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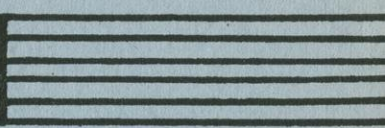
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BULLETIN



OF THE

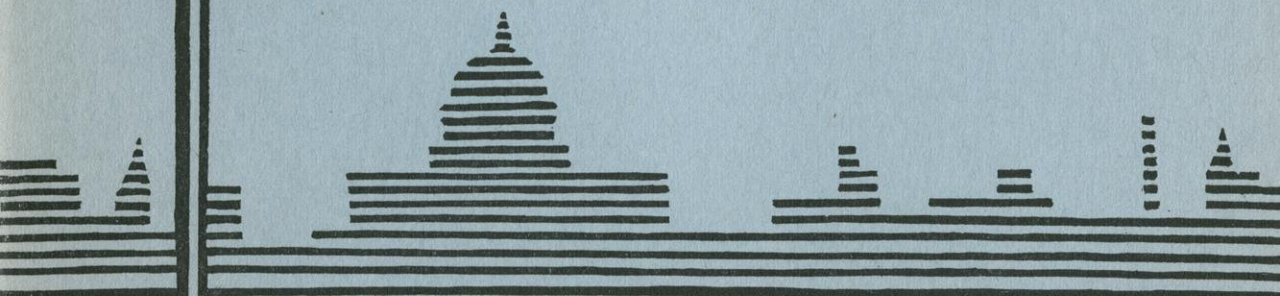
PUBLIC SCHOOLS

MADISON
WISCONSIN

SEVENTY-SEVENTH ANNUAL REPORT



For the School Year
1931-1932



REPORT OF THE SCHOOL YEAR
1931-1932

BEING THE

Seventy-Seventh Annual Report

OF

The Public Schools

OF

Madison, Wisconsin



...COMPILED BY...

R. W. BARDWELL, Superintendent



APPROVED BY THE BOARD OF EDUCATION
AND ORDERED PUBLISHED
SEPTEMBER, 1932

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MADISON, WISCONSIN

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FOREWORD



THIS report on the Madison Public Schools contains the information in regard to the schools which we believe to be of greatest interest to the citizens of this community.

In this period of economic distress the cost of government—and with it the cost of schools—is becoming a relatively heavier burden. Commodity prices and values of all other kinds are going to lower levels. It is reasonable and inevitable that school costs will follow the general trend. The important thing is that the adjustment should be made so wisely that the minimum of injustice is done and the maximum of educational advantage to Madison's children is retained.

It is for these reasons that the major part of this report is devoted to information in regard to the costs of the schools, the trends, and the best means of retrenchment and adjustment.

The report is divided into four parts: I A General Survey, which covers some of the high points of school service during the year; II Meeting the Need for Reduction of Expenditures, which gives information and staff recommendations which will be of interest to our citizens; III Questions and Answers, being a few pages of miscellaneous information presented in categorical form; and IV A Financial Report, a complete statement of all receipts and expenditures during the year.

CONTENTS



	PAGE
PART I. A GENERAL SURVEY.....	5
1. Census.....	5
2. Enrolment.....	6
3. The Elementary Curriculum.....	8
4. Arithmetic.....	10
5. Development of Radio Instruction.....	11
6. The Dental Hygiene Program.....	11
7. Classification and Promotion of Children.....	14
8. Meeting the Budget Cut.....	15
PART II. MEETING THE NEED FOR REDUCTION OF EXPENDITURES.....	19
1. What the Schools are Costing.....	19
a. By Divisions of the Operating Budgets.....	19
b. By Buildings in the Maintenance Budgets.....	21
c. By Buildings in the Capital Budgets.....	22
2. Trend of Per Pupil Costs.....	23
3. Personnel Costs.....	23
4. Reducing Cost by Increasing the Teaching Load.....	24
5. Reducing Costs by Eliminating School Services.....	27
PART III. QUESTIONS AND ANSWERS.....	41
Elementary Reading—Phonics.....	41
Handwriting.....	41
Home Help.....	41
Sight and Hearing Testing.....	41
Health.....	42
Text Changes.....	42
Free Texts.....	42
Closing of Central High School.....	42
Rock Terrace—West High School.....	42
Home Work.....	42
Elementary Reading—Standards.....	43
Elementary Arithmetic—Standards.....	43
Boy Patrols.....	44
Public School Enrolment.....	44
PART IV. FINANCIAL REPORT	
Balance Sheet as of June 30, 1932.....	45
Revenues—July 1, 1931 through June 30, 1932.....	46
Summary of Expenditures.....	47

PART I

A GENERAL SURVEY



1. CENSUS

A census of the child population of Madison is taken each year during the month of June. The city is divided into the elementary school districts and a census enumerator for each district makes a house to house canvas under the direction of the Supervisor of Attendance. The data, which includes the name, age, address, and "school attended" of all children in Madison, ages 4 to 20 inclusive, is required as the basis of distribution of part of the state fund, and is also valuable in the check-up on school attendance at the opening of the next school year.

That the school population has almost doubled in the past eighteen years is shown in the following record.

TABLE I.
Percentages of Census Increases and Decreases since the year 1915

Year	Totals	Increase in Number	Per Cent of Increase or Decrease
1915.....	7,868		
1916.....	8,461	593	7.5
1917.....	8,787	326	3.9
1918.....	8,742	Decrease 45	Decrease .51
1919.....	8,753	11	.12
1920.....	9,164	411	4.7
1921.....	9,373	203	2.21
1922.....	9,831	428	4.6
1923.....	10,723	922	9.4
1924.....	11,402	679	6.3
1925.....	12,102	700	6.13
1926.....	12,507	405	3.34
1927.....	13,280	773	6.18
1928.....	13,884	604	4.5
1929.....	14,390	506	3.6
1930.....	14,735	345	2.39
1931.....	14,959	224	1.52
1932.....	15,366	407	2.72

2. ENROLMENT

The comparative building enrolment in the Madison schools during the past five years is shown in the following table.

TABLE II.

Comparative total enrolment figures for the school years ending 1928, 1929, 1930, 1931, 1932.

Schools	June 8, 1928	June 14, 1929	June 13, 1930	June 12, 1931	June 10, 1932
Brayton	297	267	230		90
Doty	184	171	125	227	172
Draper	373	332	305	199	209
Dudgeon	195	267	282	256	264
Emerson Elementary	686	750	764	804	803
Emerson Junior	336	302	308	288	281
Franklin	359	388	373	387	404
Harvey	282	256	261	267	253
Hawthorne	334	340	313	317	343
Lapham	234	251	247	246	254
Lincoln	387	374	399	454	430
Longfellow	823	806	818	645	604
Lowell Elementary	719	787	713	771	788
Lowell Junior			151	181	193
Marquette	392	364	389	414	381
Nakoma					264
Randall	923	944	966	753	783
Washington	334	319	339	238	235
Specials	84	86	85	87	106
Crippled	17	19	20	29	43
Deaf	23	24	26	24	22
East High	978	1,036	1,193	1,230	1,386
Central Senior	1,620	1,698	1,761	873	886
West Senior				714	739
Central Junior				518	556
West Junior				605	626
Totals	9,580	9,781	10,068	10,527	11,115

The enrolment in the schools has increased more rapidly even than the general school population. This is shown in the following record of the last fifteen years.

TABLE III.

Total Enrolment as reported to the State of Wisconsin and Percentages of Enrolment Increases since the year 1918

Year	Total Enrolment	Increase in Number	Per Cent of Increase
1918	5,562		
1919	6,238	502	9.02
1920	6,429	191	3.06
1921	6,873	444	6.9
1922	6,854	—19	Decrease .27
1923	7,593	566	8.24
1924	8,104	511	6.73
1925	8,741	637	7.86
1926	8,963	222	2.54
1927	9,258	295	3.29
1928	9,580	322	3.47
1929	9,781	201	2.09
1930	10,068	287	2.93
1931	10,527	459	4.55
1932	11,326*	799	7.59

Increase in enrolment in 15 years—5,764

Per cent of increase in 15 years—103.63

*Includes Orthopedic Hospital.

The enrolment in the high school division of the schools, grades 9 to 12 inclusive, has increased at over twice the rate of the increase in the general enrolment or census. This is shown in the following table.

TABLE IV.

Percentages of Increases in High School Enrolment since the year 1918—Data from Annual Reports to the State of Wisconsin

Year	Total Enrolment	Increase in Number	Per Cent of Increase
1918	1,122		
1919	1,309	187	16.66
1920	1,510	201	15.43
1921	1,627	117	7.74
1922	1,812	185	11.37
1923	2,089	277	15.29
1924	2,229	140	6.70
1925	2,264	35	1.52
1926	2,408	144	6.36
1927	2,562	154	6.39
1928	2,704	142	5.54
1929	2,890	186	6.88
1930	3,107	217	7.50
1931	3,321	214	6.88
1932	3,564	243	7.31

Increase in high school enrolment in 15 years—2,442

Per cent of increase in 15 years—217.64

3. THE ELEMENTARY CURRICULUM

Under the direction of the Supervisor of Curriculum the seventeen elementary schools cooperated during the year in the development of more effective language instruction. The entire staff participated in the several phases of the study and experimental work, and definite improvement was evident.

The following is quoted from the annual report of Miss Ethel Mabie, Supervisor of Curriculum and Method.

I. The purposes of supervision by this department have been:

- A. To promote similar educational ideals and unity of purpose in the Madison schools:
 - 1. By organizing an investigation of a fundamental part of the teaching responsibility of our schools (the language expression of children) in order to true up ideals and to secure thoughtful consideration of methods and of emphasis in instruction.
 - 2. By placing before principals for frank discussion all supervisory plans of major importance.
 - 3. By arranging for an exchange of experiences among teachers and principals that will provide recognition for successful methods and results.
- B. To be of assistance to principals in carrying out individual building programs, whenever requested:
 - 1. By meeting with teachers for the discussion of certain problems.
 - 2. By discussing and interpreting with the principal and teachers the results of diagnostic tests and the organization of remedial instruction.
 - 3. By cooperating in the improvement of the work of individual teachers.
- C. To promote among teachers an experimental, analytical attitude toward teaching:
 - 1. By encouraging intensive study of the problems of instruction in their own classrooms and interest in the results of such a study by other teachers.
 - 2. By so directing this study that they may discover principles by which they may select methods and materials.
 - 3. By providing speakers, professional books, and text materials that will be stimulating and valuable.

