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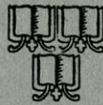
THE SEVENTY-FOURTH
ANNUAL REPORT

of

THE PUBLIC SCHOOLS

of

MADISON, WISCONSIN



FOR THE SCHOOL YEAR
1928-1929



WEST HIGH SCHOOL, MADISON, WISCONSIN

Architect's drawing of the building which will be completed by September, 1930

REPORT OF THE SCHOOL YEAR
1928-1929

BEING THE

Seventy-Fourth Annual Report

OF

The Public Schools

OF

Madison, Wisconsin

COMPILED BY

R. W. BARDWELL, Superintendent

APPROVED BY THE BOARD OF EDUCATION
AND ORDERED PUBLISHED
SEPTEMBER, 1929

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FOREWORD



THIS is a report of general conditions in the Madison schools. It contains that information in regard to the public schools which should be readily available to every interested citizen, and which is necessary for him to have in order to formulate the opinions and judgments which determine the future development of the schools.

The report is divided into four parts: I. A General Survey, which deals largely with the physical conditions that exist at present in the Madison schools; II. A Statement of Educational Policy which outlines the principles under which the Board of Education are working and their plan for the improvement and development of the Madison schools; III. A Summary of the School Year 1928-1929, which reports the outstanding accomplishments in several departments during the past year; and IV. A Financial Report, being a complete statement of all receipts and expenditures during the year.

PART I.
General Survey

GROWTH OF THE MADISON PUBLIC SCHOOLS IN
TWENTY-TWO YEARS

The City of Madison has had a steady, consistent growth in population each year during the past two decades. Since 1907, it has more than doubled. The public school enrolment has grown even more rapidly, due largely to the phenomenal increase in the number of high-school students. In 1929 the high-school enrolment was 4.71 times what it was in 1907. The following table indicates the growth in the several departments:

TABLE I.

Comparative Figures for the Three Decades in Madison Schools

	1907	1918	Estimated	
			1929	1940
High School Enrolment.....	611	1122	2880	4000
Grade School Enrolment.....	3265	4641	7691	9000
Total Enrolment.....	3896	5763	9971	13000
No. High School Teachers.....	23	59	119	
No. Grade School Teachers.....	78	152	252	
No. Pupils per High School Teacher.....	26	18	24	
No. Pupils per Grade School Teacher.....	42	30	27	
Total Cost (Education).....	\$88,755	\$278,721	\$1,032,254	
Per Pupil Cost.....	23.	48.	105.	
Average High School Teachers Salary.....	770.	1,233	2,358	
Average Grade School Teachers Salary.....	537.	899	1,739	
No. Supervisors.....	4	6	8	
No. Supervising Principals.....	0	2	15	
Population of City.....	28,000	37,000	60,000	75,000
Assessed Valuation.....	\$23,000,000	\$73,000,000	\$148,000,000	
Rate Taxes for All Purposes.....	.014	.014	.0235	
Rate Tax for General Public School.....	.00420	.00503	.00666	

SCHOOL COSTS IN MADISON

The increases in school costs from 1907 to 1929 as shown in Table I would appear unreasonably large were it not for the fact that the purchasing power of the dollar in 1929 is about one-half what it was in 1907. That the rate of growth in high-school enrolment has been more than twice that of the grades, together with the fact that education at the high-school level is more costly, is an important factor in this increase.

SCHOOL TAX RATES

It is interesting to note that in spite of the costs increase a smaller fraction of the total taxes is devoted to schools in 1929 than in 1907. That the tax burden is not greater than in other Wisconsin cities is shown by Table II.

TABLE II.

**School Tax Rates in Wisconsin Cities—March, 1929*

	General school tax rate.	Ratio of true to assessed valuation.	Total real and personal property reported in 1928.	Vocational school tax rate	Tax rate covering school bonds and interest.	Total tax rate for school purposes including school bonds and interest	Total tax rate for all purposes for taxes payable in 1929.
West Allis.....	13.30	66.80	\$45,862,179	1.50	3.42	18.22	31.00
*Superior.....	13.13	70.54	\$49,067,309	.61	1.50	15.25	38.70
Appleton.....	11.39	60.30	\$32,048,950	1.50	.62	13.51	35.00
Ashland.....	11.37	97.29	\$10,686,710	.09	.00	11.46	32.00
Waukesha.....	11.14	74.15	\$17,685,285	.80	2.71	14.65	37.00
Marinette.....	11.02	87.39	\$12,210,715	1.03	4.00	16.05	43.00
*Kenosha.....	10.92	57.00	\$72,265,340	.71	4.01	15.64	29.00
Eau Claire.....	10.37	63.55	\$24,714,157	.67	2.13	13.17	35.00
Beloit.....	10.08	77.71	\$32,958,895	1.20	2.18	13.46	28.17
*Fond du Lac.....	9.96	79.21	\$35,628,270	.98	2.02	12.96	35.00
Stevens Point.....	9.81	79.22	\$11,455,061	.61	.55	10.97	35.00
Wausau.....	9.61	59.00	\$25,113,472	1.50	3.33	14.44	35.00
*Milwaukee.....	9.27	70.28	\$944,204,896	1.19	1.16	11.62	26.05
*Green Bay.....	8.94	75.128	\$51,458,090	1.34	.51	10.79	34.00
*Racine.....	8.71	72.00	\$108,327,415	1.44	2.43	12.58	21.77
Janesville.....	8.25	79.17	\$28,962,731	.90	2.26	11.41	22.00
*Sheboygan.....	8.11	64.71	\$50,025,342	1.19	1.78	11.08	31.38
*La Crosse.....	7.99	88.42	\$46,406,688	.95	2.27	11.21	30.00
Manitowoc.....	7.84	84.86	\$41,007,716	1.50	1.42	10.76	26.34
*Oshkosh.....	7.17	90.43	\$59,916,285	1.24	.21	8.62	38.43
*MADISON.....	6.66	82.33	\$148,757,460	1.23	1.64	9.53	23.50

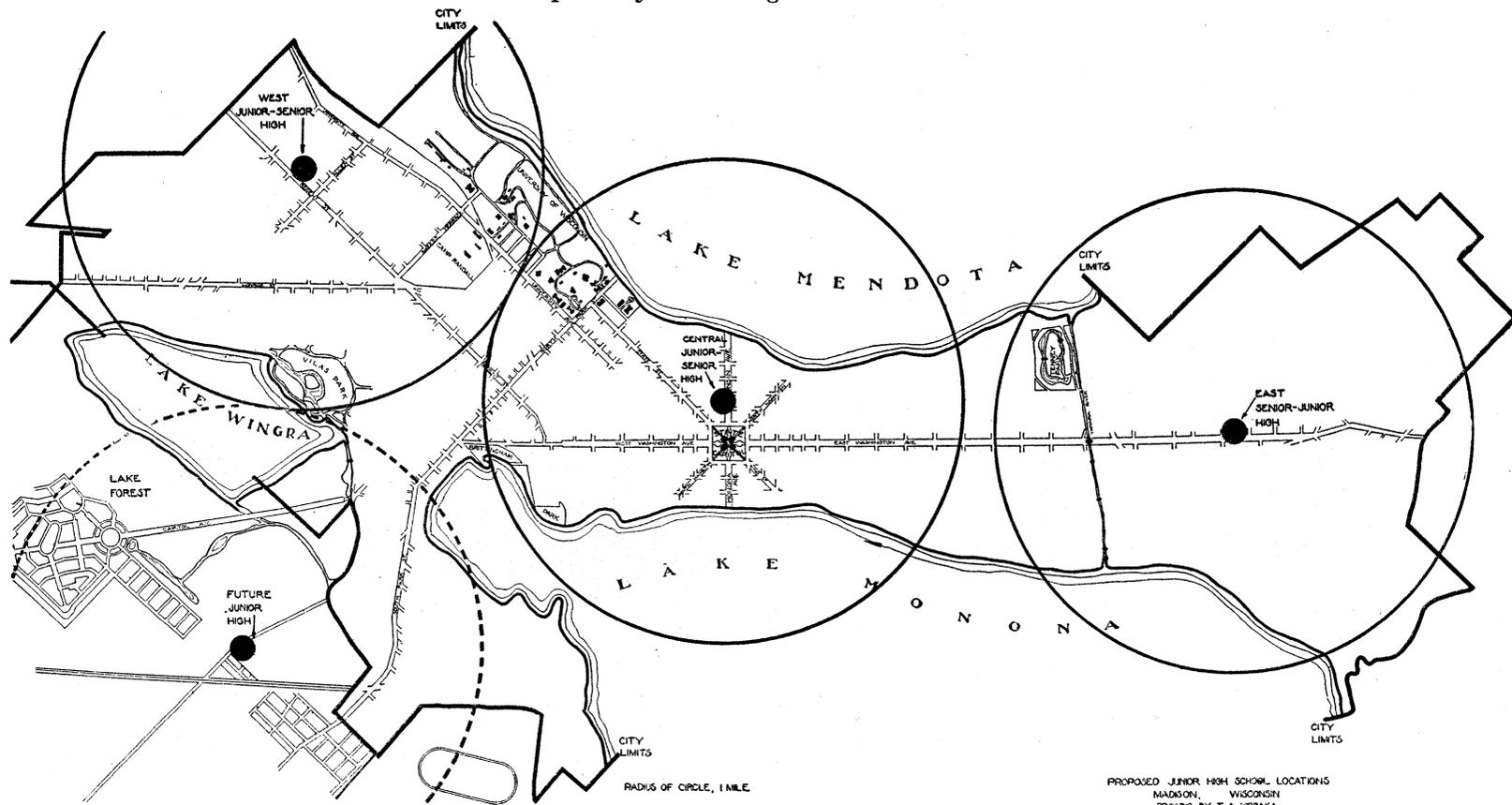
*Data from State Department of Public Instruction

