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Miss Mabie

Annual Reports of Principals and Supervisors

THE MADISON PUBLIC SCHOOLS

For the
School Year 1932-33

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Reports are arranged in the following order:

Central Junior-Senior High School - L A Waehler
Central Junior High School - Vida V Smith
East Junior-Senior High School - Foster S Randle
East Junior High School - E D Brown
West Junior-Senior High School - V G Barnes
West Junior High School - LeRoy E Luberg
Brayton School - Marie Hagen
Doty School - Pearl Leroux
Draper School - Adeline R Marvin
Dudgeon School - Mrs Lucile C Hays
Emerson School - Leo P Schleck
Franklin School - Mrs Clara W Ginty
Harvey and Marquette Schools - Emily R Parsons
Hawthorne School - Velmer D Pratt
Lapham School - Shirley D Almy
Lincoln School - Renette Jones
Longfellow School - C Lorena Reichert
Lowell School - Annie D Axtell
Nakoma School - Walter W Engelke
Randall School - Mrs Alice E Rood
Washington School - Mary L Edgar
Art - Lucy Irene Buck
Attendance - Cassie E Lewis
Curriculum and Method - Ethel Mabie
Guidance and Special Education - Pauline B Camp
Health Education - Mrs Fannie M Steve
Dental Hygiene - Mrs Esther Haas
Home Economics - Loretto M Reilly
Manual Arts - T A Hippaka
Music - Anne Menaul
Recreation - Harry C Thompson

F O R E W O R D

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

"In the annual reports of the principals and supervisors which will be submitted at the close of the present school year, I would like to have the following items emphasized.

First, a general survey of the school year--a statement of the outstanding achievements and events, and a statement of general plans for the next school year.

Second, a report on costs under the following divisions.

1. What reductions in per pupil costs have been made in 1932-33 as compared with 1931-32?

   a. What reduction in cost of instruction? Effect on class size?

   b. What reduction in cost of school supplies?

   c. What other reductions?

2. What should be the next step, if further reduction is necessary?

   a. What elimination of services?

   b. What further increases in class size?

   c. What reduction of salaries and wages?

Third, a comparison of teacher-pupil load 1931-32, 1932-33, and as planned for 1933-34."

These reports present a very excellent picture of the work of the Madison schools during the past year, together with the hopes and plans for the next school year. They also present a comparative analysis of school costs and teacher-pupil load, which will be of interest to the members of the Board of Education and other citizens of Madison who are concerned with the problems of reducing school costs with the least harm to the educational interests of the children of Madison.

R W BARDWELL
Superintendent

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
L. A. Waehler
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
CENTRAL JUNIOR-SENIOR HIGH SCHOOL

GENERAL SURVEY -- ENROLMENT AND ATTENDANCE

Enrolment

The total enrolment for the six year high school for 1932-33 was 1332 as compared with an enrolment of 1442 last year. The enrolments in the senior high division are as follows:

Total Enrolment

1931-32			1932-33		
Boys	Girls	Combined	Boys	Girls	Combined
444	442	886	419	417	836

Actual Enrolment

	1931-32			1932-33		
	Boys	Girls	Combined	Boys	Girls	Combined
End of 1st semester	378	386	764	357	356	713
End of 2nd semester	386	376	762	364	370	734

It is interesting to note that for the past two years the number of boys in the senior high school has been approximately equal to the number of girls. In previous years when there was more opportunity for employment of boys, the number of girls exceeded considerably the number of boys in the school. You will note also whereas the combined enrolment for the second semester was about equal to the combined enrolment of the first semester in the year 1931-32, there has been during the past year an increase of 21 in the combined enrolment at the end of the second as compared to the combined enrolment of the first semester.

Our enrolment comprises pupils from a wide variety of homes, social conditions and of racial stocks, a fact which creates for Central special problems in administration and instruction.

Graduation

Central High School had 70 graduates at its mid-year commencement this year and 150 at its June commencement, a total of 220 graduates. This compares with a total of 243 graduates in the school year of 1931-32.

Attendance

Our attendance during the school year has been uniformly good. The percent of attendance averages something over 96% which is slightly better than the attendance of last year. In the matter of tardiness considerable improvement has been made through the use of several devices of discouraging tardiness and encouraging promptness. The full effect of these devices has shown itself

particularly in the second semester of this year when the total tardiness for the semester dropped from last year's figure of 666 to a figure of 408.

Outlook

From all indications our senior high school enrolment for the coming school year 1933-34 will be about identical or slightly larger than that of this year. Our junior high school enrolment, of course, will be increased by about 50 pupils due to a change in the matter of mid-year promotions. Our expected graduation list for next year will be approximately identical at the mid-year but will be slightly larger in June as compared to this school year.

EVENTS AND ACCOMPLISHMENTS

Curricular

Our department enrolment for the second semester is indicated in the table below:

Department	Pupils	Classes
English	740	26
Mathematics	303	14
History	600	23
Modern Language	150	9
Latin	168	11
Science	299	13
Commercial	374	18
Art	164	7
Home Economics	119	5
Manual Arts	197	10
Physical Education	279	8
Music	333	8

In the English department we have had several committees active on the question of reorganizing the English work with the view toward securing more effective results and toward securing a more thorough coordination of the six years of English work. Copies of reports to cover the findings and recommendations of these committees have been sent to the Superintendent.

Encouraging results have been obtained from a revision of our method of handling outside reading requirements in English to a method which permits greater freedom and informality in the selection and reports of outside reading.

In mathematics we have been gradually working out of a rather confused situation created some years ago as a result of an experiment toward securing more satisfactory and more effective results in the subject. This situation will probably be completely relieved by the end of next year, permitting the abandonment of the make-shift course now labelled Practical Mathematics. The mathematics department has also begun work toward a better coordination of requirements and procedures in the subject throughout the six year junior-senior high school.

In history there has been a notable increase in the number of elections in Modern History. There has been a notable decrease in the number of failures in United States History which is attributable to definite efforts to secure a satisfactory course for retarded pupils through the aid of supplementary texts and the laboratory method.

In modern language a decided increase in the number of elections in French are noted together with somewhat of a decrease in the number of elections in German.

In Latin there has been a decrease in the number of elections in the beginning work, and there has been a considerable decrease in the number of elections in the upper years of the subject. This latter decrease has created serious problems of class size based upon the recognition of the school's obligation to meet an implied contract with the child toward supplying advanced courses in the subject.

There has been no change in the science department enrolments. The illness of Mrs. Perkins might have jeopardized seriously work in biology but for the very satisfactory substitute work of Mrs. Ward. Physics has again gained slightly in popularity but small enrolments in the subject still make it a decidedly expensive proposition when considering the amount of laboratory equipment and space which must be set aside exclusively.

The commercial department has seen no great change in enrolment. During the last year or two there has been an increased demand for courses in typewriting for personal use. A successful attempt was made this year toward combining the course in commercial correspondence with the course in office practice. Previously the course in office practice had been farmed out to the Vocational School commercial department, a procedure that was very satisfactory because that institution has the equipment and we do not, but a procedure which presented an expense of several hundred dollars a year.

The art department's new course in applied art has drawn considerable interest and enrolment from those who have never had a course in art and who are not so much interested in formal drawing. The art department has been almost overloaded by civic organization poster contest requests which are highly motivating projects but must be limited in number.

In home economics stress has been placed in foods classes on the question of providing low cost meals and of eliminating waste of foods. The clothing classes have given special attention to projects in remodeling of old dresses and of making low cost dresses. Through the provision of cloth by private donors and by the school these projects have incidently served as a valuable relief in the case of indigent families of members of the classes. In common with the home economics classes of other schools of the city our classes made dozens of simple dresses for Red Cross organizations from materials supplied by the Red Cross. Our homemaking class had as one of its special projects the interior arrangement of a part of the model home sponsored by the Madison Real Estate Board.

Unusual interest seems to have arisen in woodwork motivated by opportunities of providing low cost furniture for the families of class members. The woodwork department has also carried out many special projects in connection with school plays and activities. Machine shop, sheetmetal, electricity, and mechanical drawing are maintaining themselves at the level of former years. Auto mechanics has been losing favor markedly during the last year or two, while printing has scored a corresponding gain in favor.

With the coming of the junior high school physical education as a curricular activity has its major work in that division.

Even before the State Music Tournament music, both vocal and instrumental, had been gaining in its appeal to senior high school pupils. Central's orchestra of 65 members this year was one of the finest in its history. Both band and orchestra made a creditable showing in the State Music Tournament. Our mixed chorus received many compliments for its remarkable performances. The boys' quartette was in demand throughout the city finally becoming a regular W.I.B.A. radio feature, and it was easily the best high school quartette produced in Madison in the last five years. The six period day and physical conditions are handicapping music as a curricular activity, yet the interest is so great that there is much willingness on the part of pupils to give outside time to it.

We call your attention to the evidence of progress made during the last few years in the perhaps socially wise though financially costly program of provisions for holding retarded children in high school. Through the set up of special courses with special texts, materials, and teaching procedures, pupils who otherwise might have dropped out through failure and discouragement in attempts to meet a normal standard of performance now maintain their interest through satisfaction in accomplishment and are continued progressively in school until graduation. This success was obtained without reducing appreciably the standards for average and superior pupils. When this program was begun five years ago, our graduating class (January and June 1927) was distributed about as follows:

Retarded - 6% Average - 77% Superior - 17%

This year's graduating class (January and June 1933) was distributed as follows:

Retarded - 24% Average - 58.5% Superior - 17.5%

In other words the percent of the respective graduating classes representing retarded pupils brought through to graduation was four times as great five years after the beginning of the special program designed toward that end. Note also how closely this year's graduating class distribution corresponds to the ability distribution for the entire senior high school pupil body which is as follows:

Retarded - 26.3% Average - 56.2% Superior - 17.5%

(See Mr. Haas's detailed report.)

We at Central, believing as we do in the high educative value of extra-curricular activities, are proud of the progress made along this line this year.

THE ALL ACTIVITY ASSOCIATION - Using suggestions from the East High School plan we inaugurated last fall the Central High School All Activity Association. This name covered a plan whereby pupils might meet the expenses of the several all-school activities with a minimum of burden to themselves. Briefly, the plan gave the pupil the opportunity of paying ten cents a week for a period of 30 weeks as membership dues to the association. The pupil as a member then received admission to the 20 leading all-school events of the year including athletic games, plays, social affairs, school paper, school annual, musical concert, and outside lyceum numbers. The result from the point of view of the school was two-fold; first, it brought increased attendance and interest in every activity and with it increased loyalty and pride in the school as a whole; second, in spite of the difficult economic situation, it placed the activities on a self-supporting basis for the first time in several years.

OTHER ACTIVITIES - With increased pride in the school came increased interest in all activities. Music, which is semi-curricular and semi-extra-curricular, has already been mentioned. In this connection a number of classes initiated mass singing for their class groups during the year with highly enthusiastic results. The two major school plays were "Tiger House", a modern mystery play, and "Twelfth Night", a Shakespearian comedy. Several one-act performances were given at various times throughout the year. Reading contests were held, and many auditorium programs of pupil participation and creation were given. In addition to the school's part in the annual city-wide Christmas performance in the State Capitol, Central Junior-Senior High School presented a Christmas pageant entitled "The Nativity". The senior high school departments aided in providing the necessary stage and auditorium arrangements for the successful junior high school operetta, "Hansel and Gretel".

Continued progress has been made in the matter of coordinating home room activities with the guidance program. Almost every home room this year had its own pupil organization and carried out special home room activities. With the help of the guidance department the home room teacher now has a good system of records for every pupil and is much more informed and interested in the work and plans of every pupil under her charge. The home room committee has prepared in outline a suggested program of activities for the entire year 1933-34. Each home room may choose to follow such parts of this suggested outline as seem desirable. (See Mr. Haas's detailed report.)

The school social activities included three evening parties, four matinee dances, a girls frolic, a tea to the mothers, and the regular senior commencement social activities. "The Mirror", high school student newspaper, thrived under revived interest and drew some 50 people actively interested in its production. The Mirror magazine, a record for the school year, was the best since the abandonment of the old type school annual several years ago.

In athletics football drew the participation of some 90 boys, basketball some 45 boys, and track about 50 boys. In intra-mural competition Central placed second in football and fourth in basketball in the Big Eight Conference. In addition Central won the W.I.A.A. District Basketball Championship and entered

the State Tournament. The school placed second in the city track meet and fifth in the W.I.A.A. District Track at Waukesha. In addition intra-mural competition drew participants as follows: basketball - 80, track - 50, boxing - 85, golf - 15, tennis - 20, playground ball - 90, American Legion league ball - 50, and swimming - 20. It must be remembered that this fine showing in intra-mural work is under the handicap of no convenient facilities and no exclusive facilities. The girls, too, have had their extra-curricular sports including basketball, baseball, volleyball, tennis, track, and dancing securing a voluntary participation of about 150 girls.

Active extra-curricular pupil organization during the year included the Girls' Club, Ushers' Club, Art Club, Dramatic Club, French Club, German Club, Mixed Chorus, Boys' Glee Club, Boys' Quartette, Girls' Triple Trio, Social Orchestra, Hi-Y Club, "M" Club, Girls' Literary Society, and the National Honor Society.

GENERAL

Any summary of activity and progress at Central for the year should include the following:

I. The establishment of the school book exchange which, while it involved the tie-up of some school monies, has been a decided service to pupils. While very few new books were sold, the book exchange in effect has been serving somewhat as a rental bureau inasmuch as pupils would buy second-hand books, use them for the necessary period, and then resell them to the book exchange at a slight discount. The book exchange in this way turned the same book sometimes as much as four times during the year.

II. The lengthened noon hour from 30 minutes to 45 minutes, while it does not serve to permit all pupils to go home to lunch, does permit all pupils who live within a radius of 7 or 8 blocks to do so. At the same time the lunch period is still short enough to avoid any serious nuisances of pupils within the school building or in the adjacent business places.

III. The closing of the Commercial National Bank served to "freeze" about $150&00 of Central High School General Fund monies on deposit there. These monies included some amounts held in trust for the Board of Education and other amounts representing the funds of more than a dozen school organizations and activities. It has placed our finances in a rather precarious position inasmuch as we were obligated to carry out certain contracts for which we must now meet the bills.

IV. With the establishment of Central on a new basis this year came a change from the department head system of organization to that of a more centralized organization operated through rotating chairmen for the departments. While it is not easy to break from the old theory, a trial of the new plan seems to suggest the wisdom of its continuance.

V. The transfer of the office of the guidance advisor to space within the general offices of the principal has proved a desirable move in the general plan of greater coordination.

VI. At the invitation of the Department of Education of the University of Wisconsin our classes in English, mathematics, and history cooperated in the taking of tests in those subjects with the purpose of helping to validate tests being prepared by the university.

VII. Toward the end of this year we have had several recognition days in which awards of honor pins, athletic emblems, reading contests, prizes, scholarships, etc. were made before the pupil body to serve as suitable recognition of accomplishment for the pupils concerned and as an incentive to all.

VIII. Carrying out the program started several years ago with the cooperation of the Madison Kiwanis Club, opportunity was again given to some 450 pupils to hear from representative business and professional men and women in the occupational field of the pupils' interests.

IX. It has been our effort this year to be particularly sensitive to indigence and to recognize the possibility of sudden changes in family economic conditions. Books and supplies were provided during the year for 330 indigent pupils of the junior-senior high school. Meals were provided for health reasons for 46 such indigent pupils. This of course is an extraordinary expense item affecting per pupil cost.

X. Definite progress has been made in the matter of securing better coordination and integration as a six year junior-senior high school unit.

OUTLOOK

General Plans for next year include:

I. Further efforts to improve our pupil attendance record and record system.

II. More decided progress in setting up a closer coordination of the junior-senior high school as a six year unit. This involves the further building up of the general concept in the minds of the members of teaching and administration staff, and it involves the study and reorganization on a six year basis of the work of each department.

III. Improvement of school citizenship, and through it of general citizenship.

IV. Further development of home room guidance work will be limited by reduced teacher energy due to heavier teaching loads.

V. Development of various devices for remedial work to offset the danger of increasing proportion of failure due to larger classes and to adjustment of the mid-year promotion system in the junior high.

VI. Further experiment and progress toward provision for retarded ability groups in English and history.

VII. An attempt to correlate more closely work in English classes with work in other subjects and with pupil special interests.

VIII. Further economies through increased class size, elimination of beginning language classes at the mid-year, combination of advanced language classes, offering of elective subjects only in alternate semester, etc. (See recommendations under Costs and Economies.)

IX. A start on the rebeautification of the long neglected school grounds, rehabilitating the worn out soil and replacing gradually the aged and dying shrubbery.

COSTS AND ECONOMIES

Using the average monthly attendance as a divisor and correcting figures of last year's annual report accordingly, the per pupil cost of the senior high division has dropped from a figure of $156.26 to a figure this year of $129.13, a reduction of $27.13 per pupil. In the junior high division where the decreased enrolment affected per pupil costs more seriously, the drop has been from a figure of $123.54 to a figure of $119.45 or a decrease of $4.09 per pupil. Above figures are based upon arbitrary distribution of physical plant costs, allotting two-thirds to senior high and one-third to junior high. (See part two of this report for a detailed statement of junior high costs.)

Of the senior high costs the larger decrease has been in cost of instruction, comprising accounts number 621, 622, and 625. The actual decrease represents the difference between $122.00 per pupil and $99.38 per pupil or a net of $22.62. A large part of the reduction is accounted for by reduction in the salaries of the teachers. However, a considerable part must also be attributed to the increase in class size and to the willingness of teachers to carry added loads toward supplying the absence of sick teachers and thus cutting the bill for substitute teachers almost in half.

The item of administration, comprising accounts number 6111, 6112, 612, 613, 615, 616, has been reduced from $9.68 per pupil to $7.83 per pupil or a decrease of $1.85. This decrease comes notwithstanding the fact that administration costs ordinarily cannot be reduced in the face of decreased enrolment. The major part of the difference is, of course, accountable by the difference in salaries of the administration staff this year as compared with last year.

The item of books and supplies, comprising accounts number 623 and 624, has been reduced from $2,048.09 to $965.14 or a decrease in per pupil cost from $2.65 to $1.32. With the exception of the fact that many books provided for indigents can be used over and over again thus permitting the reduction of this charge from year to year, we do not believe that this reduction of approximately 50% in this item is a particular credit to us. We do believe that it represents the danger signal where economy may have become unwise and may result in decreased teaching efficiency. More supplementary books must be bought next year both as replacements of worn out copies and as new additions.

In the item of physical plant costs, comprising accounts number 6511, 6512, 652, 6531, 6532, 654, 655, 6551, 656, 657, 658, 659, 66, there has been decrease for the junior-senior high school from $25,465.63 to $21,693.67. No equitable method can be devised for distributing the cost between junior high division and senior high division. However, by using the combined enrolment as a divisor this physical plant expense represents a per pupil cost of $18.63 as

against $19.63 last year. By using an arbitrary distribution allotting two-thirds of this physical plant expense to senior high school and one-third to junior high, the per pupil cost reduction would be as follows:

	1931-32	1932-33	Decrease
Senior High	$21.93	$20.66	$1.33
Junior High	$16.21	$15.63	$ .58

By special care a saving of almost $1000.00 in light, power and gas was created during the year. While the fuel bill decrease as against last year represents a saving of $1,800.00, we believe that this cost is still too high and that a study of this situation by Board of Education and water works officials should bring a more equitable and economical arrangement. Incidentally, waste steam from the water works is impregnated with waste oil and chemicals which causes considerable trouble and expense to us due to corrosion of radiator gaskets and valve seats and clogging of radiator valves. The insurance costs of $881.30 charged against Central High School this year is more than double the charge of last year - due, we are told, to the fact that more policies of the school system are expiring this year. This will probably correct itself, therefore, in next year's accounting and thus produce an apparent saving next year.

OUTLOOK TOWARD FURTHER ECONOMIES

Further economies can and will be made in our electric and gas bill next year. However, we recognize that economy here can be overdone to detriment of pupil and teacher health.

As stated above heating charges are too high. We believe adjustment of the present rather arbitrary arrangement can be made, resulting in greater economy and equity so far as Central High School is concerned.

We believe that due to its central location the frequent use of the high school auditorium and building by the Civic Symphony Orchestra, Vocational School, University Extension classes, teacher groups, and many other school, civic, and private organizations works an unjust handicap on our efforts to show reduced per pupil costs. We recommend that arrangement be made for a more careful measurement and more equitable assignment of the light, heat, ventilation, janitorial and other costs created when the building is used for activities not related exclusively to Central High School organizations.

By combining upper classes in Latin, French and German, and mathematics, class size will be increased and per pupil cost decreased even though perhaps somewhat at the expense of efficiency in learning. Entire elimination of these upper classes would reduce costs still more at their high point, but this procedure would work decided hardship on pupils and involved doubtful ethics.

By offering certain of our elective subjects only in alternate semesters, class size and teaching efficiency will somewhat be increased with corresponding decrease in per pupil cost, even though the plan will cause some inconvenience to pupils.

While we must of necessity reduce the scope and thereby the cost of so-called extra-curricular activities and special departments, we shall be the last to recommend their elimination as non-essential particularly in these times. We believe too strongly in secondary education purposing the well-rounded development of the child based on his individual capacities and pointed toward his own society's wellbeing. And we believe assuredly in the educative value of the experiences that come on the "school ground" as well as of those that come in the classroom.

In considering possible economies at Central High School in comparison with possible economies at the other high schools, please remember that the situation and the physical plant here involve facts peculiar to Central:

I. We have a declining pupil enrolment when per pupil costs of administration, physical plant, and general instruction tend to increase and decrease in inverse ratio to enrolment.

II. We have a large number of part-time teachers, a costly project and referred to elsewhere in this report.

III. Our building arrangement, particularly room size and equipment, is far from the best. Half of the rooms are larger than necessary, and the other half are smaller than efficiency and health demand. We have no large room for use as a convenient study room, and therefore cannot get cheap and efficient study room supervision.

IV. Inasmuch as two independent school units operate in the building through a school day extending (in the winter) from 7 a. m. to 10 p. m., the natural difficulty of close regulation increases costs and possibility of damage.

V. An old building like ours needs much in the way of repairs and replacement of superannuated equipment, etc. In addition it needs so-called improvements which are accepted as a natural normally essential part of any newer building. In addition there is more labor and expense involved, together with a tendency to give less regard, in keeping an old building shipshape. In this connection it is naturally more difficult to get authority for maintenance and improvement items because of a natural feeling that "what is is good enough and no amount of expense can make an old thing new". And finally it is more difficult to protect against damage and defacement when the accumulated examples of the years are always before pupils and when there is little chance to build up pride in aged, worn-out, and mutilated property.

If an emergency step to reduce costs becomes necessary, we suggest the reduction or elimination of services along the following lines:

I. Halting and/or reducing the program we have started toward securing satisfactory results with retarded pupils. (See page 4 of this report.)

a. This would cut the expense of special books and equipment and arrangements for retarded groups.

b. It would reduce the number and variety of classes offered in the curriculum and by such limitation would result in larger groups in the remaining subjects with consequent lower per pupil cost in those subjects.

c. It would discourage the retarded individuals from continuing in school creating relief at the point where energy and expense involved is great relative to results obtained. Remember also that the retarded pupil tends to require for graduation more semesters than the average pupil.

II. Halting or transferring to properly responsible relief agencies the costs of books, supplies and food now provided for several hundred indigent children, inasmuch as this is not ordinarily a part of the general service of the school.

III. Per pupil cost for any one year could be reduced readily by limiting pupil programs to the normal load of four subjects. Pupils now electing fifth subjects are in the aggregate necessitating the expense of setting up added classes and added teacher power. This adds to total costs and to teacher load, and under present method of computations (a) does show up as an apparent (though in the long run it is not an actual) increase in the per pupil cost, and (b) does not show up as an increased teacher-pupil load.

In considering the desirability of reducing or eliminating any school services there should be full realization of the fact that the very conditions that demand economies are tending to prevent pupils to continue schooling beyond the high school level. Perhaps the smaller chance for a boy or girl to go to college or university should mean for us more effort to make wide educational opportunities available in high school.

TEACHER-PUPIL LOAD

Using the average monthly enrolment (not total enrolment) as a base, and using as a divisor total teachers minus administrators on the basis of teaching time applicable to senior high, our teacher pupil load for the last two years and next year estimated compares as follows:

	1931-32	1932-33	1933-34
Number of teachers	38.7	33.9	32
Average monthly attendance	773.6	730.5	735
Teacher-pupil load	20.0	21.6	23

While Central teacher-pupil load may appear low, teachers are actually heavily loaded with work due to physical building conditions and other special situations:

I. Lack of large size rooms for efficient study room supervision.

II. Home room activity program, departmental and committee chairmanships, and extra-curricular activities, the burden of which is concentrated on the limited number of full time teachers.

III. Attention is called to the fact that in nine classes shop or laboratory space limits class size to 15. With the aim of an average teacher-pupil load of 30 for the entire school, it would take twenty-one classes of 35 to offset the effect of these nine classes of 15 each. The nine classes referred to are Electricity, Machine Shop, Auto Mechanics, Sheetmetal, Printing (two classes) and Art Metal (three classes).

IV. We have a host of part-time teachers. No matter how good the teacher, the part-time teacher never becomes an integral part of a school unit, with thorough interest in the general purposes and affairs of the school. She cannot be used for extra-curricular activities, study rooms, etc., thus throwing that burden on the reduced number of full time teachers. If the part-time teacher's class is small, the burden of offsetting that small size is thrown also on the full time teacher. Every added part-time teacher tends to reduce the efficiency of the school as a whole.

CONCLUSION

The year has helped Central to "regain her feet". It has brought to light a strong loyalty of the staff toward accomplishing our aims as a school. It has revealed also a growing seriousness of purpose on the part of the pupil toward realizing on his educational opportunities. With reasonable chances and encouragement Central will move forward next year.

Submitted by

L. A. Waehler

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
CENTRAL JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
VIDA V SMITH
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
CENTRAL JUNIOR HIGH SCHOOL

I. Summary of the work for the year

A. School enrolment

The Central Junior High School was opened in September 1930. The enrolment for each year has been as follows:

1930-1931	1931-1932	1932-1933
518	556	496

The decrease in enrolment this year has been due to the following reasons:

1. Change of boundary line of the Central District on the West Side
2. Exclusion of tuition pupils from Central Junior High School
3. Fewer pupils admitted from outside of the district on special permits from the Superintendent
4. Opening of East Junior High School

The enrolment for the year 1933-1934 will be about fifty more pupils due to the fact that mid-year promotions have been discontinued and the 8B pupils from Lincoln, Franklin, and St Raphaels Schools will enter Central Junior High School in September.

B. Achievements of the year

1. School Clubs

School clubs were organized for the first time this year. The purpose of these clubs has been to give each pupil an opportunity to choose something in which he might find an interest as an avocation and to develop worth-while ways of spending leisure time. With conditions as they are at present and looking forward to the future, it seems that all classes of people will be having more leisure and it is the duty of the schools to train the children of each generation for life as it is to be lived by them. For this reason the clubs have served a very important purpose in the schools.

The following clubs have been organized at Central Junior High School:

a. Aeronautics Club
Twenty-five boys enjoyed the making and flying of model aeroplanes. Weekly reports on aviation were discussed during the club periods. At the close of the semester 14 of the boys had an aeroplane ride. After the flight Mr Corbin took the boys through the air port and explained how aeroplanes were manufactured and tested.

b. Sewing Club
The work of this club consisted of embroidery work, making Christmas gifts, etc. A display was made of all work completed at the end of the semester.

c. Puzzle Club
This club was purely recreational. The pupils worked on jig-saw puzzles. Two pupils worked together on a puzzle. The puzzles were put away in suit boxes from one meeting of the club until the next so that they might continue where they left off.

d. The Junior Citizens' Society
The purpose of the club was for better citizenship training and for the development of character. This group took an active part in trying to be good school citizens. They made a study of modern heroes of adventure such as Commander Byrd, Roald Amundsen, Roy Chapman Andrews, George Goethals, and women like Florence Nightingale, Jane Adams, Joan of Arc, and others. Members of the club chose their hero or heroine and reported on the services each rendered to mankind.

e. Nature Study Club
This group made a study of plants, animals, birds, and butterflies.

f. Athletic Club
The athletic club was organized for two purposes:
(1) To give an opportunity for training in sportsmanship
(2) To teach pupils (especially girls) who do not participate in major sports of the school to enjoy these sports as spectators through giving them some first hand knowledge about football, basket-ball, and boxing
Coach Koskey had charge of this club. He explained the rules of such sports as football, basket-ball, boxing, touch football with the boys illustrating certain technical terms used in connection with these sports. Members of this club also participated in some games and were given an opportunity to see moving pictures of the Central games played outside of Madison.

g. Ninth Grade Game Club
At each meeting the pupils learned two or three new games of the quiet type suitable to be played in the living room at home with the older members of the family. The teacher in charge of this club says, "Each semester groups of unacquainted children become friendly, sociable, and forget their troubles and differences for a half hour."

h. Know Your City Club
The purpose of the club was just as its name suggests, to know Madison better. Officers were elected and meetings were conducted according to parliamentary law. The following committees were appointed, each consisting of about three members whose duty it was to make a study of some phase of the work assigned to his committee:
(1) Industries of Madison
(2) Educational opportunities of Madison
(3) Government and Planning of Madison
(4) Early History and Growth of Madison
(5) Interesting places in Madison
(6) Recreational opportunities in Madison

The weekly meetings were devoted to reports by members of these committees. Miss Eder, sponsor of this club says, "I think this club is quite helpful as it supplements the civics work where intensive study of Madison is impossible due to pressure of time. It also helped in acquainting new pupils with Madison and made others of longer residence more observant of their surroundings."

i. Science Club
The members of this club studied the lives and accomplishments of scientists, beginning with those mentioned in the earliest records. The main objective being to show how each succeeding man depended on his predecessors' successes and mistakes to aid him. This group visited the "Hobby Show" at the Y M C A and took field trips to the scientific museum of Sterling Hall.

j. Bird Club
Members of this club studied the birds of this locality, their habits, names, types, etc.

k. Travel Club
The Travel Club took imaginary trips to the State Parks of Wisconsin, the National Parks, and studied about the state capitols, especially emphasizing their early history and the origin of their names. The recreational phase of traveling rather than the historical phase was emphasized.

l. Sampler Club
Each girl planned the subject matter, design, and color for her sampler. When this had been done the piece was beautifully finished in cross-stitch. These were put on display at the last P T A meeting when an exhibit of school work was held.

m. Story Hour Club
Short stories were read and reproduced by pupils.

n. Poetry Club
This group made a study of American poets and made scrapbook collections of their favorite poems. The librarian reports that the circulation of books on poetry increased considerably this year over that of the previous two years. Perhaps some of this, at least, may be contributed to the interest developed in this club.

o. Boys' Cooking Club
The Cooking Club met twice a week for fifty minutes. The boys gave up fifteen minutes of their lunch period twice a week in order to make their club period long enough to accomplish the desired results. The boys were taught to wash dishes properly; to prepare simple wholesome food; and to prepare dishes for camp cooking. Each boy made a box of candy for his mother on Mother's Day. The boys were very enthusiastic about this club and are very anxious to have it continued next year.

p. Hobby Club
The work of this club consisted of the following activities:
(1) Speakers from outside told about their hobbies and encouraged the pupils to choose hobbies.
(2) Talks with illustrations were given by various members describing their hobbies.
(3) A scrapbook was made. Each member taking a page on which he listed his hobbies and illustrated his main hobby.

4. Laboratory periods were provided in which pupils worked on their hobbies, either doing research work, or actual work with their hands where the nature of the hobby permitted.

q. Debate Club

The activities of this club were as follows:

(1) First few meetings were given over to discussion on the general technique of debating

(2) Suitable topics for debate were then selected from topics within the range of the pupils' interests

(3) Members of the club were divided into teams, each team debating twice during the semester while the remainder of the club acted as audience and judges.

r. Dramatics Club

This club has been very popular each semester. There have been two Dramatics Clubs. One consisting only of ninth grade pupils who wanted dramatics badly enough to give up a study period three times each week in order to enter this club. These pupils received no credit for this work. Naturally this group consisted of pupils who were above the average in ability and also good workers. They did much work with pantomimes and plays. They developed an original play based on the story of Cinderella. This was presented in the auditorium for an assembly period with all members of the club taking part. This was a cooperative project, the art classes furnishing the scenery.

Later the club members divided into groups. Each group made itself responsible for a program. These included plays, readings, pantomimes, and short skits. A series of monologue contests were given. Each member learned a monologue and delivered it before the group. Winners of first and second places were chosen. The pupils wrote an original play, "The Bare Poterhouses."

To aid in speaking, the group was organized into a political rally. Each member drew the name of a state and made a speech depicting the glories of his own state. The purpose was to attract as many people to his state as possible. This project necessitated library research.

The Dramatics Club which met only at regular club periods, for a half hour once a week naturally accomplished much less than the one described above. However this club gave a very interesting play before the Junior High School assembly entitled, "Fun in a Photograph Gallery."

s. Seventh Grade Game Club

Pupils played such games as checkers, dominoes, flinch, snap, etc. Checkers seemed to be a favorite game. A checker contest was held. The champion player had the privilege of playing with Mr Waehler.

t. Central Junior Citizens Club
This consisted of a group of 7B pupils who were entering junior high school. These children were new to the school system and its organization. They studied parliamentary law and gained knowledge on how to conduct meetings and how to use the library.

u. Short Story Club
This was a very popular club each semester. The pupils were taught the elements of a good short story, how to tell stories in an interesting manner, and some pupils wrote original short stories.

2. Home Room Activities

The home room period has continued as last year for one-half hour each day from 1:05 to 1:35. A committee of teachers worked in planning activities for the home rooms. Some of the things accomplished during the home room period are the following:

a. Aided in the organization of the school and in the development of school spirit
   (1) All Activity Association details were taken care of through the home rooms--dues collected, tickets given out, games and events for which tickets were to be used were announced
   (2) Pupil program cards, enrolment cards, guidance questionnaires, choices of clubs, pupil advance programs, honor rolls, reports of failures, two-con reports, principal's daily bulletin, etc. were all taken care of in the home rooms.

b. Furnished opportunity for pupils to participate in certain administrative affairs of the school concerning the pupils
   (1) Care of school property
   (2) Conduct in halls, auditorium, and classrooms
   (3) Punctuality and regularity of attendance

c. Gave opportunity to emphasize and capitalize worthy achievements of boys and girls
   (1) Encouraging pupils to enter Glee Clubs, Orchestra, or Band if they had musical talent
   (2) Honor rolls posted in home rooms
   (3) Wearers of the school M made mention of

d. Developed pupil initiative and gave training in leadership
   (1) Pupil chairman had charge of home room programs
   (2) Pupils were made responsible for collecting and checking on A A A dues in their home rooms
   (3) Boys were held responsible for preparing the stage for assembly programs in the auditorium
   (4) Pupils made arrangements for excursions for their groups
   (5) Pupils invited outside speakers to talk to their home rooms or clubs
   (6) A few children assumed the responsibility of introducing speakers, announcing programs, etc.

e. Furnished opportunity for the study of vocational interests of pupils.
   (1) Vocational interests were discussed and studied in the ninth grade home rooms

f. Made available an opportunity to observe special days without interfering with the regular class work.
   (1) Programs were given in the home rooms for observance of the following special days:

Columbus Day	Christmas
Leif Ericson Day	Lincoln's Birthday
Thanksgiving	Washington's Birthday
Frances Willard Day	Arbor Day
Hallowe'en	Memorial Day
Armistice Day	

g. Gave teachers and principal adequate time to confer with pupils in regard to choice of electives and making out of advance programs.
   (1) Mr Waehler met with 9A pupils each semester to answer any questions they wished to ask regarding their choice of subjects in the senior high school, and the courses offered there. The first semester he talked to the 9A pupils on the transition from junior to senior high school
   (2) Heads of the departments of the senior high school spoke to all ninth grade pupils regarding what their departments consisted of and where they led to
   (3) Home room teachers conferred with individuals advising them on choice of electives

h. Led to training in social leadership and responsibility
   (1) Home room committees planned the school parties and picnics, ordered refreshments, made arrangements for music, invited guests, etc., with teachers acting as advisers
   (2) Practice in participating in social games

i. Furnished opportunity to develop habits of courtesy
   (1) Some home rooms had talks on courtesy at school, in the home, in public places, and table etiquette
   (2) Other rooms attempted to give the pupils ideals of honesty, conduct, manners, etc, through such stories as "Lone Steer", "The Lame Duck", and "Lord James, Half-Back."
   (3) Other rooms discussed proper attitudes toward school property, appreciation for assistance in use of free texts and other materials, willingness to take turns, and other reactions in social situations

j. Supervised study habits of group
   (1) Home room teachers and principal conferred with pupils who failed
   (2) Called parents of children who were doing unsatisfactory work to find out if pupils were working at home
   (3) Helped pupils make out a schedule for studying each subject

k. Studied Current Events
   (1) Interested pupils in current topics through use of News Outline and Weekly News Review

l. Gave an opportunity to study the political campaigns
   (1) Two home rooms carried on a Presidential Campaign, appointed committees, gave campaign speeches, etc.
   (2) Several rooms discussed the presidential campaign and took straw votes on Election Day

m. Provided opportunity to learn the correct procedure in conducting business meetings
   (1) Studied parliamentary law
   (2) Nominated and elected officers for home room organization
   (3) Some rooms worked on forming a constitution for their home room club

n. Made it possible to provide library periods for seventh and eighth grade home rooms
   (1) Once a month each group of seventh and eighth graders were given an opportunity to spend one home room period in the library
   (2) Seventh grade enjoyed this period very much as it gave them an opportunity to learn about new books

o. Furnished opportunity to correlate the club work with the home room activities
   (1) Members of clubs reported to the home rooms on the things their clubs were doing

p. Made it possible for pupils and teachers to become better acquainted
   (1) Parents came to home room teachers at P T A meetings to inquire about their children
   (2) Teachers learned to know the pupils in a different way than they can know them through class contacts only. They learn of the abilities, talents, interests, likes, and dislikes, choice of companions, etc

q. Made correlation of regular class work and home room activities possible in the seventh grades
   (1) Some seventh grade home rooms made scrap books, bird books, books of clippings, poetry collections, freehand drawings, and wrote plays in connection with their regular work in English or social science during the home room period

r. Made it possible for some one person to be responsible for guiding a pupil in his high school course
   (1) Home room teacher had folders for each pupil containing questionnaires from the Guidance Department
   (2) Home room teachers had I.Q.'s of each pupil in her home room so knew something of his ability
   (3) Some teachers looked up the social record cards of their pupils and learned more about their previous school experiences and home conditions
   (4) Some home room teachers had pupils write them personal letters telling about themselves,- their interests and dislikes

3. Auditorium periods

The junior high school pupils have had at least one program in the auditorium each week during the entire school year. We have been able to have the use of the auditorium any day during our activity period providing we reserve it in advance. Mr Waehler has also made it possible for the speech classes and dramatics clubs to use the auditorium at the time of their regular class meetings on certain days of the week. This has been very beneficial to the junior high school as without this it was almost impossible to put on programs consisting of pupil talent as they had no opportunity for rehearsals.

The pupils have taken an active part in these assembly programs. In most cases they have announced their own programs, introduced speakers, prepared the stage, and planned the programs under the direction of their home room advisors or club sponsors. Occasionally outside talent has been brought in

Types of programs held in our assembly periods are as follows:

a. Valentine Play by Senior high dramatic club
b. Talk to the boys by Mr Newton of the Y M C A
c. Talks by pupils on the opportunities of the junior high school
d. Programs by junior high boys' and girls' glee clubs
e. Solos by Mr Brown and community singing
f. Play by seventh grade speech class
g. Paul Bunyan Stories by Mr McDonald
h. Program by home rooms, each grade being responsible for one assembly program each semester
i. Programs consisting of plays, pantomimes, monologues, etc by dramatics clubs
j. Program by all the school clubs illustrating work done in these clubs
k. Physical Education Department exhibit
l. Talk to the boys by Mr Waehler
m. "Pep" meetings

In addition to the assembly programs listed above, the junior high pupils have been invited to participate in senior high assembly programs when they have had paid speakers who talked on the subjects of interest to pupils of junior high school age.

4. Music

a. The Central Junior High Boy's Glee Club consisted of forty members. It appeared twice before the junior high school assembly and sang for two P T A meetings
b. The Central Junior High Girls' Glee Club consisted of fifty members. These girls sang twice for P T A meetings and twice for junior high school assembly.
c. The junior high school mixed chorus consisted of both the above mentioned organizations and other junior high pupils. This chorus consisting of 250 voices, sang for the "Nativity" and the Christmas Operetta
d. The operetta, "Hansel and Gretel" was given by an entire junior high school cast and chorus consisting of about 120 pupils
e. Central Junior High School Orchestra consisted of thirty-five members. This orchestra played for two auditorium programs. They met for rehearsals each Tuesday and Thursday from 1:00 to 1:30
f. Central Junior High School Band. This consisted of fifty-nine members. Some of this group played with the senior band for two football games and two basketball games
g. Central Junior-Senior High School Band had in it twenty-one junior high school pupils. These played for the winter and spring concerts
h. Central Junior-Senior High School Orchestra. Twelve members of this group were junior high school pupils. They played for the winter concert, for class night, and for commencement

i. Eighth grade instrumental music class. This group of pupils met an hour each day for nine weeks. The pupils in this group elected instrumental music in preference to art for their cultural elective. They had regular daily lessons. At the close of the quarter they appeared before the junior high assembly. At this time the whole group played together, also four advanced members played a quartet, and individuals played solos.

j. Seventh grade instrumental music class. This was a group of beginners. They were given daily lessons. Some members of this class were in the junior high school band and orchestra.

k. State Music Tournament. Twenty-one junior high school pupils were in the Central Junior-Senior High School Band which played at the Band Tournament. Four junior high school pupils won places in solo parts in the State Music Tournament

l. All State Band. Five members of Central Junior High School have been chosen to enter the All State Band this summer where they will receive instruction five hours per day for three weeks at the University free of charge

m. All State Orchestra. Six members of Central Junior High School have been given permission to enter the All State Orchestra where they will receive free instruction for three weeks this summer

5. Social Activities

The opportunity for developing the social side of life for the pupils of Central Junior High has been better this year than heretofore. Much of this is due to the interest Mr Waehler has taken in the junior high school pupils. He has made it possible for us to have considerable more use of the auditorium and gymnasium than we have ever had before.

Four Junior High School parties and two matinee dances have been held. A A A members have been admitted to these parties on their membership tickets; other members of the junior high school have been admitted by paying 10¢ for parties and 15¢ for matinee dances. All of these parties have been held from 3:30 to 5:30 on Fridays. We have found it advisable to have parties by grades rather than for the junior high school as a whole. Most of our ninth grade pupils enjoy matinee dances while our seventh and eighth grade pupils enjoy games of contest much more. Besides these grade parties there have been some home room parties, club parties and picnics.

6. Excursions taken by junior high school pupils

a. Health & Food Show at Capitol
b. Telephone Company
c. First National Bank
d. Madison Water Works
e. Kennedy Dairy
f. Sterling Hall - Scientific Museum
g. Art Exhibits at Memorial Union
h. Public School Art Exhibit at Wheeler Conservatory
i. State Legislature

7. Physical Education

An effort has been made to have each pupil find some activity in this department which is of interest to him. In addition to the regular class work in physical education in which every pupil except about a dozen who were excused on doctors' permits participated, the following out of school sports and activities were engaged in by the boys of Central Junior High School:

Name of Activity	Number Participating
Touch football	135
Boxing	30
Playground ball	110
Noon Recreation Period	150
League Ball--American Legion	10
Football	20
Basketball	50
Track	70
Athletic Club	50

The girls of Central Junior High School engaged in the following activities:

Name of Activity	Number Participating
Soccer	60
Volley Ball	50
Basketball	36
Baseball	55
Noon Recreation	100
Track	Between 50 and 60 girls tried out. From this number about 25 were chosen for the meet.

The physical education department gave a program for an assembly period and one for the P T A. At the time of the junior high school assembly program several boys and girls were presented with letters and certificates of award for participation in school activities.

8. Art-Home Economics Shop

An effort has been made in assigning seventh and eighth grade pupils to have all try-out courses come the same hour so that pupils may go from one shop to another at the end of each nine weeks' period. The seventh and eighth grade boys have had an opportunity to sample the following shops: woodwork, electrical work, household mechanics, shop drawing, mechanical drawing, aeronautics and bench metal.

The junior high school girls have had the following courses in home economics:

a. Food and Health in which emphasis was placed upon the wise selection, planning, preparing, and serving of family meals
b. Guidance in which special attention was given to improving manners, voice, speech, choice of friends, and a wise use of leisure
c. Sewing. The girls made dresses for the Red Cross. Some of the dresses were so well made that the field representative for the Red Cross took them to Washington for exhibit

d. Care of bedroom
e. Child Care and Training. Emphasis was placed upon the early training for good habits in the pre-school child.
f. Hospitality Course

The art courses at Central have consisted of creative art and art for appreciation. The craft work included working in many mediums such as leather, wood, linoleum, spongex, and clay. Considerable sketching was done out-of-doors by seventh grade classes.

9. School Nurse

The school nurse examined every junior high school pupil for tonsil, eyes, skin, and teeth defects.

Number of pupils vaccinated	139
Number of pupils given toxin-anti-toxin	145
Number of pupils referred to eye clinic	35
Number of pupils referred to ear clinic	5
Number of pupils referred to clinic for throat	4
Refractions by clinic	6
Glasses fitted by opticians	2
Number of pupils receiving dental care	50

C. From the Standpoint of Instruction the following Things have been Emphasized:

1. Speech Classes

This year for the first time speech and dramatics have been offered in in Central Junior High School for all three levels--seventh, eighth, and ninth grades. In the seventh and eighth it has been offered as a nine-weeks try-out course and in the ninth grade as an elective in place of a study period. In each group the emphasis has been different. The units taken and method of presentation has varied with the needs and interests of the groups. Every opportunity was given for participation and free speech and discussion were encouraged. All possible use was made of the stage in the auditorium. The purpose in all three groups was, not to develop the exceptional student, but to give every child as much of a chance as possible to express himself in a group, thereby eliminating non-social behavior. Special emphasis was given to voice training, bodily activity, and interpretation. In the seventh grade emphasis was especially placed on dramatics in an attempt to utilize the imagination. This group put on the play, "The Juster's Purse" in condensed form and with adaptations by the class for a junior high assembly period. The seventh grade group, the second quarter, gave the play, "The East Wind's Revenge", for the benefit of some of their classmates who were in the art classes and some parents were present.

The eighth grade work was more advanced and more comprehensive. The work of the two eighth grade groups varied considerable as the needs of the two groups were not at all the same. The group taking speech the first quarter was composed largely of children of limited opportunity, but with a great desire for expression. Many of these were children of foreign-born parents. These children told stories including faiy tales, fables, myths and customs of their people. The stories of foreign customs were

were especially interesting and aided materially in supplying something about which to talk. Because there was a decided need for the learning of controlled social behavior, the rules of parliamentary practice were taught through the organization of the class as a club. Nomination, acceptance, and speeches for special occasions were made. Platform courtesy and parliamentary behavior were discussed and practiced.

The eighth grade group the second quarter was composed of more advanced pupils with better backgrounds. Special emphasis was placed here on voice training and much improvement was noted in several cases. Out of voice training grew story-telling, speeches on how to do things, and the interpretation of literature. The latter received stress and some excellent work was done in the reading of poetry. The climax of this was a reading contest in which winners were chosen.

2. Visual Instruction

Considerable use has been made of visual aid which was made possible through the department of visual aid. The teachers of physiology, science, and social science have taken advantage of the film service offered and the pupils have shown a keen interest in this type of instruction. Due to the economy program the last semester, the teachers of history and geography have made use of slides instead of films whenever it was possible to do so.

3. Elimination of Failures

All junior high school pupils have been promoted by subjects this year the same as last year. A pupil has been asked to repeat a subject only when we were convinced that he had the ability to do better than he had done and would thus be benefited by a repetition. A careful check was made after each mid-quarter and quarterly report. Conferences were held with individual pupils and occasionally parents were asked to come to school. Adjustments were made whenever possible.

4. Remedial Work in Seventh and Eighth Grades

Special remedial work in English, mathematics, and social studies has been given to one group of seventh grade and one group of eighth grade pupils during the entire year. Both of these groups consisted of pupils who rated low on the achievement tests given in the 6A grade. These pupils were grouped separately and an effort was made to administer the remedial work needed to correct their difficulties. Each child was given individual attention in as far as it was possible to do so. Two pupils from the seventh grade group will be put in the ungraded class next year.

Remedial classes in 8A mathematics and 9th grade English were made possible the first semester but these had to be discontinued the second semester as it was necessary for us to release one teacher due to our decrease in enrolment.

5. Junior Business Training

The junior business training course has been made a regular elective in the ninth grade and can no longer be taken as a substitute for algebra. The enrolment in this course has dropped off some probably due to our decrease in enrolment. There are about fifty pupils electing it for next year.

6 Pre-Math Course

A course in pre-math has been substituted for pupils who would find the regular algebra course too difficult.

