



Report of the school year 1929-30 being the seventy-fifth annual report of the public schools of Madison, Wisconsin.

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The Seventy-Fifth
ANNUAL REPORT
OF
THE PUBLIC SCHOOLS
OF
MADISON, WISCONSIN



For the School Year
1929-1930

REPORT OF THE SCHOOL YEAR

1929-30

BEING THE

Seventy-Fifth Annual Report

OF

The Public Schools

OF

Madison, Wisconsin

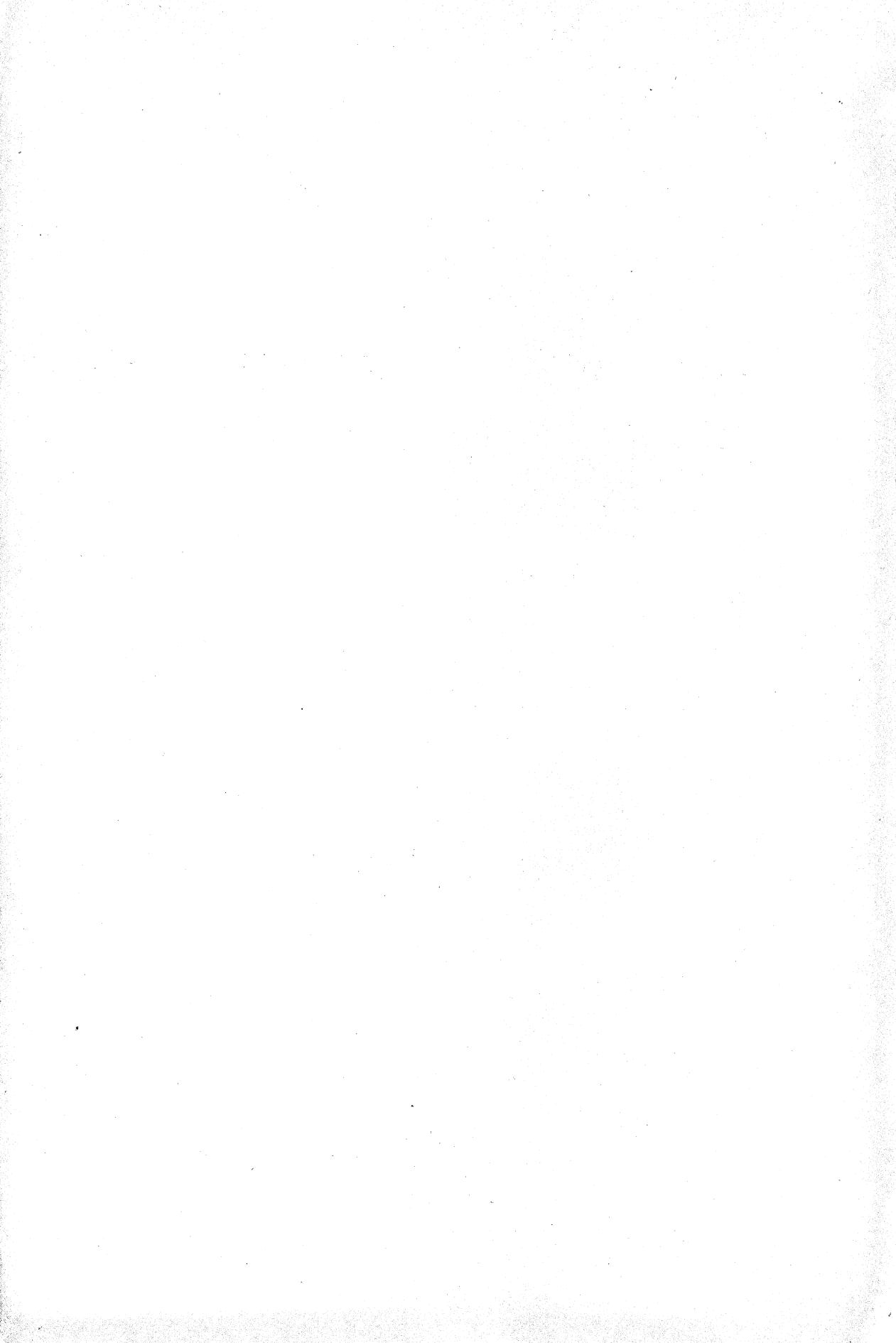
COMPILED BY

R. W. BARDWELL, Superintendent

APPROVED BY THE BOARD OF EDUCATION

AND ORDERED PUBLISHED

SEPTEMBER, 1930



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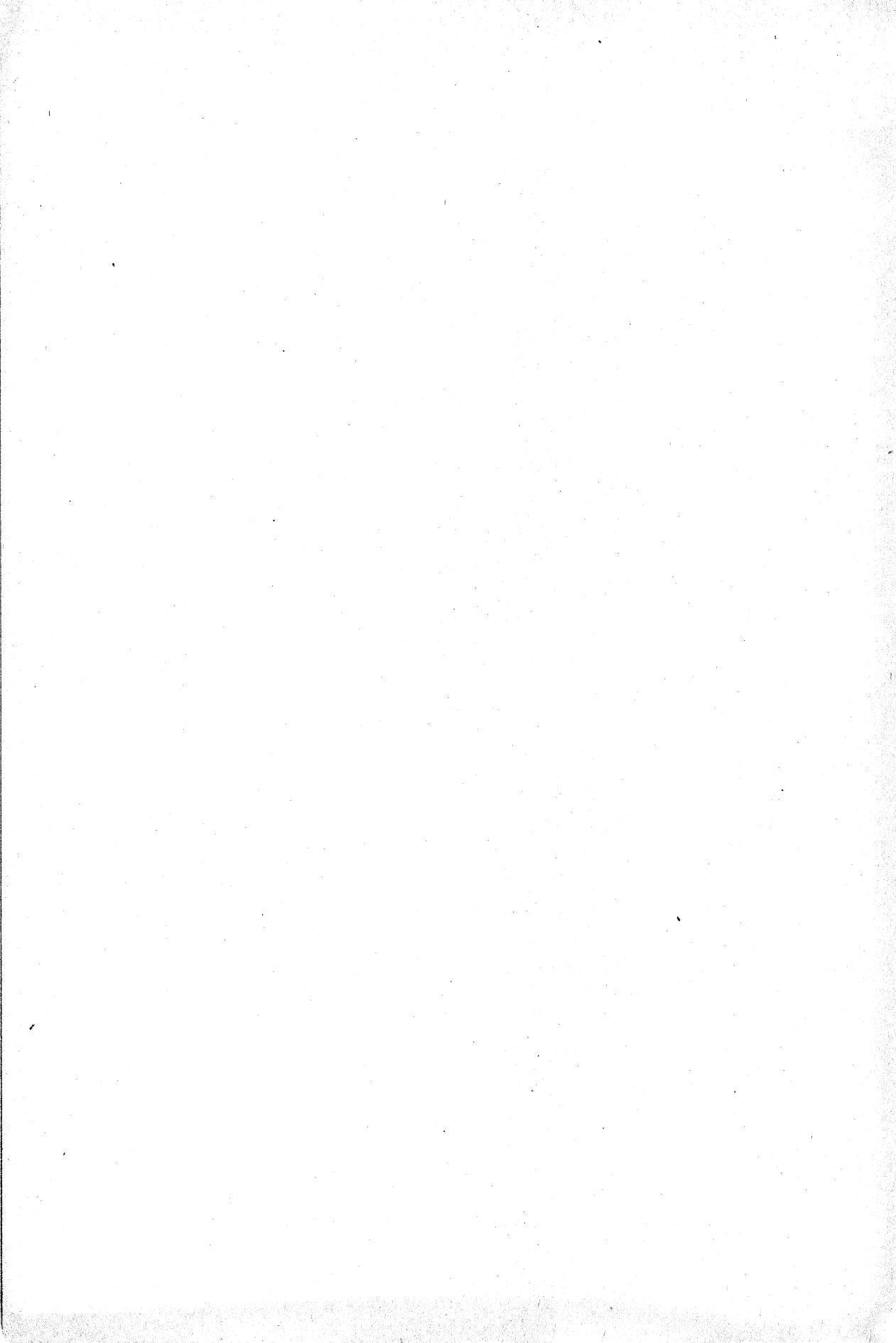
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FOREWORD



 HIS is a report of some of the things accomplished in the Madison schools during the past year. It is compiled as a continuation of the preceding report (1928-29) and on that account omits some important phases of the school work which were emphasized in that report. On account of limited space it has to omit many interesting items in regard to the work of the year, and confines itself to those facts which appear to be of most importance at this time.

The report is divided into four parts. I. New School Buildings and New School Sites, which describes the two buildings and two sites added to the physical plant during this year. II. The General School Policy and Plan, and The Building Program, which restates the principles under which the Board of Education are working and their plan for the improvement and development of the Madison schools. III. The Work of the Year 1929-30, which is a summary of the year's work and a brief statement of the work of some of the departments. And IV. The Financial Report, being a complete statement of all receipts and expenditures during the year.

