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Miss Dabie

Annual Reports of
Principals and Supervisors

THE MADISON PUBLIC SCHOOLS

For the
School Year 1933-34

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Reports are arranged in the following order:

Central Junior-Senior High School - L A Washler
Central Junior High School - Vida V Smith
East Junior-Senior High School - Foster S Randle
East Junior High School - Earl Brown
West Junior-Senior High School - Volney G Barnes
West Junior High School - LeRoy E Luberg
Brayton School - Marie E Hagen
Doty School - Pearl Leroux
Draper School - Adeline R Marvin
Dudgeon School - Mrs Lucile C Hays
Emerson School - Leo P Schleck
Franklin School - Mrs Clara W Ginty
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
Makoma School - Walter W Engelke
Randall School - Mrs Alice E Rood
Washington School - Mary L Edgar
Art - Lucy Irene Buck
Attendance - Cassie E Lewis
Curriculum - Ethel E Mable
Guidance and Special Education - Pauline F Camp
Health Education - Mrs Fannie M Steve
Home Economics - Loretto M Reilly
Manual Arts - T A Hippaka
Music - Anne E Mensaul
Recreation - H C Thompson

FOREWORD

The reports which are contained in this volume were submitted by the principals and supervisors of the Madison Public Schools according to the following instructions from the Superintendent.

"In your annual reports for the year 1933-34 please include the following items:

1. An account of the work of the year, with special attention to any particular phase of the work which has been emphasized.
2. A brief discussion of the ways in which the forced economies have affected the educational offerings and the quality of service to the children. (Our per pupil costs are being decreased by about 20%. This is in large part due to the cut in teachers' salaries, but it also affects class size and extent of school services.)
3. A statement of plans for the year 1934-35, so far as the organization of the work of the students and the instructional program of the teachers is concerned.
4. A critical recommendation in regard to the use of any additional funds that might be available. That is, if in the final revision of the 1934 budget funds are available, which of the following items do you believe is the best avenue of expenditure--
 - a. Increase in purchase of educational supplies for children, including books.
 - b. Employment of additional teachers and reduction in average class size.
 - c. A slight reduction in the amount of the waiver on all teachers' salaries.
 - d. A partial resumption of increases in salary according to the schedule.

In a period of necessary reduction in school costs it is important to know in what ways that reduction has affected the education of the children. It is also of interest to know what these responsible leaders in Madison's school system believe should be done with any funds that might be available for bringing back to the schools at least in part measure their favorable condition of "pre-depression" days. These reports present a composite of answers to these important questions. They will therefore be of interest to the members of the Board of Education and other citizens of Madison who are actively concerned with the education of Madison's children.

R W BARDWELL
Superintendent

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
L A WAHLER
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
CENTRAL JUNIOR-SENIOR HIGH SCHOOL

The Central Junior-Senior High School report for the school year 1933-34 consists of three parts. The first part is in line with the Superintendent's request, a very brief summary of the senior high school work of the year and a brief statement of projected plans for the coming year. The second part is a similar summary for the junior high division and prepared by Miss Vida Smith. The third part is a more detailed statement of underlying statistics as prepared by Mr Grant Haas of the guidance department.

Central Junior-Senior High School had a total enrolment this year of 1354 as against a total enrolment last year of 1332. The total enrolment in the senior high school was 837 as against a total enrolment last year of 836, meeting favorably our prediction in last year's annual report that the senior high enrolment for the two years would be about identical. However, a comparison of the number of pupils remaining in senior high at the end of the second semester shows a total of 711 this year as against 734 last year. We had 61 graduates at the midyear commencement exercises and 162 graduates in June, a total for the year of 223 as against last year's total of 220.

Our attendance during the school year averaged about 97% which is a slight improvement over the record of the last two years. The improvement in our tardiness record which was beginning to show up in the second semester of last year has continued. The full effect of special efforts and devices instituted last year to reduce tardiness was definitely noticeable this year, and our total tardiness for the second semester of this year was 334 as against the record low of 408 for the second semester of 1932-33 and as against the total of 666 for the first semester of 1932-33.

In spite of added burdens placed upon individual teachers, we believe the curricular work in all departments has not been seriously jeopardized, although some matters of personal contact and personal attention have had to be mechanized for economy of time and energy. There has been a continuation of efforts to more thorough coordination towards the institution of a six year high school. Within the curriculum, committees have been active on the study of revision and six year coordination in the subjects of English, sciences, and mathematics.

In line with our faith in their educative value, we have continued to maintain and increase opportunities for extra-curricular activities. In football Central was awarded the mythical city championship and was tied for second place in the Big Eight Conference. Responding to a rapidly growing interest in boxing, we carried on an intra-mural and intra-city boxing program. In instrumental music, Central's concert band was awarded a first place in the class in which it was entered in the State Tournament and Central's orchestra received the only first place award in the class in which it was entered. New extra-curricular activities inaugurated during the year included a clothes clinic for girls, a movie appreciation committee, a N.R.A. study seminar, a Press Club, a chapter of Junior National Honor Society, and an all-school courtesy campaign.

The indigence or relatively low financial status of many of the families from which our enrolment comes has continued to be a serious problem for us. Through the guidance office we have lent over 1400 textbooks. Please refer to Mr Haas' report for further details. New books remained on the shelves of the school book exchange and sadly dilapidated books were bought and resold. This economy pressure, plus the fact that the book exchange was saddled at its inauguration with an excess number of new books from local book dealers, plus expected dead stock due to several changes in texts this year, will precipitate a critical situation for the book exchange next year.

We have attempted to limit ourselves very sharply on requisitions for supplies and maintainance items, but we again call attention to the fact that in an old building with old equipment, replacements and repairs are tremendously vital as well as unpredictable. Our electricity and water costs have increased chiefly due to the activities of C.W.A. workers and F.E.R.A. class groups within the building. Our heat charges, we believe, are still too high. We believe that records would show that the steam service to the building is very irregular in pressure and far from desirably adjusted to weather conditions.

We have appreciated what painting and repair work was furnished during the winter through the medium of the C.W.A. However, here at Central where such rehabilitation was most painfully needed, it is now less than one-half complete, and we respectfully request that this work so seriously needed here be continued at the earliest opportunity.

For particular comment on the situation and the outlook at Central High School, we refer you again to the last part of our comprehensive annual report for 1932-33, pages 9 to 11 inclusive.

Among the projects in mind for the coming year are the following:

- I. The realization of our perennial hope for rehabilitation of soil, sod and shrubbery on the terraced portion of our school ground.
- II. The early completion through the C.W.A. or through regular arrangements of the renovation of the school building. We understand that according to the school system's redecorating schedule this building was due for this work this year.
- III. The working out of some more healthful and more satisfactory location for school band and orchestra rehearsals. The present location is dark and unventilated, and with the large groups that now crowd the room is injurious to both teacher and pupil.
- IV. Further development of remedial work devices as a means of adjustment to large class size and to the elimination of midyear promotion.
- V. The standardization of records and forms as between junior and senior high divisions, and as among high schools.
- VI. Further organization of home room guidance work with a view to increasing its value as citizenship education and with a view toward giving credit to both teacher and pupil for satisfactory work done in this connection. We believe that this home room guidance work is as valuable for the development of social thought and citizenship as any other work division in the school.

- VII. A further reduction of the number of part-time teachers for the sake of more pleasant and more efficient operation.
- VIII. Further efforts toward more complete coordination of the six year combined junior-senior high school.

Submitted by

L A WAHEELER

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
CENTRAL JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
VIDA V SMITH
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
CENTRAL JUNIOR HIGH SCHOOL

I. Summary of the Work for the Year

A. School enrolment

The enrolment for each semester was as follows:

First Semester 1933-1934
572

Second Semester 1933-1934
517

B. Achievements of the year

1. Extra-curricular activities

(A report of the extra-curricular activities and school clubs of Central Junior High School will be included in the report of the Committee on Extra-Curricular Activities so it is not being repeated here.)

2. Home room activities

The home room committee, under the chairmanship of Miss Kind in cooperation with the guidance department, accomplished the following things:

- a. Made a study of books, magazines, and pamphlets on home room activities and guidance
- b. The outline on data of the individual pupil was reorganized to include information on each pupil while in seventh, eighth, and ninth grades. A reading record, co-curricular record, and final record of grades in junior high school was added to the home room teacher's information on each pupil.
- c. This committee worked with the senior high school home room committee on details regarding a courtesy campaign.
- d. At the request of the home room committee, the librarian prepared a list of books on occupations available for use in the home rooms.
- e. A list of suggestions for home room programs and discussions was prepared.
- f. A complete calendar of special days and events in each month is being mimeographed by the guidance office.

3. Auditorium periods

We have attempted to have a variety in our auditorium programs. The types of programs held in our assembly periods are as follows:

- a. Pupil programs
- b. Outside speakers
- c. Award programs
- d. "Pep" meetings
- e. Lyceum programs in joint assemblies with the senior high school

4. Music

The music department has made decided progress in interesting pupils in music, especially in instrumental music. All the group organizations we had last year have continued with increased enrolments except for ninth grade chorus where there was a slight decrease.

In addition the following groups were organized for the first time this year.

- a. Junior high school boys' octet
- b. Junior high school girls' triple trio
- c. Woodwind Ensemble
- d. Seventh grade band

All of these groups appeared on several programs at school, at P.T.A. meetings and were requested for P.T.A. meetings at the surrounding schools, meetings of women's clubs, etc.

Twenty-seven junior high school pupils attended the District and State Band Tournaments and several of these pupils will be included in the All-State Band and All-State Orchestra at the University this summer.

- 5. Social activities
Six junior high school parties were held during the year. These were by grades, each grade having two parties. In addition to this there were some club parties and the home rooms had picnics.
- 6. Field trips taken by junior high school pupils
 - a. Madison airport
 - b. Adult hobby show
 - c. Children's hobby show
 - d. Post Office
 - e. T. B. Exhibit
 - f. Historical museum
 - g. Physics Museum at Sterling Hall
 - h. Water works
 - i. Telephone office
 - j. State Legislature
 - k. First National Bank
 - l. Art Exhibits at Memorial Union
 - m. Miss Reilly's apartment--two classes of girls studying color harmonies and placement of furniture visited her apartment.
 - n. Simpson's Store--group of girls studying costume design
 - o. Leath's furniture Store--group of girls studying interior decoration and furnishings
- 7. Physical Education
See report submitted by the Committee on Extra-Curricular Activities.
- 8. Student Council
A junior high school student council was organized the second semester of this year. Membership consisted of a delegate and an alternate from each home room. Miss Gertrude Morris acted as faculty adviser. Meetings were held once a week at which time the work was organized and committees were chosen. Thus far the council has proven very satisfactory. It has furnished opportunities for much pupil participation in school affairs.
- 9. Junior National Honor Society
The Central Junior High School chapter of the National Junior Honor Society was organized this year and twenty members were initiated.
- 10. Community singing
Provision was made for all junior high school pupils who wished to sing to do so during activity period once every two weeks the first semester. Those who did not wish to sing could have a study period.

11. **School Exhibit and Program**
An exhibit was held in the junior high school to show the work done in all departments. During the program in the auditorium the pupils explained to the parents the work of the various departments and organizations of the school.
12. **Parent-Teacher Association**
The Parent-Teacher Association, under the direction of Mrs Penniston Wright, was very active this year. They had as their slogan, "Know Your School". Each month a program was given in which some department of the school demonstrated its work.

C. From the standpoint of instruction the following things have been emphasized

1. **Speech classes**
Every seventh grade pupil has been given an opportunity to have a nine-weeks' course in speech. Practically everyone of these pupils appeared in some program for the school.
2. **Visual Instruction**
Due to lack of funds from the Board of Education, requests for films were cancelled and, therefore, little use was made of visual instruction this year.
3. **Ungraded group**
A special ungraded class was organized this year at the request of the Superintendent. Pupils were given work in English and mathematics at varying grade levels, depending upon their abilities. These pupils were in the regular classes in their other subjects. This plan was not entirely satisfactory as these pupils were not able to do the work in the shops, social sciences, and science classes with the groups in which they were placed. In most cases they lacked the reading ability and we had no materials available in our school or library on the grade levels of these pupils.
4. **Remedial work**
One group of ninth grade pupils was put in a special remedial class for English. The pre-math took care of those needing this type of work in mathematics. The work in social sciences is based on three level assignments. So individual differences have been cared for in these classes.
5. **The Curriculum Committee** under the guidance of Miss Mable worked on the revision of the English course of study for the junior high school. It is hoped that much of this material will be available for trying out during the next school year.

II. Plans for the Year 1934-1935

A. More attention to be given to guidance on the part of home room teachers

We have a rather difficult situation to deal with in regard to guidance due to the fact that about half of our pupils are new to the junior high school each fall and a fourth of them are with us for only one year. However, this does not lessen the need for doing as much as possible toward educational guidance in that short period. The home room committee have done considerable work along this line and have made forms upon which to record more information about each individual pupil. It is hoped that all home room teachers will make more use of this material in guiding their pupils and in becoming better acquainted with them.

B. Attempt to interest more parents in the work of the school

Steps were taken to bring this about during the past year. The October P.T.A. meeting was a "Go-To-School Night" which drew a large attendance of parents who followed the daily programs of their children. The seventh grade mothers were asked to a tea at which the seventh grade home economics classes served. At this time the parents were told about the work in junior high school. It is hoped to have each grade put on a program and invite their parents to it. This will probably be a regular auditorium period for the junior high school.

C. Better provision in caring for the ungraded group of pupils

This year these pupils were given special attention in only two subjects--English and mathematics. It is hoped that we may be able to give them special attention for the entire school program with the exception of physical education, music, clubs, and auditorium periods. We found that they were not able to read the material we had available for them in science, social science, and library work. It is hoped that we may be able to get from the library and from the elementary schools from which these pupils come reading materials on their levels and have a little library in their home room that will meet their needs.

D. Further development of work of the student council

The various committees appointed through the student council will continue to function. New committees will be organized as a need for them arises. The pupils serving on committees this year have been very serious and business-like about their duties and if this attitude continues, it will be possible to give the pupils much more opportunity to participate in the work of their school and thus aid them in training for better citizenship.

E. Work on the units as outlined by the English Committee on curriculum revision

If these units are available in the fall we shall begin to work on them to the extent we can without limited library facilities.

F. More extended use of the library

Teachers have made an attempt to give pupils extended use of the library facilities but with it closed to the junior high school pupils two days a week, it has been very difficult to plan the work to care for each individual. Besides the fact that it is closed two days a week, the amount of space is not adequate to care for all the pupils of both the junior and senior high schools. It may be necessary to make a combined library and study hall out of room 27 to care for our ninth grade pupils. At the end of the first semester when room 8A will not be needed except for a home room, it may be necessary to use it as a library containing material for the English units available for use of seventh grade pupils. It will not be possible for the seventh grade to use room 27 as with our large ninth grade groups, this room must be kept exclusively for pupils of this grade.

Submitted by

VIDA V SMITH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
FOSTER S RANDLE
June 1934

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1933-1934
EAST JUNIOR-SENIOR HIGH SCHOOL

I. Summary of the Work of the Year

A. School Enrolment

From the time that the East High School opened, in September 1922 until September 1932 it was organized and administered as a four year high school. In the fall of 1932 the 10, 11, and 12 grades were organized into a Senior High School, and the 9 grade was organized with the 7 and 8 grades from the Emerson, Lowell, and Harvey schools into a Junior High School.

Enrolment reported at the end of the first month of each school year:

<u>Year</u>	<u>Number</u>	<u>Percent of Increase</u>
1922	647	
1923	700	8.2
1924	732	4.6
1925	739	.9
1926	806	9.1
1927	872	8.2
1928	910	4.4
1929	1069	17.5
1930	1159	8.4
1931	1237	6.7
1932	9th grade 379 Senior H. S. 966 Post Grads 25	
	1370	10.75

New Organization

Total enrolment at end of the first month of each school year:

<u>Junior High School</u>			<u>Senior High School</u>		<u>Total</u>	<u>Percent of Increase</u>
Year	Number	Percent of Increase	Number	Percent of Increase		
1932	926		991		1917	
1933	1072	15.7	1010	1.9	2082	8.6

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

Four Year High School

<u>Year</u>	<u>Enrolment</u>	<u>Year</u>	<u>Enrolment</u>
1923	727	1928	978
1924	768	1929	1036
1925	818	1930	1193
1926	846	1931	1230
1927	888	1932	1386

<u>Junior High School</u>			<u>Senior High School</u>		<u>Total</u>	<u>Percent of Increase</u>
<u>Year</u>	<u>Number</u>	<u>Percent of Increase</u>	<u>Number</u>	<u>Percent of Increase</u>		
1933	956		1132		2088	
1934	1003	4.9	1152	1.76	2155	3.2

B. School Graduates

During the twelve years that the East High School has been organized, 2002 pupils have been graduated:

<u>School Year</u>	<u>January Class</u>	<u>June Class</u>	<u>Total No. Graduates</u>	<u>Total Enrolment Four Year High School</u>	<u>Percent of School Graduates</u>
1922-1923	6	78	84	727	11.5
1923-1924	6	115	121	768	15.7
1924-1925	7	120	127	818	15.5
1925-1926	16*	102	118	846	13.9
1926-1927	19	106	125	888	14.0
1927-1928	32	120	152	978	15.5
1928-1929	37	93	130	1036	12.5
1929-1930	56	125	181	1193	15.1
1930-1931	60	158	218	1230	17.7
1931-1932	64	147	211	1386	15.9
1932-1933	83	177	260 (Senior High)	1132	22.9
1933-1934	77	198	275	1152	23.8

* First mid-year commencement exercises. Also the January 1926 class was the first graduating class to hold their exercises in the high school auditorium. June exercises in 1923, 1924, 1925 were held in the Strand Theatre.

C. Achievements of the Year

The general objective was to improve the organization administration and supervision of the school.

A major objective this year was to keep expenditures down to the lowest level possible. This includes both school operation and instructional costs and also individual costs to the pupils in attendance.

Another major objective was to start an evaluation of the program of subject offerings.

It will not be possible in this report to discuss the many achievements of the year or to explain in detail concerning the activities mentioned.

1. Guidance

The guidance work has been presented in a separate report by Miss Fenske.

The work of the department has been extended through the eighth, ninth, tenth, eleventh, and twelfth grades and the organization and administration has been perfected and expanded. A very significant testing program has been carried out in the Junior High School which seems to present possibilities for development and expansion.

During the present period of economic difficulty perhaps too much of the work of handling pupil welfare cases has been thrown on the guidance director, and we must be increasingly aware of the probability of administrative details slowing down the departments' contribution to the pupils and the general school situation.

2. The Junior High School has increased the effectiveness of its organization and made some advances in strengthening its curriculum.

The report of Mr. Brown presents the Junior High School achievements.

3. Faculty meetings have been held and subjects taken up and discussed that were thought to have general value to the entire group.

As a result of faculty meeting discussion of teaching technique used during the hour period, a statement explaining what we mean by the "Flexible Plan of Class Period Division" was drawn up and presented to all members of the faculty. The explanation presents the way that we think the long class period should be used.

Some presentations made of the new thought concerning reorganized curriculum for the secondary school.

Presentation of group levels of pupil work as compared with their capacity. Showing that school work and pupil intelligence scores do not correlate well for more than about half of the school. This will be followed up next year by attempting to do something about it.

Some attention given to the University of Wisconsin testing program and to the aptitude test results.

Organization and administration problems presented.

Importance of personality ratings considered.

Major and minors as requirements for graduation explained.

Methods used in other schools to reduce costs.

Discussed class work in relation to the assignment study and recitation. Some material on assignment study and recitation prepared and presented to assist in making improvements.

Discussed guidance of pupils in electing courses and subjects for the second semester 1933-34 and the first semester 1934-35.

Pupil subject grades and grade frequency presented in an attempt to cause constructive thought concerning grading.

4. Curriculum

- (1) Permission has been secured to offer Biology to tenth grade pupils and this has been planned for the next semester.
- (2) The new course organization started in the fall of 1932 has been continued during its second year and with increasing success. Some additional work needs to be done on some of the course of study organization and will be attempted during the coming year.

By having several courses in English, Mathematics, History, and Science the school has been able to be of greater service to an ever increasing number of pupils and by continually improving our course material the improvement in service will continue.

The work of unifying the departmental subjects of the Junior and Senior high schools has been carried on in the English, Latin, Modern Language and to some extent in the Mathematics departments. It is hoped that this work may be carried on and expanded next year.

5. Extra Curricular Activities

The members of our faculty have continued to cooperate in making the extra curricular program, under the leadership of Miss Florence Hargrave, a success. Eighty seven and a half per cent of the pupils have belonged to one or more clubs.

The following list shows that only five of our teachers did not take a direct part in the extra curricular work, and that some teachers gave repeated assistance:

Club Sponsors

Miss Hargrave	-	Director Extra Curricular Activities Student Council - National Honor Society Chairman Social Committee - Program Committee P.T.A. - Chairman Auditorium Program Committee
Mr. Randle	-	Honor Society Committee - 2nd. Vice President P.T.A.
Miss Isely	-	Annual - Honor Society Committee
Miss Brabant	-	Scribblers' Club
Miss Hughes	-	Chairman Honor Society Committee
Miss North	-	Junior Players
Miss Beffell	-	Newspaper
Miss Gebhardt	-	Business staff of newspaper
Miss Kaump	-	Dramatics Club - Auditorium Program Committee
Miss Leary	-	Ushers' Club
Miss Conlin	-	Girls' Vocational Club
Mr. Ferrill	-	Cafeteria supervision
Mr. Barrett	-	Athletics
Mrs. Davidson	-	Book Exchange
Mr. Otterson	-	Chess Club I
Miss Davey	-	Debate Club
Mr. Williams	-	Hi-Y - Junior Camera Club
Miss Volkmann	-	German Club
Miss Westover	-	French Club
Miss Kuhns	-	Latin Club
Miss Jordan	-	Latin Club - Junior Stamp Club Advanced Stamp Club
Miss McGillivray	-	Cartoon Club
Miss Davis	-	Boys' Travel Club
Miss Stillman	-	Girls' Travel Club - Bird Club
Miss Engel	-	Annual - Biology Project Club
Miss George	-	School Treasurer
Miss Carlson	-	Secretary Parent-Teachers' Association
Miss Ryan	-	Commercial Club
Miss Wendt	-	Girls' Student Club
Mr. Dhein	-	Pawn Pushers (Chess)
Mr. Nickel	-	Hole-hi Club (golf) - Stage Work Committee
Miss Mathias	-	Clothes Clinic - Costume Sponsor - Sophomore Chef Club
Miss Counsell	-	Senior Boys' Cooking Club
Miss Moore	-	Art Metal Club
Miss Vogelbaugh	-	Music Club - Auditorium Program Committee
Miss Hansen	-	Girls' Athletic Association
Mr. Morrow	-	Chess Club (III) - Athletics
Miss Penske	-	Boys' Vocational Club
Miss White	-	Dancing Club
Mr. Lugg	-	Debate Club - Advanced Camera Club

The following members of the Junior High School faculty assisted with the Senior High School club programs:

Miss Sylvester	-	Boys' Cooking Club
Mr. Smith	-	Model Making Club
Mr. Cellerich	-	Hole in One Club (golf)
Mr. Hake	-	Athletics

II. General Plans for the Next School Year

During the next school year we hope to:

- A. Develop a method for determining what degree of scholastic success should be expected of each pupil.
- B. Unify the work of two more of the departments through the six year school.
- C. Organize the school to come under (at least the college preparatory course) the new University entrance requirements.
- D. Evaluate the work in several of the new courses.
- E. Try out the recommendations of the committee on grammar requirements.
- F. Experiment with some large classes. (We have had this in mind for some time but have not yet increased the size of any class to more than about 40 pupils.)
- G. Further develop the department testing program.
- H. Take part in the Wisconsin Academic Testing program in one subject.
- I. Further improve and complete our personnel records.
- J. Secure some changes in the 10th grade curriculum so that pupils may find it possible to have greater freedom in selecting major and minor subjects.
- K. Promote and extend the guidance work of the school.
- L. Attempt to have each semester's work in all subjects start out with lessons on how to study the material of the course.
- M. Promote course of study revisions in order to strengthen the work, and its value to our pupils.

Submitted by

FOSTER S RANDLE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
EASL BROWN
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
EAST JUNIOR HIGH SCHOOL

General Survey

Enrolment for the past two years:

<u>1932-1933</u>		<u>1933-1934</u>	
<u>Grade</u>	<u>No. 1st Semester</u>	<u>Grade</u>	<u>No. 1st Semester</u>
7B	186	*7B & 7sB	289
7A	103		
8B	152	*8B & 8sB	316
8A	111	8A	105
9B	260	9B	278
		9A	<u>105</u>
	<u>812</u>		1093

<u>1932-1933</u>		<u>1933-1934</u>	
<u>Grade</u>	<u>No. 2nd Semester</u>	<u>Grade</u>	<u>No. 2nd Semester</u>
7B	109	*7A & 7sA	296
7A	196		
8B	108	*8A & 8sA	316
8A	162		
9B	105	9B	110
9A	<u>256</u>	9A	<u>281</u>
	936		1003

*The 6A classes of last year were accelerated one semester and therefore were included in the 7B's as 7 sub B's and the 7A's as 8 sub B's.

The above tables show a substantial growth in 1934 over 1933.

Estimated enrolment for the year 1934-35:

7B	290
8B	296
9B	390
9A	<u>110</u>
	1080

This will be the last year that we will have a 9A class beginning in September.

PART ONE

In summarizing the work for the year a review of the general plans recommended last year will be listed first and then each one taken up separately as carried out.

- I. Estimated enrolment 1078, actual 1093.
- II. Recommended two special sections of 7B pupils, one for those having reading difficulty and one for those having trouble in arithmetic.

These sections were formed. Pupils were selected on a threefold basis, viz. result of achievement test, teacher's judgment, and recommendation of Miss Camp and Miss Fenske. Miss Pitts took charge of the group in reading difficulty and Mrs Robinson in arithmetic. Considering the average IQ of these two groups very good progress was made. Both groups averaged better than a year's growth in reading and an average of .6 in arithmetic. A greater part of the time was spent in teaching reading as both groups averaged less than 6th grade level. Some provision for these groups will be made whereby they may continue special work in those subjects in which they are behind.

The pupils who were accelerated into 7B were kept together in three special sections and given work which would help them to cover that which was omitted. Miss Smith of Central made up a modified course of study covering the important part of the 6A, 7B and 7A work in arithmetic. Mr Luberg outlined the work in English to be covered in the year and Mr Brown outlined the work in history and geography. These three sections are not yet quite up to the accelerated grade, but by keeping them together another year the work can be covered successfully.

The pupils who were 7A's at the end of the year, June 1933, were also accelerated a semester and put into 8B or, as we called them, 8 sub B. Again these pupils were kept separate from the regular 8B's. The same teachers who had them in the 7th grade took them through the 8th. The work was outlined and the most important parts for the semester 7A, which was skipped, were included in the 8th year. From the results of marks achieved plus teachers' judgment, these three groups of 8sB did as good work and covered a semester more ground than the regular 8B's. Mrs Higgins, Miss Nienaber, and Mrs Rodewald had charge of them.

- III. The recommendation that the junior high shops be enlarged by cutting out the end wall of one of the center shops, and adding half of this room to the ends of each of the two adjoining rooms, was carried out. The wood shop and metal shops were thus made large enough to take care of a maximum of thirty-six pupils. This year these classes have been as large as thirty-three. The shops are much more efficient and more room was made available for storage.
- IV. The handbook for all junior high pupils was made up last summer and each pupil received one free upon entering school last September. In general the book covered courses of study, clubs outline, diagram of building, traffic rules, parliamentary drill, etc.
- V. The organization of a boys' glee club as planned, was carried out. The best singers were picked from the 7th, 8th, and 9th grades. In all, the club included ninety boys. They appeared in several public concerts, viz. before Kiwanis Club, all city Parent-Teacher Association dinner, and other school programs.

A girls' glee club was also organized and another 9th grade chours added.

VI. A further study of the needs and interests of all junior high school pupils in reading has been carried out as much as possible in the English classes. The school librarian has worked with each English class separately. The course of study has been somewhat modified in the slower groups in the 8th and 9th grades. Much of the classical materials has been omitted and more interesting modern literature substituted. The outside reading list was abandoned and pupils were allowed a much wider range of books from which to choose. A greater emphasis was placed upon pupils reporting to each other or to small groups, interesting books and recommendations of such books.

In the 7th grades more emphasis was placed upon dramatizations, short plays, and original selections. We are trying to get the 7th grades to feel free in speaking before groups. The speech classes helped to bring out a good many pupils.

VII. Visual education was continued in English, geography, science, and history. Films were shown every two weeks in one or more of these subjects.

VIII. The club program was expanded somewhat and a better development of those clubs started last year was continued. The clubs meet for fifty-five minutes each week. The following list will give some idea of the variety of interests administered to:

1. Manual Arts - airplane construction, small wood projects, metal work.
2. Mechanical Drawing - drawing of projects.
3. Sketching - outdoor sketching, picture enlarging, soap carving, etc.
4. Art - making of masks, leather tooling, wood carving, etc.
5. Book - reading new books, exchanging ideas on books, etc.
6. Checkers and Chess - learning to play both games. Tournaments are held.
7. Chef - boys' cooking club, learn to cook steak, make biscuits, pie, cake, candy, etc.
8. Dramatics - 7th grade, pantomime, reading, group plays.
9. Dramatics - 8th grade, same.
10. Dramatics - 9th grade, same plus marionette study.
11. Girl Scouts - beginners troupe where girls get their first rudiments of scouting.
12. Girl Scouts - regular troupe where girls may continue scouting and join a regular troupe.
13. Handicraft - Girls 7th grade, tatting, sewing, making of all kinds of fancy work.
14. Handicraft - 8th and 9th grades, same as 7th.
15. Home Economics - Girls. This club is affiliated with the state organization and has a very complete program sponsoring home economics projects.
16. Music - study of musicians, putting on programs, etc.
17. Science - experimenting with chemistry, physics, and general science.
18. Nature Study - Studying birds, trees, insects.
19. Short Story - Writing of short stories, making collections of stories.
20. Travel and Geography - learning about customs of foreign countries, showing slides, taking imaginary trips.
21. Map - for pupils who are interested in drawing, coloring, or enlarging maps.
22. Boy Scouts - beginners - for boys who want to begin the fundamentals of scouting.
23. Boy Scouts - regular - for boys who want to belong to a regular troupe.

24. Girl Reserves - 7th and 8th grade girls. A club sponsored by the YWCA. Handicraft work, social games, activities, etc.
25. Girl Reserves - 9th grade girls. Same as 7th and 8th.
26. Theory of Athletics - for boys and girls who want to be intelligent observers of games.
27. Wrestling, Tumbling and Boxing - boys.
28. Tumbling and Stunts - girls.
29. Newspaper - the junior publishes a newspaper in conjunction with the senior high. Pupils do all of the writing.
30. Golf - boys. To learn fundamentals of golf, learning to swing clubs, rules, etc.
31. Animal Study and Humane Club - to study and read about all kinds of wild animals, care of domestic animals, etc.
32. Physiology - For those interested in studying and experimenting with physiology.

We feel that our club program has still a great deal to do in order to meet the needs and interests of our one thousand pupils, but as it stands, the work is very much worth while and helps the boys and girls to find new uses for leisure time, more time to do some of the things that have been of interest to them in class, to develop leadership, to become more interested in group activity.

- IX. It was recommended that pupils be encouraged to participate more and more in assembly programs, hall traffic, cafeteria management, etc. This has been emphasized this year. More assembly programs have been put on exclusively by pupils. The entire assembly program was presided over by the student president, pupils did most of the announcing of programs, and more than three-fourths of programs were entirely pupil talent. The seventh grades had several assembly programs by themselves.

- X. The Junior Council, begun during the second semester of 1933, has taken on more and more responsibilities until it is now a very important agency in helping to administer a great many minor functions of the school. The Council is divided into committees such as Campus, which keeps the school grounds free of paper, puts out "please" signs; Assembly Committee which provides programs for the assembly; Stage Committee, which takes care of the stage property, lighting, etc; Locker Inspection; special committees, which work out privileged lists, honor rolls, attendance statistics, etc.

The Council has a faculty sponsor, but the greater part of the work is done by the pupils working in small groups. When some new task comes up, a committee is appointed and the details are worked out.

- XI. Teachers have made more and more contacts with parents during the monthly Parent-Teacher Association meetings, and also by going out and visiting some of the homes. The home room teachers have become much better acquainted with the parents of their pupils in that they have kept the same group for the most part for two years.

- XII. More emphasis was placed upon caring for individual differences. Two classes were formed to take care of pupils who had difficulty in reading and arithmetic. The teaching of most of these pupils was carried on to a large extent by individual conference. The results showed that the reading of practically every pupil averaged 1.3 years gain. In two cases where the reading ability had been on a 5th grade level the results showed three years growth.

In five of the sections in art practically every pupil was working on an individual problem of his own selection.

In the 7 sub B classes where the number of pupils was smaller than in the other grades, much individual help was given and the teaching emphasis was so placed.

The library has worked into practically all of the academic subjects and also to a degree into the manual arts and art. The librarian has gone into the classroom to teach the uses of the library, to introduce new books, and in general to invite individuals to work further on their interests and hobbies. The 7th grades have been given stipulated periods for browsing and general reading.

XIII. Home room teachers have been in closer supervision of the academic achievements of the pupils. Failures have been reported every three weeks to the office. Letters have been written to parents and many conferences were had during the special forty-five minute conference period of the monthly P.T.A. meeting.

XIV. In addition to the above recommendations which were made a year ago and carried out during the past year, the following projects were conducted:

1. A plan for keeping in closer touch with pupils who were having difficulties was worked out. Two faculty members were appointed as deans, Mr Chamberlain for the 9th grade and Miss Bowers for the 8th. Failures were reported to these deans every three weeks and the pupils were called in by them. In practically every case the relationship between the pupil and the dean was cordial and the outcome beneficial to the pupil. At other times pupils were called in by the dean to talk over problems of curriculum and plans for future courses.

