

**United States Department of Interior
National Park Service**

**National Register of Historic Places
Registration Form**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900A). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name **Madison Vocational School**

other names/site number **Madison Area Technical College; Madison College/ #108279**

2. Location

street & number	211 North Carroll Street	N/A	not for publication
city or town	Madison	N/A	vicinity
state Wisconsin	code WI	county Dane	code 025
			zip code 53703

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)

Signature of certifying official/Title

Date

State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria.
(See continuation sheet for additional comments.)

Signature of commenting official/Title

Date

State or Federal agency and bureau

Madison Vocational School

Dane County

Wisconsin

Name of Property

County and State

4. National Park Service Certification

I hereby certify that the property is:

entered in the National Register.

See continuation sheet.

determined eligible for the National Register.

See continuation sheet.

determined not eligible for the National Register.

See continuation sheet.

removed from the National Register.

other, (explain:)

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property
(check as many boxes as apply)

private
 public-local
 public-State
 public-Federal

Category of Property
(Check only one box)

building(s)
 district
 structure
 site
 object

Number of Resources within Property
(Do not include previously listed resources in the count)

	contributing	noncontributing
	1	buildings
		sites
		1 structures
	1	objects
	2	1 total

Name of related multiple property listing:
(Enter "N/A" if property not part of a multiple property listing.)

N/A

Number of contributing resources is previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)
EDUCATION/School

Current Functions

(Enter categories from instructions)
EDUCATION/School

7. Description

Architectural Classification

(Enter categories from instructions)
Late Gothic Revival
Other: astylistic utilitarian

Materials

(Enter categories from instructions)
Foundation CONCRETE
walls BRICK
roof ASPHALT
other

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for the National Register listing.)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- A owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

EDUCATION

Period of Significance

1921 - 1968

Significant Dates

1921; 1949-1950; 1964; 1987

Significant Person

(Complete if Criterion B is marked)

N/A

Cultural Affiliation

N/A

Architect/Builder

Kronenberg, Ferdinand (1921 section)

Law, Law, Potter and Nystrom (1950/64 additions)

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

Madison Vocational School

Dane County

Wisconsin

Name of Property

County and State

9. Major Bibliographic References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous Documentation on File (National Park Service):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic landmark
- recorded by Historic American Buildings Survey #
- recorded by Historic American Engineering Record #

Primary location of additional data:

- X State Historic Preservation Office
 - Other State Agency
 - Federal Agency
 - Local government
 - University
 - x Other
- Name of repository: Madison College

10. Geographical Data

Acreage of Property 2.0

UTM References (Place additional UTM references on a continuation sheet.)

1	<u>16</u>	<u>305660</u>	<u>4771810</u>	3	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u> </u>	<u> </u>	<u> </u>	4	<u> </u>	<u> </u>	<u> </u>
	Zone	Easting	Northing		Zone	Easting	Northing

See Continuation Sheet

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet)

11. Form Prepared By

name/title	Elizabeth L. Miller, Historic Preservation Consultant	date	August 1, 2018
organization	(prepared for Drury Southwest, Inc.)	telephone	608-354-5016
street & number	4033 Tokay Blvd	zip code	53711
city or town	Madison	state	WI

Madison Vocational School
Name of Property

Dane County
County and State

Wisconsin

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps A USGS map (7.5 or 15 minute series) indicating the property's location.
A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs Representative black and white photographs of the property.

Additional Items (Check with the SHPO or FPO for any additional items)

Property Owner

Complete this item at the request of SHPO or FPO.)

name/title		date	August 1, 2018
organization	Madison Area Technical College	telephone	
street & number	3550 Anderson St, P.O. Box 14316	zip code	53708-0316
city or town	Madison	state	WI

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects, (1024-0018), Washington, DC 20503.

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Madison Vocational School
Madison, Dane County, Wisconsin

Start description on line below

INTRODUCTION

Madison Vocational School is located at 211 North Carroll Street, in downtown Madison, Dane County, Wisconsin (figure 1). The property is composed of two contributing resources: Madison Vocational School, and Central High School Entrance Arch; and one non-contributing structure: the Parking Ramp and Pedestrian Bridge (figure 2). Madison Vocational School was erected in three phases: the four-story, Collegiate Gothic (Late Gothic Revival) original section (photo 1, left), designed by Madison architect Ferdinand Kronenberg and built in 1921; and the astylistic utilitarian addition (photo 1, right) designed by Law, Law, Potter and Nystrom of Madison and constructed in 1949-1950 (four stories) and 1964 (fifth and sixth stories).¹ All sections are of steel-reinforced masonry construction, finished with red brick and resting on a raised, stone-veneered basement. A parapet with a stone coping hides the flat, built-up roofs.

The Central High School Entrance Arch (Arch) was erected as part of Central High School, completed in 1908.² A brick-veneered building in the Collegiate Gothic style, Central High School was demolished in 1987.³ The Arch (photo 2) incorporates a stone-and-brick staircase (largely original), and has been preserved to commemorate the high school. The Parking Ramp and Pedestrian Bridge (photos 3, 4, and 5) is a one-story, concrete, astylistic utilitarian structure on the northeast side (rear) of Madison Vocational School and dates to 1987.⁴ The Arch stands at the northeast end of the Parking Ramp and Pedestrian Bridge (photo 5).

SETTING

Madison Vocational School is situated one block northwest of the Capitol Square, and one block north of State Street, the heart of Madison's traditional commercial district. To the north and west, one- and two-story commercial and institutional buildings quickly give way to one- and two-story houses, and apartment buildings that range from three to six stories. The houses were generally erected as single-family residences dating from the late nineteenth to early twentieth centuries, but have been subdivided as multi-unit rentals, mostly for students at the nearby University of Wisconsin. To the south and east, the commercial district displays a variety a retail, commercial-apartment, museum, and

¹ "New Vocational School Opens September 6," *Wisconsin State Journal*, August 14, 1921, insert:1; "Addition Makes Education Facility One of Finest of Its Type in Country," *Wisconsin State Journal*, April 29, 1951, 43; and Advertisement for bids to construct 2-story addition on top of existing building at 211 North Carroll Street, *Wisconsin State Journal*, January 2, 1964, 72.

² Wisconsin Architecture and History Inventory (hereafter, AHI), #116056, 200 Wisconsin Avenue, <http://www.wisahrd.org/index>, (retrieved 25 April 2018).

³ AHI.

⁴ AHI.

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Madison Vocational School
Madison, Dane County, Wisconsin

government buildings, wrapping around the Capitol Square, the park-like setting of the Wisconsin State Capitol (NHL).

On site, Madison Vocational School occupies a full block, bounded on the northeast by Wisconsin Avenue, on the northwest by West Johnson Street, on the southeast by West Dayton Street, and on the southwest by North Carroll Street. The building sits on the southwestern two-thirds of the parcel. The Parking Ramp and Pedestrian Bridge extend along the northeast façade of the building, and the Arch is set at the northeast end of the pedestrian bridge, overlooking Wisconsin Avenue. A wide, divided driveway accesses the parking ramp from West Dayton Street. A narrower, service drive runs from West Dayton Street along the northeast façade of the building. A broad, concrete sidewalk runs all the way around the block.

DESCRIPTION

Madison Vocational School – Contributing (1921, 1949-1950, 1964)

Madison Vocational School is composed of two sections: the four-story original section (northwest); and the six-story addition (southeast) (figure 2, photo 1). The plan is U-shaped above the second story, and the overall footprint measures about 225 feet (along North Carroll Street) by 175 feet (along West Dayton and West Johnson streets). The original section was designed in the Collegiate Gothic style to match the 1908 Central High School (not extant). It exhibits a regular fenestration pattern composed of tall, paired and grouped windows, with continuous stone lintels and sills, and quoined stone surrounds. The addition is astylistic, and possesses a blockier form than the original, yet is compatible to the original, matching it in materials, and displaying a similar fenestration pattern. Paired and tripled windows are accented with continuous stone lintels and sills, and quoined surrounds that reference the Collegiate Gothic influence of the original section. In both sections, the openings initially held multi-paned sash windows. Each window was replaced with glass block and a metal awning window ca. 1973.⁵ It should be noted that although the mechanical penthouse on the roof of the 1949-50/1964 section cannot be seen from the ground, it was a part of the 1964 plan.⁶

Madison Vocational School faces southwest, overlooking North Carroll Street (photo 1). The original section (west) and the addition (east) are both visible on the southwest façade. The original section is five bays wide, and the principal entrance appears toward the east end, set in a polygonal, projecting pavilion (photo 6). A broad flight of concrete stairs with metal handrails rises to the entrance; the original configuration was quarter-turn-with-landing, with brick closed rails, stone posts, and a stone balustrade (figure 11). The entrance is recessed in a round-arched, stone-veneered portal, and composed of replacement metal-and-glass doors, surmounted by a multi-paned, round-arched transom.

⁵ AHI, # 108279, 211 N Carroll St, <http://www.wisahrd.org/index>, (retrieved 25 April 2018).

⁶ Law, Law, Potter & Nystrom, "Addition to Madison Vocational-Technical and Adult Schools: Title Page," December 18, 1963, Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).

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Madison Vocational School
Madison, Dane County, Wisconsin

The transom originally held diamond-paned glass. A pair of monumental, stone, Doric columns frame the portal and support the entablature. Wrought iron cresting appears above. Triglyphs, guttae, and a dentilled molding embellish the entablature. Originally, the frieze above the portal was inscribed: VOCATIONAL SCHOOL. The lettering has been covered. A keystone accents the portal, and a medallion depicting a monk studying can be seen on the spandrels on either side of the portal. The intrados features carved bas relief stone blocks representing the Tudor rose, acanthus leaves, acorns with leaves, and what appears to be a badger (photo 7). The sides of the projecting pavilion are also finished with stone, and each displays a tall, slender niche with shell ornament. Originally, the pavilion was topped with a small, shaped parapet; a pedimented parapet also accented the westernmost bay. Both had been removed by 1974.⁷

The addition is also five bays wide on the southwest façade (photo 8, left). The fifth and sixth stories, planned as part of the 1949-50 addition, were not constructed until 1964. They are shorter than the first four floors and finished with a brick that is slightly redder than those on the lower stories. A light well protected by metal railings separates the basement wall from the sidewalk. The center bay holds an entrance into the basement, reached by a straight flight of concrete stairs with metal handrails.

The northwest façade faces West Johnson Street and is seven bays wide (photo 9). A secondary entrance into the original section can be seen toward the south end of this façade. A straight flight of concrete stairs with metal handrails leads up to a gabled entry porch, which matched the West Dayton Street entrance porch into Central High School (not extant). The porch is veneered with brick and trimmed with stone, and features a pediment with a brick raking cornice, and a stone panel with badgers and the state motto, FORWARD, in bas relief. Heavy, brick, buttress-shaped posts anchor the front corners of the porch. A tall, round-arched portal with compound brick moldings and a stone keystone appears on each face of the porch, and frames the entrance. A pair of replacement metal-and-glass doors, flanked by narrow sidelights, access the building and are surmounted by a multi-paned transom, which originally held diamond-paned glass. A second entrance consisting of a pair of replacement metal-and-glass doors appears at the northern end of the façade. A small, pedimented parapet originally embellished the central bay; it was removed by 1974.⁸

The southeast façade overlooks West Dayton Street (photo 8, right; and photo 10, left). Only the addition is found on this façade. It is eleven bays wide, with a light well between the basement wall and the sidewalk. An entrance appears at basement level toward the south end of this facade, reached by a metal staircase. Another entrance is found at grade level at the north end of the façade, composed of a pair of metal-and-glass replacement doors, sheltered by an awning. At the fifth and sixth stories, there are two-story, brick panels with curving edges, and no openings, in the central three bays. This

⁷ AHI, # 108279.

⁸ AHI, # 108279.

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reflects the 1949 floor plan (updated in 1963), which placed spaces for projection equipment next to the walls, and lecture rooms beyond.

The U-shaped plan above the second story is visible on the northeast façade (photo 11), which is the rear of the building. The original section (west, right) and the addition (east, left) can both be seen. The appearance of the original section, which displays one bay of paired windows at each floor, dates to 1987. Previously, Central High School covered this façade. In contrast, Central High School only partially covered the addition. The two easternmost bays and the entire sixth story were exposed, and retain the original appearance, except for replacement windows. The west two-thirds of the addition exhibits a pair of windows at each of the second through fifth floors; this configuration dates to 1987. The lighter brick veneer shows where Central High School was. In the center on this façade, a glass-and-metal, enclosed entrance extends between the original section and the addition. Built in 1987, it created a new entrance where Central High School once stood, and opens onto the Parking Ramp and Pedestrian Bridge.

On the interior, each floor plan possesses a double-loaded corridor (figures 3 through 9). Classrooms and other educational spaces, offices, and support uses are arranged along both sides of the corridor (photo 12, hallway in original section; photo 13, hallway in addition). There are four staircases: two in the original section, and two in the addition. Each is a concrete, dogleg staircase. The steps and landings in the 1921 section are finished with terrazzo (photo 14). The staircases in the addition exhibit glazed terracotta wainscoting (photo 15). Three small elevators are also present. This floor plan is original. Some of the rooms have been partitioned or had partitions removed over time to accommodate different uses, especially in the basement. For example, as of 1949, the cafeteria and kitchen were located in the basement of the 1921 section, on the west side of the corridor.⁹ The cafeteria and kitchen moved to the second floor and the former cafeteria and kitchen was partitioned for offices and study rooms in 1984.¹⁰ A small gymnasium for girls was located north of the corridor in the addition; by 1985 the gymnasium had been divided into a physical fitness room, and the music rehearsal room (photo 16).¹¹ Locker rooms and storage for gym equipment, and separate recreation rooms for vocational and high school students, were located in the basement of the addition. These spaces have also been subdivided for offices and study areas. On the first floor, the administrative offices were in their current location on the south side of the corridor in the 1921 section in 1949, but a partition was removed and two more added in 1962.¹² The addition called for a drafting room on the

⁹ Law, Law, Potter & Nystrom, "Additions & Alterations to Madison Vocational School: Ground Floor Plan," September 3, 1949, Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).

