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F O R E W O R D

This volume contains reports of the building principals and supervisors in the Madison public schools for the year 1946-47.

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

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

> "I prefer to impose as few specific requirements for the annual reports as possible. In general, I should like the reports to be the kind the individual principals and supervisors would like to make. The following outline is merely suggestive.
>
> I. Significant statistical data which you may have been reporting during recent years--for continuity.
> II. Special achievements.
> III. Special problems.
> IV. Recommendations, if any."

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

Staff turnover was at an abnormally high level and many vacancies occurred with very little advance notice. The substitute list was very short since nearly everyone who wanted full-time work could find it. Likewise the wartime shortages in supplies, equipment and repairs have continued. Much time of high school principals and guidance offices has been consumed (and gladly) in conferences with returned veterans, in the preparation of their credentials, and in administering various types of tests to assist them in their postwar plans.

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

July 1947

P. H. FALK
Superintendent

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORTS
of
PRINCIPALS AND SUPERVISORS

For the School Year 1946-47

Reports are arranged in the following order:

High Schools

Central High School
Junior-Senior High School - R. L. Liebenberg
Junior High School - Vida V. Smith
Guidance Department - Nina B. Fredrickson

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

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

Elementary Schools

Dudgeon School - Lucile Clock
Emerson School - H. Ralph Allen
Franklin School - Armand F. Ketterer
Lapham School - Maurine Bredeson
Lincoln School - Helen Simon
Longfellow School - Walter H. Argraves
Lowell School - A. Kermit Frater
Marquette School - Lillian Simonson
Nakoma School - Walter W. Engelke
Randall School - Alice E. Rood
Sherman School - Walter J. Berger
Washington School - Pearl Leroux

Special Departments

Art - L. Irene Buck
Child Study and Service - Carl H. Waller
Wisconsin Orthopedic Hospital School - Charlotte Kohn
Curriculum - Bernice E. Leary
Health, Phy. Ed., Recreation & Safety - Howard G. Danford
Music - Leroy Klose
Public Interpretation - Margaret Parham

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

1947

Annual Report

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
By the Principal
R. L. Liebenberg
July 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-47
CENTRAL JUNIOR-SENIOR HIGH SCHOOL

SECTION I

INTRODUCTION AND STATISTICAL DATA

It is my privilege to review the past school year at Central High School and to summarize some of the progress which has been made and to suggest the areas in which work still needs to be done. Our situation, of course, needs to be considered in the light of social and economic conditions in the community and in the nation at large. The period of readjustment from military to civilian interests continues and the impact of the war seems somewhat more remote than it did a year ago.

Pupils are aware of the fact that this is the first class in several years, which after graduation, does not have to look forward to military service. One effect is that pupils are more relaxed. They are taking full advantage of opportunities to proceed with life plans without immediate fear of interruption for military service. Conversely, it is interesting to note that some boys dropped out of school last summer and early last fall to enlist for military service in order to be sure they would be able to qualify for benefits under the various GI laws. The opportunities in military service were very full publicized during the summer and fall of 1946. However, our school did not suffer from the recruiting efforts later in the school year as did some schools in the state and there have been no requests from seniors for special legislative diplomas during the entire year.

The employment field seems rather spotty for high school people at the present time. Pupils who have had commercial training are currently in great demand for clerical services. A number of our commercial department pupils began work on a part-time basis before the close of the school year and, apparently, all of them were offered jobs at attractive salaries upon graduation. On the other hand, general course pupils who finished during the year were having more difficulty in finding suitable job openings. Opportunities for part-time employment were reduced in some fields because full time employees had become available. Opportunities during the current summer are more limited to those of a seasonal nature than seems to have been true for several years.

The total* 6-year enrollment was 1088, which is 5 more than the figure for a year ago. There is a loss of 21 in the total enrollment of Junior High School for the current year and a gain of 26 in the total enrollment for the Senior High School over that of a year ago. The tables below indicate the total* enrollment by grades, together with the distribution of boys and girls in the 6-year school.

		Total Enrollment		
	Grade	Boys	Girls	Total
Junior High Division	7th	61	58	119
	8th	68	58	126
	9th	121	104	225
		250	220	470
Senior High Division	10th	99	92	191
	11th	106	116	222
	12th	100	105	205
		305	313	618
Total Jr. & Sr.		555	533	1088

Note: Total enrollment figures are given to conform with those given in previous years. (Total enrollments may be misleading if there are large percentages of transient enrollees.)

This year was the first time for a number of years that Central High School has operated under a publicly announced and uniformly understood boundary. A number of transfers have been issued in keeping with the Board of Education's policy of permitting pupils to go to the school of their choice as long as space permits. However, the establishment of a district for Central High School, since districts for other schools have existed for a number of years, gives assurance to the community that the school is to continue.

Since last June, 197 diplomas have been issued by the Board of Education to graduates of Central High School. Of these, 167 were issued to June graduates who completed the regular requirements; 26 were issued to veterans who met the special requirements of the General Educational Development test standards as established by the Board of Education; 3 completed their regular requirements in the summer session of 1946; and 1 diploma was granted to a former student who made outstanding contributions in civilian service for the Navy during the war. This represents a considerable increase over the number of diplomas granted last year. This year's class had not been so badly decimated by the war and it was augmented by a number of veterans who came back to meet regular graduation requirements following their military service.

To date (June 30) only about 25% of the graduating class members have signified their intentions of continuing their training in college. Perhaps this drop in percentage over last year is in part due to the fact the University of Wisconsin changed its application form and was unable to furnish the new form to us until very shortly before the close of school. It seems likely that more graduates will decide during the summer to continue their education on the college level. There seems, however, to be an increasing tendency on the part of some pupils to want to get themselves firmly established in a trade or business before opportunities decrease.

Under the sponsorship of the University Extension Division, and the principalship of Mr. John G. McDowell, the summer school enrollment includes approximately 330 students, taking about 455 semester subjects (including about 20 pupils taking correspondence courses in the summer school.) The summer session enrollment is approximately 25 less than last year.

In addition to the regular summer session, Mr. Steensland reports a total of 140 pupils (without duplications) enrolled in summer music classes under his direction. Opportunities to continue music work during the summer seem to be greatly appreciated by the children and their parents.

SECTION II

SPECIAL ACHIEVEMENTS

Change of Daily Time Schedule:

One change in our school program this year was the shift in daily time schedule to divide the senior high school day into 7 equal 50-minute periods. To do this, the day was slightly lengthened; class periods were shortened from 51 and 52 minutes to 50 minutes and the activity period was lengthened from the former 30 minutes to the new 50-minute period.

Reactions to the new schedule have been somewhat varied.

1. It has given a longer time for the various types of activities occurring during the home room period.

2. It has given additional study time to pupils who are in a minimum of activities and who normally spend the activity period in their home room.

3. The 20 minute increased length in the home room period has made the home room teachers' job a bigger one both in terms of actual time length and in terms of time spent in work with home room groups on all types of guidance, educational and social problems.

4. It has necessitated a number of combination auditorium programs where part of the period was devoted to one topic or activity and the remainder to another.

5. It has almost completely avoided auditorium programs running over the normal length of the period and into the following class period.

6. It has given time for club and other activity meetings.

7. Teachers of shop and laboratory subjects are somewhat conscious of the minute or two which has been taken from class periods.

8. The librarian indicates that there was increased use of the library during the activity period, expecially in the reading of current magazines.

9. Some pupils carrying largely non-academic work have claimed that they have not had sufficient study material to keep them busy during one or two study periods in addition to the activity period. Their grades generally did not warrant such statements, though there may be a need for teachers to re-evaluate the assignments they are giving for out-of-class work

10. Since junior and senior high school periods are now identical, except for the slightly shorter junior high activity period to permit staggering of lunch hours, the former conflicts in pupil and teacher scheduling when periods overlapped is now avoided.

It seems likely that the potential benefits of the longer activity period have not been fully utilized for individual and group guidance activities. It is, of course, recognized that some types of individual conferences are difficult to conduct in the presence of other children working in the home room; but much of this problem should be overcome by careful planning and experimentation.

Another phase of the problem of utilizing the activity period for guidance purposes of groups larger than the individual home room is two-fold. One is that club and other special group activities need be limited to certain days in the week rather than being spread to the point of occupying nearly the entire week. Another is that the group meetings for guidance and other purposes need to be carefully planned and scheduled to efficiently utilize the time so gained.

There is also need for work by home room teachers, guidance department and administration to agree on desirable and recommended home room activities and conduct standards.

Guidance Department:

While the guidance department is submitting a separate report, it seems appropriate to mention here the values which have come to the school through the increase in guidance services. The addition of Mrs. Irene Hagberg on a half-time basis has permitted further organization and expansion of a testing program and - perhaps more important - has provided additional time for the interpretation of results and for the follow-up counselling work.

It has permitted the requests for individual tests to be rather generously granted. It is interesting to note that, when the invitation was extended to seniors to come for a half day during examination week at the close of the first semester for special testing, about one-half of them responded and came during an afternoon which would otherwise have been free.

The additional help has permitted the guidance department to take a much more active interest in the problems of programming. It is my hope that the results of this interest and work can be demonstrated through improved work and reduced failures, which should result from getting pupils guided into courses adapted to their needs.

It is recognized that much of the guidance and programming work should still be done by the home room teachers, but it seems that definite benefits accrue when they work with the guidance department.

Grading Policy:

The senior high school faculty agreed on a grading policy which is now more uniform in its understanding and application than has been true heretofore. "Conditions" and "Incompletes" are now largely reduced to those instances where there is a definite need for such grades; and pupils are encouraged to make up their "conditions" and "incompletes" promptly when they exist rather than to permit them to continue until they result in failures.

Faculty Scholarship Committee:

To co-ordinate the granting of several scholarships which are available to Central High School, a faculty scholarship committee under the chairmanship of Miss Nina Fredrickson, our guidance director, was organized. Membership of the committee included representatives of the various school organizations granting scholarships. Results seem to have been most favorable since the committee made a rather comprehensive survey of qualifications and needs of pupils who might be eligible for scholarships. This helped to avoid undue duplication of scholarship awards and also to avoid failure to consider worthy candidates.

Girls Club:

The splendid services of Hospitality, Lost and Found, Sunshine, and Candy Counter committees were effectively continued. The Girls Club clinic sponsored a successful "Dress-up Day" in fall for both boys and girls. They took the responsibility of decorating Christmas trees and corridors during the Christmas season and acted as cafeteria hostesses throughout the year. This year the Girls Club granted four $65.00 scholarships for further education.

Noon Hour Supervision:

A more completely organized and supervised program of noon hour activities was developed during the year. The Junior High School was given the use of the boys' gymnasium 5 days per week during the winter months for organized play activity during the noon hour. The girls' gymnasium was used for social dancing 5 days per week - part of the time for Junior High School and part of the time for Senior High School. The auditorium was utilized for movies 4 days per week during the poorest weather outdoors and 2 days per week in spring for both junior and senior high pupils. Our play space in the court has been reduced to virtually nothing because of the number of cars in the area, and the use of our indoor facilities has become more necessary. The additional cars are caused by an increased auto-mechanics apprenticeship program in the Vocational School and they use the court area to work on their cars.

Free Textbooks:

The shift from pupil-purchased to Board of Education-purchased textbooks was made very smoothly. Teachers felt that they got the books they needed when they needed them and with the minimum of time and energy that was necessary to handle the volume of books involved. Mr. McDowell, who has been in charge of the book exchange, reports that the Board of Education texts have been better cared for than were the pupil-owned books previously. I believe this is attributable to the effort teachers expended in requesting special care of textbooks.

Mr. McDowell's records show that $115.00 was collected in fines; $41.00 was paid for lost textbooks; and that textbooks in the amount of $43.00 were sold to pupils during the year. There was no objection to paying fines or paying for books which had been lost. It was found that sets of textbooks, in a room to be used by various classes coming to the room, were difficult to handle and control. It seems that each pupil should have his own text charged out to him.

General Class Work:

Teachers have expressed pleasure in observing the growth exhibited by pupils in daily class work. Pupils grow in abilities, in skills, and in understandings of the work they do. School work is related to life situations wherever possible. The Problems of Democracy classes made a trip to the Oscar Mayer packing plant in connection with their study of industrial methods and organization.

Other special features growing out of our regular classroom activities included several of our people taking part in a mock United Nations conference sponsored by the Hesperia Forensic Society of the University of Wisconsin. A group of pupils from our Driver Education class took part in a city safety panel discussion at East High School, which was

sponsored and supervised by the recreation department. Another group from the social studies department presented a radio panel discussion over WIBA. Our pupils and teachers, and particularly the members of the present ElectriciansClub, by helping with lighting arrangements, have contributed to the development and production of the city senior high school movie which was started during the past year and which will be continued next year.

Driver Education:

Our Driver Education course, as organized by Mr. John G. McDowell, followed the outline proposed jointly by the State Department of Education and the State Motor Vehicle Department. The Wisconsin edition of the standard test was used as a basis for the course. Two sections were organized each semester, each section meeting two days per week with the two sections combined on Fridays for either movies or talks by out-of-school speakers. During the second semester, the volunteers were augmented by some pupils assigned to Driver Education instead of Physical Education. There was some objection at first on the part of those so assigned. Many of these pupils later reported that they had enjoyed the course because they felt that it was worthwhile to them.

During the first semester, of the 72 taking the course, 71 passed the State Test and earned a certificate excusing them from further written tests before securing a driver's license. During the second semester, of the 66 carrying the course, 63 earned their state certificates.

Stagecraft:

Our newly organized stagecraft class was conducted under the direction of Mrs. Phyllis Daniels. While it worked under the handicap of insufficient tools and equipment and limited space, they accomplished some very fine results. They took over many of the problems of staging for the plays and operetta which were produced during the year.

Work Experience Program:

The services of Mr. Lloyd Benson have been valuable to us in connection with pupils enrolled for work experience credit during the year. His help in taking over the group of interested pupils has been truly beneficial. It is reflected in the fact that 35 pupils were enrolled for work experience credit during the first semester and the number increased to 54 for the second semester. Placing the program on the basis of having a definite teacher, who can contact both the pupil and employer, has had definitely beneficial results and has simplified the grading and record-keeping problems.

The work experience program does give pupils real contact with employers and work outside of school. Through his conferences with participants, Mr. Benson is able to develop and improve employee-employer relationships.

Visual Aids:

Several advances were made in our visual education equipment and services this year. The cooperation of the Board of Education in providing us with a second sound movie projector has permitted expansion in the use of motion picture films. Many of them were used in the auditorium where class groups were brought for the projection. At other times one machine was used in the auditorium while another was used to show pictures to another group in either a classroom or in the small projection room, which was partially developed for this purpose during the year. On at least one occasion, there was need for even a third projector during several hours of the day and one was borrowed from Vocational School.

Teachers, who have used the service, have been most grateful to the Electricians Club, as organized and directed by Mr. Roland Sprecher during the year. Through the club, the facilities for sound and still movie projection, for slide or strip film projection, for opaque picture projection, and for use of the public address system have been provided. It was organized on a systematic basis which made it a convenient service available to teachers and encouraged greater use of these services.

Music and Dramatics Departments:

In the music and dramatics departments, we have had a rather successful year in terms of both the quality and quantity of productions. Two out-of-school concerts were presented in addition to a number of appearances by band and orchestra in school auditorium programs. The three-act play, "The Great Big Doorstep", was presented in fall. The spring operetta, "Sweethearts", was presented under the combined direction of the vocal music, instrumental music and dramatics departments. Also contributing to its outstanding success was the work of the art, physical education, home economics, and manual arts departments, and other individual and group efforts.

Athletic Department:

The men on our athletic coaching staff have fitted themselves into our program, which was established during the previous year, and carried on various activities with vigor.

Our varsity football competition results were satisfactory. It seems that one of the most significant factors is the high percentage of boys, especially in Junior High School, who participated. More than 100 junior high boys, which is virtually 50% of the total Junior High School enrollment, were out for football.

In basketball, we had 122 Junior High School boys taking part in intramural basketball in addition to 17 on the Junior High varsity squad. This was in addition to the Senior High varsity, sophomore, and Four-Lakes squads.

We were able to indulge in this kind of program only because of the co-operation which has been given:

a) In providing sufficient coaching help to care for the several groups of boys.

b) arrangements whereby we were able to utilise gymnasium space in the Y.M.C.A. and in Lapham School.

c) through the provision of bus service to the football practice field and to Lapham School gymnasia for basketball and football season respectively.

The high percentage of participation imposes a severe strain and drain on the financial resources of the athletic department to outfit the large number of pupils who participate in these sports. Further remarks on this problem will be made under "Special Problems."

This should have been our big year in basketball and our record might well have been more impressive had it not been for disabling injuries of senior members of the team at critical times in the season. We did, however, win the exclusive claim to the City Championship in basketball for the second consecutive year. We shared the conference championship with the other two Madison high schools and with Beloit. For the second time, we were defeated in the tournament by East High School after having beaten them in the two previous conference games of the season. The key members of our basketball team again this year demonstrated splendid results in developing democracy when one recognizes that the first five men included two Negro boys, one of Irish descent, one of Italian parentage and one of the Jewish faith.

In track we did not fare so well in meets won, but the boys did work hard. Al Dockery, in particular, made outstanding records for himself and the school in both high and low hurdles. He might well have broken national records if weather conditions had been more conducive to best track results.

We have appreciated the cooperation of the recreation department in providing us with tennis rackets and with a limited number of golf balls. It has helped to produce interest in these sports even though competitive results have not been outstanding.

We began a program of archery and have developed some interest in this field which should be carried further next year.

Returned Veterans:

The veterans who have returned from service during the year and who have contacted the school have imposed several special problems. Considerable clerical, guidance and administrative time was given to veterans.

The more capable veterans, who had not finished their high school work before leaving for the service, were largely able to satisfactorily meet the General Educational Test standards as established by the Board of Education and thus qualify themselves for recommendation for a diploma. Others, after a semester or even less of special refresher work in high school or vocational school, were able to meet earlier General Educational Test deficiencies. Some definitely surprised and astounded themselves and others with the accomplishments they made in the refresher courses.

There were some capable veterans who wanted to return to high school to have the experience of earning their high school credits and graduating with a class. Some of these did very creditable work and contributed satisfactorily to the school spirit and welfare. Others, who had been "ne'er-dowells" academically before they left for service, returned to find that neither the school nor their attitudes, interests or abilities with respect to school work had changed. Some left school shortly after enrolling while others have been struggling throughout the year. Others have shown definite improvement in attitudes and interests since returning from service.

Student Council:

During the year the student council was active in working for school interests. Its members attended and participated in student council conventions in Oshkosh and Janesville. They actively supported the homecoming program in fall.

One of the council's major projects this year was planning and financing of the memorial plaque which is mounted in our main corridor. The legend on the war memorial reads as follows: "MEMORIAL dedicated to the memory of our valiant men and women who served fought and died for God and country in world war I and II."

Because of difficulty which was experienced with our basketball scoring clock at two games during the year, the student council has ordered a new clock to be delivered this fall and has arranged to pay for this clock.

To raise funds, the student council conducted two paper scrap drives during the year. Although the weather was quite unfavorable for the second drive in spring, a great deal of paper was collected. The fall drive brought them 53,000 pounds of paper - more than 26 tons. The work of the students of the entire school and the leadership which was developed on this project seemed to make it worthwhile aside from the monetary returns.

Homecoming:

One of the major activities of the school was the staging of a homecoming celebration in connection with one of our football games. Much work was done and much good will was gained through the late afternoon pep-meeting, the dedication of the war memorial plaque at the field and the reception and dance for alumni members which followed the game.

Social Program:

Our social program has been affected by the many community center and Loft activities. There has been a decrease in attendance at ordinary school dances; and some of those who do come are interested in moving forth and back between the school and the Loft, which can easily lead to undesirable conditions for both. Conversely, the semi-formal occasions of the junior prom and the senior dance have been well supported by the students of our school. Both of these were exceptionally fine occasions this year.

Parent Teachers Association:

Under the leadership of president Mrs. Leslie O'Brien and the members of the P.T.A. executive committee, a successful year's program was planned and executed.

Banquets for football and basketball squads were financed by the P.T.A. and were prepared and served by its hospitality committee, using the facilities of the Vocational School cafeteria.

A committee of parents and teachers worked on vandalism and other problems associated with the University of Wisconsin homecoming mass meeting. Pupil questionnaires were circulated and information gathered in both Junior and Senior High School. It is hoped that these results will be pooled with the studies of others interested in the problem before homecoming time next fall.

The P.T.A. All-Central committee worked with the student council in considering the problem of remodelling, particularly with respect to improving the space and facilities in the gymnasium and auditorium. A conference was held with Mr. Gordon Nelson. It seems that the next step should be to ask the Board of Education to arrange and finance an architectural study of our building to determine what remodelling is most feasible and would bring us most satisfactory results - especially in improving gymnasium and auditorium stage facilities.

The P.T.A. again this year subsidized WIAA pupil coverage. The cost to the P.T.A. was, of course, nominal since virtually every pupil in the school paid his 10¢ fee. During the year 32 claims were submitted under the plan in addition to one which is still outstanding. Payments ranging from $2.00 to $32.00 have been paid on these 32 claims. Total payments amount to $198.00 while the total fee paid for the coverage for the entire year on the basis of our enrollment was only $108.30. Even though the pupil coverage is to cost 15¢ per person next year, the P.T.A. has again agreed to subsidize the plan for our school.

Custodial Situation:

Many teachers commented in their reports on the willingness and fine spirit of our janitors.

This has been a most difficult year for the custodial staff because of changes in personnel and because of the painting activity during the year. With the amount of muss, confusion and moving of furniture and equipment necessitated in connection with the painting, much more work was required than could be done by the extra man provided during the painting program. Three janitresses have been in employment during the year with gaps occurring between their respective tenures. These gaps, together with the time that it takes for a new person to get under way, permitted both offices and girls' washrooms to get into bad conditions, causing corresponding carelessness on the part of girls using the rooms and criticism on the part of all concerned. Further difficulty this year has stemmed from the fact that the janitress now has a one-hour lunch period instead of two hours. This meant that the time available for work before and after school was cut one-half hour on each end of the schedule.

During last summer, custodial help from our building was assigned for emergency work elsewhere in the city, which, of course, cut the time available for working in our building. Illnesses in the custodial staff during the year when substitute help was not available caused a further reduction of services.

The action of the Board of Education in making provision for assignment of another man to the Central High School custodial staff should materially improve both the quality and quantity of the work done in our building.

The telephone which was installed in the custodians' room has served the custodians by making them available for calls from other phones in the building and has reduced pressure on the office by making it unnecessary to carry messages to them. The telephone is also available to faculty men, as is the phone in the teachers' room for faculty women.

Clerical Situation:

In less than two years the entire clerical staff of the guidance department and junior and senior high school offices has been changed. While difficulties have been encountered during the time the newcomers were learning their jobs, we find ourselves currently with fine help in each position. However, since all of our workers are married ladies and since some of them are definitely in Madison on a temporary basis, we must be prepared to look forward to further shifts and adjustments in the future.

Our adjustments have been made easier because some of our loyal and faithful former workers developed rather complete and comprehensive summaries of their work and responsibilities. I trust that these may be added to, revised and brought up-to-date before further shifts in clerical personnel are made.

Vocational School Relations:

Our relations with the Vocational School, as we have had occasion to work with them in giving refresher training to veterans, in providing job facilities for our boys and in utilizing the facilities of their cafeteria for our various social functions, have been most pleasant and cooperative.

SECTIONS III AND IV

SPECIAL PROBLEMS AND RECOMMENDATIONS

It has been my hope that the secondary school curriculum for both junior and senior high school might be carefully scrutinized and reconsidered in the light of present day needs of pupils in school. There are also problems of sequence and grade placement of subject matter concerning which faculty members have made suggestions. It seems that action must be taken on a city-wide basis to avoid difficulties for pupils who transfer from one public school to another.

We now have a minimum essentials requirement in English. Perhaps there should be a minimum essentials requirement in mathematics which should be met before a pupil is graduated from high school.

With the present concern over mental (as well as physical) health, it seems that a course in elementary mental hygiene and/or psychology might well be considered.

At a meeting of industrial and businessmen with high school principals and the superintendent to consider the work experience program, it was suggested that there are attractive opportunities in the field of retail merchandising. Possibly a class which would teach the fundamentals of retailing would be beneficial and practical.

During the past year we have experimented with Driver Education. If continued, it seems that it should be transferred from the 11th to the 10th grade so that it may precede actual driving experience. If the community of Madison is willing to support the expenses which such a program would entail, an individualized course in driver training (which would necessitate provision of a dual-control car and a full time instructor for our school) might prove itself a good investment in terms of lives saved and property damage reduced.

During the past year another effort was made to bring a medical presentation of some fundamentals of sex education to pupils in the 9th grade in connection with their work is physiology and physical education. Present efforts are sporadic, but have been made to meet the requests of parents. It seems that this might be a splendid opportunity for the development of a series of graded sound moving pictures which could

standardize the earlier presentation of the material so that it could be followed by a question and answer period with doctors. Certainly, the one session for both presentation and questions is inadequate. It seems, too, that it should be followed by further instruction on senior high school level and particularly in the senior year before pupils leave our public high schools.

The work experience program has brought some fine results but I feel that it should be so controlled that pupils do not use it merely to cover failures in regular school subjects. Perhaps, even in this usage, it may help to retain some pupils in school who would otherwise drop out along the way.

The vocational shop opportunities, which are available to us through cooperation with the Vocational School, are likely to be reduced because of the loss of the Brayton School site and by pressure on the Board of Vocational and Adult Education for apprenticeships and GI training in the Vocational School. This threatens to develop into a serious problem for Central High School unless thorough recognition of our needs accompanies other demands made upon the Vocational School.

The continuation of bus service during football and basketball seasons is looked forward to and anticipated for next year. It does help to get boys there promptly and in a group. While I realize that on the surface, it may seem ridiculous to request bus service for the track season, we should recognize that from the coach's point of view, it is equally important to get the boys to the track field in a group after school in order that regular instruction and coaching may begin promptly. My suggestion that boys might get some of their conditioning by running to Breese Stevens dressing rooms after school was met with the reply that running on pavement in street shoes and clothes is undesirable for track men and, of course, it does not give specific training for the field events. While no request has thus far been made of the Board of Education for bus service during track season, it seems that the expense of the service should be weighed against the advantages which might accrue from it and the disadvantages which exist without it. We feel that our basketball team profited materially from the use of the gymnasia at Lapham School. We realize that their own school program comes first; but hope we will be able to have at least one gymnasium at 3:30 each day.

The problem of financing athletics in our high school becomes increasingly difficult. Our school, in common with other schools in the conference, has sent both sophomore and varsity basketball squads to each of the conference games. Our travel expenses, therefore, are virtually as large as those of other schools. Conversely, our gymnasium is small and we are unable to accommodate both our students and an adult crowd. It seems a doubtful philosophy to shut out any age group of students within our school from basketball games in order to

sell tickets to would-be-adult followers of our team. On the other hand, if our pupils come to home games, our ticket sales are virtually nothing since the Industrial Commission has imposed a crowd limit on our gymnasium, based on both bleacher space and exit width presently available.

The result was that we had several hundred people standing in line for nearly an hour while we protected seats for pupil activity ticket holders during the first basketball games of the season. Finally, the crowds had to be turned away because no tickets could be sold when the seating space was filled. The pressure became less during later games because the crowds were progressively discouraged.

Consideration should be given to the problem of replacing our much worn bleachers, and to increasing our limited gymnasium seating space, by beginning a program of installation of folding bleachers.

Attendance at the double-header field house game is evidence of the support which basketball might receive if seating space were available. In the meantime, we are faced with the problem of having a potential money-producing commodity for which we cannot sell space. At the same time, we are faced with increased bus and travel expenses as well as increased costs for inferior athletic equipment in meeting our out-of-city conference obligations.

While athletics were at a relatively low ebb several years ago, the other two public high schools were invited to participate in what has since apparently developed into an annual series of charity games, with which they supplement their basketball incomes. Central must also seek other financial resources to continue its athletic program. Currently we have not had the means to send our track boys and others in spring sports to all of the activities in which the other high schools have participated.

The dressing room facilities at Breese Stevens Field, for which plans were drawn more than a year ago and which were shelved when the bids far exceeded the estimates and budget allowance, are badly needed. Our football coach has estimated that more desirable facilities for drying, storing and caring for our equipment would save us between $700 and $1,000 annually in football equipment alone. This is aside from the sanitary and cleanliness features which would accrue from improved dressing, shower and drying room space at Breese Stevens Field. I trust that the Board of Education may give us support toward the completion of this program.

The student council's and P.T.A.'s all-Central committees have considered various possibilities in connection with improving gymnasium opportunities and in increasing seating and exit space. One conference was held with Mr. Gordon Nelson on the subject. It seems that the next step is to ask the Board of Education to engage a qualified school architect to survey our gymnasium, and our auditorium stage facilities and to make recommendations of one or several alternate plans which might be advisable

and practical as a means of improving the facilities in our school without violating principles of common economy.

The problem of darkening our auditorium for visual education and dramatic productions was one of the problems which Mr. Marcus Johnson was not able to complete before he passed on. He had hoped to provide shutters between the two sets of sky light windows, which could be operated simply in any weather to darken the auditorium as needed. Materials have not been available, but should become available for this project during the year.

The new paint job which was completed on the interior walls of our building during the current year has done a great deal toward brightening the building and has meant much to everyone in it. It has definitely made it a much more pleasant place in which to work. It is truly appreciated by all who see and use the building.

The janitors' cleaning and varnishing program has gone forward this summer with renewed vigor. Plans for painting corridor floors have already been made and started and the building promises to be more attractive this fall than it has ever been since I came to it 17 years ago. There is a need for every pupil and teacher to be continually alert to the necessity of keeping our building in the best possible condition.

The power scrubbing machine which has been provided for the use of custodians has been a real help in enabling them to do a fine job of reconditioning floors.

Two members of the Board of Education who were inspecting the paint job when it was in progress were quite surprised to find that we had no facilities for filtering or washing the air that is brought into the building from near street level and blown to rooms throughout the building. They expressed a willingness to support such an improvement for the building and I trust that the budget for Central High School will include a provision for cleaning the air and helping us to protect and preserve the appearance of our fine paint job, as well as the health of those in the building.

For a number of years we have used a six-weeks' grading period in the senior high school and a nine-weeks' grading period in the junior high school. This involves a number of confusing situations for teachers who work in both divisions and particularly in language classes and in certain other classes where both junior and senior high school pupils are members of the same class. When a change was suggested in order to unify our procedure, it was thought that a uniform city-wide grading period might be adopted for high schools and that we might do better to delay action until we knew what the city-wide plan would be. I feel that it should be unified at least within the school, but if there is to be city unification, we should wait for it so only one change will have to be made from our current plan.

Our pupil handbook was last published a number of years ago and is in need of revision. This is a job which should be undertaken possibly as a summer job another year. It has also been suggested that a teacher handbook, which would be particularly valuable for new teachers and a source of reference for old teachers, could also be developed for our school.

Respectfully submitted,

R. L. LIEBENBERG
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

CENTRAL JUNIOR HIGH SCHOOL

Presented to the Board of Education
by Vida V. Smith
June 1947

ANNUAL REPORT
For the School year 1946--47
CENTRAL JUNIOR HIGH SCHOOL

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

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

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

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

The above table shows that we have had forty-eight fewer pupils on our rolls this year than we had during the first year the Junior High was opened at Central. It is interesting to note that our enrollment has been the smallest this year of any time in the history of Central Junior High. This is partly due to the decrease in birth rate during the period following the depression but there are are other factors also causing part of this decrease such as inadequate housing facilities in the Central part of the city, and it appears that more children in the area between the square and Ingersoll Street have been going to East High during the past few years. Also some special permits were given to pupils on the West Side to attend West High. I think inadequate housing facilities for families with children is the biggest factor in causing the decrease.

SPECIAL ACTIVITIES

The results of Standardized Tests given to pupils in Central Junior High School during the school year 1946-47 were ditteed and sent to all teachers and all departments of the school system who might be interested in this data so it will not be duplicated here.

Practically all Junior High pupils were given an Interest Inventory and a Study Habits Inventory. Many home room teachers made considerable use of the results of these tests in discussing future educational plans with their pupils. It also stimulated interest on the part of a group of home room teachers to revise these inventories and to make them better fitted to our particular needs here at Central. We hope to have the revision completed before the end of the school year so the inventories may be mimeographed during the summer and ready for use early in the fall.

Our school attendance has been the best this year of any year since the Junior High was organized here, averaging over 97% for the entire school year. This is encouraging when one considers the number of homes in which both parents are still working and children are left on their own to get to school or not as they see fit. It seems to indicate that many children prefer to be at school. Having the attendance worker come to the school to get the reports of absentees and to give us reports of the previous day has been very much worthwhile. The absence of practically all of our children has been accounted for each day as being satisfactory or not. This has prevented any very serious attendance cases from developing.

The Department of Child Study has been helpful to us in making home contacts and in giving special aptitude tests, upon our request, to pupils who needed special guidance in making out their advance programs. We appreciate their recommendations, and in as far as possible with building conditions and teaching power available, we have tried to carry out their suggestions. It was not possible for us to make special provision for the slow pupils at eighth grade level this year and some of these children have become discouraged in trying to compete with children of average and superior ability. Teachers have tried to do as much with these children individually as possible but pupils at the Junior High age resent being given work of a lower level when they are in the same classes with other children doing more advanced work. They size up the situation for themselves and feel inferior. When they are in a group by themselves where every one is doing individual work there hasn't been this feeling on the part of most of these children. However, such classes must be kept small in order to make it possible to give individual instruction or to work with small groups.

Several studies have been made regarding definite phases of our school problems such as actual accomplishment in school subjects, school attendance, employment of parents, pupil employment, etc. The data from these reports has been compiled and discussed with all junior high teachers who attend junior high faculty meetings. Copies of these reports were sent to the other departments of the public schools who might be interested in them. Since these studies all dealt with the immediate situation within our own school, this information would not be of any particular interest to others than those who have already had access to the reports and therefore will not be reproduced here.

We introduced a unit on Social Hygiene in our ninth grade Physiology course the past two years and had a lecture on Social Hygiene by two local physicians for

all ninth grade pupils.

We are very thankful to the Board of Education for making possible to have our building redecorated in as far as it has been completed. We hope that the floors in classrooms and corridors and the woodwork throughout the building and in the girls' lavatories in particular may be taken care of this summer. The painting of the walls has done much to improve the looks of the building.

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

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

Some changes have been made in our activity period this year. During the second semester we attempted to have all pupils in the home rooms two periods per week except the music groups. The purpose of this was that home room teachers might do work in guidance with their groups. Some home room teachers made excellent use of this extra time in discussing with pupils the interest and study inventories, pupil programs, and occupational choices. Other teachers failed to make much use of it and let pupils study or have a free for all. Our club program in Junior High was greatly handicapped this year by the Senior High having a class in both gymnasiums during our activity period.

Our Junior High had a most successful year in as far as inter-scholastic athletics is concerned. We won the city championship in football, basketball, volleyball, and track. It is particularly gratifying that this was possible when the enrollment was the smallest in the history of Central Junior High school. Our physical education program could be greatly improved if we did not have to combine eighth and ninth grade pupils in the same classes in order to cut down on teaching power. The children resent this combination and it prevents the carrying out of a progressive course of study as planned by the physical education department for the Madison Public schools. A unit in folk dancing was tried with seventh and ninth grade classes and it proved quite successful. Mr. Lyon has continued to stress the intramural program. We had intramural activities in football, basketball, and track this year. This is a good beginning, but needs to be extended as soon as space and teaching power permits.

At the suggestion of the Student Council and Service Club, the noon recreation program was continued. Materials for such a program were furnished by the recreation department. Our greatest handicap, beside the lack of space for play, is the lack of a place to store the tables and larger pieces of equipment. This program was improved this year during the winter months by having movies in the auditorium twice a week. We were able to get some excellent films for this purpose from the Conservation Department and the Bureau of Visual Education at the University. This program was curtailed the last two years as we had even less space for play in the court than in previous years due to the fact that there were many cars parked in the court practically every day during our lunch period.

This is a very hazardous condition as these cars are coming and going while the children are at play there.

The work in our regular academic classes has been carried on much the same as usual. There seems to be a universal feeling among teachers that it has been much more difficult to get pupils to work the past few years and to assume responsibility. Employers of young people who were on the work credit program complain of this same difficulty. Perhaps we need to reevaluate our educational and recreational programs for the youth of our city and see wherein we are failing to impress upon these young people, from the very beginning of their school days, the need of assuming responsibilities for certain tasks to be done at certain times and in certain ways. We must prepare them for assuming greater responsibilities with each year of their school life. Our pupils need to be taught that there can be a real joy in work as well as in play and they need to know the real satisfaction that comes from a job well done. Something must be done in our schools immediately to counteract the "get by" attitude which according to teachers in various parts of the country is becoming quite prevalent. We have had many fewer complaints of pupils working long hours outside of school and being too tired to do their school work than in the past three or four years. Children admit that they make the rounds of the recreation centers and go every night that there is one open and, of course, don't go directly home after the centers close. Probably the general unrest among labor groups throughout the country has had as much of an effect on pupils' attitude toward work as any other factor. Nevertheless, the school must assume a major share of the responsibility for counteracting this attitude.

Our auditorium programs have not been as good this year as in the past two years. I'm looking forward to an improvement in this respect next year. Part of the difficulty has been due to the fact that our Junior High auditorium programs followed the Senior High activity period which was not good as they frequently ran over Junior High time and the pupils were waiting in corridors to get into the auditorium, then had to wait for stage setting after they got in. This caused much confusion and disorganization which tended to cause disrespect for auditorium periods.

I was very much interested in the possibilities of a real guidance program being built around a testing program similar to the one tried out a year ago. The testing was done too late in the school year to be of as much use to us as it might have been at an earlier date. Nevertheless, it was worthwhile and was interesting as a start in a much needed improvement in a child guidance program at secondary school level. I had hoped that this might have been improved upon this year and carried further but with the change of guidance help this was not carried out as completely as it might have been.

Probably one of the greatest achievements for Central last year was the action of the Board of Education in establishing definite boundaries for the Central district. This is a thing for which Mr. Wahler worked for many years and I'm glad at last to see it a reality. The new boundaries did not affect the enrollment at Central Junior the present school year 1946-47, but show signs of doing so next year unless several special permits are granted. At present there are more than 160 pupils enrolled for seventh grade as compared to less than 120 for the present year. This year we received a few more pupils from Franklin but that is the only school from which we have any noticeable increase. No doubt the small

enrollments in our upper grades of elementary school account for the fact that there was a decline in enrollment at Central Junior the past year.

III. SPECIAL PROBLEMS:

Our school could be improved considerably by the department heads taking a greater responsibility in the developing of six year programs of study in the fields of Social Studies, Mathematics and Science. Much work has already been done in English. Perhaps a study of what State Curriculum committees are considering and cooperation with them might be a step in the right direction, or perhaps we want to develop a program of our own. In either case, this has long needed attention.

Woodwork in Girls' dressing rooms on the first two floors have not been redecorated for so many years that it is impossible to encourage pupils to keep them in good condition and to discourage further scratching of the woodwork. Revarnishing without sanding or use of a varnish stain only emphasized the previous writing instead of covering it. Boys' shower rooms aren't in good condition and so boys' physical education teachers do not insist that boys take showers after physical education classes. This practice is very bad.

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

IV. RECOMMENDATIONS:

1. That better facilities for physical education be provided Central as soon as building conditions permit.
   a. Enlargement of both gymnasiums.
   b. Tennis courts built at Conklin playground and at Reynolds Field.
   c. School bus transportation be provided so physical education classes can go to Reynolds field whenever the weather permits.
   d. Shower rooms improved.
   e. Ventilating in gym improved for after school when games are played.

2. That the floors of classrooms in our building be sanded and the corridors painted this summer if possible.

3. That the rose color alcoves near Junior High office and nurse's office be repainted so that they aren't so out of harmony with the rest of the newly painted building.

elementary schools.

5. That the Social Studies program of the secondary school be examined carefully with the idea of working out a six-year social studies program.

6. That the court be marked for play space according to the chart made by Mr. Hunt four or five years ago and that these spaces be painted so that they are permanent until such time as the Vocational School builds on this area and other facilities for recreation are made. If possible have Dayton Street closed to traffic and parking from 12:00 - 1:00 to provide space for Junior High pupils to play.

7. That a place near the court be provided, if possible, for the storage of play equipment, tables etc. rather than the girls' dressing room and that storage space for play equipment be considered in the new plans of the Vocational School.

8. That cars not be parked in the court during Junior High lunch hour during the fall and spring of the year as this is the only part of their play space available for 1,000 children during an hour lunch break.

9. That we continue not to overemphasize work with families for children under sixteen years of age at the expense of a well-rounded educational program for these children. This has already begun to show some improvement the past two years.

10. That generous funds be provided for rental of visual materials from the Visual Education Department of the University as were available the past year.