II. Plans for the Year 1933-1934

A. Further development of the Home Room Program, especially from the stand point of guidance.

It is hoped that next year we may receive more assistance from the guidance department in carrying out this part of the home room activity program. Although some work has been done by all home room teachers in the line of guidance and a great deal has been done by a few teachers, there is still much to be done in this field. It is hoped that we may begin next year to keep a better record of pupil interests and the activities he engages in from the time he enters the junior high school until he leaves it.

The following activities may be of help in guidance:

1. More frequent interviews between home room teacher and pupils regarding their work
2. More assistance given to failing pupils with make-up work
3. Discussions on provisions for professional training in higher schools
4. More discussion of club and extra-curricular activities of the school with the idea in mind of interesting some pupils who are good students but not active socially
5. Provide opportunity for more vocational information and discussion of vocational opportunities
6. Make more contacts with the homes
7. More discussion of personal qualities with individuals
8. Make notations of character traits and discuss these with individuals
9. Try to motivate pupils to have a desire to practice being kind, thoughtful, obedient, and courteous

B. Closer Contact between the Homes and the School

I hope to have some P T A meetings for parents of each grade of junior high school pupils. At one time we will have the seventh grade pupils ask their parents to come to school and will have this grade furnish the entertainment for them. In this way it is hoped that we can get those parents whose children are entering Central for the first time interested in activities of the school. Later the same thing will be done for the eighth and ninth grade classes. This will give us an opportunity to explain to the parents the work of the school and its various activities.

C. Provide more opportunity for Community Singing in the Junior High School

The pupils have expressed a desire for more opportunity to sing together as a group. I think this can be done by taking all pupils who are not in the glee clubs on Tuesday and let them have community singing once a month in the auditorium during activity period.

D. Better provision for caring for Individual Differences

Next year an ungraded class will be organized. This will consist of about twenty-four pupils. Mr Haas will have charge of this group for two hours each day. Each pupil will be treated as an individual and will be placed at the level he has attained and will progress at his own rate.

E. Organize Clubs requested by pupils

The following clubs have been asked for

1. Handicraft club for girls
2. Art club
3. Ninth grade boys' cooking club
4. Scout Club
5. Kodak Club

If it is possible to find teachers who can sponsor these clubs we shall try to offer them next year in addition to clubs which have been offered this year

F. Better provisions for Glee Club Rehearsals

Due to the fact that many of our boys sell or deliver papers it is not advisable to have boys' glee club rehearsal after school. Miss Menaul has made provision for having the full-time music teacher at Central take some work in one of the up-town schools on Friday when neither the junior nor senior high school are programmed for music and then Miss Menaul will give us her time twice a week for boys' glee club rehearsal during the activity period. This can be done without increasing our costs for music instruction.

G. Continuation of the Study of English Difficulties and Reading Habits of Junior High School Pupils:

It is hoped that the study of English difficulties and reading habits which was begun with the 7B pupils this semester will be continued under Miss Mabie's supervision again next year and that this may also be extended to the new pupils entering Central Junior High School.

III. Reduction in Per Pupil Cost in 1932-1933 as Compared with 1931-1932

	1931-1932	1932-1933
A. Cost of administration	$6,435.06	$6,223.32
Per pupil cost of administration	12.28	12.93

The total cost of administration for Central Junior High School has decreased $211.74 while the per pupil cost has increased $ .65. This is due to the following factors

1. Last year Mr Barnes' salary was divided among four schools while Mr Waehler's is divided only between Central Junior and Central Senior.

2. The average monthly enrolment at Central Junior has decreased from 523.7 pupils to 481.3. It would cost no more to administer the school if we had the 42.4 pupils we lost.

		1931-1932	1932-1933
B.	Cost of instruction	$48,854.02	$43,254.55
	Per pupil cost of instruction	93.28	89.87

The total cost of instruction for Central Junior High School has decreased $5,599.47. The per pupil cost has decreased $3.41.

		1931-1932	1932-1933
C.	Cost of school supplies	$ 929.95	$ 491.29
	Per pupil cost of school supplies	1.77	1.02

The total cost of school supplies for Central Junior High School has decreased $438.66. The per pupil cost has been a decrease of $ .75.

These costs cannot be further decreased without crippling the opportunities of children for an education. It is necessary for us to have some supplementary reading material next year and we must get some books rebound.

The total per pupil cost of administration, instruction, and cost of school supplies has decreased *$3.51. The fact that it hasn't shown a greater decrease is due to the decrease in enrolment. We might have cared for the same number of pupils we had last year without further cost. It costs no more for instruction and administration for sixty-five pupils than it does for forty-five as when our class size gets above forty it is necessary to section the children into two groups as our rooms will not accommodate more than that number.

IV. Elimination of Services

Elimination of special courses such as art, shop, home economics, speech, music, and physical education would not materially decrease the per-pupil cost at Central since these classes have been increased in size until in most cases they are as large as the regular academic classes. I have no recommendations to make for elimination of services. The class size at Central Junior High will be increased in the fall to the extent that our rooms will accommodate pupils and the size of the school will permit. It is much more difficult to increase the class size in a small school than a larger one.

A. Comparison of the teacher pupil load 1931-1932, 1932-1933, and as planned for 1933-1934.

	1931-1932	1932-1933	1933-1934
Average monthly enrolment	523.7	481.3	530.0
Number of teachers	24.2	20.2	20.5
Teacher pupil load	21.64	23.82	25.8

The teacher pupil load has been increased by about four pupils since 1931.

V. Steps taken to effect Economies in Organization

*Not allowing for physical plant expense.

A. Increased the size of academic classes whenever possible. Thereby eliminated one academic teacher the second semester of this year.

B. Increased the size of some shop classes and thus eliminated the three Vocational shop teachers the second semester. These teachers had taught each one hour in the junior high school during the first semester.

C. Combined 9B and 9A art classes so as to make the enrolment in these classes larger.

D. Combined 9B and 9A junior business training classes to increase the class size.

E. Next year Mr Haas will take charge of an ungraded group of pupils for two hours per day, thus it will be possible for us to care for our increased enrolment without adding to our teaching staff. This will decrease the per pupil cost.

Submitted by

VIDA V SMITH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
FOSTER S RANDLE
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
EAST SENIOR HIGH SCHOOL

I. Summary of the Work of the Year

A. School Enrolment

The East High School was opened in September 1922 as a four year high school and continued with a four year organization until September 1932. Last fall the 10th, 11th, and 12th grades were organized into a Senior High School and the 9th grade was organized with the 7th and 8th grades that were transferred from the Emerson, Lowell and Harvey schools into a Junior High School.

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

Year	Number	Percent of Increase
1922	647	
1923	700	8.2
1924	732	4.6
1925	739	.9
1926	806	9.1
1927	872	8.2
1928	910	4.4
1929	1069	17.5
1930	1159	8.4
1931	1237	6.7
1932 (9th 379		
(Senior 966	1345	8.73
Add: Post Graduates 25	1370	10.75

New Organization

Total enrolment at end of first month of the school year 1932 - 1933

1932	Junior High School	926	
	Senior High School	991	
	Building Enrolment	---	1917

The total enrolment for the East High School at the close of school in June has been as follows:

Year	Enrolment
1923	727
1924	768
1925	818
1926	846
1927	888
1928	978
1929	1036
1930	1193
1931	1230
1932	1386
1933 - Senior High - 1132 Junior High - 956	2088

B. School Graduates

During the eleven years that the East High School has been in operation 1727 pupils have been graduated:

School Year	January Class	June Class	Total No. Graduates	Total Enrolment Four Year High School
1922-1923	6	78	84	727
1923-1924	6	115	121	768
1924-1925	7	120	127	818
1925-1926	16*	102	118	846
1926-1927	19	106	125	888
1927-1928	32	120	152	978
1928-1929	37	93	130	1036
1929-1930	56	125	181	1193
1930-1931	60	158	218	1230
1931-1932	64	147	211	1386
				Senior High
1932-1933	83	177	260	1132
		Total	1727	

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

C. Achievements of the Year:

The general objective was to develop a better method of organizing, administering, and supervising the school so as to more nearly meet

the needs of the young people of the school.

A major objective this year was to carefully check all school costs and attempt to keep expenditures down to the lowest level without reducing necessary services to the pupil population of the school.

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

1. Organization of two schools - a Junior High School and a Senior High School - within the East High School building.

Mr. Brown has, in his report, explained something of the organization and administration of the Junior High School. We feel that the details of organization were carefully worked out during the summer and in September 1932 the schools opened and started to work as if they had been in operation for some years. The new building made it possible to organize the two schools as separate units, and the central office idea has worked out well.

Mr. Brown and the Junior High School faculty did splendid work in starting the school and throughout the year continually improving its organization, administration, and value to the pupil population.

2. Guidance

The guidance work, under the direction of Mrs. Munn until Christmas, and Miss Fenske since January 1933, has been carried on efficiently and, with great value to both the Junior and Senior High Schools.

The special report of the Guidance Director explains the work of the department.

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

Some of the faculty meeting topics were:

a. The Junior High School organization and plan of work.
b. Vocational and educational guidance.
c. The use of the long class or recitation period.
d. A study - reported in the School Review which proved the value of the hour period in securing superior work.
e. The report of the state high school supervisors.
f. The Iowa academic testing program.
g. Guidance of pupils in electing courses and subjects for the second semester 1932-33 and the first semester 1933-34.

h. The recommendations of the principals' and superintendent's committees on College Entrance Requirements.
i. Experiments with large classes. Research studies have concluded that results in classes far larger than we use are as good as those that we now organize.
j. Study of pupil subject grades, departmental grade frequency and grade frequency of the entire school.
k. The National Survey of Secondary Education was presented and teachers urged to get copies of the published reports that should interest them.
l. Problems of the administration of the school.

4. Curriculum Changes

a. The new courses developed during the school year 1931-1932 were put into operation the past year. Pupils elected the college preparatory, general, or the vocational course and their subjects were assigned to them in the course according to their elections.

In the 10th grade all pupils are required to take English, mathematics, history or geography, and physical education. They elect one other subject.

In the 11th grade all pupils are required to take English and physical education, and pupils not in the Commerical Vocational Course are required to elect a science. The eleventh grade vocational course pupils have some additional required work.

In the 12th grade all pupils are required to take American history and all except those in the Commerical Vocational Course are required to take English. The vocational course makes some specific subject requirements.

The purpose in organizing courses was not to set up fixed subjects that would limit desirable freedom and cause pupils to constantly seek to break over their boundaries. We realized that our knowledge of the relative educative value of various subjects was insufficient to justify their inclusion in courses.

With the exception of the Commercial Vocational Course there is but very little lack of free election. Through educational guidance the pupil elects his course after considering his ability to successfully carry academic work, his interests, and his ambitions. Then, the work is, as nearly as possible offered to meet his needs.

We feel that by having several courses in English, mathematics, history, and science we have been able to be of greater service to the pupils of the school than ever before. We have been able to reduce failure and increase the realization of the joy of accomplishment.

b. The work of unifying the departmental subjects of the Junior and Senior high schools has been started and will be carried on during the next school year.

5. Extra Curricular Activities

The extra curricular work of the school has been very successfully carried on. The new building has given us an opportunity to hold our meetings and carry on the program without crowding out the pupils who wished to use the activity period for study.

The following lists will show that only five members of the faculty did not take a direct part in the extra curricular work of the school and that some teachers gave repeated assistance:

Director of Extra Curricular Work
Miss Florence Hargrave

Clubs	Meetings per month	Sponsor
Art Club	1	Miss McGillivray
Camera Club, Boys'	2	Mr. Chamberlain (first semester)
Camera Club, Girls'	1	Mr. Chamberlain (first semester)
Cartoon Club	2	Miss McGillivray
Chess Club, Boys' advanced	2	Mr. Otterson
Chess Club, Girls'	2	Mr. Otterson
Chess Club II, Boys'	2	Mr. Ihein
Chess Club, III, Boys'	2	Mr. Morrow
Coin Club	2	(Miss Elser-first semester (Mr. Wells--second semester
Commerce Club	1	Miss Carlson
Dancing Club	4	Miss White
Dramatics Club	1	Miss Kaump
Debate Club	2	Miss Davey - Mr. Lugg
French Club	2	Miss Westover
German Club	2	Miss Volkmann
Girls' Athletic Association	1	Miss Hansen
Glee Club	2	Miss Vogelbaugh
Golf Club I	2	Mr. Oellerich - Mr. Nickel
Golf Club II	2	Mr. Stewart
Hi-Y	2	Mr. Williams
National Honor Society	2	Miss Hughes
Junior Players	2	(Miss Beffel-first semester (Miss Harrison-2nd semester
Latin Club	1	Miss Kuhns - Miss Jordan
Music Club	2	Miss Vogelbaugh
Poetry Club	1	Miss Kaump
Press Club	4	Miss Harrison
Scribbler's Club	1	Miss Braban
Stamp Club (advanced)	2	Miss Jordan
Stamp Club (beginners)	2	Miss Jordan
Student Club, Girls'	2	Miss Wendt
Student Council	4	Miss Hargrave

Clubs	Meetings per month	Sponsor
Travel Club, Girls'	1	(Miss Davis-first semester (Miss Engel-second semester
Travel Club, Boys'	1	Miss Davis
Ushers' Club	2	Miss Leary
Vocational Club, Boys'	2	(Mrs. Munn--first semester (Miss Fenske-second semester
Vocational Club, Girls'	1	Miss Conlin

Other Activities

Activity	Remarks	Sponsor
Accounts, School		Miss George
Advertising	All events by posters, etc.	Miss McGillivray
Annual	General Chairman	Miss Hughes
	Business Adviser	Miss Briggs
	Other Advisers	(Miss North (Miss Carlson (Miss Conlin (Miss Volkmann (Mr. Williams (Mr. Wells
Auditorium Programs	Charge of	Miss Hargrave Miss Kaump Miss Vogelbaugh
Book Store	Manager	Mrs. Davidson
Candy Counter	Charge of	Miss Conlin
Cafeteria Discipline	General charge of	Mr. Ferrill
Coaching, Athletic Teams	For boys	(Mr. Barrett (Mr. Hake
Coaching, Track and Intramurals	For boys	Mr. Morrow
Coaching, Band and Orchestra	For all occasions	Mr. Wolters
Coaching, Speech	For all occasions	Miss Kaump
Coaching, Vocal Music	For all occasions	Miss Vogelbaugh
Costumes	For plays and operettas	Miss Mathias
General Advise	For Senior Class	(Miss North-1st semester (Miss Carlson-2nd semester
Newspaper Sponsor	Through Press Club	Miss Harrison
	Business Adviser	Miss Ransom
Printing		Mr. Oellerich
Ushering	Charge of for all occasions	Miss Leary through Ushers' Club
Stage Work	Charge of for all plays	Mr. Nicke

The Student Activity Association has been well supported by the school and has been able to carry on its activities without a deficit.

The athletic season was not as successful in games won as that

of a year ago. In conference football we won 3, lost 3, and tied 1. Our reserve football team won 5, lost 0, and tied 1. Eighty-four boys received football coaching. In basketball our team won 6 and lost 12. Ninty-five boys received coaching in track.

Intra Murals (boys). The following number of boys took part:

236 in Touch Football
165 in Soccer Football
195 in Volley Ball

Every boy in school took part in the Free Throw Tournament

250 in Home Room Basketball
215 in Playground Ball

Intra Murals (girls).

57 in Hockey
132 in Volley Ball
143 in Basketball
126 in Playground Ball

The year's expenses for athletics were completely taken care of although the athletic fund still has a small deficit left from the year before.

Publication. The Tower Times published a very good paper throughout the year and was able to meet all of its expenses.

The Tower Tales (Annual) reduced the size of its book in order to be able to meet expenses. No advertising was secured and the book was planned to be filled with action pictures giving a pictorial history of the school year. The new plan seemed to meet with popular approval.

Dramatics. The school plays were very much appreciated and were successful in every way. Midsummer Night's Dream was given the first semester and The Tailor-made Man, the second. A large number of pupils received training in the different plays and player groups and were given a part in the auditorium program.

Music. About three hundred pupils received chorus and glee club training and have made many valuable contributions to the life of the school.

The Senior Orchestra did not have as successful a year as some that have gone before. Program conflicts seemed to cause some trouble and we will try to remove this difficulty another year.

"The Senior Band had perhaps its banner year." It was entered in the State Band Tournament in class B although it averaged C in experience. The band numbered sixty-five players and placed first in parade, first in marching manoeuvers, and second group in concert.

II. General Plans for the Next School Year

During the next school year we hope to

A. Extend the guidance department service through the twelfth grade.
B. Unify the work of at least three departments through the six years of work.
C. Improve the courses of the different departments to more nearly meet the needs of the pupils. The modern world requires more mental effort and less muscular power.
D. Experiment with some large classes.
E. Develop a departmental testing program.
F. Take part in the Wisconsin Academic Testing program.
G. Secure at least 90 percent participation in the intramural program.
H. Improve our personnel records so that we have a more helpful file of pupil information.
I. Evaluate the work of each department as to its importance in the contribution that it makes to the pupil and the school.
J. Make some building adjustments so that all departments may increase pupil class size to at least the established minimum.
K. Place the additional graduation requirement on the 11th grade and 10th grade pupils that they must offer for graduation credit two major subjects of three units each and two minor subjects of two units each.
L. Issue a Junior High School Handbook and prepare a new one for the Senior High School.
M. Give special attention to the teaching technique used during the hour periods.

III. Report on Costs

An Analysis of Costs, Based on Average Monthly Enrolment

The average monthly enrolment for the East High School during the school year 1931-32 was 1235.8 pupils (for the 9, 10, 11, and 12 grades)

The average monthly enrolment for the East Senior High School during the school year 1932-33 was 1001.3 pupils (for the 10, 11 and 12 grades)

The average monthly enrolment for the East Junior High School during the school year 1932-33 was 920 pupils (for 7, 8, and 9 grades)

The school costs of the East High School as turned over to us from the Business Office of the Board of Education are as follows:

	Four Year High School 1931-32	Senior High School 1932-33
Administration	$ 11 309 51	$ 8 072 30
Instruction	115 359 00	85 524 34
Books and Supplies	6 845 05	1 854 97
Physical Plant	17 535 85	35 032 77*

*The Physical Plant cost for 1932-33 is for both the Junior and Senior High Schools or 1,921.3 pupils based on average monthly enrolment.

Using the above mentioned average monthly enrolment for the East Four Year High School in 1931-32 and the East Senior High School in 1932-33 we find the following pupil cost

	1931-32	1932-33	Percent Per Pupil Cost*
Administration	$ 9.15	$ 8.06	-11.9
Instruction	93.35	85.41	- 8.5
Books and Supplies	5.54	1.85	-66.6
Physical Plant Charges	14.19	16.23	+26.47
Total Yearly per Pupil Cost	$122.23	$113.55	- 7.1

*Percent of increase or decrease in per pupil cost in 1932-33 compared with 1931-32. The 7.1 percent total decrease in cost was notwithstanding the fact that a new building was opened and crowded conditions no longer prevailed.

Administration and instruction show considerable decrease when considered on the per pupil cost basis. Books and supplies show too great a reduction in cost and this item should be increased.

The reasons for increase in the physical plant charges should be studied. The items of the charge are given below

	1931-32	1932-33	Per Pupil Cost 1931-32	Per Pupil Cost 1932-33
Salaries of Custodians	$5,303.06	$16,202.39	$ 6.72	$ 8.43
Overtime of Custodians	35.50	69.75	.03	.036
Wages of Temporary Employes	159.22	6.40	.12	.003
Fuel	2,265.27	7,713.54	1.83	4.01
Cartage of Ashes and Refuse	122.40	164.18	.10	.085
Light, Power and Gas	4,471.44	5,591.38	3.62	2.91
Water	495.12	607.10	.40	.315
Salt for Water Softener	84.91	115.50	.07	.06
Custodians' Supplies etc.	610.90	1,121.17	.49	.58
Telephone Service	137.05	246.09	.11	.128
Injuries and Damages Custodian	259.50	.00	.21	.00
Insurance	591.48	3,195.27	.48	1.663

From the table above it will be seen that the items showing an increased per pupil cost are

	1931-32	1932-33
Salaries of Custodians	$ 6.72	$ 8.43
Fuel	1.83	4.01
Custodians Supplies etc.	.49	.58
Telephone Service	.11	.128
Insurance	.43	1.663

The five items given above are expenses that certainly may be charged to the new building which we started to use in September 1932. The old building was being used to over capacity and so the per pupil costs for 1931-32 should have been low.

The cost for the items listed will not increase in proportion to the increase in average monthly enrolment.

The present force of custodians can take care of the plant with 1921.3 pupils or with 2300 pupils.

The fuel cost should decrease with the adding of more pupils and the custodian's supplies item should not increase in proportion to the increase of the building carrying load.

The two schools call for more telephone service and the per pupil cost should constantly decrease.

The insurance charge, perhaps, covered premiums for more than one year.

The Next Step if Further Cost Reduction is Necessary

No services of the Junior or Senior High Schools should be eliminated.

If it is necessary to make further reductions the adult program should be dropped for a year or two and the money available spent on the children of school age.

After the adult program has been eliminated, perhaps it would be well to require that all post graduates be required to pay tuition in order to be permitted to continue to attend school.

Class size may be increased, if necessary, until more of the teachers are working with our maximum number of 150 pupils per day. Additional equipment should be added and some other changes made so that the vocational classes may carry their part of the added teaching load.

With the increasing of class size and the increase in the cost of living no reductions in salaries and wages should be made.

A large part of the cost of schools is in the money spent for services and the morale of the teachers and other workers is closely linked up with the results possible to obtain. We can and will organize the school to reduce the per pupil cost but it should not be necessary to cut salaries and wages to a mere subsistence level.

IV. The Teacher-Pupil Load

The North Central Association of Colleges and Secondary Schools recommended standard for maximum pupil-teacher load has, for a number of years, been 25 pupils per teacher.

Teacher-Pupil Load

East Four Year High School, 1931 32	24.23
East Senior High School 1932 33	24.3
East Senior High School, 1933 34 (Planned pupil teacher load)	26.0

Submitted by

Foster S. Randle

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

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EARL D. BROWN
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ANNUAL REPORT
For the School Year 1932-1933
EAST JUNIOR HIGH SCHOOL

I. General Survey

As East Junior High School has been in existence for only one year, this part of the report will deal mainly with a few brief statements in regard to its organization. The seventh and eighth grades from the following schools were brought into the one junior high at East; viz, Emerson, Lowell, Harvey. In addition about sixty ninth grade tuition pupils came from the rural schools near Madison. The actual enrolment in all junior high grades was as follows:

Grade	Number
7B	186
7A	103
8B	152
8A	111
9B	260
Total	812

Note: The 9A's were not included as they were left in the senior high.

During the second semester a new class of 7B's came in, and the 9B's were retained in the junior high as 9A's. The total enrolment for the second semester was:

Grade	Number
7B	109
7A	196
8B	108
8A	162
9B	105
9A	256
Total	936

This increase necessitated the transfer of three teachers, Miss Beffell, Mr. Chamberlain, and Miss Elser, from the senior high to teach in the junior high.

The 7B's were given a section in the new building where they would be separated from the rest of the school, where they would be near the gymnasiums, cafeteria, and where in general they would find easy access to other parts of the building. There were six rooms in all and a teacher for each. Each teacher taught her group in the three academic subjects, viz, English, Geography, and Mathematics. In most cases these subjects came in the morning and in consecutive order. By following this plan each teacher has been able to maintain a close contact with each pupil, and a more complete system of guidance has resulted.

The 7A groups had a program similar to the 7B's except that they were not as completely separated from the rest of the school.

In the eighth grade both 8B and 8A pupils were given a wider range of subjects and a larger number of teachers. In other words the close supervision maintained in the seventh grade was somewhat loosened and the pupils were made to shift a little more for themselves. However, close supervision in regard to general guidance, course selection, scholarship, discipline, etc. was maintained by the home room teacher who met the group at least once a day.

In the ninth grade a still wider variety of subjects was offered the pupils. Three subjects, Algebra, English, and Civics were required, but the fourth subject could be chosen from a list of five. In addition a pupil might elect chorus or a fifth subject if his grades were up to a "B" average.

In housing the junior high an attempt was made to keep it as nearly separate from the senior high as possible. The entire original East High building was used plus about twelve rooms in the new section. The only rooms used by both junior and senior high were the gymnasiums, the auditorium, the cafeteria, the band room, and the visual education room. At no time, however, were the two schools thrown together except before and after school when the same exits were used by a part of each group. Two periods of 32 minutes each were allowed for lunch in the cafeteria. These were separate from the senior high lunch periods.

A. The following list summarizes in general some of the objectives and achievements of the first year:

1. Organization of a special eighth grade "Math Difficulty" group.
2. During the second semester an experiment in General Outside Reading was tried out in the three 7B rooms. Pupils were allowed to read any book, magazine, or story regardless of its rating on any school book list. Tabulations as to the amount and variety of reading done was kept by each teacher, and a report was made to the Central English Committee.

   A further attempt was made to find out something about the reading background and reading environment of all the 7B pupils. This was done by questionnaire and personal teacher pupil contact.

3. Some special studies were made in the low ability groups in eighth and ninth grade English relative to reading interests of the pupils. "The Real Life" readers by Theisen and Leonard were used as the basic text.
4. A program of visual instruction in History was carried on throughout the entire year, the "Yale Chronicles" being the basic device for this supplementary aid.

   Supplementary instruction by visual aids was also carried on quite extensively in general science classes.

5. Special nine weeks classes in Speech for all 7B's and 7A's were provided.
6. A separate library for the junior high has made it possible for pupils to utilize its services to a high degree. Special periods for each grade at certain hours of the week has made it possible to take care of individual reading needs to a certain extent.
7. A program of guidance for the eighth and ninth grades. This program was administered by the guidance director and carried out in the home room by the teacher. It consisted of a specific program to be carried out every Wednesday during the activity period (twenty-six minutes) in the home room. In the eighth grade emphasis was put on occupational study. In the ninth grade occupational information was stressed but with the emphasis on the selection of a course to be persued in high school which would prepare for some occupation.

   The guidance director also investigated cases where pupils needed books, food, clothing, etc. Many pupil adjustment problems, both social and disciplinary were administered by the guidance director. (A special report of the guidance director is included in the East High School Report)
8. Organization of a group of clubs (29 in all) based upon a polling of pupil interests. (A list of the clubs is attached to this report.)
9. Somewhat of an experiment has been carried on during the past year whereby each teacher of history has used a different set of books. This was due partly to a lack of a large number of the same set, and partly because we wished to acquaint different classes with various types of material.
10. The following groups were organized: Junior Band of 45 pieces, Junior Orchestra of 62 members, two ninth grade choruses of 40 and 70 members, a seventh and eighth grade combined girls' glee club.
11. During the second semester a Junior Council was organized, the purpose of which was to give the pupils an opportunity to be of direct service in helping to operate many of the services of the school and to express themselves relative to minor matters of school activities. The council consists of one member from each home room (28 in all).
12. The work of some of the more recent subjects or so called "frills" in the school curriculum was presented at each of the monthly meetings of the P.T.A. The following departments presented programs: Speech and Dramatics, Physical Education, Home Economics, and Industrial Arts, Music, and Art. Pupils from the Junior and Senior High took part.
13. An extensive program of intra murals for boys and girls has been carried out after school throughout the entire year. The boys' program included football, speedball, basketball, baseball, track wrestling, tumbling, boxing, and volley ball. Tournaments were held for most of the above sports. Practically every boy in school took part in some one or more of the sports.

   The girls' program included Soccer baseball, volley ball, basket ball, baseball, and track. Very little emphasis was put upon

inter-scholastic sports.

14. At each of the P.T.A. meetings a 45 minute period was set aside during which teachers were to be found in their rooms. Here parents could meet them for discussion of the pupil's work.
15. In order to afford some wholesome social activity for the ninth grade, classes in ballroom dances were conducted by the physical education teachers. Two dances were given by members of the ninth grade.
16. Assembly programs were held at least once a week. About half of these were put on by student groups, the other half consisting of outside speakers, and programs purchased by the school.
17. On Friday, June 2, two short operettas, "Johnny Appleseed" and "A Mother Goose Arabesque" were presented by the pupils from the seventh, eighth, and ninth grade music classes.

B. The following is a summary of general plans for 1933-34:

1. The estimated enrolment for next year is as follows:

Grade	No. of Pupils	Class Average	No. of Sections
7aB	121	40-	3 or 4
7B	174	35-	5
8aB	109	36+	3
8B	193	32	6
8A	111	37	3
9B	270	30	9
9A	100	33	3
Total	1078		

The figures for the 9B section are only estimated as the tuition pupils have yet to be definitely enrolled.

2. There will be two special sections of 7B pupils; one made up of pupils who have had difficulty in reading, and another of those who have had difficulty in mathematics. These sections will be slightly smaller than other 7B numbering about 30 pupils to class. A teacher who has had some experience and study in regard to such problems will be put in charge. For those pupils in present 6B classes who will be put in 7aB* next fall a modified curriculum is being worked out so that they will cover the important work of the 6A grade. A modified curriculum will also be given those 7B pupils of this last semester who will be 8aB*.
*Note aB means Sub. B, those pupils who have been put ahead one semester.
3. It is recommended that the junior high shops be enlarged by cutting out the end walls of one of the center shops, in order that larger classes be accomodated in bench metal and woodwork. This would allow all of our seventh and eighth grade classes to progress from one shop to another every nine weeks.
4. A hand book for all junior high pupils is being made up to be given to them at the opening of school in the fall. This will contain a great deal of information in regard to the curriculum, clubs, intra-murals, building regulations, etc.
5. Plans will be made for the organization of a boys' glee club, a girls' glee club and further extension of ninth grade choruses, band, and orchestra.

6. A further study of the needs and interests of all junior high pupils in reading will be continued.
7. The Visual education aids used in history and science are to be somewhat revised and used again next year.
8. The work of the 26 clubs will be continued with some revision and extension.
9. More pupil participation will be encouraged with regard to problems of assembly programs, hall traffic, cafeteria management, school spirit, etc.
10. The work of the junior council begun during the second semester will be extended.
11. A united effort will be made on the part of all teachers to become acquainted with parents of pupils in their home room.
12. More emphasis upon provision for caring for individual differences will be made through a wider range of reading in the classes in English, by allowing greater freedom of selection of projects to work on in Art, by encouraging more use of the library by pupils in the study of science, history, and geography.
13. A greater responsibility will be placed upon home room teachers for a closer supervision of the academic and social welfare of each pupil in her room.

II. Report on Costs

Included in the East Junior-Senior high school report.

A. Because East Junior High has been operating for one year only it is impossible to make any comparisons of costs for this year with previous years. However, at the suggestion of the Superintendent a comparative cost with Central Junior and West Junior will be made. The figures for East Junior are based on the year 1932-33, as compared to the figures for Central Junior and West Junior based on the year 1931-32.

	Central Jr. 1931-32	West Jr. 1931-32	East Jr. 1932-33
1. Cost of Instruction per pupil in A.D.A.	$ 95.79	$ 91.90	$ 77.56
2. Cost of School Supplies	6.08	5.64	1.36
3. Cost of Administration	11.74	10.02	8.36

The above items for purposes of comparison were based on A.D.A.

The following table shows the costs for 1932-33 at East Junior High based on average monthly enrolment of 920 pupils:

Administration	$ 6 787.86	$ 7.89
Instruction	66,257.91	72.02
Books and Supplies	1,100.65	1.28
*Physical Plant	17,000.00	18.48
Total	$ 91,146.42	$ 99.67

* Approximate

B. Steps in further reduction if necessary

1. I doubt if there are any services which could be wisely eliminated

at this time. I would rather see economies brought about by enlargement of classes if necessary.

2. By increasing the size of some of the junior high shops it will be possible to increase the sizes of certain manual arts classes so that they will be up to a minimum of about thirty pupils.

3. In view of the uncertainty of the purchase price of the dollar I would reserve judgment as to the wisdom of reducing salaries at this time.

I also believe that too much curtailment of school supplies and free texts should not be done at East Junior at least until our classes in English science history and geography are adequately supplied.

III As East Junior High has been operating only one year comparative figures must be omitted.

* Teacher pupil load for 1932-33 was 25
Teacher pupil plans for 1933-34 is 26

* The above figures are based upon the entire faculty including one half time of junior-senior principal full time junior principal one half time guidance director one half time cafeteria manager.

Submitted by

E. D. Brown

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
V. G. BARNES
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
WEST SENIOR HIGH SCHOOL

I. Our attention this year has been focused on three objectives:

A. The organization of home room guidance in the junior high school.

B. The organization of an active Student Council.

C. The reduction of costs by economical and careful buying and the reduction of failures.

An effort has been made to develop the above objectives in the following manner:

1. With the beginning of the second semester, provision was made in the junior department for an activity period, devoting one period a week to home room guidance. This made it possible to initiate the following outline or profile of home room activities as a unit throughout the six grades.

West Junior-Senior High School
PROFILE OF HOME ROOM ACTIVITIES

Grade 7 — Orientation to junior high school

Physical equipment of school
Regulations and administration
Home room organization and purpose of
Marking system and honor rolls
Molding of attitudes

Discovery of abilities and interests
Development of study habits

Grade 8B — Occupational Outlook

Group studies of occupations
Relation of school to vocations

Grade 8A — Educational Outlook

Why go to high school
Explanation of high school courses and elections
College education and entrance requirements
Development of abilities and promotion of interests
Development of leadership
Exploratory courses

Grade 9B — Occupational Outlook

Group studies of vocations continued
Relation of senior high school to vocations

Grade 9A Educational Outlook

High school and college requirements
Senior high elections
Planning educational future

Grade 10 Adjustment to senior high school

Routine of administration
Personal niche in organization
Citizenship, service and loyalty, conduct, attitudes
School clubs
Development of study habits
Rewards of achievement
Goals and guideposts to success
Health, education, ideals

Grade 11 Overview of Occupational Opportunities

Through books, occupations and biography
Overview of educational opportunities
Schools - Vocational, business, nursing, University, etc.
Self analysis and personality study

Grade 12 Adjustments to Life Situations

What business, industry and college expect of high school
Guideposts to life adjustments
Social, spiritual and moral

A Junior home room Committee was formed to parallel the work of the Senior Committee. The aims of home room activities for junior high were outlined as follows:

1. Build and mold character, attitudes, and behavior.
2. Provide each child with opportunity for development of leadership.
3. Provide pupil participation for all.
4. Awaken interest in work of world.
5. Point to relationship between work and education and lead child to utilize the opportunities provided by public education.
6. Establish pupil-teacher relationship as a basis for advisory system.
7. Bring to the child an understanding of and the preparation for a correct use of leisure time.

The members of the committee investigated different methods of guidance activities and presented helpful suggestions to all home rooms. The work of preparing an outline of home room activities from grades seven through nine was begun.

The Guidance Department gave particular attention to the development of the 7B home room activity, securing the cooperation of the teacher and supplying materials and outlines.

Because one of the functions of guidance is the elimination of failures through the wise choice of subjects, special attention was given this year in the junior high to the selection of subjects for the 9B and 10B grades. We attempted to have the pupil and the teacher fill out the election sheet with judgment based on accurate knowledge.

2. The Student Council after spending a semester in organizing, accomplished at least two worthy things. They worked out a comprehensive activity budget which places the cost of the various activities before the school and makes it necessary for the activity to justify itself. The completed budget follows:

ACTIVITY	ESTIMATED EXPENDITURES	ESTIMATED RECEIPTS	GAIN	LOSS
High Times	$ 910.00	$ 245.00	---	$665.00
Dramatics	300.00	400.00	$100.00	
Athletics	1630.00	1560.00	---	70.00
Honor Society	90.00	150.00	60.00	
Student Council	267.50	170.00	---	97.50
Girls' Club	220.00	235.00	15.00	
Junior High	195.00	215.00	20.00	
Band & Orchestra	250.00	150.00	---	100.00
TOTALS	$3862.50	$3125.00	$195.00	$932.50
To be raised from other sources				737.50
Deficit from 1932-33				845.99
Total to clear school of debt				$1583.49

Second, the Council created a new honor to be awarded by the giving of a pin called the activity pin. The pin is to be given to anyone earning 15 points in service in the various activities. This gives West three honor pins--the National Honor pin--for scholarship and service, the Academic Honor pin--for excellence in scholarship, and the Activity pin--for service in the outside activities.

3. Every effort was made this year to avoid buying material and equipment. Economy was the watchword and a substantial saving was shown. I am afraid, however, that next year will see a greater expenditure for supplies and equipment due to the reduction of present stores and the need for new equipment made necessary by the growth of the school.

We have made an extended drive on failures this year and have succeeded fairly well since they have been reduced from ten per cent in 1931-32 to seven per cent in 1932-33. Further work must be done in this field since there is considerable evidence that our courses are not yet adjusted to the needs of the slower pupils. This is evidenced by the fact that only nine per cent

of the failures came from the group with I. Q's of 130-119 and twenty-nine per cent came from the group with I. Q's of 90-84

Next year we plan to continue our study of the English curriculum with the idea of making a unit from the 7th to the 12th grade.

The course for slow pupils also needs revision since there appears to be too many difficult parts in it as evidenced by the pupil failures.

Our history course must also be revised and I hope to interest Miss Mabie in helping us to make a general study of the courses in all departments of the junior and senior high school in order to make them more of a unit.

West High points with pride to the completion of the Board's landscaping project. This was made possible by the generosity of the patrons of West, the faculty and pupils. About $400.00 was raised which was all that was necessary to furnish all the trees and shrubs.

II. That we have operated at a considerable reduction in cost is shown by the following comparisons.

A. Reduction in per pupil costs--1932-33 as compared with 1931-32.

Per pupil cost in 1931-32 was	$152.49
Per pupil cost in 1932-33 was	120.62
Reduction	$ 31.87 per pupil

1. Reduction in cost of instruction

1931-32 was	$115.68
1932-33 was	94.14
Reduction	$ 21.54

This is due to two things--salary cuts and increase in class size. No classes run were under 15. No classes were started unless evidence of 15 or more continuing in the second semester. Instead of having classes average approximately 22 to 23, we have had them average 25 to 26. Next year the classes will be even larger.

2. Reduction in cost of school supplies

1931-32	$6.54
1932-33	1.14
Net saving	$5.40 per pupil

3. Other reductions
All reductions in the budget items 6511 through 66 (10 accounts) charged to physical plant.

1931-32	$18.81
1932-33	15.92

Net saving $ 2.89 per pupil

Reduction in building administration

1931-32	$11.46
1932-33	9.42

Saving $ 2.04 per pupil

B. Whether we can continue to cut costs much more without limiting the service to the pupils is a question. At present, practically all the teachers are asked to work every period in the day. The classroom unit will not accomodate more than thirty without crowding, and teachers' salaries have been cut to a point where further cuts will result in inferior service.

The next move, if further reductions are necessary, would be to drop all the activities in the school which call for double teacher contact, i. e. Physical Education, Music, Dramatics, etc. This would be most unwise and would be yielding to that under-cover propaganda so prevalent at this time which is aimed at secondary education. I believe that there is a point beyond which we should refuse to go. We owe a duty to the rank and file of the children who come to us, to protect their future from the penny-wise pound foolish policy of some of the big taxpayers in the state and nation.

III. Planning on an enrolment of 770 in the senior high and 700 in the junior high, our pupil teacher load next year will be between 26 and 27. This is a considerable increase over last year and the year before.

Pupil Load

1931-32 - 20.6
1932-33 - 21.95
1933-34 - 26.2

Submitted by

V. G. Barnes

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
LEROY E LUBERG
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
WEST JUNIOR HIGH SCHOOL

I. A general survey of the school year and a statement of plans for the next school year.

A. Summary of the Work of the Year

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

1. Mrs. Pierstorff was given one hour a day to work with seventh and eighth grade pupils who were in need of special help in the fundamental subjects. The original plans were extended to work with ninth grade English students needing remedial work in English. This work in tutoring has fulfilled our expectations. Unfortunately this work will have to be discontinued next year because of the increase in per pupil cost resulting from it.
2. Mr. Trafford has rendered a fine service in his work with the boys' clubs. The 4L Club is developing into a worthwhile service club.
3. The Girls' Club under the capable direction of Miss Ingebritsen has also developed into a much needed service club.
4. The purchase and use of Exploring American History by Casner and Gabriel has helped to carry out the plan of introducing interesting and simple tests for children of low ability. This is in accord with the ideas of Professor Horn.

The following plans have not been carried out:

1. Revamping our modern language classes so that below average pupils can carry them successfully. This was impossible because it would have necessitated the adoption of new language books and would have increased the cost of instruction by having several small classes.
2. The participation of more teachers in the organizing of girls' clubs. The heavy teaching load plus the introduction of activity work in home rooms each day caused this to be dropped.

The outstanding achievements of the year have been:

1. The introduction of an activity program during the second semester. By completely revising our time schedule it has been possible to allow thirty minutes for activity work each day in addition to the six regular class periods. We believe the continuance and development of this program can be justified for the following reasons:
   a. Time can be saved by making announcements, checking attendance, etc. during this period, thereby greatly reducing class interruptions.
   b. A much desired class and school spirit is stimulated by home room groups working together on original projects.

c. More opportunities are provided the home room teacher to watch members of her group in their responses, attitudes and evidences of interests when not in the usual classroom situation.
d. Auditorium programs can be presented without the necessity of sacrificing class time for them.
e. After school meetings of musical organizations, clubs, play casts, etc. are practically eliminated.
f. Additional time for supervised study is provided.
g. There is a chance to study and participate in parliamentary law drills.
h. Time is allowed for the study of current events. Several home rooms did this quite successfully.
i. Observances of such days as Armistice Day, Memorial Day, Frances Willard Day, etc. can be carried on in the home rooms or in the auditorium at this time.

2. Elimination of a daily program which had an early dismissal hour for some students and a later one for the remainder. Our new program provides the same starting time, noon hours, and closing period for all.
3. Ninety-four percent of our boys participated in the intra-mural program in athletics which is unusually well directed by Mr. Hurd. He has made it possible for the boys to manage their own games to such an extent that one hundred and forty boys have taken part in five different activities in one hour after school. The wholesome competition between session rooms sponsored in this program provides another opportunity for the development of group morale.
4. The work done by Mrs. Cockefair's Physiology classes is again deserving of special recognition. Her report to me is included in this report.
5. The organization of a science club by Mr. Olson.
6. Our auditorium programs have been one of the "high lights" of the year. Most of our programs have been presented by the various student organizations, but some of our best entertainment was provided by free outside talent. During the second semester we had one activity period each week set aside for auditorium programs.

Our year's work has been handicapped by the loss of our inspiring leader and friend, Florence A. Dodge.

B. Plans for 1933-34

1. The improvement of our activity program. Definite assignments must be made for study during some of the activity periods to more thoroughly acquaint the home room teacher with classroom difficulties of students as well as to help in the development of good study habits. Opportunities for the selection and development of hobbies should be provided.
2. I should like to have the two instructors in physical education handle the recreation supervision during the noon hour. Having classroom teachers in charge has not been satisfactory.

3. By noticing carefully the effect of homogeneous grouping which will be used in part of our classes next year, and the heterogeneous used in the remainder, I hope to have sufficient data for choosing the type of grouping which will be the better in our particular situation.
4. We plan to have a revised curriculum for the incoming sub 7 B's (those who have not had the regular 6A work), and the sub 8 B's (those who have not had the regular 7A work). We hope to have the course of study so arranged that these people who have been accelerated will begin their next semester's studies where they would have under ordinary circumstances. By careful selection of essentials we intend that the revised curriculum will allow these students to go on with their advanced work without any handicaps to them.
5. I plan to have a civics manual constructed under the direction of Miss Barton, that will fit the needs of our people. Since Hill's Community Civics is not satisfactory and a new text has not been adopted, this seems to be a necessary step. The material prepared by Mr. Olson for his classes last year will be incorporated in this manual.
6. A home room representative committee was inaugurated this year on an experimental basis. It has been successful enough to warrant plans for a student council next year.
7. As a means of stimulating original work in English classes and recognizing the fine work already done, we plan to publish a Junior High paper several times next year. This will not be in competition with the West High Times.

II. A Report on Costs

A. This report is included in the junior-senior high school report which is submitted by Mr. Barnes.

B. Because of the substantial reductions made in per pupil costs in all of our departments, we believe further reductions are impossible if the same services given now are expected. Our cost of instruction per pupil has been reduced from $91.90 in 1931-32 to $81.81 in 1932-33, making a reduction of $10.09. The cost of supplies was reduced from $5.64 to $.64 making a reduction of $5.00 per pupil and the cost of administration from $10.02 to $9.02 making another saving of $1.00.

III. A Comparison of Teacher-pupil Loads

A. 1931-32 there were 24.1 pupils per teacher.

B. 1932-33 there were 24.9 pupils per teacher

C. 1933-34 we plan 26.5 pupils per teacher.

Submitted by

LeRoy E. Luberg

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

BRAYTON SCHOOL

Presented to the Board of Education
by the Principal
MARIE HAGEN
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
BRAYTON SCHOOL

Brayton School has just completed its second year since it reopened. Three rooms were used by the school for classes. The attendance was not as large as it was last year.

Total enrolment for the year	87
Enrolment at close of year	69
Withdrawals	10
Transfers	8

Organization plan for next year

Teachers	Grades	Estimated No. of pupils	Time
Principal	3 & 4	28	Full time
1 teacher	1 & 2	33	Full time
1 teacher	Kdg		Half day

Each grade has worked out the various units according to our curriculum supervised by Miss Mabie. Several trips have been taken by the different grades to stimulate interest in these units. We have also used the 16 mm. and filmstrip lanterns which we found very valuable in our work.

Standardized and informal tests have been used in arithmetic, reading, English, and spelling. We have at least one intelligence test on every child in the building.

Our kindergarten children have enjoyed as well as profited by the Take-A-Part boards we received this year. They have also been used in our first and second grades in connection with our units.

We have borrowed our books again this year. Miss Axtell, Lowell School, Miss Leroux, Doty School, and Mr. Schleck, Emerson School have been very generous in loaning them to us.

A Mothers' Club was organized in preference to a P.T.A. because of finances. We have had some excellent addresses by the following: Mr. R. W. Bardwell, Mr. E. Doudna, Miss Zillner, Miss Lewis, Dr. Bowman, Dr. Peetz, and Mrs. Hugo Stoll. The pupils have generously contributed toward the entertainment at the majority of these meetings. This organization has made it possible for us to give all the needy children milk during the winter months.

Analysis of costs based upon the average monthly attendance for the school years of 1931-32 and 1932-33

	1931-32	1932-33
1. Per pupil cost of building administration	$ 1.24	$ 1.30
2. Per pupil cost of instruction	54.62	66.40
3. Per pupil cost of books and supplies	1.44	1.09
4. Per pupil cost of operation of physical plant	16.87	14.42
TOTALS	$74.17	$83.21

The per pupil cost was $9.04 more this year than last year. This increase is due partly to a decrease in our average monthly enrolment. The cost per pupil would be a great deal higher if it were not for the following reasons:

1. Renting four rooms to the Vocational School
2. Renting one room to the Attendance Department
3. Principal teaching full time
4. Borrowing textbooks.

Comparison of teacher-pupil load based upon average monthly attendance

1931-32	1932-33	1933-34 (Estimated)
26	23.1	28

The teacher-pupil load will be greater next year as we are having 2.5 teachers instead of 3 building teachers.

Submitted by

Marie Hagen

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DOTY SCHOOL

Presented to the Board of Education
by the Principal
PEARL LEROUX
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
DOTY SCHOOL

Some of the phases of work and activities which have been most outstanding:

I. Music and Physical Education. Several demonstrations were given during the year by the Kindergarten-First Grade Band, the Glee Club, and Gym classes. The splendid reports received from the parents and the interest the children showed were proofs of the excellent work done.

The Christmas program was a combination of English, history, art, citizenship, and Christmas music, an activity by all the pupils of the school for their parents.

II. The fifth grade was very faithful to a weekly newspaper which created much interest throughout the building all year.

III. Visual Education. The films and film strips were added to the list of visual aids this year. Class demonstrations were given to parents to show use and value of this phase of work.

IV. Radio Programs. These programs had a definite place in the school program and were an added help to pupil activity. We tried to encourage children to be critical of programs as well as good listeners.

V. The following trips proved a real value for the units upon which the children were working.
A. Nature trips to observe autumn coloring and spring changes.
B. Excursions to observe kinds of houses and material used in making houses.
C. Visits to homes to observe the pets of the members of the class.
D. Trips to observe the planting of gardens.
E. Trips to the Post Office and the Zoo.
F. A visit to W.I.B.A.

VI. The Library. The library is a center of interest and service. We appreciate the guidance and help given to us from this source.

VII. Domestic Science. The cooperation between the Domestic Science work and the school activities gave a practical training to the girls and a service to our school and parents. On several occasions the sixth grade girls prepared food and helped to serve at school functions.

Every child has had a mental test. Twenty-three pupils have been given help weekly because of speech defects. Twenty pupils have had work done at the dental clinic. Several eye, ear, nose and throat defects were taken care of by the health department.

All the activities mentioned centered around the units of work suggested by the director of curriculum and method. The teachers worked very conscientiously and by means of their enthusiasm and effort completed several units.

