



Report of the school year 1934-35, being the eightieth annual report of the public schools of Madison, Wisconsin.

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ANNUAL REPORT

--OF THE--

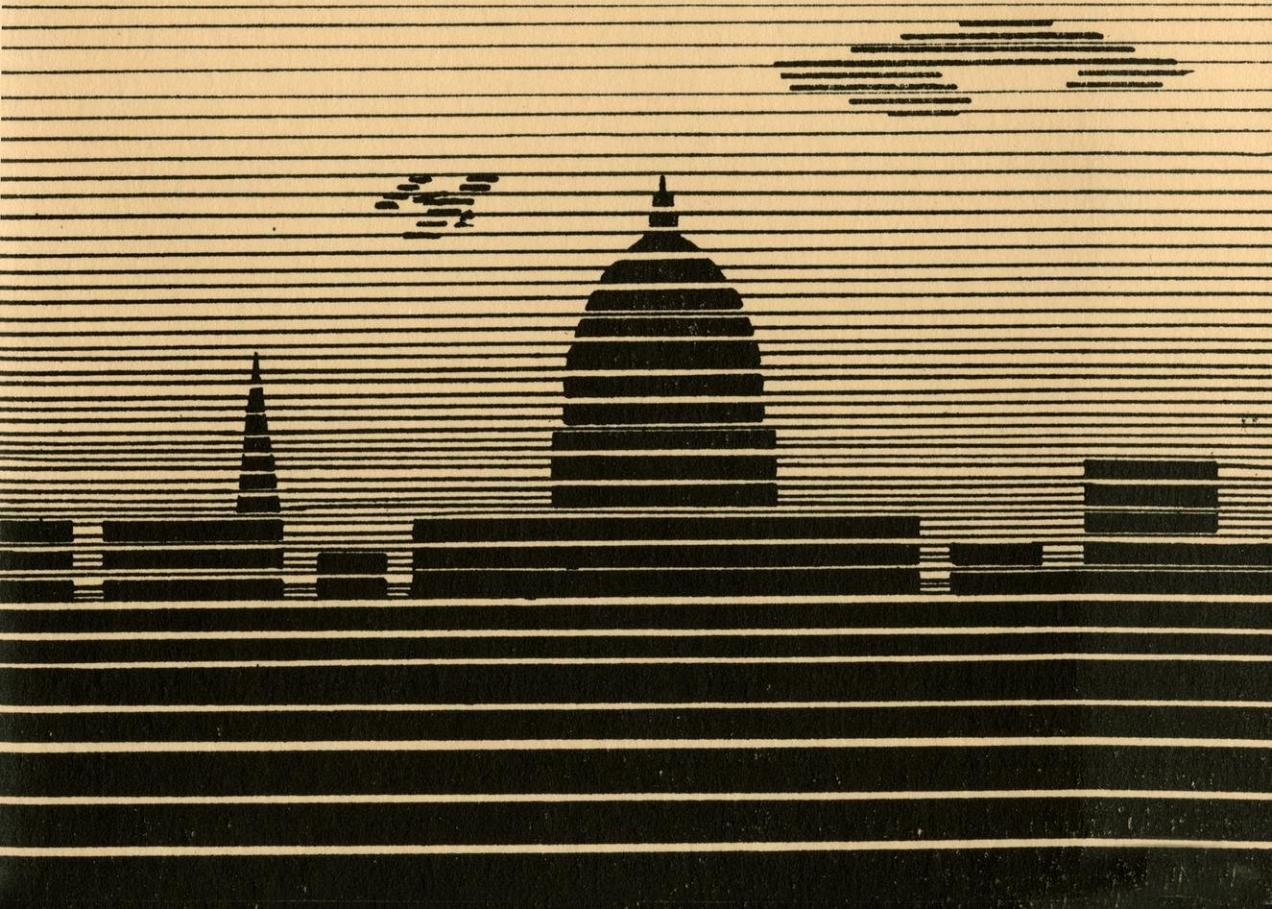
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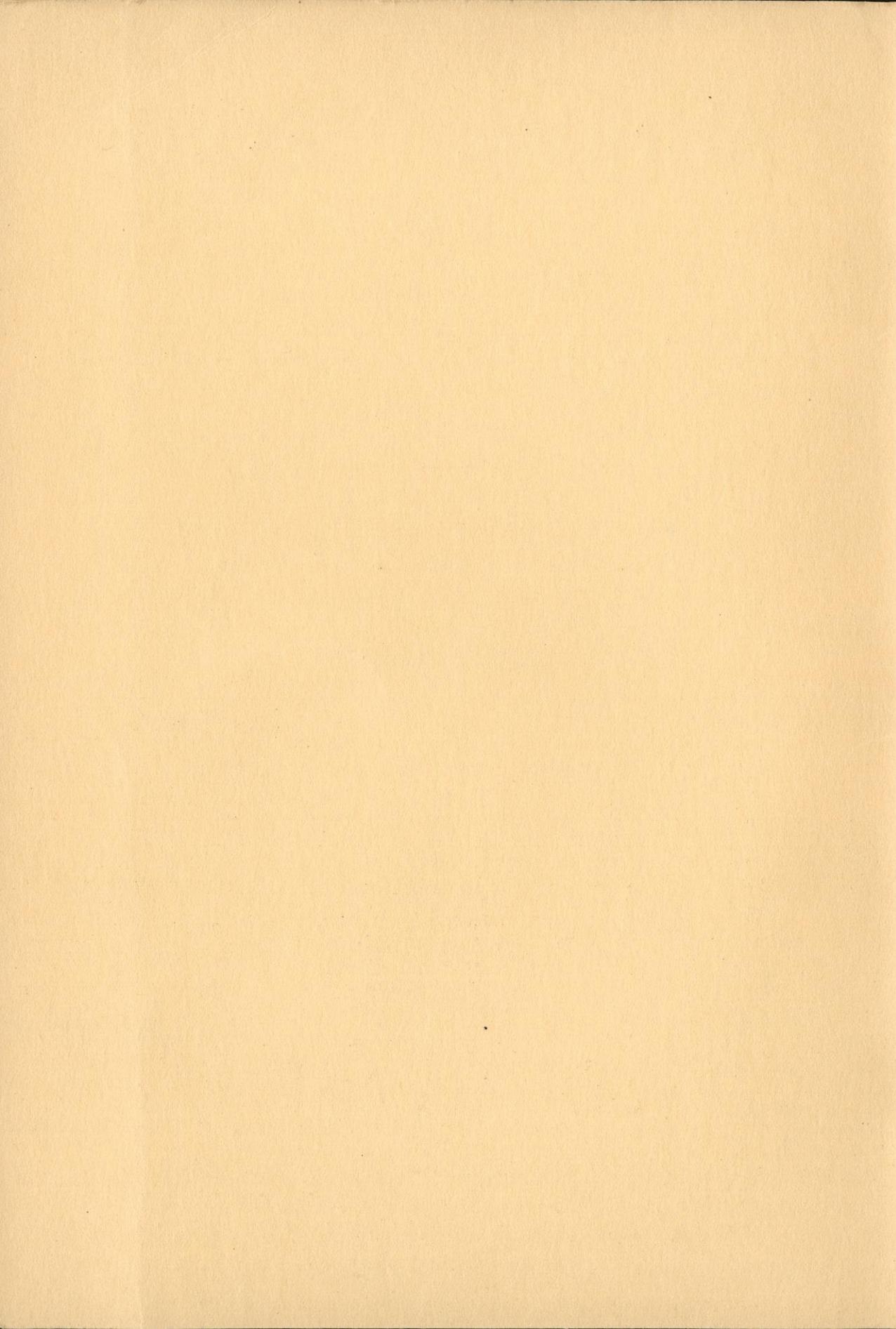
MADISON PUBLIC SCHOOLS