THE GENERAL SCHOOL ORGANIZATION

The school organization which groups the kindergarten and first six grades in the elementary school unit, the next three grades in a junior high-school unit, and the upper three grades in a senior high-school unit, is the type of organization toward which the Board of Education has been working during the past several years.

On account of the limitations established by the physical plant, the progress has been necessarily slow. At the present time a very interesting variability in organization exists throughout the city. There are five buildings which house an organization covering the kindergarten through the sixth grade; six buildings with grades from

PLATE I.
Proposed Junior High School Locations



PROPOSED JUNIOR HIGH SCHOOL LOCATIONS
MADISON, WISCONSIN
DRAWING BY T. A. HOFFACK

kindergarten through the eighth, with some departmental work in the three upper grades; two buildings with grades from kindergarten through the eighth with a modified platoon type of organization below the seventh grade and departmental organization in the seventh and eighth grades; two buildings with grades from kindergarten through the ninth grade, with a junior high-school type of organization in the upper three grades; and two buildings with typical four-year high-school organization.

Thus there are in the city at the present time ten buildings offering work in the seventh and eighth grades. These units are necessarily small and it would be very expensive to offer the advantages of a junior high-school in each of them. The chief advantages in the fully developed junior high school are considered to be:

1. The enrichment of the curriculum to include work appealing to the varied interests of adolescent children, exploratory or "try-out" courses in academic as well as in fine and industrial arts, and pre-vocational fields.
2. The adjustment of pupils to their own ability limits, giving the more able students greater opportunities, and reducing the number of failures by fitting the character and level of the work to the manual and motor types of children.
3. The development, through the setting up of a suitable school organization, of a new sense of responsibility and dependable self-direction in adolescent children.

If the number of centers should be reduced from ten to three or four, junior high-schools could be organized in the city of Madison which would offer these advantages with very slight increase in cost over the present type of organization. The proposed locations for junior high schools are shown in Plate I.

THE SCHOOL BUILDINGS

In the plan for a re-organization of the schools on the six-three-three basis the effect on the use of present school buildings is very evident. Buildings near the center of the city with intervening distances considerably less than the standard maximum will come under critical observation. Small elementary-school buildings located closer to each other than necessary constitute extremely expensive units from the standpoint of overhead costs and prove very difficult in the development of a satisfactory school program.

If these buildings are adequate, well lighted and ventilated, fireproof, and with adequate grounds, the question of discontinuing

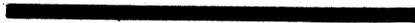
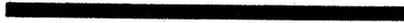
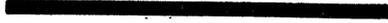
them would be difficult. However, if the buildings are not satisfactory and do not fit into the general plant program, the decision in regard to their continued use is much more easily made.

It was with this situation in mind that the school buildings of Madison have been scored, the work being done through the courtesy of Dr. J. G. Fowlkes, of the University of Wisconsin.

The standard score for a perfect school building according to the Strayer-Englehardt score card, is 1000 points. This, of course, represents a very high ideal,—one which can scarcely be approximated in practice. As a matter of fact, it is an excellent building which scores 850 points on the score card. On the other hand, a building which scores less than 500 points is probably unsatisfactory

PLATE II.

COMPARATIVE BUILDING SCORES

STANDARD	1000	
DUDGEON	810	
LOWELL	798	
LINCOLN	761	
EMERSON	740	
RANDALL	739	
EAST HIGH	731	
LONGFELLOW	700	
CENTRAL HIGH	652	
LAPHAM	574	
HAWTHORNE	546	
DOTY	540	
FRANKLIN	505	
HARVEY	505	
BRAYTON	461	
WASHINGTON	439	
MARQUETTE	438	
DRAPER	401	

from the standpoint of a number of factors. The 1000 points are distributed among the five major items as follows:

I.	Site	. . . . .	125
II.	Building	. . . . .	165
III.	Service System	. . . . .	280
IV.	Classrooms	. . . . .	290
V.	Special Rooms	. . . . .	140

The scores of each building in the Madison school system are shown in summary form in Plates II and III. It will be noted that the Dudgeon school heads the list with a score of 810. Four elementary schools, the Draper, Marquette, Brayton, and Washington, fall

PLATE III.

ITEMIZED SCORES OF SCHOOL BUILDINGS

	SITE	BUILDING	SERVICE SYSTEM	CLASS ROOM	SPECIAL ROOM	TOTAL
DUDGEON						
LOWELL						
LINCOLN						
EMERSON						
RANDALL						
EAST HIGH						
LONGFELLOW						
CENTRAL HIGH						
LAPHAM						
HAWTHORNE						
DOTY						
FRANKLIN						
HARVEY						
BRAYTON						
WASHINGTON						
MARQUETTE						
DRAPER						

	GOOD		POOR
	FAIR		UNSATISFACTORY

below 500. These buildings present very few characteristics which would justify retaining them if they do not fit into the general plan for the ultimate school plant.

In general, the entire school plant shows evidence of excellent care. Some of the buildings, although old and very much worn, are maintained in an excellent state of repair, their general maintenance having been for several years under the direction of Mr. Marcus E. Johnson, supervisor of buildings and grounds. However, the items showing that the sites are entirely inadequate and that some buildings are too small to house the kind of school program that Madison children should have, can not be compensated for by the high standard of building care and maintenance.

CROWDED CONDITIONS IN BUILDINGS

An increase of from three to five hundred pupils each year means that constant building must be in progress in order to provide the necessary schoolrooms. The last building to be provided in Madison was the Dudgeon school, a seven-room unit with accommodation for approximately two hundred fifty pupils. This was opened in September, 1927. Since then, over six hundred pupils have been added to the enrolment and an additional increase of three hundred is anticipated in 1929-1930. This has caused a crowded condition in five schools,—Central high, Randall, Emerson, Franklin, and Marquette. Temporary accommodations have been provided in these schools as follows:

Central High—lengthening school day

Randall and Emerson—offering half-day schooling to first grade

Emerson, Franklin,
and Marquette using temporary frame buildings
and basement rooms.

At the present time there are two buildings under construction, namely, the West High School, with sixty classroom units, and the Franklin school, with thirteen additional classrooms. These buildings, together with the adoption of a junior high-school organization, will relieve the situation in September, 1930, in all schools with the exception of the Emerson.

PART II.

General School Policy and Plan

In any effort involving a large number of people and an extended period of time, it is desirable, if not necessary for unified and effective progress, to state the policies and plans governing that effort. This is especially true of the public schools, and in order that the parents and taxpayers may better understand the program of the Board of Education for the advancement of the Madison schools, this statement of educational policy is made:

EDUCATIONAL POLICY

1. To provide every phase of educational service needed to bring about the best foundational development of children at the elementary-school level, between the ages of five and twelve years. This to include

- a. Healthful environment,—clean, well lighted and properly heated and ventilated, fireproof buildings, with space for an outdoor program, and a general school program which will help to develop strong, sturdy children.
- b. Provision for the child as an individual whether he is exceptional in mental ability or handicapped by physical disability.
- c. The maintenance of standards in the tool subjects, with proper motivation through large units of work or group activities, to insure the child of the ability to carry on with ease at the higher levels.

