



LIBRARIES

UNIVERSITY OF WISCONSIN-MADISON

The Madison public schools, Madison, Wisconsin: annual reports of principals and supervisors for the school year 1947-48.

[s.l.]: [s.n.], [s.d.]

<https://digital.library.wisc.edu/1711.dl/MXRXRZEO23SL9E>

This material may be protected by copyright law (e.g., Title 17, US Code).

Original material owned by Madison Metropolitan School District.

For information on re-use, see

<http://digital.library.wisc.edu/1711.dl/Copyright>

The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

When possible, we provide rights information in catalog records, finding aids, and other metadata that accompanies collections or items. However, it is always the user's obligation to evaluate copyright and rights issues in light of their own use.

FOREWORD

This volume contains reports of the building principals and supervisors in the Madison public schools for the year 1947-48.

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

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

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

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

Perusal of these reports indicates clearly that the principals and supervisors of Madison have not been content merely to "keep" school during the difficult postwar years. Whereas we had hoped that cessation of hostilities would bring a degree of normalcy in the operation of school, in some respects conditions have been less favorable than during the war years.

Staff turnover has continued to be abnormally high. Many vacancies occurred on very short notice. Again full employment caused the substitute list to be very short, since nearly everyone who wanted full-time work could secure it. Inferior quality of much postwar educational material, for example, poor textbook binding, has added to the problems of teachers. The excessive demand on the time of high school principals and guidance counsellors for conferences with returned veterans, as reported in 1946-47, dropped off decidedly in 1947-48. However, the new draft law is beginning to cause uneasiness among older boys and need for advice.

During 1947-48 the vanguard of the war-time birth-bulge hit kindergarten. Also it was a year during which an unprecedented number of annexations to the city were completed with attendant school problems.

Merely to maintain schools in operation has been a full-time job. The efforts of principals and supervisors to improve the educational offering under such difficult conditions is evidence of their splendid professional spirit and their willingness to make personal sacrifices for the sake of the children of Madison.

July 1948

P. H. FALK

Superintendent

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORTS
of
PRINCIPALS AND SUPERVISORS

For the School Year 1947-48

Reports are arranged in the following order:

High Schools

Central High School

Junior-Senior High School - Leonard A. Waehler

Junior High School - Vida V. Smith

Guidance Department - Nina B. Fredrickson

East High School

Junior-Senior High School - Foster S. Randle

Junior High School - Louise H. Elser

Guidance Department - Margaret A. Fosse

West High School

Junior-Senior High School - R. O. Christoffersen

Junior High School - R. E. Trafford

Guidance Department - Lillian A. Reinking

Elementary Schools

Dudgeon School - Lucile Clock

Emerson School - Emery C. Bainbridge

Franklin School - Armand F. Ketterer

Lapham School - Maurine Bredeson

Lincoln School - Helen Simon

Longfellow School - Walter H. Argraves

Lowell School - A. Kermit Frater

Marquette School - Lillian Simonson

Nakoma School - Walter W. Engelke

Randall School - H. Ralph Allen

Sherman School - Walter J. Berger

Washington School - Pearl Leroux

Special Departments

Art - L. Irene Buck

Child Study and Service - Carl H. Waller

Wisconsin Orthopedic Hospital School - Mrs. Kathryn Charlson

Curriculum - Bernice E. Leary

Health, Phy. Ed., Recreation & Safety - Glenn T. Holmes

Music - Leroy Klose

Public Interpretation - Mrs. Margaret Parham

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1947-1948

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
By the Principal

L. A. Washler

June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report for the School Year 1947-1948

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

INTRODUCTION

This is a brief over-all account of some of the information, achievements, and problems related to the program of Central Junior-Senior High School for the year just closed. More detailed statistical reports prepared by the Guidance Office and more detailed discussion of Junior High School operation is supplied in special reports provided herewith by those departments.

Pupils who were in high school this year have had the good fortune to live and work for a succession of three years under the relatively stable socio-economic conditions of peace. The 1948 graduating class has been able to progress throughout its entire high school career under such satisfactory conditions and circumstances and the result was definitely favorable.

SECTION I

STATISTICAL DATA

The total enrollment of Central Junior-Senior High School has been practically static for the last three years and this year stood at the figure 1083. This enrollment breaks down as per the following table:

	<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Junior High Division	Seventh	64	68	132
	Eighth	71	66	137
	Ninth	<u>116</u>	<u>88</u>	<u>204</u>
Totals		<u>251</u>	<u>222</u>	<u>473</u>
Senior High Division	Tenth	108	108	216
	Eleventh	102	79	181
	Twelfth	<u>106</u>	<u>107</u>	<u>213</u>
Totals		<u>316</u>	<u>294</u>	<u>610</u>
Junior and Senior High Totals		<u>567</u>	<u>516</u>	<u>1,083</u>

Central Junior-Senior High-2

During this year we graduated 206 young men and women, 189 of whom moved through our June graduation exercises; 95 of these were boys and 94 girls. Approximately 35% of this graduating class expects to enter some college or university this fall. Under the work experience program approximately 80 senior high school pupils were employed under school supervision and for school credit the second semester of this school year. Almost an equal number participated likewise last semester. In addition, fully an equal number were employed on part-time jobs without school credit anticipation or provision.

Only a dozen or so returned veterans were in our classes this year and, contrary to the experience of previous years, they were thoroughly earnest and definitely added something to the stability of the school community.

SECTION II

SPECIAL ACHIEVEMENTS

A. With two full-time guidance workers we were able to expand our guidance program particularly along four lines:

1. Do more varied testing.
2. Reduce the load on junior high teachers who had previously spent much time in test checking.
3. Do more careful and personal programming of pupils.
4. Assist more helpfully the graduating seniors with the planning of their future.

B. Our visual and oral aids program to supplement teaching work in many departments was greatly expanded this year. We now have, subject only to obsolescence, sufficient movie projectors, film-strip projectors, portable screens, radios, and recording machines to give well-timed assistance to most teachers. We have one room set aside for visual education groups and it is occupied by some class group or another most periods of most of the days of the year. We have had an excellent electricians' club of senior high boys that has given much time and effort to meeting the heavy demands for operators of these machines. The growing problem is that of providing efficient operation at just the needed times and of providing sufficient maintenance and supervision of the equipment.

Central Junior-Senior High-3

C. Perhaps our greatest or most evident achievement was in the generally improved tone, stability, and spirit of our pupil enrollment. Three factors, among others, perhaps contributed to this improvement:

1. The cumulative effect of peacetime conditions already referred to.
2. The more receptive, clean and artistic physical appearance of the building interior as a result of last year's painting program.
3. The better leavening and balancing of our pupil enrollment, resulting from last year's definite establishment of Central High School boundary areas. As these established boundaries become more generally accepted, and there is less recourse to special permit transfers to other schools, this upgrading in balance and morale will continue.

D. Considerably through the efforts of the pupils, through their Student Council organization, there has been an effective continuing and development of the idea of democratic living and democratic attitude at Central High School. Also, through this same medium, there has been a decidedly growing sense of the importance of public relations and of the individual responsibility basic to that. Whether by means of scrap drives, European relief collections, Centennial parade float construction, pep meetings and drives or other devices, the recognition of the importance of cultivating favorable public opinion was recognized. The Central High Student Council this spring acted as hosts to a regional convention of Student Council delegates from some 30 schools. Central High School sponsored for all Madison high school pupils the inspirational personal appearance of blind Helen Keller.

Central High School, chiefly through the aid of its Student Council, this year helped the 1897 National Championship Football Team to celebrate its 50th anniversary. Eight of the eleven living members of that team returned for a stirring reunion which became the center of a week of school activity emphasizing the history and traditions of Central. The pleasure of observing the unbounded joy of these returning alumni as they reunited with other classmates was a great thrill and reward for all who planned the event.

E. Under a cooperative plan with the University of Wisconsin School of Education, 18 University seniors assisted our teachers this semester in regular classes and 7 others in connection with extra-curricular school activities. Roughly, a

Central Junior-Senior High-4

similar number so assisted during the first semester of this school year. This is not a "practice teacher" or "observer" situation of the old type but it is definitely an "internship" arrangement, we insist. As a result, we have been very much satisfied with its results this year and in discussing with the student assistants the learning value of the program, we are convinced that they received much valuable experience toward making them better teachers, experience which never would come from the old-type practice teaching situation. Our concept of this program and our willingness to continue with it if maintained on that level is based essentially on a sense professional obligation to young people who are interested in entering our profession.

F. In athletics we have had an exceptionally large amount of participation, both at junior high level and at senior high level. Boys are thoroughly interested and our coaching staff has followed the plan of keeping boys on athletic squads and giving participation to the greatest number possible. In addition, we have expanded the number of sports in which participation for boys is possible to include hockey, wrestling, archery, and baseball. This expansion brings with it problems which will be mentioned in the next section.

SECTION III

SPECIAL PROBLEMS

A. Our chief school problem continues to be lack of maintaining as nearly as possible the same variety and balance of offerings that is maintained by the other two much larger city high schools, and of doing that within a fair approximation of their more readily lower per pupil cost.

Likewise, our problem is to provide with considerably less adequate or convenient facilities, and with more limited gate receipts, a similar comparatively wide variety of athletic and sports activities and other co-curricular activities. This means need for improvement of our present gymnasium facilities wherever possible and certain requests are now in our summer improvement program and in the 1949 budget. This means, also, the solution of the problem of providing quick and well-timed transportation to our somewhat distant physical education and athletic practice fields. A school bus is needed. This means decidedly some major improvements in the dressing room facilities allotted to us at Breese Stevens Field. This means, also, added storage facilities and financial funds to maintain and acquire the tremendous amount

Central Junior-Senior High-5

of athletic clothing and equipment that is necessary to provide for 300 or 400 boys in a wide variety of sports. This means, finally, that utmost care must be exercised to avoid overemphasis of the sports program and the consequent unbalance of the total school program. Sports are competitive and this problem of unbalance becomes a city-wide school problem from which no individual school can extricate itself once the overemphasis has taken hold.

B. Sanitation continues to be a serious and growing problem at Central. Its phases include:

1. Antiquated toilet rooms in which it is difficult to maintain sanitation or even an appearance of sanitation.
2. Gymnasium shower rooms, dressing rooms, and floors likewise calling for courageous modernization.
3. An air-filtering and/or air-washing installation at the intake of our ventilating blower system. Our present downtown location, amid heavily trafficked streets, brings hundreds of pounds of dirt and filth annually into our intakes to be blown to all rooms of the building. This has been definitely noticeable in the rapid silting up of our newly painted walls. It is noticeable in the daily dust on desks and furniture; it is noticeable on the health of pupils and teachers who have nasal membranes sensitive to dust. This problem has been referred to for many years and its nature is very apparent to anyone who will make a simple check of our ventilating system. The simple filter device which would reduce the problem by 50% is comparatively inexpensive; the more effective and expensive air-washing device is justified and imperative.
4. The growing public demand and the trend of educational policy makes it vital that progress be made in working out the problem of providing sound and valuable units or courses in sex education and family relations. For several years we have been making some provision of such units at ninth-grade level and in connection with eleventh-grade and twelfth-grade home economics and problems of democracy courses. However, both plans and techniques need careful refinement and improvement.
5. Pushing the problem of dirt and sanitation in the downtown area is the problem of noise in the downtown area, and noise emanating from our music rooms,

gymnasias, and corridors. In view of this particular need for noise elimination in our location and school, we believe that the program of acoustical treatment already begun in other schools should be extended here.

6. In anticipation of the probable construction of an addition to the Vocational School during the coming year, both of these problems of dirt and noise will be greatly aggravated. In anticipation of this construction, also, our long-standing problem of sufficient storage facilities should be clearly delineated as a phase in the plans for such construction.
7. The perennial problem of maintaining satisfactory and efficient working relationships with an independent Vocational School administration operating in the same building continues. Variations in time schedules, deportment and disciplinary regulations, record-keeping systems, custodial management, etc., are involved.

SECTION IV

RECOMMENDATIONS

Recommendations for the coming year have been directly associated with the problems as presented in Section III of this report.

Our school building, with its central location and consequent considerable public uses, needs even more than others to have consistent good appearance and visitor appeal. Quality, quantity, and cost accounting of custodial help should be adjusted to these public uses. At the same time, such attention to building and grounds appearance helps to generate pride and loyalty on the part of pupils as well as greater respect for property.

Our building is the oldest Madison school building and need for repairs, remodeling, and maintenance is greater than for the others therefore. For these reasons we recommend that a higher proportionate distribution of capital and maintenance expenditures be allotted to it.

The long discussed suggestions for greater coordination of the entire six years of junior-senior high school have not lead to great or rapid progress in that direction via teacher

Central Junior-Senior High-7

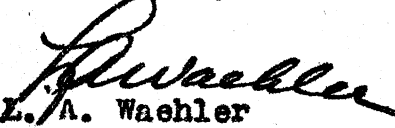
committee action. Some progress has been postponed in anticipation of reasonable city-wide uniformity in procedure or in printed forms. There are some good arguments pro and con, but some of the delay is accounted for by essentially subjective thinking and/or by the static influences of tradition. I recommend renewed efforts on this challenge in its city-wide scope, including arbitrary action where revision of forms, etc., and other mechanical changes give promise of clear savings in time and money and promise of focusing staff thinking toward further integration in feasible areas.

SECTION V

ORGANIZATION PLANS FOR 1948-1949

Please see the appended brief outline of organization plans.

Respectfully submitted,


L. A. Washler
Principal

THE MADISON PUBLIC SCHOOLS

Madison

Wisconsin

Annual Report

CENTRAL JUNIOR HIGH SCHOOL

Presented to the Board of Education
by Vida V. Smith
June 1948

ANNUAL REPORT
For the School year 1947--48
CENTRAL JUNIOR HIGH SCHOOL

I. PUPIL ENROLLMENT, TEACHING STAFF, CLASS SIZE AND TEACHER LOAD

Central Junior High School was opened in September, 1930. The table below shows the total enrollments as of the June reports for each of the past eighteen years. It also shows the number of full-time and part-time teachers, the teacher time, and the teaching load based on the number of pupils enrolled and also based on the average daily attendance as of the June reports for each year.

<u>School Year</u>	<u>Pupil Enrollment</u>	<u>Number of Full-time Teachers</u>	<u>Number of Part-time Teachers</u>	<u>Teacher Time</u>	<u>Teaching Load Based on Monthly Enrollment for June</u>	<u>A.D.A.*</u>
1930-31	518	16	22	22.8	21.6	21.0
1931-32	556	16	22	23.8	21.5	21.1
1932-33	496	15	18	24.7	19.0	18.3
1933-34	517	13	15	21.5	22.5	21.9
1934-35	500	12	18	20.1	23.3	22.5
1935-36	502	13	16	19.1	24.7	23.9
1936-37	547	15	16	20.2	25.7	25.2
1937-38	560	15	18	20.6	25.9	24.9
1938-39	546	14	17	20.6	25.1	24.1
1939-40	551	14	11	19.5	27.1	25.5
1940-41	524	12	14	18.1	26.9	26.0
1941-42	509	10	16	16.6	28.3	27.3
1942-43	548	10	17	17.6	26.6	26.5
1943-44	570	14	12	19.6	26.1	25.3
1944-45	573	14	15	**20.2	24.9	24.3
1945-46	491	13	15	**19.5	22.5	21.9
1946-47	470	12	16	**18.5	23.1	22.6
1947-48	473	13	15	**19.6	22.8	22.3

*Average Daily Attendance

** The divisor used here is the actual teacher time given to instruction of pupils and supervision of study halls so as to make the data comparable to that of former years. The divisor supplied by the superintendent's office the past four years has included attendance workers and other members of the guidance department which were not included in former years and who do not teach or supervise pupils.

The above table shows that we have had forty-five fewer pupils on our rolls this year than we had during the first year the Junior High was opened at Central. It is interesting to note that our enrollment has been next to the smallest this year of any time in the history of Central Junior High. This is partly due to the decrease in birth rate during the period following the depression. However, there are other factors also causing part of this decrease such as inadequate housing facilities in the Central part of the city, and the number of special permits which are being issued to elementary and parochial school pupils to attend East and West Junior High Schools. There were at least fifty such permits granted during the school year 1947--48. This fifty does not include any pupils who had formerly attended either East or West Junior High Schools

and who had moved into the Central district and were given permission to continue in the school in which they had begun their high school education. Forty of these were from the elementary schools of the Central area and nine from the parochial schools while only one of them had ever attended Central Junior High. None of the others had any way of knowing whether or not they would like it at Central. There were twenty-six special permits (that I know of) given for the school year 1946-47. A detailed study was made of the ability ratings, scholastic achievement, and interest in band and orchestra of this group to whom special permission was granted and it was found that it would be much to the welfare of Central High to keep the children in our district rather than to receive by special permit pupils who had attended East and West Junior High Schools and then came to us because they didn't like it there. It is a natural thing for any child to become attached to his High School and to develop a sincere loyalty to it. The pupil who does not do so is the exception rather than the rule and therefore is less likely to be a real asset to the school to which he is transferred after he has once had an opportunity to become attached to any High School by actual participation in its activities. If the pupils of grades seven, eight and nine who are living in the Central district and are attending public high schools in Madison were at Central Junior our school would be filled to capacity the present school year. This would mean that within three years the Senior High at Central would reach its capacity as these pupils are promoted to that division. The ability rating and scholastic achievement of our pupils at Central Junior this year was the best it has been for many years. The data on special permits granted indicates that the ability rating and achievement of our school would have been even better if all the children in the Central area attending public high schools were at Central. Not only would our school be filled but it would have a student body of high average ability which would permit us to develop a modern high school offering all the courses that such a high school should offer. That is the only type of school that it is fair to develop unless the parents of the pupils residing in the Central are forewarned that other plans are being made, so that they may have the privilege of starting their children in other high schools before these pupils have any opportunity to develop a strong loyalty to Central. Past experience has shown that it is hard to transfer this loyalty to another institution. This has been true for teachers as well as for pupils. Central Junior High can accommodate only 530 pupils with the present space available for Junior High classes. In order to accommodate this many we would have to run all classes at capacity and use practically all rooms every period of the day and would have to use one of the Home Economics rooms of the Vocational School for a home room. When we had more than that number of pupils before 1940 we had five more rooms than at present. All rooms used for academic classes on the first floor were then divided into two rooms from which the partitions have since been removed to make five larger rooms and two offices instead of ten small rooms. When we had the ten small rooms there was no ventilation in five of them during the winter months when windows couldn't be used for ventilation. During the years 1942-45 we had a transient population and while the total enrollment was large, the actual enrollment for any monthly period was about 530. At that time we were using room 225 (Mr. Nickel's shop) for a home room which has not been necessary or possible the last two years since the Senior High have had a shop class in it during our home room period.

We were also using Mrs. Hagberg's office for a study for teachers during their free period when other teachers had classes in their rooms. This office is no longer available for that purpose.

During the last year, there were two periods during the day in which every room in the Junior High School was used. All of the fifteen Junior High rooms will be used for home rooms next year as they were this year and only one of them will have less than 30 pupils and that is 120 which will not accommodate that many. If we have to make one more section for ninth grade pupils next year, as it looks as if we might, then there will be four periods per day when practically all rooms will be in use. We are fortunate to have one large study hall which permits us to run only one study each period except for two periods two days per week, when ninth grade pupils aren't in physical education classes. If it were not for this one room we would have to have four more studies per day which would require an extra teacher. Our teacher pupil ratio at present is small due to the following facts,--small language classes, small orchestra groups at each grade level, limited space in our shops, and our organization which was set up in the spring of 1947 planned for over thirty seventh grade pupils of average or better ability who later in August were given special permits to attend East and West. These pupils would have filled our regular classes to capacity and helped to increase our teacher pupil load. Another important cause was the fact that we have carried one small group of retarded pupils at each grade level who need special attention. Anyone who has worked with this type of child will agree that such groups should never exceed twenty-five and twenty is far better. Then, too we have five academic class rooms which the Industrial Commission (according to the late Mr. Johnson) indicated that twenty-eight pupils should be the maximum capacity of. This does not permit us to run very large sections in Mathematics as three of these rooms are used for arithmetic and algebra classes.

If any member of the Board of Education is interested in how the issuing of special permits has effected Central Junior High School during the past two years, I shall be glad to send him a copy of the detailed study regarding this matter.

Some of the outstanding achievements at Central Junior the past year have been connected with the Club program. The Junior Band, Junior Orchestra, Seventh grade band and orchestra, Boys' Glee Club, Girls' Glee Club and Mixed Chorus gave an evening music concert which was a very creditable performance for Junior High pupils. These groups also participated in an Operetta and in some all-school assembly programs. The Junior Red Cross Club took a very active part in cooperating with the local chapter of the Junior Red Cross in many different activities such as packing Christmas boxes for school children in foreign countries, making favors for hospitals, working at the Red Cross headquarters, and making an album to be sent to a school in France. All home room clubs participated in filling boxes at Christmas time for children of foreign lands, in raising funds for buying Braille Slates for blind children and cooperated with the Parent Teacher Association in collecting books and glasses to be sent to Europe. The Service Clubs were very well organized and did an excellent job on hall patrol during the lunch period and in ushering for all auditorium programs, and other Junior High School activities. The Mirror Club was well

organized this year and cooperated well with the Mirror Staff of the Senior High in getting material for the Junior High page of the Mirror. The Junior High School was included in the Annual for the first time this year. The Get Acquainted Club was very active in its correspondence with pupils in foreign lands. This club has been very effective in establishing pen pals among our pupils and those of other countries. Many of our pupils did outstanding work in Art during the past year as was evidenced by the many awards presented to them in various art contests. The Know Your City Club was very popular and was especially valuable to new pupils who entered during the year. Now that War restrictions have been lifted this club has again been able to take many field trips which have been profitable and interesting to its members. The Dramatics and Sports Clubs have been as popular as usual. A Swimming Club and Golf Club were organized for the first time this year and proved to be very successful. The Model Clubs did some excellent work in spite of the handicap of not having a shop in which to work.

SPECIAL ACHIEVEMENTS

The results of Standardized Tests given to pupils in Central Junior High School during the school year 1947-48 were dittoed and sent to all teachers and all departments of the school system who might be interested in this data. It was a decided advantage to have these tests given during the first week of school so the results could be used to a much greater extent in placing pupils in groups where their special needs could be cared for. The results of these tests for the pupils at Central Junior High compared very favorably with the results tabulated by Miss Leary for all the seventh and ninth grade pupils of the city. Mathematics tests were given again in May to all seventh and eighth grade pupils and to the ninth grade pupils taking General Mathematics. The results of these tests were very gratifying and indicated that the grouping of pupils according to their needs as indicated by the fall tests had made it possible for all but a very few children to make considerable gain in both the fundamentals of arithmetic and the solution of thought problems. All ninth grade pupils who rated below their grade level on the reading part of the Stanford Achievement Test in the fall were given the Iowa Advanced Silent Reading Test in May. The results of this test showed that the majority of these pupils had made considerable progress in reading. This data will be used in placing these pupils in groups in the Senior High where they will be able to do their best work.

Practically all Junior High pupils were given an Interest Inventory and a Study Habits Inventory. Many home room teachers made considerable use of the results of these tests in discussing future educational plans with their pupils. It also stimulated interest on the part of a group of home room teachers to make further revision of these inventories and to make them better fitted to our particular needs here at Central. Mrs. Hagberg worked with a committee of home room teachers as a guidance committee and this group did considerable to improve the home room activity program. Most of the teachers working on the guidance committee enjoyed the work and felt that they accomplished very much toward improving the home room guidance program. Other teachers reported that the work planned by this committee made the home room periods much more interesting and more

valuable to the pupils. The guidance committee suggested activities for the home room periods, helped to prepare some auditorium programs on guidance, and made suggestions as to how the data from tests, interest inventories and other studies made regarding the student body of Central Junior High might be used as a part of the home room guidance program. They also examined books and materials and made recommendations in regard to things which should be purchased to further develop the guidance program.

Our school attendance has been very good the past two years. The average attendance for each year has been slightly more than 97%, and we didn't have less than 96.3% for any month this year. We had very few serious attendance cases but might have had more if it had not been for the good work of Mrs. Brandenhoff in making home calls.

The Department of Child Study has been helpful to us in making home contacts and in giving special aptitude tests, upon our request, to pupils who needed special guidance in making out their advance programs. We appreciate their recommendations, and in as far as possible with building conditions and teaching power available, we have tried to carry out their suggestions. We sent fewer pupils to the Central Guidance office this year as we had Mrs. Hagberg in our building to give special tests and make case studies of pupils in cases where such seemed advisable. We have had one group of retarded children at each grade level and have altered the curriculum to suit their needs and capacities.

Several studies have been made regarding definite phases of our school program. A brief report regarding some of these studies is given here but they are not reproduced in full as they were dittoed previously and sent to those persons who would be interested in them.

A report on the Nationality of pupils at Central Junior High School showed that there has been a considerable increase in the per cent of pupils of English, French, German, Irish and Norwegian ancestry over that shown by a similar study in 1939. This report also showed a marked decrease in the per cent of pupils of Hebrew and Italian ancestry, while the per cent of Negro children had remained practically the same, there being eleven such children this year and fifteen in 1939.

A report on the birthplace of parents of Central Junior High pupils showed that in 84.1% of the cases both parents were born in the United States. Only 2.9% of our pupils had both parents born in Italy.

A study regarding the home conditions of pupils attending Central Junior High indicated that the per cent of pupils coming from broken homes was approximately 10% less for the pupils enrolled in January, 1948 than was true of pupils enrolled in January 1942. It was interesting to note that there was almost 20% fewer broken homes among our seventh grade pupils this year than was true in 1939, approximately 13% fewer for our eighth grade pupils and only 2.5% fewer for the ninth grade. The broken homes indicated in the report of 1942 were not caused by temporary separation of parents due to war conditions as the tables in the complete report indicate.

More than a fourth of these broken homes were due to the death of the father while less than 10% were due to the death of the mother. The largest cause of the broken home was divorce.

A report on ability ratings of pupils at Central Junior indicated that we have a good average group of pupils according to ability ratings. A comparison of the ability ratings of our present group of pupils with that of the 1939 group indicates that approximately 5% more of our pupils are in the superior group, about 10% more are in the average group and about 14% fewer are in the inferior group than was true in 1939.

A report on grades received by pupils at Central Junior raised some challenging questions in regard to our marking system, the study habits of our pupils, and implications as to how our present curriculum is or is not meeting the needs and interests of our pupils. It is hoped that we may do some further studying in regard to our grading system next year.

The study on special permits granted to pupils in the Central District has been mentioned earlier in this report and copies of it are available for members of the Board of Education who might be interested.

A study on the attendance of pupils at the Recreation Centers was very interesting. It showed that about 38% of the pupils at Central Junior High attend recreation centers once a week, approximately 25% attend twice a week, over 18% attend three times per week and over 18% attend four times per week. The per cent of ninth grade pupils who attend three times per week was over 22% and those who attended four times per week was over 30%. This seems like considerable recreation in addition to the school intramural programs, school clubs and the sports program that members of the All Activity Association attend.

Other studies were made in regard to actual accomplishment in school subjects, school attendance, employment of parents, pupil employment, pupil interests, etc. The data from these reports has been compiled and discussed with all junior high teachers who attend junior high faculty meetings. Copies of these reports were sent to the other departments of the public schools who might be interested in them.

This year we tried to teach a unit on Social Hygiene to all ninth grade pupils by the use of reading materials and class discussions followed by two excellent movies from the University Extension division instead of having a local physician talk to the groups as formerly.

One very important achievement the past two years has been the extension of the use of visual education for classroom use. This has been made possible by making use of members of the Electricians Club of Senior High to run movies upon request. Mr. Sprecher and the Senior High boys who are members of this club have given the Junior High excellent service in this respect during the last two years.

With War restrictions off it has been possible for us to resume field trips as a part of our class work. The civics, science, junior business, art classes, and some clubs have made considerable use of this means of enriching the school program.

Some changes have been made in our activity period this year. All pupils have been in the home room for one activity period and all except the music groups were there a second day. The purpose of this was to give home room teachers an opportunity to do more work in guidance with their groups. Some home room teachers made excellent use of this extra time in discussing with pupils the interest and study inventories, pupil programs, and occupational choices. Other teachers failed to make much use of it. Those teachers who used it to the best advantage would like very much to have all pupils in the home rooms for two days next year, but this isn't possible unless we take time for Band and Orchestra from some class period. This isn't practical as these organizations cut across all three grade levels of the Junior High.

Our Junior High had a fairly successful year in as far as inter-scholastic athletics is concerned. We won the city championship in basketball and volleyball. Our physical education program could be greatly improved if we did not have to combine eighth and ninth grade pupils in the same classes in order to cut down on teaching power. The children resent this combination and it prevents the carrying out of a progressive course of study as planned by the physical education department for the Madison Public schools. I hope this will not need to be done another year. A unit in dancing was tried with seventh and ninth grade classes and it proved quite successful. Mr. Lyon has continued to stress the intramural program. We had intramural activities in football, basketball, and track this year. This is a good beginning, but needs to be extended as soon as space and teaching power permits. We had a golf club for the first time this year and also a tennis team which we haven't had for several years.

At the suggestion of the Student Council and Service Club, the noon recreation program was continued. Materials for such a program were furnished by the recreation department. This program worked out very well during the winter months when we had the use of both gymnasiums for games and dancing and the auditorium for movies. During the spring and fall when the children wanted to be out-of-doors there was no place for them to play which is a serious problem with our long lunch period. There were too many cars parked in the court to permit pupils to play there. This is very hazardous as these cars are coming and going while the children are in the court.

The work in our regular academic classes was carried on much the same as in the past. All Social Studies teachers have made considerable use of current materials and visual aids to bring their courses more up to date. There seems to be a universal feeling among teachers that it has been much more difficult to get pupils to work the past few years and to assume responsibility. Employers of young people who were on the work credit program complain of this same difficulty. Perhaps we need to reevaluate our educational and recreational programs for the youth of

our city and see wherein we are failing to impress upon these young people, from the very beginning of their school days, the need of assuming responsibilities for certain tasks to be done at certain times and in certain ways. We must prepare them for assuming greater responsibilities with each year of their school life. Our pupils need to be taught that there can be a real joy in work as well as in play and they need to know the real satisfaction that comes from a job well done. Something must be done in our schools immediately to counteract the "get by" attitude which according to teachers in various parts of the country is becoming quite prevalent and Madison is no exception. Probably the general unrest among labor groups throughout the country has had as much of an effect on pupils' attitude toward work as any other factor. Nevertheless, the school must assume a major share of the responsibility for counteracting this attitude and to teach honesty in the preparation of one's own tasks.

Our auditorium programs have been somewhat improved this year over that of last year. A few of them have been excellent; while others were only mediocre. We have had considerable pupil participation much of which has been very good but certain types of programs must be improved or omitted from the program another year.

What might have been one of the greatest achievements for Central was the action of the Board of Education in establishing definite boundaries for the Central district two years ago. This is a thing for which Mr. Wahler worked for many years and I was glad at last to see it a reality, however as yet it hasn't done much for Central Junior as practically all of those who wished to go to East or West were given special permits to go there. The pupils and parents from the Franklin School District have abided by the Board's ruling and have been attending Central as requested. Those from Longfellow, Washington, and Marquette have gone wherever they wished to go as in the past, and so have those from Randall.

III. SPECIAL PROBLEMS:

The special problems are practically the same as those of last year as almost none of them have been taken care of. Our school could be improved considerably by the department heads taking a greater responsibility in the developing of a six year program of study in the fields of Social Studies, Mathematics, Health, and Science. Much work has already been done in English. Perhaps a study of what the State Curriculum committees are considering and cooperation with them might be a step in the right direction, or perhaps we want to develop a program of our own. In either case, this has long needed attention and is still a much needed improvement. A little start has been made toward an organization to bring Social Studies teachers together.

The woodwork in Girls' dressing rooms on the first two floors has not been redecorated for so many years that it is impossible to encourage pupils to keep it in good condition and to discourage further scratching and writing. Revarnishing without sanding or use of a varnish stain only emphasized the previous writing instead of covering it. Members of the Service Club did

sand off all of the most objectional writing. Boys' shower rooms aren't in good condition and so boys' physical education teachers do not insist that the pupils take showers after physical education classes. This practice is very bad.

The monotones and those not the least interested in vocal music at seventh and eighth grade levels have been a problem. We don't have enough from any one class group to make a regular class for them and they spoil a music class if allowed to remain in it. One seventh grade group was taken care of quite profitably a year ago by being given work in Art Metal under the supervision of Mrs. Daniels who did some excellent work with these children. She got excellent results and the pupils were very much interested in Art Metal. It makes an expensive program as the group was small, but if providing for individual differences among children is our aim, it was very much worthwhile. Whether or not we can afford this program depends upon to what extent we sincerely believe that the Junior High should be an exploratory school and should care for the individual needs of children and avoid their becoming problem cases. We did not have the teaching power to take care of these children this year. We will have more such children among our incoming seventh graders and should make some definite provision for them next year.

IV.

RECOMMENDATIONS:

1. That better facilities for physical education be provided at Central as soon as building conditions permit.
 - a. Enlargement of both gymnasiums.
 - b. Tennis courts built at Conklin playground and at Reynolds Field.
 - c. School bus transportation provided so physical education classes might go to Reynolds field whenever the weather permits.
 - d. Shower rooms improved.
 - e. Ventilating in gym improved for after school when games are played.
 - f. Drinking fountain moved off the playing floor in boys' gymnasium before someone is injured.
2. That the floors of classrooms in our building be sanded and the corridors painted this summer if possible.
3. That the rose color alcoves near Junior High office and the nurse's office be repainted so that they aren't so out of harmony with the rest of the newly painted building.
4. That new drinking fountains be installed in all corridors.
5. That the mathematics curriculum of the entire school system be studied critically and revised so that it is challenging for the better students and meets the needs and capacities of all.
6. That the Social Studies program of the secondary school be examined critically with the idea of working out a six-year social studies program.
7. That the court be marked for play space according to the chart made by Mr. Hurd four or five years ago and that these spaces be painted so that they are permanent until such time as the Vocational School builds on this area and other facilities for recreation are provided. If possible have

7. (Contd.) Dayton Street closed to traffic and parking from 12:00 - 1:00 to provide space for Junior High pupils to play.
8. That a place near the court be provided for the storage of play equipment, tables etc., rather than the girls' dressing room and that storage space for play equipment be considered in the new plans of the Vocational School.
9. That cars not be parked in the court during Junior High lunch period during the fall and spring of the year as this is the only out-of-door play space available for 1,000 children during an hour lunch period.
10. That we continue not to overemphasize work opportunities for children under sixteen years of age at the expense of a well-rounded educational program for these children. This has already begun to show some improvement since the war. We had far fewer pupils too tired to do their school work this year than previously.
11. That generous funds be provided for rental of visual education material from the Visual Education Department of the University. We have made considerable use of these materials the past few years.
12. That, if possible, the auditorium be fixed so that it can be darkened from the inside in order that it might be used for visual education regardless of weather conditions. The present dilapidated curtains don't add to the beauty of a newly redecorated auditorium.
13. That rooms 102, 113, and 117 have dark curtains and plugs so that they may be used for visual education.
14. That the size of the slow groups should not exceed 25 pupils and should be kept as near 20 as possible. Sufficient space should be provided to make it convenient to use visual aids materials frequently in connection with the daily class work for these groups. Teaching power should be sufficient to make it possible to run a class of this size at each grade level. We were able to do so the past school year and hope to do so again next year. Results of the Tests given in May indicated that this was very much worth while.
15. That plans be made to get in as much as possible of the physical examination of pupils, testing, etc. during the Senior High examination week at the close of the first semester so as not to have classes interrupted so much the second semester of the school year and so the results of these examinations might be made available for use earlier.
16. That some provision be made whereby girls' dressing rooms might be swept and the wash bowls cleaned before 8:00 o'clock in the morning. This might mean that some of the men janitors would sweep the offices since the janitress can't begin work before 7:00 o'clock. Girls should not have to come into untidy dressing rooms at the beginning of the school day as they have done the past two years.

17. Some means of washing the air before it is fanned into the rooms would be a great improvement in helping to keep the building clean and in a more healthful condition. Our building has not been as well kept the past two years as previously. This no doubt is due in part at least to the great demand by outside organizations for the use of our building.
18. That the building be thoroughly cleaned two weeks before the opening of school in the fall so that it is in good condition when parents bring their children there to enroll. This is the first impression that new pupils and their parents get of their school and it is usually a very poor impression from the untidy condition of the corridors and dressing rooms on the ground floor at that time. It looks more like a warehouse than a public school.
19. New double lockers should be provided as soon as they can be purchased.
20. That the janitors so organize their day's work as to know when they are to use a lawn mower and then get it from the janitor's room to the court door entrance before school and leave it there after using it until after school instead of making so much noise moving it in the Junior High corridors when classes are in session. The mower went out three times and in three times today making considerable noise each time. That hammering in the janitor's office be kept to a minimum during the hours Junior High classes are in session.

Submitted by

VIDA V. SMITH

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

GUIDANCE DEPARTMENT

CENTRAL HIGH SCHOOL

Presented to the Board of Education
by

Nina B. Fredrickson

June 1948

ANNUAL REPORT

for the

School Year 1947-48

In contrast to previous years, the report below is in brief outline form showing in Section I the parts of our program that are continuous and that cut across daily schedules. In Section II we have attempted to put in near chronological order, the parts of our program that form rather rhythmical peak loads.

SECTION I

- I. Counseling.
Pupils are referred to this department by teachers, attendance workers, parents, agencies, and school nurse. Many are called in directly by the workers.
- II. Testing
Late entries. Retesting for check purposes. Preliminary testing for cases referred to Child Study Department.
- III. Record Keeping
Includes pupil folders, personnel cards, program cards, duplicate grade cards, counselor records, etc.
- IV. Employment
Contacts between pupils wanting work and employers seeking part time help.
- V. Senior Vocational Guidance Council
Meetings and committee work (See report)
- VI. Junior High Guidance Committee
Assistance with home room organization (See report)
- VII. Conferences and Contacts
with parents and community agencies. Special Reports. Letters of recommendation.
- VIII. Supervision of U.W. Students - practical training in guidance work.

SECTION II

I. September-October

- a. Tests to new entries before school starts.
- b. Transportation arrangements for handicapped pupils.
- c. Organization of speech correction classes.
- d. Annual questionnaires.
- e. Employment survey
- f. Assistance with Stanford Achievement tests in Junior High
- g. Senior High grade period - Con Fail list - Counseling

II. November-December

- a. Henmon-Nelson tests - 10th grade
- b. Scholarship tests - selected seniors
- c. Junior High grade period - Con Fail list - Counseling
- d. Supervision of programming for second semester
- e. Senior High grade period - Con Fail list - Counseling

III. January-February

- a. Geometry Aptitude tests
- b. Algebra Aptitude tests
- c. Semester grades - Con Fail lists - Counseling
- d. Recommendations for placement in 9th and 10th grade Mathematics.
- e. Recommendations for placement in 10th grade English and Social Studies

IV. March-April

- a. Selection of pupils for scholarships and awards.
- b. Tests in feeder schools
- c. Senior High grade period - Con Fail list - Counseling
- d. Grade point averages for 12th graders
- e. Grade points for 11th graders
- f. Supervision of programming for fall semester

V. May - June

- a. Selection of pupils for scholarships and awards - continued.
- b. Achievement tests in Jr. High Mathematics and Reading areas.
- c. Senior High grade period - Con Fail list - Counseling
- d. Assignments to 10th grade home rooms
- e. Emphasis on summer employment
- f. Semester grades - Con Fail lists
- g. Revision of programs based on failure lists
- h. Year-end reports.

Following this outline are full reports on the work of the Senior Vocational Guidance Council and the Junior High Guidance Committee. This work was done under the direction of Mrs. Irene Hagberg, Counselor, and is reported by her.

With two workers this year, it has been possible to expand our program, especially in the areas of testing, vocational guidance and programming. We are attempting to evaluate this expansion for the purpose of building the best of it into organization plans for next year.

Respectfully submitted,

Nina B. Fredrickson
Director of Guidance

Central High Guidance Office - 4

WITHDRAWALS

Senior High School

First Semester 1947-48

Reasons	BOYS				GIRLS				TOTAL
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Didn't re-enter	2	4	2	8	3	3	1	7	15
Other Madison school	1			1	1	1		2	3
Work & Voc. School	4	6	1	11	5	7	1	13	24
Out of City	1	6	1	8	5	7	6	18	26
Married	1			1	2	2	1	5	6
Military Service	1	2	1	4					4
TOTALS	10	18	5	33	16	20	9	45	78

Second Semester 1947-48

Reasons	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	TOTAL
Out of city	1		1	2		2		2	4
Work &/or Voc. School	5	3		8	1	3		4	12
Diploma granted			1	1					1
Principal's request		2		2					2
Illness					1			1	1
Married						1		1	1
Morals Charge	1			1					1
Over 18	1	1	1	3	1			1	4
Military Service		1		1					1
TOTALS	8	7	3	18	3	6		9	27

Total withdrawals for year 105

Total withdrawals for year 1946-47-- 110

Central High Guidance Office - 5

WITHDRAWALS

Junior High School

First Semester 1947-48

Reasons	BOYS				GIRLS				TOTAL
	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	Total	
Out of City	2	11	4	17	2	9		11	28
Other Madison Schools	1	3	1	5	1	3		4	9
Voc. &/or work	1			1	1	1		1	2
Married					1			1	1
TOTALS	4	14	5	23	4	13		17	40

Second Semester 1947-48

Reasons	BOYS				GIRLS				TOTAL
	Ret.	Ave.	Sup.	Total	Ret.	Ave.	Sup.	Total	
Out of city	2	2	2	6	1	2		3	9
Other Madison Schools		1		1		1		1	2
Voc. &/or work	4	2	1	7					7
Illness	1			1					1
TOTALS	7	5	3	15	1	3		4	19

Total withdrawals for year 59

Total withdrawals for 1946-47 79

MENTAL CAPACITIES OF PUPILS AS
REVEALED BY PSYCHOLOGICAL TESTS

1947-48

Junior High School

	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 95)	93	20.76
Average (I.Q. 95-115)	233	52.01
Superior (I.Q. over 115)	122	27.23

Average I.Q. all Junior High pupils 106.51

Senior High School

10th Grade:	<u>Number</u>	<u>Percent</u>
Retarded (I.Q. below 95)	43	21.50
Average (I.Q. 95-115)	120	60.00
Superior (I.Q. over 115)	37	18.50

11th Grade:		
Retarded (I.Q. below 95)	31	17.92
Average (I.Q. 95-115)	106	61.27
Superior (I.Q. over 115)	36	20.81

12th Grade: (Graduates of June 1948)		
Retarded (I.Q. below 95)	39	20.85
Average (I.Q. 95-115)	101	54.02
Superior (I.Q. over 115)	47	25.13

Average I.Q. all Graduates 105.83

Average I.Q. all Senior High pupils 105.25

EMPLOYMENT

NUMBER OF PUPILS GRANTED WORK PERMITS

(Sept. 1947 - April 1948)

Vacation permits	57
Regular permits	148
Street trades	<u>47</u>
Total	252

Type of work for which permit was issued:

Restaurant	20
Vocational school cafeteria	9
Bowling Alley	16
Store	72
Theater	8
Hospital	31
Street trades	44
Wisconsin telephone	10
Others	<u>42</u>
Total	252

	<u>Boys</u>	<u>Girls</u>
Pupil requests for Employment	65	65
Jobs called in	46	57
Pupils placed	32	34

It is impossible to have an exact count, since pupils were placed in jobs outside of the Employment Office and no report was turned in. Therefore, the above figures are approximate.

