



Report of the school year 1937-38 being the eighty-third annual report of the public schools of Madison, Wisconsin.

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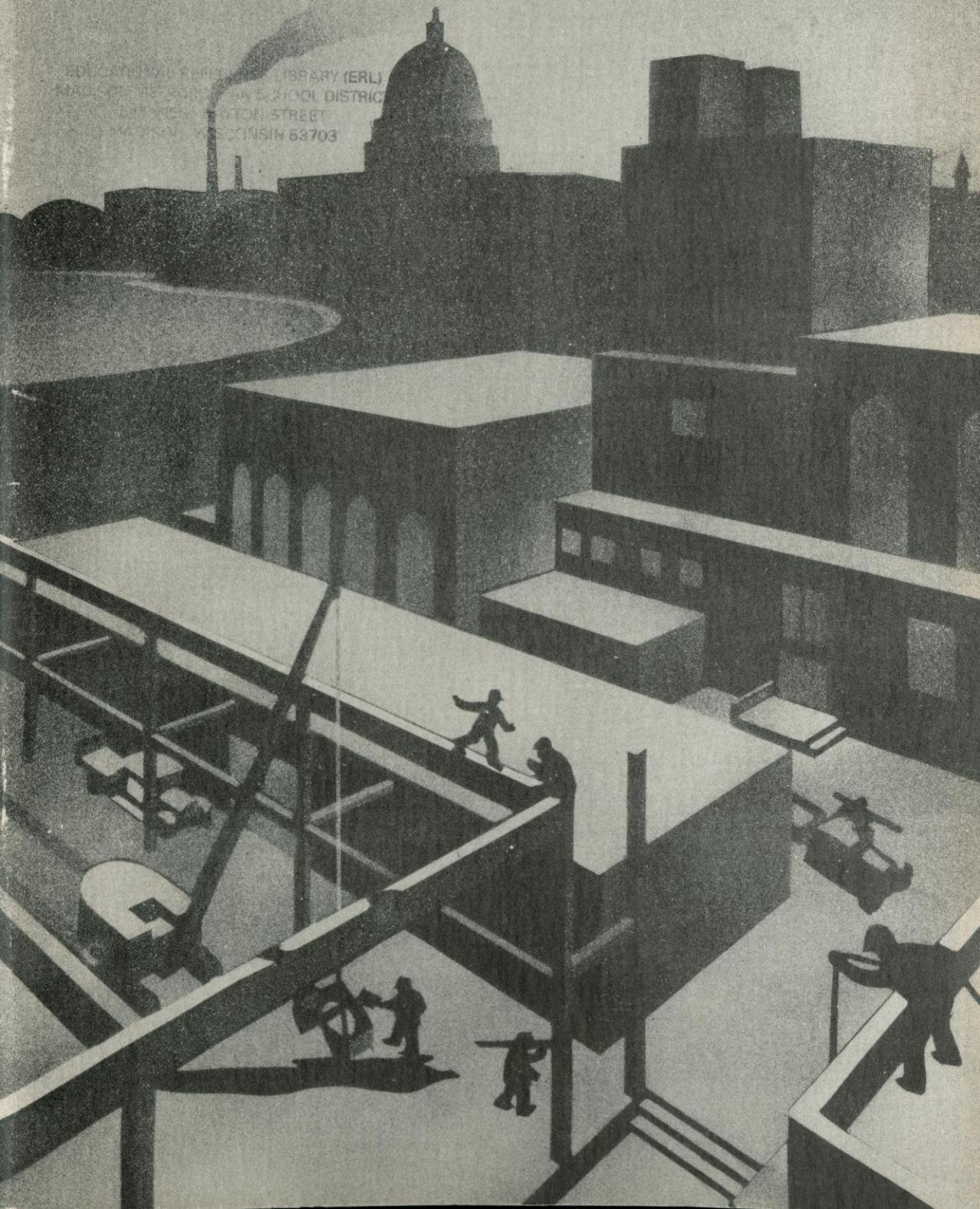
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The 100th Year in the Madison Schools

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Report of the School Year

1937 - 38

Being the

Eighty-Third Annual Report

of

The Public Schools

of

Madison, Wisconsin

• • •

Compiled by
R. W. BARDWELL, Superintendent

Approved by the Board of Education
and ordered published
December 1938

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Madison, Wisconsin

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PREFACE

• The year 1938 marks the close of the first one hundred years in the history of the Madison Public Schools. During those years Madison has grown from a small village perched on a low hill between the two lakes to a city which has come to be known far and wide for its beauty and its distinctive character as a center of government and advanced learning. Reflecting the development which has taken place in the whole community during this century, the public schools of Madison have likewise grown both in their dimensions and in the character of their service to the families of the community.

In this eighty-third annual report of the Superintendent of Schools, the passing of the century mark in the life of the schools is recognized by a brief survey of the past years in each of the major divisions of the schools. This report marks the tenth and last report of the schools under the present administration.

The departure in this report from the customary style of school recording is due to the fine interpretive ability of Margaret Parham, who during the past year has made a scholarly study of Madison school history as well as its current activities and trends. Janet M. Millar and Earl D. Brown of the administrative staff are largely responsible for the reporting on the respective divisions, Curriculum and Financial Management. The liberal use of cuts and other illustrations is made possible by the generosity of the two Madison newspapers, The Capital Times and The Wisconsin State Journal. The design for the cover is by Garland Smith of the Art Department of East High School.

R. W. BARDWELL
Superintendent

Chapter I

GENERAL SURVEY OF THE SCHOOL YEAR

Madison Through a Century

• One hundred years ago in March the first Madison school opened in the front end of Isaac Palmer's log cabin home on the south corner of King and Doty Streets. For the sake of having quiet, the little room was partitioned from the living quarters. The school mistress, Miss Louisa Brayton, was brought from Aztalan in a one-horse sleigh.

Her salary, the munificent sum of two dollars a week, was to be raised by popular subscription, half of it to pay her board and room. Furnishings in Madison's first institution of learning consisted of benches of oak slabs for approximately a dozen children and a "boughten" chair for the teacher. The curriculum was as crude as the surroundings. With almost no textbooks, only the merest rudiments of the three R's were taught.

How the public school system grew from such humble beginnings to the present status is a long story, but by no means dull. To celebrate the centennial this year, the Madison Public Schools presented a series of radio programs, newspaper features, and window displays with the central theme, "Madison Through a Century."

Highlights in the history of the community for the past century were dramatized in the radio plays. Broadcast from the local station WIBA on Sunday afternoon, the series consisted of eight episodes. Minute research in the State Historical Library, accumulation of facts, and their organization into radio dramatic form was the task of the radio chairman and committee.

Clothes, furniture, firearms, and other priceless treasures used by Madisonians six generations ago were exhibited in show windows around Capitol Square. Among the displays was a Peck window, the Eben Pecks being the first settlers in Madison. The curator of the Wisconsin Historical Museum arranged a special exhibit which included Roseline Peck's fiddle upon which she had played lively tunes for social gatherings in the frontier capitol.

Completing the program of celebration was a series of Sunday newspaper features on the history of the public schools. The two city newspapers illustrated the stories with pictures of school activities of today.

The Trend in School Census and Enrolment

- During the past two years the school census indicates a decrease in the total number of children in the city of Madison. This decrease is relatively small as shown in Table 1, being less in percentage than the decrease of school population in the state and the nation.

Table 1
Showing Comparisons of Census Totals of School Districts
For the Years 1936, 1937, and 1938

School Districts	Census Totals 1936	Census Totals 1937	Census Totals 1938
Brayton -----	328	343	372
Doty -----	665	613	605
Draper -----	859	769	757
Dudgeon -----	647	650	645
Emerson -----	1,705	1,702	1,709
Franklin -----	784	794	778
Harvey -----	505	548	560
Hawthorne -----	928	949	874
Lapham -----	689	637	605
Lincoln -----	929	914	901
Longfellow -----	1,887	1,865	1,841
Lowell -----	1,729	1,676	1,649
Marquette -----	733	734	748
Nakoma -----	276	334	412
Randall -----	2,335	2,370	2,220
Washington -----	767	711	710
Joint District No. 8 -----	321	340	342
TOTALS -----	16,087	15,949	15,728

15,949—1937 Census Total

15,728—1938 Census Total

221—Decrease

Two factors which are most important in causing this census decrease are: first, general lowering of the birth rate, and second, movement of families to the residential areas outside the city limits. But the percentage of decrease in school enrolment is less than that of the school census. This is accounted for by the fact that approximately 1000 school children are coming to the Madison schools from these areas outside the city. High schools receive the greater number of these tuition students, and their enrolments continue to show an increase as indicated in Table 2.

Table 2
Comparative Total Enrolment Figures for the School Year
Ending 1936, 1937, and 1938

Schools	1936	1937	1938
Brayton -----	92	80	84
Doty -----	165	166	172
Draper -----	204	193	172
Dudgeon -----	261	270	244
Emerson -----	784	768	759
Franklin -----	444	491	482
Harvey -----	234	250	254
Hawthorne -----	320	307	303
Lapham -----	255	218	216
Lincoln -----	460	424	435
Longfellow -----	586	577	542
Lowell -----	752	762	711
Marquette -----	353	346	341
Nakoma -----	262	305	323
Randall -----	842	815	761
Washington -----	214	253	225
Specials -----	112	124	105
Crippled -----	51	67	66
Deaf -----	24	21	26
Sight Saving -----	---	---	18
Central Junior -----	502	547	560
Central Senior -----	766	765	752
East Junior -----	1,019	1,045	1,036
East Senior -----	1,223	1,254	1,284
West Junior -----	744	695	763
West Senior -----	954	995	971
Totals -----	11,623	11,738	11,605

The Last of the Midyear Graduation

- In February, 1938, the last classes to be graduated at the close of the first semester from the Madison high schools received their diplomas and celebrated with their customary class exercises. Henceforth the graduating exercises will be held only in June.

The Board of Education decided in April, 1933, that it was advisable to discontinue midyear promotions because of the educational advantages to the pupils. Annual promotion also made possible the providing of the same standard of education at less cost. The change from semi-annual to annual promotion was put into effect in all of the grades from the kindergarten through the seventh grade in September, 1933. Each year since then the system of annual promotion was advanced one grade. In 1937-38 the twelfth grade was the only one in which the half-year class remained.

With the increase in our awareness of individual differences brought about by improved measuring devices, grouping of children in school rooms for the purpose of giving them the best opportunities for individual growth is not the inflexible A and B classes in each room. It is better that the entire group in each room be measured and the grouping be made which will best meet the needs of the individuals. Under the annual promotion plan, with the teacher in the elementary schools having the same group of children for an entire school year, this provision for individuals can be obtained much more generally than under the semi-annual promotion plan.

Safeguarding the Health of the Teacher

- Under the assumption that the health of the teacher is an important factor in the standards of instruction in the schools, the Board of Education in 1937 invited the Madison Education Association to appoint a committee to work with a committee of the Board in a study of ways in which teacher health might be safeguarded and improved.

Having difficulty in finding a common meeting time, the two committees were unable to formulate a joint plan. In the meantime the health committee of the Board drew up a tentative form to be included in the contracts for the new year.

In March, 1938, the Madison Education Association requested that the Board postpone action on the health program until a study had been made by the teachers as to how this program would affect tenure, sick leave, leave of absence, retirement, and group insurance. The local branch of the American Federation of Teachers also asked for postponement of the proposed health program.

Recommendations which the Board finally accepted in May were as follows: that all new employees of the Board of Education be compelled to have physical examinations on entrance and annually thereafter during the probationary period; that all teachers on tenure be invited to have this examination for the next year at least; that the records be held in the doctor's office and a notice of certification sent to the Superintendent for his files.

Civil Service for Custodian and Clerical Staff

- The 1937 Wisconsin State Legislature passed a law providing for the establishment of civil service for municipal employees. Included in this civil service were the employees of the Board of Education other than teachers and workers on the educational staff certificated by the State Department of Public Instruction. Pursuant to this law the city of Madison employed the Public Administration Service to make a study covering the classification and salary ranges of all such employees. The custodians, janitors, and office workers in the public schools were included in this study. A report was made to the Board in July, 1938, recommending the following classification and salary ranges:

CLASSIFICATION	SALARY RANGE
Custodian and Janitor Staff	
Senior Building Maintenance Man	\$150-175
Building Maintenance Man	\$125-160
Senior Building Custodian	\$125-150
Building Custodian-Janitor	\$110-140
Janitor	\$100-125
Janitress	\$ 75-100
Truck Driver	\$100-150
Delivery Man	\$ 75-100
Clerical Staff	
Senior Secretary	\$140-175
Junior Secretary	\$120-150
Purchasing and Supplies Clerk	\$150-175
Senior Account Clerk	\$125-150
Junior Accountant	\$160-185
Attendance Clerk	\$110-135
Senior Clerk-Stenographer	\$100-125
Junior Clerk-Stenographer	\$ 75-100
Switchboard Attendant	\$ 65- 90

The Married Teacher

- For some years the policy of the Madison Board of Education has been not to renew a contract to a woman teacher who married. The twenty-one married women teachers, who had been teaching in the schools previous to its adoption, had not been affected by this policy.

In the 1937 session of the legislature a teacher-tenure law was passed. Under this law any teacher who has taught successfully in one school district for five years establishes "tenure" and cannot be dismissed except for cause. The question that naturally arose after the passing of this law was: "Does marriage of a woman teacher constitute cause for dismissal?" The Board of Education requested an opinion on this question from the city attorney.

The following is an excerpt from that opinion received in March, 1938:

"Section 39.40 of the Wisconsin Statutes in effect provides for permanent tenure during efficiency and good behavior for teachers after a continuous and successful probation of five years in the same school system. This law became effective August 1, 1937. Subsection (2) of section 39.40 provides:

' . . . such employment shall be permanent during efficiency and good behavior and until discharge for cause . . . '

Subsection (3) of section 39.40 provides:

' No teacher who has become permanently employed, as herein provided, shall be refused employment, dismissed, removed, or discharged, *except for cause*, upon written charges . . . '

"In the case of *School City of Elwood v. State of Indiana ex rel Mattie Griffin* (1932) 180 N. E. 471, 81 A. L. R. 1027, it was held that the marriage of a teacher is not 'other good and just cause' for dismissal of a teacher having permanent tenure status.

"If a teacher, after marriage, becomes inefficient, impaired in her usefulness, neglectful, or otherwise incapable of performing her duties as a teacher in a proper manner, then good reason—'other good and just cause'—would exist for her dismissal; but marriage in itself (in the absence of a statutory provision to the contrary), does not constitute a good and just cause (as provided in the Teachers' Tenure Law) for the discharge of a teacher. Marriage as an institution involves no element of wrong, but on the contrary is protected, encouraged, and fostered by a sound public policy. The arbitrary determination of the school board that the marriage of women teachers (it is noted that the resolution of the school board attempted to operate against women only and not against men teachers who married) was 'good and just cause' for their removal was, as a matter of law, declared by the court in the aforesaid case to be erroneous and invalid.

