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BULLETIN

OF THE

PUBLIC SCHOOLS

MADISON
WISCONSIN

SEVENTY-SIXTH ANNUAL REPORT



For The School Year
1930 - 1931



REPORT OF THE SCHOOL YEAR
1930-31

BEING THE

Seventy-Sixth 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, 1931

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FOREWORD



THE annual report of the work of the Madison schools this year is divided into four parts. I. A General Survey of the Schools, which gives a brief summary of the work of the year. II. The Physical Plant, which gives an account of the building under construction, and the general policy in regard to the buildings in the area adjacent to the commercial section of the city. III. Special Items of Interest, taken from the minutes of the Board of Education, and the calendars and bulletins of the Superintendent. And IV. A Financial Report, being a complete report of all receipts and expenditures during the year, including a statement of the bond accounts for the construction of West Junior-Senior High School and the Franklin Elementary School.

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PART I

A General Survey of the Schools



FROM year to year it is of interest and value to those who are concerned with the character and quality of the work of the Madison Public Schools to take a bird's-eye view of them and observe some of the high points of the year. It is the purpose of this general survey to give this view. It includes only a few of the many fine and worth while things that are being done in the Madison schools.

A. ELEMENTARY SCHOOLS

1. ENROLMENT

The organization of the Madison schools in the elementary division was more complete this year because of the fact that the additions to the physical plant made it possible to separate the kindergarten and first six grades from the junior and senior high school organization in the central and west sections of the city. The enrolment, which is shown in Table No. 1, indicates an increase. The comparable building figures are not of value because of the change in organization.

TABLE NO. 1

SCHOOLS	June 10, 1927	June 8, 1928	June 14, 1929	June 13, 1930	June 12, 1931
Brayton.....	304	297	267	230	.....
Doty.....	222	184	171	125	227
Draper.....	364	373	332	305	199
Dudgeon.....	.....	195	267	282	256
Emerson Elementary.....	646	686	750	764	804
Emerson Junior.....	389	336	302	308	288
Franklin.....	343	359	388	373	387
Harvey.....	271	282	256	261	267
Hawthorne.....	446	334	340	313	317
Lapham.....	257	234	251	247	246
Lincoln.....	421	387	374	399	454
Longfellow.....	808	823	806	818	645
Lowell Elementary.....	488	719	787	713	771
Lowell Junior.....	.....	.....	.....	151	181
Marquette.....	372	392	364	389	414
Randall.....	1,029	923	944	966	753
Washington.....	358	334	319	339	238
Specials.....	81	84	86	85	87
Crippled.....	24	17	19	20	29
Deaf.....	19	23	24	26	24
East High.....	888	978	1,036	1,193	1,230
Central Senior.....	1,528	1,620	1,698	1,761	873
West Senior.....	.....	.....	.....	.....	714
Central Junior.....	.....	.....	.....	.....	518
West Junior.....	.....	.....	.....	.....	605
Totals.....	9,258	9,580	9,781	10,068	10,527

2. UNIT ORGANIZATION

There was general progress throughout the elementary grades in the development of the unit type of organization and planning. At the present time approximately half of the work of the pupils in the elementary schools is organized around centers of interest, interest to pupils. The teachers, working in grade councils and aided by Mrs. Alice E. Rood, have brought about improvement in this type of organization. The units have been better planned and are less fragmentary in character, and the evaluation of the educational worth of each unit has been studied and reported upon by both the individual teacher and by the teachers working in councils or committees. The following is the outline of the unit organization at the present time, as presented in Bulletin No. 2, September 8, 1930.

"A part of the curriculum of the elementary schools of Madison for the year 1930-31 will be developed by the teacher in the form of units of work dealing with material and activity which are of intrinsic interest and meaning to the child.

"The core list of these units for the kindergarten through sixth grade is as follows:

FIRST SEMESTER		SECOND SEMESTER	
Kdg.	Nature Study and Theatre 2 units	Kdg.	Circus and Clocks (2 units)
Gr. 1	Home and School	Gr. 1	Farm
Gr. 2	Fall—Indian Life	Gr. 2	Spring—Community Life, Stores, Public Buildings, etc.
Gr. 3	Fall—Primitive Life, including study of <i>one</i> Indian tribe	Gr. 3	Spring—Shepherd Life
Gr. 4	Children of other Lands—The Nile and Egypt	Gr. 4	Children of other Lands—Swit- zerland
Gr. 5	Fall—Early Colonial Life	Gr. 5	Spring—Westward Movements
Gr. 6	Fall—Early European Life— England and France	Gr. 6	Spring—Greek and Roman Life

"This list is tentative and subject to change at the close of the year.

"The following units have been developed and may be used to good advantage in the grades as indicated.

FIRST GRADE

Story Setting Unit
Seasonal Unit—Christmas
Library Unit
Health Unit

SECOND GRADE

Nature Unit
Health Unit

FOURTH GRADE

Life in the Congo
Mesopotamia

FIFTH GRADE

Safety Unit
How We Are Fed Unit

THIRD GRADE

Nature Unit
Japanese Unit—Rice Farming
Patriotic Unit—Patriotism
Safety Unit

SIXTH GRADE

Health Unit
France Unit

"The reports of grade council committees on unit organization are to be used by the teacher in a portion of her organization of classroom activities. The amount of time in the daily program set aside for this type of organization may vary, due to such factors as: 1. The nature of the material itself. 2. The fatigue element (older children being able to carry forward the work for a longer period). 3. The need for development of skill by formal drills to enable satisfactory working of children in the unit.

"However, each teacher is expected to keep a record of the time consumed; and to charge it (by at least approximate estimate) to conventional school subjects; and maintain a general distribution of time thus charged to conform to the approved time allotment for elementary grades.

"The committees in their reports have used in a general way the following outline covering the items which are believed to be most useful to the teacher:

1. Title of Unit.
2. Brief description.
 - a. Topics covered.
 - b. Usual approximate time allowance.
 - c. How organized.
 - d. Devices—dramatizing, etc.
3. Interest values for the children.
 - a. What particular interests of children may be anticipated?
4. Skill development values—reading, etc.
 - a. What skills are needed in which the average group is liable to be short?
5. Fact or knowledge acquisition values—History, Geography, Nature, etc.
 - a. What parts of a subject course of study are covered?
6. Materials used.
 - a. Books.
 - b. Sandtable.
 - c. Theatre.
 - d. Costumes.
 - e. Equipment.
 - f. Trips.
 - g. Visual aids—Pictures, slides, films.
7. General comment."

3. ARITHMETIC

The course of study in arithmetic formed the basis for arithmetic curriculum tests administered under the direction of Miss Emily Parsons at the close of each semester. These tests not only measured the achievement of the pupils but also served as a diagnosis which revealed the strength and weakness in the teaching of arithmetic and had considerable effect in directing the emphasis during the semester following the test. The following is a quotation from the

bulletin which gave the analysis of the curriculum test given to the 4th, 5th, and 6th grades on January 27, 1931. This paragraph on "Zero Difficulties in Long Division" is just one of several items covered:

"Example 8 seemed the next most difficult problem for 4A. Zero difficulties in long division require careful specific teaching. Emphasize particularly zero in the quotient. Insist upon careful placement of quotients and products. It is not enough to know that a pupil is weak in long division. Practice should be directed specifically to each weakness discovered through analysis of pupils' work. An inventory of pupils' errors from a study of test papers is most instructive to the teacher."

4. GENERAL CURRICULUM AND METHOD

For several years the elementary schools of Madison have had splendid supervision and organization in the special fields of work such as, music, art, home economics, manual arts, and health education. The work in reading, arithmetic, language, nature study, and spelling has been well organized by building principals who were given the responsibility of organizing the courses of study in each of these fields. However, it was not possible for these building principals to observe the thoroughness nor completeness with which the course of study was functioning in the classroom teaching in other buildings than their own. Testing programs revealed certain facts, but only in the more exact subjects such as arithmetic and spelling could the testing be used as a valid check or measurement on the extent to which classroom teachers were actually using the materials outlined in the course of study. As a result of this limitation a wide range in method and even in materials of instruction developed in the elementary schools. On account of the lack of contact between schools the methods and the materials which proved to be the best in one school were not available to another. It was because of this situation that the position of Supervisor of Curriculum and Method in the elementary schools was established. Miss Ethel Mabie was elected to this position and will commence her work in this field in September 1931.

5. CHARACTER EDUCATION

The general objective of public education has always been the development of desirable character traits. The school subjects seem to have been the most important because they were the objects of grading and reporting to the parents. The teachers of the Lapham School under the leadership of Miss Shirley Almy have experimented during the past year in shifting the emphasis in reporting the work of the child from the conventional subjects to those elements of character development which they believe are most essential. Below is a copy of the report card which they have used.

Name _____		
No. half-days absent _____		
Health Habits _____	Grade	Remarks
Self-Control _____		
Initiative _____		
Social Attitudes _____		
Industry _____		
Thrift _____		
Judgment _____		

Explanation of five-letter scale Standards of achievement in character traits A—Very Good B—Good C—Fair D—Poor F—Very Poor		

A great deal of the evaluation and grading is done in a cooperative way with the child doing considerable self-analysis and making definite plans for improvement in certain traits which are not rated high. This experiment is being observed with interest and it is believed that it will have an influence in bringing to the surface the things in the school situation which are most valuable in the development of the child.

6. ENRICHED CURRICULUM

During the past ten years considerable attention has been given to the under-privileged child. The child who has unusual ability has been allowed to shift for himself and in most cases has not suffered because of indifference to his welfare. However, there are times in the school day when it did seem that the child of exceptional ability might be given more opportunity to use his talents and to develop the special abilities with which he is endowed. This

applied particularly to elements involved in leadership responsibility as well as special talents in the arts. The teachers of the Dudgeon School under the leadership of Mrs. Lucile C. Hays, have been working upon this problem during the past year. The curriculum has been made more flexible for those children who can carry extra responsibilities. The use of excursions, of individual and small group projects, and of time made available for the development of artistic talents are some of the features of this very interesting experiment.

7. THE PLATOON SCHOOLS

Madison has two large platoon schools, the Emerson and the Lowell, each with an enrolment close to 1,000 pupils. In the platoon school the building becomes the unit of organized school life in place of the school room which is the basic unit in the regular school. The difficulty of reconciling platoon organization with the unit type of planning is one of the problems upon which the Madison platoon schools have been working during the past year. The solution, as illustrated in the work of the teachers in the Lowell School under the leadership of Miss Axtell, must naturally be in the close cooperation of the home room teacher with four or five teachers of special subjects. The following is a quotation from the report upon this effort.

