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ANNUAL REPORT

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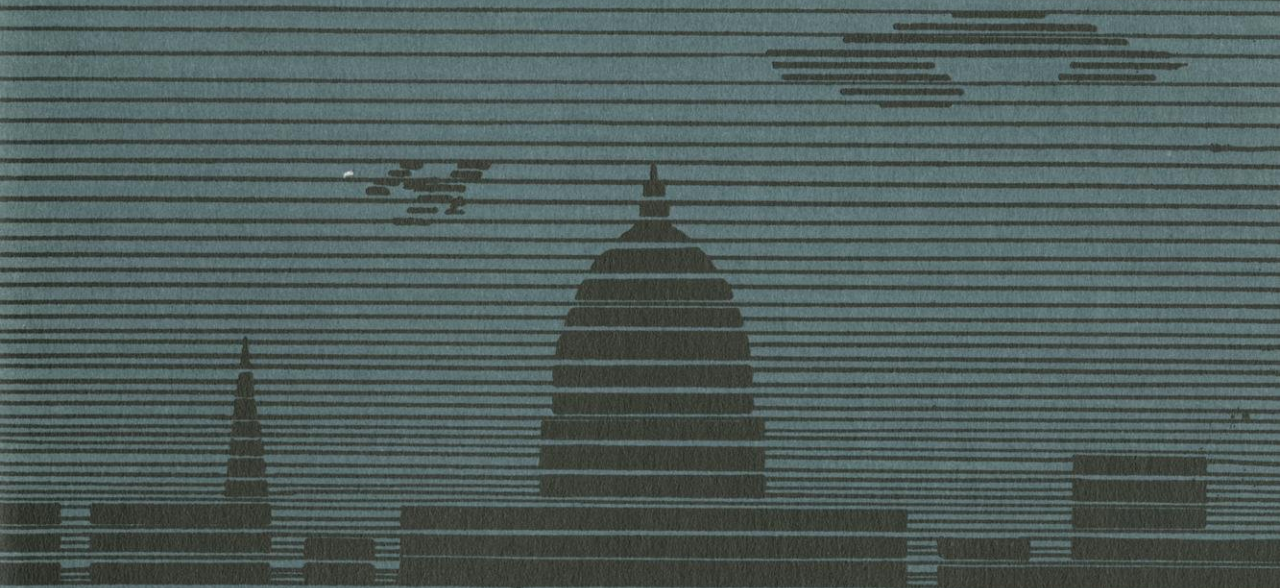
SUPERINTENDENT

MADISON PUBLIC SCHOOLS

1933 - 1934

Published [by The Board of Education

Madison, Wisconsin



**Report of the School Year
1933 - 34**

**Being the
Seventy-Ninth Annual Report
of
The Public Schools
of
Madison, Wisconsin**

• • •

**Compiled by
R. W. BARDWELL, Superintendent**

**Approved by the Board of Education
and ordered published
September 1934**

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Madison, Wisconsin

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FOREWORD



THE REPORT on the Madison Public Schools for the year 1933-34 continues to place emphasis upon those items which appear to be uppermost in the public's interest during that year.

Because of the fact that retrenchment up to the present time has been almost entirely confined to the reduction of the salaries of employes, the program of the Madison schools remains intact. This has been possible due to the desire of a great majority of the staff to ward off from the children in the schools for as long as possible the effects of the depression.

This report shows how the good things of the schools have been retained during this year; how the work load has increased for each member of the staff, while the material compensation has decreased. The report is divided into five parts. Part I tells how we enumerate the children, the extent to which their number has increased, and the ways in which we insure their receiving the opportunities of the schools. Part II describes some of the work that was done this year. Part III outlines the work of the three junior-senior high schools. Part IV gives a birdseye view of important facts over a period of five years. And Part V is a summarized financial report for the year.

PART I.

COUNTING THE CHILDREN AND GETTING THEM TO SCHOOL

The School Census

The 1934 census of the child population of Madison completed in June 1934 reports 15,746 children of ages 4 to 19, inclusive. This is an increase of 333 over the census of the previous year. This increase represents the normal growth that might be expected. On the basis of this census report, an increase in school enrolment may be anticipated.

The following table from the report of the Supervisor of Attendance shows the census enumeration in the elementary school districts for the past two years, indicating where increases in school enrolment may be anticipated.

TABLE I

Table Showing Comparison of Census Totals of School Districts for the Years 1933 and 1934

| School Districts | Census Totals 1933 | Census Totals 1934 | In- crease | De- crease |
|-------------------------|--------------------------|--------------------------|---------------|---------------|
| Doty..... | 812 | 851 | 39 | |
| Draper..... | 801 | 810 | 9 | |
| Dudgeon..... | 586 | 619 | 33 | |
| Emerson..... | 1737 | 1717 | | 20 |
| Franklin..... | 675 | 737 | 62 | |
| Harvey..... | 475 | 497 | 22 | |
| Hawthorne..... | 875 | 960 | 85 | |
| Lapham..... | 615 | 667 | 52 | |
| Lincoln..... | 1005 | 991 | | 14 |
| Longfellow..... | 1927 | 1888 | | 39 |
| Lowell..... | 1673 | 1730 | 57 | |
| Marquette..... | 619 | 655 | 36 | |
| Nakoma..... | 243 | 237 | | 6 |
| Randall..... | 2216 | 2196 | | 20 |
| Washington..... | 845 | 871 | 26 | |
| Jt. Dist. No. 8. . . | 309 | 320 | 11 | |
| Totals..... | 15413 | 15746 | 432 | 99 |
| 15746—1934 Census Total | | | | |
| 15413—1933 Census Total | | | | |
| 333—Increase | | | | |

School Enrolment

The school census includes children of four years of age who are not eligible under the rules of the Board of Education for enrolment in the schools. It also includes those of 18 and 19 years of age who have completed the high school course. These, together with the pupils who are enrolled in private schools, account for the difference between the totals of the school census and school enrolment.

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

| Schools | June 13, 1930 | June 12, 1931 | June 10, 1932 | June 9, 1933 | June 15, 1934 |
|------------------|------------------|------------------|------------------|-----------------|------------------|
| Brayton..... | 230 | | 90 | 79 | 79 |
| Doty | 125 | 227 | 172 | 202 | 190 |
| Draper..... | 305 | 199 | 209 | 214 | 222 |
| Dudgeon..... | 282 | 256 | 264 | 275 | 259 |
| Emerson..... | 1072 | 1092 | 1084 | 808 | 827 |
| Franklin..... | 373 | 387 | 404 | 432 | 437 |
| Harvey | 261 | 267 | 253 | 204 | 205 |
| Hawthorne.... | 313 | 317 | 343 | 341 | 326 |
| Lapham..... | 247 | 246 | 254 | 250 | 258 |
| Lincoln | 399 | 454 | 430 | 427 | 439 |
| Longfellow | 818 | 645 | 604 | 601 | 573 |
| Lowell..... | 864 | 952 | 981 | 778 | 764 |
| Marquette..... | 389 | 414 | 381 | 313 | 331 |
| Nakoma..... | | | 264 | 263 | 243 |
| Randall | 966 | 753 | 783 | 849 | 848 |
| Washington.... | 339 | 238 | 235 | 225 | 224 |
| Specials | 85 | 87 | 106 | 106 | 100 |
| Crippled | 20 | 29 | 43 | 43 | 49 |
| Deaf..... | 26 | 24 | 22 | 26 | 25 |
| Central Junior . | | 518 | 556 | 494 | 517 |
| Central Senior . | 1761 | 873 | 886 | 836 | 837 |
| East Junior..... | | | | 956 | 1003 |
| East Senior ... | 1193 | 1230 | 1386 | 1132 | 1152 |
| West Junior.... | | 605 | 626 | 656 | 660 |
| West Senior.... | | 714 | 739 | 786 | 835 |
| Totals | 10068 | 10527 | 11115 | 11296 | 11403 |

School Attendance

• The task of enforcing the compulsory school attendance laws, and of seeing to it that all the children of Madison are given the opportunity of a good education, is efficiently and thoroughly done by the Attendance Department under the direction of Miss Cassie E. Lewis, Supervisor of Attendance.

The following is an excerpt from the 1934 annual report of Miss Lewis, indicating the type of work which she and her department are doing.

The major service of this department is the promotion of regular school attendance and the social service incidental to it. We endeavor to obtain, individually or through whatever cooperation may be necessary with educational or private and public agencies, the proper adjustment at home or school in order to secure the regular attendance of each child. This is our contribution to our educational system for which we have the authorization and support of the statutes.

At the beginning of the school year our attention is given to finding that every child of school age, resident within our city, is given school opportunity or excused as the law provides. This is done in the following way:

- a. There is a checking up, through the schools, of those children known to be tardy in enrolling. Home visits by an attendance worker follow where these children have not entered any public, private, or parochial school after the first week. This method has prompted indifferent and lax parents to earlier planning in getting their children ready for the first day of registration.
- b. We receive a list of "unclaimed programs" from junior and senior high schools. Last year we called at 64 homes to investigate whether the families had moved or the reason for the non-registration. Obviously the making out of programs before the close of the school year has increased the number of children enrolling on the first day of school. It has enabled our department to look up and return pupils to school, while it is still possible for them to make up the work necessary to prevent failure in their grade work.
- c. When the check of census with school enrolment is completed in November, we make home visits by school districts to discover the whereabouts of children not in school, and to make whatever provisions are necessary for children absent because of specific needs of books and clothing. Through our own supply of clothing in our store room and through the cooperation of relief agencies—public and private—many children have been aided and given help to return to school. In some instances emergency relief only is required; in others, new cases of families needing services for family adjustments or for adequate relief are referred to private and public agencies. Recommendations where school books are needed are made by the attendance worker to the principal or school counsellor.

- d. Parents of children unable to return to school because of illness are visited in order to secure statements of physicians excusing them from school for as definite a length of time as can be determined by the physician. Any new health cases discovered are referred to the school nurse in order to insure the proper medical attention. The physician's statements are filed and, at the expiration of the time, usually a semester, either the health agency, the family, or the physician is contacted to inquire regarding the health progress of the child and to secure a renewal of the physician's statement where necessary.
- e. Home visits are made to verify marriage reports of juveniles of school age where we have not been making regular home contacts. These are usually girls, and they are excused from attending regular day school.

With our system of child accounting and with every school alert to the importance of our enrolment, transfer, and withdrawal system, there should be no child of school age unaccounted for at any time during the school year.

Throughout the year reports of absentees and requests for investigations are received from schools by telephone at the beginning of each morning and afternoon session. In the organization of each school, the principal or some person under his supervision is delegated to take care of reporting attendance and other cases. Reports of home visits and investigations are likewise given in return as promptly as possible, so that the school may know the cause of absence, whether or not there is a legitimate reason, and when to expect the return of the child, with other information that may be helpful in better understanding the child and home conditions. This seems to be the most simple and effective system when there are but two attendance workers to make the home visits. These visits involve calls and interviews at social agencies with case workers doing relief or other family social work. The attendance worker makes frequent school calls for interviews with principals, counsellors, and supervisors of other departments.

The past year 3,359 home visits were made by the supervisor and assistant. Some of these homes were visited many times, others less frequently, and some were merely one-contact calls. No account is kept of office visits and telephone calls.

No finer way of cultivating people can be found than by visiting them. The home contact affords the attendance worker an opportunity to know something of the home, the conditions or attitudes that interfere with school attendance and progress, the neighborhood, and the outside activities of the juveniles in the school, and in some instances we interest a mother who has many complaints of the school to visit a principal, counsellor or supervisor at school, or to attend the PTA meetings in her district. Often the mere interest of the worker in the family affairs interests the parent in the school.

