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BULLETIN

OF THE

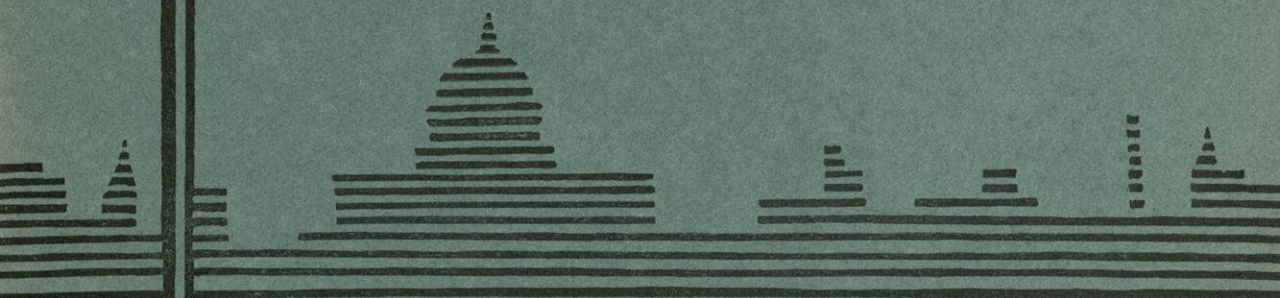
PUBLIC SCHOOLS

MADISON
WISCONSIN

SEVENTY-EIGHTH ANNUAL REPORT



For the School Year
1932-1933



REPORT OF THE SCHOOL YEAR

1932-33

Being The

Seventy-Eighth 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, 1933

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FOREWORD

THIS report on the Madison Public Schools for the school year 1932-33 contains the information in regard to the schools which we believe to be of greatest interest to the community.

On account of the critical attitude which prevails at this time in regard to all changes which have been made in the schools during the past thirty or forty years, special attention in this report is given to some of these newer phases of public school service. Good classroom instruction is still the great major service of the schools. However, changing conditions have created some needs which the schools have tried to meet. How they are doing it is often unknown to the great majority of adults. That is why we believe this report should give this information.

The report is divided into five parts. Part I, A General Survey of the School Year, contains, in addition to the general picture of the work of the schools, more detailed information in regard to the attendance work, improvement of the elementary school course of study, and an outline of what is being done for the individual child throughout the schools. Part II, Meeting the Need for Reduction of Expenditures. Part III, The Vocational School, being a special report by the Director of that school. And Part IV, Financial Report, a complete statement of receipts and expenditures during the year.

CONTENTS

	Page
PART I. A GENERAL SURVEY	7
1. The School Census	7
2. The Work of the Attendance Department.....	9
3. School Enrolment	19
4. Improvement of Curriculum.....	21
5. Academic Achievement	26
6. The Change to Annual Promotion	27
7. Provision for the Individual Child.....	28
8. Community Use of School Buildings.....	34
 PART II. MEETING THE NEED OF REDUCING EXPENDITURES FOR PUBLIC EDUCATION	 35
1. The Fundamentals in Cost Reduction.....	35
2. The 1933 Budget Cuts	35
3. The Trend of School Costs in Madison.....	38
4. Salary Reductions and the Business Community	38
5. The Parents and School Economies	40
 PART III. VOCATIONAL EDUCATION	41
1. History and Organization	41
2. The Types of Students	42
3. The Courses Offered	44
4. Evening School	46
5. Enrolment	47
 PART IV. FINANCIAL REPORT	50
1. Balance Sheet as of June 30, 1933.....	50
2. Revenues—July 1, 1932 Through June 30, 1933.....	51
3. Summary of Expenditures.....	52

PART I

A GENERAL SURVEY

THE SCHOOL CENSUS

The annual school census which was taken by twenty enumerators under the supervision of the Supervisor of Attendance during the month of June 1933 indicated that there has been very little growth in the child population of the city during the past year. The census totals of the two years in each school district are reported in Table I. This table shows us in which districts we have an increasing child population and in which the number of children is decreasing.

TABLE I
Comparison of Census Totals of School Districts for the Years 1932 and 1933

School Districts	Census Totals 1932	Census Totals 1933	Increase	Decrease
Doty.....	824	812	.....	12
Draper.....	823	801	.....	22
Dudgeon.....	587	586	.....	1
Emerson.....	1,728	1,737	9	.....
Franklin.....	657	675	18	.....
Harvey.....	451	475	24	.....
Hawthorne.....	875	875	0	0
Lapham.....	616	615	.....	1
Lincoln.....	960	1,005	45	.....
Longfellow.....	1,936	1,927	.....	9
Lowell.....	1,639	1,673	34	.....
Marquette.....	626	619	.....	7
Nakoma.....	215	243	28	.....
Randall.....	2,187	2,216	29	.....
Washington.....	884	845	.....	39
Joint District No. 8.....	304	309	5	.....
Totals.....	15,312	15,413	192	91

15,413—1933 Census Total
* 15,312—1932 Census Total

101—Increase

*This total does not include 54 children of census age in Westmorland and Arlington Heights which withdrew from the city during the school year.

The percentage of increase in the number of children reported in the school census is the lowest it has been for fourteen years, as shown in Table II. In partial explanation of this fact, the Supervisor of Attendance brings attention to the fact of the withdrawal from the city of two sub-divisions, Westmorland and Arlington Heights, which the year before had 54 children in the city, and in addition states that "the small increase in census is probably due to the number of families moving just outside of the city limits".

TABLE II
Percentages of Census Increases and Decreases Since the Year 1916

Year	Totals	Increase in Number	Per cent of Increase or Decrease
1915.....	7,868		
1916.....	8,461	593	7.5
1917.....	8,787	326	3.9
1918.....	8,742	Decrease 45	Decrease .51
1919.....	8,753	11	.12
1920.....	9,164	411	4.7
1921.....	9,373	203	2.21
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
1931.....	14,959	224	1.52
1932*.....	15,366	407	2.72
1933.....	15,413	47	.31

*This total includes 54 children of census age in Westmorland and Arlington Heights which withdrew from the city during the school year.

THE WORK OF THE ATTENDANCE DEPARTMENT

The average citizen is not aware of the importance of an efficient Attendance Department in the public school system of a city of 60,000 people. The work of the department is done unobtrusively, without publicity, for publicity relative to child problems and irregularities no matter what their causes would be detrimental to the child, and thus the Attendance Department's contribution to the welfare of hundreds of Madison children each month goes on unnoticed. It is for this reason, and because of the fact that the economic depression has increased the burden and therefore the relative importance of their work, that I am including below a portion of the annual report of Cassie E. Lewis, the Supervisor of Attendance.

The department of attendance is organized as in the past several years to take care of: I, child accounting; II, child labor and street trade permits; and III, enforcement of school attendance according to the compulsory laws of the state.

I. CHILD ACCOUNTING

A. OFFICE AND FIELD ACTIVITIES

1. A complete record of enrolment of public, private and parochial schools was received and filed alphabetically by schools in September as soon as the schools were organized. Our records show enrolment in our schools the past year as follows:

a. Public

Actual enrolment at the close of the school year, 11,296

b. Parochial

Blessed Sacrament	373
East Side English Lutheran	65
Edgewood	270
Holy Cross	27
Holy Redeemer	295
St. Bernard's	435
St. James'	351
St. Joseph's	171
St. Patrick's	176
St. Raphael's	372
Seventh Day Adventist	15

Total2550

c. Wisconsin High 272

d. Vocational (Pupils of school age) 283

e. Lakewood (Madison tuition pupils) 44

f. The census lists 10 children of
school age who are physically or mentally incapacitated and
unable to receive instruction in any school. The oldest is 16
years of age and the youngest 7.

2. School census taken in June was checked with enrolment at the beginning of the school year to find children of school age who had not enrolled in any school. To minimize late entrance in school and prevent consequent retardation, the attendance workers made home calls as soon as school opened on
 - a. Pupils tardy in enrolling in previous years
 - b. Children reported by principals, neighbors, or relief agencies who believed they had not enrolled in any school
 - c. Children whose parents reported to the attendance department that they were unable to provide books, clothing, lunches, or car fare to send their children to school
 - d. Pupils on the "unclaimed program" lists sent us by the junior and senior high schools. These lists numbered 300 last year.

There were 160 pupils still unaccounted for when the census enrolment check was completed in November. The office assistants had eliminated many by the use of the Association of Commerce Bulletin of Removals reported by the transfer companies. Neighbors and teachers helped to locate other families who had moved away. The attendance workers referred cases of illness and physical defects to the health department, and cases of need were cared for either with the help of our own clothing supply and books furnished by the school, or with the assistance of a relief agency when necessary.

3. Transfers and withdrawals of pupils were sent from the schools to the attendance office during the year. This information was added to the individual enrolment cards so that the active file of each school was kept up to date daily.
 - a. Our record of transfers and withdrawals shows

(1) transfers within the city	594
(2) withdrawals from public school	
grades and high school..	492
from Vocational school..	81 573
4. Non-resident cases listed from our enrolment cards were checked with the business office records for parent and township tuition overlooked by the schools.
 - a. Number of tuition cases this past year:

(1) Junior and senior high school	455
(2) Elementary	195
Total	650
 - b. This department cooperated with the principals in making investigations to determine if families sending their children to our elementary schools lived within the district. In District No. 8 the streets are named but the houses are not numbered. The relief agency that had moved families because of cheaper rents were advised of the boundary lines of this district and of tuition policies. Other tuition investigations were made upon request of the Superintendent or business office.

5. The social record cards of transferred and withdrawn pupils that have accumulated for some time at different schools were sent to the attendance department this year to locate the schools which the pupils were attending and to file those cards accordingly. Others whose destinations were unknown were filed in the attendance department for a period of a year before being forwarded to the guidance office. This procedure is to continue and these cards sent to our office only in cases of withdrawals and transfers to parochial schools, or where principals cannot find in what school a child is enrolled.
6. A record of all home calls and investigations is kept by the office assistants, dictated by the attendance worker making the call. Most of these families are registered by us with the Social Service Exchange, and the agencies known to the family recorded in our office in order to cooperate with other social workers on such cases.
7. Data from the active file of individual enrolment cards giving date of enrolment, residence, name of school, and grade are transferred to cumulative record card files each year. The transcribing took the two office assistants about five months.
 - a. The office assistants took care of requests for birth dates and other data from school enrolment cards during the year. These requests come from the other school departments, community, city, county, and state agencies, employers of children, and the deputy of the Child Labor Department in the Industrial Commission who visits places employing minors.

B. CENSUS

The census was organized this year with twenty enumerators assigned to elementary school districts. The larger districts—Lowell, Longfellow, Emerson, and Randall—were divided into two districts each.

The canvass is made principally by persons experienced in this work; the small number of new appointments each year is carefully selected. This year there were four new enumerators. Only persons needing employment were chosen. Preceding the canvass, the enumerators met at the department office to get their material and discuss the work in detail.

Before reports and tables were compiled, each district that showed a decrease in child population was checked with the elementary school enrolment of that district and with the census of the previous year. Other districts were checked only with the school enrolment. Home calls were made to add the names of children who were missed by the enumerators. This year the attendance workers made 216 calls on such families and in assisting some of the enumerators in the re-check of vacant houses.

