintain schools as defined in Chapter 616 of the laws of 1911.

*Organization of the Local Industrial Board.*

On August 15, 1912, a meeting of the local industrial board was held in the office of the city superintendent at which all the members were present. Upon invitation Mr. Warren E. Hicks, assistant to the state superintendent on industrial education, and Dr. Victor Lenher, from the city Board of Education, met with the board. After an extended discussion as to the provisions of the law and the methods to be pursued, all the members qualified as required by law. The local board then formally organized by electing Mr. Thomas G. Murray as Chairman and Mr. R. B. Dudgeon as Secretary.

In compliance with the provisions of the law the board fixed upon the sum necessary to carry on the different lines of work for the next school year, 1912-1913. A written report to the common council was made in due form, certifying that the sum of five thousand dollars would be needed for the schools, and requesting that body to certify to the proper officer the above sum to be levied and collected as other taxes upon the taxable property of the city, and when so collected to be set aside for the maintenance of the local industrial schools. This report was presented by Mr. Bourke to the common council, which body at its meeting on October 11, 1912 by a unanimous vote gave assurance to the local board that the sum required would be included in the next annual budget and authorized the board and Mr. Gernon upon their own signatures secured a loan for

With the advice and consent of the city attorney, Mr. Murray and Mr. Gernon upon their own signatures secured a loan for the board from the State bank for six hundred dollars to meet the preliminary expenses of the organization. At a meeting of the common council on October 25, 1912, a resolution was adopted directing the city treasurer to set aside the sum of fifteen hundred dollars out of which the local industrial board was authorized to pay all necessary expenses of the school until the regular appropriation should become available.

On September 11, 1912, a meeting was called for the purpose of electing a director for the industrial schools. After considering fully the qualifications of a number of candidates, Mr. Arthur W. Siemers of New Holstein was elected to the position by a unanimous vote and the salary was fixed at fourteen hundred dollars per year of twelve months from September 1, 1912.

Permission to use certain rooms in the High school and Longfellow buildings for the evening school classes was secured from the city Board of Education for a rental fee of three hundred fifty dollars to cover the expense of heat, light, and janitor service. Rooms on the second floor of the old fire-engine station on South Butler street were secured from the city for the permit and all day industrial classes. As the work was new and the methods of procedure entirely without precedents, it was deemed wise to start in a small way and to proceed slowly. Two assistant teachers were secured and the rooms in the engine house were equipped somewhat meagerly with the understanding that additional teachers and equipment would be added as the needs of the schools demanded.

During the first weeks the work was necessarily irregular and mainly along the lines of promotion and organization. Some time was taken in making a partial survey of the city to determine conditions and to give information to employers in regard to the requirements of this law and the ends and purposes of the schools. Inasmuch as no apprentices under legal contract were found in the city, the organization proceeded along the lines of permit, all day industrial, and evening school work.

The first evening schools were organized on October 14th and the day school on November 10th. During the first month eleven teachers were employed and the enrollment in all the schools reached 445.

In the day classes elementary instruction was given to both boys and girls in English, arithmetic, hygiene and sanitation, and civics. In addition the girls were given instruction in sewing and the boys in elementary shop work, mechanical drawing, and safety devices. In the evening classes instruction was given in English, civics, and salesmanship, and in the lines of mechan-



*Hiking*

ical drawing, typewriting, stenography, book-keeping, electrical appliances, gas engines, sewing, and cooking.

At a regular meeting on January 7, 1913, the city Board of Education elected Mr. Thomas G. Murray and Mr. George E. Gernon to succeed themselves as members of the local industrial board for terms of two years from January 1, 1913.

**STATISTICS FOR THE YEAR (Continuation Schools)**

*Number of Teachers*

	Men	Women	Total
Day schools .....	1	2	3
Evening schools .....	6	5	11
<b>Total .....</b>	<b>7</b>	<b>7</b>	<b>14</b>

*Enrollment*

	Boys	Girls	Total
Day permit school.....	47	29	76
All day industrial school.....	6	3	9
Evening school, High School building.....	251	228	479
Evening school, Longfellow building.....	74	9	83
<b>Total .....</b>	<b>378</b>	<b>269</b>	<b>647</b>

**FINANCIAL STATEMENT (Continuation Schools)**

*Receipts*

Board of Education (special appropriation)....	\$300.00
City tax levy .....	5,000.00
Miscellaneous—fees, books, etc.....	114.81
<b>Total .....</b>	<b>\$5,414.81</b>

*Disbursements*

Instruction:

Permit and all day.....	\$1,422.76
Evening schools .....	1,892.13
<b>Total .....</b>	<b>\$3,314.89</b>
Equipment: all schools .....	470.64

## Contingent expenses:

Books .....	\$129.76
Printing .....	119.71
Janitor .....	80.00
Repairs .....	91.65
Supplies .....	103.13
Rent .....	475.35
Stenographer .....	192.68
Miscellaneous .....	118.85
 Total .....	 \$1,311.13
Balance on hand July 1, 1913.....	318.15
 .....	 \$5,414.81

Of necessity the work of the first year was largely experimental. Some mistakes were made but valuable experience was gained and many lessons learned. Things accomplished during the first year will furnish the ground work for more advanced work during the second year. And we trust that the good things of the past will be precursors of much better things in the future.

## KINDERGARTENS.

Including the kindergarten department recently organized in connection with the Lincoln school, Madison now maintains kindergartens in eight of the elementary schools. In considering the kindergartens two questions always arise. The first is in regard to the value of the kindergarten training in the development of the child and in equipping him for the work of the following grades. The second is the value of the results as measured by the money expended for their organization and maintainance. In other words, do the results justify the expenditure of money necessary for their equipment and maintainance?

In the preparation of a paper on the "Efficiency of the Kindergartens," presented in the kindergarten section of the National Educational Association in 1912, Mrs. Bradford, superintendent of the schools at Kenosha, made a careful and painstaking study of the effects of the kindergarten training upon the

pupils in the first five grades of the Kenosha schools. This study was with 1663 children, 925 of whom started in the kindergartens and 738 of whom started without such training.

In this investigation facts were carefully considered and an unusual conservatism marked all conclusions and judgments. The report is of unusual value but time and space will not permit a detailed and extended discussion at this time. It will suffice to summarize the results briefly.

1. The pupils trained in the kindergartens seem to be much better equipped for their future school work and out-distance the non-kindergarten trained pupils in great numbers.

2. The average age of the kindergarten trained children in the first four grades of the school was 8.4 months below that of all non-kindergarten trained children in the same grades.

3. A careful study of advancement and retardation showed that the 925 children with kindergarten training were ahead of where they otherwise would have been by a total of 151 years, and that the 738 non-kindergarten trained children lost a total of 12 years on account of the lack of such training. Upon this point Mrs. Bradford says,

When this saving and loss in years is expressed in money cost it takes on more concrete significance. Here is a situation, as Mr. Ayres says, where "time" is money.

The average cost per year of children in the Kenosha schools for this year was about \$23. From this unit cost it is found that by providing children kindergarten training, the city has saved \$3,489 on 925 such children involved in this count; and that it has lost through the greater retardation of the 738 children who had missed such training a total of \$2,783.

Here, then, are my two arguments in favor of kindergartens:

First, it is the right of every little child to have the best possible educational start, and hence the duty of school officials to see that kindergarten privileges are furnished for all.

Second, it is the right of tax payers that there be wise and economic expenditure of school money, and that therefore all means for diminishing retardation, and consequently for lessening the cost of education should be employed. One of these means is the kindergarten as the above described investigation proves.

## UNGRADED ROOMS.

During the year two ungraded rooms were maintained, one in the Washington school with Miss Florence H. Post in charge, and the other in the Irving school with Miss Helen Dernbach in charge. The purpose of these schools is to give special aid to pupils who on account of irregular attendance or other causes are behind their grades.

*Room in the Washington Building.*

The whole number enrolled in this room was eighteen, seven boys and eleven girls. Of this number six were making up seventh grade work with a view of entering the regular eighth grade the following year. The others, twelve in number, were doing eighth grade work with a view of entering the high school. Of these twelve, ten were regularly promoted to the high school, one withdrew to go to work, and one was retained in the eighth grade. Of the six doing seventh grade work one was regularly promoted to the eighth grade and five were sent to the summer school for additional work.

*Room in the Irving Building.*

The whole number enrolled in this room was also eighteen, eleven girls and seven boys. Of this number, ten remained in the school through the year, three girls left to assist at home, one girl went to work, one girl went to a private school, two boys were sent back to their regular grades, and one boy went to work. Of the five eighth grade pupils remaining to the end of the year, three were regularly promoted to the high school, one was recommended to the summer school for additional work, and one failed. Of the five seventh grade pupils remaining, four were recommended to the summer school for additional work and one failed.

These schools afford opportunity for giving pupils work suited to their individual needs, thus saving many from failure and from the necessity of repeating the work of a grade. The re-

sults fully justify the continuance of these rooms, and demonstrate beyond question the fact that the maintenance of an ungraded room in each elementary building would add greatly to the efficiency of our school system.

#### SUMMER VACATION SCHOOLS.

The valuable results attending the summer vacation schools have been such as to make it unnecessary to urge their continuation from year to year. During the past summer, 1913, two schools were conducted for the benefit of pupils who had failed of promotion or for some reason wished to do extra work. These schools opened on Monday, June 16th, and continued six weeks.

#### *Elementary Grades.*

The summer school for the elementary grades was again this year under the general charge of Mrs. Anna B. Chamberlain, Principal of the Hawthorne school. She was given six assistants, all of whom were members of the regular force of city-teachers.

As last year the attendance was limited to pupils from the fourth to the eighth grades, inclusive, who were recommended by their respective teachers for the purpose of doing sufficient work to entitle them to go on with their regular classes in the fall. The pupils of the parochial schools who wished to make up back work were also admitted to the summer school and received the same instruction as was given the pupils from the public schools.

The school was divided into seven sections, five of which occupied rooms in the Brayton building and two of which were accommodated in the Draper building. The following table gives some facts in regard to the school:

Grades	No. enrolled			No. with- drawn		No. re- maining	No. pro- moted
	Boys	Girls	Total				
Fourth .....	28	13	41	9	32		23
Fifth .....	27	26	53	8	45		33
Sixth .....	22	16	38	12	26		22

Seventh .....	38	28	66	13	53	36
Eighth .....	15	22	37	12	25	20
Total .....	130	105	235	54	181	134

All pupils who did passing work, whether from the public or private schools, were ranked as promoted and are so counted in the above table.

The cost of instructions in the school for the summer session was \$630. This was an expenditure of about \$3.42 for each pupil remaining through the full period, or \$4.00 for each pupil promoted. Without this school most of these pupils would have been held over for another year and obliged to repeat the work. Every pupil promoted in this way not only saves the loss of a year for himself but also saves to the city the cost of instruction for a second year in the same grade. Viewed from any standpoint the summer school was a success and the advisability of its continuance should not be questioned.

#### *High School Grades.*

The number enrolled in the summer school for high school pupils was 52. The following statement of the work was made by Mr. George E. Teter, one of the instructors:

"In the summer high school for 1913 work was given in three departments; namely, the English, the mathematics, and the commercial. The enrollment in each was as follows: English, 22; mathematics, 22; commercial, 8; total, 52. Four pupils carried double work, leaving an actual enrollment of 48. About half the pupils enrolled this year did advance work. The attendance was excellent, and the work as satisfactory as that done in the regular school year."

