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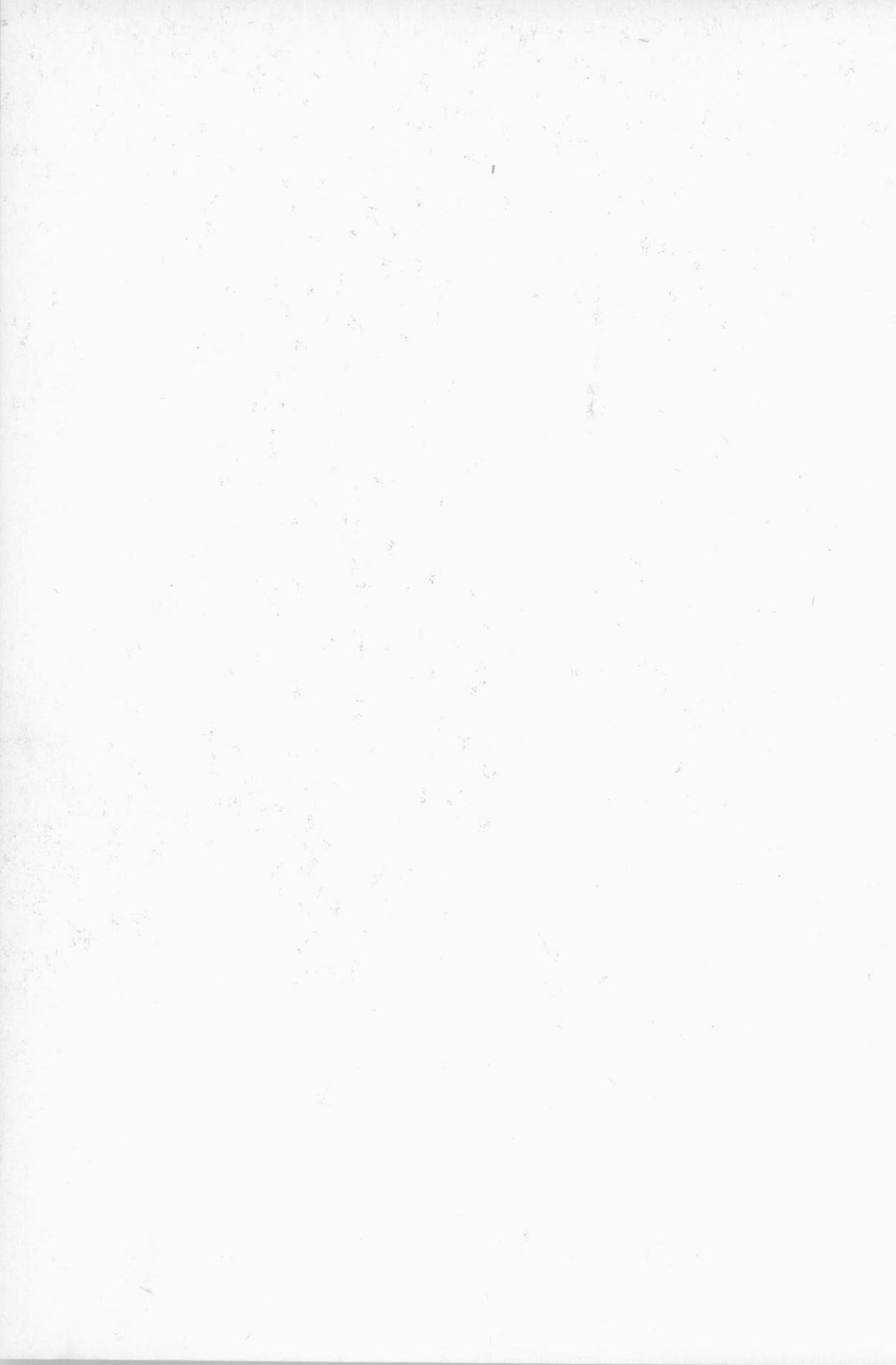
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Guidance in the Madison Public Schools



Guidance in the Madison Public Schools

Philip H. Falk, Superintendent

Biennial Report

1947-49

BOARD OF EDUCATION

Madison, Wisconsin

March, 1950

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Learning to work with others and to understand, to help, and to appreciate them is a major goal of guidance.

FOREWORD

Guidance is not new. For generations good teachers have known their pupils and guided them. The increased emphasis on guidance during the past few years has been due to the improved techniques of guidance and to the increasing complexity of our society rather than to a sudden discovery of the field of guidance.

Even in simple primitive societies man provided for teaching youth to meet the problems they would face as they assumed ever-increasing responsibilities in the life of the group. As society becomes more complex the need for such guidance obviously becomes even more imperative. Interpreted broadly guidance is perhaps the same as the modern concept of education.

Guidance as practiced in the Madison public schools, then, is a re-emphasis with improved techniques under the stimulus of trained workers of one of the oldest practices of good teachers. The pupil guidance that goes on in the office of a guidance worker, essential as it is, probably is less important than the guidance that takes place in classrooms and homerooms, on playfields, in student activities, in pupil-teacher conferences, and in informal, casual pupil-teacher relationships.

The test of the effectiveness of a guidance program is the extent to which the guidance point of view permeates the entire staff. The function of the guidance department is to help every staff member better to understand and teach his pupils and to become aware of the extent to which his own attitudes and actions may influence children, so that he may render to each individual pupil the maximum service.

The material in this report on guidance was prepared by Dr. Carl H. Waller and the staff of the department of child study and service. Doctor Waller has also prepared for professional workers and others interested in the details of the guidance program in Madison a 20-page supplement to this report which is available on request.

The section of this report, *For the Record*, includes significant events and activities for the biennium, 1947-49, as well as enrollment and financial statistical data.

PHILIP H. FALK, Superintendent



As the schools increase in size and society grows in complexity, young people meet increasingly difficult problems and choices. To all who are sincerely interested in boys and girls, it is evident that every child should have in school continued contact with and help from a competent, interested adult. He needs someone who understands him, likes him, and accepts him as he is. He needs someone who will help him to face his problems. He needs someone who will bring to his attention the ways he can use his capacities and the resources of his school and community to the mutual benefit of himself and others. To provide such service is the purpose of guidance in the schools.

INTRODUCTION

Guidance, in practice, personalizes the aims of education for each child. The schools recognize the importance of serving the needs of pupils who vary in abilities, interests, social and emotional characteristics, and special aptitudes. Schools also are aware of the complexity and demands of society to which youth must adjust. Today children of all types should have experiences which will enable them to live wisely and happily and to make their maximum contributions to society.

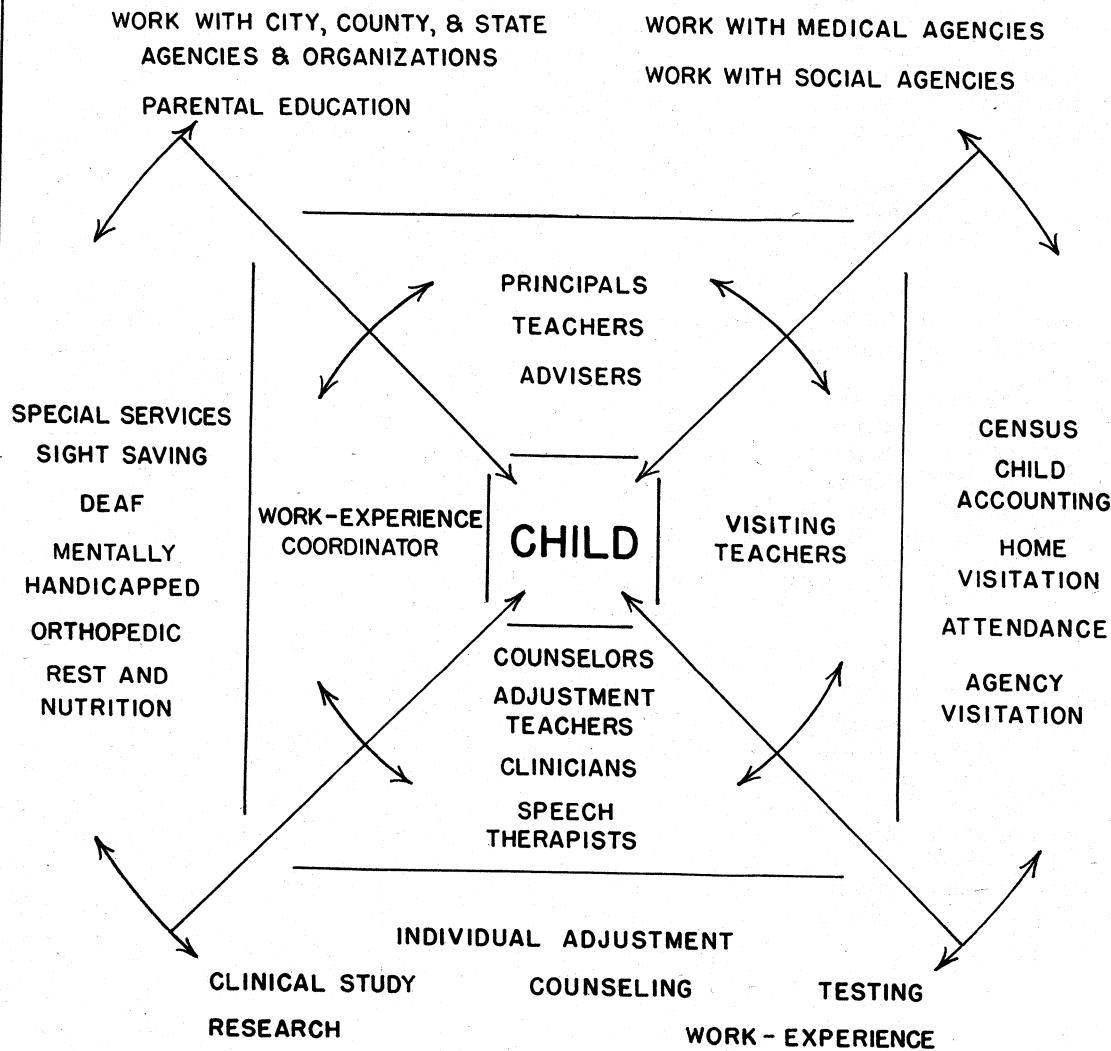
In Madison the concept of guidance is broad. Its objectives are synonymous with the objectives of education. Guidance is a major concern of every teacher and principal in both elementary and secondary schools. It is so integral a part of the total educational program that it is difficult and probably undesirable to separate it except for purposes of discussion.

Education is considered an experience in living. The basic purpose of education is not only to develop the intellect but also to help children to achieve those levels of social and emotional maturity necessary for good living. The teacher functions in a guidance capacity day by day as he helps the child to understand himself and his needs, and assists him through worth-while experiences to develop his abilities in order to live more fully and effectively.

The Madison plan recognizes that guidance services will be effective to the extent that all school and out-of-school services contribute in a cooperative and continuous manner from the time the child enters school until he becomes a happy, productive, and well-adjusted member of adult society.

CARL H. WALLER, Director
Child Study and Service

ORGANIZATION FOR GUIDANCE SERVICES



GUIDANCE IN THE MADISON PUBLIC SCHOOLS

Organization for Guidance Services

Madison employs a coordinated guidance plan with the individual schools as separate units working with a central department of child study and service. This type of organization places the responsibility for guidance jointly on those who know the children best—the teachers, principals, and guidance staffs in the schools—and on the department of child study and service. The department gives consulting service to teachers, principals, and parents, and specialized assistance to guidance counselors in schools, and makes contact for all schools with cooperating non-school agencies.

This plan seems advantageous since it avoids needless duplication of services, provides reasonable uniformity throughout the city, yet recognizes that problems of guidance vary with different children and school communities.

It is important that the activities of guidance be differentiated and specifically assumed by administrators, guidance workers, and teachers in order to assure continuous assistance to children.

The problem of providing guidance services on all levels is one of co-ordinating the activities of the school in such a way that (1) all forces of the school and community will be brought to bear in a unified and consistent way upon the problems of each child; (2) definite responsibilities for the program will be placed upon certain individuals and agencies; (3) work will be divided so that each person and agency will know what the particular duties and responsibilities are and the ways in which all may contribute to the work of others.

The department of child study and service has as its chief functions the promotion and coordination of guidance services not only in the schools but also with various community service agencies concerned with child welfare. The department is responsible for (1) promoting an understanding of the nature of adjustment work; (2) stimulating interest in guidance; (3) cooperating with principals, teachers, and agencies outside the school in carrying on pupil adjustment services; (4) supervising the classes for the education of exceptional children. These include classes for the deaf, sight-saving classes for those with poor vision, instruction and physical therapy for orthopedic cases, classes for the mentally retarded, and provision for rest and nutrition for children needing such care.

In addition to these functions the central department provides intensive study of individual cases, does testing of a specialized nature, carries on research on group problems, takes the annual child census, keeps child-accounting records, and supervises a cooperative child-care center.

The staff of the department of child study and service consists of a director, one assistant director in charge of exceptional children, one assistant director who is a clinical psychologist, one work-experience coordinator, three persons responsible for visitation, attendance, and child accounting, six high school counselors, and four elementary school adjustment teachers who are qualified as speech correctionists, psychometrists, and case workers.



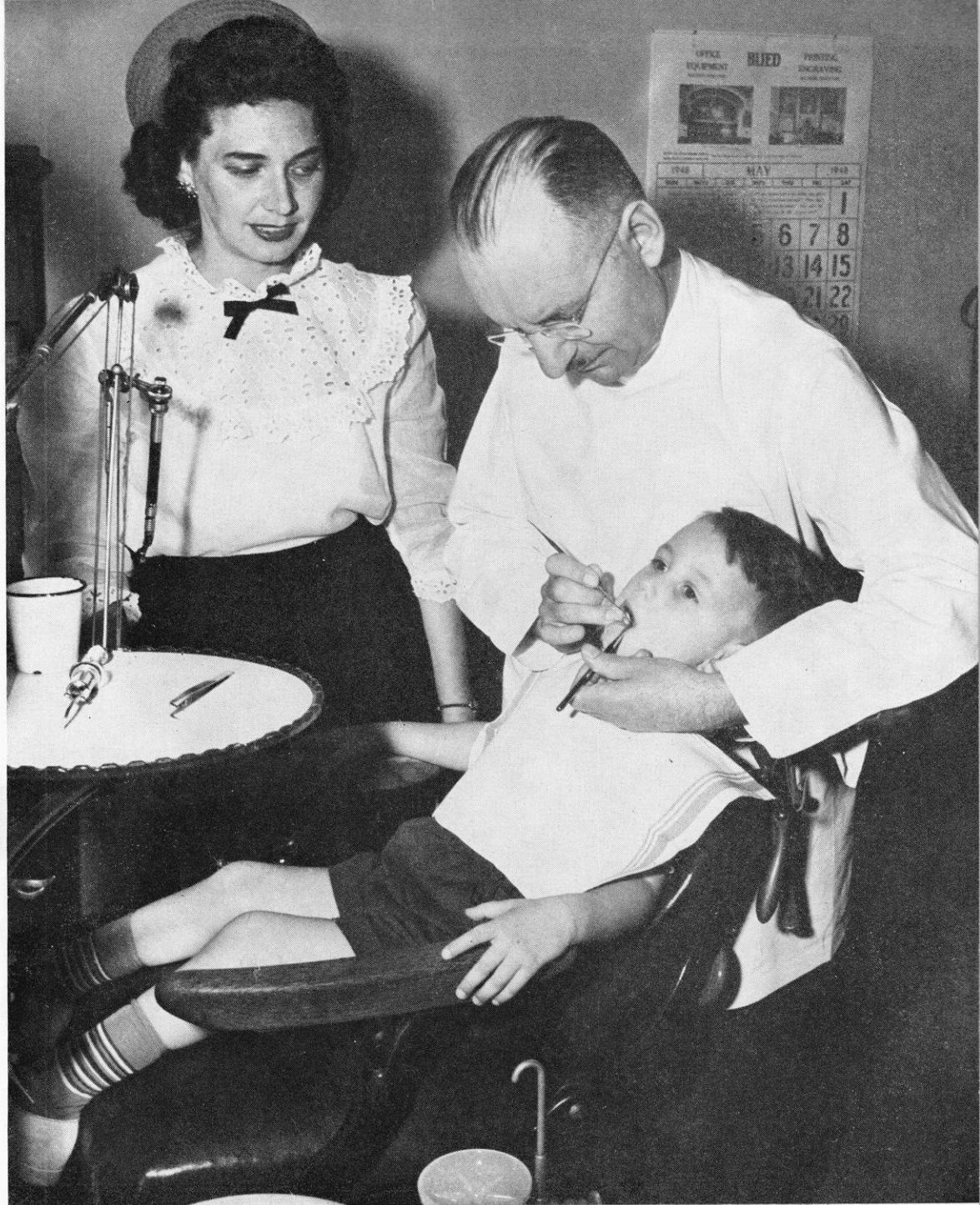
A PTA committee organizes the pre-school membership survey. Before the child starts school, his mother is invited to join the Mothers' Club, an auxiliary group of the PTA.

Nursery school children line up for morning inspection.



The nursery school is a cooperative, financed by parents and supervised by the Board of Education.





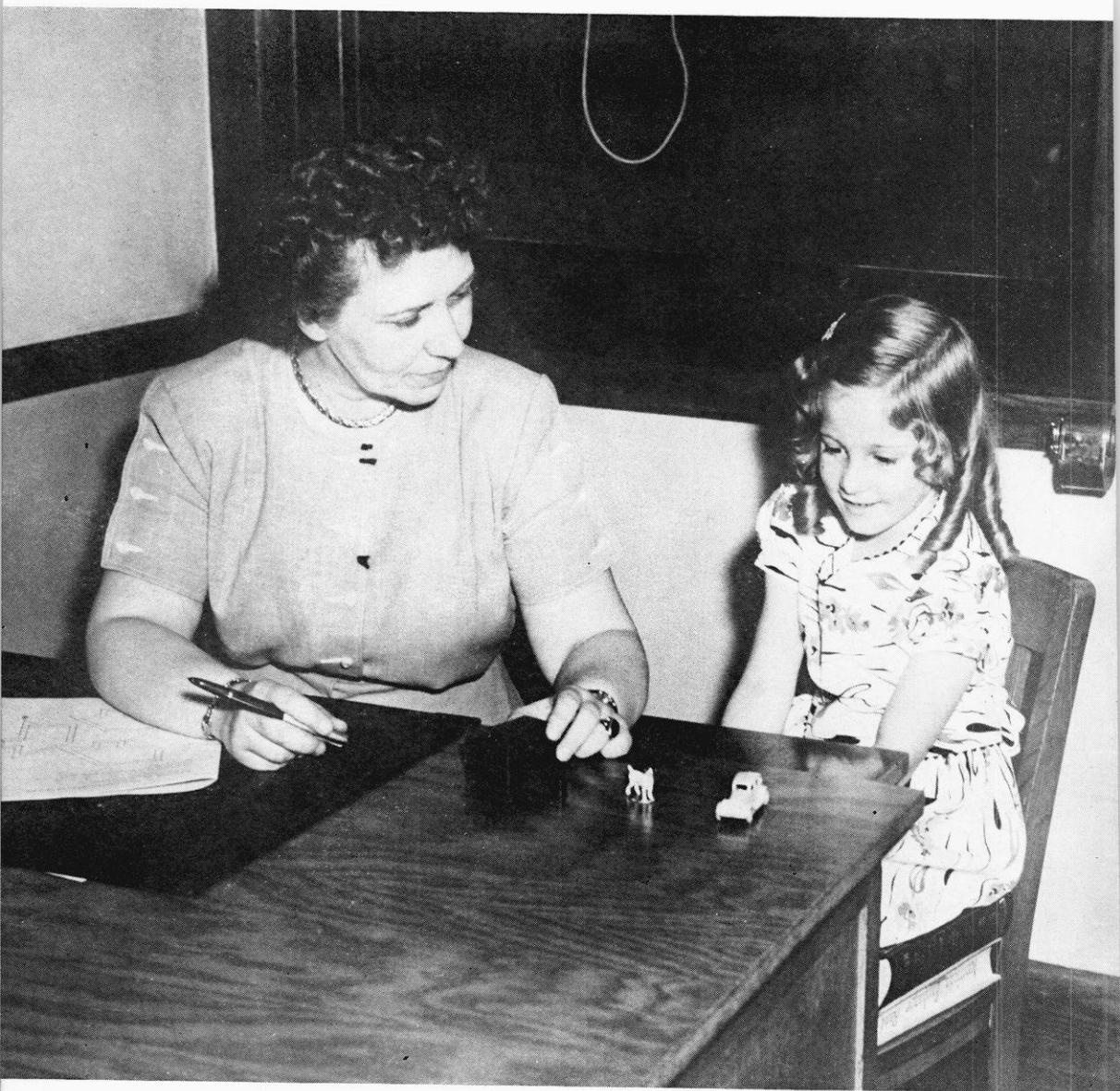
Physical and dental check-ups for pre-school children are encouraged in the PTA summer round-up program.