Central High Guidance Office - 8

CON FAIL LIST ANALYSIS

Junior High School

	First Semester		Second Semester	
	<u>1st Grade Period</u>	<u>Final</u>	<u>1st Grade Period</u>	<u>Final</u>
Number of Conditions	54	36	44	7
Number of Failures	75	67	78	51
Total No. of Cons/Fails	129	103	122	58
Pupils having:				
1 Con or Fail	55	52	62	23
2 Cons or Fails	22	19	17	7
3 Cons or Fails	3	3	4	4
4 or more Cons/Fails	5	1	3	2
Number of names on list	85	75	86	36
Percentage of pupils	18.84	16.62	19.11	12.38

Senior High School

	First Semester			Second Semester		
	<u>First Gr. Pd.</u>	<u>2nd Gr. Pd.</u>	<u>Final</u>	<u>First Gr. Pd.</u>	<u>2nd Gr. Pd.</u>	<u>Final</u>
Number of Conditions	35	64	47	50	53	12
Number of Failures	90	73	80	108	84	61
Total No. of Cons/Fails	125	137	127	158	137	73
Pupils Having:						
1 Con or Fail	78	90	91	87	95	40
2 Cons or Fails	22	19	16	28	16	11
3 Cons or Fails	1	3		5	2	1
4 or more Cons/F			1		1	2
Number of names on list	101	112	108	120	114	54
Percentage of pupils	17.06	19.51	18.98	21.08	20.07	10.33

CENTRAL JUNIOR HIGH SCHOOL GUIDANCE COMMITTEE
1947-48

I. Revision of the Central Junior High School Interest Inventory

The Central Junior High School Interest Inventory was administered to all Junior High School pupils by Miss Smith and Mrs. Hagberg. The results were tabulated and discussed with home room teachers. The Interest Inventories were given to home room teachers who filed them in pupils' folders after making whatever use they cared to make of them.

II. Revision of the Central Junior High School Study Habits Inventory

A form for 7th and 8th grade and one for the 9th grade was worked out. The Study Habits Inventories were administered to all Junior High School pupils by Miss Smith and Mrs. Hagberg. Forms were set up for Central and a bulletin on the interpretation of the Inventory was sent out to home room teachers.

A movie, "How to Study" was shown in the auditorium followed by a talk by Dr. Waller, Director of the Child Study Department, of the Madison Public Schools, on "Building Better Study Habits". Another bulletin was worked out suggesting to home room teachers ways of further helping pupils build better study habits. This lead into a discussion of and the filling in of a chart on "Making the Best Use of My Time".

III. Questionnaire to Home Room Teachers

Results from the questionnaire indicate that home room teachers feel that the objectives for the three grades should be as follows:

- 7th grade -- *Orientation, *Social-Civic-Ethical, Recreation and Culture
 - 8th grade -- Orientation & Organization, *Social-Civic-Ethical, *Educational
 - 9th grade -- Orientation & Organization, Social-Civic-Ethical, *Educational, *Vocational
- (*Indicates where the major emphasis is to be placed)

The questionnaire also indicated that home room teachers need and appreciate help from the Guidance Committee in the way of suggestions and materials.

Central High Guidance Office - 10

IV. A tentative schedule for home room days for the second semester was suggested and set up by the Committee.

V. The "Occupational Interest Inventory" (Int. Form), published by the California Test Bureau, was used on an experimental basis as a teaching device and a motivator for a discussion on self analysis and occupational information. This was done in ninth grade home rooms, 213, 202, and 203 in eighth grade home rooms 106 and 117. In the ninth grade home rooms the Inventory was introduced and administered by Mrs. Hagberg. It was scored by the pupils themselves and the Seventh Grade Service Club. The profile was placed on the test by Mrs. Hagberg. After considerable group discussion on the interpretation of the inventory, the home room divided into groups based on high interest scores on the tests and brought back reports to the home room on various specific occupations.

VI. Materials recommended and provided:

A. "Home Room Guidance Programs for the Junior High School Years" by Detjen and Detjen. -- 1 copy for each home room teacher.

B. One copy of "Understanding Ourselves" and "Making Good in High School" was placed in each 9th grade home room.

VII. Auditorium programs sponsored by the Guidance Committee:

A. Study Habits -- Movie on "How to Study" followed by Dr. Waller's talk on Building Better Study Habits."

B. "On Growing Up" by Mr. Philip Falk, Supt. of Madison Public Schools

C. "Nursing"-- Movie on Nursing followed by a talk by Miss Anita Kietzman, Nurse Recruitment Officer, State Board of Health. (For 9th grade girls only)

D. Panel on "Making the Best Use of My Summer Time"-- Miss Gladys Rains, Children's Librarian, Madison Public Library; Mr. Jack Hageman, Boys Division, YMCA; Mr. Glenn Orwell, Acting Director of the Vocational School; Mr. Glenn Holmes, City Recreational Director, Madison Public Schools.

A bulletin, "How Can I Make the Best Use of My Summer Vacation?" summarizing the program suggested by each of the speakers was given to each pupil after being used in a follow-up discussion in the home room period following the program.

IX. Recommendations for the School Year 1948-49:

A. The Central Junior High School Interest Inventory or some modification of it be administered in the home room by the home room teachers who wish to use it as a means of getting acquainted with their pupils.

B. No guidance testing be done on the afternoons between semesters.

C. A tentative schedule for home room days for the first semester of 1948-1949 be suggested and set up by the Guidance Committee

D. Materials recommended and requested:

1. Films-- "Finding Your Life Work", "Shy Guy", "Know Your Library"

2. Books-- 2 sets of each of the following: "Understanding Ourselves", "Your High School Days", and "Vocational Planning"

E. Tentative plan for 9th grade home room programs.

A meeting of 9th grade home room teachers be called early in the year to work out details for a correlated 9th grade guidance program. It was felt that the benefits derived from the Use of the Occupational Interest Inventory were such that the instrument ought to be incorporated in the ninth grade home room guidance program.

A brief has been suggested as follows:

1. Introduction of whole program

a. Film-- "Finding Your Life Work" followed by a talk by Dr. Waller, Dept. of Child Study, Madison Public Schools, on "Choosing My Vocation"

2. Personality Development

a. Film -- "Shy Guy"(also good for orientation of new pupils)

b. Use of booklets. "Understanding Ourselves" and "Your High School Days".

3. Discussion of special aptitudes-- mental ability, mechanical, musical, artistic, clerical, in relation to occupational areas.

4. Discussion of interests

a. Administration of the Occupational Interest Inventories recommended after experimental use mentioned in V above.

5. Occupational Information

a. Through movies and speakers

b. Discussion and reports of interest groups as result of tests.

6. Make out own self-analysis chart.

TESTS ADMINISTERED BY THE GUIDANCE DEPARTMENT
1947-48

Mental Ability

California Test of Mental Maturity, Int. S-F.	153
California Test of Mental Maturity, Adv. S-F.	117
Hanmon-Nelson Tests of Mental Ability.	
Wechsler-Bellevue Test of Mental Ability	13
American Council on Education Psychological Examination.	1
Otis Self-Administering Tests of Mental Ability.	1

Achievement Tests

Stanford Achievement - Arithmetic	226
Stanford Achievement - Language Arts	196
Progressive Achievement (Adv.)	1
Iowa Silent Reading (H.S. and College)	20

Interest Inventory

Central Junior High School Interest Inventory	215
Occupational Interest Inventory (Int.)	97
Kuder Preference Record	169

Personality

Mental Health Analysis (Sec)	169
--	-----

Aptitude

Iowa Algebra Aptitude Tests	59
Lee Geometry Aptitude Tests	50
Minnesota Paper Form Board	3
Purdue Pegboard	10
Prognostic Test of Mechanical Abilities	8

Others

Central Junior High School Study Habits Inventories	215
---	-----

SPECIAL REPORT
on
SENIOR VOCATIONAL GUIDANCE COUNCIL

I. Organization

In October, 1948, a meeting of senior home room teachers was held to explain the purpose and plan for the organization of the Senior Vocational Guidance Council. Each home room teacher agreed to recommend a boy and girl from his home room to serve on the Council. An individual interview was held with each pupil recommended in which he was given an opportunity to choose the committee and kind of work he preferred.

The Council then met as a group and set up as its major objective service to their classmates by helping them with their vocational planning. They proposed to do this by bringing to them speakers, movies, pamphlets of vocational materials and an opportunity to take interest followed by an individual conference with a counselor. It was agreed that the regular Council meetings be held every other Monday during activity period, and that the alternate Mondays be given over to committee work. The group elected the following officers: President, Vice-President, Secretary and set up the following committees: Information, Assembly, Testing, and Public Relations. Each committee elected its own chairman.

Early in the second semester a Council representative visited each junior home room and explained the purpose and work of the Senior Vocational Guidance Council inviting all interested juniors to contact their home room teachers who would recommend one person to work with the Council for the remainder of the school year, and a second member to begin work in the fall.

On October 21, 1948, the new organization and their proposed program was introduced to the seniors at a regular class meeting.

II. Work of the Senior Vocational Guidance Council

A. Testing and Counseling

On November 19, 1948, the Council invited the seniors to a meeting in the auditorium. The film, "Finding Your Life Work", was shown, and the public relations committee asked all seniors to fill out a blank, "Survey of Senior Vocational Plans". A tabulation of the survey revealed that the

occupational areas in which the largest number of seniors were interested were as follows: business and clerical, health and medical, art, building trades, metal and machine trades, education and transportation. 170 seniors or 85% of the senior class requested an opportunity to take interest and aptitude tests followed by a conference with a counselor.

During the months of November and December, the "Mental Health Analysis", Secundare Series, Form A and the Kuder Preference Record were administered to the seniors who requested the testing and counseling service. Scoring of all tests was the responsibility of the testing committee. The Council members worked only with the raw scores and all profiles were worked out by the counselor. During the months of January - April the counselor spent a minimum on one class period with each senior interpreting his tests and helping him to evaluate himself in terms of his interests, abilities, personality and opportunities.

B. Assembly Committee

Arrangements were made for interested seniors to attend 13 vocational programs on the following subjects: Apprenticeship training, professions for women; nursing, music, art, teaching, on-the-job training, what employers expect of prospective employees, home economics, professions for men; careers in military service, college orientation, cosmetology. Some of the programs were held at Central and others were held at various places in the community, such as the University of Wisconsin. The seniors attended these programs voluntarily.

C. Information Committee

The information committee worked throughout the year on a file of vocational pamphlet materials and college catalogues. The file was placed in the library and a copy of the materials available under subject headings was presented to each senior home room by Council representatives and sent to all other home room teachers in both junior and senior high school. The file was kept up to date by securing copies of free materials listed in numerous guidance periodicals. As soon as the materials arrived, they were coded and placed in the library file by the committee.

D. Public Relations Committee

In addition to the survey of senior vocational plans, mentioned previously, the public relations committee conducted an evaluation survey of the testing and counseling program. 85% of the seniors participating in the program answered the questionnaire. In brief the results are: 91% felt that the service should be available to all pupils: 62% felt their ability to make wise decisions concerning vocational plans had been improved; 72% felt they were more keenly

aware of their chances for failure or success in a particular vocation; 88% felt free to go back to the counselor for more help; 75% felt they had a much clearer understanding of their strengths and weaknesses; 72% felt themselves less confused about their choices; 57% felt the counseling reconfirmed their original plans; 91% felt that this kind of service should have come earlier in their school life to be of most help to them.

III. Recommendations for 1948-1949 (Made by Council members)

- A. Senior testing and counseling should be done during the first semester instead of the second.
- B. Eliminate the Mental Health Analysis from the testing program except in individual cases.
- C. More individual help in planning four-year programs in eighth grade.
- D. Exploration of occupational interests and a study of the occupational fields in ninth grade.
- E. More use of movies, especially for occupations for which there is not enough students concerned to bring in an outside speaker.
- F. A follow-up of pupils who participated in this year's testing and counseling program.
- G. Budget allowance for vocational materials which can't be obtained free.
- H. A more efficient way of getting pupils "slipped" to vocational programs.
- I. Setting up a file of pamphlet materials on social and personal topics.
- J. Get out a bibliography of books in our library which would supplement the materials in the vocational pamphlet file.

Irene Hagberg
Vocational Guidance Director

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 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-1948
EAST JUNIOR-SENIOR HIGH SCHOOL

I. School Enrollment

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

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

II. Junior High School Total Enrollment by Grades

<u>Grades</u>	<u>1932-33</u>	<u>1933-34</u>	<u>1934-35</u>	<u>1935-36</u>	<u>1936-37</u>	<u>1937-38</u>
7	303	296	307	284	265	315
8	270	316	292	305	300	281
9	381	391	447	430	480	440
	<u>956</u>	<u>1003</u>	<u>1046</u>	<u>1019</u>	<u>1045</u>	<u>1036</u>
<u>Grades</u>	<u>1938-39</u>	<u>1939-40</u>	<u>1940-41</u>	<u>1941-42</u>	<u>1942-43</u>	<u>1943-44</u>
7	276	289	254	306	313	282
8	326	301	309	297	333	348
9	450	507	499	488	458	498
	<u>1052</u>	<u>1097</u>	<u>1062</u>	<u>1091</u>	<u>1104</u>	<u>1128</u>
<u>Grades</u>	<u>1944-45</u>	<u>1945-46</u>	<u>1946-47</u>	<u>1947-48</u>		
7	285	303	285	302		
8	297	324	297	299		
9	513	439	478	475		
	<u>1095</u>	<u>1066</u>	<u>1060</u>	<u>1076</u>		

III. Increase in Enrollment

Since this school opened, there have been but two years when there has been a building decrease in enrollment. The large decrease in enrollment was in the 1943-44 school year. That year the Junior School enrollment increased by 2.17 percent, but due to the war and local employment, the Senior School enrollment decreased by 10.26 percent. It will be noted that after 1943-44 the Senior School enrollment again increased each year until 1947-48 when we had a decrease of .85 of one percent.

At the end of the past school year, the sixteenth year of life of the Junior-Senior organization shows the following increase:

<u>Junior High School</u>		<u>Senior High School</u>		<u>Both Schools</u>	
<u>No. Pupils</u>	<u>Percent of Increase</u>	<u>No. Pupils</u>	<u>Percent of Increase</u>	<u>No. Pupils</u>	<u>Percent of Increase</u>
120	13.5	151	13.3	271	12.9

The 1948 enrollment was less than largest enrollment in the schools and building, as follows:

Junior High 1944 - Enrollment 1125 and that of 1948 was 4.8% less.
 Senior High 1943 - Enrollment 1325 and that of 1948 was 3.2% less.
 Both Schools 1943 - Enrollment 2429 and that of 1948 was 2.9% less.

It is expected that the enrollment will continue to show a small annual increase for the next few years. However, in six or seven years, the school organization may have to be changed so that the physical plant will be able to take care of the increased enrollment.

IV. Pupils per Teacher

An attempt has been made to follow the rule that no teacher of academic subjects be assigned less than 120 pupils or more than 150 pupils per day. It has not, however, been possible to apply the rule to each teacher. Most departments have lived up to the rule, but the fact that we have to provide about 30 periods of teacher time for study room supervision per day, and make other special, non-teaching assignments, often causes a necessary increase in class size. Madison has quite a changing population and sometimes after the school organization has been completed, new enrollments crowd some classes.

Sometimes we need another teacher to teach one class of English, two of mathematics, one of chemistry, and one class of art. Not being able to get an additional teacher to have charge of classes in several different subject fields, the classes continue crowded and some teachers instruct more than 150 pupils per day.

Agriculture, manual arts, languages and some commercial subject classes sometimes must continue although the teacher does not have 120 assigned pupils per day.

V. Home Room Assignments

"A school must be organized, so that it may be administered, so that learning can be carried on."

Some teachers object to performing necessary organization and administration duties but this work must be done and be taken care of in superior fashion if the school is to properly perform its function.

Some teachers always feel that others should do the necessary work of the school that they do not like to do, or cannot do well. However, the Junior High School is organized into 31 home rooms and the Senior High School into 39 home room groups. Some of the members of our faculty are superior home room teachers, but some do not realize that home room duties are also an important part of their work.

VI. Extra Curricular Assignments

Some members of the faculty add to their usefulness to the school by giving valuable assistance in carrying on the extra curricular program. However, some faculty members do not understand that secondary education consists of class and outside of classroom activities. They seem perfectly content to let others do work which they should be carrying on. Teaching in high school calls for many types of service. Classroom instruction is of great importance, but a real school must grip the lives of its young people. Often pupils can be given more effective character training in extra curricular activities than they can in their curricular work.

VII. High School Graduates

Since 1932, the graduating classes have been as follows:

<u>School Year</u>	<u>January Class</u>	<u>June Class</u>	<u>Total Number Graduates</u>	<u>Total Enrollment Senior High</u>	<u>Percent of School Graduated</u>
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
1947-48	15	388	403	1283	30.24
		<u>Total</u>	<u>5434</u>		

From 1922 to 1932, during the time that the East High School was organized as a four-year high school, the total number of graduates was - - - - - 1467

Total number of graduates, 1932-1948- - - - - 5434

Total number graduated (26 years) - - - - - 6901

If the number of boys granted diplomas due to credits earned in the armed services and based on the General Educational Development Tests were added, the total number would be increased to over 7,000.

During the last sixteen years, the graduating class averaged 27.13 percent of the Senior High School total enrollment. From 1937 until 1941, the graduates averaged 29.6 percent of the total enrollment.

When we can report 30 percent as the annual average number of graduates to total enrollment, we will feel encouraged in our efforts to make provision for all our pupils.

The holding power of the school is good. The curriculum offerings are good, but it must be improved to better provide for the needs, the interests, and the abilities of all of our students.

VIII. Graduates Going on to Higher Institutions

From 27 to 39 percent of our graduates go on to higher institutions. During the war years the percentage dropped, but this percentage has started on a period of annual increase. However, if our percentage of graduates going on to college increases to 45 or 50 percent, we will still have no reason to base our entire offerings on college entrance requirements. Formal education ends here for over half of our graduates. Our real basic need is to continue to revise and improve our curricular offerings, and our course content, to meet the needs of our student body and this community.

IX. Veterans at School and Credit Valuation

Veterans attending school have become so few in number that they are no longer a problem. Perhaps during the school year 1948-49 we may, during part of the year, have three or four enrolled but there will not be more than that.

Now that the new selective service program is going into effect, there will be more boys interested in securing 2 credits for basic training, credit for courses taken through the Armed Forces Institute, and credit for successfully passing the General Educational Development tests. It is our hope that these helps for boys in the Armed Forces may be continued. Often before, boys have become educated out of school, but we had no way to take care of their need for a high school diploma because of our educational bookkeeping.

X. University of Wisconsin Freshman Reports

The University of Wisconsin reports on the grades earned by our graduates at the end of their first semester of University work, continue to prove that pupils expecting to go on to an Institution of Higher Learning should complete our College Preparatory Course. Our graduates who finish the

College Preparatory Course with a good grade point average have little difficulty in making a very creditable record at the University.

XI. Special Achievements

To make a success of each school year requires the active participation of the school faculty in the extra curricular activities of the general school life. The faculty must continue, in spite of their many other Madison interests and activities, to maintain an active interest in the things which mean so much, and are so worthwhile to the boys and girls of the school. We still find that some of our valuable classroom faculty members fail to see the entire school and its needs, and are willing and content to let someone else take care of all the extra duties that belong to the entire teaching staff of this large school.

Our athletic teams have had successful seasons and have presented the school to the supporting public in a favorable light. Our newspaper and our annual have been published and well received. Our club program has been enjoyed by the student members and in some cases has given valuable training. Our debate club has carried through a schedule of debates with profit to themselves and credit to the school. Many teachers have helped with the school activities and have made their contributions to the general organization and student life.

Last summer preparations were made for our new Agriculture Department. An agriculture classroom was prepared and equipped, and it has adequately served its purpose. The department also has a storage room and milk testing laboratory. A supply of reference books and current farm magazines were secured.

This Agriculture Department is a vocational department and all students taking the work either live on farms or have access to a farm. All pupils carry a definite planned schedule of farm experience work called a Farm Program.

The agriculture work was presented to a Senior High class of 22 students and a Junior High class of 12 students. "The agriculture instructor found that school bus lines being operated by DeForest, Sun Prairie, Cottage Grove, Cambridge, Stoughton, and Oregon very seriously limited the number of farm boys who attended East High School."

The Junior High class received training in weed identification and control, dairy herd improvement, F. F. A. organization, poultry culling and feeding, soils, plant growth and food production, woodwork, and farm program planning.

The Senior High class received training in weed identification and control, dairy herd improvement, F. F. A. organization, feeds and feeding, soils, crop seed identification and judging, rope work, and farm program planning.

A young farmer school was organized and meetings were conducted two evenings a week for twenty evenings. The meetings were from 8 P. M. to 9:30 P. M. with a short recreational period following in one of the small gyms. Sixteen young farmers attended this school. "The agriculture instructor will visit all of the class members during the summer months to assist them with any farm problems they have."

An official chapter of the National Organization Future Farmers of America was organized at East High. This extra-curricular organization presents the following activities and accomplishments for the year:

1. Held regular monthly meetings after 3:20 P. M.
2. Appointed 10 committees, whose members held 34 committee meetings.
3. Conducted opening and closing rituals for each meeting.
4. Had special programs and guest speakers at meetings.
5. Conducted a farm safety campaign among rural schools and home farms.
6. Six members attended a leadership meeting at Fort Atkinson.
7. Two delegates were sent to the three day State convention at Green Lake.
8. Held a father and son banquet at the Hope Community Hall.
9. Conducted a garden seed sale to raise \$90.00 for the treasury.
10. Purchased an official F.F.A. banner, and caps for officers.
11. Held a rural school judging contest for eight rural schools.
12. Attended the State F. F. A. camp at Jag Lake.

The Agriculture Department at East has made a very good start. Because of the competition offered by school buses from other schools an increase in the number of students will be small and slow in coming, but we will continue to maintain a strong department.

The English Department reports that "appraisal and revision of Senior High courses is started and will continue next semester. We hope to have some elective courses for pupils proficient in fundamentals."

"In Speech, records were made in September and again in June of the voices of each student of Speech to show progress made by each individual."

"In the Algebra classes, six departmental tests were given during the year. A standard median for the 300 pupils who took these tests was worked out and used as a basis for grading each of the six tests."

French was again offered during the school year 1947-48. "There was a marked interest in French inasmuch as the entire class of 40 continued French the entire year. The French class pupils wrote to people in the School in France adopted by East High."

The Commercial Department reports that placement of graduates consumes much time. Every student has had at least one placement interview and all graduates that could be honestly recommended have been placed.

Much equipment has been secured from war surplus and installed in the Industrial Arts Shop. Mr. Rhein has been very active securing valuable war surplus machines and other items. The following list covers some of the equipment that has been installed:

- 1 Unishear power cutter
- 6 All metal layout tables
- 1 LeBlond Engine Lath
- 1 Gisholt super-finisher
- 1 Barber-Colman Cutter Grinder
- 1 Champion Foundry Sand Sifter
- 1 Leland Gifford Vertical Drill Press
- 1 P-H Electric Arc Welder
- 32 Lyon Maple-top work benches

The combined total value of the above is approximately \$12,000. It all was secured at a cost to the Board of Education of approximately 5%.

XII. Special Problems

1. Our school nurse service and the Department of Health relations to the school has been developing into a great area of misunderstanding. We have had the feeling that Miss Geiger wanted school cooperation but wanted cooperation to be based on her presented and dictated plan. Perhaps this problem can be cleared up by the new head of the Health Department. It would be a pleasure to come to an understanding as to what services we may continue to expect the nurse to give, and what time she will be scheduled to the East High School.

We do not think that it is asking too much to have a nurse - as we have in the past - assigned full time to the East High School and reporting to work each school day at 8 A. M.

2. If it was possible to make a careful study of our graduates for ten years after graduation, we would have a basis for an attempt to improve curriculum offerings, and changing course content to meet the needs of the boys and girls of the community.
3. As more and more of Madison's young people continue in high school after they become 16 years of age, the problem of forming a worthwhile curriculum for low I. Q. pupils becomes more necessary of solution.
4. We are not any nearer to a solution of the problem of developing a program to take care of the training of the exceptionally bright pupils than we were last year or the year before. Some attempt should be made in one or two departments.
5. We need more playground space. A start should be made in developing the grounds across Johnson Street. East High has an enrollment of 2300 pupils and should have 20 acres of ground. We have less than 9 acres.

6. Again I wish to mention that we have the problem of what to do with the pupil under sixteen years of age who has reached the point of diminishing return as far as educational achievement is concerned. The parents of these pupils will usually not assist in meeting the family and school problem. Several conferences should be held on this subject and all possible help given to finding at least some answers.
7. We have a problem in meeting the need to teach our pupils better study habits.
8. We need to learn how to teach pupils more respect for school and other public property.
9. We need to pay special attention to the teaching of American ideals, and develop an appreciation of the privilege of living in this City, State and Nation.
10. We have the real problem to learn new ways and methods to continue to improve the academic achievement in both schools. We must make our pupils realize the importance, the worth-whileness to themselves, of good daily classroom work. Their home work must be done on time, and be well prepared. The school must be more than just a pleasant institution to attend five days a week.
11. We need additional clerical help so that each department may have the assistance of a clerical worker during part of each day.

FOSTER S. BARDLE
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by
LOUISE H. ELSER
June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-1948
EAST JUNIOR HIGH SCHOOL

I. Statistical Data

Following is a comparison of the school year 1946-47 and 1947-48 relative to enrollment:

1946-1947 - (June 6, 1947)			
Total enrollment to date		Total number remaining	
7th Boys	150		139
Girls	<u>135</u>		<u>125</u>
	285		264
8th Boys	151		132
Girls	<u>133</u>		<u>141</u>
	284		273
9th Boys	228		208
Girls	<u>250</u>		<u>242</u>
	<u>478</u>		<u>450</u>
	1047		987

1947-1948 - (June 11, 1948)			
Total enrollment to date		Total number remaining	
7th Boys	153		149
Girls	<u>149</u>		<u>141</u>
	302		290
8th Boys	160		153
Girls	<u>139</u>		<u>132</u>
	299		285
9th Boys	233		213
Girls	<u>242</u>		<u>228</u>
	<u>475</u>		<u>441</u>
	1076		1026

Indications are that the enrollment for the year 1948-49 will not differ greatly from that of this year. Following is an estimated enrollment by classes indicating the schools from which the pupils are coming:

Grade VII	Emerson	105
	Lapham	32
	Lincoln	6
	Lowell	68
	Marquette	72
	Sherman	20
	Hiestand	4
	Allis	<u>1</u>
	Total	308

Balance brought forward		308
Grade VIII	East Junior	289
	Allis	3
		<hr/> 292
Grade IX	East Junior	288
	Allis	33
	Nichols	18
	Sunnyside	20
	McFarland	18
	Madison Lutheran	12
	St. Bernard's	26
	St. Patrick's	1
	St. Raphael's	1
	Lakewood	3
	Seminary Springs	1
	Estes	2
	Waubesa	4
	Meier	3
	Sanderson	5
	Vilas	1
	Pumpkin Hollow	1
	Cottage Grove	5
		<hr/> 442
TOTAL JUNIOR HIGH SCHOOL		1042

II. The School Year

1. Attendance

This school year, as the one of 1946-47 was characterized by much better attendance than that of the war years. The attendance this year was slightly better than last year. More than one fifth of the pupils in the Junior High School had a perfect attendance record for the second semester. The pupils who were absent a great deal were usually those who had not built up a good school pattern in their younger years or there was a definite problem in the home.

Miss Edna Roehr of the department of Child Study and Service who reports at the school each day to work with the schools in handling these situations will bear out the statement that there are a large number of social problems related to these attendance cases. In each case it involves getting in touch with the parents and then directing the matter to the proper social agency or working toward some kind of arrangement that something could be done for the child. It seemed that some of these problems were more numerous this year and may be a result of the war period when more parents were out of the home, more lack of control and more crowded living conditions.

This school year there were more cases of tardiness than in the previous year. However, many of the pupils who were tardy and helped to increase the number of cases of tardiness were frequent offenders. The vast majority of school citizens are not late at all.

2. Decorating

The members of the student body were very pleased to watch the progress of the painting that was done in the building this winter. They were pleased to have their particular rooms decorated and with the appeal from the faculty have taken good care of it. The contrast between the two upper floors where no work has been done and the first and ground floors which are attractive and clean may serve a good purpose in helping to remind us that we are very grateful for what has been done. The acoustical treatment of the first floor corridors and the office and entrance to the building has been a great advantage for teachers and pupils. The reduction of noise in the corridors and especially in the main entrance at noon during the four lunch periods has been a remarkable help.

3. Health Examination

In early September, even before physical education classes were definitely organized for class participation, the health examinations were given to the ninth graders. In that way the pupils had the benefit of the examination results in the early part of the year. This seems much more satisfactory than when the survey was made at the end of the ninth grade. At the same time pupils who were entering our school from outside the city were checked--16 of the seventh graders and 18 of the eighth grade pupils.

4. Seventh Grade Program

In following the seventh grade program over the years, it seems a decided advantage to have the seventh grade pupils have their three academic subjects--English, mathematics and social studies and home room with the same teacher. This means that the teacher learns to know them more readily, the group works as a unit and have a feeling of security and belonging to the school they have just entered. As a home room group, they report to their art and speech classes as well as the girls going to home economics and physical education and the boys to physical education and manual arts. This makes the seventh grade home room very much a unit.

Again two classes were organized in the seventh grade for pupils of less ability who need special help in their academic subjects. For the first time this year there was a special class organized for the repeaters in seventh grade--English, mathematics and social studies. This was an advantage in that these eighth grade pupils were not placed in the classes of the regular seventh grade groups.

III. Special Achievements

1. Student Council

The report of the Student Council indicates some of the work that was carried on in the school this year. They report their activities as follows: "We started our meetings October 27, and continued through June 8, 1948. We passed out Red Cross pins to the students, we cleaned up the lost and found articles and sent them to our adopted Austrian schools, we sent many C.A.R.E. packages also, and some of the money it took to send these we collected in our home rooms.

When we had our Junior High Operetta we took care of reserving the seats at the ticket window, and we also were in charge of trimming the Christmas tree.

We also had a shoe drive for the children in our adopted schools, and we took an active part in the clean-up campaign which was city wide.

The guides for Orientation were chosen from the Student Council. We organized an auditorium committee to help improve auditorium periods, and some of the guides were chosen from this committee.

And lastly, we took care of the four locker inspections throughout the year.

Secretary of the 1948 Junior High Student Council,
Oradell Sturlaugson"

2. Foreign Aid and Correspondence

In the school year 1946-47 the boys and girls of the Junior High School requested permission to collect funds at school to send aid to a foreign school. Finally, they were given the names of a Higher Elementary Boys School and a Higher Elementary Girls School in Linz, Austria.

In the fall five C.A.R.E. packages were sent to each school which reached the schools in December, 1947. Following are copies of the letters received in acknowledgement of these packages: (Letter of December 15, 1947 from a teacher in the Girls School) "Your five C.A.R.E. packages are here. Our girls thank you and your pupils very very much for them; they said to me: O, now we see, that Christmas-time is near.

Our girls of the fourth grade also have to learn how to cook. Therefore we have a beautiful school-kitchen. There our teacher for cookery and some girls will bake good things. So all girls will have a share in your fine gifts.

Till now we got ten letters. These American words cause much joy. I read every letter to all girls.

We wish you a Merry Christmas and a Happy New Year.

Yours truly,

Isabella Dvorsky"

Letter of January 17, 1948 from the headmaster of the Boys School:

"As headmaster of this school I avail myself of this opportunity to offer you my heartfelt thanks for your noble gift of five C.A.R.E. packages for our school.

The food packages have reached us in good condition, and they were enthusiastically welcomed by all who received a share. In order to insure an impartial distribution the whole lot was made into small parcels, and put up to be raffled out on 17 December 1947 under the supervision of the staff of instructors.

On this occasion the pupils were addressed in a speech, stressing the fact that the U. S. were the only country on whose help the people of Austria might depend in our present difficulties and privations.

Students as well as instructors would be happy if your school continued favouring us with your sponsorship in this kind and magnanimous spirit.

All good wishes to the members of your faculty and the juveniles in your school.

Very truly yours,

Franz Maurer, Director"

During this year the boys and girls collected an additional amount of money and also received part of the receipts from a charity basketball game in which Junior and Senior High School competed. In the correspondence with the Austrian children our pupils learned that there was need for shoes. Consequently, this spring the boys and girls, under direction of the Council, collected 664 pairs of shoes which were packed and sent to their adopted schools--30 boxes of girls shoes and 12 to the boys school. The funds they had collected were used to take care of the postage on these 42 packages.

In addition to correspondence with the pupils of the Austrian Schools, many of our boys and girls have been writing to children in the American zone in Germany. This type of correspondence should certainly make for better world understanding as well as an incentive for the art of letter writing.

3. Classroom work

In a report of the achievements of the year, I feel that credit should go to the faculty members who do the excellent work in their class rooms day after day, handle the routine and clerical duties which go with making a school run smoothly and willingly do the extra curricular which go with the school activities. Many of these subjects do not lend themselves to spectacular presentation, but are the fundamentals upon which all advanced work is built.

4. Centennial Year

Since there was a special stress on Wisconsin's 100th anniversary this school year, that was the theme around which the Orientation Program of May 19th was centered.

The facts relating to our state history were taken up in various classes. Following is a brief report from Mrs. Eileen Ryan's civics classes.

"Centennial Year has been a year of challenge to the teacher of civics. To meet this opportunity meant definite stress on Wisconsin, from the viewpoint of historical background and government pattern.

We chose the Wisconsin Seal as our guide to follow out this theme.

Sometime during the first three weeks each child drew the seal. We then used the thirteen stars at the bottom and the center, "E Pluribus Unum" to review early constitutional history. In correlation, we studied the chapters in "Calling All Citizens" relative to the constitution of the United States and the compromises which led to the bicameral legislature. Then we worked on the state government, the state constitution; we used Bonar, "Civics in Wisconsin" and the Wisconsin Blue Book.

The history of how the state, from a territory of the United States brought out the story of how Governor Doty and Judge Ryan went to New York for funds to start the state, and how they drew up the seal. It seemed a good place to study banks, taxes, federal and state power over funds and money. We also used the text book chapters on budgets, federal, state and individual.

The four major divisions of industry depicted by the plow, and pick and shovel, the arm and hammer and anchor gave ideas for stress on different types of communities, natural resources, nationalities and early settlers.

The Department of Agriculture bulletins, Conservation Commission pamphlets, Highway Commission maps and the library helped with the cornucopia and lead ingots motif set in the lower part of the seal.

Individual and group topics were worked up during the last six week period on any phase of Wisconsin Government or industry. Bibliography and footnotes were stressed. Badger and Forward were used by two groups who chose occupations and employment in 1948 and 1848.

After the topics and letters were written, a committee of students from the classes helped choose several to bind into a booklet for exchange with a Junior High School in Ewa, Hawaii. This activity was sponsored by the Red Cross. Art students used the seal for a cover design.

This was also Party Convention Year so each Friday was used for news as the students read it and heard it over the radio.

Too little time in a semester for busy Badgers!

Mrs. Eileen Ryan"

5. Programs

On February 20, 1948, the Junior High School presented a program for the public--"Gay Nineties Revue" which combined the work of the speech and music departments. This gave a comparatively large group of pupils an opportunity to perform. The various departments contributed in making this a success, the stage craft club helped with the stage work, while the art department contributed their share in doing the sets, and the home economics group worked with the costumes, and the manual arts department printed the programs. The Spring Concert given in April presented the work done by the vocal classes as well as band and orchestra groups.

6. Home Economics

The home economics department gives the following account of their special activities during the year: "This year the orientation program was enhanced by the serving of surplus orange juice and seven hundred cookies to the visitors. This preparation and serving was done by girls from the eighth grade home economics classes in connection with their hospitality unit. They were assisted in serving by members of the boys chef club.

The department presented a series of three teas to which mothers and teachers of the students were invited. The preparation and serving was done by the 8th grade. The 7th, 8th, and 9th grade girls modeled garments which they had completed in class. The total number of girls participating in this program was 250.

7. Music

"The string technique work in the Junior High School this year was much better arranged than previously, due to an increase in the number of hours Miss von Gruening was with us, mainly, and I feel that it has definitely been worthwhile in the results accomplished.

The seventh grade string class had an enrollment of 23, eighth grade--15, ninth grade--12, for a total of 50 students playing stringed instruments in the Junior High School, a few more than last year. These classes worked on technical material for mastery of skill in handling their instruments. In addition, the eighth grade class had some extended experience with memorized solo presentations for the class, something I hope to some day incorporate into all of our instrumental work, for I feel that it adds to the stature of the youngsters in poise and self-control. The ninth grade class, meeting during the same periods as the senior high string groups, was able to profit from the extensive concert music rehearsal and sight-reading of new material, which I feel to be of inestimable value.

Both the Junior Orchestra and Junior Band made fewer public appearances this year than is usual. These were limited to one auditorium program given by the band, and the participation of both groups in our own East Junior High School Spring Concert, in conjunction with the vocal department.

Our plans for the next year follow somewhat the same pattern of activity, with the possibility of more public appearances, however, for we must admit that the youngsters want very badly for others to hear what they are able to do.

The band situation seems well under control. The technique classes moved into and through the year with a minimum of difficulties in administration. The work, as stated above, was accomplished in a shorter period of time, and more thoroughly than before. The seventh grade band numbered 70, the eighth grade band 47, and ninth 53. Our Junior Band was made up of approximately 65 of the best players in the eighth and ninth grade technique classes. Again, the after-school rehearsal time found response, but was inadequate.

The total enrollment in the instrumental music department, with no overlapping, was 220. Even more interesting, a total of 1019 students were met each week, during 21 rehearsal periods. This was done with a total assistance in teaching power of only ten hours."

8. Agriculture

The ninth grade agriculture class was a small but enthusiastic group of boys. The department, under Mr. I. Gerhardt, sponsored a judging contest which brought grade pupils to East from the secondary rural schools. The agriculture class also had a part in the Orientation Program. It is hoped this department will grow.

IV. Special Problems

1. Clubs

Clubs again present a problem in that many of the pupils are "sitting" members rather than participating members. The period for clubs is too short for some groups and works out nicely for others. The Costume Club, newly organized this year, had a good start taking charge and working on costumes used for our programs and plays. Another new club dealt with Elementary Problems of Navigations. Some clubs are not possible because we do not have the proper rooms available for the type of activity they involve. Some of the boys and girls have themselves suggested that more study halls be provided for boys and girls who are not participating, so those really interested could work more successfully. If the general purpose of the Junior High School is to be carried out there should be a large offering in the club program, but perhaps it should be more selective--especially after it is learned just which are the "participating" members.

2. Nursing Service

Over the period of years the school and the Board of Health have worked together very cooperatively. The school nursing service under Miss Mary McCarville has been excellent. The attitude of the pupils toward help and advice they can receive from the nurse has developed a good understanding. Many of the parents of East High School children through their experience as pupils in our school have a fine attitude toward the service of the Board of Health and are cooperative in bringing matters like contagion to the attention of the nurse, as well as taking up other health problems with the school nurse. This is a fine relationship which one would not want to see destroyed.

While it is known that there was more contagion this year which necessarily placed a greater load on the school nurse, we also felt that the nurse spent much less time with us than in previous years. Not only does this mean that the pupils are deprived of the service they deserve, but the work falls into the hands of people who can only give non-professional service and do not have time to carry on efficiently.

3. Range of Ability

It is a challenging problem to attempt to have every child in Junior High School work to his capacity. Perhaps in proportion more time is spent on the pupil of low ability than on the more capable ones.

The Junior High School pupil by his very nature often is difficult to handle and to direct into the channels where he can get the most out of his work.

In the Junior High School age level--especially in the 8th and 9th grade--there are some boys and girls who have reached the point where formal education--even with smaller classes scaled down to a low level--becomes too difficult. This age group does not fit into the employment scheme. They are not accepted in an adult school to learn a trade because of their age. They are required by law to attend school, but the Junior High School is not set up to adequately meet their needs. The difficulty of handling this type of boy and girl continues to be a problem. These are the pupils with which the Child Study Service has worked so diligently and they can substantiate the problem presented.

4. Social Studies

The program of Social Studies for Junior High School should be studied, especially in relation to the experiences the pupil has had in the grades and its relationship to that of Senior High School. Definite thought should be given to contents, continuity and texts.

5. Citizenship

There should continue to be emphasis on good citizenship--with special thought on attitude and respect for public property.

6. Patriotism

This is the time--especially in the Junior High School--that every opportunity should be used to impress upon boys and girls the importance of our country's historical background with continued emphasis upon the rights and obligations which we have as citizens. The boys and girls need to have this stressed again and again. Particularly can this be presented in auditorium programs which are directed toward historical events and national heroes and civic responsibilities.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by the Director
MARGARET A. FOSSE
June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-1948
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

This year with an additional counselor in the guidance office, we have been able to spend more time on the problems of the individual student. We feel that schools today have an important responsibility to help young men and women with their educational plans, their vocational choices, their social and emotional problems.

The following sections of this report describe briefly some of the work of the guidance office in East High School:

I. Significant Statistical Data 1947-1948

A. Withdrawals

<u>Table of Withdrawals</u>				
<u>Reason</u>	<u>Junior High</u>	<u>Senior High</u>	<u>Total 1947-48</u>	<u>Total 1946-47</u>
<u>Transfers to Madison Schools:</u>				
West High School	0	1	1	
Central High School	6	2	8	
Wisconsin High	1	0	1	
St. Bernard's	1	0	1	
Vocational-Full Time	1	0	1	
Total	9	3	12	14
To work and Vocational (1 day per week)	9	33	42	33
Transfers to other towns	34	32	66	74
<u>Armed Services</u>				
Army	0	3		
Navy	0	5		
Merchant Marines	0	1		
Total		9	9	9
Rural	15	6	21	18
Over 18 - to work	0	7	7	22
<u>Miscellaneous</u>				
Illness	5	7	12	9
Married	0	3	3	8
Industrial School	0	1	1	0
Totals	72	101	173	191

This year the total number of withdrawals is 173, a slightly smaller number than last year, particularly in the junior high school group. There seems to be about the same number in each of the groups except a noticeable decrease in the number over 18 years of age leaving to work. This year there were 7 of these students, compared to 22 last year. We would like to think this is part of a trend to remain in school for graduation, but we cannot make a definite prediction with such a small group. When a boy or girl comes in and says "I want to quit school", with no definite plan in mind, we realize that this is usually just a symptom of some real difficulty. Is he in the right course, taking subjects of interest to him, subjects in which he can succeed? Are there other forces interfering with his school success, - home troubles, financial worry, health problem?

Therefore, as in the past, a careful investigation is made of each withdrawal case. The parents are contacted by a home visit or telephone call, and a serious effort is made to keep these students in school, unless different school plans seem more advisable, or if the withdrawal is a necessary one such as moving out of town, illness, or transferring schools. We are grateful to the Attendance Department for its excellent help with these withdrawal problems.

B. Testing Program 1947-48

1. Psychological Tests

The California Test of Mental Maturity, Intermediate Form, was administered to all incoming pupils at the beginning of the year or whenever they enrolled, and to the entire ninth grade in April. These numbers are as follows:

Grade IX	437
New pupils	175
Rechecks	75
Madison Lutheran School	<u>20</u>
Total	707

The seventh grade had been given this same test, Elementary Form, at the end of their sixth grade by members of the Child Study Department, so we were able to use the results in programming. This plan has been very helpful both to us as counselors and to the home room teachers.

