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Annual Reports of
Principals and Supervisors
THE MADISON PUBLIC SCHOOLS

For the
School Year 1936-37

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Reports are arranged in the following order:

Central Junior-Senior High School

Junior-Senior High School - L A Washler

Junior High School - Vida V Smith

Guidance - Grant C Haas

East Junior-Senior High School

Junior-Senior High School - F S Randle

Junior High School - Louise Elser

Guidance - Margaret Fosse

West Junior-Senior High School

Junior-Senior High School - V G Barnes

Junior High School - L E Luberg

Guidance - Lillian Reinking

Elementary Schools

Brayton School - Marie Hagen

Doty and Washington Schools - Pearl Leroux

Draper School - Lucile Clock

Dudgeon School - Lucile Clock

Emerson School - L P Schleck

Franklin School - S A Oellerich

Harvey and Marquette Schools - Emily R Parsons

Hawthorne School - Velmer D Pratt

Lapham School - Shirley D Almy

Lincoln School - Renette Jones

Longfellow School - C Lorena Reichert

Lowell School - Annie D Axtell

Nakoma School - Walter W Engelke

Randall School - Mrs Alice E Rood

Administrative Departments

Attendance - Cassie E Lewis

Curriculum - Mrs Janet M Miller

Guidance and Special Education

School for the Deaf - Marcia Heath

Orthopedic Hospital School - Charlotte Kohn

Recreation - H C Thompson

Special Subjects

Art - Lucy Irene Buck

Health Education - Mrs Fannie M Steve

Dental Hygiene - Lucille Kirschstein

Home Economics - Loretto M Reilly

Industrial Arts - T A Hippaka

Music - Anne E Menaul

FOREWORD

This volume contains the reports of the building principals and the supervisors in the Madison Public Schools for the school year 1936-1937.

The purpose of the reports is, first to present to the members of the Board of Education essential information in regard to the schools and, second, to keep all members of the staff informed in regard to the plans and progress in school buildings and departments of the Madison school system other than their own.

The principals and supervisors were asked to use the following outline:

- I. A bird's-eye view of progress--an introductory statement indicating in a general way the improvements which have taken place in the school or department during the past several years.
- II. A brief statement of the most important items of progress or achievement during the past year.
- III. A statement of any definite plan or program for the year ahead.
- IV. Request based upon what you believe to be the most pressing need or needs in your school or department.

It is believed that the reading of these reports will prove helpful to the members of the Board of Education in making their decisions in regard to Madison's school plans and policies. It is also believed that the knowledge which the reports bring to staff members in regard to what is being done throughout the schools, the understanding and appreciation of the plans and objectives of other members of the staff, will bring about a unity which is essential for a good school organization.

R W BARDWELL

Superintendent

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THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principals and Guidance Director

L A WAHLLER
VIDA V SMITH
GRANT C HAAS
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Following the custom of the past several years this Central Junior-Senior High School Annual Report covers in general the entire six year organization, but gives emphasis to the senior high school division and has appended to it a detailed special report on the junior high division. In addition there is appended a separate report prepared by Mr Haas for the guidance department.

Section I - An Overview of the Year's Work

- A. Our total enrolment for the six year high school this year was 665 boys and 647 girls or 1312 in all, divided with 547 in the junior high division and 765 in the senior high division. This enrolment was affected during the year by the graduation of 52 seniors in February and 158 in June and it was affected by the transfer of 30 eighth grade pupils from Lincoln School to our junior high division in February. It happens that this total enrolment of 1312 is identical to the total enrolment of the school year 1934-35 and is 44 pupils more than the total enrolment for the school year 1935-36. In other words, if we discount the 30 transfers from Lincoln School, our total enrolment this year still held its own with that of the year preceding and for the first time since the inauguration of West High School showed no decrease from the year preceding. However, our total number of graduates still shows the decreasing trend even though it was only 4 less than the number graduating last year. This year, also, the number of pupils dropping out of senior high school was slightly greater than in any other recent year, a partial result of increased opportunity for employment. The absence of a specific tardiness campaign in the senior high division this year brought a noticeable increase in the number of tardiness cases in this division, although there was no increase in the junior high division where the campaign was continued.
- B. Our pupil-teacher average load increased slightly this year but still remains considerably under that of the other two high schools. It will remain low because of the smaller size of the school and because of our desire not to let this smaller size jeopardize our pupils in their right and opportunity to receive curricular and cocurricular services comparable to those offered in the other two high schools.
- C. In general the school spirit of our pupils is noticeably again on the upgrade, and the general spirit of our teachers reflects the relief from financial strain that accompanied the abandonment of the depression waiver system.

Section II - Items of Progress and Achievement

- A. Our most notable progress this year was in the direction of greater consciousness of pupil health. There was a decided increase in the number of pupils voluntarily appearing for tuberculosis susceptibility tests. Dental examinations and eye examinations were carried out for our entire junior and senior high enrolment. The dental clinic gave 226 appointments to our pupils and in

addition notified parents and family dentists in the cases where the dental examinations revealed severe difficulties. Parents were notified in 96 cases in which more than minor eye defects were noted. Of these cases 11 have been supplied with glasses by the Board of Health and 15 have been supplied to date by parents. Other parents have promised to give attention to the matter before the reopening of school. In general there has been a much better coordination of the Board of Health and the school services with a much more careful focus on the pupil's health as related to his school work.

Supplementing Board of Health services, the school, with the aid of light meters, carried on an educational program throughout the rooms of the building with the purpose and effect of making both teachers and pupils more conscious of school room lighting situations. Notable interferences with proper natural light values were found in the adjustment and color of window shades, in the reflective value of walls, ceilings and woodwork, in the seating positions and dress of pupils and teachers, and in the zero light value of excessive blackboard space.

In February we lengthened our lunch period from 45 minutes to 55 minutes, thus making it possible for all of the pupils living within a radius of 8 blocks to go home for lunch. It does not seem feasible to further lengthen the lunch hour to accommodate pupils from the widely scattered sections upon which we draw for our enrolment. The lengthened lunch period has reduced the attendance and therefore the profits at the Vocational School cafeteria, but we do feel that this cafeteria service must continue as an essential need of the school.

- B. Improving upon a practice of the past several years we again carried out what we believe to have been a very effective traffic safety education program.
- C. As a part of our analysis of the nature and needs of our pupils, we continued the Terman Group intelligence testing program and in addition carried on in the junior high division an all-school program of diagnostic and achievement tests in arithmetic and reading. In both the junior and senior high divisions we carried on a similar all-school program in English essentials and followed it up with further accomplishment testing and remedial work. We feel that still more work must be done along these lines in connection with all fundamental subjects, particularly in view of our return to the annual promotion system.

Our Terman Group testing shows the median intelligence quotient for all pupils in the senior high division during the second semester to be 105.6. This median is somewhat higher than that of several previous years, but being a midpoint it is deceiving and does not reveal a growing tendency affecting the more retarded portion of our pupil population. A special report on this point has been made to the Superintendent and to the Board of Education and the matter will be mentioned again later in this annual report.

- D. In recognition of the principle that the public high school must function in the matter of providing democratic experience if social and political democratic organization is to survive in America, considerable faculty and administrative attention and encouragement were given to the reestablishment of a student council organization in the senior high division. Surprisingly, there was a large minority of pupils who were in opposition to the plan, and

this in turn, in our opinion, brought more effective experience to all of the pupils than could possibly have been secured by years of uninterrupted operation of a student council plan. In our junior high division such a student council idea has been in effective operation for several years.

Section III - Plans for the Coming School Year

Our definite plans for the coming school year have been mentioned as hopes and needs in previous annual reports:

- A. We plan to be able to secure Board of Education consent to our plea for a definite school district area. Now that both East and West high schools' enrolments have caught up with facilities there, there can be little advantage to those schools if we continue without area boundaries, and there can be returned to Central much of the advantage that has been badly needed in the past few years toward our effort in rebuilding the spirit and entity of the school.
- B. We plan to win recognition of our plea to the Board of Education and to the City Council for the provision of a physical education and recreation area for the young people of the school and of this crowded central part of the city. In last year's annual report we referred to the problem of the well intended all-city use of Breese Stevens Field and its growing encroachment upon the rights and needs of Central High School there.
- C. We plan to be able to make more effective headway in securing improvement of our ventilating system toward providing both clean, pure and humid air to our pupils and teachers. Growing business activity in this downtown area increases annually the seriousness of this problem and our progress this year toward greater health consciousness makes us feel the need more imperatively.
- D. We shall try to secure further progress in the improvement of school appearance. The particular items upon which we shall bend our efforts are: Replacing the unsightly curb-to-sidewalk space on Johnson and on Dayton Streets with a neat flagstone arrangement that will harmonize with those of neighboring properties; the scraping and sanding of at least some of the office and classroom floors and desks to remove the dirt and varnish accumulations of the years; and the replacing of unsightly and unsanitary woodwork in our ground floor and first floor toilets.
- E. We shall try to make more definite and more vital the school life of the pupil as a democratic experience. We shall do this through more thorough attention to physical education and particularly through the use of motion pictures and of excursions into the community. We shall do it also through more attention to classroom method and school administration, looking toward greater pupil organization, honesty, and responsibility. We shall try to do it also through the building of a definite course in social and community relationships.
- F. We shall have to work out a better and fairer method for all concerned in our attempt to meet the problem of the growing number of pupils of retarded ability who have come into our junior high division during the past two years and who are now coming also into the senior high division. Please refer to page 2 of the appended guidance department report. Rapid promotion has

shifted to the high school the needs of these retarded, while at the same time we still must honor the needs of the 60% of our graduates who wish college entrance.

Section IV - Summary and General Needs

Despite various handicaps of aged and inconvenient equipment, of school enrolment size and nature, of building location and construction, of Vocational-high school joint needs and relationships, etc., we feel that Central High School has met surprisingly well the needs of its pupils and of the Madison community. Measuring progress by the accomplishment of individuals and groups in high school, in the university, and in the community, the past year has been a highly satisfactory one. We have not yet fully attained the idea of a coordinate six year high school toward which we have been striving for some years, but we believe in the virtue and value of that idea and shall continue in that direction. The growth of cocurricular activities, the educational value of which we have stressed in each previous annual report, is bringing demands upon room space as well as playground space which we believe are justifiable but which will not show up by use of ordinary instruments of measuring school capacity. We repeat that in congested areas of a city, space utilized in this direction is much more necessary and valuable than in outlying areas.

We are thankful for the installation this year of a long-awaited fire alarm system. However, greater attention to fire hazards has brought at the same time a reduction of our storage space, while increased activities have at the same time brought more demand for storage space. In an inelastic old building this presents a problem not easily remediable.

The continued use and need of the building in its downtown location for various community gatherings suggest the desirability of giving attention to such matters as ventilation, soundproofing, and general appearance, inside and out. We suggest that this warrants capital outlay and warrants, also, greater attention to our service and maintenance workers, both in selection and in organization. In spite of the accompanying interruptions and irritations to our school program, we believe that this school building and organization should make itself available for fullest utilization by the Madison community.

Submitted by

L A WAHLER

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
CENTRAL JUNIOR HIGH SCHOOL

I. Improvements Which Have Taken Place in the School as a Whole and in Various Departments from the Time of the Opening of Central Junior High School in 1930 Through the School Year 1936-1937

A. Regarding Teaching Staff

There has been a decided improvement in the tendency toward getting a junior high school teaching staff who are teaching enough junior high school classes so that they are really becoming interested in the junior high as an organization and are much more willing to participate in its activities. This can best be shown by making a comparison between the number of part-time junior high teachers as reported by Miss Wiswall in her annual report of 1930-1931 and that of the present time.

	School Year	
	1930-1931	1936-1937
Number of pupils enrolled	518	547
Total number of teachers	104	32
Number of full-time junior high teachers	16	16
Number of part-time teachers	24 1/2	16

This decrease in the number of part-time teachers has been accomplished in two ways. First, by a decided increase in the teaching load and, secondly, by having each part-time teacher teach more junior high classes. This has been a great advantage to the junior high as a teacher's interest naturally is in that organization where she does the major part of her work.

During the past two years we have been fortunate in having two men teachers for academic work in the junior high and this has permitted us to sponsor many activities for the boys that could not be offered without the help of these men. We now have eight men who are giving some time to the junior high school either as classroom teachers, club sponsors, or by directing after school sports. With the cooperation of Mr Waehler it has been possible for us to work out a program whereby the following part-time teachers have given some time to sponsoring co-curricular activities in the junior high school.

Mr Bond	Mr Nothom
Mr Nickel	Mr Koskey
Mr Klose	Mrs Davies

Miss Huxtable

All of these teachers, except Mr Koskey, have taught two or more junior high classes each semester and by so doing have become very well acquainted with the problems of pupils of junior high age.

These teachers and the regular home room teachers have displayed a decided interest in developing a program for the improvement of the jun-

ior high. Although Mr Koskey has not taught regular junior high classes, he has assisted considerably with club work and in helping Mr Diehl work out an intramural program for the junior high. He also has sponsored some after school activities for junior high boys.

B. Development of the Home Room Program

In 1930 there were no home room periods at Central Junior High. Pupils reported to a home room in the morning where roll was taken and announcements given. They then went to their classes for the remaining periods of the day and might not see their home room teacher again until the next morning. During the school year 1931-1932 Miss Wiswall had made provision in the daily program for a half hour period to be devoted to home room activities. A committee of home room teachers working with the guidance director outlined certain activities for this period. Since that time we have had some very active home room committees working under the chairmanship of Miss Kind and Miss Eder who have worked out a program which provides for a choice of many different activities according to the interests of the various home room groups. We have also worked out a system of programming whereby each teacher has all of her home room pupils in at least one class. In the seventh grade the home room teacher has her pupils for all three of their academic classes.

The development of the home room program has been a gradual one. Each year some teachers have shown more enthusiasm for it and in the spring of 1936 many teachers requested that their home rooms be intact three times per week and not disturbed by music pupils leaving them. It seems to be impossible to provide adequately for the music groups without permitting them to have some of the children during the activity period. In order to provide better home room activity periods for the large number of pupils who were not in music organizations, we tried a new plan this year of having all pupils of each grade level who play an instrument put in one home room. This left us with six ninth grade home rooms, four eighth, and three seventh who were not disturbed by pupils being taken out for music except in the case of pupils in glee clubs. This had some disadvantages but it had enough advantages from the standpoint of better home room programs to warrant being tried another year. Next year it will not be necessary to do this with the seventh grade group as they will have a definite time provided for instrumental music without being taken from home rooms at all and they will have their own band organization.

C. Music Organizations

When Central Junior was organized in 1930 there was no definite time provided for instruction of junior high pupils in instrumental music. A few pupils were excused from their sixth period classes one day a week to play with the senior band or senior orchestra. The school program now provides a definite time for the following music organizations in which junior high pupils participate.

Seventh grade Instrumental Music Class
Junior High Band
Junior High Orchestra
Ninth grade Chorus

Boys' Glee Club
Girls' Glee Club
Junior-Senior Band
Junior-Senior Orchestra

There has been a decided improvement in the work in both vocal and instrumental music and we are now faced with the problem of limiting the participation of junior high pupils in the senior high organizations. With the development of the strictly junior high band and orchestra the pupil's music program has become too heavy and entirely out of proportion to the time he has to spend on other activities. It has been proposed that the number of junior high pupils participating in the junior-senior organizations be limited considerably next year. However, this is not working out as well as I had anticipated.

D. Clubs and Other Cocurricular Activities

A club program was begun at Central Junior during the school year 1932-33. Every pupil in the junior high school has the privilege of becoming a member of at least one club and is given one activity period per week to participate in club activities. The clubs offered vary from year to year according to the interests of pupils and teachers. There has been a decided improvement in the attitude of both teachers and pupils toward the club program and most of the clubs offered this year have been very successful.

The physical education department have worked out a very completed intramural and after school sports program for the pupils of Central Junior. We have been handicapped at times from putting the entire program into effect because of lack of sponsors for certain activities, and lack of gymnasium facilities and playground space.

E. Student Council

The student council was organized at Central Junior during the school year 1933-34. Since that time the council has been a very active organization. This year the student council has participated in helping with the following things in the organization of the school.

1. Welcoming new pupils and assisting them in becoming acquainted with Central Junior High School.
2. Taking charge of the lunch room supervision.
3. Organizing a system of hall patrol duty during the lunch period.
4. Organization of a traffic squad to take charge of the school grounds at noon.
5. Sponsoring candy sales.
6. Taking care of lost and found department.
7. Having charge of locker inspections.
8. Assisting in planning auditorium programs.
9. Taking charge of supplying ushers for the auditorium periods and other school functions.
10. Having charge of sale of tickets and managing affairs at junior high school basket ball games.
11. Evaluation of bulletin board displays in the various home rooms.

The council is now working on material for a handbook. They have handed in a report of material which may be used for this purpose. This material will be mimeographed during the summer and used in that form next year. The student body through the student council will make corrections and improve upon this report.

F. Improved Teaching Materials

Almost every department of the junior high has been provided with new textbooks and some new supplementary materials during the past five years. This has added greatly to the efficiency of classroom instruction. The supplementary materials with which some classes have been supplied have been so materially increased that it has made it possible to provide very satisfactorily for individual differences within the classroom groups. The science department is working now entirely with materials of the library type. Their work is laid out in units and the pupils find the material needed for the unit by use of many texts.

G. Improvement in Teaching Technique and Use of Library Facilities

Our junior high class groups have for the most part consisted of pupils of varying abilities. However, the most retarded pupils of each grade level have been in a group by themselves. There has been a slight shift in emphasis from mass teaching of subject matter to emphasis on the development of each individual in the group to the extent of his capacities. Some teachers have made considerable progress in the emphasis they are placing on pupil growth and development rather than on subject matter accomplishment alone.

A few teachers have been quite successful in planning work for pupils of varying abilities within their groups while others either have made very little attempt to do so or have met with considerable difficulties in doing it. A few teachers have worked with the librarian in organizing a program for better use of the school library in connection with their classroom work. However, I think the school as a whole has not fully realized the possibilities now before us for wider use of library facilities and the greater freedom now available for getting materials through the library. Such materials would assist greatly in providing for individual differences if they were properly used.

Since the library relations are very much more satisfactory, it is hoped that more will be done next year in making the library a more integral part of the school. The junior high librarian (Miss Lundeen) is now working out a plan which she will present to the teachers during the early part of the next school year and it is hoped that we may improve much in our use of the library.

H. Improvements of the Physical Plant

Partitions were removed from several rooms on the ground floor giving the junior high five rooms which are now of a size adequate for classroom work. As soon as it is possible to do so this should be done with the rooms on the first floor.

The building was completely redecorated except for the halls. This has added greatly to its appearance.

The lawn has been improved considerably and most of the pupils have been very appreciative of this fact. Even though their space for play is very limited, they have cooperated exceptionally well in helping to protect what little lawn we have and the shrubbery.

I. New Courses

A speech course for seventh grade pupils was added to the curriculum during the school year 1932-33.

The Junior Business Training Course was added in 1931.

Seventh grade instrumental music class became a part of our curriculum during the school year 1932-33.

Dramatics was added in 1931-32.

II. Statement of the Most Important Items of Progress or Achievements During the Past Year

A. Services of the Board of Health

We have had the most and best service from our school nurses this year that the junior high has ever had. The cooperation with the Board of Health has been much improved.

The number of pupils taking the T.E. test was considerably larger than previously.

All of the junior high pupils had their eyes tested by the school nurse and those with defective vision were referred to the Board of Health or their parents were notified of the defect and were asked to consult a physician regarding whether or not the child should be provided with glasses.

Every pupil in the junior high had a dental examination and parents of children with defective teeth were notified. Through the cooperation of parents and the Board of Health many children have had their teeth cared for.

B. Pupil Participation in the Administration of the School

Each year since the junior high was organized there has been greater pupil participation in school affairs and in the administration of the school. This has brought about the development of greater independence on the part of pupils for shouldering their own responsibilities. It has been possible to do this through such organizations as the Student Council, National Junior Honor Society, and the Home Room; with the aid of teacher sponsors who are willing to let pupils do things for themselves. The detention system has been entirely done away with except for cases of tardiness and we are working on a new plan to do away with this next year. It is interesting to note that many teachers have stated that they think the general conduct of pupils has improved considerably as pupils have been given more freedom and held responsible in planning for and carrying on certain activities for themselves.

C. Lunch Period

The junior high lunch period was lengthened 12 minutes the second semester of this year. This gives many of our pupils an opportunity to eat their lunches at home.

This has been a great improvement since we are so limited in our facilities to provide adequate recreation for them during the lunch period.

D. Testing Program

All junior high pupils were given a mental test by the guidance department. This is the first time for several years that we have had adequate mental test information on all of our pupils. Miss Camp's department also sent in special workers to give a few Binet tests at the request of the guidance department.

The three junior high schools have made a beginning toward a definite program for testing the achievement of junior high pupils. The testing program was started this spring and a brief report of the results of these tests given to Central Junior High pupils is given below.

MEDIAN I.Q. OF JUNIOR HIGH SCHOOL PUPILS AT EACH GRADE LEVEL

Median I.Q. of Central Junior High School Seventh Grade	103.0
Median I.Q. of Central Junior High School Eighth Grade	102.75
Median I.Q. of Central Junior High School Ninth Grade	104.0

THE MEDIAN FOR THE STANDARD ACHIEVEMENT TESTS FOLLOW:

Metropolitan Achievement Test Seventh Grade

Arithmetic Fundamentals

Standard Median Score for Seventh Grade	58
Central Junior High School Seventh Grade Median Score	58
Standard Grade Norm	7.7
Central Junior High School Seventh Grade Norm	7.8

Arithmetic Problems

Standard Median Score	57
Central Junior High School Seventh Grade Median Score	60
Standard Grade Norm	7.7
Central Junior High School Seventh Grade Norm	8.0

Eighth Grade

Arithmetic Fundamentals

Standard Median Score for Eighth Grade	67
Central Junior High School Eighth Grade Median Score	68
Standard Grade Norm	8.7
Central Junior High School Eighth Grade Norm	8.8

Arithmetic Problems

Standard Median Score	67
Central Junior High School Eighth Grade Median Score	68
Standard Grade Norm	8.7
Central Junior High School Eighth Grade Norm	8.8

**Iowa Silent Reading Test
Seventh Grade**

Total Comprehension Score on Tests 1-5	
Standard Median for Iowa Silent Reading Test	7.7
Central Junior High School Seventh Grade Median	7.8
Range from grade 4.3 to above grade 11.0	

Eighth Grade

Total Comprehension Score on Tests 1-5	
Standard Median for Iowa Silent Reading Test	8.7
Central Junior High School Eighth Grade Median	9.1
The range was from grade 4.7 to above 11.0	

Ninth Grade

Total Comprehension Score on Test 1-5	
Standard Median for Iowa Silent Reading Test	9.7
Central Junior High School Ninth Grade Median	9.8
The range was from 5.5 to above 11.0	

The results of the mental tests showed that while we have an average group of pupils in the junior high at each grade level, the range in abilities is very great. For further information regarding the results of the Mental and Achievement tests, see the report on tests accompanying this report.

E. School Attendance

The attendance at Central Junior has been greatly improved this year. This has been largely due to the fact that we have had practically no contagion.

F. Closer Relationship Between School Subjects

The three seventh grade home room teachers have done considerable in bringing about a closer relationship between the work being done by pupils in their English, Social Studies, and Art classes. The materials displayed on the bulletin boards in the seventh grade home rooms have given evidence that this is being done.

III. Plans for the Year 1937-1938

A. Further Development of the Work of the Student Council

It is hoped that we may be able to extend the work of the student council to include many more activities and to get a still larger number of pupils to participate in its activities through working on committees under the direct supervision of the student council. Some of the things which have been discussed as being possibilities for the student council to work on are the following.

1. Assume responsibility for better conditions in the halls during the passing of classes.

2. Working out a program for getting pupils from the grade schools acquainted with the building and the activities of the junior high school before they enter here.
3. Assume more responsibility for the planning of auditorium programs.
4. Assist in seeing that the material in the mimeographed handbooks (which will be given to pupils next year) is thoroughly understood by each home room group and that the student body is following the rules indicated in it. These rules were made by committees in the home rooms this year under the guidance of the student council. They were passed upon by the student council and will be tried out next year.
5. Assist in working out a better plan for permitting pupils to leave the classrooms to go to the library during class periods.
6. Work out a plan to deal with pupils who are chronic tardy cases without having detention for them, or work out some plan that may prevent us from having these few chronic offenders.
7. Assist the Parent-Teacher Association in trying to increase the membership and the attendance at Parent-Teacher meetings.

B. Better Use of the School Library by all Junior High Teachers and Pupils

We should be making much better use of the library with the cooperation and interest that we now have on the part of Miss Farr and our junior high librarian, Miss Imdeen and I have discussed the situation many times and are attempting to work out a plan which will bring this to pass.

C. Improvement in the Guidance Program of the Home Rooms

The home room committee under the chairmanship of Miss Eder has worked out a program for guidance in the home rooms. This will include work in social, personal, educational, and vocational guidance. The outline of materials suggested by the committee will be dittoed during the summer and ready for use in the fall.

D. More Assembly Periods by Grades Which are the Result of Activities that Have Grown Out of Regular Classroom Work.

We had a few such assemblies this year, in which every member of the classroom group participated. They were very successful and gave each pupil an opportunity to show what he could do.

E. More Integration of Subject Matter in the Various Courses

The seventh grade teachers have done some work in this respect this year and it is hoped that we may extend this into the eighth grades next year.

F. Continue the Work on Curriculum Study and Reorganization of the Classroom Work in Accordance with the Suggestions of the Curriculum Committees

- G. Attempt to Develop a Teaching Technique that will Permit Teachers to Care for Individual Differences of Pupils within their Groups by Working with Small Groups within the Larger Group

There will be absolutely no homogeneous grouping of seventh grade pupils next year. Pupils are being assigned to groups according to an alphabetized list of all pupils entering our seventh grade in September. It is hoped that we may be able to work out a program for pupil development in which it will be possible for us to keep our percent of failures down to the minimum and at the same time feel that we have succeeded in having practically all of our pupils make as much growth as it is possible for them to make in a year.

- H. Assist the Parent-Teacher Association in Working Out a Plan for Better Attendance of Parents at our Parent-Teacher Meetings.

It is hoped that we may work out a plan through the student council that will be taken to the home rooms by their council delegates, which will help to change the attitude of junior high pupils toward wanting their parents to come to Parent-Teacher Association meetings and to other school functions.

IV. Some Very Pressing Needs of Central Junior High School

A. Better Physical Education Facilities

We are greatly in need of a field for physical education classes which, if possible, would be nearer than Barry Park. We also need very much to secure the use of both the Vocational and Central High gymnasiums for one more period per week. The past two years we have had a group of fifty eighth grade girls who could use the gymnasiums only every other week. This has been very unsatisfactory. We also need to have more use of the gymnasiums for after school sports in order to work out a really satisfactory intramural program. However, I can't see how this can be done until some other provision is made for the senior high. They are now giving us as much use of the gymnasiums as they possibly can without doing considerable damage to their activities. It might be possible for us to secure the use of the Y.M.C.A. and Y.W.C.A. for a time until some better arrangements can be made.

B. Less Heat and a Better Ventilating System

Something should be done to regulate the amount of heat in rooms on the ground floor during the winter season when we cannot use open window ventilation. Rooms 8B, 8A, 18A, 18B, and 27 are overheated much of the time. Even though we open windows for a few minutes between the passing of classes, we still cannot keep the temperatures of these rooms down to the point that they should be for satisfactory working conditions.

We also are greatly in need of a better ventilating system. A few of the junior high rooms which are divided have no means of ventilation except by the opening of windows. Since these rooms are the small ones and it is necessary for a row of seats to be very close to the windows, this is most unsatisfactory during the cold weather.

C. Replacement of Old Worn-out Furnishings

Central Junior High has had no new teachers' desks and practically no new seats. It was furnished from the old equipment of other buildings. Many of the pupils' seats, desks and teachers' desks are in very bad condition. A plan should be started to equip a couple of rooms per year until the furnishings are brought somewhere near up-to-date. Although some of the desks were once of the adjustable type, they are now so worn-out that they will not stay fixed when adjusted. Our pupils are spending considerable time in very undesirable sitting positions.

The teachers' desks are of the type that do not have space for filing materials and only one room is equipped with a filing cabinet. As soon as finances will permit, filing cabinets should be placed in each room.

D. Better Lighting

The lighting in the rooms on the ground floor is very bad and also in the four divided rooms on the first floor. Some rooms have only two windows which is entirely inadequate. Windows in rooms on the ground floor are much smaller, having six less panes of glass, than those on the other floors of the building.

The lighting situation could be improved somewhat by having lighter window shades and shades which could be raised and lowered from the center. The windows should be cleaned much more frequently than they have been so as to allow us to get as much light as possible.

E. Corridor Display Cases and Bulletin Boards

We have no place to display posters or pupils' work except to put it up on the doors in the corridor. This is hard on the woodwork of the doors, is unattractive, and permits us to display very little work.

Display cases and bulletin boards should be supplied as soon as funds will permit.

F. Better Provision for Visual Education

Facilities for visual education would be greatly improved if we had our own movie machine. As it is, if two or more teachers from our building request films on the same day, one machine is sent to us and each teacher has to run through her reels as rapidly as possible in order that someone else may make use of the machine during the same period. We also need a larger allowance for visual education. The ten dollars which we have been allowed each semester is entirely inadequate for the use of thirty-two teachers who handle junior high classes. Even for our sixteen full-time teachers, it means less than one film per teacher each semester. Some of our rooms are not equipped with plugs for attaching the movie machine and this should be remedied as soon as possible.

G. Need of Full-time Office Help

There is much of the office work that is not kept up as it should be due to insufficient time in which to do it. During the past two years we have made considerable use of NYA workers to help on certain things, but if NYA help should be discontinued next year, it will mean that many more things will have to be left undone. If we had help during the Christmas and Easter vacation periods, it would be possible to get caught up on much work such as having forms mimeographed, permanent record cards brought up-to-date, etc. Teachers have requested that certain records and reports be made out in the office so that they might spend more of their time making a study of library materials available, working with pupils on curricular and cocurricular activities, and in committee work on revision of the curriculum; but with our limited office help and the many interruptions this is impossible.

Submitted by

VIDA V SMITH

CENTRAL JUNIOR HIGH SCHOOL

Report of Testing Program School Year 1936-1937

Each year since the junior high was organized there has been some standard achievement tests given but this is the first year that an attempt has been made to establish a definite testing program which would be somewhat uniform for the three junior high schools.

The Superintendent discussed the matter of an adequate testing program for the junior high schools at a meeting with the junior high school principals and Mrs. Millar (Supervisor of Curriculum). It was decided that certain tests should be given uniformly in the three junior high schools this year. Mrs. Falk outlined the testing program of the elementary schools and suggested a possible testing program for the future in the junior high schools.

It was decided that the following achievement tests should be given in the junior high schools this spring.

Metropolitan Achievement Test in Arithmetic
Grades seven and eight

Iowa Silent Reading Test
Grades seven and eight

Iowa Silent Reading Test or Haggerty Test
Grade nine

Brief reports of the Terman Group Tests and of the Standard Achievement Tests are given below:

ABILITY RATINGS OF PUPILS AS DETERMINED BY THE TERMAN GROUP TEST

SEVENTH GRADE

The table below shows the ability ratings of our seventh grade group as determined by the Terman Group Test given in April, 1937.

	<u>I.Q.</u>	<u>No. of Pupils</u>	<u>Percent</u>
Below	75	4	3.4
From	75 - 85	13	11.0
	85 - 95	22	18.7
	95 - 105	26	23.7
	105 - 115	24	20.3
Above	115	27	22.9
	Total	116	100.0

Median I.Q. of Central Junior High School Seventh Grade 103.0

EIGHTH GRADE

The table below shows the ability ratings of our eighth grade group as determined by the Terman Group Test given during the school year 1936-37.

	<u>I.Q.</u>	<u>No. of Pupils</u>	<u>Percent</u>
Below	75	7	3.9
From	75 - 85	25	14.1
	85 - 95	23	12.9
	95 - 105	38	21.4
	105 - 115	31	17.4
Above	115	54	30.3
Total		178	100.0

Median I.Q. of Central Junior High School Eighth Grade - 102.75

NINTH GRADE

The table below shows the ability ratings of our ninth grade group as determined by the Terman Group Test given during the school year 1936-37.

	<u>I.Q.</u>	<u>No. of Pupils</u>	<u>Percent</u>
Above	115	53	23.2
From	105 - 115	57	25.0
	95 - 105	69	30.3
	85 - 95	33	14.5
	75 - 85	12	5.3
Below	75	4	1.7
Total		228	100.0

Median I.Q. of Central Junior High School Ninth Grade - 104.0

The three junior high schools have made a beginning toward a definite program for testing the achievement of junior high pupils. The testing program was started this spring and a brief report of the results of these tests given to Central Junior High pupils is given below.

REPORT OF METROPOLITAN ACHIEVEMENT TEST RESULTS

SEVENTH GRADE

Arithmetic Fundamentals

Standard Median Score for Seventh Grade	58
Central Junior High School Seventh Grade Median Score	58
Standard Grade Norm	7.7
Central Junior High School Seventh Grade Norm	7.8

Percent of pupils at each grade level:

	<u>Grade</u>	<u>No. of Pupils</u>	<u>Percent</u>
Below	5.0 grade	0	0.0
From	5.0 - 5.10	4	3.4
	6.0 - 6.10	14	11.6
	7.0 - 7.10	52	43.7
	8.0 - 8.10	37	31.1
	9.0 - 9.10	11	9.2
	10.0 - 10.10	1	0.8
Above	11.0	0	0.0
Total		119	100.0

The results of this test show that practically 75 percent (74.8%) of our pupils are between grades 7.0 and 9.0 in arithmetic fundamentals. 15.2 percent of them are below seventh grade level and 10 percent of them are above ninth grade level.

Arithmetic Problems

Standard Median Score for Seventh Grade	57
Central Junior High School Seventh Grade Median Score	60
Standard Grade Norm	7.7
Central Junior High School Seventh Grade Norm	8.0

Percent of pupils at each grade level:

Grade	No. of Pupils	Percent
Below 5.0 grade	0	0.0
From 5.0 - 5.10	3	2.5
6.0 - 6.10	21	17.7
7.0 - 7.10	34	28.6
8.0 - 8.10	40	33.6
9.0 - 9.10	19	15.9
10.0 - 10.10	2	1.7
Above 11.0	0	0.0
Total	119	100.0

The results of this test show that 62.2 percent of our seventh grade pupils rate between grade 7.0 and 9.0 in their ability to solve problems as measured by this test. 27.6 percent of them rate above ninth grade in their ability to solve problems and 30.2 percent of them are below seventh grade level.