II. Work of 1931-1932—A study of child expression, particularly of the language of the child

A. Organization of the study

- 1. Plans drawn by the Superintendent and Supervisor of Curriculum were submitted to the principals for approval.
- 2. Specific problems, determined by observation in the schools, were outlined for study. These were problems of:

- a. Encouraging creative expression
 - b. Measuring the results of language teaching
 - c. Improving language usage
 - d. Improving sentence structure and the ability to organize
 - e. Stimulating ideas for expression
 - f. Improving the appearance of the form of written work
 - g. Discovering the relation of language ability to health
3. Committees were appointed to attack these problems. Sixty-one teachers made up the central committees. Later, in the work of the sub-committees, every elementary teacher made some contribution.
 4. The following reports from all teachers provided needed data for committees and kept the entire staff interested in the efforts of the central committees.
 - a. A study of pupils who do not express themselves satisfactorily because of timidity, lack of confidence, indifference, aggressiveness, mal-nutrition or other emotional, physical or social conditions.
 - b. A listing of the specific usage errors made by the pupils of their classes.
 - c. An analysis of the types of sentence and organization faults found in their classes.
 - d. The responses of pupils to the daily reading of poems.
 - e. A statement from each teacher concerning the goals that she sets for her pupils in each type of language activity.Teachers kept duplicate copies of these reports in order to organize their teaching with the needs of their pupils in mind.
 5. Experimental studies of the values of both standardized and informal tests, of specific methods, and of progress charts determined procedures to be recommended to teachers for next year.
 6. General meetings and bulletins kept the entire staff informed and unified during the investigation. Supt. R. W. Bardwell, Miss Pauline Camp, and Miss Eleanor Johnson, Ass't Supt. of Schools in Lakewood, Ohio, were speakers at three of these meetings.

At the close of the study a series of grade meetings were held. At each of these meetings five or six teachers presented their experiences and points of view concerning the various phases of the teaching of language.

B. Results of the study

In addition to contributing to the professional growth of teachers the investigation has resulted in a series of reports on the problems studied. These reports will be placed in the hands of all teachers in September of 1932. They embody the principles and suggestive methods that will guide our teaching of language in the Madison schools.

Another result, not anticipated last fall, will be the printing of a small book of the original poems of Madison elementary school children."

4. ARITHMETIC

Locating the weak and the strong. On October 1, 1931, the New Stanford Arithmetic Tests, Form V, were given to all pupils in grades 3A to 6A inclusive. To indicate the use of these tests, the following is quoted from the bulletin of Miss Emily Parsons, Director of Elementary Arithmetic, to the teachers.

"Test I PROBLEM SOLVING

Teachers should *analyze* the pupils' papers to discover the difficulties which they encountered in solving these problems and plan remedial instruction suited to the needs of the individual pupils. Analysis of errors is the foundation of remedial teaching.

The pupils who are below standard are in need of special help even though the median score for the class is considerably above the standard. There will always be a small number of cases who require a large part of individual attention. According to scientific research the three most important factors determining a pupil's success in problem solving are: first, intelligence; second, ability to perform accurately the fundamental skills after he has decided what they are; third, comprehension in silent reading. The first factor, intelligence, cannot be modified through the efforts of the teacher, but the other two factors afford the teacher opportunity for attaining a higher degree of success in solving problems by the pupils of average ability who are at the lower end of the class distribution.

"Test II COMPUTATION

The analysis of errors in the fundamental skills will show in a clear way the weak spots, and is the foundation of remedial teaching. Each teacher should determine the range of abilities, diagnose difficulties, and group the children according to similarity in difficulties and plan her remedial program.

Larger numbers were used in Test II than entered into the computation required in Test I. The use of the smaller numbers in Test I tended to increase the comprehension of problems and decrease the amount of inaccuracy in computation. The possibility of error is greater with larger numbers.

The test was given early in the school year so that the data may be used as the foundation of instruction during the semester."

Curriculum tests developed by Miss Parsons from the course of study in arithmetic were given to all pupils at the close of each semester. The results indicated to each teacher and principal the comparative achievement of the pupils and indicated any parts of the work that needed additional attention.

5. DEVELOPMENT OF RADIO INSTRUCTION

Under the direction of Mr. L. P. Schleck the program of instruction by radio was considerably enlarged and improved. This was possible in large part due to the cooperation of the University radio station, WHA, and the staff of the public schools. Those from the Madison schools who contributed as broadcasters, and the field in which they presented material, were Miss Buck, art; Mrs. Steve, health education; Miss Mabie, language; Miss Menaul, music; and Miss Rasmussen, children's stories.

6. THE DENTAL HYGIENE PROGRAM

Very definite improvement occurred during this year in the service which is aiming to give every child a fair start in life by assuring him healthy teeth and mouth conditions.

The following excerpt from the bulletin issued by the Dental Hygienist, Mrs. Esther Haas, on December 8, 1931, gives a survey of the work undertaken in the past years and the program of this school year.

"The members of the Dane County Dental Society have, many of them, volunteered to give one hour a week of their professional service to helping in the campaign to eliminate dental defects from the mouths of Madison school children. This spirit of cooperation is a splendid thing and will mean a great deal to many children. The concentrated effort to obtain 100 per cent results in the first grade will depend in large measure upon the way the parents react to the communication which will be addressed to them after the dental examination. I hope that if the principals or teachers have an opportunity they will do everything within their power to create and maintain a willingness on the part of the parents to cooperate.

"The following materials prepared by Mrs. Haas will give you the necessary information. The notices to parents will be sent out Monday of next week accompanied by the letter. The cards are to be returned to Mrs. Haas by Thursday, December 17th.

HISTORY OF THE DEVELOPMENT OF THE SCHOOL DENTAL CLINIC

"In 1917 a dental clinic was established by the Board of Education at 22 North Hancock Street to give service to children who could not afford to go to their own dentists. In case a child could afford to pay a little something, a fee of twenty-five cents was charged to cover the cost of material. Madison dentists volunteered their services.

"In 1920 the clinic was moved from 22 North Hancock to the Madison Vocational School. The doctors still volunteered their services.

"In 1922 the clinic was taken over by the Madison Board of Health. Dr. Sannes was employed part-time. He was assisted by Miss Ann Borge, a Health Department School nurse. The fee of twenty-five cents was discontinued.

"In 1925 Dr. Mooney was employed four mornings a week, and at that time all the Health Department nurses assisted him on mornings on which children from their district were given service.

"In January 1929 the dental clinic was moved from the Vocational School to the offices of the Board of Health, 311 State Street. At that time the nurses were relieved of assisting the dentist, and a dental hygienist was put on who had already been assisting with the adult and the Vocational clinics. The school children's clinic operated four mornings per week.

"In September 1930 Dr. Hart gave the equipment for a clinic which was established at the Lowell School. Dr. Wheeler was appointed by the Board of Health, and he and an assistant operate there four mornings a week.

"All through the evolution of the dental program, there has been time for only one thing—the elimination of tooth-aches. Today we can say that indigent children are given at least emergency attention, and in many cases corrective work is completed. Those connected with the Dental Hygiene program have felt that they were up against a stone wall, but not until September 1931 have there been facilities for carrying on a Preventive Program. This year through the Board of Education and the Vocational School, an assistant has been appointed to work half-time in the school and adult clinics, leaving the dental hygienist free to devote her time to the supervision of the clinics, and the establishment of an educational, preventive program for the schools.

"Elaborate programs are often set up, but not always executed. The following statistics are the testimony as to whether or not the Dental Hygiene Department has this year fulfilled the obligations placed upon it by the program.

"Every child in the first grade of the Madison schools has been accounted for in the accompanying statistics.

"All of the first graders were examined last fall. At that time those children whose teeth were found to be 100 per cent, had their names published in the local newspapers, which stimulated an unusual amount of interest among parents, and children for better dental health.

"All parents received written notices regarding their children's teeth. Wherever parents had given their children's teeth good care, notes of praise were enclosed to encourage them to continue their vigilance. Parents whose children needed attention were urged to have care given at once. All parents were asked to sign the follow-up cards and return them to the Dental Hygiene department so that the safe arrival home of the cards could be definitely ascertained. Before sending out the cards, two radio talks were given explaining the program. The cooperation of parents was splendid.

"The school nurses were given the examination records, and because of their contacts with families on other health matters, were asked to designate the children in their respective schools who could go to their family dentists, and those who should receive free dental attention in the school clinics. The result of this classification was that 691 children were referred to family dentists, and 460 children were found to be clinic cases.

"There were 311 children whose financial circumstances apparently warranted the services of a family dentist but who reported back, "No family dentist." A superficial survey of that group revealed that the present economic stress prevented some of them from procuring care. Furthermore, they hesitated to make their circumstances known, and disliked seeking public aid. Consequently, wherever this fact became known, they were urged to avail themselves of the school clinics, and to look upon it as their just portion of school service.

"In some instances it was found that parents still clung to the exploded idea that it was useless to take care of baby teeth. In those cases the importance of the care of baby teeth was carefully explained to them.

"In 127 cases, the family financial condition was found questionable. At the time of the classification, it was expected that as the school year progressed, the financial status would be definitely determined. The number of families remaining on the questionable list at the end of the school year is too large. What is done with this group when other health questions arise? The investigation of these families should be gone into more thoroughly. Perhaps the nurses should be given aid in ascertaining the family circumstances.

"There were 460 clinic cases, 264 children received care in the school clinics, 196 did not. There were some very legitimate reasons for these children not having received dental care.

"First. Indifference on the parts of parents in seeing that children reported to the clinics after appointments had been made for them.

"Second. Lack of car fare. In the Franklin, Nakoma, and Marquette districts this was especially true. In many instances car fare was provided by the dental hygienist, and in many cases the dental hygienist brought the children in, especially if they were very young. It is planned for next year to further reduce the number of children who fail to keep their appointments at the clinic.

"Third. Acute abscessed conditions among the older children forced the school nurse to appoint them for emergency relief, thereby crowding out the younger children. Next fall, however, an even greater effort can be made to get the younger children in to the clinics. In years to come this early care will certainly reduce the necessity of emergency dental care, and will repay itself not only in a financial way, but in the conservation of the health of boys and girls.

CHILDREN ABOVE FIRST GRADE

"It was agreed by the committee that in order to stop the dental devastation existing among the older school children, the Dental Hygiene program concern itself chiefly with preventive work among the younger children. Therefore, the first grade children in all of the schools were chosen for this year's definite project.

"As a corollary to this project, and in order that the older children might not be neglected in the meantime, a group of Madison Dentists volunteered one hour per week, and the necessary materials for the care of indigent children above the first grade. Many of them gave more than the promised hour. This was an inestimable valuable service to the Madison boys and girls. Aside from the reparative work done, those dentists instructed and inspired the children in the proper care of their teeth. It gave the children a true appreciation of the value and necessity of sound teeth.

"Not only have the dentists rendered an unusual piece of service to their community, but their splendid cooperation has added inspiration to the operators in the Dental Hygiene Department.

"This volunteer service is to be continued until September. At that time the Boards of Education, Health, and Vocational Education will be given a financial estimate of the work contributed by these volunteer dentists.

"Despite the concentration on the first grade children and handicapped children, dental treatment was given in the school clinic to 1125 children above first grade. In addition, 199 children were examined in the Nakoma School, and dental service given to 31 of them. 132 children from the Vocational School were given treatment at the school clinic."

7. CLASSIFICATION AND PROMOTION OF CHILDREN

The following is the report of the committee on basis of promotion for elementary schools which was submitted to the principals conference on June, 2, 1932 and unanimously approved.