¹⁰ Flad & Associates, "Second Floor Plan," November 15, 1984, Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).

¹¹ Flad & Associates, "Basement Floor Plan," November 15, 1984, Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).

¹² Law, Law, Potter & Nystrom, "Additions & Alterations to Madison Vocational School: First Floor Plan," September 3,

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south side of the corridor, and a print shop on the east side of the corridor. In 1968, the drafting room and print shop were remodeled into a library, its present use.¹³ Previously, the library was located on the second floor, on the west side of the corridor in the 1921 section.¹⁴ The third and fourth floor room arrangements are intact in the 1921 section; those in the 1949-50 addition were partitioned when the electronics and upholstery workshops (third) and welding and sheet metal workshops (fourth floor) moved to another building in the early 1960s. The plans of the fifth and sixth floors are intact.¹⁵ Interior finishes include terrazzo (1921 section) and asphalt tile flooring (addition; covered with carpeting except on the fifth and sixth floors); exposed brick (1921 section) and plaster (addition) as well as glazed terracotta wainscoting (addition corridors and stairhalls except on the fifth and sixth floors) on the walls; and dropped acoustical tiles ceilings (installed in the original section when the addition was completed in 1951).¹⁶ The wall finish on the fifth and sixth floors is exposed concrete block (painted), a plainer finish than in the 1949-50 addition. Classrooms and workshops are generally unremarkable. A space of note is the glass-and-metal enclosed entrance (photos 17 and 18). This was an open courtyard, and the exposed exterior brick wall has been retained. Several sculptural stone ornaments illustrating monks writing, as well as a large stone panel with an open book and large letters reading: FORWARD, have been mounted on the wall. These originally embellished Central High School, and were preserved when that building was demolished in 1987.

Central High School Entrance Arch (Arch) – Contributing (1908)

The Arch (photos 2 and 19), which includes the stone-and-brick staircase that leads up to it, was the principal entrance into Central High School (erected 1908 and demolished 1987), designed by the distinguished St. Paul (Minnesota) architect, Cass Gilbert.¹⁷ It stands at the northeast end of the Parking Ramp and Pedestrian Bridge, is Collegiate Gothic in design, and matches the principal entrance into Madison Vocational School.

The Arch features a round-arched portal, framed by monumental Doric columns and an entablature enriched with triglyphs, guttae, and a dentilled molding. The intrados and spandrels also display the same ornament as the principal entrance into Madison Vocational School, and possess identical

1949, Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).; and Mead & Hunt, Inc., "First Floor Plan, New Administrative Offices, Vocational School," June 1962, Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).

¹³ Graven, Kenney and Iverson, "First Floor – Library," May 8, 1968, Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).

¹⁴ Law, Law, Potter & Nystrom, "Additions & Alterations to Madison Vocational School: Second Floor Plan," September 3, 1949, Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).

¹⁵ Law, Law, Potter & Nystrom, "Addition to Madison Vocational-Technical and Adult Schools," December 18, 1963, Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).

¹⁶ Law, Law, Potter & Nystrom, "Additions & Alterations to Madison Vocational School."

¹⁷ David Mollenhoff, *Madison: A History of the Formative Years*, 2nd ed. (Madison, Wisconsin: University of Wisconsin Press, 2003), 355.

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flanking niches with shell ornament. Unlike the Madison Vocational School entrance, the staircase rising to the Arch retains its quarter-turn-with landing configuration, and possesses stone piers (possibly original); it also has metal handrails (replacements that predate 1987, but don't appear much earlier).¹⁸ Originally, the staircase exhibited a stone balustrade with stone balusters.

Parking Ramp and Pedestrian Bridge – Non-Contributing (1987)

The Parking Ramp and Pedestrian Bridge is a one-story, concrete, astylistic utilitarian structure that abuts the northeast side (rear) of Madison Vocational School (photos 3, 4 and 5). Designed by the Madison firm of Flad & Associates, the ramp provides about 25 spaces at basement level. The roof of the structure forms a plaza with planters and bicycle racks at first floor level and extends northeast, creating a pedestrian bridge that crosses over grade level parking and terminates at the Arch.¹⁹ The walls of the ramp, the planters, and bicycle rack enclosures are of exposed concrete. Metal railings on the bridge and along the plaza match those of the staircases to the Arch and to the principal entrance of Madison Vocational School.

ALTERATIONS

Madison Vocational School retains very good integrity to the period of significance, 1921-1968. Although the demolition of Central High School in 1987 has altered the setting, Madison Vocational School had a minimal physical connection to Central High School, and did not expand into that building until 1969, after the period of significance. The construction of the Parking Ramp and Pedestrian Bridge in 1987 is a part of the alteration to the setting. The low height of this structure and its placement to the rear of Madison Vocational School reduces its impact.

Exterior alterations to the Madison Vocational School building are limited to replacement windows, reconfiguration of the staircase to the principal entrance, the loss of three small pedimented parapets, and, following the 1987 demolition of Central High School, the construction of the metal-and-glass entrance porch and veneering of newly-exposed walls. The latter changes are on the rear façade, minimizing their impact. The entry is new, but the principal entrance remains on the North Carroll Street façade; North Carroll Street remains the address of the building, and the administrative offices are still adjacent to that entrance.

On the interior, the plans on all floors have been retained, with the additions/removals of partitions within rooms, and closing a few doorways, as well as opening others, to accommodate changes in use. In addition, lockers were installed in some corridors in the 1921 section sometime between 1950 and 1966. These changes were made to enable Madison Vocational School to continue to serve its students

¹⁸ AHI, #116056 (1987 photos); and Wisconsin Historical Society, John Newhouse, Madison Central High School (1955), Image ID. 32091, <https://www.wisconsinhistory.org/Records/Image/IM32091>, (retrieved June 7, 2018).

¹⁹ Flad & Associates, "Parking Level Plan," November 15, 1984, Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).

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Madison Vocational School
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and the community as vocational and technical careers have evolved over time. Madison Vocational School clearly conveys its historical association as a vocational institution, a use it continues to serve, and is therefore eligible for the National Register of Historic Places.

 End of Description of Physical Appearance

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Madison Vocational School
Madison, Dane County, Wisconsin

Insert Statement of Significance

STATEMENT OF SIGNIFICANCE: SUMMARY

Madison Vocational School is locally significant under *Criterion A* in the area of Education, for its association with the vocational school movement, and its long history as the site of vocational education in the city of Madison. The period of significance extends from 1921, the date of construction of the original section, through 1968, the year before Madison Vocational School, then known as Madison Area Technical College, expanded into the former Central High School (not extant). This property retains very good integrity.

HISTORICAL CONTEXT

Brief History of the City of Madison

The original plat of Madison was surveyed for James Duane Doty in 1836. Doty, a real estate speculator, hoped to have Madison made the capital of newly-organized Wisconsin Territory, even though no Euro-Americans had yet settled in the area. Doty named his paper city in honor of the fourth president of the United States. Madison grew slowly during its first decade. It was incorporated as a village in 1846 with a population of 626. In 1848, Wisconsin became the thirtieth state and Madison was named the capital. The same year, the University of Wisconsin was founded. Tremendous growth followed. When Madison was chartered as a city in 1856, its population was 6,864. By that time, the city's character as a center for government and as a college town was well established. Growth stalled during the Civil War, but boomed during the 1870s as the presence of six railroad lines helped transform the city into a regional commercial center.²⁰

In the 1880s, Madison added another dimension, becoming a manufacturing center. The addition of three new rail lines boosted industry, while discriminatory rail freight rates shaped the nature of manufacturing in Madison (as will be explained in the significance statement, below). Agricultural implements production was the leading industrial enterprise of the period, with such companies as the Mendota Manufacturing Company, and the (M.E.) Fuller and (John A.) Johnson Manufacturing Company. Another important industry was the fabrication of machine tools, beginning with the Gisholt Machine Tool Company in 1889. Buoyed by an expanding industrial sector, Madison's population nearly doubled between 1880 and 1900, rising to 19,164.²¹

Madison's industrial sector diversified in the early twentieth century, with the addition of firms such as the French Battery Company (later known as Ray-o-Vac); the meat-processing plant, Oscar Mayer and Company; the Mason Kipp Company (later the Madison Kipp Corporation), manufacturers of machine lubricators; and the Scanlan-Morris Company, makers of hospital equipment. The development of a

²⁰ Mollenhoff, 22-27, 43-60, 69, 101-104, 116-122; and Robert C. Nesbit, *Wisconsin: A History*, (Madison: The University of Wisconsin Press, 1973), 549.

²¹ Mollenhoff, 172-180; and Nesbit, 549.

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vigorous manufacturing sector and the quadrupling of the student body at the University of Wisconsin between 1900 and 1925 were major factors spurring Madison's growth from the seventh largest city in the state in 1910, to the third largest by 1930. Prosperous commercial and manufacturing establishments and the continued growth of the university propelled Madison's expansion, especially following World War II, to the second largest city in the state by 1950.²² Presently, Madison retains that ranking, despite a contraction in manufacturing. Major employers include the university, Epic Systems Corporation (located in Verona), American Family Insurance, and Sub-Zero (manufacturer of high-end kitchen appliances). In 2010, the U.S. Census enumerated 233,209 persons in Madison.

SIGNIFICANCE: EDUCATION

Brief History of Vocational Education in Wisconsin

Wisconsin established the first system of vocational, technical, and adult education in the U.S. in 1911. Dr. Charles M. McCarthy spearheaded this effort to create a comprehensive, state-wide system that would extend part-time educational opportunities to all Wisconsin residents, especially those who had dropped out of school to enter the workforce. McCarthy planned the system; lobbied the legislature to create a commission to study the issue; served on the commission and wrote much of the commission's report to the Wisconsin legislature; and drafted the bill that would be adopted as the Continuation School Act of 1911. Founder and head of the Wisconsin Legislative Reference Library, McCarthy was an influential public administrator and Progressive reformer.²³

Progressivism was a political and social reform movement in the U.S. that was at its height from the 1890s through the 1920s. It was an awakening of social conscience in response to the rapid transformation of the country from an agrarian society to an industrialized, urban one, with a host of attendant issues: poverty, disease, crime, and squalid living conditions in urban slums; dangerous working conditions, long hours of repetitive tasks, and low wages in large-scale, factories; and political corruption and corporate monopolies that concentrated wealth among an elite few. All these issues were intensified by a flood of non-English speaking immigrants.²⁴ Progressivism was a political movement with political solutions, such as antitrust and federal income tax regulations; food and product safety, temperance, and labor legislation; direct primaries, secret ballots, referenda, initiative and recall petitions, suffrage for women; and the city manager-city commission form of municipal government.²⁵ Progressive-era reformers also firmly believed that education was key to achieving social change, to the benefit of society. At the university level, this was primarily evident in the public

²² Mollenhoff, 250-61; and Nesbit, 549.

²³ Frank J. Woerdehoff, "Dr. Charles McCarthy: Planner of the Wisconsin System of Vocational and Adult Education," *Wisconsin Magazine of History*, 41:4 (Summer 1958): 270.

²⁴ Lawrence A. Cremin, *The Transformation of School: Progressivism in American Education, 1876-1957*, (New York: Alfred A. Knopf, 1962), viii, and 58-59.

²⁵ Frederick Rudolph, *The American College and University: A History*, (New York: Alfred A. Knopf, 1968), 357.

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service provided by academic experts, and mostly confined to state land-grant institutions.²⁶ The University of Wisconsin would embrace Progressivism to an extent no other university replicated.

State land-grant universities and colleges had been serving the people of their states to a varying degree since the 1860s through applied research that could be put to practical use, particularly in agriculture, mechanical engineering, and teacher training. At the University of Wisconsin, early public service efforts set the pattern for the Progressive era, and fell into two categories: first, the university provided guidance to state government. For example, professors from the university had worked with the State Superintendent of Schools to develop model high school curricula (1875), thereby helping to shape the state's public school system. The second category was practical research, disseminated through educational outreach. The University of Wisconsin established the Wisconsin Agricultural Experiment Station (1883), where much applied research took place. They also issued publications and began teaching best practices in farming at farmers' institutes held around the state (1885, the first in the nation), as well as holding short courses (1886, "continuing education") on campus for farmers. These efforts were very popular, and earned widespread public support for the university, and for the expansion of the university's public service initiatives during the Progressive era.²⁷

Under the tenure of President Charles R. Van Hise, 1903-1918, the University of Wisconsin came to embody the public service ideal of Progressivism, also known as the Wisconsin Idea. Van Hise was the first to articulate the Wisconsin Idea in 1904; Charles McCarthy would author a treatise describing the philosophy of the Wisconsin Idea in 1912.²⁸

The Wisconsin Idea, in brief, was that the state university had a moral obligation to serve all of the people of the state. Van Hise chose "Service to the Commonwealth" as the motto of his administration. The two categories of public service the university had already initiated were greatly expanded under his tenure. University experts worked with state politicians to craft legislation that benefited laborers, consumers, and the poor, and to establish a system of civil service, making Wisconsin a model of principled, open government. Research that had practical applications continued, and professors and instructors carried the university to the people, statewide, through the "extension service," initiated in 1906. Charles McCarthy played a key role in persuading Van Hise to develop the extension service, to equalize educational opportunity in the rural areas of the state. The extension service (also known as the extension division) built on the farmers' institutes, increasing the number of demonstrations and lectures, and expanding the range of topics covered to include nutrition, health, home economics, and

²⁶ Cremin, viii.