PART I

New School Buildings

AND

New School Sites

On August 6, 1929, ground was broken for the construction of the West Junior-Senior High School. The building was completed and ready for occupancy by 1500 pupils on September 8, 1930.

Before the ground-breaking and the actual construction, many months were spent in a detailed study of the problems involved in the planning of the school, and many people cooperated in their solution. In matters of educational design, the architects, Law, Law & Potter of Madison, received the cooperation of the Madison Public Schools staff, in particular M. E. Johnson, Supervisor of Buildings and Grounds, V. G. Barnes, principal, and with him the department heads of Central High School, and the supervisors of special subjects, Irene Buck, art; Loretto Reilly, home economics; Anne Menaul, music; Fannie M. Steve, health education; and Thomas A. Hippaka, manual arts. Also acknowledgment for advice and assistance should be given Mr. Thomas Lloyd Jones and Dr. John Guy Fowlkes of the University of Wisconsin; Mr. Hans Schmidt of the State Department of Public Instruction; and Mrs. E. M. Gilbert, Chairman of the Public School Art Committee of Madison.

The principal contractors were all Madison firms, and the men who worked on the building were largely Madison men, and they all seemed to take a special pride in the quality of material and workmanship that went into the building. Some of the contractors and amounts of their contracts were:

General Contract—J. H. Kelly . . .	\$ 537,000.00
Heating and Ventilating— Paul E. Mueller Co.	\$ 100,645.00
Electric Wiring— Blackhawk Electric Co.	\$ 40,463.00
Plumbing—Wm. Owens	\$ 33,000.00
Painting and Glazing— J. H. Tullis	\$ 12,900.00

The building is well designed and well constructed. It seems to symbolize in its high standards of design and construction the progress that Madison is making with its increased support of its public schools and the educational standards which it has for many years maintained in its secondary schools.

The other major building operation of the year 1929-30 was the Franklin School in South Madison. For a number of years this building

had been sorely needed, but action had been withheld due to the question of site. After numerous surveys and a careful study of the relative merits of several sites, the Board of Education finally decided to build on the original site. The chief reasons for the decision were: First, the location in reference to residence of pupils was as favorable as any site under consideration. Second, the site itself was good for school purposes and could be enlarged without unreasonable expense. And third, the modern unit of six rooms including the heating unit, erected in 1925 at a cost of over \$50,000.00 could be made a part of the new building, and in this way bring about a considerable saving in the cost of the building.

The architects, Claude & Starck of Madison, worked out the design for an efficient elementary school and one that is also very pleasing in its exterior. The principal contractors were all Madison firms and their work was all of very high standard. Their names and the amounts of the contracts are:

General Contract—

Geo. Nelson & Son \$123,308.00

Heating and Ventilating—

Paul E. Mueller Co. \$ 23,440.00

Electric Wiring—

Capital Electric Co. \$ 8,799.00

Plumbing—Wm. Van Keulen \$ 7,200.00

Painting and Glazing—

H. C. Krebs Co. \$ 4,500.00

**COMPARISON OF THE SIZE OF THE
WEST JUNIOR-SENIOR HIGH SCHOOL BUILDING WITH
THE PRESENT EAST HIGH SCHOOL BUILDING**

The following table shows the relative size of the West Junior-Senior High and the East High school buildings. The normal pupil capacity is the number of students who can be conveniently taken care of in a typical program. This number may be increased in several ways, as for example: First, by making the class size larger. Second, by increasing the number of periods in the school day. Third, by forcing the program to meet the demand for space (with less favorable individual daily programs). Thus the East High building this past year, with an indicated normal capacity of 847, as shown in Table No. 1, increased its capacity by these methods to an annual enrolment of 1193.

MAP No. 1—*New School Sites*

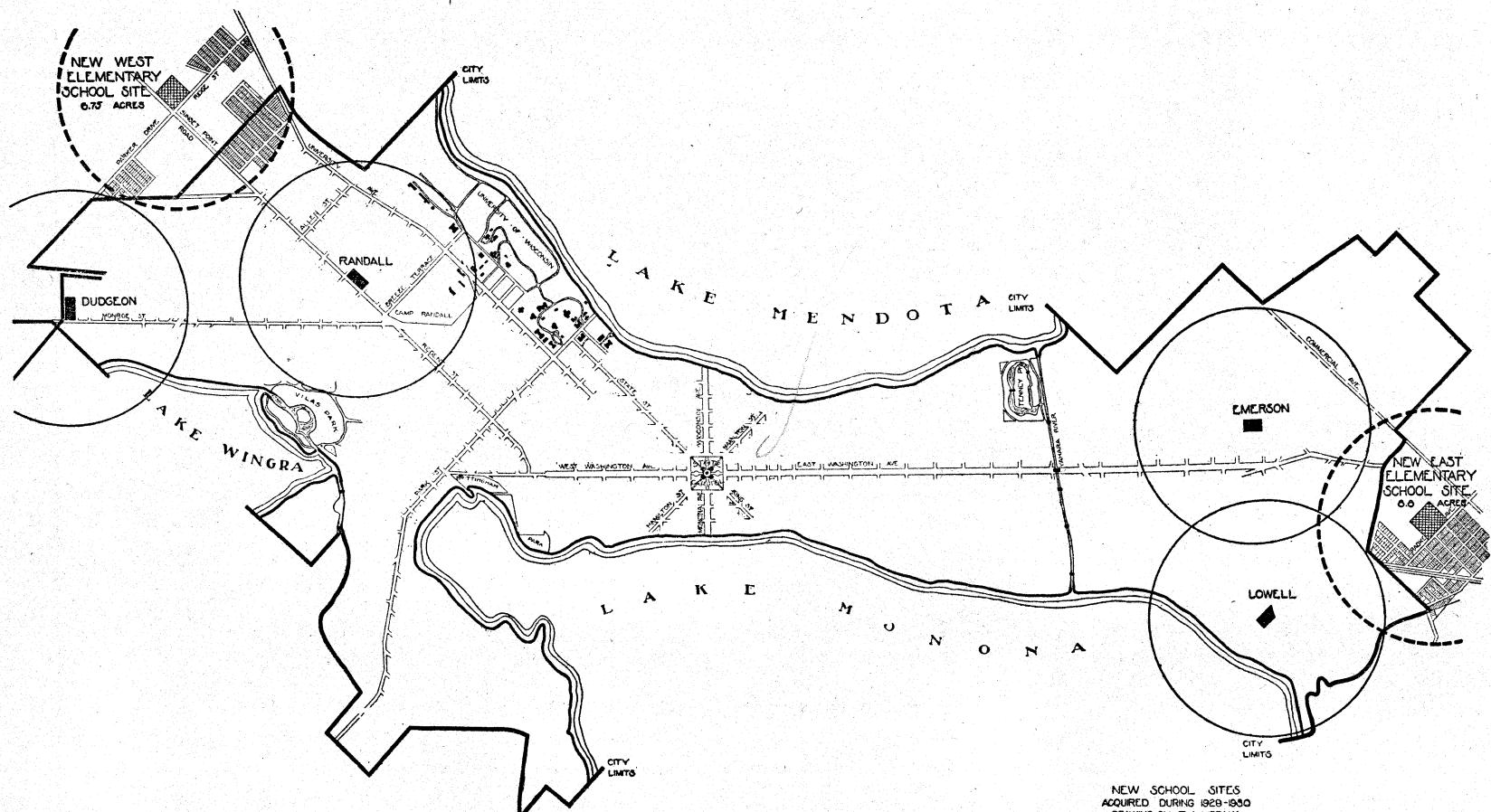


TABLE No. 1

*Comparison of Pupil Capacities—East High and
West Junior-Senior High*

	East High		West Junior-Senior High	
	Number	Pupil Capacity	Number	Pupil Capacity
Classroom Units.....	23	736	51	1458
Study Halls.....	3	312	3	510
Shops.....	3	64	5	135
Gymnasiums.....	2	120	4	160
Auditorium.....	1	1210	1	1280
Library.....	1	72	1	140
Pupil Stations, excluding Auditorium.....	..	1304	..	2403
Normal Pupil Capacity.....	..	847	..	1562

New School Sites

The studies made in the annual report of 1928-29 showing the growth of Madison's population during the past 20 years, indicate the advisability of providing for school sites for the growth that may be reasonably anticipated in the next 20 years.

The Board of Education therefore during the past year recommended to and obtained from the City Council two sites to be used for future schools. The location and relative size of these sites are shown on Map No. 1. The map shows the distance to adjacent elementary schools also. Both sites in addition to being ideally located to serve the school population are beautiful wooded areas, well drained, and of generous size.