I. General Principles

1. A child shall be retarded only when the principal and teacher feel confident that a repetition of the semester's work will be of benefit to the pupil. In determining this consideration shall be given to physical, social, and emotional needs as well as to intelligence and academic achievement.
2. When a pupil is retarded definite provision for remedial instruction for that pupil shall be made.
3. No pupil shall repeat a semester's work more than once except with the approval of the Superintendent.
4. Children of unusual ability shall have an enriched program at their normal grade level instead of being accelerated to a higher grade.

II. Special Recommendations for Organization and Promotion in the Kindergarten

Because of the large number of pupils who, after a year in the kindergarten, are still neither chronologically nor mentally ready for the reading program of the first grade, some change in the kindergarten organization seems necessary. Provision must be made for the following types of pupils which are found in every school:

- Group A Children of kindergarten age who are entering school for the first time.
- Group B Children who have had one semester in the kindergarten "B" and are ready for kindergarten "A".
- Group C Children who have had a year of kindergarten but are not yet ready for first grade.
- Group D Beginning pupils who are chronologically old enough for the first grade but who have never attended kindergarten and are not ready for first grade.

In the larger schools a separate pre-primary room takes care of the problems concomitant with these groups. For the smaller schools the following plan is recommended:

Schedule:

8:45-10:30	Group B
9:30-11:30	Groups C and D
(Between 9:30 and 10:30	Groups B, C, and D will be together)
1:30-3:00	Group A

Program:

8:45-9:30	Conversation, caring for pets, manual activities.
9:30-10:30	Stories, rhythms, singing, plays and games.
10:30-11:30	Pre-primary activities to develop a reading background. (The benefit of a semester of pre-primary work should be made clear to parents as soon as the necessity for it is evident. It is also recommended that a definite plan for this work be developed as a part of the curriculum program for next year)

III. Special Recommendations Concerning Promotion in Grades One through Six

1. If the necessary remedial work is done the larger percentage of retardation will normally fall in the lower grades.
2. Every first and second grade teacher should consider the period from 11:30 to 12:00 a time for individual help.
3. It is recommended that the major group of third grade pupils also be dismissed at 11:30 in order that the time from 11:30 to 12:00 may be given over to organized remedial instruction.
4. There is a general feeling among teachers that the present requirements for third grade are too exacting and that some change should be made in the curriculum. The committee recommends that this be done.
5. In determining promotion in grades one to three the academic emphasis shall be placed on reading ability.

Committee,

CLARA W. GINTY
ETHEL MABIE
LUCILE C. HAYS.

8. MEETING THE BUDGET CUT

The budget drawn up by the Board of Education for the year 1932 upon the same scale and standards that had obtained the preceding years was cut by action of the Common Council by the amount of \$75,000.00.

The Board requested the Superintendent to submit a recommendation on how this reduction might be absorbed. The following report was made by the Superintendent to the Board on January 19, 1932.

To the Board of Education

A careful and thorough re-examination of the entire budget for 1932 as approved and adopted by the Board of Education on November 19, 1931, reveals that certain deductions may be made. These deductions will either lower, in a certain measure, the standards which have been consistently maintained in the Madison Public Schools, or will temporarily postpone expenditure for items of building maintenance

which good business sense would dictate should be carried forward during the year 1932. However, the necessity for this reduction has been made imperative by the action of the Common Council in cutting the budget of the Board of Education by the amount of \$75,000.00.

The decision in regard to which amounts should be reduced and which items should be eliminated is difficult. All values are estimated in terms of the welfare of the children of the entire community.

The items which may be reduced in amount or eliminated are listed below in the inverse order of what I believe to be their effect upon the education of the children, i.e. the first named having in our opinion the least effect in lowering the standard of education in the Madison Public Schools. The items are grouped in this list and a detailed analysis is attached which gives all items by name and account number.

1. Maintenance items listed under A (Redecoration of building interiors, placed in 1931 accounts).....	\$7,400.00
2. Transfer of fire insurance which is taken out in 1932 to the State Fund (See B).....	4,447.40
3. Closing of Brayton School— For the year—\$7,368.00. September through December.....	2,700.00
4. Maintaining a Central Junior High only—800 pupils (transferring Central Senior High School students) For the year—\$53,852.50. September through December.....	20,194.30
5. Reduction of Miscellaneous Items listed under D.....	6,170.00
6. Reduction of Capital Account Items listed under E.....	3,550.00
7. Reduction of Maintenance Account Items listed under F.....	6,650.00
8. Reduction of Operation Account Items listed under G.....	\$3,790.00
9. Week of vacation without pay for all employees.....	26,989.47
10. Temporary suspension of Teachers' Salary Schedule (except for those who are \$200.00 below original schedule).....	5,600.00

The recommendation which created the most discussion was No. 4, to the effect that the Central Senior High School students be transferred to East and West Senior High Schools and only a Central Junior High School be maintained in the Central High building.

The parents, merchants, and real estate owners of the Central area requested a public hearing before the Board of Education. This was held on March 22, 1932, and the words of appreciation for the services rendered by the school and the protests to any part of it being transferred were a real tribute to a public high school.

The Superintendent presented the following analysis at this public hearing.

The problem which presents itself here is one of long standing. In the records of the Board of Education I find that it was first presented to them back in 1923

when in the report submitted by Bartholomew, Mills, and Tilton, the following recommendation is made:

"5. A system of genuine junior high schools is proposed. This involves conversion of the present Central High School into a junior high school serving the central portion of the city, enlargement of the East Side High School so that it may be used as a joint junior-senior high school and the construction of a new building similar to the East Side High School on the west side of the city."

The Board of Education approved this recommendation at that time and has during the past nine years worked consistently but slowly toward the consummation of that purpose. It has been the unanimous opinion of the members of the Board of Education that this proposed transfer of senior high school students to the East and West High Schools should be accomplished; the only difference of opinion has been in regard to the time when the move should be made. The general plan has been to effect the change within 12 or 15 years after the original recommendation. We now are at a point 9 years following that recommendation, and because of the unforeseen financial situation confronting us, it has seemed advisable to make the change at this time rather than to wait a few years longer.

In October 1931 the Board of Education made out a budget for the year 1932 which included provision for the continuation of Central Senior High School. They realized at that time that it was an expensive unit and one that could well be merged with the other two high schools, but their instruction to the Superintendent was to set up a budget using the same standards of expenditure that had prevailed in previous years and to make no reductions in organization, personnel, or salaries. This budget was cut by the City Council \$75,000 and at the public hearing held December 28, 1931, when representatives of the Board of Education appeared before the Council in opposition to this drastic cut, the reply to them was that the Council did not desire the Board of Education to reduce any salaries, but that they believed that the Board could effect a \$75,000 saving in its annual budget in other ways.

There are only two general ways in which economy can be effected in the operation of the school. One is by a reduction and simplification of organization. The other is by the reduction of salaries. As the City Council had expressed themselves as opposed to the latter, it was very natural that the Board of Education should turn to the first method as the more desirable.

Now let us draw a picture of the educational organization in Madison and look at it from the point of view of the city as a whole. Within the past ten years two splendid high school buildings have been erected, one on the East side which is located in approximately the center of the child population east of the Capitol Square, and one on the West side located several blocks west of the center of child population west of the Square. But since the annexation of Nakoma the West High School is located almost exactly in the geographical center (east and west) between the Capitol and the western boundary of the city.

Let us look now at the child population in the center of the city between Mills Street on the west and Ingersoll Street on the east—which bound the central two-mile area of the city. In this section reside approximately 20 per cent of the school children of the city, and of this 20 per cent about half or 10 per cent live within the central mile. For this 10 per cent who live within the central mile area, we must admit that it is somewhat of an inconvenience for the young men and young women of senior high school age to walk the two miles to the East and West High School locations, and it is in order to prevent this inconvenience that the Central Senior High School is maintained.

The cost of maintaining Central Senior High School is approximately \$135,000 a year. By transferring these students to the East and West High Schools and merging classes which are small, reducing over-head in organization, and eliminating rental of outside space, the cost of educating this same group of young people can be reduced from \$135,000 to \$75,000. This means a saving of \$60,000 per year. It thus appears that in retaining the senior high school at Central the city is spending \$60,000 a year for the purpose of making it unnecessary for approximately 350 young men and young women residing in the central area of the city to walk about two miles to school.

A study of the noon lunch situation indicates that at the present time, of the entire enrolment in Central Senior High School, less than 150 students are going home at noon for lunch. It would appear a much more sensible and economical procedure for the Board of Education to provide transportation for the 350 young men and young women living in the central section and to provide noon lunch to the 150 who are at the present time going home at noon, at an approximate annual cost of \$9,000, than to expend \$60,000 in order to maintain the separate unit.

The transfer of the senior high school students would, moreover, release space which is very much needed in order to develop the right kind of a junior high school program in the central section. Given the space which would be released by such an action, the junior high school students would occupy the second and third floors of the building and a Central Junior High School could be developed that would be second to none in the state.

The effect upon real estate values and business in the central part of the city by this transfer would be negligible. Examples in other cities prove this. Ten years ago in Racine there was a central high school. Six years ago they constructed two new senior high schools, the Washington Park and the Horlick, and changed their central building to a junior high school, with no adverse effect upon business or real estate in the central part of the city due to that action. There are many other examples throughout the country.

In Madison the alternative for meeting this cut is the reduction of teachers' salaries. A reduction of Madison Public School teachers' salaries would, in my opinion, precipitate reductions in salaries of government employes—federal, state, and county—within this city, and would have a very adverse effect upon all property values and particularly upon mercantile business.

We cannot help but respect the sentiment which causes the individual who is or has been associated with Central High School to resist the merging of this school with the two high schools in the residential sections of the city. However, if his loyalty and affection can be transferred to one of the other high schools, it will mean that he can have the same pride in the growth and success of that school, and be entirely justified in considering it a continuation of his Madison High School.

The final decision of the Board of Education was to approve items 1, 5, 6, 7, 8 and 9 and to reject items 2, 3, 4 and 10. The school tax from the Nakoma district, amounting to \$11,706.05, was assigned by the City Council as additional revenue and thus made this action by the Board of Education possible.

PART II

MEETING THE NEED FOR REDUCTION OF EXPENDITURES



1. WHAT THE SCHOOLS ARE COSTING

a By Divisions of the Operating Budgets

The following table shows the summary of expenditures in the operation of the schools during the past four years.