1934 - 1935

Published by The Board of Education

Madison, Wisconsin





Report of the School Year

1934-35

Being the

Eightieth Annual Report

o f

The Public Schools

o f

Madison, Wisconsin

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Compiled by
R. W. BARDWELL, Superintendent

Approved by the Board of Education
and ordered published
December 1935

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CONTENTS

	<i>Page</i>
PART I REVIEW OF THE SCHOOL YEAR	5
1. The School Census Shows an Increase	5
2. The School Enrolment also Increases	6
3. Health has First Consideration	7
4. The Curriculum is Gradually, Constantly Revised	8
5. People Get Acquainted with the Schools	11
6. Age Retirement Policy Takes Some of our Splendid Teachers and Principals	12
7. The Community Continues to Use its School Buildings	12
 PART II A REPORT ON FOUR EXAMPLES OF EFFEC- TIVE AND FRUITFUL COOPERATION	15
1. In the Field of Recreation we Cooperate with the Park Commission	15
2. In Library Service for Children the Public Library Board Works in our Schools	15
3. In the Field of Adult Education we Work with the Board of Vocational Education	20
4. In the Field of Public School Health the Board of Health Serves Us	21
 PART III QUESTIONS AND ANSWERS ON MATTERS OF CURRENT INTEREST	23
 PART IV FINANCIAL REPORT	27
1. Budget Making	27
2. Supplies Management	28
3. Balance Sheet as of June 30, 1935	34
4. Revenues July 1, 1934 through June 30, 1935	35
5. Summary of Expenditures	37

FOREWORD

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THIS IS the seventh annual report of the Madison Public Schools to be compiled by the present administration. All seven of these reports have the same general form, but the content varies as different parts of the work of the schools are given emphasis each year in the reports.

The parts that receive this emphasis in this report are: (1) The accounts of our cooperation with four other Madison Boards or Commissions, and (2) A description of our budget making and supplies management.

This report is divided into four parts. Part I gives a brief review of the school year. Part II tells of the work of the Joint Recreation Committee, the Library Board, the Board of Vocational Education, and the Board of Health in the Madison Public Schools. Part III presents questions and answers on matters of current interest. Part IV explains our budget making procedure, outlines our plan of supplies management, and presents the financial report in the same form as previous years.

PART I.

REVIEW OF THE SCHOOL YEAR

The School Census Shows an Increase

The census of children of ages 4 to 19, inclusive, taken in June 1935 indicates that there continues to be a slight increase in the total population. Because of the convenience of automobile transportation it is probably true that the areas outside of the city are receiving the bulk of increased population. Two factors may influence this trend in the future; one, an increase in the cost of auto transportation, and, two, a shift in tax rate. The rate in the suburb, where there are few industrial and commercial properties to draw upon, will materially increase as the area fills up and additional services are demanded.

The following table from the report of the Supervisor of Attendance shows the number of children in the different elementary school districts during the past two years.

Table I

Comparison of Census Totals of School Districts for the Years
1934 and 1935

School Districts	1934 Census Totals	1935 Census Totals	In- crease	De- crease
Doty	851	828		23
Draper	810	864	54	
Dudgeon	619	632	13	
Emerson	1717	1727	10	
Franklin	737	734		3
Harvey	497	490		7
Hawthorne	960	941		19
Lapham	667	685	18	
Lincoln	991	1013	22	
Longfellow	1888	1957	69	
Lowell	1730	1740	10	
Marquette	655	704	49	
Nakoma	237	254	17	
Randall	2196	2269	73	
Washington	871	866		5
Jt. Dist No. 8	320	328	8	
Totals	15,746	16,032	343	57
16,032—1935 Census Total				
15,746—1934 Census Total				

286—Increase

The School Enrolment also Increases

The enrolment in the schools follows the trend indicated in the school census, a relatively small increase—103 pupils—being shown in the following table. A study of this table reveals the fact that almost the entire increase took place in the three junior-senior high schools, and that the enrolment in the elementary schools was practically stationary.

Table II

Comparative Total Enrolment in the Madison Schools During the Past Five Years

Schools	June 12, 1931	June 10, 1932	June 9, 1933	June 15, 1934	June 14, 1935
Brayton		90	79	79	90
Doty	227	172	202	190	186
Draper	199	209	214	222	215
Dudgeon	256	264	275	259	257
Emerson	1092	1084	808	827	795
Franklin	387	404	432	437	427
Harvey	267	253	204	205	223
Hawthorne	317	343	341	326	332
Lapham	246	254	250	258	263
Lincoln	454	430	427	439	434
Longfellow	645	604	601	573	607
Lowell	952	981	778	764	744
Marquette	414	381	313	331	345
Nakoma		264	263	243	240
Randall	753	783	849	848	839
Washington ...	238	235	225	224	216
Specials	87	106	106	100	120
Crippled	29	43	43	49	45
Deaf	24	22	26	25	25
Central Junior ..	518	556	494	517	500
Central Senior ..	873	886	836	837	812
East Junior ...			956	1003	1046
East Senior ...	1230	1386	1132	1152	1151
West Junior ...	605	626	656	660	677
West Senior ...	714	739	786	835	917
Totals	10,527	11,115	11,296	11,403	11,506

Health Has First Consideration

The General Program

Under the general policy and program of the Board of Education, as stated in the Seventy-Fourth Annual Report (1932), the factors affecting the physical welfare of the pupils receive first consideration in the Madison Public Schools.

1. High standards of building cleanliness are maintained.
2. School nursing service is furnished by the Board of Health.
3. Dental clinics are maintained with an excellent program of dental hygiene under a trained dental hygienist.
4. Three nutrition rooms for malnourished children are maintained under the direction of graduate nurses in three different centers.
5. Eyes and ears are tested regularly and cases of defects referred to parents.
6. A program of healthful daily life through exercises and games is conducted by the sixteen teachers of physical education in the schools throughout the city.

Gymnasium Facilities are not Equal

The facilities available for physical and health education differ widely in the different school buildings, both as to gymnasiums and playground areas. In the older buildings, mostly located in the central part of the city,—Brayton, Washington, Doty, Draper, Dudgeon, Lapham, Harvey, Marquette, and Hawthorne—there are no gymnasiums. In the Emerson, Lowell, Lincoln, Randall, Nakoma, Longfellow, Franklin, and the three junior-senior high schools we have gymnasium facilities. It is evident that there is an increasing demand for gymnasiums by those who do not have these facilities for the physical education of their children.

Adequate Playgrounds are Important

At only two of Madison's nineteen school plants are the ground areas adequate for the use of the pupils. These two are the Lowell and the Nakoma Schools. The grounds at Franklin, Lincoln, Randall, and Hawthorne Schools will be much improved by the construction program which will be undertaken during the next year as a federal Works Progress Administration project. During the past year the construction of concrete tennis courts and regrading of play areas at the East and West Junior-Senior High Schools have increased to a considerable extent the usability of

those grounds. There is need for the same facilities for the Central Junior-Senior High School students. A proposal made this year by the Joint Recreation Committee that ground be procured by the city for tennis courts and athletic field for Central High School is entirely justified if we assume that Madison desires to provide equal opportunity to the students of its three high schools.