2 To provide at least three junior high schools (grades seven, eight, and nine) each with an organization and curriculum designed to meet the needs of adolescent children.

3. To provide two senior high schools (grades ten, eleven, and twelve) each with a program and curriculum to meet the needs of its students and the general community.

THE IMMEDIATE PLANS

For the purpose of carrying out the general policy the following plans are under way:

- 1-a. To eliminate the use of the following basement rooms for classroom purposes:

Randall.....	3
Draper.....	1
Washington.....	2
Doty.....	2
Emerson.....	5

Total basement rooms.....13

To eliminate the use of temporary portable classrooms at the following schools:

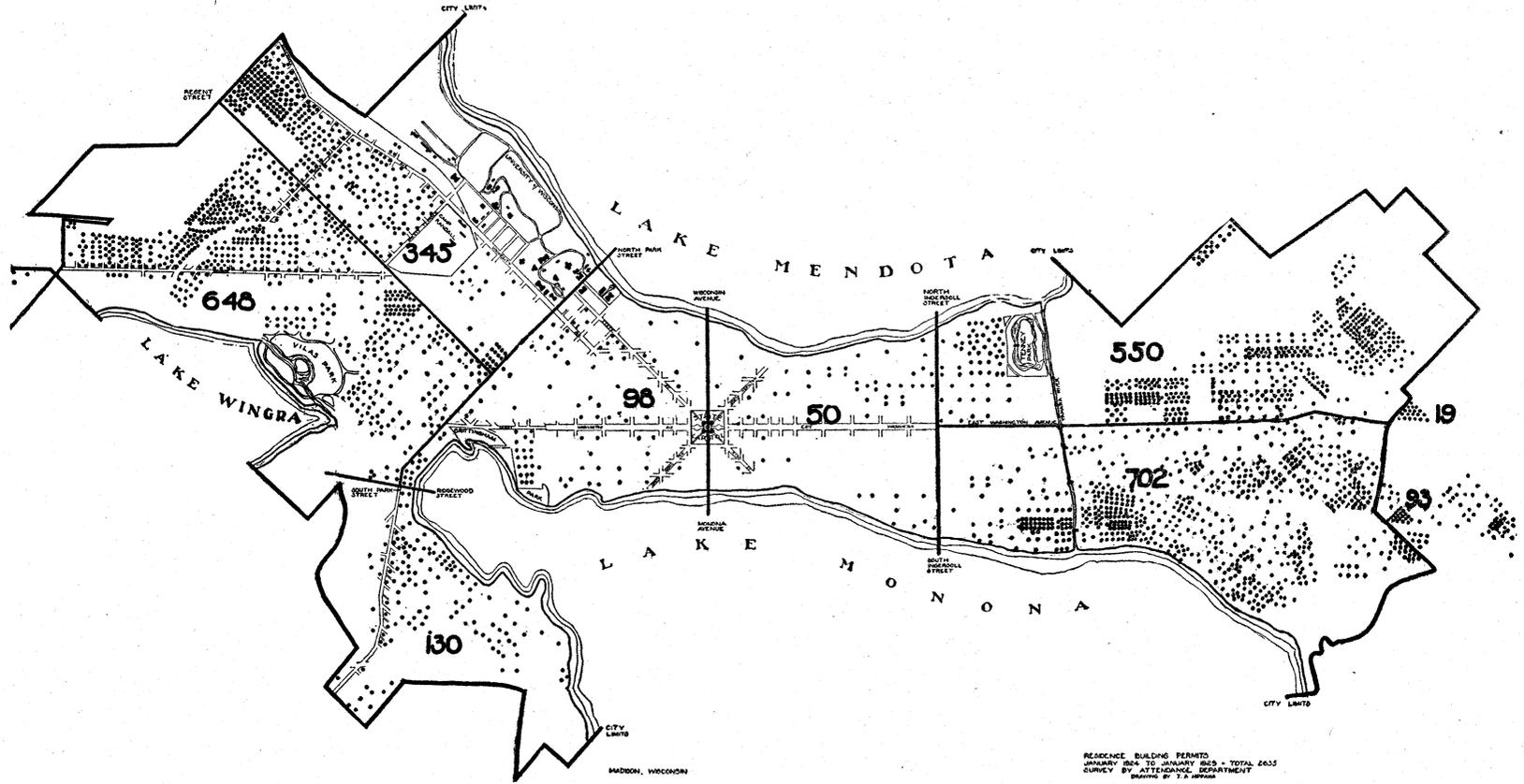
Franklin.....	4
Longfellow.....	2
Hawthorne.....	2
Draper.....	1
Marquette.....	4
Emerson.....	3
Lapham.....	1

Total temporary portable rooms...17

- 1-b. To establish in each elementary school a type of school organization which gives opportunities to the children of ability, and intelligent help to the underprivileged child.
2. The establishment of junior high-school centers at the new West High location and at the same time at the Central High location, with fairly complete junior high-school programs in each school.

PLATE IV.

Residence Building Permits During Five Years—1924 to 1928, inclusive



WHERE GROWTH OF SCHOOL ENROLLMENT MAY BE ANTICIPATED

WHERE NEW RESIDENCES ARE BEING BUILT

In a growing city it seems to be very difficult for the average citizen to look forward and visualize the places which are now woods and plains as future residential areas. In the average city, residence development may take place on any one of four sides, north, south, east, or west. In Madison, on account of the lakes, the matter is simplified. The development comes on only two sides,—east and west.

■ Plate No. IV, showing the location of residence permits over a five-year period,—January 1, 1924 to January 1, 1929, during which time 2635 new houses were constructed in the city of Madison, reveals very definitely where the growth is taking place. It indicates also where school building needs are becoming more pressing each year.

This map does not show the growth in residence building in the environs of Madison which is going forward at an increasing rate each year. This fact is creating a serious problem for the school districts adjoining the city, who find that the increasing number of children for which they must provide schooling is beginning to cause their expenses to mount. In several districts where the school facilities are considerably less than within the city, the school tax rate is higher. This is, of course, due to the fact that the outlying district has no industrial or commercial area to assist it in carrying the cost of the school.

WHERE THE SCHOOL CENSUS INCREASES

In the new portions of the city the young families live. Here, naturally we find the greatest increase in population, due to the birth rate. Here we can expect the increase in school enrolment to be most marked.

Plate V, showing the location of all births reported during a five-year period,—January 1, 1924, to January, 1929,—enables us to forecast where the children who will enter the kindergarten and first grade during the next five years will come from. These children, who are in reality the city's greatest product, must be provided with schools that will help them to grow up to be fine capable men and women.

PLATE V.