A great deal of individual counseling was done by Miss Fenske, the guidance director, in regard to social adjustment, vocational guidance and educational guidance. The system of weekly guidance through the home room activity period on Wednesday was carried out again this year. I will not go into detail on this as a complete report has been given by the guidance director.

2. A testing program for the 7th grade was carried out for the purpose of trying to determine whether the 7 sub B's had made as much progress as the 7B's. In general the results show that they did not make as much progress. It is not easy to give any reason for this unless it is that they are still immature and need a longer period in which to cover the work of the regular 7B's. These pupils will be kept together for one more year in order that special help and a modified curriculum be given them. The tests of individual pupils will be given to teachers of English and mathematics next fall and some emphasis will be placed upon bringing those who are behind the grade up to par.

The specific results of this testing program will be found in the report of the guidance director.

3. One of the outstanding achievements of the year from the standpoint of pupil participation was "Courtesy Week". This undertaking was planned and carried out by the Junior Council.

The idea of "Courtesy Week" was suggested by an article in the Wisconsin Teachers Magazine which told about such a project that was conducted in the Janesville High School. The Junior Council at East Junior High liked the idea and worked up plans for such a project. The council was divided into committees such as poster, program, cafeteria, and secret reporter. These committees outlined the work for the week of March 12-16 and presented the plans before the assembly on Monday morning, March 12. The plans in general were as follows:

Monday - Talks before the entire student body on practical phases of courtesy by members of the Junior Council. Ten members gave their ideas on this subject.

Tuesday - Mr Frank A Holt, registrar of the University, gave a talk before the assembly on the "Value of Remembering the Other Fellow".

Wednesday - Each home room discussed such phases as courtesy on the street, in hotels, in public buildings, etc.

Thursday - Miss Sylvester's home room presented several dramatizations before the assembly, illustrating good manners.

Friday - Posters were judged and essays on courtesy were completed.

In addition to the above general outline, each class took care of at least one program of discussion, dramatization, or recitation. During the week a schedule was laid out so that the work in the classes was scattered throughout the week.

Pupils initiated most of the work themselves. Talks, themes, dramatizations, and auditorium programs were prepared for the most part by the pupils with a minimum of teacher help.

The sum total of good results and favorable reactions has been very encouraging. It has been unnecessary to direct as much traffic in the halls, auditorium or cafeteria. Teachers have reported a decided acceptance of responsibility on the part of the pupils. A much broader meaning of "courtesy" has developed. For example, a greater appreciation for the customs, traditions, and manners of people from foreign countries has shown itself. Good sportsmanship in athletics was a noticeable topic in gym classes. Music classes discussed and dramatized courtesy at a concert or public performance. Home economics classes had practical lessons in serving, table etiquette, etc. Foreign language classes dramatized manners and customs of our friends across the ocean. About one hundred posters illustrating different forms of courtesy were made in art classes. Arithmetic classes discussed the value of simple straightforward politeness in applying for a job, courtesy at the bank, standing in line at the post office, prompt payment of bills, answering a telephone. In physiology classes the topic of "health and cleanliness as it protects society" was the keynote of most of the discussion. For example, the necessity of quarantine as a protection was stressed and vigorously defended.

It is not possible to check or measure the value of the above mentioned activities as they affect the pupils in the home in their conduct in public. It is safe to assume, however, that some of the activities carried

- on in school will have some carry-over and that the public in general will benefit from the effects of a group of pupils trying to make a school conscious of the rights and privileges of the other fellow.
4. Another project which offered itself to group participation was the junior operetta, *The Windmills of Holland*. About one hundred sixty pupils took part in the production. Several departments of the school were enrolled in the work to be done. The art pupils made a back curtain 25x48 feet, painted all of the scenery, cut out huge trees and constructed gardens of paper flowers. The manual arts department built a windmill 22 feet in height. The physical education department supervised the dancing. The music department trained the cast and had general supervision. Again the Junior Council undertook all of the publicity, ticket sales, property accounting, and ushering. Five grade schools in the vicinity of East High attended a matinee performance. In all two thousand people attended.
 5. Our student social program has been growing slowly and under careful supervision. Two parties for the 9th grade were given, one during the first semester and one during the second. For four weeks previous to each party the physical education classes were allowed to meet jointly. Those boys and girls who wanted to learn ballroom dancing were taught the fundamentals by Miss Conlon. At the end of four weeks a party was given in the cafeteria, free of charge. About eighty per cent of the class attended. A student orchestra from the senior high furnished music for dancing.

In the seventh and eighth grades, parties were provided in the home rooms. Refreshments were furnished from a fund earned by putting on entertainments. This made it possible for all pupils to attend these social functions without being financially embarrassed.

The home room has also offered many opportunities for other social development such as the organization of athletic teams, providing programs from the talent within, parliamentary practice periods, etc.

6. A united effort has been made on the part of the English teachers working with Miss Isely and Miss Mabie, to formulate a more complete step-by-step course of study for the seventh, eighth, and ninth grades. Much of the material is now ready and will be put into operation next fall.
7. Faculty meetings have been conducted with more specific aims. More time has been given to discussions in regard to the club program, home room guidance, handling of discipline problems by the teachers, and exploratory courses.

PART TWO

The projected plans for the year 1934-35

- I. It is recommended that the 8sB's be kept separate from the regular 8B's for one more year. This will work to their advantage in covering the work of two and one half years in two.
- II. A further study will be made in trying to work out a more specific course of study in English so that the work of each year will not overlap that of another. It is hoped that a much more flexible outline can be worked out for the slow groups.

- III. It is hoped that the course in civics may be fashioned to meet more directly and openly the vital problems in state and local units of government.
- IV. After one year of experimenting with physiology it will be easier to meet the most important problems in health that confront every pupil. More time and emphasis will be placed upon problems of eating, physical examinations, and exercise.
- V. A special class for those who are below grade in reading and arithmetic in the seventh and eighth grades should be formed. From the good results obtained in the special sections in reading taught last year it would seem wise to continue these sections.
- VI. More emphasis upon provision for caring for individual differences will be made through a wider range of reading in classes in English, by allowing greater freedom of selection of projects in history and geography, and by encouraging more use of the library by pupils.
- VII. The work of the clubs will continue.
- VIII. More emphasis will be given to a better program for pupils whereby they may elect band and orchestra.
- IX. Greater responsibility will be delegated to the Junior Council in administering those school functions which lend themselves to pupil direction. Such activities as assembly programs, school parties, home room honor rolls, attendance awards, hall traffic, privileged lists, and many others similar might be taken care of by committees.

In general more emphasis will be placed upon encouraging pupils to take part in or direct many of those school activities which can be taken over by the pupils themselves under faculty sponsorship.

- X. Faculty meetings will be conducted as much as possible from the standpoint of specific immediate needs. At the same time some provision will be made for long distance philosophy.
- XI. More effort will be made to help the entire student body to feel that their school is an important part of their entire life training. We shall offer, as before, a health program, an academic program, a guidance program, and a social program, not distinctly separate but interrelated so as to reach every pupil in his every-day activities.

Submitted by

EARL BROWN

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
VOLNEY G BARNES
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
WEST JUNIOR-SENIOR HIGH SCHOOL

Another year has passed--a year of haunting uncertainties and unrest--a year of hard work and vague doubtings. The public has questioned the value of secondary school training because of its cost and because of the results. Many would like to lay the depression at the feet of the schools and point to it as the result of the schools' handiwork. All this has resulted in an intensive study by the school of its own work.

Our effort at West this year has been to cut costs. This has been done first by eliminating the midyear incoming group and consolidating the 7th and 8th grades (a city wide plan). This will eliminate eventually the midyear graduate--a fine move toward economy since the midyear class was always small--leading to small classes in the elective subjects--and since at least a third of them remained in the school as post graduates.

The enrolment of the school for the year 1933-34 was as follows--

7th Grade	-	182	11B Grade	-	61
8th Grade	-	177	11A Grade	-	206
9B Grade	-	81	12B Grade	-	64
9A Grade	-	220	12A Grade	-	206
10B Grade	-	66	Post Graduates	-	<u>23</u>
10A Grade	-	209	Total		<u>1495</u>

Our graduating class numbered	-	Midyear	-	61
		June	-	<u>166</u>
		Total		227

Second, by increasing class size and wherever possible and in the languages combining classes. A study of departmental pupil loads is given to show that in most instances the North Central maximum for teacher load is being exceeded.

WEST SENIOR HIGH SCHOOL

Departmental Loads

Home rooms and study halls counted as $\frac{1}{2}$ value when figuring the load; i.e., a study of 60 pupils is equivalent to a class of 30; a home room of 40 is equivalent to a class of 20.

ENGLISH

Teachers charged	6	
Pupils enrolled	769	
Pupils taught per teacher		128
Plus pupils in home rooms	$\frac{124}{12} =$	10
Plus study halls	$\frac{455}{12} =$	<u>38</u>
Total Load		176

MATHEMATICS

Teachers charged	3 2/5 (includes 3 Jr. High classes)	
Pupils enrolled	460	
Pupils taught per teacher =		135
Plus pupils in home rooms	70	10
Plus study halls	118	<u>17</u>
Total Load - - - - -		162

HISTORY

Teachers charged	4 (includes 1 class in Jr. High)	
Pupils enrolled	525	
Pupils taught per teacher	131	131
Plus pupils in home rooms	132 =	16
Plus study halls	255 =	<u>32</u>
Total Load - - - - -		179

SCIENCE

Teachers charged	3 1/5	
Pupils enrolled	383	
Pupils taught per teacher =		119
Plus pupils in home rooms	100 =	16
Plus pupils in study halls	190 =	<u>30</u>
Total Load - - - - -		165

MODERN LANGUAGE

Teachers charged	3 (includes 3 Jr. High classes)	
Pupils enrolled	391	
Pupils taught per teacher =		130
Plus pupils in home rooms	100 =	17
Plus pupils in study halls	21 =	<u>4</u>
Total Load - - - - -		151

LATIN

Teachers charged	2 1/5 (includes 3 Jr. High classes)	
Pupils enrolled	230	
Pupils taught per teacher =		104
Plus pupils in home rooms	106 =	24
Plus pupils in study halls	33 =	<u>8</u>
Total Load - - - - -		136

COMMERCIAL

Teachers charged	2.7 (.1 if Miss Green charged to Bookshop)	
Pupils enrolled	359	
Pupils taught per teacher =		133
Plus pupils in home rooms	99 =	18
Plus pupils in study halls	57 =	<u>11</u>
Total Load - - - - -		162

MANUAL ARTS

Teachers charged	2 2/5	
Pupils enrolled	221	
Pupils taught per teacher =		92
Plus pupils in home rooms	22 =	5
Plus pupils in study halls	163	<u>34</u>
Total Load - - - - -		131

ART

Teachers charged	1 1/5	
Pupils enrolled	115	
Pupils taught per teacher =		96
Plus pupils in home rooms	23 =	10
Plus pupils in study halls	0	<u>0</u>
Total Load - - - - -		106

HOME ECONOMICS (Miss Earlle 2/5)
(Mrs Saunders 3/5)

Teachers charged	1	
Pupils enrolled	119	
Pupils taught per teacher =		119
Total Load - - - - -		119

MUSIC

Orchestra and Band
Time charged 3/5
Handle 130 pupils who average 40 minutes per day, five times per week
2/3 of 130 equals 86 (equivalent of pupils taught)

Pupils per teacher	143
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Chorus and Choir, etc.
Teacher time charged 1/5 (.1 extra charged to extra work)
Pupils enrolled in classes one period
per week 138
138 + 5 28 (class equivalent meeting each day)

Pupils per teacher =	140
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DRAMATICS

Teacher time charged 1/5
Pupils per teacher 0
Time charged to extra-curricular activities

PHYSICAL EDUCATION

Boys
Pupils enrolled 123 (taught twice per week)
Time charged to teaching 2/5 (1/5 extra charged to coaching)
(.1 extra charged to intramurals)
2/5 x 123 = 49 (class equivalent meeting daily)

Pupils per teacher =	122
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PHYSICAL EDUCATION

Girls

Pupils enrolled twice weekly 125

 $2/5 \times 125 = 50$ (class equivalent meeting daily)Time charged $2/5$ (.1 extra charged to intramurals)

Pupils taught per teacher = 125

As soon as the midyear class is completely eliminated this maximum load will become general.

We have been studying the relation between the Junior and Senior High and attempting to make the step from one department to the other an even one. The study is to be found in the report of the guidance department.

Our home room situation is not just as we would like it. We believe that the home room teacher should know her pupils. This could be accomplished by having one teacher in charge of the pupil from the 7th to the 9th grade and from the 10th to the 12th grade. This has been accomplished in the Senior High but is a goal to be reached in the Junior High. Next year we shall continue our study of the 9th and 10th grades and also attempt to perfect our home room situation.

Submitted by

VOLNEY G. BARNES

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
WEST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
LEROY E. JENSEN
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
WEST JUNIOR HIGH SCHOOL

I. A statement in regard to the work of the year

A. The following plans included in last year's report have been carried out:

1. Our activity program was improved during the year. At present all home rooms are organized and have held regular meetings. Several of them organized as clubs.

Opportunities for the selection and development of hobbies were provided in several rooms. Definite assignments were made for study during the activity period for eighth grade students, during the later part of the year, to help them in forming good study habits for the ninth grade.

2. Two instructors in physical education were secured to supervise the recreation during the noon hour. Having teachers trained in this work in charge of the recreation was a great improvement over last year when classroom teachers did the supervising.
3. A revised curriculum was constructed for the incoming sub 7B's (those who did not have the regular 6A work) and for the sub 8B's (those who did not have the regular 7A work). The course of study was so arranged that the students who had been accelerated started their work in September where they would have under ordinary circumstances. Miss McIlquham and Miss Devine, who were in charge of these groups, so managed their work that no objections were received about students being hurried.

The achievement in regular academic work of these accelerated pupils was satisfactory. All students in the seventh grade were given the Torgeson Public School Achievement Test the fourth week in May. The results of this test were compared with a comparable test given last year at this time. It was found that the average score of the sub 7A's was four points below the 6A level in May 1933 and two points above the 7A level in May 1934. Therefore these pupils made more than one grade during the year.

4. The plans for a student council were carried out. One representative from each home room was elected to serve on the council for a semester.

Perhaps the outstanding achievement of the council was the managing of our School Festival. The council made plans for the entire program and helped materially in carrying out many of these plans.

Thus far the Student Council has justified its existence. Its greatest value seems to be in affording the administration an opportunity to determine the students' attitude toward activities, regulations, and projects of the school.

5. As a means of stimulating original work in English classes and recognizing some of the fine work already done, a Junior High Paper was published. This was published in place of one of the regular issues of the West Hi-Times. The paper was successful enough, from both a financial and literary standpoint, to warrant making an issue of this kind a semi-annual affair.

II. Achievements of the year

- A. The development of the clubs organized before this year and the organization of several new clubs was one of the most obvious achievements of the year. Civics, Boys' Camp Cookery, Athletic, Press, Dramatic and Travel clubs were started.

Our clubs are still being conducted on the theory that they are more worth while when directed by people particularly interested in them and composed of students who have indicated a desire to have these clubs started.

The one great difficulty encountered in our experience with clubs has been to provide time for the club sponsors to do all they feel should be done. With five classes, a study, and a home room, teachers have little time left for this work.

- B. Our noon hour has been improved this year. At the beginning of the second semester last year, a new schedule was adopted which provided a one hour noon. This meant that the three hundred and fifty pupils who ate in the cafeteria had to be taken care of for a full half hour each noon. This fall a recreational program was inaugurated which took care of about fifty percent of these students. For the remainder the library was opened for reading, and two study halls were made available.
- C. Smaller physical education and music classes were made for four days of each week. We formerly had very large classes having music and physical education alternate days. These large groups were formed into two sections. One section having music while the other was in the gymnasium. On Friday of each week all the junior high people had physical education. This relieved the music department to take the senior high chorus groups on this day.

A greater amount of individual work with the music students has been one of the chief advantages derived from these smaller classes. This advantage was gained in spite of the fact that we only have Miss Lunt to do all the chorus work when we had Miss Mouldie two times a week to help Miss Lunt last year.

The smaller classes in physical education have made it possible for the directors to give more attention to pupils needing corrective work. It has been equally helpful to students who do not do well at games.

- D. Our weekly auditorium programs were again one of the "high lights" of the year. We had some very fine entertainment from outside the school, the total cost of this being ten dollars. Several of the most interesting programs were outgrowths of classroom and club activities.
- E. For the first semester of the year we did not have regular band and orchestra rehearsals, but instead had individual instruction and work in small groups. The second semester, when a band and orchestra were formed, we found the members to be more advanced in general musicianship

than they would have been under the usual method. We plan to continue this system next year.

III. Plans for 1934-35

- A. It will be necessary to again make a special program for some of the people who were accelerated one semester. Our greatest difficulty came in the eighth grade mathematics. We are going to start a pre-math course for those who had the most trouble in this study, rather than have them repeat eighth grade mathematics or attempt ninth grade algebra. This course will begin with eighth grade work and end up with some algebra. The regular algebra work will be offered these people in the tenth grade.
- B. To facilitate the work of the guidance department and make it possible for a greater unity to be developed in the home rooms, we plan to have the eighth grade home room advisors keep the same people in the ninth grade.

It would not be advisable to have the present eighth grade home room teachers follow their groups through to the ninth grade because those composed of boys would have to meet in undesirable rooms for two successive years. Furthermore, this would mean that four home rooms would be of one sex for two consecutive years. At the end of the first semester the last junior high mid year group will graduate, after which our enrolment will be smaller and will remain constant through the entire year. Suitable rooms will then be available to use for mixed groups in the eighth grade.

- C. If possible I would like to have the entire junior high school concentrate on one project during the activity period for a week at a time. The projects might be a discussion of hobbies, observance of Lincoln's birthday, courtesy week, etc. It would perhaps be feasible to complete the week's work with an all school program which could represent the best work done.

Submitted by

LEROY E LUBERG

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
BRATTON SCHOOL

Presented to the Board of Education
by the Principal
MARIE E. HAGEN
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
BRAYTON SCHOOL

The total enrolment for the school year 1933-1934 varied very little from that of last year.

	<u>1932-1933</u>	<u>1933-1934</u>
Total enrolment for the year	87	94
Actual enrolment at the close of the year	69	68
Transfers	8	15
Withdrawals	10	11
Late entrants	10	22

We have had a larger total enrolment this year but we have also had more pupils moving in and out of our school district. The study of this shifting enrolment is very interesting. 60.6% of our enrolment have remained with us during the entire school year. 39.4% were enrolled only part of the time. 50% of the children entering during the year have come from schools outside the city. The adjustments that are necessary to accommodate new pupils break in on the time and work of the school. These cases require a great deal of individual instruction.

We have had the pleasure of using the filmstrips and slides in our classes. We regret that we have not been able to use the 16 mm. machine which we found very valuable in our work last year.

We are very grateful to Miss Axtell, Miss Leroux, and Mr Schleck for their generosity in loaning us books again.

Formal and informal tests have been given in the academic subjects. Every child has had at least one mental test.

Excursions have been taken by the grades to stimulate interest in the work.

Demonstrations were given during the year. Unit completion programs were rendered by the children at several of our P.T.A. meetings. We gave two school programs in which all subjects of our school work were displayed. Every child had the privilege of taking an active part in these programs. An unusually cooperative spirit on the part of the parents has been gratifying. Similar programs will undoubtedly be given again next year so that parents may continue to keep in touch with the work of their children.

The P.T.A. was reorganized last fall and regular meetings were held with very good attendance. Two public card parties were given. The proceeds made it possible for us to give milk to the under-nourished and indigent children gratis from the first of December through March. This organization seemed superior to the Mother's Club that we had last year because it kept us in closer contact with other schools. We obtained a great deal of benefit from the city P.T.A. Council.

Brayton School is very fortunate in renting four rooms to the Vocational School, one room to the Attendance Department, and an office to the Supervisor of Curriculum. This tends to decrease our maintenance cost per pupil.

The organization plan for next year will be the same as this year, one teacher on half day schedule for the kindergarten, one teacher for the first and second grades, and the principal will teach the third and fourth grades.

Due to forced economies, each teacher had two grades with an average of 30 pupils per room. It was therefore necessary to have more of the traditional teaching and less of the enriched curricula planned by our supervisor, Miss Mabie.

When funds are available and if our enrolment demands it, we are hoping to be able to have 3 instead of 2.5 full time teachers. This would divide the work of the four grades among 2.5 instead of 2 teachers and would enable us to give the children a richer activity program.

Parents and teachers would greatly appreciate having the classrooms redecorated as they are of the opinion that it is badly needed.

If the funds warrant it, I would suggest a slight reduction in the amount of the waiver on all teachers' salaries.

Submitted by

MARIE E HAGEN

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
DOTY SCHOOL

Presented to the Board of Education
by the Principal
PEARL LEROUX
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
DOTY SCHOOL

A greater emphasis was placed on the study of the individual this year. The work centered around the following objectives:

1. A better understanding among the parents, teachers and pupils.
2. A more intensive study of the individual.
3. Greater adjustments to fit individual needs.

To accomplish these aims we used the records from the guidance department, information from the health department, information gained by the teachers through contact with pupils at school and at home. From these sources a more intensive study of the individual and the class was made.

It is interesting to note from the study that 24.6% of our children come from homes where they are receiving aid from the county or city, that 29.6% come from families where parents are separated, that 23% of the mothers are working. It is not surprising that we find in these groups a large percent of unstableness, restlessness, poor citizenship, nervous reaction and poor work. We also found in a class of 32 only 6 children who had a normal background.

The units of work as outlined in several grades were very helpful in working out individual problems. The following trips were made in connection with the units studied:

Northwestern Depot

Kennedy Dairy

Historical Library

Post Office

Wisconsin State Journal

Wolf, Kubly and Hirsig Co

Family Pets

Rock Gardens

Vegetable Gardens

The Zoo

These trips not only proved helpful from an informational standpoint, but under normal situations much citizenship could be taught indirectly.

To emphasize responsibility, citizenship and initiative we gave a Christmas program and a Memorial Day program. Several class demonstrations were given to the parents during the year. An exhibit of work was given during Educational Week and children were given an active part in selecting and posting work and entertaining parents.

Club work for the boys and girls was stressed. Three clubs were organized during the year, a Glee Club, a Civic Club and a Girl Scout Troop.

The Parent Teacher Association has been very active and we appreciate the cooperation with us. We had many interesting gatherings. Through the efforts of the organization about \$110.00 was made this year, most of which was spent for milk for the needy children. The P.T.A. also furnished the school with several children's magazines.

Results of forced economies

I believe the forced economies have not effected the quality of service to the children very much, but the teacher load has been much greater. It has not, however, been possible to carry on all the extra activity work which is essential here. We began to increase the teacher load last year by the principal teaching one half day and dividing the third grade class among the other teachers. That has continued this year plus the kindergarten teacher teaching a half day. But with the increase of 20 pupils I think it would be wise to retain either the sixth grade teacher or the kindergarten teacher a whole day to help out in the third grade for a half day.

Plans for 1934-1935

1. Continue objectives of this year
2. Work intensively on the units of work as outlined for the several grades
3. Encourage parents to visit school, so that they will have a better understanding of the work being done in the school

In regard to the use of additional funds that might be available:

1. Some new books and replacement of old books will be necessary
2. I think that a slight reduction in the amount of the waiver on all teachers' salaries would be more satisfactory to a larger number of teachers, that reduction to be made in the same way that the waiver was planned for the teachers originally.

I have appreciated the cooperation of the Doty and Special teachers in all of our activities this year. Because of the fine spirit of working together we had a very pleasant and I believe profitable year.

Submitted by

PEARL LEROUX

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DRAFTER SCHOOL

Presented to the Board of Education
by the Principal
ADRIANE R MARVIN
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
DRAPER SCHOOL

I. Organization and enrolment

The fall of 1933 marked two changes in the teaching force of the Draper School. Miss MacKoske began the year as half-time teacher in the sixth grade. At Christmas time Miss MacKoske, finding the work in two buildings too hard, resigned her position. For the remainder of the year Mrs. Elizabeth Porter, a substitute teacher, had charge of the forenoon sessions.

I taught the sixth grade in the afternoon throughout the year.

Half day sessions in the kindergarten marked another change in the organization of Draper School.

The two new teachers who entered the Draper School in the fall are Miss Carol Bents, kindergarten teacher, and Mrs. Margaret Balch, first grade teacher. Both teachers have been most helpful in every respect.

Total enrolment for the year	221
Enrolment at the close of the year	200
Transfers received	21
Transferred	13
Teachers' Absence	13½ days

Thirty pupils who were rated as B's at the close of the school year 1933 have made a satisfactory A grade.

Estimated enrolment for next year about the same as it has been this year.

II. Work for the year

Teaching afternoons through the year in grade six.

The class in the sixth grade consisted of 29 pupils ranging in ability to do excellent work to pupils who were unable to do good fourth grade work. This class has, all the way through the grades, been a slow group and has received much extra help. At the close of the year I feel that too much of my time has been given to this group. The grouping in the sixth grade has been very flexible. The aim has been to give each pupil a chance to work in each subject in the group which would give him the best results.

Morning supervision

I have followed carefully the morning work throughout the building. Have as far as possible kept in touch with the afternoon work through the teachers' plans of weekly work.

Tests

The standard reading tests which were given in the fall gave each teacher a good basis for remedial work. The pupils in the Draper School need more practice in reading for comprehension than they do for speed. The range in reading ability in grade six was from ninth grade to below third grade.

Getting the main point in a paragraph seemed the most difficult of the different types in the reading tests.

The Public School Achievement Tests were given to the sixth grade pupils. Five or six of the group will be unable to do satisfactory work in the next grade. I feel that this group will get but little by repeating the sixth grade and have recommended that they enter high school where special provision is made for such pupils.

No city wide arithmetic tests were given this year. The Language tests showed me that the mechanics of English need more drill.

The penmanship tests did not show as much improvement as I expected.

Informal tests were given in arithmetic and spelling.

Clerical work takes considerable time. Teaching half a day a principal realizes there are many changes that have to be made in her plans for the day's work.

Emphasis has been placed upon audience reading. The aim has been to get pupils to realize the importance of preparation on the part of the reader.

The teachers and the pupils have been very enthusiastic in carrying out the different units of work. I asked each teacher to write briefly what she considered her outstanding work for the year. I enclose with this report copies of the reports which I received.

The exploratory trips this year were quite numerous and were always pronounced by the teachers as worth while. Among the places visited are:

Historical Museum	Fire Department
Vilas Park	Flower Shop
University Dairy Building	Toy Store
Streamlined car	Old's Seed Company
Lincoln Statue	Walk to see signs of spring
Walk to homes to see pets	

The radio over WHA has been used for the different grades as outlined. I feel, to secure the best results from the radio, there should be more pre-preparation on the part of the teacher and pupils and a summing up of what the children have got out of the talk.

The Boy Patrol does not seem a necessity in Draper School. The pupils enjoy it, Mrs Steve recommends it, and it does develop a sense of responsibility on the part of the boys.

We have had one public demonstration of work done in music and physical education during the year. Mrs Steve, Mrs Balch, Miss Hanson and Mr Rall did a great deal to help the classroom teachers make the program a success. Our facilities for public demonstrations are very poor. In addition to the public entertainment the different grades provided entertainment for P.T.A.

Visual education has not been neglected. The following films have been used:

Rubber	Iceland	Fire Prevention
Silk	Norway	Abraham Lincoln
Switzerland	Wisconsin Dairies	Pied Piper
Seal Hunt	Birds	

A very serious problem in the Draper School today is the proper placement of six or seven pupils in grade five, and one or two in grade three. The boys in the fifth grade are utterly incapable of doing sixth grade work and yet will get little by repeating fifth grade. I do not see how any teacher in sixth grade can give these boys and girls what they need. I have watched two of the boys as they have come through the grades.

- III. I do not think the forced economies have seriously affected the pupils of the Draper School this year. We have supplementary reading material throughout the grades so that by selecting the best we have got along. Our books need replacing. In looking over the new books I am conscious of the need of new ones.

The Weekly Reader, with its interesting topics and devices, has been a boon to all the grades. In the sixth grade I use the two editions of the papers--correlating English and reading.

We have very few workers in the P.T.A. Though the attendance has been small I feel that the parents have been very much interested in the activities of the school. The P.T.A. this year has

- During winter months furnished milk to about 32 pupils
- Paid for magazines for the school
- Paid \$10.00 to Extension Department for slides and films
- Allowed \$10.00 for school picnic
- Helped to secure clothes for needy pupils
- Conducted a very successful Summer Round up

IV. Plans for next year

1. The organization of the school will be in the same general plan as it has been this year. I cannot tell definitely until I know what help I shall have in the sixth grade.
2. I shall spend less time on my own class work.
3. More attention given to written English.
4. We need better penmanship in grades five and six. This can be secured if we emphasize each pupil's correction of his own errors. There are a few errors that should be corrected.
5. More help from the sixth grade teacher outside of her regular teaching. Mrs Porter has been very willing.

Suggestions for next year

That the four editions of the Weekly Reader be paid for from the Draper budget.

New sets of arithmetic for grades five and six.

More reading material for help on the units of work.

More use of ditto copies and less blackboard work.

New arithmetics for grades three and four.

Physical Plant

Mrs Balch is very anxious to have the stationary desks replaced by small tables. We have chairs that could be used if necessary, but new ones would be preferable. The same request comes from Miss Thiard. If the Draper School is to be used for a time it seems as though we should have new equipment. The seats throughout the building are very poor.

Shades need repairing.

More storage room is needed.

Four more low sections of platform to go with what we have would be helpful for public performances.

The playground needs re-surfacing.

- V. In regard to the use of any additional funds which might be available I feel that the pupils should not suffer. The first essential is that the school shall not lack educational supplies.

It has been suggested by one of the teachers that the equalization of the teaching load is of first importance. Another suggestion is that an increase in salary, however small, would be an important factor in increasing the general morale of the teaching force. My idea, after the necessary educational supplies for pupils have been obtained, is to make a reduction however slight, of the waiver on all teachers' salaries. This I think, would do much toward making teachers feel that better times are ahead.

Submitted by

ADELINE R MARVIN

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
DUDGREN SCHOOL

Presented to the Board of Education
by the Principal
LUCILE C EAYS
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
DUDGEON SCHOOL

General Survey of the School Year

In accordance with our plan of the past several years we are continuing our program of detailed study of the individual child. Additional data has been added to each case study and the individual folder now furnishes quite complete data on every child in school.

We have continued giving a Binet test to every child upon his entrance to our school.

With the help of Mrs Steve of the Health Education Department we again tested the eyes of all children in school. Not as many vision defects were noted as in previous years and we believe this is due to the eye corrections which have grown out of this testing program in previous years.

We have continued the use of the radio programs this year and have found many of them very helpful.

Dudgeon P.T.A. was again one of the few in the State to rate "Superior". Our P.T.A. again served milk to children needing or desiring it and paid for the milk of those who could not afford their own. Several study groups were organized among the parents and although the membership in each was small, attendance was regular and the groups proved very worth while.

As in years past we continued sending groups of children on excursions, and we also invited in several people to talk with the children on their different units and projects.

Plans for Next Year

1. Continue giving the Binet text to every child as he enters school.
2. Continue the use of the individual folder for each child, and plan for a large record card which will contain detailed information on children helpful to teachers in better understanding the child and his background.
3. Test the vision of every child who has not had such a test within the year, and, if possible, test the vision of every child in school.
4. Continue the ten minute daily relaxation period in each grade.
5. Stress the reading program in grades one and two, as this is where reading habits and interests are established for the child for his entire school career. Such emphasis should minimize remedial work in reading above the primary grades.
6. Continue the study of child interests and special abilities.
7. Continue milk serving through our P.T.A. to the children who are underweight or show need for it.
8. Improve the study habits of pupils.

Special Recommendations:

1. That we give standardization reading tests twice during the year.
2. In schools where principals teach part time, a part time secretary be provided. Too much of a principal's time is consumed in routine clerical work.

Effect of forced economies:

We have felt handicapped because of retrenchment on general supplies, especially books. I think the worst effect has been directly upon teachers because of their cuts in salary. There has been a general tendency for teachers to hesitate to do anything not absolutely necessary which has involved the expenditure of money. This has affected their recreational activities at a time when recreation has been more necessary than ever before. Although this general effect of reduced salaries is subtle it is very important and has surely left its imprint upon the teacher.

Recommendation in regard to use of additional available funds:

If additional funds are available I would suggest that they be used for the following purposes in the order suggested below.

1. A slight reduction in the amount of the waiver on all teachers' salaries.
2. A partial resumption of increases in salary according to the schedule.
3. Increase in purchase of educational supplies for children, including books.
4. Employment of additional teachers and reduction in average class size.

Submitted by

LUCILE HAYS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EMERSON SCHOOL

Presented to the Board of Education
by the Principal
LEO P SCHLECK
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
EMERSON SCHOOL

I. An Account of the Year's Work:

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 great enrichment of their work and a feeling of accomplishment.

Throughout the entire school year 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 Scouts, the School Republic, athletic games, Boys' Patrol, and many miscellaneous activities. As a result of this closer contact between teacher and pupils, a high grade of citizenship has been developed in the Emerson School. One will always find the Emerson boy or girl most sincere, cordial and cooperative.

Teachers have read with interest the articles on "Home Visitation" which have appeared in the N.E.A. Journal during the past school year. The material in these articles has been a close tie-up with their own experiences in home visitation. Since this was one of the features to be carried out, during the year 1933-34, many home calls were made, and reports of them were submitted to the principal. These were read with interest, and from them it would appear that these visits to the home are most worth while. Next year we hope to do more along this line in order to strengthen the relationship between home and school. Also through this home visitation teachers have one of the greatest opportunities in selling the schools to the public. Manitowoc, Wisconsin, has carried out a Home-School Contact Program during the past two years and Mr Hugh S Boner, the Superintendent, says, "This type of Home-School Contact Program will be weak only to the extent that the teachers are weak in interest, information, and understanding."