²⁷ Nesbit, 288-294.

²⁸ Charles McCarthy, *The Wisconsin Idea*, (1912), <http://digicoll.library.wisc.edu/WIReader/WER1650-0.html>, (retrieved June 10, 2018); and Frank J. Woerdehoff, "Dr. Charles McCarthy's Role in Revitalizing the University Extension Division," *Wisconsin Magazine of History*, 40 (Autumn, 1956): 13-18.

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farm management, among others. Louis E. Reber, of the Penn State College of Engineering, was named the first director of the extension division.²⁹

The extension service was well received in rural Wisconsin. With its successful launch, McCarthy turned his attention to extending educational opportunities to working people in the cities and towns of Wisconsin. In May 1909, McCarthy wrote to Van Hise, outlining his plan for a statewide system of vocational classes in the state, calling for the involvement of the extension division in his plan, and requesting Van Hise's support.³⁰

Several elements of McCarthy's 1909 plan would be included in the 1911 Continuation School Act. One prevented the continuation school from being part of high school or college programming, but rather, required that it be administered by a separate committee and in a separate building. In that way, the continuation school would not be considered secondary and subject to budget cuts, and it would remain vocational education and not devolve to manual training. McCarthy's 1909 plan also recommended state aid for continuation schools, raising the age limit for compulsory education from 14 to 16, and providing daytime and evening part-time schooling for youth and adults.³¹

McCarthy also advocated for vocational education with Governor Francis McGovern and legislators, such as State Senator Edward T. Fairchild, recommending a commission to study the issue (and suggesting who should be appointed to the commission). In 1909, Senator Fairchild introduced Joint Resolution No. 53, which created a commission to report on remedies for the following conditions:

...there are at least 104,000 illiterates in the state of Wisconsin at the present time...there is a great movement through this entire county to establish night schools and night trade schools so that workers and those who have been denied education can not only get the elements of education but can also improve themselves in their business in life; [and]...the growing need of instruction to our people who cannot attend schools demands from us some investigation of this great problem.³²

Following approval, Governor McGovern appointed the members of the Commission Upon the Plans for the Extension of Industrial and Agricultural Training, selecting the members McCarthy had recommended: the State Superintendent of Instruction (C.P. Cary, chair); president of the University of Wisconsin (Van Hise); superintendent of the Milwaukee Public Schools (C.G. Pearse); director of

²⁹ Nesbit, 426-27; and Rudolph, 362-63.

³⁰ Frank J. Woerdehoff, "Dr. Charles McCarthy: Planner of the Wisconsin System of Vocational and Adult Education," 271.

³¹ Woerdehoff, "Dr. Charles McCarthy: Planner of the Wisconsin System of Vocational and Adult Education," 271.

³² Wisconsin (State), Legislature, *Joint Resolution 53*, "Relating to Education, 1909," http://docs.legis.wisconsin.gov/1909/related/joint_resolutions/53.pdf (retrieved May 25, 2018).

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the University of Wisconsin Extension Division (Louis Reber); and McCarthy himself (secretary).³³ The superintendent of Milwaukee Public Schools was likely included for two reasons: Milwaukee was the largest city, with the greatest manufacturing and business sector in the state; and it was the only municipality that had established a trade school under existing Wisconsin law. The Merchants and Manufacturers Association had opened the first trade school in the state in Milwaukee in 1906. The success of the school prompted the Wisconsin legislature to adopt a bill allowing public trade schools in 1907. The Milwaukee Board of Education then took charge of the school, adding a trade school for girls in 1909.³⁴

McCarthy took the lead in investigating industrial education, and preparing that section of the commission's report. He visited programs in Germany, Belgium, England, and Ireland, as well as in New York, Massachusetts, and Pennsylvania, at his own expense. A comparison of the commission's report with McCarthy's 1909 letter to Van Hise suggests that reviewing these programs reinforced the ideas he had already developed. Serving on the commission and writing the report placed McCarthy in a position of credibility and influence he might not otherwise have had.³⁵

The Report of the Commission was submitted to Governor McGovern on January 10, 1911. The 135-page document showed its Progressive perspective immediately, beginning by describing the impact of industrialization on the people of the state, and quoting dire statistics from the National Child Labor Committee (1904) which had found that fewer than 15 percent of children nationwide graduated from high school. McCarthy then wrote,

What becomes of the vast majority of those young people who fall out along the way? It is evident that a large percentage of our children are not going to school... The whole question of poverty and progress rises before us when we consider it.³⁶

The Report reviewed the range of schooling and programs offered in different states and countries, and recommended that Wisconsin undertake a multi-pronged approach including trade schools, apprenticeships, continuation schools, and evening schools. McCarthy carefully drew the parallel between the proposed initiatives in industrial education and Wisconsin's existing system of agricultural education – extension, experiment stations, and on-campus short-courses.³⁷ He noted that,

³³ *Report of the Commission Upon the Plans for the Extension of Industrial and Agricultural Training*, (Madison: Democrat Printing Company, 1911), preface.

³⁴ Robert James Spinti, "The Development of Trade and Industrial Education in Wisconsin," (PhD dissertation, University of Missouri, 1968), 59-60.

³⁵ Woerdehoff, "Dr. Charles McCarthy: Planner of the Wisconsin System of Adult and Vocational Education," 272.

³⁶ *Report of the Commission Upon the Plans for the Extension of Industrial and Agricultural Training*, 6.

³⁷ Spinti, 38.

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except for the extension programs, no educational programs were available to the greater number of industrial workers.³⁸

McCarthy's portion of the Report urged

[t]he establishment of continuation schools as the first step to be taken in this state...It is not the perfect system; it is not the most highly scientific system; but it does something where nothing has been done. It meets the broadest aim and will at once reach the greatest number at the least cost...the industrial educational need of this state is not going to be supplied by the establishment of trade schools here and there in cities which can afford them; ...a complete system adapted to the whole state, meeting the needs of people in the smallest villages as well as the largest cities, must be installed or else the problem will not be solved.³⁹

As a result of the report, the legislature enacted the Continuation School Act in July 1911, creating the first system of vocational, technical, and adult education in the U.S. This act required any community with 5,000 or more inhabitants to create a board of industrial education. As of 1910, 36 communities in the state met this criterion. Smaller communities were permitted to establish a board. The local board of industrial education was composed of the community's superintendent of schools, two local employers, and two employees. Each board was given the power to establish evening, continuation, and industrial schools. It was also authorized to tax local property to help fund the schools. The Continuation School Act also established a state board of industrial education, whose nine members were the State Superintendent of Education, the dean of the extension division at the University of Wisconsin, the dean of the College of Engineering at the university, three employers, and three employees. The state board was authorized to disburse state aid, in the form of matching funds capped at \$10,000, to those programs that had been approved by the state superintendent. The act specified that the courses of study for each school must be approved by the state superintendent and the state board of industrial education, and that they must include four components: the continuation school with general education, trade extension (building on a student's existing trade), and trade preparatory (for gaining a new trade) studies; apprentice training; commercial and/or industrial day school; and evening school. Wisconsin statutes were also amended to require working juveniles between the ages of 14 and 16 to attend school five hours a day, at least six months a year. Further, these youth were not permitted to work more than 8 hours a day, six days a week, including hours spent at school, compelling employers to reduce the number of hours youth worked by the number of hours they attended school. While other states would include some provisions of Wisconsin's law in their own

³⁸ Woerdehoff, "Dr. Charles McCarthy: Planner of the Wisconsin System of Adult and Vocational Education," 273.

³⁹ *Report of the Commission Upon the Plans for the Extension of Industrial and Agricultural Training*, 38.

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vocational education enabling legislation, no other state created a dual system, separating vocational education from general education.⁴⁰

In October 1911, the first continuation school established under the new law opened in Racine. Students could take classes in cabinetmaking, molding, drafting, patternmaking, mechanical drawing, shop mathematics, commercial subjects, millinery, dressmaking, or cooking. All but five of the 36 communities with a population in excess of 5,000 had established a local board of industrial education by November 1912. Nineteen were operating continuation schools by the end of that year: Racine, Kenosha, Beloit, Janesville, West Allis, Milwaukee, South Milwaukee, Manitowoc, La Crosse, Eau Claire, Chippewa Falls, Superior, Wausau, Mariette, Green Bay, Oshkosh, Fond du Lac, Sheboygan, and Madison. Two smaller communities were participating as well: Cudahy and Two Rivers.⁴¹

Wisconsin awarded more than \$50,000 in state aid to continuation schools in the first year of their operation, 1912-1913. Most local boards of industrial education earmarked between \$1,000 and \$6,000 in property tax revenues to support their continuation school; a few raised more. Enrollment in these schools the first year ranged from 44 in Beaver Dam to 2,677 in Milwaukee. Madison enrolled 643 students, most in evening classes. Oshkosh counted 716 students the first year, evenly split between day and evening classes. Course offerings in Oshkosh were similar to Racine's, and included foundry work, blacksmithing, patternmaking, mechanical drawing, wood working, cabinetmaking, painting, drawing, basket making, cooking, millinery, sewing, and house management. Oshkosh was unusual in that it had the first purpose-built continuation school building in the state: Orville Beach Memorial Manual Training School (NRHP 1985), erected in 1911. Continuation schools were generally housed in rented space in the commercial downtown, or in the local high school, at least through World War II. A few other communities would erect continuation school buildings prior to 1930: Milwaukee (1918); Madison (1921); La Crosse (1924); and Racine (1929).⁴²

Total enrollment in continuation schools statewide in 1912-13 was 12,159. From 1913 until 1919, \$150,000 in state aid was available annually. In 1913-14, enrollment statewide more than doubled, reaching 25,409. Enrollment continued to climb, in part due to amendments to compulsory education. In 1915, the state legislature required youth between the ages of 14 and 17, not enrolled in regular schools, to attend four hours a day for ten months a year. Total enrollment in vocational programs statewide reached 36,000 in 1915-16, and in 1917-18, exceeded 45,000. The state legislature

⁴⁰ Spinti, 60-61 and 119; Nesbit, 549-550; Chapter 616, Session of 1911 (Wisconsin 1911), <http://docs.legis.wisconsin.gov/1911/related/acts/616.pdf>, (retrieved May 25, 2018); and Chapter 479, 1728c, Session of 1911, (Wisconsin 1911), <http://docs.legis.wisconsin.gov/1911/related/acts/479.pdf>, (retrieved May 25, 2018).

⁴¹ Spinti, 66 and 70-72; and Barbara L. Wyatt, editor, *Cultural Resource Management in Wisconsin*, III: 1, p 6.

⁴² Spinti, 76, and 80; National Register of Historic Places, Orville Beach Memorial Manual Training School, Oshkosh, Winnebago County, Wisconsin, Reference #85002334 (1985), 8-1.

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reorganized the supervision of continuation schools in 1917 under a new agency, the Wisconsin Board of Vocational Education (with the same membership as the state board of industrial education, plus three members who were farmers), renaming the schools “vocational schools,” and authorizing the board to employ a director of vocational education to administer some of the duties previously carried out by the State Superintendent of Public Instruction. The Wisconsin Board of Vocational Education enthusiastically supported the war effort during World War I, devising special courses in horseshoeing, army cooking, electrical work, truck and motorcycle driving, engine and radiator repair, nursing (males only), and shipbuilding. By the end of World War I, vocational schools, including trade and industrial education, were firmly established and well regarded throughout the state.⁴³

Following World War I, the Smith-Hughes National Vocational Education Act (1917) provided federal funds to states to support vocational education in industry, trade, agriculture, and home economics. It was patterned after the Wisconsin program. This act appropriated \$7 million to states over a five-year period, spurring state spending and the expansion of vocational programs, serving more students. Subsequent amendments would increase the appropriations to more than \$25 million a year in by the early 1950s. Considerable federal oversight accompanied the funding, increasing the standards for programs and teachers, and improving the quality of vocational education.⁴⁴

In Wisconsin, total enrollment in vocational programs grew to 50,186 in the 1919-1920 school year. Part of the increase in enrollment may have been due to the adoption of the Wisconsin Educational Bonus Law in September 1919, which provided a stipend of \$30 per month for up to 36 months to veterans attending school, including vocational institutions.⁴⁵ In 1921, the state legislature increased the age of compulsory part-time attendance to 18; full-time attendance to the age of 18 would become compulsory in 1933. State aid allocation was \$225,000 annually from 1921 until 1944. Enrollment in vocational programs continued to rise, reaching 77,888 in 1928-1929. The economic conditions of the Depression drove enrollment to more than 85,000 in 1929-30, and more than 90,000 each school year from 1930 through 1935, despite a reduction in federal financing. Course offerings also expanded. For example, trade shop work was initially limited primarily to woodworking (carpentry, cabinetmaking, patternmaking) and metalworking. Many schools had expanded their trade courses by the late 1920s to include printing, electrical work, auto mechanics, sheet metal, and drafting. A few schools also offered shoe repair, foundry and forging, plumbing, watch repair, bricklaying, mechanical dentistry, painting and decorating, and meat cutting. Trade and industrial courses for women expanded beyond home

⁴³ Spinti, 85, 117, 121, 126, and 128, 329.