If there seems to be a discrepancy in the I. Q., a re-check is made, sometimes in a group test situation, more often with an individual, Binet or Wechsler depending on the case.

The results of these tests are available to all members of the faculty and are easily accessible, on the permanent record cards, in the cumulative folders, or directly from the Guidance Department. We feel that if they are wisely used, not as a final measure, but as one more tool in understanding the student, then they are an important part of each teacher's equipment.

Distribution of results of California Test of Mental Maturity--Intermediate Form, given March 1948.

<u>Interval I.Q.</u>	<u>Number in each group</u>
140 - 149	2
130 - 139	4
120 - 129	34
110 - 119	114
100 - 109	134
90 - 99	95
80 - 89	42
70 - 79	11
60 - 69	<u>1</u>
Total	447

Median I. Q. 109
 Q 3 113
 Q 1 96

The Henmon Nelson University Prediction Test has been given each year in December to all tenth and twelfth grade students throughout the state. The results are in terms of a percentile rank and have become a very useful tool in counseling with students. This year the test was also administered to eleventh grade pupils in May, a part of the new plan of giving it at the end of the ninth and eleventh grades, making results available for the beginning of the following school year.

The Henmon Nelson percentile ranks are available to all teachers, on the permanent record cards and in the cumulative folders. An information bulletin on testing was given out, explaining the use of the percentile rank in interpreting test results of the individual pupil.

Distribution of Henmon Nelson University Prediction Percentile Scores given in December to 426 sophomores and 396 seniors.

	Grade X	Grade XII
<u>Percentile rank</u>	<u>Number in each Interval</u>	<u>Number in each interval</u>
95 - 100	30	26
94 - 90	33	22
80 - 89	50	46
70 - 79	45	61
60 - 69	70	40
50 - 59	44	45
40 - 49	56	44
30 - 39	24	26
20 - 29	30	40
10 - 19	20	29
0 - 9	<u>24</u>	<u>17</u>
Total	426	396

Median Percentile 62%

Median Percentile 59%

2. Achievement TestsA. Stanford Achievement Tests

The Stanford Achievement Test, Advanced Partial Battery, Form DM, was given the second week of school to all seventh and ninth grade pupils in English and Mathematics. The tests were administered by the subject matter teachers, and were machine scored at the University of Wisconsin. From the results of these tests, with teacher observation and recommendation, some necessary program changes were made, placing pupils in classes better suited to their abilities and needs. The tests were recorded in the cumulative folders, and were used constantly during the year for individual cases.

A statistical summary for East High School was prepared by the guidance office followed by an analysis of the entire city from the curriculum office. Miss Leary met with the English and Mathematics teachers to discuss problems arising from the test.

We are very grateful to both Mr. Valler and Miss Leary, first in their arrangements for machine scoring, saving all of us hours of tedious work, and second, for their real interest in the testing and interpretation problems of our school.

Table I showing grade level placement results in the Stanford Achievement Test, Advanced Partial Battery, Form DM, for 289 students in the seventh grade and 433 in the ninth grade at East High School, September 1947.

<u>Name of Test</u>	<u>Median Grade Levels</u>	
	<u>Grade VII</u> (Norm 7.0)	<u>Grade IX</u> (Norm 9.0)
I Paragraph Meaning	6.6	9.0
II Word Meaning	6.6	9.0
Average Reading	6.6	9.0
III Language Usage	7.0	8.3
IV Spelling	5.8	8.1
V Arithmetic Computation	5.6	9.0
VI Arithmetic Reasoning	6.2	8.5
Average Arithmetic	<u>5.9</u>	<u>8.8</u>
Total Average	6.2	8.8
Achievement		

Table II showing Age level results in the Stanford Achievement Test, Advanced Partial Battery, Form DM, given to 289 students in the seventh grade and 433 in the ninth grade at East High School, September 1947.

<u>Median Age Levels</u>	<u>Grade VII</u>	<u>Grade IX</u>
Chronological Age	12-5	14-5
Mental Age-from California Test of Mental Maturity	13-5	15-4
From Stanford Achievement Test (September 1947)		
Reading Age	11-10	14-0
Arithmetic Age	10-11	13-9
Average Achievement Age	11-3	13-9

In a small supplementary study of the ninth grade mathematics section of the Stanford Test, we were interested to see the relationship of I. Q.'s with the arithmetic grade level as measured on this test. The median I. Q. of the total ninth grade was 109. Of the group receiving arithmetic average scores below 9.0 on the Stanford Test, numbering 224, their median I. Q. was 99. The breakdown of this group is as follows:

<u>Arithmetic grade level placement</u>	<u>Median I. Q.</u>
Total ninth grade	109
Total group below 9.0 n= 224	99
Breakdown of group	
8.5-8.9	106
8.0-8.4	100
7.5-7.9	104
7.0-7.4	100
6.5-6.9	93
6.0-6.4	98
5.0-5.9	89
4.0-4.9	84

This study seems to indicate that with lower I. Q.'s the arithmetic grade level medians are lower. We cannot say from such a small study that one affects the other, but we can say that in this ninth grade of 433 students there seems to be some relation between lower ability and difficulty in mathematics, as measured by the Stanford Achievement Test.

B. Iowa Silent Reading Test

The Iowa Silent Reading Test was given in May as a recheck to ninth grade pupils who were below grade level norms in the reading section of the Stanford Achievement Test, given in September, and to any other pupils recommended by their English teachers as having difficulty in the subject.

From the results of this test, and from another measuring tool, the Traxler Reading Test, classes were set up by Miss Mary Crink to give the pupils help in reading problems of speed and comprehension. The classes are given regular tenth grade English credit, and pupils are moved into the regular groups when they are ready to attempt the normal work.

3. Aptitude and Interest Tests

(To be discussed later)

C. Scholarships

Following is a list of scholarships which were awarded this year to seniors on the basis of scholarship, service and character. These were made possible through various service clubs, private individuals and the university. The Faculty Scholarship Committee, with recommendations from all teachers, makes the final selection.

This year the Francis Winkley Scholarship was added, for a girl interested in Home Economics, and a boy in Engineering or Sciences.

<u>Name of Scholarship</u>	<u>Amount</u>
University of Wisconsin	1 year tuition
Legislative (first 3 in class)	
McPyncheon-4 boys	\$4.00 per month
Rotary Club	50.00 for tuition
Business and Professional Women	50.00 for further training
Christian R. Stein	10.00
Theodore Hurfurth Award	25.00
Francis Winkley Scholarships	117.00 boy in Sciences
(1 chosen from three schools)	117.00 girl in Home Economics
East Side Business Women's Club-1 girl	1 year tuition
East Side Business Men's Club-1 girl	100.00
1 boy	100.00

Rennebohm Recommendation--We were happy this year to hear that our 1947 recommendation, Kenneth Sachtgen, won one of the five scholarships in the State.

Shirley Young, a 1948 graduate, won the regional award of \$600.00 in the American Legion Auxiliary National President's Contest, for daughters of deceased veterans of World War I.

II. Special Achievement 1947-1948

A. Occupational information files

One of our most practical achievements was the reorganization and improvement of the occupational information files. In the fall before school opened, we discarded the antiquated method used and established "The Michigan Plan", a well recognized library method of handling occupational material, using cross references and subtitles. Old out-dated printed material was thrown out, and every available source was used to obtain free and inexpensive pamphlets and articles. There is a growing demand for recent information on all types of jobs, and it is important that we meet these needs.

B. Occupation unit in 11th grade English

For the second year, we have continued the project of introducing an occupation unit in all eleventh grade English classes. The students are given an opportunity to study and think about their own interests, abilities, special strengths and weaknesses.

To help start this thinking, the Kuder Interest Inventory is given, followed by any aptitude tests of special interest to the individual. Then each one makes a study of the occupation he is most interested in, learning to use all available sources.

From these contacts we have found a definite trend toward a serious interest in occupational problems. This is always followed by countless questions on possible schools, training courses, University requirements, etc.

C. Individual counseling

This year with the addition of a full time counselor, Miss Catherine Collins, we have been able to concentrate even more on the problems of the individual child,--problems of scholastic difficulty, trouble at home, behavior patterns, social maladjustments and occupational choices.

The students may come in voluntarily or at the recommendation of some teacher. No one is forced to come in for a conference, for we realize that in any individual counseling there will be no benefit unless the student is ready and wants it. Several tools are used to work with the student, depending on the situation,--the Madison Interest Inventory, various aptitude tests, often a personality test, the use of an occupational pamphlet, or a college catalogue. Occasionally, with permission of the student, a boy or girl is referred to the Child Study Department for a more detailed study of the particular case. A complete school history, including teachers' reports, accompanies the student.

Mr. Waller and his assistants return to the school a full account of their work with the boy or girl.

One of our biggest jobs is to get all of this material back to the teachers, and we have seriously tried several methods. We feel strongly that most remedial help is useless unless it is closely connected with the classroom teachers who work with the student.

This year we had almost daily contacts with the social agencies, especially Family Welfare, the Police and Probation Workers. Our big difficulty here is immediate need of a conference room where we can talk without constant pupil interruption.

D. Orientation of new pupils

We had about the same procedure of pupil orientation as was described in last year's report. Miss Collins was particularly interested in the new student, rural, parochial and transient, and did an unusually good job to help each one become adjusted to the new school.

The annual Orientation Day program was held May 19 with children from twenty-two schools attending. This year the Agriculture Department had a big part in the program. They invited the small rural school group for a morning of seed testing, lunch in the cafeteria, followed by the regular orientation program. Present rural students acted as hosts, judges, general managers--a real benefit to both visitors and students.

E. Girls' Auditorium Programs

At the request of a group of students, a large committee, representatives from each girl's home room, planned a series of programs on subjects of interest only to girls. They made all arrangements, and three all-girl auditorium programs were given on successive Wednesdays - one on hair and its problems, one on dancing, one on appropriate clothes for teen-age girls. During the year, a series of occupational talks were offered to those interested in the particular fields, such as beauty culture, home economics, nursing, and foods work.

F. Study of the superior pupil

Miss Frances Kazmarek, a graduate student at the University of Wisconsin, who did some practice teaching in Guidance at East High School with the help of the counselors there, made a preliminary study on the problems of the superior student. She met with 121 students who had I. Q.'s ranging from 120 and above and Henmon Nelson Percentile ranks above the fiftieth percentile.

The questionnaires which the group filled out are of a confidential nature so that results cannot be revealed here. However, we did learn some trends of pupil needs and wants, particularly in the field of Occupational Guidance. The study is available for anyone interested in this problem. This type of study should be continued each year.

III. Special Problems

A. Room

Our most immediate problem, and a serious one, is that of room. The guidance office has always been small, but now with two counselors using it, it is almost impossible to work there except for clerical details, routine interviews, the phone services and the use of occupational pamphlets and school catalogues.

Anyone familiar with counseling techniques realizes that in a serious personal conference, there can be no third person in the room, so one of us constantly has to go elsewhere to work. The screen in the hall has been one small solution, and room 224 assigned to us this year is very usable for planned conferences, testing and speech correction. But for a workable guidance plan, our present quarters must be enlarged to include small rooms for interviewing students, parents, social workers, any school visitors, and for special individual testing.

B. New pupils

We are still concerned with the new pupils who enroll during the year, many from small schools. Miss Collins has worked seriously with them, helping them find social life through school clubs and activities. We are interested in starting a "Who's New Club" having as a nucleus a group of our own students, who would take over this responsibility of the new pupil. We feel the club would be of mutual benefit to both groups.

C. Study problems of pupils

In counseling pupils on scholastic problems, each year we realize that one of the big difficulties is the inability to know how to organize study.

We have tried to make suggestions, loaned pamphlets on "How to Study", but a more concrete plan must be organized. This year we would like to try a Study Help Club, or a short series of meetings on a volunteer basis to give some simple constructive methods of attack to the study problem.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
R. O. CHRISTOFFERSEN
July 1948

ANNUAL REPORT WEST HIGH SCHOOL

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1948

Significant statistical data will be found in the report of the Guidance Director.

GENERAL

Pupils continue to be careless about their belongings. This year, in September, 14 purses were turned in to the office, which contained \$24.93. Eleven were turned in in November, and 11 in April. The total amount of money turned in in found purses during the year was \$138.00. This year on two occasions, youngsters lost ten dollar bills in the hall. We were pleased when a girl turned in one of the bills and a custodian turned in the other one. We find youngsters in general are very honest as far as money matters are concerned.

I hope that there will be some money in the "deferred maintenance fund" which will be made available to us by the city, so that we can continue with our acoustical treatment and painting.

Too few of our youngsters take commercial subjects. The boys and girls who complete this course at the present time can almost have their choice of jobs. Many positions go unfilled.

This year we used a new system of selecting pupils for National Honor Society. We had a four-point scale with a score of 1000 being possible in each of the four categories. The only portion of our system which was subjective was that section in which we rated a person on character. It seems to have worked out well this year.

SPECIAL ACHIEVEMENTS

West High School was one of 10 schools in the nation which was awarded the "Smithsonian Series" because of the science achievement made by our pupils.

George Koehler was one of the winners in the National Science Talent Search in 1947.

The West High Times won first place in its classification in a nation-wide contest sponsored by the Columbia Scholastic

West Senior High-2

Press Association. It also earned the all-American rating.

Mr. Nelson and his staff have done an especially commendable job during the past year. I was pleased that the Board was able to install acoustical treatment in two of our halls.

Mrs. Elizabeth Lugg, on her own time, worked with a radio class which made fine progress.

Vocal music is continuing to grow in interest and in quality. Much credit is due those on our staff who are working in this department.

On page 18 of the guidance report you will find the report of Miss Morgan, who was chairman of the senior guidance committee. You will note that the committee planned 29 vocational talks, having three each Tuesday for 10 weeks. Seniors were permitted to choose the talk which they wished to attend. The attendance at these meetings numbered 1547. We feel the program was very much worthwhile.

These were not the only vocational talks which we had, since we had a minimum of 56 other speakers in during the year, who talked about everything from teeth to Korea. Samples of these talks are: Mr. James Storey spoke on vocational possibilities in art; Mr. William Hobbins spoke on banking to commercial classes; Mr. A. J. Werth spoke on fur farming, and especially on mutations in mink; and Dr. Carl Mohr spoke on cancer.

A number of awards have been won in city and district art contests. I will enumerate a few of the most important ones: Susan Beveridge won first place in the Womans' Club Helen Mears Contest, Robert Schwenkert won a first in a national art contest, and Bruce Wencel won honorable mention in the same contest..

Under Mr. Steiner's direction, 89 educational films were shown during the year, with an attendance of 12,549 pupils.

There have been a number of school drives this year for aid to war-torn countries. Some of the results were:

Thirty large boxes of clothing were sent overseas through the Friends organization. These included 19 cartons of clothing and two sacks of shoes.

Four hundred, eighty-eight pounds of food were sent for French relief..

West Senior High-3

The Junior Red Cross packed 66 children's boxes.

In the drive for old eye glasses, 151 pairs of lenses, 76 glasses and frames, and 43 cases were collected.

Four large boxes of food and clothing were sent to a German family at Christmas time.

Hundreds of pads of paper, notebooks, and thousands of pencils were donated in the drive for school supplies for Europe last December. Four boxes were shipped directly to schools in France and Germany. Many letters of appreciation have been received from those who received these supplies.

Complete sets of the year's 14 issues of the West High Times are being sent to three textbook centers in Germany. These papers will be distributed to high schools in the American Zone on the basis of need.

Donna Duehr won first place in the state centennial essay contest.

For the record, during the past year West won conference championships in track and in golf. We won state championships in track, tennis, volley ball, and cross country.

Mr. Jones reports that, mainly because of our Four Lakes League, 69 percent of our boys in senior high school are actively participating in interscholastic athletics. This gives each boy much more competition than he would get under a very fine intramural program.

Cash scholarships during the year which were handled by the school (this does not include scholarships to colleges) totaled \$1,371.99. Of this amount the Girls' Club contributed \$500.00. The Girls' Club has been a distinctly superior service organization. It sponsored a tea and style show for the mothers again this year. Girls modeled garments made by themselves. The garments were very well made, and the project itself is most worthwhile.

Seven West High School pupils won science awards in the State Junior Academy of Science competition. Jane Morton and George Koehler were top winners.

SPECIAL PROBLEMS AND RECOMMENDATIONS

I respectfully call your attention to problems which were indicated in last year's annual report:

1. The need for storage balconies in Rooms C and E, similar to those at East High School. The balcony would be quite simple to provide, especially in Room E.
2. Proper ventilation should be provided in Rooms 306 and 301.
3. THE NEED FOR ACOUSTICAL TREATMENT, WHICH I CONSIDER OUR MAJOR LONG-STANDING PROBLEM, HAS BEEN ATTACKED VIGOROUSLY DURING THE PAST YEAR. I SINCERELY HOPE THAT THE THIRD FLOOR AND ROOM 101 CAN BE TREATED DURING THE SUMMER OR EARLY FALL.
4. In order to make our physical education program more efficient, we should have additional play space. I know that the Superintendent and the Board are pushing this matter at the present time. The acquisition of the Rentschler property is very much to be desired.

Heating facilities in a number of rooms are inadequate. I suggest that Mr. Nelson consider the following changes:

Room 205 has always been hard to heat. A univent could be taken from Room 1 and placed in Room 205. A radiator could replace the univent in Room 1, since there are two univents there now.

Rooms 118 and 14 need additional radiation.

Rooms B and C are difficult to carry on classes in, because of the noise of the fans. Radiation similar to that installed in Room E would solve this problem.

The Theater Guild and Recreation Department have used the auditorium and a number of class rooms during the year. I do not think that the proper charge is being made for the facilities used. This matter has not been looked into for a long time, and I suggest that the cost be determined as nearly as possible and that it be charged to the Recreation account, and not to that of West High School.

The humidity in our shower rooms and boys' locker rooms continues to be bothersome. The marble in the shower rooms is of very inferior quality and will need to be replaced sometime in the future.

West Senior High-5

The storage space in West High School is not sufficient. The city is planning on having additional voting precincts here, and I am at a loss as to where the additional machines could be stored without taking away classroom space, or storage facilities which we need badly as it is.

We need additional help occasionally in the music department. I suggest that Mr. Klose or the Superintendent include about \$75.00 a year for extra help on special occasions.

Next fall it will be necessary for our coaches to get back two weeks before school begins. This is due to the football schedule and to the fact that our school begins a week later than usual. It may be difficult to get a full staff back that early, because it hardly seems fair to ask men to leave jobs paying from \$50.00 to \$100.00 per week to come back here for what will amount to about \$25.00 per week.

We will be short some coaching time during next year, as things now stand. We will need someone to work with one of the Four Lakes teams, and someone to handle our sophomore basketball.

Respectfully submitted,

R. O. CHRISTOFFERSEN
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
WEST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
R. E. TRAFFORD
July 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

For the School Year 1947 - 48
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

The first Monthly Report of Attendance for the 15 days ending September 26, 1947 showed a total enrollment of 596 divided as follows:

7th Grade - 190
8th Grade - 149
9th Grade - 257

The report for the last 14 days of the school year showed a total of 600 pupils enrolled and divided as follows:

7th Grade - 193
8th Grade - 151
9th Grade - 256

Though there was little difference in total enrollments and grade enrollments between the beginning and the end of the school year, there were 62 pupils who either entered West Junior or left it during that time. This shows that about one pupil in ten either entered or left West during the school year. During the school year 1946-47 there were 69 pupils who entered or left West Junior during the year. This was from a school enrollment of about the same as during 1947-48. In 1945-46, however, there was slightly less pupil movement to and from our school; there being only 65 pupils out of an enrollment of 729.

I believe that this data is significant because we have felt that the movement of population during the war years had diminished. There still seems, however, to be quite an unsettled condition, probably due to relocation of families.

ATTENDANCE

During 1947-48, attendance varied from 94.7% during January to a high of 98.5% during the last two weeks of the school year. This record was somewhat better than during 1946-47 when the per cent of attendance varied from a low of 89.9% in March to a high of 98.4% in June.

GENERAL ACHIEVEMENTS

It has been my feeling for some time that pupils are gradually settling down to a more normal school life. In some ways, I believe that the very unsettled conditions, which prevailed during the war years, are again returning to more normal ones. Many times during this year teachers have told me they felt that this year was one of the best in several. I am sure that there was less difficulty in classroom conduct and pupil cooperation than in some time. As a whole I feel that the school year was one of the most successful in my experience at West Junior High.

For the first time every new pupil received a copy of the West Junior High Handbook. The pupils and teachers of West are proud and happy that this handbook was entirely pupil production except for the guidance and direction necessary in its compilation and edition. It was even financed through a loan from the Student Activity Fund.

The Student Council has been an active group this year. It continued the accident survey started during last year. With the help of Mr. Glen Holmes a very effective auditorium program was presented on this subject. The account of accidents for this school year shows a total of 139 accidents, about 75 of them occurring during the months of October, April, and May when pupils were out of doors. By far the most accidents occur on our playgrounds and in our gyms. There were very few accidents of a serious nature this past year.

The Student Council did a fine piece of work, too, in helping to determine student conduct and attitudes, by discussions and actions in regular meetings, and by carrying its actions back to the home-rooms. The ninth grade Farewell Party was another of the council's projects. As the sponsor, Mr. Hawley inspired the council in its activities.

Physical examinations were given during the late fall. I feel this was a decided advantage over giving them later. It enabled us to locate pupils who should have restricted physical programs, as well as informing parents very early in the school year about pupils' physical condition.

The Stanford Achievement tests were given during the first whole week of school. The results help teachers locate pupils who need remedial work as well as form a basis for much constructive guidance. These results are available to all teachers, classroom as well as home-room teachers. The guidance department makes extensive use of these results when counselling pupils. They are invaluable for teachers and the principal when trying to solve educational problems with parents.

GENERAL ACHIEVEMENTS - Continued

Our seventh grade remedial section was again conducted by one teacher. Most of our teachers feel that this section should continue through the eighth grade also. Pupils frequently come to West in the seventh grade with two or more years of retardation. It is very discouraging to these pupils to try to meet the standards and achievements in regular classroom activities. In a remedial section they can work at their own levels and capacities. With an understanding and skillful teacher, much progress can be made with these pupils. Even with the very slow learners, more can be achieved than in regular sections. One of the most important achievements of the very slow learners is the growth in personal habits and social living.

Many of the pupils in the remedial section are unable to make normal progress, but some do remarkably well. A record of results on different forms of the same achievement test given first in September and then in the following June show that some pupils make little or no academic progress, while others show as much as two years progress. It is even more difficult, for those making very little improvement, to continue with eighth grade work with regular sections. For this reason it seems that the remedial section should be continued in the eighth grade.

The use of films and film strips is increasing in our school. Several of our teachers now realize their value and are showing them to more of their pupils. The teachers of Social Studies, English, Manual Arts and Science make most use of these aids. Our two radios are used to some extent but not as much as we would like. We need more radios and of a better quality.

Our auditorium programs this year were, in general, rated high by our Student Council. There was a good balance in programs put on by professional performers and by pupils.

The free textbook system worked fairly well this year. An examination of the books at the close of school showed many to be in very poor condition. This is due to the carelessness and indifference on the part of some pupils and a very poor quality of books. This matter has been called to the attention of Mr. Ketterer and Mr. Brown, both of whom examined the books with Mr. Butler and with me. I believe that there is general agreement that the books in some fields had inferior bindings and should be replaced. In general, I believe that books are fairly well protected by pupils. I visited some classes where the pupils and teachers were repairing and cleaning books before handing them in at the close of school. There seems to be a growing feeling of responsibility for this public property.

SPECIAL PROBLEMS

Our activity period is held as quite unsatisfactory by some of our teachers. One day each week is allotted to the home-room teacher for group unity, guidance, and personal problems of pupils. Some teachers do a very fine piece of work during this time. The other periods of the week are devoted to club work and auditorium programs. The clubs function to the extent that they have organized and active leadership. Pupils who are not in clubs in the seventh and eighth grades, however, remain in their home-rooms without study assignments, and home-room teachers can conduct little or no activity of value with these pupils. Ninth grade pupils have study assignments and can use this time to advantage when not in clubs.

The junior high floor is badly in need of painting. In places the walls have been washed until there is little paint left. It is difficult to develop a respect for property that is not clean and attractive.

We need facilities for junior high football teams. Our plan is to use the boys' corrective gym as a dressing room this year. We need 40 lockers in this room for the boys to hang their clothes in while out for practice. We expect to use a small storage room for drying the football suits after practice.

The Teachers' Rest Room needs refurnishing and redecorating. We have furnished new drapes, but we need new furniture. This room is essential to teachers whose rooms are being used by other teachers.

We need more community singing by our whole school. This became very evident by the reaction of pupils after the appearance of Mr. Earl Brown and Mr. Alexius Bass. I am sure we can make these provisions through our music staff members.

There is need of a revision of the course of study in Social Studies and Science, as well as the adoption of official texts in these fields.

Respectfully submitted,

R. E. Trafford,
Assistant Principal

**THE MADISON PUBLIC SCHOOLS
MADISON WISCONSIN**

**Annual Report
WEST HIGH SCHOOL GUIDANCE DEPARTMENT**

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

June 1948

West Guidance - 1

ANNUAL REPORT - 1947-1948

The annual report for the year 1947-1948 is a brief outline, based on the plan of former reports, for the purpose of continuity and comparison with the trends and services of the Guidance Department at West High School over a period of years.

We consider this one of the most successful years for guidance. Miss Wheeler has been assigned to two periods a day in guidance. She has had charge of the group guidance activities of the 11th grade with special emphasis in helping juniors understand themselves through the channel of interest and aptitude tests. In addition to this, she has given invaluable service to the department in organizing, cataloging and filing college catalogs and occupational material of pamphlet form in the library guidance file. Miss Morgan was assigned to one period a day as senior advisor. She has been the chairman of the 12th grade home room advisors who have done an outstanding piece of work developing and organizing vocational talks for seniors. Miss Walchok has been assigned full time to group and individual testing, failure counseling, administration and interpretation of interest and aptitude tests and complete follow-up of a heavy case load. Four students from Dr. Edgerton's classes have worked under Miss Walchok's supervision, assisting with the correction of tests and tutoring several pupils. West High School has profited from the practical experience they gained.

Reports by Miss Wheeler, Miss Walchok and Miss Morgan are included in this report.

Testing:

In general the testing program has been carried on the same as in previous years and is described in detail in the report of 1946-47.

Programming:

Special attention was again given to building pupils' high school programs around their particular interests, aptitudes, needs and failure plans. These details are fully described in the report of 1946-47 and need not be recorded here. This year, however, much more time could be spent counseling pupils, both as they entered and during the year, and the results have been very gratifying.

Report from Miss Walchok:

Overview

The major part of the work as assistant in the guidance department for the past year consisted mostly of the following:

1. The administration of mental tests to:
 - a. new entering students
 - b. students whose previous test scores showed a wide discrepancy
 - c. students referred by the faculty as working below ability indicated by past test scores
2. The administration and interpretation of interest and aptitude tests to students who requested help in vocational planning. Since there were more students desiring this help than could be handled, the overflow was referred to the Child Study Department. Contact with parents and teachers was made upon request or when it was thought advisable.
3. Counseling and follow-up of failing students at the end of the grade periods.
4. Study of students referred by faculty or nurse as socially or emotionally maladjusted. When it appeared that these students were serious cases, they were referred for further psychological or psychiatric help through the Child Study Department.
5. An attempt to interview as many of the new students from the junior high department who were transferred from other cities as time would allow.
6. Supervision of 4 University students who gave individual remedial help to several of our problem cases. Briefly, their work of 2 or 3 periods a week consisted of assisting pupils who were reported as making a poor adjustment. An attempt was made to utilize remedial techniques in basic school subjects as a therapeutic device to help these children make a better social and emotional adjustment.
7. In an effort to prevent failures, a request was made to teachers at the end of three school weeks to refer students who were in danger of failing. Necessary program changes were made before the grade period after consultation with the teachers and interview with the pupils.

Comments

It seems that the work during the past year has been most worthwhile for those students who have been reached. It is

felt that the success of this program has been in a great part due to the fine attitude and splendid cooperation of the administration, the nurse, and the faculty.

Recommendations

1. For equipment

- a. Make a private office with several partitioned testing rooms available to replace Room 106 which is a book storage room and inadequate for counseling. It would be helpful to have bulletin board space for display of vocational material.
- b. Install an outside telephone. No telephone has been one of the outstanding handicaps in the past year. In addition to incoming calls, it is frequently necessary to consult parents, welfare agencies, and places of work in counseling with students.
- c. Make a performance test of a mechanical nature such as Purdue Pegboard available in the building.

2. For organization

- a. To continue supervision of University students who carry out remedial work with our pupils.
- b. To develop a more intensive 9th grade guidance program centered about the theme of personality development.
- c. To make more home contacts.
- d. To continue checking probable failures after 3 weeks of school in an effort to eliminate failures which might be prevented.
- e. To integrate the study of vocations into the 11th grade English curriculum.

Submitted by
Helen Walchok

Report from Miss Wheeler:

11th Grade Homeroom Guidance Report
1947-1948

Several auditorium programs were given in an attempt to show the desirability of understanding one's own self as well as the many other things necessary to consider before deciding upon a vocation. Speakers and films were both used to present this information.

West Guidance - 4

Twenty-five eleventh graders who asked to be given interest and aptitude tests were tested and counselled.

The occupational information files in the library have had a number of new titles added this year and the already existing material has been kept up-to-date with occupational briefs, magazine clippings, magazine reprints on vocations, pamphlets, and government labor market reports. The file of college catalogues and bulletins has been kept current.

Submitted by
Mary Frances Wheeler

Distribution of Grades by Departments:

The tabulation of the distribution of grades in all classes in grades 9, 10, 11 and 12 was continued. The results below are for Semester I, 1947-48. The percentage of failures in all departments seems to be typical and consistent. It is to be noted too that the distribution of grades tends to follow a normal curve.

DEPARTMENT	A	B	C	D	I	F	W	NO.	% FD.	% WI.	CLASS AVE.
ENGLISH	141	366	406	147	14	50	39	1163	.04	.03	30
MATHEMATICS	79	200	204	157	14	47	29	730	.06	.04	27
SOCIAL STUDIES	80	224	274	179	18	46	48	869	.05	.06	30
SCIENCE	136	162	193	144	6	28	18	687	.04	.03	29
LANGUAGE	111	150	149	74	15	16	23	538	.03	.04	22
COMMERCIAL	25	78	149	80	12	14	18	376	.04	.05	27
HOME ECONOMICS	27	41	40	27	8	1	0	144	.01	.00	26
ART	56	91	71	33	0	1	2	254	.004	.008	28
MANUAL ARTS	23	49	100	56	18	6	6	258	.02	.02	22

Comparing these figures with those of last year we find:

- 1) A higher percentage of failures in the first semester in Social Studies and a larger percent of withdrawals in this department.
- 2) Lower percentages of failures in Languages, Manual Arts, Art, Science and Commercial.

Failure Report:

A report of the pupils failing in two or more subjects has been kept for 17 years. The report below indicates that these failures have been reduced from 10% in the first years of West High School's existence to 2 to 5 percent in the past few years.

FAILURES IN TWO OR MORE SUBJECTS IN THE SENIOR DEPARTMENT

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

Counseling of failing pupils:

The guidance office receives a list at the close of every report period of pupils who fail in two or more subjects in grades 9 through 12. These pupils are interviewed individually by the guidance department and the principals. Miss Walchok undertook the greater part of this work and continued to follow-up her cases through the year, changing programs, interviewing parents and teachers, and adjusting the pupils as the need arose. It is felt that because much counseling is done in the election of subjects in the 9th and 10th grades, and much help is given the pupils in the wise choice of electives, many failures have been avoided and the percent of failure has been reduced. This is shown in the above failure report.

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

The distribution of I.Q.'s of the senior high failure report has been carefully checked since 1932. We note that the percentage of failure in our low ability groups has been greatly reduced over a period of years. In the early years 29% of our failures were in the I.Q. range of 94 and below. This has now been reduced. It may in part be assumed that the work of the minimum essentials group has been geared more closely to their needs and abilities.

<u>I.Q.</u>	<u>32-33</u> <u>No. %</u>	<u>35-36</u> <u>No. %</u>	<u>44-45</u> <u>No. %</u>	<u>45-46</u> <u>No. %</u>	<u>46-47</u> <u>No. %</u>	<u>47-48</u> <u>No. %</u>
135-139					1	-
130-134	1	1	-	-	1	1
125-129	-	-	3	2	1	-
120-124	- 9%	2 25%	3 16%	1 13%	3 18%	1 25%
115-119	4	6	2	4	3	2
110-114	8	2	4	8	9	2
105-109	16	3	9	14	9	5
100-104	8 62%	5 47%	12 68%	10 74%	9 72%	3 75%
95-99	3	7	8	7	8	2
90-94	10	4	3	3	3	-
85-89	2	3	3	1	1	-
80-84	4 29%	3 28%	3 16%	1 13%	- 10%	- 0%
75-79	-	-	-	-	1	-

WEST HIGH SCHOOL

November 1947

DISTRIBUTION OF I.Q.'s

GROUP	%	I. Q.	7	8	9	10	11	12	Total
X	47	160-164	0	0	0	0	0	0	0
		155-159	1	1	2	0	0	0	4
		150-154	0	2	0	5	2	0	9
		145-149	1	0	0	2	6	0	9
		140-144	4	3	4	3	4	0	18
		135-139	14	11	9	11	12	3	60
		130-134	20	13	7	7	29	13	89
		125-129	30	16	24	20	21	30	141
		120-124	26	18	24	36	34	42	179
		115-119	23	21	31	40	32	65	212
Y	44	110-114	15	17	43	30	37	59	201
		105-109	13	15	25	36	42	70	201
		100-104	14	15	31	32	34	39	165
		95-99	16	7	25	16	32	25	121
Z	9	90-94	5	4	16	16	20	10	71
		85-89	4	5	6	12	3	7	37
		80-84	2	1	8	5	8	1	25
		75-79	1	0	2	0	0	0	3
		70-74	0	0	1	0	0	0	1
		Total	189	149	258	271	316	363	1546
		Median	120.19	117.38	111.74	113.00	112.56	112.45	113.70

	Total	X	% Y	Z	Median IQ
Junior High	596	51	40	9	115.66
Senior High	950	44	47	9	113.05
Jr. - Sr. High	1546	47	44	9	113.70

Scholarships:

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

<u>Name of Scholarship</u>	<u>No.</u>	<u>Amount</u>
McPyncheon	2	\$60.00
Business and Professional Women	1	50.00
Christian R. Stein	1	14.66
Theodore Herfurth	1	50.00
University of Wisconsin	3	309.00
Rotary Club of Madison	1	50.00
Girls' Club of West High School	5	500.00
Shaw Essay Contest	2	5.83
Allan Shafer Memorial Award	1	50.00
PTA Welfare	1	60.00
Westinghouse Science Talent	1	100.00
Frances Drew Winkley	1	117.50
Mabel Hendrickson Creative Writing	1	5.00

PTA Welfare Fund:

The Florence Dodge Memorial Fund is made available by the PTA each year for the use of pupils who would otherwise be deprived of participating in school activities. Over \$350.00 was raised for this school year and over \$75.00 was spent for such items as school fees and activities, doctor bills, glasses, bus and taxi fare in emergencies, clothing and loans.

This year a \$60.00 scholarship was given by the PTA to a senior girl.

The PTA has also contributed \$60.00 toward the Nutritional Lunch Program directed by Mrs. Cockefair. This program provides children with nutritional deficiencies an adequate noon lunch in the school cafeteria. West High School is grateful also to the Rotary Fund which supplied \$100.00 to carry on the project this year.

West Guidance - 10

Percent of Withdrawals - Senior High School

The cause of withdrawals in the senior department as of June 1, 1948 shows the following comparison with former years.

We find that only a small percent of withdrawals leave to go to work, to the vocational school or because they have reached the compulsory age limit. We believe that part of this is due to the fact that 11th and 12th grade pupils may earn one to two credits through work experience after they are 16.

Cause of Withdrawals by Percentage	31 32	35 36	43 44	44 45	45 46	46 47	47 48
Over 18	13	4	4	1	5	0	7
Work	12	4	5	0	0	4	0
Vocational School	6	2	9	4	8	9	5
Work and Vocational School				11	13	9	5
Left City	19	28	25	16	33	32	30
Post Graduates	10	17	3	1	0	0	0
Illness	13	35	5	4	8	15	10
Married	2	2	1	3	2	0	3
No Report		2	0	0	0	0	0
Rural District		4	11	4	8	4	0
Court Cases						2	0
Graduates				4	10	4	22
Armed Forces Graduating			20	26	9	4	0
Armed Forces Not Graduating			11	17	3	7	5
Suspended				1	0	0	0
Transfers	23	4	6	8	9	6	10
Deceased					2	4	3

Percent of Withdrawals - Junior High School

	43 44	44 45	45 46	46 47	47 48
Work and Vocational		1	0	0	0
Vocational School	16	6	3	6	9
Transfers	19	34	7	23	25
Left City	43	42	71	62	57
Illness	14	11	3	3	0
Rural District	7	0	13	0	0
Work	1	0	3	0	0
Placed on Farm		6	0	6	9

Withdrawals: Distribution of I.Q.'s

A study of the distribution of I.Q.'s of the 40 pupils who withdrew from senior high reveals the fact that the percent of withdrawals in the three ability groups approximates the distribution of the entire senior high population: namely 44% in the X group, 47% in the Y group, and 9% in the Z group. (See page 8)

SENIOR HIGH

<u>I.Q.</u>	<u>35-36</u>	<u>44-45</u>	<u>45-46</u>	<u>46-47</u>	<u>47-48</u>
115 & Above	17	25	28	34	48
95 - 115	59	58	63	51	42
Below 95	24	17	9	15	10

JUNIOR HIGH

In the junior department we note that our percentage of withdrawals in the three ability groups varies slightly from the entire junior population, which is 51% in the X group, 40% in the Y group, and 9% in the Z group. (See page 8)

<u>I.Q.</u>	<u>35-36</u>	<u>44-45</u>	<u>45-46</u>	<u>46-47</u>	<u>47-48</u>
115 & Above	18	32	31	31	30
95 - 115	52	38	53	53	48
Below 95	20	30	16	16	22
No tests	10				

Another interesting comparison is that last year our records show that 53 pupils withdrew from senior high. This year they number 40. Last year 40 pupils withdrew from the junior department. This year only 23 withdrew.

Military Service:

All information in regard to the armed forces and merchant marines is kept on file in the guidance office. The bulletin in the corridor and the daily calendar give interested boys the current information. Several boys enrolled for the NROTC examinations and seven were notified that they passed the qualifying examinations.

The principal still gives much time to correspondence with and evaluating credits for veterans who wish to qualify for high school diplomas and college entrance.

Graduates:

Tabulating the distribution of I.Q.'s for graduates from year to year we find that they represent a cross section of the entire school as shown on page 8. This would indicate that by offering minimum essentials classes in required subjects pupils who find difficulty in learning from the printed page are given the opportunity of graduating from high school.

<u>I.Q.</u>	<u>35</u>	<u>39</u>	<u>44</u>	<u>45</u>	<u>46</u>	<u>47</u>
	<u>36</u>	<u>40</u>	<u>45</u>	<u>46</u>	<u>47</u>	<u>48</u>
115 & Above	37	30	36	36	36	43
95 - 115	50	53	57	59	53	51
Below 95	13	17	7	5	11	6

Of the 345 graduates of June 1948, 215 have already made application for entrance to the University of Wisconsin, or a total of 62%. An additional 30 to 50 will be accepted at other colleges and schools of nursing. It is not unlikely that by fall 70% of the seniors will enroll in schools for advanced training.

West Guidance - 13

May 1948

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

<u>Date</u>	<u>No. Grad.</u>	<u>No. Appl. To U.W.</u>	<u>%</u>	<u>No. Ent.</u>	<u>% Ent.</u>
1930-31	153	95	.62	93	.61
1931-32	178	121	.68	117	.66
1932-33	201	130	.65	122	.61
1933-34	220	139	.63	125	.57
1934-35	256	157	.61	148	.58
1935-36	260	181	.70	171	.66
1936-37	301	189	.63	190	.63
1937-38	331	191	.58	165	.50
1938-39	266	168	.63	142	.53
1939-40	332	201	.60	168	.50
1940-41	328	200	.61	162	.49
1941-42	291	152	.52	147	.50
1942-43	374	180	.48	174	.47
1943-44	299	116	.39	184	.62
1944-45	332	148	.45	142	.43
1945-46	361	235	.65	184	.51
1946-47	292	172	.59	146	.50
Total	4775	2775	.58	2580	.54

The total of 2775 applications to the University of Wisconsin represent those who made application at the time of graduation. The total of 2580 represents the total who have entered the university.

Office of Child Study:

As in the past the Office of Child Study has provided a speech correctionist one half day a week for 15 children. In addition to this, much time has been given to administering audiometer tests to pupils referred for special reasons by class teachers or the nurse. Audiometers were given to the entire 9th grade and individual retests were made on all those whose tests fell below the normal range. Special class seating arrangements were made for those who sustained severe hearing loss.

Special interest and aptitude tests were given by the Office of Child Study to about 75 pupils either because they presented school or adjustment problems or because they and their parents requested a battery of tests as a guide for educational and vocational plans. The pupils and their parents are appreciative and grateful for this service. During the summer months about 20 more pupils will be referred for tests.

Employment:

In the past we have kept a record of the number of pupils we have placed on jobs.

An active file is kept in the guidance office of pupils who have asked for help in securing work. These pupils are the first to be notified of jobs as they are received. If the position cannot be filled in this way, notice is made through the daily calendar and interested pupils have an opportunity to get further information and to be recommended.

Pupils have been placed at the telephone company, at stores, hospitals, truck farms, golf courses, at lawn work, baby care and the like. Many requests for graduates to fill permanent jobs cannot be filled because such a large percent wish to go on to school. The commercial department has placed all of its trained office workers and banks, insurance companies, law and business offices are requesting more help.

During the year 75 junior and senior boys and girls earned work experience credit on the job under the supervision of Mr. Benson.

The child permit office reports that to West High School pupils they have issued 23 street trades, 45 vacation and 170 regular permits.

Special Achievements:

Counseling: The counseling service made possible by the addition of a full time assistant in aptitude and ability testing has been a forward step in the guidance services offered by the school. In addition to aptitude testing Miss Walchok has followed up her cases throughout the year. Parents, pupils and staff members profited from this service which is outlined in Miss Walchok's report on page 2.

Tutoring: Miss Helen Walchok, Guidance Assistant at West High School, has had this year the direct supervision of the four university students under Miss Lowe's program for participants.

The university students taking part in this are: Mr. Ronald Motiff, Mr. Eugene Kirst, Mr. Donald McCloskey and Miss Lorraine Niemer.

The participants have had the experience of working directly with pupils in the junior and senior departments. The six high school pupils have made excellent progress under this tutelage and we feel that the experience and opportunity of working with individuals has been of great value to the participants.

Briefly, the work of the participants consists of assisting pupils who are poorly adjusted by using remedial techniques in their school subjects in which they are doing poor or failing work. These techniques are used as a therapeutic device to help these children better adjust socially and emotionally. Past histories and tests are available and used by the students to check the pupil's progress. Each participant spends, on the average, three periods per week with the children.