Besides direct home contacts much was done in bringing about a close 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 many formal programs, depicting several school activities, such as: chorus work, glee club work, kindergarten orchestral work, physical training demonstration by the boys, a Christmas program. These were given at the Parent-Teacher Association meetings both in the afternoon and evening. Two

demonstrations of the work done in physical education were given to acquaint parents with the health work of the elementary school. 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.

Radio and visual aids have rendered an important part in enriching and supplementing the courses of the study which make up the elementary school curriculum. Radio Bulletins from WHA formed the basis for our radio work. However, whenever another station was presenting something worth while, these would be used. In the visual program extensive use was made of slides, still films, and films. These were obtained from the Bureau of Visual Instruction, University of Wisconsin and from the William H Dudley Visual Education Service, Chicago, Illinois. Next year a similar program in radio-visual aids will be carried out.

Through the cooperation of Miss Moss, the Emerson School librarian, a fine program of recreational reading has been executed throughout the grades. A good share of it has been free reading, or what might be called browsing, and much of it has associated itself with the social and natural science studies. Through this recreational reading program, the pupil who isn't fond of reading has been stimulated to do a certain amount of reading; also it has developed a more lasting interest in this field. However, not only has it affected the reading habits of the slow pupils, but it has brought joy and a definite enrichment of subject matter to all the pupils. Every elementary school library should be a laboratory where the boys and girls are trained by an inspiring teacher-librarian in the selection of good books.

This past year the auditorium teacher aimed to bring about a greater socialization of each child from the second through the sixth grade. 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 has 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.

Another important feature of this year's auditorium work has been the correlation with the several departments of the platoon school. The units begun in the various departments are not isolated activities but through the efforts of those teachers who have caught the philosophy of the platoon organization, the unit enriched, perhaps, by the contribution of several departments, has its culmination in the auditorium where many, not a select few, may see it in its entirety and share in all it has to offer. Such work calls for research and originality on the part of teachers and pupils, besides that comfortable feeling of unity:- a whole faculty and an entire body of students interested in a piece of work begun by one teacher and one class, but requiring help from other sources to add to its strength and beauty. The auditorium teacher must study the plans of the other departments and endeavor to correlate when possible. While the auditorium has no course of

study of its own, the auditorium teacher must become familiar with all the courses of study for all the grades coming to the auditorium and from these sources make auditorium programs. These programs must be flexible and adaptable for successful auditorium work. Conferences were held between the auditorium teacher and the teachers of the other departments and between the auditorium teacher and the principal. It is my earnest hope that those who have seen a real auditorium function in a platoon school, successfully and happily, will spread its message to those who, as yet, have not grasped its real philosophy and value.

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 and natural sciences and other school subjects fixed. Thus directed permanence 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 mal-adjusted 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.

A definite set-up as to correct language usage and correct pronunciation were carried on in the grades in a most satisfactory manner. All of the material was properly leveled and graded, and every Monday A.M., the sentences and words were placed upon the board for the week's drill work. Constant reviewing of the previous weeks' lessons was done in order to bring about a complete fixation of same. This program will be continued again next year, for the teachers have felt that it was one means of developing good language habits.

Throughout the entire school year, observation of the teachers and pupils in action would have shown that everything has centered upon the child's interest to learn rather than the teacher's intention to teach him. There has been pupil initiative as well as teacher initiative. A friendly and helpful attitude prevailed throughout the year.

II. Ways in which forced economies have affected the educational offerings and the quality of services to the children are:

1. Fewer teachers to take care of enrolment which meant heavier teacher loads - also class sizes were increased. As a result less time for

teacher-preparation both in planning and enlarging upon her own knowledge of the subject,--more nervous energy expended, thus lowering the efficiency of teacher. Less time, and, in fact no time for the caring of the pupil who needs individual instruction--more pupil failures.

2. Because of the added physical and mental strain under which the teachers have worked, there has been more need for substitute teachers. This not only costs the Board of Education money, but reacts upon the children.
3. Cutting down the number of supplementary books has tended to break down the program of enriching the school curriculum.
4. Curtailing funds for ordinary supplies have resulted in lowering the quality of work on the part of pupils - also less freedom for creative work.
5. The decrease in the amount of playground space has made it necessary to re-arrange the play program. Children are now forced to play under the windows of classrooms. Children in these classrooms are forced to listen to this continuous noise which in turn effects the quality of work of both teacher and children.
6. Doing away with instruction in instrumental work in elementary schools has prevented many gifted children from laying the ground work for their musical education. This instruction is needed more than ever especially since parents haven't money to pay for private lessons.
7. Special teachers used to give especial attention to slow pupils - this work is now done by the regular teachers during their free time. This prevents them from browsing in the school library or public library to read books, magazines which would give inspiration and new ideas for teaching the children.
8. In cutting the Visual Education budget, schools have been obliged to get along with fewer slides and films. This has prevented enrichment of the elementary school curriculum.

III. Plans for the Year 1934-35

1. To continue citizenship program.
2. To continue penmanship program.
3. To develop a more integrated school program centering around the social studies and natural science units.
4. To continue "Home Visitation" by teachers. This has meant much to parents, teachers, and pupils. This is, perhaps, one of the most necessary tie-ups with the home, and it will continue until the "Visiting Teacher" becomes a part of the school staff.
5. To provide a more careful study and also a closer supervision as regards individual differences within the several level groups.
6. To continue expanding the Visual-Radio Education program.
7. To provide remedial program in reading, arithmetic, spelling, and the like whenever the demand arises.
8. To continue working with the Guidance Department in studying the personality traits of each pupil so as to guide him intelligently and develop him into a social being.
9. To carry out a formal and informal testing program at certain intervals during the school year; same will include the several subjects which make up the curriculum of the elementary school.
10. To continue the "Good English Work".

IV. The best avenue of expenditures are as follows: (Arranged in order of importance)

1. A partial resumption of increases in salary according to the schedule. It will help to strengthen the morale of the teaching staff. Many teachers have spent time and money to improve themselves through summer school work, correspondence work, and travel. Teachers will feel that all has not been lost which has taken time to accomplish. If Madison took the lead in this, it would mean that other cities would follow. Being an educational center, Madison should be a natural leader in everything that will help to raise the teaching profession.
2. A slight reduction in the amount of the waiver on all teachers' salaries. I believe the city of Madison should fall in line with the other cities of the state which are again returning to the salary schedules, or at least making a slight reduction on all teachers' salaries. I believe the city of Madison should heed the action of Congress, for the 15% pay cut imposed upon federal officers and employees has been partially restored. By the end of June 30, 1935, the reduction shall not be in excess of 5%. No doubt, the president of the United States will eliminate the last 5% entirely before the end of the year, for it is he who has the authority to do it.
3. Employment of additional teachers and reduction in average class size. Many good teachers are in need of work and by employing some of these, class sizes and teachers' loads can be reduced. Closer supervision of the individual needs of pupils and also higher scholastic accomplishments will result, plus a higher character development on the part of the pupils.
4. Increase in purchase of educational supplies for children, including books - Unit work cannot be enriched without the use of the proper kind of books and supplies. Many of the books on hand are worn out physically - need to be replaced. Not having the necessary school supplies has retarded some of the work, and, too, quality of work has been somewhat lowered.

V. Miscellaneous:

1. Age-Grade Table
2. Library Report
3. Organization set-up
Room Locations - Program
Teaching Personnel
4. Graphs
a. Arithmetic curriculum and Stanford Achievement
5. Nutrition Report including tables
6. Home Visitation Report
7. Board of Education Radio Series

Submitted by

LEO P SCHLECK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
FRANKLIN SCHOOL

Presented to the Board of Education
by the Principal
CLARA W GINTY
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
FRANKLIN SCHOOL

A General Survey of the School Year

Enrolment slightly increased - The number of pupils in Franklin School during the year 1933-1934 was slightly in excess of that of the previous year. I think that hereafter there will be a gradual increase in enrolment due to the fact that children of young parents, who have purchased the new homes on Lakeside Street and South Shore Drive, are beginning to enter school. This will be a more or less permanent population. According to present figures the enrolment by rooms next year will be somewhat in excess of the following numbers:

Kindergarten	40
First Grade	35
First and Second Grades ...	35
Second Grade	35
Third Grade	35
Third and Fourth Grades ...	35
Fourth Grade	35
Fifth Grade	37
Ungraded Room (3-5)	20
Sixth Grade	39
Seventh Grade	38
Eighth Grade	45

Organization about the same - There have been no changes in the organization from that of last year except that one ungraded room was eliminated and the auditorium work and instrumental classes discontinued.

Remedial work was stressed - Emphasis was given to remedial work for pupils handicapped by the transition from semi-annual to annual promotions, which necessitated the acceleration of a section of each grade a half year or more. In the first three grades the teachers did individual or group work regularly each day between 11:30 and 12:00 and from 3:00 to 3:30. The kindergarten teacher, whose pupils are dismissed at 10:45, worked every day between 11:00 and 12:00 with first and second grade pupils. In grades four to eight, inclusive, the teachers had to depend upon grouping pupils according to their needs and planning work for the different levels of ability. I assisted in this work by teaching groups of fifth, seventh, and eighth grade pupils who needed more time than the regular teacher could give them.

The elimination of the ungraded room was a mistake - I regret very much that I advised, as an economy measure, the elimination of the ungraded room for upper grade pupils. I am fully convinced now that a special room of the right sort is, in the long run, the most profitable adjunct an elementary school can have. For the first time in my experience as a principal in the city schools, no pupil has been sent to me, during the year, for discipline, and no teacher has reported conduct problems in her classroom. Neither have we had playground bullies nor complaints of out-of-school behavior. Yet we have had the younger brothers and sisters of pupils who in the past were serious problems, and pupils who had been potential

problem cases in earlier grades. I attribute this desirable change in attitudes to the fact that pupils, who were unable to satisfy their desires for self-display and approbation along academic lines under ordinary school conditions, have had ample opportunity to do regular school work with a certain degree of satisfaction, at any rate without acquiring an inferiority complex. They have also had many opportunities to compete on equal terms with their schoolmates in the various ways which the extra-curricular activities afford. Because of these two types of work pupils have had plenty to interest them and to make them feel they are a necessary part of the school life. There has been no urge to resort to mischief or undesirable attitudes in order to satisfy "egos" that crave attention.

While the influence of the special rooms in which these children have been has carried over through this past year, it will not be effective under adverse conditions very long. There are a large number of pupils who need the advantages a special room affords. The numbers in each grade are larger every year making it less possible for teachers to even approach the amount of individual attention that is needed. The wholesome social attitudes of pupils leaving the fifth grade in the special room will be changed completely by the time these children have struggled against odds in the sixth and seventh grades. Another special room for these upper grade pupils is almost necessary.

Recommendations for the Year 1934-1935

The principal should have a secretary - The policy of basing secretarial needs upon pupil enrolment rather than upon the number of duties the principal has to perform, is not a reasonable one in my estimation. In a school like the Franklin, which is the center of so many different community activities, there are almost incessant demands upon the principal for clerical work, interviews, committee meetings, telephone calls, and evening meetings. It is absolutely necessary that the principal keep in touch, and sometimes in control, of these outside activities. I have felt that I have met these demands at the expense of the educational program. During the past year I have had almost no time for supervisory work in the school. With a secretary to do the clerical work, answer the telephone, take care of supplies, and run errands, the principal could do all of the community work that is advisable and still have time for an adequate supervisory program.

The school should have an auditorium teacher - It was another great mistake, and not warranted by the small amount of money that it saved, to discontinue the auditorium work and the classes in instrumental music. It meant so much to the community. Miss Rodruan has been at Franklin School four half days a week this year. The tax on her physical strength required to get from here to the Emerson School each noon was wasted energy that might have been put to better use. Miss Rodruan has been very generous with her time outside of school hours when she has been able to use that time for chorus work and dramatics instead of going from one school to another. I feel that the need of auditorium work here is as great as in other elementary schools that have it. I therefore recommend that Miss Rodruan be assigned to Franklin School four days a week and to the Hawthorne one as in previous years. The two schools work together nicely in the exchange of time and equipment for extra programs and activities.

The art teacher is also needed at least four days a week - The art room and equipment at Franklin School are not adequate for such large classes as there will be next year. By sectioning the sixth, seventh, and eighth grades for art work two advantages will be gained, better work in the art room and smaller groups for the classroom teacher in arithmetic and the social studies. It will make it possible,

too, to increase the amount of hand work for the slower group of pupils and for those with unusual ability along that line. I have prepared a schedule for Miss Buck and am asking her to make provision for the extra time needed for Franklin School next year, if possible. This would really be a step toward the platoon school plan which will have to come sooner or later in order to use the building to its capacity before enlarging it.

More adequate supervision of physical training program needed - I also recommend a change in the physical education program for children and adults. From three to five different men have had charge of the work for men and boys, and at least three women have directed the work for the girls and women. No one person is responsible for the care of the gymnasium or the equipment. It really makes it necessary for the custodians to supervise the care of equipment, the care of the building, and the conduct of people. This is not a satisfactory arrangement, and it frequently causes resentment among adults. I suggest that one man be assigned to Franklin School for both the school work and the recreational work for men and boys. The salary for such a person would have to be divided between the health education department and the recreation department according to the time given to each. His schedule might be as follows:

1. Every afternoon from 2:00 to 5:00 to direct the physical education work for boys and their after school practice and games.
2. Every evening from 7:00 to 9:30, except Wednesdays, (women's evening) to direct the adult recreational work.
3. Saturdays from 9:00 to 12:00 (in place of Wednesday evenings) to direct practice and competitive games for both boys and girls.
4. If the Girl Scouts and Boy Scouts have the use of the Franklin gymnasium on Tuesdays and Fridays as they have been doing, this teacher would be available for after school work in some other school on those days.

This would give the school no more time than it now has from the two departments, but it would eliminate many objectional features of the present plan. It would conserve equipment. As it is now no one teacher is responsible for anything and much equipment disappears from time to time. Women teachers could be responsible to the man for anything they use and for their care of the gymnasium and the dressing rooms. Smoking in the dressing rooms, meddling with the stage lights, and other annoyances that are now frequent, when the gymnasium is used evenings, would be eliminated. Older boys, not in Franklin School as pupils, would be less apt to use the first floor as a thoroughfare between Lakeside and Potter Streets, if they knew the gymnasium was under supervision. I am sure my plan would result in a real material economy, if carried out, as well as a saving of the time and energy of the principal.

A salary adjustment should be made - There is one teacher in the school who had reached the \$1600 barrier at the time of the suspension of the salary schedule. She had earned the necessary credits to put her across the barrier. Although an excellent teacher in a difficult position (special room), she is now receiving less salary than our janitors received last year. She has a larger family to support than have two of the janitors. It seems to me that the first place to use any additional funds that may be available would be to put this teacher, and others in her position, across the barrier, deducting their waivers from the higher basic salary.

Conclusion

I wish to thank the Board of Education, the Superintendent, and all of my fellow teachers for the many expressions of appreciation that I have received, and for the delightful memories I shall always have of my associations with the Madison Public Schools.

Submitted by

CLARA W GINTY

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 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
HARVEY AND MARQUETTE SCHOOLS

I. Summary of Year's Work

A. Social studies

The units of work form the core of the curriculum. The development of the social studies units as the basis of the curriculum has brought about a unified and correlated program where interesting activities have been carried on with the help of the curriculum director and the special teachers in art, music and physical training. Such units have provided opportunity for original research and creative effort. The activities involved in these units, such as trips to the City Hall, State Journal Office, Democrat Office, Forest Products Laboratory, Telephone Office, and to other places, interviewing of persons for first hand information, keeping records, and making reports have aided in enriching the social studies program.

Language activities quite naturally are a part of each unit as there is always a need for letter writing. Letters of inquiry concerning bulletins and pamphlets to railroad companies, steamship lines, industrial and commercial houses and to chambers of commerce have been written. Real life situations have been provided which have helped to secure better spelling, better English and better penmanship.

Art and music have been closely related to the units of work. The art work has been correlated with health projects, safety education, social studies and other subjects. In connection with the social studies, the pupils have illustrated with pictures and clay modelling their descriptions of people and industries. They have dramatized and painted scenes depicting progress in different phases of human activity. An attempt has been made to correlate art with every subject where it will help to give each child confidence and power to express himself better. Music has been correlated with the units of work also. Through the activity program the pupils have been stimulated to:

1. Organize information in order to give reports to the class, thus each pupil has in addition to his own interest, felt a responsibility of bringing something of value to others.
 2. Make booklets, graphs, charts, and posters.
- The pupils have gained an enriched experience through ability to use a wide range of materials.

B. Individual differences

Provision has been made in all grades for individual differences. Each teacher has at her disposal a graph containing the chronological age, mental age, and intelligent quotient of each pupil in her room. There is a wide range of abilities as is shown in the following tables:

Table I

Harvey School

<u>Grade</u>	<u>Mental Age</u>	<u>Intelligence Quotient</u>
First	4 yrs.8 mos. to 8 yrs.11 mos.	74 to 123
Second	5 yrs.4 mos. to 8 yrs.11 mos.	73 to 137
Third	7 yrs. to 8 yrs.10 mos.	81 to 115
Fourth	7 yrs.7 mos. to 11 yrs.8 mos.	83 to 131
Fifth	8 yrs.9 mos. to 13 yrs.6 mos.	87 to 133
Sixth	9 yrs.4 mos. to 14 yrs.8 mos.	82 to 133

Table II

Marquette School

<u>Grade</u>	<u>Mental Age</u>	<u>Intelligence Quotient</u>
Kindergarten	3 yrs.5 mos. to 7 yrs.9 mos.	54 to 137
First	5 yrs.3 mos. to 8 yrs.1 mo.	83 to 142
Second	6 yrs. to 9 yrs.6 mos.	78 to 140
Third	6 yrs.6 mos. to 9 yrs.8 mos.	81 to 125
Fourth	7 yrs.1 mo. to 11 yrs.6 mos.	71 to 128
Fifth	8 yrs.10 mos. to 13 yrs.7 mos.	78 to 145

Because of this wide range of abilities it has been difficult to find content material adapted to the individual capacities of the pupils. The better groups have been allowed to work independently on special topics and items, while individual work has been given to the slower groups to help them in attaining better habits of study.

C. Remedial work

Remedial work in spelling, reading, and arithmetic is a part of each day's activities for those pupils who need it. In the Metropolitan Tests given to the sixth grade pupils, they ranked above the standard median in arithmetic and reading.

D. School exhibit

An exhibit of school work in Harvey and Marquette Schools was held on Sunday afternoon, March 18th. This was the first time a school exhibit had ever been held in Madison on a Sunday. This exhibit displayed types of work done which form a part of the work of each grade. They were so arranged and correlated that the progress of the work from grade to grade was shown. The display of the work done showed various group and individual problems worked out, and correlated with art, language, reading and arithmetic. In all the grades special emphasis was placed upon individual booklets found upon each pupil's desk which showed the correlation of work in the various subjects and the progress which the pupils had made. The folders contained representative work of each pupil in language, spelling, art, arithmetic and the social studies. Individual reading records were found in each room which showed a complete picture of the books read by each child at home and at school. These charts enable the teachers to discover the pupils' real interests and to determine the pupils' need of guidance. All parents were pleased with evidences of progress which their children had made. Throughout the hours of the exhibit the Central High School Band played at the Harvey

School and the East Side Orchestra played at the Marquette. Hundreds of parents and friends took advantage of the opportunity to become better acquainted with the work done in the schools. The Parent Teacher Associations of both schools assisted in making this exhibit a very successful event.

II. Effect of Economies in School Program

Lack of funds for books of good content material for the particular grade level has been felt. To satisfy the wide range of abilities it is necessary to provide an abundance of good books of wide range of content to meet the needs of all. We have also been handicapped in the use of the moving picture films and lantern slides until this spring when the Parent Teacher Associations provided funds for the use of films and slides for the Harvey and Marquette Schools. I hope provision will be made in the budget next year for visual education, and for the purchase of more books and maps.

Glee Clubs have not been organized at Harvey and Marquette Schools as the special teachers were obliged to give us less time than in other years. Children have always enjoyed the Glee Clubs. More time should be given to Art and Music than was possible this year.

III. Plans for the Year 1934-35

A. Greater effort will be made to adapt the new curriculum and rate of progress to the ability of the various groups.

B. Distribution of probable enrolment for September 1934.

<u>Marquette</u>		<u>Harvey</u>	
<u>Grade</u>		<u>Grade</u>	
Kindergarten	80	First	41
First (Miss Lacy)	28	Second	30
First (Miss Robinson)	29	Third	30
Second	30	Fourth	26
Second & Third	30	Fifth	34
Third	42	Sixth	<u>54</u>
Fourth	50	Total	215
Fifth	<u>37</u>		
Total	326		

C. Library at Harvey School

I am again making a request for a library in the Harvey School which is a very essential part of a school. In our new curriculum with the social studies as the core it is necessary to provide as many contacts as possible with books and to make books readily accessible to children, as they are encouraged to search for information relating to units of work. In this we are handicapped as the library next to the Marquette School three blocks away, is too far distant to be of very much help to the Harvey School in building up the habit of using the library as a source of information and recreation.

IV. Final Revision of Budget Funds

If funds are available in the final revision of the 1934 budget I should like to recommend:

Salary adjustments for those teachers who are at the lower end of the

schedule, so that as far as possible every teacher in the school system will receive a salary sufficient to afford a standard of living in keeping with the needs and demands of the teaching profession.

Submitted by

EMILY R PARSONS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
HAWTHORNE SCHOOL

Presented to the Board of Education
by the Principal
VILMER D PRATT
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
HAWTHORNE SCHOOL

I. Summary of the year's work:

In our work this year we have aimed to have more purposeful activities, to give more attention to nature work, to continue our professional reading and remedial work, and to encourage a finer spirit of courtesy.

Social Studies

In order to have a better perspective of our work we gave some thought and attention to evaluating the units of work in the Social Studies. In this evaluation we considered the benefits to the child, the teacher, and the parent. Our conclusions were:

1. Units of work benefit the child

- A. By providing a richer background of experience through trips and visits to farms, stores, museums, newspaper plants, federal buildings and other places of worth while interest.
- B. By increasing interest in reading. A well known law of learning applies here, viz., "Satisfaction promotes learning, annoyance hinders learning. Those things are satisfactory to children which they are eager and happy to do."
 - a. First and second grade pupils eagerly hunt through all the available books for stories on the unit being studied. These stories are read to other members of the class.
 - b. Third and fourth graders search diligently for material which they give back to the class in oral reports.
 - c. Fifth and sixth graders enjoy using various types of reference material and acquire skill in use of same.
 - d. Our librarian reports that the choice of the pupils is about even between informational books and books of fiction.
- C. Units of work promote good study habits. The five steps in the process of forming good study habits are:
 - a. There must be a problem.
 - b. Gathering of data.
 - c. Organizing ideas--finding main points.
 - d. Proving statements.
 - e. Forming conclusions.

Pupils in grades five and six find many opportunities for using all five steps, but, of course, the first three steps are used most frequently in grades one to four.
- D. Units of work provide excellent opportunities for creative work. In setting up a definition for a creative act we took the psychological viewpoint, "A creative act is an act which represents for the creator a new thought, a new idea or a new solution." Units of work provide for two types of creative work, the manual--making a playhouse or building a store, and the mental--writing a poem, an original play, or composing a song.

In our study of how to stimulate children to do creative work we learned that:

- a. Every child has creative ability.
- b. Children have more creative ability than we formerly realized.
- c. Creative acts are usually brought about by outward stimulus.
- d. There must be variety of stimulation--what stimulates one child has no effect on another.
- e. Development of creative power is usually a long process--requires much patience, sympathy and guidance on the part of the teacher.
- f. Rewards of creative work are: "Satisfaction in doing, joy in performing, and hope in recurrence of experience."
- E. Units of work develop life situations, Bonser has said: "Participation in life activities is the means of realizing life purposes. The only means of growth in large life purposes is by effective and satisfying participation in these activities.....The experiment which satisfies a particular need at one time is not only of value for the occasion but is a means of more readily and effectively meeting needs of the same general kind, but of a higher order which comes after.....At any period of life the knowledge gained, the habits or attitudes developed and the appreciation cultivated tend to become permanently usable factors in meeting situations to which they apply."
- F. Units of work tend to develop a taste for the worth while things of life--good music, good books, fine pictures. Hughes Mearns says: "We should equip our pupils with tastes and judgments. These are qualities that never can be put on from outside. They are always a growth from within."
- G. Units of work influence the type of toys that children buy. Several sets of tools were purchased for first grade boys following the making of furniture for the home unit.
2. Units of work benefit teachers by stimulating them:
 - A. To do more purposeful reading.
 - B. To plan their work with broader aims in view.
 - C. To increase their knowledge of materials on units.
 - D. To provide proper environment to draw out creative power.
 - E. To interchange views.
3. Units of work benefit parents by:
 - A. Arousing their interest in school activities.
 - B. Challenging them to participate in these activities.
(Parent participation in turn tends to increase pupil interest, and often times means a continuation of the activity in the home.)

Extra Curriculum Activities

1. Garden Exhibit: The exhibit was held in September and every room in the building participated. The idea of the exhibit grew out of the first grade garden work of the previous spring. Its purpose was:
 - To stimulate a desire for home gardens.
 - To interest parents in cooperating with the school in helping children to have gardens.
 - To emphasize the value of canning surplus vegetables.
 - To teach children that there is a good and a poor way of arranging flowers.

Awards of Honorable Mention were given to pupils:

Who had exhibits from their own gardens.

Who had good arrangements of flowers of the same variety.

Who had good arrangements of mixed bouquets.

The success of the exhibit was such as to warrant making it an annual affair.

2. **Marionette Show:** A very interesting Marionette Show was produced by the sixth grade. Besides serving as a fine form of entertainment it was a distinct aid in developing poise, responsibility, judgment, initiative, perseverance, and courtesy. Another gratifying outcome was parent participation in the project.

Teachers' Meetings

Reports and discussions of the following books were given:

- "The Problems of Childhood," Angelo Patri
- "The New Leisure Challenges the Schools," Eugene T. Lies
- "Our Movie Made Children," Henry James Forman
- "The Project Method," Mendel E. Branom
- "The Psychology of Childhood," John Swift
- "Successful Living in the Machine Age," E. Filene
- "Everyday Problems of the Everyday Child," Douglas Thom
- "Method in Handwriting," Freeman
- "The Thirty-Third Year Book," Part II
- "Improving Instruction in Reading," William Gray

II. Effects of Forced Economies:

1. Supervision of work throughout the building was not up to standard due to the fact that the principal was required to do more teaching and less supervising.
2. Purchase of supplementary books was so restricted that we were unable to purchase new books and were compelled to use some books that had outgrown their usefulness.
3. Lack of funds for Visual Education was keenly felt. Visual Education plays such an important part in modern educational work that teachers are greatly handicapped when deprived of such aids. Due to the generosity and interest of the P.T.A. we were able to carry out part of our Visual Education program, but even so there was a distinct loss in this field.
4. Lack of funds to replace worn out furniture and to make necessary repairs not only caused inconvenience and annoyance but the cost of doing this work later will be proportionately higher.

III. Plans for 1934-35

1. To develop activities which will carry over into leisure time interests and hobbies.
2. To continue to develop good character habits.
3. To improve our technique of teaching.
4. To continue to provide for individual differences and to stress remedial work.

IV. Recommendations in regard to use of any additional funds.

1. I would recommend employment of additional teachers and reduction in average class size.
 - a. Because many teachers will break under a system of over loading if it is continued too long.

- b. Because less efficient work is done when classrooms are over crowded.
- c. Because the "new deal" aims to spread employment.

Submitted by

VELMER D PRATT

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education
by the Principal
SHIPLEY D ALMY
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
LAPHAM SCHOOL

The general plan in the Lapham School for the past five years has been for an organized character education program. This is a shifting of emphasis in reporting the work of the child from the conventional subjects to the elements of character development that seem most essential. The new report cards, now in use in all elementary schools of the city, provide an opportunity for teachers to work with the individual so that the child is given an opportunity for self-rating and self-analysis.

Through the use of the school curriculum and the school activities, right standards of living may be developed and strengthened. The program for the study of the social sciences has given us a broad field and provided for the children many opportunities for original and creative work. We are pleased with the interest and initiative that have resulted from this unit of work.

We have just completed our first year under the annual promotion plan, and while it has been a year of adjustment, we feel that it has met with the approval of the parents and offers many advantages. The elementary teacher, with large classes, has been given a chance for more individual work because it allows for more study groups within each grade.

Because of the forced economies, we have had over crowded primary rooms. This condition, of course, affects the quality of service to the children. All grades have been affected by the lack of supplies and shortage of books. We are affected by the removal of manual arts and domestic science classes, which have meant so much to children of this age, especially those who have so little that does not come through the school curriculum. Teachers are bravely meeting these situations, but, because of their own financial difficulties, have not been able to give as much in a financial way to promoting the welfare of needy children.

We anticipate an increased enrolment for next year and will be forced to use the portable building again. The principal will teach half days in the sixth grade with a substitute teacher for the other half day. We plan to work together in every grade for the social adjustment of every child.

In regard to the use of any additional funds that may be available, we hope for a slight reduction in the amount of the waiver on all teachers' salaries or a partial resumption of increases in salary according to the schedule.

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 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
LINCOLN SCHOOL

- I. The chief aim of the year has been to make the school itself "a social order in which the child may live a normal and happy life". He has every opportunity to develop along many lines: to learn the distinction between liberty and license; ability to be a good sportsman regardless of victory or defeat; to appreciate the finer things of life found in art, music, nature, and literature; willingness to shoulder responsibility; a regard for truth; regard for the rights of others; some understanding of the interdependence of nations; knowledge of how to use books; ability to cooperate with others; consideration for other races and nations.

During Mr Claxton's broadcasts the pupils have had a fine opportunity for expressing themselves in illustrations of poems and stories, imaginative trips, vacation days, holiday observances,--anything that they enjoy doing. The color combinations, artistic placing of groups in the illustrations, and appreciation of art have come from their school training. The work of the entire group was sent up to station WHA. Judges chose the outstanding pieces of work. The children were very much pleased when they found their work in the Round Robin Exhibit. Every pupil had an opportunity to send his work in.

Since I have been teaching again this year, it seems to me that the present day children appreciate music much more than they once did. They like to sing. Perhaps the music appreciation work in the schools has done more for the children than we realize.

Out P.T.A. programs have been, almost entirely, a demonstration of the work being done in the school. The responsibility for these programs was placed upon the pupils. Preparatory to presenting the programs, pupils consulted the teachers.

This year we have given more help to the slow pupils. During seventh and eighth grade manual arts and home economics classes, the teachers of these grades have taken younger pupils and given them an hour's help each day. The teachers accepted this additional responsibility very graciously.

- II. "Increased teacher loads" does not always prove to be an economy for pupils and teachers. Small, over crowded classrooms are not conducive to the highest type of work. Pupils are restless, teachers are physically weary, and it is impossible for them, however good they may be, to do much individual work. If the teachers have the added responsibility of having two grades,--one a year ahead of the other, in their rooms, it means less attention to each grade and double preparation for them. The more accelerated pupils in the lower grade feel that they can do better than some of the slower ones in the higher grade. This may be true in some subjects. Each grade, it seems, has a right to the teacher's time and energy.

If a teacher has to work with a large group, she should have a large, well-lighted, well-ventilated room, comfortable seats, and plenty of supplies.

I am working with one less teacher this year, but have had three over crowded rooms.

The new library, put in late in the year, has been a great help to us. With a trained librarian two days in the week, many of the children could be sent in there for a half hour period. Without the supervision of the librarian, the younger children accomplish little in the library.

III. My school organization for next year will be the same as now. Each room, except the library, is a classroom. There is no extra room for additional classes.

The approximate enrolment for September, 1934, will be:

Kindergarten	- 45	Grade 5	- 45
Grade 1	- 42	Grade 6	- 40
Grade 2	- 57	Grade 7	- 70 (including Lapham)
Grade 3	- 40	Grade 8	- 60
Grade 4	- 46		

Since the orchestra work was discontinued in our school and the pupils sent up to Central to join the Junior High group there, there has been a very marked loss of interest in this organization. The children like their own orchestra and prefer to practice in their own school. Parents are very much disappointed because we have no orchestra. The P.T.A. owns several stringed instruments, purchased to be used by children who couldn't afford to buy their own. These have not been used during the entire year. When we had our own orchestra, they were used all of the time.

While we have seventh and eighth grades in the building, I would like very much to have a Lincoln School Orchestra again. With a music teacher for but one day in a week, it is impossible. The older pupils should have some speech work. If a speech teacher could come to us for a short time each week, we would appreciate it very much. It would help us greatly if a music teacher could be sent to us once each week to direct an orchestra. Our music teacher directs the Glee Club. She can do no more in one day. There are eleven rooms to supervise. It seems that, with the seventh and eighth grades particularly, we should give them more of the privileges of the regular Junior High Schools.

- IV.
- a. Just now we seem to be in need of educational supplies. In some of our unit work, on account of a lack of supplies, we are trying to do the impossible thing. Without the facilities, it is useless to try to do some of the work that is new.
 - b. If children have to be crowded into small rooms with desks close to the walls and radiators, I feel that we should employ more teachers. In a large room a teacher can manage a large group. The children are much more comfortable and not apt to be so restless.
 - c. Perhaps a slight reduction in the amount of the waiver on all teachers salaries would help. There would be a few less worries. Living expenses

are not likely to be reduced very soon.

- d. Teachers are very anxious that today's children have every educational advantage. "We cannot wait until tomorrow to educate the youth of today." This means that a large part of current expenses ought to go into instructional service and material.