#### **SCHOOL FOR THE DEAF.**

The work in our school for the deaf has been kept up to the usual high standard. By the State Inspector of schools for the deaf and by the State Superintendent our school is ranked as one of the best in the state and is frequently referred to as a model school. Speech and lip reading are given strong emphasis

and only rational and approved methods are used. The individual needs of pupils are carefully studied and such training and aid are given as will contribute to the health, comfort, and efficiency of these unfortunate children. The following report by Miss Irene Flatley, the principal of the school, describes the methods used and gives other interesting data.

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

MY DEAR SIR:

The following is a report of the Madison Day School for the Deaf for the year ending June 13, 1913:

The enrollment for the year was eight boys and seven girls. Of this number two boys and five girls were residents of Madison, the others coming from S. Madison, Oregon, Waterloo, Watertown, Dodgeville, and N. Freedom.

In the kindergarten the beginners were taught to distinguish between the vibrations produced in the throat when the breath is not vocalized and when voice is used. This is done by having the child place one hand on his own and the other on his teacher's throat and then giving voice or no voice as he is directed.

After this the elements of speech were taken up. The vowels are taught by means of feeling and imitating the vibrations produced in the teacher's throat; the consonants by means of devices such as the lighted candle for *p*, *t*, and *s*.

The elements were then combined into words and the words into sentences. About thirty words, ten sentences, and twenty commands were learned. When this was accomplished the children were able when the element, or the word, or the sentence was given to read it from the lips, to reproduce it, to point it out on the board, to write and spell it, and in the case of a word which designated an object, to find the object. This same method was carried out thruout the entire work of teaching speech.

In the first grade the Sarah Fuller Primer for Deaf Children was used. During the year the children learned to count to fifty and to recognize, write, and spell the words corresponding to these numbers. They also learned the addition and subtraction tables thru the tens. The work in language drill, action work, composition, and lip reading, given in the Language Plan for the Deaf for the First grade, was completed.

After the third grade the course of study conforms as nearly as possible to that of the regular hearing grades. The highest grade in the School for the Deaf was the fifth. Martha Hughes, of Dodgeville, finished the work of this grade.

The work in Vocal Gymnastics occupied a period of from five to twenty minutes every morning in all grades. Exercises were given to teach abdominal breathing, control of the breath, mobility of lips, imitation, and articulation.

A half hour once a week was taken for rhythm. The purpose of this work is to overcome a dragging of the feet, which is characteristic of deaf people, and thru the development of a feeling for rhythm to modulate the voice and give better emphasis in speech. The child places his hand on the piano, feels the vibration, and is taught to count the time. A similar method is used to teach him to march and dance to music. The waltz, two-step, Virginia reel, and a few folk dances were taught.

The older girls took sewing with the girls of the regular sixth grade and the boys manual training with the boys of that grade. They had no difficulty whatever in reading the lips and following the directions of the teachers in charge.

The receipts for the School for the Deaf for 1913 ..... \$2,654.95  
The expenditures for the School for the Deaf for 1913 ..... 2,201.64

Balance .....	\$453.31
Balance on hand from 1912 .....	143.31
Total Balance .....	\$596.31

#### THE CITY GARDEN ASSOCIATION.

In 1912 the Education and Social Service Committees of the Woman's club organized the Madison City Garden Association with an initial membership of eleven members. During the year the membership was increased to thirty-five and the annual dues fixed at one dollar. These dues with fifteen dollars appropriated by the Woman's club gave the Association the sum of fifty dollars as its first working fund. The purpose of the organization was to garden vacant lots, establish school gardens, and to encourage the beautifying and improving of streets and premises.

During the first year twelve children cultivated gardens under the supervision of a special instructor provided by the Association and twenty-four did similar work under the supervision of the agricultural department of the University.

At the opening of the second season, 1913, a constitution was

adopted, a board of directors elected, and a more complete organization affected. Mr. L. L. Oeland was elected president. During the year the membership increased to one hundred fifty. The dues from this membership with donations of fifty dollars from the Lakewood Land Company, forty dollars from the Olds seed company, and fifty dollars from the Woman's club, furnished a working fund of \$300 which was expended for plowing, fertilizing, instruction, and purchasing seeds. The Savings Loan and Trust Company very liberally furnished \$100 in savings accounts to be awarded to the children for excellence in different lines connected with the work. The Lakewood Land Company also gave the use of a large tract of land for gardens.

During the second season eighty children worked gardens under the supervision of the Association and thirty-four under the supervision of the agricultural department of the University. Interested and encouraged by the spirit of the garden movement a number of children worked in home gardens with profit and satisfaction. Their efforts were recognized by the Association and their products were put in competition with those from the organized gardens.

The work of the season was terminated by an exhibit of garden products in Vilas Park on Labor Day. Contributions came from the gardens in all parts of the city and the display was highly gratifying to all on account of the quality and quantity of products furnished. Early in the day the garden children with the officers of the association and officials of the city and schools were taken in a long procession of gaily decorated automobiles to inspect the garden groups in different parts of the city. After a most enjoyable auto-ride and an interesting and profitable visit to the various gardens, Vilas Park was reached. Here the exhibits were examined, short speeches were made, prizes were awarded, and the children made happy by an abundant supply of the always acceptable ice cream. The day was greatly enjoyed by all and was a fitting close of a successful season for the City Garden Association.

This garden movement is a most worthy one and has value

from both an economical and an educational view point. A conservative estimate places the value of the products of the children's gardens for the season at over \$1000. Even of more economic value than this is the bringing of the child to a realization of the part that he should take in supplying the necessities of the family and in sharing the burdens of the home.

The educational value of this movement is not small. The children learn the methods of planting, cultivating, and harvesting garden products, are taught habits of industry and thrift, and are made acquainted with and become interested in nature and nature's wonderful processes. They also learn that the best things come only as the result of effort, and that the joy and satisfaction of achievement are the richest experiences of life.

Undoubtedly it is the purpose and desire of the City Garden Association to demonstrate the value of garden work in the education of the children and to induce the Board of Education to assume its support and management. That this work has value in an educational way cannot be questioned. In speaking of school gardens the editor of the New England Journal of Education says: "If school gardens are introduced and children learn how to raise small fruits and rare vegetables and love to do it, so that as men and women they will not live in the congested district, will not live where they can have no garden, but will move out where land has been taxed by the acre and cause it to be taxed by the lot, it does not take long for a city to get back a large return on the investment in school gardens. Whatever is put into a school that increases the earning capacity of the people, that heightens the taste, that makes people more appreciative and discriminating, is an investment and not an expense."

We trust that as soon as the school finances will permit the Board of Education may see fit to take over the work of the summer gardens and make it a part of the city school system.

#### THE PENNY SAVINGS FUND.

We are pleased to give below the report of Mr. Jacob Esser, Jr., the Secretary of the Northwestern Building and Loan As-

sociation, who continues to take charge of the Penny Savings fund and to look after the details with care and interest. We wish to express our appreciation of the assistance given by the women named in the report. The continuance of the system in the schools is due to a large extent to their interest and efforts. Without question this system results in benefit to the children in both a practical and an educational way. It teaches the value of money, encourages habits of thrift, and is of economic value to the community. Its importance fully justifies its continuance in the schools and makes it worthy of increased attention on the part of teachers and pupils. We also kindly urge the women to continue their helpful support and co-operation.

*Receipts*

Balance on hand as per last report .....	\$940.31
Amount received during the year .....	535.98
	_____
	\$1,476.29
Interest on deposits ledger credit.....	56.90
	_____
	\$1,533.19

*Disbursements*

Paid to the children .....	\$482.58
Amount of orders drawn against the account .....	134.28
	_____
	616.86
	_____
	\$916.332
Cash on hand .....	54.74
	_____
Total .....	\$971.07

REPORT FROM THE VARIOUS SCHOOLS FROM JULY 1, 1912 TO  
JULY 1, 1913.

Lincoln, Mrs. D. P. Wheeler .....	\$8.36
Brayton, Mrs. J. C. Prien.....	20.70
Doty, Mrs. Geo. W. Levis.....	31.96
Draper, Mrs. A. H. Smith.....	114.65
Marquette, Mrs. Fred Drews.....	57.01



*Prize Float—Saner Fourth Celebration*

Irving, Mrs. Fred Drews.....	8.90
Lapham, Miss Malita Barkhan .....	2.00
Longfellow, Mrs. W. B. Hawley .....	28.29
Hawthorne, Mrs. R. F. Vitense.....	48.46
	_____
	\$320.48

In spite of the fact that the schools have reported less stamps sold the past year, due to the many other contributions that the children have been asked to make, the fund has increased \$30.76.

In conclusion I wish to thank the ladies as well as the teachers in the different schools for the interest they have taken in distributing the stamps and in making prompt returns.

All of which is respectfully submitted.

JACOB ESSER, JR.,  
*Secretary.*

#### THE PUBLIC LIBRARY AND THE SCHOOLS.

The helpful relation between the free library and the schools has continued during the past year. The work was somewhat handicapped during a portion of the time because the library authorities were unable to find a satisfactory person to take charge of the children's department. However, the school duplicate books were sent to the different schools as usual, sets of selected pictures and mounted poems were circulated, and general reading encouraged. Library instruction was given to one seventh grade and to all the eighth grades of the public schools and to two eighth grades and one seventh of the parochial schools. This work of the library in connection with the school is exceedingly helpful to teachers and pupils and through them establishes a helpful relation between the library and the homes of the city.

The following are extracts from the annual report of Miss Smith in regard to the children's department and its work:

"The work in the children's department has not been further developed the past year on account of the lack of a trained children's librarian. No story hours were held. The circulation of books from the children's room was 24,125, a decrease of 2031. Book buying for this room has continued on the same plan as last year, to provide an

abundance of the best standard books for children and to add a few of the best new titles. In this room, the replacement of worn out books always consumes a large part of its book fund.

The school duplicate books were sent out as usual to the school-rooms. Books were purchased especially for the lower grades, as it seems the part of wisdom to furnish reading in abundance to these children, the large majority of whom leave school as soon as the law allows. Teachers of several of the lower grades co-operated splendidly and the fact that 13,479 books were circulated through the schools testifies to their interest. The decrease of 1221 from last year is easily accounted for, as no one from the library visited these schoolroom libraries regularly.

More books were circulated on teachers' cards, 4102; more mounted poems for special occasions, 567.

Four thousand and sixty-one pictures were circulated for use in public and Sunday schools. The material for the picture collection that had accumulated has now been largely put into shape for circulation. The coming year it needs to be filled out where incomplete or too limited in an effort to make it an all round workable collection for the schools.

During the summer of 1912, stations for the circulation of children's books were opened in the Hawthorne and Longfellow school buildings one afternoon a week. The results justified the time spent by assistants. These children are too far from the main library to use the children's room. The 780 books read from these stations represent reading that it would have been impossible otherwise for the children to have done. Miss Blanchard Harper for a number of summers has circulated books among a group of children attending the Randall school.

#### *Continuation Schools.*

Some work was done in co-operation with the continuation schools. The librarian gave two talks on the library and its uses. One of the night classes with their teacher, Miss Mary McGovern, visited the library, and one of the day school classes, Miss Hiestand, teacher, had a reference shelf in the reference room. This is evidently a work that is going to grow in the effort to connect people in these schools with the possible resources they may find in a library for their enjoyment and improvement.

#### *Library Instruction.*

Library instruction has been given in all eighth grades of the public schools and in two parochial schools, as was done last year. This instruction was also given to the seventh grade of one public and one parochial school. The value of this work is indisputable to one

who watches these children developing ease in doing reference work and confidence in their own ability to help themselves, instead of being dependent at all times on someone else in a library. Forty-five talks were given by the librarian and 301 children were taught. Last year's plan was followed, the librarian giving four talks at the school and the children in small groups coming to the library for an hour's work. Cordial interest in this work has been shown by the teachers of grade eight. The continuation of this work in high school first year classes is explained in the high school librarian's report."