The P.T.A. has been very helpful and cooperative.

Funds raised by candy and food sales and a carnival made it possible to give milk to thirty pupils several weeks during the winter. The association provided us with several good children's magazines.

The school building as a community center for parents, was stressed all year because so little money was available for their recreation. The large attendance, enthusiasm, and interest shown made this work a pleasure to all of us.

Emphasis was placed upon social adjustment and cooperation during the school year. We made individual studies of personalities and also home environment. We encouraged parents to visit school. Through such activities as the Christmas Program, demonstrations by pupils during Educational Week and at P.T.A. programs we feel a better understanding and a more cooperative spirit has developed among the groups.

Plans for Next Year

Aims:

I. We will continue to stress the study of the individual and the groups for better social adjustments, cooperation and citizenship. We will also make a special effort to help provide for the needy children.

II. Demonstration and programs by pupils will be given during the year so that parents will have a better understanding of what their children are doing.

III. The work of the radio and visual education will be continued.

IV. We will continue to study and carry on the work of the units.

V. A definite study of spelling will be made.

Organization:

The approximate enrolment by grades

Kindergarten	20	Fourth Grade	15
First Grade	26	Fifth Grade	29
Second Grade	20	Sixth Grade	24
Third Grade	25	Deaf Department	26

Total 185

This year a full time sixth grade teacher was eliminated by the principal teaching half a day. A substitute assisted in the afternoon. Next year the principal will continue to teach a half day and a sixth grade teacher will divide her time between two of the smaller schools.

The kindergarten teacher will also be a part-time teacher because of the yearly promotions.

As the fourth grade is a small division the instruction of the class will be divided between the second and third grade teachers.

Reports on Costs

The following are reductions in per pupil costs made in 1932-33 as compared with 1931-32:

	1931-32	1932-33	Reductions
Cost of Instruction	$ 81.71	$66.65	$15.06
Cost of School Supplies	2.98	1.88	1.10
Other Reductions			
Cost of Operation of School Plant	16.15	14.38	4.03
Cost of Administration	14.71	11.53	3.18
TOTAL	$115.55	$94.44	$21.11

Comparison of teacher-pupil load for the following years:

	1931-32	1932-33	1933-34
Average monthly enrolment	166.1	186.4	185.0
Number of teachers	8.71	6.85	6.35
Teacher-pupil load	19.07	27.2	29.1

The cost of instruction and administration was materially reduced because the principal was also a half-time teacher. This change did not effect the class size.

I believe we have reduced the cost to about the minimum. However, if further reductions are necessary we could increase the teacher load by combining classes. The service of the supervisors could also be reduced.

Submitted by

Pearl Leroux

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DRAPER SCHOOL

Presented to the Board of Education
by the Principal
ADELINE R MARVIN
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
DRAPER SCHOOL

Organization and Enrolment

In September 1932 there was only one change in the organization of the Draper School.

For several years, owing to a large enrolment in the first grade, Miss Campbell and Miss Dengler worked together, Miss Campbell taking the one A. This was a very satisfactory arrangement. As the enrolment in the first grade has decreased to an average number for a teacher's load, Miss Campbell was transferred to the Doty School. Her transfer was a loss to the Draper School.

We were fortunate in having one new teacher. Miss Margaret Bonn took Mrs. Havenor's place in the third grade. Miss Bonn proved a very successful teacher. She is open to suggestion and is ready to do her part in whatever is asked of her.

Enrolment Sept 1932-33	Estimated Enrolment Sept 1933-34
Kdg-------30	30
1st-------32	30-35
2nd-------29	27-30
3rd-------22	32
4th-------25	22
5th-------27	27
6th-------25	27

There has been an unusually large number of withdrawals and transfers during the year. This, I think, is due to the fact that families were trying to find the cheapest place to live.

Total enrolment for the year	213
Enrolment at close of year	193

The small number of absences of the Draper teachers during the year seems quite remarkable.

100% in attendance
Miss Dengler
Miss Thiard
Miss Neal
Mrs. Terry
Miss MacKoske

Miss Knudstad absent 3½ days
Miss Bonn absent 2 days

On account of illness I was absent from school for 69 days. During my absence Mrs. Terry was acting principal. The two sections of the kindergarten were merged for a morning session, and Miss Knudstad worked with the fourth grade in the afternoon, leaving Mrs. Terry for other duties.

Achievements for the Year

Owing to my absence my plans for the year were not fully carried out. From September to January I averaged about two hours a day for teaching.

My teaching consisted of:

6B Arithmetic regularly
Work with retarded pupils
Working occasionally with whole classes. This was done on days the library was free.

The Reading Club in grade six has done good work in getting pupils to take pride in their oral reading.

We have tried to emphasize clear enunciation in class recitation as well as in reading.

Upon my return I found the teachers and pupils very busy working out the new units. There is a lack of material in the school library.

A few new books, recommended by Miss Mabie for each grade, have been added to the supplementary material.

Tests both standardized and informal have been given.

1. Language Usage
2. Stanford Arithmetic tests computation and reasoning.
3. Achievement tests to the sixth grade
4. Geography tests
5. Spelling tests
6. Informal tests by principal and classroom teacher

I asked each teacher to write a brief report on what she considered her outstanding Unit. This gave me an idea of the work done during my absence. The following is what I received.

A GROCERY STORE UNIT BY THE SECOND GRADE DRAPER SCHOOL

After a study of the Post Office Unit the Grocery Store Unit was developed as another step in our Social Studies program.

The children visited Frank's Grocery Store on University Avenue. After some discussion and planning the children built a grocery store in one corner of the school room. I continually emphasized good arrangement and neatness as most important to a well kept grocery.

The children measured and painted a very attractive black and orange striped awning that covered shelves and counter.

In a very short time the shelves were filled with neat cartons that the children brought from home. Mothers became interested and filled nice clean potato sacks with paper and small flour sacks with sand. All these made our store look most realistic.

A new storekeeper was chosen each day. The children were given much practice in ordering by telephone as well as at the store. They added accounts and made change. During the Art period they made posters advertising special sales. They also modeled out of paper pulp and then painted fruits and vegetables.

They read in their library books about our food and where it comes from.

Lantern slides of foods that we get from the tropics, vegetable gardens and markets in this country and others--all these were shown to the children.

I feel that among other things this grocery unit has taught them to appreciate the service rendered by the grocer as well as the dependence of the grocer and town people upon the farmer.

To close our study of the unit the parents were invited to a demonstration given by the children. At this time I explained to the parents our unit plan of teaching--how the teacher may use simple every-day experiences of the children to widen and strengthen their interests. The children at this program showed how in this unit lessons in reading, arithmetic, language, geography, hygiene, art, citizenship, and music were taught.

Louise Thiard.

Refer to Founders' Day Program for a more detailed account of the following Unit.

Sixth Grade Draper School

The children seemed most interested in the Early English life unit. That may be because they were at the age when heroism and adventure appeal to the boys and color, chivalry and romance interest the girls.

Our class text was Gordy's "American Beginnings in Europe". We used Tappan's "When Knights Were Bold", The Lake History Series, books from the library, and stories from numerous readers for our supplementary work.

We correlated English, Music, Art, Reading, History, Writing, and Geography.

For activity work we built a castle and its estate, with a drawbridge and moat, fashioned knights, ladies and horses from clay and clothespins. We made tapestries depicting feudal scenes, drafted a Magna Charta, drew pictures of castles and knights, wrote topics, poems, and imaginary stories which were formed into booklets. To complete our unit we wrote a four act play which was presented to the other grades in the school and for the P T A on Founders' Day.

The second most interesting unit was our study of Religion through the Ages.

Genevieve MacKoske.

Norway Unit Draper School--Fourth Grade

The Norway Unit was probably the outstanding unit in the fourth grade, not, I think, because of the content, but of the approach which we were able to make.

Miss Ruth Knudstad, fresh from an extended tour of Norway, spent an afternoon talking to the children about her trip, answering their questions, singing Norwegian songs, showing her scrapbook and souvenirs, helping them arrange pictures, etc.

The next day we visited the Historical Museum. Our guide expressed his surprise at the intelligence of their questions and the absorbing interest shown by each child in the Norwegian exhibit. The necessary study and research was thoroughly vitalized.

Expressional activities were enthusiastically carried on. The children built a Viking boat--dragon head bow, sail, oars, warrior shields. This boat they moored in a most realistic fiord. Miss Margaret Knudstad was responsible for the ingenious ideas that fairly made this whole scene come to life.

Mrs Sadie Terry.

The Growth of Cities Draper School--Fifth Grade

A study of maps or tables to locate the largest cities of the U. S. The connection with transportation facilities. Nearness of productive agricultural regions. Possibilities for industry. Study of the causes for the size of two or three different large cities. History of settlement of those cities. Contrast the independence of life in the small village of pioneer days with the interdependence in a large modern city.

Myrtle Neal.

Lumbering Draper School--Third Grade

We worked on Lumbering as a unit. We collected articles made from wood, pictures of uses for wood, and specimens of wood.

The pupils kept a new word list of the articles made from wood.

Pulp was made from old newspapers with which we made painted balls. It was interesting to see how light and firm the balls were.

We visited the Gateway Lumber Co. where we saw lumber ready for building purposes and the efficient work of the electric saws.

We made a lumber scene on the sand table with logs floating down the river. As a final step we prepared a movie for the summary of our unit on lumbering.

Margaret Bonn

Firemen Unit Draper School--Kindergarten

The children went to visit the fire station on the corner of Randall Ave. and West Johnson Street. The firemen were kind and showed the children the things that they had in the station.

One man brought them upstairs and showed them where they slept. They saw the quick-hitch-pants that the firemen wear to the fire. They saw the pole that the men slide down when there is a fire. The men have a dining room to eat in.

Downstairs there were many things to see. There was the alarm which told the men where the fire was, a big bell which rang when the doors opened, fire engines, and ladder truck.

When the children came back to the school they talked about what they had seen. They decided to make a fire station.

The children built a fire engine. On this they put ladders, a big light, bell, shovels, hatchets, chemical cans.

A place was built where they could put the beds that they made. They had a pole to slide down on. The hats that they made, and the coats were on the fire truck ready for them to put on.

Paper fire was made so that the dollhouse would look as if it were on fire.

The children made up stories, told and heard stories, and learned songs about the firemen.

What My Children Did for the P T A

The Kindergarten children showed the P T A what the firemen did when there was a fire. They sang songs, told stories, and played the piano for their Mothers.

MY OPINION OF THE FIRE STATION UNIT

The Fire station unit was the most interesting unit that I had this year. The children were enthusiastic from the beginning to the end. They were given the first hand experiences. The firemen had to put out a fire across the street from the school house. The children had fire drills and discussed the value of having the drills. They visited the fire station and were told what the firemen have to do.

The fire engine that the children built was very complete, which showed that they were observing every thing that they saw and heard.

Margaret Knudstad.

Pets Draper School--First Grade

Children have reported so many deeds of cruel and inhuman treatment of animals, I stressed the humane attitude and care, housing, food, and places for sleeping.

Animals contributed to our welfare: Many breeds of dogs, cats, rabbits, these being the only pets of the class.

We could command only one dog for observation so did not have direct observation of the various animals.

The children were very much interested in the subject, which was manifested in their choice of library books and finding stories about pets in the primers in the room.

Clare Dengler.

The P T A this year has centered its efforts on needy pupils. Considerable clothing was bought for children who needed it. Milk was supplied from January to April to those pupils who were unable to have it at home.

The meetings of the P T A have been fairly attended. The most enthusiastic meeting was on Founders' Day and under management of the fathers. Mr Ray Owen was the speaker of the evening. The sixth grade pupils gave a four act play which has been highly commended. I submit a copy of the program as Miss MacKoske gave it to me on my return to Madison.

AGE OF CHIVALRY

This four act play was written by the sixth grade children. The costumes were made by the girls from materials found at home. The armor was made by the boys from cardboard and wood and painted with silver, gold and poster paints.

Introduction - Explanation by one child as to the sources of our information and why they wrote the play.

Scene I - Life in a Castle
Duties of a page, squire and knight
Granting of fief of land by the king to a vassal
A hunting and hawking expedition
Evening after the day's sport
Day's adventure and excitement told by the knights at the banquet
Minstrels and jester entertain them
The evening ends with games of backgammon and chess

Scene II - A Tournament
Heralds open the tournament and announce the contestants
Rules of combat proclaimed
Single jousts and group combats take place
Awarding honors to the victors

Scene III - Knighting a Valiant Fighter
Knighting ceremony conducted by the king and the nobles

Scene IV - Within a Monastery
Life and duties of the monks
Writing illuminated manuscripts and painting picture
The debt we owe the monks for preserving information about this lawless, picturesque age.

The excursions made by the pupils were many and varied. Among the places are:

Gateway Lumber Co.
Historical Library
Telephone Exchange
Fire Station
Art Exhibit
Branch Post Office
Quality Service Laundry
Vilas Park and the Zoo
West High School to see pottery making and metal work
Forest Products Laboratory
University Farm
Weather Bureau
Hobby Show
Goedens
To Lake Mendota to see sailboats
To grocery to get ideas for the store
Grocery Store
Oriental Shop--Weaving
Kennedy Dairy

The Boy Patrol has proved itself efficient during the year.

The weekly Reader coming fresh every week is quite an incentive to good reading and the Work Page is looked forward to with pleasure. After the papers have been used the pupils take turns in carrying them home.

The use of the school library is invaluable. In discussing the circulation with the librarian I find that though the circulation is not quite as large as at first, the pupils are much more discriminating in their choice of books. A good picture, a pretty cover, good print used to satisfy the pupils. Now they know what they want to find and how to find it.

Last year we made a list of pupils who had serious difficulty in expressing themselves well. One plan for this year was to make an effort to improve these pupils. Some of the pupils are not with us at present, but of those who remain in most cases there has been a perceptible improvement.

Plans for next year:

As the principal is supposed to teach half-time there will be less time for supervision than previously. The clerical work and various interruptions take considerable of the principal's time.

1. To keep in touch with the working out of the various units and thus secure a well-balanced program.
2. I am unable to make plans as to my teaching.
3. The points emphasized this year will be carried on in next year's plans.
4. To encourage creative activities.
5. To follow <u>closely</u> as possible the grouping of pupils and have both teachers and pupils realize the "grouping is flexible".

Recommendations:

Educational

1. That the three editions of "The Weekly Reader" be paid for out of the <u>Draper Budget</u>. If not paid for in this way the pupils will not all have copies.
2. New supplementary material is needed
   More use of kodascope
   Repair of portable victrola

Physical Plant
Repairs
Shades
Window lights
Eaves troughs
Ceiling in lower hall
Faucets in boys' basement
Flush box in boys' basement

Reductions in per pupil cost that have been made in 1932-33 as compared with 1931-32

	1931-32	1932-33	Reduction
Cost of Instruction	$78.80	$58.39	$20.41

Effect on class size

I don't think the reduction of per capita cost has affected Draper School this year. The big reduction is the saving of one teacher's salary. This made a larger first grade for one teacher. With both A & B sections in first grade under one teacher there is little time for individual work.

If the classes increase in size there will be less and less individual attention given to pupils.

	1931-32	1932-33	Increases	Reductions
Books and Supplies	$ 1.76	$ .73	$	$ 1.03
Salary of Janitor	1560.00	1483.74		76.26
Temporary Employes	12.50	0.00		12.50
Cartage	17.00	14.88		2.12
Light and Power, Gas	277.39	235.26		42.73
Water	48.58	28.10		20.78
Janitor's Supplies	82.04	59.31		22.73
Injuries and damages of custodian	2.00	0.00		2.00
Overtime of custodian			6.84	
Fuel			61.74	
Insurance			77.98	
Physical Plant	2522.02	2589.56	67.54	
Total			$214.10	$180.15

Net Increase $33.95

Next step if further reduction is necessary

1. Elimination of services
I do not know what to suggest as to elimination of service. I am fully aware that the teacher load of the Draper School can be increased slightly and still maintain the standard of the school. To me it seems that reduction, if necessary, must come from another source other than elimination of service in the Draper School.

2. Further increase in class size
   In Draper School every grade, as estimates stand, could have from three to eight more pupils and not carry more than an average of 30 pupils.
3. Reduction of salaries and wages
   As business seems to have an upward trend and prices are rising, I do not know what reduction of salaries should be made.

Comparison of teacher-pupil load

1931-32	1932-33
26.4	25.7 (Based on estimate & enrolment)

I cannot close this report without mentioning Miss Dengler's resignation at the close of the school year. All of her teaching, except one term in the rural school, has been in the Draper School. She began teaching when it was not necessary, in her case, to increase a teacher's load. Her first school in Madison consisted of ninety pupils in the first and second grade. Miss Dengler's gentle manner in dealing with the hundreds of children who have begun their education with her, is remembered by the children and the parents. The children "love" Miss Dengler, and as she looks back over her years of teaching, she can feel that she has given to her pupils that "something" which all teachers cannot give.

In her resignation the schools have lost a woman who has given her life to the children with whom she has worked.

Submitted by

Adeline R Marvin

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
LUCILE C HAYS
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
DUDGEON SCHOOL

General Survey of the School Year

In accordance with our plan of the past several years we are continuing our program of enrichment for all children with the emphasis upon individual needs. The individual pupil case study which was started last year is proving very valuable and we plan that it shall be kept permanently up to date.

This year a Binet test has been completed for every child in school. As soon as possible after entrance each new child was given this test.

The following people made interesting contributions to our year's work:

1. Mr. Claxton from W H A Broadcasting Station - An Art lesson for 4th grade.
2. Mr. Claxton - Describing his trip to Norway for the 4th grade.
3. Captain Morey of Madison Airport - A talk to 2nd grade in connection with their unit on aviation.
4. Mrs. Quast - A talk to the 5th grade on Colonial art.
5. Miss Fridell of the University - An hour of stories and poems for the 4th grade.
6. Mr. Blume of Wisconsin Telephone Company - A movie of his trip to the North Woods for 2nd and 3rd grades.
7. Mr. Winkleman, keeper of Vilas Park Zoo - A talk to grades 1, 2, and 3.
8. Mr. Ruegg - A talk on Switzerland for the 4th grade.

Excursions taken this year included:

1. A 5th grade excursion to the Historical Museum to see the Colonial Kitchen.
2. Trips to the Duck Pond on the Nakoma Road to watch the nesting and hatching of ducks.
3. Trips to homes in our community to see baby pigeons, canaries, kittens, puppies, and rabbits.
4. A 2nd and 3rd grade trip to Rentschler's Flower Shop.
5. A trip to the Wirka Boat Company by the Kindergarten and Pre-primary class, taken in connection with their boat project.
6. A trip to the Randall Avenue Fire Station by the Kindergarten and Pre-primary class.

7. A trip by the same group to a neighboring gasoline filling station.

8. A 3rd grade excursion to the Historical Museum to see the Hopi Indian homes and art.

Health Program

With the help of Mrs. Steve of the Health Department, we tested the eyes of most of the children who were not tested last year, and re-tested some who appeared to have defective vision. Fifteen children were fitted with glasses this year as a result of this test; five of these had very marked vision defects.

Visual Aid in Reading

We have enlarged upon the program of visual instruction by means of the opaque projector, and now have a comprehensive library of reading material for this purpose.

Radio Programs

Many radio programs over W H A proved interesting and valuable. For our building, Mr. Clarton's broadcasts on art aroused an unusual interest. Some examples of the children's work done in response to this creative art broadcast have been sent to the Superintendent's office.

Spring Program

On June 2nd we gave an entertainment on the school campus with every Dudgeon pupil participating. Costuming was very simple and no admission was charged. Since this form of program has proved very successful for the past two years we hope to make it an annual event.

Parent-Teacher Organization

Dudgeon P T A was again one of the few in the state to rate "Superior" this year. Our organization has provided us with the following professional magazines:

Progressive Education
The Instructor
Elementary English Review
Nation's Schools
School Arts Magazine
The New Era
American Childhood
The Grade Teacher

Additional magazines which I provided include, Journal of Educational Research, Elementary School Journal, Teachers' College Record.

The P T A has helped with the serving of milk since March 1st and has paid for milk for under-weight children who could not afford it.

Several small study groups have been organized among the parents.

Plans for Next Year

1. To give the Binet test to every child as he enters school.
2. To continue the use of the individual folder for each child and to discover additional information to be added to this folder.
3. To check on each child's vision and hearing.
4. To have each teacher make a home call for each of her pupils in order to gain a better understanding of the child and his home environment.
5. To continue the study of child interests and special abilities.
6. To maintain an even closer relation between the home and the school.
7. To continue the daily ten minute relaxation period in each grade.
8. To make more extensive use of the opaque projector as an economical medium for visual instruction, especially in the teaching of primary reading.
9. To encourage and carry on much reading at the level at which each child has a feeling of power and success.
10. To continue the serving of milk through our P T A organization.
11. To equip one of the barracks for basket ball practice and gymnasium purposes.
12. To continue our Spring Festivals on the campus as an annual event.
13. To hold an exhibit and open house next spring.

Special Recommendations

1. That through Mrs. Steve's department, we equip one of the barracks for gymnasium purposes.
2. That we give standardized tests in reading during the year.
3. That we purchase several sets of new readers in order to make our reading program more effective.
4. That in the smaller schools where principals will teach half time, a part-time secretary be provided. Under present conditions too much of a principal's time is consumed in routine clerical work which could as well be done by less expensive help, thus releasing the principal's time for more important things.

Report on Costs	Per Pupil Costs 1931-32	1932-33	Reductions
Administration			
Salary of Principal	$10.34	$ 8.96	$ 1.38
Salary of Asst Prin	0.00	0.00	0.00
Salary of Office Employes	0.00	0.00	0.00
Printing & Office Expense	.12	.09	.03
Traveling Expense	0.00	0.00	0.00
Auto Expense - Principal	0.00	0.00	0.00
	10.46	9.05	1.41
Instruction			
Salaries of Teachers	65.93	55.04	10.34
Salaries of Substitute Teachers	1.09	.63	.46
	67.07	55.67	11.40
Books and Supplies			
Free Text, Ref. and Sup. Books	1.12	.21	.81
Educational Supplies and Expense	1.22	.62	.60
	$ 2.34	$ .83	$ 1.41

Physical Plant	1931-32	1932-33	Reductions
Salary of Custodian	$ 6.12	$ 5.75	$ .37
Overtime of Custodian	.11	.02	.09
Wages of Temporary Employes	.04	.007	.033
Fuel	2.09	2.36	*.27
Cartage	.14	.007	.133
Light, Power and Gas	1.69	1.20	.49
Water	.25	.30	*.05
Salt for Water Softener	0.00	0.00	0.00
Custodian's Supplies and Expenses	.25	.18	.07
Rental of Buildings	0.00	0.00	0.00
Telephone Service	.01	.01	0.00
Injuries and Damages - Custodians	0.00	0.00	0.00
	10.70	9.834	.866
Insurance	.46	.57	*.11
GRAND TOTAL	$91.03	$75.954	$14.976

* Indicates increase in cost and is deducted from total savings.

Cost of instruction will be reduced by the principal teaching a half day, and by the transfer of one first grade teacher to another building. This will make the anticipated class size, based on this year's enrolment, average 33.6 as compared to 30.3 of 1932-33, and 26.7 of 1931-32.

The cost of school supplies and books has been reduced from $2.34 per pupil in 1931-32 to $.53 per pupil in 1932-33. Although our supplies will be held down to a minimum again for next year, it is imperative that we add several sets of supplementary readers.

Suggested Elimination of Services

1. Omit Home Economics and Manual Training for 6th grade pupils.
2. Omit special Physical Education teachers below the 4th grade, allowing the classroom teacher to teach this subject in her own grade.

Further Increase in Class Size

Any further increase in teacher-pupil load must inevitably be done at the expense of effective teaching. According to present plans, our average class size for next year will be at least 36 or 37 pupils. Although there are a few classes where a few pupils might be added without jeopardizing the quality of work done, there are other grades which are already too large for best results. I therefore do not recommend a further increase in teacher-pupil load for next year.

Salary Reductions

Regarding the possibility of the further reduction of salaries, it would appear that since living costs have already advanced materially, the real wages which will be received next year based on the present schedule, will be considerably less than for the past year. A further reduction would assuredly work a hardship.

Comparison of Teacher-Pupil Load

1931-32	1932-33	Estimated 1933-34
26.7	30.3	33.6

Submitted by

Lucile C Hays

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EMERSON SCHOOL

Presented to the Board of Education
by the Principal
LEO P SCHLECK
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
EMERSON SCHOOL

The following items have been emphasized:

First, a general survey of the school year-a statement of the outstanding achievements and events, and a statement of general plans for the next school year. (Pages 1 and 2)

Second, a report on costs, under the following divisions. (Page 3)

1. What reductions in per pupil costs have been made in 1932-33 as compared with 1931-32?

   a. What reduction in cost of instruction? Effect on class size?
   b. What reduction in cost of school supplies?
   c. What other reductions?

2. What should be the next step, if further reduction is necessary?

   a. Elimination of services?
   b. What further increase in class size?
   c. What reduction of salaries and wages?

Third, a comparison of teacher-pupil load 1931-32, 1932-33, and for 1933-34. (Page 4)

Some of the achievements during the past year have been:

A. A general raising of standards throughout the school

   1. Through a better organized curriculum
   2. Through better study habits
   3. Through closer cooperation among staff members

B. The giving of materials to pupils suited to their individual needs

C. A definite consciousness on the part of teachers as to their teaching problems

D. A systematic diagnosis of group and individual problems

   1. Through teachers' conferences with pupils
   2. Through formal and informal tests
   3. Through home visitations

E. A well planned remedial program in the academic subjects. (Remedial groups were organized at different levels.)

F. An improvement in teaching procedures

1. Organizing of work around large units of learning
2. Definite planning in attacking a unit before pupils were contacted

G. A more definite planning of work especially in the execution of the units of work

1. Led to better teaching
2. Led to better learning

H. A closer articulation of work between the activity teacher and the homeroom teacher

I. A utilization of all curriculum and standardized test results

1. Conference with teachers with respect to interpreting results
2. Challenged teachers and pupils
3. Teachers became conscious of their classroom problems

J. A closer tie-up with the school library as an aid in providing differentiation

1. Materials properly graded and made available to teachers for individual instruction

K. The obtainment of the mental ability of all pupils in the evaluation of pupil progress
(Guidance department helped greatly in this accomplishment.)

L. The placing of school control on basis of child activity and responsibility under guidance of teacher

M. The extension of the Nutrition school program to include high school students

Plans for year 1933-34

A. To improve teaching techniques on the part of every teacher

1. A critical analysis of the procedures in handling the units of work
2. Thorough organization of subject matter
3. More creative work which will show that teachers have allowed pupils to express their own findings

B. To enlarge our study of the personalities of mal-adjusted pupils

This will help teachers to carry out their work more effectively. (The Guidance Department will aid in making this study. The service of this department has been invaluable to my school.)

C. To develop a citizenship program on a higher plane

D. To develop a recreational reading program for all grades

E. To adjust work to the individual differences of children--grouping on the basis of ability and pupil achievement thus ignoring grade classification. Since all classes will be "B" next September, I shall have from 3 to 4 ability levels in each grade. This will make for proper placement, and, too, the superior child will get an enriched program of work. In the past this type of child has been more or less neglected.

F. To help teachers in becoming conscious of the fact that the curriculum is child-centered. Also to encourage teachers to experiment in the use of curriculum materials.

G. To have teachers carry on more home visitation so as to maintain a closer relationship between home and school.

H. To stress the social studies and the natural sciences.

I. To continue using the visual radio aids to supplement the regular classroom work.

J. To develop the work of the auditorium so that it will bring about a greater socialization of all pupils.

K. To stress the teaching of penmanship in all grades. A study of teaching this subject will be made during the current year.

Per Pupil Costs - Based upon Average Monthly Enrolment

	Randall 1932-33 817	Emerson 1932-33 781.7	Difference in favor of Randall	Difference in favor of Emerson
a. *Cost of Instruction	$56.56	$51.61		$4.95
b. Cost of school supplies	.51	.93	$ .42	
c. Operation of physical plant	9.64	11.64	2.00	
d. Cost of building administration	5.31	5.35	.04	----
TOTAL COST PER PUPIL	$72.02	$69.53	$2.46	$4.95
TOTAL DIFFERENCE IN FAVOR OF EMERSON			$2.49	

* Class size increased

The next step in reductions

A. Elimination of sixth grade Domestic Science and Manual Arts
B. Increase class size from 25 to 30 in lower grades and from 30 to 35 in upper grades
C. No reduction of salaries and wages unless conditions make it necessary

Comparison of teacher-pupil load based on average monthly enrolment

1931-32 - 30.5

1932-33 - 32.4

1933-34 - 34.0

Miscellaneous

1. Nutrition School Table I and Table II
2. Emerson School Library Report
3. Emerson School Per Pupil Cost Table

Submitted by

Leo P Schleck

NUTRITION SCHOOL TABLE I
Showing Comparative Costs

	1931-32	1932-33
Supplies and expense to 6/30/32 - 4/30/33 (Includes Asst Cook for 1933)	$1 025.49	$ 977.30
Supplies and Expense 4/30/33 - 5/31/33		123.61
Laundry " "		4.85
Asst Cook " "		25.20
Cook to 6/30/32 - 6/30/33	500.00	500.00
Transportation to 6/30/32 - 4/30/33	60.79	109.54
Carfare 4/30/33 - 5/31/33		10.50
Estimate - all expense 5/31/33 - 6/9/33	———	76.20
	$1 586.28	$1 827.20

NUTRITION SCHOOL TABLE II
Showing Per Pupil Cost, Per Pupil Gain, and Age Range

	1931-32	1932-33
Total children enrolled	36	63
Total dinners served	4 591	7 203
Total glasses milk	10 408	13 289
Average cost per child per day	$.346	$.254
Average cost per dinner per pupil	.272	.187
Total expected gain (Woods table)	141 lb 13 oz	248 lb 7 oz
Total actual gain	259 3/4 lb (183%)	461 lb (186%)
Average actual gain per pupil	7.3 lb	7.8 lb
Age range (older children require considerably more food)	22% over 12 yrs of age	42% over 12 yrs 24% over 15 yrs

EMERSON SCHOOL LIBRARY
REPORT

Last September with the opening of school came the question--Will the absence of the Junior High School people diminish the usefulness of the library, or will it be of far greater value to the elementary school people? After a year of watching our elementary people it would seem that the latter was very much the case. Our younger children now feel that the library is really theirs with no reason to continually step aside for older brothers and sisters.

All classes have been given instruction in the care of books and the use of the library. All classes from the third through the sixth grades have also learned the usefulness of reference books and how to use the catalog so that they may find their own material.

During the past school year 771 children have taken 33,223 books from the library, or an average of 43 books per person. This does not include the countless books used in the room or taken to the homerooms. Of this number 16,472 were non-fiction.

In comparison with last year: 1021 people used the library taking 37,140 books of which 17,142 were non-fiction. This was an average of 36 + books per person.

The work in the library in connection with the units carried on in the class rooms has been very interesting. Children both individually and as classes have been very enthused about finding all material possible for their units. The Emerson library is an integral part of the school, for the librarian, Miss Moss, has entered into the spirit of a wholesome development of the pupil. She has used the interests and abilities developed in the class room as a foundation for the development of library interests and tastes.

PER PUPIL COST (EMERSON SCHOOL)
Based Upon Average Monthly Enrolment

Account No.	Particulars	7/1/31 6/30/32 757.8	Total	7/1/32 6/30/33 781.7	Total	Reduction	
6111	Salary of Principal	$4.25		$3.79		$.46	
612	Secretary to Principal	1.62		1.45		.17	
613	Office Expense	.15		.10		.05	
TOTAL COST OF BUILDING ADMINISTRATION			$6.02		$5.34	$.68	
621							
622	Cost of Instruction	Unable to make comparison on account of Junior High School being in with the Elementary school.					
623							
624	Cost of School Supplies						
6511	Salaries of Janitors	$8.48		$6.80		$1.68	
6512	Overtime of Janitors	.04		.02		.02	
652	Wages of Temporary Employes	.05		.04		.01	
6531	Fuel	2.72		2.39		.33	
6532	Cartage of Ashes	.10		.04		.06	
654	Light, Power and Gas	1.71		1.10		.61	
655	Water	.39		.24		.15	
656	Janitors' Supplies & Expense	.54		.27		.27	
657	Rental of Land, Bldgs & Equipment	0.00		.06			.06
658	Telephone and Telegraph	.12		.10		.02	
66	Insurance	.21		.58			.37
TOTAL COST OF OPERATION OF PHYSICAL PLANT			$14.36		$11.64	$3.15	$.43
GRAND TOTAL COST PER PUPIL (Not including items 621, 622, 623, 624)			$20.38		$16.98		

Unable to give a complete report on Per Pupil Cost because the Junior High School was a part of Emerson School during the year 1931-32.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

FRANKLIN SCHOOL

Presented to the Board of Education
by the Principal
CLARA W GINTY
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
FRANKLIN SCHOOL

I. A General Survey of the School Year

A. Organization and Enrolment The average monthly enrolment in Franklin School for the year 1932-1933 was 392.3, with a class average of 32.3. I anticipate no noticeable increase for 1933-1934. Families moving in will take the places of those moving away. The trend here at this time seems to be away from the city to rural districts.

In the grades below the seventh the traditional plan of organization has been in use. In the seventh and eighth grades the work has been departmentalized to conform with the junior high school time allotment and course of study as far as possible.

B. Educational Program I have made no attempt to carry out a special educational program of my own. I have felt that the revision of the curriculum in the elementary grades has been a major project demanding the undivided attention and effort of the teachers and any assistance that I could give them.

As for the seventh and eighth grades it seemed to me I could render the most needed service through teaching the 7A and 8B history classes. This allowed the teachers to give the full time allotment to the 7B and 8A geography work. It also gave me an opportunity to become better acquainted with the pupils, to make contacts with them through their interests rather than through disciplinary problems as is usually the case, to direct a wider reading program with use of the library through a subject that lends itself admirably to such a purpose, and to improve the morale of the school as a whole through the sympathetic cooperation and leadership of those older pupils.

C. The School and the Community Contacts between the school and the community have been more frequent than in previous years, and the relationship between the parents and the teachers has been very congenial. Besides individual conferences, the attendance of parents at informal room programs upon the completion of units of work, and programs designed to illustrate different phases of the school work given at each afternoon meeting of the parent-teacher association, teachers have prepared more formal demonstrations to help the parents to "know their school". Three demonstrations of the work done in the physical training classes were given before large and appreciative audiences; an all school exhibit was prepared by the teachers at the end of the first semester, and an art exhibit at the close of the year; and several original group plays and musical programs represented the work of the music-auditorium department.

On the other hand parents contributed to the welfare of the school in various ways. Garments were collected and a group of women met every week to mend and make them over to fit needy children. Milk was given to every child below the fourth grade, the parent-teacher organization paying for it when the child was unable to do so. Mothers sponsored a dancing class for the seventh and eighth grades, took an active interest in the Girl Scouts, and the L.T.L's, assisted the teachers in the class picnics at the close of the year, and instead of following the usual plan of having the children prepare a program they, with the help of the teachers, presented an elaborate musical program at the close of the year to raise money for welfare work.

As a social center the school house continues to fill a real need in the community. Bi-weekly dances, card parties, gymnasium classes for men and for women, and a banquet in the gymnasium at which over three hundred were present were some of the activities of a recreational and social nature. Groups that met regularly for social or civic purposes were The Boy Scouts, Girl Scouts, Junior Optomists, The League of Unemployed, The South Side Men's Club, The South Side Band, and a women's chorus composed of parents and teachers under the direction of Miss Lydia Rodruan, music supervisor.

D. Plans for 1933-1934 The greatest problem for the teachers and the principal next year will be the assimilation of the groups in each grade that are being accelerated a semester in order to change from the semi-annual to the annual basis of promotion. It will involve just what I planned last year for this year, the breaking down of arbitrary sectional groups and working with ability groups. The technique will have to be worked out, but it will probably be the development of more independent study habits in the superior group, of improved study habits in the middle group, and of giving much individual help to the lowest group. I shall do my teaching in some of these groups rather than in a regular class as I have done this year.

II. School Costs

A. Per Pupil Cost of Instruction The per pupil cost of instruction compared with that of 1931-1932 was as follows:

	1931-1932	1932-1933
Administration	$ 7.92	$ 6.31
Instruction	75.45	69.99
Books and Supplies	1.82	.51
Physical Plant	15.54	9.13
TOTAL	$100.73	$85.94

It will be noted that there was a definite decrease in all items of the budget this year over that of last year. Practically all of the expenditures for books and supplies were for basic readers in the primary grades and materials for needy pupils. I have deferred requisitioning supplementary books until the grade placement of

units of work is definitely settled. Next year it will be necessary to have this material and also to replace books now in use.

B. Further Reductions That Might Be Made In a separate report I am recommending the elimination of one ungraded room and changes in the home economics, manual training, and music schedules which will reduce our teaching staff by 1.9 teachers and effect a saving of approximately $3220. These economies are recommended as tentative ones only to meet emergency rather than permanent ones. I feel that they are not for the best interests of the school, although they are not so detrimental as others might be.

I can see no other way in which I could conscientiously recommend a reduction in either staff or costs. Class sizes must remain about the same as each is a unit of instruction according to graded school organization throughout the state. As the community grows the school can take care of an increased enrolment of perhaps one hundred pupils without additional cost as nearly ever classroom can accommodate about ten more pupils.

III. The Teacher-Pupil Load

A. A Comparison of Teacher-Pupil Load for 1931-32, 1932-33, and as Estimated for 1933-34: The teacher-pupil load based on the total number of teachers working with the pupils is as follows:

1931-1932 - 23.1
1932-1933 - 25.2
1933-1934 - 27.4

The homeroom load for the same periods is 28.7, 30.6, and 33.3 respectively. Since in the elementary schools the classroom teacher is responsible for the success of all special subjects as well as the academic subjects the homeroom load more accurately describes the situation.

Submitted by

Clara W Ginty

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
HARVEY AND MARQUETTE SCHOOLS

Presented bo the Board of Education
by the Principal
EMILY R PARSONS
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
HARVEY AND MARQUETTE SCHOOLS

I. Summary of Year's Work

A. Social Studies

The preparation of the new units of work and the revision of the old in the social studies have offered many opportunities for the professional improvement of the teachers. Most of the units are adapted to the abilities of the children and suited to their interests. The units of informational material have provided worthwhile reading activities and a richer curriculum environment as the pupils have had greater incentive to find out facts for themselves, and have made extensive use of books, magazines, and pictures found in the public library. They have acquired training in selecting and organizing the reference material found in the public library and have become its eager patrons. There has been constant opportunity for self-expression. The units have awakened interest in the use of maps and charts which have taken on a new significance as information in the interpretation of maps is provided. The pupils have developed initiative and industry as they have participated in a wider range of group activities and have taken pride in both individual and group achievement.

B. Reading

The units of work have offered opportunities for wide reading. The pupils have been grouped on the basis of reading abilities and needs, and corrective measures have been provided, based on the results of standard and informal tests. Attention is constantly directed toward the individual needs of the pupils.

C. Arithmetic

Standard and informal tests have been given. The pupils ranked well above the standards for the country. These tests have been used for diagnostic purposes so that the teachers might discover the shortcomings and difficulties which the pupils encounter and plan their teaching to remedy the individual weaknesses. Arithmetic is confined not to the arithmetic period only as opportunities arise in the different school subjects for working problems which utilize real activities in school and out.

D. Music and Art

Music and art have been correlated with the social studies. Reading, writing, and arithmetic have been considered indispensible to earning dollars and cents, but we have broader views. We recognize the value of lessons which develop power to enjoy the beautiful in art and music. The element of enjoyment should be emphasized all the more when the child seems destined to lead a life of dull and hard routine. If he has to do manual labor, all the more need of his learning to appreciate good music and art which will cheer and encourage his work. Not only that knowledge

which gives immediate results in earning power but that which increases capacity for enjoyment, which opens up new and right avenues through which a child may find pleasure is useful knowledge. The appreciation of good music and art has been emphasized.

E. Civic Clubs

Each grade has a civic club which holds its meetings regularly. These meetings offer opportunity for well motivated oral language lessons. Regular parliamentary procedure is followed in carrying on the meetings, simplified for the lower grades. Each club is composed of different committees who report at each meeting the progress of their groups. The secretary and other members of the class write up the minutes of each meeting which form the basis for the discussion of the written language work. This work inspires confidence and furnishes training for the children who will assume leadership in later life. Current events are reported upon by the older pupils at these meetings and this has created an interest in world happenings. The children are given an opportunity to know the long list of active men and women who are making history today by feeling a responsibility in reporting current events gleaned from the newspapers and magazines.

F. Athletic Sports

Athletic sports are well organized under the intelligent supervision of the health department and the healthful out-door play of the smaller children is under careful direction.

G. Visual Aids

The use of slides, films and film strips has been of great help in making situations real to the children. These visual aids have been in the nature of industries of various kinds, cultivation of different crops. the manufacture of different articles. beautiful scenery of our own and other lands, customs of foreign people and lessons in health and safety Films on health habits have helped to emphasize our health standards.

H. Radio

From the programs sent out, those subjects were selected which correlated with the work being done in social science, literature, music, and nature. Various forms of creative activity have been encouraged. The geography and history programs were found to be particularly helpful in many types of creative work. Suggestions for original work in poetry and art have been carried out.

I. The Boy Patrol

The Boy Patrol has a strong appeal to the boys. Both Marquette and Harvey Schools are located between two heavily travelled streets and the Boy Patrol has helped to make these streets safer for the school children. They stand on the curb and direct the children safely across. They take pride in keeping the school grounds neat and show a fine spirit in assuming responsibility for good behavior on the grounds.

J. Parent Teacher Association

At each monthly P T A meeting some grade has furnished part of the program, demonstrating the work in dramatization(which has given the pupils opportunity for self expressional), music, art, and physical education. This work has been presented with a good deal of enthusiasm. The different members of the P T A have served milk daily for eighteen weeks to all children who desired milk. For those under-nourished children who were unable to pay for this much needed milk, the P T A paid for and served the milk daily for eighteen weeks to twenty-one children in the Harvey School and twenty-three in the Marquette. We have had splendid cooperation from the P T A 's in both schools.

II. Plans for Next Year 1933-1934

A. Provide assembly periods in Harvey School.

B. Make better provision for caring for individual differences as annual promotions go into effect.

C. Provide more opportunities for creative self-expression.

D. In 1933-1934 because of the resignation of a teacher in the Marquette School, a teacher from Harvey School will be transferred to Marquette and the overflow from the second and third grades will be placed in her room.

III. Comparison of Educational Costs

HARVEY SCHOOL

Item	1931-1932 School Cost	1931-1932 Per pupil Cost	1932-1933 School Cost	1932-1933 Per pupil Cost
Administration	$2,411.30	$ 10.46	$2,186.06	$ 10.51
Instruction	15,945.00	69.18	12,102.95	58.19
Books and Supplies	464.74	2.01	106.86	.51
Physical Plant	2,647.72	11.49	2,607.50	12.53
Totals	$ 21,468.76	$ 93.14	$17,803.37	$ 81.74

MARQUETTE SCHOOL

Item	1931-1932 School Cost	1931-1932 Per pupil Cost	1932-1933 School Cost	1932-1933 Per pupil Cost
Administration	$ 2,414.03	$ 6.64	$ 2,196.06	$ 7.20
Instruction	22,165.00	60.99	16,555.07	54.28
Books and Supplies	744.98	2.05	176.76	.58
Physical Plant	3,659.22	10.07	2,711.52	8.89
Totals	$28,983.23	$ 79.75	$21,639.41	$ 70.95

	Average Monthly Enrolment 1931-1932	1932-1933
Harvey School	230.5	208
Marquette School	363.4	305

IV. The Teacher-Pupil Load

HARVEY SCHOOL

	1931-1932	1932-1933	1933-1934
Enrolment	230.5 *	208 *	204 #
Divisor	8.52	7.48	6.22
Teacher load	27.1	27.8	32.8

MARQUETTE SCHOOL

	1931-1932	1932-1933	1933-1934
Enrolment	363.4 *	305 *	315 #
Divisor	12.49	9.4	8.9
Teacher Load	29.1	32.4	35.4

* Basis - Average Monthly Enrolment.
\# Basis - Estimated probably Enrolment.

Explanation of Tables:

The reduction shown in the per pupil cost of books and supplies for the year 1932-1933 as compared with 1931-1932 can not be maintained for coming years and the present standard of the schools maintained.

In June 1932 the seventh and eighth grades at Harvey School were transferred to Central and East Junior High Schools, and the Marquette sixth grade was then moved to the Harvey School building. In 1933-1934 because of annual promotions going into effect we will need only one sixth grade at Harvey School. The probable enrolment shows increases in the third, fourth, fifth, and sixth grades.

The transfer of pupils in the third and fourth grades at Marquette School and moving the sixth grade to Harvey School gave opportunity for the removal and discontinuance of three temporary buildings from the Marquette grounds before the opening of school in September 1932. Enrolment figures are therefore lower.

Submitted by

EMILY R PARSONS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HAWTHORNE SCHOOL

Presented to the Board of Education
by the Principal
VELMER D. PRATT
June 1933

on account of illness. At the end of the semester every child except one in the Pre-Primary group had completed the Elson Pre-Primer and had read about a third of the Elson Primer. They were promoted to the advanced section of the First Grade.

Remedial classes for other grades have included children from second, fourth, fifth and sixth grades. Subject matter has been limited to reading and arithmetic. In every case pupils have profited although in a few cases results have been less satisfactory than we had anticipated.

Radio Equipment: Through the cooperation of the Hawthorne P. T. A. we were able to attain our goal, which was, a loud speaker in every room. This has increased the usefulness of our radio and made "listening in" more convenient and more enjoyable.

Visual Educational Equipment: Due to the financial situation we deemed it wiser to postpone purchasing additional equipment until some later time.

Teachers' Meetings: In our teachers' meetings we have reviewed and discussed the following books:

"Creative Power", Hughes Mearns
"Clarifying the Teacher's Problems", Arthur Gist
"Youth in the World of Men", Mrs. Marietta Johnson
"Personality Development", Garry Meyers

This reading program has broadened our interests, increased our knowledge of modern educational viewpoints, and stimulated us to strive toward higher professional ideals.

Units of Work: The following are some of the outstanding units of work that were carried on in the different grades. Some of the important outcomes from the activities based on these units were development of initiative, stimulation of creative effort and meeting new social experiences.

Kindergarten
- Christmas Gift Shop
- Birds and Their Homes

First Grade
- Pets
- Gardens

Second Grade
- The Post Office
- The Grocery Store

Third Grade
- Cotton
- Silk and Japan

Fourth Grade
- Switzerland
- Holland

Fifth Grade
- Growth of Cities
- Communication

Sixth Grade
- Industrial Development Through the Ages
- Religion Through the Ages

Plans for Next Year:

To continue our remedial program.

To continue our program of professional reading.

To work toward more purposeful activities.

To give more attention to nature work.

To encourage a finer spirit of courtesy.

II. Costs

A. Reduction in per pupil cost in 1932-33 as compared with 1931-32. (Based on average monthly enrolment.)

	1931-32	1932-33
1. Reduction in cost of instruction	$63.97	$57.102
2. Reduction in cost of school supplies	1.306	.579
3. Other reductions	9.561	9.308
TOTAL	$74.537	$66.989

Item (1) includes cost of administration.
The effect of reduction in cost of instruction has increased teacher-pupil load 12.3 per cent.

Item (2) cannot remain at this low level without very materially lowering the standard of our work.

B. What should be the next step, if further reduction is necessary?

1. What elimination of services?
   Special teachers visit the building once in two weeks instead of weekly visits. I do not advise this however.
2. What further increase in class size?
   Our classes cannot be increased in size without lowering efficiency.

III. A comparison of teacher-pupil load 1931-32, 1932-33, and as planned for 1933-34. (Based on average monthly enrolment.)

1931-32	31.53	
1932-33	35.7	(12.3 per cent increased teacher-pupil load)
1933-34	36.34	(Using exact enrolment for year)

Submitted by

Velmer D. Pratt

Plans for Next Year:

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   Our classes cannot be increased in size without lowering efficiency.

III. A comparison of teacher-pupil load 1931-32, 1932-33, and as planned for 1933-34. (Based on average monthly enrolment.)

1931-32	31.53	
1932-33	35.7	(12.5 per cent increased teacher-pupil load)
1933-34	36.34	(Using exact enrolment for year)

Submitted by

Velmer D. Pratt

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education
by the Principal
Shirley D. Almy
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
LAPHAM SCHOOL

I. Summary of the Year's Work and Plans for the Next School Year

Any good curriculum is a character education curriculum. Any elementary school at work in developing personality through the use of school activities is working along the line of character education.

The general plan in the Lapham School for the past four years has been for an organized character education program. This is a shifting of emphasis in reporting the work of the child from the conventional subjects to the elements of character development that seem most essential. When the new report cards were adopted by all elementary schools of the city, we reorganized our work so that each room or grade could continue placing the emphasis upon the improvement of character traits and work in a cooperative way for the development of the individual child, substituting for our old card a room card that each child has helped to make, and which gives an opportunity for self-rating and self-analysis.