"A public school teacher who, under a positive provision of the statute, has a fixed tenure of employment, or can be removed only in a certain manner prescribed by statute, is entitled to reinstatement if he has been removed from his position in violation of his statutory rights. *Saxton v. Los Angeles Board* (1929) 206 Cal. 758, 276 P. 998. *Dutart v. Woodward* (1929) 99 Cal. App. 736, 279 P. 493.

"In *Richards v. School Dist.* (1916) 78 Or. 621, 153 P. 482, 485 the court said:

'It is impossible to know in advance whether the efficiency of any person will become impaired because of marriage, and a rule which assumes that all persons do become less competent because of marriage is unreasonable because such a regulation is purely arbitrary. If a teacher is just as competent and efficient after marriage, a dismissal because of marriage would be capricious. If a teacher is neglectful, incompetent, and inefficient, she ought to be discharged whether she is married or single.'

"In *Kostanzer v. State ex rel Ramsey* (1933) 187 N. E. 337, it was held that the school board's rule that a woman teacher's marriage automatically terminates her services as a teacher was unreasonable so that disobedience thereof was not 'insubordination' justifying cancellation of a woman teacher's contract.

"After a teacher has secured permanent tenure status under section 39.40 of the Wisconsin Statutes, the Board of Education is powerless to discharge such a teacher except for cause; and based on the foregoing authorities, it is my opinion that marriage alone is not cause."

Revision of the General School Policy

- The first statement of a general school policy and plan for the development of the Madison Public Schools was presented to the Board of Education in September, 1929*, and adopted by them. The purpose was to establish definite goals in the improvement of the physical plant and in the revision of the curriculum toward which all the people involved might work.

In the plan adopted at that time, the aim was to provide an educational program designed to meet the needs of children of three specific age levels: namely, elementary, junior high, and senior high school. In brief, emphasis was placed on healthful environment, provision for the child as an individual, and

* Seventy-Fourth Annual Report.

maintenance of standards in the tool subjects. The needs of the general community were also to be considered, particularly in the program of the senior high school.

The second statement of the policy and plan was made the following year, 1930†. This statement was very probably implemented by the decision of the Board of Education that year to develop the secondary education level of the schools into three six-year junior-senior high schools. Evidence of this may be found in the sharp division of the statement into two distinct parts, one dealing with the elementary schools, the other with secondary schools.

Included in the revised policy and plan was "a recreational program which would provide all-year opportunity for every person in the area served by the elementary schools". This health program was expanded in the 1930 revision to include technical service which would prevent defective physical development and trained service which would improve health factors outside the school.

The statements of both 1929 and 1930 were formulated by the Superintendent without the assistance of the professional staff. The statements were given publicity by publication in the annual reports of the Superintendent, which were distributed among the staff and among a limited number of the citizenry. The city newspapers also gave some space to the stated policies and plans. To what extent the goals as set up in these statements became the actual functioning purposes of either the staff or the supporting public is difficult to estimate. Possibly they had some effect upon the thinking of both groups.

No further revision of the statements was considered until the spring of 1938. At that time the Superintendent presented both statements to the administrative-supervisory staff, numbering thirty-four individuals. The group includes the principals of schools, supervisors of subject fields, assistant principals, and guidance directors. He requested them to consider the statement in the light of the present situation in Madison schools and to suggest additions and changes. Each one in this group submitted suggestions for changes, and from these suggestions the Superintendent compiled the 1938 revision which was presented to the Board of Education as the recommendation of this professional group.

The following is the 1938 revision of the statement of the general school policy and plan, approved and adopted by the Board of Education in November, 1938:

This statement of the general policy of the Board of Education of Madison, Wisconsin, for the development and advancement of the Madison Public Schools is made for the purpose of setting up a definite goal toward which the many people involved, the citizens, the parents, and the school staff, may work together. The first statements of policy were presented in the Superintendent's annual reports for the years ending 1929 and 1930. This revision of these earlier statements is made by the Board of Education in 1938 upon the recommendation of the Superintendent, principals, and supervisors:

† Seventy-Fifth Annual Report.

It shall be the educational policy of the Madison Board of Education to provide every phase of educational service needed to bring about the best development of the children and youth of this city. This to include:

A. Healthful environment

1. Physical health

- a. Clean, well-lighted, properly heated and ventilated, fireproof buildings, with adequate room and facilities for physical development.
- b. Outdoor grounds, of sufficient size, properly graded and surfaced, for play and outdoor exercise.
- c. A daily program for each child that will insure his optimum physical development.
- d. A program of health service that will protect the child against exposure to disease, establish high standards of oral and general hygiene, and provide for those handicapped by orthopedic, nutritional, and other physical handicaps.
- e. A program of health instruction that will develop an understanding and appreciation of requirements for growing and maintaining a strong and healthy body and the acquiring of those health habits necessary for such development.
- f. A recreational program that will offer healthful recreation throughout the year to all persons.

2. Mental health

- a. A happy, quiet, well-controlled school which will give the children a sense of security and prevent the development in them of feelings of fear, anxiety, failure, hostility, antagonism, and dislike for school life.
- b. Guidance and help by specialists for those children who in early years have personality defects which, unless corrected, will lead to anti-social behavior later.

B. Adequate instruction

1. Skillful, thorough instruction of pupils which will:
 - a. Maintain high standards of achievement in the tool subjects (particularly reading and arithmetic), not only when considered in relation to the entire school system as revealed by group measurements, but also in relation to individual progress and growth.
 - b. Gradually develop essential understandings.
 - c. Develop the power of independent thinking.
 - d. Cultivate desirable attitudes, appreciations, and habits while developing skills and directing the assimilation of information.
2. A curriculum carefully planned from the kindergarten through the senior year of high school—as to scope, sequence, and individual adjustment—which will continually widen and deepen the interests of the pupils and increase their capacities to acquire and use information.
3. An organization and a program which will give opportunity to each individual for the development of those social traits which are essential to happy and successful living; including a progressively increasing assumption of self-direction, social responsibility, and leadership by the student.

C. Provision for each child as an individual, using all the resources of the school and bringing to each one the available resources of the community, in the effort to give each individual optimum opportunity for the development of desirable

motives and ideals, aesthetic abilities and appreciations—in the belief that his highest development offers promise of his highest contribution to the community which provides for his education.

The plans for the more immediate carrying out of certain parts of this general policy:

1. The unifying and the developing of the curriculum through the entire range of years of schooling.
2. The equalizing of school plant facilities in all sections of the city, including the supplanting of old and obsolete buildings with modern schools.
3. The development of a program for the identification, diagnosis, and treatment of all children who are in difficulty because of personality or nervous disorders and who otherwise would develop into unhappy and unfortunate adults.
4. The development of an improved health, physical education, and recreation program that will contribute to well being of the entire community.

It is of interest to note that this 1938 revision treats the entire school organization as one unit, making no distinction between elementary and secondary levels. Other points which indicate a noticeable difference from the 1930 statement are: the item of mental health; the inclusion of essential understandings and the power of independent thinking in the aims of adequate instruction; the more comprehensive statement of the curriculum; and the recognition of the aesthetic and idealistic phase of individual development.

More important than the content of the 1938 revision is the fact that it represents the thinking of the professional staff based upon conditions which they have met within the schools and community during the past few years. Because of this there is more reason to believe that these goals or objectives set up in this statement will really function than was the case in the 1929 and 1930 statements, which were the recommendation of just the one individual.

An Organized Review of the School System

● Democratic procedure in making plans and attaining certain goals in the Madison Public Schools has ever been the aim of the Superintendent. To this end every teacher who has been in the system more than a few years has contributed on one or another committee. The accomplishment of the supervisory-administrative group in revising the general school policy and plan was cited above. During the past year this same group served in five separate committees to review the entire school organization and to make recommendations for improvement. They presented their reports to the Superintendent in May. Following are the committees:

Committee on Pupil Personnel

Volney G. Barnes, Chairman, Pauline Camp, Lucile Clock, Margaret Fosse, Grant Haas, Cassie Lewis, Stephen Oellerich, Lillian Reinking.

Committee on Teacher Personnel

Foster Randle, Chairman, Walter W. Engelke, Renette Jones, Charlotte Kohn, Anne Menaul, Velmer Pratt, C. Lorena Reichert.

Committee on Curriculum Revision

Janet Millar, Chairman, Annie Axtell, A. J. Barrett, R. O. Christoffersen, Louise Elser, LeRoy Luberg, Alice Rood, Vida Smith.

Committee on Materials of Instruction

Earl D. Brown, Chairman, Lucy Irene Buck, Thomas Hippaka, Marie Hagen, Rex Liebenberg, Loretto Reilly, Leo Schleck.

Committee on Physical Plant

Leonard Waehler, Chairman, Shirley Almy, Marcus Johnson, Pearl Leroux, Emily Parsons, Fannie Steve, Harry Thompson.

Included in the study of the Committee on Pupil Personnel were testing, classification and grouping, child accounting, reports and records, provision for individuals, the Central Registration Bureau, etc. This Committee recommended a study of the needs of the low grade pupil in high school, a change in the reports and records of pupils, and the inclusion of all problem children in the Central Registration Bureau records.

Although the Committee on Teacher Personnel did not complete their study of a plan for evaluating teachers and for improving the teaching program, they agreed upon six important factors to be considered in the selection of teachers. Among the desired qualifications of a teacher they named emotional balance, scholarship, and a sense of humor.

The particular recommendations of the Committee on Curriculum Revision were that the objectives be stated in broad terms to apply to the entire school system; that the principles of curriculum revision be considered basic for the entire school system; and that the administrative staff meet certain defined responsibilities with respect to curriculum revision.

A cooperative plan for making estimates, drawing up the budget, and requisitioning supplies was the outstanding accomplishment of the Committee on Materials of Instruction. The Committee defined the specific duties of the principal and of the departmental supervisor in these tasks. They reported the need of further study of methods of selecting texts, supplies, and equipment.

After a detailed study of the school buildings the Committee on the Physical Plant made a long list of good and poor features. It is interesting to note that the good features which this Committee emphasized were included in the educational specifications for the new buildings and units made possible by PWA grants later in the year.

Chapter II

THE PHYSICAL PLANT

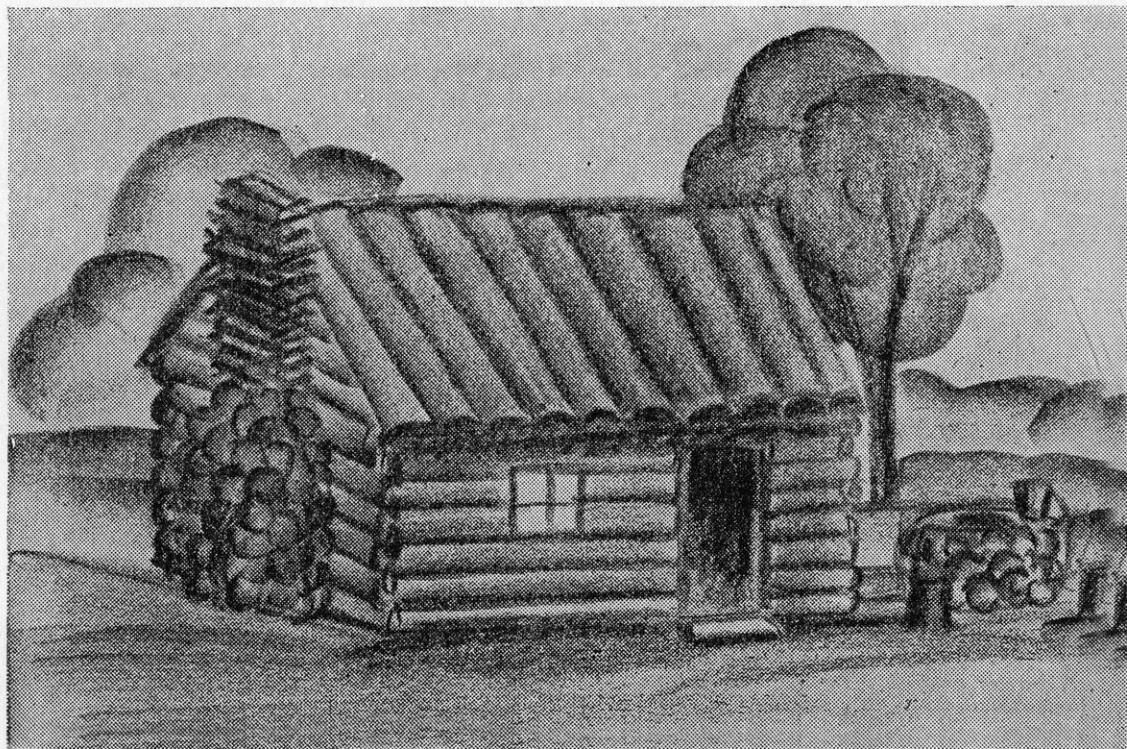
Brief History of School Building

- From a single log room in 1838, the Madison school system has grown during the course of the century until today it includes nineteen buildings. The history of school construction in the city has been closely tied up with the growth in population. Until the peak enrolment was reached in 1937, "over-crowding," the use of barracks and basement rooms, and shortening of class periods were reported at frequent intervals by the various superintendents.

With the organization of Dane County and the influx of population in 1839, hardly a year after the first classes were started, the movement for a schoolhouse brought results. Out in the "brush" on the north corner of North Pinckney and East Dayton Streets, a one-story frame structure only 18 by 20 feet was erected for the total sum of \$70, raised by assessing leading citizens.

By 1845 it was necessary to replace the overcrowded schoolhouse with the result that the Little Brick was built for approximately \$1,200 on the site of the present Brayton School, the east corner of East Washington Avenue and South Butler Street. Old timers still affectionately refer to this little building and its last teacher, Ella Larkin.

"From a single log room . . ."



With the incorporation of the city in 1855 came its division into four wards and talk of a schoolhouse for each of them because Little Brick was already crowded to overflowing. At least 600 children were not attending any school at all "and might as well live in Central Africa as in the capital of Wisconsin," according to the report of the first Superintendent, Damon Y. Kilgore, to the first Board of Education.

Only two of the ward schools were built in 1857, the First and the Third (later given to the Sixth) for on the heels of the "boom" came the panic and hard times. These two schools stood on the sites of the present Washington and Harvey Schools. They were two-story union schoolhouses, built of stone and costing \$9,500.