⁴⁴ David Carleton, *Landmark Congressional Laws on Education*, (Santa Barbara, California: Greenwood Publishing Group, 2001), 63-69.

⁴⁵ *Educational Progress in Wisconsin*, (Madison: Wisconsin Department of Public Instruction, 1922), 174. The act also enabled veterans to take correspondence courses for free, through the University of Wisconsin extension division.

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economics during the 1920s and 1930s to include telephone operation, manicuring, cosmetology, and hairdressing.⁴⁶

In 1937, the Wisconsin Board of Vocational Education was renamed the Board of Vocational and Adult Education. The new title acknowledged that vocational programs served many who were over the age of 18. The same year, federal funds were again available, through the George-Dean Act. Vocational programs in Wisconsin used the new infusion of monies to add courses in public service. Statewide enrollment had continued its steady increase, surpassing 100,000 in the 1935-36 school year, and exceeding 120,000 in 1939-40.⁴⁷

In July 1940, J.C. Wright, federal assistant commission for vocational education, telegraphed the Wisconsin director for vocational education, George Hambrecht, informing him that president Franklin D. Roosevelt had signed legislation enabling WPA funding to pay students to be trained in work considered essential to national defense. This included manufacturing, maintenance and repair of aircraft, trucks, and ships; use of machine tools; electrical work; foundry and forging in iron and steel; sheet metal work; and ordnance and ammunition manufacturing. In Madison, for example, courses in machine shop, auto mechanics, welding, electricity, and sheet metal work were operated under this program. Training in foundry work and diesel engines was offered in Milwaukee, while aviation manufacturing courses were held in Janesville, Racine, and La Crosse. Milwaukee's vocational programs produced by far the largest number of defense workers, training over 17,000 people in 1942-43 alone. Between July 1940 and June 1942, more than 65,000 defense workers trained at vocational schools in Wisconsin under this program, the fourteenth highest among the states. By 1942, Wisconsin's vocational schools were offering 565 courses in support of national defense. Courses usually ran 10 to 12 weeks. Many schools operated 24 hours per day seven days per week, training an average of 8,000 workers per month statewide at the peak of the war effort. As World War II went on, growing numbers of women trained for the defense industry. The program ended in May 1945, by which time nearly 150,000 Wisconsinites had received war production training of some kind.⁴⁸

Following World War II, vocational schools reorganized, with a focus on returning veterans. By this time, state aid for vocational education had been increased to \$420,000 a year. Forty-five schools around the state offered programs in trade and industrial education, providing classes during the day and in the evening. By June 1948, close to 31,000 veterans had attended industrial and trade programs statewide. Despite increasing federal reimbursements, local property taxes continued to fund a major portion of the cost of operating vocational schools. The 1959 session of the Wisconsin Legislature

⁴⁶ Spinti, 128, 130, 136, 158-159, 174, and 331.

⁴⁷ Wyatt, III:1-6; and Spinti, 174, and 200-201.

⁴⁸ Spinti, 206-207, 210, 217, 218, and 243.

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increased state aid available to local schools to \$1,785,000 per year, allocated to institutions based on the number of students enrolled. Technical education programs began in some vocational schools during the 1950s, reflecting changes in the types of careers and workforce demands. One of these was practical nursing; seven programs in the state, including Madison's, offered this course by 1958. Enrollment in continuation classes declined precipitously through the 1950s, as more youth completed high school.⁴⁹

In 1961, the Wisconsin legislature authorized the vocational schools to offer an associate's degree for approved two-year technical courses. Additional federal funding came available through the Vocational Education Act of 1963. In 1964, the legislature authorized county boards for form Vocational Technical and Adult Education (VTAE) districts. 1965, the legislature enacted a law mandating that the entire state be covered by an area vocational school district by 1970.⁵⁰

As a part of this law, the governing agency was renamed the State Board of Vocational, Technical, and Adult Education, and charged with developing a master plan for the Wisconsin Technical College System. The plan, dividing the state into 16 vocational, technical, and adult education districts, was approved in 1967. Some schools, such as Madison's, began offering college transfer programs, in 1966. During the 1960s, health occupation programs expanded, including dental assistants, dental laboratory technicians, nursing assistants, and medical assistants.⁵¹

Enrollment in the Wisconsin Technical College system more than doubled between 1967 and 1982, as a result of the implementation of the plan to provide services statewide. Currently, Wisconsin's 16 technical colleges encompass 54 locations around the state, and offer more than 300 programs. From 2007 through 2017, the total enrollment in technical colleges, has exceeded 300,000 every year. That has included more than 20,000 liberal arts transfers each year.⁵²

History of Madison Vocational School

Madison Vocational School began as Madison Continuation School, offering the first vocational classes in a single room above the Central Fire Station (not extant) at 18 South Webster Street in 1912. Thirty-one students attended the first course; all between the ages of 14 and 16. It cost \$5,000 to equip and maintain the school for the year of 1912. This included the cost of renting space above the fire station, as well as ten rooms in the high school for evening classes, paying the director's salary and

⁴⁹ Spinti, 237, 244, 245, 275, 279, 280, 326, and 335.

⁵⁰ Section 41.13 (8), Chapter 463, Session of 1965, (Wisconsin 1965),
<https://docs.legis.wisconsin.gov/1965/related/acts/463.pdf>, (retrieved May 26, 2018).

⁵¹ Wyatt, III:1-6; Section 41.13 (8), Chapter 463; and Spinti, 298-99, 301, 315, 319, 325, and 327.

⁵² Wisconsin Technical College System, *WTCS Fact Book: 2016-17 Data and Historical Trends*, (Madison: Wisconsin Technical College System, 2018), 3-7.

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teachers (at \$2.50 per class), and purchasing student desks and chairs, three typewriters, tools for apprentices (saws, hammers, wrenches, etc.), three sewing machines, a lathe, and eight workbenches. By the fall of 1912, offerings had been expanded to include apprenticeship programs. Apprentices attended classes and worked with journeymen in their chosen trade. Arthur W. Siemers (1884-1966) organized Madison Continuation School, working with the University of Wisconsin extension division to develop courses, and contracting with the division to provide instructors for the evening classes to supplement the one full-time and two part-time daytime instructors. Extension staff taught subjects such as mechanical drawing, math for shop, electricity, commercial law, and bookkeeping. Siemers would guide the institution through 1922.⁵³

In 1912-13, Madison Continuation School enrolled 643 students, mostly in evening classes.⁵⁴ In June 1913, the school moved to third floor of 11 South Pinckney Street (not extant), and began renting rooms for evening classes at Central High School (not extant), Longfellow Elementary School (extant, NRHP), and Irving Elementary School (not extant). In 1913-1914, evening classes were offered in English (for the foreign born, an Americanization initiative), automobile and gas engine repair, architectural and mechanical drawing, sewing, typing, salesmanship, cooking, bookkeeping, and interior decorating. Compulsory education courses for girls ages 14 through 16 including reading, writing, housekeeping, sanitation, hygiene, and sewing. For boys in this age group, reading, writing, and basic shop were required.⁵⁵

In 1916, the board of Madison Continuation School began planning its own building. Madison architect Ferdinand L. Kronenberg was selected to design the facility for the institution, which was renamed Madison Vocational School in 1917. The contract was let to Madison builders J.H. Findorff & Son in November 1919. While the building was under construction, classes were conducted at 11 South Pinckney, on the second floor of 3-5 North Pinckney St (extant), and at the Sixth Ward Library (not extant).⁵⁶

The new Madison Vocational School building opened on September 6, 1921. It cost \$550,000 to erect and equip, and was heralded as an experimental model that would draw prominent vocational educators from all over the country. The facility featured a cafeteria that could seat 114, a gymnasium for girls, an auditorium, and a library specializing in trade and technical journals and resources that

⁵³ *A Century of Success: Madison Area Technical College – 1912 to 2012* (Madison: Madison Area Technical College, 2011), 6, 7, 8, 16, 63, and 64; and “New Vocational School Opens September 6.”

⁵⁴ Spinti, 80.

⁵⁵ “A Whale of an Idea,” *Wisconsin State Journal*, April 18, 1914, 10; Gertrude Allen, “Turning Jobs Into Vocations,” *Wisconsin State Journal*, March 23, 1913, magazine, 1; and “Addition Makes Educational Facility One of Finest of Its Type in Country.”

⁵⁶ “New Vocational School Opens September 6,” 6 and 7.

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was open to the public. An entire floor was dedicated to each of Madison Vocational School's four departments: industrial arts, academics, domestic science, and commerce. Industrial arts occupied the basement and shared the first floor with the administrative offices. A machine shop, a two-story carpentry shop, a drafting room, a foundry with a forge, a print shop, and vehicle repair shop accommodated classes in mechanical and architectural drawing, carpentry, wood working and cabinet making, pattern making, foundry and forge work, masonry, plumbing, electrical work, heating, ventilating and refrigerating, sheet metal work, printing, watch repair, and auto mechanics. A freight elevator on the Dayton Street side was large enough to drive a truck on to, to transport it to the repair shop in the basement. Since its inception, Madison Vocational School had forged strong bonds with local companies, such that many industrial arts classes were taught by personnel from Madison factories and construction companies, and developed to meet the needs of local firms. Many companies sent employees to take classes at Madison Vocational School, and the school worked to place students who had completed training.⁵⁷

The library and classrooms for the academics department were located on the second floor. Courses included three levels of English for the foreign born, civil government for those planning to take the citizenship exam, public speaking, Spanish, French, German, math, lip reading for the deaf, jewelry making, pottery, commercial sales display design, needlework, and physical education classes for women, and for men.⁵⁸

Domestic science occupied the third floor, and included the cafeteria, kitchen, laundry, classrooms equipped for sewing and cooking instruction, and a model apartment. The apartment was available to guests of Madison Vocational School. The domestic science program was unusual enough that the *Wisconsin State Journal* described it at length:

When a girl enters the domestic science department...she will be assigned to a small group of four girls who will start in one department and follow household work through its several stages. When she has completed her courses in laundrying [sic], kitchen work including practical work in the preparation of food in quantities in the cafeteria, and...other domestic science courses, she [and her group] will be assigned...to [take] charge of the well equipped apartment made up of ... a living room, ...bed room, kitchen, butler's pantry, bath room and vestibule. For the operation and the care of the apartment for three weeks, each group will be allotted a certain amount of money and it will be up to the girls to spend it as wisely and economically as possible and in accordance with the theoretical principles learned in household management courses.⁵⁹

⁵⁷ "New Vocational School Opens September 6," 1-4.

⁵⁸ "Madison Vocational School: Evening School Department, 1925-26," MATC Department of Media Relations Records, 1926-1991, boxes 2-5, Wisconsin Historical Society, Madison Wisconsin. Earliest course catalog.

⁵⁹ "New Vocational School Opens September 6," 4.

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The commerce department was located on the fourth floor, and was equipped with up-to-date machinery for bookkeeping, calculating, and typing.⁶⁰ With the opening of the Madison Vocational School building, enrollment increased, reaching 2,288 in 1922-23.⁶¹ Madison Vocational School maintained its connections with local businesses. During the 1923-24 school year, employees of 255 employers attended the school; and the school made 319 job placements, not only in Madison but in other communities as well. Specialized vocational training for the physically handicapped was offered, and Americanization classes in which volunteers, secured through the Madison Lions Club, helped immigrants prepare for the citizenship exam, continued to be very popular.⁶²

Madison Vocational School adapted to the changing needs of the community, employers, and the workforce over time by developing new courses. During the mid-1920s, classes were offered in painting-paperhanging-decorating, commercial law, Dictaphone, business correspondence, shorthand, advertising, and nutrition.⁶³ In 1927, the school added music appreciation and chorus. By 1930, music offerings had expanded to include voice, piano, harmony, and music history.⁶⁴

Enrollment continued to rise during the Depression. In 1931-32, for example, Madison Vocational School counted 4,965 students, including apprentices.⁶⁵ The institution was offering drum corps, band, photography, weaving, barbering, etiquette, hairdressing, and cosmetology by the early 1930s. Madison Vocational School also established a craft shop in 1932, to boost the morale of the unemployed. Unemployed men could use craft shop materials and equipment to fashion useful articles, which the school would sell, paying the maker part of the proceeds.⁶⁶ In 1937, the name of the institution changed to Madison Vocational and Adult School.⁶⁷

During World War II, Madison Vocational and Adult School trained some 6,000 workers, most of them women, to replace men called into service. The National Youth Administration (NYA), a New Deal agency within the Works Progress Administration (WPA), recruited boys, girls and women for defense industry training at Madison Vocational and Adult School. The NYA, in operation from 1936

⁶⁰ "New Vocational School Opens September 6," 5.

⁶¹ Spinti, 132.

⁶² "Vocational School Expects Record Enrollment of 3,500; Day Term Starts Monday," *Wisconsin State Journal*, September 7, 1924, no page number.

⁶³ "Madison Vocational School: Evening School Department, 1925-26."

⁶⁴ *A Century of Success: Madison Area Technical College – 1912 to 2012*, 85.

⁶⁵ Spinti, 169.

⁶⁶ *Madison Vocational School Day Courses*, (Madison: Board of Vocational Education, 1934), MATC Department of Media Relations Records.

⁶⁷ *A Century of Success: Madison Area Technical College – 1912 to 2012*, 60.