The site shown east of the city contains 8.8 acres and was purchased for \$12,320.00. A portion of this site is to be used for a park and general community recreation purposes. The site west of the city, about 6.5 acres in extent, was part of a tract of land owned for many years by the city of Madison. In the north end of the tract there is an old stone quarry but not near enough the school site to constitute a hazard. Thus the acquisition of this site for school purposes was done without additional cost to the city.

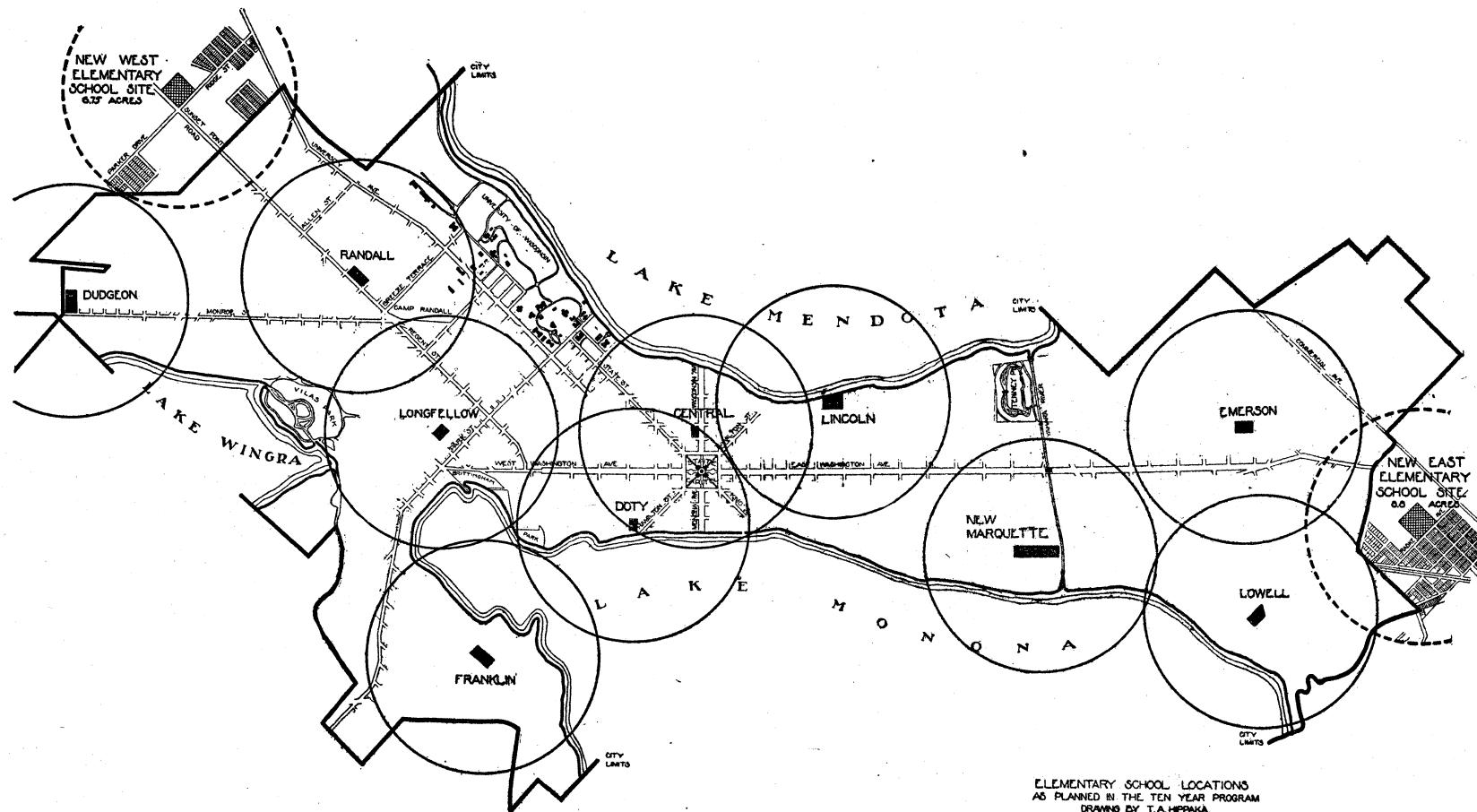
PART II

The General School Policy
and Plan

AND

The Building Program

MAP No. 3—*Elementary School Locations*



The General School Policy and Plan

This statement of the general policy of the Board of Education for the development and advancement of the Madison schools is for the simple purpose of setting up a definite goal towards which the many people involved, the citizens, the parents, and the school staff, may work together. It was first stated in the report of last year. It is restated at this time with slight changes.

It shall be the educational policy of the Madison Board of Education:

- I. To provide in each elementary school district of the city an educational service which will bring about the most complete and satisfactory development of the children of that district between the ages of 4 and 12. This will include:
 - A. Healthful environment.
 1. Clean, well-lighted and properly heated and ventilated, fireproof buildings.
 2. Sufficient ground for an outdoor program.
 3. A school program which will help to develop strong, sturdy children.
 4. Technical service which will prevent defective physical development, including dental, eye, ear, nose, throat, and general nutrition.
 5. Trained service which will improve the health factors outside the school, including visiting nurses.
 6. A recreational program which will provide "all-year" opportunity for every person in the area served by the elementary school.

The following are the elementary school districts: Emerson, Hawthorne, Lowell, Marquette-Harvey, Lapham, Lincoln, Washington, Doty, Draper, Longfellow, Franklin, Randall, and Dudgeon.

- B. Skillful, thorough instruction which will maintain high standards of achievement by the pupils in the tool subjects (particularly reading and arithmetic), well-motivated through large purposeful units of work or group activities,

to insure the child of the ability to carry on with ease at the higher levels.

- C. Provision for the child as an individual, whether he is exceptional in mental ability or handicapped by physical disability, including use of technical service in diagnosis of the child who has difficulties; curriculum enrichment to meet individual needs; and special instruction and equipment for educating the deaf and the crippled.
- II. To provide in the field of secondary education school centers which will furnish the elements of growth and training which are needed by the youth of the city of the ages of 13 to 18.

This will include:

- A. Healthful environment, skillful instruction, and provision for the individual as defined for the elementary school.
- B. An organization and a program which will give opportunity to each individual for the development of those social traits which are essential to happy and successful living; including a progressively increasing assumption of social responsibility and leadership by the student.
- C. A curriculum and a departmental staff in each of the major fields which will give through a six year period a continuity of growth in the ability and power of the individual student in that particular field.

These six year schools will be East, Central, and West. The junior and senior divisions of each school will be organized separately in order to better provide a social environment that will give the student opportunity for complete adjustment and a challenge for participation undiminished by the discouragement incident to the competition of students of wide range in age.