In getting ready for school, the child begins to understand the importance of good personal grooming.





Handbooks for parents give information on what the home and the school can do to help children meet new experiences.



Pre-school tests check on a child's readiness for school. His mental, social, emotional, and physical maturity should enable him to participate in activities without undue strain.

Block-picture puzzles help children to develop concepts of shape and form, which aid them in learning to read.





The eye must guide the hand in "put-in" puzzles. Kindergarten children are observed to check eye-hand coordination.

Finger painting is a creative activity which stimulates the imagination.





"Ball." The deaf child acquires his language word by word through a slow, intensive program.

Simple tests determine whether a young child is right or left handed.



Mothers go to kindergarten and get actual experience to understand better their children's activities.



Mother Hen lays the eggs
She keeps them warm.
She keeps them moist
by wetting them and

Br eggs
not

We TOOK THE CITY BUS
to Miller's Hatchery.

We saw boxes with tiny
chickens in them.

It is big a
It should t
will hat
ust ke
temper



Primary pupils learn something of how life begins when chicks hatch out at school.



Making soup is a culminating activity in the study of basic foods.

"Blowing pretty bubbles" strengthens weak muscles needed for speech.



Recognition games and colorful pictures are the "fun way" of checking for speech disorders.





Trips to the fire station, post office, and dairy help primary pupils to understand and appreciate community services.



Taking turns at daily health inspections impresses children with the importance of health habits.

For children physically below par, the school program includes well-planned lunches and periods of rest in nutrition centers.



Recordings of catchy jingles help children to correct speech defects.





Flexible desk arrangement provides adequate side lighting for the left-handed child.

"Oxygen is necessary for fire and life." Such understandings and broad offerings may provide the basis for future intelligent vocational and avocational choices.





Recordings may be useful in improving diction. It's fun to hear one's own voice, too.



The eyes must help the ears of the hard-of-hearing child. This girl sees how the "f" sound in "four" appears on the lips of a speaker.

Through cooperative activities children learn to give and take.

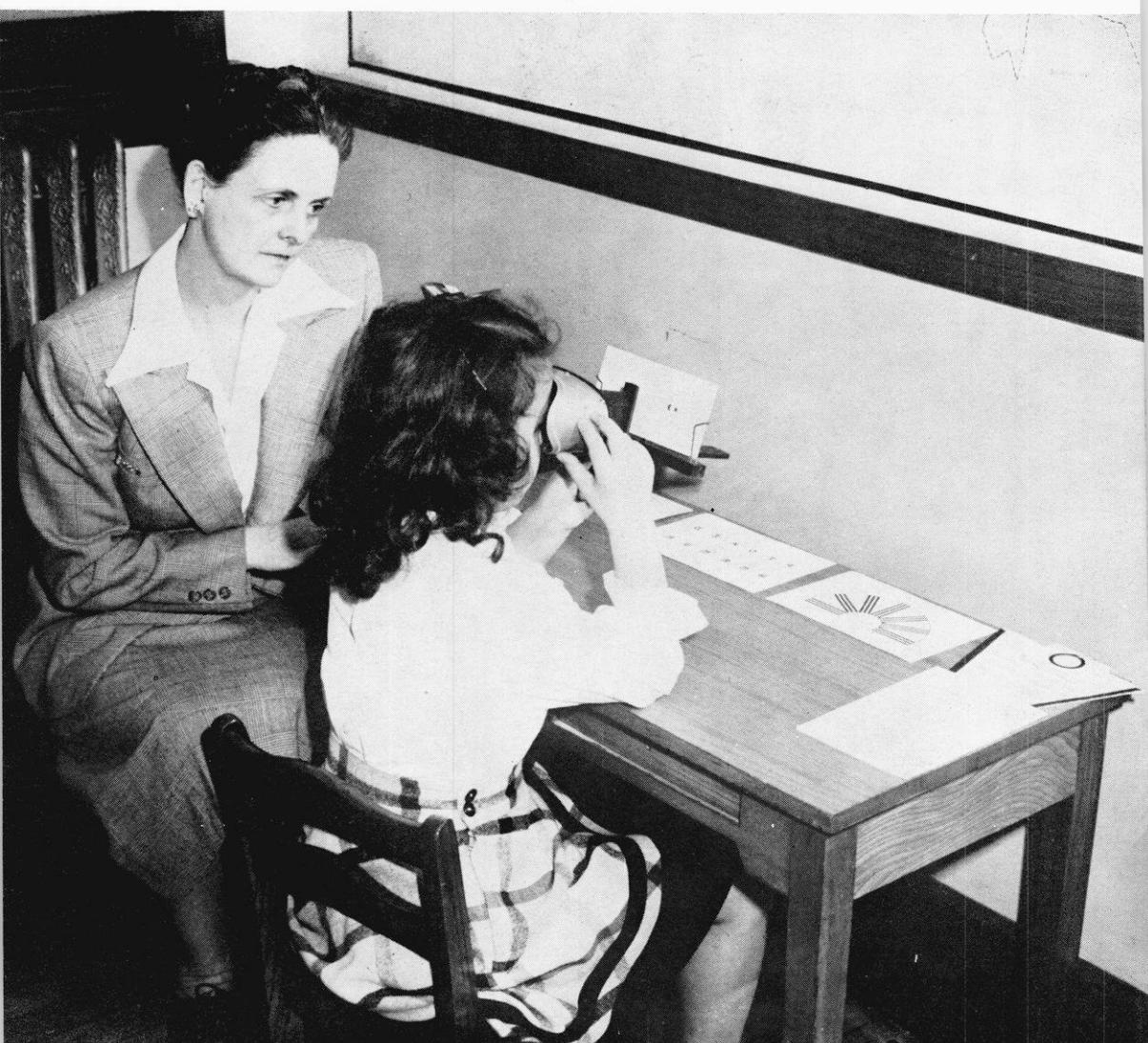


Home interest in a child's school work is his greatest inspiration.





An individual audiometer test may indicate need for a hearing test by an ear specialist.



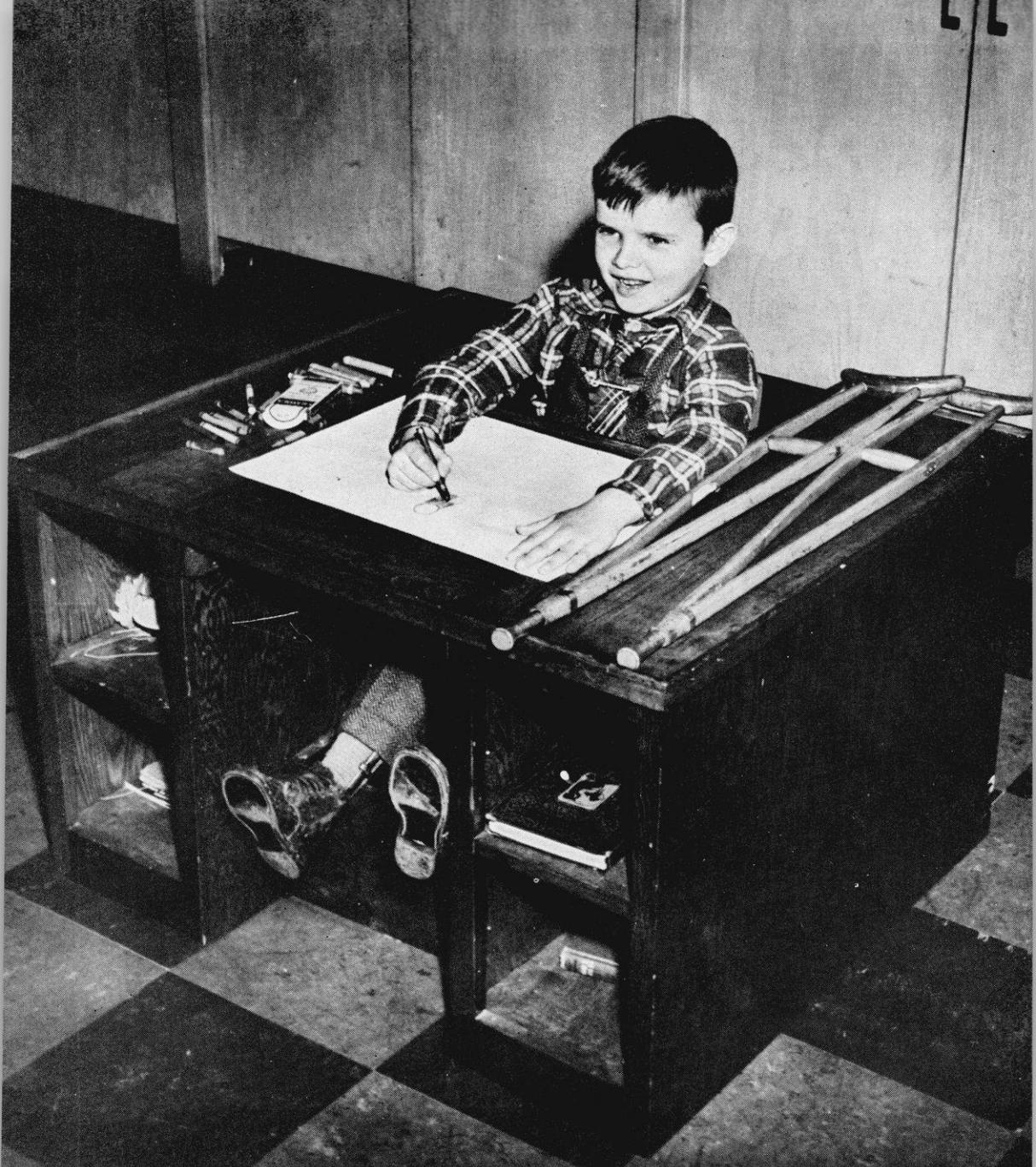
A simple screening device indicates the need for examination by a specialist.

Large print and special teaching devices make learning easier for visually handicapped children.



Fun night at school is entertaining and constructive, pointing out many activities for family recreation.





Equipment tailor made! This desk was designed by a teacher in the orthopedic school to meet the needs of the child.

Physical check-ups are routine procedure in grades 1, 3, 6, and 9, except for children who have been examined by their family physicians.





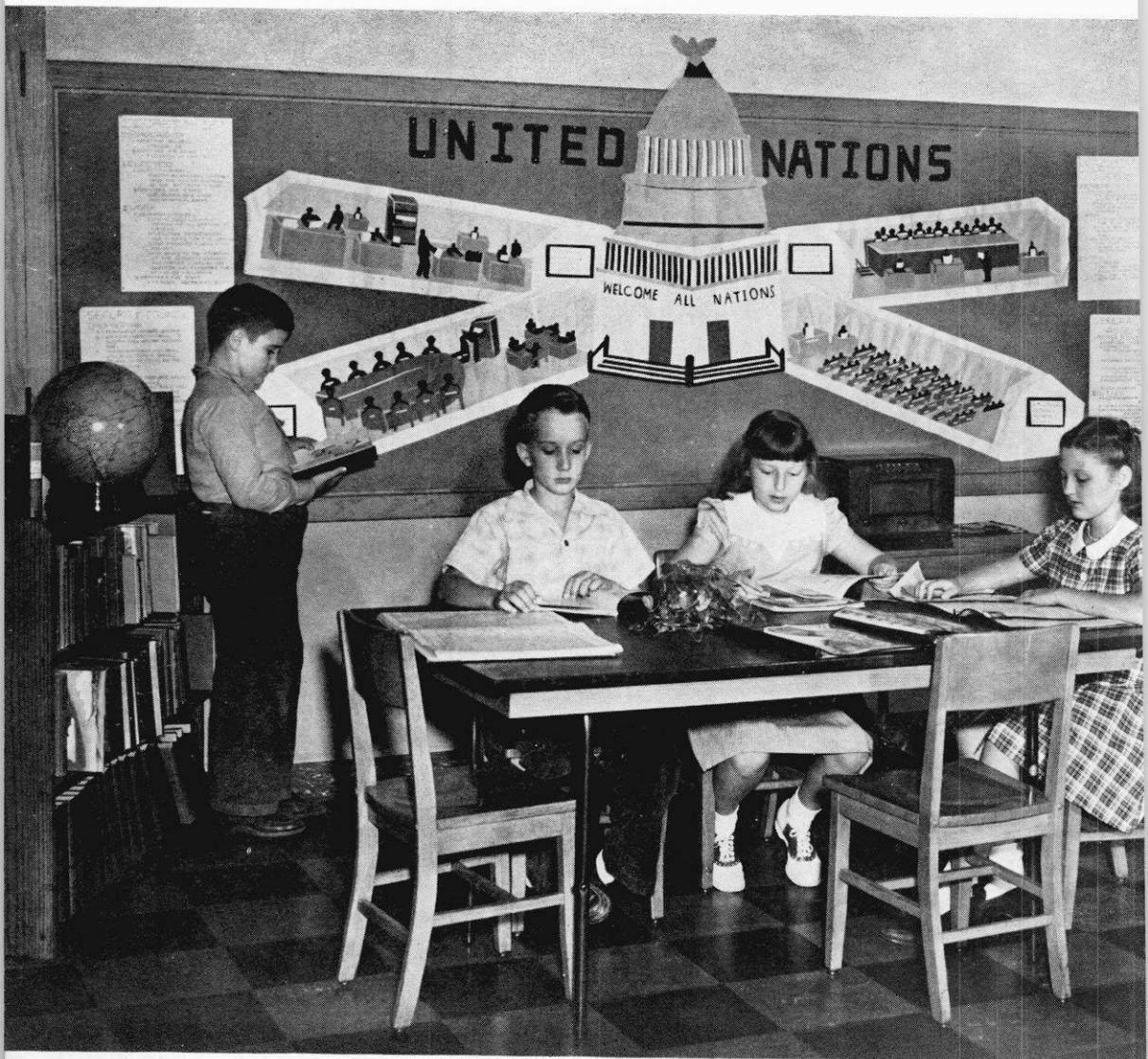
While the teacher gives individual help, other pupils continue their work—an opportunity for self-reliance and cooperation.

A round-table talk will help in understanding the child's problems and in planning ways to solve them.





A shy child tends to lose his fear of an audience when participating in a marionette show.



Group projects give practice in democratic living.

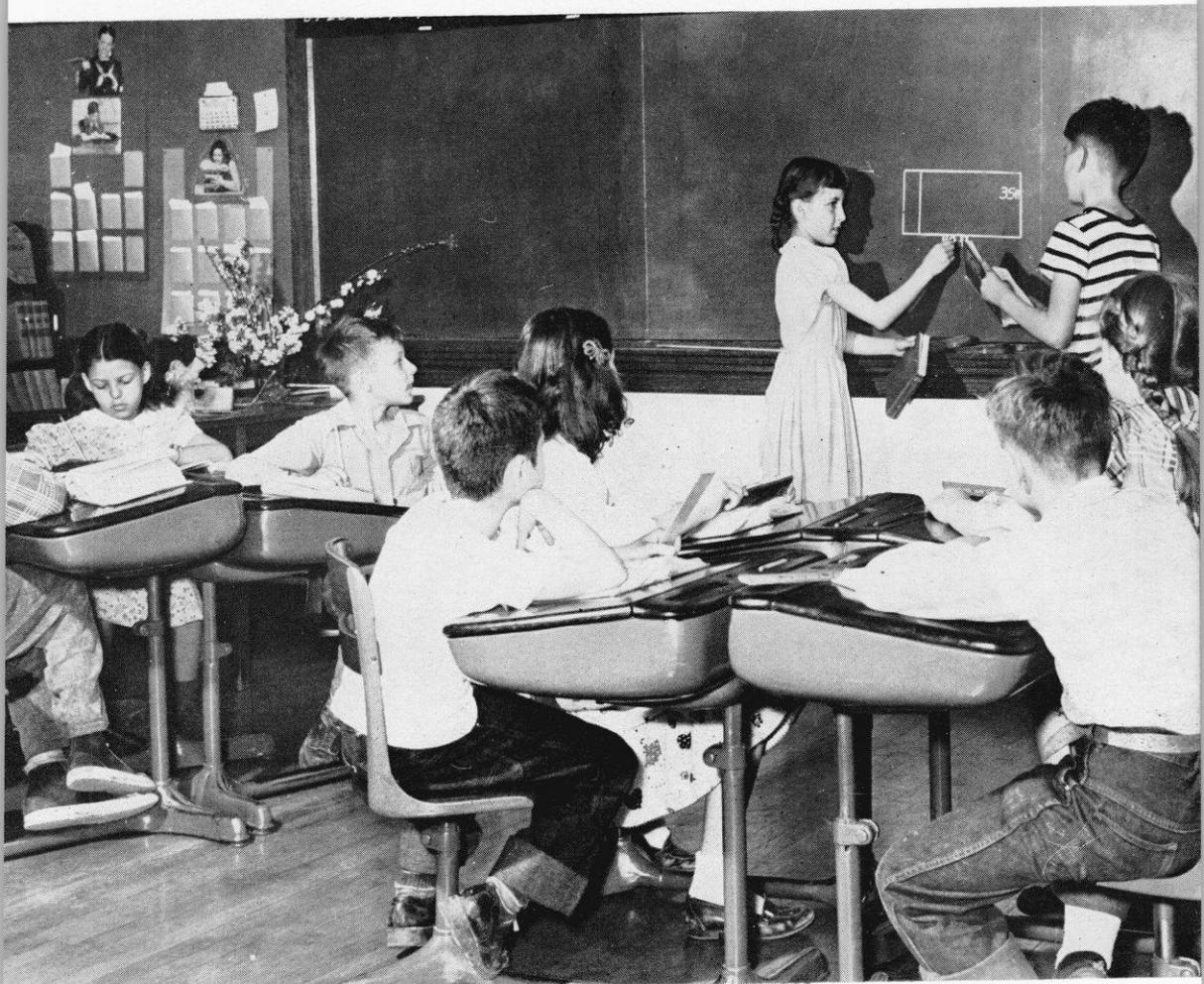
The annual child census provides statistics for educational plans. Children from birth through 20 years of age are recorded.



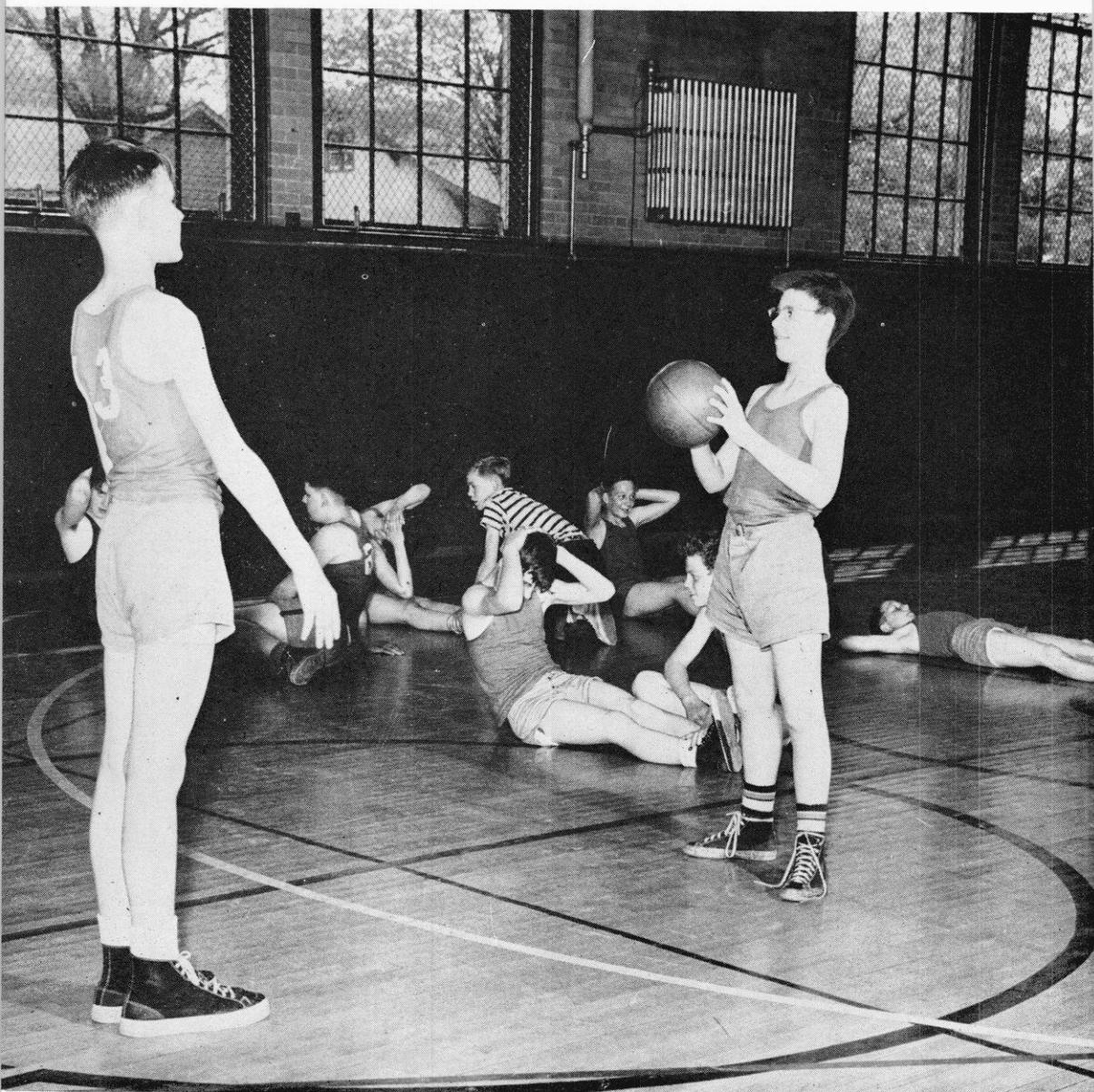


Enrollment cards in the central office help in child accounting.

