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## **The Madison public schools, Madison, Wisconsin: annual reports of principals and supervisors for the school year 1949-50.**

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DEPARTMENT OF CURRICULUM  
Madison Public Schools

FOREWORD

This volume contains reports of the building principals and supervisors in the Madison public schools for the year 1949-50.

For several years, in an effort to familiarize each department with the work of other departments, the annual reports of the principals and supervisors to the superintendent and the board of education have been dittoed, bound in convenient form, and sent to each principal and supervisor as well as to members of the board. It is hoped that these volumes may broaden the understanding and deepen the appreciation of each school and department for all others.

The following instructions were sent to principals and supervisors by the superintendent relative to preparing these reports:

"I prefer to impose as few specific requirements for the annual reports as possible. In general, I should like the reports to be the kind the individual principals and supervisors would like to make. The following outline is merely suggestive.

- I. Significant statistical data which you may have been reporting during recent years--for continuity.
- II. Special achievements.
- III. Special problems.
- IV. Recommendations, if any."

Perusal of these reports indicates clearly that the principals and supervisors of Madison are still confronted with many problems which hark back to the war period.

Staff turnover has decreased in high schools but has continued to be abnormally high in the elementary schools. Many vacancies occurred on very short notice. Again full employment caused the substitute list to be very short, since nearly everyone who wanted full-time work could secure it.

The war-time birth-bulge which reached first grade last year is again indicated by the fact that we had thirty-five sections of first grades and only twenty-three sections of sixth grades this year. Preparation of new building plans to accommodate the coming wave of children consumed much time and energy of principals and supervisors, as well as many teachers, during the year.

A \$50,000 budget cut for 1950 curtailed decidedly the remedying of the wartime gap in repairs, replacements and improvements. Such improvements do much to improve the morale of staff members.

I should again like to express appreciation to principals and supervisors for their splendid professional spirit.

P. H. FALK

Superintendent

July 1950



THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORTS  
of  
PRINCIPALS AND SUPERVISORS

For the School Year 1949-50

Reports are arranged in the following order:

High Schools

Central High School

Junior-Senior High School - Leonard A. Waehler  
Junior High School - Vida V. Smith  
Guidance Department - Nina B. Fredrickson

East High School

Junior-Senior High School - Foster S. Randle  
Junior High School - Louise H. Elser  
Guidance Department - Margaret Fosse

West High School

Junior-Senior High School - R. O. Christoffersen  
Junior High School - R. E. Trafford  
Guidance Department - Lillian A. Reinking

Elementary Schools

Dudgeon School - Lucile Clock  
Emerson School - Emery C. Bainbridge  
Franklin School - Armand F. Ketterer  
Lapham School - Maurine Bredeson  
Lincoln School - Helen Simon  
Longfellow School - Walter Argraves  
Lowell School - A. Kermit Frater  
Marquette School - Lillian Simonson  
Nakoma School - Walter W. Engelke  
Randall School - H. Ralph Allen  
Sherman School - Anthony Farina  
Washington School - Pearl Leroux

Special Departments

Art - L. Irene Buck  
Child Study and Service - Carl H. Waller  
Wisconsin Orthopedic Hospital School - Mrs. Kathryn Charlson  
Curriculum - Bernice E. Leary  
Health, Phy. Ed., Recreation and Safety - Glenn T. Holmes  
Music - Leroy Klose  
Public Interpretation - Mrs. Margaret Parham  
Remedial Reading - Walter Berger

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report for the School Year 1949-1950

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education  
By the Principal

L. A. Washler

June

1950

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report for the School Year 1949-1950

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

INTRODUCTION

Our 1949-1950 annual report for Central Junior-Senior High School could well reiterate almost all of our 1948-1949 annual report, particularly as to special achievements, special problems, and recommendations. I urge the rereading of that report and shall try to re-emphasize portions of it.

SECTION I

STATISTICAL DATA

The total enrollment of Central Junior-Senior High School this year was 1,029 as against last year's total of 1,039. The detail of this enrollment is as follows:

	<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>Increase or Decrease</u>
Junior High Division	Seventh	50	69	119	- 18
	Eighth	81	52	133	- 9
	Ninth	<u>89</u>	<u>112</u>	<u>201</u>	<u>+ 15</u>
Totals		<u>220</u>	<u>233</u>	<u>453</u>	<u>- 12</u>
Senior High Division	Tenth	98	93	191	- 10
	Eleventh	101	93	194	- 11
	Twelfth	<u>94</u>	<u>97</u>	<u>191</u>	<u>+ 23</u>
Totals		<u>293</u>	<u>283</u>	<u>576</u>	<u>+ 2</u>
Junior and Senior High Totals		<u>513</u>	<u>516</u>	<u>1,029</u>	<u>- 10</u>

You will notice that at the junior high level there is much more of an unbalance between boys and girls than at the senior high level. This unbalance naturally creates some added problems of programming.

## Central Junior-Senior High-2

In the year 1949-1950 we graduated 179 young men and women, including only two military service veterans. We are proud of our 1950 graduating class and particularly proud of the large group of capable leaders contained in it.

### SECTION II

#### SPECIAL ACHIEVEMENTS

A. Probably our most special achievement this school year was to operate as well as we did in competition with the noise and activity of the Vocational School construction project on our doorstep all year. All the anticipated hazards and disruptions related to this project developed as listed in last year's annual report. Added ones developed also and the total brought a resultant heavy drain on every member of the school staff.

B. We cooperated with the federal lunch program instituted by the Vocational School. Except for speed of movement through cafeteria lines, the program was not a success, in our opinion, although it might have been more satisfactory under somewhat different supervision. Only the short 33-minute lunch period in emergency use by us this year because of construction hazards and inconveniences justified the continuance of the federal program as set up by the Vocational School.

C. Our Parent-Teacher Association with a total of 430 members reached its largest enrollment in some years and carried on some very interesting meetings and special activities.

D. In athletics our Junior High School track and volleyball squads won the city championship. Our Senior High volleyball squad won the state championship for the second year in a row.

E. Our Guidance Department again carried out a tremendous amount of individual guidance work toward better pupil programming and educational planning. In addition, it carried on an expanded program of career guidance conferences and meetings for the benefit of seniors. In this we had the splendid cooperation of many capable and outstanding local representatives of occupations and professions.

F. Enrollment in our vocal and instrumental music groups increased considerably this year and our musical organizations progressed splendidly and almost overdid themselves in the number of special programs and concerts provided to school and community. Music, like athletics, is reaching the stage where equilibrium of pupil program and school curriculum is endangered.

### Central Junior-Senior High-3

G. More pupils earned places on our scholastic honor rolls than in recent years.

H. The amount of supplementary use of films, recording devices, phonographs, radios, and other electronic equipment continues to grow. With its growth a problem of providing and maintaining and operating the special facilities needed becomes annually more complicated and expensive.

H. Continuing our program of recent years, we again cooperated with the University of Wisconsin School of Education in accepting on an internship basis a number of University juniors and seniors who wanted actual experience with school activities or with a school classroom situation. This project has now stabilized itself somewhat and there is better understanding between the high school and the University.

I. Central has long followed the principle of encouraging boys and girls to be friendly, cooperative, and respectful of the rights of others. More than ever this year our school has been a live and living community with education carried on in classrooms and out through special projects, organizations, etc. Through it pupils gained much in the way of resourcefulness and self-confidence and developed understanding of the needs and responsibilities of democratic participation. Our Student Council functioned remarkably well. It must be stressed again, however, that this type of procedure involves not less but more time and thought on the part of teachers who guide and advise. In fact, it challenges and requires every teacher to assume a greater share of responsibility than in the past.

### SECTION III

#### SPECIAL PROBLEMS

1. The need for clean air to breathe and the general reduction of dust and dirt throughout the school continues to be our greatest and most serious problem. Two thousand dollars spent on an air filtering system will, according to one special survey, be one of the best investments in school health which the Board could make. Some correction to the present air intake ducts would further improve the situation.

2. Control of noise from within and without by sensible soundproofing and acoustical treatment is the crux of our school's second most pressing problem.

Our downtown location in an increasingly congested area has multiplied these two problems many-fold since I first

specifically urged their correction in 1936, as indicated in special and annual reports and budget requests.

3. Effects of the very considerable and ever increasing summer room occupancy of our building, together with its utilities, furniture, and equipment, by summer sessions and special gatherings creates a two-fold problem. First, they prevent any thorough and consistent program of summer rehabilitation and improvement of the building and its equipment. Second, they cause actual further wear and damage to our utilities, furniture, and equipment and take janitorial time away from needed summer renovations. We are fearful, too, that the charges of operation, both as to custodial service and as to wear and tear on equipment add to our total regular school costs (the Vocational night school use of our equipment in many rooms during the winter similarly constitutes an added problem and added cost).

4. Custodial service through retranslation or through lack of definition this year became a tremendous problem to efficient and pleasant school operation. It makes untold difference when a custodian "on the team" thinks of himself as being in custody of a building and its equipment and thoroughly responsible for its best appearance and function and for its care and protection. This year the custodial work often has been measured in terms of actual floor sweeping; even dusting tended to become a lost art.

To me custodial work must envision besides cleaning chores (a) all aspects of building appearance and sanitation; (b) building and equipment security, including safety, health and fire hazards, as well as protection against property damage, theft, nuisances, etc.; (c) maintenance and repair of utility systems, especially vital with aged systems; (d) handling and storage of supplies; (e) repairing and upkeep of furniture and equipment; (f) conveniencing many special needs of teachers and activities and organizations; (g) maintaining school grounds.

5. One of our long standing problems at Central certainly has been the lack of any routine schedule looking to the resanding of classroom floors. The accumulations and wear of 43 years make an uninviting appearance to most of our classroom floors. Requests to have a specific number of rooms sanded each year have been made since 1932 but to date our total resanding has not reached 20% of our classrooms. A schedule of resanding and refinishing of pupil desks could well be added.

## Central Junior-Senior High-5

6. The problem of meeting the cost of "keeping up" with the two larger city high schools in providing sports and athletic opportunities with safety and satisfaction to a large proportion of boys has finally caught up with us in full force. It is remarkable that we have been able to stave off the crisis for so long, but soon there must be a decision of survival or subsidy.

7. The problem of improving our boys' gymnasium floor space use and of rearranging the old shower rooms to be of more functional value will come shortly to a head with the completion of new locker room and storage space in the new Vocational construction. This problem was given some consideration by a special Board of Education committee meeting with Architect Law in our gymnasium about one and a half years ago. At that time, also, the use of folding bleachers in place of the present concrete bleachers was advised.

8. The revision of our present daily time schedule to meet by 1951 the North Central Association standard 55-minute class periods and yet still to provide adequate lunch period time and activity period time will need solution.

9. Small problems have in several instances grown into big problems of deterioration, cost, and inconvenience. Delay of some twelve months to repairs of leaky drains in our Chemistry laboratory is a case in point. The built-in storage cabinet for our Junior High Science room is still anxiously needed some fifteen months after the school carpenter actually started on the project.

### SECTION IV

#### RECOMMENDATIONS

A-1. In line with previous requests and in line with my and comment under Section III of this report, I recommend A-2. that specific plans now be laid for the installation of air-filtering equipment and other improvement in the air-intake ducts of our building; also that acoustical treatment of the main corridor and gymnasium ceilings be assured.

B. I urge again that specific plans be made toward remodeling some of our shamefully neglected washrooms.

C. The new Vocational School addition has closed off or obstructed considerable daylight to our classroom and corridor areas. I recommend that revision of our artificial lighting be started in these areas immediately to reduce jeopardy to teachers and pupils and be made part of a general survey and program for revision of our lighting system.



## Central Junior-Senior High-6

D. I recommend the funding of all athletic receipts of the three Madison high schools and the budgeting of expenses to each school for the same categories of sports.

E. I repeat my recommendation given in last year's annual report and made as a special recommendation to the Superintendent and the Board of Education several months ago to the effect that the eastern boundary of the Central High district be extended from Ingersoll Street to the Yahara River. This would eliminate the so-called "no-man's land" of optional territory that has existed for the last 28 years.

F. I recommend the early and definite upgrading and modernization of the older school buildings of Madison to make their facilities somewhat comparable in esthetic tone, livableness, and function to our newer school buildings. This takes vision, courage, and money. As indicated in my letter of resignation, it is my regret that over the years since I assumed the principalship in 1932, there has not been more fruition of recommendation in this direction.

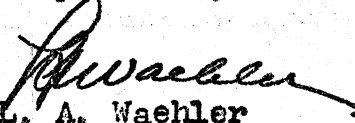
The purposes and principles of education have changed. It is carried on through more varied and complex procedures and activities as a school community situation. Our concept of physical plant must be far more than mere shelter. The philosophy and objectives of buildings and grounds administration must be attuned to our educational philosophy and objectives, in full consciousness that physical facilities under which teaching and learning proceed can decidedly aid or detract from that teaching and learning process and from its end result.

### SECTION V

#### ORGANIZATION PLANS FOR 1950-1951

The new principal, Mr. Earl Brown, shall probably want to work out his own organization plans for the next school year. Five teaching staff replacements are being appointed. It is a high challenge to next year's staff to emulate the gracious influences on the life of Central impressed over many years by two exceptional teachers now retiring, Mrs. Losia Davies and Miss Rosa Pope. An outline of tentative enrollment needs is submitted herewith on a separate sheet. The dates of completion in the Vocational School reconstruction of space allocated for use of high school groups will determine somewhat the organizational setup at the beginning of school in September.

Respectfully submitted,

  
L. A. Waehler  
Principal

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

Annual Report

CENTRAL JUNIOR HIGH SCHOOL

Presented to the Board of Education  
by Vida V. Smith

June

1950

ANNUAL REPORT  
For the School Year 1949--1950  
CENTRAL JUNIOR HIGH SCHOOL

I. STATISTICAL DATA

School Year 1949--1950

TOTAL ENROLLMENT TO DATE				TOTAL WITHDRAWALS			
Grade	Boys	Girls	Totals	Grade	Boys	Girls	Totals
Seventh	50	69	119	Seventh	1	5	6
Eighth	81	52	133	Eighth	6	3	9
Ninth	89	112	201	Ninth	3	7	10
TOTALS	220	233	453	TOTALS	10	15	25

Only eighteen new pupils enrolled after the second week of school for the present school year and twenty-five withdrew. Seven of these new pupils were from out of the city and nineteen others enrolled at the beginning of the school year from out of the city or approximately 6% of this year's pupils were from schools outside of Madison while nearly 94% were from Madison Public or Parochial schools.

It is interesting to note the trend toward a more stable school population at Central Junior during the past three years. This, no doubt, has been largely due to the housing situation as there has been few houses for families to move into in the Central area. It will be interesting to see if the present trend toward raising rents will cause a shift of these families to other parts of the city or will it tend to cause the doubling up of families as was true during the war years and which is still true to a certain extent.

ANTICIPATED ENROLLMENT FOR SCHOOL YEAR 1950--1951 AND SCHOOLS FROM WHICH PUPILS ARE COMING

<u>SEVENTH GRADE</u>		<u>NINTH GRADE</u>	
Central Seventh (Repeaters)	2		
Franklin	6	Rural	8
Lapham	24	Central Junior	126
Lincoln	18	Franklin	30
Longfellow	28	Holy Redeemer	6
Marquette	1	Madison Lutheran	1
Parochial	4	St. James	6
Rural	2	St. Joseph	10
Washington	58	St. Patrick	3
TOTAL	143	St. Raphael	5
		Repeaters	3
<u>EIGHTH GRADE</u>			
Central Junior	116		
Repeaters	4		
Parochial Schools	4		
TOTAL	124	TOTAL	198

The foregoing anticipated enrollment does not include any elementary pupils who said they wished to attend any other high school. It is taken for granted that all such pupils will receive special permits for the asking as has been true in the past. It is impossible to organize a school at Central until after the full enrollment is in as we never know how many special permits will be given. Sometimes when certain pupils get special permits, others ask for them who had no intention of doing so before that time. There are twenty-one seventh grade pupils, nineteen eighth graders, and twenty-four ninth graders that I know about who are planning to attend other public high schools. If these sixty-four pupils were to attend Central Junior we would be filled to capacity at Junior High level. This would do away with the necessity of issuing special permits as there would be no room to accommodate pupils outside the Central district.

## II. SPECIAL ACHIEVEMENTS

Our guidance and home room activities have not been as good this year as formerly. Some teachers have done a good job in guidance while others have slighted this part of their responsibility. Mrs. Horkan was new to the school and has not been able to be of as much service to us as Mrs. Hagberg was after having been with us for two years. This, no doubt, will improve next year as Mrs. Horkan is making some very definite plans to help home room teachers more in their guidance work next year.

Our instrumental and vocal music groups presented two excellent concerts for the student body and their parents for an auditorium program and for an evening performance. Our Junior Band has been one of the best since the Junior High was organized and our Junior Orchestra was the largest in the history of our school and also one of the best orchestras we have had. I'm very pleased to see this trend toward building up of our instrumental music program. The Junior Band played for some basketball games and pep meetings. The vocal music group presented an operetta assisted by the Junior High Orchestra. I was pleased that the music groups have been given these opportunities to participate as children of Junior High age like to show their accomplishments and it is difficult to maintain interest in any activity for an entire year unless they have a chance to perform before an audience. The vocal music groups participated in other auditorium programs.

The music and dramatics department combined to present a very interesting Christmas program. Our dramatics groups presented a play for an evening entertainment for their parents and friends. They also prepared several auditorium programs.

All Junior High pupils were given standardized tests in the fall in reading, spelling, language usage, and arithmetic. The results of the tests for Central pupils compared very favorably with that of the entire city according to the results tabulated by Miss Leary. Our pupils are usually somewhat better in arithmetic and poorer in language usage than are pupils in the city as a whole. This should be a challenge for us to work more diligently on oral expression with our children. All of our pupils were tested again in May on arithmetic and spelling on standardized tests. The seventh and eighth grade slow pupils were tested in reading. The results of these tests were very gratifying. They showed that our pupils had done exceptionally good work in arithmetic computation and reasoning and the majority have done well in reading. Most of the English

teachers gave tests on correct usage. However, these were not standardized tests but some that we made so it was not possible to indicate any definite growth in this area. These tests were used more for teaching purposes than to determine growth in correct usage. While there was some improvement in spelling, it was not as gratifying as we might have hoped for. It seems much more difficult to instill in pupils a desire for correct spelling and an interest in developing a spelling sense than it does to make up for deficiencies in arithmetic. Perhaps this is partly due to the fact that they write and misspell words for so many different teachers without any penalty for doing so, that they don't realize the need for correct spelling. I have discussed this matter with some teachers and have had the cooperation of most teachers in trying to impress upon pupils the necessity for correct spelling. I was pleased with the number of seventh and eighth grade pupils who participated in the State Spelling Contest. Central would have been proud to have had any of the last ten pupils remaining in the contest represent our school. We were very pleased that our contestant won the city championship and was runner-up in the state contest.

Some of our clubs have been well organized and have been very successful while others have been of less value. A genuine interest in club activities on the part of a teacher and his ability to act as a leader has much to do with the success of any club. Such teachers are able to develop leadership among pupils and to get a great deal from them. A genuine interest in golf has been developed among both boys and girls through Mr. Alwin's Golf Clubs.

Our Junior Red Cross Club has been very active in providing materials for hospitals, children's homes and in filling Christmas boxes and sending Care Boxes to children in other lands. They enjoyed receiving letters from those countries to whom they sent boxes last year. Miss McIlquham has done an excellent job in continuing the work Miss Pokorny had begun with the Junior Red Cross.

Our Get Acquainted Club has kept up correspondence with boys and girls in other countries and have enjoyed receiving letters from these pupils. This has been very educational and should do much to establish good public relations between their countries and ours as these children become pen pals. It is interesting to see how this activity is carried on for several years by pupils in the Senior High.

Our Student Council, Cheer Leaders, Mirror Staff, and Service Clubs have been of much value to the school in assisting with all co-curricular activities and interscholastic games.

Some of our club program has had to be curtailed this year due to lack of space. Clubs that met in the gymnasiums were particularly handicapped since we had only one gymnasium.

Visual aids, radio, and recordings have been used to quite an extent to supplement the classroom work. We were pleased to receive a new record cabinet this year which made the records more accessible to teachers.

We appreciate the work of Mr. Srecher and the Electrician's Club from Senior High for their excellent cooperation in showing films and in helping with the lighting for Junior High plays.

Field trips have been resumed after being dispensed with during the war. The art, home economics, civics, Know Your City Club, and junior business training classes have all taken several trips to places of special interest to them.

Our noon recreation program had to be eliminated this year as we had no space for it. We hope this may be resumed again next year as we have found that supervised recreation for Junior High pupils during the lunch period is a great asset in keeping them under better control for the afternoon class sessions and in keeping them out of difficulty outside the building during the lunch period. It is really absolutely necessary in an 'up-town' area.

The accomplishment of the clothing classes has been quite outstanding this year. The style show put on by this department for the P. T. A. card party was excellent.

Our greatest problem is going to be to find the right kind of people to replace four of our outstanding staff members who have done so much to make Central what it is and who have been among her most loyal supporters and faithful workers. We shall all miss Mr. Washler, Miss Pope, and Mrs. Davies a great deal as we have already missed Mr. Liebenberg. However, we shall be glad to have Mr. Brown, who is not a stranger at Central, to guide us in our work next year.

We have had some very interesting and worthwhile auditorium programs. Home Room groups have assisted in planning some of these programs. We were pleased to have had more help than previously from the music department in planning and participating in all-school assemblies.

The continuation of the Junior intramural basketball schedule for Saturday afternoons has provided a time and a place for the activity which has done much to add interest. There were too many conflicts for this activity immediately at the close of school with so many boys having paper routes, odd jobs, and conflict with lights for make-up work with teachers. It seemed that most of the boys who wished to participate could do so on Saturday afternoons. I hope this arrangement will continue next year.

Several studies were made regarding definite phases of our school program, such as actual accomplishment in school subjects, school attendance, etc. The data from these reports has been compiled and discussed with all junior high teachers who attend junior high faculty meetings. Copies of these reports were sent to other departments of the public schools who might be interested in them so they will not be discussed further in this report.

Having the physical examinations of pupils in the fall was a great improvement over having them in May as had been done previously. I wish vision

tests might be given then, too. The work of Mrs. Haas as dental hygienist was greatly appreciated and from the number of outside permits we gave for pupils to have dental work done, her work must have been effective. However, I've had no report yet.

I was pleased to see the interest Miss Mackin, Head of the Social Studies Department, showed in the selection of text books for seventh grade geography and eighth grade history. I hope this is a sign of continued interest toward the development of a five or six year social studies program for secondary schools. Miss Morris, Head of the Mathematics Department, also showed more interest than previously in the work of the Mathematics Department of the Junior High School. Standardized tests have indicated that our pupils have made considerable progress in mathematics in as far as can be determined by such test results.

### III. SPECIAL PROBLEMS

The special problems at Central remain much the same each year as it seems that very little can be done to improve them.

Our custodial services have not been good this year. This has been partly due to illness among members of the staff which has necessitated continual shifting of duties and is probably partly due to the change in the set up for janitorial services. Also, the fact that the senior high sold apples and ice cream during the lunch period added to the untidiness of corridors and wells near the gym. Since eating of fruit and ice cream in the halls was permitted it added to the clean-up work necessary to keep the building in good condition. This was one of our poorest years in as far as custodial services was concerned. It was particularly noticeable after having had one of our best years during the school year 1948--1949.

If the pupils in the Central School District were expected to attend Central High (except those who for very special reasons as determined by careful investigation by the department of Child Study) our school would be filled to capacity with pupils in the Central area. This would make for a better school and would be carrying out the trend in modern education for community schools as close to the homes of pupils as possible.

Woodwork in the girls' dressing room should be painted or new metal or marble stalls provided.

I question the policy of requiring vocal music at 8th grade level. I feel that some of these pupils would be far better off spending those two periods per week on some constructive work in art metal, crafts, shop, etc. Some of them can't sing, and a few others don't want to. Our most serious discipline cases have developed among those pupils who resent having to take vocal music.

The monotones and those not the least interested in vocal music at seventh and eighth grade levels have been a problem. We don't have enough from any one class group to make a regular class for them and they spoil a



music class if allowed to remain in it. To provide for them makes an expensive program as the group is small, but if providing for individual differences among children is our aim, it is very much worthwhile. Whether or not we can afford this program depends upon to what extent we sincerely believe that the Junior High should be an exploratory school and should care for the individual needs of children and avoid their becoming problem cases. We did not have the teaching power to take care of these children the past three years. We will have more such children among our incoming seventh graders and should make some definite provision for them next year and I hope it will be possible to do so.

The trend in our social order of everything being done by the hour and everyone asking for more pay and shorter hours has begun to show its effects in the schools as evidenced by the limiting of the number of hours of work per week for janitors and clerical help. This same trend has begun to show its influence in the professional fields. It has been necessary to excuse children from school much more frequently to get to doctors and dentists before four o'clock as many doctors leave their offices at this time. A few teachers are also beginning to question the working week of twenty-five class hours of teaching, five hours of home room or club duties, one hour per week of lunchroom supervision, two to three hours per week of committee or teachers' meetings or attendance at other professional meetings, and from three to five hours per week of special help for absentees, or caring for discipline cases. This doesn't leave much time for the preparation of material for classes, checking of papers, professional reading, and the bookkeeping work which every good teacher must do. I don't like this trend as I fear for what it may do for the education of children at a time when the school population is already on the increase and the number of teachers not adequate for even our present school enrollments. I think it is time that the schools and all persons interested in the education of children, scrutinize very carefully any new duties taken on by the schools and be certain that such duties are the kinds of things that definitely belong as a part of an educational program and that the school is the best agency to assume such responsibilities.

The auditorium stage is not large enough to accommodate either the band or orchestra without the apron and it is too much work and too expensive to have it put up for auditorium programs so some pupils have to be eliminated from appearing at certain performances of these organizations. This is poor psychology and not in keeping with all of the money we spend on guidance to help children find an acceptable way of expressing themselves and their interests.

The Federal Lunch program hasn't been very satisfactory. We have had more pupils carrying their lunches this year than ever before. This was partly due to our short lunch period and also due to the fact that the children didn't like what was served at the cafeteria. Perhaps, this is another sign of over-indulgence on the part of adults to the likes and dislikes of children.

Some teachers and parents are questioning whether sports is of more value to an educational program than is work on educational committees, special help given to pupils who have been absent or who find school work difficult, coaching of plays, and supervision and planning for social activities for pupils. Our P.T.A. questioned the policy of having a banquet for athletes and not doing anything for pupils who had done an equally good job in representing the school in non-athletic activities. Last year the P.T.A. questioned the policy of having pupils pay their own bus fare for practices at the music festival when the school pays the bus fare for athletes. This year teachers and parents questioned the policy of having National Honor Society members buy their own pins and pay for their own luncheon when letters and banquets are provided for athletes. While these are small matters to us interested in education, it does indicate that parents and teachers are giving some serious thought to the real purposes of public education. I am very much in favor of an athletic program for every high school and for proper recognition to coaches and pupil participants but I do not want such a program to let us lose sight of the main reason for which our forefathers established public education. To teach children to read and interpret the printed page, to express themselves well in oral and written expression and to manipulate figures to the extent that they have need of them must still remain the major aims of education.

#### IV. RECOMMENDATIONS

1. That better facilities for physical education be provided at Central as soon as building conditions permit.
  - a. Enlargement of both gymnasiums.
  - b. Tennis courts built at Conklin playground or at Reynolds Field.
  - c. School bus transportation provided so physical education classes might go to Reynolds Field whenever the weather permits.
  - d. Shower rooms improved.
  - e. Ventilating in gym improved for after school when games are played.
  - f. Drinking fountain moved off the playing floor in boys' gymnasium before someone is injured.
2. That the floors of classrooms in our building be sanded and the corridor floors painted or sealed so they can be easily cleaned.
3. That new drinking fountains be installed in all corridors. They are a disgrace to any public institution.
4. That the mathematics curriculum of the entire school system be studied critically and revised so that it is challenging for the better students and meets the needs and capacities of all. A start in this direction has been made this year and I hope it will continue next year.
5. That the Social Studies program of the secondary school be examined critically with the idea of working out a six-year social studies program. The choice of new texts for 7th grade Geography and 8th Grade History has been a forward step in this direction.

6. That generous funds be provided for rental of visual education material from the Visual Education Department of the University. We have made considerable use of these materials the past few years. We shall need more next year to provide for our noon recreation program which we did not have this year.
7. That the size of the slow groups should not exceed 20 pupils and should be kept below 20 if possible. Sufficient space should be provided to make it convenient to use visual aids materials frequently in connection with the daily class work for these groups. Teaching power should be sufficient to make it possible to run a class of this size at each grade level. We were able to do so the past school year and hope to do so again next year. Results of the tests given in May indicated that this was very much worth while.
8. That the building be thoroughly cleaned two weeks before the opening of school in the fall so that it is in good condition when parents bring their children there to enroll. This is the first impression that new pupils and their parents get of their school and frequently it has been a very poor impression from the untidy condition of the corridors and dressing rooms on the ground floor at that time. It has looked more like a warehouse than a public school. Last fall it was impossible to get in one side of the Wisconsin Avenue entrance due to wrapping paper and cartons thrown there by those getting supplies out to elementary schools.
9. New double lockers should be provided as soon as they can be purchased.
10. That the janitors so organize their day's work as to know when they are to use a lawn mower and then get it from the janitor's room to the court door entrance before school and leave it there after using it until after school instead of making so much noise moving it in the Junior High corridors when classes are in session. That hammering in the janitor's office be kept to a minimum during the hours Junior High classes are in session. There has been improvement in both of these matters this year due to the fact that the court door was closed most of the year.
11. That another room on fourth floor be sound proofed as soon as possible for the use of sectional groups in instrumental music.
12. That room 206 be provided with a sink and built-in cupboards in the back of the room so it might be used as a laboratory for physiology classes.
13. That workmen not be permitted to work at the windows and enter the class rooms through the windows when classes are in session. This was a very disrupting situation at a time when units of work were being completed and preparation for tests were being made. It is impossible to hold pupils' attention under such conditions. It nullifies all the work we do during the year from the standpoint of teaching pupils how to prepare themselves for an atmosphere of study. It certainly is poor mental hygiene to have two men scraping at the windows and another pounding while a teacher is trying to teach.

13. (Contd.)

This together with a cement mixer on the outside and a couple of trucks unloading brick and metal pipes has certainly made it almost impossible to teach in some class rooms the last two weeks of school. If the upkeep of the buildings must be taken care of while school is in session it might be better to make plans for it and dismiss certain class groups for a half day while the workmen were working in one part of the building. Very little is accomplished in education under such conditions anyway and it does put a teacher in a most embarrassing situation to try to do the impossible.

- 14. Move the clock in the boys' gymnasium to a place where it can be seen.
- 15. Improve the lighting in the gymnasium.
- 16. Provide tennis courts near enough Central so that our pupils might have the same opportunities to learn to play tennis as Junior and Senior high pupils have at East and West.

Submitted by

VIDA V. SMITH

ANNUAL REPORT  
GUIDANCE DEPARTMENT  
CENTRAL HIGH SCHOOL

Presented to the Board of Education  
by  
Nina B. Fredrickson

June 1950

## ANNUAL REPORT

For the School Year 1949 - 1950  
GUIDANCE DEPARTMENT OF CENTRAL HIGH SCHOOL

In order to eliminate annual and repetitious comments on the routine work of this department, we are presenting this year only reports of special projects, such as the Career Program sponsored by the Senior Vocational Guidance Council under the immediate direction of Mrs. Charlotte Horkan. This was our biggest single project in that it involved all seniors, was operated by a council of pupils, reached out into the community for information, and will, we hope, have an important influence on the people who participated, both those who had the experience of directing the program and those for whom it was created. Mrs. Horkan's report on this special project and others is submitted below.

The Guidance Department continued routine work in the areas of psychological and educational testing, counseling, programming, arranging employment, providing services for handicapped and indigent children, selecting pupils for awards and scholarships, and keeping pupil records.

Statistics on employment, mental capacities, achievement, and withdrawals follow below.

We have especially appreciated the assistance given us this year by the administration, Child Study Department, Mrs. Brandenhoff, Mr. Benson, Miss Bohon, various social agencies, and the clerical staff.

Respectfully submitted,

Nina B. Fredrickson  
Director of Guidance

## SENIOR VOCATIONAL GUIDANCE COUNCIL (S.V.G.C.)

This year the Senior Vocational Guidance Council aimed to crystallize career activities so as to obtain the greatest benefits from the amount of effort expended.

The S.V.G.C. is composed of a president, a vice-president, a secretary and a treasurer. In addition to these officers, there are committees to carry out specialized duties.

An Information Committee worked throughout the year on a file of vocational pamphlet materials and college catalogs. The file, located in the library, was kept up to date by the committee members who wrote for free materials suggested each month in numerous guidance publications. Budget allowance was made for materials requisitioned during the year. The committee, in cooperation with the librarian, published lists of books found in the school library, as a follow up to the new interests developed by Career Day talks. Each senior was supplied with these lists.

The Public Relations Committee was responsible for advertising our Career Days, preparing articles for the school newspaper, writing notices for the school bulletin and issuing slips for admission to Career Day sectional meetings.

The Testing Committee was in charge of a program intended to determine interests and plans. Selection of the tests, arrangements for administering them, and the follow up study of the results, were included in the work of this committee. The Tests and Surveys were: (1) "Fall Survey of Senior Vocational Plans"; (2) Surveys taken before each Career Day to determine the sectional meeting each senior wished to attend; (3) the "Army Analysis Questionnaire"; (4) a "Spring Survey of Vocational and Educational Plans of all Graduating Seniors". Results of the fall survey were used as a basis for planning the five "Senior Career Days". After the spring survey was made the results of the two questionnaires were charted and progress noted. A follow up study will be made of 1950 graduating seniors in the spring of 1951. At that time the committee hopes to compare the vocational and educational plans made by seniors with the actual fulfillment of those plans.

The Assembly Committee arranged the Career Day programs. Speakers were chosen with the hope of meeting the needs of both the general course pupils and those who were preparing for college. A sectional meeting of a very general nature was planned each time for the pupils not interested in any



of the specific vocations being discussed at the other four meetings. The size of the groups averaged about thirty pupils. Senior home rooms were used as meeting places and the home room teachers and S.V.G.C. members acted as hosts. Since the groups were small, the meetings became informal with much participation from the pupils. The Career Day programs presented by this committee were as follows:

S.V.G.C. CAREER DAY PROGRAMS

January 4--Dr. Carl Waller--A Kick-off Program, "Senior Career Days".

February 8--Period 5

Miss Kietzman  
Mr. Warner  
Mrs. Gerke  
Mr. Rice  
Mr. Pothchild

Nursing  
Law, Accounting  
Beauty Culture  
Salesmanship  
General Experiences with  
people on the job

March 17--Period 5

Mr. John Wrage  
Mrs. Beatrice Lampert  
Mr. A. W. Bardwell  
Miss Margaret Bryce  
Mr. LeRoy Luberg

Job Attitudes  
Business for Girls  
Trades for All  
Physical Therapy  
University Plans

April 25--Period 5

Miss Emily Chervenik  
Major Schweiger  
Recruiting Officers Sgt.  
Wright and others  
Recruiting Officers Tech.  
Sgt. Mary McCauley  
Vocational Guidance Movies

Girls at College  
Air Force R.O.T.C. Program  
Military Service for Men  
  
Military Service for Women  
  
Aptitudes and Occupations  
Finding Your Life Work

May 17--Period 5

Mrs. Futh Doyle  
Assemblywoman from this  
district

"Looking Ahead to Marriage"

The officers of the S.V.G.C. represented the Council at the University of Wisconsin Job Conference. They reported

to the Council and the school with a bulletin entitled "A Guide to Planning Your Job Campaign". Each senior received a copy of this ten page bulletin at the close of the final Career Day. There were excellent suggestions related to vocational and employment problems.

The success of the S.V.G.C. this year was built upon the foundation laid by the councils of the past few years and the excellent cooperation of the seniors, and faculty. The month of May has been devoted to training the junior officers who will assume senior leadership next year. The incoming officers have already made preliminary plans for next year's program.

June 16, 1950

Robert Haukedahl, President  
Otis Griswold, Secretary  
Charlotte Horkan, S.V.G.C. ADVISOR

## GROUP THERAPY

Several Junior High School teachers offered a course in group guidance to their home room pupils during the home room guidance period. Individual lesson sheets were supplied by the Guidance Department. The lesson sheets discussed:

### Personality Traits You Should Develop

- Tact
- Courtesy
- Friendliness
- Enthusiasm
- Honesty
- Poise

### Advertise Your Personality

- The Pursuit of Happiness
- Your Mental Health
- Plan Your Life
- Your Emotions
- Your Basic Needs for Happiness
- Face Your Problems
- How Your Friends Feel

- Timidity
- Inferiority Complex
- Shame
- Temper
- Worry
- Fear
- Hope
- Hate
- Intolerance
- Joy
- Jealousy
- Selfishness
- Pity

- Making Decisions
- Making An Impression
- Establishing Worthwhile Goals
- Choosing Your Work
- Some Jobs to Consider
- Books to Read

In addition to these lesson sheets, the following textbooks were available for the teachers' use: "Human Relations in the Classroom", Books I and II by Bullis & O'Malley; "Personality and Youth", by Louis Thorpe; "Better Ways of Growing Up" by Crawford & Woodward; "Your Plans for the Future", by Detjen & Detjen.

The Guidance Department provided sociograms for each group. Group discussions were participated in by all members of the home room. Problems were presented and discussed. Records of daily problems were kept. Individual counseling followed the discussions as recommended by the teacher or requested

by the pupil. The teachers who worked with this project were pleased with the pupil acceptance of it. However, time allotted for group discussion and teacher preparation was not sufficient to allow for outstanding progress. It is hoped a regular time may be set aside for group guidance next year.

---Charlotte Horkan

### PERSONAL RECORD CARDS

This year the Guidance Office started a personal record card for each pupil in Junior High School. Personal triumphs and problems occurring during the school year were very briefly noted on these cards. They provided the counselor and teacher with a background for counseling. Information noted on these cards included:

1. A summary of conferences with the counselor.
2. Teachers' comments.
3. Unusual attendance records.
4. Comments from students.
5. Key words from police records.
6. Key sentences from case studies.
7. Notations of irregular health conditions.
8. Contacts with social agencies.
9. Contacts with parents.
10. Honors, accomplishments, outside jobs.

We plan to continue this file next year. The information, already functional, will gain in value as it accumulates.

--Charlotte Horkan

## EMPLOYMENT

## NUMBER OF PUPILS GRANTED WORK PERMITS

(September 1949 - June 1950)

Vacation Permits	25
Regular Permits	124
Street Trades	<u>75</u>
Total	224

## Type of work for which permit was issued:

Street Trades	75
Restaurant	20
Service Station	1
Drug Store	2
Other stores	51
Madison Pub. Schools	5
Theatres	13
Bowling Alley	12
Office	5
Hospital	11
Others	<u>29</u>
Total	224

	<u>Boys</u>	<u>Girls</u>
Pupil requests for employment	65	59
Jobs called in	34	47
Pupils placed	32	44

# MENTAL CAPACITIES OF PUPILS AS REVEALED BY PSYCHOLOGICAL TESTS

1949 - 1950

## Junior High School

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 95)	99	22.86
Average (I.Q. 95-115)	259	59.82
Superior (I.Q. over 115)	75	17.32

Average I.Q. of all Junior High Pupils 104.91

## Senior High School

	<u>Number</u>	<u>Percent</u>
10th Grade:		
Retarded (I.Q. below 95)	40	23.39
Average (I.Q. 95-115)	95	55.56
Superior (I.Q. over 115)	36	21.05
11th Grade:		
Retarded (I.Q. below 95)	28	16.18
Average (I.Q. 95-115)	102	58.96
Superior (I.Q. over 115)	43	24.86
12th Grade:		
Retarded (I.Q. below 95)	32	17.49
Average (I.Q. 95-115)	120	65.57
Superior (I.Q. over 115)	31	16.94

Average I.Q. June 1950 graduates 105.09

Average I.Q. all Senior High pupils 105.458



Central High Guidance Office-10

CON-FAIL ANALYSIS

Junior High School

	First Semester		Second Semester	
	<u>1st Grade Period</u>	<u>Final</u>	<u>1st Grade Period</u>	<u>Final</u>
Number of Conditions	33	51	49	4
Number of Failures	69	11	80	67
Total No. of Cons/Fails	102	62	129	71
Pupils having:				
1 Con or Fail	63	28	55	24
2 Cons or Fails	12	10	17	7
3 Cons or Fails	3	1	10	4
4 Cons or Fails	2	0	0	1
5 Cons or Fails	0	5	2	1
6 Cons or Fails	0	1	0	1
Number of names on list	80	45	84	38
Percentage of pupils	18.47	10.39	19.39	8.98

Senior High School

	First Semester			Second Semester		
	<u>1st Gr. Pd.</u>	<u>2nd Gr. Pd.</u>	<u>Final</u>	<u>1st Gr. Pd.</u>	<u>2nd Gr. Pd.</u>	<u>Final</u>
Number "Open"			27			0
Number of Conditions	46	38	28	19	31	10
Number of Failures	84	98	82	73	63	53
Total No. of Cons/Fails/Open	130	136	107	92	94	63
Pupils having:						
1 Con or Fail	74	77	82	68	74	44
2 Cons or Fails	20	21	21	9	10	4
3 Cons or Fails	4	5	3	2	0	1
4 Cons or Fails or more	1	1	1	0	0	2
Number of names on list	99	104	107	79	84	51
Percentage of pupils	16.88	19.73	20.30	13.09	15.94	9.68

Central High Guidance Office-11

WITHDRAWALS

Junior High School

First Semester 1949 - 50

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	Total	
Didn't re-enter	3	2	1	6	1	2	1	4	10
Out of City	3	6		9	3	4	2	9	18
Other Mad. School	2	1	1	4	3	3	2	8	12
Work & Voc. School	1			1				0	1
Illness				0		1		1	1
Unknown	1			1		1		1	2
TOTALS	10	9	2	21	7	11	5	23	44

Second Semester 1949 - 50

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	Total	
Other Madison School		1		1	1			1	2
Out of City	1			1		3	1	4	5
To Work and Voc. Sch.	1			1				0	1
Illness				0	1			1	1
TOTALS	2	1	0	3	2	3	1	6	9

Total withdrawals for year 53

Total withdrawals for 1948-49 73

Central High Guidance Office-12

WITHDRAWALS

Senior High School

First Semester 1949 - 50

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Didn't re-enter				0	2			2	2
Other Madison School	1	3		4	1	1		2	6
Work & Voc. School	3	4	1	7	3	2	2	7	14
Out of City	3	10	1	14	1	8		9	23
Married				0	1	2		3	3
Military Service	1			1				0	1
Over 18	1			1			1	1	2
Illness		1		1				0	1
Principal's Request		1		1				0	1
TOTALS	9	19	2	29	8	13	3	24	53

Second Semester 1949 - 50

Reasons	<u>BOYS</u>				<u>GIRLS</u>				TOTAL
	Ret.	Av.	Sup.	Total	Ret.	Ave.	Sup.	Total	
Work & Voc. School	3			3	1			1	4
Other Mad. School		1		1		2		2	3
Out of City		1	2	3		2	1	3	6
Over 18	1			1	1	1		2	3
Graduated		1		1		1		1	2
Post Graduate		1		1				0	1
Illness				0		1		1	1
Principal's Request		1	1	2				0	2
Military Service		1	1	2				0	2
Married				0		1		1	1
TOTALS	7	6	4	14	2	8	1	11	25

Total withdrawals for year

78

Total withdrawn for year 1948-49

97

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education  
by the Principal  
FOSTER S. RANDLE

August, 1950

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1949-1950  
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrollment

The total enrollment of the East Junior-Senior High School at the close of each school year has been as follows:

<u>Junior High School</u>				<u>Senior High School</u>			<u>Both Schools</u>	
<u>Year</u>	<u>Number</u>	<u>Percent of Increase</u>	<u>Percent of Decrease</u>	<u>Number</u>	<u>Percent of Increase</u>	<u>Percent of Decrease</u>	<u>Total</u>	<u>Percent of Increase</u>
1933	956			1132			2088	
1934	1003	4.9		1152	1.5		2155	3.2
1935	1046	4.3		1151		.09	2197	1.9
1936	1019		2.6	1223	6.25		2242	2.4
1937	1045	2.6		1254	2.5		2299	2.54
1938	1036		.8	1284	2.4		2320	.91
1939	1052	1.5		1320	2.8		2372	2.24
1940	1097	4.3		1299		1.6	2396	1.0
1941	1062		3.19	1323	1.84		2385	.45 De-
1942	1091	2.7		1300		1.8	2391	.25 crease
1943	1104	1.19		1325	1.9		2429	1.58
1944	1128	2.17		1189		10.26	2317	4.61 De-
1945	1095		2.92	1233	3.7		2328	.47 crease
1946	1066		2.64	1263	2.43		2329	.04
1947	1060		.56	1294	2.45		2354	1.07
1948	1076	1.5		1283		.85	2359	.21
1949	1083	.07		1212		5.45	2295	2.71)De-
1950	1042		3.78	1246	2.8		2288	.3 )crease

II. Junior High School Total Enrollment by Grades

<u>Grades</u>	<u>1932-33</u>	<u>1933-34</u>	<u>1934-35</u>	<u>1935-36</u>	<u>1936-37</u>	<u>1937-38</u>
7	305	296	307	284	265	315
8	270	316	292	305	300	281
9	381	391	447	430	480	440
	<u>956</u>	<u>1003</u>	<u>1046</u>	<u>1019</u>	<u>1045</u>	<u>1036</u>

<u>Grades</u>	<u>1938-39</u>	<u>1939-40</u>	<u>1940-41</u>	<u>1941-42</u>	<u>1942-43</u>	<u>1943-44</u>
7	276	289	254	306	313	282
8	326	301	309	297	333	348
9	450	507	499	488	458	498
	<u>1052</u>	<u>1097</u>	<u>1062</u>	<u>1091</u>	<u>1104</u>	<u>1128</u>

<u>Grades</u>	<u>1944-45</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>	<u>1948-49</u>	<u>1949-50</u>
7	285	303	285	302	313	298
8	297	324	297	299	307	311
9	513	439	478	475	463	433
	<u>1095</u>	<u>1066</u>	<u>1060</u>	<u>1076</u>	<u>1083</u>	<u>1042</u>

### III. Increase in Enrollment

During the last eighteen years only in 1933, 1934, 1935 and 1936 was the Senior High School enrollment smaller than in 1950. The Junior High School enrollment was less than that of 1950 in 1933, 1934, 1936 and 1938. The building enrollment was smaller than that of 1950 in 1933, 1934, 1935 and 1936. The difference between the 1950 enrollment and the greatest enrollment during the last eighteen years was as follows:

<u>Junior High</u>	<u>Senior High</u>	<u>Building</u>
1944 -- 1128	1943 -- 1325	1943 -- 2429
1950 -- <u>1042</u>	1950 -- <u>1246</u>	1950 -- <u>2288</u>
Loss 86	Loss 79	Loss 141

In 1950 the Junior High enrollment decreased 3.78% which was the greatest annual decrease in the history of the school. However, the Senior High showed an increase in enrollment of 2.8% over 1949.