The Madison School Plant Program

The High Schools—Junior and Senior

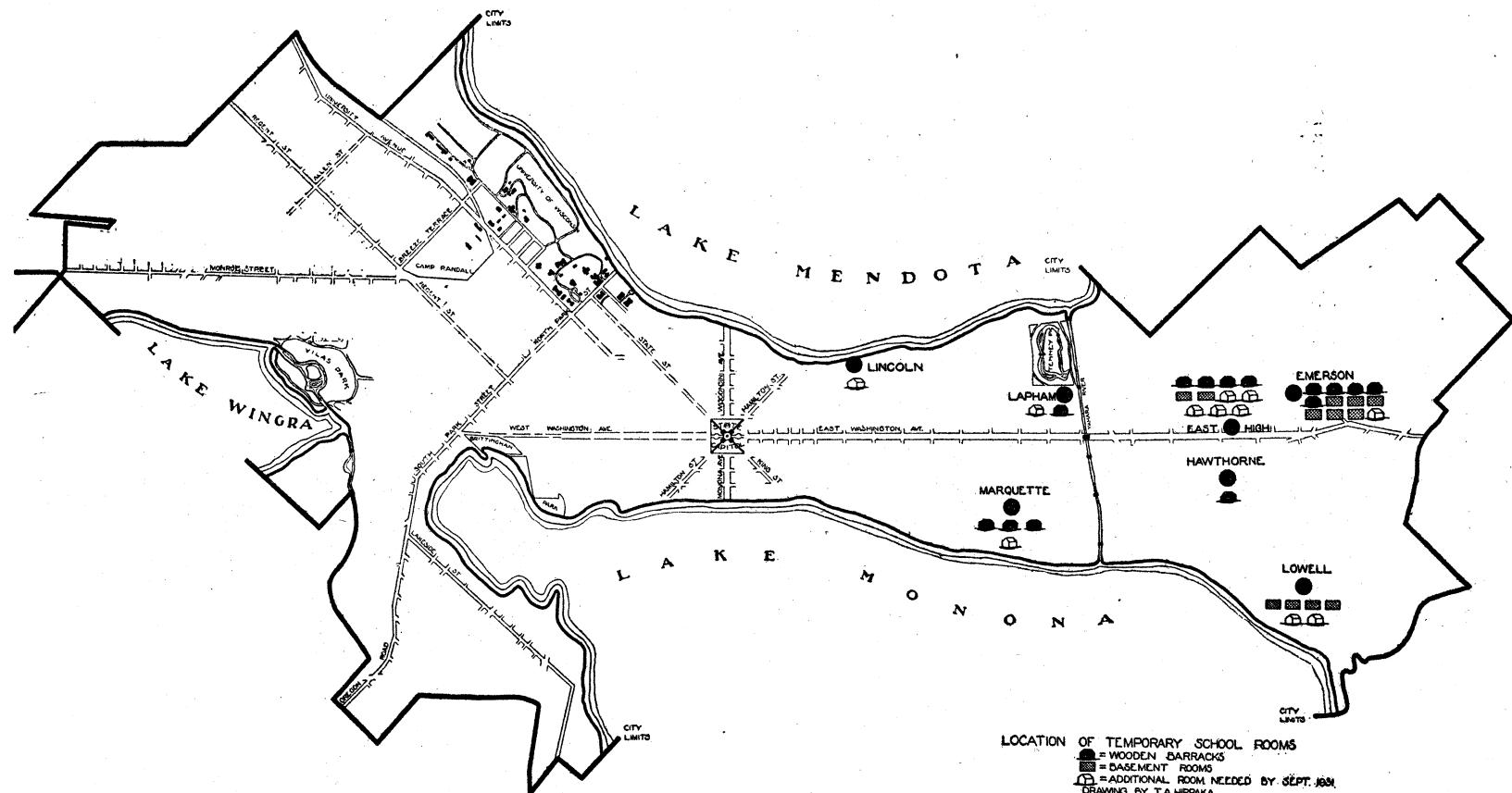
West and Central

The completion of the West Junior-Senior High School for the opening of the school year September 1930, removed the crowded condition which has existed in the west and central parts of the city for the past five years. It also made possible the reorganization of all the schools in these two parts of the city. The two junior-senior high schools, West and Central, now enrol all pupils from these two sections above the 6th grade. For the students of the 7th and 8th grades, this change will provide larger units, and the advantages of a program which the larger unit can economically provide. At the same time every effort is made to preserve the many splendid features in the conventional 7th and 8th grades of the Madison schools. The high standards of academic work, the fine human relationship between teacher and pupil, and the home and parent cooperation will be retained in the larger unit.

East

The high school and junior high school housing conditions in the east section of the city are in bad shape. The East High School with classrooms intended for an enrolment of 600 had this past year a total enrolment of 1193, which was an increase of 157 students over the enrolment of the year before. Four temporary frame buildings—shacks, they are called—have been placed on the East High grounds to help meet the housing need in 1930-31. In addition to these four, there are five such temporary rooms at the Emerson, three at the Marquette, and one at the Hawthorne. The Lowell School reaches its maximum capacity for pupil enrolment this year.

MAP No. 2—*Location of Temporary School Rooms*



LOCATION OF TEMPORARY SCHOOL ROOMS
■ = WOODEN BARRACKS
● = BASEMENT ROOMS
? = ADDITIONAL ROOM NEEDED BY SEPT. 1ST.
DRAWING BY T.A. HIPPKA

Map No. 2 shows the location of the schools which are overcrowded, the number of barracks rooms in use at each school, the number of basement rooms, and an estimate of the additional number of rooms that will be needed by September 1931, as shown in Table 2.

TABLE NO. 2
Schoolroom Needs on the East Side

	No. of Portable Barracks now in Use	No. of Basement Rooms now in Use	Additional Rooms Needed by September 1931
East High.....	4	2	5
Emerson.....	5	4	1
Lowell.....	0	3	2
Marquette.....	3	0	1
Lapham.....	1	0	1
Hawthorne.....	1	0	0
Lincoln.....	0	0	1
Total.....	14	9	11

The cost of constructing these 34 rooms for permanent use at these school sites would be very high, and, unless additional land is purchased at several of the locations, would not be satisfactory for best school purposes.

The construction of an addition to the East High building will relieve the crowded conditions in all these schools, and do away with the use of all shacks and basement rooms as classrooms. Such an addition is being planned at this time. It will be designed to house approximately 1400 pupils and when completed will make our East Junior-Senior High School comparable in size to the West Junior-Senior High School.

THE FUTURE PLANT PROGRAM

With approximately 300 children added to the school enrolment each year the need of a continuous and well-thought-out program of providing the necessary school facilities is self-evident. In addition to the increasing enrolment, the wisdom of discontinuing the use of buildings that are old and inadequate adds to the problem, and increases the advisability of a carefully studied program.

A TEN-YEAR BUILDING PROGRAM

The building which will be needed because of growth will be:

- 1st—East High addition
- 2nd—Dudgeon School addition
- 3rd—New Marquette
- 4th—New East elementary.
- 5th—New West elementary.

These needs have been listed in what appears to be at this time the chronological order of their importance. Shifts in population in the course of ten years may change this order. However, if the community develops as it has in the past ten years, all of these buildings will be required within the next ten.

Buildings which will be needed because of present inadequate housing are as follows:

1. The old Greenbush Building which attaches itself like an ugly misplaced barnacle to the new Longfellow School, should be replaced by the completion of that building according to the original plan.
2. The present housing of the administration offices, with departments and officers scattered in five different buildings, is not conducive to efficient management. Schoolrooms come first in importance in the Madison school building plan, but adequate central offices will mean a definite forward step in school improvement.
3. The Draper School should be replaced with a modern elementary school building. The possibility of a model elementary school being established by the College of Education at the University might solve the problem of providing for this need.
4. The Washington School, particularly when the University Avenue extension cuts off practically its entire playground, will need to be taken care of in some other location. It appears probable that this can be worked out satisfactorily in the tentative plan to change the Central Junior-Senior High School into a Central Elementary and Junior High School.
5. The other school which does not meet the minimum standards which Madison desires to maintain in its school buildings is the Marquette. This problem will be solved when the new building on the new site is undertaken in the ten-year program.

PART III

The Work of the Year

1929-30

Survey of the Work of the Year

CENSUS

It is of interest to know the number and general location of the children who are entitled to educational service in the city of Madison. The following Table No. 3 gives this information by school districts and by age groups.

TABLE No. 3
Summary of Census Returns for the Year Ending June 30, 1930.

School Districts	Age Group 7-13 Inclusive		Age Group 14-15 Inclusive		All Other Age Groups 4 to 7 16 to 20		Private and* Parochial Schools		Totals	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	102	100	38	31	105	116	27	21	245	247
Doty.....	132	127	43	48	131	175	92	92	306	350
Draper.....	168	153	66	65	212	191	107	106	446	409
Dudgeon.....	159	150	35	30	144	165	84	80	338	345
Emerson.....	371	379	103	104	358	345	85	73	832	828
Franklin.....	161	135	38	37	145	142	33	34	344	314
Harvey.....	108	88	24	25	87	84	18	21	219	197
Hawthorne.....	174	177	43	52	181	191	46	42	398	420
Lapham.....	153	132	40	43	117	153	50	48	310	328
Lincoln.....	148	175	59	50	173	210	76	91	380	435
Longfellow.....	434	379	121	104	402	393	276	246	957	876
Lowell.....	379	367	94	85	339	319	115	118	812	771
Marquette.....	144	164	38	34	145	128	26	31	327	326
Randall.....	407	437	120	110	413	452	322	356	940	999
Washington.....	138	158	63	53	170	190	107	113	371	401
Joint District Number Eight.....	58	74	22	17	60	33	18	28	140	124
Totals.....	3236	3195	947	888	3182	3287	1482	1500	7365	7370
	6431		1835		6469		2982		14735	

14735 = Total 1930

14390 = Total 1929

345 = Increase

* Included in other columns also.

The growth of the city as it affects the school enrolment is shown in Table No. 4. The school districts which show increases are the ones in which it is probable that the building needs will become greater.

TABLE No. 4
*Comparison of Census Totals of School Districts
 for the Years 1929 and 1930*

School Districts	Census Totals 1929	Census Totals 1930	Increase	Decrease
Brayton.....	523	492	....	31
Doty.....	662	656	....	6
Draper.....	855	855	0	0
Dudgeon.....	616	683	67	....
Emerson.....	1543	1660	117	....
Franklin.....	682	658	....	24
Harvey.....	405	416	11	....
Hawthorne.....	804	818	14	....
Lapham.....	592	638	46	....
Lincoln.....	818	815	....	3
Longfellow.....	1861	1833	....	28
Lowell.....	1516	1583	67	....
Marquette.....	598	653	55	....
Randall.....	1938	1939	1	....
Washington.....	733	772	39	....
Joint District Number Eight.....	244	264	20	....
Totals.....	14390	14735	437	92

Total Increase 1930 = 345

The increases in Madison's school population over a period of fifteen years is shown in Table No. 5. The growth has been a steady one, but of decreasing proportion within the past eight years. One of the reasons for this decrease in rate of growth is the fact that many families have located within these years in the suburban territory adjacent to the city, such as Maple Bluff, Lakewood, Sunny Side, Gallagher Plats, Lake Edge Park, Morningside Heights, and Shore Acres on the east side; and Shorewood, Finley Park, Westmoreland, Arlington Heights, Briar Hill, Glenwood, and Nakoma on the west side.