Believing that right standards of living may be developed and strengthened through the use of school curriculum and school activities, and that the child, through his own activities, may develop a fine emotional control that makes for good judgment and fine thinking, we plan a program for the individual child that takes into consideration his physical, mental and emotional needs.

This means a health program for every child. In cooperation with the Health Department, the Child Guidance Departments and Health Clinics, it has been possible to have, not only the testing and diagnosing of cases, but in most cases, to have the necessary adjustments made, so that the child may come to school physically able to participate and enjoy his school work.

We plan a room situation that allows for proper lighting and seating, with a program so arranged that the pupils may move about during the working day and avoid unnecessary fatigue, where all activity is guided and inspired by the personality of a happy teacher.

The free-day periods have been organized by the teachers so that all grades have definite outside activities that help in making social adjustments.

II.

We have continued with our remedial program in reading. Our test results gave us the needed information about individual pupils so that remedial groups were organized and special attention given to each child according to his needs. Much has been accomplished through this program, due to the interest and effort on the part of the teachers.

We appreciate Miss Mabie and enjoy working with her. In introducing a new program for the study of the social sciences, she has stimulated and inspired all of us to enjoy this unit organization and she has opened up for the children a broader field in original and creative work.

I anticipate some changes for the next school year. These will come by having a part-time sixth grade teacher to take the place of the full-time teacher. The principal, as an economy measure, will teach half of each day, probably in the sixth grade. The enrolment will be about as last year.

We shall not be able, under the new yearly promotion plan, to continue our Pre-primary classes. Miss Drews will be needed as an assistant in the primary grades, saving one part-time teacher.

I cannot recommend further economies without lowering the standards.

This has been a difficult year in many ways. I want to express my admiration and appreciation for the way in which the special departments have met the difficulties and made it possible to have an enriched curriculum for all children, especially important for those who would have so little of joy and beauty, were it not for the art and music and all extra-curricular activities that can come to them only through the public schools.

We hope to continue a fine school philosophy that enables the principal, the teachers and the community to work together for the good of every child; a philosophy that will survive these difficult times and be of help in developing the ideals of right living, so that every child may be socially adjusted and become a real citizen in every sense of the word.

III. A Report on Costs under the Following Divisions

A. What are the reductions in per pupil cost of administration?

Per pupil costs in 1931-32	$11.50
Per pupil costs in 1932-33	$ 9.08

B. What reduction in per pupil cost of instruction?

Per pupil cost of instruction 1931-32	$50.70
Per pupil cost of instruction 1932-33	$40.70

C. What reduction in cost of school supplies?

Per pupil cost of school supplies in 1931-32	$2.46
Per pupil cost of school supplies in 1932-33	$1.45

D. What other reductions and elimination of services?

Will have part-time teacher in sixth grade
Principal will teach part-time every day
Cannot recommend any further reductions without lowering standards

E. What further increase in class size?

Will remain about the same. We had to have half-day sessions in first grade last year because of heavy enrolment. We plan all day sessions this year under the new yearly promotion plan.

F. What reduction of salary and wages?

This is a relative situation, almost impossible to make accurate statements.

G. What comparison of teacher load in 1931-32 and 1932-33?

Teacher load in 1931-1932 was	32
Teacher load in 1932-1933 was	35
Teacher load as planned for 1933-1934	
Primary grades will average	37
Upper grades will average	33

Submitted by

Shirley D. Almy

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
RENETTE JONES
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
LINCOLN SCHOOL

Outstanding Achievements and Events of the Year

If I were to mention the outstanding interest of the entire year it would be the elimination of the failing and repeating of grades by pupils who do not achieve standard subject matter requirements. Why give a pupil a sense of failure by emphasizing his failure over his success? An achievement basis of any kind will bring together pupils differing widely in everything but achievement.

The unit idea in courses of study is the type of material that we seem destined to put in the teacher's hands. He will be helping to construct new units as he goes along.

The seventh and eighth grades were very much interested in their unit, "The Century of Progress". This grew out of the work in history. The 8B's were studying, "How the United States Moved Westward and its Effect on our History". The particular topic was "The Industrial Revolution and Its Effect on the Westward Movement". The pupils studied the changes brought about by the invention of machinery, how one machine called for another until all of our ways of living together changed. The pupils suggested showing this change in some way and chose "The Century of Progress" idea.

At this time, Miss Hassin, the art teacher, was developing the changes that have been made in architecture beginning with the Egyptians. The pupils suggested constructing some buildings showing modern trends in architecture. Later, the pupils suggested dressing dolls to show changes in style of dress. To this group they added a group from different foreign countries who would visit the Fair this summer. They were dressed in their native costumes.

The seventh grade made a background which not only illustrated changes made during the century but showed a great deal of artistic design. The color combinations were quite unusual.

When it was all finished and in place, the other pupils were invited to visit it. Guides from the seventh and eighth grades explained to the visitors what it all meant.

Miss Buck suggested that the pupils exhibit it at the School Art Exhibit. The pupils were quite flattered to have the opportunity of exhibiting their work.

One P T A meeting was taken charge of by the pupils from the home economics and manual art classes. The girls had made clothing for some of our children who are forced to get county aid. These models were on exhibition--the girls explaining about materials and costs of the clothing. The boys explained about the materials that were used in their exhibits and the costs of the finished products. Later, the girls served refreshments. They had made their cookies the day before.

If further reduction is necessary, perhaps we could all economize, not so much on the purchasing of supplies, but upon using them. There might also be a saving if inventories were taken before supplies are ordered. Some supplies deteriorate by being kept in a supply room or room closed during the summer vacation.

Special teachers, particularly in the lower grades, should not always do the teaching when they come to a school building. There are times when the work of the regular teacher needs supervision. Special teachers sometimes wonder why pupils are not interested in their subjects. Some real constructive criticism might help a great deal.

Unless I know just what my enrolment will be, I see no possible way of increasing the class size. My fourteen rooms are class rooms.

At present my enrolment for September 1933 will be:

Kindergarten - Approximately	45
Grade I	45
Grade II	48
Grade III	53
Grade IV	46
Grade V including Brayton transfers	40
Grade VI	42
Grade VII including Lapham transfers	57
Grade VIII	56

Some combinations of grades will have to be made. There are too many pupils in some grades for one teacher, too few for two full time teachers.

In case our enrolments fall off, it might be possible to employ some part-time teachers.

Teacher-pupil load

1931-32	26
1932-33	27
1933-34 between	30 and 35

I am unable to make any recommendations for further reductions of salaries and wages. Except for costs of some provisions and some kinds of wearing apparel I find that my own living expenses remain about the same.

Reductions in per pupil costs that have been made in 1932-33 as compared with 1931-32:

1. Per pupil cost of building administration	$ .45
2. Per pupil cost of instruction	3.37
3. Per pupil cost of books and supplies furnished by the Board of Education	.36
4. Per pupil cost of physical plant	1.20

We have not purchased a large number of supplementary readers of one kind. Instead, we have tried using a smaller number and a greater variety. The Unit Plan gives a fine opportunity for pupils to use many books.

Having no school library and not being near the City Library, we have difficulty in providing the pupils with reference material. We have to depend upon Home Libraries for some of our work. This is not always a satisfactory plan.

The number of pupils enrolled in some classes has been too large. In other groups the class enrolment was not large enough. Pupils were in grades where it was impossible to combine them under one teacher. However, we tried to divide the work equally. One teacher who had but one section--a class of twenty--took the penmanship work for a teacher in a lower grade who had over forty pupils and two sections.

Another teacher took the music work for one who had forty-five in her room, two sections. The pupils gained by this.

In the year 1932-33 the classes in manual arts and home economics were combined. The teachers, instead of spending all of their time in my building, were there but half of their day.

The classes were over-crowded for the size of our laboratories. This was a reduction in teacher-time but was hard on the pupils.

I would very much prefer to keep the teacher-time as it is and divide the groups of pupils. It isn't necessary that every pupil in the seventh and eighth grades have an hour each day.

If these classes weren't so crowded we would gain in the use of materials.

General Plans for the year 1933-1934

We are very much in need of a school library. "What memory is to the individual, the library is to the race. To try to learn without the library is like trying to run without legs. It cannot be done. Intellectually, without a library a school can only crawl."

My plan for next year is to divide the seventh and eighth grades among three, instead of four, teachers.

We shall continue many of this year's projects. The experiences of this year will help us improve many of them.

We hope to handle regular instructional training in terms of "higher values", and to develop definite character traits in the use of subject matter. Efficiency in arithmetic should be judged by the accuracy, speed, neatness, and honesty connected with solving problems.

The social sciences should train children to have proper respect for law and government and to learn to be useful members of a social group.

We need a spelling program. Next year we shall try some of the newest methods and shall hope for good results. We should be able to arouse more interest in the spelling.

We hope to have more assemblies for the purpose of sharing experiences--problems that have to do with the life of the school.

We should view in a sympathetic way the many adjustments which children of today have to make to an ever changing environment.

Submitted by

Henetie Jones

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LONGFELLOW SCHOOL

Presented to the Board of Education
by the Principal
C. LORENA REICHERT
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
LONGFELLOW SCHOOL

I. Summary of the Year's Work

During the past school year we have had the following as our objectives:

A. To develop the creative ability of the pupils in art.
B. To create a keener interest on the part of the pupils in natural science.
C. To improve the oral and written work in English.
D. To continue our remedial program in reading.
E. To develop habits of good conduct and citizenship on the part of all pupils.

Art

During the past year Miss Toepfer has had charge of all the art work in the building. She has met pupils from all rooms daily. This privilege which the children have had of coming in daily contact with an art specialist has done much to improve the work and to develop growth and originality in the children's art. The longing for creative expression in art seems inherent in many of the foreign children. Our program therefore with its emphasis upon creative expression has given many children an opportunity to work out and carry to a successful completion many problems which time and space would not have permitted in a home room. This success has been a stimulus for greater effort on their part.

I feel confident that if we can continue our present art program where creative power and individuality are stressed that with Miss Toepfer's careful guidance the more formal techniques of art and growth in skill from grade to grade will also be developed without crippling the children's desire for expression. Classroom teachers who have not had special art training cannot give pupils as much freedom in the choice of art subjects, materials to work with, and methods of working as a trained art teacher. We feel that the children have thoroughly enjoyed their art work and that they have a keener appreciation for the finer things which will help to make their lives richer and more beautiful.

Natural Science

Nature study was given daily emphasis in each classroom during the first semester. During the second semester the natural science units sent out from Miss Mabie's office were used. Observation of this work showed that children have a keen interest and curiosity about the wonders of nature. Their questions showed that they have extraordinary powers of observation and a desire to know about the things which they see in their environment. The children had aquariums, animal pets, rocks, flowers, plants, and insects in their rooms to observe and study. It was not what the children learned but the enthusiasm, interest, and joy which they showed in collecting and observing these things that pleased us.

Many of the units studied during the second semester offered excellent opportunities for the children to experiment and find out things for themselves. The making of candles and dyes in connection with the colonial unit in the third grade created much interest among the children. Each child made a Christmas gift candle for his mother and all dyed pieces of muslin for a rag rug for their colonial house. In the making and the using of their dyes the children found that much patience and repeated attempts were necessary to get good colors.

An effective piece of correlation between science and art was carried out by one fifth grade in connection with the study of "Transportation by Land, Water, and Air." The children made a great number of slides to illustrate travel in primitive times, by canoes, sailboats, steamboats, horses, trains, automobiles, balloons, airplanes, streetcars, and buses. Ingenuity, careful study, and understanding of the unit were shown by pupils' drawings.

Other units which stressed natural science and which created much interest were a study of "Animals of the Zoo" in the second grade, "Weather" in the fifth grade, "Animals Useful to Man" in the fourth grade, "Cotton", "Silk" and "Rubber" in the third grade, and the garden unit in the first grade.

The work in natural science ideally meets the problem of the newer education. Children learn through asking questions to which they desire answers, by solving problems, and meeting interesting situations with which they wish to experiment.

English

The social studies have to a large degree furnished the topics for the discussion in English. This has the advantage of placing primary emphasis upon the thought to be expressed and giving secondary emphasis to the details of form. It also gives the children an opportunity to use as subjects for their compositions the phases of the unit in which they are most interested. It does away with the discussion of a class assigned topic about which children know little and in which they are not interested.

We have tried to make the language activities in the classroom as similar and as interesting to the children as the language activities in which they engage out of school. They have made reports of their personal experiences, their experiments, and their readings. They have written letters and carried on conversations about their projects.

We have tried to make the child more critical of his own errors and anxious to correct them and improve.

Reading

The remedial work in reading was continued as outlined in last year's report. Most of the work was done with individual pupils or with small groups who had similar difficulties so that methods could be adapted to meet the needs of each child. Much emphasis was given to oral reading to make sure that the mechanics of reading were mastered. At all times the child's comprehension of the material read was checked, so that the final goal of reading - the comprehension of material read - would be accomplished. The majority of children as they improved in the mechanics of reading also

improved in their ability to get the meaning. In this building major emphasis will always have to be given to reading because of the vocabulary and language difficulties which so many of the children have.

Character Education

Every available opportunity is taken to train pupils in habits of good citizenship. Many of the units of study in the social sciences aim at real character development since they stress the problem of how people may best live together and how they may live as individuals. Such activities as the Boy Scouts, Girl Scouts, school glee clubs, auditorium clubs, athletic teams, and school games also teach and develop cooperation and loyalty to team and school.

School Trips

Through trips taken by the pupils to the various centers of interest in the city the children learn to appreciate their city, to understand what the community does for its people, and how various kinds of work are carried on.

Children of various grades took trips to the following places:

Post Office
Mail Train
Grocery Store
Florist
Historical Museum
Forest Products Laboratory
Vilas Park Zoo
State Journal Printing Shop
Telephone Company
Telegraph Company
Weather Bureau
Radio Broadcasting Station
Art Department of the W. S. H. S.

Improvement of School Grounds

With funds raised through entertainments a small portion of the school grounds facing the city hospital has been beautified. The children are very proud of this lawn space and take great pride in keeping it beautiful.

II. Plans of Next Year

In outlining the work for the next year I shall try to emphasize the following objectives:

A. To improve the study habits of the pupils
B. To improve the work in arithmetic
C. To continue the emphasis upon reading
D. To continue training in character development

III. Comparison of Expenditures for the Longfellow School for the Years 1931-32 and 1932-33 Based on Average Enrolment of Pupils.

	1931-32	1932-33
Administration	$ 6.93	$ 6.54
Instruction	74.87	74.86
Books and Supplies	1.64	.79
Physical Plant		
Elementary Dept.	14.26	13.93
Crippled Dept.	29.18	23.94
Opportunity Dept.	14.40	12.71
Nutrition Dept.	5.89	7.19

Comparison of Total Expenditures for the Longfellow School for the Years 1931-32 and 1932-33.

	1931-32		1932-33	
	Total	Av. per pupil	Total	Av. per pupil
Administration	$ 4013.82	$ 6.93	$ 3697.41	$ 6.54
Instruction	43389.35	74.87	42294.79	74.86
Books and Supplies	950.93	1.64	445.68	.79
Physical Plant	10350.16		9839.50	
Elementary Dept.	8264.13	14.26	7871.60	13.93
Crippled Dept.	1033.02	29.18	983.95	23.94
Opportunity Dept.	516.51	14.40	491.98	12.71
Nutrition Dept.	516.51	5.89	491.98	7.19
Total	$56618.22*	$ 97.70	$54309.48	$ 96.12

* exclusive of special departments

Average Monthly Enrolment of Children in the Longfellow School for the School Years 1931-32 and 1932-33.

	1931-32	1932-33
Elementary Department	579.5	565.
Crippled Department	35.4	41.1
Opportunity Department	36.5	38.7
Nutrition Department	87.7	68.4

During the past year there has been a great saving in the following items as shown by a comparison of the costs in the last two years.

Administration	$ 316.41	7 4/5 %
Instruction	1094.56	2 1/2 %
Books and Supplies	505.25	53 %
Light and Gas	452.12	40 %
Water	69.29	19.7 %
Custodians Supplies	41.80	15 %

Reduction in Books and Educational Supplies

It was possible for the past year to reduce very much the amount spent on educational supplies and supplementary readers, because we were fairly well supplied with books. We cannot continue successfully another year with such a small expenditure of money because

1. The books become worn and must be replaced by new books.
2. The cost of supplementary books and educational supplies is very low compared with the other expenditures and it is impossible to carry on a successful school program without books which meet the individual needs of the children.
3. Books will be more necessary than ever if the size of the classes is increased. Children will have to get much information for themselves from books which they got from group discussions in smaller classes. Increasing the size of the class increases the duties and responsibilities of the teacher and books become of increasing importance both to her and the child in carrying on the school program.
4. Books used for too long a time and by too many pupils become insanitary and germ-laden. They then become a menace to the health of the children. There is no true economy in jeopardizing the health of the children with books that are germ-laden.
5. New books appeal to children and often create an interest in a subject which it is impossible to create in any other way. It is disheartening to children to have to use the same worn-out books year after year.
6. The work of the teachers is seriously handicapped if they cannot have books which contain new and interesting materials upon the subjects which are presented in the classroom.

Increase in Class Size

I feel that it would be inadvisable to increase class size much more in the elementary grades because

1. Children in the primary grades of the elementary school must be taught largely by the individual or small group method. They have not mastered the tools of learning and are therefore not able to help themselves or to do much without the teacher's help and guidance. It seems to me that if it is necessary to increase the size of classes still more that it must be done in the upper elementary grades and in the junior and senior high school classes. Here pupils are able to work by themselves and they are also able to get what help they need by class instruction.
2. In the newer schools the classrooms are much smaller than in the older buildings. The new classrooms are built to accomodate comfortably about thirty-five pupils. If more pupils are placed in a room it becomes crowded and the newer type of activity program can not be carried on successfully. The activity program requires work space for group and individual projects.
3. Progressive education advises teachers to deal with pupils as individuals and not as a group, - all of whom are to be kept at the same rate of speed, making the same progress, and covering the same amount of work. If pupils are to be dealt with as individuals and if a teacher is to adjust the work to meet the individual needs of her pupils it is impossible for her to work successfully with too many children.
4. It is possible to teach facts by drill methods to large groups of

children. But it is physically impossible for a teacher to study the personality traits of each pupil in a large class and find time to intelligently guide each pupil and develop his capabilities.

Reduction in Salaries

Since in the business world the present trend is toward an increase in the wage rate and a rise in commodity prices, it does not seem that wages of teachers should be decreased.

IV. Comparison of Teacher Load for 1931-1932, 1932-1933, and 1933-1934.

1931-1932	1932-1933	1933-1934
24.9 pupils	24.4 pupils	28.5 pupils

Submitted by

C. Lorena Reichert

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LOWELL SCHOOL

Presented to the Board of Education
by the Principal
ANNIE D AXTELL
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
LOWELL SCHOOL

The Lowell School has been organized as just an elementary school this past year. Grades one and two were taken out of the platoon. Grades three, four, five, and six remained as they were in the platoon organization. Section lines of A and B were ignored in grouping the pupils into three classes in each of these grades. Individual differences and abilities were considered in this classification.

There were four teachers for each of the first and second grades. A pre-primary class was organized in September to care for those pupils of the kindergarten who were not quite ready for first grade work. At the second semester there were not as many pupils coming into first grade from the kindergarten, so, with the resignation of a health education teacher and the need of a teacher already on the faculty to take that work, we did not organize a new pre-primary class. Miss Kitzman continued to do part-time work with the pupils she had, besides taking the physical education work in the upper grades.

By increasing our teacher load in the primary classes we expect to be able to get along with but three teachers in the first grade. This, with the change to annual promotions which throws two small groups together as one grade, and the dropping of the pre-primary grade enables us to reduce our faculty by three teachers.

Our enrolment by grades for this year and the probable enrolment for next year show the reason for these changes.

Year	Kdg	1	2	3	4	5	6	Probable Increase
1932-1933	98	122	112	95	87	112	97	
1933-1934	100	86	123	116	90	81	113	50 (Based on records of last 10 years.)

The following table shows the teacher pupil load for the past two years and the estimated load for the coming year, based on the average monthly enrolment:

Year	No. of pupils	Teachers	Pupil-load
1931-1932	719.8	24.6	29.2
1932-1933	728.7	25.3	28.8
1933-1934	750 (estimated)	21.5	34.8

We have planned for groups of between 25 and 35 in the first two grades, and between 30 and 40 in the grades of the platoon for the coming year. This will allow for the care of the probable increase of fifty pupils which we have averaged for the past ten years.

This year we organized our program for the sixth grades so that the physical education came at the same hour as did the industrial arts programs. Each section then spent one hour a week of their physical education time in the manual arts and home economics rooms. The remaining section had work for one-half hour in corrective exercises and one-half hour in definite health instruction that day. A similar plan will be carried out the coming year, as it is difficult to give this work to the large groups handled by the physical education teachers.

Because of the discontinuance of the industrial arts, the hour a week will be spent in the auditorium with work in reading for individual and audience enjoyment. This will establish a better selection of reading material by the pupils, secure better oral reading, improve the speech, develop better audience habits, and increase the use of the library.

The main theme of the work throughout the school has been the social studies program. This has proved a real live subject for teachers and pupils. It has brought out initiatives and powers to an interesting extent. The unity of the different departments of the school has been established as it never has been before. As each department has taken hold of a unit, the others have shown a fine spirit of cooperation.

In developing our units we have made a great deal of use of:

1. The library
2. Visual education aids from the University
3. Trips to places of interest
   a. two rural schools
   b. the Wisconsin State Journal office
   c. the Forests Products laboratory
   d. the Wisconsin Telephone office
   e. the Madison Gas and Electric Company's gas plant
   f. the main City Water Station
   g. Gardner Bakery
   h. East Side Postal Station
   i. the Central Post Office
   j. Community Laundry
   k. stores on Atwood Avenue
   l. Gulesserian's Store to see rug making
   m. West High School - pottery work
   n. Eastwood Theater
   o. The Zoo (each grade in the building spent one afternoon)
4. Exhibits sent out by various manufacturing companies
5. Planting of gardens and watching controlled plant feeding in nature study room. (One grade has a very fine garden at one of the children's home)

Next year we plan on organizing the school about the social studies. Instead of home rooms for the fourth, fifth, and sixth grades in which reading, English, arithmetic, spelling, and writing are taught, we will have four social studies rooms where the classes will remain for two consecutive hours working on the unit being studied. This will include the geography, English, writing, spelling, and half of the reading work, all of which will be based on the unit. The technical and drill work necessary in English, spelling, and writing will be taken up when the need arises.

Two teachers will have rooms in which the arithmetic and the reading for appreciation and technique will be studied by these three grades.

The work in English of the year before was continued this year. At Miss Mabie's request, an experiment in language usage was carried on in grades five and six. These grades were each divided into three groups,-a drill group, a group having no drill at all, depending entirely upon the creation of a desire for use of better English, and a group combining the two methods of teaching. Miss Mabie has made a detailed report of this. It was a valuable and interesting experiment to us.

The cost per pupil for the Lowell School, based upon the average monthly enrolment, is given in the following table:

	Expenditures		Cost per pupil	
	1931-1932	1932-1933	1931-1932	1932-1933
Administration	4,774.73	4,437.18	5.27	6.06
Instruction	59,840.50	41,208.36	66.25	56.55
Books and Supplies	903.46	623.31	1.00	.85
Physical Plant	10,512.29	8,613.93	1.15	1.18
Insurance	306.78	495.13	.34	.62
TOTALS	76,030.98	55,399.91	84.15	76.02

Administration expenses per pupil have been greater this year than last year because we then had our junior high school as well as our elementary school pupils here. The cuts in salaries do not amount to the full cost per pupil for the 153.5 pupils who left the building. Our office supply cost increased this year due to the necessity of replacing supplies now worn out or exhausted which had been on hand since the opening of the office, and because of more complete office records requiring additional folders, cards, etc.

The cost of instruction has materially decreased because of the cuts in salaries which the teachers have taken. There has been less absence from school by the teachers and in several cases the other teachers have done the work of the absent one.

The cost of books and educational supplies has been fifteen cents lower per pupil this year, but this decrease cannot continue if we are to give efficient instruction. A workman cannot work without tools. Books and supplies are the tools which the pupils must have to accomplish their work. With our increased enrolment in the grades and our increased class size, we will need more books for another year's work. While everyone in the building is being careful, supplies are sure to wear out.

The cost per pupil of the physical plant has increased this year over last year. There has been the same amount of building to heat and keep clean as there was when we had the other grades here.

There has been a marked decrease in the cost of those things on which we could save,- $1,166.16 in light and power, $119.18 in water, and $166.25 in custodians' supplies and sundry expenses.

We can think of no way in which the costs of the building can be lowered to make any perceptible saving.

The transfer of a room from the Hawthorne Annex as planned, will make a general saving, and, as I see it now, will increase the expenses here very little except for the educational supplies for the room itself.

A saving in the cost of heat would be effected if the long pipes that go under the building from the furnace room to the office and other rooms were wrapped with asbestos. A change of the traps in the old building and the installation of returns like those in the new building would also reduce the heat expenditures. We continually have to carry a much larger head of steam to run the old part than would be necessary if these changes were made.

The combined effort of teachers, custodians, and pupils will be exerted to reduce the costs in the minor needs of the school.

Submitted by

Annie D Axtell

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

NAKOMA SCHOOL

Presented to the Board of Education
by the Principal
WALTER W [illegible]
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
NAKOMA SCHOOL

I. General Survey of the School Year

For the first time the Nakoma School began in September as a unit of a city system. The change from a state graded school which has been made in November, 1931, may now be said to be fairly completed, so that in all respects it may be fairly compared with other elementary schools in the city. Most of the adjustments were planned for last spring by Mr. Brown, so that their execution has been quite easy. A brief outline of the improvements made in organization, building, and activity program will serve as an indication of the progress made.

A. Changes in Organization
1. Addition of full time kindergarten teacher
2. Manual Arts and Home Economics taught five hours per week instead of two hours
3. Subjects and time allotted to each made to parallel more closely the work in the junior high schools
4. Changes in personnel of teachers and principal

B. Development of Pupil Activities
1. Continuation of radio programs and use of visual aids, including addition of Yale Photoplays of American History
2. Organization of several clubs, such as Science, Radio, Camera, Hostess, Manual Arts, Handicraft, Boy Patrol, and Drama
3. Assembly programs by different grades, by outside speakers and groups from other schools
4. Basketball games after school between ten teams composed of all boys in grades five to eight.

C. Improvements to Building
1. Installation of Manual Arts and Home Economics departments by transfer of equipment from Randall School
2. Library made into separate room by building partition in fifth grade room
3. Lockers, benches and curtains for both shower rooms, plus towel service
4. Interior of school painted for first time
5. Murals painted by pupils, showing development of transportation methods, hung permanently in main corridor
6. Bulletin boards and slate blackboards placed in rooms where badly needed
7. Heating system made to operate efficiently

The advantages accruing to the children in the Nakoma School by reason of its becoming a part of the Madison Public School system have been made manifest in countless ways during the past year. I refer in

particular to the improvements made in class room equipment and the part-time instruction furnished by teachers in Manual Arts, Home Economics, Music and Art. The enriched curriculum thereby made possible has received the commendation alike of parents and children, and has been of inestimable value to the class room teacher.

The assignment of one teacher to each of the eight grades and kindergarten made possible a more logical arrangement of classes together with the opportunity of having certain teachers handle those subjects in which they had special ability. Early in the year the policy was formed of having regular faculty meetings, both general and departmental, for the purpose of discussing class room problems and in general keep alive a professional attitude and interest. Routine matters were cared for through bulletins.

In the primary department, considerable use was made of the fine wooded park which adjoins the school grounds for nature study, dramatization and play. In the kindergarten room the pupils built a two room house of beaverboard and furnished it completely. The unit work in all the grades has been intensely interesting, largely because of the manual activity connected with the mental. In spite of the handicaps in lack of material, the teachers have succeeded very well in making the different units instructive in the real experiences of the children.

In the seventh and eighth grades the attempt was made to present a program of subjects similar to that offered in the junior high schools. This proved successful in the academic subjects, but the limited time given by the special teachers in physical education, art and music was insufficient to give the equivalent of the work offered in the junior high. In Manual Arts and Home Economics, however, the interest and aptitude shown in tangible form by the pupils in these classes was a revelation to parents as well as teachers.

In the sixth, seventh and eighth grades a change was made by having each teacher remain in her homeroom while the classes passed from one room to another whenever the subject in the following period was taught by a different teacher. A three minute interval between periods gave sufficient time for this change. This arrangement proved to be to the advantage of both the teacher and the pupils. It made it unnecessary for the teacher to carry an armload of books, papers, maps, etc. from one room to another. It gave the pupil a chance for relaxation from the physical strain of sitting in one seat for hours at a time. There seemed also to be a psychological advantage in studying a different subject in a different room under a different teacher.

The typically outstanding events of the last year were two in which practically every parent was present and the auditorium filled to capacity. One of the most pleasant and profitable outcomes in the relation between the teachers and the community results from the keen interest which so many parents display in the activities of the school.

This was expressed early in the year by the reorganization of the Nakoma School Association as a unit of the national Parent-Teacher Association in order that our school might receive the benefit of close association with the parent-teacher groups in other schools of the city. One of the outstanding events referred to consisted of an evening of one act plays produced by a group of forty parents and teachers. The enthusiasm of both the actors and audience for this sort of thing has led to plans for next year when dramatizations will be produced for the children as well as the adults. The customary picture of having the children always perform for the teachers and parents will be reversed under this idea.

A second event which served to educate the public about the school took the form of a well planned exhibit on the afternoon and evening of April 7th. In addition to the class room exhibits of units completed or in progress, practical demonstrations in class work were given by the departments of Manual Arts and Home Economics. A program of physical education activities in the gym drew much applause, especially by the fathers who had an opportunity to see the children in the lower grades perform. A dance in which everyone from grandparents to third graders participated ended the exhibit. The response of the parents and the fulsome praise which they gave it was extremely gratifying.

In making plans for next year we are faced with two rather contradictory situations, namely, a reduction in staff of one teacher and a desire to increase the amount of subject matter taught. The solution to the first problem will be made by increasing the principal's teaching load and having the teacher of Manual Arts assigned full time to Nakoma so that he will be in a position to teach some academic subjects. The second problem arises from the need of adding some public speaking work in the seventh and eighth grades and increasing the time given to physical education. The solution to this problem rests on an increase in the teaching load.

In addition to the formulation of a class schedule based on the legitimate time demands of the various subjects, we hope to see a more efficient use of the building and equipment. The library and gym have a much larger capacity for use than has been made of them, and there is a big opportunity for the exchange and larger use of class room equipment.

There are two rather definite policies which it is hoped will increase the value of our teaching by their adoption next year. Both of these are an outgrowth of teachers meetings held during the year. One program, inspired by the interest of all grades in science, is to have the teacher of general science use his special knowledge and equipment for the benefit of all the grades. This would mean working out with each teacher the science material appropriate to her grade and supplementing her teaching by suitable laboratory experiments. The second policy or program seeks to avoid the distinction of subjects in the minds of pupils by having each teacher show whenever possible the relation of one subject to another. The object is to have the child

realize that his spelling, arithmetic and grammar are more important in their use, as in a science class, than in themselves.

II. Report on Costs

A. Reductions in per pupil costs compared with 1931-32.

1. The cost of instruction per pupil increased from $57.18 to $61.18, a difference of $4.00. This was due to the addition of a full time kindergarten teacher.

2. The cost of school supplies per pupil decreased from $1.71 to $1.35, a difference of $.36. This reduction is due in large part to extra work on the part of teachers in order to avoid the necessity of buying more supplies.

3. The cost of administration per pupil decreased from $9.72 to $5.56, a reduction of $4.16. This more than offset the increase in cost of instruction.

B. Steps toward further reductions

1. The services of one janitor could be cut in half without impairing the quality of work performed. If the hours for this one janitor were placed before or after school hours, this work could easily be done on half time without interrupting pupils or teachers.

2. With all grades averaging around thirty pupils for next year, classes may be increased in enrolment for some time before additional teachers are needed. On the other hand, no reduction in the teaching staff is possible beyond the present assignment of one teacher for each grade.

III. Comparison of teacher-pupil load 1931-32, 1932-33, and as planned for 1933-34

The following table shows how the teacher-pupil load, which was smaller this year, will be brought back next year to the same ratio as last year.

Year	Number of Teachers	Average Monthly Enrolment	Teacher-Pupil Load
1931-32	9.7	247.9	25.5
1932-33	10.9	251.3	23.5
1933-34	10.2	260.0	25.5

Submitted by

Walter W Engelke

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
RANDALL SCHOOL

Presented to the Board of Education
by the Principal
ALICE E ROOD
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
RANDALL SCHOOL

During the past year the staff of the Randall School has continued its effort to build a democratic community within the school, a community which has for its common purpose the following:

1. To promote a unity of spirit and endeavor throughout the school
2. To help the children to feel group and individual responsibility through freedom to share in the care of the school plant and the planning of the program to be carried on within the school
3. To require academic achievement on the part of every child in proportion to his or her capacity to learn

This program has been complicated by the need to absorb about seventy children who came to us as tuition pupils from a widely different community where dissension over school matters had affected the attitude of both children and parents toward school.

Citizenship

In such a program the development of citizenship has occupied a prominent place. The citizenship clubs which were organized last year in each classroom have been continued this year. The setting up of problems which came out of the classroom, building, and playground experiences, and the discussing and solving of these problems so far as possible by the children themselves has been an important phase of the club work. The Central Council composed of the officers from each room has had charge of special duties about the building and grounds. The Boy Patrols have continued to care for traffic and safety problems.

Child Study

To know and understand the individual child is essential in any guidance program. Teachers in every grade have put forth special effort to study problem cases. The reports and studies of individual pupils made during the previous year were sent on to the new teachers last fall and the follow-up work carried on throughout this year. Personality Tests have been given by Mrs Coutu of the Child Guidance Department to such children as the teachers especially requested. In addition to this Personality Tests were administered to one entire class to see just how helpful they might be if we should be able to use them more widely next year. Conferences with parents have been held whenever our findings were such as to make such conferences valuable to the child or the parent. In several rooms parents have been especially invited to come in a group to observe the regular classroom work for a morning or afternoon. At these times parents have had opportunity to observe not only the teacher at work but also to study their own child's responses and reactions to group and individual work. These meetings have also been valuable in interpreting the work of the school to the parents, especially the value of special departments such as auditorium, art, and

music. Two interesting study groups have been carried on during the year under the auspices of the Parent-Teacher Association. Group intelligence tests have been given to all incoming pupils and individual Binet tests have also been given when necessary.

Academic Achievements

In the field of academic achievement major emphasis has been placed upon the development of the experimental units in the social studies under the supervision of Miss Mabie, Director of Curriculum and Method. The teachers have tried out the units recommended for use during the second semester to determine those richest in real learning to the child. Complete reports upon these units have been submitted to Miss Mabie and will be reported upon by her. I only wish to comment upon the enthusiastic attack the teachers of the Randall School have made upon this study and our conviction that the understandings which are an outcome of these units are of vastly greater value than the traditional absorbtion of factual information, with its "hit or miss" tie-up with real life situations.

In carrying on a broader program the development of specific abilities needed must be safeguarded and built up. To guard against the neglect of attention to these specific abilities, frequent tests in the fields of reading arithmetic, spelling, and penmanship have been administered and remedial programs set up wherever needed. Intenseive remedial work has been carried on in reading with twenty-one new pupils in grades two, three, and four whose reading ability was found to be so low that they were unable to make a score on the group intelligence tests although the Binet tests showed that all but two had normal mental ability. The last test showed very great improvement in reading and great credit is due the teachers who spent so much time outside of teaching hours to help these children.

The intensive work in the field of English, begun last year, has been continued. The newspapers and magazines written by the children in the various grades have given excellent opportunity for purposeful and creative writing. The weekly newspaper published by Mrs Campion's first grade has been especially interesting to both children and parents. The auditorium work given to all children above the kindergarten has stressed the oral field of English and the growth in power on the part of these children to express themselves clearly and with poise has attested to the value of this part of our school program. The auditorium work has been especially helpful in giving meaning and vividness of impression to the units the children studied in the field of social science.

Several demonstrations of the daily work in the fields of music and art have been held during the year and have given evidence of the value of these so-called "special fields" in enriching the lives of the children.

The health education program of last year has continued with special attention given to play-ground work. All children in the building have had their eyes examined by Mrs Steve, Director of Health Education, and all cases in need of attention have been referred to the school nurse for follow up work.

Report Card

The new type of report card that has been tried out in the city schools this year has met with a favorable reaction on the part of most parents and teachers because it calls attention to the development of social traits as well as academic achievements and reduces the tendency to over-emphasize the earning of grades and the making of unwarranted comparisons. The revised intermediate form seems to be satisfactory. I should like to have some minor revisions made in the primary form and a separate kindergarten form introduced this coming year.

Transition to Annual Promotion Basis

Much time and thought has been given to make the transition from the semi-annual promotion basis to the annual basis as smooth and easy for all concerned as possible. An age grade scale of the entire building was taken in March to determine how closely the chronological age of our pupils coincided with the accepted grade levels for the various ages. Our scale showed a very fair distribution with a possible slight leaning toward "under-ageness." This is to be expected when we consider that the average I.Q. of the building is between 110 and 115. However, there is danger of increasing the "under-ageness" too much with the stepping up of all B Sections next fall. For this reason a careful study of achievement plus mental age plus social development of very young pupils has been made and in cases where advisable these under-age children have been retained

General Plans for 1933-1934

Classroom set-up on annual basis

Grade	Section	No. of pupils	Teacher
Kindergarten	Sec. 1	70 (estimated)	Drews - Starks
Kindergarten	" 2	30	Drews
Pre-primary	(Children from Kdg. P under 5-3 ch. age by March 31, 1933)	25	Starks
Grade 1	Sec 1	35	Campion
	" 2	35	Brown
	" 3	30	Scarseth
Grade 2	" 1 (Pre-second)	24	Perry
	" 2	35	Luberg
	" 3	33	Davis
	" 4	32	Hinz
Grade 3	" 1	33	Babington
	" 2	33	Greenleaf
	" 3	32	Gjelde
	" 4	35	Todd
Grade 4	" 1	35	Winscher
	" 2	37	Fosbinder
	" 3	35	?
Grade 5	" 1	40	Mundt
	" 2	40	?
	" 3	41	?

Classroom set-up on annual basis (continued)

Grade	Section	No. of pupils	Teacher
Grade 6	Sec. 1	41	Thorpe
	" 2	39	Graves
	" 3	40	Pitts

In addition to the above teachers one full-time auditorium teacher and one full-time art teacher will carry on work in special fields of speech and art expression in all grades. Their programs will be so arranged as to give most relief to the rooms which have an enrolment of more than thirty-five pupils. The amount of time given us by the special teachers in music, health education, and speech will depend upon the supervisors of those departments.

The following general plans have been made for next year:

1. Close supervision of individual pupils in cooperation with teachers to help teacher and pupil to make smooth adjustment to annual promotion basis.
2. Arrange a remedial program for all problem cases in reading and arithmetic. Before this is done, if funds are available, I should like to give a standardized survey test to all children above the first grade. If funds are not available, informal tests will be used.
3. A careful try-out of the social studies units recommended for fall.
4. Re-organization of the fifth grade on a departmental plan to relieve crowded classes.
5. Continue citizenship program.
6. Set up an experimental study of the teaching of spelling in grades 1, 2, and 3.
7. Make a study of penmanship teaching in the building.

Report on Costs

The following table shows a comparison of per pupil cost of operation during the past two years and the savings effected this year.

Item	1931-1932	1932-1933	Reduction
Administration	$ 6.55	$ 5.31	$ 1.24
Instruction	58.09	50.44	7.65
Books and Supplies	1.10	.51	.59
Physical Plant	11.69	9.82	1.87
	$ 77.43	$ 66.08	$ 11.35

From the above figures it will be seen that the per pupil cost during this year has been reduced from $77.43 to $66.08, a reduction of $11.35 per pupil. These figures are based upon the average monthly enrolments for each year. The combined departments of administration and instruction carry 33 per cent or about one-third of the total reduction. This is due to two factors:

reduction in salaries and an increase in class size. The average monthly enrolment rose from 733.3 pupils in 1931-1932 to 817 in 1932-1933, an increase of 84 pupils which meant an average increase of from 33.3 pupils per classroom to 37.1 pupils per classroom. Because of this increase in class size and the added number of remedial cases brought into the school it was imperative that a remedial teacher be added to our staff during the past year. This reduced our average number of pupils in each classroom to 34 pupils. However, by departmentalizing one more grade we shall endeavor to handle the increased classroom load without the aid of the remedial teacher this coming year.

The reduction under books and supplies shows that a desperate effort was made this year to use to the limit all available materials on hand. This policy, in addition to the large increase in pupil enrolment, made it necessary to use the same books in several classrooms every day. This is poor economy because naturally thirty books used by one hundred pupils will last only about one-third as long as one hundred books used by one hundred pupils and consequently must be replaced so much sooner. Because such economy was attempted this year the supply of usable books and materials on hand has been so reduced that much more material will have to be purchased this coming year if an efficient school is to be carried on.

The operation of the physical plant shows marked savings especially in the light and power and gas bill. This saving was effected through the removal of the domestic science classes and through rigid care in use of light and power. The fuel and insurance were the only items showing an increase. The fuel bill was $100.00 more. This was undoubtedly due to a longer winter because the building has been more evenly heated and kept closer to the required temperature this year than last year. The insurance bill rose from $288.07 last year to $458.06 this year. This may be due to the way these bills come in, though both reports cover twelve month periods.

Suggestions for Further Reductions, if such Reductions are Necessary

The teachers of the Randall School have made every effort to effect economies in the past year and to require more of them than they are doing seems almost treasonable to them and to the children. However, if further reductions are absolutely necessary I should like to suggest:

1. Reducing the number of visits to classrooms of the special music teacher to twice a month instead of maintaining the present weekly basis, this classroom visit to be supplemented by bulletins and group conferences with teachers needing special help.
2. Eliminating the services of the special physical education teacher in grades below the fourth. The classroom teacher should be able to handle this work with the aid of bulletins and conferences arranged by the supervisor of health education.
3. Reducing the time of the speech teacher to one day a week.

Our classroom load has been increased to such an extent that it is very difficult to carry on the type of program that the children of today should have. To know the strength and weakness of every child and to help each child to use these learning years most effectively is possible with a

reasonable enrolment, but large crowded rooms mean a return to mass instruction and a "survival of the fittest", with consequent increase of school failures and "repeaters" which experience has shown is much more expensive to the tax payer and to society at large. Crowded rooms also mean physical dangers to the child. He tires more easily, his nerves are more sensitive, and his interest and effort cannot be so long sustained. The class size planned for next year in the Randall School is what I believe to be the maximum that can be cared for efficiently and I sincerely hope further increases will not be necessary.

Teacher-pupil Load

The following table shows a comparison of teacher-pupil load in 1931-1932 1932-1933, and as planned for 1933-1934:

Year	No. full-time Teachers	No. part time Teachers	Total	Av. Monthly Attendance of Pupils	Teacher-pupil load
1931-1932	23	2.6	25.6	733.3	28.6
1932-1933	24	1.6	25.6	817	31.9
1933-1934	24	1	25	*830	*33.2

*Estimated

Submitted by

ALICE E HOOD

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WASHINGTON SCHOOL

Presented to the Board of Education
by the Principal
MARY L EDGAR
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
WASHINGTON SCHOOL

I. Organization the same as in 1931-1932

Total enrolment June 9 = 225

II. Summary of the Work of the Year

A. Reading

1. This year special emphasis has been placed upon the individual child, his needs and the remedies that should be applied to improve his work. We have made use of the Child Guidance Department in the mental testing, correction of speech disorders and conferences with parents. The Health Department has furnished us with a statement in regard to the child's physical condition and whenever possible, defects have been corrected.

Grouping according to levels was arranged in every room. The third grade has been aided by being allowed to dismiss the pupils not needing special assistance that day at 11:30 and devoting the time to those who may be, not the retarded but sometimes the accelerated child, who has missed out somehow or somewhere.

Special grouping has afforded me an opportunity to help in this remedial work and has given me a chance to know better some of the children and their problems in grade three in arithmetic computation, in reading in a group from the fourth and fifth grades, and in spelling from the fifth and sixth. The consensus of opinion seems to be that the work has been profitable.

B. The Unit Work

The unit work has been very interesting and profitable; some units as nature, safety, health, music and art have been used as a thread running through the year's work to bind, units, and add to the interest in the other units.

In some rooms, one unit has been summarized and presented as an original play for the P T A and pupils in other rooms. This has correlated reading, geography, and history in collecting material; language in writing the play; art in preparing the scenery and costumes; music in selecting suitable songs and solos; typing, writing, and spelling as tool subjects; and dramatic skill in presenting the play—thus furnishing a motive in a broad and interesting field to each child for creative and individual work, for socialization, and presenting an opportunity for conferences with different

teachers. This affords the teacher means of acquainting herself further with the interests and ability of the child.

The library has functioned by putting some emphasis on book selection to fit the teaching unit and the teaching of the library tools so that the children may find the material and books for themselves.

The unit on "Architecture through the Ages", a new one this year, was planned to give the child a knowledge of architecture from the earliest beginnings to the present time and relate it to his immediate surroundings. Many colored plates showing examples of Pre-historic, Egyptian, Assyrian, Persian, Greek, Roman, Byzantine, Gothic, Renaissance, and Modern ornament were shown the children and explained. Some motifs were copied and colored. Later the children were taken to the Capitol and were much interested in recognizing the motifs used and in observing the murals. At the conclusion of the tour they gathered on the outside balcony with the teacher to observe the sky lines and Manchester's Building, which is considered one of the best representatives of modern architecture in the city.

We are eager to have our pupils alive to the many interesting and beautiful things about them that their lives may be fuller of worth while interests. In all the art work, an effort has been made to exercise the creative ability of the child whatever the subject matter.

C. Outstanding Achievements

1. Group organization in every room
2. Remedial classes established including pupils from different rooms who need instruction on the same level
3. A growing Pre-school organization conducted by the Kindergarten teacher and aided by young mothers
4. An interested, active P T A group
5. To afford the children entertainment, we have taken advantage of the services of some dramatic readers from the University, former pupils, and others
6. Verse writing has continued to be of interest and the number of pupils participating has increased
7. "The Fifth Grade News", a newspaper issued twice a year, has continued its circulation with interest and profit. Each aricle must be accepted by a supervisory committee.

D. Activities Engaged in by Pupils

Leadership has been developed by

1. Boy Patrols
2. Pupil management in the gym
3. The girls in their games, and in assisting and serving at teas
4. Planning and taking responsibility in special programs
5. Participation in the Glee Clubs
6. Trips to certain centers--attending to the crossings

E. Some of the exploratory excursions to different centers of interest are:

1. Capitol
2. Historical Museum
3. University Observatory
4. Telephone Office
5. Post Office
6. Zoo
7. Dairies
8. Fire Station
9. Nature trips

F. Statement of Plans for the Coming Year

Changing from semi annual to annual promotions will change our work some

1. The work in the Kindergarten will be in the morning only
2. The sixth grade teacher will be here a half day and I will teach the rest of the time. Just how the work will be arranged is uncertain.
3. The work reported upon will be continued and we hope to improve it
4. The penmanship will be given special attention
5. My supervisory program will be reorganized
6. The information gathered by the experimental work in spelling will be made available to and use of, in other grades

III. Analysis of cost per pupil based upon the average enrolment follows:

		1931-32	1932-33
A.	Administration	$13.72	$12.56
	Instruction	61.71	58.31
	Books and Supplies	1.85	.966
	Physical Plant	13.08	15.68
	GRAND TOTAL	$90.36	$87.516

B. Economies that may be taken advantage of next year

1. Elimination of use of one bubbler on the upper floor
2. Johnson service pump shut off nights and over week ends will reduce water consumption
3. Careful use of electric lights throughout the building
4. Economy exercised in all places where efficiency will not be impaired

C. Elimination of services

1. One half day's teaching in the kindergarten can be eliminated
2. Sixth grade teacher can be eliminated one half day; principal taking her place
3. Special guidance teacher can be here one half day a week instead of one day
4. Manual training and domestic science in Grade 6 can be eliminated
5. The special drawing teacher comes two mornings a week. We could save time and promote efficiency if she came a whole day giving us after school time for conferences. This year we have had no conference period, and Miss Bassett has come Saturday morning many times to help in exhibits, etc.
6. We have accommodations for increasing our class numbers. Teacher-pupil load based on average monthly enrolment:

1931-32	28 pupils	two sections, A & B
1932-33	26.5	two sections, A & B
1933-34 estimated	31	

Submitted by

Mary L Edgar

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report of

THE ART DEPARTMENT

Presented to the Board of Education
By the Supervisor
LUCY IRENE BUCK
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
THE ART DEPARTMENT

I. Achievements of the Year

A. In an effort to enlist the interest and enthusiasm of elementary teachers, to increase the integration and improve the standard of art instruction in our schools, a series of art conferences were held throughout the year. All members of the art staff contributed toward making these conferences possible, and the attendance and response of the elementary teachers was most gratifying.