This year the enumerators also secured data for the following:

1. Illiteracy and citizenship survey requested by the Vocational school, a Jewish welfare club, and the Woman's Club of Madison. A tabulation of 792 names with information obtained has been turned over to the persons representing these clubs and the Vocational School.
2. Unemployment survey requested by the Mayor. The only information from this survey available at this time is the total number of family units counted by this department. Including District No. 8, this number is 16,575.

3. Survey of the doubling up of family units classified according to type of home: residence, flat, apartment, and store. This was requested by the Madison Real Estate Board. A report of this survey has been made public through the local newspapers.

II. CHILD LABOR AND STREET TRADES

A. CHILD LABOR—OFFICE AND FIELD ACTIVITIES

The Supervisor of Attendance and two office assistants are appointed permit officers annually by the Industrial Commission. Details of the issuing of permits, prohibited employments, minimum wage, and hours of labor for various age groups are omitted here. This information may be secured by calling the department office.

1. There are three kinds of child labor permits issued to children between the ages of 12 and 17 years:
 - a. Limited—issued to children 12 to 14 years during vacation only, to do only limited types of work named in the permit
 - b. After School and Saturday—issued to children between the ages of 14 and 17 to work after school, Saturdays, and in vacation
 - c. *Regular—issued to children between the ages of 14 and 17 who work and attend school part time
2. Requirements in securing permits
 - a. Proof of age
 - (1) Birth certificate
 - (2) Baptismal certificate
 - (3) Insurance policy that has been in force one year
 - b. Letter from employer promising work
 - c. Letter from parent giving consent for the child to work
3. Procedure in issuing permits
 - a. Child labor permits are made out in triplicate, one copy sent to the employer, one filed in the attendance office, and one copy sent to the child labor department of the Industrial Commission
 - b. Letters are sent to employers requesting them to return permits to us when children have reached the age of 17 and no longer need permits
 - c. A cross file is made showing permits still in force, those children who have had permits and are now above 17 years of age, and a list of employers naming children employed
4. Before permits are issued for a child to work and attend school part time, the child's school record, including physical and mental ability to do his grade work, is investigated. Among the more frequent reasons found for requests to leave school to work are:
 - a. Serious problems of financial distress caused by loss of work of some older members of the family and a young boy or girl being able to get a job
 - b. Dislike of school because of inability to keep up with classes
 - c. Failure to find anything, in a child's opinion, worth the effort to stay in school.

The attendance worker is often able to keep a child in school by relieving the home condition through cooperation of other agencies. It is often possible through school teachers and counselors to adjust a child happily in his school life.

5. An analysis of the permits issued the past year will be found on a separate page. There has been a material falling off in the number of permits issued in the last three years, as shown by the following totals:

<i>Year</i>	<i>Number of Permits</i>
July 1 1929 to July 1 1930-----	455
July 1 1930 to July 1 1931-----	391
July 1 1931 to July 1 1932-----	167
July 1 1932 to July 1 1933-----	128

6. During the year some supervision of the child's working environment is maintained, to see that the provisions of our state laws restricting the nature of the work and hours of labor are enforced. Employment places, such as soft drink stands and golf courses, are checked during the spring and summer months to explain child labor laws relating to the employment of juveniles.
7. *There has been a change in the child labor law relating to part time school attendance and employment of children under the age of sixteen. It is quoted here:

"(b) No permit shall be issued authorizing any child under sixteen years of age to be employed during school hours while the public schools in the school district or city of his residence are in session, unless such child shall have completed the most advanced course of study offered in the public schools of the school district or city in which he is to be employed, whichever offers the more advanced course, or unless such child shall have completed the equivalent of such course in some other school."

RECOMMENDATIONS

Individuals or agencies interested in placing children in homes to work for room and board or in helping them to secure jobs should first become familiar with laws relating to children to avoid violations. Information regarding regulations on hours of work and wages of child labor can be secured through the attendance office in poster form.

B. STREET TRADES

1. In Wisconsin the enforcement of the Street Trades Law lies with the boards of education (except in Milwaukee). The supervisor of attendance in Madison is named by the board as supervisor of street trades. The content of the street trades law is cited briefly here:
 - a. A boy must be 12 years of age and secure a permit and badge before he can engage in street trades.
 - b. No girl can engage in street trades until she reaches the age of 18 years.
2. Requirements in securing a permit and badge:
 - a. An application blank filled out and signed by parent (or guardian) and the principal of the school the boy attends.
 - b. A birth certificate or other proof of age.

- c. A deposit of twenty-five cents is made for a badge. (This amount is returned when a boy is 17 or no longer engages in street trade work.)
3. Office routine in connection with street trades
 - a. Applications for street trades are filed for reference.
 - b. A cross file of all newsboys under 17 is made, showing birth date, address, parent's name, number of badge, name of newspaper or magazine the boy is selling or delivering, and agent employing him.
 - c. A list of newsboys with badge numbers, arranged according to schools, is made each year to check at the schools. Another list of licensed newsboys is sent to the circulating managers of the newspapers.
4. There are in Madison 453 licensed newsboys. 147 permits were issued since July 1, 1932.
5. The National Child Labor Committee has secured the cooperation of publishing companies of magazines the past year in an effort to minimize the undesirable methods used and violations in the distribution and sale of magazines, such as the following:
 - a. Boys selling magazines after 7:30 at night
 - b. Boys selling who are under age
 - c. Girls employed in the sale of magazines
6. The most common of the street trades in which boys are engaged are the sale and delivery of newspapers and magazines, distribution of handbills and samples, and sale of souvenirs at football games.

The circulating managers of both Madison newspapers show by their cooperation a respect for the observance of the law. But the frequent changes of magazine agents for various publishing companies has necessitated a great deal of intensive checking of younger boys found on the streets after school and evenings. The state representative of one of the companies and his two field agents have promised their support following some serious violations that occurred this year. The publishing companies have advised us their agents have been instructed to follow the provisions of the law. Cases of under-age children sent on the streets to work by mercenary parents have created problems. In these instances, considerable effort was required to make parents realize that they were contributing to the delinquency of their own children. No street trades cases have as yet been taken into court.

RECOMMENDATIONS

That application blanks be sent to all schools with the other supplies. This avoids a trip to the attendance office for a blank.

That principals or some teacher or guidance worker named by him assist in explaining the law and requirements for a permit and in checking badges and violations of street trades during the school year.

III. ENFORCEMENT OF SCHOOL ATTENDANCE ACCORDING TO THE COMPULSORY LAWS OF THE STATE

Compulsory education laws with their provisions for fines and sentences do not in themselves remedy a situation. Such laws do not feed hungry children, help neglected ones, find employment for wage earners out of work, create sanitary homes, or make fathers and mothers rear children intelligently. The enforcement of school attendance is effective only as absences are analyzed, and causes and influences that keep a child out of school are dealt with effectively by the services of the attendance worker visiting the home. Our office records show investigations and work with cases that might be classified as excused absences as well as those unexcused and with other cases where a problem exists that does not involve non-attendance.

A. ORGANIZATION AND PROCEDURE

1. In the organization of this department the attendance workers deal with the welfare of children in school, at home, and in employment. 5266 calls were made during the year by the supervisor and one assistant.
2. The greater part of each day and Saturday morning are occupied in making home visits for the junior and senior high schools, elementary, parochial, and Vocational schools.
3. The department office receives reports of absentees by telephone twice daily—after morning and afternoon classes have assembled.

B. CASES REPORTED BY THE PRINCIPALS, ASSISTANT PRINCIPALS, GUIDANCE WORKERS, AND OFFICE ASSISTANTS OF THE VARIOUS SCHOOLS CAN USUALLY BE CLASSIFIED AS FOLLOWS:

1. Cases of known or suspected truancy
2. Unexcused absences
3. Absences in cases where there is poverty or need of help of some kind
4. Unknown causes

C. THE FOLLOWING SUMMARY OUTLINES SOME OF THE TYPES OF SERVICES RENDERED THE PAST YEAR IN THE DAILY ROUTINE OF THE ATTENDANCE WORKER IN ACTING AS A MEDIARY BETWEEN HOME AND SCHOOL.

1. Home calls were made in many instances where the excuses for absence were simple and obvious and were one-contact cases.
2. Repeated calls were made in homes where lax situations existed. Such excuses as "over-slept", "the clock stopped", "the alarm did not go off", "kept at home to help", persisted, or where no legitimate reason could be thought of, "toothache" was the most common first thought of the parent or child.
3. Cases of truancy (cases where the parents are not aware of the absence). These were harmless in result when caused by the lure of the first warm day of spring or an unusually nice day in fall. Truant cases are often looked up and taken to school. The child as well as his parent is interviewed and the necessary follow-up is made by the attendance worker. Cases of repeated truancy were found to be the result of

- a. Physical disability
 - b. Poverty
 - c. Broken home
 - d. Mental disability
 - e. Mother working outside the home
4. Other home visits and investigations were made (not always involving attendance) to aid in removing obstacles to the pupils' success in school.
- a. To investigate intermittent absences
 - b. To find a remedy for tardy children
 - c. To explain grades and retardation and necessity of more regular attendance
 - d. To find the extent of a child's physical ability to attend school
 - e. To verify reports of marriage of pupils of school age who drop out
 - f. To call at homes on cases referred to this department where other workers were not admitted to the home
 - g. To persuade pupils who are above the compulsory school age to return to school. (Such cases were reported to us by principals, probation officers, and parents)
 - h. To secure better cooperation from parents to improve conduct, school work, and interest of pupils
 - i. To know more about the family background and current situation to better understand how to work with the child at school
 - j. To verify reported delinquencies and rumors of unfavorable family situations
 - k. To make school appointments or to take parents to school for conferences on pupil problems or program adjustments
 - l. To interview parents in regard to a child's personal history, habits, temperament, and interests
 - m. To analyze a child's social environment, home, and neighborhood
 - n. To take care of cases of theft reported to us by principals or their assistants, or the police department
 - o. To assist parents who requested assistance in instances where a child got into difficulty and was summoned to court. Frequently parents came to the office to interview one of the attendance workers regarding difficulties in the home where they needed counsel and assistance of some kind
5. Special investigations of home conditions were made at the request of principals, assistants, and guidance workers to determine the need of pupils for
- a. Free text books
 - b. Lunches in cafeteria at school expense in cases of malnutrition
 - c. Need of clothing
 - d. Scholarship cases
 - e. Placement of children to work for room and board

6. Calls made by the attendance workers and found to be cases of illness were referred to the nurse. The most common were
 - a. Absences caused by sickness which kept a child out of school
 - b. Suspected cases of contagious or infectious diseases
 - c. Requests of parents for correction of defects or medical attention for those unable to pay
 - d. Absences due to need of dental care in families who cannot afford to pay for this service
 - e. Illness of parent which kept a child out of school often required the cooperation of health agency and attendance worker in indigent families
7. Sickness excuses were secured from physicians in instances where it was necessary for children to remain out of school for an indefinite period or where illness was given as the reason for withdrawal. The physician's statement is required by law and is secured by this department by an agreement with the health department. The physician is usually interviewed and his written statement excusing the child is kept in our files.