TABLE No. 5
*Percentages of Census Increases and Decrease
 Since the Year of 1916*

Year	Totals	Increase in Number	Percent of Increase or Decrease
1915.....	7,868	....	....
1916.....	8,461	593	7.5%
1917.....	8,787	326	3.9%
1918.....	8,742	Decrease of 45	Decrease of 51%
1919.....	8,753	11	.12%
1920.....	9,164	411	4.7%
1921.....	9,373	203	2.3%
1922.....	9,801	428	4.6%
1923.....	10,723	922	9.4%
1924.....	11,402	679	6.3%
1925.....	12,102	700	6.13%
1926.....	12,507	405	3.34%
1927.....	13,280	773	6.18%
1928.....	13,884	604	4.5%
1929.....	14,390	506	3.6%
1930.....	14,735	345	2.39%

ENROLMENT

The increase in the total enrolment over the preceding year was less than it has been for several years. Two definite factors contributed to this. 1. The Nakoma children who had been attending the Dudgeon School kindergarten were withdrawn upon the opening of a kindergarten in the Nakoma School. 2. The Lakewood children who had been attending Madison schools were withdrawn upon the opening of the addition to the Lakewood School. Also twenty-six children in the city of Madison who lived near the Lakewood School were entered in that school and tuition paid by the city. The enrolment facts are shown in Table No. 6.

TABLE No. 6

*Comparative Total Enrolment Figures at the End of the Tenth Period
for the School Years Ending 1926, 1927, 1928, 1929, and 1930*

Schools	June 11, 1926	June 10, 1927	June 8, 1928	June 14, 1929	June 13, 1930
Brayton.....	327	304	297	267	230
Doty.....	196	222	184	171	125
Draper.....	359	364	373	332	305
Dudgeon.....	...	...	195	267	282
Emerson Elementary.....	580	646	686	750	764
Emerson Junior.....	383	389	336	302	308
Franklin.....	348	343	359	388	373
Harvey.....	273	271	282	256	261
Hawthorne.....	508	446	334	340	313
Lapham.....	236	257	234	251	247
Lincoln.....	407	421	387	374	399
Longfellow Elementary.....	615	610	625	586	613
Longfellow Junior.....	175	198	198	220	205
Lowell Elementary.....	497	488	719	787	713
Lowell Junior.....	...	...	...	...	151
Marquette.....	348	372	392	364	389
Randall Elementary.....	731	778	696	695	687
Randall Junior.....	213	251	227	249	279
Washington.....	354	358	334	319	339
Specials.....	66	81	84	86	85
Crippled.....	20	24	17	19	20
Deaf.....	19	19	23	24	26
Central High.....	1462	1528	1620	1698	1761
East High.....	846	888	978	1036	1193
Totals.....	8963	9258	9580	9781	10068



Curriculum

ELEMENTARY

During the second semester of the school year 1929-30 the teachers of the elementary schools of Madison organized in committees and worked out plans for units of work for each grade from the kindergarten through the sixth grade. At least four unit plans were developed for each grade, and these will be used during the year 1930-31 as a basis for the organization of a portion of the work in each classroom.

This type of a curriculum permits the skillful teacher to set up without the usual obstacles a highly desirable learning situation.

It is expected that the amount of material used will vary with different groups of children. The teacher will check, after the unit is completed, on the subject time allotment and the subject course of study material covered. This will tend to give balance to the general scheme, and insure the child against gaps in the material covered.

This is a tentative plan for organizing the work of the Madison Schools on this basis. It will be used for only a part of the school day, the balance being the more formal type. At the close of the year opinions and recommendations will be received from the teacher in regard to the continuance or the improvement of the plan.

SECONDARY

Junior High School

With the opening of the West and Central Junior High Schools, an opportunity is presented in these two schools for developing a more satisfactory program for the seventh, eighth, and ninth grades.

A committee composed of Mr. V. G. Barnes, Miss Florence Dodge, and Miss Zilla Wiswall have been working upon the problem. The following statement of principles governing the initial organization of the two junior high schools will be of interest.

First, in the seventh grade the home room teacher will teach English, mathematics and social science and assume a responsibility for the general welfare of the children in the one home room group in their entire work. Grade standards will be maintained only in the subjects taught by the home room teacher. All other work will be try-out in character. Grading will be for the purpose of recording the accomplishment of the

child rather than of measuring his ability to progress to another grade level. In the six periods of the school day the three home room subjects will occupy three periods, preferably consecutive, in order that certain types of unit planned work may be organized, and the other three periods will be distributed as follows: one period for the physical training and recreation program, one for the pre-vocational try-out, and one for the academic or cultural try-out. A try-out course will be nine weeks in length. There will be no election on the part of the pupil, but the instructor may transfer a child from one try-out course to another if it seems definitely advisable. The suggested try-out courses in the academic or cultural field are art, band, orchestra, or choral music, dramatics or public speaking, and typing or penmanship. The pre-vocational for girls would be clothing, foods, home decoration, and vocational information; for boys, woodworking, sheet metal, cold iron, and vocational information.

Second, in the eighth grade the number of basic subjects will be increased from three to four, science being added to the three home room subjects mentioned for seventh grade. The home room teacher in eighth grade will not necessarily teach more than one subject to the home room group. The two hours of the school day which are not consumed by this program will be devoted to an extra-curricular type of program which will be as extensive as the circumstances (faculty talent and student interests) will permit. It will be understood that in the case of students having physical defects, a certain portion of the two-hour period will be devoted to corrective work.

Third, the physical education program will be a matter of concern for the entire teaching staff. The physical education director will be responsible for the organization and direction of the general program and for conducting the classes in formal and corrective exercises. However, it is the aim that the boys' physical education program will be participated in by all of the male teachers on the staff and that the girls' physical education and recreation program will be participated in by the women members of the staff who are physically able.

Fourth, the home room teacher will be considered the key person so far as the guidance program is concerned. The guidance director will be responsible for rendering such technical service as is necessary, such as testing, analyzing, making special case studies, and furnishing materials for the information of the home room teacher.

Fifth, for the year 1930-31 the ninth grade will not adopt the five four-hour major plan. It will continue the four five-hour major basis. This daily program, however, will leave two hours of the day for the election of other activities, one of which will be the physical education or recreation and the other may be a regular subject or it may remain a

study period as under the conventional type of high school program. If five five-hour courses are selected by a student it will mean that he will have sufficient ability to carry this program without possible risk to his physical welfare.

Senior High School

During the second semester a survey of the senior high school curriculum was made by the staffs of Central and East High Schools. The survey included information on each course offered and covered the following heads: 1. Objectives; 2. Materials; 3. Methods; 4. Standards; 5. General miscellaneous.

This survey will aid in reconciling differences between the two high schools. It will also serve as a basis for the improvement of the senior high school curriculum in Madison.

THE TEACHING STAFF

The teaching staff was increased from the total of 393 in 1928-29 to a total of 415 in 1929-30. This increase was due in part to the increase in the number of pupils enrolled and in part to the expansion of several departments. The following table shows the analysis of the teaching staff as reported to the State Department.

TABLE No. 7
Analysis of Increase in Teaching Staff

	Kinder-garten	Grades and Junior H.S.	High School	Principals	Super-visors	Superin-tendent	Total
1928-29.....	18	239	112	16	7	1	393
1929-30.....	18	252	118	16	10	1	415
Increase....	0	13	6	0	3	0	22

The expansion of several departments is indicated in the following table.

TABLE No. 8
Analysis of Increase in Teaching Staff by Departments

	Man. Arts	Home Ec.	Com-mercial	Health Ed.	Art	Music	Deaf	Crip-pled	Ex. Chil.	Total
1928-29...	10	11	9	21	13	11	3	2	9	89
1929-30...	13	13	10	22	15	11	3	2	11	100
Increase...	3	2	1	1	2	0	0	0	2	11

PROGRESS IN TEACHING OF READING

The following is an excerpt from the annual report of Mrs. Alice E. Rood, who has directed the program for the improvement of reading instruction.