The work has been closely directed by Miss Walchok, who has given on the average three periods a week to the supervision. The description of the supervisory work is stated herewith:

1. Helps participants become familiar with the past and present school and home environment of each pupil.
2. Arranges for conferences with various teachers and participants.
3. Familiarizes participants with remedial techniques and proper procedures for working with the pupil.
4. Selects and supplies materials for work.
5. Makes references to sources of materials and resource units.

West Guidance - 16

6. Observes participants and offers suggestions for their work.
7. Explains and helps participants administer several intelligence and achievement tests to the pupils for follow-up.
8. Holds conferences with participants about their work.

Submitted by
Helen Walchok

Remedial 7th grade: Miss Shelton has had a remedial group of 7th grade pupils in core subjects. Of the group Miss Shelton makes the following report.

"During the year, 1947-48, there were three remedial sections conducted for seventh graders - English, mathematics and social studies. The enrollment averaged 19 in each class. The intelligence range was from 75 I.Q. to 107 I.Q. Those with the higher learning ability were enrolled in only one or two classes. Several were transferred to larger sections during the year.

The character of the group created many problems. In several cases the pupil had been a disciplinary problem in the previous grade. Their study habits were poor and the desire to better themselves was lacking. This necessitated frequent changes in work to arouse interest. Freedoms which had been given to previous classes had to be denied.

Achievement tests were given three times during the year. The changing enrollment made it impossible to tabulate the following information on all pupils. Twelve cases were studied with the results as given:

<u>Year's growth</u>	<u>Par. M.</u>	<u>Arith. C.</u>	<u>Arith. R.</u>	<u>Spell.</u>
4 or more	1	1	0	0
3 to 4	0	2	1	0
2 to 3	0	3 (M)	2	0
1 to 2	7 (M)	3	6 (M)	4
.5 to 1	2	2	1	6 (M)
0 to .5	0	0	1	2
Less than 0	2	1	1	0

The greatest gain was apparently made in arithmetic computation and the least gain in spelling. The greatest individual gain was accomplished by the boy with the highest intelligence quotient who was able to profit greatly by the individual help.

His problem was one of adjusting to new surroundings. In all classes the average gain was over one year. If we had been able to test those who had been transferred, the average might have been higher.

Conferences with parents were held. In most cases the cooperation was satisfactory. Two children were given physical examinations by their family physicians and in both cases medical treatment followed."

Submitted by
Agatha Shelton

Occupational File: Miss Wheeler has had charge of the occupational file in the library - screening, mounting, cataloging and filing the many pamphlets which come in, as well as keeping the college catalogs up to date.

Vocational Speakers: One of the outstanding guidance services of the year was the splendid program of vocational talks which was arranged by the senior home room advisors under the chairmanship of Miss Morgan, who was given one period a day as Senior Advisor. From Miss Morgan's report which follows, it may be seen that many departments participated to make this a most worthwhile and practical experience.

Report from Miss Morgan:

Early in the fall of 1947, a meeting of the 12th grade home room teachers was called by the chairman for the purpose of discussing and organizing the schedule of Vocational Talks that was to be given during the year. At that meeting it was decided to send out a questionnaire to each senior to see what professions or vocations he would be interested in investigating. After tabulating the results of the questionnaire, the attached schedule of talks was chosen. A profession or vocation of interest to boys, another of interest to girls, and a third which might appeal to both was selected for each Tuesday.

Suggestions for possible speakers were made at a meeting of the 12th grade home room teachers after the results of the questionnaire had been tabulated. These suggestions were presented to Mr. Christoffersen who personally contacted by phone the suggested speakers and invited them to have lunch in the West High Cafeteria on the day of the talk. A graduate of West High or the father of a student in West High was chosen if at all possible. A suggested list of subjects for him to touch upon in his talk was then mailed to the speaker.

On the Friday before the talk, a postcard was mailed by the faculty sponsor to the speaker to remind him of his talk.

The speakers were greeted in Mr. Christoffersen's office by the faculty sponsors and student chairmen chosen from the Speech classes to introduce them. A summary of the talks was made by members of the stenography class, and "Thank You" letters were written by members of the senior English classes and typed by the Typing classes.

Only three rooms were used for these talks: The Auditorium for the largest group, Room 123 for the next largest, and Room 101 for the smallest. On the Friday preceding each talk, a questionnaire was included in the daily announcements to ascertain the number of seniors who would be interested in the talks to be given the following Tuesday, and room assignments were made on the basis of the information thus obtained. An announcement of room assignments was made in the bulletin for the Tuesday on which the talk was to be given.

On these Tuesdays, Home Room 123a reported to 216, and Home Room 123b to 208. The overflow from 216 reported to 222, and the overflow from 208 to 207. Certificates of Attendance were issued at each talk so that each home room teacher was able to account for all her people.

West Guidance - 19

Since attendance at these talks was on a purely voluntary basis, there was little or no trouble from a disciplinary or attendance standpoint.

Attached hereto are copies of the questionnaire and speaker's outline.

Submitted by
Mildred Morgan

Questions for speaker to discuss:

1. Required education for these vocations or professions.
2. Salary range
3. Possibilities in the field
4. Competition for jobs
5. Location of the jobs
6. Best place for education (best schools) in the fields desired.
7. Present and future possibilities in the fields.
8. Working conditions and hours
9. Cost of training or education
10. How to determine whether or not you are suited for the job.
11. Possibilities for advancement

VOCATIONAL TALKS

WEST HIGH SCHOOL

NAME _____ DATE _____

H.R. _____ GRADE _____ AGE _____

With your help we plan to organize group conferences with Madison business men and women who can discuss with you the facts about their particular profession and occupation.

What occupations would you like to hear discussed? Underline six choices from the following list:

- | | |
|---------------------------------|-------------------------|
| 1. Accounting | 16. Law |
| 2. Advertising | 17. Medicine |
| 3. Aviation | 18. Nursing |
| 4. Banking | 19. Pharmacy |
| 5. Commercial Art | 20. Radio |
| 6. Contracting (Bldg. & Trades) | 21. Scientific Research |
| 7. Dentistry | 22. Secretarial |
| 8. Department Store | 23. Social Work |
| 9. Dietetics | 24. Teaching |
| 10. Dress Designing | 25. Trades |
| 11. Engineering | |
| 12. Government Service | |
| 13. Insurance | |
| 14. Interior Decorating | |
| 15. Journalism | |

Please add any other vocations in which you might be interested.

- 1.
- 2.
- 3.

- 4.
- 5.
- 6.

What questions about your choice of vocations would you like to have the speaker discuss?

VOCATIONAL TALKS 1947-48

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>	<u>Student Chairman</u>
Nov. 25	Medicine Trades Commerce	Dr. Otto Hibma Mr. Glenn Olwell Mr. E. M. Douglas	Dick Howard Zane Rebenstorff John White
Feb. 17	Radio Nursing Law	Mr. H. B. McCarty Miss Ellen Evans Mr. Edwin Wilke	Jennie Stumpf Mary Lou Sorenson LaVerne Haak
Feb. 24	Social Work Advertising Engineering	Miss Bernice Orchard Mr. Arthur Towell Mr. Henry Goehring	Nancy Erickson Ross Gordon Bob Consigny
Mar. 2	Pharmacy Teaching Dentistry	Mr. A. H. Uhl Mr. W. B. Senty Dr. John Frisch	Sally Uhl Joan Elliott Bill Wegner
Mar. 16	Agriculture Interior Decoration Aviation	Prof. J. A. James Miss Wynne Lycann Mr. Carl Guehl	Dick Bakke Marilyn Favour John Lord
Mar. 23	Scientific Research Theater Department Store	Dr. Conrad Elvehjem Mr. Fred Buerki Mr. Emery Oliver	Geo. Koehler John Keenan Jack Doyle
Apr. 6	Dress Design Banking	Miss Charlotte Mees Mr. Arnold Gehner	Shirley Jeffery Melvin Wade
Apr. 13	Commercial Art Physical Education Dietetics	Mr. Winfield Guenther Dr. Robt. J. Francis Miss Stella Patton	Patricia Clardy Tom Pharo Suzanne Stafford

<u>Date</u>	<u>Topic</u>	<u>Speaker</u>	<u>Student Chairman</u>
Apr. 20	Contracting and Architecture Government Insurance	Mr. John Findorff Jr. Mr. Harold Hanson Mr. Silas Johnson	Jim Hepola Carol Hanson Richard Snodgrass
May 4	Accounting Journalism Forestry and Conservation	Mr. W. S. Grant Mr. Roy Matson Mr. Robt. Smith	Clark Lovell Mary Lou Melham Jeanne O'Donnell

Plans and Recommendations for 1948-1949:

1. Reduce the load of the home room teacher so that she may function as the counselor of her group. The Home Room period should be included as one of the teaching periods of the day, the work to be planned and directed with continuity and uniformity by grades, with a minimum goal of 2½ hour individual conferences per pupil per semester. This is in keeping with the recommendation which was made to and accepted by the Board of Education four years ago.
2. Develop a functional Home Room Committee wherein each home room advisor is a member of a committee working on a unified outline for her grade group, with a chairman from each grade to act as a member of the steering committee for the entire year on home room matters in grades 7 through 12.
3. Make an additional guidance room available. It is highly unsatisfactory to hold a conference with a child in the guidance office with it's frequent interruptions, distractions, it's noisy typewriter and the presence of a third person. Room 106 has not been adequate for guidance purposes since it has been used for book storage. We would suggest that a classroom be converted into a guidance center. Two small counseling rooms and a testing room could be partitioned off. Space could be made into an outer office for the secretary and guidance office files. Occupational information and university and college catalogs could be located here to be easily accessible to pupils.
4. Develop a more complete system of employment to be of service to the children and the community, and organize all pupils employed, with or without work credit, under supervision.
5. Develop and extend auditorium and class groups of a guidance nature to 8th and 9th grade pupils, with the cooperation of a Junior High Home Room Committee.

Respectfully submitted,

Lillian A. Reinking
Guidance Director

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
Lucile Clock
June, 1948

The Madison Public Schools
Madison Wisconsin

ANNUAL REPORT

For the School Year 1947-1948

DUDGEON SCHOOL

"A modern elementary school is one in which the purpose of all activities is the promotion of optimum child growth, not merely the accumulation of certain well-defined bodies of subject matter. The curriculum includes all those desirable pupil experiences that will contribute to the development of a well-rounded personality. The greatest amount of growth that is commensurate with the individual child's ability is the ultimate goal of all experience.

"The uniqueness of each individual is recognized. Appropriate measures are taken in order to make an actuality of this principle. Differences between children determine the type of instruction. No attempt is made to reduce all these differences to a common level; rather, each child's peculiar capabilities, individual interests, purposes and talents are fostered, since uniqueness - not similarity - make possible valuable service to the group. The operation of this principle makes a knowledge of the child a requisite before effective teaching can be done."

Among the many interests and activities that might be included as we attempt to summarize at the close of the school year I shall mention only a few.

We try to make use of many devices for knowing each child. Among other things we have found that a "request for testing" blank which we have created gives teachers a definite form on which to record the need for mental testing, personality study, speech correction, hearing difficulty, apparent vision defects etc. Thus problems regarding individual children are directed to the special departments and they in turn render service to the child where he needs special help and study. Pertinent data are recorded on these blanks as findings are made and it furnishes detailed information not only for immediate use as the child is being studied but adds helpful information to the child's cumulative record for other teachers.

We continue to make careful use of the reading tests given by the Curriculum Department. Miss Leary, in a talk to our staff, following the analysis of these test results, gave us very helpful suggestions on the teaching of reading and "what it is all about." Her talks are always an inspiration. We are anticipating the new reading materials which will be in use in the first grades next year and believe that such well prepared material will be a real asset in the teaching of beginning reading.

The interest in music and the results with the children have been gratifying. At the close of the school year we had a music assembly in which all the children in school sang for one another by grades. Pupils in the violin classes gave an assembly program and it was encouraging to see what fifth and sixth grade pupils can accomplish when violin instruction is given only once a week. Our Junior Chorus and Glee Club sang Christmas Carols for the December P.T.A. meeting. Mrs. Bouricius, our music teacher, arranged for the making of recordings of the childrens' singing in groups and it was an interesting and pleasant experience for all.

Under the direction of Rosalie Von Grusningen the children have done some very fine art work and have experienced real enjoyment in their art. Several pieces of work were sent to the "Salon of School Art" from our school. Work done by the pupils shows that many children have considerable ability in this field and that it has been encouraged and developed through an able instructor.

Teachers have taken advantage of Wisconsin's Centennial year and in all grades there has been evidence of learning and appreciation of our state's culture and heritage. An exhibit, on a small scale, served as a culmination of the Centennial interest.

The safety of the children is stressed at all times. It is a thread that weaves through everything - in the building, on the playground, and during fire drills. It is an ever-present factor. In an attempt to discover ways in which to make for greater safety in bicycle riding the physical education teachers, Mrs. R. Jones and Mr. H.C. Thompson, made a check-up with the children who ride bicycles in grades three through five, in addition to the routine survey made in sixth grade. I quote from their conclusions and recommendations -

"Parents are buying bicycles for their children at too young an age. (Many) children are too immature to be riding a bicycle where judgment and control are necessary. Children cannot control a bicycle with one hand and give signal with other. Bicycle is too large for most riders. ~~-----~~ parents are giving children bicycles without instruction. Children should be at least ten years old before given a bicycle, and possibly not then. The city should give licenses only to those who have passed a written, mechanical, and qualifying riding test. The laws for bicycle riders should be clarified."

Boy and girl patrols have rendered a fine service to the school, and have taken pride in assuming responsibility and assisting in many courteous activities with the children. Certificates of award were given at a recent assembly held in recognition of their service on the Patrols. The group greatly enjoyed the special Patrol Recognition Day which Mr. Holmes arranged for their entertainment at Central High School; it was a suitable and well arranged program.

All pupils have been enrolled this year in the Wisconsin Interscholastic Athletic Association Insurance Plan. During the year only one claim was filed in the amount of \$4.00 and this claim was paid.

We have had another good year in P.T.A. There has been great interest shown in the Pre-School study groups. We had a large attendance at the May meeting held for parents of children who will enter kindergarten in September. In her talk Mrs. Holcombe gave parents suggestions helpful in preparing their children for kindergarten.

Mrs. Moote who has been the representative for our Junior Red Cross work tells of it as follows:

"For our Dane County Junior Red Cross work this year we have had very alert, active representatives from our fifth and sixth grades. They have attended meetings faithfully and one of our representatives is the Vice-president of the Elementary Division. More gift boxes were filled this year than ever before, and the quality and choice of gifts were better than previously. I would like to add that representatives from Dudgeon in previous years have become leaders in Junior Red Cross work in Junior High School."

This year, under the direction of Mrs. Elsa Tabrizi, Dudgeon School had its first experience in using the typewriters with the children. It was a very interesting project and we feel that much was gained from it. As soon as funds permit we hope to buy some typewriters for classroom use.

Comments from the teachers give an indication of the value and interest in this project.

"Although skeptical at first about the usefulness in a first grade I now feel convinced that first grade children would profit by the use of a typewriter. I think it would help them to learn the names of the letters and also to recognize the capital letters."

"It familiarizes the pupil with new words and meanings. It helps the student to be more accurate in spelling. Use of the typewriter helps the pupil to concentrate his attention on the task at hand. It gives a sense of accomplishment and pride."

"The interest in the typewriter as a tool is tremendous. Children produce more written work with the typewriter; they learn the punctuation rules quicker and retain them. Their spelling is improved. They become more independent."

"The ability to type well is unquestionably a most useful skill. Good attitudes regarding the proper use and care of expensive equipment are also valuable."

Problems and Recommendations:

1. Due to the great increase which we anticipate in kindergarten enrollment we will probably need two kindergarten teachers next fall to take care of four sections of kindergarten. We estimate that there will be approximately 28 children in each section. We will need an additional fifth grade teacher and a third grade teacher will be needed to replace Mrs. Moote. An art teacher will be needed to fill Miss Von Gruening's place.
2. It would be very desirable for the primary children to have instruction each day with the special teacher in Physical Education. This would mean more time for such a teacher in our building.
3. If possible the Librarian's time should be increased from two and a half to three days a week to take care of the extra grade and the increased enrollment.
4. The playground should be filled and leveled; a fence should be installed on the west, north and east sides including 12 ft. height on the northwest and northeast corners to form soft ball backstops; there should be a curb and wall at the south end and handrails should be provided on the steps leading down from the playground.
5. Window shades are needed in the "gym" and as soon as funds permit that room should receive acoustical treatment if it continues to be used for music and as an auditorium.
6. Racks are needed for storing mats and Physical Education equipment.
7. We will soon need to replace many window shades throughout the building.

In general we have had a very good year, and the results, as nearly as they can be measured, have been gratifying. I wish to express appreciation to the staff for their fine spirit and for a job well done; to Mr. Falk for his understanding and courteous consideration at all times; to the administrative staff for their help and cooperation, and to our fine Board of Education for all they do for the schools. All these factors combined make it a real privilege to be associated with the Madison School System.

Respectfully submitted,

Lucile Clock

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

EMERSON SCHOOL

Presented to the Board of Education
by the principal
Emery C. Bainbridge
June 11, 1948

The Madison Public Schools
Madison, Wisconsin
ANNUAL REPORT
For school year 1947-1948

ENROLLMENT DATA

The following table shows the trend of our enrollment over a period of six years. A significant increase is noted in our kindergarten and primary grades. The increase from the new housing area on Myrtle and Coolidge Streets has resulted in an increase of about thirty-six students; sixteen of these in the primary grades. With the annexation of Truax Field, the Emerson School will receive the students from that area next year. From a recent survey it appears that no particular grade will be overcrowded, although all grades will be filled to capacity. Room 8, which is now used as a kindergarten playroom, may be converted into a classroom if the need should arise.

Table I shows the June enrollment for the past six years:

TABLE I

Grade	June Enrollments						Antici- pated Sept.
	1943	1944	1945	1946	1947	1948	
Kindergarten	95	140	115	112	119	140	150
First	118	97	128	111	106	121	124
Second	97	117	96	118	96	104	132
Third	107	90	104	83	98	102	120
Fourth	91	107	83	95	82	90	108
Fifth	93	83	97	84	100	83	99
Sixth	86	92	79	94	77	102	87
Totals	687	726	702	697	678	742	820

REORGANIZATION

At the beginning of this year a number of changes were inaugurated in the program of classes. Among them was the removal of the four sections of grade two from the heavily departmentalized program and the scheduling of them with the homeroom teacher for the major part of the day thus permitting them to have art and music three times a week and science once with special teachers. Other changes were the lengthening of natural science classes to one hour periods, offering library to grade four, five, and six for an hour period each week rather than a single half hour period permitting each of the half hours of uninterrupted time, rather than one and one half hours, and assigning all speech classes to the speech teacher.

In order to provide for the above changes two additional second grade teachers were added to our staff. The kindergarten playroom was moved to room 8 in the basement. Rooms 103 and 1 became second grade homerooms. The second grade classes are divided in two sections on the basis of reading ability for the scheduling of music and art classes. This arrangement is made to accommodate the homeroom teacher in working with both her advanced and slower pupils.

ACHIEVEMENTS

Reading:

The results of the reading tests given in September indicated that five of eighteen sections were above the city median while thirteen of the sections were above the standard median. The analysis of the tests were used as a guide in formulating our reading plans for the year. Results of the tests were interpreted by the teachers within their specific classroom situations. They have made adjustments in their reading plans and utilized various techniques in an effort to bring the slow sections up to grade. Some very challenging questions were obtained from the summaries of the tests compiled by Miss Leary. Her appearance at our staff meetings proved very helpful in solving many of our special problems.

TABLE II

Reading Grade

Grade Section	Standard Median (Sept)	City Median (Sept)	Emerson Median (Sept)
2-1	2.0	2.29	2.33
2-2	2.0	2.29	1.7
2-3	2.0	2.29	2.13
2-4	2.0	2.29	1.98
3-1	3.0	3.6	3.3
3-2	3.0	3.6	3.4
3-3	3.0	3.6	3.4
3-4	3.0	3.6	3.5
4-1	4.0	4.4	4.7
4-2	4.0	4.4	4.4
4-3	4.0	4.4	4.0
4-4	4.0	4.4	4.4
5-1	5.0	5.4	5.0
5-2	5.0	5.4	4.8
5-3	5.0	5.4	4.4
6-1	6.0	6.5	6.7
6-2	6.0	6.5	5.7
6-3	6.0	6.5	6.2

During the month April the Gates Primary Reading test was administered to two sections of third grade. The Median reading grade of 3.4 in September was raised to a median grade of 4.6. This growth speaks well of the teaching that is being done in that area.

The four sections of second grade were given the Gates test in May. The median reading grade for each section is as follows:

<u>Section</u>	<u>Median Reading Grade</u>
2-1	3.43
2-2	3.33
2-3	3.47
2-4	3.42

TABLE III

Results of the Stanford Arithmetic Tests From F given the first week in February are shown in the following table:

<u>Grade Section</u>	<u>Standard Median</u>	<u>City Median</u>	<u>Em. Med. Arith. Gr.</u>	<u>Median Age Equivalent</u>
4-1	4.5	4.1	4.2	9.2
4-2	4.5	4.1	4.3	9.4
4-3	4.5	4.1	3.9	8.11
4-4	4.5	4.1	4.1	9.0
5-1	5.5	5.0	5.0	10.0
5-2	5.5	5.0	5.2	10.2
5-3	5.5	5.0	4.9	10.0
6-1	6.5	6.1	6.4	11.5
6-2	6.5	6.1	6.3	11.4
6-3	6.5	6.1	6.0	11.0

All sections were found to be slightly below the standard grade median but seven of the ten sections were equal to or above the median for the six Madison schools given the test. However, this may be explained by the kind of curriculum we have in Madison, and that the test is difficult according to the work that has been covered up to the testing period. Teachers have made detailed study of the results of their sections and have attempted to provide for those scoring low and also for the upper twenty-five per cent. (Most sections seemed to rate considerably higher in the reasoning than in the computation. This may be due to the fine reading program in the Madison schools.)

SCHOOL PATROL

This year's safety patrol has been supervised by Miss Oleson who has been sympathetic and patient in handling boys. As a result of good leadership, a loyal, well trained safety patrol has been of great value in promoting citizenship practices among pupils, and in maintaining a high standard of control in the school.

At the beginning of the school year, sixth grade boys were chosen to serve on patrol. During the year all sixth grade boys who were good citizens participated, and several who apparently needed training in good citizenship also took part. In some instances this policy failed to achieve the desired results, but in many cases it served to develop latent abilities. Thirty-two boys took part in this activity during the school year.

The qualities stressed were leadership and the willingness to assume responsibility, as well as respect for authority and for the rights of the individual and the group.

During the second semester some fifth grade boys were given a chance to serve; this will form a nucleus for our patrol next year. Four of these boys were selected to go to the safety convention held at Wisconsin Dells in June. Our P. T. A. sponsored this project.

WISCONSIN CENTENNIAL

The teachers are to be commended on their fine effort in working on centennial projects. Units were developed by all homerooms and special classes. Many sources of information were used by teachers including excursions to various Wisconsin industries, the Chamber of Commerce, Historical Museum and the State Capitol. Radio programs, talks by invited guests, movies, and other visual aids, pamphlets and resources units were also of great value.

Each of the three sections of the sixth grade prepared a creative dramatization relative to phases of Wisconsin history. These dramatizations were presented at a school assembly. The music and art work were closely correlated with various projects carried on by all teachers.

NEWSPAPER

Two publications of a school newspaper were made during the second semester of this year. The first issue was written and published by the four sections of fourth grade while the last issue was written by the fifth and sixth grades. Homeroom teachers acted as advisors.

This activity provided pupils opportunities for developing leadership, for cooperative planning for individual initiative, creative writing and for interpreting the work of the school to the community.

JUNIOR RED CROSS

Emerson students were members of the Junior Red Cross and aided with such activities as the making of 600 seasonal cards, birthday cards, St. Patrick's Day nut cups, and materials for veteran hospitals.

INSURANCE

All Emerson students were under the pupil coverage of WIAA Accident Benefit Plan. The amount of \$109.20 was remitted for coverage of 728 students. Nine claims were filed during the year for which \$26.00 was paid as benefits. Two claims are pending.

FOREIGN CORRESPONDANCE

During the year pupils in the third grade sent boxes to children in Germany. Names of needy children were supplied by Miss Leary. Letters were received by the children in acknowledgement of the gifts. Much interest was created by this activity.

VISUAL AIDS AND RADIOS

Many of the homeroom and special teachers make extensive use of visual aids material secured from the curriculum office, the University, and free films

from industrial concerns. This was particularly true in the social studies and the science programs. Radio programs over WHA have been used to enrich and supplement the units of work.

MILK AND ORANGE JUICE PROGRAMS

The milk program continues to be very popular which is evidenced by the fact that 42,250 half pints of milk were served during the year, with an average of 303 half pints per day.

The serving of orange juice was started on April 14 and was ended June 4. About twenty-eight gallons were served daily to approximately 740 children. This proved to be a very worthwhile project and it is hoped that the program may be continued next year. The P. T. A. aided in the serving and much credit is due them for its services.

SCOUTING ACTIVITIES

About two hundred boys and girls have participated in some form of scouting the past year, namely--four troupes of Brownies, two Girls Scout troupes, and seven dens of Cub Scouts. The work of these groups has been under the capable leadership of the parents of our community and has conformed with our educational objective.

P. T. A. AND KINDERGARTEN PRE-SCHOOL CLUB

The P. T. A. has made a great step forward in having meetings pertaining to the national four point program that made an appeal to both fathers and mothers. Several meetings were held in the evening which provided opportunity for the fathers to attend. The highlight of the year was "Dad's Night" in which the men had complete charge. Programs pertaining to World Understanding, Centennial Observance, Founders' Day, Health, and Recreation made the year one of achievement and success. A special opportunity for parents to visit school was provided during American Education Week and a "Go to School Night" was planned during that week.

The average attendance at P. T. A. meetings was 150 while the membership increased from 250 to 335. During the past year the P. T. A. has been very helpful and has made valuable contributions to the school such as assisting in serving orange juice, the purchasing of three F. M. radios, a portable phonograph, forty-two choir robes, and two complete silver servers. They have sponsored the Cub Scouts, Brownies, and Girl Scouts.

The success of the year can well be credited to fine cooperation of the parents, the faculty, and the officers of the association.

The Kindergarten Mothers' Club has done a fine job in contacting pre-school mothers, and the meetings have been educational as well as social.

MUSIC

The music program has been supplemented by the addition of several new activities. The 5th and 6th grades have instituted a half hour listening

program after school. Pupils sign up and take their turn in planning the program. Great interest in recorded music has been aroused.

Interest in creative work has been started in our 3rd and 4th grade groups. A lending library of biographies of musicians, books, or music appreciation and instruments of the orchestra has been started with great interest shown by boys as well as girls. A 5th and 6th grade choir of sixty-five children each has been organized and have appeared at several assembly and P. T. A. programs.

SPEECH

The speech work in grades four, five, and six has had the following objectives:

Development of the individual in working both singly and with a group in creative dramatics.

Improvement of voice and diction.

Development of ability to participate in group discussions.

An opportunity for each child to appear before the school in an assembly program.

The elementary functioning of the voice mechanism was demonstrated through the exhibition of the lungs, trachea and larynx of a pig. Voice and diction were developed through exercises for vowel and consonant production and through choral speaking. All practice periods were short and varied.

Creative dramatics took the form of group and individual pantomimes which proceeded plays and dialogs, and in the older groups, monologs. Many stories were dramatized and much time was also given to original stories composed by the children themselves. Each child had many opportunities to serve as chairman of a group planning a dramatization.

Group discussions on questions interesting to the children were begun in fourth grade and carried on in fifth and sixth grades with the addition here of an introduction to parliamentary procedure.

The school assembly programs were largely prepared in class time. Creative drama rather than a learning of set lines was used almost entirely.

New equipment consisting of a microphone, a phonograph and story records, and a color wheel added a great deal to both interest and achievement in the speech classes this year.

DRAMATIC CLUB

The Dramatic Club has now functioned for two years at Emerson. Membership is made up of fifth and sixth grade children. This year they tried out for the privilege of joining the club.

The basic purpose of the club is to give children from different home room sections an opportunity to work together in creative dramatics. Officers of

the club conduct the meetings and take charge of comments and suggestions when various groups present their plays, so that the teacher is present only in an advisory capacity.

The club also serves to give some rudimentary training in the principles of parliamentary procedure.

EMERSON NUTRITION

Thirty-seven children were cared for during the past year in the nutrition center--thirty-two full time and five part time.

The full time children received a daily, well balanced A lunch with extra milk and cod liver oil. They had two hours rest per day--one hour being after lunch. The part time children rested from gym or any other special activity which might have been too strenuous. The amount of rest was recommended by a physician.

They were admitted for nutrition care by a physician through the Child Service department of the Madison schools and city Board of Health.

Some of the reasons for this special nutrition were positive T. B. test or T. B. background, malnutrition, asthmatic, polio, nervous disorders, recovering from operations, frequent colds and frequent infections, rheumatic fever heart, and various other forms of heart trouble.

The average gain for the year per child was nine and one half pounds. Gain in weight alone does not show the real proof of a child's improvement, however, it has told interesting stories in the progress of the child's health.

The children enjoyed a twenty minute weekly health study. This was given in the form of movies, stories, poems, the making of health posters and note books, planning and exchanging A lunches, singing health songs and giving demonstrations such as brushing teeth correctly, poor and bad posture, etc.

The parents were kept interested and in close touch with the child's procedure in the nutrition center by means of a nutrition card. They were rated in food habits, cooperation in general care of health such as: dressing properly for various changes of weather, getting from eight to ten hours sleep, having a good breakfast, playing in fresh air and sunshine, behavior and weight. The nutrition matron sent the card home three times during the school year.

LIBRARY

Comparison of book circulation during school years of 1946-1947 and 1947-1948 from September through May:

<u>Period</u>	<u>1946-1947</u>	<u>1947-1948</u>
Total circulation	22,529	25,030
Fiction	14,267	17,384
Non-Fiction	8,262	7,646
Natural Science	2,328	2,000
Useful arts	967	843
Literature	623	612
Travel	524	461
Biography	450	344

Circulation of fiction books has increased 3,117 and non-fiction books have decreased 616, resulting in a gain in total book circulation of 2,501.

The library program has been much more satisfactory this year with the added thirty minutes a week for each of the fourth, fifth, and sixth grades. We have given more thorough library instruction than was possible with only the half hour period and have had time to follow up the formal instruction with individual help where necessary. The students have more opportunity to browse and have learned to select their books more carefully. We have been able to set aside from fifteen to twenty minutes of more library periods for silent reading and have felt encouraged in watching the non-readers gradually settle down to reading. Even though the material hasn't always been of much literary value, they are slowly acquiring the reading habit.

Gains in immediate reference, individual guidance of leisure reading and more even distribution of reference help have all resulted from the longer library periods. While it is impossible to measure the amount and quality of reference help objectively, the feeling of accomplishment as various requests are dealt with is perhaps as good a yardstick as any column of figures. The longer library periods have not, of course, solved all our problems. We still feel we could help the children more efficiently if we didn't have such large groups coming at the same time. With classes of from thirty to thirty-five children using the library we cannot do justice to those sent on special passes from other rooms nor devote as much time to individual members of the class scheduled in the library as they need.

CHILD STUDY DEPARTMENT SERVICES

Speech therapy was offered to forty-seven children, forty-six articulatory articulatory cases, and one cleft palate case. Such assistance resulted in twenty-one cases corrected, seven cases greatly improved, eleven cases moderately improved, and three cases slightly improved. Five cases, including the cleft palate case, moved from the city before improvement was noted.

Audiometric tests were given to all third and sixth grade pupils and to children for whom hearing tests were requested. Group audiometric tests were administered to some two hundred and ten children; one hundred and two third graders, and one hundred and eight sixth graders. Individual diagnostic hearing tests were given to fifteen third graders, eight sixth graders, and to seven children from other grades on basis of request. It was found that no child in the school was suffering from a serious hearing deficiency.

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

SPECIAL PROBLEMS AND RECOMMENDATIONS

1. With adoption of the new texts in reading, the new language texts and need for more supplementary books, it will be difficult to meet all needs with our present budget allowance.

2. The problem of storage of art and paper supplies is one of major concern. At the present time we have at least eight different places where such materials are kept. It is difficult for teachers and me to keep check u under such circumstances.
3. At the present time it is only possible to communicate with eleven rooms from the office. Much time and energy is lost because of this. A new service system should be installed in all rooms of this building. The office phone should also be on a private line.
4. The interior decorating of our building would certainly add much to the general morale, the pride of good housekeeping, and respect for public property.
5. The lighting in many of our classrooms is very inadequate. There is an urgent need for additional lights in room 3 which is a basement music room.
6. There is a great need for gravel or blacktop in the rear of our building at the Dayton Street entrance.
7. The purchase of a few typewriters for continuing the project started last year.
8. Wardrobe doors in several rooms in old part of the building should be hung on hinges. Two sections of these wardrobes should have shelves installed for storage space in each of these rooms.
9. The improvement of the front lawn on the Johnson Street side of our building. At the present time it serves as a playground for children of the community. This condition has been discussed with Mr. Nelson.

In conclusion, I would like to express my sincere appreciation for the splendid cooperation and assistance given me by Superintendent Falk and his administrative staff. The staff members of the Emerson School and the P. T. A. have been most helpful and cooperative.

Respectfully submitted,

EMERY C. RAINBRIDGE.

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

Presented to the Board of Education
by

A. F. Ketterer, Principal
June 1948

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1947-48

FRANKLIN SCHOOL

Special Achievements

The Franklin School P.T.A., under the direction of capable and conscientious leadership made a distinct contribution to the school and community during 1947-48. Besides providing a complete schedule of interesting programs at the regular monthly meetings, various study groups were active throughout the year. Four regular afternoon parties for the pupils of all the grades were sponsored by the P.T.A. and supervised by the teachers and room mothers. The officers and numerous members of the P.T.A. rendered valuable assistance in connection with the orange juice program which was instituted in the spring of 1948. Room mothers generously assisted in conducting room picnics at the close of the year. The Eleventh Annual Father and Son Banquet which was held November 19, 1947 was adjudged as one of the most successful and valuable undertakings of its kind. The ladies of the P.T.A. deserve high praise for this affair, and the principal who acts as co-ordinator of plans for the annual banquets appreciates the splendid co-operation received from all groups involved. These include also the superintendent and the board of education for permission making banquet reservations possible through purchase of tickets at the school.

The South Side Men's Club, with the consent of the superintendent and the board of education, sponsored a Halloween Party in the Franklin School gym which attracted, entertained, and amused about 500 boys and girls of the community. So gratifying were the results that the organization is considering making the party an annual affair. The same organization co-operating with the P.T.A., sponsored this past year, the Ninth Annual Mother and Daughter Banquet on April 20, 1948. All proceeds after payment of expenses were turned over to the P.T.A. to help purchase about 900 pieces of tableware for the Franklin kitchen.

A Music Concert under the direction of Mrs. Virginia Johnson and Ralph V. James was held at Franklin School on the evening of April 30, 1948. Nearly 500 persons attended this concert, which was considered very successful. Under the direction of these two directors, there has been marked improvement in both vocal and instrumental music at Franklin, and their continuance on the staff for 1948-49 is assurance of another very successful year in music.

Outstanding among other excursions made by Franklin pupils, was that made by the eighth grade class on June 8, 1948. The trip involved a picnic dinner at Rocky Arbor State Park and a three-hour boat trip through the Upper Dells of the Wisconsin River. This excursion was made possible through the co-operation of Mr. Elmer Beale who provided bus transportation at a very nominal cost, and through the effort and co-operation of Miss Bartholomew, teacher, and Mrs. Ottum, P.T.A. room mother who assisted the principal in chaperoning this group. The entire expense of the trip was paid by funds raised through the sales of waste paper gathered by members of the class. Incidentally, the class of 1948 has received the acclaim and appraisal of the staff as ranking high in such attainments as courtesy, co-operativeness, amiability, leadership, punctuality,

dependability, citizenship, and general stability. This class will be sorely missed at Franklin.

Girls' Physical Education Field Day, planned by the pupils and student teachers under the direction of Miss Cronin and Miss Bassett was the most successful affair of its kind held at Franklin in recent years. Besides establishing new records in physical skills, the experience gained by the pupils in planning, organizing, and conducting the Field Day proved very valuable for all.

The Penny Milk Program was again sponsored and proved a success. This was supplemented by the orange juice program last spring. The latter project will need some careful planning if it is to operate efficiently and effectively. Thus far it has depended upon voluntary help, but how long it can continue that way is problematical.

A hot lunch, prepared at Washington School, was served here at Franklin for the transport pupils enrolled in the special education class. This noon meal was served by Mrs. Owen M. Loy, and the pupils were supervised by their teacher, Mrs. S. J. Huggins. By rotating the other staff members, provision was made for the supervising of tuition transport pupils who carried lunches and for those who carried lunches in order to be on hand for the noon instrumental instruction two or three times a week. As in the past, all teachers would rather be relieved of the responsibility of noon supervision, but they accept the situation as "temporarily unavoidable."

The School Safety Patrol functioned very efficiently due to the high caliber of pupils who volunteered for service.

The general housekeeping by pupils, teachers, and custodians is improving, but needs constant attention and emphasis, especially with the influx of new pupils who may not be accustomed to the standards we expect and who, therefore, need guidance.

The members of the Franklin staff contributed generously to the Red Cross, the Community Chest, to the M.E.A. drive for distressed teachers abroad, and to various other campaigns to aid the needy, through CARE and through other agencies.

The Franklin teachers this past year had a 100% enrollment in the local, sectional, state, and national professional organizations--the M.E.A., S.W.E.A., W.E.A., and N.E.A.--which indicates the strong professional spirit and attitude of the staff.

The pupils in Miss Duncan's third grade room initiated the idea of saving money to purchase useful Christmas gifts for children abroad and the idea spread to other rooms. Numerous packages were prepared by pupil members of the Junior Red Cross.

A score or more of pupils in the seventh and eighth grades received prizes and honorable mention in connection with the city-wide safety poster contest and Franklin Art pupils participated in preparing various favors for some of the Madison area hospitals.

Several needy pupils were recommended and accepted for free or for part-paid camperships this past summer.

Quite a number of pupils were recommended and accepted by the Summer Reading Clinic sponsored at the Washington School by the University of Wisconsin.

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

The Community Center operated as usual the past year. Some "problems" together with suggestions and recommendations will be presented later in this report.

The Department of Special Education which was instituted at Franklin in 1945 had a very good year under Mrs. Huggins who has served as the teacher of the room since it was started. Her report of some of the highlights of the year follows:

Annual Report - Franklin Remedial Room - 1947-48

At the beginning of the year five girls and eight boys were enrolled in the room. At the end of the year this number had increased to fourteen boys and five girls, or a total of nineteen. The age range was 9-14 years, the IQ range from 51-90. With only two or three exceptions the social and educational development of the groups was very retarded, and progress in all areas was extremely slow and difficult.

As a particular goal this year I chose to work with speech improvement for the entire group--not from the point of view of the speech correctionist but rather with the idea of training the children to be more speech conscious in all their everyday usage. Several specific periods were devoted to this training each week during which the group played various speech games and learned the correct way to say certain sounds. In addition careful and correct speech was an essential for ordinary class room and lunch room conversation. I feel that appreciable improvement has been made, but since it was purely experimental this year I did not use any techniques of evaluation. Next year I hope to use wire recordings, if possible, both at the beginning and end of the year to try to indicate any progress made.

Academic work within the room stressed reading, arithmetic, and spelling. Basic texts were used in all three subjects, but additional work which could be related to their experiences of the particular time was used as much as possible. For example, since we studied our town as much as possible earlier in the year, we made field trips to some places of importance (i.e. the post office, a fire

station, a dairy.) Before making these trips the group did some research in books and magazines, and following the trips stories were written about their experiences.

Even their "fun" experiences were sources of worthwhile learning, for they had much experience in writing letters of thanks to groups who had made these things possible, and in addition they profited from the enjoyment of the gifts themselves. "Roundy's Fun Fund" made possible the construction set, the radio-phonograph and records, and the knitting materials used in the room. The same Fund provided the money for a special Christmas party in the room, at which each child was provided with a suitable gift. The East Side Business Women's Club entertained them at a most enjoyable Hallowe'en Party.

Another group, the Shrine, made it possible for the children to attend the circus, an experience which many of them had not had before. This stimulated interest in reading about circuses, writing short paragraphs about their trip, and also became the idea of their art period lesson. They thoroughly enjoyed the whole thing.

In their shop work this year, due to the immaturity of the boys, no major projects were done. However, many small projects such as bread boards, clothes sticks, bird houses and the like were made. We had a work bench in the room, too, where the children had a chance to do occasional simple project, entirely of their own volition. (This work bench and the few tools were borrowed from the art room late in the year. If we can use them again next year, there could be many opportunities for correlated activities.)

A knitting class for the girls was started, but very little actually was accomplished since it was begun quite late in the year. The possibilities for next year are good, however, because they are very much interested in it. If there were time in their program I would like to include the boys in this because they have repeatedly asked if they could learn too.

The collection of tiny objects, started two years ago and continued with unabated interest during this past year, had been increased to number 349 articles at the end of the year. These have been of value in an infinite number of ways: reading games, number concepts, phonetic drills, oral language work, and also for use by the children in their arrangements of "scenes" to depict seasonal activities, stories they were reading, or some experience they might have had. The possibilities of this are interesting.

In the matter of social adjustment I feel that the least progress was made, although certainly not because of the least effort. This group still has not been made conscious of any feeling of personal or group responsibility. It is a matter of deep concern to me and certainly a problem with which next year's program will have to deal. Since, however, most of the same group will be retained in the room there is an opportunity to do more to help them in this respect.

Typing instruction was given to the group late in the year, and rather good progress was made in the limited time permitted. Enthusiasm was high. Evaluation of the experience is difficult because of the brief span of time.

Plans for the coming year's work would be a continuation of the goals for the past year, with particular emphasis upon social adjustment. If there is any way in which members of the group can assume duties relating to the whole school, that would be of great help. Unfortunately the difference in school hours makes impossible many things which might otherwise be open to them. They are sorely in need of more group contacts with normal individuals.

Sara-Jayne Huggins
Teacher

* * *

Franklin School was fortunate in being able this past year in giving pupils in all grades and in special education, experience in the use of typewriters. For nearly two months, the various rooms had regularly scheduled periods of instruction from Mrs. Tabrizi and from their regular teachers. Among the values derived were: interest in the typewriter, skill in its operation, stimulation to write more, not only on the typewriter, but otherwise, improvement in both spelling and handwriting.

Continued growth and improvement in learning is evidenced by the fact that the total number of "remedial" pupils in spelling and in arithmetic has declined from year to year. Most of the pupils who are still sub-standard in these two areas are relative newcomers at Franklin, having been enrolled here in recent weeks and months.

The fact is that special emphasis in both spelling and in arithmetic have paid off in terms of satisfaction to pupils, parents, teachers and principal. A very comprehensive analysis of progress would be too long to include in this report. However, the interested reader may get a pretty good idea of the situation by referring to the annual reports of 1945-46 and 1946-47. A table, summarizing the results of both first and second semester work in spelling is self-explanatory and will be found in this report Pages 6 and 7. While in most instances the Franklin median and average scores exceed those based on national results, the gratifying thing is that considerable improvement was made the second semester where it was most needed.