During the last eighteen years our 9th grade enrollment was larger than that of 1950 fourteen times.

We should find out if we are losing 9th grade pupils to high schools outside the city, to parochial high schools, or if our loss is due to a decrease in the pupil age group of the district. Several high school districts - Sun Prairie and Stoughton - are running busses into rural territory that used to send us most of their high school boys and girls.

At the end of the past school year, the eighteenth of the life of our Junior-Senior organization, the enrollment had increased over that of 1933 as follows:

<u>Junior High</u>	<u>Senior High</u>	<u>Building</u>
1950 -- 1042	1950 -- 1246	
1933 -- <u>956</u>	1933 -- <u>1132</u>	
Increase 86	Increase 114	Increase 200

At present our Junior High enrollment for September is:

7th grade --	352
8th grade --	284
9th grade --	<u>444</u>
Total	1080

We used to receive 30 or 40 ninth graders from St. Bernard's each year but since they are opening a 9th grade this September they are sending us two pupils.\* Cottage Grove for years sent us twelve or more pupils, but this year their eighth grade has been

\* Since writing this report we have received 11 more enrollments from St. Bernard's.

recruited by Sun Prairie and Stoughton, and they are sending us one enrollment. However, if we open school with an enrollment of 1080 in the Junior High our total for the year will be larger in 1950-51 than it has been at any time during the last five years. The 1949-50 total enrollment for the six grades was the smallest that we have had since 1936, and 141 pupils smaller than our largest enrollment of 2429 in 1942-43. The total enrollment for 1949-50 compared to present enrollment for 1950-51 by grades is as follows:

	<u>1949-50</u>	<u>1950-51</u>
Grade 7	298	352
8	311	284
9	433	444
10	471	403
11	386	433
12	389	369
	<u>2288</u>	<u>2285</u>

If the above enrollment figures are correct we will show an increased enrollment in both schools by June, 1951.

#### IV. General Policy on Promotion

In May of 1950 the Superintendent of Schools issued a "Tentative Suggested General Policy on Promotion". Perhaps everyone understands that there are many difficulties in securing acceptance and applying a General Policy on Promotion in Junior and Senior High School, but the need for a careful study of this subject is shown by a study of high school failures.

#### Subject Failures June, 1950 by Grades

<u>Department</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
English	13	42	28	25	11	0
Mathematics	30	11	31	1	0	0
Hist. & Geog.	6	19	1	20	24	3
Science	--	20	8	4	2	1
Language	--	--	4	0	0	0
Home Economics	4	3	4	4	0	0
Manual Arts	2	7	14	1	4	--
Art	1	1	1	3	0	0
Commercial Subj.	--	--	--	0	18	3
Music	1	6	2	0	0	0
Phy. Ed. (Girls)	0	2	2	4	2	0
Phy. Ed. (Boys)	0	0	0	3	2	0

This list of subject failures also suggests that work should be started on forming a really worthwhile curriculum for low I. Q. pupils.

V. High School Graduates

Since 1932, the graduating classes have been as follows:

<u>School Year</u>	<u>January Class</u>	<u>June Class</u>	<u>Total Number Graduates</u>	<u>Total Enrollment Senior High</u>	<u>Percent of School Graduated</u>
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
1948-49	5	315	320	1212	26.40
1949-50	5	341			
Summer Graduates	5		351	1246	28.17

Total 6105

During the time that the East High School was organized as a four-year high school, the total number of graduates was 1467.

Total number of graduates, 1932-1950

6105

Total number of graduates (28 years)

7572

If boys and girls granted diplomas due to credits earned in the armed services, and based on the General Educational Development Tests, were added, the number would increase to almost 8000.

During the last eighteen years, the graduating pupils averaged 27.15 percent of the Senior High School total enrollment. Three times during the eighteen years the graduates averaged more than 30 percent of the school's total enrollment. Our efforts to make proper provision for all of our pupils will have been successful when we can report each year 30 percent as the average of the graduates to the total school enrollment. Better provision must be made for the needs, interests and the abilities of all our pupils.

VI. Graduates Going on to Higher Institutions

Up to the middle of August this year we have sent 118 transcripts of our June graduates to colleges or universities. During the last eighteen years from 27 to 39 percent of our graduates have gone to college, but this year 34.6 percent of our June class have applied for admission to an Institution of Higher Learning.



The University of Wisconsin reports on the grades earned by our graduates continue to prove that pupils expecting to go to college should complete our College Preparatory Course with an average, or better, grade level. East High School graduates who completed our College Preparatory Course with a good grade point average have had little or no difficulty in making a very creditable record at the University.

## VII. Special Achievements

During the school year 1948-49 the faculty of East High completed work on Criterion I of the North Central Association. Criterion I--as reported last year--asked for an analysis of the pupil population and the school community. Also, the school's educational philosophy was formulated and adopted.

Criterion II was prepared and reported to the association during 1949-50 by the following faculty committees:

### General Principles

Miss North, Chairman	
Miss Leary	Mr. Peterson
Miss Sharpe	Miss Kaub

### Curriculum Development Procedures

Miss Jordan, Chairman	
Miss Gebhardt	Miss Scott
Miss Davey	Mrs. Streeter

### Courses of Study

Mr. Barrett, Chairman	
Miss Conlin	Mrs. Hoyer
Mr. Dhein	Mr. Jorgenson

### Extent of Offerings

Miss Engel, Chairman	
Mr. Hungerford	Miss Schrader
Mrs. Powers	Miss Westover

### General Outcomes of The Program of Studies

Miss Fosse, Chairman	
Miss Hughes	Miss Vogelbaugh
Mr. Stewart	Miss Williams

### Special Characteristics of The Program of Studies

Miss Collins, Chairman	
Miss Beffel	Miss Mathias
Mr. Lincoln	Mr. Williams

All committee reports were approved by the entire faculty and the final report was prepared by The Coordinating Committee made up of all committee chairmen and Miss Fosse acting as Committee Chairman.

The Committee on General Principles reported:

"There is too little integration of educational experience within each grade and too little emphasis upon broad concepts having transfer value.

While a varied program of studies is offered, too many cannot or do not avail themselves of the opportunities.

A greater provision should be made through extended courses for those who are backward and slow: e.g., there should be a continuation course of English 10AGR instead of the regular English course.

An even greater variety of courses should be offered for the brighter students. There might be courses in Creative Writing, World Literature, Advanced Geography, a course in Chemistry adapted to the problems of the many who are interested in nursing as a career, etc.

A very practical course for both boys and girls could be offered to provide for present and future needs; e. g., social adjustments, budgeting, consumer problems, child care, family living, as well as instruction in such practical problems as mending fuses, caring for leaky faucets, etc.

There is too little flexibility in time allotment for make-up work, helping students, etc.

Classes for repeaters, if given a place in the program at all, should never exceed 20 in size and preferably should be about 17."

Curriculum Development Procedures

We were marked low on the check list because teachers are not relieved from other assignments to assist in curriculum development projects and are not provided with secretarial assistance. In curriculum development we have not had pupils, parents and qualified lay people cooperate.

Our curriculum development procedures have not utilized the results of follow up of pupils who have left school.

Courses of Study

The committee prepared the following table and also forwarded our organized courses of study:

# COURSES OF STUDY

## A. Amount of Offerings

	Core Program	Agriculture	Art	Business Education	English	Foreign Languages	Health and Safety	Home Economics	Industrial Arts	Industrial Voc. Ed.	Mathematics	Music	Physical Ed. Boys	Physical Ed. Girls	Science	Social Studies
Indicate the total number of units <sup>1</sup> offered in each field.	--	3	4	8 $\frac{1}{2}$	4	10	--	4	8 $\frac{1}{2}$	--	3 $\frac{1}{2}$	3-4	3/4	3/4	3 $\frac{1}{2}$	4
Enrollment of pupils in each field.	--	26	168	662	1127	273	--	254	491	--	392	555	476	602	424	960
Full-time equivalency of teachers in each field.	--	.5	1.6	5	9	2.8	--	2.2	4.4	--	4	1 $\frac{1}{2}$	1.2	1.8	4	7 $\frac{1}{2}$

<sup>1</sup> A unit is defined as a fourth of the normal pupil load for one year, 16 units being ordinarily required for graduation from a four-year school. If necessary, fractional units may be indicated. If some other unit is used in the school, give the definition of this unit and use it in the table.

### Extent of Offerings

"The committee reported that since we had developed no program to meet the physical and mental health needs of all pupils they wished to recommend that courses in remedial physical education be offered for both boys and girls."

### General Outcomes of The Program of Studies

"No systematic follow-up on our graduates has been attempted due to limited personnel and finances, but we feel that this would be a most valuable procedure for our school. However, due to the close personal contact between the school and the community, there is a great fund of general information about our graduates which has been valuable in a school of this size.

There is much information available on our pupils from the following sources: cumulative records, annual questionnaires, anecdotal records, report cards, test results (ability, achievement, aptitude, personality) senior personality rating scales and newspaper publicity. However, we need to use it in a more systematic attempt to study problems as indicated in the North Central questions.

The committee recommends that further systematic studies be made to help evaluate the general Program of Studies of our school. These could include surveys on such subjects as school failures, participation in extracurricular activities, recreation participation and other problems."

### Special Characteristics of The Program of Studies

1. In what respects is the program of studies most satisfactory and commendable?
  - a. A wide range of courses offered to meet interests of many students; for example, Art, Home Economics, Manual Arts, Commercial, Agriculture and Music.
  - b. Opportunity for work credit is offered to students otherwise apt to withdraw for economic or scholastic reasons.
  - c. Courses are adapted to various interests and abilities through a three track system: college, general and commercial; and a slow readers class aimed at improving a basic tool.
2. In what respects is there greatest need for improving the program of studies?
  - a. A need for more electives in fields of human interests and relations to help students prepare for practical living.

b. Reduction in rigidity of elections in some areas

College course students are forced too early to make a choice between art, home economics, languages and manual arts.

Commerical course students have very concentrated business course and have almost no opportunity for art, home economics, manual arts and other non-professional but useful subjects.

General course is too rigid for many non-readers or low ability students. Some of these students would stay in school if permitted to eliminate reading skill courses and elect instead courses that would prepare them to earn a living. A certificate for attendance and achievement in technical areas rather than a diploma might make this satisfying for students and acceptable to the administration.

- c. Need for greater coordination of junior and senior high school subject matter.
- d. Acquisition of equipment to give teachers an opportunity to avail themselves of visual and audio aids and other new equipment.
- e. Need for coordination between departments so that valueless overlapping of courses can be eliminated and so that similar standards are maintained in all classes; for example, oral and written work.

3. In what respects has attention been directed toward improvement of the program of studies within the last two years?

- a. Physical improvement: three of nine departments report improvement involving the expenditure of major capital funds. The six remaining departments report the buying of new books, maps, magazines and other material needed to improve their work.
- b. Course revision: six departments report a policy of course revision each year. Three departments, the English, French and girls' Physical Education, report completion of progress of major revisions in the past year. Two departments report the adoption of new basic texts in the past two years. Two departments report direct contact with the University in planning the work of these courses. The Commercial Department reports the addition of "Work Credit" as a part of the departmental course of studies.
- c. The administration has introduced two new electives for fall term and it is hoped that additional courses will be added during the next few years to meet needs or interests of citizens of a changing world.

4. What carefully conducted studies of the program of studies have been made in this school within the last three years?
  - a. There has been no over-all analysis of the effectiveness of our program of studies, but several departments have already begun serious study and revision under a city-wide program of the Curriculum Department.
    1. The English Department is participating in a city-wide program to revise the tenth grade English course and plans are being made to continue the study into the other high school years.
    2. The French course is undergoing complete study and revision as a part of the city program.

#### VIII. Special Problems

- A. A number of problems have become clear as a result of our preparation of Criterion II, and we hope to do something about them during the school year 1950-51.
- B. In order to understand just what curriculum changes are at this time possible, we request that a meeting be held in the near future to discuss this matter.
- C. Our problem still remains that of providing for the education of all pupils in the lower third of the ability group. Some attack on this problem should be made very soon.
- D. In the organization and administration of a high school, an adequate and efficient janitor force is very important. A work schedule which causes low morale, and ill-feeling, is a poor schedule. We have had such a schedule during 1949-50. We have had--during the past year--very little feeling of responsibility for keeping definite rooms clean. The same men have worked here during other years but the schedule has been different and the cleaning results have been the poorest that we have ever experienced.
- E. We need to develop in all of our pupils a greater appreciation of their country and the advantages which they have and accept as their right.
- F. We need more playground space. A start should be made in developing the grounds across Johnson Street.
- G. We need an answer to the question--Should pupils be retained in high school after they have reached their ability level?
- H. We need to get each teacher interested in character education.

- I. We need to teach pupils more respect for school and other public property.
- J. We need additional clerical help so that some departments may have the assistance of a clerical worker during part of each day.

Respectfully submitted,

Foster S. Randle, Principal



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education  
by  
LOUISE H. ELSER  
July, 1950



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1949-1950  
EAST JUNIOR HIGH SCHOOL

I. Statistical Data

Following is the estimated enrollment for September 1950 for the three grades and the schools from which the pupils are coming.

Grade 7 -	Emerson	115
	Lapham	28
	Lincoln	39
	Lowell	87
	Marquette	<u>83</u>
	Total	352

Grade 8 -	East Junior - Grade 7	284
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Grade 9 -	East Junior - Grade 8	296
	Allis	39
	Nichols	27
	Sunnyside	10
	Madison Lutheran	17
	St. Bernard's	2
	St. Patrick's	13
	Holy Redeemer	0
	St. Raphael's	2
	Lakewood	2
	Seminary Springs	3
	Cottage Grove	1
	Estes	2
	Waubesa	1
	Sanderson	1
	Meier	2
	McFarland	17
	Gaston	4
	Hiestand	<u>5</u>
	Total	1084

Total Junior High School 1080

This does not indicate the largest enrollment we have had at East Junior High School, but it does show a comparatively large increase in the seventh grade. The ninth grade seems to be smaller than it has been at any time since 1945-1946 when there were 439 pupils. Part of the ninth grade decrease can be accounted for in that one parochial school plans to offer ninth grade work next fall and usually a fairly large group entered our school. New building on the East Side and the housing project at Truax may account for the increase in the seventh grade.

## II. Social Achievements

The installation of new lights in our large study hall this year was much appreciated. New seats in the music and some of the class rooms that were sadly in need of them has added to the comfort and happiness of both teachers and pupils.

The operetta "Tulip Time" was presented in February. An operetta seems an excellent type of production to offer because it involves the co-operation of so many departments working together. Physical education groups, music classes, dramatic groups, ushers, Student Council members, and stagecraft group as well as the art and home economics classes combined their efforts.

In addition, a concert in which the chorus groups, boys' and girls' glee club, band and orchestra participated was presented.

Special groups of pupils in music, chorus and physical education as well as individual pupils, presented programs for the Parent-Teachers meeting.

The Orientation Program which started out as a trial project has become a tradition. The teacher of agriculture each year sponsors a program which adds interest for the rural schools. This year the East High Parent-Teachers Association made a special effort to have the parents of the new pupils attend for the program and a tea which followed. This is excellent cooperation and seems a worth-while project.

It should be an advantage to the social studies classes, 7th grade geography and 8th grade history that each pupil will have his own copy of a text. The class room texts which are on hand can continue to be of use as good supplementary material.

For several years there has been a ninth grade English class made up of boys and girls who should specially be challenged. Since that group was working out quite successfully, it was suggested there be an eighth grade group. Following is part of a report on this group:

"A special list was compiled for pupils of this class. Books relating to history, geography, social problems, economics, and biography were selected to encourage a wiser choice of stories. None of these books ranked below an eighth grade level; some were adult books like Fast's 'Goethals and the Panama Canal' and Sister Kenny's 'And They Shall Walk'."

"A minimum of eight books was required of each class member. The average number of books read per pupil was eleven; the average number of biographies was five per pupil."

"Total number of books read - 372"

"Total number of biographies - 168"

"Grammar - Because the majority of this group plans to study a foreign language, more grammar was studied - diagramming of direct object, predicate complement, etc."

"Panel discussion - research work and stimulation of personal expression.

Movies: Value - teaching the public realism in movies  
Acceptance of movies based on literature trend  
in movies  
Restrictions - age limits - Should movies 'talk down' to  
patrons?  
Things to watch for - acting, stage settings, photography."

"Plays and problems stories - read to the class - themes based on their opinions, reactions, or ability to retell."

"Special themes - reporting type - based on speakers in the auditorium programs, observing spot news incidents, or of the editorial type (attitude - conduct)."

"A bit of creative writing attempted - adapted to observations on the way to school, safety poetry, the very unusual sleet storm, and analysis of poetry interpretation."

In the seventh grade there again were two home rooms for the boys and girls who were recommended by their sixth grade teacher as incapable of carrying the regular seventh grade work. These pupils, like all other seventh grade pupils, have English, mathematics, and geography with their home room teacher. This I feel is a decided advantage to a seventh grader coming into a large school. In the remainder of his classes, the pupils report as a group.

For the first time this year a seventh grade group received special work in reading. These boys and girls were recommended by their sixth grade teacher.

Following is part of a report by their teacher on this project:

"Tests which were used in Remedial Reading were the: Iowa Silent Reading, Progressive Achievement, Michigan Rate of Comprehension, Gates Oral Vocabulary, Wide Range Sight Vocabulary, Gray's Oral Reading Paragraphs, and the Progressive Spelling Test."

"These tests were administered the first time for the express purpose of determining at what grade level individual and group instruction would be started. Repeated testing was carried on to determine what progress was being made by the child. As soon as a test showed that a child had made sufficient gain, he was put into the next group. Often times a child was working on several different levels because he was not retarded the same degree in each phase of reading."

"We had between four and six groups in our spelling class beginning with second grade words on up to seventh grade. The amount of progress achieved in spelling was not satisfactory to me. I feel that more progress should have been made. This is one phase which will need some working and studying on in order to give more help to the student."

"Another phase in which I was not able to spend as much time on as was necessary, was that of oral reading. All of the students were very retarded in their oral reading and definitely did not feel happy when they had to do any of it. The majority of the oral reading was done individually to me. For variety we divided into groups and had a superior reader taking charge."

"Another purpose of the Gray Oral Reading Test was to determine what particular phonetic difficulties each child was having. This helped to determine the type of phonetic instruction each individual was to receive and at what grade level."

"The Michigan Speed of Reading Test was administered to determine the speed of reading and the child's ability to comprehend the material read at that speed. Instruction in this field consisted of timed reading and a variety of questions to answer at the end of the selection."

"Gates Oral Vocabulary test was administered to determine the child's concept of words which he hears in his daily conversations with people. New words were given to the child to find the meanings in the dictionary. Sentences were written with each word and later short tests were given to keep the child remembering and using the words. The majority of the children had little knowledge of scientific and social science vocabulary. This could be partially understood because of the little opportunity they have had as yet to use this type of terminology."

"The Wide Range Word Test was administered to determine the child's own vocabulary. Although a child could speak the words in a conversation, he did not always know the words when he saw them spelled out. I did not use the Dolch Word Test because I felt that these children were not retarded as far as third grade in their sight recognition, with the exception of one child."

"Eight children had their eyes tested with the Bett's Telebinocular to determine whether or not their eyesight was satisfactory and normal. Four were referred to their family oculist, one received glasses, and another is to get them soon."

"I changed from the Iowa Silent Reading Test to the Progressive Achievement Test because I felt that the Progressive suited my testing needs a little better. In studying the results of the two tests, a general improvement is shown by all students."

"A lot of experimenting was done this year. There are a lot of things which I plan on doing differently next year. Complete instruction was not really started until December because all the supplies did not arrive until that time. We have ten sets of readers at various levels, besides a start on our own library. Phonics workbooks were used and the Reader's Digest on the fifth grade level were also used. We hope that next year we will have a new Buswell Reading Board to use in addition to our other materials."

"At the beginning of the year, none of the children had any interest in reading of any kind. Now there isn't a child that doesn't want to read as soon as his regular work is finished. On this basis alone, I feel the course was a success."



This same group should continue in a special eight grade reading class.

Many of our auditorium programs have been excellent this year. Two which were outstanding were those in which all or many members of the home room were given an opportunity to participate. It has been suggested that next year the spelling contest be conducted as an auditorium program.

The style show "Fun With Fashions in '50" was presented by the home economics class and was well attended by the mothers of the girls. Teas and style shows were held on three days immediately after school. A different group of girls from seventh, eighth and ninth grade classes modeled the skirt or dress they had completed.

The physical and dental examination for ninth grade boys and girls were given under the direction of the Board of Health about the middle of September. It is a decided advantage to have it early in the school year. Not only is it most valuable to the individual at that time, but it tends to disrupt much less class time than later.

The dental examination was followed by a visit of the dental educator to each ninth grade home room during January, February and March. This direct contact with a smaller group, plus the instruction given, and the interest and help of the home room tended to make the pupil more concerned about his dental defects. The dental follow-up inspection in May indicated most pupils had taken the matter seriously and were having dental care.

The dental educator also made an inspection of teeth of the eighth grade boys and girls. They were urged to have their dental work done in the summer, thus reducing the time that they would be away from school while having dental work done. We continue to have a considerable number of pupils excused each day to see their dentist, but of course it would be a great convenience to the teachers if pupils could do this on their own time outside of school.

### III. Special Problems

1. It would seem advisable to work on the English course in Junior High School, including speech.
2. Further study and consideration should be given to the applied mathematics course. One teacher made a valuable study of his applied mathematics group. He used the Stanford Achievement Test given to all ninth graders in the fall, and on June 8, 1950 administered it again. With but two exceptions, a worth-while improvement was made by each pupil. The least retarded pupils made the greatest gain. I believe most teachers feel the textbook material needs to be supplemented with other materials.
3. The attitude toward value and care of public property continues to be a problem. This seems to be a national problem judging by articles appearing in recent periodicals. Many of our teachers are doing an excellent job in working on this matter, but it will mean continued effort on the part of the faculty to help build up the right attitudes; secondly, check and detect who the violators are.

4. We still do not challenge all pupils to their capacity. More effort needs to be put on this as well as taking time to teach our pupils how to study. In these days of the radio and television, to say nothing of the use of the telephone, there are constant inroads and distractions on the time of boys and girls. Many of the outside activities tend to make class room work seem dull in comparison.
5. The problem of the boy and girl who has little pattern and interest for school, who waits for his sixteenth birthday to get a release from the class room, but also has no plans for the future continues to be a problem. This year that number has been added to by some rural pupils who started school in the ninth grade merely because of the school law. They tend to become attendance problems as the records of the Child Study Department will bear out.
6. While we have made use of some excellent visual aid material and presented some fine material to the classes, we need to organize and direct our efforts so there is the maximum use of these materials with less duplication. Our auditorium needs to have dark shades to get the maximum good of the film.
7. More pupils should have the opportunity to participate in our auditorium program.
8. Every effort should be made by every member of the faculty to emphasize the American ideals and way of life.
9. In this period when so many ideals and standards have been shattered by cynicism and greed, the pupils need to have teachers who give attention to character building. Children need to be reassured that there are other than commercial values about which to be concerned.
10. We need to organize some new clubs. The success of a club varies from year to year by its personnel, its sponsor, interest, etc. The activity clubs are perhaps the most popular. Some clubs have contributed to programs in the auditorium. The Boys' Glee Club sang Christmas carols before school and during activity period and also presented numbers in the concert and auditorium program. Some additional clubs, especially recreational and activity, would be valuable and popular, but no room is available for that.
11. The matter of providing lessons for pupils who are absent from school due to illness presents a problem. It seems this year there were eight cases of rheumatic fever. Each case had to have special attention depending upon the situation; some pupils returned to school after two months or a semester; some planned to return in a few weeks, then had reverses and finally withdrew for the year upon the advice of the physician; others were out for a long period of time and on the advice of their physician were to have school work to do to keep their mind occupied. A few pupils were at the Rheumatic Fever Home and the teacher there made requests for outlines and material in the work. Our teachers have been most co-operative in sending material and meeting these requests, but with

the increases numbers afflicted, it is a burden on the class room teacher who already is carrying a heavy program. Every one is most sympathetic with these children, but it presents the school with a real problem. An eighth grade pupil would be requiring work from four teachers and if the same teacher has several of these pupils, it is particularly difficult. Then, too, as a pupil advances into the ninth grade a matter of credits is involved. With the number of children suffering from rheumatic fever, it might be advisable to have some person employed to visit the home and meet their educational needs.

12. With so many activities going on in the athletic field after school, especially in the fall, the after school girls' sports groups find it difficult to carry on. More space is needed for the activities.

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education  
by the Director  
MARGARET A. FOSSE  
August, 1950



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
EAST HIGH SCHOOL GUIDANCE DEPARTMENT  
1949-1950

The East High School Guidance Department opened this school year in its new quarters. With individual offices for the counselors, much needed privacy for conferences is provided. The occupation files, catalogs, and books are kept in the outer office waiting room, where students may browse or study.

The large new conference room is in constant use by social workers, parent conferences, student committee meetings, and other school groups.

We are very pleased with the new arrangements and feel that the space is being used to its best advantage.

Following is a brief description of some of the activities of the Guidance Department.

I. Significant Statistical Data 1949-1950

A. Table of Withdrawals

<u>Reason</u>	<u>Junior High</u>	<u>Senior High</u>	<u>Total 1949-50</u>	<u>Total 1948-49</u>
Transfers to Madison Schools:				
Central High School	3	4	7	3
West High School	1	0	1	2
Franklin	2	0	2	2
Nakoma	1	0	1	0
Madison Lutheran	1	0	1	0
Wisconsin High	1	1	2	0
Vocational-Full Time	<u>0</u>	<u>3</u>	<u>3</u>	<u>1</u>
Total	9	8	17	8
To Work and Vocational (1 day per week)	5	18	23	37
Transfers to Other Towns	42	19	61	36
Over 18 - To Work	0	11	11	19
Rural	5	6	11	14
Armed Services				
Air Force	0	3	3	
Marines	<u>0</u>	<u>3</u>	<u>3</u>	
Total	0	6	6	5
Miscellaneous				
Illness	8	5	13	13
Marriage	0	7	7	8
Industrial Schools	4	0	4	4
Death	0	2	2	2
Norris Farm	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total Withdrawals	73	82	155	148

The total number of withdrawals this year is much the same as last, 155 as compared to 148. This total group includes 91 boys and 64 girls, with 73 from Junior High and 82 from Senior High School.

There is a significant decrease in the group leaving to attend Vocational School, both the over 18 year old group of 11, or the ones who attend one day per week, 23. Their total 34 may be compared to last year's total of 56. This is probably due to Vocational School's present policy of not accepting the high school age student except on a one-day per week basis. An increasing lack of part time jobs has been a big influence in the withdrawal picture. We also believe that our increased emphasis on individual counseling has been an important factor in helping young people realize the necessity of staying in school.

The group of students transferring to other towns has increased from 36 to 61 this year. In looking over the withdrawal records, one may see that many of these boys and girls are from families who are returning to their home communities.

When a student comes in to leave school, except for such obvious reasons as moving, etc., we realize that his withdrawal is usually a symptom of a more deep-seated problem. It may be a financial worry, family troubles, or some school difficulty which can be adjusted. Often a new job, arrangements for work experience, or contact with a social agency, or sometimes just a simple program change can be a big influence in keeping a boy or girl in school.

No withdrawal is completed without a conference in person or by telephone with the parents. If this is not possible, a note of permission is required. The Child Study Department is very cooperative with home calls in such cases.

A follow up study of pupil withdrawals made in May, 1950 will be discussed later in this report.

## B. Testing Program 1949-50

### 1. Psychological Tests

The California Test of Mental Maturity, Intermediate Form, was given to all new pupils, to those needing recheck tests, and to several rural and parochial groups in the spring Orientation work. The approximate numbers are as follows:

New Pupils	150
Rechecks	150
Allis - Grade VIII	41
St. Bernard's - Grade VIII	40
Madison Lutheran - Grade VIII	23
Nichols - Grade VIII	40
Total	404

Where there was a discrepancy in test scores, an individual Wechsler-Bellevue Test was administered.

All test results are recorded on both the cumulative folders and permanent records, and are available to the faculty. Again this year, each teacher received a bulletin which explained the philosophy, use, and interpretation of tests given in this school.

The following table shows the distribution of test results - (California Test of Mental Maturity-Intermediate) in East High School, grades VII - XII, 1949-50.

Junior High School

<u>I. Q.</u>	<u>Grade VII</u>	<u>Grade VIII</u>	<u>Grade Total IX</u>
150-159	0	0	1
140-149	0	0	1
130-139	12	13	12
120-129	30	31	68
110-119	63	70	114
100-109	88	81	110
90- 99	60	69	72
80- 89	24	27	30
70- 79	11	9	7
60- 69	1	0	0
Total	289	300	415
Median I.Q.	105	105	108

Senior High School

<u>I.Q.</u>	<u>Grade X</u>	<u>Grade XI</u>	<u>Grade XII</u>
150-159	0	0	0
140-149	0	2	0
130-139	5	4	4
120-129	45	33	42
110-119	105	113	108
100-109	157	122	105
90- 99	92	84	72
80- 89	30	32	23
70- 79	7	5	6
60- 69	0	1	0
Total	441	396	360
Median I.Q.	105	105	107

The Henmon Nelson University Prediction Test was given to Grades IX and XI. Their results, in terms of a percentile score, are recorded in both the folders and permanent cards, easily available to our teachers. We feel that it is very necessary for those working with our records to understand how to use and interpret these results.

Distribution of Henmon Nelson University Prediction scores, given to 399 students in Grade IX and 379 in Grade XI in 1949-50.

Percentile Rank	Grade IX Number in each Interval	Grade XI Number in each Interval
90-100	50	52
80- 89	54	55
70- 79	50	37
60- 69	39	53
50- 59	36	39
40- 49	43	36
30- 39	55	38
20- 29	26	33
10- 19	26	22
0- 9	20	14
Total	399	379
Median Percentile	58%	Median Percentile 60%

## 2. Achievement Tests

The administration of the Stanford Achievement, Advanced Partial Battery, Forms DM and EM, to grades VII and IX during the first two weeks of the school year, has become an established routine. Miss Bernice Leary, Curriculum Supervisor, arranged again for machine scoring of these tests, and the completed results were ready early enough in the term for immediate use. The tests were given in the regular class room by the English and Mathematics teachers, and the statistical compilations were prepared in the guidance office.

The results of these tests are recorded in the cumulative folders. We have learned to use them with other test materials to obtain a more complete picture of each student.

Table I. Distribution of Grade Level Placement of the Stanford Achievement Test, Advanced Partial Battery, Form DM, in 286 grade VII and 394 grade IX pupils at East High School, September, 1949.

Name of Test	Median Grade Levels	
	Grade VII (Norms 9.0)	Grade IX (Norms 9.0)
I. Paragraph Meaning	6.6	9.3
II. Word Meaning	6.6	9.5
Average Reading	6.6	9.5
III. Language Usage	6.6	8.1
IV. Spelling	5.6	8.1
V. Arithmetic Computation	5.9	8.8
VI. Arithmetic Reasoning	6.2	9.0
Total Arithmetic	<u>6.1</u>	<u>8.8</u>
Total Average Achievement		
Grade Placement	6.2	8.8

Table II. Distribution of Age Level results of the Stanford Achievement Test, Advanced Partial Battery, Form DM, in grades VII and IX, East High School, September, 1949.

	Median Age Levels	Grade VII	Grade IX
Chronological age (as of October 1, 1949)		12-5	14-5
Mental age (from California Test of Mental Maturity)		13-2	15-8
Reading age		11-7	14-6
Arithmetic age		11-1	13-9
Average Total Achievement Age		11-3	13-9

Miss Leary met with the seventh and ninth grade English and Mathematics teachers to discuss and interpret the results of this battery of tests. In studying the wide range of abilities in these basic skills, it is indeed a challenge to provide suitable materials, teaching aids, curriculum, for each ability group. We are grateful to Miss Leary for her interest and help with these problems.

### 3. Iowa Silent Reading Tests

The Iowa Silent Reading Test, Form AM, was given to 185 ninth grade pupils who were below the ninth grade reading level in the fall Stanford Achievement Test, or who were recommended by their English teachers because of a reading deficiency. From the results of this test, and a recheck Traxler Reading Test, four special English classes, receiving regular 10th grade credit, are set up with an emphasis on reading difficulties.

This year, a seventh grade remedial reading home room was set up with members recommended by their sixth grade teachers as having average ability, but with specific reading difficulties. Special techniques were used with this group, and very worthwhile results were reported at the end of the year.



#### 4. Aptitude and Interest Tests

We have continued our use of aptitude and interest tests, in individual conferences and in frequent group situations. We do not allow students to take them unless there can be a definite follow-up interview for the test interpretation. A more detailed discussion of their use will be given later in this report.

#### C. Scholarships

Three new scholarships and awards were added to those which are available each spring for graduating seniors. The selections are made by a Faculty Scholarship Committee, with the help of faculty recommendations.

<u>Name of Scholarship</u>	<u>Amount</u>
University of Wisconsin Legislative (first three in class rank)	1 year tuition
Altrusa - 1 senior girl	\$25.00
Brandenburg University Scholarships - three	\$250.00 each
Business and Professional Women's Club - 1 senior girl	\$50.00
Helen E. Davis Faculty Memorial Award	\$10.00
East Side Business Men's Club - 1 girl, 1 boy	\$100.00
East Side Women's Club - 1 year tuition - Senior girl	\$120.00
Theodore Herfurth Efficiency Award	\$50.00
Madison Alumna Pan Hellenic Award - 1 senior girl	\$25.00
McPyncheon Awards - 4 boys	\$4.00 per month
Rotary Club - Tuition	\$50.00
Stein Awards - 2	\$10.00 each
Winkley, Frances Drew	\$120.00

Scholarships for other colleges and universities, which may be applied for, are announced and described in detail in the school paper, daily notices, and in a special Scholarship Bulletin. Students are urged to come to the guidance office to meet college representatives, and to study their school catalogs.

## II. Special Achievements 1949-50

#### A. Occupational Information

This last year has shown a decided increase in emphasis on the need for vocational information. Madison's Service Clubs, both men and women, again have offered their help in providing speakers and interviews. We have tried to provide this occupational information in the following ways:

1. Complete files of occupational pamphlets, newspaper clippings, government bulletins, catalogs--loaned to students and teachers. We appreciate contributions to these files from other faculty members and students.
2. Girls' Career Club - Our "Girls' Career Club" grew from last year's 90, to approximately 290 members this year, with an average attendance of 275. The meetings which were planned and successfully run by the girls, were a combination of movies and speakers, on such topics as interesting women's careers, personality, marriage.

By special arrangements, other girls interested in a particular career or topic were allowed to attend.

3. Boys' Vocations Club - The Boys' Vocations Club served as a nucleus to plan vocational talks of special interest to their group. Speakers were secured on such topics as auto mechanics, machinists, baking, agriculture. The meetings were open to any boys interested in the speaker of the day.
4. Vocational talks - Besides the meetings of the two clubs, a separate series of occupational talks was arranged for those interested in certain specific careers, such as teaching, nursing, social work, physical therapy, etc.
5. Grade XI Occupations English Unit - The occupations unit was continued in the eleventh grade English classes, with the cooperation of the English teachers, librarians, and the guidance workers. Aptitude and interest tests are given, the class discusses their results in relation to possible occupations, and each student makes a detailed study of his own vocational choice. He learns where to find information how to study school catalogs, how to interview men successful in their jobs.

We are very pleased to have the opportunity to work with the English Department on this combined project.

#### B. Individual Counseling

With our excellent new guidance headquarters we have been able to do a much better job in individual counseling. We were fortunate to have two experienced University graduate student participants, both especially interested and well qualified in counseling. By also using the new conference room when necessary, we are able to see many more students. Following are typical types of individual conferences.

1. All incoming 7th-9th and all new transient pupils are interviewed by one of the counselors. Cumulative folders are made up and the student is helped in his adjustment to the new school.
2. All withdrawals - (see above)
3. Pupil failures - We try to see all seniors, pupil failures, and those referred by teachers. The follow-through after an interview is an important part to carry out.
4. Senior interviews - Seniors are invited to come in voluntarily to discuss their plans. This year we were able to see most of them because of our extra volunteer University helpers.
5. Social welfare cases - Much of our work is with the more complex cases involving social agencies. We have a friendly working relationship with Family Service, both Probation Departments, Dane County Child Guidance Center, the Police, and other public and private casework units.

Again we referred many cases to our Child Study Department for further intensive casework. We are very grateful for the excellent cooperation and help from Mr. Waller and every member of his staff.

6. Occupational information - involving aptitude tests, career pamphlets, college catalogs, etc.
7. Employment - Although there has been a decided decrease in demand for student employment, the guidance office still handles many part time jobs, such as child care, store work, odd jobs, office work. The jobs are reported on the daily notices and students are urged to apply.

In the spring we have frequent interviews with seniors on future permanent jobs and several students were placed by the school in good positions.

#### C. Withdrawal and Employment Studies

In order to better understand our school population, the following two studies were made this spring and statistical reports were presented to the faculty. Copies of either study may be obtained from our guidance office.

1. Follow-up Study of Pupil Withdrawals - A study was made to see what happened to the 486 pupils enrolled in grade IX in September, 1946. From this total, 312 graduated June, 1950, 21 are still in school due to insufficient credits to graduate, leaving 153 who were withdrawn sometime in



this four year period. Of these, 78 left for legitimate reasons, transfers to other towns, to other schools, etc. We are concerned with the remaining group of 75 who withdrew to work, or to rural areas. We ask ourselves, what could we have done in each case to keep this group in school? In some cases, Vocational School or work undoubtedly was a wise choice but many of these students should have remained for graduation.

2. Employment Questionnaire - In February, 1950, an employment questionnaire was filled out by all East High pupils reporting student employment, wage trends, incidence of mothers working, and make up of the family unit. Detailed reports of the survey may be obtained in the guidance office.

The percentage of pupils working increased with the grade groups, from 12.6% seventh grade, to 37.5% twelfth grade. The total school reported 28.7% employed.

The types of jobs and hourly wage also increased in proportion to grade, from 25¢ per hour for grade VII, for baby sitting, odd jobs, newsboys,--to over 50¢ per hour grade XII for clerking jobs, office work, filling stations, etc.

The survey reported that 35.6% of students had mothers employed. We took grade X as a sample group, indicating types of jobs as follows: factory 41, cook and waitress 34, housework 20, store clerk 24, office work 21, professional 8, miscellaneous 13, total 161.

The question "are you living with?" indicates that in junior high school 79.0% and in senior high 78.3% live with both parents, the remaining group having other arrangements as shown on the detailed report.

We did not attempt to make any conclusions from these two reports, but they served to remind us all as teachers how important it is to know the make up and background of our school.

#### D. Orientation of new pupils

This spring we followed the same procedure of visiting 26 schools of sixth and eighth grade pupils who would be entering East High School. We discussed seventh and ninth grade programs with these groups, and later received from their teachers pertinent information on each student.

We feel that this whole spring orientation program is one of the most important phases of our guidance work.

On Wednesday, May 17, sixth and eighth grade pupils visited our school for the annual Orientation Day. The theme this year was

"We're going to East Next Year". This year parents were especially invited, and after the program, were entertained at a tea given by the East High School P. T. A.

Counseling has become an important part in the life of a school. To be effective, it cannot be confined to a special office, but must be a part of each teacher's job. Symptoms of maladjustment are best discovered in the class room or in the extra curricular activities. Therefore, it is only with the help of an alert interested faculty that effective counseling can be accomplished.

Both Miss Collins and I are grateful for the excellent cooperation of the East High School faculty in working together on such problems.

Respectfully submitted,

Margaret Fosse  
Guidance Director

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
WEST SENIOR HIGH SCHOOL

Presented to the Board of Education  
by the Principal  
R. O. CHRISTOFFERSEN  
July 1950

# ANNUAL REPORT WEST HIGH SCHOOL

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1950

Significant statistical data will be found in the report of the Guidance Director, which is attached hereto. I particularly suggest that it be consulted because it contains much material which could very well be in the Principal's Report.

## GENERAL

Pupils continue to be careless with money. This year \$62.78 was turned in. They are very careless with belongings, too. For example, one day I found a watch in the gymnasium. I advertised, and several pupils came in, but the watch belonged to none of them. To make a long story short, before the end of the week, five watches had been located for their owners, and I still had one which was unclaimed.

In spite of publicity to the contrary, we have had classroom driver training instruction at West High School during the past year. Thirty youngsters received student certificates indicating they had successfully passed the final test. We are offering classroom instruction in driver education at school this fall. It is my understanding that the Vocational School will make their dual-control cars available to us. Under the present set-up, where each pupil is required to have six hours of individual behind-the-wheel driving, it is clear that the course will be very expensive.

## SPECIAL ACHIEVEMENTS

Visual education, under the direction of Mr. Steiner, continues to be a valuable supplementary educational service. The number of pupils who saw the films during the year was 15,654. A summary of the films and other data is attached to this report.

The West High Times won first place among schools of its size in a nation-wide contest sponsored by the Columbia Scholastic Press Association. It also earned the all-American rating from the National Scholastic Press Association.

Vocal music continues to grow in interest and in the quality of the work. The interest in band and orchestra has also increased during the past year.

## West Senior High-2

Many of our pupils have won scholarships during the past year. The known total is about \$3,000.

On page 7 of the Guidance Report, Miss Godfrey indicates what was done by her committee in providing vocational information for seniors during the past year. We do not have a vocations day, but have many vocations days and speakers. You will note on her report that 31 speakers covered specific vocations. Besides this, four speakers talked on opportunities in the armed services, and individual teachers had speakers come in, who covered everything from banking to fur farming, to medical research. The total of the contacts by outside speakers will be well over 50.

There have been a number of drives wherein the boys and girls of West High School have helped more unfortunate people. Mrs. Cockefair's physiology classes raised money for the needy students in Newfoundland and for CARE; the Junior Red Cross was helpful in its projects, and the Girls' English and Boys' English Clubs' clothing drive netted 592 pounds of clean clothing in good condition for the American Friends Service Committee, plus 6 large boxes of clothing which were taken down to the College Club for minor repair before sending away. The Girls' Club also contributed CARE packages.

The annual Girls' Club Style Show for mothers was moved into the auditorium this year. This continues to be an outstanding project, and is a fine stimulus to learning how to make one's own clothing.

For the record, during the past year West won a conference championship in tennis and was only two points away from winning the state tennis championship. We tied for third place in the state track meet. The baseball and basketball teams surprised us by coming through at the end of the season in each case, and played fine ball. West won the basketball tournament at Stoughton and the baseball team won two tournaments at Middleton, but was eliminated by Fort Atkinson in the play-off, so they did not get to the state meet.