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 ERICHT
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
LONGFELLOW SCHOOL

I. Summary of the Year's Work

During the past year we have tried

- A. To improve the work in arithmetic
- B. To continue our remedial program in reading
- C. To develop habits of good conduct
- D. To develop better study habits in the children

II. Academic Achievement

A. Arithmetic

Besides trying to improve the work in arithmetic in each grade, attention has been given to two groups that were having special difficulties in their work. The first group consisted of the pupils that last June were promoted from 3B to 4B because of the change to annual promotions. These children experienced a great deal of difficulty in learning the work in short division. The children knew the division facts fairly well, had had much drill upon such division facts as $15 \div 6$, $19 \div 4$, $25 \div 9$, etc. Care was taken to give sufficient drill upon facts in which the dividends and products were in the same decades so that subtractions were easy and upon facts in which the dividends and products were in different decades and subtractions more difficult. In spite of the care taken in giving drills, many of the children had serious difficulties. We finally decided to use the long division form for the so-called short division examples. The following table shows the results after one week's work with the long division form.

Scores	Short Division Form Number of pupils	Long Division Form Number of pupils
80-100	9	16
60-79	7	3
40-59	5	2
20-39	5	1
0-19	1	3

On the whole there was sufficient improvement to warrant our continuing the use of the long division form with these children who on the whole are very slow. The average intelligence quotient of the group is 98, the intelligence quotients range from 72 to 134. In the group there are seventeen children who have I.Q.'s less than 100. Children who understood the short division form and had succeeded with it were not required to change to the longer form.

After these children had worked for six weeks another test was given to them and to another regular fourth grade in which the children had

not been accelerated because of the change to annual promotions and in which the children had not been taught the long division procedure for one figure divisors. These children had already been taught the work in long division and had had more practice in short division, since they continued that in September from their 3A work. As far, however, as mental ability was concerned the group was about the same as the experimental group. The average intelligence quotient of the second group was 94.

The following table shows the results of this test.

Scores	Long Division Form	Short Division Form
	Group 1 Number of pupils	Group 2 Number of pupils
80-100	19	14
60-79	6	7
40-59	1	1
20-39	1	2
0-19	0	3

The average for group 1, 85.5, was considerably higher than that for group 2, which was 75.2. It also indicates that the slow pupils who had had less time upon the work and much difficulty finally mastered the work. Another thing that was very noticeable and that cannot be measured is that the children worked with more interest and concentration because they were sure of the process, could see all their figures, and were not confused by carrying unseen figures in their minds.

We also found that the actual teaching of the long division problems later presented less difficulty to this group than was usually the case. The form was already mastered so that very few new facts remained to be taught.

The following table indicates what each of the two groups achieved in a long division test. Here again group 2 had had much more practice, having started the work earlier in the year.

Scores	Group 1	Group 2
	Number of pupils	Number of pupils
80-100	15	12
60-79	4	6
40-59	4	4
20-39	3	1
0-19	2	2

The average of group 1 was 66.4 and of group 2, 63.2. The experiment was carried on of course with too small numbers of pupils and was tried with a group that had already attempted to learn division of a one figure divisor by the regular short division procedure to draw any definite conclusions. However, it appears that if slow pupils could be taught to use the long division form when the work is first presented, they would learn the process quicker and with less difficulty.

The second group that received special attention was a group of twelve children who were promoted from 4B to 5B. The second semester was spent trying to develop an understanding of the four processes in fractions. A special class was formed for them and the work was presented very slowly as they were not able to keep up with regular classroom work. Every possible opportunity was taken to make the work as real and concrete to them as possible. At the end of the semester a standardized test was given. The results of test showed that the children had profited by instruction in a smaller group since practically all reached the standards for the grade in each operation.

B. Reading

The remedial work in reading was carried on throughout the year. Teachers in the primary grades spent much time outside of the regular class periods helping children who were having reading difficulties. During the first semester eight third grade pupils who had repeated lower grades and who still were reading problems were given much extra help. Most of these pupils had a very limited speaking vocabulary and very little sense of sound so that much of the remedial work was planned to develop methods of attacking new words. This group of pupils also received special help along the same lines from the F.E.R.A. worker who worked a few weeks during the second semester with pupils who had reading difficulties. Some of the children have made much progress, others will need to be given special help again next year, since reading presents many difficulties to them.

At the beginning of the second semester all children in the primary grades were checked upon their ability to write correctly in manuscript writing the small letters of the alphabet. From this check I discovered that quite a number of children in each grade were making many of their letters incorrectly. Most of the errors were due to making the letters backward, beginning with an upward stroke when a downward stroke should have been used, and moving from right to left instead of from left to right. In checking over the reading ability of these children, I found in almost every instance that the children who were having reading difficulties were also the ones that were forming their letters backwards. Whether manuscript writing with its disconnected letters is contributing to the difficulties of pupils weak in reading by these backward movements both of the eyes and the hand is hard to say from the present experiment. However, I found some pupils who could not be changed to making the letters correctly because of the great mental confusion which it seemed to cause them. I feel that great care must be exerted in the future when children begin the manuscript writing so that no wrong methods of making the letters are formed. These difficulties do not occur in cursive writing because the connecting of the letters forces the child to move forward.

C. Social Studies

The teachers have worked with interest and enthusiasm upon the social studies units sent out from Miss Mabie's office. The understandings and appreciations which the children have gained from these unit studies have been encouraging and show the increasing interest which the children are having in the world around them.

D. Improving study habits

In all work we have tried to develop better study habits on the part of

the children. Realizing that interest must be secured in order to have the children anxious to work and to learn, the problem of the teacher has been to make the intrinsic worth of the subject matter so interesting and clear that the children have desired to learn.

III. Acquainting the Community with its School

During this school year special effort was made to acquaint the parents of the community with the work that the school was doing for the pupils. About the middle of the first semester there was an exhibit of the children's work in each classroom. The parents were interested and enthusiastic about the different types of exhibits in connection with the social studies units.

Later in the year the parents were invited to exhibits and demonstrations of the work in art, music, reading, and physical education. These demonstrations were largely attended and I am sure did much to help the parents understand and appreciate the educational opportunities offered their children.

Parents were also urged to visit the regular class work. Many of the units of work had for their summary an auditorium program to which the parents were invited.

Very interesting Parent-Teacher Association meetings were held this year which helped to establish a very congenial and helpful relationship between parents and teachers.

IV. Organization Plans for 1934-1935

<u>Grade</u>	<u>Number of Teachers</u>	<u>Enrolment</u>
Kindergarten	2	90
Pre-Primary	1	24
First	3	83
Second	2	57
Third	2	67
Fourth	2	55
Fifth	2	70
Sixth	2	73
Ungraded	1	25
Opportunity	2	40
Crippled	2	40

The following general plans have been made for the year 1934-1935:

1. To plan more effective units of work for the pre-primary grade.
2. To experiment in using the long division procedure with a one figure divisor with a group of children as they begin the work in division.

V. Effect of the Forced Economies

Because of the splendid cooperation of the teachers and the fact that up to the past two years the schools had been well supplied with educational materials, the pupils have not suffered seriously from our forced program of economies. However, all books and other supplies have been in such constant use these past two years that most of them need to be replaced now. Also, many of the books, especially in geography, are out-of-date and should

be replaced with books that are up-to-date. Changes in the world today are so rapid that what was printed in text books a few years ago is not true today.

It is not advisable to increase the teacher load any more. Teachers work with children, no two of whom are alike. If the class size becomes too large it forces the teacher to use "lockstep methods of education". It is physically impossible for a teacher to individualize instruction in large classes.

VI. Recommendations for the Use of Any Additional Available Funds

Since the forced cuts in the school budget made necessary the large cuts in the teachers' salaries, I should recommend, if money is available, that there be a "resumption of increases in salary according to the schedule" especially for those teachers who have been teaching the past year on salaries less than those listed in the schedule. The teachers have taken their cuts uncomplainingly and remained loyal to the school and faithful in their service and duty to the children. Increases in salary will be in agreement with the recovery program of President Roosevelt which stresses restoring the purchasing power to the people so that the depression will end and that business will move forward.

My second recommendation is "an increase in the purchase of educational supplies for children, including books". Good working materials are a basic factor in education and are next in importance to a good teacher. Progressive education demands good, reliable, and up-to-date books for the pupils.

Submitted by

C LORENA REICHERT

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LOWELL SCHOOL

Presented to the Board of Education
by the Principal
ANNIE D AXTELL
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
LOWELL SCHOOL

The Lowell School has continued with the platoon organization in grades three, four, five, and six, and with the traditional organization in grades one and two except where the special teachers had freedom to be of assistance to the primary grade teachers.

The total enrolment for the year 1933-34 was 764, with an average monthly enrolment of 725. This gave an average enrolment of 33 pupils per classroom for the teachers who were actually teaching (omitting principal, nutrition room nurse, and guidance worker). From the annual growth of the past two years we anticipate but a small increase in enrolment for the coming year. The crowding ahead of the children who had but a half year's work in a grade last year has tended to equalize our class load throughout the building.

The adjustment from semi-annual to annual promotion has brought out evidences of weakness in some pupils which did not show up strongly when they were going along at the usual rate. Mental, physical, and social difficulties have been revealed to us to a greater degree. To meet this in the upper grades next year, we are organizing what we shall call a "Utility Room". This name is taken to avoid confusing it with the Opportunity Room in our building. The teacher will take about twelve pupils from each of the three upper grades who are having special difficulties with home room subjects, giving them individual attention. We feel that this plan will be of benefit not only to these children, but also to the other members of the grades who will be able to progress at a better rate and to broaden their field.

The teacher who has had the play work in the school will take charge of this room, which will necessitate our having a new play teacher.

The large enrolment in our first grade for next year, due partly to the lowering of the entrance age into the kindergarten this past year, calls for an extra first grade teacher. The entrance of our present large second grade into the platoon school requires a new teacher for the third and fourth grade home rooms. As the second grade will be smaller next year, we will need but three teachers and so will not fill the vacancy caused by Miss Totto's retirement.

We wish to pause to pay our tribute to one who has served in the educational field for forty years, thirty of which have been given to the city of Madison. That service came through a love of children, a joy in teaching, and a spirit of giving. Miss Totto gave freely and fully of herself, with never a murmur or complaint about the work to be done. It was the life she had chosen for hers, and on retiring says if she were to go back forty-five years, she would choose as she did then. The Lowell School will miss Miss Totto, but we shall live in the joy of having had eighteen years of her service here.

The teachers took up two research problems during the year. The first semester we made a survey of "Citizenship Training in the Elementary School". After a month's study, each teacher handed in a report of the work carried on in her

grade. A building report was then compiled from their papers. This was distributed to the teachers, thus giving them a view of the situation throughout the school.

Summary of Report on Citizenship Training in the School

The education that is of first importance to the child is that which educates him to be a good citizen. The so-called three R's will not help him to be clean, honest, or kind. The principles of right living cannot be taught in formal lessons. They must be implanted in the life of the child by constant application of them to his daily life. Whatever field of life the child is to enter, he needs to develop a sense of duty, honesty, fairness, courtesy, thrift, work well performed, happiness, respect for authority, personal cleanliness and hygiene, punctuality, and appreciation of public and personal services rendered him.

The endeavor to instill in the children the understandings that result from good citizenship is so much a part of every lesson as to make it difficult to separate the element of teaching citizenship from the whole. It cannot be set aside to be taught as an independent subject. It is a part of life development just as much as is physical growth. To accomplish each, good citizenship and good physical development, there must be incessantly the formation of good habits.

The children of five or six years cannot be developed physically by playing the college game of football because they cannot grasp the situations presented. No more can citizenship be taught them by using adult situations. They must grow physically and civically along with their mental growth.

The development of citizenship includes what physical growth does not, - the consideration, not only of self, but of others, which makes it especially a school problem. Civic life is life in a group.

"We are all of us fellow-passengers on the same planet and we are all of us equally responsible for the happiness and the well-being of the world in which we live." - Hendrik Willem Van Loon

The teachers listed the following as some of the necessary traits to be acquired for good citizenship:

Cooperation	Helpfulness
Persistence	Respect for law
Thrift	Kindness to playmates
Hospitality	Kindness to animals
Manners	Responsibility for one's own conduct
Faithfulness	Responsibility toward others

The following social relationships are constantly developed through various phases of daily work in school, play, home, and community:

Health and safety	Poise and confidence
Leadership	Tolerance
Neatness and cleanliness	High ambitions
Pride in work well done	Public service through club
Good use of spare time	Audience courtesy

A glance through our teaching units in social studies shows how citizenship is taught from kindergarten through sixth grade.

Our report cards place emphasis on child development rather than on the place a child has reached in his academic work. We give a report on his dependability, promptness, respect of the rights of others, participation in activities and his habits of work as shown in his school life. His progress in his subjects is marked with a recognition of his ability to do the work taken into consideration, so even this mark is based on his citizenship as a member of the school.

During the second semester we made a survey of the teaching of reading in a similar way. The following questions were submitted to the teachers:

1. What neglect in your grade may be the cause of the inability to read of about five members of our fifth and sixth grades who have normal mental ability?
2. What should be done in your teaching to prevent a normal child from reaching these grades with this difficulty?

Various phases of the problem were discussed at the teachers meetings during the next six weeks. A synopsis of the final report compiled from the teachers' papers follows. Complete reports on both surveys are available at the building.

Survey on Reading

The definition, "Reading is the interpretation of the printed page," has been repeatedly quoted, but it is more than that. Reading is the interpretation of the printed page in terms of one's experiences and the imbedding of that interpretation among the experiences that they are enlarged and visualized by the acquired knowledge and take on a new and fuller meaning.

While reading, as such, is not a part of kindergarten training, yet in the socialization of the child, one of the fields of work is the holding and developing of this reading interest and desire. References made to books, library privileges, the right to handle books, a book in the hands of the teacher while telling a story, and a teacher's reference to a book to give a description or direction, all keep alive the craving to be able to read. Thus, interest is aroused in good books, pictures, and the printed page.

There are other abilities leading to good reading habits which the kindergarten can well develop. Clear enunciation, thinking a thing through clearly, and following directions definitely are all necessities for good reading. The ability to select the important points or characters of a story may be trained, as well as that of holding one's attention to the thing at hand.

The interpretation of the oral expression with the placing of that interpretation into the child's experiences is a decided move toward laying a foundation for the beginning of reading. A child should go into the first grade with a background of socialized habits, a desire for books, and a reading readiness. To develop these is the real work of the kindergarten.

The evident work of the primary grades is to hold and increase this desire for reading. The child must now acquire the tools with which to really interpret the written page. The specific needs to attain the end sought, on the part of the

teacher, have been listed as:

1. Developing strong motives for permanent interest in reading. Here the unit method of teaching excels.
2. Bringing out right attitudes toward reading so that it is a desirable asset and a pleasure rather than work or something which has to be done. "Do I make the reading lesson a pleasure?" is a self-inflicted question.
3. Securing an absorption in the content of interesting selections when reading independently. This is shown in the library and before school periods. Supervised seatwork is an aid in developing this independence of reading and thinking.
4. Gaining a questioning attitude that leads to intelligent discussion and interpretation of the content in what is read.
5. Creating a feeling that reading is the source of most knowledge; therefore, a realization of the advantage to be gained in being a good reader. With this goes the feeling that reading is a source of pleasure and fun, as well as information.
6. Securing an association between the known spoken word and the unknown symbol.
7. Forming good expression for oral reading that others may gain pleasure therefrom. The creation of good audience habits as well as good habits for entertaining comes into this field of work.
8. Gaining confidence in one's ability to read.

To accomplish these ends, the primary teacher has many physical habits to overcome, as well as many new ones to form. The child must gain a mastery of the mechanics of reading. Many phases to this part of the work were listed.

In answer to our question, "What in your grade may be the cause of the reading difficulties of about five members of our fifth and sixth grades who have normal mental ability," our primary teachers listed some fifteen causes.

The child enters the work of the intermediate grade with his tools learned, a desire for reading established, and readiness to make use of them. Now comes to him the period of learning to apply the tools to the various subjects he finds open before him. He finds a need for thorough comprehension of what he reads to solve his arithmetic problems. The power to select important facts and to unite those from different books shows up in his geography work. His ability to work out new words is ever in evidence.

The teachers of these grades find themselves faced with the problems of meeting individual differences in the ability which the children show in their reading work. If all the pupils and all the teachers of the primary grades had been our ideal ones, there would be only the progressive work to be done, but working with human beings we fail to find all meeting the same standards. The work set out for the primary grades to accomplish must be carried on continuously. The factual as well as the recreational material presented must be classified, and each child given that which he can comprehend. Now the difficulty of adequate material of an easy enough reading type looms up.

As the school is under the platoon system in the intermediate grades, the various departments attempted to show their responsibility toward our question as presented.

Our challenge has been given; our standards have been set; our work lies before us. Our aim shall be that no child of normal mental ability shall be found in our sixth grade failing in reading through any error on the part of the school.

We accept as our reading objectives, "To cultivate taste and desire for reading, to develop appreciation of literary beauty, recognition of good literary form, and love for the admirable qualities which the great characters in literature reveal, thus ministering to hero-worship and idealism; to beget in children the feeling of enjoyment, and ever-increasing enjoyment, in delving into the printed page; to enrich the imaginative and emotional life of the pupil; to fix in memory selections of poetry and prose to serve as lifelong assets of joy; to get young people to love the best books and magazines instead of the mediocre or worse."

Forced economies this past year have not affected our work as much as their continuation will affect next and the following year's work. By practicing rigid economies everywhere, the supplies and books on hand carried us through the year, but the reserve is largely gone now. The art supplies ran low several weeks before the year ended and the freedom of that work had to be curtailed. Books in the building get three years' use in one because of our three sections in each grade. Due to curtailment in the purchase of new books, the old ones show hard wear. The purchase of a basic reader by the children will help the book supply materially.

The social study and nature study classes have felt keenly the lack of visual instruction supplies. The assistance which the P.T.A. gave us in securing the use of slides has not met our full need.

Though statistics claim that the educational progress is as good in a large class group as in a small one, we feel that progress in those intangible traits of the individual child has been lowered because of the larger classes this past year.

We recommend that any fund available from the 1934 budget be applied to a slight reduction in the amount of the waiver on all teachers' salaries. The waiver, as given, has favored certain groups of teachers, and we feel that this is the time to consider them all equally. Maintenance of the fine spirit and morale of the teaching body is essential, and we believe that a consideration of the teacher will be of more benefit to the schools at this time than an increase in supplies.

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 ENGELKE
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
NAKOMA SCHOOL

In the year 1933-34 the Nakoma School appears to have functioned quite successfully. The fundamental objectives in subject matter have been achieved satisfactorily in all grades, and of course have constituted our most important work for the year. Familiarity with the courses of study used in the other city schools has made it possible for the Nakoma teachers to be much more effective in completing the work required in their respective grades.

The unit outlines in the social studies have been interesting and educational to teachers and pupils. This particular type of unit approach to the subject of social studies has made it possible for the teacher to be more inspirational and the pupils to show enthusiasm and initiative, resulting in better understandings of social problems and situations. The usual trips to places of interest have been made by most of the grades, transportation being furnished by the mothers. Dramatizations of work have been quite popular, being given in the rooms and in the auditorium. At various times interesting displays have been set up in the different grades. Unusual exhibits included wall friezes in the third grade and a very complete Florida exhibit from a fifth grade in that state in exchange for one sent them.

As in the other city schools, a special effort was made to improve the natural handwriting of the children in grades four, five and six. A decided improvement was noticed in all grades, and proved the emphasis worth while. Legibility rather than form appears to be the desirable objective in this work, since an artificial style seldom lasts outside the schoolroom. Better results can be obtained by a careful teacher insisting on individual standards in all written work, in place of practice at a particular time.

An earnest attempt was made to correlate the work of the various subjects particularly in the upper grades. For example, the arithmetic teacher calculated in her classes the costs of materials used by the pupils in their projects in Manual Arts. The English teacher graded science and guidance themes for spelling, language and composition, the other teachers grading for content. The science teacher helped with the science units of the lower grades by giving simple laboratory demonstrations of things the pupils were studying.

In the latter part of the year all the lower six grades received a set of newly published readers, which were read assiduously by the children. No new books have been purchased for several years, so they were very welcome substitution for the rather meager and dilapidated readers to which the children have been accustomed. With the addition of other readers to be purchased by the children next fall, this phase of our work will be considerably better than it has been.

The assistance of the special teachers continues to be as valuable as ever. The art department has cooperated nicely in the unit work, making displays for the exhibit case, posters for different school affairs, cover designs for class books and scenery for plays. The music department directed a lovely Christmas pageant and furnished special music on several other occasions. The work of the speech

correction and mental testing departments has been very necessary and useful. The library increased its circulation and usefulness, partly through having pupil responsibility when the librarian could not be present. The health and physical examinations show definite improvement in school health and parent cooperation.

The special departments of Home Economics and Manual Arts are now an integral part of the school. Both departments are fairly well equipped to do their work effectively, which is strikingly shown by the results they have obtained this year. In Home Economics the girls have given teas, made curtains for the windows of their room, and carried on a Hostess Club. An outstanding piece of work was done by the eighth grade girls who made their own graduation dresses. In Manual Arts the boys have worked at drawing, woodwork, metal work and home mechanics. Some of the boys in woodwork have finished projects far in advance of that expected in their grade. The boys club made many useful projects for the school and expressed itself as very happy to donate the effort for the school.

A special attempt was made this year to provide sufficient physical education work for all the grades. Each of the first six grades was scheduled for a definite gym period each day in addition to the recess time. The seventh and eighth grades were given a full period three times a week. The children appear to have enjoyed and profited by this enlarged program. In addition, special coaching in sports after school, an intra-mural basketball tournament, and whole-hearted participation in the inter-school games gave the boys especially a very full program of athletic activity. Their fine record in competition this year is one reward, although not the primary object. The activity of the physical education department culminated in an English festival held out-of-doors, with each grade contributing dances, games and tumbling.

A new type of special report card was tried out in the seventh and eighth grades for the purpose of giving the pupil and parents a more accurate idea of the progress and problems of the pupil in each subject. These mimeographed sheets provided space for comments by the teacher on the difficulties the child was meeting in the subject. These were sent out every three weeks, and quite often returned with further useful comments by parents, and a wish to have the system continued. The regular report cards were sent at the usual quarterly periods.

Another innovation which has become very popular is the seventh and eighth grade party every month in charge of committees from the two grades. Parents have expressed their appreciation for the opportunity given these adolescent children for a healthy social time, and the school profits likewise in furthering desirable social relations.

The Parent Teacher Association continues to be a vital part of our school life. Two big programs were sponsored by this group; an all-community party during the Christmas holidays and a Father and Son banquet. The latter affair brought out 95 percent of the fathers and 100 percent of the sons. The P.T.A. has been very generous in its help to the school. For the first time milk was made available to the children, and served by the mothers. Besides furnishing free milk to children who could not afford it, this organization refurnished the teachers' rest room, paid for visual aid service and many smaller supplies. The financial assistance, however, was incidental to the fine spirit of cooperation and helpfulness resulting from the many contacts between parents and teachers through the numerous activities of the P.T.A.

The forced economies during the past two years have had a decided effect on many things in the school. Due to the organization of the school into separate grades with between 25 and 30 pupils in each grade, it has not been possible to increase class sizes. There has, however, been a very definite increase in the work of the teacher due to economies in certain materials and supplies. Considerable work has been required of the teacher in order to substitute material which should be available in the form of text books and supplementary books. The use of ditto workbooks, while proving an interesting experiment, has forced tedious manual labor on the teacher in an effort to save the children additional costs.

Many parents regret the removal of Manual Arts and Home Economics from the sixth grade, although this is perhaps less keenly felt than in schools which have been used to such an arrangement. The economies appear to have had little effect on the basic offerings of the school, but obviously has handicapped us in providing many supplementary things which we feel would be worth while. The influence of the reductions in salaries cannot but have their effect on the teacher in many ways, but there is no doubt that they have shouldered the burden and shielded the children. Another effect of the economies has been the increased demand placed upon poor parents and on the P.T.A., both of which do not seem desirable situations.

In the coming year we hope to make some changes which our experience of the past seems to show desirable. Art work will be in charge of one special teacher instead of two, thereby giving more continuity to art program and making it a more integral part of the school work. Both the seventh and eighth grades will be offered at least two hours of art work each week. The subject of guidance will be placed at the seventh grade level and three hours each week devoted to it, speech work being substituted the second semester. The seventh and eighth grade boys' gym classes will be combined, enabling the same teacher to take fifth and sixth grade boys' gym. If the schedule permits, one of the teachers will give considerable time to helping with the music of the other grades. The details of the changes will depend on the availability of the special teachers.

It is planned also to develop, rather slowly at first, some sort of school organization of pupils, which will represent the various grades on certain occasions and cooperate with the teachers in building up certain desirable traditions in the school. Perhaps some system of honor awards will be found necessary.

If any additional funds are available at the end of 1934 I recommend that they be applied to the partial resumption of increases in salary according to the schedule. If a cut continues in force during the next year the resumption may not mean much in actual cash increase to teachers, but if the Board of Education as a governmental body is going to consider the welfare of its employes, particularly as it will affect them in the years to come, it seems that the logical application of additional funds should go toward the continuance of what is believed to be a fair salary schedule.

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 HOOD
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
RANDALL SCHOOL

A General Survey of the School Year

During the past year the Randall School has continued its efforts to:

1. Give children opportunity to live and work together in a natural environment.
2. Arouse curiosity about and desire for learning about the world around them.
3. Help children to build understandings of their world.
4. Help them to learn to make ready adjustment to varying situations.
5. Develop in them the power to use readily the tools of learning.
6. Give rich opportunity for creative expression through art, music, rhythm, and literature.

Our special problem this year has been to reorganize the school on the annual promotion basis and on a reduced budget so that teachers and children may be disturbed as little as possible. This has necessitated a careful adjustment of courses of study to the ability of the children who were accelerated by the shift to the annual promotion basis. Of the two hundred fifty pupils who were accelerated 95% have made satisfactory progress and in one more year we hope they will be comfortably absorbed into the regular grades.

The few failures in the first grade this year and the excellent records of reading achievement in all three first grades seems to point to the wisdom of the careful selection of children promoted from kindergarten last June. The under age and immature children retained in kindergarten have made highly satisfactory progress and should do superior work in first grade next year.

To help the teachers determine the needs of their pupils, reading tests were administered to all children above the first grade last October. These test results were helpful in setting up the remedial work to be carried on. The accelerated grades and others who were given special instruction were re-tested in May and their records have been sent on to their next year's teachers.

An interesting reading experiment was initiated in grades five and six last fall. The responsibility for the teaching of specific skills needed in different types of subject matter was delegated to the teacher of that subject matter. For instance, the teacher of arithmetic was requested to give training in the reading of problems and arithmetic material; the science teacher was responsible for teaching her pupils how to read and interpret geography and history materials. A special period was set aside each day for recreatory reading. This period was under the supervision of teachers of grades two and three whose children were sent to the art room for art instruction. The children were given freedom to read anything they wished during most of this time. A record was kept of the number of books read by each child, the number of different books read by the classes and the number of times each book was read. No formal reports of books read were required of the pupils but they were encouraged to comment on the books which they especially liked and wished to recommend to others. This experiment will be continued next year.

The experimental use of the Social Studies units and the Nature Studies units have been continued. Criticisms of units used by each teacher were submitted to Miss Mabie in May. Miss Gjelde of the third grade put on a demonstration of the unit on Lumbering for the third grade teachers of the city.

Improvement of penmanship has been one of the things stressed during the year. It has seemed to me that Manuscript writing is very much worth while in the first grade, but there was a question in my mind as to the wisdom of continuing the Manuscript two more years and then discarding it for cursive script. However, the test scores show that the fourth grade has made the transition with ease and the attention to manuscript form seems to have improved legibility of the cursive script. This experiment will be continued and studied with care another year.

Spelling is another subject that has received considerable attention. Emphasis upon correct spelling of words used in sentences rather than upon word lists has improved the spelling in all written work.

The Oral English under the direction of the Auditorium teacher has been of the utmost value and is a work that is most attractive to children in every grade. We are seriously handicapped by an inadequately equipped auditorium. The Parent-Teacher Association has raised enough money to purchase curtains and cyclorama for the stage itself, but we are in great need of suitable chairs such as have been provided at all the other elementary schools which are doing work comparable to ours. The adult folding chairs which we are trying to use are not at all suitable for little children and they should be replaced at the earliest possible time.

The handcraft and art room set up last September in the old manual arts room has proved to be most valuable and will be continued. A sink with running water is badly needed in this room.

To protect the children so far as possible from feeling the effects of the forced economies has been the chief concern of every teacher during the past year. Children have been required to use some rather out-of-date material and to use books that were shabby. Books have been mended and used until they are no longer patchable. Petty economies in the use of paper and other supplies have been resorted to. This has not hurt the children but it has been an added burden upon the teachers because out-of-school hours have had to be spent in repairing books and hunting the best of the available material and devising the most effective ways of using the same. Some of the sets of readers will have to be replaced next year and Natural Science material is badly needed. Wall maps are also needed.

Crowded classrooms have been avoided in grades five and six by the use of the special teachers of art and auditorium work as homeroom teachers. This has, of course, limited the work these teachers have been able to do with the children in the lower grades and in normal times I question the wisdom of requiring these specialists in art and speech to teach subject matter for which they have had no training. But as a matter of economy this program has worked out fairly well and will be continued next year in a modified form.

General school activities this year have included the work of the citizenship clubs in each room; the Boy Patrols, who again won the cup for good sportsmanship at their Annual Review; the inter-school games and field meets; and the Spring Festival, in which seven hundred children participated.

General Plans for Year 1934-1935

Classroom set-up:

<u>Grade</u>	<u>No. of Pupils</u>	<u>Teachers</u>
Kdg	100	2
1	129	4
2	95	3
3	100	3
4	130	4
5	110	3
6	125	4

The following general plans have been made for next year:

The departmentalized program in grade six will be continued.

If enrolment is not too large the departmentalized program in grade five will be greatly modified.

The reading program in grade six, initiated during the past year, will be continued.

The experimental studies in teaching of penmanship in grades four, five, and six will be continued.

A special study of natural science units at each grade level will be undertaken.

The special art and auditorium programs will be continued.

Careful attention to individual needs of children with even closer home contacts will be maintained.

A new system for keeping the records of the children will be initiated.

A study of how to make the P.T.A. organization more effective will be undertaken.

If in the final revision of the 1934 budget there are any additional funds available in the fall, I believe that the best interests of the entire school system will be served by first making a slight reduction in the amount of the waivers on all teachers' salaries. The burden of maintaining the standards of the Madison Schools under a budget reduced about 20% so far as per pupil cost is concerned has fallen largely upon the teaching and administrative staff. The types of activities that have been carried on in the schools all over the city during the past year seem to me to bear witness to the fact that standards and activities have not been permitted to be lowered. It seems only fair that at least a part of any funds that are available should be used to reduce waivers and that all those who share in the reduction of salaries should also share in the gradual return to normalcy.

The next group that should receive consideration, I believe to be those teachers who were at barriers and had met the requirements for promotion into the next higher class in the salary schedule at the time the salary schedule was set aside.

So far as the need for purchases of additional educational supplies for children is concerned the action of the Board of Education in approving the purchase of new books on the part of the children for the coming year reduces the amount of materials which the schools will need to purchase next fall. If the requisitions sent in this summer are honored no further increase in the Randall supplies budget will be necessary for the balance of this year.

Careful manipulation of classes as as to avoid having too many children working in one room at the same time has prevented any excessive teacher load so far and this program will be continued next year.

Submitted by

ALICE E ROOD

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
WASHINGTON SCHOOL

Presented to the Board of Education
by the Principal
MARY L. EDGAR
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
WASHINGTON SCHOOL

I. Change in Organization

- A. The kindergarten has had afternoon sessions only.
- B. The sixth grade was taught by Miss Buchan in the morning. She has exchanged work with Miss Chapman in order to take fourth grade music. Miss Edgar has taught in the afternoon.
- C. The teachers have all willingly assumed extra duties when called upon.

II. Phases of Work Emphasized

- A. English
- B. Unit work which embraces phases of all work.
- C. Mathematics. Stressing problems.

The selection of interesting books, the use of encyclopedias, index, card catalogue, location and labeling of different types of books was given special attention in the library by the trained librarian who takes all the pupils in the different grades twice a week. The interest and enjoyment in recreatory reading has increased greatly since we have had a library in the building and a trained person to supervise the work. Miss Bickel, the librarian, gave me the following report of the year's work.

"The growing ability of Washington School children in the independent use of the library and books is the most gratifying development this year. This is evident in their use of card catalogue and indexes in finding factual material, and also in their ability to select and evaluate the books chosen for recreatory reading.

"It is this power to use books independently that I have always stressed. It seems to me equally as important that the child make his own decisions concerning his reading as it is that he read at all.

"However, all the children are reading. There is no child who has not read voluntarily at least one book during the past year and the average for each child was about 37 books or about 1 book a week. These figures were computed from the total circulation, 7426, and do not tell the whole story. I mention them simply to show approximately how much reading has been done. One cannot tell how many books were finished, nor from the figures whether the reading was up to grade. My personal impression is, however, that Washington ranks relatively high in both of these things.

"With the above rather favorable picture, it would only be fair to say that there is still much room for improvement both in children's use of the library, teacher's cooperation with the library, and in library cooperation with teacher and pupil."

The variety of units studied has furnished to the child a definite motive for reading, investigation, and reproduction in composition, dramatic and poetic form. The creative ability is fostered and shown in connection with the dramatic productions

suggested and written by the children and presented by different grades at the conclusion of a unit for a school audience or a special day program. To create scenes typical of a country or subject studied with suitable stage settings and costumes, the adaptation of the songs of nations, provides a motive for much thought and reading.

We have found interest, initiative, ability, and cooperation displayed in allowing the children freedom in producing. Our aim has not been a finished production, but rather an increased initiative on the part of the child and a greater socialized development.