Acting on a committee is a good way to learn how to work with others.



Self-confidence increases with improved coordination. Boys practice throwing and catching, first with a large ball and then with progressively smaller balls.





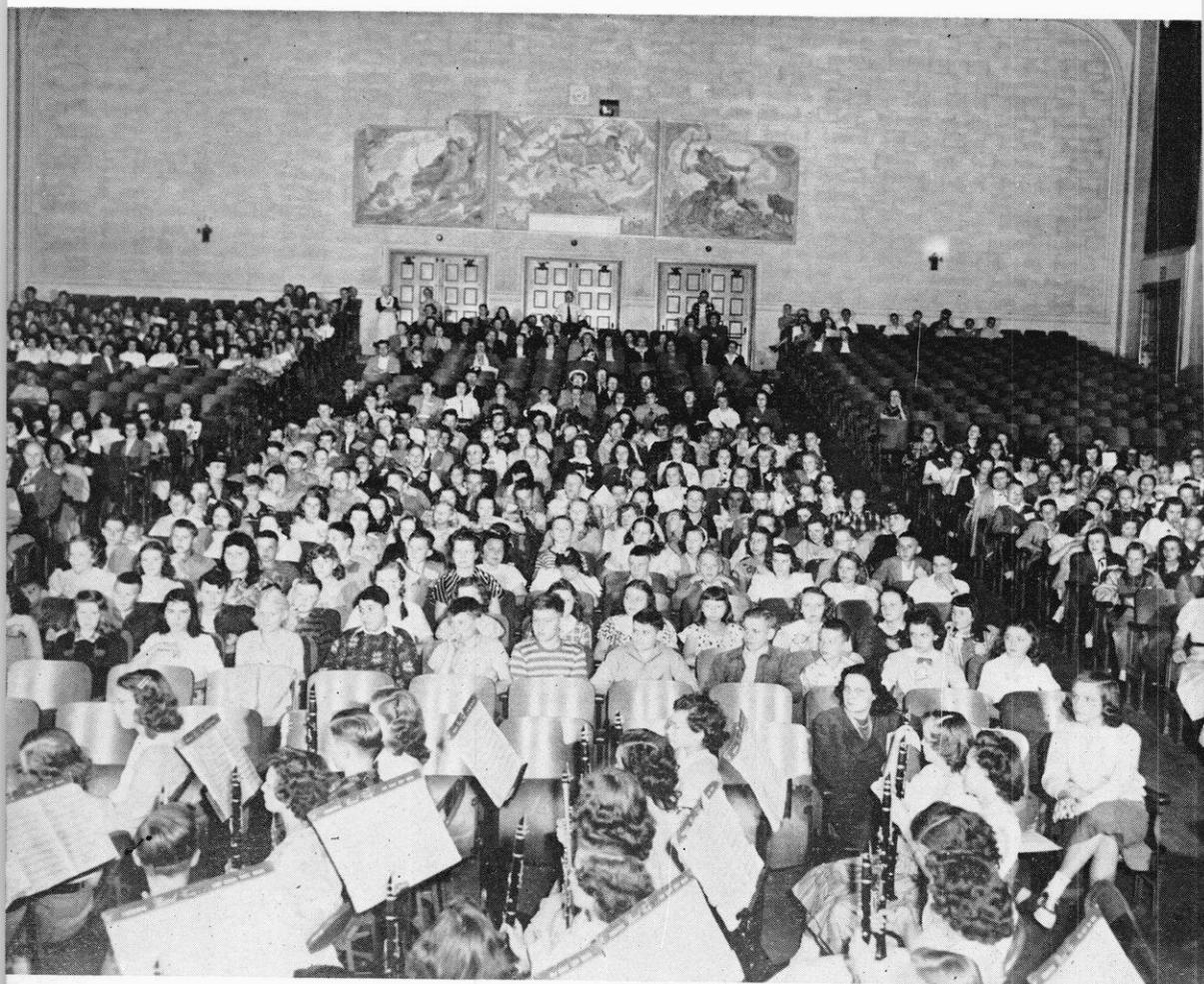
Noon meetings with Dane County Child Guidance workers help to solve child problems.



Children benefit when home and school work together.

The guidance counselor helps pupils in a one-room rural school plan their high school programs for the next year.

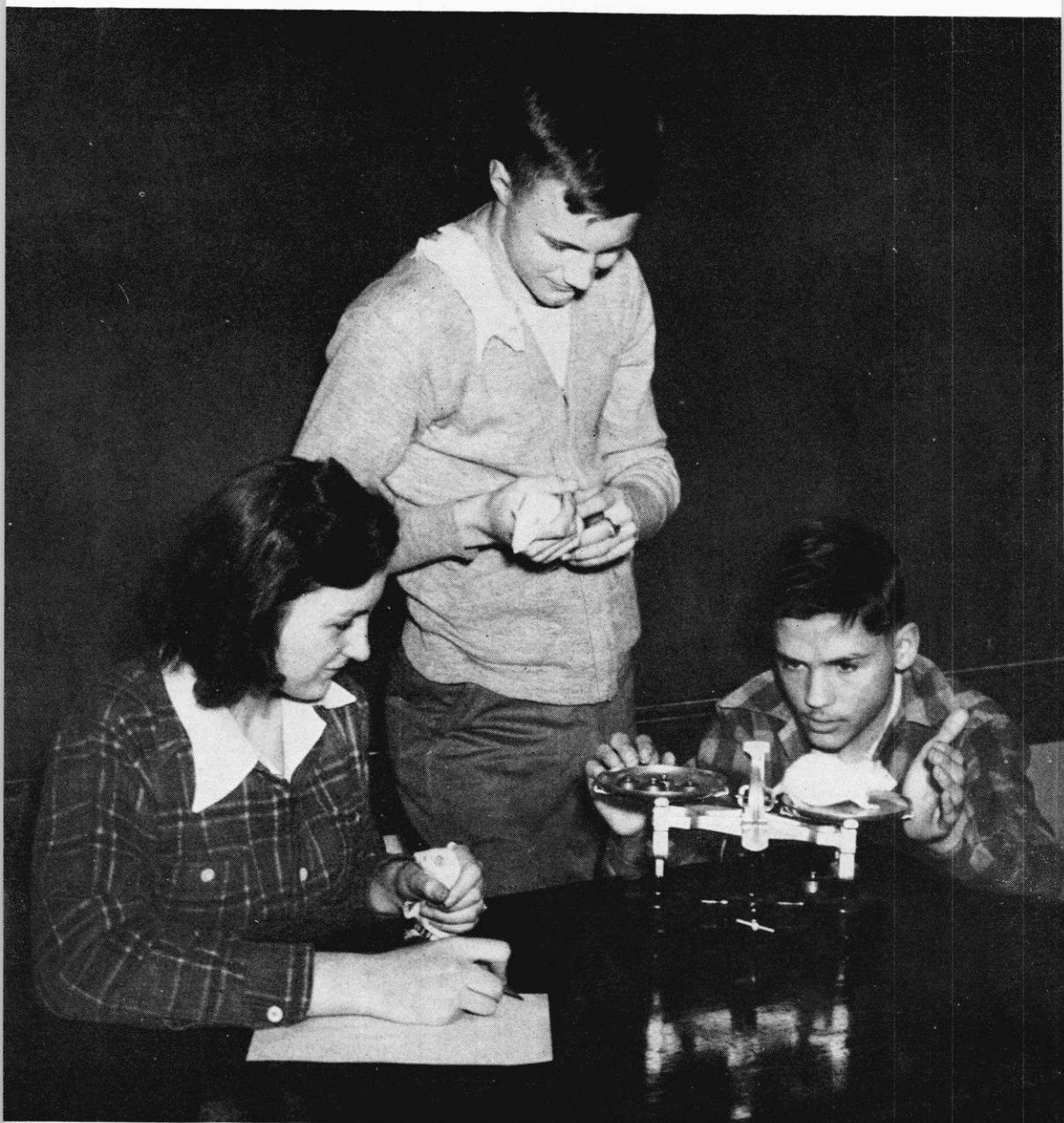




Pupils from elementary schools learn about junior high school activities in the spring orientation-day program.

On orientation day, future junior high pupils learn about "pass slips" for the school nurse's office.

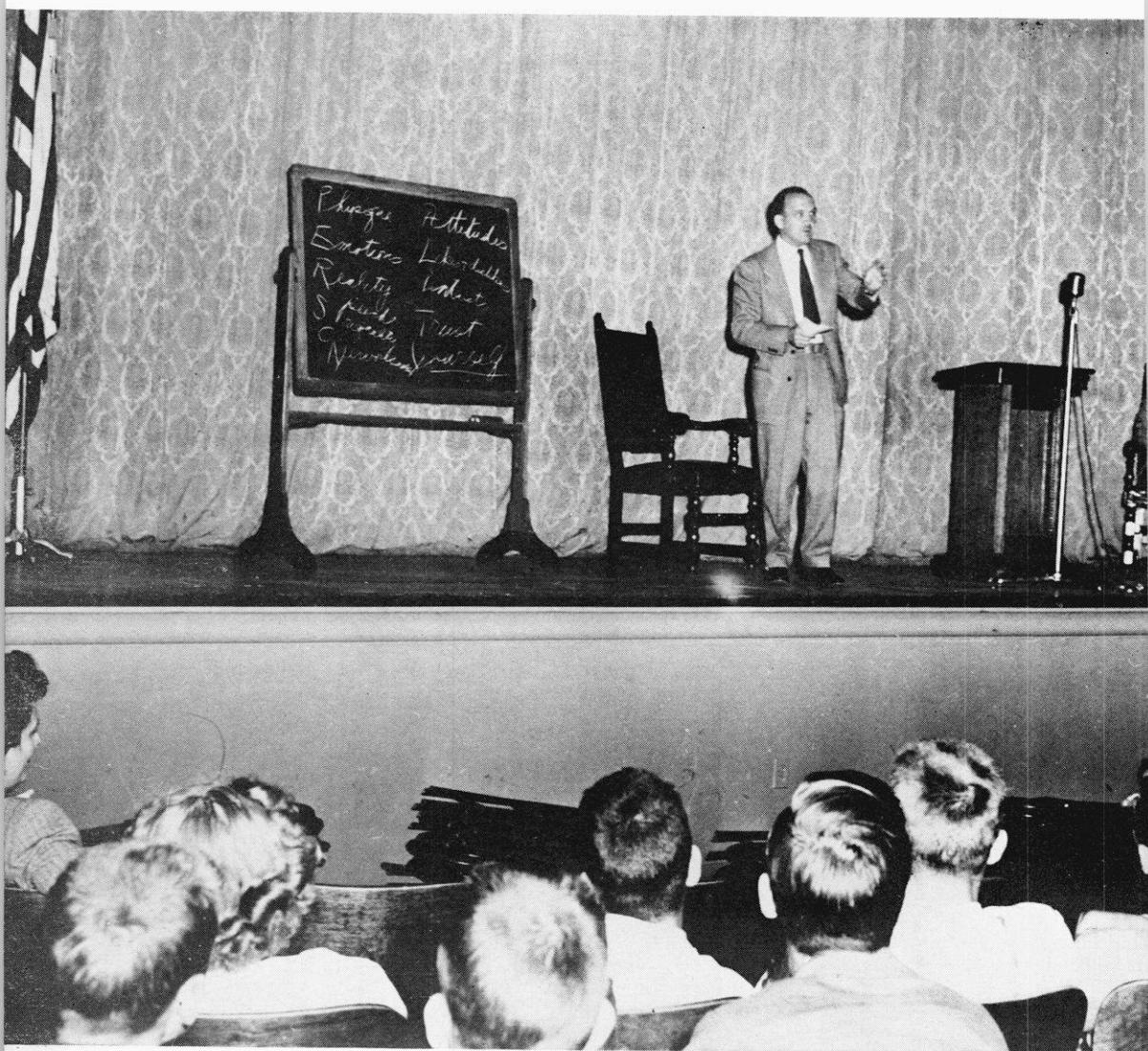




For boys and girls who have special interests and capacities, additional projects enrich school offerings.

An electric shock! Wholehearted interest and enthusiastic participation are present in a good learning situation.





A "personality" talk followed by homeroom discussion aids ninth grade pupils in understanding themselves better.

Mother, daughter, and teacher-adviser get acquainted at the time of enrollment by discussing past experiences and the school program.



In industrial arts boys develop an appreciation for the work of skilled tradesmen and get information about vocations.





Eye defects are sometimes a source of pupil maladjustment.



Cumulative records are used by a teacher to find out why a pupil behaves as he does.

"3-6, 2-4, 9-7." Numbers heard by the pupils in a group-hearing test may indicate which pupils have hearing defects.





An example of pupil planning—these junior high school pupils use their noon recreation period for making scarves of war-surplus nylon.

Parents preview a film on sex education before it is used with pupils.





The junior high school guidance committee talks over a personality test given in ninth grade.

Seventh grade pupils learn how to introduce and to greet people properly. With the aid of a tape recorder, they hear themselves as others hear them.



A ninth grade physiology class studies problems in getting along with others.





By giving up candy, movies, and bus rides and by collecting old clothing,
pupils contribute to children in war-torn countries.



The Know-Your-City Club takes field trips to learn about the city's industries, government, and educational opportunities.

The Physiology Club encourages healthful eating habits by presenting "A" lunch cards to pupils who select well-balanced lunches.





Interests developed in high school may lead to specialized careers. This girl plans to become a medical technician.

Junior Red Cross members assist in community welfare drives such as packaging tuberculosis Christmas seals.

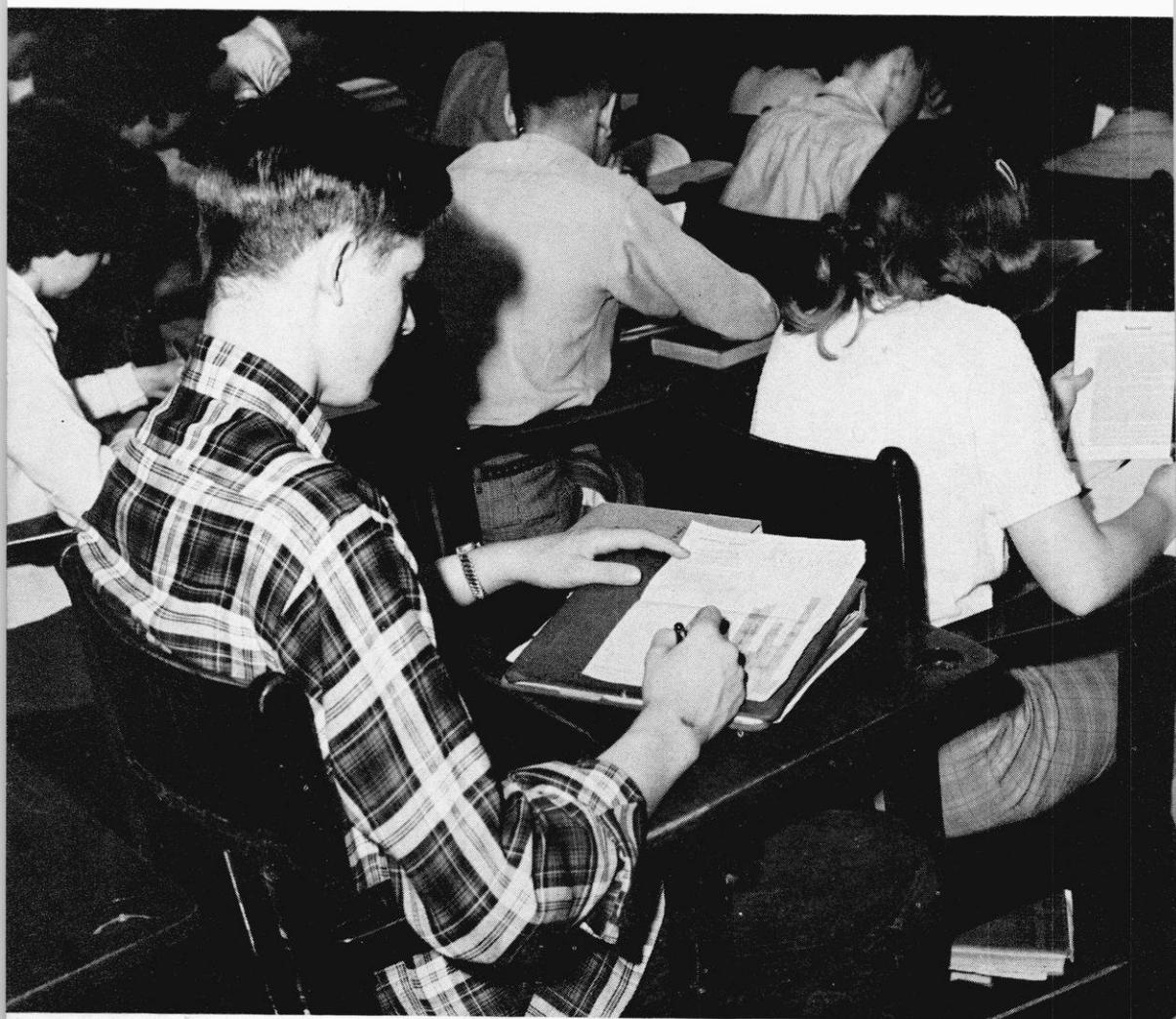




Teacher-pupil planning—the Girls' Club cabinet and faculty advisers outline plans for the school year.

Good sportsmanship includes the graceful acceptance of decisions of pupil officials.

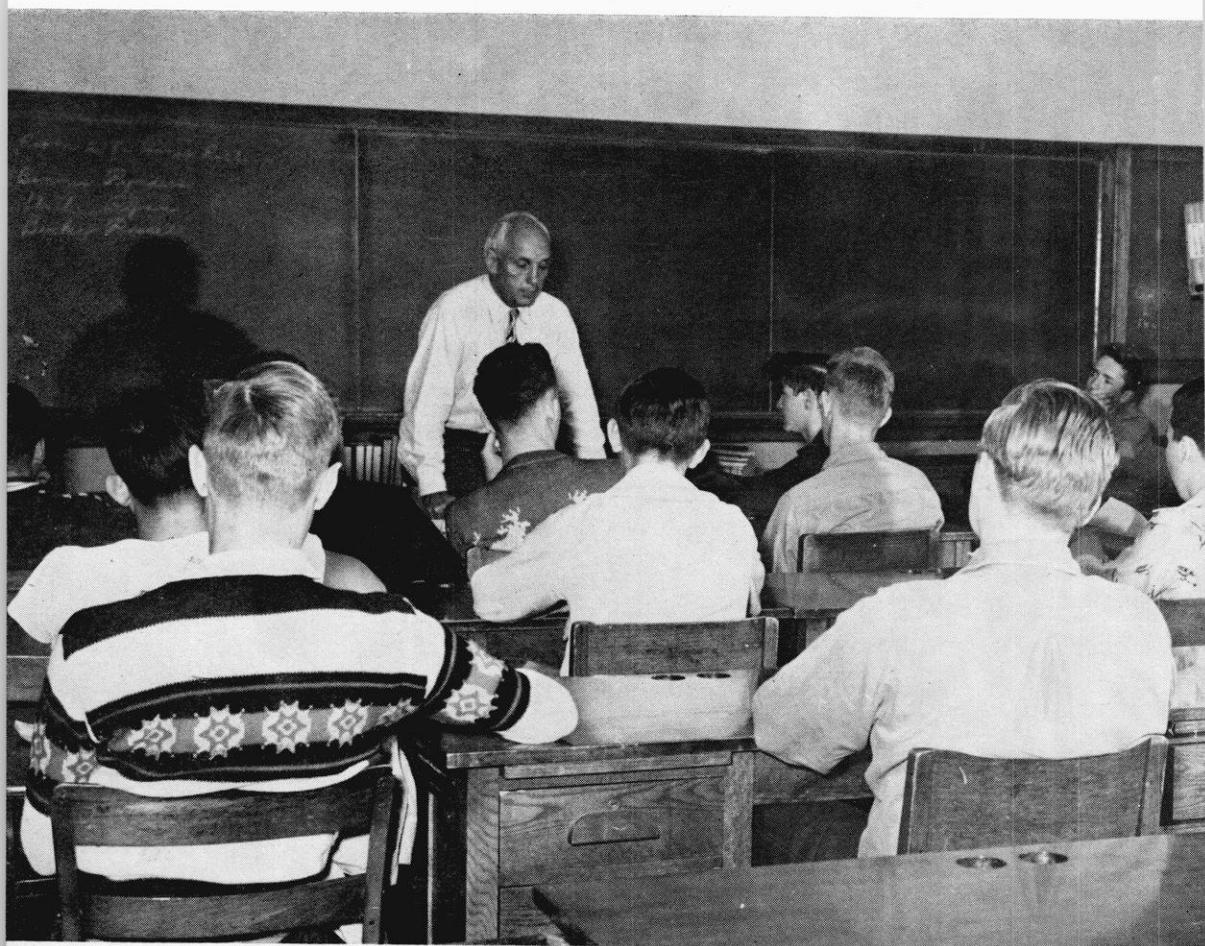




A unit on "Knowing Yourself" in relation to life work is a regular part of the English program for eleventh grade pupils.