### SPECIAL PROBLEMS

Our Ash street steps have been disintegrating for a number of years. The Supervisor of Buildings and Grounds has attempted to repair them from time to time, but it appears that they will have to be rebuilt.

Burning of rubbish has become a major source of irritation, inasmuch as the odor is drawn in through our univents and the school rooms are smoked up from the beginning of the year to the end. If it is necessary for the rubbish to be burned, we need an incinerator; if not, it should be hauled away.



West Senior High-3

Adequate custodial help continues to be a problem. We definitely need more help, especially during the recreation season. We must have a man in the place of one of the women or else an extra man.

The dust blowing off our playground continues to be a source of irritation to our neighbors. I suggest that the dusty patches be sodded, since sodding the whole thing would be very expensive.

We have 143 pupils attending West High as transfers. About 2/3 of them are girls. This creates an unbalanced situation and is undoubtedly due to the fact that boys are unable to compete at West since they are out of their district. I feel that this situation should be remedied.

Sometime in the near future I hope that it will be possible for us to have adequate physical activities for girls. The program this past year has been very fine, but lack of space and gym time prevents doing more.

Mrs. Cecelia Johnson has been working with a number of the girls from West High School in the sport of rifle shooting. I wonder if the Board would approve of the rifle club as a recognized school sport?

We have organized a number of small continuing classes in subjects where we felt we were committed to provide pupils with further opportunity to study in a chosen field. As long as we have the teacher time to do this, I feel it is justified. Miss Grover, in her report, states she feels there is once again a definite swing back to earnest language work, and points out that 16 pupils have elected third-year Latin for next fall. I recommend that continuing classes in languages and certain commercial subjects be continued, even if they are below 15 pupils, providing we have the teacher time.

Respectfully submitted,

R. O. CHRISTOFFERSEN  
Principal

# SUMMARY OF FILMS

1949-50

West Senior High School

Year	Month	No. of Films Shown	No. of Pupils Seeing Films	Science	English	Phys. Ed.	Guidance	Commercial	Manual Arts	Home Economics	Spanish	French	Clubs	Art	Geography	Safety	Social Studies	Speech	Sports	Math	Conservation	Postage Cost
1949	Sept.) Oct.)	24	1,768	3	0	0	0	4	0	3	4	1	0	0	2	1	3	3	0	0	0	\$ ----
1949	Nov.	33	3,370	10	0	0	0	1	0	2	1	4	2	2	0	1	8	0	2	0	0	4.27
1949	Dec.	23	1,386	8	0	0	0	0	0	0	6	1	0	0	1	0	6	0	1	0	0	3.55
1950	Jan.	24	1,507	4	0	0	0	0	0	3	0	2	2	1	2	0	3	0	0	3	4	4.97
1950	Feb.	20	1,710	5	5	1	0	0	0	5	1	0	0	0	0	0	3	0	0	0	0	2.17
1950	March	34	2,576	5	2	0	2	5	0	2	1	2	0	1	0	0	6	0	5	3	0	9.51
1950	April	26	1,456	9	1	0	2	1	0	4	0	1	3	4	0	0	1	0	0	0	0	2.94
1950	May	34	1,642	9	3	0	0	0	2	8	5	1	2	0	0	0	4	0	0	0	0	2.83
1950	June	5	239	1	0	0	0	0	0	2	1	0	0	1	0	0	0	0	0	0	0	.50
TOTALS		223	15,654	54	11	1	4	11	2	24	19	12	9	9	5	2	34	3	8	6	4	\$30.79

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

WEST JUNIOR HIGH SCHOOL

Presented to the Board of Education  
by the Principal  
R. E. TRAFFORD  
August 1950



# THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

## ANNUAL REPORT

For the School Year 1949-50  
WEST JUNIOR HIGH SCHOOL

### ENROLLMENT

The last monthly attendance report in June 1950, showed the enrollment of West Junior High School to be as follows:

7th Grade	-	182
8th Grade	-	176
9th Grade	-	263
Boys' Remedial Section	-	19
Total		<u>640</u>

The estimated enrollment for the school year 1950-51 is as follows:

7th Grade	-	170
8th Grade	-	184
9th Grade	-	260
Boys' Remedial Section		19
Total		<u>633</u>

The rapid population growth on the west side of Madison, especially in the Westmorland and Sunset Village additions, may increase the estimated enrollment of pupils for the 1950-51 school year. Organization plans provide for a small increase over the estimated enrollment. There should not be any very difficult problems regarding classroom or personnel, since a decrease in senior high enrollment should permit adjustments.

### ACHIEVEMENTS AND PROBLEMS

The size of our study hall attendance was reduced during three periods of the day. This enabled us to conduct these studies in classrooms on the ground floor instead of in the cafeteria. This was an improvement in at least two ways: it enabled teachers to assist pupils more in developing habits of independent study, and it reduced the movement of pupils from one floor to another.

The supervision of the girls' rest rooms has been a problem for

years. In the past we have had considerable difficulty keeping the doors on the individual toilet booths in good condition. This year we experimented with the use of white curtains on most of the booths. These seem to have partially solved the problem. Pupils have indicated that they like the curtains and prefer them to the wood doors.

It is my feeling that much of the abuse of our rest rooms is done outside of school hours, especially during athletic contests and when our building is used by the general public. I have made several inspections following these activities, and many times found the girls' rest rooms in very poor condition. Custodians make similar reports to me. The supervision provided for out-of-school activities does not permit supervising the girls' rest rooms.

A well-planned effort to provide help for home-room teachers was started this year by Miss Perego of our Guidance Department. A committee of teachers, composed of Miss Doeringsfeld, Miss Teasdale, Miss Dzemske, and Mrs. Rennebohm assisted Miss Perego. Each home-room was represented by two pupils, and these representatives formed a committee to secure ideas and discuss problems. As a result of the meetings held and the efforts of these committees, Miss Perego compiled the material which we hope to make available to home-room teachers this next year. It is entitled, "A Guide for Home-Room Teachers of West Junior High School". Miss Leary's assistance in editing the guide was very helpful.

Mr. Clark Byam feels that the provisions made for the ungraded section of boys is a big improvement over what was possible at the Longfellow School. Most of the boys in this section are fifteen years of age or older and feel much more at home with boys and girls of their own age, engaging in activities in which other pupils of their age engage. This past year these boys were members of regular manual arts classes, physical education classes, and art classes. Mr. Byam also taught them additional shop work, as well as academic work. Since their abilities and achievements vary so much, instruction must be of an individual nature. Because these boys move about the building at the same time and in the same manner as other pupils, and because they can engage in most all other activities in which other pupils engage, they feel that they are a part of our school. This results in a happier and more successful school experience for them. Their participation in athletics and music has also made them feel more successful.

New texts in eighth grade history and seventh grade geography completes the official adoption of texts for junior high pupils in all fields. Since no text, examined by the committee, followed the outlines used by our history teachers, new outlines and courses of study will have to be made this next school year. Our teachers feel sure that this will result in an improved

offering, and will continue the method used in the elementary grade.

Our participation in the annual Spelling Contest conducted by the Wisconsin State Journal has resulted in considerable interest in learning to spell. In addition to the usual work in spelling as a part of the English program, all teachers, including home-room teachers, emphasized the learning to spell. The list provided by the Wisconsin State Journal forms a basis for much of this work. I feel that our participation in the annual contest is a good thing and helps our pupils to become better spellers.

The pattern of conduct and attitudes of pupils during the lunch period seems to have improved very much. During good weather pupils are permitted to eat their lunches on the playgrounds to the rear of the manual arts wing. Most pupils are careful to dispose of their refuse materials in containers when they finish their lunches. The supervision of the lunch period in the cafeteria by Mr. Fallon has resulted in a good situation there too. There is a very orderly, happy, and friendly attitude prevailing. I wish that the dozen or more very unsightly refuse cans could be replaced by about four attractive fibre containers with swinging covers.

For the first time, the pupils from Our Lady Queen of Peace School, attended West for their manual arts and home economics work. Since provision was made for them after the opening of school, it was necessary for boys and girls to come at different times. A better schedule can be arranged this next year.

Detention after school for pupils who are tardy and those assigned for discipline does not seem the answer to the problem. Just what should be substituted is difficult to tell. Perhaps the problem is one for each individual teacher to take care of instead of a formal detention conducted for all offenders by one teacher. A study of this problem will be made during the coming year.

Work on the improvement of the instrumental music program has been started. It is hoped that greater interest can be developed on the part of pupils. We have started a new class in instrumental work for string players in the eighth grade. I feel, too, that our ninth grade should have a separate class in band instead of being combined with the senior high band.

There has been a very substantial increase during the past year in the use of movies as an aid in teaching. Most teachers realize the stimulus which movies provide and use them whenever they feel that they can secure good ones. Our present facilities cannot take care of much increase use. We hope that we can secure a new projector next year. This should help to provide the facilities for continued growth. A few of our teachers have learned of the value of our tape recorder as a teaching device. Those who have used it have been quite enthusiastic.

Pupils like very much to hear their voices recorded and played back. Miss Dzemske has found the recorder an excellent device for study in speech work as has Miss Doeringsfeld in social science.

Foreign languages as electives seem on the increase, at the expense of art, home economics, and manual arts, in the ninth grade. This may represent a trend in our school and should be examined to determine if the offering in these fields is adequate. I feel that too few pupils in the eighth and ninth grades continue their work in the practical arts.

More of the reference and related library work is being done in the classrooms. Librarians spend considerable time and effort to acquaint pupils with library facilities and in providing classrooms with reference books. The time given pupils, however, for purely recreational reading has been reduced. I regret this very much because I think that children should be encouraged to read for enjoyment. Perhaps this can be done by providing small traveling libraries for individual rooms.

In appraising the results of the work done by Mr. Fox with one group of seventh grade pupils, I believe that an organization suggested by him is an excellent one. He requested that he be given the same 7th grade pupils in the three major academic fields. He feels that this permits him to continue work in one subject beyond the period time limits if he feels that it is desirable. His results and the attitudes of his pupils seem to justify his feeling that the arrangement is a good one. As yet, I cannot organize all classes in the same way.

Respectfully submitted,

R. E. Trafford,  
Assistant Principal

THE MADISON PUBLIC SCHOOLS  
MADISON WISCONSIN

Annual Report  
WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education  
by the Director  
Lillian A. Reinking

June 1950

ANNUAL REPORT - 1949-50

This annual report for 1949-50 deviates from outlines of former years and will comment only on the special projects undertaken this year, the routine work of the office, the statistics necessary for continuity over a period of years and the plans and recommendations for 1950-51.

The largest project of the year was undertaken by Miss Perego, when she organized and implemented the vocations unit in the 11a English classes. Another special project was her planning and organizing of the Junior High Home Room Outline on the basis of pupil interests. Miss Perego's reports on the above and other projects which she undertook are herewith included.

West High School does not have a Career Day. In its place, we have vocational talks almost weekly from the middle of the first semester to the first of May. This project, which was under the direction of a senior adviser, Miss Godfrey, assisted by all home room advisers, drew into its plan the many resources of the community and service clubs, as well as the various departments of the school. Miss Godfrey's report is also included herewith.

The guidance office held conferences with seniors to discuss educational and vocational plans, to encourage applications for scholarships, employment and extension work.

Seniors showed great interest in this type of guidance which complemented the interest and aptitude tests offered to them by Miss Perego.

Neither does West have a College Day. We prefer to have college admissions officers make appointments with us far enough in advance so that interested pupils may be notified and called in for personal conferences on colleges of their choice.

In progress is a study of the University of Wisconsin freshman English grade point average of two classes and two types of pupils; those of the classes of 1937 and 1947 who took 12th grade English in high school and those who did not. The data for this study has been collected and tabulated, but conclusions have not yet been prepared.

Report from Miss Perego:

Counseling: The major portion of time has been spent studying and counseling individual pupils.

a. Failing pupils - pupils who failed in two or more



subjects were counseled and followed up throughout the year.

- b. Pupils who were referred by the teachers, nurse, or their parents as being unadjusted socially or emotionally were studied and counseled. In some instances, case conferences were held with their teachers in an effort to pool all resources and information in order to understand the causes of the pupil's difficulty. Conferences were had, too, with the parents. In cases of very serious maladjustment, the pupil was referred to the Child Study Department or to the Mental Health Clinic for psychiatric treatment.

#### Testing:

- a. Mental tests were given to new pupils, to pupils whose quality of work was in disagreement with that indicated by previous test scores, to pupils being referred to Child Study, and to many as part of the counseling process.
- b. Achievement tests were given when requested by the office or teachers, and in some cases as part of the process of studying the individual.
- c. Vocational interest and aptitude tests were given and interpreted to the juniors and to a large group of seniors who wished this information. (For description of this program, see below.)
- d. A battery, including those of the above tests felt necessary, plus personality tests, were given in connection with the study of individuals manifesting emotional, social or educational problems.

#### Program of Vocational Guidance:

- a. The seniors were again given an opportunity to have help in analyzing their strength and weakness as these relate to their occupational choices. At the beginning of the year, a general announcement of this program attracted a large group of 12th graders. At the first meeting of this group, the aims of the program, a description of the test to be used and other factors important in making a wise occupational choice were discussed. One hundred of these seniors decided to participate in this program. Each of the seniors had a minimum of one conference approximately 45 minutes in length with the counselor, during which time scores were interpreted and other pertinent data was discussed. The seniors were encouraged to follow up these tests and conferences with studies of occupations for which they seemed qualified. When it was requested or considered necessary, interviews were held with parents.
- b. As a result of last years experiences, it was decided that the opportunity for occupational study should be

given earlier than the senior year. It was felt that this provision should be made in the curricula. 11th grade composition seemed the logical place since the curriculum organization here seemed less rigid. In addition, this type of course would give them a chance to write themes about themselves and occupations. The English Department met and decided to try out this program.

The following was submitted as a guide for planning this unit:

Suggestions  
for  
A Unit on Occupational Study in 11A English

Because of the inevitable variability encountered in and among the English classes, it is not felt advisable to do more than make suggestions which you may or may not wish to use. The techniques you utilize in handling such a unit will certainly depend upon your own desires and experiences as well as the personnel of the class involved.

In general, the unit will probably attempt to teach the individual that to make a wise occupational choice he will study himself, study the occupation(s) which attract him, and match up his qualifications and desires with the requirements and possibilities of the job. Some of the more specific objectives may be these:

1. To provide an opportunity to improve writing and speaking techniques.
2. To help the individual study himself (his interests, personal characteristics, and abilities) in relation to his future school and work experiences.
3. To give the group a survey of occupations through the presentation of the individual projects.
4. To train the pupil in the methods of investigating an occupation.
5. To encourage the pupil to think seriously about 3-4 occupations in which he is interested.
6. To bring out the characteristics and qualities necessary for success in school and on the job.
7. To help the pupil plan on the basis of information he has gathered.

There may, of course, be some of these objectives which you will want to eliminate and others of your own which you will wish to add.

If it is desired, Miss Perego will talk with your group -- either to give an introductory over-view of the matter of choosing an occupation or to show the part that tests play in



making this decision. With regard to the tests, you may either have your entire group take them or may have the idea presented to them on an optional basis and the testing done outside of class. (When the latter procedure is followed, the testing takes several weeks and may therefore not coincide with the regular unit.)

### Suggested Topics

- Area I: What kind of a person am I?  
 My interests and hobbies.  
 The kinds of friends I have and why I like them.  
 My pet peeves.  
 My "talents" - the things I do well.  
 Traits I've found helpful.  
 A verbal picture of myself - my appearance, traits, disposition.
- Area II: Experiences I've had.  
 Jobs I've had and why I liked or disliked them.  
 The school subjects in which I've done well or poorly.  
 Clubs I've joined and why I liked or disliked them.  
 Unusual experiences I've had - things that most people do not do or have happen to them.
- Area III: Studying occupations which interest me. A possible outline to follow here might be:
1. A description of the occupation including its duties and responsibilities.
  2. The history of the occupation.
  3. The importance and social significance of the occupation.
  4. The necessary qualifications: physical, mental and personal.
  5. The training necessary: education (general, college, special schools, costs of, length of), experience.
  6. Conditions of work.
  7. Hours.
  8. Rewards of work: monetary, advancement, security.
  9. Advantages and disadvantages (as social attitude toward the job, the kinds of persons with whom the work is done, etc.)
- Area IV: Getting a job.  
 Planning the campaign (i.e. possible employers, etc.)  
 Avenues of approach - classified ads, newspaper articles, phone book, etc.  
 Letters of application.  
 The interview - preparation for, the do's and don't's.  
 Follow up (i.e. when told to come back at some other time)

Possible Activities

Short themes  
Group projects  
Talks by students  
Long research theme  
Autobiography  
Panel discussions  
Letters of application  
Guest speakers  
Note books  
Films

Please add to this list any other projects or procedures used.

\*\*\*\*\*

Some of the teachers wrote their own units based on this plan. The methods used and the emphasis placed on this study depended entirely on the individual teacher. The tests administered to all the juniors included an interest inventory, a core of aptitude tests and other aptitude tests chosen by the student. Each junior had a personal interview with the counselor which ran 30-45 minutes. Themes such as, "The Kind of Person I Am", "Kinds of Jobs I Have Had" were sent to the counselor before the conference and were helpful in making the test interpretation more worthwhile. At the end of the year, the English Department met again and decided that the program was good enough to continue. They voted it into the English curriculum. Evaluations are being made by the students in final examinations. The results of this, as well as the teachers and counselors criticisms, will be used to improve next years unit.

Library Files: A new system for filing occupational information (The Michigan Plan) was adopted this year. This meant that all of the present information had to be re-filed. An effort was made to keep the material in this file, as well as in that of college information, up to date.

University participation: Of the five university students assigned to West for practical experience, three gave remedial assistance to pupils in the senior and junior high school. The supervision of these people involved:

- a. Making available information of value in understanding the child.
- b. Assisting with plans for work with pupils.
- c. Offering suggestions regarding techniques to be followed, materials to use or study.
- d. Arranging for conferences with the teachers of the

- pupils being helped.
- e. Observing the participator.
- f. Having conferences with the participator to discuss his work.

Two participators, graduate students in guidance, helped to interpret aptitude and interest test data to some of the seniors. In connection with this work, the meanings of the tests, the techniques to be used in interpreting them were thoroughly considered with the participators. These students were carefully observed in order to avoid misinterpretation or giving out incorrect information.

Junior High Home Room Program: A committee was formed to consider the possibilities of reorganizing the junior high home room program. This group felt that much of the difficulty encountered in planning and carrying out an effective home room program stemmed from student's attitudes toward these activities. Therefore, it was decided to attempt a project which would include the pupils in the planning. Each home room elected two pupils to represent their views on a student home room committee. This committee met with a member of the faculty committee a number of times to discuss such things as their part in the project and the purposes and values of home rooms. In their own home rooms, the student representatives then collected pupil ideas as to possible activities. In addition to this, a meeting was held in the auditorium to get the student body suggestions as to possible topics of discussion in the home room. These were presented to the student committee for suggestions as to good ways to conduct these discussions. All of this information, plus lists of films and references, was organized into a guide for the home room teacher.

Dramatics Club Guidance Project: The Dramatics Club worked with the counselor to plan a program portraying the guidance services offered to the junior high. They wrote and presented a creative drama in which the story was developed under the supervision of the counselor. The club members acted out the story as it was told to them. The major objective of this play was to break down fear which seems to prevail toward coming to the guidance office and the idea that only "bad kids" are called in. This play was presented to the entire junior high and was beautifully done.

Goals for the coming year:

- a. To continue and enlarge the present activities.
- b. To put into effect the home room guide. We hope to sell the home room idea to the teachers, who will then sell it to the pupils. This, plus encouraging pupil planned programs, should help further stimulate student interest in this activity.
- c. To organize a home room panel to meet regularly to help home room planned programs. This group will have

- all source materials readily available and will act as an exchange for good program ideas.
- a. To improve the 11th grade program of occupational study because both seniors and juniors were tested this year. The participants were encouraged to invite their parents to the conference but no special effort was made to contact the family. In the coming year, each parent will be personally invited.

Report from Miss Godfrey:

Vocational Talks: The vocational talks program was carried out much as in previous years, according to procedures suggested in previous reports.

Questionnaires were sent out to senior home rooms for the purpose of indicating interests in various subjects. Results were tabulated, and at a meeting of the 12th grade home room teachers, speakers were suggested for each of the chosen fields. A subsequent meeting of the home room teachers was to discuss policies in handling attendance. It was decided to:

- a. Make attendance voluntary.
- b. Admit no pupil to a talk after 1:10.
- c. Issue certificates of attendance to pupils.
- d. Arrange for "doubling up" of home rooms, so that teachers might attend a talk on alternate Tuesdays.

Of the two to four speakers suggested by the committee for each talk, Mr. Christoffersen made arrangements with one person to speak. Outlines for talks were sent by Mrs. Engen, and "reminder" cards were mailed the Friday before the talk. Speakers were guests of Mr. Christoffersen at luncheon the day of the talk. Faculty sponsors and student chairmen (chosen from Speech classes) met the speaker after lunch and escorted him to the designated room (101, 123 or the auditorium), where the student chairman introduced him to the group. Talks were reviewed by members of Shorthand classes. Thank-you notes were written by Mrs. Fox's English classes.

Talks were well received, and there was no disciplinary problem, due to the attendance being voluntary.

# VOCATIONAL TALKS - 1949-50

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>	<u>Student Sponsor</u>
Jan. 10	Introduction	C. H. Waller	
Jan. 24	Banking Nursing Architecture	Arnold Gehner Ida A. Collings J. J. Weiler	John Vincent Janet Narum William Rayne
Feb. 28	Medicine Trades Physical Therapy	Dr. Homer Carter R. W. Bardwell Violet Lehman	Fritz Warrick Richard Cyr Bunny Mackin
Mar. 7	Radio Law Social Work	Robert Dick Edwin Wilke Bernice Orchard	Dave Horner Dave Hoeveler Eloise Barton
Mar. 14	Advertising Agriculture Recreation	Robert Jones J. Frank Wilkinson Glen Holmes	Bob Carpenter Bill Walker Virginia Bowman
Mar. 21	Teaching Scientific Research Aviation	R. A. Walker Dr. H. T. Scott Carl Guell	Marion Hartenburg Dave Matson Bob Bell
Mar. 28	Office Work & Commerce Home Economics Engineering	George Heath Louella Mortenson Henry Goehring	Don Hembre Lenore Petersen Leon Petterson
Apr. 4	Beauty Culture Accounting Drama	Henry Wright Vern Houghton Fred Buerki	Rita Hartshorne Charles Stumpf Leon Petterson
Apr. 25	Forestry & Conservation Commercial Art Landscaping	Lester Voight Winfried Guenther Arden Hoff	

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>	<u>Student Sponsor</u>
May 2	Insurance Secretarial Journalism	F. A. Van Sant Regina Groves Barnhart Roy Matson	Al Gay Dave Matson
May 9	Interior Decoration Government Service Contracting	Ruth Soley Harold Hanson John Findorf	



The routine work of the guidance office -- the psychological, educational, interest and aptitude testing, counselling, individual pupil programming, the referring for employment and special services was conducted as in the past and as reported in previous annual reports. The increased interest in guidance entails much more clerical work in order to "keep the record" for each pupil as an individual.

The statistics which have been kept for the purpose of continuity each year are summarized on the following pages.



## WEST HIGH SCHOOL

November 1949

DISTRIBUTION OF I.Q.'S

GROUP	I.Q.	7	8	9	10	11	12	Total
X	47	160-164	0	0	0	0	0	0
		155-159	0	0	1	1	0	0
		150-154	1	2	0	1	0	4
		145-149	0	1	2	1	1	0
		140-144	4	2	6	2	0	3
		135-139	7	11	15	14	3	11
		130-134	15	8	24	14	9	7
		125-129	17	13	36	26	16	23
		120-124	19	14	38	30	25	36
		115-119	24	18	37	34	29	37
Y	45	110-114	28	28	25	45	39	32
		105-109	20	23	22	35	42	37
		100-104	17	17	22	15	41	31
		95-99	13	12	22	12	30	12
Z	8	90-94	6	8	10	6	5	13
		85-89	1	5	5	5	6	8
		80-84	2	3	2	2	8	6
		75-79	3	2	1	1	2	0
		70-74	1	0	0	0	1	0
		Total	178	167	268	244	257	260
Median		114.55	112.32	118.31	116.54	109.17	113.51	113.87

	Total	X	Y	Z	Median IQ
Junior High	613	51	41	8	115.50
Senior High	761	43	49	8	112.67
Jr.-Sr. High	1374	47	45	8	113.87

Distribution of Grades by Departments:

Below is the tabulation of the distribution of grades in all classes in grades 9, 10, 11 and 12 for Semester I, 1949-50.

DEPARTMENT	A	B	C	D	I	F	W	NO.	% FD.	% WT.	CLASS AVE.
ENGLISH	116	263	369	159	17	36	22	982	.037	.022	28.9
MATHEMATICS	111	190	165	104	9	37	19	635	.058	.030	30.2
SOCIAL STUDIES	90	191	205	175	12	56	21	750	.075	.028	31.3
SCIENCE	103	154	137	108	4	28	10	544	.051	.018	24.7
LANGUAGE	92	137	122	56	10	13	15	445	.029	.034	20.2
COMMERCIAL	17	65	120	88	4	11	16	321	.034	.050	24.6
HOME ECONOMICS	25	34	38	22	1	0	0	120	.000	.000	20.0
ART	54	78	47	10	1	1	5	196	.005	.025	24.5
MANUAL ARTS	26	49	87	35	6	21	8	232	.091	.034	23.2

Distribution of I.Q.'s on Failure Report:

From the tabulation of the distribution of I.Q.'s of the senior high failure report, we note that the percentage of failures in our low ability groups has been reduced over a period of years. This may partly be due to the fact that the work of the minimum essentials group has been geared more closely to their needs and abilities.

<u>I.Q.</u>	<u>32-33</u> <u>No. %</u>	<u>35-36</u> <u>No. %</u>	<u>45-46</u> <u>No. %</u>	<u>47-48</u> <u>No. %</u>	<u>48-49</u> <u>No. %</u>	<u>49-50</u> <u>No. %</u>
135-139	-	-	-	-	-	-
130-134	1	1	-	1	1	-
125-129	-	-	2	-	-	-
120-124	- 9%	2 25%	1 13%	1 25%	2 16%	2 16%
115-119	4	6	4	2	1	3
110-114	8	2	8	2	3	8
105-109	16	3	14	5	8	7
100-104	8 62%	5 47%	10 74%	3 75%	5 68%	4 62%
95-99	3	7	7	2	1	1
90-94	10	4	3	-	1	2
85-89	2	3	1	-	-	4
80-84	4 29%	3 28%	1 13%	- 0%	2 16%	- 22%
75-79	-	-	-	-	-	1
70-74	-	-	-	-	1	-

FAILURES IN TWO OR MORE SUBJECTS IN THE SENIOR DEPARTMENT

<u>Year</u>	<u>No.</u>	<u>% of Total Enrollment</u>
1931-32	68	10
1935-36	36	4
1939-40	18	2
1943-44	40	4
1944-45	49	5
1945-46	53	5
1946-47	48	5
1947-48	16	2
1948-49	25	3
1949-50	32	4

### Percent of Withdrawals - Senior High School:

The cause of withdrawals in the senior department as of June 16, 1950 shows the following comparison with former years.

<u>Cause of Withdrawals by Percentage</u>	<u>31 32</u>	<u>35 36</u>	<u>45 46</u>	<u>46 47</u>	<u>47 48</u>	<u>48 49</u>	<u>49 50</u>
Over 18	13	4	5	0	7	9	3
Work	12	4	0	4	0	0	17
Vocational School	6	2	8	9	5	7	3
Work and Vocational School			13	9	5	4	5
Left City	19	28	33	32	30	42	40
Post Graduates	10	17	0	0	0	0	0
Illness	13	35	8	15	10	9	3
Married	2	2	2	0	3	2	5
No Report		2	0	0	0	0	0
Rural District		4	8	4	0	2	3
Court Cases				2	0	0	0
Graduates			10	4	22	4	9
Armed Forces Graduating			9	4	0	0	3
Armed Forces Not Graduating			3	7	5	4	3
Transfers	23	4	9	6	10	15	3
Deceased			2	4	3	2	3

### Percent of Withdrawals - Junior High School:

	<u>45 46</u>	<u>46 47</u>	<u>47 48</u>	<u>48 49</u>	<u>49 50</u>
Work and Vocational				4	0
Vocational School	3	6	9	4	5
Transfers	7	23	25	36	3
Left City	71	62	57	44	64
Illness	3	3	0	8	5
Rural District	13	0	0	0	0
Work	3	0	0	0	0
Placed on Farm		6	9	4	20
Court Cases					3

### Number of Withdrawals:

<u>Year</u>	<u>Senior</u>	<u>Junior</u>
1946-47	53	40
1947-48	40	23
1948-49	46	25
1949-50	35	31

Withdrawals: Distribution of I.Q.'s

A study of the distribution of I.Q.'s of the 35 pupils who withdrew from senior high reveals the fact that the percent of withdrawals in the three ability groups approximates the distribution of the entire senior high.

SENIOR HIGH

<u>I.Q.</u>	<u>35-36</u>	<u>45-46</u>	<u>46-47</u>	<u>47-48</u>	<u>48-49</u>	<u>49-50</u>
115 & Above	17	28	34	48	28	23
95 - 115	59	63	51	42	59	66
Below 95	24	9	15	10	13	11

JUNIOR HIGH

In the junior department we note that our percentage of withdrawals in the three ability groups varies from the entire junior population, which is 51% in the X group, 41% in the Y group and 8% in the Z group. (See page 11)

<u>I.Q.</u>	<u>35-36</u>	<u>45-46</u>	<u>46-47</u>	<u>47-48</u>	<u>48-49</u>	<u>49-50</u>
115 & Above	18	31	31	30	36	29
95 - 115	52	53	53	48	40	42
Below 95	20	16	16	22	24	29
No tests	10					

Employment:

An active file is kept in the guidance office of pupils who wish employment. They are the first to be notified of jobs as calls are received, but if the position cannot be filled in this way, notice is made to the entire student body through the daily calendar. Pupils have been placed at stores, ushering, house work, restaurants, farms, canning factories, lawn work, child care and the like. The commercial department has placed all of its trained office workers who wish employment, and many requests for graduates to fill permanent jobs cannot be filled because such a large percent wish to go on to school. All pupils had the opportunity to register with the Wisconsin State Employment Service through their home rooms.

During the year about 40 juniors and seniors earned work experience credit on the job under the supervision of Mr. Benson. The child permit office reports that to West High School pupils they have issued 64 street trades, 49 vacation and 115 regular permits from September 12, 1949 to June 15, 1950.

Scholarships:

Many excellent scholarships have been made available to our pupils by West High School, the community, the University of Wisconsin and interested citizens.

<u>Name of Scholarship</u>	<u>No.</u>	<u>Amount</u>
McPyncheon	2	\$60.00
Business and Professional Women	1	50.00
Christian R. Stein	1	14.83
Theodore Herfurth	1	50.00
University of Wisconsin	3	450.00
Rotary Club of Madison	1	50.00
Girls' Club of West High School	3	300.00
Shaw Essay Contest	2	5.84
Allan Shafer Memorial Award	1	50.00
PTA Welfare	1	75.00
Albright Scholarship	1	100.00
Zeta Phi Eta	2	
Altrusa Club	1	25.00
Madison Alumnae Panhellenic	1	25.00
Elks Club	1	50.00
Harvard University	1	600.00
Washington University	1	600.00 plus tuition
Mabel Hendrickson Creative Writing	1	5.00
Hi-Y	1	30.00
Genevieve Gorst Herfurth Award	1	25.00

The Florence Dodge Memorial Fund is raised by the PTA for the use of pupils who would otherwise be deprived of participating in school activities. About \$100.00 was spent for such items as school fees and activities, doctor bills, glasses, bus and taxi fare in emergencies, clothing and loans. A \$75.00 scholarship was given from the fund to a senior girl.

Military Service:

All information in regard to the armed forces is kept on file in the guidance office. The bulletin in the corridor and the daily calendar give interested boys current information on the armed services, NROTC, Coast Guard and cadet examinations. This year we held an armed forces day, when representatives of all services addressed the senior boys. Out of five boys who took the NROTC examinations, three passed.



Graduates:

Tabulating the distribution of I.Q.'s for graduates from year to year, we find that they represent a cross section of the entire school as shown on page 11.

<u>I.Q.</u>	<u>35</u>	<u>39</u>	<u>45</u>	<u>46</u>	<u>47</u>	<u>48</u>	<u>49</u>
	<u>36</u>	<u>40</u>	<u>46</u>	<u>47</u>	<u>48</u>	<u>49</u>	<u>50</u>
115 & Above	37	30	36	36	43	46	41
95 - 115	50	53	59	53	51	47	52
Below 95	13	17	5	11	6	7	7

Of the 237 graduates of June 1950, 138 have already made application for entrance to the University of Wisconsin, or a total of 58%. About 30 pupils have applied to other colleges and schools of nursing. It is estimated that by fall more than 60% of the seniors will enroll in schools for advanced training.

More interest is being taken in the College Entrance Examination Board tests and this year 20 seniors took the examinations to complete their applications to other colleges.



June 1950

Tabulation Showing Percentage of Graduates of West High School Who Planned to Enter the University of Wisconsin and Those Who Actually Entered:

<u>Date</u>	<u>No. Grad.</u>	<u>No. Appl. To. U.W.</u>	<u>%</u>	<u>No. Ent.</u>	<u>% Ent.</u>
1930-31	153	95	.62	93	.61
1931-32	178	121	.68	117	.66
1932-33	201	130	.65	122	.61
1933-34	220	139	.63	125	.57
1934-35	256	157	.61	148	.58
1935-36	260	181	.70	171	.66
1936-37	301	189	.63	190	.63
1937-38	331	191	.58	165	.50
1938-39	266	168	.63	142	.53
1939-40	332	201	.60	168	.50
1940-41	328	200	.61	162	.49
1941-42	291	152	.52	147	.50
1942-43	374	180	.48	174	.47
1943-44	299	116	.39	186	.62
1944-45	332	148	.45	147	.44
1945-46	361	235	.65	205	.57
1946-47	292	172	.59	156	.53
1947-48	359	222	.62	199	.53
1948-49	301	191	.63	154	.51
Total	5435	3188	.59	2924	.54

The total of 3188 applications to the University of Wisconsin represent those who made application at the time of graduation. The total of 2924 represents the total, to date, who have entered the university.

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education  
by the Principal  
Lucile Oloft  
June, 1950

The Madison Public Schools  
Madison Wisconsin

ANNUAL REPORT

For the School Year 1949-1950

DUDGEON SCHOOL

On the first day of school we sent a Bulletin to all homes welcoming everyone back to school and giving helpful information regarding school hours for the various groups, fees, milk serving, a few general plans and ending with a list of the staff members for the year with grade assignments. We got off to a good start and feel that we've had a good year. As in the past the children have done good work and good scholarship has been achieved. There has been a good relationship between parents and the school and a feeling of all working together for the best interests of every child.

Excursions as well as incursions have contributed to vitalizing the curriculum. In several instances parents have been invited in at the culmination of units or to see special projects which have been done. Children and parents alike derived much pleasure and benefit from the children's planning through committees, preparing talks, choosing their speakers and their display of the various booklets, pictures, stories and articles that they made or brought in connection with the subject at hand. From time to time children in home rooms planned and prepared programs to share with those in other rooms. Through such planning and participating children learned how to give constructive criticisms and to assume responsibility. Self confidence and poise were gained and along with it came the satisfaction of a job well done.

Considering our limited space and facilities, we have utilized many visual aids and our tri-purpose and movie machines have received good use. The typewriters which we acquired have filled a very useful place in many of the classrooms and have been used to good advantage in various grades. We have used W.H.A. Radio programs to enrich the work in social studies, language, music and physical education. Considerable creative writing has been done through school newspapers, bulletins, correspondence, charts, booklets etc. The regular music program has been enriched through the giving of a couple of amateur hours and we feel that the children have all derived benefit from this opportunity to share with others what they have learned in special lessons. We were pleased to have Dudgeon School represented by four students in the annual salon of art held at the public library. These students represented Kindergarten and grades 4 and 6.

All sixth grade pupils have participated in helping on the Boy and Girl Patrol sometime throughout the year. They were very proud of the certificates they received in recognition of the services they rendered throughout the year.

A total of 35 children have had speech correction help this year. Of this number 28 have been articulatory substitutions, 4 have been voice disorders, 2 have been delayed speech cases and 1 has been a stutterer. 22 of these have been dismissed from classes and considered corrected. Many contacts have been made with the parents of these children both by school visitation and home calls made by Mrs. Bokelmann, the therapist.

Mrs. Haas did an excellent job in the field of dental hygiene and her portrayal of Sturdy and Cheerio from Laughter Land was a good example of the right kind of motivation in this field.

Preparation for the Spelling Bee stimulated real interest in spelling and we felt that benefit was derived from this period of preparation for the "Bee" and that it aided in better spelling.

This year's P.T.A. program was set up in response to questionnaires sent to all homes last spring. This resulted in having all night meetings and a very good program for the year was planned and carried out under the leadership of a very capable program chairman and committee. School picnics for all grades were held in the spring and this gathering together for supper of mothers, fathers, teachers and children was another manifestation of pleasant relationships in the community.

Doubtless the high light of the year was the Christmas musical program put on under the very able direction of Mrs. Klein, our music teacher. The upper grades under the leadership of Miss Gilbert, the art teacher, produced lovely colored paper designs for the windows in the gym which not only solved our problem of no shades in the gym but which created a very lovely setting for the program. So much enthusiasm was expressed for the program that plans are already being made for one for next year, which will be held in the evening so that fathers and mothers both may attend.

The Pre-School and Kindergarten Parents group experienced a very fine year under the able and kindly leadership of their chairman. A worthwhile and varied program was carried on through the monthly meetings which were well attended throughout the year.

Letters were again sent to families who will have children entering our Kindergarten in September 1950. As a result 86 pupils were enrolled for next fall's kindergarten class. Parents like this plan and were pleased to receive the helpful information available in the Kindergarten handbooks. Our Summer Round-Up Chairman and her committee were very helpful in planning and carrying out this advance registration. Children who will enter next fall came with their parents thus having an opportunity to become "oriented" prior to the opening of school in September.

We are pleased to have the rails placed on the steps leading down from the playground. In winter when it is icy this will eliminate a real hazard. We are looking forward to the building this summer of the small kitchen adjoining the gym. This will be utilized to good advantage for P.T.A. pot luck suppers and community gatherings.

**Special Problems:**

Improved lighting needed

Continued need for rooms for teaching art, music, etc.

Need for permanent surfacings of playground

Need for more fence enclosure for playground

Need for shades or venetian blinds for windows in gym

In conclusion I wish to express appreciation to the members of the staff who have done such a good job, and to all departments for their help and cooperation throughout the year.

Respectfully submitted,

Lucile Clock

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT

EMERSON SCHOOL

Presented to the Board of Education  
by the principal  
Emery C. Bainbridge  
June 16, 1950



THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin  
ANNUAL REPORT  
For the school year, 1949-1950

EMERSON SCHOOL

Enrollment trends.

Table I shows June enrollment for the past five years

TABLE I

Grade	1946	1947	1948	1949	1950	Anticipated for September, 1950.
Kgn	112	119	140	165	127	140
First	111	106	121	153	170	114
Second	118	96	104	131	132	168
Third	83	98	102	111	124	129
Fourth	95	82	90	110	111	129
Fifth	84	100	83	113	100	105
Sixth	94	77	102	91	114	100
TOTALS	697	678	742	874	879	885

Table II indicates the crowded conditions that exist in each of our class sections:

Table II -- June Enrollment by class Sections.

Kgn - 30	1-1 - 35	2-1 - 32	3-1 - 32
Kgn - 31	1-2 - 34	2-2 - 33	3-2 - 30
Kgn - 32	1-3 - 35	2-3 - 34	3-3 - 30
Kgn - 34	1-4 - 37	2-4 - 33	3-4 - 32
127	1-5 - 29	132	124
	170		
4-1 - 27	5-1 - 33	6-1 - 38	
4-2 - 28	5-2 - 34	6-2 - 37	
4-3 - 28	5-3 - 33	6-3 - 39	
4-4 - 28	100	114	
111			

ENROLLMENT

The enrollment at the end of this year is 879 compared to an anticipated enrollment of 885 for 1950-1951. During the year there were 144 transfers and withdrawals, and fifty new enrollees. In January twenty second graders were transferred to Lincoln School because of our large class sizes. All of these students were from the Truax area. At the present time about forty-five kindergarten students are being transported to Lapham School. Plans are being made for these students to continue to attend those schools.

There are now one hundred and fourteen Truax pupils who are attending Emerson School, and are distributed by grades as follows:

Kindergarten	- 1
1st	-37
2nd	-13
3rd	-23
4th	-15
5th	- 8
6th	-17
	<hr/> 114

Of the total number of children attending Emerson, twenty-five came from the trailer camps, sixty-seven from the temporary barracks, and twenty-two from the permanent apartment buildings.

From a recent survey it appears that we will be able to take care of the Truax pupils we are now serving. It is necessary that one more section of second grade be added, but one less section of first grade is needed. About twenty-two kindergarten pupils indicate that they will attend parochial school or some other school next year.

At the present time all rooms are being used as classrooms, making it impossible to add any additional sections. We now have two sections of third grade, one of second, and a first grade section occupying basement rooms. Two music rooms are also in the basement.

ACHIEVEMENTS

Improvement in the learning of children as well as the physical condition of our school plant have been the major objectives during the year. Test results received in reading and arithmetic this spring are indicative of the fine teaching being done. There has been a fine attitude on the part of all teachers, and excellent cooperation has been enjoyed by home room and special teachers. The six new teachers on our staff have adjusted themselves well, and have made some interesting contributions to the curriculum. With the installation of new lights and pupil desks in several rooms as well as the possibility of further improvement during the summer, the morale of the teachers has been raised.

SCIENCE.

Considerable interest in science has been shown by most teachers. Interesting units in electricity and sound have been developed in our fifth and sixth grade classes. All first and second grade sections meet with Mrs. Hammersley in the science room for one period each week. Units on natural sciences were worked out. Extensive use of a well equipped science room has been made. A follow-up on these units was made by each homeroom teacher. In fourth grade science, in accordance with the cycle plan which has been recommended for work in Science, the ideas and basic understandings of the children have been advanced in many different areas of natural and physical science. Children showed curiosity and sought explanations of things that puzzled them. Further questions, plus the presentation of printed matter and illustrations led to study and experimentation, and resulted in the rounding out of a core of basic facts on the approximate mental and grade level of the children.

ART

During the past year some new and interesting art projects and activities have been carried out in our art department under the supervision of Mr. Reppen. Every child in grades three to six receives one half hour of art everyday. Over a school year's time, this amounts to a great many art periods. With the child receiving so much art experience, there is a danger of these classes becoming stale and uninteresting. This year an attempt was made to change the art period to a more varied and stimulating child experience. This was achieved through the introduction of projects in new art media and craft work. In the fall a complete set of craft tools was purchased and each class was instructed in the care and use of their tools. The children seemed to enjoy this new type of art class and produced many interesting and mature works. Some of the special projects for the year were as follows: Papier mache' Hallowe'en masks, puppets constructed by the fifth grade created unusual interest with each child working up his own idea into a puppet personality; birch log lamps were perhaps the most spectacular of the entire year's work. This three month project was carried out by the sixth grade. The children actually went to the forest one week-end and cut their own birch trees. The many steps involved in creating a workable lamp gave many of the children a craft experience never before provided in an elementary school. Along with the lamp project, a complete, full length colored movie was made with each child appearing in at least one scene. All in all this project will be remembered by pupils and teacher alike as the highlight of their year. Junk designs, clay modeling, wren houses, paper weights project and others were also included in the year's work.

The sketch club enabled a group of twenty-five interested children to enjoy extra instruction in figure drawing, perspective, and outdoor sketching after school three or four nights a week. Made up mostly of sixth graders, it is hoped that the sincere interest shown by these pupils will carry on in their high school years in the field of art. Many promising art students should come from that group. This is indeed an art experience that should be encouraged and will certainly be continued next year. This is especially true where the contact with the children in ordinary half-hour periods is limited, and this after school relationship between student and teacher produces very mature results.

VISUAL AIDS

An attempt has been made to instruct teachers in the use of visual aids equipment. Many teachers in the past have been hesitant in the use of the sound projector. It has been gratifying to see the interest shown and the increased use of the films by some teachers. Extensive use of materials from the curriculum department has been noted. There has been a decided increase in the use of films from the University. With the increasing demand for the use of the sound machine, the purchase of a new R. C.A. projector was deemed advisable.