In order to stimulate and enlist the interest of parents, reports similar to the one on Page 8 have been sent with the report cards, at various intervals the past two years. Judging from comments by parents, this form of report has considerable value and brings the home and school closer together. The interest ran so high that the February P.T.A. meeting was devoted to a discussion of pupil achievement in several areas including reading, language, arithmetic reasoning, arithmetic computation as well as spelling.

Spelling Report - First Semester 1947-48

Grades 2 - 8

Medians and Averages for the Spelling Tests found in USING WORDS.
Calculated from the scores of more than 10,000 children, sampled
from 13 states, representing every section of the country.

Grade	2		3		4		5		6		7	8
National Median	84		88		90		92		90		90	88
Franklin Median	40	100	100	76	94	98	93	98	93	98	94	92
National Average	75.8		79		81.4		84		84		83.7	83.9
Franklin Average	39.1	88.2	96.54	75.03	92.65	95.43	90.35	89.76	86.43	94.63	89.1	85.6

Room 103

Room 112

Room 112

Room 101

Room 205

Room 203

Room 203

Room 207

Room 207

Room 206

Room 210

Room 213

Spelling Report - Second Semester 1947-48

Grades 2 - 8

Medians and Averages for the Spelling Tests found in USING WORDS.
 (Calculated from the scores of more than 10,000 children, sampled
 from 13 states, representing every section of the country.)

Grade	2		3		4		5		6		7	8
National Median	92		92		92		92		92		90	88
Franklin Median	74	100	100	96	96	96	98	92	88	94	90	88
National Average	79.5		86.4		85.5		83.3		81.1		83.1	81.1
Franklin Average	71.0	90.0	98.7	90.0	95.8	95.3	89.1	93.0	87.0	90.3	86.9	83.9

Room 103

Room 112

Room 112

Room 101

Room 205

Room 203

Room 203

Room 207

Room 207

Room 206

Room 210

Room 213

Franklin School
February 2, 1948

Dear Parents:

100 About two years ago we began a concerted effort in Franklin
100 school to improve the general level of spelling ability among
100 the pupils from grades 2 through 8.

100 Since that time, considerable progress has been made; more
100 and more pupils are beginning to spell up to their grade level
100 and many more are performing on a level above their grades.
100 This is most gratifying, and pupils doing high quality work
100 are deriving a great deal of satisfaction from their efforts.
100 Their success is a source of joy and satisfaction to themselves,
100 their teachers, their principal, and their parents.

100 The scores listed at the left were made by the 6th grade pupils
100 on a test of 50 words, selected from the weekly lessons studied
100 during the past semester. A check has been placed opposite the
98 standing earned by _____. The purpose of
98 this report is to show how well the pupil is succeeding in com-
98 parison with his class.

98 We are strongly urging extra study both at school and at home
98 for pupils whose marks are below 75. Will you please encourage
98 this home study if you feel there is a need?

96 Where marks are low both parents and teachers should do all they
96 can to encourage the pupil to improve. Even gradual gains should
96 be praised so as to increase the child's confidence, his interest
96 and his effort. But the pupil who has difficulty with spelling
96 must realize that it takes earnest effort to master the subject,
92 and that through spelling he can develop some excellent study
92 habits which will pay dividends when he gets farther along in
90 school.

88 After examining this report, please sign and return it with the
86 report card.

78 I shall keep you informed regarding future progress.

74
66 Sincerely,

Armand F. Ketterer
Principal

Signature
of
parent _____

Problems

The general morale of our school is improving. It can reach a still higher level if every member of the staff envisions his full responsibility in meeting the challenges presented. We are all more or less aware that special problems of instruction and guidance require special attention and by co-operative endeavor we can to a large extent minimize our difficulties.

The principal concurs in the opinion voiced by the classroom teachers that the Thursday recreation center noticeably interferes with good school work on the part of seventh and eighth grades. For that reason it is recommended that Friday night would be a better time for this activity, and the junior high pupils could then be permitted to stay until 9:45 instead of being sent out into the streets at 8:30. It is also recommended that a more careful check be made to see that pupils in fourth, fifth, and sixth grades be excluded from attendance at Community Center. It is hoped that the library authorities will co-operate in shifting the library night from Thursday to Friday as it should not be necessary to heat and light the building and employ a custodian two nights when one will suffice. Mr. Danford, Mr. Holmes, and Miss Sauthoff all agreed that this matter should be taken under advisement, and the change would have been made last year if the library opening could have been shifted.

Franklin, like other Madison schools, is getting crowded. The previous two years the situation in the upper grades was met by transferring pupils to Central on a voluntary basis. The problem this year has been solved by voluntary transfers plus mandatory transfer to West of tuition pupils who are seventh graders this fall. Whereas kindergarten enrollment in September 1947 reached 72 pupils, the list of "eligibles" for September 1948 exceeds 100. The only remedy seems to be arranging for transfer of at least all tuition kindergarten pupils and, by careful screening tests, reduce to a minimum the number of those whose birth-dates come after November 30 and who are seeking admission.

Last year Franklin had fairly large groups in all grades which included rather substantial enrollments in three combination rooms; a second and third, a fourth and fifth, and a fifth and sixth. By transferring special education from Franklin, thereby making available Room 201, and by adding another staff member, we shall be able to eliminate two of the combination rooms; the second and third, and the fifth and sixth. The principle factors affecting Franklin's enrollment and producing a tax on the physical facilities are: the annexation of Bram's addition in April, 1948; the recent expansion of Olin Park Trailer Camp; the increase in the population of Joint District #4, Towns of Madison and Blooming Grove and Village of Monona; kindergarten, seventh and eighth grade pupils from Silver Springs District, plus the increase in the number of housing units being built in the area adjacent to the school.

The time when further adjustments and reorganization of the Franklin School may be near at hand; I should much dislike seeing the discontinuance of eighth or seventh grades here, but it may be inevitable.

Recommendations

Better lighting should be provided in some of the classrooms. More floors, especially those in the older part of the building should be sanded and new seal applied. A few rooms should be done each summer. Several door checks and locks need overhauling or replacement. A suitable washbowl should be installed in the girls' dressing room. Some of the shelves in the physical education equipment room should be provided with doors and locks. A telephone should be installed in the nurse's office. A portion of the playground adjacent to the southwest corner of the building should be resurfaced. The old walk which was in bad condition was replaced by a new one, but the walks near the building at both Lakeside Street entrances will need attention next summer. A strip along the east fence of the playground which is used as a thoroughfare should be resurfaced as it becomes very muddy after thaws and rains and many youngsters have to walk through it several times daily. The old, unused ventilating system and ducts in the older part of the building produce considerable down drafts in cold weather and are really a nuisance. These should be checked before winter sets in. Some of the window sashes are beginning to rot because of lack of putty and paint. This matter should be checked into as soon as possible. Accoustical treatment should be applied to the corridors. A start should be made on this.

Appreciation is acknowledged for the courteous co-operation from Superintendent Falk and his administrative and supervisory staff, and for the efficient service rendered by the school nurse.

To the members of the Franklin staff who have demonstrated a loyalty to those ideals, principles, and philosophies which guided us in the administration of our school during these past three and one-half years, I am most grateful.

Respectfully submitted

Armand F. Ketterer

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
for the school year 1947-1948
LAPHAM SCHOOL

Achievements

Keynote of the year

As we review the year's events at Lapham School for 1947-48 the comment from staff members that occurs most consistently is, "It has been a good year. We have achieved noticeable gains in all aspects of our life together. The atmosphere of the school has been comfortable - both children and teachers feeling free from tension and free to achieve the best of which they are capable." Liberty for any of us does not connote laxity. School is a place for working, and working hard, and for experiencing the satisfaction that comes from a job well done. To live happily and effectively with others we must live happily with ourselves and must practice the techniques of the intelligent approach to both personal and social problems. With staff and children alike sharing that attitude, we feel we have gone a long way toward developing on the part of children a feeling of wanting to make a full contribution to our living together. To us that seems a basic quality too often lacking in the personalities of adults today as they try to function in a democratic society.

Throughout classroom activities there has been a consistent effort toward complete pupil participation, all children being given opportunities for leadership in those areas wherein they can contribute effectively, and all being given the chance to follow the leadership of others. We hope we are developing the concepts that all of us have strengths and weaknesses, each can learn from the other, thinking and working together produce results far superior to what one individual alone could achieve, every individual is worth while in his own right and the possession of talent is both a privilege and a responsibility.

There are many situations outside the classroom wherein it is necessary that children function well in a school, and we have tried to be sensitive to all such, being

sure that children realize the contribution of all workers to their welfare and develop a willingness to be helpful in so far as they can. Behavior in corridors, on the way to and from school, in group rooms where milk and orange juice are served to several hundred children at a time and the like, is largely supervised by children, organized into Boy and Girl Patrols, and other less formal groups. Much routine work is taken over by children - such things as distributing and collecting attendance folders, setting tables for dinner, wiping dishes, filling show cases, arranging exhibits, helping in the library, helping in the school garden, aiding the four year olds at lunch, and the like. Evidences of the real feeling of willingness to work for the common good are found not only in the joyous and responsible manner in which these duties are daily performed, but in the very spontaneous way in which children offered to assist in two emergencies which arose - absences of the cook and school secretary. From an administrative angle two factors have contributed toward making such well considered development of every individual possible - the relatively small amount of transiency in our school population this year, and the desirable size of most of our class groups, none except kindergarten being over thirty in number.

To us all, achieving a good balance between maximum individual development and effective group living, Kilpatrick's "greatest good of the greatest number", is one of the most challenging aspects of the teaching profession. We feel we have come closer as a school to realizing it this year than we have in recent years. A brief statement regarding the work at each grade level follows:

Kindergarten

The enrollment of the kindergarten as school closes is seventy nine, thirty nine in one class and forty in the other. Obviously it is quite an adjustment for a five year old, for the most part used to groups no larger than his family, to learn to work and play in a group of that size. The year's experiences have been planned largely to facilitate that adjustment. Normal play activities of five year olds at home have been utilized as the starting point, and have furnished the raw material for a school curriculum which helped the child to realize that many children working together can build from blocks a train which will be fun

for all to share, and so on through many play media. Parents have been invited in to share the children's activities - both to help the child sense the cooperation with home and to help the parent realize how the child is widening his horizons. There has been a definite emphasis on safety-home safety, school safety, street safety, and the like.

Every opportunity to encourage children to be alert and observing has been utilized in frequent experiences with real situations - live pets, nature objects, and aspects of community life about us. Foundations have been laid for later work in all the arts-music, fine arts, and literature.

First Grade

The major emphasis in first grade, and no more thrilling achievement occurs anywhere in the school system, is learning to read. The three track plan outlined for use in Madison has been followed and achievement has been very successful. Children have also learned to write using the manuscript alphabet. Their social studies interests have centered around home, preparation for winter, pets, toys and early spring gardens. Other predominant emphases have been health and good school citizenship. Parents have been invited in to watch the progress of work and in the spring to anticipate next year's work in cooperation with second grade teachers.

Second Grade

Second grade, too, has followed the course of study for academic learning with much appreciation of the work that has been done by various committees in fitting the curriculum to the varying abilities of the children in any average room and much special attention to the particular strengths and weaknesses of the children in these groups. The achievement in this grade in reading, writing and arithmetic is excellent. Their social studies experiences have been built around a study of the fire station, bakery, nursery, dairy, post office and police station. These groups have especially enjoyed access to a piano and a radio, new this year, which have added very noticeably to their appreciation of music and joy in singing.

Third Grade

Again in third grade, much hard work has been spent on the development of skills. A sound foundation in reading and writing having been laid in these groups, we find an increasing ability at this grade level to use these media to broaden the children's experiences. The children have achieved enough independence that problems such as these can be given them and carried out with considerable independent reading by the children. Can you make a diorama which will accurately show how Dutch people live? How can a bulletin board on China show to people who come into our room what we have learned about that country? What did people use for light before men knew about electricity? Noteworthy concomitants to the development of reading and writing skills which such activities produce are the practical application of arithmetic which is necessary, and the accuracy of imagery in interpreting data, which becomes imperative. In this group, too, academic achievement is excellent, and their knowledge of the world we live in has been broadened through a study of farm life, ranch life, light, cotton, rubber, tree friends, life in China.

Fourth Grade

The composition of this grade has presented some problems. Throughout its school progress it has been a large class until this year. Twice in its previous four years of school one or both groups have had a change of teachers during the year. These conditions, plus the fact that there seems to be an unusual combination of very bright and rather slow learning children in the grade, have produced a group which is achieving very well, and another, comprising close to half the grade, whose academic skills are low. This year the group has also included Norwegian children, who have had a language problem, so that differentiation to meet many varied individual needs has been imperative. We have done all we could to meet that need, both through what the classroom teachers could do, and through utilizing student help from the University for special work. Progress as measured by tests, seems satisfactory in the light of native abilities of children. Their social studies experiences have centered around desert and jungle life, Holland, Norway, Switzerland and the Mediterranean lands.

Fifth Grade

As we approach the upper grades children have been especially interested in this centennial year in a study of their own state. Fifth graders have read widely on Wisconsin of now and long ago. They have visited the Capitol, the Historical Museum, Science Hall, the Indian picture collection at Manchester's and other spots to gain first hand information and have used materials sent out by the Centennial Committee as well. Among the interesting developments arising out of this study were a product map of Wisconsin, interesting bulletin boards and several dramatizations. Other emphases in that grade have been important, too. At this age children become more conscious of world events, and they have been helped to interpret the news of the day. They have also been sensitive to the need of others about them and used money they earned in the school scrap drive to contribute toward that need. They have given to Roundy's Fun Fund, March of Dimes, the Empty Stocking Club, and have sent school supplies to Germany. They have received letters from them and the experience is one which will help build understanding among people of other lands. As at other grade levels the Madison curriculum has been followed, also with satisfactory results in traditional school subjects. Social studies interests have included a detailed study of various sections of the U.S. with emphases on land development, growth of cities, communication and transportation.

Sixth Grade

Interests of sixth graders become so diversified that it is difficult to give an accurate picture of their activities briefly. History and geography are combined with current news to help children build an understanding of their world. Special centers of interest have been the Wisconsin Centennial and the Development of our American Freedom. In their study of Wisconsin, experiences and materials similar to those used in fifth grade were provided. Sixth graders also expressed the results of their study in many interesting ways; scrap-books about Wisconsin, bulletin boards, dramatizations and displays. A particularly interesting series of displays portrayed: 1. surface features of Wisconsin, 2. effect of glaciation on Wisconsin, 3. seasonal sports of the state, 4. an old fashioned school, 5. map of important products and industries, 6. reproduction of

historic Shake Rag Street in Mineral Point, 7. Paul Bunyan, 8. Wisconsin farms. Sixth graders were also helped to see Wisconsin's part in national and international affairs in discussions of the presidential election, the Marshall Plan and Wisconsin's contribution to national production and progress.

Another interesting sixth grade unit was the development of Our American Freedom. It was launched through the news study of the Freedom Train and included much research on the various documents contained in it. The interest branched out into a study of local state and national government in the U.S., and a contrast between democracy and communism. Very timely bulletin boards were made on the March of Freedom, American Government and a miniature Freedom Train, with photostatic copies of the actual documents in it. A play entitled "The March of Freedom" was written and produced.

One very gratifying achievement at sixth grade level has been the independence in study skills which has been acquired through training in correct reading habits, the use of graphs, maps, charts, the outlining of written and oral assignments, filing materials and making various special reports. The median results in the Iowa Every Pupil Test of Basic Skills given in February were as follows:

Map reading grade-----	9.0
Reference grade-----	8.5
Use of index grade-----	7.9
Use of dictionary grade-----	7.8
Use of graphs & charts-----	7.0
Total test grade-----	8.1

Surely these children are well prepared as they leave us to enter the junior high school.

Though separate reports are included elsewhere in this volume on each of the following departments, they are all so integrally a part of our school I would like to comment briefly on them also.

Deaf

The addition of a group of very young children in the deaf department this year has been a fine feature and has worked out very well. We are also very appreciative

of the close cooperation which has prevailed between the teachers of the deaf and those of the regular school this year when handicapped children have attended regular classes.

Sight-saving

Children from this room have shown a noticeable growth in stability and sense of responsibility this year, and have contributed a great deal to our living together - both in individual classes and in all around school life.

Remedial

The attitude of children in this room has shown a remarkable improvement this year. Many of the older children have been a real help to us in several areas and all the children have shown an increased willingness to work and to cooperate with others in the school.

Dramatics

Though there is no teacher directly responsible for dramatics, room teachers have been alert to every opportunity to give the children such experiences in connection with the other activities in their rooms. Kindergarten has had many informal rhythmic and dramatic activities, first grades have invited parents in for reading programs, as well as enjoyed much dramatic play, second grades have had dramatizations in connection with both reading and social studies, and third graders entertained with a program based on their study of trees. Fifth and sixth graders regularly conduct school clubs involving a variety of programs in parliamentary fashion. Fifth grade has also given three plays, "Milk Fairies", "An Englishman Comes to Trade", being a study of early Wisconsin history, and "Caddie Woodlawn". Sixth grade presentations included an assembly on Norway and two plays "March of Freedom" and "How Boots Befooled The King". The deaf department entertained at a science program and also at a Christmas program. Mention should also be made of the all school Christmas pageant, put on by fifth and sixth grades and several children from special rooms.

Music

Music has made a real contribution to the Lapham School. There has been a happy balance between learning technical skills and having fun with music, both singing and appreciating the performance of others. We have been pleased with the violin instruction offered at fifth and sixth grade levels also.

Art

Children are showing real creativity in their art experiences throughout the grades. There has been both cooperation with classroom teachers in using art in connection with room interests and also art just for art's sake.

Physical Education

The physical education program has been a fine one, both in its class activities and in the intramural sports under its supervision. A somewhat different approach (emphasis on a study of body movement) has been carried out in girls' physical education. There has been cooperation with both music and art in this approach, resulting in a spring program.

Library

Though somewhat difficult because of the resignation in October of our regular librarian, library service has been offered on our regular schedule. We appreciate the thoughtful planning and real effort on the part of many folks that has made this possible.

Home Economics and Manual Arts

Even though our seventh grade was discontinued this year, the Home Economics Laboratory and Manual Arts Room have continued to function, both to service seventh and eighth grades of many parochial schools and to help us plan a curriculum which would better fit the needs, especially of our deaf, sight-saving, and remedial children. It has meant much to us to be able to offer them these experiences.

Community Relationships

Throughout all that has gone on at school there has been much work with individual parents regarding each child's problems. The Parent Teacher Association has had a very profitable year as well. Notable events include: Harvest Sale, Jitney Supper, Potluck Supper and addresses by Dr. Carl Waller, Dr. Chester Kurtz, and Dr. LeRoy Luberg.

We have also had a fine working relationship with the University of Wisconsin, providing opportunity for much observation, considerable participation of students in noon recreation and student help programs and three student teachers, in art, music and third grade.

Teachers have been active in committee work and have made fine contributions in helping to select new reading and language texts, in evaluating books for supplementary use, in analyzing our handwriting program, in drawing up standards for good teaching and in the overall curriculum planning program.

Problems

Interestingly enough, our chief problem this year has reached into out of school activities of children. A group of older boys have organized an out of school club during their leisure time. Guiding their activities has involved working with their parents and with Mr. Carnes of the East Side Youth Council, and has proved a challenge to all of us.

Conclusion

In conclusion may I say that this gratifying report is due to the excellent spirit of working together which has existed among children, staff members and parents of the community and has been made possible in large measure by the understanding administration of the Board of Education, superintendent and other administrative staff.

Respectfully submitted

Maurine Bredeson
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-1948
LINCOLN SCHOOL

The total enrollment in Lincoln School during the year 1947-1948 was 239. During the year there were 27 withdrawals; 9 transfers and 7 new entrants. During the first semester it was necessary to have two sections of first grade due to the large enrollment, but as several withdrew the classes were combined the second half of the year with an enrollment of 36 in the grade. 37 children are brought to school by bus from the outlying area of east Sherman Avenue and Superior Street, 53 children attending this year live within the legal boundaries of the district and 121 without. This is accounted for by the fact that the boundary is Johnson Street on the south, making the district only one block wide. It has been customary for years for these pupils to attend Lincoln.

To develop all phases of the child's personality so he can reach his optimum growth is the aim of the staff of Lincoln School. This philosophy is expressed by Miss Hahn, fourth grade teacher as follows:

"In measuring the children's growth this year, I have tried to remember that 'the direction in which a person is traveling is more important than his place in the procession'.

I have tried to follow teaching procedures which would foster a wholesome attitude toward work, the development of honesty, dependability, and a courageous facing of reality, growth in the ability to cooperate with others, and the best possible mental health. I have tried to provide opportunities for successful achievement in some way for every child, enabling him to obtain necessary social recognition and approval.

Through the units in social studies and science I believe the children have grown in their interest in and understanding of the world about them and their relation to that world."

Miss Skogen, sixth grade teacher reports:

"When looking over the activities of this past year, I am hoping the children gleaned more than subject-matter knowledge. I hoped they realized the feeling of belonging to a democratic group where planning; evaluating; making mistakes, but learning from them; and respecting the rights and opinions of others were ever utmost through activities engaged in by the class."

Appreciating the fact that skill in subject matter contributes its part to the development of the total personality the drill subjects have not been neglected. In the city-wide Reading testing program the classes averaged well, and a special study based on Standard tests was made in Arithmetic for Grades 3, 4, 5 and 6.

ACHIEVEMENTS

Centennial Program

The hundredth year of Wisconsin's statehood gave an unusual opportunity for integrated work in Social Studies, Language Arts, Music, Physical Education and Art. The work culminated in a creative program presented by pupils of the fifth and sixth grades as "Wisconsin's Birthday Party" which covered History, Industrial Growth, Nationalities and Literature and Art of the state.

Group Planning

As people cannot live intelligently in a democratic society unless they have experienced such living, it has been our aim to promote such experiences with the pupils. Every possible opportunity is given them to participate in planning and evaluating activities undertaken by the group.

Typing Experience

We were very much pleased to have the opportunity to have the typing experience this year under the auspices of the Educational Research Department of the Office Equipment Manufacturing Institute. It was conducted in every grade from first through sixth and added much interest to Language Arts and Social Studies. The necessity for concentration on letters in words stimulated new interest in Spelling; form for letters and articles was given a new meaning and outlining was brought into new focus. Several pupils who have never before experienced real success in school activities found this one in which they could excel. Interest ran high throughout the four weeks the typewriters were available.

Patrol Work

The sixth grade patrols were on duty at dismissal time at the school crossing on Gorham Street. Because of the increased heavy and speedy traffic on both Johnson and Gorham Streets it has been found necessary to station Mr. Dunn, the regular patrol man, on Johnson before school and at dismissal time, and a man from the police traffic department on Gorham a half-hour before school in the morning and at noon. This change was made at the request of the safety committee of the P.T.A. and we are very appreciative of this extra service from the traffic department.

Audio-Visual Aids

Again this year much use was made of visual aid material from the Curriculum Office, Bureau of Visual Aids, Wisconsin Conservation Department and State Board of Health.

Through the cooperation of a family in the district the fifth grade had the interesting experience of making individual recordings which they presented to their mothers as a Mother's Day gift. It was our hope to make recordings of choral reading groups, but as it proved impractical at this time we will continue the activity next year.

The WHA radio programs have again proven a source of interest and stimulation in various school subjects. the programs enjoyed were: News of the Week; Ranger Mac; Exploring Science; On Wisconsin and Book Trails.

Field Trips

Field Trips have become an integral part of class activities, broadening the experiences of the pupils as a means of gaining information for further class work. Trips taken this year have included Walks to observe seasonal changes and construction work; trips to the Bakery, Fire Station, Dairy Farm, Forest Products Laboratory, Historical Museum, Train of Tomorrow and the City Water Works.

Library

Miss Ruba Ashmore has been assigned to Lincoln for a day and a half each week. Every grade has a regularly assigned period working under her direction, and the library is open for groups or individuals to work at other times. It has proven a valuable asset to the work of the classes. During the school year 7743 books were drawn.

Bicycle Testing Program

Under the direction of the physical education department, with the cooperation of the Police department and the sixth grade teacher the bicycle testing program has been continued this year. The pupils received badges signifying they have passed three tests; informational, mechanical and performance. The program is of incalculable value in our safety program.

Wisconsin Interscholastic Athletic Association

Again all pupils have been insured in W.I.A.A. During the year five claims were filed, amounting to \$33.50. \$16.00 was paid on above and two claims are still being considered.

Parent-Teacher Association

An active, cooperative PTA group has been a means of interpreting school work, and promoting understanding between school and home. Except for the December meeting, monthly meetings were held in the evenings to give the fathers an opportunity to attend. We are pleased that many avail themselves of this chance to meet the teachers and other parents and discuss child welfare. At the December meeting all the pupils took part in presenting a Christmas program. The programs this year were as follows:

Madison Scouts Contribute Toward World Brotherhood -
Stanley Ashby

Doting Parents - Prof. John Rothney

Children in Post War Germany - Dr. Bernice Leary

These Children of Ours - (Ranger Mac) Prof. Wakelin McNeel

Art in the School and Home - Miss Ruth Alcott

Rheumatic Fever - Dr. Chester Kurtz

The final meeting was the presentation of "Wisconsin's Birthday Party" by the 5th and sixth grades.

Sponsoring Cub Scouts, Brownies and Girl Scouts was a very special service of the PTA during the year. In May the Summer Round-Up committee gave a tea for mothers of pupils who will enter kindergarten in the fall. They did an excellent job canvassing the district, and had a good representation at the tea. The school nurse spoke at the meeting stressing the need for physical examinations of pupils before entering school and the movie of Madison elementary schools was shown. It was a good opportunity for the new mothers to meet the kindergarten teacher, principal, PTA workers and other parents.

Guidance Work

There were many occasions this year when the school needed to call upon the Child Study and Service department and the Mental Health Clinic for help with mal-adjusted pupils. This help was gladly given and was of great worth. It is of grave concern to us to understand the underlying reasons for these behavior problems. Many times it has been found to be broken homes, crowded living conditions and unsupervised hours due to mothers at work. What further part the school can play in overcoming these difficulties is a matter which must be given serious attention.

Report Card Experiment

The new method of marking pupil achievement as explained in former annual reports has been continued in fourth, fifth and sixth grades. This is the third year the experiment

has been in operation. So far the only complaint has been from a family whose child was retained in fifth grade the past year. They did not understand, or keep the first confidential report, so didn't compare the quarterly marks with the original report.

Recommendations

Since so much time of the Speech worker assigned our school is taken up with the giving of special tests, and assisting in guidance work it would be well to increase her time from the half day now assigned, to at least a full day. As the program is now set up she can not meet her classes with any regularity.

We hope Lincoln will soon be on the painting program.

The work of the year has been satisfying due to the splendid cooperation of the faculty members, pupils, parents, administration and special departments. My sincere thanks to them all.

Respectfully submitted,

Helen Simon, Principal

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

For the School Year 1947 - 1948

LONGFELLOW SCHOOL

ENROLLMENT TRENDS

	Sept. 1946	Sept. 1947	Sept. 1948 (estimate)
Kindergarten	124	91	95
Grade 1	61	64	62
2	54	52	56
3	49	46	52
4	57	48	44
5	34	45	42
6	37	34	41
Total	416	382	392
Remedial			
Primary	11	12	17
Intermediate	17	15	16
Advanced (boys)	18	21	20
Pre-Vocational (boys)	20	21	20
Total	66	69	72
Total for Building	482	451	464

SPECIAL ACHIEVEMENTS

- I. Education for self-reliance has been the key note this year. That is, assuming increasing amounts of responsibility in self-direction in connection with solitary and group work and play. This is not a new goal, however the teachers of the staff have re-emphasized it in many ways to make its acquisition more certain.

Activities along this line include:-

1. In classroom situations occasions were not allowed to pass where a child could use his own ideas and imagination in directing activities of positive value.
2. The School Safety Patrol; here initiative in discharging duties was fostered.

3. A school wide clean up campaign, not only in connection with the building and grounds, but as related to personal cleanliness and appearance.
4. The Bicycle Safety Program afforded another opportunity for exercising self-direction in acquiring the skills to be checked, and in getting the bicycle in shape mechanically.
5. The organization of a Cub Scout Pack, a Girl Scout Troop and two Brownie Troops.

II. Efforts to make the various subject matter areas more meaningful have been approached from several directions.

First, and by no means unimportant, the use of new, better illustrated, better written supplementary books in reading, science, and social studies.

Second, by extending the classroom by means of field trips. History and government were studied in trips to the State Capitol and State Historical Museum. Art was emphasized in a trip to an exhibition of childrens' drawings, paintings, etc. at the Main Library. Special places and activities in the neighborhood were underscored in excursions to the Bancroft Dairy, a Grocery Store, Fire Station #6, and several construction sites close by. Acquaintance with Central Junior High and dramatics were pointed up simultaneously when the fifth and sixth grades, as guests, saw the operetta "Robin Hood". Farm life was studied on visits to two different farms, and modern transportation was observed in the "Train of Tomorrow". Science and nature were studied on trips to Vilas Park, on neighborhood walks, and on a visit to Ranger Mac's home.

Many times vicarious visitation was resorted to by the way of strip films and movies. More than 200 films were used by both the Elementary and Remedial Departments. They came from --

Bureau of Visual Instruction, University of Wisconsin	33 movie films
Curriculum Office, Madison Public Schools	79 movie films
	14 strip films
	11 sets of slides
Various private and commercial distributors	78 movie films
(Free for the most part except for postage)	<u>215</u>

The films in the last category were used principally by the Remedial Department. Those which had a rental fee were paid for out of Roundy's Fun Fund by the Remedial Department.

Teacher proficiency in the use of strip films and movies has increased on two points. One, the actual manipulation of the machines, and two, the more effective introduction and follow-up given the films before and after showing.

- III. Effective self-expression is known to be a powerful ally of self-reliance, mentioned earlier. The artistic, the oral, and the written modes of this trait were accented. These three outlets were especially emphasized in connection with the study of Wisconsin and its 100th birthday, fire prevention, the all school Christmas Pageant, patriotic songs and biographies during February, and the city wide Poetry Festival this spring.

These were a few of the opportunities the children had to put habits and skills acquired in reading, art, speech, language, music, spelling, physical education, and writing classes into use functionally.

Other activities affording avenues for exploration and self-expression were weaving in the sixth grade art classes and violin study for the fifth and sixth graders. The whole school made contributions of clothing to needy families in Europe. The exchange of pictures and ideas by letters that followed made good letter writing very real.

The experimental use of typewriters afforded teachers and pupils alike a chance to explore their use and benefits. The typewriters were used in connection with nearly every subject in our curriculum. The benefits observed were not universal with all children or in all classrooms. The following values summarize many informal talks with the teachers as well as the result of personal observation.

1. It caused the pupils to notice particularly the mechanics of composition.
 - a. paragraphing
 - b. punctuation
 - c. capitalization
 - d. margins
 - e. spacing and arrangement of work on the paper
 - f. indentation
2. Interest in spelling was increased particularly at the primary level.
3. Satisfaction in doing a neat looking, correct job in typing reports at the intermediate level was noticed.
4. While correct fingering and typewriter manipulation were not primary goals most children inquired about and were anxious to learn correct methods of operation.

- IV. Other miscellaneous items of note include the wider use of tests to gather objective evidence of child status and progress. Standardized Reading Tests and Arithmetic Tests were obtained through the Curriculum Office and were given at the beginning and end of the year in many grades to note progress. The psychometrist assigned to this building did much valuable work with individual children in uncovering specialized capacities, and causes for behavior disorders through tests and interviews. At this time appreciation should be expressed for the help and cooperation of all the agencies of the Child Study Office, as it has proved most helpful.

The Dads and Mothers Pre-School Club has completed its first year and we believe their work has shown positive results. The year's program, the informality and the friendliness has drawn about forty members together. The special effort to get the fathers in as active members seems to have benefited the organization alot.

The Longfellow P.T.A. has completed a successful year marked by the purchase of some much needed kitchen equipment. In addition, the fathers of both the P.T.A. and the Dads and Mothers Pre-School Club have built eight long collapsible tables for serving suppers, etc.

This year the P.T.A. sponsored the W.I.A.A. insurance paying \$7.35 of the \$77.55 premium. Three students had occasion to take advantage of this coverage.

SPECIAL PROBLEMS AND RECOMMENDATIONS

- I. The search for causative factors in improving individual adjustment is a major problem and coupled with a corrective program (within the power and limitation of the school) a major goal. Boys and girls of average ability, who for social or emotional reasons do not achieve, have given the staff greatest concern.
- II. The urgent need for an improved playground is forced to our attention daily by the mud and water problem, unavoidable friction with our neighbors on Mills Street, minor injuries brought about by the unevenness of the old sidewalks and cement work, and the hazard of children running into the street.

The staff and community are very pleased to see that a start is being made to change this. Can the balance of the work be done in 1949?

- III. A second problem centers around the boys of the two older Remedial Classes. They have very little in common physically or socially with the children of the Elementary Department. Experience in other cities has shown that mentally retarded boys of the age range (12 to 16 years) are much happier and adjust easier to their handicap when they are not segregated with younger children. It would therefore seem that facilities in a secondary school would serve their needs best.
- IV. The building needs redecorating badly. Visitors comment on the condition of the walls and ceilings. Can it be included in this next year's painting program?

Respectfully submitted,

Walter H. Argraves, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LOWELL SCHOOL

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

June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin
Annual Report
For the School Year 1947-1948
LOWELL SCHOOL

I. SIGNIFICANT DATA

Enrollment Trends (End of Year)

	<u>1945</u>	<u>1946</u>	<u>1947</u>	<u>1948</u>
Kg.	106	117	103	126
1	100	77	84	85
2	80	97	90	87
3	79	77	89	85
4	99	66	78	94
5	70	89	62	77
6	<u>91</u>	<u>74</u>	<u>83</u>	<u>75</u>
	625	597	583	629
Remedial	43	18	16	15

The increase in enrollment this year is largely due to the annexation of Walterscheit and Lakeview plats to the city in April, resulting in forty-seven new children at Lowell. As they were fairly well distributed throughout the grades there was no particular problem created.

Nutrition Center

Forty-five children were admitted to the Center this year: six for rest, milk, and cod liver oil only, and thirty-nine for full care (rest and noon meal). Lunches were also served to the girls of the Special Education room. Eight gallons of cod liver oil and seven-hundred and eighty-six gallons of milk were consumed during the year - not including milk used in cooking. The average gain was six and one-half pounds per child. Some were in for only a short period and hence made only a small gain. Plans are being made to enroll eligible children immediately on the opening of school next fall.

Many parents have noticed a great improvement in their children's health and have written notes of appreciation.

- Mrs. Alice Reilly, Matron

Children were admitted for the following reasons:

Malnutrition	16
Rheumatic fever	8

Virus pneumonia (convalescents)	7
Asthma	4
Head injuries (accidents with cars)	3
Tuberculosis contacts	3
Nervous condition of eyes	2
Other nervous symptoms	<u>2</u>
Total	45

Lunch Room

The type "A" lunch or full meal was provided again this year for children who had a considerable distance to walk or where there was no one at home to prepare the noon meal.

Over 14,000 type "A" lunches were served and 20,000 half-pints of milk for mid-morning lunch. During the last few weeks orange juice was served to all children without cost (the juice being a surplus commodity at this time, paper cups were provided by the Board of Education and P.T.A. mothers served.)

Pupil Insurance

Year	Cost	Claims	Settlements
1945-46	\$ 67.40	4	\$ 43.00
1946-47	63.60	12	90.50
1947-48	90.60	5	22.00

Speech Correction

Total number of cases referred for speech correction	38
Total number corrected	11
Number greatly improved	14
Number slightly improved	9
Number showing no improvement	4

II SPECIAL ACHIEVEMENTS

We greatly appreciate the improvements and repairs that have been made, or are being made on the building, such as:

- New floor covering in the lunch and activity rooms.
- New lighting in six of the classrooms of the old part of the building.
- Some help in reducing the transmission of sound from the old gym through doors to adjoining classrooms.
- Repairs to masonry on outside walls.

The Wisconsin Centennial year was observed in appropriate manner in all rooms with special observance by two grades, the fourth and sixth. The fourth grade project was an outgrowth of the home room study of colonial Wisconsin. Books, pictures, an excursion to the Museum, and borrowed properties made the unit a vital experience. The colonial atmosphere was further developed in art,

music, and speech, culminating in a pageant depicting the growth of Wisconsin in song, speech and movement. To the Principal, the most satisfying part of this unit was the splendid way in which special and home room teachers worked together in supplying the background for, and guiding the children through, the creative work involved in the production.

The sixth grade banquet was held in an old Wisconsin setting with activities centered around a fireplace equipped with authentic old Wisconsin properties. The guest speaker was an authority on Wisconsin history and provided a delightful twenty minutes. Paul Bunyan and colonial legends were revived by the children and many displayed their talents in music. The climax came with all joining in colorful old-time square dances which had been learned in physical education classes.

A bicycle safety teaching demonstration was held at Lowell this year for principals and physical education teachers from other schools. The unit was later taught to the sixth grade with forty-five percent of the children qualifying for membership in the "Madison Bike Club".

In auditorium classes children were introduced to parliamentary procedures to use in connection with their various clubs. The Junior Red Cross held bi-monthly meetings. Thirty boxes were packed for overseas and exchange albums were made to send to Norway and Switzerland. The Junior Safety Council held weekly meetings. Its big job was patrolling doors and bicycle parking lot, with outstanding members being selected for street patrol.

Holidays and special events were made the basis for speech experiences, and several children took part in the Poetry Festival.

The fifth and sixth grade chorus met faithfully at 8:00 mornings and were rewarded with an invitation to sing at the State P.T.A. Convention. Sixth graders in this chorus also made a recording for the recently produced movie "Central School".

Violin classes made excellent progress this year. Interest is growing in this class.

"Go To School Night" and American Education Week brought hundreds of parents to school and paved the way for better understanding between parents and teachers. The P.T.A. was active throughout the year and the Mothers' Club became stronger as time went on.

Extra or supplementary activities give children experiences not found in the regular school program, and help them to use leisure time profitably.

Activity	Participating
Girls' intramural athletics	60
Boys' intramural athletics	75
Cub Scouts - 8 dens	65

Brownies and Girl Scouts - 5 troops	100
Girls' choir	48
Boys' choir	40
Junior Red Cross	All children
Safety Club	73
Dancing (expressive)	240
Summer reading	Open to all

I have felt for some time that there are children who pack their days so full of activities that they hardly have time for the little chores that they should have at home - and that others seem never to have anything profitable to do. The problem was presented to the Director of the Physical Education Department and some plans were worked out. A survey of the fifth and sixth grades gave a list of twenty-eight boys who were often seen on the streets, who had been known to get into mischief after school, who did not get along well with other boys, or who said they "never have anything to do at home". A physical education instructor was provided for two nights a week and the "Boy's Club" was organized. Membership and attendance were voluntary. Activities were confined for the most part to softball, as it all took place this spring. The club was not an outstanding success, partly because the range of skill in the group was too great causing some to become discouraged. It was felt, however, that further attempts should be made to bring that type of boy into a worthwhile activity, and that more study should be given to the matter.

III SPECIAL PROBLEMS

Growth of district by annexations and residential building resulting in:

Increased enrollment. Indications are that we will need four sections in grade one and three complete sections in grade six. The addition of one full-time and one half-time teacher will be needed for this expansion.

More children live farther from school resulting in:

- a) more street hazards
- b) greater demand for our limited lunch room facilities.

Educational

Survey testing was carried out in arithmetic and spelling in addition to reading this year, pointing up specific problems for further study.

Mental Health and Adjustment

These problems seem to be on the increase - or else more of them are being recognized by the staff. Perhaps the war has too often been blamed for this type of problem, but since several of our most difficult cases and other less serious ones originate in broken homes and crowded housing conditions, it would seem that there is some connection. Considerable study has been made of these children, with the services of the Child Service Department

often being solicited for home calls and conferences. A unit on personal adjustment was attempted by a qualified staff member with undetermined results. Some values were thought to be observed subjectively, however. Causes of maladjustment are usually deep-rooted, dating back over several years, and it is to be expected that correction will be slow. The problem is of sufficient importance to cause considerable concern among staff members and to create a demand for more specialized help in diagnosis of and suggesting remediation for that type of difficulty.

Physical

- A. The 1948 budget was adequate to improve lighting in but six of the seven classrooms recommended. The remaining room has been used as a projection room, but will soon be needed as a classroom and should have new lights installed.
- B. Although we have received some help in reducing the transmission of sound from the old gym to adjoining classrooms, the problem is still one of the most critical at Lowell School.

IV RECOMMENDATIONS

- A. Continued study of ways to eliminate the old gym for physical education, or of soundproofing the doors to adjoining classrooms.
- B. Continued study of ways to increase the size of the playground in line with physical education needs and future expansion needs of Lowell.
- C. The consideration of acoustical treatment of music room, lunch room, new gym, and corridors, in conjunction with the painting program.
- D. The addition of part-time help in both art and music. Practice teachers from the University have been used the past year, but do not give the service that an experienced teacher could. One-half day per week in each department would considerably improve the offering in the primary grades.

Respectfully submitted,

A. Kermit Frater, Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MARQUETTE SCHOOL

Presented to the Board of Education
by the Principal
Lillian Simonson
June 1948

Annual Report
For the School Year 1947-48
MARQUETTE SCHOOL

INTRODUCTION

Education, in general, continues in its lines of universalization, equalization, and extension. As educators, we are concerned with a socially relevant surriculum which meets the demands of the surrrent aspects of our cultural, political, and economic lives. At present we tend to place the emphasis on areas of living such as health, citizenship, vocations, homemaking, leisure, and esthetic experiences rather than solely on academic fields. Socially sensitive educators and laymen, however, feel that the themes around which lives of citizens will be organized in the future must be war prevention, internationalism, economic understanding, scientific appreciation, democracy, and political intelligence, if we are to have peace, world understanding, increasing democracy, and economic welfare. And these themes must be developed from kindergarten through college. This is the challenge in education.

I. STATISTICAL DATA

The gross enrollment of the Marquette School was seven hundred sixty-six. There were thirty transfers, sixty-one withdrawals, and there were six hundred seventy-five enrolled at the close of school. Thirty-four withdrawals were to rural areas, six to villages, and twenty-four to cities. Our kindergarten enrolment, which was one-hundred eighty-three in the fall, has dropped to one hundred fifty-seven.

II. ACHIEVEMENTS

Contributions to Groups Outside the School

Cooperation with teacher training departments. - The Marquette staff has assisted in teacher training by working with student participators from the University of Wisconsin. Three students from the Child Development Course assisted in the kindergarten both semesters, and one student did some remedial work in a fifth grade. The Art Department sent out one student-teacher each semester and the Physical Education Department had a senior working in the boys' gym classes. The boys' after school sports program was directed by another Physical Education Major.

Conferences with visitors. - The teachers have conferred with many visitors from other cities interested in the school plant, with approximately one hundred and thirty teachers from Madison and other cities; with six education classes from the University, with the

students from the Library School as well as with the parents of Marquette children.

Open house for the state elementary principals. - Two hundred twenty-five elementary principals of Wisconsin met in the Marquette School for the first day of their conference in April. They expressed great satisfaction at meeting here, and were very appreciative of the fine work and the hospitality of the staff.

Meetings of special groups. - Marquette School sponsored two science centers for teachers of all levels in Madison who are interested in teaching science, one meeting of music teachers of the city, and one librarians' conference.