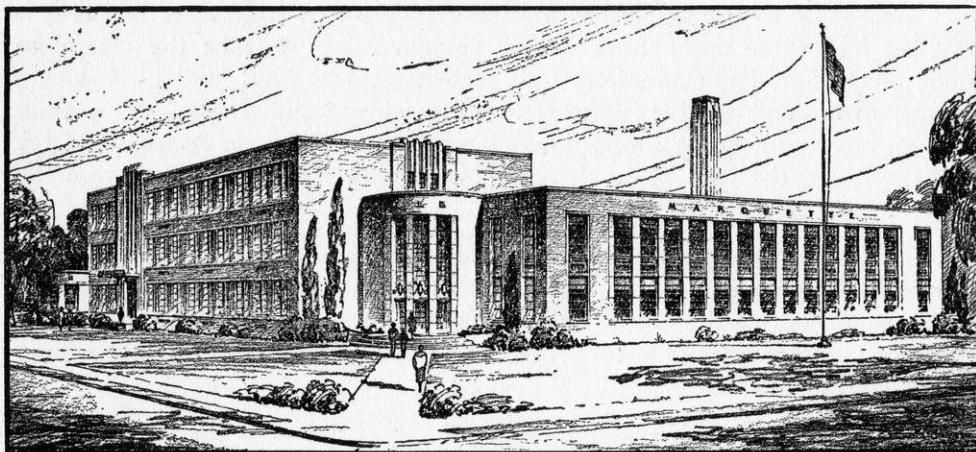
Although the older pupils had long been separated from the younger, not until the first School Board established three grades of schools—high, intermediate, and primary—was the high school official. The Board purchased the old Female Academy on the site of Central High School. This old building was used until 1873, when it was demolished to make room for the cream brick Madison High School. From the time of the first Superintendent until the turn of the century, a constant race between increasing enrolment and school housing occurred.

Schools that were built during this era were as follows: Fourth Ward, 1866, (Doty site); Second Ward, 1867, (Lincoln site); Fifth Ward, first unit, 1870, (Draper); Northeast District, 1871, (Hawthorne site); Third Ward, first unit, 1887, (Brayton); First Ward, new unit, 1890, (Washington); Greenbush Building, first unit, 1891, (Longfellow site); Sixth Ward, 1894, (Marquette). In 1904 the public schools were renamed because of the confusion existing in calling them by the ward numbers.

By 1900 enrolment had grown to 3,055 children who were housed in nine buildings. But if school building could not keep pace with school population in the old century, the task was even more difficult after 1900.

During the first two decades of the new century, school population more than doubled with the result that it became necessary to build a new school or an addition approximately every other year. With the third decade school population increased about sixty per cent, mostly among pupils of high school age, necessitating the construction of two new high schools. Since 1930 no new buildings have been erected and enrolment increase has been more steady.

Schools built since 1900 are the following: Seventh Ward, 1900, (Lapham); Northeast District, 1903, (Hawthorne); Irving, 1904, (Harvey); Randall, first unit, 1905; Doty, 1906; Central High, 1907; Longfellow, 1909, (white building); Lincoln, 1915; Lowell, first unit, 1915; Longfellow, first unit, 1918; Emerson, first unit, 1919; East High, first unit, 1922; Franklin, first unit, 1924; Dudgeon, first floor, 1927; West High, 1929. Nakoma School joined the city system in 1931.



The new Marquette school

At the Century Mark

- The year 1938 marks the greatest progress in the improvement and the consummated plans for improvement of the school buildings of Madison of any year in its history. With federal aid three new elementary schools are in process of construction, and three additions to existing schools are rapidly nearing completion.

When the present building program is finished, approximately 2000 more children will be housed in "clean, well-lighted, properly heated and ventilated fireproof buildings with space for an outdoor program and a general school program which will help to develop strong, sturdy children".

New school buildings are fashioned to meet the functional needs of the group that uses them. Today architects and educators work together. The educator presents the educational specifications; the architect translates them into spaces and solids. From an analysis of the facts—requirements, size of the budget, nature of the site—he proceeds. He works from the inside out.

The New Marquette School

- Plans for the new Marquette building, which will replace the Harvey, Marquette, and Hawthorne Schools, started with a miniature classroom or grade room constructed by the architect after conferring with teachers. Depicted in the small model are all the desired features of a twentieth century workroom.

Windows are located where they are definitely needed, with provision for a maximum amount of light and air. That plenty of storage space will be provided, every nook and angle holds a cupboard, bookshelf, or drawer. Other innovations include reversible blackboards, which increase space, worktables, and magazine racks.

According to the plans, the first floor of the new Marquette building is divided into three main units. Along Spaight Street will be the classroom unit; on Jenifer, the gymnasium unit, which includes boys' and girls' locker rooms, gyms, and showers. The connecting wing includes the offices, auditorium, book and supply room. This unit will face Thornton Avenue and the Yahara River, the idea being that the playground should be away from the river.

The great convenience of the unit plan for everyday use justifies its adoption. All the general grade rooms are grouped in one wing of three stories. The second floor of the central or connecting wing includes the library, music room, teachers' room, and science room. Art rooms are also on this floor among the general classrooms.

Above ground with space for a social center below is the third unit or physical education department. On the ground floor are a recreation room, kitchen, workrooms, and storage space. Outside entrances connect directly with the gymnasium unit above and community center below.

Another advantage of the unit plan is that part of the school can be closed off when a single unit is needed for community or school evening functions. The trend toward the use of the school for a community center and for adult education and recreation makes the unit plan advisable.

By having the first story of the new Marquette building flush with the ground, the third story of classrooms is not much higher than the other two-story elementary schools.

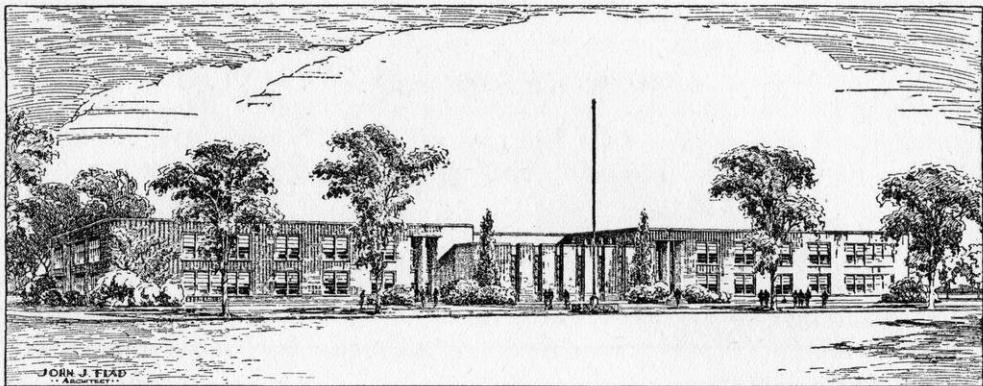
Other logical and valuable advantages of the plans are the corner entrances, which allow for unique design, main stairways leading directly out to the playground, and separate entrances and toilet facilities for the kindergartens and lower grades. Finally, the Marquette site will provide adequate play space for the children.

The Washington Grade and Orthopedic School

● As in the case of the new Marquette building, the development of the plans for the new Washington Grade and Orthopedic School was interspersed with conferences between architect and staff members including physio-therapists.

In the central or main unit facing West Dayton Street are the auditorium, general office, principal's room, and book storage. The physical education unit or wing, with the boys' and girls' gymnasiums, locker rooms, showers, and athletic directors' offices, extends back from the central unit.

The auditorium is built on the continental plan with wide space between rows to enable the crippled children to enter and leave with ease. Broad ramps lead into the gyms and to the lunch room with its adjoining kitchen. In addition, an elevator will be constructed in one corner of the orthopedic unit.



Washington school

Below the gymnasium unit is the community center or general activities room with connecting kitchen. Other features in this section include a laundry and drying room for the orthopedic school, workrooms, and storage spaces.

The entire first floor of the west wing will be given over to the orthopedic unit. This includes three large classrooms, two of which have solariums or open-air porches with southern exposure, special therapy rooms, office, and separate entrance on North Frances Street.

Special features of the orthopedic unit include a physio-therapy treatment room, a hydro-therapy room with a tank, a cubicle for ultra violet ray treatments, exercise and activity rooms, showers, and washrooms. Storage spaces for wheel chairs, crutches, and other equipment used by the crippled children have been carved out of angles and corners.

On the east side facing North Bedford Street is the grade unit with spacious kindergartens and classrooms for the lower grades. This unit also has separate entrances to the street and to the inner court or proposed playground.

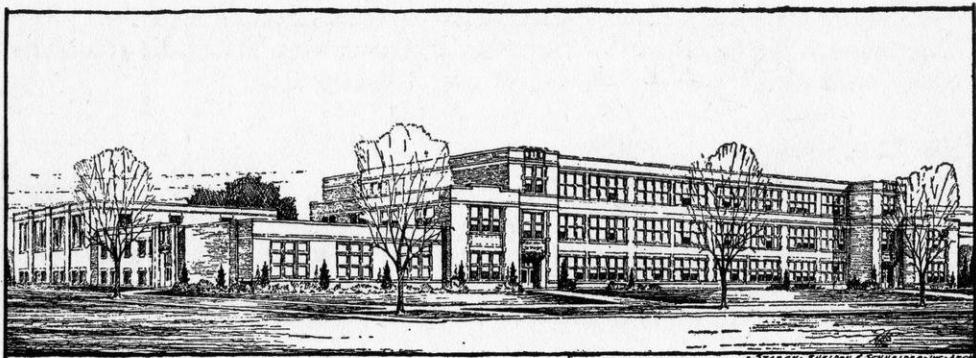
Besides the lunch room and kitchen, before mentioned, the second floor will include classrooms for the upper grades, music room, library, art room, science room with an alcove for plants, teachers' room, and school nurse's office.

This new school will replace the old Longfellow building, unsuited to the needs of the crippled children, and the Doty, Draper, and Washington elementary schools.

The Burrows Field School

- In the plans for the new elementary school on Burrows Field, the auditorium is in the north corner of the block with the grade room unit extending along East Dayton Street and the physical education unit along North Ingersoll Street.

The department for the deaf children, now housed in the Doty School, is located next to the Dayton Street entrance of the grade unit. Four classrooms and an office complete the space needed by this department.



Burrows Field school

At the end of the grade unit are two kindergarten rooms with a separate entrance on North Brearly Street. Besides rooms for the lower grades, this unit includes the principal's office, the book and supply storage, and the nurse's room.

In the physical education unit are separate gymnasiums, locker rooms, gang showers, and washrooms for boys and girls, storage space for equipment, and small rooms or offices for gym teachers. Exits from the gymnasiums lead to the playground.

On the ground floor below the gymnasiums is the social center unit consisting of a large playroom with an adjoining kitchen, work or project rooms, and storage spaces.

Directly above the kindergartens is the library with light exposure on two sides. Also on this floor are eight grade rooms, the art room with adjoining storage space, and the teachers' rest room. Classrooms for the upper grades are on the top floor, balanced on one end by the music room with storage alcove and on the other end by the science room with greenhouse alcove.

Housing the children who now attend Brayton and Lapham Schools, the new building on Burrows Field will include the overflow from Lincoln School, which has only one gymnasium and no auditorium.

Exteriors of the new buildings will be shaded brick. Insulating and fire-proof materials will be used for the interiors, decorative ceramic tile for the corridors and washrooms, terrazzo for floors and stairways. Ceilings will be acoustically treated. In short, beauty will be combined with use, form with function, to make school buildings for "living and learning".

Additions to Three Schools

- Although replacement of the obsolete school buildings had long been the hope of Madison citizens, parents, teachers, and Board of Education, no one would have predicted three new elementary schools besides three additions to existing schools in the beginning of 1938. But granting of federal funds for

the additions was not entirely unexpected since application had been made many months before. Plans for the three additions were practically completed when word came from the Public Works Administration.

New Longfellow Unit

For many years the old Greenbush brick building stood next to the modern unit of the Longfellow School. Slowly disintegrating, both outside and in, it stood as a dark reflection upon the educational standards of the city. The building was finally condemned when the plaster ceilings of the second story loosened and fell, fortunately at a time when no children were in the school.

When the application for an addition to the Longfellow School was approved, the old building was torn down to make way for the new unit. With the completion of the entire building program, it is the plan of the Board of Education to raze the "white building" in the center of the site, and thus provide not only excellent building facilities, but also more adequate playgrounds for the children of the Longfellow School.

On the ground floor of the new wing in the Longfellow School is the gymnasium unit with lockers and washrooms for boys and for girls, and a small office for the physical director. In the east corner of the unit is the health clinic.

The new library will occupy the east corner of the first floor, releasing the present library for a classroom, which it was originally planned to be. Offices for the principal are directly across from the library. Three classrooms and the music room on the second floor complete the new south wing.

Dudgeon Second Story

Because the Dudgeon School was planned to be a two-story building, the roofing of the building was actually the floor slab of the second story. The material was not adaptable to weather conditions over a long period of years so that completion of the building became necessary. The timely grant of PWA funds aided the city in preserving the building.

All the rooms of the new second story to the Dudgeon School will not be finished at the present time. Above the central section, flanked on either side by a stairway, is the new science room with the fernery or growing room in the circular alcove. Since the Dudgeon School has no gymnasium, a playroom for girls and another for boys, together with washrooms, will be completed at the present time.

East High Shops

Although plans for the manual arts unit of East High School were included in the building program of 1931, funds were insufficient to construct the unit at that time. Boys enrolled in industrial arts at East High have for many years used barracks, poorly ventilated and not fireproof.

New shops will be ready in the spring. On the ground floor of the industrial arts unit are two wood shops, one for junior and one for senior high pupils. Also on this floor are the general metals, auto mechanic, and electrical shops. Two mechanical drawing rooms and a sheet metal shop compose the first floor plans. Ample storage spaces for lumber, machines, and other equipment are provided.

- When the entire building program is completed, all Madison school children will have comparatively equal facilities, probably for the first time since they were all housed in one building. In the history of the schools, the building program has always lagged far behind the increase in enrolment and improvement in curriculum.

Chapter III

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Growth of Interest in School Health

- Interest in the health of the school child has always been foremost according to the annals of the public schools. Although calisthenics were long a part of the general exercises in the schools, not until 1893 was the report of the director of physical culture added to that of the Superintendent. Even at that early date he complained of lack of space for the children to do their physical exercises. The Superintendent urged that schools of the future have a large gymnasium and a system of baths.

An interesting experiment carried on early in the new century was the physical examination of all school children. Instigated by the Woman's Club and conducted by three doctors, the tests made "the startling revelation that more than half the children in our public schools were suffering from some physical defect".

Believing that health played an important part in school work, the Board of Education began a regular system of physical examinations and directed their attention to the development of playgrounds. Several recreation fields had been given to the city, and by the summer of 1907 a director was engaged.

Open-air rooms for children below par physically, nurse visitation, and a dental clinic were important parts of the health program developed in the second decade of the twentieth century. In 1922 the Board of Health took over the medical inspection of school children. But physical education and recreation of the school child remained under the direction of the Board of Education.