D. COOPERATION WITH OTHER AGENCIES

1. Juvenile court

A considerable number of requests for reports on children summoned to court were received from probation officers and the judge. Our reports included teachers' reports of classwork, conduct, and ability, reports from the guidance offices, and the attendance department report from cumulative records and contact with the families. In some instances a written report was given to the probation officer, in other instances the supervisor reported in court. An interchange of information on these children has been helpful to us.

- a. The supervisor took the mother of one family of three into court for neglect of children. Several other cases were referred to the probation department.

E. OUTDOOR RELIEF

This department has worked with other agencies on families registered with the Social Service Exchange. One of the most important of these the past year was the Outdoor Relief. From the beginning and throughout the year, many cases of families in distress because in need of food, fuel, and clothing came to our attention. Often the change from the former standard of living made families sensitive to their condition, worried, and afraid to ask for assistance.

1. From clothing and a few pairs of shoes given to us which we stored in the attic, we have given away 256 pieces this year. The clothing can usually be remodeled by parents but in several instances the school assisted.
2. The Dane County Outdoor Relief took over the relief work in the fall. In September they had but six case workers. Because of the excessive case load, it was impossible for the case workers to know and care for all the family needs. It was necessary many times for the attendance worker finding a child absent from school because of lack of shoes (or other clothing) to go to the Outdoor Relief office, secure the requisition, make the purchase, and deliver it to the home, for the sake of expediency.

3. Sometimes the Outdoor Relief worker withheld what was needed because the family did not cooperate with the agency's policies. In these instances the attendance worker served as a medium to placate the family and bring about better understanding and cooperation, over which the school child had no control.
4. Before the close of the school year, the Outdoor Relief had opened an East Side Office and increased the number of case workers in the county to twenty-six. Better family work was noticeable immediately as we were in daily contact with this office. The workers were very sympathetic toward the school problems. Although many criticisms have been heard of insufficient relief given, one of our census enumerators told us that a man reporting to her that he had been unemployed for two years, said his family had never been better cared for than by this relief agency.

F. RED CROSS

In response to the Red Cross request in December for principals to send lists of needy children who could be benefitted by Red Cross clothing, that office reported receiving a list of 293 families. The Superintendent of Schools referred the Red Cross worker to this department for assistance in distribution. We found through checking with the Social Service Exchange that all but thirty-two of this number were already known to a relief agency. However to be sure those families were receiving the help needed and not being overlooked, we sent the names of the families, addresses, names of children, and clothing needed to these relief agencies. (The Red Cross materials were also furnished to all relief agencies.) Of the remaining 32 families not known to any agency, the attendance workers made the home investigation, requisitioned the necessary clothing at the Red Cross office, and made the delivery of the clothing to the home. Following this, during the remainder of the year, needy cases not known to any agency, including cases referred by the schools and nurses, were taken care of in this way.

G. SERVICE SHOP

Around forty calls were made to the Service Shop by the attendance workers who usually took the child to assist in selection where parents were unable to go. On one occasion a pair of shoes was found which needed slight repair. A nearby cobbler was solicited to do the repair and the child taken to school.

RECOMMENDATIONS

This department would be aided a great deal by the establishment of a shoe fund which might also be used in emergency cases to take care of such other items as cannot be secured from the Outdoor Relief or Red Cross for families not being aided in clothing relief. This suggestion has been made by the supervisor at the Child Welfare Council and to several of the principals, and has been discussed by them with some of the P. T. A. councils.

The suggestion given here is to have a sum of fifty or one hundred dollars subscribed by teachers and school employes to the Community Union set aside. This fund can be handled by the P. T. A. or a committee of school and department heads, the case work method of investigation and procedure to be followed, to avoid duplication in work.

SCHOOL ENROLMENT

A comparison of the enrolment in the different schools is of doubtful value when there is a change of organization. At the beginning of the school year 1932-1933 the East Junior High School was opened for the first time, taking the seventh and eighth grade pupils from Emerson, Lowell, and Harvey. This fact accounts for the decrease in the enrolment in the latter schools, as shown in Table III.

TABLE III

Comparative total enrolment figures for the school years ending 1929, 1930, 1931, 1932, 1933

Schools	June 14, 1929	June 13, 1930	June 12, 1931	June 10, 1932	June 9, 1933
Brayton.....	267	230	.....	90	79
Doty.....	171	125	227	172	202
Draper.....	332	305	199	209	214
Dudgeon.....	267	282	256	264	275
Emerson.....	1,052	1,072	1,092	1,084	808
Franklin.....	388	373	387	404	432
Harvey.....	256	261	267	253	204
Hawthorne.....	340	313	317	343	341
Lapham.....	251	247	246	254	250
Lincoln.....	374	399	454	430	427
Longfellow.....	806	818	645	604	601
Lowell.....	787	864	952	981	778
Marquette.....	364	389	414	381	313
Nakoma.....	.....	.....	.....	264	263
Randall.....	944	966	753	783	849
Washington.....	319	339	238	235	225
Specials.....	86	85	87	106	106
Crippled.....	19	20	29	43	43
Deaf.....	24	26	24	22	26
East Senior.....	1,036	1,193	1,230	1,386	1,132
East Junior.....	.....	.....	.....	.....	956
Central Senior.....	1,698	1,761	873	886	836
Central Junior.....	.....	.....	518	556	494
West Senior.....	.....	.....	714	739	786
West Junior.....	.....	.....	605	626	656
Totals.....	9,781	10,068	10,527	11,115	11,296

The increase in the school enrolment indicates the growth in population of the city. It is of interest to notice that the total enrolment has almost doubled in 15 years, as shown in Table IV.

TABLE IV
Showing Percentages of Enrolment Increases since the year 1918

Year	Total Enrolment	Increase in Number	Per cent of Increase
1918.....	5,736	.....	.....
1919.....	6,238	502	8.75
1920.....	6,429	191	3.06
1921.....	6,873	444	6.9
1922.....	7,027	154	2.24
1923.....	7,225	198	2.81
1924.....	7,961	736	10.18
1925.....	8,313	352	4.42
1926.....	8,963	650	7.81
1927.....	9,258	295	3.29
1928.....	9,580	322	3.47
1929.....	9,781	201	2.09
1930.....	10,068	287	2.93
1931.....	10,527	459	4.55
1932.....	11,115	588	5.68
1933.....	11,296	181	1.62

Increase in enrolment in 15 years—5,560
Per cent of increase in 15 years—96.9

The high school enrolment continues to increase at a more rapid rate than the general enrolment. This fact seems to vindicate the policy of the Board of Education, which in the building of the West High School in 1929, and the addition to the East High School in 1932, anticipated increasing enrolment. The West Junior-Senior High School with a normal capacity of 1800 had enrolled the past year 1442. East Junior-Senior High School with a normal capacity of 2500 had enrolled this year 2088. At the approximate rate of growth which we have had during the past five years these school buildings will be filled to overflowing within the next five years. This is indicated in Table V.

TABLE V

Showing Percentages of Increase in High School Enrolment since the year 1922

Year	Total Enrolment	Increase in Number	Per cent of Increase
1922.....	1,814	.....	.....
1923.....	2,045	231	12.73
1924.....	2,105	60	2.93
1925.....	2,143	38	1.8
1926.....	2,308	165	7.69
1927.....	2,416	108	4.68
1928.....	2,598	182	7.53
1929.....	2,734	136	5.23
1930.....	2,954	220	8.04
1931.....	3,321	367	12.42
1932.....	3,563	242	7.29
1933.....	3,660	97	2.44

Increase in high school enrolment in 11 years—1,846
 Percent of increase in 11 years—100.1

IMPROVEMENT OF CURRICULUM

The critical period through which the nation is passing has brought with it a realization of the shortcomings of our public schools. One of the general questions which has been asked of the school is, "What are you doing to bring about an informed and intelligent citizenry, able to cope with the social and economic problems and to solve them collectively." This is indeed the task of public education and it is to this task that the staff and teachers are applying themselves at this time. Miss Ethel Mabie, who has had general charge of the work in the elementary schools, has given a report of the progress made, a portion of which is given below.

In many school systems today continuous study of the curriculum has become a definite part of teachers' responsibility. Whether such study is handled by committees appointed by the superintendent, directed by principals in individual schools, or organized under a director, the obligation to study how best to make the school fit the needs of boys and girls is accepted by progressive teachers as part of their work.

Sometimes this study deals with a condition needing correction, such as poor study habits or a low level of handwriting ability. It may center around the construction of a new course of study in some subject where changes are needed. Whatever the problem may be, study of it is easier and more effective if many undertake it together. From group thinking and discussion come solutions to problems that one teacher could not handle alone. New attitudes, new levels of ability, staff friendliness and unity, and new levels of professional knowledge result from the wide reading and the exchange of experience that such a program requires.

Supervision which centers the attention of the entire staff upon some common problem is generally replacing, or at least supplementing, the corrective type of supervision which aims merely to overcome the faults of individual teachers.

I. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A. *Reasons for the Program*

During the study of language teaching last year we found that wherever the teacher had provided for the class rich experiences with nature materials, with community interests, geography and history, there was no lack of interesting expression of a high standard. Evidently a complete course in social studies would not only give pupils knowledge, but it would enrich our language and reading programs, also.

For about four years elementary grade teachers have been developing through small committees valuable units of study that have given pupils some understanding of the complex world in which they live. These units had not been organized into a complete program that would assure for pupils a well-rounded course. It was the opinion of Miss Axtell, who had been directing the geography program while these units were being developed, that we were now ready to build a social studies course that would secure the child's continuous growth in understanding of the world in which he lives.

The swiftly changing condition in the social and economic world present to education a tremendous problem. How shall we fit children for living in a world twenty years from now, when we cannot wisely anticipate conditions for ourselves a month ahead? To pass on the education that we have had is not enough, for hardly anyone would claim that we adults have been adequate in dealing with our problems. Something more than training like our own is needed if the children who are now in schools are to be equal to the problems that they will face.

Because of the importance of the social studies in the school program, we planned that this project should be the major curriculum study for our elementary teachers for two years.

B. *Aims for the Social Studies*

The following aims for the social studies have been set up:

To give children experiences that will increase their interest and their understanding of the relations of people to each other and to the world in which they live.

1. To develop ways of thinking that will enable children independently to meet the challenge of new problems and to adjust to new situations.
2. To stimulate in children varied interests and to provide for the expansion of abilities that will result in well-balanced personalities.
3. To give children information and a realization of the importance of accurate knowledge in making their judgments and opinions.
4. To give children respect for others' points of view and recognition of the fact that much knowledge remains to be revealed.
5. To give children a realization of the changing nature of the social and economic world in which they live and of man's part in those changes.

6. To develop in children tolerance of racial, national, community, and individual differences through knowledge of the contributions of these varied groups to society.
7. Through directed observation and interpretation to give children assurance and eliminate fears and misconceptions about the natural world in which they live.

C. *Answering the question "What units shall be included in a social studies course?"*

1. Sources of Information

We might have found our answer either in the child's world, his sphere of immediate interests, or in a study of the needs of adults, his sphere of usefulness later. We used both. We decided to determine, if possible, the attitudes and understandings, ways of attacking problems and of thinking that would be valuable to children as future citizens. For the content of the specific units of study, through which these important understandings are to be secured, we looked to the things that are near and vitally interesting to children.

a. Published studies that were used

Reports of students of sociology and economics concerning trends and problems in American life.