"When one reads the literature on the unit plan of teaching one visions the unit being carried on in one room in which all subjects are taught by one teacher, or at least carried on under one teacher's instruction. It was necessary for us to adjust this to the platoon organization in which five or six teachers must work on carrying out the unit. We presented the units to be taken up by each grade to the teachers of that grade. Each teacher took the supervision of that one which fell most easily into her department of work. She then outlined her plan and secured the cooperation of the other teachers. We feel that this plan has been very successful, and intend to follow it another year."

8. RADIO AND VISUAL EDUCATION

The organization of materials for the instruction of children through visual aids and through the radio has been under the direction of Mr. L. P. Schleck during the past year. The organization of the visual aids has been aided considerably by cooperation from the Visual Department of the University. The purchase of several 16-millimeter projectors—two by the Board of Education, and several others by Parent-Teacher Associations—has enabled the schools to make use of the film library at the University to a much greater extent than in any previous year. Other forms of visual instruction included slides, models, pictures, stereographs, exhibits, and field trips. Bulletins were issued giving information to the entire staff in regard to the opportunities for improving instruction through visual aids available.

Through the courtesy of the two local stations, WISJ and WIBA, who broadcast the Madison public school series jointly, direct radio education was instituted in the Madison schools for the first time. The following is the program of the Madison school broadcasts for the year.

	SERIES A	SERIES B	SERIES C	SERIES D	SERIES E
MONTH	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FEBRUARY	(9TH) HEALTH The Eyes F. STEVE	(10TH) MUSEUM Indian Trails and Fords C. BROWN	(11TH) ART Feeding the Birds L. I. BUCK	(12TH) HIST. OF WIS. Coming of White Man in Wisconsin E. G. DOUDNA	(13TH) HISTORY Life of Abraham Lincoln G. HAMBRECHT
FEBRUARY	(16TH) WIS. PIONEERS Col. Henry Dodge J. SCHAFER	(17TH) LOCAL HIST. The Beginnings of Madison L. P. KELLOG	(18TH) SWITZERLAND Switzerland a Place of Safety S. G. RUEGG	(19TH) MUSIC W. H. S. Boys' Glee Club A. MENAUL	(20TH) HISTORY Life of George Washington J. DIXON
FEBRUARY	(23RD) HEALTH Be Upright on Feet F. STEVE	(24TH) LOCAL HIST. The Whites Pass Through L. P. KELLOG	(25TH) ART The Mill The Flower Girl L. I. BUCK	(26TH) HIST. OF WIS. The Fur Trade of Wisconsin E. G. DOUDNA	(27TH) MUSEUM Pioneer Kitchen C. BROWN
MARCH	(2ND) WIS. PIONEERS Judge James Duane Doty J. SCHAFER	(3RD) MUSEUM Indian Camps and Villages C. BROWN	(4TH) SWITZERLAND Switzerland a Place of Thrift S. G. RUEGG	(5TH) MUSIC Central Jr. H. S. Boys' Glee Club A. MENAUL	(6TH) GEOGRAPHY Life in Japan G. T. TREWARTHA
MARCH	(9TH) HEALTH Health and Attractiveness F. STEVE	(10TH) LOCAL HIST. Madison Becomes the Capital L. P. KELLOG	(11TH) ART The Fog Warning After Summer Showers L. I. BUCK	(12TH) HIST. OF WIS. The Missionaries E. G. DOUDNA	(13TH) DOM. SCI. Making the Home Friendly L. REILLY
MARCH	(16TH) WIS. PIONEERS William Schuyler Hamilton J. SCHAFER	(17TH) MUSEUM Mounds and Enclosures C. BROWN	(18TH) SWITZERLAND Switzerland a Country of Unity S. G. RUEGG	(19TH) MUSIC Central High School Boys' Quartet A. MENAUL	(20TH) NATURE Return of Spring Birds R. H. DENNISTON
MARCH	(23RD) WIS. PIONEERS Col. Hans C. Heg J. SCHAFER	(24TH) LOCAL HIST. The Capitol Built and Used L. P. KELLOG	(25TH) SWITZERLAND Switzerland a Place of World Democracy S. G. RUEGG	(26TH) HIST. OF WIS. The First Settlements E. G. DOUDNA	(27TH) MUSEUM Pioneer Drug Store C. BROWN
MARCH AND APRIL	(30TH) WIS. PIONEERS Carl Schurz J. SCHAFER	(31ST) LOCAL HIST. Life in Old Madison L. P. KELLOG	(1ST) SWITZERLAND Switzerland a Place of Individual Life S. G. RUEGG	(2ND) HIST. OF WIS. Wisconsin Becomes a State E. G. DOUDNA	(3RD) ADDRESS Supt. of Schools R. W. BARDWELL

8 week period; 5 broadcasts per week; Each broadcast 20 minutes; Time: 11:15 to 11:35 A. M.

9. PRINCIPALS' REPORTS

Each elementary principal at the close of the year presented a report to the Superintendent and the Board of Education. It was requested that the report include the following:

"First, a report on achievements of the year, particularly on those items which were included in the plans for the current year.

Second, a recommendation on all items, including curriculum, physical plant, personnel, etc. These are items for which the administration will be responsible.

Third, a summary of the plans for the next school year—items for which the principal or supervisor will be responsible—to include the most important things which the principal or supervisor has in mind at this time to accomplish during the coming year.

Fourth, any illustrative material such as pictures, art material, graphs, etc., which will contribute to the interest and concreteness of the report."

These reports are of interest and value in that they present not only a picture of the work of the elementary schools but a mosaic of the plan by which the elementary schools of Madison are proceeding into the work of another year.



B. JUNIOR HIGH SCHOOLS

At the opening of the year 1930-31 the two junior high schools, Central and West, were organized for the first time. Previous to this year the junior high school division has been taken care of either in a junior high school associated or attached to an elementary school, or by the conventional 7th and 8th grade organization. The advantages which the new organization presented lay first, in the separation from the elementary school and the consequent possibility of developing a different type of control. Getting away from the elementary school has given the junior high schools an opportunity to develop a control which was pointed toward a status of self-control. Second, it allowed, because of the increased size of the schools, a wider range of grouping. In the furnishing of a more complete school situation the needs of the individual could be more adequately met. The introduction of exploratory or try-out courses and an expansion of the curriculum provided activities of value and of interest to adolescent youth. The following excerpts from the reports of the junior high school principals will be of special interest:

CENTRAL JUNIOR HIGH SCHOOL

"The Central Junior High School has operated this past year under the following set up of classes and teaching staff:

Pupils enrolled	518
Regular teaching staff	16

Part-time teachers—	
Manual Training -----	6 (3 of whom are Vocational School teachers)
Domestic Science -----	3
Art -----	2 $\frac{1}{4}$
Health Education -----	3
Music -----	3
Languages -----	5

This makes a total of 40 $\frac{1}{4}$ teachers having classes in the junior high school.

"From the instructional side the two most outstanding phases of the work have been:

1. Visual Instruction—Use and growth in the employment of visual aids made available through the visual aid department.

Teachers of history, geography, physiology, and science have taken advantage of the film service offered. The increase in interest on the part of pupils and the effectiveness of instruction have been definitely demonstrated. The use of one moving picture machine for every two schools is highly desirable and is strongly recommended by the teachers who have handled the work.

2. Remedial work in Mathematics and English.

Effort has been largely centered on the 9B group. Algebra has been a required subject thereby making it more or less obligatory for pupils who are not mentally equipped for the work to take the subject. Small groups of pupils of low average ability have been given remedial work and much individual help in algebra thus making it possible for them to succeed in the subject although on a lower level.

Many 9B pupils coming from rural and suburban districts showed a decided lack in the fundamentals of English. These pupils have been placed in small remedial groups where much individual help could be given. In many cases the necessary background has been provided.

"An innovation for next year which will be tried out experimentally is the introduction of a Junior Business Training Course in the 9th grade. This may be elected as a substitute for algebra by pupils not expecting to attend the University or may be chosen as the elective by those who wish it in addition to the algebra. Some fifty 9B students have elected this Junior Business Training Course for next year. There will be two classes—one of average and high average ability, and another of low average ability. Mrs. Scobie of the commercial department of the senior high school will handle the average and high average group. Miss Kind of the junior high school will have charge of the low average group.

"Every effort will be made to make the course highly profitable to the students and it is hoped that there will be a decided increase in enrolment in the course for the second semester. It is definitely understood that the course is designed for pupils of high ability as well as those of lower ability.

"Concentration of effort for the coming year will be made along two lines, namely:

1. Development of a home room program.
2. Greater differentiation of program to meet the needs of individual differences.

"Development of a home room program:

The ten-minute home room period of the past semester has provided time merely for the routine matters of the school. Under the time schedule for next year a half-hour home room period will be allowed daily from 1:00 to 1:30. This period will include assembly periods as well.

Material on the responsibilities and opportunities of the home room teacher has been collected for study and discussion next year. A committee of three teachers has been appointed to meet with Mr. Haas at intervals to assist in planning activities for the home room periods. Teachers will be encouraged to develop initiative in the use of the period. Opportunity for club activities will be provided and also for developing pupil initiative in many ways.

In fact we are looking to the successful expansion of the home room program to develop the finest type of teacher-pupil relationship and, in short, to set the spirit of the school.

"Greater differentiation of program to meet the needs of individual differences:

A study has been made of the seventy-seven 7B pupils who will enter the Central Junior High School in September. Seventeen of these pupils show in the Achievement Tests marked deficiencies and will need special assistance. Since these pupils are below their present grade level, they will be grouped separately and an effort will be made to administer the remedial work needed to correct the difficulty. This will take care, to a certain extent, of the incoming 7B group.

Our records on intelligence quotients of pupils enrolled this year in the junior high school show a total of 83 pupils, 46 boys and 37 girls, who have I. Q.'s of 85 or below. Of this group 20 have I. Q.'s ranging from 73 to 80. The need of specially planned and differentiated programs for these pupils is obvious, particularly for the 20 of decidedly low mental capacity.

"Under present conditions it is impossible to give these pupils the type of work they need, both the manual work and the academic work on the proper grade level. An ungraded room for these pupils is strongly recommended with a specially trained teacher provided who can handle the work with the skill necessary for this difficult type of teaching.

"With the expansion of the home room program and the greater provision for individual differences, we shall hope to accomplish better things next year.

"Respectfully submitted,

ZILLA E. WISWALL,
Principal."

WEST JUNIOR HIGH SCHOOL

"One of the outstanding achievements of this semester's work has been the reducing of the number of failures. At the opening of school September 1930 many pupils were placed in grades where the work was too advanced for them and as a result the percentage of failures was high. Adjustments have been made this semester and the percentage of failures reduced to a little over one percent, which is a good record for any school.