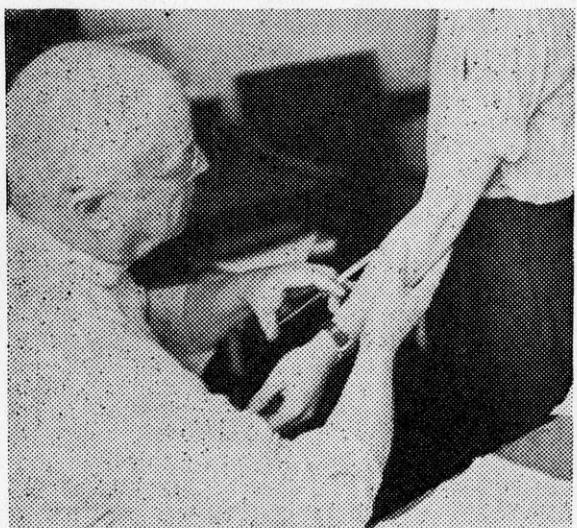
Recreation, a Task of the School Board

- In 1925 a citizens' committee headed by Mrs. William Kittle was appointed by the mayor of the city to study the problem of public recreation in Madison. This committee surveyed the different types of public recreation administration in representative cities, particularly the three most common, namely: recreation administered under a special commission; recreation administered by the existing Park Board; and the complete program of recreation for both children and adults, including summer and winter activities, under the Board of Education. Their report recommended the third type of organization for Madison.

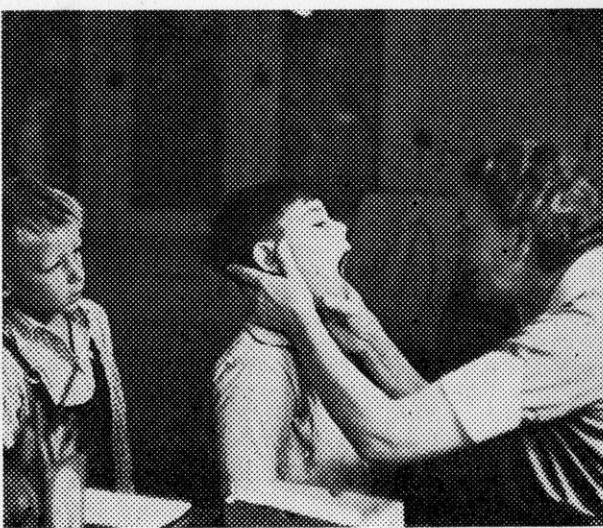
**"An
Ounce
of . . "**



Checking in



It won't hurt



Say "ab-b-b"



Summer Fun

Batter up

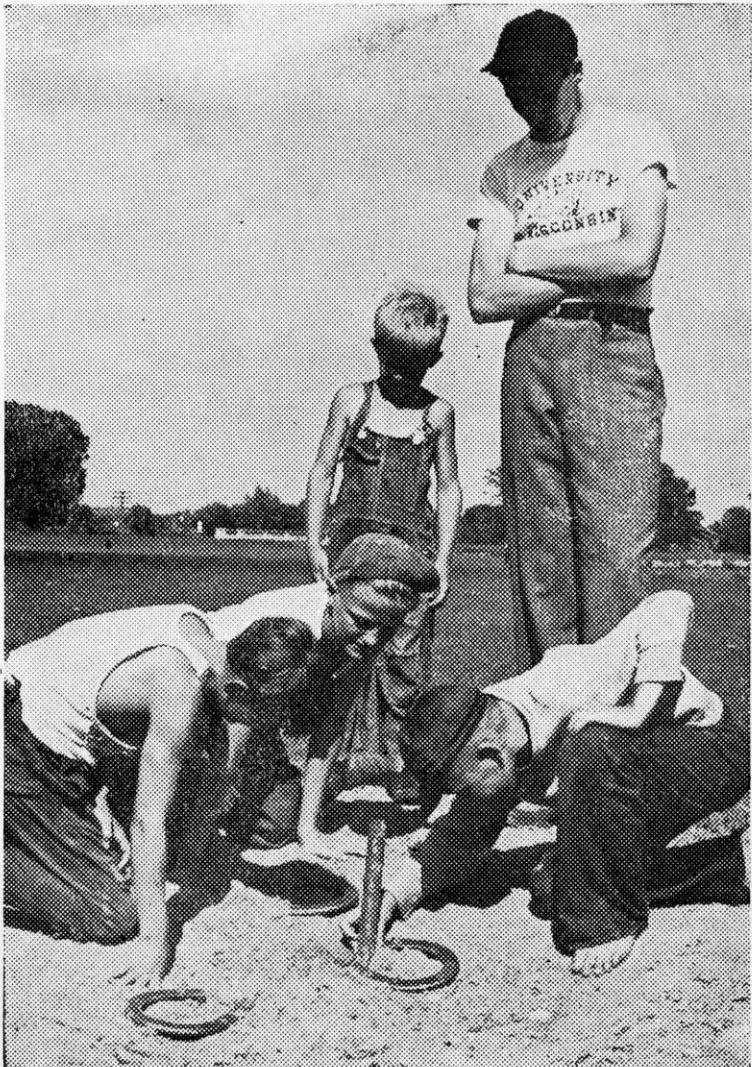


Tarzan himself

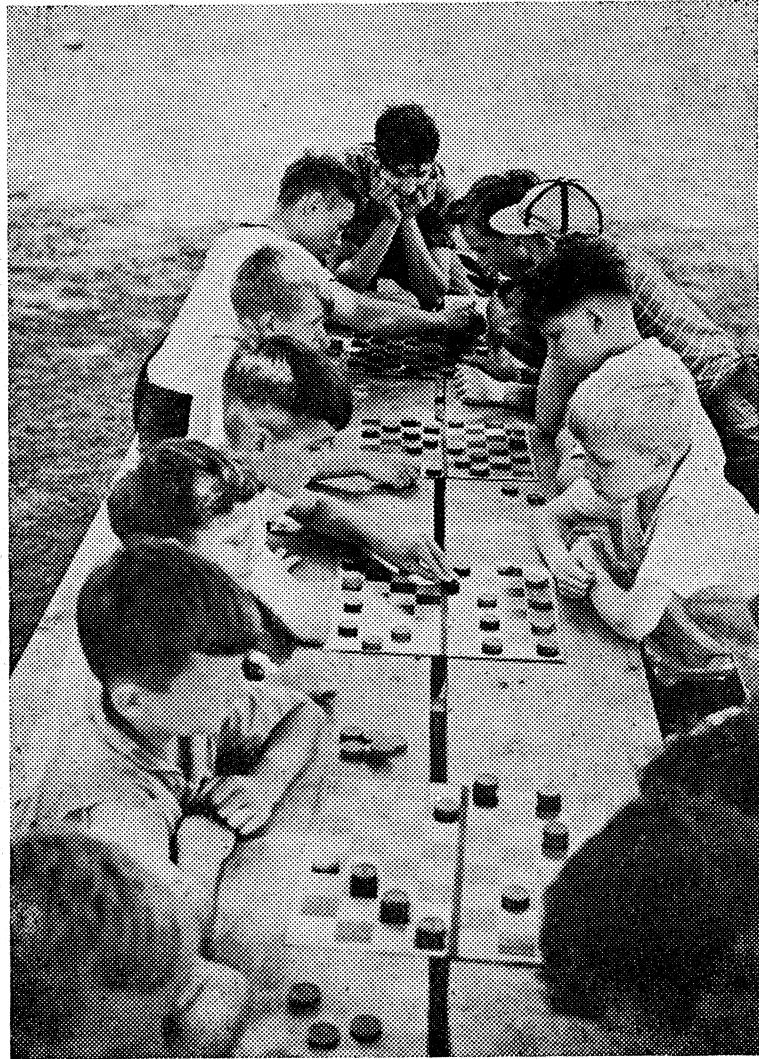
More Summer Fun



On your mark



A bit of an argument



A hot summer day

Still More Fun



Littlest ones too

This recommendation was approved by the City Council, and since 1926 the Board of Education have assumed the administration of the entire program of public recreation in this city.

To provide a program which will insure the optimum physical welfare of Madison's growing children and which also will furnish the opportunities for health-giving recreation for all its people, old and young, is a challenging task, and one which the Board of Education expect to give their special attention to in the years immediately ahead.

New Buildings Promise Greater Opportunities

● With the completion of the new school buildings and units now under construction, four new centers for the development of health and recreation services will be made available. These will make possible a much better program than could be provided with present facilities, one which will approach in its excellence the splendid program which has been administered by the Board of Education of Milwaukee during the past twenty years.

In such a program it will be necessary not only that the services under the direct control of the Board of Education be unified and expanded, but also that all agencies of Madison concerned with health and recreation service work together to bring about the best conditions for the people of the city.

It is fortunate that in Madison there is a fine spirit of cooperation among these agencies. The Board of Health with its program of health service to school children, the Park Commission with its administration of the city's beautiful parks and spacious play areas, and the several voluntary agencies which provide wholesome recreation for the youth of the city have each contributed much to the total effort to bring to the people of Madison that which is possibly the greatest of all treasures—sound, vigorous, healthy bodies, and the opportunities to live more abundantly in the outdoors and in the sports and games of each passing season.

Chapter IV

CURRICULUM AND INSTRUCTION

Backward Glimpses in Curriculum Making

- Since the time when the surroundings were crude and the curriculum composed of the three R's, steady progress has been made in the courses of study of the Madison Public Schools. The "best good of the children" has been the prime consideration in curriculum revision.

That the program of graded schools, examinations, and annual promotions was too rigid to meet the needs of every child became the opinion of educators before 1900. The attempt to push along all pupils at the same rate was one of the evils of mass teaching. To meet the needs of "all of the children of all of the people" was the problem of administrators in succeeding years. From the various attempts to care for individual needs has grown the modern program of units of activity together with child guidance and accounting.

As early as 1894 the Superintendent stressed the quality of the work rather than quantity; that each pupil learn the subjects rather than textbooks. Beginnings of the unit plan might be traced to the correlation of the subject matter such as the unification of history and geography at that time.

Failures began to occupy the attention of the Superintendent. Among the corrective measures taken were semi-annual promotions, grouping, remedial instruction, summer schools, ungraded rooms, child study, home visitation, and new courses. A scientific way—measurements and tests—of studying education problems began about this time. Cooperation with the new department of pedagogy at the University enabled Madison to be among the leading cities in educational development. Among the tests this department made in the public schools was the one determining the influence of fatigue on school work. A test on handwriting resulted in the discarding of slates.

Statistics in a way measure the progress of the schools. The Superintendent at that time found that only 12 per cent of the children were repeaters as compared to the national average of 16 per cent. Moreover, he found that four times as many Madison boys and girls entered high school, and five times as many graduated.

Since "education is development", the aim was continuous mental growth of the child, increasing maturity, and ability to make judgments. "Our theory of development is based on the principle of self-activity," stated the Superintendent. Progressive education would provide purposeful activity as well as book learning.

Tools of Learning

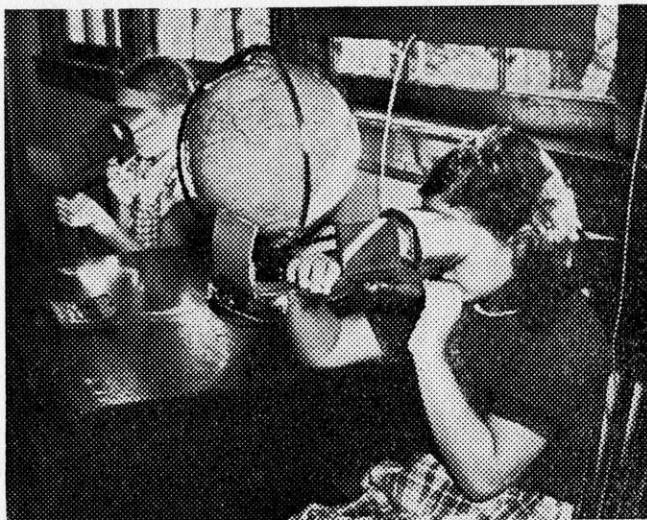
Reading to learn



Writing is fun

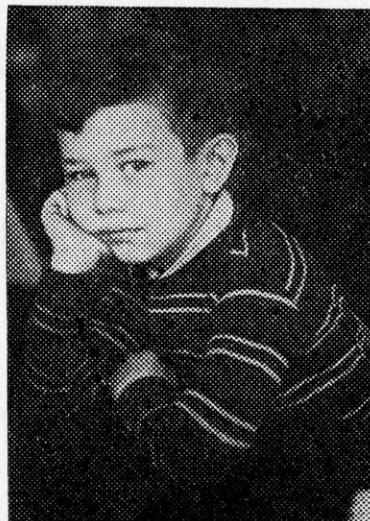


Numbers mean more



Ways of Learning

Seeing is believing



Long, long thoughts



Learning is living

With the great increase in pupil population in the new century came the enriched curriculum to meet the changing needs of the community. "Practical" courses became popular. But regardless of whether a student today expects to enter employment, technical school, or college after finishing high school, certain fundamentals—the tools of learning—are stressed. Curriculum offerings are varied enough to meet the needs of children with a wide variety of interests and aptitudes.

Curriculum Study in the Centenary Year

• The policy of the Board of Education is to provide a curriculum which carries the pupil along smoothly through the thirteen years of education in the Madison Public Schools. During these years the greatest possible growth of each pupil is sought. Emphasis of curriculum study in the centenary year has been directed to the following problems:

1. The adjustment of the curriculum from year to year and especially from level to level within the school system
2. The balance in variety of experience making up a pupil's school day and school year
3. A continuous study of the development and needs of pupils so that teaching may be carefully planned both for classes and for individuals

The Adjustment of the Curriculum From Year to Year

A core committee consisting of the three senior high school principals, the Superintendent, and the Supervisor of Curriculum, having received reports submitted by curriculum study committees in the secondary schools, made recommendations as to required courses in the successive levels of the high school. These requirements went into effect in September, 1938, except for grade twelve in which they become effective in September, 1939.

This committee made no recommendations concerning grades seven or eight. At the ninth grade level the following courses are required: one year of English, one-half year of social studies, and one-half year of science. Mathematics is to be elected under guidance.

The senior high school majors and minors were defined. A major consists of three years of work in one subject field; a minor consists of two years of work in one subject field. A foreign language major may consist of three years of one foreign language, or two years of one and two years of another if taken in the senior high school. Language credits offered for a minor must be in the same language.

Pupils preparing for college must have at least one major and two minors in academic subjects. Either a major or a minor must be taken in

English and Speech
Social Studies
Science or Mathematics

Pupils who are not preparing for college must also have at least one major and two minors. A major may be taken in any academic department. At least a minor is required in

English
Social Studies

Only restricted entrance into the University may be obtained without presenting one unit of algebra and one unit of plane geometry, with an additional half unit of algebra in the case of those who seek unrestricted admission to the College of Engineering.

A major in English may be required at the discretion of the school. The five remaining credits may be elected from any credit courses which are offered by the school. No change is made in the requirements of the commercial course.

The curriculum study groups within each particular field plan the courses which may be taken for majors or minors. It is their particular duty, so far as the majors and minors are concerned, to provide smooth adjustment from year to year. It is also their responsibility to designate which courses may be taken as electives since these elective courses must have, within the single year, values which are not dependent upon the successive years of a major or minor.