Extension of the bicycle safety program. - The bicycle safety program, for which Marquette served as the experimental center, was perfected and extended through the work of Mr. Svane, Miss Stewart, and Mr. Rall.

Participation in radio broadcasts. - Children from the fifth and sixth grades were in a safety broadcast sponsored by the City P.T.A. Council; another group participated in a broadcast from the library which pointed up interests in reading.

Preparation of colored slides. - Several teachers have begun work on two sequences of slides; "The Use of the Bulletin Board" and "The Development of Expression" which can be used at teachers' meetings and at P.T.A. meetings. The pictures depict current activities at all grade levels.

Improving the School and Home Relationship

Parent and pupil orientation. - The Mothers' Club meets a need by contacting and orienting mothers of pre-school and kindergarten children. Parents become familiar with the school set-up before their children enter school; they experience pleasant social and educational situations which make them eager to become a part of the school; and their attitude of acceptance and approval is reflected in the attitude of their children. Kindergarten parents are very active in the Mothers' Club for a year; then, they project their efforts into the P.T.A. while doing their share to orient new parents coming into the Mothers' Club.

Interpreting school objectives to parents. - The staff has made splendid use of P.T.A. meetings for interpreting school objectives. Speakers helped define present educational problems as well as the

services of the school. The Christmas pageant pointed up the fine music and speech instruction cooperatively given by the music and first and second grade home room teachers; a series of instructional films helped show the importance of visual education; a parent-pupil fun night gave parents the opportunity to get first hand the experiences their children have in gym; the Centennial program put on by the fourth, fifth, and sixth grades showed the integration of social studies, music, art, and dance as well as the results of cooperative planning and action; the puppet club production made one sense the value and fun of parents and children working together on a project extended from the school into the home; and the Mexican Fiesta showed how children can capture and delight in the mood of Spanish expression in language, music, and dance - which is a step toward international understanding. The open house held during American Education Week and the all school visiting day gave parents and teachers an opportunity to become acquainted and to discuss initial problems; the Centennial open house in April was nicely timed - the interval between the two permitted an objective evaluation of pupil growth.

Working with parents to help solve pupils' problems. - It is the policy of the Marquette staff to work toward an early discovery of problems of pupils to prevent the development of maladjusted personalities. It is our intent to create an awareness of all types of children's problems and to overcome the popular belief that children who are quiet and not annoying to adults have no problems. We work on discovering and eliminating causes of problems rather than on curbing symptoms.

We usually try to help a child by defining his problem, by utilizing all sources of information pertinent to the problem, by having conferences of staff members to formulate possible courses of action, and by working with the parents. We often discover that major problems are due to conditions in the home that are beyond our control. All we can do is to give counsel and watch developments.

When a pupil does not appear to be helped by the work of the regular staff, the case is turned over to the Child Study and Service Department. We have had excellent service from Dr. Waller and his assistants. We are indebted to them for their invaluable help on several problems involving extensive or specialized work with parents and child placement outside the home.

Curriculum Emphases

Staff planning for school activities. - At general staff meetings and smaller group meetings, the plans were made for American Education Week, the Christmas Pageant, the European Relief Drive, and the Centennial Program. These activities were all very successful; they reflected excellent organization and showed superior pupil and teacher work.

Integration of work. - We have continued to have many class room initiated projects which demanded the integration of home room activities with library research, music, art, and dance. These activities have been extremely satisfying to all who participated. Some of these projects were a health play on foods by a third grade, two plays on western life by two third grade groups, a Mexican Fiesta by a fourth grade, Norwegian cultural contributions by fourth grades, a French play by a fifth grade, episodes showing what Wisconsin got from the British, northern European, and central and western European settlers by fifth and sixth grades.

"Self-contained" class room activities. - Activities of particular interest and broad scope carried on in the class rooms were centered, the large part, around suggestions for units of work in the curriculum guides. Throughout the building, there was great emphasis on the study of Wisconsin backgrounds, government, and science. Reading standards have been maintained at a high level, spelling and arithmetic seem to have improved as the result of higher interest and greater attention, and oral and written expression have shown great gains. At all times individual fulfillment and contributions to the social group have been paramount considerations.

Utilizing community resources. - More children have gone on field trips this year than previously. Primary trips included visiting a dairy, a fire station, the post office, a radio station, the zoo, a duck pond, and a farm. Intermediate trips included those to Hoyt Park (geology, the geological museum, the telephone company, the Poynette Fur and Game Farm, the Airport, the Wisconsin State Journal, the Fish Hatchery, the Library Art Salon, and the University Art Education Department.

Co-curricular activities. - Co-curricular activities included after school sports for fourth, fifth, and sixth grade children (90% participation), a glee club composed of forty-five boys and girls of the fifth and sixth grades, a violin group made up of ten fifth and sixth graders, a puppet club made up of twenty-five intermediate pupils, a girl patrol club with a membership of twenty-five sixth grade girls, and a boy patrol organization with twenty-five members. We have well organized troops of Brownies, Cub Scouts, and Girl Scouts. Parents were active enough in this work to permit every interested eligible child to be a member of a scout group.

III. SPECIAL PROBLEMS.

At the beginning of the session it seemed imperative to have one or two more first grades and another kindergarten next year. Sixty-one withdrawals (largely in primary grades) have changed the picture.

The latest census and reports from the summer round-up committee indicate a kindergarten enrolment of one hundred fifty-eight. Unless there are great changes in the summer, our set-up will remain practically the same.

Building and grounds. - It is very important, to the good maintenance of the school, that a narrow strip of blacktop (ten or twelve feet wide) be run parallel to the sidewalk which intersects the playground between Janifer and Spaight Streets. There are several weeks in the year when it is not possible for children to get into the building (inundated sidewalks) without having their feet submerged in water or mud. The playground cannot be used much in the spring because of the very poor drainage. There should be plans for a drainage system and a large black topped area as soon as possible.

Pupil adjustment. - Congested living quarters, earnings insufficient to meet inflationary prices, and general unrest are reflected in problems of pupils. We feel that the school is more important than ever because of the compensation it affords for lacks of the home, and because of the security and happiness it gives children.

The Marquette Staff is appreciative of the fact that there are practically no problems which have to do with the school plant and equipment. Neither have we begun to have too many problems of unwieldy distribution and enrolment of children. Our staff is adequate. It is a great advantage and satisfaction in teaching to be able to direct almost all our attention and efforts to actual teaching and guiding the children under conditions which are conducive to excellent results. We know that we owe our fine set-up to and understanding and capable school board and superintendent.

This has been a very satisfying school year. We seemed to have reached new highs in pupil and teacher accomplishment. I wish to extend my sincere thanks to the Marquette Staff and the administrators for their fine interest and excellent cooperation.

Respectfully submitted,

Lillian Simonson, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
NAKOMA SCHOOL

Presented to the Board of Education

by the Principal
Walter W. Engelke
June, 1948

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1947 - 48
NAKOMA SCHOOL

Pupils: Enrolment statistics

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Kdg	27	18	45
1	19	19	38
2	24	25	49
3	29	21	50
4	17	18	35
5	31	23	54
6	26	26	52
7	24	14	38
8	25	33	58
Totals	222	197	419

Three grades had enrolments between 35 and 40 pupils which were larger than desirable for one room but not large enough to justify dividing into two rooms. In each of these three grades a drop in the enrolment during the year has reduced the number of pupils. The total of 419 pupils is about 20 more than last year, and it is accounted for largely by the fact that the group leaving 8th grade a year ago was much smaller than the group which entered kindergarten this year.

Additional enrolments for next year are indicated by the fact that new families are moving into Nakoma this summer. In speaking before Nakoma parents last November the superintendent pointed out that Nakoma proper has developed into a "middle-aged community", since census figures show the birthrate to be fairly steady, while other sections of the city show very decided increases. Two things are happening in Nakoma which will undoubtedly reflect increases in the census of elementary school age children during the current year. One is the number of new homes being built in Nakoma, and the second is the number of new homes being built in the territory adjacent to Nakoma, some of which has been recently annexed to the city. In a community as small as Nakoma the elementary school enrolment can be materially affected by any one of the several factors which influence school population.

A year ago the decision was made to transfer all tuition students entering 7th grade to West Junior High, leaving a class of about 28 pupils who resided in the city to attend Nakoma. Several families in Marlborough Heights were unwilling to have their 7th graders make the change, largely because of the distance involved, and partly because of their strong attachment to Nakoma School. They successfully petitioned for annexation, with the result that 10 of their 7th graders were not transferred to West. Their action encouraged annexation movements in Briar Hill, Westmorland and Sunset Village which also proved successful. Although most of these pupils were already enrolled in Nakoma or Dudgeon School, this action was important for future planning, and it is the first enlargement of Nakoma School boundary since the annexation of Nakoma itself in 1931.

The district of Briar Hill and Glanway, originally in Nakoma school territory has been used during recent years to adjust enrolment difficulties at Dudgeon School. Next year it is possible that a considerable number of parents will be given the opportunity to send their children to Nakoma, although living closer to Dudgeon. Some families already have children in both schools. Nakoma enrolment figures indicate that additional pupils could be accommodated in all except the 2nd and 5th grades next year. Floor area in classrooms will permit a minimum of 450 pupils and a maximum of 550 pupils, so with a current enrolment of 420 pupils we have not yet reached capacity, except in individual classrooms.

Teachers - In addition to the great mass of facts, meanings and understandings which each teacher expects to present to her students during the year, certain activities stand out which mark the teacher as one who is constantly seeking to improve her effectiveness. This experimental attitude has always been encouraged in the Madison schools, and has resulted in much very valuable practical research.

Many people consider the kindergarten teacher's job one of the hardest as well as one of the most rewarding. Next year our kindergarten teacher will exchange positions with a teacher in Seattle, Washington, in an experience that should be of great benefit to both teachers. The first grade teacher has experimented with the use of filmstrips for basic reading instruction, cooperating with the University visual education department. One of the second grade teachers has had the satisfying experience of teaching the same group of pupils in first and second grade, with definite gain to both the pupils and the teacher. The other second grade teacher arranged with the librarian for a novel experience in geographical understandings for her young students. In third grade one of the teachers worked out a very fine program combining the work in the classroom with music and gym to show how Wisconsin was peopled during the past century. Of special interest in the other third grade was a unit on lumber with special attention to the giant redwoods of California, which the teacher had visited the past summer. The fourth grade gained considerable knowledge through correspondence with people in foreign countries, and especially through visits to their classroom by foreign students from the University who talked on their homelands. One fifth grade constructed their own movie of Wisconsin cities, while the other fifth grade found fascination in learning diet facts through an experiment with white rats. A unit on electricity was introduced in one sixth grade and resulted in some very gratifying activities. A fine centennial program featuring Wisconsin authors and explorers was presented by the same group.

In addition to the Christmas program and spring concert, the music teachers have developed two innovations this year. The instrumental music group practiced with the West Junior High group and gave a program at each school. A boys' quartet was formed in 8th grade and appeared several times. The girls' glee club gave a program at Dudgeon school. The physical education program featured an effective bike safety program. New Murals for the corridors were painted in the eighth grade art class, while correlation between art classes and classroom resulted in much creative activity. The use of the wire-recorder for correcting faulty speech created much interest and foreshadows increased use of this device. The librarian has been able to work closely with many of the teachers besides meeting an increasing demand for books by the students.

Health problems have plagued teachers in the lower grades particularly where the large number of absences for measles and chickenpox meant a considerable amount of work to be sent home or made up when the pupil returned. Weighing and measuring has been done with the assistance of the health education teachers. Several changes in the personnel of the city health nursing service and the general irregularity of nursing service has made for a rather unsatisfactory year.

An arithmetic testing program was done in the middle of the year in cooperation with several other schools. The results are being studied to determine how well the present textbooks provide the type of curriculum in arithmetic that we want.

A year ago Nakoma school teachers experimented with the use of typewriters in the classroom. A schedule was arranged which permitted all teachers to use the machines in their classes at least twice a week for a period of eight weeks. All teachers approved of the experiment and many were enthusiastic about the results obtained and the possibilities inherent in having typewriters as part of the classroom equipment. Late this year two machines were purchased for Nakoma School and will be carefully checked for pupil use to determine their value and the necessity for additional machines.

In addition to their classroom work, teachers have put in many hours after school on various committees of the school and the school system. Several have been active in general P. T. A. activities. Two Nakoma School teachers will be on the summer staffs of teacher training institutions. Others are planning to attend summer school or take extended trips.

The illness of three teachers during the first semester made it necessary to secure substitutes for several weeks, but for the major portion of the year teacher absence has not been an acute problem. It is comforting to know that teachers who have been seriously ill have regained their health so satisfactorily. One of the sixth grade teachers married and resigned her position at Thanksgiving time.

Teachers who look upon teaching as a lifetime profession and teach for several years in a particular school naturally tend to have loyalties and sentiments for that school and their fellow teachers. Three social gatherings during the year, attended by the husbands and wives of the married teachers, helped everyone get better acquainted and solidified the esprit de corps which has always characterized the Nakoma staff. The dinner at the close of the school year honored Miss Linda Drott, who was terminating 18 years of teaching at Nakoma school to be married. During this time she has seen Nakoma school grow from an enrolment of 200 to over 400. Her ability as a teacher, her frankness as a person, and her long service to the pupils of Nakoma school contributed to the high regard held by parents for her.

Parents - The report last year gave a fairly thorough summary of the part played by parents in the effective operation of an elementary school program. One third grade teacher reported that every mother and seven fathers had found time to make visits in order to observe classwork. Another teacher commented that she had had conferences early in the year with practically all parents. A new teacher stated "I find Nakoma parents exceedingly interested and very cooperative - in sharp contrast, I may say, to many school systems with which I've come in contact. I am amazed at the enthusiastic and active participation of parents - especially fathers - in P. T. A."

The P. T. A. grew in membership to 440, making it the second largest elementary school P. T. A. in Madison. It sponsored the usual meetings and banquets where crowds of 200 to 400 attended. It sponsored boy and girl scouts which involve practically all the children above third grade. It took active steps to promote many things which it felt were for the community good, particularly recreational facilities. It provided leadership in city and state P. T. A. groups. Composed of mothers, fathers, and teachers, the executive board of the P. T. A. represents a fine example of cooperation for the good of the children. True to its constitutional prohibition of interfering with the administration of the school, it stands ready to lend valuable help in achieving the objectives inherent in the Madison philosophy of education.

Administration - "Out of the inevitable welter of conflicting opinions, a decision must be made" reads the Handbook for Teachers in the Madison schools. In actual practice there is more unanimity than conflict, and whenever possible administrative decisions are group decisions. The principal is called on many times to interpret regulations on a wide variety of subjects. New members of the staff are helpful in questioning the why and wherefore of some of these, which in turn leads to their revision.

During the year a beginning was made on setting down in orderly fashion the large number of agreements and regulations that are apparently necessary for the smooth functioning of a large school. This work will be continued each year, so that each teacher will have for her information at the beginning of the year and for referral during the year a handy folder of material on how certain things are done at Nakoma school. Most of this material will be prepared by teacher committees, with help from pupils and parents in certain categories.

This year for the first time it has been possible to issue a regular weekly news sheet of school affairs, which has been of definite value in keeping teachers, pupils, and parents informed on many things in which they are interested. Some of the classrooms have their own newspapers.

Most of the principal's time is devoted to working with individual teachers to enable them to carry out their plans effectively. Much of the teacher's difficulty is not in knowing what she wants to do, but in overcoming countless obstacles to her freedom to do it. The help of the principal in adjusting schedules, obtaining equipment, suggesting activities, and securing special services sometimes means considerable difference to the success of a particular

activity which the teacher has planned. The close relationships established between the classroom teacher and parents means that practically never does a parent consult the principal without having first talked with the teacher. Incidentally, school behavior problems are so few and so thoroughly solved that the teachers and principal are often asked by parents to assist them with home behavior problems.

As administrative head of the school the principal devotes a considerable amount of time outside the school day to meetings with parents on P. T. A., Scouts, Y. M. C. A., and community matters. Also during the past year he served as chairman of elementary principals for southern Wisconsin and was elected vicepresident of the Wisconsin Elementary Principals Association. He was a delegate to the sectional and state representative assemblies and will be a delegate to the national meeting in Cleveland in July. He has also given several talks, including one on audio-visual aids at a state-wide meeting.

Physical Plant and Equipment.— Again this year many deferred items of main tenance and capital improvement have received the prompt attention of the central office. The effect of these improvements on pupil and teacher morale is very decided. The outside trim on the building was painted, which also included replacement of some window sash in bad condition. (A small roof fire caused by a painter throwing a cigarette on the wooden shingles brought out the fire department and created much excitement. A fire drill had been held an hour previous to the fire! Little damage was done, and since it happened about 11:30, the pupils lost no time from school.)

During the summer the carpenters installed new bulleting boards and book shelves in some of the rooms and in the main halls. A door was provided for easy access to the hall display case. New gas pipes were installed in the home economics room in an attempt to locate the gas smell, which probably came from the stoves. Several days of work by the manual arts teacher with a sanding machine produced usable surfaces on the woodworking benches. A similar job is needed on the art tables in the same room.

The most dramatic improvement was made in the lighting of four classrooms in the old part of the building. In each room four bulbs producing about 5 foot-candles were replaced by three rows of the newest type of semi-indirect fluorescent lighting giving a minimum of 40 foot-candles. The work was done during the last month of school, and was made possible through the fine cooperation of the teachers and pupils. A floodlight for the area in back of the school was also added.

New pupil desks were installed in the junior high social studies room, and the tablet arm chairs disposed of to another school for music classes. Hat and coat racks for the gymnasium were secured from W. A. A. and helped materially with that problem since the gym is used very frequently for suppers and programs. The purchase of two portable typewriters for classroom use has already been mentioned.

If nothing else is done this year, it will be enough if the heating plant for the old part of the building is checked so that teachers and pupils may

be assured of a comfortable temperature in their rooms by 8 o'clock, especially on Monday mornings. This problem was thought to be solved a year ago, but was more acute this year than ever before. A second need, but effecting health and comfort more from a hygienic and sight-improvement angle, is that of an inside paint job.

Miscellaneous: The rejuvenation of a volleyball class for Nakoma dads was successful under the joint sponsorship of the recreation department and the P. T. A. The social dancing for 7th and 8th graders on Friday evening was on the whole quite satisfactory. Since it involves only Nakoma school students, it more closely resembles a school activity than a recreation center. It is hoped that next year the dance instruction will be given in gym classes and that a member of the Nakoma school staff will have charge of the program instead of a university student. The consumption of orange juice during the last month of school was popular with pupils and teachers, but it remains to be seen whether it should be continued indefinitely.

Respectfully submitted,
Walter W. Engelke, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
RANDALL SCHOOL

Presented to the Board of Education
By the Principal
H. Ralph Allen
June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-48
Randall School

Enrollment

The total enrollment for the year was seven hundred thirty-eight pupils as compared to six hundred seventy-eight of last year. During the year we received twelve pupils who had previously enrolled in other public schools. Thirty-six pupils were transferred from our school to other schools. The enrollment at the end of the year was seven hundred two.

Annual total enrollment figures for Randall School from 1940 to 1948 are shown in Table I.

Table I
Annual Enrollment Figures

Grade	1940	1941	1942	1943	1944	1945	1946	1947	1948
Kgn.									
Kgn.	117	106	116	121	109	129	151	126	164
1	78	93	76	91	116	98	116	110	109
2	100	82	88	91	82	105	91	98	115
3	106	99	92	93	92	89	97	89	89
4	110	106	96	98	107	88	86	89	82
5	98	99	105	98	100	99	95	79	97
6	112	99	109	118	96	97	94	87	82
Totals	721	684	682	710	702	705	730	678	738

The figures in Table II indicate population trends.

Table II
Population Trends - Resident and Tuition Pupils
1940-1948

Year	Resident Pupils	Tuition Pupils	Total
1940	644	77	721
1941	594	90	684
1942	588	94	682
1943	608	102	710
1944	586	116	702
1945	597	108	705
1946	597	133	730
1947	566	112	678
1948	589	149	738

The newer homes on the western fringe of the city are providing more and more pupils for Randall School while the number of elementary pupils from the original Randall district is somewhat less. The one hundred forty-nine tuition pupils for 1948 (shown in Table II) is the total number enrolled during the year. Nearly all of the suburban areas were annexed to the city in the late spring and the school year ended with twenty-two tuition pupils.

The school census, which was recently completed, reveals that there are some two hundred twenty-five of kindergarten entrance age in the areas which have sent pupils to Randall School this year.

Another section of this report will relate the problems raised by the increased enrollment and new census data.

Randall School Staff

The Randall School is served by 28.5 teachers consisting of

- 2.5 Kindergarten teachers
- 10 Primary teachers
- 8 Intermediate teachers
- 1 Art teacher
- 1 Music teacher
- 2 Part-time Physical Education teachers
- 1 Part-time Violin teacher ($\frac{1}{2}$ day per week)
- 1 Teacher from the Child Study Department who gives us two half days per week regularly for speech and guidance work with additional time for home calls and testing.

Organization

The Kindergarten, First, Second, Third, and Fourth grades have the traditional teacher-per-class section type of organization. The special teachers of Art, Music, and Physical Education serve as consultants in the eighteen sections of these grades and do as much direct teaching as their time affords. This type of organization, we feel, is proper particularly in the Primary and Lower Intermediate departments for it permits emphasis on teaching the child rather than subject. Correlation and integration are facilitated because the teaching program is in the hands of one teacher. Individualization of instruction is more easily provided and specific strengths and weaknesses of individual pupils may be determined and met.

Grades Five and Six follow a type of departmentalized program which we call a "cooperative teaching plan." Six class sections have long uninterrupted periods daily for the pursuit of learning in the social studies, language arts, nature study, and arithmetic fields. Each of these class sections has forty minutes daily of Physical Education and an average of thirty minutes daily for Art and Music.

The pupil load has been quite heavy in the primary department and school census figures indicate that enrollment in the primary grades will increase sharply in the next few years. This year it was necessary to arrange for one new kindergarten section and one new second grade section. Enrollment above thirty in any section of the primary department is to be regretted.

Review of the Year's Work

A definite characteristic of the Randall School is its concern for the individual pupil. The interest in maintaining a school atmosphere in which the pupil may be inspired to acquire the habits, attitudes, tools and knowledge which are so necessary for his happiness and success in life is much evidenced and appreciated.

The academic work during the year progressed satisfactorily as the results of standardized and informal tests show. Standards are high and the abilities demonstrated present a real challenge to teachers.

Providing a reading program for a third grade class section in which the lowest reading score was over two years above grade level yet in which the emotional and social maturation did not exceed chronological age was one of the challenges which confronted us last September. Enrichment, rather than extension of the program was the plan decided upon for it was especially necessary that we recognize that these pupils were still only eight-year-olds. In this case, experiences were provided to broaden interests and develop skills by increasing the scope of the social studies units. The class group was enthusiastic in its desire to share with others and a most wholesome spirit prevailed throughout the year as they produced the project book, "Wonderful America," in which they have endeavored to interpret wonderful America to children of another country. This large book of original stories, poems, illustrations, and summaries of information obtained by research by the pupils will be sent to an elementary school in Norway. There was convincing evidence of improved work-study habits and increased interest and skill in searching for factual information, critical thinking, and evaluating. Pupils

challenged statements which they felt needed further factual support. Equally as evident were the improved attitudes in working together, the genuine desires to "share" their experiences, and the improved reading scores. The teacher states, "The class as a group displayed lasting interest and enthusiasm in carrying out the program. The critical manner by which the children approached problems and searched for factual information - checking one source against another, was gratifying. Individual development of pupils was carefully evaluated. One of the important aspects of the program was the unfoldings and findings of individuals by themselves. The seeds for international good fellowship have been planted by our program this year."

The social studies area of the curriculum has been enriched by extensive use of visual aids from the Bureau of Visual Instruction, the Curriculum office, and the State Conservation Department. The sixth graders have found the radio program, "Adventures In Our Town" very valuable. Nearly every section of every grade has taken one or more trips to places of interest in connection with the social studies units. Places visited were the fire station, the dairy, the state capitol, the historical museum, a radio station, and the location of a new house in its different stages of construction. The centennial year provided opportunities for further enrichment of the social studies program.

Because there are some pupils who for various reasons require more time than the average child to acquire the skills and concepts necessary in reading and number work, a transition room between second and third grades is provided. This has been a part of the organization for a few years. The pupils receive much individual attention because the enrollment is kept low and instruction is keyed to meet individual needs. Because of this, most of these pupils were ready for fourth grade by the end of the year. Two of the pupils were assigned to strong third grades for next year. The range of growth as evidenced by standardized reading tests was fourteen months. The median was ten months.

A program of after-school sports was conducted throughout the year for grades five and six. Boys participated in these activities two afternoons each week as also did the girls. Sports sponsored were: soccer, basketball, volley ball, soccer baseball and soft ball. Special emphasis were focused upon cooperative effort and sportsmanship as well as dexterity.

Our citizenship clubs and the student council have contributed quite positively in the democratic solutions of some problems such as zoning play areas on the school playground for "before school" play periods, creating wholesome attitudes toward the school patrol and hostess groups, formulating codes of conduct for corridor traffic, auditorium manners, classroom conduct, sportsmanship in after-school activities, bus manners, etc.

We have used many boys on the different patrol groups this year. Three teams of girl hostesses were used throughout the year. The boys patrolled certain street crossings near the school, kept children away from the curb at the bus stop in front of the building at dismissal hours, patrolled the upper and lower playgrounds and the school lawn. The girls served as hostesses inside the building, helped to regulate corridor and stair traffic and assisted the very young children when they needed help with coats, etc.

The violin instruction in fifth and sixth grades and our school chorus have served well to enrich our program in Music. The annual spring festival was successful and we received many fine compliments on the Christmas Program and the fine singing.

Art projects correlated well with classroom activities. Textile painting and work in clay along with creative design and illustrations were much a part of the art work this year. Much interest was displayed in preparing articles for Junior Red Cross. Displays of current work by the children kept interest high.

Many class groups arranged for "sharing periods" with their parents. Attendance by parents was good and the discussions which followed were of much value to parents and teachers alike.

Our P.T.A (third largest in the state) was very active. The theme this year was "Financing the Schools." Most meetings began with a pot luck supper and attendance was very good. The programs were enlightening and there is no doubt but that parents are interested in providing the best for the education of their children.

The Randall Staff and pupils are very appreciative of the newly painted interior of the school which was arranged by the Board of Education. The colors are beautiful and they have a definite psychological effect. The parents and the many visitors have expressed great pleasure and interest in our "new look."

Special Problems

Enrollment and Classroom Space. We are much pressed by the increased enrollment in Kindergarten and First grade for classroom space. It was necessary to form five sections of Kindergarten this year and the census figures indicate that we need to plan for six sections for next September. We are planning to have four sections of First grade next September assuming that parents, who indicated that their children will transfer to parochial schools, will not change their minds. These facts necessitate one more classroom to be provided for next September. We are experiencing the increased enrollment in a very real way. It will be regretted if class size needs to be increased - our sections averaged slightly above thirty pupils this year.

Telephone. It is hoped that the two telephones which serve our building may be so arranged that both may be used at the same time. The nurse makes very much use of the one and many inconveniences arise because of the present arrangement.

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

Playground. The upper playground should be put to new grade, properly drained, and blacktopped. The lower playground slopes very steeply toward the building. It is difficult to keep the gravel surface from washing to the lower side. It is recommended that a retaining wall be built and that the lower playground be filled so as to drain away from the building. Drainage of the area between the building and the upper playground is very poor - water stands at both back doors - even floods under the doors and onto the floor of the entry way.

In conclusion I wish to express my appreciation to the members of the Randall staff who have worked so faithfully to carry out the philosophies and ideals for which we are constantly striving. Appreciation is acknowledged for the help and encouragement from Superintendent Falk and for the many services rendered by his administrative and supervisory staff.

Respectfully submitted,

H. Ralph Allen

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
SHERMAN SCHOOL

Presented to the Board of Education
by the Principal
WALTER J. BERGER

June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-48
SHERMAN SCHOOL

Enrollment

In common with schools all over the city of Madison and in the State and Nation, the increase in school population in the Sherman School Area is typical. In 1939 the school had a total enrollment of 180 children with six teachers. In 1945 when annexation was completed the population had increased to 270, and it was necessary to transport the 7th & 8th grades to East High to make room for a Kindergarten and the increasing enrollment. In 1948 the building is again crowded to capacity with an anticipated enrollment of 300 for the next year. Enrollments in grades for 1947-48 were as follows:

<u>Grade</u>	<u>Enrollment</u>	<u>No. of teachers</u>
Kdg.	58	1
1	51	2
2	34	1
3	32	1
4	37	1
5	34	1
6	22	1

Anticipated enrollment for 1948-49 is as follows:

<u>Grade</u>	<u>Enrollment</u>
Kdg.	60
1	54
2	50
3	35
4	34
5	40
6	35

This does not take into consideration the possibility of families moving into the community. A total of 25 homes are under construction which may result in still larger enrollments.

Library

Increased enrollments compelled the relinquishment of the library room for use as an additional first grade and forced the use of a

basement room which was already being used for art and music. Poor lighting and heating and insufficient shelf room together with an increase in the number of volumes makes this room inadequate for library purposes. In spite of these difficulties a large increase in the number of books read was recorded.

School Luncheon Program

The Parent Teachers Association for the first time took over the complete administration of the School Luncheon Program. Continuation of the program will depend upon availability of space and cost of food. Data showing the scope of the program is as follows:

Total number of meals served	16,155
Number of meals - no charge	505
Total payments of children	\$ 2,675.45
W. F. A. payments	\$ 1,164.62
Expenditure for food	\$ 2,219.52
Expenditure for labor	\$ 1,411.00
Other expenditures	123.65

Art Instruction

A combination of factors made Art Instruction by special teacher difficult. (1) Inadequate room space for teaching. The combination of one room for Art, Music and Library presented many difficulties. (2) More children to teach. (3) Greater number of classes which shortened the time allotted to each grade. (Items 1 and 2 will be further accentuated by increased enrollment and an additional room.)

Physical Education

The physical education program was changed in 1947-48 so that the boys and girls each had their own instructor. This enabled better teaching to each group, but created a problem by taking either the boys or girls from the classroom on alternate days, thus requiring much reteaching. While the weather was good the program worked well, but during inclement weather when classes were held in the building the crowded quarters greatly handicapped the teaching and made the rooms above too noisy for work.

Music

With only one day a week for special instruction and that day being Friday which was omitted for such occasions as W.E.A. Convention, Thanksgiving, Good Friday, etc. more time should if possible be allotted. Adequate space for use in chorus and larger group singing is necessary for proper development of the music program.

Culmination of Music and Physical Education Program

On May 26th, through the cooperation of the Physical Education department and the Music staff, the pupils and teachers of the school presented an outdoor festival. Perfect weather helped to bring out a crowd of 500 parents and friends who stayed to enjoy a pot luck dinner which taxed the capacity of the building and the ability of the P. T. A.

Mother's Club

In May, 1947 the Sherman School Mother's Club was founded. The Club has open membership - that is, any Sherman School Mother may attend, but it is especially interested in attracting the Pre-School, Kindergarten, First and Second Grade Mothers. The Club is very informal. There is one officer, a Secretary-General Chairman, who keeps an account of each meeting. A committee of five is chosen at each meeting (the names being picked out of a hat) and these five are responsible for providing the entertainment and refreshments for the next meeting. Some of the interesting meetings this year have included: talks by Mrs. Chudik, Dental Hygienist, Julia Loeffel, School Nurse, Mrs. Ferguson, Gas and Electric Company Home Economist, movies on child behavior and development, and packing a box at Christmas for poor children in our area. The average attendance at each meeting is around 40, which we feel is good for the size of the school. A voluntary collection is taken at each meeting and the money is used for cards, flowers, etc.

We feel that the Mother's Club has done much to make Pre-School and lower grade Mothers interested in our school and has helped make them more active and better members of our P. T. A. of which we are a part.

Teaching Objectives for the Year

Each teacher at the beginning of the year foreseeing the need of a clear statement of what was to be accomplished during the year formulated her objectives. These are here briefly stated - Give the child experience so that he may develop his ability to meet new situations, and gain the knowledge that is necessary to be successful in his new undertakings - This should include experiences in literature, dramatics, art, music, science, and the opportunities for physical and emotional development. These experiences lay the foundation for mastery of the reading skills in later grades.

The chief function of the grades is to continue the socializing process which was begun in the Kindergarten, and to lay the foundation for the academic progress of the child through the years he is in school. Activities based on children's experience

are the common medium for getting across to the children the necessity for learning. Such learning included during the year, trips outside the school, entertaining of guest speakers and welcoming of parents into the school.

Democratic living in the classroom was the conscious objective throughout the school with teachers and pupils planning cooperatively and in harmonious surroundings. Social Studies were used as a motivating force toward better citizenship.

The school must concern itself with the development of the learning through the home, family and community life, economic demands, and with his civic and social duties. It requires more of the teacher than a knowledge of subject matter. She must know the way children grow, their interests, their personalities, and the way they learn.

Recommendations

The census indicates a continued rise in school population. With the already crowded condition of the school this increase will result in the need for at least one more class room. Last year an additional first grade was made necessary by the large enrollment. As these children advance to second grade the total of fifty children will make it imperative that another second grade be added. Since there is no class room available, the following adjustment is suggested. The basement rooms, which have been used for the luncheon program, art, library and music could be converted into a classroom possibly as a kindergarten. Art could be taught in each classroom or the present store room converted into a library room or an art room. This would, however, leave the music instructor without a room. The physical education also would be without a gymnasium, but the use of the present lunch room as a gymnasium during the past year has been a makeshift arrangement, entirely too small and noisy, being directly below the classrooms with no insulation to stop the noise from interfering with class work. It is recommended that, to provide suitable place for Physical Education and Music, since no building program is possible, some temporary quarters be provided to house these activities which cannot be suitably carried on within the present building.

That the present store room be converted into an art room or library room, and storage space for art supplies be provided by building enclosed cupboards in the locker space in the lower hall.

That additional storage space be made by using one side of the present hall entrance to the present library room.

That office space be made by using the space now wasted above the south entrance to the building. This would provide an office of sufficient size to accommodate all present needs, and free the present inadequate office room for use as a nurse's quarters and a rest room.

Before the basement rooms are used as classrooms the ventilation and heating should be changed. Overhead radiators without control and a fan system that is unregulated produces extremes of temperature impossible in a classroom. The lighting too is insufficient and should be corrected if classes are to be assigned to these rooms. New shades should also be supplied.

Some arrangement should be made to supply heat to the lower halls. At present there is no way to warm them. Direct connection with the circulating system is possible or radiation can be supplied to take care of the heating.

Respectfully submitted,

By Walter J. Berger
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
WASHINGTON SCHOOL

Presented to the Board of Education
by the Principal
PEARL LEROUX
June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-1948
WASHINGTON SCHOOL

School Statistics

Since 1942 and 1943 our enrollment has decreased gradually but you will note from the table that our community at the present is a little more stable. We still have a large number of children coming from broken homes. Excluding the kindergarten enrollment, one fourth, or 95, of the children come from broken homes. One third, or 128, of the mothers are working.

	June Enrollment plus transfers and withdrawals	Withdrawals	Transfers
47-48	580	33	21
46-47	582	47	27
45-46	632	40	30
44-45	627	59	33
43-44	617	53	45
42-43	662	94	34
41-42	520	30	18

Occasionally I think it is well to take inventory of all the extra services available to children in our schools. The following is a brief summary of those services.

Audio Visual Aids

Each year with more films available, a more intensive study is made in methods of using the films. Most of our teachers know how to use the sound projector and therefore can do more individual class work with films.

We have followed many of the WHA programs consistently such as the Science Experiments, Ranger Mac, Wisconsin Program, News of the Week, Book Trails and Rhythms. On a whole these programs are very good and teachers not only have the children listen to the programs but follow through on assignments.

Art

The exhibit sponsored by the Madison Salon is a fine incentive for children. This year our school rated two honorable awards, a first prize for the elementary group, \$5.00, and the \$10.00 for the picture purchased from the elementary school.

Mrs. Larsen, our art teacher, expresses her aims in the teaching of art in the following paragraph:

Our art program is designed to give all children a chance to express themselves in as many different mediums as possible. Growth in child art is not determined only by the child's ability at realistic reproduction. We try to balance the training in actual drawing with opportunity to experiment with materials and abstract design. Evaluation is in the growth of the individual child. It aims to provide an emotional outlet, a valuable background for the talented child who will continue his training and, when correlated with social studies, a means of promoting interest in regular school work.

Roberta Larsen

Health

Besides the regular inspections each day, our nurse, Mrs. Virgin, did a great deal of follow up work on individual pupils who needed glasses, or other medical care. This angle of health is very important in our district.

Insurance

The school insurance has taken care of several pupils and has been a real help to parents. We had 14 accidents with bills amounting to \$198. Parents collected \$110.

Nutrition

Enrollment of nutrition pupils, 33.

The rest room served an average of 75 pupils daily. The dining room served on an average, daily, to the following groups:

Nutrition pupils	20
Orthopedic pupils	48
Remedial pupils	65 (For Longfellow School)
Adults (Those on duty and those who pay)	35
Total	168

The average cost per tray 20¢.

The orange juice, served to all the children in our school, was very much appreciated by the children. They enjoyed the drink just as much the last week as the first week it was served. I think it is a valuable service for I am sure that many parents feel they cannot afford to serve orange juice or oranges in their homes at the present time.

The average number of children who ordered milk was 281. This was somewhat lower than last year, but the rise in price made the difference.

Library

Mrs. Gunderson, our librarian, stresses the following three aims particularly with our elementary children:

The library

1. Seeks to create in the school child a desire for reading, both for educational and entertainment purposes.
2. Furnishes supplementary material to be used in correlation with class units of study.
3. Teaches the child how to use a library so that it will release to him the vast store of knowledge it holds. Particular study is given to the use of the card catalogue, the arrangement of books in a library, the printed parts of a book, and the use of encyclopedias.

Last year's circulation of books and magazines in our library totaled 26,181.

Mrs. Gunderson, Librarian

Orthopedic Department

While this department is also a part of the guidance department and is written up in detail under that head, I would like to list it as a service in our school. The enrollment this year was---out patients 41, pupils regularly enrolled, 106.

Speech Correction

There have been thirty children enrolled in Speech Correction classes this year. All grades are included in the program. The children attended class twice a week. They have been most co-operative and eager in carrying out the therapies which have been given to them. There is a close correlation between the child's classroom work and the speech program.

All the children included in the program have shown definite improvement. The parents are invited to attend the speech classes and observe the work which is being done. Home visitation is an important part of the program. Parents are most co-operative in carrying out the suggestions given by the Speech Therapist.

Every year the third and sixth grades are given a screen hearing test. If any child shows a loss on the group test he is checked with an individual audiometric test. If a further loss is shown the child is referred for a medical check.

Mrs. Bruce

Text Books

The free text books should be an appreciated service to parents when the cost of books is so high. On the whole the children have been fairly careful with the books. Teachers have also made this service a real citizenship and health project.

Parent Teacher Association

We have had splendid help from our P.T.A. While this has always been true, this year we have had many more people participating, and we feel we know more people better. Much of this is the result of good leadership, but also because people are staying in our community longer.

The members of the P.T.A. sponsored 4 groups of girl scouts that were very successful, several cub packs and brownie groups. Other members helped with a clothing sale and hobby show where many parents as well as pupils participated.

The greatest service and the work most important, of course, is the basic work done daily by the classroom teachers, work that is not always spectacular but the very foundation upon which all other work is based. The following items were especially emphasized and are summarized by the teachers:

The first grades have stressed readiness for reading more than ever this year. We felt that the children in our groups needed many language experiences to develop a reading vocabulary.

In connection with the Pet Unit, we went to the animal hospital, made a movie, Bambi, and constructed a pet store.

We took nature trips in the neighborhood to observe Spring and Fall changes. One child's father, Superintendent of the airport, invited the children to visit the airport. These, and many other activities gave a wonderful opportunity for spontaneous expression.

The experiences were recorded on charts for supplementary reading. Throughout the year our aim was to provide opportunities to make reading more easy and enjoyable and understandable.

The First Grades

This year in our health education program, we put emphasis on foods and food habits. Because foods are most important for growing children we endeavored to interest the children in the foods that were best for them. We closed our study of foods with a health play for the parents.

L. Thiard

One of the objectives this year was to find more time for remedial reading for the groups ranging from 80 to 90 and some with I.Q.'s above average who are very poor readers. We divided our special classes--art, library, etc.--in such a way so that teachers could have more time with the slow groups and also work more consistently with them. We did the most intensive work in the third grade. The following are reports from these teachers:

I feel that I have accomplished more with the slow group this year than any previous year.

I believe this was possible because:

1. I had a smaller enrollment with fewer pupils requiring special help.
2. We had an extra period to work with the slow group because of the staggered program.
3. We used many games for vocabulary drills.

It is interesting to know that all the children in the slow group have glasses. This may have contributed to their retardation.

M. Haveror

Much stress has been given to the development of better readers in third grade through the use of word vocabulary, paragraph and phrase games. The children have enjoyed playing the games and at the same time have developed a better word meaningful vocabulary. A special time set aside for the slower students has helped tremendously in developing better readers.

I have carried the games through arithmetic and spelling work. Many games used in developing word vocabulary can also be used in arithmetic by using numbers instead of words. By giving the children a period one day a week to work together in spelling has developed an interest in wanting to spell well.

O. Parkin

All reading groups have completed at least four reading books in formal classwork plus varying numbers, according to ability, in outside reading. The class as a whole shows a good basic knowledge of the required arithmetic work. The social studies classes have been very interesting because nearly everyone in the class has had much to contribute either from their reading or from first hand experience. In all I have a feeling of a year well done because of our accomplishments and the fine attitudes shown by all pupils in the various experiences that we have had during this school year.

E. Erickson

I feel that I have worked especially to give the class, as a whole, a satisfactory independence in the use of books, as to table of contents, index and pronunciations.

The dictionary lessons have been followed and the children have a good understanding of how and when to use their dictionaries. They understand markings, accents and syllables which help them to be more independent readers.

D. Chapman

One of the aims of the present year has been to teach enough history of the United States so that the children will have some understanding of how our present free way of life came to be. Before these children can understand much history, they need to get a good background of United States geography. This, I think, they learned this year. We are now studying the history, and the children now are realizing the value of their geography work. We have studied about such statesmen as: George Washington, Thomas Jefferson, James Madison, Daniel Webster, Andrew Jackson, Sam Houston and others. I hope when the Freedom Train comes to Madison, it will have some meaning and they will understand that freedom hasn't been given to them but, earned by their forefathers.

L. Wheeler

We had many visitors again this year. Some came to visit classes or study school organization, others to study the plan of the building or the interior decorating. The groups were made of teachers, principals, school boards, and school heads of departments from other states and countries. I think it is interesting to note the many places from which these people came--Waukesha, Fort Atkinson, Footville, Whitefish Bay, Beloit, Racine, Iowa, West Allis, Wauwatosa, Beaver Dam, Eau Claire, Prairie Du Sac, Nekoosa, New York City, Lakewood, California, parochial schools--Edgewood, St. Joseph, and St. James, Sweden, Norway, Finland, Bolivia, China, and Switzerland.

From the University:

1. Five groups of about 90 students spent a half day in the building. They were given information on organization and methods, and were taken through the building.
2. We had about 30 students from the educational classes who visited and participated some in classes for 9 week periods. About 8 of these people helped during the noon hour which was a service to us.
3. Several university medical students visited, particularly the Orthopedic school, during the year.
4. Two groups of nurses visited from the Wisconsin General Hospital.