Members of the Student Forum or similar groups show other pupils how to use new voting machines after classroom study of current candidates, parties, and issues.

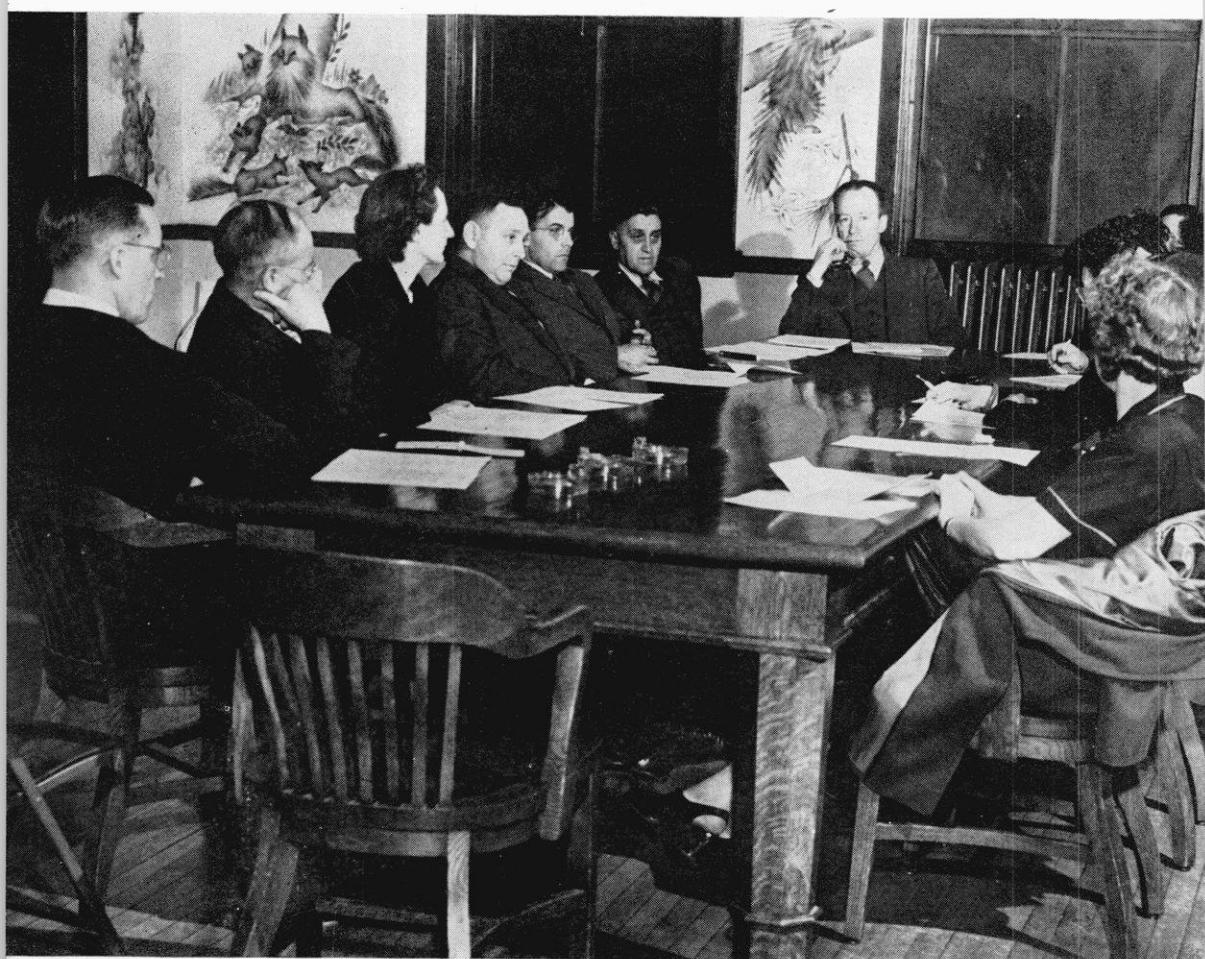




Once a week eleventh grade boys meet with the physical education teacher to discuss personal and social matters.

The work-experience program gives the high school pupil a chance to get job experience while earning credit toward graduation.





Local business representatives meet with school staff members to discuss the work-experience program.

Work experience in a local hospital may lead to a career as a dietitian.



Senior high school girls get practical experience as office monitors.





APTITUDES
AND
OCCUPATIONS

Vocational films stimulate thinking about careers.



Aptitude tests may be taken at the request of pupils. They are followed by individual conferences with a counselor.

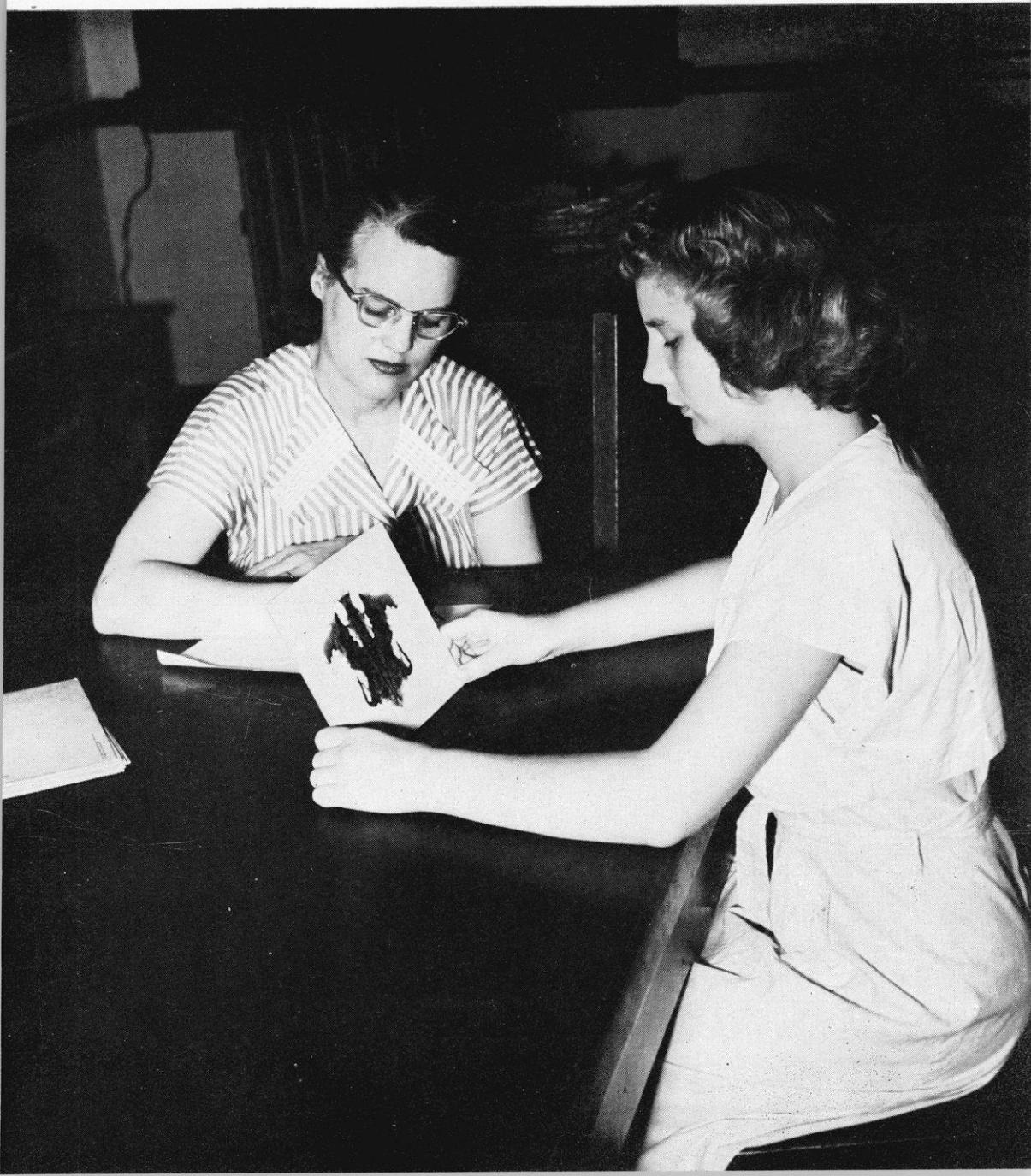
A performance test aids the counselor in assisting a pupil to choose courses of study and to make plans for the future.





Weekend school parties and community center events provide social recreation for teen-agers.

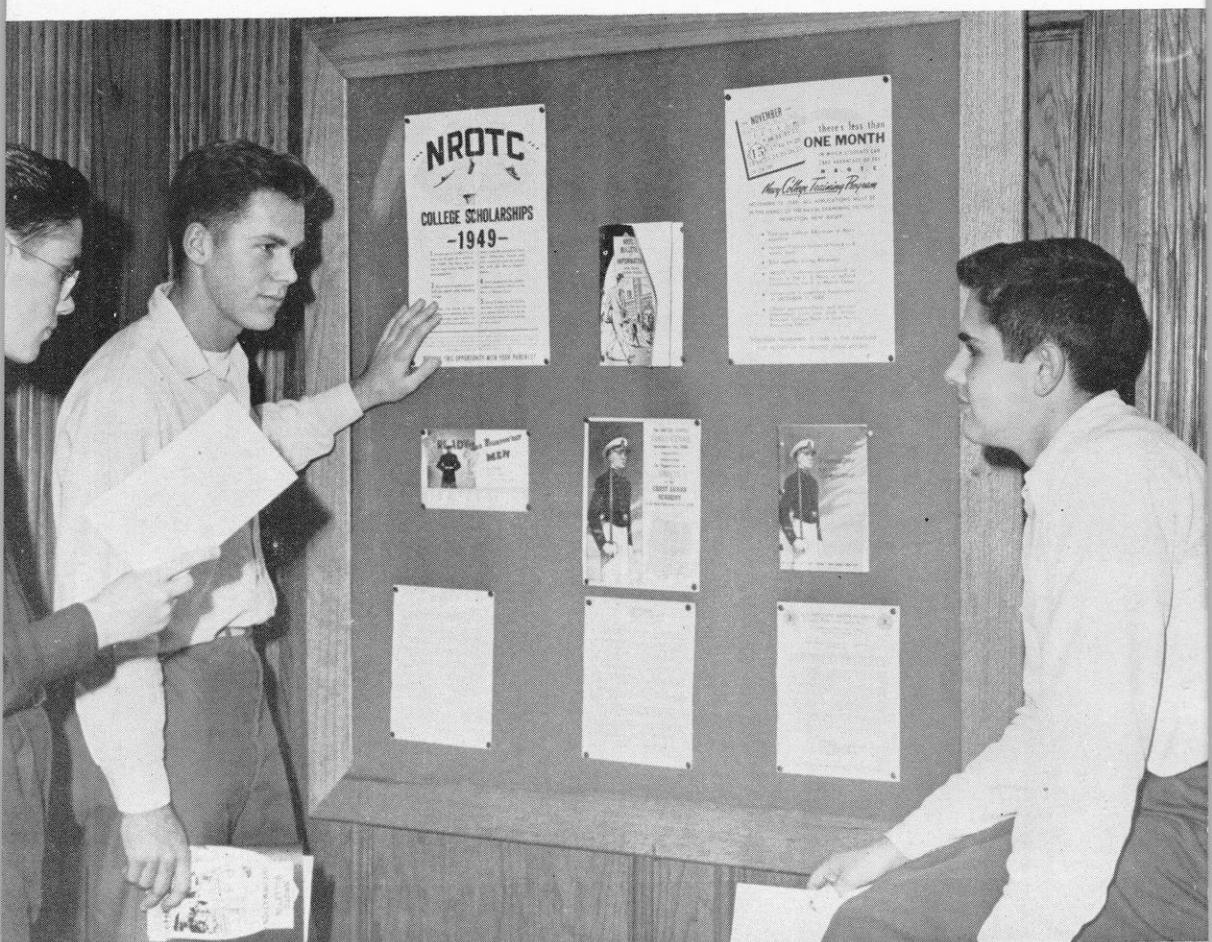
"What does the blot look like?" Personality tests such as the Rorschach or "ink-blot" test are used in making intensive studies of pupils.



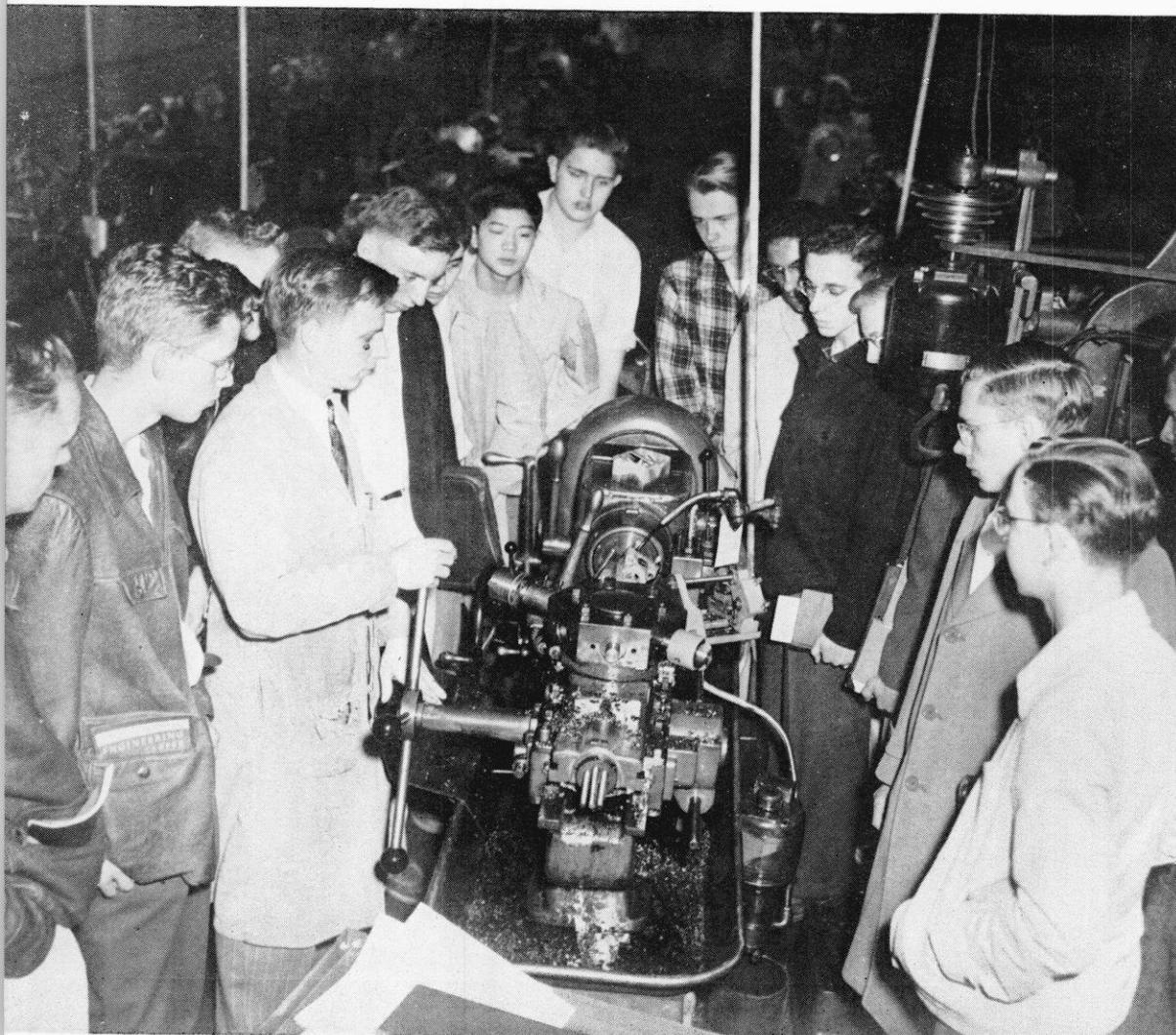


These school Radio Club fans have qualified as amateur operators and have their own sending sets at home. With the help of teachers, pupils can develop to a high degree specialized interests and aptitudes.

Senior boys consider the college-training programs offered by the armed services and the merchant marine.



A group of high school seniors interested in college are given a conducted tour of the University of Wisconsin.



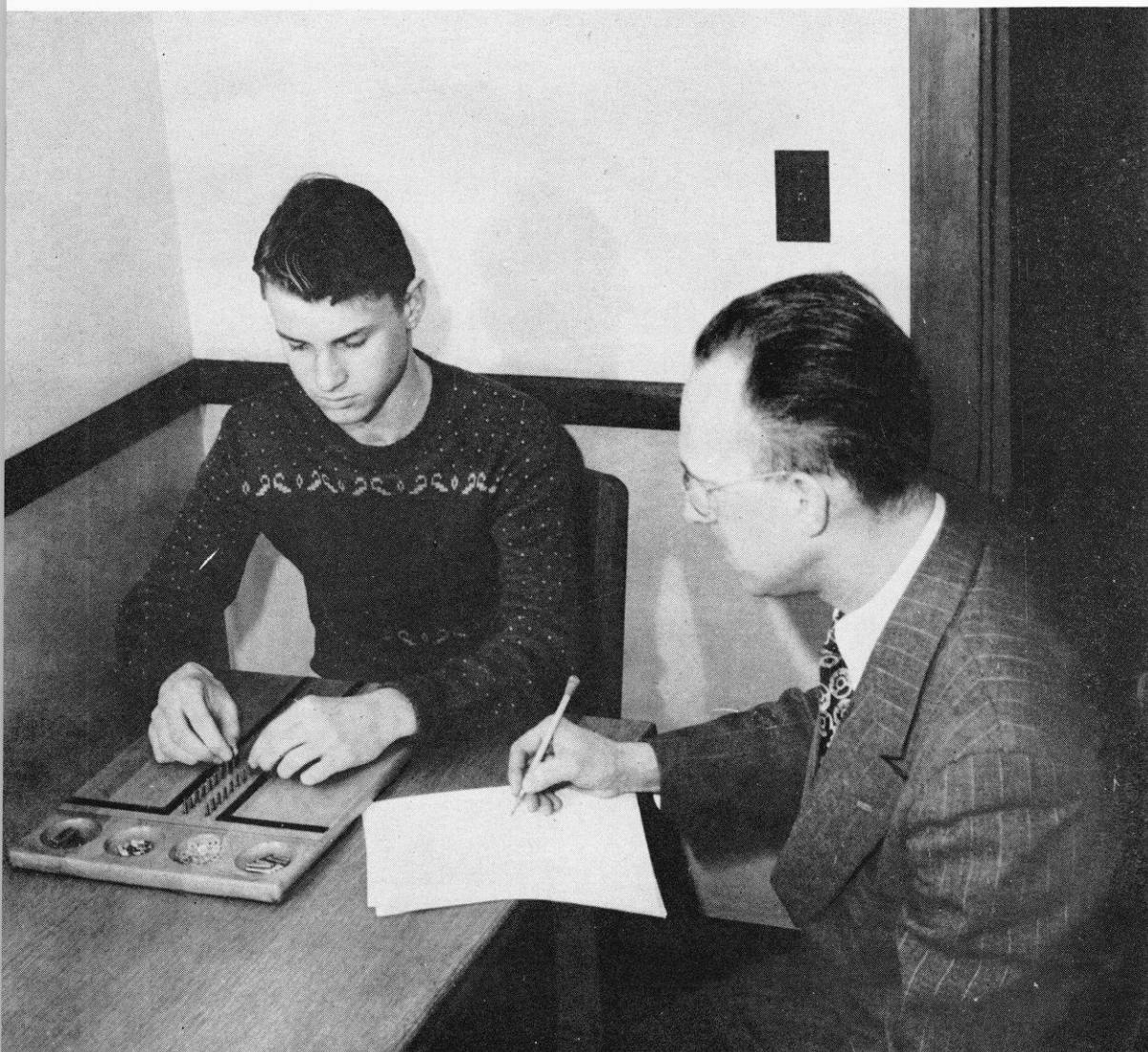


In 1949, 54 graduates won scholarships.