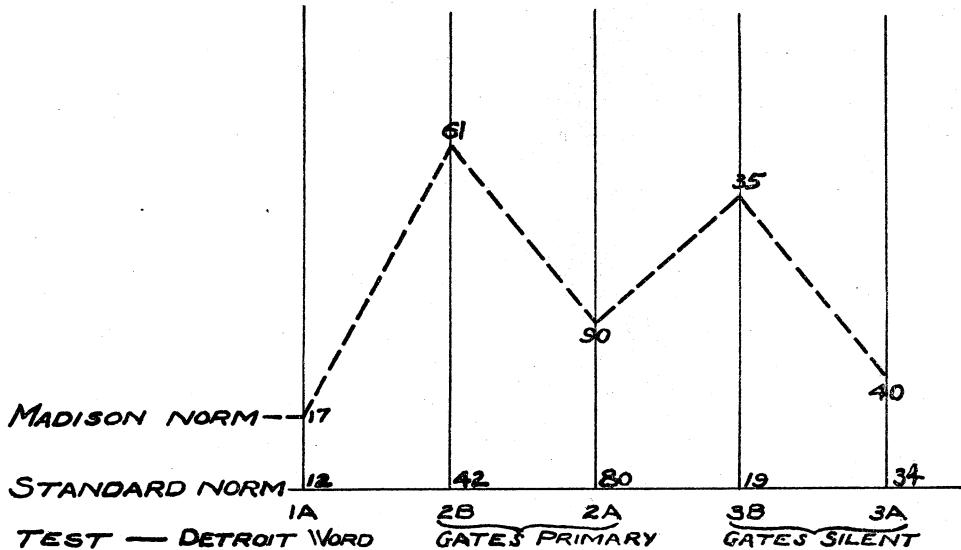
"I believe that considerable progress has been made during the past year in stimulating an interest in the unit idea and in awakening an appreciation of its real purpose. There is still much to be done to help teachers to use units intelligently; but I have been pleased to observe that those teachers who have experimented the longest are increasingly showing their appreciation of the value of unit organization and are absorbing worthwhile units into the center of their plans, using them to vitalize the traditional school work and to provide new and enriching experiences for all their pupils.

"The Oral Reading Tests in Grade Three revealed a weakness in oral reading that can and should be corrected. For suggestions see Recommendation C.

"The following graph gives an idea of the Silent Reading ability of the Madison pupils. It compares the average performance of each grade with the standard norms and should be read as follows: Grade 1A earned a score of 17, which is 5 points higher than the standard norm; Grade 2B earned a score of 61, which is 19 points higher than the standard norm; etc.

GRAPH No. 1

Comparison of Madison Reading with Standard Norms



"Table No. 9 shows that a wide distribution of reading ability within each grade is to be found. For example, 19 per cent of the pupils in Grade 1A are having difficulty in learning to read; 42 per cent are making normal progress, and 39 per cent have already attained second or even third grade reading ability. In Grade 2A, 14 per cent of the pupils are poor readers, 22 per cent are average, and 64 per cent are superior readers.

TABLE No. 9
Distribution of Reading Ability

Grade	1A	2B	2A	3B	3A	All Grades
Percent of pupils below grade.....	19	26	14	20	27	21
Percent of pupils at grade.....	42	38	22	39	22	32
Percent of pupils above grade.....	39	26	64	42	51	47

"Graph No. 1 and Table No. 9 show that on the whole Madison pupils are learning to read in a satisfactory manner; but they also show that about 47 per cent of our pupils are not in need of more of the traditional type of teaching of reading, but are in need of a new curriculum that will provide opportunity to practice the acquired skill in ways and with materials that will broaden and make more significant their school life."

PROGRESS IN THE TEACHING OF ARITHMETIC

The following is from the annual report of Miss Emily Parsons who has directed the program for the improvement of arithmetic teaching.

"The results of the Los Angeles Diagnostic Tests, Fundamentals of Arithmetic, Form 1, as reported in Table No. 10, show that the medians attained by the Madison children are well above the standards attained by the country as a whole. The important outcome of this test however, was not the comparison with standard scores merely. This test was used principally as an instrument for diagnosis. An analysis of each pupil's test paper furnished each teacher with the nature of each pupil's difficulties and with important information for her guidance in the corrective work which followed.

TABLE No. 10
Los Angeles Diagnostic Tests
FUNDAMENTALS OF ARITHMETIC—FORM I
FEBRUARY 12, 1930
Record of Total Scores

Grade	Standard Median	Madison Median	Grade Placement
3A	34	40.8	3.8
4B	44	54.9	4.5
4A	55	67.4	5.0
5B	67	73.1	5.4
5A	74	92.1	6.5
6B	83	109.7	7.7
6A	92	114.	8.1
7B	100	125.	9.0

“Two curriculum tests were given; one at the close of each semester. These consisted of problems based on the specific difficulties discovered in the analysis of each pupil’s errors in the Los Angeles Diagnostic Tests and tested the pupil’s ability to apply his knowledge of the fundamental skills to the solving of problems. The results of these tests, as reported in Table No. 11, show marked improvement in the work of each class due to effective remedial instruction and follow-up work.

TABLE No. 11
Medians Attained in Arithmetic Curriculum Tests

Grade	4B	4A	5B	5A	6B	6A
January Median.....	7.8	7.5	7.5	6.4	6.2	6.9
May Median.....	8.6	8.9	7.8	8.3	7.6	7.2
No. tested January.....	343	243	368	225	357	244
No. tested May.....	289	360	278	354	223	352

**CHILD GUIDANCE AND SPECIAL EDUCATION
DEPARTMENT**

The following is from the annual report of Miss Pauline Camp, Supervisor of Child Guidance and Special Education.

“Once every few years a chiefly diagnostic program seems necessary. This has been our diagnostic year.

“We have also attempted to carry on our usual training work, using the same staff for both programs and the double load has been quite heavy.

THE DIAGNOSTIC PROGRAM

"First: As usual in September we gave intelligence group tests to all children entering first grade. This material was tabulated and given out to the principals and teachers for their use. A speech survey was also made of the kindergarten and first grade children.

"Second: During the months of October and November, we gave group intelligence tests to all children from first through the eighth grade. This number reached about 7000 and the task of scoring and tabulating this material took about three months.

"A tabulated report was made of each school and placed in the hands of the principals and teachers.

"Before giving the tests the teacher's estimate on each child was secured. Wherever there was a discrepancy between the teacher's idea of the child's ability and the intelligence rating found by the test, an individual test was given later as a check on the group test. Also, personality studies have been made in order to determine why a normal or superior child was not working at his mental level. In many instances a medical examination has been recommended and arranged for by the Child Guidance Department as a part of the individual diagnosis, the need for which became evident through facts revealed by the testing program.

"On the whole, we feel that the hard work entailed, because of being understaffed for such an ambitious undertaking, has been very worth while. We at least have some information on each individual child in the school system.

"Third: Cooperating with the White House Conference on Child Health and Protection, Committee on Speech Correction, a complete speech survey was given to the children in the grades from first to eighth, inclusive. The speech correction staff directed and assisted in making this survey and in order to be sure of the accuracy of the results, re-checked the Committee's first findings. This, too, was of value to us in finding out just what our need is in regard to speech correction. Percentages were as follows:

School enrolment total: Boys—3492. Girls—3411. Total—6903.

Defects: Boys—486. Girls—194. Total—680.

Boys with defects—13.92%. Girls with defects—5.69%. Children with defects—9.85%.

"Fourth: In addition to the special diagnostic program listed above, we have given the usual service to principals and teachers in testing and recommending school programs for children failing in school subjects, or problem children. We have given 436 individual tests this year.

TRAINING PROGRAM

"First: We have studied and worked towards the retraining of 198 problem cases this year. These cases occur in the following group order:

Kindergarten to third grade	38 children
Fourth to sixth grade	36 children
Seventh to ninth grade	37 children
Tenth to twelfth grade	67 children

Of these 137 were boys, 61 were girls. We have psychiatric case histories on file for practically all this group.

"Second: We have under instruction 536 children with defective speech and have on file 226 personality case studies on the speech group.

"Third: The members of the staff who do the visiting teacher work have made 415 recorded home calls. Many have been made that are not recorded.

"These staff members have cooperated with all social agencies, referring cases and in turn having cases referred to them, giving psychological tests for the agencies, etc.