Reports of history and geography teachers on the contributions of their fields to these problems.

Courses of study in use in many cities.

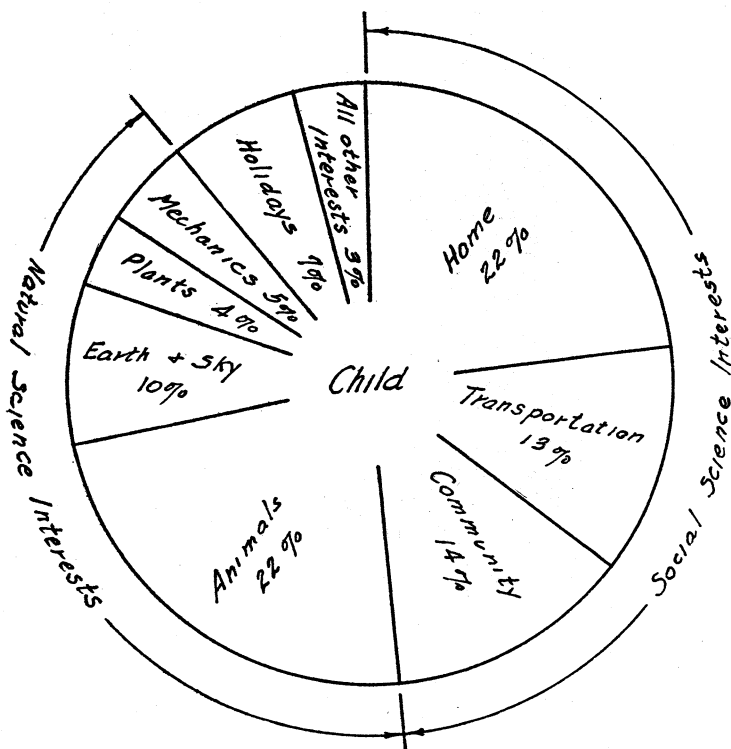
Textbooks and professional books on the teaching of the social studies.

b. Studies that were made in Madison

To assist with grade location of certain units and with the amount of emphasis to be given certain aspects of the social studies, a complete study of children's interests was organized. While the temporary interests of one small class of children should not dictate what they will study, in the opinion of the core committee, a city-wide study would show trends that would be valuable for our understanding of the child's world.

In the kindergarten, teachers tried to find out the children's interests as they observed them at work and at play. Much material, including paint, blocks, colored paper, clay, books, and pictures, was put where children were free to use any of it at certain periods. Teachers made note of the subjects that the children painted, modeled, or drew. To these notes were added comments about questions that children asked, topics that they brought into conversation, stories that they asked to hear, and situations that they represented in their dramatic play. The things that children are naturally curious about and eager to study should be allowed more influence on the program at kindergarten level than at any other grade in the school.

The Kindergarten Child and His Interests



In grades one to six the children's questions and the subjects of their free conversation were recorded by teachers as an indication of fields of interest. (It is interesting that kindergarten teachers, also, found that questions and conversation furnished more information than any other source used.) Besides giving information for the curriculum committees, this study gave teachers valuable suggestions for selecting reading material and subjects for language expression in individual classes.

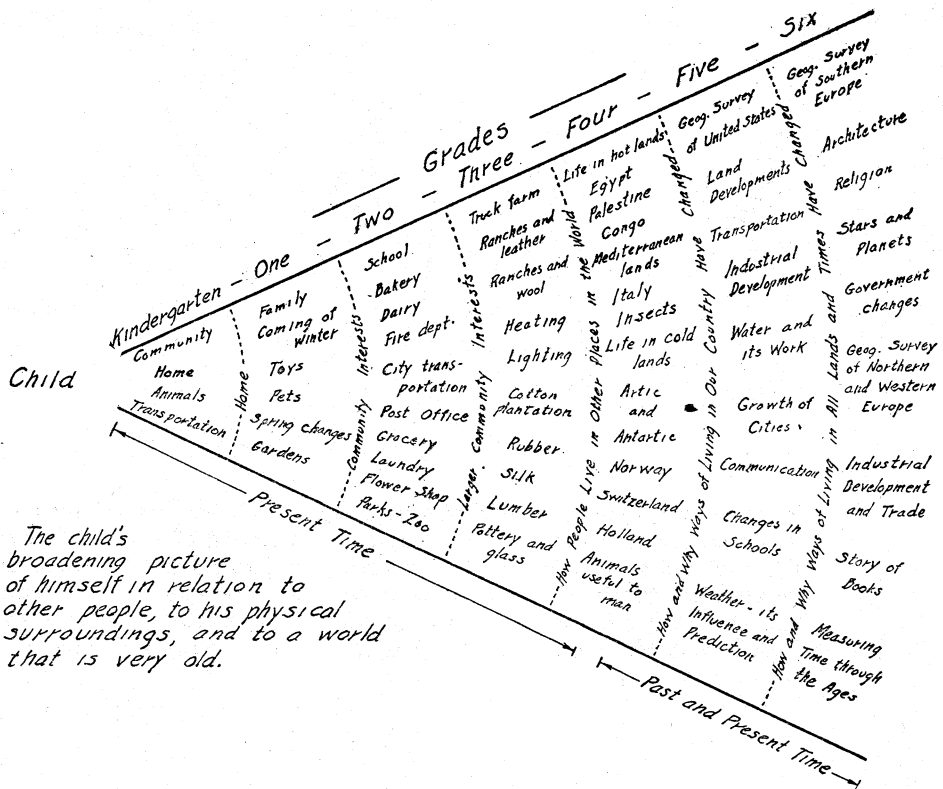
SOME OF THE RESULTS

The interest in natural science, animals, earth and sky, plants, birds, and trees, is higher than any other interest in every grade from kindergarten through the six. As soon as possible, we hope to construct an elementary science course that will satisfy this eagerness to know about the world that makes naturalists of all children who are given the chance to develop in that way. Our program of units has been enlarged to include many of these interests.

The large amount of conversation at all levels about community interests is gratifying as it gives evidence of citizenship appreciations and possibilities. The startlingly high frequency of sports and games in the conversation of second graders may indicate growing social adjustments. Interest in other people and how they live makes a sharp jump at second grade and remains high. Children show a healthy curiosity about people throughout the world. There was also much questioning about common things in the surroundings, how glass is made, etc.

D. Plan of Social Studies Program

The following chart shows the plan of the social studies program as it was set up for experimental use in January, 1933. It is a mosaic of units in geography, history, and natural science, rather than an attempt to combine the fields with equal emphasis.



ACADEMIC ACHIEVEMENT

The work of the year in reading, arithmetic, and other school subjects was of the same high standard as previous years as measured by the objective tests given at the close of each semester. The manuscript writing was extended into the third grade, and the permanent plan at present is to make the transition from the manuscript to the cursive writing at the beginning of the fourth grade.

A program of informal reading tests under the direction of Mrs. Alice Rood was valuable to the teachers, especially in giving them objective evidence of the strengths and weaknesses in their own grade. In arithmetic the standardized test in the middle of the year, given under the direction of Miss Emily Parsons, indicated that the standards in arithmetic achieved by the school children of Madison are relatively high. Below is the tabulation of the results of the New Stanford Arithmetic Tests, Form X, given January 17, 1933.

TABLE VI
TEST I—ARITHMETIC REASONING

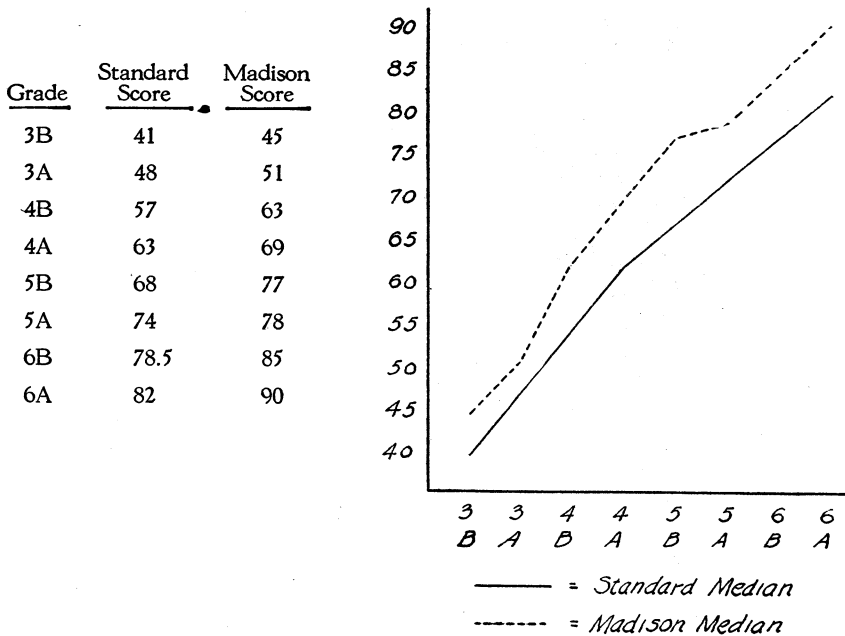
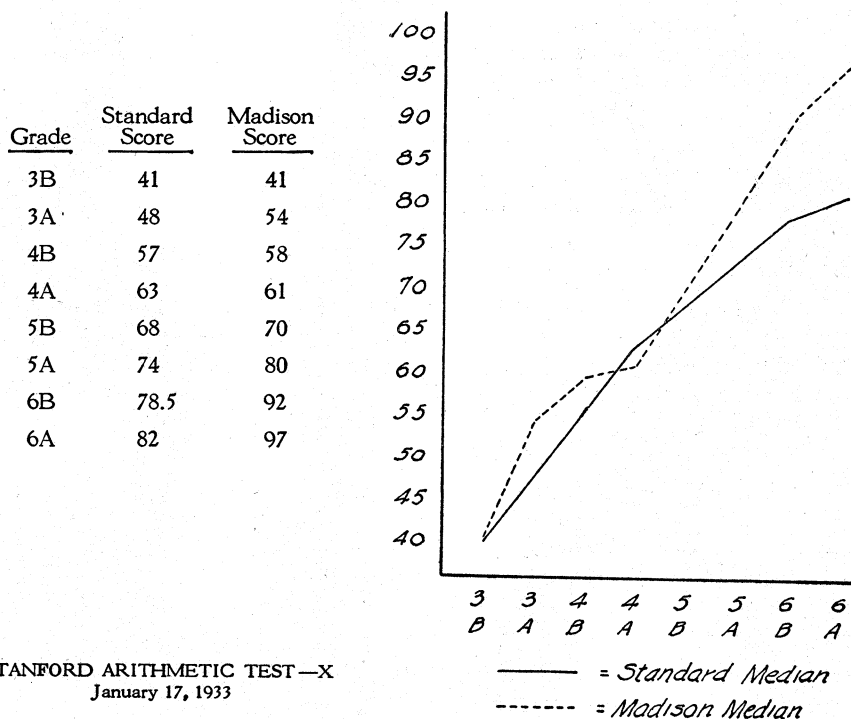


TABLE VII
TEST II—ARITHMETIC COMPUTATION



THE CHANGE FROM SEMI-ANNUAL TO ANNUAL PROMOTION

At the beginning of the school year 1933-1934 the kindergartens and first seven grades of the Madison Public Schools will be organized upon the annual promotion plan rather than the semi-annual plan which has obtained during the past ten years. Each year during the next five years the change will be made in the next highest grade above those already affected until all twelve grades are changed to the annual promotion basis.