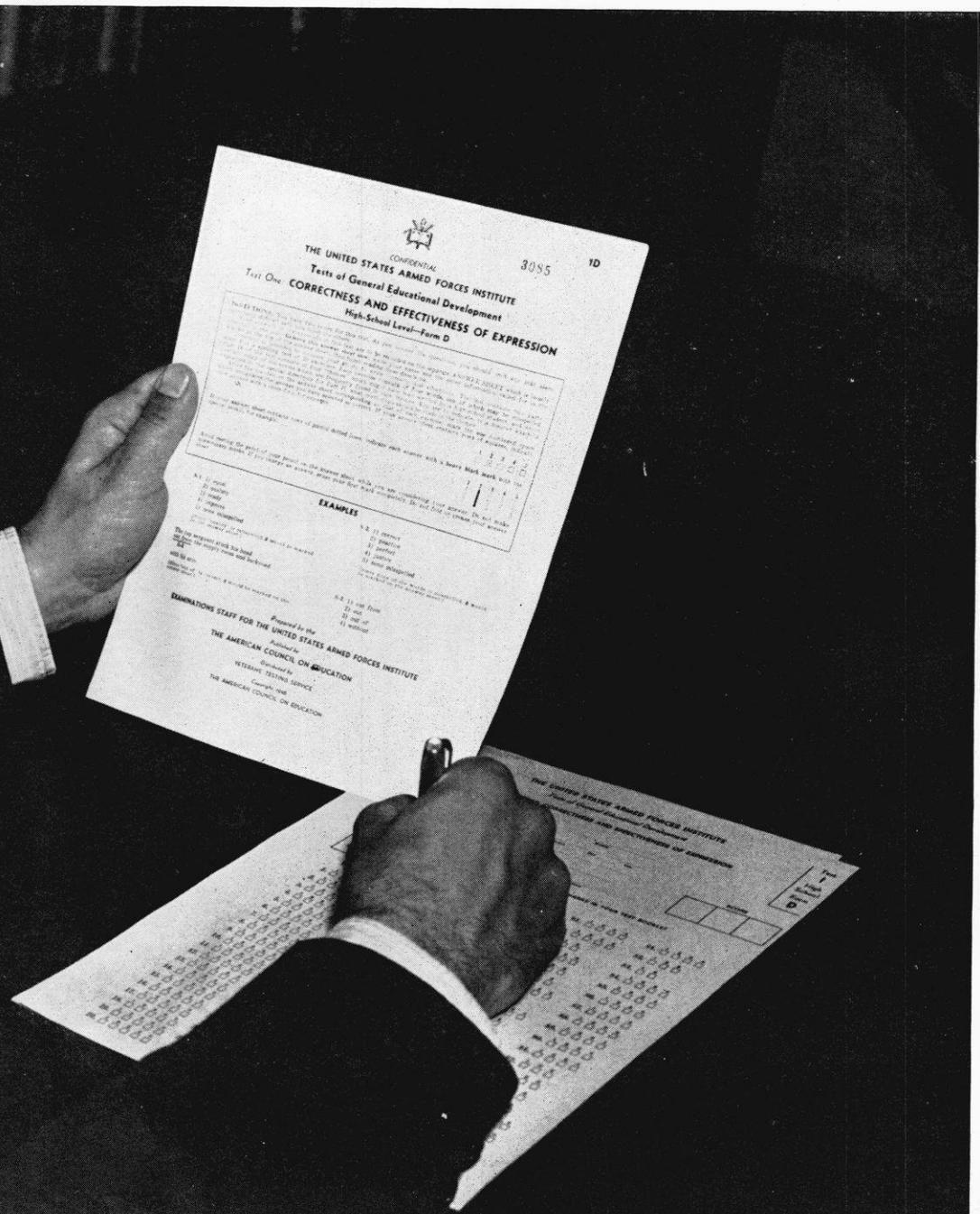


Every senior as well as every pupil who leaves before graduation receives individual counseling on future plans.

Manipulative skills are important for success in many jobs. This test measures finger speed and accuracy.



Veterans who hope to secure high school diplomas are given USAFI General Educational Development tests.





Career talks are part of the guidance program for seniors. This one is "Teaching as a Career."

Aptitudes

An effort is made by the school to provide opportunity for pupils to discover and develop their individual aptitudes and abilities. This is done through exploratory courses, aptitude tests, and the opportunity to pursue special interests.



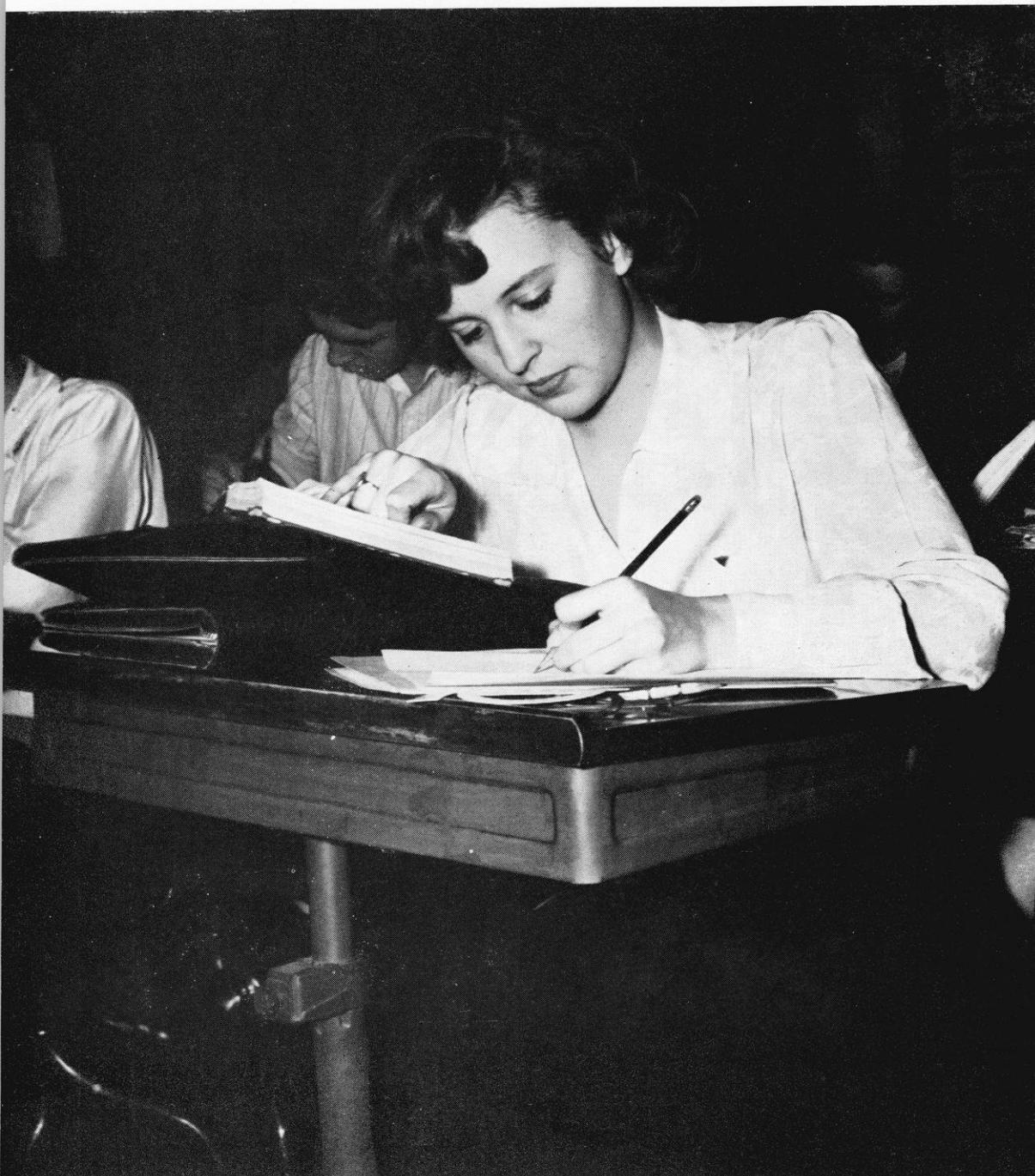
Clerical

Beginners in the business course may show early evidence of skill and speed.

Aptitudes

Academic

Teachers in all fields provide fast-working pupils with ample opportunity for intellectual activity.





Homemaking

Good homemaking is a task for every girl.

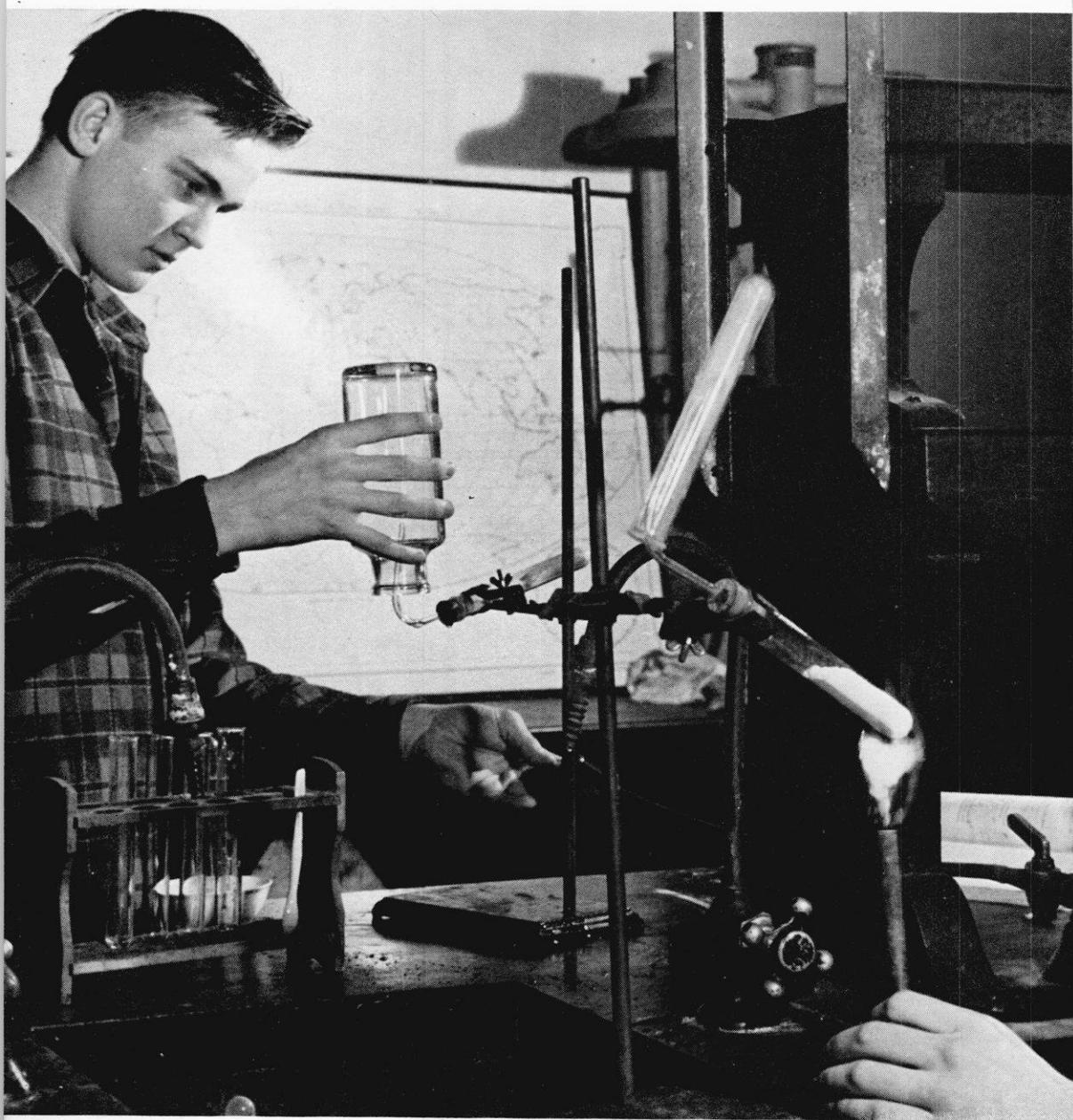
Aptitudes

Mechanical

Preparatory to a valve grinding and adjustment job, these boys are removing rocker-arm assembly and spark plugs from the engine cylinder head.



Aptitudes



Scientific

Collecting hydrogen in a bottle may be the beginning of an interest in chemistry for a future vocation or avocation.

Musical

Playing in orchestra or band develops teamwork as well as musical talent.



Aptitudes



Mathematical

Making and examining geometric models helps to clarify the special relationships of planes, lines, and angles, which might prove confusing in a two-dimensional diagram.

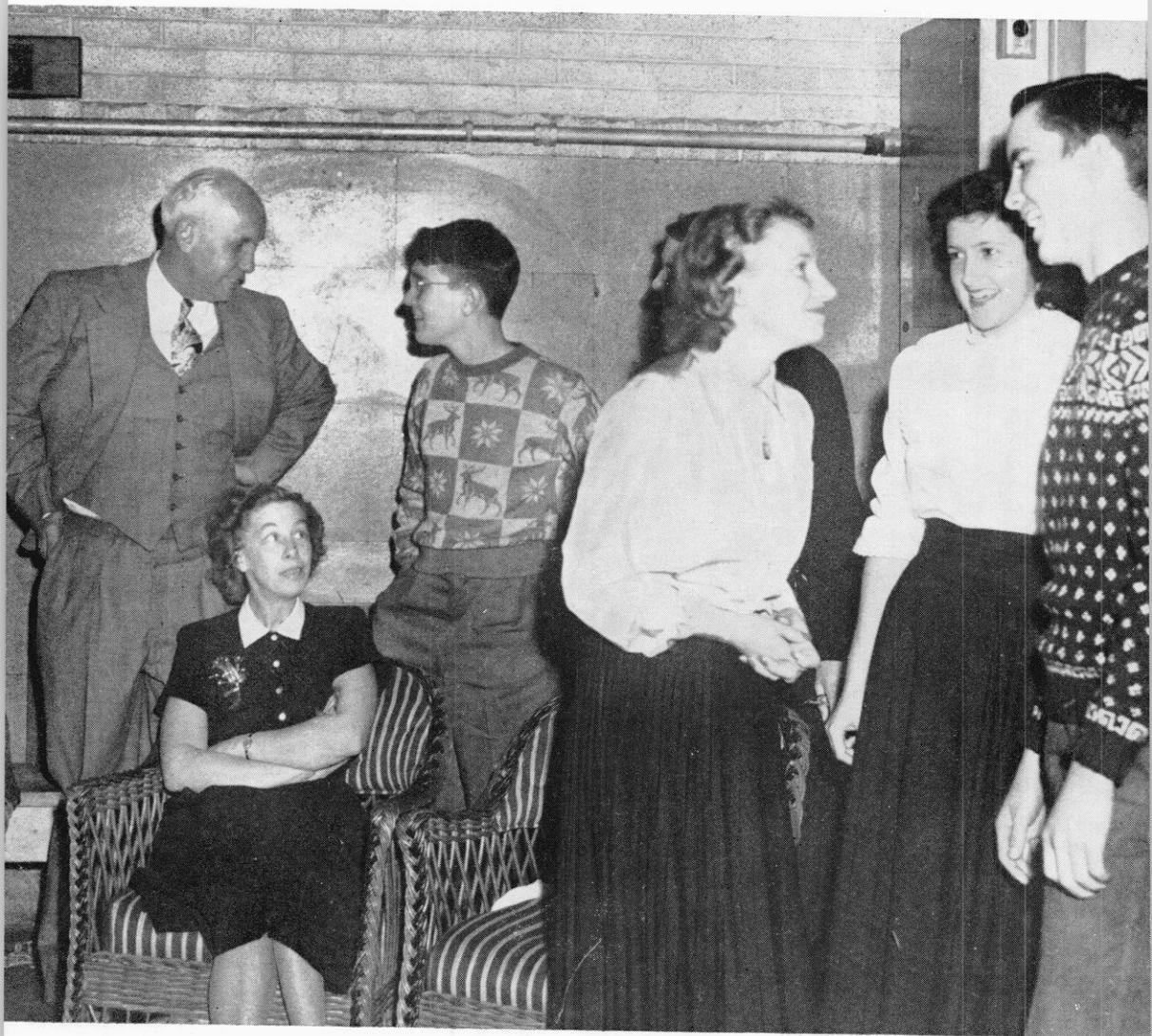
Aptitudes

Artistic

Art activity is one of the best means of self-expression and relaxation for all age groups.



Aptitudes



Social

High school pupils and teachers enjoy together weekend social events.

BACKGROUND OF GUIDANCE IN MADISON

Recognition of individual differences among children and the development of a program to provide for each child as an individual have long been emphasized by the Madison public schools.

1866 Tests were used for grading and grouping pupils.

1876 The superintendent was much concerned about large classes.

1870-1890 The superintendent repeatedly advocated broadening of the curriculum to include manual training and domestic science. An experiment in manual training was carried on in the basement of the high school during 1890-91. The purpose was not to prepare youth completely for any trade or profession, but to give training in citizenship, to make pupils capable of earning an honest living, and especially to teach respect for earning an honest living by manual labor.

1896-1897 There was recognition by the superintendent of need for the study of causes of behavior.

1898-1899 The junior high school was suggested to meet the needs of adolescents and to make more natural the transition from the elementary to the secondary school.

1903-1904 What to do about the bad boy was a problem. The superintendent urged the establishment of a school for truants, an ungraded room for pupils who were hopelessly behind in their work, and summer vacation school for retarded pupils.

1905-1906 Concern was expressed by the superintendent about the drastic shift from the earliest schools, where a few children of all ages, sizes, and degrees of advancement were housed in one room and where each child progressed at his own rate, to the rigid system of classification into grades, which accompanied increased enrollment. The virtues and weaknesses of individual instruction vs. mass instruction were discussed.

1907-1908 Daily periods were included for individual work in the elementary school, and special classes were provided for backward children. In high school, conference periods were arranged to give individual assistance, and supervised study hours were provided.

1908-1909 The school for deaf children was organized.

The superintendent recommended a plan by which mass teaching, group teaching, and individual teaching could be combined. He suggested use of a study-recitation period, when the "teacher and pupils may work together and the activities of the room may be made to resemble closely that of the work-shop or laboratory, and school life takes on the nature of real life."

A special school for boys was organized for those behind their grades because of irregular attendance or other causes. Special effort was made to arouse their interest by means of manual training, gymnasium work, and excursions. The school was discontinued at the end of a year and a half because of the futility of attempting to deal with backward and wayward pupils by the same methods in the same class.

1909-1910 A study of failures and their causes was reported. About nine per cent of the children in grades above the first grade were repeaters. Alleged causes included late entrance into the grade, irregular attendance, illness, mental defects, physical defects, foreign parentage, dullness, natural slowness in development, immaturity, lack of ability to concentrate, lack of interest, and unfavorable home environment.

Need was expressed for three types of special schools, (1) the ungraded room for normal children temporarily retarded because of illness, (2) a school for truants, (3) "a school for defectives."

1910-1911 An ungraded room for pupils who were behind their grades was established. The aim was "to adapt the work to the individual needs of the pupils and to permit each to advance as rapidly as consistent with thoroughness."

1911-1912 A supervisor of attendance was appointed. "It is not sufficient only to get the child into school, but the causes and conditions that make truancy possible must be investigated and as far as possible removed."

1912-1913 Needs of the schools as listed included additional rooms for ungraded pupils; an open-air room for anemic and malnutrition cases and for children having temperatures; and provision for young people to learn of the social and economic conditions in the city, to study vocational opportunities, and to receive instruction in lines for which they seemed fitted.

1914-1915 The superintendent reported that the large number of foreign-born school children in the Longfellow school made it necessary to do much ungraded work.

1915-1916 A plea was made for special provision for abnormally dull, partially feeble-minded children and for children with speech defects.

1916-1917 A study in age-grade progress was made in the elementary schools. The superintendent stated that the cost in time, money, and discouragement which comes from human failure was a matter for grave concern.

Special classes for exceptional children (mentally slow) were established. Children were selected by teachers and principals and given intelligence tests before being admitted. A course of study was planned for them by the clinical psychologist of the State Department.

1917-1918 The superintendent reported three lunch programs in progress for under-nourished children: warm milk at recess for Longfellow school children was supplied by the educational department of the Woman's Club; warm soup or cocoa for Lowell school children who carried lunches was provided by the Parent-Teacher Association; warm milk at recess for Washington school children was furnished by a patron.