EIGHTH GRADE

Arithmetic Fundamentals

Standard Median Score for Eighth Grade	67
Central Junior High School Eighth Grade Median Score	68
Standard Grade Norm	8.7
Central Junior High School Eighth Grade Norm	8.8

Percent of pupils at each grade level:

Grade	No. of Pupils	Percent
Below 5.0 grade	0	0.0
From 5.0 - 5.10	1	0.6
6.0 - 6.10	7	4.0
7.0 - 7.10	36	20.4
8.0 - 8.10	53	30.1
9.0 - 9.10	43	24.4
10.0 - 10.10	35	19.9
Above 11.0	1	0.6
Total	176	100.0

The results of this test show that practically 55 percent (54.5%) of our pupils are between grades 8.0 and 10.0 in arithmetic fundamentals. Thirty-five percent of them are below eighth grade level and 20.5 percent are above tenth grade level.

Arithmetic Problems

Standard Median Score	67
Central Junior High School Eighth Grade Median Score	68
Standard Grade Norm	8.7
Central Junior High School Eighth Grade Norm	8.8

Percent of pupils at each grade level:

Grade	No. of Pupils	Percent
Below 6.0 grade	0	0.0
From 6.0 - 6.10	7	4.0
7.0 - 7.10	51	29.0
8.0 - 8.10	35	19.9
9.0 - 9.10	57	32.4
10.0 - 10.10	26	14.7
Above 11.0	0	0.0
Total	176	100.0

The results of this test show that 52.3 percent of our eighth grade pupils are between grade 8.0 and 10.0 in their ability to solve problems as measured by the Metropolitan Achievement test. Thirty-three percent of them are below eighth grade level while 14.7 percent of them are above tenth grade level.

REPORT OF IOWA SILENT READING TEST RESULTS

SEVENTH GRADE

Percent of pupils making each grade score on Iowa Silent Reading Test.
Total Comprehension Score on Tests 1-5.

Grade	No. of Pupils	Percent
Below 5.0 grade	3	2.5
From 5.0 - 5.10	5	4.2
6.0 - 6.10	26	21.8
7.0 - 7.10	39	32.5
8.0 - 8.10	20	16.8
9.0 - 9.10	11	9.2
10.0 - 10.10	10	8.4
Above 11.0	5	4.2
Total	119	99.9

Standard Median for Iowa Silent Reading Test	7.7
Central Junior High School Seventh Grade Median	7.3
Range from grade 4.3 to above grade 11.0	

The middle fifty percent of our seventh grade scores in Total Comprehension range from grade 6.7 to grade 8.3.

Eight pupils or 6.7 percent of our seventh grade pupils are below sixth grade level, (which means more than 1.7 grades retarded in reading ability) while 26 or 21.8 percent are above ninth grade level, (which means 1.2 grades above their grade level).

EIGHTH GRADE

Percent of pupils making each grade score on Iowa Silent Reading Test.
Total Comprehension Score on Tests 1-5.

<u>Grade</u>	<u>No. of Pupils</u>	<u>Percent</u>
Below 5.0 grade	1	0.6
From 5.0 - 5.10	6	3.4
6.0 - 6.10	14	7.9
7.0 - 7.10	21	11.9
8.0 - 8.10	43	24.4
9.0 - 9.10	36	20.5
10.0 - 10.10	29	16.5
Above 11.0	26	14.8
Total	176	100.0

Standard Median for Iowa Silent Reading Test 8.7
Central Junior High School Eighth Grade Median 9.1
The range was from grade 4.7 to above 11.0

The above table shows that 23.8 percent of our eighth grade pupils are below eighth grade level in comprehension. 44.9 percent of them are at eighth grade level, while 31.3 percent are above tenth grade level.

NINTH GRADE

Percent of pupils making each grade score on Iowa Silent Reading Test.
Total Comprehension Score Tests 1-5.

<u>Grade</u>	<u>No. of Pupils</u>	<u>Percent</u>
Below 5.0 grade	0	0.0
From 5.0 - 5.10	1	0.4
6.0 - 6.10	9	3.9
7.0 - 7.10	25	10.9
8.0 - 8.10	49	21.5
9.0 - 9.10	38	16.7
10.0 - 10.10	46	20.3
Above 11.0	60	26.3
Total	228	100.0

Standard Median for Iowa Silent Reading Test 9.7
Central Junior High School Ninth Grade Median 9.8
The range was from 5.5 to above 11.0

The results of this test show that 36.7 percent of our ninth grade pupils are below ninth grade level in comprehension, that 37.0 percent of them are at ninth and tenth grade levels, while 26.3 percent of them are above eleventh grade level.

Submitted by

VIDA V SMITH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
CENTRAL HIGH SCHOOL
1936-1937

Regular Activities

The regular activities of testing, record keeping, and social investigation of indigent and personality problem cases were conducted, as were also the regular educational, occupational, vocational, and social counseling. As in previous years, many conferences were held with parents, teachers, public authorities, and private agencies regarding individual pupil problems.

Testing

In addition to the regular testing program in the eighth, ninth, tenth, and twelfth grades, the entire seventh grade was tested this year to provide I.Q.'s for seventh graders who were given the reading ability tests. The Terman Group Test is, however, not a very reliable index at the seventh grade level, and it is not intended to test seventh graders regularly. The tests given in the graded schools should be used as a basis for judging their academic ability.

Ability Grouping

Ability grouping, kept strictly informal, was continued in English, mathematics, and history classes, where the total numbers were sufficiently large. Teachers continue to testify to the benefits to pupils as well as to teachers which homogeneous grouping permits. Special subject grouping was also continued for the pupils of more retarded mental ability.

Special Activities

Talks were given by the Guidance Director to mothers' groups, Parent-Teacher groups, and civic groups on pupil problems.

Talks were also given at West, East, and Central high schools on World Politics.

In addition, talks were given to Journalism classes on journalism, and to history clubs on current history, and to the German club on a German comic poem.

Home Room Guidance

In the Junior high the Home Room Committee made some valuable suggestions for teacher helps, which will be carried out in both Junior and Senior high schools for the term 1937-38.

In the Senior high the Home Room Committee sponsored the Student Council organization and the Constitutional Convention activities. This proved one of the most outstanding pupil activities in years. Not only were a council organized and a constitution written and adopted by popular vote, but the benefit to the pupils from the activity itself was very pronounced. Some excellent new pupil leadership was uncovered in the process.

Other Special Activity

The extra burden of clerical work and record keeping for indigents and for the NYA was again very great. It is all eminently worth while from the point of view of pupil service and development, but it does require time which should be used for the development of group guidance activity.

Much progress was observed in Home Rooms in the use of library material, in the use of college and university catalogs for pupil information, and in the use of material on vocations.

Recommendations

It is becoming increasingly apparent that the new compulsory full-time school attendance law is forcing more of the very retarded pupils into the high school grades. While the percentage of retarded pupils in the total school population has not materially changed as yet, the range of retarded abilities is spreading noticeably. This year there was a perceptible increase in the Junior high of pupils whose mental capacity is between 70 I.Q. and 80 I.Q. These, in addition to the others who are below 95 I.Q., are producing a special education problem in the high schools which must be met in the near future. The change in the compulsory attendance law will force the schools to meet this problem eventually, but it should be anticipated in time.

If high schools really desire to keep all pupils except the actually feeble-minded in school until they are 18 years old, then high schools must radically revise their curricula, their techniques, some of their equipment, and some of their cocurricular activity to meet this need.

Madison ought to begin at once. A curriculum study for retarded minds at the secondary school level should be begun immediately. It is far more important from a public point of view than any study of curriculum for college preparation.

That Miss Berkness be restored to a twelve month, full-time employment basis, as was the case before the emergency economy measures became necessary.

The Guidance Office very cheerfully cooperated in economies at the very outset, even suggesting in 1931 that half-time secretarial work might be possible. At that time, however, it was not anticipated that heavily increased clerical duties, such as the record keeping on indigency cases and the NYA work, would develop.

Furthermore, it would be unfair to assume that because the Guidance Office was willing, without calling especial attention to it, to forego certain needs in the interest of special economy, that therefore that condition should become permanent.

The Guidance Director should be left free to concentrate on guidance, and on creative planning, research work and community contacts, and not use large portions of his time on clerical details.

The secretary, on the other hand, should not be asked permanently to accept the condition of a full-time work load on a half-time, ten-month basis. Neither condition is conducive to the development of guidance work.

A great deal of the clerical preparation is essential during the summer vacation months, so that teachers and pupils may have at their disposal all aids from the guidance office on the very first day of the school term. Much of this work must now be omitted because it is humanly impossible to do it in the time now allotted the secretary.

That one or two meetings of the guidance director with all Home Room teachers be scheduled by the principal early in the fall term. It has been apparent that the faculty does not always interpret written messages regarding its part in certain guidance activities correctly. Much misunderstanding would be avoided by meetings, and many questions, now unanswered, would be satisfactorily answered.

The guidance director wishes to express special appreciation for the splendid assistance received from Miss Lewis on a number of very difficult problems. Miss Lewis, through her community contacts, has also been instrumental in assisting graduating girls, in securing scholarships, and in finding suitable placement and employment for girls.

Special assistance was also received from Miss Ahearn, school nurse, and from the department of Child Guidance.

The guidance director also wishes to express his appreciation of a most enjoyable association with the Junior and Senior high school staffs.

Submitted by

GRANT C HAAS

MENTAL CAPACITIES OF PUPILS ARE REVEALED BY TERMAN
GROUP TEST OF MENTAL ABILITY

Senior High, 1936-37

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 96)	162	22.3%
Average (I.Q. 96 to 116)	411	56.5%
Superior (I.Q. over 115)	153	21.1%
TOTALS	726	100.0%

Tabulation includes: 56 February, 1937, graduates
Median I.Q., all pupils, first semester -- 105.30
Median I.Q., all pupils, second semester - 105.60

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Junior High, 1936-37

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 96)	117	29.3%
Average (I.Q. 96 to 116)	190	47.5%
Superior (I.Q. over 115)	92	23.1%
TOTALS	399	100.0%

Tabulation does not include: 124 Seventh Grade pupils

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Incoming 10B's - September, 1937

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 96)	54	23.8%
Average (I.Q. 96 to 116)	129	56.8%
Superior (I.Q. over 115)	44	19.4%
TOTALS	227	100.0%

AVERAGE I.Q. - 103.38

MENTAL CAPACITIES OF PUPILS AS REVEALED BY TERMAN
GROUP TEST OF MENTAL ABILITY

Graduates - February, 1937

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 96)	15	27.5%
Average (I.Q. 96 to 116)	31	57.4%
Superior (I.Q. over 115)	8	14.8%
TOTALS	54	100.0%

No Test - 2
AVERAGE I.Q. - 103.15

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Graduates - June, 1937

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 96)	29	18.4%
Average (I.Q. 96 to 116)	89	56.3%
Superior (I.Q. over 115)	40	25.3%
TOTALS	158	100.0%

AVERAGE I.Q. - 105.98

GRADUATE QUESTIONNAIRES
February, 1937

Girls - Boys

Not Seeking Work During February

Entering University of Wisconsin in September	4	3
Entering another college in September	1	1
Entering Vocational School in February	2	3
Entering Vocational School in September	<u>0</u>	<u>1</u>
TOTAL NUMBER PUPILS NOT DESIRING WORK IN FEBRUARY	7	8

Already Have Employment Assured

Entering University of Wisconsin in February	0	1
Entering University of Wisconsin in September	0	4
Going to work permanently	<u>0</u>	<u>3</u>
TOTAL NUMBER PUPILS WHO HAVE EMPLOYMENT ASSURED	0	8

Seeking Employment

Entering University of Wisconsin in September	1	5
Entering Vocational School in February	2	2
Entering Vocational School in September	0	1
Intending to go to work permanently	<u>10</u>	<u>7</u>
TOTAL NUMBER PUPILS SEEKING EMPLOYMENT	13	15

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	<u>Total</u>	<u>Percent</u>
Pupils entering University of Wisconsin	18	35.3%
Pupils entering another college	2	3.9%
Pupils entering Vocational School	11	21.6%
Pupils intending to seek permanent employment	<u>20</u>	<u>39.2%</u>
TOTAL NUMBER QUESTIONNAIRES	51	100.0%

GRADUATE QUESTIONNAIRES
June, 1937

Girls - Boys

Not Seeking Work During Summer

Entering University of Wisconsin in September	6	1
Entering another college in September	1	0
Entering Vocational School in September	<u>1</u>	<u>1</u>
TOTAL NUMBER PUPILS NOT DESIRING SUMMER WORK	8	2

Already Have Employment Assured

Entering University of Wisconsin in September	1	10
Entering another college in September	2	2
Entering Vocational School in September	2	1
Going to work permanently	<u>2</u>	<u>9</u>
TOTAL NUMBER PUPILS WHO HAVE EMPLOYMENT ASSURED	7	22

Seeking Employment

Entering University of Wisconsin in September	31	33
Post Graduate in September	0	1
Entering another college in September	14	2
Entering Vocational School in September	7	7
Intending to go to work permanently	<u>17</u>	<u>12</u>
TOTAL NUMBER PUPILS SEEKING EMPLOYMENT	69	55

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	<u>Total</u>	<u>Percent</u>
Pupils entering the University of Wisconsin	82	51.9%
Pupils entering another college	21	13.2%
Pupils entering Vocational School	19	12.1%
Post Graduate in September	1	.6%
Pupils intending to seek permanent employment	<u>35</u>	<u>22.2%</u>
TOTAL NUMBER QUESTIONNAIRES	158	100.0%

CON LIST ANALYSIS
(Pupils failed or conditioned in two or more subjects)

Senior High School
First Semester, 1936-37

	Retarded Boys-Girls		Average Boys-Girls		Superior Boys-Girls	
Con or Fail, 2 Subjects	9	1	6	9	2	0
Con or Fail, 3 Subjects	2	1	1	3	0	0
Con or Fail, 4 Subjects	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Totals	11	2	8	12	2	0

Total No. Boys	- 21	Percent of all Boys	- 5.65%
Total No. Girls	- 14	Percent of all Girls	- 3.93%
Total No. Pupils	- 35	Percent of all Pupils	- 4.31%

Total Number of Pupils in Central Senior High School, First Semester 1936-37
728 (Boys - 372, Girls - 356)

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Senior High School
Second Semester, 1936-37

	Retarded Boys-Girls		Average Boys-Girls		Superior Boys-Girls	
Con or Fail, 2 Subjects	2	1	8	2	2	0
Con or Fail, 3 Subjects	1	0	2	1	0	0
Con or Fail, 4 Subjects	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Totals	4	1	11	3	2	0

Total No. Boys	- 17	Percent of all Boys	- 5.11%
Total No. Girls	- 4	Percent of all Girls	- 1.18%
Total No. Pupils	- 21	Percent of all Pupils	- 3.13%

Total Number of Pupils in Central Senior High School, Second Semester 1936-37
671 (Boys - 333, Girls - 338)

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CON LIST ANALYSIS

(Pupils failed or conditioned in two or more subjects)

Junior High School
First Semester, 1936-37

	Retarded Boys-Girls		Average Boys-Girls		Superior Boys-Girls	
Con or Fail, 2 Subjects	3	7	3	4	0	0
Con or Fail, 3 Subjects	2	1	2	1	0	1
Con or Fail, 4 Subjects	<u>4</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Totals	9	8	6	5	0	1

Total No. Boys	- 15	Percent of all Boys	- 5.93%
Total No. Girls	- 14	Percent of all Girls	- 5.67%
Total No. Pupils	- 29	Percent of all Pupils	- 5.80%

Total Number of Pupils in Central Junior High School, First Semester 1936-37
500 (Boys - 253, Girls - 247)

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Junior High School
Second Semester, 1936-37

	Retarded Boys-Girls		Average Boys-Girls		Superior Boys-Girls	
Con or Fail, 2 Subjects	1	1	1	2	0	0
Con or Fail, 3 Subjects	1	1	0	1	0	0
Con or Fail, 4 Subjects	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>
Totals	4	2	1	3	1	1

Total No. Boys	- 6	Percent of all Boys	- 2.34%
Total No. Girls	- 6	Percent of all Girls	- 2.28%
Total No. Pupils	- 12	Percent of all Pupils	- 2.31%

Total Number of Pupils in Central Junior High School, Second Semester 1936-37
519 (Boys - 256, Girls - 263)

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WITHDRAWALS

Senior High School
First Semester, 1936-37

Reason	Boys			Girls			Totals
	Retarded	Average	Superior	Retarded	Average	Superior	
Married				3	1		4
Illness		2	1		1		4
Moved out of city		2		1	4		7
Other city schools		1					1
Over 18					1		1
Vocational School	2	2		1			5
Vocational and Work	1						1
Work	1	2					3
Post graduate	-	-	-	-	-	1	1
Totals	4	9	1	5	7	1	27
Ill health, no test	1						1
Out of city, no test	1						1
							<u>29</u>

Total Boys - 16

Total Girls - 13

Senior High School
Second Semester, 1936-37

Reason	Boys			Girls			Totals
	Retarded	Average	Superior	Retarded	Average	Superior	
Suspended		2		1			3
Illness		1	1		2		4
Break-up in Family		1					1
Married					2		2
Moved out of city		1	1		2		4
Other city schools					1		1
Over 18	1	1	1	1			4
Vocational School	3	4		1			8
Work	1	-	-	-	-		1
Totals	5	10	3	3	7		28
Out of city, no test	1						1
							<u>29</u>

Total Boys - 19

Total Girls - 10

WITHDRAWALS

Junior High School
First Semester, 1936-37

<u>Reason</u>	<u>Boys</u>			<u>Girls</u>			<u>Totals</u>
	<u>Retarded</u>	<u>Average</u>	<u>Superior</u>	<u>Retarded</u>	<u>Average</u>	<u>Superior</u>	
Illness		1		1			2
Moved out of city	1	1		1	1	1	5
Other city schools	1	1			1		3
Vocational School	1	3		-	-	-	4
Totals	3	6		2	2	1	14
Out of city, no tests	2			1			3
							17

Total Boys - 11

Total Girls - 6

* * * * *

Junior High School
Second Semester, 1936-37

<u>Reason</u>	<u>Boys</u>			<u>Girls</u>			<u>Totals</u>
	<u>Retarded</u>	<u>Average</u>	<u>Superior</u>	<u>Retarded</u>	<u>Average</u>	<u>Superior</u>	
Moved out of city	1	3		1			3
Other city schools		1	2	2	1		6
Vocational School	1	1	-	3	1		6
Totals	2	5	2	6	2		17

Total Boys - 9

Total Girls - 8

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
By the Principals and Guidance Director
FOSTER S RANDLE
LOUISE H ELZER
MARGARET FOSSE
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrolment

The enrolment reported at the end of the first month of each year since the organization of the Junior-Senior High School:

Year	Number	Junior High		Number	Percent of Increase	Both Schools	
		Percent of Increase	Percent of Decrease			Total	Percent of Increase
1932	926			991		1917	
1933	1072	15.7		1010	1.9	2082	8.2
1934	1122	4.5		1038	2.3	2160	3.7
1935	999		10.9	1202	15.3	2201	1.9
1936	1006	.7		1232	2.49	2238	1.7

Total enrolment of the East Junior-Senior High School at the close of the school year in June has been as follows:

Year	Number	Junior High		Number	Percent of Increase	Percent of Decrease	Both Schools	
		Percent of Increase	Percent of Decrease				Total	Percent of Increase
1933	956			1132			2088	
1934	1003	4.9		1152	1.76		2155	3.2
1935	1046	4.3		1151		.09	2197	1.9
1936	1019		2.5	1223	6.25		2242	2.4
1937	1045	2.5		1254	2.5		2299	2.54

II. Junior High School Total Enrolment by Grades

Grade	1932-33	1933-34	1934-35	1935-36	1936-37
7th	305	296	307	284	265
8th	270	316	292	305	300
9th	381	391	447	430	430
Totals	956	1003	1046	1019	1045

The above shows a decrease in 7th grade enrolment, and that the 9th grade is the only one that seems to show a rather consistent increase.

III. Increase in Enrolment

Based on the total enrolment, the increase for the five year period is as follows:

Junior High		Senior High		Both Schools	
Number Pupils	Percent Increase	Number Pupils	Percent Increase	Number Pupils	Percent Increase
89	9.3	122	10.77	211	10.1

If the same average increase is maintained during the next five years, in June 1942 there will be a building enrolment of 2528.

IV. Additional Teachers Added During Five Year Period

During the five years while the enrolment has been increasing by 211 pupils, the number of additional teachers added to the faculty has been as follows:

Year	Junior High			Senior High			Both Schools		
	Number Pupils Enrolled	Number of Teachers	Pupils per Teacher	Number Pupils Enrolled	Number of Teachers	Pupils per Teacher	Number Pupils Enrolled	Number of Teachers	Pupils per Teacher
1933	956	34.3	27.8	1132	40.2	28.15	2088	74.5	28.02
1937	1045	34.7	30.11	1254	40.7	30.8	2299	75.4	30.44

It should be noted at this point that if we add to this 75.4 teachers (1937) the administrative officers and office workers as counted in in figuring pupil-teacher load by the North Central Association of Colleges and Secondary Schools, we get a total of 80.9 teachers.

2299 pupils - 80.9 teachers equal 28.4 pupils per teacher
However, the North Central Association recommends 1 teacher to each 25 pupils.

If our teacher-pupil load is to be increased, the teachers should be furnished with some secretarial assistance.

V. Number of teachers in each department of the Senior High School first semester, school year 1936-37, and proposed for 1937-38, and also the average number of pupils who will be assigned to each teacher for daily instruction.

Department	Number of Teachers		1937 Department Average
	1936	1937	
English	10	10.1	130
Mathematics	4	3.8	142.3
History	5.4	6.4	144.6
Latin	1.8	2	147.5
Modern Language	2	2	132.7
Science	3.2	4	144.5
Geography	1.5	1.5	144.6
Commercial	7	7	149.1
Home Economics	1.4	1.6	121.8
Manual Arts	3.2	3.2	90
Art	.6	.6	128

The first semester 1937-38 department pupil-teacher averages are based on elections and may be increased in the fall.

The only department that is not at least up to the minimum of 120 pupils per teacher is the Manual Arts department, and as it is a comparatively small department it does not make much of a cut in the building pupil-teacher load. However, the so-called special departments--Home Economics, Manual Arts, and Art--have always carried a lighter load than the other types of senior high school work. The three mentioned departments are great service agencies and help much in carrying on the general life and activities of the school.

In the Junior High School the Home Economics, Manual Arts, and Art departments carry a departmental pupil-teacher load as great as any of the other departments.

VI. High School Graduates

From 1922 to 1932 the East High School was organized as a four year high school, and during that time graduated 1467 pupils.

Since 1932 the graduation classes have been as follows:

<u>School Year</u>	<u>January Class</u>	<u>June Class</u>	<u>Total Number Graduates</u>	<u>Total Enrolment Senior High</u>	<u>Percent of School Graduates</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	25.1
1936-37	74	231	305	1254	24.32

The above shows that on the average our graduating class is 8 or 9 percent smaller than it should be if all of our pupils continued in attendance and graduated from high school. We have no absolute answer as to what becomes of the 8 percent, but, of course, pupils drop out of school for many different reasons, and some take more than six semesters to finish high school.

One of our major problems is to establish a suitable curriculum for the overage group who remain in school until they are 18 years of age and yet who have little interest and meet with but a low degree of success in most of the work that the school now offers.

VII. Some of the improvements which have taken place in the school during the past few years

1. The extra-curricular program of both the Junior and Senior High School has been developed and improved. A very high percent of the pupils have taken part in the program and it was carried on through the assistance of almost all of the members of the faculty.
2. The members of the faculties have become aware of the importance of knowing their pupils and being of service to them in many ways rather than confining their entire efforts to subject matter teaching.
3. The spirit of faculty unity and teaching morale has increased. Many things have assisted in this, but the two faculties have learned to work well together, and the restoration of salary cuts has helped considerably in improving teaching morale.
4. The home room guidance work has been improved and the guidance programs have become an important unifying agency in many home rooms. The programs have not only been an instructive force and of value to the individuals concerned, but where they have been carefully and correctly carried on they have assisted in the developing of a better group spirit and loyalty to the home room. It seems too bad that there are home rooms where the pupils do not receive the benefit of the home room guidance work, and that there are teachers who cannot successfully carry on this important and valuable activity of the school.
5. The assembly programs of both schools have been improved and have become quite an important part of the instructional activities of the school. Character traits have been developed and are being developed during the assembly periods.

6. The use of standard tests and the study of the results have been furthered and have helped in improving teaching, course subject matter, and educational thinking.
7. Faculty participation in curriculum study has developed professional interest, and greatly stimulated curriculum thinking. It has developed a favorable attitude toward change, an attitude often lacking in a large school faculty.
8. The content of a number of different courses in the subject departments has been studied, evaluated, and revised.
9. Departmental testing programs have been carried on. Different types of tests and test questions have been studied and developed.
10. Attempts have been made to correlate and unify the departmental work through the six years.
11. Some of the departments have developed study helps or lessons that they use at the beginning of a semester to teach their pupils how to study the new subject.
12. Tests have been developed in some departments to be given at the start of a new course to find out how much a pupil already knows about the work that is to follow.
13. Improvement has been made in guiding of pupils in their election of courses and subjects.
14. Home room teachers--many of them--have become pupil advisors and real home room teachers and not just takers of attendance and keepers of records.
15. A spirit of cooperation and helpfulness has been developed and most everyone has come to realize that the school is the faculty and the student body, and that one department is just a part of the big institution to train pupils. Pupils and teachers have learned to give of their time, their ability, and their enthusiasm to make the school "carry on" and do its job better each year.

The above points--in a general way--give some idea as to the improvements which have taken place during the past several years. Many changes have been made and not mentioned in guidance, administration, club activities, and uses of the school plant.

VIII. Items of progress or achievement during the past year

The general objective was the same one that we have had for a number of years. The desire was to improve the organization, administration, and supervision, and to promote and encourage, in every possible way, the strengthening of the school work.

While we must keep our teaching load in line with that of other cities of our size, it must not be forgotten that better work could be done if such were not the case. Our seventh grade teachers meet about 100 pupils each school day, but above the seventh grade the teachers are responsible--in academic subjects--for instructing from 130 to 175 different pupils per day. Before long some clerical assistance will need to be provided for the teachers.

It will not be possible in this report to more than mention a few of the achievements of the year.

1. The graduation requirements have been changed and put into operation for the ninth and tenth grade pupils for the school year 1937-38. While under the new plan better pupil guidance in the selection of their courses and the making of subject elections will be necessary. This plan presents the opportunity to begin to take care of individual differences as to abilities and interests.
2. We have started plans and have committees working on remedial and corrective instruction in reading for both the Junior and Senior High School.

We know what our problem is but the plans of procedures to meet it will be developed next year.

We have stopped thinking of I.Q. as a classification and administrative handle and are attempting to base our instructional program on determinable educational disabilities and needs.

3. The guidance work has been presented in a special report.

During the past year a committee of Senior High School teachers, working with Miss Fosse, have revised the home room guidance work for that school. Next year a committee of Junior High School teachers will work with Miss Fosse in evaluating and revising the Junior High School home room guidance plans.

4. The organization of groups of pupils in the seventh grade--and to some extent in the eighth grade--on the basis of educational disabilities has been again successfully carried on. We hope to extend this organization into the ninth grade next year.
5. The pupils have been permitted to have free choice in regard to their subjects for the ninth grade next year. Algebra has not been required but many pupils not electing Algebra have elected a mathematical course in its place.
6. The departmental testing program, while carried out in some departments, has not been fully accepted. Work will be continued in the attempt to have course material so organized that pupils in the same course, but under the instruction of different teachers, may be tested by means of departmental tests.
7. The use of standardized tests and the study of the scores was again promoted. These tests were used in English, Physics, Biology, Mathematics (7 and 8 grades), Mathematics (11B and 11A sections), and German.
8. Considerable improvement and progress has been made in the different departments of the school.

The English Department reports:

- a. That they have continued working with other teachers in the revision of the English curriculum
- b. That all teachers of English have made a study of methods of developing the reading abilities of all pupils.
- c. That the testing program in reading has been extended to include the ninth grade. That emphasis on improvement in reading has been made in all English classes, but particularly in the Junior High School.
- d. That a selection has been made of new reading materials adapted to the reading capacities of slow and retarded readers.

- e. That they have continued to use the grammar diagnostic and accomplishment tests in all grades.

The Mathematics Department reports:

- a. The Metropolitan Achievement Test in Advanced Arithmetic was given to grades seven and eight.
- b. The new textbooks in grades seven, eight, and nine have been very helpful.
- c. All tests given in grade ten were departmental tests.
- d. A study was made which showed that 60 percent of pupils electing advanced mathematics had been A or B students in 10th grade mathematics.
- e. New texts have been selected for next year for grades ten, eleven, and twelve.
- f. Departmental tests and reviews have been revised and brought up-to-date.

The History Department reports:

- a. That increased interest and validity in history can only come by greater limitation in the number of things dealt with and a more intensified study of those not eliminated.
- b. That the increasing agreement in the city-wide curriculum committee on the content and arrangement of courses is encouraging.
- c. That the most surprising and encouraging event of the year for the head of the department has been the defense Seniors have given the public school against attacks.
- d. A recommendation for the employment of a competent clerk who could work four hours a day for the department and four hours for the English Department.

The Latin Department reports:

- a. Better arrangement of 9th grade work into units.
- b. Used slides in 9th grade to illustrate Roman life and customs.
- c. That they have had more sight translation in all classes, both in daily advance work and in tests.
- d. That they made a study of Roman government in the 11th grade and compared it with modern governments.
- e. That they have had more vocabulary work in all classes.

The Modern Language Department reports:

The need of a piano to help in pronunciation and for folk songs.

The Science Department reports:

- a. In Physics the report is that to avoid a mechanicalness in presentation, the class work has been adapted to the particular needs of the particular class while using the work book as supplementary.
- b. The Columbia Research Bureau Physics test was given but with a shortened time limit.
- c. That science courses feel the pressure of overcrowding as perhaps no other fields.
- d. That again this year the greenhouse has proven very helpful in the carrying out of the Biology work.
- e. That a unit in sex education was introduced with quite satisfactory results.
- f. That in our large Biology classes the new micro-projector has been very useful.

- g. The state Biology tests were given in the 11th grade classes, and a median of 93.5 was attained as against a state median of 91.6.

The Commercial Department reports:

- a. That they have made an effort to drop students who clearly showed a lack of interest in commercial work or an inability to do work of creditable nature.
- b. That the course in English Usage 11B has been revised to make it more nearly fit the needs and abilities of the students.

The Home Economics Department reports:

- a. That study and discussion periods have been improved due to better participation by pupils and our securing a more complete classroom library.
- b. At the close of the clothing classes work a style show was held and each pupil gave a short talk on her respective garment. The class offered its criticisms and suggestions.

The Manual Arts Department reports:

- a. Realizing that fathers have a natural vocational interest and that mothers have little knowledge or appreciation of manual arts subjects, this year an attempt was made to cater to the interest of mothers by constructing such projects that would appeal to the mothers.
- b. The installation of an electro-plating unit has been useful.
- c. In Auto Mechanics body and fender repair work was introduced this year.
- d. The Printing Department reports that the old printing press has been repaired and next year we will have the use of a second press.
- e. The Printing Department also reports that by doing school printing it has saved the Board of Education \$236.65.

The Music Department reports:

- a. An Orchestra enrolment of 60 and a Band enrolment of 80.
- b. The Band and Orchestra made 70 public appearances during the year.
- c. The Band and Orchestra received 32 first place awards in the district tournament and 14 firsts out of 25 entries in the state tournament.
- d. In Choral music we secured our largest enrolment.
- e. Raised the standards of achievement in A Cappella Choir, Girls' Glee Club, and General Chorus.
- f. Choral Music groups made over 30 public appearances.

Intra-School Athletics (Senior High Girls)

- a. Volley Ball - 162 participated in tournament
- b. Basket Ball - 124 participated in tournament
- c. Tennis - 67 participated in tournament
- d. Baseball - 92 participated in tournament
- e. The Girls' Athletic Association had 324 girls engaged in an effort to earn an award.
- f. The Leader's Club was made up of 42 squad leaders.

Intra-Mural Athletics (Senior High Boys)

The following number of boys participated:

- (1) Touch Football - 250
- (2) Volley Ball - 170
- (3) Free Throw Tournament - Every boy in school
- (4) Basket Ball - 350
- (5) Playground Ball - 380
- (6) Track - Class meet and regular schedule
- (7) Golf - Junior and Senior High in regular schedule
- (8) Tennis - School Tournament and regular schedule
- (9) Wrestling and boxing
- (10) Tumbling Club

Inter-Scholastic Athletics (Senior High School)

- a. Football - 90 boys participated
Won 3 - Lost 3 - Tied 2 - 4th in Conference Standing
East Reserves - Won 3 - Tied 1 - Lost 0
School emblem presented to 28 boys
- b. Basket Ball - 23 boys participated
Won 9 - Lost 7 - 2nd in Conference Standing
- c. Track - 50 boys participated
Won no meets
- d. Tennis - 9 boys participated
Won 6 matches - Won City Meet - Won City Singles Championship
- e. Golf - 6 boys participated
Won 5 - Lost 1 Dual match

Senior High School Club Program

During the school year 1936-37 approximately eight hundred students were members of one or more school organizations with faculty sponsors. The activity period (1:45-2:21 P.M.) on Mondays and Thursdays was used for club meetings. A list of clubs follows:

<u>Name</u>	<u>Sponsor</u>	<u>Activity</u>
Annual Board	Miss Dietrich, Chairman Miss Davey, Miss Engel, Miss Kuhns, Miss White	Published the school Annual "Tower Tales"
Press Club		
Business Staff	Miss Gebhardt	Published the school
Editorial Staff	Miss Beffel, Miss Gorst	newspaper, "TowerTimes"
Biofilm Club	Miss Engel	Shown films on 32 subjects to about 450 Biology students
Bird Club	Miss Stillman	Lectures, field trips, and movies on birds
Chess Club (Beginners)	Miss Owen	Learning to play chess
Chess Club (Advanced)	Mr Morrow	Playing Chess
Commerce Club	Miss Ryan	Visiting lecturers who discussed problems of people in commercial field.

Senior High School Club Program Contd.