The Curriculum is Gradually, Constantly Revised

ELEMENTARY

The work of the staff on the improvement of the elementary school curriculum has continued during the past year. The work in English and the Social Studies is being followed by committee study and investigation of Arithmetic, Reading, and Penmanship in the elementary schools.

The following are excerpts from the annual report of the Supervisor of Curriculum, Miss Ethel Mabie, indicating how this work has gone forward during the past year.

"The curriculum is the organized program of studies and experiences which the school provides for the child. Study of it has two main aspects:

- "A. The planning and production of new or reorganized programs in various fields. This is necessary because of changes in life outside of school, because of scientific studies in education, and because of new materials of instruction being constantly made available. Frequently the actual construction of outlines is preceded by a year of study by the staff. The recommendations of committees studying specific problems are incorporated in the courses which are built the following year.
- "B. The discovery and correction of deficiencies in our instruction program. From such study comes not only the improvement necessary at the time and for the pupils who are the subjects of the study, but better plans and materials to use another year. Better first teaching is the aim and the result. This justifies its place in a curriculum program.

"Curriculum Studies of 1934-1935

A. Arithmetic in the Elementary School

i. Test results

The Los Angeles Test in Fundamentals in Arithmetic, given in our intermediate grades in September, 1934, showed these results:

	<i>Standard Median</i>	<i>Madison Median</i>
Grade 4	4.0	3.7
Grade 5	5.0	4.8
Grade 6	6.0	6.1

Considering that about one-third of the pupils in each grade have had one semester less of instruction because of our shift to annual promotion, the Madison median scores of three and two months lower than the standard in grades 4 and 5 respectively, is entirely satisfactory. Grade 6 has already overcome the handicap of acceleration.

2. Problems studied

During this year committees studied these problems in the teaching of arithmetic:

- a. Problems in beginning the teaching of formal arithmetic
- b. The building of fundamental understandings
- c. The method and grade placement of instruction in division
- d. The development of problem-solving ability
- e. The need for changes in the third grade course
- f. The method and placement of instruction in fractions and decimals
- g. Methods and results of drill
- h. Remedial work in arithmetic
- i. Available textbooks in arithmetic
- j. Suitable workbook and other practice materials

3. Procedure of committees

The work of the committees followed this plan:

- a. Wide reading of books, magazine articles, and scientific studies of their problems
- b. Enlisting the cooperation of other teachers in experimentation and collecting information
- c. The construction of reports to be submitted for the study of the entire staff in 1935-1936

4. Study of textbooks

A committee of principals, assisted by the committee of teachers, studied available text materials in arithmetic.

5. Professional assistance

The following speakers addressed the elementary staff during the year on the teaching of arithmetic:

Dr. John Guy Fowlkes, Professor of Education, University of Wisconsin

Mr. Harry O. Gillet, Principal of the University of Chicago Elementary School

Dr. Frank M. Clapp, Professor of Education, University of Wisconsin

We are grateful to these men for their generous assistance in our study.

6. Use of the reports in 1935-1936

The reports of the committees will be used in the following ways in 1935-1936:

- a. As a basis for revisions in the present course of study

- b. As material for discussions in buildings, each principal conducting the discussions of problems and evaluating the reports

B. Reading in the Elementary School

1. Test results, October, 1934:

	<i>Standard</i>	<i>Madison</i>		<i>Test Used</i>
	<i>Median</i>	<i>Median</i>		
Grade 3	3.0	3.1	Metropolitan Primary Form B	
Grade 4	4.0	4.1	Gates, Types A and C	
Grade 5	5.0	4.5*	Gates, Types A and D	
Grade 6	6.0	6.1	Iowa Form B	

June scores for Grade 6 on the Metropolitan Achievement Test were as follows:

Standard Median	6.8
Madison Median	6.8

*Because of the low scores at this level, fifth grade teachers requested that another test be given later in the year. Accordingly the Public School Achievement Test was given in April. At that time the Standard Median was 5.7 and the Madison Median 6.7.

2. Study of remedial reading cases

Each teacher was asked to select for intensive study two pupils whose reading scores were low but whose mental ages gave reason to expect higher achievement. Diagnosis of possible causes for the difficulty was followed by remedial treatment. Tests were given at the end of the year. A complete summary of these reports is being made in order that all teachers may benefit by the experiences of each teacher reporting. Copies of the reports on individual pupils are being returned to the buildings to assist the next teacher in her treatment of the pupil.

General conclusions apparent at this time:

- a. There were several causes for the difficulty in nearly every case. Emotional instability, too high expectations on the part of parents, physical defects, irregular attendance, and many other causes were reported.
- b. The usual reading instruction technique, if followed slowly and carefully, brought results in a majority of cases.
- c. Individual attention stimulated interest, overcame discouragement, and was more largely responsible for improvement than the method used.
- d. A very high percent of the pupils made normal or more than normal progress for the grade indicating that such study is profitable and can be handled by the classroom teacher if time for the individual work can be provided.

C. Penmanship in the Elementary School

For a second year the teachers conducted a survey and study of penmanship in the intermediate grades, scaling samples of children's writing in September and again in June. The re-

sults show a falling-off in legibility over the summer vacation and great progress between September and June. Fifth and sixth grade pupils were exactly at normal grade level in June. Again as in last year, fourth grade pupils made the change from manuscript to cursive writing and exceeded the score for the grade when measured in June.

People Get Acquainted with the Schools

The public schools are America's unique demonstration of a cooperative democratic enterprise working to educate its people. In order to have the most complete cooperation the people must be informed in regard to what the schools are doing, what the purpose is of the work that is going on in the schools, and how they may help.

During the past year a special effort was made to give the people this information concerning their public schools.

1. School Pages in the Newspapers

During the first half of the school year, under the editorship of Mr. W. A. Wittich, weekly pages in The Capital Times and The Wisconsin State Journal, Madison's two daily newspapers, were published. These pages contained news items from all of the schools of Madison.

2. Observance of American Education Week

Under the direction of a committee of principals, of which Mr. L. E. Luberg was chairman, the schools were placed before the people of the community in a concentrated way during the week of November 5-11. Rallies in the three high schools, speakers, leaflets, posters, proclamations, radio programs, cooperation from service clubs and woman's organizations, all helped to make the community better informed in regard to its schools.

3. Publication of *News of Your Schools*

During the last half of the year a four-page bulletin, edited by Mr. W. A. Wittich, entitled "News of Your Schools," was issued jointly by the Board of Education and the Central Council of the Madison Parent-Teacher Associations. This bulletin appeared four times, each about a month apart, and contained items of current interest to the parents and the public.

4. Woman's Club All-School Exhibit

At the invitation of the Education Department of the Madison Woman's Club the public schools exhibited their work

in the Woman's Building on February 16 and 17. This exhibit gave the schools an excellent opportunity to show the people many of the things they were doing.

5. Radio Programs

The schools of Madison were presented to the public by radio in a more thoroughgoing way than in previous years. Station WIBA, Mr. Kenneth Schmidt, director, was generous with time on the air. With Mr. Wittich as director of programs, each school department presented one or more programs portraying the nature of their work. Another interesting feature of the radio work was the high school programs. Each of the three high schools presented several programs which gave the listeners "glimpses" into their school life and work.