"The following table shows the enrolment and failures by subject and classes:

Subject	Number Enrolled	Number Passed	Number Failed	Number Withdrawn	% of Failures
Physiology 9A.....	162	157	1	4	.005
Algebra 9A.....	146	143	1	2	.007
English 9A.....	148	142	4	2	.027
Latin 9A.....	46	46	0	0	.00
German 9A.....	9	9	0	0	.00
French 9A.....	22	22	0	0	.00
Home Economics 9A.....	12	10	1	1	.08
Manual Arts 9A.....	16	11	0	5	.00
Art 9A.....	17	16	0	1	.00
Civics 9B.....	67	66	1	0	.015
Algebra 9B.....	75	69	5	1	.06
English 9B.....	65	63	1	1	.015
Latin 9B.....	25	25	0	0	.00
German 9B.....	12	10	0	2	.00
French 9B.....	21	19	0	2	.00
Manual Arts 9B.....	37	35	1	1	.027
Home Economics 9B.....	31	29	1	1	.03
Art 9B.....	19	17	0	2	.00
English 8A.....	121	119	1	1	.008
Mathematics 8A.....	121	119	0	2	.00
Science 8A.....	121	120	0	1	.00
Geography 8A.....	121	120	0	1	.00
English 8B.....	62	57	4	1	.06
Mathematics 8B.....	62	61	1	0	.016
Science 8B.....	62	61	0	1	.00
History 8B.....	62	54	7	1	.113
English 7A.....	120	119	1	0	.008
Mathematics 7A.....	117	113	4	0	.034
History 7A.....	120	119	1	0	.008
English 7B.....	58	58	0	0	.00
Mathematics 7B.....	59	58	1	0	.017
Geography 7B.....	59	58	1	0	.017
Totals.....	2195	2125	37	33	

% of failures for second semester .016

"Accomplishments for the year 1930-31:

The unusual features of this year have been:

1. The introduction of speech work.
2. Organization of clubs.
3. Try out courses in vocational subjects.
4. General language as a preliminary course for the ninth grade foreign language elections.
5. Nutrition projects carried on as a cooperative experiment by Mrs. Cockefair and Mrs. Patterson.

The teachers who have been most interested in these subjects have made their individual reports, which accompany this report.

"Seventh Grade:

1. In the seventh grade the same teacher acted as home room teacher and taught all academic subjects to her group. The pupil's achievement in these subjects determined his fitness to go on to the higher grade. The cultural and vocational subjects were try out in character. The pupils were graded in these subjects, but they were not considered a factor in promotion.
2. The work in speech was correlated with the English.
3. The history work books recommended by the committee were by unanimous consent of the teachers abandoned for the second semester.

"Eighth Grade:

1. Speech work correlated with English.
2. History work books abandoned.
3. Exploratory courses in manual arts, home economics, and art, which are elective in this grade.
4. General language course in 8A.

"Ninth Grade:

1. Speech correlated with English.
2. A little work in occupational civics introduced into the civics course.
3. Pupils who elected a foreign language were allowed to elect one vocational subject if they chose.

"Auditorium:

Plans carried out practically as outlined. The majority of the programs were given by the pupils. We had one exchange program with Central Junior High School. This was so successful that Miss Wiswall and I plan to make it a semi-annual event.

"Pupil Organizations:

Junior High School Orchestra.
Junior High School Band.
Junior High School Boys' Glee Club.
Junior High School Girls' Glee Club.
Junior High School Ninth Grade Chorus.
Junior High School Dramatic Club.
Junior High School Dance Orchestra.

"Boys' Clubs:

4 L Club.
Camp Cookery Club.
Horseshoe Club.
Nature Club.
Sight Seeing Club.
Handicraft Club.

"Girls' Clubs:

Hostess Club.
Book Club.

"Plans for the year 1931-32:

1. Promotion by subject in all grades.
2. Correlation of speech with art in the seventh grades.
3. Continuation of correlation of speech with English in the eighth and ninth grades.

4. Try out of a new, easier French text in the 9A grade. The pupils have consented to buy this text for next year. This will lead shortly to a recommendation of a change in the text, for the present book, Bovee, is far too difficult for the average pupil.

5. Organization of more clubs for girls.

6. Transferring the subject of electricity from Elementary Science to Manual Arts.

Note: This plan seemed necessary because the boys taking Manual Arts had a good course in electricity. This, coupled with the fact that boys have a greater aptitude for the study of electricity than girls, brought about a difficult problem in the matter of teaching 8A Science to the mixed class. In the future the boys will continue to take the subject of electricity in their 8B course, but for about three weeks there will be an exchange of subjects. The boys will take camp cookery with Mrs. Patterson and Mr. Trafford will instruct the girls in the subject of electricity, especially in its use in the home.

7. Operation of a book exchange where pupils may get a higher price for their second hand books and buy them more cheaply.

8. Organization of one low ability group in the ninth grade with special courses in English, Mathematics, and Civics.

Note: We shall have no other ability grouping in the Junior High School except an effort to group ninth grade pupils taking foreign languages into the same English classes. This is desirable, for these pupils do not require so much grammar drill.

9. More correlation among subjects in the seventh grade.

10. An attempt to correlate some of the general language study with 7A history.

"Respectfully submitted,

FLORENCE A. DODGE,
Principal."



C. SENIOR HIGH SCHOOLS

The enrolment in the senior high schools in Madison is unusually large for a city of its size. There is practically no decrease in the enrolment in the Madison schools from the first grade through the twelfth. This is a definite indication that the people of this community have come to the conclusion that a high school education is something which should be furnished to every boy and girl. In a situation of this kind the responsibility is given to the school administration to furnish a school which gives to the youth values commensurate with the time and the money invested by the parent in this level of education. In the Madison high schools the teaching staff is organized in committees for the purpose of constantly working upon the problem of how to best reorganize the school in order that it may furnish the maximum in development of each individual youth. The following are excerpts from the reports of the high school principals showing the nature of this effort.

EAST HIGH SCHOOL

"School Enrolment:

The East High School was opened in September 1922, and its enrolment has increased each year. The total enrolment for the school year 1930-31 was twelve hundred forty-two as compared with the 1929-30 enrolment of eleven hundred ninety-three.

ENROLMENT—EAST HIGH SCHOOL

Reported at the end of the first month of each school year:

Year	Number	Percent of Increase
1922 -----	647	--
1923 -----	700	8.2
1924 -----	732	4.6
1925 -----	739	.9
1926 -----	806	9.1
1927 -----	872	8.2
1928 -----	910	4.4
1929 -----	1069	17.5
1930 -----	1159	8.4

Over the entire period the average percent of increase per year has been 7.65 percent.

"Expected Increase of Enrolment:

It seems rather clear that during the school year of 1931-32 over thirteen hundred fifty (1350) pupils will be enrolled, and that by the end of the first month of the school year a membership of at least twelve hundred fifty will be reported. Because of the crowded conditions it will be almost impossible to organize the school so as to provide an opportunity to properly carry on the work of the school."

* * *

"Curriculum changes made to provide work which is suitable for the pupils of below average ability:

1. The work and the requirements of the ninth and tenth grades in English and Mathematics was carried on different levels.
2. The classroom teachers and home room teachers attempted to be of greater service to the pupils in making subject choices.
3. An experiment was started with one ninth grade beginning algebra class using different material and a different type of organization. This experiment is to be completed in February of the school year 1931-32.
4. Curriculum reorganization was not recommended, and will not be recommended until after additional building space has been secured.
5. Plans for future curriculum changes were incorporated in space requests for new building. However, much of this was eliminated when the manual arts addition was removed from the plan.
6. The securing of a special coaching teacher for pupils of low academic ability was considered, but was not requested.

"Further develop the work in tests and measurements and attempt to keep testing activities based on the objectives of each course:

1. Furthered through faculty meetings.
2. Conferences with teachers.
3. Giving of departmental tests.

"Assist in developing of proper character traits and give training in citizenship:

1. Faculty meeting discussions were held in order to secure the cooperation of the faculty.
2. Classroom emphasis was placed on character traits whenever the classroom situation permitted.
3. Extra-curricular program was given special attention and a plan made for its reorganization during the school year 1931-32. (See special report on Extra-Curricular Work.)
4. School emphasis was placed on pupil loyalty and unselfish service to the school.
5. Auditorium programs were used to teach and hold before the school proper character traits. The plan is to continue this work but to do it in more forceful fashion.

"Recommendations—Administrative and Organization:

1. For Health Education:
 - a. Physical examinations be provided for.
 - b. Health Education work be placed on a credit basis. Perhaps one-half credit might be allowed for a year's work and eighteen (in place of sixteen) credits be required for graduation.
2. Guidance work be expanded and given special attention in the ninth and tenth grades.
3. Free textbooks be considered for high school pupils.
4. Method be provided for securing without delay school books and supplies for pupils who have them furnished by the Board of Education.
5. Additional secretarial help be allowed for second semester to assist in experimenting with classes of still larger size.

"Recommendations—Curriculum:

1. Experimentation be continued and the program be expanded.
2. Studies be made during the coming year to enable us to better meet needs of pupils with low grade high school ability and also to better meet the needs of those with superior academic ability.
3. Special grouping in departments for pupils expecting to go to institutions of higher learning. (This will not be possible next year but could be provided for 1932.)
4. Junior Business Training and the course in Occupations be organized into a combined one semester course."

"Respectfully submitted,

FOSTER S. RANDLE,
Principal."

CENTRAL AND WEST SENIOR HIGH SCHOOLS

* * *

"We established at the beginning of last year a new departure in the Madison public school practice; viz., the extension of secondary school work in the 7th and 8th grades, and incorporated in Central and West, a junior and a senior high school, making the scope of secondary education extend over six grades instead of four. This was in the nature of an experiment, and it seems advisable at this time to report our impressions. Our aim, as stated at the beginning of last year, was to start the experiment and to endeavor to secure a continuous period of instruction beginning at the 7th grade and ending at the 12th grade. I believe we have made some progress in this effort, but that much more could be made if our organization were a little different. It would seem to me advisable in such subjects as English, Mathematics, and Science to have a greater concentration of opinion and effort on the subject matter and procedure by members of both faculties of the junior and senior high schools. This seems to be a more or less natural thing to expect, and I believe that this coming year we will be able to more nearly approach the ideal situation.

"Our work at Central has been handicapped very greatly by the lack of proper shop facilities. I do not see how it is possible to remedy this particular situation. At West we have at the present time plenty of shop space but are handicapped by lack of sufficient teaching power. This will remedy itself in time. I therefore look forward to establishing more fully the educational possibilities of try-out courses in the various shops in West rather than Central."

* * *

"We created a branch of the National Honor Society at both Central and West and feel greatly pleased with the increased impetus toward attainment of a higher standard of character and scholarship in the student body.