The writing situation has been very interesting. Continuing the manuscript writing through the third grade has crystallized the writing of the first and second. The beginning of cursive writing is better placed in grade four than in the lower grade. We see a decided improvement when we compare the May results with the September and attribute it to the careful individual work done each day during the writing period and in all written work.

The children in our grades are well above the city median.

D. Spelling

The method suggested in our spelling text has been used as the basic method. We found the articles published in The Elementary School Journal for November, December, 1933, and January, 1934, written by John C Almack, Stanford University and E H Staffelbach, State Teacher's College, San Jose, California, most helpful and suggestive.

We have kept constantly before the groups the necessity of seeing, hearing, pronouncing, and writing the words. Many of our difficulties disappeared when we syllabicated, sounded the letters, pronounced the words, and used them in sentences. The pupils were interested in adding a new word to their vocabulary by grade and individual graphs watching closely each day the posted standings and graphs. Many suggestions for improvement of the work next year have been gleaned.

E. The greatest improvement, I have observed in arithmetic has been along the line of problem solving, due to the careful training in reading.

Our plans for next year will continue along the same lines--improving our methods in group work and in individual instruction.

Forced economies have been felt in:

1. A lack of reading material for social studies.
2. The principal has confined her teaching afternoons to the sixth grade, teaching four subjects. This has required outside preparation and correcting of work. She has had a closer acquaintance with this grade, but she is not so familiar with the other groups.
3. She has been unable to assemble and teach retarded groups from different grades.
4. Conferences with parents, pupils, and teachers have had to be limited.
5. The teachers have shown excellent cooperation being willing to assume extra responsibilities whenever called upon.

It would seem to me the fairest way to use additional funds that may be available in the final revision of the 1934 budget would be a slight reduction in the amount of the waiver on all teachers' salaries.

Submitted by

MARY L EDGAR

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

ART DEPARTMENT

Presented to the Board of Education
by the Supervisor
LUCY IRENE BUCK
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
ART DEPARTMENT

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

The classes in the junior and senior high schools have been large and enthusiastic. Perhaps results would have been more satisfactory if these groups had been kept to the normal capacity of the art rooms, but since independent work has been encouraged in the elementary schools children adapted themselves to conditions and some very good work was produced. There were more problems undertaken and completed which contributed to general school activities, such as, designs for the year books, posters, and program covers for games and plays, place cards and decorations for dinners and parties, puppet shows, designs for costumes and stage sets. Some of the latter were very lovely and created much interest throughout the schools. A large poster made at West by Jean Randolph on cloth with chalk to advertise a school play aroused much interest in the possibility of temporary murals for our walls to be executed by students each year in the art classes.

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

Due to lack of gallery space the annual exhibit of Public School Art work sponsored by the Madison Art Association for the past five years had to be postponed this spring.

Fourteen talks were given by the supervisor over WHA Radio Station on "Looking at Great Pictures". These were given for classes in the elementary school who had colored slides before them of the pictures discussed. Many kind statements have been received from parents, teachers and children about these programs.

- II. The burden of the forced economies has been carried by the teachers. They have done this willingly, making every effort to give the greatest educational returns to every child. Due to larger classes and decreased school services it has made in-roads on their reserve of mental and physical strength. This, of course, reacts upon the child and should this continue over too long a period there is danger of shifting that which is the responsibility of every teacher to create the new, the fresh, the vital vision of tomorrow for her pupils.
- III. There will be little change in the organization of the work of students except in Franklin, Nakoma and Lincoln, where more art time will be given in the 7th and 8th grades. This will release teachers of other subjects for duty elsewhere and in a measure bring the art work up to that of the Junior Highs.

The programs have been arranged in Central and East, so that the art metal classes will be taught by teachers assigned full time to each school.

In view of the above the art staff will be increased by one full time teacher.

- IV. In anticipation of increased living costs it would seem best to use any available funds in a partial resumption of increases in salary, according to the schedule, for those in the lower brackets.

Submitted by

LUCY IRENE BUCK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
ATTENDANCE DEPARTMENT

Presented to the Board of Education
by the Supervisor
CASSIE E LEWIS
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
ATTENDANCE DEPARTMENT

Our department deals with the administration of three state laws relating to the welfare of children: The compulsory education law, the child labor law, and the school census law. The work is therefore organized in three definite and correlating divisions dealing with - I, child accounting; II, children in industry; and III, social service in the enforcement of school attendance.

The following gives a general analysis and report of the past school year:

I. CHILD ACCOUNTING

- A. Census. A true and accurate census of child population is the only adequate basis for the enforcement of the compulsory education laws. In order to function properly, a record of essential facts regarding each child is necessary. A house to house canvass eliciting this information is made annually and is mandatory in this state.

Twenty enumerators were employed this year in the fifteen elementary school districts and joint district #8. The four largest school districts--Emerson, Longfellow, Lowell and Randall--were divided into two units each to expedite the work. Only five of the enumerators were new, and all of them came from unemployed families.

The enumerators meet at the department office a day or two prior to beginning the field work. Their duties are explained in detail, and a map of the school district with census blanks is given each worker. One of the office assistants checks the first census sheet of each enumerator and the work is further supervised until completed.

It is important that the work in each district be done painstakingly and within the shortest possible time to avoid missing families who may be moving within the city or to temporary summer homes and those taking vacation trips. It requires about a month to complete the census field work in our largest school district. The work is done during May and June.

Re-calls are made on those families not at home at the time of the first call. Children who are sick and excused by a physician from completing the school year and those mentally incapacitated to receive instruction are listed in the census. Home calls are made on these children by attendance workers at the beginning of the new school year, except in the few cases where the office records show children permanently incapacitated to receive instruction even in special classes. New cases of children reported sub-normal are referred to the guidance department and a record of their findings and recommendations kept in our files.

The 1934 census report just completed gives the city and district #8 a total child population of 15,746. This is an increase of 333. It should be remembered that the compulsory school age is 7 to 18 inclusive, while the age group required in the census enumeration is 4 to 19 inclusive. The census includes four year old children, who are not old enough to enter school, boys and girls 17, 18, and 19 who have graduated from high school, and married girls under 20. There are listed also nine boys and three girls mentally incapacitated to receive instruction.

Because of this difference in age grouping, our total school enrolment figures, which include the non-resident pupils, will always be smaller than the census total. I believe the census increase this year shows only a normal growth to be expected, and that an increased enrolment can be anticipated.

Hawthorne district shows the greatest increase, having 85 more children than a year ago. A number of large families have moved in this district during the past year.

Longfellow district shows a decrease of 20. The enumerator was new to the Italian families and may have missed a few above or below school age. Many of the Italian parents speak and understand only a little English, and unless there is an older child to interpret, sometimes think only children going to school are to be listed.

The office assistants make a careful check of each enumerator's work. In nine of the districts the census was checked with the enrolment cards of the elementary school in our active file and with last year's census. Some of the enumerators made the return calls on those families believed to have been missed and the supervisor made the remaining ones. This method of intensive checking added 377 names to our first total.

The following tables will be found at the conclusion of this report:

- I. General census summary by school districts.
- II. Table showing increases and decreases by school districts.
- III. Table showing percentages of increases and decreases in child population since 1916.
- IV. Table showing increases and decreases in both elementary school enrolment and the census by school districts.
- V. Table showing comparison of number of vacant houses the past two years.
- VI. a. Table showing the comparison of transfers and withdrawals the past two years.
b. Table showing comparison of non-resident figures the past two years.
- B. Office Records. Duplicate enrolment cards of all children are received from public, private, and parochial schools at the beginning of the school year. Enrolment cards of children registering late, transfers of children moving to another school within the city, and withdrawals of children moving away from Madison are received during the year. The information thus secured is recorded and forms a permanent record for each child. Data are continually amended or added as facts of change are

learned from schools, the vital statistics bureau, parents, enumerators, social agencies, and other sources.

In general, our permanent cumulative record includes easily accessible information concerning the name, age, sex, name of parent or guardian, schools attended, grade, employment, and home visits made by the attendance workers.

The two office assistants take care of the statistical work and recording routine in the child accounting work. At the beginning of the school year they checked the complete city school enrolment with the census to ascertain if all children of compulsory school age were enrolled in some public, private, or parochial school. This meant checking the approximate 14,580 children enrolled with the 15,413 children in the census.

The Association of Commerce weekly bulletin, containing a list of removals, affords some assistance in checking and searching for new addresses of children not enrolled in school. The telephone and city directories were not late issues and consequently not as helpful in locating families as last year. The attendance workers called on the remaining list of children not enrolled in any school.

Much use of our files is made by the other school departments and social agencies working with children. Several kindergarten teachers used the census records to secure lists of children of kindergarten age last fall in order to make home calls and explain to parents that there would not be an enrolment during the second semester and to encourage them to enroll children immediately.

- C. Tuition Cases. This office checked the non-resident cases from the addresses of our enrolment cards before the Christmas vacation. The lists of suspected tuition cases were referred back to the schools, and the attendance workers made the home calls requested where it was not apparent whether the case was tuition or resident. Other home investigations were made for the administration business office.

Tuition cases are beginning to present a problem requiring considerable attention because of the continued trend of families moving just outside the city boundaries. Occasionally the name of a street in a suburb is the same as that of a city street, or the street is a continuation of a city street. One needs only to drive out almost any highway to notice the growth of home construction.

Maps of good size were given to both East and West senior offices to help in identifying non-resident addresses next fall.

Children living with relatives during the school year need a permit signed by the superintendent before being considered resident.

Families renting homes and moving outside the city limits, taking their household goods, before the close of school become tuition pupils. These are missed, we believe, in many cases where teachers do not know of the removal.

Recommendations. Most of our principals and school office assistants realize the importance to us of an accurate school file of enrolments, transfers, and withdrawals. During the summer vacation, however, we sent several enumerators back into their districts to call on children whose cards still remained in the active files of the school. We believed the enumerators had missed them in the census. After spending several hours walking about in extremely hot weather, they returned with the report showing most of the families had moved away weeks or months before the close of school, and the children had withdrawn from the school in the district. We appreciate prompt reporting by the schools in order to keep our file up to date and suggest that enrolment, transfer, and withdrawal cards be sent to our office within twenty-four hours after the information is known to the school.

Next year I plan to request during the last week of school a list of children whose parents have moved to summer homes before the close of school. This would be an experiment to find if any appreciable number of permanent residences are missed in the census.

It would be helpful to have every child entering school for the first time present a birth certificate or other proof of age when that is not available. This would mean more accurate birth dates of children. I believe this was also suggested by a principal to aid kindergarten teachers to determine if a child is of proper age to enter school.

II. CHILDREN IN INDUSTRY

- A. **Child Labor.** Wisconsin has long received praise for its excellent child labor laws. There are always amendments under consideration and there are frequent criticisms from employers or parents of some phase of the law that works a hardship for some child or family due to the fact that the laws are general and not adjustable to specific cases.

Secretary of Labor Frances Perkins in her speech before the Wisconsin Legislature a year ago pointed out that the ideas promulgated in the New Deal were patterned after the Wisconsin control of hours, wages, and child labor.

When the National Recovery Act went into effect, the children of this state were so well protected by our state laws that there was not the pouring back into schools for full-time attendance of the thousands of children under 16 who had been earning the family living, as was the case in many states where the school age is lower and child labor laws less strict.

The amendment to our child labor law effective May, 1933, and the National Recovery Act have made the following changes in the regulation of employment of children:

1. No child labor permit is to be issued to any child under 14 years of age.
2. No regular permit is to be issued to any child under 16 years of age.
3. Permits are not to be issued to children under 16 to work in factories or mechanical establishments.

4. The hours of labor of children under 16 are limited to a maximum of 3 hours of employment in part-time jobs, such employment to be between the hours of 7 A M and 6 P M. A slip giving this information is attached to each limited permit issued. (This program has been fostered by the National Child Labor Committee as one of the solutions to the problems created by the effect of occupational habits on the lives of young children.)

Other information regarding regulation of children employed has been printed in part in former reports and will not be repeated this year. We welcome requests for information concerning any phase of permit work.

The following tabulation shows the type of work in which children of permit age have been engaged this past year and the decrease in the number of permits issued in the past year. The decrease is due chiefly to:

1. Lack of jobs during the present depression and older persons being glad to take work formerly offered children.
2. The strengthening of the statutes relating to employment of juveniles.

Child Labor Permits Issued in the City of Madison
from June 30 1933 to July 1 1934

*Industries Entered by Children	Regular (Allowing a Child to work while schools are in session)	Vacation	Totals
Bakeries	0	3	3
Barber Shops	0	0	0
Beauty Parlors	0	2	2
Golf Clubs	0	59	59
Domestic Service	0	0	0
Garages and Service Stations	0	2	2
Hotels	0	0	0
Laundry and Dry Cleaning	0	0	0
Manufacturing	1	2	3
Messenger Service	0	2	2
Miscellaneous	3	17	20
Newspapers	0	0	0
Offices	0	2	2
Restaurants	0	1	1
Stores	1	11	12
Theatres	0	1	1
Totals	5	102	107

* The above table does not include permits that are still in effect, but issued prior to June 30, 1933.

Total number of permits issued June 30, 1932 to July 1, 1933	128
Total number of permits issued June 30, 1933 to July 1, 1934	107
Decrease	21

Procedure to secure a permit:

Every child between the ages of 14 and 17 having promise of employment must first secure a child labor permit. Either the child or his parent or guardian must bring to the attendance office at the Brayton School the following:

1. Birth certificate or other proof of age - usually a baptismal record is used when a birth certificate is not obtainable.
2. Letter from the employer promising employment and stating definitely the type of work the employer expects the child to do.
3. In case a child requests the permit, a letter from parent or guardian giving consent for him to work.

- B. **Street Trades.** The most common of the street trades engaged in by juvenile street workers in our city is the selling and distributing of newspapers and magazines. During the football season, also, the sale of souvenirs and occasional distribution of handbills and cereal samples attract the street worker.

The street trade work is regulated by the statutes and is generally supervised throughout the state by the local Boards of Education. In Madison the work is detailed to the attendance department. For reference, the principal items in the content of the law are cited here:

1. A boy must be 12 years of age and secure a permit and badge before he can engage in street trades.
2. No girl can engage in street trades until she reaches the age of 16 years.

Requirements in securing a permit and badge:

1. An application blank filled out and signed by parent (or guardian) and the principal of the school the boy attends.
2. A birth certificate or other proof of age.
3. A deposit of twenty-five cents is made for a badge. (This is returned when a boy becomes 17 or no longer engages in street trade work.)

The suggested amendment of the code on newspaper boys, now under consideration, would raise the minimum age to 14 except that boys between the ages of 12 and 14 now employed with a permit would be permitted to continue.

On July 1st our office records showed that there were 431 street trade workers on permit. Of this number 273 were issued previous to July 1, 1933. During the past year, June 30 to July 1, 158 permits were issued to juveniles for street trade work.

During the past eight years my experience in supervising the street trades has been that most violations of the law have been in respect to under-age children selling newspapers and magazines, children of permit age without permits, and violations in hours, chiefly magazine sales, after 7:30 at night. I believe it is not so much a juvenile problem as it is one of unscrupulous magazine agents and of parents exploiting their children for gain. Several agents and representatives have come to the office the past year for information regarding the law and to advise

they wish to cooperate as their companies are "interested in boys' work". Almost immediately, in some such cases, violations begin. The magazine agents change frequently, and after they secure boys to work in their neighborhoods it is often difficult to exercise effective and satisfactory supervision. With home visiting required during the day, when children engaged in street trades are in school, it is difficult, for lack of time and helpers, to supervise street trades that are carried on during the noon hour and from 3:30 to 7 P M.

One of our local newspapers each year voluntarily sends a representative to check its list of carrier boys and their helpers. This is a gratifying evidence of its interest in complying with the law.

We spend considerable time each year in schools and in interviewing employers of street workers in an educational program to promote better observance of the law.

We find many licensed newsboys earning their school books, lunches, and clothes, and sometimes helping other members of the family. Some newsboys have been able to complete a high school course with the aid of this after-school employment. They are dependable, honest in their collections and dealings, and courteous to their patrons. There is still a tendency among some friends of children to think of street trade workers as orphans supporting a widowed mother, or to idealize the work as one of the roads to success. The under-age boy who has been told to "sell any way if he can get by without detection" is not in accord with our ideas of good citizenship or the character-building programs carried on in our schools.

Recommendations. I should like a simple educational program carried on in the schools with the help of principals, home room teachers, and counsellors. The disseminating of information regarding street trades will help to eliminate violations. This can be done in conjunction with other projects of the school.

I should appreciate some assistance with street inspections during the noon hours and between 3:30 and 8 or 9 P M, later on Saturday nights.

I have been interested in making a survey of the newsboy situation in our city. Such items as age of worker, scholastic standing, mental ability, months or years of service, type of home, number in family, and use of earnings would be interesting. It may be possible to plan one the second semester of school this year.

III. HOME VISITING

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

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

- a. There is a checking up, through the schools, of those children known to be tardy in enrolling. Home visits by an attendance worker follow where these children have not entered any public, private, or parochial school after the first week. This method has prompted indifferent and lax parents to earlier planning in getting their children ready for the first day registration.
- b. We receive a list of "unclaimed programs" from junior and senior high schools. Last year we called at 64 homes to investigate whether the families had moved or the reason for the non-registration. Obviously the making out of programs before the close of the school year has increased the number of children enrolling on the first day of school. It has enabled our department to look up and return pupils to school, while it is still possible for them to make up the work necessary to prevent failure in their grade work.
- c. When the check of census with school enrolment is completed in November, we make home visits by school districts to discover the whereabouts of children not in school, and to make whatever provisions are necessary for children absent because of specific needs of books and clothing. Through our own supply of clothing in our store room and through the cooperation of relief agencies--public and private--many children have been aided and given help to return to school. In some instances emergency relief only is required; in others, new cases of families needing services for family adjustments or for adequate relief are referred to private and public agencies. Recommendations where school books are needed are made by the attendance worker to the principal or school counsellor.
- d. Parents of children unable to return to school because of illness are visited in order to secure statements of physicians excusing them from school for as definite a length of time as can be determined by the physician. Any new health cases discovered are referred to the school nurse in order to insure the proper medical attention. The physician's statements are filed and, at the expiration of the time, usually a semester, either the health agency, the family, or the physician is contacted to inquire regarding the health progress of the child and to secure a renewal of the physician's statement where necessary.
- e. Home visits are made to verify marriage reports of juveniles of school age where we have not been making regular home contacts. These are usually girls, and they are excused from attending regular day school.

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

Throughout the year reports of absentees and requests for investigations are received from schools by telephone at the beginning of each morning and afternoon session. In the organization of each school, the principal or some person under his supervision is delegated to take care of reporting attendance and other cases. Reports of home visits and investigations are likewise given in return as promptly as possible, so that the school may know the cause of absence, whether or not there is a legitimate reason, and when to expect the return of the child, with other information that may be

helpful in better understanding the child and home conditions. This seems to be the most simple and effective system when there are but two attendance workers to make the home visits. These visits involve calls and interviews at social agencies with case workers doing relief or other family social work. The attendance worker makes frequent school calls for interviews with principals, counsellors, and supervisors of other departments.

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

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

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

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

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

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

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

Through the Madison Woman's Club, the Business and Professional Women's Club, the Red Cross, and our supply, numerous families not known to any agency have been helped. The Madison Woman's Club has taken an active interest in needy school children and has supplemented with both used and new clothing. The Business and Professional Women's Club has given several high school girls scholarships of \$5 monthly. Miss Axtell (chairman) and the attendance supervisor represented the schools on the scholarship committee this year. The Red Cross supplied us with new galoshes, rubbers, mittens, and knitted caps made by committees, besides clothing from their office supply. Other clubs and individuals have added to our clothing from time to time throughout the year. We gave away 259 pieces of clothing, including shoes, from our own store room, and have given boxes of supplies directly to the schools to meet emergency needs.

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

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

supervise constructive plans for the best interests of these children.

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

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

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

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

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

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

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

Last year at the request of the superintendent, our department worked with the Empty Stocking Club. School children donated old toys to be recondi-

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

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

Submitted by

CASSIE E LEWIS

TABLE I

Summary of Census Returns for the Year Ending June 30 1934

School Districts	: Age Group : : 7-13 : : Inclusive : : BOYS GIRLS :		: Age Group : : 14-15 : : Inclusive : : BOYS GIRLS :		: All Other : : Age Groups : : 4-7 : : 16-20 : : BOYS GIRLS :		: University, : : Private, and : : Parochial : : Schools : : BOYS GIRLS :		: TOTALS : : BOYS GIRLS :	
Doty	190	186	57	60	175	183	126	119	422	429
Draper	161	143	55	57	186	208	83	89	402	408
Dudgeon	151	154	29	38	119	128	69	70	299	320
Emerson	427	398	85	104	344	359	102	100	856	861
Franklin	188	171	40	33	164	143	37	38	392	345
Harvey	125	108	23	19	127	95	31	22	275	222
Hawthorne	202	205	57	65	220	211	56	43	479	481
Lenham	141	162	39	38	131	156	49	47	311	356
Lincoln	193	211	50	62	230	245	81	103	473	518
Longfellow	468	370	101	118	441	390	256	224	1010	878
Lowell	434	389	90	100	362	355	133	128	886	844
Marquette	155	130	35	39	157	139	43	25	347	308
Nakoma	59	56	17	14	44	47	25	21	120	117
Randall	471	512	133	135	443	502	286	303	1047	1149
Washington	184	173	49	46	192	222	147	157	425	446
Joint District #6	32	78	14	17	66	63	11	14	162	158
TOTALS	3631	3451	874	945	3401	3444	1535	1503	7906	7840
	7082		1819		6845		3038		15746	

15746 - Total 1934

15413 - Total 1933

333 - Increase

TABLE II

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

SCHOOL DISTRICTS	CENSUS TOTALS 1933	CENSUS TOTALS 1934	INCREASE	DECREASE
Datz	812	851	39	
Draper	801	810	9	
Dudkeon	586	619	33	
Emerson	1737	1717		20
Franklin	675	737	62	
Harvey	475	497	22	
Harthorne	875	960	85	
Lanham	615	667	52	
Lincoln	1005	991		14
Longfellow	1927	1888		39
Lowell	1673	1730	57	
Marquette	619	655	36	
Nakoma	243	237		6
Randall	2216	2196		20
Washington	845	871	26	
Joint District No. 8	309	320	11	
TOTALS	15413	15746	432	99

15746 - 1934 Census Total
 15413 - 1933 Census Total
 333 - Increase

TABLE III

Table Showing Percentages of Census
Increases and Decreases Since the Year 1916

YEAR	TOTALS	INCREASE IN NUMBER		PER CENT OF INCREASE OR DECREASE
1915	7.868			
1916	8.461	593		7.5
1917	8.787	326		3.9
1918	8.742	Decrease 45	Decrease	.51
1919	8.753	11		.12
1920	9.164	411		4.7
1921	9.373	203		2.21
1922	9.801	428		4.6
1923	10.723	922		9.4
1924	11.402	679		6.3
1925	12.102	700		6.13
1926	12.507	405		3.34
1927	13.280	773		6.18
1928	13.864	604		4.5
1929	14.390	506		3.6
1930	14.735	345		2.39
1931	14.959	224		1.52
1932	15.366	407		2.72
1933	15.413	47		.31
1934	15.746	333		2.16

TABLE IV

Comparison of Increases and Decreases
in Child Population of Census Age
and School Enrolment by School Districts

SCHOOL DISTRICTS	CENSUS INCREASE 1934	CENSUS DECREASE 1934	ENROLMENT INCREASE JUNE 30 1934	ENROLMENT DECREASE JUNE 30 1934
Brayton			0	0
Doty	39		14	
Draper	9		8	
Dudgeon	33			16
Emerson		20	19	
Franklin	62		5	
Harvey	22		1	
Hawthorne	85			15
Kepham	52		8	
Lincoln		14	12	
Longfellow		39		28
Lowell	57			14
Marquette	36		18	
Nakoma		6		20
Randall		20		1
Washington	26			1

* Gallagher Flat pupils who attend Lowell School included in enrolment
but not in census figures.

TABLE V

Comparison of Vacant Houses and Apartments
June 30 1933 and June 30 1934

<u>School Districts</u>	<u>June 30 1933</u>	<u>June 30 1934</u>
Doty	31	4
Draper	80	19
Dudgeon	7	1
Emerson	38	10
Franklin	6	3
Harvey	27	2
Hawthorne	28	8
Lapham	13	1
Lincoln	53	21
Longfellow	70	9
Lowell	20	6
Marquette	37	5
Nakoma	1	1
Randall	32	17
Washington	38	50*
Joint District No. 8	<u>0</u>	<u>3</u>
TOTAL	461	160

* This number includes small apartments occupied during the school year.

TABLE VI

a. Comparison of Reported Transfers and Withdrawals the Past Two Years

	<u>1932-1933</u>	<u>1933-1934</u>
Transfers within the city	594	498
Withdrawals - elementary, high school and Vocational	573	532

b. Comparison of Non-resident Figures the Past Two Years

	<u>1932-1933</u>	<u>1933-1934</u>
Elementary	195	175
Junior & Senior High School	455	492

FRAYTON SCHOOL CENSUS

Included in the Doty-Lincoln-Washington
Districts

1934									
School Districts	: Age Group : : 7-13 : : Inclusive : : BOYS:GIRLS :		: Age Group : : 14-15 : : Inclusive : : BOYS:GIRLS :		: Age Group : : 4 to 7 : : 16 to 20 : : BOYS:GIRLS :		: University, : : All Other : Private, and: : Parochial : : Schools : : BOYS:GIRLS :		TOTALS : BOYS:GIRLS :
	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	
	:	:	:	:	:	:	:	:	
Doty	35:	47 :	9:	14 :	43:	29 :	13:	7 :	87: 90
Lincoln	14:	11 :	10:	3 :	12:	17 :	2:	1 :	36: 31
Washington	19:	14 :	9:	6 :	22:	25 :	13:	9 :	50: 45
TOTALS	68:	72 :	28:	23 :	77:	71 :	38:	17 :	173: 166
	140		51		148		55		339

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Supervisor
ETHEL E MADIE
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
CURRICULUM DEPARTMENT

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

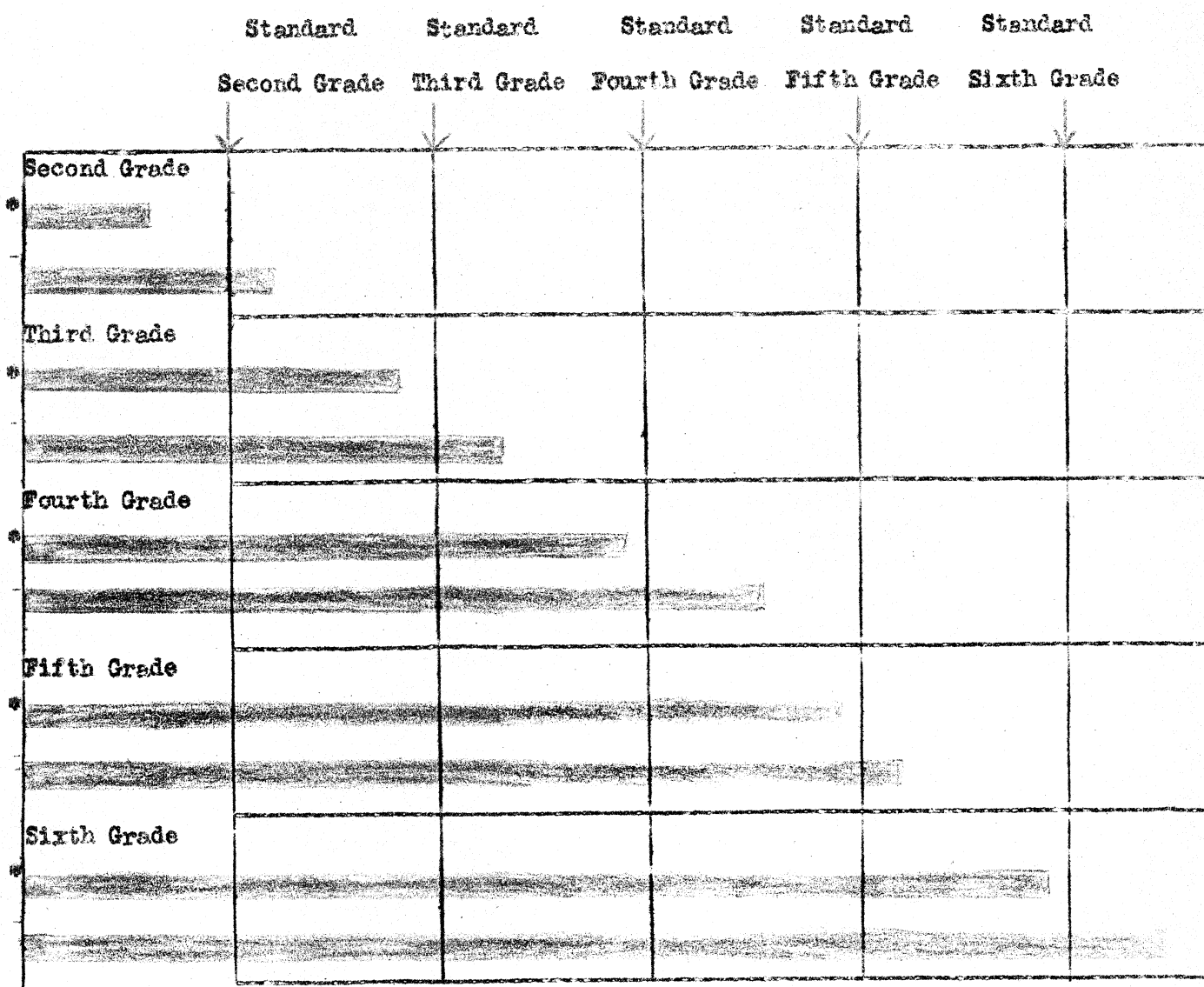
Again, as in the two previous years, a large number of teachers have participated in the studies. They have given generously of their time and ideas with benefit to all.

I. Study of Individual Abilities and Needs

A. Reading

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

Chart of Reading Test Results



* These groups are the pupils that were advanced one semester by reason of the change to annual promotion basis. The other line represents the median scores for our regular grades.

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

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

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

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

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

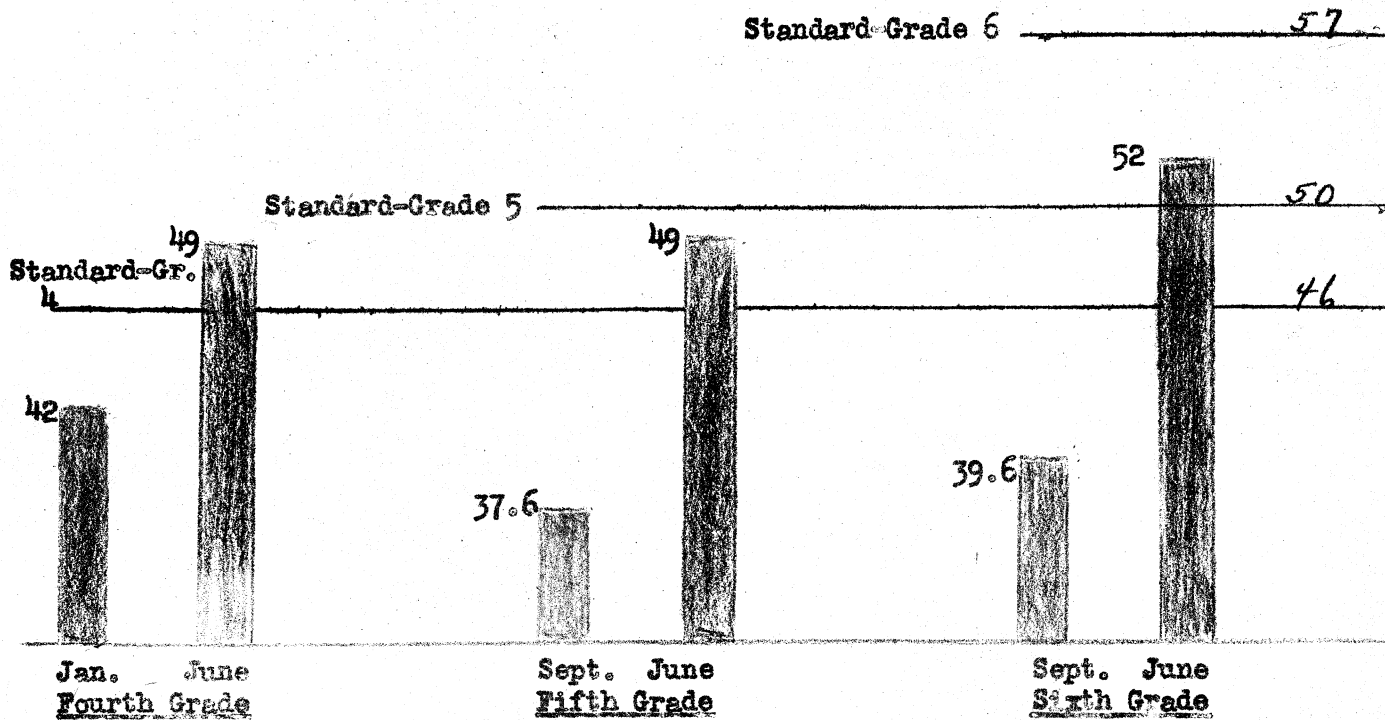
B. Penmanship

Because of a general feeling that our handwriting results were not satisfactory for the time and effort spent on the subject, teachers of the fifth and sixth grades undertook this year to improve the product. To be as scientific as possible, each teacher scored samples of handwriting for every pupil in her class in September 1933 and again in May 1934. The Ayres Standardized Writing Scale was used. The progress made by each child was measured.

Fourth grade teachers had the problem of teaching the change from manuscript writing to cursive writing. Samples of the writing of fourth grade pupils were scored in January, after the cursive writing had been taught, and again in May.