#### *The High School Reference Room.*

The work in this branch of the library has proved highly satisfactory to both the school and to the library. The school is benefited by the efficient service received and the library is strengthened by greatly enlarging its opportunities for service helpful co-operation.

Miss Mary Ives, the librarian employed by the library board to take charge of this branch reference room, makes the following statement in regard to the work under her direction:

In August, 1912, the high school library contained 1428 volumes, of which 264 volumes were held at the main library for circulation among the high school students for their outside reading in English. The other 1164 are kept at the high school library. About half of these had been catalogued before Aug., 1912, and during the year the remainder have been catalogued. 388 volumes have been added to the library during the year and have also been catalogued. The catalogue is therefore complete to date.

A record of attendance of students using the high school library was kept from Dec. 18, 1912 through Feb. 5, 1913. The average daily attendance of students using the library on school days was 216, the maximum 342. This did not represent an especially busy period, being at the end of one term and the beginning of another. On very busy days the attendance went as high as 400.

During the year, thirty-one reference lists were prepared for teachers, 200 were reserved at the main library for use of high school classes, and 208 books, 106 pamphlets, and 413 pictures taken to the high school.

A course of library instruction has been given in the English classes. The course included a review of the classification system and the use of the catalogue, the study of a book, the care of a book, the use of the table of contents, the index, etc., a study of dictionaries and

a study of encyclopedias. The course covered five one period recitations for each of the fourteen classes. 253 first year pupils were taught. At the request of some of the English teachers, instructions in the use of magazine indexes was given in certain junior and senior classes, as these students had had no library instruction. The work took one period for each class and eight classes received the instruction, containing about 120 pupils.

Book account—

Books in library, July 1, 1912 .....	1428
Books added	
By gift .....	69
By purchase .....	319
	— 388
Books in library July 1, 1913 (High School branch) .....	1816

SUMMER PLAYGROUNDS.

During the past summer the work in the recreation centers was limited and restricted on account of a lack of funds. Supervision was furnished in only three of the centers and the number of instructors was reduced. The head of the physical training department of the city schools had general supervision of the work and three men and two women were employed as assistant instructors. The centers were opened on June 23d and closed on August 30th, making a season of ten weeks.

The regular playground games,—volley ball, basketball, playground ball, dodge ball, dare base, baseball, and a number of others,—were always in demand, volley and playground ball being the most popular. At one of the centers classes in folk dancing were formed and became very popular with the girls and younger boys.

The girls were not permitted to engage in heavy athletic competition. Folk dancing, playground ball, efficiency tests, and the usual ring games were the chief activities for the girls. The small children also received careful attention and were taught many simple games. In addition the sand piles, wading pools, swings, chutes, see-saws, and other simple apparatus afforded them many hours of healthful enjoyment.

Athletic efficiency tests in track, field, and gynnasium events

were offered. The tests including events for both boys and girls. These tests are intended to do away with specialization and to bring about the all-around development that is most desirable and essential. The passing of these tests was recognized by the awarding of the official playground badge. This scheme was popular and a large number won badges.

During the ten weeks season a swimming instructor was in charge of the bathhouse in Brittingham Park. The bathhouse was open from 9:00 to 11:30 o'clock a. m. and from 1:30 to 9:00 p. m. every day including Sundays. For the purpose of instruction special separate classes were formed for boys, girls, and adults from 3:30 to 7:30 p. m. daily. At other hours the baths were open to the public and many citizens took advantage of and appreciated greatly the opportunity thus offered.

The attendance varied from day to day according to weather conditions, the total attendance for the ten weeks being 35,438. The largest attendance for a single day was on Saturday, June 28th, when 2565 persons took advantage of the bathing facilities.

#### *Cost of Operating Playgrounds.*

Expenses were as follows:

Salaries, including swimming instructor .....	\$710.00
Labor on grounds, repairing, and putting in new equipment .....	\$25.20
Hardware, wire netting, bolts, nails, rope, etc. ....	6.68
Lumber, basketball backstops, volley ball posts, cross bars .....	7.66
First aid materials .....	4.75
Waterwings for swimming .....	1.80
Paint for apparatus .....	5.15
Sand for pits .....	7.25
Miscellaneous .....	6.05
72 Efficiency Test badges .....	10.80
<i>Athletic supplies:</i>	
24 playground balls, 2 volley balls, 2 volley ball nets, 8 baseballs, 10 baseball bats .....	36.23
	111.57
Total Expenses .....	\$821.57

Appropriation .....	\$1,000.00
Total Expenses .....	821.57
Balance .....	\$178.43

The following statements and recommendations are made by Mr. Winter, the director of physical training:

While the playgrounds this summer were probably as successful, although on a smaller scale, as any previous season, they came far from accomplishing their purpose. This was probably due to a number of reasons. The Brittingham playground is so far removed from the residence district that if it were not for the bath house it would be very poorly patronized. This involves the question of the advisability of the attempt to supervise play where swimming is naturally the leading sport.

The Burr-Jones ground while more centrally located suffers a disadvantage in its immediate surroundings, namely, coal and lumber yards, city market and swamps. These would easily be overlooked if the grounds themselves were made more useful and attractive. At present the grounds are low, water standing in puddles for days at a time, and practically all the filling that has been done is merely street sweepings and sewer dirt. These grounds could be made very attractive by filling and surfacing, and by fencing them with a high iron fence. This latter is almost a necessity for the protection of the apparatus and equipment.

The management of the swimming this summer was most unsatisfactory owing to the fact that we had no jurisdiction over the bath house. Some arrangement should be made so that we could have full charge of the bath houses and swimming or have nothing to do with either. Logically the swimming and play grounds should coincide and both should be under the same supervision and control.

#### HEALTH SUPERVISION.

During the past year the work of health supervision has been wisely administered and the results have been very beneficial to the children and highly gratifying to the school authorities. The scholarship of the pupils has been improved, their health and physical vigor have been conserved, conditions in many homes have been made more sanitary and health promoting, and in addition a great saving in dollars and cents has been

effected through a more careful observation of quarantine regulations.

I am gratified to be able to insert here a report of the work of the year by Dr. Sullivan.

July 18, 1913.

*To the Members of the School Board,  
Madison, Wisconsin.*

GENTLEMEN: I have just been able to complete the task of checking up the reports sent out in the last general inspection, and for your convenience I have again arranged the matter in a statistical table, which speaks for itself. However, I wish to draw your attention to a few facts which otherwise might escape notice. In the first place, I submit a statistical table showing the character and number of defective conditions which were reported to the parents the latter part of April, 1913, and a second table which reflects the degree of success attained by the Medical Supervision Department the past half year. You have received a similar report, tabulated in the same manner of the last half of the year 1912, so that these two tables cover the entire year of this department. A comparison between the results obtained this year and last is of some interest.

1. You will note that 1,040 grade school children were reported for defects last year, while this year as a result of the general inspection 642 grade school children were reported; which, in spite of the large number of children who entered our schools, is a decrease of 38 per cent.

2. It will be seen that 31% of the grade school children were reported to the parents because of some physical defect, and 386, or 39%, of the high school children. The high school has a relatively better percentage than the grade school largely because of the fact that to a great extent the teeth of the high school children have been put in much better condition than those of the grade school children, and also because many of them have had nasal, throat, and visual treatment.

3. It is gratifying to note that while 29% of the parents refused to consult professional men in regard to the notice sent them by this department last year, this year but 15% refused, which is a decrease of 50%, and probably reflects the spirit with which Medical Supervision of Schools is now being accepted.

4. You will note that the percentage of defects which were treated this year is 66, which is the same percentage as was treated last year. You will also note that the column giving the percentage to whom "Advised treatment was given" and the column showing the "Percentage

of reported defects treated," checks, as of course it should to a marked degree in spite of the fact that many children had more than one defect.

5. You will be interested in seeing that last year the percentage of children whose physicians disagreed with the report sent was two, this year a little less than 3% is the return card's yield, and also that last year the percentage of children whose dentist disagreed with the report was 3-11 per cent, this year it is 3-10 per cent. In these cases in which physician or dentist disagreed, the total number of which is 25, out of the 1,028 children who were recommended for treatment or examination, I have since learned that over half of this group of 25 children have received the recommended treatment.

In some cases it was the desire on the part of this department to call the parents' attention to some defect which gave promise of causing trouble in the months or years to come, but which did not require immediate treatment. Some of the parents resented this caution on our part, and inasmuch as the physician whom they consulted recommended no immediate treatment, although in all cases I have been able to follow up, the parent was assured that it probably would be necessary later, we were obliged to charge such cases against our record for the following reason:

We check our results, not only from the children, but from the parents' report which is the mainstay of our follow up system, and it seems to be a very safe standard for securing the minimum acknowledgment of results obtained. Inasmuch as the name of the physician or dentist who was reputed to have disagreed was given, I have been able in most of the twenty-five instances, which are indicated on the table as "disagreements on the part of professional men," to ascertain that the parents have not given us due credit, in spite of the confirmation of our reports by the physician.

That one-half of this number have since been treated, further indicates the fact. I have before me a list of names of the physicians, and with the exception of two cases, find that the other half of our twenty-five disagreements were made by men in passing judgment upon something which I know to be outside of their usual field of endeavor. For instance, a general surgeon passing upon nose and throat conditions, and general practitioners passing upon defects of the eye. One card is rather amusing in that a Healer gave an adverse opinion and shortly after a physician was employed to treat the disease reported, which has since been satisfactorily remedied.

6. I wish to call particular attention to the percentage of high school freshmen reported for defects as compared with the sophomores, juniors, and seniors. You will see that but 35% of the high school fresh-

men were in need of treatment, in spite of the fact that a large proportion of this class comes from schools which are not under any system of medical supervision. This indicates, to a marked degree it seems, that this class which was in the eighth grade of the public schools last year was much benefited by this department. Further than this it is interesting to note the number of children reported for defective teeth in the high school. In the latter part of the school course, the seniors particularly, secure treatment, due no doubt to their having reached an age where pride and desire for physical betterment has become developed. It is in the high school senior class where one may see the best reflection of what decayed teeth in the primary grade means. Please bear in mind that the number of children reported because of defective teeth does not by any means reflect the number who have had dental treatment. I was amazed to find in the mouths of the high school junior and senior classes, rows and rows of fillings,—mute witnesses to the decayed and neglected teeth of childhood, to say nothing of the expense, suffering and transient or permanent deterioration in health of the repaired victim. The answer to neglected and decayed teeth in the kindergarten is rows of fillings in the high school student, and false teeth in the middle aged.

The neglect and ignorance of so many of the parents in this city as regards teeth, prompted me to attempt an educational movement, and consequently on May 29th a dentist appeared in each school and another devoted some time on four consecutive days in the high school toward educating the children so that they might not only care for themselves, but that they might also educate their parents, as for instance they have already accomplished this past year in developing a different attitude toward and a better knowledge of contagious diseases. A number of dentists have since reported this movement has been attended with considerable success and that the parents to whom the children conveyed many facts became curious to know the whole story. Using this as a beginning, next year we shall endeavor to enlist the dentists still further in this cause so that the deplorable conditions here may be ameliorated.