In these conferences we tried to show:

1. That there is much valuable material on Indian art in the State Historical Museum. That whenever possible children should visit the exhibit to broaden their knowledge of Indian life. Sketches of Indian designs should be made in the gallery. That the study of Indian symbolism should stimulate children to create their own story designs.

2. That primitive art and child art has a common motivation; a desire to express in line and color the happenings of every day life. This expression often reveals great sensitiveness to beauty through direct line and simple color. That this beauty of line and color is what the modern artist is trying to use in his expression, and this charm, which children naturally get, should be encouraged.

3. That in stimulating imaginative expression in art the child must be encouraged to be true to himself and not imitate. He brings to his work all of his knowledge of arrangement and technique plus the desire to create. The desire, of course, is most important and when it is lacking the teacher may make quick sketches on the board to get the child to thinking. The sketches should be erased at once, however. When children realize that their pictures are judged for originality of ideas, arrangement, beauty of line and color and not for realistic representation of the forms they are trying to reproduce, they will become less self conscious and express themselves more freely and joyously in the art mediums. These repeated unafraid efforts will make them grow in confidence and ability.

4. That when the child is dissatisfied with his crude drawings of figures, animals and birds and asks how to draw them better he is then ready for definite instruction.

Basic shapes and lines upon which to build a well proportioned form may be given, and how to arrange them to produce the effect of slow or rapid movement.

5. That clay is an excellent medium for art expression. It is easy to manipulate and can be used many times over when moistened and cared for properly. Work should be encourag i which shows action, humor and solid stable form. That quick shaping of clay with little or no patting and smoothing of surface produces best effects in giving life and freshness to forms.

6. That the principles of design and color should be taught in the arrangement of the unit work and board exhibits. The conscious effort to bring about harmony through rhythm, balance, and good proportion, emphasis and subordination will develop a desire for these both within and without the school. That through the free use of color children will learn to observe it at every hand, to understand its reasons and effects, making life happ r and more complete for them. They learn to see Nature with new eyes and develop a love for trees, flowers and birds. That they will also develop a desire to improve conditions in home and community through a selection of good and substantial things arranged to produce simple beauty.

The art work has become less specialized this past year in the elementary school. It enters into the larger part of the school work in the Social Studies Program. In many cases children have been stimulated to more original effort in the study of these units through their art work. The art teachers have co-operated to the best of their ability to the success of these units.

Through the establishment of the junior-senior program in East High School, a more uniform art program at these levels has been made possible throughout the city. More children are choosing art as an elective through the interest aroused in their exploratory work in the seventh grade. These classes responded to many calls for posters, both for school and community events. They made designs for the school papers, decorations for school dinners, parties and plays. Several students earned money through prizes won in local and national competitions. Many articles made in the art metal and ceramic classes were readily sold. Better design and more original use of materials in these last mentioned classes were produced this year.

In addition to displays of art work shown at various times throughout the year in all schools, an exhibit was held, for the third time, under the auspices of the Madison Art Association. This took place during the month of May in the gallery at the Wheeler Conservatory, 626 University Avenue. The work selected from the kindergarten through the sixth grades was shown the first part of the month, and that of the seventh through the twelfth grades was shown the last half. Although the display was limited in size it was rich and varied in content. It gave an idea:

1. Of the part art expression plays in the school.

2. Of the stimulating effect it has toward increasing asthetic taste and discriminating ability to make more intelligent choices in personal, home, and civic improvement.

3. Of the wholesome place it plays in the release of pent-up emotions and the encouragement of invention.

4. Of the added art interests which may occupy the leisure time of the child now as well as later in his life.

B. In the organization plans for next year the time of only two teachers will be given to itinerate work in eleven elementary schools. This will not mean that the elementary teacher is free during the twenty or thirty minutes that the art teacher is in her room for she will be assisting and getting instructions for the continuance of the work. These itinerate teachers are specialists in technique and co-ordinate the art instruction of the school. Few of the elementary grade teachers have had any art training in their preparatory schooling so they need and welcome assistance.

All other art teachers will handle large groups of children in regular classes with no duplication of teacher time.

A continued effort will be made to assist the kindergarten and elementary teacher in her problems through art conferences and special instruction in smaller groups.

The integration of the art in all schools will be more diligently sought.

II. Report of Costs

A. Reduction in per pupil cost 1932-33 over 1931-32

Elementary Schools: 5878.5 pupils in 1931-1932
5980 " " 1932-1933

Salaries:	$ 2.504	in 1931-32
	2.249	in 1932-33
	$ 0.255	Reduction
Supplies:	$ .306	in 1931-32
	.204	in 1932-33
	$ .102	Reduction
	$ .357	Total Reduction

West High School: 313 pupils in 1931-32
395 " " 1932-33

Salaries:	$18.805	in 1931-32
	14.607	in 1932-33
	$ 4.198	Reduction
Supplies:	$ 1.195	in 1931-32
	.576	in 1932-33
	$ .619	Reduction
	$ 4.817	Total Reduction

Central High School: 336 pupils in 1931-32
394 " " 1932-33

Salaries:	$16.37	in 1931-32
	12.72	in 1932-33
	$ 3.65	Reduction
Supplies:	$ 1.255	in 1931-32
	.611	in 1932-33
	$ .644	Reduction
	$ 4.294	Total Reduction

East High School: Since the organization of the department was changed in 1932-33, it seems impossible to make a cost comparison with 1931-32.

		487 pupils in 1932-33
Salaries:	$13.458	in 1932-33
	.81	= 1932-33
	$14.268	Total cost

B. A definite economy program has been in effect all year:

1. Drawing papers are used on both sides.
2. All scraps of colored paper are used.
3. Paints, clay, and all other materials are most carefully used.

Less material is being ordered for next year as a result of these economies.

Most classes have been increased in size to the capacity of rooms. This will continue.

Submitted by

LUCY IRENE BUCK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

ATTENDANCE DEPARTMENT

Presented to the Board of Education
by the Supervisor
CASSIE B LEWIS
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
ATTENDANCE DEPARTMENT

The department of attendance is organized as in the past several years to take care of: I, child accounting; II, child labor and street trade permits; and III, enforcement of school attendance according to the compulsory laws of the state.

I. CHILD ACCOUNTING

A. Office and Field Activities

1. A complete record of enrolment of public, private, and parochial schools was received and filed alphabetically by schools in September as soon as the schools were organized. Our records show enrolment in our schools the past year as follows:

a. Public
Actual enrolment at the close of the school year 11,296

b. Parochial

Blessed Sacrament	373	
East Side English Lutheran	65	
Edgewood	270	
Holy Cross	27	
Holy Redeemer	295	
St Bernard's	435	
St James'	351	
St Joseph's	171	
St Patrick's	176	
St Raphael's	372	
Seventh Day Adventist	15	
Total		2550

c. Wisconsin High 272
d. Vocational (Pupils of school age) 283
e. Lakewood (Madison tuition pupils) 44
f. The census lists 10
Children of school age who are physically or mentally incapacitated and unable to receive instruction in any school. The oldest is 16 years of age and the youngest 7.

2. School census taken in June was checked with enrolment at the beginning of the school year to find children of school age who had not enrolled in any school. To minimize late entrance in school and prevent consequent retardation, the attendance workers made home calls as soon as school opened on
a. Pupils tardy in enrolling in previous years
b. Children reported by principals, neighbors, or relief agencies who believed they had not enrolled in any school
c. Children whose parents reported to the attendance department that they were unable to provide books, clothing, lunches or car fare to send their children to school
d. Pupils on the "unclaimed program" lists sent us by the junior and senior high schools. These lists numbered 300 last year.

There were 160 pupils still unaccounted for when the census enrolment check was completed in November. The office assistants had eliminated many by the use of the Association of Commerce Bulletin of Removals reported by the transfer companies. Neighbors and teachers helped to locate other families who had moved away. The attendance workers referred cases of illness and physical defects to the health department, and cases of need were cared for either with the help of our own clothing supply and books furnished by the school, or with the assistance of a relief agency when necessary.

3. Transfers and withdrawals of pupils were sent from the schools to the attendance office during the year. This information was added to the individual enrolment cards so that the active file of each school was kept up to date daily.
   a. Our record of transfers and withdrawals shows
      (1) transfers within the city 594
      (2) withdrawals from public school grades and high school 492
          from Vocational school 81 573

4. Non-resident cases listed from our enrolment cards were checked with the business office records for parent and township tuition overlooked by the schools.
   a. Number of tuition cases this past year:
      (1) Junior and senior high school 455
      (2) Elementary 195
      Total 650
   b. This department cooperated with the principals in making investigations to determine if families sending their children to our elementary schools lived within the district. In District No. 8 the streets are named but the houses are not numbered. The relief agency that had moved families because of cheaper rents were advised of the boundary lines of this district and of tuition policies. Other tuition investigations were made upon request of the Superintendent or business office.

5. The social record cards of transferred and withdrawn pupils that have accumulated for some time at different schools were sent to the attendance department this year to locate the schools which the pupils were attending and to file those cards accordingly. Others whose destinations were unknown were filed in the attendance department for a period of a year before being forwarded to the guidance office. This procedure is to continue and these cards sent to our office only in cases of withdrawals and transfers to parochial schools, or where principals cannot find in what school a child is enrolled.

6. A record of all home calls and investigations is kept by the office assistants, dictated by the attendance worker making the call. Most of these families are registered by us with the Social Service Exchange, and the agencies known to the family recorded in our office in order to cooperate with other social workers on such cases.

7. Data from the active file of individual enrolment cards giving date of enrolment, residence, name of school, and grade are transferred to cumulative record card files each year. The transcribing took the two office assistants about five months.

a. The office assistants took care of requests for birth dates and other data from school enrolment cards during the year. These requests come from the other school departments, community, city, county, and state agencies, employers of children, and the deputy of the Child Labor Department in the Industrial Commission who visits places employing minors.

B. Census

The census was organized this year with twenty enumerators assigned to elementary school districts. The larger districts--Lowell, Longfellow, Emerson, and Randall--were divided into two districts each.

The canvass is made principally by persons experienced in this work; the small number of new appointments each year is carefully selected. This year there were four new enumerators. Only persons needing employment were chosen. Preceding the canvass, the enumerators met at the department office to get their material and discuss the work in detail.

Before reports and tables were compiled, each district that showed a decrease in child population was checked with the elementary school enrolment of that district and with the census of the previous year. Other districts were checked only with the school enrolment. Home calls were made to add the names of children who were missed by the enumerators. This year the attendance workers made 216 calls on such families and in assisting some of the enumerators in the re-check of vacant houses.

This year the enumerators also secured data for the following:

1. Illiteracy and citizenship survey requested by the Vocational school, a Jewish welfare club, and the Woman's Club of Madison. A tabulation of 792 names with information obtained has been turned over to the persons representing these clubs and the Vocational School.
2. Unemployment survey requested by the Mayor. The only information from this survey available at this time is the total number of family units counted by this department. Including District No. 8, this number is 16,575.
3. Survey of the doubling up of family units classified according to type of home: residence, flat, apartment, and store. This was requested by the Madison Real Estate Board. A report of this survey has been made public through the local newspapers.

The small increase in census is probably due to the number of families moving just outside of city limits. There is some difference from year to year in the number of children age four, who are counted in the census for the first time, and the number age twenty, who are not included. The enumerator in Washington district reported that several large families had moved out of her district during the year.

RECOMMENDATIONS

1. A better system worked out by principals with their teachers so that this department will receive enrolment, transfer, and withdrawal cards for every child entering or leaving a school throughout the year. Some of our schools have very accurate files, as we found when checking the new census with enrolments during the summer months.
2. Reports from principals to our office of changed addresses of children who move within the district during the school year. To have accurate addresses is a help to the department workers. (Longfellow district has done this for several years.)

II. CHILD LABOR AND STREET TRADES

A. Child Labor - Office and Field Acitivities

The Supervisor of Attendance and two office assistants are appointed permit officers annually by the Industrial Commission. Details of the issuing of permits, prohibited employments, minimum wage, and hours of labor for various age groups are omitted here. This information may be secured by calling the department office.

1. There are three kinds of child labor permits issued to children between the ages of 12 and 17 years:
   a. Limited - issued to children 12 to 14 years during vacation only, to do only limited types of work named in the permit
   b. After School and Saturday - issued to children between the ages of 14 and 17 to work after school, Saturdays, and in vacation
   c. *Regular - issued to children between the ages of 14 and 17 who work and attend school part time
2. Requirements in securing permits
   a. Proof of age
      (1) Birth certificate
      (2) Baptismal certificate
      (3) Insurance policy that has been in force one year
   b. Letter from employer promising work
   c. Letter from parent giving consent for the child to work
3. Procedure in issuing permits
   a. Child labor permits are made out in triplicate, one copy sent to the employer, one filed in the attendance office, and one copy sent to the child labor department of the Industrial Commission
   b. Letters are sent to employers requesting them to return permits to us when children have reached the age of 17 and no longer need permits.
   c. A cross file is made showing permits still in force, those children who have had permits and are now above 17 years of age, and a list of employers naming children employed
4. Before permits are issued for a child to work and attend school part time, the child's school record, including physical and mental ability to do his grade work, is investigated. Among the more frequent reasons found for requests to leave school to work are:
   a. Serious problems of financial distress caused by loss of work of some older members of the family and a young boy or girl being able to get a job

b. Dislike of school because of inability to keep up with classes
c. Failure to find anything, in a child's opinion worth the effort to stay in school

The attendance worker is often able to keep a child in school by relieving the home condition through cooperation of other agencies. It is often possible through school teachers and counselors to adjust a child happily in his school life.

5. An analysis of the permits issued the past year will be found on a separate page. There has been a material falling off in the number of permits issued in the last three years as shown by the following totals:

Year	Number of Permits
July 1 1929 to July 1 1930	455
July 1 1930 to July 1 1931	391
July 1 1931 to July 1 1932	167
July 1 1932 to July 1 1933	128

6. During the year some supervision of the child's working environment is maintained, to see that the provisions of our state laws restricting the nature of the work and hours of labor are enforced. Employment places, such as soft drink stands and golf courses are checked during the spring and summer months to explain child labor laws relating to the employment of juveniles.

7. *There has been a change in the child labor law relating to part time school attendace and employment of children under the age of sixteen. It is quoted here:

"(b) No permit shall be issued authorizing any child under sixteen years of age to be employed during school hours while the public schools in the school district or city of his residence are in session, unless such child shall have completed the most advanced course of study offered in the public schools of the school district or city in which he is to be employed, whichever offers the more advanced course, or unless such child shall have completed the equivalent of such course in some other school."

RECOMMENDATIONS

Individuals or agencies interested in placing children in homes to work for room and board or in helping them to secure jobs should first become familiar with laws relating to children to avoid violations. Information regarding regulations on hours of work and wages of child labor can be secured through the attendance office in poster form.

B. Street Trades

1. In Wisconsin the enforcement of the Street Trades Law lies with the boards of education (except in Milwaukee). The supervisor of attendance in Madison is named by the board as supervisor of street trades. The content of the street trades law is cited briefly here:

a. A boy must be 12 years of age and secure a permit and badge before he can engage in street trades.
b. No girl can engage in street trades until she reaches the age of 18 years.

2. Requirements in securing a permit and badge:
   a. An application blank filled out and signed by parent (or guardian) and the principal of the school the boy attends.
   b. A birth certificate or other proof of age
   c. A deposit of twenty-five cents is made for a badge (This amount is returned when a boy is 17 or no longer engages in street trade work.)
3. Office routine in connection with street trades
   a. Applications for street trades are filed for reference.
   b. A cross file of all newsboys under 17 is made, showing birth date, address, parent's name, number of badge, name of newspaper or magazine the boy is selling or delivering and agent employing him.
   c. A list of newsboys with badge numbers, arranged according to schools, is made each year to check at the schools. Another list of licensed newsboys is sent to the circulating managers of the newspapers.
4. There are in Madison 453 licensed newsboys. 147 permits were issued since July 1 1932.
5. The National Child Labor Committee has secured the cooperation of publishing companies of magazines the past year in an effort to minimize the undesirable methods used and violations in the distribution and sale of magazines, such as the following:
   a. Boys selling magazines after 7:30 at night
   b. Boys selling who are under age
   c. Girls employed in the sale of magazines
6. The most common of the street trades in which boys are engaged are the sale and delivery of newspapers and magazines, distribution of handbills and samples, and sale of souvenirs at football games.

The circulating managers of both Madison newspapers show by their cooperation a respect for the observance of the law. But the frequent changes of magazine agents for various publishing companies has necessitated a great deal of intensive checking of younger boys found on the streets after school and evenings. The state representative of one of the companies and his two field agents have promised their support following some serious violations that occurred this year. The publishing companies have advised us their agents have been instructed to follow the provisions of the law. Cases of under-age children sent on the streets to work by mercenary parents have created problems. In these instances, considerable effort was required to make parents realize that they were contributing to the delinquency of their own children. No street trades cases have as yet been taken into court.

RECOMMENDATIONS

That application blanks be sent to all schools with the other supplies. This avoids a trip to the attendance office for a blank.

That principals or some teacher or guidance worker named by him assist in explaining the law and requirements for a permit and in checking badges and violations of street trades during the school year.

III. ENFORCEMENT OF SCHOOL ATTENDANCE ACCORDING TO THE COMPULSORY LAWS OF THE STATE

Compulsory education laws with their provisions for fines and sentences do not in themselves remedy a situation. Such laws do not feed hungry children, help neglected ones, find employment for wage earners out of work, create sanitary homes, or make fathers and mothers rear children intelligently. The enforcement of school attendance is effective only as absences are analyzed, and causes and influences that keep a child out of school are dealt with effectively by the services of the attendance worker visiting the home. Our office records show investigations and work with cases that might be classified as excused absences as well as those unexcused and with other cases where a problem exists that does not involve non attendance.

A. Organization and Procedure
   1. In the organization of this department the attendance workers deal with the welfare of children in school, at home, and in employment. 5266 calls were made during the year by the supervisor and one assistant.
   2. The greater part of each day and Saturday morning are occupied in making home visits for the junior and senior high schools, elementary, parochial, and Vocational schools.
   3. The department office receives reports of absentees by telephone twice daily--after morning and afternoon classes have assembled.

B. Cases reported by the principals, assistant principals, guidance workers, and office assistants of the various schools can usually be classified as follows:
   1. Cases of known or suspected truancy
   2. Unexcused absences
   3. Absences in cases where there is poverty or need of help of some kind.
   4. Unknown causes

C. The following summary outlines some of the types of services rendered the past year in the daily routine of the attendance worker in acting as a mediary between home and school.
   1. Home calls were made in many instances where the excuses for absence were simple and obvious and were one contact cases.
   2. Repeated calls were made in homes where lax situations existed. Such excuses as "over-slept", "the clock stopped", "the alarm did not go off", "kept at home to help", persisted, or where no legitimate reason could be thought of, "toothache", was the most common first thought of the parent or child.
   3. Cases of truancy (cases where the parents are not aware of the absence). These were harmless in result when caused by the lure of the first warm day of spring or an unusually nice day in fall. Truant cases are often looked up and taken to school. The child as well as his parent is interviewed and the necessary follow-up is made by the attendance worker. Cases of repeated truancy were found to be the result of
      a. Physical disability
      b. Poverty
      c. Broken home
      d. Mental disability
      e. Mother working outside the home

4. Other home visits and investigations were made (not always involving attendance) to aid in removing obstacles to the pupils' success in school.
   a. To investigate intermittent absences
   b. To find a remedy for tardy children
   c. To explain grades and retardation and necessity of more regular attendance
   d. To find the extent of a child's physical ability to attend school
   e. To verify reports of marriage of pupils of school age who drop out
   f. To call at homes on cases referred to this department where other workers were not admitted to the home
   g. To persuade pupils who are above the compulsory school age to return to school (Such cases were reported to us by principals probation officers and parents)
   h. To secure better cooperation from parents to improve conduct school work and interest of pupils
   i. To know more about the family background and current situation to better understand how to work with the child at school
   j. To verify reported delinquencies and rumors of unfavorable family situations
   k. To make school appointments or to take parents to school for conferences on pupil problems or program adjustments
   l. To interview parents in regard to a child's personal history, habits, temperament and interests
   m. To analyze a child's social environment home and neighborhood
   n. To take care of cases of theft reported to us by principals or their assistants or the police department
   o. To assist parents who requested assistance in instances where a child got into difficulty and was summoned to court. Frequently parents came to the office to interview one of the attendance workers regarding difficulties in the home where they needed counsel and assistance of some kind
5. Special investigations of home conditions were made at the request of principals, assistants, and guidance workers to determine the need of pupils for
   a. Free text books
   b. Lunches in cafeteria at school expense in cases of malnutrition
   c. Need of clothing
   d. Scholarship cases
   e. Placement of children to work for room and board
6. Calls made by the attendance workers and found to be cases of illness were referred to the nurse. The most common were
   a. Absences caused by sickness which kept a child out of school
   b. Suspected cases of contagious or infectious diseases
   c. Requests of parents for correction of defects or medical attention for those unable to pay
   d. Absences due to need of dental care in families who cannot afford to pay for this service
   e. Illness of parent which kept a child out of school often required the cooperation of health agency and attendance worker in indigent families

7. Sickness excuses were secured from physicians in instances where it was necessary for children to remain out of school for an indefinite period or where illness was given as the reason for withdrawal. The physician's statement is required by law and is secured by this department by an agreement with the health department. The physician is usually interviewed and his written statement excusing the child is kept in our files.

D. Cooperation with Other Agencies

1. Juvenile court

A considerable number of requests for reports on children summoned to court were received from probation officers and the judge. Our reports included teachers' reports of classwork, conduct, and ability, reports from the guidance offices, and the attendance department report from cumulative records and contact with the families. In some instances a written report was given to the probation officer, in other instances the supervisor reported in court. An interchange of information on these children has been helpful to us

a. The supervisor took the mother of one family of three into court for neglect of children. Several other cases were referred to the probation department.

E. Outdoor Relief

This department has worked with other agencies on families registered with the Social Service Exchange. One of the most important of these the past year was the Outdoor Relief. From the beginning and throughout the year, many cases of families in distress because in need of food, fuel and clothing came to our attention. Often the change from the former standard of living made families sensitive to their condition, worried, and afraid to ask for assistance.

1. From clothing and a few pairs of shoes given to us which we stored in the attic we have given away 256 pieces this year. The clothing can usually be remodeled by parents but in several instances the school assisted.
2. The Dane County Outdoor Relief took over the relief work in the fall. In September they had but six case workers. Because of the excessive case load it was impossible for the case workers to know and care for all the family needs. It was necessary many times for the attendance worker finding a child absent from school because of lack of shoes (or other clothing) to go to the Outdoor Relief office, secure the requisition, make the purchase, and deliver it to the home, for the sake of expediency
3. Sometimes the Outdoor Relief worker withheld what was needed because the family did not cooperate with the agency's policies. In these instances the attendance worker served as a medium to placate the family and bring about better understanding and cooperation over which the school child had no control.
4. Before the close of the school year the Outdoor Relief had opened an East Side Office and increased the number of case workers in the county to twenty-six. Better family work was noticeable immediately as we were in daily contact with this office. The workers were very sympathetic toward the school problems. Although

many criticisms have been heard of insufficient relief given, one of our census enumerators told me that a man reporting to her that he had been unemployed for two years, said his family had never been better cared for than by this relief agency.

F. Red Cross

In response to the Red Cross request in December for principals to send lists of needy children who could be benefitted by Red Cross clothing, that office reported receiving a list of 293 families. The Superintendent of Schools referred the Red Cross worker to this department for assistance in distribution. We found through checking with the Social Service Exchange that all but thirty-two of this number were already known to a relief agency. However, to be sure those families were receiving the help needed and not being overlooked, we sent the names of the families, addresses, names of children, and clothing needed to these relief agencies. (The Red Cross materials were also furnished to all relief agencies. Of the remaining 32 families not known to any agency, the attendance workers made the home investigation, requisitioned the necessary clothing at the Red Cross office, and made the delivery of the clothing to the home. Following this, during the remainder of the year, needy cases not known to any agency, including cases referred by the schools and nurses, were taken care of in this way.

G. Service Shop

Around forty calls were made to the Service Shop by the attendance workers who usually took the child to assist in selection where parents were unable to go. On one occasion a pair of shoes was found which needed slight repair. A nearby cobbler was solicited to do the repair and the child taken to school.

RECOMMENDATIONS

This department would be aided a great deal by the establishment of a shoe fund which might also be used in emergency cases to take care of such other items as cannot be secured from the Outdoor Relief or Red Cross for families not being aided in clothing relief. This suggestion has been made by the supervisor at the Child Welfare Council and to several of the principals, and has been discussed by them with some of the P.T.A. councils.

The suggestion given here is to have a sum of fifty or one hundred dollars subscribed by teachers and school employes to the Community Union set aside. This fund can be handled by the P.T.A. or a committee of school and department heads, the case work method of investigation and procedure to be followed, to avoid duplication in work.

Submitted by

Cassie E Lewis

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report of

DEPARTMENT OF CURRICULUM AND METHOD

Presented to the Board of Education
By the Supervisor
ETHEL MABIE
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
DEPARTMENT OF CURRICULUM AND METHOD

In many school systems today continuous study of the curriculum has become a definite part of teachers' responsibility. Whether such study is handled by committees appointed by the superintendent, directed by principals in individual schools, or organized under a director, the obligation to study how best to make the school fit the needs of boys and girls is accepted by progressive teachers as part of their work.

Sometimes this study deals with a condition needing correction, such as poor study habits or a low level of handwriting ability. It may center around the construction of a new course of study in some subject where changes are needed. Whatever the problem may be, study of it is easier and more effective if many undertake it together. From group thinking and discussion come solutions to problems that one teacher could not handle alone. New attitudes, new levels of ability, staff friendliness and unity, and new levels of professional knowledge result from the wide reading and the exchange of experience that such a program requires.

Supervision which centers the attention of the entire staff upon some common problem is generally replacing, or at least supplementing, the corrective type of supervision which aims merely to overcome the faults of individual teachers.

I. Social Studies in the Elementary School

A. Reasons for the Program

During the study of language teaching last year we found that wherever the teacher had provided for the class rich experiences with nature materials, with community interests, geography and history, there was no lack of interesting expression of a high standard. Evidently a complete course in social studies would not only give pupils knowledge, but it would enrich our language and reading programs, also.

For about four years elementary grade teachers have been developing through small committees valuable units of study that have given pupils some understanding of the complex world in which they live. These units had not been organized into a complete program that would assure for pupils a well-rounded course. It was the opinion of Miss Axtell, who had been directing the geography program while these units were being developed, that we were now ready to build a social studies course that would secure the child's continuous growth in understanding of the world in which he lives.

ANNUAL REPORT -- DEPARTMENT OF CURRICULUM AND METHOD

The swiftly changing condition in the social and economic world present to education a tremendous problem. How shall we fit children for living in a world twenty years from now, when we cannot wisely anticipate conditions for ourselves a month ahead? To pass on the education that we have had is not enough, for hardly anyone would claim that we adults have been adequate in dealing with our problems. Something more than training like our own is needed if the children who are now in schools are to be equal to the problems that they will face.

Because of the importance of the social studies in the school program, we planned that this project should be the major curriculum study for our elementary teachers for two years.

B. Aims for the Social Studies

The following aims for the social studies have been set up:

To give children experiences that will increase their interest and their understanding of the relations of people to each other and to the world in which they live.

1. To develop ways of thinking that will enable children independently to meet the challenge of new problems and to adjust to new situations.

2. To stimulate in children varied interests and to provide for the expansion of abilities that will result in well-balanced personalities.

3. To give children information and a realization of the importance of accurate knowledge in making their judgments and opinions.

4. To give children respect for others' points of view and recognition of the fact that much knowledge remains to be revealed.

5. To give children a realization of the changing nature of the social and economic world in which they live and of man's part in those changes.

6. To develop in children tolerance of racial, national, community, and individual differences through knowledge of the contributions of these varied groups to society.

7. Through directed observation and interpretation to give children assurance and eliminate fears andmisconceptions about the natural world in which they live.

ANNUAL REPORT — DEPARTMENT OF CURRICULUM AND METHOD

C. Answering the question "What units shall be included in a social studies course?"

1. Sources of Information

We might have found our answer either in the child's world, his sphere of immediate interests, or in a study of the needs of adults, his sphere of usefulness later. We used both. We decided to determine, if possible, the attitudes and understandings, ways of attacking problems and of thinking that would be valuable to children as future citizens. For the content of the specific units of study, through which these important understandings are to be secured, we looked to the things that are near and vitally interesting to children.

a. Published studies that were used

Reports of students of sociology and economics concerning trends and problems in American life.

Reports of history and geography teachers on the contributions of their fields to these problems.

Courses of study in use in many cities.

Textbooks and professional books on the teaching of the social studies.

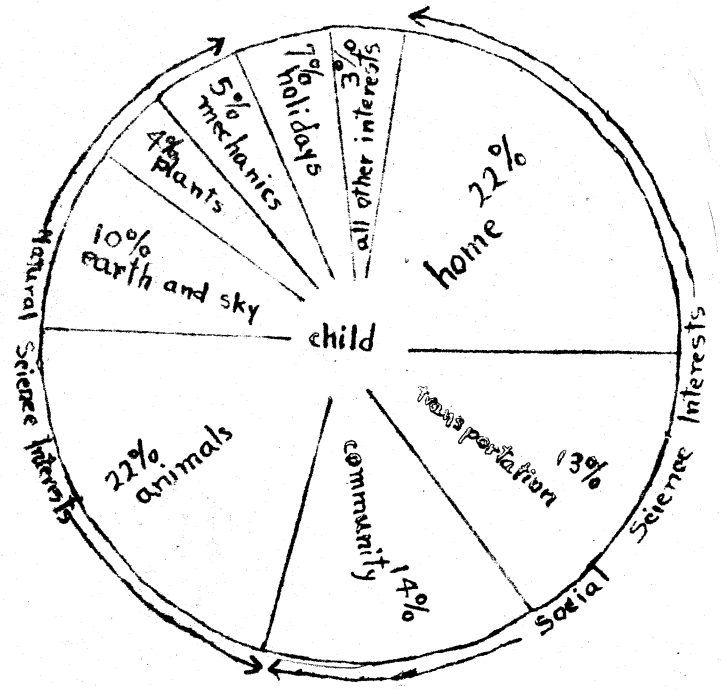
b. Studies that were made in Madison

To assist with grade location of certain units and with the amount of emphasis to be given certain aspects of the social studies, a complete study of children's interests was organized. While the temporary interests of one small class of children should not dictate what they will study, in the opinion of the core committee, a city-wide study would show trends that would be valuable for our understanding of the child's world.

In the kindergarten, teachers tried to find out the children's interests as they observed them at work and at play. Much material, including paint, blocks, colored paper, clay, books, and pictures, was put where children were free to use any of it at certain periods. Teachers made note of the subjects that the children painted, modeled, or drew. To these notes were added comments about questions that children asked, topics that they brought into conversation, stories that they asked to hear, and situations that they represented in their dramatic play. The things that children

are naturally curious about and eager to study should be allowed more influence on the program at kindergarten level than at any other grade in the school.

The Kindergarten Child and His Interests



In grades one to six the children's questions and the subjects of their free conversation were recorded by teachers as an indication of fields of interest. (It is interesting that kindergarten teachers, also, found that questions and conversation furnished more information than any other source used.) Besides giving information for the curriculum committees, this study gave teachers valuable suggestions for selecting reading material and subjects for language expression in individual classes.

Some of the Results

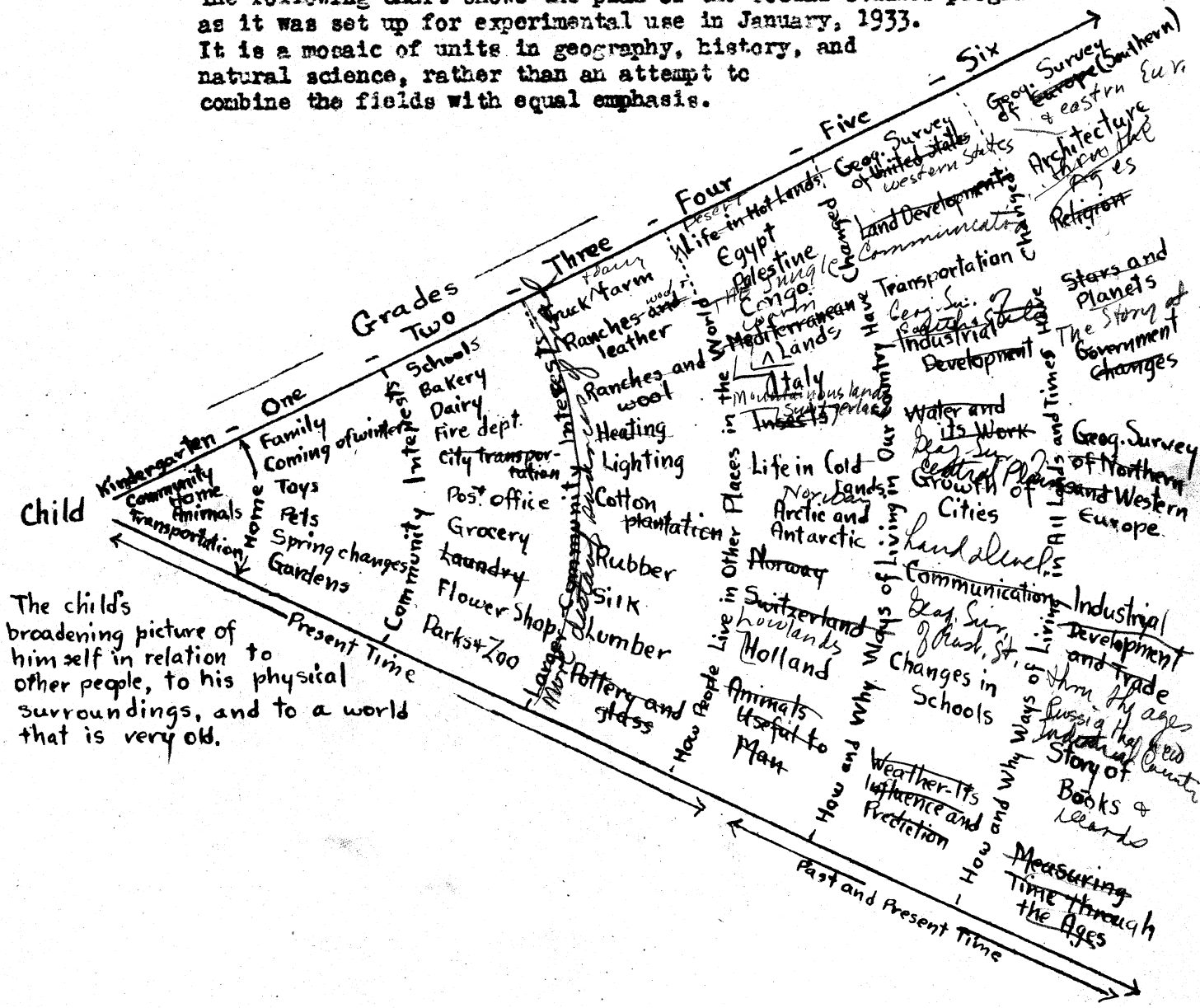
The interest in natural science, animals, earth and sky, plants, birds, and trees, is higher than any other interest in every grade from kindergarten through the six. As soon as possible, we hope to construct an elementary science course that will satisfy this eagerness to know about the world that makes naturalists of all children who are given the chance to develop in that way. Our program of units has been enlarged to include many of these interests.

ANNUAL REPORT -- DEPARTMENT OF CURRICULUM AND METHOD

The large amount of conversation at all levels about community interests is gratifying as it gives evidence of citizenship appreciations and possibilities. The startlingly high frequency of sports and games in the conversation of second graders may indicate growing social adjustments. Interest in other people and how they live makes a sharp jump at second grade and remains high. Children show a healthy curiosity about people throughout the world. There was also much questioning about common things in the surroundings, how glass is made, etc.

D. Plan of Social Studies Program

The following chart shows the plan of the social studies program as it was set up for experimental use in January, 1933. It is a mosaic of units in geography, history, and natural science, rather than an attempt to combine the fields with equal emphasis.



E. Experimental Use of Units

Between January and June every elementary teacher used with her pupils, reported, and rated critically as many of the units for her grade as she had time to develop. Only the second semester units have been used in this way. Three hundred twenty unit reports were received. These were turned over to editorial committees for assembling into teaching units that will become our course of study.

F. Rating the Units

Each teacher was asked to rate as superior, average, or unsatisfactory the units that she used. She was given the following chart on which to indicate her judgment. The reports were to be returned signed or unsigned as the teacher preferred. It is an indication of the wholesome freedom and willingness to accept responsibility that is characteristic of the staff, that by far the larger number of reports came back with signatures.

Criticisms of Units

1. Does the unit have reality for the children because it is understandable and interesting?
2. Are the information and vocabulary within the pupils' capacity to acquire?
3. Does the unit provide opportunity for a variety of activities and experiences?
4. Is the unit meeting our aim of increasing the child's understanding of his environment and his relations with other people?
5. Does the unit arouse interests and curiosities that extend beyond the social studies period and the classroom?
6. Does the unit appeal to pupils of different abilities and levels of intelligence?
7. Is the reading material adequate as follows:
   Is there available material in texts or in reading books so that all pupils may do some reading?
   Is there additional material in the library for pupils who can do more extensive reading?
   Is there some material that is simple enough for pupils who do not read as well as the average in the grade?

On the basis of these ratings a few changes will be made in the units next year. In general, however, the evaluations indicate that teachers have found the new organization effective.

ANNUAL REPORT — DEPARTMENT OF CURRICULUM AND METHOD

II. English in the Secondary Schools

Anticipating a curriculum study in English in the secondary schools next year, two committees made an investigation of reading interests and of composition, abilities, interests and needs of pupils who entered the 7B grades in January.

From this study, suggestions for an analysis of all pupils' language needs and abilities upon entrance to the secondary schools have been secured. The need for standard tests in this program is very great.

Another committee, composed of the heads of the English departments in the three high schools and of one teacher from each junior high school, is studying the problem of grammar teaching in English classes. This committee plans to attack other necessary studies next year.

III. Plans for 1933-1934

A. Elementary Schools

1. Continue the experimental use and the improvement of the social studies units.
2. Work toward an organization of elementary science units.
3. Plan a program for the improvement of handwriting in the intermediate grades.

B. Secondary Schools

1. Continue the study of problems fundamental to a curriculum construction program in English for the six year school.

IV. Professional Assistance

This year, because of economy, we have carried on our studies without the expense of advisors who might give us valuable assistance. We have had generous advice from curriculum directors in other cities and in our own and other universities where studies are going on. There are many excellent speakers whose help could be secured for expenses only and who would stimulate thought and discussion. When it is possible to do so, we should bring such speakers to Madison to meet with our staff.

V. Books for Curriculum Study

Our programs both last year and this year have necessitated our having available for teachers' study both new textbooks and professional books. Members of committees do much reading which is of benefit not only in their own teaching but to other teachers with whom they share the results of their committee studies. Because their reading is of value to all, these books should be in our professional library where they may circulate freely.

ANNUAL REPORT -- DEPARTMENT OF CURRICULUM AND METHOD

Through the generosity of publishers we have samples of all of the textbook material that we need. In these two years publishing companies have contributed to our library six hundred fifty complimentary copies of textbooks for pupils. Because I do not wish to abuse the sampling privilege, I have usually requested that books be sent on approval. Many additional copies have come to us in that way and been returned after examination. These books may be drawn out by teachers at any time. They are used by committees and examined at grade meetings. Principals study them before making requisitions.

Our problem has been the securing of valuable professional books and courses of study. The Research Bureau in the School of Education of the University does not contain many of the recent courses. Since the School of Education has been interested mainly in the training of teachers for seconday schools, the University library does not contain as much material on elementary instruction as we need to have. We appreciate the courtesy of the University library staff in extending to us the privilege of borrowing books. We could hardly have carried on our studies without it. I should like to ask, however, that we be permitted, as soon as funds allow, to provide our library with books that we need to use frequently.

VI. Personnel of the 1932-1933 Curriculum Studies

Social Studies in the Elementary Schools

Core Committee (Examined the results of all studies and determined procedure.)
Mr. Bardwell, Mrs. Hood, Miss Axtell, Mrs. Ginty

Committee of the Whole (Approved all plans and examined all reports from individual schools.)
All elementary principals

Children's Interest Study
Dorothy Greenleaf, assisted by all elementary teachers

Organization Committees (Constructed outlines to guide experimental use of new units and to make reports uniform so that they could be combined by editorial committees.)

Grade I - Edna Campbell (Chairman)
Helen Youngclause
Mary Dike

Grade II- Cora Hagen (Chairman)
Clara Steinhoff
Iva Carday

Grade III-Clara Boyle (Chairman)
Mabel Todd
Lillian Keeley

Grade IV - Della Behr (Chairman)
Mildred Schiller
Grace French

Grade V - Helen McGuire (Chairman)
Grace Draxler
Lillian Waehler

Grade VI - Mildred Kaeding (Chairman)
Genevieve MacKoske
Josephine Bolton

ANNUAL REPORT — DEPARTMENT OF CURRICULUM AND METHOD

Kindergarten Committee (Directed entire program of study for the kindergarten.)

Caryl Bents, Chairman
Grace Norton — Marguerite Drews
Berneice Welsh — Maurine Bredeson

Editorial Committees (Combined 320 reports received from individual teachers into 30 complete teaching units.)

Grade I — Margaret Lacy (Chairman)
Mildred Perry
Helen Kliebenstein
Agnes Lindas
Sadie Tuttle

Grade II — Helen Ralph (Chairman)
Florence Fowler
Ruth Eggum
Margarite Davis
Emma Snyder

Grade III — Emma Stoddard (Chairman)
Hannah Hovey
Margaret Bonn
Aileen Manogue
Madeline Reinbold

Grade IV — Anne Thompson (Chairman)
Mary Maher
Ann Adams
Stella Ewers
Jean Thomson

Grade V — Lois Biddick (Chairman)
Ella Colby
Mable Day
Hattie Boetcher
Myrtle Neal

Grade VI — Grace Green (Chairman)
Carol Pitts
Henrietta Freeman
Lucille Haukedahl
Elizabeth Porter

Experimental Use and Critical Evaluation of Units
All teachers, kindergarten through the sixth grade

English in the Secondary Schools

Reading Interests of Seventh Grade Pupils
Earl Brown, Chairman
LeRoy Luberg
Vida Smith
Assisted by 7B grade teachers

Composition Abilities, Interests and Needs of Seventh Grade Pupils
Mabel Hendrickson, Chairman
Vida Smith
Assisted by 7B grade teachers

Problems in English Teaching in Secondary Schools (Grammar)
Mary Hargrave — Edith Isely — Julia Tormey
Mabel Hendrickson — Anna-Laura Gebhardt — Laura Stark
Gwendolyn Jones

Submitted by

Ethel Mable

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD GUIDANCE
DEPARTMENT OF SPECIAL EDUCATION

Presented to the Board of Education
by the Director
PAULINE B CAMP
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
DEPARTMENT OF CHILD GUIDANCE
DEPARTMENT OF SPECIAL EDUCATION

The Department of Child Guidance and Special Education functions in the educational fields of Guidance and Special Classes for Handicapped Children.

I. Guidance

Aims: An efficient, harmonious, productive adulthood for all school children and a healthy mental life during their childhood days.

A. Psychological Service

1. Testing of all school children for the purpose of individual ability ratings.
2. Testing of problem children for contribution to personality case study.
3. Testing all children of low achievement ability for placement in special classes.
4. Testing of all kindergarten pupils for contribution to individual child study on entrance to first grade.

This testing outline does not include the high school testing program which will appear in the high school guidance reports.

It is the purpose of the Guidance Department to have on file in the Guidance office and in the offices of the principals an intelligence quotient for every child. It is our purpose, also, to interpret this diagnostic material to the principals, teachers and parents so that it may be used wisely.

Summary of testing program for 1932 33 as follows:

Number of Binet tests given	954
Number of group intelligence tests given	1518
Number of achievement tests given	767
Total number of tests given	3239

B. Psychiatric Service

The Department of Child Guidance in the Madison Schools during the past seven years has developed a new type of psychiatric assistant one that fits well into the educational regime and at the same time functions at a comparatively low cost to the community. The guidance staff serving in the elementary schools has become a specialist in the combined fields of psychology, mental hygiene, and speech correction. Each staff member, under the supervision of the guidance

director, is clinician for the buildings assigned to her. Each gives the psychological tests, makes personality case studies of emotionally maladjusted children, and of children who are failing in academic achievement, gives training in speech correction, makes recommendations for remedial work in academic failures and functions in the capacity of psychiatric social worker.

Were it necessary to have a psychologist, a psychiatric assistant, a speech correction teacher, and an educational diagnostician, four different persons in the place of the one we now have, the expense would be too great and the children would be deprived of the efficient clinical service which the Madison schools have established and developed, a service exclusively Madisonian. Furthermore, with the combined training and experience which the guidance staff receive, their knowledge of the needs of the "whole child" is greater and their contribution towards achieving his development and ultimate adaptation is more effective.

C. Program of Prevention

The keynote of psychiatric service is prevention. Successful experience is necessary for personality integration. We, therefore, attempt to plan for the individual child so that he may have a maximum amount of successful achievement.

1. For three years we have made individual studies of kindergarten children preparatory to first grade entrance where more formal work is to begin. Each child is charted as follows: his intelligence quotient, special abilities and disabilities, likes and dislikes, normal or mal-adjustments, speech defects, the eye with which he sights, the hand for which he shows preference, his adjustments to his family and to his playmates in school. The aim is to give into the hands of the first grade teachers a brief analysis of the individual pupil material which she is to receive so that she may work intelligently towards the prevention of academic failures and personality maladjustments. The material is also a survey through which the guidance department accumulates information concerning special problems needing further clinical attention.
2. In the effort to develop another preventive resource, during the last year the department has made two studies with the Rogers' Personality Adjustment Tests. These tests apply to children between the ages of nine and thirteen years. They are based on four diagnostic measures indicative of the following symptoms of the child's personality maladjustments: personal inferiority, social maladjustment, family maladjustment, and daydreaming.

a. Study of Personality Problems in One Classroom

"Rogers' Personality Adjustment tests were given to thirty-six

of thirty-eight fourth grade children in one room. The purpose of giving the test to an entire class was to help the teacher to recognize maladjustments which might not be sufficiently outstanding as to be brought to the attention of the Guidance Department and which might be solved through schoolroom activities and conferences through the parents and teacher.

The statistical results were as follows:

29 of the 36 children showed some type of maladjustment
7 of the 36 showed no maladjustment whatever
6 showed decided feelings of personal inferiority
13 showed a lack of social adjustment
8 were maladjusted in regard to their family relationships
20 were indulging excessively in daydreaming

Of this total number there were twelve children badly adjusted and very much in need of attention from the Guidance staff.

The significance of this study may be inferred from the statistics. Twenty-nine out of thirty-six children have some type of maladjustment. These maladjustments, in general, are covered by mechanisms of defense which ordinarily prevent their detection. One boy who is very poorly adjusted in all fields and who presents a grave personality disorder gave no other indication of his difficulty than a lack of attention and perseverance. This indicates the use which the teacher has for such a study of her classroom."

(The quotation is from Mrs. Ruby Couts's report on the study.)

b. Study of Correlation of Maladjustment and Intelligence

Another piece of research was done with the same test. Tests were given to 119 children referred by classroom teachers. The children presented such problems as:

(1) Failure to work up to mental capacity
(2) Inability to adjust to group activities
(3) Conflict with school authority
(4) Conflict with children of their own age

The study showed no relation between degree of intelligence and degree of maladjustment. Both the range of I.Q.'s and the range of scores on the Personality test followed the normal curve of distribution.

Mental hygienists are agreed that the environment rather than the intelligence is the most powerful factor in personality adjustment.

It was found in using the Rogers' Personality test that the individual responses were of more value in the analysis of personality adjustment than are the total scores.

(This study was made by Mrs. Mary Parks.)

3. With the discontinuance of two semesters next year it is necessary to enter the Kindergarten B children in the first grade. The Child Guidance Department has made a very painstaking study of Kindergarten B's in order to prevent as many failures as possible because of the age level of this group. We gave a group intelligence test to the total number, but fearing to trust the results because of the immaturity of the children we checked with a Binet.

Based on this test material a statistical study of the reliability of the Pintner-Cunningham group test for children of this age is being made, but the work is as yet incomplete. A report will be made later.

4. A study has also been made of grade failures. The group of children tested in 1930 were selected and the success or failure of those who fell in the fourth and lowest group were followed. The results show that children whose mental age is below five years and five months are inadequate for entrance into first grade.

In addition, all children who failed in January, 1931, have been listed to determine their mental ages on entrance. This material is not ready for a report as yet.

A third check has also been started, that is, to list the failures of all children who are in 3A and determine what their mental ages were on entrance.

These three approaches are studying the same thing, but it was felt that one of the three might be more revealing than the other.

(This study is being made by Miss Marion Powers with the assistance of a University student in educational psychology.)