Approval of this change was made by the Board of Education on April 17, 1933, upon the following recommendation of the Superintendent.

That the public schools of Madison change their general plan of promotions from semi-annual to annual. This change is recommended for two reasons, namely:

A. *Educational Advantage*

It is believed that it will bring about an improvement in the school situation in that—

It will do away with the necessity for having two distinct groups in approximately half of the schoolrooms of the city. This arbitrary division of the room into the A and B classes makes the work of the teacher more difficult, particularly if the teacher gives recognition to the individual differences in each group.

It is also true that in the smaller schools the present semi-annual promotion gives rise to an unbalanced situation in each schoolroom in that the class entering in September is between two and three times as large as the class entering in the middle of the year.

B. *Reduction in Costs*

The change from semi-annual to annual promotion will eventually reduce the cost of giving the same educational services to children of the city in that it will (a) make it possible to organize the classes of the larger schools on a larger base and therefore reduce the total number of classes, and it will (b) eventually eliminate the small classes which at the present time exist in the upper years of the senior high school.

That this change be brought about by classifying the B classes of the present semester as B classes of the next grade above at the beginning of the next school year and that such classes be gradually brought up to the grade to which they have been accelerated during the school year 1933-34; in other words, that the work of three semesters for these smaller groups be so modified as to be covered during the two semesters of the next school year.

That this change be put into operation in all of the grades from the kindergarten through the seventh grade in September 1933.

That the entering age for children to be admitted to kindergarten in September be extended to five years on or before March 31st of that school year, and that there be no other entering class in the kindergarten.

PROVISION FOR THE INDIVIDUAL CHILD

In the Seventy-Fourth Annual Report, published four years ago, a statement of the general school policy and plan adopted by the Board of Education was made. One of the items of educational service to be provided according to that plan was "Provision for the child as an individual whether he is exceptional in mental ability or handicapped by physical disability".

The Madison schools have made an earnest attempt to carry out this plan. With the financial help of the state, and the generous cooperation of organizations and individual technicians within the city, much has been accomplished. The entire staff of principals, supervisors, and teachers have contributed to make Madison a city unique in its attention to the basic mental hygiene of

school children, and to an intelligent awareness of their individual differences, both physical and mental. The work has been centered in and largely directed from the office of the Supervisor of Child Guidance and Special Education, Pauline B. Camp.

I am giving below a part of Miss Camp's annual report which outlines some of the achievements in the Madison schools in providing for the child as an individual.

The Department of Child Guidance and Special Education functions in the educational fields of Guidance and Special Classes for Handicapped Children.

I. GUIDANCE

Aims: An efficient, harmonious, productive adulthood for all school children and a healthy mental life during their childhood days.

A. *Psychological Service*

1. Testing of all school children for the purpose of individual ability ratings.
2. Testing of problem children for contribution to personality case study.
3. Testing all children of low achievement ability for placement in special classes.
4. Testing of all kindergarten pupils for contribution to individual child study on entrance to first grade.

This testing outline does not include the high school testing program which will appear in the high school guidance reports.

It is the purpose of the Guidance Department to have on file in the Guidance office and in the offices of the principals an intelligence quotient for every child. It is our purpose, also, to interpret this diagnostic material to the principals, teachers, and parents so that it may be used wisely.

Summary of testing program for 1932-33 as follows:

Number of Binet tests given.....	954
Number of group intelligence tests given.....	1518
Number of achievement tests given.....	767
Total number of tests given.....	3239

B. *Psychiatric Service*

The Department of Child Guidance in the Madison schools during the past seven years has developed a new type of psychiatric assistant, one that fits well into the educational regime and at the same time functions at a comparatively low cost to the community. The guidance staff serving in the elementary schools has become a specialist in the combined fields of psychology, mental hygiene, and speech correction. Each staff member, under the supervision of

the guidance director, is clinician for the buildings assigned to her. Each gives the psychological tests, makes personality case studies of emotionally maladjusted children, and of children who are failing in academic achievement, gives training in speech correction, makes recommendations for remedial work in academic failures and functions in the capacity of psychiatric social worker.

Were it necessary to have a psychologist, a psychiatric assistant, a speech correction teacher, and an educational diagnostician, four different persons in the place of the one we now have, the expense would be too great and the children would be deprived of the efficient clinical service which the Madison schools have established and developed, a service exclusively Madisonian. Furthermore, with the combined training and experience which the guidance staff receive their knowledge of the needs of the "whole child" is greater and their contribution towards achieving his development and ultimate adaptation is more effective.

C. *Program of Prevention*

The keynote of psychiatric service is prevention. Successful experience is necessary for personality integration. We, therefore, attempt to plan for the individual child so that he may have a maximum amount of successful achievement.

1. For three years we have made individual studies of kindergarten children preparatory to first grade entrance where more formal work is to begin. Each child is charted as follows: his intelligence quotient, special abilities and disabilities, likes and dislikes, normal or maladjustments, speech defects, the eye with which he sights, the hand for which he shows preference, his adjustments to his family and to his playmates in school. The aim is to give into the hands of the first grade teachers a brief analysis of the individual pupil material which she is to receive so that she may work intelligently towards the prevention of academic failures and personality maladjustments. The material is also a survey through which the guidance department accumulates information concerning special problems needing further clinical attention.
2. In the effort to develop another preventive resource, during the last year the department has made two studies with the Rogers' Personality Adjustment Tests. These tests apply to children between the ages of nine and thirteen years. They are based on four diagnostic measures indicative of the following symptoms of the child's personality maladjustments: personal inferiority, social maladjustment, family maladjustment, and day-dreaming.
3. With the discontinuance of two semesters next year it is necessary to enter the Kindergarten B children in the first grade. The Child Guidance Department has made a very painstaking study of Kindergarten B's in order to prevent as many failures as possible because of the age level of this group. We gave a group intelligence test to the total number, but fearing to trust the results because of the immaturity of the children, we checked with a Binet.

Based on this test material, a statistical study of the reliability of the Pintner-Cunningham group test for children of this age is being made, but the work is as yet incomplete. A report will be made later.

4. A study has also been made of grade failures. The group of children tested in 1930 were selected, and the success or failure of those who fell in the fourth and lowest group were followed. The results show that children whose mental age is below five years and five months are inadequate for entrance into first grade.
5. Five years ago the Guidance Department was assigned the obligation of determining entrance of under-age children into Kindergarten. The guidance director determined the policy of entering only those whose mental ages were five years or above and who showed social and emotional maturity of that age. In order that we might have some statistical findings to base judgment on for future placements, we made a survey of the children who have entered during these five years. Almost all of these children were, of course, above the average in intelligence. They were entering a group chronologically older than themselves, some of whom were also above average in intelligence. So, competition was greater than it would have been had they waited a few months to enter with their own chronological age group. The check reveals the following:

Doing superior work-----	27%
Doing average work-----	66%
Doing poor work-----	4%
Showing special disability-----	3%

6. *Problem Children*

Another preventive mental hygiene movement carried on by the guidance staff is making teachers and parents better acquainted with the fundamentals of scientific child study. All members of the staff appear frequently on P. T. A. programs, hold conferences with both teachers and parents, and act in a general advisory capacity in the search for causes and remedies of childhood disorders which occur in both the home and the school situations.

During the year just ended two hundred and ninety-three behavior problems were referred in the elementary schools. These were given careful psychiatric case study, and treatment based on causation. Conferences were held with both teachers and parents in working out a corrective program. Two hundred and two parents were contacted.

The realization that the unadjusted school child often becomes the psychopathic adult and social delinquent places the responsibility for the prevention of such tragedies rather heavily on the school system; for it is the one institution which shares equally with the parents the training of all the children in the community. Working under the most favorable circumstances the Guidance Department cannot hope for one hundred per cent correction. Failure to find causes or the environmental influences in the home and neighborhood which we cannot control will in some cases mitigate against success, but the evidence of the value received through mental hygiene treatment of the unadjusted school child is a challenge which the school system cannot afford to ignore. Time and money is well spent if children are made happy and successful thereby.

D. *Speech Correction*

Someone has facetiously said that civilization began when man ceased to attack his opponent with his fists and began to assail him with his tongue. At

any rate, speech is the medium through which one makes his social contacts and through which he gives vent to his emotions. To be incapable of expressing one's thoughts and emotions because of a speech defect is indeed a serious handicap and one that may gravely involve the personality development. Stuttering is particularly distressing and very difficult to correct. Fortunately, the percentage of stutterers is very small.

Below is given a statistical report of the number of speech defects treated by the guidance staff in 1932-33:

Number of stutterers	59
Number of sound substitutions.....	215
Number of articulatory defects.....	143
Number of hard of hearing.....	7
Number of dialect	2
Number of voice defects.....	15
<hr/>	
Total number of speech defects.....	441

E. *High School Guidance*

The outstanding new development to which I wish to refer here is the establishment of junior high special classes for those pupils whose achievements in the grades were below sixth grade level. Some of these children will remain indefinitely in the special high school classes because their intelligence scores and school histories indicate that they are working to full capacity and will, therefore, have to be given a special curriculum, more time and more individual help in order to profit by high school training. Others show specialized disabilities and may be able, through coaching, to make the regular high school classes in time.

II. SPECIAL EDUCATION

We have classified under this division the three special schools for handicapped children, as follows: (A) The School for the Deaf, (B) The School for the Crippled, (C) The Classes for the Intellectually Subnormal.

A. *The School for the Deaf*

Twenty-six deaf children were enrolled during the year, seventeen were Madison children; nine were non-resident, living in districts nearby. Five children were transferred to the school for the deaf because they had become too hard of hearing to receive instruction in the regular grades and because they needed to be taught lip-reading for present and future use. Two of the deaf pupils are attending Central High with passing grades.

B. *The School for Crippled Children*

Aim: To furnish to these handicapped children every chance for physical, mental, emotional and social development within the power of the schools and the community to give.

The divisional classifications are as follows: (1) physio-therapy, (2) academic, (3) nutrition, (4) transportation, (5) recreation.

1. The Physio-therapy Division

- a. The physio-therapist has submitted treatment charts showing that a total of 10,834 individual treatments covering 61 types of cases were given during the year.
- b. The physio-therapist gave personal interviews to 76 handicapped children throughout the school system and from nearby districts to determine any need of care or service. Of this number twenty-four received such service as transportation, supervision and care, appointments for orthopedic examination, use of the Brace Loan Fund, and the Y.M.C.A. tank.
- c. These facts are measures of progress in improved motor mechanics.

Transferred to regular school.....	5
Surgery (successful muscle transplant).....	1
Crutches discarded	2
Ability to use cane.....	2
Surgery indefinitely delayed because of improvement..	1
Healed bone conditions	3
Addition of braces	4
	<hr/>
	18

2. There are two groupings in the academic division, as follows: primary, from pre-first through the fourth; intermediate and junior high, fourth through eighth. The enrolment in the lower room during the past year was 29, in the upper room 22. All children were provided transportation between home and school.