"At West we established what we call the Increased Responsibility Group from among the student body, membership in this group to be determined by high scholarship and character. The purpose of this group is to give the students of the school an opportunity for further training in habits of responsibility and self-determination, believing that a good citizen is one who is able to determine his own conduct in times where rapid decision is necessary. We are very pleased to report that the number of pupils in this group has constantly increased and that it was necessary to remove from the group but one person,—which is a remarkable showing.

"It was our intention at the beginning of last year to develop intramurals and I believe that with the limited facilities available at Central, the work was very well done. Mr. Murphy was engaged to aid Mr. Koskey and Mr. Diehl in the supervision of the outside activities of the boys in sport. We had a gratifying number out. However, the work at West was especially gratifying for in spite of the fact that our field was not ready to use, we had a total of 641 actual participants in intramural athletic events. With sufficient help at West and with the field in much better shape than it was last year this number should be greatly increased.

* * *

"It is the intention of the faculties of both schools this year to continue the study of educational and vocational guidance and to develop extra-curricular activities of the school to the point where every child has the feeling of belonging to the institution that is furnishing him with plenty of work and plenty of recreation to the end that he may form the habit of living a well-balanced and purposeful life.

"Respectfully submitted,

VOLNEY G. BARNES,
Principal."

D. SPECIAL EDUCATION

The work of Special Education in the Madison schools includes the Day School for the Deaf with three teachers, the School for Crippled Children with two teachers, one physio-therapist, and one general care-taker, five Opportunity Rooms for mentally handicapped children, and a central staff of three people working in the field of speech correction and psychological service. The work of these special departments is outstanding in its service to the under-privileged children of the city. A detailed report of the work will be presented in a special bulletin during the coming year. The cost of the Special Education is borne in large measure by the State of Wisconsin. The following is a summary of the costs.

	No. of Children	Expenditures 1929-30	State Aid Received	Tuitions Received	Net Cost to City of Madison
School for the Deaf.....	26	\$7,754.27	\$4,191.60	\$854.00	\$2,708.67
Speech Correction and Psychological Service.....	536	6,541.20	5,498.60	0.00	1,042.60
Crippled Children.....	43	9,975.86	6,947.80	140.00	2,888.06
Mentally Handicapped.....	83	11,628.70	2,874.53	0.00	8,754.17
Guidance—Junior-Senior High Schools.....	2954	5,150.00	0.00	0.00	5,150.00
Supervision and Psychological Service.....	.....	3,600.00	1,800.00*	.....	1,800.00
Totals.....	.....	\$44,650.03	\$21,312.53	\$994.00	\$22,343.50

*Deaf \$360.00. Speech \$720.00 Mentally Handicapped \$720.00.

Cost of educating 143 full-time children if they were normal and in the regular classrooms.....	\$11,440.00
Total net cost to the City of Madison of Guidance and Special Education Department.....	\$10,903 50



E. GUIDANCE

The past year marked the beginning of a complete city-wide organization in child guidance, including the entire range of child adjustment and educational and vocational guidance. The city is divided into three districts, each district having one junior-senior high school and four elementary schools.

A guidance worker is assigned to each of the three elementary school divisions. This person is trained in the psychological phase of the work—testing, analyzing behavior problems, making case studies of children with abnormal tendencies or with marked deficiencies; cooperating with homes on treatment of the nervous child, the stutterer, the asocial child. This is child adjustment, but in large measure it is also guidance, and it ties up with guidance at the secondary school level.

This arrangement made it possible for every bit of guidance work done in the elementary school to be of use in the guidance work of the secondary school. The general testing program—intelligence, aptitude, school subject achievement, the case studies of problem children, behavior cases,—all of this material is of inestimable value to the guidance director of the junior-senior high school organization.

Each of the three six-year junior-senior high schools has a director of guidance whose duty it is to organize the work throughout the six years, continue the adjustment work as done in the elementary school, stimulate the cooperation of the staff, particularly the home room teacher, and influence the curriculum and method of the whole school with the guidance philosophy.

The following is a statement of a tentative service program which was drawn up by the junior and senior high school guidance directors. This program serves as a goal toward which the director is working.

A TENTATIVE SERVICE PROGRAM FOR JUNIOR AND SENIOR HIGH SCHOOL GUIDANCE DIRECTORS

I. Testing.

A. Intelligence.

1. Individual tests (a) as a technique for making a diagnostic study of problem children; (b) for a check on group test, when in doubt; example: reading ability cases.
2. Group tests (a) for assistance in classifying according to group ability levels; (b) in studying pupils for best placement in the various junior and senior high courses offered.
3. For improving instruction.

B. Educational.

1. For finding grade level.
2. For finding special ability or disability in subject or subjects. Example: reading—comprehension; arithmetic—reasoning; etc.
3. For improving instruction—motivation.

II. Personal Interviews with Pupils concerning

A. Program of the individual pupils.

B. Educational guidance.

C. Vocational guidance.

D. After school activities for the purpose of pupil development.

E. Financial difficulties and part-time job placement.

F. Personality difficulties for the purpose of analyzing emotional reactions, weighing importance of physical, mental, and social elements motivating asocial types of behavior, and formulating a corrective program.

G. The school-home-pupil adjustment.

Examples:

1. Attendance.

2. Attitudes concerning teachers of school shared by pupils and parents, etc. Aim: Better understanding between home and school.

Note: The guidance director's contact with pupils should never in any sense be punitive.

III. Personal Interviews with Parents.

- A. Concerning individual needs of their children in making adjustments to school or to life.
- B. Providing friendly directions for constructive home programs.
- C. Concerning delinquency or other serious troubles of individual children, offering psychological information and interpretation of behavior and cooperation in a constructive program for readjustment. Arranging for psychiatric examinations. (The psychiatric clinic at the Wisconsin General Hospital has been very cooperative with the Child Guidance Department.)
- D. Concerning cooperation in after school activities.
- E. Concerning parental guidance in choosing occupations and vocations.

IV. Personal Interviews with Teachers concerning

- A. Programs of children in home room including extra-curricula.
- B. Educational guidance.
- C. Vocational guidance.
- D. Personality difficulties of pupils, explaining the emotional drives, the educational, social, economical and physical history, and suggesting co-operative plans for correction of mal-condition.

V. Group Interviews with Heads of Departments and Supervisors concerning

- A. Training of pupils in their respective fields.
- B. Educational guidance.
- C. Vocational guidance.
- D. The organization and direction of a continuous program for vocational information through the introduction of speakers from the various practical fields of work who will give of their experience and knowledge.
- E. The place of guidance in the course of study.

VI. Group Interviews with Pupils.

- A. Vocational and educational information.
- B. Explanation of mental mechanisms that make for normal or abnormal adjustments in life.
- C. Sex-psycho-biological explanation (1) of needs, (2) of ideals which grow out of these needs, (3) of sublimations through work and play.
Aim: Understanding personal sex drives and developing satisfactory controls.

- D. Personality development.
 - 1. Discussion.
 - 2. Bibliography. Example: "The Strategy of Handling People" by Webb and Morgan—a psychological study of great men told in popular style.
 - E. A vision of working for group welfare: the genetic approach, tracing the social development of the individual through all the levels of childhood to its highest attainment in the adult acceptance of the social standards of good citizenship.
- VII. Devise suitable record blanks.
- VIII. Keep records.
- A. Case histories.
 - B. Social record cards.
 - C. Progress records, etc.
- IX. Cooperate with principal in organization, making of curricula, selection of textbooks, making psychological, educational, and vocational studies for special classes of slow learning group.
- X. Have in mind the "Nation's greatest human resources"—the gifted children—guiding their work and stimulating them to be creative, to develop leadership in thought and action, to work for the general welfare and not for selfish returns; challenging them with the need for high intelligence and personal integrity in the solution of the complex social and industrial problems of today.
- XI. Research suggestions.
- A. Follow-up of graduates.
 - B. Accumulation of group facts concerning high school children.
 - C. Experiments in reading for the slow learning groups with reading tests to prove results.
- XII. Cooperate with the Vocational School in checking withdrawals from high school to enter Vocational.
- XIII. Cooperate with principal in the selection of pupils for scholarship consideration.
- XIV. Cooperate in club services (pupil organizations).

F. HEALTH EDUCATION

1. GENERAL HEALTH

The first consideration in the development of the child is the general physical situation. Every precaution is taken to furnish the child with the most favorable physical environment. The emphasis at the beginning of the school year is upon the health factors in the school life. The staff of the health education department, with the assistance of the school nurses and cooperation of the other specialists of the Madison Board of Health, give to all children in the schools at the beginning of the school year physical examinations, including eye and ear tests, examination for heart, posture, and foot defects. Children who need special remedial work are reported to parents and also to the specialists from the Board of Health and a large amount of corrective work is being done because of these examinations.

2. DENTAL HYGIENE

This year for the first time a dental hygienist made a complete survey of the dental condition of the children in the schools. The findings are included in a special report and form the basis for the program of remedial work which will be done by the individual parent or by the school dental clinics. The two clinics are located one at the Board of Health office and the other at the Lowell School. Quoting from the annual report of the Dental Hygienist:

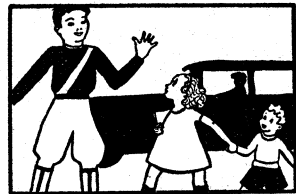
"A well-organized school dental program should begin with the pre-school child. Parent-Teacher organizations can also assist there by more concentration on the 'Dental Defects Corrected' phase of their summer round-up. Proper attention in the first four grades can also help to prevent some of the later disasters, for, as the baby teeth are so will the permanent teeth be.

"The dental hygiene program cannot stand alone. It must be closely allied with good nutrition education and all other health and hygiene activities. Better teeth need adequate material with which to build. A strong, healthy body demands good teeth; and good teeth demand a strong, healthy body.

"We have made a good start in promoting a dental hygiene program, but we must drive on energetically and attack the problem at its roots. It is not a situation that can be quickly made better. Improvements will be slow, sometimes discouragingly slow, but as with all things worth while it will eventually bear fruit, and our other health problems will decrease proportionately with it."

3. SAFETY PATROLS

Under the direction of the Health Education Department safety education has been organized in all elementary schools. This includes poster service and suggestive outlines. The Department also helped to organize Boy Patrols in every school. These Patrols have been valuable not only in the service so far as safety is concerned but in the development of character traits in the boys who assumed a new attitude in caring for the welfare of the younger children of the school.



4. NUTRITION ROOMS

Under the Health Education Department there are three nutrition rooms in the Madison schools, one at the Emerson, one at the Lowell, and one at the Longfellow School. Each nutrition room is under the direction of a graduate nurse and at each center supplementary food is furnished to the children who are underweight. A great percentage of the cases are either tubercular or pre-tubercular. The total number of children cared for during the year was 145. The Board of Education has authorized a study of the problem of establishing a year-round program for these children in order that the advantages which are obtained during the school year may not be dissipated during the long summer vacation.