During the past two years the attendance workers have visited many homes where parents who once had work and were able

to maintain a home adequately have been jobless anywhere from 6 months to 4 years. Homes fully paid for have been mortgaged or sold, savings have disappeared and families have become dependent on charity, or live in fear of it. The discord, discouragement, and feeling of insecurity that result from inability to provide for the physical needs of their children strain family relationships. The condition is reflected in the classroom through the dissatisfaction and lack of interest of the children. The care of the child's physical needs is closely related to his success in our schools.

I believe our schools through their understanding and closer cooperation with many homes have had a stabilizing influence during the past two years of unemployment and economic depression. Parents have often expressed appreciation for the help and interest shown them through the schools and the home visitors.

Our records show that 87 families have kept their children at home this year for lack of shoes, clothing, food, or fuel. These families numbered in size from one to nine children, and from one to five days were lost successively or intermittently by each child. All but four of these families were receiving regular relief.

The need for shoes was most acute. Often the case worker was not advised until shoes could no longer be mended, and if repaired there were no others to wear in the meantime. Clothing wore out, sometimes without being mended, and children were often permitted to be careless in their habits, both in not caring for their clothing and in staying out of school for lack of new. Frequently a parent needing more food or clothing relief kept children at home, knowing that we would receive a report of the absence and make a home visit, and hoping that we would act as a mediator between home and relief agency.

Some of the cases were most deserving and needy. The attendance worker frequented the relief offices to interview workers and secure requisitions for shoes or apparel to get the child back to school without delay. In instances where the mother could not shop, the attendance worker did, so that school time would not be lost. Once we were able to furnish four pair of shoes from our used supply in one family and return the children to school while shoes were being repaired for some of the children and new ones purchased for the others. Other cases showed a distinct lack of cooperation on the part of the family in regard to the policies of the relief agency. Included in our home visits were investigations to find if parents could furnish materials needed in sewing classes. There was such a change in circumstances from week to week that parents having a job one week were without one and destitute the next.

Through the Madison Woman's Club, the Business and Professional Women's Club, the Red Cross, and our supply, numerous families not known to any agency have been helped. The Madison Woman's Club has taken an active interest in needy school children and has supplemented with both used and new clothing. The Business and Professional Women's Club has given several high school girls scholarships of \$5 monthly. Miss Axtell (chairman) and the attendance supervisor represented

the schools on the scholarship committee this year. The Red Cross supplied us with new galoshes, rubbers, mittens, and knitted caps made by committees, besides clothing from their office supply. Other clubs and individuals have added to our clothing from time to time throughout the year. We gave away 259 pieces of clothing, including shoes, from our own store room, and have given boxes of supplies directly to the schools to meet emergency needs.

Theoretically, there is no particular clothing standard required of school children, but actually there is in the child's mind. The humiliation of ragged clothing, toes out of shoes, is very real and agonizing. The school and our own offices have made many girls and boys happier and more contented in their school work by giving them clothing "like the others wear".

Actual truancy necessitates but a small fraction of our home contacts. At a national conference of attendance workers last October in Chicago, a truant was defined as a boy or girl "who is sent to school by a parent or guardian but who fails to report there". In my experience and observance of the attendance work of other cities throughout the country, I find the word "truant" becoming almost obsolete and little found in the records of the attendance departments. Newark, New Jersey, and other cities do not classify pupils as truants but simply as problems of academic maladjustment or the result of parental neglect or indifference. We are more concerned with the "problems of children" in order to prevent "problem children" in our schools and community. An adolescent boy or girl may be classified a truant but—when children cannot remember when their father did not come home intoxicated, when they grew up in homes where there was often no food or insufficient clothing, when they were even kept out of school to collect fuel from the dump, it is not surprising that the home visitor finds a mother always worried and melancholy, and that laxness of home discipline prevails. In such an atmosphere, without the influence of church or wholesome neighborhood recreation, children are apt to be both school and community problems. It takes the sympathetic understanding and united efforts of school workers, nurses, and community agencies to analyze such cases intelligently and supervise constructive plans for the best interests of these children.

We have other equally complex situations brought to our attention during the year. This year the supervisor has been requested to be present at juvenile court by probation offices and other agencies to give school reports of children who have committed offenses, and we have furnished written reports in cases of children already on probation. Our one court case this year was not brought to the attention of the juvenile judge until the school counsellor and attendance worker, nurse, and workers from other community agencies had met and talked over a plan of treatment for the best protection of the child.

The names of youths of our city found in current news stories, who have been apprehended for offenses and crimes of varying nature, are sometimes familiar to us as former juvenile delinquents and truant cases.

There is a growing tendency toward putting first emphasis on examinations of the children who dislike school or who are misfits and habitually remain out of school. The examinations include physical, behavior studies, measure of the child's intellectual capacity, with his special likes and dislikes. This affords a better opportunity to find just what are his problems, to fit the school work and school activities to his special needs. Every such child who can be interested in regular school attendance and is afforded recreation for leisure time lessens the "compulsion" in our work and delinquency in the community.

We are interested in the growth of the recreational program of our city. The vicinity of Milwaukee Street is much in need of a neighborhood house or other year-around recreational program. There are also other districts equally in need of supervised recreation.

The past year the number of children of school age attending part time has decreased. This is due to the NRA code and lack of jobs. In visiting homes we have made an effort to persuade the near eighteen age group of boys and girls who have a tendency to drop out of school when their birthday permits, to continue in school and take advantage of some of the courses offered at Vocational School.

In the lower grades of our elementary schools, simple devices for more regular attendance and correction of absence and tardiness have been utilized with good results. Individual teachers have been original in thinking out unique ways to attract a child to school on time, or to interest him in being there every day. A happy, smiling teacher's face is often more effective than home persuasion.

In the secondary school, different methods of dealing with absence and tardiness must be employed. The consequences of absence must be shown to the parent, and pupils made to realize that unnecessary absence is a personal loss. We wish to stress here also that during the year we hear much of the teacher in the homes we visit. Too much credit cannot be given those who are molding the lives of children in their habit-forming years. A teacher makes a lasting impression for good or ill, on the pupil in her charge from day to day.

Last year at the request of the superintendent, our department worked with the Empty Stocking Club. School children donated old toys to be reconditioned by the firemen and our schools. About a thousand toys were made as good as new, and donated dolls were repainted. A thousand new dolls were purchased. The girls clubs of the high schools, Vocational School, YWCA groups, church societies, and individuals dressed the dolls. The Christmas spirit was shown in the interest and fine workmanship. The schools had exhibits before the final one at the department office. Under the supervision of Miss Reilly, the schools made and contributed about eight hundred pounds of candy. We believe, through this cooperative plan, no child in the city was forgotten at Christmas. A card signed by a mother and child, recipient of a doll, reads—"To thank you for the present which helped along the cause of making me recover my faith in Santa Claus."

Recommendations. From the outlook now, relief work will be a large factor in our work again this coming year. I suggest once more that a fund of at least \$25.00 be made available to my department to meet some of the emergency needs of shoes and articles of clothing. This would save time and effort of the worker in instances where the family is unknown to a relief agency. I believe this amount could be deducted from the amount contributed by teachers to the Community Union Fund. This plan might be suggested to the Teachers' Association and Community Union executive. We appreciate the splendid cooperation of both private and public community agencies in the welfare of children.

PART II.

GIVING THE CHILDREN THE BEST IN TRAINING AND DEVELOPMENT

• • •
In a period of economic depression there is grave danger that the educational opportunities offered by the community to its children will be unduly curtailed. Up to the present time this has not happened in the city of Madison. The classes have been made larger, the teachers have assumed heavier loads, but the essential offerings of the school have remained intact.

The following are excerpts from the 1934 annual reports of members of the staff which indicate the fine type of work that is being done in the Madison schools.

Creating and Appreciating Beauty in Life

• From the annual report of the Art Department, June 1934, submitted by the Supervisor, Miss Lucy Irene Buck:

"Throughout the year an effort has been made to study and foster the creative capacity of every child. The art period has been one in which the teacher and pupils have practiced and experimented in many mediums. The teacher has drawn and painted for her pupils to stimulate them in the free handling of all materials—but she has encouraged them to express their own ideas. These ideas came readily from the rich background of social studies. Indeed the major part of the art work in the elementary schools has developed from the social studies. The most satisfying and effective work has been done where cork boards and tables permit groups to work in chalk and paint on large papers. A better opportunity is given to study and improve the work when done on a large scale, and since children learn more readily from each other, the comments of their classmates stimulate them to greater effort. Then, too, a civic responsibility is developed through these larger creative efforts which seem to relate more directly to the school and community.

"The classes in the junior and senior high schools have been large and enthusiastic. Perhaps results would have been more satisfactory if these groups had been kept to the normal capacity of the art rooms, but since independent work has been encouraged in the elementary schools, children adapted themselves to conditions and some very good work was produced. There were more problems undertaken and completed which contributed to general school activities, such as, designs for the year books, posters, and program covers for games and plays, place cards and decorations for dinners and parties, puppet shows, designs for costumes and stage sets.

.... "Perhaps less craft work was done in the regular art classes this year because it seemed unwise to impose the fee necessary for materials on the student or the art department. However, the work produced in the art metal and ceramics classes was of high standard in design and workmanship. Students in these classes were encouraged to make fewer articles, thus lowering the cost of materials to them, but required to spend more time on each piece. Some art work has been on exhibit in all schools at all times. There has been special showing and demonstrations before parent groups in every school during the year. An exhibit of work done throughout the city by children from the kindergarten through senior high school was arranged by the supervisor when she talked on the "Creative Work of the Child" before the Art Department of the Woman's Club."

Improving the Opportunity for Effective Learning in the Elementary Schools

• • •
From the annual report of the Curriculum Department, June 1934, submitted by the Supervisor, Miss Ethel Mabie:

"Our cooperative study of teaching problems in Madison this year has had these objectives: (1) an intensive study of individual abilities and difficulties (2) an exchange of ideas among teachers through discussion and demonstration lessons and (3) a combining and crystallizing of the "best practice of the best teachers" into suggestive courses of study.

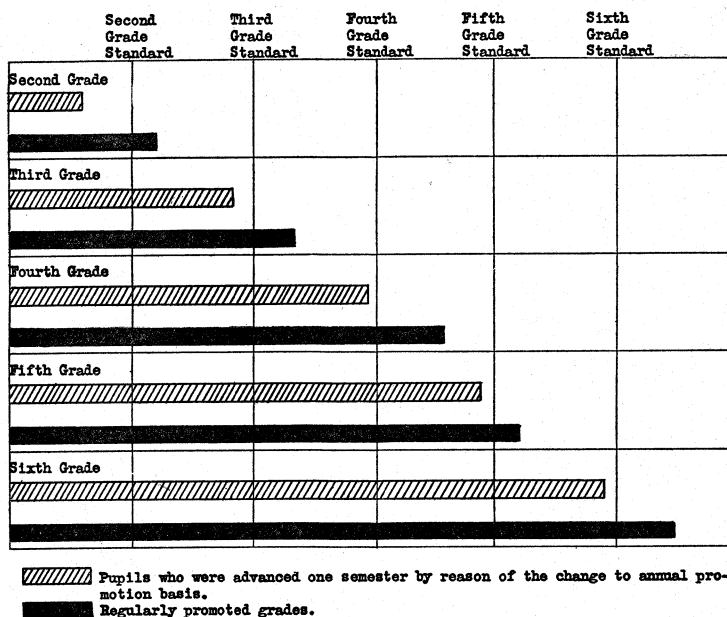
"Again, as in the two previous years, a large number of teachers have participated in the studies. They have given generously of their time and ideas with benefit to all.