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through 1943, was a work-study program, which paid a small stipend, and sometimes provided food and housing, for youth whose family qualified for relief. In return, enrollees would work while attending school. For example, in Madison, prior to the defense industry training initiative, the NYA paid for destitute farm youth to attend agriculture short courses at the University of Wisconsin, and live on campus, in return for their work in rural areas on projects such as building and maintaining fish breeding ponds, or constructing feeders and shelters for game birds. Madison Vocational and Adult School offered 10-week defense industry training, and the NYA paid the trainees \$10.30 a month. Students from area high schools also completed two-week courses in defense industry training, staying in supervised NYA residences at 250 Langdon Street (girls, extant) and 211 Langdon Street (boys, extant).⁶⁸ In 1942, 90 percent of the students in work shop classes were women; in 1941, all work shop trainees had been men. Women completed coursework in drafting, welding, machine shop, parts inspection, and reading blue prints. Women also took classes in home economics to better deal with the rationing of food and clothing. Madison Vocational and Adult School enrolled 4,690 students in 1942 alone. Classes were taught 24 hours a day throughout the war.⁶⁹

As World War II drew to a close, the board of Madison Vocational and Adult School began negotiating to purchase the First Baptist Church, southeast of the school, for an addition. The board anticipated a surge in enrollment as veterans returned. The Wisconsin legislature increased the mill rate (the amount per thousand dollars) that could be assessed on properties to pay for vocational schools. This increased the annual appropriation for Madison Vocational and Adult School by \$80,000. The school received \$325,000 in local financial support in 1948. The First Baptist Church was demolished in the spring of 1949, and excavation of the addition began in the fall. The Madison architectural firm of Law, Law, Potter & Nystrom designed the four-story addition (the fifth and sixth floors would be added in 1964); J.P. Cullen & Son of Janesville was the contracting company. The cornerstone was laid in May 1950, and the addition opened in November 1950.⁷⁰

The four-story addition provided 14 new shops, a recreation room for students, and a school store. Alterations to the original building carried out at the same time included a new kitchen (for training personnel in the restaurant trades), a student cafeteria with seating for 200, and a faculty cafeteria that could accommodate 75. The girls' gymnasium was also remodeled, and a ceramics laboratory created, as well as additional spaces for music and for home economics.⁷¹

⁶⁸ "Eager for Victory, Women Go to Vocational School to Prepare to Take Their Places in War Factories," *Wisconsin State Journal*, March 28, 1943, 10; Betty and Ernest K. Lindley, *A New Deal for Youth: The Story of the National Youth Administration*, (New York: Viking Press, 1938), 46-47, 54-55, 97-98, 236-237.

⁶⁹ *A Century of Success: Madison Area Technical College – 1912 to 2012*, 62, and 70.

⁷⁰ *A Century of Success: Madison Area Technical College – 1912 to 2012*, 71; and advertisement, *Wisconsin State Journal*, April 29, 1951, 52.

⁷¹ *A Century of Success: Madison Area Technical College – 1912 to 2012*, 72; and "Vocational School 'Grows Up': New

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The expanded and remodeled Madison Vocational and Adult School housed all of the school's seven divisions almost entirely, and provided classes for apprentices in more than 30 trades. In 1952, Madison Vocational and Adult School enrolled 7,588 students, drawn not only from Madison, but from the region - Dane, Grant, Iowa, Columbia, Sauk, and Lafayette counties. The institution began offering training in licensed practical nursing (LPN) that year.⁷² More than 160 courses were offered by some 60 instructors in the day school, over 200 by some 150 instructors in the evening school.⁷³ In 1954, the automotive trades department moved to 2125 Commercial Avenue (extant). In 1956, the school organized the Job Threshold Program, in cooperation with the State Board of Vocation and Adult Education, providing training for adults with disabilities.⁷⁴

In 1961, the name of the institution changed yet again, to Madison Vocational, Technical and Adult Schools. In 1962, enrollment surpassed 10,000 for the first time, reaching 10,532. The institution counted 386 faculty, and offered more than 500 courses in the day and evening curricula. The legislature had authorized vocational schools to offer two-year associate's degrees in 1961, and Madison Vocational, Technical and Adult Schools offered associate degrees in the following fields: business administration, and secretarial science; licensed practical nursing; automotive technology, mechanical design technology, civil technology, and automotive technology; marketing; and commercial art, and fine art. Courses in data processing, accounting, medical secretarial work, medical assistants, restaurant management and restaurant trades, modern dance, meal planning, knitting, upholstery, draperies, salesmanship, marketing, human relations, merchandise display, merchandise mathematics, credit procedures, advertising, sales management, insurance, real estate, and investments were also offered. The School of Apprenticeship offered training in 50 fields. The School of Vocational Trade and Technical Education offered 150 courses in vocational trades (auto body repair and service, cabinetmaking, graphic arts, machine shop, sheet metal, welding). Although most of the departments at Madison Vocational, Technical and Adult Schools were expanding, one was experiencing a steady decline: the School of Compulsory Education, providing education to high school dropouts. Enrollment had increased every year between 1912 and 1943, peaking at 642. Following World War II, a high school diploma was increasingly required for employment, so fewer

Wing Build to Needs," *Wisconsin State Journal*, April 29, 1951, 4:1.

⁷² "Students Can Study 30 Trades, *Wisconsin State Journal*, April 29, 1952, 4:4; *A Century of Success: Madison Area Technical College - 1912 to 2012*, 62 and 81; and "Addition Makes Educational Facility One of Finest of Its Type in Country."

⁷³ "A Summary Report of the Madison Vocational and Adult School for the School Year 1954-55," prepared for the Madison Board of Vocational and Adult Education, Madison, Wisconsin, 1955, 2-3.

⁷⁴ Norman Mitby and Lawrence Sagar, "A Long Range Plan for the Expansion to an Area School of the Madison Vocational, Technical and Adult Schools," prepared for the Madison Board of Vocational, Technical and Adult Education, Madison, Wisconsin, 1966, 10.

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youth dropped out. In 1961-62, 84 students attended this program. In 1961, the school launched the Sheltered Workshop Adjustment Program, providing job training for those with cognitive disabilities.⁷⁵

In 1964, the architectural firm of Law, Law, Potter and Nystrom revised plans for the fifth and sixth floors to the addition. These floors, dedicated on January 24, 1965, primarily housed classes in health occupations, and included a new library. On the same date, a center for automotive and diesel engine repair at 2125 Commercial Avenue was also inaugurated, representing an expansion of the 1950s facilities. By 1966, the school offered associate degrees in applied science in 18 fields: accounting; mid-management in business administration; data processing; court and conference reporting; secretarial science; marketing; fashion merchandising; commercial art; service station mid-management; architectural drafting-structural technology; chemical technology; automotive technology; highway technology; electronics technology; instrumentation technology; mechanical design technology; land surveying; and metallurgical technology.⁷⁶

In 1966, Madison Vocational, Technical and Adult Schools launched two-year college transfer programming. In 1968, the institution was renamed Madison Area Technical College (MATC), reflecting that it had become a part of the new Area Vocational, Technical and Adult Education District No. 4, which encompassed parts or all of Dane, Grant, Iowa, Lafayette, Sauk, Columbia and Jefferson counties. District No. 4 operated technical schools in Madison, Fort Atkinson and Stoughton, as well as 46 part-time centers in 38 high school districts. By this time, MATC offered apprenticeship training in 15 building trades, along with barbering/cosmetology, welding, watch making, machine shop, tool and die making, and printing, housed at 2125 Commercial Avenue (extant). In 1969, the North Central Association of Colleges and Secondary Schools accredited MATC as a community college. The same year, Central High School (not extant), adjacent to MATC, closed and MATC expanded its programs into the 1908 building. Although this gave MATC more space, MATC would soon outgrow it, and continued to look for additional sites.⁷⁷

MATC continued to diversify its programming, expand its facilities, and see enrollments increase through the 1970s and the 1980s. In the mid-1980s, MATC decided to establish a campus near Truax Field on the northeast side of Madison, opening a new building there for technology programs in 1986, and a fire fighter training building and burn tower in 1988. MATC established the South Madison

⁷⁵ *A Century of Success: Madison Area Technical College – 1912 to 2012*, 60, 62, 75-80, and 82-89; and Mitby and Sagar, 11.

⁷⁶ Mitby and Sagar, 9.

⁷⁷ *A Century of Success: Madison Area Technical College – 1912 to 2012*, 10, 60; Mitby and Sagar, 11; and “Area Vocational, Technical and Adult Education District No. 4: 1969 Annual Report,” prepared for the Madison Board of Vocational, Technical and Adult Education, Madison, Wisconsin, 1970, no page numbers.

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campus at the Madison Labor Temple on South Park Street in 1987, relocating farther south on Park Street to the Villager Mall in 2001, where it remains.⁷⁸

In 2009, MATC shortened its name to Madison College. The same year, the institution established the West Madison campus in the former Famous Footwear Building at Gammon and Mineral Point roads to house protective services programs, and classes in business and liberal arts. In 2010, voters approved a \$133.7 referendum to fund the Smart Future Building Plan, a major building campaign to expand the Truax campus. Ground-breaking for this initiative took place in 2011.⁷⁹ Student enrollment in the Madison campus programs exceeded 28,000 in 2016-17. Of this figure, some 5,500 attended classes in Madison Vocational School.⁸⁰ In 2017, the West Campus building was demolished, and Madison Vocational School offered for sale. Drury Southwest, Inc., has acquired the property and plans to incorporate the building into a multi-use development.

CONCLUSION

Madison Vocational School is locally significant under *Criterion A* in the area of Education, for its association with the vocational school movement, and its long history as the principal site of vocational education in Madison. The Wisconsin legislature adopted the Continuation School Act in 1911, to enable the establishment of educational opportunities for employed youth who had not finished high school. Madison Continuation School opened in 1912, offering courses not only in trade subjects, but also in literature, math, social sciences and the arts, and helping to fulfill a primary goal of public education: training for good citizenship. The school continued on the path of serving the needs of the community and students, as well as those of workforce demands, as guided by input from employers, civic leaders, and the students themselves.⁸¹ Curriculum and program offerings have been adapted over time to reflect and accommodate changes in technology, and society, as well as landmark events, such as World War II. Renamed Madison Vocational School in 1916, the institution moved into the building that is the subject of this nomination in 1921, and has continued to serve the community on this site since that time. The period of significance extends from 1921, the date of construction of the original section, through 1968, the year before Madison Vocational School, then known as MATC, expanded into the former Central High School (not extant). This property retains very good integrity.

 End of Statement of Significance

⁷⁸ *A Century of Success: Madison Area Technical College – 1912 to 2012*, 60.

⁷⁹ *A Century of Success: Madison Area Technical College – 1912 to 2012*, 60.

⁸⁰ Madison Area Technical College, "Data Reports," <https://madisoncollege.edu/data>, (retrieved July 8, 2018).

⁸¹ A.R. Graham, Director of Vocational School, Madison, Wisconsin, "Small and Experimental Beginnings of Vocational Education in Wisconsin," address given May 26, 1932, Stout Institute, Menomonie, Wisconsin, no page numbers.

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Insert Boundary Descriptions

VERBAL BOUNDARY DESCRIPTION

Madison Vocational School is located in the city of Madison, Dane County, Wisconsin, all lots, Block 82, Original Plat. The legal and historic boundary follows the back line of the sidewalk along North Carroll Street and Wisconsin Avenue a distance of 264 feet, and the back line of the sidewalk along West Dayton and West Johnson streets 330 feet. The boundary encloses a rectangular parcel of 2.0 acres.

BOUNDARY JUSTIFICATION

The boundary of Madison Vocational School encloses all those resources historically associated with the property during the period of significance, 1921-1968. It coincides with the legal boundary.

End of Boundary Descriptions

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___Insert Photo Descriptions

Name of Property: Madison Vocation School
City: Madison
County: Dane County
State: Wisconsin
Name of Photographer: Elizabeth L. Miller
Date of Photos: April, May and June 2018
Location of Original Data Files: Wisconsin Historical Society, Madison, WI

WI_DaneCounty_MadisonVocationalSchool_0001
Southwest (front) façade, camera facing north-northeast

WI_DaneCounty_MadisonVocationalSchool_0002
Arch, northeast (front) side, camera facing southwest

WI_DaneCounty_MadisonVocationalSchool_0003
Parking Structure, west end of northeast (front) façade, camera facing southwest

WI_DaneCounty_MadisonVocationalSchool_0004
Parking Structure, east end of northeast (front) façades, camera facing south

WI_DaneCounty_MadisonVocationalSchool_0005
Parking Structure (left), Pedestrian Bridge (center) and Arch, camera facing northwest

WI_DaneCounty_MadisonVocationalSchool_0006
Principal entrance (southwest façade), camera facing northeast

WI_DaneCounty_MadisonVocationalSchool_0007
Close up of intrados ornamentation, principal entrance, camera facing northwest

WI_DaneCounty_MadisonVocationalSchool_0008
Southwest (front) and southeast façades, camera facing north

WI_DaneCounty_MadisonVocationalSchool_0009
Northwest façade, camera facing southeast

WI_DaneCounty_MadisonVocationalSchool_0010
Southeast and northeast (rear) façades, camera facing west

WI_DaneCounty_MadisonVocationalSchool_0011
Northeast (rear) façade, Parking Structure in foreground, camera facing southwest

WI_DaneCounty_MadisonVocationalSchool_0012
Third floor hallway, 1921 section, camera facing southwest

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WI_DaneCounty_MadisonVocationalSchool_0013
First floor hallway, transition to 1949-50 addition, camera facing southeast

WI_DaneCounty_MadisonVocationalSchool_0014
Southwest staircase, 1921 section, camera facing west

WI_DaneCounty_MadisonVocationalSchool_0015
Southeast staircase, 1949-50 addition, camera facing west

WI_DaneCounty_MadisonVocationalSchool_0016
Music Rehearsal Room (basement), camera facing southeast