11. That, if possible, the auditorium be fixed so that it can be darkened from the inside in order that it might be used for visual education regardless of weather conditions. The present delapidated curtains don't add to the beauty of a newly redecorated auditorium.

12. That rooms 16A and 16B should have dark curtains and plugs so that they might be used for visual education.

13. That the size of the slow groups should not exceed 25 pupils and should be kept near 20 as possible. Sufficient space should be provided to make it convenient to use visual aids materials frequently in connection with the daily class work for these groups. Teaching power should be sufficient to make it possible to run a class of this size at each grade level.

14. That the slow group be enabled at least part of the day in their academic work by a teacher sympathetic and understanding of their needs.

15. That plans be made to [illegible] as much as possible of the physical examination of pupils, testing, etc. during the Senior High examination week at the close of the first semester so as not to have classes interrupted so much the

second semester of the school year as they were the past two years, and so the results of tests may be available for use earlier. Physical examinations given in May aren't used much except for recording data in nurse's records. The physical education teache s say they never see the reports and neither do I or the Junior High home room teachers.

16. That sufficient teaching power be supplied to continue the program of testing and guidance started by the Department of Child Study under the direction of Mr. Little a year ago.

17. That Room 1B be put in condition for use as a teachers' room for Junior High teachers so that cumulative records for all pupils in the Junior High might be kept in a file in this room and the teachers would have a clean and comfortable place to work when they wish to use this material and when their room is being used by some other teacher. This would mean better ventilation, all storage materials removed, floor refinished or covered, two teacher desks, three comfortable chairs, and new curtains. Teachers can not use it for this purpose when it is also used as a guidance office as pupils are in there every hour of the day for tests or for consultations.

18. That some provision be made whereby girls' dressing rooms might be swept and the wash bowls cleaned before 8:00 o'clock in the morning. This might mean that some of the men janitors would sweep the offices since the janitress can't begin work before 7:00 o'clock.

19. Some means of washing the air before it is fanned into the rooms would be a great improvement in helping to keep the building clean and in a more healthful condition.

Submitted by

VIDA V. SMITH

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

GUIDANCE DEPARTMENT

CENTRAL HIGH SCHOOL

Presented to the Board of Education
by
Nina B. Fredrickson
June 1947

ANNUAL REPORT

For the School Year 1946 - 47
Guidance Department of Central High School

This year has marked a noticeable extension of the services of the Guidance Department of Central High School.

1. With the part time assistance of Mrs. Irene Hagberg, it has been possible to organize and expand the testing program and give more time toward interpreting results and follow-up counselling.

2. The time that had previously been given to the many war related activities was absorbed to further a broader guidance program.

3. The pupils have shown more interest in planning well for education and career. This may be a reflection of the relatively stable conditions which follow the interruptions and anxieties of the war years.

The report below is submitted on the same general pattern of previous ones for the purpose of giving an overview of the services of the Guidance Department for the year 1946-47.

EDUCATIONAL GUIDANCE

Testing

1. The California Test of Mental Maturity was again used exclusively for group testing. Terminal grades at St.Patricks, Father Pettit, Holy Redeemer, St. James, and Lapham schools, were tested in the spring. Workers from the Child Study Department tested at Washington and Franklin schools. All new pupils entering throughout the year were tested and many groups of retests were given.

2. In the fall, the Henmon-Nelson test was given to all tenth grade pupils. This was in connection with the state-wide testing program sponsored by the University of Wisconsin. These tests were scored at the University and the percentile scores were sent back to us. From them we computed and recorded intelligence quotients.

3. A majority of the tenth grade pupils were given the Turse Shorthand Aptitude Test. The results were given to tenth grade advisors who used them for counselling pupils who were electing into the commercial field.

4. Continuing with the work begun in 1945-46 under the direction of Mr. Clifford Liddle, Mrs. Irene Hagberg carried on the junior high testing program. In general, all 7th, 8th and 9th graders were given the Study Habits Check Sheet and an Interest and Experience Inventory. The results were summarized and discussed with the teachers. Since it was felt that these instruments did not meet the needs of junior high pupils, the guidance committee has revised the inventories and recommended their use next year in group testing of 9th grade pupils only.

The Iowa Algebra Aptitude Test was administered to eighth grade pupils with average or above average ability. On the basis of the test results, mental ability ratings, past achievement in mathematics, and teacher's recommendations, pupils were programmed into Algebra or General Mathematics.

The Revised Minnesota Paper Form Test was given to all 9th graders for the purpose of determining the extent of its value in predicting possible success in geometry. At the present time the results are not encouraging; however, more definite conclusions will be drawn next year when it is possible to compare the test results with actual success in geometry.

5. Special aptitude and psychological testing was done at our request by the Department of Child Study. This made possible a more thorough study of pupils needing or wanting special help.

Educational Failures

At each grade period a list of pupils who had fail or condition grades was made. These lists were studied and compared with previous ones. Some of the pupils were interviewed, class teachers were asked for interpretations, and an attempt was made to help the pupil find the reasons for his poor work. If we can improve pupils study habits, give encouragement, and develop pupil pride in achievement, then this is a profitable part of the guidance program. With the recent revision of our grading system, conditions must be removed from the records within two weeks and incompletes must be cleared within six weeks. We have assumed the follow-up work of notifying teachers and calling for the revised grades at the designated times.

Programming

This department has taken an active part in pupil programming in the eighth through eleventh grades.

1. We met with eighth and ninth grade teachers to study pupil programs. Special attention was given to the four or three year plans. The pupils past achievement, ability, interests, vocational plans, and the teachers recommendations were considered.

2. Tenth and eleventh grade pupil programs were checked with the home room advisors. In cooperation with the chairmen of departments, recommendations were made for placement in General English, General Mathematics and General History. On the other hand, capable tenth and eleventh grade pupils were urged to continue with English through the twelfth grade and to elect into the mathematics, science, and language fields.

3. Toward the end of each semester individual pupils came to this office for assistance in program planning. We checked credits and requirements with them and made suggestions toward a program plan through the senior year. These were, in general, transfers or pupils with irregular programs - who needed more time than the homeroom advisor could give.

VOCATIONAL GUIDANCE

This year the senior boys were able to plan toward their vocations without anticipating an actual and prolonged interruption. The trend toward further education influenced many of them to arrange for study at the University of Wisconsin. The big-job offers were lacking and did not enter into competition with college plans. The senior girls, too, have been freer this year to make plans that were not influenced by enrollment-seeking colleges or war-depleted fields of employment. The vocational guidance work this year has been largely individual- and in many cases, incidental. With an additional worker next year, it is our plan to do more group work in this field. The materials and files are being set up and the need to give pupils vocational assistance might be measured by the large number of requests we have had for interest and aptitude testing. We experimented in group testing with the seniors. Nearly half of the senior class came back to school on a free afternoon and took interest and aptitude tests. Mrs. Hagberg scored them and interpreted results to them individually.

This office again operated an employment service. In the fall we made a work survey and with that data as a starting point we have tried to fill all incoming calls for workers. This year for the first time in many years there has been a rather comfortable balance between job openings and pupils wanting work.

We question the value of giving so much time to the employment service. Many of the calls are of the emergency type and necessarily interrupt counselling and routine work and frequently shut-in mothers use the contact by telephone as an opportunity to visit.

SOCIAL GUIDANCE

Teachers have been helpful in reporting pupils who have some particular problem. These pupils were called in for counselling and many have come directly to this office seeking help with personal problems. We have kept records of their progress and made these easily available to teachers. Much of our work in this phase of guidance has been in conjunction with Family Service, Public Service, Mothers' Pension, Probation Department, and the Department of Child Study and Service.

OTHER ACTIVITIES

Service to Indigents

The system of free textbooks has minimized the need of helping pupils financially. In a few cases, fees, bus fare, or lunches have been provided temporarily. With the funds received from a civic organization, it has been possible to help a few pupils who are trying to support themselves and remain in school.

Handicapped Children

This office supervised arrangements for the transportation and in-school care of physically handicapped children and planned the program of speech correction conducted by Mrs. Dorothy Bokelman.

Scholarships

We have worked with a faculty committee which supervised the granting of all scholarships. Eligible pupils were interviewed in an attempt to determine need and educational and vocational plans. We made the final recommendations for the following scholarships: B'nai Brith, Business and Professional Women's Club, McPyncheon, Rennebohm, Rotary Club, Herfurth Efficiency Prize, Stein, and several other prizes, awards, and honors.

Pupil Records

1. Activities - Again we made a study of pupil extra curricular work. This was followed by counselling for the pupil who had chosen to do more than he could do well and for the capable but timid pupil who needed to be encouraged toward an activity program. This study has value only if it is done each semester and if effective controls are developed.

PUPIL RECORDS (continued)

2. Folders - Senior high pupil folders were brought into the Guidance Office from the home rooms three years ago. They are accessible to all teachers and contain materials pertinent to knowing the pupil. This year we made folders for all new pupils and brought other folders up to date from the annual questionnaire data.

3. Report Cards - At each grade period in both Junior and Senior division, we prepared and sent out report cards to secure duplicate grades for office files.

4. Other services - This office provided home room with Counselor Record sheets and supervised their completion. The duplicate record cards were prepared for each tenth grade home room and I.Q.'s were furnished for all teachers who asked for the clerical service.

I have especially appreciated the assistance given me this year by the administration, faculty, Child Study Department attendance workers, school nurse, and the clerical staff.

Respectfully submitted,

Nina B. Fredrickson
Director of Guidance

CON-FAIL LIST ANALYSIS

Junior High School

	First Semester		Second Semester	
	1st Grade Period	Final	1st Grade Period	Final
Number of Conditions	53	83	42	-
Number of Failures	95	28	86	59
Total No.of Cons/Fails	148	111	128	59
Pupils having:				
1 Con or Fail	61	63	60	24
2 Cons or Fails	24	18	18	6
3 Cons or Fails	10	4	8	2
4 or more Cons/Fails	2	-	2	4
Number of names on list	97	85	88	36
Percentage of pupils	22.30	19.90	20.42	8.43

Senior High School

	First Semester			Second Semester		
	First Gr.Pd.	2nd Gr.Pd.	Final	First Gr.Pd.	2nd Gr.Pd.	Final
Number of Conditions	64	64	41	77	83	13
Number of Failures	117	128	107	71	82	96
Total No. of Cons/Fails	181	192	148	148	165	109
Pupils Having:						
1 Con or Fail	101	108	98	86	109	64
2 Cons or Fails	29	32	20	22	20	11
3 Cons or Fails	6	5	2	6	1	5
4 or more Cons/F	1	1	1	-	3	2
Number of names on list	137	189	121	114	133	82
Percentage of pupils	23.49	32.75	21.16	20.72	24.27	15.07

EMPLOYMENT

During the year the Guidance Office listed jobs which were available to high school pupils. We tried to fill as many of these jobs as possible, choosing people who would be suited to the work wherever we were able to do so.

NUMBER OF PUPILS GRANTED WORK PERMITS

(Sept.1946 - April 1947)

Vacation permits	41
Regular permits	147
Street trades	33
Total	221

During the school year 1945-46, 222 work permits were issued to Central High pupils)

Type of work for which permit was issued	NUMBER
Restaurant work	18
Vocational school cafeteria	2
Bowling Alley	7
Store	53
Theater	12
Hospital	23
Street Trades	33
Drug Stores	12
Wisconsin Telephone	25
Others	36
TOTAL	221

MENTAL CAPACITIES OF PUPILS AS REVEALED BY PSYCHOLOGICAL TESTS

1946-47

Junior High School

	Number	Percent
Retarded (I.Q. below 95)	99	23.18
Average (I.Q. 95-115)	250	58.55
Superior (I.Q. over 115)	78	18.27

Average I.Q. all Junior High pupils 104.26

Senior High School

	Number	Percent
10th Grade:		
Retarded (I.Q. below 95)	35	21.60
Average (I.Q. 95-115)	88	54.32
Superior (I.Q. over 115)	39	24.08
11th Grade:		
Retarded (I.Q. below 95)	39	18.31
Average (I.Q. 95-115)	130	61.03
Superior (I.Q. over 115)	44	20.66
12th Grade: (Graduates of June 1947)		
Retarded (I.Q. below 95)	31	18.34
Average (95-115)	101	59.76
Superior (I.Q. over 115)	37	21.90

Average I.Q. all Graduates - 105.53
Average I.Q. all Senior High pupils - 105.41

WITHDRAWALS

Senior High School

First Semester 1946-47

Reasons	Boys				Girls				TOTAL
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Didn't re-enter		2		2		3	1	4	6
To other Madison school		1		1		2	2	4	5
Work and Vocational school	4	10		14	3	5		8	22
Out of City		5	2	7	1	6	2	9	16
Illness							1	1	1
Entered Service	2	4	1	7					7
Married						2		2	2
Unknown	3	7	1	11	3	7	2	12	23
Legislative diploma		2		2		1		1	3
G.E.D.Diploma granted		2	1	3					3
Veteran-dropped out		1		1					1
Totals	9	34	5	48	7	26	8	41	89

Second Semester 1946-47

Reasons	Boys				Girls				TOTAL
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Out of City		1		1		6		6	7
Vocational and work	2	4		6	1		1	2	8
Entered service			1	1					1
Married					1			1	1
H.E.D.Diploma granted	2			2					2
Unknown		1		1	1			1	2
Totals	4	6	1	11	3	6	1	10	21

Total withdrawals for year 110

Total withdrawals for year 1945-46 135

WITHDRAWALS

Junior High School

First Semester 1946-47

Reasons	Boys				Girls				TOT
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Out of City	6	8	3	17	3	7	2	12	29
Vocational and Work	6	2		8	3	1		4	12
Other Madison schools	2	3	1	6	2		4	6	12
Unknown	7	7		14	1	3	1	5	19
	21	20	4	45	9	11	7	27	72

Second Semester 1946-47

Reasons	Boys				Girls				TOT
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Out of city	2	1	1	4	1	1		2	6
Vocational school & work	1			1					1
	3	1	1	5	1	1		2	7

Total withdrawals for year 79

Total withdrawals for 1945-46 90

Senior High School

Living with:	No. of Pupils
Both parents	369
Father	19
Mother	97
Guardian	22
Step parent and parent	20
Other persons	4
TOTAL	531

30-1/2% not with both parents

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
FOSTER S. RANDLE
June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-1947
EAST JUNIOR-SENIOR HIGH SCHOOL

I School Enrollment

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

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

II Junior High School Total Enrollment by Grades

Grades	1932-33	1933-34	1934-35	1935-36	1936-37
7	305	296	307	284	265
8	270	316	292	305	300
9	381	391	447	430	480
	956	1003	1046	1019	1045

Grades	1937-38	1938-39	1939-40	1940-41	1941-42
7	315	276	289	254	306
8	281	326	301	309	297
9	440	450	507	499	488
	1036	1052	1097	1062	1091

Grades	1942-43	1943-44	1944-45	1945-46	1946-47
7	313	282	285	303	285
8	333	348	297	324	297
9	458	498	513	439	478
	1104	1128	1095	1066	1060

III Increase in Enrollment

Since this school opened, there have been but two years when there has been a building decrease in enrollment. The large decrease in enrollment was in the 1943-44 school year. That year the Junior School enrollment increased by 2.17 per cent, but due to the war and local employment, the Senior School enrollment decreased by 10.26 per cent. It will be noted that after 1943-44 the Senior School enrollment again increased each year. At the end of the past school year, the fifteen year period of the life of the Junior-Senior School shows the following increase:

Junior High School		Senior High School		Both Schools	
No. Pupil Increase	Percent of Increase	No. Pupil Increase	Percent of Increase	No. Pupil Increase	Percent of Increase
104	10.87	162	14.31	266	12.73

It is expected now that the war is over, with the return to a normal economy and with the addition of suburban area to our school district, the enrollment will continue to increase. This past year the Town of McFarland has been sending most of its high school pupils to East High. McFarland pupils have been transported by bus.

IV Pupils per Teacher

The teacher load has been too heavy in some departments during the past year. Almost all of the seventh grade teachers instruct more than 150 pupils per day. An attempt has been made to follow the rule that no teacher of academic subjects be assigned less than 120 pupils per day, but some have had more than 150 and some less than 120 report to them daily for class instruction. To make a fair and balanced assignment of duties has been impossible. The fact that we have to provide for about 30 periods of teacher time for study room supervision and make other special and non-teaching assignments, often causes a necessary increase in class size. During the summer our plans may cause us to feel sure that our English classes will not average more than 30 pupils, but when school opens in the fall the size of class check may give a 35 pupil average. Sometimes we need a teacher to teach one class of English, two classes of Mathematics, one class of Chemistry and one class of Art. Teachers just do not have majors or minors in all those subjects.

V Home Room Assignments

The Junior High School is organized into 31 home rooms and the Senior High School has 39 home room groups. Most all of our teachers have, besides teaching duties, to accept organization and administration assignments. Sometimes teachers object to performing necessary

organization and administration duties failing to realize that "a school must be organized, so that it may be administered, so the learning can be carried on".

VI Extra Curricular Assignments

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

VII High School Graduates

Since 1932, the graduating classes have been as follows:

School Year	January Class	June Class	Total Number Graduates	Total Enrollment Senior High	Percent of School Graduated
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
1946-47	6	336	342	1294	26.43
		Total	5031		

From 1922 to 1932, during the time that the East High School was organized as a four-year high school, the total number of graduates was - 1467
Total number of graduates, 1932-1947 - - - 5031
Total number graduated (25 years) - - - - - - 6498
If the number of boys granted diplomas due to credits earned in the armed services and based on the General Educational Development Tests were added, the total number would be increased to about 6600.

During the last fifteen years the graduating class averaged 26.84 per cent of the Senior High School total enrollment. From 1937 until 1941, the graduates averaged 29.6 per cent of the total enrollment.

When we can report 30 per cent average number of graduates to total enrollment, we will feel encouraged in our efforts to make provision for all our pupils. The holding power of the school is good but our curriculum must be improved to better provide for the needs, ability, and interests of all of our student body.

VIII Graduates Going On To Higher Institutions

Under normal conditions from 27 to 39 per cent of our graduates go on to higher institutions. During the war years the percentage dropped, but perhaps next year, and for a few years, this percentage will increase. Many of our graduates who have been in the armed services have entered and are attending college. However, if our percentage of graduates going on to college increases to 45 or 50 per cent, we will still have no reason to base our entire offerings on college entrance requirements. For over half of our graduates their formal education ends with high school graduation. Our real basic need is to continue to revise and improve our curricular offerings, and our course content, to meet the needs of our student body.

IX Veterans at School-Credit Valuation

Some of our former students in service write in to have suggested to them plans that they may follow to secure a high school diploma. During the past year more than 50 veterans--former pupils at East--have qualified for their diplomas. Many veterans have successfully qualified for their diplomas by passing the General Educational Development Test. This checking of credits, writing to service men, and making recommendations is time-consuming work, but it is necessary for the principal to give it personal attention. This call on the time of the principal will probably continue for at least two years more.

At the start of the first semester twenty-two former members of the armed forces and four former merchant marine members enrolled in high school. During the semester eleven of the veterans withdrew or transferred to other schools. The second semester one former member of the Women's Army Corps and five additional veterans enrolled.

Our enrollment of veterans will probably never again reach twenty-five in one year, but we will have ten or twelve enrolled during the 1947-1948 school year. The work with the veterans has, I feel, been successful, but high school work should have been provided for them in an adult school and it should not have been necessary to enroll them in regular high school classes organized for boys and girls from 15 to 18 years of age.

X University of Wisconsin Freshman Reports

The University of Wisconsin reports on the grades earned by our graduates at the end of their first semester of University work, continue to prove that pupils expecting to go on to an Institution of Higher Learning should complete our College Preparatory Course. Our graduates who finish the College Preparatory Course with a good grade point average have little difficulty in making a very creditable record at the University.

XI Special Achievements

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

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

"Our plan of scheduling many remedial reading pupils after they have completed the 10th grade remedial reading English course for regular tenth grade English instead of eleventh has been satisfactory and will be continued."

"Upon recommendation of the eighth grade teacher and from the grade placement in the Stanford Achievement Test, ninth grade pupils showing a deficiency in Arithmetic were advised to take Applied Mathematics. This year we had four such sections and while these pupils are not required to take Mathematics beyond this course, it is interesting to see that there is an increasing number who elect Algebra following a year of this special course."

"Tomorrow the science student who has not given some attention to such things as electrons, radiant energy, and atomic structure will have failed to lay the foundation for an intelligent understanding of the problems vital in society. Hence the past year's work in Physics was sketchy in spots in the hope that at least a moment or two might be found for atomic energy and the rest."

An enjoyable year's work is reported by the head of the Science Department with his Aeronautics Club. "This group reported once a week for work on some problems in navigation."

The Commercial Department has raised its standards in both Shorthand and Typing. The Department reports all of their graduates who wanted employment have been easily placed.

"The outstanding development during this past year in the Manual Arts Department was the installation of many of the pieces of war surplus machinery which has been obtained during the past eighteen months."

The Vocal Music Department reports that "the enrollment has continued to increase this year, and we have been getting students from the Junior High School who are much better prepared for Senior High work. This was especially noticeable with the 10th grade girls, and as a result we have had a better girls' glee club than we have had for several years."

XII Special Problems

1. The problem caused by so many of our pupils having outside employment has been partly solved by the end of the war, and by having a teacher check on the "Work Credit" pupils. We need, however, to use the information gathered by Mr. Benson in perfecting the Work Credit plan.

2. Too, as soon as possible, work the school back on a full time attendance basis.

3. The problem of checking the attendance we always have with us, but we should find a better method than we now have in operation.

4. The problem of giving credit for service training and service school training has been taken care of by working out a Madison Plan. The principal, however, needs to develop a procedure that will not take such a large amount of his time.

5. With the expected return of all Madison pupils to the full time school, the problem of formulating a worth-while curriculum for low I.Q. pupils will become more necessary of solution.

6. At present, we are not much nearer to a solution of the problem to develop a program to take care of the training of the exceptionally bright pupils than we were last year. Some attempts have been made in one or two departments.

7. One of our great needs is for more playground space. A start should be made in developing the grounds across Johnson Street. A school the size of East should have 20 acres of ground and we have less than half of that much space.

8. Last year I mentioned that we have the problem of what to do with the pupil under sixteen years of age who has reached the point of diminishing return as far as educational achievement is concerned. I also stated that the parents of these pupils will usually not assist in meeting the family and school problem. Several conferences should be held on this subject and all possible help be given to finding at least some answers.

9. We have a serious problem in meeting the need to teach our pupils better study habits.

10. To teach pupils to have more respect for school and other public property. With the adoption of the free text book system, the need for work on this problem becomes greater than ever before.

11. One has only to read the newspapers to be made to realize the great need for all high schools to do a better job, a real job, of teaching American ideals, its responsibilities and its duties in the world.

12. We have the real problem to learn new ways and methods to continue to improve the academic achievements in both schools. We must <u>make</u> our pupils realize the importance, the worthwhileness to themselves, of good daily classroom work. Their homework must be done on time, and well prepared, and school must be more than just a pleasant institution to attend five days a week.

13. We need more clerical help so that each department may have the help of a clerical worker during part of each day.

Foster S. Randle
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by
LOUISE H. ELSER
June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-1947
EAST JUNIOR HIGH SCHOOL

I. Statistical Information

The enrollment for the first attendance period on September 27, 1946 was as follows:

7th Boys	145	
Girls	130	
		275
8th Boys	144	
Girls	152	
		296
9th Boys	231	
Girls	254	
		485
TOTAL		1056

The enrollment for the end of the school year 1946-1947 is as follows:

7th Boys	139	
Girls	125	
		264
8th Boys	132	
Girls	141	
		273
9th Boys	208	
Girls	242	
		450
TOTAL		987

The estimated enrollment for 1947-1948 is as follows:

7th Grade	297
8th Grade	276
9th Grade	435
	1008

The seventh grade is increased by the pupils coming from Lapham School. Indications are that our ninth grade will be smaller than any we have had in the last five years. The estimate is that our total number of pupils will be smaller than it has been since 1941.

II. The School Year

On the first day of the year in September every member of the school received a copy of the new handbook. A committee of

teachers had worked on this 52-page handbook with the idea of giving the pupil an explanation of the organization and general procedures of the school. It would seem that a handbook is something tangible which would help the new pupil in his new school. This is particularly important when nearly half of the school is made up of new pupils each year.

It was a decided advantage to have the ninth grade physical examinations given at the very beginning of the second semester. Four hundred eighty examinations were made. Of this number seventy-seven were restricted and four hundred three were allowed to continue physical education work. Not only is it an advantage to the boy and girl to have the examination at that time, but it also meant that classes were not disrupted. Pupils were sent to be examined directly from the physical education and not from other classes.

While we are still disturbed at the boys and girls who are not achieving what we feel they could do and that there is an indifference to school work on the part of some, it would seem that this year was more settled than the previous ones. There was better school attendance and pupils were not employed to the extent they had been.

In checking the attendance it is noted that the record is much better for this school year than the previous ones. The only exception is the month of March when a great many pupils were out due to illness. Even during the month of April when the telephone strike was on and pupils knew that many absences could not be checked, the attendance was higher than in previous years.

The Chorus and Band groups did not appear in a special concert. Many of the boys and girls appeared in the Music Festival. Others took part in the Auditorium, P. T. A. and Orientation programs which gave them an opportunity to appear before the public. The fact that a large number of pupils have elected Chorus in the ninth grade indicates their interest in music. Instead of presenting a three act play this year, there were two short plays and an operetta in which ninth grade pupils participated.

The Student Council in its final work for the year collected funds--a sum over one hundred dollars--which might be used to help the pupils in a foreign school. Although a cable was sent to Vienna in early May relative to the adoption of a school, no response has been received to date. The Student Council of next year will go on with the project.

In the ninth grade there were four special classes in English for pupils who have difficulty in reading or those who were retarded in their work. There were four Applied Mathematic classes for those pupils who did not elect Algebra. The Stanford Achievement Tests given early in the fall make it possible to adjust some of the programs at that time relative to English and Applied Mathematics.

In the eighth grade there were three special classes in English and three special classes in Mathematics. In the seventh grade two groups were organized for the slower pupils--49 in all--on the recommendation of their sixth grade teachers. These special classes were in English, Mathematics and Social Studies.

For some years it has seemed that our club membership continued to be large--with only about 150 who did not join a club. This large membership, however, did not mean a functional membership. Many pupils just preferred "to sit" or to be entertained by some one so they did not put forth any effort. A committee of teachers including Miss Margaret Hanson, Chairman, Miss Scalbom, Mr. Porter, Mrs. Crow, Miss Habermehl, Mrs. Franzen, Mr. Bainbridge and Miss McFarland worked on reactions received from the faculty. The following report on clubs was compiled from faculty reactions:

"The Junior High Club Committee has read and discussed the comments of the faculty on the questionnaire below. We have tried to summarize the opinion of the majority on each question.

I. Do you feel your club has been successful this year? If not, why not?

50% Yes - 50% No. Reasons given when answer was No are:

1. Clubs too large
2. Unselected group
3. Too short a time for clubs
4. Lack of equipment
5. Varied lack of interest
6. Students consider club as entertainment.

II. Should the students or the school furnish the materials at cost?

If the club is a group project (as Dramatics Club), school should furnish material. If the pupil makes a product for himself, school should furnish materials at cost. In general, faculty members feel that if the school wants clubs, the school should furnish sufficient material.

III. Do you think the Junior High has too many Clubs?

Evenly distributed responses of Yes and No.

IV. In what way should membership in some clubs be restricted? (e.g. by grade -- groups or grade -- averages of C, etc.)

Restriction definitely by grade -- groups and some special clubs by grade -- averages of C. Each club has its own particular problems and limitations.

V. What are your suggestions for the improvement of clubs next year?

1. Smaller number in clubs--larger study halls.
2. Expulsion of members who do not cooperate and contribute to progress of club.
3. Waiting list of interested students.
4. More time for clubs or longer periods.
5. Allow pupil to make <u>one</u> club selection only and make more sections of the same club.
6. Club meetings discontinued on Mondays. This would allow more time to secure and organize materials at the beginning of the week.
7. Teachers have a choice in selecting their club.
8. Sponsors select and keep club members by interest and definite contribution.

VI. How much time should be spent in clubs each week?

The majority of the faculty is in favor of more time for clubs, roughly two activity periods each week. A number wrote that they should be part of the curriculum.

VII. Should clubs be discontinued next year?

Although clubs are unsatisfactory at the present time, the majority feel that clubs should not be discontinued. There should be definite plans for their improvement next year.

A small number suggested that clubs be discontinued one year to try out pupil interest in and request for clubs. A few faculty members suggested dropping clubs one year as a disciplinary measure."

The above recommendations as well as suggestions by the pupils should be used as a basis for organizing clubs next fall. The pupils' suggestions usually are in the nature of an activity club--and since there are only two gymnasiums available at the time, the number of such clubs is necessarily limited.

With more use being made of the Library by the class room teachers, the Library often is very crowded. This is evidenced in Miss Miriam Peterson's report which reads in part as follows:

"SPACE. We have promoted reference work in our library to such an extent that our seams are bursting. There were certain periods when the study halls had capacity attendance, and this was reflected in the large number of students who came to the library during these periods. When students were questioned, most of them proved to have legitimate library business. But the test came too often when several classroom teachers unknowingly sent five or six students from each of their classes also. The only recourse was to ask some ninth graders to get necessary material and report back to

their study halls. This extra commotion was certainly a hindrance in promoting good study habits. I think our experience has made poignant the fact that our library space is too limited for the enrollment at East Junior; that it should be almost twice its present size according to library standards."

With even fewer substitute teachers available this year, it has often been impossible to find someone to take the work. The worst situation this winter was a day when five teachers were ill and no one could be secured to do their work. However, members of the staff gave their time so that classes could be carried on. In special subjects such as Art, Home Economics, Physical Education and Manual Arts, it was most difficult to secure substitutes. This often meant that substitute teachers who were not trained to do that particular work would try to carry on in the class room. These substitutes often expressed their feeling of inadequacy but their work was appreciated because they were familiar with school procedure and helped carry on.

In any report there is a tendency to over-emphasize these activities which are spectacular. However, in a school the work done in the class room day by day by the pupils under the teacher's direction spells progress and the credit must go to the good class and home room teacher who guides and works with the pupils day after day.

III. Special Problems.

There are six teachers who are not returning to East Junior High School next year in addition to two Senior High School teachers who have had ninth grade classes. This change in personnel will definitely be reflected in our school next year.

Our school building continues to be sadly in need of redecorating. The halls, class rooms as well as the main cafeteria continue to grow more unsightly each week.

There must be a continued effort by all members of the staff to build up a regard for public property. There seems to have been a downward trend in school citizenship relative to the treatment of walls, desks, etc.

Pupils seem to have grown more and more careless relative to writing legibly and neatly. While the society of which these pupils are a part will require more forms and reports as time goes on, it is the duty of the school to stress this point particularly.

It is hoped that a music teacher will be available for the auditorium period each week, so more work in community singing can be carried on by the student body.

Work should be done on revision of the course of study in social studies, especially in the seventh and eighth grades.

There must be continued effort so that the excellent pupil who plans to continue his work beyond the high school is challenged but at the same time effort must be made to make provisions for the less academic pupil. The legislative action relative to requiring pupils of the areas outside of the city to attend school until they are sixteen years of age would tend to increase that problem.

The course in Agriculture next year will be particularly important, since its success in building up the first year will be a factor in determing the size and work of future classes.

V. Organization plans same as for year 1946-1947.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by the Director
MARGARET A. FOSSE
June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-1947
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

In looking back over this school term, our second post-war year, some interesting observations may be made about our high school youth. After the restlessness of the war years, these young people are beginning to settle down. They are staying in school, they are interested in their future plans. We have never had so much interest in aptitude tests, occupational information, requests for serious personal counseling.

The following report will describe briefly some of the work and problems of the guidance office in East High School.

I. Significant Statistical Data 1946-1947

A. Withdrawals

Table of Withdrawals

Reason	Junior High	Senior High	Total 1946-47	Total 1945-46
Transfers to Madison Schools:				
Central High School	2	2	4	
West High School	1	1	2	
Edgewood	1	1	2	
Lapham	1	0	1	
Wisconsin High	1	0	1	
Vocational (Full Time)	3	1	4	
Total	9	5	14	15
To work and Vocational (1 day per week)	7	26	33	45
Transfers to other towns	46	28	74	76
Armed Services				
Army	0	4		
Navy	0	2		
Marines	0	3		
Total	0	9	9	9
Rural	11	7	18	29
Over 18 - to work	0	22	22	5
Miscellaneous				
Illness	5	4	9	
Married	2	6	8	
Deceased	1	0	1	
Passed G.E.D. Test	0	3	3	
Totals	81	110	191	192

The total number of withdrawals this year is 191, almost equal to last year's 192 total. The number transferring to other towns is still high, 74, and in looking over the names of destinations, the small town is very predominate. Our problem of holding the rural student has always been an important one and this year only 18 rural pupils left school, compared to 29 last year. However, of these 18 students, 11 were in the ninth grade--showing a need of even further concentration on the incoming rural pupils.

This year the biggest withdrawal problem is in the over-18 age group, with 22 leaving school, of which 18 are boys. This number is probably high because of the veterans all over 18 who began the school year, became discouraged or found permanent work, and finally withdrew.

In each case of a withdrawal, there is an interview with the pupil and where necessary, contact is made with the parents. We feel that it is very important that the student have a definite plan leading to graduation, further vocational training, or a suitable job. The Attendance Department has been most helpful in these withdrawal cases.

B. Testing Program 1946-47

1. Psychological Tests

The California Test of Mental Maturity, Intermediate and Advanced Forms, is given to all incoming pupils and as a recheck at the end of the 9th grade. This year the test was administered at the end of the 6th grade by members of the Child Study Department.

Rechecks are made whenever necessary, at the request of the teachers, and wherever the I.Q. does not seem to measure the child's ability. A Binet individual test is given by the Child Study Department upon request.

The results of these tests are available at all times for the entire faculty, either from the permanent record cards, the cumulative records, or from the Guidance Office.

At the beginning of the year each teacher received an information sheet explaining what tests were used, how they could be interpreted, and where the results could be obtained for constructive use in understanding pupils.

Again, we are very grateful to Mr. Waller for the arrangement he has made to have our tests machine-scored, thus saving us hours of tedious work.

California Group Tests were administered to the following groups:

Grade IX	445
New pupils	200
Re-checks	100
Allis School-Grade VIII	36
St. Bernard's-Grade VIII	55
Madison Lutheran School-Grade VIII	18
Total	854

Distribution of results of California Test of Mental Maturity--Intermediate Form.

Grade IX — Given May, 1947

Interval I.Q.	Number in each group
140 - 149	0
130 - 139	3
120 - 129	49
110 - 119	117
100 - 109	138
90 - 99	96
80 - 89	31
70 - 79	11
Total	445

Median I.Q. 106

The Henmon Nelson University Prediction Test was given in December to 387 sophomores and 387 seniors with the following distribution of results:

Percentile rank	Grade X Number in Interval	Grade XII Number in Interval
95 - 100	26	14
90 - 94	26	30
80 - 89	63	60
70 - 79	44	66
60 - 69	53	42
50 - 59	37	45
40 - 49	40	35
30 - 39	26	29
20 - 29	39	29
10 - 19	18	19
0 - 9	15	7
Total	387	376

Median percentile rank 63% — Median percentile rank 65%

These results are based on the scores of all Sophomores and Seniors in the state of Wisconsin who took the test and along with all other available test information, we can get a picture of what to expect in the individual pupil. These percentile ranks are recorded on the permanent record cards and cumulative records and are available to all teachers.

2. Achievement Tests

A. Stanford Achievement Test

The Stanford Achievement Test, Advanced Partial Battery, Form DM, including Language Arts and Arithmetic, was given in September the third week of school to all 7th and 9th grade pupils by the English and Mathematics teachers. Arrangements were made by Miss Bernice Leary for the tests to be machine scored at the University.

A summary of the statistical data was prepared by Miss Fosse, showing distribution of results of the tests in each grade. A further detailed report and analysis was prepared by Miss Leary. Both summaries were given to the teachers for further study. Miss Leary then met with the group to help interpret the results and to discuss problems arising from the test. We are very grateful to Miss Leary for her interest and assistance in this work.

Table I shows the distribution of grade placement results for 448 pupils in Grade IX and 269 in Grade VII, from the Standard Achievement Test Form DM, Advanced Partial Battery, given September, 1946.

Grade VII	Grade Levels		
Name of Test	Q.3	Median	Q.1
I Paragraph Meaning	7.9	6.5	5.8
II Work Meaning	8.1	6.8	5.9
Average Reading (I and II)	7.8	6.8	5.8
III Language Usage	7.8	6.8	5.9
IV Arithmetic Reasoning	6.4	6.1	5.6
V Arithmetic Computation	6.1	5.5	5.1
Average Arithmetic (IV and V)	6.4	5.9	5.6
VI Spelling	6.6	5.8	5.0
Total Average Achievement	7.0	6.2	5.8

Grade IX	Grade Levels		
	Q.3	Median	Q.1
I Paragraph Meaning	11.0	9.3	8.1
II Work Meaning	10.9	9.0	7.8
Average Reading (I and II)	10.9	9.3	7.8
III Language Usage	9.3	7.8	6.8
IV Arithmetic Reasoning	11.0	9.0	7.6
V Arithmetic Computation	10.9	9.0	7.4
Average Arithmetic (IV & V)	10.9	9.0	7.6
VI Spelling	10.0	8.1	6.6
Total Average Achievement	10.0	8.8	7.6

Table II shows distribution of age level results in terms of the median from the Stanford Achievement Test, Advanced Battery, Partial Form DM, Grades VII and IX given September, 1946.

Median Age Levels	Grade VII	Grade IX
Chronological Age	12-4	14-5
Mental Age (California Test of Mental Maturity)	13-7	15-0
Stanford Average (Reading Age)	11-10	14-3
Stanford Average (Arithmetic Age)	10-11	14-0
Stanford Average (Achievement Age)	11-3	13-9

Since the same Stanford Achievement Test was given three years ago using different forms, a supplementary study of the ninth grade results was made showing growth from September, 1944, Form H, to September, 1946, Form D.M. Students who havetaken both tests were listed with results and growth measured in Reading and Arithmetic. This information plus the I.Q. listed was given to all teachers concerned with the study. However, it was further emphasized that this statistical data means little in understanding a student's growth unless it is accompanied with more complete knowledge of the boy or girl, his home background, his personality.

A median growth of 2.3 years in Reading was found from studying 202 ninth grade pupils who had taken the test both times. In Arithmetic in 199 pupils, there was a median growth of 2.6 and in Total Grade Achievement, in 196 pupils, a median growth of exactly 2.0 years.

B. Iowa Reading Test

The Iowa Silent Reading Test, New Edition Revised, Elementary Form AM, was given in May to 184 ninth grade pupils who were having difficulty in English as recommended by their English teachers, or who were below their grade average in the Reading and Language Usage Section of the Stanford Achievement Battery.

From the information on this test, teacher's recommendations, a recheck Traxler Reading Test, I.Q.'s and school grades, special classes are set up for Miss Mary Crink for 10B remedial English with an emphasis on improving reading skills and comprehension.

3. Aptitude Tests

(See later discussion)

C. Scholarships

The following excellent scholarships have been made available to our students by the University, Community Service Clubs and interested citizens. Most of them are based on scholarship, service to the school, citizenship and financial need. The selection is made by a Faculty Scholarship Committee, and the recommendations of the entire faculty.

Name of Scholarship	Amount
Legislative-U. of Wisconsin (top 3 pupils)	1 year tuition
McPyncheon - 4 boys	$4.00 per month
Business & Professional Woman's Club	$50.00
Christian R. Stein	$10.00
Rotary Club	$50.00
Registrar-B'Nai B'Rith (1 to be selected from 3 schools)	$50.00
Theodore Hurfurth Award Club	$25.00
East Side Business Women's Club - 1 girl	1 year tuition
East Side Business Men's Club - 1 girl	$100.00
1 boy	$100.00

II. Special Achievement 1946-1947

A. Individual Counseling

Perhaps our most significant achievement has been a closer contact with the individual student through more personal counseling. This was made possible by the addition of a half-time guidance worker, Mrs. Carolyn Welch first semester and Miss Helen Walchok second semester. Both workers adjusted easily to the routine and philosophy of the school and were well accepted by faculty and students.

The arrangements made by Mr. Waller and Miss Leary for machine scored tests is another factor which has given us countless more hours for individual counseling. One of the big problems of a guidance office is to reduce this clerical work to a minimum, leaving more time to work with pupils, parents and teachers.

Individual conferences are held at the recommendation of a teacher, often at the request of the pupil himself, and as a matter of routine, because of poor grades, or some allied problem. The Madison Interest Inventory is very useful to establish rapport and to help the student think in terms of his own problem. To get a complete school picture, teachers' reports are obtained. Our faculty has been cooperative and interested in helping with these reports, indicating attitudes, behavior patterns, relation with other pupils, all information pertinent to the underlying problem.