TABLE V.
Comparative Summaries of Operation Budgets for 4 years

	1929	1930	1931	1932
<i>Superintendent of Schools</i>				
Office of Superintendent of Schools	\$ 11,210.00	\$ 11,180.00	\$ 10,350.00	\$ 10,315.00
Total	\$ 11,210.00	\$ 11,180.00	\$ 10,350.00	\$ 10,315.00
<i>Administration Building</i>				
Board of Education Expense	\$ 2,225.00	\$ 3,225.00	\$ 3,550.00	\$ 2,850.00
Office of Secy. & Supv. Purchases & Supplies ..	10,510.00	10,745.00	11,305.00	11,470.00
Office of Supervisor of Attendance	5,948.67	6,650.00	6,758.00	7,466.00
Office of Supv. Buildings & Grounds	6,170.00	6,320.00	6,535.00	6,330.00
Operation—Physical Plant—Admin Bldg.	1,090.00	1,035.00	1,114.00	960.16
Total	\$ 25,943.67	\$ 27,975.00	\$ 29,262.00	\$ 29,076.16
<i>Administration Building Annex</i>				
Operation—Physical Plant—Admin. Annex. .	\$ 865.00	\$ 715.00	\$ 883.00	\$ 885.11
Total	\$ 865.00	\$ 715.00	\$ 883.00	\$ 885.11
<i>Instruction, Administration and General</i>				
Salaries—Prins., Asst. Prins. & Teachers.	\$ 791,981.25	\$ 837,597.08	\$ 913,346.50	\$ 964,977.50
Salaries—Teachers, Orthopedic Hospital				4,000.00
Traveling Expense—High School Prins.		300.00	240.00	200.00
Automobile Expenses—High School Prins.			250.00	150.00
Salaries—Substitute Teachers	8,200.00	7,625.00	8,000.00	8,175.00
Salaries—Additional Teachers	5,000.00	13,581.25	7,750.00	1,750.00
Improvement of Teachers in Service		100.00	100.00	100.00
Teachers Salary Bonus—25 years service				
Scheduled Increases—Teachers Salaries	9,000.00	9,750.00	7,450.00	7,450.00
Injuries and Damages—Teachers				500.00
Salaries—Office Employees	12,640.00	16,890.00	24,300.00	24,030.00
Scheduled Increase—Officers & Off Employees ..	1,200.00	1,800.00		
Printing, Stationery & Office Expense	860.00	985.00	1,330.00	1,245.00
Free Text, Reference & Supplementary Books ..	7,586.00	6,509.50	6,267.25	7,282.00
Indigent Pupils—Bks., Sup., Transp. & Lunches				500.00
Educational Supplies & Expense	35,506.00	39,992.25	44,983.00	42,176.00
Educ. Supplies & Expense—Orthopedic Hosp.				200.00
Board, Room, Transportation & Auto Expense ..	4,640.00	5,715.00	5,590.00	5,800.00
Tuitions paid to Lakewood School District	2,000.00	3,000.00	2,750.00	2,531.25
Ditto and Mimeograph Department	1,100.00	990.00	950.00	850.00
Total	\$ 879,713.25	\$ 944,835.08	\$1,023,306.75	\$1,071,916.75

(Continued on next page)

TABLE V.—Continued

	1929	1930	1931	1932
<i>Physical Plant</i>				
Salaries—Custns., Util. Man & Bus Driver....	\$ 56,304.00	\$ 62,301.00	\$ 73,033.00	\$ 79,536.00
Overtime of Custodians	810.00	750.00	650.00	730.00
Wages of Temporary Employes	725.00	740.00	855.00	1,020.00
Scheduled Increases—Custodians	1,050.00	1,630.00		
Auto Expense—Util. Man & Bus Driver.....	500.00	550.00	875.00	925.00
Fuel	34,035.25	36,025.00	44,206.50	34,238.00
Cartage of Ashes and Refuse	870.00	960.00	1,207.00	997.00
Light, Power & Gas	19,363.50	21,285.00	27,520.00	29,265.00
Water	4,121.00	4,340.00	4,545.00	4,765.00
Salt for Water Softener		400.00	180.00	150.00
Custodians' Supplies & Sundry Expense.....	4,255.00	4,555.00	4,880.00	4,865.00
Rent of Land, Buildings & Equipment	2,520.00	2,650.00	1,800.00	1,800.00
Telephone Service	1,065.00	1,116.00	1,564.50	1,789.00
Injuries and Damages—Custodians	1,200.00	1,200.00	1,200.00	800.00
Insurance	8,060.00	10,575.00	8,436.00	5,000.00
Total	\$134,878.75	\$ 149,077.00	\$ 170,952.00	\$ 165,880.00
<i>Undistributed</i>				
Recreation Department	\$ 21,073.00	\$ 23,658.00	\$ 23,480.00	\$ 21,195.00
Premium on Depository Bond	2,000.00	2,000.00	2,000.00	
Total	\$ 23,073.00	\$ 25,658.00	\$ 25,480.00	\$ 21,195.00
GRAND TOTAL	\$1,075,683.67	\$1,159,440.08	\$1,260,233.75	\$1,299,268.02

b By Buildings in the Maintenance Budgets

The following table shows the summary of expenditures in the maintenance of the buildings during the past four years.

TABLE VI.
Comparative Summaries of Maintenance Budgets for 4 years

Sym- bols	Particulars	1929	1930	1931	1932
A	Administration Building.....	\$ 415.00	\$ 275.00	\$ 425.00	\$ 500.00
AA	Administration Bldg. Annex.....	200.00	175.00	150.00	105.00
B	Central Senior High School.....	11,765.00	5,400.00	3,860.00	4,205.00
Ba	Central Junior High School.....			400.00	100.00
C	East Senior High School.....	13,863.00	4,075.00	4,025.00	8,175.00
Ca	East Junior High School.....				300.00
D	West Senior High School.....	50.00	800.00	2,750.00	2,675.00
Da	West Junior High School.....			375.00	200.00
E	Brayton.....	937.00	560.00	265.00	900.00
F	Doty.....	1,105.00	5,075.00	1,015.00	1,030.00
G	Draper.....	2,471.00	1,435.00	2,130.00	1,445.00
Ga	Dudgeon.....	510.00	920.00	840.00	1,370.00
H	Emerson.....	1,955.00	3,550.00	2,665.00	3,125.00
I	Franklin.....	1,980.00	1,625.00	1,215.00	990.00
J	Harvey.....	742.50	1,150.00	975.00	815.00
Ka	Hawthorne.....	1,293.00	1,720.00	1,780.00	845.00
Kb	Hawthorne Annex.....	50.00	225.00	550.00	210.00
L	Lapham.....	910.00	1,915.00	1,825.00	705.00
M	Lincoln.....	1,985.00	3,305.00	1,425.00	1,900.00
N	Longfellow.....	2,513.00	2,565.00	1,500.00	1,700.00
O	Lowell.....	1,635.00	1,620.00	1,365.00	1,825.00
P	Marquette.....	1,585.00	1,850.00	1,980.00	765.00
Pa	Nakoma.....				565.00
Q	Randall.....	3,990.00	2,000.00	1,425.00	1,450.00
R	Washington.....	1,665.00	2,940.00	715.00	640.00
S	Music Studio.....	175.00	200.00	225.00	125.00
U	New Marquette.....	500.00	500.00	250.00	300.00
V	West Side Elem. Site (Stone Quarry).....				
W	East Side Elem. Site (Rethke Prop.).....				
Z	Undistributed.....				
	TOTALS.....	\$52,314.50	\$43,880.00	\$34,130.00	\$36,965.00

c By Buildings in the Capital Budgets

The following table shows the summary of expenditures in the capital account (new building and equipment) during the past four years.

TABLE VII.

Comparative Summaries of Capital Budgets for 4 years

Sum- bols	Particulars	1929	1930	1931	1932
A	Administration Building	\$ 2,488.00	\$ 210.00	\$ 360.00	\$ 310.00
AA	Administration Bldg. Annex	150.00	150.00	175.00	100.00
B	Central Senior High School	6,853.00	6,535.00	2,135.00	935.00
Ba	Central Junior High School			750.00	200.00
C	East Senior High School	5,817.00	12,000.00	2,700.00	4,720.00
Ca	East Junior High School				1,275.00
D	West Senior High School	1,400.00	2,500.00	8,650.16	7,535.00
Da	West Junior High School			825.00	150.00
E	Brayton	340.00	50.00		50.00
F	Doty	1,130.00	950.00	295.00	280.00
G	Draper	235.00	1,750.00	100.00	130.00
Ga	Dudgeon	945.00	825.00	685.00	650.00
H	Emerson	2,458.00	3,545.00	750.00	4,110.00
I	Franklin	2,005.00	2,575.00	1,995.00	1,450.00
J	Harvey	432.50	175.00	170.00	140.00
Ka	Hawthorne	532.00	310.00	260.00	50.00
Kb	Hawthorne Annex	140.00	235.00	175.00	170.00
L	Lapham	225.00	400.00	125.00	50.00
M	Lincoln	3,552.00	695.00	460.00	305.00
N	Longfellow	1,855.00	2,375.00	975.00	725.00
O	Lowell	2,120.00	3,300.00	710.00	545.00
P	Marquette	1,300.00	240.00	100.00	185.00
Pa	Nakoma				1,115.00
Q	Randall	1,690.00	525.00	675.00	2,005.00
R	Washington	455.00	350.00	100.00	50.00
S	Music Studio	575.00	650.00	200.00	200.00
U	New Marquette	1,800.00	1,775.00	1,650.00	1,600.00
V	West Side Elem. Site (Stone Quarry)			100.00	
W	East Side Elem. Site (Rethke Prop.)				65.00
Z	Undistributed		2,612.50	2,000.00	1,725.00
		\$38,497.50	\$ 44,732.50	\$27,120.16	\$30,825.00

2. TREND OF PER PUPIL COSTS

The cost per pupil increased regularly each year during the period 1923 to 1931. In 1932 it began to recede. This is shown in the following table.

TABLE VIII.

Per Pupil Costs based on Current Budget during the ten-year period 1923-1932

Year	Total Current Budget	Total Enrolment ¹	Per Pupil Cost
1932.....	\$1,329,291.00	11,326	\$117.37
1931.....	1,353,023.75	10,527	128.52
1930.....	1,248,052.58	10,068	124.02
1929.....	1,166,695.67	9,781	119.27
1928.....	1,130,395.47	9,580	118.04
1927.....	993,308.73	9,258	107.29
1926.....	946,343.76	8,963	105.58
1925.....	805,722.94	8,313	96.92
1924.....	696,839.20	7,961	87.53
1923.....	620,308.63	7,225	85.85

3. PERSONNEL COSTS

Over 90 percent of the total cost is for local salaries and wages. An inspection of the tables showing the costs reveals that of the total annual expenditure, \$1,329,291.00, for Madison public schools, \$1,100,548.00 is expended for direct personal service under annual contract. Thus 83½ per cent of the expenditures are directly for salaries and wages. Probably an additional 10 per cent goes indirectly for local personal service in the purchase of supplies locally and the contracts for repairs and small construction.

There are 545 persons employed by the Board of Education under yearly contract. They are as follows:

- 1 Superintendent
- 16 Principals
- 6 Assistant Principals
- 417 Teachers
- 4 Administrative Supervisors
- 2 Assistant Administrative Supervisors
- 7 Instructional Supervisors
- 28 Secretaries and Clerks
- 64 Janitors and Custodians

Of these groups the teachers are the only ones to have a graduated salary schedule involving definite requirements for meriting increases. The following is the teachers' salary schedule.