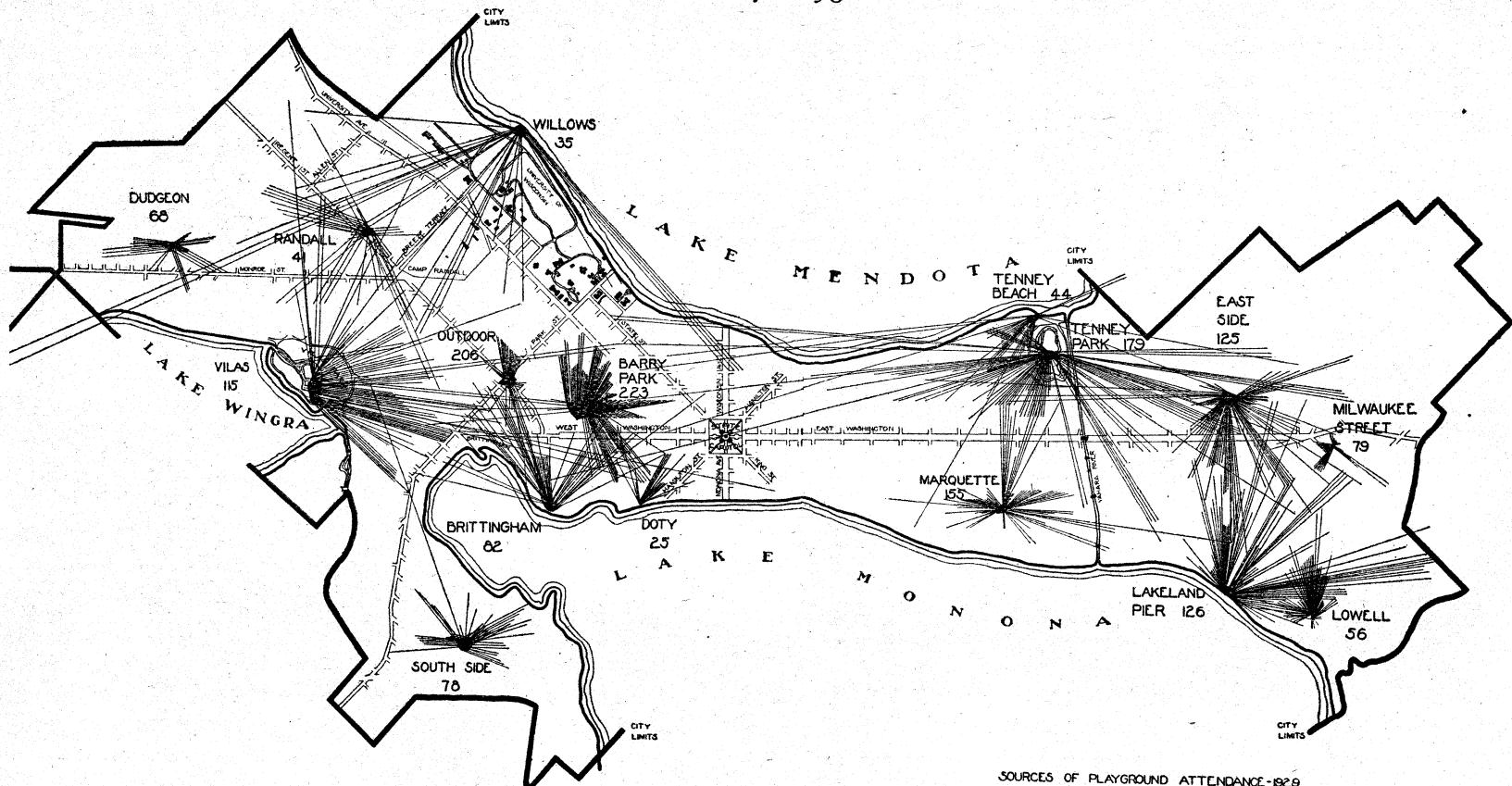
"We have also given talks in mental hygiene before Parent-Teacher Associations and other study groups.

"The special classes, namely, the deaf, the crippled, and the opportunity rooms, have made separate reports as have also the High School Guidance Departments. We, therefore, have not included these groups in this report."

THE RECREATION DEPARTMENT

Madison has had under the Board of Education an organized Recreation Department on a year-round basis for four years. Each year has marked a growth in the program of the department and in the number of people who have been reached by it.

MAP No. 4—Sources of Playground Attendance



SOURCES OF PLAYGROUND ATTENDANCE-1929
DRAWING BY T. A. HIPPKA

In September 1929 Mr. J. R. Batchelor, field representative of the Playground & Recreation Association of America, made a survey of the Recreation Department for the Board of Education with recommendations for future development. Copies of this survey are available at the Superintendent's Office. The following is an excerpt from this survey.

"Anyone making an intelligent study of the report of the director of recreation for the year 1928 must be impressed with the breadth of the program and of the response of the citizens of Madison to it. Approximately 285,000 citizen contacts were made by the Department.

"In a program of activities this included athletics, social games, winter sports, playgrounds, city wide championships such as marbles, croquet, horseshoes, cribbage, bridge, and many other city-wide events.

"The use of the public school gymnasiums and other rooms for the use of the community is not as extensive as we expect it to become. The service of the Department to groups desiring information as to recreational activities, for supplies, etc., to make more effective their outings, picnics, and other meetings is a very splendid piece of service. All of which goes to prove that the Madison Department is rapidly approaching the ideal set nationally for cities the size of Madison.

"When a municipality establishes with tax funds a department of recreation they say to the citizens that here is a municipal department ready to serve every recreational need for the city as effectively as a water or light or any similar department. There are still many recreation features which might be promoted by the department which will be treated under the heading of recommendations."

The recreation program divides itself rather naturally into two parts: first, the summer program, and second, the "rest of the year" or winter program. The following are some of the activities reported by the Supervisor of Recreation, Harry C. Thompson.

THE SUMMER PROGRAM

The program during the summer months includes the following.

THE PLAYGROUNDS

Playgrounds have been maintained at 14 locations as indicated in Table No. 12. A man and a woman at each of these playgrounds have directed the play activities of the children. The homes from which the children come to the playgrounds are indicated by the lines in Map No. 4 radiating out from each location. During the summer of 1930 the total number of attendances at these grounds is shown in Table No. 12.

TABLE No. 12
*Season Report of Attendance at
 Playgrounds and Swimming Beaches*

Center	Playground					Kindergarten		Spec-tasters	Total
	Boys	Girls	Men	Wo-men	Total	Boys	Girls		
Barry.....	6871	5337	1462	34	13704	....	....	1809	15513
Brittingham.....	6692	2302	1511	249	10754	....	....	2610	13364
Burrows.....	2870	1202	679	11	4762	....	....	649	5411
Dudgeon.....	5489	2909	826	43	9267	773	951	133	1857
East Side.....	....	....	....	....	....	675	765	520	9787
Elmside Circle.....	....	....	....	....	....	518	756	21	1461
Emerson*.....	....	....	....	....	....	....	....	4	1278
Lowell.....	3233	1884	1281	184	6582	....	....	2118	8700
Marquette.....	5114	2814	1230	42	9200	....	....	1981	11181
Outdoor.....	6551	4956	1377	3	12887	889	1442	1942	14829
Randall.....	....	....	....	....	....	....	....	34	2365
South Side.....	2233	76	704	....	3013	....	....	625	3638
Tenney.....	3523	1815	4626	689	10653	....	....	2700	13353
Vilas.....	5747	1388	3016	660	10811	....	....	4373	15184
Totals.....	48323	24683	16712	1915	91633	2855	3914	19519	117921

*Emerson Junior Playground was conducted for the first six weeks only.

SWIMMING

Brittingham.....	2811	2202	676	845	6534	....	....	1731	8265
Lakeland Pier.....	5400	3565	803	838	10606	....	....	2377	12983
Tenney Beach.....	10986	6470	3207	3090	23753	....	....	6275	30028
Willows.....	8532	7511	3498	2236	21777	....	....	3640	25417
Totals.....	27729	19748	8184	7009	62670	....	....	14023	76693

THE BEACHES

The Park and Pleasure Drive Association maintains on Madison's lake shores four beaches—Tenney, Lakeland Pier, Brittingham, and the Willows. The Recreation Department employs a woman and a man who have charge of the swimming instruction at each beach. The attendance at the beaches during the season of 1930 is reported in Table No. 12.



HANDICRAFT

A very desirable summer activity for children is the handicraft which includes simple wood projects, rug weaving, basket weaving, etc. Two centers were established in the 1930 season for this work, one at Randall School on the west side, and the other at Hawthorne Annex on the east side. In addition the two handicraft teachers supervised some handwork on the various playgrounds.

PLAYGROUND BALL

The men's division of the playground ball included 47 teams, and the boys' division 39 teams. At the close of the season 18 teams competed in the championship tournament.

GOLF

The department organized classes in beginning golf for women, and at the close of the season ran off the annual men's tournament to determine the city amateur golf champion. Industrial golf leagues were organized for both men and women.



PICNICS AND OUTINGS

The service of the department to groups desiring leadership, information, or supplies, for games, etc., at their annual picnics or outings was very widely used.

The Winter Program



BASKETBALL

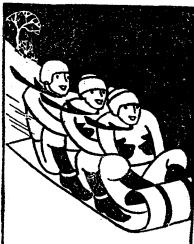
The fall of 1929 found basketball practice for men once a week with 877 attending, starting October 31 and continuing through February 19. Two 8-team basketball leagues played a full schedule. The first women's basketball league was formed with four teams competing.

ADULT GYM CLASSES

Eleven gymnasium classes for men and women meeting regularly each week in six school gymnasiums had a total attendance of 2455.

CRIBBAGE

A cribbage league composed of 6 teams, with 6 men to a team, played through the winter months, and a championship tournament for 2-men teams was held at the close of the season.