5. Five years ago the Guidance Department was assigned the obligation of determining entrance of under age children into Kindergarten. The guidance director determined the policy of entering only those whose mental ages were five years or above and who showed social and emotional maturity of that age. In order that we might have some statistical findings to base judgment on for future placements, we made a survey of the children who have entered during these five years. Almost all of these children were, of course, above the average in intelligence. They were entering a group chronologically older than themselves, some of whom were also above average in intelligence. So competition was greater than it would have been had they waited a few months to enter with their own chronological age

group. The check reveals the following:

Doing superior work - - - - - - - - - - - - - - - - 27%
Doing average work - - - - - - - - - - - - - - - - 66%
Doing poor work - - - - - - - - - - - - - - - - - 4%
Showing special disability - - - - - - - - - - - - 3%

Given below are some brief case histories illustrating the follow-up made on these children. The histories are revealing as to personality adjustments as well as academic achievement.

No. 1. No repetitions. November, 1930--very capable. May, 1931--good worker and artistic. January, 1932--good in all of his work - excellent in art. April, 1932--very good in all of his work.

No. 2. No repetitions. November, 1930--very capable. May, 1931--slow in reading, good in art. January, 1933--appears to be inattentive when she isn't. Still slow in reading.

No. 3. No repetitions. An independent worker with original ideas. A very capable child. April, 1932--lovely attitudes, well poised, inclined to start things and not finish them.

No. 4. Repeated Kindergarten A. January, 1932, said to be a little slow in his general reactions, but has a fine mind and attitude. In April, 1932, he was said to be very capable, works well with others, and reads very well.

No. 5. Repeated 2B and repeated 3A. November, 1930--hyperactive; had difficulty in adapting to the school. May, 1931--due to much absence it is difficult for him to adjust to the work. January, 1932--very slow, practical nature for his age. April, 1932--typical boy, well liked by others. Appears slow, but is a straight thinker. His slowness may be due to illness in previous years.

No. 6. Retained in the Pre-Primary and characterized as infantile in general reactions and socially immature. Transferred to some school in Chicago.

6. Problem Children

Another preventive mental hygiene movement carried on by the guidance staff is making teachers and parents better acquainted with the fundamentals of scientific child study. All members of the staff appear frequently on P.T.A. programs, hold conferences with both teachers and parents, and act in a general advisory capacity in the search for causes and remedies of childhood disorders which occur in both the home and the school situations.

During the year just ended two hundred and ninety-three behavior problems were referred in the elementary schools. These were given careful psychiatric case study, and treatment based on causation. Conferences were held with both teachers and parents in working out a corrective program. Two hundred and two parents were contacted.

The realization that the unadjusted school child often becomes the psychopathic adult and social delinquent places the responsibility for the prevention of such tragedies rather heavily on the school system; for it is the one institution which shares equally with the parents the training of all the children in the community. Working under the most favorable circumstances the Guidance Department cannot hope for one hundred per cent correction. Failure to find causes or the environmental influences in the home and neighborhood which we cannot control will in some cases mitigate against success, but the evidence of the value received through mental hygiene treatment of the unadjusted school child is a challenge which the school system cannot afford to ignore. Time and money are well spent if children are made happy and successful thereby.

D. Speech Correction

Someone has facetiously said that civilization began when man ceased to attack his opponent with his fists and began to assail him with his tongue. At any rate, speech is the medium through which one makes his social contacts and through which he gives vent to his emotions. To be incapable of expressing one's thoughts and emotions because of a speech defect is indeed a serious handicap and one that may gravely involve the personality development. Stuttering is particularly distressing and very difficult to correct. Fortunately, the percentage of stutterers is very small.

Below is given a statistical report of the number of speech defects treated by the guidance staff in 1932-33:

Number of stutterers	59
Number of sound substitutions	215
Number of articulatory defects	143
Number of hard of hearing	7
Number of dialect	2
Number of voice defects	15
Total number of speech defects	441

E. High School Guidance

A report of high school guidance is submitted in full by the three high school directors.

The outstanding new development to which I wish to refer here is the establishment of junior high special classes for those pupils whose achievements in the grades were below sixth grade level. Some of these children will remain indefinitely in the special high school classes because their intelligence scores and school histories indicate that they are working to full capacity and will, therefore, have to be given a special curriculum, more time and more individual help in order to profit by high school training. Others show specialized disabilities and may be able, through coaching, to make the regular high school classes in time.

The guidance staff wish to express appreciation of the services rendered to the department by the Neuro-Psychiatric Out-Patient Clinic of the Wisconsin General Hospital in making neurological and psychiatric examinations and recommendations, and to Dr. Sevringhaus for examinations and treatments of several glandular disorder cases.

We wish to thank, also, the following public and private individuals and agencies for the splendid cooperation they have given us: the parents whose children we have worked with, the Board of Education, the Superintendent of Schools, all principals, supervisors and teachers, the Board of Health, the District Nurses' Association, the Probation officers of the Juvenile Court, the Mother's Pension and County Relief officers, the Juvenile Protective Association, the Family Welfare, the social worker for the Catholic Charities, the hospital social workers, and the student workers from various departments of the University.

We wish to express our feelings of great loss in the death of Lena K. Schmidt. The cooperation and efficient immediate response which she always gave is registered in the healthful achievement of many children.

II. Special Education

We have classified under this division the three special schools for handicapped children, as follows: (A) The school for the Deaf, (B) The School for the Crippled, (C) The Classes for the Intellectually Subnormal.

A. The School for the Deaf

A very concise and complete account of this work is given in Miss Heath's report to the superintendent. I quote some of the outstanding items.

Twenty-six deaf children were enrolled during the year, seventeen were Madison children; nine were non-resident, living in districts nearby. Five children were transferred to the school for the deaf because they had become too hard of hearing to receive instruction in the regular grades and because they needed to be taught lip-reading for present and future use. Two of the deaf pupils are attending Central High with passing grades.

One of the teachers, Miss Haggen, has a leave of absence for next year. She will organize and teach a class for deaf children in the Winnetka Schools.

Board and room for non-resident pupils has been reduced to four dollars per week, the exact sum refunded by the state. Previously, the city stood a certain amount of loss on these pupils. Books and supplies have been reduced 100%, these articles having been borrowed from the Doty School However, next year the school will need some replacements.

We quote a general statement of the year's achievement from the principal's report: "Judging from the advancement in the use of speech and the appreciation of language, I consider this the best year we have had. Being in a school with normal hearing children is a great advantage and the teachers and pupils of Doty school have been most cooperative."

B. The School for Crippled Children

Aim: To furnish to these handicapped children every chance for physical, mental, emotional and social development within the power of the schools and the community to give.

The divisional classifications are as follows: (1) physio-therapy, (2) academic, (3) nutrition, (4) transportation, (5) recreation.

1. The Physio-therapy Division - Miss Laura Borwell, Physio-therapist.

a. The physio-therapist has submitted the following treatment charts. These charts include the children enrolled in the school and also those enrolled in other schools who come only for physio-therapy.

Chart 1. Summary of Physio-Therapy Treatments 1932-1933

Month	Number Treated	Radiant Light and Heat	Massage	Exercise	Ultra-Violet Radiations	Hydro-Therapy	High Frequency	Galvanism	Total
July, 1932	372	101	222	371	38	72	14	20	838
September	362	173	173	319	1	4	8	4	682
October	568	306	313	487	47	16	19	0	1185
November	528	269	273	408	55	22	17	3	1047
December	325	175	180	285	17	14	11	8	690
January, 1933	560	272	287	475	49	21	18	21	1143
February	523	241	246	398	86	12	11	19	1013
March	720	322	330	538	136	25	14	13	1378
April	416	211	195	318	71	10	11	4	820
May	653	289	295	495	113	14	20	4	1230
June	523	115	194	347	139	105	4	1	805
Total (without June)	5027	2359	2514	4094	613	210	143	96	10029
Total (with June)	5550	2474	2708	4441	752	315	147	97	10834

Chart 2. Summary of Types of Cases and Number of Each Treated
July 1, 1932 - July 1, 1933

Types of Cases	Enrolled in Madison Orthopedic School		Total	Enrolled in Regular Schools	Total
	Not given treatments	Given treatments			
Anterior Poliomyelitis		14	14	9	23
Arthritis	1	1	2		2
Brachial Plexus Injury		1	1		1
Cardiacs		7	7		7
Congenital Deformities	1		1		1
Fractures		1	1		1
Osteochondroma	1		1		1
Osteomyelitis		2	2		2
Perthes Hip		1	1		1
Post-Encephalitis		2	2		2
Post-Meningitis		2	2		2
Posture		1	1		1
Scoliosis				1	1
Spastics	1	8	9	2	11
Tuberculosis (Bone)		4	4		4
Miscellaneous: Asthmatic				1	1
Total	4	44	48	13	61

Chart 3. Services Other Than Treatments 1932-1933

Month	Dressings	Examinations	Letters	Interviews With: Nurses	Parents	Doctors	Clinic Trips	New Shoes New Braces Repairs
July, 1932	8	23	1	5	14	6	3	4
September	7	15	6	12	23	14	4	8
October	8	19	3	19	12	5	7	7
November	14	31	2	18	11	5	7	8
December	6	4	1	2	5	4	1	4
January, 1933	22	21	8	54	12	18	12	7
February	9	7	2	12	20	9	10	1
March	13	4	2	43	16	12	11	11
April	6	28			2	7		8
May	10	1	3	7	15	11	12	7
June	2	2	4	2	6	9	3	6
Total (without June)	103	132	28	72	130	93	67	65
Total (with June)	105	134	32	74	136	100	70	71

b. The physio-therapist gave personal interviews to 76 handicapped children throughout the school system and from nearby districts to determine any need of care or service. Of this number twenty-four received such service as transportation, supervision and care, appointments for orthopedic examination, use of the Brace Loan Fund, and the Y M C A tank.

c. Achievements or survey of important events

(1) These facts are measures of progress in improved motor mechanics.

Transferred to regular school	5
Surgery (successful muscle transplant)	1
Crutches discarded	2
Ability to use cane	2
Surgery indefinitely delayed because of improvement	1
Healed bone conditions	3
Addition of braces	4
	18

(2) The part-time services of nine University of Wisconsin physical education girls majoring in Therapeutics helped decrease the load of treatment work and gave many of the children additional interesting work in plays and games of therapeutic value. The noon hour play periods were supervised with a program given at Christmas time and a modified track meet in June.

(3) A public school nurse made many of the contacts with parents and doctors. This assistance was of great value.

(4) A state-wide medical survey is being made of the cardiac cases enrolled in the Orthopedic Schools. Securing data, i.e., medical and social case histories, and the daily charting of temperature and pulse readings, has been an added department requirement. This information may be of value in standardizing the care of all school age cardiac cases.

(5) In June, 1932, a photographic record of the Madison Physio-Therapy Department was sent to the National Physio-Therapy Association Convention. This year many of these pictures, showing the arrangement of our classrooms, special desks on platforms, and methods of giving treatments, are being exhibited at the American Medical Association meeting in Milwaukee.

(6) Added equipment this year has included parallel walking bars and curtains for an extra treatment booth.

(7) The boys' swimming class at the Y M C A has been a continued aid to the work, and improvement is marked in most of the cases.

The Boy Scout troop has flourished and is another valuable interest. The meetings were possible through the use of the school car, the Y M C A, and Mr Boy's generous services.

A Girl Scout troop was organized this year, having a splendid leader, Miss Desormeaux.

(8) The Brace Loan Fund has continued its needed service in aiding the parents in the purchase of appliances. The fund also made a generous donation of educational toys at Christmas time.

(9) Summer School 1932 was a big achievement run on a small budget - of benefit to thirty-three children.

An opportunity for valuable camp experience for seven boys and eight girls was due to donations of several friends.

Plans for the Coming Year 1933-34

1. Continue the services of the University of Wisconsin girls majoring in Therapeutics.
2. Get cooperation of the Nutrition Department to study and consider the nutrition problems of the physically handicapped child, i.e.,
   a. Special menus for the overweight as well as underweight. (Note: Dr. Sevringhaus has offered to plan menus if they can be used.)
   b. Devise means of interesting and training individual children to carry out individual instructions.
   c. Advise with parents and doctors.
   d. Determine why child does not gain or lose weight as needed.
3. Plan to study the psychological and emotional problems of the physically handicapped.
   a. Tests for the spastic type.
4. Continue using the Public School nurse's services in contact work.
5. Arrange to have moving picture records of selected treatment cases.
6. Provide opportunity for more children to have exercises in water.
7. Building suggestions
   a. Concrete near entrances.
   b. Hand rail on other staircase.
   c. Additional cleaning and mopping of floors as needed.
   d. Have manual training department make selected pieces of equipment and repairs.

2. There are two groupings in the academic division, as follows: primary, from pre-first through the fourth; intermediate and junior high, fourth through eighth.

A brief from the two academic teachers' reports is given below.

a. Primary - Mrs. Georgia Phillips, teacher.

I. Enrolment for year 1932-33

Girls - 14 Boys - 15

Transferred to Lowell - - - - - - - 2
Transferred to Emerson - - - - - - 2
Transferred to Miss Gordon-Smith - 3
Transferred to Sun Prairie - - - - 1

Present enrolment: Girls - 12 Boys - 9

II. Transportation

First semester eight children rode in the bus, but several asked for a change to cars as the bus is quite hard for a few of them (hip cases).

Second semester five were given transportation by bus - the remainder in school cars.

III. Board of Health

Dental - 11 children Eye - 3 children

Mrs. Stephenson, the nurse assigned the school, has given splendid help in all cases referred.

IV. Room Schedule and Personnel

Each child has been fitted with a seat suitable to his physical needs. Refitted as child grows or correction takes place.

3 children have used rolling platforms
3 crutch cases
1 peg cast (recent broken arm)
2 body casts
7 cardiac
1 arthritic
1 encephalitis
1 meningitis - hydrocephalus - girl
3 hand, arm disabilities (infantile)
2 spastics (multiple type)
1 birth injury case - no speech development
2 T.B. hip cases
1 infantile - both legs and abdominal muscles inadequate

Academic program has included speech correction for four children, art, music, clay modeling radio hour, lantern slides and films.

It takes much cooperation between physio-therapist and classroom teacher to get results. Hours are short, rest is needed by many in addition to rest hour at noon.

With two exceptions promotion will take place as per grade.

V. Lunch and Rest Period

Luncheon has been served to the children of this group from 11:30 to 12:00.

Rest period for all until 12:30 - cardiacs until 1:00.

Supervised game period 12:30 to 1:00. This has been under the supervision of Dr. Denniston's department at the University. We have never had better cooperation nor better service rendered by any department than by Dr. Denniston and Miss Cronin.

VI. Social Activities

A. Tea and at home given by the children November 10.
B. Several birthday parties
C. Movies
Mr. Desormeaux has issued a standing invitation to us to attend any children's show at the Majestic.
D. One trip to Shorewood to see Operetta
E. Two visits to rooms in our own building
F. Three picnics

VII. A report was sent from the state department suggesting manuscript writing and training for the spastic child on the typewriter at fourth grade level. This has been done. We have one spastic who started lessons in typing the second semester. The results were gratifying.

b. Intermediate and Junior High - Miss Jean Gordon Smith, teacher.

I. Enrolment for year 1932-33

Boys - 9 Girls - 13

II. Handicapped in:

Heart	2
One arm	2
Both arms	1
One leg	7
Both legs	8
Both arms and legs	2

III. Grades represented:

Fifth	2
Sixth	5
Seventh	4
Eighth	6
Ungraded	5

IV. Intelligent Quotients:

Above 90: Boys - 4 Girls - 7
Below 90: Boys - 6 Girls - 5

V. Promotions:

Boys - 4 Girls - 9
Special promotions: Boys - 5 Girls - 2
Dropped: Boys - 1 Girls - 1

VI. Growth of the Child Through

A. Visual Education

1. Moving picture films of 16mm and 35mm - 15
2. Lantern slide sets - - 10
3. Film strips - - 12

a. Benefits which the older children received aside from knowledge of subject matter were:
(1) Understanding how the four machines were operated
(2) Delivering their own lectures about one or two of the lantern slides
(3) Written or oral compositions

B. Field Trips or Excursions

1. Educational - "To Observe, Record, Describe, Explain"

a. Trips taken by the entire class to: Oscar-Mayer Packing Plant, State Capitol Assembly Room and Senate Chamber, Forest Products Laboratory, the movie "Krakatoa", Display of Wisconsin Products at State Capitol.
b. Trips taken by smaller groups to: The University Physics Museum, Geology Museum, G.A.R. Museum, Historical Museum, University Avenue National Bank Vault, Hobby Show, Girls' Book Club at Loraine Hotel, Women's Display of Handcraft at the Woman's Building, Wisconsin Supreme Court, Gardner Bakery, Telephone Company, Water Works, Radio Station WHA

2. Recreational

a. By entire class to: The Shorewood School Operetta "Jack and the Bean Stalk", George Arliss movie, Longfellow auditorium play "Heidi", picnics to Olin Park, "Oliver Twist" movie.
b. By smaller groups to: The University Field House to hear President Hoover, and see him, the Band Tournament Parade, week-end trips to northern Wisconsin woods, picnics during the week as camp training.

C. Radio

1. Time allotted averaged 60 minutes a week.
2. Unique advantages

a. Children trained to record key words in a sentence and from those lists build up oral or written compositions.
b. By "turning the dial" children are taught to recognize, by comparison, "good" speaking voices, "good" music, and good programs.
c. The regular Friday morning musical programs conducted by Mr. Walter Damrosch were listened to attentively, indicating a growing appreciation for music.
d. Attention to radio programs meant the children's participation in the World's Current Events - while at school or at home; such as,
(1) The Inauguration of President Franklin D. Roosevelt; International Broadcasts by Premiers McDonald, Mussolini, Hitler; Campaign addresses by President Hoover; and the Calvin Coolidge Memorial Address; "The Lighting of the World's Fair" by Arcturus.

VII. Social Adjustments

A. An "Open House" reception given by the children to men and women interested in the school - at the school.

B. Weekly club meetings - conducted by the class.

C. Personal talks at the school by Madison citizens who spoke about their particular occupations.

D. Reception to 30 women, representatives of Madison's Women's Clubs, when they held their Revolving Loan Fund annual meeting.

E. Letter writing where advisable in acknowledging kindnesses shown children.

F. Girl Scout troop formed - with Miss Dorothy Desormeaux as leader.

G. Adoption of new report cards - stressing cooperation.

VIII. Meeting the Depression

A. Teacher salary waiver.

B. Open class discussions about saving

1. In the home - best foods to buy, etc.
2. In the school - water dripping, bubbler, school books, etc.

3. Using text books on hand rather than requisitioning new ones, as suggested by other authors.
4. Distributing 15 pieces of clothing to children.

IX. Plans for Next Year

A. Curriculum

1. To carry out the Junior Red Cross International Good Will idea of corresponding with a foreign European school for crippled children, exchanging notebooks, pictures, etc. Contact has been started with the Washington office.

B. The noon luncheon

1. Possible changes might be made so that children's eating habits be supervised and their luncheon period be enjoyed.

a. Encourage them to eat the food served.
b. Stimulate dainty eating habits for the cripples with awkward hands.

X. The 1933 Year Book is entitled "Official Guide to A Year of Progress". With apologies to the "Century of Progress Guide Book". This annual is prepared in a similar manner, intended to not only summarize our year's work but also to familiarize the children with the ideas which are embodied in the exhibits at the World's Fair, now being held in Chicago.

XI. As this report "goes to press" the University Radio Station WHA gave a special program on Friday, June 16, at 9:45 dedicated to the Science Explorers' Club of the Longfellow Cripple School because of the interest shown by them throughout the year in that particular broadcasting feature conducted during the school year.

C. Special Education of the Intellectually Subnormal

Aim: To develop habitual responses which are socially acceptable; simple skills in reading, writing, arithmetic, oral and written language, occupational activities, personal and health habits.

In training children of this type it is very necessary to create in them the love of achievement. The teachers have accomplished this by constantly stimulating interest through projects. In Hawthorne Annex with the older group a very beautiful Holland activity was produced. Originating in the arts and crafts room it became the nucleus for the geographical, academic, nature, health, social and historical, musical, clothing and food studies. The children never tired of drawing and coloring little Dutch boys and girls, making Dutch toys and listening to stories of the children in Holland who live on dairy

farms like our own and grow beautiful fields of tulips. Our children planted tulip bulbs and gorgeous blossoms came.

Another valuable project was developed by the teacher of home economics called The Lunch Box. Interesting units of this type were developed in both the East and West Centers, and outlines of each are on file in the Guidance office.

Weights and measurements were kept on all children throughout the year.

It is to be regretted that financial conditions make it necessary to close Hawthorne Annex next fall. The children who are now attending this center will be placed in special classes in Lowell and Emerson. We regret, also, the reduction of one teacher on the staff.

This special work throughout the state is not only handicapped normally because of the depression, but is doubly distressed financially by the act of the legislature in cutting out the appropriation for state aid for classes of subnormal children. We hope this backward step is only temporary in Wisconsin.

Enrolment for 1932-1933

The average monthly enrolment for the three special schools is as follows:

Subnormal	93.1
Crippled	41.1
Deaf	21.9

Note: The enrolment for crippled children does not include those who are enrolled in regular grades and go over to Longfellow Crippled for physiotherapy.

Expenditures — Period: July 1, 1932 to June 30, 1933

School for the Deaf	
Supplies and expenses	$ 35.39
Board and room for non-resident children	564.99
Transportation	551.06
Salaries	5196.77
Total	$ 6348.21
Special Schools	
Supplies and expenses	$ 1003.52
Transportation	264.84
Hawthorne Annex Building expenses	1507.78
Salaries	9638.88
Total	$12415.02
Speech Correction and Child Guidance	
Supplies and expenses - Child Guidance	$ 93.09
Supplies and expenses - Speech Correction	46.80
Salaries	6426.95
Total	$ 6562.84

School for Crippled Children

Supplies and expenses	$ 1009.00
Laundry and groceries	894.74
Transportation	480.54
Expense on Cars No. 5 and No. 6	893.80
Board and room	764.80
Salaries	7912.36
Total	$11955.24

Orthopedic Hospital School

Supplies and expenses	$ 186.30
Salaries of teachers and substitute	4140.85
Total	$ 4327.15

Submitted by

Pauline B. Camp

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
CENTRAL HIGH SCHOOL
1932-1933

In 1930, at the instigation of the guidance directors, two tentative programs were drawn up, agreed to, and approved by the High School Principals, the Supervisor of Guidance and Special Education, and the Superintendent. These were:

1. A Tentative Service Program for High School Guidance Directors
2. A Tentative Guidance Program for the High Schools

Copies of these programs are in the principal's files. It is considered desirable to allude to them again, inasmuch as the duties invoked in the guidance office, as well as the plans and recommendations made for each succeeding year, including 1933-34, have all been determined upon with the purpose of fulfilling the aims and duties set forth in these programs.

The following specific advances in this direction have been made during the past three years.

Testing Program

A definite plan of testing has been perfected. Four years ago, before there was a Junior High in conjunction with the Senior High, all pupils were given two Terman Group Tests, one in the 8th grade just before graduation, and another in some later year.

However, it is not necessary, and therefore wasteful, to give all pupils two tests. Only those should be tested a second or third time in whose cases there is doubt as to the reliability of the result. Secondly, all Terman Group Tests, to have value for guidance purposes, should be given in the 8th and 9th grade levels, preferably in the 8th. At higher grade levels, because of the limitations of the test itself, the indices obtained are less accurate. In addition, these indices should be available upon entrance into college preparatory subjects, not a year or two after admission.

For Junior High purposes the Terman Test has little value, because the results obtained with it in the7th grade are unreliable. It was therefore considered desirable to secure test information before pupils enter the 7th grade. The Child Guidance Department tests many graded school children with the Binet Test, the most reliable general intelligence index. All children are given the National group test sometime before the 6th grade level. However, only about one-third of these children are given the Binet, and the National seems to flatter the general scholastic ability of all children by several points.

Your guidance director therefore urged that all 6th grade children be given a reliable achievement test just before entering the 7th grade, to which the Child Guidance Department agreed. The Torgerson Test is now given to all 6th graders, and the scored tests forwarded to the proper Junior High School.

These tests are filed in the pupil folder of each pupil, kept in the home room, and are available to all subject teachers.

For Senior High purposes, one Terman Test is given in the 8th grade. All those pupils who score under 100 are given a second test in May, before their entry into the 9th grade. This plan will conserve test material and will give the most reliable indices at the time they are most useful.

In another year the University Test will be given only in the 10th grade and no longer in the 12th. As a result of correspondence which the writer has had with Mr. Henmon at the University, it may become possible next fall to substitute this test in the 8th and 9th grades for the Terman, and eliminate the 10th grade testing altogether. The data compiled so far seems to indicate that the Henmon-Nelson Test is just as reliable as the Terman. A decision on this matter is anticipated in the fall from the Superintendent's office. This change of tests would result in a substantial saving in testing expense, and would save considerable clerical work in scoring.

Individual Counseling

The statistical tables show the substantial increase from year to year in conferences with pupils, teachers, parents, and others, for general guidance purposes and for handling of special problem cases. These statistics are conservative, inasmuch as it is impossible to record all interviews during the rush weeks at the beginning and end of school terms.

Because of the many conferences with teachers during the past three years, during which the guidance director has had opportunity to explain the types of cases which in his opinion should be classed as special problems, the teachers have become very adept at referring the proper types of cases to the guidance office.

Work with Department Heads

The guidance director, during the last month of each semester, works very closely with the heads of the English, Mathematics and History departments in classifying pupils and in designating pupils for special classes or for Special Education List. These designations are the result of mutual agreement.

In addition, during the past three semesters, special effort has been made to induce indigent girls interested in Vocational electives to elect sewing courses in which Miss Reilly makes special plans for work which will have the added benefit of savings to the family in clothing expense.

The scholastic history of each incoming 10th grader is carefully reviewed for the purpose of making program designations and special subject recommendations.

Group Guidance

The guidance office has furnished material each year for home room guidance help and has held meetings with the Home Room Committees. Home room activity is very well developed in the Junior High School.

During 1932-33 regular bi-weekly meetings of the Senior High Home Room Committee were held. This committee worked out an outline of a minimum of routine and other desirable home room activities, a copy of which, with explanatory letter, will be in each home room teacher's hands when the fall term begins, for use during 1933-34.

The occupational talks in conjunction with the Kiwanis committee did not proceed so well as in previous years, principally because the Kiwanis Club did not inform us of their work plan for the year until April. For the coming term the guidance director plans to secure the pupil questionnaires early in October, and then arrange a comprehensive program of occupational talks scattered throughout the year. Such a program will avoid interference with other necessary school group activities.

Guidance Records

1. Home Room Records
   The activity record blanks, Junior High tests and questionnaires, and duplicate final record cards, contained in each pupil folder, together with carbon copies of correspondence concerning individual pupils, give home room teachers splendid material for individual guidance work and educational counseling. Only the special problems need be referred to the office.

2. Guidance Office
   The records and forms already in use, together with the records available in the principal's office, are adequate for all guidance purposes. These, with the special case folders containing case histories and correspondence regarding each pupil, need not be augmented upon.

Statistical and Research Work

Statistics and lists, such as those contained in the annual reports, are compiled each semester. These with the test data and some special economic data on families have produced reliable bases for curriculum planning, activity planning, and planning of special aid for indigent pupils.

The offer of the guidance director to conduct the special class in Mathematics and English for the small group of very retarded pupils in Junior High next fall has, as one of its purposes, the desire to obtain detailed statistical data as a basis for attempting to devise more effective means of educating such pupils, within the limits of their capacities, in tool subjects and their application to life situations.

Contacts with Parents, Social Agencies, etc.

Because of the thousands of home visits made during the past five years, the guidance director has a wide acquaintance among parents of Central pupils, as well as an intimate knowledge of the home environments of many of them. This has proved most valuable in counseling and in interviews, telephone conversations, and correspondence with parents.

Much use was made during the year of the Attendance Department, the Family Welfare Association, the Juvenile Protective Association, the Department of Outdoor Relief, and the Mother's Pension Bureau, in verifying information regarding the circumstances of families of Central pupils who claimed indigency or parental unemployment. The guidance director is especially grateful for the splendid assistance given by Miss Lewis and Miss Kowaleska.

A larger number of scholarship investigations were made and awards recommended than in any previous year. Assistance was also obtained from citizen sources for scholarship and graduation aid. The Rotary Club secured one scholarship award of $15.00 per month, Mrs. William T. Evjue donated $15.00 to assist girl graduates, Mr. Joseph Rothschild supplied twenty-four pairs of new shoes and stockings for deserving girls, financial assistance was obtained from relatives of two girls, and special articles of clothing were supplied for several girls and boys through the assistance of Miss Lewis.

Assistance was given in interviewing and advising boys and their parents with regard to applications for the U. S. Government Forestry Service for the unemployed. Five Central High boys were finally accepted.

Cooperative activity with the Vocational School was maintained in pupil transfers from and to this school and in the formation of joint school programs for several pupils.

Recommendations for 1933-34

1. That all cases of withdrawals because of illness, or to go to work or to the Vocational School, be referred to the Guidance Department as soon as they are discovered, for contact with the pupils or their parents before the withdrawal is finally accepted as such by the school. Some unfortunate experiences which pupils and the school have had in the past might be avoided by this means. It is also advisable that the school assure itself that a constructive, alternative program has been worked out for such withdrawal cases, and if not, that the guidance director assist in formulating such a program.

2. That all attendance cases which reveal themselves as chronic problems be referred to the guidance director. In such chronic cases the irregular attendance is merely a manifestation of a deeply rooted cause, which requires thorough social investigation and the planning of a cooperative program with parents and pupil for its removal.

3. That a cooperative pupil information exchange plan be worked out between the Health and School Departments, as recommended in the Guidance Report of 1930-31.

4. That the principal again in September remind teachers of the correct use of the designations, "Incomplete", "Condition", "Strong Work Condition", "F", and "Fail", to prevent the infiltration of misuse of these terms. This is considered a desirable reminder for every year.

5. That the principal instruct home room teachers in the inauguration of fundamental steps in home room organization and guidance, as outlined in the report of 1930-31. This was not completely carried through because of the limitations upon the time and energies of our previous, part-time, principal. It is especially desirable now, in conjunction with the activity plan worked out by the Home Room Committee.

6. That home room teachers be requested to check carefully all preliminary pupil programs against their copies of the final record card, to make sure that requirements for graduation are being complied with from semester to semester.

   All ordinary educational counseling should be done by the home room teacher. Only the cases presenting special problems should be referred to the guidance office.

7. That if conferences are held by principal or assistant principal with special social, economic, or behavior problem cases, some written record be made of any social, economic, or psychological facts divulged, so that this information may be placed in the pupil file in the guidance office. It would help to preserve continuity of records and information on these special cases, for use in future conferences with pupils or parents, and would make significant information available in the guidance office, which might otherwise be lost altogether.

8. That a pupil chronology and record book be inaugurated as a home room activity in the 10B grades in September. "My Life Book", written by Mr. Waehler and Mr. Stoddard, appeals very strongly to the writer as an excellent book to provide a cumulative record of high school and other activity from which pupils would derive much general, cultural benefit, and which they would prize highly as a memento in future years.

9. That a committee of three women teachers be named by the principal to act as a special committee to which the small number (5 to 10) of very aggravated girl cases could be referred for corrective treatment and guidance. The guidance office would cooperate with such a committee by making the initial investigation and diagnosis of the case with recommendation for treatment. It is an established principle of adolescent problem case work that girl cases should be handled by women and boy cases by men for proper confidential counsel and response.

Submitted by

Grant C. Haas

Table 1

DAILY ROUTINE STATISTICS

University Psychological Tests given	437
Terman Group Tests given	520
Number interviews with girls	689
Number interviews with boys	1009
Number interviews with teachers	330
Number interviews with parents	111
Number interviews with others	190
Homes visited	15
Other visits, places of business, court, police station, other schools, etc.	31
Referred to School Nurse	22
Referred to Attendance Department	20
Referred to Guidance Department	7
Referred to District Attorney	1
Referred to Public Agencies	22
Referred to Private Clinics	2
Employment found for	15
Interviews regarding employment	32
Number of indigent pupils to whom books supplied, or fees remitted	330
Number of indigent pupils provided with cafeteria meals, for health or mal-nutrition reasons	46
New scholarship investigations, 1932-33	12
New scholarship awards, 1932-33	7

Table 2

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

Senior High, 1932-33

	Number	Percent
Retarded Mental Capacity (I.Q. below 96)	212	26.3%
Average Mental Capacity (I.Q. 96 to 116)	453	56.2%
Superior Mental Capacity (I.Q. over 115)	141	17.5%
Totals	806	100.0%

Note: Tabulation includes: 70 January, 1933, graduates
82 January, 1933, incoming 10B pupils (2 withdrew)

Junior High, 1932-33

	Number	Percent
Retarded Mental Capacity (I.Q. below 96)	133	30.6%
Average Mental Capacity (I.Q. 96 to 116)	230	52.9%
Superior Mental Capacity (I.Q. over 115)	72	16.5%
Totals	435	100.0%

Note: Tabulation does not include 7th grade pupils
Tabulation does include 84 January, 1933 outgoing 9A pupils

Table 3

WITHDRAWALS

Senior High School
First Semester, 1932-33

Reason	Boys Ret	Boys Ave	Boys Sup	Girls Ret	Girls Ave	Girls Sup	Totals
Court Conviction		1					1
Illness		2	1		1		4
Married				1			1
Moved Out of City	1				2		3
Other City Schools		3			1		4
Over 18	1	2		1			4
Vocational	2	2	1		1		6
Work - Over 18	2						2
Totals	6	10	2	2	5	0	25
Work & Vocational, no test		1					
Total Boys - 19				Total Girls - 7			

Senior High School
Second Semester, 1932-33

Reason	Boys Ret	Boys Ave	Boys Sup	Girls Ret	Girls Ave	Girls Sup	Totals
Illness		1		1	2		4
Moved Out of City		1	1		2	1	5
Other City Schools		1			1		2
Over 18					1		1
Post Graduates		3	1	1	1	1	7
Rural District					1		1
Vocational		1			1		2
Work - over 18	2	1		1			4
Totals	2	8	2	3	9	2	26
Total Boys - 12				Total Girls - 14			

Table 4

Junior High School
First Semester, 1932-33

Reason	Boys Ret	Boys Ave	Boys Sup	Girls Ret	Girls Ave	Girls Sup	Totals
Moved Out of City	1	2			1		4
Other City Schools	1	2			1		4
Vocational		1					1
Totals	2	5	0	0	2	0	9
Moved Out of City, no test					2		
Total Boys - 7				Total Girls - 4			

Table 4 Continued

Junior High School
Second Semester, 1932-33

Reason	Boys Ret	Boys Ave	Boys Sup	Girls Ret	Girls Ave	Girls Sup	Totals
Moved Out of City	1		2	2	1	1	7
Other City Schools		1		1			2
Vocational	2			1			3
Totals	3	1	2	4	1	1	12
Illness, no test					1		
Moved Out of City, no test		2					
Other City Schools, no test		1					

Total Boys - 9

Total Girls - 7

Table 5

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

Incoming 10B's - January, 1933

	Number	Percent
Retarded Mental Capacity (I.Q. below 96)	31	36.9%
Average Mental Capacity (I.Q. 96 to 116)	40	47.6%
Superior Mental Capacity (I.Q. over 115)	13	15.5%
Totals	84	100.0%
Deaf Girl, no test	1	
AVERAGE IQ = 100.14	85	

Incoming 10B's - September, 1933

	Number	Percent
Retarded Mental Capacity (I.Q. below 96)	25	16.7%
Average Mental Capacity (I.Q. 96 to 116)	87	58.0%
Superior Mental Capacity (I.Q. over 115)	38	25.3%
Totals	150	100.0%

AVERAGE IQ = 104.5

Table 6

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

Graduates - January, 1933

	Number	Percent
Retarded Mental Capacity (I.Q below 96)	21	30.0%
Average Mental Capacity (I.Q. 96 to 116)	38	54.3%
Superior Mental Capacity (I.Q. over 115)	11	15.7%
Totals	70	100.0%

AVERAGE IQ = 103.3

Table 6 Continued

Graduates - June, 1933

	Number	Percent
Retarded Mental Capacity (I.Q. below 96)	27	18.0%
Average Mental Capacity (I.Q. 96 to 116)	94	62.7%
Superior Mental Capacity (I.Q. over 115)	28	18.7%
Special Graduate, no test	1	
Totals	150	100.0%

AVERAGE IQ = 105.7

Table 7

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

Senior High School
First Semester, 1932-33

	Retarded Boys	Retarded Girls	Average Boys	Average Girls	Superior Boys	Superior Girls
Con or Fail, 2 subjects	4	4	7	7	4	0
Con or Fail, 3 subjects	0	2	3	2	0	0
Con or Fail, 4 subjects	0	0	0	0	0	0
Totals	4	6	10	9	4	0

Total No. boys = 18 Percent of all boys = 5.04%
Total No. girls = 15 Percent of all girls = 4.24%
Total No. pupils = 33 Percent of all pupils = 4.64%

Total Number of pupils in Central Senior High School First Semester, 1932-33 = 711 (Boys = 357, Girls = 354)

Senior High School
Second Semester, 1932-33

	Retarded Boys	Retarded Girls	Average Boys	Average Girls	Superior Boys	Superior Girls
Con or Fail, 2 subjects	4	0	8	5	1	0
Con or Fail, 3 subjects	1	1	3	5	0	0
Con or Fail, 4 subjects	1	1	0	0	1	0
Totals	6	2	11	10	2	0

Total No. boys = 19 Percent of all boys = 5.25%
Total No. girls = 12 Percent of all girls = 3.27%
Total No. pupils = 31 Percent of all pupils = 4.25%

Total Number of Pupils in Central Senior High School Second Semester, 1932-33 = 729 (Boys = 362, Girls = 367)

Table 5

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

Junior High School
First Semester, 1932-33

	Retarded Boys-Girls		Average Boys-Girls		Superior Boys-Girls	
Con or Fail, 2 subjects	2	2	1	1	0	0
Con or Fail, 3 subjects	1	0	4	0	0	0
Con or Fail, 4 subjects	0	0	0	0	0	0
Totals	3	2	5	1	0	0

Total No. boys = 8 Percent of all boys = 3.2%
Total No. girls = 3 Percent of all girls = 1.25%
Total No. pupils= 11 Percent of all pupils= 2.25%

Total Number of Pupils in Central Junior High School First Semester, 1932-33 = 488 (Boys = 250, Girls = 238)

Junior High School
Second Semester, 1932-33

	Retarded Boys-Girls		Average Boys-Girls		Superior Boys-Girls	
Con or Fail, 2 subjects	1	2	2	0	1	0
Con or Fail, 3 subjects	1	1	0	0	0	0
Con or Fail, 4 subjects	0	1	2	1	0	0
Totals	2	4	4	1	1	0

Total No. boys = 7 Percent of all boys = 2.66%
Total No. girls = 5 Percent of all girls = 2.16%
Total No. pupils= 12 Percent of all pupils= 2.43%

Total Number of Pupils in Central Junior High School Second Semester, 1932-33 = 494 (Boys = 263, Girls = 231)

Table 9

COMPARISON OF CON LISTS AT QUARTER, 1931-32 WITH 1932-33

End of Quarter, First Semester 1931-32

	Retarded Boys	Retarded Girls	Average Boys	Average Girls	Superior Boys	Superior Girls
Con or Fail, 2 subjects	14	8	29	7	3	3
Con or Fail, 3 subjects	1	2	4	1	0	0
Con or Fail, 4 subjects	1	2	1	0	0	0
	16	11	34	8	3	3

Total Boys - 53 Total Girls - 23 Total Pupils - 76

End of Quarter, Second Semester 1931-32

	Retarded Boys	Retarded Girls	Average Boys	Average Girls	Superior Boys	Superior Girls
Con or Fail, 2 subjects	7	8	14	14	1	5
Con or Fail, 3 subjects	1	3	2	1	0	1
Con or Fail, 4 subjects	0	0	0	0	0	0
	8	11	16	15	1	6

Total Boys - 25 Total Girls - 32 Total Pupils - 57

End of Quarter, First Semester 1932-33

	Retarded Boys	Retarded Girls	Average Boys	Average Girls	Superior Boys	Superior Girls
Con or Fail, 2 subjects	7	7	26	13	2	1
Con or Fail, 3 subjects	1	2	9	2	1	0
Con or Fail, 4 subjects	0	0	0	0	0	0
	8	9	35	15	3	1

Total Boys - 46 Total Girls - 25 Total Pupils - 71

End of Quarter, Second Semester 1932-33

	Retarded Boys	Retarded Girls	Average Boys	Average Girls	Superior Boys	Superior Girls
Con or Fail, 2 subjects	6	5	26	12	2	2
Con or Fail, 3 subjects	2	1	4	3	0	0
Con or Fail, 4 subjects	0	0	2	0	1	0
	8	6	32	15	3	2

Total Boys - 43 Total Girls - 23 Total Pupils - 66

Table 10

PRIMARY FACTORS IN FAILURES

Con List - Senior High - June, 1933

In all cases of failure in school work there are a number of subtly interwoven factors. However, in the more aggravated cases, the con list, there is usually a dominant or primary factor overshadowing lesser contributory factors.

The following table is an analysis of con list pupils, classified as to the dominant factor in their failures as revealed to the guidance director by study of and counseling with these cases. These are real causes of pupil failure, as contrasted with those conventionally given.

Primary Failure Cause	No. Pupils
Retarded Mental Ability	7
Lack of Aptitude for Subjects (Shorthand - typing)	3
Poor Health	1
Disorientation to City High School	1
Interference of Outside Occupation Necessary to Livelihood	1
Phlegmatic, inadequate, personality, manifesting poor work habits	7
Disorganized personality due to Disorganized Home Environment	6
Marked Emotional Instability	3
Very Irregular Graded School Preparation	2
No Apparent Primary Factor	1
Total	32

Table 11

SENIOR HIGH CON LIST STATISTICS

First Semester

	Total Number in Group	Number in Group on Con List	Percent of Con List to Group
Retarded	181	10	5.52%
Average	413	19	4.60%
Superior	128	4	3.12%

Second Semester

	Total Number in Group	Number in Group on Con List	Percent of Con List to Group
Retarded	191	8	4.18%
Average	415	21	5.06%
Superior	130	2	1.54%

Special Education Pupils Graduated
1932-33

Lawrence Johnson, June
Kenneth Meehan, June
Dennis Murphy, January
Evelyn Schmelzkopf, June
Sue Simonetta, June

Table 12

COMPARISON OF MENTAL CAPACITIES OF FORMER GRADUATING CLASSES WITH THIS YEAR'S GRADUATING CLASSES

Showing Marked Increase in Percentage of Retarded Pupils Who Finish High School

	Retarded	Average	Superior
Graduates - June, 1926			
Number of pupils in each group	22	129	19
Percent of each group to total	12.9%	75.9%	11.2%
Graduates - January, 1927			
Number of pupils in each group	5	59	13
Percent of each group to total	6.5%	76.6%	16.9%
Graduates - June, 1927			
Number of pupils in each group	9	121	27
Percent of each group to total	5.7%	77.1%	17.2%
Graduates - June, 1932			
Number of pupils in each group	34	100	38
Percent of each group to total	19.8%	58.1%	22.1%
Graduates - January, 1933			
Number of pupils in each group	21	38	11
Percent of each group to total	30.0%	54.3%	15.7%
Graduates - June, 1933			
Number of pupils in each group	27	94	28
Percent of each group to total	18.0%	62.7%	18.7%

NOTE: In 1926 and 1927 there were x, y, z groupings in 9th and 10th grade English, History, and Mathematics. There were no classes in the following: Pre-Math, Practical Math, Reading and Correspondence, General Science, McKinley History, and special U. S. History. There was no Special Education Group. In 1932 and 1933 all these special classes were available to retarded pupils, in addition to informal ability grouping in the regular college preparatory subjects. There is also a Special Education List, which waives the usual requirements for those pupils.

Statistical tables numbers 10 and 11 in the 1931-32 annual report are adequate proof of the fact that the number of failures has been materially reduced for retarded pupils by the addition of special classes suited to their ability.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
EAST HIGH SCHOOL
1932-1933

It was the intention of the guidance director, upon entering the system in January, to direct the work of the guidance department with the least possible amount of change in the present set-up. She has accordingly tried to continue the purposes, methods, and work so capably organized and executed by the former director.

The report following is based on weekly reports given during the year to the Principal of East High School and the Director of Child Guidance and Special Education. The work of the present guidance director has primarily been a period of orientation. She has applied herself to studying East High School and the Madison Public Schools, and to some extent, the community of Madison, and has tried to interpret the situations in their relation to the whole problem of education everywhere.

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IX Homeroom Guidance
X Evaluations and Suggestions

I. Orientation in East High School

A. Visits to classes, clubs
During the first few weeks the guidance director aimed to familiarize herself with each department in the school. Shops, laboratories, clubs, and some classes were visited. Courses of study from each department were carefully studied, A superficial survey of available material in both libraries was made. This should be followed by a careful analysis of this material and a closer relation between library and guidance office should be established.

B. Meetings Attended East High School
Meetings attended (134) include:
Teachers' meetings
Parent-Teachers' Association
Boys' Vocational Club
Committees of Boys' Vocational Club
Committees for various homerooms on homeroom guidance
Committees of Girl Reserves

Meetings attended and addressed (17)
Parent-Teachers' Association
Homerooms and 10A classes, chiefly on subjects in the homeroom guidance plan
Junior and Senior High Girl Reserves

II. Testing
Total tests given and scored under direction of guidance office - 1208
Tests used
Group tests
Terman Group Tests of Mental Ability for pupils of grades 7 through 12, forms A and B
Kuhlmann-Anderson Grade VI for all 6A's in January and for those 6B and 6A pupils who will enter East in September about whom there was a question. A Terman test was given to one group who had taken the Kuhlmann-Anderson the previous year.

Individual tests
Binet Simon
Aims: To have an index recorded for each pupil in school.
Plan: To test every two years; as sixth grades, before entering Junior High; then again in the 8A before selecting ninth grade electives, and 10A grades. This was accomplished in the 8th and 10th grades, but as a means of economy, only those 6th graders were tested who had not been tested for more than two years, or who, in the principal's estimation, might be material for the special class.
Aims: (Contd) To test all entering or re-entering pupils unless a recent record was available.
To retest pupils at request of teachers, agencies, etc.

III. Records and Reports

A. Records

A social record card for every person enrolled in the Senior and Junior High Schools. This has included for each pupil in school the following:

A card checked each semester by program file
At least one test result recorded. All test results added as given
All data filled in on front of card

Program cards in guidance office, complete each semester

An account in the case history files for each pupil interviewed, Other valuable material is filed here including questionnaires, records of conferences with parents, social histories, etc.

Complete file of attendance sheets for the year. These are carefully studied daily by the guidance director.

List of withdrawals for the year as reported to attendance department.

Classification of incoming seventh graders for special classes.

B. Reports

Weekly to principal and director of department

Special
- National Convention
- Special classification for seventh grade
- Occupational Interest Survey

Annual

IV. Conferences

A. With Pupils

Total first conferences	227
Total second conferences	220
	447
Total brief contacts	1537
	1984

By a conference is meant an interview of some length with a definite problem to discuss. Many of the 227 pupils were interviewed a second or more time. The guidance director made no attempt to confer with every pupil whose grades showed failure, but more intensive work should be done on this problem next year.

By a brief contact is meant some relationship to a pupil which is not of enough importance to be classed as a conference. Often a contact was made to learn the outcome of previous conferences. The number of contacts was greatly increased by the activities of the homeroom guidance plan. Brief contacts are usually voluntary on the part of the pupil and are to some extent a measure of how fully the services of the guidance office are felt by the pupils. Though they consumed much of the time of

the guidance director, they were not discouraged because of the fine opportunity they gave to know the normal pupils in the school. Because of this valuable contact through the homeroom guidance plan, and through the 37 members of the Boys' Vocational Club, the guidance office is not in any sense regarded as a place for queer or poor pupils only.

B. Other Conferences

Conferences with the principal were tabulated only when some matters of importance or length were discussed.

Conferences with the vice principal occurred almost daily. The encouragement and generous assistance of Miss Hargrave have been an invaluable help to the guidance director, and what progress has been made in knowing the pupils and understanding the policies of the school was, to a great extent due to her.

Conferences with the nurse occurred almost daily. The guidance director wishes to express her appreciation to Miss Graham for her fine cooperation. Her knowledge of the childrens' home condition is so broad that it has made possible a far better understanding of the Junior High pupils.

Conferences with Mr. Brown, the principal of the Junior High, occurred almost daily. His understanding and complete cooperation have definitely increased the efficiency of this department.