Age Retirement Policy Takes Some of our Splendid Teachers and Principals

Beginning with the school year 1935-36 the policy established by the Board of Education in April, 1934, governing the age of retirement of teachers goes into force. Under this policy Miss Mary Edgar, principal of the Washington School, Miss Adeline Marvin, principal of the Draper School, Miss Margaret McGillivray, teacher of art, East High School, Miss Julia Murphy, teacher of history, West High School, Miss Katherine Regan, teacher of English, East High School, and Miss Alice Wharton, teacher of art, elementary schools, closed their work in the Madison schools in June, 1935. Years of devoted service and masterful teaching are included in the period during which these six have worked in the Madison schools. The city is indebted to them, and the wish that their years of retirement will be filled with the peaceful happiness so well earned, is universal among all who have known and worked with them.

The Community Continues to Use Its School Buildings

From eight o'clock in the morning until six o'clock in the evening of every school day, our school buildings, particularly our gymnasiums and auditoriums, are occupied with the activities of school children. School games, school plays, matinee dances, club meetings, and other school activities follow the regular school academic class hours. Thousands of children are thus given healthful exercise and occupation after school each day.

At six o'clock the school building is no longer available to school children. From then on it is used by adult groups. The Superintendent's office controls the reservation and use of buildings in the evening. The following is taken from the record showing that Madison makes good use of its school buildings:

City Recreation Department.....	673
Parent-Teacher Associations.....	187
Summer Canning Program.....	166
FERA	155
Scout Organizations	
Boy Scouts	94
Girl Scouts	3 97
Vocational School.....	73
American Labor League, Inc.....	49
Pre-School Kindergarten Mothers Club.....	40
Music Department.....	14
Civic and Political Organizations:	
Parochial Athletic Departments.....	89
Grieg Chorus	39
East Side Civic Chorus.....	26
Dane County Medical Society.....	22
South Side Band.....	11
South Side Men's Club.....	9
Dane County Relief Administration.....	9
Wisconsin Emergency Relief	
Administration	8
Church Groups.....	4
Civic Music Association.....	3
Dane County Rural Schools.....	3
Community Union (Ward workers).....	3
League Against War and Fascism.....	3
Southern Wisconsin Teachers Association	2
Socialist Party.....	2
Madison Teachers Association.....	2
Summer Round-Up Group.....	2
Madison Federation of Labor.....	2
Dane County Republican Party.....	2
State Department of Public Instruction.	2
East Side Women's Club.....	1
Policeman's Protective Association.....	1
Sons of Union Veteran's Auxiliary.....	1
"Schmedeman for Governor" Club.....	1
Republican State Committee.....	1
City of Madison.....	1

Property Tax Limitation League.....	1	
United Spanish War Veterans.....	1	
Young Republican's Club.....	1	
Voters of Third Ward.....	1	
Community Group Meeting.....	1	
City Fire Fighters Union, Local No. 311	1	255
Miscellaneous Groups:		
Attic Angels	68	
Supt. of Nurses—Madison General		
Hospital	10	
Zor Shrine Patrol.....	5	
Woman's Club School of the Dance.....	2	
Audrey Medaris School of Dance.....	2	
Arden Club.....	2	
State Journal—Empty Stocking Club..	2	
Goodrich Silvertown Company.....	2	
Rules Committee of the W. I. A. A.....	2	
Madison Area Home Economics Rally..	1	
Council of Jewish Juniors.....	1	
Nakoma Homes Company.....	1	
Central Council of City Employes.....	1	
Bureau of Personnel—State Capitol.....	1	
The 4-H Club.....	1	
Monona Lodge—Knights of Pythias...	1	
Dane County Sportsmans League.....	1	
Wis. Assn. for the Disabled—Dane Co.		
Chapter	1	104
Total		1813

PART II.

A REPORT ON FOUR EXAMPLES OF EFFECTIVE AND FRUITFUL COOPERATION

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The governmental agencies serving the people of a community naturally find many places at which their efforts meet and coincide in order to give to the people the greatest benefits for the money expended. In the city of Madison the cooperation received during the past five years by the Board of Education from other agencies of the city has been excellent. The Park Commission, the Library Commission, the Board of Health, and the Board of Vocational Education have all been most cordial and efficient in those undertakings which have called for their joint action with the Board of Education.

In the Field of Recreation We Cooperate with Park Commission

During the past year a Joint Recreation Committee was formed, with three members of the Board of Education and three of the Park Commission, with the Superintendent of Schools and the Secretary of the Park Commission serving as ex-officio members, and Mr. Harry C. Thompson as director of the program. This committee, finding that the budgets of the two boards for recreation were insufficient, made an appeal to the Board of Estimates of the City Council. This Board appreciated the need, and made available \$5000.00, of which \$2800.00 was added to the Board of Education recreation budget and \$2200.00 to the Park Commission's budget. The program was then extended to include Madison's first community social center. This was held on Friday and Saturday evenings at the East High School. In addition, coasting and skating facilities were added to the winter program.

The recreational advantages of Madison can be made second to none in the country if the people of the community so desire. This fusion of the program under one joint committee of the two Boards is a step forward in the realization of such a program.

In Library Service for Children the Public Library Board Works in our Schools

Madison is unique among American cities in the extent and the quality of the library training and service which are available

to its children in the public schools. Starting almost twenty-five years ago the Library Board, in 1911, authorized their librarian to employ a librarian for the one high school existing at that time, and in their budget for 1912 requested and received an appropriation from the City Council for the express purpose of paying the salary of such a librarian and for the purchase of books for such a library. Since that time libraries have been established under the direction of the Library Board in seventeen of the nineteen public schools, and a staff of thirteen children's librarians especially trained for their work is now employed by the Library Board to work in these school libraries. Many thousands of dollars have been expended by the Library Board during these twenty-four years, for books and other materials, to make the school libraries a wonderful source of information and enjoyment for thousands of children. Beginning with the fourth grade the children are taught how to make the best use of their libraries, and by the time they have reached the junior high school they have developed a skill and an attitude that will serve them in later years in their use of public libraries.

The following table shows how the circulation of children's books (not including books in the senior high school libraries) in the city of Madison has increased during a period of twenty years.

TABLE III.
Circulation of Children's Books

Main Library	Sixth Ward	Ninth Ward	Schoolhouse and school deposit libraries		Junior Highs	Total
			Stations			
1914	25,427	12,205	20,427	1,364		59,423
1924	33,519	16,905	10,256	81,394	17	142,091
1934	20,639	16,736	23,549	173,143	719	51,244 286,030
Increase 1914-1934—381 per cent						

The following table shows the increase in the circulation of books in the senior high school libraries (including the junior-senior high school books where the two libraries are not separated).

TABLE IV.
High School Circulation

	No. of Volumes	Circulation
1914	2,450 (senior)	7,984 (senior)
1924	9,895 (senior)	44,612 (senior)
1934	25,644 (jr. & sr.)	58,677 (senior)

There has been a very interesting change during the past ten years in the type of books that are read by high school students. The following table shows which classes of books have increased and which have decreased in circulation.