1923-1924 Provision was made for instruction of children with speech defects. During the following school year, 307 children received training in corrective speech classes.

Teachers were appointed for shut-in children and instruction given in the home for those children so badly handicapped that they could not attend school. The Kiwanis Club furnished an automobile for the use of the teacher of the crippled children so that a larger number of children might be served.

1924-1925 A department of child guidance and special education was established with a supervisor in charge. The superintendent announced the organization of a reading clinic for children having difficulty in reading.

1925-1928 Nutrition rooms were established at Emerson and Lowell schools.

Comprehensive use of achievement and intelligence tests was begun. There was concentrated effort to reduce retardation and to make provision for individual differences of pupils.

Special play and recreation periods were provided in the late afternoons and Saturday mornings for maladjusted children in the elementary grades.

1927-1928 The school for crippled children was opened in the Doty school with one teacher in charge of academic work and a physio-therapist in charge of treatment of the children. Sixteen children were enrolled in the school and seven others came in for treatment. Special equipment for corrective work was installed and carts and hand-rails provided also. The Board of Education transported the children by bus and furnished warm lunches at noon.

1936-1937 The sight-saving room was established.

The principles of mental hygiene were applied to cases of problem children.

1937-1938 The experimental guidance clinic and central registration bureau were established. Under this plan the neuro-psychiatric department of the Medical School of the University of Wisconsin made available to the schools three psychiatrists, each for one-half day a week, plus a lecture series to the teaching staff which was subsidized by the Board of Education. Referral to the bureau was made by attendance and guidance workers, workers in the Family Welfare and Children's Service Association, and the police.

1940-1941 The Board of Education employed Dr. John Rothney of the University of Wisconsin on a part-time basis to survey the operation of the guidance program in Madison and to make recommendations.

1941-1942 Dr. Carl H. Waller was appointed coordinator of the guidance and special education department and the attendance department.

1942-1943 The work-experience program was initiated. A coordinator for the program was appointed in 1946.

The direction and supervision of the nursery-school program was assigned to the department of child study and service.

Placement testing and counseling for all children new to the school system was begun.

The department instituted the use of batteries of aptitude tests for older high school pupils.

1944-1945 Guidance and special education, home visitation, attendance, and child accounting were combined into the department of child study and service with Carl H. Waller as director.

Monthly meetings with Dr. Eugenia S. Cameron and her Dane County Child Guidance staff were initiated. The principals and teachers working with a particular child were also invited.

1946-1947 The department was certified as testing center for veterans in Madison and the surrounding area who desired to take the USAFI General Educational Development tests.

The direction and supervision of nutrition rooms were transferred to the child study department.

1948-1949 A class for four-year-olds was started in the school for the deaf.

FOR THE RECORD

Problem of Increasing Enrollment

Following report of increasing enrollment in the Madison public schools at the beginning of the 1947-48 school year, September 15, the superintendent informed the Board of Education of the possible difficulty of providing for tuition pupils on the west side of the city in 1948-49 and especially thereafter without additional classrooms.

The Board voted to inform residents of the outlying districts west of the city of the situation. Two alternatives were suggested: that the residents of these districts make provision for their children's schooling other than in the Madison public schools; or that the areas annex to the city so that the Board can make arrangements for educating the children.

Annexations to the City

Annexations to the city during 1949 were as follows:

Crawford Heights -----	January	23
Hirsch-Harrison -----	January	23
Marlborough Heights -----	February	12
Walterscheit, Lakeview -----	April	9
Truax Field -----	April	9
Rethke -----	April	9
Bram's Addition -----	April	23
Sunset Village, Pilgrim Village, Findlay Park -----	April	23
Briar Hill -----	April	23
Balance of Truax -----	November	26
Westmorland -----	May	13
McCormick Subdivision -----	December	24

Completing Two Classrooms at Dudgeon

At the February 2, 1948, meeting, the Board voted to have the supervisor of school buildings and grounds prepare plans for completing needed rooms at Dudgeon school in anticipation of the completion of annexation proceedings of Sunset Village, Westmorland, Briar Hill, and other western suburbs.

Transportation of School Children

At the meeting August 30, 1948, the Board authorized the transportation of school children from the most distant city areas—Truax Field, Findlay Park, and the northern portion of Sunset Village—to city schools.

Provision had been previously made to transport Sherman school seventh and eighth grade pupils to East junior high school and elementary pupils opposite Lakewood to Lincoln school.

Need for More Classrooms

Following discussion of problems caused by increasing child population and enrollment at the meeting August 9, 1948, the Board authorized the superintendent to present the problems to the city manager and to request a joint informal meeting of the City Council with the Board.

At the joint meeting December 7, 1948, data were presented showing the child census and estimated child population to 1960, maps showing present and future school sites, and a tentative schedule of school housing needs to 1960 with a five-year construction program to 1953.

On the basis of the 1948 child census, estimates indicated that Madison would need approximately 60 additional elementary classrooms by 1953 at an estimated cost of \$3,000,000.

The consensus of the Council was that the Board should engage architects to draw up tentative plans for the Westmorland-Sunset Village school and the Sherman school addition.

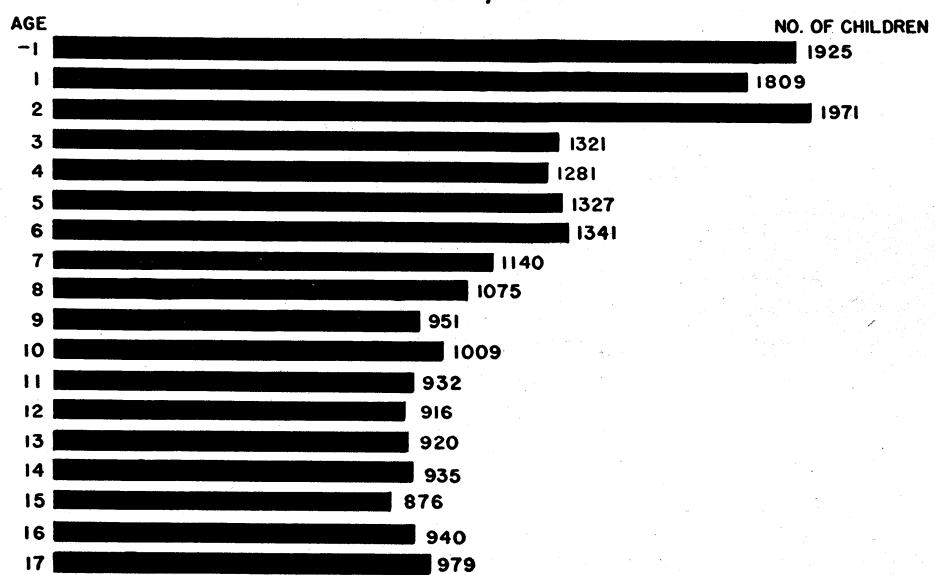
Plans for New Schools

In anticipation of the building program, President Schenk appointed a building committee including Dr. R. W. Huegel, chairman, Glenn W. Stephens, Dr. J. Holden Robbins, and Mr. Schenk, January 17, 1949.¹

On recommendation of the committee, the Board named Weiler and Strang architects for the new west side elementary school and Siberz and Purcell for the Sherman school addition.

In the spring election of 1949, the voters approved by a four-to-one vote a school bond issue of \$1,850,000. The Board hopes to have the west side school ready for use during the school year 1950-51 and the Sherman school addition ready by September, 1951.

CHILD POPULATION BY AGE GROUPS MADISON, 1949



¹ Prof. Erwin A. Gaumnitz was appointed to the committee to succeed Doctor Robbins after his resignation.

**Will there be room for us when
we are ready for school?**



**Vote YES on elementary school
bond referendum April 5, 1949.**

Above is the cover of the leaflets distributed throughout the city by local PTA groups to promote votes for the school bond issue of \$1,850,000. Voters approved the bond by a four-to-one vote.

Tentative plans for the new Westmorland-Sunset Village school on Midvale Boulevard include one wing of three classrooms each for grades 1 through 6 and three kindergarten rooms; and the all-pupil and community-center unit including gymnasiums, library, auditorium, art room, music room, science room, lunchroom, activity and meeting rooms. It is hoped plans can include a rest and nutrition room for west side children below par physically. Provision is made for the ultimate addition of a junior high school unit.

The new building will be two stories high and fire resistant, probably built of brick, and will have 10-foot ceilings.

Location of the building on the site will provide a large recreation area for hard-ball, softball, and similar games for boys, an area for girls and smaller children, and an ample setback for kindergarten play space. There will also be a walkway directly to the school for children coming from the east.

All general purpose rooms and also the administrative unit, teachers' room, nurse's room, and test room will be near the central entrance. The gymnasiums will have shower and locker rooms adjacent and will have exits directly onto the playground.

The old unit of Sherman school and the new addition will include 14 classrooms and rooms for all-pupil and community use including gymnasiums, library, auditorium, art room, music room, playroom, lunchroom, and office.

Trade Center Near School Site

At various meetings during the fall of 1948, the Board discussed problems involved in the establishment of a trade center near the site of the proposed new west side school on Midvale Boulevard. Representatives of the developers of the area, the property owners, and Walter Johnson, city plan engineer, met with the Board. At the meeting January 3, 1949, the Board voted to accept the plans with the restrictions covered in the agreement by Dorothy Jones Frautschi. These are as follows:

Prohibiting the use of the northerly 100-foot strip of the tract for either vehicular traffic or parking purposes; prohibiting building construction closer than 35 feet to the north property line; and stipulating that the setback line for the trade center be 35 feet from the street line with no parking permitted within the setback.

Metropolitan School District

The Board authorized the president and superintendent to attend the meeting September 4, 1947, at Central high school for the purpose of discussing a metropolitan school district and to report back to the Board. At the next meeting of the Board, September 15, the superintendent reported consolidation unlikely because of overwhelming opposition.

New Playgrounds

New playgrounds sponsored by the recreation department of the Board of Education since the annexation of outlying areas include Westmorland, Sunset Village, Hoyt Park, Truax Field, Bram's, and Lakeview.

Crowded Elementary Schools

In a brief survey of the crowded elementary school conditions at the meeting June 20, 1949, the superintendent stated that the nursery school at Lincoln would probably have to be moved to make room for school children at Lincoln. Children from the Tilton Terrace apartments will attend Lincoln. Also the sixth grade, and possibly the fifth, from Sherman school will be transported to Lincoln next year.

If all tuition pupils from Franklin school are transferred to Longfellow, the eighth grade may be kept at Franklin one more year.

Truax Field children, including those from the new city housing project, can probably be transported one more year. Most of them will continue at Emerson, but one entire kindergarten and possibly the first grade from Truax may have to be transported to Lapham or Lincoln.

Acquisition of Property

Truax Field

If the land could be acquired as a grant or at a considerable discount, the Board went on record in favor of acquiring 40 acres of land at the borrow-pit portion of Truax Field at the May 17 meeting, 1948.

At the June 7 meeting, the Board voted to request the city manager and the city plan engineer to secure two Truax Field buildings, a former army school building and service building, for use as possible future schools when that area comes into the city and also to acquire 10 hospital ward buildings for possible future use as barracks for city schools.

Harding Site

In the fall of 1948, the Board authorized the selection of a committee to appraise the Harding school site and subsequently recommended that the City Council purchase the property.

The City Council granted authorization for acceptance of the option of the site at the purchase price of \$11,000 and suggested that the sum be added to the 1949 school budget, according to a report to the Board December 6.

Rentschler Property for West High School

After negotiations extending over a period of several years, on August 9, 1948, Board members recommended to the City Council the purchase for West high school of a rectangular piece of land on the corner of Regent street and Grand avenue from the Rentschlers and the northeast corner of the former Rentschler property from the officials of Beth El Temple, who had recently purchased it. The City Council approved the purchase of both pieces of property October 8, 1948.

Survey of School Grounds

With the approval of the Board in March, 1949, a representative of the National Recreation Association, Alan B. Burritt, made a survey of seven Madison school sites in company with Walter Johnson, city plan engineer, Gordon E. Nelson, supervisor of school buildings and grounds, and Glenn T. Holmes, director of health, physical education, recreation, and safety.

He will submit plans for the most effective use of the following sites: the Westmorland-Sunset Village school, Sherman, the new Nakoma site, East high school and West high school expansion sites, Richmond Hill in south Madison, and the Harding site on the east side.

Changes on the Board of Education

Frank O. Holt

On the death of Frank O. Holt, who had been a member of the Board of Education since January 20, 1941, the Board passed a resolution April 5, 1948, to extend to his family the profound sympathy of members of the Board and to place on record

their own deep sorrow and sense of loss in the death of the highly esteemed and valuable member of the Board. "Dean" Holt was director of public service at the University of Wisconsin and former dean of the extension division.

"Frank O. Holt was a great friend of youth and of the American public schools. He had unbounded faith in young people and was an ardent supporter of equality of educational opportunity for all. He gave of himself unsparingly in the public interest. His friendly, jovial, approachable spirit won the affection of those who had the privilege of working with him. His well-timed humor relieved many tense situations. His sympathetic understanding of human relations and his sound philosophy of public education were of immeasurable value to the Board and to the public schools of Madison. It is with grateful tribute to his service that this testimonial is placed upon the record of the Board of Education."

Prof. Erwin A. Gaumnitz

Prof. Erwin A. Gaumnitz, who was appointed by the city manager to fill the unexpired term of Frank O. Holt, was present for the first time at the May 3, 1948, meeting.

Professor Gaumnitz, who is married and lives in Nakoma, has four children in the Madison public schools. He is assistant dean and professor in the commerce department of the University and has been on the staff since 1938 except for absence in war work.

William S. Hobbins

Another change on the Board in the last biennium was the resignation of William Suhr Hobbins in July, 1948, because of residence outside the city. Mr. Hobbins, a banker, began his service on the Board, July 3, 1939. During his period of service he was treasurer of the revolving fund, and a member of the auditing and purchasing committees.

Mr. Hobbins was not the first of his family to serve on the Madison Board. His great-grandfather, Dr. William Hobbins, served on the Board from 1880 until 1882 and his grandfather, John J. Suhr, served on the Board from 1890 until 1893, according to Board records.

Raymond A. Sennett

Raymond A. Sennett, who was appointed by City Manager Howell to replace William S. Hobbins on the Board, attended his first meeting August 30, 1948. Mr. Sennett is cashier of the Security State bank. He is married and has a daughter, who attends Emerson school.

Mr. Sennett is a native of Madison. He attended the old Marquette school, Central high, and the commerce school of the University where he graduated in 1930. While taking courses toward his degree he worked full time at the bank.

Mrs. James W. Madden

Mrs. James W. Madden, a member of the Board of Education for 22 years, decided in the winter of 1949 to retire from public service at the expiration of her term June 30, 1949. Mrs. Edward J. Samp was elected to the Board at the regular spring election on April 5, 1949.

Serving on the Board's purchasing committee for many years, Mrs. Madden had helped to obtain high quality supplies and equipment for the use of Madison children. She also acted as the Board's representative on the board of health from 1939 until its abolishment in 1947 and on the general committee for child-care centers.

Mrs. Madden was a Madison public school teacher before her marriage, having taught in the Doty school—now the Administration office.

The second in her family to serve on the Madison Board of Education, Mrs. Madden followed in the footsteps of her father, the late Judge Anthony Donovan, who was a member of the Board from 1898 until 1911 and president of the Board from 1904 until his retirement.

Mrs. Edward J. Samp

Mrs. Edward J. Samp, who began her service in July, 1949, has been active in PTA work. She is past president of the West high PTA and also served on the PTA Council. She is the mother of five grown children, two sons and three daughters, all graduates of West high school and the University of Wisconsin.

Administrative Changes

Glenn T. Holmes was named director of health, physical education, recreation, and safety September 2, 1947. He took the place of Howard G. Danford, who resigned in August to take a similar position at Florida State university.

Mr. Holmes assumed his duties in December, when his successor as director of physical education in the Oak Park, Illinois, high school took his place. Previous to his appointment at Oak Park, Mr. Holmes had been on the physical education staff of the University of Wisconsin and freshman football coach.

H. Ralph Allen, principal of Emerson school, was transferred to the principalship of Randall school beginning with the school year 1947-48. Taking his place at Emerson school was Emery C. Bainbridge, teacher of science at East high school. Mr. Bainbridge was formerly principal of the elementary-junior high school at McFarland.

Earl D. Brown, secretary of the Board of Education and supervisor of accounts, purchases, and supplies for the schools since 1935, resigned in February, 1949, to accept the position of superintendent of the McKinley Home for Boys, Van Nuys, California.

He entered the Madison school system in 1931 as principal of Nakoma school and later served as East junior high principal.

The board approved the appointment of W. N. McDaniels, assistant in the child study department, to Mr. Brown's position. Besides working in the child study department for five years, Mr. McDaniels assisted in the business office during vacations and overtime periods.

Service Abroad

Dr. Bernice E. Leary, curriculum consultant for the Madison public schools, was granted a second leave for the spring months by the Board of Education January 19, 1948, to accept a request by the U. S. War Department to serve in Germany as visiting expert on curriculum in the Office of Military Government.

Miss Leary had served for a period of 90 days the previous year for the Department of Information Control of the Military Government. On both occasions she worked with writers and publishers engaged in preparing new materials for the German schools.

Exchange Teachers

Since Board members approved participation by Madison teachers in the teacher-exchange program between the United States and Great Britain and Canada, Jessie Dunham, Emerson physical education teacher, made provisions to exchange with Vera Pay, Fulham, London, England, for the 1948-49 school year, according to the report to the

Board May 17, 1948. At the Board's request Miss Pay attended the meeting October 18, and gave some highlights of the English educational program.

Grace Norton, Nakoma kindergarten, exchanged positions with Margaret M. Burke, Seattle, for the 1948-49 school year.

Study and Improvement of the Curriculum

Curriculum work in 1947-49 was based on common agreement of need as determined by questionnaire returns from teachers in 1947. This need was expressed either in terms of dissatisfaction with existing conditions or as self-set goals that teachers wished to accomplish. Suggestions classified themselves into four general categories: (1) public-relations pamphlets, such as book lists and reading guides for parents; (2) service bulletins for teachers; (3) resource units for classroom use; and (4) brief outlines of subject matter areas as guides to instruction.

A total of eleven committees were organized for cooperative study. Membership totalled 255 teachers, of whom 194 were from elementary schools, 34 from junior high schools, and 27 from senior high schools. Three of the committees used the consultant services of professors from the University of Wisconsin. Contributions of committee members were compiled in the curriculum office during the summer, with the help of the chairman or some other member of each committee.

As a result of committee activity over the two-year period, the following curriculum work was accomplished:

1. A list of books "for comics' fans," entitled **Fun for All and All for Fun**, was printed and distributed in schools and homes.
2. Eleven bulletins were compiled and distributed to teachers for experimental use:
The Teaching of Science—Why? How? By Whom?
Guidebook for Kindergarten Teachers
The Teaching of Manuscript Writing in the Primary Grades
Promoting the Democratic Spirit in School
Places to Go and Things to See in and near Madison
A First Report of the Arithmetic Committee
The Elementary Language Program—A Modern Point of View
Adapting the School Program to Superior Pupils
English Outline for Junior High School
Standards for Written Work in All Subjects
Catalogue of Visual Education Materials (A revision).
3. Science kits were prepared for elementary schools.
4. Initial work was undertaken toward the formulation of local standardized tests in arithmetic.
5. A total of 254 new textbooks were evaluated for supplementary purchase in elementary grades and junior high school, 85 in 1947-1948 and 169 in 1948-1949.
6. Eleven changes in basic textbook adoptions were made by committees of teachers representing all levels.
7. A community Book Fair was held in November, 1948, through the cooperation of schools, libraries, the PTA councils, and book stores.

Summary of the Health, Physical Education, Safety, and Recreation Program

During the past two years this department has cooperated with the City Health Department in giving physical examinations to all pupils in the first, third, sixth, and ninth grades who have not been examined by their family physicians and to all new pupils.

Following a preview by parent groups of the sex-education film, "Human Growth," the Board of Education approved in March, 1949, the use of the film in Madison public schools under the restrictions of signed parental statements of approval. The film is distributed by the State Health Department.

To prevent accidents on school grounds, reports on all school accidents are continuing to be sent to the superintendent and safety department, and a summary report in the form of a follow-up from the safety department is sent to the school principals.

More than 500 sixth grade boys and girls participated in the annual bicycle testing program, which consisted of knowledge, mechanical, and performance tests. This testing was administered by sixth grade teachers in conjunction with physical education teachers and the local police department. Exactly 320 boys and girls received certificates after they passed all of the tests.

Progress has been made in the revision of the curriculum in physical education for elementary, junior, and senior high schools. Some new activity units have been introduced in the schools. The after-school intramural program has been extended to include more children in a greater variety of sports.