I. STUDY OF INDIVIDUAL ABILITIES AND NEEDS

A. Reading

Because of the shift to an annual promotion basis this year, there was definite need for an immediate, accurate measure of each child's reading ability. With such information teachers could better select textbooks for the pupils and group their classes for instruction. Accordingly, standardized reading tests were given in October in five grades, second through the sixth. The scores were compiled and reports with interpretations were sent to each school.

Chart of Reading Test Results



The test results in all grades show consistently satisfactory achievement in reading. Even the shaded groups should within a period of two years overcome the handicap of the extra promotion.

"The test results revealed a great range of reading ability at every grade level. It varies from a range of three grade levels at second grade to a range of six grade levels at sixth grade. This means that materials and methods must be differentiated for the pupils within the class.

"The greatest value of the tests was not the comparison of our record with that of other cities, but the study of each child's difficulty and the effective teaching that resulted from a knowledge of the test scores. In each school, teachers and principals with the help of the Guidance Department studied each child whose score fell in the lowest quarter and attempted to locate the cause of his reading difficulty. Attention was given to the following possible causes:

1. Too early entrance into first grade.
2. Irregular attendance in primary grades.
3. Poor physical condition.
4. Speech defects.
5. Personality maladjustments.
6. Insufficient mastery of methods of word attack.

Materials of the right level and special remedial treatment were given to this group of pupils. Similarly the pupils with superior reading ability were provided with materials that would challenge and stimulate their continued development."

The Physical Well-Being of the Child Comes First

From the annual report of the Health Education Department, June 1934, submitted by the Supervisor, Mrs. Fannie M. Steve:

"What is the purpose of physical education?"

"The purpose of physical education is to help educate boys and girls in physical activities. It is interested in the same goals that appeal to educators who are thinking of education as the finest and best living that can go on. Physical education was a method of education when the first parent taught his child to run or jump; it is a method today. If education seeks to develop in young people certain vocational skills, physical education also seeks to develop skills, and skills that play a part in vocational success. If education yearns to foster high character in future citizens, physical education aspires likewise to such achievement. No worthy purpose of education need lack support, for physical education touches vocational interest with joy, citizenship with a sense of justice, sociability and sympathy, family relationships with recreational activities, and leisure time with the skills and drives for wholesome living. Thus, physical education is a part of the education of boys and girls, young men and young women because it contributes to better living. This contribution is fourfold and includes: (1) development of the organic powers, (2) development of neuromuscular skills, (3) development of interest in play and recreation, and (4) development of social and moral standards. Physical education should be thought of, not as a 'frill' or ornament attached to the school, but rather as an integral phase of the project of educating the whole individual.

"The Work of the Year"

"In the junior-senior high schools, especially in the boys' department, emphasis has been placed on putting into practice a workable intramural program. This has been a success as proved by the following: In West Junior-Senior High School there are enrolled 684 boys. Reports show that 626 boys actually participated in sports events. At East 399 games were played, 275 teams enrolling 1571 boys in the junior high. The senior high program had a slightly smaller average. At Central the program is handicapped because they have no playground, but practically all junior high boys and many of the senior high boys took part in the intramural program. The above intramurals included a variety of sports: Soccer, touch football, free throw contests, basketball, dancing (social), wrestling, boxing, tumbling, horseshoes, baseball, ice hockey, tennis, golf, and track. The girls' department in all three schools emphasized sports, games of all kinds, calisthenics and marching, tumbling and pyramids, dancing—folk, social, tap and interpretive; apparatus work—rings, stall bars, balance beams.

.....
"The eyes of all the elementary school children—grades one through eight—were tested in the fall. At the Randall and Franklin schools, because they had been tested in April and May 1933, only referred cases were tested. Many cases of defective

eyesight were found. In some instances it was impossible to plan for correction of the defects owing to lack of funds. The Board of Health took care of as many as they possibly could, the writer as many as she could, but there are many children still whose eyes are in bad condition. Hearing was tested, but only referred cases. The audiometer borrowed from the Vocational School for the testing of hearing is suitable only for testing children above first grade, therefore the *watch* or *whisper* test had to be used with the younger children. Testing of the eyes of kindergarten children was begun in April and not completed because of lack of time."

New Emphasis in the Training of Girls

• From the annual report of the Home Economics Department, June 1934, submitted by the Supervisor, Miss Loretto M. Reilly:

"As we draw to the close of another year, it is evident that every member of the staff has been cognizant of the many ways in which the home economics courses may be adjusted to help students make the 'best of the times' in their everyday living.

"Minimum Food Budgets Emphasized

Since we are at a time when the bare necessities of food are out of reach, all foods and nutrition courses in junior and senior high school have emphasized the minimum essentials necessary to sustain life and health. The food budgets of the Dane County Relief have been used as a basis for this study of the low cost adequate diet.

"Make the Most of What is at Hand

In the clothing and textile courses girls have been encouraged to make the most of what is at hand, and to stimulate interest in remodeling, students have been given special recognition by their teachers.

"New Clothes from Old

To further wise use of good unused garments on hand, the home economics staff prepared an exhibit illustrating 'new clothes from old'. This exhibit circulated from school to school. It was also used by the Madison Woman's Club and for several P. T. A. meetings. It is intended to add to this exhibit from time to time and to send it out to all school P. T. A.'s and Women's Clubs during the year 1934-35.

"We Help the Red Cross

Other relief activities included the making of 200 undergarments and 225 dresses for girls 8, 10 and 12 years of age for the Red Cross.

"We Work for the Empty Stocking Club

At Christmas, students gave the entire time allotted to Christmas projects to the Empty Stocking Club for whom two-pound boxes of candy, cookies, and other sweets were packed for 750

boys and girls. In the Franklin School dolls were dressed for distribution by the South Madison fire station.

"The Summer Canning Program"

The summer canning of 1933 with the Community Health Council and the Board of Education cooperating, netted a total of 7000 quarts of food, giving some relief to 170 families. Centers were operated in Franklin, Longfellow, West, Lowell and East, under the able direction of Mrs. Margaret McCordic and Mrs. Hope Wellstein. The staff of volunteer workers, to whom due credit is given for an excellent piece of work, included Miss Phyllis Olson and Mrs. Tredennick at East High, Miss Kathryn Gundlach and Mrs. Ida Patterson at West High, Mrs. Hope Wellstein at Longfellow, Miss Madeline Mergen at Franklin, and Mrs. Clare Soper Stignani at Lowell."

Giving the Boys Many Shop Experiences

• From the annual report of the Industrial Arts Department, June 1934, submitted by the Supervisor Mr. Thomas A. Hippaka:

"The industrial arts teaching staff was meeting 2552 pupils as of June 1, 1934. This task consumed the time of fifteen and four-fifths teachers and one supervisor. These figures indicate that even more students were accommodated with less teachers than were a year ago. Subjects offered this year consisted of the following:

Junior High School (nine weeks courses)

| Grade 7 | Grade 8 | Grade 9 |
|----------------|-------------------|-------------------|
| Electricity | Aeronautics | Auto Mechanics |
| Home Mechanics | Mechanical Draw'g | Mechanical Draw'g |
| Shop Drawing | General Metal Wk. | Pattern Making |
| Woodwork | Upholstery | Printing |
| | Woodwork | Sheet Metal |
| | | Woodwork |

Senior High School (eighteen weeks courses)

| Grade 10 | Grade 11 | Grade 12 |
|--------------------|------------------------|---------------------|
| Auto Mechanics 10B | Aeronautics 11B | Arch. Draw'g 12B |
| Printing 10B | Arch. Draw'g 11B | Electrical Work 12B |
| Mech. Draw'g 10B | Electrical Wk. 11B | Machine Shop 12B |
| Sheet Metal 10B | Machine Shop 11B | |
| Woodwork 10B | Mech. Draw'g 11B | |
| Auto Mechanics 10A | Aeronautics 11A | Arch. Draw'g 12A |
| Printing 10A | Arch. Draw'g 11A | Electrical Wk. 12A |
| Mech. Drawing 10A | Electrical Wk. 11A | Machine Shop 12A |
| Sheet Metal 10A | Machine Shop 11A | |
| Woodwork 10A | Mechanical Drawing 11A | |

"In addition to teaching the above subjects, industrial arts teachers participated in club work, supervised study halls, were responsible for home rooms, did guidance work, and in one case had charge of all ticket sales and in general the athletic finances of the school.

"Teachers and pupils have again done considerable production work in the school shops, all of which has amounted to a very substantial saving for the Board of Education and the taxpayers in the community. This type of activity is limited strictly to school or Board of Education projects. In this connection it might be said that a certain amount of such work is desirable where the teachers and pupils have ample time to do the work, and where the project really has educational value. Rush jobs are difficult to handle because students come to our shops for only one fifty-minute period each day. Industrial arts teachers too must have time to make adequate class preparation. Stock must be cut for each boy. Drawings, compositions, projects, and examination papers must be carefully scrutinized and graded. Weaknesses discovered must form a basis for review or for additional instruction. In addition to these duties teachers must maintain their respective shops. In some instances teachers have more than one shop to maintain. Tools must be sharpened, machinery properly guarded and cared for or accidents will occur. Surely it is not economy to operate machines where teachers have no time left from their numerous other duties to properly maintain equipment and machinery."

**"The man that hath no music in himself . . .
Is fit for treasons, stratagems and spoils."**

• From the annual report of the Music Department, June 1934, submitted by the Supervisor, Miss Anne E. Menaul:

"The teachers of the music department have endeavored this year to emphasize beauty in music by giving as much opportunity as time would permit for hearing and interpreting many artistic selections.

"Music Appreciation

As the course in music appreciation appeals to the child with little musical talent as well as to the talented one, much emphasis was given to the listening lessons. Numbers suitable to the grade were selected from classical compositions being used in local concerts of the season and on radio programs. The study of music through its relation to the social subjects studied in each has been a consideration in the selection of recorded compositions.

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"Vocal Music

The work in vocal music followed, in a general way, the Standard course outlined by the National Music Educator's Committee. Children in lower grades memorized from 80 to 90 songs during the year. In the intermediate grades sight reading and theoretical studies were given through unison, two part and three part songs. Whenever possible the vocal and appreciation material correlated with the social studies. In some schools it was possible to organize fifth and sixth grade glee clubs.

"In the junior high schools careful attention was given to classification of voices and selection of material suited to the limita-

tions of the changing voice. Children sang many two, three and four part selections. Sight reading and theoretical work in more advanced material was continued. Special time was arranged for boys' and girls' glee clubs.

"The senior high schools were given four, five, six and eight part song material. Beside the regular chorus classes, which continued the work in theory and sight reading, a cappella choirs were formed for superior singers. These choirs represented the schools in many outside activities.

"Instrumental Work

In junior and senior high schools a six-year course in instrumental music was presented, including individual and class lessons on all instruments of the band or orchestra. There are two bands and two orchestras in each high school, a junior band and orchestra and a senior band and orchestra. Some of these organizations numbered as high as 85 members."