Conferences with Individuals Outside East High School Other Than Parents and Agencies

These include:

Director of Guidance and Special Education
Miss Reinking, West High School guidance director
Mr. Haas, Central High School guidance director
Dr. Edgerton, Bureau of Guidance, University of Wisconsin
Professor Kimball Young, University of Wisconsin
Probation Officers
Attendance Department
Judge of Juvenile Court
Outdoor Relief Office - two social workers interviewed
Police Department
Mother's Pension Bureau
Juvenile Protective Association
Representative of State School, Sparta Wisconsin
Kiwanis Representative in regard to Occupational Studies
Adult Dental Clinic
Professor Ragsdale
Police Matron
Representative of International Correspondence School
Girl Scouts Organization
Girl Reserve Organization
Professor Pulver University of Wisconsin

Pupil Conferences and Contacts
East High School

First Conferences by sex of pupils in each school

	Senior High	Junior High	Total
With boys	59	62	121
With girls	51	55	106
	110	117	227

Second and Other Conferences

	Senior High	Junior High	
Interviews by former director not classified by sex	105	19	124
By present director			
With boys	29	30	59
With girls	25	12	37
	159	61	220
	110	117	227
	269	178	
Grand total of Conferences			447

Brief Contacts in Each School

	Senior High	Junior High	
By former director	436	173	609
By present director	394	534	928
	830	707	1537
GRAND TOTAL - pupil conferences and contacts	1099	885	1984

Pupil Conferences
Senior High School

Source of Conference	Boys	Girls	Totals	Grand Totals
I Referred by principals and teachers in regard to:				
School adjustment and failure	*1 - 4	*1 - 4	10	
Social and other adjustments	1	*1 - 1	3	
Work	1	3	4	
Health and physical needs	*1 - 2	2	5	
Scholarships		1	1	
Educational and vocational plans	*1 - 2		3	
Totals	*3 - 10	*2 11	26	26
Referred by family	0	1	1	
Referred by agencies	*1	*1	2	
Referred by nurse	1		1	
Totals	*1 - 1	*1 - 1	4	4

		Boys	Girls	Totals	Grand Totals
II	Called by guidance director in regard to:				
	Employment		5	5	
	Educational plans	*1 - 1		2	
	Health	0	0	0	
	School or social adjustment	1	2	3	
	Scholarships	12	1	13	
	Withdrawals	*1		1	
	State charge	2		2	
	Totals	*2 - 16	8	26	26
III	Came voluntarily in regard to:				
	Homeroom guidance	2	6	8	
	Getting work	1	3	4	
	Educational and vocational plans	*4 - 13	*4 - 7	28	
	School adjustment	2	4	6	
	Home adjustment		*1	1	
	Vocational club		1	1	
	New and re-entering	*1 - 1	2	4	
	Totals	*5 - 19	*5 - 23	52	52
			GRAND TOTAL		110

*Conferences by former guidance director

Pupil Conferences
Junior High School

Source of Conference		Boys	Girls	Totals	Grand Totals
I	Referred by principals and teachers in regard to:				
	School ability	*1		1	
	Health and appearance	*1 - 1	2	4	
	School adjustment and achievement	*12 - 12	*1 - 12	37	
	Educational and vocational plans	*1		1	
	Social and home adjustment	1	6	7	
	Totals	*15 - 14	*1 - 20	50	50
	Referred by family	1		1	
	Referred by agency	*1 - 1		2	
	Referred by nurse	*1		1	
	Totals	*2 - 2		4	4
II	Called by guidance director in regard to:				
	School difficulties and failures	*1 - 2	*3	6	
	Other adjustments	*1 - 1	4	6	
	Place to work	*1	8	9	
	Withdrawals	3	*1 - 1	5	
	New or re-entering	*1 - 10		11	
	Totals	*4 - 16	*4 - 13	37	37

Pupil Conferences (Contd)

	Boys	Girls	Totals	Grand Totals
III Came voluntarily in regard to:				
Educational plans	2	9	11	
Homeroom guidance		2	2	
School adjustment	*1 - 3	4	8	
Work		*1	1	
Totals	*1 - 5	*1 - 15	22	22
*Conferences by former guidance director			GRAND TOTAL	113

FIRST INTERVIEWS
Girls
Senior High School

Source of Conference	10B	10A	11B	11A	12B	12A	P.G.	Totals
Referred by principals and teachers re								
School adjustment and failure	3	1		1				5
Social and other adjustment		1	1					2
Work						5		5
Health and physical needs						1		1
Scholarships			1					1
Referred by family	1							1
Referred by agencies					1			1
Called by guidance director re								
Employment				1		2		3
School or social adjustment	1			1		1		3
Scholarships		1						1
Came voluntarily re								
Homeroom guidance	2	1	3					6
Getting work	1		1	2			1	5
Educational and Vocational plans	1	2	3	1	1	1	1	10
School adjustment	1	3		1				5
Home adjustment					1			1
New and re-entering	1							1

Junior High School

	7B	7A	8B	8A	9B	9A		
Referred by Principal and teachers re								
Health and appearance	1	1			1	1		4
School adjustment and achievement	1	1	1	1	1	1		6
Social and home adjustment	1	1	3	2		3		10
Referred by family								0
Called by guidance director re								
School difficulties and failure	1		1	1				3
Other adjustments		2				1		3
Place to work						2		2
Withdrawals					1			1
New and re-entering	1	3	1	2	3			10
Came voluntarily re								
Education plans						9		9
Homeroom guidance					1	1		2
School adjustment and progress				2		2		4
Work					1			1
TOTALS - Junior High	55					GRAND TOTAL		106
Senior High	51							
	106							

FIRST INTERVIEWS
Boys
Senior High School

Source of Conference	10B	10A	11B	11A	12B	12A	P.G.	Totals
Referred by principal and teachers re								
School adjustment and failure	3			2				5
Social and other adjustment		1						1
Work						1		1
Health and physical needs	1		1			1		3
Educational and vocational plans				2				2
Referred by family								0
Referred by agencies					1			1
Referred by nurse	1							1
Called by guidance director re								
School or social adjustment	1		1			1		3
Scholarships	2	1	3	3	2	1		12
Withdrawals			1					1
State charge		1	1					2
Came voluntarily re								
Homeroom guidance	1			1				2
Getting work						1		1
Educational and vocational plans	3	2		5	3	5	2	20
School adjustment	1		1					2
Vocational Club						1		1
New or re-entering			1					1

Junior High School

	7B	7A	8B	8A	9B	9A		
Referred by principal and teachers re								
School ability	2		1		1	1		5
School adjustment and achievement		1	6	3	6	8		24
Social and home adjustment	1							1
Referred by family	1							1
Referred by agency		1			1			2
Referred by nurse				1				1
Called by guidance director re								
School difficulties and failure					2			2
Other adjustments		2		1	1			4
Withdrawals					1			1
New or re-entering		1	3		5	3		12
Came voluntarily re								
Educational plans				1	1	1		3
School adjustment and progress	2	1	2	1	1			7

TOTALS - Junior High	63	Boys GRAND TOTAL	122
Senior High	59	Girls GRAND TOTAL	106
	122	G R A N D T O T A L	228

Conferences

East High School

	Senior High		Junior High		Totals
With Principals	(*No record kept)	10	Daily - no record kept		10
Conferences with teachers	*34	44	*49	51	178
Conferences with parents					140
At school	*14	13	*10	19	
At home	*5		*1	1	
By telephone	*14	12	*12	39	
Total other than pupil - E	*67	79	*72	110	328
Total pupil conferences		269		178	447
Grand Total		415		360	775
Total - brief contacts - pupils		830		707	1537
Total - brief contacts - teachers		127		182	309
Grand Total - Conferences and Contacts		1372		1249	2621
Total conferences outside but affecting East High School					24
GRAND TOTAL - Conferences and Contacts within and outside of East High School					2645

This does not include the daily conferences with the assistant principal, principal of Junior High, or the school nurse.

*Conferences of former guidance director

V. Community Contacts Other Than Individual Conferences

Agency Contacts (378) is a general term signifying a brief contact or longer interview at school, at the agency headquarters, or by telephone with a great variety of persons and offices not included under Conferences.

The agencies involved include:
Dane County Outdoor Relief
State Board of Control
State Industrial Commission
State Department of Vocational Rehabilitation
State Orphan Home
Office of Superintendent of Schools

Office of the Department of Child Guidance and Special Education
Office of the Guidance Directors at West and Central High Schools
Office of the Superintendent of the First District Dane County Rural Schools
University of Wisconsin
- Department of Guidance
- Registrar
- Dean of Education
- Office of College of Letters and Science
- School of Journalism
- University Employment Bureau

Vocational School
- Attendance Department
- Employment Office
- Commercial Department

Public Welfare
Public Health
Adult and Juvenile Dental Clinic
Service Shop
Social Service Department - Madison General Hospital
Wisconsin General Hospital Clinic and X-ray Therapy
Dental Clinic
Orthopedic School
Visiting Nurses' Association
Girl Scouts
Kiwanis Club
Probation Office - Miss Clark
Mother's Pension Bureau
Confidential Exchange
Police Matron
Business and Professional Women's Club
Children's Home Aid Society
Madison Public Schools
Madison Parochial Schools
Attendance Department
Employers of Pupils and possible employers
National Cash Register Company
McPyncheon Fund Trustees
City Library
Sparta Public School Field Department
Trustees - Vocational Scholarship
Red Cross
State Journal
Anderson School of Cartooning

VI. Material Aids to Pupils

This service has grown considerably during the year. In view of the present conditions, the guidance director feels this to be a most essential service.

A. Scholarships

McPracheon

First semester	Number Receiving	Amount	Grand Totals
Boys (2 graduated)	11	$900	
Second semester			
Boys (9 from first semester, 1 additional, recommended and accepted)	10	720	
	Total	$1620	$1620

Vocational Scholarships

First semester			
Boys	1	$ 25	
Girls	4	225	
Second semester			June 12, 1933
Boys	1	25	$ 10
Girls	4	225	90
	Total	$500	$500 $600

Business and Professional Women's Scholarship

Girls			
For nine months	1	$ 90	
For five months	1	25	
	Total	$ 115	$115
	GRAND TOTAL		$2235

Total Girls receiving scholarships - 6	$ 565 .. 90	
Total Boys receiving scholarships -13	1670 .. 10	
GRAND TOTAL	$2235	$2335

B. Employment Placements

	Former Director	Present Director	Total
	5	5	10 girls

Junior high 2
Senior high 8

Kind: All girls, and all to work for room and board.

Contacts with employers	36	28
Calls on employers	1	3

If the employer had not previously employed an East High girl, the guidance director called to promote an understanding of duties between employer and girl. The guidance director has observed state wage regulations in all placements.

Material Aids (Contd)

C. Food and Clothing Boxes of apples donated by Miss Hargrave and Mrs. Miller

A fund of $5.00 was contributed by the former director. This was expended as follows:

2 boxes of apples @ $1.85	$3.70
Mittens	.50
Comb	.25
Tooth Brush	.10
Sewing materials	.25
Emergency cab.	.15
Personal needs	.05
	$5.00

Food 32 pupils recommended for free lunch (5¢ - 10¢) on one or more occasions. If a daily lunch was necessary, an attempt was made to have pupils pay for this through some daily service.

Clothing

The guidance director continued the collecting of second hand clothing and dispensed it to pupils. The teachers have contributed much of this and have been most cooperative. Miss Hargrave and Miss Graham, the school nurse, have been of great assistance in bringing needy pupils to the attention of this office. Clothing was given to at least 27 girls and 5 boys.

VII. Educational and Vocational Guidance

This, for the most part has been approached by means of the homeroom guidance plan and by individual conferences and in the following ways:

A. Through homerooms
An occupational survey
Talks to homerooms on occupations for boys or girls
Distribution to homerooms of announcements of educational opportunities as:
Available scholarships of the various schools
University of Wisconsin Extension Department Bulletins
Bulletins of the Vocational School
Summer school courses at Central
Announcements of radio talks, summer camps, etc.

B. Through the school paper
Reports of occupational studies of activities in the various homerooms and summaries of occupational talks.
The guidance director agrees with the former report and believes that a more organized use of the school paper should be made.

C. Through the Boys' Vocational Club (37 members)
Other than their club activities, committees from this club were most helpful in assisting in the building up of the occupational files, taking charge of two bulletin boards which were changed each week, and in filing the educational and occupational material which was drawn from the guidance office daily.

D. Through the Guidance Office Library
This has grown greatly during the year. It contains several complete sets of University Bulletins, all Wisconsin colleges, 30 universities, 17 technical schools, 20 preparatory and non-coeducational schools. These have been indexed in the above classifications and occupationally, as: - schools of art, agriculture, architecture, etc.

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

The clippings and pamphlets in the occupational files have increased considerably.

The following summary, by no means complete, shows to some extent, how pupils have drawn out this material from the office. Many more came in after school and during free periods to use the material in the office.

Pupils Borrowing Material for Over-night - 152 - Second Semester
(no record kept first semester)

Vocational material loaned (number of pamphlets or books)

Mining - 6 students (mostly mining colleges)
Aviation - 12
Navy - 1
Annapolis - 1
Secretarial and Clerical - 3
Agriculture - 1
Forestry - 8
Business information - 5 Business College - 4
Engineering - 6 (mostly schools of)
Printing - 2
Architecture - 2
Law - 4
Beauty Culture - 3
Nursing - 10 (schools of)
Medicine - 8
Journalism - 5 (schools of)
Veterinarian - 1
Art - 8 (schools of)
Music - 4 (schools of)

Books on general vocations or preparation - 26
Character and Personality - 17
Citizenship Aspects - 1
Special Subjects
Physical Education - 4
Hobbies - 5
Home Economics - 3
Speech - 1
General Educational information - 5
University and College Bulletins - 60
Because some of the material listed under Vocational is definitely School training, the educational material was loaned more often and in more demand it seems. There is great overlapping.

Vocational Questionnaire

East High School

Summary of Vocations Listed as First Choice

Business, Clerical	167
Educational	103
Health and Healing	88
Engineering	63
Artistic, Drama, etc.	47
Motor, Air Transportation	46
Personal Service	36
Metal and Printing Trades	34
Agriculture	28
Legal and Civic	26
Artistic Design	25
Business, Sales Service	19
Building Trades	13
Sewing and Dressmaking	5
Social Welfare	4
Business, Banking	2
Research	1

Results of Vocations Questionnaire

Question V: Why are you attending High School?

a. Parents insist	49
b. You desire to	809
c. Law requires	6
Indefinite answer	20
Total	884

Question VI: Will you leave at the age of 18?

Yes	34
No	802
Doubtful	29
Total	865

Question VII: Do you plan to graduate?

Yes	853
No	11
Doubtful	2
Total	866

Question VIII: Will you continue schooling after graduation?

Yes	420
No	233
Doubtful	185
Total	838

Question IX: Where will you continue schooling?

Beauty Culture School	3
Bradley Tech	1
Chicago Art Institute	2
Chicago College of Dancing and Singing	1
Chicago Normal School	1
Chicago (Nursing and Beauty Culture)	1
Columbus	1
Doubtful	207
Edgewood College	1
Four C College	3
LaCrosse Teachers' College	2
Madison Business College	22
Mayo Brothers Nursing	1
Marquette	1
Milwaukee Downer Seminary	2
Milwaukee Teachers' Normal	2
New W M., Minnesota	1
Northwestern College	1
Notre Dame	2
Nursing	4
P. G. Course at East	4
Ripon	2
State Teachers' College	1
St. Elmo, Illinois	1
St. Mary's Hospital	1
Teachers' College	3
University of Arizona	1
University of Illinois	1
University of Minnesota	2
U. S. Naval Academy at Annapolis	1
University of Washington	1
University of Wisconsin	216
University of Valparaiso	1
Vocational School	29
West Point	2
Whitewater Normal	9
Wisconsin Library School	1
Wisconsin School of Music	1
Total	536

VIII. Curriculum Changes

A. The guidance director has made an effort to become thoroughly familiar with the courses of study of each department, for this knowledge is essential to efficient educational counselling, but she has not felt sufficiently well informed to take any active part in curriculum construction except for the

B. Special Seventh Classes
Upon the suggestion and help of Mr. Brown, Principal of the Junior High School, and Miss Camp, Director of Child Guidance and Special Education, a group of about 70 pupils who will enroll in the Junior High in September, 1933, were selected for special classes.

The procedure was as follows:
Conferring with the principals of the schools who were sending pupils, to recommend those who principal and teachers felt might be best in a special class.

Testing any on whom there had been no recent mental test with the Kuhlmann-Anderson test.

Summarizing the results of the Torgerson Achievement Test for all pupils, then selecting, with the great assistance of Miss Camp, not only those who had been recommended, but all whose weaknesses were outstanding. It was an interesting study to compare teachers' recommendations with results of mental and achievement tests.

In building the classes, two purposes were kept in mind.
1. To provide an opportunity to coach those with special weaknesses to bring them up to such a degree of accomplishment that they shall later be able to continue in regular school classes
2. To provide a course of study adjusted to those of low mental indices and accomplishment.

IX. Homeroom Guidance

The guidance director considers this the biggest achievement of the year, but one which is entirely the result of the plan conceived and executed by the former guidance director, Ruth Hanford Munn. The present director has sincerely tried to carry on this movement and sees its great possibilities in becoming a powerful factor in the pupil's school experience.

The plan has been extended to include all homerooms from the 8B through the 11A. Because, to be of any value, the teachers must be enthusiastic and resourceful, the guidance office has prepared suggestions for each Wednesday meeting for each grade. This gives the plan unity and a degree of definiteness. The teachers have welcomed these suggestion sheets which are worked out in advance and are elastic enough to suit their individual needs, and for the most part they have given the plan a fair trial. From her weekly visits to the homerooms, the guidance director feels that the

plan has been more successful in the Junior High School perhaps because of the enthusiasm these pupils themselves gave to the idea. The aim of the plan can be achieved but slowly, and in proportion to the degree of pupil participation and responsibility developed to the interest of the teacher.

Many pamphlets have been distributed from the guidance office to assist in the work. All 9A homerooms are equipped with a complete set of University bulletins, of all other schools in Madison, all State Teachers Colleges, most of the colleges and universities in the state and in neighboring states. All 11B's and 11A's have complete sets of University bulletins and pamphlets of other schools in Madison.

X. Evaluations and Suggestions

Junior High School

The guidance director has been aware that she has given a disproportionate amount of her time to the Junior High. This has been true for several reasons. The newness of the school has made it imperative to give attention to many problems not existing in Senior High. Often Junior High pupils make the adjustment with great difficulty, and because they are in that formative period, if proper adjustment is brought about, many later problems will have been eliminated. Since it was impossible to know all pupils, it might be well to know those who would remain longest. The guidance director has acted in the capacity of "dean of girls" for the Junior High, and has assumed supervision of the junior high absences. This has entailed a considerable amount of routine work, but since attendance and adjustment problems are so intimately associated, the guidance director has welcomed it as a valuable approach to pupils, parents, school and city agencies, and with the valuable assistance of the school nurse, has made what she feels, is satisfactory progress in knowing the social background of these pupils.

Outstanding weaknesses in the year's work:

Lack of a systematic analysis of school failures
Lack of occupational contacts and studies of the community
Lack of thorough follow-up work in conferences
A greater attempt to visit certain schools in the city, particularly the Vocational School and the guidance departments in the other high schools.

These several months have primarily been a period of orientation and of learning to the guidance director. She appreciates the cordial cooperation of her associates, and feels that with this experience and similar support she will be capable of better work next year.

Submitted by

Florence Fenske

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
Guidance Director
WEST HIGH SCHOOL
1932-1933

General Guidance Development
Development of Junior High Guidance Program
Through Home Room Committee
Through Organization of Home Rooms
Through Pupil Programing in Home Rooms
Testing
Scholarships
Employment
Indigents
Parent Teachers Welfare Fund
Occupational Speakers
Withdrawals
Activity Survey
Calendar Summary
Estimate of Cost
Needs for Further Development

General Guidance Development

The organization of guidance at West High School is based on the presumption that every teacher is interested in the guidance of boys and girls. Guidance is an all school program but the home room teacher is the key to the entire program. Effective guidance depends upon the sympathy, the interest, the understanding, and the training of the home room teachers. With this in mind the emphasis of the Guidance Department, during the year of 1932-33, has been put upon the further development of the Home Room Guidance Plan in Junior and Senior High School as outlined in the report of 1931-32.

Development of Junior High Guidance Program

With the beginning of the second semester, provision was made in the Junior Department for an activity period, devoting one period a week to home room guidance. This made it possible to initiate the following outline or profile of Home Room Activities as a unit throughout the six grades.

West Junior-Senior High School
PROFILE OF HOME ROOM ACTIVITIES

Grade 7 Orientation to Junior High School

Physical equipment of school
Regulations and administration
Home room organization and purpose of
Marking system and honor rolls
Molding of attitudes

Discovery of abilities and interests
Development of study habits

Grade 8B Occupational Outlook

Group studies of occupations
Relation of school to vocations

8A Educational Outlook

Why go to high school
Explanation of high school courses and elections
College education and entrance requirements
Development of abilities and promotion of interests
Development of leadership
Exploratory courses

Grade 9B Occupational Outlook

Group studies of vocations continued
Relation of Senior High School to vocations

Grade 9A Educational Outlook

High School and College requirements
Senior High elections
Planning educational future

Grade 10 Adjustment to Senior High School

Routine of administration
Personal niche in organization
Citizenship, service and loyalty, conduct, attitudes
School clubs
Development of study habits
Rewards of achievement
Goals and guideposts to success
Health education, ideals

Grade 11 Overview of Occupational Opportunities
Through books, occupations, and biography
Overview of educational opportunities
Schools - Vocational, business, nursing, University, etc.
Self analysis and personality study

Grade 12 Adjustments to life situations

What business, industry and college expect of high school
Guideposts to life adjustments
Social, spiritual and moral

A Junior Home Room Committee was formed to parallel the work of the Senior Committee. The Aims of Home Room Activities for Junior High were outlined as follows:

1. Build and mold character, attitudes, and behavior
2. Provide each child with opportunity for development of leadership
3. Provide pupil participation for all
4. Awaken interest in work of world
5. Point to relationship between work and education and lead child to utilize the opportunities provided by public education
6. Establish pupil-teacher relationship as a basis for advisory system
7. Bring to the child an understanding of and the preparation for a correct use of leisure time

The members of the committee investigated different methods of guidance activities and presented helpful suggestions to all home rooms. The work of preparing an outline of Home Room Activities from grades seven through nine was begun.

The Guidance Department gave particular attention to the development of the 7B home room activity, securing the cooperation of the teacher and supplying materials and outlines.

Because one of the functions of guidance is the elimination of failures through the wise choice of subjects, special attention was given this year in the Junior High to the selection of subjects for the 9B and 10B grades. We attempted to have the pupil and the teacher fill out the election sheet with judgment based on accurate knowledge. The following plan was used for 8A and 9A home room teachers and pupils.

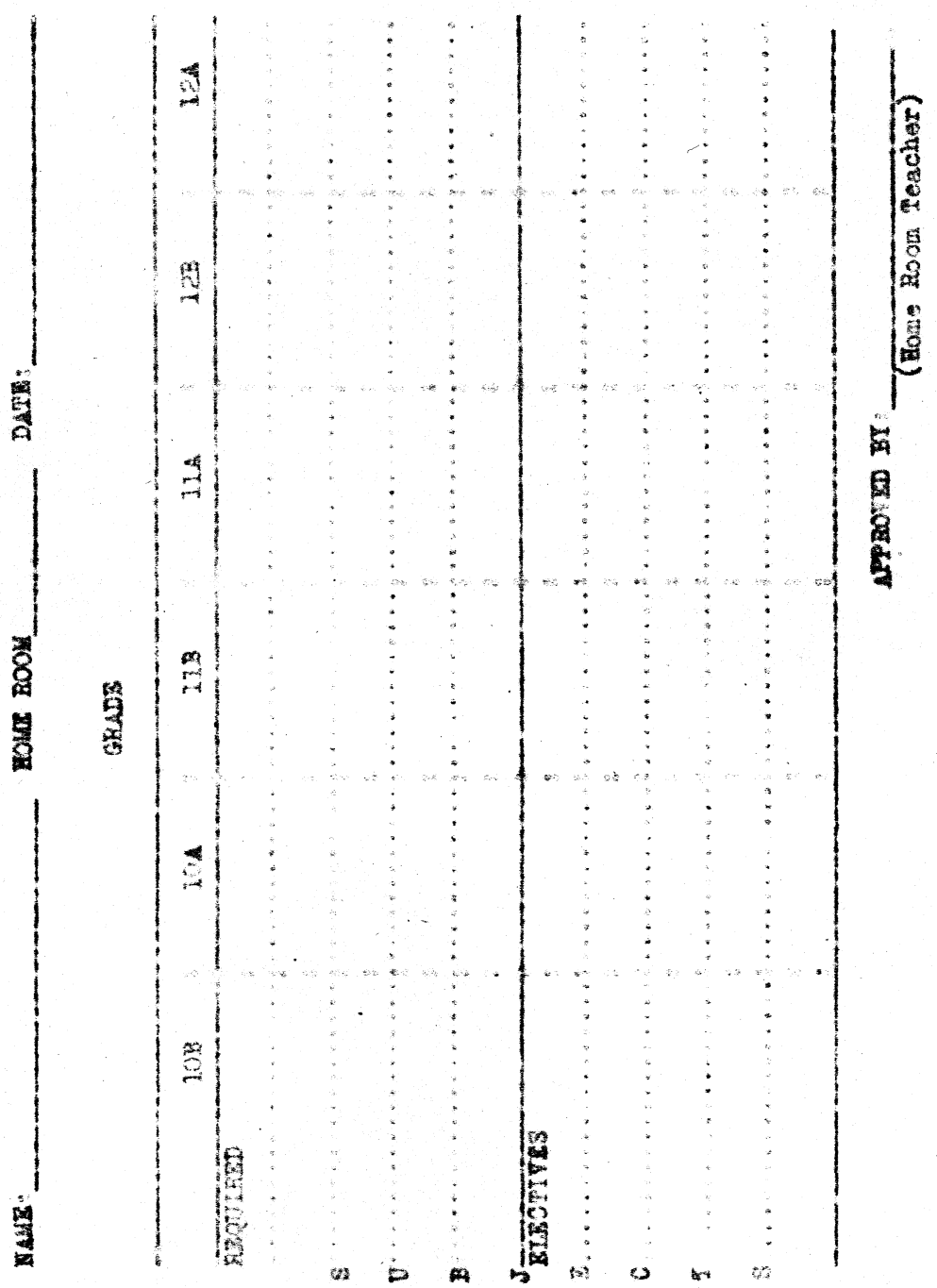
ELECTION PROGRAM

1. Conference with the Principal and all (9A) Home Room teachers and pupils
At this meeting the Principal explained in detail the possible choices open to pupils and the factors which should guide them in the selection of subjects.

2. Conferences with Guidance Director and home room teachers
The course of study for 10th, 11th, and 12th grades and the graduation and college entrance requirements were discussed. The chart for making out a three or four year program was explained. (See chart used by 9A pupils - Page 4)

3. Conference by home room teachers and pupils
The home room teachers hold strategic positions. Effective guidance depends largely upon them. For a week the home room teacher discussed elections with their pupils and advised as to programs. Pupils made out their three or four year chart which was checked by the guidance office and filed in the home room folder.

4. Conferences with Guidance Director with individual pupils
All pupils whose programs or charts presented any problems were referred to the Guidance Director. In many of these conferences the parents were called in to help make a satisfactory plan which would adequately meet the child's needs.


West High School - Madison, Wisconsin

MY PROGRAM CHART

NAME:_____ HOME ROOM_____ DATE:_____

	GRADE 10B	10A	11B	11A	12B	12A
REQUIRED						
S						
U						
B						
J						
ELECTIVES						
2						
C						
4						
8						

APPROVED BY:_____
(Home Room Teacher)

It was felt that many benefits accrued from this general plan of programing 9B and 10B pupils, benefits, not only in the wise choice of subjects for the pupils, but benefits also in the orientation of the Junior High home room teacher to the Senior High course of study and requirements.

Testing

As a measure of economy, the total number of tests given this year was greatly reduced. Only pupils who actually entered West High School were tested, and re-tests were limited to special cases and to pupils for whom teachers asked for a recheck.

To cooperate in the Wisconsin Testing Program. Henmon-Nelson tests were given to all 10th and 12th grade pupils. The question arose as to whether the Henmon-Nelson test should not be used in place of the Terman Group. The correlation between these two tests for 237 10th grade pupils was found to be .76 - .018, and it was decided to gradually substitute the Henmon-Nelson Test for the Terman Group.

The Wisconsin History Test was given as part of the Wisconsin Testing Program to all 12A history pupils. These tests were checked and sent to the University but the results have not yet been made available.

Scholarships

Two West High School boys received McPyncheon Scholarships this year, one amounting to $100.00 and the other to $75.00. Two girls were recommended to the Jewish Council for scholarship aid but the awards have not been made.

Employment

Because of economic conditions, the department was not able to place as many pupils as last year, and as would be expected the requests for employment were much larger. The records show the following:

Girls placed permanently for salary	5
Girls placed on temporary calls	29
Boys placed on temporary calls	2
Girls placed for room and board	8
Boys placed for room and board	1

Number of applications for work

Boys	19
Girls	38

Number of calls received

Salary	21
Room and board	17

Indigents

Last year 30 pupils were supplied with text books and supplies at an estimated cost of $75.00. This year it was necessary to provide for 115 pupils at an additional cost of $163.20. All these cases of need were investigated through the school nurse, Family Welfare, and Outdoor Relief Agencies to ascertain the need.

Fourteen pupils were provided with free lunches at the school cafeteria at a total cost of $58.68.

Parent Teachers Welfare Fund

In addition to the above services for indigent pupils, the Parent Teachers Association raised about $130.00 to be used to give the needy pupils of West High school privileges which their families could not provide for them this year. Two parents, the Assistant Principal, and the Guidance Director formed the committee which distributed the Welfare Fund. The sum of $83.98 has been expended for such items as clothing, graduation expenses, school entertainments, such as parties, Junior High A Lunch Banquet, auditorium tickets, and other miscellaneous items. Ten dollars was donated to the school faculty scholarship awarded at the June commencement.

Occupational Speakers

In addition to the outside speaker program provided by the Home Room Activity Outline, the Guidance Department sponsored in Senior High a series of vocational talks given by men and women who have been successful in their chosen professions. Following is the outline of occupational speakers and subjects:

SPEAKER	SUBJECT	NO. ATTENDING
H. H. Fuller	Business & Salesmanship	160
Ray S. Owen	Civil Engineering	138
Dr. Stovall	Medicine	112
Miss Groves	Commercial Work	89
Miss Buck	Commercial Art	69
A. V. Millar	General Engineering	79
Miss Reilly	Home Economics	77
Miss Menaul	Music	61
	Total	785

The Vocational Guidance Committee of the Kiwanis Club and the Altrusa Club assisted the department in securing complete lists of speakers who were willing to give group talks and personal interviews to pupils interested in various occupations.

Withdrawals

This year, all withdrawals from Senior High School were routed through the Guidance Office. Their cases were investigated and in several instances withdrawals were prevented by the adjustment of the pupil program. In the following table of Causes of Withdrawals from 1928 to 1933, it is interesting to note that whereas formerly

the large percent of withdrawals was due to transfers to Vocational School and to work, now that number is negligible and the transafers to other high schools and to other cities make up the greater percent. Pupils who withdrew previously were on the whole the discouraged, unsuccessful, over age group who failed frequently. Guidance encourages boys and girls to continue in high school with special programs suited to their needs.

CAUSES OF WITHDRAWALS

	1928 1929	1929 1930	1930 1931	1931 1932	1932 1933
Over 16	.17	.13	.14	.13	.05
Work	.19	.16	.06	.12	.06
Vocational	.22	.31	.17	.06	.07
Transfers	.19	.24	.29	.23	.20
Left City	.10	.12	.19	.19	.35
Post Grads	.04		.08	.10	.03
Illness	.09	.03	.03	.13	.10
Married			.03	.02	.07
No Report			.01	.02	.01

The distribution of IQ's of withdrawals from Junior and Senior High School is an even distribution similar to that of last year.

SENIOR HIGH WITHDRAWALS - DISTRIBUTION OF IQ'S

IQ	Number	Group Number	Percent
125-129	1		
120-124		7	12.3%
115-119	6		
110-114	9		
105-109	11	39	68.4%
100-104	9		
95-99	10		
90-94	6		
85-89	4	11	19.3%
80-84	1		
Totals	57	57	100.0%

JUNIOR HIGH WITHDRAWALS - DISTRIBUTION OF IQ'S

IQ	Number	Group Number	Percent
150-154	1		
145-149			
140-144			
135-139	1	6	22.2%
130-134	1		
125-129	1		
120-124	1		
115-119	1		
110-114	4		
105-109	1	12	44.5%
100-104	3		
95-99	4		
90-94	4		
85-89	1	6	22.2%
80-84	1		
75-79			
70-74			
No Tests	3	3	11.1%
Totals	27	27	100.0%

Activity Survey

A survey was made to ascertain the number of pupils in school activities. It is interesting to note in the two tables that follow (see pages 9 and 10) that about 55% of the senior high pupils are in activities, and that the percent ranges from the 10B group at the lower end of the scale to the 12B at the upper end with a falling off at the 12A level. This is perhaps to be expected but is regretable. Since the 12A pupils are about to make adjustments to life outside of school, experience in extra-curricular activities should have greater value for them.

Condition Report

This year all pupils on the con report receiving failures or conditions in two or more subjects were referred to the special help teacher. Each case was investigated and the pupils were either tutored or assisted in forming right study habits to bring them up to the class level. Findings and progress were reported back to the Guidance Department and necessary adjustments in programs were made. From the following table (page 11) it is gratifying to note that the total of two or more failures in Senior High have been reduced from an estimate of 10% in 1931-32 to 7% in 1932-33.

SENIOR HIGH ACTIVITY CHART PROFILE - FIRST SEMESTER

Number of Pupils in Activities

HOME ROOM	1	2	3	4	5	Total	No. of Pupils	% of Pupils
10B - 115	8	2	3			13		
120	8					8		
122	6	5	2			13		
123	15	1	1			17		
201	4	4				8		
208	7	2				9		
Total	48	14	6	0	0	68	201	
Percent	23.88	6.97	2.98					33.83
10A - 103	9	2	2			13		
218	6	3				9		
Total	15	5	2	0	0	22	64	
Percent	23.44	7.81	3.12					34.37
11B - 102	3					3		
104	17	4	1	1		23		
124	17	5				22		
220	15	7	1			23		
227	7	1				8		
228	19	3	1			23		
Total	78	20	3	1	0	102	176	
Percent	44.32	11.36	1.70	.57				57.95
11A - 118	15	6	1			22		
213	15	10	1			26		
Total	30	16	2	0	0	48	64	
Percent	46.87	25.0	3.13					75.00
12B - 202	15	0	1			16		
209	7	6	2	2		17		
212	13	6				19		
216	7	1				8		
217	18	4		1		23		
Total	60	17	3	3	0	83	104	
Percent	57.69	16.34	2.89	2.89				79.81
12A - 116	9	5	2	2	2	20		
119	5	6	1			12		
207	5	7				12		
Total	19	18	3	2	2	44	67	
Percent	28.36	26.87	4.48	2.98	2.98			65.67
GRAND TOTAL	250	90	19	6	2	367	676	
TOTAL %	36.98	13.31	2.81	.89	.30			54.29

SENIOR HIGH ACTIVITY CHART PROFILE - SECOND SEMESTER

HOME ROOM	Number of Pupils in Activities 1	2	3	4	5	Total	No. of Pupils	% of Pupil
10B - 119	8	1				9		
207	4	4				8		
Total	12	5	0	0	0	17	61	
Percent	19.7%	8.2%						27.9%
10A - 115	11	2	1			14		
120	12	1				13		
122	5	6	1			12		
123	18	1	1			20		
201	7	3				10		
205	7	2				10		
Total	60	15	4	0	0	79	199	
Percent	30.2%	7.5%	2%					39.7%
11B - 103	11	2		1		14		
215	14	5	1			20		
Total	25	7	1	1	0	34	65	
Percent	38.5%	10.8%	1.5%	1.5%				52.3%
11A - 102	17	3	1			21		
104	19	1	2	1		23		
124	13	9	1			23		
220	15	7				22		
227	8		1			9		
228	19	4	1			24		
Total	91	24	6	1	0	122	180	
Percent	50.6%	13.3%	3.3%	.6%				67.3%
12B - 118	14	5		1	1	21		
213	12	6	7		2	27		
Total	26	11	7	1	3	48	69	
Percent	37.7%	16.0%	10.1 %	1.5%	4.3%			69.6%
12A - 202	13	3	1	1	2	20		
209	9	7	2	2	1	21		
212	15	6				21		
216	12	4	2			18		
217	14	6				20		
Total	63	26	5	3	3	100	134	
Percent	47.0%	19.4%	3.7%	2.2%	2.2%			74.5%
P G - 116	2	5	1	1		9		
Percent	6.5%	16.1%	3.2%	3.2%			31	29.0%
GRAND TOTAL	279	93	24	7	6	409	739	
TOTAL %	37.8%	12.6%	3.2%	.9%	.8%			55.3%

FAILURES IN TWO OR MORE SUBJECTS IN WEST SENIOR HIGH SCHOOL

Year	Number	Percent of Total Enrolment
1931-32	68	.10
1932-33	56	.07

From the following table of the distribution of IQ's of pupils failing in two or more subjects, it will be noticed that 9% of the pupils who failed were high ability pupils, 62% average, and 29% low. It would seem from the variation in this distribution that the low ability pupils are being penalized with failures.

SENIOR HIGH CON REPORT - DISTRIBUTION OF IQ'S

IQ	First Sem.	Second Sem.	Group No.	Percent
130-134	1			
125-129			5	9%
120-124				
115-119	2	2		
110-114	4	4		
105-109	11	5	35	62%
100-104	7	1		
95-99	1	2		
90-94	6	4		
85-89		2	16	29%
80-84	1	3		
Totals	33	23	56	100%

Calendar Summary

The summary of the Guidance Department calendar is as follows:

	1 - Semester - 2		Total
Group Tests	274	108	382
Individual Tests	11	5	16
University Tests	449	125	574
Total	734	238	972
Boys Interviewed	490	653	1143
Girls Interviewed	437	599	1036
Total	927	1252	2179
Parents Interviewed	43	37	90
Teachers Interviewed	359	368	727
Others Interviewed	29	50	79
Former Pupils	30	26	56
Referred to Nurse	29	25	54
Home Calls	11	5	16
Conferences	51	25	76

Estimate of Cost

An approximate estimate of the cost of supplies for the year was calculated and grouped as follows:

Office Supplies	$50.84
Printing	10.00
Tests	
Terman Group	9.60
Hemmon-Nelson	8.40
Wisconsin History	2.20
Total	$81.04

The largest item of expense was the cost of books and lunches for indigent pupils amounting to $221.68.

Needs for Further Development

It is recommended to route all withdrawals from Junior High School through the Guidance Office next year. It is felt that an investigation of these cases will result in a saving of pupil and teacher time.

Correlation studies as a follow-up of what was started this year with the Hemmon-Nelson and Terman Group Tests should be made. The 10th grade scholastic achievement should be correlated with both the Hemmon-Nelson and the Terman Group Tests.

The Guidance Department may be of help in making studies to determine the need of curriculum changes, especially in Senior High Schools.

It is recommended that an investigation of work habits be made followed by emphasis on training for right habits of study.

A more detailed and suggestive outline for Home Room Activities both in Junior and Senior High would be of value to the home room teachers.

In the home room program, emphasis should be put upon the social adjustment of the pupil to help him to transfer the values of the desirable qualities of citizenship and personality traits to civic, social, and vocational life after he leaves school.

Submitted by

Lillian Reinking

REPORT FOR THE SCHOOL FOR THE DEAF

FOR THE SCHOOL YEAR 1932-1933

In accordance with your request, I herewith submit the 1932-33 report of the Madison Day School for the Deaf.

During this year our school has enrolled more pupils than in any previous year - twenty-six - seventeen of these being Madison children. At present the enrolment is twenty-four as two families have left town.

Judging by advancement in use of speech and in appreciation of language, I consider this the best year we have had. Being in a school with normal hearing children is a great advantage, and teachers and pupils of Doty school have shown a most cooperative attitude. Next year we hope to continue having our deaf children enter classes with hearing children.

We have demonstrated our class work before five of the Board members, the Southern Wisconsin Teachers' Association, the Dane County Medical Society, and have had many visitors. All the parents except four have visited school during the year. The close relationship with parents we foster, especially desiring them to see our regular work. At Christmas time they came to the program "Christmas in Different Lands" in which every child took a speaking part.

Our two high school pupils who come each day for tutoring are passing their grades and both intend to go on to the University when they finish high school.

This year our attendance has been cut down by an unusual amount of sickness - measles and pneumonia. For the first time in our history we had a traffic accident--one of the older boys was run into by a car. It happened near his home and it is reported that the driver was to blame.

Five of our number have received care from the Dental Clinic.

Five children have been received from Madison Public Schools because they were too deaf to keep up and in need of special help in lip reading.

Each child in the school has a year book composed of the work done during the year. This can be used during the summer by the parents as an index of the language possibilities and development, and by the children as a reminder. Three months gives wonderful opportunity for forgetting.

Commercial art, typewriting, manual training, and cooking have been given outside of the academic work.

Next year we intend to continue our gains and to decrease our dissatisfactions. Our school will suffer the loss of the services of one teacher who has a leave of absence for a year. We hope her place will be adequately filled.

DEAF DEPARTMENT

This year we have saved $500 in salaries due to the hiring of a new teacher in place of a higher paid one. Board has been decreased to $4.00 weekly. Books and supplies have been reduced 100% as we have been able to borrow Doty school equipment. However, next year we shall need some replacement. There has been constant effort to make pupils conscious of the need for economy in supplies.

The state appropriation for the Deaf has not been decreased.

We wish to thank most heartily all those who have helped us this year, including the Doty P.T.A. for milk for five children, the Health and Dental Clinics, Miss Rains for her good help in the library, Miss Pierce of the Domestic Science Department for a special cooking class for our boys and girls, and Miss Stewart of the Physical Education Department for extra help in dancing.

Submitted by

Marcia Heath

REPORT OF THE
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL
For the Year September 1, 1932 to June 30, 1933

Human interest is our foundation and corner stone and our efforts and plans are made and carried out accordingly.

This year the school department of the hospital opened September 1st. After taking the census and organizing classes, formal work began September 6th. During the school year there were 177 children enrolled - 112 boys and 65 girls. Attendance ranged from three days to 178. Nine children attended the full year, 5% of the enrollment. The turnover averages 6 per week. The grade distribution follows:

Grade	1	15
	2	22
	3	11
	4	14
	5	18
	6	13
	7	21
	8	20
	9	10
	10	8
	11	3
	12	4
	Spec.	18
	Total	177

This year more children seemed to return to their regular schools after leaving the hospital school than the previous year, this is sometimes determined by their handicap. We like to feel that we have done something to interest them in school and a future. When a child comes for a short time, reports are sent back with the child so that he will not miss any of his regular work. It is very satisfying to us to have a child returning in June, say that he was promoted with his class and had not missed anything. It means much to that child. Formal school work covers only part of the work of the teacher, as the social and spiritual elements of growth must be developed at the same time. Many need new interests and much encouragement and this encouragement must be reasonable. Care must be taken not to set ambitions too high for a handicap to reach and still give the child faith in himself and courage to go on to do for himself and for others.

Letters sent to us are very interesting and we keep up the correspondance as it means just another friend and confidante to the child.

School work is kept just as informal as possible. Individual instruction is generally given, excepting when several can be grouped. The unit plan is carried out. Many interesting projects were carried out this year, the upper grades made a unit study of Wisconsin, covering all phases of development of the state. Groups were taken to the Capitol where they attended a legislative session and saw the many departments of government at work. It was interesting

to note that they selected the handicapped legislators and realized that a handicap does not prevent a person from holding high office. The rich results of such trips cannot be measured. The lower grade children built sand table projects of the farm, Japan, Holland, etc., bed patients sometimes doing the better work.

Classroom work was done in the morning from 9 to 11:30 by the upper grade pupils and from 9 to 11 by the lower grade pupils. Bedside teaching was done in the afternoon from 2 to 4 or 4:30 depending upon the enrollment. Mrs. Andrews, part time instructor whenever numbers warranted, taught the senior high school pupils. This was a great help to these students, as she would give from 30 to 60 minutes to each daily, tutoring three to four students in an afternoon. Her hours were from 2 to 4:30. Several of these students made up work and returned to their schools able to follow a more regular schedule. Some made up subjects in which they had failed - for instance - one boy could not understand geometry - but here - with individual instruction - I think he understands it now so that he can go ahead with his class. This gives him more confidence and urge. It is these immeasurable human attitudes that we try to cultivate in the child, sometimes directly, many times indirectly.

Work covered was regular-make-up - new work - supplementary work - and coaching work. Classroom children spent three to four hours per day on school work - bed patients spent from one to two hours per day. Operations, temperatures, treatments, isolation, clinics, etc. reduce the number of hours of school work for some children. One illiterate child 11 years old, was taught to read and write in five months time. She is now attending an Orthopedic day school, making up for lost time, and is very happy doing it. Ages ranged from 6 to 21 years and the grade spread from 1 to 12 and specials - which include those who have finished the eighth grade and have been at work for several years - those who have left school for cause - those who have been attending Vocational school before entering here - and those who have never attended any school or who shall not be able to attend any school - some who have completed high school - and one girl who had taught a Rural school one year, to her was given professional magazines and we discussed teaching technique.

Much was done this spring in Nature Work - specimens were collected on field trips by those able to be about, and mounted, and taken to the bed patients. Birds were studied and recorded, many had been reported by those in bed who had seen and recognized them from the terrace or sun porch. Many were started on a hobby, such as stamp collecting, collecting pictures of famous men or women, recipes, for the older girls, etc.

The Educational Radio Programs were followed with interest - radio, moving pictures, field excursions, and class work correlated, thus a wide experience was given to all who could partake- thus enriching the experience and lives of these handicaps and widening their horizons as far as possible. Many come from out-of-the-way places - from which they could not move far.

The children appreciate the hospital and what the staff and the state are doing for them - they show it, tell it, and write it. Trips were taken to the Capitol, to the zoo, around Lake Mendota, around the University campus, the stadium, and to the Wisconsin Museum. Programs and lectures, pictures and slides were given by outside talent. Educational movies were shown every Thursday to all who could be moved down to the "Movie Room". An orchestra for primary children was conducted by Miss Scharf. We met in chorus every Friday morning from 10:45 to 11:30, and piano concerts were given by Miss Scharf. Holiday programs were given by the children, an elaborate one was given at Christmas time. Tray cards, posters, and window decorations appropriate to the season were made by the children. During the year several honors were bestowed for outstanding work in a certain project. Work is made a pleasure and the happiness of the children is our aim. Birthdays are celebrated with a birthday cake from the hospital kitchen, the teacher supervising the occasion.

All these activities aim to counteract that feeling of being "out of things" and develop in the child, the correct social attitudes.

Records are kept of each child's rating and achievement; intelligence tests were given to the doubtful pupils by senior or graduate students of Dr. Torgerson's department at the University - that same department made personality tests of twelve children.

Professional Connections-

Evelyn Scharf and Charlotte Kohn, teachers in this department, are members of the N.E.A., the W.T.A. (Miss Kohn is a member of the Executive Board), the S.W.T.A., the M.T.A., (Miss Kohn is a member of the Legislative Committee), International Society for Crippled children, and the State Association for the Disabled. Miss Scharf and Miss Kohn attended the convention of the W.T.A. - the S.W.T.A. - the annual meeting of the State Association for the Disabled - the annual conference for workers among Crippled Children, at which Miss Scharf gave a paper on "Training the Crippled Children in the Social Graces". Last July we visited Iowa State General Hospital, the Dr. Smouse School at Des Moines, Riley Memorial Hospital, Indianapolis, Riley Convelescent Hospital, Indianapolis, Lakeside General Hospital, Cleveland, Rainbow Hospital for Crippled Children, Euclid, Michigan General, Ann Arbor, Julia Kellogg School, Battle Creek, Michigan, Mooseheart Colony for Children, and Milwaukee Convelescent Home, Waukesha County. We attended a one day Rehabilitation Conference in the city on a Saturday; during the spring vacation, we attended a four day convention of the International Society for Crippled Children at Wichita, Kansas - visited many interesting places en-route, such as the Oklahoma oil fields, the Missouri lead and zinc district, the Ozark mountains, St. Louis, Lincoln's home and tomb at Springfield, Ill. Miss Kohn answered questionaires from the Michigan State Teachers Association, the Newington Home for Crippled Children, Newington, Conn., and filled in the educational record on the National Survey of Hospitals for Crippled Children. She served as a member of the committee for American Education Week in Madison, gave a lecture to the student nurses on Orthopedic Schools in Wisconsin and the Correlation of Mental and Physical Improvement of the Child, gave a talk to the Portage Women's Club on the Wisconsin Orthopedic Hospital, and cooperated with the social worker of the Sparta State School. Professional advice was given to several mothers who have shut-in Crippled Children.

Not so many visitors called this year due to quarantine. Numbers of teachers, especially teachers of Orthopedic Schools, visited the school department.

Appreciation-

This report would not be complete without recognizing the willing cooperation of the entire hospital staff to make the school work more effective, especially the ready assistance of Dr. Buerki, the Business Office, Mrs. Clifford, supervisor of nurses, the Wisconsin Teachers Association for books and work books, the Wisconsin University Visual Education Department, the University Extension Library, the Wisconsin Conservation Commission, for films and slides, Supt. R. W. Bardwell for his inspiration, and kindness for sending a band during the state tournament to play for the children, to Miss Camp, Mrs. Ingram, the Guild of the Congregational Church, and to the many individuals who have sent books, magazines, pictures, and puzzles during the year.