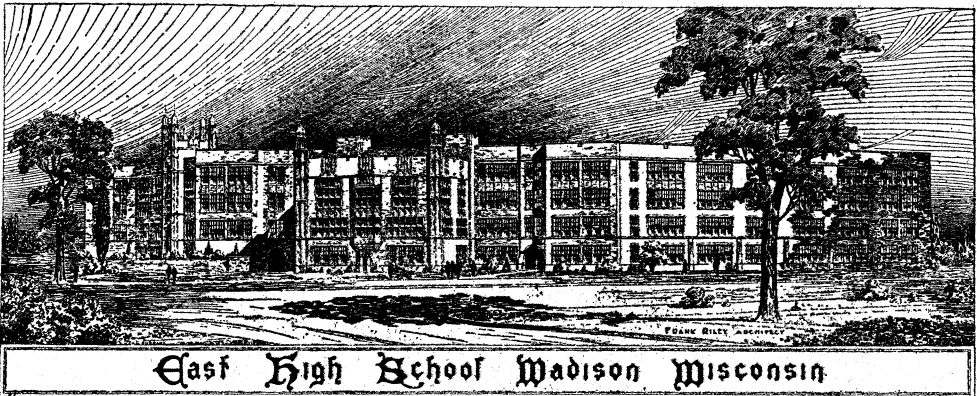
PART II

The Physical Plant

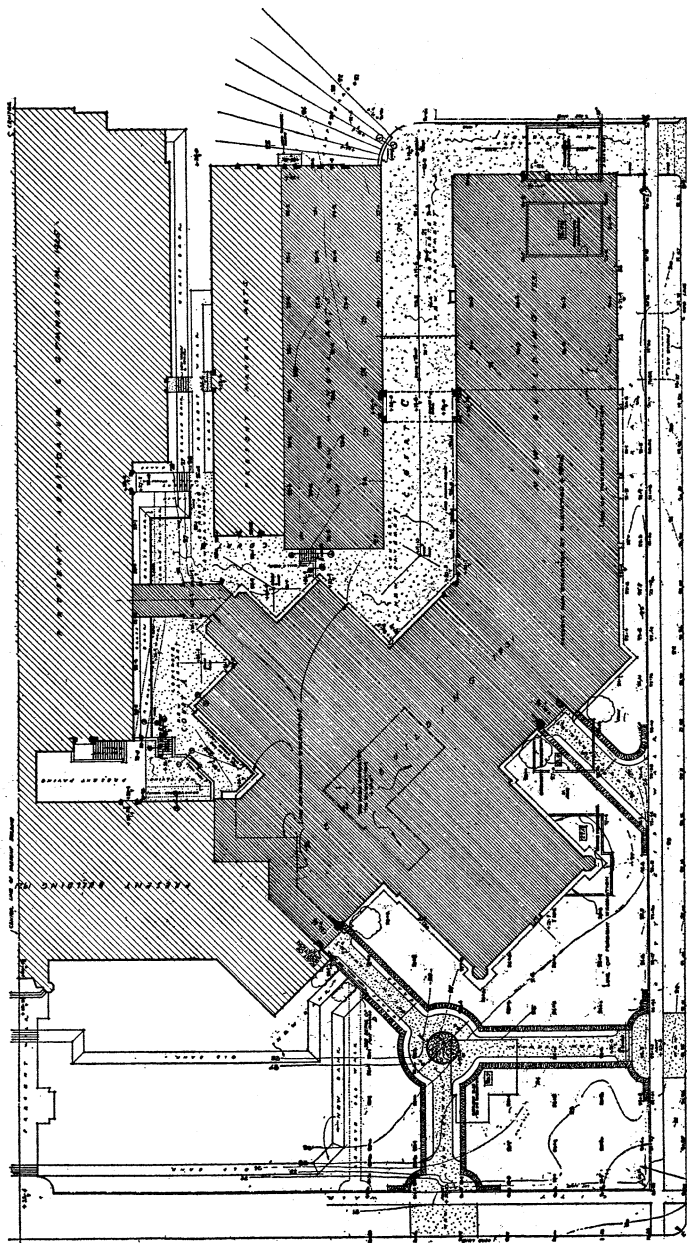


A. THE ADDITION TO THE EAST HIGH SCHOOL

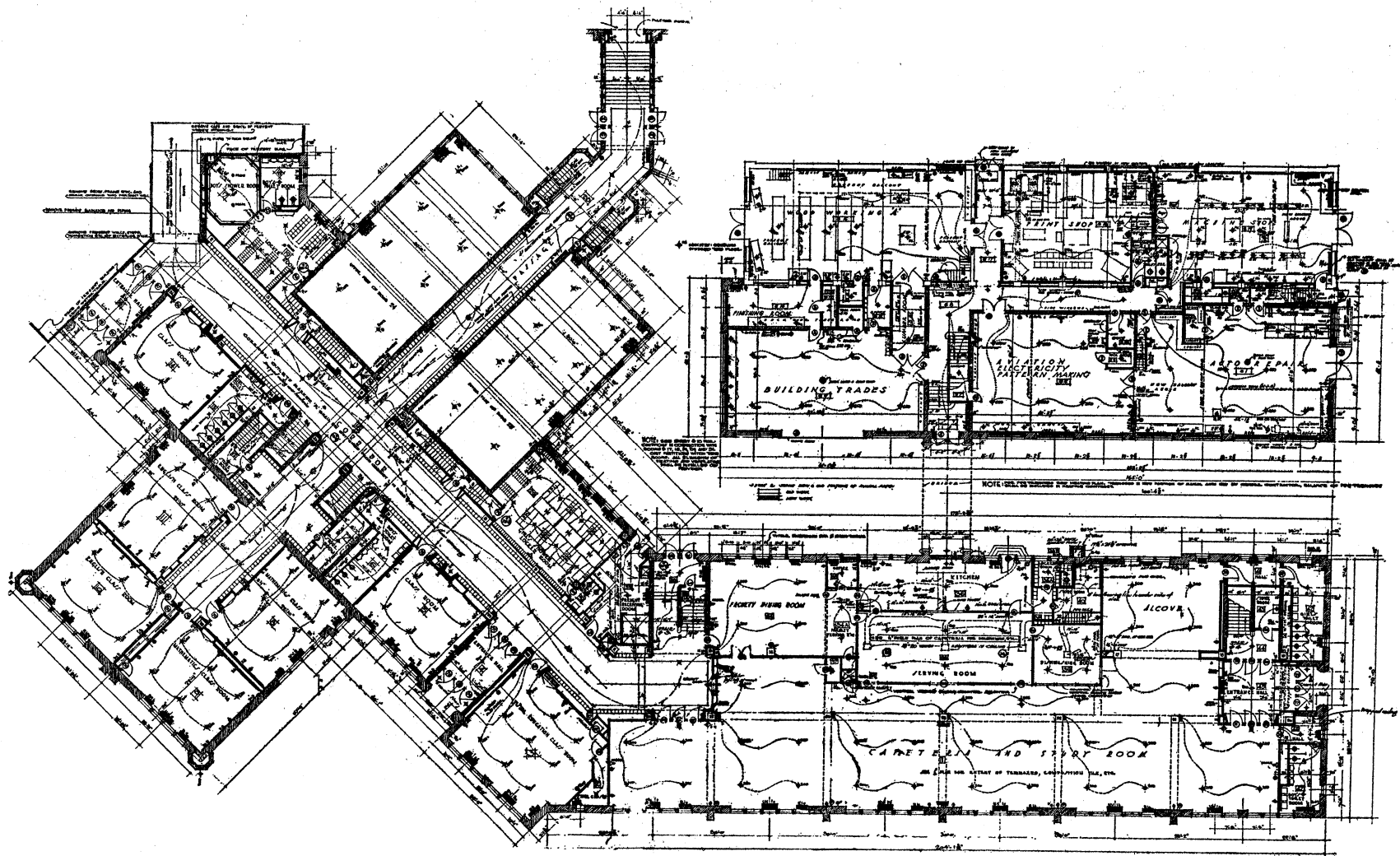
AT THE meeting of the Board of Education on July 1, 1930, the officers of the Board were authorized to negotiate with the architectural firm which designed the original units of the East High School, Frank Riley, of Madison, for the preparation of plans and specifications for a third unit. Mr. Foster S. Randle, principal of the East High School, made a thorough and complete study of the enrolment, the curriculum requirements, and their effect upon a



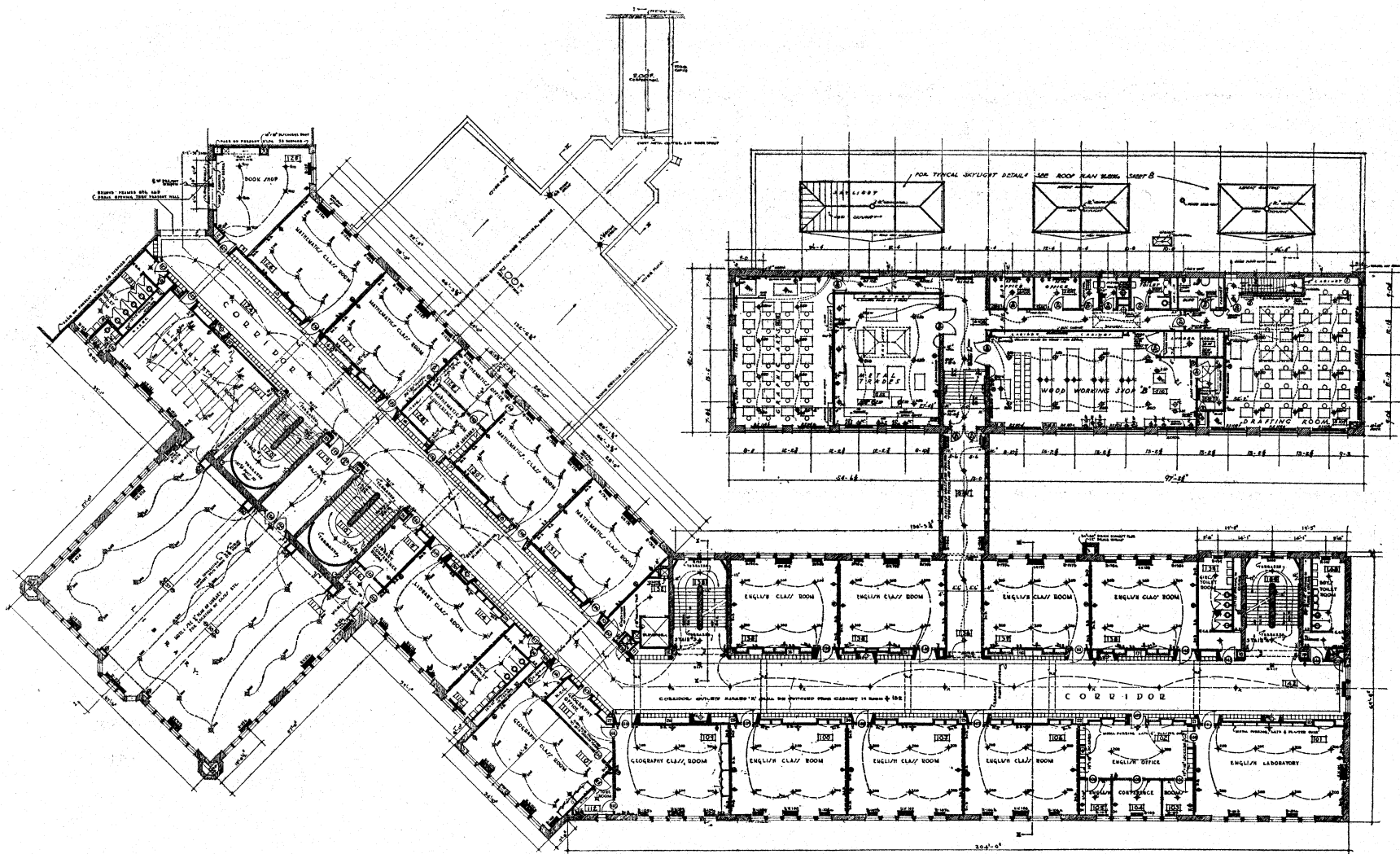
building plan, ranging from the seventh grade through the twelfth grade, for all of the students in the east section of the city of Madison. Upon the basis of this study the architects, with the assistance of the principal and teaching staff and the Supervisor of Buildings and Grounds, Mr. M. E. Johnson, designed a building which it is believed will very adequately meet the needs of that section of the city for some time to come. The plans and specifications were completed and approved by the Board of Education in April, 1931. When the bids were received in May, however, it appeared that the funds available from the bond issue approved by the Common Council for that purpose were not sufficient to complete the building in its entirety. This fact required a revision of plans, omission of those facilities, the omission of which would least affect the fundamental services of the school. New bids were taken upon the revised plans and the total of the estimated cost of the building is shown in the table on page 34.