The Community Continues to Use Its School Buildings

• The following record of the use of the school buildings from July 1, 1933 to June 30, 1934, indicates that the buildings house much more than the classroom work of school children.

| | |
|--------------------------------------------|------------|
| City Recreation Department..... | 593 |
| FERA Recreation Centers..... | 420 |
| Unemployed Workers League..... | 157 |
| Vocational School..... | 151 |
| Parent-Teacher Associations..... | 149 |
| Scout Organizations | |
| Boy Scouts..... | 101 |
| Girl Scouts..... | 3..... 104 |
| Summer Canning Program..... | 59 |
| Pre-School Kindergarten Mothers Clubs..... | 38 |
| Music Department..... | 6 |
| Health Education Department..... | 3 |
| Civic and Political Organizations: | |
| South Side Community Band..... | 33 |
| Grieg Chorus..... | 29 |
| East Side Civic Chorus..... | 26 |
| South Side Men's Club..... | 16 |
| Civic Music Association..... | 6 |
| Dane County Rural Schools..... | 5 |
| Church Groups..... | 5 |
| Community Union..... | 4 |
| Work Relief Education Committee..... | 3 |
| Madison Citizens Association..... | 2 |
| Y W C A Business & Industrial Com..... | 2 |
| Citizens Committee..... | 1 |
| City Fire Fighters, Local No. 311..... | 1 |
| Consumers League..... | 1 |
| Dane County Rural Federation..... | 1 |
| East Side Women's Progressive League..... | 1 |
| Fourteenth Ward Taxpayers League..... | 1 |

| | |
|-----------------------------------------------|----------|
| Madison Federation of Labor | 1 |
| Madison Garden Club (Jr. Clubs) | 1 |
| Jt. Dist. No. 7 (Madison and Fitchburg) . . . | 1 |
| Mayor Law's Campaign Group | 1 |
| Neighborhood House (Campfire Girls) | 1 |
| Policemen's Protective Association | 1 |
| Socialist Party | 1 |
| Veterans Civic League | 1 |
| Voters of the 19th Ward | 1 |
| Southern Wisconsin Teachers Assn. | <u>1</u> |

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Miscellaneous Groups:

| | |
|---------------------------------------------|----------|
| Zor Patrol | 11 |
| University Club | 4 |
| Madison Gas & Electric Company | 3 |
| Madison Concert Bureau | 3 |
| Dane County Sportsmens League | 2 |
| University Housemothers Association | 2 |
| Nakoma Homes Company | 1 |
| Italian Leaders Staff of Madison | 1 |
| President's Ball Organization | 1 |
| State Banking Department | 1 |
| Wisconsin Outers Association | <u>1</u> |

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Total 1857

PART III.

THE JUNIOR-SENIOR HIGH SCHOOLS

• • •

A Large School Can Be a Good School

• During the past three years the three junior-senior high schools—Central, East, and West—have been developing their organizations in an attempt to improve the educational service to the students enrolled. There has been some feeling on the part of a few citizens who are sincerely interested in the welfare of the schools, that the size of these three six-year schools was against them; that in such large schools the individual student was liable to become lost in the machinery of the school.

The principals and teaching staffs of these schools have been aware of this critical feeling. However, they believe that if the school is made what it should be, the individual student will not be lost nor overwhelmed, no matter what its size. They believe that the small school is not necessarily a good school for the pupil to be educated in, any more than that a small town is necessarily an ideal place for a child to grow up in.

Whether a school is a good one or not, depends not upon its size, but upon many other factors, chief among which are: (1) The quality of the teaching both in its scholarly thoroughness and its sympathetic understanding of human values; (2) A program of studies sufficiently broad to meet the needs and interests of every individual student, and (3) A life in the school outside the regular classroom work that is wholesome, interesting, and filled with opportunity for the growth of those loyalties and friendships that give so much meaning to school days.

It is believed that the three junior-senior high schools of Madison have in a large measure these factors which are essential in a good school. There is no strict uniformity in the programs of the three schools. Where the needs of the students have indicated the advisability of introducing new courses, these new courses have been tried out. When they proved to be successful they were retained. This accounts for the differences in the programs of the three schools, as shown in the following tabulation of their courses of study.

Courses of Study Madison, Wisconsin, Junior-Senior High Schools

7th Grade

| CENTRAL | EAST | WEST |
|------------------------|--------------------------|---------------------------|
| Required: | Required: | Required: |
| English.....7B and 7A | English.....7B and 7A | English 5.....7B and 7A |
| Mathematics .7B and 7A | Mathematics .7B and 7A | Math. 5.....7B and 7A |
| Geography....7B | Amer. History .7A | Geography 5...7B |
| History.....7A | Geography....7B | Art or Speech 5 7B and 7A |
| Home Ec.....7B and 7A | Art & Speech...7B and 7A | Phys. Ed. 3...7B and 7A |
| Shop.....7B and 7A | Music.....7B and 7A | Music 2.....7B and 7A |
| Music*.....7B and 7A | Physical Ed...7B and 7A | Am. Hist. 5...7A |
| Gym**.....7B and 7A | | Electives: (Choose one) |
| *2 hours per week | Elective: | Manual Arts |
| **3 hours per week | Manual Arts...7B and 7A | Home Economics |
| Electives: | Home Ec.....7B and 7A | |
| Instrumental | Band | |
| Music, Speech | Orchestra | |
| or Art.....7B and 7A | Glee Club | |

GENERAL RULES

May have boys' or girls' glee club, band, or orchestra if they wish.

The Shop Courses change every nine weeks.

The Art and Speech Course is divided so that twenty-seven weeks of Art is taken and nine weeks of Speech.

Manual Arts and Home Economics Courses change every nine weeks.

Every subject is taken daily with the exception of Physical Education and Music. The former meets three times per week and the latter, two.

In the 7B grade, Art is carried nine weeks and Speech, nine.

8th Grade

| CENTRAL | EAST | WEST |
|------------------------|-------------------------|--------------------------|
| Required: | Required: | Required: |
| English.....8B and 8A | English.....8B and 8A | English 5.....8B |
| Mathematics .8B and 8A | Mathematics .8B and 8A | Gen. Lang. 5.....8A |
| History.....8B | Amer. History 8B | Math. 5.....8B and 8A |
| Geography.....8A | Geography.....8A | Am. Hist. 5.....8B |
| Science.....8B and 8A | Gen. Science..8B and 8A | Geography 5.....8A |
| Music*.....8B and 8A | Music.....8B and 8A | Gen. Science 5 8B and 8A |
| Gym**.....8B and 8A | Phys. Ed.....8B and 8A | Phys. Ed. 3...8B and 8A |
| *2 hours per week | Electives: | Music 2.....8B and 8A |
| **3 hours per week | Manual Arts .8B and 8A | |
| | Home Ec.....8B and 8A | Elective: (choose one) |
| Elective: | Art.....8B and 8A | Manual Arts 5 |
| Home Economics | Extra: | Home Economics 5 |
| Shop | Band Beginners | Art 5 |
| Speech | —Advanced | |
| Art | Orchestra—Beginners | |
| Instrumental Music | —Advanced | |
| | Glee Club—Boys | |

GENERAL RULES

Speech and instrumental music are nine week courses and pupils electing either of these must elect some other course for the second quarter.

May have boys' or girls' glee club, band, or orchestra if they wish.

Manual Arts and Home Economics Courses change every nine weeks.

9th Grade

| CENTRAL | EAST | WEST |
|--------------------------|------------------------|-------------------------|
| Required: | Required: | Required: |
| English.....9B and 9A | English.....9B and 9A | English 5.....9B and 9A |
| Algebra or | Mathematics .9B and 9A | Math. 5.....9B and 9A |
| Pre-Math...9B and 9A | Physiology....9A | Civics 5.....9B |
| Civics.....9B | Civics.....9B | Phys. Ed. 3...9B and 9A |
| Physiology....9A | Phys. Ed.....9B and 9A | Physiology 5...9A |
| Gym*.....9B and 9A | | |
| *3 hours per week | Electives: | Electives: |
| | French | French 5 |
| Electives: | German | German 5 |
| French | Latin | Latin 5 |
| German | Manual Arts | Manual Arts 5 |
| Latin | Home Economics | Home Economics 5 |
| Junior Business Training | Art | Art 5 |
| Art | | |
| Shop | Extra: | |
| Sewing and Design | Band | |
| | Orchestra | |
| Extra: | Chorus | |
| Dramatics | | |
| Band | | |
| Orchestra | | |
| Chorus | | |

GENERAL RULES

One of the electives must be elected.

One subject under "extras" may be elected, if desired.

1. Manual Arts and Home Economics Courses change every nine weeks.
2. In addition to the required subjects, each pupil must choose one elective and may choose one or more of the "extras."
3. When electing a language, the pupil must understand that the language must be carried for at least two years or lose credit.

Note 1—All periods are sixty minutes in length.

Note 2—Chorus 2 is optional during the 9th grade.

Note 3—Any pupil electing a language in the 9th grade may also take one vocational subject if he can successfully.

Note 4—Two weeks per semester of work in Speech is required of every pupil above the 7th grade.

Note 5—Band 2 and Orchestra 3 may be taken in addition to the regular course.

MADISON SENIOR HIGH SCHOOLS

10th Grade

COLLEGE PREPARATORY COURSE

| CENTRAL | | EAST | | WEST | |
|-------------------------------|--------|--------------------------------------|--------|-------------------------------|--------|
| Required: | Credit | Required: | Credit | Required: | Credit |
| English 10BC-AC..... | 1 | English 10BC-AC..... | 1 | English 10BC-AC..... | 1 |
| Mathematics 10BC-AC..... | 1 | Mathematics 10BC-AC..... | 1 | Mathematics 10BC-AC..... | 1 |
| European History 10BC-AC..... | 1 | European History 10BC-AC..... | 1 | European History 10BC-AC..... | 1 |
| Physical Ed. 10B-A.... | 0 | Health Education 10B-A..... | 0 | Health Education 10B-A..... | 0 |
| Elective: (elect one) | | Elective: (elect one) | | Elective: (elect one) | |
| French 10B-A..... | 1 | French 10B-A..... | 1 | French 10B-A..... | 1 |
| German 10B-A..... | 1 | French 9B-A..... | 1 | French Science 11B-A .. | 1 |
| Latin 10B-A..... | 1 | German 10B-A..... | 1 | German 10B-A..... | 1 |
| Physical Geography 10B-A..... | 1 | German 9B-A..... | 1 | German Science 11B-A .. | 1 |
| Applied Design 10B... ½ | | Latin 10B-A..... | 1 | Latin 10B-A..... | 1 |
| Art 10B-A..... | 1 | Latin 9B-A..... | 1 | Latin Science 11B-A .. | 1 |
| Clothing 10B-A..... | 1 | Applied Design 10B... ½ | | Physical Geography 10B-A..... | 1 |
| Foods 10B-A..... | 1 | Art 10B-A..... | 1 | Economic Geography 10B-A..... | 1 |
| Auto Mechanics 10B... ½ | | Clothing 10B-A..... | 1 | Art 10B-1..... ½ | |
| Mech. Drawing 10B-A .. | 1 | Foods 10B-A..... | 1 | Art 10B-A..... | 1 |
| Woodwork 10B-A..... | 1 | Mech. Drawing 10B-A .. | 1 | Clothing 10B-A..... | 1 |
| Sheet Metal 10B-A.... | 1 | Woodwork 10B-A..... | 1 | Foods 10B-A..... | 1 |
| Printing 10B-A..... | 1 | Printing 10B-A..... | 1 | Mech. Drawing 10B-A .. | 1 |
| Extras: | | Extras: | | Extras: | |
| Band..... ½ | | Band..... ½ | | Band..... ½ | |
| Chorus..... ¼ | | Chorus (see A under Music)..... ¼, ½ | | Chorus..... ¼ | |
| Orchestra..... ¼ | | Orchestra..... ½ | | Orchestra..... ½ | |
| Outside Music..... ½ | | Outside Music..... ½ | | Outside Music..... ½ | |
| Music Appreciation... ½ | | A Cappella Choir..... ¼ | | A Cappella Choir..... ¼ | |