After the fall survey, each child's specific difficulty, slant, spacing, letter form, etc. was noted and assistance was given so that he might overcome his fault. Pupils were taught how to measure their own samples and discover progress. The instruction for each class was planned according to the needs of the group.

Chart of Progress Made in Handwriting in 1933-34



Both the fifth and sixth grades have shown much improvement in their handwriting although neither grade is quite up to standard. By continuing the study for another year we hope to bring the achievement to that level.

The progress made by the fourth grade pupils, who have used manuscript writing until this year, indicates that the use of manuscript makes for legibility when the change to cursive writing takes place. After one year of cursive writing the fourth grades in the city make a record equal to the fifth grades that have always used cursive writing.

C. Language Tests

Continuing our study of language teaching from the past two years, many of our fourth, fifth, and sixth grade teachers used in May a series of informal language tests. These tests are based on our own course of study and made possible a grouping of the pupils in the last few weeks into "service classes" for needed drill. City-wide standards on these tests are being determined.

In connection with their work on a grammar outline for grades seven through twelve, a committee constructed and used experimentally a series of diagnostic tests.

The committee on Seventh Grade English also constructed and used experimentally diagnostic tests for the analysis of pupils' needs on entrance to the junior high school.

D. Children's Interests

A second study of children's interests was made this year. It extended over two weeks of observation by all elementary teachers. In general it validated last year's findings.

II. Social Studies in the Elementary School

The program of social studies, work upon which began in September 1932, has been continued through this year. Last year the aims and a tentative outline were developed. About half of the proposed units were tried out and reported upon by committees of teachers. This year the tentative outlines were criticized and outlines for the remainder of the units were worked out. At the close of this year we are ready to prepare for each grade a suggestive course in the social studies for the teacher to use as a guide or pattern.

In response to the expressed desire of fourth, fifth, and sixth grade teachers, the natural science units have been withdrawn from the outline to be used as a nucleus for a complete science program in those grades.

During the year demonstration lessons at the various grade levels, followed by discussions, made concrete some of the aims of the program. These lessons provided for a valuable exchange of experience among teachers.

III. English in the Secondary Schools

A. Seventh Grade Course of Study

Committees have been at work this year constructing a course of study in English that would provide some unity between the three junior high schools while still permitting each teacher freedom to adapt her program to the needs of the pupils in her class.

The course as it has been developed provides for organizing both reading and expression, oral and written, around topics that appeal to pupils of this age. This plan will be tried out next year. The tests for diagnosing pupil needs will also be tried out.

B. Grammar in a Six Year Program

In order to avoid overlapping and to secure more effective results from our grammar instruction, a committee of English teachers, representative of each grade level of the junior-senior high school and of each of the three schools, has worked out an outline assigning specifically the material for each grade. This outline, with the diagnostic and mastery tests that have been made, will be used and criticized by all English teachers next year. It has been approved for experimentation by the three English department chairmen.

Plans for 1934-1935

A. Elementary Schools

1. Begin the construction of a science course for grades 4, 5, and 6.
2. Continue the study of the transition from manuscript to cursive writing in fourth grade and the improvement of handwriting in the fifth and sixth grades. We may be fortunate enough to secure the assistance of Dr. Frank Freeman of Chicago for this study.
3. Begin a study of the arithmetic program in grades 2-6.
4. Make a study of our literature appreciation and language development among kindergarten pupils.

B. Secondary Schools

1. Use experimentally and revise the grammar course as set up by the committee.
2. In connection with the installation of the new seventh grade English course, make a study of the teaching procedures most effective in making the adjustment of pupils to junior high school easy.

Personnel of the 1933-1934 Curriculum Studies

Social Studies in the Elementary Schools

Constructing and Editing of Unit Outlines

Kindergarten

Lucille Drews
Erna Wilke
Nancy McGill

Grace Denhouser
*Marie Starks
Janet Murphy
Evelyn Frish

*Maurine Bredeson
Grace Brubaker
Marion Halsley

First Grade

*Frances Morrison
Grace Runkle
Margaret Youngclause
Helen Thompson
Tessie Umhoefer
*Alma Skaar
Hazel Campion

Enga Sale
Melissa Keller
Mary Dike
Miriam Melrose
*Helen Robinson
Kathleen Walsh

Cora Nelson
Edna Campbell
Margaret Balch
Elsie Patrick
Nora McKee
Helen King
Gertrude Ganoe

Second Grade

*Nellie Hinz
Leila Stevens
Iva Cardey
Rachel Davies
Cora Hagen
Venice Slagg
*Louise Thiard
Ruth Eggum

Alice Scherer
Josephine Bolton
Carrie Barton
Alice Phillips
Coletta Klinkner
Inga Freeman
*Florence Fowler
Emma Snyder

Lenore Totto
Clara Bevers
Rhea Rivard
Erma Duncan
Helen Youngclause
*Norma Toole
Clara Steinhoff
Irene Luberg

*Chairmen of committees

Third Grade

*Marguerite Ostrander
Maude Babington
Maude Havenor
Lillian Keeley
Eleanor Mead
Ella Woerpel

Helen Kurtz
*Blanche Mitchell
Hannah Hovey
Helen Larkin
*Mary G. Hanson
Lottie Reilly
Clara Boyle

Freda Schmitz
Hannah Gjælde
Florence Whitney
*Jessie Seymour
Mary Maher
Dorothy Greenleaf

Fourth Grade

*Jean Thomson
Maude Howarth
Elva Grahler
Vera Evans
Dorothy Chapman

Sadie Terry
Mabel Boyle
Mabel Hammersley
*Luella Sutherland
Burnice Winacher

Hilda Schmitz
Georgie Robb
Helen Fosbinder
Alice Hildreth
*Mildred Schiller

Fifth Grade

*Mary Shane
Helen Loder
*Myra Anderson
Lucille Lalor
Ida Willett

Mildred Kaeding
*Helen McGuire
Hattie Boetcker
Jean Gordon-Smith
*Linda Drott

Grace French
Myrtle Neal
*Lillian Washler
Mildred Stocker
Drusilla Kennedy

Sixth Grade

*Grace Draxler
Elsie Rand
*Jean Graves
*Genevieve Reilly
Henrietta Kreunen

Ethel Ray
*Margaret Buchan
Roxie Biddick
*Carol Pitts
Beulah Waugh

*Frieda Ferber
Genevieve Mutch
Elizabeth McGuire
Margaret Bonn
Lembi Hippaka

*Chairmen of committees

Teaching of Demonstration Lessons

Cora Nelson, Lowell
Clara Steinhoff, Hawthorne
Hannah Gjælde, Randall

Mabel Hammersley, Emerson
Lillian Washler, Lapham
Anna Peterson)
Grace Danhouser) Longfellow

English in the Secondary Schools

Grammar Committee

Mary Grace Powers, Gen. Chairman
Elsie North, Chairman High School
Section
Amanda Kluth
Violet Hughes
Elizabeth Ritzmann
Annah Pierce

Cecilia Gallagher, Chairman 9th Grade
Anna-Laura Gebhardt
Gwendolyn Jones
Ethel Higgins, Chairman 8th Grade
Helen Hendrickson
Gladys Ingebritsen
Martha Devine, Chairman 7th Grade
Esther Steude
Lena Hessman

Seventh Grade Course of Study

Nita Roberts, Chairman
Eazel Teasdale
Nellie Pitts

Agatha Shelton
Two sub-committees

For guidance and criticism

Katherine Regan

Edith Isely

Mary Hargrave

Julia Tormey

Revision of the 1934 Budget

In the revision of the 1934 budget a combination of two of the plans suggested seems best to me. A number of teachers have with fine professional spirit, at no small sacrifice, continued their study during these years of cut salaries. The schools have been receiving the benefit of this although teachers have not had the financial recognition of it. A partial resumption of the salary increases will reward and stimulate the continuation of study.

In order that all teachers may feel some encouragement, a reduction of the waiver, although very small, might be made with any other available funds.

To relieve the heavy teaching load and to give employment to more teachers, I think, a slight increase in the staff would be the third best plan.

We could not long continue to economize on materials because our present equipment is wearing out. Increasing our expenditures for supplies seems to me to be fourth in importance at this time, however.

Submitted by

ETHEL E MABIE

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 1934

**THE MADISON PUBLIC SCHOOLS
Madison Wisconsin**

**ANNUAL REPORT
For the School Year 1933-1934
DEPARTMENT OF CHILD GUIDANCE
AND SPECIAL EDUCATION**

"American education will continue to miss its appointment with destiny until it makes the needs of the individual rather than the traditions of the institution the starting point of policy and procedure."--Glenn Frank

The Department of Guidance and Special Education is interested in the study and training of the individual child. To this purpose we have set up the following program:

1. High School Guidance
2. Psychometric Service
3. Psychiatric Service
4. Special Schools
5. Special Classes

Psychometric Service

- A. A mental rating for every child in the school system is recorded on the social record card for the knowledge and use of principals and teachers.
- B. A mental rating is made on all kindergarten children to be used by the first grade teacher in guiding and training her pupils in their first year school experiences.
- C. Educational tests on all sixth grade pupils are made for the purpose of classification in Junior High. We wish to know, also, if the rate of mental growth is correlated with the achievements of the individual child.
- D. Individual tests are given for case studies of problem children.
- E. At the request of parents, individual tests are made for pre-school children to determine the advisability of placement in kindergarten.

Psychiatric Service

A case study is made of children who are emotionally and socially maladjusted. The parents are contacted by either home calls from the mental hygiene worker or school calls from the parent. A re-adjustment program for each child is made and the cooperation of school and home is established in carrying it out. Cooperation of social agencies is obtained when necessary.

Special School for the Deaf

The state appropriation for the deaf was not changed by the last legislature, but the salaries of the teachers of the deaf have been cut in compliance with city school standards. This has made available state funds for increase in staff and for a long felt need of a hearing aid machine which would enable the children to use what residual hearing they possess and to cultivate better speech.

The additional teacher makes it possible to give more time to coaching the high school pupils, tutoring individual children in speech and language and supervising the playground activities and the noon lunch hour.

With the return to a normal salary schedule for teachers, the state aid budget will again be consumed as formerly, and there will be no opportunity for buying special equipment of the more expensive type. There has been a great deal of progress in the production of mechanical devices for the aid of the deaf in the past few years and the school appreciates the opportunity to place in use some of this equipment.

The school is justly proud of the fact that one of its pupils graduated from Central High School this June.

The Classes for the Intellectually Subnormal

One hundred children have been enrolled in classes for retarded children--sixty-one boys and thirty-nine girls.

As an economy measure, one teacher was dropped this year. This has made the teacher's load heavy for this type of work. The load, too, has fallen heaviest on the East side, and with the oldest group. However, a manual training teacher was assigned to this group for one-half time, during the second semester. This relieved the situation considerably.

Notwithstanding the crowded classroom condition, some very excellent work has been done in all of the centers. Improvement in reading and in language usage is especially notable.

There is a need for new work books and more reading material in all the classes.

There are twenty-seven young children on the waiting list for 1934-35. This reserve list indicates the need to restore the teaching staff to the normal number as soon as the budget will permit.

Speech Correction

Number of speech cases 365

The staff in speech correction was cut this year by having one of the teachers for one-half time only. This cut in staff continues through the year 1934. Would it not be possible to restore a full time worker in January, since this work is supported largely by state aid and there is a need for three full time teachers?

Remedial Reading

Since the beginning of the Guidance Department we have been discovering and diagnosing reading disabilities of the mirror reading type and attempting to get correction by advising with the grade teacher as to method. At present we have in our high schools at least two pupils who have normal intelligence, but cannot read. There are many others of whom we have known who dropped out without attempting high school.

We have always wanted and have several times recommended a special teacher for these classes, recognizing the fact that a highly specialized technique was involved in the correction of this type of reading difficulty and, therefore, the grade teacher has neither the time nor the training to work with these special cases. This work belongs in special education just as much as speech correction does.

In December of this school year we had the opportunity to employ a C.W.A. worker who had the background in training to take on this type of reading project.

Miss Mabie gave standardized reading tests throughout the second to sixth grades. Our department made a case study of all the children who fell in the lower quartile on this test. From this number we chose twenty children for our experiment. Our purpose was to work out techniques for remedial work with mirror readers. We wished, also, to measure possible achievement. We feel that we have had a measure of success in both.

I wish to recommend, also, that Mrs. Van Tassel be retained next fall to continue the training she has begun and carried to partial success. One semester is not sufficient time to establish normal reading habits where the handicap is so great.

The Gifted Children

Our psychological records contain the names of a great many gifted children. For these children no special curricula has been made. I would recommend giving some special attention in planning for this group next year.

High School Guidance

The high school guidance directors have submitted individual reports to the high school principals and to the Superintendent. Therefore, no data from this division is given in this report.

The Orthopedic School

Fifty-three children have been enrolled in the school during the year. In addition to this number, forty enrolled in other city schools have come in for physiotherapy, making a total of ninety-three who have received the services which the school offers. A brief survey of the teacher's report on the primary room gives the following:

The enrolment has been the greatest since the school was established and the group has been the most interesting. The types of disability present eleven different classifications: cardiac, polio-myelitis, Little's disease, T.B. hip, Perthe disease, arthritis, hemiplegia, cerebral palsy, spina bifida, post-meningitis and muscular dystrophy. The chronological ages range from six to ten with mental ages presenting a still greater variation since the intelligence quotient's range is from seventy-one to one hundred seven. The grade work is from first through the third. It is necessary to give a great deal of individual instruction. The number enrolled is twenty-seven.

In the advanced room the grade work is from ungraded through the ninth grade. Quoting Mrs. Parks, the teacher, "Very little group work can be done with children scattered through the six grades represented. Within each of these small groups there are such differences in ability that each child must work at his own speed. The intelligence quotient's range is from seventy to one hundred sixteen. An attempt was made at the beginning of the year to carry out an organized project, but it proved unsuccessful as the day is so broken up by physiotherapy treatments, rest periods, etc. The most satisfactory plan has been to give individual instruction." The number enrolled in this group is twenty-six.

In both groups a great deal of personality maladjustment was evident during the first few months of the school year and some very excellent mental hygiene training given by the teachers.

Suggestions for Next Year - Orthopedic School

1. As many of the older children as possible will be sent to high school and to Vocational. This will relieve the teacher's load in the advanced room and give better opportunity for the children's development.

GUIDANCE AND SPECIAL EDUCATION

2. Work books in every academic subject that are available have been requisitioned. They are indispensable in a room where individual instruction is so prevalent.
3. Continue the services of the University of Wisconsin girls. Continue use of the Y. tank for treatment purposes. Plan menus for children needing special diet. Re-install the department's telephone, thereby making the bulky outside contact work more efficient.

The school wishes to express its appreciation for the courtesies and valuable contributions of the following groups:

1. The Brace Loan Fund Committee, whose continued service has made it possible for parents to purchase needed appliances and assisted the school in many ways.
2. Parties given by the Elks, the Rotarians, the Kiwanians, the Junior League, Women's Clubs, and others.
3. A cart given the Dickens' Fellowship.
4. The Roosevelt Birthday Party Committee in setting aside an endowment fund for the use of the school. Also, to thank the good friend who last year made it possible for thirteen of the older children to have a two-day trip to the World's Fair. The same kind gentleman is offering a similar vacation this summer.

Submitted by

PAULINE B CAMP

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
CENTRAL HIGH SCHOOL
1933-1934

In compliance with the Superintendent's request, this annual report of the Guidance Director for the term, 1933-34, is made more or less a continuation of previous annual reports.

Specific Activities

The specific routine activities of testing, record keeping, and educational, vocational, and problem-case counseling have been carried on during 1933-34 as in previous years, as have also the conferences with teachers and principals, parents, other individuals, and public and private social agencies. Conferences with these last mentioned groups have become increasingly frequent and important because of exigencies due to the economic crisis.

The work with Department Heads has continued as formulated four years ago. Retarded pupils have been chosen and designated for special "retarded" subjects after conferences with teachers and department heads. Informal grouping of average and superior pupils has been continued insofar as it does not conflict with restrictions necessarily imposed by economy measures.

Home Room Guidance

Home room guidance has been continued and augmented upon during the year just closed.

After the rush of the opening weeks, the regular Home Room Committee meetings, both Junior and Senior High, were again held. The writer was particularly impressed with the enthusiasm of both these committees. The accomplishments of these committees, of which the guidance director is a member, during the past year were:

1. Interchange of home room activity information and suggestions between home room teachers.
2. Study and discussion of books and pamphlets on home room guidance.
3. Preparation of a Courtesy Campaign Plan, which was inaugurated during the second semester.
4. Study of handbooks of other schools, and of How-to-Study material.
5. The inauguration in April of a partial chronology of notable events and persons, to be used as a table of suggestions for home room activity on activity days. A complete chronology for the entire year will be ready in September, a copy of which will be available in all home rooms.

Group Guidance

During the first semester the special classes in Mathematics and English for especially retarded pupils in Junior High School were conducted by the guidance director, partly because of the desire to cooperate in economy measures and partly because of the exceptional opportunity it afforded for observation of the mental-

emotional processes of such a group. A large quantity of test and other material was accumulated which is being studied for possible useful findings. This study is not yet completed, but the following, most obvious, conclusions, arrived at empirically, can already be hazarded:

1. It is useless to attempt to impress the retarded mind by means of the conventional instructional methods, which are methods of abstraction. This is especially true in Mathematics. The retarded mind is just as retarded in its imaginative faculties as it is in the other components of its intelligence. It must therefore be appealed to by sensory appeal primarily. For example, the idea that four quarts, or eight pints, make one gallon does not register as an abstract idea nearly as easily as will the demonstration of a pint of water being poured eight times into a gallon jar to complete the gallon.

A Mathematics class for retarded children must therefore be a "visual education" and an "actual experience" class for the pupils, with all the paraphernalia and equipment necessary for it. Only by such means can mathematical measurements and principles be impressed upon deficient mentalities with any hope that they will register sufficiently to enable such children to apply them to life situations.

In short, the life situation itself must be presented. Retarded minds cannot grasp consistently the relation between a hypothetical case or one in the abstract and its application to practical life. But even life situations themselves which are at a level of complexity beyond the actual mental ages of such children, cannot be grasped and retained by them.

2. The belief that very retarded minds, although they may benefit very little academically, can still benefit to greater degree vocationally or socially in an environment of children superior to themselves is fallacious. On the contrary, it may be actually dangerous to subject them to this more superior environment. Social situations and vocational situations are life situations. A social situation, if it is to be understood and acted upon correctly by human beings, must be presented only to those human beings who can grasp and interpret the abstract concepts upon which the social situation or act is founded. Concepts of justice, right and wrong, courtesy, social usage, honor, tolerance, broad-mindedness, etc., become more complex, more intricate, the distinctions concerning them become finer and finer as we go up the scale of mental levels. They are not absolutes, they are abstractions graduated in fineness and difficulty of perception upon a relative scale. The most inferior humans perceive and interpret only the most basic of these abstractions, and only the most intelligent perceive the most lofty, most altruistic; and even the most intelligent will not act in accordance with their perceptions if they are not emotionally constituted to do so.

It is because social intercourse is founded upon these abstract concepts that the retarded mind is just as much bewildered by being confronted with a social situation in advance of its mental level as it is when confronted with a mathematical or grammatical construction problem beyond its mental level.

A new group guidance activity this year was centered upon the graduating classes. A questionnaire asking for information on future educational and occupational plans, with a record of work experience, was filled out by each twelfth grader. These were grouped according to:

1. Those not seeking summer employment
2. Those already employed for the summer or permanently
3. Those seeking merely summer employment
4. Those seeking permanent employment

Individual graduates were interviewed and advised on the basis of facts revealed in their questionnaires.

The entire group was addressed on the subject of seeking employment and how best to proceed.

Letters concerning these graduates were written to all large employers and all service clubs.

Conferences were held with the State Employment Office and the University Employment Bureau, and all graduates were referred to one or the other.

Conferences with quite a number of parents of graduates were held on employment and how to advise their sons or daughters concerning it.

The questionnaires will be quickly available during the summer in the school office, to give quick service on inquiries from prospective employers.

Letters of introduction to specific persons to be interviewed were written for a number of pupils.

Statistical Work

During the year the files in the guidance office, listing graduates, withdrawn pupils, and pupils who were tested but did not enter Central High, have been studied, and statistics are being compiled from them over a seven year period. This work, undertaken in spare moments with the assistance of student office workers, is not yet completed. It is hoped, however, that findings may be in typewritten form before the fall term begins.

General Guidance Progress

Mr. Neal Stoddard carried on two especially noteworthy projects, from a guidance point of view, for which the guidance director is especially grateful. They are:

1. The Seminar on the N.R.A. and contemporary economic problems, which had much cultural as well as educational value.
2. The conferences with the parents of every pupil in his room (graduating pupils) concerning the future plans of these pupils.

The Junior High Home Room Committee did an especially fine piece of work in revising the pupil questionnaire to make it a continuous pupil social and activity record of six semesters. They prepared also a continuous final grade record, both records to be kept in the pupil folder.

A much more liberal use of college catalogs was observed than in any previous years. English classes in both Junior and Senior High, as well as home room teachers, requested many students to prepare oral and written topics on various colleges and professions, which was a means of disseminating a large amount of accurate information among pupils.

The guidance director has prepared a guide on "How to Study", a copy of which will be in each home room on the opening day in September, and which will also be included in the Student Handbook which Mr. Wachler is having printed.

The guidance director prepared suggestions on the revision of the Social Science courses, already submitted to the Superintendent.

The work with graduating pupils on occupational placement, whether part or full time, represents a more determined, more organized, effort in their behalf than in any preceding year.

The chronology of events and persons, which will be available for all home rooms in fall, will help considerably for home room activity.

Recommendations

Joint Recommendations of Home Room Committee and Guidance Director.

That the Courtesy Campaign be repeated. It is our opinion that it gradually floundered, due to the fact that high school pupils, left entirely to themselves to fix their objectives and carry through a campaign, cannot succeed. They need the counsel and tactful guidance of mature people. Any undertaking, to have perceptible value in their eyes, must have tangible, specific, objectives which they need aid in formulating. Intangible objectives leave them uncertain, bewildered. The Home Room Committee recommends that the Courtesy Campaign be undertaken and carried through in general conformity with the outline prepared by the committee, and carried through vigorously to conclusion.

The Home Room Committee and the guidance director feel that the first year success of the Student Council in Junior High School is adequate testimony to the fact that such a Council would be successful in Senior High, and that its activities can be held within legitimate bounds. This step has been urged in previous annual reports.

Guidance Director's Recommendations

There are a few attendance problem cases which seem to the guidance director to be obviously problem cases to be dealt with as such, and not as attendance problems. The poor attendance is merely the superficial manifestation. The guidance director recommends that such cases be turned over to his department for the special attention which they require. This recommendation has been made in previous annual reports.

As recommended in previous annual reports, a closer interchange of health information between the Health and School Departments is necessary. The school nurse's health cards are now kept in her desk drawer, for lack of files. A filing cabinet in which these records could be kept in an orderly manner and made easily available for consultation in the nurse's absence would help materially.

The guidance director recommends that a special meeting of home room teachers be called as soon as possible after the fall term opens, at which the teachers can be again reminded and assisted in organizing their home rooms, as suggested in the report for 1930-31. They can also at that time be instructed as to ordinary educational counseling (program making and "one-failure" counseling) and again advised as to the character of the special cases which should be referred to the guidance office.

Submitted by

GRANT C HAAS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
EAST HIGH SCHOOL
1933-1934

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* * *

I. Introduction

If a guidance program is definitely to function in education, it must be set up on a long time basis. Aims must be clearly established, and the services needed should be recognized; then, those activities should be emphasized which contribute most to this goal. The services of the department should also reflect the present needs of the school, and thus the character of the work must necessarily vary from time to time. This year the material welfare of the pupils claimed much attention. The guidance office was constantly called upon to investigate the need for employment and scholarships, free books, food to supplement scanty lunches, clothing, and even shoes to make attendance possible. This office was the clearing house for needy pupils, social agencies, and attendance problems. The splendid cooperation of the attendance and health departments did much to aid in the functioning of this work.

II. Records and Reports

1. A social record card for every person in school with at least one mental test result recorded
Program cards, complete each semester
An account in the case history file for each pupil interviewed
2. A home room folder, constructed with the assistance of the Junior High School principal, to show the pupil's development through his six years in high school, and thus really assist the home room counselor to know her pupils
3. A list of withdrawals for the year as reported to the attendance department

In Junior High School an interview with each pupil withdrawing to try to determine which course was best for the child

REPORTS

- a. Weekly reports to principal
- b. Annual report
- c. Reports to attendance department of boys affected by street trade laws

III SUMMARY OF ACTIVITIES

Terman and Otis Group Tests.....	1160
University Psychological Tests.....	620
Public School Achievement Tests.....	281
Conferences with pupils.....	1242
Conferences with teachers.....	385
Conferences and contacts with parents.....	172
Conferences with others.....	72
Contacts with pupils.....	2601
Contacts with teachers.....	508
Employment for pupils.....	25
Indigent pupils to whom books were supplied, or fees remitted, or to whom food supplements were given.....	71
Scholarships.....	18
Pupils withdrawn.....	87
Meetings attended.....	82
Meetings addressed.....	13
Chaperone duties - trip to Green Bay.....	1

IV SUMMARY OF CONFERENCES AND CONTACTS

Pupil Conferences

<u>First Conferences</u>	<u>Sr. High</u>	<u>Jr. High</u>	<u>Total</u>
With boys	90	62	152
With girls	<u>96</u>	<u>43</u>	<u>139</u>
	186	105	291

Second and Others

With boys	116	53	169
With girls	<u>86</u>	<u>67</u>	<u>153</u>
	202	120	322

Total Pupil Conferences - 613

<u>Teacher Conferences</u>	165	220	385
			Total - 385

Conferences with Parents

At school	68
At home	7
By telephone	97
	Total - 172

Miscellaneous conferences in or affecting East High School

(Attendance Department, employers, social agencies) ----- 72

Grand total conferences 1242 1242

	<u>Sr. High</u>	<u>Jr. High</u>	<u>Total</u>	
<u>Pupil Contacts</u>	783	1179	1962	
<u>Contacts for Book Loans</u>			131	
<u>Teacher Contacts</u>	282	226	508	
		Total Contacts - 2601		2601
Grand Total of Conferences and Contacts				<u>3843</u>

Note: This does not include the almost daily conferences with the school administration, and school nurse, or the numerous contacts with social agencies, university, employment bureaus, Family Welfare, Police Department. (These were listed in the 1933 report.)

V TESTING PROGRAM

It is the opinion of the writer that the testing program should not be curtailed. We are constantly called upon for more information concerning our pupils. The trend is toward more, rather than less, testing. Originally it was hoped that each pupil should take a group test every two years - one in the sixth, eighth, tenth, and twelfth grades, for writers on this subject generally agree that several group tests are more reliable than one individual test. This has been carried out in the eighth, tenth, and twelfth grades: the Terman was given in eighth and tenth grades, and the Hemmon-Nelson in the tenth and twelfth grades.

(Hermon-Nelson not listed below because tests were scored by University.) If correlations for a great number of cases between this test and the Terman could be made available and if satisfactory, perhaps the Hermon-Nelson could be entirely substituted for the Terman in the tenth grade. As an economy measure, and because of the achievement testing done under the direction of the department of child guidance, no testing was done in the sixth grade.

Semester I

Semester II

Junior High School

Junior High School

Terman - Form B

Terman - Form B

New pupils, transfers, etc.	132	
8A Testing Program	<u>100</u>	
	232	
Mean I.Q. - 96		
Median I.Q. - 97.47		
Total		232

New pupils, transfers, etc.	26	
Three Parochial Schools	<u>54</u>	
Nine rural schools	85	
8A Testing Program	<u>312</u>	
	477	477
Mean I.Q. - 103.3		
Median I.Q. - 102.2		

Otis Groups (To follow up disparities of more than ten points)	19
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Senior High School

Senior High School

Terman - Form A

Terman - Form A

New pupils, transfers, etc.	60	
10A Testing Program	<u>109</u>	
Mean I.Q. - 101	169	
Median I.Q. - 100		
Total		<u>169</u>

New pupils, etc.	5	
10A Testing Program	<u>246</u>	
Mean I.Q. - 100.7	251	251
Median I.Q. - 101.5		
Otis Group		<u>12</u>
Total Psychological Tests		759

Total	401	Achievement Tests		<u>281</u>
		Total		1040

First Semester	401
Second Semester	<u>1040</u>
GRAND TOTAL	1441

SEVENTH GRADE TESTING PROGRAM

Need for a Testing Program

In June, 1933, it was decided that mid-year promotion be discontinued in the elementary grades and up through the eighth grade. The 6A's, as usual, were promoted into Junior High School, and also those 6B's who, it was felt, might make satisfactory progress. It was hoped that by intensive training they might cover nearly 1½ years work in the regular school year, and thus in June, 1934, rank equal to the regular 7A's in achievement. Two special groups were also formed for those of marked disabilities in reading or arithmetic. The bases for

selection of these groups were an achievement test, mental test, school grades, and teachers' recommendations. In these groups social adjustment was an important factor.

Aims of Study

1. To determine the standard of achievement of each group
2. To compare the achievement made by the sub A's (those advanced a semester) with the normal and special disability groups

Problem: Is the achievement of each group sufficient to indicate satisfactory progress in a normal eighth grade group next year?

3. To provide a basis for re-grouping in the eighth grade
4. To give an accurate picture of the achievement of these groups as a whole

Example: What percent are 9A grade in achievement? 8A? 8B? etc.

Procedure

1. In May, 1933, all pupils in the sixth grade in the public schools were given the Public School Achievement Tests, Battery A, Grades 3 to 8 - Form 4, in Reading, Arithmetic, Computation, Arithmetic Reasoning, Language Usage, and Spelling.
2. This same test was repeated in May, 1934, to all 7A pupils.

Scope of Study

<u>Groups Tested</u>	<u>No. of Pupils</u>
4 normal 7A groups	150
3 sub A groups	77
2 special disability groups	54
	281 total pupils tested

RESULTS OF STUDY

For Grade as a Whole

		<u>No.</u>	<u>Percent</u>		<u>I.Q.*</u>	
					<u>No.</u>	<u>Percent</u>
Average improvement .836 one grade	Above normal grade level (7.99+)	80	28.4	Sup.	100	35.5
Average I.Q. for grade as above - 104.61	At normal gr. level (7.5 - 7.99)	44	15.7	Av.	125	44.4
Note: 39 of 281 pupils eliminated because of no 1933 test	Below normal grade level (7.49 and lower)	157	55.6	Bel.	56	19.9
		281			281	99.9

For Sections

1. Normal 7A group - 4			<u>No.</u>	<u>Percent</u>		<u>I.Q.</u>	
						<u>No.</u>	<u>Percent</u>
<u>Average grade improvement</u>	<u>I.Q.</u>	Above grade level	65	44	Sup.	62	41.3
2.04	108.0	Normal grade					
.91	114.4	level (7.99)	27	18	Av.	73	48.6
.90	104.8	Below grade level					
.61	106.9	(7.5)	57	38	Bel.	14	9.3
Average 1.10	109.7		150	100	No test	1	.6
						150	99.8

2. 7 Sub A Groups - 3

		<u>I.Q.</u>		<u>No.</u>		<u>Percent</u>		<u>I.Q.</u>		<u>No.</u>		<u>Percent</u>	
<u>Average grade improvement</u>		<u>I.Q.</u>		<u>No.</u>		<u>Percent</u>		<u>I.Q.</u>		<u>No.</u>		<u>Percent</u>	
	1.13	112.5	Above grade level	14	18.2	Sup.		39	50.6				
	.56	105.6	Normal grade level	12	15.6	Av.		29	37.6				
	.25	107.3	Below grade level	51	66.2	Bel.		8	10.3				
Average	.61	109.53		77	100.0	No test		1	.6				
								77	100.1				

3. Special 7A Groups - 2

		<u>I.Q.</u>		<u>No.</u>		<u>Percent</u>		<u>I.Q.</u>		<u>No.</u>		<u>Percent</u>	
<u>Average grade improvement</u>		<u>I.Q.</u>		<u>No.</u>		<u>Percent</u>		<u>I.Q.</u>		<u>No.</u>		<u>Percent</u>	
	.71	85.4	Above grade level	0	0	Sup.		1	1.8				
	.43	90.0	Normal grade level	5	9.3	Av.		22	40.7				
Average	.57	87.8	Below Grade level	49	90.7	Bel.		30	55.5				
				54	100.0	No test		1	1.8				
								54	99.8				

* Dr. Hermon's Classification:

90 - 109 - Average

110 and above - Superior

89 or less - Low

GRADE IMPROVEMENT BY SUBJECTS

<u>Group</u>	<u>Reading</u>	<u>Arithmetic Computation</u>	<u>Arithmetic Reasoning</u>	<u>Language Usage</u>	<u>Spelling</u>	<u>Average</u>
1. Room 27 Arith. Disability	1.2	.11	.13	.03	.40	.43
2. Room 26 Reading Disability	1.4	.45	.91	.79	.90	.71
..... 7A Normal Group						
3. Room 235	1.50	1.9	1.4	3.8	1.1	2.04
4. Room 16	.87	1.2	1.3	1.0	.4	.91
5. Room 229	1.05	.56	1.1	.4	.99	.90
6. Room 228	1.07	1.1	.68	.17	.93	.61
.....						
7 Sub A - Advanced group						
7. Room 31	1.4	1.3	.64	1.9	1.2	1.13
8. Room 25	.77	.17	.75	.10	.81	.56
9. Room 28	.88	.32	.40	.35	.30	.25
Average	1.13	.79	.81	.91	.78	.84

It is interesting and gratifying to note that the best improvement (more than a grade) was made in reading.