PHYSICAL EDUCATION

Pupils from the third grade through the sixth grade have physical education a half hour every day. The "Course of Study" for the elementary schools is followed closely, which gives the student a well rounded program. The program is planned to fulfill the objectives of physical education such as: health, bodily coordination, development of endurance, strength and other less obvious ones such as: self-control and self-discipline. Emphasis is placed on student leadership. Whenever possible in the fall and spring, all physical education classes are held out of doors, as Emerson adjoins a large playground. Activities through the school year consist of low and higher organized games suitable to the grade; as, circle basketball for regulation basketball, netball, volleyball, tumbling, formal exercises, modern and folk dancing with the 4th, 5th and 6th grade boys and girls combining for social dancing and American country dancing.

In April, a physical education demonstration was held for the P.T.A. with all fifth and sixth grade pupils participating.

An extensive intramural program is carried on for both boys and girls. Each has the opportunity of participating in several sports through-out the school year.

It is planned that next year all sections of second grade will have one physical education period per week with the physical education teacher.

During the second semester, on recommendation of the physical education department, a restricted program was offered to some of the students who are in the nutrition program. This program was non-competitive and was limited to two fifteen minute periods a week. It consisted of simple rhythmic exercises, posture testing, and playing of games that do not require excessive exercise. Before any child was admitted to this course, a permit from the doctor and the child's parents was necessary. Most parents were very much interested in this program and indicated their appreciation in notes returned to the school.

MUSIC

The close of the school year is a good time to re-examine the broad aims and objectives of our work in music to try to decide how well we are succeeding in these aims, and in what way improvements and changes can be made.

Briefly, these are the questions our music teacher, Mrs. Kellman tries to keep in mind in the work of music:

1. Do the children really enjoy the music period and respond enthusiastically regardless of individual abilities? This it seems to me, is the most important aim of all, and I think the fine response we get when we have an occasional "choice of songs" period proves that we are succeeding in this direction.
2. Is there a carry-over from the music at school into the home and community? From the comments of the children and the parents, and from the countless requests from the children to borrow books or copy favorite songs to sing at home, I feel that this grows each year.
3. Are the children developing skills and independence in sight-reading, theory and fundamentals in music according to their age level? This is one phase of music in which even the less musical child can participate and excel.
4. Is there a correlation of music with other academic subjects? Our greatest contribution in this line is in the study of the beautiful folk music of other lands, and in giving our children an appreciation of the music, literature and culture of other countries.

The children are becoming familiar with the lives and works of great musicians and artists through the use of song, pictures and records. They are learning to recognize the various instruments of the orchestra by sight, sound and tone color. Our music library of about 50 books increases in popularity each year, with a waiting list for certain books; such as, the story of the lives of Mozart, Beethoven and Stephen Foster. Children report that their parents enjoy reading these books too, which doubles their own pleasure in them.

Our choirs have done some very nice work this year. An unusually fine choir of forty-five fifth graders under Mrs. Spelman combined with our sixth grade choir of sixty, directed by Mrs. Kellman to give the program and background music for the Christmas pageant.

The sixth grade choir appeared at various auditorium and P.T.A. programs during the year, and also gave a Christmas Carol program on Mrs. Morphy's Music Enjoyment program over W.I.B.A. They also combined with a fourth grade group to give a half hour program which was broadcast over W.I.B.A. The fourth grade groups sang in auditorium programs, and climaxed the year's work with an operetta, "THE SHOEMAKE AND THE ELVES."

AUDITORIUM

Basic oral communication skills were stressed throughout the year in our auditorium work. Whether the immediate project was a talk to be delivered, a story to be told, a poem to be interpreted, or a scene to be dramatized, the same general objectives of directness, vitality and awareness of audience response were worked for -- directness and vitality achieved through adequate projection, good eye contact and bodily participation. Freeing the child's powers and expression works along with improving his general personality and it was rewarding to see students excessively shy at the beginning of the year indicate marked improvement in the gaining of a healthy confidence and a more "outgoing" personality. Creative dramatics, valuable for its therapeutic benefits to the inhibited child, was particularly emphasized. In losing himself in another character, the child frees his expressive powers besides developing his imagination and ability to think creatively and logically. Assembly programs were planned for the purposes of entertaining and exposing the school audience to worthwhile experience and also to help the participants gain poise and confidence in a performance situation.

M. Schaffer

LIBRARY

I feel that with the appointment of the new librarian, Mrs. Ellenbogen, a much improved teaching situation has existed in this department. Having the largest enrollment of any elementary school in Madison brings to the library the problems of large classes, making it difficult for the librarian to give as much individual attention as she would like. However, most of the children are interested and eager, and this makes the work pleasant in spite of the rush. The teachers use the library to quite an extent in supplementing unit work. During this school year, Mrs. Ellenbogen has tried to stimulate interest in some of the classics, as well as in the new books, feeling that the old favorites still have much to offer. Because of the increasing number of children in the primary grades, a large portion of the book budget has been apportioned to their books. 34,998 books were circulated in 1949, an increase of 7,624 over that of 1948. This includes the summer circulation, as this branch is open two days a week during vacation. A magazine rack and magazine covers have been received and do much to improve the appearance of the library.

REMEDIAL READING

Here again, we feel, that heavy teaching loads have hindered our ability to give enough special help to those students who were having serious reading difficulties. However, during the first semester, Mr. Berger worked with several students for three afternoons, and for two half days a week during the second semester. The selection of children was based upon their need for special help. Retardation of one year from the normal grade placement, based on tests administered at the opening of the school year, was used as a criteria for selection. Children with an intelligence quotient of approximately 90 were accepted. Among the group, the range was from an I. Q. of 85 to 119. Time allotted to each child was about fifteen minutes a day. Better results could have been obtained if daily periods of practice had been available rather than two or three periods a week. A comparison of results of the remedial teaching as indicated by tests given in Sept. Jan., and June show that an excellent progress has been made.



REMEDIAL READING (Continued)

We hope that this program may be continued next year. It is interesting to note that a number of these students have been accepted at the reading clinic at the University this summer. Parents have cooperated in seeing that their children attend.

P.T.A. -- PRE-SCHOOL

Efficient and cooperative leadership is essential to the success of any organization. This is particularly true of our P.T.A. and pre-school group. Some interesting and worthwhile programs were held by both organizations. During American Education Week open house was held which provided time for parents and teachers to become acquainted and to discuss their common problems. One special evening meeting was held during that week to give the fathers an opportunity to meet the teachers. Following this, an excellent talk was given by Superintendent Falk. Other outstanding programs were the Christmas program given at night for the first time, fun night in which children and parents participated, and Fathers' night. A panel discussion in which staff members participated was well received by parents in the pre-school group.

A Cub Pack of one hundred members, two Girl Scout and Brownie troops were sponsored by the P.T.A. Leaders of these groups have been very active and have done an excellent piece of work. Four sets of risers for the choir and black shades for the auditorium were presented to the school by the P.T.A.

TEACHERS TRAINING PROGRAM

As in the past we have tried to work cooperatively with the University teacher training program. Eight students from Miss Lowe's Education 73 class worked with teachers to assist with slow learning children, word study and play activities. On two different occasions groups of these students observed classes of various grade levels. Senior practice teaching was also done in our art and music department and assisted to some extent in after-school sports. One senior student from LaCrosse Teachers' College spent several days of both semesters observing in our first and second grades.

SAFETY PATROL

Under the supervision of Miss Fisk, the safety patrol was again very well organized and helpful to the school. Only sixth grade boys participated during the first semester with fifth grade boys being used the last six weeks of school. About thirty boys attended the safety patrol program at Central High School.

ACCIDENTS - W.I.A.A.

All students were enrolled in W. I.A.A. accident benefit plan for a total cost of \$219.00. During the year, fourteen accidents occurred where benefits were requested. A total of \$85.00 was remitted for claims. Three claims are pending.

CHILD STUDY

Miss Suliver reports that speech therapy service was offered to fifty-one children with articulatory defects. Such assistance resulted in twenty-two cases corrected; ten cases greatly improved, thirteen cases moderately improved; and six cases showing slight improvement.

Audiometric tests were given to all third and sixth grades and to pupils from other grades for whom hearing tests were requested. The total number of group audiometric tests administered was two hundred twenty-one; one hundred eleven to third grade and one hundred ten to sixth grade. Individual diagnostic hearing tests were given to twenty-one third graders, ten to sixth graders, and fourteen children from other grades on basis of request. Special otological service was tended to two pupils on the basis of loss noted and it was learned that no child in the school was suffering from a serious hearing deficiency.

The adjustment service extended to the classroom teachers reached approximately one hundred five pupils, the majority of whom were new enrollees who were given achievement tests and mental capacity measures to assist in determining proper grade placement. Other children having special remedial problems were given careful consideration and study to determine amount and type of academic and sociological assistance needed for satisfactory school relationships and adjustments.

NUTRITION.

The enrollment for full time nutrition was thirty-six; part time enrollment was seven. This made a total of forty-three pupils cared for during the year. The full time pupils were served a daily balanced lunch with one hour's rest after eating. These children were not allowed to take gym or to participate in playground activities. A total of 5,564 lunches were served for the year. Milk was served at the door both morning and afternoon. The total cost for food, milk and etc., was less than nine hundred dollars. The average cost per lunch was fifteen cents. The children had health instruction every Thursday noon for twenty minutes. This consisted of health stories, poems, health posters. Charts were made. Teaching teeth cleanliness was stressed, and teeth were examined once a week for cleanliness. Weights were taken every two weeks. At the end of the year health cards showing increase in weights were sent home. We have found parents greatly interested in their child's health and are most anxious to cooperate.

SPECIAL PROBLEMS

Because we have no lunch program and many of our children live long distances from school, they have been given permits to ride their bicycles to school. As many as seventy-five to one hundred bicycles are parked at school at one time. This creates a safety problem and also the problem of parking the bicycles properly. At the present time we have no racks that are usable, so most bicycles are propped up against the side of the building or are on the ground.

SPECIAL PROBLEMS - Continued

A matter of great concern to me has been the fact that large numbers of children cross at the busy intersection of Johnson and Seventh Street. With the help of our P.T.A. we have attempted to secure a patrol man at this crossing. A survey was made by the police department and they felt that the school patrol was doing such a good job there was no need for a man at this corner. I am still of the opinion that there is need for some protection at this intersection.

As has been mentioned in previous reports, it is difficult for homeroom teachers in the platoon school to find the required time allotments for all subjects. This is especially true of the program for our third grades. It is hoped that when relief is given in regard to enrollment the third grades may be removed from the platoon organization.

RECOMMENDATIONS

1. The installation of another telephone line. There are now four telephones on one line.
2. New acoustical ceilings should be installed in the following rooms: 203, 201, girls' gymnasium and room 208 (art room). Rooms 203 and 201 are in very bad condition.
3. Improvement of lighting in six rooms on the second floor. Additional electrical circuits are also necessary. It is apparent that some circuits in the new section of the building are overloaded as fuses are burning out frequently.
4. Additional storage space provided in several rooms in the old sections of the building.
5. Remodel the girls' shower room with the addition of a physical education office.
6. Squeaky floors in several rooms in the old part of the building should be relaid and sanded.
7. It is needless to mention again the fact that our building needs redecorating.
8. Improvement of the service system so that the office may contact all rooms in the building.
9. The small area of blacktop completed last summer has proven its worth. It has been appreciated by students, teachers and custodians, especially during the spring months. We are hoping that the project may be continued next year.

Respectfully submitted,

Emery C. Bainbridge, Principal.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

Presented to the Board of Education

by

A. F. Ketterer, Principal

June 1950

Special Achievements

## P. T. A.

The Franklin School P.T.A., under the direction of capable and conscientious leadership made a distinct contribution to the school and community during 1949-50. Besides providing a complete schedule of interesting programs at the regular monthly meetings, various study groups were active throughout the year. Three regular afternoon parties for the pupils of all the grades were sponsored by the P.T.A. and supervised by the teachers and room mothers. Room mothers generously assisted in conducting room picnics at the close of the year. The Thirteenth Annual Father and Son Banquet which was held November 15, 1949, was adjudged as one of the most successful and valuable undertakings of its kind. The ladies of the P.T.A. deserve high praise for this affair, and the principal who acts as co-ordinator of plans for the annual banquets appreciates the splendid co-operation received from all groups involved.

## S. S. M. C., INC.

The South Side Men's Club, with the consent of the superintendent and the Board of Education, sponsored the third Hallowe'en Party in the Franklin School gym, Monday, October 31, which attracted, entertained, and amused about 500 boys and girls of the community. So gratifying were the results that the organization is hopeful of making the party an annual affair. The same organization co-operating with the P.T.A. sponsored this past year, the Eleventh Annual Mother and Daughter Banquet on May 16, 1950. All proceeds after payment of expenses were turned over to the P.T.A. to help finance a four-number lyceum program free to all Franklin pupils during 1950-51. A similar program was undertaken during this past year, with funds raised from the previous year's banquet.

## MUSIC DEPARTMENT

A Music Concert under the direction of Mrs. Joyce Manz, Mrs. Virginia Johnson, and Mr. Ralph V. James was held at Franklin School on the evening of May 19, 1950. Mr. Russell Pett and Miss Lorraine Sweetnam, University of Wisconsin practice teachers ably assisted with piano accompaniment. A large and appreciative audience attended this concert, which was considered very successful. Under the leadership of these three directors, there has been continued improvement in both vocal and instrumental music at Franklin. On the evening of June 2, Mrs. Johnson's stringed instrument groups gave a special recital before another appreciative audience of parents and friends. On April 26, Mr. James brought about fifty West Junior eighth grade band members to Franklin. This group played a few numbers. A brief concert by the united bands was enjoyed by the spectators and the participants profited from the experience.

## EXCURSIONS

Outstanding among other excursions made by Franklin pupils, was that made by the eighth grade class on June 9, 1950. The trip involved a picnic dinner at Rocky Arbor State Park and boat trips through both the Lower and Upper Dells of the Wisconsin River. This excursion was made possible through the co-operation of Mr. Elmer Beale who provided the bus transportation, the driver,

Mr. James B. Moore, and through the effort and co-operation of Miss Bartholomew, teacher, and Mrs. Karnes, P.T.A. room mother, who assisted the principal in chaperoning this group. The expense of the trip was paid by funds raised through the sales of waste paper gathered by members of the class and through the sale of candy and pop at the Friday evening Franklin School recreation center.

#### PHYSICAL EDUCATION

Boys' Physical Education, grades 3 through 8, has been under the direction of Mr. William Slater who devotes two days, Tuesdays and Thursdays at Franklin. In addition he offers one hour of intramural sports activities to 5th and 6th grades on Tuesdays (3:30 to 4:30) and to 7th and 8th grades on Thursdays (3:30 to 4:30).

The lower grades (mixed) and girls' physical education work is done by seniors in training at the University who come to Franklin Monday, Wednesday, and Friday, and who are constantly under the direct supervision of Miss Gladys Bassett and Miss Katherine Cronin of the University Physical Education Department.

The work seems to be well planned and organized. On May 24, grades 1, 2, 3, and 4 gave an interesting demonstration of varied skills and techniques developed on the playground and in the gymnasium. The girls of the 5th, 6th, 7th, and 8th grades held their fifth annual Field Day on May 31. This affair is largely pupil-teacher planned and some interesting and valuable outcomes have been realized.

The boys of the 5th, 6th, 7th, and 8th grades put on a physical education demonstration on June 1. This type of demonstration will no doubt be carried out on an annual basis.

#### HEALTH EDUCATION

In the area of health, some emphasis has again been given to the study of the effects of narcotics on human behavior. Films, charts and other materials have been used and speakers presented pupils in the upper grades with sound information and advice on the subject. Some scientific experimental classroom work was done to demonstrate the effects of alcohol and tobacco. This kind of education is badly needed and should be extended far and wide throughout the entire school systems--from the first grade through high school. Teachers will need to be trained and equipped to teach this phase of health work, and they need to be courageous in their approach to this social problem.

Some of the work of the school nurse, Mrs. Meyer, plus the work of the dental hygienist, Mrs. Haas, is reviewed and summarized here. We feel that a very definite contribution has been made by these workers, by Mrs. McGrory who preceded Mrs. Haas, and by the classroom teachers who have also had an important part. The following quoted from the Wisconsin State Journal is indicative of some of the progress that is being made relative to dental hygiene:

"There's nothing wrong with the enamelware at the eighth grade in Franklin School out in Madison's south side.



"Or, putting it more scientifically, the pupils of that class have shown the best dental improvement over a period of two years of all the classes in Madison's schools, according to Mrs. Esther Haas, city dental health educator.

"The 30 youngsters in Cecelia Bartholomew's home room class got a final check-up of their molars this week to make sure that there was nothing false about their teeth.

"Showing the winning sets were the following pupils: Donald Alderson, William Atkins, Elizabeth Barron, Jacklyn Culp, Darlyne Dale, Nancy Dayton, Nancy Gieselman, Charles Guastella, Grace Gugel, Judy Karnes, Ronald Keller, Phyllis Kepler, Ronnie Kneebone, Edward Lyneis, Marie Maly, Merle Manion, Duane McKay, Larry Norder, Mary Rowley, Virginia Sielehr, David Smith, Geraldine Sorenson, Charles Sprecher, Geraldine Storley, Judith Streiff, Donald Theobold, Rollo Vallem, Bonnie Willmoth, Janice Kreger, and Donald Pflug."

#### LIBRARY

Mrs. Babcock served as Franklin School Librarian during the past year. She will have to be replaced as she is leaving Madison. Her predecessor, Mrs. Schultz, likewise served only one year. Both these persons made a distinct contribution to Franklin School but this annual turnover is not desirable. In fact, the tenure of librarians for quite some time now has been less than a full year, and that is not desirable.

The following is an outline of some significant data for 1949-50:

- 3,394        the number of children's books in the library.
- 8.5+        the average number of books in the library for each child.  
This is more than the minimum standard of 5 books per pupil.
- 17,050       the number of books circulated to the end of April this year.
- 5,465        the number of non-fiction books that were circulated.
- 11,585       the number of fiction books that were circulated. Comparison  
of these last two figures shows that the stress should come on  
the instructional material.
- 43+        the average number of books that were circulated to each child.
- 2,943        this year's gain in circulation over the same months in 1948-49.  
Each month showed a gain over the same month last year, but the  
heaviest gains came since the Christmas holidays.
- 1,298        the gain in non-fiction circulation.
- 1,645        the gain in fiction circulation.

Among other things, a noteworthy BOOK WEEK display and related projects highlighted the library activities of the year.

## GUIDANCE - CHILD STUDY

In an attempt to better integrate the work of the adjustment teacher, the following taken from Mr. Lampman's report, is included for careful consideration by all members of our staff.

The adjustment teacher this year was regularly at Franklin School on Tuesday mornings and occasionally at other times when services were required.

The overall objectives of the adjustment teacher with relationship to the whole school program were to supplement the efforts of teachers and administration to promote the adjustment of individual students. In order to accomplish this a number of techniques were used. The most frequent method of studying children was by means of tests. Of these, intelligence tests, individual and group, were most frequently administered, but achievement tests, personality tests and occasionally special aptitude tests were also utilized. Children were frequently observed in the classroom or on the playground in an effort to secure supplementary information. In an attempt to decide upon appropriate procedures for helping these children, conferences were frequently held with the school nurse, the principal and with individual teachers. Parents were sometimes interviewed at the school, and more frequently at their homes. Other agencies were contacted in many cases, and the family physician was frequently called. In every case the first effort was to understand the child in terms of the specific problem presented in school. After the worker felt that an adequate understanding of the child's problem was developed, some recommendations were made for therapy.

Every new student in the school was tested by either the adjustment teacher or by the speech therapist. In some cases changed grade placement was recommended for the student in question. In most cases group tests were administered, but in those cases requiring a more accurate measure of aptitude an individual test was used. Thirty-two individual tests were administered on new and old students during the year, and in most cases the reports on these tests included not only the numerical data derived but also detailed observations of the worker about behavior.

Eleven home calls were made early in the year to discuss with parents the progress of their children who had been on trial promotion. In many of these cases children were being returned to the previous grade level and it was necessary to interpret to the parents the reasons for this action and to secure their cooperative action for the welfare of the child.

Eleven rather complete case studies of children were made in an effort to secure information and action which would relieve severe adjustment problems. One of these cases culminated in placement, through the juvenile court, in a private boys' school. A number of others resulted in placements in special education facilities within the Madison schools or in referral to the Child Guidance Center where psychiatric attention was available. In a few cases there was close cooperation between the adjustment worker and the remedial reading teacher, and this cooperation seemed especially effective since the solution of emotional problems, combined with personal remedial instruction, met fully the needs of the youngsters involved.

While it is felt that much was accomplished during the year in many cases, it was felt that more could have been accomplished with revised procedures. Below are listed five suggestions which might result in more effective work:

1. Teachers tend to regard the adjustment worker as a "testing teacher" and to request test results rather than a flexible approach of studying the overall pattern of behavior in the child, with test results merely a part of this total case approach. It would be of benefit both to teachers and to the adjustment worker if occasional group case conferences or other in-service training techniques could be utilized.
2. Much time is spent on diagnosis and little time is spent in direct therapy with children. Certainly children's problems are primarily environmental and must be treated as such, but nevertheless the success of the Child Guidance Clinics have proven that therapeutic devices directly with children hold some promise.
3. Some program of research is needed in order to make possible in the future increasingly effective work. One problem which suggests itself is that of the able but highly distractible child who is unable to work up to capacity because of this hyperactive and distractible approach to the school work. There is inadequate understanding of the causes of this behavior and of methods of relieving it.
4. Remedial reading facilities are badly needed for first and second grade youngsters who fail to learn reading in the group situation and with the usual technique. It is suggested that a summer remedial program for these very young children might be helpful. At present neither the remedial facilities of the Madison schools nor the summer reading clinic of the University is doing anything about these problems.
5. Many problems seem to arise from too early an attempt to teach reading. This might be solved by the general postponement of reading instruction in the school, but a more immediate and less radical step might be taken by retaining children in the kindergarten until they have reached an age at least approaching reading readiness.

(These suggestions are offered humbly and in the realization that the accomplishment of most of them is dependent upon the initiative of the worker himself rather than upon anyone else. They are outlined merely as an aid to future action.)

The following is from a report made by Miss Janet Williams, Speech and Hearing Program:

A survey each fall of first grade pupils and all pupils entering the Madison School system for the first time determines the children who need speech therapy. Good speech being so important to successful adjustment to social and academic living, training is begun in first grade. Unless the problem is severe, kindergarten children are not included in speech classes but are given a chance to gain better speech when the problem may be infantile speech due to slower rate of maturation.

Children receive help twice a week for periods of about twenty minutes. The average group is made up of about four students. Forty-three children received help this year. Articulatory problems, including lisping, constitute about 85% of the speech defects. L, th, s, and r are the sounds most frequently giving trouble. Stuttering and difficulties of voice qualities made up the remainder of the problems in the classes at Franklin School this year.

There were no speech problems due to paralysis, cleft palate, aphasia, or hearing losses.

With emphasis on prevention of severe hearing loss, each fall all children in the third and sixth grades are tested with a group audiometer. Those with possible losses are rechecked individually with a pure-tone audiometer. A child showing a significant loss is referred to an otologist who recommends treatment, school placement, and special considerations needed.

Franklin School has been pleased and privileged along with a few other schools to co-operate with a very worthwhile project in remedial reading. This work was undertaken by Mr. Walter Berger and the principal and the staff members whose pupils were a part of this program, endorse the experiment and commend Mr. Berger for his work. The pupils most in need were carefully chosen and the results of the tests speak for themselves. In addition the building of confidence in the pupils was a very important outcome.

#### TEST RESULTS

(Iowa Silent Reading)

Grade	Name	I.Q.	Grade Equivalent			
			September	February	Gain in Years	Gain in Years
8	Charles Sprecher	98	5.1	6.2	1.1	
8	Merle Manion	93	5.2	5.8	.6	
8	Geraldine Storley	108	6.7	7.8	1.1	
8	David Smith	108	6.9	9.0	2.1	
7	Janet Virnig	87		4.0		6.0 2.0
7	David O'Kroley	86		4.6		5.9 1.3
7	Dowayne Shields	88		5.7		6.8 1.1
7	Ted Williams	102		6.0		7.1 1.1
(Durrell Sullivan)						
4	David Storley	116	3.4	3.7		3.9 .5
4	Nye Jordan	101	3.2	3.4		3.7 .5
3	Jerry Marble	110	3.0	3.5		2.9 - .1
3	Richard Bambrough	95	2.3	2.8		absent
3	Bobby Jordan	102	2.3	2.8		3.2 .9
3	Jack Dimond	132	1.8	2.7		3.7 1.9
3	Michael Geiger	115		1.9		3.2 1.3

Franklin School is anxious to continue with this project. Mr. Berger has worked with us daily from 8:00 to 10:00 each morning and we could use him on the same or on an extended schedule for 1950-51.

## IMPROVEMENT IN LEARNING

A review of the reports of 1945-46, 1946-47, 1947-48, and 1948-49, together with the present year indicate that in the areas of spelling, arithmetic, and reading noteworthy progress has been made. A number of valuable concomitant learnings and benefits associated with and in part attributable to this general program of improvement can be cited. Among these are:

1. Improvement in writing, both manuscript and cursive, as revealed by an examination of the test papers of January, March, and May.
2. Improved study techniques and general study habits. An apparent willingness on the part of many pupils to "come to grips" with problems as evidenced by the large number of pupils who came in early to study on their own time before the opening of school.
3. Increased parent interest in school as evidenced by numerous phone calls, by conferences between parents and teachers, parents and principal, by parent comments at P.T.A. meetings, by special parent visits to school, by frequent favorable notes from parents to teachers, and by pupil reports regarding help and encouragement received at home.
4. The experience in the joy of success which came to so many pupils proved a splendid motivator in these areas of learning and should extend to other activities.
5. The development of the feeling that each grade has a part in doing its share in contributing to the progress of the whole school, that they have a definite part to play in a cooperative enterprise. This was especially noticeable in grades two through six.



Franklin School  
June 16, 1950

FINAL REPORT IN SPELLING FOR 1950

Dear Parents:

The scores listed at the left were made by the sixth grade pupils on a fifty-word standardized test covering the words studied in their spelling books during the second semester.

A check has been placed opposite the standing earned by \_\_\_\_\_. The purpose of this report is to show how well the pupil is succeeding in comparison with his class at Franklin and with more than 10,000 other children in 13 states representing every section of the country.

Every pupil above the national average! A fine record for a large class! Now to keep up the good work in junior high school where pupils are "more on their own" and need to take increasing responsibility for developing and maintaining good study habits.

National Average 81.1  
Franklin Average 95.7

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Armand F. Ketterer, Principal

Remarks:

A report similar to the above, was sent home with the final report card for each pupil in each room from the second through the eighth grade. Another such report was sent at the end of the first semester.



This summary of standard spelling test results for Franklin School first semester, 1949-50, shows: (1) individual scores, (2) range, (3) comparison of Franklin and national medians and averages.

Grade Room	2 103	2 112	3 101	3 205	4 201	4 203	5 207	6 206	7 210	8 213
	100	100	100	100	100	100	100	100	100	100
	100	100	100	100	100	100	100	100	100	100
	100	100	100	100	100	100	100	100	100	100
	100	100	100	100	100	98	100	100	100	100
	100	100	100	100	100	98	100	100	100	100
	100	100	100	100	100	98	100	100	100	98
	100	100	100	100	100	96	100	100	98	98
	100	100	100	100	100	96	100	100	98	98
	100	100	98	100	100	96	100	100	96	98
	98	100	98	98	100	96	100	100	96	98
	96	100	98	98	100	96	100	98	96	98
	86	100	98	98	100	96	100	98	96	98
	84	100	98	98	98	94	100	98	94	96
	82	100	98	98	98	94	100	98	94	96
	72	98	96	98	98	92	98	98	94	94
	70	96	96	96	98	90	98	98	94	94
	58	88	94	94	98	90	98	98	94	94
	48		92	94	98	80	98	98	92	94
			88	94	98	62	98	96	90	92
	*S	*S	86	92	96		98	96	90	90
	P	P	80	92	94		98	96	88	88
	E	E	62	88	94		96	96	86	88
	C	C	58	82	86		96	96	84	86
	I	I	50	82	84		96	96	82	84
	A	A	16		80		96	94	78	84
	L	L					96	94	76	78
							96	94	68	74
	94	94					96	94	52	64
	90	92					96	94	42	
	64	52					96	94		
	50	36					96	92		
	48	28					96	92		
	6	28					94	92		
		12					94	92		
		4					92	92		
							70	92		
							68	86		
							58	84		
								82		
Nat. Med.	84	84	88	88	90	90	92	90	90	88
Franklin	99	100	98	98	98	96	98	96	94	95
Nat. Av.	75.8	75.8	79	79	81.4	81.4	84	84	83.7	83.8
Franklin	88.6	98.9	88.2	95.9	96.8	93.3	95.2	95.6	88.9	92.2

\* See special note beginning at bottom of page 10.

This summary of standard spelling test results for Franklin School second semester, 1949-50, shows: (1) individual scores, (2) range, (3) comparison of Franklin with national medians and averages.

Grade Room	2 103	2 112	3 101	3 205	4 201	4 203	5 207	6 206	7 210	8 213
	100	100	100	100	100	100	100	100	100	100
	100	100	100	100	100	100	100	100	98	100
	100	100	100	100	100	100	100	100	98	100
	100	100	100	100	98	100	100	100	98	96
	100	100	100	100	98	98	100	100	98	96
	100	100	100	100	98	98	100	100	98	92
	100	100	100	100	98	98	100	100	98	92
	100	100	100	100	98	98	100	100	96	92
	98	100	100	100	96	96	100	100	96	92
	98	100	100	100	96	96	100	100	96	90
	98	100	100	100	96	94	100	100	96	90
	96	100	100	98	94	92	98	98	92	90
	96	98	98	98	94	92	98	98	92	88
	94	98	98	98	92	92	98	98	90	88
	94	98	96	98	90	90	98	98	90	88
	90	94	96	98	88	88	98	98	90	84
	88	92	96	98	86	88	98	98	90	80
	80	56	96	98	86	80	97	98	88	80
	70	54	96	98	86	76	96	96	86	78
	70	46	92	96	84		96	96	86	76
			90	94	80		96	96	82	70
	*S	*S	88	92	74		96	96	82	60
	P	P	84	80	68		96	96	80	60
	E	E	78		62		94	96	80	58
	C	C	78		58		94	96	78	54
	I	I	40				94	96	68	54
	A	A					92	96	62	52
	L	L					92	94	60	52
							90	94	54	44
	80	100					90	94	32	
	56	100					90	94		
	46	98					88	92		
	38	62					88	92		
	10	38					88	92		
	0	26					86	90		
		12					86	90		
							76	90		
								90		
								88		
								88		
								86		
Nat. Med.	92	92	92	92	92	92	92	92	90	88
Franklin	98	100	98	98	94	96	96	96	90	88
Nat. Av.	79.5	79.5	86.4	86.4	85.5	85.5	83.3	81.1	83.1	81.1
Franklin	93.6	91.8	93.3	97.7	88.8	93.5	94.95	95.7	85.1	79.2

\*These pupils though enrolled in second grade are actually "special room" caliber. They constitute the left-overs from a group of 21 children who

during their first grade experience had the additional help of a special teacher three half days during the second semester of 1948-49. Some of the original 21 have moved away and 3 have been placed in special education during the year 1949-50. Reading readiness work and pre-primer represents the maximum reading level and progress of the majority and a few have gained reasonable facility in handling a primer. Yet it is gratifying to note that several have reached what might be termed almost phenomenal maturation in spelling ability.

This and similar survey summaries (not included in this report) should enable teachers to isolate special problem pupils in various subject areas. By individualization and by grouping pupils for special study and help, continued gain and improvement can be made.

While it is quite apparent that general ability of the groups is an important factor in explaining the status of some pupils and classes, an attempt should nevertheless be made to determine the cause for the decline in spelling ability at the 7th and 8th grade levels.

#### ORGANIZATIONAL PLANS

Unless something entirely unforeseen develops, we anticipate no drastic increase in enrollment at Franklin in September of 1950.

The transfer of all tuition pupils (1949-50) plus the transfer of a small group of 7th graders (1950-51) on a voluntary basis, will enable us to continue the seventh and eighth grades at Franklin.

Our tentative organization for 1950-51 shapes up in this manner:

Two kindergartens (as usual)	- - - -	Miss Peterson
Two first grades	- - - -	Mrs. Reisdorf, Miss Walsh
Two second grades	- - - -	Mrs. Purcell, Mrs. Seversen
Two third grades	- - - -	Miss Duncan, Miss Schultz
(One of which will include about a dozen special or ungraded pupils)		
One fourth grade	- - - -	Mrs. Utter
One fourth and fifth grade	- - - -	Mrs. Gilbert
One fifth grade	- - - -	Miss Goldman
One sixth grade	- - - -	Mr. Ralph
One seventh grade	- - - -	Miss Reed
One eighth grade	- - - -	Miss Bartholomew

#### SCHOOL SECRETARY

During the year 1949-50, Franklin School has been very fortunate in having the services of a competent and conscientious secretary in the person of Mrs. Margaret Gander. It appears at this time that she will be compelled to relinquish her position at Franklin as Mr. Gander has completed his graduate work at the University of Wisconsin and will take a position with Indiana University at Bloomington. Mrs. Gander will be hard to replace, but we hope Franklin is due for a second "break" with respect to the filling of this post.

## CUSTODIAL RELATIONS

In view of the fact that this has been a "transition" year in respect to changed work schedules for custodians, and because a considerable amount of time was given by the principal and all principals for that matter in trying to arrive at a solution to the problems involved, I feel that for the ultimate good of Franklin and the other Madison Schools, I should like to make an objective statement on the matter. This statement was prepared on August 1, 1949, and though parts of it may be irrelevant, it represented then, and to some extent now, a goal which in my judgment is entirely reasonable and defensible from the point of view of good school administration.

- I. Though perhaps it may be impossible to alter the situation I should like to state that I have for quite some time been definitely of the opinion that it is unfortunate that custodians do not have the same contractual relationship to the school system as other members of the staff.
- II. Through the years these custodial employees have accustomed themselves to a routine, which, while it has many good points, also leaves a void in that their normal duties seem to be restricted, their activities quite definitely circumscribed and suggestions for changes or for new ways to make contributions to the school are often regarded with reticence.
- III. I am convinced that too much of the custodians' time has been spent in unproductive activity. This "inactivity" is not infrequently noticed by the teachers who comment about it from time to time particularly when they discover that some little custodial task, in their judgment left undone, directly affects them.
- IV. If teachers spent as much time proportionately of their work day in just plain unproductive activity, I would be quite perturbed about it.
- V. At any rate, it behooves each and every person who is on the public payroll to regularly analyze and scrutinize both the quality and quantity of his output, in order that his conscience may be entirely clear when his situation is questioned by a critical John Q. Public who is becoming more and more tax and public-expenditure conscious every day.

Let us prove to the taxpayer that he is getting his money's worth out of every school-tax-dollar that he spends, whether it be spent for instruction, supplies, or services.

## MISCELLANEOUS

The Penny Milk Program, the School Safety Patrol, Red Cross, Community Chest, Community Center, were programs carried on as usual and were adjudged as successful. A number of pupils were recommended for camperships and for summer reading clinic.

## RECOMMENDATIONS

It is gratifying to note that some improvements, long overdue, have been completed, and the superintendent, the board, and the supervisor of buildings and grounds should take due credit for making these things grow into reality.

During the spring a rather comprehensive long-term improvement planning program was outlined and submitted to the superintendent. For that reason the list of improvements suggested here will deal with the immediate needs only.

1. Though extensive repairs were made to the roof, there still are some bad leaks which need to be checked.
2. Some walks are badly in need of repair or replacement.
3. Improve heating facilities in offices.
4. The old ventilating system should be sealed off to prevent undesirable back drafts.
5. Some window sashes are rotted out and need attention this summer.
6. Installation of a retractable basketball bounding board and ventilating system are highly desirable in view of the extended use which we want to make of the gym stage.
7. Periodic attention to weed control on lawns and particularly the playground should be definitely inaugurated.
8. A washbowl should be installed in each dressing room.
9. Installation of darkening shades in library--the only place where we can project movies satisfactorily.
10. A four or six foot strip of blacktop surfacing should be placed along the east side of the playground from the center gate to the ramp. The ground is low and after rains or thaws, the mud is ankle deep there. This strip is used constantly as a walk.
11. Several important improvements are needed in the home economics department. These and a few miscellaneous items are separately outlined in a report to Mr. Nelson.
12. Study and remedies should lend to improved lighting in some of the classrooms.
13. Cupboards and bulletin boards should be installed in a number of classrooms.

#### ACKNOWLEDGMENTS

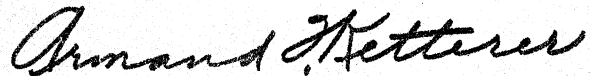
In our final staff meeting held on June 5, the teachers commented at length on the year 1949-50. It was evident that the consensus of opinion indicated that all-in-all we had a very good year at Franklin School. I believe it is quite apparent to every staff member, that each plays an important part in the operation of a school, and that teamwork "pays off". The sunshine and social committees deserve much credit for their fine work.

The staff should be congratulated for a 100% membership in local, sectional, state, and national professional organizations for the third consecutive year! May this fine record be continued.

To the Madison Board of Education, to Superintendent Falk, to the various supervisors and department personnel who in many ways have given advice, service, and encouragement, we acknowledge gratitude and appreciation.

May this report guide and further stimulate our efforts in the year and years ahead.

Respectfully submitted,

A handwritten signature in cursive script, reading "A. F. Ketterer".

A. F. Ketterer, Principal



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education  
by the Principal  
Maurine Bredeson  
June 1950

MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
for the school year 1949-50  
LAPHAM SCHOOL

Achievements

Keynote The keynote of school activities at Lapham School this year has been Human Relations. The philosophy of the staff has long been to provide opportunities for the fullest development of each individual, helping him to realize his potentialities and to become an effective working member of the organization of which he is a part. In the lower grades, where the child by nature and experience is largely egocentric, the teacher must of necessity assume almost full responsibility for learning to know and understand each child. This involves close observation as the child works and plays with the materials provided for him, complete acceptance of him as an individual and a conscientious attempt on her part to understand a larger segment of his life than just school. Teachers in the kindergarten and primary grades have worked very closely with parents, both in group meetings where school aims and procedures have been discussed, and even more significantly, in frequent individual conferences regarding particular children. It is both challenging and gratifying to watch the growth in effective living as children respond to their opportunities, both for social living and for academic learnings. For the large majority of children, growth comes quite concurrently in both areas; and we of the staff feel quite a pride in the achievements of the school both academically and in general attitudes and social behavior. We feel perhaps an added glow as at this season of the year we review our work when we call to mind certain individuals with more than average difficulty in some areas. For a good many with academic difficulties improvement has resulted from the excellent guidance of teachers who in effect have said, "Yes, reading is hard for you, but you are a good team member. Let's get at what makes reading hard and we'll all help you to overcome it." Or for some who may be book-worms with low ability to work with the group, perhaps it was, "You are a good reader, Tom. We need to know what states grow cotton and most of us can't use an encyclopedia yet. Will you look up the information for that section of our book for us?"

From the beginning of the child's school experience recognition of the abilities of each member of the group and a willingness to help rather than be critical of

weaknesses has characterized our life together. As the child gains in maturity it becomes possible to enlarge his horizons beyond the members of his immediate group. This has been done in a variety of ways - reading, radio, movies, trips, speakers and the like. Worthy of very special mention is the study which has resulted from the stimulation of library reading under the guidance of the librarian, the sixth grade teachers, and the art teacher. Stories of the everyday life of children in various social, racial and economic strata have been read and discussed with an emphasis on the common human needs. People with rich backgrounds of understanding in many fields have interpreted various groups to the children. These talks have included a description of the education of the deaf with whom our children have constant contact, and concrete accounts of life in France and Greece, both countries which are included in our Social Studies curriculum. The reaction of the children has been thoughtful. Our hope of course is, that with the foundation they have of meeting individual and group problems in an objective and democratic way, these experiences will tend toward a realization that larger problems can also be met when there is understanding, an objective outlook and the application of democratic techniques. As this report is being written the children are working on some activities which we hope will be worthwhile enough to stimulate the thinking of other groups - a bulletin board and a recording on which their discussion may be preserved.

Aware that certain skills are necessary for effective living teachers have done an excellent job of imparting academic skills as these records of fall reading tests show:

Lapham Medians	Madison Medians
Grade 2 - 2.07	2.05
Grade 3 - 3.4	3.3
Grade 4 - 4.7	4.5
Grade 5 - 5.5	5.3
Grade 6 - 6.3	6.5

Particularly at first and second grade levels, new reading materials have contributed significantly to the pleasant realization of these goals.

Study skills have been emphasized also. The Iowa Study Skills test given our sixth grades in May shows these median results.

Map reading-----	10.6
Use of references-----	9.5
Use of the index-----	8.6
Use of the dictionary-----	8.6
Reading graphs, charts & tables-	8.0
Total grade level-----	9.3

Some of the other materials used and experiences given are:

Radio: Music Enjoyment, Rhythms and Games, Ranger Mac, Book Trails, Democracy in Action, North American Neighbors, News of the Week and other related commercial broadcasts.

Visual Aids: Much too numerous to mention, but varying from pictures and charts to filmstrips and silent and sound movies, hundreds in number. An additional film strip machine was purchased and has helped in scheduling the use of projection equipment.

Trips: Fire Station, Science Hall, State Capitol, State Journal, Wisconsin Telephone Company, Historical Museum, Bowman Dairy, Vilas Park, several banks, Radio Station WHA, Madison Newspapers, Inc., City Water Works, Ceramic Studio, Red Dot Potato Chip Company.

Correspondence: Many letters have been written, to make arrangements for excursions, to thank people who have contributed in one way or another, to many cities asking about civic information and requesting pen pals. Third graders carried on an active correspondence during their study of cotton with the grandfather of one of the class members, living in the South, who sent a very lovely cotton exhibit. Most interesting perhaps of all has been correspondence with foreign children. Some of this resulted from the filling of Junior Red Cross boxes. This year's contribution was an unusually generous one. Countries represented in this foreign correspondence include Norway, Denmark, Canada and Germany.

School Programs Given by Children: Many small and larger school assemblies were given. Several musical gatherings were held, some for younger children, some for older ones. The Glee Club participated in the Christmas program, and the Sixth Grade Chorus sang for a Parent Teacher Association meeting. Many groups gave dramatic productions for other groups in the school. These include: Grade 6, Peg-a-leg, My Mother is the Most Beautiful Person in the World. Grade 5, Voice of the Forest; The First Thanksgiving; Thanksgiving Today; Skating Over and Under the Ice, an original puppet play, and The Proud Princess. Grade 4, Susanna Jane's Secret. Grade 3, The Elves and the Shoemaker and the Raggle Taggle Town Singers. Grade 2, Nutcracker Suite. Kindergarten, Christmas Play for parents. Grades 4, 5, 6, Christmas Pageant.

Science Experiences: All grade levels have had interesting experiences in this area. Interests include life cycle of moths, hatching of eggs, study of plant propagation, identification of trees, bird study, pet study, properties of magnets and compasses, experiments on heat and cold, air, evaporation and condensation, sound, light, water and

electricity. Mention should also be made of related activities such as intramural sports, violin classes, weekend recreation program and the organization of boy and girls patrols all of which have functioned well this year.

We have also worked with Girl and Boy Scout organizations in the Community, Junior Red Cross in the filling of gift boxes for Christmas, with Community Chest to select children for camperships, with the University to select children for the Reading Clinic and Summer Laboratory School. University students have both helped and been helped in various ways this year also. Medical students have been regular visitors, education classes have observed, and there has been participation of education students both as helpers and as student teachers..

### Problems

The problems at Lapham School are those which probably are common to every elementary school in the city. We have large enrolments in the lowest grades, next year's tentative plans necessitating the surrender of our visual aids room. We have needed several new teachers this year, but we feel we have been fortunate in securing good ones. We hope we are as fortunate next year. The building needs painting indoors. The small activity room needs acoustic treatment and the playground needs extension of the surfaced area.

### Conclusion

May I express my appreciation and that of the staff for the close cooperation of the Lapham Parent Teacher Association and the various departments of the school administration; Child Study, Music, Art, Public Relations, Physical Education, Buildings and Grounds, Business Office and Superintendent's Office. All have contributed greatly toward making this year for Lapham School as successful as it truly has been.

Respectfully submitted,

Maurine Bredeson  
Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education  
by the Principal  
Helen Simon  
June 1950



Annual Report  
For the School Year 1949-50

LINCOLN SCHOOL

The year 1949-50 was a year of great change in Lincoln due to the unprecedented rise in enrollment. From a school of 225 pupils in eight classes in June 1949 it changed to a school of 357 pupils in eleven classes by June 1950. This growth has been due to several factors: the transportation of a fifth, and a sixth grade from Sherman to relieve crowded conditions there; transportation of twenty second grade pupils from Truax to relieve congestion in that grade at Emerson; and new pupils entering as families moved into the Tilton Terrace apartments.

This growth in enrollment was met by using rooms formerly occupied by the nursery school and moving the art and music rooms from the second floor to rooms on the gym balcony level. A fifth and a sixth grade teacher were transferred from Sherman and an extra second grade teacher employed.