TABLE V.
Circulation of Books by Classes

	1924	1934
Periodicals—current	1193	2171
General works	54	75
Philosophy	154	436
Ethical and mythology	974	79
Sociology	5277	2096
Language	418	70
Science	1240	1419
Useful arts	705	1127
Fine arts and games and sports	478	710
Literature	3406	7635
Biography	2398	3503
Travel	736	1880
History	15013	9867
French	720	2218
German	125	406
Pamphlets	766	2095
Fiction	10955	22890
	44612	58677

Miss Mary Smith, librarian of the Madison Free Library, who is largely responsible for the development of this high standard of library service for Madison school children, has written for us the following brief survey and discussion of that development.

"January 10, 1902, saw the opening of a separate children's room in the public library of Madison. The library report for that year notes it as follows: 'The most important work undertaken this year by the library was the establishing of a separate department for children. . . . The value of the work is shown in the few months that the room has been open and the interest and value of the room will increase as each year goes by. . . . In October 1901, school circulating libraries were sent out to all the graded schools in the city and to one of the parochial schools. . . . All the work with children—in the Children's Room and in the schools—is still in its infancy. Permanent branches with reading rooms will become a necessity and much time and strength will be needed to bring the benefits of a free circulation of good books within the reach of every child in the community.'

"This quotation contains the record and the prophecy of thirty-

three years ago. This number of years is a short time in educational history, but Madison has travelled a long way toward the fulfillment of that prophecy. Today there are children's libraries in the main library, the sixth ward branch, and in all public schools except three. In the larger school buildings, library rooms have been built with the purpose of having a library atmosphere in the room itself, a part of the desirable school environment of the child. In the older buildings, schoolrooms have been transformed into attractive libraries.

"In these library rooms are found the books for children, selected and organized on modern library principles. The schoolroom circulating library of 1902 has thus evolved into the schoolhouse library. This evolution has not been haphazard, but carefully planned by co-operation of school and library forces.

"This development was largely made possible by the change in educational procedure. Probably thirty odd years ago, the first thought in the deposit of library books in schoolrooms was to provide children with the best in recreational reading. The child was still in the educational stage of learning almost all subjects from the one textbook. As the one textbook changed to the multiple, supplemented by the group, the child's need for more books grew. Next came the larger view, that it is not certain facts from certain books which most enrich the child's learning processes, but the securing of these facts from various reliable books made available to him. The full realization of this method has not, however, been yet secured.

"A library with this objective becomes a collection of books selected to meet all the needs of children and thus becomes an integral part of the child's daily school life. His use of books to extend knowledge or his use of them as sources of adventure and recreation become many times blended, as they ought to be in life. This use of books grows as he travels along from the library planned for his use in the first six grades to the one in the junior high school and later to that in the senior high. The aim all along this road is to develop the child as a self confident, independent user of a normally organized collection of books, a library.

"All children will not develop to the same extent in such use of books any more than they so develop in mastery of what we call the school subjects. Probability that they will so develop is very much greater than by any method before tried, as opportunity is so decidedly greater. To make the opportunity what it ought to be, the collection of books must be large enough so that the child does not feel its limitations as those placed upon him by adult choice. This is a doing away with the idea that an adult may be justified in forcing upon a child at any time just the book the adult thinks is good for that child. The child must feel the freedom of individual choice, the only choice which is a developing one.

"Is he unguided then? Certainly not. The teacher of today sees that development of pupil experiences through books encourages worth while habits of reading. Classroom work is correlated with library work. In this school library is the librarian, trained for this work with children or with secondary school students, and working with the teachers. Planned progressive training in the understanding of what a book is and how to use it, proceeds as the child's needs develop.

Use of library tools, especially the card catalog, begins early and whatever the child learns is not for childhood only, but he learns it all in such fashion that it becomes a part of what he carries on for use in adult life. This instruction is given in all schools with a librarian.

"In the larger schools the librarian gives all her time to the school while the smaller schools have two or three day library service. The librarian gives much time to the individual child in watching for latent interests and abilities and developing reading tastes. Left behind forever is the notion that all children will have the same taste and the same enjoyment from all books. The hope is that his book tastes will not be forever injured by forced book feeding. In these school libraries he is meeting the fine new books as they are published and these are one sane stimulant. No false incentives of rewards are used.

"The book use in the junior high schools is expected to be a natural development of book use in the lower grades. The instruction leads to further use of library tools and types of reference books. Many adult books come within his use. Fortunately for his recreational reading, the book world of recent years has been bringing to him many well written, fascinating books. He is no longer expected to jump from children's books to those written for adults.

"When the student reaches senior high school, the aim is to develop him as an adult user of books, for it will be an unusual experience if he ever after high school days receives any guidance in the use of a library. The librarian keeps this viewpoint in mind in all instruction work. Unfortunately in education, the senior high school library came before the modern grade and junior high school libraries. Unfortunately also the high school library developed first as a reference library and whatever recreational reading was approved, smacked rather strongly of forced reading for credit. The teacher could not expect then what she can now in student ability to use a library. The teacher in many cases had only her own experience in college reference work to fall back on and the result was a college library method superimposed on the secondary school. Out of this came, for the high school student, a hampered use of books, as that method was not adapted to his needs. Many times there was created a dislike of books, and he did not grow into a self confident, independent user of books. He could not with his reading so often laid out for him paragraph by paragraph. Much advance has been made in recent years, but the problem is still with us. Shall he be allowed to grow into a free individual user of books, or kept in a sort of superimposed twilight of book using from which so many high school people never emerge? Which is more valuable—the possible more information secured for a notebook by the one method, or the desire created and the habit formed so he keeps on using books after high school days are over? The librarian of a public library, watching year after year the ex-high school student, is looking to see if the generation to whom has been furnished the modern library as a part of high school life, are developing into a generation of book users. This is one valid test of modern secondary education.

"A democracy must depend for its life upon intelligent public opinion. Behind that opinion as bed rock must be historical know-

ledge of the economic and social life of that democracy. This is expected as part of the education of today and must come from primary and secondary education for the majority of citizens. In securing such knowledge, books play a large part. In the development of the mature citizen, books ought to play an equally important part. Knowledge and understanding of the world in which any human being spends his adult life must be constantly obtained and much of it from books, many books. These will bring to him many points of view. No man can have a rightly balanced view who depends only upon the daily press.

"A librarian who knows of the wide use of books by a limited section of the adult public hopes that out of rightly used school libraries may emerge a larger group of adults, willing to be guided by the many-faceted light which books may shed upon the problem of a growing complex American life. This seems one sane, safe method in training so the future adult will think sanely and independently and thereby be protected from following will-o'-the-wisp leaders. May the school libraries of Madison do their part in the development of this type of citizen."

In the Field of Adult Education We Work with the Board of Vocational Education

America is coming to realize more and more the fact that education in a democracy can not well be limited to the few years of childhood. Experiments have shown that adults over forty-five years of age learn as effectively as children. The technological advances each year are making it necessary for many adults to learn new facts and new skills. The following report from Mr. A. R. Graham, director of the Madison Vocational School, indicates how this fine school in its day and evening sessions, with only 407 under 18 years of age out of the total 7,066 enrolment, is gradually becoming an outstanding institution for adult education.

"The day vocational school was organized to take care of the educational needs of juveniles and adults who have severed their connection with the full time schools to enter the field of employment.

"It also serves the needs of the same group who for some reason or other became unemployed. Their unemployment may be due to lack of training in a particular vocational field and the vocational school is equipped and has courses organized to meet the needs of this group.