ACHIEVEMENT OF THE GROUP BY GRADES

<u>Up to Grade or Above</u>			<u>Below Grade</u>		
<u>Grade</u>	<u>Total</u>	<u>Percent</u>	<u>Grade</u>	<u>Total</u>	<u>Percent</u>
10.5 - 10.99	2	.7	7.0 - 7.49	38	13.5
10.0 - 10.49	7	2.4	6.5 - 6.99	32	11.4
9.5 - 9.99+	10	3.6	6.0 - 6.49	35	12.1
9.0 - 9.49	21	7.5	5.5 - 5.99	28	10.0
8.5 - 8.99	16	5.7	5.0 - 5.49	16	5.7
8.0 - 8.49	24	8.5	4.5 - 4.99	5	1.8
7.5 - 7.99	44	15.7 Norm	4.0 - 4.49	1	.4
Totals	124	44.1	3.5 - 3.99	0	
			3.0 - 3.49	2	.7
			Totals	157	55.6
				124	44.1
			Grand Total	281	99.7

INTERPRETATION

Normal Group

The four 7A sections, with a mean I.Q. of 108.5, have improved slightly more than a grade (1.125). Thus it would seem that their progress has been most satisfactory.

Advanced Group

It was hoped that the 7 sub A's, who were advanced one-half year, would make $1\frac{1}{2}$ years progress during the school year. The results as indicated by this test are most discouraging. With the same mean I.Q. as the normal group, they advanced only .65 of a grade. In this group only 33.8 are up to or above 7A achievement. This raises many problems: Has the course of study been too advanced for them? By re-adjusting the course to attempt to cover $1\frac{1}{2}$ years work in a year, has that which is most easily assimilated been omitted? What relation does social and physical immaturity have upon the rate of learning?

Special Disability Group

This group, with a mean I.Q. of 87.7, advanced .57 of a grade. It is interesting to note that the class especially weak in arithmetic improved only .114 of a grade in computation and .13 in reasoning. Their reading improved 1.2 grade. In the reading disability group of slightly lower I.Q., the reading improved 1.4 grade, computation .45 and reasoning .91.

Of course, academic improvement is but one of the factors of a child's development, and the merits of a teacher should not be judged by grade achievement alone. The two special classes have been outstanding in their happy school life. Some pupils have had the new experience of actually liking school. On a number of occasions they have written and produced plays for the auditorium period, have shown a degree of creativeness and a desire to develop their special aptitudes. No disciplinary cases have been referred to the principal.

Supplementary Problems for Further Study

1. A correlation of achievement with I.Q. to determine the extent to which the pupils with the highest I.Q.'s are making the best scores in achievement.
2. A correlation of grade improvement with I.Q. to determine how nearly each group is working up to its capacity. Have those of highest I.Q. made the greatest improvement?

Preliminary investigation using two home rooms representing 62 cases, shows the following correlations:

- a. The correlation of I.Q. vs improvement in one instance (.625) shows that in general the pupils with the highest intelligence made the least improvement. In the other case (.0091) there was practically no relation between intelligence and improvement.
- b. The correlations between achievement scores and I.Q. shows in one case (.734) that there is a very definite relation between the achievement score and the I.Q. of the pupil. Stated in another way, in general the pupils with the highest I.Q.'s also have the highest achievement scores.

The other correlation (.213) shows some relation between these two variables, but the relation is not as definite as in the previous correlation. However, the number of cases in each group is too limited to draw definite conclusions. A study is now underway to determine this relation for all of the pupils tested.

3. To determine the amount of improvement by individuals at each grade level.

Problem: Did the pupils who a year ago were at the ninth grade achievement make more improvement than those at the eighth, sixth, etc.?

* * *

RESULTS OF 6A TESTING PROGRAM FOR THE INCOMING 7B'S

These tests were given under the direction of the Department of Child Guidance and the scored tests sent to the Junior High School. The following compilation of scores was made:

Total number tested - 296	Percent	Of the 113 below 6A level, the distribution is as follows:
Number above 6A level - 130	44	6B - 63
Number at 6A level - 53	18	5A - 32
Number below 6A level - <u>113</u>	<u>38</u>	5B - 13
296	100	4A - 4
		4B - <u>1</u>
		113

Although it is important to know the mean grade level of the incoming group, it is more important to know the number below average in each subject in determining the need for special classes in these subjects. This is shown in the following table.

Those below grade level of the entire group tested by subjects:

Reading - 35%	Language Usage - 44%
Arithmetic Computation - 31%	Spelling - 41%
Arithmetic Reasoning - 27%	

Reading	Arithmetic Computation	Arithmetic Reasoning	Language Usage	Spelling
Grade Level - No.	Grade Level - No.	Grade Level - No.	Grade Level - No.	Grade Level - No.
6.0-----24	6.0-----49	6.0-----43	6.0-----22	6.0-----38
5.5-----35	5.5-----23	5.5-----19	5.5-----16	5.5-----43
5.0-----31	5.0-----13	5.0-----13	5.0-----28	5.0-----26
4.5-----9	4.5-----4	4.5-----4	4.5-----24	4.5-----9
4.0-----3	4.0-----0	4.0-----1	4.0-----21	4.0-----3
3.5-----1	3.5-----1	3.5-----1	3.5-----14	3.5-----1
Total 103	Total 90	Total 81	3.0-----3	3.0-----1
Av. Gr. level of	Av. gr. level of	Av. gr. level of	2.5-----2	Total 121
those below 6A- 5.2	those below 6A- 5.6	those below 6A- 5.6	2.0-----1	Av. gr. level of
Note: 6.5 = 6A			Total 131	those below 6A- 5.4
6.0 = 6B			Av. gr. level of	
etc.			those below 6A-	
			4.8	

Thus it will be seen that the greatest number of pupils below their normal grade is found in Language Usage and that their average grade level (6.5-4.8) is 1.7 below the norm.

- Problems:
1. Can the 44 pupils below 5A in reading ability adjust themselves successfully in regular 7B English work?
 2. Is the fact that this group ranks highest in arithmetic reasoning (only 27% are below standard) an indication of a new emphasis in teaching?
 3. What special classes should be formed?

VI TABLE OF WITHDRAWALS

Senior High School

Reason	Number		Total	Percent		I.Q.*	
	Girls	Boys				No.	Percent
Over eighteen	5	4	9	18	Superior	4	8
Vocational School	6	3	9	18	Average	32	65
Work	3	4	7	14	Below Av.	13	27
Married	7	0	7	14		49	100
Left city	3	3	6	12			
Illness	5	1	6	12			
Transfers	3	0	3	6			
Moved to country	1	0	1	2			
Left home	0	1	1	2			
	33	16	49	98+			

Junior High School

<u>Reason</u>	<u>Number</u>		<u>Total</u>	<u>Percent</u>	<u>I.Q.</u>	
	<u>Girls</u>	<u>Boys</u>			<u>No.</u>	<u>Percent</u>
Transfers	9	4	13	34+	Superior	2 5.3
Left city	6	6	12	32	Average	20 52.6
Vocational School	3	6	9	24	Below Av.	16 42.1
Over eighteen	1	0	1	2		38 100.0
Dismissal	0	1	1	2		
Married	1	0	1	2		
Illness	0	1	1	2		
	20	18	38	98+		

<u>Total Withdrawals</u>	<u>1932-33</u>	<u>1933-34</u>
Junior High School	50	38
Senior High School	56	49
	106	87

*Classification recommended by Dr. Henmon:
110 or above - superior
90 - 109 - normal
89 or below - below av.

VII MATERIAL AIDS TO PUPILS

This service has expanded considerably during the year. Although at times the writer felt that it was most time-consuming without contributing to the guidance plan, it has provided, above all else, an opportunity to better understand the needs and lives of these pupils, and this is essential to the foundation of any guidance program.

1. Scholarships

<u>McPyncheon</u>	<u>Number receiving</u>	<u>Amount</u>	<u>Totals</u>
First Semester			
Boys	11	\$525	
Second Semester			
(8 from previous semester)	13	625	\$1150
<u>Business and Professional Women's Scholarship</u>			
Girls	1	50	50
(For ten months)			
<u>Christian R. Stein</u>			
Girls (For second semester)	1	20	20
			\$1320

2. Employment

<u>Girls</u>	For board and room	10	
	Part-time house work	7	
	Permanent stenographic work	2	
	Temporary stenographic work	4	
		23	
<u>Boys</u>	Permanent employment	1	
	Part-time employment	1	
		2	
			25
			Total placements

3. Food and Clothing

<u>Food</u>	<u>Junior High</u>	<u>Senior High</u>	<u>Total</u>
Number daily receiving food	4	2	6
Number of special cases	60	5	65
	64	7	71

(An itemized statement kept by guidance director)

In the cases where a daily free lunch was recommended by the health department, an attempt was made to permit the pupils to perform some service in payment.

Clothing

The business of collecting and dispensing second-hand clothing and shoes has greatly increased this year. The teachers have contributed much to this and have been helpful in calling attention to apparent needs.

The Woman's Club also cooperated in filling these clothing needs and provided a fund to furnish the luxury of silk hose to twelve girls. The Club also cared for all the graduation needs for one of the girls.

Clothing was given to the following:

Boys	11	The amount given varied from one pair
Girls.	39	of shoes to a complete outfit.

4. Book Loans and Departmental Fees

See following chart.

SUMMARY OF PUPILS RECEIVING LOANS OF BOOKS OR EXCUSED FROM PAYMENT OF DEPARTMENTAL FEES

Number of pupils receiving this aid	131
Number of families	110

Causes

Number of pupils on County Relief	73
Number of pupils on previous indigent lists	
(This work was taken over by the present	12
guidance director September, 1933).	
Number of pupils recommended by vice principal.	8
Occasional unemployment in family	7
Mothers' pension.	6
Number of pupils working own way.	5
Number of pupils recommended by school nurse.	4
Number of state wards	3
Number of farm children (insufficient cash income).	2
Insufficient income for band instruments.	2
Number of pupils recommended by attendance department	1
Number of pupils recommended by Superintendent.	1
Others.	7
Total	131

	Text Books	Work Books	Rental Fees	Locks	Magazine Fees	Dissecting Kits	Band Instruments
Senior High	377	115	22	12	6	3	2
Junior High	397	2	0	49	0	0	3
Total	774	117	22	61	6	3	5

The 774 books does not mean that the School Board owns 774 books that at present are loaned to pupils. It indicates that there have been 774 transactions. Many books have been returned and re-loaned for a second, and, in a few instances, a third time.

VIII ELECTION PROGRAM AND CURRICULUM CHANGES

1. A special effort was made in the eighth and ninth grades to encourage pupils to make a wise choice of electives. Suggestions were sent out for home room meetings, there was an auditorium program for all 9A's, and another for 8A's to acquaint them with the courses of study, and to demonstrate the work in various subjects.
2. A study was made of the 175 eighth and ninth grade pupils who had selected a foreign language. On the bases of grades, I.Q.'s and attitudes, 74 were selected as bad language risks. These were interviewed, and 41 of them (after consulting parents, etc.) were transferred to other electives, and the study of a language was postponed. A definite check up of all those interviewed will be made next year.
3. In the Senior High School several Wednesday periods were taken to encourage careful selections and university requirements. A chart was provided (by Miss Hargrave) which made it necessary for pupils to plan their course as a whole rather than by semesters.

Outstanding members of the Senior High School planned a special meeting to welcome the 10B's.

4. Conferences with individuals who came voluntarily or were referred by teachers for assistance in programing.
5. The special seventh grade classes and the seventh grade accelerated groups were constantly observed, and the testing program in these grades was inaugurated, among other reasons, as a check up on the effectiveness of curriculum changes. The results of this testing program will be a most important factor in building a subsequent course of study.

IX HOME ROOM GUIDANCE

The idea of home room guidance is now quite generally accepted, and it is the belief of the writer that if all suggestions from the guidance office were discontinued, that most teachers, through their own initiative, would find it worth while to continue many phases of their guidance work. Many of them have been active in assisting the director in building a program that is vital to the needs of their pupils. The work takes on new aims, There must be a refinement of ideas and procedures. A critical analysis of the value of each activity must be made. New ideas must be constantly inaugurated to create new interest in the work. Perhaps there could be more interchange of home room programs. The director must establish a closer contact with the teachers who have not been greatly affected by the guidance idea.

X EDUCATIONAL AND VOCATIONAL GUIDANCE

This, as in last year's work, for the most part has been approached by means of the home room guidance plan and by individual conferences and in the following ways:

1. Through home rooms
An occupational survey
Talks to home rooms on occupations for boys and girls
Distribution to home rooms of announcements of educational opportunities
2. Through the school paper
Reports of occupational studies of activities in the various home rooms and summaries of occupational talks
3. Through the Boys' Vocational Club (46 members)
At these meetings, ten out of school speakers addressed the club, members gave reports on occupational information and their personal plans. Committees from this club were most helpful in assisting in the building up of the occupational files, taking charge of two bulletin boards which were changed each week, and in filing the educational and occupational material which was drawn from the guidance office daily.
4. Through the Guidance Office Library
This has grown greatly during the year. It contains several complete sets of University Bulletins, all Wisconsin colleges, 35 universities, 18 technical schools, 25 preparatory and non-coeducational schools. These have been indexed in the above classifications and occupationally, as: schools of art, agriculture, architecture, etc.

The library also contains 20 books on occupations, conduct, and subjects included in the home room plan.

The clippings and pamphlets in the occupational files have increased considerably.

XI EVALUATIONS AND SUGGESTIONS

Curriculum Changes

How far are we adjusting the curriculum to the needs of each individual? Soon this will involve some interesting problems in curriculum construction. How can the school provide for pupils of low scholastic ability? Should the school enroll those over-aged pupils who have not satisfactorily completed the elementary school, but who cannot be adjusted in an opportunity room? To what extent should special programs be made for those who find little value in the traditionally required subjects? A guidance director must be aware of the needs for change and be acquainted with the trends.

Pupil Failure

The writer should develop a more systematic check up on pupil failure and on the results of the conferences. An effort was made to do this the last few months, but it should receive more emphasis.

Guidance should come out of the school. (With apologies to Dr. Sutton) Although it is hard not to become encompassed with the petty requests pressing in from every direction, the writer should so plan her work to permit a constantly growing understanding of the problems underlying education, and a more active participation in local organizations. All teachers should interpret the schools to the public, and in this the position of guidance director offers distinct opportunities.

Submitted by

FLORENCE FENSKE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
WEST HIGH SCHOOL
1933-1934

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The year 1933-1934 at West High School brought a further development and some revision of the guidance policy which had been planned and set up in 1930 and 1931. With the heavy pupil load per teacher, however, more of the individual counseling was thrown back upon the guidance office. This is an advantage to the office in that it gives opportunity for more pupil contact, but it has its disadvantage in limiting the number of individual conferences which each pupil has a right to expect.

Home Room Guidance

The heavy classroom program of every teacher also limited somewhat the activities in the home rooms. Home rooms were organized and carried on their activities, but fewer programs were given in comparison to last year. The Senior Department home room teachers continued the policy of acting as school parent for the pupils of their group.

Although provision was made last year in the Junior Department for an activity period of one period a week for home room guidance, a survey in February revealed that about twenty percent of the Junior High pupils had other activities on home room day, and that only seven of the twenty home rooms were organized. (See Table I, page 2). This did not mean, however, that the remaining thirteen rooms were getting no guidance, because several of the rooms which had not actually organized were carrying on worth while guidance activities.

When the above facts were revealed, a series of conferences were held with the home room teachers and guidance objectives and projects were again outlined and presented. It is hoped that next year each teacher in the eighth and ninth grades may keep her home room group for at least two years. With the present system in the Junior Department it is too difficult for a teacher to really know her group and act as a counselor for each child. To keep the home room group intact, as is done in the Senior Department, means much less duplication of records and information.

Table I

Home Room Guidance - Junior High

<u>Grade</u>	<u>Home Room Number</u>	<u>No. Pupils in Home Room</u>	<u>No. Absent H. R. Period</u>	<u>Percent Absent</u>	<u>Organized</u>
7A	25	29	9		no
	14	29	3		no
	24	29	6		no
	9	31	8		yes
	7	30	5		yes
	10	29	10		yes
		<u>177</u>	<u>41</u>	<u>23.2%</u>	<u>3</u>
8A	1	32	0		yes
	203	31	9		no
	E	28	9		no
	D	27	14		yes
	18	28	0		no
	19	30	6		no
		<u>176</u>	<u>38</u>	<u>21.6%</u>	<u>2</u>
9B	8	37	4		yes
	15	37	3		no
		<u>74</u>	<u>7</u>	<u>9.5%</u>	<u>1</u>
9A	16	35	6		no
	3	36	7		yes
	26	36	5		no
	11	35	4		no
	2	36	16		no
	20	37	1		no
		<u>215</u>	<u>39</u>	<u>18.1%</u>	<u>1</u>
Grand Totals		642	125	19.4%	7

Programing

Special attention, according to the election program outlined in the report of 1932-33, was given to the Junior Department in the selection of subjects for the ninth and tenth grades. Again all pupils whose programs or charts presented any problems or whose choice of subjects seemed unwise were referred to the guidance director. As was the procedure last year, many of the parents were then called in to make a satisfactory plan which would adequately meet the child's needs.

Home Room Committee

The Home Room Committee of the Senior Department functioned efficiently during the year and completed the Handbook. In addition to this, the committee carried out the plans outlined for home room activities and brought class groups together for auditorium programs. Among the auditorium speakers sponsored by this committee were: Dr. Elson, R. A. Walker, Philip La Follette, Harold Groves, Professor Merriman, Professor George Wahrwein, Professor Knapland, and Frank Holt.

Ninth and Tenth Grade Reports

Perhaps the most interesting piece of work of the Guidance Department this year has been the study of the grades given in the ninth and tenth grade subjects. For some time, it seemed evident that there was a gap between these grades and that pupils who were in the habit of getting good marks in the ninth grade were disappointed and discouraged at tenth grade results. After each report period, therefore, each teacher of ninth and tenth grade academic subjects was asked to give a class report on a form like the following:

Form I

Class Report

Subject _____ Teacher _____ Period _____

Grade Period Ending _____

Present Enrolment.....
 No. A.....
 No. B.....
 No. C.....
 No. D.....
 No. Inc.....
 No. Fail.....

Note: For the purpose of this report all cons are to be counted as fails.

These grades were compiled by subjects on a master form. (See Form II, page 4). In order to get a picture of the classes, the grade frequencies were graphically presented. For the first semester grades the ability of the class, as represented by intelligence quotients on the Terman Group Tests, have been charted with the grade report. Time did not permit us to do this accurately for the second semester's report. From a study of these tables several tendencies seem to be apparent.

- These graphs and tendencies were presented by the Principal at a faculty meeting and further study will follow next year.

Master Form

[illegible]

For the first time this year, teachers of ninth grade subjects were asked to report on the classroom attitude of all pupils who were failed or conditioned in their classes. This has been the procedure used in the Senior Department for many years, and in order to counsel with failing ninth grade pupils the same means is now being used. When two forms (see Form III, page 5) come in for a pupil, indicating that he is failing in more than one subject, he is called in to the guidance office for a conference. Until an investigation of the case can be made, these forms give the counselor a basis from which to proceed.

For reasons of economy, testing was confined to new pupils and retests were limited to special cases. Terman Group tests were given to 553 pupils, Henmon-

Nelson tests to 202 seniors and 251 sophomore.

Torgerson Achievement tests were given in May to all seventh grade pupils. This was done because of the double promotion last year. A study will be made on the results of these tests. It will be of advantage to see what growth has been made by the seventh grade pupils as a group and as individuals.

Special tests and examinations for pupils entering eastern schools were supervised.

Scholarships

This year six West High School boys received McPyncheon Scholarships amounting to \$577.50. It was necessary, because of poor grades, to remove two boys from this list, and \$68.50 was returned to the fund.

Form III

West High School

CHECK SHEET OF PUPILS COMED OR FAILED

Name Home Room
(Last) (First)

In order to counsel a failing pupil, we need to understand his reactions in the classroom. Please check your opinion of the pupil.

		Yes	Occas-	No	
		tionally			
1.					1 Prepares home work on time
2.					2 Knows what the assignment is
3.					3 Provides needed materials on time
4.					4 Engages in class discussion
5.					5 Has interest in subject
6.					6 Answers show thought
7.					7 Test grades are better than daily work
8.					8 Acts on suggestion
9.					9 Is present 90% of the time
10.					10 Makes up work promptly
11.					11 Some work is excellent
12.					12 Reads with at least average speed
13.					13 Writing and spelling satisfactory
14.					14 Is courteous
15.					15 Is attentive
16.					16 Is cooperative
17.					17 Is apparently stable emotionally
18.					18 Sees well
19.					19 Hears well
20.					20 Coordination satisfactory

Remarks are encouraged. Please use this space for them.

TEACHER..... SUBJECT
DATE

Under a new ruling, a Stein Scholarship of \$20.00 was made available to West High School. This was awarded to a tenth grade girl.

Employment

The employment of high school boys and girls as compared with last year is tabulated as follows:

	<u>1932-33</u>	<u>1933-34</u>
Permanent placements for salary - girls	5	12
Temporary placements for salary - girls	29	32
Temporary placements for salary - boys	2	2
Placements for room and board - girls	8	9
Placements for room and board - boys	1	1
Number of applications for work - boys	19	40
Number of applications for work - girls	38	49
Number of calls received - salary	21	51
Number of calls received - room and board	17	29

A large number of calls were received after local publicity was given to the hours and wages of domestic help. Many of the placements were not carried through when it was found that sixteen cents an hour was the minimum for inexperienced help, that twenty-five hours a week of work were allowed for room and board, and that beyond twenty-five hours the employee was expected to pay the minimum salary.

Indigents

The number of children provided with school supplies and the amount involved for the last three years is tabulated below:

	<u>Number</u>	<u>Cost</u>
1931-1932	30	\$ 75.00
1932-1933	115	163.20
1933-1934	171	176.51

It is hoped that with the supply now on hand and with additional books confiscated from the lost and found department of Junior and Senior High School, that it will not be necessary to expend very much money for indigents during the coming year.

Below is a tabulation of the amount spent for free school lunches for last year and this year.

	<u>Number of Pupils Receiving Meals</u>	<u>Cost</u>
1932-1933	14	\$58.68
1933-1934		
First Semester	14	43.19
Second Semester	7	<u>22.05</u>
Total 1933-1934		\$65.24

It will be noticed that in the second semester, 1933-34, the number of pupils were reduced from fourteen to seven, in accordance with a ruling made that only pupils recommended by the Board of Health were to be given free noon meals.

During the second semester, 1933-34, five crippled children who were transferred to West were given their noon meals at school at a cost of \$55.78. This amount is charged to the State Fund for cripples.

Parent-Teacher Welfare Fund

The Parent-Teachers Association again raised about \$90.00 to be used for pupils who would otherwise be deprived of participating in school activities and the like. About \$70.00 was spent this year for such items as school fees, activities, meals, doctor bills, car fare for bad weather, clothing, graduation expenses, and loans.

Occupational Speakers

The Guidance Department again sponsored in Senior High School a series of vocational talks which were attended by a little over seven hundred pupils. Again the Kiwanis and Altrusa Clubs assisted in the speaker list for talks and for personal interviews for boys and girls. Among the speakers were Mr. L. J. Merriam - agriculture, Mayor James Law - architecture, Miss Blanche Taylor - dietetics, Miss Van Kooy - nursing, Mr. Guy Lowman - physical education, and Professor R. S. McCaffery - mining and metallurgy.

Withdrawals

The cause of withdrawals in Senior High School shows the following comparison with former years, indicating again that pupils no longer find it necessary to withdraw from high school because the program offered does not meet their interests or ability.

CAUSES OF WITHDRAWALS

	1928 1929	1929 1930	1930 1931	1931 1932	1932 1933	1933 1934
Over 18	.17	.13	.14	.13	.05	.09
Work	.19	.16	.06	.12	.06	.06
Vocational	.22	.31	.17	.06	.07	.15
Transfers	.19	.24	.29	.23	.20	.12
Left City	.10	.12	.19	.19	.35	.18
Post Graduates	.04		.08	.10	.08	.18
Illness	.09	.03	.03	.13	.10	.15
Married			.03	.02	.07	.04
No Report			.01	.02	.01	.01
Rural District						.01

Before guidance was in effect, the majority of withdrawals came from pupils who tested at the lower end of the scale on a group test. These were the pupils who were not successful in the traditional academic high school program. But with curricular changes made to meet their needs, we find that these people continue their education in the public high school, and it would seem that in a democracy this should be considered their birthright.

The distribution of IQ's of withdrawals from Senior High and Junior High show an even distribution.

Activity Survey

A survey was again made to ascertain the number of pupils in school activities. It is interesting to note in the table that follows (see Table III, page 9) that about sixty percent of the Senior High pupils are in activities, an increase of five percent over last year. It is gratifying to see that more seniors (seventy percent) are in activities this year. This does not include athletics and intramurals.

For the first time a profile chart was made of Junior High activities. The table (see Table IV, page 10) shows that the percent of pupils in activities gradually decrease from 62.9% in the seventh grade to 37.3% in the 9A grade.

Condition Report

From the following table it is gratifying to note that the total of two or more failures in Senior High have been reduced from an estimate of 10% in 1931-32 to 7% in 1932-33 and to 6% in 1933-34. (see Table II, page 8).

From the table of the distribution of IQ's of pupils failing in two or more subjects, it will be noticed that 12% of the pupils who failed were high ability pupils, 58% average, and 29% low. It would seem from the variation in this distribution that the low ability pupils are still being penalized with failures.

Table II

FAILURES IN TWO OR MORE SUBJECTS IN WEST SENIOR HIGH SCHOOL

Year	Number	Percent of Total Enrollment
1931-1932	68	10
1932-1933	56	7
1933-1934	48	6

SENIOR HIGH CON REPORT - DISTRIBUTION OF IQ'S

IQ	Number		Percent	
	1932-33	1933-34	1932-33	1933-34
130-134	1			
125-129			9%	12.5%
120-124		1		
115-119	4	5		
110-114	8	6		
105-109	16	9	62%	58.2%
100-104	8	6		
95-99	3	7		
90-94	10	4		
85-89	2	6	29%	29.3%
80-84	4	3		
75-79		1		
	56	48	100%	100.0%

Table III

SENIOR HIGH SCHOOL - ACTIVITY CHART PROFILE
Second Semester, 1933-1934

Number of Pupils in Activities										
HOME ROOM	No. in H. R.	1	2	3	4	5	6	Total		
10B - 118	32	10	3					13		
213	32	10	6	3				19		
Total	64	20	9	3	0	0	0	32		
Percent		31.3%	14.1%	4.7%				50%		
10A - 116	32	11	1		1			13		
209	33	13	2	1				16		
211	33	11	3					14		
212	37	15	7	2				24		
216	34	13	4					17		
217	34	10	11					21		
Total	203	73	28	3	1	0	0	105		
Percent		36.0%	13.8%	1.5%	.5%			51.7%		
11B - 119	34	20	1	1				22		
207	26	10	7	1				18		
Total	60	30	8	2	0	0	0	40		
Percent		50.0%	13.3%	3.3%				66.7%		
11A - 103	28	13	10	1	1			25		
120	35	14	5	4	2			25		
122	34	18	5					23		
201	30	13	4	3	1			21		
208	34	7	2	1	1			11		
227	40	18	8	3	4			33		
Total	201	83	34	12	9	0	0	138		
Percent		41.3%	16.9%	4.8%				60.3%		
12B - 115	34	12	3	2				17		
218	29	12	8	1				21		
Total	63	24	11	3	0	0	0	38		
Percent		38.1%	17.5%	4.8%				60.3%		
12A - 102	32	13	2	4	2			21		
104	35	15	9	2	1		1	28		
123	30	10	1	1				12		
124	36	11	7	3	2			23		
220	28	13	4	8	1			26		
228	32	7	13	2	1			23		
Total	193	69	36	20	10	0	1	136		
Percent		35.8%	18.7%	10.4%	5.2%		.5%	70.5%		
GRAND TOTALS	784	299	126	43	20	0	1	489		
TOTAL PERCENTS		38.1%	15.8%	5.5%	2.6%		.1%	62.4%		

Table IV

JUNIOR HIGH SCHOOL - ACTIVITY CHART PROFILE
Second Semester, 1933-1934

		Number of Pupils in Activities								
HOME ROOM	No. in H. R.	1	2	3	4	5	6	Total		
7A - 7	30	12	3	1				16		
9	31	10	13	1				24		
10	29	10	7	1				18		
14	30	15	3					18		
24	29	9	6	1				16		
25	29	15	4	1				20		
Total	178	71	36	5	0	0	0	112		
Percent		39.9%	20.2%	2.8%				62.9%		
8A - 0	28	12	2	4				18		
E	27	9	5	2				16		
1	32	14	6	8	3		1	32		
18	28	7	5	2				14		
19	28	5	8	4	1	1		19		
203	30	9						9		
Total	173	56	26	20	4	1	1	108		
Percent		32.4%	15.0%	11.6%	2.3%	.6%	.6%	62.4%		
9B - 8	36	7	2	3	3			15		
15	36	6	4	2			1	13		
Total	72	13	6	5	3	0	1	28		
Percent		18.1%	8.3%	6.9%	4.2%		1.4%	38.9%		
9A - 2	35	17	4	1				22		
3	36	6	5	4				15		
11	35	8	1	1				10		
15	34	5	3	1				9		
20	37	10		1				11		
26	35	5	4	2	1			12		
Total	212	51	17	10	1	0	0	79		
Percent		24.1%	8.0%	4.7%	.5%			37.3%		
GRAND TOTALS	635	191	85	40	8	1	2	327		
TOTAL PERCENTS:		30.1%	13.4%	6.3%	1.3%	.1%	.3%	51.5%		

This year a report was made for the first time of two or more failures in the ninth grade. The results are as follows (see Table V, page 11) and would indicate that the low ability pupils, as measured by the group tests, are the pupils who are being severely penalized, since nearly 58% of the failures are from this group. An attempt will be made next year to correct this by curriculum changes and by better selection of subjects by these pupils.

Table V

NINTH GRADE CON REPORT - DISTRIBUTION OF IQ'S

IQ	Number		Group Number	Percent
	Semester 1	Semester 2		
115-119	1		1	5.3%
110-114				
105-109	1	1	7	36.8%
100-104		1		
95-99	2	2		
90-94	4	1		
85-89		1		
80-84	1		11	57.9%
75-79	1			
70-74	2	1	19	100.0%
	12	7		

Graduates

It is interesting to know the distribution of the ability of the graduating classes.

JANUARY, 1934, GRADUATES - DISTRIBUTION OF IQ'S

IQ	Number	Group Number	Percent
125-129	1	9	17.3%
120-124			
115-119	5		
110-114	9		
105-109	6	37	71.2%
100-104	12		
95-99	10		
90-94	3		
85-89	2	6	11.5%
80-84	1		
	52	52	100.0%

JUNE, 1934, GRADUATES - DISTRIBUTION OF IQ'S

IQ	Number	Group Number	Percent
130-134	4	36	21.7%
125-129	2		
120-124	9		
115-119	21		
110-114	24	105	63.2%
105-109	27		
100-104	29		
95-99	35		
90-94	15	25	15.1%
85-89	6		
80-84	3		
75-79	1		
	<u>166</u>	<u>166</u>	<u>100.0%</u>

Of these graduates, 98 or 43% have already made application to enter the University of Wisconsin.

Calendar Summary

The summary of the Guidance Department calendar for 1932-1933 and 1933-1934 is as follows:

	<u>1932-1933</u>	<u>1933-1934</u>
Terman Group Tests Given	408	553
Herman-Nelson University Tests Given	574	453
Torgerson Tests Given (Jr. High)		200
Special Tests Given		4
TOTAL	<u>982</u>	<u>1210</u>
Boys Interviewed	1143	1246
Girls Interviewed	<u>1036</u>	<u>1358</u>
TOTAL	<u>2179</u>	<u>2604</u>
Parents Interviewed	90	149
Teachers Interviewed	727	557
Others Interviewed	79	127
Former Pupils Interviewed	56	86
Referred to Nurse	54	91
Home Calls	16	15
Conferences	76	104

Estimate of Cost

An estimate of the cost of supplies for the last two years was calculated from the requisitions and grouped as follows:

	<u>1932-1933</u>	<u>1933-1934</u>
Office Supplies	\$ 50.84	\$ 17.68
Printing	10.00	10.00
Tests		
Terman Group	9.60	28.80
Hennon-Nelson	8.40	9.14
Wisconsin History	2.20	
Torgerson		10.39
Reference Books		<u>8.35</u>
TOTAL FOR DEPARTMENT	\$ 81.04	\$ 84.36
Indigent Books	163.20	176.51
Indigent lunches	<u>58.68</u>	<u>65.24</u>
TOTAL	\$221.88	\$241.75

Plans for Next Year

The following recommendations are made for next year:

1. To route all withdrawals for the Junior Department through the guidance office as is done with the Senior Department. It is felt that an investigation of these cases will result in a saving of pupil and teacher time.
2. To complete the home room organization in the Junior Department, to work on a definite home room project, and to definitely carry out the original plan of keeping the same home room group for two years in the eighth and ninth grades.
3. To continue and carry out in detail the group guidance in the eighth and ninth grades, consisting of principals, home room teacher, and pupil conferences.
4. To investigate further and take remedial measures for the large percent of failures of pupils below 95 IQ in the ninth grade.
5. To open occupational talks throughout the year for Senior Department to ninth grade pupils who are interested.
6. To have the Home Room Committees of Senior and Junior Departments act jointly in reorganizing home room activity outlines on a unified and progressive plan from grades seven through twelve.
7. To prepare for the home room teacher a mimeographed outline of the guidance program with suggestions as to how it is to be carried out.
8. To carry out further the study of marks in ninth and tenth grades.
9. To bridge the gap of adjustment for the pupil between the ninth and tenth grades.
10. To use the Handbook as a guidance project in orientation in Senior High home rooms.

Submitted by

LILLIAN A. BEINKING

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HEALTH EDUCATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
FANNIE M STEVE
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
HEALTH EDUCATION DEPARTMENT

What is the purpose of physical education?