WI_DaneCounty_MadisonVocationalSchool_0017
1987 enclosed entrance, first floor, camera facing northwest

WI_DaneCounty_MadisonVocationalSchool_0018
1987 enclosed entrance, second floor, camera facing northwest

WI_DaneCounty_MadisonVocationalSchool_0019
Pedestrian Bridge and Arch (rear), camera facing northeast

End of Photo Descriptions

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Figure 5. Madison Vocational School, Second Floor Plan with Photo Key

Figure 5. Madison Vocational School, Second Floor Plan with Photo Key

Figure 6. Madison Vocational School, Third Floor Plan with Photo Key

Figure 7. Madison Vocational School, Fourth Floor Plan

Figure 8. Madison Vocational School, Fifth Floor Plan

Figure 9. Madison Vocational School, Sixth Floor Plan

Figure 10. Madison Vocational School, Penthouse Plan

Figure. 11. Madison Vocational School, 1921 photo

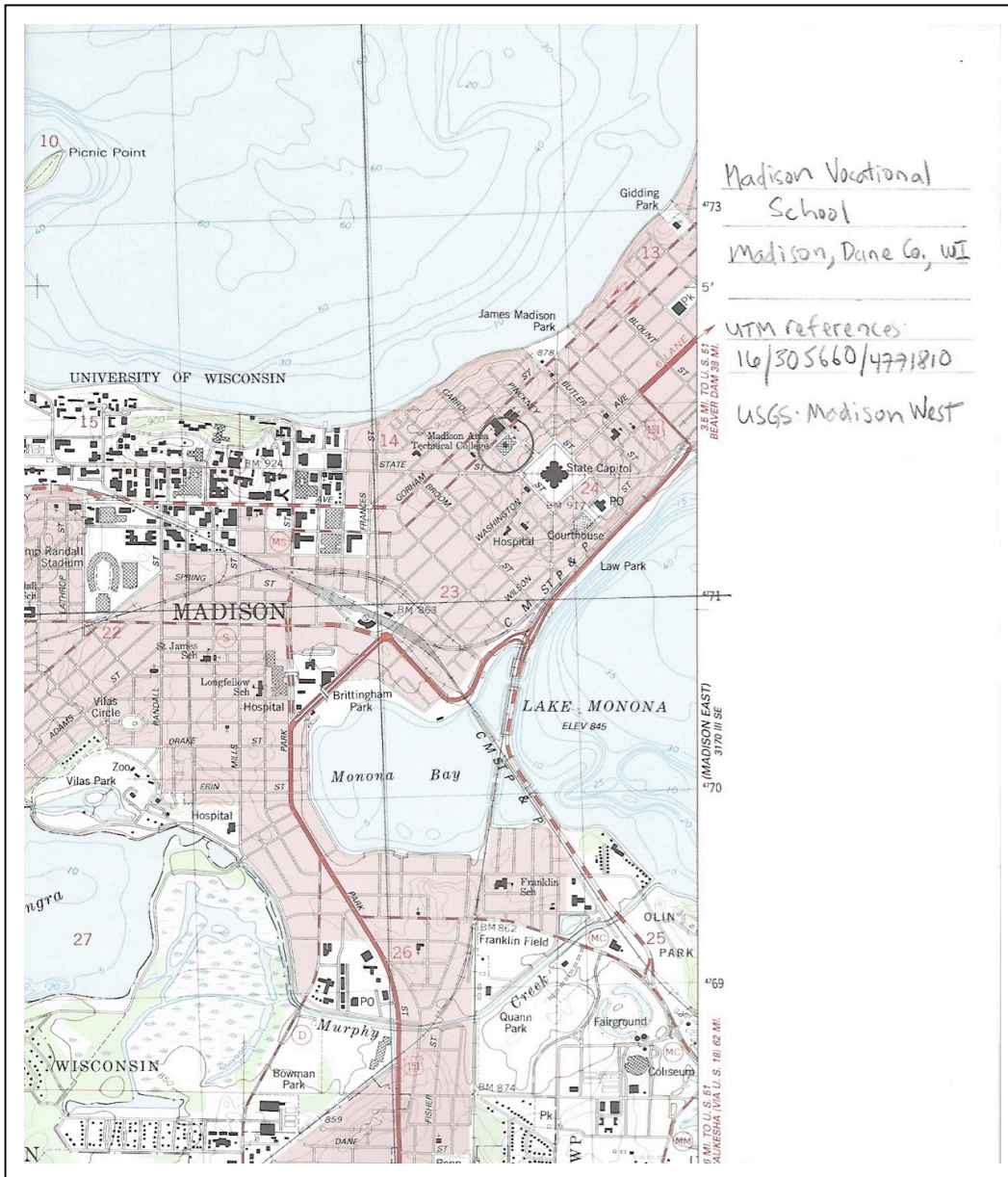
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Figure 1. Madison Vocational School, Madison, Wisconsin, USGS with UTM Reference



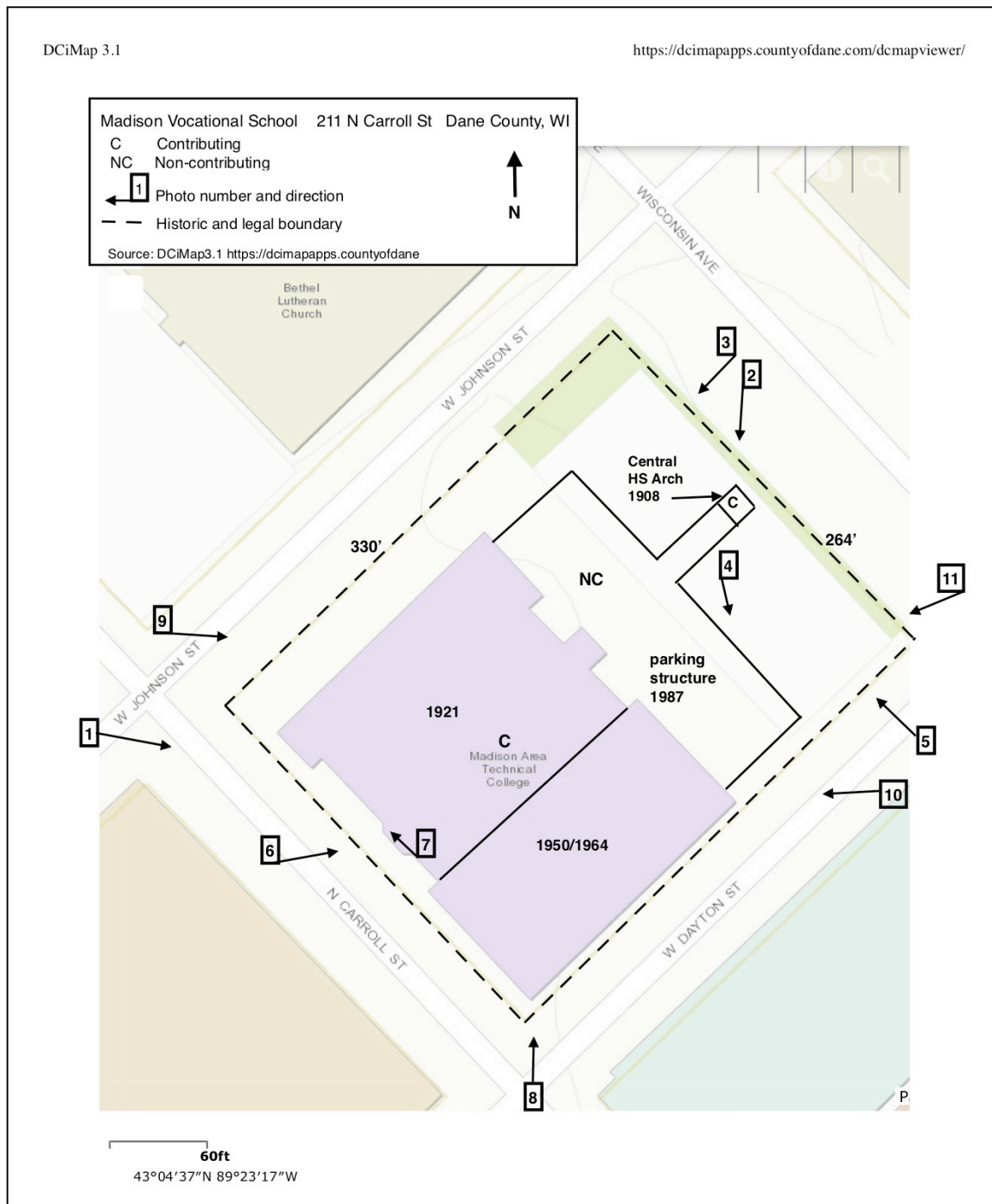
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Figure 2. Madison Vocational School, Site Plan with Photo Key



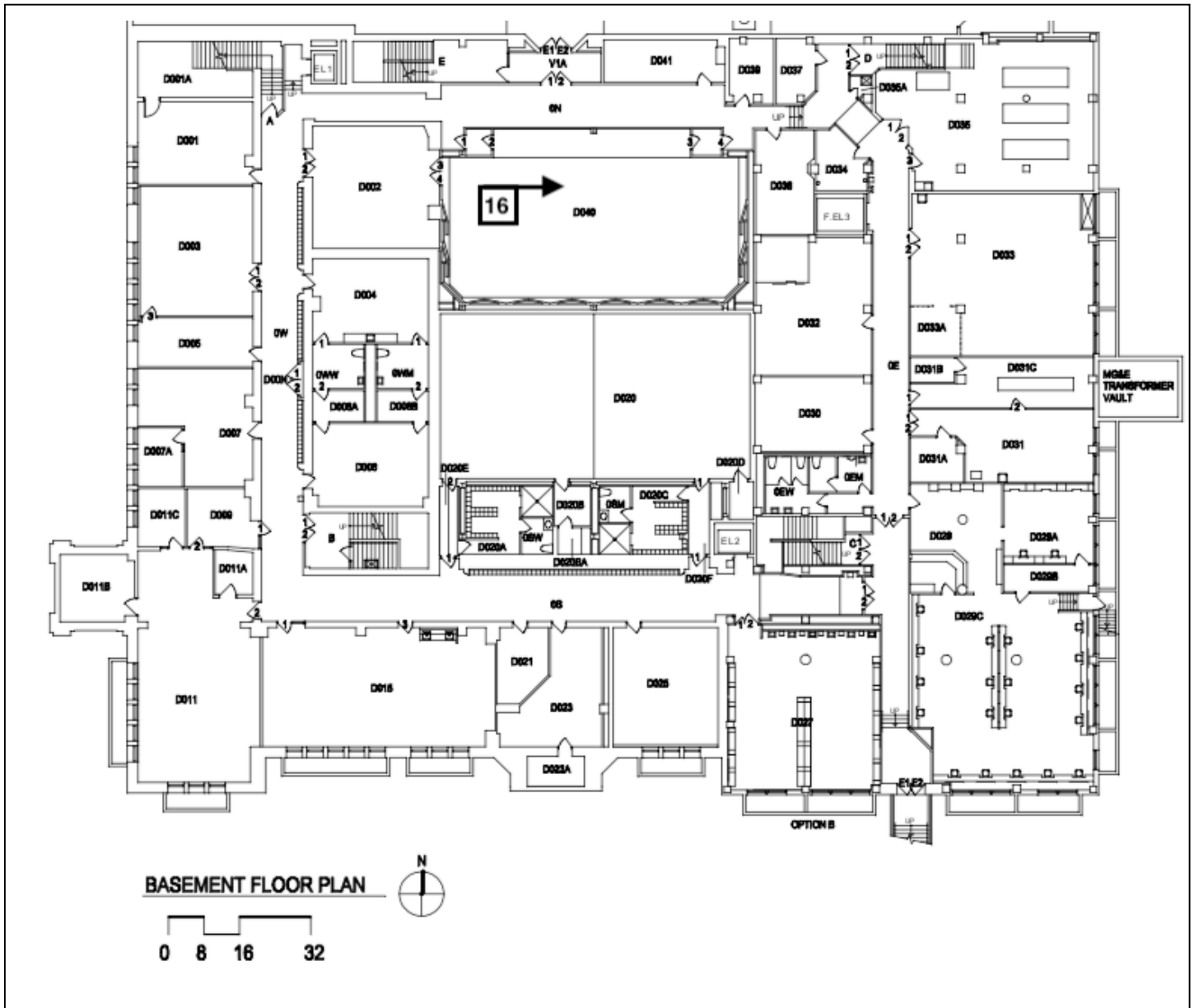
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Figure 3. Madison Vocational School, Basement Floor Plan with Photo Key
Source: Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018).