Since everyone is primarily interested in himself, the most difficult teen-age problem can usually be reached when he is given an opportunity to think of his own future plans. Here a Kuder Preference Test, a Mechanical Aptitude Test, one of the performance tests, an occupational booklet, or a college catalog may very likely show the student the necessity to settle down, finish school with a creditable record, and thus fulfill his future plans.

For a more comprehensive study, a student is referred to Mr. Waller and the Child Study Department. However, no appointment is made until the boy or girl really wants to go, and he leaves in the spirit that the interview is a privilege rather than a punishment. A complete school study accompanies the student and as the case progresses, reports are returned to the school and are available to all teachers concerned with the pupil.

We are grateful to Mr. Waller and his staff for their interest and help in our students. They have established excellent rapport with each young person we have referred and have shown us some interesting results.

Again this year, our school has worked closely with the public and private social agencies of Madison, especially the Probation Office and Family Welfare Association. Mr. Robert Carnes, Executive Secretary of the East Side Youth Activities Council, has done some excellent concentrated case work on many of our boys.

B. <u>Orientation of New Pupils</u>

Special emphasis is spent on helping the large group of new pupils become familiar with their plans at East High School. In the spring we visited the 8th graders of the following schools:

Allis	Burke
Nichols	Seminary Springs
Sunnyside	McFarland
Madison Lutheran	Meier
St. Bernard's	Vilas
St. Patrick's	Sanderson
Holy Redeemer	Hope
St. Raphael's	Estes
Lakewood	Pumpkin Hollow
Hiestand	

Programs were filled out, questions were answered and friendly contact was established between the rural schools and East High School. This year Mr. Gerhardt, the new Agricultural Instructor, accompanied us and talked to the boys of each school to introduce his course. The blue information blanks were left with the teacher and returned later with the programs. These have been most valuable information to help us learn more about this new group of 9th graders.

We visited each 6th grade, established a contact with these new pupils and helped them fill out their programs for 7th grade.

The entire group visited East High School on May 14 for our annual Orientation Day Program--under the direction of Miss Kathryn Gallagher. The theme introduced East High School as a community welcoming the new group to its membership.

C. Vocational Guidance and Aptitude Tests

Perhaps our most significant achievement this year is a definite plan for introducing occupational information. In a special unit during 11th grade English with the cooperation of Miss Edith Isely and her English staff, the school year was organized so that each class was given about 2 weeks of concentrated time for this study. The work was introduced by the Kuder Preference Test. General discussion was held on the subject of one's own aptitudes and the students were allowed to take any of the tests which concerned their own interests and plans. Some of the tests used were the Binet Mechanical, Minnesota Paper Form Board Test, Meier Art Judgment, The Chicago Clinical Test of Comprehension, and the California Personality Test. The classes then made studies of their individual occupational interests, using all of the books and pamphlets available in the school. During the war there was a decided lack of interest in occupational information because boys all knew their destinations and because there were so many jobs, the girls took whatever paid the highest. However, we are finding them seriously interested in long-time planning and it is our definite responsibility to provide adequate occupational information for them so that they can see what possibilities there are.

These same Aptitude, Interest, and Personality Tests and all of our occupational files are available for any students in the school.

D. Problems of Health and Physical Disabilities

A survey was made at the beginning of this school year to discover pupils needing help for health and physical disabilities. These cases were referred to Miss Mary McCarville, our school nurse, and recommendations were given back to the teacher. It is very necessary that a teacher be aware of such cases as hearing, sight, stuttering, etc., so that she can make any necessary adjustment. Miss Betty Sulliver, Speech Correctionist, worked with a group of Speech cases each Friday morning. This year arrangements were made with the school board so that any of our pupils who were hospitalized, or ill for long periods could carry on a course for credit through the University Extension Division. Three students took advantage of this opportunity--two at Lakeview Sanitorium and one at Orthopedic Hospital.

III. Special Problems

A. Employment

For the second year we are finding that it is difficult for the younger high school student to find part-time employment as compared to our recent war years where everyone was in demand. It is impossible to run a regular employment service from our guidance office, but as jobs come in the students are notified and the contact is made with the employer. Students are also allowed to sign up so that they can be called if a suitable job appears. This year about 150 jobs were handled--the majority of them for child care, small stores, lawn work, and news boys. Perhaps a more organized method of handling employment can be worked out next year because we do feel that the experience the students gain from a small part-time job is a valuable one. Mr. Lloyd Benson, the Coordinator of Work Experience, has worked closely with us in reporting the type of work our students have done and their relations with employers.

B. Rural Pupils

One of our problems has been to help the rural student adjust to a big high school so that he will follow through his plans to graduation. This year 18 rural students withdrew from school and of these 10 were boys from the 9th grade. However, this is still much better from last year when 21 withdrew during the ninth grade. It is a real challenge to us to give even more individual attention to this group of students. Evidently it

shows each year that if the rural pupil gets past ninth grade to Senior High, his chances of staying to graduation are good. This is the group of pupils who usually do not partake in school activities possibly because of their transportation troubles, but an effort must be made to get them more interested in some of the activity clubs and especially more determined to follow through their plans to graduate.

C. Organization Problems

One of the big problems has been our lack of space in our Guidance Office. With a half time helper and with next year's possibility of a full time assistant, the room is very inadequate for two workers and for the many pupils who come in each day. This year we partially solved it by using a screen and two chairs outside of the door, but for personal conferences this is definitely not adequate. With the new interest in occupational information and the wealth of material both free and commercial we are receiving, it has been difficult to organize our occupational files to make them usable for both our teachers and students.

IV. Organisation Plans for 1947-1948

A. To continue the present testing program with an increased emphasis on interpretation of test results to our faculty.

B. To continue our emphasis on individual counseling, using all available sources, interest, aptitude and personality tests.

C. To continue and expand our present plan of occupational guidance in the 11th grade English classes. To make use of available movies, speakers, organizations for their help.

D. To help the new pupil--rural, parochial and transient--adjust to the new school.

E. To study the problem of pupil failure in terms of underlying causes.

F. To reorganize our files of occupational information so they will be more usable directly by the student.

G. To study the group of pupils with exceptionally high ability.

H. To organize a more workable system for handling employment. To become better acquainted with employment resources in Madison through contacts with employers and personnel departments.

I. To continue Senior interviews, as a follow-up to their personal occupational study made in the 11th grade.

We have had excellent cooperation from the faculty in our guidance work this year and I would like to express my sincere appreciation to each of them for their help in working with our young people.

Respectfully submitted,

MARGARET FOSSE
Guidance Director

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
R. O. CHRISTOFFERSEN
July 1947

ANNUAL REPORT WEST HIGH SCHOOL

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1947

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

GENERAL

An overview of the year would indicate that pupils of the school were involved in less overt activity which resulted in their getting into trouble. This may be because of the fact that there were many fine leaders in the school this year. They exhibited a maturation of judgment not normally associated with high school pupils. It was demonstrated in their editorials, in their contacts with the public, and in their attitude at class meetings.

It seems, however, that there is an ever increasing number of pupils coming to us who do not know the meaning of "no." One of the psychologists who writes for the State Journal has indicated that we have not seen the peak of the unspanked generation as yet, so apparently we will have an increasingly difficult job as far as discipline is concerned. Most of the pupils settle down after a sufficient number of contacts with teachers and with the administration, but it takes too long for some of them to learn.

A year ago I indicated that pupils seem more careless than ever. I might reiterate this same statement again this year. In the month of September, 20 purses containing $78.35 were found and returned to Mr. Steiner; in October, 23 purses containing $32.34 were returned to him. Thereafter, the number decreased, but you can very well see the magnitude of the problem. We are very pleased to note the honesty of the student body as a whole. I feel there are very few places where money can be left in wash rooms, on the floor, etc., and still have them returned to a central place with as little loss.

Again I wish to respectfully point out that maintenance, new equipment, and pressing needs are going to cost a tremendous amount of money. When the orders come in for these items, it will be well if the City Council understands that these needs have accumulated over a period of years. I sincerely hope that a fund can be set aside for this purpose.

SPECIAL ACHIEVEMENTS

We were pleased this year to receive a certificate from the National Conference of Christians and Jews for excellence in the promotion of American Brotherhood Week through our school publication, The West High Times.

Twelve students from the art classes won key awards in the State Annual Scholastic Art Exhibit. We were pleased that many of our seventh graders qualified for a key.

A model physical education demonstration was organized and put on by the West High School physical education staff and Mr. Danford for other demonstration areas in the state and for our P.T.A. I was pleased at the thorough and workman-like job which they put forth.

This has been another unusual year as far as athletics at West is concerned. It seemed that unless we were winning a championship we were falling short of our goal.

The football team, coached by Mr. Jones and Mr. Harris, won the championship of our conference. We also supported three teams in the Four Lakes League.

The basketball team, under the leadership of Jones and Harris, tied for the conference championship.

Archery was sponsored on an interscholastic basis for the first time. West won first in the National High School Championship at 30 yards, and placed third in the Nationals at 20 yards.

West High sponsored the first state W.I.A.A. High School Volleyball Tournament. The West High volleyball team, under the direction of Mr. Harris, won the title.

The track team, under the direction of Mr. Jones and Mr. Slater, won the Wisconsin Rapids relays, the West High relays, The Rockford East relays, the sectional championship, the city championship; was second in the state and was conference champion.

The tennis team, under the direction of Mr. Steiner, was tenth in the state; the golf team, under the direction of Mr. Hawley, won second in the Big Eight and second in the state.

We sponsored crew rowing two times. We were beaten by St. John's and were tied by the Wisconsin Junior Varsity.

Mr. Jones had a pictorial history of the season recorded in the form of movies.

An outstanding guidance program was provided this year by the senior home room advisers under the chairmanship of Mrs. Orchard. Please see page 15, 16, 17, and 18 of the West High Guidance report for details.

The West High Times received an all-American rating for its issues during the first and second semesters. A 10A English class, under the direction of Mr. Hoth, wrote an 80-page pamphlet on Wisconsin. The project grew out of the student interest in the Wisconsin Centennial celebration.

The publication of Patterns in Print, a booklet consisting of writings of pupils in senior high school English classes, was a distinct contribution to the life of the school, and a definite educational accomplishment on the part of Mrs. Ahrnsbrak and the committee under her direction. I was very much gratified at the quality of the writings and the interest exhibited by the pupils. It is hoped that we can continue this in another year.

The additional guidance help which we had this year was a very valuable service to the school and to the individuals concerned. I hope that the individual testing and guidance service can be continued and expanded.

Cash and scholarship awards amounting to $1174.45 were made to students at the end of the school year. This does not represent the total cash value of all scholarships, but is the amount which we distributed.

The Girls' Club of West High School contributed $450.00 of this amount. As usual, they have had a busy year, filled with service. One hundred thirty games and toys were turned over to the Empty Stocking Club, and over one hundred stuffed dolls and toys were made for the children of war-torn areas of Europe. The paper sale netted 18⅓ tons of paper, which brought a total of $316.16.

There were 704 individual club memberships in the senior high school. This does not include participation on athletic teams; neither does it include the Hi-Y or similar organizations.

Please consult page 15 of the Guidance Report and note the gains of pupils made in the remedial 8th grade class which was in charge of Miss Shelton.

The Latin Department celebrated Latin Week in April by placing on display projects made by pupils. The projects had to be

something which was associated with the pupil's Latin work. The Latin Department kept open house for one week and the exhibit was put on display for one P.T.A. meeting. The art work and ingenuity exhibited was of very high caliber.

The West High Science Club had three winners in the Junior Academy of Science--John Casida, Ted Taylor, and George Koehler. Clement W. Williams won honorable mention in the Westinghouse Science Talent Search.

Graduates of West High School seemed to win a large number of honors this year. For example, on May 1, 1947, I received a letter from Paul L. Trump, adviser at the University, informing me that eleven of our male graduates were initiated into Phi Eta Sigma, the high scholastic honor society for freshmen. Philip Miles, Jr., was one of the winners of the Harvard National Scholarships.

Under Mr. Steiner's direction our visual education program has expanded and is much more efficient.

The girls in clothing classes made some very fine costumes and exhibited them at the annual Girls' Club Style Show and Tea.

About 300 veterans were the guests of the school and the athletic department at a football game in the fall.

SPECIAL PROBLEMS AND RECOMMENDATIONS

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

1. We need storage balconies in rooms C and E, similar to those in East High School.

2. Proper ventilation should be provided in rooms 306 and 301.

3. Certain members of our staff who handle school funds should be bonded.

THE MAJOR LONG STANDING PROBLEM WHICH WE HAVE NEED FOR IS ACOUSTICAL TREATMENT ON THE CEILING OF OUR HALLS. THIS SINGLE ITEM WOULD SAVE MUCH WEAR AND TEAR ON THE NERVOUS SYSTEMS OF BOTH TEACHERS AND PUPILS. I CONSIDER THIS TO BE THE GREATEST SINGLE NEED WE HAVE AT WEST HIGH SCHOOL. I RATE IT NUMBER ONE IN ANY IMPROVEMENTS WHICH ARE TO BE MADE OR PLANNED. I am pleased to note that the Board is having one of the halls treated during this summer.

The number two item on the list is the cleaning and painting of our auditorium. The rising air currents above the radiators there have streaked the walls with dirt from floor to ceiling. Seventeen years of continual usage without cleaning or painting naturally have left their mark.

We have requisitioned and asked for a new cyclorama for our stage for seven years or longer. It is now on requisition, and Mr. Brown has the specifications. We need it very, very much.

In last year's report I outlined the need and the desire to have additional clerical help. Providing free textbooks to pupils has intensified our need. We need additional clerical help to operate the office more efficiently and to help teachers with some of their detail.

In order to operate our physical education program efficiently we should have additional gym space and additional play space. I understand that expanding our building now is out of the question. However, the acquisition of the Rentschler property should be pushed.

Pupils, especially in mathematics, no longer cover the ground they once did. For a number of years now, we have taken three weeks' additional time in which to cover our advanced algebra, and still do not cover the course of study. The problem is an accumulative one and should be attacked by a joint curriculum committee chosen from the grades and the senior high school with a person acquainted with the over-all curriculum problem at the head.

Rooms 118, 14, and D, the woodshop, need additional heating facilities at times. Would it be possible to install another univent in each of the rooms when they are available?

There should be at least two full time guidance teachers or the equivalent in our guidance department.

It has been the feeling of department heads, especially Mrs. Cowles, for quite a number of years, that we should section our classes with respect to ability in the 7th and 8th grades just as we do in the 9th and 10th grades.

Respectfully submitted,

R. O. CHRISTOFFERSEN
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Acting Principal
R. E. TRAFFORD
June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

For the School Year 1946 - 47
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

The last reported enrollment for the school year 1946-47 was as follows:

7th Grade	144
8th Grade	172
9th Grade	286
Total	602

It is estimated that the enrollment in each of the grades for the beginning of the 1947-48 school year will be as follows:

7th Grade	160
8th Grade	150
9th Grade	252
Total	562

As in former years, the above estimate is based on reports from the schools which send pupils to West Junior High School.

ATTENDANCE

Under the new plan adopted by the Child Study Department of the Madison Public Schools, poor attendance due to health was turned over to the school nurse. Under this plan the nurse visits or telephones the home and tries to work out a plan which will secure the best attendance under the prevailing conditions. Sometimes the physician in charge of the pupil's health is called and his advice and recommendations secured. As a result of the work in this field this year I believe that there has been less unnecessary absence due to poor health. The cooperation of parents, physicians, and our school nurse resulted in improved attendance with adequate regard for the health of pupils.

The major problem of poor attendance is the result of parents keeping children home to help with work. Many reasons are given for the necessity of children remaining home. This ranges from taking care of sick parents and other members of the family, to running errands and helping to work in the garden. Pupils have even been kept home to help the father conduct his ordinary occupation. This type of attendance is segregated from that due to poor health and is handled by the attendance worker from the Child Study Department and by the principal.

The remaining problem of poor attendance is caused by plain truancy. Even though this involves very few pupils, it is still a serious problem, requiring the work of the school principal and extended services of the Child Study Department. Most parents are cooperative in efforts to keep pupils in school and to correct the causes of truancy, but a few look lightly upon short periods of truancy as something that most children do.

The major proportion of all absence is due to minor illnesses, which require pupils to be absent for one or two days. The best attendance was for the period from March 24 to April 18, when 96.8% of all pupils were present. The poorest attendance was from February 24 to March 21 when only 89.9% of all pupils were present. The same contagion and mild epidemics which caused pupil absence also caused teacher absence. I feel that teachers have been very faithful in their attendance and have been at their posts of duty at times when they would better have been at home. Teacher attendance has been very good this past school year.

A more complete check has been made on tardiness this year. An opinion that a certain small number of pupils were responsible for the greater amount of tardiness was verified. Tardiness seems to be more prevalent in some home rooms than in others. One home room had as many as 64 cases during the year, while another had as few as 12. For the year we had a total of 630 cases of tardiness.

SPECIAL ACHIEVEMENTS IN 1946-47

With the inauguration of the free textbook system this year, the Junior High School Office Secretary constructed a cross reference file of all reference and supplementary books used in the junior high school classes. This file will enable us to determine what books are used and whether newly requested books are needed and advisable. It will also enable us to clear our Store Room of obsolete books. This year we found books in our Store Room which came from Randall School in 1930 and which were no longer being used.

During 1946-47 the work in the Art Department has been excellently done. More awards were received in city, district and state competition than at any time in my experience. The encouraging part of this project is the very large number of pupils participating and the high quality of the individual entries. Awards were made to pupils in an auditorium program.

Units on conservation have been added by Mr. Olson to the eighth grade Science work and by Miss Barton to the ninth grade civics work.

Ninth grade manual arts pupils assisted in the construction of 50 canes and the finishing of 15 smoking stands for the Red Cross.

The Junior High Students' Handbook, edited by the Student Council last year, was published this year by that organization. The ninth grade Printing Class printed and bound 450 copies. The cost of $69.47 for type, cuts, and paper was paid from the Junior High Activity Fund. This sum will be returned when the handbook is sold to pupils at a cost of ten cents each. It is planned to distribute a handbook to all new pupils in September. The cost of future printing will entail cost of paper, ink, and revisions only. The cuts and type will be re-used in each subsequent printing. It may be possible to reduce the cost of the handbook to five cents in the near future. I believe that this project, which was conducted entirely by pupils, is one of the best examples of what pupils can do with good guidance and direction by an interested teacher.

The eighth grade speech classes, with the cooperation of the Stage Crew Club, presented several auditorium programs during the year. The presentation of "A Christmas Carol" by the pupils of the vocal music classes under the direction of Miss Huxtable and Miss Neuman was outstanding. This operetta involved a very large number of pupils and much preparation. I believe that it was one of the very fine achievements of our pupils and teachers this year.

The City Music Festival, which was held in the University Stock Pavilion this year, was a successful vocal and instrumental demonstration of what junior high school pupils are achieving in the Madison Public Schools. It was regrettable that the seating capacity was so small. I am sure that many more parents and other interested citizens would like to have heard this demonstration.

The same clubs which we have had for the past two years were continued again this year.

Where children of junior high school age associate with youth of senior high school age, it is necessary to continually guard against unnatural social maturation of the younger children, who enjoy imitating the activities of older children. I believe that our Saturday evening recreation program satisfies this craving but still permits the social program to be geared to the natural social development of children. Our Club Arrowhead is well conducted and is sound in its organization and is well attended.

Considerably more use has been made of visual aids material this year. Films have been especially popular and useful. Now that one room has been assigned as a visual arts laboratory and a projection crew organized, a greater use of films and slides will probably be made in the future.

A study of our accident situation was made this year by our

Student Council. A serious condition was revealed. A special communication to Mr. Danford, from the Student Council Secretary, is attached to this report. The study will be continued next year and a program to remedy the situation will be inaugurated.

An orientation program conducted primarily by pupils will be tried next year. Each spring a program of this type is presented to pupils who will enroll in the fall. The use of pupils in past programs indicates that they can conduct the major portion of the program.

Fifty service awards were made to pupils who have given outstanding service to West Junior High School this past year. Service pins of our own design were presented to these 50 pupils. Nearly 150 additional awards were made to other pupils who served or achieved well enough to deserve recognition.

To interest pupils in continuing the study of instrumental music, or in starting it for the first time at West High, Mr. Stanke visited a number of the schools which send pupils to West. The increase in the number of elections in this field indicates that his visits and demonstration by instrumental groups should be continued in the future.

SPECIAL PROBLEMS

One of the most troublesome problems is the noise and confusion in our corridors. Service Club members are charged with certain responsibilities of direction and control of the activities of pupils in our halls but in the past have been given little or no authority. Our plan for next year is to issue printed instructions to Service Club members who supervise halls and to give them authority to turn in names of violators to Mr. Fallon for discipline. I believe that this, together with the supervision by teachers, will materially improve the problem of the noise in our halls. Acoustical treatment on the Junior High floor is more necessary than on the other floors, since the voices of junior high pupils are high-pitched and carry more if not absorbed by acoustical treatment. I hope the junior high floor can be treated during the next school year or during the summer of 1948.

As noted previously in this report, prevention of accidents among junior high pupils is a serious problem and plans for its remedy are already under way. (Please note special report to Mr. Danford from the Student Council)

Auditorium programs were, in many cases, the presentation of interesting class and club activities but too many were by professional people. An effort will be made to increase the student presentation in these weekly auditorium programs during the coming year.

Our intramural program in athletics during the spring and fall suffers materially because our pupils are required to go to Olin playgrounds for their activities. This is a distance of about ten blocks. Many pupils, who have little time after school, are unable to participate in intramural athletics because of the distance of the playgrounds from our school. During the rest of the school year, it is impossible to use the gymnasium floors for intramurals, since interscholastic teams occupy the floors during the major portion of the time after school. As a result of this, intramurals in basketball and volleyball for boys must be conducted on Saturday. This, too, discourages and makes it impossible for many pupils to participate. I see no remedy for relieving this situation at the present time.

Respectfully submitted,

R. E. Trafford,
Acting Principal

THE MADISON PUBLIC SCHOOLS
MADISON WISCONSIN

Annual Report

WEST HIGH SCHOOL GUIDANCE DEPARTMENT

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

June 1947

ANNUAL REPORT - 1946-1947

The annual report for the year 1946-1947 is again submitted on the same general outline of former reports for the purpose of having continuity in making comparisons of the trends and services of the Guidance Department at West High School over a period of years.

We have been indeed fortunate this year to have extra personnel added to the staff. Miss Wheeler has been assigned to three periods a day in guidance and in the main has worked in the junior department. Mrs. Hagberg has been assigned to five half days a week, alternating mornings and afternoons with Central High School. Her work has been chiefly that of administering and interpreting interest and aptitude tests to pupils who requested the service. Mrs. Orchard was assigned to one period a day as senior advisor. She has been the chairman of the 12th grade home room advisors who have done a splendid program on occupational information.

Reports by Miss Wheeler, Mrs. Hagberg, and Mrs. Orchard are included in this report.

Four students from Dr. Edgerton's classes have worked an afternoon a week, under direct supervision, assisting with the correction of tests, etc. West High School has profited from the practical experience they gained.

We have tried to direct our guidance program toward the development of the total child for citizenship in a democratic society.

Testing:

Before school starts in the fall all new enrollees have been given a group intelligence test - either in the spring in the rural, parochial, and elementary schools for all 7th and 9th grade pupils, or the week prior to the opening of school to all other pupils in grades 7 through 12. This testing program is carried out as part of enrollment and registration. As new enrollees enter the school during the year they are registered and tested in the guidance office before programs are made.

During the school year the Henmon Nelson tests are given to

all 10th grade pupils as part of the Wisconsin Cooperative Testing Program. These are corrected by the University and percentile ranks are reported back. Re-tests of pupils are made at various times during the year because it is desirable to have more than one test on all pupils.

Stanford Achievement tests are administered to most pupils who enroll during the school year to aid us in proper placement.

Interest and aptitude tests were requested by more pupils than could be served. Many cases were referred to the Office of Child Study, but in general the junior high pupils were directed to Miss Wheeler and juniors and seniors to Mrs. Hagberg. Reports by Mrs. Hagberg and Miss Wheeler are attached.

Programming:

Special attention is given by the department to the making out of pupil programs for the 9th and 10th grades. This work is started early in the second semester in 8th and 9th grades. The importance of tailoring a program to fit each individual child is discussed in faculty and general meetings and in home room groups. It is felt that many unwise and thoughtless choices of subjects have been prevented by this careful consideration of the course of study and the needs of the child. Each pupil makes out his four-year program chart, indicates his majors and minors and secures the approval of his parents and his home room advisor. Classification and programming is done on the basis of the pupil's achievement to date, as evidenced by his final record card, the recommendations of teachers, the pupil's ability, achievement tests, interests and future plans. Whenever a teacher feels that a child is not placed properly, she may request a change of classification.

Report from Mrs. Hagberg:

The main part of my work has been concerned with administering batteries of tests to 132 individual pupils who made a request in the guidance office for help in vocational planning.

A battery of tests consisted of the following: 1) Personal Data Blank 2) Kuder Preference Test or Occupational Analysis Inventory 3) Mental Health Analysis or California Test of Personality or Washburn S-A Inventory 4) Minnesota Paper Form Board Test (AA). Additional tests, such as Progressive Achievement, Stanford Achievement, Scientific Aptitude, Meier Art Judgment, Orleans's Geometry Prognosis, and Study-Habit Inventories were given on the basis of individual need. Other information combined with the test data was: previous mental ability scores, scholastic marks, and behavior or anecdotal descriptions from teachers. After all material was assembled and studied, a minimum of one period was spent in interpreting the tests and co-planning with the counselee. Because of the pressure of insufficient time, the majority of cases were limited to only one contact; however, 22 cases were followed up during the year, and 8 conferences with parents took place. Over a period of two months the counselor notified each teacher of the counselee that there was information on file in the guidance office in which he would be interested. Their response was most gratifying. Because of the number of students on the waiting list, parent and teacher conferences had to be eliminated or held to a minimum.

Three graduate students at the University of Wisconsin each spent one-half day per week for one semester assisting me in scoring tests. One of the students, John McQuary, made a follow-up study appraising the counseling service to pupils who had come in contact with the counselor. In summary he states, "This study has shown that a sample of 65 students at West High School have indicated a very high appraised value of the vocational counseling service of the school". It is my opinion that the majority of the students who requested the service were most appreciative and it was a matter of re-confirming and encouraging the good planning they were doing in addition to opening up new sources of information to them.

I feel that to those who were served the program was very much worthwhile, but that the service should be made available to all students. It should be a full-time job designed so that all pupils will have the opportunity to take advantage of the service at some time during their school career; it should be coordinated with the dissemination of vocational information.

The following tests were also administered and scored:

1.	Monmon Nelson (to new entries)	11
2.	Stanford Achievement Tests	5
3.	California Mental Maturity Tests (retests)	39
4.	California Mental Maturity to	
	Incoming Nahona pupils	37
	Incoming rural pupils in other schools	38

Report from Miss Wheeler:

During the year the occupational file in the library has been screened and revised. Old material has been replaced with current material. The material has been arranged in two new files to make it more attractive and more easily accessible to students. Current catalogues and bulletins from a number of colleges and universities have also been filed where they are easily available to students.

Nine junior high students have been referred because there appeared to be some kind of maladjustment. These students were interviewed, tested for interests, personality adjustment, and checked for experiences and background. They were counselled and followed up from time to time. In six cases parents came for conferences and their help was solicited in an attempt to readjust the children.

Ten students were referred because they had requested aptitude and interest tests. Of these, five were 9th graders. The following tests were administered, scored, and interpreted to the individuals: Kuder Preference Record (or Occupational Interest Inventory), Washburne Self-Adjustment Inventory, California Test of Personality, and California Mental Health Analysis. There were also personal data sheets and interest and experience inventories.

Pupils who failed or received a condition in two or more subjects were interviewed at the close of each grade period in an attempt to ascertain the causes of their difficulties and to remedy them if possible. Approximately 110 such contacts were made and those most in need of help were followed up between report card periods.

Thirty-two Terman Group Tests of Mental Ability were administered and scored.

Distribution of Grades by Departments:

The tabulation of the distribution of grades in all classes in grades 9, 10, 11, and 12 was continued. The results below are for SemesterI, 1946-47. The percentage of failures in all departments seems to be typical and consistent. It is to be noted too that the distribution of grades tends to follow a normal curve.

DEPARTMENT	A	B	C	D	I	F	W	NO.	% FD.	% WI.	CLASS AVE.
ENGLISH	161	338	409	246	28	52	37	1274	.04	.03	30
MATH	80	244	242	164	14	49	32	828	.06	.04	29
SOCIAL STUDIES	103	241	317	197	7	56	42	962	.06	.04	31
SCIENCE	132	197	162	125	11	48	31	706	.07	.04	28
LANGUAGE	134	176	145	70	16	19	27	587	.03	.05	24
COMMERCIAL	35	61	97	93	3	22	25	336	.07	.07	26
HOME ECONOMICS	21	48	58	21	2	0	1	151	--	.007	25
ART	50	79	71	22	2	1	8	233	.004	.04	26
MANUAL ARTS	31	67	73	49	15	12	13	260	.05	.05	22

Comparing these figures with those of last year we find:

1) A higher percentage of failures in the first semester in Science and Commercial subjects.

2) Lower percentages of failures in Languages, Art, and Social Studies.

Failure Report

A report of the pupils failing in two or more subjects has been kept for 16 years. The report below indicates that these failures have been reduced from 10% in the first years of West High School's existence to a rather typical 4 and 5 percent in the past few years.

FAILURES IN TWO OR MORE SUBJECTS IN THE SENIOR DEPARTMENT

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

Counselling of failing pupils

The guidance office receives a list at the close of every report period of pupils who fail in two or more subjects in grades 9 through 12 These pupils are interviewed individually by the guidance department and the principals. It is felt that because much counselling is done in the election of subjects in the 9th and 10th grades, and much help is given the pupil in the wise choice of electives, many failures have been avoided and the percent of failures has been reduced. This is shown in the failure report.

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

The distribution of I.Q.'s of the senior high failure report has been carefully checked since 1932. From the figures below it is gratifying to note that the percentage of failures in our low ability groups have been greatly reduced over a period of years. In the early years 29% of our failures were in the I.Q. range of 94 and below. This has now been reduced to 10%.

I.Q.	32-33 No.	%	35-36 No.	%	39-40 No.	%	44-45 No.	%	45-46 No.	%	[illegible] No.	%
135-139											1	
130-134	1		1				-		-		1	
125-129	-						3		2		1	
120-124	-	9%	2	25%	1	22%	3	16%	1	13%	3	18%
115-119	4		6		3		2		4		3	
110-114	8		2		3		4		8		9	
105-109	16		3		3		9		14		[illegible]	
100-104	8	62%	5	47%	2	67%	12	68%	10	74%	[illegible]	[illegible]
95-99	3		7		4		8		7		8	
90-94	10		4		2		3		3		3	
85-89	2		3				2		1		1	
80-84	4	29%	3	26%		11%	3	16%	1	13%	0	10%
75-79	-		-		-		-		-		1	

The total distribution of these failures follows very closely the normal distribution of the potential abilities of the school as indicated on the distribution of I.Q.'s of the entire school which is shown on the following page.

It may in part be assumed that the work of the minimum essentials group has been geared more closely to their needs and abilities. By the same reasoning it might appear that the work for the upper 40% of the school could be extended and enriched.

WEST HIGH SCHOOL

November 1946

DISTRIBUTION OF I.Q.'S

GROUP	%	I.Q.	7	8	9	10	11	12	Total
		160-164	0	0	0	1	0	0	1
		155-159	1	2	0	0	0	0	3
		150-154	2	0	5	2	0	0	9
		145-149	0	1	1	6	0	1	9
		140-144	3	3	4	6	0	2	18
X	41	135-139	9	7	13	13	3	3	48
		130-134	14	5	7	30	11	8	75
		125-129	17	12	22	20	27	20	118
		120-124	18	13	34	33	41	35	174
		115-119	17	15	42	34	61	30	199
		110-114	17	28	33	39	59	45	221
Y	50	105-109	17	22	33	40	68	54	234
		100-104	13	25	32	36	38	48	192
		95-99	7	17	24	34	28	34	144
		90-94	1	14	17	22	11	15	80
		85-89	6	3	13	3	5	6	36
Z	9	80-84	2	4	6	8	2	3	25
		75-79	0	2	1	1	0	1	5
		70-74	0	1	0	0	0	0	1
		Total	144	174	287	328	354	305	1592
		Median	112.50	109.00	111.54	113.50	112.00	109.00	111.77

	Total	X	% Y	Z	Median IQ
Junior High	605	44	44	12	112.70
Senior High	987	39	53	8	111.25
Jr. - Sr. High	1592	41	50	9	111.77

Scholarships

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

Name of Scholarship	No.	Amount
McPyncheon	2	$60.00
Business & Professional Women	1	50.00
Christian R. Stein	1	14.45
Theodore Herfurth	1	50.00
University of Wisconsin	3	300.00
Rotary Club of Madison	1	50.00
Girls' Club of West High School	5	400.00
Shaw Essay Contest	2	
Harvard University	1	
Allan Shafer Memorial Award	1	50.00
Hi Y	1	50.00
PTA Welfare	3	150.00

PTA Welfare Fund

The PTA has raised a fund known as the Florence Dodge Memorial for the use of pupils who would otherwise be deprived of participating in school activities. Over $350.00 was raised for this school year and $85.00 was spent for such items as school fees and activities, doctor bills, glasses, bus and taxi fare in emergencies, clothing, graduation expenses and loans.

This year $150.00 was distributed as scholarships by the PTA to two seniors and one junior girl. These awards were granted not so much for high scholarship but for character traits of integrity, worthy school membership, industry, and perseverance toward an education against odds.

Because this fund has been available for about fifteen years, it was not necessary to draw upon the fund made available by service groups to the Department of Child Study.

Indigents

Because books are now furnished to all pupils it has not been necessary to assist pupils with supplies, except in a few isolated cases. A few children have been furnished lunches with funds from the PTA account under the Physiology Nutritional Lunch Program, which is directed by Mrs. Cookefair.

Percent of Withdrawals - Senior High School

The cause of withdrawals in the senior department as of June 1, 1947 shows the following comparison with former years.

We no longer find that a large percent of withdrawals leave to go to the vocational school or because they have reached the compulsory age limit. We believe that part of this is due to the fact that 11th and 12th grade pupils may earn one to two credits through work experience after they are 16. Only two pupils withdrew to go to work. It is interesting to note that the percentage of transfers to other cities is approximately what it was in the first post war year.

Cause of Withdrawals by Percentage	31 32	35 36	39 40	43 44	44 45	45 46	46 47
Over 16	13	4	9	4	1	5	0
Work	12	4	2	5	0	6	4
Vocational School	6	2	7	9	4	8	9
Work and Vocational School					11	[illegible]	9
Left City	19	28	26	25	16	33	32
Post Graduates	10	17	4	3	1	0	0
Illness	13	35	9	5	4	8	15
Married	2	2	0	1	3	2	0
No Report		2	0	0	0	0	0
Rural District		4	16	11	4	8	4
Court Cases			1	0	0	0	2
Graduates			7	0	4	10	4
Armed Forces Graduating				20	26	9	4
Armed Forces Not Graduating				11	17	3	7
Suspended					1	0	0
Transfers	23	4	11	6	6	9	6
Deceased						2	4

Percent of Withdrawals - Junior High School

	39 40	43 44	44 45	45 46	46 47
Work and Vocational			1	0	0
Vocational School	8	16	6	3	6
Transfers	8	19	34	7	23
Left City	68	43	42	71	62
Illness	12	14	11	3	3
Rural District	4	7	6	13	6
Work		1	0	3	0
Graduates, Work					

Withdrawals: Distribution of I.Q.'s

A study of the distribution of I.Q.'s of the withdrawals in the figures below reveals the fact that the percent of withdrawals in the three ability groups in the senior department approximates the distribution of the entire senior high population namely 39% in the X group, 55% in the Y group and 6% in the Z group. (see page 8)

SENIOR HIGH

I.Q.	35-36	39-40	44-45	45-46	46-47
115 & Above	17	7	25	26	34
95 - 115	59	67	58	63	51
Below 95	24	26	17	9	15

JUNIOR HIGH

In the junior department it is gratifying to note that our percentage of withdrawals in the three ability groups approximates very closely the entire junior population, which is 44% in the X group, 44% in the Y group, and 12% in the Z group (see page 8)

I.Q.	35-36	39-40	44-45	45-46	46-47
115 & Above	18	32	32	31	31
95 - 115	52	44	58	53	55
Below 95	20	24	30	16	16
No tests	10				

Military Service:

The work of counselling with the 11 boys who withdrew for service was done this year by the principals, but the group guidance on the new Naval Reserve and selective service was done through the guidance office.

The principal again devoted much time to individual conferences and correspondence with veterans, evaluating their service credits for high school graduation and suggesting proper extension courses to satisfy major and minor requirements. In evaluating credits he was guided by the handbook prepared by the American Council on Education.

Graduates:

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

I Q	35 36	39 40	44 45	45 46	46 47
115 & Above	37	30	36	36	36
95 - 115	50	53	57	59	53
Below 95	13	17	7	5	11

Of the 290 graduates of June 1947, 175 have already made application for entrance to the University of Wisconsin, or a total of 60%. Many graduates who hoped to enter other colleges, both in and out of the state, have found that registrations have been closed. Between 15 to 20 will be accepted at other colleges and schools of nursing. It is not unlikely that by fall 67% of the seniors will enroll in schools for advanced training.

With the help of a student from Dr. Edgerton's class in guidance, we were able to complete the compilation of the total number of West graduates who had entered the University. We find with selective service a sharp dropping off of college enrollments.

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

Date	No. Grad.	No. Appl. To U.W.	%	No. Ent.	% Ent
January 1931	49	36	.73	36	.73
June	101	58	.57	56	.55
January 1932	49	31	.63	32	.63
June	125	87	.69	82	.65
January 1933	61	35	.57	33	.54
June	138	95	.68	89	.64
January 1934	52	31	.59	30	.57
June	166	107	.64	94	.56
January 1935	57	25	.43	25	.43
June	199	132	.66	123	.61
January 1936	55	35	.63	34	.61
June	203	144	.70	135	.66
January 1937	57	37	.64	37	.64
June	239	148	.61	150	.63
January 1938	57	28	.49	21	.35
June	271	162	.59	142	.52
June 1939	263	168	.63	142	.54
June 1940	327	199	.61	165	.54
June 1941	320	199	.62	161	.50
June 1942	291	152	.52	146	.50
June 1943	369	180	.49	174	.47
June 1944	294	115	.39	166	.56
June 1945	320	146	.45	119	.37
June 1946	327	230	.70	162	.49
Total	4390	2580	.59	2212	.50

Office of Child Study:

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

Special interest and aptitude tests were given by the office of Child Study to many pupils either because they presented school or adjustment problems or because they and their parents requested a battery of tests as a guide for educational and vocational plans. In general the pupils and their parents were appreciative and grateful for this service.

Employment:

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

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

There now seem to be many more jobs than pupils to fill them - pupils have been placed at the telephone company, at stores, hospitals, truck farms and baby sitting. Many requests for graduates to fill permanent jobs cannot be filled because such a large percent of pupils wish to go on to school. The commercial department has placed all of its trained office workers and banks, insurance companies, law and business offices are requesting more help.

During the year 46 junior and senior boys and girls earned work experience credit on the job under the supervision of Mr. Benson.

The child permit office reports show that to West High School pupils they have issued 35 street trades, 41 vacation and 124 regular permits.

Special Achievements:

Counselling: The counselling service made possible by the addition of a half time worker in aptitude and ability testing has been a forward step in the guidance services offered by the school. Parents, pupils and staff members profited from the interpretations and it is felt that this is a service which should be made available to all 11th grade pupils.

Remedial 8th grade: Miss Shelton has had a remedial group of 8th grade pupils in core subjects. Some of these pupils had been members of the remedial 7th grade group in 1945-46. Of the group Miss Shelton makes the following report.

"Eighth grade remedial classes were held in social studies, mathematics and English. 24 students were enrolled in one or more of the classes. 2 pupils were withdrawn because of a change of address. 12 of the 24 attended the three classes, the others enrolled in one or two of the groups."

Standard Achievement Tests were given in September and May. The results were as follows:

Number of children showing gains:

	No Gain	Less than 1 yr.	1-2 yr.	2-3 yr.	3 yr. &	Total Gains
Paragraph Meaning	4	4	4	2		10
Word Meaning	4	4	6			10
Language Usage	4	5	3	1	1	10
Arith. Reasoning	5	5	3		1	9
Arith. Computation	1	9	3		1	13
Spelling	4	6	2			8

Occupational File: The guidance office was able to place two new 4 drawer files in the library for the exclusive use of occupational material and college catalogues - which previously had not had adequate filing space. Miss Wheeler screened all materials on hand, catalogued them, and made them more accessible to pupils.

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

REPORT ON SENIOR VOCATIONAL GUIDANCE TALKS

West High School

1946-47

Early in the fall of 1946, the nine teachers having senior home rooms met to discuss the year's program. In keeping with the Home Room Outline, we decided that vocational guidance would be the topic to be emphasized this year. Other possibilities were a study of colleges and trade schools[1] and a continuation of the junior personality development program.