An accomplishment this year which is probably more valuable than any, not only in the splendid results it has already given us, but the increasing fruit it will bear in the future, is what might be termed our "Health Officer System." Feeling that it was my duty to advance the hygiene and health in the schools to as great a degree as I possibly could, and realizing that you considerably placed in me broad powers in order that I might better cope with the broad situations, as well as the specific cases, I decided several months ago that it was not only an essential to detect defects and diseased conditions, but it was also

absolutely necessary for the sake of best results to educate those I came in contact with, as to how they might best avoid unpleasant consequences from the defect or disease with which they suffered, as well as how they best might avoid acquiring disease. Consequently, upon taking up the work last fall as I constantly went from school to school and room to room, I spent every minute possible and all energy available, to the instruction of children along various lines of hygiene and good health. Realizing that there was greatest ignorance, least co-operation from parents, and most unsatisfactory law in matters pertaining to communicable diseases, I attempted to educate the children, especially in regard to the transmissibility of disease, and at the same time attempted to lay the foundation in them all for a better citizenship in regard to the proper report and quarantine of communicable diseases than the present citizenship of Madison affords. The plan succeeded better than was anticipated, and it at once became apparent that the children were keenly interested in the situation, not only from a standpoint of childish curiosity and enthusiasm and a desire to protect each other from other contagious disease, but also, and to a great extent, from a desire to keep their particular school's weekly record as unsoiled from contagious afflictions as possible. Each child who was interested became a self appointed health officer, and the full and prompt reports we had at all times on the contagious disease situation this year was entirely dependent upon the splendid spirit in which the teachers and grade school pupils entered this field. Woe betide the family which one of our grade school children discovers concealing a case of contagious disease in their home. The case is immediately reported to the teacher and in turn to me, so that I am able to co-operate with Dr. Donovan in securing prompt quarantine. Such a family incurs the childish wrath and disapprobation of all that school's health officers.

It is an undeniable fact that the city of Madison was saved a great many cases of contagious disease because of the watchfulness and quarantine which our grade school children enforced. This spirit will be further fostered next year, and if we may have efficient and satisfactory quarantine regulations, which at present we do not have, Madison can be promised a freedom from communicable disease which it has heretofore not enjoyed. Children need only be shown that "Contagious disease" means "children," and "unprotected children" means "contagious disease," to have them willing and enthusiastic to take care of that which so closely concerns them.

With your permission I shall continue my labors as special teacher to the public schools, and the chief topic which I have before me for the ensuing year is "Clean Bodies," which of course includes not only

hands and faces, ears, necks, and hair, but more especially clean clothing, clean teeth, and clean habits. The co-operating received from the teachers in my educational campaign last year was most commendable and deeply appreciated. Upon them much of the heavy work rests, and here I should like to recommend as pointedly as I can possibly make it, that, from time to time as new teachers are employed, their fitness along lines of hygiene and good health and their instructional capacity in this regard, as well as the weight of influence which they have in their classrooms on this subject, be seriously considered. The greatest handicap a medical supervisor can possibly have is a teacher who believes that present day hygiene is a fad, that contagious diseases are a matter of course and necessity, and that public health officers are a nuisance. A teacher who is careless in her habits, for instance, in regard to nibbling chalk, or wetting the tip of her lead pencil, or who is careless as regards her attire, or who passively agrees with some irate parent whose child has been properly disciplined to conform to the standard of health you have set, is one of the most detrimental and dangerous enemies any school health supervisory system can have. I respectfully call this phase of the situation to your attention.

It has been the universal custom, I believe, to retain year after year those teachers who yielded the best results. It probably happens that as the years roll by physical incapacities creep in due to age or intercurrent illnesses which greatly depreciate the economic value of that teacher to the city. It is difficult, and particularly so in the face of long service, to make changes because of physical incapacities or continued absences because of illness, and it probably occasionally happens that because of sentiment a teacher may be carried at an economic loss. The time is undoubtedly not far distant when a physical examination of teachers will probably be regarded as essential as that of their young charges. I take the liberty of setting down these few words on a subject which does not concern me directly. However, it seems incumbent upon me to report to you whatever ideas I may have, as the situation seems reflected in this department.

About a month ago I reported the passage of a new public health bill, a copy of which I sent to the Medical Supervision committee of the School Board, which provided that upon application of the Board of Education made to the State Superintendent, he may grant permission to such school board to establish in addition to a school for the instruction of deaf persons, a school for persons with defective speech, or for those who are unable to talk. This bill also permits an appropriation of \$150.00 for each defective speech pupil and a further liberal appropriation of \$250.00 for instruction as well as support and maintenance of an indigent child not residing in this school district, but who

may come here for aid. With my report of this bill I enclosed a list showing that we had twenty-nine children in Madison who have serious faults of enunciation and eighteen children who stammer. This total of forty-seven children would qualify under this act. I again mention this matter for fear it has been lost sight of in the multitude of things you are obliged to consider.

I also beg to report in full, rules 17, 18 and 19 relating to the sanitary care of schools recently adopted by the State Board of Health, which are declared to be of general application throughout the State and in force since the time of adoption. Rule 17 specifies that:

All teachers, school authorities and health officers having jurisdiction shall not permit the attendance in any private, parochial or public school of any pupil afflicted with a severe cough, a severe cold, itch, lice or other vermin, or any contagious skin disease, or who is filthy in body or clothing, or who has any of the following dangerous contagious or infectious diseases to-wit: Diphtheria, smallpox, scarlet fever, measles, whooping cough, chicken-pox, mumps, pulmonary tuberculosis, Asiatic cholera (cholerine), yellow fever, typhus fever, bubonic plague, cerebro-spinal meningitis or acute anterior poliomyelitis. The teachers in all schools shall, without delay, send home any pupil who is obviously sick even if the ailment is unknown, and said teachers shall inform the parents or guardians of said pupil and also the local health officer as speedily as possible, and said health officer shall examine into the case and take such action as is reasonable and necessary for the benefit of the pupils and to prevent the spread of infection.

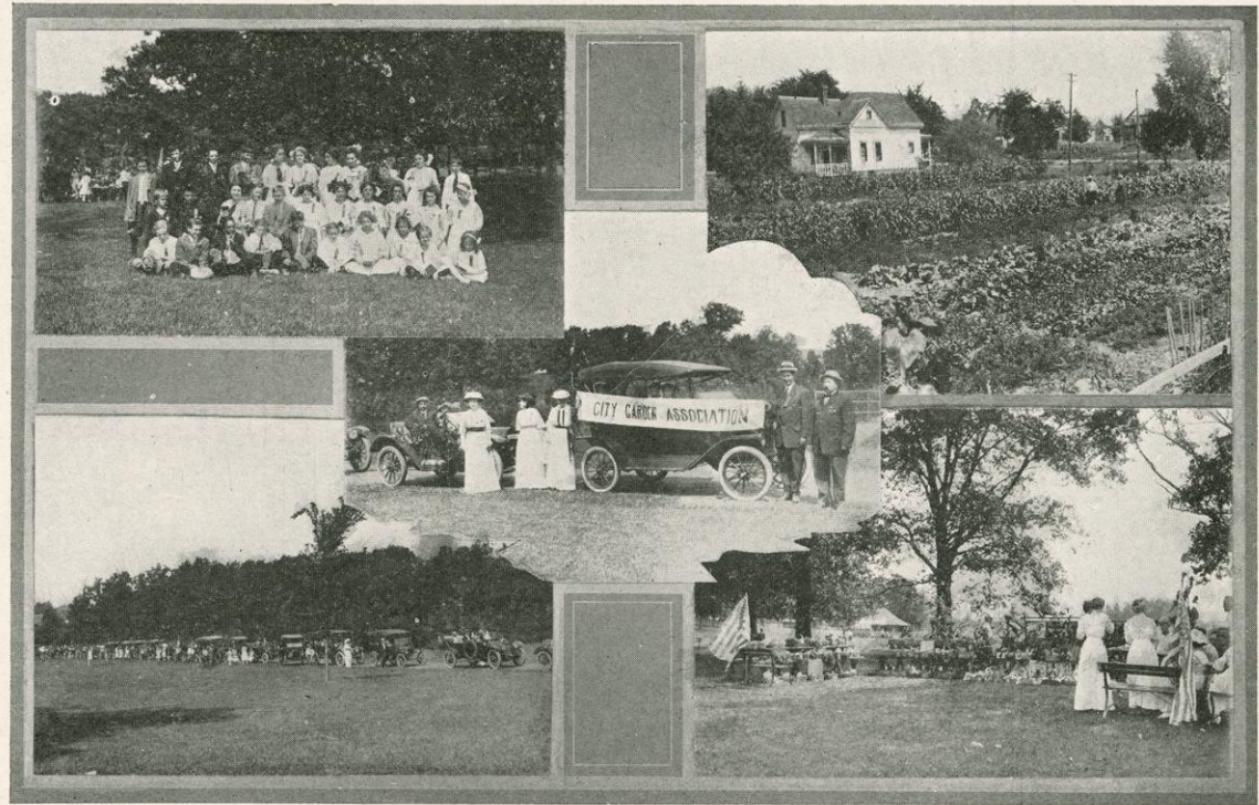
*Rule 18.* Parents, guardians or other persons having control of any child who is sick in any way, or who is afflicted with any disease listed in Rule 17, shall not permit said child to attend any public, private or parochial school or to be present in any public place.

*Rule 19.* School teachers, pupils or other persons shall not be admitted to any public, private or parochial school who have come from, or who reside in any house or building which harbors, or infested with any disease listed in Rule 17, or who have recently been afflicted with such diseases, unless they have the written permission of the local health officer having jurisdiction.

The above rules are of avail to us merely in endorsing the standard we have set this past year in excluding children with severe colds or coughs, itch, lice, etc. This does not cover pink-eye, which we have been in the habit of excluding and will continue to exclude on the stable reason that it is a highly infectious disease. No further comment as regards this disease is necessary that to call attention to the fact that in the Hawthorne school, 143 days were lost because of pink-eye, and this in spite of all the precautions we were able to take to promptly exclude the sufferer.

Our real need for real health laws rather than the wishy-washy measures for the socalled quarantine of whooping-cough, measles and chicken-pox cannot be overestimated. When one considers on the one hand that these three diseases are absolutely preventable under proper and rigid health laws, and when we consider on the other hand that during the six months ending July 1, 1913, we probably had in the city of Madison inclusive of the public schools, 300 cases of measles, 100 cases of whooping-cough, and 150 cases of chicken-pox, the enormous loss to this community, to say nothing of the children here and there who will bear the scars through life in the form of impaired hearing, or total deafness; in the form of impaired vision, or as in one case, total destruction of one eye by measles; or as the terminal results of the broncho-pneumonia, which so many of these children suffer from, and by terminal results, I mean the predisposition to pulmonary tuberculosis;—wouldn't you think that without any group of individuals inciting them, the people would rise up in a body and regulate this matter for the protection of their children, their finances, and their happiness? We must attempt to overcome the inertia on the part of the people by throwing some light upon the real situation.