In order to make the transition from the elementary school to the junior high school as easy as possible, a standardized achievement test is given at this point. This test helps to give a clear picture of each pupil's mastery of the skills of reading, arithmetic, English construction, and spelling. Such a survey makes possible a better and more immediate provision for the needs of the pupils by the seventh grade teacher who will be in charge of each group for all academic work. Teachers from elementary and junior high schools have met to consider common problems in both arithmetic and spelling.

Problems of adjustment between the grades in the elementary school have been studied by committees of teachers and principals. Continuous study is carried on to achieve the placement of specific arithmetic skills at the levels where they can be taught most economically and effectively. A study of the problem of beginning reading has led to the adjustment of the primary reading program to assure a thorough grounding in the basic reading skills for all pupils as well as a challenging program for pupils who learn to read very quickly and easily. The best social and emotional development of pupils at the beginning of their school lives and the establishment of efficient work habits and adjustment to a social group are factors that have been considered in relation to the beginning reading program.

Balancing the School Day

In the early years of schooling each pupil's day is usually spent under the direction of a single teacher. When teachers of special subjects work with the children, the classroom teacher is usually present to assist, their plans having been made together.

As the pupils develop greater maturity, part of the school day may be devoted to special subjects. Careful planning between the school departments



Fine
Arts

"There's music in the air"



Carving 'ivory' miniatures



"The play's the thing"

and frequent conferences between the teachers assure that these experiences in art, music, science, or speech contribute not only specialized knowledge and skill, but also contribute to richer understanding in the social studies.

As the years advance, the subject matter becomes more and more involved, necessitating greater specialization on the part of the teacher. The purpose of education remains the same throughout these years. Therefore, in the organization for curriculum study in the secondary schools, the committees of the traditional subject matter fields retain their entity; but they also meet with a divisional group in order to obtain a broader vision of the complete school plan. These five divisional groups are as follows:

- I. Social Studies, including history, geography, civics, problems of democracy, English literature, third and fourth year foreign languages, and at least one coordinating member from each of the other four study groups. Le Roy Luberg, Chairman.
- II. Science and Mathematics, including physics, chemistry, biology, physiology, algebra, and geometry, and one coordinating member from the Health, Physical Education, and Recreation study group. R. O. Christoffersen, Chairman.
- III. Language Arts, including English, speech, journalism, drama, library, first and second year foreign languages, and at least one coordinating member from each of the other four study groups. Vida V. Smith, Chairman.
- IV. Fine and Applied Arts, including drawing, art metal, pottery, vocal music, instrumental music, home making arts, manual arts, and commercial subjects. Louise H. Elser, Chairman.
- V. Health, Physical Education, and Recreation, and three coordinating members from Group II to represent physiology and science hobbies, three members from Group III to represent recreational reading and drama, and three from Group IV to represent music and the various arts in recreational hobbies. A. J. Barrett, Chairman.

The teachers of each traditional subject field consider such problems as what shall be offered in their courses, the order in which courses may be elected, the time that shall be devoted to certain studies. These recommendations are then discussed by the entire divisional group to achieve better mutual understanding, greater harmony of plan, and, as the end result, a better planned school day and year for the pupil.

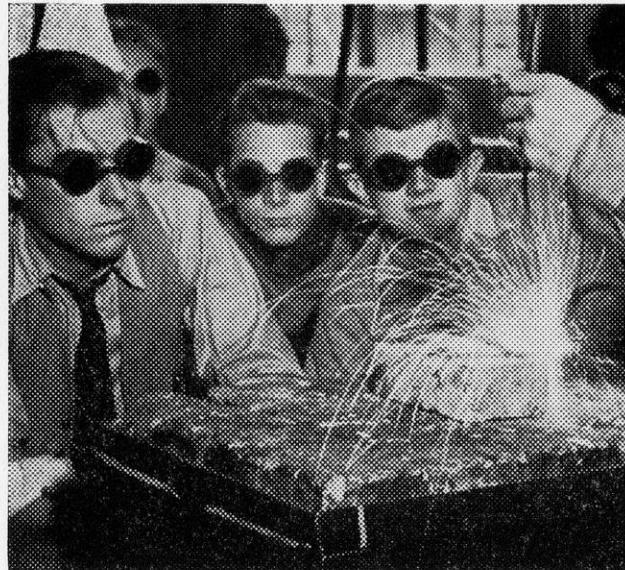
Study of Pupil Needs

Standardized tests are used as an aid in the study of pupil growth in reading and arithmetic skills. In November, 1937, a comprehensive test covering the basic skills in addition, subtraction, multiplication, and division was given in grades four, five, and six. A city-wide summary of the results showed that Madison pupils made a satisfactory rating on the test when compared to scores made by pupils elsewhere. A study of each problem showed teachers the individual needs of their pupils and the general needs of their classes. These results were brought together to show the comparative strengths of the succeeding grades. A difficult problem in addition, for instance, was missed or

Applied Arts



Hospitality is a fine art, too

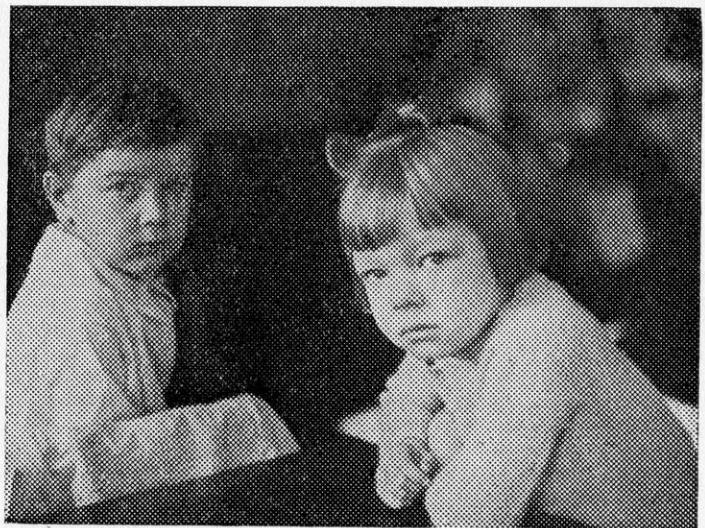


Dance of the welding arc

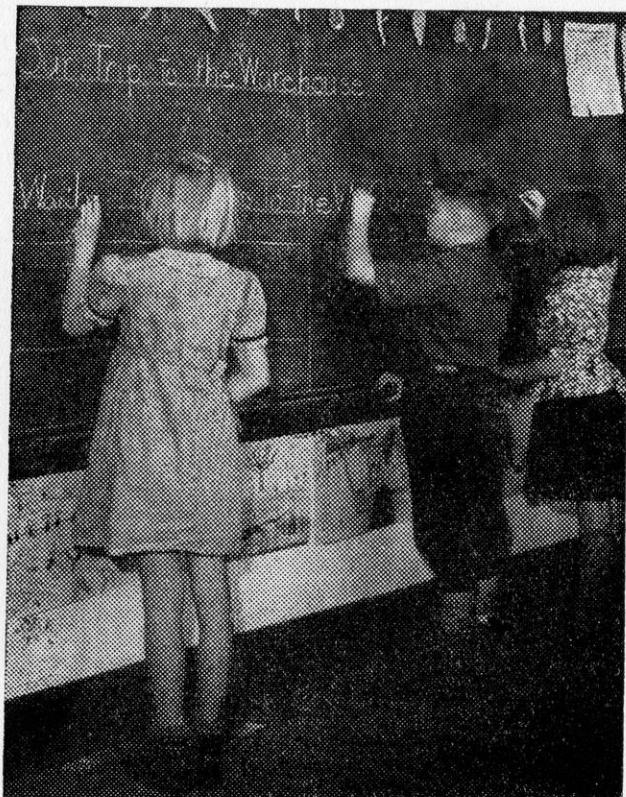


Taking things apart

According to Their Needs



The very first day



Two southpaws

omitted by a little more than one-half of the fourth grade pupils, by a little more than one-third of the fifth grade pupils, and by less than one-fourth of the sixth grade pupils. This serves as a general indication of teaching needs at each grade level whereas the teacher's own records show exactly which pupils are in need of this teaching.

In October, 1936, reading tests given in grades two to six showed that Madison pupils made a very satisfactory rating when compared to the scores of pupils in other localities. These tests help to reveal the needs of pupils to the teachers and also to show in general what the past teaching has accomplished. An instance may be cited from the facts revealed by the fifth grade tests:

"Central Thought is not well grasped by many children. On glancing over the record sheets it is apparent that this skill does not correlate well with general reading ability. In planning for the development of this skill care should be taken to locate the particular pupils needing this training. For many reasons it is well to draw pupils from different levels of the class to work together at certain times. Less able pupils are often greatly stimulated by being grouped with pupils of better general ability. The level of the material must be carefully selected in consideration of the range of the group when this is done; but if the material is of real interest and not too great difficulty, a group needing training in selecting the central thought can profitably work together."

A quotation concerning certain results noted from the sixth grade test will also help to show how interpretation of test results can help to indicate general teaching needs:

"A favorable trend is apparent in each part of the test except Rate. However, since the other skills appear to gain, it may be an indication of more accurate reading, if slightly slower reading. Since all other parts of the tests are timed, the rate situation cannot be very serious. Sixth grade teachers will want to locate the pupils who apparently can afford to increase their speed without loss of accuracy. The profile charts reveal these cases readily. The upward trend indicated in Paragraph Reading will be gratifying to fifth grade teachers."

A carefully planned program for the improvement of reading ability has been carried on by the teachers. From the following table, showing figures for three successive groups beginning sixth grade, it seems apparent that this continued program is yielding results.

	1935	1936	1937
Per cent more than one year below grade -----	18%	16%	12%
Per cent one year or less below grade -----	27%	23%	27%
Per cent ranking within the sixth grade -----	28%	34%	30%
Per cent one to two years above grade -----	18%	17%	17%
Per cent more than two years above grade -----	9%	10%	14%

The gain is noticeable at both extremes.

(1) 4% fewer are more than one year below grade this year

(2) 4% more are more than two years above grade this year

Testing is a useful procedure, but it is always considered as just one of the measures we may use to study our problems. Other factors of the child's development are studied and considered. These include the work habits of pupils,

their attitudes about their school work, their ability to get along with other people, to give and to take, to lead and to follow.

Spelling has presented a difficult problem for years. The early reports of the superintendents of Madison schools contain laments concerning the inability of pupils to spell. It does not appear likely that the time will ever come when all of the pupils will have mastered this bugaboo. Nevertheless the fact that the millennium does not appear to be at hand has not discouraged the Madison teachers from undertaking a study to bring about some improvement in spelling ability. Teachers from the third grade through the eighth have joined in this undertaking. Special emphasis is being placed upon spelling in all the written work. Since it has been shown that even third grade pupils need to use more words in their writing than we can hope to teach in the spelling lists of the whole elementary school, much attention is being given to training pupils to know how to locate the words they need and to develop the habit of doing so. Not the least important is the development of the pupils' ability to recognize correct and incorrect spellings.

Chapter V

CHILD GUIDANCE AND SPECIAL SERVICES

Beginnings of the Guidance Program

- Hints of the present day guidance program may be found in old school annals. Early in this century the Superintendent expressed the need of special education for children who were slow to learn. "The best place for such children is in an ungraded school," he stated. "In such a school under an intelligent and sympathetic teacher, these children could receive the needed individual attention, aid, and guidance." This school or room was established in the Washington building the following year.

Not long after this a school for deaf children was set up in the Doty building and supported by special state aid. To the school for deaf children were added services for children with defective speech and "shut-in" children. The work for the crippled children was aided by the Kiwanis who furnished a car for the teacher to travel from home to home. Later the crippled children were established in a school building and physio-therapists as well as teachers employed.

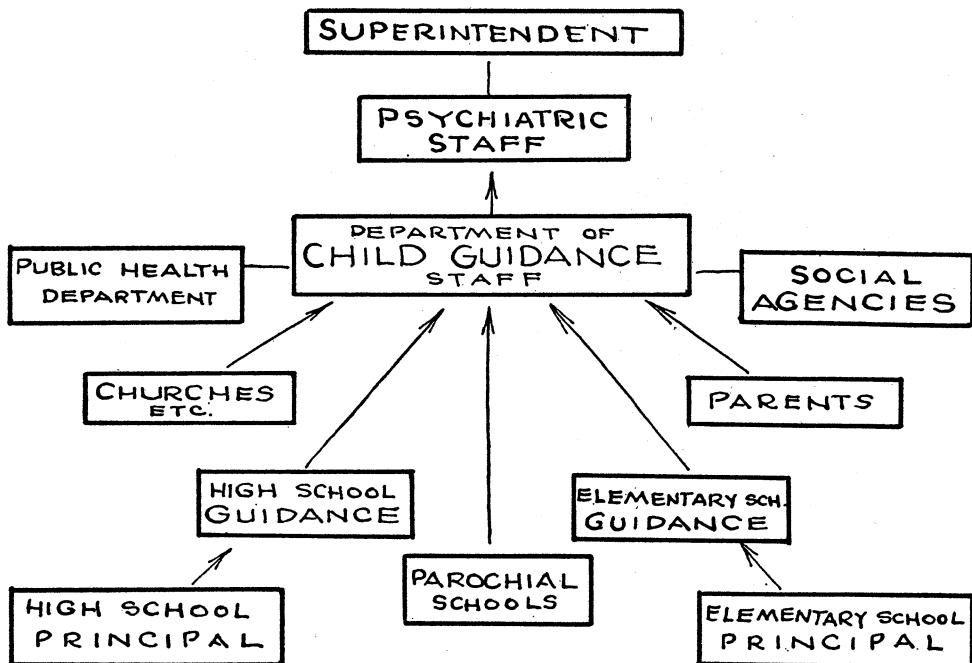
In 1925 the Department of Child Guidance and Special Education was established under the direction of the supervisor. Since that time all services for handicapped children have been placed in that department. In recent years services have been extended to children with seriously defective eyesight and a sight-saving room established. Four child psychologists in the elementary schools and three guidance directors in the high schools aid in solving the problems of more than 11,000 children.

The New Experimental Guidance Clinic

- Although little progress in the unification of the departments involved in child guidance and special services has been accomplished, several steps in the improvement of these services to the children of Madison were made during the past year. They are the new experimental Child Guidance Clinic and the Central Registration Bureau.