Accordingly, we had each senior student fill out a vocational questionnaire stating his vocational interests (1st, 2nd, and 3rd choices). These questionnaires were distributed and tabulated by the nine home room presidents. It was found that eighteen vocations interested the greatest number of students.

At a meeting of the advisers these eighteen vocations were analyzed for 1) number which appealed to each sex and 2) number which required college training. Since Madison has many men and women who are eminent in their field and can speak well to high school students, we were not at all handicapped in the realm of choosing speakers. Two or three possible speakers were suggested for each vocation; then each home room adviser agreed to secure two speakers.

The program is as follows:

March 11 - General Introductory Talk on Vocations - Mr. Roy Wehrmann

March 18 - Radio - Mr. Kenneth Schmidt
Medicine - Dr. Frederick Joachim
Secretarial - Miss Estelle Isenberg

April 1 - Trades - Mr. Arthur Graham
Nursing - Miss Ellen Evans
Law - Mr. Kenneth Orchard

April 15 - Social Work - Prof. Arthur Miles
Advertising - Mr. Arthur Towell
Engingering* - Mr. Lewis Warrick
*postponed to May 13

1. During the first semester we had a talk on choosing a college.

April 29 - Pharmacy - Mr. Samuel Checchik
Teaching - Mr. Henry Ahrnsbrak
Accounting - Mr. Ronald Mattox

May 6 - Scientific Research - Mr. Arthur Koehler
(Interior Decoration - Miss Eleanor Matthews)
Aviation - Mr. Byron Dripps

May 13 - Dentistry - Dr. Wade Plater
Journalism - Prof. Helen Patterson
Dept. Store - Mr. Joseph Rothschild

Each senior student was expected to attend one of the three talks in each group. Talks were given during the Tuesday home room period (1:10 - 1:40).

We asked for some senior speech pupils to introduce and serve as hosts for each of the speakers. The speech students who were interested in this practical experience presided at meetings with graciousness and poise. Students in one of the senior English classes, furthermore, wrote letters of appreciation to each of the speakers, and these letters were typed by senior typing students. Thus many of the seniors participated in the program.

At the close of the series, a speech class presented for the entire school a radio drama under the direction of a WHA staff member on the reasons for and against attending college.

The values of the program are great: 1) students learned about many vocations, some of which they had known little about previously, 2) the speakers seemed to enjoy the opportunity to come to West (one is a former West teacher, one a West graduate, and several are parents of West pupils), 3) the students themselves had a share in conducting the program, 4) the home room advisers enjoyed working together on a valuable home room guidance program, and 5) without fail each speaker emphasized the importance of good school preparation for his field.

The minor problems presented were: 1) one speaker cancelled her talk at "H" hour, 2) some students weren't interested in any of the three talks on some days, 3) some were interested in more than one talk on some days, 4) the room situation was subject to revision at times (before the talks, however) when it was found that some vocations attracted a larger number of students than others.

Suggestions for the future might be: 1) consider whether this program belongs in the junior or senior year or both, 2) perhaps have fewer than six sessions with four or five talks each time, 3) add some other fields which are new and about which little is known, and 4) arrange for student interviews with the speakers.

The senior home room advisers who participated in this program in 1946-47 include Mrs. Millicent Liddle, Mr. Eugene Schmidt, Miss Gail Gueleon, Miss Elizabeth Kieffer, Miss Mildred Ahrnsbrak, Miss Mila Rohulen, Mrs. Dorothy MacLelsh, Miss Florence Schweizer, and Mrs. Lorraine Crabtree (chairman).

Plans and Recommendations for 1947-1948

1. That a full time assistant or co-worker be made available to the guidance office to help give more adequate guidance services to our 1600 children.

2. Reduce the load of the home room teacher so that she may function as the counsellor of her group. The Home Room period should be included as one of the teaching periods of the day, the work to be planned and directed with continuity and uniformity by grades, with a minimum goal of 2½ hour individual conferences per pupil per semester. This is in keeping with the recommendation which was made to and accepted by the Board of Education three years ago.

3. Develop a functional Home Room Committee wherein each home room advisor is a member of a committee working on a unified outline for her grade group, with a chairman from each grade to act as a member of the steering committee for the entire year on home room matters in grades 7 through 12.

4. Make an additional guidance room available. It is highly unsatisfactory to hold a conference with a child in the guidance office with its frequent interruptions and distractions. Room 106 has not been adequate for guidance purposes since it has been used for book storage.

5. Develop a more complete system of employment to be of service to the children and the community, and organize all pupils employed, with or without work credit, under supervision.

Respectfully submitted,

Lillian A. Reinking
Guidance Director

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
Lucile Clock
June, 1947

ANNUAL REPORT

Dudgeon School
June, 1947

"Madison schools aim to provide opportunities for children to develop into honest, capable, self-controlled individuals who will contribute to the welfare of all". Since the war there has been evidence of a growing need for parents and teachers to work together toward this end. There is real need for parents to know and understand the basic principles involved as we attempt to instill desirable citizenship habits in young children. The school cannot do this alone and only as parents are led to understand and help children carry out desirable habit patterns in self-reliance and respect for the rights of others can we hope to attain these high standards. There is evidence that parents need to realize that what the child wants at the moment, especially in material things, is not always best for him eventually. Analysis of report card marks throughout the entire school year bears out this observation, and shows need for better habits among many children. This indicates the need for continued cooperation and planning between the home and the school.

There has been evidence of very good achievement in school subjects as evidenced by both report card marks and the study made of individual test results in cooperation with the curriculum and child study departments. We have stressed academic subjects - and good citizenship. We again made use of the careful analysis on the reading tests given by the curriculum department and provided for individual differences as they showed up on this test. Teachers have used many interesting devices for stimulating better readers and to provide for superior abilities - book reports, charts, reading designs and reading clubs. To illustrate children's interest and accomplishment in reading, from the librarian's point of view, I quote from her report of 1946 ---- "they are such eager readers that it is seldom necessary to "introduce" a book to them. Naturally there are non-readers, but they are fortunately in the minority. The total circulation of books for the school year January 1946 - January 1947 showed an increase of 3875 over the preceding year when less time was allotted the library". Teachers have appreciated the newly adopted spellers and they are generally liked.

Our Physical Education and Health program has aimed toward building better bodies, skills, fair play and recreation - including an after school program of sports, games, folk and social dancing in the upper grades.

In addition to our regular music instruction the Junior Chorus and Glee Club have furnished enjoyment and the appreciation of good music for the upper grade children. Under the direction of Miss Dietrich, assisted by the classroom teachers, an informal music program was put on by the pupils of grades one to six. The upper grade children furnished Christmas music for our December P.T.A. program. Pupils in the violin classes

have made good progress and have also shown a real interest in the Saturday morning violin classes. Our Art teacher, who is a very fine violinist, has not only done a good job of art instruction in the school but has given the children the advantage of her talent by playing for them in assembly. She also played for our sixth grade banquet this year. The second grade rhythm band, not only benefited by using simple instruments for creative and recreatory music, but made use of the opportunity to correlate reading with their music. In May this group played for the Parent-Teacher meeting and the other second grade demonstrated by flannel-grams some original and creative language work they have worked on this year.

W.H.A.Radio programs have been used to supplement Social Studies, Reading, Language, Music and Physical Education; these include "Afield With Ranger Mac", "Music Enjoyment", "Book Trails", "Rhythm and Games", "Let's Draw", and "Let's Find Out". One group of pupils carried on a project in connection with "Book Trails" designed to give added emphasis to a correlation between language and art. Units were assigned to members of the class and each unit was written and illustrated by the children. At the close of the year copies of these interesting booklets were sent to the crippled children.

Several groups of children published school newspapers this year. One second grade included creative stories in theirs; this furnished enrichment for superior children and was an incentive for planning and carrying out the "newspaper".

Audio-visual aids have been used as much as facilities permit. Due to the crowded condition we have had to limit the use of films, slides, etc. to those half days when space was available for showing them.

Excursions have been taken to the post office, dairy, historical museum, duck pond and arboretum. Miss Sadie McNulty came to school to talk on "light" to both third grade classes and one of our parents, Mr.McKenzie, talked with fourth grade pupils about his experiences while he lived in Australia. Another parent showed her own movies of the Brookfield Zoo to the second grade children.

Both girl and boy patrols helped in the observance of rules of safe conduct and courtesy, and assisted with many activities within the school. Because of our location on a steep hill which intersects with Monroe Street, and because there are no houses on one side of Monroe Street, the Patrol Guard is stationed at the corner of Commonwealth and Monroe instead of at the school corner. Due to this our boys do not serve as a "street" safety patrol but function in many other ways. At the close of the year an assembly was held to present certificates to the Girl and Boy, Senior and Junior Patrol and to stimulate interest in next year's organization.

Children's newspapers and magazines made available include - "My Weekly Reader", "Current Events", "The Instructor", "Childhood Education", "The Grade Teacher", "Children's Activities", "Child Life", "Jack and Jill", Children's Playmate", "Wee Wisdom" and "Nature Magazine."

Representatives from our school have been active in the Dane County Elementary Junior Red Cross, and one of our fifth grade boys has been elected vice-president of this organization for next year.

In May a meeting was held for the parents of children entering Kindergarten next September. Mrs.Helen Holcombe talked with the parents on matters that are important, not only in preparation for Kindergarten, but in dealing with children in general. Kindergarten handbooks were distributed, a display of some Kindergarten books and materials was in evidence and an informal social hour followed.

We have had a very good year in our Parent Teacher organization with excellent attendance at meetings. During American Education Week we held "open house" where teachers served as hostesses in their classrooms and showed and discussed the children's work. Later in the evening Miss Leary talked on "Beyond the 3 R's". In January Mr.Waller told "Why Children Behave As They Do". In February, Mr. Danford entitled his message "Prevent That Accident", and at our March meeting Mr.Engelke showed and explained the movie of the Madison Elementary Schools.

Problems and Recommendations:

1. The playground needs to be surfaced as soon as possible and a retaining wall should be built at least on the Gilmore Street side of the school. In bad weather the playground is a veritable mud puddle.

2. If shades could be installed in the "gym" upstairs, that room could be used for more purposes.

3. If improved lighting equipment could be installed in one of the classrooms, it could serve as a "first step" toward better artificial lighting throughout the building.

4. As soon as possible one room should be finished even though it would not be used as a classroom. We are greatly in need of a place for teaching Art, Music, Visual Education etc. and for taking care of the materials and equipment used in the teaching of these subjects.

5. Definite steps should be taken to make it possible to eliminate dogs from the playground. This has been a very dangerous and annoying problem this year, and we have been fortunate that in a few cases where children were bitten, it was not serious.

6. Our Art teacher, Rosalie Von Grueningen could also teach the violin classes in our building, instead of having a second person come in for that purpose.

7. We should have the same Music teacher for all music classes rather than to divide the music instruction between two teachers.

8. I suggest that plans be formulated next year so that the sixth grade pupils will not have so many tests, excursions to other schools for Patrol recognition, orientation day etc crowded so closely together into the last very few weeks of school.

9. Pupils in grades four and five would greatly benefit if the bicycle tests could be set up early in the school year for them.

In conclusion I wish to express my appreciation to the members of the Dudgeon staff who have worked so faithfully to carry out the philosophies and ideals for which we are constantly striving.

Respectfully submitted,

Lucile Clock

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EMERSON SCHOOL

Presented to the Board of Education
by the Principal
H. Ralph Allen
June 1947

The Madison Public Schools
Madison Wisconsin

ANNUAL REPORT

For the School Year 1946-1947

EMERSON SCHOOL

Adjustment in an efficiently organized school when teachers are friendly and cooperative is not particularly difficult. Credit should be given to the retiring principal of Emerson school for the well organized and effectively operating plans for the opening of the past school year. All of these have helped to make my first year in the Madison schools a pleasant one.

ENROLLMENT

The total enrollment for this year was seven hundred and twenty-eight pupils compared to seven hundred and sixty-one of last year. During the year we received thirty-three pupils by transfer from other schools in the system and twenty-five pupils who moved into our district from outside the city. Thirty-one pupils were transferred from our school to other schools within the system and thirty-eight pupils moved from the city during the year. The enrollment at the end of the year was six hundred and seventy-eight.

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

Table I

June Enrollments

Grade	1941	1942	1943	1944	1945	1946	1947
Kindergarten	106	118	95	140	115	112	119
First	95	104	118	97	128	111	106
Second	104	102	97	117	96	118	96
Third	94	94	107	90	104	83	98
Fourth	96	90	91	107	83	95	82
Fifth	104	96	93	83	97	84	100
Sixth	99	102	86	92	79	94	77
Totals	698	706	687	726	702	697	678

READING

The results of Reading tests administered in October 1946 indicated that (except in three cases) the medians of our class sections were below the city medians and that the medians of ten of the seventeen sections were below the standard median.

Table II

Grade Section	Standard Median October, 1946	City Median October, 1946	Emerson Median October, 1946
2-1	2.0	2.10	1.75
2-2	2.0	2.10	1.90
2-3	2.0	2.10	1.90
2-4	2.0	2.10	1.91
3-1	3.0	3.4	3.3
3-2	3.0	3.4	3.1
3-3	3.0	3.4	3.7
3-4	3.0	3.4	3.4
4-1	4.0	4.4	3.8
4-2	4.0	4.4	3.9
4-3	4.0	4.4	3.5
5-1	5.0	5.1	5.2
5-2	5.0	5.1	4.7
5-3	5.0	5.1	4.8
6-1	6.0	6.7	5.9
6-2	6.0	6.7	6.0
6-3	6.0	6.7	6.4

The analysis of the results of these tests provided by the Curriculum office was helpful and the meeting conducted by Miss Leary at Lapham School brought out some very challenging thoughts which have guided our efforts.

Teachers are to be commended for concerted efforts in the teaching of reading this year. The fact that measurements made in May 1947 show that the pupils in the four sections of Grade Two averaged 14.1 months growth in reading will attest to the concern and the efforts.

SPECIAL ACHIEVEMENTS

Club Work - Good interest was shown in the Drama Club which proved to be a worthy complement to the regular Speech program. Through this activity, pupils were given the opportunity to more clearly understand techniques in dramatizing as well as to develop skill in performance. Pupils became more critical and analytical of the materials which they used and tended to develop ability in projecting printed matter into visual and audible form.

Equal interest was shown by girls of grades five and six in the Modern Dance Club. Interpretation of music and demonstrating its rhythm contributed to appreciation and enjoyment as well as to skill and poise for the participants.

Field Trips - Other than planned hikes around the school block and a trip to WHA broadcasting studio and a trip to the historical museum, field trips have not played a very big part in our teaching this year. The social significance of reading content and the inquisitive consciousness of our environs is the result of the well-planned and well-used field trip.

Typing - One of the most striking results of the use of the thirty typewriters was the motivation which they provided. Many pupils could not satisfy their desire to type during the regular time assigned. Approximately four hundred and fifty (450) pupils were scheduled to use the typewriters two and three times each week for half-hour periods. Before starting to use the machines, we discussed the various phases of their use which we individually and collectively intended to observe.

We were anxious to know if there would be evidence of:

1. the slow or retarded pupil being benefited and how
2. improved spelling
3. improved form in written work
4. improved penmanship
5. more critical attitudes toward finished work
6. improved quality and quantity in creative writing
7. greater care in using capital letters, punctuation marks, and choice of words

One teacher states, "A greatly increased amount of self confidence was captured by several pupils who normally trailed the class. They knew that they produced superior papers. In like fashion, such work yielding results seems to bolster the confidence of children generally in their ability to perform."

Quoting another teacher, "Most pupils showed an improvement in written form and developed a definite feeling for the placement of the title and for margins."

Another teacher reports, "In some specific cases the slow pupil has had an opportunity to even 'out-do' some of the more accelerated pupils in the class. This has helped them to overcome the feeling of inferiority. I believe in general that there has been a carry-over toward better spelling and speed in reading." Another view of this project is reported by one teacher, thusly, "I could see no effect in helping the pupils to learn to spell. I feel it could be valuable for those to whom a typewriter means more than a plaything, if they could have an experienced instructor, and the typewriters kept in good repair. For the entire group, working under the conditions which we did, I do not feel that the time spent has been worthwhile." An upper grade teacher states, "All in all, no lesson was too long, too tedious, nor too difficult. Pupils were interested at all times and were not satisfied unless their papers were free from errors."

Courtesy - The efforts of the current year toward developing those concepts and attitudes basic for courtesy have been quite satisfactorily evidenced. It was decided that in order for courteous actions and gestures to be real, it was necessary that there be genuine respect for and intelligent tolerance of others. Actually getting into the development of these basic concepts is so much a part of that which we feel is so necessary in helping to stabilize a young generation in this immediate post-war period.

After-school Activities - A program of after-school sports was conducted throughout the school year. Boys participated in these activities two evenings each week and the girls averaged some three evenings each week. Sports sponsored were soccer, basketball, volley ball, soft ball, soccer baseball, hit pin ball, circle basketball, and net ball. Special emphasis were focused upon cooperative effort and sportsmanship as well as dexterity.

Visual Aids and Radio - Visual aids and radio have contributed much to enrich pupils' experiences and to assist interpreting them more accurately.

Use of School Library - Pupils are making quite good use of the school's library considering the fact that they have spent only one-half hour each week in the library during the regular school day. It is to be remembered, however, that the library is available for use until five o'clock two afternoons each week and two evenings each week when reading the figures shown below.

Table III

Types of books having the largest circulation - September through May

Subject	1939-40	1942-43	1946-47
Natural Sciences	2509	3388	2328
Useful Arts	2232	1377	967
Literature	1707	1724	623
Travel	1744	882	524
Fine Arts	1009	703	551
Fiction	18220	16027	14267
Non-Fiction	20223	14576	8262
Grand Total	38443	30603	22529

An average decrease of about 35% can be noted with the same period four years ago. This decrease is greater in non-fiction than in fiction. The decrease ranges from 20% to 30% among the non-fiction books. Literature suffered greatest with a decrease of about 60%.

These facts seem to be in line with the falling off reported in general library reports. Our enrollment is smaller than the previous years shown in Table III. Classroom libraries are now better equipped.

It is expected that next year a more complete use of the library will result with fourth, fifth, and sixth grade pupils scheduled to be in the library for one hour each week.

Classroom Libraries - Wide use has been made of the fine books in each of the homerooms. Many of these books were read to supplement the topics and units studied and many were read for pleasure in reading. Such evidences as this records the use made of the books in a first grade room: "Several shelves of attractive books were arranged and the pupils were encouraged to borrow those which appealed to them for use at home. A file was set up which provided a card for each individual in the class. In order to have a book title recorded on his reading card, the pupil presented a note from his parent stating that the book had been completed at home. Great interest was shown in the selection of books and many volunteered to read sections of favorite stories to the group, thereby increasing the circulation. Excellent cooperation of the parents is reflected by the notes which were received when the books were returned." One third of the first grade pupils read twenty-five or more titles.

Understanding Pupils - Pupils experience difficulties with school work and are sometimes not well adjusted for many reasons. It may be poor eyesight, defective hearing, malnutrition, or physical weaknesses. He may develop low levels of adequacy because of fears, worries, feeling of insecurity, irritability, and because of disturbing influences in the home and at school. Our teachers in fifth grade were interested in the results of the Brown Personality Inventory which their pupils checked. We were concerned over the fact that one-third of the fifth grade pupils were significantly disturbed and maladjusted in three of the categories of the list. In order of severity they were: uneasiness over their own physical development, definite feelings of insecurity, and emotional up-set because of factors related to the home. These facts were impressive to the extent that greater concern is now shown in trying to understand each pupil more completely in order that he can better be taught.

SPECIAL PROBLEMS

Scheduling and Time Allotments as Related to Mental Health and Stability - In the Platoon school, grades two, three, four, five, and six, follow a heavily departmentalized program. Each class section in these grades spends one hundred and fifty minutes each day with the homeroom teacher and six thirty minute periods with special teachers. Art, Music, Physical Education, Speech, and Library are special classes for all sections of these grades and Play Activities is a special class for the eleven sections of grades two, three, and four. For some grade sections, Social Studies, Natural Science, Spelling, and Writing are special classes. We find it impossible for homeroom teachers to meet the suggested time allottments for the city in the seven hundred and fifty minutes they have with any one of their grade sections each week. The most extreme case is in fourth grade where homeroom teachers lack three hundred minutes per week meeting the time allottments for their homeroom subjects for each of their grade sections. Homeroom teachers of grades three, five, and six, lack one hundred and fifty minutes per week for each of their grade sections. Several of the special subjects are oversubscribed in the allottment of time as suggested for the city. This is indeed a handicap for homeroom teachers and pupils alike in that homeroom subjects are those in which achievement measures are taken and compared.

In order to keep the entire program in gear, it has been necessary in some cases to schedule class sections during certain periods with certain teachers because there was no other place to assign them at that time. This arrangement is not fair to pupils. It even necessitates assigning as many as three grade sections to one teacher at a time - as in the case of Play Activities.

Second grade pupils (most of whom are from seven to eight and one-half years old) meet with seven teachers each day.

With pupil welfare as a basis of sound school philosophy, it is my opinion that it would be to the benefit of these pupils if their daily and weekly programs be less heavily departmentalized and that the homeroom teacher be permitted more time with her grade section.

Pupil Attitudes - In many cases there is evidence of relaxed home discipline which makes necessary the school's assuming increased responsibility. Effort has been put forth to show the pupils that each is charged with the responsibility of eternal vigilance over the way he conducts himself. Handling these individual responsibilities is his charge in maintaining liberty, freedom, and rights. It was particularly evident in the school patrol this year that far too many pupils are not responsible and dependable.

Certainly, if pupils are not in a position to accept the responsibilities for their own behavior, it becomes necessary to use arbitrary measures.

In conclusion, I would like to express my sincere appreciation for the unity and cooperation of the Emerson teachers. I also wish to thank the administrative officers and all members of the supervisory staffs for so graciously complying with the many requests we have made this year.

Respectfully submitted

H. Ralph Allen

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

Presented to the Board of Education
by
A. F. Ketterer, Acting Principal
June 1947

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1946-47
FRANKLIN SCHOOL

Through continued cooperative study and unified effort on the part of the entire staff, the gains made this past year may result in a still higher type of school spirit, citizenship, and achievement in the future.

Special Achievements

The P.T.A., the pupil patrol, the Annual Father and Son, Mother and Daughter Banquets, Community Christmas Party, Spring Concerts, Eighth Grade Operetta, paper drives, art contests, school excursions, Physical Education Field Day, met with high success. The penny milk program as well as a regular hot lunch program which was added after a lapse of one year, were successful.

An outstanding achievement, the improvement in housekeeping, in pupil and teacher attitude toward care and taking of increased pride in the appearance of Franklin School, must be credited in large measure to Mr. Falk, Mr. Johnson, and the board of education who made it possible to have our building redecorated this past year.

The instruction by special departments as well as that of the classroom teachers has been productive of improved habits, attitudes, and skills on the part of pupils. Special effort was made to gear the instruction to the needs of groups and grades of pupils, and special attention was placed where the need was most apparent. One continuation or extension to this program is the arranging for twelve remedial reading pupils ranging from grades 3 through 6, to attend the University of Wisconsin summer reading clinic. Another part of this plan has arranged for several pupils to attend the University of Wisconsin Summer School at Central. Still another extension in remedial work has been provided for in an experiment in independent summer study in spelling.

Considerable attention and effort were devoted by the principal, the teachers, and the pupils to the matter of improvement in learning, in the areas of special emphasis begun in February 1946. Every effort was made to stimulate and encourage each pupil's self-interest, initiative, competition with his own record, and desire to build for a stronger foundation. Numerous standardized and informal tests and maintenance drills were used. The next few pages will be devoted to some significant statistics in connection with this work. The progress reports offer objective evidence of the worth of the undertaking. Subjective evidence is also included in the form of observations, remarks, and explanations. The reader is invited to make comparisons with tables in Annual Report of June 1946.

In order to acquaint parents with a more factual picture of pupil achievement a report very similar to those found on pages 2 - 7 were sent home with report cards. Judging from parent reaction and response, we feel the undertaking was eminently worth the effort.

Report of Progress in Spelling - Grade 3

1. March 1947	2. Grade Equiv.	3. March 1946	4. Grade Equiv.	5. Gain in years
100	4	-	-	-
100	4	-	-	-
100	4	-	-	-
100	4	-	-	-
100	4	-	-	-
100	4	-	-	-
100	4	-	-	-
100	4	-	-	-
100	4	94	3.4	.6
100	4	92	3.2	.8
100	4	90	3.0	1.0
100	4	86	2.6	1.4
100	4	84	2.4	1.6
100	4	82	2.2	1.8
100	4	80	2.0	2.0
100	4	76	2-	2+
100	4	74	2-	2+
100	4	72	2-	2+
100	4	70	2-	2+
100	4	68	2-	2+
100	4	66	2-	2+
100	4	62	2-	2+
100	4	56	2-	2+
100	4	48	2-	2+
100	4	40	2-	2+
98	3.8	-	-	-
98	3.8	-	-	-
98	3.8	-	-	-
98	3.8	-	-	-
98	3.8	66	2-	1.8
98	3.8	64	2-	1.8
98	3.8	62	2-	1.8
98	3.8	44	2-	1.8
98	3.8	40	2-	1.8
98	3.8	28	2-	1.8
96	3.6	-	-	-
96	3.6	84	2.4	1.2
96	3.6	62	2-	1.6
96	3.6	44	2-	1.6
96	3.6	38	2-	1.6
96	3.6	34	2-	1.6
96	3.6	34	2-	1.6
92	3.2	28	2-	1.2
86	2-	-	-	-
82	2-	-	-	-
Av. 98.04	3.76	62.26	2.17	1.59

Explanation by columns:

1. Scores March 1947
   These are the scores made by the class in a recent standard test. A check (✓) has been placed opposite the individual pupil's score.*

2. Grade Equivalent
   Spelling ability as measured by this test shows a range of from 4th grade down to 2nd. Here is a specific example: 3.6 means third year, sixth month, which means that an average third grade pupil in the third grade should score 96 on the test.

3. Scores March 1946
   These are the scores made by the same pupils on a similar test a year ago.

4. As explained in 2 above.

5. Gain in Years
   This is the actual growth in years and months. If a pupil scored 2- last year and has made 1.0 or more year's growth, it means that the pupil has been conscientiously attacking his spelling problems. Furthermore, he should be encouraged to continue his attack upon spelling.

(Note) Pupils with no score in columns 3 and 5, were either not enrolled or were absent when the 1946 test was given.

Conclusions and Recommendations--
The record of this class is unique; from our research on the spelling problem in Franklin School, we have concluded that pupils formed either good or poor spelling habits in the lower grades and the poor habits persisted as pupils advanced to higher grades, leaving the weaker pupils trailing ever farther and farther behind.**

*A copy of this report was sent to the parent with each pupil report card.

**See upper grade scores pages

Report of Progress in Spelling - Grade 4

1. March 1947	2. Grade Equiv.	3. March 1946	4. Grade Equiv.	5. Gain in Years
100	6.5	52	2.4	4.1
100	6.5	96	5.5	1.0
100	6.5	84	4.0	2.5
100	6.5	80	3.8	2.7
100	6.5	-	-	-
100	6.5	-	-	-
100	6.5	-	-	-
100	6.5	-	-	-
100	6.5	-	-	-
98	6.0	100	6.5	.5-
98	6.0	78	3.7	2.3
98	6.0	-	-	-
98	6.0	-	-	-
98	6.0	-	-	-
98	6.0	-	-	-
98	6.0	-	-	-
96	5.5	8	2-	3.5
96	5.5	72	3.4	2.1
96	5.5	22	2-	2.9
96	5.5	8	2-	3.5
96	5.5	-	-	-
96	5.5	-	-	-
96	5.5	-	-	-
92	4.7	30	2-	2.7
90	4.5	-	-	-
88	4.3	4	2-	2.3
86	4.1	-	-	-
82	3.9	2	2-	1.9+
82	3.9	14	2-	1.9+
82	3.9	28	2-	1.9+
68	3.2	6	2-	1.2+
Av. 93.62	5.45	42.75	2.95	2.50

Explanation by columns:

1. Scores March 1947
   These are the scores made by the class in a recent standard test. A check (✓) has been placed opposite the individual pupil's score.*

2. Grade Equivalent
   Spelling ability as measured by this test shows a range of from grade 6.5 down to grade 3.2. Here is a specific example: 4.7 means fourth year, seventh month, which further means that an average fourth grade pupil in the fourth grade should score 92 on the test.

3. Scores March 1946
   These are the scores made by the same pupils on a similar standard test a year ago.

4. As explained in 2 above.

5. Gain in Years
   This is the actual growth in years and months. If a pupil below grade level a year ago has made 1.0 or more year's growth, it means that the pupil has been conscientiously attacking his spelling problems. Furthermore, he should be encouraged to continue his attack upon spelling.

(Note) Pupils with no score in columns 3 and 5, were either not enrolled or were absent when the 1946 test was given.

Conclusions and Recommendations--Some pupils have remarkable spelling ability. Some have made significant progress this past year. Further gains may be expected from continued, regular, and conscientious effort on the part of low ranking pupils. They need further encouragement.

*A copy of this report was sent to the parent with each pupil report card.

Report of Progress in Spelling - Grade 5

March 1947	Grade Equiv.	March 1946	Grade Equiv.	Gain in Years
100	7.5+	-	-	-
98	7.5	82	5.0	2.5
98	7.5	-	-	-
98	7.5	-	-	-
96	7.0	96	7.0	0
96	7.0	80	4.9	2.1
94	6.5	-	-	-
94	6.5	-	-	-
94	6.5	-	-	-
92	6.0	72	4.3	1.7
92	6.0	46	3.2	2.8
92	6.0	-	-	-
92	6.0	-	-	-
90	5.8	64	4.0	1.8
90	5.8	-	-	-
88	5.5	60	3.9	1.6
88	5.5	-	-	-
86	5.4	80	4.9	.5
86	5.4	72	4.3	1.1
86	5.4	50	3.4	2.0
84	5.2	-	-	-
84	5.2	-	-	-
82	5.0	48	3.4	1.6
82	5.0	42	3.1	1.9
80	4.9	46	3.3	1.6
80	4.9	-	-	-
76	4.5	46	3.3	1.2
76	4.5	-	-	-
76	4.5	-	-	-
74	4.4	64	4.0	.4
74	4.4	-	-	-
72	4.3	50	3.4	.9
68	4.1	28	2.4	1.7
64	4.0	28	2.4	1.5
60	3.9	-	-	-
58	3.7	32	2.5	1.2
58	3.7	28	2.4	1.3
58	3.7	-	-	-
52	3.4	-	-	-
50	3.4	-	-	-
44	3.2	12	2	1.2
44	3.2	-	-	-
36	2.6	-	-	-
18	2.2	-	-	-
Av. 77.27	5.09	53.61	3.67	1.42

Explanation by Columns:

1. Scores March 1947

These are the scores made by the class in a recent standard test. A check (✓) has been placed opposite the individual pupil's score."

2. Grade Equivalent

Spelling ability as measured by this test shows a range of from grade 7.5+ down to grade 2.2. Here is a specific example: 5.8 means fifth year, eighth month, which further means that an average fifth grade pupil in the eighth month of school should score 90 on the test at the time it was given.

3. Scores March 1946

These are the scores made by the same pupils on a similar test a year ago.

4. As explained in 2 above.

5. Gain in Years

This is the actual growth in years and months. If a pupil below grade level a year ago has made 1.0 or more year's growth, it means that the pupil has been conscientiously attacking his spelling problems. Furthermore, he should be encouraged to continue his attack upon spelling.

(Note) Pupils with no score in columns 3 and 5, were either not enrolled or were absent when the 1946 test was given.

Conclusions and Recommendations--Some pupils show remarkable spelling ability. Some have made significant progress this past year. Further gains may be expected from continued, regular, and conscientious effort on the part of low-ranking pupils. They need further encouragement. It is obvious that continued low ability in spelling will prove a distinct handicap in the grades ahead. Correction of the situation is pretty largely a matter of pupil interest and effort. A pupil will ultimately spell about as well as he wants to. Franklin School is anxious to help and can help these pupils if they will show interest and "meet the teachers half-way."

*A copy of this report was sent to the parent with each pupil report card.

Report of Progress in Spelling - Grade 6

1. March 1947	2. Grade Equiv.	3. March 1946	4. Grade Equiv.	5. Gain in Years
100	9.0	100	9.0	0
100	9.0	88	6.8	2.0
100	9.0	100	9.0	0
98	8.5	52	4.7	3.8
98	8.5	86	6.5	2.0
98	8.5	80	5.8	2.7
98	8.5	72	5.3	3.2
98	8.5	94	7.5	1.0
98	8.5	78	5.7	2.9
98	8.5	94	7.5	1.0
98	8.5	88	6.8	1.7
98	8.5	90	7.0	1.5
96	8.0	74	5.5	2.5
96	8.0	80	5.8	2.2
96	8.0	-	-	-
96	8.0	66	5.0	3.0
94	7.5	86	6.5	1.0
94	7.5	48	4.2	3.5
92	7.0	60	4.8	2.2
92	7.0	56	4.7	2.3
90	6.7	72	5.3	1.4
90	6.7	68	5.0	1.7
90	6.7	48	4.2	2.5
90	6.7	68	5.0	1.7
90	6.7	70	5.1	1.6
90	6.7	38	3.8	2.9
88	6.5	68	5.0	1.5
88	6.5	40	3.9	2.6
86	6.2	50	4.3	1.9
84	6.0	-	-	-
84	6.0	56	4.7	1.3
84	6.0	-	-	-
80	5.5	-	-	-
78	5.4	42	4.	1.4
78	5.4	-	-	-
76	5.3	26	3.2	2.1
72	5.0	16	2.3	2.7
70	4.8	18	2.8	2.0
64	4.6	32	3.3	1.3
60	4.5	6	2-	2.5
44	3.8	24	3.1	.7
Av. 89.85	6.98	62.05	5.14	1.84

Explanation by columns:

1. Scores March 1947
   These are the scores made by the class in a recent standard test. A check (✓) has been placed opposite the individual pupil's score.*

2. Grade Equivalent
   Spelling ability as measured by this test shows a range of from 5th month in 8th grade down to 4th grade. Here is a specific example: 6.7 means sixth year, seventh month, which means that an average sixth grade pupil in the sixth grade should score 90 on the test.

3. Scores March 1946
   These are the scores made by the same pupils on a similar standard test a year ago.

4. As explained in 2 above.

5. Gain in Years
   This is the actual growth in years and months. If a pupil below grade level a year ago has made 1.0 or more year's growth, it means that the pupil has been conscientiously attacking his spelling problems. Furthermore, he should be encouraged to continue his attack upon spelling.

(Note) Pupils with no score in columns 3 and 5, were either not enrolled or were absent when the 1946 test was given.

Conclusions and Recommendations--
Some pupils have remarkable spelling ability. Most of them have made significant progress this past year. Further gains may be expected from continued, regular, and conscientious effort on the part of pupils still ranking low. They need to be encouraged to develop better study habits. It is obvious that continued low ability in spelling will prove a distinct handicap in junior and senior high school, and in later life.

*A modified form of this report was sent to the parent with each pupil report card.

Report of Progress in Spelling - Grade 7

1. March 1947	2. Grade Equiv.	3. March 1946	4. Grade Equiv.	5. Gain in Years
100	10	-	-	-
100	10	94	8.5	1.5
100	10	88	7.5	2.5
98	9.5	94	8.5	1.0
98	9.5	84	7.0	2.5
98	9.5	82	6.8	2.7
96	9.0	88	7.5	1.5
94	8.5	74	6.3	2.2
94	8.5	66	5.5	3.0
94	8.5	-	-	-
94	8.5	-	-	-
92	8.0	76	6.3	1.7
90	7.8	76	6.3	1.5
90	7.8	74	6.1	1.7
90	7.8	-	-	-
88	7.5	-	-	-
86	7.3	54	5.0	2.3
86	7.3	50	4.7	2.6
84	7.0	-	-	-
82	6.8	66	5.5	1.3
78	6.5	68	5.7	.8
78	6.5	66	5.5	1.0
74	6.1	44	4.4	1.7
72	6.0	32	3.8	2.2
68	5.7	56	5.1	.6
68	5.7	32	3.8	1.9
68	5.7	-	-	-
68	5.7	-	-	-
68	5.7	-	-	-
66	5.5	24	3.5	2.0
62	5.3	-	-	-
58	5.1	22	3.3	1.8
52	4.9	24	3.5	1.4
50	4.7	16	3.0	1.7
50	4.7	-	-	-
34	4.0	-	-	-
Av. 79.66	7.13	60.41	5.54	1.59

Explanation by columns:

1. Scores March 1947
   These are the scores made by the class in a recent standard test. A check (✓) has been placed opposite the individual pupil's score.*

2. Grade Equivalent
   Spelling ability as measured by this test shows a range of from 10th grade down to 4th. Here is a specific example: 7.8 means seventh year, 8th month, which further means that an average seventh grade pupil in the 8th month of school should score 90 on the test.

3. Scores March 1946
   These are the scores made by the same pupils on a similar test a year ago.

4. As explained in 2 above.

5. Gain in Years
   This is the actual growth in years and months. If a pupil below grade level a year ago has made 1.0 or more year's growth, it means that the pupil has been conscientiously attacking his spelling problems. Furthermore, he should be encouraged to continue his attack upon spelling.

(Note) Pupils with no score in columns 3 and 5 were either not enrolled or were absent when the 1946 test was given.

Conclusions and Recommendations--Some pupils have remarkable spelling ability. Some have made significant progress this past year. Further gains may be expected from continued, regular, and conscientious effort on the part of low-ranking pupils. They need further encouragement. It is obvious that continued low ability in spelling will prove a distinct handicap in eighth grade, in high school, and in later life.

*A copy of this report was sent to the parent with each pupil report card.

Report of Progress in Spelling - Grade 8

March 1947	Grade Equiv.	March 1946	Grade Equiv.	Gain in Years
98	10+	-	-	-
98	10+	92	9.5	.5+
94	10	90	9.3	.7
94	10	90	9.3	.7
94	10	88	9.0	1.0
94	10	88	9.0	1.0
92	9.5	82	8.3	1.2
90	9.3	78	8.0	1.3
90	9.3	60	6.7	2.6
88	9.0	76	7.9	1.1
88	9.0	66	7.0	2.0
86	8.7	86	8.7	.0
86	8.7	72	7.5	1.2
86	8.7	62	6.7	2.0
86	8.7	62	6.7	2.0
84	8.5	42	5.5	3.0
82	8.3	70	7.4	.9
82	8.3	58	6.5	1.8
82	8.3	-	-	-
82	8.3	-	-	-
80	8.1	76	7.9	.2
80	8.1	58	6.5	1.6
78	8.0	54	6.4	1.6
66	7.0	52	6.3	.7
66	7.0	42	5.5	1.5
66	7.0	40	5.4	1.6
64	6.9	44	5.6	1.3
64	6.9	-	-	-
54	6.4	28	4.7	1.7
52	6.3	50	6.0	.3
50	6.0	16	4.0	2.0
48	5.8	20	4.3	1.5
48	5.8	16	4.0	1.8
46	5.7	20	4.3	1.4
40	5.4	22	4.4	1.0
18	4.1	14	3.8	.3
Av. 74.88	7.97	56.68	6.62	1.35

Explanation by columns:

1. Scores March 1947
   These are the scores made by the class in a recent standard test. A check (✓) has been placed opposite the individual pupil's score.*

2. Grade Equivalent
   Spelling ability as measured by this test shows a range of from 10th grade plus, down to 4th. Here is a specific example: 8.7 means 8th year, 7th month, which further means that an average eighth grade pupil in the 7th month of school should score 86 on the test at the time it was given.

3. Scores March 1946
   These are the scores made by the same pupils on a similar test a year ago.

4. As explained in 2 above.

5. Gain in Years
   This is the actual growth in years and months. If a pupil below grade level a year ago has made 1.0 or more year's growth, it means that the pupil has been conscientiously attacking his spelling problems. Furthermore, he should be encouraged to continue his attack upon spelling.

(Note) Pupils with no score in columns 3 and 5 were either not enrolled or were absent when the 1946 test was given.

Conclusions and Recommendations--

Some pupils show remarkable spelling ability. Some have made significant progress this past year. Further gains may be expected from continued, regular, and conscientious effort on the part of low-ranking pupils. They need further encouragement. It is obvious that continued low ability in spelling will prove a distinct handicap in high school and in later life.

*A copy of this report was sent to the parent with each pupil report card.