SALARY SCHEDULE FOR THE PUBLIC SCHOOLS OF MADISON, WISCONSIN

Adopted by the Board of Education August 5, 1924

	Group I	Group II	Group III	Group IV
Years of Experience	Sixty Semester Hours (Two year Normal Graduate)	Ninety Semester Hours	Four-year College Graduates	Graduates with M. A. or M. S. degree
C	0-1	1,300	1,400	1,500
	1-2	1,400	1,500	1,600
	2-3	1,500	1,600	1,700
	3-4	1,600	1,700	1,800
	4-5	1,700	1,800	1,900
B	5-6	1,800	1,900	2,000
	6-7	1,900	2,000	2,100
	7-8	2,000	2,100	2,200
	8-9	2,100	2,200	2,300
A	9-10	2,200	2,300	2,400
	10-11	2,300	2,400	2,500

Further advance in salary by vote of the Board of Education upon recommendation of the Superintendent of Schools

4. REDUCING COST BY INCREASING THE TEACHING LOAD

Any substantial reduction in the cost of the public schools must certainly mean either a reduction in the number of employes or in the annual salary of employes, or both. A reduction in the number of employes may be brought about in two ways—(1) by the elimination of some services rendered; (2) by increasing the unit of work assigned to each individual, as for example, the number of pupils per teacher.

The following table indicates the number of pupils per teacher in the Madison schools during the past eight years.

TABLE IX.

Teacher-Pupil Load by Divisions of the System for the eight-year period 1924-1932

Year	Specials	Kindergarten	Elementary	Jr. H. S.	Sr. H. S.	Total
1924-25.....	7.57	23.53	26.07	19.74	19.93	22.75
1925-26.....	6.5	22.9	26.42	17.22	20.0	22.39
1926-27.....	7.6	25.48	26.74	19.47	20.65	23.23
1927-28.....	7.9	29.64	25.04	16.71	21.41	22.62
1928-29.....	7.6	28.4	22.9	19.9	21.22	21.94
1929-30.....	12.35	26.14	21.98	Incl. in Elem.	21.01	21.65
1930-31.....	12.33	31.87	24.10	27.53	18.25	22.48
1931-32.....	16.16	30.79	27.29	31.0	19.39	24.65

The following table shows how the Madison teaching load compares with other cities of Wisconsin.

TABLE X.
TEACHING LOAD

Compiled by Supt. Paul G. W. Keller, Eau Claire, Wisconsin, January 14, 1932

	Senior High School				Junior High School				Elementary Schools			
	Total Number Pro- fessional Workers I	Number Teaching only II	Daily Average Attendance last report in 1931 III	Pupil Load per Teacher IV	I	II	III	IV	I	II	III	IV
1 Appleton.....	39	37	1039	28	42	39	917	23	(h) 60	60	1751	29
2 Ashland.....	28	24	573	24					(e) 42	37	1065	29
3 Beloit.....	35	34	830.4	24.4	49	47	1049.3	22.3	97	94	2619.7	26.8
4 Cudahy.....	17	16	273.28	20	14	14	267.72	20	35	(f) 35	935.96	32
5 Eau Claire.....	54.5	53.5	1381	26	30	29	674.5	23.4	84	77	2428.42	31.6
6 Fond du Lac.....	46	44	1017	23	51	49	1098	22.4	82	70	2200	31.4
7 Green Bay.....	74	68	1628.76	23.95	50	48	932.95	19.43	103	91	2559.23	28.12
8 Kenosha.....	62.5	61.5	1441	23.43	115	111	2287	20.6	174.5	161	4848	30.11
9 Madison.....	142	136	2525.7	18.57	38.3	36.3	1092.1	30.1	277.5	254.5	6104.3	24
10 Marinette.....	(g) 40.6	21	486	23		18.5	516	28	38.6	35	1197	34
11 Milwaukee.....	513	497	13640	27.4	296	283	8108	28.3	1336	1248	45278	36.3
12 Oshkosh.....	74	68	1706	25	5	4	122	30	124	111	3378	30
13 Racine.....	82	79	1909	24	88	84.5	2659	31	214	178	5910	33
14 Shorewood.....	(d) 56.5	52	1195.2	(c) 22.9				(c) 22.9	(d) 46.5	43	1247.81	29
15 Stevens Point.....	37	36	957	26					35	32	987	31
16 Superior.....	(a) 57.8	55.8	1681	30.1	67.4	62.4	1586	25.4	100.3	88.3	2890	32.7
17 Two Rivers.....				(c) 28				(c) 28				30
18 Watertown.....	15	14	326	23	(b) 10	(b) 9	361	26	23.5	20	560	28
19 Wausau.....	34	33	857.8	25.9	29	28	764.3	30	65	61	2011.8	35
20 Wauwatosa.....	31	28	654	23	29	28	725	26	75	70	1972	28
21 West Allis.....	47	44	837.06	19.3	77	77	1434.93	18.7	123	115	3312.97	35

(a) Based on present enrolment Dec., not average attendance. (b) 4 part-time to be added. (c) Includes Junior and Senior High Schools (d) Including one half time of Supt. (e) Includes 6 half time teaching principalships. (f) Three principals teach half time. (g) Senior and Junior High Schools. (h) Elementary principals full-time teachers; deaf, development and orthopedic included.

It is evident from the information presented in Tables IX and X that the teaching load in the Madison school system is comparatively light, especially in the senior high schools and elementary schools. The junior high school teachers appear to have a much heavier load. It appears logical, therefore, that one of the steps in reducing school costs in Madison is to increase the teaching load in the elementary and senior high schools. Definite plans have been made to do this in the school year 1932-33.

5. REDUCING COSTS BY ELIMINATING SCHOOL SERVICES

In order to obtain a critical evaluation of school services, and a recommendation in regard to the best methods of effecting economies with the least injury to the educational interests of the children, the Superintendent in a bulletin issued May 11, 1932, made the following request:

"In the annual reports of the principals and supervisors which will be submitted at the close of the present school year, I would like to have the following items emphasized.

First, a summary of the work of the year and a statement of the plans for the next school year.

Second, an analysis of costs based upon average daily attendance, as follows:

- a. Per pupil cost of building administration, including budget account numbers 6111, 612, and 613.
- b. Per pupil cost of instruction, including budget account numbers 621, 622, and 629.
- c. Per pupil cost of books and supplies furnished by the school, including budget account numbers 623 and 624.
- d. Per pupil cost of operation of physical plant, including budget account numbers 6511 through 66 (10 accounts).

Third, a critical evaluation of school services, with a listing of the items of school service in the order of importance which you attach to them. This evaluation would be of considerable use in case retrenchment involves the elimination of some of the services which are rendered in your building or in your department.

Fourth, a recommendation of steps that might be taken in your building or department to effect economies in organization."

The complete reports submitted by principals and supervisors are on file in the Superintendent's office. I am giving below excerpts which indicate some of the evaluations and recommendations.

V. G. Barnes, Principal of West and Central Junior-Senior High Schools

"The pupil cost is particularly high as to administration and instruction because of the fact that West and Central were divided and that the curriculum was left intact. This gave rise to a number of small classes which made the teacher's load very light. This will be remedied in part next year by the increasing of the size of the classes and by our failure to organize classes falling below a certain minimum number. We will also reduce this pupil cost by not organizing mid-year classes in the languages and in other elective subjects where the total number of pupils eligible to elect is small. This will give us fewer classes in these subjects and a relatively greater number taking the courses when they are offered for election.

"The work in Central and West High Schools may be divided into four departments: The academic, including the work in English, Social Science, Science, Mathematics, and Languages; the non-academic, including Manual Arts, Home Economics, Art and Music; the guidance, including individual pupil guidance, testing, curriculum supervision, etc.; extra-curricular work, including Dramatics, Journalism, Athletics, both interscholastic and intramural, and Clubs.

"If I were to evaluate the necessity for the work done, I believe I would list them in the order which they have been given. This would probably be the order for the greatest number of pupils and when one is thinking of economy from the point of view of dollars and cents, the greatest good of the greatest number would be the thing to consider. However, if one could evaluate these activities from the point of view of some individual, then one might have to reverse the old order and place the academic last. In other words, no one can indicate the value of any of the work done except from a group point of view, and I, personally, would be very much opposed to the elimination of any part of the work.

"If costs to the individuals of the community are to be scrutinized I would say that it would be far better for them to give up their face powders, cars, chewing gum and tobacco rather than cut down on the cost of education.

"For an economy program at West High School, if it is necessary, I would eliminate all use of the school building for outside organizations. These are not compensated for by the small fees paid—in that the cost of lights, wear and tear on the building, extra heat are all charged up to the regular school budget.

"I would suggest the possible elimination, temporarily, of all subjects from the curriculum carrying less than 20 pupils per class, the further enlargement of classes in English, History and Mathematics so that the teachers may, as nearly as possible, be carrying the maximum load."

Vida V. Smith, Assistant Principal in charge of Central Junior High School

"Critical evaluation of school services.

- A. Try-out courses in home economics, manual arts, creative art, and art appreciation have been very valuable to the type of pupils of which Central Junior High School is composed. The ability ratings show that about 150 of our pupils have I.Q.'s below 95 and that nearly 100 of these are below 90. Many of these pupils would not be successful in carrying the academic high school course and yet the state law makes it compulsory that they be in school. So it seems very essential that we provide for them the type of thing which they can do at least reasonably well and give them the encouragement of meeting with success in their chosen field.

- B. Instrumental and vocal music have been a very influential part of the Central Junior High School curriculum. Many of our children come from homes in which the financial conditions have been such that they could not afford to give their children any training along these lines. At the same time many of these pupils are of the extreme emotional and artistic temperament and need this very thing. At the present time when everything is in such a chaos it would seem very unwise to take from these children the pleasure they receive from participating in these activities. To many of them it is the one bright side of their daily existence.
- C. Physical education and school sports such as basket-ball, soccer-ball, baseball, football, and track have been a part of the activities of Central Junior High School. Physical education which is offered three times per week seems very essential when pupils are kept for five and one-half hours in small classrooms,—some very crowded, and several of them very poorly ventilated.
- D. Academic subjects. There can hardly be any arguments advanced for elimination of the academic subjects offered at Central Junior High. Attempts have been made to increase the size of these classes to the full capacity of the rooms available, with the exception of certain remedial classes which have been kept small in order to provide for individual instruction and thus make them effective for the purpose for which they were originated.

“Steps taken to effect economies in organization.

- A. Increased the size of academic classes wherever possible. Thereby eliminating one academic teacher.
- B. Combination of 9A and 9B art classes as the enrolment is not enough to permit the formation of two ninth grade art classes.
- C. Combination of a 9A and 9B Junior Business Training class, thus eliminating the need of teaching power from the commercial department of senior high school.
- D. Having 8B and 8A art and shop courses coming during the same hour so that these pupils may be more economically cared for in the shops, home economics, and art courses.

“Other forms of economy have been possible such as reducing the printing order to about one-half that of last year. The number of text books ordered has been considerably reduced. This order was rather large last year because of the new organization and everything had to be supplied, while this year it is necessary to supply only the additional copies needed because of increase in size of some classes.”