205 of the 357 pupils enrolled during the year were transported by school buses servicing four areas: Superior Street 46 transported; Sherman Park 82; Truax Field 20 and Tilton Terrace Apartments 58. The bus bringing the twenty pupils from Truax also carried pupils who were enrolled at Lapham and Emerson.

A picture of the changes in enrollment during the year is given in the following table of statistics:

Grade	New Entrants	Transfers from Madison schools	Transfers to Madison schools	With- drawals
Kgn.	2	3	5	5
1st Gr.	6	2	3	6
2nd Gr.	9	20	2	5
3rd Gr.	4	0	0	6
4th Gr.	4	0	0	2
5th Gr.	9	3	1	7
6th Gr.	<u>3</u>	<u>2</u>	<u>3</u>	<u>3</u>
Total	37	30	14	34

Another interesting feature of the enrollment for the year was the number of pupils who entered from places outside the city of Madison and the state of Wisconsin. Children from Mexico City, Canada, Germany, England, states from east and west, and various social and racial groups added interest and variety to class activities.

Assimilating the various groups into a school unit presented a challenge both in the classroom and in administrative procedure. The faculty considered it better policy not to keep the new groups as separate entities, but divide them among the already organized classes so they would sooner develop a feeling of really belonging. At first there was a feeling of disappointment expressed in a few cases, at not obtaining the teachers expected, but as the year progressed, all seemed well-satisfied in the classes to which they were assigned. Mixing the groups promoted a feeling of loyalty to the new school and furthered the spirit of unity so very soon little feeling of strangeness remained. All worked together harmoniously from the beginning, which speaks exceedingly well for the spirit of teachers, pupils and parents.

The large number of pupils transported by buses raised several problems - principally behavior on the bus; care of the primary pupils who were dismissed a half hour before the bus arrived and noon care of those pupils not able to get home for lunch. The Sherman Park bus picked up and dismissed pupils at Sherman School but many pupils lived too far from the school to have time to go home for lunch, and be back at Sherman at 12:45 when the bus left. It was especially difficult during the winter months when as many as forty children remained at Lincoln during the noon hour. As we have no facilities for serving warm lunches these pupils had to carry a cold lunch from home, and it necessitated teachers being on duty during the noon hour for supervision. As only fifth and sixth grade pupils were concerned the duty of noon supervision was voluntarily undertaken by the sixth grade teachers, Mrs. Kroncke and Mrs. Leon and Mrs. Ellis of the fifth grade. Each supervised a week at a time. They released Miss Simon from a share in the service saying that as a teaching-principal she already had a full load of extra duties. This extra-fine spirit is very much appreciated, and is an example of the type of spirit existing at Lincoln. It is this spirit which makes the work of a teaching-principal possible.

To make the bus transportation function more smoothly a council was organized for each group. On the council were two elected representatives from each class, who met once every two weeks with the principal. At these meetings new bus patrols were elected, and matters pertaining to bus riding discussed. A captain, a first lieutenant and a second were elected with two alternates to act in cases of absences. After two weeks of service the captain was retired and each other officers promoted, thus giving all pupils an opportunity to serve during the year. The patrols took their responsibilities seriously, and as a whole gave excellent service. It was a good learning experience in democratic action and procedure. Behavior on the bus is of course in great measure controlled by the driver. As some are much more expert at handling children than others they experienced much less difficulty. It speaks well for the children and drivers that not one accident occurred during the year.

As in preceding years the P.T.A. has been an active force in school activities. Members were especially helpful to the nurse during physical exams, and were always responsive when called upon for extra services. The theme for the year's program was "The Child in the Home". Monthly programs were as follows:

- Oct. 5 Book Review: There's No Place Like Home  
Mrs. Aline Hazard
- Nov. 9 American Education Week  
Open House in all classrooms
- Dec. 14 Christmas Program presented by pupils
- Jan. 11 Brotherhood - Gordon Boardman
- Feb. 8 Family Fun - Dr. Marvin Rife
- Mar. 8 2:30 P.M. - Reading Demonstration - 3rd Grade  
Dr. Bernice Leary
- Apr. 19 The Happy Child - Mrs. Tinka Engel
- May 24 2:30 P.M. - Sixth Grade Tea
- June 14 Family Picnic

Furthering the spirit of internationalism in our school this year it has been our very good fortune to have had several distinguished visitors who gave graciously of their time to talk with the pupils. Among these were Miss Laura Allyn who has spent many years as a missionary nurse in India; Mrs. Tora Sandal Bohn curator of a museum in Trondheim, Norway, who was visiting the U.S. under the auspices of AAUW; Dr. Shen of China who was visiting under auspices of Unesco and was especially interested to listen with the children to a school radio broadcast; and two educators from Japan - Dr. Shashin Aoki of the Elementary and Secondary Education Bureau and Dr. Seigo Yamazaki head of the Broadcasting Corporation. These latter were especially interested in the use of radio in the classrooms.

Opportunities to learn by other means besides textbooks were provided, besides the above "incursions", by the continued and extended use of visual aids, field trips, radio programs, extensive library experiences and creative expression in many fields.

The school librarian was with us two days a week and the library was a most popular area for work. Most pupils did an unusual amount of reading and the influence was reflected in improved class work. During the year 11,155 books were drawn from the school library.

Art experiences were directed by an art teacher who also served two days a week. Many media of art expression were used which broadened the scope of creative expression. Grades 1, 2 and 3 each met 30 minutes a week with the special teacher; Grade 4, 60 minutes and Grades 5 and 6, 90 minutes each.

The music teacher met the classes only two mornings a week. Because of the increased enrollment several of the classes had to be combined, making several class sizes of over 60 pupils. It is recommended that if at all possible more time of a music teacher be assigned Lincoln.

Miss Suliver's report of services rendered by the Child Study Department is as follows:

"Speech therapy service was offered to twenty-two children; twenty with articulatory defects and two stutterers. Such assistance resulted in eight cases corrected; five cases greatly improved; six cases moderately improved; and three cases which showed slight improvement.

Audiometric tests were given to all third and sixth graders and to pupils from other grades for whom hearing tests were requested. The total number of group audiometric tests administered was ninety-four: thirty-two to third grade and sixty-two to sixth grade. Individual diagnostic hearing tests were given to one third grader, four sixth graders, and to five children from other grades on basis of request. Special otological service was extended to three pupils on the basis of loss noted and it was learned that while no child in the school was suffering from a serious hearing deficiency, that there was one whose prognosis will require that she be given speech-reading instructions.

The adjustment workers give the yearly Kindergarten mental tests and assist the third and sixth grade teachers in administering the group mental ability measures if necessary. The retests needed as follow-up information were: eight Kindergarten rechecks, two third grade follow-ups and five sixth grade retests. There were approximately twenty other retests found necessary during the school year."

The girls' physical education classes were conducted by a special teacher three mornings a week and the boys' two afternoons. After-school sports were conducted one day for girls and two for the boys. Beginning with the third grade, boys and girls have separate classes twice a week and are together one day. In the separate classes special skills were stressed, while group games and folk-dancing were taught on the days the boys and girls were together.



During the year twelve claims were filed with the W.I.A.A. for accidents occurring at school. To date nine claims of \$106.00 have been paid to the amount of \$102.00. Three claims are as yet not completed.

The experimental method of marking report cards was again carried on in grades 3, 4, 5 and 6. In previous years questionnaires were sent to parents near the close of the year asking which method of marking they preferred. The results were as follows:

1945-46 - used only in Grade 5 - of 20 responses 17 preferred new method, 2 preferred previous method, 1 was undecided.

1946-47 - of 27 responses from Grades 5 and 6 - 25 preferred new system, 1 preferred previous system, 1 was undecided.

1947-48 - system used in grades 4, 5 and 6 - of 34 returns 30 preferred new system, 4 preferred old system.

In 1948-49 the system was used in grades 3, 4, 5 and 6. The following questionnaire was sent to the parents in June and results were as recorded:

'Dear Parent,

To be able to evaluate our new method of marking report cards we are asking if you will please help us by filling out the following questionnaire. We are seriously interested in devising some type of marking system which is meaningful to the parent and pupil and which gives as nearly as possible a true picture of the child's status and his growth throughout the year. Will you please be very honest in giving us your true opinion? We will appreciate your frank comments. Any suggestions you have for improvement will be gratefully received.

1. Has your child been graded by this system before?  
Yes 20 No 32 If so, for how many years?
2. Do you feel that this system gives you the information about your child's growth that you wish to have?  
Yes 37 No 12
3. Does it do this better than the previous method used?  
Yes 36 No 3
4. Is the marking system clear and understandable? Yes 37  
No 12 Does it need more explanation?
5. When the quarterly report is sent home do you refer to the confidential report sent at the beginning of the year? Yes 47 No 6

7. Which marking system would you prefer?

The previous S - I - U	<u>8</u>
The system used this year (1948-49)	<u>35</u>
Some other system	<u>8</u>

Comments or suggestions:

Thank you for your help and cooperation in our study.

Sincerely,

Principal

This year no questionnaire was sent at the end of the year, but in September 1950 we will ask those who have had the new system which method they prefer, and we will be guided by their desires.

Academic achievement in the various subjects was judged by means of standardized tests at the beginning and end of semesters; informal teachers tests at the close of units and the subjective judgment of the teacher throughout the year. The progress made was well satisfying, judged by the growth made by the individual child. Teachers at all times were concerned not alone with the factual knowledges acquired, but physical, social, psychological and emotional.

In retrospect the year 1949-50 was a good year. That it was so, is due to the fine spirit of the teachers at Lincoln, and the excellent cooperation always given by all departments of the Madison Public Schools. The credit for making the Madison system a good place in which to work is due Mr. Falk our superintendent, and the school board, who never lose sight of the main object of education - the welfare of the child.

Respectfully submitted,

Helen Simon, Principal



# THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

## ANNUAL REPORT

For the School Year 1949 - 1950

### LONGFELLOW SCHOOL

#### ENROLLMENT

Our enrollment this year has been relatively stable with forty-five withdrawals and transfers and forty-three pupils received. The gross enrollment for the year including the remedial classes was five hundred ten.

According to the 1950 school census there is little change in the school population in the Longfellow district over last year. Mrs. F. C. Rogers, clerk of Joint District No. 4 (Waunona Way area) reports little change in the number of pupils they will send us this fall. It would therefore seem that our enrollment next year will be about the same as this past school year.

#### ACHIEVEMENTS

As we review the year's work this spring, we note that in addition to the regular curricular offerings many special services were provided which are worthy of mention.

1. The bicycle safety program has won acceptance by the parents through their observing an increased knowledge and awareness of safe driving rules in their children.
2. P.T.A. and Pre-School groups, as well as several individuals, have expressed gratification over the establishment of a summer tot lot on the Longfellow playground for children from 4 through 9 years of age. This morning playground solves the problem of the younger children crossing busy highways to more distant play areas. The recent improvements make possible this more effective use of the playground during the summer.
3. The W.I.A.A. Accident Benefit Plan has provided medical care for 18 children this year. These claims collected \$134.00 with 4 claims still unsettled. A total of \$122.75 was paid in premiums at twenty-five cents per child.

The P.T.A. underwrote the program and made up a \$11.25 deficit.

4. Speech correction instruction was provided for sixteen children from kindergarten on up. Teachers observed improvements in the various cases, noting however, that negligible gains were made with younger children whose mental ability was below average.

5. The Dental Health program has aided in bringing about marked improvement in the condition of children's teeth. Parent cooperation has been elicited and obtained, in most cases, to have remedied defects found in school dental examinations. During the year many rooms had a 50% decrease in the number of children needing dental care, with two rooms having all indicated work remedied.

The Dental Center in the building was most effective in providing care for indigents.

6. The hearing testing program has again proved most successful in uncovering hearing loss. Group testing at the third and sixth grade level was followed by individual tests, if needed, and in some cases finally by an otologist's examination. This provided both parent and teacher with helpful facts on which to build better educational and health programs for the individual child concerned.
7. The after-school sport's program was very popular this year, particularly with the boys. Mr. Schwengel's contact with the boys in gym classes and knowledge of their personalities and abilities was a contributing factor in the program's success with the boys.

The girls, however, with a university student as their instructor, profited much less. Next year we will try to have Mrs. Jones, the gym instructor during the school day, take charge of the girls' after-school sports as she did before this past year.

8. Our school library has been used even more this year since a full time librarian has been appointed. Small groups now may come into the library more often, thereby affording the librarian an improved opportunity to know the strengths and weaknesses of individuals and help them in their book selection.

A series of special events scattered over the year served as focal points for the culmination of work in several curricular areas.

1. The sixth graders gave a choral reading on Brotherhood at the all city P.T.A. banquet and at the start of the C.R.O.P. (a program of overseas agricultural aid) program at the State Capitol. This was the outgrowth of library reading, work in social studies, and in speech. The effectiveness with which this program inculcated principles of tolerance and brotherhood may be judged by the response of these audiences in addition to that of the children and their parents.
2. This past March the physical education department of the school gave an exhibition of children's work. The program included many examples of dance and rhythm work by the girls. The boys demonstrated skills in tumbling and self-testing exercises. Finally as an example of the co-educational aspect of physical education, boys and girls square danced together.

3. Our Spring Program centered around favorite books, science or social studies units read and studied by the fourth, fifth and sixth grades. Each section of each grade told their story through music, dance, song, dramatization, choral reading, and pantomime. Liberal use of skills and ideas learned in art class added to the effectiveness of the program.
4. The Madison Art Salon this spring at the Main Library gave much inspiration and encouragement to the boys and girls visiting the display as well as those having pictures exhibited.

This spring for the first time parents were invited to enroll children who will enter kindergarten this next September. Many details of beginning school were discussed including aspects of the school health program. The St. James P.T.A., the Longfellow P.T.A. and the Longfellow Pre-School Dads and Mothers Club collaborated jointly on the refreshments and arrangements for the meeting. About 60% of the anticipated number of September enrollees took advantage of this opportunity to become acquainted with the kindergarten program before school starts in the fall.

A handbook for teachers was prepared this year which contained statements of city wide policies and procedures not included in the city handbook. These were few in number and were in addition to those set up for the building. Much faculty planning went into the establishment of building policies.

This handbook has proved to be a useful reference to teachers at Longfellow. We feel certain it will be of even greater aid to new teachers we may receive in the future, as additions and revisions will be made to keep the handbook up to date.

The new second grade readers proved to be an effective addition to our instructional materials. The quality of the stories, and pictures helped motivation. The appropriateness of the two series of readers for the reading groups they serve is indicated by the substantial progress made by the children as measured on midyear and end of the year tests.

The manual arts department has completed a three year program of reorganizing and modernizing. The new benches are much appreciated. Credit is due Mr. Stockton for rebuilding and reconditioning much of the old equipment.

#### SPECIAL PROBLEMS AND RECOMMENDATIONS

1. The building urgently needs a second telephone line. At present the Dental and Health Center plus the two phones in the office are on one line. The library (since their phone was taken out) now uses the office phone. The net result is that it sometimes takes incoming calls as long as two to three hours to get a call through.

2. With common agreement as to the importance of good sight in the learning process at every grade level, it would seem that an advisory diagnostic follow up of screening tests in vision should be made by qualified ophthalmologists. This would be comparable to the way group and individual tests in hearing are followed with an advisory examination by qualified otologists. Specific recommendations by a physician would help parents and teachers better understand the child's vision problem.
3. It is hoped that the building will be painted this next year.
4. A long term plan would be helpful in providing black top for our playground and acoustical treatment for many of the classrooms.

#### CONCLUSION

This opportunity is taken to express sincere appreciation to the superintendent, the various departments of the central office, and our school staff for their help in making this a profitable school year for Longfellow boys and girls.

Respectfully submitted,

Walter H. Argraves, Principal

**THE MADISON PUBLIC SCHOOLS**  
**Madison Wisconsin**

**Annual Report**  
**LOWELL SCHOOL**

**Presented to the Board of Education**  
**by the Principal**  
**A. Kermit Frater**

**June 1950**



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
For the School Year 1949-1950

LOWELL SCHOOL

I. SIGNIFICANT DATA

Enrollment Trends (End of Year)

	1946	1947	1948	1949	1950	1950 Sept. Estimate	No. of Sections
Kdg.	117	103	126	143	148	140	4
1	77	84	85	114	121	107	4
2	97	90	87	87	105	115	4
3	77	89	85	83	95	105	3?
4	66	78	94	80	91	91	3
5	89	62	77	91	82	90	3
6	74	83	75	82	87	83	3
	<u>597</u>	<u>589</u>	<u>629</u>	<u>680</u>	<u>729</u>	<u>731</u>	
Remedial	18	16	15	12	0	0	

Two factors will affect enrollment next fall:

1. A new parochial school in the neighborhood is expected to be completed by September and will result in some transfers from Lowell. Pupils are already enrolled for the new school and they have been deducted from the September estimates given above.
2. A large number of new houses being built near the Harding Street school site will bring an unpredictable number of new pupils. If properly distributed, however, there should be room for all for another year. If the third grade increases in size it will be necessary to add a section. This can be done by using the music room and moving music to a fairly adequate basement room now used as a kindergarten activity room. This is Lowell's last chance for expansion without resorting to undesirable increasing of size of class groups or curtailment of activities and services to provide more rooms.

Pupil Insurance

Year	Cost	Claims	Settlements
1945-46	\$ 67.40	4	\$ 43.00
1946-47	63.00	12	90.50
1947-48	90.60	5	22.00
1948-49	112.50	8	111.50
1949-50	179.25	7 (1 pending)	144.00



In 1945-46 the cost per child was 10¢ on the basis of 100% coverage. The P.T.A. guaranteed the full amount, but has had to contribute very little. The cost next year will be 50¢ per child. The general opinion, however, is that it is still very cheap insurance and that it should be continued. A problem could develop if a considerable number would fail to pay.

### Lunch Room

During the winter months 115 to 130 children took part in the hot lunch program. The number dropped to 50 - 75 in the spring and fall. The demand has been much greater than this, and it has been necessary to set up definite boundaries to preserve the available service for those who need it most - the smaller children who live the farthest from school, and hardship cases.

### Speech Correction

#### Types of defects:

Articulatory defects	46
Speech reading	1
Voice disorders (including cleft palate nasality)	7
	<u>54</u>

Total number corrected	20
Greatly improved	10
Moderately improved	15
Slightly improved	7
No improvement	1
Moved away	1
	<u>54</u>

### Nutrition

A total of 44 children were enrolled in the nutrition center for periods ranging from a few weeks to all year. Most of them received mid-morning milk, vitamin capsules, noon lunch, and rest in place of physical education\* and recess activities. They were admitted for the following reasons:

Rheumatic fever	8
Heart condition	2
Post polio	2
Asthma	2
Post pneumonia	2
Dislocated kneecap	1
Tuberculosis contact	1
Tonsils	3
Malnutrition & poor appetite	23
	<u>44</u>

\*An experiment in restricted physical education was carried out with a small group - see page 6.

Six of the 44 were transported from other districts.

## II SPECIAL ACHIEVEMENTS

### Social Hygiene

After two years of talking about the need for sex education, and discussing the possibilities for use of the film "Human Growth", we introduced the problem as a teaching unit in the sixth grade. It consisted of two parts:

1. Expanding and making more specific the work already being done in the study of living things and their reproduction, especially for plants and the simple animal forms.
2. Inviting parents to bring their sixth grade children to see the film "Human Growth" and suggesting that they discuss the film at home.

The first part was certainly successful, if interest and morale of the children are any measure of success. The second part was also very successful, judging from parent reaction. The weakness lies in the fact that it was voluntary, and 44% did not get to see the picture. It is also quite possible that many of them are the very people who need the instruction most. On the other hand, some children who mature more slowly may not be ready to see the film at this time. Two parents expressed this opinion - their children were among the least mature of the group.

Following is a brief summary of the unit:

1. Meeting of parents of sixth graders to see and discuss the film "Human Growth". Of the parents attending 90% wanted the school to handle the whole unit, 5% wanted an evening showing of the film for parents and children, 5% did not want their children to see the film.
2. The science teacher started the study of reproduction of plants and simple animals.
3. The principal and boys' physical education teacher held a series of three meetings with boys to discuss their normal growth and development during adolescence.
4. The school nurse and girls' physical education teacher held two meetings with girls to see and discuss the film "The Story of Menstruation".
5. "Human Growth" was shown two consecutive evenings for parents and their children of "sixth grade or over". 56% of the sixth grade saw the film along with 82 parents, two high school boys and seven high school girls. The number of dads and mothers was about evenly divided.

6. Four weeks later a questionnaire was sent to parents of children who saw the film. 31 were returned with the following responses:

Do you think it was good for your child to see this film? Yes 29 No     

Has it helped you as a parent? Yes 29 No     

Is the 6th grade the right time to show this picture? Yes 27 No 1. If not, what grade do you recommend?

Comments: "Parent should decide if child is ready for it."

"Should be shown in the 5th grade and possibly the 4th."

Do you think it was the best way of showing it - that is, parents and children seeing it together? Yes 29 No       
If not, what would you suggest?

Comments: "O.K. if it is the only way it can be shown - prefer it done in school."

"Should be open discussion while parents and children are present."

Five others preferred it shown in school.

Did you discuss the film in any way with your child after seeing it? Yes 27 No     

To your knowledge did children talk about the film among themselves at any time? Yes 4 No 25. If yes, please explain. (No comment)

Please make any comment or suggestions that you wish regarding the use of this film that might be of help in planning for next year:

Comments: "Children should see it twice."

"I think this helps a father explain things that you would otherwise let slip by. I thank you." (Father of three girls, mother is dead.)

Unless parent reaction changes considerably the subject will be handled about the same next year with these minor changes:

1. Start the unit earlier in science class.
2. Show the film two evenings with an interval of several days between and invite parents to bring children to both.

## Orientation to First Grade

During the last week of school the first grades invited kindergarten children to the rooms they are being assigned to for next year for a short program. The first graders proudly demonstrated how they could read and sing, and told about the daily routine. The experience was enjoyed greatly by all the children and appears to be a worthwhile project.

## Art

With continual display of art work throughout the building and two large-scale exhibits the art department has attempted to "sell" its work. On one occasion the sixth graders conducted their parents and guests through the exhibit and explained the various media used.

## Speech Supervision

Because of scheduling arrangements this year there was an unassigned one-half hour period daily from Christmas vacation to the beginning of the third quarter. An attempt was made at this time to carry speech supervision into the classroom. The procedure was as follows: Boys and girls of the fifth and sixth grades in their regular speech class were working on a unit called "Better Grades Through Better Speech" with criteria concerning answering and asking questions, class contributions, discussion, oral reading, reports, et cetera. The classroom teachers were informed of these standards and agreed to promote them as opportunity arose. The speech teacher then visited each class in each homeroom as an observer. As she noted students who needed help or were doing well, she took notes and talked them over with students in their regular speech class. In several cases marked improvement was noted after these conferences.

It appeared to the speech teacher that this type of carry-over speech program would be very valuable if some of the difficulties could be ironed out. Handicaps of the plan were limited time for observation, planning, and follow-up, running into classes where no speaking activities were scheduled. Advantages were making all teachers speech-conscious and individualized instructions. The latter advantages seem important enough to continue the project while attempting to solve some of the technical problems.

Gertrude Bayer

## "Census With the Sixes"

Miss Maurer's sixth grade children became interested in the census when newspaper articles began to appear about it in early March, and soon launched a study of:

1. Why take the census?
2. Use made of statistics obtained.

### 3. How to cooperate with the census-taker.

The study included a census of interests of sixth graders taken by "real" census-takers. The project aroused so much interest that it became the theme of the annual sixth grade banquet and program.

### Restricted Physical Education for Handicapped Children

The Physical Education Department has been concerned about the physical development of the children in nutrition departments who do not get into regular gym classes. With the consent of doctors and parents an experiment in restricted activities was started late in the year for some of these children on the physical education teacher's free time. The children liked it very much and some gains were noted in simple skills and coordination. Problems in the administration of the project, however, make its future doubtful:

1. The children generally are retarded and should not miss more academic work. This would be necessary in order to use staff time efficiently.
2. It is unfair to expect the physical education teacher to give up her only free time as was done in this experiment.

### Library

Lowell has enjoyed especially good service from the library this year. It functions as an integral part of the school even though, administratively, there is no connection. An increase of 9% in circulation has been noted with the largest gain, over 20%, in February. This gain has been about constant the past few years. Some is no doubt due to increased enrollment and some also to teacher interest. Longer periods for fifth and sixth grades have made the library more effective for those children.

### Academic

As usual, some of the finest work has been the day by day basic work in the homerooms. It is not the spectacular kind that gets the publicity - but it is the heart of the school.

## III SPECIAL PROBLEMS

1. The rapid expansion of the district will soon bring the enrollment to the critical point. While another year should go by without too much difficulty, the 1951-52 school year will probably find Lowell filled to overflowing.
2. Increased demand for lunchroom service and the necessity

for teachers to supervise it is an ever-present problem to which no satisfactory solution has been found.

3. The playground is too small for a school this size, and most of it is unfit for use in wet weather.
4. Problems connected with the old gym and the seven classrooms that open into it are the most serious in the building. Its location at the opposite end from the dressing rooms adds to the problem.

#### IV RECOMMENDATIONS

- A. The consideration of a program of acoustical treatment of corridors, large gym, lunchroom, and music room to be started in conjunction with the painting program.
- B. Continued study of ways to eliminate the old gym for physical education, or of soundproofing the doors to adjoining classrooms.
- C. Continuation of the fine work being done in reconditioning the building and grounds.
- D. The addition of one more third grade if its enrollment increases.
- E. The addition of part-time help in both art and music. One-half day per week in each department would improve the offering in the primary grades.

Respectfully submitted,

A. Kermit Frater, Principal



THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MARQUETTE SCHOOL

Presented to the Board of Education  
by the Principal  
Lillian Simonsen  
June 1950

## Annual Report

For the School Year 1949-50

### MARQUETTE SCHOOL

#### I. STATISTICAL DATA

The Marquette school population continues to be stable. The gross enrollment was seven hundred thirty one which is thirty five less than last year; the number of pupils remaining at the end of the year was six hundred ninety eight which is three less than last year. This year there were twenty four new enrollees which is eight less than last year; and there were fifty nine transfers and withdrawals which is seventeen more than last year.

#### II. SCHOOL ACTIVITIES

We have continued to inform parents on what the school is doing. Miss Leary initiated this by talking on "Curriculum Development in the Madison Schools" at the October meeting of the P.T.A.

First Grade Parents - On November third, one hundred fifty parents of first graders came to school at seven P.M. to get information on the first grade reading program. The parents assembled in the auditorium to talk with the principal on the report card system; then they adjourned to the class rooms of their children to hear the teachers explain how the teaching of reading is carried on and to see the first grade materials in use in the three groups. They were also told how parents can help in the reading program. Parents and teachers considered this a very worth while activity.

P. T. A. - November ninth we had open house and the fathers were particularly invited to tour the school. The following guide was sent to the parents: "Come tour Marquette School with us." In kindergarten 104 you'll see a "Good Health Store". Through activities in this store project, children learn cooperation and courtesy. In 105 you'll see block construction which shows pupils' skill in manipulation and design and reveals imagination and a feeling for proportion. Both rooms have displays of art work. FIRST GRADES have been studying homes and the community in their social studies. You'll see murals in 101, 103, and 106 that are an outgrowth of this. 107 is learning all about boats as you can see when you enter this room. Watch for language and reading charts based on children's experiences. SECOND GRADES have a number of interests. 102 has a beautiful dairy mural, a dairy exhibit and reading and arithmetic charts on dairies. Pupils' folders showing current work will be on display. in 203 you'll see in addition to individual pupil work, original poetry by second graders and work on a dairy unit and a fire prevention unit,

205 also has work on fire prevention. The art work shows November landscapes. The children in 206 have been painting pictures to music in their music appreciation work. They're also working on applying health rules they've developed. You'll like their charts which show this. If you didn't see "The Germ's Last Chance", put on last week in 201 (third grade) you can see the puppet characters and read the script for this health show which resulted from an integrated unit in health, language, spelling and art. Three dimensional vegetables displayed on bulletin boards also have a health lesson to teach. "Rosie, the Rhino" was a story ingeniously made into a play presented by third graders in 207. Their language, speech, and art work were all directed into this production. You can see some of the stage setting used. There is also a three dimensional mural of a truck farm interpreted by written work. 202 looks like the Field Museum. Children have made dioramas showing American animals in various stages of hibernation in their native habitat. There are pupil stories for each exhibit. Children had to do a great deal of reading to make an accurate diorama. Since each one was made by a small group, there were fine opportunities for individual and group interaction. They are studying sound in the science class. Watch for the experimental equipment. See the scale the children made. Notice their vocabulary chart of "noisy" words. Fourth graders in 308 select their own citizen of the week. They write their reasons for selection. Find out how they evaluate the citizenship qualities of themselves and their class mates. Find out about their special interest clubs. In their Social Studies and Science unit the class is organized into small groups working on their special problems. They give their findings to the entire class. Again there's chance for individual, small group and large group interaction. Some of the "findings" are displayed. In 204, (the fourth and fifth combination) the children are working on a plant project in the growery. Right now the emphasis is on crops of the Middle West. Drawings displayed show how science enters into this. Their experiments have had to do with soil erosion, capillary action, in solution and detergents and surface tension. You'll see a good display of written work. Be sure to see their science booklets and their experiments with sensitized paper. In 306 the fourth graders have folders showing work in reading, arithmetic, spelling and language. In 305 they have been studying manufacturing in the New England States. This motivated a business letter writing project and the making of a beautiful art paper mural. In 301 conservation is emphasized. Their exhibits show pupil made bibliographies, book reviews, and examples of functional spelling. Colonial schools are being studied in connection with the early period of United States history. In 307 the sixth graders are studying the parts of the newspaper. You'll see much evidence of written work by pupils. The science center of interest is the

solar system. In 303 the major work in reading, language, writing and spelling centers around the United Nations. 303 and 302 have displays of individual pupil work, progress charts, and current activities. While you're touring, be sure to let the librarian tell you about our plans for BOOK WEEK. The books for the Renner Memorial are displayed in the library reference room. Stop in to see the music room, the art room, and the gyms and discuss the activities directed by the special teachers. You realize, of course, some of the most important work of the school does not lend itself to display. But we feel the tour will give you an idea of many important activities.

American Education Week - Our all school visiting day was again held during American Education Week. Primary parents were invited for the morning, and intermediate parents for the afternoon. We had approximately five hundred visitors during the week.

Panel Discussion - A group of teachers: Clara Boyle, Margaret Youngclaus, Ansgar Svane, Beverley Young, Marilyn Gorski, and the principal participated in a panel discussion at the May P. T. A. meeting. They discussed curriculum activities at the Marquette School in terms of major educational objectives. Integrated activities were described at various levels, the importance of skill subjects was discussed, the development of social concepts through Social Studies was presented, and developing the scientific method and attitude in science-centered projects was emphasized. The discussion was made graphic through the use of colored slides taken of activities at Marquette. Parents have requested more programs of this type.

Music - The excellent quality of our music work has been demonstrated in Glee Club programs given for parents under the direction of Miss Alice Hanson. One program was given at Christmas and another in the spring. In addition there was emphasis on music in the culmination of many integrated units. "Talent" shows given by grades maintained interest in music at a high level. Miss Hanson says that in the music program there must be opportunity for vocal, rhythmic and creative expression as well as for appreciation.

Art - Our art program was beautifully interpreted in an exhibit held in the gym. Work of all levels done in the class room and in the art room was displayed; and there was evidence of the use of all types of media. Posters and slogans interpreted the art to visitors. The following was typical: "After the explanatory scribbles of the very young child who is getting acquainted with his art medium and is gradually gaining control over his muscles, he soon begins to create pictorial symbols of the things which are most familiar to him - himself - his father - his mother - his home.

The child has an instinctive sense of design. His sense of color is daring, lively, and sensitive. The young child paints what he feels and imagines rather than what he sees. He expresses his feelings with bold and convincing economy. Children given the opportunity to experiment with materials and to discover new ways of using art tools, will develop creative abilities. Almost all children love to paint." Some of the captions for the childrens' work were: "We work in groups," "We express our own ideas," "We learn some of the processes artists use," "We draw the things we know," "We combine art with other activities", "We experiment with colors, texture and techniques of design", "We learn the possibilities and limitations of various materials through experimentation." Elvira Alexon arranged the exhibit with the cooperation of classroom teachers and a practice teacher from the University.

Physical Education - The objectives of physical education, according to Miss Stewart, are concerned with organic, neuro-muscular, social, emotional, and intellectual aspects of development. To attain these objectives, the children have been given vigorous, well selected activities which develop strength and body control. Recreation skills have been emphasized; skills which include the abilities needed to participate in games, sports and dance. Every child has been helped to grow in skills and to contribute to the welfare of the group. There has been an emphasis on the guiding of children in desirable activities, in working together on a squad, in leading and planning cooperatively with others. A feeling of group consciousness has been stressed, a feeling of belonging to a group and a feeling of responsibility to that group, friendliness and respect for each other.

Speech - Miss Suliver reports the child study department services for 1949-50 as follows: "Speech therapy service was offered to forty-four children with articulatory defects. Such assistance resulted in nineteen cases corrected; eight cases greatly improved; twelve cases moderately improved; and five cases showing slight improvement. Audiometric tests were given to all third and sixth graders and to pupils from other grades for whom hearing tests were requested. Special otological service was extended to two pupils on the basis of loss noted and it was learned that no child in the school was suffering from a serious hearing deficiency. The adjustment service extended to the classroom teachers reached approximately seventy-two pupils, the majority of whom were new enrollees who were given achievement tests and mental capacity measures to assist in determining proper grade placement. Other children having special remedial problems were given careful consideration and study to determine amount and type of academic and sociological assistance needed for satisfactory school relationships and adjustment. It is the constant aim of this department to aid parents and school personnel by giving preventive and

curative aid to pupils so that each child might be able to attain and use his particular maximum capacity for total happiness as a well-adjusted human being -- academically, physically, sociologically and vocationally."

Library Evaluation - The librarian and principal made an evaluation of the library under these headings: 1. We Clarify Our Philosophy, 2. We Identify Our Problems, 3. Present Practices and Implications for Expansion; a. Stimulation of Reading - b. Planning and Developing Curriculum Activities - c. Building World Understandings - d. Developing Skill in the Use of Tools - e. Self Discipline in the Library. A series of conversations on the evaluation of our library led to a formulation of our philosophy in terms of general educational objectives. We believe that the school library is a workshop which reflects the educational thinking of the community, which shows social progress in its implementation of a constantly changing curriculum, and which functions in utilitarian and inspirational capacities. Its role in school is usually dominant; and it is the major vehicle for working toward the attainment of educational objectives.

We believe the entire school staff must consider the unique contributions of the library in terms of socializing individuals, providing for individual differences as well as various maturation levels, meeting immediate needs and interests, building continuous interests, expanding concepts and using them as bases for new meaning; and developing critical thinking and scientific attitudes.

In recalling many of our casual statements, we found they revealed many pertinent problems. The librarian said, "I feel I could be of greater service if I could work more closely with children and teachers in the planning and carrying out of curriculum activities - - - I feel a need to know more about individual interests and special talents and aptitudes - - - All activities in the scheduled library periods should be purposeful; and library tools should be taught in a functional manner rather than through artificial problems created by me or a teacher - - - I want to see growth in self discipline and cooperation within a democratic situation - - - We need to work toward greater world understanding - - - We must give more opportunities for the written and oral sharing of books - - - Recreational reading is tremendously important; but children need to read challenging materials which cannot be scanned or read superficially - - - We need to develop taste in reading - - - A respect for the library, its purpose and its history is important."

We evaluated some of our present practices and tried to plan future projections. In plans for stimulating reading we have scheduled library periods, stimulation by children and the librarian through oral, written, "painted" book reports, round table discussions,



quiz programs, reading charts, book parades of book characters and sandwich boards advertising books in pictures and slogans, and button clubs. We feel that the projection and supplementation of these activities needs consideration. Teachers and librarians must be increasingly alert to supplying the right book at the right time; and they must continue to utilize children's ability to stimulate their friends to read. Each home room might plan to work out one project a year particularly designed to arouse interest in books. Card files of book recommendations or reviews written by children and classified under the subject headings of the "Reading Design" can be a continuously growing and useful part of a vital library. The present record of students' reading levels and native abilities should be amplified by comments on hobbies, strong interests of the past, present interests, and problems revealed by the child or the teacher at some time or other. A large bulletin board might be placed in the library to keep everyone informed on all school activities. Teachers and pupils might post news items about their present class activities, what they plan to do, and what individuals are doing.

The reading program developed in the library is very important, but we feel that we need even greater emphasis on the integration of library and classroom at all levels. Real needs and interests revealed in the classroom can be satisfied in the library. In reviewing curriculum activities it seems that the library might have functioned more effectively if the librarian had had the opportunity to hear the class raising its problems and perhaps to participate in the pupil-teacher planning. Brief conferences with the teacher to get progress reports and to hear of newly developed problems might have helped. It may have been possible to increase the quality and extent of reading of the best pupils. More teacher participation in the scheduled library periods might be helpful.

The librarian thinks that, with an awareness of problems as they emerge, it might be possible for her, in individual conferences, to direct the pupil thinking into scientific method by asking questions as: What question are you trying to answer? What do you think the answer might be? What material can you find to help you? And, after the answer, Can you prove your answer? - After this pattern has been emphasized; it is very easy to make a transition to the exact steps in the scientific method.

Teachers and librarians working together can do a great deal to encourage scientific attitudes by encouraging children to withhold definite opinions until they have adequate evidence, by encouraging them to look to reliable sources for evidence, and to encourage the willingness to change opinions if wrong.

We feel that it is important for the librarian to remember the past experiences of children so she can be aware of building continuous

interests by definitely planning to expose children to new materials along the lines of their former study at regular intervals throughout the year.

The library may become more effective in problems centering on world affairs if we continue to build our resources. Records in foreign languages, collections such as "I Can Hear It Now", and tape recordings of relevant radio programs would make great auditory contributions. Pupils might be encouraged to do more with picture and clipping files arranged and rearranged in terms of the current problems. Pupil - teacher - and librarian arranged exhibits from foreign countries should be displayed in the library.

Again the librarian feels that she can be of greater help in teaching pupils how to think about people in other lands by making it a point to ask questions as; "What were your ideas of Brazil (for example) before you read? How have you changed them? Can you remember how you got the wrong impressions? How can we be sure our impressions are always correct? Why is it a wonderful thing to have cultural differences in the world? Find books, pictures, movies that might give foreigners the wrong ideas of us. How can we learn to understand people in other countries; and how can they learn to understand us?

Child growth in the mastery of reading, and in the use of the library is important; but along with this must come mastery of one's self. Self-discipline is a major problem in the library and there is no place where its degree of attainment is more in evidence.

We find an objective analysis of one's behavior in terms of desirable pupil-made standards is worth while. Sometimes books, such as "Dot for Short" and "Bertie Comes Through" help in self evaluation. Constant pupil, teacher, and librarian planning is necessary in this field.

Our library club meets a real need. Running a library in a school alert to its benefits entails a tremendous amount of work which children can do and can learn by doing. Often the daily circulation tops three hundred; and when the librarian files, nothing is gained but an orderly file; but when the library club takes over, its members profit. Our club is made up of forty-five intermediate pupils. They are alert and efficient because there is an emphasis on service, each child is given something he can do at his level, and every one can see the value of his work.

Our subjective evaluation of the library has made me feel the necessity of a staff evaluation on a more objective basis. Next year we hope to carry out this project keeping in mind: 1. Education

must function in changed behavior. 2. Citizenship is a major goal of education. The major vehicle for developing citizenship may be found in academic fields. Growth in intellectuality must be accompanied by desirable growth in personal and social traits. 3. We should have concern with direction of growth rather than final outcomes of perfectly attained objectives. Learning is a growth toward objectives. Children don't progress at the same degree of understanding and attainment. They have varying backgrounds of experience and different biological limitations. 4. The only real discipline is self discipline. 5. A social state is as effective as its individuals are responsible.

Field Trips - The importance of enriching pupils' backgrounds through field trips is recognized. Primary children went on trips to the neighborhood parks, river, lakes and to the fire station, zoo, Bowman Dairy, and the East Side and Uptown Post Offices. Children from the third through the sixth grades visited the Historical Museum, the East Side and Uptown Libraries, the Capital, Vilas Park, the U. S. Observatory, the Tower of Health at the Methodist Hospital, the Madison Newspaper Offices and Printing Presses, a West High Printing Shop, Telephone Company, W. I. B. A. and W. H. A., the Poynette Fur Farm, several art salons, the Municipal Airport, the U. S. Weather Bureau and C. A. A. Offices.

Curriculum Activities - Some curriculum activities of special interest this year were: first grade: circus project and auditorium programs, raising of animals and fish; second grade: the dairy, the zoo, and the post office; third grade: a unit on western life which included a study of the Navajos and culminated in a used clothing collection for them, a musical "Copper Canyon Chuck Wagon Dinner", a play on ranch life, a health puppet play "The Germ's Last Chance", a musical, "Why the Chimes Rang", a free reading program which climaxed in a dramatization "Rosie the Rhino"; fourth grade: "Special Interest Clubs", dramatizations from favorite books; fifth grade: an operetta "Stephen Foster", conservation unit culminating in the making of records for the W. E. A., a puppet play; sixth grade: an auditorium program on the United Nations, and another on "Brotherhood", a play showing the use of the library, a social studies unit culminating in the making of drapes showing the evolution of communication, an extensive file on book recommendations written by sixth grade pupils, and the making of voice recordings as a part of speech work, a puppet play "Robin Hood". Two school projects involving participation by many pupils were the Christmas program and the Book Parade.

### III. SPECIAL PROBLEMS

Enrollment - Our class organization continues to change. This

next year we will have three second grades instead of four; and there appears to be need for a second and third combination to prevent classes from exceeding thirty-four. We shall again have three fourths; and we shall have two fifths and two sixths and one combination fifth and sixth.

Building and Grounds - Our playground problems continue to be providing proper drainage, enlarging the black top area, and elevating the sidewalk between Jenifer and Spaight Streets. The shower in the boys' gym needs to be repaired so the lower hall can be replastered.

The excellent cooperation of the staff, the administrators, and the school board is highly appreciated.

Respectfully submitted

Lillian Simonson  
Principal

**THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin**

**Annual Report  
Nakoma School**

**Presented to the Board of Education**

**by the Principal  
Walter W. Engelke  
June, 1950**

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the school year 1949-50  
Nakoma School

Pupils: Enrolment Statistics

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Totals</u>
Kdg.	32	33	65
1	30	26	56
2	29	23	52
3	19	24	43
4	24	23	47
5	31	20	51
6	20	21	41
7	25	20	45
8	24	27	51
	<u>234</u>	<u>217</u>	<u>451</u>

The number of pupils shows an increase of 23 pupils over last year. This is due largely to a smaller class (33) of eighth graders leaving last year and the unusually large kindergarten class entering. The total of 451 pupils for this year marks the highest enrolment in the history of Nakoma School, and is exactly double the enrolment for 1932 when I became principal.

The third grade classes were too small this year, but withdrawals and new pupils in this grade made the enrolment fluctuate during the year. It is to be expected that the enrolment will increase next year to reach a minimum of 25 pupils per class.

The sixth grade was expected to remain around 35 pupils, but additions during the year raised this to 41. However, the teacher felt that the class was unusually capable of working independently and that the large number was not a real difficulty.

The seventh grade presented the biggest problem, with a total of 46 pupils at one time. This was an extremely large group to handle in mathematics, English, social studies, and art. In other subjects they were divided. Undoubtedly this placed a big load on the teachers, but it seemed the best solution available. Next year it is hoped that removals and transfers will reduce this number to around 35 pupils.

A greater number of field trips has marked the educational program of the pupils this year. They have also increased in value because of the improved skill in conducting them both by the teacher and the person conducting the trip at the place visited.



A much wider use of special equipment has been used by the pupils, including radio, public address system, typewriters, and tape recorder. It seems clear that these are beginning to lose their novelty and pupils are finding different ways of using them to make the learning situation more meaningful.

Participation in city-wide activities such as the spelling contest, art contest, poster contest have not only brought individual honors to many who entered, but has stimulated the larger group to meeting higher standards.

Of special significance this year in the field of music was the operetta "Tom Sawyer" produced by the seventh and eighth grades. The experience of the art classes in building the scenery, plus the work in dramatics and music gave these pupils a worthwhile center of interest for several months. All pupils in these two grades had some part in the performances.

Teachers: We have had an unusually strong staff of teachers this year, which is all the more gratifying in view of the serious shortage of elementary teachers generally. In their work with pupils, fellow staff members, and the community they have shown an educational leadership which earned the respect and appreciation of all. One of the second grade teachers was co-author of a series of beginning materials in number learning published this year. This brings to three the number of authors on our staff.

Illness struck rather hard in several cases, but generally we were able to call on capable substitutes. We hope that next fall every teacher will be able to resume her position with restored health.