When girls in grades 5 through 12 buy gym suits in the future, they will get two-piece blue uniforms, by action of the Board of Education April 6, 1948, on the recommendation of the physical education department. Girls will continue to use their present uniforms until they are worn out or outgrown. The main purpose of the change was to enable rapidly growing teen-age girls to wear their suits longer and with increased freedom and comfort.

Boys' gym outfits, as in the past, will be khaki shorts, white sleeveless T-shirts, white sox, and tennis shoes.

Physical education demonstrations for parents were held in all schools. PTA groups have been active in holding parent-pupil meetings or "fun nights."

The recreation program has continued to grow. Much of this growth is due to the fact that the City of Madison has annexed considerable area in the past few years which has required the expansion of the entire program. Comparisons over a three-year period follow:

	1947	1948	1949
Baseball, Industrial			
League -----	7 teams	6 teams	6 teams
Baseball, Junior -----	62 teams	67 teams	74 teams
Basketball, Adult -----	55 teams	75 teams	80 teams
Basketball, Four Lakes			
League -----	24 teams	30 teams	36 teams
Softball, Adult -----	82 teams	103 teams	104 teams
Madison Community			
Center -----	251,164 participants	243,827 participants	(incomplete)
School Recreation			
Centers -----			
Children (Sat.) --	5 schools	6 schools	7 schools
Teen-agers (Fri., Sat.) -----	8 schools	8 schools	8 schools
Adults -----	1 school	2 schools	3 schools
Picnic Kits -----	138 groups	156 groups	130 groups
Summer Playgrounds -----	17 playgrounds	18 playgrounds	26 playgrounds
Swimming -----	8 beaches	8 beaches	8 beaches

Changes in the Salary Schedule

To complete the transition from the old salary schedule to the new schedule for teachers, which was adopted May 15, 1944, the Board approved August 18, 1947, grant-

ing an additional \$100 to all teachers with masters' degrees and those with bachelors' degrees plus 30 or more credits, effective the next school year. Although the salary schedule theoretically showed a \$200 difference in these brackets, this adjustment made it an actuality. Unanticipated tuitions and state aids provided funds for the adjustment.

Because of the difficulty of competing in the teacher market at the existing salary schedule, the Board on October 6, 1947, approved a \$100 across-the-board increase for the next school year, 1948-49.

Another change in the salary schedule approved by the Board, which would project seven years into the future, was the raising of maximum salaries. After six years of service the annual increment for teachers, who have met the requirements for further study, would be \$200 instead of \$100. Under the new schedule the ultimate maximum salary for teachers with bachelors' degrees will be \$4,300 by 1953-54 and for those with masters' degrees, \$4,500.

Teachers will be paid their annual salaries according to their requests, either in 12 equal installments or in 10 equal installments, by action of the Board, October 21, 1947.

At the meeting January 19, 1948, the Board adopted a new policy for teachers who complete advanced work. In the future any teacher who completes advanced work which would change his position on the salary schedule may submit such evidence to the superintendent for immediate change of contract.

Salary Schedule*

Approved 10/6/47
Effective 1948-49

Year on Schedule	Group I 60 sem. hours 2 year normal graduates	Group II 90 sem. hours 3 year normal graduates	Group III Bachelor's Degree	Group IV Masters Degree
0-1	\$1300	\$1400	\$1600	\$1800
1-2	1400	1500	1700	1900
2-3	1500	1600	1800	2000
3-4	1600	1700	1900	2100
4-5	1700	1800	2000	2200
5-6	1800	1900	2100	2300 Barrier
6-7	2000	2100	2300	2500
7-8	2200	2300	2500	2700
8-9	2400	2500	2700	2900
9-10	2600	2700	2900	3100
10-11	2800	2900	3100	3300
11-12	3000	3100	3300	3500 Barrier
12-13	3100**	3200**	3400**	3600**
13-14	3200	3300	3500	3700
14-15	3400	3500	3700	3900
15-16	3600	3700	3900	4100
16-17	3800	3900	4100	4300
			4300	4500

* Basic schedule only; cost-of-living adjustment in addition, which amounted to \$69.25 per month from July 1 to December 31, 1948; \$76.75 per month from January 1 to June 30, 1949.

** Maximum base for 1948-49.

-- First barrier for all teachers on staff prior to September, 1947, who have not crossed first barrier.

-- Teachers who have crossed one or two barriers on the old schedules are credited with an equal number of barriers on the new schedule.

Cost-of-Living Adjustment

On August 9, 1948, the Board accepted the recommendation of the superintendent, the secretary, and representatives of teacher groups that all teaching staff members be paid the same annual COLA, effective July 1, 1948, rather than a COLA on a graduated scale as paid other city employees.

Travel Credit

On the recommendation of the travel credit committee, the Board approved the following changes in the rules governing travel for credit, April 5, 1948:

Credit for travel is not limited to summer travel;

One credit is granted for each week of travel, but only one trip of one week is acceptable in passing a barrier;

A written report of the trip must be sent to the superintendent's office on or before the following September 15;

Final evaluation and determination of the number of credits for travel rest with the travel credit committee.

Salary Deductions for Group Insurance

On October 7, 1946, the Board voted to waive its policy of permitting no deduction from salary checks unless required by law and permitted deductions to be made for staff members who wished to participate in the Blue Cross hospital service and/or surgical care.

The Board waived the policy on February 17, 1947, to permit deductions for those staff members who desired to participate in the group Washington National time-loss accident and health insurance plan.

On August 30, 1948, the Board waived the policy in order that deductions be made for surgical benefits under the Blue Cross plan, which is currently in operation for hospital benefits.

Request of the Schoolmasters' Club

A request by the Schoolmasters' Club, made up of married men on the faculty, for the Board to grant a permanent differential of \$600 annually to teachers who were heads of families was made at the meeting December 7, 1948. Action was deferred until representatives of teacher organizations could be present to give their views.

At the meeting February 8, the Board approved a joint resolution of the Madison Education Association and the Madison Federation of Teachers that the Board attempt to provide vacation work for teachers who desire employment beyond the 37-week school year. The Board tabled the request of the Schoolmasters' Club for a \$600 differential for heads of families.

Surplus War Products

During the summer months of 1947, the Board purchased for \$3,100 approximately \$36,800 worth of surplus war equipment to use in the schools, according to the report of Orian Dhein, agent for the Board, at the meeting October 21.

The purchasing committee of the Board and Mr. Dhein bought only materials which could be used in the schools. Money had been provided in the budget for these items.

The committee was unable to purchase all the equipment needed because schools were fairly low on the priority list, according to the report. Purchases included industrial arts equipment, paint and varnish, rubber hose, a snow tractor, hardware, electrical equipment, textile products, laundry equipment, and stop watches.

At the March 1 meeting, 1948, report was made that materials with an estimated value of \$54,699 had been purchased for a total of \$3,300.

On August 20, 1948, additional war-surplus purchases amounting to \$1,571.50 and having an estimated value of \$3,700.43 were reported.

Relief Projects

At the November 3 meeting, 1947, the Board again relaxed the policy against collections in schools to permit pupils to make contributions for children and families overseas and for men in service or in veterans' hospitals.

As a result of the change in policy Madison school pupils, and teachers also, contributed extensively toward relief for schools and for individuals in war-impooverished nations. Madison staff members participated in the overseas teacher relief drive sponsored by the National Education Association.

Activities of school pupils are too numerous to include in this report. All schools have sent boxes through the Junior Red Cross. Many pupils in addition have collected funds to send CARE packages or have collected food, clothing, and other items to send directly to Europe or to the American Friends' Society.

Memorial and Scholarship Funds

Memorial and scholarship fund balances as of December 31, 1948, consisted of the following:

Samuel Shaw Prize -----	\$ 945.06
Christian R. Stein -----	2,441.64
William McPyncheon Trust -----	9,897.78
Theodore Herfurth -----	6,082.50
Allan J. Shafer, Jr., Memorial -----	1,431.55
Ralph B. Jones Memorial -----	520.06
Marcus E. Johnson Memorial Loan Fund -----	500.00
Francis Drew Winkley -----	9,772.85
	<hr/>
	\$31,591.44

The Marcus E. Johnson memorial fund of approximately \$500 will be used as a revolving loan fund available to all employees of the Board, by action of the Board of Education December 1, 1947.

The Board accepted the Genevieve Gorst Herfurth Award for Excellence in Public Speaking in the Madison public high schools February 21, 1949. The purpose of this award is to create general interest in and to give permanent stimulus to forensics in Madison public high schools.

Funds for School Children

The Rotarians presented \$500 January 7, 1947, and another \$500 November 25, 1947, for emergency needs of Madison public school children. The money was distributed among the schools and used for a long list of items including clothes, rubbers, galoshes, lunches, graduation expenses, books, fees, school materials, and other emergency expenses.

Money from Roundy's Fun Fund, \$1,387 November, 1948, and \$1,000 June, 1949, has been used for fun and recreation supplies for the handicapped children.

The Shriners gave \$100 December 30, 1947, and \$250 January 3, 1949, to the Washington Orthopedic school. This group has also provided plays and transportation expenses to see the plays at Washington school for all the handicapped children in the city.

Also providing for the needs of the orthopedic children are the Dane County Unit of the Wisconsin Association for the Disabled, \$100 January 23, 1947, and the Disabled Children's Revolving Loan Fund, \$225, 1947-48. The Disabled Children's Revolving Loan Fund is maintained jointly by PTA groups, the Woman's Club, the Catholic Woman's Club, the East Side Women's Club, the Council of Jewish Women, the Elks' Ladies, the Forest Products League, and the Nakoma Welfare League.

Other groups which have provided parties, boat rides, train rides, excursions, and recreation equipment for the handicapped children include the Kiwanis Club, the East Side Women's Club, the Milwaukee Road, and the Madison Accident and Health Insurance Underwriters Association.

Lincoln Child-Care Center

Following the appearance of parents and others interested in the child-care center before the Board of Education and City Council, the Council authorized the continuance of the city-operated nursery at Lincoln beyond September 1, 1947, until plans could be completed for a cooperative nursery financed by parents. The Council also requested that the Board make available the space occupied by the city-operated center for the cooperative nursery for one year.

After repeated requests by sponsors of the proposed cooperative center for assistance from the Board of Education, which had no funds for such purposes, the Board offered to supervise the operation of the cooperative center on the same general basis as in the past. Those most in need of service were to be given priority. All admissions were to be cleared through the Family Service Agency and fees for those unable to pay were to be secured through social welfare agencies.

Elementary School Lunch Program

The Board approved advisory committees in the schools consisting of a parent, a teacher, the principal, and the superintendent or his representative for planning school lunch programs where needed, according to action June 21, 1948.

Although the general policy of the Board has been to provide a long noon period so that elementary school children can go home for lunch, provision is made for lunches in school where it is necessary for many mothers to work outside of the home, or where distances and hazards of walking are great and no transportation is provided. In such instances teachers provide noon supervision on a rotating basis.

Orange Juice Program

To dispense orange juice to pupils in the schools, the Board voted at the meeting April 5, 1948 to furnish paper cups for the remainder of the year. PTA members assisted in preparing and serving the orange juice.

The concentrated orange juice was furnished by the United States Department of Agriculture which distributes commodities through the State Department of Public Instruction for the School Lunch Program.

At the meeting September 20, 1948, the Board authorized the purchase of 1,000,000 paper cups for the continuance in the schools of the orange juice program.

Summer Sessions

Plans for the holding of summer school at Central high school with the cooperation of the University extension division again were approved by the Board February 2, 1948. Fees, however, were to be \$12 instead of \$10 as in past summers. Madison public school teachers would probably make up the staff, the Board was informed.

Total registration for the 1948 summer school at Central high was 315 pupils in regular classes and 26 pupils in correspondence study courses, according to a report to the Board July 9. Enrollment for the 1949 summer session dropped to 217 pupils.

Attending band and orchestra classes sponsored by the Board of Education at the three high schools during the summer of 1948 were 445 pupils. Summer music class enrollment in 1949 totaled 488. The summer band, which played concerts at city parks and Capitol Park, enrolled 85.

Change in Fees

Elementary school fees for consumable materials were increased from \$.55 to \$.65 per semester by authorization of the Board June 7, 1948. The materials include workbooks, *Weekly Readers*, and art supplies.

Industrial arts fees in junior and senior high schools were increased by action of the Board August 30, 1948. Following are the new fees: senior high, mechanical drawing, \$1 per semester; general metal, \$.50; breakage, \$.50; junior high, ninth grade, \$.85; eighth, \$.65; seventh, \$.50.

New School Health Policy

Dr. C. K. Kincaid, city health commissioner, presented the proposed school health program to the Board January 4, 1949. He commended the goals which were established by the school health committee and published in the last biennial report of the schools.

The aim of the City Health Department for school health is the same as that of the schools, according to Dr. Kincaid.

Emphasis of the Health Department, however, in the future will be on assistance, helping people to help themselves. Direct services will be tapered off, and more time and effort will be placed on health education, Dr. Kincaid informed the Board.

Carl H. Waller, Pearl Leroux, and Foster S. Randle, members of the school health committee, expressed concern regarding elimination of necessary direct health services formerly provided by the Health Department. By consensus of Board members the matter of working out a solution for such problems is to be left to a committee including Mr. Waller, Dr. Kincaid, Dr. J. Holden Robbins, physician member of the Board, and the superintendent.

Policy on High School Cafeterias

The Board adopted a general policy of six parts for the operation of high school cafeterias at the meeting November 1, 1948, as follows:

The prices of food charged pupils shall be kept as low as possible, consistent with good nourishing quality and variety.

The salary of the cafeteria manager, of building custodians assigned to cafeterias, major items of equipment and utilities shall be paid by the Board of Education.

The salaries of all other cafeteria workers, supplies, and operational costs shall be charged to the operation expense of the cafeteria.

Cafeterias shall endeavor to operate on an average of about two per cent profit per year. Minor equipment, new and replaced, shall be charged against this accumulated profit.

Cafeterias shall aim to maintain an operating balance of about \$2,500 to \$3,000 in order to be able to take advantage of discounts in purchases and to provide security against unusual losses.

An operating balance in excess of \$3,000 may be used by the Board of Education to purchase or replace major items of equipment in the school cafeteria accumulating the surplus.

Policy on High School Bands

The consensus of the Board, as expressed November 15, 1948, is that high school bands should not participate in any commercial enterprises, that their activities should be confined to civic, school, and educational events.

Policy on Broadcasting Games

The Board of Education permits radio stations to broadcast high school athletic events subject to adherence to regulations and sponsorship approved by the Board.

Policy on Married Couples

When marriages occur between staff members, they will be assigned to different schools, by decision of the Board August 9, 1948. Consensus of the Board was that a staff member's husband or wife should not be granted an initial regular contract. Substitute and emergency contracts are permissible.

Appointment to Vocational Board

The Board appointed Frank Collester as employer representative on the Vocational Board of Education to replace S. Gwyn Scanlan, who had served many years in that capacity and who had retired. President Schenk stated that Mr. Scanlan had done a commendable job, and that the community was indebted to him for the splendid services he had given.

Vocational School Addition

Plans for the new addition to the Vocational school include the following improvements for Central high school pupils: an activity room on the ground floor; improved shower and locker rooms for both boys and girls; another exit from the boys' gym. New offices for physical education instructors will adjoin the gymnasiums.

Other changes and improvements that may be advantageous to Central boys and girls include the placement of the machine shop and wood shops in the new unit; the establishment of a cafeteria for 500 people where the shops were located; a home economics sewing room where the cafeteria was located; moving of the art room; and a crafts shop in the new wing.

The indoor activity room for Central high school pupils on the ground floor of the new Vocational school wing was approved by the Board of Education at the meeting April 5, 1949, provided the plans met the approval of a staff committee including Glenn T. Holmes, director of physical education, Principal L. A. Waehler, and Harold Pollock, Robert Alwin, and Jess Lyon, physical education teachers at Central.

The activity room will replace the proposed indoor bicycle room. Outdoor bicycle parking space will be provided along the Dayton street side of the building. The Board of Education may at any time make provision for an outdoor recreation area on the roof of the new addition.

Necrology

Mrs. Florence Shackelton Thorpe, Randall arithmetic teacher, passed away September 5, 1948, at a hospital in Wausau, Wisconsin.

Mrs. Thorpe had been active in educational groups. She served on school mathematics and textbook committees. She also served on the Bulletin, movie, and American Education Week committees of the Madison Education Association.

She entered the Madison public school system on October 15, 1926, and taught fifth and sixth grades until 1938 when she became a full-time arithmetic teacher.

War Memorial Building

Staff suggestions for facilities to be included in the Madison War Memorial building were approved by the Board August 18, 1947, and forwarded to the committee on the Madison War Memorial.

Standards for Good Teaching

Toward the end of the 1948-49 school year, the committee on standards for good teaching submitted a list of criteria for good teaching on which a large sampling of staff members had agreed. The committee urged the use of these criteria for self-evaluation and requested suggestions for their improvement. Following is the list:

I. Personal Qualifications

A. Personality

1. Do I like children?
2. Am I courteous and fair in my dealings with everyone?
3. Do I have a good sense of humor?
4. Am I well-controlled emotionally?
5. Do I make my appearance as attractive as possible?
6. Is my attire neat, and appropriate for my work?
7. Is my voice pleasant, clear, and as well-modulated as possible?

II. Professional Qualifications and Growth in Service

A. Professional Qualifications

1. Do I have a wholesome attitude toward my students, my profession, and myself?
2. Do I have a professional attitude toward my associates?
3. Do I apply my knowledge of teaching methods and understanding of human relations to the classroom situation?

B. Growth in Service

1. Have I had further academic training since I started to teach in Madison?
2. Have my travels made me a better teacher?
3. Do I keep up-to-date on my professional reading?
4. Have I made positive contributions to my profession?
5. Am I a better teacher than I was last year?

III. Social Traits

A. Teacher-Child Relationships

1. Do I respect each child as a person and as an individual?
2. Do I have a sympathetic attitude toward human problems?
3. Do I have a "youthful spirit" and an appreciation of the children's point of view?

B. Teacher-Community Relationships

1. Do I promote closer relationships between school and home by friendly and intelligent cooperation with parents?
2. Do I accept as a guide a high level of community standards? (Cultural, ethical, moral).

C. The Teacher and the Schools

1. Do I work willingly and harmoniously with the school staff? (Custodial, clerical, administrative, instructional, health).

IV. Techniques of Good Teaching

A. Motivating Force

1. Do I direct all my teaching toward the best possible development of the child?

B. Organization of Teaching

1. Planning

- a. Do I strive to know my class as individuals and plan accordingly?
- b. Do I encourage pupil participation in planning wherever possible?

2. Instruction

- a. Do I instruct clearly and thoroughly?
- b. Do I teach enthusiastically and creatively?
- c. Are my assignments well-planned and definite?
- d. Do I recognize and encourage sincere contributions at all levels of the class scale?
- e. Do I maintain a classroom atmosphere which fosters healthy expression and confidence?
- f. Do I strive to produce a class setting which will promote worthy self-control and self-direction?
- g. Do I meet problems demanding teacher guidance with tact, firmness, and understanding?
- h. Am I, myself, willing to admit error?

C. Evaluation

1. Do my students show growth in attitudes, power, and habits?
2. Are they better citizens, and happier, more effective individuals?

The MEA Honors Public Officials

At the annual dinner, March, 1948, the Madison Education Association had as special guest and speaker Leonard G. Howell, new city manager of Madison. Other guests included members of the Board of Education, Vocational Board, City Council, newspapermen, and wives and husbands.

The MEA public relations committee in cooperation with the social committee presented two functions honoring Board of Education members during the 1948-49 school year.

Singled out for special honors at the annual MEA dinner in February was Herbert C. Schenk, president of the Board, who was presented with a desk fountain pen in recognition of his 26 years of service on the Board.

The Association also honored three other Board members for their many years of service—Mrs. James W. Madden, 22 years, Glenn W. Stephens, 22 years, and Dr. Ray W. Huegel, 15 years.

The MEA presented the superintendent with a gift in honor of his 10 years of service with the Madison public schools.

Others who were honored included Fred Mason, who had served on the Vocational Board 14 years, Harrison L. Garner, who had served on the City Council 24 years, and Earl D. Brown, business manager and secretary to the Board, who was leaving the Madison school system after 18 years.

In May the Association gave a tea at the Washington school honoring Mrs. Madden, who had announced her intention of retiring at the end of her term in July. She was presented with a purse, a corsage, and an MEA service certificate.