Arithmetic Survey Testing - Grade 5

Grade Equivalent in Reasoning			Grade Equivalent in Computation		
1. May 1947	2. Feb. 1946	3. Gain in Years	4. May 1947	5. Feb. 1946	6. Gain in Years
9.0	5.1	3.9	6.0	4.1	1.9
8.2	5.5	2.7	5.5	4.4	1.1
7.8	6.0	1.8	6.1	4.3	1.8
7.5	4.4	3.1	4.8	4.0	.8
7.4	4.8	2.6	5.8	4.2	1.6
7.4	4.6	2.8	6.0	4.0	2.0
7.2	-	-	5.0	-	-
6.8	4.8	2.0	5.3	4.0	1.3
6.8	4.8	2.0	5.7	4.3	1.4
6.7	4.0	2.7	5.7	4.0	1.7
6.6	4.0	2.6	6.0	3.8	2.2
6.6	5.1	1.5	5.1	4.0	1.1
6.3	4.4	1.9	5.4	3.7	1.7
6.3	4.4	1.9	5.3	3.7	1.6
6.3	4.9+	1.4	6.0	4.0	2.0
6.1	-	-	4.8	-	-
6.1	4.8	1.3	6.0	3.7	2.3
6.1	3.8+	2.3	6.3	4.0	2.3
6.1	4.0	2.1	5.4	4.3	1.1
6.1	4.4	1.7	5.4	3.7	1.7
5.7	4.4	1.3	5.7	4.0	1.7
5.7	4.2	1.5	6.0	4.0	2.0
5.7	4.0	1.7	5.5	3.6	1.9
5.7	4.6	1.1	4.9	3.7	1.2
5.7	4.0	1.7	5.5	4.1	1.4
5.6	4.2	1.4	5.7	3.8	1.9
5.5	4.6	.9	5.4	4.0	1.4
5.3	3.8	1.5	5.0	3.7	1.3
5.3	4.0	1.3	5.6	4.0	1.6
5.3	4.5	.8	5.0	3.7	1.3
5.2	-	-	4.6	-	-
5.1	3.6+	.5	4.1	3.8	.3
5.0	3.6	1.4	4.8	3.8	1.0
5.0	4.6	.4	5.3	3.7	1.6
5.0	-	-	5.0	-	-
5.0	4.0	1.0	4.9	3.4	1.5
5.0	3.8	1.2	5.3	3.8	1.5
-	4.6	-	5.0	4.3	.7
4.6	4.8	.2-	5.5	3.7	1.8
4.6	-	-	4.4	-	-
4.6	4.4	.2	5.0	3.7	1.3
4.6	3.4	1.2	4.4	4.1	.3
4.4	3.3	1.1	5.0	3.3	1.3
3.6	-	-	4.4	-	-
Av. 5.92	4.61	1.31	5.31	3.91	1.40

Explanation by Columns:

1. Rank order of pupil scores on Stanford Achievement Test in Arithmetic Reasoning, May, 1947.

2. Scores made by same pupils in similar test February 1946.

3. Gain or loss in years between February 1946 and May 1947.

4. Scores made by same pupils in Arithmetic Computation, May 1947.

5. Scores made by same pupils in similar test February, 1946.

6. Gain or loss in years between February 1946 and May 1947.

(Note) Where no scores appear pupil was either absent or not enrolled at time test was given.

Conclusions: Between February 1946 and May 1947 26 pupils made normal or more than normal progress in reasoning while the same number made normal o more than normal progress in computational ability.

Those pupils whose May scores are 5.0 or below will require further diag

nostic testing and remedial instruction which is to be specially designed and in keeping with mental abilities of pupils involved.

Arithmetic Survey Testing - Grade 6

Grade Equivalent in Reasoning				Grade Equivalent in Computation		
1. May 1947	2. Feb. 1946	3. Gain in Years	**	4. May 1947	5. Feb. 1946	6. Gain in Years
11+	9.0+	2.		11+	6.0	5+
11	6.5	4.5		9.6	5.0	4.6
11	6.5	4.5		9.3	5.0	4.3
11	5.5	5.5		7.5	5.0	2.5
11	6.5	4.5		6.5	4.5	2.0
11	6.5	4.5		6.6	4.8	1.8
10.3	6.0	4.3		9.3	4.8	4.5
10.3	6.0	4.3		7.7	4.0	3.7
10.3	5.5	4.8		11+	4.7	6.3+
10.3	6.5	3.8		8.3	5.5	2.8
10.3	6.0+	4.3		7.5	4.8	2.7
10.3	6.0+	4.3		10.3	5.0	5.3
9.6	5.5	4.1		6.5	4.7	1.8
9.6	6.0+	3.6		7.0	4.7	2.3
9.6	6.0	3.6		7.5	4.4	3.1
9.1	-	-		6.8	-	-
9.1	6.5	2.6		6.8	4.9	1.9
9.1	6.0	3.1		6.3	5.3	1.0
8.6	5.5	3.1		6.6	4.2	2.4
8.3	5.0	3.3		7.0	5.1	1.9
8.3	5.5	2.8		6.1	5.0	1.1
7.9	5.0	2.9		7.0	5.0	2.0
7.9	5.5+	2.4		6.6	4.8	1.8
7.9	5.0	2.9		6.3	4.3	2.0
7.5	-	-		6.5	-	-
7.5	6.0	1.5		6.3	4.4	1.9
7.5	5.0	2.5		5.6	4.0	1.6
7.2	5.0	2.2		6.6	4.0	2.6
6.8	-	-		6.3	-	-
6.8	4.5	2.3		6.8	4.5	2.3
6.8	5.5+	1.3		6.8	5.7	1.1
6.6	-	-		7.0	-	-
6.6	4.5	2.1		6.5	4.4	2.1
6.3	6.0	.3		5.8	4.3	1.5
6.3	5.0	1.3		6.6	4.7	1.9
6.3	5.0	1.3		6.3	4.8	1.5
6.1	5.0	1.1		6.8	4.9	1.9
6.0	4.5	1.5		6.6	4.8	1.8
6.0	4.5	.5		6.6	4.2	2.4
5.5	4.5+	1.0		6.1	4.5	1.6
5.0	4.5	.5		5.4	4.2	1.2
Av. 8.38	5.61	2.77		7.21	4.72	2.49

Explanation by Columns:

1. Rank order of pupil scores on Stanford Achievement Test in Arithmetic Reasoning, May 1947.

2. Scores made by same pupils in similar test February, 1946.

3. Gain or loss in years between February 1946 and May 1947.

4. Scores made by same pupils in Arithmetic Computation, May 1947.

5. Scores made by same pupils in similar test, February, 1946.

6. Gain or loss in years between February 1946 and May 1947.

(Note) Where no scores appear pupil was either absent or not enrolled at time test was given.

Conclusions: Between February 1946 and May 1947 32 pupils made normal or more than normal progress in reasoning while 33 made normal or more than normal progress in computational ability.

The number of accelerated pupils is very high. The very few cases where scores are less than 6.0 will require further diagnostic testing and remedial instruction which is to be specially designed and in keeping with mental abilities of pupils involved.

Arithmetic Survey Testing - Grade 7

Grade Equivalent in Reasoning				Grade Equivalent in Computation		
1. May 1947	2. Feb. 1946	3. Gain in Years	**	4. May 1947	5. Feb. 1946	6. Gain in Years
11+	9.1	1.9+		11+	9.1	1.9
11+	10.4	.6+		11+	7.9	3.1+
11+	9.9	1.1+		11+	7.0	3.0+
11+	9.6	1.3+		11+	6.3	4.7+
11+	9.1	1.9+		10.9	7.4	3.5
11+	9.6	1.4+		11+	7.7	4.3+
10.6	7.9	2.7		11+	6.3	4.7
10.6	8.4	2.2		11+	6.8	4.2+
10.3	10.4	.1-		9.8	7.7	2.1
10.3	9.1	1.2		8.3	6.6	1.7
9.8	-	-		7.4	-	-
9.8	7.5	2.3		10.3	5.8	4.5
9.8	8.4	1.4		9.6	6.0	3.6
9.8	9.1	.7		11+	7.0	3.0+
9.8	6.5	3.3		8.3	6.6	1.7
9.8	6.9	2.9		8.6	6.3	2.3
9.5	7.9	1.6		9.1	5.6	3.5
9.5	7.5	2.0		9.3	5.7	3.6
9.5	6.7	2.8		10.6	6.6	4.0
9.5	8.4	1.1		8.3	6.8	1.5
9.0	6.9	2.1		11+	6.8	4.2
9.0	-	-		9.6	-	-
9.0	10.4	1.4-		9.1	8.6	.5
8.6	-	-		6.8	-	-
8.6	7.3	1.3		7.4	5.8	1.6
8.6	-	-		6.8	-	-
8.6	5.6	3.0		7.0	4.7	2.3
8.3	6.5	1.8		9.8	6.1	3.7
8.3	5.7	2.6		8.1	5.6	2.5
8.3	6.5	1.8		8.3	5.4	2.9
7.8	6.0	1.8		6.8	5.6	1.2
7.4	-	-		9.1	-	-
6.8	4.6	2.2		5.5	4.8	.7
6.6	4.4	2.2		6.8	5.1	1.7
6.1	5.3	.8		6.0	5.3	.7
5.5	5.2	.3		5.8	5.1	.7
Av. 9.22	7.63	1.59		8.96	6.39	2.57

Explanation by Columns:

1. Rank order of pupil scores on Stanford Achievement Test in Arithmetic Reasoning, May 1947.

2. Scores made by same pupils in similar test February 1946.

3. Gain or loss in years between February 1946 and May 1947.

4. Scores made by same pupils in Arithmetic Computation, May 1947.

5. Scores made by same pupils in similar test, February 1946.

6. Gain or loss in years between February 1946 and May 1947.

(Note) Where no scores appear the pupil was either absent or not enrolled at time test was given.

Conclusions: Between February 1946 and May 1947, 23 pupils made normal or more than normal progress in computational ability.

Those pupils whose May scores are 7.0 or below will require further diagnostic testing and remedial instruction which is to be specially designed and in keeping with mental abilities of pupils involved.

Conclusions:

It is evident that most of the class is accelerated in these areas of learning.

Arithmetic Survey Testing - Grade 8

Grade Equivalent in Reasoning				Grade Equivalent in Computation		
1. May 1947	2. Feb. 1946	3. Gain in Years	**	4. May 1947	5. Feb. 1946	6. Gain in Years
11+	9.5	1.5		11+	7.2	3.8+
11+	11.0	+		11+	10.4	.6+
11+	9.8	1.2+		11+	7.0	3.0+
11+	11.0	+		11+	11.0	+
11+	10.7	.3+		11+	7.4	3.6+
11+	10.7	.3+		11+	8.6	2.4+
11+	10.7	.3+		11+	9.5	1.5+
11+	9.5	1.5+		11+	6.6	4.4+
11+	8.6	2.4+		10.6	9.2	1.4
11+	11.0	+		11+	10.9	.1+
11+	9.8	1.2+		11+	11.0	+
11+	10.7	.3+		11+	6.6	.4+
11+	11.0	+		11+	10.6	.4+
11+	9.5	1.5+		11+	8.6	.4+
11+	9.8	1.2+		11+	8.3	2.7+
11+	-	-		11+	-	-
11+	9.5	1.5+		11+	9.0	2.0+
11+	-	-		7.6	-	-
11+	8.5	2.5+		9.6	7.2	2.4
11+	8.3	2.7+		10.3	6.6	3.7
10.6	8.3	2.3		11+	7.7	3.3
10.6	9.8	.8		9.6	8.6	1.0
10.3	8.6	1.7		6.4	6.6	.8-
10.3	7.2	3.1		11+	7.7	3.3+
9.8	-	-		9.1	-	-
9.8	8.3	1.5		10.9	9.0	1.9
9.8	-	-		9.8	7.0	2.8
9.5	9.1	.4		9.3	7.4	1.9
9.0	7.8	1.2		7.4	6.8	.6
9.0	6.7	2.3		11+	8.3	2.7+
9.0	8.6	.4		7.4	6.3	1.1
8.3	6.2	2.1		7.0	6.1	.9
7.4	10.4	3.0-		11+	6.1	4.9+
5.9	6.0	.1-		8.1	7.4	.7
Av. 10.27	8.88	1.39		10.09	8.08	2.01

Explanation by Columns:

1. Rank order of pupils scores on Stanford Achievement Test in Arithmetic Reasoning, May, 1947.

2. Scores made by same pupils in similar test February, 1946.

3. Gain or loss in years between February 1946 and May 1947.

4. Scores made by same pupils in Arithmetic Computation, May 1947.

5. Scores made by same pupils in similar test February 1946.

6. Gain or loss in years between February 1946 and May 1947.

(Note) Where no scores appear pupil was either absent or not enrolled at time test was given.

Conclusions: Between February 1946 and May 1947, 13 pupils made normal or above normal progress in reasoning, while 18 pupils made normal or above normal progress in computational ability.

Those pupils with May scores below 8.0 should either be given further diagnostic and remedial treatment or should be encouraged to take general mathematics in the 9th or 10th grades.

It is evident that a large majority of the pupils in this class should be expected to do well in advanced mathematics.

Conclusions

1. As in the case of the last semester of the 1945-46 term, pupil interest in spelling is still running high especially in the lower and intermediate grades.

2. The number of chronic weak spellers has been reduced in all grades.

3. It is evident that more and more pupils have been stimulated by noting their own progress and it proves the adage that "nothing succeeds like success."

4. Still further diagnostic and remedial work needs to be done but the pupils needing special work are decreasing in number as time goes on. (A number of low scores made in May 1947 were those of pupils who have enrolled in Franklin School quite recently)

5. All grades tested averaged more than normal progress in spelling; the largest averaged gains in rank order occurred in grades 4, 6, 3, 7, 5, 8.

6. There is not as large a gap as there was a year ago between pupils' abilities in computation and reasoning in arithmetic.

7. Ranked in order of progress in reasoning are grades 6, 7, 8, 5; in order of progress in computation, 7, 6, 8, 5. (Average progress above normal.)

8. (See other conclusions, pages 5, and 12, of June 1946 report.)

Special Problems

The general morale and the esprit de corps of our school is improving. The matter of operating a financially sound hot lunch program is indeed a problem and to continue such a program without qualified relief or auxiliary help for supervision of the pupils is also a problem.

Recommendations

Better lighting should be provided in some of the classrooms. Sanding of floors should be done. At least a few rooms should be done each summer. Stoves in the P.T.A. kitchen are in need of attention. Door checks and locks need overhauling and replacement. A suitable washbowl should be installed in the girls' dressing room. Shelves in the physical education equipment room should be provided with doors and locks. A telephone should be installed in the nurse's office. A portion of the playground adjacent to the southwest corner of the building should be resurfaced and raised a few inches near the entrance to the building as water forms a pool there and cannot drain away. The walks near this and also near the northwest entrance are cracked, tilted, and in very poor condition generally and should receive attention this summer. A strip along the east fence of the playground which

Recommendations--Cont'd.

is used as a thoroughfare should be resurfaced as it becomes very muddy after thaws and rains and youngsters have to walk through it several times a day. Suitable cupboards should be provided in several of the classrooms.

Appreciation is acknowledged for the courteous cooperation from Superintendent Falk and his administrative and supervisory staff, and for the efficient service rendered by the school nurse. To the members of the Franklin staff who have exhibited a loyalty to those ideals, principles, and philosophies which guided us in the administration of our school during these past two and one-half years, I am most grateful.

Respectfully submitted,

Armand F. Ketterer

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

LAPHAM SCHOOL

Presented to the Board of Education

by the Acting Principal, Maurine Bredeson

June, 1947

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
for the school year 1946-1947
LAPHAM SCHOOL

May I invite you all to come with me on a visit to Lapham School today? As we enter the kindergarten, we see a group of intent five and six year olds squatted around a large oilcloth covering the floor. Each one has an orange, a lemon, or a grapefruit. Knives, squeezers, and pitchers are around, and there is much work in progress, rolling fruit to get it ready to squeeze, cutting it open, squeezing out juice and storing it in pitchers. A glance about the room shows two trains--a passenger and a freight. Both engines are equipped with headlight, cow catcher, bell, driving wheels, truck wheels, and enough other accessories to enable children to use them in the dramatic play so much a part of five and six year old life. Each train has the appropriate type of car behind it, and those of us who have been around Lapham all year realize that the trains are an outgrowth of the learnings of these children over a period of weeks--trips to watch train activities, discussion of home experiences shared with others, learnings gleaned from books, movies and pictures, and the like. An inquiry about today's activities indicates that the children have invited their mothers to come to school tomorrow so that they may share with them some of the fun they have had--songs and games learned, stories heard, and especially the creative work done in arts and crafts expressing the information gained. "Yesterday we made cookies", beams Nancy; and as we leave, the principal at least, makes mental note that she must surely come to share the fun tomorrow.

As we walk down the corridor we are met by a third grader who says, "I've been thinking about our club, and I wonder if this would be a good idea. Could we have somebody from our room and somebody from the other third grade be leaders and choose some helpers. Maybe they could meet and decide about good ways to play outdoors while the playground is muddy." The idea is given hearty encouragement, but let's let Louise explain the background of the third grade "club".

"Well", says Louise, "one day a sixth grader brought in some kids for fighting because they weren't fighting fair. When we got together to see why they were fighting, it was because they wanted to make Dick surrender and be in their gang. We talked about the gangs we had and the things they were doing. Some of them were pretty silly and I got the idea if we all belonged to a club we could do things that were more fun. So we thought out some rules and everybody talked about them and picked out the best ones.

We typed them so we each have a copy and voted on a slogan. It is 'The Club shall not fail'."

May the club not fail--either the children in their objective to have fun in a good way or the teacher in hers to make the democratic way of behaving a real habit pattern for her children.

As we enter the second grade we find a small group of children seated on small chairs around a teacher obviously enjoying the fun of a good story about Jack trying to ride a strange donkey. Skillful teacher guidance has paved the way for easy recognition of the new words and hard phrases the story contains, and now the reading of it is pure fun--accompanied by chuckles over the jokes and comments about the ideas which challenge the thinking of seven and eight year olds and furnish the teacher with evidence that "comprehension", that ever present objective in the teaching of reading, is good. Other second graders are at their seats working. Already independence of study habits is evident. Assignments are on the board and planning has been carefully done so that each child is able to go ahead with little or no help, on the kinds of activities which further the basic learnings for which he is ready.

If you are like most visitors you will say, "What do those dollar signs mean on the doors?" Here comes Donald, a sixth grader. Let's let him explain. "When Mrs. Tabrisi was here she told us about a plan that the Educational Research Committee hoped would be accepted, whereby schools could buy three typewriters for one hundred fifty dollars, fifty dollars payable each year. Our room is very eager for a typewriter and thought it could earn the money to pay for it by collecting and selling scrap. We thought other children might like to help us. We asked them and they did, so we worked out a profit sharing plan. They get fifty per cent of the proceeds on all they bring in and the dollar signs indicate how much their share is to date."

Donald's account is very casual, but a glance at the records in the sixth grade room which include an accurate report on all kinds of scrap brought in by grade and by day, with totals and subtotals will show at a glance the arithmetic learnings which accrue to sixth graders from such a venture. Their correspondence files in which are found many letters which would do credit to an adult typist are evidence too of the practical application of English teaching. But perhaps most important of all is the experience in living with people--from five year olds to the adult business man who buys the scrap--which planning and executing a project of this kind entails.

But here is the fourth grade door. Inside the room the children are alertly watching a teacher, who is using flash cards with multiplication facts for drill in quick, accurate recognition of those facts. Then the teacher says, "Today we shall work some long division examples and problems. Turn to page 153 in 'Arithmetic We Use'." All the children take out pencil and paper and set to work, those who have trouble going to the teacher for help. As the assignment is completed it is checked by the teacher and each child corrects the errors he has made. Those who have followed the teacher's suggestion that they prove their work are happy to find their results seldom need correction. Motivation toward fast, accurate work is afforded by a record kept of pupils who succeed well. They are given the opportunity to do an extra assignment, perhaps in our supplementary text "Learning Arithmetic". Assignments finished, we find children one by one going off to other activities--a reading table supplied with magazines and books containing material related to room interests, the study of spelling, or drawing of a picture.

So let us have a look at the library next. Over on the window seat we see a group of first graders listening intently to a story being read by an older child--an oral reading situation which is really the acid test of the older child's ability to convey to others the meaning that is on the printed page. It is if challenging, also most satisfying, to both the younger group and the older child; and Lapham school is very happy to have a librarian who is also a skillful teacher, so well able to motivate children to utilize the skills they have been taught in the classroom.

Next we come to a fifth grade Social Studies class. Our eyes are attracted to a magazine bulletin display representing thirty-six magazines used throughout the school. This display, we can see, is related to the classroom work. A general classroom discussion is taking place and such questions as these are being raised.

1. How do the papers and magazines bring news and information into our homes?
2. What were some of the old methods used in spreading news? What are some of the newer methods?
3. Compare some of the old magazines (on display) with the new.

The individual committees are soon at work. We are told a letter to secure permission to have the class visit a printing office has already been sent. A committee has been chosen to formulate a list of questions to be investigated during the journey. Each child is to be prepared to ask one

pertinent question and is held responsible for learning at least one specific point. A small group is drawing up plans for good conduct and is appointing leaders who are to act as chairmen of committees. The many other groups about the room are working in this manner:

1. listing magazines in which stories pertaining to science, history, hobbies, etc. are to be found.
2. comparing format to find out how children at this level react to certain sizes of type, illustrations, arrangement of material, choice of material etc.
3. preparing class reports on the history of printing and on information about people who have contributed to printing.
4. preparing to dramatize the history of printing.
5. portraying in pantomine stories from magazines.
6. writing of letters for information.
7. composing poetry.
8. using books and encyclopedias in library to see if certain scientific or historic statements check.

We see questions and outlines on the blackboard for class discussion after the movie, "From Forest to Newspaper" has been shown. All of these activities, we are told, have been initiated to help the children develop broad well balanced habits and critical attitudes in their reading; to help them learn that magazines are an inexpensive form of home entertainment, and that magazines contain valuable information which helps in solving many perplexing personal and social problems and are the source of valuable information. The class hopes this activity may lead into the publishing of a sixth grade magazine (an activity which has been carried on in sixth grade other years.)

Up on the third floor we find a sixth grade club meeting in session. May I quote: *

Pres: Will the meeting please come to order. As you all know, we have been reading in our "Junior Reviews" about the terrible conditions in Europe. I think our club should do something about this matter.

John: I think our club should do something too. We can't just let those people over there starve and die. They have hardly any clothing, food, or homes.

Mary: We could use some money that we got from our scrap drive.

Pres: I think you have a good point there. And now, are there any other suggestions for helping the starving people?

Tom: In our "Junior Review" there is a suggestion for Bundle Day by having a clothing collection. I think that would be a good idea.

* Excerpts from a play actually given by the sixth grade for the school depicting the need for Bundle Day.

Pres: Yes, that is a good idea. I think we should write in to the Save the Children Federation and get more literature on this "Bundle Day". Does anyone want to make a motion on that?
Susan: I make a motion that we send in for more literature on the "Bundle Day".
Pres: All in favor say aye.
The Whole Club: Aye
Pres: All not in favor say aye.
Club: - - -
Pres: The motion has been made and carried that we write in for more literature on the "Bundle Day". Is there any one who will volunteer to write in to the "Save the Children Federation". (About four stand up.) Pete, do you want to do it?
Pete: Yes.
Pres: Try and get the letter written and O.K.'d and send it in before the week is up, will you?
John: Probably other children in our school would like to help too. Why not give them all a chance to cooperate?
Pres: What do others think of that idea?
Joanne: We'd get more clothes that way.
Roger: I think we should give them a chance.
Pres: Any further discussion?
Charles: We could announce it by having an auditorium program and also try to plan ways to bring as many clothes for the drive as possible.
Pres: The question to be decided first is whether we should have the Bundle Day just for our room or for the entire school.
John: I move that we give all the children in the school an opportunity to help with Bundle Day.
Joanne: Second the motion.
Pres: The motion is made and seconded. All in favor say "Aye".

But we must not spend longer here. As we leave and reach the hall we see a child coming from a room that looks like a storage room. That is exactly what it is--a converted janitor's room, now a dark room for the seventh grade photography interest. Seventh graders have learned to take pictures, develop and print them and have created a "Lapham Log" this year. It contains a record in picture and description of the outstanding events which have taken place in our school this year. Were it practical to include it in a volume such as this it could be submitted as Lapham School's Annual Report. A glance at the seventh grade classroom next door gives evidence of other interests under way also. A map of South America on the wall, costumes with Latin-American flavor in all stages of completion, a small group in this corner planning how best to represent Chile's outstanding characteristics, two girls in that corner rehearsing aloud for the critical evaluation of a

third what they want to tell about Bolivia, all point toward a travelogue on South America--to be shared by the upper grade children of the school at an assembly.

On the way downstairs we notice a very crowded classroom, desks and chairs all filled and other furniture brought in and used too, all seats are occupied by eager third graders in conversation with Mrs. Haitung King, a Chinese student in this country. She is telling in broken English, but with great sincerity, of life in China as she has known it in recent years. The third graders have finished their study of Chinese life and are full of questions and comments. The interchange of ideas is a very real one, and the interview ends with the children feeling something of China's advances toward modern life and Mrs. King certainly sensing a community of feeling that we want to know and understand other folks so that we may achieve one world and a lasting peace.

There is a bus pulling up to the door. From it pour sixty first graders with beaming faces, proudly displaying pencils they have received and talking excitedly about the experiences they have had. Their groups have been gone nearly all day. Most of the children had never had a real train ride, and their teachers planned a very special trip, with the cooperation of the Milwaukee Road officials, who gave them a special coach to Middleton. There the theater manager arranged for milk to be available for the picnic lunch they had with them and a special matinee until time for the train to return to Madison. It is an experience the children will never forget.

We have not had even a glimpse of the Remedial Room, Deaf Department, Home Economics Laboratory, Manual Arts workshop, Music room, Art room or the Gymnasium, all of which make very real contributions to our school life, but there isn't time for it today.

We can't in one visit show you even all the highlights of what is going on in May at Lapham School, much less give you any real insight into all the finer and detailed results which are being achieved. And this is just May. What has led up to present activities can only be mentioned with the hope that you can vitalize the picture and give it life from this brief glimpse of school activities as you have seem them today.

Some of the noteworthy experiences children at Lapham have had this year have been:

1. radio programs: "Afield with Ranger Mac", "Young Experimenters", "Book Trails", "Adventures in Our Town", "Fit for Fun", "Let's Find Out", "That's News to Me"

2. visual aids: several hundred items, ranging from flat pictures to sound movies, obtained principally from the Curriculum Library and the University of Wisconsin Bureau of Visual Instruction

3. excursions: train station, train ride, Red Dot Potato Chip factory, fire station, Forest Products Laboratory, Historical Museum, Wisconsin State Journal, State Capitol, Library Commission, Post Office, Bowman Dairy Farm, WHA, Madison Free Library, Science Hall, G.A.R. Museum, State Department of Agriculture, Conservation Department, American Automobile Association, State Board of Education, Ceramic Studio, Airport, Vilas Park, City Water Works

4. contact with people with special experiences: Mrs. Haitung King of China, Mrs. J. P. Newell who spoke on South America, Miss Sadie NcNulty of Madison Gas and Electric Company, bankers, librarians, tinsmith, parents with special interests

5. mock campaign and election carried on by sixth and seventh grades

6. many science experiments conducted at all grade levels

7. children's newspapers and magazines: Uncle Ray's Magazine, Arizona Highways, Highlights for Children, Junior Red Cross, Junior Language and Arts, My Weekly Reader, Current Events, Junior Review, Junior Scholastic, Young America, Current Science and Aviation, Jack and Jill, Child Life, Earth and Sky, Popular Mechanics, Photography, Children's Playmate

8. membership in Junior Red Cross through which the usual contributions have been made

9. participation of all children in a Bundle Day collecting clothing for Europe

10. packing of boxes to go to war stricken countries through A.W.V.S. and others individually sent

11. correspondence carried on with children from other sections of the United States and many foreign countries

12. many all school or partial school assemblies, programs being largely created by the children. One or more such assemblies have been given by almost all classroom groups, by vocal classes and violin classes

13. the continued participation of children in Boy and Girl Patrols to help with street safety, supervision of milk room and supervision of corridors

14. many out of school opportunities afforded for constructive activities, such as Boy and Girl Scouts, an after school sports program, evening and Saturday recreation program, jacks and marbles tournaments, library summer reading program, summer camp and school experiences

15. use of typewriters by all grades in the school with excellent resulting motivation toward good form, particularly in business letters at sixth and seventh grade level

We have our problems, too, and will briefly mention the most outstanding. They are:

1. the reorganization of class room enrolments to care for greater numbers in the lower grades and decreased numbers at fifth, sixth and seventh grade levels. Discontinuance of seventh grade at Lapham School is recommended, and a regrouping at fourth and fifth grade levels suggested on the organization plans for next year.

2. the length of time the playground is unusable. Permanent surfacing is urgently needed.

3. the condition of the game room. Acoustical treatment is needed to make it usable.

4. bicycle riding. Instruction is now being given to further safe riding among our children. Perhaps we can work with the parochial schools in this matter too. More parking space is necessary.

Withal, however, the year has been an excellent one for us all, and I would like to express the appreciation of the staff for the fine support given by the superintendent, the Board of Education, cooperating agencies in the community, and our own parents. My personal appreciation of that support, and especially of the sincerity and effectiveness of the Lapham School personnel is great.

Maurine H. Bredeson, Acting Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
HELEN SIMON
June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-1947
LINCOLN SCHOOL

The average monthly enrollment in Lincoln School during the year 1946-47 was 221. During the school year there were twenty withdrawals, six transfers and twenty-three new entrants.

ACHIEVEMENTS

Recognizing that the primary aim of a good elementary school is the development of each pupil as a distinct personality, it has been our aim to establish an environment in which every pupil has an opportunity to develop his physical, mental, emotional and social growth to its fullest extent. To reach this goal, the staff has paid particular attention to individual differences, recognizing both the need for stimulation of the superior pupil and the remedial program for the slow learner. Miss Wilke, kindergarten teacher reports, "We have tried to develop such things as good character traits in this first year of school; to have a 'give and take' attitude; to develop a sense of responsibility for certain tasks; characteristics which will lay a good foundation for later school activities." Group experiences give opportunity for learning to live in a democratic society, while developing the needed personality traits. Helen Youngclause, second grade teacher reports: "Children learn to be good citizens by real experience in democratic group living. Through practical, everyday experiences of thinking and acting we worked to strengthen desirable attitudes such as cheerfulness, cooperation, helpfulness, courtesy, responsibility, willingness to adjust conflicts, respect for community workers and appreciation of community facilities." Group activities which further learning are listed by Evelyn Hahn, fourth grade teacher, as follows: "Murals as part of Social Studies, special reports on insects and animals, collecting poems on animals; gathering and arranging bulletin board pictures and clippings; performing experiments on magnetism; collecting and mounting insect specimens; reading plays to other children in grade and sharing responsibility for routine tasks."

CITIZENSHIP TRAINING

Junior Red Cross Council

Representatives from the fourth, fifth and sixth grades formed the Junior Red Cross Council which arranged assembly programs, sent delegates to the city council meetings, and

directed the activities in which all the pupils participated. Overseas gift boxes were filled, holiday napkins decorated and carnival caps made for the veterans' hospital.

Safety Patrol

The pupils of the sixth grade gave valuable service to the school by acting as safety patrols. During the year it was found advisable to change the pupil patrol to the corner of Blount and Gorham and the police patrol to Johnson and Blount, due to the increased heavy traffic on Johnson since its improvement. Miss Bonn, sponsor of the Safety Patrol says of it: "We spent a great deal of time on character development. The responsibility of the School Patrol gave opportunity for developing a sense of responsibility and consideration for others. On the whole, I have been pleased with what the children have done along this line."

Bicycle Tests

Through the cooperation of the Madison Police Department, Glenn Rall, physical education teacher, and Margaret Bonn, sixth grade teacher, the pupils of the sixth grade participated in the bicycle testing program initiated at Marquette School last year.

W.I.A.A.

All the pupils have been enrolled this year in the Wisconsin Interscholastic Athletic Association insurance plan. During the year four claims have been filed, amounting to $81.00. Of this amount $35.00 has been paid.

World Citizenship

Integration of work in Social Studies and Language Arts, Music, Art and Physical Education in the fifth and sixth grades culminated in a pageant presented at the spring festival. It gave opportunity for creative writing of the choric reading parts and furthered the spirit of social and racial tolerance.

WISE USE OF LEISURE TIME

Violin Classes

Five pupils of the fifth grade availed themselves of the opportunity of joining the beginners' class in violin

instruction, while five pupils of the sixth grade continued in the advanced class. Mrs. Rachel Noreng directed the classes, which met once each week for an hour.

Glee Club

Members of the fifth and sixth grades met twice a week before school under direction of Norma Dietrich. They participated in the all-city music festival held in May, and sang at the spring festival presented at Lincoln.

After School Sports

Most of the pupils of the fourth, fifth and sixth grades took an active part in the program of sports directed by the physical education teachers, Mrs. Roxy Jones and Glenn Rall. Each group met twice a week after school.

First Grade

Miss Melrose reports, "Because of the unusual leadership of one little boy who loves and grows flowers, we have been made aware of many varieties of plants. This inspired printing and art work about gardens and flowers this spring. Our aim has been to arouse interests that will take care of leisure as an approach to good citizenship."

Summer Library Reading

In recognition of the reading done during the summer an assembly program was held in September at which "Uncle Ray" spoke. Again in the spring Miss Rains, children's librarian spoke to the children, interesting them in the summer program sponsored at the Madison Free Library.

FURTHERING GOOD HOME AND SCHOOL RELATIONSHIPS

P.T.A.

The theme of the PTA's program for the year was "A Design for Parents". Evening meetings were held once each month, except in December, when the Christmas program was given in the afternoon. The programs stressed understandings of child development and activities in which children and parents can engage for mutual benefit and pleasure.

Teas

Several teas were given to which the parents were invited.

At one, the new method of marking report cards was discussed: at another, given by the sixth grade, Miss Vida Smith spoke on Junior High School plans. Another was the culmination of a Social Studies unit; and one, sponsored by the P.T.A. Summer Round-up committee was given for the mothers of children ready to enter kindergarten in the fall.

Parent Conferences

As there is no better way to interpret the work of the school than by personal contact, the staff has had many conferences with individual parents. The Department of Child Study and Service has been of great help in supplying results of tests, and giving advice to make the conferences of greater value.

Report Card Experiment

The new method of marking achievement in school subjects, used in the fifth grade last year was extended this year to include the fourth and sixth grades. It has proven satisfactory, as testified by a questionnaire sent to parents at the close of the year, so will be continued next year. Early in the year a Confidential Grade Placement form is sent each parent, by mail, giving his child's status as below average, average or above average in each subject. At the close of the quarterly report periods the regular report card is sent home but the marks in school subjects are graded M to represent his maintaining status as given on confidential report; I if he has shown growth beyond the normal rate and L if he is not keeping up what is considered normal growth at his level of ability.

OPPORTUNITIES FOR LEARNING BESIDES BOOKS

Audio-Visual Aids

Besides an extended use of movies obtained from the Curriculum Office, Conservation Department and Bureau of Visual Aids, much use was made of radio, recordings, slides, film strip, exhibits and bulletin board displays.

Trips

A number of interesting trips were taken which expanded interest and secured information correlating with units studied in Science and Social Studies. Some of the trips taken were to the Historical Museum, Geological Museum, Polls at election time, and to the State Fish Hatchery. One of the most interesting ones was taken by the third

grade to a truck farm. An activity which developed as a result of the excursion was a correlation of first grade health work and third grade Social Studies. The first grade had been studying the need of vegetables in the diet, so bought them at a stand set up by the third grade and made them into soup.

Guest Speakers

During the year several guests were invited to speak to different classes as part of Science and Social Studies work thus adding much interest and stimulation to the studies.

RECOMMENDATIONS

The time of the art teacher assigned to Lincoln had to be cut from the previous day and a half to one day. Also the time of the teacher of speech correction was cut from two half days to one. So much of the latter's time was taken in the giving of special individual tests it was impossible for her to give the time required for speech improvement. When it is possible to obtain more help in these departments, it is our hope the time may be restored.

The year 1946-47 has been a pleasant and profitable one, I feel, due to the splendid cooperation of the faculty, administration and special departments. I wish to extend my sincere appreciation to them all for their fine spirit of helpfulness displayed at all times.

Respectfully submitted,

Helen Simon, Principal

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report

Longfellow School

Presented to the Board of Education

by the Acting Principal, W. H. Argraves

June, 1947

The Madison Public Schools

Madison, Wisconsin

ANNUAL REPORT

For the School Year 1946 - 1947

Longfellow School

I Enrollment trends

	Sept. 1945	Sept. 1946	Sept. 1947 (estimate)
Kindergarten	98	124	110
Grade 1	65	61	62
2	46	54	61
3	63	49	60
4	41	57	48
5	43	34	60
6	29	37	36
	385	416	437
Remedial	56	67	75
	441	483	512

II Special Achievements

Learning activities in the Madison Elementary Schools are carefully calculated to develop the "whole child", ie, the physical, social, emotional and educational aspects. To this end we have planned our work throughout the year here at Longfellow. Among the activities which have contributed to the over-all growth of the children are:

1. Increased attention has been paid to visual aids and their more effective utilization. Many free films of great educational value have been obtained as well as many from both the libraries of the University of Wisconsin and the Curriculum Office.

As a part of more effective film use the development of greater teacher proficiency in use of the projectors themselves has been stressed.

2. School safety has been emphasized constantly this year in connection with several projects. First, the School Patrol, second, auditorium programs and informal home room discussions, and third the Bicycle Safety Program. This constant and repeated emphasis we believe has had effect.

3. Field trip extension of the class room has correlated with many

social studies units and has given fresh impetus to reading, spelling and language work. Some of the places visited were: the dairy, a farm, Truax Airport, neighborhood house construction sites, Forest Products Laboratory, the Historical Museum, the Vilas Zoo, and both Brittingham and Vilas Parks for nature study.

4. Creative expression has been fostered as a means of developing well-rounded boys and girls and not as an end in itself. Art, Music, Physical Education, Speech and home room teachers have cooperated in the production of simple friezes, original songs, dances and plays in connection with their social studies, science and reading work.

A Spring Play in which all children from the first grade through the sixth grade participated was a culminating project. This was an evening production for the parents.

5. Attention has been paid to utilizing to the best advantage all the existing plant facilities. To this end several changes have been made.

a. All classrooms in the new section of the building will be used full time.

b. First floor kindergarten will have two classrooms to provide more adequate space.

c. Room 207 which is undesirable as a classroom will be made a lunch room and the sink in that room will afford better dish washing facilities.

d. The projection room will be moved into room 202 in the old section of the building.

6. The children participated actively in the Junior Red Cross work by making special favors for the hospitals in art class and by filling Red Cross gift boxes for overseas. The giving of these boxes constituted a part of our all school Christmas Program.

7. A Pre-school Parents Club has been started as a part of the P.T.A. work. While this project is still in its beginning stages it is well accepted and should be of value and interest to the parents concerned.

8. Working under the assumption that parents like to be kept informed about the child's work, several things were done this year.

a. A special series of invitations to make the parents feel welcome as classroom visitors was instituted during American Education Week.

b. More frequent use of the supplementary report card to inform parents of facts and accomplishments difficult to indicate on the regular card.

c. A "Probable Failure" form was developed and sent home early in the spring so that June failure would not come as a surprise and shock to the parents concerned. Not all who received this form failed, but it served as a special progress report to parents and an invitation for a conference.

d. Through the efforts of the Remedial Staff, Mrs. Holcombe and Dr. Waller a progress letter was worked out for that department in our building. We believe this has been of great help to parents in giving a more adequate progress picture and therefore preventing many misunderstandings.

III Special Problems

1. It has been the feeling of many of the staff connected with the intermediate grades that our school program needed some revision to (1) afford longer uninterrupted blocks of time for the home room teacher and (2) to give certain of the special subject teachers consecutive periods for more flexible and closer integration of those subjects. To this end we have made changes which will be put into effect next year. Further changes may be necessary, but it is a step forward.

2. It is hoped that with the cooperation of the Physical Education Department a program can be worked out to (1) do away with the use of the small north gym because of noise and safety hazards and (2) to have the regular school time boys' coach take charge of the after school boys' sports program.

IV Recommendations

1. A need is felt for a more adequate standardized testing program to check progress in arithmetic at the beginning of the year and both reading and arithmetic at the end of the year.

2. The building needs redecorating badly and should be included soon in the painting program.

3. The playground presents both a health and safety problem because of the mud, water and obstructions. Grading, surfacing and fencing should be done as soon as financially possible and expedient.

4. It is hoped we can have two full time kindergarten teachers rather than one full time and two half time teachers this next year as it appears that two full time sections will be necessary.

V Conclusions

Sincere appreciation is extended to the Administration, the various Supervisors and the Longfellow Staff for consistent cooperation during this past school year.

Respectfully submitted,

W. H. Argraves, Acting Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
LOWELL SCHOOL

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

June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
For the School Year 1946-1947

I. SIGNIFICANT DATA

A. Enrollment

Lowell has had a total enrollment of 619 (plus 17 in the Special Room) compared with 655 (plus 19 in the Special Room) last year and 665 (plus 46 in two Special Rooms) the year before. Census figures show only a moderate increase in pre school age children for the district. However, considerable residential building may soon increase the school population. There is no enrollment difficulty forseen for next year - in fact it is expected that the fifth and sixth grades will be small.