"The evening vocational school was organized to care for the educational needs of all adults in the city over the age of 18 years. The vocational school as it is set up in the state of Wisconsin and the city of Madison under the Wisconsin school laws, is handling the adult educational needs of the state in the cities where these schools have been established. It offers trade courses, commercial, arts, music, general educational, and home economics courses.

"The school was organized by act of the state legislature in 1911. It is under the direction of the Board of Vocational Education, members of which are as follows:

T. G. Murray, President, representing employers
R. W. Bardwell, Secretary, ex-officio
J. H. Brown, representing labor
S. G. Scanlan, representing employers
Henry Wollin, representing labor
A. R. Graham, Director of school

Enrolment

Day school enrolment 1934-35	
14 to 16 years.....	66
16 to 18 years.....	341
18 and over.....	1,636
Craft Shop.....	60
Evening school enrolment 1934-35.....	2,396
Evening classes conducted under EEP for unemployed teachers.....	2,567
<hr/>	
Grand Total 1934-35.....	7,066

In the Field of Public School Health the Board of Health Serves Us

During the past eight years the Board of Health of the city of Madison has extended to the public schools the fullest cooperation and a very excellent service in the establishment and maintenance of essential health services for school children. Among these services may be enumerated:

1. Annual examination by the health officer, Dr. F. F. Bowman, and his assistant Dr. Louis Fauerbach, of children in the first, third, fifth, and seventh grades of the elementary schools, those students in the high schools who participate in competitive athletics, and other cases referred by the staff of the physical education department.
2. The daily inspection by nine school nurses and Mrs. Selma C. Collin, supervisor, of all pupils who show symptoms of ill health or who have returned to school after an absence of three days or more.
3. The maintenance of two dental clinics and the employment of four part-time dentists for dental service to pupils who would otherwise not receive such service.

PART III.

QUESTIONS AND ANSWERS ON MATTERS OF CURRENT INTEREST

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QUESTION 1. What is the policy of the Madison Board of Education on the matter of retirement of teachers on account of age?

ANSWER: According to the policy which begins to operate in 1935, retirement of teachers in the Madison Public Schools is compulsory at age 70, and advisable at age 65. If the teacher at 65 desires to continue teaching, the Board of Education requires that the physical and nervous condition of the teacher be approved by a committee of physicians appointed by the Board, one of whom shall be a neurologist.

QUESTION 2. Does the Board of Education provide free textbooks for pupils?

ANSWER: No, only for those whose parents are unable to provide them. The Dane County Outdoor Relief, beginning September 1935, will furnish necessary books and supplies for children from the families on relief.

QUESTION 3. Is the cost of textbooks and supplies needed by school children very high?

ANSWER: During the past six years this cost has been reduced by approximately one half. This is done by furnishing free all texts and materials that are used for just a short period or irregularly, or where very obvious economy can be obtained by furnishing such books and supplies. For example, music books are furnished by the Board of Education because one set of such books will last seven or eight years if they are kept within the schoolroom.

The average cost of a complete set of new books for a pupil in the Madison schools has been reduced from \$7.32 in 1928 to \$3.21 in 1935. Book exchanges are maintained in all schools thus making it possible for second hand books to be obtained by the pupils at much less than the cost of new books. Based on enrolment of over 10,000 pupils, it is estimated that a total saving to Madison parents of over \$25,000.00 each year has been brought about by these reductions in the necessary outlay for textbooks.

QUESTION 4. What is the policy of the Board of Education in regard to evening use of school buildings?

ANSWER: The Board of Education have made the school buildings available to the Recreation Department for use by adults, as well as to the Vocational School for adult education classes. The agencies using the buildings are only required to be responsible for the proper care of the building and to meet the actual cost of heating, lighting, and janitor service. The use of school buildings by school children on the evenings preceding school days is not approved by the Board of Education. This policy is held on the assumption that the best place for a child of school age in the evening is in his own home, or at least in the immediate neighborhood of his home.

QUESTION 5. Does the Board of Education make any provisions for pupils who indicate aptitude or talent in instrumental music?

ANSWER: Yes. Beginning with the year 1935-36 the Board of Education resumes the Saturday morning music classes for children of noticeable musical talent. These classes will meet each Saturday morning at the Central High School building, and will provide instrumental music instruction for approximately 200 pupils.

QUESTION 6. To what extent have the salaries of Madison's teachers been reduced?

ANSWER: When the regular salary schedule of teachers, adopted by the Board of Education in 1924, is used as the basis for figuring the salary reduction, the present reduction is excessive. The minimum salary on the schedule is \$1200 per year. A teacher with two years normal school or teachers college training above high school is entitled to an annual increase of \$100 each year for five years, when additional training is required.

When the depression first appeared, the Board of Education adopted a probationary period of two years before placing the new teacher on the regular salary schedule, thus reducing the beginning salary from \$1200 to \$1000 a year. During the three years 1933-1936 the increases according to the adopted schedule have been withheld. At the same time a waiver or cut in the salary was made. Thus we have this difference between the salary of the beginning teacher of 1930 and of 1933:

For the teacher who began teaching in Madison in 1930	For the teacher with the same training and experience who began teaching in Madison in 1933
Salary 1st year \$1200	\$1000—\$ 75 waiver=\$925
Salary 2nd year \$1300	\$1000—\$150 waiver=\$850
Salary 3rd year \$1400	\$1000—\$ 75 waiver=\$925

Thus this teacher is receiving \$925 for a service for which in normal times she would have received \$1400, a reduction of \$475, which is over 50% of her present salary.

QUESTION 7. Does the Board of Education rent the auditoriums or gymnasiums of the schools to persons or organizations when such persons or organizations will profit financially from such rental?

ANSWER: No, the Board of Education will not rent a building or any portion of a building to any one for individual profit or personal gain (the term 'individual' to include partnership, corporation or association, but not charitable, religious or non-profit corporation).

QUESTION 8. Are the proper precautions taken to prevent hazards from fire in the Madison schools?

ANSWER: Each year during Fire Prevention Week a committee which includes the chief of the city Fire Department makes a thorough inspection of all schools for the purpose of reducing fire hazards. They also review a fire drill in each school. Fire drills for the purpose of practicing the evacuation of pupils from a building in case of fire are held on the average of once a month.

PART IV.

FINANCIAL REPORT

Budget Making

The construction and presentation of the financial budget of the Board of Education should be of interest to Madison citizens and others interested in the subject of school finance.

The fiscal year is the same as the calendar year. The work on the budget for the next fiscal year beginning the following January 1st, is started at the opening meeting of the supervisory and administrative staff on the Saturday in September before the opening of the school year. At this meeting each officer on the staff, who has the power and duty to requisition supplies and equipment for the proper operation of his or her unit of the school organization, is given a budget estimate sheet for each account which it is believed he or she will have occasion to draw upon. The officers (principals and supervisors) are requested to report on these budget estimate sheets the supplies and equipment that they will need during the next fiscal year. These reports are received ten days later by the Supervisor of Accounts, Purchases and Supplies. This supervisor and the Superintendent then review the requests, check them against the expenditures in previous years, the present enrolment, and other evidences to support the request, such as amounts spent on comparable items by other schools, etc. The estimates in the operation account are then established, and in the maintenance and capital accounts the Supervisor of Buildings and Grounds is called in to confer with the Superintendent and Supervisor of Accounts, Purchases and Supplies before the recommendation of the amount needed is decided upon.