The time has certainly passed when communicable diseases should be concealed, and the prejudice, superstition, or desire, on the part of all those responsible, to minimize, or conceal, the actual number of cases of contagious disease which occurs here year after year, is deserving of careful scrutiny. If the spot light were thrown on the conditions here so that the people might be informed as to the actual prevalence of contagious disease, and so that they might be educated as to the actual risks there so-called mild contagious diseases convey, we would have rigid health laws in Madison in a month's time. I need only call your attention to the fact that because people fear diphtheria, fear scarlet fever, fear small-pox and fear typhoid fever proper regulations minimize the prevalence of these diseases, and when an infection of this nature is brought into Madison it is promptly and easily dealt with under the present regulations. The same provisions applied to chicken-pox, measles and whooping-cough, as they should be, and before long will be, would give Madison a real and truthful public health record, which it does not now possess. The figures given above as my estimate of the total number of cases of these diseases that we have had the past six months do not agree with the figures emanating from Doctor Donovan's office; nor does this indicate, nor does my criticism as regards the difference between the supposed and actual contagious disease situation in Madison, convey any intended reflection on Doctor Donovan in his office. He is not responsible for this condition and has frequently been unjustly blamed. The laws which he has to enforce in regard to



*Auto Procession of Gardeners*

these diseases are absolutely absurd. They require considerable effort on his part in their enforcement and they yield next to no results. The fact that they exist on the statute book gives the people of Madison a sense of false security and they would be much better off if there were absolutely no regulations in regard to measles, whooping-cough, and chicken-pox rather than struggling on as they are under the supposition that they are protected, for they would then enforce a proper quarantine. Entirely aside from inadequate health laws, the Medical Supervisor has been handicapped by careless and vicious parents, as well as by the fact that there are a large number of children attending schools other than public, which are not under the same restrictions as our own children, and are not required to live up to the standard of health which we have set. For instance, the intermingling of parochial school children coming from homes where contagious disease exists, with the public school children, served in several instances this past spring to keep the pot boiling, and also the reverse of this situation is probably true in that parochial school children, becoming infected because of their greater freedom in regard to contagious disease than that enjoyed by the public school children carry this infection to a very fertile soil, where the means of combating contagious diseases are but meagre, and were no executive head exists for controlling an epidemic in as complete a manner as we are able to do in the grade school system.

I trust you will grant me permission to appear before your honorable body at your next meeting, and I feel sure that one glance at the graphic chart, which has been maintained in my office from week to week on the contagious disease situation the past year, and a review of the photographs which I have taken from time to time, of newspaper boys who were excluded from the public schools because of having one of the so-called more mild contagious diseases at their homes, peddling their papers from house to house; pictures showing other children excluded from school on the same grounds, mingling with other children on public playgrounds, or in other public gathering places; photographs of children whose homes are in one extreme end of the city, excluded from school because of contagious disease at home, associating with children in an opposite end of our city; you will readily be convinced of the barbarism which parents inflict upon their children because of their failure to enact adequate health provisions and demand their proper and rigid enforcement.

I am at work at present drafting some new regulations in regard to the diseases which are not now adequately covered, which I expect to complete and turn over to you, within a short time, in the hope that you may be able to secure their passage by the common council. There

is no doubt in my mind but that the city health department will welcome more satisfactory laws, as it would not only relieve them of a considerable amount of reduplication in their work, but it would also free them from the criticism which is so frequently made because the citizens of Madison do not realize that some of the laws Doctor Donovan has to enforce are entirely inadequate. It is high time that his hands are untied in this regard.

There is an urgent need of an open air school in the city of Madison, and the sooner we get away from the idea that "open air" and "tuberculosis" are synonymous the sooner we will be able to secure this much needed department with the consequent splendid results it would yield some of our children. It is the common belief that open air schools are beneficial solely to tuberculous children, and the attitude of people toward this disease is of such nature that it is difficult to overcome the stigma of their interpretation of "open air school." We have a large number of children out of 4,200 enrolled in the public schools who could be classified as, 1. Anemics, 2. Cases of malnutrition, and 3, the smallest number, pre-tuberculous children. In regard to the first two classes, no explanatory word is necessary. In regard to the third class, we have in Madison schools at least fifty children whom we know of, in whose homes tuberculosis exists, and almost all of these children are running temperatures. In regard to the eight or ten children which we have already permanently excluded from school because of active tuberculous disease, there is no possibility whatsoever of enrolling these children in the Open Air school, nor in any school. This thought must be spread broad cast so that the apprehension of the people will be relieved and so that we may then secure such a school for those who so badly need it. The health laws specifically and justly forbids the attendance of any tuberculous children at any school and consequently it is entirely without our domain to attempt their care and education.

We must turn all our efforts to building up the many little people we have who are handicapped by being housed in ill ventilated structures, who are scantily fed or who are in imminent danger because of the existence of tuberculosis in their homes. In other words we must care for the anemics, the pre-tuberculous and the malnutrition cases.

To make a start in this field we would need a well constructed room which would comfortably accommodate thirty children and which was properly equipped to give full ventilation, and at the same time, provided with a means of taking the chill off the air on frigid days. To this should be added a kitchen for the preparation of food, and also adequate and sanitary toilet arrangements. I promise you that by putting the children in this department for a few months we would build up their strength, build up their resistance, give them invaluable

instruction in regard to hygiene, keep them clean, as well as add several pounds in weight to their emaciated little bodies. I respectfully recommend that you set aside room in one of your newest buildings, two sides of which will have practically nothing in the walls save large and easily regulated windows properly equipped with awnings. If this be done, I feel certain that money to supply food and cod liver oil to those who need it as well as blankets, cots, etc., will be readily forthcoming.

Green Bay, which has made such splendid strides with its Open Air Department, has, after using a small house for the purpose for the past year, given over the southeast corner of their new Howe school for this work, and it has been in operation since April 7, 1913. This department has a wardrobe, a lunch room, a kitchen, and a main room, in addition to adequate toilets. In the main room are thirty desks, ten cots, a teacher's desk, and a piano. The children receive two meals, one at 10:15 a. m. and one at 3:15 p. m. This school assembles at 8:00 o'clock and they have lessons until 10:15, at which time lunch is served. After lunch a recess is given, following which there is another short study period until 11:45 when they are dismissed. School convenes at 1:30 p. m. and from this time on, until 2:15 p. m. is the rest period. Following this there is an hour's study at the end of which a lunch is served at 3:15 p. m. and at 3:30 session closes. The children have a hemoglobin, or blood test once a week, their weight is taken and both recorded. I have attached a picture of some of the Open Air school children which are of the Open Air department in the Howe school at Green Bay.

I desire to commend to your consideration the growing tobacco habit in our grade school children. A canvass recently made in the high school shows, I believe, that a large percentage of the boys who are now using tobacco, started the practice in the seventh and eighth grades. My observations would confirm this idea. The teachers and I have tried in numerous cases to break up the habit, but as it is extremely difficult to devise means of controlling the offender outside of school hours, we have not met with success. Possibly an anti-tobacco campaign among grade school children would bear some fruit. In case you desire me to take action, will you kindly advise me as to the method you desire used for adequately meeting the situation.

We are much in need of some good books dealing with hygiene, physiology, and sanitation in the public schools, and I am positive that we have reached a stage in our medical department where such books are absolutely necessary for further and continued satisfactory progress. The work which the Medical Supervisor has to carry on is not the over-seeing of disease conditions, but is more largely and more prop-

erly concerned with the preventative aspect of the situation. In other words, the work is, and should be, far more educational than curative. However, the success of the curative side is well reflected by the 66% results obtained, as indicated in the foregoing table. We cannot afford to rest on our oars in spite of this, and my work would be greatly furthered and the results we could secure would be far greater if in the hands of our school children there may be placed up-to-date and reliable books of instruction. At my request, a representative of the World Book company, which publishes several books dealing with Health and Preventative Disease matters, went to see some of your number in order that you might look over in particular, their Primer of Sanitation and Primer of Physiology. These books are extremely comprehensive and satisfactory. They would be most instructive to the teachers, to the children, and to the parents, and are the best I have seen covering this ground. I have no interest in their introduction here, on any score other than that they seem entirely adequate and that we are badly in need of books of instruction of this nature in our schools.

It is fitting that inasmuch as I have been able to give you in detail the results accomplished by this department the past year, that the cost should also be set down. We have on hand stationery which will probably last for two more years, the cost of which is included in \$138.26 expended, and this figure also included postage, clerical work, and tongue depressers. This sum added to my salary, a total of \$1,638.26 divided among 4,324 children cared for, gives us a per capita cost for the year of 37.8 cents which figure will compare favorably with other advanced medical supervisory systems, and is lower than any of the others I know of.

During the past few weeks some of your number have sent two or three agents to my office, who were attempting to introduce disinfectants for toilet rooms and also for sweeping purposes in the schools. In regard to the former, I would suggest that as a routine measure, disinfectants of the nature these agents propose for toilet rooms, be entirely avoided. The strong odor given off by these various chemicals has more to do with psychological effects, than necessity. They give a toilet room an unpleasant odor and are most apt to give a sense of cleanliness which may be entirely undeserved. Toilet rooms should be kept well enough ventilated and scrubbed so that they will be odorless, and all too frequently are chemicals of this nature employed as deodorizers rather than disinfectants. It is easier for the toilet caretaker to disguise the odor than get rid of it. Chloride of Lime liberally used in our toilets weekly, with insistence as to their proper care by those who use them, and also a thorough daily cleaning, will be

far more efficient, far less expensive, and far more pleasant than the employment of some of these odoriferous patent disinfectants.

I believe that if that were used for sweeping purposes in our schools, the odor within a very few weeks would give the school a most undesirable atmosphere, identical with that of an artificially deodorized toilet room. It is the Medical Supervisor's belief that the use of chemical disinfectants for sweeping purposes is a waste of money. A thorough scrubbing and the liberal use of soap and hot water is far more effective. You are aware, no doubt, that there was a law passed during the winter which makes the dry sweeping of schools punishable. I have seen but one or two violations of this law and I believe it rarely happens now, if at all. Should you desire, however, to use some odorless, yet efficient disinfectant for sweeping purposes, I would gladly undertake to have the desired quantity prepared and at approximately one-fifth the selling price of any of these odorless disinfectants which are standard solutions marketed under a patented name.

I would respectfully suggest that all toilet rooms in the entire public school system be equipped with washbowls, towels and soap. A very good paper towel is now being manufactured and the need of these toilet articles would justify their cost.

I am,

Yours respectfully,

ARTHUR G. SULLIVAN, M. D.  
*Medical Supervisor.*



*In the Swim*

TABLE IV.  
Showing Results of Medical Examination in the Elementary Schools.

	Brayton	Doty	Draper	Hawthorne	Irving	Lapham	Lincoln	Longfellow	Marquette	Randall	Washington	High School Freshman	Sophmores	Juniors	Seniors
Total enrollment .....	310	215	251	542	257	211	242	325	301	230	362	320	266	208	184
Percentage reported for defects .....	24	32	12	24	24	21	7	25	10	13	17	35	46	45	31
Tonsils and throat diseases .....	32	36	18	62	47	35	10	37	14	24	28	51	44	29	24
Nasal obstruction .....	18	13	9	46	21	28	5	30	6	2	20	8	10	11	4
Teeth including orthodontia .....	53	25	5	92	47	16	11	42	14	9	20	52	72	52	30
Defective eyes .....	5	1	7	8	0	0	1	19	9	0	7	2	2	4	3
Defective ears .....	6	1	3	0	5	2	0	3	1	0	3	4	2	0	3
Goitre .....	1	0	0	0	0	0	0	0	0	0	1	4	8	4	0
Need thorough examination (physical) .....	2	0	2	2	0	0	0	0	1	2	2	9	14	11	5
Poor nutrition .....	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0
Urinary inconvenience .....	0	1	1	0	0	0	0	0	0	0	4	0	0	0	0
Cleft palate .....	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
Tuberculous neck glands .....	0	1	0	0	0	0	0	1	0	1	0	3	3	3	3
Acne .....	0	0	0	0	1	0	0	0	0	0	1	2	4	3	1
Sebaceous Cyst. scalp .....	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Pott's disease .....	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Sarcoma of jaw .....	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Serious spinal curvature .....	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
Circumcision advised .....	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Flat foot .....	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Cardiac disease .....	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Pulmonary tuberculosis .....	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Nervous system defective .....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1

29% of the grade schools were reported last year for defects.