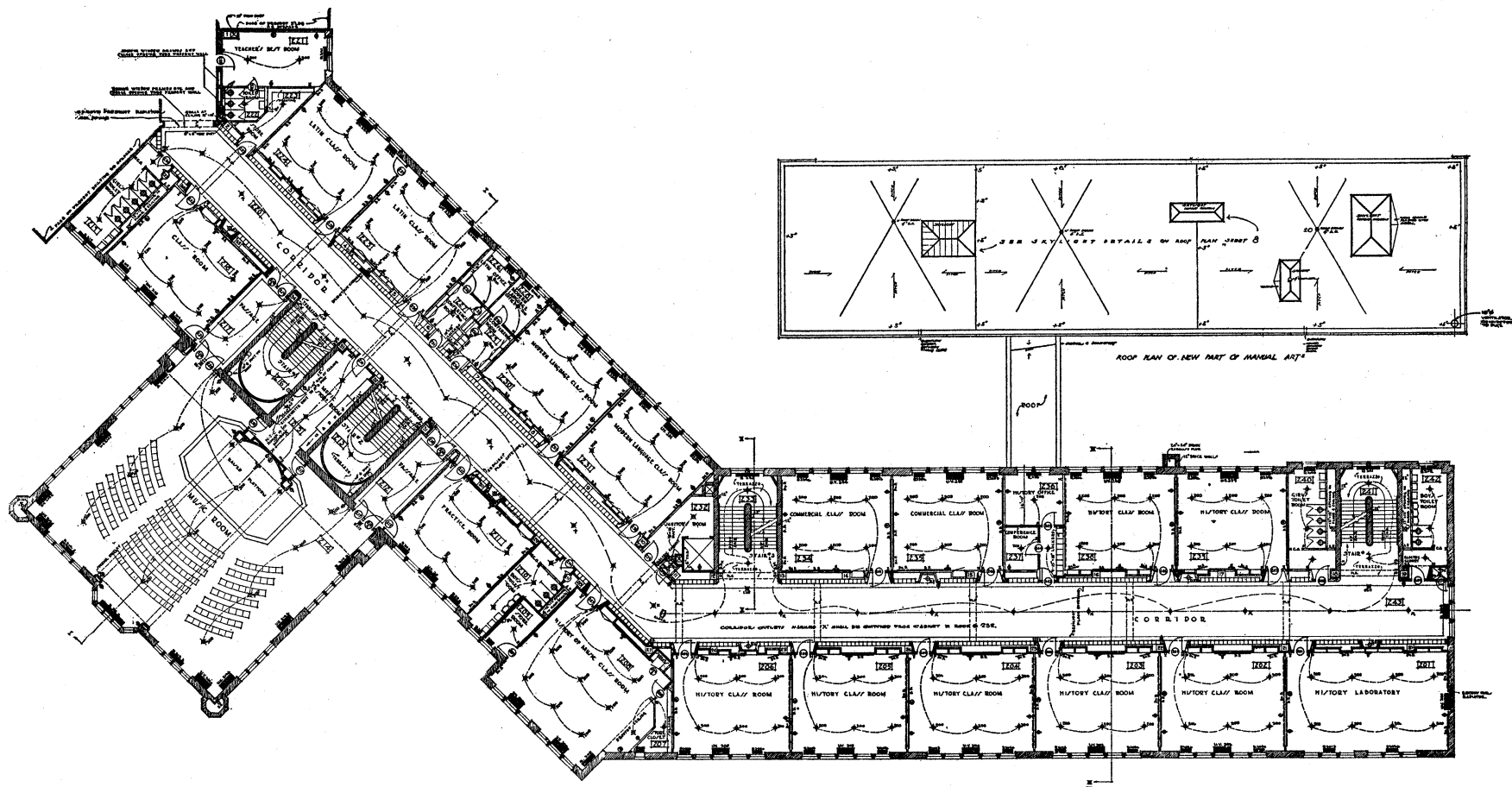
East High Addition—Plot Plan Showing the Relation of the Addition to the Present Units—The Class Room Unit Built in 1921 and the Auditorium-Gymnasium Unit Built in 1928.



East High Addition (1931)—1st Floor.



East High Addition—2nd Floor Plan.



East High Addition—3rd Floor Plan.

EAST HIGH SCHOOL ADDITION

July 24, 1931

TABULATION OF LOW BIDS		Amounts Expended to Date and Estimated Items Required to Complete Building	
General....Findorff & Son.....	\$293,000.00	Land.....	\$46,000.00
Roofing....Kernan & Son.....	3,100.00	Excavation.....	11,900.00
Lathing....Fessenden.....	13,950.00	Architect's Fee.....	6,476.00
Plastering....Fix Bros.....	28,500.00		
Painting....Tullis, J. H.....	7,900.00	Total expended to date.....	\$64,376.00
Elevator....Heller Elevator Co.	2,198.00	Electrical Fixtures.....	6,500.00
Heating....P. E. Mueller Co....	50,382.00	Lockers.....	8,000.00
Plumbing....Pharo Heating Co....	26,072.00	Window Shades.....	2,000.00
Electrical....Nickles Elec. Co....	27,317.00	Surety Bonds.....	4,600.00
Stoker....Keating, J. W.....	6,000.00	Insurance.....	3,500.00
Total.....	\$458,419.00	Legal Notices and Misc.....	6,000.00
		Frank Riley, balance.....	14,611.00
		G. L. Larson, Engr Fee.....	1,511.00
		Grading.....	1,000.00
		Temporary Heat.....	500.00
		School Equipment.....	35,000.00
		Sidewalks, Drive, Etc.....	1,000.00
		Total.....	\$148,598.00
Total of Contracts.....	\$458,419.00		
Total of Estimated Items.....	148,598.00		
Total Required for Complete Building and Equipment.....	\$607,017.00		

Expenditure of this amount for the building project was approved by the Common Council, contracts were let, and construction on the new unit was started August 1, 1931. The building will be completed and ready for occupancy September 1, 1932. When it is opened it will house a junior-senior high school with an enrolment of approximately 2,000 students. The architect's drawing of the completed building, is shown on page 27, and the floor plans of the addition follow that page.



B. THE "MID-TOWN" SCHOOL SITUATION

A study of the trend of school enrolment during the past ten years indicates that there is a steady decrease in the enrolment of schools in the section adjacent to the commercial area. Below in Table No. 2 is a report of the enrolment by grades on the fourth day of school 1931-32.

During the last month of the year 1930-31 representatives of the former Brayton School district appeared before the Board of Education and urgently petitioned the re-opening of that school. The request of this group of people brings very definitely to the Board of Education the problem of the policy involving the continuation or development of the school buildings in the section of the city immediately adjacent to the commercial area. The question is: To what extent is the Board of Education justified in maintaining a school when the school population is not sufficient to furnish an adequate school organiza-

TABLE NO. 2

Schools	Un-gr	Kdg B	Kdg A	1B	1A	2B	2A	3B	3A	4B	4A	5B	5A	6B	6A	7B	7A	8B	8A	9B	9A	10B	10A	11B	11A	12B	12A	Totals
Brayton.....	.....	13	6	4	9	12	6	11	2	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75
Doty.....	.....	17	12	14	8	14	8	14	5	8	8	18	6	12	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	161
Draper.....	.....	9	16	20	16	9	15	15	9	13	14	13	10	14	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	184
Dudgeon.....	.....	30	11	24	17	29	12	25	15	27	13	11	9	18	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	251
Emerson.....	.....	79	47	79	31	69	51	51	30	45	41	68	31	74	36	77	42	80	67	.....	.....	.....	.....	.....	.....	.....	.....	998
Franklin.....	22	40	17	30	21	25	21	28	22	13	12	22	11	29	16	15	10	21	9	.....	.....	.....	.....	.....	.....	.....	.....	384
Harvey.....	.....	.....	.....	26	.....	13	6	15	8	15	14	16	13	23	10	27	12	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	223
Hawthorne.....	.....	29	24	36	19	24	21	20	18	16	14	20	16	17	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	293
Lapham.....	.....	27	18	30	21	15	11	15	10	17	9	21	12	17	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	235
Lincoln.....	.....	28	13	33	24	11	31	23	15	24	15	24	19	20	16	26	26	30	30	.....	.....	.....	.....	.....	.....	.....	.....	408
Longfellow.....	14	57	33	43	43	53	45	45	27	43	26	36	21	39	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	557
Lowell.....	.....	67	39	61	40	55	46	57	42	60	40	54	50	51	23	52	47	49	34	.....	.....	.....	.....	.....	.....	.....	.....	867
Marquette.....	.....	41	23	39	32	36	24	26	26	22	23	18	19	15	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	359
Randall.....	.....	51	50	61	32	51	44	70	40	67	31	63	45	50	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	688
Washington.....	.....	18	12	19	5	13	14	12	8	16	9	19	10	24	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	189
Central Jr. High.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	79	31	79	59	195	75	.....	.....	.....	.....	.....	.....	518
Central Sr. High.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	181	72	179	66	180	83	761
East High.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	273	84	241	95	200	99	155	67	1214
West Jr. High.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	106	56	133	57	203	64	.....	.....	.....	.....	.....	.....	619
West Sr. High.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	174	64	157	63	147	43	648
Specials.....	61	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	61
Crippled.....	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23
Deaf.....	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18
Totals.....	138	506	321	519	318	429	355	427	277	392	275	403	272	403	260	382	224	417	256	671	223	596	231	536	228	482	193	9734

tion? Not only is the question of adequacy of school organization involved, but also the per capita cost of maintaining schools of small enrolment. It is believed that the properties for residential purposes of these areas will be less affected by the distance which a school child must go in order to attend a school than by the fact that the school to which the children from that district must be assigned is not comparable in its organization to the best elementary schools of the city.