Nutrition Center

Our aim is to make the Nutrition Program valuable by improving the health of children directly as well as by educating them and their parents in better health and nutrition standards for the home. Forty-nine children were admitted by the school nurse. The children were given long rest periods with mid-morning lunches of milk and cod liver oil. Thirty-nine also received noon lunches and rested during the noon period.

- Mrs. Alice Reilly, Matron.

Children were admitted for the following reasons:

Rheumatic fever	10
Heart disease	6
Malnutrition	6
Nervousness	6
Asthma	5
Kidney infection	3
Eyes (nerves affected)	2
Disease of intestine due to parasites	1
Post surgery (nasal tissue)	1
Malformation of kidneys	1
Frequent colds	1
Post scarlet fever	1
Fractured arm	1
Convalescing from operations (short periods)	5
Total	49

These children gained an average of 5½ pounds while enrolled in the center.

Hot Lunches
The type A lunch or full meal was provided again this year for children who had a considerable distance to walk or where there was no one at home to prepare the noon meal. It was necessary to increase the cost to children from 15 cents to 20 cents per meal because of the increased cost of food.

Over 14,800 type "A" lunches were served and 32,800 half pints of milk for mid-morning lunch. This project is entirely self supporting and is separate from the nutrition department, where meals were served to the Nutrition and Special Education children.

Pupil Insurance

Year	Cost	Claims	Settlements	Claims Pending
1945-46	$67.40	4	$43.00	1
1946-47	$63.60	12	$90.50	3

II SPECIAL ACHIEVEMENTS

The School Program
The new program, in which departmentalization was eliminated as far as our staff permitted, has now been in operation for a year. While it has not eliminated all our problems, it has proved to be far better than anticipated.

The aims set up for the new program last year were:

A - Greater stability for the children - clarification of guidance responsibilities.
B - Better correlation of work in academic subjects.
C - Special subjects meeting every day - elimination of confusion resulting from changed schedules in the middle of the week.
D - Provide a better opportunity for the activity teachers to correlate their work.

These aims have all been achieved to a certain extent. "A" and "B" are debatable and can be answered only from subjective estimates. Since each child has a home room in which he spends more of the time than formerly, it seems reasonable to believe that these aims should be at least partly achieved. Certainly it has clarified guidance responsibilities. Aim "C" has been achieved. Aim "D" has been achieved remarkably well by scheduling the activity classes in "blocks". The three sections of the 6th grade, for example, are scheduled in art, music and auditorium in the same consecutive periods. This makes it possible for these three teachers to plan work independently or together as may be desired.

Some excellent projects have been carried out within these blocks of time: "Cindrella (interpreted through choral speaking, music and dance), 6th grade banquet, Christmas program, American Education Week broadcast over WIBU, (music, readings and announcing entirely by children), demonstration of music section for S. W. E. A., painting of murals on walls of lunch room and others.

Supplying text and other materials to three home rooms instead of one, as in the platoon system, has been difficult. The curriculum and business offices have helped greatly and the problem will gradually disappear as more materials can be obtained.

Bicycle Safety Instruction
Introduction of bicycle safety instruction in the 6th grade this spring impressed teachers and pupils alike with the need for more work along this line. Since bikes have only recently become more plentiful again, many children are just getting their machines and have not acquired sufficient riding skill or knowledge of traffic laws to ride safely on the streets. Great importance is and should be attached to this work as attitudes developed while riding bicycles probably will carry over into automobile driving and other activities of adult life. Twenty-two 6th graders successfully completed the work and qualified for membership in the "Madison Bike Club".

Auditorium (Speech)
There has never been a greater need for citizens who can not only think clearly, but who can express themselves clearly also. With this in mind, a major emphasis this year has been in giving every child practical speech experiences through formal and creative dramatics, poetry, talks, reading, choral speaking, radio type broadcasts, shadow plays, etc. Holiday and other special events were observed and many other activities were carried out.

All sections of the fourth, fifth and sixth grades have auditorium classes. One of the highlights in the fourth grade was participation in Spring Poetry Festival/ The fifth graders were core members of the Junior Red Cross, although all the children in school became members by contributing to a salvage campaign, part of the proceeds of which were used to send twenty-five boxes of new articles overseas. Other Junior Red Cross projects were making cotton balls for the public vaccination clinic.

Sixth grades organized clubs as the basis for speech work: The Junior Historical Club, the Lowell Little Theater and Junior Safety Club. Activities of the latter group were particularly effective and useful. They instituted and carried out a successful outdoor and hall patrol. Also they sponsored a spring clean-up paper drive which enabled them to buy F. M. radio for the school and thus they became members of the First 1000 Club.

Typing Project
This project, as in other Madison Schools, was under the auspices of the "Educational Research Committee" and financed by the makers of portable typewriters. The original plan was for eight weeks, starting March 3, 1947, but we were permitted to keep the machines the balance of the year.

We planned the project not to teach typing as such, but to make use of the motivating value of typewriters to improve regular school work. Classroom teachers were instructed to have materials planned for the period to insure that the machines be used as a tool and not as something foreign appended to the curriculum. An extremely wide variety of materials were typed, but probably spelling words more often than any other one thing.

The observed values of the project were many and varied. Following is a summary of observations made by the teachers. Comments would not apply to all children nor would all comments apply to any one child.

Primary Grades:

1. Improved knowledge of the letters.
2. Improved knowledge of margins.
3. Improved knowledge of writing dates correctly.
4. Improvement in use of capital letters.
5. Improvement in use of punctuation.
6. Improvement in use of spacing.
7. Improvement in sentence structure.
8. Increased interest in spelling.
9. Better posture.
10. Better attention while receiving directions.
11. Helped correct reversals i. e. was - saw, etc.
12. Improved handwriting - manuscript - by emphasizing correct letter formation.
13. Improved expression in oral reading because of better understanding of punctuation.

Intermediate Grades:

1. More interest was shown in composition.
2. It proved an incentive for creative composition.
3. It caused pupils to notice particularly the mechanics of composition.
    a. paragraphing
    b. margins
    c. titles
    d. capitalization
    e. spelling (incentive for more intensive practice)
    f. punctuation
    g. indentation
    h. neatness and arrangement of work on paper.

4. Appreciation of literature,
5. Improved posture.
6. Improved sentence structure.
7. Increased word power, vocabulary.
8. Increased ability to concentrate on a given piece of work.
9. Developed manual dexterity.
10. Increased interest in and enjoyment of school in general.

The girls in the special room reached a high degree of skill with the machines and appeared to profit considerably from their use. Both the teacher and principal feel that typewriters may have a very special value in these ungraded rooms.

Interpretaion of school practices to parents:
The first "Go to School Night" at Lowell proved to be one of the highlights of the P. T. A. Parents went through part of the routine their children follow every day - spelling, arithmetic, activity subjects, etc. - which promoted an excellent setting for teacher - parent contacts.

Large numbers of parents also took advantage of special invitations to visit school during American Education Week. This was an opportunity to see their children at work and to follow up with informal discussion and teas with the teachers.

Other opportunities were provided in the monthly meetings of P. T. A. and Mothers' Club, programs and culminations of projects, conferences, home calls, etc.

Visual Aids Room
The "Movie Room" continues to be of invaluable assistance to teachers in using visual aids. We now have a delineascope in addition to sound projector, film strip and slide projectors. All are set up and ready to use at all times. Schedules show that the room is used by twenty or more groups per week. More teachers are becoming skilled in running the equipment and also in the presentation of visual materials to the children.

Extra Activities:
These extra or supplementary activities are sponsored for two reasons: to give children an opportunity to take advantage of valuable experiences not provided with the regular schedule, and to help children use their leisure time more profitably.

Activity	Members
Girls intramural athletics	55
Boys intramural athletics	60

Cubs	8 troops	52
Brownies	2 troops	40
Girl Scouts	2 troops	45
Dancing (expressive)		135
Dancing Social		35
Girls Choir		48
Boys Choir		32
Junior Red Cross		All Children
Recreational Movies	(lunch hour)	100
Summer Reading		Open to all

A Safety Club of 28 members gave valuable assistance in hall supervision and the Safety Patrol of 43 members served faithfully at Street crossings.

It is possible that some children take part in too many activities. On the other hand there are children who do not have enough directed activities at school or at home to keep them occupied with the result that they become community problems. I believe that all agencies working with boys and girls should make a greater effort to locate the latter type and guide them into worthwhile activities.

III SPECIAL PROBLEMS

Educational

Standardized tests indicate that our children are progressing as well as should be expected. The Lowell Staff, however, is increasingly aware that teaching is apt to be geared to the average child with special emphasis on retarded children; neglecting those with special interests and abilities or high scholastic aptitudes. Far more study has been made of slow moving children than of superior children and their needs. With this in mind, several teachers who happened to have gifted children in their rooms, spent considerable time in gathering materials and trying techniques designed to enrich their experiences.

Gifted children of today will, in most cases, be the leaders of tomorrow. Their needs may be quite different from those of other children. The problem is of sufficient importance to warrant continued study.

Physical

Problems inherent in the building and its physical condition are still the most pressing. As reported in 1946 they are:

A. "Lighting in the seven classrooms of the old part of the building is entirely inadequate. Each is lighted by only two <u>bare</u> 200 watt bulbs, giving far too little light, poorly distributed and with a bad glare.

"Readings taken on an ordinary cloudy day in winter with lights on indicated 6 to 8 foot candles of light next to windows and directly beneath bulbs, diminishing rapidly to 2 foot candles in the balance of the room.

B. "Problems caused by classrooms opening directly into the gym in the old part of the building resulting in a bad noise interference.

"The above problems create a situation that is dangerous to the physical and mental health of pupils and teachers alike. It is unfortunate that Madison children are compelled to get their education under such conditions.

C. "Accoustics in the new gym. The construction of this gym is such that every sound echoes and reverberates, making it unnecessarily difficult to carry on planned activities.

D. "Condition of the building. Children enjoy and respect a building that is clean and in a good state of repair, but it is very difficult to foster ideals of health, sanitation, cleanliness, and respect for property in a shabby building.

E. Problems resulting from a playground that is too small and too close to the building, resulting in unnecessary injuries to children and excessive breakage of windows."

Miscellaneous

Health Service

For most of the year, our nurse has had two schools in addition to Lowell. She has also been called on to help at many different places at odd times. In spite of the fact that she is conscientious and works hard, she has not been able to meet our needs. The office has had an added burden this year due to inadequate health service.

Dogs

Dogs on the playground during the winter and spring months were a nuisance and a menace. Four children were bitten or scratched before much action was obtained. I believe the Humane Society should check a school playground consistently for several consecutive days when such cases are reported.

Drum and Bugle Corps

The Madison Drum and Bugle Corps has rehearsed at Lowell on Saturday mornings the past year. Our building is so constructed that the facilities the corps requires are adjacent to the office. The resulting noise has made it impossible to work in the office on Saturday mornings.

IV. RECOMMENDATIONS

The formation and execution of a plan for correction of Lowell's physical problems including:

A. Immediate correction of lighting in the classrooms of the old building.

B. Elimination of noise interference between the old gym and adjacent classrooms.

1. Immediate reduction of noise transmissions by building double doors or padding doors with sound absorbing materials. (Experiments prove that some relief can be obtained by covering doors and transoms with a sound absorbing material, at very little expense. It would help until the old gym can be eliminated for physical education purposes.)
2. The most practical complete solution that had come to my attention is to enlarge the new gym and divide it into two parts, thus eliminating the old gym for physical education purposes.

C. Painting or cleaning
Acoustical treatment of new gym, halls, music room, lunch room and activity room should be considered with a program of painting and redecorating.

D. Floor Sanding and Refinishing

E. Screening of all Windows Facing the playground

F. Fence around the court between the two wings of the building with a gate that can be locked when school is not in session.

G. Playground improvement by blacktopping and enlarging.

Art
First and second grades have had only one half hour period every two weeks of special art instruction this past year as we have not had the services of an itinerant art teacher as we had the year before. Return of this service for at least one half day per week would greatly strengthen the art program in the primary grades.

A small number of portable typewriters for the school to permit continued study of their use. I don't think that we are ready to invest large sums in machines until we have had more experience with use.

Respectfully submitted
A. Kermit Frater, Prin.

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MARQUETTE SCHOOL

Presented to the Board of Education
by the Principal
Lillian Simonson
June 1947

Annual Report
for the School Year 1946-47
MARQUETTE SCHOOL

I. Enrollment Data

The gross enrollment of the Marquette School for the school year 1946 and 1947 was seven hundred fifty-nine. This is fourteen less than last year. There were sixty-five withdrawals, twenty-five transfers, and fifty-five entries.

The second grade enrollment was very high this year. It was necessary to transfer nine pupils to Lowell school to bring classes down to an average of thirty-eight.

II. Achievements

1. Contributions in the field of general education

a. W. I.A. A. Movie

The physical education classes cooperated with the W. I. A. A. in making their state film to promote physical education in Wisconsin as well as other states. Squad work, mixed circle games, relays, square dancing, basketball, volleyball, and tumbling were featured on the elementary level. Miss Stewart and Mr. Rall were in charge of these activities.

b. Bicycle Safety Program

Last spring the Marquette School served as a laboratory for the development of a bicycle safety program. This year, the plan was perfected and submitted for adoption by other schools in the city and suburbs. An article is being prepared for the National Safety Magazine.

Ansgar Svanoe acted as coordinator of this program; Miss Stewart and Mr. Rall gave training and administered tests on bicycle skills; the class room teachers emphasized the bicycle ordinance, traffic laws, and general bicycle safety in their class rooms; and P. T. A. members assisted with the testing program. Certificates were given to pupils who passed the information and performance tests. Parents were notified of their children's specific deficiencies. The program has seemed to be very effective.

c. Visitors.

The teachers and pupils of Marquette School have been hosts to a large number of visitors this year. People from local parochial and city schools, from other schools in the state and places as distant as Winnipeg, Canada have visited us. Their interests have included the colors used in decorating the building, the physical set up of

the building and the curriculum and school practices. The teachers and pupils made fine contributions to the visitors.

2. Creating an awareness of school problems and practices.

a. P. T. A. - Mothers' Club

Parent-Teacher organizations can do a great service by

(1) Emphasizing the great importance of family life in the development of the child.

(2) Developing proper attitudes to and understanding of the school.

(3) Defining the relationships between the home and school.

(4) Creating an awareness of and formulating attacks on social problems of immediate significance.

Parent-Teacher organizations should develop a feeling for the underlying philosophy of the school which concerns itself with: teaching the child and discipline.

We believe that the emphasis should be placed on developing citizenship. We believe that the academic achievement is very important in itself; and that the academic field and co-curricular activities are the major vehicle for developing citizenship. Intellectuality, unaccompanied by a desirable growth in personal and social traits, can be (as evidenced by the war) a distinct menace.

We believe that the only real discipline is self-discipline - and that parents and teachers must work toward that end. Curbing symptoms of problems must give way to understanding the cause of problems.

We know that we cannot "legislate" desirable social conditions - that we cannot legislate "good" boys and girls. A social state is as effective as its individuals are responsible.

One way we have tried to interpret our philosophy is through the programs of the P. T. A. An over all picture of education was presented by showing the school movie. During American Education Week approximately four hundred parents visited class rooms during the day; about two hundred fifty parents came to the Open House held at night; at which they saw exhibits of children's work and conferred with the teachers. Teaching and learning in the special fields of arithmetic, music, dramatics, physical education, and art were explained through demonstrations and exhibits at other meetings. Lectures emphasized education by means of the radio and visual education; and emphasized the obligations of individuals in small and large democratic units.

The Mothers' Club has done a fine job in contacting and orienting pre-school and kindergarten mothers. It has promoted social affairs, encouraged participation in small group activities and has sponsored

excellent speakers on topics of general interest.

The Parental Education groups met in the school this year. Their study centered around Social Hygiene and Mental Hygiene

3. Reorganization of the school schedules.

We made an attempt to create a more effective school program this year. The intermediate teachers had class room schedules in which home room activities were constantly interrupted by special classes. This resulted in a continual readjustment of teachers and pupils alike.

The new program provides for special activity blocks and long, uninterrupted, home room periods. it is flexible in that special teachers may combine their periods if a group is working on a project that necessitates the cooperation of home room and special teachers. It is also flexible in that a grade section may be given more time in a special field if there is a particular need; this time, taken from another section, can be compensated for at a later date. We believe that we can have an equal distribution of time in special fields without adhering to a rigid daily schedule.

4. Curricular Activities

Teachers are aware that to have a high degree of learning it is necessary to have purposeful activity. A class room where children are constantly repressed and where a premium is placed on being passive and unobtrusive is not conducive to learning. "It isn't what is done to the child, but what the child does" that determines the extent and degree of learning.

Purposeful activities make provisions for all types of pupils. If they are effective they develop: an inquiring mind, satisfaction in happy participation, a desire to cooperate and to respect the rights of others, resourcefulness, initiative, and discrimination.

The primary grade activities centered around the home and school communities. Many of the projects involved construction which demanded research, close observation and manipulation of tools and materials to carry out a plan. The resulting enrichment of basic concept and vocabulary gave an impetus to academic and social growth. Some typical activities were:

1. making the interior of a home
2. making models of various types of homes
3. arranging a pet show
4. constructing a library
5. making a large airplane
6. making innumerable murals as part of social service activities.

The intermediate classes centered around developing the "one world" concept in the air age. Advantages of cultural differences were emphasized.

The basic concepts developed were: the similarities in basic needs and drives of all people, the necessity for "good neighbor" relationships with countries far and near, adjustments of foreign born children in America, social and economic differences in all countries, and the necessity of translating democratic ideals into every day terms.

Typical activities were
(1) a sixth grade presentation of an original "Pageant of America" which was a plea for racial tolerance
(2) a fourth grade experiment on teaching Spanish as a part of a study of Mexico. An original play written in Spanish with Spanish songs and dances was the culmination.
(3) a sixth grade "Chinese Dinner" which was prepared after conferences with local Chinese people
(4) a third grade study of rubber which involved making rubber from latex
(5) a third grade study of cotton which included carding, spinning, and weaving
(6) a third grade study of western ranch life which culminated in an original musical play
(7) a patriotic pageant directed by the music teacher which told the development of America in pantomime, choral reading, and song.

Field trips which contributed to the understanding of our community included visits to a park, farm, dairy, post office, fire station, zoo, airport, museum, W. H.A. studio, a book bindery, a newspaper, and the Forest Products Laboratory.

The "One World" concept was heightened through the Weekly Reader, the News Map of the World, radio programs, movies, and extensive library reading.

A group of Marquette children represented Madison when they made a transcription which was broadcast from Cleveland, Ohio as one of their series of broadcasts on books

5. General Curricular Problems

All teachers directed attention to the problem of the superior pupil this year. We are not satisfied with a satisfactory performance on a grade level. We work for satisfactory performance in terms of individual capacities. This means we must provide challenging work to superior pupils that go beyond that usually allocated to a specific grade.

Teachers experimented particularly in arithmetic and spelling. In general they provided pupils with more difficult problems in the same field, encouraged pupils to pursue individual interests in related fields, and emphasized the "fields of enrichment."

6. Co-curricular activities

Co-curricular activities included:
- fifth and sixth grade glee club
- tonette band
- violin classes for two groups of fifth and sixth graders
- after school sports

The sports program for girls was entirely voluntary. Sixty-eight per cent of the girls in the fifth and sixth grades and fifty per cent of the girls in the fourth grade participated regularly.

The boys' sports were set up by home room teams. Each boy was a member of his home room team, each home room was represented by one team in every sport except basketball, which had two teams from each room and every boy participated regardless of ability.

7. Joint Projects

It is essential to have joint-projects to develop good school morale. A few that we have had are:
1. Junior Red Cross
2. Two paper drives
3. Art Exhibit
4. Safety program sponsored by girl and boy patrols
5. Construction of a sixty inch globe by fifth and sixth graders

8. Scouts

The scouts have been improving in their organization and their scope of activities. Enough den mothers were recruited to take care of all the Cub Scouts; and there were scout leaders to direct all the girls from second through sixth grade.

9. Lunch Program

We maintained our lunch program this year; milk was served from September to June, and noon lunches were served from December to May. Seventy four thousand one hundred eighty-eight bottles of milk were served (state subsidy of two cents a bottle); and four thousand seven hundred sixty lunches were served at twenty cents a meal and a subsidy of nine cents. One thousand seven hundred sixteen bottles of milk and two hundred seventy-six lunches were served free to needy children. Four thousand seventy-three dollars was spent on food, four hundred fifty dollars on labor; and one thousand seven hundred sixty-six dollars were received as a state subsidy.

It is necessary to have four teachers on duty every noon when lunches are served. Two are assigned to the lunch room; and two take charge of noon recreation

III. Problems and Recommendations

1. Enrollment

The kindergarten enrollment in September promises to exceed the desired thirty per section.

The enrollment in the second grades may average over forty per section.

2. Instruction

There is a need for continuous speech instruction throughout the year. The testing program has been too heavy to permit this during the last term.

Primary classes would profit from regular instruction from gym and art teachers. The set up of special classes in the fourth, fifth, and sixth grades is satisfactory.

3. Playground

Our playground could be used about three months this year. Surfacing (50 feet) to the playground equipment would remedy this situation.

I wish to express my thanks for the cooperation of the Marquette staff, the supervisors, and the superintendent of schools.

The Marquette Staff and pupils are most appreciative of the painting of the interior of the School which was arranged by the Board of Education. The colors are beautiful; they have a positive psychological effect, and improve the lighting conditions. We have had visitors from several cities who are interested in using color in their schools, too. We feel Madison has done a bit of pioneering!

Respectfully submitted

Lillian Simonson, Principal

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

Annual Report
NAKOMA SCHOOL

Presented to the Board of Education

by the Principal
Walter W. Engelke
June, 1947

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1946-1947
NAKOMA SCHOOL

Pupils - The number of pupils who resids in Madison and attend Nakoma School continues to decrease. There were only 290 pupils from Nakoma proper, while non-resident pupils totalled 98. In round figures this means that one out of every four pupils in Nakoma School pays tuition to attend the city school. This is in contrast to the picture a few years ago when the ratio was approximately one out of every eight pupils, due to a higher number of resident pupils and about two-thirds the number of tuition pupils. There does not seem to be much likelihood that Nakoma proper will furnish any increase in enrolment. The district is about 80% built up and the number of families who have no more children of elementary school age is increasing steadily. At present the number of resident pupils at each grade level is too large for desirable maximums in one room, yet the admission of tuition pupils has not raised the number sufficiently to achieve even desirable minimums for two sections at all grade levels. The alternatives are to exclude all tuition pupils or increase the number of tuition pupils by compulsory transfer. Both of these alternatives will be used next year, depending on the situation at each grade level.

Teachers - There were 15 home room teachers and 9 special teachers on the staff during the year. The kindergarten teacher had only one section, and the itinerant teachers taught a total of 2½ persons on full time. The pupil-teacher ratio of 23.5 gave Nakoma the lowest teacher load of any school in the city. It must be remembered, however, that the range was from 21-36 pupils per room, and that several teachers who this year had classes below the desired minimum have had in other years classes well above the maximum. A natural presumption is that the teachers welcome small-sized classes. Quite to the contrary, they are all troubled by the knowledge that (a) other teachers resent their reduced class, and (b) the insecurity of when and how the situation may be changed. Teachers really do prefer to have a normal size class that they will be responsible for during the entire year.

Prolonged illnesses of two teachers in the junior high grades made a difficult problem for them and their substitutes to do the teaching expected. Considerable credit is due all staff members for their loyalty to the pupils and fellow teachers in the additional work and changes in schedules required by the absence of one or more teachers. Evidence of this is to be found in the fact that each teacher knew what to do when, as did happen, the principal, office secretary, janitor, or special teacher failed to appear when scheduled. It is worth recording as a forward step in elementary school instruction that the appointment of a man to teach fifth grade to fill a vacancy during the year has given the staff, the pupils, and the community more tangible evidence that outstanding men can and will teach young children. Of the 24 persons on the teaching staff this year, 3 were instructing 5th grade and older pupils, and 2 were teaching classes in grades 7 & 8.

There is plenty of evidence that teachers enjoy their work at Nakoma School. Of the 14 full time teachers on the staff next year, only 2 have taught at Nakoma less than 5 years. Five have been at Nakoma for more than 15 years. On the other hand, the yearly shift of itinerant teachers has been much too frequent to build up any consistent or continuous program in those departments. Fortunately, a very creditable job has been done each year through the individual ability of the teachers concerned and the cooperation of the regular classroom teachers.

Parents - An active P.T.A. organization has carried out a worthwhile program to supplement and implement the work of the school. The Nakoma P.T.A. is somewhat unique, although many others in Madison have adapted these features to fit their needs. The strong parent interest and participation in P.T.A. at Nakoma is due in a large part to such things as:

1. Teachers are the initiators of P.T.A. sponsored activities. They recommend things which can be done better through a school-wide organization of all teachers and all parents than between one teacher and two parents. Teachers also serve as officers and committee chairmen. It is conceivable that some time a teacher may serve as president of the P.T.A. The teacher appoints her own home room parents to help her carry out P.T.A. sponsored activities.
2. Fathers are active members of the P.T.A. Men have alternated with women as president of the P.T.A. There is never such a thing as "Father's night". Men serve as treasurer and usually as program, welfare, recreation and other committee chairmen.
3. Three or four general P.T.A. meetings are considered enough during the year. All begin with a pot-luck supper and end at 8 or 8:30. Three banquets are held--one at each of the primary, intermediate, and junior high levels.
4. A cafeteria lunch twice a year for pupils, parents, and teachers is the only money raising scheme ever used.
5. All business is conducted at a special monthly meeting of officers and chairmen. Ordinarily no business and no announcements take place at the general meetings.

Nakoma P.T.A. members have had an especially active part in the city P.T.A. council affairs this year. In addition to the valuable exchange of ideas, they did much to correct the mistaken idea that Nakoma parents and children, and hence Nakoma School, were somehow "different" in their basic problems.

Administration - Small class sizes and changes in itinerant teacher personnel have been the cause of most administrative concern. Much detailed work has been required to make schedules function as smoothly as possible and creat the machinery for the most effective use of staff abilities. A principal soon learns that mimeographed memorandums are a poor substitute for personal conferences with teachers on a mass of minor and major problems that confront them every day. It is difficult to carry out a plan of class visitation in the face of all other demands, but an attempt was made to reach each classroom every day. Teachers were given the opportunity for frequent conferences in the halls or in their rooms, plus easy access to the office. Central office services have been ready at all times to meet special needs and have cooperated in fine shape.

The time given to teaching two class periods a day has been amply justified in the efficient manner in which the school office has served it s purpose. Teachers, pupils, parents and others who have questions find the answer promptly and pleasantly. The work of the school secretary has increased considerably during the past year. The principal was able to attend the annual meeting of administrators in Atlantic City during March and received much professional and personal benefit from the experience.

Physical Plant & Equipment - Not many changes were contemplated in plant and equipment last year. The kindergarten room was given a fine paint job, missing telephones were replaced, and the heating problem of many years standing was solved. The two janitors have improved steadily in ability to meet the many demands made on them, although a higher standard of cleaning will have to be held. New mops for classrooms, a new movie screen for the auditorium, and new equipment in manual arts and home economics are among the major items of equipment. Next year a great many things are listed for attention, having been deferred for some time.

Respectfully submitted,
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 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-1947

RANDALL SCHOOL

Enrollment

A tabulation of the enrollment of the Randall School since it became an elementary school follows. The tabulation lists the number of children attending school who belong in the district and the number outside the district who are admitted on tuition.

Year	Resident Pupils	Tuition Pupils	Total
1930	677	10	687
1931	739	14	753
1932	774	9	783
1933	786	66	852
1934	847	52	795
1935	839	59	780
1936	784	58	842
1937	745	70	815
1938	690	71	761
1939	673	75	748
1940	644	77	721
1941	594	90	684
1942	588	94	682
1943	608	102	710
1944	586	116	586
1945	597	108	705
1946	597	133	730
1947	564	112	676

The above enrollment figures give a history of the changes taking place in the Randall School district. Many of the large old homes that were filled with children a few years ago are now occupied by adults. The young people with growing families have moved into the suburbs west of the district. This is making an increasing transportation problem. The Findley Park district is well taken care of because the district provides a bus that transports their children to and from Randall School, morning, noon, and after school. In all other cases children who are more than a mile away have to depend upon city busses and in many cases need to be cared for at school during the noon hour. With the addition of more children transferred from Dudgeon this coming year the problem will be increased.

If the census figures of last year have not altered, the enrollment in the primary grades will increase sharply in the next few years. This will necessitate an increase in the number of classes in the Primary School. Enrollment above 30 in any primary grade is to be regretted.

Randall School Staff.

The Randall School is served by 26.52 teachers, consisting of the following:

2 kindergarten teachers
9 primary teachers
8 intermediate teachers
1 art teacher
2 part time physical education teachers
1 full time music teacher
1 part time violin teacher (½ day per week)
1 teacher from Child Study Department who gives us two half days per week regularly for speech and guidance work with additional time for home calls and occasional testing.

Organization

The kindergarten and first, second, third and fourth grades have the traditional form of organization,- that is, each classroom has one teacher. The special teachers in art, music and physical education act as consultants in these grades, and do as much direct teaching as their time will afford.

Grades 5 and 6 are organized on a co-operative teaching plan which attempts to;

1. Give each class long uninterrupted periods daily for the pursuit of learning in the social studies, nature study, and arithmetic fields.
2. Give each class a full 40 minutes daily of physical education work and an average of 30 minutes daily for art and music, under the guidance of teachers especially trained in these fields.
3. Give each academic teacher opportunity to teach the subject or subjects she likes best and seems best qualified to teach.

During the past year the pupil load has been very heavy in the first and second grades. To relieve this situation an experimental program was set up for 1 hour each morning in which the music and art teachers assisted. This was not altogether satisfactory but it did help relieve the tension in the rooms that have large enrollment.

Review of the Year's Work

During the past year the Randall School has continued its efforts to build a school atmosphere in which each child may be inspired to carry on with enthusiasm his business of acquiring the tools and information he needs to make him an intelligent citizen; where he may find opportunity to build those habits, attitudes, and reactions that will help to make him a happy and helpful member of society; and where he will be aided to discover and to cultivate any special abilities or talents with which he may be endowed.

Such a program means that teachers must be keenly aware of individual differences, ready to encourage and help each child at the opportune moment, willing to permit him to experiment, and eager to put in his way opportunities to develop latent abilities. This awareness of individual needs and an earnest endeavor to meet them is the chief aim of the whole teaching staff.

The academic work the past year has progressed satisfactorily as evidenced by the standardized tests in reading given twice this year and the many informal tests in arithmetic, spelling and in social studies.

Our reading standards in Randall are high, but they do not seem too high for the abilities and the background of our pupils. The wealth of new readers plus our home room libraries in addition to the children's public library in the school building are a great stimulant to improvement in reading.

The social studies have been enriched by the extensive use of visual aids from the Bureau of Visual Instruction and the fine films we have been able to obtain from the Conservation Commission through Mrs. Parker. Ranger Mac has continued to be popular and instructive so far as the radio is concerned. The sixth grade classes also found the radio program "Our Town" very valuable. Nearly every grade has taken one or more trips to places of interest in connection with their social studies units.

The new spellers are well liked and every grade has tried to cover a whole year's work since the books were received. The new dictionaries too have proved valuable as textbooks in the fourth grade in teaching children systematically how to use a dictionary. This "Junior" dictionary has too limited a vocabulary for grades beyond the fourth.

The needs of children who showed weakness in any subject have been carefully analyzed by teacher and principal, and materials and special work planned to try to help these children overcome their difficulties. Frequent consultations with parents have been held when the school felt that the home could help. Very often we found that the root of the difficulty lay in poor attitude toward work, bad study habits, and general immaturity.

The "Transition Room" between the second and third grades seems to be definitely worth while. This room was set up because we have found that a limited number of children were not ready to do third grade work, at the end of the year, with satisfaction to themselves and to their teachers. They are children who for various reasons need more time than the average child to acquire reading skills and number understandings. In this room, in which the enrollment is kept low, the children are given much individual attention and a great variety of material to meet their needs. Under careful guidance most of these children make rapid strides and are ready for fourth grade at the end of the year. Others get a good foundation and enter a strong third grade at the end of the year.

Equally in need of special attention is the considerable number of children who, through superior intelligence or superior diligence and ability to apply themselves, outstrip their classmates as evidenced by test results and general class work. Such individuals or groups are a challenge to any classroom teacher. Traditionally the only solution to this situation lay in special promotions, which in some instances tended to produce social or emotional maladjustments with attendant unhappiness. For several years we have attempted to enrich the program of these children through giving them special projects to investigate in the fields of social studies, arithmetic, nature, music and art. The building library is a great help in this program. Reporting on trips to places of interest, and map and graph making are other sources of activity. This year a special study was made by several teachers of ways by which arithmetic might be enriched without trespassing too much upon the group work planned for each grade. Reports of some of these attempts have been sent to the Curriculum office but I feel that a great deal more study of these efforts need to be made.

The music program has been enriched by the violin classes that were introduced a year ago. This year 22 children participated and 15 children were members of the City Elementary Orchestra. The last quarter of the year a string ensemble was started with children from second grade up.

The typewriting project carried on this spring did much to stimulate an interest in typewriting. Teachers report that interest in spelling and in creative writing was increased. The children in the sixth grade used typewriters in composing their Year Book.

The outside experiences that our nation has lived through,- the depression, our recovery and then World War II, have all left their mark upon the schools and upon the lives of the children who have grown up through these turbulent times. The need for training children in citizenship grows increasingly important. Before we can guide a child into desirable citizenship it is necessary to understand how the individual develops and what are his potentialities and his needs at different age levels.

Because we felt the need for better understanding of child development and a closer co-operation in coordinating the citizenship program in the entire school, several building meetings were set aside this year to study this matter. A comprehensive bibliography of books on understanding growth of children was offered the teachers and books were made available.

One desirable outcome of this study was a better understanding of what we may expect of the children at each age level. We realize that desirable patterns of conduct are a slow and gradual growth. The children need to be helped to set ideals toward which to work and they need much opportunity to practice with satisfaction, conduct that is acdeptable to society. Our citizenship clubs and student council afford them an opportunity to think through their problems, to talk them over frankly and to work out solutions through experimentation. In a school as large as this, teachers, like the parents of the child, need to work closely together so that the child may not be confused by different standards or policies.

Another outcome of this study was the drafting, by the teachers and the children, of a "School Policy" which most of the teachers found very helpful in their efforts to guide their children in "better ways of thinking, feeling and doing" so far as their relationship to their school, to the community, and to each other and their teachers were concerned.

In closing this report I wish to express to all the special school services and especially the Curriculum and the Guidance Departments my sincere appreciation for the prompt and willing help they have always given to the Randall School when we have had occasion to call upon them.

Submitted by

ALICE E. ROOD

Principal

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

SHERMAN SCHOOL

Presented to the Board of Education
by the Principal
WALTER J. BERGER
June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-47
SHERMAN SCHOOL

The operation of the Sherman School under city jurisdiction continues to bring added facilities. Previous to the year 1946-47 the library for the school consisted of distinct room collections with material in each generally limited to reading material on the level of the grade in which it was located. This was a serious handicap, especially for the slow readers and those whose reading was accelerated. In addition, the number of volumes was very limited. Starting in the fall of 1946 a vacant class room was provided with bookcases, tables and chairs and much of the general reading material was transferred from the class room library. In addition, material from the central library was added to build up a collection of books accessable to all rooms with a wide range of reading difficulty and materials. The lack of a librarian for even a part of the time was a considerable handicap. It is expected that some such facility will be offered for the year 1947-48.

For the first time in the history of the school the kindergarten was large enough to require two sections, a forenoon and afternoon group. This required a teacher who could spend the entire day at the school with the result that she could better ascertain the needs of the children thru conferences with parents and home visitations. A total enrollment of 60 children, the largest number ever entering the school in one year is an indication of the rapid increase in enrollment expected during the coming year. The census survey indicates a like number ready to enroll for the year 1947-48. The large kindergarten enrollment indicates that next year two first grades will be needed to care for the increased number in that grade.

The Parent Teachers Association continued its support of the School Lunch Project during the year. While the number eating decreased, the quality of the meals improved due to the addition of surplus products and an improved organization. It is however doubtful if the project will be continued another year due chiefly to the fact that the increased enrollment will necessitate the use of all available class room space. A survey indicates that the number of working mothers has materially decreased since the war time high so the children can be better provided for in the home. The following data indicates the extent of the project during the past year:

Total number of meals served	15,754
No. of meals served - no charge	687
Total payments by children	$2,709.52
W. F. A. payments	1,412.10
Expenditure for food	2,900.78
Expenditure for labor	1,415.10
Withholding tax	230.00
Other expenditures	54.87

An Expanding Program:

1. The radio was used in all class rooms. Special programs were used wherever possible and the use of Station W.H.A. was an important factor in class room teaching. The programs extensively used were Ranger Mac, Let's Draw, Rhythms and Games, and Book Trails.

2. Much more use was made of the visual aids program with material from both the curriculum office and from the University. With continued use of the projector better methods of instruction will lead to greater learning.

3. The one day of Art instruction while quite inadequate as to time allotment was still an added incentive to creative development. It is hoped that additional help can be offered.

4. Music, both vocal and instrumental, showed improvement. A group of fifth and sixth grade boys and girls made remarkable progress in the use of the violin. Music, both vocal and choral, showed evidence of rapid growth.

5. Physical Education was handicapped by the lack of a gymnasium, but growth in cooperation and team work resulted from good teaching. An extension of this program is expected for the coming year.

6. The organization of a Mothers' Club in the closing months of the school year is expected to aid in the understanding of what the school is trying to do for the children. A large group of interested mothers attended the two meetings and their enthusiasm indicates a keen interest in the school and its aims. It is hoped that with the interest aroused in this group added impetus may be given the P. T. A. organization.

7. Winter time recreation on Saturday mornings was continued from November thru March. A large percentage of the children in the district availed themselves of the opportunity. The summer time recreation program held on the school grounds for the first time last summer was very successful. Plans to continue the activities this summer are complete.

Recommendations:

1. To protect the eyes of children all blackboards should be resurfaced or new slate installed.

2. The lack of any but a manual system for ringing of bells is a serious handicap in administration. Some kind of automatic system should be installed.

3. The heating and ventilating system in the older part of the school should have attention this summer. There is no control of the heat so that the rooms become excessively warm or without the ventilating system working the air becomes stale. The health of the children should be considered. Also some means of heating the lower hall should be supplied. This can easily be done from the central heating system.

4. Additional radiation should be provided in the north rooms. This is the farthest from the furnace and receives insufficient heat.

5. Cupboard space should be provided in the lower halls to facilitate storage of Art material, textbooks, and supplies. Doors should be made for cupboards in the kindergarten room.

6. Since there is no gymnasium at least a part of the playground should be surfaced as a basketball court.

Respectfully submitted,

WALTER J. BERGER

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WASHINGTON SCHOOL

Presented to the Board of Education
by the Principal
PEARL LEROUX
June 194[illegible]

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-1947
WASHINGTON SCHOOL

School Statistics

For the first time since we have been in the new Washington School the number of pupils who entered after the first two weeks of September has been smaller than the transfers and withdrawals in that time. The number who entered this year was 35 compared to 111 last year. The number who withdrew or transfered was 555 compared to 642. We have 69 broken homes and 132 mothers working in the group from the first through the sixth grades. The insecurity among our parents and pupil group is still a major problem in our school. The housing problem is one big factor and another is the high cost of living. Many mothers are still working. The University housing plan and the large University enrollment is also effecting our enrollment. Many of the houses have been purchased for income property, such as rooming homes for University students. The University also has purchased several buildings.

Achievements

Before I list a few special achievements this year, I feel the most important achievements are those obtained in reading, writing, arithmetic, health, citizenship, music, art--those achievements we do not mention each year but are the fundamental phases upon which we base all other achievements. Our teachers again have worked patiently, thoroughly, consistently and should be given special commendation for a years work well done.

1. The first grades and Miss Huth's second grade studied the circus unit as their first project in September. From a very simple plan it grew to be an unusual unit of work. It was not only a classroom project but a community project. Because parents became interested in the costuming and the classroom work on the unit we had many visitors and contacts right at the beginning of the year. The program which was given in winding up the unit was most unusual.
2. The visual aid program is growing. With more new films becoming available and the larger allotment given us for films, this phase of work is becoming a very important part of our everyday program.
3. The violin instruction in the fifth and sixth grades is an added service to our children. Besides giving children a start for orchestra and band in high school, it gives them an added confidence when they enter Jr. High in the fall.