<u>Name</u>	<u>Sponsor</u>	<u>Activity</u>
Forum Club	Mr Wells	Debate, panel discussion, parliamentary procedure on public questions
French Club	Miss Westover	French plays, songs, etc.
Geography Club	Miss Davis	Lectures, movies, travel talks by faculty members
German Club	Miss Volkmann	German songs, games, etc.
Golf Club (Boys)	Mr Nickel, Mr Rhein	Speakers, golf practice
Golf Club (Girls)	Miss Westover	Learning golf fundamentals
Harmony Club	Mr Wolters	Study of harmony in music
Home Economics (Girls)	Miss Mathias	Dressed dolls for Empty Stocking Club, made curtains for faculty room
Knitting Club (Girls)	Miss Kaump, Miss North	Learning to knit scarfs, sweaters, dresses, etc.
Latin Club	Miss Kuhns, Miss Jordan	Lectures, slides, candy sales
Leaders' Club (Girls)	Miss Hansen	Developing leaders for girls' athletics
Model Club (Boys)	Mr Stewart	Building of model planes
Music Club (Classical)	Miss Vogelbaugh	Prepared for concerts, operetta
Music Club	Miss Vogelbaugh	Student Programs
National Honor Society	Miss Hughes	Presentation of Senior High school life to 9th grade
Student Council	Mr Barrett	Clearing house for student expression and opinion on school affairs
Science Club	Mr Lugg	Study of natural science
Scrap Book Club	Miss Engel	Made scrapbooks for crippled children at Orthopedic Hospital

Senior High School Club Program Contd.

<u>Name</u>	<u>Program</u>	<u>Activity</u>
Social Etiquette	Miss Davey	Personality analysis, table setting, table decorations, etc.
Speech Club	Miss Albright	Monologues, pantomimes, travel talks by members
Tumbling Club	Mr Morrow	Tumbling and gymnastic practice
Usher Club	Miss Leary, Miss Kohl	Giving usher service at school functions
Vocational Club (Girls)	Miss Conlin	Talks and discussion by visitor on vocations for girls

9. This year our June graduation exercise consisted of a pageant in which the class of 1937 paid tribute to the great social reformer, the "Father of Free Schools in America", Horace Mann. All of the 231 members of the class took part in the presentation of the pageant.
10. During the year Faculty Meetings have been conducted with both faculties.

IX. Plans for the Year Ahead

1. Attempt to make the home room guidance more successful. A few pupils seem not able to carry on this work. The difficulty may be a teacher administrative one or may be due to pupil personnel.
Appoint some committees to work with the Guidance Director in revision and reevaluation of the Home Room Guidance program.
2. Attempt to work out a suitable curriculum for our overage group who remain in school only until they are eighteen years of age.
3. Attempt to get a suitable curriculum prepared for our pupils of below average ability both in the Junior and the Senior High School.
4. See that real progress is made both in the Junior and Senior High School in taking care of our problem in remedial and corrective instruction in reading.
5. Continue to improve our special class plan for providing for academic weaknesses.
6. Promote the further development of a departmental testing program.
7. Continue to promote the use of standardized tests and the study of the scores.
8. Attempt to develop the physical education curriculum based on pupil needs and development.
9. Cooperate with our attempts at reorganization of the Secondary School curriculum.
10. Develop a better method of pupil curriculum and subject elections.
11. Develop some participation controls for the extra-curricular work of the school.
12. Have our honor point system reorganized.

I. Most Pressing Needs

1. The most pressing need is for a new Manual Arts building to properly take care of the work given daily in that subject to 741 boys of the school.
2. The next most pressing need is for a reorganized secondary school curriculum built with an understanding of the type and ability of the pupil personnel.

Submitted by

FOSTER S RANDLE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
EAST JUNIOR HIGH SCHOOL

Auditorium Programs

As was suggested in last year's report, a greater attempt has been made to have more worth while programs in the assembly and to have more pupils participate in the performances. In the early fall a definite schedule was set up with a program for each Thursday and often an additional one on Tuesday. About sixty-five percent of the students took part in the programs - about 180 pupils in the seventh grade, about 180 in the eighth grade, and about 300 in the ninth grade. While many students may have had only a minor part in a program, they have made a definite contribution and have gained some valuable experience. These programs were put on by home room groups, clubs, or classes with the teacher in charge sponsoring it.

The seventh grade programs were scheduled toward the end of the year when the new pupils had become more familiar with the school.

In addition to the above program there were six programs brought in from outside the city, and four Madison men addressed the assembly.

Next year there will be a definite attempt to have a more complete program with greater pupil participation. It is hoped that there may be more assembly singing. Several of the programs this year were under the direction of the special departments - music, art, and home economics.

Dramatics

The dramatic production, "Snow White and the Seven Dwarfs", presented in February, was not only an opportunity to give a large number of children an opportunity to participate in a school play, but showed the excellent cooperation of the various departments, such as art, home economics, English, and manual arts. In addition the Student Council group was in charge of ticket sales, and ninth grade boys ushered.

Clubs

This year thirty-two clubs were organized. Some of the new ones suggested by last year's questionnaire were included. A novelty craft club for seventh grade boys was introduced. A Scrapbook Club and Hobby Club were organized and open to all grades. The Sketching Club included only boys, and the Art Club was open only to girls. The Leaders' Club was organized for captains and squad leaders of the girls' gymnasium classes. The Boys' Chef Club had to be organized into two groups because of the large number of elections. The Stage Crew Club was organized for the first time and did excellent work, not only as a club, but in assisting at auditorium programs. The Junior Red Cross Club was organized for the first time this year. Its work included international correspondence. Letters were written to and received from students in Haiti, Jamaica, Mexico, Canada, Alaska, Cuba, Scotland, England, Ireland, Norway, and the Hawaiian Islands. Two of the club members attended the Junior Red Cross Conference in Washington in May.

The Marionette Club, which includes some members who have gone on to senior high school, presented eight productions, six of them at meetings outside of school.

Next year an attempt will be made to drop some of the clubs which this year seemed least valuable and interesting, and substitute more worth while activities. It might be desirable to lengthen the club period fifteen minutes twice each month.

Social Activities

The Boys' Physical Education Department sponsored several matinee dances. The music was furnished by a group of senior high school boys. The Student Council also had charge of one matinee dance, and the ninth grade members of the Council were in charge of the party given for the ninth graders. The teachers and students of junior high school sponsored various activities at the Carnival held in April.

Class Work

The seventh grade library instructions were carried out in connection with the social science work, since it seemed most logical that the library work be made more practical. Likewise it was an attempt to stimulate the pupils to make more use of the material which is available and to become accustomed to the use of many books instead of one textbook. A further attempt will be made to carry on this work next semester.

Visual Education

A definite schedule for the use of the machine, which in turn must fit in with the dates available for use of the films and the subject matter, makes visual education less valuable than it should be. However, every two weeks the science classes have the use of films, and on alternating weeks the social science and physiology classes have made use of them. A machine in the building which would be available to a class as it is working on a given unit would be an ideal situation.

Following is the intramural report:

Girls' After School Sports Program 1936-1937

<u>Tournament</u>	<u>7th & 8th Grades</u>	<u>9th Grade</u>	<u>Total Number Participating</u>
Soccer Baseball			
September 28 - November 20	50	88	138
Volley Ball			
November 30 - January 29	48	70	118
Nine Court Basket Ball			
February 4 - March 25		60	60
Basket End Ball			
February 8 - March 22	45		45
Baseball			
April 5 - May 27	60	96	156
Track			
May 15 - June 9	60	80	140
Totals	263	394	657

Class Activities for Girls

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<u>Seventh Grade</u>								Baseball		
<u>Physical Education</u>		Volley Ball				End Ball		Track		
								Tennis Skills		
			Achievement Tests			Achievement Tests		Achievement Tests		
Organization of classes										
		Rhythms		Folk Dancing		Character Dances				
		Group Games		Rhythmic Gymnastics		Stunts		Individual Sports		

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<u>Eighth Grade</u>								Baseball		
<u>Physical Education</u>		Volley Ball				Basket End Ball		Track		
								Tennis Skills		
			Achievement Tests			Achievement Tests		Achievement Tests		
Organization of classes										
		Rhythms		Country Dances		Athletic Dances				
		Group Games		Rhythmic Gymnastics		Stunts		Social Games		

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<u>Ninth Grade</u>								Baseball		
<u>Physical Education</u>		Volley Ball				Nine Court Basket Ball		Track		
								Tennis		
			Achievement Tests			Achievement Tests		Achievement Tests		
Organization of classes										
		Social Dancing				Tap Dancing				
		Group Games		Rhythmic Gymnastics		Stunts		Social Games		

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
EAST HIGH SCHOOL
1936-1937

The annual report of the Guidance Director for this year is organized to show the various fields of activities in the department.

I. Summary of Activities

Conferences and contacts with pupils re achievement, adjustment, welfare	543
Conferences with teachers	483
Conferences with parents	100
Conferences with others	110
National Youth Administration	526
Employment	141
Books and supplies for indigents	363
Scholarships	70
Withdrawals	141
Home room guidance program conferences	255
Testing Program	
Terman Group Tests	
Grades 7, 9, 10, Parochial	1303
University Psychological Tests	
Grade X	419
Grade XII	410
Haggerty Reading Tests - 9th grade	469
Iowa Silent Reading Tests - 7th grade	250
Metropolitan Arithmetic Achievement Tests	250
Meetings attended	62
Meetings addressed	8

Daily contacts with the Attendance Department, Family Welfare, other schools, Dane County Outdoor Relief are not included in this summary

II. National Youth Administration

The National Youth Administration, which has completed its second year at East High School, has been very successful both as a financial aid to the students and as a practical work training for them. Each department was allowed a proportionate number of workers. The reports from the faculty have been most enthusiastic and it is hoped that the same plan can be continued next year.

Financial Report of NYA

<u>Month</u>	<u>Number of Workers</u>	<u>Total Check</u>
September	55	\$270
October	64	306
November	60	306
December	57	306
January	62	306
February	64	324
March	65	324
April	62	324
May	60	324
		<u>\$2790</u>

III. Employment

The Guidance Office has served as an Employment Department, finding many jobs for students. These consist of room and board, taking care of children, odd jobs for boys, clerking, truck driving, and other part-time work.

The Wisconsin Employment Agency worked very closely with the school this year, especially with the boys in the two graduating classes. Mr Flynn, from the boys' division, spoke to the Senior boys about the service, and many of them filed application.

This agency is recognizing the importance of knowing the school record and has requested information on any boy who is considered for a position.

IV. Table of Withdrawals

Before a student withdraws from school, he must receive permission from the school and from the Attendance Department. If there is any question about it, the case is turned over to the Attendance Department for investigation. The approval of the family is necessary before the withdrawal is official.

Table of Withdrawals

<u>Reason</u>	<u>Senior High School</u>	<u>Junior High School</u>
Vocational School	18	9
Over 18	10	0
Left the city	13	22
Married	7	1
Transfers within the city	9	4
Illness	5	9
Employment	5	2
Rural	5	12
Excluded - poor attendance	2	4
CCC camp	4	0
	<u>78</u>	<u>63</u>
		<u>78</u>
	Total withdrawals	<u>141</u>

V. Records and Reports

1. A monthly report was submitted to Miss Camp and Mr Randle.
2. Social record cards were kept in order for all students.

3. The printed home room folders are now in use throughout Junior High School.
4. All tests, mental ability and achievement, were recorded on the social record cards and the permanent files.
5. Complete school reports were made for all students on probation or under the supervision of a social agency. Before a boy was brought into juvenile court, the school record was given to Judge Proctor so that he might better understand the case.

VI. Books and Supplies to Indigents

First Semester
1936-1937

Number receiving aid - Dane County Relief		
	<u>1936</u>	<u>1935</u>
Senior High School	11	57
Junior High School	<u>14</u>	<u>98</u>
Total	25	155
Number receiving aid - <u>Not on Relief</u>		
Senior High School	16	25
Junior High School	<u>11</u>	<u>51</u>
Total	27	76

This year, with a decided decrease of families on the relief rolls, the books and supplies have been cared for by a rental system. The students whose fathers are on WPA jobs or have other meager incomes, are allowed to rent their books at one-sixth the original semester cost.

The following number of pupils were supplied:

Senior High School.	44
Junior High School.	<u>89</u>
Total	133

This represents 111 families and brought in a total of \$60.50 rental fees.

Second Semester
1936-1937

Number receiving aid - Dane County Relief (Free books, fees)	
Senior High School.	8
Junior High School.	<u>19</u>
Total	27

Number receiving aid - Not on Relief (Mother's Pension, Probation Department)	
Senior High School.	6
Junior High School.	<u>14</u>
Total	20

Boys' Intramural Activities
1936 1937

Due to the crowded conditions on the athletic field last fall it was impossible to offer our regular sports program of touchman, soccer football, etc. Substitutions were made to overcome this situation. Volley ball and other inside activities were stressed.

<u>Activities</u>	<u>No. of Teams</u>	<u>No. of Games, etc.</u>	<u>No. of Participants</u>
Volley Ball	42	47	336
Football			
Practice M.T.W.T.		3:30-5:00 (Mr McKinlay)	60
Schedule games	1	6	25
Social Dancing		6	1244
First Aid Club (9th Grade)			
Activity Period every Monday			36
Basket Ball			
Intramural	40	44	280
Frosh Practice			
M. W. T. 3:30-5:10	3	16	15
7th & 8th Spring Practice	6	12 - (Mr Barrett)	36
Boxing	11	122 rounds	55
Boxing (Carnival)	11	45	30
P.T.A. Program			20
Track			
9th Grade			
Practice M. T. W.	1	4 meets	60
Scheduled meets on T.			
7th & 8th Grades			
Schedules meets on F.	1	1 meet	17
Tennis			
Due to weather conditions on nights matches scheduled, a number have been postponed	1	3	10
Wrestling	11	66 matches	75
Baseball	10	13	120

Submitted by

LOUISE H ELSEB

Senior High School.	54
Junior High School.	92
Total	<u>146</u>

Clothing

The NYA checks have solved the graduation clothes problem in most cases, especially for the boys' suits.

Through the efforts of the teachers and friends of the school, many clothes were given to needy boys and girls. Although most families are now employed, the small checks still do not meet all the demands of a family.

VII. Testing Program

A. Mental Ability - Terman Group Test

<u>Junior High School</u>	<u>Senior High School</u>
New pupils, transfers. 34	New pupils, transfers. 15
Make-up tests. 15	Grade X. 450
Grade VII. 260	
Grade IX. 469	
Parochial Schools. 60	
<u>838</u>	<u>465</u>
	<u>838</u>
	Total tests given <u>1303</u>

Information from Testing Program
1936-1937

Senior High School - 1203 cases

Mean I.Q. 104.5

Distribution:

	<u>I.Q.</u>	<u>Number</u>
Upper Group	125 and above	62
Average	90 - 125	1012
	80 - 90	110
	70 - 80	16
	60 - 70	3
	Total	<u>1203</u>

The number in the 80, 70, and 60 grouping is considerably less than in Junior High School because they drop out to attend Vocational School, to work, to marry, over 18, etc. However, there are still more than we realize in these low groups.

Junior High School - 932 cases

Mean I.Q. 100.9

Distribution:

	<u>I.Q.</u>	<u>Number</u>
Upper Group	125 and above	42
Average	90 - 125	698
	80 - 90	125
	70 - 80	50
	60 - 70	<u>17</u>
	Total	932

Results of Terman Test given to Seventh Grade on October 13, 1936

<u>Mean I.Q. (Average)</u>	<u>Number</u>
Girls	101.6
Boys	101.4
Seventh Grade	<u>101.2</u>
	<u>291</u>

Median I.A. (Counting Average)

Girls	101
Boys	102

This is considerably higher than the averages last year which were: 95.7 girls, 98.8 boys, and 97.6 total seventh grade. This is because last year we had such a large class enter from the special ungraded room, and they pulled the average down. They are the present eighth grade. You will notice that the average of the entire Junior High School is lower than that of the seventh grade because of this very low eighth grade section.

B. Achievement Testing

The Junior High School achievement testing program consisted of the following tests:

1. Iowa Silent Reading. 7th grade
2. Metropolitan Arithmetic. 7th grade
3. Metropolitan Arithmetic. 8th grade
4. Haggerty Reading Test. 9th grade

Grade VII

The following table shows complete results of the Iowa Silent Reading Test and Metropolitan Arithmetic Test given to Grade VII in May, 1937.

The normal growth in the reading would be 1.8 months, since the test was given in October in the sixth grade. The arithmetic normal growth would be one year.

Teacher	Iowa Reading			Metropolitan Achievement	
	Average I.Q. Home Room	Average Grade Achievement	Average Growth	Average Grade Achievement	Average Growth
1. Special Group	82.1	5.8	+1.3	7.9	+2.0
2. Special Group	86.9	7.2	+1.8	7.3	+1.8
3. Number 3	102.4	7.7	+1.9	7.7	+1.2
4. Number 4	98.9	7.10	+2.1	8.2	+1.3
5. Number 5	101.5	7.8	+1.6	8.3	+1.7
6. Number 6	103.5	7.10	+1.9	8.3	+1.6
7. Number 7	107.1	8.6	+2.8	9.0	+2.3
8. Number 8	102.1	8.2	+2.2	8.0	+1.3
9. High Group	123.0	10.3	+3.0	8.9	+1.3
Total 7th Grade	101.2	7.10	+2.0	8.1	+1.6

Each home room teacher received the results, median and range for her own group and for the entire grade. In September the tests of the preceding semester are given to the English teachers so that the work may be followed up with some practical use.

Grade VIII

The following table shows the results of the Metropolitan Arithmetic Test given to Grade VIII in May, 1937. A normal growth would be one year, since the same test was given to these students in their 7th grade.

Results of Metropolitan Arithmetic Achievement Test Grade VIII

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Total 8th Grade
Range	112-73	106-64	111-86	106-6	112-6
Median	89	87	104	85	* 88
Grade Levels					
11	1	0	3	0	4
10	3	4	25	10	42
9	10	27	6	39	82
8	13	27	2	47	89
7	3	12	0	40	55
6	0	2	0	12	14
Total	30	72	36	148	286
Average Gain	1.0	1.58	1.3	+1.03	+1.23

Grade IX - Haggerty Reading Test

The following results were compiled for the Haggerty Reading Test:

Number taking test - 428
 Grade level results: Median 8
 Mean 8
 Mode 8
 Range: Grade level -5 to 12+
 Score 39 to 136

Distribution of grade level results in 9th grade Haggerty Reading Test:

Grade	Number	Average I.Q. of Group
XII	13	126.5
XI	11	119.5
X	31	118.
IX	78	114.4
VIII	119	107.1
VII	93	100.7
VI	63	95
V	20	88
Total	428	

The ninth grade is composed of three large groups, rural children, parochial school children, and those who attended seventh and eighth grades at East High School.

The following table shows the results of the test in these three groups:

Grade Level	Rural	Parochial	East Junior
XII	4	2	8
XI	4	1	6
X	7	2	22
IX	16	12	50
VIII	41	15	63
VII	16	16	60
VI	9	11	43
V	3	3	14
TOTAL	100	62	266
Range	Grade XII V	Grade XII V	Grade XII V
Median	Grade VIII	Grade VIII	Grade VIII

This table shows that the same distribution of test results, the same median and range is found in these three groups of children coming from the three different school situations.

The study made on the ninth grade reading results shows the need for extensive organized work on remedial reading. The results were given to the faculty, with lists of those in the upper and lower quarter of the group. They will be used next year in an organized plan to aid those pupils having reading difficulties.

VIII. Home Room Guidance

Grade VII

The orientation "Know Your School" program, organized for the first time this year by the faculty committee, proved very successful. The first eight weeks were spent in routine matters of the school. A short test was then given to see how much information was really learned.

In December the home rooms were organized, elections of officers held, and parliamentary procedure begun.

Two meetings were held in the auditorium. Miss Axtell spoke on her trip to England, and Mr Don Newton showed movies of camping activities around Madison.

Grade VIII

The Occupations workbook was introduced for the first time this year. Each student was given a notebook, into which he placed the lessons given each week on the ten fields of occupations.

Grade IX

The ninth grade home rooms introduced the plan of dramatizing the different fields of occupations. Each home room was responsible for one program. The students took care of all details such as lights, curtains, properties, and costumes.

The following programs were dramatized:

1. How to study
2. "The Award" - a courtesy play
3. Public Service
4. Transportation
5. Radio and Television
6. Personal Service
7. Home Economics and Manual Arts Occupations
8. Social Service
9. Programming
10. Introduction to Senior High School - given by National Honor Society

Speakers: Mr Howard Morey - Aviation
Mr Timmons - Advertising

Movies: Safety
Bread
Transportation
Communication

Senior High School

The new uniform secretary notebooks were introduced this year. These were called in at the end of each semester for a check-up. On the whole, they were in excellent condition - well written, and the home room business fully presented.

This year, as each class went to the auditorium to hear a speaker, a regular business meeting was conducted for the entire group. The officers of one of the home rooms took charge. This gave a more orderly, dignified

atmosphere to the meeting.

There were many speakers during the year, on various subjects.

Grade X - Know Madison - theme

Dr Harper
Mr L F Woolworth - Gisholt
Mr W L Manning - Burgess
Miss Graham - School Nurse
Mr W W Weber - Forest Products
Dr H L Bradley - Community Union
Safety Movie

Grade XI

Miss Counsell - Budgeting
Conservation Movie - Mr Sandberg
Miss Graham - School Nurse
Safety Movie

Grade XII

Dr Edgerton - Changing Trends in Occupations
Miss Dora Morgan - Commercial
Miss Ida Collings - Nursing
Mr Lumenschloss - Banking
Mr L C Gunderson - Law
Extension Department
Mr Flynn - Boys - Employment Service
Miss Graham - School Nurse

IX. Plans for Next Year

1. Continue work on 10th, 11th, and 12th grade home room guidance program
2. Remedial reading program - 10th grade - Results from Haggerty Reading Test
3. Follow up on Achievement Testing program in Reading and Mathematics
4. Reorganize home room guidance organization. Prepare for incoming 7th grade new type folders
5. Better organized check-up on pupil failures

The emphasis of the work done in the Guidance Department has turned more to the welfare end of the school and to routine matters. This has come about during the late difficult years, but it means that hours of time are spent on the routine of clerical work and bookkeeping. When this time can be lessened, a greater emphasis may fall on other matters of Guidance.

The work of the Guidance Office can be carried on only with the help of the entire staff. The Guidance Director would like to acknowledge the fine cooperation of every faculty member and to express her sincere appreciation for this.

Submitted by

MARGARET FOSSE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR-SENIOR HIGH SCHOOL

**Presented to the Board of Education
by the Principals and Guidance Director**

**VOLNEY G BARNES
LEROY E LUBERG
LILLIAN REINKING**

June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
WEST JUNIOR-SENIOR HIGH SCHOOL

- I. West High started as a school in 1930. Since that time the grounds have been landscaped under the direction of Professor Franz A. Aust of the University with funds raised by the parents of West High. The playgrounds have been brought to a high state of completion with tennis courts, football field, and practice fields. The building has been decorated by the Board of Education. Curtains for darkening the auditorium have been provided by the school. A motion picture machine has been provided by the Parent-Teacher Association and band uniforms have been secured by the Parent-Teacher Association and the school.

The school has grown in traditions and spirit until now it is able to take its place among the great schools of the city and the state without any self-consciousness,--with full confidence in its own worth.

Following are some items pointing to the growth of the school.

A. <u>Enrolment</u>	Junior	Senior	Total
1930-31	581	618	1199
1931-32	610	646	1256
1932-33	631	725	1356
1933-34	628	768	1396
1934-35	636	832	1468
1935-36	710	867	1577
1936-37	675	898	1573

B. <u>Graduates</u>	February	June	Total
1930-31	49	101	150
1931-32	49	125	174
1932-33	61	138	199
1933-34	52	166	218
1934-35	57	199	256
1935-36	55	203	258
1936-37	57	239	296

C. <u>Pupils per teacher</u>	Divide Number belonging by Number of Teachers
February, 1935	- 26.80
June, 1935	- 26.92

February, 1936	- 27.38
June, 1936	- 26.95

February, 1937	- 28.65
June, 1937	- 27.04

D. Circulation of Library Books

	<u>Outside Reading</u>	<u>Reference</u>	<u>Total</u>
1930-31	2383	3906	6289
1931-32	6844	15750	22594
1932-33	8680	14974	23654
1933-34	10087	17146	27233
1934-35	11068	10525	21593
1935-36	10573	13779	24352
1936-37	10348	15900	26248

- II. During the past year we have made a study of lighting conditions in the various rooms and have become conscious of the precautions necessary to be taken to secure proper lighting.

We have improved our home room guidance program and shall continue to do so. We feel that this is one of the most important functions of the school. As part of our guidance program we have made a study of the progress of every child in the Senior High School and have checked the results of his work against his native ability. We have worked on those who have too great a disparity with rather gratifying results.

We also have made a study of our problem cases and plotted them on a curve which shows the relation of their work to that of the average in their own ability group. This shows that all pupils who had a court record had a negative disparity with the exception of three. It also shows that with one exception all those who had suspended sentences had a negative disparity of at least 60. It seems to me that this indicates very clearly where we need to look for danger signals.

- III. We intend to continue the study outlined above and work more intensively on those who have a great negative disparity.

We desire to expand our facilities for visual and radio instruction.

The individual programs of pupils are completed for next year and we are ready to go.

IV. Our most pressing needs are

1. More clerical help in the guidance office. We cannot do the work that has to be done with the present help. There is a limit to human capacity and human nerves.
2. Our track is not finished and the playing field needs some sort of treatment to take it out of the dust bowl classification.
3. We need more visual instruction facilities--lanterns and darkened rooms.
4. It is my belief that we are putting economic values ahead of human values. Our class size is, in many cases, too large to permit a teacher to give the individual in the class the proper attention. No teacher should be asked to carry more than one hundred and fifty pupils--and that should be considered a maximum instead of an average.

Submitted by

V G BARNES

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
WEST JUNIOR HIGH SCHOOL

- I. Our past year has been characterized by excellent attendance, fewer interruptions in the necessary routine of the school and the continual growth of a sense of responsibility on the part of the pupils which has made the pupil-teacher relationship more genuine and natural.
- II. An orderly, purposeful year's work has made possible several major achievements by the school as a whole and many achievements of less conspicuous nature by individual classes and clubs.

One of the most obvious accomplishments has been the increased self-control which our pupils have developed. Through the medium of the Traffic Club of ninth grade boys and girls our cafeteria and corridors are now successfully supervised by pupils. At all school functions they have assisted in making good order paramount. The scheme of student control has slowly and surely permeated the majority of the student body during the past three years.

For five years we have attempted to find a satisfactory solution to the problem of how to group pupils in academic classes. We have organized and observed both homogeneous and heterogeneous groups. This year we believe we have found a method of grouping which has many possibilities for our school. Mrs Pierstorff organized her seventh grade classes in such a manner that the more capable pupils had one assignment while those of less ability had another. The pupils of superior ability were given individual assignments which permitted them to work at capacity; not being handicapped by the slower ones. At the same time there were some class projects carried on each day in which all participated. This participation seemed to provide the needed incentive for the slow pupils.

Miss Hendrickson instructed a group of seventh grade children in choric verse work the second semester, during the noon hours. Those who volunteered for the work gained appreciably in self-expression and in an understanding of rhythm and poetry.

Additional time was provided for instruction in instrumental music. Mr Church gave class instruction to 122 beginners in instrumental music. Nearly all those who started in September were able to play in the second band by the end of the year and some even qualified for the first band.

Practically all the pupils and teachers in school cooperated in presenting a May Festival for the public on May twenty-seventh. Regular work of the special departments was demonstrated in an interesting manner for patrons of the school. There was no charge for spectators.

Dramatizations were given in some social studies classes to stimulate interest in great events in American history. This work was not only valuable in respect to acquiring needed information and a more accurate perspective of these events, but provided an opportunity for many children to appear before their fellow students who ordinarily wouldn't.

A case record system was inaugurated this year to provide us with more completed and convenient information about maladjusted children in our school. At present the system is comparatively simple and only includes the more serious cases, but it has already been of service to us. This is one of the tangible methods by which we hope to be giving more assistance to boys and girls who find it difficult to adjust themselves to the school and society.

Our visual education program was enlarged considerably this year. This has been due largely to the fact that the Parent-Teacher Association furnished us with a new moving picture machine and partly to the increased interest in visual education shown by the faculty. Many of our films were secured without cost from the State Conservation Commission.

The excessive number of awards given for winners in intramural contests was greatly reduced this year, yet the enthusiasm of participants was apparently as keen as ever.

Our auditorium programs were held each week and were well above the standard of previous years. Most of the programs were given by school organizations. We were fortunate in securing high grade outside talent without cost. Fully one half of the programs were of an educational nature.

III. Most of our plans for next year will be a continuation of the policies and plans for the current school year. It seems logical and advisable to have a philosophy of education which sets up goals that can be reached only after many years of concerted effort on the part of both faculty and pupils. However, we do have several specific plans for 1937-38.

Our student council will be given more responsibility and the system of electing class officers be made to more nearly approximate those of our state and national government elections.

Instruction in parliamentary procedure will be given in each home room with the hope that all the people in school will have an adequate knowledge of the fundamentals of Robert's Rules of Order.

Our program for safety education needs to be considerably extended. We anticipate having enough instruction material available for home room teachers to assist them in conducting a series of discussions which will make our junior high people "safety conscious". Records of the American Automobile Association indicate that elementary school teachers have evidently succeeded in teaching their children to become intelligent, law abiding pedestrians. Their record is a challenge to the secondary schools.

We plan to have several home room libraries which will be used to acquaint pupils with good current literature and create an interest in recreational reading among those who have not acquired it.

Though group and individual meetings with prospective seventh grade pupils and parents have never been held, we plan to do so next year in order to "bridge the gap" between the sixth and seventh grades. To more completely articulate our academic and social activities with the elementary schools we are going to make it possible for our seventh grade teachers to visit sixth grade classes and invite sixth grade teachers to visit their former pupils in our seventh grade.

Several eighth grade classes will have two or three homogeneous groups formed within each class to work on different assignments in the same classroom. This will be an extension of the method used by Mrs Pierstorff with her seventh grade group.

We hope to give some instruction in handwriting to those who are particularly poor. We shall also insist on more legible handwriting from children working in any department of the school, rather than in English classes alone.

For some time we have been aware of a need for some more instruction in spelling. It will be necessary for all teachers to have a minimum standard of proficiency which all but the specially handicapped can reasonably attain. Improvement in spelling will be one of the school's major objectives for next year.

The members of the physical education department have agreed to present two demonstrations for the parent next year which will represent the intramural work done in school and afford an opportunity for children who have excelled to receive proper recognition. We hope this will aid in reducing the emphasis placed on interschool competition and transfer it to intramurals.

Finally, we are going to ascertain the number of activities each child is in next year, both in and out of school and recommend a reduction for those who handicap themselves by engaging in too many.

IV. Following are what we believe to be the most pressing needs in our school:
A large classroom fitted out for a visual education room; to be used exclusively for showing slides and moving pictures. This will eliminate the necessity of asking our physiology classes to move to another room every time we wish to show a movie.

A full-time director of dramatics. This field is so rich in opportunity for junior high school people that we are guilty of being "penny wise and pound foolish" in not having one. Furthermore, our cocurricular activities are not well balanced because of this inadequate instruction in dramatics.

More teacher time. We now have practically all junior high teachers carrying five classes and a study hall in addition to home room duties. Teachers need one free period a day to give pupils special help, to be available for conferences, and to assist in school projects such as the "A" Lunch campaign.

More men teachers. This is absolutely no reflection on our fine staff of women teachers, but there are many times when men are needed for school functions to be of service where women cannot. Furthermore, with one half the school composed of boys it seems logical to have at least a fourth of the teachers men.

Uniform combination padlocks on all the school lockers. A small rental fee could defray all expenses in three years.

Submitted by

L E JENNING

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
WEST HIGH SCHOOL
1936-1937

Improvements During the Past Several Years

Having home room teachers act as counselors for their groups for three years has helped to make the whole school increasingly aware of the individual needs of each child. Charting and revising by each pupil a four-year plan with attention to majors and minors from the eighth grade up has developed a wiser choice of elections. Special attention to individual programs of ninth and tenth grade pupils by the guidance department has resulted in a reduction of failures. Individual and group conferences with failing pupils at the end of each grade period has resulted in a reduced number of failures. Through the studies made of grades given in ninth and tenth grade subjects the articulation between junior and senior departments has been improved.

Progress and Achievements of Past Year

A study of the 1273 graduates of West High School over the five-year period 1930-1935 was started but time did not permit its completion. It was found that approximately 50% of the graduates actually enter university.

The most interesting venture was the formation of a Parliamentary Practice class composed of home room presidents, Student Council members, club and class presidents under Mr Luberg's direction for the improvement of business meetings.

The addition of several excellent reference books in the guidance office for the use of all has given the school an excellent start in setting up a professional library.

Home room reports on their activities for the year were requested from all home rooms and were evaluated by the department.

Plans and Program for Ensuing Year

To complete the study of graduates of West High School enrolled in the University of Wisconsin will be one of our objectives next year. We also plan to improve the home room guidance outlines of both junior and senior departments by having the Home Room Committee meet with the pupil representatives of each group for directions and outlines to be carried back to the home room. We feel the need of a better employment service to pupils for room and board assignments, part-time and full-time work and for placement.

It is hoped that more occupational guidance can be presented to all pupils next year.

Pressing Needs of Guidance Department

The most pressing need of the department is additional clerical help. In addition to half-time help, four NYA workers are employed 24 hours a month--the equivalent of four hours a day. Even with this unskilled pupil help needing constant supervision, the Guidance Director devotes about one-half of her time to clerical work. So much clerical routine is involved in the accounting of and providing supplies, books, food, clothing and transportation for about 100 indigent and crippled children and so many details come into the guidance office, that there is really no time for the actual objective of guidance--the counseling with all pupils collectively and individually, planning for and directing each toward his fullest development. Full-time help at the present rate would cost about \$500 more yearly.

An item of necessary expense for next fall will be the provision of files in seventh grade home rooms for the new Counselor's Records.

Submitted by

LILLIAN REINKING

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
BRAYTON SCHOOL

Presented to the Board of Education
by the Principal
MARIE E HAGEN
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
BRAYTON SCHOOL

Brayton School was reopened in September 1931. Since that time there have been several improvements. The walls in the classrooms and halls were cleaned in 1934. General equipment, such as an art cupboard, book cases in two classrooms, sand tables, a radio lantern for slides, Builder Boards for the kindergarten and primary room, and a filing case have been obtained. A few supplementary texts have been added each year but we are still obliged to borrow some. Miss Artell and Mr Schleck have been generous in loaning them to us.

Our school work has been a great deal like that of previous years. Having two grades in one room with one teacher necessitates formalizing much of our work. We emphasize our academic work although we do as much unit work as our time permits. We enjoy giving our Unit Completion Programs at the Parent-Teacher Association meetings. This acquaints the parents with the newer educational methods. The results of our remedial work in reading have been satisfactory this year. Our reading problems have reached their grade level.

This year we were especially fortunate in having NYA help which was greatly appreciated.