Every year about 4 students from the Milwaukee Teachers College spend about 2 weeks in our school visiting and participating in the classroom work.

Problems:

1. Each year there seems to be extra time involved in taking care of information from parents, checking rooms and equipment and preparing rooms for the summer school. This year we are going to label all our furniture to help cut down time in the fall in getting furniture back to the right places. Much of our furniture which is used so consistently and hard, such as chairs and desks, need to be sanded and refinished.
2. The playground is not adequate for our enrollment, but permanent surfacing, sometime in the future, would be helpful.

The teachers and I appreciate the fine interest and pride the custodians take in keeping our building clean. Their efforts are not only appreciated by the teachers but by many visitors who come into the building.

We have had another good year. There has been fine cooperation and friendliness in our contacts with the special departments.

I am always grateful to the Washington School teachers for their cooperation, sincerity, hardwork, interest, friendliness, the traits that are so necessary for the making of harmony and effectiveness in our work.

Respectfully submitted,

Pearl Leroux
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
Art Department

Presented to the Board of Education
by the Supervisor
LUCY IRENE BUCK
June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-48
ART DEPARTMENT

Lewis Mumford says "Creative activity is finally the only important business of mankind, the chief justification and the most durable fruit of his sojourn on the planet." If this is true the boys and girls of Madison are well started in the public schools upon this important business. All art activity encourages each child to use his creative ability up to the limit of his personal capacity. Many media are offered him for experimentation and a teacher trained in the art skills and creative understandings to aid him.

The major part of the art program, of course, builds itself on the activities within the school. These are the child's interests, and it is natural that he should want to express these through art. This year the art work served to make the Centennial celebration more meaningful. As usual the social studies were better interpreted through drawings and friezes. School plays and parties were made more effective through the art effort so willingly put on them, and school living in general made more happy and colorful through the art work currently on display in all schools.

During the year many opportunities are offered for participation in city, state and national art contests. All are carefully studied for the educational value which they offer. The following were selected and offered a challenge to those who chose to enter.

Helen Farnsworth Mears art contest for 8th graders is annually sponsored by the Wisconsin Federation of Women's Clubs. Five boys and girls from Madison swept the field in class A of the second district. Three of these will have their pictures entered in the state contest. (Last year one of our girls from West won first place in the state contest).

The National Exhibition of High School Art at Pittsburg, sponsored by Scholastic Magazine, brought honors to many. Richard Werner, Central, won a gold key and a certificate of merit for his painting in oil. (He also won \$100 for a painting which the Milwaukee Journal selected for their 1949 calendar). Robert Schwenkert, West, won first prize in the handicraft division for a ring made of silver. Bruce Wencel, West, won a second prize. Many others from all three high schools, 7th thru 12th grades, too numerous to list recieved awards in the regional scholastic contest held in Milwaukee.

The Michael Dowling award of \$25 was presented to Mary Keeler of West for her Easter Seal design. Her design has been placed in competition with the prize winners from forty-eight states.

The Safety Poster Contest sponsored by the Lions Club of Madison for the 7th, 8th and 9th grades. This project stimulates originality in thinking and planning for greater safety in school, on the playground and in the home. Each art class competing choses its five best posters

for the prizes. One hundred and fifteen prizes were given in all. These were art materials such as oil sets, textile paints, carving tools, etc. purchased from the \$200 given by the Lions Club.

Other services which we rendered through art were: Statehood Day posters in celebration of the State Centennial; decorated programs for the state meeting of the Wisconsin Congress of Parents and Teachers; many articles of decoration and cheer for the Junior Red Cross to distribute throughout the year.

The Salon of School Art again sponsored by the Madison Art Association in the gallery of the Madison Free Library offered \$110 in cash prizes through the generosity of Mrs. Joseph Ford. This is the second year that Mrs. Ford has seen fit to honor the young artists of our schools. This is also the second year that Mr. Logan and Mr. Sessler of the Art Education Department of the University have judged the drawings and paintings. Miss Della Wilson and Arthur Vierthaler judged the ceramics and art metal work. All expressed pleasure in judging such quality of work as shown. At the opening Mr. Fred Logan stated that much of the work displayed at the high school level was professional in quality and this, he felt, was made possible by the fact that these boys and girls had had the advantage of expressing themselves creatively in many media through the elementary grades. "Few cities", Mr. Logan said, "are as far sighted as Madison in offering the child at the elementary level as well trained an art teacher as he has at the high school level. The evidence here proves this is a wise plan."

It is gratifying to see that visitors to the Salon of School Art, many of whom were children, came to study the exhibit thoughtfully. None of the prize ribbons were tampered with as has been the case in former years. The Librarians say that there is no exhibit held in the gallery during the year which attracts so many people. Each year we bemoan the fact that there is too little space to exhibit the fine work offered, and hope for the time when Madison will have its own civic center where large exhibits of this kind may be held.

All these boys and girls who have won honors have gained in self respect and expansion of personality. They will, of course, increase in their art sensitivity for many have modestly expressed the fact that the work that won the award was not the best they could do and more effort would go into future work. One father confided that his son was restless and undecided whether he would go on to school after graduation until he won top awards for his art metal work. He then decided to take his award money to buy tools for a home work shop where he hopes to continue this interest as a hobby. Of course, the father was most happy over the turn in affairs and expressed his gratitude for the opportunity offered his son to find himself in this way.

The desire to make our school building interiors more colorful is gradually becoming gratified. In the second year of this program Randall and parts of East and West have brought up to seven the number of buildings so far decorated in the modern trend. Two and three colors in a class room has been accepted with enthusiasm by the children from the start, but now we find fewer teachers questioning these color arrangements. The method used to further this work through a committee of teachers in each school to be decorated has brought interest, understanding and educational value to the program.

After walls were made clean and colorful a survey of pictures brought out the fact that few had to be abandoned for many could be made acceptable through bleaching or painting their frames. This job has been most successful at Central where many fine old prints have become more beautiful through this treatment.

At West, Ted Wolff, one of its graduates who is majoring in Art at the university, has just completed a fine mural with Hamlet as the subject. This he did at his own request and the boys and girls who have watched him work on the large panel in the corridor have grown in appreciation of mural painting and perhaps also of the play which inspired it. Ted received three cash prizes totaling \$145.00 and a gold medal in the Student Art Show at the university this spring, which proves he is better than good.

To make art a living part of our school program is ever our aim, but to make it a living force for good in the lives of boys and girls who take it is the goal Madison art teachers strive for.

Respectfully submitted,

Lucy Irene Buck

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD STUDY & SERVICE

Presented to the Board of Education
by the Director
CARL H. WALLER
June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-1948
Department of Child Study & Service

The essence of reports from economists, scientists, sociologists, educators, and various commissions concerned with world peace and mental health seems to be that as a nation we are faced with an urgent need for greater understanding of people, for the development of our human assets. Atomic energy brought this need to a breathtaking climax. Probably man's understanding of material things has so outstripped his understanding of himself that we have reached a crisis as a nation in our social, emotional and economic development. Survival of our way of life may depend upon all groups working toward greater human understanding. Experience and observation indicate that people tend to lead full and contented lives to the degree that they understand themselves and each other. Adjustment services through the public schools aim to further better human understanding through consideration of individuals from an emotional, social, educational, and vocational point of view.

The need for guidance services becomes quite evident when only a few of the conditions which prevail are considered. About 35,000,000 men and women formerly connected with war work, directly or indirectly, are shifting or have been attempting to shift back into peace time living. Over 27,000 different ways to earn a living have been classified by the U. S. Department of Labor in the Dictionary of Occupational Titles. Estimates of increases in college and high school attendance range from 20 to 50% in various parts of the nation. Mortality rates for college attendance range around 50%.

National reports indicate that emotional tensions and frustrations due to poor individual planning, faulty habits and attitudes, are keeping in excess of 600,000 beds filled with the mentally ill. There are more homes being broken through divorce and separation than at any former time.

To assist boys and girls and young men and women to meet problems of these complex times, adjustment services need to be rendered over the entire school period and all educational workers have a contribution to make. The cooperation of the staffs in all the schools has been most gratifying. Sincere appreciation is expressed to the superintendent, the board of education, teachers and principals, for their excellent support of the work which has been attempted by all members of the department this past year.

Guidance Services on the Secondary Level

High School Credit for Returning Veterans: Since 1945 the department has acted as a certified state veterans testing center to administer USAFI General Educational Development tests to veterans who qualify for consideration for high school diplomas. The demand for such service is decreasing and it appears that requests for such service will drop off considerably in the future. During the school year 1945-1946, 405 tests were given to 90 veterans; during 1946-1947, 765 tests were given to 180 veterans; and during the present school year, 365 tests were administered to 89 veterans.

Reports from the University of Wisconsin where a number of former Madison high school vets who were certified by USAFI tests, are enrolled, indicate that the

large percentage are maintaining good grade point averages, which suggests that the standards set by the Madison board of education were adequate. A number of vets who were tested and counseled have returned for further guidance.

Work Credit Experience: In the past two and a half years that the work-experience program has been in operation a steady growth has been noted. During the second semester of 1945-1946, 121 boys and girls were employed in 89 different establishments or industries. During the first semester of 1946-1947, 117 were employed in 80 places of work. During the second semester of 1946-1947, 146 were employed in 88 businesses. During the first semester of 1947-1948, 162 were employed in 96 places, and during the second semester of the current year, 201 were employed in 125 establishments.

There is evidence from reports of employers and students who participate in the plan that work experience meets a definite need in most instances. It cushions the abrupt end of school and better prepares the high school youth for an occupation. Parents, teachers, and employers have indicated that the students who are "earning while learning" acquire desirable habits such as regularity, self-reliance, and maturity. Comments from representative employers acting on the work-experience advisory committee suggest that employers believe that a high school pupil who has a good record on a part-time job has a "plus" mark on his record when he applies for a permanent job at the completion of his high school work. A number of the youth in the program have continued on their work-experience jobs after graduation.

A survey of these people might well be made in the next year or two in order to determine their status and attitudes.

Jobs available to young people have decreased continually over the past three years. The work-experience plan will provide some assurance that youth who desire to work will secure aid in getting jobs in keeping with their needs. The U. S. Employment Service office and the Dane county agriculture agent's office do not have funds available for use in registering young workers as they had during the past war years. However, the U. S. Employment Service will register older youth for peak load summer employment. Consideration should be given to expanding placement services through a central school office. Guidance counselors and teachers at the high school level have cooperated, at employers' requests, in trying to furnish help needed. There continues to be a heavy demand for commercial students. The demand for older boys in industrial types of work is slight.

Clinical Study: Guidance counselors, teachers, parents, and agency representatives have requested intensive study of 272 high school boys and girls this past year. This number¹⁸ presents an increase of 38% over the school year 1946-1947. Such study through the use of case histories, teacher reports, and parental and agency contacts appears imperative in dealing with personal adjustment problems of some severity. It is encouraging to note that each year a larger number of parents ask for assistance which will be helpful to them in coping with the developmental problems of their children. There is a definite increase too in the demand of students to know more about their aptitudes, abilities, and social-personal characteristics.

The addition of one full time counselor in each of the high schools has enabled a greater number of boys and girls to secure help in planning educationally, socially, and vocationally. Parents continue to express real appreciation for

counselling facilities. It is felt that guidance services which give personalized help to pupils and their parents meet a real need and go far to establish and maintain good public relations.

The possibility of developing further some experimental classes for adolescents in "Human Relations" should be investigated. There is evidence from a number of schools where such courses have been instituted that group consideration of social and personal problems is well accepted by pupils and parents. There have been a number of parent inquiries about such a course this past year. The experiments in such a plan at West High School and Lowell School appear to have been worth while, though it is too early to evaluate them.

Guidance Services on the Elementary Level

Aids to Pupil Placement: One of the better ways to assist children to become well adjusted and happy in school is to get them programmed at a grade level where they can achieve satisfactorily. The past year 428 children who entered our school system for the first time were tested and counseled in order to help them plan programs in keeping with their capacities and past achievement. The fact that the number of new pupils coming into Madison schools has decreased steadily since 1945 would indicate that there is less mobility of population. Efforts have been made to examine past records and to administer placement tests to all groups of children who live in areas being annexed to the city.

The plan employed on the elementary level where adjustment teachers work on an itinerant schedule, spending certain days each week in specific schools, seems to become more effective each year. Under such a plan the adjustment teachers provide requested services of a diversified kind, counseling with children and teachers, offering speech correction, administering tests of all kinds, and visiting homes. To the extent that the staff is permanent from year to year teachers, principals, and the school community become better acquainted and the effectiveness of dealing with the over-all problems which arise is enhanced.

There continues to be need for a "roving" psychologist on a part-time basis to meet emergency problems which always arise and cannot be cared for by adjustment teachers operating on a regular schedule unless their planned duties are neglected.

Study of Adjustment Problems: Clinical study of 212 elementary school pupils was requested by teachers, principals, parents, and workers of social and legal agencies. This number represents an increase of 19% over the past school year. Six of these children were referred to the department of neurology and psychiatry at Wisconsin General Hospital and 24 cases were referred for study to the Community Mental Health Clinic.

Intensive study is imperative for a limited number of children as it enables teachers, parents and clinicians to secure and share information which is needed to assist deviated children to make more adequate adjustment in and outside of school. Teachers are coming more and more to recognize the advantages which can result from securing more information about pupils before and while they are getting school experiences. The interest on the part of teachers and principals in getting and using case history data has again been particularly gratifying. Parents are seeking help in dealing with developmental problems of their children. This is a healthy situation.

Provision for a plan which would enable teachers to secure more information about pupils they will teach should be considered. Possibly an orientation period preceding the beginning of school each year would serve this purpose. At this time the cumulative data on certain pupils might be studied, certain children counseled, and some testing done.

Need for Visual Testing Program: It is suggested that starting next school year all kindergarten children be tested with the Eames eye test in order to determine visual disabilities which are not diagnosed through the use of the regular Snellen Visual Acuity test. Such visual disabilities as muscular coordination and fusion have a significant bearing upon ability to learn to read. Teachers with the assistance of department workers are able to administer the Eames and Betts Telebinocular tests.

Need for Remedial Reading Classes: The possibility of initiating remedial classes at the primary level for children who experience difficulty in learning to read needs early consideration, as there are numbers of children who have marked reading disabilities as they progress into intermediate grades and junior high school.

Testing Service

Statistics on Tests Administered:

Intelligence tests	3,470
Group Pintner-Cunningham tests to all kindergartners	1,180
Group Pintner-Durost to all 3d graders (reading content)	732
Group Pintner-Durost to some 3d graders (picture content)	52
Group California Mental Maturity tests to all 6th graders	656
Group Pintner-Cunningham tests to 1st, 2d, and 3d graders as basis for placement	129
Group California Mental Maturity tests to 1st, 2d, and 3d graders as basis for placement	127
Group Henmon-Nelson tests to 4th, 5th, and 6th graders as basis for placement	42
Group California Mental Maturity tests to 4th, 5th, and 6th graders as basis for placement	130
Individual Otis intelligence tests	22
Individual Wechsler-Bellevue tests	27
Individual Binet tests	373
Rorschach Association tests (individual)	21
Educational achievement tests	214
Specialized aptitude tests	870
USAFI General Educational Development tests to 89 veterans	365

It is felt that a better understanding of the meaning of test results has come about each year. Relationships between test results and achievement have been stressed. Where discrepancies between teachers' judgment and results of psychological tests were noted, careful study and interpretation of the factors involved was made when possible. More of such work needs to be done.

The specialized tests used in the department this year were:

Alice and Jerry Reading Readiness test
 American Pseudo Isochromatic Color Perception test
 Bennett Mechanical Comprehension test
 Bell Adjustment Inventory
 Brown's Personality Inventory
 California Capacity Questionnaire
 California Personality tests
 Cardell & Gilbert's Clerical Competence test
 Chicago Test of Clerical Promise
 Cornell Cox Performance Ability Scale
 E. R. C. Stenographic test
 Gates Reading tests
 Gray Oral Reading Paragraphs
 Haggerty-Olson Behavior Rating Scale
 Inventory of Factors, STDOR
 Iowa Algebra Aptitude test
 Iowa Silent Reading test
 Kent-Shakow Form Board
 Kuder Preference Record
 Los Angeles Diagnostic Arithmetic test
 MacQuarrie Test for Mechanical Ability
 Meier Art Judgment test
 Mental Health Analysis, Thorpe & Clark
 Minnesota Assembly test
 Minnesota Multiphasic test
 Minnesota Paper Form Board
 Minnesota Vocational Test for Clerical Workers
 Nursing Aptitude test, Moss & Hunt
 Occupational Interest Inventory, Lee & Thorpe
 Orleans Geometry Prognostic test
 Pintner Aspects of Personality test
 Prognostic Test of Mechanical Abilities
 Purdue Pegboard
 Retail Selling Inventory, Baker & Voelker
 Rogers Personality test
 Rorschach Association test
 Social Intelligence test, George Washington University series
 Stanford Scientific Aptitude test
 Strong's Vocational Interest Blank for Men
 Strong's Vocational Interest Blank for Women
 Symond's Foreign Language Aptitude test
 Thematic Apperception test
 Thurstone Interest Schedule
 Varnum's Selective Art Aptitude test
 Vineland Social Maturity Scale
 Washburne Social Adjustment Inventory
 Wechsler-Bellevue Scale
 Wesman's Personnel Classification
 Wrenn Study Habits
 Various educational aptitude tests

Audiometric Testing: The Western Electric group audiometric test was given to a total of 2,151 3d, 6th, and 9th grade children. Of this number 257 children were followed up with individual tests, and out of this group 112 of the children have had or will have special attention in school and by medical specialists for hearing losses.

Other Services

Community Union Camperships: For the sixth consecutive year the department has assisted in making arrangements for camperships in cooperation with the Community Union and the schools. Principals, teachers, and guidance workers made recommendations for free camperships after consideration was given to children whom it was felt would profit by a two week camp experience. Of those recommended 143 children were certified. About 95% of the camperships were given to elementary school pupils. The Community Chest is to be commended for making camp experience possible for needy children.

Participation in Parent-Teacher Programs: Increased understanding of the need for parent education and parent-school cooperation, has resulted in more demand for members of the department to participate in P.T.A. programs. Members of the department have participated in some way in all city school P.T.A. chapters. It is felt that this service is worth while because many parents desire help in dealing with the developmental problems of their children.

Cooperation with Social and Legal Agencies: Requests for information on the school adjustment of children under the supervision of the Dane county pension department, the probation department, and local and state welfare agencies, are received through the department. The mutual benefit obtained through sharing information and coordinating services of the agencies appears evident. Gratitude is expressed for the fine cooperation received from Madison's agencies.

Pre-School Child Care Center: One cooperative child care center, sponsored by the board of education and subsidized by parents using the service, is in operation. Children to be admitted are certified on the basis of need by Family Service agency and the board of education. Policy relative to operation has been determined by a committee of five parents and two representatives of the board of education. About 30 children are enrolled and the cooperative is in adequate financial circumstances.

Nutrition Program: Nutrition services are provided in Emerson, Lowell, and Washington schools for children whose physical condition, as determined by a medical officer, warrants such care. The nutrition matrons provide care recommended for each individual child by the physician. In most instances rest periods during the morning and afternoon are ordered. In many cases special diet, medication, and modification in physical activity are recommended. In all instances the children receiving nutrition services attend classes with normal children, frequently pursuing a modified program since their physical needs are considered of primary importance.

During the past year 61 boys and 46 girls received nutrition care. The disabilities of these children, as diagnosed by attending physicians, were as follows:

Malnutrition	25	Allergy	3
Heart condition	22	Epileptic	3
Convalescing from		Colitis	2
illness or surgery	17	Eye infections	2
T.B. contact	11	Urinary infection	1
Nervous hyperactivity	8	Kidney infection	1
Asthma	5	Spasticity	1
Anemia	5	Otitis media	1

The department appreciates the cooperation of the city department of public health in planning for those children who are to be enrolled in the nutrition centers and in supervising their care through the school nurses.

Special Education

(Written by Mrs. Helen Holcombe)

Orthopedic Classes: The types of cases served in the orthopedic school this year were:

Poliomyelitis	38	Congenital amyotonia	2
Cerebral palsy	36	Epilepsy	2
Cardiac	10	Chronic colitis	1
Perthe's hip disease	4	Fracture	1
Infectious joint	3	Spinal cord lesion	1
Traumatic nerve injury	3	Spina bifida	1
Epiphyseal slip	2	Chorea	1
Congenital abnormalities	2	Arthritis	1

Of this total enrolment of 108, 60 were non-resident and 48 resident. Ninety children received physical therapy while the other 18 children were placed in the school for educational and building facilities. All were enrolled upon the recommendation of a physician.

For the orthopedic child education comes after physical needs are cared for. Frequently the physically disabled child is much in need of help socially and emotionally. Conscientious teacher planning and kindly understanding of the handicapped child's nature is essential. Numerous activities have been carried on to aid children gain a sense of security and "belongingness". Hobby shows, parties, dramatics, field trips, entertainments, participation with normal children on all possible occasions, have all helped the children to gain social skills and good personal attitudes. The in-school discipline throughout the school year has been excellent.

The educational progress of the children, as measured by teacher estimates and standardized tests, has been gratifying. Every effort is made to adhere to regular academic standards with all children who are capable mentally. A number have multiple disabilities which handicap them in learning at a normal rate.

The number receiving physical therapy was higher by 10 than last year. The addition of a third full time physical therapist made it possible to provide regular scheduled treatment and permitted the physical therapists to maintain necessary contacts with parents, doctors, and agencies.

The assistance and cooperation of a number of welfare, fraternal, and lay organizations has contributed materially to the medical needs and happiness of the children. Gratitude is expressed especially to the following organizations:

- Dane County Chapter of National Foundation for Infantile Paralysis
- Dane County Unit of Wisconsin Association for the Disabled
- Education classes, University of Wisconsin
- Elks Club
- Good Neighbor Club, WLS Prairie Farmer station
- Kiwanis Club
- Nakoma Women's Club

Revolving Brace Loan Fund
 Roundy's Fun Fund
 Shriners--Madison and Monroe groups
 Welfare agencies--local, county, state

For the fourth consecutive year medical examinations were made at the school by physicians from Wisconsin General Hospital and a local orthopedist. The plan has merit as it saves time for doctors and staff members and provides a splendid opportunity for school staff and parents to secure first hand information relative to the children's disabilities and future needs.

Noon recreation activities were again directed by University of Wisconsin students from the department of education under the supervision of the orthopedic school staff.

For the first time senior medical students were given an opportunity to observe physical therapy as well as special educational facilities through an arrangement made with the Madison department of public health and the medical school of the University of Wisconsin. Nurses in training were also given an opportunity to observe treatment.

Because there was no polio epidemic a summer treatment program was not necessary.

Cerebral Palsied Speech Program: There were 21 children enrolled in the orthopedic school who were given speech re-education--16 spastic speech, 4 aphasic, and 1 articulation. The speech handicap of the cerebral palsied child ranges from minor difficulty to inability to utter a sound.

The usual therapy of relaxation, breathing with controlled rhythm, rhythmic body movements, mirror practice for tongue and lip positions, was employed. Conversation periods are enjoyed by these children because then they are particularly urged to express their ideas and feelings and tell bits of news even if their means of expression are very inadequate.

An unusual amount of time must go into the preparation for these classes to save them from boredom due to the repetitious nature of the drills. Motivation has been well stimulated by a great variety of speech games, pictures, and emphasis on special holiday and school events. All pupils were guests of the Shrine circus and this treat provided conversation for several days.

Progress with these children is extremely slow but definite gains can be observed. To provide a means of judging progress in addition to the speech therapist's evaluation, recordings of the speech of each child are made early in the fall and late in the spring.

Toward the end of the school year Dr. Masten, neuro-psychiatrist at Wisconsin General Hospital, and Dr. West, professor of speech pathology at the University of Wisconsin, examined these children to determine any necessary change of treatment or emphasis in the speech program and to evaluate progress made.

Occasionally it is recommended that a pupil be dropped from the program because after two or three years no benefits are observable. The contribution made by Dr. Masten and Dr. West to this program is appreciated.

School for the Deaf: There has been a sad apathy regarding the education of the very young deaf child. During the years when the normal child is gaining in the understanding and use of language and enlarging his vocabulary, the deaf child is often allowed to go completely untaught. The parents of deaf children are not, as a rule, trained in the specialized methods for teaching their own children, yet since these children must usually be taught away from home, the parents are reluctant to give up their children for a school program at so early an age. It results that the children enter school with no speech and very little understanding of commands and directions. The social adjustment of many of them has been poor upon entrance because they have had a hard time playing with hearing children and because parents have found discipline difficult.

There seems to be a natural age for acquiring speech, language structure and for the association of ideas developed through speech. If not learned then, the acquisition of these skills is very difficult and the child is greatly retarded in his learning. It has been recognized for some time that deaf and hard-of-hearing children can best be educated if schooling begins by the age of three to four. To meet these needs of the young child, six four year olds were accepted in a beginning class this year. The objectives for this group have been:

1. To build as wide a speech reading vocabulary as possible (beginning with names of objects in the child's experience, names of classmates and necessary commands).
2. Auricular training - the child learns to distinguish between sounds (whistle, bell, clap, door slam) and to recognize vowel sounds.
3. To develop natural speech through babbling and attempts at whole words. Group hearing aids stimulate and supplement any residual hearing. The senses of sight and touch are also used.
4. To improve the social adjustment of the child in a group of other children.

This beginning group was kept for a full day program and a nap period was provided after lunch. All of these children made good progress and results were so gratifying that another room of four year olds will be added next year, with twelve new pupils entering.

The addition of a man teacher for the intermediate group has been an asset to the department. The older boys of the group, who remain in the deaf department longer than normal children stay in an elementary school, have particularly appreciated his companionship.

Plans are being made for the addition of new group hearing aids for the deaf department, since the equipment there now is among the oldest in the state and is beyond good repair.

The children this year were grouped as follows:

Primary	-	5 boys	3 girls
Intermediate	-	5 boys	4 girls
Advanced	-	2 boys	4 girls (full time)
	-	1 boy	2 girls (part time)
Total	-	13 boys	13 girls

Classes for the Mentally Handicapped: There were 133 children enrolled in the seven classes for the mentally handicapped, with the breakdown as follows:

	Boys	Girls	Total
Primary group (age range 5 - 9)	9	7	16
Intermediate groups (age range 9-14)	40	15	55
Advanced groups (age range 14 - 17)	46	16	62

The beginning group this year included more than the usual number of children with very low intelligence ratings, the majority of them having I.Q.s below 65. In general these children enter the class poorly adjusted, with a lack of interest in school, with emotional difficulties, and with poor work habits. Much attention must be given to developing visual and auditory memory, vocabulary and comprehension of everyday life situations before a reading program can be approached. This year at the request of the state department there was emphasis on number concepts at this pre-academic level.

Unfortunately, no remedial class is located in a building providing nutrition care, and one child in the primary group who needed this care was provided with a folding cot in an adjoining room.

The work of the year closed with a circus performance when the parents were guests. Very definite gains in social confidence of the children were noted at that time.

The children appreciated very much a "Fun Corner" made possible in the room by a donation from the Roundy Fun Fund.

At the intermediate level emphasis is on basic subjects, social adjustment, and the beginning of hand skills which may be the approach to occupational training. Crafts, manual arts, sewing and knitting are provided.

In one class of this group special emphasis was placed on speech improvement. Some periods were devoted to work on specific sounds and several speech games were included for motivation. Confidence and ease of expression were the greatest gains.

Another group experimented with the Strathmore Plan in arithmetic. This plan provides practice sheets in all phases of number concepts and fundamentals so that pupils may work independently in any area of special weakness. One advantage of this plan is that no identifying grade level is given, thus sparing the child embarrassment and stigma.

Roundy's Fun Fund made possible for these boys and girls a radio-phonograph and records, a construction set, knitting material, games and puzzles for rainy day noon hours, and a Christmas party. The East Side Business Women's Club entertained them at a fine Halloween party.

The chief aim for the advanced groups is to give these boys and girls all the academic background possible for their later life experience and some vocational preparation in line with their special abilities and interests. Visual aids were used nearly every day, projects in industrial arts and sewing for profit and pleasure were carried on, and exhibits of finished products were held.

A cooking course will be added for older girls during the coming year, the study to include:

1. Names and uses of equipment
2. Measuring
3. Reading of recipes
4. Temperature control
5. Simple study of food values
6. Balancing a meal
7. Menu planning
8. Serving of food
9. Proper method of dishwashing

The boys of the older group will make a particular study of job opportunities in the city built on the following outline:

- A. Nature of work
- B. Qualifications
 1. Beginning age
 2. Health requirements (hearing, sight, etc.)
 3. Personality (appearance, manners, cooperativeness, reliability)
 4. Academic level
 5. Training necessary
 6. Apprenticeship opportunities
 7. Working conditions

It is suggested that the instructors take the boys in small groups to visit various places of employment during this study.

A very active interest in this group of boys was expressed by the Madison Accident & Health Insurance Underwriters Association through a Christmas party, boat rides, donation of athletic equipment, Sports Show tickets, and by visits to a school program by a large group from the organization.

Roundy's Fun Fund provided money for films to supplement the audio-visual program and the Madison Free Library gave support by holding and donating back issues of magazines for school use.

Sight-saving Class: The sight-saving class has, as in the past, served the group of children whose vision is so inadequate that an adjustment to a regular classroom would not be possible. They need books with large print, paper and chalk which give no glare, and special lighting to conserve the sight that remains.

This room is ungraded in nature and this year provided for 13 children ranging in age from 7 to 16 who were working at grade levels from 2d to 6th.

It seems that the service of this room is not reaching children outside of Madison in nearby areas. For the past several years there have been no non-resident children in the group. National statistics show that an area the size of this one should have a larger grouping of school age children who need this special education service. It is planned to give to eye specialists in the surrounding area information on the help available.

Large print dictionaries (24 point) were put on the market for the first time this year and the addition of one for this room has been helpful to the 5th and 6th graders.

A Meisner recording and reproducing machine was added to the room's equipment. By its use it was possible for the teacher to record supplementary material for class work available only in small print and thus not usable for the visually handicapped unless transferred to an auditory stimulus. The teacher reports that it has been a very worth-while addition to the program.

Speech Correction: A child's speech is an important factor in his social and emotional growth. The child who speaks well has a means of getting his ideas across to other people, and he need suffer no embarrassment from the awareness that he is different from others.

Speech is also a factor in many learning situations, particularly in learning to read. For example, the child needs to be able to produce accurately the speech symbols which are to be associated with the printed symbols he meets in reading. Inaccurate articulation may present a confusion in sounds. The child hears the word as spoken by others in one way and as spoken by himself in another way. He may read "beg" as "bed"—the words arousing very different meanings.

Faulty speech complicates learning to read also when the child gets past the sight-word period and begins to use phonetic analysis. It is recognized too that the emotional and personality problems that so often arise from speech differences also block progress in many areas of learning, including reading.

In order that children might hear objectively how their speech sounds to others, a wire recorder was used in classes of speech correction. The pupil can listen, observe his mistakes and record again without expending material since the recording wire can be reused indefinitely.

A total of 443 youngsters were given speech help this year. The number by grades was as follows:

Kindergarten	5	7th grade	10
1st grade	151	8th grade	7
2d grade	95	9th grade	16
3d grade	43	10th grade	8
4th grade	38	11th grade	4
5th grade	17	12th grade	7
6th grade	14	Remedial	7
Cerebral palsy 21			

The breakdown according to speech defects was as follows:

Articulatory	343
Stutterers	56
Spastics	16
Delayed speech	12
Voice disorder	9
Aphasics	4
Speech reading	3

Attendance, Home Visitation, and Census
(Written by Wilbur N. McDaniels)

Attendance and Home Visitation: The three workers in this division of the department had a year of increased activity. This increase was intensive in that more home calls were made and also extensive in that related activities were enlarged. This trend is quite in line with the group's aim to be of greatest service to children who experience difficulties in home and school.

The liaison service between home and school in which each is more fully interpreted to the other for the purpose of better understanding children, is a commonly recognized service. The cooperative work carried on with community social agencies which seeks better integration of school and agency plans for children is a lesser known part of the program. It is in this latter phase that considerable work of discussion and arrangement must be carried on and which cannot be reflected in any factual per call basis.

A third activity of the visitation workers which is often overlooked is that of public relations. In numbers alone the workers called at approximately 2,000 different homes in Madison last year. As representatives of the school they were received in these many homes and found many opportunities to establish better relationships and understandings. Even more important, they were called in on critical cases involving serious problems where strained feelings and misunderstandings had developed. By face to face meetings with these families in their homes most of the differences were settled and better relations re-established. Frequent requests for information and help regarding school and community services were made of the workers who either provided the assistance or referred the questioner to the proper place.

A summarization of the usual work carried on by the attendance and home visitation workers reveals a six per cent increase in the home call category. This reverses the previous two year trend and with increasing school populations anticipated, visitation needs may continue to increase. Increased visitation needs were noted on the secondary level and by the students in vocational school. The cooperation between the two services, attendance and health, has continued to be good, but the problems involving home calls by the two groups remains difficult.

The increase in calls came along with added related services not included in the following summary:

Home calls	3,169
Investigations	166
Calls at schools	1,283
Census home calls	40
Unclaimed programs	98
Total	<u>4,756</u>

The home calls may be further examined by the per cent of use by the following divisions:

Elementary schools	5 %
Junior high schools	48 %
Senior high schools	35 %
Parochial schools	1 %
Vocational school	<u>11 %</u>
Total	100 %

The related services which were carried on in addition to the above totals are found for one worker in the supervision of 35 non-resident deaf and orthopedically handicapped children placed in 20 foster homes. This has meant approximately 1,000 contacts during the year in finding and licensing of suitable foster homes, conferences with the child, his parents, and the foster parents, in arranging method and cost of week end transportation, medical care, and sometimes psychiatric care, as most of these children present social-emotional as well as physical problems.

One of the workers assisted in the clinical testing and study work of a number of secondary school students. Forty such students were worked with mostly on an educational and vocational counseling basis but some work was done with youth having severe adjustment problems. An original session, a return to discuss significant points, a parental conference, and follow-up work were necessary for each student.

Continuing related work consisted of the organization, supervision and analysis of the school census work along with the preparation of special maps and charts on school populations. Workers investigated requests for remission of tuition where home visits were necessary to clarify the reasons for the requests. Assistance in establishing proof of age was requested by a number of people of pension age making necessary searches through old school records of the 1880's and 1890's. Workers have also represented the schools in juvenile court and in commission hearings.

Finally, the three visitation workers wish to express their appreciation for the fine cooperation and support given them by their staff and school colleagues and by the workers in community agencies.

Census: The annual enumeration of the child population of the city of Madison was recently completed by a staff of 27 workers. The work was checked and data prepared which is presented in table form.

The following conclusions are suggested by the school census data ending June 30, 1948:

1. The total child population birth through age twenty for 1948 shows a 9.8% increase over the 1947 total. This year's total compared to 1940 totals represents a gain of 21% for the eight year period.
2. The 9.8% increase in total child population is largely accounted for by annexation of areas to Madison. Children in annexed areas made up 8.4% of the increase, while 1.4% of the increase came from areas previously in the city.
3. The school age population ages four through nineteen for 1948 rose almost 8%. All but a fraction of one per cent of this increase came from children of annexed areas. Eight school areas recorded increases with Dudgeon, Randall, Franklin, Lowell, and Emerson leading the list. Four school areas showed small decreases. The eight year period from 1940 to 1948 indicated a net 6% gain in the school age group.
4. The pre-school population ages birth through three for 1948 jumped again by 16% over 1947 totals which were in turn 14% over 1946 totals. This 1948 increase was due both to another bumper baby total and additions

resulting from annexations. The eight year period from 1940 to 1948 recorded a gain of 81% in the pre-school group.

5. The number of births recorded for the year ending June 30, 1948 is the second largest ever recorded by a Madison school census. The total of 1,917 is only slightly lower than last year record total of 1,979.
6. The total school enrolments for the school year 1947-1948 showed an increase of .5% while June 1948 enrolments rose 2.3%. Enrolment figures showed increases for seven elementary schools, two remained about the same and three decreased. Two junior-senior highs remained about the same and one recorded a decrease.
7. An examination of the total children annexed to Madison this year reveals that over 50% are six years of age or under. Of the total 1,847 there were 956 children six years of age or under. The pre-school group birth through three totals 599 and the school age group four through nineteen is 1,206. Annexations occurred in areas contiguous to five different elementary schools and in one additional area as yet undesignated.
8. The child population in the university operated trailer camps for married students totaled 230. This included the Randall and Monroe Park units at Camp Randall and the East Hill and Sullivan units located at the western end of the city. This total is made up of 195 pre-school age children and 35 school age children who range from four through nine years.
9. The Truax Field unit operated by the Madison Housing Authority had not on June 30, 1948 been officially annexed to the city of Madison. The children of this area are not included in any tabulations herein offered. Since a good number of Madison families have found living quarters at Truax and the area is expected to be officially annexed very soon, an unofficial enumeration of the children was undertaken. A total of 318 children was found. Of this number 181 were in the pre-school age group and 137 were in the school age group ranging from four to fourteen years.

The following comparative tables are included:

Table I Summary of Census Returns for the Year Ending June 30, 1948

Table II Age Groups - Birth Through 20 Inclusive by School Districts

Table III A Graph Showing Age Totals of Children Birth Through Twenty-1948

Table IV Comparison of Child Population Totals for June 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948. Age Groups Birth to Twenty Years Inclusive.

Table V Percentages of Census Increases and Decreases Since the Year 1916 - Age Group 4 to 19 Inclusive.

Table VI Comparison of Child Population by School Districts for the Years 1947 and 1948.

Table VII Annexed Children by Age Totals - 1948

Table VIII Comparison of Actual and Total Enrolment for the Years 1947-1948 and 1946-1947.