10th Grade

NON-COLLEGE PREPARATORY

| CENTRAL | | EAST | | WEST | |
|--------------------------|--------|-------------------------|--------|-----------------------|--------|
| Required: | Credit | Required: | Credit | Required: | Credit |
| English 10BC-AC..... | 1 | English 10BG-AG..... | 1 | English 10BC-AC or | |
| (see note C under Eng.) | | Math. 10BG-AG..... | 1 | R and C 10B-A..... | 1 |
| Mathematics 10BC- | | Eur. Hist. 10BG-AG .. | 1 | Mathematics 10BC- | |
| AC or | | Health Ed. 10B-A..... | 0 | AC or Elements of | |
| Practical Math. I-II .. | 1 | | | Business 10B-A..... | 1 |
| Eur. Hist. 10BC-AC .. | 1 | | | Eur. History 10BC-AC | |
| Phys. Ed. 10B-A..... | 0 | | | or Geography 10B-A | |
| | | | | or Story of Human | |
| | | | | Progress 10B-A | 1 |
| | | | | Health Ed. 10B-A..... | 0 |
| Elective: (elect one) | | Elective: (elect one) | | Elective: (elect one) | |
| French 10B-A..... | 1 | French 10B-A..... | 1 | French 10B-A..... | 1 |
| German 10B-A..... | 1 | French 9B-A..... | 1 | German 10B-A..... | 1 |
| Latin 10B-A..... | 1 | German 10B-A..... | 1 | Latin 10B-A..... | 1 |
| General Science 10B... ½ | | German 9B-A..... | 1 | General Science 10B-A | 1 |
| Economic Geography | | Latin 10B-A..... | 1 | Economic Geography | |
| 10B-A..... | 1 | Latin 9B-A..... | 1 | 10B-A..... | 1 |
| Applied Design 10B... ½ | | Applied Design 10B... ½ | | Physical Geography | |
| Art 10B-A..... | 1 | Art 10B-A..... | 1 | 10B-A..... | 1 |
| Clothing 10B-A..... | 1 | Clothing 10B-A..... | 1 | Art 10B-1..... | ½ |
| Foods 10B-A..... | 1 | Foods 10B-A..... | 1 | Art 10B-A..... | 1 |
| Auto Mechanics 10B... ½ | | Mech. Drawing 10B-A | 1 | Clothing 10B-A..... | 1 |
| Mechanical Drawing | | Woodwork 10B-A..... | 1 | Foods-Cookery 10B-A | 1 |
| 10B-A..... | 1 | Printing 10B-A..... | 1 | Mechanical Drawing | |
| Sheet Metal 10B-A..... | 1 | | | 10B-A..... | 1 |
| Woodwork 10B-A..... | 1 | | | Sheet Metal 10B-A.... | 1 |
| Printing 10B-A..... | 1 | | | Woodwork 10B-A..... | 1 |
| | | | | Printing 10B-A..... | 1 |
| Extra: | | Extra: | | Electrical 10B-A..... | 1 |
| Band..... | ½ | Band..... | ½ | | |
| Chorus..... | ¼ | Chorus..... ¼ or ½ | | | |
| Orchestra..... | ½ | Orchestra..... | ½ | | |
| Outside Music..... | ½ | Outside Music..... | ½ | | |
| Music Appreciation... ½ | | A Cappella Choir..... ¼ | | | |
| | | | | Extra: | |
| | | | | Band..... | ½ |
| | | | | Chorus..... | ¼ |
| | | | | Orchestra..... | ½ |
| | | | | Outside Music..... | ½ |
| | | | | A Cappella Choir..... | ¼ |

10th Grade

COMMERCIAL COURSE

| CENTRAL | |
|-------------------------|--------|
| Required: | Credit |
| English 10BC-AC..... | 1 |
| Math. 10BC-AC or | |
| Practical Math. I-II .. | 1 |
| Geography 10B-A or | |
| Eur. Hist. 10BC-AC .. | 1 |
| Typing 10A..... | ¼ |
| Physical Ed..... | 0 |

Elective: (elect one)

| | |
|-------------------------|---|
| French 10B-A..... | 1 |
| German 10B-A..... | 1 |
| Latin 10B-A..... | 1 |
| Applied Design 10B... ½ | |
| Art 10B-A..... | 1 |
| Clothing 10B-A..... | 1 |
| Foods 10B-A..... | 1 |
| Auto Mechanics 10B... ½ | |
| Mech. Drawing 10B-A .. | 1 |
| Sheet Metal 10B-A.... | 1 |
| Woodwork 10B-A..... | 1 |
| Printing 10B-A..... | 1 |

Extra:

See other Courses

VOCATIONAL COURSES

| EAST | |
|-----------|--------|
| Required: | Credit |

Secretarial

| | |
|----------------------|---|
| English 10BV-AV..... | 1 |
| Math. 10BV-AV..... | 1 |
| Geography 10B-A..... | 1 |
| Typing 11B..... | ¼ |

General Business

| | |
|-----------------------|---|
| English 10BV-AV..... | 1 |
| Math. 10BV-AV..... | 1 |
| Eur. Hist. 10BV-AV .. | 1 |

Manual Arts

| | |
|-----------------------|---|
| English 10BV-AV..... | 1 |
| Math. 10BV-AV..... | 1 |
| Eur. Hist. 10BV-AV .. | 1 |
| Health Ed. 10B-A..... | 0 |

Elective: (elect one)

| | |
|-------------------------|---|
| French 10B-A..... | 1 |
| German 10B-A..... | 1 |
| Latin 10B-A..... | 1 |
| Applied Design 10B... ½ | |
| Art 10B-A..... | 1 |
| Clothing 10B-A..... | 1 |
| Foods 10B-A..... | 1 |
| Mech. Drawing 10B-A .. | 1 |
| Woodwork 10B-A..... | 1 |
| Printing 10B-A..... | 1 |

Extra:

See other courses

COMMERCIAL COURSE

| WEST | |
|-----------|--------|
| Required: | Credit |

| | |
|-----------------------|---|
| English 10BC-AC..... | 1 |
| Math. 10BC-AC or | |
| Elements of Business | |
| 10B-A..... | 1 |
| Geography 10B-A, | |
| Story of Human Pro- | |
| gress 10B-A, or Eur. | |
| History 10BC-AC..... | 1 |
| Typing 10A..... | ¼ |
| Health Ed. 10B-A..... | 0 |

Elective: (elect one)

| | |
|------------------------|---|
| French 10B-A..... | 1 |
| German 10B-A..... | 1 |
| Latin 10B-A..... | 1 |
| Art 10BA-1..... | 1 |
| Art 10B-A..... | 1 |
| Clothing 10B-A..... | 1 |
| Foods-Cookery 10B-A .. | 1 |
| Auto Mech. 10B-A.... | 1 |
| Mech. Drawing 10B-A .. | 1 |
| Sheet Metal 10B-A.... | 1 |
| Woodwork 10B-A..... | 1 |
| Printing 10B-A..... | 1 |

Extra:

See other courses

11th Grade

COLLEGE PREPARATORY COURSE

| CENTRAL | | EAST | | WEST | |
|---------------------------|---------------|---------------------------|---------------|------------------------|---------------|
| Required: | <i>Credit</i> | Required: | <i>Credit</i> | Required: | <i>Credit</i> |
| English 11BC-AC..... | 1 | English 11BC-AC or .. | 1 | English 11BC-AC..... | 1 |
| (see note "c" under Eng.) | | Journalism 11A..... | ½ | Biology 11BC-AC, or | |
| Biology 11BC-AC or | | (see note "B" under Eng.) | | Chemistry 11BC-AC, or | |
| Chemistry 11BC-AC or | | Biology 11BC-AC or | | Physics 11BC-AC..... | 1 |
| Physics 11BC-AC..... | 1 | Chemistry 11BC-AC or | | | |
| | | Physics 11BC-AC..... | 1 | | |
| | | Health Ed. (see note).. | 0 | | |
| Elective: | | Elective: | | Elective: | |
| French 11B-A..... | 1 | French 11B-A..... | 1 | French 11B-A..... | 1 |
| French Science 11B-A | 1 | French 10B-A..... | 1 | French Science 11B-A | 1 |
| German 11B-A..... | 1 | French 9B-A..... | 1 | German 11B-A..... | 1 |
| German Science 11B-A | 1 | German 11B-A..... | 1 | German Science 11B-A | 1 |
| Latin 11B-A..... | 1 | German 10B-A..... | 1 | Latin 11B-A..... | 1 |
| Latin Science 11B-A .. | 1 | German 9B-A..... | 1 | Latin Science 11B-A .. | 1 |
| Math 11B (Adv. Alg.) ½ | | Latin 11B-A..... | 1 | Math. 11B(Adv. Alg.) ½ | |
| Math. 11A (Pl. Geom.) ½ | | Latin 10B-A..... | 1 | Math. 11A(Pl. Geom.) ½ | |
| Speech 11B..... | ½ | Latin 9B-A..... | 1 | History 11B-A..... | 1 |
| History 11B-A..... | 1 | Math. 11B (Adv. Alg.) ½ | | Art 11B-A..... | 1 |
| Art 11B-A..... | 1 | Math. 11A(Pl. Geom.) ½ | | Ceramics 11B-A..... | 1 |
| Art Metals 11B-A..... | 1 | Journalism 11A..... | ½ | Homemaking 11B-A .. | 1 |
| Ceramics 11B..... | ½ | Physiography 11B.... | ½ | Machine Shop 11B-A.. | 1 |
| Homemaking 11B-A .. | 1 | History 11B-A..... | 1 | Arch. Drawing 11B-A | 1 |
| Machine Shop 11B-A.. | 1 | Art 11B-11A..... | 1 | Electrical Work 11B-A | 1 |
| Arch. Drawing 11B-A | 1 | Art Metals 11B-A.... | 1 | Woodwork 11B..... | ½ |
| Electrical Work 11B-A | 1 | Homemaking 11B-A .. | 1 | Sheet Metal 11B..... | ½ |
| Woodwork 11B-A..... | 1 | Gen. Metals 11B-A... 1 | | Auto Mech. 11B-A.... | 1 |
| | | Mach. Drawing 11B-A | 1 | Auto Mech. 11B..... | ½ |
| | | Aeronautics 11B..... | ½ | | |
| | | Woodwork 11B-A.... | 1 | | |
| | | Pattern Making 11B .. | ½ | | |
| | | Shorthand 11B-A.... | 1 | | |
| | | Typing 11B-A..... | ½ | | |
| | | Com. Arith. 11B..... | ½ | | |
| | | Bus. Organization and | | | |
| | | Management 11B... ½ | | | |
| | | Bookkeeping 11B..... | ½ | | |
| | | | | | |
| Extra: | | Extra: | | Extra: | |
| Band..... | ½ | Band..... | ½ | Band..... | ½ |
| Chorus..... | ¼ | Chorus..... | ¼ or ½ | Chorus..... | ¼ |
| Orchestra..... | ½ | Orchestra..... | ½ | Orchestra..... | ½ |
| Music Appreciation... ½ | | Outside Music..... | ½ | Outside Music..... | ½ |
| Outside Music..... | ½ | A Cappella Choir..... | ¼ | A Cappella Choir..... | ¼ |