SOME GOALS FOR THE NEXT BIENNUIUM

There is always danger of misunderstanding when an attempt is made to select for special emphasis a few of the many problems on which staff members work continuously. However, it is because some problems appear to become more acute at certain times that mention is made of them. Among such problems which we hope will receive much attention during the next two years are the following:

1. Broadening of the curriculum, especially at the secondary level, to meet the needs of all educable pupils up to the age of 18.
2. Continuing improvement in the quality of teaching based on the standards for good teaching prepared by a committee of Madison teachers during the past two years.
3. Renewing emphasis on the teaching of spelling, arithmetic, and language.
4. Promoting mental health by eliminating where possible from the school program and environment factors tending to cause tension in pupils and teachers for prolonged periods of time. This involves such matters as unnecessary noise, interruptions, confusion, tight schedules, tense personnel, the postponement of necessary work until the last minute, unbalanced programs, and programs poorly adjusted to the capacities of individual children.
5. Developing a summer educational program which does not conflict with the recreation program or the summer session sponsored jointly by the Board of Education and the University extension division. The program might be of two kinds: one, to experiment with intensive, concentrated courses for pupils in such fields as art, foreign language, biology, chemistry, writing, shops, and homemaking; and two, to carry on research and to complete curriculum study and revision begun by curriculum committees during the regular school year.
6. Continuing the program of improvement of old buildings and grounds. This involves lighting, acoustics, and playground surfacing.
7. Completing the new west side and Sherman elementary school buildings. Planning and securing approval of bond issues for additional new schools including Harding, South Madison, Truax, and possibly Nakoma.

STATISTICS AND FINANCIAL STATEMENT

Enrollment for All Schools

	1947-48	1948-49
Public Schools		
Elementary school	5,883	6,297
Resident	5,322	6,140
Non-resident	561	157
Handicapped	235	229
Resident	169	179
Non-resident	66	50
Junior-senior high school	5,196	4,955
Resident	4,190	4,195
Non-resident	1,006	760
Total Public School Enrollment	11,314*	11,481*
Vocational School (under 18 years of age)	443	412
Resident	375	346
Non-resident	68	66
Total Vocational School Enrollment (under 18)	443	412
Parochial Schools		
Elementary school	2,423	2,536
Resident	2,201	2,283
Non-resident	222	253
High school	538	564
Resident	458	501
Non-resident	80	63
Total Parochial School Enrollment	2,961	3,100
Wisconsin High School	304	285
Resident	109	156
Non-resident	195	129
Total Wisconsin High School Enrollment	304	285
Total Enrollment All Schools	15,022	15,278

* Does not include part-time parochial or orthopedic hospital pupils (see page 129).

Graduates from Madison High Schools (Including February)

Year	Central	East	West	Total
1940	198	410	332	940
1941	185	375	325	885
1942	195	337	291	823
1943	183	376	369	928
1944	182	321	298	801
1945	155	331	323	809
1946	144	358	351	853
1947	197	392	315	904
1948	203	405	360	968
1949	157	340	301	799

Part-Time Enrollment

Year	Parochial*		State Orthopedic Hospital	
	Total Number Pupils	Equivalent Full-time Pupils	Total Number Pupils	Equivalent Full-time Pupils
1940	615	39.09	286	57.10
1941	574	36.58	306	58.30
1942	547	35.85	219	47.03
1943	570	36.18	166	35.20
1944	551	38.18	179	34.23
1945	537	36.14	163	29.52
1946	509	34.75	149	33.20
1947	477	33.72	142	32.02
1948	476	33.47	168	39.64
1949	544	38.67	197	39.11

* Home economics and industrial arts for grades 7 and 8.

Comparison of Census Totals by School Districts Age Group 4-19 Inclusive

SCHOOL DISTRICTS	1938	1939	1943	1944	1948	1949
Brayton*	372	346	-----	-----	-----	-----
Doty*	605	598	-----	-----	-----	-----
Draper*	757	730	-----	-----	-----	-----
Dudgeon	645	657	659	668	698	703
Emerson	1,709	1,732	1,729	1,725	1,737	1,778
Franklin	778	774	755	759	936	927
Harvey*	560	543	-----	-----	-----	-----
Hawthorne*	874	877	-----	-----	-----	-----
Lapham*	605	608	1,627	1,626	1,463	1,436
Lincoln	901	882	281	280	218	211
Longfellow	1,841	1,791	1,848	1,772	1,553	1,595
Lowell	1,649	1,650	1,745	1,746	1,800	1,847
Marquette*	748	754	2,092	2,052	1,870	1,794
Nakoma	412	463	577	591	662	670
Randall	2,220	2,223	2,091	2,139	2,094	2,101
Sherman	-----	-----	-----	-----	547	616
Truax	-----	-----	-----	-----	-----	223
Washington*	710	736	2,149	2,204	1,968	1,883
Westmorland-Sunset	-----	-----	-----	-----	658	813
Dist. No. 8	342	364	293	304	275	244
TOTALS	15,728	15,728	15,846	15,866	16,479	16,841

* Districts reorganized in 1940 into new Lapham, Marquette, or Washington districts.

Census Totals by Age Groups

Age	1940	1947	1948	1949
Birth to 3 inclusive	3,603	5,624	6,532	7,026
Age 4 to 19 inclusive	15,565	15,264	16,479	16,841
Age 20	*	1,023	1,066	1,054

* Twenty-year-old youth not counted in 1940.

Comparative Total Enrollment—1938-1948

SCHOOLS	1938		1943		1947		1948	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Brayton.....	84	---	---	---	---	---	---	---
Doty.....	172	---	---	---	---	---	---	---
Draper.....	172	---	---	---	---	---	---	---
Dudgeon.....	244	---	357	---	388	---	359	---
Emerson.....	759	---	722	---	728	---	791	---
Franklin.....	362	120	342	107	362	78	391	68
Harvey.....	254	---	---	---	---	---	---	---
Hawthorne.....	303	---	---	---	---	---	---	---
Lapham.....	216	---	453	56	415	34	413	---
Lincoln.....	363	72	204	---	244	---	239	---
Longfellow.....	542	---	451	---	446	---	394	---
Lowell.....	711	---	668	---	618	---	670	---
Marquette.....	341	---	772	---	734	---	732	---
Nakoma.....	257	66	323	81	318	88	323	96
Randall.....	761	---	710	---	678	---	738	---
Sherman.....	---	---	---	---	247	---	271	---
Washington.....	225	---	618	---	555	---	562	---
Total Elementary	5,766	(258)*	5,620	(244)*	5,733	(200)*	5,883	(164)*
Remedial.....	105	---	104	---	125	---	131	---
Crippled.....	66	---	58	---	54	---	66	---
Deaf.....	26	---	32	---	26	---	25	---
Sight Saving.....	18	---	17	---	16	---	13	---
Total Handicapped	215	---	211	---	221	---	235	---
Central Junior.....	560	---	548	---	470	---	473	---
East Junior.....	1,036	---	1,104	---	1,060	---	1,076	---
West Junior.....	763	---	876	---	628	---	615	---
Junior high school pupils in elementary schools*.....	258	---	244	---	200	---	164	---
Total Junior High (Grades 7-9)	2,617	---	2,772	---	2,358	---	2,328	---
Central Senior.....	752	---	743	---	618	---	610	---
East Senior.....	1,284	---	1,325	---	1,297	---	1,283	---
West Senior.....	971	---	1,121	---	1,025	---	975	---
Total Senior High (Grades 10-12)	3,007	---	3,189	---	2,940	---	2,868	---
Total High School	5,624	---	5,961	---	5,298	---	5,196	---
GRAND TOTAL**	11,605	---	11,792	---	11,252	---	11,314	---

* Junior high school pupils, grades 7-8, enrolled in elementary schools.

** Does not include part-time parochial or orthopedic hospital pupils.

Comparative Total Enrollment—1939-1949

SCHOOLS	1939		1944		1948		1949	
	K-6	7-8	K-6	7-8	K-6	7-8	K-6	7-8
Brayton-----	55	---	---	---	---	---	---	---
Doty-----	164	---	---	---	---	---	---	---
Draper-----	173	---	---	---	---	---	---	---
Dudgeon-----	246	---	392	---	359	---	407	---
Emerson-----	773	---	789	---	791	---	910	---
Franklin-----	312	107	335	97	391	68	403	69
Harvey-----	225	---	---	---	---	---	---	---
Hawthorne-----	293	---	---	---	---	---	---	---
Lapham-----	229	---	459	38	413	---	408	---
Lincoln-----	348	62	181	---	239	---	271	---
Longfellow-----	517	---	430	---	394	---	420	---
Lowell-----	707	---	687	---	670	---	723	---
Marquette-----	317	---	749	---	732	---	717	---
Nakoma-----	264	64	334	93	323	96	342	86
Randall-----	748	---	702	---	738	---	825	---
Sherman-----	---	---	---	---	271	---	307	---
Washington-----	208	---	569	---	562	---	564	---
Total Elementary -----	5,579	(233)*	5,627	(228)*	5,883	(164)*	6,297	(155)*
Remedial-----	111	---	106	---	131	---	128	---
Crippled-----	68	---	53	---	66	---	55	---
Deaf-----	31	---	26	---	25	---	32	---
Sight Saving-----	14	---	10	---	13	---	14	---
Total Handicapped -----	224	---	195	---	235	---	229	---
Central Junior-----	546	---	570	---	473	---	465	---
East Junior-----	1,052	---	1,128	---	1,076	---	1,083	---
West Junior-----	753	---	813	---	615	---	611	---
Junior high school pupils in elementary schools*-----	233	---	228	---	164	---	155	---
Total Junior High (Grades 7-9) -----	2,584	---	2,739	---	2,828	---	2,314	---
Central Senior-----	672	---	603	---	610	---	574	---
East Senior-----	1,320	---	1,189	---	1,283	---	1,212	---
West Senior-----	994	---	1,035	---	975	---	855	---
Total Senior High (Grades 10-12) -----	2,986	---	2,827	---	2,868	---	2,641	---
Total High School -----	5,570	---	5,566	---	5,196	---	4,955	---
GRAND TOTAL** -----	11,373	---	11,388	---	11,814	---	11,481	---

* Junior high school pupils, grades 7-8, enrolled in elementary schools.

** Does not include part-time parochial or orthopedic hospital pupils.

Community Use of Buildings

	1947-1948	1948-1949
Educational and Recreational Groups		
Recreation Department	1,316	1,378
	1947-1948	1948-1949
Community Centers	221	193
Parochial Recreation	248	219
Summer Playground	621	474
Madison Theatre Guild	64	152
Miscellaneous	162	340
Parent-Teacher Association		138
Pre-School and Kindergarten Mothers' Club		77
Vocational School		187
General School Program		468
Special Classes		101
Music Classes	62	75
Summer School	39	28
Boy Scouts		72
Girl Scouts		12
Cub Scouts		82
University Summer Laboratory School		37
Boy Scouts Drum and Bugle Corps		44
Home Economics Classes		3
Cerebral Palsy Meeting		1
Dane County School Districts		9
Wisconsin Interscholastic Athletic Assn.		11
Madison Education Association		9
Southern Wisconsin Education Assn.		3
Wisconsin Elementary Principals' Assn.		1
Wisconsin Coaches Assn.		1
Badger Spelling Bee		2
State Forensic Meet		1
Miscellaneous		4
		2
Civic Groups		
Election Group	24	52
Visiting Nurses	102	104
Dane County Democratic Club	3	1
South Side Men's Club	2	1
Junior Red Cross	2	2
Madison Philharmonic Chorus	5	4
Nakoma Welfare League	4	5
American Red Cross		19
Registration of Voters		1
League of Women Voters		1
Dane County Socialists		1
20th Ward Republicans		1
Blackfriars Guild		4
Department of Health		1
Dane County Convention		1
Kappa Sigma Fraternity		4
City Park Commission		1
Rotary Club		1
Grieg Male Chorus		1
Wisconsin School of Music		2
Alcoholics Anonymous		1
Altrusa Club		1
Junior Chamber of Commerce		2
U. W. Dairy Husbandry Department		1
Church Groups		6
Miscellaneous	27	23
TOTAL	2,740	2,830

NOTE: This list shows the groups which used the buildings and the number of times the schools were used, but with no reference to the number of rooms used or the number of hours used in each case.

Balance Sheet as of June 30

ASSETS

Particulars	1948	1949
FIXED ASSETS		
Land and Land Improvements-----	\$ 830,098.80	\$ 880,734.82
Buildings and Attached Structures-----	5,527,836.75	5,616,756.91
Machinery and Equipment-----	724,007.21	754,172.61
CURRENT ASSETS		
Cash in Bank-----	68,488.30	90,858.60*
Board of Education—Advances to be Refunded-----	303.73	251.53
Board of Education—Petty Cash Fund-----	70.00	35.00
SUNDRY ACCOUNTS RECEIVABLE		
Accounts Receivable—General-----	12,969.28	142,136.55**
Tuitions Receivable-----	116,241.86	148,710.03
INVENTORIES		
Stock Room-----	30,605.68	16,753.80
Fuel-----	6,241.30	5,074.65
TRUST FUNDS		
Samuel Shaw Prize Fund-----	936.31	936.32
C. R. Stein Scholarship Fund-----	2,419.14	2,419.14
William McPyncheon Trust Fund-----	9,902.78	9,912.78
Theodore Herfurth Scholarship Fund-----	6,000.00	6,000.00
Industrial Players' Injury Benefit Fund-----	241.71	743.57
Ralph B. Jones Memorial Fund-----	513.81	516.88
Allan J. Shafer, Jr., Memorial Fund-----	1,414.05	1,454.05
TOTAL	\$7,338,290.71	\$7,495,750.04

* Overdraft in June due to issuance of 12-month checks for teachers, payable July 31 and August 31, but not released until dates indicated.

** State and county aids amounting to \$130,197.76 not credited to Board of Education account until after June 30, 1949.

LIABILITIES

	1948	1949
FIXED LIABILITIES		
Bonded Indebtedness-----	\$ 877,750.00	\$ 723,500.00
State Trust Fund Loans-----	0.00	13,624.00**
OTHER LIABILITIES		
Award of Industrial Commission to Lloyd Benson-----	379.95	126.15
Award of Industrial Commission to Eloise Hawley-----	0.00	8,209.88
RESERVES—PETTY CASH		
Music Department-----	2,953.39	3,535.90
Child Aid Fund—Child Study Department-----	100.00	0.00
TRUST FUND RESERVES		
Samuel Shaw Prize Fund-----	936.31	936.32
C. R. Stein Scholarship Fund-----	2,419.14	2,419.14
William McPyncheon Trust Fund-----	9,902.78	9,912.78
Theodore Herfurth Scholarship Fund-----	6,000.00	6,000.00
Industrial Players' Injury Benefit Fund-----	241.71	743.57
Ralph B. Jones Memorial Fund-----	513.81	516.88
Allan J. Shafer, Jr., Memorial Fund-----	1,414.05	1,454.05

PROPRIETARY INTEREST

FIXED SURPLUS	\$6,188,027.91	\$6,506,204.31
CURRENT SURPLUS	247,651.66	218,567.06
TOTAL	\$7,338,290.71	\$7,495,750.04

** Sherman School—annexation.

Revenues—July 1, 1947, Through June 30, 1949

REVENUE RECEIPTS AND ACCRUALS

Particulars	1948	1949
STATE FUND APPORTIONMENT		
In City of Madison-----	\$ 64,000.00	\$ 71,432.44
In Joint School District No. 8-----	3,992.92	0.00
TAXES LEVIED BY COUNTY SUPERVISORS		
In City of Madison-----	68,366.89	70,245.81
CITY SCHOOL TAXES		
In City of Madison—General Fund-----	1,888,720.07	2,059,006.76
In City of Madison—Recreational Department-----	78,387.10	98,586.11
In Joint School District No. 8-----	5,340.77	9,537.26
STATE AIDS		
For Deaf School-----	9,418.78	10,271.46
For Special Schools-----	22,208.72	19,406.88
For Speech Correction-----	12,200.65	16,162.58
For Crippled Children—Washington School-----	0.00	23,347.16
For Crippled Children—Orthopedic Hospital-----	7,728.73	9,097.80
For Crippled Children—Other Schools-----	175.55	24.60
For High Schools-----	120,443.64	121,265.34
For Sight Saving-----	3,596.81	3,544.11
TUITIONS		
Central Senior High School-----	4,938.28	5,856.43
Central Junior High School-----	2,699.47	4,291.73
East Senior High School-----	60,159.03	64,574.00
East Junior High School-----	28,560.34	26,920.11
West Senior High School-----	54,823.46	43,558.94
West Junior High School-----	35,411.74	33,331.49
Elementary Schools-----	75,585.09	57,262.06
Deaf School-----	2,304.55	2,933.70
Crippled Children-----	4,399.25	6,171.54
Sight Saving-----	334.49	215.00
Exceptional Children-----	1,818.73	1,309.65
Speech Correction-----	409.65	0.00
Nutrition Care-----	65.02	35.42*
RENTALS		
C.H.S. Auditorium and Gymnasium-----	423.59	361.13
E.H.S. Auditorium and Gymnasium-----	135.39	273.31
W.H.S. Auditorium and Gymnasium-----	184.48	595.21
Elementary Gymnasiums-----	1,156.04	1,202.88
OTHER RECEIPTS		
Board of Education-----	2,020.42**	2,594.75**
Board of Vocational Education-----	1,061.92	0.00
Recreational Department-----	29,434.46	24,746.12
TOTAL REVENUES AND ACCRUALS	<u>\$2,586,465.19</u>	<u>\$2,782,901.44</u>

* Reduction in income.

** Arrears (loss in fees and towels).

Total Operation, Maintenance, and Capital

SUMMARY OF EXPENDITURES

July 1, 1947, Through June 30, 1948

	Operation	Maintenance	Capital	Total
Administration Building	\$ 72,609.61	\$ 1,984.63	\$ 1,340.60	\$ 75,934.84
Central Senior High School	175,397.57	12,580.74	1,133.61	189,111.92
Central Junior High School	84,370.62	1,130.67	42.50	85,543.79
East Senior High School	271,480.93	52,614.86	9,366.68	333,462.47
East Junior High School	155,923.76	773.61	152.56	156,849.93
West Senior High School	218,265.46	25,345.26	5,333.87	248,944.59
West Junior High School	108,342.96	473.06	224.20	109,040.22
Dudgeon School	57,366.09	2,760.97	1,690.67	61,817.73
Emerson School	112,908.30	2,555.20	424.25	115,887.75
Franklin School	68,892.27	3,236.06	715.99	72,844.32
Lapham School	72,590.05	3,468.31	327.37	76,385.73
Lincoln School	38,723.90	2,487.06	399.11	41,610.07
Longfellow School	74,013.47	5,257.82	568.33	79,839.62
Lowell School	95,891.27	3,163.45	694.87	99,749.59
Marquette School	110,240.07	3,423.75	293.00	113,956.82
Nakoma School	73,922.86	9,891.88	343.17	84,157.86
Randall School	96,250.85	15,921.99	487.24	112,660.08
Washington School	91,522.77	2,883.71	165.96	94,572.44
Sherman School	34,468.75	2,173.81	1,872.50	38,515.06
Recreational Department	122,749.62	675.17	2,874.64	126,299.43
Undistributed*	223,586.57	2,367.69	5,794.52	231,748.78
Crawford Heights Site			15,000.00	15,000.00
Westmorland Site			556.47	556.47
TOTALS	\$2,359,517.75	\$155,169.65	\$49,802.11	\$2,564,489.51

July 1, 1948, Through June 30, 1949

	Operation	Maintenance	Capital	Total
Administration Building	\$ 80,409.67	\$ 4,776.67	\$ 823.14	\$ 86,009.48
Central Senior High School	178,398.27	8,833.97	1,624.68	188,856.92
Central Junior High School	101,772.77	707.85	56.82	102,537.44
East Senior High School	304,239.93	33,818.75	6,544.60	344,603.28
East Junior High School	169,940.58	435.86	211.62	170,588.06
West Senior High School	227,132.42	25,711.62	4,224.11	257,068.15
West Junior High School	126,128.02	274.51	0.00	126,402.53
Dudgeon School	67,167.91	2,206.36	17,097.49	86,471.76
Emerson School	122,918.18	5,349.10	1,118.76	129,386.04
Franklin School	76,162.70	3,166.91	997.69	80,327.30
Lapham School	84,349.37	3,019.47	721.26	88,090.10
Lincoln School	40,362.23	1,981.10	560.66	42,903.99
Longfellow School	83,457.53	7,578.40	8,716.80	99,752.73
Lowell School	109,899.30	14,044.23	2,437.74	126,381.27
Marquette School	120,198.85	1,963.63	110.10	122,272.58
Nakoma School	78,869.46	3,634.18	939.71	83,443.35
Randall School	113,138.29	3,225.88	259.23	116,623.35
Washington School	101,037.83	1,827.80	389.18	103,254.81
Sherman School	41,657.13	1,790.29	752.72	44,200.14
Recreational Department	130,365.08	2,038.09	187.13	132,590.30
Undistributed*	258,875.16	7,453.54	2,607.28	268,935.98
Westmorland Site			840.86	840.86
TOTALS	\$2,616,480.68	\$133,838.16	\$51,221.58	\$2,801,540.42

* Includes: curriculum; guidance; special education classes such as deaf, remedial, orthopedic, sight-saving, and nutrition; supplies for art, physical education, and music in the elementary schools; transportation and trucks; and liability insurance.

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