An examination of Table No. 2 will reveal the fact that the sum of the enrolments in the four schools in the downtown section of the city is approximately one-half of the enrolment in the Emerson School.

PART III

Items of Interest



A. SCHOLARSHIPS

DURING the past year scholarships have been made available to quite a number of students in the Madison high schools. The following is a list of scholarships that were awarded:

From the William McPyncheon Fund—

- One of \$100.00 to a Central High School student.
- One of \$150.00 to a Central High School student.
- One of \$200.00 to a Central High School student.
- One of \$70.00 to a West High School student.

From the Samuel Shaw Fund—

- One of \$15.00 to an East High School student.
- One of \$15.00 to a Central High School student.
- One of \$15.00 to a West High School student.

The Theodore Herfurth Efficiency Prize of \$25.00 to a Central High School student.

From the Christian R. Stein Fund—

- Income of \$117.70 to a Central High School student.

From State of Wisconsin, Department of Vocational Education—

- One of \$150.00 to an East High School student.
- Two of \$150.00 each to two Central High School students.

From Central High School Girls Club—

- Two of \$100.00 each to two Central High School students.

From the Optimist Club—

- One of \$100.00 to an East High School student.

From the Altrusa Club—

- One of \$50.00 to a Central High School student.

B. SATURDAY MORNING CLASSES IN ART AND MUSIC



One of the significant ways in which the Madison schools furnish opportunity for the child gifted in the fine arts is in the Saturday morning class organization. In music over 400 children with exceptional musical talent have received instruction in instrumental music. This instruction is given for the most part in classes by teachers of experience and many of these teachers are attached to the regular staff of the schools. These Saturday morning classes in music have furnished an opportunity for musical instruction for many children who would otherwise receive no instruction. They have furnished material for the organization of the orchestras and bands in the junior and senior high schools. During the coming year the Saturday morning work will be continued in three centers instead of one. These centers will be the East, Central, and West Junior and Senior High Schools.

The work in various phases of art work for especially gifted children in that field has been under way for a number of years. Children of special talent are noticed by the teachers of art in the day work in the schools and are invited to enter the classes on Saturday morning in order that their special talent may be given more opportunity for development. This work has been conducted by two teachers with an enrolment of 48.



C. COLLECTIONS FROM SCHOOL CHILDREN

In order to curtail the tendency to collect money from school children for various purposes or to use children in the sale of tickets or any other financial enterprise, a committee appointed by the Board of Education in November 1930 drew up the following report which was passed by the Board and which has since that time been operating in the schools.

"The use of competition between children, teams, rooms, or grades in making any sort of collection in the schools is disapproved. The amount of any collections shall be announced publicly only by grades for the whole city or by schools. No button or any other designation for display shall be given in acknowledgment of any contribution, to any individual or group.

"The acceptance of gifts of commercial value by administrators, teachers, and custodians from children in the schools is disapproved. The Superintendent may relax this rule in case of bereavement, long illness, or death.

"All money collections from children in the elementary schools are disapproved with the following exceptions:

1. The sale of school supplies as regularly authorized for sale by the Board of Education.
2. The sale of school materials, such as Current Events, and My Weekly Reader.

3. The sale of tickets for school entertainments, with the special permission of the Board of Education.
4. The parents' dues or contributions to the Parent-Teacher Associations, provided dunning and competition are avoided."



D. COMMUNITY USE OF SCHOOL BUILDINGS

The following tabulation shows the various agencies using the school buildings and the number of times they were used during the past year:

Churches and Lodges	31	
City Recreation Department	565	
Civic and Political Organizations:		
Madison Civic Music Association	44	
Community Union	9	
East Side Civic Chorus	8	
South Side Business Men's Assn.	9	
Political Parties	3	
Mayor's Employment Committee	2	
City of Madison (for polling)	1	
East Side Women's Progressive Club ..	1	
Madison Clean Lakes Association	1	
Policemen's Protective Association ..	1	
Wisconsin Men's Union	1	80
Civil Service Commission	1	
Dane County Teachers Institute	8	
Industrial Basketball Teams	45	
Parent-Teacher Associations	80	
Pre-School & Kindergarten Mothers Clubs ..	37	
Dancing and Music School Recitals	7	
Scout Organizations:		
Boy Scouts	60	
Girl Scouts	3	63
University of Wisconsin:		
College of Agriculture	4	
Department of Speech	1	
University Extension Division	50	
Wisconsin High School	3	58
Vocational School	330	
Miscellaneous Activities:		
Neighborhood Dancing Party	1	
Summer Band Practice	10	
Health Education Department	2	
Tony Sarg Marionettes	1	
Pennsylvania Oil Company	1	15
National Assn. of Power Engineers, Wisc. No. 14.....		3 days
Total	1323	

With the increasing demand for and use of school buildings by the community, experience showed the need for revising, re-interpreting, and enlarging the rules and regulations governing such use. The following Statement of Policy, Regulations and Rules Governing Rental of School Buildings was approved by the Board of Education in March 1931 and is now in effect.



The Board of Education wishes to make the school buildings available for general community uses insofar as these uses do not conflict with the regular school routine and with decency and good order. The Board rents the school buildings only to organizations or to individuals whose responsibility so far as meeting costs of possible damage is definitely assured; that is, the party renting any portion of a school building must be financially responsible. The evening use of gymnasiums and auditoriums by school pupils, except the regular school program of activities, is contrary to the policy of the Board and the Department of Recreation, the assumption being that the program which the school and the Department of Recreation put on during the daytime is sufficient to care for the interests of the children of school age.

I

A. The precedence in the reservation of auditoriums and gymnasiums or all or part of the school buildings is:

1. The principal of the building.
2. The Music Department.
3. The Recreation Department.
4. The Parent-Teacher Associations.
5. Other organizations.

B. The principal of the building is responsible for the proper maintenance of the building. It is therefore his responsibility to report immediately to the Superintendent any abuse of the use of the building which occurs when any portion of the building is occupied by groups which are not under his direct control. At the beginning of each school year the principal will reserve his auditorium and gymnasium for evening use for all the school activities for the year, such as interscholastic games, school parties, and dramatic productions.

C. Next in order the Supervisor of Music may make such reservations for choral and orchestral concerts as may be included in the program of her department.

D. The Supervisor of Recreation may make reservations of any of the evenings not previously reserved by the principal of the building or the Supervisor of Music, for the adult recreation program.

E. The Parent-Teacher Associations may make their reservations next, and it is suggested that the principal of the building, the Supervisor of Recreation, and the president of the Parent-Teacher Association cooperate in the

selection of such evenings as are most satisfactory for the development of the Parent-Teacher Association program.

F. The balance of the auditorium and gymnasium reservations are open to civic and other organizations, subject to all restrictions enumerated in this statement of rules and regulations.

II. PROCEDURE

A. Following the reservations which should be made during the first month of the school year by the principals, and the Supervisors of Music and of Recreation, a list of these reservations will be sent to each of these individuals, which list will constitute a permit for the use of the building as designated in the list. Upon the basis of this list principals will make the necessary provisions for evening use of the building, such as arranging for the janitor service. Any reservations not included in this list must be made through the Superintendent's office. The Superintendent's office should also be notified of any changes in the original reservations, it being understood that the school and this office will book all reservations jointly.

III. CHARGES

A. The schedule of fees for the rental of school buildings is as follows:

Auditoriums:

East, Central, and West High school auditoriums rent for \$50.00 a performance. This includes one free rehearsal and one blue print of the seating plan. Extra rehearsals are \$10.00 each and additional blue prints 25 cents each.

Emerson and Longfellow auditoriums rent for \$20.00 a performance with one rehearsal free of charge. Additional rehearsals are \$5.00 each.

Lowell auditorium rents for \$10.00 a performance.

Gymnasiums:

Central High School gymnasium rents for \$10.00 (6 to 12 P. M.).

East High, two connecting gyms at \$10.00 each or \$20.00 for both.

West High, two connecting gyms at \$10.00 each or \$20.00 for both.

Franklin and Lowell new gymnasiums \$10.00.

Elementary school gymnasiums (Emerson, Lincoln, Longfellow, Lowell old, and Randall) \$3.00 between 6 and 9:30 P. M.; \$3.00 additional between 9:30 and 12:00 P. M.

B. These rates are for class or small group use. For a public game or entertainment to which admission is charged, the rate will be increased by \$10.00 or more.

C. School pianos shall not be moved without special permit, for which a fee of \$6.00 will be charged. Upon receipt of this fee the Board of Education will arrange for the moving.

D. The over-time rate (50 percent additional) will be charged for the use of school buildings on Sundays or holidays.

E. The Supervisor of Buildings and Grounds will give an estimate of cost on any portion of a building not covered by this schedule and the Superintendent will determine the rental fee on the basis of this estimate.

F. No charge will be made for the use of school buildings by Parent-Teacher Associations or by the Community Union. It is understood, however, that except in the matter of fees, these organizations shall be subject to all rules which apply to other organizations.

G. Under extraordinary circumstances and upon petition to the Board of Education, with favorable action by the Board, the regular fee may be remitted or reduced to a nominal fee covering the cost of opening, heating, lighting, and general supervision of the building.

IV. GENERAL RULES

A. All permits for the use of school buildings will be granted only by the Superintendent of Schools or by someone designated by him. This is for the purpose of centralizing the responsibility for and the control of the school buildings.

B. Permits must be secured, signed, and fees paid at the Superintendent's office at least two days before the date the building is to be used.