11th Grade

NON-COLLEGE PREPARATORY

| CENTRAL | |
|---------------------------|---------------|
| Required: | <i>Credit</i> |
| English 11BC-AC..... | 1 |
| (see note "C" under Eng.) | |
| Gen. Science 11B-A.... | 1 |
| Elective: | |
| French 11B-A..... | 1 |
| French Science 11B-A .. | 1 |
| German 11B-A..... | 1 |
| German Science 11B-A .. | 1 |
| Latin 11B-A..... | 1 |
| Latin Science 11B-A .. | 1 |
| History 11B-A..... | 1 |
| Art 11B-A..... | 1 |
| Art Metal 11B-A..... | 1 |
| Ceramics 11B..... | ½ |
| Homemaking 11B-A .. | 1 |
| Arch. Drawing 11B-A .. | 1 |
| Electrical Work 11B-A .. | 1 |
| Machine Shop 11B-A.. | 1 |
| Woodwork 11B-A..... | 1 |
| Extra: | |
| Band..... | ½ |
| Chorus..... | ¼ |
| Orchestra..... | ½ |
| Music Appreciation.... | ½ |
| Outside Music..... | ½ |

GENERAL

| EAST | |
|--------------------------|---------------|
| Required: | <i>Credit</i> |
| English 11BG-AG or | 1 |
| Journalism 11A..... | ½ |
| Biology 11BG-AG, | |
| Chemistry 11BG-AG or | |
| Physics 11BG-AG.... | 1 |
| Health Ed..... | 0 |
| Elective: | |
| French 11B-A..... | 1 |
| French 10B-A..... | 1 |
| French 9B-A..... | 1 |
| German 11B-A..... | 1 |
| German 10B-A..... | 1 |
| German 9B-A..... | 1 |
| Latin 11B-A..... | 1 |
| Latin 10B-A..... | 1 |
| Latin 9B-A..... | 1 |
| History 11B-A | 1 |
| Journalism 11A..... | ½ |
| Physiography 11B..... | ½ |
| Art 11B-A..... | 1 |
| Art Metal 11B-A..... | 1 |
| Homemaking 11B-A .. | 1 |
| Mach. Drawing 11B-A .. | 1 |
| Aeronautics 11B..... | ½ |
| Pattern Making 11B .. | ½ |
| Gen. Metals 11B-A .. | 1 |
| Woodwork 11B-A..... | 1 |
| Person'l Typing 11B-A .. | ½ |
| Shorthand 11B-A..... | 1 |
| Typing 11B-A..... | ½ |
| Com'l. Arith. 11B..... | ½ |
| Business Organization | |
| and Management.... | ½ |
| Bookkeeping 11B..... | ½ |
| Extra: | |
| Band..... | ½ |
| Chorus..... | ¼ or ½ |
| Orchestra..... | ½ |
| A Cappella Choir..... | ¼ |
| Outside Music..... | ½ |

GENERAL

| WEST | |
|--------------------------|---------------|
| Required: | <i>Credit</i> |
| English 11BC-AC or | |
| R & C 11B-A..... | 1 |
| Elective: | |
| French 11B-A..... | 1 |
| French Science 11B-A .. | 1 |
| German 11B-A..... | 1 |
| German Science 11B-A .. | 1 |
| Latin 11B-A..... | 1 |
| Latin Science 11B-A .. | 1 |
| History 11B-A..... | 1 |
| General Science 10B-A .. | 1 |
| Biology 11BC-AC..... | 1 |
| Chemistry 11BC-AC.. | 1 |
| Physics 11BC-AC..... | 1 |
| Art 11B-A..... | 1 |
| Art Metal 11B-A..... | 1 |
| Ceramics 11B-A..... | 1 |
| Homemaking 11B-A .. | 1 |
| Arch. Drawing 11B-A .. | 1 |
| Electrical Work 11B-A .. | 1 |
| Auto Mech. 11A..... | ½ |
| Auto Mech. 11B-A..... | 1 |
| Machine Shop 11B-A.. | 1 |
| Woodwork 11B-A..... | 1 |
| Sheet Metal 11A..... | ½ |
| Printing 11B-A..... | 1 |
| Extra: | |
| Band..... | ½ |
| Chorus..... | ¼ |
| Orchestra..... | ½ |
| A Cappella Choir..... | ¼ |
| Outside Music..... | ½ |

11th Grade

COMMERCIAL COURSE

| CENTRAL | |
|----------------------------------|--------|
| Required: | Credit |
| English 11BC-AC..... | 1 |
| Com'l Arith. 11B..... | ½ |
| Bookkeeping 11B..... | ½ |
| Shorthand 11B-A..... | 1 |
| Typing 11B-A..... | ½ |
| Penmanship and Spelling 11B..... | ¼ |

Electives:

Extra:
See other courses

VOCATIONAL COURSES

| EAST | |
|-----------------------|--------|
| Required: | Credit |
| <i>Secretarial</i> | |
| English 11BV-AV..... | 1 |
| Com'l Arith. 11B..... | ½ |
| Bookkeeping 11B..... | ½ |
| Shorthand 11B-A..... | 1 |
| Typewriting 11A-12B | ½ |
| English Usage 11B-A.. | ½ |
| Health Ed. 11B-A..... | 0 |

General Business

| | |
|-----------------------------------------|---|
| English 11BV-AV..... | 1 |
| Com'l Arith. 11B..... | ½ |
| Bookkeeping 11B..... | ½ |
| Business Organization and Management... | ½ |
| Economics 12B..... | ½ |
| Typing 11B-A..... | ½ |
| English Usage 11B-A.. | ½ |
| Health Ed. 11B-A..... | 0 |

Manual Arts

| | |
|-----------------------|---|
| English 11BV-AV..... | 1 |
| Biology 11BV-AV or | |
| Chemistry 11BV-AV or | |
| Physics 11BV-AV..... | 1 |
| Health Education..... | 0 |

Electives:

| | |
|------------------------------|---|
| (in manual arts course only) | |
| Journalism 11A..... | ½ |
| Shop Math. 11B..... | ½ |
| Gen. Metals 11B-A.... | 1 |
| Woodwork 11B-A..... | 1 |
| Pattern Making 11B... | ½ |
| Mach. Drawing 11B-A | 1 |
| Aeronautics 11B..... | ½ |

Extra:

See other courses

COMMERCIAL COURSE

| WEST | |
|----------------------------------|--------|
| Required: | Credit |
| English 11BC-AC..... | 1 |
| Com'l Arith. 11B..... | ½ |
| Bookkeeping 11B..... | ½ |
| Shorthand 11B-A..... | 1 |
| Typing 11B-A..... | ½ |
| Penmanship and Spelling 11B..... | ¼ |

Electives:

Extra:
See other courses

12th Grade

COLLEGE PREPARATORY COURSE

CENTRAL

Required: Credit
 English 12BC-AC..... 1
 U. S. Hist. 12BC-AC.. 1

Elective:

| | |
|---------------------------------|---|
| French 12B-A..... | 1 |
| French Science 12B-A | 1 |
| German 12B-A..... | 1 |
| German Science 12B-A | 1 |
| Latin 12B-A..... | 1 |
| Latin Science 12B-A .. | 1 |
| Math. 12B (Col. Alg.) | ½ |
| Math. 12A (Trig.).... | ½ |
| Economics 12B..... | ½ |
| Problems of Dem- ocracy..... | 1 |
| Speech 11B..... | ½ |
| Art 12B-A..... | 1 |
| Arch. Drawing 12B-A | 1 |
| Elec. Work 12B-A.... | 1 |
| Mach. Shop 12B-A.... | 1 |

Extra:
 See other courses

EAST

Required: Credit
 English 12BC-AC..... 1
 U. S. Hist. 12BC-AC.. 1
 Health Ed. 12B-A..... 0

Elective:

| | |
|--------------------------------|---|
| French 12B-A..... | 1 |
| French 11B-A..... | 1 |
| French 10B-A..... | 1 |
| German 11B-A..... | 1 |
| German 10B-A..... | 1 |
| Latin 12B-A..... | 1 |
| Latin 11B-A..... | 1 |
| Latin 10B-A..... | 1 |
| Math. 12B (Trig.).... | ½ |
| Math. 12A (Cor. Math.)..... | ½ |
| Economics 12B..... | ½ |
| Social Problems 12A .. | ½ |
| Pub. Speaking 12B-A . | 1 |
| Art 12B-A..... | 1 |
| Arch. Drawing 12B-A | 1 |
| Auto Mech. 12B-A.... | 1 |
| Com. Law 12B..... | ½ |
| Com. Correspondence | ½ |
| Office Practice..... | ½ |
| Stenography 12B-A... 1 | |
| Typing 12B-A..... | ½ |
| Bookkeeping 11A-12B. | 1 |

Extra:
 See other courses

WEST

Required: Credit
 English 12BC-AC..... 1
 U. S. Hist. 12BC-AC.. 1

Elective:

| | |
|-------------------------------------|---|
| French 12B-A..... | 1 |
| French Science 12B-A | 1 |
| German 12B-A..... | 1 |
| German Science 12B-A | 1 |
| Latin 12B-A..... | 1 |
| Latin Science 12B-A .. | 1 |
| Math. 12B (Col. Alg.) | ½ |
| Math. 12A (Trig.).... | ½ |
| Economics 12B..... | ½ |
| Problems of Dem- ocracy 12A..... | ½ |
| Art 12B-A..... | 1 |
| Arch. Drawing 12B-A . | 1 |
| Mach. Shop 12B-A.... | 1 |

Extra:
 See other courses

12th Grade

NON-COLLEGE PRE- PARATORY

| CENTRAL | Credit |
|-----------------------|--------|
| Required: | |
| English 12BC-AC..... | 1 |
| (See note under Eng.) | |
| U. S. Hist. 12BC-AC.. | 1 |

| | |
|-------------------------------------|---|
| Elective: | |
| French 12B-A..... | 1 |
| French Science 12B-A | 1 |
| German 12B-A..... | 1 |
| German Science 12B-A | 1 |
| Latin 12B-A..... | 1 |
| Latin Science 12B-A .. | 1 |
| Economics 12B..... | ½ |
| Problems of Dem- ocracy 12A..... | ½ |
| Art 12B-A..... | 1 |
| Arch. Drawing 12B-A | 1 |
| Elec. Work 12B-A.... | 1 |
| Machine Shop 12B-A.. | 1 |

| | |
|-----------------------|---|
| Extra: | |
| Band..... | ½ |
| Chorus..... | ¼ |
| Orchestra..... | ½ |
| Music Appreciation... | ½ |
| Outside Music..... | ½ |

GENERAL

| EAST | Credit |
|---------------------------------------------|--------|
| Required: | |
| English 12BG-AG or Public Speaking 12B-A | 1 |
| U. S. Hist. 12BG-AG.. | 1 |

| | |
|-------------------------|---|
| Elective: | |
| French 12B-A..... | 1 |
| French 11B-A..... | 1 |
| French 10B-A..... | 1 |
| German 11B-A..... | 1 |
| German 10B-A..... | 1 |
| Latin 12B-A..... | 1 |
| Latin 11B-A..... | 1 |
| Latin 10B-A..... | 1 |
| Economics 12B..... | ½ |
| Social Problems 12A .. | ½ |
| Art 12B-A..... | 1 |
| Arch. Drawing 12B-A | 1 |
| Auto Mech. 12B-A.... | 1 |
| Commercial Law 12B .. | ½ |
| Com. Correspondence | ½ |
| Office Practice 12A.... | ½ |
| Stenography 12B-A... | 1 |
| Typing 12B-A..... | ½ |
| Bookkeeping 11A-12B. | 1 |

| | |
|-----------------------|--------|
| Extra: | |
| Band..... | ½ |
| Chorus..... | ¼ or ½ |
| Orchestra..... | ½ |
| Outside Music..... | ½ |
| A Cappella Choir..... | ¼ |