Recorded Child Births—1924 to 1928, Inclusive

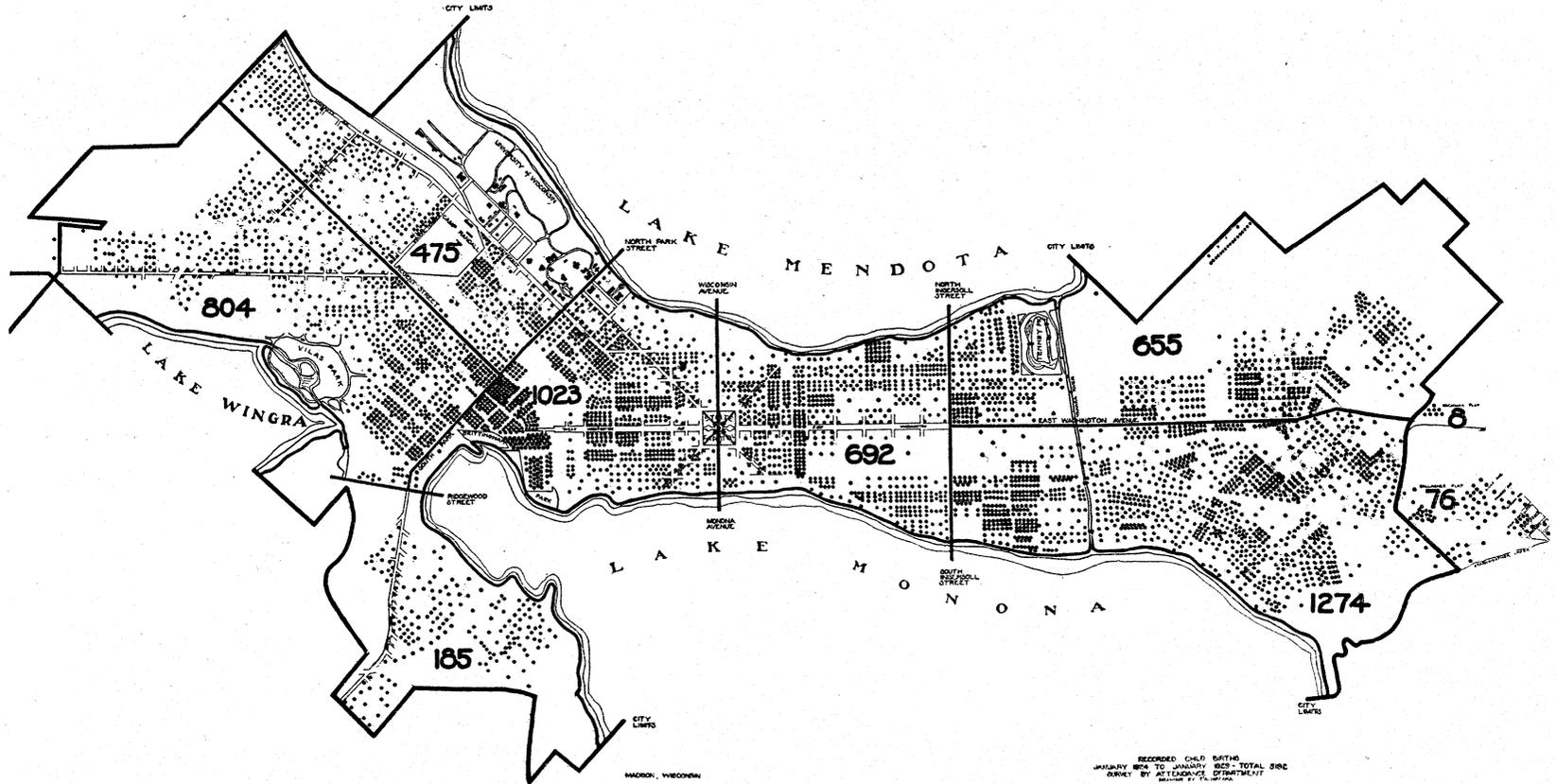
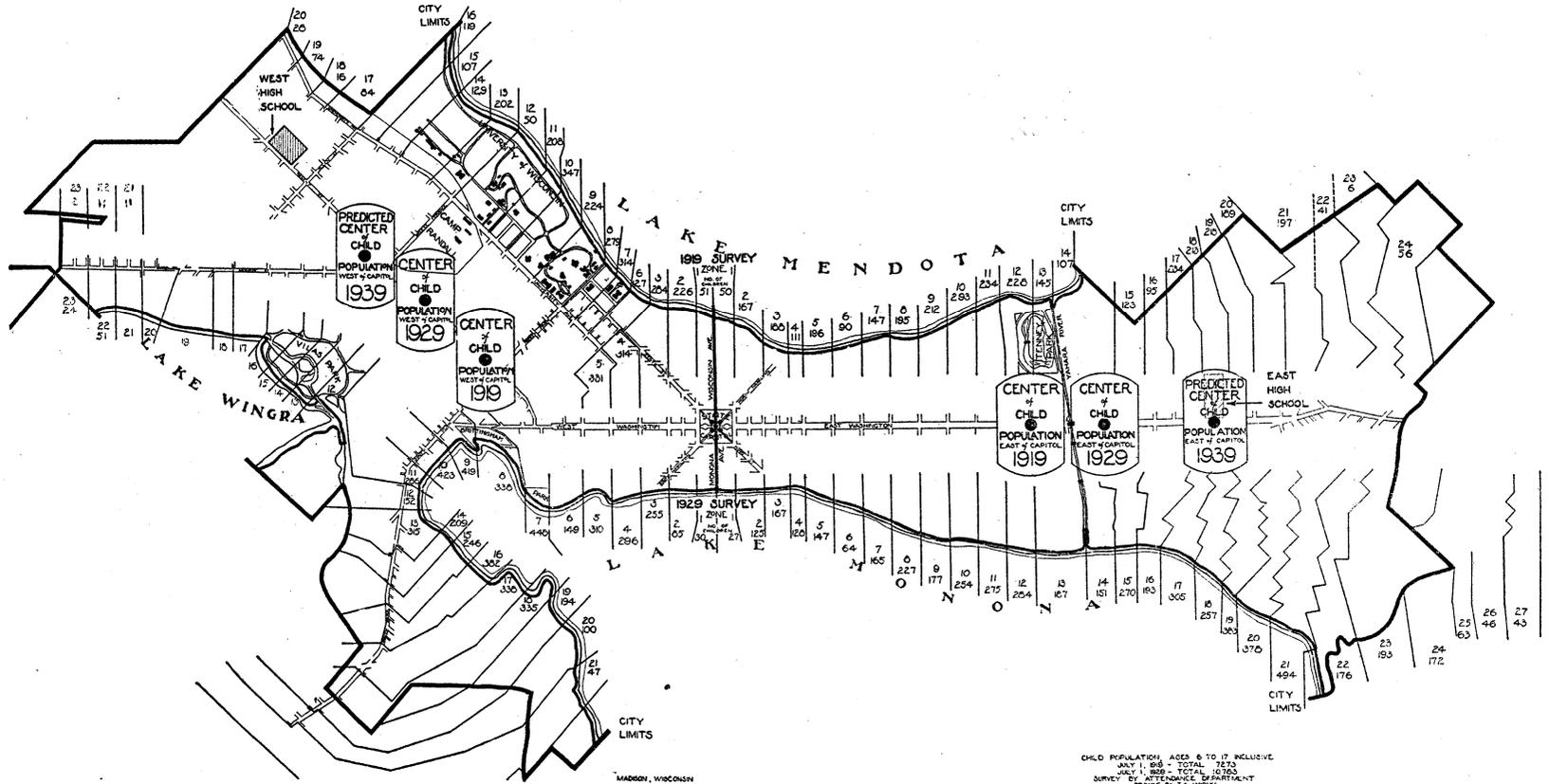


PLATE VI.

Centers of Child Population—East and West of Capitol



CHILD POPULATION - AGES 6 TO 17 INCLUSIVE
 JULY 1, 1919 - TOTAL 7573
 1929 - TOTAL 12105
 SURVEY BY ATTENDANCE DEPARTMENT
 DRAWING BY T. A. HERRICK