This year was a full one with its ever changing enrollment. The spirit of the entire hospital is beginning to bud after two years of effort on the part of all to develop that happy, hopeful, determined spirit in all the children. I think we are trying to do what Director Hans Wurtz of the Oscar Helene Home in Berlin-Dahlim subscribes - "The Cripple possesses a normal mind but an endangered mind that needs care. The crippled person, untrained, uncared for scientifically, misunderstood perhaps, is apt to have and endangered mind in his reaction to society. To him real life is always regarded as an enemy. Education and training change all this. Then the person never avoids life, he masters it."

36 pupils were promoted
16 advanced in their work
52 or 29+% advanced while here for a given time.

Submitted by

CHARLOTTE KOHN

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HEALTH EDUCATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
FANNIE M STEVE
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
HEALTH EDUCATION DEPARTMENT

"Physical Education is education by means of physical activities. It is concerned with the big muscle activities and related factors which influence the development of the child and the physical and social efficiency of the adult."

GENERAL OBJECTIVES

A. The development of organic vitality

B. The development of many specific neuro-muscular skills

C. The development of proper ideals and attitudes toward physical activity

D. The establishment of desirable habits of conduct

SPECIFIC OBJECTIVES

To

A. Prevent handicaps and to improve physical efficiency

B. Improve posture (individually)

C. Decrease mental strain--improve mental health

D. Develop symmetry, control and grace of bodily movement

E. Develop ability to meet physical emergencies

F. Develop alertness and quick response

G. Develop an active response to rhythm

H. Develop courage, self-control, courtesy, kindness, obedience, and initiative

I. Create an intelligent and healthful interest in physical activity and give a fund of activity material for use in leisure time

J. Promote the desire for wholesome recreation

K. Develop proper spirit toward victory and defeat

L. Help develop good character

M. Develop qualities of leadership

ACHIEVEMENTS OF THE YEAR

A. Elimination of all 12:00 o'clock classes in all schools
Establishment of a more systematic, therefore better noon time program at Central High School.

B. Eye tests given all pupils in the following elementary schools--Draper, Randall, Dudgeon, Emerson and East Junior High. Tests given in other schools to referred cases

C. A uniform program of health instruction made a part of the senior and junior high school physical education work

D. A more diversified program of girls' games given in all schools

E. The physical education program in Lincoln and Franklin given by members of the staff. Because of lack of help the program at Nakoma was not as satisfactory as we wished to make it

F. More definitely planned corrective work in the boys' departments. This was particularly true at East Junior High.

G. Revised the point systems in the girls' department.

H. Excellent programs in intramurals given in both boys' and girls' departments at East and West and an improved enlarged program at Central. The last mentioned school is handicapped because of lack of space outside.

I. Physical examinations given in all schools. Special cases referred to Dr. Bowman

J. Play activities for recesses planned and worked out in all schoools. More games planned for Saturday mornings with good results.

K. Soccer ball, basketball and baseball inter-school tournaments for boys continued. This year more boys than ever took part in the above.

L. Track and field meets for both boys and girls given in the spring

M. Boy Patrols were organized in all schools and safety lessons and suggestions sent out monthly. Owing to the fact that Mr. Reardon was transferred from the local AAA we received very little help or inspiration from that organization. However, due to the interest shown by principals, teachers and parents, our boys did a fine piece of work this year. We feel that these boys should be given considerable more attention and another year we hope to have a man deputized by the Chief of Police to meet with them at stated times to encourage and help them. We would like to suggest also that the boys be used occasionally in public--such as the Band Tournament and Decoration Day. They will from now on constitute the "marching unit of each school". At an invitation from Mr. Gillett of the Association of Commerce, representatives from our patrols took part in the Safety demonstration at Ft. Atkinson on May 9th. Nine boys, three from each of the larger schools--Franklin, Nakoma, and Lincoln--went under the supervision of Mr. Ball.

ACTIVITIES

Owing to the fact that we didn't feel we could ask for funds for costumes, etc. we did not carry out our plans for an evening program at Breese Stevens Field--between halves or preliminary to football games.

In the elementary schools we were handicapped by the loss of one part time and after January 1st one full time teacher. In spite of that fact our activities were many and varied. Demonstrations of the work done in physical education were given in Franklin, Washington, Dudgeon, Doty, Lincoln, Hawthorne, Lowell, Emerson, Nakoma, and Longfellow schools besides parts taken in P. T. A. programs in all schools. The demonstrations given at Franklin, Dudgeon, Longfellow, Hawthorne, and Nakoma were very elaborate, the others being simple demonstrations of the different types of work done--games and rhythms and dances of different nations were taught in connection with the unit work being done.

In the high school demonstrations were given at West and Central in connection with school exhibits. At East, the whole evening was given over to the department demonstration, a much better plan, we think. We helped plan and taught dances and drills for operettas and plays, correlating with other departments in this.

PLANS

A. West High School noon program worked out in detail. This program was supervised last year by class room teachers. This year the department proposes to have a systematic program.

B. A program of simple skills and tests for the grade boys and girls is being worked out. Those tests and skills are graded and will be given in all grades above the second. There will be enough of the competitive about them to develop and maintain the interest of the boys and girls and the work can be carried on largely by the children themselves with a systematic check up being given at stated intervals by the physical education instructor.

C. Conferences arranged for between the physical education instructor and the class room teacher at which work is to be planned in health and physical education, unit correlation, etc.

D. All eyes examined by this department early in the year. Reports given at once. It is difficult to examine hearing with a borrowed machine as one cannot always get it. However, an effort will be made to take care of all referred cases early in the year.

E. More uniform programs in senior high school work.

F. More attention paid to the work of the Boy Patrol organization.

G. Special attention given to recess periods in the elementary schools.

H. Completion of card system begun last year -a card for every child, noting any physical defect.

I. More intramural games and fewer interschool games in the elementary grades.

J. No noon time classes.

NUTRITION CENTERS

The work in these centers has been exceedingly worth while this year. All three centers were filled nearly all year long. This was particularly true at Longfellow and Emerson schools. At the Lowell school the group is more fluctuating

and the transportation of the pupils is difficult. Because of poor transportation facilities and crowded conditions in the nutrition centers, some children were given cod liver oil at home. These children were selected by Dr. Bowman, Mrs. Collin or the school nurses and the cod liver oil was sent to them. A list of children (with comments by the nurses) was sent to us at the close of the year. This cod liver oil was part of the eighteen gallons purchased for the nutrition centers by the board of education last year.

Following the tuberculin tests in the high schools last year the children with positive reactions were examined and x-rayed. Those found to need attention were transferred from other high schools to East High where their programs were arranged so as to enable them to go to Emerson for lunch and a rest period.

With few exceptions the x-rays and examinations show an improved condition after a period of nutrition room routine. The younger children seem to respond more quickly than those from high school. In some of our younger children who have been in the nutrition center for years, we are now getting evidence of definite progress.

Submitted by

Fannie M Steve

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report of

DEPARTMENT OF DENTAL HYGIENE

Presented to the Board of Education
By the Supervisor
ESTHER HAAG
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
DEPARTMENT OF DENTAL HYGIENE

All those who have been foresighted enough to establish a dental hygiene program for the children of Madison, and to maintain it during this economic crisis, should feel that they have contributed more to the city of Madison than can ever be estimated. The future citizens of Madison owe a great debt of gratitude to the Boards of Education, Vocational Education, and Health for their protection during the period of depression.

The value of this foresightedness was especially apparent during the school term just ended, during which time the demands upon the dental division seemed to have increased almost ten fold. Had it been necessary suddenly to create such service in the face of an overwhelming need, much stumbling, waste, and inefficiency would have been encountered. However, the system and routine of dental hygiene service and clinical care of the children of unemployed families had been so thoroughly established during the past years that it was possible with only slight changes and additions to the clinic service, to meet an exceptionally heavy increase in the load.

With the opening of school in September, it was realized that relief would have to be the chief objective for the year, if all needy children were to be given their just share of attention. With that in mind the clinics were arranged so that children had access to them every day in the week.

The work of the dentists was organized so that one of the doctors could spend his alloted time in removing infected and abcessed teeth from the mouths of the older children, while the second doctor concentrated on reparative work especially with the younger children. With this arrangement, a greater number of children was cared for and more mouths were freed of infection, thereby safeguarding more of the children's general health, and reducing the danger of suffering and decay in their remaining teeth.

In spite of the fact that there were two clinics in operation, one at the Board of Health, and one at Lowell school, it was found that owing to lack of car fare, many children from the out-lying schools such as Franklin, Nakoma, and even Longfellow, could not get to the clinics. It would have been unwise to have them walk in the cold in their scanty clothing, especially following an extraction. Consequently, improvised itinerant clinics were set up in the school buildings. At Franklin the P.T.A. Room was used, at Nakoma the Teachers' rest room, and at Longfellow the nurse's office was used. This was one of the most satisfactory projects ever attempted. Children remained in warm school rooms. They came directly into the clinic and returned to their class rooms with little loss of school time. Teachers cooperated throughout in looking after the children following and extraction.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report of

DEPARTMENT OF DENTAL HYGIENE

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ESTHER HAAS
June 1933

All children not indigent were urged through notices to their parents to go to their family dentists. This follow up work was on the same plan as in previous years.

In several instances where children had developed extreme dread of dental repair work, the hygienist was able to break down that fear by personally supervising the trip to the dental office and the treatment given. Parents have been very appreciative of the above service, and with release from the county adult work, the dental hygienist can give more of the above service. Furthermore, it is planned to double the services in the school clinics for 1933-1934.

In the past, the first four months of the school year were devoted to examining school children and caring only for emergency toothaches and abcesses during the time. The result has been that when the clinics opened full time, they were already filled with the children needing emergency care. Following the examinations, hundreds of children are in need of reparative dental care. Consequently, an immediate congestion occurs. It is planned this year to open the clinics to full capacity the day school opens and to continue so throughout the year. The hygienist, because she will be free of the adult work, will examine the children herself in the afternoons. This will make it possible for the dentists to devote all of their time to the reparative work. This will do away with the undesirable congestion, and will enable the clinics to care for a much larger number of children.

Some interesting incidents illustrating the constant necessity of a dental hygiene program came to light during the year. The hygienist again examined the children in the Parent-Teachers' Summer Round Up. Far different was the general parental attitude from that of a few years ago. Mothers approached the dental examination with flushed cheeks and eyes shining with pride. The most prevalent statement was "I just took Johnny to the dentist so that he would be 100%." Where in the past one would find one or two isolated mouths in good dental repair, this year there were many. Where in the days gone by one encountered antagonism to the care of deciduous teeth, one now found enthusiastic understanding for the value of early care.

As in other communities, Madison has many families who in past years have been self sustaining but who rarely had excess funds for such additional expenses as proper dental ormedical care. Such needs were of necessity permitted to drift along uncared for. The depression threw a large number of these families out of work and finally on to poor relief. The children of these families, brought into the school clinics, revealed a surprising need of dental attention due to previous neglect. Scrutiny of the dental statistics will show that in some of these cases as many as six permanent teeth had to be extracted. Many of the remaining teeth are in such poor repair that in a few years they too will be extracted.

The yearly post-card admonition to the parents had gone unheeded, probably because of lack of extra funds, or probably because of unwise use of income in many cases. Only constant, patient, educational propaganda can finally reduce the amount of this type of neglect.

The following is a concrete example of a saving to the city, due to the early attention given an indigent boy. Because of indigent parents he had received care at the school clinic while still in the lower grades as well as in the Vocational school, and his teeth had been maintained in a good state of repair. When he finished the Vocational school he was unable to find employment. He developed a small cavity, and was cared for in the adult clinic as a county patient at a cost of about $.50. He apoligized for the cavity, stating that probably his tooth brush had not reached back far enough.

The entire cost of the care given him all the time he was in school probably did not exceed $3.00. Had he gone through school unattended, no doubt he would have cost the city a very considerable amount as an indigent adult. The yearly check-up, attention, and hygiene education was undoubtedly responsible for keeping his present dental needs at a trivial sum, compared to the high cost of caring for most of the older adult County cases, who usually need full extractions and plates, costing about $50.00 for the entire rehabilitation.

I wish to take this opportunity of personally expressing my appreciation to all those men and women who have so sympathetically and understandingly supported the dental hygiene program during the past six years. Their support enabled us to build a firm foundation upon which we were able to carry through this gravest economic period an unusually heavy burden of children's cases with a much reduced amount of dental devastation.

Submitted by

ESTHER HAAS

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

HOME ECONOMICS DEPARTMENT

Presented to the Board of Education
by the Supervisor
LORETTO M REILLY
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
HOME ECONOMICS DEPARTMENT

Relief Work for Red Cross

Work for the Red Cross included the making into garments of 2000 yards of material. About 550 garments for children were made and turned over to the Red Cross before Christmas. During the winter months these garments were distributed to school children by the "Outdoor Relief and by Miss Lewis of the Attendance Department.

Recognition from the Red Cross

THE AMERICAN RED CROSS
Dane County Chapter

January 3, 1933

"Miss Loretto M. Reilly
Home Economic Supervisor
Central High School
Madison, Wisconsin

My dear Miss Reilly:

"The Madison Chapter of the American Red Cross wishes to express to you and the Home Economics Department its appreciation of the work that was done by your students in supplying us with dresses and nightgowns for the children of unemployed families.

"May we comment on the character of the work done, its excellence, its preparation in marking and wrapping. In fact our enthusiasm of your cooperation is boundless. We regard it as perfect in every detail and we thank you for the large piece of work that you have accomplished for us.

Sincerely yours,

(Signed) Helene B Husband

Chairman of Cotton Distribution"

A Madison Social Worker Comments

"I wish you could see the appreciation I see when I bring one of your beautiful dresses to a family that needs a royal gift to make a drab existence gay. It's the equivalent of a flower in the window."

The Red Cross Helps Us

The Red Cross in turn has rendered us a service in donating materials for dresses to pupils in sewing classes who could not furnish their own materials. To avoid duplication, indigency of students whose names we submitted was always certified by the Red Cross through the Associated Charities.

Lincoln 8th Grade Girls Sew for Lincoln's Indigent Children

In addition to working for the Red Cross before Christmas, the 8th grade girls of Lincoln made garments for indigent children in the lower grades. Each girl chose a child for whom she selected and donated material. The younger children were available for fittings and for modeling for the "style show" which was presented before the May meeting of the P. T. A.

Food Demonstrations

During this period of depression social workers have found considerable inability on the part of homemakers to adjust to lower food budgets safely, and where food was furnished by the county, considerable indifference and ignorance in the wise use of the foods furnished. It was thought that these homemakers could be helped so, at the request of the Outdoor Relief and the Community Health Council safe and some low cost food diets were demonstrated before the P. T. A.'s in ten schools. The attendance totaled 300.

Home EconomicsTeachers Conduct "Food for Health" Column

Paralleling the food demonstrations, a series of newspaper articles were planned by high school home economics teachers on low cost diets. These articles were designed to help people who were on county relief and on reduced food budgets. Recipes that aimed to relieve the monotony of the necessarily limited food allowance were tested by high school home economics students. No foods were used that were not on the Dane County Relief list. These articles appeared every Tuesday in the State Journal during the months of January, February, March, and April.

A Summer Canning Project for Relief

The public health garden committee is working on a city-wide garden project for the unemployed. At this time there are about 500 gardens well under way and it is hoped that all produce in excess of summer needs will be stored for winter use. Some foods will have to be canned and it is planned to provide a canning center wherever there is a need. The committee requests that the kitchens in Franklin and Longfellow be made available for the South side, Emerson and Lowell for the East Side and West High for the West side. Mrs. Margaret McCordic, extension specialist with the University, will be in charge of this summer canning project. In the fall, this work will be continued by the regular home economics teachers.

Cooperate with the Woman's Club

Through the Woman's Club and Mrs. W. H. Hastings, chairman of the Better Homes Committee, and Mr. Paul Stark, a small home was secured from the Wisconsin Trust

Company for a better homes demonstration. Home Economics students and teachers worked together on this problem and presented for Madison's Better Homes Week a simple six room home that had been rearranged, redecorated, and furnished.

This project served as an excellent illustration for home financing. The basis on which we worked was $3500.00, the sale price placed on the house when we began work on it. Since it is a wise financial plan to allow from 2 to 2½ times the annual income for a home, this home was suited for a family whose annual income would be between $1500 and $2000. It is also recommended that from 1/5 to 1/4 the cost of the house be allowed for furnishings, so the high school students and teachers had the problem of furnishing the house within these limits.

During open house week there were 2000 visitors. The house was sold on the third day of the demonstration for $4000.

New Centers Established

At Nakoma a new home economic laboratory has been settled, equipped and organized. The Randall laboratory was dismantled and the equipment placed in the Nakoma School. Children who were formerly accommodated at Randall now use the West High laboratories. I am told that Nakoma parents are very much pleased with this service.

A new center was established at East Junior High. The equipment in the Emerson laboratory was transferred to East.

Pursue an Even Tenor

The work as outlined in the several courses of study has been pursued with minor changes here and there to fit the immediate emergencies of the depression.

There has been the usual cooperation in all school activities, notably, in the making of costumes for plays and in assisting in school hospitality.

The Sixty Minute Period

From an administration point of view, the sixty minute period in all senior high schools has been welcomed. Teachers are adjusting to it. The shorter period however necessitates the curtailment of some activities which the longer period permitted. See recommendations on costume making for school plays under plans for next year.

Increase in Enrolment

There has been noted an increased interest in clothing and textile courses. With less money and more time available, girls are learning that one can make ones clothing cheaper than one can buy it ready-made. The enrolment in the first semester increased 350 over that of the first semester of last year and in the second semester there was an increase of 171 over that of the second semester of last year.

Indigent Pupils Noted by Teachers

Through the guidance department all indigent students are noted and no child need ever be embarrassed because she has not tools for work. Supplies and materials for dresses etc. are provided either through the Red Cross, the school board indigent fund, or by private individuals.

The Next Year

Next year home economics classes will be eliminated in the sixth grade. It is understood that this is a temporary plan. Should home economics ever be reinstated in the sixth year, I should recommend five hours per week. Unless more time is allotted than one hour per week, I should recommend that home economics not be reinstated in the sixth grade.

Relief Work Continued

It is planned to again help the Red Cross and the Outdoor Relief. After return to school in the fall, the home economics teachers will carry on the canning work at the various centers for the Public Health Garden Committee (if the project succeeds).

Courses of Study Revised

It is planned to revise the course of study in Child Care and Training and the 11B Homemaking course.

The seventh grade work book proved very satisfactory in the East Junior High this year, and we recommend that its use be extended to all seventh grade groups in the junior highs.

Work on revising and refining the guidance course of study will continue next year.

Girl Scouts

It is planned to continue giving girl scouts examinations for scout badges.

Recommendations in Regard to Costume Making

Inasmuch as periods are shorter and classes larger, as content of courses is of greater value to the girl, we recommend that the making of costumes during class time be eliminated. We suggest that this work be given to a wardrobe committee of the dramatic or music group, with the girls and an advisor selected for their knowledge of costume, sewing, and art.

When We Teach Girls to Help Themselves

It is best to teach girls to help themselves so I repeat a recommendation made in the 1932 report. It is hoped that girls from indigent families be guided into clothing courses where, from donated clothing, they may learn to make their own clothing. It is likewise hoped that girls of indigent families be advised to take the Foods and Nutrition course where considerable work will be done on low cost adequate diets.

Analysis of Costs for Year 1932-33 compared with report of 1931-32

	1931-32	1932-33
Per pupil cost of instruction including		
Cafeteria management at East	$27.53	$13.92
" " " West	30.47	15.77
" " " Central	24.55	15.47
Per pupil cost of instruction--elementary	12.67	8.52
Per pupil cost of books and supplies--East	2.15	1.07
" " " " " " " West	2.91	.83
" " " " " " " Central	3.22	1.25
" " " " " " " Elementary	1.63	.94
Average Cost per pupil per lesson in cookery		
Central	.012	.012
East	.02	.01
West	.016	.012
Doty	.017	.015
Franklin	.019	.013
Lincoln	.025	.011
Longfellow	.018	.015
Lowell	.013	.009
Randall (Wakoma 1932-33)	.012	.014

Submitted by

Loretto M Reilly

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

INDUSTRIAL ARTS DEPARTMENT

Presented to the Board of Education
By the Supervisor
T A HIPPAKA
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
INDUSTRIAL ARTS DEPARTMENT

I. General Survey of the School Year

A. Some of the achievements

1. Administering industrial arts to 2518 boys as of June 1, 1933, with the time of sixteen and one fifth teachers and one supervisor
   a. The enrolment as of June 1, 1933, was as follows:

Crippled boys	8
Specials	21
Ungraded	18
Grade 6	489
Grade 7	489
Grade 8	413
Grade 9	271
Grade 10	462
Grade 11	279
Grade 12	68
Total	2518

2. Subjects taught during the last school year

Grade 6 (semester courses)
Drawing
Woodwork

Grade 7 (nine week courses)
Shop drawing
Electricity
Household Mechanics
Woodworking

Grade 8 (nine week courses)
Aeronautics
Mechanical Drawing
General Metal Work
Sheet Metal Work
Woodworking
Upholstering

Grade 9 (nine week courses)
Auto Mechanics
Pattern Making
Printing
Sheet Metal
Woodworking

Grade 10 (eighteen week courses)	
Auto Mechanics 10B	Auto Mechanics 10A
Mechanical Drawing 10B	Mechanical Drawing 10A
Printing 10B	Printing 10A
Sheet Metal 10B	Sheet Metal 10A
Woodwork 10B	Woodwork 10A
Grade 11 (eighteen week courses)	
Aeronautics 11B	Aeronautics 11A
Architectural Drawing 11B	Architectural Drawing 11A
Electrical Work 11B	Electrical Work 11A
Machine Shop 11B	Machine Shop 11A
Mechanical Drawing 11B	Mechanical Drawing 11A
Grade 12 (eighteen week courses)	
Architectural Drawing 12B	Architectural Drawing 12A
Electrical Work 12B	Electrical Work 12A
Machine Shop 12B	Machine Shop 12A

3. Organization of the ninth grade work upon a nine week basis only during the school year so that the work in this grade has been truly exploratory as it should be in all Junior High School classes.
4. Continued organization and development of the work at the East High School particularly the Junior High School work which was started last September.
5. Reorganization of the entire course of study in order that the work of the department will be in harmony with the Wisconsin Philosophy of Education. This philosophy was recently developed by recognized educational leaders in the state. We have accepted Dr. William T. Bawden's interpretation of our place in the general plan in order to do our part in advancing this educational philosophy. Dr. Bawden represents the most eminent leadership in the field of Industrial Arts Education. Our aims are those which he has so well defined here, and we submit them for your examination. The reorganized course of study will we hope be dittoed this summer so that copies of it will be available when school begins next September.

INDUSTRIAL ARTS AND THE WISCONSIN PHILOSOPHY OF EDUCATION

I The Wisconsin Philosophy of Education

In December, 1931, the Teacher Training Council of the Wisconsin Teachers Association formulated a tentative statement for consideration by the educators of the State, entitled, "A Wisconsin Program of Educational Philosophy and Social Practice." (Mimeographed, 14 pages) The following paragraphs summarize certain statements which are conceived as having especial significance to the program of industrial arts instruction.

1. The most acceptable idea underlying educational objectives is the <u>growth of the individual</u>. "In progressive self-expression, enlargement of capacity, continuous enrichment of experience, life finds its fulfillment." (Bode)

2. The school must seek the most satisfactory resolution of the conflict between the ideas of education as adjustment and education as growth through problem solving--between "the institutions of society", as "the dominant educational objectives, and individual freedom". "The educational process is one of transforming individuals so that they will conform to social institutions." (Judd) "The institutions of society are the objectives of education." (Finney) "Education is primarily for adult life, not for child life." (Bobbitt)

3. The curriculum includes skills, habits, and informational data useful as tools and means rather than as ends in themselves (these may be taught through formal drill). To secure the desired transfer or application, power to use the skill or habit in a new problematic situation should be demonstrated.

4. It is generally agreed (a) that some transfer of training is possible, but not automatic; and (b) that the amount of transfer depends on the intelligence of the child, the nature of the learning experience, and the technic of the teacher. This throws the responsibility largely on the teacher.

"Transfer of training means the extension or application of meanings to new problems or new situations. In making these applications, we use previous habits. If the concepts are mainly verbal, too empty to furnish suggestions, there is little or no transfer." (Bode) "The real problem of transfer is a problem of so organizing the method of training that it will carry over in the minds of the students to other fields." (Judd) "A person who has gained an understanding of a procedure will search for identities--for places at which the procedure may be applied." (Bagley)

5. One of the basic principles involved in the growth of the human mind is that of critical inquiry--the open mind, readiness to receive and act on evidence.

6. There is a wide range of differences in the rates at which individuals develop, as well as in the same individual at different times, and in different lines of endeavor.

7. The principle of growth emphasizes the present life of the child--his present interests. The school can scarcely serve the child better than by helping him to acquire an assortment of interests which are in line with his native capacities.

8. Critical learning does not take place until the individual accepts the goal as his own, and interest in reaching the goal is stimulated by conscious progress toward the goal. The educational set-up must be judged solely from the amount of self-directed activity it stimulates in contemplation of worth while problems.

9. The characteristics of the child-centered school are freedom, initiative, activity, interest, and self-expression for every pupil (consistent with the requirements of successful social living). "The success of the new school has been startling in eliciting self-expression in all the arts." (Rugg)

10. Interest on the part of the learner is the motive force that makes progress possible. Satisfactory progress cannot be maintained without intelligent interest; nor interest maintained without satisfactory progress.

11. The functions of the public school are limited by its nature and by its organization. It cannot compete, but must cooperate fully with the other educational agencies of the community. The school should not try to assume responsibility for all phases of child education, but for that part of it which is vital, is transferable, and is not furnished in the desirable degree by any other agency.

II Industrial Arts and Wisconsin Philosophy of Education

Accepting the validity of the Wisconsin Philosophy of Education for the purposes of this discussion, the following theses are maintained, in support of a vigorous program of industrial-arts instruction as an essential component of public education.

1. Growth of the individual

   (a) Complete development of the individual is impossible without cultivation of the three sides of his nature; physical, intellectual, emotional. Traditionally, education has been conceived as a "training or disciplining of the mind". This view is no longer tenable.

   (b) Industrial-arts instruction is especially important, indeed indispensable, in coordinating the three sides of the individual.

   (c) Without something corresponding to the contribution of the industrial-arts experiences, there can be no complete and all-round growth of the individual.

   (d) Industrial-arts instruction makes an important contribution to the development of the individual (thus emphasizing and providing for freedom of individual growth) by leading out to new fields of inquiry and study, to broader outlook; to new adaptations and applications of knowledges, skills and data acquired.

2. Education as adjustment to adult-life situations.

   (a) In the discharge of its function of developing an active interest in industrial life and in methods of production (representing in the school the world of industry), the industrial-arts shop contributes directly to the adjustment of the individual to adult-life situations.

   (b) Appreciation of "the things we buy", of good workmanship, of good design of ability to do useful things, of self-reliance, or orderly methods of procedure--these are specific and identifiable adult-life values which are contributed directly through industrial-arts instruction.

   (c) Industrial-arts instruction, through its emphasis on the teaching of tool-processes and technics in harmony with the fundamental requirements and standards of industry, makes a unique contribution to education as adjustment to adult-life situations.

   (d) It is especially worthy of note that industrial-arts instruction, by contributing directly to education as growth of the individual, as well as to education as adjustment, occupies an important place in any curriculum based on a philosophy of education that seeks to harmonize these two concepts.

3. Ability to use skills, habits, data

(a) Ability to do is acquired only through doing. Industrial-arts instruction develops ability to use skills, habits, data--"as means rather than ends"--by engaging the pupil in situations which give him practice in these activities in the solving of problems.

(b) The pupil, in solving an industrial-arts problem, demonstrates his ability to use skills, habits, or data.

4. Transfer of training

(a) The high degree of interest aroused in solving industrial-arts problems affords a condition favorable to the transfer of attitudes and abilities to other type situations.

(b) The great variety of experiences encountered in industrial-arts instruction affords an excellent basis for generalizations applicable to new situations.

(c) Industrial-arts instruction is effective in developing the problem-solving attitude.

5. The open mind

(a) Industrial arts, more than any other school subject, save laboratory science, effectively requires the pupil to deal with concrete situations, materials, tools, and processes; to collect and examine data; to weigh evidences; to draw conclusions; and then to follow deliberation with action.

6. Individual differences

(a) Industrial-arts teachers were among the first to make practical application of the discoveries of the psychologists on the subject of individual differences.

(b) Industrial-arts instruction very readily lends itself to the recognition of, and adaptability to, individual differences among pupils.

(c) Methods of instruction in the school shop facilitate: (i) detection of individual differences; (ii) application of individual remedies; and (iii) application of stimuli to maximum individual effort.

7. The child's present interests

(a) Industrial arts rank high among school subjects, with reference to inherent capacity to appeal to the native interests of individual pupils.

(b) Industrial-arts instruction affords the presumption of a most favorable learning situation, and, hence, of profitable expenditure of time and effort.

8. Self-directed activity

(a) The industrial-arts shop project is a most effective means for stimulating self-directed activity.

(b) The industrial-arts shop affords exceptional situations for inducing the pupil (i) to visualize the goal of the instruction; (ii) to accept that goal as his own; and (iii) to check up on his own progress toward the goal.

(c) The industrial-arts shop provides a department in which the pupil acquires and demonstrates the ability to do as well as to know; as such, it is indispensable to a complete education.

9. Self-expression

(a) If opportunity for self-expression be "essential for every pupil", certainly opportunity for "self-expression in the arts" is essential to a complete round of experience in self-expression.

(b) The industrial-arts shop affords opportunities for encouraging and developing self-expression, such as are not otherwise available, either within or without the school.

10. Influence of definite progress on effort

(a) Methods of instruction in industrial arts, to a high degree, stimulate the pupil to judge for himself the quality and extent of his own achievements.

(b) In industrial-arts instruction, conditions are especially favorable for adapting the work to the individual so that every pupil (from the ablest to the least capable) may make some progress, and know that he is making it.

11. Limitations of the public school

(a) In endeavoring to develop interest in the world of industry, in appreciation of good workmanship and good design, in appreciation of ability to do useful things, in habits of orderly methods of procedure, in understanding of mechanical drawing as a medium of expression--in these efforts the public school does not "compete with other agencies of the community", for these needs of the individual are almost entirely ignored outside the school.

(b) Instruction in industrial arts is a phase of child education "which is vital, is transferable, and is not furnished in the desirable degree by any other agency."

6. Substantial savings to the Board of Education because of the printing done in our print shops as well as repair and construction work done in the woodshops, metal shops, and auto mechanics shops.
7. A very noticeable decrease in instructional costs due to substantial increase in class size.
8. A decided decrease in the cost of materials and supplies.
9. Encouraging improvement in teaching technique among members of the teaching staff. Special effort has been necessary in this matter in order that even larger classes could be accommodated in order to save the community money.
10. A continued willingness on the part of industrial arts teachers to give freely of their time and energy to assist with various activities outside of the department.
11. Continued development of job sheets, tests and other teaching devices.
12. Continued furtherance of a guidance program.
13. Continued provisions for the individual differences in students.
14. Organization of Industrial Arts work at the Wakoma School.

B. General Plans for the Next School Year

1. Such further economies in the department as will not seriously handicap the child.
2. Continued course of study revision in order to give to the boy the latest and best in our line of work.
3. Development of further teaching devices which will prove helpful in the matter of saving time, energy, and money.
4. Even greater effort in the matter of furthering our guidance program.
5. Continued effort to turn out production work and to save the taxpayers of Madison money.
6. Continued cognizance of individual difference in children.
7. Discontinuance of the Lowell School center and the distribution of this equipment to other schools in order to increase class size.
8. Rearrangement of partitions in the East High School barracks in order to alleviate crowded conditions there.

II. Costs

A. Reduction in per capita cost of instruction, 17⅓%
Class sizes have been materially increased.

B. Reduction in cost of school supplies, 43%.

C. Other reductions
1. Savings to the Board of Education through repair and construction work done in our shops.
2. Other very substantial savings as a result of the printing work done in our print shops.

D. Elimination of Services
1. Elimination of sixth grade work
2. Discontinuance of the Lowell School center.

E. Salary reductions
Teachers have demonstrated beyond a doubt their willingness to take more than their share of the wage reductions in order to help the community in this period of stress. However they should not be unduly imposed upon and made to carry more than their share of the burden. They too have many obligations that must be met.

Submitted by

T A Hippaka

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

MUSIC DEPARTMENT

Presented to the Board of Education
by the Supervisor
ANNE MENAUL
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
MUSIC DEPARTMENT

I. General Objectives of Music in the Madison Schools

A. To cause the children to learn to sing, to play, and to listen so that they will come to love and understand good music so genuinely that their school-day enthusiasm for it will continue long after they graduate and all their lives they will derive deep satisfaction from their contacts with the art.

B. To provide a rich musical program for children in school life so that they may grow appreciative and more intelligent when listening to good renditions of standard music.

C. To encourage musical activity in the home and community so that the constantly increasing leisure time may be profitably employed.

D. To discover children with musical talent to the end that they may use their music for a vocation or recreation.

II. Specific Objectives of Music in the Madison Schools

A. To help each child acquire the free and correct use of his voice in singing as a means of expression.

B. To cultivate the power of careful, sensitive aural attention.

C. To develop a conception of music as something to be heard as well as expressed.

D. To develop the power to use the printed language of music skillfully.

E. To build a repertoire of songs and instrumental numbers.

F. To give familiarity with nationality in music.

G. To give familiarity with standard classical compositions.

H. To encourage good music in the home.

I. To correlate with every day experiences in radio music.

J. To train students for public performance of good music.

III. Summary of the Year's Regular Work

A. Method

Music was taught as an art and not merely as an intellectual exercise. Each lesson was planned with the objective in view that

some real aesthetic satisfaction might be derived therefrom. Constant effort was made to maintain interest and increase skill at the same time.

Vocal music and music appreciation on the victrola were given to each child from kindergarten through the eighth grade. Courses of study were made to conform with the course of study sponsored by the Music Supervisor's National Association and were made to correlate with the regular class units of work. Beside the daily class work in music, glee clubs were formed in every building for the more talented children. Music appreciation on the victrola was given once a week and was especially valuable to the less musical child.

In the junior and senior high schools a six year course in instrumental music was presented. This work was elective. It included individual and group class lessons on all instruments of the band or orchestra. Bands and orchestras of different grades were formed. Vocal work with the exception of seventh and eighth grades was elective. Two, three, and four part choruses were given in the junior high schools. Four, five, six, and eight part material was given in senior high schools. A cappella choirs were formed for superior singers. Particular attention was paid to tone quality used, feeling for harmony and thought of the text.

B. Material

The basic music series correlates well in every grade with the regular unit work and the music appreciation outlines. Supplementary music books were used for additional sight reading.

To carry out a larger program by correlating with the school unit work, many hectographed copies of songs were sent out. A course of study in music appreciation was made correlating with school activities and programs over the radio.

IV. Activities

Music students have not only done definite work on a standard course of study but have appeared in many activities. The high school musical organizations have appeared in public on an average of four times a week during the year. Some of these activities are as follows: Parent Teacher functions, many school assembly programs, Christmas programs in all schools. The bands have assisted the athletic department at all basketball, football, and track activities. Orchestras and choruses assisted the speech department when presenting plays, gave concerts for school and city, appeared in churches and at the neighborhood house, community union, memorial day services, service clubs and teachers' conventions.

V. Outstanding Achievements

The Wisconsin State band and orchestra tournament held in Madison this year was a great inspiration to band instructors and students. Places were given the Madison schools as follows:

First place - ensembles	1 orchestra
	1 parade
	1 marching
	1 string quartet
First place - soles	1 violin
	2 bassoons
	2 flutes
	1 cornet
	1 cello
	1 clarinet
	1 oboe
	1 marimba
Second place - ensembles	1 orchestra
	1 marching
	1 band
Second place - solos	1 flute
	1 cello
	1 viola
	1 bassoon

The tenth annual Christmas pageant was given in the State Capitol building by the three city high schools. To accommodate the crowd two performances were given. It is estimated that over four thousand people were present.

In May a program was given in the State Capitol building by an all high school a cappella choir of two hundred voices. Chairs were loaned by the University service department which added much to the success of the concert.

Operettas were given in each of the three high schools. Central junior high presented Hansel and Gretel. East senior gave The Marriage of Nannette and West junior gave Hiawatha's Childhood.

VI. Musical Interest in Home and Community

The time has come when we see high school graduates continuing their music as a vital and indispensable part of life. We see musically trained young men and women who might spend their working hours in factories and stores, in offices or in kitchens seeking opportunity for musical enjoyment in church choirs, choral societies, and city orchestras. The Madison Civic Orchestra and Chorus and the East Side Chorus obtain many members who have received their only training in the Madison public schools.

Great interest was taken by mothers and friends of the East High band students in preparing the uniforms for the State band contest. Women with no children in school, women from the country and other sections of the city assisted the mothers of the school in reconditioning the uniforms.

Plans are being made to have East, Central, and West high school bands give further regular concerts this summer in different parts of the city.

VII. Plans for the Work in 1933-1934

Some plan should be worked out whereby pupils could receive instruction on band or orchestra instruments. A small fee might be charged and a teacher, competent in class teaching, paid by this fee.

The Music Supervisor and the teachers who visited the creative work in Evanston and the Chicago schools last year would like the opportunity of following up the work in the same schools next year to evaluate new ideas.

A more definite schedule for public appearance of musical organizations would be beneficial.

In the elementary schools more assistance will be given the grade teachers in obtaining music material which correlates with school projects.

At least one meeting each semester of the grade teachers in each building to discuss outlines and unify the work of that particular building.

The regular monthly meetings for music teachers will be continued where ideas are exchanged, material discussed and activities planned.

VIII. Analysis of Costs

Two economies were made in teachers' salaries this year. Miss Ethel Todd's position was not filled. Half of the work was distributed and the other half was taken care of by the Music Supervisor who taught half time in East Junior high school and Lowell school extra classes.

Mrs. Ross taught one day a week at the Shorewood schools. One fifth of her salary was paid by that school. The class size remains about the same as last year but the economies came through less teaching force and the salary waiver.

A. Reduction in Costs

1. Cost of instruction

1931-32 ----------	$32,880.00
1932-33 ----------	$27,935.23
Reduction in cost of instruction	$4, 944.77

2. Cost of school supplies

1931-32 ---------- $2,608.23
1932-33 ---------- $1,764.34

Reduction in cost of supplies $843.89

Total reductions for the year 1932-33 $5,708.66

3. Further reductions if necessary

As one teacher was released last year and another will be released this year, further reduction cannot be made in the music department without noticeably reducing the efficiency of the department. Many of the music activities will have to be curtailed.

As there was a noticeable curtailing in music supplies this year, there will be an increase in that item next year through the deterioration of books.

Submitted by

Anne Menaul

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

RECREATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
HARRY C THOMPSON
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1932-1933
RECREATION DEPARTMENT

The shorter working day, a lack of funds for commercial recreation and the desire of individuals to participate rather than be spectators has increased the attendance in all activities sponsored by the Recreation Department.

PLAYGROUND BALL--The increase of this sport during the past three years in Madison is due to a change of interest from hard ball to playground ball. This, however, varies and I believe the peak of this sport has been reached in our city. There were 54 senior men's teams, a total of 756 men who played a schedule of 703 games from May 1st to August 15th with many additional games played as non-league contests. Forty boys' teams or a registration of 702 boys playing in four leagues ranging in ages from 8 to 20 years in the flyweight, midget, junior and intermediate divisions playing a total of 407 league games during the nine week playground period. Eight senior girls' teams competed in the industrial league with 140 individuals registered while the junior girls had a team representing each of the ten playgrounds.

BASEBALL--Interest in hard baseball returns to Madison this year with twenty amateur men's teams totalling 300 men playing a total of 186 games of Sunday ball. The estimated attendance at these games was 26,000, spectators admitted free. This was a reversal of interest for the past years in which there were no Sunday amateur games. Interest in hard ball also returned in the boys' divisions with nine teams or 135 boys 16 years and under playing a schedule of 77 games. It was also found that many of the hard ball players were playing playground ball but I feel that this coming year the boys will choose either one sport or the other.

PICNIC SERVICE--During the summer months a picnic service is offered to clubs, Churches, schools and organizations, free of charge in which all equipment necessary to put on a play program for said outing is loaned to them. During this period 54 different groups used this service, some as high as nine times.

GOLF--The Industrial Golf League for men was again organized with six teams playing two rounds of games over the Municipal Golf Course. 54 individuals took part.

Grade School Golf Tournament for grade school boys found 52 entered with the finals played in the spring of 1932. However, the spring of 1933 found little or no interest in this division, due in a large part to the depression. The 1933 tournament was therefore called off.

Municipal Golf Tournament--Madison's 1932 Municipal Golf Tournament which was open to men who did not belong to private clubs found 64 competing in the sixth annual event. The first women's tournament held over the same course had 12 entries.

SUMMER PLAYGROUNDS--The nine week program of summer playgrounds which opened on June 14th and closed on August 14th with nine full time playgrounds, four junior playgrounds four swimming beaches and four handcraft centers had a total attendance of 317,048.

Program--A daily program of activities including high and low organized games, sand play, story hour, handcraft, club work and dramatics make up the daily program with many special activities such as pet shows, doll buggy parades, circuses, father and son day, tournaments in checkers, mumblety-peg, horseshoes, hop scotch, rope jumping, washers and croquet give the individuals an opportunity to display their skill. The league program in which teams play two games a week finds playground ball, soccer ball and volley ball the leading league activities.

Evening Program--During one night of every week a special program is put on by every playground with league activities in the early evening followed by a program of the dramatic department and on three evenings of the week, movies are arranged with a five reel feature followed by a two reel comedy. During the evenings on which movies were given crowds ranging from 500 to 2000 attended.

Handcraft--Four half day centers, Randall, Washington, Marquette and Hawthorne were opened in handcraft giving the children an opportunity to make articles such as baskets, trays, rugs, toys and sewing with 821 articles completed.

Swimming--A "learn to swim" campaign was put on during the summer with free instruction at the four largest beaches. The American Red Cross tests were passed by 267 beginners, 85 swimmers, 26 juniors, 54 seniors and 37 examiners. During this nine week period twelve dual simming meets were held with the city championship meet run off at the close of the season in which 57 individuals won places, races being held in divisions 5-9; 10-12; 13-16; and 17-20 years of age.

Radio Track and Field Meet--During the playground season three major events are scheduled, the first being the Radio Track and Field Meet in which Madison competed against the thirteen largest cities in the middle west. Eleven events constituted the program in this contest. However, an additional 19 events were run off to give competition for the 300 children who took part.

Lantern Parade--The Lantern Parade this year showed added interest from children as well as parents with more than a thousand children taking part with lighted lanterns and with hundreds of spectators surrounding the Capitol Square for this event.

Championships--A special day was set aside for all east and west champions to meet to decide the city champion in the following events: playground ball, soccer ball, volley ball and individual champions in checkers, mumblety-peg, hop scotch, washers, horseshoes, and croquet.

MEN'S CITY PLAYGROUND BALL TOURNAMENT--Following the close of the men's playground ball league season the leading twenty teams entered an elimination tournament to decide the city champion. Four evenings of twilight games were played at Barry, and Breese Stevens Field with the quarter finals, semi finals and finals played under the lights at Breese Stevens Field. Better than 5400 spectators attended the last three nights' games with an estimate of 4000 in attendance the four preceding evenings. The city champ entered the State Meet held here.

STATE PLAYGROUND BALL TOURNAMENT--Madison was host to the twenty-four leading teams of the State of Wisconsin on September 3, 4 and 5 to decide the state championship in playground ball. This tournament had the largest number of teams entered in any state in the United States. Madison was eliminated the second day before a crowd of 10,000 people. It was estimated that 20,000 witnessed the three day tournament held at Vilas Park.

HORSESHOES--The Madison Horseshoe Club held its annual contest with its 30 best tossers competing. Following this meet the six best competed against the Chicago Horseshoe Club in a home and home match.

TENNIS--Although a great deal of interest is shown in tennis at the present time we are lacking suitable facilities to run a tournament. The Blackhawk Tennis Club therefore cooperated by running the tournament this year. There is a great need for courts in the city of Madison and it is hoped in the near future there will be a number of municipal courts available.

FOOTBALL--Six teams of lightweights who weighed 150 pounds and under completed a two round schedule with 120 men registered.

BASKETBALL--Basketball is the biggest indoor sport in the winter for Madison. Thirty-eight teams, in all forming five leagues, played a total of 252 contests in which 388 men were registered. At the close of the league season the eight strongest teams took part in an elimination tournament with the winner representing Madison at Two Rivers in the State amateur contest.

Boys' Leagues--The Saturday leagues for boys of all ages found 28 teams totalling 281 boys competing while the ladder shooting tournament had 207 boys taking part.

At the close of this season the recreation boys' basketball tournament was held with ten teams entered in the Older Boys' division, thirteen in the Intermediate division and eight in the Junior division. a total of 310 boys registered.

A six team industrial girls' basketball league played a two round schedule with a total of 30 games and followed this with a volley ball tournament in which 17 league games were played.

GYM CLASSES--The "keep fit" classes for men and women were held in six schools this year with a total attendance of 5375 with eleven classes meeting each week.

CARDS--This past winter found 48 men on eight teams competing in the Cribbage League at Labor Temple while 54 men took part in the doubles tournament following the league season.

Contract Bridge--A great deal of interest was displayed in Madison in contract bridge with a request for lectures on this game. A total of eight lectures with 582 attending on a cost basis was given.

Euchre--The first euchre tournament to be held in Madison found 136 men and women competing two evenings for the title. Officers wer elected for the coming year with plans to hold weekly contests.

UNEMPLOYED UNITS--The Department cooperated with the unemployed units in putting on ten dances and six card parties. All minor difficulties were ironed out with the majority of the parties being conducted in a splendid manner.

DANCES--Old and young folks' dances were continued during the year on a cost basis. A modern dance was given every two weeks for boys and girls 16 to 22 years of age at the Lowell School while the old time dances alternated every Friday evening between West and Lowell Schools.

SKATING--Due to the mild winter Madison had the poorest skating of its history, there being but one event, the city championships, and that under unfavorable conditions. This event found the 32 best skaters competing.

MARBLE TOURNAMENT--In the spring of 1933 the Capital Times Marble Tournament was held with champions decided in each school with a final meet in which all school champions participated. The winner received a trip to the Century of Progress and played in the National Marble Tournament.

RECOMMENDATIONS--The steady increase in participation in Madison recreation program makes it of the utmost importance to give special thought as to how the needs of Madison in this field are to be met.

A need of more and improved hard baseball diamonds.

A need of at least thirty hard surfaced tennis courts to be placed in groups of not less than eight in a set.

A need of a community center program for winter months at East, Central, West, and Franklin schools.

A need for shelter houses on the senior playgrounds.

In closing I wish to thank the members of the Board of Education, Superintendent R. W. Bardwell, members of the Madison Park Commission and all citizens who have cooperated to put over this program.

Submitted by

Harry C Thompson

Attendance Report for Playground and Recreation Centers:-

NINE WEEKS--JUNE 13 - AUGUST 13, 1932

SEASON REPORT

CENTER	PLAYGROUND					KINDERGARTEN		SPECTATORS	TOTAL
	BOYS	GIRLS	MEN	WOMEN	TOTAL	BOYS	GIRLS		
Barry	9038	4546	3143	517	17244			4401	21645
Brittingham	12880	5389	2718	497	21484			9019	30503
Burrows	3155	2510	1802	127	7594			2670	10264
Dudgeon						1050	1833	32	2915
East Side	7724	3409	1706	88	12927			707	13634
Elmside						1305	1156	317	2778
Emerson						785	1057	47	1889
Lowell	5792	1868	601	47	8308			1307	9615
Marquette	4630	2963	552	88	8243			1277	9520
Randall						1023	1126	205	2354
South Side	3654	1095	44	587	5390	743	1260	380	7773
Tenney	4557	2910	7793	1853	17223			4769	21992
Vilas	5788	3536	5925	1567	16816			6699	23515
West High						1138	1143	12	2293
TOTAL	57338	28226	24294	5371	115229	5044	7575	31842	160690
SWIMMING									
Brittingham	5007	3947	2359	2422	13745			4166	17911
Lakeland Pier	4160	3563	1020	1134	9877			2010	11887
Tenney Beach	9076	8345	5898	4301	27620			11654	39274
Willows	17430	14201	8957	7655	48243			8973	57216
TOTAL	35573	30056	18244	15512	99485			26803	126288

Total playground participants	115,229
Total kindergarten participants	13,619
Total swimming participants	99,485
Total spectators	58,545
Kiddie Camp (4½ weeks)	1,453
Dancing and Dramatics	6,120
Attendance at Movies	13,110
Attendance at Pageant	3,000
Handcraft classes:	
Hawthorne Annex	2,320
Marquette	1,137
Randall	1,934
Washington	941
TOTAL ATTENDANCE AT CENTERS FOR NINE WEEKS	317,043