When estimates for each school building and each department are completed, they are summarized, the revenue which may be anticipated is set up in detail, and the total budget submitted in a tentative form to the Board of Education. The Board then review the budget presented, making such changes as they believe advisable, and then approve it. It is then taken by the Board of Education to the Board of Estimates of the City Council. The Board of Estimates have no power to alter items within the School Budget, but they do have control of the revenue to be made available from property taxes in Madison.

When the Board of Estimates have approved or amended the amount which the Board of Education request to be raised by

taxation, such amount is placed in the annual levy and is called the school fund. When the taxes are collected, the Wisconsin statutes require that after the state has been paid its due the money for the school fund shall be "set aside," and can be used for no other purpose than that for which it was levied. The City Treasurer is treasurer of the school fund. Checks on the fund are drawn only by a recorded vote of the Board of Education.

Supplies Management

In order that all persons on the staff having responsibilities in the business affairs of the schools might have a definite statement of their duties and a method of seeing how these duties linked up with the rest of the organization, the following outline was sent to these persons in January 1934.

People involved and their responsibilities:

1. Superintendent of Schools
 - a. To prepare and recommend to the Board an annual budget of expenditures, including those supplies which will be needed for the successful and efficient operation of the schools.
 - b. To coordinate all the efforts of the people involved in the requisition, purchase, delivery, and use of supplies, so that all contacts are provided for and responsibilities are assumed and carried forward without break or lapse.
 - c. To inform all officers of their duties and their relation to the success of the entire scheme of efficient requisition, purchase, and delivery of supplies.
 - d. To pass upon the requisitions in relation to the budget, and the optimum educational and economical administration of the schools, that is, getting the best educational results from the expenditure of a definitely limited sum of money.
 - e. To check upon the various phases of the supply management to bring about improvement and to remedy defects.
2. Requisitioning Officers
These shall be the following supervisors and principals:
R. W. Bardwell, Superintendent of Schools
Earl D. Brown, Supervisor of Accounts, Purchases and Supplies

Marcus E. Johnson, Supervisor of Buildings and Grounds
L. Irene Buck, Art Supervisor
Cassie E. Lewis, Attendance Supervisor
Ethel Mabie, Curriculum Supervisor
Pauline B. Camp, Guidance Supervisor
Mrs. Fannie M. Steve, Health Education Supervisor
Loretto M. Reilly, Home Economics Supervisor
Thomas A. Hippaka, Manual Arts Supervisor
Anne E. Menaul, Music Supervisor
Harry C. Thompson, Recreation Supervisor
Leonard A. Waehler, Principal, Central Junior-Senior High School
Vida V. Smith, Principal, Central Junior High School
Foster S. Randle, Principal, East Junior-Senior High School
Louise H. Elser, Principal, East Junior High School
Volney G. Barnes, Principal, West Junior-Senior High School
L. E. Luberg, Principal, West Junior High School
Marie Hagen, Principal, Brayton School
Pearl Leroux, Principal, Doty and Washington Schools
Miss Lucile Clock, Principal, Draper and Dudgeon Schools
Leo P. Schleck, Principal, Emerson School
S. A. Oellerich, Principal, Franklin School
Emily R. Parsons, Principal, Harvey and Marquette Schools
Velmer D. Pratt, Principal, Hawthorne School
Shirley D. Almy, Principal, Lapham School
Rennette Jones, Principal, Lincoln School
C. Lorena Reichert, Principal, Longfellow School
Annie D. Axtell, Principal, Lowell School
Walter W. Engelke, Principal, Nakoma School
Mrs. Alice E. Rood, Principal, Randall School

It shall be the responsibility of all requisitioning officers—

- a. To know the general principles or scheme of supply management.
- b. To know in some detail the budget account upon which they requisition and to keep a fairly accurate check on the balance of that account.
- c. To recognize the need for requisitioning carefully and efficiently in order that no waste will be encouraged and at the same time no worker will be handicapped by lack of needed materials.

- d. To know the correct procedure and correct forms for requisitions so that the check, purchase, and delivery of the supplies requisitioned will move along the established channel without being handicapped by an initial error in the requisitions.
- e. To know the general plan and schedule of purchases of quantity materials so that requests for estimates on the quantities to be needed may be answered intelligently.
- f. To know where and when to make inquiry in regard to materials requisitioned when delivery is unreasonably slow.
- g. To consult with the Superintendent on any phase of supply management where improvement might be brought about.
- h. To check with the requisition all goods received and sign delivery slip receipt.
- i. To report to the Supervisor of Accounts, Purchases and Supplies all goods which are unsatisfactory—either poor in quality or not as requisitioned.

3. Supervisor of Accounts, Purchases and Supplies
Purchasing Procedure:

- a. To receive requisitions from requisitioning officers.
- b. To check requisitions against the budget approved by the Board and certify funds therefor.
- c. To obtain approval check of the Superintendent on requisitioned material.
- d. To obtain the best price of acceptable goods, recognizing that quality is as much a part of economy as price.
- e. To receive approval of Supplies Committee on the purchase of all items having aggregate cost of over \$100.00.
- f. To issue purchase orders for materials.
- g. To receive goods purchased and check with purchase order for quantity, and sample for quality.
- h. To deliver goods to the requisitioning officer, receiving delivery slip receipt.

Quantity Purchases and Storeroom Management:

- j. To purchase in quantity those supplies which are standard in type and in general use throughout the system.
 - (1) To receive estimates of needs for such materials from requisitioning officers (generally needs for a school year in advance).
 - (2) To schedule the purchase of such materials
 - (a) So that the best market conditions may be taken advantage of.
 - (b) Also that deliveries may be made in an orderly way so that the load of receiving and delivering is spread over a reasonable period and not lumped into a short, overworked period.
 - (c) So that the supplies needed will be on hand at the school when needed; for example, delivery of supplies to be used in school September 1 should be fairly complete August 25, the last week to be used for checking and delivering items delayed or omitted.
 - (3) To organize storeroom so that goods purchased in quantity and held for gradual delivery to schools may be quickly and easily checked, located, and delivered when planned, or on emergency requisition.
 - (4) To maintain an inventory of supplies.

Accounting:

- k. To assist the Superintendent in the setting up of the annual budget.
- l. To submit to the Auditing Committee, with vouchers, bills for goods received, the purchase of which has been regularly authorized (under the general provision or by recommendation of the Supplies Committee and vote of the Board).
- m. To issue payments duly authorized by the Board, either the pay-roll as approved or the current bills as approved by the Auditing Committee of the Board and passed at the regular meeting of the Board.

- n. To keep a record of all receipts and expenditures as follows:
 - (1) General and Detailed Ledger
 - (2) Receipts Journal
 - (3) General Journal
 - (4) Cash Distribution Record
 - (5) Plant Ledger
 - (6) Petty Cash
- o. To file vouchers consecutively—vouchers to contain:
 - (1) Purchase Order with Requisition No.
 - (2) Vendor's invoice.
- p. To keep an accumulative annual inventory.
- q. To keep a special ledger, etc., on each major building project, making monthly reports of the budgeted accounts to the Special Building Committee, making payments only upon the certificate of the Supervisor of Buildings and Grounds, or as authorized by the Special Building Committee and approved by the Auditing Committee of the Board.