19% of the grade schools were reported this year for defects.

39% of the High school were reported this year for defects. (First inspection).

TABLE V.  
Showing degree of success attained by the Medical Inspection Department.

	Brayton	Doty	Draper	Hawthorne	Irving	Lapham	Lincoln	Longfellow	Marquette	Randall	Washington	High School Freshman	Sophomores	Juniors	Seniors	Totals	Average
Total number of children reported for defects	76	69	31	131	72	44	16	82	29	31	61	111	123	94	58	1028	68
Total number of children withdrawn since that time .....	1	4	6	4	5	6	0	1	0	0	5	12	4	3	1	52	4
Total number of defects of those withdrawn .....	1	5	8	7	8	11	0	1	0	0	6	16	6	4	1	74	5
Total number of defects reported of total children reported .....	119	83	45	210	122	82	27	136	45	39	89	136	153	118	74	1478	97
Total number of children to whom advised treatment was given .....	41	42	21	71	50	24	10	42	19	22	44	80	84	64	34	648	43
Percentage of children to whom advised treatment was given .....	55	64	84	55	74	63	62	51	65	70	78	80	73	70	58	1002	66
No. of children whose physician disagreed with report sent home .....	1	1	2	1	0	0	0	1	0	4	1	2	3	5	2	23	2
Percentage of children whose physician disagreed with report .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
No. of children whose dentist disagreed with report sent home .....	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	2
Percentage of children whose dentist disagreed with report .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
No. of children whose parents refused to take them to professional men .....	21	16	4	40	17	14	4	30	10	2	12	14	14	15	14	227	15
Percentage of parents who refused medical aid to children .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23
Total number of defects treated .....	64	57	31	103	81	36	13	68	22	29	60	92	123	73	50	902	60
Percentage of reported defects treated .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

**THE PUBLIC SCHOOLS MADISON'S BIGGEST ASSET.**

In pushing for a better, bigger, busier city the importance of the schools as a factor toward the attaining of these ends must not be overlooked. The greatness of a city is dependent in a large degree upon the character of its citizenship. What the future citizens of Madison will be the schools of today must in a large degree make them. The intelligence and culture of the people will largely depend upon the character and efficiency of the instruction in the schools. The standards and ideals of the future will be shaped by the ends and purposes of the education of the present. A municipal life of purity and integrity for tomorrow can be insured only through the strength and character of the persons in charge of the schools of today.

A broad and efficient school system affords to any city wide publicity and extended advertisement. Young people looking toward the establishment of homes, heads of families seeking favorable conditions for the rearing of children, and the older persons looking forward to retirement from active life, are all strongly attracted to the community offering the best educational facilities. It is therefore incumbent upon the people of Madison to make their schools as efficient as possible and to give them wide advertisement.

*Efficiency of our Schools.*

(a) The efficiency of a school system depends in no small degree upon the character of the accommodations and equipment offered.

The Madison high school building is ranked as one of the best in the country and its equipment measures well up to the needs. The elementary buildings with one or two exceptions are all well lighted, well heated, well ventilated, clean, and sanitary. Taken together the school buildings of Madison average well up among the best in the state.

(b) The efficiency of a school system depends largely upon the scope of the instruction given.

In addition to the opportunities provided in the regular ele-

mentary courses and in the various departments of the high school, facilities are offered for instruction in commercial lines, manual training, domestic science, art, physical training, music, and kindergartens. Irregular pupils are cared for in an ungraded room, retarded pupils are given aid in summer vacation schools, and the deaf children are trained in a special school under expert teachers. A penny savings system is in operation throughout the schools, a system of health supervision is energetically and efficiently carried on, and a well organized truancy and school attendance department is doing most efficient work. Athletic sports are well organized and under intelligent supervision and the plays and games of the smaller children are under supervision. Playground apparatus is furnished on most of the school grounds, public summer playgrounds are maintained and carefully supervised, and bathhouse and swimming facilities are offered and carefully directed.

A system of permit, all day, and evening schools is maintained by the city under the direction of the local industrial board and offers opportunities for advancement and improvement to classes of people unable to take advantage of the regular school facilities. For two seasons the City Garden Association has maintained a system of gardens for the pleasure and profit of the school children that elected to take part in the work. This line of instruction will probably become a part of the school system in the near future.

In view of these facts it cannot be said that the scope of the work in the Madison schools is in any sense limited or narrow. The good in traditional lines has not been set aside nor has the demands of the present day conditions been ignored. The aim has been to lay the foundations for all in the fundamentals and at the same time to offer opportunities to every boy and girl to do the thing for which he is best fitted.

(c) Efficiency of a school system depends upon the character and competency of the teaching force.

In filling vacancies in our schools only those candidates are considered whose professional training and whose experience make success practically certain. It is the aim to secure teachers

whose knowledge of subject matter and methods make all instruction definite and purposeful; whose personality makes for leadership and whose qualities of mind and heart win the respect and good will of pupils, teachers, and patrons; whose enthusiasm and alertness arouse interest and stimulate pupils to their best efforts and whose appreciation of and sympathy with the nature and impulses of youth establish a mutual relationship of helpfulness and encouragement. It may be said that our efforts to secure teachers measuring up to these requirements have been fairly successful and that the teachers of the Madison schools as a body are competent, earnest, loyal, and fully devoted to their work. The importance of their work is duly appreciated and the duties of their position are looked upon as affording rich opportunities for helpful ministration and personal service.

(d) The efficiency of a school system depends upon the purposes and character of the instruction offered.

In our schools every effort is made to give a mastery of fundamentals and to give a working knowledge of the essential branches. Accuracy of knowledge and exactness in all performances and attainments are kept constantly in mind. An effort is made to meet the individual needs of pupils and to fit them for conditions to be met in later life. Training in punctuality, regularity, industry, cleanliness, decency of appearance, and uprightness of conduct,—fundamentals of morality,—is not neglected. The virtues of honesty, veracity, dependability, and self-reliance,—the fundamentals of character,—are given constant emphasis. The constant aim in our schools is to give attention to those things which prepare for practical life and at the same time never fail to give emphasis to that training which makes for manhood and womanhood.

These are some of the ideals and standards aimed at in the management and instruction in our schools. We cannot hope to make satisfactory achievements in all these lines nor can we hope perhaps to attain perfection in any. To what extent we succeed in attaining efficiency can never be definitely known

until we have some definite and tangible means of measuring willing service, personal influence, honest endeavor, real achievement, and true success.

#### SPECIAL REPORTS.

For more specific information in regard to the work of the schools your attention is respectfully called to the special reports of the principal of the high school and of the supervisors and directors of the different departments. All these persons have studied the conditions in their respective departments in a most intelligent and conscientious way, and their suggestions and recommendations are worthy of careful consideration.

#### NEEDS OF OUR SCHOOL SYSTEM.

1. Better and more ample school accommodations in the Lincoln and Brayton school districts, and a new building in the eastern portion of the city.
2. Play rooms and gymnasium facilities in all buildings in which these facilities are not now provided. Inasmuch as athletic games and sports are now under supervision, it is very essential that each school have some room or space for games and practice work.
3. Additional rooms for ungraded pupils. The work in these rooms is thorough and valuable, and a room of this kind in each building would add greatly to the efficiency of the school.
4. A special isolated open-air room for the accommodation of tuberculous children who are now excluded from the schools.
5. An open-air room in connection with each school building for anemic and malnutrition cases, and for children carrying temperatures. A room of this kind should at least be provided for in the plans of all new buildings.
6. A free clinic, under the direction of the medical supervisor and the dentists of the city, for the benefit of school children unable to afford needed dental treatment. This would make more effective the educational movement carried on by

Dr. Sullivan, our medical supervisor, with the willing and valuable co-operation of the city dentists, for the betterment of the deplorable conditions resulting from neglected and decayed teeth among school children. For this work a room, an equipment, and an attendant would be necessary and should be provided.

7. Some kind of graphophone in each building. Through these at slight cost pupils may be made familiar with the great music compositions of the world and may receive systematic training in music appreciation.

8. A good lantern in each schoolroom for showing slides, or a schoolroom moving picture machine for showing activities and processes. Special outfits in both these lines are now obtainable for schoolroom use at prices that place them under the head of necessary and obtainable equipment. The large number of slides and moving picture films now available have enlarged greatly the field of instruction and make equipment for their use very desirable.

9. Some provision by which our young people may be given information in regard to the social and economic conditions in our city, may study vocational opportunities offered, and may receive training in the lines for which they seem best fitted.

#### CONCLUSION.

I wish to express my appreciation of the earnest and conscientious work on the part of all connected with the work of instruction during the past year. We feel sure that conditions and influences have been favorable to true growth and development of the children. The aim of the administration has been to look upon innovations and changes with a spirit of conservatism but to meet all movements in the line of true progress with appreciation and approval.

Respectfully submitted,  
R. B. DUDGEON,  
*Superintendent.*

# REPORT OF THE PRINCIPAL OF THE HIGH SCHOOL

MR. R. B. DUDGEON,

*Superintendent of Schools.*

MY DEAR SIR:—During the year 1912-1913 marked progress was made in the administration of the courses of study and in the management of the Madison High School. In making this report I desire only to call your attention to fundamental things.

## *Increase in Enrollment*

From the tables given below, it will be seen that the total enrollment of High School pupils has increased 255, 107 boys and 145 girls, during the last three years. The total enrollment for 1912-1913 was 983.

## 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
1912-1913 . . . . .	3,024	95.2	983

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		
1912-1913.....	440	543	37	42		

*School Spirit Improved*

There has been, during the past year, a great improvement in school spirit. Serious cases of discipline have been very rare. As a result of this more wholesome school attitude, pupils have remained in school, thus increasing the total enrollment. It will be fitting to state briefly a few of the primary causes of this splendid esprit de corps.

1. The re-organization of the Literary Societies and Departmental Clubs that were already in existence and the formation of new Departmental Clubs.

The following essentials were embodied in the constitution of each Literary Society and Departmental Club:

- a. Any pupil may apply for membership.
- b. No student can become a member without the approval of the principal or the faculty committee.
- c. A majority vote only is required to elect a pupil to membership.

d. All teachers are privileged to attend meetings.

e. Teachers are not eligible to the list of honorary members.

By rule of the school no pupil is eligible to membership who has fallen below the pass mark in more than one subject, or who has an average before 70; no pupil is eligible to membership who has not a satisfactory attitude toward his work and the school.

In order to divide the work a faculty committee of five was appointed to have immediate charge of the societies and clubs. This committee is asked:

a. To pass upon the eligibility of pupils for work in Literary Societies and Departmental Clubs.

b. To ask a member to withdraw when:

1. His spirit is not in keeping with the spirit of the society.
2. His work falls below the pass mark.
3. His attendance is irregular.

c. To secure members for the societies and clubs. Names may be suggested to the Faculty committee for membership in Literary Societies and Departmental Clubs by: members of the society, any member of the faculty, or by any one interested in a pupil.

Upon Feb. 22, all members of the Literary Societies and Clubs joined in a supper served in the gymnasium at 50 cents per plate. There were 285 people in attendance. It was a great event in the lives of many. The toasts, patriotism the theme, were given by representatives from the societies and clubs. By common consent, this supper was declared a real success. It did much to create a right attitude toward the serious work of the school.

#### *List of Literary Societies*

For girls—Nautilus and Philomathia.

For boys—Forum and The Madison Literary Society.

#### *List of Departmental Clubs*

Art Club.

English Club.

German Club.

Classical Club.

History and Civics Club.

French Club.

Glee Club for Girls.