CENTER OF CHILD POPULATION—EAST AND WEST

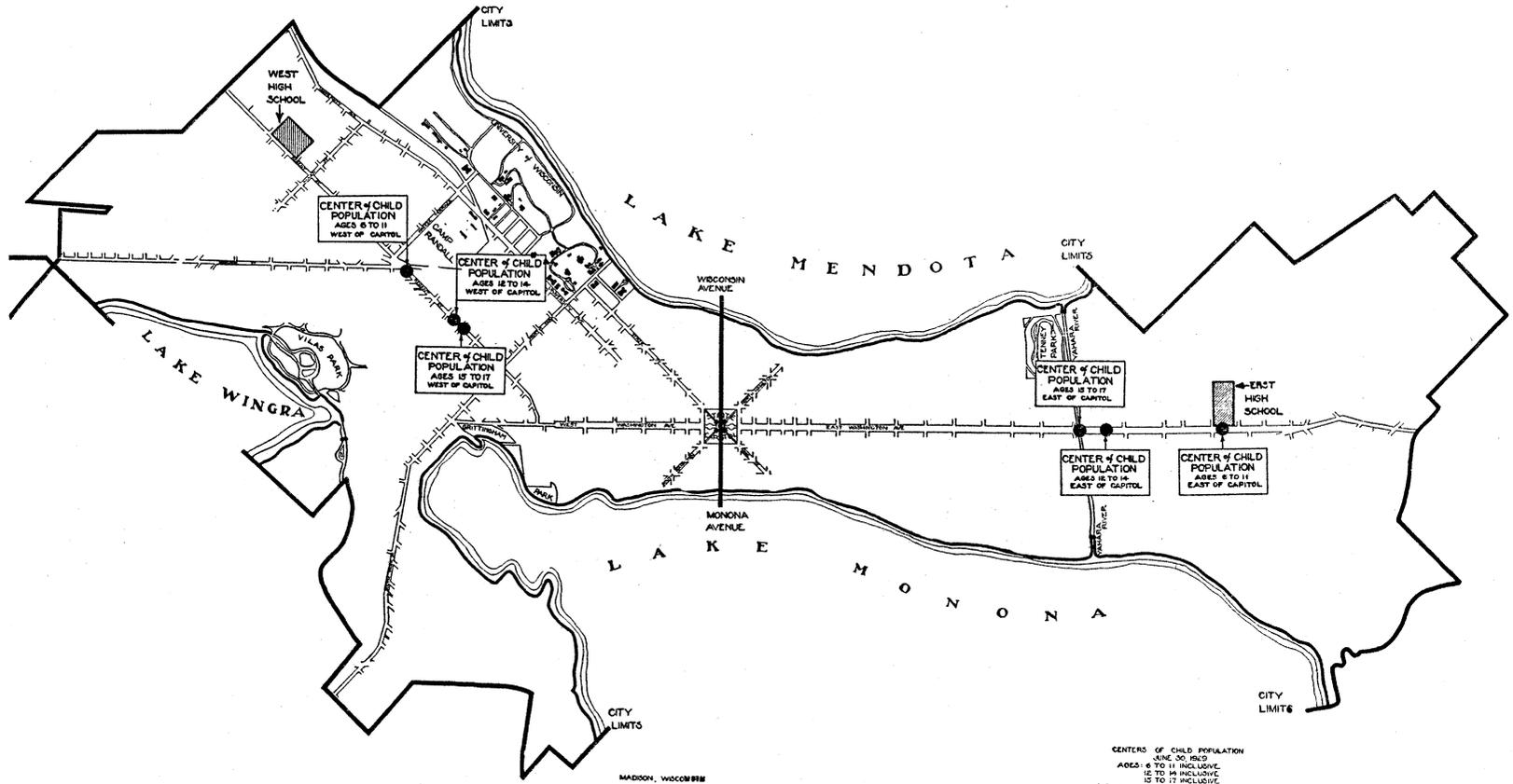
The poorest location for a school building is in the commercial area of a city. The general environment is usually such as to make the control of the students more difficult, a fact which is particularly true of the students at the high-school level. Also the fact that adequate space in the more congested section of the city is almost impossible to acquire on account of its high cost, makes the problem without remedy in that direction.

For many years in the city of Madison, the only public high-school location was the Central site, just one block from the commercial center of the city. With the construction of the high school on the east side, a new high-school center was created. When the West High School, which will serve the people in the entire west portion of the city, is completed, the advisability of retaining the Central site as the location of a senior high-school, will come up for consideration.

The map study presented in Plate VI shows how the centers of child population,—east and west,—are gradually moving farther away from Capitol Square, the center of the city. The attendance department, in developing this map, spotted the enrolment for the two periods, 1919 and 1929, zoned the blocks according to the distance from the Capitol, and by weighting the enrolment from each zone, computed a fairly exact center of child population, east and west. Plate VII was developed from this same study and shows very clearly that the younger children are located farther from the center than the older children. This gives us a basis for predicting the center of child population in the future.

PLATE VII.

Centers of Child Population—In Age Groups 6-11, 12-14, and 15-17



MADISON, WISCONSIN

CENTERS OF CHILD POPULATION
 ONE 30 FEET
 AGES 6 TO 11 INCLUSIVE
 12 TO 14 INCLUSIVE
 15 TO 17 INCLUSIVE
 SURVEY BY ATTENDANCE DEPARTMENT
 DRAWING BY T. A. HERRICK

PART III.

Summary of School Year, 1928-29

In summarizing the school year 1928-1929, limited space makes necessary the omission of many things of interest and importance. Since the entire school organization is maintained in order to make the work of the classroom teacher more effective than the training each child receives in the school may be the better, this report will be limited principally to information concerning the child and the service rendered by the general organization to the classroom teacher.

NUMBER OF CHILDREN

Table III indicates the enrolment at the several schools and the comparative enrolment during the past five years. This information is of interest in showing the size of each school in terms of enrolment and to what extent the school has increased or decreased in size during the past few years. The Brayton, Washington, Doty, Draper, Harvey, and Hawthorne Schools show decreases for the five-year period. The other schools show a marked increase.

TABLE III

Comparative Total enrolment figures at the end of the tenth report period in the school years 1925, 1926, 1927, 1928, and 1929

Schools	June 12, 1925	June 11, 1926	June 10, 1927	June 8, 1928	June 14, 1929
Brayton.....	334	327	304	297	267
Doty.....	169	196	222	184	171
Draper.....	370	359	364	373	332
Dudgeon.....				195	267
Emerson Elementary.....	412	580	646	686	750
Emerson Junior.....	328	383	389	336	302
Franklin.....	315	348	343	359	388
Harvey.....	273	273	271	282	256
Hawthorne.....	577	508	446	334	340
Lapham.....	223	236	257	234	251
Lincoln.....	413	407	421	387	374
Longfellow Elementary.....	612	615	610	625	586
Longfellow Junior.....	160	175	198	198	220
Lowell.....	411	497	488	719	787
Marquette.....	298	348	372	392	364
Randall Elementary.....	612	731	778	696	695
Randall Junior.....	198	213	251	227	249
Washington.....	360	354	358	334	319
Specials.....	71	66	81	84	86
Crippled Children.....	18	20	24	17	19
Deaf.....	16	19	19	23	24
Central High.....	1325	1462	1528	1620	1698
East Side High.....	818	846	888	978	1036
Totals.....	8313	8963	9258	9580	9781

TESTS AND MEASUREMENTS

Classification tests: Miss Pauline Camp of the department of guidance and special education, co-operating with Mrs. Alice Rood, the director of primary reading, tested the children in the upper kindergarten and lower primary during the fall of 1928, in order to check the progress in reading ability with general mental ability. If the child showed a higher mental rating than his reading progress indicated, he was given special help in reading.

Physical examinations: The physical examinations were made by Dr. Bowman of the Board of Health under the direction of Mrs. Fannie M. Steve of the public schools, supervisor of health education. All participants in competitive athletics and gymnasium work were included in the examination. If the pupils showed physical defects they were kept from harmful physical activity, and in many cases given remedial exercises or rest.

Standard tests in arithmetic and reading: The following is the summary of the tests in arithmetic given under the direction of Miss Emily R. Parsons, director of elementary arithmetic, indicating that the Madison pupils are well above the norm for the country. The results of the tests were used by the classroom teacher in directing emphasis to the places where weaknesses were evident.

TABLE IV

(a)

Los Angeles Diagnostic Tests—Fundamentals of Arithmetic—Form II
September 26, 1928

RECORD OF TOTAL SCORES

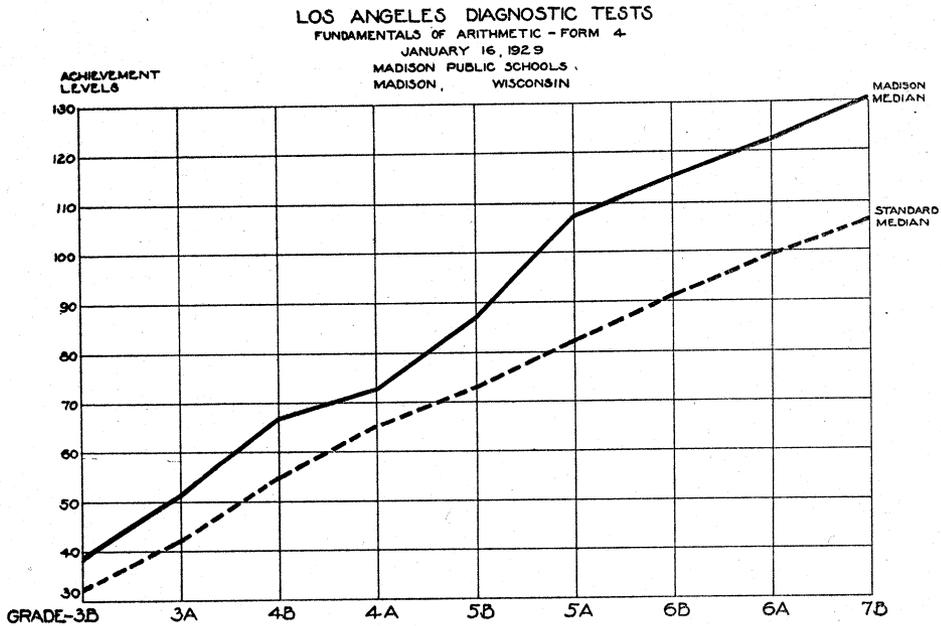
Grade	Standard Median	Madison Median	Median Grade Placement
3-B	26—27	20.8	2.8
3-A	35—36	33.1	3.5
4-B	45—46	47.1	4.2
4-A	56—57	59.5	4.8
5-B	68	69.1	5.2
5-A	75—76	82.2	5.9
6-B	84—85	97.4	6.8
6-A	93—94	105.5	7.4
7-B	101	114.8	8.1