4. Supervisor of Buildings and Grounds

General Supervision:

- a. To present an estimate of the items needed for the work under his direct supervision in the operation, maintenance, and capital budget for each building.
- b. To requisition needed supplies to take care of the items listed by him in the budget.
- c. To know in detail the budget account upon which he requisitions and to keep a check on the balance in that account.
- d. To keep a complete record of all supplies used in operation and maintenance of buildings, including emergency repairs.
- e. Cleaning supplies to be requisitioned by principals, the Supervisor of Buildings and Grounds to approve and advise in regard to amount and proper use of supplies by custodians.
- f. Heating, ventilating, and general repairs supplies to be requisitioned by the Supervisor of Building and Grounds.

Special Building Project:

- g. To present to the Special Building Committee and the Superintendent of Schools a complete budget of the estimated expenditures on the building to be constructed. This budget is to be approved by the Committee and the Board and submitted to the Finance Committee of the Common Council for approval.
- h. To receive complete plans and specifications approved by the Board, from the architects.
- i. With approval of the Building Committee, to advertise for bids on all portions of the work, exceptions to be made only with the approval of the Committee. (Equipment, supplies, etc.)
- j. To give contractors written authorization for any and all alterations or additions to contract as approved by the Board.
- k. To receive the approval of the Building Committee on the authorization of any alteration or addition to a contract amounting to over \$200.00.

TABLE I.
Balance Sheet as of June 30, 1935

ASSETS	
Particulars	
FIXED ASSETS	
Land and Land Improvements.....	\$ 848,940.35
Buildings and Attached Structures.....	4,261,546.10
Machinery and Equipment.....	680,048.74
SUNDRY ACCOUNTS RECEIVABLE	
Accounts Receivable	7,643.78
Tuitions Receivable.....	77,668.67
CURRENT ASSETS	
Cash in Bank.....	8,994.09
Board of Education—Petty Cash Fund.....	15.00
Board of Education—Advances to be Refunded.....	1,500.00
INVENTORIES	
Stock Room.....	10,510.10
Fuel	979.10
TRUST FUNDS	
Samuel Shaw Prize Fund.....	925.25
C. R. Stein Scholarship Fund.....	2,401.74
William McPyncheon Trust Fund.....	10,565.52
Total	\$5,911,738.44
LIABILITIES	
Fixed Liabilities	
Bonded Indebtedness	\$2,435,500.00
State Trust Fund Loans.....	34,530.00
OTHER LIABILITIES	
Award of Industrial Commission of Wisconsin to Lloyd Benson—Injury.....	3,679.35
TRUST FUND RESERVES	
Samuel Shaw Prize Fund.....	925.25
Christian Stein Scholarship Fund.....	2,401.74
William McPyncheon Trust Fund.....	10,565.52
PROPRIETARY INTEREST	
FIXED SURPLUS	3,316,825.84
CURRENT SURPLUS	107,310.74
Total	\$5,911,738.44

TABLE II.

Revenues - July 1, 1934 Through June 30, 1935

REVENUE RECEIPTS AND ACCRUALS

Particulars	
STATE FUND APPORTIONMENT	
In City of Madison.....	\$ 57,378.00
In that part of Joint School District No. 8, Township of Blooming Grove.....	96.00
TAXES LEVIED BY COUNTY SUPERVISORS	
In City of Madison.....	57,750.00
CITY SCHOOL TAXES	
In City of Madison.....	863,006.84
In that part of Joint School District No. 8....	3,311.16
STATE AIDS	
For Deaf School.....	5,299.28
For Speech Correction.....	3,578.56
For Crippled Children—Longfellow School....	10,670.81
For Crippled Children—Orthopedic Hospital...	4,856.90
For Crippled Children—Other Schools.....	211.60
For High Schools.....	884.94
TUITIONS	
Central Senior High School.....	658.61
Central Junior High School.....	924.35
East Senior High School.....	16,465.75
East Junior High School.....	6,917.60
West Senior High School.....	11,539.98
West Junior High School.....	6,012.55
Elementary Schools.....	12,492.01
Deaf Schools	666.00
Crippled Children	1,172.00
RENTALS	
C. H. S. Auditorium and Gymnasium.....	219.06
E. H. S. Auditorium and Gymnasium.....	142.23
W. H. S. Auditorium and Gymnasium.....	173.84
Elementary School Gymnasiums.....	122.55
OTHER MISCELLANEOUS RECEIPTS	
Board of Education.....	—264.52
Vocational School.....	1,000.00
Total Revenue Receipts.....	\$1,065,286.10

NON-REVENUE RECEIPTS AND ACCRUALS

SALE OF MATERIAL

Attendance Department.....	\$ 17.50
Manual Arts Dept.—C. H. S.....	299.95
Manual Arts Dept.—E. H. S.....	973.88
Manual Arts Dept.—W. H. S.....	616.22
Manual Arts Dept.—Elementary.....	154.50
Special Schools.....	30.35
Open Air and Nutrition Room—Emerson.....	24.85
Open Air and Nutrition Room—Lowell.....	9.10
Open Air and Nutrition Room—Longfellow...	59.12
Recreation Department.....	15.68
REFUNDS AND CANCELLED CHECKS.....	324.79
<hr/>	
Total Non-Revenue Receipts.....	\$ 2,525.94
<hr/>	
Grand Total.....	\$1,067,812.04

Table III.

Total Operation, Maintenance and Capital
 July 1, 1934 Through June 30, 1935
Summary of Expenditures

Supt. of	Operation	Maint-	Capital	Total
Schools . . . \$	7,849.12	\$ 0.	\$ 0.	\$ 7,849.12
Admin. Bldg..	22,967.91	342.05	58.28	23,368.24
Admin. Annex	547.95	149.57	36.70	734.22
C. S. H. S....	89,280.06	4,890.67	2,978.85	97,149.58
C. J. H. S....	46,248.07	81.49	119.02	46,448.58
E. S. H. S....	122,489.54	9,140.50	7,771.10	139,401.14
E. J. H. S....	67,904.35	19.94	399.50	68,323.79
W. S. H. S....	92,781.64	2,433.29	4,739.80	99,954.73
W. J. H. S....	51,396.30	39.55	595.69	52,031.54
Brayton	5,210.11	174.52	10.46	5,395.09
Doty	13,239.66	331.55	1,166.00	14,737.21
Draper	14,760.55	297.83	22.85	15,081.23
Dudgeon	16,291.45	178.66	528.36	16,998.47
Emerson	51,004.83	1,171.06	13.72	52,189.61
Franklin	31,304.85	346.82	1,155.61	32,807.28
Harvey	14,800.04	449.60	849.89	16,099.53
Hawthorne ..	17,818.39	176.07	62.62	18,057.08
Hawthorne				
Annex	4.05	86.77	0.	90.82
Lapham	14,388.91	444.27	83.17	14,916.35
Lincoln	26,234.76	330.40	883.83	27,448.99
Longfellow ..	44,459.59	957.66	115.97	45,533.22
Lowell	44,731.88	657.34	48.01	45,437.23
Marquette ..	18,841.11	348.97	.09	19,190.17
Nakoma	19,313.15	318.73	705.08	20,336.96
Randall	48,349.62	432.67	136.25	48,918.54
Washington .	14,642.34	329.46	149.69	15,121.49
Music Studio.	1,177.09	6.75	0.	1,183.84
New				
Marquette .	46.03	184.59	149.70	380.32
Recreation				
Dept.	21,188.85	0.	0.	21,188.85
Undistribu- buted	88,010.75	207.52	37.79	88,256.06
Totals..	\$1,007,282.95	\$24,528.30	\$22,818.03	\$1,054,629.28