Florence A. Dodge, Assistant Principal in charge of West Junior High School

“The teachers in the Junior High School have made every effort this year to effect economy and my earnest request to suggest measures for further economies met with meager results. Even though we are in a new building and do not possess large store rooms filled with supplementary material and equipment, our teachers have not made requests for school supplies but have gotten along with what they had or what cost nothing e.g. materials and books brought from pupils' homes, excursions to points of interest, and material from the University Visual Instruction

Bureau. Economies that might be effected in the special departments should be left to the judgment of the supervisors. The economies suggested by the teachers included principally such items as repairing text books, turning off lights, using the small pieces of chalk, more economy in the use of paper towels, and using both sides of ditto paper.

"The best recommendation I have for saving a little money is this:

"I believe the principals and supervisors call substitutes for absent teachers many times when it is not absolutely necessary. By a little planning a principal or supervisor can take the work or arrange to divide the work among the other teachers.

"This would obviously not be feasible for long absences, but for an absence of only two or three days it should be practicable. I speak from experience when I say that a principal or supervisor would benefit from this teaching, for it makes for a better understanding of the problems of the classroom teacher. I should like to see this plan adopted as a general policy throughout the system."

Della J. Bowers, Principal of Doty School

"Recommendation of steps to effect economies in organization.

- A. Our Kindergarten director, in case of small numbers, might conduct a kindergarten in the forenoon, and a pre-primary group in the afternoon. Or, she might carry on kindergarten one half day in each of two schools having small enrolments.
- B. Less time could be given to games, dancing, etc. by children of the grades. Relaxation exercises could be given by room teachers.
- C. Manual arts classes could be omitted in Grade 6.
- D. Omit inter-school games in elementary schools.

"In closing we recall that medical inspection, dental clinic, mental measurement, psychiatry, and differentiated curriculum have contributed to the betterment of the children who have been entrusted to us for education and training. We feel that this development signifies the mental, physical, moral, and social sides of the child — the whole child."

Adeline R. Marvin, Principal of Draper School

"Steps that Might Be Taken to Effect Economies in the Building

1. Consolidation of small schools
2. Equalizing teachers' load
3. Training of classroom teachers so that they can teach the special subjects as music, art, speech, health, etc.
4. Elimination of teachers of special subjects and supervisor of special subjects supervise the classroom teacher.
5. A very careful study of actual needs of equipment purchased.
6. Replacement of wornout material to stop waste—as in case of water faucets.
7. Elimination of manual training and domestic science in the Sixth Grade.
8. Less supplementary material for a year."

Lucile C. Hays, Principal of Dudgeon School

"Recommendations of Steps That Might Be Taken to Effect Economies.

1. Increase the size of our district by the addition of territory near the Municipal Golf Course.
2. If the size of the district is not thus increased, it will be possible to combine grades 1A and 2B, thus releasing one teacher.
3. Omit Home Economics and Manual Training for Sixth grade pupils.
4. Omit special Physical Training teachers below the Fourth grade. The classroom teacher can handle the Physical Training in the Primary grades.
5. Have Art, Music and Physical Training teachers come less frequently to the building. Have their visits take the form of conferences to advise the classroom teacher in planning her work.
6. Have the school Librarian come only two days per week instead of three."

L. P. Schleck, Principal of Emerson School

"Recommendation of Steps which might be taken in My Building to Effect Economies in Organization.

- A. Increase teacher load by adding another one half hour class.
- B. Combine class sections in auditorium work—one teacher will handle all of the work.
- C. Discontinue the services of one platoon teacher.
- D. There is a possibility of combining 1A classes which will free one first grade teacher.
- E. Discontinue the services of one custodian (Barracks will not be used during the year, 1932-1933.)
- F. That two teachers handle the health and playground work, one man and one woman. In this way the services of one person will not be needed."

Mrs. Clara W. Ginty, Principal of Franklin School

"Evaluation of school services.

1. *Manual Arts and Home Economics.* The present period of depression has changed the relative status of the special and academic subjects in my estimation. Few have ever questioned the importance of the "Three R's"; it has always been the special subjects that have come in for adverse criticism. Nevertheless the "man-of-the-block" will attest to the fact that his ability to use tools, to paint, to varnish, and to make simple repairs has been of more value to him than all of his academic education including his four years of college. The housewife who has been able to mend, to darn, and to make over, and by so doing to salvage from the remnants of better days, things that make for homeliness and comfort is not questioning the value of her training in home economics. Physical comfort and a satisfactory home life

must come before any high degree of either social or mental adjustment can take place.

2. *Art, Music, Plays, and Games.* It is for their share in the mental adjustment of the individual that the other special subjects have come into their own during this time of stress. I believe that art, music, dramatics, and athletics have made an inestimable contribution to the welfare of the country, although, of course, these contributions can never be adequately measured. Many persons lay the present crime-wave among young people to the exigencies of war during their early childhood; yet the horrors of war were never very closely related to the home lives of American children. There was no lack of food or other necessities on this side of the ocean. On the other hand, the sufferings caused by the present economic stress are very real and a part of the home life of a majority of our pupils. Many of them are constantly under the influence of unpleasant home conditions even if they are not deprived of the actual necessities of life; others are actually suffering from lack of food, fuel, and adequate clothing besides living in an atmosphere of strife, fault-finding, and chaos. What all of this may mean to their future stability is a matter of conjecture.

A daily routine of arithmetic, spelling, geography, and other academic subjects, no matter how attractive they may be made, would not afford the relaxation which is so necessary at this time to the stability and mental adjustment of the children, as music, art, plays, and games afford. Because of this I place the teaching of these special subjects high on my list of important school services. A lack of academic background is a decided handicap; a warped mental condition is a catastrophe. If it is necessary to eliminate some of the school services let it have to do with an academic subject.

"Suggested Economies.

I am suggesting two ways in which economies might be effected at Franklin School. I am not recommending either one of them. If the financial status of the school system becomes such that drastic measures must be taken the following means might be considered:

1. The elimination of adult recreational activities would mean the saving of perhaps two thousand dollars (\$2,000) without *directly* affecting the welfare of the children. One janitor could be released as two, without the evening program, could do the work of the school. The saving in heat and light would make up the balance of the amount. This is not taking into account the expense of recreational teachers or their supervision.
2. By transferring and *transporting* the seventh and eighth grades to the West or Central junior high schools the following amounts could be saved:

Salary seventh grade teacher.....	\$2,200
Salary eighth grade teacher.....	2,300
Salary ungraded room teacher.....	1,500
Salary home economics teacher.....	800
Salary manual training teacher.....	900
Salary of part time teachers, based on their average salaries, for time totalling $9\frac{1}{4}$ months (1 year).....	1,800

TOTAL..... * \$9,500

*Cost of transportation of pupils not taken out of the total amount saved."

Velmer D. Pratt, Principal of Hawthorne School

"Evaluation of School Services.

A. Service of classroom teacher.

I would put service of the classroom teacher first, because no school can be conducted without such service, whether it be a one room rural school, or the largest school in any city system. Under certain conditions it is possible to eliminate principals, special teachers, and even janitors, but wherever there is a school there must be a classroom teacher.

B. Service of Principal.

As soon as any school becomes larger than a one room school it needs a head teacher, therefore I would put the service of the principal second in importance. In a system like ours I would rank the duties of the principal in the following order:

1. Administrative
2. Supervisory—including part time teaching, (if necessary) and assistance in remedial work.
3. Clerical work.

C. Service of Special Teachers.

Within the past ten years there has been a noticeable change in the attitudes and interests of our boys and girls. They are healthier, they are neater in appearance, they have more social poise, they have finer tastes, as is well illustrated in their enjoyment and appreciation of the best in music and art, and last but not least, they are happier. These changes are due in no small degree to a curriculum enriched by the special subjects. I consider the work of the special teachers in music, art, health, speech, domestic science and manual arts as important as that of the classroom teacher although it is possible to conduct a school without their services.

D. Service of Custodian.

I would put the services of the custodian next, because the health and comfort of teachers and pupils is dependent on his work.

E. Free Text, Reference and Supplementary Books.

F. Educational Supplies—Maps, paper, etc.

G. Office Supplies.

H. Recreational Equipment.

I. Custodians Supplies.

I am not sure that I have arranged items E, F, G, H and I in the order of their importance. A decided curtailment in any of them would mean a loss of efficiency in our schools.

"Recommendation of steps to effect economies in our building.

A. Eliminate use of portable building, thereby releasing one teacher for transfer to some other building.

B. Increase teacher load. This should be done only as a last resort."

Renette Jones, Principal of Lincoln School

"A Critical Evaluation of School Services.

I dislike very much to think of our school children without the opportunities offered them through the special subjects. Even though we give less time to them the children would get a great deal of joy out of it.

Personally, it would grieve me very much to have to deny children any kind of work that they enjoy. For this reason I am for keeping every subject that is in our curriculum now.

From my observation of the reaction of pupils towards subjects I would evaluate the special ones, as follows:

- A. Health (Fewer competitive games)
- B. Music—art.
- C. Manual Arts—home economics.
- D. Speech correction."

C. Lorena Reichert, Principal of Longfellow School

"Evaluation of School Services

It is very difficult to evaluate school services. In a modern system one feels the need of all departments. In considering the value of the various services I have considered partly the order in which various services were added to our system and have worked out the following order. Those services we had to do without longest, I felt could perhaps be eliminated without producing too serious hardships:

- 1. Superintendent
- 2. Classroom teachers
- 3. Principals
- 4. Custodians
- 5. Director of Curriculum
- 6. Supervisor of Health
- 7. Supervisor of Music
- 8. Supervisor of Art
- 9. Building Clerks
- 10. Speech Department
- 11. Manual training and domestic science in sixth grade
- 12. Recreation department

"Recommendation of Economies that Might be Made

I should recommend:

- 1. Elimination of teachers of special subjects and having supervisors of special subjects visit periodically and supervise the work of the classroom teachers who would teach these subjects.
- 2. Elimination of the use of the building by recreation department at night.
- 3. Careful study of the actual needs for all equipment that is purchased.

4. Replacement of worn-out materials to stop unnecessary waste and constant repairs, as worn-out faucets where a new washer will not stop leaking of water.
5. Increase in size of classes wherever feasible.
6. Elimination of the work in manual training and domestic science in the sixth grade.
7. Less supplementary material for one year.
8. Enlarging school district so that pupils from surrounding small districts can be cared for in larger buildings.
9. Elimination of speech work from grades during period of depression.
10. Work of the health board under the control of the Board of Education so that one nurse can do the health work and nutrition work in a building."

Earl D. Brown, Principal of Nakoma School

"Critical Evaluation of School Services.

Next to the home room and classroom teacher I would place the work of the departments dealing with health and physical soundness. These departments have been doing some needed work in Nakoma, especially in investigating and following up dental, eye, ear, and tonsil trouble. There is much yet to be done and the services of these departments are almost indispensable.

The Department of Child Guidance has conducted a testing program which was much needed. Many cases of stammering, mirror writing, and other speech difficulties have been investigated, and remedial work planned for next year. I believe that the work in Physical Education, Art and Music come next. It is extremely important in these days of leisure time that pupils be taught to use this time to best advantage. Learning to develop the physical side, to sing or to appreciate music, to draw, paint or appreciate the artistic, is often a source which aids emotional balance. This is especially true in these days of economic stress and mental strain.