On our visiting day during National Educational Week we planned that the parents spend 45 minutes in each grade, beginning with the kindergarten. In this progressive type of visit the parents saw the development of the work throughout the school. We usually have one large program during the year where every child is given an opportunity to take part. Emphasis is placed on the special fields such as music, physical education, art, and dramatics. These programs have always been very well attended.

Since our radio was stolen last summer, we were deprived of its use the greater part of this year. We missed it and are very grateful that it has been replaced. We are expecting to use visual aids and the radio a great deal next year.

Lighting is a problem in our building. We found that rearranging our desks, covering the blackboards that we do not use with a light gray paper, and having new shades in the primary room helped, but the lighting situation is still very inadequate especially when we need artificial light.

One of our problems is our enrolment. We have a shifting population and strange as it may seem, it continues about the same each year. Our total enrolment was 95, while our enrolment at the close of the school was 71. This year 24 children entered during the year, 14 were received by transfer from the Madison schools, while 10 came from other schools. 24 children withdrew, 14 were transferred to schools within the city, and 10 outside the city schools. 9 of these children enrolled late but withdrew again before the end of the school year. Another problem we have is the number of children from broken homes. 23.9% of our present enrolment come from these homes. Our personality problems usually are from this type of home and those who are constantly moving. These children require a great deal of individual attention in order that they may become adjusted to the school.

Tentative plan for 1937-1938

<u>Grade</u>	<u>Time</u>	<u>No. of Pupils</u>	<u>Teacher</u>
Kindergarten	$\frac{1}{2}$ day	20	$\frac{1}{2}$
Grade 1	1 day	18)	33
Grade 2	1 day	15)	
Grade 3	1 day	11)	22
Grade 4	1 day	11)	
			Principal

Some of our most urgent needs for next year are:

1. Decorating the classrooms and halls
2. Leveling off and surfacing the playground with Chatts
3. Placing cork bulletin boards in our classrooms.

Submitted by

MARIE E HAGEN

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DOTY AND WASHINGTON SCHOOLS

Presented to the Board of Education
by the Principal
PEARL LINCOLN
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
DOTY AND WASHINGTON SCHOOLS

Looking over a period of five years, I believe our greatest progress has been in the constant study of our general background in the Doty School and then the study of reorganization worked around that background. This happens to be a very important study in the Doty School because a large part of our enrolment is transient. This year forty-one percent of our pupils entered the Doty School last September or during the year. Fifty percent of the fourth, fifth, and sixth grades entered during the year. Only six of the twenty-five pupils in the fifth grade were in the Doty fourth grade last year. The others came to us from outside towns, or were transfers from other city schools. Only three of our sixth graders have been in the Doty School constantly from the first grade. With a similar problem for the past five years it has been necessary to reorganize our classes each year around a type of enrolment in such a way that it will best take care of the individual needs of our pupils. Because of this fluctuation, class number varies widely. As a result we have only five teachers for six grades and each year we departmentalize our work so that it will take care of the time allotted to the extra grade. With the special teachers in art, physical education and music in the building three days a week, we are able to synchronize the special work with our regular work, thereby giving the extra grade nearly a maximum amount of time for the regular studies. We have not had a large fluctuation in the Washington School in the past, but we have noted a larger turnover in the last year, particularly in the first grade.

In the last two years the combining of some phases of work in the Washington and Doty Schools has been quite effective. We have the same art teacher, gym and music teacher, speech teacher, and kindergarten teacher for both buildings. By combining classes it has been possible to have a little more art, music and gym with about the same amount of teacher time. With one principal over the two buildings the work has been organized somewhat as it would be in a larger building. If some grades have been larger than others or if some grades have needed more special work than others our program was elastic and could be arranged to meet the needs of the individual or classes. During the past five years we have gradually built up our textbooks in the social studies, science, and readers in the various grades. While it has been a gradual process it has been a helpful angle in taking care of the different levels of reading. Emphasis was laid on the lighting system in both buildings. Besides studying the lighting in the various rooms and correcting our lighting problems where it was possible, we tried to encourage pupils to be light conscious and help to make better rooms in which to study. The plan of rooms in the older buildings makes it impossible to correct some of our serious lighting difficulties. The building improvements have been much appreciated in the Doty School. The library was moved from the landing in the hall to the domestic science room in the basement. This gave a much better opportunity to carry on work in a real library atmosphere. A lower basement room was made into a gymnasium and has been appreciated by the teachers as well as the pupils. While there is not adequate room for a gymnasium, it does serve the purpose for a playroom and eliminates the noise in the halls. We have been carrying on a study in Visual Education for the past four years, but we emphasized the study in the last two years because we have a larger fund with which to buy films and slides. The money allotted for the Doty Deaf, the Doty, and the Washington Schools was combined and all the films and slides rented were

used for the three schools. This plan gave us the use of many more. We also rented them from other sources for study purposes. The teachers rated all films and slides used. Knowing the films and slides, excluding the poor, and adding new ones to the regular list is building up a rather effective visual education program. Last October a 16mm Bell Howell projector was purchased by the Parent-Teachers Associations of the Doty and Washington Schools. These machines have been a very great asset to the schools and a great help in the visual education program. The greatest stress in the use of the movie machine has been in the classroom. Every teacher in both schools knows how to use the machines. This year emphasis was laid on the science, spelling and arithmetic work. Some grades emphasized these subjects more than others, depending upon the subject which the teacher has chosen to work on. The experiment in the spelling work has made the children spelling conscious and an improvement was noted in the written work. Interest is growing in the science units. Next year we hope to have a little more equipment to carry on some of the experiments.

A great improvement was made in both schools this year by the painting of the rooms. It not only gave the schools a finer appearance but helped to encourage civic pride among the pupils. We have some problems in both buildings which will always be handicaps in these old schools. We haven't a gymnasium in either building. While the small playrooms in each building serve a real purpose they are not adequate for gym rooms. We haven't room in either building large enough to accommodate three grades at one time. This is a real handicap when we have radio programs, movies, or programs for children and parents. The first grade room in the Washington School is not adequately lighted for a classroom. We are crowded in the Doty building. We have just two extra rooms for the nurse's work, library, speech correction, physical education, some of the singing, special help groups, and some of the art classes. We haven't a rest room for teachers or pupils. The only available storeroom is the attic. Our playground space is inadequate in both schools, but the problem is much more serious at the Washington School than it is at the Doty School. The grounds need improving. This is especially important at the Washington School.

Submitted by

PEARL LEROUX

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DRAPER SCHOOL

Presented to the Board of Education
by the Principal
LUCILE CLOCK
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
DRAPER SCHOOL

Enrolment

<u>Grade</u>	<u>Teacher</u>	<u>Enrolment</u>
Kdg	Mrs Parker	44
1	?	33
2	Miss Thiard	18
3	Mrs Havenor	26
4	Miss Willett	27
5	Miss Neal	21
6	Miss Hahn	20

One of the chief aims in our general plan at Draper School is to offer the children modern progressive methods and materials in a very old school building. In so doing we are trying to keep the cost down as low as possible and still give the children every possible advantage. The redecorating of the school has been very helpful not only in the general appearance of the building, but it has served as an inspiration to teachers, parents, and pupils alike for making the school a worth while school and community center.

Movable desks were provided two years ago for part of the second grade room. This room should be entirely equipped with movable seats and the third, fourth, fifth, and sixth grades should also be equipped with movable desks. This is particularly true because of the poor lighting in this old building. Tests made with the Sight-Meter revealed that on a dull day 84% of the children in this school received poor or inadequate light and that on a bright day 57% of the children received poor or inadequate light. After painting the building we found that on a clear day 48% of the children were receiving inadequate light--a slight improvement, but not enough. The situation can be greatly improved by placing movable desks in these rooms so that each child will receive a maximum of available light. These desks should be furnished immediately. Many children have had to be fitted with glasses. For example, a year ago 39% of one class was fitted with glasses during the school year. This is a very high percentage and we feel that better lighting facilities as well as movable desks are necessary to improve the situation. The removal of blackboards in parts of each room and the furnishing of light colored bulletin boards to take their place has helped some. Every effort is being made to create light spots in the rooms and the children are being made conscious of the benefits of such planning.

The addition of many new texts and professional books during the past two years was necessary and has been very helpful.

The placing of exit lights throughout the building is an advantage.

The traffic at the corner of Park and Johnson Streets is very heavy and this presents a real problem for this school. I feel there should be a regular traffic officer at this corner or else that traffic lights should be installed. The present handling of the traffic problem at this corner is inadequate.

Because so many mothers in this district are employed full-time quite a serious problem arises regarding recreation for children after school hours. In order to help solve this problem, we are organizing a committee through our Parent-Teacher Organization by which means we hope to solve the problem which, in some cases, is quite serious.

Next year we plan to continue the general scheme that was carried out this year. Among the things we are planning for are:

1. Better lighting through the installation of movable desks as well as the improvement in artificial lighting.
2. Improvement of the traffic situation at the school corner.
3. Child recreation facilities for pupils whose mothers are employed full-time.
4. An all-school exhibit.
5. A "superior" Parent-Teacher Association organization.
6. The gradual addition of more new texts and professional books.
7. The addition of some shrubbery and vines at the front of the building to make the exterior more attractive.

Submitted by

LUCILE CLOCK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
LUCILE CLOCK
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
DUDGEON SCHOOL

<u>Grade</u>	<u>Teacher</u>	<u>Enrolment</u>
Kdg	?	22
1	Miss Thomson	35
2	Miss Barton	31
2	?	30
3	Miss Larkin	25
4	Mrs Wilson	33
5	Mrs Day	36
6	Miss Rand	30

This spring the Board of Education put a stage in the Dudgeon library with the understanding that our Parent-Teacher Organization would put in an attractive and suitable permanent curtain. A committee is at work on the project and considerable money has already been raised toward a fund for this purpose. It is possible that the curtain may be installed early in the fall. Now that we have a stage we should like to look forward to having an auditorium teacher at least one day a week. Our children have talent in the line of dramatics and the parents are very enthusiastic about their participation in such activities.

The library should also be equipped with black shades so that movies can be shown here to the children in larger groups than an ordinary sized classroom permits.

The two small hallways leading out on either side of the library have to date been very largely waste space. It seems logical to make workrooms of these spaces and a minimum equipment could be assembled at no additional cost. If the art teacher could give us two to four half-days additional time these rooms could be used to advantage, some interesting curtains and back drops could be worked out for our new stage and some interesting projects in creative art could be developed.

Our plans for next year carry out the same general program as we had during the past year and include the following suggestions:

1. We very much need a new rotary ditto machine--our old one is nine years old and does not produce satisfactory results.
2. Nine black shades should be furnished so that movies and slides can be shown to advantage in the library.
3. It would be very advantageous to have an auditorium teacher at least one day a week.
4. As suggested above, we could make excellent use of more time if the art teacher's program could be arranged so as to furnish it.

Submitted by

LUCILE CLOCK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EMERSON SCHOOL

Presented to the Board of Education
by the Principal
L P SCHLECK
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
EMERSON SCHOOL

I. A bird's-eye view of progress made during the past years and the present year.

During the past several years in the handling of the units of work the teachers have developed finer teaching techniques through critical analyses of the procedures pertinent to the subject matter comprising the units. The subject matter was thoroughly organized to meet the varying interests and abilities of the pupils. As a result the pupils have enlarged their ability to organize worth while materials; they have developed honesty, initiative, self-reliance, resourcefulness, and the like. Also throughout the execution of the units an opportunity has been given the pupils to express themselves through creative work which has brought about a greater enrichment of their work and a feeling of accomplishment.

Throughout the school years teachers have been conscious of the character needs of the children, and so every opportunity was taken to train them in the formation of habits of good citizenship. This was brought out more or less indirectly through units of work, active participation in school glee clubs, auditorium activities, girl scout work, the School Republic, athletic games, playground activities, Boys' Patrol, Girls' Patrol, movies, radio programs, and other miscellaneous activities. As a result of this contact between teacher and pupils, a higher grade of citizenship has been developing in the Emerson School. The four personality traits which the school tried to have each boy and girl possess are honesty, sincerity, co-operation, and courtesy. There are other traits but it was felt that these were the essential ones for the Emerson boy and girl and as they progress in their school work, the junior high and the senior high schools, it is expected that they will possess all the necessary personality traits which make them desirable citizens.

Teachers have continued their "Home Visitations". This was one of the plans of 1933-34, and since then many home calls were made, and reports of them were submitted to the principal. These were not only read with interest by the principal, but also by those who were directly connected with the school system. It would appear from the results obtained that these visits to the home are most worth while. Also through this home visitation teachers have one of the greatest opportunities in selling the schools to the public, and it also has helped to make the teachers more understanding. After each teacher contacts the home, she gives a report on her findings. The following items are incorporated in the report, viz.:

1. Statement of Problem (State why you contacted the home)
2. Family History and Family Conditions. (General and anything that may be of interest to the school)
3. Habits and Behavior of Child as Observed in School. (How some of these traits were handled with the parent)
4. Recreation and Particular Interests. (If any)
5. Environmental Conditions. (What you observed in home as per condition--type of neighborhood, etc.)

6. Sources of Information. (From whom information was obtained and what recommendations did you, as a teacher, make to the parents? What is your interpretation of the child's problem in view of the data obtained?)
7. Additional Information.

This information is not only valuable to the teacher herself, but to all those who are interested in the welfare of the child. Many data which are needed for the correct analysis of a child's behavior and his attitude toward his school work and playmates are only obtainable through direct contact with the home. True, many home visitations are simply of a social nature, but here, too, much good can come to the child, teacher, and parent. This program which was started in 1934 will be continued throughout the coming school year. "This type of Home-School Contact Program will be weak only to the extent that the teachers are weak in interest, information, and understanding," says Mr Hugh S Bonar, the Superintendent of Manitowoc.

Besides direct home contacts much was done to bring about a closer tie-up between the school and the community. Auditorium informal school programs upon completion of units of work were held for the parents and their friends--also other programs, depicting several school activities, such as: chorus work, glee club work, physical training demonstration by the boys and girls, and the like. These were given at the Parent-Teacher Association meeting both in the afternoons and evenings. Wherever possible, the school made it a practice to draw the parents to it in order that they might become better informed as to its endeavor to serve their children and the community.

Radio and visual aids have rendered an important part in the years gone by in enriching and supplementing the courses of the study. Radio bulletins from WHA formed the basis for our radio work. The one program that proved both educational and entertaining was the one given by Walter Damrosch, known as the Music Appreciation Hour. In the visual program extensive use was made of slides, films, film strips, and flat pictures; trips to the museum and to local industries also formed a part of our visual program. If school instruction is to be more meaningful, visual and radio aids must be used to enrich and vary the pupil's concrete experiences.

These past years the auditorium teacher aimed to bring about a greater socialization of each child from the second through the sixth grades. It is in the auditorium where the joy of many contacts and many opportunities for social life can be made. Even though sections were large, a feeling of friendship has been developed; also the homely attributes of daily life have been developed, kindness toward one another, courtesy, respect for one another's opinions, sharing experiences, the desire to help one another, and to make one another happy. Then the auditorium teacher has seen that these same qualities have been carried over into the other departments of school life, on the playground, in the home, and in the community. Every child must develop as an individual with the ability to think and act quickly in life situations, and to develop as a member of his group--respecting the opinions of others. The auditorium is considered the hub of the platoon school.

The units begun in the various departments are not isolated activities. The teachers in charge have enriched the units by their contribution through enrichment of the pupils' experiences. Since all the units of work are culminated in the auditorium, not only a select few, but all may see them in their entirety and share in all which they have to offer. Such work calls for research and originality on the part of teachers and pupils. Hence, there is a unity of feeling--a whole faculty and an entire body of boys and girls interested in a piece of work.

We have endeavored to adapt writing to the child's ability by simplifying conditions as much as possible. Content was enriched by selection of material from school subjects and activities in which the child was engaged. By selecting material of this kind, we were able to arouse greater interest in the writing lesson than formerly. The correlation was very beneficial. For example the child's vocabulary was increased, and facts in the social studies, the natural sciences and in other school subjects fixed. Thus directed penmanship had a real carry-over and became a tool of expression. We all recognize that if we can so interest the child and lead him to see that being a legible writer is of value to him, he will, by persistent effort, produce a quality of writing which is neatly done and easily read. Our aim, therefore, has been to use material and methods of procedure that would interest and inspire the child to do quality writing.

The maladjusted child has not been neglected in the Emerson School. As soon as this child is discovered through manifesting habits of thoughts or tendencies which were or might have become anti-social in their nature, he was immediately brought in contact with the Guidance Department to determine what was wrong, and then appropriate corrective measures were taken without the traditional subservience to the formal integrity of the curriculum. The immediate treatment given this type of child has resulted in a return to mental and physical health, which after all, is the desired purpose. He once more returns from an anti-social being to that of a social being, the many undesirable behavior traits having been corrected through appropriate motivated learning.

On account of the transition from the semi-promotional basis to the annual promotional plan, it was necessary for principal and teachers to make a more careful study and a closer supervision as regards individual differences within the several homogeneous groupings. A detailed study was made of the chronological and mental ages of the pupils within the group, and the subject matter was so organized as to provide the minimum essentials for these individuals in each group. At first it was impossible to carry out the courses of study even though based on the minimum essentials basis for pupils, but during the present school year the several groupings have been working under more normal conditions.

Remedial reading was done in all grades from the first through the sixth. In the first grades the periods from 11:00-11:30 a.m. and 2:30-3:00 p.m. were for this type of program. Above the first grade the remedial work was largely done during the regular class work, while those who did not need this type of instruction continued with their regular reading program either at their seats or in the school library.

An age-grade table was made out as of September 1, 1936. It is included in the report. This age-grade chart placed in the hands of each teacher gave her a graph of the range of ability in her grade. The wide range found on the chart has been changed somewhat since the children appearing markedly retarded or accelerated were quickly brought to the teacher's attention and by her reported for check up by the Guidance Department. Individual tests usually "iron out" extremities, since the possibility of error in results is minimized by the Binet test. As well as making the teacher aware and anxious to understand the abnormal case, the chart made the range of ability in her room more graphic and meaningful as it was compared to the ability in the next grade.

In order to have more thorough understanding and to give additional help, each teacher called at the homes of those children about whom she had the most concern. A short outline showing the reason for the call, suggestions, etc., was kept. The growth in interest and insight in home problems and the weight they bear on school success is reflected in these reports.

Throughout the year the work of the school was so organized that children were able to learn from first-hand experiences. This type of learning grew out of the effort of children to understand the meaning of their own environment. The teacher acted as a guide in the selection and interpretation of the experiences. The school has endeavored to do away with so-called "make believe" experiences, and in turn substitute, whenever possible, activities in which direct experiences are the resultants.

"Open House" was held on Wednesday, May 19, 1937. This has become a yearly part of our school program. It was on this day that the Parent-Teacher Association had its last meeting of the year, and the teachers and principal felt it would be an opportune time to have parents and their friends visit school as well as attend the Parent-Teacher meeting. Many of the rooms, as well as the corridors, contained simple exhibits of the children's work. Wherever possible the teachers explained to the visitors the basic understandings of the subjects comprising our curriculum. This is the culminating activity of the year.

II. Plans for 1937-1938

1. To continue cooperation with the special departments.
2. To adapt the subject matter to the individual needs of pupils in the mixed groups. This coming year teachers will have more than one group of pupils within the major group.
3. To continue the study of spelling to bring about better mastery of words.
4. To provide a sixty minute working period in the social studies. (Mrs Falk has asked that this be done if possible.) I am of the opinion that a longer work period will bring about more desirable learning situations.
5. To develop a natural science laboratory so the scientific facts may become more meaningful to the pupils.
6. To bring about a richer home room contribution to the auditorium program. Next year I shall try to include the first grade classes, giving each group at least one thirty-minute program per week.
7. To continue the citizenship program.

III. Request based upon what I believe to be the most pressing need or needs in my school

1. Some science laboratory equipment including a microscope and hand magnifying glasses for the teaching of the natural sciences.
2. Installation of the house telephone system in old part of building.
3. Installation of a new hot water heater and tank. (Present one too small for amount of hot water used.)
4. Both fire pots of boilers to be bricked up. (It has been two years now since they were repaired.)
5. Gaskets to be placed in main steam line.
6. Stools, tanks, and urinals to be repaired and a few to be replaced.
7. Roof of old part of building to be repaired. (The roof is in bad shape.)
8. New window shades in kindergarten room--also floor in kindergarten playroom to be covered with linoleum.
9. Installation of private telephone line for the principal's office.
10. For sight-saving room:
 - a. Install lights overhead for blackboard illumination
 - b. Walls and woodwork repainted with flat paint. (Buff color)

Submitted by

L P SCHLECK

AGE-GRADE TABLE

(Continued on next page)

AGE-GRADE TABLE - Contd.

Purple - Chronological Age												Red - Mental Age																												
GRADE	1st			2nd			3rd			4th			5th			6th																								
	: 5yrs 9mo: 6yrs 9mo: 7yrs 9mo: 8yrs 9mo: 9yrs 9mo: 10yrs 9mo:																																							
	: to : to : to : to : to : to : to :																		TOTAL																					
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No. of Normal:	40:36:	76:26:23:	49:10:18:	28:27:32:	59:12:8:	20:19:14:	33:134:131:	265																																
Age Children:	54:38:	92:31:35:	66:19:31:	50:41:28:	69:20:31:	51:28:32:	60:193:195:	388																																
No. of Over-:	23:18:	41:22:25:	47:20:18:	38:23:15:	38:17:34:	51:26:26:	52:131:136:	267																																
Age Children:	13: 6:	19:20: 7:	27:11: 4:	15: 9:12: 21:	3:10: 13:27:10:	37: 83: 49:132																																		
No. of Under-:	12: 5:	17: 5: 3:	8: 7: 9: 16:	8:10: 18: 3: 3:	6:21:20: 41: 56: 50:106																																			
Age Children:	8:15: 23: 2:	9: 11: 7:10: 17: 8:17: 25: 9: 4:	13:11:18: 29: 45: 73:118																																					
Percent of	53:61:56:	74:23:51:	47:12:27:40:34:	24:65:62:51:33:17:8:	26:28:23:26:24:17:41:34:15																																			
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Children	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:																		
Under-Age	:10:25:4:17:2:38:17:10:6:15:22:20:7:13:2:2:2:1:7:28:1:8:8:16:9:16:30:23:0:14:0:22:0:13:5																																							

Computed as of September 1, 1936.

STUDY OF OVER-AGENCY IN EMERSON SCHOOL

The total enrolment in the grades of Emerson School at the time of the study was 636. Of that number 131 fall into the overage grouping. Since the age range for the grade was taken according to Madison entrance requirements, 5:9 Chronological Age to 6:8 Chronological Age inclusive was regarded as normal for first grade, 6:9 to 7:8 for the second, etc. In this way a number of children are described as overage who would not be called such in another situation. Sixty-nine of the children are below 90 I.Q., sixty-two above 90. These figures are based on fifty-seven group tests and seventy-four Binet tests and case studies. The case studies vary in degrees of intensity.

Grade one has nineteen overage children, ten being above normal and nine below. Sixteen repeated and three entered overage. Instance of broken home occurs seven times, health and speech problems four times each, defective background and pronounced personality disorder three times each, defective vision, reading disability, and foreign speaking home one each. There is no reading grade with which to compare their achievement to the norm.

Grade two has twenty-seven overage children, fifteen being above normal and twelve below. Twenty-three repeated and four entered overage. Instance of broken home occurs five times as does defective vision, health problems nine times, foreign speaking home eight times, defective speech, defective background and pronounced personality disorder four times, left handedness and prolonged absence two times each. Five of the twenty-seven had reading grades at or above the Madison norm. Two of them are children retarded due to health, one entered

overage, one comes from a foreign speaking home, and one has erratic achievement. Four have normal intelligence.

Grade three has fifteen overage children, four with normal intelligence, nine with intelligence below normal. Instances of repetition occur thirteen times, overage entrance twice. Contributing factors to their retardation are five instances each of broken home and health problems, two instances of pronounced personality disorder and one instance each of prolonged absence, impaired vision, left handedness and many school entrances. Four of the children have reading grades at the Madison norm or above. One has intelligence in the normal range. Poor intelligence is the common factor in the cases of the other three.

Fourth grade has nineteen overage children, ten of whom fall in the normal range of intelligence and nine below. Instances of repetition occur sixteen times and late entrance three times. Contributing factors to their retardation are seven instances of health problems, four instances of impaired vision, two instances each of broken homes and personality disorder, one instance each of left handedness, foreign speaking home and many school entrances. Four of this group have reading grades at the Madison norm or below; one entered school late, the other three have repeated; three of the four have impaired vision; all of them have histories of illnesses or present poor health.

Fifth grade has thirteen overage children, eight of whom fall in the normal range, five below. Instance of repetition occurs five times, while late entrance occurs eight times. Contributing factors to the children's retardation are eight instances of health problems, four instances of broken homes, three instances of impaired vision and one instance each of reading disability and personality disorder. No child in the group had a reading grade which reached the Madison norm.

Sixth grade has thirty-eight overage children. Twenty-one of them fall in the normal range of intelligence and seventeen below. Unfortunately only ten of this group have had individual tests. It is noted in grades where the majority of children have had Binet tests there are not so many who fall in the normal range. Twenty-five have repeated grades, thirteen entered overage. Contributing factors to the retardation of the group are thirteen instances of health problems, six instances each of broken homes and defective vision, seven instances of many school entrances, three instances of foreign speaking homes, two instances each of prolonged absence, left handedness and reading disability, one instance each of disturbed speech and personality disorder. Twelve of the thirty-eight had reading grades at the Madison norm or above, ten of these having normal intelligence. Seven of the twelve entered overage. Four of those who repeated have histories of illness and one had a history of prolonged absence.

To summarize 131 children were retarded, ninety-eight repeated and thirty-three entered overage. Contributing factors to retardation are:

46	instances of health problems
29	" " broken homes
20	" " defective vision
13	" " foreign speaking homes
13	" " personality disorder
9	" " defective speech
9	" " many school entrances
7	" " prolonged absence
7	" " defective background
6	" " left handedness
4	" " reading disability (pronounced)

It should be remembered that the large number of health cases may be influenced by the presence of a Nutrition center at this school. This is also true of two of the cases of defective vision since the sight saving room is in the building. Eight of the overage children are found in Emerson School since the particular plan was thought by the Guidance Department to be more advantageous for them than the school in their own district. Despite the fact that they are overage in their grades, their social adjustment and academic achievement have been satisfactory to the degree that the transfers have been considered worth while.

AMOUNT OF RETARDATION

There are three cases of children retarded less than three years six months. They occur in the third, fourth, and sixth grades. The boys have been transferred from the special classes to the regular grades and have I.Q.'s of 76, 76 and 80. Eleven children are retarded less than two years six months. Two of these children fall in the normal range of ability. No adequate explanation can be offered for their retardation unless there are unknown physical conditions slowing them down. Twenty of the children retarded less than one year six months fall in the normal range and the complicating factors include those listed above such as health, broken homes, etc. Forty-one of the children retarded less than six months are in the normal range. In other words those retarded the greatest amount fall below normal in intelligence--thirty-seven below normal and twenty-two above normal being retarded more than six months. It would seem that health problems explain the retardation of many of the normals whereas broken homes and other social factors occur more frequently in reviewing those below normal in intelligence. It would be interesting to investigate this phase more thoroughly and see if a child with normal intelligence can withstand social insecurities more adequately than those below normal. The retarded placement of those children whose achievement was normal for their grades is adequately explained by their histories. Of the twenty-five children whose achievement was normal for the grade, three were accelerated in reading achievement. One child entered overage, the other two are quite pronounced health problems with normal intelligence. It should be expected that their achievement would be accelerated.

The study brings out the time worn advice--Judge each case on its individual merits.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
FRANKLIN SCHOOL

Presented to the Board of Education
by the Principal
S A OELLERICH
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
FRANKLIN SCHOOL

I. Cumulative Development and Progress of the Past Few Years

(Foreword--During the past three years we have attempted to carry on our work believing that we, as staff members, are responsible in a large measure for teaching children how to live and work and play happily together while adjusting themselves to life situations. If we can feel that we have accomplished even a part of this great task, we shall be amply rewarded for our efforts.)

1. Because of certain changes in several districts just outside of Madison, our enrolment was greatly increased and our class set up changed during the past two years. The Badger District now sends all of their seventh and eighth grade pupils to us, and we have all of the Waubesa School pupils because that school was destroyed by fire about a year ago. We have had approximately 75 tuition pupils on our rolls at all times during the past year.
2. Over a period of several years we have attempted to continue the emphasis upon remedial work for those pupils who need it most; at the same time we have not neglected those better pupils who also need their share of a teacher's time. Standardized individual and group test results have been very encouraging and seem to have justified our program of remedial instruction.
3. For three years we have had an extended program of visual educational materials for the upper grades. Results in various forms have proven to us that this material, when followed up with classroom discussions, is very valuable and worth while.
4. As usual Franklin School has continued to be used as a center for many community activities. There are few evenings during the fall and winter that some sort of adult activity is not going on in our building.
5. During the past few years we have gradually developed many new office and teacher record forms that have proven to be very satisfactory.
6. Part of last year and a short period this year we had an NYA girl doing office work three mornings each week. The need for such help at Franklin School has been apparent for several years and was greatly appreciated during the time it was had. We hope that there will be some way of getting similar help for all of next year.
7. For two years we have had a class after school hours for upper grades in social dancing. Conducted by staff members of Mrs Steve's department, the instruction has been competent and well worth while for everyone concerned.
8. Three years ago we made plans for the organization of a school orchestra and band. Since that time the organization has progressed rapidly and successfully. We now have 22 school owned instruments with a total investment of approximately \$650.00. Some of this money was earned by school performances, some furnished by the Board of Education and some given by the South Side Men's Club. There are forty members in our two groups with a waiting list for next year. This project has

been very valuable from the standpoint of the community as well as the opportunity it affords the pupils to begin their instrumental instruction before they reach the high schools.

9. Our playground has been underconstruction over a period of three years and will be completed after a six foot steel fence is installed on top of the wall that surrounds the entire section. If this is done during the summer we will have one of the finest elementary playground units in the state.
10. Our Parent-Teacher Organization during the past few years has continued to grow and to carry on effective work under capable leadership. This organization has been most unselfish in turning their hard-earned money into new and practical school equipment.

II. Progress and Achievement During 1936-37

1. The following enrolment figures show a decided increase over last year and also justify the changes in our set up that are noted herewith:

Kindergarten	55
First Grade	68
Second Grade	47
Third Grade	32
Fourth Grade	42
Fifth Grade	40
Sixth Grade	53
Seventh Grade	55
Eighth Grade	48
Transition	17
Total	<u>457</u>

2. Because of such a large first grade enrolment we organized one combination first and second grade and one large first grade. This large first grade was split into two sections, one group being here in the morning from 8:45 to 10:45, and the other from 9:45 to 11:45, giving the teacher an opportunity to work with each group separately for an hour each day; both groups spent the entire afternoon together.
3. It was also necessary to split the sixth grade into two groups, giving us two sixth grades during the entire year. The seventh and eighth grades coming in from the Badger District made it necessary for us to have one combination seventh and eighth grade room and one seventh grade room and one eighth grade room. These combination rooms work out fairly well, but I believe should be organized only when an emergency arises.
4. There were three changes in our staff during this past year. An additional teacher was hired for our combination seventh and eighth grade room and our fifth grade teacher of last year was replaced. One custodian was also replaced.
5. There had never been any definite course in elementary science taught the upper graders at Franklin, so I organized a class of forty-eight eighth graders this year and met with them for two hours each week. This was just a beginning for our science instruction and we plan to extend this instruction for next year with additional equipment and time.
6. Fifteen minutes additional time was added to our seventh and eighth grade program this year making our day about as long as that in the regular junior high schools.
7. Some additional time for our instrumental work has been very valuable this year, and has been justified by the year's achievement of our orchestra and band.

8. We have attempted to get several interesting auditorium speakers for our various group programs this year. The eighth grade science work was also supplemented by several good outside speakers. Group class visitations to farms, stores, and interesting industrial establishments have been encouraged again this year. When these trips have been followed up with classroom discussions they have proven to be very worth while.
9. To stimulate incentive and to help create appreciations, we installed an eligibility ruling for participation in all extra curricular activities by pupils from the fifth grade through the eighth. No pupils can participate in these activities if they receive 5 or more U's or more than 2 F's or 3 D's on their report cards for that particular report period.
10. All of our classrooms were checked with the Light Meter this year and each was found to be quite satisfactory. Some furniture adjustment was done in several rooms to give pupils the best light possible.
11. The new stage scenery that was made in our art room last year was supplemented by new wings and a valance that were made this year. Our gym stage is now quite complete as to scenery and lighting effects.
12. The Franklin Parent-Teacher Association furnished us with funds to purchase a new 16 mm movie projector. As this is used quite often with our visual education program, it is a fine piece of equipment to have right in our own building to use when we please.
13. Because of our increased enrolment it was necessary to use room 201 as a regular classroom. This had previously been used for a radio program room by any teacher who wished to have her group listen in to an educational program. In order to continue this group radio participation we made the radio in 201 into a portable set to be used in our various rooms when desired.
14. All of the furniture in the nurses room consisting of five chairs, a cot, desk, scales, and waste basket have been enameled a light grey and give a very pleasing effect.

III. Plans for 1937-38

1. In accordance with the general attitude of the administration we will discontinue our "Transition Room" for next year. Our ordinary slow pupils will be mixed with the others, forming a natural and normal group. Those dull pupils who would actually retard the work of any group will be sent to the opportunity room at Longfellow as usual. Our Transition Room teacher will go on as a regular grade teacher next year, lightening the teaching load of all and giving each teacher a varied and challenging group with which to work.
2. As was previously stated we are planning an enlarged science program for the upper grades next year. We have received some science equipment from East High that was not being used and hope to add some new equipment to this. The weekly time for science work will be extended and we plan to have our Manual Arts instructor spend more time with us each day and take over this new enlarged science program.
3. In order to expand the work of our eighth graders for next year, and in order to keep myself in touch with a teacher's problems, I plan to meet with our eighth graders for a certain period each week and conduct a class in "World Affairs" or "Current History".
4. The band and orchestra is now such a vital and important part of our organization that we should like the instrumental instructor to spend four hours with us each week next year instead of three hours as he did this year.

5. We shall attempt to organize and plan auditorium programs in advance for the entire school year. These will be of two types, one for the lower grades (Kindergarten - 3) and one for the upper grades (4 - 8), each room being responsible for at least one program during the year. The music instructor will have general supervision over all auditorium programs; the regular classroom teachers will be definitely responsible for them.
6. If our tuition pupil enrolment is as heavy next year as it was this year we will plan to work out some definite noon hour organization consisting of supervised lunch and recreational periods.
7. It is impossible to state at this time just what our grade organization will be for next year. The number of tuition pupils from the districts outside of Madison will determine to a large extent just what our room set up will be. We anticipate an enrolment of 475 for 1937-38.