(b)

Los Angeles Diagnostic Tests—Fundamentals of Arithmetic—Form IV
January 16, 1929

RECORD OF TOTAL SCORES

Grade	Madison Median	Standard Median
3-B	38.4	32.0
3-A	50.8	42.0
4-B	66.4	55.0
4-A	72.6	65.0
5-B	87.0	73.0
5-A	107.6	82.0
6-B	115.4	91.0
6-A	122.5	99.0
7-B	130.8	106.0



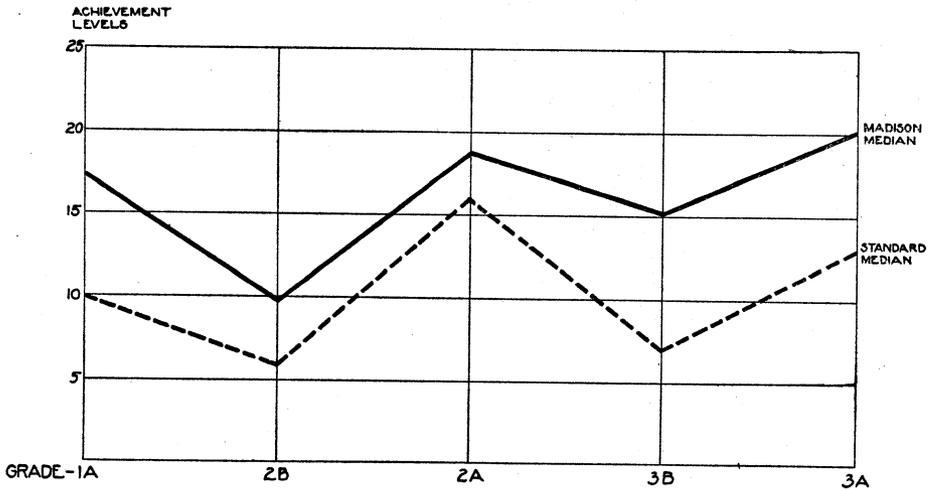
The tests in reading, under the direction of Mrs. Alice E. Rood, also showed that the pupils of the Madison schools are considerably above the country's norm.

TABLE V
Scores from Reading Tests

Madison, Wis., Public Schools—February 11 and 12, 1929

TESTS	Grade	Madison Median	Standard Median
Detroit Word Recognition.....	1-A	17.3	10.0
Detroit Reading Test, I-Form A.....	2-B	9.7	6.0
Detroit Reading Test, I-Form A.....	2-B	18.7	16.0
Detroit Reading Test, II-Form A.....	3-B	15.1	7.0
Detroit Reading Test, II-Form A.....	3-A	20.1	13.0

READING TESTS
FEBRUARY 11 AND 12, 1929
MADISON PUBLIC SCHOOLS
MADISON WISCONSIN



TIME ALLOTMENT

Elementary grades: A committee of principals consisting of Miss Florence Dodge, chairman, Miss Adeline R. Marvin, and Mr. Leo P. Schleck, recommended the following revision of the time allotment for the first six grades. This was adopted by the elementary principals.

TABLE VI

Guide for Apportionment of Time in Planning of Teacher's Program

Grades	1st	2nd	3rd	4th	5th	6th
Language Arts	475	475	550	525	525	515
Reading.....	300	250	250	200	200	190
Language.....	100	100	150	175	175	175
Spelling.....		75	75	75	75	75
Handwriting.....	75	50	75	75	75	75
Social Studies	225	200	250	325	375	375
History.....	75	75	75	100	150	150
Civics and Citizenship.....	75	50	75	75	75	75
Geography (Human).....	75	75	100	150	150	150
Science and Mathematics	50	200	275	300	300	300
Arithmetic.....		150	200	225	200	200
Nature Study.....	50	50	75	75	50	50
Physical Geography.....					50	50
Fine and Industrial Arts	200	200	200	200	200	260
Music.....	100	100	100	100	100	100
Drawing.....	100	100	100	100	100	100
Home Economics or Manual Arts.....						60
Physical Education and Recreation	250	250	250	250	200	200
Hygiene.....	50	50	50	50	50	50
Rhythms or Games.....	50	50	50	50	50	50
Free Play.....	150	150	150	150	100	100
Miscellaneous	75	50	50	50	50	
Totals	1275	1375	1575	1650	1650	1650

- In the fourth, fifth and sixth grades the teaching of reading will include the following:
 Reading for appreciation
 Oral reading
 Library period
 Recreatory reading
 Individual reading problem cases.

In these grades the teaching of the various work types of silent reading will be included in the time allotment assigned to arithmetic, geography, history, and nature study.

- This period may be used for routine work, special announcements, and individual instruction.

A teacher's plan will be based upon the unit of work rather than upon the time period. These figures, which indicate the number of minutes per week, will enable the teacher to check the work unit with the time allowance to show that her weekly program is well balanced.

Junior high schools: In anticipation of a complete junior high school program throughout the city, a committee consisting of Miss Florence Dodge, chairman, Miss Renette Jones, and Mr. Foster S. Randle, recommended the following revision of the organization of the seventh, eighth, and ninth grade courses, with time allotment. The recommendation for the seventh grade is to go into effect in the school year 1929-1930.

TABLE VII

*Organization of Courses and Time Allotment for the Junior High School
(7th, 8th, and 9th grades)*

	No. of Minutes	Periods per week
SEVEN B and SEVEN A		
English.....	390	6½
Reading.....	150	2½
Language.....	150	2½
Library Instruction.....	30	½
Spelling.....	60	1
Social Studies.....	300	5
Geography (7-B).....		
History (7-A).....	300	5
Mathematics.....	300	5
General Mathematics.....	300	5
Fine and Industrial Arts.....	570	9½
Class Music and Orchestra.....	120	2
Drawing.....	150	2½
Home Economics or Manual Arts.....	300	5
Physical Education.....	180	3
Physical Training.....	120	2
Health Instruction.....	60	1
Home Room Assembly.....	60	1
Pupil Conferences.....		
Clubs.....		
Special Activities.....		
TOTALS.....	1800	30
EIGHT B and EIGHT A		
English.....	360	6
Reading.....	120	2
Library instruction.....	30	½
Grammar and composition.....	150	2½
Spelling.....	60	1
Social Studies.....	300	5
American History (8-B).....	240	4
Civics and Citizenship (8-B).....	60	1
Geography (8-A).....	300	5
Science.....	240	4
Elementary Science (8-B).....	240	4
Physiology (8-A).....	240	4
Mathematics.....	300	5
General mathematics.....	300	5
Fine and Industrial Arts.....	120	2
Class music and orchestra.....	60	1
Drawing.....	60	1
Physical Education.....	180	3
Physical training.....	150	2½
Health instruction.....	30	½
Electives (Choose one).....	300	5
Home Economics.....		
Manual Arts.....		
Latin.....		
French.....		
German.....		
Drawing.....		
TOTALS.....	1800	30

NINE B and NINE A	Periods per week
English.....	5
Literature.....	2
Grammar and Composition.....	2
Library.....	1
Social Studies.....	4
Civics and Citizenship.....	4
Mathematics.....	4
Algebra, Pre-mathematics, or Junior Business Training.....	4
Fine and Industrial Arts.....	1
Class music or orchestra.....	1
Physical Education.....	3
Physical training.....	2 $\frac{1}{2}$
Health instruction.....	$\frac{1}{2}$
Electives (Choose two).....	8
Manual Arts.....	4
Home Economics.....	4
Latin.....	4
French.....	4
German.....	4
Art.....	4
History.....	4
TOTALS.....	25