Our janitor service is good. It requires two men as the heating plants (two of them) require a good deal of attention. The building also has two gymnasiums which are used a good deal. If some improvements could be made to the furnaces, part of the time of one of the janitors might be dispensed with.

Home Economics and Manual Training are probably of less importance in the Sixth than in the Seventh and Eighth grades. This is especially true if the Sixth grade has to go to another building to take the work.

"Recommendations of Steps that Might be Taken to Effect Economies.

1. Transfer the teaching of Manual Training and Home Economics from Randall to Nakoma in the Sixth, Seventh, and Eighth grades. If this is not done drop Manual Training and Home Economics in the Sixth grade.
2. Have classroom teachers teach their own Music and Art in the first six grades. This year special teachers have done this work. A supervisor coming once a week could outline the work and teach the Seventh and Eighth grades.

3. Have classroom teachers from First to Fourth handle their own Physical Training.
4. Continue with annual promotions as the classes entering the second semester would be small."

Mrs. Alice E. Rood, Principal of Randall School

"Suggestions for Economies in Organization.

There are only two places where I can see any opportunity for economies in the set up of this elementary school. These are (1) increase of teacher load, (2) decrease of amount of time given by special departments to our school.

Since the Randall School is expected to absorb the children who are coming from Shorewood into the Madison system our teacher load will be considerably increased. The anticipated average room enrolment for next year will be at least 35 pupils with a range of from thirty to forty-five per room. The special teachers are rendering such valuable services that I believe it would be a serious mistake to curtail their services this year. However, I do believe a fairly effective program can be worked out in another year using these special teachers for fewer hours per week, if such an economy seems necessary. For instance, these teachers might make class room visits once every two weeks instead of weekly, giving demonstration lessons where needed. Further assistance could be rendered through bulletins and through group meetings within the building. Such a program will be worked out this fall and will be submitted for your consideration early in the school year."

Mary L. Edgar, Principal of Washington School

"Suggested Economies:"

- A. Omit the sixth grade manual arts work temporarily—we have one hour service a week, about thirty five hours a year. The shop is used seventeen and a half hours per week by parochial, Doty, and Harvey Schools. This would decrease our heat and light load.
- B. We can increase our teaching load by about seventy pupils without increasing our teacher load. An extra room could be made available if a teacher were provided.
- C. We could omit the football, basketball, and baseball games between schools. Breese Stevens Field, Doty Field, Lincoln School, Randall School, and Franklin School are so distant that we must dismiss our children before 3:45 to be at those centers by 4 o'clock.
- D. We will endeavor to decrease our lighting and supplies, but it can be very slight."

Lucy Irene Buck, Supervisor of Art

"The members of the staff of the department are conscientious teachers giving the best, within their capabilities, to the children of Madison. It would seem a pity to cut down on their number, but if this is necessary a careful evaluation of the services each renders must be met.

The pupil load has been increased in all high schools.

The supplies used met the needs of more free art expression.

If it is necessary to decrease the time of the art teacher in the elementary school there is danger of the work becoming a bit stereotype where the grade teacher lacks art feeling and training for her judgment of the child's work. This would have to be met with more conferences with her and occasional teaching of her class. It would seem unwise to increase the pupil load in the junior high classes to exceed thirty. The freedom of the work is less when classes of active children become too large at this age level. Every effort will be made to conserve supplies without lowering the standard of work."

Mrs. Fannie M. Steve, Supervisor of Health Education

"In Order to Effect Economies.

- a. In the high schools the purchasing of first aid materials from the gate receipts of games.
- b. Elimination at West of Mr. Breckenfeld's position by giving Mr. Jones a lighter teaching load.
- c. At Central giving one man more teaching responsibility and also the work of organizing intramurals, leaving the regular coaching to a part time coach.
- d. Part of Miss Shepard's salary be paid by the Vocational School.
- a. In the elementary schools the elimination of the part time itinerant teacher.
- b. Special teacher visit the six-grade schools less often, leaving much of the work to the classroom teacher. (This is not ideal but it could be done)
- c. Elimination of letters and awards."

Loretto M. Reilly, Supervisor of Home Economics

"A Critical Evaluation.

- A. Home economics is an aid to personal adjustment. It has in it subject matter touching vital everyday problems of girls. The materials are very live and tangible and in working with them many girls "find themselves."
- B. Home economics has in it the possibilities of many avocations. Creative work with brain and hands should guide girls to a satisfactory use of leisure.
- C. Home economics lends itself to the giving of service to individuals and families at this time of urgent need.
- D. In this period of anxiety when people are turning more and more to their homes, home economics has the happy privilege of making for an appreciation and an enriching of home life.
- E. Home economics is of help to students who are planning to become nurses or dietitians.

“Economies Suggested.

- A. Teachers pay for the laundering of their own uniforms.
- B. Avoid having lights turned on when daylight is good. Keep shades raised and glass curtains parted.
- C. Have light switches changed so only one light needs to be turned on near teachers desk when rest of room is not used. A desk light might be advisable.
- D. Purchase yard goods for clothing classes by the bolt and distribute from home economics office.
- E. Plan our ditto work so there are no partly filled pages.
- F. Use old ditto sheets for scratch paper.
- G. Teachers furnish their own stamped envelopes for school business.
- H. Plan class work so foods in low cost diet are used extensively.
- I. In lessons in food preservation and candy making, pupils furnish their own supplies.
- J. Turn off pilot lights on gas stoves over week ends and in vacations.
- K. Buy Ivory and Naptha soap and cleaning powder wholesale and distribute from store room.”

Thomas A. Hippaka, Supervisor of Manual Arts

“A critical evaluation of the service rendered. When the course of study was formulated a very complete study of the needs of the boys in Madison was made. Situations as well as offerings in other communities were carefully studied before the work was undertaken. A cross section of the industrial life about us was taken as a core to the entire industrial arts offering. It was therefore organized on this basis. The course of study contains nothing that the modern boy will not see and experience or meet in some form or another. Even if the general education value to the boy was the only motive for our work we would hesitate very much to change the offering. Economies as outlined in this report can be affected without changing the extent of the offering. From our enrolment it is very evident that students desire these subjects, are interested in them, and see in them something that is worth while to them, all of which tend to justify their retention. In fact boys have been turned away because classes were already filled.

The course of study is constantly under revision although twenty-six teachers and supervisors first formulated it. This revision continues in order that the boy may become better acquainted with the latest and best practices in each of the respective fields of work. This is not only extremely important from the standpoint of modern manufacturing processes, but it is also most essential when we remember that the boy is a prospective consumer as well as a producer. Consequently we attach an equal amount of importance to all of these subjects which represent present day industrial activities. We highly recommend that each boy be permitted to continue having an opportunity to enroll in them. Every boy regardless of his future occupation needs some contact with the material things of life for it is an industrial world in which he lives.

“Recommendations for Effecting Certain Economies.

1. Increasing the size of classes wherever shop space permits.
2. Cutting down on the size of projects thereby effecting further economy in the cost of supplies.
3. Increasing the amount of class time devoted to the informational side of each subject.
4. Substituting less costly materials especially when it comes to the matter of purchasing lumber.
5. Organizing the work on the one hour basis in all junior senior high schools.
6. Cutting down on the materials which we allow other departments to have and for which the industrial arts department is charged.
7. Collecting in advance from boys for all materials advanced to them.
8. More hand work in the shop courses in order to save on the electrical power used.”

Anne E. Menaul, Supervisor of Music

“Critical Evaluation of School Services.

In the music department I cannot evaluate the services in the department as the vocal and instrumental work are of equal value. In retrenchment a curtailing should be made in each service.

“Recommendation of Economies.

A revision of the schedule, so that the special music teacher would visit each building less frequently, could be worked out without effecting the quality of work to a great degree. Constant effort will be made to keep the work up to standard in spite of reorganization made.

To get results in the department no curtailing should be made in the supplies.”

PART III

QUESTIONS AND ANSWERS



From day to day throughout the year questions in regard to the schools come from the people to the office of the Superintendent. When one question comes several times it is an indication that there is a need in the community for information on this particular point.

This is the explanation of this part of the annual report. The following are questions which have been asked. The answers are brief and in some instances incomplete. More complete answers may be obtained in the offices of the Board of Education.

Q—Are the children in the Madison schools taught to read by learning the sound elements of a word, i e phonics?

A—Yes, but not at first. The first approach to reading is on the thought or meaning basis and not the mechanics. At first the whole word which has a meaning is given to the child. Later, in the 1A grade, he starts to learn to break the word down into sound elements. The main portion of what is called phonic analysis is taught in the second grade, and the child there obtains independence in the recognition of new words.

Q—What handwriting is taught in the Madison schools?

A—In the primary grades, 1 to 3 inclusive, manuscript or print writing is taught. The transition to cursive script is made in the 4th grade. The cursive handwriting taught in grades 4 to 6 inclusive and in the penmanship classes in the junior and senior high schools is natural slant with emphasis upon legibility.

Q—Do children who receive help at home do better at school than those who receive no home help?

A—Such a general question cannot be answered yes or no. Some children do better temporarily but lose in initiative and independence more than they gain in the special skill. The effect is not noticeable until later. In general the teachers find that the pupils who have received no home help do better work above the third grade.

Q—Is the sight and hearing of the children tested?

A—Yes. During the year 1931-32 the supervisor of health education and her assistants tested by means of a Harrington Group Vision Tester the vision of over 3,000 boys and girls. Some serious defects were found and in many cases were corrected. The hearing of many pupils was tested by the General Electric Group Audiometer loaned to us by the Vocational School. The Board of Health cooperated in the follow-up of both vision and hearing tests.

Q—What is done specifically for the health of children?

A—Preventive and constructive health work is organized by the Health Education Department of the schools. Remedial health work, especially control of contagious disease, is largely in the hands of the nine school nurses and supervisor of nurses employed by the Board of Health. There is excellent cooperation.

Q—Are school texts changed often?

A—No, and then only after very careful consideration by a committee of teachers who are obliged to show reason why a change in text is needed, and who submit a detailed report of texts examined and all data to support their recommendation for the adoption of the new text. The average age, based on date of edition, of the 20 texts on the official list in the elementary schools is 6 years; of the 14 texts on the official list in the junior high schools, 10 years; of the 45 texts on the official list in the senior high schools, 8 years.

Q—Are some children supplied with free texts?

A—Yes, in cases where unemployment or other cause makes it impossible for the parents to supply the textbooks, the Board of Education furnishes them as a loan. Such books are returned at the end of the year and re-issued to other pupils the next year. The total amount provided in the annual budget for this purpose is \$375.00.

Q—Has the Superintendent recommended the closing of Central High School?

A—No, he has not. He has recommended that the building be changed to a junior high school accommodating approximately 1,000 students, and that the 10th, 11th, and 12th grade students be transferred to either East or West High Schools. The saving to the city would be about \$60,000.00 a year.

Q—Isn't the rock terrace on the West High School grounds an extravagance?