IV. Problems and Needs for 1937-38

1. The need for at least a part-time office helper is increasing. Not only could such a worker assist teachers with their typing and ditto work, but could do many office routine jobs that demand so much of the principal's time. The NYA help that we had and lost proved again how necessary such assistance is in our organization.
2. There is a pressing need for new lighting fixtures to be installed in four of our classrooms that were a part of the old building. The ones now in use are entirely inadequate and create an unnecessary eye strain on every pupil in these rooms. Mr Johnson has stated that these old fixtures should be definitely replaced as soon as possible. New window shades are also very badly needed in these four rooms.
3. Our gym could be advantageously used on many occasions if it were possible to have the windows equipped with dark shades in order to darken the entire room during the daytime.
4. A small stage at one end of our music room is very useful but could be greatly improved by the addition of an inexpensive stage curtain.
5. It is hoped that the Board of Education will see fit and find it possible to furnish us with funds next year with which to purchase additional instruments for our band and orchestra. So many of our families cannot purchase instruments for their children who are anxious to enter our instrumental classes. We shall continue to try and furnish as many instruments and other equipment to these people as we can.

Submitted by

S A OLLERICH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HARVEY AND MARQUETTE SCHOOLS

Presented to the Board of Education
by the Principal
EMILY R PARSONS
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
HARVEY AND MARQUETTE SCHOOLS

I and II. Improvements and Achievements

With the addition of the library to the Harvey School, it has been interesting to observe the increase in reading that has been done. According to the report of the librarian, there has been a circulation of 11,455 books for the school year to date, or an average of more than one book per child per week. The large number who seek enjoyment in recreational reading is adequate proof of the popularity of the library. Children now have a fine opportunity to cultivate self-reliance and initiative by searching for information in the library for the solution of problems. Fortunately in the last few years, books on natural and social sciences have been written for children. Individual reading cards are kept by each teacher. From these records she can tell the trend of the child's reading interests and the degree of his ability which enables her to give intelligent guidance. The Marquette School is fortunate in having the Sixth Ward Branch Library in such close proximity to the school.

The art and dramatics work now under the direction of a full-time teacher in Harvey and Marquette Schools has given opportunity for initiative, creative expression and leadership. There has been an increased freedom in expression in dramatics as well as in drawing and painting. The great development in this department is further evidenced by the number of prizes won this year by Harvey and Marquette fifth and sixth grade pupils in the poster contests sponsored by the Parent-Teacher Association Summer Round-up and the Rock River Valley Safety Committee.

Marionettes and puppets are especially good devices in helping children to forget themselves. Hidden from view himself, the otherwise shy child often gives a fine performance with his marionette. A room in the Harvey School has been converted into an auditorium which affords a place for such school activities as the school assembly, art, music, physical education and the social events that have to do with the welfare of the community. The former domestic science room in the Marquette School has been converted into an art room. For school programs and social activities of the community we are obliged to use the kindergarten room, which is most inadequate.

Opportunity for extending a child's experience through reading has been afforded through the social studies and the natural sciences which have furnished a field of correlated reading. The pupils have been grouped according to their reading abilities and remedial measures used, during which time each child has worked in his group or alone on his particular need.

For the first time a boy's Glee Club was organized this year composed of thirty boys from the 5th and 6th grades at Harvey School. At the Marquette we have a Glee Club composed of boys and girls from 4th and 5th grades. These Clubs have proven a great incentive to good music as the pupils are eager to become members.

For the last two years one Parent-Teacher Association has served the two schools. It has grown in strength and cooperation. The membership is the largest in the history of the two schools, which is evidence of the great interest shown.

Standard and informal tests have been given in reading and arithmetic and informal tests in spelling. These tests have been used for diagnostic purposes and particular attention has been given to the individual differences of the pupils.

III. Retardation

Amount of retardation in the Harvey School. (From Miss Powers' report)

	Less than 6 mos.	Less than 1 yr. 6 mos.	Less than 2 yrs. 6 mos.
Grade 1	1	2	
Grade 2	7	1	1 I.Q. below normal
Grade 3	1	5	1 Borderline
Grade 4	4	8	2
Grade 5	5	4	1
Grade 6	<u>11</u>	<u>4</u>	<u>3</u>
	29	24	8

To summarize: In the 61 cases of overage children there are 10 instances of overage entrance, 20 instances of health problems, 16 instances of broken homes, 14 instances of many school entrances, 8 instances of defective speech, 6 instances of defective background, 7 of reading disability, 5 of defective vision, 3 of left handedness and 2 instances each of prolonged absence and foreign speaking homes.

Amount of retardation in Marquette School. (Miss Powers' report)

	Less than 6 mos.	Less than 1 yr. 6 mos.	Less than 2 yrs. 6 mos.
Grade 1	2	3	
Grade 2	5	3	
Grade 3	2	2	
Grade 4	3	6	
Grade 5	<u>3</u>	<u>2</u>	<u>1</u>
	15	16	1

Contributing factors to retardations: In the group of 15 below normal children in the overage group there were 8 repeaters and 7 who entered overage. Contributing factors were 4 instances of broken homes, 2 instances of defective background, 3 instances of many school entrances, 6 instances of mixed sidedness, 2 instances of left handedness, and 1 instance each of defective vision and stuttering. Of the group of 17 normal children in the overage group there were 12 repeaters and 5 who entered overage. Contributing factors were 5 instances of many school entrances, 3 instances of prolonged absence due to illness, 2 instances of broken homes, 6 instances of mixed sidedness, 2 instances of defective background, and 1 instance of defective vision and stuttering.

IV. Plans for Next Year

1. Plan to provide greater opportunity to do creative work.
2. Provide more assembly programs as culmination of the different units.
(We are handicapped as we have not adequate rooms in either school for programs.)
3. Make better provision for caring for individual differences.

V. Recommendations for 1937-1938

In both building we are handicapped in our work in physical education on account of lack of facilities for that work. The boys have no place in which to practice basket ball. Other physical education work is done in the halls, which interferes with the regular work in the rooms.

HARVEY SCHOOL

1. Four additional lighting units are needed in each room. At the present time there are only two in each room, which is very inadequate.
2. A piano is needed in the new assembly room.
3. An electric victrola (Our victrolas are worn out)
4. One microscope and several magnifying glasses are needed for nature work.
5. The entire building should be decorated.
6. All doors need to be checked to remove any fire hazard.
7. Check roof for loose slates and leaks.
8. Mine tailings need to be placed in low places on the playground.
9. Leaky spouts repaired.
10. Bulletin boards are needed in the fifth grade room.
11. Opening in smoke stack to remove soot. This is very necessary.

MARQUETTE SCHOOL

1. Check plaster in ceilings of all rooms and halls.
2. Interior should be decorated.
3. Mine tailings should be placed in low places of the school grounds.
4. Waterspouts checked.
5. Outside doors should be painted.
6. Check windows - many should be puttied.
7. Fence is needed along Williamson Street as a safety measure. This is a very hazardous street.
8. 30 universal desks to replace tables in Miss Price's first grade. The lighting for some of the children at these tables is very poor. Some have to face the light directly.
9. A rotary ditto machine.

Submitted by

EMILY R PARSONS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
HAWTHORNE SCHOOL

Presented to the Board of Education
by the Principal
VELMER D PRATT
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
HAWTHORNE SCHOOL

I. Improvements During the Past Several Years

1. Improvements by the Board of Education

- a. A sunny basement room has been changed into an attractive library.
- b. Four rooms have been equipped with movable desks.
- c. Two large supply cupboards have been built.
- d. Concrete floors have been laid in two basement rooms.
This has improved the appearance of these rooms and made them more sanitary.
- e. Several hundred dollars were expended in improving the grounds last year.
- f. As this report is being written WPA workers are in the process of redecorating the building. It will look very fine when completed.

2. Equipment supplied by the Parent-Teacher Association

- a. A radio and amplifying system
- b. Movie program financed. For two years the movies were obtained from the Dudley Visual Education Service Company, but this year we have obtained them from the University of Wisconsin.
- c. Several copies of the following magazines: American Boy, Boy's Life, Child Life, Children's Activities and Popular Science.
- d. Building blocks for first grade.

3. Clerical help

During the past year NYA clerical help has been provided for ten hours per week.

4. Professional improvement

Studies have been made of (1) ability grouping to provide for individual differences, (2) remedial treatment in reading and arithmetic, (3) how to improve study habits, (4) how to improve spelling, and (5) professional books have been read and discussed.

II. Achievements This Year

1. Spelling

An experiment in sixth grade spelling was carried out during the second semester. The purpose was threefold: (1) To try a new method of studying spelling. (2) To learn more about how well children spell words in their own vocabulary. (3) To find out whether pupils use the Horn-Ashbaugh words understandingly. If not, try to develop this ability.

The plan of procedure was: Teach twenty new words each week and review troublesome words of the previous week. On Monday study the first ten words. (1) Pronounce words. Pupils look and listen for smaller words in each word. Discuss meanings. (2) Look at a word--cover it--write it. Do this with each word in the list. (3) Compare with speller. (4) Correct. (5) Repeat process until perfect paper is written. On Tuesday dictate four words. As each word is dictated each pupil writes a sentence containing the dictated word. Underline the word. When the sentences are finished pupils check underlined word with speller and correct. The teacher checks the papers for other misspelled words and

the pupil keeps a list of these. A list of the words not used understandingly is also kept. Repeat this procedure on Wednesday and Thursday with the last ten words. Give a twenty word test on Friday, using five of the words in sentences.

The new method was tried only in sixth grade. The fourth and fifth grades continued to use the same method that had been in use. To compare results the three grades were tested at the beginning and at the end of the semester. The tests consisted of twenty-five words which the pupils used in sentences of their own.

The following tabulation shows the results of the tests.

	Fourth		Fifth		Sixth	
	Feb.	June	Feb.	June	Feb.	June
Number taking test	31	30	30	29	34	37
Total words in sentences	3543	3539	3399	3343	4875	4627
Total words wrong	356	337	362	280	177	131
Percentage right	87.1	90.5	89.3	91.0	96.4	97.1
Number dictated words	775	750	750	725	850	900
Number wrong	168	204	238	176	122	82
Percentage right	78.3	72.8	68.3	75.7	85.6	90.9
Words not used understandingly	44	41	76	79	32	54
Percentage right	94.3	94.3	89.9	89.1	96.2	94.0
Some of the words not used understandingly in this test were	quite ways anywhere		conduct greatly comfort		year's promising lovingly	

Examples of words not used correctly:

He does greatly work.

He was comfort.

She was a lovingly child.

Results with such a small group cannot be conclusive but they seem to indicate that pupils spell words in their own vocabulary fairly well and that only a few of the words in the Horn-Ashbaugh list are difficult for them to use. The fact that the sixth grade in the June test did not maintain as high a percentage as in February in the words not used understandingly is due largely to the word year's. Even though the children were told that it was the possessive form many of them used it as the plural form. In the dictated words the sixth grade did not gain as many points as the fifth grade, but the sixth had a much higher percentage than the fifth in the February test, so perhaps their gain of 5.3 points is quite satisfactory after all.

Results not shown by the tests are: (1) Children like this method of studying spelling. (2) It tends to increase their vocabulary. (3) It has done more toward developing a spelling consciousness than any method we have tried.

In the Metropolitan Spelling Test the sixth grade had a median of 8.3 which is 2.5 points above the standard norm. We feel this is due to the method we used this year.

2. A study in Overage Retardation

This study was made by Miss Marion Powers, speech teacher in the Guidance Department.

a. Range of I.Q.'s

The total enrolment in the school was 245 (exclusive of kindergarten). The total number of overage pupils was 30 or 12%. Of this number 14 cases were given Binet tests and 16 cases were given group tests. The range of I.Q.'s was from 70 to 120. The following table shows the grade placement and range of I.Q. of the cases studied.

	I.Q.	70-80	80-90	90-100	110-120	120-
Grade						
1				4		
2		1	1	2	1	
3		1		4		
4			3	5	1	
5			2	1		
6		2	1	1		

b. Amount of retardation

The amount of retardation was from less than six months to less than two years and six months as indicated in the table below:

Grade	Less than 6mo	6mo to 1yr Less than 1yr 6mo	1yr 6mo to 2yr Less than 2yr 6mo
1	1	3	
2	1	4	
3	3	2	
4	4	5	
5	3		
6	3	1	1

In the one case of retardation more than 1 year 6 months the girl has dull normal intelligence with the contributing factor of mixed sidedness. In the 14 cases of retardation of more than 6 months there are 10 with normal intelligence. In the first grade immaturity and prolonged absences due to illness are the explanation of retardation in the four cases of children with normal intelligence. In the second grade of the three children having normal intelligence, records show prolonged absences and the third child was reported as being shy and withdrawn. In the fourth grade there are three children with normal intelligence. One of these has a record of prolonged absence due to illness. In the case of the other two there appears no explanatory factors. In the fifth grade the one child with normal intelligence has a record of emotional instability. In the sixth grade the child with normal intelligence has a record of prolonged absence due to illness.

c. Contributing factors to over-ageness

Table showing overage below normals

Grade	Broken Home	Repeat	Ill	Entered Overage	Left	Three Schools	Vision	Mixed Sidedness
2		2	1		1	2		
3		1	1			1	1	
4	1	3				1		
5		2			2		1	
6	1	3	1					1

All of this group have I.Q.'s below 90 and have repeated grades. Two have come from broken homes, three have had severe illnesses, three are left handed, two have marked error of vision, four have been enrolled in more than three schools, and one has mixed sidedness. There are five boys and six girls in this group.

Table showing overage normals

Grade	Broken Home	Repeat	Ill	Entered Overage	Left	Three Schools	Vision	Absence
1		4	1					2
2		3						2
3	2	3	1	1		1		
4	1	5	2	1		1	1	
5		1						
6		1	1					

Of the nineteen children in this group seventeen have repeated grades and two entered overage. The problem of broken homes occurred three times, severe illness three times, prolonged absences four times. In two cases more than three schools were entered, and one instance was a case of poor vision.

d. Comparison of reading grades of overage group to normal group

- Grade 2 Three with normal intelligence were above the reading grade norm for Madison. Of the two below normal intelligence, one was one grade below norm and for the other there was no test.
- Grade 3 Of the four children with normal intelligence, all were below the Madison reading grade norm. The fifth child with below normal intelligence was below the norm.
- Grade 4 Of the six children with normal intelligence three were above and three below the Madison reading grade norm. The three children with below normal intelligence were below the norm.
- Grade 5 The one child with normal intelligence was above the norm but the two with dull normal intelligence were below the normal.
- Grade 6 The child with normal intelligence was above the norm as was one of the dull normal group. The remaining two children in the below normal group were below the reading grade norm.

3. School Boy Safety Patrol

The Hawthorne School Boy Safety Patrol won, for the third time, the silver cup awarded by the AAA for being the best drilled team in the city. Although this is not an academic achievement it has educational value and the winning of such a trophy links a community together. A congratulatory letter to the Patrol from Congressman Harry Sauthoff was a thrilling event and greatly appreciated.

III. Plans for Next Year

1. The experiment in spelling begun this year will be continued and will include the fourth and fifth grades.
2. We will endeavor to make adjustments to fit individual needs so that every pupil may have the opportunity to work to the level of his ability.
3. We will continue to stress good citizenship.

IV. Recommendations

1. We need better lighting facilities. Tests with the light meter show that our rooms are far below standard.
2. We should have more drinking fountains. Two drinking fountains for 300 children are far from adequate.
3. We would like full-time music and art teachers.
4. The principal should give full-time to administrative and supervisory work or have full-time clerical help.

Submitted by

VELMER D PRATT

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education
by the Principal
SHIRLEY D ALMY
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
LAPHAM SCHOOL

The general plan in the Lapham School continues to center about an organized character education program. Any good curriculum is a character developing curriculum; any elementary school at work developing personality through the use of school activities is working along the line of character training. This development of character is a continuous process. Every hour of the day, every phase of school and community life affords opportunity for this development. Only when school and community work together for the good of every child, can lasting results be obtained.

Many factors enter in to elementary school organization--the size and character of the community, the physical features of the school building and the number enrolled being important ones. Auditorium, gymnasium, science rooms and library are not found in the small old-type buildings. Today they are not counted as luxuries, but become necessary features for the rounded development of the individual, providing opportunities for self-direction and creative work.

Because of physical conditions of the building, we have not had resident special teachers. Special teachers in music, art and physical education have been provided for us once each week. The special work, including the sciences, has been done by the classroom teacher. The teacher in the small elementary school must be able to provide for all types of individuals within her group, in accordance with their capacity for progress. Without the facilities of a modern building, she provides for library, recreation, and leisure time activities, as well as the formal learning program. Some additional time was given us this year by the art and physical education teachers and proved to be of great benefit.

We appreciate our fine radio equipment and have used the programs on health, history, nature study and the sciences in connection with the unit work to great advantage in all classrooms. We have no film machine, but we find that the University slides are not only usable in our old machine, but well adapted to our curriculum. The Parent-Teacher Organization and the two Girl Scout Troops have done much to bring about and maintain a fine cooperative community spirit.

The past year a study has been made of overage pupils in our building and a study of the factors that entered in to make the overage condition. We owe a great deal to Miss Powers who worked on this report and we submit this very interesting result that she has worked out for the building.

OVERAGE STUDY

<u>Grade</u>	<u>Total Number</u>	<u>Overage</u>
1	40	3
2	28	4
3	31	2
4	40	8
5	45	4
	<u>184</u>	<u>21</u>

11.4% of enrolment overage

Range of I.Q. in Overage Group

<u>Grade</u>	<u>Number</u>	<u>70-80</u>	<u>80-90</u>	<u>90-110</u>	<u>110-120</u>
1	40		2	1	
2	28		2	1	1
3	31			2	
4	40		7	1	
5	45	1	3		
Total	<u>184</u>	<u>1</u>	<u>14</u>	<u>5</u>	<u>1</u>

Overage - 21

		Retarded	Less than <u>1 year</u>	1 year to <u>2 years</u>	<u>2 years</u>	<u>3 years</u>
Grade 1	5:9 - 6:9			2	1	
Grade 2	6:9 - 7:9		2	1	1	
Grade 3	7:9 - 8:9		2			
Grade 4	8:9 - 9:9			3	3	
Grade 5	9:9 - 10:9		3	2		1

The one fifth grader three years retarded entered Madison overage. She falls in the borderline defective group and will be considered for special class.

Of the five who are two years overage, two entered Madison overage, all have been entered in more than three schools and two are physical problems.

Of the eight one year to two years retarded, six have normal intelligence.

The factors explaining the situation of three children more than six months retarded are: (1) overage when entering; (2) poor vision and emotional instability; (3) emotional and social immaturity.

The remaining three children with normal intelligence in the overage group are less than six months overage for the grade.

Overage Normals

Grade

- | | | | |
|---|---------------------------------------------------------------|-----------------|------------------------|
| 1 | 1 Repeater. Poor vision. Infantile behavior. | | |
| 2 | 1 Entered overage.
1 Repeater. Physical case. | | |
| 3 | 1 Entered overage.
1 Repeater. Poor vision. Speech defect. | | |
| 4 | 1 Repeater. Immature emotionally. | | |
| | 1 Repeater | 2 Poor vision | 1 Speech defect |
| | 2 Entered overage | 1 Physical need | 1 Immature emotionally |

Of the three children accelerated in grade achievement, two entered overage and one was retained because of immature emotional development.

The other two children in this group are just at the norm for the grade and have physical disabilities explaining their retardation. Also, one is but one month overage (6:9 to 7:9 e.g. being taken as grade range) and her I.Q. places her at the lower end of the normal range.

The sixth normal is a first grader for whom reading scores of October, 1936, are not available.

In this group the problem of repetition occurred four times, overage entrance to the grade two times, poor vision two times, and one instance each of defective speech, immature emotional development and physical anomaly.

Overage Dull Normals

Grade

- | | | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------|
| 1 | 1 Repeater. Lethargic.
1 Entered overage. | | |
| 2 | 2 Entered overage. | | |
| 3 | | | |
| 4 | 1 Repeater. Health problem. Fourth school.
1 Repeater. Reading problem.
1 Repeater. Four schools attended.
1 Entered overage.
1 Repeater. | | |
| 5 | 1 Broken home. Repeater. Four schools attended.
1 Entered overage. Defective background. Suggest transfer to special in September.
1 Broken home. Repeater.
1 Broken home. Repeater. Speech.
2 Repeaters. Defective background. | | |
| | 10 Repeater | 3 Broken home | 3 Defective background |
| | 5 Overage | 1 Speech defect | 1 Health problem |

In the dull normal group of fifteen overage children, the condition of repetition occurred ten times, overage entrance to the grade five times, broken home three times, defective background three times, and one instance each of health problem and speech defect.

Poor ability is the first explanation of this group of overage children. Eight out of the fifteen are below the reading norm for their grade. Of the five who are not below the norm, two are one year or more accelerated in achievement. To explain these two: One entered Madison overage and the second is a physical and emotional problem. The remaining two in this group are first graders for whom reading scores of October, 1936, are not available.

Summary

Poor ability is the first explanation of the retentions in this school since fifteen out of twenty-one fall below 90. Almost half of the group are overage due to late entrance, however--this necessarily includes some normals as well as dull normals. One indication of the study is the need to examine the cases individually and weigh the value of repetition in view of the factors which the case presents. As a general rule, the study also reveals the poor policy it is to retain children many times.

With the removal of the portable building and the sending of the sixth grade to Lincoln School, we will have five grades and the kindergarten next year. The principal will teach half days in the fifth grade, a substitute teacher doing the other half day's work in that grade. Because of our crowded primary rooms, the kindergarten teacher, Miss Lucille Drews, will assist with the first grade reading program as she has done for several years.

Our most pressing need, at the present time, is a new school building. New trends in education seem to demand a different type of school equipment and the removal of some hazardous conditions that will increase as time goes on. We hope to continue a fine school philosophy with teachers and parents working together for the good of every child; a philosophy that will develop ideals of right living, so that the individual may become a real citizen of the future.

Submitted by

SHIRLEY D ALMY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
RENETTE JONES
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
LINCOLN SCHOOL

The outstanding improvements which have taken place in the school during the past several years are:

1. Children have an opportunity to develop their special capacities.
2. Music instruction is focused on music as a contribution to the whole of the child's life.
3. The child's process of learning brings him joy as well as benefit.
4. Successful pupil participation in classroom control has become possible.
5. The school is a place where actual living goes on.
6. The school interprets to the home some of the health needs of the child.
7. The school must teach more different types of pupils than formerly and therefore must provide a wider array of courses in order to meet the varying needs and abilities of the pupils.
8. Today's school places the emphasis upon doing and thinking. The motive power is supplied by interest.
9. The radio and the film have become educational forces that must be capitalized by the school.

The most important items of progress or achievement during the past year are:

1. Unless it is badly presented, music is a pleasurable school activity and therefore is potentially a force for character molding. The need for superior musical opportunities in the school has never been greater than at present. Our musical organizations have never done the kind of work that they have this year. We have enjoyed their programs very much.
2. Our primary grades gave a program. Every child took part.
3. Slides and films were used much more this year.
4. The children visited many more places of interest in their community. Sometimes a visit or trip (group or individual) would arouse a desire for work along a certain line.

Plans for next year are:

1. One definite plan will be to make a more scientific study of children who vary from the normal,--why some are unable to learn and why some are unable to live happily with others. The teachers, educational and medical records, parents, psychological examiners, and social workers will be consulted.
2. Another will be a more careful study of the health needs of individual children.

The most pressing needs--

1. Window shades properly placed so that it is unnecessary to draw shades down and turn on electric lights on bright days.
2. Windows easily adjusted at top and bottom for circulation of air.
3. A more even distribution of heat in the classrooms. Thermostats are placed in the warmest part of the room.
4. Better light for sewing classes.
5. Adjustable seats and desks. The sixth grade desks should be discarded before another school year opens.
6. Walls of all halls and rooms should be cleaned.

7. A good asphalt playground marked off for different games.
8. Special low toilet seats for the primary department.
9. More closet space and a floor covering for the kindergarten.
10. New faucets and linoleum covering for all tables in the home economics laboratory.
11. Weather strips on the sixth grade windows. It was impossible to keep one side of the room comfortable last winter. This room has no storm windows; the others have.

Submitted by

RENETTE JONES

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LONGFELLOW SCHOOL

Presented to the Board of Education
by the Principal
C LORENA ENICHERT
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
LONGFELLOW SCHOOL

I. Summary

The objectives which we have had for the past few years at the Longfellow School may be briefly stated as follows:

1. To have all children attain higher standards in reading
2. To interest children in natural science
3. To give the children of the intermediate grades a broader and more interesting program of work by organizing the work on a cooperative group plan
4. To improve the work in spelling
5. To provide an educative type of seat work for the primary grades
6. To provide a reading readiness program for beginners in reading

II. Year's Work

At several building meetings each teacher of the primary grades listed the types of seat work which she had found helpful in her work. In these conferences the relative merits of the various types of seat work were discussed. These discussions provided a stimulus for the acquisition of additional educative seat work, and a realization of the necessity of having work which is a direct outgrowth of the day's work, and simple and definite enough so that the children could do the work without the aid of the teacher.

In the reading program emphasis was placed upon the following assumptions:

1. That most reading difficulties which children have can be prevented if the child is given a good foundation for reading in the first grade
2. That concentration to the task and a right attitude on the part of the child toward reading are essential to learning
3. That some definite work in phonics is needed for children who confuse words or who have difficulty in recognizing words. Children need to become sensitive enough to the sound of letters so that they will see the connection between the sound and the printed symbol. This does not mean that an undue amount of time should be given to formal drill in phonics, but that a sensible and functional program should be given so that children develop the power to attack new words with success
4. That individual instruction produces greater progress in pupils who have serious difficulties than does group instruction
5. That children can read more fluently and more understandingly reading materials of their grade level if the basic sight vocabulary is mastered
6. That children must learn to acquire new words independently either by context clues, by the use of picture clues, or by the use of phonics

This past year Miss Morrison gave much attention to the reading readiness of her pupils before she began the regular work in reading. During the first eight weeks of the fall term, Miss Morrison made as complete a study of the physical, mental, social, and emotional abilities of her children as it was possible for her to do. From the reports of the summer round-up and from conferences with parents the general health of the children was

determined. Each child was given vision, hearing, and speech tests to make certain that defects might be corrected or kept in mind if the child had difficulty in his reading. Several cases of eye defects were discovered, some of these were fitted with glasses, others will be fitted with glasses before another school year begins. No serious hearing difficulties were discovered, although some children had keener hearing power with one ear than with the other. The few speech cases consisted mostly of "baby talk" and lisping and these were worked upon by Miss Dean.

Miss Morrison had the mental test results of the group intelligence tests which had been given to the children at the close of the kindergarten year. As far as mental ages were concerned, twenty-three out of the twenty-nine children enrolled the first week had mental ages above six years.

The Reading Readiness Test used was the Van Wagenen. This test consists of six parts and is given to each child individually. Because of this it takes a great deal of time to give, but does give a teacher a good understanding of the child's general knowledge, the extent of his vocabulary, his memory span, the speed with which he grasps a new idea, and the child's ability to see likenesses and differences in word forms.

During these early weeks Miss Morrison also had conferences with as many of the parents as were able to come to school. The parents were told the purpose of the conferences and gave willingly any information which Miss Morrison felt would be valuable to her in better understanding each child. From these conferences, Miss Morrison learned about the likes and dislikes of the children, their playmates outside of school, the kind of discipline that the child responds to, his experiences through travel, his general health including any diseases which the child had, and his emotional response to different situations. Miss Morrison also kept her own record on each child of the emotional responses which the child made toward his classmates and toward school life in general. In the light of this study the activities of the group were planned. Many trips and activities were planned to give the children a background of experience. The vocabulary which the children were to meet in their first reading was especially kept in mind so that the information which was to be associated with these words was vivid and thus would help the child to remember the words more easily.

The following report on two children, one who made excellent progress and one who made slow progress, illustrates, I believe, the reasons for the type of progress:

	<u>Pupil X</u>	<u>Pupil Z</u>
Chronological age	6:5	6:2
Mental age	7:7	7:4
I.Q.	118	119
Vision	20/30 20/30	20/20 20/30
Handedness	Left for writing	Right
	<u>Pupil X</u>	<u>Pupil Z</u>
Hearing	Good	Good
Relating Experiences	Takes leading part. Has had many long trips. Gets much from trips. Relates experiences well.	Contributes little to conversation. Seems too shy to express himself. Many short trips. One long trip to Yellowstone Park.

	<u>Pupil X</u>	<u>Pupil Z</u>
Construction ability	Paints and draws well. Plans construction work well. Does not handle tools well.	Poor handling of colors and paints. Doesn't draw well. Doesn't handle tools well. Little imagination.
Interest in books and pictures	Most interested. From first day wanted to learn to read. Many books at home.	Interested in books and pictures for short periods only. Many books in home.
Music	Good.	Good voice.
Dramatic play	Good - original.	Fair.
Concentration	Listens attentively. Works well and independently.	Fair. Doesn't work independently. Listless.
Playmates	Children of his own age. Sociable.	Younger children and not very desirable. Does not get acquainted easily.
Discipline	Consistent. Child is reasoned with and responds readily.	Child is reasoned with but questions authority of parents. Parents use corporal punishment occasionally.
Health	Whooping cough.	Whooping cough.
Attendance	Excellent.	Absent frequently because of illness.

Spelling was given special emphasis because of the many children in our school who experience difficulty with spelling. In each grade above the second those children who had failing scores on the spelling tests given by Mrs. Millar were given individual attention. Teachers tried to aid the children in the correction of their difficulties by (1) stressing correct pronunciation of the words, (2) reducing the number of words to be mastered per lesson, (3) developing right attitude on the part of the children toward spelling, (4) encouraging children to keep a record of their progress, (5) teaching children to associate the sounds of the letters with the spelling of words and (6) teaching children how to study the spelling of words.

III. Plans for Next Year

1. Continue emphasis upon the reading program
2. Improve the work in English
3. Continue spelling program
4. Improve the organization of the fourth, fifth, and sixth grades to eliminate some of the listlessness that results in passing from one classroom to another so frequently.

IV. Needs of the Longfellow School

1. Addition of new wing to the elementary building to eliminate the old Greenbush building
2. Improvements in the building occupied by the crippled children so that it is easier and more convenient for their use. The following changes are suggested:
 - a. Hand rails down the middle of the wide stairways
 - b. Swimming tank
 - c. More space for kitchen and dining room
 - d. All classrooms on the first floor with the physio-therapy room
 - e. Elevator installed
3. Resurfacing the playgrounds
4. Cement driveway along the entire west side of the school lot.

Submitted by

C LORENA REICHEBT

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LOWELL SCHOOL

Presented to the Board of Education
By the Principal
ANNIE D AXTELL
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
LOWELL SCHOOL

The plan of organization adopted with the opening of the new addition to the school was continued during the past year with only minor variations deemed necessary for the best service to all the children. An effort to meet the needs of everyone was made by (1) arranging for definite remedial periods for children of the primary grades, (2) grouping the platoon grades so that those in each grade who had lost work because of illness, reading difficulties, home or school adjustments, etc., were given special attention, (3) selecting subject material in social studies and science to suit the varied reading abilities of the group.

A testing program was conducted by Miss Schindler of the Child Guidance Department whereby every child in the platoon school received a mental test other than the one given in the kindergarten.

In an effort to overcome the wave of youthful delinquency and reduce the high number of children's crimes, we have worked on the plan of putting school problem children in places of responsibility. This opportunity for development, we believe, assists them in overcoming their weaknesses. We are gratified to say that most of the children responded well to the treatment and for the time, at least, have proved they can be good citizens. The final result can only be measured in the years to come.

As to teaching set up and teacher load, the building has remained about the same. The small increase in enrolment has been absorbed by the different grades without overcrowding any of them. An increase of 150 more, if evenly distributed through the grades, could be well cared for with our present faculty.

Two studies made by us during the second semester were of especial interest. Each of our upper grades has been divided into three sections,--Group A, a selected group of children who had some difficulties, mostly reading; Groups B and C, children of equal abilities. Several methods of spelling instruction were used with these groups to test

- (1) which method gave the best general results;
- (2) by which method each child learned the most readily;

in order that

- (1) teachers would learn first-hand which method accomplished the best results
- (2) teachers would become more conscious of a definite plan for teaching spelling and the need of following a plan consistently
- (3) each individual in the class might be taught in the manner by which he would progress the most readily.

We divided our semester into six weeks' periods. During the entire 18 weeks, the A's were taught by a combination of column and sentence methods with the meaning and use of each word made clear by definition and context.

During the first 6 weeks, the B's were taught entirely by the column method with the meanings presented by definitions only. During that same 6 weeks, the C's were taught entirely by the sentence method with the meanings presented through

context of the sentence. The plans for the B and C groups were reversed the second 6 weeks. During the third period, both groups were taught by the combination method, as were the A's.

A test was given before the experiment started, composed of 25 words in column form and 25 words in sentences. At the close of each 6 weeks, a similar test was given over the work covered that period. A test on the work of the semester was given at the end. Spelling results:

1. The first test showed that the children were spelling better when the words were given in sentences.
2. The later tests showed that the pupils responded definitely to the method used in teaching. When the words were taught in column formation only, the scores were higher in the column test, and when the sentence method was used, the scores were higher in the sentence test. When the combination method was used the scores remained practically as they were at first.

The A groups found more difficulties when the words grew beyond their written vocabulary which is small in those groups.

Therefore, as spelling is largely a tool of written expression

1. The words should be taught in such a manner that they become the best tools. We found that method to be the combination of the column and sentence methods with extra emphasis on the meaning of the words as used in sentences.
2. Spelling words, like reading work, must be graded within the group to fit the written vocabulary of the pupils. No one list can be used for the entire group.
3. Remedial work in spelling may be done successfully after a careful study of the child's particular difficulties and his manner of approach in studying. Then a definite plan of teaching for each individual case should bring satisfactory results.