At the regular meeting of the Board of Education in May, 1938, Dr. William Lorenz, Chairman of the Neuro-Psychiatric Department of the Medical School, University of Wisconsin, proposed the establishment of a two-year experiment in the clinical diagnosis and treatment of children selected by the staff of the Guidance Department of the schools. He proposed that the Uni-

PLAN OF REFERRAL



PERSONNEL

PSYCHIATRIC STAFF

DR. MABEL MASTEN, DIR.
DR. JOSEPH PESSIN
DR. MAX MEISTER

NURSE - PUBLIC HEALTH
DEPARTMENT

THREE AFTERNOONS PER WEEK
1:30 TO 5:00 O'CLOCK

GUIDANCE STAFF

DIRECTOR: PAULINE CAMP
CLINICAL PSYCHOLOGIST:
V. WERNER

ELEMENTARY SCH. GUIDANCE:
MARION POWERS
HELEN SCHINDLER
JOSEPHINE SIMONSON

HIGH SCHOOL GUIDANCE:
WEST - LILLIAN REINKING
CENTRAL - GRANT HAAS
EAST - MARGARET FOSSE

versity Department furnish the personnel without cost to the Board of Education, making available three highly trained psychiatrists, each for one-half day a week for service in the Clinic. Children brought to this Clinic would be thoroughly examined physically and also from a psychiatric standpoint. In addition to diagnosis the program would include psychiatric treatment. This treatment would be extended to the home and school environment affecting the child by members of the guidance staff working under the direction of the psychiatrists.

In addition to the clinical set up, Dr. Lorenz proposed that the same staff of psychiatrists give a series of lectures to the teaching staff in order to inform them and to develop their sympathetic cooperation with the work of the Clinic. The Board of Education accepted the very generous proposal of Dr. Lorenz and the University of Wisconsin and authorized the establishment of the Clinic and the lecture series. A room at Brayton School was remodeled for the purpose of housing the Clinic and also the staff of the Guidance Department. The program was begun in September, 1938.

The Central Registration Bureau

The Beginning and First Five Months

- Another important contribution in services to the children of the city is the Central Registration Bureau. At the time of the report of last year, the study made by Edith Dopp was presented. This report was the cause of considerable discussion among members of the school staff following its publication. Many believed that the definition of juvenile delinquency, which the report assumed, was misleading. Dissatisfaction with the lack of completeness of the study was expressed.

In September, 1937, the Board of Education suggested that Philip H. Falk, Acting Superintendent, appoint a committee of staff members to study the report and to make specific recommendations to the Board for action. The report of this committee was made to the Board of Education in October, 1937, by Foster Randle, Chairman. On the basis of the previous studies and reports the following resolution was presented and adopted in December, 1937:

"Whereas there is recognized need to centralize data relative to juvenile behavior problem cases within the city of Madison, and

Whereas it is advisable to have available accurate evidence gathered over a period of several years on which to build a long time juvenile behavior program, and

Whereas it is the desire of the Board of Education to fulfill its function and to extend its services to the citizens of Madison in as economical, efficient, and constructive a manner as possible,

Be it hereby resolved: That the Board of Education establish in the public schools under the direction of a committee composed of the Superintendent, the Supervisor of Guidance, and the Supervisor of Attendance, a Registration Bureau where all children in the community who present a problem sufficiently serious to need study or treatment are registered.

It is suggested that the registration service accept the following obligations:

1. Defining the types of behavior (delinquent or otherwise) which would be registered
2. Maintenance of accumulative case history files on all children registered with the Bureau as long as they maintain membership in the public schools
3. Recording the acceptance or rejection by public or private agencies of referred public school cases and the closing of registered cases by affiliated agencies
4. The follow-up and replacing of responsibility for the Bureau's cases dropped by agencies before completion
5. Registration of all physically and mentally handicapped children of school age and recording of case history information
6. Compilation of statistics of the operation of the service itself showing:
 - a. The number and types of problem children in the city
 - b. The progress of cases under prescribed forms of treatment
 - c. The contribution of different agencies throughout the community
 - d. The distribution of responsibility among the agencies in the community
 - e. Final outcome of cases
7. Keep the members of the Board of Education generally informed in regard to the facts as revealed by the Bureau and keep the school principals informed as to the delinquent acts and the disposition of the cases of members of their student bodies."

Summary of the Secretary

Following the resolution passed by the Board, the Central Registration Bureau was organized. The Superintendent met with the Supervisors of Attendance and Guidance to formulate plans and policies. An index card and case history outline was set up as a vehicle for registration and child study and a secretary appointed to carry out the program for the Bureau.

The purpose of the Bureau is to build up a case file on all children displaying types of behavior problems, maladjustment at school or home (delinquent or otherwise). Physically and mentally handicapped children are also to be registered, according to the plan presented to the Board. Because they are receiving adequate treatment provided by the school, efforts are to be concentrated on behavior problem cases.

Plans are threefold. First, the cases are to be identified; second, the nature of the difficulty is to be diagnosed; and third, a program of treatment is to be established. Of the three steps, that of identifying the child who needs help is the easiest to take with precision. Sources of referral to the Bureau for registration are chiefly the guidance and attendance workers, the Family Welfare, the Children's Service Association, and the police.

Diagnosis is more difficult than identification, but should be simplified when the Child Guidance Clinic and Bureau are functioning. Complete investigation of the child's social background, study of his capacities and interests, and, if necessary, examination in the Clinic will greatly facilitate diagnosis and recommendations for treatment.

The real problem is to establish thoroughly and completely a program of treatment that will provide permanent correction for each child. It is agreed that the sources of treatment should be grouped into six divisions, according to the child's special needs. These are medical, family case work, recreation, employment, the church, and the school. Every resource in the community must be made available in order to make the child a normal, self-supporting, self-respecting adult rather than the criminal or hospital patient that he might otherwise become. Not only do the police register all the juveniles committing major offences, but also turn to the school for cooperation in the treatment process.

Information was gathered and recorded by the secretary. Bureau cards were checked regularly. A report submitted to the Board of Education in April, 1938, revealed that 322 children were registered in the Bureau. The personality problems presented by these 322 boys and girls have been classified into seven types. In order of frequency, they are:

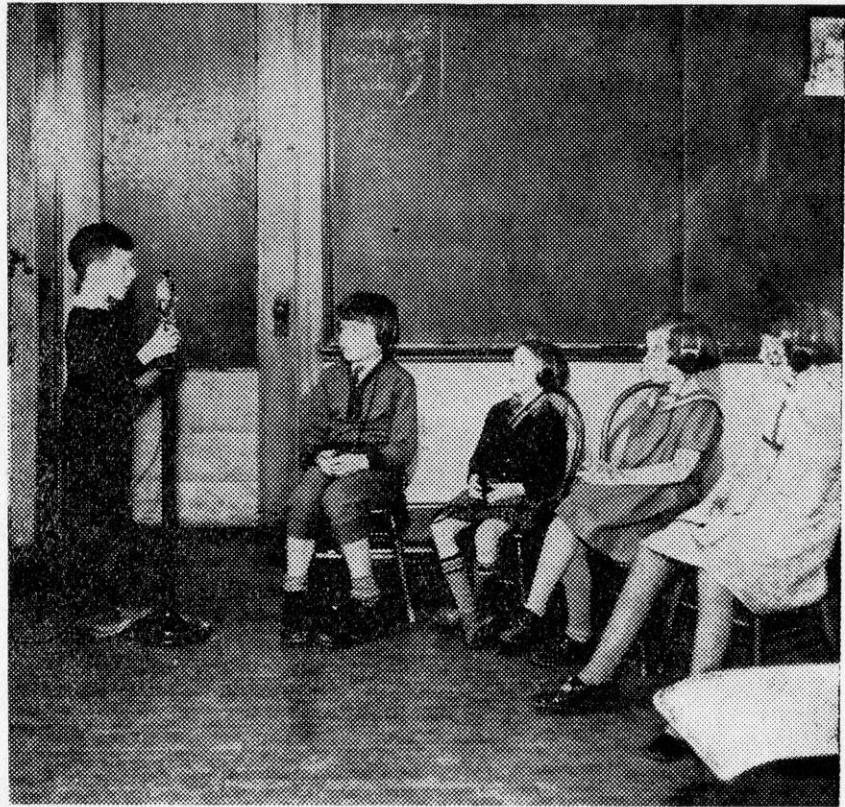
1. Introvertive behavior, such as daydreaming, indifference, secretive traits.
2. Environmental pressure, where the difficulty is caused by economic insecurity, problem parents, companions, lack of supervised leisure time.
3. Extrovertive behavior, such as temper tantrums, lying, defiance.
4. Irregular school attendance caused by broken homes, parental training, economic status.
5. Dissocial behavior, such as stealing, cheating, and any behavior requiring court procedure, investigation, or supervision. Two-thirds of this group are from the police department.
6. Educational problems.
7. Truancy.

The most recent study of the number registered in the Bureau shows that 265 cases are considered as active. Cases become inactive as far as the Bureau is concerned upon the recommendation of the department or agency which registered the child. When a boy or girl moves away, gets married, becomes eighteen, or is no longer in school, the case becomes inactive. Commitments to institutions by the court are filed separately.

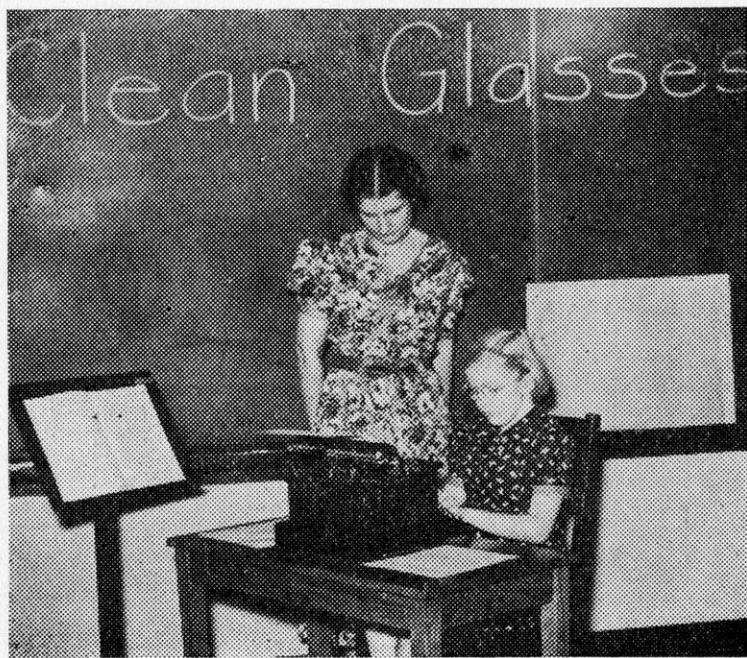
Weekly conferences between the Superintendent and the two Supervisors continued throughout the semester. To this committee the secretary presented monthly reports. The Superintendent also invited representatives of the schools, Police Department, PTA Council, private and public community agencies to meetings. The objectives of the Bureau were explained and group discussions followed.

The first step in the field of treatment after the Bureau was set up was to be a summer program. Through personal home calls the city recreation programs were to be presented to the children registered in the Bureau. This work was to be done by the secretary in cooperation with the Attendance Supervisor. When needed, part time service of the Child Guidance Department was available.

Special Services



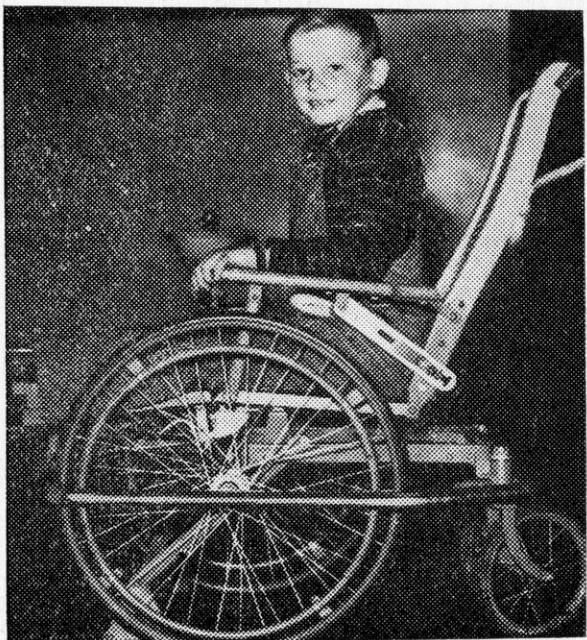
Hearing aids for the deaf



Sight-saving type



Rest in nutrition centers



He loves school

The Work of the Bureau During the Summer

It is self-evident that any adequate program for the treatment of the children of the community who are having difficulties should be continued without break through the entire year. In order to continue the work of the Bureau from the regular school months through the summer vacation period, the Board of Education employed a full-time worker in general charge of the Bureau case-work and a part-time clinical psychologist. The accomplishment of the Bureau during the summer months is indicated in the following report of the secretary for July and August:

A. Purpose of Summer Program

The purpose of the summer program was to provide continuous treatment for maladjusted children by offering services available to the child through personal visits during the vacation months. All the children visited were referred by the various departments listed below:

1. Attendance Department -----	63 cases
2. High School Guidance Departments -----	26 "
3. Child Guidance Department -----	21 "
4. Probation Department (Dependent and neglected children) -----	6 "
5. Police Department (Those referred for contact through the Attendance Department) -----	70 "
 Total -----	 186 "

The following types of services were offered:

1. Recreational Program

The general recreational program of the school, with both its playgrounds and craft centers, was outlined to parents; suggestions were made for better utilization of the leisure time. An attempt was made to suggest particular types of recreation to particular types of children. Besides the playgrounds and craft centers which are offered through the school recreation program, the programs of the YMCA, YWCA, Boy Scouts, and Girl Scouts were suggested.

2. Employment

During the visit to the home, inquiry was made regarding the employment of the child. Many children visited Cassie Lewis, Supervisor of Attendance, who gave helpful recommendations as well as assistance in securing summer jobs.

3. Medical Service

When a child seemed to need medical attention, the case was usually referred to groups who were able to assist in this service. Both the Wisconsin General Hospital and the City Board of Health contributed to this treatment.

4. Educational Service

Miss Lewis referred several children registered with the Bureau to the University of Wisconsin summer laboratory school for study and observation.

5. Case Work Service

If the need for case work service was observed, the case was reported to Miss Lewis who either handled it herself or made recommendations which the worker was able to carry out. Other cases needing family case work were referred directly to some private or public agency.

6. Church Service

In general, church contact seemed very incomplete. During the summer, contact was made with Edgewood Academy and the Methodist Italian Church regarding children of their parishes. It is recommended that the religious councils be approached next year and their summer programs be discussed with that of the school, and that any service which they are in a position to offer be utilized. (Included in the plans of the Superintendent is an invitation to the clergy to meet with the committee and hear the explanation of the Bureau in general.)

All names were cleared through the Social Service Exchange, through various group work agencies, through the City Board of Health, and in some cases, through a physician or lay person interested in the child. These people knew that the child was contacted. Reports were made on information of interest to them.

Of the total number of 186 cases, 146 received personal contacts. About forty were either out of town or supervised by some private or public agency. Approximately 300 calls were made in the summer program.