4. The eight week typing instruction was an interesting experiment. The instructor was a good teacher and the pupils really learned to type. Typing was fascinating to the children and they worked hard. This instruction was carried over into the Saturday recreation program. Every Saturday while we had the 35 typewriters they were used constantly from 9 to 12. The experiment proved that typing can be made a useful tool in our school work. The experiment deserves further thought and study. At the present 3 or 4 typewriters for the upper grades would be useful for classroom work and practice.
5. The penny milk program is still appreciated by the community. That is evidenced by the large milk orders we continued to have each week. The average milk order per week was 325 pints.
6. We still take care of a number of children who must bring their lunches to school because mothers work. This group is in addition to the nutrition group that comes on the bus.
7. Mrs. McKinlay's sixth grade put on a paper drive in the spring which netted the school $154.43. It was well planned and an excellent project in English, arithmetic, organization and management.
8. We had a very fine and active group in the P.T.A. again this year. Besides some very interesting programs, members of the group continued to work with three girl scout groups and also organized several cub packs.
9. The painting of the interior of the building was an outstanding achievement this year. The teachers appreciated having some choice in the color scheme. Mr. Falk's plan of having two teachers in each building work with the superintendent of schools, superintendent of buildings and grounds and Miss Buck, was an excellent method for working out color schemes in the building. Our two teacher representatives worked directly with all the teachers in the building. I owe a great deal to Katherine Jones and Nellie VanTassel for their excellent contribution on the planning committee. I know that I can say truthfully that 99.9 per cent of our teachers were very well pleased with the results. The pupils love the bright colors and they take great pride and responsibility in helping to keep the building in good condition.

We appreciate the help we always receive from the Art, Curriculum, Guidance, and Physical Education Departments.

Just a few of the extra services--Miss Buck spent many extra hours helping with the color scheme and the painting of our building. The bulletins and new books that came to our school frequently from the curriculum office were most helpful. Besides the wide testing program given by the Child Study Service Department, much extra time was given to us in the study of individual pupils. The extra equipment purchased by the Phy. Ed. Dept. for noon activities and other immediate services were appreciated.

We have also had the finest cooperation from all our teachers. I mention this particularly this year because we had nine people who were new in our building. The group quickly became an important part of the whole and contributed much to our school. I am inserting a paragraph from a report written by one of our teachers this spring and if we fall short of the complimentary paragraph it is certainly what we as a group strive to do.

> "As we approach the school grounds and glance at our beautiful building, we are proud and happy to be among the many who help to further the education of our youth. Entering the door a note of friendliness touches us. The cheery 'Good Morning' from our fellow workers and pupils help us to start the day out right. The friendly atmosphere has prevailed throughout the year. Parent Teacher conferences, auditorium programs, teachers meetings, teas, dinners, and picnics help teachers, parents and children to understand one another. The principal and teachers are ever ready to lend a helping hand when needed. There is no driving force, but we realize through cooperation and willingness to do our part, we will attain the results for which we are striving--Good Citizens to help build a better world."

Problems

1. We have a large group of pupils scattered throughout our school with I.Q.'s ranging from about 80 to 90 and a few with I.Q.'s much above the average who are very poor readers. These pupils are good citizens in many cases or would be good citizens if they could read. They have pleasing personalities and are willing workers, but because they are so handicapped in a basic need, reading, they are problems.

   Some of the difficulties, besides below average I.Q.'s and poor reading are due to moving frequently, home background, and illness, but I believe if more time could be spent in the study of these and other reading difficulties and much more time given to remedial reading, many of these individuals would do average work. We are going to try to work out a plan next year where more time might be given to this group.

2. The summer school session is beginning to be quite a problem for our school. It has always been necessary to move many things in and out of the rooms, books, files, desks, etc., and again to move them back in the fall. The telephone calls alone asking for summer school information consumes a great

deal of our time the last 3 or 4 weeks of school. This year because about every room in the building is going to be used, we have made a little different arrangement on storage within the rooms and I hope it will be satisfactory. An extra custodian who will take care of the summer school needs only, solves a big problem for the regular custodians.

A committee has been appointed to assist in taking inventory of equipment and checking rooms before and after the summer session. I think this is important because when a whole building is used by children and adults who are here only six or eight weeks in the summer, the interest in the care of the building and property is a much different interest than from a group who uses the building ten month of the year. I am sure we are all glad to help on this project, but I believe it is wise to give the problem close study each year.

Respectfully submitted,
Pearl Leroux

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Art Department

Presented to the Board of Education
by the Supervisor
LUCY IRENE BUCK
June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-47
ART DEPARTMENT

Art for many years has taken its place in the school program as a way of self-expression. Every child is encouraged to develop this expression in a natural way according to his ability. There is group work which concerns itself often with the interpretation of the social studies - then there is the individual drawing, painting and craft work which interprets the special interests of children. It is impossible to list all the art activities which have gone on during the past year - but it is safe to say that the most interesting activities in each school were made so through art contributions. These were activities which make the daily living within the school more creative and produce more gracious living together. Well designed scenery, favors and decorations for entertainments, plays and banquets which children make always lifts these affairs out of the ordinary into the special class.

To encourage a larger interest in the community children have this year, as they have in others, made a fine contribution to the following:

Junior Red Cross - All schools contributed art projects to the Junior Red Cross for distribution to local and veteran's hospitals. These were holiday favors and menu covers, writing portfolios, wall hangings, etc., etc.

Historical Museum - Every two weeks during the year a new exhibit illustrating some phase of Wisconsin's history was furnished the children's gallery of the Historical Museum by boys and girls in the art classes of all schools.

Helen Farnsworth Mear's Contest - Again the boys and girls in our eighth grades walked off with the top city and district awards in this contest sponsored by the Federation of Women's Clubs.

Safety Poster Project - The annual contest sponsored by the Lion's Club produced more enthusiasm and original ideas than usual this year. The best posters from each junior high school art class were displayed at a luncheon of the Lion's Club and later were placed on display in store windows. They will be posted in schools for the teaching of safety. The $200 in money furnished by the club bought 140 prizes which consisted of the following art materials: 28 each of oil painting sets, textile painting sets, sketche sets, tempera sets, color pencil sets with sketch pads.

The Salon of School Art - This annual exhibition on display the first three weeks of May in the City Library Gallery is sponsored by the Madison Art Association. Through the generosity of Mrs. Joseph C. Ford

the association increased their cash awards this year to $75. John Steuart Curry had judged it with understanding for so many years that it seemed difficult to replace him. However, we do feel that Fred Logan and Alfred Sessler of the University Art Education Department did a very creditable judging this year. We quote a paragraph from the statement they issued regarding this exhibit. "One of the noticeable trends in this year's professional exhibitions has been the stress put by the juries upon the advance-guard approach to painting in technical values somewhat at the expense of a full range of expression. The exhibition of Madison School Arts at the public library shows a delightful concern among all ages of children for the thing that they have to say in their class room art activity. This does not imply that the art teachers of the Madison schools are not aware of and interested in valuable contemporary trends in the arts, nor that they fail to make those values effective in their teaching."

Additional Awards - Other awards were won by students whose work was entered in State and National contests, such as the Milwaukee Journal Calendar, the National Scholastic and the Michael Dowling contest for the Easter Seal Design.

"Does the room in which I teach tend to make beauty a part of everyday living?" is a question each teacher is asked to consider in Bulletin #9 called "Art in the Total School Program," issued from the office of the State Superintendent of Schools. It has long been our conviction that the early training of the child's sensitivity to beauty will bring him lasting satisfaction. With cleanliness, order and pleasing color a basis for this, the interior of our school buildings for sometime have failed to contribute the desired background. The interior decorating of Central, Franklin, Marquette and Washington Schools this year has accomplished much toward this end. There has been a noticable lift in the morale in these schools as well as a justifiable pride in the cleanliness and a new awareness to good housekeeping habits. There also has been a delightful reaction to the variety and combination of colors used and much interested discussion on the merits of one color scheme over another. "Why, it is just like home" said a little girl in the first grade at Franklin School to Mr. Schenk when he asked how they liked their newly painted room.

We hope this adventure in paint, even if many did look down their noses at it in the beginning, will open the way for the continuation of the program to other schools so sadly in need of clean, cheerful walls. Again, let us hope the procedure so well worked out by Mr. Falk will be followed, namely: a school committee composed of teachers and principal to work with a general committee and the board of education committee. The general committee included the superintendent, the supervisor of buildings and grounds and the supervisor of art, the latter as color consultant. We have learned by experience that this imposes extra work but the results are worth it and we welcome it.

Respectfully submitted,

LUCY IRENE BUCK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD STUDY & SERVICE

Presented to the Board of Education
by the Director
CARL H. WALLER
June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-1947
Department of Child Study & Service

A year ago it appeared that the need for guidance services peculiar to youth living in a world at war, would decrease. This has been the case. Certain of the emotionally based problems common to children the past few years have decreased materially. There is considerable evidence to indicate that parents, youth, and employers have become convinced that diagnostic tests and human evaluation studies, used successfully by the Armed Forces and industry during the war years, have merit. The demand for individual study of children in order to plan more wisely for educational and future work experiences continues to increase.

The addition of part time counselors on the high school level has made it possible to render more guidance services to older youth and has tended to relieve the department of some routine diagnostic testing and counseling. As a result those children served in the department have been studied more intensively and continuously. Children "screened" by school counselors and teachers have been tested and counseled over a period of the entire year. The operation of such a plan is feasible as children with severe adjustment problems require continual assistance. It has also been possible to provide more time for work with parents and representatives of local agencies.

Appreciation is expressed to principals, teachers, and agencies for their understanding and cooperation. The cooperation of all concerned is imperative in working with the adjustment problems experienced by children.

Guidance Services on the Secondary Level

High School Credit for Returning Veterans: Through action of the board of education this department accepted the invitation of the state department of public instruction and the American Council on Education to become one of the certified state veteran testing centers. This past year 180 veterans, mostly Madison boys who had interrupted their education to join the Armed Forces, were given 765 of the USAFI General Educational Development tests for the purpose of determining their eligibility for high school diplomas. During the school year 1945-1946 90 veterans were tested. High school principals made recommendations to the superintendent of schools and the board of education on the basis of test results. In the instance of each veteran the director of the department gave an interpretation and counsel to the veteran in order to assist him in making future educational and vocational plans. Close cooperation with veterans' agencies, the vocational school and the University of Wisconsin was maintained in carrying on the veterans testing plan.

Work Credit Experience: The appointment of Mr. Lloyd Benson as full time work experience coordinator has made it possible to place the program on a firmer basis. It has been the aim of the plan to give selected older high school youth worth-while vocational experience. It appears that local employers are in accord with the plan and that such a plan has a definite place in the school program as a means of giving young adults pre-vocational training which enables them to understand the value of real work. The purposes of the plan have been defined and accepted by employers and school administrators to provide as follows:

1. Work of educational value for the pupil.
2. A work environment which is healthful and educationally sound.
3. Conditions of work that are similar to those required on a regular job, i.e. definite hours, punctuality, responsibility, reliability, etc.
4. Realistic contact with and appreciation for the economic world.
5. Experience in working with others on the job.
6. Intimate contact with a selected type of work for exploratory or tryout purposes.
7. Means of correlating work and school, including emphasis on the vocational value of school work.
8. A transition between school and work.
9. Integration of the business and industrial life of the community with the educational program.
10. Job-minded youths below the age of eighteen with satisfying contacts with jobs.

It is hoped that through the cooperation of the work experience advisory committee an occupational survey of Madison's industrial and business concerns can be initiated next year, that the schools can further clarify the value of various types of work experience and that eventually curriculum changes may result from information gained by evaluation of specific work experience.

It appears that jobs available to high school youth will continue to decrease and that the work experience plan will provide some assurance that young people who desire to work will secure aid in getting jobs in keeping with their needs. The U.S.E.S. office continues to register youth who desire to work. Appreciation for cooperation of the U.S.E.S. office with the work coordinator and the high school guidance counselors is expressed.

Study of Severe Adjustment Problems: Guidance counselors, teachers, parents and agency representatives have requested intensive clinical study of 197 high school boys and girls this past year. Such study through the use of case histories, has been characterized by more thorough follow-up than at any previous time. It has been common procedure to meet students and their parents each week for a period of months. Results of continual contact have been gratifying. Parents in numerous instances have asked for help in meeting the developmental problems of their adolescent children and have expressed appreciation for specific advice and assistance.

Individual and Group Diagnostic Testing and Counsel: Secondary school pupils seem to be increasingly concerned about "knowing themselves better". They desire information about their aptitudes and abilities, their personal characteristics and social attributes as these factors relate to their school and future vocational experience. The provision of more personnel to test and counsel has been significantly worth while as evidenced by the increased number of individual evaluations made in each high school. It is felt that increasing such service next year is a step in the right direction, as aiding pupils to know their strengths and weaknesses will make for better selection of programs and future life work plans and prevent early drop-outs and frustration which frequently accompany unwise choices of educational experience.

Diagnostic Testing Experiment at Central High School: The experimental program started last year has continued on all grade levels. Results of tests administered and counsel given individual pupils have been used in programming and in teacher conferences aimed to give teachers more information about each pupil.

A teacher guidance committee of six on the junior high school level has worked out a study habits inventory and an interest and experience inventory for use in the school. The plan appears to have merit in building pupil and school morale and in assisting teachers and parents to observe individual differences.

Guidance Services on the Elementary Level

Aids to Pupil Placement: The plan begun in 1942 to test and counsel pupils who entered our school system for the first time, has continued. The past year 430 children new to the system were tested for placement at the request of principals and teachers. Last year 480 pupils were served, which may indicate that there is less mobility in population than during the war years. The plan is worth while because it assists the school to determine the proper grade placement and the type of past experience the entering pupil has had.

The plan of assigning staff members to specific elementary schools where speech correction, testing and counsel with pupils and teachers can be combined, seems effective. In this way adjustment teachers become a part of each school staff, and get to know the specific problems of children and families over prolonged periods. The cooperation of teachers and principals with department staff members has been gratifying. There appears to be need to provide more adjustment and testing service so that the speech correction program will not be interrupted as it is now at certain periods when mental, audiometric and visual testing is scheduled.

Study of Adjustment Problems: Clinical study of 179 pupils was requested by teachers, principals, parents and workers of social and legal agencies. Of this number two children were referred to the Department of Neurology and Psychiatry at Wisconsin General Hospital and twelve cases were referred for study to the Community Mental Health Clinic. While intensive study of limited numbers of children is most time consuming, such procedure is necessary in order to assist maladjusted children to make adequate adjustment at an early age. Work with children frequently resolves itself into work with their parents. Environmental therapy produces desirable results in the instance of many children of elementary school age. The interest and cooperation of teachers in dealing with such cases is appreciated.

In order to stress prevention of maladjustment it seems desirable to be on the lookout for early symptoms of unsatisfactory personality development both in and out of school. Some information on types of overt behavior indicative of poor adjustment has been given to teachers. More of such materials for parents and teachers is being prepared.

Emerson, Dudgeon, Lowell and Washington schools were used experimentally to determine the usefulness of a personality test with 5th grade children. Results of these inventories indicate that it is possible in many instances to determine emotional attitudes and home adjustment problems which exist in inhibited forms. Meetings with teachers and principals in these schools indicate a desire to use such tests to augment information secured on children through observation and parent contact. The teachers are to be commended on their interest and use of these test results in working with pupils who evidenced problems.

There continues to be need expressed by principals and teachers for more special provision for children who have specific educational disabilities, as well as for

those who are extremely accelerated. It might be well to consider remedial and accelerated classes on an experimental basis in order to determine more adequately what special provision for deviated children could accomplish.

Testing Service

Statistics on Tests Administered:

Intelligence tests		3,535
Group Pintner-Cunningham tests to all kindergartners	1,055	
Group Pintner-Durost to all 3d graders (reading content)	752	
Group Pintner-Durost (picture content) to some 3d graders	110	
Group California Mental Maturity tests to all 6th graders and one 8th grade	710	
Group Pintner-Cunningham tests to 1st, 2d, and 3d graders as basis for placement	224	
Group California Mental Maturity tests to 1st, 2d, and 3d graders	55	
Group Henmon-Nelson tests to 4th, 5th, and 6th graders as basis for placement	186	
Group California Mental Maturity tests to 4th, 5th, and 6th graders	88	
Individual Binet tests	355	
Educational achievement tests		238
Rorschach Association tests (individual)		10
Specialized tests		542
USAFI General Educational Development tests to 180 veterans		765

Mental Tests: Effort has been made this past year to make interpretations of the meaning--particularly constancy and fluctuation--of intelligence as measured by tests. Study of individual cases where discrepancies between test scores or scores against other criteria of mental ability have been made and have been helpful. It seems desirable to continue this procedure annually with teachers in bulletins and group conferences.

The possibility of using the California Mental Maturity test in 3d grade in place of the Pintner-Durost will receive consideration with principals and teachers. There may be real advantage in using a test which derives language and non-language as well as total mental factor intelligence measures. It is recommended that the California Mental Maturity test be used experimentally in three or four elementary schools next year.

Additional specialized tests of aptitudes and abilities have been added. It is to be anticipated that as such tests become better standardized more will be used, particularly on the high school level. As in the past, the results of batteries of tests have been used along with all other data available in order to assist boys and girls to know their strengths and weaknesses better.

The specialized diagnostic tests used in the department this year are:

Alice and Jerry Reading Readiness test
American Pseudo Isochromatic Color Perception test
Bennett Mechanical Comprehension test
Bell Adjustment Inventory
Brown's Personality Inventory
California Capacity Questionnaire
California Personality tests
Cardell & Gilbert's Clerical Competence test
Chicago Test of Clerical Promise
Cornell Cox Performance Ability Scale
E.R.C. Stenographic test
Gates Reading tests
Gray Oral Reading Paragraphs
Haggerty-Olson Behavior Rating Scale
Inventory of Factors, STDCR
Iowa Algebra Aptitude test
Iowa Silent Reading test
Kent-Shakow Form Board
Kuder Preference Record
Los Angeles Diagnostic Arithmetic test
Meier Art Judgment test
Mental Health Analysis, Thorpe & Clark
Minnesota Assembly test
Minnesota Multiphasic test
Minnesota Paper Form Board
Minnesota Vocational Test for Clerical Workers
Nursing Aptitude test, Moss & Hunt
Occupational Interest Inventory, Lee & Thorpe
Orleans Geometry Prognostic test
Pintner Aspects of Personality test
Prognostic Test of Mechanical Abilities
Purdue Pegboard
Rogers Personality test
Rorschach Association test
Social Intelligence test, George Washington University series
Stanford Scientific Aptitude test
Strong's Vocational Interest Blank for Men
Strong's Vocational Interest Blank for Women
Symond's Foreign Language Aptitude test
Turse Shorthand Aptitude test
Vineland Social Maturity Scale
Washburne Social Adjustment Inventory
Wechsler-Bellevue Scale
Wrenn Study Habits
Various educational aptitude tests

Other Services

Community Union Campership: For the fifth consecutive year this department has assisted in making arrangements for camperships in cooperation with the Community Union and the schools. Principals, teachers, and guidance workers made recommendations for free camperships after consideration was given to children whom it was felt could profit by a two week camp experience. It was possible to certify 147 children of those recommended. The Community Union Chest is to be commended upon making such plans possible and in providing a record of the experiences of each child during the camping period.

Participation in Parent-Teacher Activity: Members of the department have participated in many P.T.A. programs in the elementary and high schools. Small home study groups have been functioning in some districts. Because parents need help in dealing with the developmental problems of children at all age levels it is felt this is an important service and that it should be expanded next year. As chairman of the Parent Education section of the Wisconsin Parent-Teacher Congress the director of the department has made an effort to stimulate the organization to provide more parent education. A resolution was submitted and approved calling for the "development of parent aid" materials for parents of pre-school children.

Cooperation with Social and Legal Agencies: In instances where city, county and state agencies have been concerned with school children and their families, the department acts as representative of the schools. The mutual benefits derived through giving and getting information from various agencies such as the pension, city relief, and probation departments, Family Service, and state welfare agencies is evident. Gratitude is expressed for the friendly relations and fine cooperation received from all agencies.

Nursery School: One nursery school sponsored by the board of education and subsidized from city relief funds is in operation. Certification of children is a responsibility of the relief department. Changes which are taking place in policy regarding child care services make it difficult to report on the present and future status of the services. It appears the services will terminate in the near future and that the schools as presently operated would more appropriately be sponsored by a welfare agency.

Special Education
(Written by Mrs. Helen Holcombe)

Orthopedic Classes: The number of children regularly enrolled in the orthopedic school this year was as follows: primary section-21, intermediate section-17, advanced section-17. The types of cases served were:

Poliomyelitis	44
Cerebral palsy	34
Perthes hip joint disease	5
Infectious joint (tubercular)	4
Cardiac cases	3
Muscular dystrophy	2
Nerve injury	2
Amputation	2
Paralyzed rectum	1
Encephalitis	1
Epilepsy	1
Arthrogryposis	1
Transverse lesion spinal cord	1
Klippel Feil Syndrome	1
Club feet, cleft palate	1
Obstetrical paralysis	1
Fracture	1

An examination of the types of cases served suggests the numerous problems presented in providing educational experience for physically handicapped children. Multiple disabilities are common. In addition to some children who are unable

to walk, a few who are unable to sit erect or to express themselves verbally or to coordinate their arms and hands, numbers of the children have developed psychological and social characteristics which demand the teacher's consideration at all times. Education comes after physical needs are cared for so the effort to reach standard educational goals is further complicated in specific cases.

Physical therapy services were provided to the largest number of children ever enrolled in the school due to the severe poliomyelitis epidemic in Dane and surrounding counties. A greater than ordinary number of early school age and some pre-school age children demanding longer and more frequent treatments, made the addition of another physical therapist desirable. With the addition of a physical therapist it was possible to provide more service to children and their parents in the form of home visits, instruction to parents on treatment and care, and in some instances treatment in the homes.

It seems desirable to explore possibilities for further physical therapy service outside the school proper in order to meet needs of disabled children in stages where school attendance is not feasible. Consideration of problems relative to coordination with hospital staffs, county and city nurses, medical officers and social caseworkers seems a desirable preliminary to establishing a physical therapy service which reaches beyond the school. Cooperation of various agencies concerned and demand for visiting physical therapy services seems imperative before such a field work plan can become functional. There is need for three physical therapists if the field work plan is to be attempted.

For the third year medical examinations were made at the orthopedic school by physicians from the Wisconsin General Hospital and a local orthopedist whose services are gratis. This plan appears most satisfactory as it saves time for the examiners and school staff members and provides an opportunity for parents and physical therapists to get valuable information from the examining physician.

Noon recreation activities were again directed by University of Wisconsin students from the department of education under the supervision of the orthopedic school staff. The plan tried this year of having the students serve on alternate days presented some difficulties. It was not possible under this plan to provide the same continuity or to offer supervision as adequately. It would appear desirable to have the students work on consecutive days as was done in past years.

The orthopedic department is available at all times to professional visitors. Groups this year included a series of university students taking education courses under Dr. Perry, and students in physical education under Dr. Francis, public health nurses in training at the medical school, and externes affiliated with the Madison Board of Health. These groups come for observation and to secure information on the work being done.

Gratitude is expressed to the many welfare and lay organizations which have contributed to the provision of medical, orthopedic, educational, and social care of the children. In particular the following organizations have assisted:

The Madison Board of Health and staff
Dane County and other county nurses
Visiting Nurse Association
High School guidance directors
State Department of Vocational Rehabilitation
Wisconsin Association for the Disabled

Revolving Brace Loan Fund
Dane County and other county chapters of the
National Foundation for Infantile Paralysis
Roundy's Fun Fund
Shriners, local and Chicago
Madison Council of Jewish Womens' organization
The Scouts
Good Neighbor Club of WLS
Ladies of Knights of Pythias
Volunteer workers from university education classes

The speech reeducation program for spastics which has been in operation for five years on an experimental basis appears to have been worth while and merits continuation. This year sixteen children received speech help. The therapy consists of: relaxation, breathing exercises, tongue exercises, many of which still must be done passively--i.e. with the teacher moving the child's tongue, vowel and consonant drill using nonsense syllables in time to the metronome, rhythm drill, word and sentence practice, and conversation. Special emphasis is given during each class period to one particular problem, whether it be one of relaxation, breathing, tongue or lip movement, or one of rhythm.

Improvement is very slow, but over the period of a year it is noticeable. Some of the "non-speaking" children are now able to produce more sounds which they may later use in speech. Others have improved in breath control, vocal quality, rate, pitch, and sound production because of more agile tongues. New words have been added to the vocabularies of those afflicted with aphasia as well as with spastic paralysis. Teachers' and parents' observations, as well as the opinion of the speech therapist, are used in determining improvement. Records of voices made in the fall and again in the spring give only slight indication of the progress made since the children are always more tense when making records.

Each spastically paralyzed child was given a thorough neurological examination by Dr. Masten, neuro-psychiatrist at the Wisconsin General Hospital. This examination included diagnosis, prognosis and recommendations. Several of the children were given psychometric tests as part of the examination. At least once a year and usually twice a conference is held with Dr. Masten and Dr. West, professor of speech pathology at the University of Wisconsin. This is a check-up time when recommendations for treatment are changed if it seems advisable. Orthopedic examinations are performed twice a year by orthopedic specialists from the Wisconsin General Hospital.

During the conversational period the talk often drifts to hobbies, interests, and possible vocations. Some of the unattainable goals which children who are unaware of their own limitations set for themselves are pathetic. An effort is made in the speech class to direct interests and hobbies along lines which the child can follow. The ability to laugh, particularly at themselves, is a noticeable characteristic. T.P. can pick himself up after his frequent falls, grin, and begin again. The inability to control emotion is another. A.H. cried for three days straight when his father went to the hospital.

Many of the authorities in the field of cerebral palsy believe that speech training is one of the most important types of therapy offered to spastic children. The speech correctionist believes this is true. What is the use of spending so much time on locomotion--arms and legs--if, after arriving at a place, one is unable to express one's thoughts and feelings? Besides the actual improvement in speech, the

opportunity just to "talk" in speech class, and the assurance that here they will be listened to, help in building self-confidence.

According to the last school census there are no children whose non-attendance was caused by a severe speech handicap.

School for the Deaf: There were twenty-five children enrolled in the day school for the deaf this year, twenty-one of them full time, three from East High School for lip reading and special help, and one 6th grader who is able to carry on in a regular classroom with the use of a hearing aid but who comes to the department for speech and spelling. Pupils have attended regular classes for cooking, sewing, and gym and a few have gone to reading and arithmetic classes in a regular grade. One seventeen year old attended Vocational School four afternoons a week.

The aim, as always, in this department is to work for more and better speech, understanding of language, number concepts and mastery of academic subjects. Part of the teacher's work is to try to prevent personality defects so common among those deprived of their hearing. These children must learn to listen to others, take turns, enjoy people, to realize their strengths and weaknesses and to develop recreational skills.

Some of the activities in which the deaf children participated were: packing boxes for European children through the Junior Red Cross, collecting for the school scrap drive, helping to clean the school garden and to plant seeds, planning and making decorations for tables in the dining room for special occasions.

A detailed list of techniques used and projects completed in the department is available in the Department of Child Study & Service but seems too long for inclusion in this report.

The children were most enthusiastic about their experiences with the typewriters. Two machines were continued in daily use in the room for older children. Written language and spelling were stimulated and improved as a result of their use, and the neat appearance of papers was a matter of pride to them.

The department was fortunate this year to have a university student who was hard-of-hearing and wore a hearing aid, come two afternoons a week to teach art and crafts. This is the first time that these deaf children have had an opportunity to work in this field under a trained person. A variety of experiences was presented including finger-painting, clay modeling, painting, sketching and weaving, and it is hoped such a program can be continued next year.

Visual aids were used wherever possible in all of the rooms, since so much of a deaf child's learning must take place through the eyes instead of the ears.

Trips were taken to the zoo, florist, greenhouse, bakery and postoffice. These actual experiences as well as the movies seen are extremely helpful in stimulating oral language and developing vocabulary.

A matter of considerable concern regarding the older pupils is the difficulty with which they can be absorbed into vocations. The two oldest boys in the group have been waiting for over a year for openings in barbering school and an apprenticeship in printing. It is hoped that Miss Husting, the new rehabilitation worker for Dane County, will be able to work plans for special training for pupils leaving the school for the deaf when they seem to be employable material.

Classes for the Mentally Retarded: The basic philosophy underlying the education of retarded children is no different from that recognized for all children, the fundamental aim being to teach children to live wisely and well in the environment in which they find themselves. Curriculum adjustment made for mentally retarded children requires emphasis on:

1. Approach to learning in keeping with the capacities, limitations and interests of each child.
2. Education for some participation in work of the world.
3. Wholesome social experiences.

Using these principles, specific objectives should be simple and practical, always keeping in mind the limited sphere of activities which retarded children will experience in adult life.

With the youngest children--the primary group, a wealth of picture and game material was used to give a background of meaning necessary for reading readiness. Several art students from Education 73 at the University made valuable contributions in preparing material. The program centers around units closely related to the children's meager experience. Some of the new games prepared were:

1. Dolls and doll's wardrobe: directions on dressing, language vocabulary growth, color, number and size concepts.
2. Pictures of houses: requires keen observation of details in picture; emphasis on a season--what season? why? what things do you see in the picture that you do not have at this time of the year?
3. Clothes line: dresses, coats, etc; directions given--middle, end, beginning.
4. Season wheel: three wheels; turn so that all pictures of seasons match; discuss pictures and identify as to season.
5. Electrical devices: large pictures; identify whole and parts; use of much conversation; personal.
6. Holiday pictures: what belongs to Christmas, Thanksgiving, etc.
7. Santa Claus bag: make attractive toys for the bag; children take out a toy and describe.
8. Valentine game: child makes own valentine and describes color, size, left, right, number, top, bottom, middle.
9. Patterns of different size rabbits; match pattern to outline on big card; note size, number, color, detail.
10. Picture sequence: large attractive pictures of Peter Rabbit; arrange in story sequence; what is necessary? to what story does it belong?
11. Visual absurdities: pictures of animals; use different heads; see if children can detect absurdity; to what animal does the head belong?

All but three of the children in the primary group showed a readiness to read by the close of the school year.

In the intermediate rooms the major emphasis in academic subjects was on reading, spelling, writing and arithmetic. Much of the work in reading was individual, as one group reported eight reading levels. Vocabulary games, word bingo, blackboard drill, phonics drills, all were used.

Health, safety, courtesy and other aspects of good citizenship were stressed, the lunch period being a concrete situation where social skills may be demonstrated.

Radio programs and visual aids were used to good advantage in these rooms.

A good visual education program has been developed for the advanced boys' groups. An average of thirty minutes each day has been devoted to films, selected as nearly as possible to supplement units being studied. Preparation was given before the film was seen and follow-up given later. They covered many areas including science, history, travel, vocational guidance and general information. It is felt that when follow-up is satisfactory this time is well spent as it brings to the boys material within their understanding but in most cases beyond their reading level.

A university music major came twice a week to teach singing and the boys enjoyed this a great deal. The usual shop program was continued and the younger of the boys' groups arranged an exhibit of articles made. It is the teachers' feeling that considerable repair to tools is imperative and the purchase of some new equipment strongly advisable if the program is to be effective.

The boys in the two advanced sections were entertained this year at a Christmas party given for them at the Nakoma Club by the Madison Association of Accident and Health Underwriters. The boys and the schools are appreciative of the time and effort contributed by these insurance men.

In the advanced girls' group units were covered on good citizenship, children of other lands, birds and flowers, correlation being made with work in reading, language, spelling, and social studies. If at all possible a program is to be arranged so that these girls may have some experience with cooking. Typewriters were used by the girls with much enthusiasm and two are being requisitioned for the room for next year.

Some changes were made this year in the testing program for the mentally retarded. Since the primary group has little academic skill, the use of the Alice & Jerry reading readiness test, the Gates word and sentence meaning tests, and the Vineland Social Maturity scale was continued.

For the intermediate and advanced groups it was felt some change was needed in order to get a more diagnostic picture of strengths and weaknesses in the basic subjects. Miss Leary was consulted and upon her recommendation it was decided to use the Gray Oral Reading test, the Los Angeles Fundamentals of Arithmetic test, and the Ayres Buckingham Spelling Scale.

The reading test shows the type of reading error most common in oral work--mispronouncing, adding or omitting of letters, skipping words. The arithmetic test points out the difference in achievement in the areas of adding, subtraction, multiplication and division.

These tests were given first in October and upon the results, together with evidence in daily work and teacher opinions, the grade level at which the child could work in each subject was determined, so helping the grouping of children.

A departure was made from the traditional use of the report card. At the first marking period a letter preceded the issuance of the cards and was sent by mail to the home. It explained that the child's functioning level in each area was a certain grade and that his work was considered satisfactory if he continued to show improvement from this point and if he put forth the effort of which he was apparently capable. He was not to be graded against standards for normal children. These letters also pointed out work habits, general attitudes, and the social adjustment of the children. They were the result of careful consideration and

took much time to prepare, but were felt to be very worth while. A few parents expressed appreciation for them. Report cards were then sent at regular marking periods until testing was repeated in May when another letter was sent to indicate the amount of growth during the school year.

The main objection expressed by the teachers to this program is that the Gray Oral Reading test does not check reading comprehension. There are some children who are fluent readers but who seem not to comprehend what they are reading and an oral test gives a distorted picture of their actual ability.

Sight-Saving Class: The purpose of the sight-saving room is to keep the child with impaired vision in a regular school system but to give him highly favorable conditions and at the same time teach him how to conserve his sight.

Sixteen children were enrolled in this class at the close of the year, some of them entering the class after the year was well started. The age range was from six to fifteen and the grade range from one to seven. This is a larger group than has usually been enrolled but even so, it seems a small number to represent the visually handicapped of an area the size of Madison and surrounding territory. Some ophthalmologists have shown increased interest and confidence in the work of the class this year and their cooperation in recommending cases has been very much appreciated.

It is felt that teachers can aid in the prevention program by being alert to indications of eye difficulty. Some of the more obvious symptoms are: missing words in reading, skipping lines, holding objects at unusual angles and distances, red, watery, inflamed eyeballs or encrusted eyelids, unusual dilation of the pupil, frowning and blinking, headache and nausea.

An experiment was tried in the first grades of two schools--Lowell and Dudgeon--using the Eames test, a simple screening device to locate pupils who need further visual examination. It was found to be too great a task for one person and it is recommended that a set of Eames cards be obtained by each school and used by the first and second grade classroom teachers. Children who fail this test can be examined by use of the Betts Telebinocular test by a member of the Child Study & Service Department.

The Betts Telebinocular test has been used with a large number of pupils this year in an effort to identify cases of visual difficulty which cannot be determined by the Snellen chart used routinely in the schools. This test was explained at a meeting to which all school nurses were invited, and they in turn agreed to follow up with referral to an ophthalmologist the cases which need medical attention.

This year the children in the sight-saving room have enjoyed a Talking Book acquired from the Library of Congress free of charge. Records are made available from the record library of the School for the Visually Handicapped at Janesville. With this equipment the children can gain knowledge of and appreciation for the world's literature with no strain on the eyes. Material for social studies is also available in record form.

A gift of $65 from the Delta Gamma Alumnae group was given for the purchase of special equipment of our choice. The schools are very grateful for the interest shown as well as for the money contributed.

The classroom teacher feels that a dictaphone is urgently needed. By its use records of assignments and material which would otherwise have to be read aloud

by the teacher could be memorized in advance and listened to by the pupils as they fit into each one's study program.

Speech Corrections: Special classes, twenty to thirty minutes in length, have been functioning in all elementary and high schools for children with speech defects. A total of 462 have been included for help. The number per grade is as follows:

Kindergarten	11	7th grade	11
1st grade	167	8th grade	7
2d grade	97	9th grade	13
3d grade	59	10th grade	8
4th grade	27	11th grade	4
5th grade	25	12th grade	6
6th grade	22	Remedial	2

Of these cases 41% were corrected and dismissed by the end of the year. It has been suggested that the speech therapist try to get some more objective means than her own judgment for determining the amount of improvement made in her speech classes during the year. Probably the best method of doing this is to make recordings of voices at the beginning and at the end of the school year. This equipment would be of value to the workers without doubt.

Audiometric Testing: For the second year assistance was obtained from outside the department for the group hearing tests. Mrs. Thomas Stavrum took charge of this work, worked with the speech correctionist in each school, and proved efficient and thorough. There was good cooperation from the school nurses in following through on cases referred for medical attention.

A machine with 40 head phones was purchased for the department this year. Testing was done in all the 3d, 6th, and 9th grades, and may be summarized as follows:

2,253 children were given group hearing tests
402 children were retested with an individual audiometric test because in their cases the group test indicated hearing below the normal
36 children were recommended, on the basis of test results, for medical attention
5 children had such serious hearing losses as to require speech reading

Attendance, Home Visitation, and Census
(Written by Wilbur N. McDaniels)

Attendance and Home Visitation: The attendance and home visitation workers, in reviewing the 1946-1947 school year, would like to express appreciation for the fine cooperation and support of their colleagues in the various schools with whom they worked. It was only through such "working together" that in many cases much was accomplished in interpreting the school to the home and in turn the home to the school. This liaison service between the home and the school aims at bringing out a more complete understanding of the child and his problems and offers additional opportunities to work out satisfactory adjustment.

In order to maintain a closer contact with all the schools in the system it was decided at the start of the school that periodic calls would be made at each elementary school in addition to the daily contacts for each high school. These elementary school contacts were to be made in addition to their requested use of

the department's services. It was felt that this method would encourage the utilization of services by those schools that made relatively few requests. During the year progress was made in that direction and additional efforts for the coming school year are being planned.

Regular contacts were maintained throughout the school year with many of the community agencies concerned with young people. A fine working relationship has been established and makes possible a more complete approach on problems which cross over school lines. Since this is true in practically all of the more serious cases, the importance of all community services to be working together cannot be overestimated. Those groups worked with most frequently are the Board of Health, Juvenile Probation departments, Family Service, the Police department, Relief department, Pension department, and the Juvenile Court. Other agencies are worked with less frequently and as specific occasions arise which they are especially equipped to handle.

Finally, the attendance and home visitation workers would be amiss if they did not acknowledge the valuable assistance and advice given them by the other workers in the Department of Child Study & Service. The helpful teamwork and high morale makes working in this group a most satisfactory experience.

The summary of work carried on by the three attendance and home visitation workers is as follows:

Home calls	2,989
Investigations	206
Calls at schools	1,370
Census calls	15
Unclaimed programs	103
Total	4,683

The number of home calls for the 1946-1947 school year is a decrease from the previous year's total. One reason for this decrease is that workers were not sent out as often on calls involving health reasons for non-attendance. This was accomplished by the two services, attendance and health, working more closely together and by the school's better understanding of what each service could do.

More complete screening or selectivity by the schools accounted for fewer referrals in certain instances, such being the case with the Vocational School. A drop in the number of Vocational School referrals took place but the seriousness of those referred took nearly as much time and attention as a larger number did the year before.

Work such as the arranging and supervising of boarding home children done by one of the workers, contacts with social agencies to secure assistance for children, and the supervision and preparation of the school census job is not included in the call totals. However, this work is also carried on by the three members of the attendance and home visitation staff.

The home calls may be examined further by the per cent of use by the following divisions:

Elementary schools	8%
Junior high schools	48%
Senior high schools	34%
Parochial schools	1%
Vocational school	9%

The most important shift occurred in the rise of use by the senior high schools of the services of this division. This increase was 9%, junior high use decreased 5% and vocational school use dropped 3%.

Census: The annual enumeration of the child population of the City of Madison was recently completed by a staff of twenty-five workers. The work was checked and data prepared which is presented in chart form.

The following conclusions are suggested by the school census data ending June 30, 1947:

1. The total child population for 1947 shows a 2% increase over the 1946 total.

2. The 2% increase in total child population is the result of an unusually large number of births during this census year rather than gains in all age categories.

3. The school age population for 1947 shows a decrease of 1.7%. Six school areas showed decreases ranging down to 5% in the Washington and Longfellow areas, five school areas remained about the same, and two school areas recorded increases.

4. The preschool population for 1947 jumped over 14% above the 1946 total. This increase was solely caused by the large birth total as the other age totals in this group remained comparatively constant. All twelve school areas showed increases with gains of 20% in Randall and Franklin areas, 19% in Washington and Sherman areas, and 18% in Longfellow area. The remaining areas had increases of 5% or better.

5. The number of births for the year ending June 30, 1947 is the largest ever recorded by a Madison school census. It is 57% above the total recorded for 1946 and 225% over the total of 884 shown on the 1940 census figures.

6. The total school enrollments as of June 1947 show a decrease of 2%, while the actual enrollment shows a drop of 1.7%. The total enrollment figures show three elementary schools increased, four remained about the same, and five decreased. Two junior-senior high schools made slight increases and one showed a decrease.