A study was made of the overage condition in the school. Following are the findings of this study. (See next pages)

Chronological Age

Grade Age	5.8 to 6.7	6.8 to 7.7	7.8 to 8.7	8.8 to 9.7	9.8 to 10.7	10.8 to 11.7	11.8 to 12.7	12.8 to 13.7	13.8 to 14.7	
Grade 1	97	21								121
2	5	78	23	3						109
3		14	66	29	4	1	1			115
4			13	46	21	9	1			90
5				17	54	17	6	2		96
6					15	54	24	7		101

Mental Age

Grade Age	3.8 to 4.7	4.8 to 5.7	5.8 to 6.7	6.8 to 7.7	7.8 to 8.7	8.8 to 9.7	9.8 to 10.7	10.8 to 11.7	11.8 to 12.7	12.8 to 13.7	13.8 to 14.7	
Grade 1	1	29	51	37	12	1						121
2		1	15	40	42	10	1					109
3			1	12	39	46	11	4	2			115
4			1	2	18	27	27	10	4	1		90
5					5	12	26	30	14	7	2	96
6					1	6	22	22	27	19	4	101

CAUSES OF OVERTAGE

	Illness	Irregular Attendance	From Country	Moving in City	Slow Mentality	Physical Handicap				Broken Home	Poor Home Conditions	Personality Problem	Other Reasons
						Eyes	Ears	N.R.	Other				
<u>1 yr overage</u>													
Grade 1		9		3	9					1	2		1 - Shyness
2	7	6		4		1	1	2	1	4	4	2	
3	3	5	1	4	8	1	1	1		1	1	1	
4	5	5	7	2	12	2	2	6	2	3	4	2	
5	4	5	2	2	13			3	1	2	4	2	
6	6	6	4	8	17	3		5	1	6	1	1	2 - Foreign home
<u>2 yr overage</u>													
Grade 1-none													
2		2	1	1	4				1	2		1	
3	4	3		2	4			2					
4	1	4			4					1	1	1	
5					6			1			1		
6		2		2	6	1		1	1	3	4		
<u>3 yr overage</u>													
Grade 1-none													
2-none													
3	1		1	1	3			1	1	1			
4	1	1		1	2	1				1			
5	1	1	1	1	1					1			
6	1				1			1					1 - Foreign home
<u>4 yr overage</u>													
Grade 3		1			1				1		1		

The school has always tried to make itself felt as a part of the community and the community service spirit has been developed through:

1. Open house during American Education Week when about 300 mothers visited the school to see the work being done and to have a social hour with the teachers.
2. An exhibit of the school work late in the year when all phases of the work were shown by a program and a bulletin board display. About 500 parents attended.
3. Contributions made to various activities by our Glee Club, art classes, and dramatic department.
4. The use of the school building after school hours for Girl Scout troop, dancing classes, dramatic clubs, orchestra, etc. All of these, except the orchestra which was a W.P.A. project, have been carried on under the supervision of some teacher who was interested in the work.

The past two years some of the mothers have come in to play the piano for dancing and other activities. We have appreciated this service very much and feel it has been a splendid example of home and school cooperation.

There has been a marked increase in the use of the library this year, showing a growth in the desire for reading, and evidently a growth in the stay-at-home spirit instead of wanting to be continually entertained from without.

Plans for 1937-38

1. Rearrangement of the auditorium, art, and science classes to hour periods instead of half-hour, thereby enabling us to arrange a general program with longer periods throughout.
2. Professional study
 - a. Why should the overage condition increase in the upper grades?
 - b. What can we do within the school to overcome this prevailing overage increase?
 - c. What can the schools do to improve the social and health conditions so that normally bright children will not be retarded?
3. Study of methods
 - a. The improvement of writing
 - b. The better application of good writing and spelling to all written work.

Submitted by

ANNIE D AXTELL

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

NAKOMA SCHOOL

Presented to the Board of Education
by the Principal
WALTER W ENGELK
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
NAKOMA SCHOOL

Nakoma School is the youngest school in Madison. Five and a half years ago, in November, 1931, it changed from a state graded school to a city elementary school. Since that time its enrolment has advanced, the number of teachers has been increased, and the physical plant has been improved. The children living in Nakoma have benefitted by the developments in the school under the Madison Board of Education.

The greatest apparent change occurred soon after Nakoma School became one of the Madison Public Schools. Assistance from the departments of music, art, health education and guidance through teaching and supervision was made available. The daily visit of the school nurse ensured maximum attendance on the part of pupils. For the first time boys and girls were able to count Industrial Arts and Home Economics as a part of their daily program. A trained librarian and the resources of the Madison Public Library were brought to the school. The services of the central office were extended on a great many matters of administration.

Changes in the physical plant reflect the constant supervision made available by the change. Heating and ventilating conditions were improved so far as circumstances permitted. The interior of the building was completely decorated. Shades were provided to darken the auditorium, the stage was supplied with curtains. Playground space was enlarged, surfaced for wet weather, and made safer. Slate blackboards replaced the cheap composition type throughout the building. Shower rooms were equipped with lockers, benches, and curtains. Desks and other furniture were changed to suit the demands of the teachers and pupils.

Concurrently with these improvements came increased provisions in the annual budgets for materials and supplies to be used by the teachers and the pupils. New textbooks, supplementary books, maps, duplicator and science equipment gradually took the place of nonexistent and worn-out materials. Through the school system books were borrowed from other schools, motion picture projectors and other visual aids obtainable. The single fact of being able to borrow 200 or 300 folding chairs at any time and as often as needed has made the gymnasium an auditorium as well. Or take the matter of salesmen--the central purchasing office has saved the teachers and principal an unrealizable amount of time and interruptions each day to devote to teaching instead of listening to the relative merits of floor cleaners.

The most important (though less apparent to the casual visitor) developments in the school are those having to do with the work carried on within the classrooms, toward which all the other things mentioned serve only to give greater success. A survey of the most outstanding would include the fields of social studies, handwriting, health education, music, and science.

A detailed explanation of the way in which the social studies units of the elementary grades have been developed is available in the report of the curriculum supervisor. Its operation in Nakoma School has involved teacher participation in curriculum making, a broader knowledge by both teacher and pupil in the implications of social studies, and continuous effort on the part of the teacher to do a

better job. In the seventh and eighth grades the social studies have likewise undergone experimentation in an effort to help pupils realize the social forces operating on them as individuals and on the world in general.

Three years ago special attention was placed on the improvement of handwriting. The records show that the immediate result was an increase in legibility of writing, but that permanent improvement rested on many other factors if the skill obtained during the writing period were to be maintained from year to year.

The problem of health education received early consideration. In addition to regular physical education classes for all the grades, an effort was made to teach health rules in grades five to eight. Each of the three gym teachers developed a group of lectures with the assistance of the health education supervisor. Lack of suitable material for pupils to study, until recently, has limited the effectiveness of this approach. In the field of intramural athletics an especially fine piece of work has been done, mostly due to the personality and ability of the teachers in charge and a fine gymnasium.

Music, in a community music-minded, has played a large part in the life of the school. Until recently, only three teachers were equipped to handle the music in their grades. This made the job of the special music teacher more difficult, and the results which she achieved the more praiseworthy. Each year the choral singing is above criticism--nothing is lovelier than our Christmas program each year. The generosity of the Board of Education in February, 1936, made possible the organization of groups in instrumental music under a competent director. This developed in three months into a small orchestra which amazed both pupils and adults by playing for a program in June of that year.

Under the impetus of the start made by Mr Brown in 1931-32, the work in science at Nakoma School has been steadily growing. Two years later a program in science was offered to the seventh grade in the form of introductory work to the course in general science being given to the eighth grade. The keen interest of the pupils in these grades indicated the desirability of providing some understanding of science in the intermediate grades. In several committee meetings of teachers, in demonstrations to the lower grades by the regular science teacher, and in experimental units in science by the pupils of these lower grades, progress toward a unified science program was made.

II. Progress During the Past Year

The year which is just closing has been rather unusual in many respects. The greater part of the second semester pupils and teachers had to adjust themselves to the presence of workmen on the school addition and a certain amount of noise. There were no interruptions or loss in school work, and no accidents to children. Fortunately, most of these building improvements were confined to the center section of the building, which does not have academic classes on the main floor.

Through a Public Works Administration grant, the second floor of the building was converted into four classrooms, a teachers' rest room, and two wash rooms. All rooms are modern in every respect. One of the classrooms is equipped as a science room, one is sound-proofed for use as a music room. Electric clocks, automatic program instrument, and automatic dial telephones throughout the school are equipment that have already proved their worth in the short month they have been in use. Extending the terrazzo floor of the main corridor and construction of a steel stairway to a rear exit have improved the health, quiet, and safety of the

older section of the building. The appearance of the gymnasium was enhanced by replacing the ugly and crumbling cork lining with linoleum. Perhaps the most useful improvement for the benefit of parents was the building of a corridor giving direct access from the gym to the kitchen, thereby making Parent-Teacher Association suppers much easier to serve.

Both science and music have been extended this year. The publication of separate science units and the acquisition of science reading material have made it possible for the teachers in grades four, five and six to devote a half hour each day to a definite program of science instruction. Frankly, however, much can still be done to improve the teaching of science as a separate field. The progress in instrumental music work has been obvious and gratifying. From beginning classes in strings, band, and drumming the director organized an orchestra double the size of the previous year and presented several programs. Most of the players in the eighth grade expect to continue with this activity in West High.

The teachers devoted special attention this year to the improvement of spelling and experimentation with the new course of study in arithmetic. In spelling, as in writing, a distinct benefit resulted from the special emphasis. More important, the teachers were able to study the problem of spelling intensively and suggest ways of improving the general ability of all children to spell correctly the words used by them.

The number of children who were retarded at the beginning of this year was unusually large. For this reason their progress was carefully watched and checked from time to time with standardized tests. In not one single case did the teacher feel or the tests show that the child should not have been made to repeat the grade. In three cases outstanding progress was made by pupils who had previously been quite weak. Our experience would indicate that unless the child is chronologically older than his grade, certain deficiencies can best be made through retardation.

In the second semester, under arrangements made by the supervisor of health education, gym instruction daily by senior physical education girls from the University was made part of the program in grades one to four. This arrangement was critically examined by the classroom teachers, who changed their opinions from skepticism to whole-hearted approval. The demonstration for the parents early in June illustrated the variety and developmental character of the work possible with daily instruction by trained physical education teachers.

"So far as new arrivals are concerned, Nakoma may be disregarded" reads the report of the state building survey committee. Yet our enrolment at the close of this year marks nearly a twenty-five percent increase over June, 1936! Six children in first grade were transferred to Dudgeon School in an effort to keep our first grade enrolment below 35. When new arrivals sent it up to 40 it became necessary, for the first time in Nakoma's history, to have two sections of one grade. Reliable information indicates another considerable increase in enrolment for next year.

III. Plans for Next Year

With additional rooms available next year, a better program is possible. Grades six, seven and eight will have their home rooms on the second floor, grades three, four and five will be shifted to the north wing, leaving the four classrooms in the south wing for grades one and two. We are planning on two sections in first

grade and two sections in second grade, each averaging about 25 pupils.

All grades, and especially the intermediate and junior high grades, will make use of the new science, music and art rooms. When the temporary partition in the library is removed, it will be large enough to hold an entire grade.

A closer approach to the junior high curriculum offering will be made in grades seven and eight. Four hours of art and one hour of speech work are planned. All other subjects already duplicate the junior high program. Teachers will have charge of study periods in the library, thus making it more available.

So many subjects in the curriculum have been the object of special study in the past several years, that all the teachers are busy keeping abreast of the progress that has been made and developing the courses of study to fit their particular groups. In a school such as ours, where there is a minimum of departmentalization, this constant curriculum study means teacher effort in many fields. This is a good thing, but means a slowing up of the process of revision. Certainly the science program will receive much attention in an effort to make use of the fine laboratory we now have. Social studies in grades seven and eight will also be examined closely in an effort to improve social understanding.

Next year will be the psychological time to establish more firmly certain traits of school citizenship. New building facilities and increased enrolment present new problems of school management. Courtesy, desirable traditions, and respect for the rights and property of the group are aims we have in mind for next year. In connection with this it is planned to resume the school council on the basis of past experience.

IV. Pressing Needs

Nakoma School has already received its share of financial support from the Board of Education. Our job is to make the most efficient use of the staff and equipment with which we have been provided. However, nothing is perfect and there still remain some items which are inconsistent with the requirements of a progressively modern school.

1. The equipment for the new rooms must be supplied, either through federal grant or Board aid, if the program for next year is to be achieved.
2. The lighting in all the rooms in the north wing of the building is extremely poor. As the state report shows, poor lights, poor window shades, and wide overhanging eaves contribute to a bad situation. At least double hung shades should be supplied for the sunny side of the building.
3. Nakoma School is still inadequately supplied with books. We are still borrowing from other schools, which have accumulated more because they are older in the system. The demand for the relatively more expensive junior high school books has reduced the number which could be purchased.

Conclusion

This brief picture of Nakoma School appears to be overbalanced with virtues as against faults. We are keenly aware of our shortcomings. The friendly suggestions of a great many people have helped to overcome them.

Submitted by

WALTER W ENGELKE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

RANDALL SCHOOL

Presented to the Board of Education
by the Principal
ALICE E ROOD
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
For the School Year 1936-1937
RANDALL SCHOOL

Seven years ago the Randall School became an elementary school with kindergarten and grades 1, 2, 3, 4, 5, and 6. The removal of the seventh and eighth grade pupils to the West Junior High School involved making a number of changes in the classrooms. The big study hall in the middle of the building on the first floor was made into an auditorium. The junior high school science laboratory and the art room on the first floor had to be turned into primary classrooms to accommodate the little children who had previously been able to attend only one-half days. The library on the second floor was reorganized to fit the younger children.

The first year or two we were able to avoid using the basement rooms but steadily increasing enrolment has made their use necessary during the last three years. The enrolment grew from 753 children in 1931 to 849 in 1933, and since then has remained fairly constant. During the past year we have had:

4 kindergarten classes with a total enrolment of	108
4 first grade	131
4 second grade	120
3 third grade	107
3 fourth grade	101
3 fifth grade	104
4 sixth grade	134
Total enrolment	815

In my first Annual Report of the Randall School I stated that our objective would be to set up within the school a miniature community in which the children would have an opportunity to live and work together in a natural environment, instilling in them a spirit of service to the school, to the community, and to each other; to develop in them the power to use readily the tools of learning, in search of understanding and culture; and to give rich opportunity for creative expression through music, art, rhythm, and literature. These objectives have not changed, and the entire staff has moved steadily in this direction. Academic achievements have not been lowered as evidenced by the achievement tests each year, but the steady training in those qualities of citizenship which make for a successful group life has been our chief objective.

The social studies units which have become increasingly the core of our curriculum are the means through which we build understandings of the world in which the children find themselves, and they are, to a large extent, the vehicle through which good work habits and desirable social attitudes have been developed.

To give a richer opportunity for training in self-expression a speech teacher who has charge of all the English work in the auditorium was added to the staff in 1933. Later, through a reorganization of our upper grade classes on a cooperative group basis, we were able to increase the employment of the art, health education, and music teachers to full-time instead of part-time.

The most outstanding development in teaching has been the growing attention to the individual child. The large class instruction to fit the average child is being replaced by individual and small group teaching.

Achievements During the Past Year

Our experiment with departmentalization in the upper grades has at last resolved itself into the establishment of a cooperative group system whereby each class spends one-half day with one teacher pursuing social studies and developing skill in the use of books, writing, and spelling, and the other half of the day in science, mathematics, art, music, and speech. Eight classes have been included in this program during the past year and it has proven to be a good arrangement, judging by the results in academic achievement and in the training in taking responsible care of themselves, which these children have received. In connection with this plan a nature study room has been set up and, in spite of very limited equipment, some fine and stimulating work has been carried on under the guidance of Carol Pitts. The mathematics room, of which Florence Thorpe has had charge, has done some outstanding work in helping children to understand the practical use of numbers. All these mathematics classes were well above the standard norms in the standardized tests given this spring. Under this cooperative plan the speech, music, art, and health education departments have carried on their work in close harmony with the homeroom activities.

The outstanding contribution made by the special departments was in the production of the operetta, "Inchling", which was presented to a capacity audience at the West High School auditorium, on May fourteenth. A big concerted group activity of this sort has definite educational and character building qualities. Idelle Boyce had general charge of the program, and trained the children in their speaking parts. The scenery was built by the sixth grade art classes under the direction of Edith Hassin, and the chorus was trained by Helena Mouldie as part of their regular music work. The dances were taught by Adele Gutsch as part of their regular health education work. The very real feeling of responsibility for the pleasure of their audience, which the children exhibited throughout the performance, was one of the greatest factors contributing to the success of the undertaking.

Closely related to the socialization of the group is the study of individual needs. The child who is socially maladjusted receives careful study and help as well as the child who needs special help in academic work. To find a better way of helping these children we have tried an experiment during the past year. Children who were failing to make normal progress, for them, in academic growth or social adjustment, were grouped in small classes at first, second, and third grade levels, and a special program was set up for them. A careful analysis of each child was made by the teacher, and much individual help was given. Because of this individual help most of the children made fine progress in reading, numbers, and language. But more significant to me has been the improvement in good work habits and in social attitudes. All of these children will be reabsorbed into regular grades next year.

A new system of pupil accounting has been installed. A study of better ways of keeping records of individual growth is being undertaken by the kindergarten and primary teachers and will be reported upon next year.

A better organized health program has been worked out this year. The recess periods have been coordinated with the health education program in the lower grades. We have been seriously handicapped for play space for children during the past year because of the construction that is being done on the playground, but the new playground will be of great assistance in our health education program for next year.

A study of classroom lighting has been made during the year. Light readings in different parts of the classrooms were taken at different hours during the day and seats were rearranged so as to get a maximum amount of light on each desk and also to avoid any direct light in the children's eyes from the windows. This has meant a change from the traditional seating arrangement which required that the light must always come from the child's left side. Recommendations for some changes in classrooms as a result of this study will be found in the requests for next year. The seating of children in first grades where tables are used makes a serious light problem. One first grade room was equipped with movable desks instead of tables as an experiment and proved successful both from the standpoint of lighting and health.

Four radios were purchased by the Parent-Teacher Association this year, and have been a valuable aid in social studies, nature and art work.

There is an accepted age level at each grade at which most children make the best progress. To determine how nearly the children in the Randall School fit into this standard, an age-grade study has been undertaken again this year. We find a more serious under-ageness than over-ageness throughout the entire building. This means that too many children are too young for their grades, and accounts for some of the difficulty which some of our children are having in making normal adjustments to the social group, even though their academic scores may be satisfactory.

In grades five and six this under-ageness is especially high but can be explained as a result of the "stepping-up" that was done when the semi-annual promotions were abolished. In the face of this heavy under-ageness it is interesting to note the academic achievement on the part of the sixth grade pupils who are going to junior high school next fall. Judging from the test results it is not likely that they will have much difficulty with subject matter but many of these children are socially immature and will need careful supervision.

General Plans for Next Year

Next year we plan to

1. Continue and try to improve upon cooperative group plan.
2. Study possibilities and wisdom of introducing a modified similar plan in primary grades.
3. Study intensively better ways of teaching spelling, which seems to be our weakest spot.
4. Reabsorb weak pupils into regular classes and set up a remedial program for small groups within each class.

Requests

The State Committee that made a survey of school buildings last winter for the State Department of Public Instruction gave the Randall School a rating of 78% efficiency. This was not such a bad rating considering the fact that the Randall School was planned and built for a junior high school building as well as an elementary school. We have needed to resort to many makeshifts to make it usable for young children. We are in need of an adequate art room and a music room as well as gym facilities for girls. These classes are held in the basement rooms at present, but we try to avoid keeping any group of children in these rooms more than three quarters of an hour at a time. It is much harder on the teachers than the children. However, we hope to improve these conditions gradually.

The outstanding needs in the Randall School for the coming year are:

1. Chairs for the auditorium

The auditorium is used every hour of the day as a classroom, not only occasionally as a place of entertainment, and children should not be required to perch on folding chairs or to sit on the floor another year.

2. Changes in lighting

The upper part of the windows in the old part of the building is opaque glass. This shuts out needed light and should be replaced this summer with clear glass.

We are finding that movable desks are a great help in overcoming some of our lighting problems. There are still a few rooms equipped with fastened down desks. I should like to request that in one room each year the desks be changed until all rooms are equipped with more up-to-date and usable desks and seats.

3. Kindergarten equipment

The kindergarten tables are very old and should be replaced with new and up-to-date tables. Their condition is so bad that they have needed to be repaired frequently during the past year.

Submitted by

ALICE E ROOD

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
ATTENDANCE DEPARTMENT

Presented to the Board of Education
by the Supervisor
CASSIE E LEWIS
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
ATTENDANCE DEPARTMENT

The following is a resume of the work of the attendance department the past year:

I. Child Census and Accounting

Census. The school census report completed in June shows a total child population of 15,949 for the age group 4 to 19, inclusive. The number of children enumerated is 138 less than last year. The decrease is due in part to the rapid growth of the suburbs, where some families have built homes and others moved because of cheaper rents. In several sections of the city, our enumerators found accurate enumeration difficult this year because they were preceded by commercial solicitors seeking the same data for music and dancing classes under guise of an official worker. Unsuspecting parents in many cases readily gave the information at the time of year when the annual visit was anticipated.

The largest census increase was in the Nakoma district, where the gain was 58 children. There the building activity in the past two years has been exceptionally great. The largest decrease was in the more central section, where families are more migratory. In the month of May, families moving within the city and others going to their summer homes, further complicate a house-to-house canvass.

The census enumerates 19 children who were incapacitated to attend school. These children - mentally, and also frequently physically, handicapped - are referred each school year to the guidance department workers. Reports of their findings, with any recommendation for treatment or instruction in special classes, are made before such children are permanently excused from school attendance.

The detailed analysis of the census, with supplementary reports, including a survey showing 87 colored children of school age, has been filed with the Superintendent.

Child Accounting. An analysis of the child accounting statistical records of our office shows the enrollment of our schools, the increase in non-resident pupils, the transfers and withdrawals as follows:

A. School Enrollment

<u>*Public</u>		<u>Private and Parochial</u>	
Senior High	3,014	Wisconsin High	306
Junior High	2,287	Parochial	2,720
Elementary	6,437	Total	3,026
Vocational	167		
Lakewood	67		
Total	11,972		
Total School Enrollment		14,998	

*Figures taken from actual enrollment in June.

Of the parochial schools, St. Bernard has the largest enrollment, showing 469 pupils registered. The smallest school is the Adventist (located in the church on Colby Street), with an enrollment of 15.

B. Non-resident Pupils

The past year 863 non-resident and tuition pupils were enrolled in our schools. These are included in the above school enrollment figures. The distribution by schools is as follows: Senior high, 404; junior high, 191; elementary school, 268. This is an increase of 158 over last year's figures.

C. Transfers and Withdrawals

During the school year, 478 children were transferred from one school district to another, due to the many family removals. A few permits were issued by the superintendent to parents requesting a transfer of their children for some special reason.

There is also a record of 646 children who withdrew from the schools during the year, most of whom moved from the city. A small number were cases of ill health.

II. Child Labor and Street Trades

Child Labor. The following table shows the types of employment in which children of permit age, 14 to 17 inclusive, are engaged:

Permits issued June 30, 1936 to July 1, 1937

Industry Entered	Total	Regular	Vacation
Bakeries	7	2	5
Barber Shops	0	0	0
Beauty Shops	2	1	1
Contractors	23	14	9
Delivery Service	19	16	3
Domestic Service	71	71	0
Garage & Serv. Sta.	17	8	9
Golf Clubs	253	0	253
Hotels	1	1	0
Laundry & Dry Clean.	7	4	3
Manufacturing	20	9	11
Messenger Service	48	34	14
Miscellaneous	28	20	8
Newspapers	3	0	3
N. Y. A.	4	3	1
Offices	17	11	6
Restaurants	55	3	52
Stores	141	33	108
Theatres	5	1	4
Totals	721	231	490

The large increase in the number of permits issued is reported to be quite general in cities throughout the state, and is indicative of a general improvement in business conditions.

There will be no changes in the regulation of employment for children this year, other than may be made through the Industrial Commission. The

child labor amendment designed to clarify and classify the rulings now in effect failed to pass the Legislature.

The permit tabulation does not include girls who secure domestic work during the vacation months, or boys in agricultural employment, since permits in such cases are not required. In the past year, and especially in the past few months, girls in increased numbers from towns and rural communities came to Madison to seek jobs. They usually file application for positions at the Public Employment Office. Because of the discovery of a number of children of school age not enrolled in our schools, a conference was held with the placing agency which has resulted in fine cooperation. Reports of children who are placed, with the names and addresses of employers, are sent to us directly from the placement office. An effort is made by us in most cases of young children, to investigate the cause for leaving home, their school ability, and the need of employment. In several instances, girls have been persuaded to return to their homes.

The permit work keeps us in touch with employers. The day-to-day requests for information shows that a large number wish to comply with regulations. The report of the employer on the boy or girl at work provides helpful information in dealing with them, especially in their home and school problems. We sometimes find that the "problem" child at school is not a problem child in his job.

We observe, too, that in other instances, employers' experiences tally with the school's, as in the case of Tom, a discipline problem in his classes, who was released from his job this week. His permit was returned to us with the following dictation: "Not neat, unreliable and a prevaricator." And, again, are found some parents and employers who are willing to exploit children for personal gain.

Street Trades. We have 672 street trade permits on record, 393 of which were issued between June 30, 1936, and July 1, 1937. The large number issued was partially due to the Centennial celebration in the summer of 1936, which gave boys added opportunities to sell programs, besides the increased sale of newspapers during that time. There is a limited number of street trades aside from the sale and delivery of newspapers and magazines, though occasional employment at peddling handbills and distributing merchandise is usually given to the older age group.

The 1937 Legislature repealed certain sections of the street trade law and enacted a number of new sections. The effective date of the new law is October 1, 1937. Important in the changes made, is an increase in the minimum age from 12 to 13 years, and in the maximum age from 17 to 18 years. The new law limits the hours of employment of boys between the ages of 13 and 16 not to exceed 24 hours a week or 8 hours in any one day. The hours of employment of boys 16 to 18 is limited not to exceed 8 hours in any one day or 40 hours in any one week. Prior to this, there has been no attempt to limit the number of hours that they could work.

During the past year, a complete list of newsboys was sent to each school attended by them. At the opening of the coming school year, an additional list of those who received permits during the summer vacation

will be sent to principals, who find this data helpful in determining the extent of aid to be given for books and fees. It also gives them information on the child's out-of-school activities. It checks health conditions of the boys and keeps our department in touch with their school work.

Talks on street trades have been given at some of the schools this year. An outline of requirements for permits is to be included in the high school guidance or home room teachers' programs in the coming year, with principals participating in the educational program in the elementary schools.

The local situation of carrier boys continues to improve. The circulation managers are showing a cooperative attitude. In the street sales on corners, we still occasionally find boys under age. The condition in the magazine field has improved, with a better attitude on the part of the agents. Much depends on the sales manager, his respect for law, and interest beyond the cash value of his job.

It is interesting to know the employer's viewpoint of the value of this type of work to the boy. A quotation from a local business manager's letter is as follows:

"The successful carrier boy knows that people want their papers delivered on time. That teaches him promptness. He knows that, rain or shine, he must deliver his papers or lose his job. From this he learns regularity and acquires a discipline that many older folks could well envy him. His own profits depend upon his ability to keep a good set of books, to make collections regularly, to deal in small sums of money and in fractions of cents. He learns the value of money. He learns to stand on his own feet."

III. Home and School Visiting

In the promotion of school attendance, the numerical summary shows that 3,538 home calls have been made in the past year. Calls were made on 551 families in the first semester and on 671 in the second. It is also shown that 264 of the families called on during the first semester were not called on the second, 384 families were called on only during the second, and 287 families during both the first and second semesters required attendance service.

Comparison of Calls Made During the School Year 1936-37

<u>Number of Calls per Family</u>	<u>Number of Families First Semester</u>	<u>Number of Families Second Semester</u>
1	280	330
2	90	124
3	45	59
4	41	39
5	29	34
6	16	18
7	11	16
8	6	15
9	6	6
10	6	4
Over 10	21	26
Total	551	671

Of the 551 families called on during the first semester:

146 were broken homes
110 were assisted by a relief agency or had FWA jobs
24 were assisted by other agencies
101 mothers were working

Of the 671 families called on during the second semester:

153 were broken homes
132 were assisted by a relief agency or had FWA jobs
23 were assisted by other agencies
100 mothers were working

The home calls are classified by schools as follows:

Home Calls on Children <u>Attending</u>	<u>Number of Calls First Semester</u>	<u>Number of Calls Second Semester</u>
Senior High Schools	274	401
Junior High & Elementary Schools	722	1,049
Vocational School	499	375
Parochial Schools	76	103
Miscellaneous	8	31
Total	1,579	1,959

Calls were classified for each semester as follows:

	<u>First Semester</u>	<u>Second Semester</u>
1. Stubborn tardy cases	16	27
2. Minor illness	442	725
3. Major illness	14	22
4. Out-of-town week ends that in- volved one or more school days	26	34
5. No one at home	91	116
6. Working illegally	58	73
7. Bad weather conditions	11	11
8. Miscellaneous excuses	65	69
9. Truancy	180	179
10. Investigations of home condi- tions	98	96
11. Economic distress	71	75
12. Kept at home to help parent	99	142
13. *Transfer, withdrawal, and tuition investigations	170	124
14. School maladjustment	52	67
15. Unsatisfactory home conditions. (Includes home calls findings of maladjustment, laxity, and indifference.)	186	199
Total	1,579	1,959

*Census calls not included.

Sickness is responsible for more absence than any other single cause. The illness cases are often colds, headaches, toothache, cases of skin disease that do not clear up quickly, and minor operations. Some of the non-attendance was due to clinic appointments made by either a parent or an agency, including school dental cases, of which the principal was not aware. Frequently, the schools ask for investigations when they doubt whether the child's physical condition justifies the absence, or that he is receiving proper medical attention. Reports of our calls are given to the school, and if suspicious symptoms are apparent and no physician is in attendance, and in cases where the absence persists, the report goes to the nurse through the school office.

We find, also, that excuses based on illness obscure the real cause of absence in some cases which are due to maladjustments in the home or school.

Some of the children referred to the school nurse for physical defects or temporary exclusions are later referred to us because of continued absence. The large number of cases of illness in our report is no doubt due to our policy of making home visits the first day of report of absence. In some cases of irregularity of children, it is difficult for the school to determine whether the child should be referred to us or to the nurse, as many children are well known to both departments.

We have secured statements from physicians for children who have had to withdraw because of chronic illness or long convalescing periods. These have been referred to Harry Thompson and Mrs. Collin for the shut-in program, where the parent indicated an interest.

The figures representing truancy calls include both the single instances and calls on chronic repeaters. Statistical reports indicate in a measure the volume of work done, but do not show the results secured except in the number of families no longer called on. In apply the provisions of the law, the educational and social needs of children, their growth in character, happiness and general welfare are paramount.

In our many contacts with homes, schools and children during the year, we find the underlying causes of irregular attendance relate to the child himself, his teacher, the home and neighborhood environment and his curriculum. Many cases are adjusted through school and home visits that bring about a better understanding of the need of closer cooperation. Some parents fail to realize the importance of regular attendance to the child's school progress and his interest in his school activities. In case no one is found at home when a visit is made, a card stating that the child is absent from school is left for the parents. Return calls are made where necessary, as is often the case where both parents are employed.

As in other years, we have worked closely with relief agencies. In cases where the absence is caused by a lack of clothing and shoes, we have supplemented with clothing from our store room. The Madison Woman's Club has assisted, as in past years. The Business and Professional Woman's Club has aided one girl in each of our senior high and vocational schools

from its scholarship fund.

With the cooperation of special school departments, guidance workers, principals, teachers and nurses, the more complicated problems and delinquencies brought to our attention are better analyzed and a more constructive program for treatment and solution is possible.

The family case working agency is helpful where the child problem is rooted in a deeper family problem. We appreciate their continued assistance from year to year.

Four cases were referred to the juvenile court, three of them jointly with other agencies, and the fourth for parental neglect.

In our plans for next year, we hope by closer contact with some of our schools, to detect more of the cases of absence when they first begin to become irregular.

It would prevent irregularity and some truancy in cases which have been transferred to vocational school, if classes for these children could be organized in some of our high schools. Instances of children whose families cannot afford carfare for the long distance, come to our attention from year to year.

Submitted by

CASSIE E LEWIS

Table Showing Comparison of Census Totals of School Districts for the years 1936 and 1937

School Districts	Census Totals 1936	Census Totals 1937	Increase	Decrease
Doty	838	782		56
* Draper	859	769		90
Dudgeon	647	650	3	
Emerson	1,705	1,702		3
Franklin	784	794	10	
Harvey	505	548	43	
Hawthorne	928	949	21	
Lapham	689	637		52
Lincoln	992	983		8
Longfellow	1,887	1,865		22
Lowell	1,729	1,676		53
Marquette	733	734	1	
Nakoma	276	334	58	
Randall	2,335	2,370	35	
Washington	860	816		44
Joint District #8	321	340	19	
Totals	16,087	15,949	190	328

16,087 - 1936 Census Total
15,949 - 1937 Census Total
 138 - Decrease

*Decrease of about 35 in this district probably due to the change in boundary between Draper and Randall

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Supervisor
JANET M MILLAR
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
CURRICULUM DEPARTMENT

The curriculum program as reported has been carried out either under the direction of Ethel Mabie Falk or with her assistance and advice.

The curriculum work in the Madison Public Schools has been organized and carried out in the light of certain guiding principles.

The greatest good can be achieved for the greatest number when best practice can be made common practice.

Greatest and most widespread benefits are received when common problems are studied in an organized manner. A more comprehensive study can be made by an organized group than by an individual. Conclusions reached by group study and thinking are likely to be more reliable than those arrived at by an individual. The staff attitude of friendliness and unity fostered by such group work is of great value.

Curriculum change and growth should develop from the problems and needs of the classroom itself. The aims and teaching principles guiding any program as well as the scope of the program should be formulated in consideration of the most valid research studies available. The thinking of the leading authorities in each particular field should be an important influence in the determination of these factors. All change should be keyed to the practical situations by careful, thorough, experimental use in the classroom from which should come valuable criticism and any needed revision.

The members of the administrative staff form an integral part of the organization for curriculum study both in helping to plan the work and in taking the lead in the installation of new programs and procedure.

For the above reasons and because no curriculum can be broader or more profound than the teacher by whom it is administered, active participation by the whole teaching staff is an essential part of a successful program of curriculum building.

I. Bird's-Eye View of Progress During Past Several Years

A. The planning and production of new or reorganized programs in various fields

1. Language

The study of the language expression of children (1931-32) encouraged giving children many opportunities for creative expression and many ideas and experiences about which they were eager to express themselves. It also directed detailed attention to measuring phases of language growth, in both oral and written expression, as a means of judging the effectiveness of language teaching. Reports embodying the principles of language teaching and suggestive methods to guide the work in the Madison schools were published.

2. Social Studies

In the social studies the program (1932-34) was planned as a progression of activities starting with centers of proven interest to children and expanding in an ever-broadening horizon as the child's breadth of interests naturally grew. The attitudes, understandings and abilities in attacking problems that were to be developed through the medium of this field were those which seemed most vital to the successful conduct of adult life. The bulletins issued outlined the aims and teaching principles basic to the program, the general nature and scope of the program at each level and suggestive units of work for each level.