TOBOGGANNING

The first toboggan slide Madison has had for a number of years was erected on North Carroll Street with a fine attendance for one month's service. As in former years the Department supervised coasting on several of the hills of the city.

SKATING

The department flooded two ice rinks, one at the Marquette site and one at West High. This is an activity which the department would like to extend.



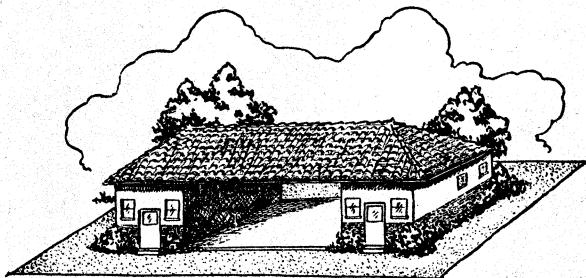
TOURNAMENTS

The Department conducted tournaments in many sports, including in addition to those already mentioned, volleyball, bowling, indoor baseball, track and field, grade school golf, women's tennis, and marbles.

The Recreation Department Facilities

THE PLAYGROUNDS

The city, through the Park and Pleasure Drive Association, is fortunate in the area of its summer playground space. Some additional ground at Barry Playground is needed; but the provision of a small shelter house at each playground would improve greatly its usefulness. Toilet facilities, shelter from sudden showers, and a place to keep supplies are three important things a shelter house would provide. The cost of such a building as shown in the sketch would be relatively low.



TENNIS COURTS

It is very interesting to note that Madison is one of the few cities of its size that has no public tennis courts. This is particularly surprising when the number of people who are interested in this sport in the city is considered. The Department has recommended the construction of a battery of 8 or 10 tennis courts on the city property just east of the Yahara River between East Washington Avenue and East Johnson Street. The grouping of the tennis courts in a battery such as this has proved more successful in other cities than the practice of separating them and placing them at different locations.



THE BATHING BEACHES



During the past year the Park and Pleasure Drive Association improved the four beaches for bathing purposes by having loads of sand dumped at each location. There is still much to be done in order that these beaches may best serve the thousands of people in Madison who flock to them on hot summer days. The construction of bath houses at all beaches and the enlargement of the bathing area at each beach is very definitely needed.

ASSISTANT SUPERVISOR

The need of a woman assistant to have charge of many of the recreation activities of the women has been recognized for some time. In the spring of 1930 this position was created and work of the department organized so that the women of the city might receive a more equitable share of the total service. It is planned to extend this division as rapidly as possible, including community dramatics, social recreation, and women's recreational activities in industries and offices.

COMMUNITY USE OF THE SCHOOL BUILDINGS

The following table shows the number of times the school buildings were used by various organizations during the school year 1929-30:

Cardinal Concert Bureau	2
Churches and Lodges	52
City Recreation Department	366
Civic Organizations:	
Madison Civic Orchestra	40
Community Union	6
Community Clubs	6
	—
Civil Service Commissions—State and Federal (exams)	52
Dane County Rural Schools	4
Industrial Basketball Teams	42
Medical Organizations	4
Parent-Teacher Associations	72
Pre-School and Kindergarten Mothers Clubs	42
Private Music School Recitals	2
Scout Organizations:	
Boy Scouts	73
Girl Scouts	3
	—
Teachers Conventions	76
Vocational School—Evening Classes	4
Miscellaneous Programs, Parties, and Chorus Practices	310
	69
Total	
	1,099

PART IV

Financial Report

Financial Report

Balance Sheet as of June 30, 1930

TABLE I

ASSETS

Particulars	ASSETS
Fixed Assets	
Land and Land Improvements	\$ 701,665.88
Buildings and Attached Structures	2,582,254.30
Machinery and Equipment	484,645.38
Construction in Progress	
Franklin School Addition	112,536.44
West High School	602,522.03
Sundry Accounts Receivable	
Accounts Receivable	4,544.57
Tuitions Receivable	34,463.88
Current Assets	
Cash in Bank	
General Fund	\$ 2,629.89
Dormant Fund	300,000.00
Board of Education—Petty Cash Fund	302,629.89
Board of Education—Advances to be Refunded	15.00
Stock Room	500.00
Fuel	1,694.25
Inventories	
Stock Room	8,629.60
Fuel	1,694.25
Trust Funds	
Samuel Shaw Prize Fund	917.69
C. R. Stein Scholarship Fund	2,384.17
William McPyncheon Trust Fund	16,718.11
Total	\$4,856,121.19

LIABILITIES

Fixed Liabilities	
Bonded Indebtedness	\$2,087,000.00
State Trust Fund Loans	13,338.00
Current Liabilities	
Board of Education—Keyless Lock Fund—C. H. S.	3.00
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.	3.82
Trust Fund Reserves	
Samuel Shaw Prize Fund	917.69
C. R. Stein Scholarship Fund	2,384.17
William McPyncheon Trust Fund	16,718.11

PROPRIETARY INTEREST

Fixed Surplus	2,218,227.56
Current Surplus	517,488.84
Total	\$4,856,121.19

TABLE II
Revenues—July 1, 1929 through June 30, 1930

Particulars	REVENUE RECEIPTS
State Fund Apportionment	
In City of Madison	\$ 67,168.18
In that part of Joint School District No. 8, in Township of Blooming Grove	80.52
Taxes Levied by County Supervisors	
In City of Madison	62,500.00
City School Taxes	
In City of Madison	971,580.58
In that part of Joint School District No. 8, in Township of Blooming Grove	3,558.07
State Aids	
For Manual Training	245.88
For Domestic Science	245.88
For Deaf School	6,258.24
For Special Schools	3,366.73
For Commercial Course	245.90
For Speech Correction	4,604.97
For Crippled Children	6,266.00
Tuitions	
Central High School	15,155.40
East High School	18,642.52
Elementary Schools	2,267.06
Deaf School	854.00
Interest on School Funds	13,468.67
Rentals	
C. H. S. Auditorium and Gymnasiums	144.00
E. H. S. Auditorium and Gymnasiums	10.00
Elementary School Gymnasiums	120.00
Other Miscellaneous Receipts	3,528.80
Total Revenue Receipts	\$1,180,311.40

NON-REVENUE RECEIPTS	
Sale of Material	
Attendance Department	\$ 27.00
Home Economics Dept.—C. H. S.	25.33
Home Economics Dept.—E. H. S.	30.40
Manual Arts Dept.—C. H. S.	756.63
Manual Arts Dept.—E. H. S.	291.16
Manual Arts Dept.—Elementary	744.88
Special Schools	135.39
Recreational Dept.	1.25
Crippled Children Dept.—Doty	125.60
Refunds and Cancelled Checks	100.53
Proceeds from Insurance Adjustments	7,962.51
Total Non-Revenue Receipts	\$ 10,200.68
GRAND TOTAL	\$1,190,512.08

TABLE III

*Total Operation, Maintenance and Capital—July 1, 1929 through
June 30, 1930—Summary of Expenditures*

Particulars	Operation	Maintenance	Capital	Total
Superintendent of Schools	\$ 10,595.21	.....	.....	\$ 10,595.21
Administration Building	27,468.31	\$ 1,725.28	\$ 3,544.64	32,738.23
Administration Building Annex	966.73	797.06	531.50	2,295.29
Central High	217,402.52	11,715.71	6,106.84	235,225.07
East High	139,143.18	12,698.16	12,329.37	164,170.71
West High	42.64	10.05	1,253.27	1,305.96
Brayton	23,155.68	276.61	551.82	23,984.11
Doty	12,709.59	667.02	546.33	13,922.94
Draper	25,822.96	422.91	1,958.98	28,204.85
Emerson	86,679.87	1,934.11	2,136.10	90,750.08
Franklin	28,793.74	215.42	1,625.46	30,634.62
Harvey	22,237.40	303.11	527.75	23,068.26
Hawthorne	23,043.28	400.80	184.20	23,628.28
Hawthorne Annex	1,498.48	880.97	453.20	2,832.65
Lapham	16,600.02	238.90	121.91	16,960.83
Lincoln	32,357.59	763.93	2,556.76	35,678.28
Longfellow	85,682.99	1,127.81	461.61	87,272.41
Lowell	72,384.39	1,291.72	4,118.37	77,794.48
Marquette	29,268.47	1,378.82	280.23	30,927.52
Randall	77,745.52	2,831.05	1,132.28	81,708.85
Washington	28,432.37	425.59	664.66	29,522.62
Music Studio	1,828.06	74.16	132.00	2,034.22
Dudgeon	21,450.11	317.82	1,661.25	23,429.18
New Marquette . . . . .	.....	489.21	1,713.57	2,202.78
Recreational Department	19,482.53	.....	.....	19,482.53
Undistributed	104,421.10	568.00	104,989.10
Totals	\$1,109,212.74	\$40,986.22	\$45,160.10	\$1,195,359.06

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