Table I

Summary of Census Returns for the Year Ending June 30, 1948

School Districts	Age Group Birth to 3 inclusive			Age Group 4 to 19 inclusive		
	Boys	Girls	Total	Boys	Girls	Total
Dudgeon	97	102	199 (61)*	376	322	698 (135)*
Emerson	314	353	667	871	866	1,737
Franklin	195	200	395 (49)*	486	450	936 (93)*
Lapham	282	301	583	720	743	1,463
Lincoln	55	59	114	105	113	218
Longfellow	269	245	514	749	804	1,553
Lowell	299	271	570 (65)*	905	895	1,800 (133)*
Marquette	418	357	775	913	957	1,870
Nakoma	63	78	141 (50)*	342	320	662 (70)*
Randall	149	420	569 (66)*	1,047	1,047	2,094 (173)*
Sherman	134	112	246	312	235	547
Washington	553	459	1,012	923	1,045	1,968
**Westmorland-Sunset	181	166	347 (308)*	350	308	658 (602)*
District #8	46	54	100	148	127	275
Totals	3,355	3,177	6,532 (599)*	8,247	8,232	16,479 (1,206)*

Age Group Birth to 3 - 1948 total - 6,532
 1947 total - 5,624 Increase 908

Age Group 4 to 19 - 1948 total - 16,479
 1947 total - 15,264 Increase 1,215

* Portion of total due to annexation

** New area as yet undesignated to an elementary school district. Children attend either Dudgeon or Randall.

Table II

Madison Census 1948 Age Groups Birth Through 20 Inclusive by School Districts

School District	Age -1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Dodgeon	53	63	36	47	41	54	45	44	41	47	33	38	55	36	50	39	31	55	49	40	48	945
Emerson	205	197	127	138	131	146	127	138	98	103	94	102	102	92	95	98	108	107	105	91	100	2,504
Franklin	127	123	77	68	79	67	55	68	61	62	47	53	58	51	54	53	50	51	59	68	44	1,375
Lapham	179	161	121	122	111	114	101	92	68	84	92	93	78	101	81	64	83	97	100	104	92	2,138
Lincoln	39	37	14	24	17	20	17	11	10	7	17	10	14	7	9	18	14	14	17	16	24	356
Longfellow	138	170	97	109	119	91	101	111	73	95	73	85	89	91	93	80	92	94	141	125	136	2,203
Lowell	142	165	127	136	121	129	130	110	96	119	111	99	108	126	108	109	117	102	107	108	103	2,473
Marquette	224	241	170	140	146	155	146	108	114	109	106	90	97	110	88	111	109	119	132	130	103	2,748
Nakoma	30	35	36	40	43	29	36	45	42	33	43	46	42	49	47	37	42	56	34	38	35	838
Randall	268	271	186	144	160	170	125	114	117	114	115	108	114	104	116	128	136	163	155	155	154	3,117
Sherman	76	64	49	57	49	52	54	43	38	42	43	25	26	24	25	28	24	25	27	22	18	811
Washington	329	311	194	178	169	156	131	94	116	98	104	94	92	97	78	112	127	127	168	205	180	3,160
Westmorland-- Sunset	86	93	84	84	78	85	59	64	47	50	38	39	27	33	23	18	20	24	34	19	18	1,023
District #8	21	33	27	19	25	30	19	18	20	18	15	18	15	15	12	12	19	12	12	15	11	386

1917	1964	1345	1306	1289	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066	24,077
------	------	------	------	------	------	------	------	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------	--------

Age Group Birth to 3 inclusive

Total 1948 - 6,532

Total 1947 - 5,624

Increase 908

Age Group 4 to 19 inclusive

Total 1948 - 16,479

Total 1947 - 15,264

Increase 1,215

20 years

Total 1948 - 1,066

Total 1947 - 1,046

Increase 20

Total Increase - 2,143

Table III

A Graph Showing Age Totals of Children Birth Through Twenty Years - 1948

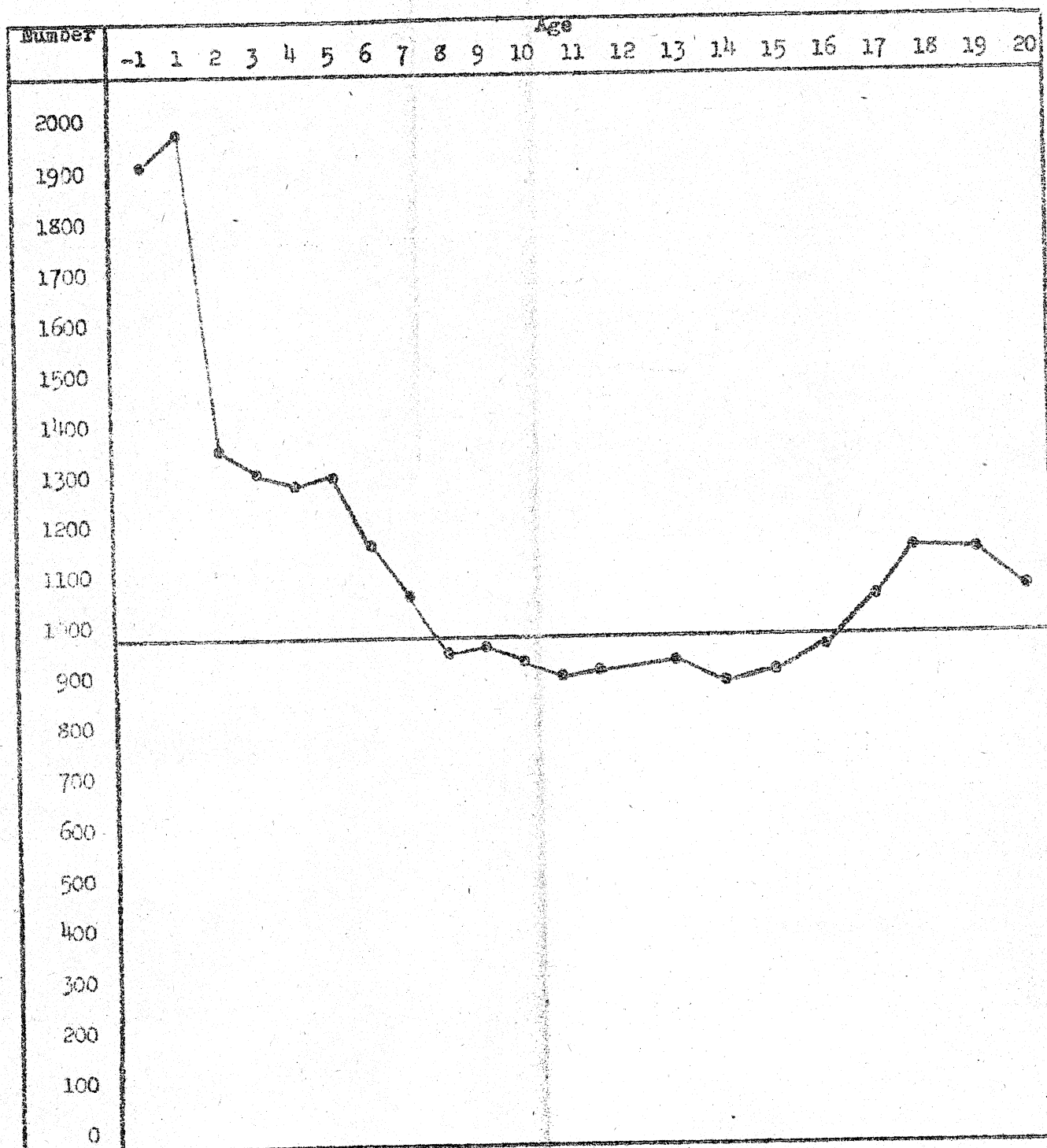


Table IV

Comparison of Child Population Totals for June 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947 and 1948 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075	
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	997	1010	1043	1041	1050	1171	1162	1138	1011
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023
1948	1917	1964	1345	1306	1289	1298	1146	1060	941	981	931	900	917	936	879	907	972	1046	1140	1136	1066

Comparison of Age group Totals

Year	<u>Birth to 3 inclusive</u>	<u>4 to 19 inclusive</u>	<u>20 years</u>	<u>Totals</u>
1939	3,563	15,728		19,291
1940	3,603	15,565	722	19,890
1941	3,708	15,458	932	20,098
1942	4,063	15,713	967	20,743
1943	4,386	15,846	1,011	21,243
1944	4,749	15,866	1,082	21,697
1945	5,126	16,012	1,029	22,167
1946	4,929	15,524	1,046	21,499
1947	5,624	15,264	1,023	21,911
1948	6,532	16,479	1,066	24,077

Table 7

Percentages of Census Increases and Decreases since the year 1916
Age Group 4 to 19 Inclusive

Year	Totals	Increase or Decrease in Number		Per Cent of Increase or Decrease
1915	7,863			
1916	8,461	593		7.5
1917	8,787	326		3.9
1918	8,742	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	13,884	604		4.5
1929	14,390	506		3.6
1930	14,735	345		2.39
1931	14,959	224		1.52
1932	15,366	407		2.72
1933	15,413	47		.31
1934	15,746	333		2.16
1935	16,032	286		1.82
1936	16,087	55		.34
1937	15,949	138	Decrease	.87
1938	15,728	221	Decrease	1.39
1939	15,728	0		0
1940	15,565	163	Decrease	1.04
1941	15,458	107	Decrease	.69
1942	15,713	255		1.65
1943	15,846	133		.85
1944	15,866	20		.13
1945	16,012	146		.92
1946	15,524	488	Decrease	3.05
1947	15,264	260	Decrease	1.67
1948	16,479	1,215		7.96

Table VI

Comparison of Child Population by School Districts for the Years 1947 and 1948

Age Group Birth to 3 inclusiveAge Group 4 to 19 inclusive

School District	Totals 1948	Totals 1947	Increase or Decrease	Totals 1948	Totals 1947	Increase or Decrease
Dudgeon	199	130	+69 (61)*	698	601	+97 (135)*
Emerson	667	547	+120	1,737	1,620	+117
Franklin	395	314	+81 (49)*	936	780	+156 (93)*
Lapham	583	600	-17	1,463	1,491	-28
Lincoln	114	129	-15	218	281	-63
Longfellow	514	544	-30	1,553	1,605	-52
Lowell	570	488	+82 (65)*	1,800	1,664	+136 (133)*
Marquette	775	786	-11	1,870	1,970	-100
Nakoma	141	99	+42 (50)*	662	605	+57 (70)*
Randall	869	736	+133 (66)*	2,094	2,010	+84 (173)*
Sherman	246	200	+46	547	471	+76
Washington	1,012	968	+44	1,968	1,907	+61
Westmorland-Sunset	347		+347 (308)*	658		+658 (602)*
District #8	100	83	+17	275	259	+16
Totals	6,532	5,624	+908 (599)*	16,479	15,264	+1215 (1206)*

* Portion of increase due to annexation

Table VII

Children by Age Totals Annexed to Madison in 1948

Age	Dodgeon Area	Franklin Area	Lowell Area	Wakoma Area	Randall Area	Westmorland Sunset Area	Total Annexed	Totals	
								Excluding Annexation	Including Annexation
Under 1	22	16	14	15	19	74	160	1,757	1,917
1	16	16	23	13	15	86	169	1,795	1,964
22	10	8	11	8	21	72	130	1,215	1,345
3	13	9	17	14	11	76	140	1,166	1,306
4	11	10	13	9	17	70	130	1,159	1,289
5	16	12	9	6	11	76	130	1,168	1,298
6	7	7	17	1	10	55	97	1,049	1,146
7	10	4	10	7	13	58	102	958	1,060
8	12	2	7	4	9	39	73	868	941
9	8	4	7	3	11	44	77	904	981
10	6	3	10	2	13	34	68	863	931
11	5	7	8	5	8	38	71	829	900
12	12	3	9	6	8	25	63	854	917
13	5	6	8	7	7	30	63	873	936
14	16	6	9	6	10	22	69	810	879
15	6	6	7	1	10	18	48	859	907
16	2	4	7	5	12	19	49	923	972
17	8	6	5	4	14	23	60	986	1,046
18	5	5	5	1	12	32	60	1,080	1,140
19	6	8	2	3	8	19	46	1,090	1,136
20	4	5	1	5	9	18	42	1,024	1,066
	200	147	199	125	248	928	1,847	22,230	24,077

Description of Annexed Areas Shown in Table VII

Dudgeon area	- Briar Hill and Glenwood
Franklin area	- Bram's Addition
Lowell area	- Walterscheid and Lakeview Heights
Nakoma area	- Marlborough Heights
Randall area	- Findlay Park and University Park
Westmorland-Sunset area	- The former School District #9 area bounded on north by Regent Street, the east by cemeteries and golf course, the south by the ICRR tracks and the west by Midvale Blvd.

Table VIII

Comparison of Enrollments of June 1948 and June 1947
 Total Enrollment for the School Year 1947-48 and School Year 1946-47

School	June Enrollments		Incr. or Decr.	Total Enrollment		Incr. or Decr.
	1948	1947		1947-48	1946-47	
Dudgeon	344	362	-18	359	388	-29
Emerson	742	678	+64	791	728	+63
Franklin	434	393	+41	459	440	+19
Lapham	395	408	-13	413	449	-36
Lincoln	211	218	-7	239	244	-5
Longfellow	362	397	-35	394	446	-52
Lowell	629	583	+46	670	618	+52
Marquette	675	676	-1	732	734	-2
Nakoma	405	388	+17	419	406	+13
Randall	702	637	+65	738	678	+60
Sherman	255	221	+34	271	247	+24
Washington	515	499	+16	562	555	+7
Special	113	108	+5	131	125	+6
Deaf	24	25	-1	25	26	-1
Crippled	58	48	+10	66	54	+12
Sight Saving	13	15	-2	13	16	-3
Central Junior	449	427	+22	473	470	+3
Central Senior	557	544	+13	610	618	-8
East Junior	1,016	987	+29	1,076	1,060	+16
East Senior	1,168	1,178	-10	1,283	1,297	-14
West Junior	599	597	+2	615	628	-13
West Senior	932	972	-40	975	1,025	-50
Totals	10,598	10,361	+237	11,314	11,252	+62

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Presented to the Board of Education
by the Head Teacher

Kathryn Charlson

June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-1948
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

This was the seventeenth year for the school department in the Wisconsin Orthopedic Hospital and my first year as Head Teacher. In returning to the hospital after an absence of five years, I found many changes had taken place. Some of these changes added to the difficulties of teaching, and others made it vastly easier and more pleasant. The most significant of the changes increasing the teaching problems were the following: smaller enrollment with decrease of teachers from four to two; higher percentage of bed patients to ambulatory ones; children discharged in casts to return after several months at home; and an increase in number of boys- especially older ones. On the other hand, the cooperation of the entire staff and especially of Miss Dunn, our supervisor of nurses, and Miss Harris, head nurse, have made interstaff relations so pleasant that difficulties have been minimized. They have imposed only those restrictions necessary so that the recovery of a child is not jeopardized. In so many ways they have encouraged the children in their school work, and have recognized the importance of school for hospitalized children. One change in shortening of the rest hour to 1:30 instead of 2:00 o'clock enables us to take advantage of the afternoon program of Wisconsin School of the Air. Less strict requirements for students has made possible use of the University students again.

I. STATISTICAL DATA

School was in session 183 days - five more days than Madison Public schools due to a staggering of spring vacation.

Enrollment showed an increase over the past few years, and especially in the number of boys. The enrollment record shows that there were 95 boys and 74 girls original entrants this year, and 76 boy and 68 girl entrants last year. There were 46 who returned this year - some of them twice and a few three times.

The following table shows the grade distribution for the year 1947-1948:

<u>Grade</u>	<u>Enrollment</u>
1	16
2	16
3	19
4	23
5	14

<u>Grade</u>	<u>Enrollment</u>
6	10
7	8
8	13
9	14
10	11
11	6
12	7
Special	11
Total	168 original entrants

There were two full time teachers for the entire year, and a part time teacher with the additional help of six University students second semester.

II. SPECIAL ACHIEVEMENTS

We think that our use of many visual aids is one of the high spots in our teaching program. Visual aids continued to be under the able direction of Miss Gordon-Smith. Some changes of the movies program were possible because we now have a movie projector of our own, a gift from the Roundy Fun Fund. We separated the children into two age groups and showed different films. This was also a better arrangement for adjustment to physical therapy schedules. Having a projector of our own made it possible to show some of the films a second time. Our films were procured from the Madison Visual Department and the University Visual Department. We are especially grateful to Mr. Hailer for his assistance in the selection of films, and to the many courtesies of the University visual department. They felt as we do that visual aids are particularly important in the education of a hospitalized child.

Our most important change was an increase to group teaching rather than individual bedside teaching. This was possible because the hospital for the first time obtained an orderly, one of whose duties was to push beds to the schoolrooms. Of course, arithmetic was still taught individually and some of the subjects of the students in high school, but group teaching was done wherever it was possible. We feel that discussion and participation with other students is especially important for the emotional development and mental stimulation of the hospitalized child. Furthermore, group teaching makes more efficient use of teachers' time even though it requires planning and cooperation with other departments, and it is in turn more stimulating for the teacher.

We made greater use of the Wisconsin School of the Air programs, for we were able to use the afternoon as well as the morning programs. It is especially helpful to have a lesson each can hear in his ward and one which can be continued if it is necessary for the child to go home in a cast. Our Journeys in Music Land class was one of the best liked programs. We were fortunate in having Dr. Gordon with his studio group visit and sing with us.

We had the assistance of six student helpers from Miss Lowe's Education Class for special subjects and special groups. This has helped to bring the children in contact with young men and young women and added music and art, which no one of us is qualified to teach. The students required much of my time for supervision partly because they had no teaching experience and partly because of all the ramifications of hospital life and ethics. We felt, however, that the contributions of the students far exceeded the time spent in their supervision. The art classes were particularly successful. Art is especially needed by handicapped children as a means of release and expression.

The projects and activities in which all could participate were some of our best teaching devices. There were two issues of our paper, The Bed Sheet, second semester. The preparation of these papers brought about active participation of all the students except those of the first two grades. It afforded an opportunity for boys and girls to work together, to develop a sense of responsibility to make it the best issue, a feeling of pride and accomplishment in something on which they needed to sustain interest over a period of two weeks or more. We did little censoring or correcting, for we want the paper to be the children's - their style and their ideas.

Our Centennial Play with a party following was given by the students for the staff. This radio play gave an opportunity for most of the children to participate and for them to wear costumes or at least a centennial hat. It is difficult to express in words how much a part in the play with a crepe paper costume over a cast can mean to a child.

I feel that it is important to teach the handicapped child to do for others rather than have everything done for him, and to know the joy of doing for others. To give the play and party for the whole hospital staff was a step in this direction. We have also had letter writing of thanks for gifts received during the year.

Our graduation exercises for a high school student with a picnic following was the climax of our year. Although short and with only one student graduating, we gave him all the trimmings. It again afforded another opportunity for group gathering.

III. SPECIAL PROBLEMS

We have always had the problem of obtaining school histories when a child enters the hospital, and making contact when he returns. It is a big task and not necessary for those who stay for a short time, but so important for the others. I have made more efforts to do this especially for the older pupils and it has paid dividends. It is a boost for the child to know that his teacher or principal knows what he is doing, and that a report will be sent back to his school when he returns. Older students who have been out of regular school for some time are reluctant to make the adjustment in returning to school, especially if their families have moved and they must enter a new school. This has happened in a number of cases this year.

The work of the year might well be divided into two different parts. The first semester was one of attempting the impossible of teaching too many subjects over too wide a grade span. The difficulty is that a decrease of enrollment does not decrease the number of different grades or subjects to be taught. With the additional part time teacher to teach English and History and to help with activities, the whole picture changed so far as accomplishment is concerned. It was also a help to have special subjects added.

However, with additional teachers the ever-present problem of dovetailing teaching between treatments and nursing care increased. Even tentative plans can not be made for a week or even several days for the situation changes so rapidly. I found that it was necessary for me to make rounds of wards every morning a half hour before school would start to consult with the head nurse and the physical therapist and at times with the occupational therapist - then make final plans with other teachers for the day. When I failed to do this, things did not run smoothly.

There is the problem of getting children to school on time. Some tardiness is due to the pupils who need some one to prod them and some due to too small a staff to give bed patients morning care.

With the increased number of bed patients brought to school we have the problem of not enough classroom space in class for upper grades. In the other classroom for lower grades too many can be brought at one time for one teacher to satisfactorily supervise. We are going to try to work out a plan with occupational therapists of staggering classroom hours so that there will be different groups in the school room mornings and afternoons. This should also help to relieve the situation of getting children ready on time.

The increase in the number of older boys and sometimes older girls, some of whom have graduated from high school and some of whom have stopped school, is an enormous one. It is not only extremely bad for them to have nothing to occupy their time, but so bad for the morale of the other boys in their ward, who are going to school. Special activities such as the Bed Sheet, singing groups and art groups in which all were included, helped the situation temporarily. I feel that either these young people should not be in a children's hospital, or more provision in some department should be made for them.

There is an increasing number of high school students who want to make an extra credit or those who with an additional six weeks in the summer could complete work for a credit. There are a number of children in the lower grades who need additional reading or arithmetic to bring them to grade level. Summer school for many would be very desirable.

There is the ever present problem of satisfactory recreation. It is more necessary in the summer than in the winter. This and the summer school problem is one that needs attention and should be taken over by some department in the near future.

We would like to express our appreciation to all the members of the hospital staff for their cooperation; to Dr. Coon for his interest and cooperation; to Dane County Unit for Disabled for their many gifts; to the friends and organizations who have given us books, toys and magazines.

Respectfully submitted,

KATHRYN CHARLSON

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

**Presented to the Board of Education
by the Consultant
BERNICE E. LEARY**

June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-1948
CURRICULUM DEPARTMENT

Work undertaken by the Curriculum Department in 1947-1948 was directed toward six general objectives:

1. The improvement of the curriculum through an attack on problems defined in the Annual Report for 1946-1947.
2. The improvement of instruction through the adoption of basic textbooks or series of textbooks, and the evaluation of supplementary books.
3. The furthering of international understanding on the part of pupils, teachers, and community.
4. The continued study of pupil achievement.
5. The continued extension and distribution of curriculum resources.

I. THE IMPROVEMENT OF THE CURRICULUM

From a summary of curriculum needs determined by the Curriculum Planning Council, serving since November, 1946, work was begun (or continued) along the following lines:

A. Service Bulletins for Teachers.

1. Two bulletins were compiled by committees of teachers after two years of work and are now in the process of editing for publication.
 - a. Handwriting in the Elementary School - a bulletin presenting problems, recommended practices, and suggested standards. Mrs. Emma Stoddard of Lowell School was chairman of the committee.
 - b. Techniques for Improving Spelling - a revision and extension of a mimeographed bulletin prepared in 1943. The committee chairman was Miss Mabel Boyle.
2. A mimeographed bulletin on audio-visual aids prepared in 1946-1947 was extended by the Audio-Visual Aids Committee to include suggested films and slides for use in junior high school. Mrs. Vivian Conley served as committee chairman this year.

B. Resource Units for Teaching.

1. The preparation of resource units in science was the ultimate objective of the Science Committee, which began work this year under the chairmanship of Miss Lillian Simonson. Stimulus to committee action was given through the service of Mr. Paul E. Blackwood of the United States Office of Education who spent two and one-half days in Madison meeting with the Science Committee and with other groups of teachers and administrators, to talk about science problems. Subsequent activities included setting up a series of four science centers for the purpose of giving teachers laboratory experiences. These centers were led by Mr. Milton Fella of the University of Wisconsin.
2. The revision and extension of the social studies curriculum in terms of resource units was continued by elementary teachers whose work will probably not close before 1950-1951.
3. At the high-school level, a resource unit on the study of Magazines was undertaken by the heads of the English Departments of all three schools, the experimental work to continue during 1948-1949.
4. Numerous teachers in both elementary and junior-and-senior high schools experimented with resource units in various fields, particularly in social studies where units on The United Nations were generally developed. A collection of these units was contributed to the A. A. U. W. survey of what American schools are doing to promote understanding of the U. N. These units will be revised and shared with other teachers later.

C. Tentative Outlines of Courses of Study.

1. Basic to a revision of the program of studies in junior high school an investigation was carried on by a committee of principals, with Miss Vida V. Smith as chairman. The purpose of the investigation was to secure teachers' reactions to present curriculum offerings and to define needed changes. The findings, summarized in Bulletin No. 40, were submitted to Mr. Falk, the principals of the high schools, and the heads of departments for further study and subsequent program adjustment.
2. A revised program in R & C English was the objective of a committee of five West High School teachers whose work was initiated by Miss Wheeler. Weekly luncheon meetings were held throughout the winter and tentative outlines drawn up for new units on Personal Adjustment, Leisure,

Social Development, etc. It is hoped that the work of this committee will continue during the coming year in spite of staff changes.

3. The better articulation of the social studies at different levels was the aim of social studies teachers who met for a series of three dinner meetings in the late winter and early spring. At this time problems common to elementary and secondary schools were discussed. Mr. Richard Gross was chosen as chairman of the group.

D. Adapting Instruction to Individual Needs

The following are examples of teacher initiative in adapting classroom instruction to individual abilities and needs:

1. A project, "If You Were Coming," was carried out by Mrs. Holterman with an advanced third grade at Randall School. The pupils' objective, to know as much about Wisconsin and America as possible to share with foreign children, gave the opportunity for the teacher to realize her objective - to enrich the reading experiences and interests of her class. A more detailed report of the project may be found in the Annual Report of Randall School.
2. A unit on "Personal Problems" was carried out in Lowell School under the direction of Miss Finley as a part of the program in science and health. A summary of this work is given in the Annual Report of Lowell School.

II. RECOMMENDING NEW BOOKS

- A. Seven committees worked during the year on the following textbook changes: Primary Reading (Grade 1), Elementary Language, General Science, Manuscript Writing, Business Training, Biology, and Home Living. The committees on General Science and Manuscript Writing made no recommendations, agreeing to carry over their assignment to 1948-1949.
- B. In addition to the adoption of basic texts, the evaluation of new books by committees of teachers presented a task almost double the size of last year's. A total of 85 new textbooks were evaluated for supplementary purchase as against 46 in 1946-1947. The compiling and editing of the evaluations was done by Miss Velmer Pratt. The annual bulletin entitled "June 1948 Addenda to List of Books Which May be Requisitioned from Board of Education Funds" will be circulated in September.

III. FURTHERING OF INTERNATIONAL UNDERSTANDING

Meeting this objective involved a variety of activities:

- A. Securing all available materials pertaining to the United Nations that were appropriate for use in elementary grades and junior and senior high schools.
- B. Promoting the packing and sending of food and clothing to children in many lands. Names of schools were secured from France, Italy, England, Germany, Austria, Holland, Norway, etc., and sent out to all interested schools in Madison to direct their charitable efforts.
- C. Giving about 25 talks on the educational problems in Germany over the radio and to civic, school, church, and parent-teacher groups around Madison.

IV. STUDY OF PUPIL ACHIEVEMENT

Annual achievement tests in reading were given to all pupils in Grades 2 -6, and general achievement tests, to all pupils in Grades 7 and 9. Results of the testing program were summarized in Bulletins Nos. 23, 24, 26, 27, 28, 29, 30, 31, 36, and 37. The range in reading achievement by grades in school, as presented in Bulletin No. 37, is reproduced here in Table I. The data show the number of pupils at each grade level who are reading above the expected grade norm, and the spread of achievement of the highest 25 per cent and the lowest 25 per cent.

V. EXTENSION AND DISTRIBUTION OF CURRICULUM RESOURCES

- A. To carry out its function as a source of information bearing on the curriculum, the Curriculum Department made additions during 1947-1948, as shown in Table II.

TABLE I
 RANGE IN READING ACHIEVEMENT
 September 1947

Reading Grade	Grade in School						
	II	III	IV	V	VI	VII	IX
11.0 and over				6	24	32	221
10.5 - 11.0				2	10	53	168
10.0 - 10.5				2	19		
9.5 - 10.0				4	11	39	73
9.0 - 9.5				12	19	35	86
8.5 - 9.0				9	25	27	68
8.0 - 8.5				15	41	46	55
7.5 - 8.0				23	59	69	66
7.0 - 7.5			24	32	53	61	53
6.5 - 7.0		2	22	48	67	88	41
6.0 - 6.5		15	28	68	98	103	28
5.5 - 6.0		30	48	74	74	79	16
5.0 - 5.5	2	44	90	92	67	31	2
4.5 - 5.0	2	59	124	78	39	6	1
4.0 - 4.5	4	114	144	89	25		
3.5 - 4.0	16	142	96	54	9		
3.0 - 3.5	122	176	74	24	4		
2.5 - 3.0	158	112	54	7	1		
2.0 - 2.5	208	44	2	2			
1.5 - 2.0	247	4					
Below 1.5	24						
Total	781	739	706	642	645	672	878

_____ Grade Norm
 - - - - - Madison Median
 Madison Q₃
 Madison Q₁

TABLE II

MATERIALS ADDED DURING 1947-1948

Courses of Study	35
Textbooks	190
Workbooks	38
Professional Books and Pamphlets	133
Magazines (the number now totalling 59)	9
Trade books, or "library" books of which 6 are Books-of-the-Month presented by Mr. Glenn W. Stephens	49
Sets of Flat Pictures	1
Film strips (5 replacements)	50
Sound Films	10
Silent Films (3 replacements)	6
3x4 Slides	3

B. The usefulness of these and previous purchases is determined in part by their circulation.

1. Table III shows the number of borrowings of books and magazines by Madison school people as determined by library cards. No record is kept of materials used in the Curriculum Office. The greatest increase in usage over 1946-1947 was found in magazines, and the greatest decrease in courses of study.

TABLE III

PRINTED MATERIALS BORROWED
DURING 1947-1948

Professional Books	269
Textbooks	417
Pamphlets	79
Courses of Study	22
Books-of-the-Month	35
Magazines	137

The areas of interest represented by these borrowings is shown in Table IV. Professional books on Administration were borrowed most frequently, while textbooks in social studies led in that area.

TABLE IV

BOOKS BORROWED 1947-1948, by SUBJECT AREAS

Subject Areas	Professional Books	Courses of Study	Textbooks
Administration	43		
Arithmetic and Mathematics	3		
Book Lists	9		
Child Development	21		
Curriculum Construction	8		
Education, Elementary	25	3	
Education, Secondary	10		
English	13		10
Fine and Industrial Arts	1		
Handwriting		6	
Health	19	6	29
Literature and Library			4
Measurements and Statistics, Educational Research	1		
Psychology	6		
Reading	31		88
Science	32		33
Social Studies	3	7	244
Spelling	17		9
Teacher Training	20		
Visual Education	7		

2. Table V shows the number of orders for Visual Aids received and filled from the schools during 1947-1948. In general, a smaller number of orders were received and a proportionately larger number were filled than in 1946-1947. This seems to imply, on the part of the schools, a growing reliance on rental films, and on the part of the Curriculum Office, a steady though small increase in facilities to meet school needs.

TABLE V

ORDERS FOR VISUAL AIDS 1947-1948

Visual Material	Orders Received	Orders Filled
Sound	548	471
Silent	700	609
Filmstrip	596	553
Slides 3x4	159	128
Kodachrome Slides	80	76
Fiat Pictures	76	71
Models	16	16
Recordings	3	3

3. Distribution of Madison Materials

The continuing demand for materials produced by the Madison Schools is shown in Table VI. The greatest demand was for The Kindergarten Handbook, first, and Learning to Read in the Madison Public Schools, second. The same two publications topped the list in 1946-1947, but in reverse order. Three other bulletins of which 60 or more copies each were sold were: Creative Writing, Use of Charts in the Primary Grades, and Word-Games.

TABLE VI

MATERIALS SOLD BY CURRICULUM DEPARTMENT
SCHOOL YEAR 1947-1948

Creative Writing in the Elementary Grades	62
Reading Problems in the Social Studies	43
Techniques for Improving Spelling	43
Developing Word Meaning	42
Experience and Reading	6
Place of Oral Reading in the Elementary School	47
Reading Abilities Basic to Effective Study	43
Use of Charts in the Primary Grades	63
Language Arts Committee Report	11
Word Recognition Techniques	33
Word-Games for Developing a Sight Vocabulary	60
A Guide to Health Education for Elementary Schools	29
Visual Aids Teaching Techniques	25
<u>Book Lists</u>	
Index to 500 Favorite Poems	32
Round About Us	13
My Country 'Tis of Thee	10
Wings Around the World	8
All About Pets	3
Together for Freedom	6
For You Who Love Heroic Deeds	7
V'cation Days	1
<u>Printed Handbooks and Reports</u>	
Primary Handbook	23
Kindergarten Handbook	130
Teacher's Handbook	23
Junior Cook Book	7
Learning to Read in the Madison Public Schools	122
Total	892

Orders were received from 39 states, the largest number, 61, from Wisconsin. Other orders, totalling 20 or more, were received from the following states: New York, 27; Illinois, 23; Michigan, 22; and California and Pennsylvania, 20 each. From each of the following states there was received only a single order: Louisiana, New Hampshire, South Carolina, Utah, and Vermont.

VI. PROBLEMS AND RECOMMENDATIONS

Problems reported in the Annual Report for 1946-1947 still persist, and recommendations made in the same report still hold. It is hoped, however, that a solution to the problems may be worked out next year to the end (1) that there will be less conflict of Curriculum Committee meetings and consequently more guidance; (2) that the extension and upkeep of visual aids may be more satisfactorily done; (3) that classroom libraries and basic textbooks be more adequately provided; (4) that such facilities as radios, typewriters, recording machines, cameras, etc., be more generally accessible either through the schools or the Curriculum Office; (5) that children have opportunities for speech development and improvement similar to those which they have for art and music; and (6) that this Department may do more to help teachers to realize the standards of good teaching which they have defined for themselves.

Respectfully submitted,

BERNICE H. LEARY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
Department
of
HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

Presented to the Board of Education
by the Director
GLENN HOLMES

October 1948

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1947-48

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

I. Health and Safety Education

Health

Progress in the health education program in the public schools has been somewhat retarded due to the change in the administration of the City Board of Health. We hope soon to make a good deal of headway with the fine cooperation Dr. Kincaid, the new Health Officer, has assured us.

A committee, representing both the schools and the city health department, made up of Miss Leroux, Mr. Ketterer, Mr. Waller, Dr. Kincaid, Miss Geiger, Mr. Falk and myself met in August in an effort to coordinate the health work between the schools and the health department.

A new health examination blank has been adopted for use in the schools. This blank is the one recommended by the School Health Committee of the Wisconsin State Medical Society.

The committees which existed in 1946-47, namely, Hygiene of the School Plant and Equipment, Health Instruction in Elementary Schools and Observation of School Children are still in existence and plan to carry on the work which was started last year.

Safety

A committee under the chairmanship of Ansgar Svance again took the responsibility of organizing the bicycle testing program. Every sixth grade child in the public schools had the opportunity of taking the bicycle test, even though he did not own a bicycle. Approximately 250 children passed all tests and were awarded certificates and badges. This year we plan to make this testing program available to other grades in addition to the sixth graders.

A new blank for report of accidents has been made available to the principals of all schools. This blank will simplify the recording of accidents of students, teachers and employees which occur within the school or on the school grounds.

Last May an entertainment for the boys and girls of the safety patrols of all schools was held in the Central auditorium. Emphasis was placed on recognition of the fine work of these patrol and a little award in the form of entertainment consisting of a magician and the Bauer family of tumblers was presented.

Cooperating with the local fire department a home safety questionnaire was prepared and sent to all elementary schools, parochial and public, to be distributed through the children to parents. The purpose of the questionnaire was to remind both parents and children on matters pertaining to the prevention of fires.

II. Physical Education

There has been fine cooperation between this department and principals of schools in working on the physical education program. There are many ways in which we can improve this phase of our work and by working closely with the superintendent and principals, I feel we will accomplish many good things this year.

Some of our schools have very fine physical education facilities, both indoor and outdoor; others have good outdoor areas but poor indoor facilities while still others have poor outdoor but good indoor areas. The Long Range Plan is to improve these facilities as rapidly as possible.

Progress has been made at Central and East senior high schools in the development of an elective physical education program. This program gives a choice of activity to the eleventh and twelfth graders. This sort of an arrangement is desirable where facilities are adequate.

A committee has been working on standards for coeducational activities which would extend through the senior high schools. Recommendations for time allotment, activities and program were made by the committee and principles and tentative methods were established.

Concentrated effort to bring facilities and equipment up to recognized standards have been made. New methods in handling inventory and repairing of equipment has been inaugurated. Relining and resurfacing all gymnasium floors in all schools have been accomplished.

Regular staff meetings have been set up on a monthly basis and much good work has been accomplished at these meetings. It is being recommended and urged that every school present a "gym night" or physical education demonstration for parents.

Two committees, one of men physical education teachers and the other of women physical education teachers have been set up to adopt a standard gymnasium uniform for both girls and boys.

III. Recreation

A very fine cooperative spirit exists between the recreation department and the park department. The park department has been most anxious to furnish and maintain outdoor facilities for our extensive recreation program.

Softball

We had a very successful softball program consisting of 103 teams playing in twelve different leagues. The two newly lighted softball diamonds, Franklin and Olbrich, have aided our softball program greatly but with the expansion of our softball program more lighted diamonds would be advisable. Both Franklin and Olbrich are so arranged that an additional lighted diamond at each field could be installed without a great outlay of money.

Baseball

The facilities for our growing baseball program are still insufficient and it is recommended that the park department install lights on Burr Jones Field at an early date. We had a very successful Industrial Baseball League last summer, the revenue from which financed the 79 baseball teams made up of boys from 9-18 years of age.

Tennis

A growing interest in tennis makes it advisable to give a good deal of thought for additional tennis courts throughout the city. There is adequate space at many of our parks for the installation of courts and with the increased leisure time on the part of many adults, it would seem advisable to install lights on the tennis courts at East High, West High, Tenney and Brittingham Parks.

Horseshoes

It is also recommended that in addition to the lighted horseshoe courts at Brittingham Park additional courts be constructed at Tenney and Olbrich Parks and Burr Jones Field. There is a great demand on the part of adults for additional horseshoe courts. We organized an adult horseshoe league of six teams with over sixty men participating twice a week throughout the summer.

Golf

The municipal golf program was expanded this past summer and eight different tournaments for men and women were conducted. These tournaments were in addition to the city-wide tournament which was organized in conjunction with the Park Department. We are planning more instruction in golf throughout the city which will be in line with the demand of both youth and adults to learn the finer points of the game.

Basketball

Last year a total of 68 adult basketball teams competed in our leagues and we anticipate a growth this year to approximately 80 teams. We are using East and West high school gymnasiums to full capacity and if our anticipated growth materializes, we are going to have to extend the program to some of our elementary schools.

Community Centers

The program of school community Centers has been carefully surveyed to ascertain needed changes and improvements. More effort is going to be made to have our entire program conform closer to our school endeavors. More and better part time help is available and a better all-around program should be the result. The new adult center at West high school was opened last year and was very popular with a large number of parents. We offered a variety of activities which were well received. We are eliminating the Thursday night center at Franklin school and one on Friday night will take its place. Every effort will be made this coming season to keep boys and girls of elementary and junior high school age as near to their home community center as possible. We plan for more golf and tennis instruction as well as a broader program in dramatics and crafts in our school centers.

The Madison Community Center under the direction of Robert Hurd has enjoyed a very fine year. The membership in the various clubs has had a good steady growth. Many new activities and clubs have been organized. The popularity and success of this part of our program is being recognized throughout the country as we have received many requests concerning the organization and operation of the Center.

Madison Theatre Guild

The Madison Theatre Guild under the direction of Mrs. Nancy Eichsteadt had a very successful year. Five plays were produced, three for adults and two for children. Every effort will be made this year to continue this fine program under the direction of Mrs. Geraldine Ryan. The following plays will be offered to the public:

For adults--

Dream Girl

The Hasty Heart

Arsenic and Old Lace

For children--

Sleeping Beauty

Tom Sawyer's Treasure Hunt

Summer Playgrounds

Facilities are quite adequate for our playground program and were well maintained during the past summer. We had a fine summer playground program operated on eighteen areas throughout the city with an unusually fine staff of directors. We were unable to secure a director to conduct the circus this year but every effort will be made to bring this fine part of the playground program back next summer. We are now confronted with the organizing and maintaining additional playground facilities for the newly annexed areas, namely, Westmorland, The Quarrie, Sunset, Truax, Lake Edge and Oak Ridge.

The crafts program on our playgrounds under the direction of Garland Smith was outstanding. We sold approximately \$1000.00 worth of craft supplies to the boys and girls in the city. The program was made up of many different craft projects using a large variety of materials.

Dramatics, under the direction of Isabel Saack, was well received by a large number of boys and girls. As a climax to the dramatics program at the end of the playground season a number of short plays were presented at Vilas Park for the enjoyment of the parents.

Our swimming program included four swimming instructors teaching on eight public beaches. In addition to this instruction in swimming, life saving and water safety, we conducted three swimming meets during the summer. We plan one addition to our swimming program next summer, namely, instruction in boating and possibly fly and bait casting.

Winter Sports

Last winter we conducted four city-wide skating meets and provided some instruction in figure skating and beginning skating on two of our city park rinks. We plan a program for teaching both beginners and figure skating which will reach more people this winter.

There were seven teams which made up our hockey leagues last winter and with the sport becoming more popular in our high schools, we anticipate a good growth in interest and attendance this season. We shall try to arrange satisfactory facilities at the rinks for the benefit of the many spectators who are becoming more interested in this sport.

We offered skiing instruction at the Olbrich slide last winter to a number of interested participants. We plan, if facilities are available, to offer this same instruction on both sides of the city this season.

There is an increasing amount of interest in winter sports and with our natural facilities, I feel that a great deal more can be done along this line of recreation.

Health, Physical Education, Recreation and Safety - 6

Summary of Recreation Activities and Attendance, September 1, 1947- August 31, 1948:

Badminton	55
Baseball, Adult	70,878
Industrial League --	67,618
Capital City --	3,260
Baseball, Junior.	12,824
Basketball, Adult	17,162
Basketball, Four Lakes League	4,236
Community Centers	282,849
Madison Community Center --	243,827
School Centers --	39,022
Football, Four Lakes League	4,886
Golf	517
Jackstones Tournament	916
Madison Theatre Guild	7,100
Marbles Tournament	855
Parochial Schools	11,782
Basketball --	4309
Intramurals --	2692
Softball --	2445
Touch Football --	2112
Volleyball --	224
Picnic Kits	21,583
Recreation Chorus	244
Saturday Play Centers	17,518
Softball, Adult	52,407
Summer Playgrounds	268,972
Swimming	14,033
Tennis, West High Courts	4,434
Tournament of Champions	600
Track and Field Meet	300
Volleyball, Adult	1,884
Winter Sports	3,380
Total	799,455

Submitted by

GLENN HOLMES

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report .
Music Department

Presented to the Board of Education
by the Director
LEROY KLOSE
June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1947-48
MUSIC DEPARTMENT

I. Significant statistical data

- A. This year we have had an 11% increase in elective vocal music courses (grades 9 thru 12.) Forecasts indicate greater interest and a larger election for next year. Much of the increase is at the 9th grade level, where music first becomes elective.
- B. All instrumental music is elective. There has been a 3% increase in grades 5 thru 8 and a 2% decrease in grades 9 thru 12. Elections for next year indicate an increase of about 10%, grades 5 thru 8 and a slight increase of enrollment in the upper grades.
- C. In addition to regular classes of music education in the elementary schools there are select choirs at each school. These choirs include over 700 voices.
- D. Each of the five junior high schools have elective boys glee club, girls glee club, and mixed chorus. In these groups enrollment has also increased.
- E. Summer program:
 - 1. The 1948 summer school had over 500 different pupils registered.
 - 2. The summer band of high school pupils and alumni met for 10 weeks and gave two public concerts.

II. Special achievements

- A. An All-City Senior High School Centennial Music Festival, comprised of nearly 1000 voices and players, was given in May. It included chorus classes which seldom give public performances. This was inspirational to these groups.
- B. The three high school bands and a 400-voice chorus participated in our Statehood Day Celebration with high school and civic groups from the entire state.
- C. The music department with the help of speech teachers furnished 175 radio programs on Music for School and Home.
- D. Musical organizations gave over 200 public performances.
- E. The Choral Pageant of the Nativity was again given at the State Capitol.
- F. The operettas given in our high schools were extremely well done this year, especially at the senior high school level.

III. Problems and recommendations

- A. For many years vocal music classes in junior high school have been too large to attain the standard of work desired. More sections and teaching power are needed at this level.
- B. The enrollment in some senior high school instrumental organizations for several reasons has decreased, although the standard of performance is good. We expect an increase in enrollment next year, and because of new interests at the junior high school level we will ultimately achieve past enrollments.
- C. Eighty per cent of our music rooms are in dire need of acoustical treatment. Materials are available although prices are high.
- D. Elementary string classes meet but once a week. This generally proves adequate in individual music instruction but not in class work, where two meetings a week would more than justify the additional cost.
- E. Much of the instrumental music department's equipment needs replacement.
- F. There is a need for more time for senior choirs as concert organizations. This select group should be programmed for a period separate from chorus classes. At present all choir material, which is too advanced for general chorus classes, must be taught in all chorus classes. The high school principals understand this problem and an effort to improve the situation is being made yet it is far from satisfactory.

Respectfully submitted,

Leroy Klose

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF PUBLIC INTERPRETATION

Presented to the Board of Education
By the Director
MARGARET PARHAM
June 1948

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
For the School Year 1947-48
DEPARTMENT OF PUBLIC INTERPRETATION

SUMMARY OF SCHOOL PUBLIC RELATIONS ACTIVITIES

Activities of the director of public relations for the school year have been very similar to previous years except that the director spent more time than usual during the second semester on the biennial report.

Newspaper Publicity

Both local dailies have been eager to get leads for feature stories. The director has polled the principals for school activities that were newsworthy both by questionnaire and by telephone and then reported to city editors. Miss Leary assisted by telling of school projects and also in giving names of teachers with interesting projects to reporters in search of materials for feature articles.

Since the director's time is divided among three general activities -- newspaper publicity, publications and picture taking, and public relations -- short cuts for obtaining school news and also leads for features would be helpful. If the principals approve, we may send out a sort of reminder-questionnaire each week.

Such a reminder might help the principals to get the news in ahead of time or at least while it is still newsworthy. Although all principals cooperate when asked, some are more news conscious than others.

Publications

At this writing the biennial report has not yet been delivered by the printers. Work was not continued on the report until after American Education Week. All pictures, with the exception of a few that were changed later, were ready for the engravers by December 31. Outlines, statistical material, and most of the copy were also completed not long after. Research and writing on the historical material was completed spring vacation.

Since reprints of the Kindergarten Handbook were needed, the superintendent called together the former handbook committee and a few new members to discuss possible revisions or additions. The copy with additions is now ready for the printers and the completed booklets should be ready September 1.

Members of the committee include Velmer D. Pratt, Erna Milne, Carl H. Waller, Marguerite Drews, Beata Geiger, Evelyn Frish, Anna Grace Peterson, Glenn Holmes, and Margaret Parham.

No further work has been done on the Primary Handbook.

Pictures

Fewer pictures were taken this year because our needs for publications were pretty well filled. To get pictures rapidly enough for publicity, moreover, is difficult even with commercial photographers.

Toward the end of the school year we secured the services of two photographers new to us. The work of one of them seems to be good.

THE NEA PUBLIC RELATIONS PROGRAM

In cooperation with the social committee, the NEA public relations committee sponsored an annual dinner meeting. Guest speaker was Leonard G. Howell, new city manager. Guests included Mrs. Howell, board members, members of the city council, wives and newspapermen. Dorothy Puestow, president, was toastmistress.

Radio Programs

Starting in late September, "Music for School and Home" radio programs were broadcast over Station WIBA Monday through Friday from 4:15 to 4:30 p.m. Superintendent Falk secured a better broadcasting time, 7:45 to 7:55 a.m., from WIBA in the late fall.

At the beginning of the school year, September 7, 9 p.m., a committee presented a round table broadcast on the Madison Educational Philosophy. Participants included Mrs. E. L. Jones, former PTA Council president, Paul Olson, Mabel Hammersley, and Carrie Rasmussen.

American Education Week Program

The general AEW committee assisted the schools by securing NEA materials for them, releasing publicity about the week and about individual school programs, sponsoring eight radio programs, purchasing AEW trailers for movie theaters, and distributing photographic posters in store windows about the city.

The Bulletin

Only two Bulletins were issued this year because the director, who is also editor of the Bulletin, was preoccupied with other activities. For a faculty group of the size of Madison at least four editions should be printed each school year.

School Movies

Movies this year were taken of football activities, girls' athletics including hockey, baseball, Madison schools in the centennial parade, ~~display of~~ ^{display of} ~~carpals~~, and social studies. The senior high school movie can probably be completed, edited, and titled next year.

Respectfully submitted,

MARGARET PARHAM