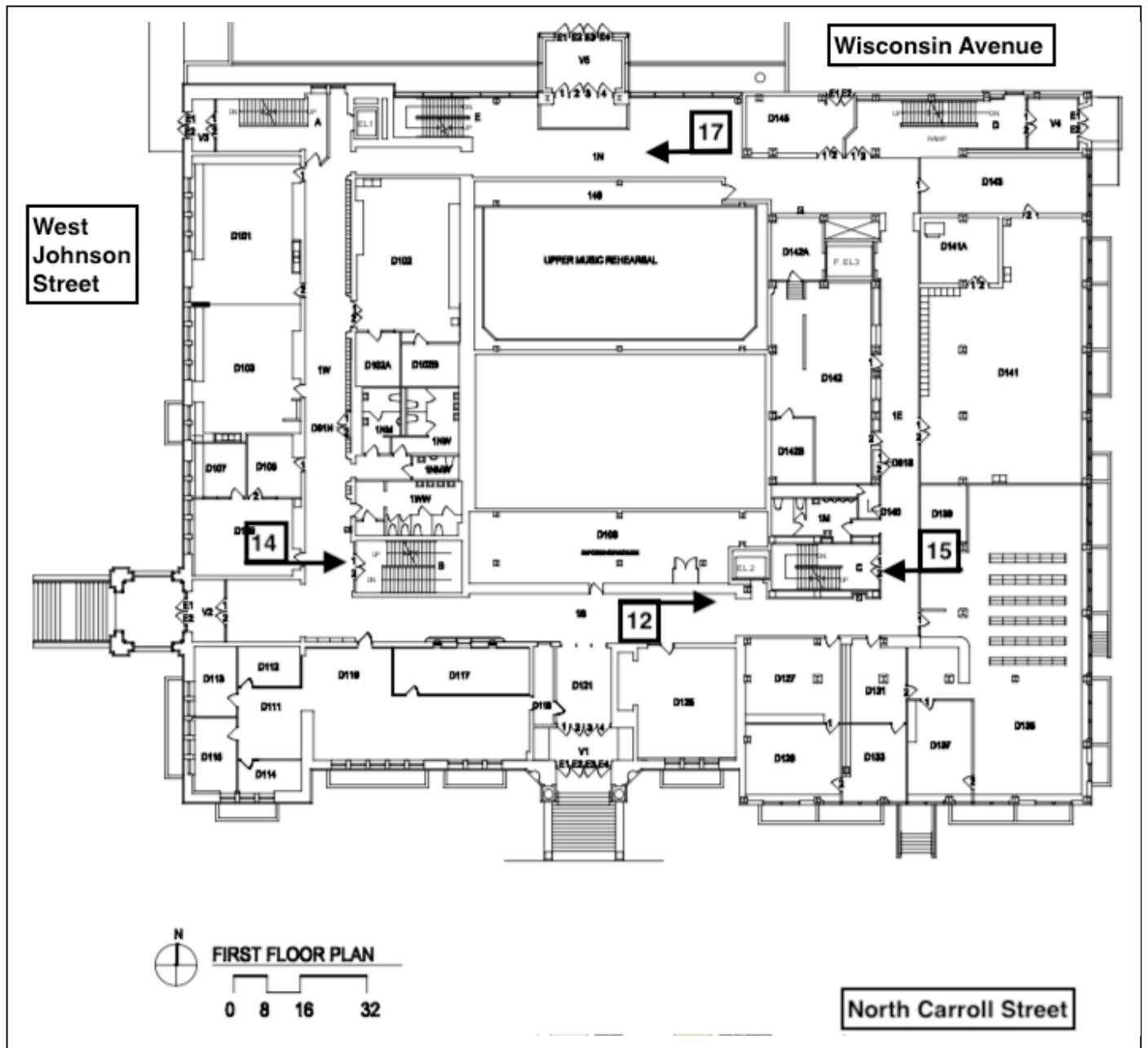
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Madison Vocational School
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Figure 4. Madison Vocational School, First Floor Plan with Photo Key
Source: Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018)



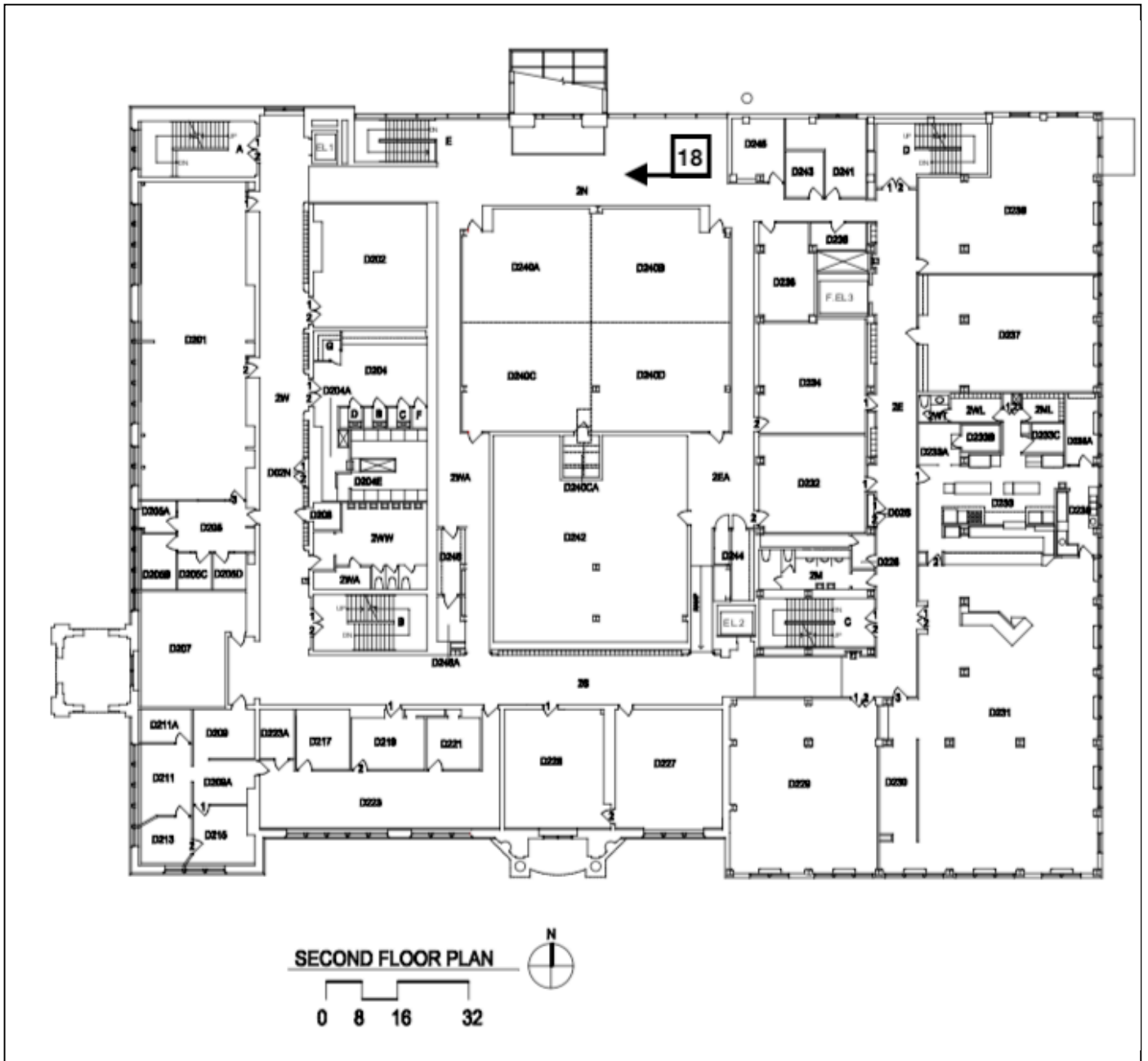
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Figure 5. Madison Vocational School, Second Floor Plan with Photo Key
Source: Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018)



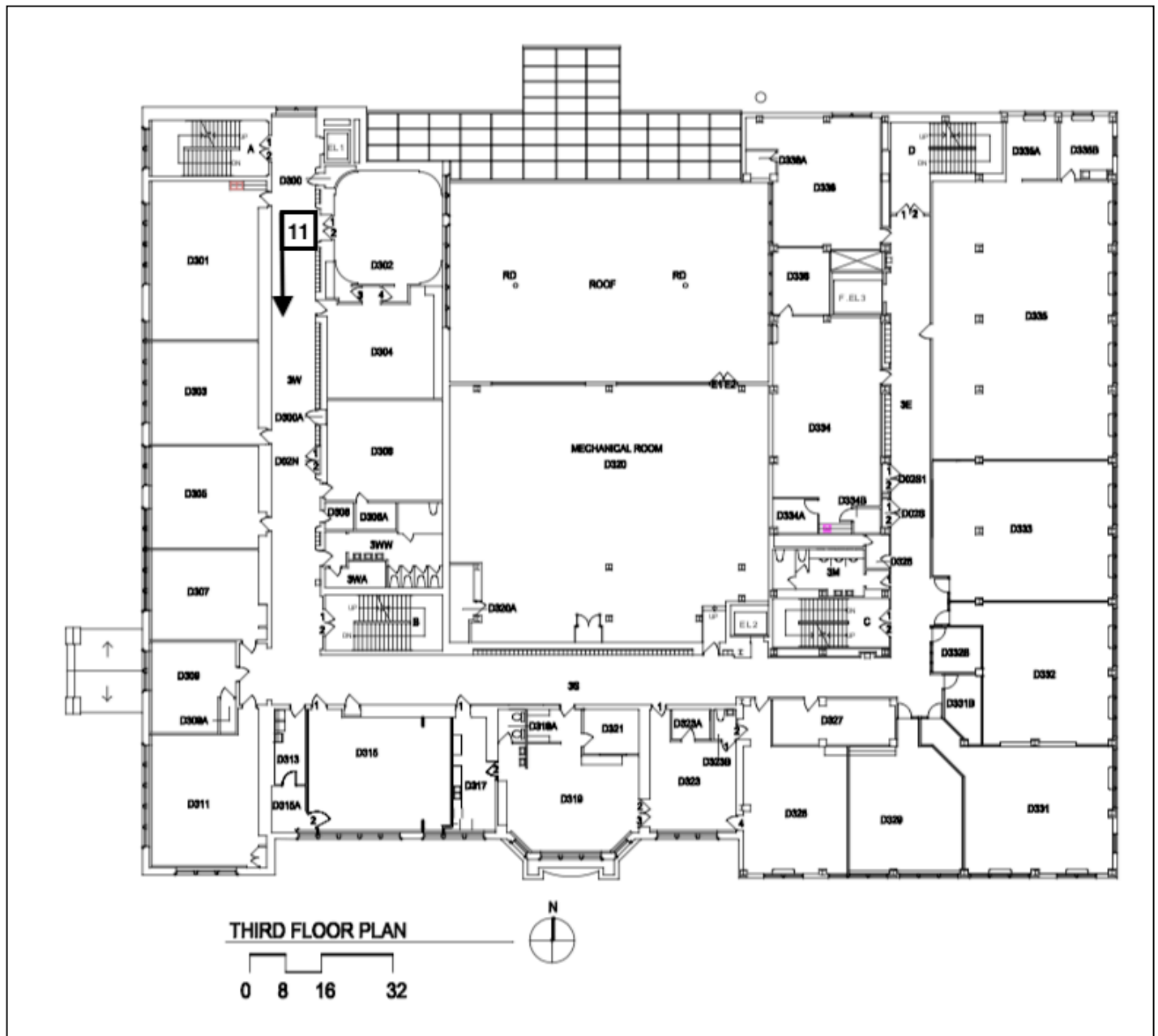
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Madison Vocational School
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Figure 6. Madison Vocational School, Third Floor Plan with Photo Key
Source: Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018)



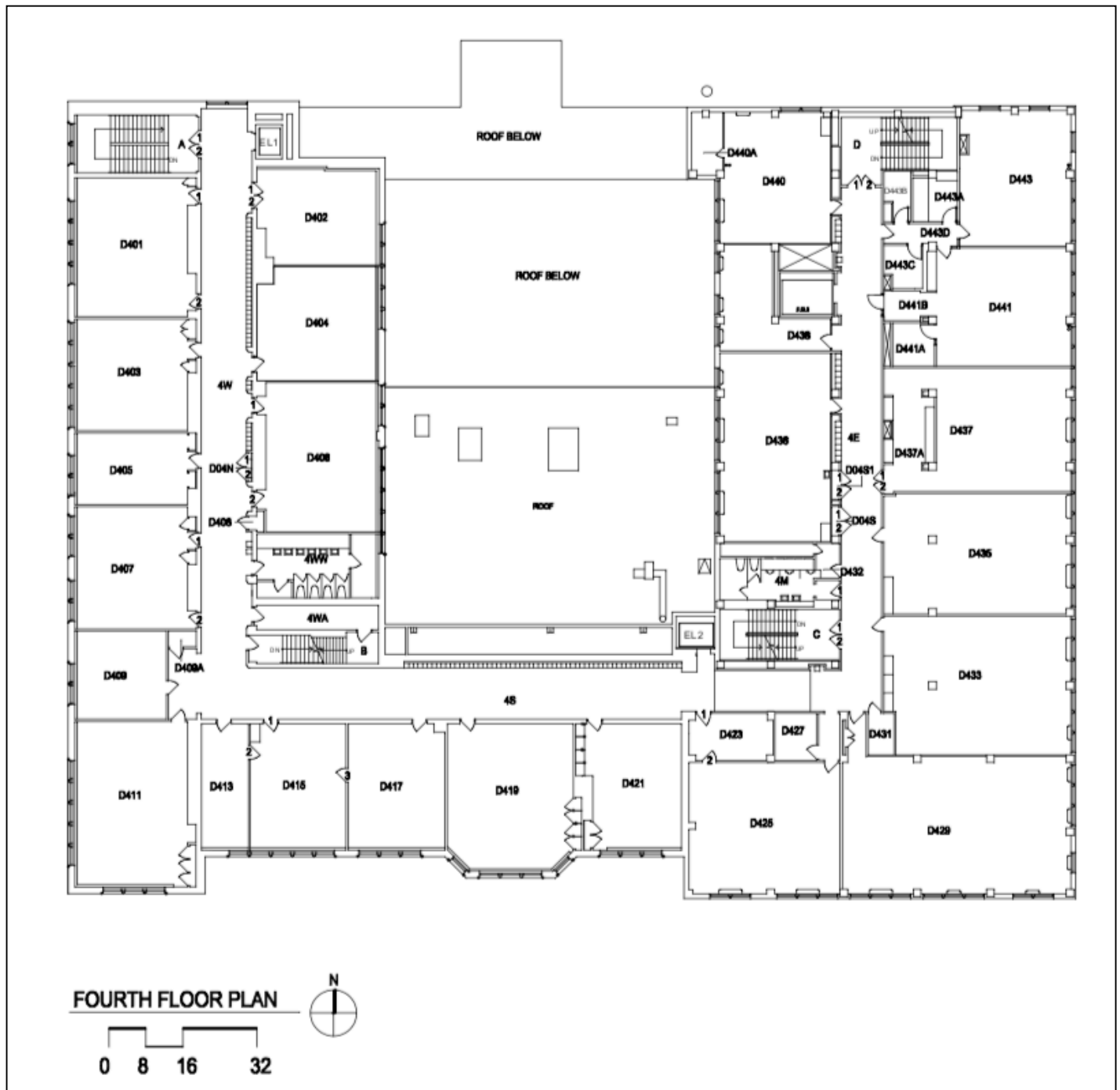
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Figure 7. Madison Vocational School, Fourth Floor Plan
Source: Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018)