C. Reservations may be booked in the Superintendent's office a reasonable time before the date of an event. These reservations must be taken up by permit, however, by noon of the second day preceding the date of use, or the reservation will be void and a permit may be issued to another party.

D. Smoking is forbidden in all school buildings. This regulation is for the double purpose of reducing the fire hazard and of respecting the rights of the children in the schools.

E. Gymnasium slippers must be worn by all participants in sports and games in the gymnasiums.

PART IV

Financial Report



THE following is the Balance Sheet as of June 30, 1931, presented in the same form that has been used in the two preceding reports. This enables the citizen who is interested in the comparison of costs from year to year to note the changes both in the total and in the items listed.

TABLE I
Balance Sheet as of June 30, 1931

ASSETS	
PARTICULARS	
FIXED ASSETS	
Land and Land Improvements	\$ 754,605.05
Buildings and Attached Structures	3,599,057.54
Machinery and Equipment	584,088.26
CONSTRUCTION IN PROGRESS	
East High School Addition	19,478.59
SUNDRY ACCOUNTS RECEIVABLE	
Accounts Receivable	581,633.49
Tuitions Receivable	50,359.00
CURRENT ASSETS	
Cash in Bank	329,577.32
Board of Education—Petty Cash Fund	15.00
Board of Education—Advances to be Refunded	800.00
INVENTORIES	
Stock Room	11,347.22
Fuel	1,121.70
TRUST FUNDS	
Samuel Shaw Prize Fund	919.00
C. R. Stein Scholarship Fund	2,382.71
William McPyncheon Trust Fund	16,489.68
TOTAL	\$5,951,874.56
LIABILITIES	
FIXED LIABILITIES	
Bonded Indebtedness	\$3,103,500.00
State Trust Fund Loans	11,672.00
TRUST FUND RESERVES	
Samuel Shaw Prize Fund	919.00
C. R. Stein Scholarship Fund	2,382.71
William McPyncheon Trust Fund	16,489.68
PROPRIETARY INTEREST	
FIXED SURPLUS	2,347,578.85
CURRENT SURPLUS	469,332.32
TOTAL	\$5,951,874.56

TABLE II

Revenues—July 1, 1930 through June 30, 1931

REVENUE RECEIPTS	
PARTICULARS	
STATE FUND APPORTIONMENT	
In City of Madison	\$ 69,735.50
In that part of Joint School District No. 8, in Township of Blooming Grove	132.00
TAXES LEVIED BY COUNTY SUPERVISORS	
In City of Madison	62,500.00
CITY SCHOOL TAXES	
In City of Madison	1,044,808.91
In that part of Joint School District No. 8, in Township of Blooming Grove	3,285.28
STATE AIDS	
For Manual Training	248.50
For Domestic Science	248.50
For Deaf School	4,551.60
For Special Schools	3,594.53
For Commercial Course	248.50
For Speech Correction	6,218.60
For Crippled Children	6,947.80
TUITIONS	
Central Senior High School	5,102.26
Central Junior High School	2,199.36
East High School	21,415.37
West Senior High School	8,714.50
West Junior High School	5,458.36
Elementary Schools	2,203.34
Deaf School	828.40
INTEREST ON SCHOOL FUNDS	13,614.15
RENTALS	
C. H. S. Auditorium and Gymnasiums	388.10
E. H. S. Auditorium and Gymnasiums	10.00
W. H. S. Auditorium and Gymnasiums	185.20
Elementary School Gymnasiums	243.00
SALE OF EQUIPMENT	92.00
OTHER MISCELLANEOUS RECEIPTS	2,959.29
TOTAL REVENUE RECEIPTS	\$1,265,933.05
NON-REVENUE RECEIPTS	
SALE OF MATERIAL	
Home Economics Department—C. H. S.	\$ 11.01
Home Economics Department—E. H. S.	13.06
Home Economics Department—W. H. S.	3.05
Manual Arts Department—C. H. S.	627.61
Manual Arts Department—E. H. S.	335.20
Manual Arts Department—W. H. S.	344.56
Manual Arts Department—Elementary	633.28
Special Schools	65.49
Open Air and Nutrition Room—Emerson	66.46
Open Air and Nutrition Room—Lowell	14.50
Open Air and Nutrition Room—Longfellow	13.15
Recreational Department	2.10
REFUNDS AND CANCELLED CHECKS	84.77
PROCEEDS FROM INSURANCE ADJUSTMENTS	508.68
TOTAL NON-REVENUE RECEIPTS	\$ 2,722.92
GRAND TOTAL	\$1,268,655.97

TABLE III

*Total Operation, Maintenance and Capital—July 1, 1930 through
June 30, 1931*

SUMMARY OF EXPENDITURES

	Operation	Maintenance	Capital	Total
Superintendent of Schools -----	\$ 9,621.00	-----	-----	\$ 9,621.00
Administration Building -----	27,757.95	\$ 479.32	\$ 827.47	29,064.74
Administration Building Annex -----	847.06	16.80	78.87	942.73
Central Senior High -----	137,061.26	5,842.04	7,820.73	150,724.03
Central Junior High -----	55,069.79	.89	17.00	55,087.68
East High -----	146,585.28	6,553.72	4,685.64	157,824.64
West Senior High -----	129,077.13	625.17	6,105.00	135,807.30
West Junior High -----	59,230.66	-----	26.61	59,257.27
Brayton -----	322.96	81.66	13.50	418.12
Doty -----	19,230.88	1,897.94	265.71	21,394.53
Draper -----	21,054.60	1,619.92	240.86	22,915.38
Emerson -----	91,018.26	1,967.12	1,052.53	94,037.91
Franklin -----	36,691.64	2,297.39	1,851.03	40,840.06
Harvey -----	21,213.65	368.93	381.05	21,963.63
Hawthorne -----	23,043.21	1,149.39	574.16	24,766.76
Hawthorne Annex -----	1,459.99	138.15	251.44	1,849.58
Lapham -----	16,776.92	2,432.41	218.21	19,427.54
Lincoln -----	34,664.13	1,184.03	421.80	36,269.96
Longfellow -----	60,428.45	3,414.87	3,688.81	67,532.13
Lowell -----	76,237.03	1,078.25	1,171.26	78,486.54
Marquette -----	30,003.86	2,449.69	372.40	32,825.95
Randall -----	57,548.73	1,110.20	795.88	59,454.81
Washington -----	20,031.40	1,007.31	393.44	21,432.15
Music Studio -----	2,059.57	181.28	503.65	2,744.50
Dudgeon -----	21,651.85	389.45	724.38	22,765.68
New Marquette -----	-----	162.59	1,640.38	1,802.97
East Side Elementary Site -----	-----	-----	63.56	63.56
Recreational Department -----	25,088.39	-----	-----	25,088.39
Undistributed -----	108,784.89	-----	1,468.00	110,252.89
TOTALS -----	\$1,232,560.54	\$36,448.52	\$35,653.37	\$1,304,662.43

REPORT ON EXPENDITURES ON WEST HIGH SCHOOL AND FRANKLIN SCHOOL

During the past year final payments on the two construction projects of the Board of Education, the West High School and the Franklin School addition, were made and these bond accounts were closed. The following table presents a summary of the costs of these two projects.

TABLE IV

*Expenditures on West High School and the addition to the Franklin School
from March, 1929 through June, 1931 as follows:*

WEST HIGH SCHOOL

School Year	Land & Land Improvements	Buildings	Equipment	Total
1928-1929 -----	\$ 6,488.93	\$ 5,515.70	\$ 270.00	\$ 12,274.63
1929-1930 -----	1,770.58	588,225.40	251.42	590,247.40
1930-1931 -----	34,592.33	255,161.72	84,243.17	373,997.22
TOTAL -----	\$42,851.84	\$848,902.82	\$84,764.59	\$976,519.25

FRANKLIN SCHOOL ADDITION

1929-1930 -----	\$3,750.—	\$108,779.44	\$ 7.00	\$112,536.44
1930-1931 -----	6,022.35	77,539.24	2,382.72	85,944.31
TOTAL -----	\$9,772.35	\$186,318.68	\$2,389.72	\$198,480.75

TOTAL COST—BOTH BUILDINGS -----\$1,175,000.—

TABLE V

Assessed Valuations, Tax Levies and School Costs in the Ten Largest Cities of Wisconsin—February 1931

City	Population	Total real and personal property reported in 1930 (assessed)	Total real and personal property reported in 1930 (equalized)	Ratio of assessed to true valuation	General school tax rate	Vocational School tax rate	Tax rate covering school bonds and interest	*Total tax rate for school purposes including school bonds and interest	Total tax rate for all purposes for taxes payable in 1931	Are school bonds and interest carried as part of school budget?	School census 1930	Average daily attendance for school year 1929-30	Total school costs for 1929-30 not including outlay—Line 57 of Superintendent's Annual Report	Per capita school costs for 1929-30 on average daily attendance not including outlay
Milwaukee.	578,249	1,016,360,045	1,397,616,220	72.72	9.00	1.08	1.19	11.27	32.93	No	157,160	70,780	8,508,335.86	120.21
Racine.	67,542	114,889,845	159,506,930	72.00	7.75	1.48	2.21	11.44	22.93	Yes	18,830	11,183	992,422.44	88.74
Madison.	57,899	151,258,745	170,286,865	88.83	7.36	1.06	2.18	10.60	23.50	No	14,735	8,408	1,154,275.10	137.28
Kenosha.	50,262	78,022,880	123,008,270	63.00	8.01	.67	2.89	11.57	29.00	No	14,781	8,738	967,014.72	110.67
Oshkosh.	40,108	60,667,000	70,495,702	86.06	7.82	1.25	1.23	10.30	26.00	No	10,371	5,393	538,519.83	99.85
La Crosse.	39,614	51,121,989	56,358,365	90.71	7.86	1.04	1.44	10.34	28.00	No	10,192	5,834	474,167.69	81.28
Sheboygan.	39,251	51,554,590	79,537,595	64.82	8.57	1.17	1.79	11.53	29.92	No	11,980	5,132	464,451.10	90.50
Green Bay.	37,415	59,376,980	69,403,831	85.55	9.06	1.27	2.96	13.29	32.50	No	10,391	4,963	576,445.04	116.15
Superior.	36,113	48,101,420	69,027,055	69.68	11.34	.78	2.23	14.35	37.50	No	10,577	6,409	661,154.42	103.16
West Allis.	34,671	52,269,131	85,732,345	60.96	11.19	1.50	2.70	15.39	34.00	No	10,002	5,850	593,063.02	101.36

In the above table it is of interest to note that Madison, while it has the highest per capita cost, has the lowest general school tax rate. If the true tax rates are computed using the ratio of assessed to true valuation, Madison has the fourth lowest school tax rate.

9523

DATE DUE

6-12-98