3. Natural Science

A program of natural science studies was tentatively organized (1935-37). This field is especially fruitful because of the child's natural interest and enjoyment in the world about him and because of the opportunities it presents for actual observation and experimentation on the part of the child. Again the plan was to proceed from the child and his immediate interests and surroundings to the more distant in time and space. The organization was planned to encourage independent thinking based on facts which could be demonstrated or verified by reference to good authority.

4. Arithmetic

Two years of committee study in arithmetic (1934-36) preceded the formulation of a tentative outline attempting to adjust the arithmetic program to maturity levels for economy of time and effort in learning.

B. The discovery and correction of deficiencies in the instructional program

1. A testing program has been maintained throughout the curriculum program with the following aims in view:

a. Reading

- (1) To determine the particular needs of individual pupils in the many specific factors involved under the general term, that instruction may be provided to obtain balanced growth
- (2) To determine any particular weakness in the general plan of instruction as shown by the marked deviation of an item on a city-wide survey of test results
- (3) To assist in measuring the growth made by pupils having special difficulty with a view to judging the effectiveness of the remedial teaching methods employed
- (4) To aid in determining the materials most suitable for each pupil's use
- (5) To obtain a measure of general accomplishment for our city when compared with a standard score

b. Arithmetic

- (1) To determine the particular difficulties of individual pupils that instruction may be directed to their correction
- (2) To locate any particular branch in which the general instructional program has been weak
- (3) To obtain a measure of our accomplishment on specific skills when compared with standard norms

c. Writing

- (1) To improve the quality of handwriting by directing attention to specific difficulties
- (2) To assist in guiding the individual pupil to find the rate of writing that is most economical for him in point of time and quality of penmanship

2. A program of remedial reading instruction has been advanced
 - a. The classroom teacher has undertaken such instruction
 - b. Careful growth records have been maintained for pupils having difficulty with reading
 - c. Many case studies have been made by the teachers with the assistance of the guidance department
 - d. The most effective attack appears to be careful analysis of individual needs, regular, enthusiastic instruction in small groups with materials adjusted to the level of the pupil, and encouragement through the frequent measurement of progress. It has been definitely demonstrated that gains made by pupils under these conditions are not transitory but are permanently retained.

II. The Most Important Items of Progress or Achievement During the Present Year

- A. The planning and production of new or reorganized programs in various fields
 1. Natural Science
 - a. Speakers
 - (1) Mr Ira Davis of the University High School talked to the elementary science teachers and demonstrated with a small group of children the experimental, analytical attack upon a problem.
 - (2) Mr L E Noland, Professor of Zoology, University of Wisconsin, gave an illustrated lecture on animal life in Lake Mendota. The lecture, fascinating in itself, helped to show the possibilities available for investigation within the immediate environment.
 - b. The core committee for this study was made up of Miss Carol Pitts, Miss Mildred Schiller, Mr Robert Fidler (in 1935-36), Mr Walter Engelke, and Mrs Ethel Falk. After study of the opinions of authorities on science teaching and having received suggestions from the elementary administrative staff as well as the various sub-committees, the core committee drew plans for the progressively broadening scope of the program and formulated the basic aims and teaching principles as a guide to the use of the suggestive units.
 - c. The experimental use of the tentative science units prepared by the committees of 1935-36 gave all fourth, fifth and sixth grade teachers who were teaching science the opportunity of judging them. Each of these teachers made experimental use of about four units for each grade level at which she was teaching. The outlines were annotated and sent to an editing committee of teachers who revised the unit in any way that seemed advisable and brought the bibliography up-to-date.
 - d. The principals discussed the plan as a whole, considering the theme for each grade level, the placement of particular units, the advisability of issuing bulletins containing the units at this time.
 - (1) It was deemed advisable to issue the bulletins.
 - (2) The two health units at each grade level were to be withheld from these bulletins, but issued together for use at each grade level. These units will be used in the way most suitable to the organization within each building and are

to be considered as forming the nucleus of a broader health program to be formulated in the future.

- e. Special attention was directed to the units which provide for teaching conservation as required by law and materials suitable for this purpose were listed in a bulletin.

2. Reading Readiness

- a. During the year the reports of the 1935-36 committees concerning various phases of the problem of promoting reading readiness were issued.
- b. Members serving on these committees found the combined meeting of kindergarten and first grade teachers to discuss and work upon common problems most beneficial.
- c. Because the committee reports were voluminous it was decided to issue a combined report including those contributions most vital to future policy and procedure. This composite report was formulated by Miss Nancy McGill, chairman of the 1935-36 study, and Mrs Ethel Falk.
- d. In consideration of the results of these studies, provision was made for materials at first grade level which were constructed to help prepare certain children for the basic materials of beginning reading.
- e. Provision was also made for new beginning reading materials at second grade level to meet the needs of pupils who will not have reached a second grade reading ability but are otherwise mature enough for second grade.

B. The discovery and correction of deficiencies in the instructional program

1. Reading

a. Testing program in October

<u>Grade</u>	<u>Standard Median</u>	<u>Madison Median</u>	<u>Test Used</u>
2	2.0	2.0	Met. Pri. Form B, I-IV
3	3.0	3.3	Met. Pri. Form B
4	4.0	4.4	Sangren-Woody, Form A
5	5.0	6.0	Sangren-Woody, Form A
6	6.0	6.3	Iowa Elem. Form A

- (1) 13% of the second graders were more than 5 months below grade and therefore seemed to be in need of a constructive program of first grade work.
- (2) Encouragement was found in the results at third grade level in these ways: 5% of the children who had been below the standard norm on entering second grade were above on entering third grade. 4% more third grade children were above the standard norm in October of 1936 than in October of 1935.
- (3) At the fourth grade level 11% of the pupils were more than one year below the norm as compared with 16% in the previous year.
- (4) Since the fifth grade as a whole scored higher than was reasonably to be expected, a certain reserve must be maintained toward the results. 6% of the pupils were more than one year below the standard norm according to the results.
- (5) At sixth grade the test showed 16% more than a year below grade as compared to 18% the previous year. A comparison of the scores on each part of the test with those of the previous year gave the fifth grade teachers a picture of

the skills in which their teaching had achieved the greatest and least gains. The distribution of the total range of Madison sixth grade scores compares very favorably with the range of the standard scores.

	<u>Madison</u>	<u>Standard</u>
% more than 1 year above grade	27%	27%
% within range of sixth grade	34%	23%
% less than 1 year below grade	23%	20%
% more than 1 year below grade	16%	30%

b. Survey of remedial reading cases

- (1) Record of growth shown in third grade tests by 150 pupils who were remedial reading cases in grade two:

	<u>Oct. 1935</u>	<u>Oct. 1936</u>	
Highest score	1.8	3.7	(The group made a median gain of 1 yr. 1 mo. and
Lowest score	.6	1.2	(23 pupils showed a gain
Median score	1.6	2.6	(of more than 1½ years.

- (2) 97 fifth grade pupils who were remedial cases in fourth grade made the following record:

	<u>Oct. 1935</u>	<u>Oct. 1936</u>	
All below 3.1		Highest score 6.3	(The group made a median
(Test does not		Lowest below 3.1	(gain of at least 1 yr.
score lower)		Median 4.4	(3 mo.

- (3) Records for children progressing from third to fourth grade and from fifth to sixth grade were not capable of exact comparison because of a change of tests at each of these levels.

- (4) A study of the reading status of the 470 children in grades two to six with I.Q.'s below 90 was made. These children were grouped into three classes, (1) those who were at normal chronological age for their grade, (2) those who were at normal mental age for their grade, (3) those who were older chronologically but younger mentally than the normal age for the grade. On the basis of this study there was no evidence that the greater maturity achieved by retention compensates for the low I.Q. The pupils who had advanced with their chronological age groups did as well as or better than both of the other groups. When all pupils within this group who were of the normal chronological age for sixth grade were studied, it was found that in every case those who were situated within their normal chronological age group made better grades than those who were classed with children considerably younger than themselves. In view of the evidence presented by this study of the reading situation it was recommended that a thorough study be made of the causes of over-ageness, the social and emotional factors involved, the physical factors and the effect of over-ageness upon class organization and instruction.

c. Experimental reading attainment records were drafted

- (1) To accompany and complement the achievement test sent from the sixth grade to junior high school wherever the principal considered such use advisable.
- (2) To indicate approximate progress and development made by first grade children wherever the principal felt their use would save waste of time and effort in fall organization.
- (3) Inventory of attitudes of kindergarten children calculated to shed light on the child's readiness for reading to be used at principal's discretion as indicated above.

- d. An experimental chart was tried in the intermediate grades. Its purpose was to assist the teacher in analyzing the needs of individual members of her class and in organizing a flexible plan of instruction of small groups having common difficulties so that particular needs could receive concentrated attention.

2. Arithmetic

- a. The experimental outline was used and evaluated by all teachers.
- b. In April the Stanford Arithmetic Test, Form X was given in grades four, five, and six to secure an objective measure of the results of the use of the outline. The results showed a somewhat higher % of accuracy on the processes which had been taught at each grade level and a somewhat higher degree of accuracy in reasoning. The Metropolitan Primary Arithmetic Test, Form B was given in the third grade. At this level the accuracy on fundamentals taught and in reasoning appeared to be considerably higher than that indicated by standard scores.

The Stanford Test was chosen for the intermediate grades at this time because the grade placement was most nearly adjusted to the new grade placement. The processes required by the test were comparable to our sixth grade requirements, a little severe for our fifth grade and quite rigorous for our fourth grade. In consideration of these facts the following results on average scores are quite remarkable.

	Standard Norm	Madison Norm	At or above Standard Norm	Below Stand- ard Norm
Grade 4	4.7	4.7	55%	45%
Grade 5	5.7	6.0	61%	39%
Grade 6	6.7	7.9	76%	24%

3. Spelling

- a. A survey testing program was administered in grades three, four, five and six in December, 1936.
- (1) The Metropolitan Standardized Test was a part of this program.
- (a) The third grade median in this test was five months below norm and only 1/4 of the pupils were at or above norm.
- (b) The fourth and fifth grades were two months below norm with 40 and 47% of the pupils, respectively, at or above norm.
- (c) The sixth grade had one form of this test in December and another form of the same test in May. The results are encouraging:
- | | | |
|----------|--------------------|----------------------|
| December | - 4 mo. below norm | 37% at or above norm |
| May | - 1 mo. above norm | 55% at or above norm |
- (2) The following facts were revealed by various informal tests given uniformly throughout the city:
- (a) The retention of spelling words that had been taught the previous year rose appreciably from third through fifth grade but no further gain was shown at sixth grade.

- (b) Words arising from the children's own vocabularies were spelled with somewhat greater accuracy at all levels than words dictated.
- (c) In writing their own stories children in general achieved the greatest accuracy. It is difficult to determine to what extent children use words they know how to spell and to what extent they learn to spell the words they habitually use. Both factors undoubtedly contribute.
- (3) I.Q. as a factor in spelling difficulty
 - (a) Only a small per cent of the children with I.Q. below 90 scored at or above their grade level on the Metropolitan Test.
 - (b) About 50% of the sixth graders with I.Q. below 90 obtained an average accuracy score of 80% or better. At each lower grade the per cent of these children who scored that high became appreciably lower.
- (4) The correlation between spelling difficulty and reading difficulty in our study was fairly consistent. About 75% of the children who are poor in spelling are also poor in reading.
- (5) Many avenues of approach to the contemplated spelling investigation for 1937-38 are opened by the survey of the test results.
- (6) Certain detailed studies of the test papers requiring the facilities of a research staff have been undertaken by Dr J G Fowlkes of the University of Wisconsin.
- b. Building studies in spelling
 - (1) Miss Pratt and Miss Axtell directed studies of spelling within their own buildings.
 - (2) Miss Reichert with members of the Longfellow staff undertook a follow-up program with a number of children of low I.Q. whose test results showed severe spelling difficulty. Certain generalizations gained from that study will be available in organizing the spelling investigation of 1937-38.
- c. Informal investigation of spelling problems was undertaken by a small group of teachers in grades three to six. Their experiences and opinions will help to delineate the wider investigation. The following teachers voluntarily undertook this investigation:
 - Sixth Grade - Margaret Bonn, Verna Hahn, Ruth LaBerge, Zelma Nielson
 - Fifth Grade - Ann Adams, Hattie Boetcker, Mable Day, Dorothy Mundt
 - Fourth Grade - Dorothy Chapman, Georgia Robb
 - Third Grade - Dorothy Greenleaf, Helen Kurtz
- 4. Sixth grade Metropolitan Intermediate Achievement Tests, Form A, Partial (Revised)
 - a. A survey was made by the curriculum department as to the results of these tests administered through the guidance department for the purpose of planning junior high school organization.

- b. The Madison median exceeded the standard median on all parts of the test as shown below:

	<u>Average Reading</u>	<u>Average Arithmetic</u>	<u>Average English</u>	<u>Average Spelling</u>
Standard Median	6.8	6.8	6.8	6.8
Madison Median	6.9	6.9	7.2	6.9

- c. The range of scores and the percentage distribution over this range shows a favorable trend upon comparison of the 1937 scores with those of 1936.

	<u>Average Reading</u>		<u>Average Arithmetic</u>		<u>Average English</u>		<u>Average Spelling</u>	
	1935	1936	1935	1936	1935	1936	1935	1936
8.0 & above	13%	15%	9%	13%	15%	24%	11%	12%
7.0 - 7.9	33%	32%	32%	37%	33%	33%	27%	37%
6.0 - 6.9	33%	34%	35%	33%	38%	32%	31%	37%
5.0 - 5.9	16%	15%	19%	14%	10%	8%	22%	11%
Below 5.0	5%	4%	5%	3%	4%	3%	9%	3%

III. Definite Program for the Year Ahead, 1937-38

- A. The planning and production of new or reorganized programs in various fields
 1. Assisting principals and teachers with the installation of the elementary science program
 2. The revision of the 1926 course of study in arithmetic as well as the experimental outline of 1936-37 in line with the official adoption of the Master Key Arithmetic Series.
 3. Continued assistance with the installation of the reading readiness program and related problems.
 4. Extension of the spelling investigation into a general investigation concerning the elementary staff as a whole.
 5. Such assistance in the junior high school curriculum program as is requested by principals and chairmen of the curriculum study groups.
- B. The discovery and correction of deficiencies in the instructional program
 1. Continuing the established program of testing in reading as well as the remedial reading studies.
 2. Returning to the scaling of handwriting.
 3. Obtaining an accurate check on accuracy in arithmetic fundamentals by the use of the Los Angeles Arithmetic Test and careful problem-by-problem comparison with each grade's results on the same test when given in 1934.
 - a. As a check upon the stepped-up grade placement
 - b. As a definite measure of our status at the beginning of the use of the Master Key Arithmetic Series.

IV. Request

The services of a full-time secretary would be very valuable to the curriculum department provided that secretary were as competent as the present incumbent to handle the wide variety of duties which the work involves.

Submitted by

JANET M MILLAR

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

**DEPARTMENT OF CHILD GUIDANCE
AND SPECIAL EDUCATION**

**Presented to the Board of Education
by the Supervisor
PAULINE B CAMP
June 1937**

A summary of the functions of the Guidance Department is included in the Annual Report of the Superintendent of Schools, published September, 1937. There is also included a report of a special study and demonstration of coordination of children's services.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
SCHOOL FOR THE DEAF

Looking back over the last two years we can see distinct evidence of gain. This is shown in more extensive use of speech and in ability to understand the speech of others. At times we even have to tell our pupils to "stop talking for a while". While there is still much room for improvement, it is a satisfaction to note that the pupils speak more normally and fluently. This is partly due to the use of hearing aids. We have four of these amplifiers of sound and they give to some of our pupils their only experience of sound.

Out of an enrolment of 22, five pupils attend high school, part of the time. These deaf boys and girls have kept up to grade very well--as many A's are written on their report cards. One boy after 7 years in our school left to attend 7th grade in his own city. We hear that he leads his class.

These things only show how valuable and important it is to a deaf child to have constant association with hearing children. As long as the deaf can mingle with normal people they will be independent. At Doty School the deaf pupils are made to feel that they belong. The teachers have been very cooperative.

This year both intelligence and audiometer tests have been given. In several cases the audiograms indicate an improvement in hearing since last fall.

With one exception, the pupils have had a tuberculin test. The work of the nurse in getting teeth, tonsils and ears tested and treated, if necessary, has been excellent. Four of our pupils have been examined at the State Hospital. This was to determine if anything could be done to improve the hearing.

Next year when we have a fourth teacher we shall be able to do better work because of better classification. Continued emphasis will be put upon the understanding of both spoken and written language. Two new beginners from Madison are entering in September, besides some children for lip reading and speech correction from the public schools.

The most pressing need is someone to be responsible for our children who take lunch and remain at school during the noon hour. The noon duty is a good deal of a strain for a teacher who must be again on duty in the afternoon without any rest. We plan to see if arrangements can be made with a WPA worker.

Our thanks are due Doty School teachers for cooperation, to Miss Rains for library guidance, to Miss Good the nurse, to Miss Gentner who teaches art and Miss Biddick and Mr Rall for physical education.

Submitted by

MARCIA HEATH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Six years of educational activity have passed in the school department of the Wisconsin Orthopedic Hospital. School opened September 8 and closed June 25, making a total of 186 days. The enrolment this year was 174 boys, 130 girls (original enrolments), 75 returns--making the total enrolment for the year 379 children, an increase of 13 over last year. This enrolment was distributed as follows--

Grade 1	-	39	children	
Grade 2	-	26	"	
Grade 3	-	18	"	
Grade 4	-	31	"	
Grade 5	-	26	"	
Grade 6	-	24	"	
Grade 7	-	28	"	
Grade 8	-	25	"	
Grade 9	-	16	"	
Grade 10	-	15	"	
Grade 11	-	14	"	
Grade 12	-	5	"	
Specials	-	<u>37</u>	"	
Total		304	"	
Returns	-	<u>75</u>	"	
Grand Total		379	"	

Among the "returns" are some who came back once, others twice, others thrice. For most of these children it meant that this was the only school they attended this year. Often, when possible, they carried on their work at home and continued upon their return to this school. The "specials" include those older children who have left school in the grades and have not returned to school, but are either attending a Vocational School, working on the farm or in the city, or at home. These pupils are given current events, civics, art, or whatever they are interested in. The average length of stay per child in the school department this year was 35.6 days, the enrolment averaged 65 per week, and the average daily class size per teacher was 19 pupils. This is too many, and when the number grows children are taught on alternate days and given a larger unit to work on. The senior high school department is growing each year--the first year there were 7 pupils in this department, this year there were 50 enrolled. We were fortunate to have a part-time teacher of the sciences for these pupils. The elementary division, especially beginners, is always heavy. A part-time assistant in that division would help considerably as these children need more time and attention in order to get a good start in school life. Many of the special students need guidance and encouragement--time is needed for that. Thus help in the elementary department would relieve the principal for more guidance work. Several of these students of outstanding ability have been encouraged to return to school after being physically rehabilitated. Through the cooperation of the Department for Crippled Children, arrangements have been made for transportation of children who heretofore had to remain at home each winter; arrangements for attending high school have also been made through this department. This is a

growing institution; an increase of over 50% is noted over the first year's enrolment. This year's children came from 173 different cities, towns, villages, and rural districts--from one-room schools, from public elementary, Orthopedic Day schools, high schools, and parochial schools, vocational schools, rural normal schools, laboratory schools of State Teachers Colleges, Sparta State School, and State Industrial Schools. 43% had not been enrolled in any school this year before entering here. Ages ranged from 6 to 21 years and grades from 1 to 12 and specials. There is a constant change in enrolment as this is a hospital for acute cases--as soon as the child can be transferred to his home or to an Orthopedic day school, he is discharged. The longest stay this year was 163 days and the shortest 1 day.

Of the 63 children remaining at the close of school, 53 were promoted--some by their own schools--7 special students showed new interest and progress, and 3 failed of promotion due to loss of time caused by illness, handicap, or loss of school days before entering here.

Three full-time teachers and one part-time teacher carried out the school program. Mrs Helen Dancey, the part-time teacher, instructed the high school pupils in the sciences, taught 5th and 6th grades when enrolment demanded, and did special work when necessary. We were fortunate to have her equipped for such varied work.

The program coordinates with the hospital schedule. Classroom work up to the 8th grade is carried on from 9:00 to 11:30 in the morning and bedside teaching from 2:00 to 4:00 in the afternoon. The high school pupils receive bedside instruction in the morning and classroom instruction in the afternoon. Thus, when there is no isolation, classrooms are used all day and bedside teaching is going on all day.

The school department is equipped with a moving picture machine, a slide projector, and a selected picture library. These are of great value in visualizing to these handicapped children what they cannot go to see or experience. Plans are laid to have more visual work next year. A pamphlet library has been organized this year. This is especially valuable to the rural boys and girls for soil study, production, marketing, conservation, household arts, etc. We are indebted to the University Extension Department, the 4H Club Department, and the Agriculture Short Course for much of this material. School life is further enriched by art and music--harmonica bands, primary orchestra, chorus work, magazines, subscriptions to which are provided by the hospital and friends, sandtable projects, radio programs, holiday programs, Girl Scout work, drives to interesting points in the city, and hobbies are encouraged. The classroom received a gift of a radio from friends. The Bed-Sheet is a bi-monthly paper issued by the children. Art contests are carried on for the cover. Newspaper exchanges are made with many schools and hospitals in the United States. Window decorations, appropriate to the season, are made by the children to decorate their wards. All activities in the hospital aim to develop the child physically, mentally, socially, and spiritually.

At the age of sixteen or a high school graduate, the child is registered with the Rehabilitation Division for further training. Records from this school are accepted by all schools, public and parochial, so that children coming from or going to these schools lose little school time when physically able to attend. Close relationship exists between the ten Orthopedic day schools and the hospital. About 17% of the children enrolled here this year came from or went to these Orthopedic schools. Many children are returning who have been here at sometime--they are improving physically and have led a normal school life so that their

progress is evident and they are very happy. We boast of alumni now.

Plans for 1937-38

Much depends upon the enrolment, disabilities of the children, and length of stay. The program will be made to harmonize with the hospital program.

If enrolment permits, plans will be formed for a part-time high school instructor and a part-time beginning teacher.

More visual work will be carried on, as the value thereof has been constantly demonstrated by the children.

More guidance and work with the older children will be done if enrolment permits.

More group work along exhibit and program activities will be planned--exhibits by the children, for the children, in order to give them opportunity to show their abilities and skills. There is much satisfaction to a handicapped child to be able to show in what he excels.

As new situations arise, new plans must be made to fit the child and his condition. This makes the work interesting and challenging.

Appreciation

The school department is grateful to the many friends who have given books, magazines, and material for holidays; to Dr Buerki and the business office of the hospital; to Mr Bardwell and his office staff; to the Mothers' Club of the First Congregational Church; to the University Extension Department for material; to the W.E.A. for books; to the Child Welfare Department of the Madison Woman's Club for books and subscriptions to five magazines for children; to the Visual Department of the University; to the Monday Study Club for a radio for the classroom; and to those within the hospital for their cooperation to make the year a happy one for the children and the teachers.

Submitted by

CHARLOTTE KOEN

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

RECREATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
HARRY C. THOMPSON
August 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For Period June 1, 1936 to June 1, 1937
RECREATION DEPARTMENT

A bird's-eye view of the field of recreation in Madison finds during the past year's activities an increase in enthusiastic participation. The improved facilities, such as, tennis courts, picnic areas, additional playgrounds and equipment, and soft ball areas made available by the Madison Park Commission, have helped tremendously. The continued interest in the young folks dances at East High each weekend is added proof that more evening activities are needed for the youth of the city. The recreation band has filled in the gap to a great extent in music for those who have graduated from high school and still wish to continue their music. In general, Madison is recreation-minded. The past summer program of nine-weeks' period is an example of increased participation, when 278,427 individuals took part as compared with 227,217 in 1935. There was also an increase in adult basketball, with 48 teams registered for the 1936-37 season as compared with 40 registered for the 1935-36 program. During the past winter hockey was played enthusiastically for the first time, with 41 games being run off in the city of Madison. The winter attendance of the young folks' dances, which ranged between 500 and 600, and the summer attendance between 300 and 400, was ample proof that this was a much needed activity.

The plans for the department for the coming period are to carry on the regular program as in the past and to give any additional services possible within the limitations of the budget.

Needs in the field of recreation cover a large territory. We will mention just a few of the most urgent needs of the city of Madison.

First, one which Madison citizens must consider immediately, if they wish to protect the lives of their children; that is, coasting hills. Whether we want them to or not, the children will slide in the streets if coasting hills are not provided.

Second, that each playground be equipped with a shelter house which would include drinking and toilet facilities as well as a craft room.

Third, changing of the Board of Education rule, which does not allow a program of activities to be put on during the week nights for high school age young folks by the recreation department.

Fourth, a budget so that a social center program may be carried on in the East, Central and West districts.

Fifth, a baseball diamond be made available some place on the West side of the city for those interested in the national pastime. At the present time there is not a hard ball diamond available West of the Capital Square.

PROGRAM

In that the report covers the period from June 1 to June 1, we have many carry-over activities which work into the summer playground program. For instance, the soft ball leagues open their season during the latter part of April, and tennis is played as soon as the courts are available in the spring. The nine weeks' program which began June 15 found eleven full-time playgrounds and two junior playgrounds opened, as well as six swimming beaches and four handcraft centers. Craft instruction was also given to members of the Capital Times Kid-die Camp. The general program, which takes in dramatics, music, sand play, swimming, crafts and games, as well as special programs, filled the nine weeks' period.

The department cooperated with the Centennial Committee and took charge of the youth program each day from Saturday, June 27, to Sunday, July 5, with a general program of stunts, playground pageants, hobby parades, shows, tennis tournaments, ward soft ball tournaments, swimming meets, track and field meets, and the highlight—the lantern parade.

The special amateur night programs, which were followed by movies, especially the talking pictures which were tried out the last of the season, were well received. The amateur program at the close of the season, with 2500 attending, was a huge success, as was the third annual state swimming and tennis meet run off in conjunction with the State Recreation Association.

The fall activities found touch football and regular football the main activities, with keep-fit classes, basketball leagues opening up during the month of October. Nine keep-fit classes were held per week, with five for women and four for men. Basketball leagues took up six gymnasiums per week, this being an increase of eight teams over the number entered last year.

The attendance of the recreation band, which rehearsed one night per week, was between 35 and 50, while the young folks' dance held each Saturday night was between 500 and 600 during the winter period and 300 and 400 during the summer session.

The department was called on to assist in indoor programs and took charge of various mixers and social programs during the winter months. During the summer period more than 100 different picnic groups were taken care of by the department. The game of table tennis continues to be interesting to many and found 20 men competing for the third annual title.

The Junior Optimist Program was again carried on in the schools in conjunction with the recreation department. The department also cooperated with the Wisconsin State Journal in promoting the Soap Box Derby, which has become an annual event, and the Capital Times in their annual marble tournament.

One of the new activities which the department has helped sponsor with the aid of N.Y.A. and W.P.A. is the Shut-in program for the city in which visits are made by N.Y.A. and W.P.A. workers to the shut-ins, with programs, crafts, games and reading. This program was worked out in cooperation with the Dane County Association for the Disabled.

In closing I wish to thank all members of the Joint Recreation Committee, Board of Education, and all citizens who have helped in the field of recreational activities during the past year.

Submitted by
HARRY C THOMPSON

Attendance report for playground and recreation centers
NINE WEEKS--June 15 - August 15, 1936

SEASON REPORT

CENTER	SENIOR					JUNIOR		SPECTATORS	TOTAL
	PLAYGROUNDS					PLAYGROUNDS			
	BOYS	GIRLS	MEN	WOMEN	TOTAL	BOYS	GIRLS		
Barry	3544	4996	1414	1232	11186			4592	15778
Brittingham	3330	2866	1800	1013	9009			8864	17873
Burrows	4264	3852	3072	368	11556			4693	16249
Dudgeon						673	990	18	1681
East	6486	2652	1196	1041	11375			1645	13020
Eken Plat	2865	2344	329	252	5790			1277	7067
Franklin	4767	3624	589	321	9301			771	10072
Lowell	3301	3289	186	108	6884			330	7214
Marquette	4984	3649	2294	1098	12025			1828	13853
Randall						268	1158	107	1533
Tenney	5949	3629	4742	1909	16229			7115	23344
Vilas	5111	2677	3992	662	12442			6059	18501
Wirth Court	2725	1998	342	150	5215			1710	6925
TOTAL	47326	35576	19956	8154	111012	941	2148	39009	153110

SWIMMING

Brittingham	2600	2134	701	605	6040			723	6763
Lakeland	4256	4213	523	517	9509			3472	12981
South Shore	1136	863	219	281	2499			284	2783
Tenney	8752	7163	4414	3490	23819			10951	34770
Vilas	1003	1082		66	2151			6140	8291
Willows	1841	1885	114	214	4054			23357	27411
TOTAL	19588	17340	5971	5173	48072			44927	92999

Total senior playground participants	111012
Total junior playground participants	3089
Total swimming participants	48072
Total spectators	83936
Handcraft: Hawthorne Annex	3060
Marquette	2036
Randall	2618
Washington	1811
Movies	9705
Fourth of July Program	400
Lantern Parade	4000
Picnic and Band Concert	750
Stunt Programs	1200
Swimming Meet	600
Track and Field Meet	400
Radio Track & Field Meet	300
City Championship Swimming Meet	138
Field Day	400
Amateur Program	2500
Kiddie Camp (8 weeks)	2400
TOTAL ATTENDANCE AT CENTERS FOR 9 WEEKS	278427

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

ART DEPARTMENT

Presented to the Board of Education
by the Supervisor
LUCY IRENE SUCK
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
ART DEPARTMENT

I. General Improvement of the Past Several Years

The citizens of Madison have always appreciated the cultural and practical advantages of art in the school curriculum. As far back as 1892 an art supervisor, who directed the grade teachers in the teaching of the subject, was added to the staff of the Madison Public Schools. But she and those who followed her were considered teachers of a "special" subject which was taught perhaps once a week in the grade schools. In the high school art was offered to a very small group of children until 1913 when two full-time teachers made it possible to increase classes to accommodate the numbers electing the work. With the development of broader ideas in education, which introduced a more varied and interesting curriculum, and the building of larger and better equipped schools, art has become a necessary part of every school program. Children turn naturally to clay, paint, crayons, chalk, etc., to express their ideas and satisfy the creative urge. This they can do more freely and effectively in the art workshop than in their own classroom. They also need the guidance of a trained teacher whose vision is broad and who has had the opportunity herself to work creatively in various art media. So the department has grown to fit these needs and the teachers now number nineteen with half of them giving their time to the elementary and half to the high schools. Through their efforts large classes of children are guided toward a richer school, home, and adult life.

II. Items of Achievement the Past Year

- A. Members of the department have contributed to curriculum study. Those teaching in the elementary schools have outlined art suggestions which will be helpful in the units of social studies. Those teaching in the secondary schools have reevaluated the present course of study and made suggestions for its improvement to the committee on Fine and Applied Arts appointed by Superintendent Bardwell.
- B. Conscious effort has been made to beautify the walls and windows of school buildings through
 - 1. Murals designed and executed by art classes of Central Senior High for the literature and music rooms of the school...Plans for a mural to be placed in the library of East Junior High were made in that school...Decorative panels painted by children in the West Junior and Senior art classes for the Junior High science and English rooms.
 - 2. Placing of several interesting and colorful paintings done by artists on the Federal WPA Art Project.
 - 3. Relocating pictures in buildings decorated recently where they will be meaningful to children.
 - 4. Hanging attractive curtains in school offices and rest rooms which were hand woven by a Federal WPA worker.
 - 5. Encouraging an art metal worker on the Federal Art WPA Project in creating well designed and executed trophies for the Health Education Department.

- C. In addition to the poster events listed below posters were made in all schools to advertise school events.

"Safety" sponsored by Rock River Valley Safety Council
(19 prizes won by our children out of 24 awarded)

"Safety on Highway" sponsored by United Commercial Travelers
(9 prizes won by our children)

"Summer Round-Up" sponsored by Parent-Teacher Association Council
(13 places won by our children out of 16 awarded)

"Better Homes and Gardens" sponsored for the eighth year by
East Side Business Men's Association
(25 prizes won by children of East Side schools)

"Helen Farnsworth Mears' Contest" sponsored by Wisconsin Federation
of Woman's Clubs
(District prize won for the fifth time)

"Elks State Convention" sponsored by Madison Elks Club
(1 out of 3 won by West High School boy)

- D. Stage sets and backgrounds were painted for unit plays and operettas in the elementary schools and for dramatic events in the high schools.
E. Exchange of children's art work and craft work between schools. Exhibiting for knowledge and appreciation "Graphic Arts" and "Finger Paintings" by adult artists.

III. Plans for Next Year

The tentative outlines on art suggestions for the units of social studies will be placed in the hands of all elementary teachers to use, check, and revise into an organized series of units for each grade.

Continued work on the detailed art course for the secondary school.

Exchange of teachers between schools to demonstrate certain techniques to children and bring each one's special talent to children throughout the city.

The addition of a cadet art teacher to aid in the above plan.

IV. Most Pressing Needs

A craft room at Central Junior High. Children at this level are much interested in craft work. They are able to satisfy this interest at East and West where they work in well equipped workshops, whereas at Central only senior craft classes may use the small workshop which has to be shared with the Vocational School.

An art workshop at Lincoln School. Little or no craft work may be done here because all art work is done in the regular classroom where art expression must necessarily be limited.

Submitted by

LUCY IRENE BUCK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HEALTH EDUCATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
FANNIE M STEVE
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
HEALTH EDUCATION DEPARTMENT

I. Introduction of tennis instruction and practice in all high schools.

More work on skills--for postural improvement as well as for improvement in games and sports.

A better program of physical education in some elementary schools, the taking over of all the follow-up work by one classroom teacher.

Reducing to a marked degree the prevalence of ringworm (athlete's foot).

Securing a greater interest in personal health through special work in health instruction and awarding "points" for dental certificates.

Introduction of instruction in social dancing in the regular junior high school program.

Through attractive activities greatly increased the number of boys and girls in intramural sports.

With the cooperation of the University of Wisconsin, established a system of practice teaching. This helped the members of the department as well as the students who did the practice teaching.

Through the use of educational films, quiet games, plays, etc. helped keep youngsters off the streets during the noon hour.

Made greater use of the tennis courts by playing other games on them when they were not being used for tennis.

Began what results in an annual testing of vision and hearing in the elementary and junior high grades.

II. High Schools--

A program of self-testing activities was introduced. These skills were selected from a list compiled by a committee selected by the National Physical Education Association. In making the selection the following points were considered:

1. The skill should be one that would contribute to good posture.
2. The skill should be one that the pupil could practice by himself.

An "athletics for all" program for boys was put into practice. This was very successful, particularly at West High School where excuses from gym and sports have been quite prevalent.

Golf instruction to all girls who were eager to learn.