B. Information Regarding Summer Activity

Boys contacted	-----	142
Girls contacted	-----	44
1. Those found to utilize the supervised playgrounds and swimming beaches	-----	75
2. Those at camps and on farms	-----	25
3. Those attending summer school or receiving tutoring	-----	10
4. Those employed through the entire summer (temporary jobs not included)	-----	51

Types of employment

Upholstering work 2, Clerking in stores 3, Lifeguard (in adjoining resort) 1, Street trades 17, Painting with father 1, Caddying 5, WPA job 1, Filling station attendant 2, Salvation Army helper 1, Delivery truck driver 1, Farm work 2, Truck driver 2, Western Union messenger 1, Root beer attendant 1, Shoe shine store worker 2, Housework 9, Total 51.

5. Those interested in their own "gang"; those located too far from a playground; those children who could not be urged to attend any playground ----- 25

C. Departments Cooperating with Secretary

Attendance Department

The Attendance Department histories and school records were available throughout the entire summer. Miss Lewis advised and offered services which were exceedingly valuable and pertinent.

High School Guidance Directors and Principals

Certain children enrolled in high schools were recommended by the above persons for contact during the summer. Assistance in gathering the case history material was given by the guidance directors of the high schools before the close of the semester. Several preliminary interviews were had regarding the pupils to contact. Edgewood Academy was contacted for suggestions regarding several of their students.

Recreation Department

In conference with Harry Thompson, several children were discussed in regard to the best type of recreation to advise them to follow. Directors of the playgrounds were sometimes contacted individually for assistance in this work.

Psychological Service

Part-time service was available when needed through the Child Guidance Department.

Physical Education Department

Mrs. Fannie Steve was contacted in an instance which involved a case of malnutrition, etc.

Vocational School

Ruth Coe was interviewed for advice and recommendation regarding special cases of children enrolled in Vocational School.

D. Other Community Facilities

Inter-Agency Cooperation

The Mothers' Pension Department, YMCA and YWCA, Visiting Nurses Association, Wisconsin General Hospital, Wisconsin Foundation, Boy Scouts and Girl Scouts, Catholic Charities, Churches, Neighborhood House, Family Welfare Association, County and City Welfare Departments, Probation Department, Police Department, Social Service Exchange, Children's Home and Aid.

E. Suggestions

1. That the need of more shelter houses on the playgrounds be met. Reports from the parents and children emphasized this need.
2. That concentrated effort be made to work with the "natural" gang whose undirected play spirit has negative tendencies. Boys prefer their own group; localities such as Williamson Street, West Doty Street, and West Wilson Street, streets adjacent to the Square, and streets near the railroad tracks in some sections of the city revealed this problem.
3. That more neighborhood playgrounds be considered. One is needed in the vicinity of the 2000 block on University Avenue and another in the region of Blount and Williamson Streets.
4. That a special type of program appealing to the age group 15 to 18 be considered.
5. That the older age group coming from homes financially inadequate be assisted in securing summer or full time employment. This is also recommended by the Juvenile Employment Service given by Miss Lewis, Attendance Supervisor.

6. That the schools continue to cooperate with the probation and police departments contacting first offenders and borderline cases to interest them in leisure time programs, and to coordinate other community services.
7. That the interest and understanding of the police officers in the general juvenile recreation program be increased.
8. That a juvenile service council be organized which might, under supervised leadership, be able to discuss, formulate, and present the needs which they themselves see and which they believe the community should meet. Representation could come either from the boys' and girls' organized clubs and activities or from the school districts.
9. That a music program for children be included during the summer.
10. That a map of the city of Madison spotting the various playgrounds accompany the general recreation program of the schools as was done in 1937.
11. That the Board of Education continue to employ one or more persons during the summer vacation period to present the organization of services and to assume responsibility for those children who are not usually attracted to the recreation program. The fundamental problems of these children and their families are not generally of a temporary nature. Long time consideration and continued treatment is necessary for adjustment. Because recreation programs are planned for the mass of the population, playground directors have no time to deal with individual problems.

F. Comments

1. A playground more than three or four blocks away is inaccessible to the small child. This situation was encountered many times.
2. A lack of facilities for adult participation with the children in recreation seems to be present. Is this a problem which needs to be met?
3. Some persons believe that supervised evening recreation is a factor in the solution of juvenile delinquency.
4. Craft work seems to be much appreciated by parents. Children in these centers are able to work quietly and individually, undisturbed by heat or outside noise. Children socially unadapted and those of low IQ find the craft centers ideal for their leisure time. Skill and interest in this type of work is often discovered and developed by the craft teacher.
5. Home visiting by school representatives is an effective means of securing cooperation and understanding of parents. It is an opportunity to discover other problems, emotional and material, of the child's home and family. It was apparent that any service the school had to offer or wished the parent to participate in for the benefit of the child was more easily accepted and followed because the school had presented it. Comments were numerous regarding the appreciation of parents for the "year round" interest.
6. Relatively few children, whose family income was marginal and below, belong to private group agencies, the Scouts, for instance, because of expense. Many boys, however, are given the opportunity to work for the YMCA membership and thus derive its benefits.
7. Complaints come from the locality of Brittingham playground regarding the loiterers and drunken men who annoy and frighten children.

8. The playgrounds and swimming beaches have been used at one time or another by perhaps every child in Madison. Consistency in interest for playground work was not the rule. Most children who were questioned had many other interests. However, the longer a child had used the playground (year after year), the more pleasure he was able to derive from it. Children are quoted as saying, "I didn't know what to do at first, but now it's the only place to go where there are things to play with." "I didn't want to go away with my folks because there weren't playgrounds like in Madison." A boy of eighteen said, "Madison has plenty of recreation, but what I need is a job." "The craft center is an ideal place for my child," said a mother whose daughter was a health problem.

The Future of the Bureau

The community of Madison should look forward to the development of this Bureau. In order that the Bureau may be of the greatest service to all children, it should combine the Clinic offering psychiatric and mental hygiene service with a program of teacher training as has obtained during the past year, and also a program of parent education. The aim in establishing the Bureau is not to supplant the parents nor to assume the responsibility of the home, but rather to help the father and the mother when they have a problem which is too difficult for them to solve. No treatment can be successful unless the parents are helped in making the proper provision for their children. Such a Bureau and the complete and cordial cooperation of all of the agencies of Madison in the work of such a Bureau will bring rich returns to the entire community.

Chapter VI

BUSINESS AND FINANCE

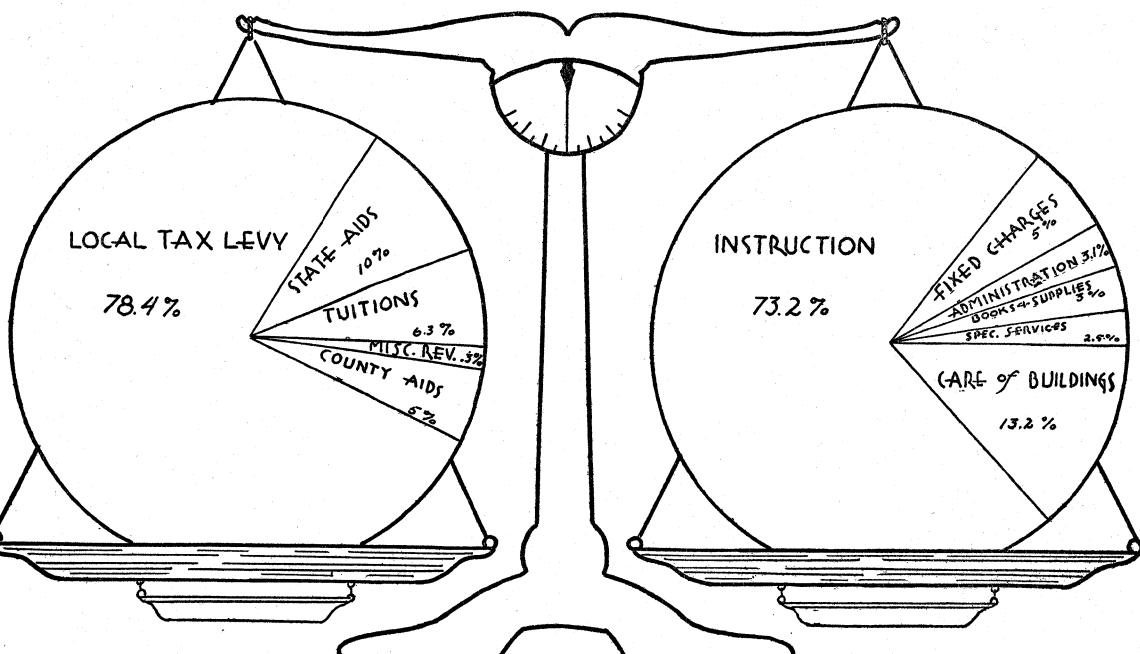
Costs in Education

- To the average layman an annual school budget, such as the one presented to the City Council by the Board of Education each December, often seems a jumble of dull figures with the exception of the total amount or the total increase requested. By contrast these understandable figures are clear, sometimes startling. For 1939 the total amount will be approximately \$1,285,000, the major portion of which is raised by local taxation. Table 3 shows other sources of revenue.

Balancing the school budget is a continuous task. Teachers' salaries, fuel for the buildings, and supplies for the pupils are just a few of the items that must be taken into consideration. During the depression, enrolment in the schools mounted until it reached a peak in 1937, as indicated by Table 4. But

ESTIMATED REVENUES

PROPOSED EXPENDITURES

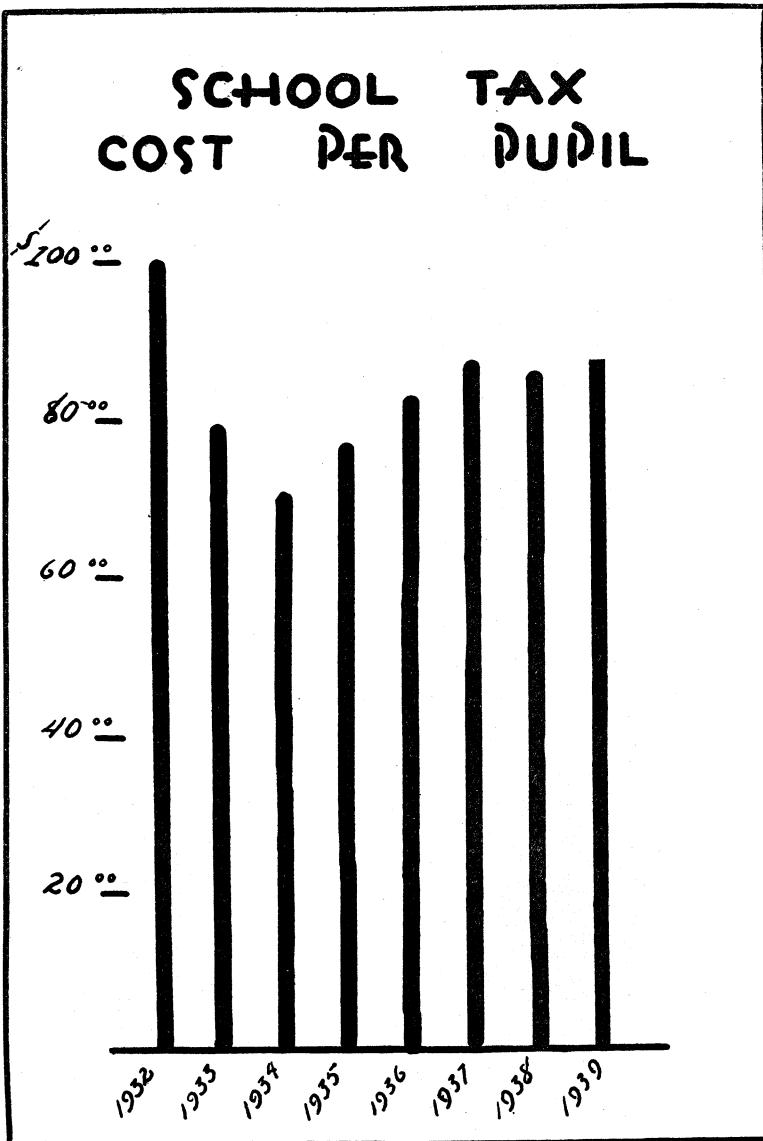


Balancing the Budget

school costs were lower because of salary contributions and general cutting of costs. Today the school tax cost per pupil is lower than it was in 1932. See Table 5.

Reduced to the simplest terms the daily cost of educating a Madison child is 62 cents. The component parts of the cost are given in Table 6. These costs are based upon actual expenditures which are not wholly borne by the tax-payers because of tuition receipts, state, and county aids. The net cost per pupil per day is actually only 45 cents.

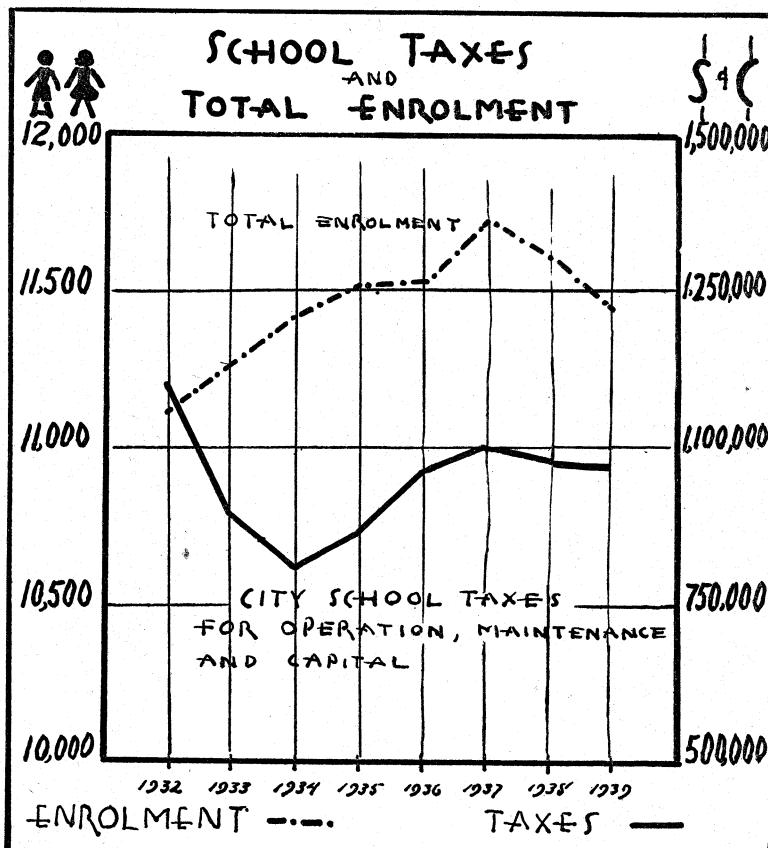
Table 4



In every city and hamlet the cost of instruction is the largest single item in the budget. Madison is no exception to the rule. It has long been the policy of the Board of Education to maintain a fair and adequate salary scale. The salary item represents approximately 74 per cent of the budget. The amount this year carries a partial restoration of the salary schedule.