Administration: I have found this to be what seemed the busiest year in my experience. The teaching load of two periods a day was compensated for by full time secretarial help and the cooperation of teachers. However, the regular administrative duties are augmented to a large extent by the close concern of the school with activities and organizations which involve our own boys and girls outside of the regular school day. Continued work at the university in summer school and during the year has also stimulated a better understanding of the possibilities for improving the school program.

Parents: The very fine parent-school relationships continue to mark the community as one where the interest and concern of a high percentage of parents is evident. New teachers and parents are constantly remarking at this as something of a phenomenon. Certainly it is reflected in the social and school relationships between the staff and the community, of which the most desirable is the better understanding which teachers get of the pupils and their background.

Much of the parent-teacher activity is channeled through the PTA. Over the years an enviable record has been established by the capable parents and teachers who have done the organizational work necessary. The objective of improving the educational program of the children has been kept in mind first. Consequently, the activities and programs of PTA have continued to involve almost a hundred per cent of the families, with equal attendance by fathers and mothers. Planned for the future is a program of study on how better to relate the school experiences of children to their day to day living in the community, so that habits of good citizenship developed at home and at school may be effective throughout the 24 hours of the day.

Physical Plant: It is apparent to everyone that the demand for more space is becoming acute. Next year another classroom will need to be added by partitioning the art-manual arts room, thus providing a home room for seventh grade while permitting art classes and manual arts classes to meet at the same time. If the attempt is made to keep the seventh and eighth grades at Nakoma until a new junior high school is built (1955?), it will be necessary to partition the library again to provide still another classroom.

The painting of the washrooms and making a black top area on the playground constitute the major plant improvements this year.

The number one problem still facing us is provision of adequate heat in cold weather for the old part of the building. It is imperative that this situation be taken care of satisfactorily before the next firing season begins.

A second need is for improved lighting in classrooms. There are now three types of lighting in operation, so that naturally the oldest (bowl type) is very inferior to either the indirect or fluorescent.

Although new stage curtains have not been obtained yet, it is hoped that they will be installed this summer. The building is also ready for the long deferred inside paint job.

Respectfully submitted,

Walter W. Engelke, Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
RANDALL SCHOOL

Presented to the Board of Education  
by the Principal  
H. Ralph Allen  
June 1950

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1949-1950

RANDALL SCHOOL

Enrollment Data

The total number of pupils enrolled during the school year was eight hundred thirty-seven. Although this number is only twelve more than the total number enrolled during the 1948-49 school year, it represents a much more static enrollment. Whereas a year ago we ended the school year with seven hundred eighty pupils, this year the enrollment at the end of the school year was eight hundred fourteen. Of the total enrollment this year, only eight were tuition pupils.

Annual total enrollment figures for Randall School for the past six years are shown here:

Grade	1945	1946	1947	1948	1949	1950
Kg.	129	151	126	164	211	183
1	98	116	110	109	126	151
2	105	91	98	115	107	122
3	89	97	89	89	98	109
4	88	86	89	82	90	93
5	99	95	79	97	93	88
6	97	94	87	82	100	91
Totals	705	730	678	738	825	837

Class size ranged from sixteen to thirty-five pupils. The average number of pupils for the twenty-eight class sections was 29.9.

Seventy-four pupils from North Sunset Village were transported by school bus this year. Seventy-five pupils from Findlay Park were also transported by school bus.



The table below shows the number of pupils by grades who were attending Randall School from West-side areas as of December 1, 1949. Little change to these figures has been effected by families moving since December 1, 1949.

Area	GRADE							
	Kg.	1	2	3	4	5	6	Total
New area of Westmorland (West of Holly Ave.)	0	1	1	0	0	0	1	3
North Sunset Village (North of Hillcrest Dr.)	24	13	14	10	4	10	7	82
Sunset Woods, Arlington Heights, Showers Plat Morland Ter. Zwerg replat area	5	3	1	2	0	2	3	16
South Sunset Village (South of Hillcrest Drive)	15	10	7	5	2	3	3	45
Sunset Hills Pilgrim Village area	5	1	1	0	1	0	0	8
Older area of Westmoreland Toepfers add. West Wingra Area	3	2	2	1	0	0	0	8
Indian Hills	2	1	1	0	0	0	0	4
Total	54	31	27	18	7	15	14	166

## Organization

The Kindergarten, First, Second, Third and Fourth grades followed the regular teacher-per-class sections type of organization. The special Music, Art and Physical Education teachers served as consultants in the twenty-two sections of these grades and were scheduled for as much direct teaching with them as time permitted.

The six sections of Grades Five and Six followed a limited departmentalized program. Each section had a long uninterrupted period daily for instruction in language arts, social studies, natural and physical science, and arithmetic. Each section had forty minutes daily for Physical Education and forty minutes daily for Art and Music.

This year it was necessary to arrange for one new section of Second grade. In order to provide the classroom space, the departmentalized Music classes were taught in the auditorium. Music classes with the primary class groups were taught in the classrooms for the most part in order to permit the auditorium to be used for projection of films and for auditorium purposes.

## Randall School Staff

During the 1949-50 school year, Randall School was served by thirty teachers, consisting of:

- 3 Kindergarten teachers
- 13 Primary teachers
- 8 Intermediate teachers
- 1 Art teachers
- 1 Music teacher
- 2 Physical Education teachers (one full time; one half time)
- 1 Violin teacher (one-half day per week)
- 1 Teacher from the Child Study Department who spent two half days each week for speech correction and guidance work and additional time for home calls and testing.

## Achievements

The greatest service and the work most important is the basic work done daily by the classroom teachers. The following items were especially emphasized and summarized by the teachers and are taken from their reports:

## Kindergarten

"The children learned to take care of personal needs, to share, plan and work together, to follow directions, and to be considerate of each other. They have learned to write and recognize



their own names in writing, have acquired simple number concepts and have developed very well in language skills - composing, relating, re-telling stories and parts of stories in sequence. We feel that the children have become well adjusted socially and that the atmosphere has been a happy one."

Most of the parents have visited school several times, have attended both the PTA and Pre-school meetings, and were present at our Spring Program. We have had many individual conferences at school and have seen many of the children in their home situations."

Marguerite Drews, Marie Wahlin, and Jeanne McPhee

### Grade One

"Reading readiness experiences were provided throughout the year, governed of course, by the progressive needs of the various groups. The grouping for reading instruction has been very flexible. Four groups were used throughout the major part of the year, although at times we had five groups.

Each child can read and write number symbols through twenty-five and have a good understanding of their order and serial aspects. Many meaningful uses of numbers were experienced.

A questioning attitude was encouraged throughout the year. The answers to many questions in science were provided by experiments in the classroom.

Care was taken to help the pupils realize that phonetic analysis of words could help them in constructing words for their own writing (spelling) as well as to help them in attacking words independently in reading. An example: "If you know how 'day' looks and can hear and see the 'ay' part, how would you write 'say'?" Some of the pupils have not yet demonstrated the muscular control necessary for quality writing but most of them do quite well. The habit of listening well has been developed and we have given much attention to developing critical thinking.

At least one conference with every family was held at school. All families but three were represented by at least one parent at our picnic last week. I have seen twenty-six of the children in the family group at their homes."

Jean Libeau

Grade Two

"The growth in reading is clearly indicated by test results, but over and above improvement in such factors as mechanics and comprehension, the most satisfying evidence of growth was the functional use of reading the majority of the pupils made before the end of the year. The pupils learned to turn to books for information; they knew when to seek information and where to seek it; and when acquired they shared their findings. It is safe to say that three-fourths of the class are able to use supplemental and library books in a meaningful way.

Work in numbers was mainly for understandings of basic concepts, such as: number system, vocabulary, meaning of addition and subtraction, recognizing small groupings, simple fractional values, and problem solving.

Word analysis and spelling were areas in which definite growth in skills were demonstrated.

With two exceptions I had one or more conferences with every family. In some cases where pupils showed evidence of much need in emotional and social growth there were periodic conferences. I tried to have parents feel that I needed their help in order to understand the children better."

- Winifred Randell

Grade 3

"September testing indicated the grade equivalent reading range to be from 2.7 to 6.3. Three groups were organized for instruction. Smaller groups were organized to work on certain skills. Much work was done in phonics.

In arithmetic much attention was given to the development of understandings. All addition and subtraction facts were learned. Multiplication and division facts by 2 and 3 were taught.

Pupils played a major role in planning the units in social studies. Overall objectives were marked out and specific plans were made. Skills in research were developed. Most of the work was done in committee groups. Our units are all represented in our large class project book, "America The Beautiful", which we have sent to Miss Pfenner, a third grade teacher in Germany. Our mothers were in charge of our picnic and they made it a grand finale for a very good year."

- Helen Holterman



Grade Four

"Individual charts or records were kept to show progress in spelling. Supplementing this, we made use of spelling games, had occasional spell-downs, gave attention to word structure - all for the purpose of trying to help each child establish for himself a desire to be consistently accurate in spelling in all his written work.

The importance of individual rights and the responsibility of the individual to the group and in turn to the school have been stressed through the work of our Citizenship Club, by sharing responsibilities in leadership for committee activities, playground games, care of the room, and by our being represented on the Student Council.

Considerable effort has been made to give attention to each child's daily problems and trials, and to recognize his successes.

- Helen Fosbinder

Grade Five

Wide and varied reading experiences were provided in recreatory reading and in reading for development of specific skills as: map reading, graph reading, direct and indirect questioning, locating central thought, identifying sequence, outlining, and use of dictionary.

By way of speech improvement, we aimed to measure growth in clarity of speech and in the ability to express ideas with understanding. As a part of our speech we also worked on the art or skill of listening. We evaluated growth in: ability to listen with critical judgment,

Group thinking, planning and action were experienced in as many activities as possible.

- Evelyn Simonson

Grade Six

"To me, my efforts again this year in teaching children how to live and work together have brought about results which are gratifying. I was concerned with more than 'knowing'. I wanted 'feeling' along with knowing. Some of our goals have been: to be able to attack our problems and make decisions, to accept responsibility more easily, to meet difficulty bravely, to 'express' rather than 'repress' our feelings and to help each other, to weigh values, make judgments, to compromise when necessary, and to carry on in spite of occasional setbacks."

- Dorothy Rule

### Science

"Fifth grade science featured natural science, whereas in sixth grade instruction centered around a physical science core. I felt progress and academic achievement to be excellent. The introduction of fundamental concepts is always difficult because of lack of factual materials. Once background was supplied, students advanced well in understandings. I felt that in all six sections of these two grades, a fine attitude existed. In my opinion much social growth was made. This was especially true in the fifth grade."

P.S. "I probably learned more than the pupils."

- Paul Olson

### Music

"This year the major part of the Music period has been given to the learning of a variety of songs. Judging by an increased ability to 'catch on' to new tunes, and by an ardent desire to take part in musical activities, musical growth has been satisfactorily shown throughout the grades.

There have been many impromptu concerts given by children who are taking private music lessons. Group get-togethers have been pleasant experiences in the second, third and fourth grades. A number of assembly programs have been given in the auditorium."

- Helena Mouldie

### Arithmetic

"I wanted all of the pupils to like arithmetic. I feel that no child can achieve success without understanding the processes. Beneath this understanding must be a firm foundation - 'the facts'. These were reviewed frequently since they are largely responsible for the accuracy of each pupil's work.

Charts and graphs were kept to show the child's progress.

The more advanced pupils in each group were given much supplementary work to enrich their arithmetic experiences.

I was very pleased with progress made this year."

- Mervilla Comstock



PTA, Pre-school- Kindergarten Mothers Group and Parent Education Group.

Our PTA and Pre-school-Kindergarten Mothers Group and the Parent Education Group continue to be very active. The programs have stressed educational problems, recreation, radio listening, fine arts, health, and child development. Our PTA had over eight hundred members.

SPECIAL PROBLEMS

Drainage and Surface of Upper Playground

The sidewalks along the back side of the building should be relaid to allow proper slope for drainage to Regent Street. There have been times in the spring when water has flooded into the rear entry way of the Regent Street wing of the building.

The upper playground needs regrading and new drainage tile to assure proper drainage. One set of concrete steps to the playground has settled out of normal position because soil and sand have washed away. After a recent heavy rain silt from the upper playground covered about twenty feet of the sidewalk at the back of the building to depth of about ten inches.

We would appreciate black top surfacing on both playgrounds as soon as possible.

Lighting

Lighting is not adequate in the Art room and in the rooms having windows in the north only.

### Telephone

During the first hour of the school day, the nurse uses the telephone a great deal. With the three telephones in the building, all on one line, makes for much inconvenience during that time of the day. It would be desirable to have the telephone in the nurse's office on one line and the two telephones in the principal's office on another line.

### Enrollment and Classrooms

We will need one more classroom and one more teacher for second grade next school year. In order to make a room available, one of the special subjects in Fifth and Sixth grades will be taught in the several classrooms as they are available throughout the day. Various classrooms are made available because of the class groups being scheduled for Art, Physical Education, and Music.

### Repairs In Building

Several spots along the outer wall of the gymnasium should be replastered and painted.

The ceiling in the boiler room is in need of some repair. Soot settles so in the storeroom which opens off room 106 as to make it unfit for storage of books or paper.

### Bicycle Racks

An area equipped with racks for parking bicycles would be very useful.

### Extra Help

The addition of part-time help in music - one or two half-days per week would improve the offering because of our increased enrollment.

This school year has been a satisfying one. Achievement and growth has kept pace with former years.

May I again express sincere appreciation for the excellent co-operation of staff and parents of the Randall School and and their appreciation of all that the Board of Education, Superintendent Falk, and the entire staff of the Central Office have done to enable us to work effectively with children.

Respectfully submitted,

H. RALPH ALLEN



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
SHERMAN SCHOOL

Presented to the Board of Education  
by the Principal  
Anthony A. Farina

June 1950

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1949-50  
SHERMAN SCHOOL

Enrollment:

Because of large enrollments, the fifth and sixth grades in the Sherman School district this year were transported to Lincoln School. This action permitted us to have two average-sized sections of each of the first, second, and third grades, and one fourth grade section, all situated in good classrooms.

Several factors combined in bringing Sherman School its largest primary grade enrollment in history. The large number of wartime births made its influence felt in the first grades and kindergarten, and is expected to swell next year's kindergarten enrollment to an even greater number.

Extending the city limits brought into our school increased numbers of children of school age. In addition, there is a decided boom in house building in the Sherman Park area which has added a number of children to our school population. Property values are expected to rise, and building accelerated with the building of the Sherman School addition.

The final circumstance that increased primary grade enrollment was the approval by the Madison City Council of a site for the Oak Park Trailer Court within the city limits on Packers Avenue. At present, 166 families live at the trailer court, and a maximum of 350 trailers can be housed. 28 children from this trailer court attended Sherman school during the year, brought by school bus at 8:30 a.m. and returned at 3:30 p.m.

In the 1950-51 school year, for the first time, there will be two fourth grade sections. Unless one of the sections is transported to another school, the present lunch room may have to be remodeled into a kindergarten room, so that the present kindergarten room may be used for a fourth grade. If at all possible, it is my recommendation that one of the fourth grade sections be transported to another school.

Larger enrollments in the first three grades had its effect on the funds in our school fee account. A large proportion of the 65¢ fee which the school collects from each pupil for purchase of expendable materials such as workbooks and Weekly Readers, is used to purchase materials for grades one, two, and three. Ordinarily, when enrollment in grades 1 - 6 is equally distributed, purchases above the 65¢ for lower grades are met by

fees from the upper three grades. In a situation such as ours, where fifth and sixth grades were eliminated, and there was only one fourth grade compared to six primary grade sections, the cost of materials had to be met by requesting a subsidy from the board of education. This practice will have to be continued for at least another year; and with the increasingly large number of pupils in lower grades, the fee schedule may have to be revised in order to provide necessary materials.

#### Enrollment Statistics

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Kdg.	35	29	64
1	31	28	59
2	24	26	50
3	24	23	47
4	18	13	31
Total	<u>132</u>	<u>119</u>	<u>251</u>

#### Teachers:

Two new teachers were added to the regular school staff for the 1949-50 school year, Mrs. Ann Ness, third grade, and Mrs. Jeanne Rickey, first grade. In addition, Miss Anona Gilbert took over art classes. Miss Adene Nelson, first grade teacher last year, taught the kindergarten groups. All the teachers will be back next year, thus strengthening the continuity of staff personnel. A factor for good teaching continuity during the year was the very small number of absences among the teaching staff, with a total of only nine days of absence.

Staff morale has been high, and there has been a fine spirit of cooperation among the teaching group. Staff meetings during the year centered about curriculum and developmental problems in our own classrooms, with a view towards improvement of our teaching, and bettering school community relations. Particularly gratifying was the manner in which our staff meetings evoked discussion among the teachers, with resulting professional growth.

#### Special Classes:

Sherman School suffered again this year because of the small amount of time which special teachers in art and music were able to spend in the classrooms. Miss Anona Gilbert, art teacher, was here one day a week, and each classroom averaged thirty minutes of special instruction. Miss Gilbert felt that the continuity of art instruction was impaired, even though classroom teachers followed thru the instruction in other art periods during the week. Our school was honored by having four of the children's pictures chosen to hang in the elementary school art exhibit at the Madison Free Library this spring.

Music instruction suffered under the same handicap as art: limitation of time. However, the fact that the instruction came on Wednesday instead of Friday, permitted Miss Marie Neuman to be here almost every week. Interest in music was good, and reached its high point at Christmas time, when the music, art, and physical education teachers combined to produce an operetta, "Santa Claus."

Of great benefit to our children was the increase in library time to two full days. The small room adjacent to the lunch room was converted into an attractive and functional library, largely thru the efforts of Mrs. Maralyn Babcock, librarian. Mrs. Babcock has recommended to Miss Margaret Moss, head school librarian, that the library be open for a limited time each week during the summer recreation program, because of the interest shown by pupils.

The teaching of physical education at Sherman School is also limited by the physical factors involved. In good weather, the boys and girls had their classes on the playground. In cold and wet weather, we used the lunch room as a gymnasium. This arrangement was fairly satisfactory, especially for the younger children. Physical education had more time than any of the special classes, four mornings a week. All the classes were taught by Miss Robin Gregory.

#### Lunch Program:

One of the serious problems in Sherman School was the operation of the school hot lunch program. The program had started during depression years, when the school was in a rural area and many children were physically in need of food. During all these years, the PTA had sponsored and operated the program, and with some members there was a great reluctance to cut down the program in any way, even though the number of children eating during the lunch period had become so great (averaging 120 in 1948-49) that children were fed in "shifts", from eleven o'clock to twelve, and even though nearly all children in the school district were within easy walking distance of the school. No family in Sherman School was classified as "indigent", so the economic situation was not a reason for such a large lunch program.

At the beginning of the school year, the lunch committee, consisting of Mrs. Ellen Farmer, Mrs. Margaret Brown, and the principal met to discuss the possibility of cutting down the number of children participating in the lunch program, with the following aims in view:

- 1) Cut down the number of children eligible to a number that would not overtax the capacity of the lunchroom, but would still allow the program to break even financially.

- 2) Have lunch served only at 11:30, thus restoring the 11:00 to 11:30 special help period for grades one to three. This meant that there would be a total of fifteen hours of special help available which had had to be eliminated previously.
- 3) Cut down the number of small children eating at school, because of the strain on such children of a program which would force them to remain at school during a two hour lunch period, indoors much of the time. Most of these children lived within easy walking distance.
- 4) Serve lunch to all children both of whose parents worked. There were fifteen in this category.

The PTA group agreed to follow this plan. As the year progressed, however, more and more parents elected to have their children come home for lunch. The peak number of children eating lunch at school was about sixty, and the number steadily declined. Finally, the PTA voted to halt sponsorship of the lunch program, and the program was discontinued permanently on April 6.

#### Administration:

Chief among the duties of the principal at Sherman School is public relations, and improvement of school-community relations. Leadership qualities of a school administrator should involve the ability to bring out qualities of leadership in those with whom he works: pupils, teachers, parents, and community. To the extent that he can involve the participation of these groups in making decisions that affect them, to that extent is he a good leader.

Several devices were used in attempting to improve school-community relations. A study-group program for parents of kindergarten children received a good response. Programs were headed by Mr. Henry Lampman, Professor E. B. Gordon, and Dr. H. K. Tenney.

Appreciated by the parents and children was the Shermanite, a weekly one-page newspaper which gave news of activities in classrooms, notice of meetings of school groups, individual awards and accomplishments among the children, and other news directly concerning school activities.

Teachers feel that one of the best ways of developing a high standard of school-community relationships is to invite parents to visit school, not only for special programs, but also during regular class sessions. Two all-school programs were held for parents. The first was the "Go-To-School" night, feature of the first PTA meeting, at which parents went to their children's

classrooms to meet the teachers and hear a summary of the year's work for the particular grade in which they were interested. The second program for parents was the Christmas operetta. Even more useful as public relations tools were the programs and teas which many classrooms gave individually. The programs were climaxed at the end of the year, when the kindergarten classes held special "graduation" exercises, and invited enthusiastic parents to watch them practice the skills they had learned during the year.

Physical Plant:

The condition of the school plant is reflected in the fact that not only is Sherman School to have an addition, but the present structure is to be remodeled. Classrooms are adequate as to size and lighting, in most cases, but repainting and re-plastering are necessary in many parts of the building. However, requests for repairs and repainting have been held to an absolute minimum, in anticipation of the new structure. We can expect some discomfort again next winter because of the dual heating system in the building, where one room experiences changes in temperature of fifteen degrees several times a day, and in two other rooms where radiators are adjusted manually, and constant manipulation is necessary.

Teachers, custodians, and pupils are keeping a high standard of cleanliness in classrooms, corridors, and washrooms; and the natural beauty of our playground and school site is being maintained, as well as being enjoyed constantly.

Respectfully submitted,

Anthony A. Farina,  
Principal



**THE MADISON PUBLIC SCHOOLS**  
**Madison Wisconsin**

**Annual Report**  
**WASHINGTON SCHOOL**

**Presented to the Board of Education**  
**by the Principal**  
**PEARL LEROUX**  
**June 1950**

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1949-1950  
WASHINGTON SCHOOL

SCHOOL STATISTICS

	<u>1948</u>	<u>1949</u>	<u>1950</u>
General Enrolment	557	570	602
Orthopedic Classroom	66	56	58
Out-patients (pupils who come for treatment only)	41	54	71
After September Enrolments	32	23	40
Withdrawals	33	30	46
Transfers In	6	15	25
Transfers Out	39	32	21

Our school enrolment has been growing, even though houses in our district are being purchased for business and University needs. As the housing problem eases up again there is greater instability in our school enrolment. (These conditions do not necessarily affect our Orthopedic enrolment, however.)

This year 30.4% of our mothers worked, excluding kindergarten mothers; 19.3% came from broken homes.

ACHIEVEMENTS

To help children mold their lives in such a way that they may be happy in the process and may be prepared to accept greater responsibilities as adults is the aim of every conscientious teacher. We must teach reading, writing, arithmetic, citizenship, sincerity, cooperation, - all of the requirements that make for peaceful and successful living. I mention this because we are apt to take for granted the work that is done by the classroom teachers every day that is not spectacular work, but the fundamentals that are so necessary to a good background. I believe children must realize that all school work cannot be fun or gained easily, but like life, there are many mounds to climb that require good, hard work. However, the following are some of the methods that were used in the classrooms to motivate work. These are not new but were effective in obtaining results.

The family of white mice made a splendid unit of work in Mrs. Wing's first grade. The dairy unit and the making of butter was an interesting study to parents in Miss Thiard's grade. Parents were invited to school to have children explain the unit and the work they had done and to sample the fresh butter which the children served on crackers. The study and experiments with guinea pigs and their families in Mrs. Havenor's room was not only a good science unit but an English and Health unit as well. Miss Parkin's third grade made a special study of games to motivate reading. In the upper grades, the WHA Science programs were helpful in our science work. Many experiments were tried and enjoyed by the pupils. Miss Chapman's and Miss Erickson's classes paid special attention to improving written work. A personality study made in Miss Roetker's room was helpful in working with her pupils during the year. Mrs. McKinlay's housing unit was a fine study. Pupils planned a home, furnished and landscaped it. It was a splendid project in arithmetic, English, and art.

This was the second year that it was necessary to combine two grades. To make the best use of time in the second and third grade division, we made a special study of the daily program. Mrs. Hardrath has summarized the plan for the grade as follows:

Although two grades were in one room, our belief that children must work at their own level of learning was carried on. All basic work was taught on separate grade levels. This was done with careful scheduling of special classes. A good share of the school day was spent working with but one grade in the room, - the other grade attending a special class. With the exception of Social Studies, I felt that separate grade work was easily accomplished. At a fall meeting with the mothers, they were assured that two grades of work were being taught. We also gave them a view of the daily program and accomplishments hoped for by the end of the year. Social Studies was correlated with art, music, reading, language, and spelling. Much individual attention was given to children in the different fields of learning, at their level, whether it was first, second, or third grade level. The children were given their own cupboard. In the cupboard was placed work of all kinds, correlated with the learnings taking place in the room. I feel this stimulated further learning, gave additional drill, and encouraged initiative. I am glad that I had the experience of working with a double grade.

This year we were given extra help, one and one-half hours each day, for children who were slow readers, but children we felt could be benefited by the extra help. The remedial class consisted of thirteen children from the sixth grade, I.Q.'s ranging from 89 to 101, with one 85. There were more who could have been placed in the class but we decided that thirteen were all one person could work with effectively in the allotted time. Children were selected from the sixth grade only because we felt intensive individual work might be helpful before going into high school. The following is a brief summary written by Mr. Berger who did the remedial work.

All the children but one made consistent gains from one to two years indicated by the reading tests. But I believe that other benefits which cannot be measured but are just as real and important resulted from the close personal attention given to individuals in small groups. The children developed a confidence in their reading which reflected itself in other phases of school life.

### Art

We have tried to impress upon the children the importance of the basic principles of design through a variety of media, such as poster paint, finger paint, watercolor, chalk, crayon, paper sculpture, clay, ink, wood, cloth, and the like. Our sixth grade picture frame and crayon etching project, fourth grade prehistoric clay animals, and first grade finger painting all emphasized these principles in addition to developing new mechanical skills and the joy of original work.

Highlights of the year were the Christmas decorations in cut paper throughout the school, the P.T.A. Spring exhibit, and the all-city school arts exhibit at the main library at which two of our pupils received five dollar awards, three received honorable mentions, and several others had their pictures hung. Something new this year was the selling to private individuals of children's paintings. Four pictures were sold at \$1.00 each. This came about mainly through our exhibit loans to Miss Allcott at Wisconsin High School and the University of Wisconsin Home Economics Department. The children were surprised and thrilled, and their parents were impressed by this recognition.

### Music and Speech

The following programs were helpful in motivating fine daily work in the classroom:

Concert for upper grades given by fourth grade and Glee Club

All-school Christmas program (afternoon and evening)

P.T.A. Radio program furnished by Glee Club (Station WHA)

Demonstration for Mid-winter Music Clinic (75 visitors)

Radio Demonstration Program (Station WIBA)  
Grades 1, 2, 3, 4, and Glee Club

### Plays

Every 4th, 5th, and 6th grade gave a play as a culmination of particular projects that the grades had worked on. Parents and children of other grades were invited to the programs.

### Physical Education

Besides the regular gym program, sports were offered to pupils in grades 5 and 6 twice a week from 3:30 to 4:30 p.m. The average attendance for boys was 30 and for girls 35.

A good deal of time was spent in the 4th, 5th, and 6th grades teaching bicycle regulations. The tests were given to the 6th grade only.

### Speech Correction, Hearing, Vision

Thirty-four children received Speech Therapy for the school year 1949-50. The children responded well and with the cooperation of the classroom teacher, many speech cases were corrected by the end of the first semester. Seventeen were corrected during the year.

The hearing survey of the 3d and 6th grades was very successful. We had a surprisingly small number of children evidencing any significant loss. Individual audiometer tests were given to all who showed a loss.

Teacher-parent conferences were held in regard to each of the children's needs, and it is felt much has been done to foster parent understanding of their own child's needs.

### Library

During the past year our book collection in the library has been increased to 5,103 volumes. The available collection is equivalent to 10.6 books per pupil enrolled, exclusive of the kindergarten.

Our budget for the 1949 fiscal year, for the purchase of books and magazines, was \$475.57. Of this amount, \$28.45 was spent for magazines and \$447.12 for the purchase of 419 new books. This means that we added almost one new book per pupil enrolled. The P.T.A. furnished nine annual subscriptions for magazines.

The circulation has been increased to 29,151, a net gain of 3,193 over last year. The circulation for this year is equivalent to 60.5 per pupil. The influence of exceptional teacher guidance is reflected in the substantial circulation increase.

Pupil participation in the care and services of the library has been excellent, particularly through the membership of the Library Service Club.

### OTHER SCHOOL SERVICES

#### Health

Each child was vision tested with the Snellen Chart and parents were notified by card or a home visit if their child had a vision defect.

The first, third, and sixth graders were encouraged to have a thorough physical examination by their family doctor. The majority of parents took the responsibility for having these examinations done. Of the 228 children in the grades, 155 were examined by their own doctor, 21 still plan to be examined before school ends. The remaining 52 were examined in school by Dr. Fauerbach.

A dental survey of all the children in first, third, and sixth grades was conducted in the fall. About 155 children or over half the group were found to be in need of dental care. Some of these children were already receiving dental attention at the time. By the end of May all of the children of this group were receiving care from their own dentist or from the city dental clinic. Many had completed dental care. Interest in teeth brushing and health habits in general was sparked by the puppet show presented by Mrs. Haas.

Tuberculin testing was done on all second graders and children new to the Madison school system. Of the 87 tested, 6 were found to have a positive reaction. These six were followed up by an X-ray and an examination by the doctor.

#### Nutrition

The total enrolment in the Nutrition Room was 43. The average cared for in the rest room per day was seventy (some children must rest more than once a day).

Food was prepared for an average of 148 per day and served as follows:

Longfellow School -	59 pupils	7 adults
Washington School - (Nutrition)	43 pupils	13 adults (on duty)
(Orthopedic)	39 pupils	8 adults (paid)

(Above total enrolment)

Twenty-five cents was charged to people who paid for their food.

#### Insurance

Twenty-two accidents were reported to the insurance company. Bills claimed ranged from \$2.00 to \$147.00, total \$439.25. Amount collected was \$374.00. Two late claims amounting to \$11.50 have not yet been paid. The W.I.A.A. has been very generous with claims. Parents were well pleased with the amounts allowed.

#### Visual Aids

We are fortunate in having a generous fund for purchasing films for the school and for the help given by the Curriculum Office in getting good films. We are continuing a study on the use of the films in our classes.



### Building Permits

Building permits were issued to the following groups for use of the building: Madison P.T.A. Council, Madison Education Association, Pre-School Council of Madison P.T.A., Recreation Dept. Adm. meeting, Altrusa Club, Holy Redeemer School basketball, St. James School basketball, St. Joseph School basketball, St. Raphael School basketball, Girl Scouts Camp Rally, Cub Pack #310 (every month), Weinstein Workmen's Circle, Junior Red Cross, the Summer Laboratory School for eight weeks, and Recreation program (20 weeks) Friday nights and Saturday.

### PUBLIC RELATIONS

#### P.T.A.

##### Pre-School

The Pre-School and Kindergarten parents met several times during the year. The purpose of these meetings was to acquaint parents with the services offered by the Madison Public Schools. Miss Irene Buck talked on Art, Mrs. Helen Bruce on the Speech Correction and other guidance services, Miss Margaret Moss on the Children's Library, and Dr. Kincaid and Miss Nelson on the Health services.

The first meeting was spent discussing the Kindergarten Handbook and the daily program for the kindergarten children.

Our P.T.A. again has been a very active group. We have had some splendid leaders and very fine cooperation from our parents. The group made a special effort to have parents know our school. They assisted in the extra activities such as helping with the T.B. testing, physical examinations, enrolling our new kindergarten children, and P.T.A. programs.

Two very outstanding programs this year were: International Night, when parents from Latvia, Egypt, China, Germany, and Hawaii contributed to our November program, and a musical program, for the pupils, consisting of vocal solos, violin and piano duet, and an accordion solo.

##### Visitors

From Richland Center, 1; Racine, 7; Kohler, 1; Green Bay, 1; Neenah, 1; Shorewood, 2; Whitefish Bay, 2; Reedsburg, 2; Sheboygan, 2; Lake Mills, 1; Eau Claire, 1; Milwaukee, 1; Alma Center, 1; DeKalb, Ill., 1; Germany, 2; Ketchener, Canada, 1; Washington, D.C., 1; Las Vegas, New Mexico, 2; University of Saskatchewan, 1.

Madison visitors and people connected with the school, 6; a group from the Methodist Hospital; several groups of internes from the University; four University classes; mid-winter Music Clinic (75 visitors).

### PROBLEMS

The Nutrition pupil enrolment is growing. This year we had 43 children. Many in this group have been absent a great deal; they are doing poor work and are discipline problems. They must rest from one to two hours each day, and because they come in the school bus must leave at three o'clock. It is difficult to do much extra work with them in so short a time. However, the Nutrition Room is a challenge to us and is of real service. Parents show their appreciation in many ways.

### Recommendations

Unless our enrolment drops, we will need another classroom in 1951-52. It will be necessary to make plans for the dividing of one of the special rooms.

We would like the remedial program continued again next year. We think that the extra time spent on the slow readers was well worth the effort.

I wish to express my appreciation for the fine cooperation again this year. We cannot teach harmony, peace, cooperation, sincerity among children unless these same qualities are practiced among our co-workers. Every teacher makes a special effort to emphasize these qualities in our school for teachers know that they not only make for better ties among our parents and pupils, but for better results in teaching.

Respectfully submitted,

Pearl Leroux, Principal

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
Art Department

Presented to the Board of Education  
by the Supervisor  
LUCY IRENE BUCK  
June 1950

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1949-50  
ART DEPARTMENT

On the whole this school year has been one of the most satisfactory in the art department for some time. This has been due to a more stable and capable staff. The new teachers whom we have obtained seem sincerely interested in boys and girls. They have accepted the challenge which the teaching of art offers with a quality of work which has been a credit to our schools. We know full well that we are as strong as the weakest in our group. Our monthly meetings have been designed to aid each and all. We have gotten to know each other and share our problems through the discussion, reference, exhibit, and workshop-type of meeting. Next year we hope to make this even more stimulating. We also hope to give and get better results from the practice teachers whom we voluntarily accept into our classes. We shall enlarge upon the minimum standards set up by us this year for our contribution in training these future art teachers.

The art work on display at all times in all schools gives the visitor an idea of the standard of creative expression which can be expected at various levels. However, the greatest good which comes from these exhibits is that lift, that feeling of satisfaction, which comes to the creator as he stands before his work. In many of the schools art has been a part of a larger exhibit and demonstration put on for parents. Here they have learned through the work of their children the constructive part it plays in their lives.

#### ACHIEVEMENTS AND AWARDS

Many children have gained satisfaction through honors won in projects of city, state, or national scope. There is no stress put upon them in these competitions-only encouragement for each child to produce the best in him.

In the annual Helen Farnsworth Mears Contest for eighth grade students sponsored by the Wisconsin Federation of Women's Clubs, five students from East high won all awards in the City competition. Three of these in the District and two, Delores Prenot and Duane Grinde, won second place and first honorable mention, respectively, in the state competition.

In the National Exhibition of High School Art at Milwaukee, where the district competition is held, and Pittsburgh where the national

competition is held, several keys and awards of merit were won this year by students at East and West. Donna Harding, 9th grade, West, won a fifty dollar award.

Two East high students won twenty-five dollar awards in the National Soap Carving Contest. They are Ann E. Smith and Bob Gennrich. Again Bill Brueske, a sophomore in Art Education at the University, formerly of East, was a winner. He won \$200, which was second prize, in the college entries.

The Lions Club of Madison sponsored the Safety Poster Contest in the 7th, 8th, and 9th grades throughout our schools. The contest, which has been a project of this club for many years, produces serious thinking on safety and effective creative results in interpreting this thinking in poster form. After these posters were displayed in the schools where they were made, the best were displayed in store windows, then sent on tour to elementary schools requesting them. The cooperative effort involved in this project seems to grow in better understanding for all concerned.

The Salon of School Art, sponsored by the Madison Art Association, opened in the gallery of the Madison Free Library on May 14 with a reception to students and parents. Mrs. Raymond Koltes, president, presided and presented the awards which Mrs. Joseph Ford so generously contributed for the fourth year. Superintendent Falk spoke on behalf of the schools and Aaron Bohrod expressed the sentiment of those who judged the show. We hope to merit the judgment set on this exhibit by these speakers and continue to improve its quality.

### SCHOLARSHIPS

The Madison Art Association has increased its interest in the work of young artists in our schools by doubling the number of scholarships for the art class which had its initial six week session last summer. Two eighth grade students each from Central, East, and West high schools will avail themselves of this opportunity of studying outdoor sketching and water color technique under Fritz Carpenter, a former art teacher on our staff. The advantages gained by the three selected to study last summer were shared by their classmates to an extent this year. It was found that their confidence in expressing themselves in watercolor encouraged others to greater effort.

Four of the scholarships offered this summer come from the Madison Art Association, one from the Madison Art Guild, and one is anonymously donated.

### FUTURE PLANS

In our report last year the fact was stressed that art experiences are denied students who do not or cannot elect art in the junior and senior high schools. This we feel is a weakness in our curriculum building which should be corrected. We in the art department must make greater effort to dispel erroneous thinking that art education

is for the student who is regarded as talented in art or for the one who is a failure in academic subjects. We must do this in two ways:-

- (1). Through enlisting the help of non-art teachers to suggest ways where art experiences may be brought into their classes when this enrichment is pertinent, or ways in which art interpretation can be given in the art class to knowledge gained in other subject matter.
- (2). Through enlisting the interest of the parent and the guidance department in the practical advantages gained for the average student who elects art. This does not mean that he will be able to earn his living from the art experiences gained in high school, but those experiences will help him discover aptitudes which may lead him to use art in the vocation he chooses. It certainly will reveal avenues of interest which may develop into challenging hobbies, a factor so important to a well-rounded life.

As Madison grows we more and more see the need to encourage its youth to more creative thinking. God gave us a beautiful site for our city. Its charm can so easily become over-shadowed by poor planning. To distinguish the functional and well designed from the mediocre is ever the trend of our guidance to the boys and girls who take art. Early interest in seeing and creating the functional and well designed will give the qualities which future citizens of Madison should have.

Respectively submitted,

Lucy Irene Buck



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD STUDY AND SERVICE

Presented to the Board of Education  
by the Director  
CARL H. WALLER  
June 1950

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1949-1950  
Department of Child Study and Service

The annual report of 1948-1949 suggested a number of factors which might indicate to what extent guidance services had developed over a period of the past eight years that the centralized Department of Child Study and Service has been organized.

Because the Superintendent's Biennial Report of 1947-1949 was devoted to "Guidance in the Madison Public Schools" and also because a follow-up study of high school students was being completed during the present summer, it seemed opportune to continue evaluation of guidance services over the past nine year period in this annual report.

Plans made in 1942 suggested that some of the existing services as well as new pupil adjustment services might be developed. Such activities as the following were set up as objectives and it was anticipated that these objectives might be realized over a long period of time. While the exact extent to which these goals have been attained cannot be measured it is felt that some evidence of a qualitative and quantitative kind is at hand and should be presented.

1. A continuous school census plan to secure the names and addresses of the children whom the schools will serve.

The census plan seems most satisfactory. Sources such as the annual house to house census and the utilities offices provide a combination of the most acceptable procedures employed in "keeping track" of school age children, and predicting future school enrollments. With the use of a double post card sent to all new city residents, as reported by the Madison Wisconsin Foundation, a reliable record of children who move into the city can be kept through the year.

2. A flexible child accounting plan to collect and provide for use of cumulative data relative to over-all school experiences of children.

The present cumulative record system, including the cumulative record cards developed in 1944, the loose or open folders containing data such as duplicate report cards, samples of pupil work, records of contacts with parents and agencies, case histories and test data, conforms to the better standards suggested by the American Council on Education as well as the Northcentral Association. Some method to enable teachers to make more use of pupil records, needs consideration.

3. A visiting teacher and attendance program to interpret school to home and home to school in order to remove obstacles to regular attendance.

The visitation and attendance plan using the services of three full time workers who serve specific schools, has been developed over a long period. At the present time responsibilities and functions are clearly defined and relationships with health agencies and social welfare agencies channelized. The fact that the average daily attendance for the Madison schools ranks high among those in the nation, that relatively

few "Chronic" cases of attendance exist, suggest the plan to be adequate. There appears to be greater need for some schools, particularly the elementary, to be appraised of the advantages which can come to children and school if professionally trained personnel can be used to visit certain parents during the school year. The social casework philosophy has entirely replaced the "truant officer" approach. Other cities in and out of the state have observed and patterned plans after the one now in operation in Madison.

4. Special facilities to insure maximum opportunities for all types of children to secure educational experiences, health program, special provisions for crippled, deaf, blind, and mentally handicapped.

For approximately twenty-five years Madison has provided special educational services for exceptional children. Comparing the plan with others in the nation it will be observed that with the possible exception of special classes for the socially unadjusted and the very accelerated child, all services found anywhere are available. It has been the feeling of those responsible in Madison that the socially maladjusted should be cared for in normal groups and receive special assistance to make adjustment.

The accelerated child is given enriched experience in the groupings provided. Provision for special interest activities outside of regular classes further provides for individual needs.

The problem of providing for the child who is severely handicapped mentally or the child with multiple disabilities, remains unsettled. Possibly consideration should be given to a plan wherein responsibilities for provision for the "custodial care" case might be shared with welfare agencies. Madison has ten to twelve children between the ages of eight and twelve who are not educable under present provisions. Policy and assistance from the state departments seem needed on this problem, as continued and increased public sentiment and pressure to make greater provisions for more handicapped persons on a community level may be anticipated.

5. A testing program to assist (along with other data) the school in assigning children to activities suited to their mental capacities and to measure aptitudes and interests related to social and vocational living.

The program of mental testing, including intelligence and achievement testing, appears adequate. The understanding and use of test results is increasing. Excellent bulletins released from the curriculum department have done much to appraise teachers of the uses and abuses of test data. There remains need, it seems, to continue in-service teacher education with other types of tests. The demand for the use of specialized tests has increased annually since 1942. With this demand comes an imperative need to understand the limitations of specialized tests and the importance of using test results in conjunction with all other available data pertaining to the individual pupil. This procedure is time consuming. Counselors will need assistance. Consideration needs

to be given to the use of teacher-counselors. The release of some teachers for a period or two per day to test and counsel is of immediate importance. It is also possible to curricularize units of "Understanding One's Self" and do testing (individual and group) and adjustment work at certain grade levels. East High School is employing this plan in 11th grade. It seems to fill a real need there.

6. A mental hygiene program to secure information on influences in and out of school which are responsible for emotional disturbances and to plan assistance which will reduce or eliminate tensions.

As early as 1943 the need for a specifically planned program for mental health and parental education relative to child development problems, as well as remedial clinical facilities for a few children, was recognized. The Department of Child Study and Service took an active part in promoting the formation of a Community Mental Health Clinic and since the Clinic has been organized has used such services regularly.

Efforts through state and city Parent-Teacher functions to aid adults to understand the importance of good mental health for themselves and their children, have resulted in a number of study groups within the city as well as larger group programs devoted to child study. The increased use of the Community Mental Health Clinic services by parents also attests to a better understanding of the importance of mental health.

A committee now at work on "Discipline and Behavior" will suggest materials which can be published as aids to parents. Releases of this type and more radio programs devoted to this subject, are recommended.

The experimental class in Relaxation conducted the second semester of this school year is another means of assisting teachers to reduce tensions. This type of therapy should be given a trial with selected groups of adolescents.

7. A plan to appraise pupils of their assets and liabilities in order that they may make right use of their personal and environmental resources in planning for future educational and vocational opportunities and requirements.

Teachers at all grade levels have had as one of their objectives the evaluation of pupil progress. Probably measurement of educational achievement or concern relative to educational adjustment has been overly stressed in most situations. This seems to be particularly true on the junior and senior high school level. The elementary school report to parents provides for consideration of citizenship qualities, work habits and abilities in addition to evaluation of accomplishment in specific subject matter areas. The cumulative record card provides for recording data about emotional and social characteristics at all levels.

It has been found that employers are as much concerned about personality characteristics as about academic grades. From a study made in 29 states over a period of twelve years by the National Society for the Study of

Education it was concluded that employers (representative of all types of work) were more concerned about social and emotional acceptability on the part of the employee than about grades received or courses completed.

A careful consideration of the present system of reporting on pupil experience and progress on the secondary level, is in order. Undoubtedly investigation will indicate that many factors go into the singular grade assigned to pupils, that the one grade on the card represents a combination of factors not designated on the card. There appears to be need to isolate and to evaluate social and emotional characteristics, kinds of attitudes and habits exhibited, as well as subject matter achievement. With a card providing for such areas the subject matter grade (now used) could be based upon actual accomplishment in a certain course.