C. *Special Education of the Intellectually Subnormal*

We have five schoolrooms for the intellectually subnormal children. These are located in two centers, the one on the east side being three rooms at the Hawthorne Annex, the one on the west side two rooms at the Longfellow School. The average monthly enrolment in these five rooms during the past year was 93. The segregation of these children is of twofold value. First, it removes the interference with the progress of normal children when the subnormal is grouped with the normal. Second, by developing habitual responses which are socially acceptable; simple skills in reading, writing, arithmetic, oral and written language, occupational activities, personal and health habits, it makes possible self-supporting and self-sufficient citizens of those who would otherwise be permanently dependent upon either relatives or the state.

Until this year these five rooms were supported entirely by state aid. The 1933 Legislature has taken this aid away entirely. This is very unfortunate, for it may mean that the subnormal children will be placed back again with the normal children, to the detriment of both.

COMMUNITY USE OF SCHOOL BUILDINGS

That the school buildings of Madison continue to be used by the community for other purposes than the regular school organization is evidenced by the report given below.

COMMUNITY USE OF SCHOOL BUILDINGS

July 1, 1932—June 30, 1933

Churches -----	2
City Recreation Department -----	641
Civic and Political Organizations:	
Madison Civic Music Association -----	12
Community Union -----	2
East Side Civic Chorus -----	37
East Side Business Men's Association -----	1
South Side Business Men's Association -----	11
Policemen's Protective Association -----	1
Better Government League -----	13
Civics Club -----	1
City Fire Fighters—Local #311 -----	1
South Side Band -----	22
Voters and Citizens League -----	4
Unemployed Workers League -----	165
Dane County Taxpayers Association -----	6
Parents of Third Ward Children -----	1
Veterans of Foreign Wars -----	2
	279
Dane County Teachers Institute -----	6
Parent-Teacher Associations -----	129
Pre-School and Kindergarten Mothers Clubs -----	33
Scout Organizations:	
Boy Scouts -----	112
Girl Scouts -----	2
	114
Southern Wisconsin Teachers Association -----	4
University of Wisconsin:	
Extension Division -----	17
Vocational School -----	189
Miscellaneous Activities:	
The Roby Road Players -----	1
Joint District No. 7 -----	1
The Nakoma Homes Co. -----	2
West Side Garden Club -----	5
National Guardian Life Insurance Co. -----	3
Dane County Sportsman's League -----	1
Woman's Benefit Association Drill Team -----	5
	18
Total -----	1432

PART II

Meeting the Need of Reducing Expenditures for Public Education



During this entire year the schools have faced the necessity of reducing expenditures. Due to the stagnant state of commerce and industry in the country at large, the aftermath of a period of extreme inflation and high profits from projects largely unproductive of social good, the existing costs of public education assumed a different relationship to sources of revenue. To many they seemed inordinately high, and a general reduction was a very natural procedure.

1. THE FUNDAMENTALS IN COST REDUCTION

The aim of the Board of Education in this situation was to bring about the necessary reduction and at the same time retain not only the educational opportunities which had been developed for Madison children, but also, and as an essential concomitant, to maintain the splendid morale which has always existed among the 560 employes of the public schools. For it was recognized by the Board after a careful survey and analysis that there were, essentially, but two means of reducing school costs, if the same length of school day and school term were maintained. These two means were:

1st —Reduction of salaries or wages for personal service.

2nd—Reduction of number of employes by increasing the work-load of the individual.

To bring about economies by these two means and still retain that splendid spirit which has permeated all departments of the schools was the task which the Board of Education attempted, and in which they have been largely successful.

2. THE 1933 BUDGET CUTS

In the construction of the 1933 budget the Superintendent was requested to set up an initial budget which would contain the same standard of salaries

and of school services as had been maintained in the preceding year. This was done, and then the Board of Education revised it, reducing its total by approximately \$150,000.00, largely through the application of an average 10% wage cut.

When the budget as reduced by the Board of Education was presented to the City Council, that body further reduced it by over \$78,000.00. An excerpt from the recommendation of the Superintendent to the Board of Education on the matter of meeting this reduction of revenue is given herewith.

TO THE BOARD OF EDUCATION

An examination of the appropriation and tax levy for school purposes passed by the Common Council and certified on the tax roll by the Mayor of the City, together with an inspection of the condition of the 1932 accounts of the Board of Education, indicates that it will be necessary to reduce the original budget presented by the Superintendent of Schools to the Board of Education by the amount of \$203,171.46. The following is an analysis of the budget situation.

Budget for 1933 as presented by Supt. of Schools-----	\$1,367,701.55
Budget for 1933 as passed by Common Council-----	1,139,530.09
	<hr/>
Budget Cut -----	\$ 228,171.46
Less Additional Balances from 1932 Budget-----	25,000.00
	<hr/>
Net Budget Cut-----	\$ 203,171.46

In cutting such a large amount from the budget it is very important that the reductions should be made so that there will be a minimum impairment of the vital or essential elements in the school organization—those directly affecting the type of training which the children are receiving in the schools. I have separated the budget reductions into the general classifications of maintenance, capital, and operation (not including salaries), and salaries. I am recommending that in the treatment of salary reductions the Board of Education adopt a scale with a graduated gross cut ranging from 15% to 30%, and that in this gross cut credit be given for reductions already taken by employees of the Board of Education this school year. I am recommending that the first week of September be a week of work without pay on the part of employes and that the last week of school in December also be a week of work without pay, if the balance in the Board of Education account is not sufficient to meet the expenses for that week. I am of the opinion that this type of cut will prove an incentive to the entire staff to practice rigid economy during the year. If this plan is followed, I believe that in spite of the very drastic reductions, the fine spirit and splendid morale always manifested by employes of the Board of Education will be maintained.

1. Reduction in Maintenance Items, List A-----	\$10,011.71	
2. Reduction in Capital Items, List B-----	14,715.00	
3. Reduction in Operation Items, List C-----	18,232.26	
4. Salary Reductions (Waiver Basis) List D-----	\$126,408.67	
Work without pay one week in September 1933----	25,725.00	
Work without pay one week in December 1933		
(Optional—depending on balance)-----	25,725.00	
	<u>\$177,858.67</u>	
Less Reductions as of September 1932-----	14,700.00	163,158.67
		<u>\$206,117.64</u>

The recommendations of the Superintendent were approved by the Board, the only change made being the shifting of the optional week of work without pay to December, making the last two weeks of the fiscal year optional weeks without pay depending upon the balance in the treasury of the Board of Education.

This action was accepted with excellent spirit by all the members of the school staff. Conferences and meetings were held and everyone entered whole-heartedly into the task of economizing in the schools without injuring the educational opportunity of Madison children. One result of this was to increase the class size and the number of children per teacher, the effect of which will be more evident in the school year 1933-34 than in the past year. The general result will be to raise the average class size throughout the school system to between 30 and 35 pupils.

3. THE TREND OF SCHOOL COSTS IN MADISON

The general trend of the amounts of the total budget and the per pupil costs is shown in Table VIII.

TABLE VIII

Showing Per Pupil Costs based on Current Budget During the Ten-Year Period 1924-1933

Year	Total Current Budget	Total Enrolment	Per Pupil Cost
1933.....	\$1,139,530.09	11,270	\$101.11
1932.....	1,329,291.00	11,115	119.58
1931.....	1,353,023.75	10,527	128.52
1930.....	1,248,052.58	10,068	124.02
1929.....	1,166,695.67	9,781	119.27
1928.....	1,130,395.47	9,580	118.04
1927.....	993,308.73	9,258	107.29
1926.....	946,343.76	8,963	105.58
1925.....	805,722.94	8,313	96.92
1924.....	696,839.20	7,961	87.53

Budget as approved by Common Council; enrolment as reported to State Superintendent of Public Instruction.

Of the \$101.11 per pupil cost in the 1933 budget, it is estimated that \$87.59 will be spent for the cost of operation of the schools. Table IX shows how this compares with preceding years, and also how the expenditure in the main divisions of the Operation budget compare in the several years.

4. SALARY REDUCTIONS AND THE BUSINESS COMMUNITY

On account of the fact that a major part of all monies paid to employes of the Board of Education is expended in the city of Madison, the reduction of their salaries and wages affects directly the business men of the city. This is especially true in the city of Madison where reductions in state and university payrolls coincide with the city and county wage reductions. For several years the costs of living have been higher in Madison than in other cities of the state. Now the adjustment to lower living costs, necessitated by the decreased pay, at a time when the normal trend in such costs in the country at large is upward, will be a difficult one, not only for the government employes but also for the business community serving them.

TABLE IX
*Showing Per Pupil Cost of Education by Divisions of Operation Budget—Five-Year
 Period 1929–1933*

	Administration	%	Instruction	%	Physical Plant	%	Recreation	%	Total
1933 Total.....	\$ 26,800.10	2.7	\$ 790,508.32	80	\$ 155,983.91	15.8	\$ 13,907.00	1.5	\$ 987,199.33
Per Pupil.....	2.37		70.14		13.84		1.23		87.59
1932 Total.....	\$ 40,276.27	3	\$1,071,916.75	82.5	\$ 165,880.00	13	\$ 21,195.00	1.5	\$1,299,268.02
Per Pupil.....	3.62		96.44		14.92		1.91		116.89
1931 Total.....	\$ 42,495.00	3.3	\$1,023,306.75	81	\$ 170,952.00	13.7	\$ 23,480.00	2	\$1,261,233.75
Per Pupil.....	4.03		97.21		16.24		2.23		119.71
1930 Total.....	\$ 41,870.00	3.5	\$ 944,835.08	81.5	\$ 149,077.00	13	\$ 23,658.00	2	\$1,159,440.08
Per Pupil.....	4.16		93.80		14.84		2.36		115.16
1929 Total.....	\$ 40,143.67	3.5	\$ 881,893.25	82	\$ 133,813.75	12.5	\$ 21,023.00	2	\$1,075,883.67
Per Pupil.....	4.10		90.15		13.65		2.10		110.00

Taken from budget analyses by Superintendent of Schools.

5. THE PARENTS AND SCHOOL ECONOMIES

The people whose interests are most directly affected in the lowering of public school standards and the contraction of educational opportunities to children are the parents. In the city of Madison during the past year the parents have taken a keen interest in the problem of reducing school costs. They have recognized that if selfish interests or political influences should dominate the policy governing such reductions the children would be the victims. Consequently they have supported in a very active way the program of the Board of Education as outlined.

The Central Council of the Parent-Teacher Associations with representatives from the twenty-six associations in the city, unanimously voted the appointment of a committee of five parents, whose purpose was to become informed in regard to the public school financial situation, and to support only those economy measures which promised a minimum of interference with the welfare of the children. This committee, composed of Mrs. Harry T. Park, Chairman, Mrs. C. T. Walton, Mrs. H. R. Ludwig, Mr. Harry J. Alwin, and Mr. Frank O. Holt, represented the parents very effectively during the period of the consideration of the 1933 budget.