The following comparative charts are included:

Chart I Summary of Census Returns

Chart II Age Group Totals Birth through Twenty Years

Chart III Comparison of Child Population Totals by Age Groups for June 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946 and 1947

Chart IV Percentages of Census Increases and Decreases since 1916

Chart V Comparison of Child Population by School Districts 1947 and 1946

Chart VI Comparison of Actual and Total Enrollments 1947 and 1946

Chart I

Summary of Census Returns for the Year Ending June 30, 1947

School Districts	Age Group Birth to 3 inclusive Boys	Girls	Total	Age Group 4 to 19 inclusive Boys	Girls	Total
Dudgeon	60	70	130	313	288	601
Emerson	265	282	547	791	829	1,620
Franklin	150	164	314	413	367	780
Lapham	306	294	600	741	750	1,491
Lincoln	62	67	129	132	149	281
Longfellow	272	272	544	790	815	1,605
Lowell	240	248	488	842	822	1,664
Marquette	419	367	786	948	1,022	1,970
Nakoma	47	52	99	314	291	605
Randall	361	375	736	970	1,040	2,010
Sherman	110	90	200	269	202	471
Washington	534	434	968	903	1,004	1,907
District #8	40	43	83	142	117	259
Totals	2,866	2,758	5,624	7,568	7,696	15,264

Age Group Birth to 3 - 1947 total - 5,624
1946 total - 4,929 Increase 695

Age Group 4 to 19 - 1947 total - 15,264
1946 total - 15,524 Decrease 260

Chart II

Madison Census 1947 Age Groups Birth through 20 inclusive by School Districts

School District	Age -1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Dudgeon	41	26	33	30	39	31	36	33	39	29	31	49	36	32	32	35	50	48	34	47	37	768
Emerson	185	114	125	123	124	118	117	83	96	91	95	92	86	82	96	106	112	105	102	115	96	2,263
Franklin	115	70	63	66	53	48	57	55	53	52	52	51	44	46	46	42	44	54	52	41	58	1,152
Lapham	212	136	114	138	123	101	90	82	93	93	84	79	103	84	70	78	101	104	110	96	84	2,175
Lincoln	55	24	27	23	24	20	14	12	10	15	11	11	7	10	17	13	20	21	26	50	37	447
Longfellow	184	112	116	132	103	104	118	78	102	79	95	89	91	97	77	93	95	117	128	139	146	2,295
Lowell	135	117	122	114	113	122	91	104	117	94	96	94	113	92	108	87	108	109	118	98	93	2,245
Marquette	291	196	153	146	169	156	125	114	119	114	101	114	117	104	111	104	122	141	134	125	103	2,859
Nakoma	21	26	25	27	25	32	33	33	33	40	41	40	42	45	32	42	49	34	43	41	26	730
Randall	262	160	149	165	162	112	95	121	98	112	100	122	102	107	104	136	154	151	157	177	163	2,909
Sherman	64	42	54	40	45	43	41	34	38	36	28	21	23	26	22	30	23	27	18	16	18	689
Washington	385	200	191	192	160	132	109	124	105	104	99	93	88	87	99	136	120	122	146	173	154	3,029
Dist. #8	29	19	13	22	31	24	20	15	17	12	16	19	14	9	12	15	12	13	17	13	8	350
	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023	21,911

Age Group Birth to 3 inclusive
Total 1947 - 5,624
1946 - 4,929
Increase 695

Age Group 4 to 19 inclusive
Total 1947 - 15,264
1946 - 15,524
Decrease 260

20 years
Total 1947 - 1,023
1946 - 1,046
Decrease 23

Total Increase - 412

Chart III

Comparison of Child Population Totals for June 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, and 1947 - Age Groups Birth to 20 Years Inclusive

Year	-1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075	
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722
1941	966	930	959	853	888	883	863	863	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932
1942	1108	1016	946	993	880	912	903	915	824	861	901	958	1012	994	1052	996	1108	1077	1141	1179	967
1943	1226	1139	1040	981	986	909	887	912	879	853	891	917	987	1010	1043	1041	1050	1171	1162	1138	1011
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1062	1096	1107	1084	1162	1029
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1057	1088	1095	1062	1046
1947	1979	1242	1185	1218	1171	1043	946	888	920	871	849	874	866	821	826	917	1010	1046	1085	1131	1023

Comparison of Age Group Totals

Year	Birth to 3, inclusive	4 to 19, inclusive	20 years	Totals
1939	3,563	15,728		19,291
1940	3,603	15,565	722	19,890
1941	3,708	15,458	932	20,098
1942	4,063	15,713	967	20,743
1943	4,386	15,846	1,011	21,243
1944	4,749	15,866	1,082	21,697
1945	5,126	16,012	1,029	22,167
1946	4,929	15,524	1,046	21,499
1947	5,624	15,264	1,023	21,911

Chart IV

Percentages of Census Increases and Decreases since the year 1916
Age Group 4 to 19 Inclusive

Year	Totals		Increase or Decrease in Number		Per Cent of Increase or Decrease
1915	7,868				
1916	8,461		593		7.5
1917	8,787		326		3.9
1918	8,742	Decrease	45	Decrease	.51
1919	8,753		11		.12
1920	9,164		411		4.7
1921	9,373		203		2.21
1922	9,801		428		4.6
1923	10,723		922		9.4
1924	11,402		679		6.3
1925	12,102		700		6.13
1926	12,507		405		3.34
1927	13,280		773		6.18
1928	13,884		604		4.5
1929	14,390		506		3.6
1930	14,735		345		2.39
1931	14,959		224		1.52
1932	15,366		407		2.72
1933	15,413		47		.31
1934	15,746		333		2.16
1935	16,032		286		1.82
1936	16,087		55		.34
1937	15,949	Decrease	138	Decrease	.87
1938	15,725	Decrease	221	Decrease	1.39
1939	15,728		0		0.
1940	15,565	Decrease	163	Decrease	1.04
1941	15,458	Decrease	107	Decrease	.69
1942	15,713		255		1.65
1943	15,846		133		.85
1944	15,866		20		.13
1945	16,012		146		.92
1946	15,524	Decrease	488	Decrease	3.05
1947	15,264	Decrease	260	Decrease	1.67

Chart V

Comparison of Child Population by School Districts for the Years 1946 and 1947

School District	Age Group Birth to 3, inclusive: Totals 1947	Totals 1946	(Increase or Decrease)	Age Group 4 to 19, inclusive: Totals 1947	Totals 1946	(Increase or Decrease)
Dudgeon	130	124	+6	601	622	-21
Emerson	547	500	+47	1,620	1,653	-33
Franklin	314	258	+56	780	779	+1
Lapham	600	515	+85	1,491	1,503	-12
Lincoln	129	118	+11	281	243	+38
Longfellow	544	462	+82	1,605	1,687	-82
Lovell	488	480	+8	1,664	1,721	-57
Marquette	786	710	+76	1,970	2,014	-44
Nakoma	99	94	+5	605	569	+36
Randall	736	610	+126	2,010	1,998	+12
Sherman	200	167	+33	471	475	-4
Washington	968	811	+157	1,907	2,009	-102
District #8	83	80	+3	259	251	+8
Totals	5,624	4,929	+695	15,264	15,524	-260

Chart VI

Comparison of Actual and Total Enrollment for the Years 1946 and 1947

School	Actual Enrollment (June) 1947	1946	Inc. or Dec.	Total Enrollment (June) 1947	1946	Inc. or Dec.
Dudgeon	362	334	+28	388	368	+20
Emerson	678	697	-19	728	761	-33
Franklin	393	385	+8	440	410	+30
Lapham	408	413	-5	449	463	-14
Lincoln	218	201	+17	244	250	-6
Longfellow	397	365	+32	446	401	+45
Lowell	583	597	-14	618	655	-37
Marquette	676	711	-35	734	779	-45
Nakoma	388	393	-5	406	421	-15
Randall	637	645	-8	678	730	-52
Sherman	221	210	+11	247	255	-8
Washington	499	529	-30	555	602	-47
Special	108	128	-20	125	143	-18
Deaf	25	29	-4	26	30	-4
Crippled	48	49	-1	54	54	0
Sight Saving	15	9	+6	16	10	+6
Central Junior	427	437	-10	470	491	-21
Central Senior	544	520	+24	618	592	+26
East Junior	987	985	+2	1,060	1,066	-6
East Senior	1,178	1,172	+6	1,297	1,263	+34
West Junior	597	726	-129	628	761	-133
West Senior	972	1,003	-31	1,025	1,077	-52
Totals	10,361	10,538	-177	11,252	11,582	-330

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Presented to the Board of Education
by the Principal
CHARLOTTE KOHN
June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-1947
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

This year terminates the sixteenth year for the school department in the Wisconsin Orthopedic Hospital.

Children are enrolled in this department ranging from age 6 to 20 years, and the grade range is from 1 to 12 with specials who wish coaching in a weak subject or a subject which they have missed and for which they need credit in order to graduate. It is the aim of this school to give each child rich opportunities socially, academically, and personally, while he is being physically rehabilitated. There is a determined effort on the part of all to cooperate and help the individual child toward success and happiness.

The enrollment did not differ much this year from that of last year. The grades represented covered all levels--all children required and received individual attention. More individual instruction was given this year than at any other time, partly, because of a lower enrollment, but chiefly because of more bed cases. Normal progress was made by those children who could return to their respective schools when discharged. Many of them enjoyed promotion day with their classmates.

The big problem is the child who must remain at home in bed in a cast for three or six months. Often the local school does not give the child any school work while he is at home. I hope that some day there may be a remedy for those cases.

School was in session 176 days. Our school was open in January when the Madison schools were closed because of the storm - our children are always at hand. The enrollment shows 142 original entrants - 74 boys and 68 girls. There were 52 returns; this totals 194 enrollments for the year. The picture is as follows:

Grade	Enrollment
1	13
2	16
3	12
4	24
5	12
6	6
7	14
8	10
9	12
10	11
11	3
12	4
Spec.	5
Total	142
Returns	52
Grand Total	194

When a child returns, we must coordinate the physical progress plus the home work, if there was any, and proceed from there on in order to encourage the child to continue his academic work. If the local school did not continue with the child's academic life while at home, the child becomes very discouraged and motivation in the hospital school life is difficult. Some children return once, some twice, thus the continuance of school life must be smooth.

It has been the policy of the hospital for several years to send a child home for care during his "case life" or during the interval between operations, thus, the number of returning children has increased this year.

No child who is not to be resident in the hospital for more than two weeks is enrolled in the school department. Nor is any child enrolled until he is out of the admission ward or negative cultures are reported. But, these children are given magazines and library books to read.

In a hospital school the staff does much more than teach academic subjects. The greatest noticeable achievements of an individual child while here are the development of personality, character, and abilities, both physical and mental, so that when a child leaves the hospital, he has more faith in himself and more courage to carry on.

Each year alumni return to call or send announcements of graduation to tell of their success. Many are making a living for themselves--yes, and even for a family of their own--while others are continuing their training in colleges, universities, or in a vocational school. The trained physically handicapped youth has finally come into his own and is able to show the public that he can fill a place in this world as well as a physically normal person with the same training.

Extension work for seven isolated cases was carried on from here. Those who could not attend high school took university extension high school courses and completed them with credits.

Because of the shortage of a science teacher, the sciences were not taught this year.

The "Bed Sheet", our school paper, was issued just once this year. This paper or magazine is published by the children; anyone who contributes to its contents receives a copy--some children send in material while at home in bed. We have a large exchange with other orthopedic hospitals, orthopedic day schools, and homes for handicapped children. Miss Kohn was the advisor this year.

Many visual aids are used in the classroom and at bedside. Each Tuesday Miss Gordon-Smith provides the trips and experiences through sound and silent films. The children are gathered on the sunporch in the morning for the movies, and those who cannot be moved enjoy the films in the afternoon in the wards. It may be of interest to know that we have used 127 sound films and 30 silent films and many strip films during the year. These were procured from the University Visual Department, the Conservation Department, and the Madison Visual Department. Many thanks are due to these departments for their kindnesses. Movies are of immeasurable value to handicapped children, especially in an Orthopedic Hospital.

We have a good library with a wide variety of books for reference and for leisure reading. Many books are gifts from friends. Children confined to bed are incessant readers. Through the numerous magazines and papers, the children keep abreast of the times. Current events are followed and discussed in all classes. Radio programs like "The School of the Air" and others are regularly listened to and used in class work later. We were fortunate to have Ranger Mac visit us in person and talk to the assembled children one day. They were thrilled to see him "in the flesh" after listening to him for several years.

All in all, the children here live a full life--with operations, physical therapy treatments, occupational therapy, school work, letter writing, movies, leisure time reading, and play. They readily learn to adjust themselves socially and individually. They develop faith in themselves, as well as in others and a courage to carry on to success.

School closed with the annual picnic in the hospital yard with colored balloons and a delicious picnic lunch with games before and after.

This report could not be concluded without grateful recognition to the hospital staff; Dr. Coon for his interest and cooperation; to Supt. Falk and Dr. Waller for support in our efforts; to the friends and organizations who have given us books, magazines, toys, favors and pictures; to the Madison teachers and principals for their friendliness; to the Wisconsin Assn. for the Disabled for two radios; to the Dane County unit for the Disabled for a phonograph; to the many teachers and administrators throughout the state for their cooperation; and to everyone who helps make the school department at the Orthopedic Hospital a pleasant place to work.

The teachers here are affiliated with the local, state, and national education associations, the local and national chapter for Exceptional Children, and to the private, county, state, and national societies for crippled children. The teachers are also active in local civic organizations.

Respectfully submitted,

CHARLOTTE KOHN

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Consultant
BERNICE E. LEARY

June 1947

THE MADISON PUBLIC SCHOOIS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946-1947
CURRICULUM DEPARTMENT

I. CHANGES IN PRACTICE

Some modification of practice was instituted this year for determining curriculum changes for the Madison Public Schools. In the first place, we affiliated with the State Curriculum Program in order to share in both the labor and the profit of that larger undertaking. Second, we organized a Curriculum Planning Council (see Bulletin No. 34), made up of one teacher-representative from each school, and one principal-representative from each level -- elementary school, junior high school, and senior high school. This Council has a number of functions: (1) to bring together curriculum problems that the various schools have in common; (2) to coordinate curriculum activity among schools, not for the purpose of uniformity but for the exchange of experience and successful practice; (3) to supplement joint efforts on common problems by promoting some curriculum activity in individual schools; (4) to distribute and promote the use of curriculum materials from city or state groups; and (5) to help in planning for needed conferences on curriculum change.

Two meetings were held by the Council after its appointment in November, 1946. Our first concern was that of coming to a common understanding of the meaning of the term Curriculum, now generally defined as "the actual experiences which children undergo under the guidance of the school." By implication, the curriculum must include also all the forces and factors in school, home, and community, that influence or determine these experiences and their outcomes - skills, knowledge, attitudes, beliefs, and desires. Thus interpreted, the curriculum goes far beyond a mere course of study, which is likely to hamper, rather than help, the good teacher.

Our second objective was to reach a common agreement as to the best basis of curriculum change. This we conceived as, (1) dissatisfaction with existing conditions as felt or observed by teachers, and (2) self-set goals that teachers desire to accomplish. Our thinking was also directed to newer practices in curriculum change, which show a continuing decline in prescriptive courses of study and a growing preference for (1) teaching aids developed cooperatively; (2) bulletins that give help on specific teaching problems; (3) curriculum records of units taught successfully; (4) tentative outlines of areas to be taught at different levels and with different ability groups; (5) resource units from which teaching units may be drawn for various grade levels; and (6) brief statements of teaching policies and procedures for carrying them out. Most of these kinds of materials have been developed in some degree in Madison since 1942-1943.

At the second meeting of the Curriculum Planning Council, each member gave a report from his school of the curriculum needs felt by the teachers of that school. These suggestions classified themselves into four general categories: (1) public relations pamphlets, developed cooperatively by

committees of parents and teachers; (2) service bulletins for teachers, also developed cooperatively; (3) resource units by individual teachers; and (4) outlines to articulate work of elementary, junior-, and senior-high schools by representatives from each level. A summary of these suggestions was later made in the form of a check list which was sent to each teacher in the system to determine specifically what kinds of curriculum materials they felt are most needed in the Madison schools to bring the greatest good to the greatest number of Madison children. (See Bulletin No. 57). The compiled returns will serve as a basis for a long-time program of curriculum change.

Responses from teachers indicated that the greatest need, mentioned 616 times, is for Resource Units. A unit on "Good Manners" was requested by 95 teachers; "Care of Personal and Public Property," by 78 teachers; "Getting Along with Oneself," by 56 teachers; and Units on "Aviation," "Conservation," "The Wisconsin Centennial," "Good Listening," and other topics of personal and social value, by a smaller number of teachers. Developing Resource Units according to these expressed needs will be the first curriculum undertaking next year.

The second need in Madison schools, as defined by teachers, is for more Service Bulletins of the kind produced since 1942. A total of 466 mentions were made for Bulletins on such topics as "Adapting the School Program to Superior Pupils" (on which a beginning was made this past year), "Places to Go and Things to See In and Near Madison," "Standards for Written Work in All Subjects," "Promoting a Democratic Spirit in School," and "Helps for Pupil-Teacher Planning." To meet the need for help on these and other classroom problems, committees will begin to prepare Service Bulletins early in the fall.

II. CONTINUING PRACTICES

While investigation was being made of curriculum needs for next steps in Madison, the following activities were carried on:

1. Testing

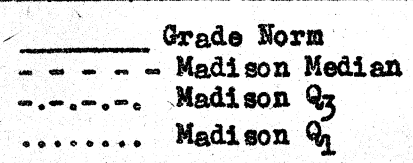
Annual achievement tests in reading were given to all pupils in Grades 2-6, and general achievement tests, to all pupils in Grades 7 and 9. Results of the testing program were presented in Bulletins Nos. 23, 24, 27, 28, 29, 30, 31, 44, and 48. The range in reading achievement by grades in school, as presented in Bulletin No. 48, is reproduced here in Table I. An examination of the table shows the number of pupils at each grade level reading above the expected grade norm, and the spread in achievement of the highest 25 per cent and the lowest 25 per cent.

2. Book Evaluation

a. Evaluation of new textbooks by committees of teachers presented a somewhat smaller task than usual, 46 new textbooks being submitted as against 57 in 1945-1946 and 80 in 1944-1945. The compiling and editing of the evaluations was done by Miss Velmer Pratt while the

TABLE I
RANGE IN READING ACHIEVEMENT
September 1946

Reading Grade	Grade in School						
	II	III	IV	V	VI	VII	IX
11.0 and over				4	30	30	220
10.5 - 11.0				2	8	42	176
10.0 - 10.5				3	9		
9.5 - 10.0					10	29	80
9.0 - 9.5				7	27	36	79
8.5 - 9.0				9	36	42	87
8.0 - 8.5				9	36	41	67
7.5 - 8.0				20	53	60	83
7.0 - 7.5		3	19	24	52	54	51
6.5 - 7.0		7	27	41	87	74	31
6.0 - 6.5		14	41	68	84	89	42
5.5 - 6.0		25	60	65	79	94	16
5.0 - 5.5	1	21	83	110	65	35	7
4.5 - 5.0		43	91	113	37	4	2
4.0 - 4.5		85	91	84	14		
3.5 - 4.0	10	147	108	71	6		
3.0 - 3.5	109	161	77	25	2		
2.5 - 3.0	109	143	49	7			
2.0 - 2.5	221	84	10	3			
1.5 - 2.0	289	11					
Below 1.5	27						
Total	772	744	662	665	635	660	941



writer was on service in Germany. The annual bulletin entitled "June 1947 Addenda to List of Books Which May Be Requisitioned from Board of Education Funds" will guide the purchase of new supplementary books for the elementary grades and junior high school next year.

b. One of the most arduous curriculum activities of the past year had to do with changes of textbooks in Spelling, Literature Grades 7 and 8, Literature Grade 9, English Junior, Speech, Spanish, History Senior, and Economic Geography. The usual practice was followed of having committees of teachers examine the books, attend hearings by publisher representatives, and make the final decision on changes of texts.

3. Other Committee Work

a. Completing the work begun in 1944-1945, the Health Instruction Committee produced a very helpful Curriculum Bulletin, entitled A Guide to Health Education for Elementary Schools. This Bulletin is to be used as a tentative guide for approximately a year after which it will be revised according to teachers' suggestions and probably published in printed form.

b. The Visual-Aids Committee, continuing its program as defined in 1945-1946, gave a series of demonstrations on the use of films. The following schools -- Lapham, Marquette, and Randall -- served as demonstration centers. As a conclusion of the year's work, the Committee produced a Bulletin entitled Visual Aids Teaching Techniques, which is available to all teachers.

c. The Chart-Making Committee and the Magazine Committee, established in 1942-1943, were revived this year to bring up to date their respective Bulletins "The Use of Charts in the Primary Grades," and "Magazines for the Elementary Grades." Revisions were completed in March, except for editing and printing. These last steps will be taken in September and the revised Bulletins circulated as soon as possible.

4. Extension of Resources

Additions to the library of the Curriculum Department during 1946-1947 included the following materials:

23 Courses of Study
134 Textbooks
44 Workbooks
87 Professional books
2 Magazines (the number now totalling 53)
51 Trade books, or "library" books of which 22 are Books-of-the-Month presented by Mr. Glenn W. Stephens
7 Sets of Flat Pictures
38 Film strips (2 replacements)
31 Slides (replacements)

5. Circulation of Curriculum Materials

Table II shows the number of borrowings of books and magazines as determined by a check of library cards. No record is kept of materials used in the office. The greatest increase in usage for 1946-1947 over 1945-1946, was found in pamphlets, Books-of-the-Month, and magazines.

TABLE II
Printed Materials Borrowed
During 1946-1947

Professional Books	283
Textbooks	590
Pamphlets	80
Courses of Study	51
Books-of-the-Month	42
Magazines	80

Table III shows the areas of interest represented by these borrowings.

TABLE III
Books Borrowed 1946-1947, by Subject Areas

Subject Areas	Professional books	Courses of Study	Textbooks
Administration	38		
Arithmetic and Mathematics			1
Book Lists	1		
Child Development	17		
Curriculum Construction	7		
Education, Elementary	37	11	
Education, Secondary	3		
English	38	16	15
Fine and Industrial Arts	4		
Health	26	17	25
Literature and Library	1		10
Measurements and Statistics, Educational Research	2		
Psychology	10		
Reading	44		99
Science	5	5	30
Social Studies	20	2	396
Spelling	10		14
Teacher Training	5		
Visual Education	15		

Table IV shows orders for Visual Aids received and filled during the year 1946-1947. In all cases more orders were received than could be filled, which seems to justify the practice of placing more reliance on rentals. In spite of rentals, however, approximately the same number of orders were received and filled as in 1945-1946.

TABLE IV
Orders for Visual Aids 1946-1947

Visual Material	Orders Received	Orders Filled
Sound	424	368
Silent	939	783
Filmstrip	635	599
Slides 3¼x4	152	137
Kodachrome Slides	77	71
Flat Pictures	60	56
Models	29	26

6. Distribution of Materials by Sale

That curriculum materials produced in the Madison Schools continue to be in demand by other systems is shown by Table V. And this, in spite of the fact that only one major Bulletin was completed and none was given wide publicity through print. States placing the largest number of orders were Wisconsin with 83; New York, 29; Illinois, 22; Pennsylvania, 18; California, 16; and Michigan, 15.

TABLE V
Materials Sold by Curriculum Department
School Year 1946-1947

Creative Writing in the Elementary Grades	47
Reading Problems in the Social Studies	60
Reading Environment and Reading	39
Techniques for Improving Spelling	57
Adapting the Reading Program to the Individual	23
Developing Word Meaning	59
Experience and Reading	36
Place of Oral Reading in the Elementary School	46
Magazines for Elementary Grades	26
Reading Abilities Basic to Effective Study	65
Use of Charts in the Primary Grades	36
Language Arts Committee Report	22
Word Recognition Techniques Useful to Intermediate and Junior High School Teachers	22
Word-Games for Developing a Sight Vocabulary	46
A Guide to Health Education for Elementary Schools	5
Visual Aids Teaching Techniques	1

Table V continued on Page 7

Book Lists		
Index to 500 Favorite Poems	57	
Round About Us	28	
My Country 'Tis of Thee	19	
Wings Around the World	20	
All About Pets	1	
Together for Freedom	20	
For You Who Love Heroic Deeds	19	
Printed Handbooks and Reports		
Primary Handbook	9	
Kindergarten Handbook	92	
Teachers Handbook	2	
Junior Cook Book	6	
Democracy - The Welfare of All	3	
Democracy - The Worth of the Individual	1	
Learning to Read in the Madison Public Schools	182	
Total		1,049

III. PROBLEMS AND RECOMMENDATIONS

1. How best to handle the large number of Curriculum Committees needed for next year presents a professional problem, particularly if all meetings are held as now, after school hours. It was not unusual this past year to find two and three meetings scheduled on the same day, and each Committee needing help and guidance. Consideration should probably be given to the possibility of scheduling certain types of meetings during school time.

2. With all the fine work being done by the Visual Aids Committee in evaluating films and providing in-service training for teachers in the use of films and other visual materials, there is still the problem of keeping visual materials up-to-date and in good repair, as well as the problem of continually stimulating their use. An extension of the Curriculum Department to include at least a part-time assistant offers one possibility of meeting this problem.

3. How far the Curriculum Department should go in extending its library facilities for classroom use, is a perennial question. Probably more funds should be made available for the purchase of more children's books relating to units of work that might be circulated among schools upon request. The small beginning made and reported in previous years points to the need for greater service in this direction by the Curriculum Department.

4. A similar problem relates to the extension of facilities to include cameras, recording machines, victrolas, radios, typewriters, etc., for loans to schools. A second-hand camera, purchased last year, was used by Miss Halvorsen of Lapham School for a fine Science Unit in seventh grade.

The splendid work growing out of a small expenditure of $7.50 suggests the desirability of providing other physical equipment for loan.

5. How to continue the benefits received from the typewriting experiences provided in elementary schools this past year is a common problem. Since experiments show that gains in learning can be made from a relatively small number of machines, it seems desirable that each school be provided with a minimum number determined on the basis of enrollment. It is recommended that at least one typewriter in each school have primer-size type for use by children with serious reading difficulties.

IV. ORGANIZATION PLANS FOR 1947-1948

These plans are being sent to the Superintendent as a separate report.

Respectfully submitted,

BERNICE E. LEARY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Department of HEALTH, PHYSICAL EDUCATION, RECREATION, AND SAFETY

Presented to the Board of Education
by the Director
HOWARD G. DANFORD
September 1947

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1946-47

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND SAFETY

I. Health and Safety Education

Considerable progress was made during the year by various committees working on different problems in the field of Health and Safety Education.

A. Committee on Safety Patrols -- This Committee, headed by Miss Grace Robertson, prepared and distributed a pamphlet entitled "Street Safety Patrols". This pamphlet contains many excellent suggestions for the organization and conduct of the school Safety Patrol in Madison.

B. Committee on Fire Drills and Fire Prevention -- A manual of suggestions for the conduct of fire drills in the Madison schools was prepared by this Committee and distributed to all principals. The Committee was headed by Walter Argraves.

C. Committee on Bicycle Safety -- This Committee with Ansgar Swanoe, chairman, did an excellent piece of work in constructing a battery of bicycle tests and setting up standards for the testing program. Bicycle tests were demonstrated by the Marquette School and were administered in many of the schools throughout the city. This program by all means should be continued and expanded.

D. Committee on the Prevention of Accidents on Elementary School Grounds -- The report of this Committee, headed by Mrs. Alice Hood, included many detailed suggestions for the prevention of accidents on the elementary school grounds. The report was presented to the principals and to the Board of Education and received approval of both groups during the past school year.

E. Committee on Hygiene of the School Plant and Equipment -- The work of this Committee, headed by Miss Pearl Leroux, was started this year and considerable progress made but a great deal yet remains to be done. A proposed booklet, to be used by teachers, principals and custodians, was outlined by the Committee and work begun on several of the chapters.

F. Committee on Health Instruction in Elementary Schools -- The Committee, headed by Frieda Ferber, was under the general supervision of Miss Bernice Leary. The Committee completed its report which was mimeographed and distributed to all elementary school teachers and principals. The report was entitled "A Guide to Health Education for Elementary Schools".

G. Committee on the Observation of School Children -- Headed by Mrs. Selma Collin, this Committee prepared a statement for parents and teachers which would assist them in detecting signs of illness in the school child. Some work still remains to be done before the Committee's report is complete.

H. The Central Health Committee prepared in 1946 a fairly comprehensive statement entitled "Suggested Health Plans and Procedures of the Madison Public Schools". This report, with a few minor revisions, was approved by the Board of Education during the year.

I. The Child Safety Committee met regularly throughout the year on various matters pertaining to the safety of the school children not only while they were under the jurisdiction of the school but also while they were away from school.

II. Physical Education

Major progress during the year was made in the areas of testing and grading in physical education. The Committee on Testing, with Jess Lyon as chairman, held a number of meetings and was responsible for the construction of several knowledge tests in a number of physical education activities. This Committee also developed a check list for use by teachers in determining behavior traits as evidenced by boys and girls in physical education activities.

Largely through the efforts of various members of the physical education staff in Madison the first State High School Volleyball Tournament ever held in Wisconsin and the second in the nation was conducted in the West High School Building in April with Madison West High School winning the state championship.

III. Recreation

A. Facilities -- The greatest obstacle to the further development of the promotion of recreation in Madison at the present time is a dearth of adequate facilities particularly for out-of-doors recreation. Some progress was made during the year toward meeting this problem but a great deal remains yet to be done. We had 16 softball diamonds at the start of the season in May. At that time your director recommended that a number of additional diamonds be constructed as follows:

Richmond Hill ---------- 2 diamonds
East end of Lake Monona -- 3 diamonds
Eken Plat ---------- 1 diamond
Larkin property ---------- 4 diamonds
Lighting two fields -- one on the east and one on the west side

At the close of the softball season in August Madison had no more softball diamonds than it had at the beginning of the season in spite of the fact that very little work was needed to construct certain of these diamonds.

Poles and equipment for lights were erected at Olbrich Park and at Franklin Field but due to inability to secure all of the wire necessary the Park Department was unable to complete this lighting job. Madison needs a minimum of 25 softball diamonds at the present time.

During the summer of 1947 we had 73 baseball teams and during much of the summer only one baseball diamond outside of Breese Stevens Field was available. At least 12 baseball diamonds should be provided. Some progress was made at the Larkin Property during the summer toward construction of three baseball diamonds. On the Westmoreland tract, the Board of Education leveled an area for one softball and one baseball diamond.

The maintenance of the ball diamonds this past summer was the best it has ever been but it does not appear to be good administration for the Board of Education and the Park Department to furnish two separate maintenance crews and two separate sets of equipment and machinery for the maintenance of ball diamonds on their respective properties. Going from Vilas Park to Tenney, the Park Department drives past the softball diamonds on Central Field and the diamond at Lapham. It is strongly recommended that steps be taken as soon as possible to place under the control of one department the maintenance of all baseball and softball diamonds in the city.

Madison needs badly to develop additional lighted areas for night use. Our evenings are so short that people are denied opportunities for outdoor recreation because they do not have the time for it after working hours. Areas such as the following should be lighted as soon as possible:

At least four more softball diamonds
The tennis courts at East and West
Outdoor shuffleboard courts
Horseshoe courts at Brittingham Park
(These have been lighted by four hockey lights but they have not been satisfactory by any means.)

A ski jump, similar to the one erected last year at Olbrich by the Park Department, should be constructed on the west side of the city, probably at Hoyt Park.

B. Program — A few of the major advances in the program made during the year are listed below:

1. Theatre Guild — The Madison Theatre Guild, directed by Mrs. Nancy Eichstaedt, had a very successful first year giving the following three plays:

The Late George Apley
Alice in Wonderland
Mr. and Mrs. North

Every effort should be made to continue and expand the work of the guild and to assist it in carrying on a program of dramatics for children both in the school community centers and on the playgrounds.

2. Arts and Crafts -- Under the supervision of Garland Smith, an excellent craft program was conducted. This program was characterized by originality, creativeness, great diversity and wide-spread appeal.

3. Tennis -- The newly organized Madison Tennis Association, with its agressive leadership helped us to provide the finest tennis program that Madison has ever enjoyed.

Summary of Activities and Attendance, September 1, 1946 - September 1, 1947

Baseball		25 946
Adult	15 629	
Junior	10 317	
Basketball		17 267
Adult	14 005	
Four Lakes League	3 262	
Community Centers		312 203
Madison Community Center	251 164	
School	37 789	
Saturday Play	23 250	
Football		4 563
Golf		2 251
Horseshoes		352
Madison Theatre Guild		4 644
Special Tournaments		1 601
Jackstones	929	
Marbles	672	
Parochial Schools		11 578
After School	3 941	
Basketball	4 149	
Softball	1 239	
Touch Football	2 249	
Picnic Service		21 579
Softball		28 144
Summer Playgrounds		314 536
Playgrounds	303 032	
Circus	10 396	
Night of Champions	300	
Recreation Band	808	
Swimming		16 736
Tennis		11 423
Winter Sports		4 876
Total		777 699

Submitted by

HOWARD G. DANFORD

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

MUSIC DEPARTMENT

Presented to the Board of Education
by the Director
LEROY KLOSE
September 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School year 1947
MUSIC DEPARTMENT

I. Significant statistical data -

A. All children in the first eight grades (7055) receive a minimum of 100 minutes of music instruction per week.

B. There are select choirs among the 12 elementary schools totaling 551 voices.

C. Each of the five junior high schools have elective boys glee club, girls glee club, and mixed chorus. In these music groups there are 688 voices.

D. Vocal music is elective in grades 9, 10, 11, and 12. There are 989 pupils in these chorus classes.

E. There are 1082 pupils playing standard band and orchestral instruments; 90% of whom began their instruction in the Madison Public Schools.

II. Special achievements -

A. An elementary and junior high school Music Festival totaling 1609 pupils.

B. This department with the help of speech teachers furnished 180 radio programs.

C. All 6th grade pupils (631) were given a standard aptitude test.

D. An all-city elementary string orchestra of 62 players met during the 2nd semester on Saturday mornings. They gave a fine performance at the annual all-city safety patrol meeting in May.

E. Musical organizations gave 196 public and school performances.

F. The Christmas Pageant was again given at the State Capitol. It was announced in the calendar of Holiday Magazine, a national publication.

G. Summer Program -

1. Instrumental summer school had 441 pupils registered.

2. Summer band of 78 pupils gave 4 public concerts.

III. Problems and recommendations -

A. Junior high school vocal music classes are too large, (125 with one teacher). More teaching power is needed at this level.

B. 80% of our music rooms have no accustical treatment. Materials are now available, and prices not prohibitive.

C. There is need for combined concerts, festivals, and exchange programs. All-city senior high school vocal and instrumental Spring Festival, in conjunction with centennial celebrations. Exchange auditorium programs between the high schools. Small high school vocal and instrumental ensembles to perform for elementary schools in their area.

D. One meeting a week of elementary string classes is inadequate. More time for this instruction and the inclusion of band instruments.

E. Radio program, "Music for School and Home" has become quite stereotyped. Program could be improved by use of live music from school concert organizations, and by pertinent statements about our schools.

Respectfully submitted,

Leroy Klose

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF PUBLIC INTERPRETATION

Presented to the Board of Education
by the Director
MARGARET PARHAM
June 1947

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
For the School Year 1946-47
DEPARTMENT OF PUBLIC INTERPRETATION

SUMMARY OF SCHOOL PUBLIC RELATIONS ACTIVITIES

A new activity of the director of public relations, and one which took considerable time in the fall of the year, was the attempt to help new teachers find places to live. The director actually became "housemother" for two weeks after school opened in the Chi Omega sorority house where the new teachers lived until they found rooms. Newspaper publicity as well as advertising helped in placing all of the teachers.

In spite of the inconvenience of living in a house in which the redecorating was incomplete, the young women seemed to enjoy themselves and were glad of the opportunity to get acquainted with others in the school system.

Newspaper Publicity

Newspaper publicity has rapidly assumed pre-war aspects with the exception of the use of school pictures. The newspapers use fewer school pictures than before the war except those taken by staff members for their own features. Reasons include the fact that their own pictures are exclusive. Also it is difficult for the director of public relations to get rapid service in order to supply the newspapers with illustrations when a story breaks.

A new event, and therefore new publicity also, this year was the all-city elementary and junior high school spring music festival in the university stock pavilion. Before the war an all-high school music festival had been presented several times and publicized, but this was the first presentation of this age group. Comments indicate that the event had important public relations value.

Excellent cooperation made the work of preparing the senior and commencement publicity this year the easiest it has ever been. Possibly the fact that all three commencements were presented at the same time helped somewhat.

The newspapers would no doubt use more school news if the director had more time to go to the schools -- obtain the information, and write the stories. Many of the principals are helpful in calling the director when they have activities that would make good news articles.

The editorial policy of both Madison newspapers has been favorable this year for increased expenditures to improve education and teachers' salaries, not only for Madison but also for the state.

Publications

A new publication, Junior Cookbook, was edited and printed during the summer of 1946 to be sold at cost to junior high school girls in home economics classes. Since no proofreading was done at the printers and since the type fonts were old, much work on the copy was necessary.

Work on the revisions of the Primary Handbook and the Handbook for Teachers was nearly completed last summer. Only one bid was secured for the printing of the Handbook for Teachers and that bid was so high that printing was postponed. Again this summer one bid was received, but the superintendent recommended that the book be printed since no more of the old copies remained for new teachers. No further work has been done on the Primary Handbook.

Although final decision has not been made on a few of the illustrations for the superintendent's biennial report, most of the pictures are ready for the engravers. Bids will be sent out as soon as all pictures and copy are completed.

During the past school year, we were presented with a filmstrip of our last biennial, "Learning to Read," made by the Inter-American Educational Foundation for use in foreign countries, particularly in South America.

Pictures

Picture supplies were more difficult than ever to obtain during the past year. We finally received near the end of this school year flashbulbs backordered from a year ago.

We were fortunate in having a veteran at the university take pictures for us this year. Since his father is a commercial photographer, this young man was able to secure films and flashbulbs. Although his work is not consistently excellent, he has been able to take some good pictures for us.

THE MEA PUBLIC RELATIONS PROGRAM

Since the members of the public relations committee volunteered to serve again, Mable Day, chairman, reappointed them to the committee. Earl Brown was a new member of the committee and Lorraine Orchard and W. W. Engelke dropped out. The big event of the committee, cosponsored by the MEA social committee, was the annual dinner, Feb. 25, to which all city council members, the mayor, board of education members, editors, board reporters, wives, and husbands were invited as guests as a gesture of appreciation. No political significance could be attached to the procedure since the city officials were soon to be replaced by the city manager form of government. After the dinner and short talks by some of the guests and Superintendent Falk, the elementary school movie was presented. John McDowell, president of the Madison Education Association, was toastmaster.

Radio Programs

Again the time for the radio series, "Music for School and Home," was changed to 7:05 a.m. Programs were broadcast each school day from Sept. 30 through June 2 over WIBA.

Previous to the opening of school in the fall, Dr. J. Holden Robbins, Earl D. Brown, Armand Ketterer, and the director prepared a forum type of program on the new fee textbook plan and presented it over WIBA, Sept. 3.

American Education Week Program

Under the chairmanship of Walter Argraves, the committee planned general activities which included radio programs, newspaper publicity, help to schools with their programs, and picture posters in community store windows.

Speakers on the radio programs included E. G. Doudna, Roger Maas, Carl H. Waller, and Roy Matson, Wisconsin State Journal, Non-school persons have mentioned both the content and delivery of the Matson speech, which was very well done.

This year the committee bought two movie trailers from NEA in order to give the local theaters better service. The committee also bought AEW plays for several of the schools.

The Bulletin

Three Bulletins were issued this year, in September, January, and June. The January issue was made more interesting by articles by Miss Leary, Paul Olson, and Supt. Falk.

Two members of the committee, Florence Thorpe and Helen Geisler, were on leave part of the school year.

School Movies

The elementary school movie was completed and shown to local groups during the past school year. At the request of W.W. Engelke, elementary movie chairman, the MEA granted funds to make a duplicate of the movie, about $125. This film was sent to the U. S. Office of Education to be used for educational purposes in Germany.

At the request of the public relation committee, the board of education also paid for a duplicate of the movie which was used particularly for out-of-town groups. The film has been sent to New York, the U.S. state department, the University of Kentucky, the University of Chicago, and the University of Wisconsin.

After many meetings of the senior high school movie committee, the work of taking the movies was started. Cameramen besides Mr. Liebenberg included Mr. Engelke, Dorothy Puestow, Beda Mackin, Frank Blau. Mr. Liebenberg is chairman of the committee.

Lecture Series

Starting Tuesday, October 29, the lecture course, "World Problems," sponsored by the MEA in cooperation with the university extension division, began. The program was as follows: "Conflicts of Ideologies," Prof. A. C. Garnett; "Germany-The Problem Child," Prof. Richard Hartshorne; "Russia and World Peace," Prof. Selig Perlman; "The Present Situation in Greece," Prof. Paul MacKendrick; "Post-war Recovery in Norway," Prof. Einar Haugen; "Looking Ahead in Latin America," Prof. Fred H. Harrington; "Social and Economic Signifance of the Atomic Bomb," Prof. Norris F. Hall.

Seventy-one teachers, including a number of area teachers, enrolled.

Respectfully submitted,

MARGARET PARHAM