There is continued need to encourage more students, mainly those who are not experiencing particular difficulties, to know more about their aptitudes, abilities, and interests. Certainly better understanding of themselves would tend to eliminate some of the poor future planning indicated by follow-up study of a number of graduates.

The matter of attendance in college and university is an example where upwards of 25% of the graduates fail to maintain satisfactory grade point average. Plans to appraise pupils and parents of requirements for certain out-of-school experiences must be further developed. This may come about as personnel services in individual schools are "sold" to more pupils. This is guidance business of first importance on the high school level.

In order to make it possible to visualize certain changes which have taken place during the last nine years, an analysis of the various functions or services of the department was made on a chart. It is not possible to do more than draw general conclusions on the basis of data assembled. However, it was felt that some generalities and statistical changes which have occurred might have a place in this report. Some general conclusions follow:

Some services have remained more or less static such as those listed in columns 2, 13 (in-patient enrollment), 14, 15, 16, and 17. In these instances physical facilities and numbers of personnel limit the number of children who can be served regardless of school enrollment.

Some services are affected by total school enrollment as seen in columns 3, 6, and 9. Speech correction has increased materially of recent date and will increase markedly due to increased enrollments at primary levels where most speech therapy is done. Likewise, the number of intelligence and educational tests given at specific grade levels rises and falls with the total school enrollment.

Some services are affected by policy such as those shown in columns 2, 4, 8, 10 and 12. In these areas, regardless of increased general enrollment, services have remained relatively constant or decreased due to redistribution of service or change in emphasis. This is illustrated in column 10 where a definite decrease in number is noted since 1948, due to the fact that the high school guidance staffs have assumed partial responsibility for this type

of testing. Another example is the decrease in the number of individual group mental tests (column 4) given each year. Except in unusual cases group mental tests are used rather than individual tests, as group mental tests administered individually or to small numbers of children are adequate for educational placement and programming.

The increase in cases referred for psychiatric study recently may be explained chiefly by two reasons. These are facilities available at no cost to parents. Further, there has been much publicity given to the importance of adequate mental health, and mental health services have therefore become more acceptable to greater numbers.

It is apparent that there has been a tendency for the department to intensify its work in certain areas. Casework loads have become more continuous and more time has been spent with the individual case. Thus, while numbers served may not have increased, time consumed in serving these cases has increased.

Other types of information inherent in a table of this kind are evident through examination of the chart which follows.



## ANALYSIS OF SERVICES

1942-1950

	1	2	3	4	5		6	7		8			9	10	11	12	13		14	15	16	17	18	19
School Year	School Enrollment	Testing Kgn. Entrance	Speech Correction	Individual Mental Tests - Binet, W.B.	Sweep	Individual	Testing for School Entrance	Elem.	Secon.	Elem.	Total	H. S.	Intelligence Tests Administered by Department Workers	Special Tests and Inventories	U.S.A.F.I. Gen. Ed. Dev. Tests	Visitation: Home-Agencies-Schools	In-Patient	Out-Patient	School for Deaf Enrollment	Mentally Handicapped Enrollment	Sight Saving Enrollment	Nutrition Room Enrollment	Work Experience Credit	Nursery School Enrollment
1942	11,414	59	281	527	2033	206	327	350		24	32	8	1884	175			46	28	40	99	13			
1943	11,792	64	345	386	1795	232	389	358	77	22	29	7	1875				55	19	32	104	17			38
1944	11,420	70	404	495	1749	171	519	295	126	13	30	17	2180	437			55	32	26	104	10			83
1945	11,680	71	533	475	1503	168	536	290	180	18	26	8	2480	524		6262	57	30	33	110	13			208
1946	11,554	88	477	390	2270	309	480	216	254	17	26	9	2325	667	405	5409	54	37	30	141	10		120	75
1947	11,251	92	495	355	2253	402	430	179	197	14	17	3	2450	542	765	4683	55	50	26	124	16		263	28
1948	11,299	84	443	390	2151	257	428	212	272	30	32	2	2669	870	365	4756	69	39	26	130	13	107	362	30
1949	11,483	63	499	490	2129	543	541	184	211	42	70	28	2657	604	225	4471	55	54	33	124	14	124	300	27
1950	11,673	72	529	432	2286	279	565	217	267	65	91	26	2936	576	160	4608	55	71	36	131	10	123	274	22

Guidance Services on the Secondary Level

High School Credit for Returning Veterans: General Educational Development tests used since 1945 as a means for determining eligibility of World War II veterans for high school diplomas have again decreased in use over the 1948-1949 period. This past year 164 tests were given to 35 veterans. Reports from high school institutions continue to indicate that those veterans who have been awarded diplomas on the basis of the Madison standards (45th percentile on test I and 60th percentile on tests II, III, IV and V) compete well with students who have attended high school in regular fashion to secure diplomas. In isolated instances this past year or two the test has been used at the request of certain agencies to determine equivalency of high school completion. It seems that the test battery is a usable tool for such purposes and that in its civilian forms its use for determination of readiness for specialized training courses requiring certain status in definite areas should be encouraged.

Increase in number of youth now enlisting and being inducted into the Armed Forces will probably increase the demand for the use of the USAFI General Educational Development tests in the near future.

Work Credit Experience: The slight decrease in the number of youth on the work-experience program appears insignificant. Trends lead one to believe that the employment of young people will hold its own and may possibly show some increase over the year just closed, especially since plans are being made to draft men for the military.

Last year 292 made application for work-experience credit and 274 were accepted into the program. This represents a decrease of slightly over 8%, which is considerably below the 17% decrease of the previous year.

While the large majority of those on work-experience find their own jobs, the coordinator has received between 25 and 30 specific requests for the employment of young people during the past year. Employers often specify that those to be employed be engaged in the work-experience program.

To further aid young people in analyzing a job, to know their own strengths and weaknesses, to know how to get along with people, a group met once a week at West High School during the second semester to consider these problems. This plan left much to be desired because those within the group felt that more time should be devoted to discussion of such questions as the following:

1. What do you want to do?
2. What are you prepared or trained to do?
3. What do you like to do?
4. What do you think you can do?
5. What can you do?

More and more colleges are turning to a work-experience program for their senior people. It provides a means of bringing the prospective employer and employee together where much mutual value can be gained. These experiences seem to be just as valuable to the high school youth who is not going to continue his education beyond high school as they are for the college person.

Purdue University in 1949 made a study of 15,000 pupils in high schools all over the nation and found 49% wanting some practical work-experience.

Work-Experience offers young people opportunities to train for the right job in their own community. As a result of such a program they are better prepared to find a place in their own community as permanent residents and helpful citizens, capable of assuming the responsibilities that go along with living in our democracy.

Individual Study: Adjustment services are provided on an individual basis to meet primarily two needs. First, individual adjustment services help secondary age boys and girls to better understand their aptitudes, interests, and capacities in reference to selection of courses of study and future vocational experiences. Secondly, they assist limited numbers of youth who seem to have more than their share of problems of an emotional, social, or educational kind to more adequate personal adjustment.

Over a period of the past three years more services of the first type indicated have been provided in the high schools where batteries of tests, units of group guidance and individual counsel have been offered to all senior requesting such help as well as numbers of 10th and 11th graders whose parents request such consideration.

Cases of the second type described are more frequently referred to the Department of Child Study & Service where staff having specialized training and facilities make intensive individual study over a prolonged period. Such individual study and therapy involves work with parents, teachers and community medical and psychiatric resources.

This past year 267 high school age boys and girls, an increase of 20% over the last year's number, were considered clinically and given individual help through regular counsel in this department.

Psychiatric and psychological studies on adolescents relative to the incidence of problems of maladjustment which they experience generally show 5% to 7% requiring special study and help. This agrees rather well with the percentage (267) of our secondary enrollment served. It seems desirable to make efforts to reduce these problems to bare minimum. Probably group therapy efforts like the experiments conducted with classes at West and Central this past year should be continued or extended. Classes in social living, elementary psychology and relaxation have accomplished desirable results in some school situations in the nation. Students who have been in these experimental classes in Madison this past year have said the experience was worth while. It is too early to evaluate such work objectively.

Certainly every effort must be made to appraise children of elementary as well as high school age (and their parents) of behavior and attitudes conducive to good mental health. The classroom teacher is in a most strategic position to observe early symptoms of inadequate adjustment. In-service training to help teachers understand and deal with behavior problems on a preventative basis is a step in the right direction and should be encouraged.

Guidance Services at the Elementary Level

Aids to Pupil Placement: As Madison continues to increase in child population due to annexation and new families moving to the city, the problem of helping these children make an orderly entrance to various school grades, presents problems. About 33% of public high school enrollment is made up of children who do not come into high school from city elementary schools. Schools do not have cumulative data relative to their past experience; many times they are children who have moved about much; frequently their achievement is below expected grade level for their chronological age. The plan of testing and counseling them, which started in 1942, has become acceptable regular procedure. While it is time consuming and difficult for adjustment teachers and department workers because numbers cannot be anticipated and scheduled exactly, the plan meets a real need.

Study of Adjustment Problems: It is to be expected that a small per cent of children will require intensive study and help. This situation prevails despite the fact that elementary teachers make every effort to understand and give help to the children in their rooms. This past year 217 pupils were referred for clinical study by teachers, principals, parents, and workers of social and legal agencies. After initiating study of these children it appeared advisable to refer 21 cases for psychiatric assistance. In nearly every instance environmental therapy (assistance indirectly to the child through assistance to parents), is necessary. Family arguments, broken homes, parents who do not understand children's developmental problems, continue to be main causes of tension in children. More assistance for the parent who is difficult to contact and not always receptive to help, is still the problem.

It appears that up to this time "singling" out the child and parent who need help and then working individually with those concerned, is the only procedure which functions well. This plan does little for prevention and obviously preventative procedures are needed.

Meetings with small groups of parents in each school and opportunity for teachers and principals to meet with members of the staff of the Dane County Child Guidance Clinic have been scheduled to study individual pupils. It is felt these meetings are worth while as they not only assist in understanding a particular child but also in understanding behavior patterns which might be exemplified in other children.

Parent-Teacher Meetings: There continues to be demand for parent education on problems related to child development. The use of sound films has stimulated interest and discussion. Pamphlets and books on child guidance have been provided. Parents active in P.T.A. work have been encouraged to bring a parent who has not made a school contact.

It is encouraging to note that most P.T.A. programs are being devoted to school and home matters rather than irrelevant problems not pertaining to school-home relationships.

Need for Provision for Remedial Reading: A number of requests continue to come from schools for assistance to children who are normal mentally but retarded materially in ability to read. The work Mr. Berger has done seems to be worth

while. He does not have adequate time to care for all demands. The possibility of working out a university teacher training-city remedial reading service plan with the University of Wisconsin might be further considered.

Pre-School Testing: For the past two years those children seeking admission to kindergarten at an earlier age than is customary, were tested the week preceding the opening of school. Elementary schools express unanimous approval of this plan. With generally increased enrollment barriers to early entrance have been elevated.

Guidance In Transition Between Elementary and Junior High School: The plan which was started on an experimental basis in 1945 to assist children leaving elementary schools to enter junior high schools as easily as possible, has evolved to a place where it is used by all city high schools with effectiveness. Starting with the "Information Blank for Prospective Students", high school counselors and principals carry out an orientation program climaxed by a day late in the school year for prospective students to visit their "next school".

Parochial schools and suburban feeder schools have cooperated well in making transition between schools a less formidable step for children than it was in the past.

### Testing Service

#### Statistics on Tests Administered:

Intelligence tests . . . . .	3,933
Group Pintner-Cunningham tests to all kindergartners. . . . .	1,317
Group California Mental Maturity tests to 3d graders. . . . .	861
Group California Mental Maturity tests to 6th graders . . . . .	745
Group Pintner-Cunningham tests to 1st, 3d, 3d graders for placement purposes and other reasons . . . . .	193
Group California Mental Maturity tests to 1st, 2d, 3d graders for placement purposes and other reasons . . . . .	176
Group Henmon-Nelson tests to 4th, 5th, 6th graders for placement purposes and other reasons. . . . .	60
Group California Mental Maturity tests to 4th, 5th, 6th graders for placement purposes and other reasons . . . . .	136
Individual Otis intelligence tests. . . . .	13
Individual Wechsler-Bellevue tests. . . . .	29
Individual Binet tests. . . . .	403
Rorschach Association tests (individual) . . . . .	21
Educational achievement tests. . . . .	187
Specialized aptitude tests . . . . .	576
USAFI General Educational Development tests to 35 veterans . . . . .	164

As indicated in the last Mental Measurements Yearbook this is a period when more tests are being published than in any preceding period. Many of these tests are of a specialized nature and evidence relative to their validity and usefulness is meager. It is felt that to have and to use a smaller number of the more acceptable tests is a defensible policy.

Teachers have come a long way in understanding and using test results obtained by mental and achievement forms. Understanding of the other types such as personality, social adjustment, interest inventories, and the specialized aptitudes (many of a performance nature) appears to be generally lacking. A number of teachers have expressed interest in learning more about the less common tests. Effort to explain these will be made for teachers who are interested.

Audiometric Testing and Hearing Conservation Program: The audiometric testing and hearing conservation program was carried on in the same general manner as last year. Again, the 3d, 6th, and 9th grade pupils were screened for possible hearing loss by use of a group testing machine. Those showing a loss were then retested with an individual pure tone audiometer. Any child testing below the normal range was referred to the otologist provided by the Bureau for Handicapped Children.

This year one otologist was able to examine all 36 cases referred. She advised parents on necessary treatment and cases were further referred to the Health Commissioner for follow-up by school nurses. By the end of school not enough reports from the nurses had been received to make the survey complete. The number of children serviced in the program was as follows:

Total group tests	2,286
Total retests	529
Total individual tests	279
Medical referrals	36

The Bureau for Handicapped Children has suggested that the program would be more complete from a preventative point of view if the survey could include children in all grades each year. Expanding the program to this extent is a goal toward which to work.

#### Other Services

Community Union Camperships: For the eighth consecutive year the department has assisted in making arrangements for camperships in cooperation with the Community Union and the schools. This past year 165 children were recommended for free camp experience of one or two weeks. Each year a larger number is recommended and certified. Over 90% of the children are of elementary school age.

The Community Chest is to be commended for making camp experience possible for children who need to get this type of experience. The records on their camp experience come back to the school concerned.

Cooperation with Community Resources: There are a number of resources which the schools use regularly. Private and public medical personnel, social caseworking agencies, the juvenile court and probation department, police department--all find it desirable to use the information and services of the schools. The mutual advantages of agencies and schools in dealing with problems which concern children and their families is apparent. This department acts as a liaison office in clearing confidential matters with agencies and schools. The schools are grateful for the friendly personal relations and cooperation they receive from local, county and state agencies.

Pre-School Child Care Center: The cooperative child care center continues under the plan originally accepted--Board of Education sponsorship, subsidy by parents of children enrolled. There has been increased demand for service so that the



one unit will be filled to capacity with about 30 pre-school age children in September. There is present demand for services for early school age children who were formerly enrolled. It appears too that these will be children of pre-school age who cannot be served because of lack of physical facilities. There is need for a bigger plant. The center has operated smoothly under the joint leadership of a parent and agency representative committee. It is financially sound, there being \$940.95 in the contingency fund as of July 31, 1950.

Nutrition Program: A total of 123 children, 53 boys and 70 girls, received nutrition care this past year. The term "nutrition care" covers diversified services such as rest, medication, modification of physical activity, etc. depending upon the recommendations of the physician who refers the child. The types of disabilities represented were as follows:

Heart condition	45	Anemia	5
Malnutrition	22	Ear infections	3
Convalescing from illness or surgery	9	Polio residual	3
TB contact	9	Epilepsy	1
Nervous hyperactivity	8	Post meningitis	1
Asthma	7	Kidney infection	1
Bronchitis	4	Otitis media	1
Respiratory infections	3	Cerebral atrophy	1

Participation in Community Activities: Members of the department have participated in parent-teacher programs in both elementary and high schools, as well as in some parent study groups. Members of the staff are also serving on Community Union committees of a welfare nature such as Community Child Guidance, Community Camperships, etc.

#### Special Education (Written by Mrs. Helen Holcombe)

School for the Deaf: The school for the deaf had a capacity enrollment this year, considering the difficult problems in learning which some of the pupils presented. Five new four year olds entered the pre-primary group. One boy (age fourteen) entered from a rural school where no special help was available to him and he was extremely retarded educationally. A teen-age girl transferred from the Delavan State School for the Deaf. Other pupils had been enrolled in the school previously.

The goal of replacing or modernizing obsolete group hearing aid equipment was reached. Each room now has amplification for groups so that auditory training, speech work, or academic class work can be carried on through ear phones. Some of the work in assembling equipment was done gratis by a parent and his radio engineer friend because of their special interest in the school's program.

A sound effect record library was begun this year so that the children could learn to distinguish sounds common to their environment--such as a slamming door, car horn, airplane motor, fire engine, animal noises or a baby crying.

A program of volunteer workers was introduced whereby interested Madison women gave generously of their time to work and play with the youngest deaf children so that the teacher might be free to work intensively with speech, language, and speech-reading with individuals. The cooperation of these women was

gratefully accepted and it is felt that this direct contact has been a step in acquainting the public with the problems and services for these seriously handicapped children.

In order that parents of the youngest children might learn more about the school's program and methods which might also be used at home, each mother was invited to spend an entire day with the group. Parents' interest growing out of this plan evolved into a Parents' Council for the entire deaf department, with meetings held once a month. Fathers as well as mothers have been very active.

There has been a feeling among those working with deaf children that much ground is lost during the summer vacation. Regression takes place because the deaf child is so dependent upon a trained teacher in any learning situation and upon the use of amplifying equipment not available in the homes. A summer workshop was presented for the first time in Madison in an attempt to meet this need for continuous work. Fourteen children were enrolled in two half day programs. Expenses were met by parent contributions and by a generous grant from Community Chest. It is hoped that funds may be found with which to continue the workshop each summer, since the results of the first experiment were very gratifying.

Two members of the teaching staff continued their education by taking an evening university course in "Testing the Physically Handicapped" during the second semester.

The Parent-Teacher Association at Lapham school devoted its April meeting to the deaf department, at which time demonstrations were given with some of the pupils, and parents of non-handicapped children were made more familiar with the problems of the deaf and hard of hearing.

When completely deaf children are grouped with the hard of hearing, teaching problems of a serious nature arise. The teachers feel that consideration should be given to a plan to separate the two groups for classroom work in the future.

Sight-Saving Class: The enrollment in the sight-saving class remains consistently small. Ten children were accommodated this year in grades one to seven, and again only Madison children were served. This was because no others were referred for enrollment. It had been hoped that the services of such a room would become known to nearby areas and out-of-city children would be included this year. County nurses and field workers have located some children who would profit by transfer to the sight-saving room, but parents have been reluctant to allow a boarding home placement.

Because of the individual attention possible in the small group, unusual progress has been made in some cases. There was a friendly and helpful attitude toward each other among the children throughout the year.

Talking books were sent from the State School for the Visually Handicapped for use on the recording machine. These provide visually limited children with a means of becoming acquainted with the best in children's books while sparing their eyes. New ear phones are needed so that this phase of the program may be more effective. Generally speaking, the room is well equipped with teaching aids and books with large print, and effective work is being accomplished.

Classes for the Mentally Handicapped: A total of 131 mentally retarded children were given special programs in remedial classes this year.

Again, the beginning group was very immature, coming to school with poor adjustment and emotional control and extremely limited interest span. One child, dismissed by a psychiatrist for the first semester because of schizoid tendencies, returned the second semester and made a very satisfactory adjustment. Two other children proved to be extreme cases of emotional disturbance. Both were kept in class for the entire year even though they were often disturbing to the whole group.

Such cases present quite a problem because teachers wonder to what extent they should jeopardize the adjustment of the group for the welfare of these few who demand so much attention and have such an unfavorable influence upon the spirit and morale of the other pupils. Dismissals have been made only as a last resort since there is no other school placement for these emotionally maladjusted children. It may be that the need for such a class should be considered in the near future.

Teachers of each group made a particular effort to visit the homes of children in their classes, some going several times. One class entertained parents at a picnic. The teacher of the younger all boy group used many informal situations such as hikes, over-night trips and clubs to establish a sympathetic relationship outside of school. In his group also a program of general socialization was carried on during the entire year with the help of three women students in the university Recreation Leadership course. Here the boys learned social dancing, adequate manners and personal grooming. The program was climaxed by a party in the school gym, the boys making the preparations and the women students bringing friends as "dates" for the boys.

A craft period was offered after school for an hour twice a week, the teacher being paid by the recreation department and funds from Roundy's Fun Fund being used for purchase of materials.

A free discussion period for one-half hour each week was begun in this group. This proved to be a time and place when boys brought their personal problems into the open and were more willing to discuss them in the group than individually. The teacher spent many hours in contacting business men in order to help the boys find after-school and summer jobs.

The older boys group continues to be well accepted in West High School. All boys attend some type of shop course and go to gym with regular classes. Several in the class will be sixteen years of age by the opening of school in the fall and have requested transfer to Vocational school. It is hoped that when the new building is completed there will be space to take care of these boys since, at their age, academic growth has about reached its limit and emphasis should be put on vocational training at their level.

The older mentally retarded girls who transferred as a group to East High School have been made to feel welcome there and are happier than they have been before. They give as reasons that they (1) make more friends, (2) like going to different classes, (3) like to belong to clubs and go to plays and athletic events, (4) like to tell people they go to a high school. A lot of the stigmatism connected with attendance in an elementary school building seems to be gone.

All of the teachers of the mentally handicapped have expressed the feeling that when their classes exceed fifteen in number they cannot devote sufficient time to individuals. Increased school population has tended to push enrollment figures in classes for the mentally handicapped over this figure as shown by the distribution this year, as follows:

Primary group	20
Intermediate group	17
Intermediate group	15
Intermediate group	15
Younger all boy group	24
Older all boy group	24
Advanced all girl group	16

The Board of Education allowed funds for a summer project. The two teachers assigned to the project worked out curriculum plans for the primary and intermediate levels of the mentally handicapped. The completed program will soon be ready for publication and reference.

Orthopedic Classes: The number of children regularly enrolled in the orthopedic school this year was as follows: primary section - 20, intermediate section - 19, advanced section - 16. The types of disabilities represented were:

Cerebral palsy	25
Poliomyelitis	8
Cardiac	4
Perthes hip joint disease	2
Amputation (bilateral) legs	1
Amyotonia Congenita	1
Arthrogryposis	1
Epilepsy	3
Birth Injured	1
Bone cyst	1
Epidermolysis Bullosa	1
Klippel Feil Syndrome	1
Muscular dystrophy	1
Ollier's disease	1
Imperforate rectum	1
Spina Bifida	1
Spinal cord lesion	1
Scoliosis (tubercular hip)	1

The numerous problems confronted in providing school experiences for physically handicapped children become apparent when one examines the types of disabilities represented. Multiple disabilities--mental retardation, social and emotional maladjustment--frequently accompany the physical disability. The educational problem becomes further involved because most of the children have physical needs which must be cared for before educational needs are considered. All teachers have preparations to make on various grade levels and individual differences within grade groupings are great. Efforts to assist the children to be happy, to accept their handicaps, and to use the assets they still retain, are primary considerations. At all times those who are capable are given educational experiences similar to those provided for normal children.

Work in the physical therapy department was heavy because of the sharp increase in the number of patients treated in the out-patient group. This increase was due to a polio epidemic in the Madison school area during the summer of 1949. Dane County had 21% of the total hospital days at the State of Wisconsin General Hospital. Adjoining counties were also very hard hit. The case load started soon after school opened in contrast to an increase which usually occurs at the beginning of the second semester.

This increase in the number of out-patients caused problems in scheduling, partly because of transportation. Many cases were treated during the noon hour. The matron was hard pressed, not only because of the increase in physical therapy but because there were more small, helpless cerebral palsied children enrolled and more brace cases needing much assistance. Parents of out-patients were urged to come to the department with their children. At times parent assistance was secured in preparing the patient for treatment. This cooperation was much appreciated.

With the large case load the two physical therapists were obliged to make cuts in the program which necessarily limited the time devoted to the cerebral palsied group. It also necessitated a delay in planning for the construction of stand-up tables and other special equipment for the cerebral palsied. The consideration of an additional physical therapist is necessary if the load continues to be heavy.

The friendly, helpful cooperation of service organizations was most welcome. Gratitude is expressed to the many welfare and lay organizations which have contributed to the provision of medical, orthopedic, educational, and social care of the children. In particular the following organizations have assisted:

- The Madison Board of Health and staff
- Dane County and other county nurses
- Visiting Nurse Association
- High school guidance directors
- State Department of Vocational Rehabilitation
- Wisconsin Association for the Disabled
- Revolving Brace Loan Fund
- Dane County and other county chapters of the  
National Foundation for Infantile Paralysis
- Roundy's Fun Fund
- Shriners, local and Chicago
- Madison Council of Jewish Women's organization
- The Scouts
- Good Neighbor Club of WLS
- Ladies of the Knights of Pythias
- Volunteer workers from University education classes
- East Side Business Women's Club
- Alpha Gamma Delta sorority

Again, the Education 73 Course at the University of Wisconsin's School of Education provided unusually fine groups of students to assist with the noon recreation. The school is indebted to Professor Camilla Low's staff for this service.

This year a third orthopedist came to the school to give "courtesy" examinations of children and to make medical recommendations for their care. Four such clinics were held. The Brace Loan Fund members assisted at two large all day sessions.

Many groups, including foreign visitors, nurses, physical therapy students, education students, teachers, supervisors, etc. toured the building this year and a special effort was made to inform them of the scope and type of services provided. Throughout the year, at three week intervals, groups of fourth year medical students came to observe and learn about the school and the department.

Consideration should be given to the previous request of the staff for increased play space out-of-doors. Surfacing the rough ground between the two porches would help to provide additional space needed for the many inactive and wheelchair cases. Too often the active children use balls on the porches and several times this crowded situation has caused falls, broken crutches, broken braces, and many bumps and bruises.

In keeping with the policy of extending increased services to the community, the orthopedic school offered a summer clinic of six weeks duration to provide physical therapy services for those patients needing continued treatment. Thirty-one children were enrolled under the care of one physical therapist.

Cerebral Palsied Speech Program: Twenty-four children at the orthopedic school received speech therapy this year. Sixteen of these were cerebral palsied, two aphasic, and six were miscellaneous cases including paralysis resulting from accident.

In the past few years there has been an increasing public interest in programs to help cerebral palsied individuals. Many gifts have been presented to the speech department. A tape recorder, which is of such great value in a speech training program in giving children a chance to hear themselves, was the gift of the Pythian Sisters of Wisconsin. The national project of Alpha Chi Omega sorority is support through scholarships and help through local chapters. Locally, the alumni chapter is adding dolls, stuffed animals, scrapbooks, and records to the equipment in the speech room. Girl Scouts have made doll blankets. The Brace Loan Fund is now including the speech department in its monetary gift allotments, to be spent at the teacher's discretion.

Parents are becoming increasingly interested, also. They are willing to help by working with the children and in coming to the speech therapist for suggestions. Several parents have visited class. It is difficult to be in contact with parents of these children, as many of them are not Madison residents. This year many of the parents will receive letters evaluating their children's progress for this year and giving suggestions for speech training at home during the vacation months. The regressions of the vacation period should be lessened and parents should become more interested through feeling they are a part of the program.

Dr. West, who has been examining the children's speech each spring, has left the university and was not able to perform the service this year. It is hoped that his successor, Dr. Irwin, will cooperate in the program as Dr. West has done in the past.

General Speech Correction: The number of cases to receive the help of a speech therapist has increased during the last few years. This is in part due to the annexation of areas not offering speech correction and probably in part due to less supervision of children in their formative years when mothers worked during and following the war.



As previously, pupils who need help are found through a survey of 1st graders, new pupils, and through teacher referral.

As speech correction has come to be a better known field more materials with which to work are to be found on the market. Formerly, most of the speech games and drills had to be prepared by the therapist. With commercially produced material, greater variety can be offered in the work.

Speech correctionists meet several times during the year in order that the city program will have unity and in order to give the workers a chance to exchange ideas and report on professional literature.

Several of the therapists attended the National Speech convention in Chicago during the Christmas holiday.

Attendance, Home Visitation, and Census  
(Written by August Vander Meulen)

Attendance and Home Visitation: The attendance and home visitation worker assists in interpreting the school to the parent and the parent to the school. The worker is generally accepted by students and parents alike and the service is usually welcomed in the home. The school offers a particularly favorable situation for preventative work because of its easy, natural approach to children and parents. The positive guidance of students in such a way as to promote desirable personality traits and behavior pattern is always uppermost in the minds of the workers.

Problems of truancy and maladjustment are best remedied when the causes of the difficulty are understood. Compulsion and threats to evoke school attendance laws are a poor approach to an adequate solution of the problem at hand. Mild adjustments may yield to simple treatment by attacking the present difficulties. Many of the attendance problems that come to the attention of the workers can be handled in this manner.

There are other cases, however, which require that the worker delve deeply into the history of the individual and his present attitudes. Such modifiable liabilities as lack of security, over-protection, lack of affection, wrong methods of discipline, are frequently observed in the home, and are contributing factors to the student's inability to adjust to the school situation. The more difficult problems of adjustment involve such complexities as deepseated family habits, poor economic circumstances and serious physical and mental defects. Maladjustments of this kind are dealt with clinically within the department or referred to outside agencies.

The attendance and visitation workers cooperate with such agencies as the Child Guidance Clinic, Family Service, city health department, probation department, the juvenile court and police department, and wish to express their appreciation to administrators, teachers, workers in community agencies and school office staffs for their friendliness and assistance in making it possible to have so much success in returning children to school. Their understanding and sympathy aid materially in keeping the school attendance at a uniformly high level.

The summary of work carried on by the three attendance and home visitation workers is as follows:

Home calls	3,075
Investigations	78
Calls at schools	1,346
Census home calls	19
Unclaimed programs	90
Total	4,608

The home calls may be further examined by the per cent of use by the following divisions:

Elementary schools	4.6 %
Junior high schools	53.4 %
Senior high schools	32.1 %
Parochial schools	.5 %
Vocational school	9.4 %

Census: The annual enumeration of the child population of the city of Madison was recently completed by a staff of 26 workers, working in 28 different areas. The work has been checked and the data that is being presented has been prepared from these findings.

The following conclusions are suggested by the school census data ending June 30, 1950:

1. The total child population, birth through age 20 for 1950, shows an increase of 913 or approximately 3.66 per cent over the 1949 total. The increase over the 1948 total is 1,757 or approximately 7.3 per cent. This year's total, compared to the 1940 total, represents a gain of 5,953 or approximately 29 per cent for the past ten year period.
2. The school age population, ages 4 through 19 for 1950, shows an increase of 434 or about 2.6 per cent. Nine school areas recorded increases with Truax, Westmorland, Lowell and Sherman leading the list. Truax and Westmorland, new areas, show increases of 103 and 188 respectively. Six school areas show decreases with a falling off in Marquette of 103 showing the greatest decrease. The ten year period 1940 to 1950 indicated a gain of 1,710 or about 11 per cent in the school age group.
3. The pre-school population, ages birth through 3 years for 1950, shows an increase of 448 or approximately 6.4 per cent over 1949 and an increase of 942 or approximately 14.4 per cent over the 1948 figure. The ten year period from 1940 to 1950 showed a gain of 3,871 or slightly over 106 per cent.
4. Practically all the increase of birth to 3 years can be attributed to the Lapham, Truax, Lowell and Sherman areas. Lapham ordinarily would have shown a decrease but due to the construction of the Tilton Terrace apartments an increase of 89 is recorded. Recent census figures show Tilton Terrace to have 103 in this category. Sherman school area showed an increase of 100 in this age group. A goodly portion of this is due to the construction of the Oak Park Trailer Camp. Recent census figures show 86 children in this category living here. New construction in the Truax and Lowell areas

accounted for sizeable increases there. A breakdown of these increases is indicated in the table below:

	-1	1	2	3	Totals
Lapham	32	4	2	51	89
Truax	26	49	11	57	143
Lowell	1	10	11	87	109
Sherman	2	26	23	49	100

5. The number of births recorded for the year ending June 30, 1950 is 55 less than last year's recording and remains the fourth largest ever recorded by a Madison school census. The 1947, 1948, 1949, and 1950 recordings exceed any annual previous recording by at least 506.
6. There are many homes recently completed and under construction that should be available for occupancy by September 15, 1950. A check will be made later in the summer to check census figures in these areas. On June 30, 1950 there were 104 homes completed and unoccupied in the city of Madison. There were 170 under construction. The two areas that will be most affected by the influx of population are the Lowell and Westmorland areas. In the Lowell area there are 10 completed unoccupied homes and 83 under construction. In the Westmorland area there were 13 completed unoccupied homes and 39 under construction.
7. The total enrollments for the school year 1949-1950 show an increase of 206 or approximately 1.7 per cent. Total enrollment figures show an increase for 10 elementary schools and a decrease for only two elementary schools. In the junior high schools Central and East show slight decreases while West shows a slight increase. In the senior high schools Central and East show increases and West a decrease.

The following comparative tables are included:

- |           |   |
|-----------|---|
| Table I   | Summary of Census Returns for the Year Ending June 30, 1950   |
| Table II  | Age Groups Birth Through 20 Inclusive by School Districts   |
| Table III | A Graph Showing Age Totals of Children From Birth Through Twenty-1950   |
| Table IV  | Comparison of Child Population Tables for June, 1939 through June 1950 - Age Groups Birth to Twenty Years Inclusive |
| Table V   | Comparison of Age Group Totals by Years from June, 1939 through June, 1950  |
| Table VI  | Percentages of Census Increases and Decreases Since the Year 1916 - Age Group 4 to 19 Inclusive                     |
| Table VII | Comparison of Child Population by School Districts for the Years 1949 and 1950                                      |

Table I

## Summary of Census Returns for the Year Ending June 30, 1950

School Districts	Age Group Birth to 3 inclusive			Age Group 4 to 19 inclusive		
	Boys	Girls	Total	Boys	Girls	Total
Dudgeon	107	113	220	384	345	729
Emerson	374	349	723	876	941	1817
Franklin	206	197	403	470	427	897
Lapham	300	331	631	738	705	1443
Lincoln	53	70	123	95	99	194
Longfellow	280	288	568	700	793	1493
Lowell	395	354	749	966	964	1930
Marquette	354	385	739	905	861	1766
Nakoma	79	96	175	367	368	735
Randall	454	439	893	1071	1018	2089
Sherman	185	188	373	387	300	687
Truax	192	160	352	162	164	326
Washington	502	449	951	900	1030	1930
Westmorland-Sunset	250	219	469	530	471	1001
District #8	62	43	105	133	105	238
Totals	3,793	3,681	7,474	8,684	8,591	17,275

Age Group Birth to 3

1949 - 7,026

1950 - 7,474 Increase 448

Age Group 4 to 19

1949 - 16,841

1950 - 17,275 Increase 434

Madison Census 1950 Age Groups Birth Through 20 Inclusive by School Districts

Totals	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085	25,834				
Age Group Birth to 3 inclusive											Age Group 4 to 19 inclusive										20 Years					
Total 1950 -	7,474										Total 1950 -										17,275		Total 1950 -		1,085	
1949 -	<u>7,026</u>										1949 -										<u>16,841</u>		1949 -		<u>1,054</u>	
Increase	448										Increase										434		Increase		31	

Table III

A Graph Showing Age Totals of Children From Birth Through Twenty - 1950

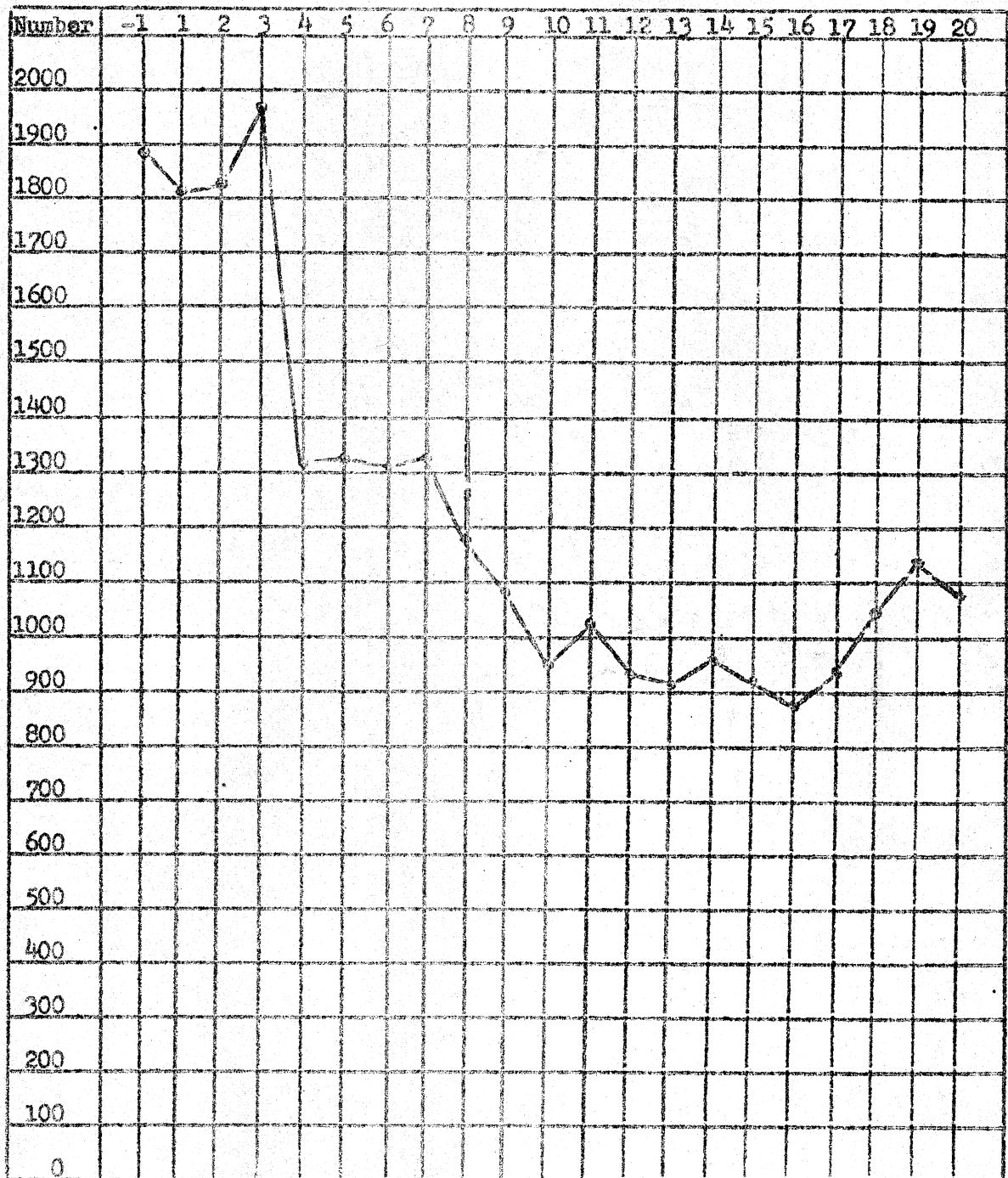




Table IV  
Comparison of Child Population Tables for June, 1939 through June, 1950 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075	
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046
1947	1979	1242	1185	1218	1171	1043	946	868	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023
1948	1917	1964	1345	1306	1289	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066
1949	1925	1809	1971	1321	1281	1327	1341	1140	1075	951	1009	932	916	920	935	876	940	979	1117	1102	1054
1950	1870	1808	1830	1966	1325	1329	1308	1336	1176	1080	955	1029	932	910	952	912	888	945	1054	1144	1085

Table V

Comparison of Age Group Totals by Years From June, 1939 through June, 1950

Year	Birth to 3 Inclusive	4 to 19 Inclusive	20 Years	Totals
1939	3,563	15,728		19,291
1940	3,603	15,565	722	19,890
1941	3,708	15,458	932	20,098
1942	4,063	15,713	967	20,743
1943	4,386	15,846	1,011	21,243
1944	4,749	15,866	1,082	21,697
1945	5,126	16,012	1,029	22,167
1946	4,929	15,524	1,046	21,499
1947	5,624	15,264	1,023	21,911
1948	6,532	16,479	1,066	24,077
1949	7,026	16,841	1,054	24,921
1950	7,474	17,275	1,085	25,834

Table VI

Percentages of Census Increases and Decreases Since the Year 1916  
Age Group 4 to 19 Inclusive

Year	Total	Increase or Decrease in Number	Per Cent of Increase or Decrease
1915	7,868		
1916	8,461	593	7.5
1917	8,787	326	3.9
1918	8,742	45	.51
1919	8,753	11	.12
1920	9,164	411	4.7
1921	9,373	203	2.21
1922	9,801	428	4.6
1923	10,723	922	9.4
1924	11,402	679	6.3
1925	12,102	700	6.13
1926	12,507	405	3.34
1927	13,280	773	6.18
1928	13,884	604	4.5
1929	14,390	506	3.6
1930	14,735	345	2.39
1931	14,959	224	1.52
1932	15,366	407	2.72
1933	15,413	47	.31
1934	15,746	333	2.16
1935	16,032	286	1.82
1936	16,087	55	.34
1937	15,949	138	.87
1938	15,728	221	1.39
1939	15,728	0	0
1940	15,565	163	1.04
1941	15,458	107	.69
1942	15,713	255	1.65
1943	15,846	133	.85
1944	15,866	20	.13
1945	16,012	146	.92
1946	15,524	488	3.05
1947	15,264	260	1.67
1948	16,479	1,215	7.96
1949	16,841	362	2.14
1950	17,275	632	5.24

Table VII

Comparison of Child Population by School Districts for the Years 1949 and 1950

School Districts	Age Group Birth to 3 Inclusive			Age Group 4 to 19 Inclusive		
	Totals 1949	Totals 1950	Increase or Decrease	Totals 1949	Totals 1950	Increase or Decrease
Dudgeon	210	220	+10	703	729	+26
Emerson	718	723	+5	1,778	1,817	+39
Franklin	415	403	-12	927	897	-30
Lapham	542	631	+89	1,436	1,443	+7
Lincoln	116	123	+7	211	194	-17
Longfellow	494	568	+74	1,595	1,493	-102
Lowell	642	749	+107	1,847	1,930	+83
Marquette	802	739	-63	1,794	1,766	-28
Nakoma	155	175	+20	670	735	+65
Randall	913	893	-20	2,101	2,089	-12
Sherman	273	373	+100	616	687	+71
Truax	209	352	+143	223	326	+103
Washington	1,005	951	-54	1,883	1,930	+37
Westmorland- Sunset	426	469	+43	813	1,001	+188
District #8	106	105	-1	244	238	-6
Totals	7,026	7,474	+448	16,841	17,275	+434

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Presented to the Board of Education  
by the Head Teacher

Mrs. Kathryn Charlson

June 1950

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1949-50  
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

This year, the nineteenth for our hospital school, will be remembered as our "graduation" year. It is rare for us to have a senior high school student who must remain with us for graduation, and an occasion to have one completing eighth grade; but this year we had one high school and three eighth grade graduates. Our graduation exercises with Mr. Watson as speaker was the outstanding event of the year. This was another "polio" year with as many students enrolled who had polio this year as last. It was not a year of isolation for children's diseases. We had our siege of mumps, but fortunately, it was confined to one ward. It was lengthy for six boys of junior high classes, but did not disrupt the entire school program. In most respects things ran more smoothly than the year before.

I. STATISTICAL DATA

School was in session 177 days - the same as Madison schools. Since our holidays and those of the University were alike, there was nothing to be gained by staggering vacations.

The following table shows the grade distribution of the enrollment for the year.

<u>Grade</u>	<u>Enrollment</u>
Kdg	9
2	10
3	22
4	11
5	19
6	15
7	13
8	15
9	12
10	8
11	10
12	7
Special	13
Total	185 original entrants

Thirty-two of this total number returned once and fourteen returned twice making a total of forty-six who returned.



Wisconsin Orthopedic - 2

	<u>Original Entrants</u>			No. of 6th Gr. & above	Returns	Total Days Attend- ance	Average Days Attended
	Boys	Girls	Total				
1946-1947	74	68	142	63	52	5,557	39
1947-1948	95	43	168	77	46	7,056	42
1948-1949	114	83	197	105	62	6,963	35
1949-1950	98	87	185	90	46	6,274	34

There have been no significant changes in enrollment over last year. The data continues to show the trend of past two years with increased number enrolled for a shorter period of time. The number above the fifth grade continues to be high, but they were about evenly divided between two groups. However, the total number of days for both groups was about the same as last year. Because averages rarely show the true picture of our attendance I am including a breakdown of enrollment.