The Chairman of the Central Council, Mrs. Hugo P. Stoll, and the association presidents in each school district also were active in the support of the reasonable and carefully considered economies as set up by the Board of Education. Several meetings in each association were devoted to a discussion of the general subject in order that the parents might be well informed in regard to all phases of the problem. The following were the Parent-Teacher Association presidents during the past year:

Blessed Sacrament—Mrs. P. W. Segerson
Central High—Mrs. A. Piper
Doty—Mrs. J. W. Lansdowne
Draper—Mrs. A. J. Opstedal
Dudgeon—Mrs. J. E. Hansen
Edgewood—Mrs. John Crowley
Emerson—Mrs. E. J. Ripley
Franklin—Mrs. Tony Matranga
Harvey—Mrs. M. J. Reilly
Hawthorne—Mrs. Theo. Kupfer
Holy Redeemer—Mrs. H. R. Ludwig
Lapham—Mrs. Wm. Boyle
Lincoln—Mrs. Harry Park

Longfellow—Mrs. S. B. Schein
Lowell—Mrs. Robert Johnson
Marquette—Mrs. E. J. Elder
Randall—Mrs. E. H. Carpenter
St. Bernards—Mrs. John Nilles
St. Josephs—Mrs. Nick Spada
St. James—Mrs. Arthur Collentine
St. Patricks—Mrs. R. F. Fisher
St. Raphaels—Mrs. R. K. Ring
Washington—Mrs. L. J. Stehr
West High—Mr. F. R. Cockrell
Lakewood—Mrs. W. H. Conlin
Nakoma—Mrs. Edwin Rennebohm

PART III

VOCATIONAL EDUCATION



In the State of Wisconsin the organization of vocational education is somewhat detached from the general public school system. In each city a separate Board of Vocational Education (five members, two from the ranks of employes, two from the employer group, and the Superintendent of Schools, ex officio) is appointed by the regular Board of Education. In the city of Madison the members of the Board of Vocational Education are T. G. Murray, President, Henry Wollin, S. G. Scanlan, J. H. Brown, and R. W. Bardwell, Ex Officio.

In order that we might present in this report a picture of the entire public education project supported by the people of Madison, I have requested the Director of the Vocational School, Mr. A. R. Graham, to give the following survey and summary of the work of the Vocational School in the city of Madison.

1. HISTORY AND ORGANIZATION

The Madison Vocational School was organized in August 1912 under the Wisconsin law which established this type of school in 1911. From August 1912 until September 1921 the school occupied various rented buildings located at 11 and 15 South Pinckney Street and later the second and third floors of the building located at 3 and 5 North Pinckney Street was added to relieve the crowded enrollment. In 1921 the Vocational School moved into its new building located at 211 North Carroll Street and is known as the Vocational School Building.

It is a public school. It is open to all residents of the city over fourteen years of age. The Madison Vocational School is under the immediate direction of the Madison Board of Vocational Education. This Board is appointed by the Board of Education. The Board's membership must consist of two employers of labor and two representative employees who have no hiring or fir-

ing powers, and the city superintendent of schools who is an ex-officio member of the Board.

The Board of Vocational Education has its own budget which is limited by law to 1½ mills on the assessed valuation of the city property.

The Board of Vocational Education is required by law to conduct day and evening classes. Any person over the age of fourteen years is eligible to attend the school. The students may enter the school any time during the school year and pursue such courses as they feel will be of the most immediate value to them. The school's program is very flexible and its fundamental theory is the immediate needs of the students who come to it.

The Madison Vocational School aims to gear its activities directly to the life career motives of Madison's juvenile and adult citizens. Every newly-entered student is given full opportunity to understand the many sided activities of the school and to use these activities to serve his own vocational aims.

2. THE TYPES OF STUDENTS

There are five types of students who come to the Vocational School office seeking vocational advice. They are:

Group A—The "try-out group", those who have no specific vocational aim but are interested generally in mechanical, commercial, or industrial pursuits. Most of these students are in the younger age levels and are employed part of the time at a juvenile occupation. During the economic stress of the past few years adults have likewise been found in the "try-out group".

The "try-out" students are given an opportunity to test or "try-out" their abilities and interests in sheet metal, machine shop, wood-working, electricity, printing, automobile mechanics, mechanical and architectural drawing, commercial art, and business practice. The younger groups, especially, are acquainted with the opportunities and disadvantages of each typical occupation both through lectures by the shop teachers and through a course in "occupational information". Courses in English, trade Mathematics, blue-print reading, citizenship, and physical education complete the program of the "try-out" students.

Among the girl students, this "try-out" emphasis is somewhat less marked; with them, emphasis is placed upon training for home-making with courses in preparation of foods, sewing, effect of foods on health, balancing meals, planning a household budget, economical purchasing, home decoration, clothing

design, and similar courses whose purpose is to train for intelligent home-making. These courses, combined with general education in English, science, mathematics, citizenship, and literature afford good background for later occupational training in cafeteria management, beauty-parlor operating, catering, dressmaking, and domestic services. Girls are also given a try-out experience in commercial subjects.

Group B—The “preparatory group”, those who are fairly certain of a vocational objective but need preparatory training for the chosen occupation. The “trade preparatory” groups select a program of shop work, mechanical drawing, trade mathematics, science, literature, and citizenship; the “commercial preparatory” groups select a program of English, commercial arithmetic, beginning bookkeeping, literature, and citizenship; the groups preparatory to domestic and personal service occupations combine science, literature, and citizenship with advanced courses in foods, nutrition, sanitation and hygiene, meal planning, and clothing.

Group C—The “technical training groups”, those who know what occupation they wish to prepare for and have enough background to profit by a course of technical instruction. The occupations for which the Madison Vocational School gives technical training are these:

- Stenography
- Bookkeeping and Accounting
- Beauty Culture
- Cafeteria Management
- Catering
- Restaurant Cookery
- General Office Work
- Business Management
- Trade and Industrial Vocations
- Commercial Art
- Dressmaking

One phase of technical training is found in the school's apprenticeship program. Students who, through the try-out and preparatory courses find an interest in one of the skilled trades make their entry to that trade by taking employment with a man or firm already engaged in the occupation. All apprenticed workers in Wisconsin come under the supervision of the Wisconsin Industrial Commission. They are allowed time off from their work to attend Vocational School one-half day each week. The employer pays the boy for his time spent in school. Through its placement service, the school has been

able to help some of its students find an apprenticeship appointment. During the past half-dozen years the Madison Vocational School has had, among its enrollment, apprentices in plastering, carpentry, painting and decorating, plumbing, paper hanging, printing, and the machine and metal trades.

Group D—The “occupational or trade extension group”, adults who are at present engaged in a skilled occupation and who come to the Vocational School for courses of new or advanced information relating to the skilled trades. We find students of this group in both the Day and Evening classes. Occupations which have recently benefited by this service are Barbers, Plumbers, Painters, Sheet-metal workers, Bankers, Shop Foreman, Beauty Parlor Operation, Machinists, Carpenters, Electricians, and clerical workers in the various business offices.

Group E—The “General Continuation group”, those who come to the school to continue their high school education or to prepare for entrance to a university. In this group are found boys and girls who, for economic or other reasons, are working and are unable to continue, for the present, their education in the full-time public schools. Through the flexible organization of the vocational school and through the cooperation of the high schools, these juvenile workers are enabled to continue their high school studies even though working. In this group are also found adults who, unemployed during the economic depression, are using their free time to complete high school studies which were interrupted during their youth.

Group F—The “home-making group”, those whose principal interests lie in homemaking. In this group are found not only the younger girls mentioned in group A, above, but also adult students who are awake to the serious possibilities of home-making as a career. A recent adult class in home-making was composed in considerable part of newly-wed brides, most of whom were well educated in fields other than home-making but few of whom were well informed concerning home-making itself.

3. THE COURSES OFFERED

The school's essential work, then, is to act as a service station for people, young and old, who work for a living, helping them find, prepare for, and grow in their life-work. The school recognizes, however, that its students will not only be workers, but *human beings* as well. They must know how to live and play with other people, as well as to work with them. The school,

therefore, balances its intensely occupational emphasis with courses in art, literature, music, dramatics, history, health training and physical education. To this same end, the school also sponsors mixed choruses, orchestras, bands, drum corps, school papers, book clubs, athletic contests, and dramatic contests among the students. Through physical examinations and a corrective program, the school seeks to insure its students a sound body as well as skilled hands and a trained mind.

During the past year, the Madison Vocational School offered to 2043 day school students, the following list of courses:

- Academic Courses:* Arithmetic, algebra, plane geometry, solid geometry, higher algebra, grammar, composition, rhetoric, American Literature, Wisconsin Literature, World Literature, public speaking, dramatics, citizenship (civics), American History, Wisconsin History and Institutions, economics, English and citizenship for foreign born, general science, general chemistry, and chemistry for nurses.
- Art Courses:* Commercial Art, design, art metal, weaving, rug making, modelling, Art appreciation, lettering, lampshade making, leather tooling, block printing, reedwork, interior decoration and house planning, clothing design, picture study, costume design, and home furnishings.
- Commercial Courses:* Shorthand, typewriting, business English, business management, filing, calculating machines, dictaphone, typewriter repairs, machine bookkeeping, commercial law, salesmanship, elementary business practice, bookkeeping, penmanship, office training, commercial arithmetic.
- Home Economics Courses:* Foods, Clothing, child care, equipment and supplies, family relationships, household budgeting, home gardens, personal improvement, table service, laundry, beauty culture, marketing, catering, care and use of home appliances and equipment, purchasing, home nursing, home sanitation, textiles and fabrics.
- Trade and Industry Courses:* Auto mechanics, blueprint reading, mechanical drawing, machine drafting, electricity, printing, machine shop, sheetmetal, woodworking, welding.

From this wide array of courses, each student's program is constructed to meet that particular student's personal and life-career needs. No student is confined to any single course; all courses, on the other hand, are made available to all students in accordance with the student's needs and present capabilities.

4. EVENING SCHOOL

Most of these same activities are sponsored also in the evening school. "Adult education", of course, is the key note of the night school program. Hence in evening school instruction we find emphasis on the trade extension, home making, and general continuation courses. In addition to the courses already listed may be noted the following courses usually offered in the evening school but not in the day school:

Court reporting, accounting, banking economics, barbers' science, bricklaying, drafting, radio repair, safety school for foremen and superintendents, steamfitting, the pre-school child, child development and guidance, care of the growing child, meats and meat substitutes, fruit preservation, home nursing, millinery, children's clothing, foreign languages, art appreciation and history, and cartooning.

For the past several years the Madison Vocational Evening School has co-operated with the Madison Civic Music Association in sponsoring the Madison Civic Orchestra, the Madison Civic Chorus, the Grieg Chorus, the East Side Chorus, the Mozart club, the Madison Maennerchor. This work is under the direction of Dr. Sigfrid Prager. During the past year these groups presented several concerts and sponsored and produced the opera "Faust".

During the past three years large numbers of men and women who were unemployed found the school to be a real source of help. Among this group of students were found a large number of men who had nothing to do. They did not wish academic or trade extension training, but wanted something to do whereby they could do something with their hands. They came from many vocations. Early in November 1932, the school fitted up a Craft Shop in the old Brayton School. About seventy men were enrolled. These men wove rugs, caned chairs, made bird houses, and special home equipment to order. A committee of women assisted the school in securing orders for the shop and in conducting sales of the things made by the men. There was an average attendance of thirty men in the shop. When an article made in the shop was sold the man who made it received for his work the difference between the cost of the materials used and the selling price. The total sales of the shop amounted to \$2548.92. The men received for their services \$1668.12. During the Spring two acres of land was secured in Lakewood and this plot of ground is now under cultivation by them. This makes it possible for these men to grow food for their families, it provides an outlet for their physical energies and to occupy them, otherwise idle time created by their inability to secure regular employment.