Domestic Science Club.

Science Club with four sections—

Geography, Physics, Biology, Chemistry.



*Harvest Home Festival,—Vilas Park*

2. In all public high schools, it is very important that all parties be simple, inexpensive, and democratic. With this in mind we went cheerfully to the task of putting the Madison High School dancing parties upon a higher plane. This was made possible by the splendid spirit of the seniors and juniors and by the co-operation of parents and teachers. The first victory was won when the seniors voted to make the "Senior Informal" what its name indicated,—an informal simple party for seniors only. In order to have present all senior girls, who cared to come, it was deemed necessary for the girls and boys to come to the party separately and go home separately. The party was a great success. Then the junior class voted to give a party for the seniors as a substitute for the so-called "Prom." The same regulations that proved so satisfactory in connection with the senior informal were made for this party. Thus the expensive and exclusive "Prom" was set aside as an outgrown garment. The matinee dances were continued.

3. A system of reports every three weeks to the session-room-teachers from the class-teachers, thus making it possible for the session-room-teachers, as advisers, to keep in close touch with the pupils assigned to them. This checking results in increased efficiency.

4. The organization, whenever possible, of special classes for those who failed at the end of the first semester. Classes were organized in English, Algebra, Geometry, Ancient History, and first year of German.

5. Interest in school aroused by the programs given in the auditorium twice each week.

6. High grade instruction is after all the chief cause of this improved school attitude and a potent influence in keeping young people in school. High School pupils are interested in worth-while things.

#### *Needs of the High School*

The material needs of the High School have been reported from time to time to you and to the Board of Education. Generous provision has been made for an addition to the High School building in which the manual training department will be housed. This will, when completed, give adequate room to the commercial department. The opening of a Junior High School at Randall was most fortunate and I sincerely hope that more of these schools can be opened by September, 1914.

Let me again call attention to the great need of an athletic field.

## COMMENCEMENT PROGRAM

Invocation . . . . .	Rev. F. A. Gilmore
Chorus—Gloria—Mozart's Twelfth Mass . . . . .	High School
Salutatory and Oration—Battle of Gettysburg . . . . .	Donald Dixon
Music—Cossack's Revels— <i>Tschakoff</i> . . . . .	High School Orchestra
Address . . . . .	Dr. Silas Evans
Music—Lola's Dream— <i>Tobani, Op. 515</i> . . . . .	High School Orchestra
Valedictory—Joy in Little Things . . . . .	Ruth Kentzler
Presentation of Diplomas . . . . .	Mr. George Kroncke
	President of Board of Education
Benediction . . . . .	Rev. F. A. Gilmore
Music—March—Hero of the Isthmus— <i>Lampe</i> . . . . .	High School Orchestra

## LIST OF GRADUATES

Andrews, Marie	Haley, Lillian
Bacon, Frances Fairchild	Hammes, Rachel M.
Barrett, Kathleen	Harloff, Otto
Bell, Howard	Harloff, Rose
Bergum, Belle Regina	Harris, Bliss C.
Blied, Leo J.	Harrison, Elizabeth
Bond, Edith Lorraine	Hart, Dorothy
Casey, Irene Margaret	Heath, Marie Frances Belle
Collins, Harold M.	Heimerl, Arthur
Comstock, Ernest	Hein, Edward
Conover, Julian Darst	Herried, Leroy
Diederich, Otto P.	Hessman, Amanda C.
Dillon, Dorothy Hutchins	Jacobson, Esther Helena
Dinneen, Loretta Francis	Jansky, Moreau C.
Ellis, Mabel	Johnson, Anna S.
Ellis, Robert	Johnson, Genevieve C.
Emery, Myra	Kailen, Florence
Emmel, LeRoy	Kehl, Sylvester
Fallon, May	Kelly, Mabel A.
Farley, Donald Stephen	Andrews, Stella Malita
Fauerbach, Louis	Bondi, Hobart E.
Fehlandt, Della Wilhelmina	Boy, Helen A.
Ferguson, William Friend	Breitenbach, Vera
Frederick, Clarence	Breuch, Alfred C.
Frederickson, Edna	Brooks, Merrill P.

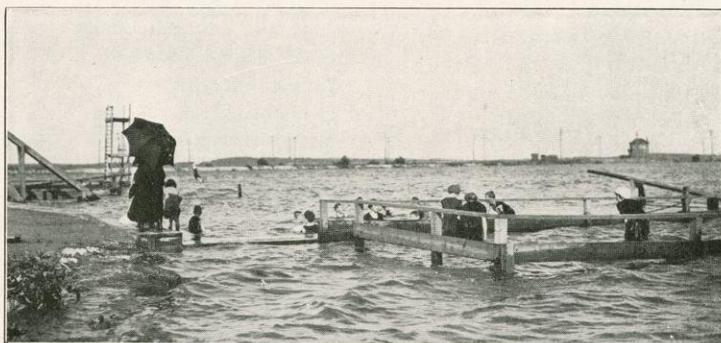
Connor, Eugene P.  
Corry, Catharine M.  
Corscot, Marion  
Dixon, Donald  
Dow, Freda  
Enders, Frances J.  
Engler, Gertrude S. A.  
Evans, Milan M.  
Frye, Harlan Taylor  
Galbraith, Finley  
Garner, Lloyd M.  
Gath, Helen Dorothy  
Gill, Bert  
Gilmore, Florence E.  
Gregg, Walter H.  
Hohlfeld, Helen  
Holm, John W.  
Holz, Caroline  
Homewood, Hugh  
Hopkins, Edward  
Hopson, Perle Mary  
Houghland, Glen Sanford  
Hudson, Mary  
Hunt, Margaret  
Huntington, Patrick Henry  
Hyland, William  
Hyslop, Robert James  
Johnson, Robert C.  
Jones, Morris E.  
Juday, Mattie  
Keyes, Sadie Cathryne  
Kleinheinz, Francis  
Kiley, Glenn Clinton  
Kenzler, Ruth Purdy  
Kepke, Martha M.  
Lacey, David  
Lathrop, Francis Child  
Leary, Julia L.  
Levenick, Leo B.  
Lewis, Florence Elizabeth  
Machlis, Joseph Arthur  
Mack, William Davis  
Marshall, William Hughes  
Martin, Hazel I.  
McCarthy, Blanche Marie  
McGilligan, Frank  
McMurtry, Ora Richard  
Mead, Harold Wasburn  
Meisekothen, Edwin E.  
Meloche, Villiers Willson  
Naffz, Alice  
Nelson, Anna  
Oakey, Warren  
O'Grady, Florence  
O'Hara, James T.  
O'Keefe, Mamie  
Parr, Robert M.  
Payton, James M.  
Peterson, Parker Engwald  
Quinn, Lucille R.  
Ramsay, Eleanore  
Rasmussen, Mabel Pauline  
Ray, Florence  
Roberts, Earl  
Sachs, John M.  
Sage, Henry  
Scheibel, Anita  
Schubert, Harold John  
Seiler, Margaret  
Senett, Margaret  
Shuttleworth, Farrand Dames  
Slichter, Louis B.  
Slightam, Dorothy Lucile  
Smith, Helen Florence  
Taylor, Florence  
Tillotson, Ruth A.  
Wald, Midge Alma  
Wald, Olivia  
Koch, Elizabeth  
Kremers, Elsa  
Lottes, Marie  
Lounsbury, Helen Irene  
Ludwig, Agnes W.  
Luetscher, Harold M.

Memhard, Marie	Rose, Paul
Meyer, Helen A.	Rukgaber, Theresa V.
Moehlman, Lilian	Snaddon, Robert
Morris, Kathryn	Statz, Elizabeth
Morris, Meade M.	Steinle, Clinton R.
Morrissey, Raymond P.	Steuber, Lillian M.
Morse, Grant A.	Stivers, Gerald Ducat
Morse, Harry A.	Sturtevant, Hazel I.
Mullen, Edward A.	Sullivan, Marian E.
Myers, Charles Albert	Sutherland, Merle Elinore
Nelson, Byron C.	Swerig, Monona Claire
Newman, Irene	Swerig, Vivian Pearl
Olsen, May	Tyrrell, Gladys Dorothy
Olsen, Nora Henrietta	Werner, Walter Albert R.
O'Neill, Elizabeth Mary	Wolf, Willet
O'Neill, Marie	Wattawa, Esther W.
Pfister, Midred A.	Welsh, Berneice
Piper, Helen E.	Wengel, Edith M.
Poggemiller, Mabel M.	Wilson, Marguerite E.
Robinson, Arthur Harrison	Whitney, Katherine
Roder, Esther	Zeidler, Florence

It is a pleasure for me to acknowledge, in conclusion, the splendid co-operation of pupils, parents, and teachers in the upbuilding of the Madison High School.

Respectfully submitted,

THOS. LLOYD JONES,  
Principal.



*Brittingham Bathing Beach*

# REPORT OF THE DIRECTOR OF MANUAL TRAINING

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MR. R. B. DUDGEON,

*Superintendent of Schools,*

Madison, Wisconsin.

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

## *Grades*

The industrial work in the lower grades has been changed somewhat from the previous year. Using clay as a medium for expression, the illustrating of present day lessons in reading and story telling are taken up. Each lesson is based upon a normal type form, its application being the illustration desired. By modeling from the type form to its application in the same day and lesson, we have noticed a reaction on the part of the pupils that is not obtainable when the work is allowed to drift into aimless play. The latter part of the year's work constitutes a series of progressive problems in paper construction. It is done not only that we may begin at the proper time to strengthen the work which comes in the upper grades, but to gain efficiency in guiding the hands as the mind directs through dictation. The success of the past year's work has come through the hearty co-operation of the grade teachers.

The boys in the fifth grade, instead of following definite problems of sloyd in the class room, are now doing work in the shops. A series of problems are given and made by using the elementary wood working tools.

Boys doing work in the upper grades are combining mechanical drawing with their wood work. This is done in order that the boy may be able to interpret a working drawing clearly and to put into shop practice the problem drawn. The work being given but once each week it is of course limited. We have tried to enlarge the scope of the work, but on account of the excessive numbers enrolled in the classes we find it difficult and at times impossible. Because of this condition in classes and shop facilities, group or community problems in woodwork have

been carried out in only a few schools. It is our purpose to emphasize this group work in the eighth grade, for through this kind of work the shop becomes the factory and the boy the workman. If carefully directed, classes limited, and responsibilities met by the instructors, for it is the boy and not the model that is essential, results are gained that can not be gained in other ways.

#### *High School*

Courses in High School work are slowly going from the abstract to the concrete and important. A series of problems is given in the various branches that underlie fundamental processes and that are to be applied. Wherever possible practical problems and methods of doing are employed. Correlated subjects are taught, the line of interest going from drawing room to shop and then to moulding; from drawing room with its lectures, to shop and completed individual problem; and from drawing room to shop and then to the finished group problem, such as cabinets, display boards, and lockers. Accurate time and cost of material is kept of each and all problems, believing that a certain degree of speed is essential and that economy in materials is of value. By installing a sufficient number of new lathes many boys have been reached and the results obtained have been of a high standard.

#### *Recommendations*

I call your attention to the following urgent needs of the department and would recommend:

1. That the Irving and Washington shops be equipped with new benches and a sufficient number of tools to make the work possible for the large classes that now meet. There are at the present time only twelve benches and vises that can be used.
2. That a new center be located near the Hawthorne school so as to relieve the students of that school from walking the distance that they now do.