<u>Days</u>	<u>No. enrolled</u>	<u>Days</u>	<u>No. enrolled</u>
10-20	75	81-100	6
21-40	60	101-120	5
41-60	23	121-140	1
61-80	12	141-160	0
		161-177	3

Total . . . . . 185 enrolled

Even these two tables do not give a true picture of numbers contacted for it does not mention those who were seen upon admittance and given a familiar book or crayons, and a word to help them to adjust emotionally to parents departure, and hospital atmosphere. Nor does it mention the thirty-two students enrolled for less than ten school days. Most of these were enrolled because we thought they were going to stay for a longer period of time. The length of stay is difficult to determine at admission and waiting until it is determined gives the student opportunity to get into bad habits of wasting time. There were some enrolled, however, who we knew would not be staying long, those who were former students; those who were being taught at home and needed association with groups; and those who brought all their own books and just had to keep from getting behind.

There were two full time and one part time teachers. Miss Gordon-Smith taught grades 1-5. English and History of grades 6-12 were taught by Mrs. Beverly Wood, and science and mathematics, 6-12, plus administrative work done by Mrs. Charlson. There were university students from Education 73 both semesters to assist with special subjects and projects.

## II. SPECIAL ACHIEVEMENTS

Our use of visual aids has been one of the outstanding parts of our teaching program for a number of years, but this year we increased our number of films and extended their use to all three teachers. We increased the number of films shown to 150. This was accomplished without increased cost by evaluating thirty films from the Bureau of Visual Instruction, by use of some excellent free films and by payment from Roundy Fun Fund for holiday films. The use of film strips and View Masters was also increased.

A schedule was worked out to show films to three school groups--elementary by Miss Gordon-Smith, intermediate by Mrs. Wood, and the older group by Mrs. Charlson. This gave an opportunity for showing films best suited for each group with proper teaching and reteaching for each school age level. While films were enjoyed by all students, I think they were most enjoyed by the polio patients. Miss Gordon-Smith took entire responsibility of showing films to groups of polio patients during the noon hour and after school one day a week. Those in respirators were especially appreciative.

Teaching in wards was kept at a minimum for the elementary group. The children were in classroom mornings and afternoons except Tuesdays when the room was used for movies by the older group. At this time university students worked with small groups in the wards.

Our students from Education 73 were very helpful in most instances in assisting with many duties in both elementary and upper grades. They gave excellent co-operation and many expressed deep satisfaction in their contacts here. It is, however, time consuming and difficult to continue training groups for a single semester. We need some practice teachers for an entire year.

A new course, Geography of the World, for high school pupils 10th grade and above was started this year. We needed a course for which one semester's credit could be obtained, which was of general interest and which lent itself to group work. There were two enrolled who completed entire year's work and received credit, one who had stopped high school and was returning, and two graduates. The graduates were recommended by doctors for mental therapy. They were becoming too listless and too concerned about themselves. It worked out nicely with workbooks to accompany text, discussion, and objective tests.

I consider our increased communication between our school and the home school, which in every case but two was initiated by us, as our biggest achievement of the year. Communication is important for both students who will return to school and those who will go home in casts for three months and return to us. It motivates the child when he knows we are doing what his teacher has asked and that a record will be sent when he returns. It is doubly important for the child who will go home and not be able to attend school. These children have been our greatest concern. With new discoveries in medicine and improved transportation many of the orthopedic cases will remain in the hospital only six weeks following an operation, go home for several months to return perhaps three times in the school year. Therefore, our concern for education between hospitalization becomes important and only in the degree in which the community accepts its responsibility while they are at home can our work be effective. We find that when parents are encouraged and schools back home are notified a plan can be worked out to continue schooling in most cases.

On the elementary level eighteen children received school or parents' help in continuing their school work. Where it was possible to have parent help and no teacher supervision, Miss Gordon-Smith sent workbooks.

Too often in the past parents and communities showered only sentimentality. "Poor child, don't worry about your school work", and "What is one year's schooling in your life?" are familiar comments. We have observed that adjusting to physical handicap is hard enough without the feeling of inferiority in being behind classmates. In the upper grades we find them dropping out of school while in many cases they have the greatest need for education.

To prevent this from happening a campaign of sending letters (not just blanks to be filled out) was undertaken for the older group. A letter was sent to school while the child was hospitalized to get initial cooperation of school and again when he returned to report his progress, and ask if there was some means of continuing work if he could not return to school. The communities are increasing who lend aid. I could cite a number of cases where teachers visited a child twice a week.

The children have been the recipients of many gifts from generous and thoughtful people of the surrounding community. Some of the gifts were: toy cloth animals by Junior Red Cross of Beloit, pansy plants potted by Brownie Troop of Lakewood school, scrapbooks from Girl Scouts at LaFarge, dolls for Christmas dressed by ladies of the Women's Club. As a part of their citizenship training and as a motivation for writing, the elementary group wrote letters of appreciation or sent valentines to the donors.

Supervised recreation and forms of outside entertainment is one of the hospital's great needs. The school helped fill some of that need by sponsoring the following:

A Marionette show given by an industrial arts class from the University.

Two movies from the Fire Department.

Horace Heidt's Amateur Show.

Jerry Bartell and staff.

Clowns from the Shriners.

In addition we had a school picnic, graduation party, Bed Sheet party, Western movie, and a Christmas party.

All departments within the hospital have been cooperative. The nurses, particularly Miss Dunn and Miss Maurer, have been our staunch supporters. The O.T. department has been particularly cooperative in working out schedules. A special extension pencil was designed and made by Mr. Hipple's work shop for a seven year old boy that he might learn to write with his mouth. Both of his arms and legs are paralyzed.

We achieved our goal of publishing The Bed Sheet four times this year. It is our most important project because it gives all students of all grades an opportunity to work together.

#### DIFFICULTIES:

Getting the children to school with school materials continues to be one of our most difficult problems. It is one that has improved somewhat during last year due to understanding nurses, but needs to be constantly worked upon. It is largely a hospital problem to be worked out with orderly attendants and nurses. To give a conception of the difficulty one would only have had to look at the elementary schoolroom at the peak of enrollment in February when there were seven beds, five cribs, three wheelchairs, and eight ambulatory students enrolled from grades one to five. Solving the problem of getting the children with their materials needs to be worked out by us. We need to devise some attachment on beds for holding school materials.

The second difficult problem is classroom space for the older group. The room is small and at best will accommodate six beds, several banana carts, and four or five ambulatory children. Because the room is so crowded dividing into two groups causes too much confusion. As a result only one group, either intermediate or high school, can be in the classroom at one time, while others are taught in wards. This is not very satisfactory especially in the morning when cleaning, etc. of the room must be done and with patients who do not go to school in the same room. The scheduling of classes because of classroom use causes all sorts of complications when treatments are taken into consideration.

We do hope that some more school space can be made available in the near future.

Respectfully submitted,

MRS. KATHRYN CHARLSON

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education  
by the Consultant  
BERNICE E. LEARY

August 1950

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1949-1950  
CURRICULUM DEPARTMENT

I. CURRICULUM IMPROVEMENT

Curriculum work in 1949-1950 was based on an Inquiry circulated during the school year. A total of 14 committees were active during the winter and spring months studying classroom problems of content, methods, and materials. Of this number, 12 were continued from the preceding year. Membership included 132 teachers and principals from the elementary schools, 30 from junior high schools, and 20 from senior high schools. The Science Committee again used the consultant services of Milton Pella of the University of Wisconsin.

Contributions of committee members were compiled with the help of teachers working through Extended Summer Employment, and will later be edited and printed (or mimeographed) for distribution early in the new school year. Two bulletins, prepared in mimeographed form last year, have been revised for printing. These are A Guidebook for Kindergarten Teachers and The Teaching of Manuscript Writing. One new book list, Lots of Things to Make and Do, was printed and distributed for children's use during the summer. Five tentative bulletins, for try-out this year, include: A Plan for Teaching Science in the Elementary Grades, A Proposed Scope and Sequence in Arithmetic for Elementary Grades and Junior High School, Visual Aids for the Teaching of Arithmetic, Number Rhymes and Games for Primary Grades, and What Does Research Say About Arithmetic?

Other committee activity resulted in the adoption of six basic textbooks, and the evaluation of 87 new books for supplementary purchase.

II. STUDY OF PUPIL ACHIEVEMENT

Achievement testing was carried on as usual in Grades 2 - 6, 7, and 9, and the results summarized in Bulletins Nos. 18 - 25.

III. NEW CURRICULUM RESOURCES

Additions to the Curriculum Library made during the past year through purchase or gift, are shown in Table I. Filmstrips continued to be purchased in larger numbers than films since they are cheaper, are better adapted to classroom use, and are often more closely related to curriculum content.



TABLE I

MATERIALS ADDED DURING 1949-1950	
Courses of Study	25
Textbooks	188
Workbooks	44
Professional Books and Pamphlets	154
Magazines (the number now totalling 43)	3
Trade books, or "library" books	3
Sets of Flat Pictures	7
Filmstrips (7 replacements)	85
Sound Films	11
Silent Films (replacement)	1
Recordings	15

## IV. DISTRIBUTION OF CURRICULUM RESOURCES

- A. Table II shows the borrowings of books and magazines by the Madison school staff as determined by library cards. No record is kept of materials used in the Curriculum Office. Professional books, textbooks, and courses of study showed the greatest increase of usage over 1948-1949.

TABLE II

PRINTED MATERIALS BORROWED DURING 1949-1950	
Professional Books	275
Textbooks	599
Pamphlets	101
Courses of Study	29
Books-of-the-Month	11
Magazines	83

The areas of interest represented by these borrowings are shown in Table III. Professional books on English, Science, elementary education, child development and health were borrowed most frequently, while social studies led, as usual, in the textbook area.

TABLE III

BOOKS BORROWED 1949-1950, by SUBJECT AREAS			
Subject Areas	Professional Books	Courses of Study	Textbooks
Administration	15		
Arithmetic and Mathematics	19	2	21
Child Development	34		
Curriculum Construction	21		
Education, Elementary	27	1	
Education, Secondary	1	1	
English	35	4	2
Handwriting	5	1	
Health	27	8	9
Literature and Library			24
Measurements and Statistics, Educational Research	2		
Psychology	9		
Reading	22	2	47
Science	31	1	111
Social Studies	14	9	377
Spelling	6		8
Teacher Training	2		
Visual Education	5		

- B. In spite of continued, though conservative, purchases of visual aids, orders from schools consistently outstripped fulfillment - particularly for sound and silent films, as shown in Table IV. The most popular visual materials this year were filmstrips, perhaps because of their usefulness in the classroom as well as their increased availability in the Curriculum Office. Some additional funds are needed to bring the supply more nearly up to the demand.

TABLE IV

ORDERS FOR VISUAL AIDS 1949-1950		
Visual Material	Orders Received	Orders Filled
Sound	762	653
Silent	496	451
Filmstrip	996	935
Slides 3½x4	77	75
Kodachrome Slides	81	68
Flat Pictures	70	67
Models	14	14
Charts	1	1
Recordings	24	21

- C. Curriculum publications of the Madison Schools continue to be in demand outside the system, as indicated by Table V. The greatest demand this year was for the following materials: Use of Charts in the Primary Grades, 868, of which about 400 went to Detroit alone; Developing Word Meaning, 660; Magazines for Elementary Grades, 570; and Fun for All and All for Fun, 383. The Superintendent's Report on Learning to Read in the Madison Public Schools continued in popular demand, selling 151 copies this year as against 122 last year. Printed book lists showed a surprising increase in demand, while the new edition of Improvement of Spelling started off with a total sale of 125 copies.

Viewed geographically, orders for curriculum materials represented every state in the Union for the first time. The largest orders came from the following states: 122 from Wisconsin, 119 from New York; 94 from Illinois; 85 from California; 78 from Michigan; and 72 from Pennsylvania. Orders from outside the United States were received from Canada, Hawaii, Newfoundland, and Nova Scotia.

TABLE V

MATERIALS SOLD BY CURRICULUM DEPARTMENT School Year 1949-1950	
Creative Writing in the Elementary Grades	41
Reading Problems in the Social Studies	40
Developing Word Meaning	660
Place of Oral Reading in the Elementary School	32
Reading Abilities Basic to Effective Study	41
Language Arts Committee Report (1942)	19
Language Arts Report (1949)	3
Adapting the School Program to Superior Pupils	8
The Teaching of Manuscript Writing	1
The Teaching of Science	4
Word Recognition Techniques	38
Word-Games for Developing a Sight Vocabulary	55
A Guide to Health Education for Elementary Schools	15
<u>Book Lists</u>	
Index to 500 Favorite Poems	42
Around About Us	133
My Country 'Tis of Thee	138
Wings Around the World	92
Together for Freedom	87
For You Who Love Heroic Deeds	126
Fun for All and All for Fun	383
Lots of Things to Make and Do	53

<u>Printed Handbooks and Reports</u>	
Kindergarten Handbook	127
Teachers Handbook	52
Primary Handbook	78
Junior Cook Book	21
Magazines for Elementary Grades	570
Improvement of Spelling	125
Use of Charts in the Primary Grades	868
Learning to Read in the Madison Public Schools	151
The Recreation Program of the Madison Board of Education	24
Guidance in the Madison Public Schools	1
Total	<u>4,028</u>

#### V. PROBLEMS AND RECOMMENDATIONS

One of the most serious problems attending committee work is that of preparing materials for publication. Few, if any, teachers have the time to do this kind of painstaking work, or have been trained to do it. It is therefore recommended that teachers continue to be employed during the summer to make the first rough compilation of committee contributions before final editing and organization in the Curriculum Office. It is also suggested that funds continue to be made available for consultant service from members of the University staff as it is needed or requested by teacher committees.

Respectfully submitted,

BERNICE R. LEARY

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
Department  
of  
HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Presented to the Board of Education  
by the Director  
GLENN HOLMES

September 1950

THE MADISON PUBLIC SCHOOLS  
Madison, Wisconsin

ANNUAL REPORT  
For the School Year 1949-50

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

I. Health and Safety Education

Health

We have enjoyed a further improvement in our relationship with Dr. Kincaid and the City Health Department in regard to health in our city schools. The coordination of the work of the school nurses, the principals and this department has improved.

A corps of physicians under the jurisdiction of the City Health Department has examined the following boys and girls in our schools: 515 in high school and 919 in elementary schools. 315 high school and 1450 elementary boys and girls were examined by private family physicians. In addition, this department arranged physical examinations through Dr. Vingom for all the athletes in our high schools.

We have worked hand in hand with Mr. Nelson, the custodians of the schools and the principals in regard to sanitation in all of our school buildings.

For many years the City Health Department has required that a solution, known as sulfural (supplied by the Health Department and paid for by the Board of Education) be used in all locker rooms as a foot bath. It was our feeling, and this opinion was substantiated by the American Medical Association, that foot baths were no longer considered effective for the prevention of ringworm (athletes foot). Therefore, upon the recommendation of Dr. Kincaid and the Dane County Medical Association, and the approval of the Board of Education, it was decided to discontinue the use of a foot bath and in its place, we are to furnish boric acid foot powder for the use of boys and girls in locker rooms for the prevention of athletes foot.

Work is under way with a committee headed by Mrs. Huseby to work out health regulations in our school cafeterias and lunch rooms. Dr. Kincaid feels there are some former rules which are now obsolete and that there is need for revision of them. This is particularly important as to what is to be included in a health examination for all food handlers. I feel there will be a solution to this problem in the near future.

Central high school physical education classes, due to the remodeling of the physical education facilities and a resulting curtailment of the use of the gymnasiums, have done a splendid piece of work in health to substitute the work usually done in the gymnasium. This work was in the nature of a regular organized health course covering the entire year, under the direction of our entire physical education staff in the school.

The Division of Health in our department has made some progress. Much more can be accomplished on this important phase of the program. We are making every effort in our planning to improve it.



## Safety

Following are some of the highlights of our safety program during the past year---

1. We have had splendid cooperation between teachers, principals and the police department in every phase of the program.
2. One of the most successful parts of the program is the follow-up by this department of the accidents which are reported by the principal of each school. There was a total of 874 accidents reported by the principals. Each month the accident reports were summarized and a report sent to the school principal. This report attempted to show where the accident happened, the part of the body injured, cause of accident and suggestions for avoiding them. Mr. Nelson of the Buildings and Grounds Department was contacted to correct some fault or make repairs in the building or on the grounds.
3. The student safety patrols did their usual fine piece of work at cross walks as well as in other areas in and around the school building. Captain Thompson of the Police Department has been most helpful in working with us on safety patrols. An entertainment was given in the Central High auditorium near the close of the school year in recognition of the fine work the patrol boys and girls did. More than 800 patrol members were on hand for this party.
4. The bicycle testing program for all sixth grade pupils was very much worthwhile. Sixth grade teachers, principals, physical education teachers and the Madison Police Department cooperated in testing more than 600 children.

The sixth grade teachers were responsible for the knowledge test, the physical education teachers for the performance test and the local police for the mechanical test. It is hoped that in the future we may be able to offer this program to other grades in addition to the sixth.

We are in the process of publishing a booklet "Better Bicycling" which will be used for this testing program in the future.

## II. Physical Education

We have made a good deal of progress in the physical education program in our schools during the past year in standardizing the content of the courses for all grades. A number of meetings with the elementary and high school staffs were held during the year, the purpose of which was to standardize the materials for all physical education grades.

The average time allotment for physical education in each grade per week is as follows: (This is activity under the direction of trained physical education teachers)

Grades 1 and 2	30 minutes
Grade 3	60 minutes
Grades 4, 5 & 6	150 minutes
Grades 7, 8 & 9	135 minutes
Grades 10, 11 & 12	90 minutes

teachers

We have 25 full-time physical education teachers on our staff, 14 women and 11 men. Eight women and five men are assigned to elementary schools and six women and six men to the high schools.

All schools have had intramural programs after school hours in seasonable sports on an average of two days per week.

The three high schools (junior and senior) have had a full program in competitive athletics, consisting of the following sports--football, cross country, basketball, ice hockey, wrestling, archery, track, baseball, volleyball, golf and tennis.

A program of physical education for children restricted for health reasons from the regular program is necessary in a good physical education plan for all children. A plan to set up a restricted program was discussed with Dr. Waller. A survey of the opinion of local physicians who had recommended "no gym" for some 100 children in elementary schools was carried out. Forty-eight physicians of the fifty-one contacted returned notes giving permission for eighty-four children to take a restricted physical education program. Only ten children were restrained from all activity. The program to be offered was characterized as (1) non-competitive, (2) limited to approximately 15 minutes per session, (3) limited to five to ten children per class, (4) to emphasize simple rhythmic exercises to improve muscle tone and coordination, (5) to include posture testing and retesting, and (6) the playing of games which do not require prolonged and excessive demands upon energy.

The principals of Washington, Lowell and Emerson schools, in which most of these children were enrolled, met to consider the mechanics of setting up such a course. The women physical education teachers in these schools, Eunice Dibley, June Fisk and Robin Gregory, met to talk over teaching materials and methods. Parents were contacted in order to secure permission for this program. Early in the second semester classes in restricted physical education were set up at Emerson and Lowell schools. Approximately twelve children were enrolled in each school. Difficulties in scheduling and insufficient teaching time reduced the potential number of classes to one in each school.

We hope to carry on the program already started next year, to add a class in restricted physical education at the Washington school and to increase the number of such classes in the other schools.

In general, our physical education program is a very satisfactory one. Facilities are adequate in most instances and are being improved in many cases. The staff is well trained and experienced. We have had fine cooperation between staff, principals and administration.

### III. Recreation

In general, every phase of our recreation program has shown a growth in attendance, interest and a wider participation throughout the city. We have had a very fine working relationship with Mr. Marshall of the Park Department. He has been very cooperative in maintaining the many areas we use in our outdoor program. All school principals, both elementary and high, have been very helpful with our program. The Buildings and Grounds Department has been most cooperative in servicing and maintaining the school facilities which we use in the indoor program.

#### Basketball

We had a total of 80 men's basketball teams which made up the ten different leagues. This program started the latter part of October and was concluded in March. We have had a great deal of interest in basketball and are planning for an additional ten teams for 1951. At the conclusion of the regular season of play, a city-wide tournament composed of 64 teams was conducted. A team, sponsored by Frankies Tavern, won this tournament and then represented this district in the State Recreation Tournament at Wauwatosa and emerged State Champions.

We have not had as much interest in women's basketball as we would like to have but the eight teams which took part in the program throughout the winter were very enthusiastic about it. We are making every effort to get more women in our athletic program during the next year.

#### Softball

107 teams made up fifteen different leagues in our softball program. Approximately 1300 games were played over a period ranging from the first of May until the last of August. In spite of the fact that we were delayed somewhat, due to the adverse weather conditions, we were able to play almost all of our regular scheduled games. At the conclusion of the regular season of play, two tournaments of 32 teams each, played for the City Championship which was won by a team sponsored by Frankies Tavern and who represented this district at the State Meet in Sheboygan and returned with the State Championship.

We had an increased interest in women's softball during the year. Seven teams made up a major and a minor league which played a full schedule of games. At the close of the season a City Tournament was held with the Penn Electric team being declared the Women's City Champion.

Volleyball

Volleyball leagues were organized in November and played throughout the winter months. We have a great deal of interest in men's volleyball. A City and later a State Tournament were conducted at the conclusion of the regular league play. These tournaments were held at West High and Marquette elementary schools.

We had a great deal of interest in women's volleyball. A league was conducted throughout the year at the Marquette school and was well attended by approximately six teams. A State Tournament was held at the end of the season and again, one of our teams, Wiskids, was declared the State Champion.

Baseball

Our Industrial Baseball League attendance, in spite of very poor weather throughout the season, was approximately the same as in 1949. Six teams made up the league and the caliber of play was considerably better throughout the league than it was the previous year. The Budget Sporting Goods team won from the Oscar Mayer team in the final play-off between round winners. There was a great deal of interest, particularly near the end of the season when the race for the championship became intensive between the two teams mentioned above.

The Capital City League was made up of nine teams playing all games at Breese Stevens Field with no admission charge for spectators. This league fills a great gap between the boys' baseball program and the Industrial League and is particularly fine for those young men who do not have the ability to play in the Industrial League.

The boys' baseball program was made up of 75 different teams divided between midgets, juniors and seniors. Mr. Fred Wagner did fine work in organizing and supervising the program and I feel it was one of the most successful we have ever had.

Four Lakes Athletics

With good cooperation and enthusiasm on the part of the high schools in the city, a very fine program was conducted in Four Lakes basketball and football. I feel that this is one of the fine parts of our program, inasmuch as it affords an opportunity for many boys who do not have the ability to play on the so-called Varsity teams to take part in interscholastic athletics. We had eight teams in football and 42 teams in basketball.

Golf and Tennis

Mr. Frank Blau has done an exceptionally good job with golf in our recreation program. The following city-wide events were conducted under our direction:

1. City Public and Private Club Tournament
2. Industrial Golf League
3. City Open Tournament
4. City Public Links Tournament

The above major activities extended throughout the entire summer and we had a great deal of interest on the part of both men and women in this golf program.

We are making every effort to stimulate the playing of tennis in the city and while the response for various tournaments and instruction has not been good, we feel we are making headway. We had good instruction throughout the summer on the West High School and Tenney Park courts and tournaments were held throughout the summer on a city-wide basis.

### Horseshoes

A league of six men's horseshoe teams started competitive play the middle of June and continued until the first of September. These men played under the lights at Brittingham Park twice a week and at the conclusion of league play, a city-wide tournament was conducted. We need this kind of a program at more places throughout the city.

### Parochial School Athletics

The nine parochial (Catholic) elementary schools were very active in our softball, basketball and touch football programs. Each school sponsored a team in all three sports. A complete schedule was worked out so that each team played the other at least once and at the end of regular play, a tournament was conducted between all schools. We had very fine cooperation with the representatives of these schools. We opened our elementary school gymnasiums for their basketball practice periods twice each week.

The girls' parochial school softball program continued a second year as a play-day plan. Previously, these games had been held after school, each team meeting each other for one seven-inning game. The National Section of Women's Athletics of the American Association for Health, Physical Education and Recreation considers inter-school competition for junior high age girls undesirable, and recommends play-days as a good substitute. We felt that the girls in this softball league attached too much importance to any one game, that they were too tense in playing under these conditions and that poor sportsmanship and bad behavior was the result. In the play-day program, the girls played two or three other teams each Saturday. Short three-inning matches were played and each team met each other team twice or more times. This de-emphasized the importance of any one win or loss. By playing on Saturdays, the after-school travel was eliminated and the girls were not on the diamonds at 5:30 when the men's teams came out for their evening games. The girls themselves have been somewhat reluctant to support this type of program. Now, after two years, they are somewhat more satisfied. Four schools took part last year, five this year.

Community Centers

I am happy to report that once again Robert Hurd, Director of the Madison Community Center, has done an excellent piece of work with this program. It is one of the few centrally located centers in cities the size of Madison which has shown a steady growth in attendance and has continued to be popular with the people of all ages. It is my opinion that the reason that it has been so successful is because it is administered with the idea that those taking part in the program shall have something to say about what goes into the program. The auditors' report indicates that the finances of the organization are in fine condition. The front part of the lower floor has been decorated and plans are to have the dance hall gone over next year.

Our school community center program started early in November and concluded early in April. The attendance and interest was very good and the program was expanded somewhat to take care of the various age groups with emphasis placed on the elementary school boys and girls on Saturdays and the junior high students on Friday and Saturday nights. We had a well qualified staff of leaders in this program.

The West High School Saturday night program, which formerly was set up for junior high school boys and girls exclusively, was modified to include the same kind of a program for senior high school boys and girls on alternate Saturday nights. This has created some problems, as the senior high school center was not well attended and there was demand on the part of the junior high school group for more time being allotted them than every other week.

We included in our program, for the first time, instruction in square dancing and it met with fair success with the junior and senior high school boys and girls.

We had one center very poorly attended--Longfellow on Friday nights. There seems to be no evident reason why the attendance fell off in this center but if it does not pick up we may have to eliminate it from the program.

Square Dancing

Square dancing as a recreational activity in Madison gained many followers during 1949-50. The Community Center programs continued weekly with four orchestra dances added during the year. Two neighborhood groups were organized, one at West High and one at Marquette, each meeting semi-monthly during the school recreation center season. These were attended for the most part by couples, the PTAs of these groups sponsoring the classes with the Division of Recreation providing the leadership.

Junior and senior high school activity square dance clubs were organized at West high school. The Junior high group met on Fridays during the activity period, about 50 pupils attending, largely from 7th and 8th grades. The Senior High Club was composed of 20 students and met occasionally at activity period, also some Saturdays. They presented a demonstration of square dancing at the In-Service Training program sponsored by the State Department of Public Instruction at the University of Wisconsin in February. They were invited to appear on WTMJ-Television in Milwaukee but were unable to attend.



The March meeting of the Square Dance Association of Wisconsin was held at East High School on March 26. The plans for this day-long meeting and dance were made by a committee representing all of the organized square dance groups in Madison. The committee numbered about 50 and worked very well to bring about a successful meeting. The attendance totalled 1205 dancers and spectators. Many came from other parts of the state - from Antigo to Beloit, from Milwaukee to points west of Madison. Permission to use East High School on Sunday was granted by the Board of Education. An orchestra was brought from Milwaukee. The \$300.00 profit realized from this event was invested--\$100.00 to the Friends Service Committee, \$100.00 to the Betatron Fund for Cancer Research at the University of Wisconsin and \$100.00 for the encouragement of square dancing in Southern Wisconsin.

#### Madison Theatre Guild

Robert Merriman has done an excellent job in directing the Theatre Guild. This organization has had its best year, both from what has been produced in the way of plays and also from ticket sales. The following plays were produced:

1. I Remember Mama
2. Johnny Belinda
3. John Loves Mary
4. Cinderella
5. Mr. Dooley Jr.

Several problems have arisen in relation to the Theatre Guild and a meeting is being planned for early fall for the Guild's governing body or officers and the Board of Education Recreation Committee to study ways and means of better coordinating the activities of the recreation department and the Theatre Guild. The recreation budget at the present time pays the director's salary and all buildings and grounds cost charges. The balance of the expense is born by the Theatre Guild. All revenue goes into the Theatre Guild's treasury. A better financial set-up can be arranged when both the Board of Education Recreation Committee and the Guild has a chance to discuss the numerous problems concerning the financial status of the organization.

#### Summer Playgrounds

Our summer playground program was most successful, supervised by a staff of approximately fifty leaders, all of whom were well qualified to do good work. There was a total of thirty playgrounds throughout the city (15 on each side of the city). The program extended over a period of ten weeks.

One new idea was carried out very successfully, namely, the addition of three "Tot Lots" which are playgrounds set aside for children between the ages of five and ten. This idea grew out of the request from parents of smaller children in congested areas. In most cases, the younger children could not get to larger playgrounds without crossing railroad tracks or busy streets. Most of these "Tot Lots" operated in the mornings from 9:00-12:00 with a leader from some larger playground in charge.

We had an excellent program in crafts supervised by Garland Smith.

### Youth Summer Theatre

Miss Isabel Saeck who headed the dramatics program on our summer playgrounds was also the director of the summer theatre, composed of well over 100 high school boys and girls. This group met three times a week during the summer at the Washington school auditorium and produced two plays—"Prince Fairyfoot" and "Cinderella".

### Swimming

Five people conducted instruction in swimming for all ages on eight of our public beaches. The season was shortened to eight weeks, mainly because of the cold weather and the rather poor condition of the water in our lakes in late August. The attendance was not up to normal, due chiefly to the weather. We have had much praise from parents of children who have made good progress with their swimming through this program. In addition to the instruction, four city-wide swimming meets were conducted for boys and girls of all ages with competition for everyone in all of the various strokes and fancy diving. This part of the program was concluded with a City Meet. The contestants were the boys and girls who had qualified in the three previous meets.

### Winter Sports

The 1949-50 season of winter sports was anything but ideal for this phase of our program. We had only about four weeks of good winter sports weather. However, we offered instruction in skiing and skating at several places throughout the city and held two ski meets and four skating meets which furnished competition for boys and girls in this activity. Ice hockey leagues were formed for three age groups, namely, junior, senior and adults and a regular season of play was conducted during the winter months. In the area of winter sports, there is much that can be done which we are not doing now, but we are making plans to expand this part of our program as rapidly as possible.

We are planning, in conjunction with the Madison Curling Club and the Park Department, to put curling into our winter sports program for all age groups during the 1950-51 season. This is an excellent sport and I believe there will be a great deal of interest in it.

## Summary of Recreation Activities and Attendance, September 1, 1949 - August 31, 1950:

Baseball, Adult . . . . .	46 376
Industrial League, . . . . .	42,987
Capital City League, . . . . .	3 389
Baseball, Junior . . . . .	9 300
Basketball, Adult . . . . .	19 717
Basketball, Four Lakes League . . . . .	6 094
Community Centers . . . . .	214 982
Madison Community Center, . . . . .	180,338
School Community Centers, . . . . .	34,644
Football, Four Lakes League . . . . .	3 295
Golf . . . . .	2 176
Horseshoes . . . . .	1 001
Jackstones Tournament . . . . .	1 104
Marbles Tournament . . . . .	863
Madison Theatre Guild . . . . .	14 083
Parochial School Program . . . . .	12 524
Basketball, . . . . .	4,695
Intramurals, . . . . .	3,049
Softball, . . . . .	1,938
Touch Football, . . . . .	2,842
Picnic Kits . . . . .	14 834
Saturday Play Centers . . . . .	23 303
Softball, Adult . . . . .	98 420
Softball, Girls' Play Day . . . . .	85
Summer Playgrounds . . . . .	210 887
Swimming. . . . .	13 256
Tennis . . . . .	6 039
Volleyball . . . . .	1 843
Winter Sports . . . . .	5 679
Hockey, . . . . .	838
Skating, . . . . .	4,098
Skiing, . . . . .	743

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Total . . . . . 705 861

Submitted by

GLENN HOLMES

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
MUSIC DEPARTMENT

Presented to the Board of Education  
by the Director  
LEROY KLOSE  
September 1950

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

ANNUAL REPORT  
For the School Year 1949-50  
MUSIC DEPARTMENT

I. Significant Statistical Data

A. Summer Program

1. The 1950 summer school for instrumental music pupils, grades 5 thru 9, had a registration of over 500 pupils.
2. The all-city summer band had an enrollment of 119, and met for 10 weeks giving four public concerts. Both newspapers had articles commending the program. It is hoped that next summers program may include an all-city summer chorus and orchestra. These groups could give summer concerts in different combinations with a final program by all three organizations.

I believe our summer program is extremely important because it provides instruction, good use of leisure, recreation, public entertainment, and conditions the pupils for their fall musical activities.

- B. Instrumental music, which is entirely elective, continues to show increases in enrollment especially at the junior high school level.
- C. For the past few years there has been a decided increase in enrollment in elective vocal music courses (grades 9 thru 12). The greatest increase is at 9th grade which appears to be carrying over into senior high school.

II. Special Achievements

- A. This department presented a series of 27 half-hour radio programs called "School Concert". Programs appropriate to the seasons were played and sung by pupils of all grade levels. After the program was broadcast recordings of each program were given to the school or schools participating, to be played back to the performers while the teacher made some constructive criticisms of the work. All programs were aired over WIBA and recordings were presented to the schools at no cost.
- B. The Choral Pageant of the Nativity was again given in the State Capitol. It was an outstanding performance.
- C. Musical organizations in the public schools gave over 200 public performances in the past year.
- D. An all-city Senior High School Music Festival of 850 singers and players was presented at the Stock Pavilion May 20. Local newspapers had a front page report, and an editorial commending the performance and the music staff.

### III. Problems and Recommendations

- A. Vocal music classes in the junior high schools are too large to attain the standard of work desired. More sections and teaching power are needed.
- B. Eighty percent of our music rooms have poor acoustical properties. Materials are available although prices are still high.
- C. Elementary string classes meet only once a week. This generally proves adequate in private teaching but not in class work. Two meetings a week would more than justify the additional cost.
- D. Many of the band and orchestral instruments have been used for over 25 years. Even though our new instrument and replacement budget has been almost doubled, the extremely high price of instruments has retarded the replacement of obsolete equipment.

Respectfully submitted,

LEROY KLOSE



THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report

DEPARTMENT OF PUBLIC INTERPRETATION

Presented to the Board of Education  
By the Director  
MARGARET PARHAM  
June 1950

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
For the School Year 1949-50  
DEPARTMENT OF PUBLIC INTERPRETATION

SUMMARY OF SCHOOL PUBLIC RELATIONS ACTIVITIES

This school system has a number of outstanding activities which have developed over the years and which have public relations significance. These activities have been developed by various departments and schools and represent the cooperative effort of many members of the staff. For the most part, they have become traditional.

Among these activities are the following: the senior high school Christmas pageant in the State Capitol; the school art salon in cooperation with the Madison Art Association; the spring all-school music festival (alternating between elementary-junior high and senior high schools); a safety-poster contest in cooperation with the Lion's Club; go-to-school nights in cooperation with Parent-Teacher Associations; and a student-written interpretive commencement program.

Routine work of the director of public interpretation has included, as in other years, preparation of news releases and leads for feature stories for the newspapers, editing of publications, securing pictures for publications and publicity, and assisting in the public relations activities of the Madison Education Association.

Newspaper Publicity

To help all staff members follow a general school publicity policy, particularly with the change-over to one morning and one evening daily, the director distributed Bulletin No. 28, November, 1949.

While the schools do not have an abundance of spot news, with the possible exception of sports, difficulties can be avoided by observing hours and deadlines for releases.

The policy of giving exclusive leads for features to each paper has worked out very well. The policy gives each paper time to secure data and pictures and write the story without being scooped.

Principals and supervisors have been cooperative in giving leads for features. When a dearth of leads occurs, the director sends a questionnaire-reminder which administrators can fill out and return.

One problem, which probably requires cooperative thought, is how to secure publicity for the less colorful but very vital parts of the school program. Reporters tend to shy away from stories which seem difficult to picture. We can probably devise interesting news releases on these phases of the school program providing time is available.

### Publications

Because of the mounting school population and the need for more classrooms, the superintendent decided to publish an annual report on "the tidal wave of children" and the problems their enrollment brings. Work during the summer included the selection and writing of the material, "For the Record," and preparation of the tables and charts.

Under the plan of employing staff members during the summer to help on special projects, Eugene Schmidt was employed to help with the publications. He prepared and edited the bicycle safety booklet, "Better Bicycling," for use in the schools.

### Pictures

Less pictures than usual were taken during this school year than at any recent time. One reason was that we needed few pictures for the annual report. Another reason is that with the policy of giving exclusive leads for features, the newspapers take nearly all of the pictures for their stories.

For picture taking during the past school year, we had the services of a veteran student at the University and a free-lance photographer recommended by a staff member.

### Special Project

Following a report that new teachers wanted to take part in community activities and lacked information about them, the director sent out a bulletin in February listing the many organizations to which teachers might belong, special interest clubs, the adult recreation program, and other sources of activity.

### Radio Programs

Bernice E. Leary, Pearl Leroux, and Roger Trafford presented the back-to-school program over WIBA at the opening of school.

Education Week programs included the following: WIBA, Sunday, 4-4:30 p.m., West high school music groups of Marion Huxtable, Ernest Stanke; WIBU, Tuesday, 4-4:30 p.m., East high school music groups of Cecile Vogelbaugh, Robert Woollen; WISC, Tuesday, 9:45 p.m., Milton Shoemaker, Commander, American Legion Post 57; WHA, Tuesday, 4 p.m., George E. Watson, state superintendent of public instruction; WIBA, Wednesday, 4:45 p.m., Dorothy Rule, Mable Day, "Promoting the Democratic Spirit in School"; WKOW, Thursday, 11 a.m., substitution for Mrs. J. F. Oesterle, state PTA radio chairman.

A series of 27 half-hour programs consisting of recordings from the Christmas pageant, the spring music festival, and music groups from the schools were presented during the year under the guidance of Leroy Klose, music director.

## THE MEA PUBLIC RELATIONS PROGRAM

The special emphasis of the MEA public relations committee during the past year was to encourage the development of interpretive programs which could be recorded and used for radio programs, PTA programs, and classroom programs. A number of the schools developed some programs and made tape recordings.

Two of the programs were recorded by broadcasting stations and used over the air. A Longfellow school choral reading was broadcast over WHA for Brotherhood Week, and a West Junior high program was broadcast on the special events program of WKOW May 30.

The committee also sent a public relations release, "The Indispensable You," to all members of the staff in January.

In cooperation with the MEA social committee, the public relations committee sponsored a dinner at the Union in February. Guests included members of the Board of Education and Vocational Board, City Council, and the City Manager, newspaper editors, reporters, their wives and husbands.

Morris Rubin, editor of The Progressive, who had just returned from a tour of European capitals, was the speaker.

## American Education Week Program

As in other years, the general AEW committee ordered NEA materials for the schools, two movie trailers to be shown at local theaters, planned AEW radio programs, sent materials and a letter to members of the Madison Council of Churches, and promoted feature stories for the newspapers. Many of the schools held open house and special visiting days.

## The Bulletin

Two Bulletins were issued during the year, a six-page edition in September and a four-page edition in June. With the increased costs of printing, the budget allotted to the Bulletin committee permits only two editions.

## School Movies

Taking of pictures for the senior high school movie was completed and the editing begun. The script committee finished the script for the completed scenes, and the art committee submitted sketches for the titles.

Respectfully submitted,

MARGARET PARIHAM

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report  
REMEDIAL READING

Presented to the Board of Education  
by  
WALTER J. BERGER  
June 1950

THE MADISON PUBLIC SCHOOLS  
Madison Wisconsin

Annual Report for the School Year 1949-1950

REMEDIAL READING

THE REMEDIAL PROGRAM

The best way to show the value of any teaching program is by an evaluation of the results. Although some of the results can only be measured subjectively and are a matter of opinion based upon observation, these are very valuable. An attempt to get accurate data based on standardized tests make further evaluations possible.

The remedial program was carried on in four schools as follows: Franklin from 8:00 - 9:30; Washington from 10:00 - 11:30; Emerson - three afternoons a week during the first semester and two afternoons during the second; Lowell alternating afternoons with Emerson.

The number of children taught and their grades are as follows:

<u>School</u>	<u>Grade</u>	<u>No. of Children</u>	<u>Period Taught</u>
<u>FRANKLIN</u>	8	4	One semester
	7	4	One semester
	3	6	All year
	3	1	One semester
<u>WASHINGTON</u>	6	12	All year
	6	1	One semester
<u>EMERSON</u>	6	3	All year
	5	2	All year
	4	1	All year
	4	3	One semester
	3	4	One semester
<u>LOWELL</u>	6	1	All year
	5	5	All year
	5	1	One semester
	4	2	One semester
	4	1	All year

Time allotted to each child averaged about fifteen minutes except in larger groups where less time per child was necessary. At the Franklin School a group of four eighth graders met at eight o'clock each morning during the first semester. Four seventh graders took their places during the second semester.



At the Washington School, only sixth graders were included because it was felt that there the need was the greatest. During the first semester the class was divided into two groups because of similar difficulties. During the last half of the year the class was divided into four groups to facilitate learning.

At the Lowell School during the first semester all were fifth graders since provision had been made to provide help for some of the other groups. During the second semester one very seriously retarded sixth grade boy was included and two fourth graders.

At Emerson all grades were included from the beginning of the year.

Except in cases of very serious difficulties two or more children were grouped together. Those who were taught alone needed not only reading help but also assistance in adjusting themselves socially.

The tests used in evaluating results were:

1. Iowa Silent Reading Intermediate
2. Durrell Sullivan
3. Stanford-Achievement Primary
4. Gate's Advanced Primary
5. Progressive Achievement

Materials used in teaching included:

1. Phonics We Use - Lyon-Carnahan
2. Eye to Ear Fun - Webster Publishing Co.
3. Phonics Skilltest - Chas. E. Merrill
4. Reading Skilltest - Chas. E. Merrill
5. Diagnostic Reading Work Book - Chas. E. Merrill
6. Reading Improvement Series - Economy Co.
7. Phonovisual Method Charts
8. Dolch Materials and Games
9. Weekly Readers
10. Readers Digest Reading Skill Builder
11. A variety of reading materials from text and library books

The Reading Rate Controller was used largely to speed up recognition of words in lists. It was also used with children, chiefly in grades six and above, in reading articles cut from magazines or Weekly Readers. It not only encouraged faster reading but also served as a motivation.

#### RECOMMENDATIONS

It was impossible to reach all the children who could have benefited from the remedial program because of the limited time spent in each school. There is no way of knowing whether better results might have been obtained in those schools visited on alternate days during the afternoons but from the criterion of helping the largest number of children, it would be better to continue next year as this year.

There is the possibility of limiting the number of schools and having a more intensive program in those schools. This would of course omit many others.

The desirability of changing to different schools could be considered, but that would eliminate the continuation of help for those children who have already begun to improve and who might, with another year's help, arrive at the state in reading required of their age and grade.

Conferences with principals and teachers reveal that they feel the teaching has benefited the children and hope that those now being helped can be included again next year.

Many of the remedial children have been enrolled in the Reading Clinic. This will be a help to them if for no other reason than that they continue reading and at least maintain their level.

The following case records, two successful, one unsuccessful, are indicative of the problems and success of the projects.

1. M-- was referred to the Remedial Reading class at the beginning of the year not only because he was a poor reader but because of his physical condition. According to his teachers, whenever he was held to do some difficult task he would "black out" for a short period of time. His parents claimed his attacks were due to a nervous condition. Curiously enough, M-- avoided hurting himself when his spells came, so the school thought these attacks were feigned. Medical attention was given which no doubt helped him considerably.

When he joined the class he started to read in a second year work book which was difficult enough for him yet gave him a chance to succeed. His interest was high throughout the book and when he completed this book he went into a third year book. Although he had some difficulty at first, he improved so rapidly that at the middle of the year his test score for the Iowa Silent Reading Test had gone up from 3.1 to 4.7. By the end of the year he had increased his score to 6.0.

Only once, at the beginning of the year did he have his customary "attack".

Teachers reports were very favorable. They believe M-- will be able to do fifth grade work.

2. J-- had a reading score of 1.8 at the opening of school. In spite of his high I.Q. he made so little progress that he was referred to the reading class. When he entered, he spoke only when asked a direct question. He seemed to be completely at a loss in his reading. To teach a single word took several days.

A conference with his parents revealed that he was "picked on" by his father. His older sister was a very good reader and J-- no doubt felt the pressure.

About the middle of the year J-- began to change, he talked more freely and his reading began to improve rapidly.

He finished his year with a 3.77 score on the Gates Test.

It was interesting to note that he answered correctly the most difficult questions on the test.

3. M-- Grade 6 - I.Q. 90 came with a reading grade of 3.2 and a record of failure in every grade. A well behaved, hard working boy, he was liked by all his teachers, but he made little progress in reading.

M-- would learn a word but could not recognize it two days later. We thought he had mastered the Dolch list but frequent tests showed he had forgotten many of the words. By the middle of the year his test score had improved to 4.3 and we thought he was on the way up. However, the June test score dropped below his Fall score. A retest showed the same result.

M-- will go into Junior High with this handicap. If he can spend his time in the manual arts class, he will be happy.

Respectfully submitted,

Walter J. Berger