ENROLLMENT

The following tables will give the readers a very good idea of the school.

TABLE I

*Comparison of Enrollments with Income from City, State and Federal Funds
from 1912-1933*

Year	ENROLLMENT			INCOME			
	Day	Ev'ng	Total	Total	City	State	Federal
1912-13	81	562	643	5,000.00	5,000.00	.....	.....
1913-14	214	994	1208	13,500.00	13,500.00	.....	.....
1914-15	201	884	1085	18,000.00	12,000.00	6,000.00	.....
1915-16	439	1072	1511	24,187.33	14,500.00	9,687.33	.....
1916-17	413	996	1409	26,206.01	17,000.00	9,206.01	.....
1917-18	609	838	1447	29,206.68	20,000.00	9,206.68	.....
1918-19	498	616	1114	33,048.77	25,000.00	8,048.77	.....
1919-20	485	625	1110	40,392.73	33,000.00	7,392.73	.....
1920-21	487	573	1060	43,106.42	34,500.50	8,063.59	542.33
1921-22	774	916	1690	75,462.97	68,163.13	6,775.09	524.75
1922-23	887	1401	2288	106,502.10	92,890.00	12,965.84	646.26
1923-24	1073	1631	2709	121,999.28	107,152.59	12,598.22	2,248.47
1924-25	1021	1775	2794	133,620.96	119,122.90	12,197.64	2,300.42
1925-26	1210	2221	3431	149,984.80	135,763.67	11,665.66	2,555.47
1926-27	1415	2463	3878	180,766.35	167,400.00	11,305.42	2,060.93
1927-28	1423	2650	4073	204,108.01	188,162.00	11,198.06	4,747.95
1928-29	1314	3179	4493	197,350.33	182,804.39	10,950.71	3,595.23
1929-30	1562	3175	4737	195,787.92	181,190.00	11,841.69	2,756.23
1930-31	1596	3278	4874	174,318.35	160,000.00	10,815.01	3,503.34
1931-32	1805	2885	4690	183,060.81	170,000.00	10,072.30	2,988.51
1932-33	2043	2481	4524	139,912.76	127,169.31	9,845.65	2,897.80

TABLE II

Table Summarizing Day School Enrollment of Madison Vocational School by Departments, Attendance Classification, and Sex—1932-1933

Departments	Totals	ATTENDANCE CLASSIFICATION AND SEX											
		Total	Full Time Male	Female	Total	Half Time Male	Female	Total	Part Time Male	Female	Total	Apprentice Male	Female
Totals	2043	364	227	137	1508	563	945	148	82	66	23	23	.....
Academic	164	21	18	3	137	53	84	6	3	3	.....	.....	.....
Art	152	5	5	.....	143	36	107	4	3	1	.....	.....	.....
Commercial	632	101	34	67	527	171	356	4	2	2	.....	.....	.....
General Continuation: . . .	216	81	34	47	132	61	71	3	3	.....	.....	.....	.....
Home Economics	332	21	2	19	251	14	237	60	.....	60	.....	.....	.....
Music	26	.....	.....	.....	26	17	9	.....	.....	.....	.....	.....	.....
Trade	367	84	83	1	189	187	2	71	71	.....	23	23	.....
Craft Shop	51	51	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Summer Course	103	.....	.....	.....	103	24	79	.....	.....	.....	.....	.....	.....

TABLE III

Table Summarizing Enrollment at Madison Vocational School by Attendance Classification and Grade Status—1932-1933

DAY SCHOOL

Attendance Classification	Totals	GRADE COMPLETED									
		Less than 8th Grade	8th Grade	9th	10th	11th	12th	1 College	2 College	3 College	4 College
Totals.....	2043	172	334	115	123	87	718	109	105	40	240
Full Time.....	364	41	102	16	19	9	114	18	15	4	26
Half Time.....	1508	91	176	68	82	64	596	91	90	36	214
Part Time.....	148	38	51	29	18	12	.....	.....	.....	.....	.....
Apprentices.....	23	2	5	2	4	2	8	.....	.....	.....	.....

PART IV

FINANCIAL REPORT

The following reports are in the same form as those presented in the Annual Reports of the past four years. This enables anyone who so desires to make a comparative observation of the school finances from year to year.

TABLE I
Balance Sheet as of June 30, 1933

ASSETS	
Particulars	
FIXED ASSETS	
Land and Land Improvements -----	\$ 793,116.98
Buildings and Attached Structures -----	3,736,677.17
Machinery and Equipment -----	623,443.77
CONSTRUCTION IN PROGRESS	
East High School Addition -----	604,882.60
SUNDRY ACCOUNTS RECEIVABLE	
Accounts Receivable -----	5,855.03
Tuitions Receivable -----	76,343.12
Due from Sale of Bonds—East High School Addition -----	117.40
CURRENT ASSETS	
Cash in Bank -----	-509.95
Board of Education—Petty Cash Fund -----	15.00
Board of Education—Advances to be Refunded -----	1,500.00
INVENTORIES	
Stock Room -----	7,334.69
Fuel -----	657.86
TRUST FUNDS	
Samuel Shaw Prize Fund -----	921.83
C. R. Stein Scholarship Fund -----	2,401.29
William McPyncheon Trust Fund -----	13,580.06
TOTAL -----	\$5,866,336.85
LIABILITIES	
FIXED LIABILITIES	
Bonded Indebtedness -----	\$2,825,500.00
State Trust Fund Loans -----	45,946.00
OTHER LIABILITIES	
Award of Industrial Commission of Wisconsin to Lloyd Benson—Injury -----	4,186.95
Joint School District No. 7 Madison, Fitchburg—Equity -----	8,695.56
TRUST FUND RESERVES	
Samual Shaw Prize Fund -----	921.83
C. R. Stein Scholarship Fund -----	2,401.29
William McPyncheon Trust Fund -----	13,580.06
PROPRIETARY INTEREST	
FIXED SURPLUS -----	\$2,873,931.87
CURRENT SURPLUS -----	91,173.29
TOTAL -----	\$5,866,336.85

TABLE II

Revenues—July 1, 1932 Through June 30, 1933

REVENUE RECEIPTS AND ACCRUALS

Particulars	
STATE FUND APPORTIONMENT	
In City of Madison	\$ 9,531.00
In that part of Joint School District No. 8, in Township of Blooming Grove.....	91.20
State Fund Apportionment for Nakoma	2,175.50
TAXES LEVIED BY COUNTY SUPERVISORS	
In City of Madison	67,500.00
Taxes levied by County Supervisors in Nakoma	2,000.00
CITY SCHOOL TAXES	
In City of Madison	1,037,493.23
City School Taxes in Joint School District No. 8	7,416.59
City School Taxes in Nakoma	11,706.05
Balance of Bank Account of Nakoma School District No. 6 as of 8/31/32	389.97
STATE AIDS	
For Deaf School	5,978.61
For Special Schools	4,150.62
For Speech Correction	2,865.22
For Crippled Children—Longfellow School	8,693.37
For Crippled Children—Orthopedic Hospital	4,327.15
For High Schools	884.94
TUITIONS	
Central Senior High School	2,207.62
Central Junior High School	282.46
East Senior High School	18,516.64
East Junior High School	6,496.36
West Senior High School	10,256.72
West Junior High School	7,973.90
Elementary Schools	10,858.64
Deaf Schools	484.80
RENTALS	
C. H. S. Auditorium and Gymnasium	\$ 15.25
E. H. S. Auditorium and Gymnasium	60.00
W. H. S. Auditorium and Gymnasium	15.00
Elementary School Gymnasiums	15.83
OTHER MISCELLANEOUS RECEIPTS	
Board of Education	708.26
Vocational School	478.17
TOTAL REVENUE RECEIPTS AND ACCRUALS	\$1,223,574.10

NON-REVENUE RECEIPTS AND ACCRUALS

SALE OF MATERIAL	
Attendance Department	17.00
Home Economics Department—C. H. S.	3.34
Home Economics Department—E. H. S.	7.84
Home Economics Department—Elem. Schools	2.35
Manual Arts Department—C. H. S.	281.93
Manual Arts Department—E. H. S.	385.00
Manual Arts Department—W. H. S.	377.40
Manual Arts Department—Elementary	172.30
Special Schools	37.29
Open Air and Nutrition Room—Emerson	13.49
Open Air and Nutrition Room—Lowell .....	.75
Open Air and Nutrition Room—Longfellow	48.87
Crippled Children Department—Longfellow	4.32
REFUNDS AND CANCELLED CHECKS	91.64
TOTAL NON-REVENUE RECEIPTS AND ACCRUALS	1,443.52
GRAND TOTAL	\$1,225,017.62

TABLE III

Total Operation, Maintenance and Capital—July 1, 1932 Through June 30, 1933

SUMMARY OF EXPENDITURES

	Operation	Maintenance	Capital	Total
Superintendent of Schools.....	9,541.07	0.	0.	9,541.07
Administration Building.....	26,245.27	77.58	124.47	26,447.32
Administration Building Annex.....	727.60	15.00	39.97	782.57
Central Senior High School....	104,959.08	1,654.84	398.92	107,012.84
Central Junior High School....	50,229.46	3.49	85.24	50,318.19
East Senior High School.....	137,149.88	6,178.31	1,227.54	144,555.73
East Junior High School.....	71,868.58	227.78	621.42	72,717.78
West Senior High School.....	113,603.89	1,789.76	5,022.47	120,416.12
West Junior High School.....	58,111.13	4.73	243.53	58,359.39
Brayton.....	6,252.30	92.18	65.80	6,410.28
Doty.....	15,080.40	367.14	135.29	15,582.83
Draper.....	17,149.66	237.48	65.78	17,452.92
Dudgeon.....	20,166.29	2,928.53	645.52	23,740.34
Emerson.....	55,054.41	1,044.23	2,572.45	58,671.09
Franklin.....	36,095.90	1,027.46	1,431.54	38,554.90
Harvey.....	17,036.16	1,211.47	38.64	18,286.27
Hawthorne.....	20,807.87	487.42	118.33	21,413.62
Hawthorne Annex.....	1,512.63	35.61	197.34	1,745.58
Lapham.....	16,080.66	321.02	5.00	16,406.68
Lincoln.....	30,941.33	759.70	366.33	32,067.36
Longfellow.....	56,618.09	4,302.39	89.44	61,009.92
Lowell.....	55,657.78	873.49	646.90	57,178.17
Marquette.....	21,749.06	550.11	0.	22,299.17
Nakoma.....	21,372.30	2,514.86	746.87	24,634.03
Randall.....	54,018.30	1,289.73	1,010.58	56,318.61
Washington.....	18,364.95	147.41	156.47	18,668.83
Music Studio.....	1,562.56	6.97	0.	1,569.53
New Marquette.....	0.	180.00	0.	180.00
Recreational Department.....	18,151.71	0.	0.	18,151.71
Undistributed.....	109,083.61	61.33	109.20	109,254.14
Totals.....	1,165,191.93	28,390.02	16,165.04	1,209,746.99