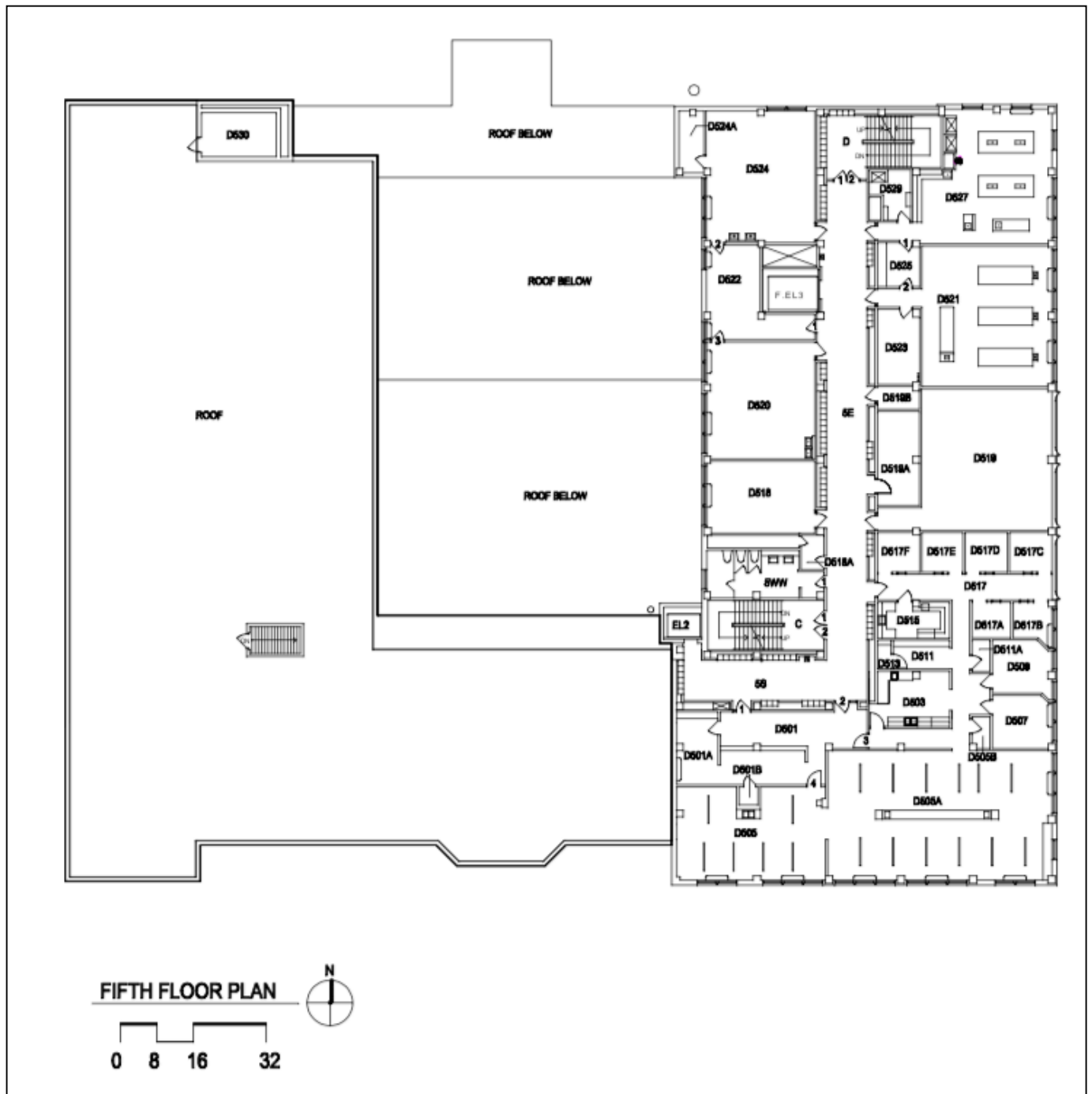
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Figure 8. Madison Vocational School, Fifth Floor Plan
Source: Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018)



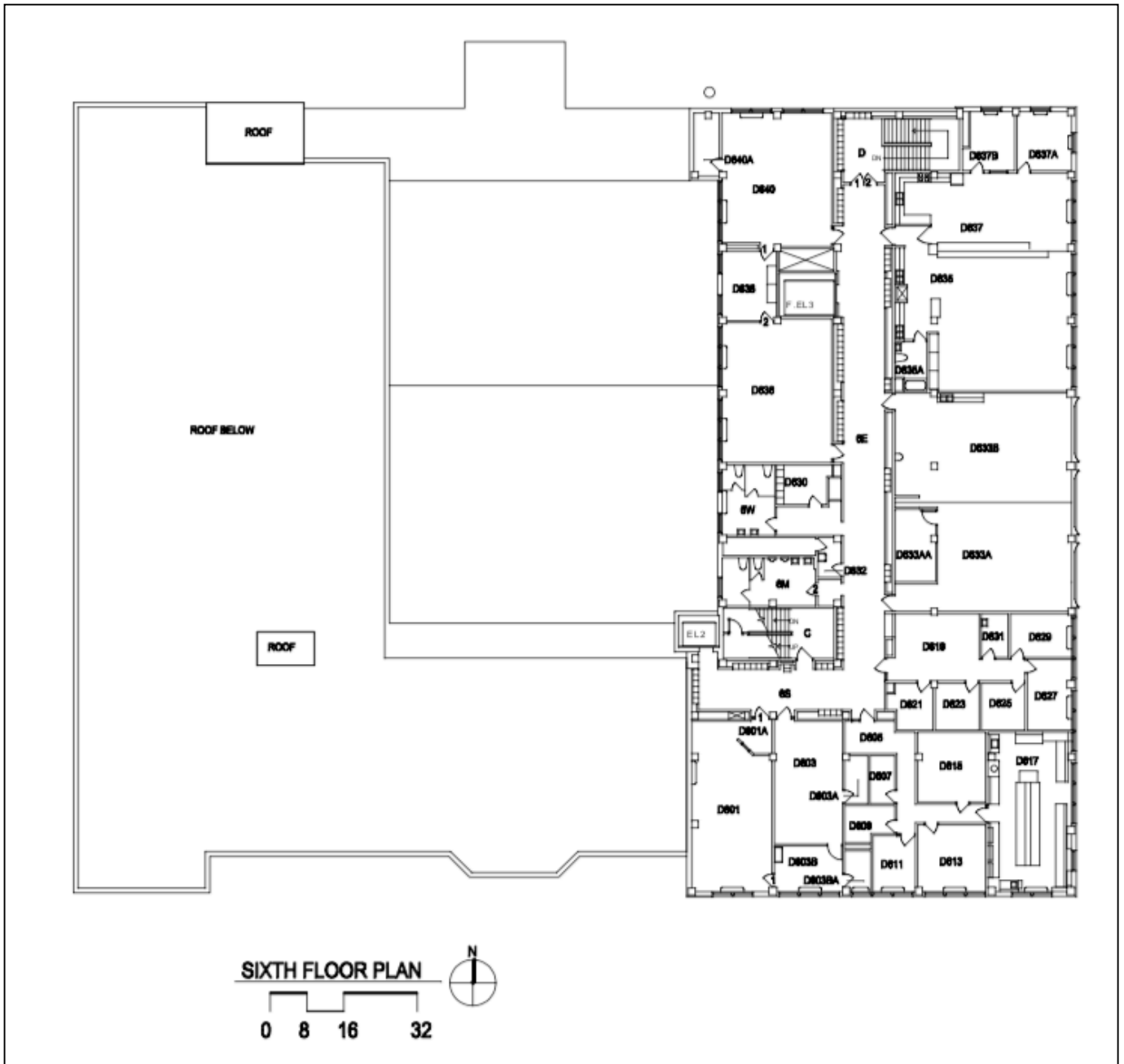
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Figure 9. Madison Vocational School, Sixth Floor Plan
Source: Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018)



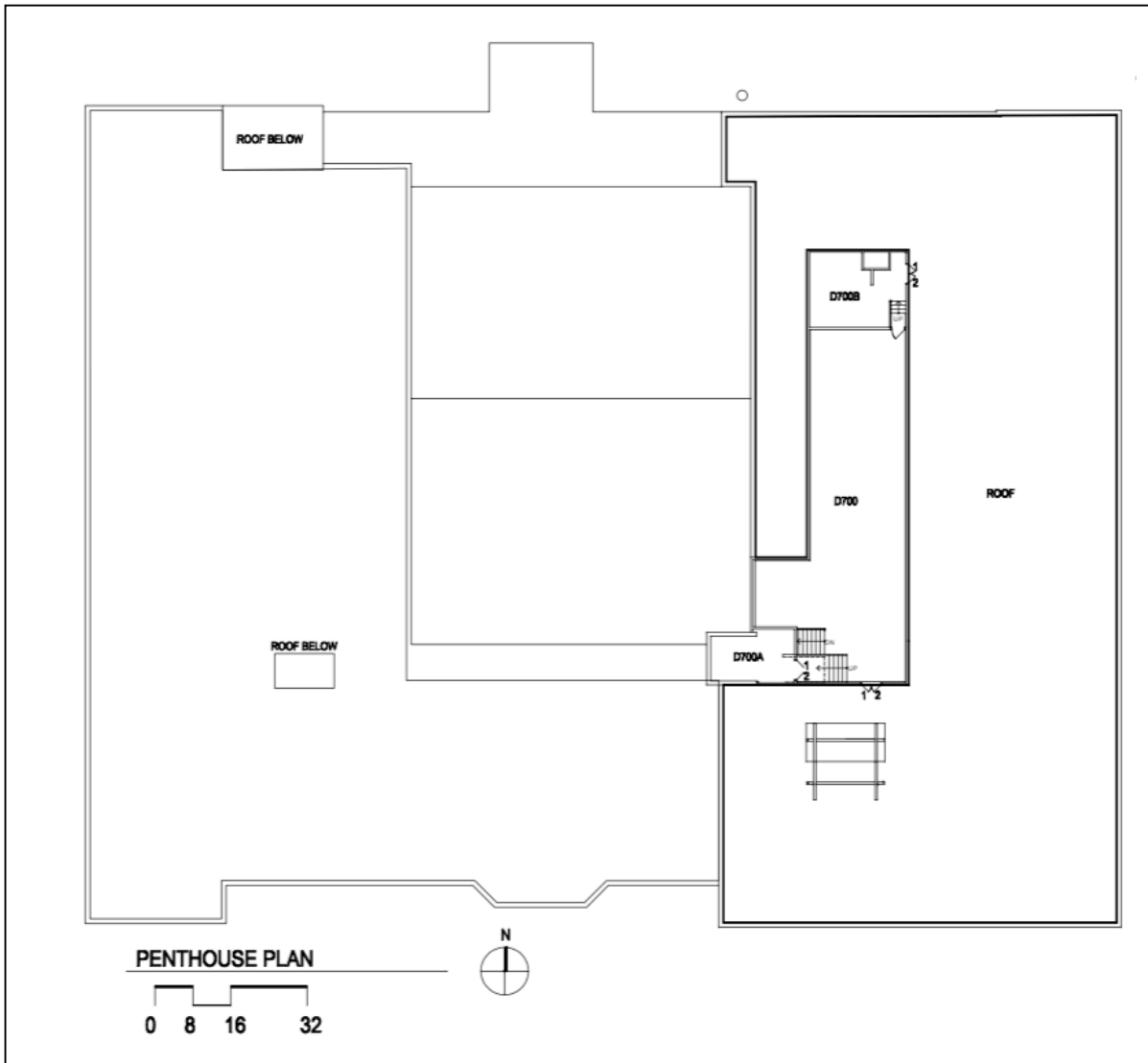
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Figure 10. Madison Vocational School, Penthouse Plan
Source: Madison College, Madison, Wisconsin, <https://akitabox.com/buildings> (retrieved May 18, 2018)



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Madison, Dane County, Wisconsin

Figure 11. Madison Vocational School, 1921 photo.

Source: *A Century of Success: Madison Area Technical College – 1912 to 2012* (Madison: Madison Area Technical College, 2011), 7.



End Figures

Madison Vocational School NRHP Photos

Photo 1



Photo 2



Photo 3



Photo 4



Photo 5



Photo 6



Photo 7



Photo 8



Photo 9



Photo 10



Photo 11



Photo 12



Photo 13



Photo 14



Photo 15



Photo 16



Photo 17



Photo 18



Photo 19