COMMITTEE

FLORENCE A. DODGE
 RENETTE JONES
 FOSTER RANDLE

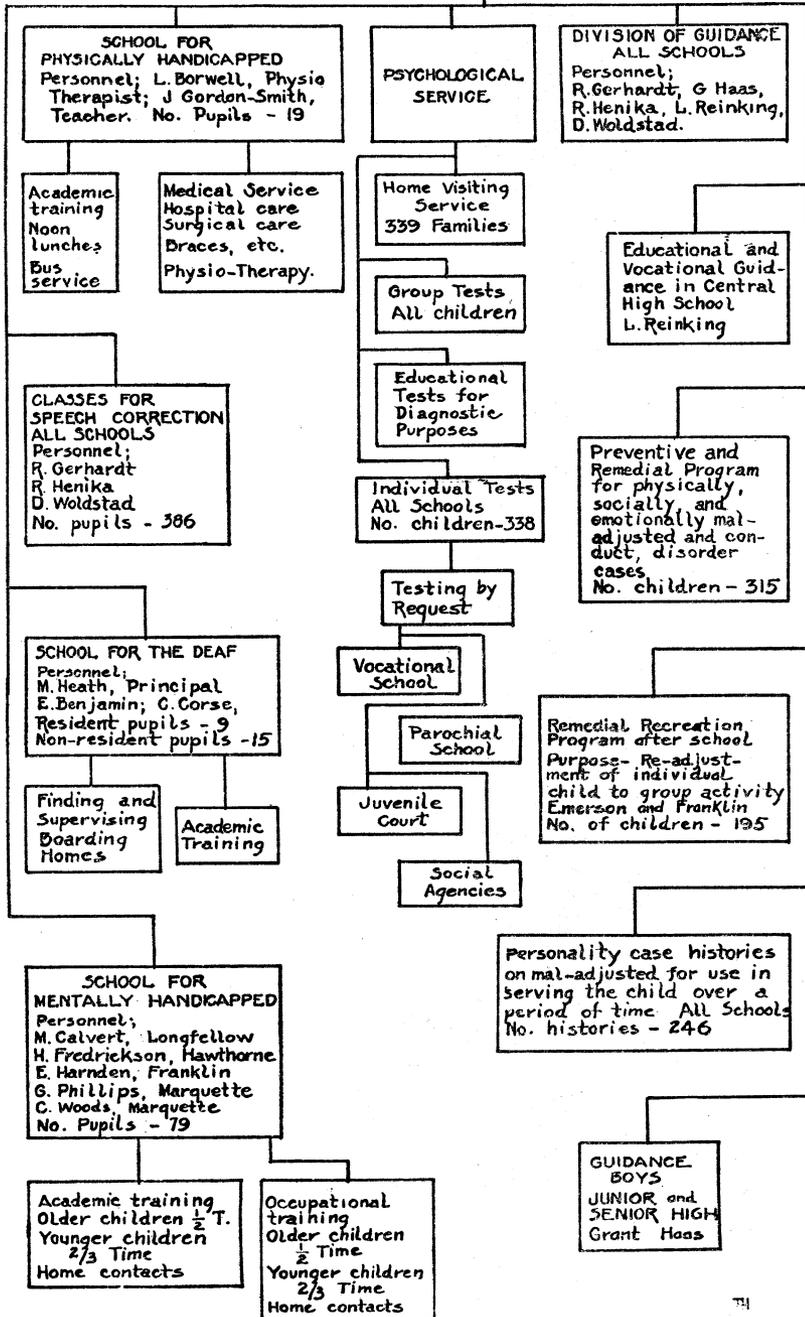
OUTLINE OF COURSES OF STUDY

During the year the courses of study in the elementary schools which had been carefully and thoroughly developed by committees of principals and teachers, were condensed by the chairmen to an outline for purpose of general distribution. The chairmen of the committees were: English, Miss C. Lorena Reichert, principal of the Longtellow School; Arithmetic, Miss Emily R. Parsons, principal of the Harvey School; Social Studies, Miss Zilla Wiswall, principal of the Brayton School; Nature Study, Mrs. Clara W. Ginty, Principal of the Franklin School; Reading—Kindergarten and First Four Grades, Mrs. Alice E. Rood, principal of the Marquette School; Reading—Fifth and Sixth Grades, Miss Velmer D. Pratt, principal of the Hawthorne School; Character Education, Miss Shirley D. Almy, principal of the Lapham School; Spelling, Miss Renette Jones, principal of the Lincoln School; Geography, Miss Annie D. Axtell, principal of the Lowell School.

At the junior high-school level, work was begun on the organization of the courses on three-year basis. Chairmen of the committees who will continue on this are: English, Miss Zilla Wiswall; Social Studies, Mr. Bert W. Wells; Mathematics, Miss Mary L. Edgar.

PLATE VIII.

DEPARTMENT OF GUIDANCE AND
SPECIAL EDUCATION
MADISON PUBLIC SCHOOLS
MADISON, WISCONSIN
1929 - 1930
PAULINE B CAMP
SUPERVISOR



GUIDANCE AND SPECIAL EDUCATION

The organization and general extent of the work of the Department of Guidance and Special Education is indicated in diagram form in Plate VIII. The value of the special schools for the crippled and the deaf, of the training in speech correction, and of the schools for the mentally handicapped is very evident to the casual visitor. The guidance work, particularly with the mal-adjusted child who constitutes a behavior problem effecting the entire group, is equally important in the work of this department. Also their psychological service is being used more and more in the general educational program in the Madison schools.

ANNUAL REPORTS OF PRINCIPALS AND SUPERVISORS

The annual reports of the work achieved in the several schools and special departments, as submitted by the principals and supervisors at the close of the school year in June, 1929, reveal a wealth of real accomplishment by teachers throughout the system. These reports have been duplicated and transmitted to the Board of Education and copies may be obtained at the office of the superintendent for any who are interested.

CITIZENSHIP TRAINING IN THE SCHOOLS

"Training in citizenship which includes civic, social, and moral education, is recognized as a major objective in the Madison Public Schools. This training is rendered effective through the work of two outstanding organizations, namely, the Madison Junior Civic League and the American Junior Red Cross.

"The Madison Junior Civic League includes in its membership all pupils of the seventh, eighth, and ninth grades. Through the activities of this organization all junior high school pupils are given an opportunity to come in contact with and to participate in, the life of the community, state, and nation in their various political, institutional, and social phases.

"The American Junior Red Cross is organized in all grades from the kindergarten through the ninth grade. It seeks to inculcate high ideals of service in the life of the child; it emphasizes the importance of fitness for service as a prerequisite to a life of service. Through the correspondence which it affords between the children of our country and those of foreign nations, it endeavors to develop an attitude of international friendliness and goodwill.

"Through this *practice in citizenship* which the Junior Civic League and the Junior Red Cross afford, conscious effort is put forth

by every member of the teaching staff to make the boys and girls of Madison thoroughly efficient and servicable members of society."

Miss Zilla E. Wiswall who made the above report has had charge of Junior Civic League and Junior Red Cross work in the schools during the past four years.

COMMUNITY USE OF THE SCHOOL BUILDINGS

The public schools of Madison are used for many community gatherings. The following table shows the number of times the school buildings were used by various organizations during the school year 1928-1929.