GENERAL

| WEST | Credit |
|------------------------------------------|--------|
| Required: | |
| English 12BC-AC or R and C 12B-A..... | 1 |
| U. S. Hist. 12BC-AC.. | 1 |

| | |
|-------------------------------------|---|
| Elective: | |
| French 12B-A..... | 1 |
| French Science 12B-A | 1 |
| German 12B-A..... | 1 |
| German Science 12B-A | 1 |
| Latin 12B-A..... | 1 |
| Latin Science 12B-A .. | 1 |
| Economics 12B..... | ½ |
| Problems of Dem- ocracy 12A..... | ½ |
| Art 12B-A..... | 1 |
| Arch. Drawing 12B-A. | 1 |
| Mach. Shop 12B-A.... | 1 |

| | |
|-----------------------|---|
| Extra: | |
| Band..... | ½ |
| Chorus..... | ¼ |
| Orchestra..... | ½ |
| Outside Music..... | ½ |
| A Cappella Choir..... | ¼ |

12th Grade

COMMERCIAL COURSE

CENTRAL

Required: *Credit*
 U. S. Hist. 12BC-AC... 1
 Bookkeeping 11A..... $\frac{1}{2}$
 Com'l Correspondence $\frac{1}{2}$
 Shorthand 12B-A..... 1
 Office Practice 12A.... $\frac{1}{2}$

Elective:

Problems of Democracy..... $\frac{1}{2}$
 Speech 11B..... $\frac{1}{2}$
 Typewriting 12B-A... $\frac{1}{2}$

Extra:

Band..... $\frac{1}{2}$
 Chorus..... $\frac{1}{4}$
 Orchestra..... $\frac{1}{2}$
 Music Appreciation... $\frac{1}{2}$
 Outside Music..... $\frac{1}{2}$

VOCATIONAL COURSES

EAST

Secretarial

Required: *Credit*
 U. S. Hist. 12BV-AV... 1
 Bookkeeping 11A..... $\frac{1}{2}$
 Com. Corres. 12B.... $\frac{1}{2}$
 Shorthand 12B-A..... 1
 Office Practice 12A.... $\frac{1}{2}$
 Typing 12A..... $\frac{1}{4}$

General Business

U. S. Hist. 12BV-AV... 1
 Bookkeeping 11A-12B. 1
 Com'l Law 12B..... $\frac{1}{2}$
 Com'l Corres..... $\frac{1}{2}$

Manual Arts

English 12BV-AV..... 1
 U. S. Hist. 12B-A..... 1

All Courses

Health Ed. 12B-A..... 0

Elective:

Social Problems..... $\frac{1}{2}$
 Public Speaking 12B-A 1
 Mathematics 12B-A... 1
 Arch. Drawing 12B-A. 1
 Auto Mech. 12B-A.... 1
 Art 12B-A..... 1

Extra:

Band..... $\frac{1}{2}$
 Chorus..... $\frac{1}{4}$ or $\frac{1}{2}$
 Orchestra..... $\frac{1}{2}$
 Outside Music..... $\frac{1}{2}$
 A Cappella Choir..... $\frac{1}{4}$

COMMERCIAL COURSE

WEST

Required: *Credit*
 U. S. Hist. 12BC-AC... 1
 Bookkeeping 11A..... $\frac{1}{2}$
 Shorthand 12B-A..... 1
 Office Practice 12A.... $\frac{1}{2}$

Elective:

Problems of Democracy..... $\frac{1}{2}$
 Economics..... $\frac{1}{2}$
 Typewriting 12B-A... $\frac{1}{2}$

Extra:

Band..... $\frac{1}{2}$
 Chorus..... $\frac{1}{4}$
 Orchestra..... $\frac{1}{2}$
 Outside Music..... $\frac{1}{2}$
 A Cappella Choir..... $\frac{1}{4}$

PART IV.

Looking Over a Five-Year Period



Looking over a period of five years at the vital facts in regard to financial support of schools will give the people the picture of how the schools are affected by the depression.

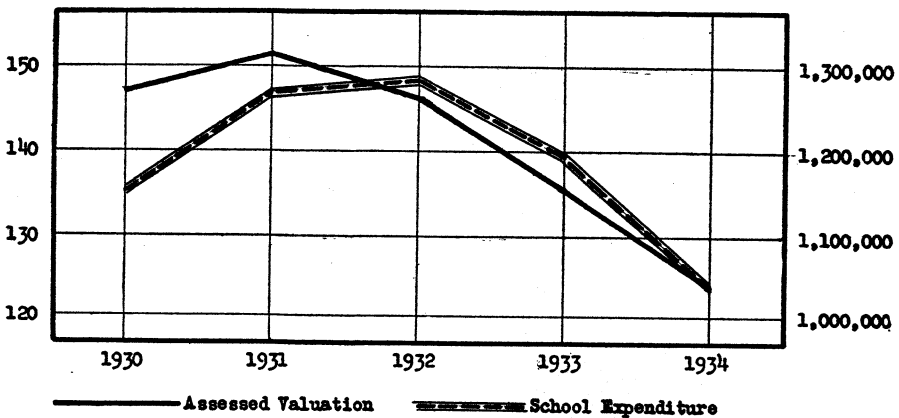
The usual questions that are asked are these: Are the schools taking their share in the reduction of the cost of government? What have been the decreases in revenue for schools? Has there been an increase in the enrolment? What have the taxes for schools been? What has happened to the teachers' salaries? Are the classes being made large at the expense of good school standards in order to save teachers' salaries?

In order to answer these questions, we have gone to the annual reports to the State Superintendent of Public Instruction from the city schools of Madison for the past five years. From these reports we have taken the following data:

1. Total current expenditure for schools (excluding debt service)
2. Total enrolment in the Madison Public Schools.
3. Cost of pupil enrolled.
4. The number of teachers employed.
5. The city school tax levy (from the city's record).
6. The lowest salary paid teachers.
7. The highest salary paid teachers.
8. The average salary paid teachers.
9. The number of pupils enrolled per teacher.
10. The assessed valuation of the school district.

TABLE I.
Showing the Comparative Changes in the Total Assessed
Valuation of the Madison School District and the
Total Current Expenditure for Schools

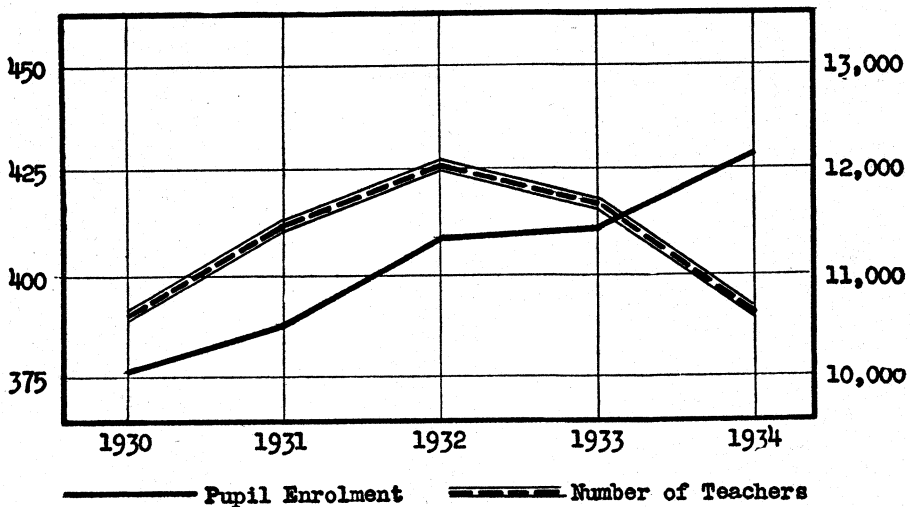
| <i>Assessed Valuation</i> | <i>Year</i> | <i>School Expenditure</i> |
|---------------------------|-------------|---------------------------|
| \$147,615,709.00 | 1930 | \$1,154,275.10 |
| \$150,980,115.00 | 1931 | \$1,268,960.51 |
| \$146,761,395.00 | 1932 | \$1,285,337.24 |
| \$135,441,015.00 | 1933 | \$1,193,746.39 |
| \$123,461,488.00 | 1934 | \$1,036,250.83 |



This table shows how the expenditure for schools has followed the downward path of assessed valuation. It is of interest to notice that during the past three years the *assessed valuation* of the city has decreased 15.8 percent, while the *total current expenditure for schools* has decreased 19.4 percent.

TABLE 2.
Showing Relation of Number of Teachers
To Pupil Enrolment

| <i>Pupil Enrolment</i> | <i>Year</i> | <i>Number of Teachers</i> |
|------------------------|-------------|---------------------------|
| 10,063 | 1930 | 389 |
| 10,527 | 1931 | 412.6 |
| 11,326 | 1932 | 425.6 |
| 11,447 | 1933 | 417.6 |
| 12,154 | 1934 | 389.8 |

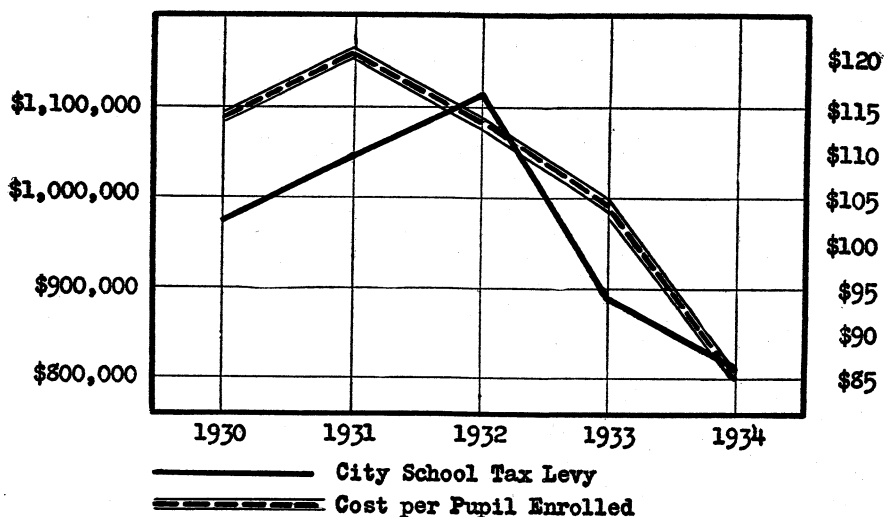


This table indicates how during the past two years the number of pupils has been increasing and the number of teachers has been becoming less.