A—No. It was the most economical treatment of that ground. The choice was one of three—a concrete and masonry retaining wall, a sod terrace, or a rock terrace. The first type wall was drawn up and estimates received, the total cost being estimated at \$9,607.00. The sod terrace involved special grading and sodding a double terrace each 795 feet in length with an average height of 5 feet. The cost of this was figured at \$7,800.00. The cost of the upkeep of such a terrace was estimated at \$350.00 a year. The rock, which is quarry surface rock and too hard for construction use, was available from the Paunack quarries with no cost except the hauling. 2,506 tons were hauled at \$1.00 a ton. The placing of the rock and filling in was done by the cord and cost \$21.00 per cord. The total for the rock terrace, grading and extra back fill, was \$8,008.00 and there is no cost for upkeep.

Q—Is home work required of children?

A—Below the seventh grade no home work is required. Sometimes optional work is allowed—if the home desires and the teacher believes that it is advisable. However, this is not often the case, as we assume that the place for work is the school room where conditions for work are advantageous, and we believe the short period in the home between the time of the evening meal and bedtime should be devoted to other interests and activities than school tasks. The home can help the child by making the after-school and after-supper periods healthful ones—sunshine, fresh air, and nerve-conserving activities.

Q—Do the Madison children achieve a satisfactory standard in their ability to read?

A—There are several evidences that they do. A tabulation of results of the Gates Primary Reading Test given at the end of the first semester showed the following city medians.

Grade	C " Score	Reading Age	Chronological Age
2B	3.10	8.8	7.5
2A	3.20	8.9	8.5

It was gratifying to find that the city of Madison median reached the median of "Best Scores of Average Pupils" as compiled by Dr. Gates in his study of New York City pupils.

The tremendous growth in the amount of general reading by upper grade pupils as indicated in the records of the public libraries is also interesting evidence. Miss Mary Smith reports that the book circulation among Madison children increased by 41,117 during the year 1931, and that in 10 years the total annual book circulation among the children of Madison has increased from 120,673 (1922) to 259,455 (1931).

Q—Do the Madison children achieve a satisfactory mastery of the fundamentals of arithmetic?

A—The tests—New Stanford Arithmetic, Form W, given January 21, 1932—indicate that the achievements in the fundamentals of arithmetic reasoning and computation by the pupils in the Madison schools was above the standard median in 28 of the 30 grade tests. The following tables show the results.

TABLE 1

TEST I ARITHMETIC REASONING

Grade	Standard Score	Madison Score	Standard Arithmetic Age	Madison A A	Madison School Grade
3B	41	56	9-3	10-5	4.4
3A	48	60	9-10	10-8	4.7
4B	57	67	10-6	11-3	5.4
4A	63	71	10-11	11-7	5.7
5B	68	77	11-4	12-2	6.3
5A	74	82	11-10	12-8	7.0
6B	78	86	12-3	13-3	7.5
6A	82	89	12-8	13-9	7.9

TABLE 2

TEST II ARITHMETIC COMPUTATION

Grade	Standard Score	Madison Score	Standard Arithmetic Age	Madison A A	Madison School Grade
3B	41	46	9-3	9-8	3.9
3A	48	56	9-10	10-5	4.4
4B	57	61	10-6	10-9	4.8
4A	63	62	10-11	10-10	4.9
5B	68	72	11-4	11-8	5.8
5A	74	85	11-10	13-1	7.4
6B	78	93	12-3	14-6	8.5
6A	82	95	12-8	14-10	8.9

Q—What is the Boy Patrol?

A—This is an organization of the older boys in each elementary school for the purpose of promoting the safety of all school children. The boys assume a protective attitude toward the small children on the playground and in the crossing of streets adjacent to the school. The Boy Patrol has no responsibility so far as the control of automobile traffic is concerned. Their function in traffic is to direct the children—not the automobiles. The work of the patrol is valuable in the development of desirable habits and character traits in the boys.

Q—What per cent of the school children of Madison are in the public schools?

A—The Attendance Department reports as follows. "Records in the Superintendent's office show a public school enrolment this year of 11,115 pupils. At the end of the first semester our office records showed the enrolments in Wisconsin High School, Vocational, and parochial schools as follows:

Wisconsin High	265
Vocational School	459
Adventist	13
East Side English Lutheran	52
Edgewood and Blessed Sacrament	155
Edgewood High	252
Holy Cross	20
Holy Redeemer	277
St. Bernard	439
St. James	342
St. Joseph	170
St. Patrick	154
St. Raphael	365

2,963

This makes an approximate total of 14,078 enrolled in Madison schools during this year." 79 per cent of these are enrolled in the regular public schools.

PART IV

FINANCIAL REPORT



The following reports are in the same form as those presented in the annual reports during the past three years. This enables anyone who so desires to make, very easily, a comparative observation of school finances from year to year.

TABLE I
Balance Sheet as of June 30, 1932

ASSETS	
<i>Particulars</i>	
FIXED ASSETS	
Land and Land Improvements	\$ 788,539.98
Buildings and Attached Structures	3,738,145.27
Machinery and Equipment	617,767.63
CONSTRUCTION IN PROGRESS	
East High School Addition	362,671.49
SUNDRY ACCOUNTS RECEIVABLE	
Accounts Receivable	6,273.35
Tuitions Receivable	53,702.56
Due from Sale of Bonds—East High School Addition	242,328.51
CURRENT ASSETS	
Cash in Bank	7,136.15
Board of Education—Petty Cash Fund	15.00
Board of Education—Advances to be Refunded	800.00
INVENTORIES	
Stock Room	8,902.89
Fuel	1,732.74
TRUST FUNDS	
Samuel Shaw Prize Fund	920.39
C. R. Stein Scholarship Fund	2,382.71
William McPyncheon Trust Fund	15,660.21
TOTAL	\$5,846,978.88
LIABILITIES	
FIXED LIABILITIES	
Bonded Indebtedness	\$3,079,000.00
State Trust Fund Loans	51,654.00
OTHER LIABILITIES	
Accounts Payable	50.00
Award of Industrial Commission of Wisconsin to Lloyd Benson—Injury	4,440.75
Joint School District No. 7 Madison, Fitchburg—Equity	7,774.48
TRUST FUND RESERVES	
Samuel Shaw Prize Fund	920.39
C. R. Stein Scholarship Fund	2,382.71
William McPyncheon Trust Fund	15,660.21
PROPRIETARY INTEREST	
FIXED SURPLUS	\$2,606,583.65
CURRENT SURPLUS	78,512.69
TOTAL	\$5,846,978.88

TABLE II

Revenues—July 1, 1931 Through June 30, 1932

REVENUE RECEIPTS AND ACCRUALS

<i>Particulars</i>	
STATE FUND APPORTIONMENT	
In City of Madison	\$69,846.00
In that part of Joint School District No. 8, in Township of Blooming Grove	133.50
TAXES LEVIED BY COUNTY SUPERVISORS	
In City of Madison	62,500.00
CITY SCHOOL TAXES	
In City of Madison	610,771.74
STATE AIDS	
For Deaf School	6,253.47
For Special Schools	4,152.59
For Speech Correction	4,417.05
For Crippled Children—Longfellow School	9,583.80
For Crippled Children—Orthopedic Hospital	4,917.36
TUITIONS	
Central Senior High School	4,840.10
Central Junior High School	1,026.12
East Senior High School	25,277.42
West Senior High School	7,305.18
West Junior High School	5,872.58
Elementary Schools	6,936.62
Deaf Schools	746.80
INTEREST ON SCHOOL FUNDS	
	2,830.04
RENTALS	
C. H. S. Auditorium and Gymnasium	136.00
E. H. S. Auditorium and Gymnasium	65.00
W. H. S. Auditorium and Gymnasium	440.00
Elementary School Gymnasiums	66.00
SALE OF EQUIPMENT	
	106.73
OTHER MISCELLANEOUS RECEIPTS	
	1,787.08
TOTAL REVENUE RECEIPTS AND ACCRUALS	
	\$830,011.18

NON-REVENUE RECEIPTS AND ACCRUALS

SALE OF MATERIAL	
Attendance Department	\$ 19.00
Home Economics Department—C. H. S.	2.99
Home Economics Department—E. H. S.	18.51
Home Economics Department—W. H. S.	5.69
Manual Arts Department—C. H. S.	547.45
Manual Arts Department—E. H. S.	306.99
Manual Arts Department—W. H. S.	390.06
Manual Arts Department—Elementary	516.15
Special Schools	58.75
Open Air and Nutrition Room—Emerson	84.66
Open Air and Nutrition Room—Lowell	4.72
Open Air and Nutrition Room—Longfellow	20.04
REFUND AND CANCELLED CHECKS	
	1.81
TOTAL NON-REVENUE RECEIPTS AND ACCRUALS	
	1,976.82
GRAND TOTAL	
	\$831,988.00

TABLE III

Total Operation, Maintenance and Capital—July 1, 1931 Through June 30, 1932

SUMMARY OF EXPENDITURES

	Operation	Maintenance	Capital	Total
Superintendent of Schools	\$ 10,500.26	.....	.....	\$ 10,500.26
Administration Building	29,339.67	523.72	422.95	30,286.34
Administration Building Annex	821.17	25.15	133.16	979.48
Central Senior High	132,902.83	3,510.67	1,806.96	138,220.46
Central Junior High	55,932.28	72.64	400.47	56,405.39
East High	152,571.99	2,465.02	2,741.29	157,778.30
West Senior High	123,714.74	2,234.24	8,089.05	134,038.03
West Junior High	61,200.86	35.40	201.91	61,438.17
Brayton	6,280.06	719.15	965.37	7,964.58
Doty	18,243.17	427.88	412.16	19,083.21
Draper	21,145.08	338.53	312.08	21,795.69
Dudgeon	22,864.43	881.74	631.89	24,378.06
Emerson	88,467.87	1,500.76	431.14	90,399.77
Franklin	39,802.40	344.68	1,599.74	41,746.82
Harvey	21,274.43	357.20	597.23	22,228.86
Hawthorne	23,860.55	683.82	437.25	24,981.62
Hawthorne Annex	1,583.51	164.94	188.48	1,936.93
Lapham	17,866.71	650.57	37.47	18,554.75
Lincoln	33,808.83	2,401.07	873.53	37,083.43
Longfellow	57,814.21	951.19	565.54	59,330.94
Lowell	76,666.58	5,603.70	1,122.32	83,392.60
Marquette	28,766.82	1,152.52	201.47	30,120.81
Nakoma	16,075.17	142.54	718.09	16,935.80
Randall	55,519.11	5,032.63	1,036.95	61,588.69
Washington	19,033.57	1,225.68	43.19	20,302.44
Music Studio	1,752.84	31.29	145.73	1,929.86
New Marquette . . . . .	.....	65.00	1,836.93	1,901.93
East Side Elementary Site . . . . .	.....	.....	62.47	62.47
Recreational Department	22,947.07	.....	.....	22,947.07
Undistributed	112,478.60	4.59	642.53	113,125.72
TOTALS	\$1,253,234.81	\$ 31,546.32	\$ 26,657.35	\$1,311,438.48