Began work on "Shuffle Board" which can be played on the tennis courts.

Used films and slides in teaching skills leading to the major sports---i.e., Basket ball, football, baseball as well as track, tennis and golf.

Through cooperation of Dr Domogolla, many severe and long standing cases of ringworm were cleared up and all sources of infection removed.

Responding to a request from Mr Cox of the New York State Health and Physical Education Association, a questionnaire was filled out by all boys in junior and senior high schools. This questionnaire was concerning their interest in activities, both in school and in leisure time. The result of the above is attached.

Secured a trifle more thorough physical examination of boys and girls who were playing the more strenuous games.

III. Elementary---

Introduction of simple self-testing skills in all grades.

Special study by the whole staff of games, rhythms and the physical activities particularly suited to each grade.

Play periods every Saturday morning in all gymnasiums in elementary schools. Programs consisted of supervised free play, scheduled games and classes in tap dancing.

Had a general Play Day for all girls in grades five and six in which 738 girls took part. The girls were in fourteen large groups and played with, instead of against, each other. An amplifying system was used for directing the games. The plan was very successful and the girls were very enthusiastic participants.

In connection with a national committee a survey was made, the object of which was to determine, in so far as possible, what games elementary boys and girls like to play, what type of dancing appeals to each age level and how many of the games, dances, stunts, etc. the children really learn and remember. The attached report shows the result of the incomplete survey.

IV. More work in skills and self-testing activities

Continued efforts to give all elementary boys and girls an opportunity to improve in health and physical efficiency.

Enlarge the programs in the high schools by adding more activities for the larger groups of students.

V. Most pressing needs---

1. A thorough physical examination for all pupils. This to be made annually.
2. A better grouping of pupils in high schools so that a graded program of physical education may be carried on. Combining two grades in one class is not conducive to good work because the classes are too large and also there is too great a discrepancy in abilities.

If adequate physical examinations could be given, then a physical education or health program could be planned for the individual pupil, if the academic program permitted.

3. A physical education program for all grades in West High School.
4. Credit given for work done in physical education.
5. Better facilities for play in the elementary schools.
6. A teacher in each elementary building who would be interested in carrying on the outlined health and physical education work.

Submitted by

FANNIE M STEVE

10TH, 11TH & 12TH GRADES

<u>GAME</u>	<u>PARTICIPATION</u>	<u>LIKE</u>	<u>DISLIKE</u>	<u>OUTSIDE PARTICIPATION</u>	<u>WOULD LIKE TO HAVE</u>
Touchball	619	518	37	320	71
Basket Ball	529	525	35	263	87
Volley Ball	274	439	87	99	66
Boxing.	270	295	129	110	80
Hand Ball	175	185	188	46	41
Apparatus	279	288	93	41	38
Gymnasium Games	387	354	131	57	38
Calisthenics.	394	306	133	39	22
Swimming.	357	436	26	259	213
Squash.	56	97	208	38	33
Wrestling	277	294	105	145	73
Football.	402	461	18	293	78
Tennis.	411	407	53	192	55
Golf.	170	253	113	120	56
Track	350	363	48	115	64
Diamond Ball.	452	357	139	200	57
Speed Ball.	158	213	122	59	43
Soccer.	379	385	71	101	70

Enjoy Physical Education 507
 Do Not Enjoy Physical Education. . . 24
 Indifferent. 18
 No Answer. 28

7TH, 8TH & 9TH GRADES

<u>GAME</u>	<u>PARTICIPATION</u>	<u>LIKE</u>	<u>DISLIKE</u>	<u>OUTSIDE PARTICIPATION</u>	<u>WOULD LIKE TO HAVE</u>
Touchball	1041	701	68	773	24
Basket Ball	1018	673	45	551	41
Volley Ball	859	518	159	270	59
Boxing.	735	416	262	286	45
Hand Ball	208	110	173	89	115
Apparatus	702	436	184	238	71
Gymnasium Games	944	589	119	304	31
Calisthenics.	737	470	280	264	34
Swimming.	674	566	58	580	228
Squash.	57	52	164	118	89
Wrestling	671	437	186	392	61
Football.	647	544	53	599	89
Tennis.	785	480	105	460	76
Golf.	270	245	132	261	79
Track	780	488	128	410	51
Diamond Ball.	893	580	80	531	60
Speed Ball.	205	127	125	142	81
Soccer.	698	477	103	412	95

Enjoy Physical Education 968
 Do Not Enjoy Physical Education. . . 23

The following are the results of a survey made in the elementary grades. The survey is part of a national research project and while it is incomplete, because of lack of time to devote to it, I am sure you will be interested in it.

In the beginning the committee decided that standards should be set up. The following was agreed upon--

- (a) First grade children should know and be able to play ten to twelve singing games and ten to twelve other games.
- (b) Second grade--twelve to fifteen singing games and dances and twelve to fifteen others.
- (c) Third and fourth grades--eighteen to twenty singing games and dances and eighteen to twenty others.
- (d) Fifth and sixth grades--twenty to twenty-five singing games and dances and twenty to twenty-five others.

This standard perhaps is rather high but note the results in our own schools--

<u>SCHOOL</u>	<u>GRADE 1</u>	<u>GRADE 2</u>	<u>GRADES 3 & 4</u>	<u>GRADES 5 & 6</u>
DOFF				
Singing games & dances	12	24	23	21
Games.	13	14	25	25
DRAPER				
Singing games & dances	7	9	11	10
Games.	6	7	12	7
DUDGEON				
Singing games & dances	12	15	13	12
Games.	9	13	11	12
EMERSON			<u>Grade 3</u>	<u>Grade 4</u>
Singing games & dances	18	20	18	16
Games.	15	27	32	20
FRANKLIN				
Singing games & dances	10	12	15	14
Games.	9	13	12	15
HARVEY				
Singing games & dances	23	31	10	10
Games.	18	33	16	18
HAWTHORNE				
Singing games & dances	9	12	10	5
Games.	11	13	9	6
LAPHAM				
Singing games & dances	23	22	10	12
Games.	12	31	15	17
LINCOLN				
Singing games & dances	15	10	15	10
Games.	12	16	15	13
LONGFELLOW *				
Singing games & dances	15	14	21	18
Games.	12	13	18	18

* Upper grade work done by one teacher.

<u>SCHOOL</u>	<u>GRADE 1</u>	<u>GRADE 2</u>	<u>GRADES 3 & 4</u>	<u>GRADES 5 & 6</u>
LOWELL **				
Singing games & dances . . .	23	19	20	25
Games.	22	22	39	45
MARQUETTE			<u>Grades 2 & 3</u>	<u>Grade 3</u> <u>Grade 4</u> <u>Grade 5</u>
Singing games & dances . . .	12	7	10	10 5 5
Games.	13	8	10	10 8 10
NAKOMA				
Singing games & dances . . .	These grades were used in practice			16
Games.	teaching.			21
RANDALL **				
Singing games & dances . . .	15	18	13	14
Games.	10	12	20	25
WASHINGTON				
Singing games & dances . . .	10	4	18	21
Games.	10	6	20	18

** Work done by a regular physical education teacher.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
DEPARTMENT OF DENTAL HYGIENE

The Oral Hygiene Program, as tried out in the Madison public and parochial schools this year, has been very gratifying in most of its aspects. The principals of these schools have helped this program immeasurably by accepting it whole-heartedly, and by being kind enough to arrange with their teachers for time to be taken for the dental hygiene talks. The parochial schools, with no exception, were pleased with the results and expressed a desire for more service if it were able to be given. The children themselves, on the second visit, were attentive, friendly, and responsive. They showed plainly that they had been reached, and had been impressed. Inasmuch as this program was merely at its beginning, it necessarily had to progress slowly. I believe the follow-up work on such a program is invaluable, but as the first visits to the schools were not completed until March, I was unable to do as much in that way as I would have liked to do.

A call was made on the principal of every public grade school and the Sister Superior of each parochial grade school to become acquainted, and to explain the object of the dental hygiene educational program. In several instances, arrangements were made for definite dates on which talks were to be given in the school. Every principal seemed cooperative and receptive. Special help was given by Miss Clock, principal of Dudgeon and Draper Schools, in her suggestions, cooperation, and willingness to allow new projects to be tried out in her schools.

A thirty minute talk was given to each room in each public and parochial grade school. In every instance this talk included a demonstration of proper tooth brush technique, care of the tooth brush, and how to keep the teeth clean if no tooth brush or tooth paste was available.

At this same time, also, graded talks were given to each room. The kindergarten, first and second grades were told stories illustrating the value of oral hygiene. The third and fourth grades were given a chalk talk on proper diet. The fifth and sixth grades were given a chalk talk on tooth structure and the cause and effect of dental decay. In the schools having seventh and eighth grades, a talk on general hygiene, stressing oral hygiene, was added to the chalk talk given to the fifth and sixth grades. All of these talks were very well received by the children. The attitude of the teacher, however, made a very great deal of difference in the amount of material retained. Those teachers who had a little quiz on the talk, or who had the children report on the material in some way, such as writing an essay, or writing it up in a diary or composition book, helped in no small way with the success of the first talk.

A second thirty minute visit was given each public grade school. Lowell and Randall Schools were visited during the last two weeks of the school year, and because of an upset schedule, some rooms were missed. The second visit was a follow up to see what had been retained of the first talk, and to stress the fact that adequate home care, proper diet, and visiting the dentist at frequent intervals is necessary in order to preserve the teeth. Individual examinations were made to check on the general oral cleanliness of the children. Several children volunteered the information that they had begun to use the tooth brush

just since I had talked to them the first time. In each of these instances, the oral home care had been very good.

On the second visit, the effect of the room teacher's attitude toward oral hygiene upon the children was most noticeable. I was able to know the enthusiastic teacher even before I had talked to her by the responsiveness of the children and the standard of oral cleanliness in the room. In those rooms where the teacher herself had talked about keeping teeth clean and where a periodic or daily examination had been given, the oral cleanliness, the responsiveness, and the general cooperation was excellent. Because I have seen such a marked correlation between the teacher's help and the result of cleanliness in her room, I feel that great benefit could be gained by taking more time to present teaching material to the room teachers and having each one carry on between talks. I am sure that by presenting oral hygiene material through the teacher more often than I could talk to them myself, that these children will benefit most. I also suggest that each teacher spend the five minutes per day necessary to inspect the children's teeth for cleanliness. If a child is persistently unclean, he may be referred as a special case, but usually no child will come to school more than three or four days in succession with an unclean mouth if he is making himself unpleasantly conspicuous by doing so. As far as I can see, no child needs to have unclean teeth unless he wants them. Every room in every grade school has been told how to have clean teeth whether or not they are able to afford a tooth brush and tooth paste or powder. I hope that next year funds will be available so that the necessary teaching material may be bought and presented to each room teacher.

Those rooms of lower mental standard showed less benefit from the first talk. The second individual talk and examination seemed to make more impression on them, so I believe that if this class is to be reached it will necessitate constant teacher contact.

In reply to a letter I had written to him, Dr Lon W Morey, Supervisor of the Bureau of Public Relations of the American Dental Association, recommended the film, "Care of the Teeth" for the fifth to twelfth grades, and the slides, "Johnny Don't Care's Teeth" for the first four grades.

The film, "Care of the Teeth" was shown to the fifth and sixth grades at Dudgeon School in October to check the reaction of the children. It was very well received by this group. They are above average intelligence and were alert and interested.

The slides, "Johnny Don't Care's Teeth", were also given as an experiment to grades one through three at Draper School, and it was found to be a little too formal for the little ones, and too short for the older children. However, the slides, on the recommendation of Dr Morey, were simply shown without any narration. I believe that if a story were built up to fit the pictures, it would be more successful and equally interesting to both age groups.

Later, through Mrs Steve, Supervisor of Health Education, the film, "Care of the Teeth", was shown to East, West, and Central High Schools. She reported that it was a well chosen film for that age group, and that there was a very satisfactory reaction to it. At this same time, I made arrangements to show this film to the fifth, sixth, seventh, and eighth grades at Franklin and Nakoma Schools.

A talk was given to the Parent-Teachers Association group at Franklin School and at the Lapham School.

The Wisconsin State Dental Convention in Milwaukee, which was held April 19th to 22nd, was attended. Two Dental Hygienist Clinics were particularly interesting and valuable. One was a puppet show written and produced by the seventh grade of a Milwaukee School, and a demonstration of the talks given by hygienists in the Milwaukee Schools to the sixth, seventh, and eighth grades. The other was a demonstration of the methods of teaching the grades from kindergarten through the second as used by Miss Betty Brown, Dental Hygienist in the Wauwatosa Schools, and the lectures and films shown to Milwaukee School children from the third to sixth grades.

These demonstrations were very interesting to me because of the fact that it was surprising how much they used slides and films in their work. They explained that they found it impractical to spend that amount of time with as small groups as are usually found in one class, but by showing films several classes may be given a lecture at the same time.

Miss Joelle Long, Editor of "The Better Teeth News", invited the Madison boys and girls to contribute to their monthly paper. She promised to send a copy of the paper for the rest of the school year to the school making a contribution. Through Miss Clock's cooperation, the fifth and sixth grades of Dudgeon and Draper Schools were asked to make contributions. One from each room was accepted, and a copy of the paper sent to each school each month. This paper is made up from contributions sent in by the public school children. They send poems, stories, pictures, and editorials, illustrating some phase of health care, but most stress is laid on oral hygiene. The response to and interest in this project was so fine that I believe it could be used to great advantage in Madison Schools to keep up interest and to unify all the schools in a competitive project.

Some general suggestions for next year are:

1. To take more time to give teaching material to teachers so that they may help to keep a closer contact than would otherwise be possible.
2. Have each room teacher give daily inspection for clean teeth.
3. That some more material may be bought so that charts, posters, or seat work for the primary grades could be used in each school.
4. That uniforms may be obtained for use next year. It has been unfortunate that this year uniforms were not used, as they are definitely distinctive to the child, and would have served to impress him more.

Monday, Tuesday, Wednesday, and Thursday mornings from December through June were spent in the Dental Clinic at the Board of Health. The accompanying sheet is a summary of the work done there during these months.

I would like to recommend that old magazines or books be donated to the dental clinic waiting room. Dr Hilgert brought some magazines several times this year, and it helped a great deal to keep the children quiet and amused.

It is regrettable that all the appointments have to be made for nine o'clock in the morning and that some of the children have to wait at the clinic most of the morning before they are seen by the dentist, but in former years other methods have been tried with no success so this seems the only way to handle the situation.

Unless a child who has broken an appointment calls the clinic and gives an adequate reason for his absence, I feel that he should be automatically dropped from

clinic. There are too many children who need this service and who are eager to have it to spend the extra time necessary to check up on broken appointments and recall these people.

The Board of Health plans that if funds are available to maintain it, a new clinic will be opened in a West Side school next year. There is a clinic at Lowell School on the East Side, and at the Board of Health building in the Central district. At present the central clinic has a heavy load with its own central schools, and so many children from the larger West Side schools who need its service. A new clinic would relieve this burden, and better service could be given to both groups. In this case, it is planned that a dental assistant be hired to work in the clinic. Supervision of the three clinics will be the dental hygienist's duty.

In general, the educational program for next year concentrates on the children from kindergarten through the fourth or fifth grade. These are the children who will benefit most by preventive dentistry education. They are the ones whose habits are still forming and whose teeth are still able to be saved.

In this last year's survey, some schools have been found to need dental hygiene instruction more than others. More time is to be spent in the schools that need this service most.

The follow up on dental examinations is to be more thoroughly checked. After the first examination is made, it will be the duty of the dental hygienist to see that the parents are informed of the condition, and to try to have each child with defective teeth taken to their own dentist, or if they are eligible for clinic care, to one of the dental clinics.

These plans have been made by Dr D P Wheeler, who has made extensive surveys of the dental hygiene educational methods used in other cities and has taken the best of these for use in the Madison Schools. Dr Wheeler's leadership in this new program is appreciated. With the interest of the Board of Education and the Board of Health, combined, perceptible results should be attained next year.

Submitted by

LUCILLE KIRSCHSTEIN

Central Clinic--Dental Report
December through June

School	No. App'ts	No. Patients	Consultation X-ray	Treatment			Fillings	Prophylactic	Extract	6 yr Molars		Trench Mouth	Pyorrhea	Broken App'ts		Misc. Recon's
				Toothache	Abscess	Post Operative				Temp. O.K.	Fillings	Extract		No Reason	Ill	
Central Junior	134	97	3	33	3		65	3bases	21	18	17	13	26	15		1 scaling
Central Senior	98	82	1	44			69	2bases	20	10	25	12	4	14		
East Junior	60	35	2	19	1		12		25	2	5	2	12	6		
East Senior	20	10	1			1			21			6		1		
West Junior	107	69	4	10	2		62	2bases	14	13	20	11	25	11		
West Senior	84	68		37			56		15	16	22	9	8	9		
Brayton	15	7	1	3			5		9	5	3	4		1		
Doty	30	22	1	14		1	14		20	8	6	6		2		stains
Draper	54	47	5	14	1		15	1base	33	11	12	3		6		
Dudgeon	12	11		2	1		1		16	4				4		
Emerson	19	18	1	6	2		3		17	3	2	1	1	1		
Franklin	107	84	5	38	4		32	1base	66	20	21	10	4	12		
Harvey	17	15	1	5	1		9		7		4	1	4	1		
Hawthorne	5	5		3			1		1		1	1		1		
Lapham	48	24	5	14			17		13	7	2	3		1		
Lincoln	101	83	9	41	3		43		47	25	13	3		15		1 scaling
Longfellow	173	138	12	63	5		59	3bases	87	32	33	23		20		
Long. Oppor.																
Long. Nutr.	3	3		1			1		1		1			2		
Long. Crippled	7	5		7			2		3		2					
Emerson Nutr.																
Lowell	7	6		2			1		5		1	5				
Lowell Nutr.																
Marquette	11	7		3	2		2		14	1	2	1		2		
Nakoma	20	17	1	7			10	1base	7	4	9					
Randall	15	11		6	1		2	1base	13	1	2					
Vocational	65	62	3	24			37	1base	7	3	12	2		10		
Washington	49	34	2	20			33		34	2	3	5		5		
E.S. Eng. Luth.																
Blessed Sacrament	13	10	1	5			4		5	4	4		1			
Holy Redeemer	58	42	3	12	3		32	1base	23	11	26	2	2	2		
St. Bernard	6	6		3			2		2		2	2				
St. James	95	70	7	28			31	3bases	56	22	21	7		7		
St. Joseph	79	74	3	28			31	3bases	17	15	17	12		13		2 scalings
St. Patrick	37	30	1	10			25		10	9	11	1		4		
St. Raphael	77	55	5	8	1		43	2bases	20	12	21	7	12	11		2 scalings
Mothers' Pension	30	24	2	4			16		18	6	11	1		1		
Lakewood																
Doty Deaf																
Emerson Oppor.																
Lowell Oppor.																
Edgewood	10	7		8			6		2		3	1		1		
7th Day Adventist	2	2					4			1	4					
Totals	1668	1280	80	522	30	2	745	24	669	272	340	154	98	1	183	6 scalings 1 stains

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
HOME ECONOMICS DEPARTMENT

Presented to the Board of Education
by the Supervisor
LORETTA M REILLY
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
HOME ECONOMICS DEPARTMENT

Home economics courses are offered to students beginning with the seventh grade and continuing on through the high school. With the exception of the seventh grade where all girls are required to take a year of work, all courses are elective. During the past year the work of the department was done by a staff of thirteen, most of whom hold a Bachelor of Science or Art degrees. During the first and second semesters an average of 1683 pupils were enrolled in parochial, junior, and senior high.

A reciprocal relation between the junior and senior high schools is maintained through the exchange and pooling of ideas at the staff meetings held every month. Within the staff there are committees that work on courses of study for groups of different ages and interests. And with the fields of art, English, speech, dramatics, geography, economics, history, and chemistry teachers indicate correlation.

Parochial classes accommodated

At the Lincoln center seventh and eighth grade parochial children from St. Raphaels, St. Patricks, and Holy Redeemer have been accommodated. The children from St. Bernards and Holy Cross have been accommodated at the East High--Blessed Sacrament go to West High and the St. James and St. Joseph go to the Longfellow.

A monthly financial report

At the end of each month each teacher files a financial report which includes the cost per pupil per lesson of supplies used in the foods classes. There follows the average cost for each of the schools:

Central High0176
East High.0178
West Junior High0124
West Senior High0086
Franklin0133
Lincoln.0184
Longfellow0183
Nakoma0086

Printed page not the only approach to education

Working on the thesis that 95 percent of what we learn we learn through the eyes, and that the printed page is not the only approach to education, much time and effort is devoted to preparation and collection of illustrative materials. The department has several exhibits prepared by committees of teachers that circulate from school to school during the year. Several additions have been made this year. And each teacher is constantly building up her own files of illustrative material.

Posters designed for school cafeterias

Through the cooperation of Miss Buck and the WPA, a series of very attractive posters has been made for the department by Keith Brigham. Many of these have been on good manners and have been designed especially for school cafeterias.

A textbook for the homemaking course

Students in the homemaking course had a textbook to use for the first time this year--and in addition several reference books were available. In the clothing classes, the instruction aids published by Vogue, McCall or Butterick, and which were purchased by students at 25 cents proved of valuable assistance.

To aid consumer in wise buying

That a better study of cloth structure would aid the consumer in wise buying of textiles, it was urged that all students in the tenth grade courses in clothing learn how to weave. So old looms were repaired and 32 new hand looms were built by the manual training department. And to aid further in the study of cloth structure, six small magnifying glasses were added to the equipment in those schools having junior high organizations.

Students give willingly of time and interest for Empty Stocking Club

The department services to the community include cooperating with the Wisconsin State Journal in the Empty Stocking Club Christmas to Madison's underprivileged. In this work every student gave willingly of her time and energy and interest. A gift of home made sweet was made for six hundred boys and girls.

Assist in decorating home for Better Homes Demonstration

The 1937 Better Homes demonstration at 615 Regent Street provided an opportunity for a few students at Central High. However, as this project was carried out this year, there was more teacher participation than student. The house chosen for this demonstration was lived in by the family of seven and it was, therefore, inadvisable to have groups of students work on the project since visits to the house could not be managed. Several students did visit during the "open house" days, however, and since Mrs Badenna is an active member of the neighborhood group, this house is serving as a continuing demonstration. It is to be opened again as a part of the Better Homes and Garden exhibit in late June.

Classes work without interruption

For the second year a sewing room for school sewing has been set up in the Lincoln School. From two to four workers have been employed by the WPA. Between November 1, 1935, when the project started, and February, 1, 1937, a total of 1130 articles were made, the cost of materials for which is estimated at \$687.13.

Nearly every school has been served in some way--and the home economics teachers say that "the greatest achievement of this year is that their classes have been permitted to work without interruptions".

Training for the task at hand

In the foods courses, the furnishing of aprons for a small rental fee has been of considerable help in training students to dress for the task at hand. The general appearance of the classroom has improved. A high standard has been set for attractive and suitable dress for the work one has to do. This is the first year this plan has been tried out in the three high schools and teachers are very much satisfied. It is estimated that the aprons will give one or two more years of service--and by that time rental fees will have paid for the original cost and also will have provided a fund for replacement.

Sewing laboratory made attractive

The sewing laboratory at West has been made more attractive by the addition of hand-woven curtains and a picture.

Cafeteria serves the school

The cafeterias continue to serve a noonday meal on a low cost to student basis, and wherever school activities call for banquets or refreshments the cafeteria renders this service. A financial report is made every month to the Board of Education and once a year the accounts are audited by certified public accountants. There follows a summarized report for the cafeterias in East and West.

	East	West
No. of students fed daily	range from 816-880	range from 403-467
Average daily receipts	range from \$64.00-\$76.00	range from \$52.00-\$57.00
Average amount spent by students for lunch	.08	.123-.13
% of receipts spent for food	65% to 74%	58% to 70%
% of receipts spent for operating cost	29% to 32%	32% to 40%
% of receipts that is profit	1% to 5%	"in the red" and less than 1% to 5%

PLANS FOR NEXT YEARGreater use made of movies

There could be greater use made of movies, trips to stores, museums, etc., and it is urged that the handicaps of short periods, crowded curriculum and extra curricular schedules and costs of transportation be surmounted.

To acquaint girls with opportunities for employment

More work could be done in acquainting girls with opportunities for employment. I'd like to suggest a series of meetings for all students in the home economics department. These meetings would be addressed by men and women now employed in various fields of work. A suggested list would include a talk by a buyer of women's clothes, a tea room manager, cafeteria manager, hotel housekeeper, milliner, dressmaker, interior decorator, demonstrator, hospital dietician, nursery manager, etc.

To assist with Better Homes Demonstration

It is anticipated by those working for Better Homes that another Better Homes project be carried out in the Neighborhood House district next year. It is hoped that this project will provide more opportunity for student participation.

To work on advanced course in foods and clothing

For the past several years the high school teachers have recommended that an advanced course be offered in foods and in clothing. Courses of study have been worked out. Further developments await encouragement from high school principals.

To continue revision of child care and training courses

Considerable study was made this year on the 9th and 11th year course in Child Care and Training. Next year the study will continue and it is hoped will result in a revision based on experience and material available for high school students.

More reference books for junior high

Attention should be given this year to adding reference books for the junior highs.

To make recommendation for high school clothing text

The high school clothing teachers will continue the search for a text for high school clothing classes and will make a very critical evaluation of Ryan's "Clothing and Personality"--the text to be used experimentally with the view of either recommending or rejecting the book for adoption for the school year 1938-1939.

Beauty must be included in daily surroundings

In every school a conscious effort should be made to beautify classrooms--to make them sunny, colorful--and to tastefully decorate them.

A happier teaching situation possible

The size of classes, if limited to 24, would make for far happier teaching situations for student and teacher.

Teachers to keep informed of trends in home economics

It is recommended that every teacher keep herself informed of trends in home economics, of aids to teaching, of new equipment. And to assist in the professional improvement of teachers, from time to time other workers in home economics will be invited to address us at our monthly meetings.

Needs

In all the home economics laboratories improvements could be made in the lighting and the distribution of blackboards and bulletin boards.

At Central

The sewing and food labs are desperately in need of several improvements. Improvements for the sewing room include work tables, storage space, chairs, curtains, and a rearrangement of blackboard areas--some new sewing machines are needed also. Improvements in the kitchen include a rearrangement of student work tables, new work tables, rearrangement of wall areas, and blackboards. More reference books are needed. A 6 cubic foot electric icebox is needed.

Lincoln needs

1 new sewing machine---electric
2 wall plugs
a picture
linoleum tops on 12 work tables
eliminate unused blackboards and thus improve lighting
replace worn-out faucets with new ones.

Franklin needs

To replace White machines with Singers
Display case in upper hall
More storage area which can be locked

West High

Miss Earlie needs 6 dropleaf tables for serving
Mrs Patterson wants more reference books

East High

An electric refrigerator
Curtains for junior high sewing laboratory
Curtains for senior high sewing laboratory

Nakoma

Better lighting
Table tops covered with linoleum
Food and dish cupboards enclosed

Home Economics office

Needs clerical help---about 10 hours per week.

Changes recommended in curriculum

In conclusion, the changes in curriculum recommended by different members of the staff include the following phrases:

"Fewer units of work with longer periods of time."
"Less extensive program."
"Intensive application on fewer phases of work."
"More emphasis on social and personality guidance."
"Cut down speed."
"Classes limited to 24."

"This mass production and almost factory-like way of instructing classes with enrolments over thirty seems unjustifiable and certainly is crippling the full educational development of many children when, so often, it is the exceptional student in faulty discipline or the excellent student who demands most attention."

Submitted by

LORETTA M REILLY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
INDUSTRIAL ARTS DEPARTMENT

Presented to the Board of Education
by the Supervisor
T A HIPPAKA
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
INDUSTRIAL ARTS DEPARTMENT

I. Improvement During the Past Year

- A. A shift from a skill emphasis to that of general education and greater correlation with other school subjects. However, the development of skills are still a vital part of our program.
- B. Better teaching.
- C. Centralization of most of our industrial arts work in the three junior-senior high schools.
- D. Improvement in course content.
- E. Better understanding and appreciation of the place of industrial arts in our schools as well as in the lives of our future citizens.
- F. Realization on our part that the whole boy comes to school.
- G. Greater awareness that industrial arts offers something worth while for children of all abilities. Each subject has a so-called practical side as well as its abstract and theoretical features.
- H. We have learned to realize that the boy must be trained to be a wise consumer as well as a good producer.

II. Most Important Items of Progress During the Past Year

- A. Revision of the course of study, especially from the standpoint of related information.
- B. Improvement in the matter of conducting large classes under inadequate conditions. We hope that this situation may soon be remedied.
- C. There appears to be progress in the matter of making the whole business of education an individual proposition with the child.
- D. Much emphasis has been placed upon the matter of helping boys understand and appreciate conditions in industry. We endeavor to keep the student informed relative to developments, trends, and demands prevalent in industry.
- E. Teachers have paid particular attention to the matter of giving each student an opportunity to work to capacity and to develop his potentialities to the optimum.
- F. Safety has been stressed. As a result of such effort we have had no accidents. Besides stressing safety in the shop, safety in the home and safety in driving a car have received much attention.
- G. Teachers have made a special effort to keep their shops open after the regular school hours. Boys are thus kept busily occupied with activity that is constructive and worth while.
- H. There has been even greater realization on our part that each boy should be constantly confronted with a problem solving situation, and that it is our primary business to direct learning so that the boy may solve his problems.
- I. Teachers have been most cooperative in helping the boy who has more than the ordinary problems of youth. Often it has been the serious matter of adjustment to school work. Several boys who must help support a family have been placed in useful employment in our city.

III. Plans for 1937-1938

- A. There will be continued effort along lines of:
1. Safety
 2. Course of study revision
 3. Pupil adjustment and mental health
 4. Recognition of and provision for individual differences in pupils
 5. Economical use of materials and equipment
 6. Character education
 7. Improvement in teaching
 8. Wise use of leisure time
 9. Further correlation of our work with that of other departments
 10. Fostering in the pupil greater appreciation and understanding of the problems found in industry

IV. The Most Pressing Needs in the Department

- A. East High School
1. Repair of 4 lathes in machine shop
 2. Purchase of a valve grinder, cylinder grinder, air compressor, bender, wiring machine, and shears
 3. Replacing "shacks" with a modern industrial arts unit
 4. More adequate heating of shops
- B. West High School
1. More adequate heating
 2. Purchase of a grinder for the auto mechanics shop
 3. Purchase of a grinder for the machine shop
 4. The concrete floors in the shops need to be painted
 5. We would be glad to have certain parts of our shops used for storage of other school equipment if we had the space. Due to large classes we need every available inch of space. The storage of other school equipment in our shops should be discontinued.

Submitted by

T A HILPAXA

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
MUSIC DEPARTMENT

Presented to the Board of Education
by the Supervisor
ANNE E MENAUL
June 1937

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1936-1937
MUSIC DEPARTMENT

I. General Improvements During the Past Several Years

During the past several years the teachers in the music department have been keeping in mind that the ability to sing, to read music or to perform on an instrument is not a desirable end in itself. We teach music rather to give the child a means of expressing his own feelings and ideas in a medium other than speech and writing.

We have tried to make more real the life situations of the people whose civilizations are studied in the social sciences. In studying the Southern States, it is easier for the children to understand the feelings of the Negro after having sung the Negro spirituals. It is easier to picture the life of the people of England or Italy as they sing and listen to the folk songs and national compositions of those countries.

In the buildings where the music was departmental, the children came to know the teacher more intimately. She thought of her work more in terms of the child's all-round possibilities and development than in terms of subject matter. Within the last few years, Longfellow, Franklin, Doty, Washington, Emerson, Lowell and Randall Schools have had a music teacher who gave the daily vocal lesson.

There has been a noticeable rise in the standards of work in all the musical organizations--especially in the a cappella choir, band and orchestra. At the same time there was an increased interest on the part of the public. There has been an increase of nearly fifty percent in the enrolment of bands and orchestras in the past few years.

The instrumental work of the junior and senior high schools shows much improvement since the Saturday morning classes for strings and flute have been resumed. One hundred and fifty children from fifth, sixth and junior high school grades have received one lesson weekly.

II. Progress or Achievements During the Past Year

The band and orchestra conductors have been working out a course of study using a new series which includes every instrument of the band and orchestra. This makes a continuous course of eight books from the lowest grades to the most advanced.

Last year Mr Douglas Steensland was employed to give instrumental instruction to the junior high school students of Franklin, Lincoln, and Nakoma Schools. In former years the work was divided among three university students. Mr Steensland has set up a standard of work for the three schools and has obtained excellent results.

Elementary and high school classroom music was broadcast over WEA each Saturday morning from October through March. This work not only carried

school music into the home, but gave many children an opportunity of appearing over the radio.

Seven of the music teachers attended the Music Educators conference for five days in Minneapolis. Many of the papers emphasized the fact that "We are teaching children, not subject matter and skills". There were excellent demonstrations given by fine choirs, orchestras, bands, and elementary groups.

III. Definite Plan or Program for the Year Ahead

An excellent opportunity for the a cappella choirs to show the quality of work being done occurs at the Christmas Pageant at the State Capitol building each year. Instead of having the musical organizations take an expensive trip out of town for their spring festival each year, I should like to have the work shown at a large spring festival in Madison.

Definite courses of study will be worked out in which the seventh and eighth grade vocal and appreciation classes will correlate with the social sciences. The seventh grade students will study the folk songs of Latin America and Central America--the eighth grade course will include the development of American music.

IV. Requests Based upon the Most Pressing Needs in the Music Department

I recommend that some plan be made by which an eighth grade student, who is tone deaf or whose changing voice causes him great embarrassment, may do other work than music. When a student cannot sing, two hours of idleness in a music class each week, invites disorder and creates a dislike for music.

To get effective work the chorus classes in junior high school should be no larger than forty-five in number and should have adequate space to work in.

Where no extra expense is added I should like to see a music teacher located in each of the elementary school buildings.

The a cappella choirs and other organizations, which are constantly in demand for public performance, should have time in the regular school program for rehearsals. In most cases the choirs meet in sections and have one meeting of the entire group at seven forty-five in the morning and a twenty-five minute period during the activity period. Some plan should be made to take this group during the regular school hours.

Bands and orchestras need new instruments if the organizations are to be kept up to standard. It has been over five years since any new equipment has been purchased in spite of the fact that the enrolments have nearly doubled. Some of the instruments are very old and are worn out. Instruments which should be owned by the schools are oboes, bassoons, contrabassoons, alto clarinets, bass clarinets, bass viols, bass trombones and sousaphones.

Some of the victrolas in the elementary schools are worn-out beyond repair. In some places these victrolas have to be held together when they are being played. These should be replaced at the first opportunity.

Music should be given the same time allotment as other studies of the school curriculum.

Submitted by

ANNE E MENAUL