Salaries of custodians, their supplies, fuel, light, power, gas, and water are included in the category "care of the buildings". Approximately 60 custo-

Table 5



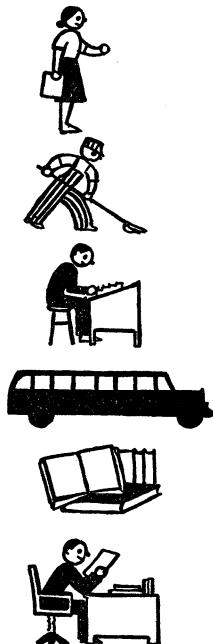
dians keep the city schools clean and warm for 11,200 boys and girls. The annual cost of heating the 19 school buildings is more than \$40,000. A total of 33 boilers and heaters consume annually 8,000 tons of coal.

Maintenance items cover the amounts needed for upkeep and improvement, varying from year to year. Due to the cutting of the budget last year, some of the needed expenditures for 1938 reappear on the new budget. Among them is a new roof for the Emerson School at \$2,800, a vital necessity.

During the past several years the Board of Education has been able to secure improvements for the buildings and grounds at the cost of the material only by securing WPA labor. Playgrounds have been levelled, surfaced with mine tailings, and enclosed with seven foot fences to insure safety. School interiors, badly in need of paint, have been redecorated. Estimates for painting and repair with WPA labor for the current year are more than \$9,000.

Table 6

DAILY COST OF EDUCATING A CHILD



INSTRUCTION	
Principals, teachers, supervisors	----- \$.46
CARE OF BUILDINGS	
Custodians, coal, light	----- .08
MAINTENANCE AND CAPITAL	
Buildings, equipment	----- .02
SPECIAL SERVICES	
Deaf, crippled, nutrition, etc.	----- .02
BOOKS AND SUPPLIES	
Texts, paper, pencils, etc.	----- .02
ADMINISTRATION	
Superintendent, accounting, purchasing, etc.	----- .02
	----- .62

Special services include transportation, lunches, and all expenditures connected with children having handicaps. Approximately half the expense of caring for the handicapped children is borne by the state. Delicate instruments such as the audiometers for the deaf children, special lights for the sight-saving room, and contrivances for therapy work for the crippled children must be purchased and kept in repair.

In fact, the purchasing of supplies and books for the schools is a complete story in itself. More than 1,700 different articles, from a carload of paper towels to several cartons of thumb tacks, are purchased during the year. That the Board may buy the best quality for the least money, bids are sent out by the purchasing department.

Purchasing and accounting are included in administration costs. Other costs that come under this head are the expenses of the Board of Education, the Supervisor of Buildings and Grounds, the Attendance and Census Department, and the Superintendent's salary. Auditing, printing, and legal expenses are also placed in administration costs.

How Madison Compares—

Table 7

Tax Rate for Schools in Thirty Wisconsin Cities Based on Full Value

Cities	Total School Tax Rate in Mills	Ratio of Assessed to Full Value in Per Cent	Full Value School Tax Rate in Mills
Superior -----	17.16	85.48	14.67
Marinette -----	16.63	87.34	14.52
Cudahy -----	16.60	86.92	14.43
Wisconsin Rapids -----	13.35	104.85	14.00
Shorewood -----	15.26	87.35	13.33
Oshkosh -----	14.58	91.44	13.33
Kenosha -----	16.34	80.32	13.12
West Allis -----	15.81	81.61	12.90
Ashland -----	15.80	80.99	12.80
Menasha -----	13.90	90.18	12.54
Eau Claire -----	14.10	87.76	12.37
Two Rivers -----	12.36	99.49	12.30
Manitowoc -----	12.40	97.78	12.12
Stevens Point -----	12.84	93.33	11.98
Neenah -----	11.45	98.03	11.22
MADISON -----	12.05	93.14	11.22
Green Bay -----	13.70	81.65	11.19
Wauwatosa -----	13.20	84.36	11.14
La Crosse -----	12.67	87.81	11.13
Beaver Dam -----	13.52	82.34	11.13
Wausau -----	11.41	97.03	11.07
Fond du Lac -----	11.65	93.01	10.84
Janesville -----	11.55	91.62	10.58
Racine -----	11.77	89.11	10.49
Beloit -----	12.00	87.30	10.48
Milwaukee -----	11.63	88.19	10.26
Appleton -----	10.00	100.65	10.07
Waukesha -----	14.65	68.18	9.99
South Milwaukee -----	11.28	85.73	9.67
Sheboygan -----	11.54	81.65	9.42

Note: Based on Bulletin No. 83 Wisconsin Tax Commission—March 1938.

Table 8

Table Showing Per Pupil Costs in Twenty Cities of the United States of 30,000 to 100,000 Population

Cities	Population Federal Census 1930	Per Pupil Costs in City Schools Exclusive of Debt Service
New Rochelle, N. Y. -----	54,000	187.82
Mount Vernon, N. Y. -----	61,499	169.24
Montclair, N. J. -----	42,017	168.72
East Orange, N. J. -----	68,020	149.97
Pasadena, Calif. -----	76,086	136.19
Sacramento, Calif. -----	93,750	133.81
Niagara Falls, N. Y. -----	75,460	120.60
Hamtrack, Mich. -----	56,268	120.31
Waterbury, Conn. -----	99,902	112.38
MADISON, WIS. -----	57,899	109.69
Holyoke, Mass. -----	56,537	108.68
Harrisburg, Pa. -----	80,339	103.57
Kalamazoo, Mich. -----	54,786	101.35
Moline, Ill. -----	32,236	100.83
Colorado Springs, Colo. -----	33,237	96.71
Kenosha, Wis. -----	50,262	95.63
Green Bay, Wis. -----	37,415	92.29
Davenport, Ia. -----	60,751	91.04
Manchester, N. H. -----	76,834	90.08
Cedar Rapids, Ia. -----	56,097	83.84

Note: Based on Pamphlet No. 81 United States Dept. of Interior—1936-1937.

Table 9

**Tax Rate for General Property Taxes in Thirty Wisconsin Cities
Based on Full Value Tax Rate**

Cities	Full Value Tax Rate
Marinette	37.55
Stevens Point	37.33
Superior	35.21
Fond du Lac	34.40
Oshkosh	32.91
Ashland	32.40
Milwaukee	32.25
Wisconsin Rapids	31.88
Beaver Dam	31.29
Cudahy	31.29
West Allis	30.95
Eau Claire	30.72
Menasha	30.66
Sheboygan	30.59
South Milwaukee	29.15
Wauwatosa	28.80
Wausau	28.15
Shorewood	27.30
La Crosse	27.22
Green Bay	26.54
Two Rivers	26.37
Kenosha	24.90
MADISON	24.69
Waukesha	24.60
Neenah	24.51
Manitowoc	24.15
Beloit	22.26
Racine	22.19
Appleton	22.15
Janesville	19.24

Note: Based on Bulletin No. 83 Wisconsin Tax Commission—March 1938.

Table 10

Table Showing Full Valuation for Twenty-Nine Wisconsin Cities
Also Per Capita Valuation

Cities	Full Valuation	Per Capita Valuation
Wauwatosa -----	\$ 47,020,730	\$2,049
MADISON -----	129,832,380	2,032
Manitowoc -----	42,069,450	1,705
Neenah -----	17,613,525	1,698
Appleton -----	44,921,105	1,677
West Allis -----	65,946,255	1,633
Racine -----	118,380,640	1,623
Kenosha -----	87,889,000	1,611
Wisconsin Rapids -----	15,108,560	1,571
Green Bay -----	62,583,510	1,564
Waukesha -----	28,455,610	1,542
Milwaukee -----	960,348,875	1,514
Beloit -----	36,052,230	1,424
Sheboygan -----	58,483,960	1,386
Menasha -----	13,952,910	1,371
Janesville -----	31,308,585	1,348
Wausau -----	33,892,930	1,344
Two Rivers -----	14,445,875	1,319
La Crosse -----	54,480,519	1,297
Superior -----	46,915,730	1,239
Fond du Lac -----	34,190,730	1,230
South Milwaukee -----	14,230,415	1,146
Beaver Dam -----	12,044,450	1,095
Oshkosh -----	46,178,925	1,095
Cudahy -----	13,504,620	1,086
Eau Claire -----	28,403,830	1,017
Stevens Point -----	12,331,250	854
Ashland -----	8,803,275	802
Marinette -----	10,937,605	758

Note: Based on Bulletin No. 83 Wisconsin Tax Commission—March 1938.

Financial Statements

Table 11

Balance Sheet as of June 30, 1938

ASSETS

Particulars

FIXED ASSETS

Land and Land Improvements	\$ 879,226.92
Buildings and Attached Structures	4,301,605.32
Machinery and Equipment	713,202.33

SUNDRY ACCOUNTS RECEIVABLE

Accounts Receivable	12,280.57
Tuitions Receivable	87,616.23

CURRENT ASSETS

Cash in Bank	5,327.78
Board of Education—Petty Cash Fund	25.00
Board of Education—Advances to be Refunded	1,500.00

INVENTORIES

Stock Room	8,420.92
Fuel	2,935.16

TRUST FUNDS

Samuel Shaw Prize Fund	917.73
C. R. Stein Scholarship Fund	2,429.95
William McPyncheon Trust Fund	10,254.77

Total ----- \$6,025,742.68

LIABILITIES

FIXED LIABILITIES

Bonded Indebtedness	\$1,858,000.00
State Trust Fund Loans	17,396.00

OTHER LIABILITIES

Award of Indus. Commission of Wis. to Lloyd Benson	2,917.95
Award of Indus. Commission of Wis. to Frank Baff	877.99

TRUST FUND RESERVES

Samuel Shaw Prize Fund	917.73
C. R. Stein Scholarship Fund	2,429.95
William McPyncheon Trust Fund	10,254.77

CRIPPLED CHILDREN FUND

Longfellow School	1,000.00
-------------------	----------

PROPRIETARY INTEREST

FIXED SURPLUS	\$4,014,842.63
CURRENT SURPLUS	117,105.66

Total ----- \$6,025,742.68

Table 12

Revenues—July 1, 1937 Through June 30, 1938

REVENUE RECEIPTS AND ACCRUALS

Particulars

STATE FUND APPORTIONMENT

In City of Madison -----	\$ 73,770.20
In that part of Joint School District No. 8, in Township of Blooming Grove -----	96.30

TAXES LEVIED BY COUNTY SUPERVISORS

In City of Madison -----	68,000.00
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CITY SCHOOL TAXES

In City of Madison -----	1,012,483.93
In Joint School District No. 8 -----	3,874.40

STATE AIDS

For Deaf School -----	5,412.91
For Special Schools -----	3,091.69
For Speech Correction -----	1,921.65
For Crippled Children—Longfellow School -----	15,746.56
For Crippled Children—Orthopedic Hospital -----	6,853.87
For Crippled Children—Other Schools -----	150.60
For High Schools -----	29,314.18
For Sight Saving -----	770.86

TUITIONS

Central Senior High School -----	2,139.96
Central Junior High School -----	484.65
East Senior High School -----	24,034.58
East Junior High School -----	8,762.27
West Senior High School -----	16,604.98
West Junior High School -----	9,509.73
Elementary Schools -----	17,743.16
Deaf School—Doty -----	923.60
Crippled Children -----	2,611.20
Sight Saving -----	74.00

RENTALS

C. H. S. Auditorium and Gymnasium -----	316.05
E. H. S. Auditorium and Gymnasium -----	66.91
W. H. S. Auditorium and Gymnasium -----	50.58
Elementary Gymnasiums -----	20.75

OTHER MISCELLANEOUS RECEIPTS

Board of Education -----	281.63*
Vocational School -----	1,619.63

Total Revenue Receipts and Accruals -----	\$1,306,167.57
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NON-REVENUE RECEIPTS AND ACCRUALS

SALE OF MATERIAL

Attendance Department -----	\$ 53.15
Home Economics Department—C. H. S. -----	2.10
Home Economics Department—E. H. S. -----	6.02
Home Economics Department—W. H. S. -----	2.90
Home Economics Department—Elementary Schools -----	4.80
Manual Arts Department—C. H. S. -----	337.84
Manual Arts Department—E. H. S. -----	614.49
Manual Arts Department—W. H. S. -----	445.39
Manual Arts Department—Elementary Schools -----	162.92
Special Schools -----	25.17
Open Air and Nutrition Department—Emerson -----	80.07
Open Air and Nutrition Department—Lowell -----	110.55
Open Air and Nutrition Department—Longfellow -----	272.44
Total Non-Revenue Receipts and Accruals -----	\$ 2,117.84
Grand Total -----	1,308,285.41

* Asterisk indicates in the Red.

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Table 13

Total Operation, Maintenance and Capital—July 1, 1937
 Through June 30, 1938

SUMMARY OF EXPENDITURES

	Operation	Maintenance	Capital	Total
Superintendent of Schools ----	\$ 10,352.35	-----	-----	\$ 10,352.35
Administration Building ----	29,693.01	\$ 564.04	\$ 279.99	30,537.04
Administration Bldg. Annex--	551.74	605.63	246.31	1,403.68
Central Senior High School --	107,307.29	6,373.40	3,339.76	117,020.45
Central Junior High School --	54,106.40	551.22	249.03	54,906.65
East Senior High School ----	156,334.87	7,416.40	3,309.87	167,061.14
East Junior High School ----	80,653.37	329.00	117.87	81,100.24
West Senior High School ----	115,465.34	5,637.14	5,502.65	126,605.13
West Junior High School ---	68,558.44	118.86	75.28	68,752.58
Brayton -----	6,429.81	125.16	37.98	6,592.95
Doty -----	15,621.94	1,268.57	290.04	17,180.55
Draper -----	17,318.92	541.30	384.33	18,244.55
Dudgeon -----	19,570.56	614.58	292.13	20,477.27
Emerson -----	57,081.18	1,786.89	2,829.12	61,697.19
Franklin -----	40,983.84	1,292.93	2,018.70	44,295.47
Harvey -----	19,562.22	408.47	41.45	20,012.14
Hawthorne -----	23,281.20	692.09	371.76	24,345.05
Hawthorne Annex -----	12.79	8.63	0.00	0.00
Lapham -----	16,461.93	395.82	9.00	16,866.75
Lincoln -----	33,522.19	703.58	5,018.72	39,244.49
Longfellow -----	53,871.27	1,163.56	1,179.85	56,214.68
Lowell -----	56,014.21	1,011.60	165.48	57,191.29
Marquette -----	23,701.91	246.23	160.59	24,108.73
Nakoma -----	28,244.47	2,231.58	2,019.15	32,495.20
Randall -----	59,315.04	2,772.35	2,302.06	64,389.45
Washington -----	19,588.74	362.70	486.73	20,438.17
New Marquette School Site --	37.20	0.00	0.00	37.20
Recreational Department ----	25,528.45	0.00	0.00	25,528.45
Undistributed -----	130,479.46	359.38	345.05	131,183.89
Totals -----	\$1,269,650.14	\$37,581.11	\$31,072.90	\$1,338,304.15

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