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

I. Work of the Year

- A. In the Junior-Senior High schools, especially in the boys' department, emphasis has been placed on putting into practice a workable intramural program. This has been a success as proved by the following: In West Junior-Senior High school there are enrolled 684 boys. Reports show that 626 boys actually participated in sports events.

At East 399 games were played, 275 teams enrolling 1531 boys in the Junior High. The Senior High program had a slightly smaller average.

At Central the program is handicapped because they have no playground, but practically all Junior High boys and many of the Senior High boys took part in the intramural program.

The above intramurals included a variety of sports: Soccer, touch football, free throw contests, basketball, dancing (social), wrestling, boxing, tumbling, horseshoes, baseball, ice hockey, tennis, golf, and track.

The girls' department in all three schools emphasized sports, games of all kinds, calisthenics and marching, tumbling and pyramids, dancing: folk, social, tap and interpretative, apparatus work: rings, stall bars, balance beams.

- B. The girls of the three high schools presented a program of dances in the Orpheum Theater for the Southern Wisconsin Teachers Association. This program was well received and brought forth many letters of congratulations. The program was repeated, augmented by numbers from the elementary schools later in the year. A small admission was charged and the proceeds used to defray expenses of costumes, etc. and to pay for gymnasium suits and shoes for needy students. We paid \$25.65 to Schenk-Hriegel for suits and shoes for East Junior High girls. We still owe some money for our costumes which we plan to raise next year. The costumes became the property of the department.
- C. In the elementary schools emphasis was placed on the teaching of games that can be played at recess both with and without equipment. Soccer, basketball and baseball tournaments for boys were held in addition to the regular work in each school. The girls played soccer baseball, volley ball and baseball in addition to their dancing and participation in games of lower organization. The attached sheet is a summary of the intra-school and intramural leagues in the elementary schools.

SUMMARY OF INTRA-SCHOOL AND INTRAMURAL ATHLETIC LEAGUES--1933-1934

A. SOCCER

1. Total games played	66
2. Number of leagues.	8
3. Number of teams.	38
4. Number participating	494

B. BASKETBALL -- League and Intramural

1. Total games played	311
2. Number of leagues.	9
3. Number of league games	224
4. Number of intramural games	87
5. Number of league teams	56
6. Number of intramural teams	28
7. Number participating, league	504
8. Number participating, intramural	152
9. Total number participating	656

C. BASEBALL

1. Total games played	69
2. Number of leagues.	8
3. Number of teams.	39
4. Number participating	446

D. TRACK AND FIELD

1. Number of Meets.	2
2. Number of teams.	20
3. Number participating	300-325

- D. Put into practice a program of simple skills and tests for boys and girls in the elementary schools. Owing to the fact that we had so little help, the plan was handicapped considerably. We feel, however, that it is a worth while project.

- F. The noon-day program at West High School taken over by the department.
- F. Conferences between physical education instructor and classroom teachers to plan work were found helpful particularly in some schools where the instructor could visit but once in two weeks.
- G. Instead of staff meetings as in former years, we organized the "Madison Physical Education Club" which met once each month. At these meetings the staff discussed their plans and problems, and an outside speaker discussed with us some interesting topics. These meetings were especially worth while and because the meeting time was from 5:30 to 7:30 a full attendance was insured each time.
- H. The eyes of all the elementary school children - grades one through eight - were tested in the fall. At the Randall and Franklin schools because they had been tested in April and May, 1933, only referred cases were tested. Many cases of defective eyesight were found. In some instances it was impossible to plan for correction of the defects owing to lack of funds. The Board of Health took care of as many as they possibly could, the writer as many as she could, but there are many children still whose eyes are in bad condition. Hearing was tested, but only referred cases. The audiometer borrowed from the Vocational School for the testing of hearing is suitable only for testing children above first grade, therefore, the watch or whisper test had to be used with the younger children. Testing of the eyes of kindergarten children was begun in April and not completed because of lack of time.
- I. A campaign was waged in all schools to eliminate as far as possible the disease known as "Athlete's Foot". With the help of Dr. Domogolla and the Board of Health we accomplished more in this line than ever before.
- J. Special emphasis was placed on Safety in the elementary schools. Boy Patrol members helped materially in this work.
- K. As in other years the department helped in many plays, operettas and programs in all schools. Physical education demonstrations were put on, also. Track and field meets were held for boys and girls of grades five, six, seven, eight, and nine. The ninth grade boys' meet was incomplete owing to the fact that all events were not run due to lack of time.
- L. The children enrolled in the nutrition centers are divided into three groups.
 - 1. Full time - including children who are T.B. contacts, those who showed a positive tuberculin test, suspicious X-ray cases or cardiac cases. These children were given rest (two to three hours per day), milk during forenoon or afternoon, and lunch including, in most cases, cod liver oil.
 - 2. Part time - including children who go home to lunch but need rest and extra food during the day. These children were given from one to two hours rest per day and a glass of milk in the morning or afternoon.
 - 3. Rest only - children who are recovering from an illness or an injury and need rest only. The school program is so planned that these children can get from one-half to two hours rest per day. This is a fluctuating group.

This year more frequent examinations and X-rays were given because so many children were contacts or suspicious X-ray cases. Most cases were found to be improving. Children enrolled in the nutrition centers were given dental care early in the year.

II. Regarding Economies

Our work was handicapped considerably the past year because of reduction in the staff. This was particularly true in the elementary schools. In the junior high schools the classes were extremely large, making the work in correctives less efficient. It is very difficult to carry on a definite program when the teacher meets a class once in two weeks for twenty minutes, even if the classroom teacher tries to carry on the work in the meantime; and trying to do effective corrective work in a class of from seventy-five to ninety students is rather discouraging also.

III. Plans for Next Year

- A. Continuance of the Physical Education Club with some changes in type of program. Members of the staff will alternate with outside speaker in leading discussions.
- B. With the cooperation of the members of the staff in the junior high schools plan a more graded and uniform course of study for the seventh, eighth and ninth grade boys and girls. This to help the boy or girl who is transferred from one school to another.
- C. Continue the work in tests in the elementary schools.
- D. Hold one large pageant or festival in which some pupils from each school will take part. Present two or three programs for which a small admission will be charged. Proceeds to go toward paying for gymnasium suits and shoes for needy students and to complete paying for department costumes.
- E. Reorganize the Boy Patrols. Prepare a pamphlet outlining safety work for the above in connection with their school safety program.
- F. Make a change in the procedure of sending outlines of lessons to the teachers. Instead of outlining the work for a semester at a time, the work will be outlined for a month at a time.

- IV. If in the final revision of 1934 budget, funds are available, I believe that employment of additional teachers and reduction in average class size would be the best avenue of expenditure. I base my opinion not so much on class size as upon giving work to more people. Second in importance I place "a partial resumption of increases in salary according to the schedule".

Submitted by

FANNIE M STEVE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HOME ECONOMICS DEPARTMENT

Presented to the Board of Education
by the Supervisor
LORETTO M REILLY
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
HOME ECONOMICS DEPARTMENT

I. An Account of the Work of the Year

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

Minimum Food Budgets Emphasized

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

Make the Most of What is at Hand

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

New Clothes from Old

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

We Help the Red Cross

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

We Work for the Empty Stocking Club

At Christmas, students gave the entire time allotted to Christmas projects to the Empty Stocking Club for whom two-pound boxes of candy, cookies, and other sweets were packed for 750 boys and girls. In the Franklin School dolls were dressed for distribution by the South Madison fire station.

Programs for P.T.A. Meetings

In each school where there is a home economics department, an exhibit and a program has been presented for a P.T.A. meeting.

Radio Talks on Home Economics

There have been two radio talks given by a staff member during the past year.

Participation in State Convention

Three members of the staff participated in the home economics program at the State Teachers Convention. One member of the staff is on the committee making a study preparatory to revising the state course of study in home economics. Another member is on a program of work committee for the Wisconsin Home Economics Association.

Clubs for Girls and Boys

During the year six home economics clubs for girls have been organized in the senior and junior high schools. In East High School for boys who evidenced considerable interest in camp cookery, five chef clubs were organized. There was also a camp cookery club for junior high boys at West High.

Home Economics for Boys

There seems to be a growing demand by boys for a credit course in foods and nutrition and at present a nine-weeks unit to alternate with a nine-weeks shop course is planned for a group of 8th grade boys at Central Junior High for September 1934.

The Summer Canning Program

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

It is planned to continue a canning program during the summer of 1934 at East, Longfellow and Franklin centers. The Service Shop is cooperating by equipping Longfellow and Franklin with large pressure retorts.

Courses of Study Revised

The 10B and A foods and nutrition course of study has been revised during the past year. A partial revision was made of the workbook for the junior high 7th grade. Each teacher continued with "guidance", revising and refining the course as needs appeared. The student study sheets for child care and training were revised.

To meet the intense interest in the cause of the consumer, a study sheet on hints for buyers of textiles has been compiled and will be used in the high school clothing course.

It has been recommended by several teachers of junior high that student study sheets be prepared for the 7A home economics classes. For the most part, other courses of study have been pursued as outlined.

Interior Decoration Problems

Very practical problems in interior decoration were executed at West Junior High where a picture was earned and selected and curtains selected and made by the junior high home economics club for the home economics laboratory. At Central, for the junior high rest room, furnishings were selected and made by the senior high home economics classes.

Two Centers Closed September 1933

Because home economics was not offered in the 6th grade, the laboratories at Lowell and Doty Schools were closed this year. Most of the equipment from Lowell has been transferred to East Junior High School.

Recommend Storeroom under Lock and Key for Home Economics Equipment

Some of the Doty School equipment has been transferred. Much of what was at Doty is still there and will be absorbed as needs arise. This equipment is not under lock and key, and it is therefore recommended that a central storeroom be provided.

Lowell Equipped for Vocational Adult Classes

To cooperate with the Vocational School, ten White sewing machines were transferred to the Lowell School to be used by adult sewing classes. These machines are in Lowell at this time.

Emerson Laboratory Re-Opened

It is planned to re-open and re-equip the laboratory at Emerson School for use by the opportunity school. Equipment from Doty and Lowell will be used.

Equipment Stolen from Longfellow Kitchen

An electric Singer sewing machine and a Chase hospital doll were stolen from the Longfellow kitchen. These articles disappeared at the same time. The number of the sewing machine is known. The matter was placed in the hands of the Police Department but to date neither machine nor doll has been located. This loss totaled about \$60.00.

Average Cost per Pupil

The average cost per pupil per lesson in cookery is as follows--

Central High	--- .013
East High	--- .009
West High	--- .011
Franklin	--- .014
Lincoln	--- .0209
Longfellow	--- .018
Nakoma	--- .013

II. Forced Economies

Forced economies do not seem to have affected the quality of service where classes have not been noticeably increased in size. Where classes are very large, teachers say the physical and mental strain prevents their being at their best. In many instances the student load is just too heavy. Because of large classes, I note considerable increase in waste of student time. This is particularly true in clothing and textile courses. Time does not permit of giving enough help to slow students. Increasing size of classes and not adding proportionate amount of equipment has retarded work. Some teachers report less time for guidance.

All children have been impressed by the fact that they must economize. Except for indigent children, material offerings have been curtailed. This has helped in making children aware that there is such a thing as individual property rights and that the school or community does not furnish all.

Teachers and children have become more resourceful.

III. For the Year 1934-35 the Following Revisions will be Made:

- (a) Workbook for 7th grade course in foods and nutrition
- (b) 11B homemaking. (Didn't get to it in 1933)
- (c) 9th grade unit in Child Care and Training
- (d) 10B Clothing partially revised
- (e) 9th grade unit in Infant Hygiene

Relief Work to Continue

Relief work will continue for the Red Cross. We will continue to cooperate with the Outdoor Relief by emphasizing the wise use of foods on their budgets for families on relief.

Encourage Home Economics Club Activities

Further work will be done with home economics clubs in the junior-senior high schools.

Too Much Time Asked of Students for Costume-Making

It is to be hoped that less time will be asked of students for the making of costumes.

"Recommendation in Regard to Costume-Making" (Repeated from 1933 Report)

Inasmuch as periods are shorter and classes larger, as content of courses is of greater value to the girl, we recommend that the making of costumes during class time be eliminated. We suggest that this work be given to a wardrobe committee of the dramatic or music group, with the girls and an adviser selected for their knowledge of costume, sewing, and art.

"When We Teach Girls to Help Themselves" (Repeated from 1933 Report)

It is best to teach girls to help themselves, so I repeat a recommendation made in the 1933 report. It is hoped that girls from indigent families be guided into clothing courses where, from donated clothing, they may learn to make their own clothing. It is likewise hoped that girls of indigent families be advised to take the Foods and Nutrition course where considerable work will be done on low cost adequate diets.

To Help Empty Stocking Club with Christmas

Students and teachers enjoyed helping the Empty Stocking Club with their Christmas. If we are invited to help again, we shall be glad to do so.

Madison Better Homes Project

It has been suggested that we again work with the Better Homes committee. Whether or not this will be feasible will depend upon the house selected and the time set for the demonstration.

Girl Scouts

We plan to continue giving Girl Scouts examinations for badges.

IV. Recommendation in Regard to Use of Additional Funds

Of thirteen teachers, the first choice of eight was to employ additional teachers and reduce average class size. The first choice of the other five teachers in the department was a slight reduction in the amount of the waiver on all teachers' salaries.

On the question of the second choice, of thirteen teachers eight voted for slight reduction in waivers, and five voted for a partial resumption of increases in salary according to the schedule.

Additional equipment is needed very much at Central. For this sewing laboratory, I recommend the purchase of seven sewing tables with drawers for storage, and forty chairs.

It is also advisable to trade in twelve of the old sewing machines for new ones, some of these to be placed at Central and some in East Junior High.

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 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
INDUSTRIAL ARTS DEPARTMENT

I. An Account of the Work of the School Year

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

Junior High School (nine week courses)

Grade 7

Electricity
Home Mechanics
Shop Drawing
Woodwork

Grade 8

Aeronautics
Mechanical Drawing
General Metal Work
Upholstery
Woodwork

Grade 9

Auto Mechanics
Mechanical Drawing
Pattern Making
Printing
Sheet Metal
Woodwork

Senior High School (eighteen week courses)

Grade 10

Auto Mechanics 10B	Auto Mechanics 10A
Printing 10B	Printing 10A
Mechanical Drawing 10B	Mechanical Drawing 10A
Sheet Metal 10B	Sheet Metal 10A
Woodwork 10B	Woodwork 10A

Grade 11

Aeronautics 11B	Aeronautics 11A
Architectural Drawing 11B	Architectural Drawing 11A
Electrical Work 11B	Electrical Work 11A
Machine Shop 11B	Machine Shop 11A
Mechanical Drawing 11B	Mechanical Drawing 11A

Grade 12

Architectural Drawing 12B

Electrical Work 12B

Machine Shop 12B

Architectural Drawing 12A

Electrical Work 12A

Machine Shop 12A

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

- B. Teachers and pupils have again done considerable production work in the school shops, all of which has amounted to a very substantial saving for the Board of Education and the taxpayers in the community. This type of activity is limited strictly to school or Board of Education projects. In this connection it might be said that a certain amount of such work is desirable where the teachers and pupils have ample time to do the work, and where the project really has educational value. Rush jobs are difficult to handle because students come to our shops for only one fifty minute period each day. Industrial arts teachers too must have time to make adequate class preparation. Stock must be cut for each boy. Drawings, compositions, projects, and examination papers must be carefully scrutinized and graded. Weaknesses discovered must form a basis for review or for additional instruction. In addition to these duties teachers must maintain their respective shops. In some instances teachers have more than one shop to maintain. Tools must be sharpened, machinery properly guarded and cared for or accidents will occur. Surely it is not economy to operate machines where teachers have no time left from their numerous other duties to properly maintain equipment and machinery.
- C. A continued effort to correlate industrial arts subjects with other school subjects.
- D. A genuine attempt to have industrial arts conform to the Wisconsin Philosophy of Education.
- E. The effective carrying out of the course of study revised during the past year.
- F. More field trips which tend to acquaint the students with the work-a-day world.
- G. We believe, good workmanship displayed at various school exhibits often showing the students actually at work in the school shops.
- H. A greater consciousness on the part of teachers that no two children are alike, and that they must each be treated as separate and distinct individuals. Such a realization is rather significant when we consider that teaching loads and class sizes are constantly being increased.
- I. A very good hobby show staged largely through the efforts of the industrial arts teachers. Promoting the worthy use of leisure time is becoming more and more important and happens to be one of our objectives. The hobby show represents concrete evidence of concerted effort in this direction.

- J. The airplane contest at the University Field House headed up by men in the department. This project proved very much worth while. Three boys won a trip to Akron, Ohio.
- K. An excellent spirit of teamwork and cooperation which has helped the school administration through these trying times.
- L. Continued course of study revision especially in the direction of unifying the offering in the various schools.
- M. A certain amount of standardization as far as projects are concerned in the various courses offered in the different schools. This standardization will result in even greater uniformity as to what constitutes good design, desirable construction, educational worth, and the utility of the various projects constructed by students.

II. Results of the Recent Forced Economy

- A. Teachers have had larger classes and more of them which condition has meant that each boy has received less individual attention from the teacher. Where such personal contacts are being cut to a minimum, the effects of such a situation are difficult to measure. Certainly the child is being deprived of something that has great significance.
- B. It has been necessary to make smaller and less involved projects in our shops. Naturally the educational and the skill phases of the subject have been sacrificed.
- C. The actual time devoted to the teaching of strictly industrial arts subjects by the industrial arts teachers has been very much less this year. In many cases these men are teaching academic work, assisting principals, and assisting with athletics.
- D. Shops have been discontinued in the Lowell, Randall, and Washington schools. Boys in these centers have therefore been deprived of industrial arts. Parochial school boys who have gone to these schools for industrial arts now go to other schools, and in a number of cases they have to go further than they did before.
- E. The double period for industrial arts has been entirely eliminated. Boys report for one period a day which amounts to approximately fifty minutes.
- F. Industrial arts work in the sixth grade has been entirely eliminated. Several hundred youngsters have thereby been deprived of the thing that boys at this age are so anxious to do.
- G. Teachers have been deprived very materially of adequate time for maintenance work because of the many other duties they have to perform. Often they are compelled to take care of these duties on Saturdays or during after school hours. However, we do the best we can under the existing circumstances.

III. Plans for the Year 1934-1935

- A. Organization of the work of the students. The following constitutes the offering and represents further curriculum revision:

Junior High School (nine week courses)

Grade 7

Electricity
General Bench Metal
Shop Drawing
Woodwork

Grade 8

Aeronautics
Furniture Construction
Mechanical Drawing
Sheet Metal

Grade 9

Applied Drafting
Auto Mechanics
Home Mechanics
Pattern Making
Printing

Senior High School

Grade 10

Auto Mechanics 10B and 10A
Printing 10B and 10A
Mechanical Drawing 10B and 10A
Sheet Metal 10B and 10A
Woodwork 10B and 10A

Grade 11

Aeronautics 11B and 11A
Architectural Drawing 11B and 11A
Electrical Work 11B and 11A
Machine Shop 11B and 11A
Mechanical Drawing 11B and 11A

Grade 12

Architectural Drawing 12B and 12A
Electrical Work 12B and 12A
Machine Shop 12B and 12A

- B. Instructional program of the teachers

Central High School

Bond, John - Senior Woodwork, - Junior Electricity, Home Mechanics,
Pattern Making

Nickel, Ernest - Senior Architectural Drawing, Mechanical Drawing, -
Junior Aeronautics, Mechanical Drawing, Bench Metal Work

Vocational School Teachers

Briese, Floyd - Senior Electricity, one class

Hawkes, Lester - Senior Printing, one class

Martin, Winfield - Senior Sheet Metal, one class

Schneider, George - Senior Auto Mechanics, one class

Todd, Fred - Senior Machine Shop, one class, - Junior Bench Metal,
one class

East High School

Dhein, Orian - Senior Aeronautics, Auto Mechanics, Machine Shop
Nickel, George - Senior Woodwork, Pattern Making
Paustian, John - Junior Bench Metal, Woodwork, Aeronautics
Stewart, Leslie - Junior and Senior Mechanical Drawing, Senior Architectural Drawing, Junior Pattern Making
Webster, Lawrence - Junior Electrical Work and Sheet Metal Work
New man - Junior and Senior Printing, Junior Mechanical Drawing

West High School

Benson, Lloyd - Junior and Senior Printing, Junior Aeronautics and Home Mechanics
Fuller, Ira - Junior General Metal Work and Mechanical Drawing, Senior Machine Shop and Sheet Metal Work
Hepola, Wayne - Junior and Senior Woodwork, Senior Mechanical Drawing
Hippaka, Tom - Senior Architectural Drawing, Junior Mechanical Drawing, City Supervision
Trafford, Roger - Junior and Senior Auto Mechanics and Electricity
Anderson, Sam - Emerson Specials and Longfellow Woodwork and Mechanical Drawing
Teska, Joe - Franklin, Lincoln, Longfellow Woodwork and Drawing
Lanning, Victor - Nakoma Mechanical Drawing, Woodwork, Home Mechanics, Aeronautics

IV. Recommendations in Regard to the Use of Any Additional Funds that Might be Available

It is assumed that they might be used for the following purposes:

- A. Increase in purchase of educational supplies for children, including books
- B. Employment of additional teachers and reduction in average class size
- C. A slight reduction in the amount of the waiver on all teachers' salaries
- D. A partial resumption of increases in salary according to the schedule

The following is not intended as a diplomatic statement relative to the above. It seems only fair that some equitable distribution should be made relative to A, B, C and D. They should "come back" proportionately as they have recently suffered. One should not be favored at the expense of the other. Where one is found to be more urgent than another it might receive first consideration. The Board of Education and the teaching staff should cooperate in this matter as they did when curtailments were made.

Submitted by

T A HIPPAKA

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
MUSIC DEPARTMENT

Presented to the Board of Education
by the Supervisor
ANNE E. MENAUL
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
MUSIC DEPARTMENT

I. Account of the Work of the Year

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

A. Music Appreciation

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

In the kindergarten and the first three grades the lessons included: lullabies from different countries, music of the home, toys in music, mood associated with poetry, humor in music. Much bodily activity was given through walking, marching, skipping, galloping, rocking and dancing. In the third grade, Indian music leading to the study of American music in later grades was introduced. The terms accompaniment, introduction, and theme were taught. Comparison of the rhythmic movement of the waltz, minuet and march developed ability to recognize these musical forms.

In the fourth and fifth grades the course of study showed the development of American music through Indian and Negro melodies and presented songs and dances of the frontier days of the periods of expansion and settlement. Emphasis was made on the composed folk songs of Stephen Foster and the music of MacDowell, the greatest American composer. Instruments of the orchestra, parts of symphonies, short suites, excerpts from operas, dances and marches were studied. The sixth grade work centered around the study of nationality as shown in the music of the countries studied, the British Isles, Italy, France, Spain, Germany, Russia, Switzerland, and the Northlands.

In the seventh, eighth and ninth grades the music appreciation was a continuation and expansion of the work begun in the lower grades: songs and dances of the American Indian; Negro spirituals, work songs and dances; a symphony inspired by American folk melodies; the influence of jazz on modern American music. Larger forms such as suite, symphony, overture, opera and the different qualities of voices were presented. Nationality included the music of Russia, Germany, Slavic people, British Isles, France, Spain and the Northlands.

The ever increasing joy and delight on the part of the children in becoming acquainted with beautiful melodies and musical forms has brought much pleasure to the teachers. There is something inexpressible which a child experiences when listening to good music that cannot be gotten from any other subject. Music for its own intrinsic value must be given. For this reason we cannot afford to correlate too closely with the social units.

B. Vocal Music

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

In the junior high schools careful attention was given to classification of voices and selection of material suited to the limitations of the changing voice. Children sang many two, three and four part selections. Sight reading and theoretical work in more advanced material was continued. Special time was arranged for boys' and girls' glee clubs.

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

C. Instrumental Work

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

D. Outstanding Achievements

The senior band and orchestras from East, Central and West High Schools made a very good showing at the State Contest at Green Bay in May. In the following list, the classification was based upon relative experience of players and average experience of the organizations:

<u>Bands</u>	1 first place - class A 1 first place - class B 1 second place - class B
<u>Orchestras</u>	1 first place - class A 1 first place - class B 1 second place - class B
<u>Ensembles</u>	2 first place - class A 1 first place - class B

<u>Parade</u>	2 second place
<u>Drum Majors</u>	4 first place
<u>Solos</u>	12 first place - class A
	2 second place - class A
	2 first place - class B
	1 first place - class C
	1 second place - class C

The tenth annual pageant given at the State Capitol was more of a success this year, from the standpoint of attendance, than any of the previous years. Two performances were given but the crowds were unwieldy. Some plans for the management of the audience will be necessary next year for the comfortable enjoyment of all concerned.

E. Activities

The music department was very active in the school and community during the past year. There were very few activities in the school that did not call on the music department for assistance. Bands, orchestras and choruses gave very creditable performances at school assemblies, school plays and Parent-Teacher functions; contributed their services gladly to Community Union meetings, Neighborhood House Sunday programs and Memorial Day exercises. The bands played at all basket and football games.

II. Forced Economies

The numerous public appearances of the bands, orchestras and chorus groups call for a generous supply of new music to make their programs varied and interesting. The minimum amount of material has been purchased as all books and sheet music have been repaired many times. This material will have to be replaced soon.

If the bands and orchestras attain the highest standard, it will be necessary each year to buy some instruments of good quality.

In some of the elementary schools the music teacher's program was so crowded that no time was allowed for the school glee clubs. Principals of those schools are anxious to have the work continued.

III. Plans for the Year 1934-1935

The organization of the work of the students and the instructional program will be the same as for 1933-1934.

The music department would like to give three educational orchestral and choral concerts made up of the compositions studied during the year in the music appreciation course of study. These concerts would be given by the high school orchestral and vocal organizations.

IV. Recommendation for the Use of Additional Funds

I recommend a partial resumption of increases in salary according to the schedule. Also, an increased budget sufficient to purchase all materials that are needed in the various classes and activities.

Submitted by
ANNE E MENAUL

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
RECREATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
H C THOMPSON
June 1934

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1933-1934
RECREATION DEPARTMENT

The increased interest and participation in all branches of municipal recreation as sponsored by the Board of Education with the cooperation of the Madison Park Commission has proven to the people of Madison that this city is in need of more and better facilities.

The program as carried on by C.W.A. through the winter months was of help to this department and it is hoped that this next fall and winter a program of somewhat similar nature can be carried out.

I would divide this report into four parts--

I. Summer Program

II. Year Round Activities

Ball Leagues

Hard Ball--Individual participants 496

Amateur (1933). . . . 8 teams played 12 games after June 1st
(Montgomery Ward, League Champion)

Amateur (1934). . . . 6 teams played 2 games before June 1st

Intermediate (1933) . 6 teams played 10 games
(Red Roosters, League Champion)

Junior (1933). . . . 12 teams played 11 games
(East Playground, League Champion)

Soft Ball--Individual participants 1296

Capital City League . 8 teams played 17 games after June 1st
(Judeans, League Champion)

East Side Business Men . 7 teams played 18 games after June 1st
(Kennedy Dairy Company, League Champion)

Four Lake City League. . 8 teams played 17 games after June 1st
(Paulson Grocery, League Champion)

Commercial League. . . . 8 teams played 17 games after June 1st
(Commonwealth Telephone Company, League Champion)

West Side Merchants League . 8 teams played 18 games after June 1st
(St. James, League Champion)

East Side Senior Men's League . 5 teams played 15 games
(Krystal Kleaners, League Champion)

West Side Senior Men's League . 7 teams played 12 games
(Capital City Athletic Club, League Champion)

East Side Intermediate League . 5 teams played 15 games
(East Playground, League Champion)

West Side Intermediate League . 5 teams played 15 games
(Barry Playground, League Champion)

East Side Junior League 5 teams played 15 games
 (East Playground, League Champion)
 West Side Junior League 4 teams played 12 games
 (Barry Playground, League Champion)
 East Side Midget League 5 teams played 15 games
 (East Playground, League Champion)
 West Side Midget League 4 teams played 12 games
 (Barry Playground, League Champion)
 East Side Flyweight League. 5 teams played 15 games
 (East Playground, League Champion)
 West Side Flyweight League. 4 teams played 12 games
 (Brittingham Playground, League Champion)
 City Soft Ball Tournament 20 teams
 (St. James, City Champion)

Soft Ball (1934)

East Side Major League 8 teams played 8 games before June 1
 East Side Minor League 10 teams played 10 games before June 1
 West Side Major League 8 teams played 8 games before June 1
 West Side Minor League 10 teams played 9 games before June 1
 Commercial League. 6 teams played 5 games before June 1
 Industrial League. 6 teams played 6 games before June 1

Golf, Industrial League (1933)

(Madison Gas & Electric Company, Champions)

Golf, Industrial League (1934) 8 teams played 2 games before June 1

Golf, Municipal Tournament (1933) 60 entries

(Paul Wohlford, Champion)

Horseshoe Tournament (1933) 26 entries

Table Tennis, Industrial League. 4 teams

(Madison Gas & Electric Company, Champion)

Table Tennis Tournament. 59 entries

(Ray Schultz, Champion)

Tennis Tournament (1933) 38 entries

Men's Singles--Roy Black, Champion

Junior's Singles--Billy McNeil, Champion

Boys' Singles--McLeon Greeley, Champion

Women's Singles--Priscilla Greeley, Champion

Girls' Singles--Marjorie Coulter, Champion

Men's Doubles--Roy Black and Duane Longaker, Champions

Tennis, Class Instruction 52

Picnic Kits 72

Marbles Tournament (1934) 600

(Harold DeVoe, St. Bernard's School)

Cribbage Tournament 44

Euchre League 280 men played 22 nights

(Ray-O-Vac, League Champion)

Euchre Tournament 194

(S. Natvig & A. Bean, City Champions)

Gymnasium Classes 11 classes had an attendance of
 5648

Skating City Championships.

Part Time Playgrounds 6000

Basketball--Individual participants 861

Major League 8 teams played 14 games

(Simon Pures, League Champion)

Minor A League 8 teams played 14 games
 (Hanson & Meenk, League Champion)
 Minor AA League. 8 teams played 14 games
 (Chocolate Shop, League Champion)
 Minor AAA League 8 teams played 14 games
 (Meier Fuels, League Champion)
 Minor AAAA League. 10 teams played 18 games
 (Cardinal A. C., League Champion)
 City Basketball Tournament 22 teams
 (Kennedy Dairy Company, City Champion)
 Boys' Recreation Basketball Tournament--
 Intermediate 14 teams
 Junior 7 teams
 Free Throwing Contest. 142 boys
 Ladder Contests. 89 boys
 Dances--
 Lowell School Old Time 17 dances--attendance 2439
 West High School Old Time. 15 dances--attendance 2220
 Young Folks' 23 dances--attendance 2950

III. Facilities Now Available

In order that the Board of Education may check the improvements from this date on, I feel that it is advisable to state as near as possible that we now have the following with which to work--

Vilas Park--

Swings, testers, slides and whirl (donated by Gyro Club)
 Zoo
 Picnic area
 4 soft ball diamonds (no backstops)
 City skating center
 Comfort stations
 Drinking fountain

Barry Park--

Playground apparatus (donated by Gyro Club)
 1 soft ball diamond
 Comfort stations
 Drinking fountain

Brittingham Park--

3 soft ball diamonds
 Playground apparatus (donated by Gyro Club)
 Bath house
 Drinking fountain
 Comfort stations
 Bathing beach
 Boat house

Franklin School--

No apparatus

Burrows Field--

1 block northeast of Breese Stevens Field
 4 soft ball diamonds (no backstops)
 Drinking fountain

Tenney Park--

Playground and swimming apparatus (donated by Gyro Club)
 5 soft ball diamonds (no backstops)
 2 hard surfaced tennis courts
 Bath house
 Drinking fountain
 Comfort stations

Marquette Playground--

New development of Board of Education. Mr M E Johnson, building supervisor, has arranged to transfer the C.W.A. pay station which will be Madison's first playground shelter house, which will have a handcraft room, game room, equipment room and comfort stations.
 3 soft ball diamonds (no backstops)

Lowell Playground--

Playground apparatus (donated by East Side Woman's Club)

East High Playground--

2 soft ball diamonds (no backstops)
 Playground apparatus (donated by Gyro Club)
 6 horseshoe courts

Burr Jones Field--

1 hard ball diamond (no backstop)
 2 soft ball diamonds (no backstops)
 Home of Curling Club

West High Playground--

Drinking fountain
 Comfort stations

Randall Junior Playground--

Dudgeon Junior Playground--

Capital Times Kiddie Camp--

South Shore Beach--

Swimming apparatus (donated by Gyro Club)

Lakefront Beach--

Willows Beach--

Swimming apparatus (donated by Gyro Club)

Doty School Beach--

Other Park Centers used frequently--

Olin Park--
 Tourist Camp
 Picnic grounds

Elmside Park--

Lakefront Park--

Picnic grounds
Bathing Beach

Yabara Parkway--

Orton Park--(East end development)

B B Clark Park--

Swimming beach

Burrows Park (Lakewood Region)

Picnic Center

Frank Hoyt and Owen Parkway--

Picnic grounds

IV. Suggestions for Future Development

Shelter house and apparatus for each playground

Purchase of an area in neighborhood of Park and Regent Streets for
a playground

Purchase of an area in the neighborhood of Dudgeon School for a
playground

Additional ground for Barry playground

Grade for a ball diamond at Olin Park picnic grounds

Improvement of Lakefront and Willows beaches

Backstops for hard and soft ball diamonds should be erected

The above developments are most urgent following the completion of
the areas already under construction under the C.W.A. projects.

In closing I wish to thank the Superintendent, the Board of Education,
the Park Commission, and all citizens who have cooperated in carrying
out this program.

Submitted by

H C THOMPSON