TABLE 3.
Showing the City School Tax Levy and Cost per Pupil
Enrolled During Five-year Period

| <i>*City School Tax Levy</i> | <i>Year</i> | <i>Cost per Pupil Enrolled</i> |
|------------------------------|-------------|--------------------------------|
| \$ 971,580.58 | 1930 | \$114.70 |
| \$1,044,808.91 | 1931 | \$120.54 |
| \$1,115,901.00 | 1932 | \$113.48 |
| \$ 892,392.09 | 1933 | \$104.28 |
| \$ 811,384.25 | 1934 | \$ 85.26 |

**From City of Madison Budget.*

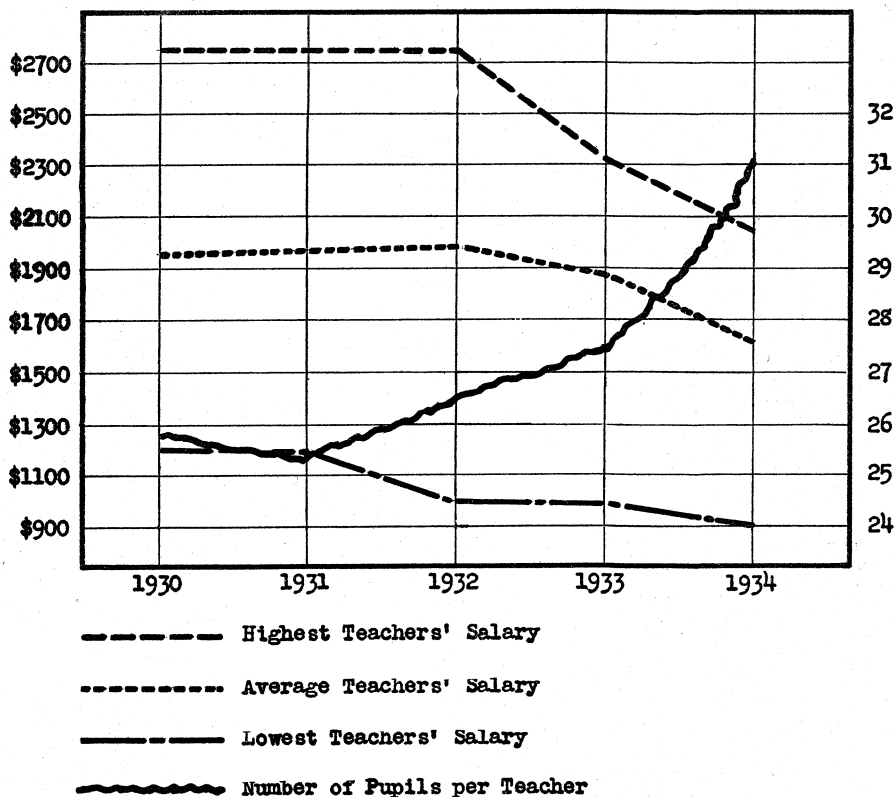


From this table it is of interest to notice that during the past three years the *city school tax levy* has decreased 27.2 percent; and that the *cost per pupil enrolled* has decreased during the past four years 29.2 percent. The greater decrease in the cost per pupil is due to the increase in number of pupils enrolled combined with decrease in total cost.

TABLE 4.
Showing Downward Trend of Teachers' Salaries
and Increase in Teacher Load

| <i>Teachers' Salaries</i> | | | <i>Year</i> | <i>No. of Pupils Enrolled per Teacher</i> |
|---------------------------|----------------|----------------|-------------|---------------------------------------------------|
| <i>Lowest</i> | <i>Highest</i> | <i>Average</i> | | |
| \$1200 | \$2750 | \$1976 | 1930 | 25.8 |
| 1200 | 2750 | 1994 | 1931 | 25.4 |
| 1000 | 2750 | 1997 | 1932 | 26.6 |
| 1000 | 2354 | 1891.50 | 1933 | 27.4 |
| 900 | 2084 | 1616 | 1934* | 31.2 |

*Calendar year.



This table seems to prove that teachers, like people in other occupations, during the depression have been doing more and more for less and less.

PART V.

FINANCIAL REPORT



The following financial reports are in the same form as those presented in the Annual Reports during the past five years. This enables anyone who is interested to make a comparative study of the public school finances during these years.

TABLE 1.

Balance Sheet as of June 30, 1934

| ASSETS | |
|-------------------------------------------------------|----------------|
| Particulars | |
| FIXED ASSETS | |
| Land and Land Improvements | \$835,796.01 |
| Buildings and Attached Structures..... | 4,258,947.46 |
| Machinery and Equipment | 672,973.69 |
| SUNDRY ACCOUNTS RECEIVABLE | |
| Accounts Receivable..... | 7,446.72 |
| Tuitions Receivable..... | 79,894.45 |
| CURRENT ASSETS | |
| Cash in Bank | 988.04 |
| Board of Education—Petty Cash Fund..... | 15.00 |
| Board of Education—Advances to be Re- funded | 1,500.00 |
| INVENTORIES | |
| Stock Room | 10,616.71 |
| Fuel | 1,332.28 |
| TRUST FUNDS | |
| Samuel Shaw Prize Fund..... | 923.50 |
| C. R. Stein Scholarship Fund | 2,461.66 |
| William McPyncheon Trust Fund | 11,225.50 |
| Total | \$5,884,121.02 |

LIABILITIES

FIXED LIABILITIES

| | |
|-----------------------------|----------------|
| Bonded Indebtedness..... | \$2,631,000.00 |
| State Trust Fund Loans..... | 40,238.00 |

OTHER LIABILITIES

| | |
|-------------------------------------------------------------------------|----------|
| Award of Industrial Commission of Wisconsin to Lloyd Benson—Injury..... | 3,933.15 |
| Joint School District No. 7 Madison, Fitchburg—Equity..... | 3,288.93 |

TRUST FUND RESERVES

| | |
|-------------------------------------|-----------|
| Samuel Shaw Prize Fund..... | 923.50 |
| C. R. Stein Scholarship Fund | 2,461.66 |
| William McPyncheon Trust Fund | 11,225.50 |

PROPRIETARY INTEREST

| | |
|----------------------|-----------------------|
| FIXED SURPLUS | 3,089,257.08 |
| CURRENT SURPLUS..... | 101,793.20 |
| Total | <u>\$5,884,121.02</u> |

TABLE II.

Revenues--July 1, 1933 Through June 30, 1934

REVENUE RECEIPTS AND ACCRUALS

| | |
|----------------------------------------------------------------------------------|-----------------------|
| Particulars | |
| STATE FUND APPORTIONMENT | |
| In City of Madison. | \$114,134.00 |
| In that part of Joint School District No. 8, Township of Blooming Grove | 215.30 |
| TAXES LEVIED BY COUNTY SUPERVISORS | |
| In City of Madison. | 56,500.00 |
| CITY SCHOOL TAXES | |
| In City of Madison. | 809,098.96 |
| City School Taxes in Joint School District No. 8 | 3,154.44 |
| STATE AIDS | |
| For Deaf School. | 4,843.55 |
| For Speech Correction | 3,693.70 |
| For Crippled Children—Longfellow School... | 8,694.95 |
| For Crippled Children—Orthopedic Hospital | 4,265.91 |
| For High Schools. | 884.94 |
| TUITIONS | |
| Central Senior High School | 1,826.40 |
| Central Junior High School. | 510.94 |
| East Senior High School. | 17,694.84 |
| East Junior High School. | 6,962.60 |
| West Senior High School | 13,325.66 |
| West Junior High School | 5,163.80 |
| Elementary Schools. | 11,191.86 |
| Deaf Schools. | 621.20 |
| Crippled Children | 1,480.80 |
| RENTALS | |
| C. H. S. Auditorium and Gymnasium. | 52.42 |
| E. H. S. Auditorium and Gymnasium. | 107.89 |
| W. H. S. Auditorium and Gymnasium. | 318.56 |
| Elementary School Gymnasiums. | 10.65 |
| OTHER MISCELLANEOUS RECEIPTS | |
| Board of Education. | 226.13 |
| Vocational School | 1,039.69 |
| Total Revenue Receipts and Accruals. ... | <u>\$1,065,566.93</u> |

NON-REVENUE RECEIPTS AND ACCRUALS

SALE OF MATERIAL

| | |
|------------------------------------------|----------------|
| Attendance Department..... | \$18.00 |
| Home Economics Department—C. H. S. | 1.13 |
| Home Economics Department—E. H. S. | 4.00 |
| Manual Arts Department—C. H. S..... | 275.86 |
| Manual Arts Department—E. H. S..... | 197.92 |
| Manual Arts Department—W. H. S..... | 96.20 |
| Manual Arts Department—Elementary..... | 167.27 |
| Special Schools..... | 48.72 |
| Open Air and Nutrition Room—Emerson.... | 27.10 |
| Open Air and Nutrition Room—Lowell..... | 2.30 |
| Open Air and Nutrition Room—Longfellow.. | 99.26 |
| Recreational Department..... | 4.48 |
| REFUNDS AND CANCELLED CHECKS..... | 37.77 |
| Total Non-revenue Receipts and Accruals | \$980.01 |
| Grand Total | \$1,066,546.94 |

TABLE III.

Total Operation, Maintenance and Capital
July 1, 1933 Through June, 30, 1934

Summary of Expenditures

| | Operation | Main- tenance | Capi- tal | Total |
|-----------------|----------------|------------------|--------------|----------------|
| Supt of | | | | |
| Schools.... | \$7,899.18 | 0. | 0. | \$7,899.18 |
| Admin. Bldg. | 23,631.18 | \$663.33 | \$8.20 | 24,302.71 |
| Admin. Bldg. | | | | |
| Annex..... | 616.00 | 128.76 | 77.91 | 822.67 |
| C. S. H. S.... | 89,056.78 | 3,574.79 | 486.94 | 93,118.51 |
| C. J. H..... | 44,497.90 | 80.61 | 41.61 | 44,620.12 |
| E. S. H. S.... | 122,991.52 | 3,958.95 | 2,735.36 | 129,685.83 |
| E. J. H. S. ... | 73,809.12 | 119.95 | 90.03 | 74,019.10 |
| W. S. H. S.... | 93,653.85 | 2,565.68 | 1,585.77 | 97,805.30 |
| W. J. H. S.... | 54,735.97 | 9.00 | 31.91 | 54,776.88 |
| Brayton..... | 5,129.72 | 311.45 | 91.36 | 5,532.53 |
| Doty..... | 13,131.00 | 345.97 | 1,104.67 | 14,581.64 |
| Draper..... | 14,996.79 | 350.48 | 1,137.87 | 16,485.14 |
| Dudgeon .. | 16,605.07 | 396.90 | 545.79 | 17,547.76 |
| Emerson | 50,370.52 | 682.35 | 117.33 | 51,170.20 |
| Franklin..... | 31,508.55 | 340.65 | 1,158.16 | 33,007.36 |
| Harvey..... | 14,025.73 | 320.57 | 52.03 | 14,398.33 |
| Hawthorne .. | 18,257.15 | 230.45 | 0. | 18,487.60 |
| Hawthorne | | | | |
| Annex..... | 193.79 | 6.75 | 57.44 | 257.98 |
| Lapham..... | 14,017.11 | 300.98 | 0. | 14,318.09 |
| Lincoln..... | 26,988.96 | 505.50 | 278.10 | 27,772.56 |
| Longfellow .. | 45,988.13 | 1,194.96 | 220.19 | 47,403.28 |
| Lowell..... | 45,591.78 | 725.60 | 190.51 | 46,507.89 |
| Marquette... | 19,375.47 | 418.28 | 41.04 | 19,834.79 |
| Nakoma..... | 19,082.42 | 619.70 | 898.94 | 20,601.06 |
| Randall ... | 49,383.94 | 385.59 | 252.40 | 50,021.93 |
| Washington . | 14,476.30 | 205.19 | 66.73 | 14,748.22 |
| Music Studio | 1,382.82 | .50 | 0.00 | 1,383.32 |
| New Mar- | | | | |
| quette..... | 0.00 | 132.00 | 0.00 | 132.00 |
| Rec. Dept. ... | 15,048.51 | 0.00 | 0.00 | 15,048.51 |
| Undistributed | 90,974.40 | 170.12 | 61.35 | 91,205.87 |
| Totals .. | \$1,017,419.66 | \$18,745.06 | \$11,331.64 | \$1,047,496.36 |