Churches and Lodges.....	51
City Recreation Department.....	231
Civic and Political Organizations	
Community Union.....	4
East Side Business Men.....	2
Miscellaneous civic clubs.....	7
Political parties.....	4
South Side Community Club.....	10—
	27
Industrial Basketball Teams.....	59
Parent-Teacher Associations.....	63
Pre-School and Kindergarten Mother Clubs.....	46
Private Dancing and Music Schools (Recitals).....	15
Scout Organizations	
Boys.....	54
Girls.....	13—
	67
Teachers' Meetings—County and State.....	12
University of Wisconsin—Extension Division.....	2
Vocational School.....	15
Wisconsin Civil Service Commission (Examinations).....	4
Miscellaneous programs, parties, and chorus practices	45
Total.....	637

WORK OF THE ATTENDANCE DEPARTMENT

The character and extent of the work of the Attendance Department, under the direction of Miss Cassie E. Lewis, during the past year, is indicated in the following report:

Number of visits to schools.....	366
Number of children reported absent and calls made:	
a. Public (graded)	
Boys.....	610
Girls.....	342
	952
b. Parochial	
Boys.....	104
Girls.....	75
	179
c. High Schools	
Boys.....	113
Girls.....	118
	231
Total.....	231

d. Vocational		
Boys.....	311	
Girls.....	189	
Total.....		500
Home calls not classified.....		120
Home calls made in checking enrolment with census, November, 1928.....		32
Home calls made in completing census of 1929 check on vacant houses and apartments in ninth ward.....		60
Home calls made in summer camp work for boys.....		76
Business places visited.....		254
Total calls made.....		<u>2770</u>
Notices sent to parents (of violation of school law).....		80
Cases in court affecting children:		
a. Non-attendance.....	9	
b. Called into court by agencies for school record.....	3	
Total.....		<u>12</u>
Placed in Industrial School:		
Boys.....	1	
Girls.....	0	
Total.....		<u>1</u>
Cases or Truancy.....		108
Violation of Compulsory School Law.....		124
Violation of Child Labor Law.....		20
Violation of Street Trades Law.....		30
Cases referred to or consulted with:		
Public Welfare.....		24
Juvenile Protective Association.....		3
Board of Health (not including school nurses).....		5
Visiting Nurses Association.....		6
Commissioner of Needy.....		5
Probation Department.....		9
Police Matron.....		12
District Attorney.....		2
Y. M. C. A. and Boy Scouts.....		2
For summer camps, home calls not made.....		27
Y. W. C. A. and Girl Scouts (Girls referred for summer camps—calls not made).....		30
Placed in Vocational School:		
Boys.....	62	
Girls.....	49	
Total.....		<u>111</u>
Child Labor Permits granted (for year ending June 30, 1929)		
Regular.....	161	
Vacation.....	395	
Limited.....	4	
Total.....		<u>560</u>
Street Trades Permits granted (for year ending June 30, 1929).....		237
Survey Work:		
(1) Reported births from January 1, 1924 to January 1, 1929.		
(2) Building permits from January 1, 1924 to January 1, 1929.		
(3) Center of child population in three age groups according to census of 1919.		
(4) Center of child population in three age groups according to census of 1929.		
Census Work:		
Census organized—11 enumerators employed for 15 school districts.		

PART IV.
Financial Report

Balance Sheet as of June 30, 1929

TABLE I

ASSETS		
Particulars		
Fixed Assets		
Land and Land Improvements.....	\$ 697,416.24	
Buildings and Attached Structures.....	2,571,732.66	
Machinery and Equipment.....	460,149.10	
Construction In Progress		
West High School.....	12,274.63	
Sundry Accounts Receivable		
Accounts Receivable.....	2,705.36	
Tuitions Receivable.....	26,322.92	
Current Assets		
Cash in Bank		
General Fund.....	\$ 62,135.59	
Dormant Fund.....	400,000.00	462,135.59
Board of Education—Petty Cash Fund.....	15.00	
Board of Education—Advances to be Refunded.....	500.00	
Inventories		
Stock Room.....	5,812.25	
Fuel.....	784.01	
Trust Funds		
Samuel Shaw Prize Fund.....	873.47	
C. R. Stein Scholarship Fund.....	2,442.28	
William McPyncheon Trust Fund.....	16,025.81	
Total		\$4,259,189.32
LIABILITIES		
Fixed Liabilities		
Bonded Indebtedness.....	\$1,688,500.00	
State Trust Fund Loans.....	15,004.00	
Current Liabilities		
Board of Education—Keyless Lock Fund—C. H. S.....	7.00	
Board of Education—Keyless Lock Fund—Vocational.....	37.00	
Board of Education—Keyless Lock Fund—Longfellow.....	3.00	
Board of Education—Science Dept. Fees—C. H. S.....	10.52	
Prepaid Rentals—Elementary School Gymnasiums.....	28.00	
Prepaid Rental—Garage (New Marquette Site).....	3.00	
Prepaid Accounts—Auto Expense Truck Driver.....	1.90	
Trust Fund Reserves		
Samuel Shaw Prize Fund.....	873.47	
C. R. Stein Scholarship Fund.....	2,442.28	
William McPyncheon Trust Fund.....	16,025.81	
PROPRIETARY INTEREST		
Fixed Surplus.....	2,025,794.00	
Current Surplus.....	510,459.34	
Total		\$4,259,189.32

TABLE II.

Revenues—July 1, 1928 through June 30, 1929

REVENUE RECEIPTS

Particulars		
State Fund Apportionment		
In City of Madison		\$ 83,004.01
In that part of Joint School District No. 8, in Township of Blooming Grove		381.95
Taxes Levied by County Supervisors		
In City of Madison		57,500.00
City School Taxes		
In City of Madison		933,785.67
In that part of Joint School District No. 8, in Township of Blooming Grove		3,223.68
State Aids		
For Manual Training		253.54
For Domestic Science		253.54
For Deaf School		6,388.05
For Special Schools		2,508.72
For Commercial Course		253.56
For Speech Correction		4,860.75
For Crippled Children		6,237.33
Tuitions		
Central High School		10,401.72
East High School		13,600.42
Elementary Schools		3,653.94
Deaf School		965.20
Interest On School Funds		11,858.99
Rentals		
C. H. S. Auditorium and Gymnasiums		598.00
E. H. S. Auditorium and Gymnasiums		160.00
Elementary School Gymnasiums		198.00
Sale of Equipment		86.00
Liquidation of Certified Checks		34.75
Other Miscellaneous Receipts		2,400.74
Total Revenue Receipts		\$1,142,608.56

NON-REVENUE RECEIPTS

Sale of Material		
Attendance Department		\$ 52.00
Home Economics Dept.—C. H. S.		35.89
Home Economics Dept.—Elementary		9.91
Manual Arts Dept.—C. H. S.		609.25
Manual Arts Dept.—E. H. S.		327.14
Manual Arts Dept.—Elementary		558.32
Special Schools		164.22
Open Air and Nutrition Room—Emerson		58.14
Crippled Children Dept.—Doty		52.68
Refunds and Cancelled Checks		41.77
Total Non-Revenue Receipts		\$ 1,909.32
GRAND TOTAL		\$1,144,517.88

TABLE III.

Total Operation, Maintenance and Capital—July 1, 1928 through June 30, 1929—Summary of Expenditures

Particulars	Operation	Maintenance	Capital	Total
Superintendent of Schools.....	\$10,318.85	—	—	\$10,318.85
Administration Building.....	25,661.75	1,539.99	2,490.02	29,691.76
Administration Building Annex...	501.82	949.83	752.19	2,203.84
Central High.....	201,571.62	3,531.57	8,436.20	213,539.39
East High.....	124,385.83	4,766.12	4,697.16	133,849.11
West High.....	—	70.00	1,367.08	1,437.08
Brayton.....	24,428.30	429.49	270.66	25,128.45
Doty.....	14,309.66	527.49	1,126.77	15,963.92
Draper.....	25,242.30	332.15	382.79	25,957.24
Emerson.....	79,630.37	2,013.44	1,770.08	83,413.89
Franklin.....	27,994.84	2,326.57	2,520.53	32,841.94
Harvey.....	21,915.14	409.47	289.65	22,614.26
Hawthorne.....	22,356.27	619.53	333.47	23,309.27
Hawthorne Annex.....	74.27	2.50	135.37	212.14
Lapham.....	16,508.63	464.48	243.70	17,216.81
Lincoln.....	30,333.85	412.49	1,032.15	31,778.49
Longfellow.....	84,333.48	1,190.93	2,029.32	87,553.73
Lowell.....	60,942.48	1,072.87	1,874.94	63,890.29
Marquette.....	29,711.42	1,377.42	1,224.77	32,313.61
Randall.....	74,321.47	1,220.61	951.93	76,494.01
Washington.....	26,017.68	1,766.75	238.39	28,022.82
Music Studio.....	1,800.00	78.00	655.15	2,533.15
Dudgeon.....	18,312.16	369.07	995.80	19,677.03
New Marquette.....	—	407.17	1,771.46	2,178.63
Recreational Department.....	17,760.30	—	—	17,760.30
Undistributed.....	99,782.08	—	—	99,782.08
Totals.....	\$1,038,214.57	\$25,877.94	\$35,589.58	\$1,099,682.09