#### *Cost of Material*

The cost of material for operating the department for the school year 1912-1913 was as follows:

*Grades 1, 2, 3, and 4—boys and girls*

11 barrels clay .....	\$55.00
Paper for paper construction .....	12.00
Reed and raffia .....	15.00
	_____
	\$82.00

No. pupils enrolled .....	1,912
Cost per pupil .....	.04

*Grades 5, 6, 7, and 8—boys only*

Lumber, stain, hardware .....	\$378.15
Refund by pupils .....	47.26
Net cost of material.....	330.89
No. pupils enrolled .....	628
Cost per pupil .....	.53

*High School*

Lumber .....	\$179.32
Paper .....	30.61
Stain .....	27.32
Hardware .....	6.99
Miscellaneous .....	7.35
	\$251.59
Refund by pupils .....	24.70
Net cost for material.....	226.89
No. pupils enrolled .....	96
Cost per pupil .....	\$2.36
Total cost of material for operating department.....	\$639.78

*New Equipment in High School*

8 No. 56—A lathes .....	\$1,144.00
Motor and installation .....	330.32
New lockers	
Lumber .....	\$27.36
Locks, hinges, coat hooks .....	17.26
Pambits, compasses .....	13.96
	58.58
Total cost new equipment.....	\$1,532.90

Respectfully submitted,

PAUL H. GRAVEN.

# REPORT OF THE DIRECTOR OF DOMESTIC ECONOMY

To MR. R. B. DUDGEON,

*Superintendent of Schools.*

MY DEAR SIR: I hereby submit my report for the year ending June 13, 1913.

## *Grades*

The work in the fifth and sixth grade sewing run parallel to the work as planned and carried out last year. The entire time of two special teachers was given to the domestic science work in the grades. The work in sewing has been more uniform this year on account of certain materials being furnished through requisition. I have estimated the approximate cost of materials per child as follows:

Total number of fifth grade girls.....	176
--	-----

Approximate cost of materials furnished from home...	\$110.00
--	----------

Materials furnished through requisition.....	20.65
--	-------

Total cost estimate .....	\$130.65
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Cost per child per year in fifth grade sewing.....	.75
--	-----

Total number of sixth grade girls.....	173
--	-----

Approximate cost of materials furnished from home..	125.00
---	--------

Cost per child per year in sixth grade sewing.....	.73
--	-----

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

Total number of seventh grade girls.....	191
--	-----

Total number of eighth grade girls.....	197
---	-----

Total number .....	388
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School	Cost of Groceries	Cost of Meat	Cost of Laundry	Total Cost
Doty .....	\$85.84	\$6.19	\$3.35	\$95.38
Irving .....	71.58	5.65	5.29	82.52
Longfellow .....	26.86	2.10	1.89	30.65
Total .....	\$184.28	\$13.94	\$10.53	\$208.75
Total cost per child per year.....				\$54

The accomplishment of the most efficient work in the grades has been handicapped by over-crowded classes and over-crowded time schedule. To master this difficulty I recommend the entire time of one more special teacher in the grades.

*High School*

The high school work ran parallel to the work as outlined last year with the addition of a course in household art given by Miss Niles. The total number of girls taking the work was 200. One hundred and fifty-two of these were first year girls and forty-eight were second.

The expense account for first year work is as follows:

Sewing materials .....	\$14.00
Four sewing machines .....	100.00
Art supplies .....	18.00
Total cost .....	\$132.00

The expense account for second year work is as follows:

Groceries .....	\$78.19
Meat .....	8.15
Laundry .....	12.75
Total cost .....	\$99.09

Cost per child per year..... 2.60

I am furnishing herewith a detailed copy of the courses of instruction as carried out this year in the grades and in the high school.

Again I wish to thank you and the Board of Education for your kind co-operation.

Respectfully submitted,

THEO FENTON.

## REPORT OF SUPERVISOR OF DRAWING

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To MR. R. B. DUDGEON,

*Superintendent of City Schools,*

Madison, Wisconsin.

DEAR SIR: I herewith submit my sixteenth annual report.

### *High School*

Last year for the first time the pupils of the first year of the high school were given the privilege of electing a ten period per week art course. The thought is to do more intensive work along both cultural and practical lines. Fifteen pupils elected this course. Both in the first and second years, pupils taking domestic science have been given four periods per week of art work.

A fact to be deplored is that so large a number of our pupils graduate without art training. This condition might be avoided if it were possible to do as follows:

(1) To require a certain amount of art training of all pupils who have not received art instruction in the grades.

(2) To offer a course of ten periods per week to those who care to do very intensive work.

(3) To offer a course of five periods per week to those who do not care to give so much time to art work as the ten periods per week require.

This plan would mean additional teaching force and more conveniently arranged rooms.

A well equipped high school art department would provide:

(1) A room for general art work.

(2) A room equipped for clay modelling.

(3) A room equipped for metal work.

(4) A store room.

(5) A room in which a permanent exhibit of art work might be arranged, showing course of study from first grade through four years of high school.

### *Art Club*

While the membership has not been so large as in previous years, the attendance has been more regular, and earnest, conscientious work has been accomplished. "American Painters" was the subject chosen

for the year's study. The list of artists included Benjamin West, Gilbert Stuart, Winslow Homer, John LaFarge, John Sargent, James McNeil Whistler, Edwin Blashfield, Edwin Abbey.

One feature of each program that added interest was the dramatization of one of the artist's pictures. The Club enjoyed one social gathering in the art room, the banquet in the gymnasium, and a picnic at the close of the year.

*Madison Public School Art Association*

Below is an extract from the resolutions drawn up by the association at a meeting at the home of the president, Mrs. A. E. Proudfit, Feb. 24, 1913:

WHEREAS, The Madison Public School Art Association has during the last twelve years devoted much time and thought in the work of placing in the public schools of Madison suitable copies of works of art for the purpose of encouraging the love of good art in the pupils of said schools, and

WHEREAS, The Madison Public School Art Association now feels that the further development and extension of this work can be better served by placing the same in charge of the Board of Education, feeling confident that their work will be successfully and permanently continued.

Now, THEREFORE, Be it Resolved, That the Madison Public School Art Association be discontinued and entirely relieved from further work along the lines upon which it was originally organized and that all pictures and casts heretofore purchased by the Association and placed in the public schools of the city of Madison, be presented, together with the unexpired insurance policies of said pictures and casts, to the public schools referred to and the full and entire ownership thereof become vested in the said schools, it being further understood and made a part of this proposed gift or transfer that insurance in a sum not less than two-thirds of the original price of the said pictures and casts shall be permanently maintained thereon, so that, in case of loss or destruction or damage by fire, the collection may be reproduced and replaced in the schools.

CLARA L. PROUDFIT, Chairman.

*The Grades*

The past year Miss McGillivray and I have followed a two weeks' schedule. Of the twenty half days in two weeks I have given fourteen to the high school and six to the ward schools. This has enabled Miss McGillivray to give a part of her time to the teaching of penmanship and a part to the teaching of art.

More attention has been given to lettering and to design and more emphasis has been placed upon accuracy of execution than previously. An interesting test was the making of sketch books by the Eighth grade pupils. Our aim was to discover the power of pupils to plan and to execute. The conditions were as follows:

- (1) All work must be independent.
- (2) Inside drawings are to be made on 6" x 9" school paper.
- (3) The drawings are to be along the line of school problems.
- (4) A cover is to be designed and worked out on appropriate paper.
- (5) Cover and leaves are to be bound neatly together.

In the main these points were observed and the results were gratifying. If I were to rank the various phases of art work according to power shown on part of pupils they would stand as follows:

1. Design, 2. Perspective, 3. Color.

#### *Recommendations*

Miss McGillivray and I recommended *First*, The use of the one book a year instead of the two books a year series of Applied Arts Drawing Books; *Second*, The use of Milton Bradley Water colors instead of the Prang Colors; *Third*, The use of the manual arts crayon in first and second grades instead of water colors.

#### *Drawing Contest*

In a recent drawing contest open to the school children of America, the following Madison pupils won honors:

*High School*—Leona Ray, second prize.

*Eighth Grade*—Gladys Green, Washington school, fourth prize; Anna Gebhardt, Washington school, fourth prize.

*Seventh Grade*—Elmer Kruse, Washington school, honorable mention; Mildred Bridge, Washington school, fourth prize; Helma Hanson, Hawthorne school, fourth prize.

*Sixth Grade*—Irene Buchler, Marquette school, honorable mention; Alma Weiss, Hawthorne school, honorable mention.

*Fifth Grade*—Isophene Smith, Marquette school, honorable mention.

The fact that Henry Turner Bailey was one of the judges adds interest to the contest. Not all the Madison schools entered the contest.

I wish to thank you, Mr. Jones, and the teachers for your continued co-operation.

Respectfully submitted,

IDA M. CRAVATH,

Supervisor of Drawing.

# REPORT OF THE SUPERVISOR OF MUSIC

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To MR. R. B. DUDGEON:

I hereby submit my report for the year ending June 13, 1913.

## *Grades*

Each grade in the city has had one lesson a week from a special teacher. The remainder of the daily lessons are given by regular teachers. Monthly plans are made out by the supervisor and placed in the hands of each teacher for her grade.

Rote songs, averaging two and three new ones a month, are mimeographed and given to the teachers in the first two grades, and each one is presented by the special teacher to be finished by the regular teacher.

The Congdon Primers, which were placed in the hands of the second grade pupils a year ago, have proven very satisfactory and successful. The teachers and children have enjoyed and appreciated them greatly, and the pupils were much better prepared to take up third grade work this year than in previous years. These books contain a number of very simple rote songs and sight-reading material, which make a good foundation for the actual book-work of the third year.

During the first year much time is spent on working out the monotones and special effort is spent on quality of tone, clear enunciation, and correct memorizing of text of songs. This work is carried on into the second year and in addition the staff is presented and the pupils are made familiar with a note, a bar, clef, sign and sight-reading is introduced.

In the third year the Primer of the regular course is introduced and daily lessons consisting of sight-reading, ear training, scale singing, tone drills, and song singing are given. Simple notation is begun in this grade.

In the fourth year the work of the third year is carried on with the addition of more difficult sight-reading and familiarizing the pupils with different note values, key signatures, meter, and more advanced theoretical points.

In the fifth year two part work is taken up. More complicated rhythms and all of the different kinds of notes and corresponding rests, the effect of sharps and flats, natural marks and repeat marks are explained and drilled upon.

In the sixth grade two part work is carried on and, in addition to the theory work of previous years, the minor scale is studied. Written dictation is continued, all musical terms thoroughly studied and used more commonly by pupils in the rendition of their songs.

In the seventh and eighth grades more advanced theory work and three and some four part singing is done. The bass clef is introduced. Three forms of the minor scale are studied. The chromatics are commonly used and understood in exercises and songs.

Much time is given to the artistic development and rendition of the songs and great effort is made to familiarize the pupils with the best in music and the great composers.

Written tests have been given by the Supervisor from the third grade through the eighth and most satisfactory results obtained.

The singing in the schools has improved greatly as to quality, correct phrasing, clear enunciation, and the number of songs learned has been very gratifying.

The monotones in lower grades, children singing out of tune, whom we have been unable to help, are in nearly every case afflicted with throat and ear troubles, and have been reported by the Medical Inspector.

#### *High School*

A chorus of mixed voices, a Girls' Glee Club, a Boys' Glee Club, and High School Orchestra, represent the musical activities in the High School. Two periods a week are given to chorus and orchestra work. Glee Clubs meet once a week after school.

During the past year a number of musical programs were given in the auditorium by the different musical organizations for the different classes, including one public recital.

In closing I wish to thank you for your kind and considerate co-operation.

Yours very respectfully,

BELLE PORTER HEATH.

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