



Annual reports of principals and supervisors, the Madison public schools for the school year 1930-31.

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Annual Reports of
Principals and Supervisors
THE MADISON PUBLIC SCHOOLS
For the
School Year 1930-31

Reports are arranged in the following order:
East High School - Foster S Randle
Central and West High Schools - Volney G Barnes
Central Junior High School - Zilla E Wiswall
West Junior High School - Florence A Dodge
Doty School - Della Bowers
Draper School - Adeline R Marvin
Dudgeon School - Mrs Lucile C Hays
Emerson School - Leo P Schleck
Franklin School - Mrs Clara W Ginty
Harvey and Marquette Schools - Emily R Parsons
Hawthorne School - Velmer D Pratt
Lapham School - Shirley D Almy
Lincoln School - Benette Jones
Longfellow School - C Lorena Reichert
Lowell School - Annie D Aitell
Randall School - Mrs Alice E Rood
Washington School - Mary L Edgar
Art Department - Lucy Irene Buck
Attendance Department - Cassie E Lewis
Guidance Department - Pauline B Camp
School for the Deaf - Marcia Heath
Health Education Department - Mrs Fannie M Steve
Industrial Arts Department - Thomas A Hippaka
Music Department - Anne E Mensul
Recreation Department - Harry C Thompson

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the

EAST HIGH SCHOOL

Presented to the Board of Education
by the Principal
Foster S Randle
August 1931

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
EAST HIGH SCHOOL

I. Growth of East High School and Housing Problem

A. School enrolment

The East High School was opened in September 1922, and its enrolment has increased each year. The total enrolment for the school year 1930-31 was twelve hundred forty two as compared with the 1929-30 enrolment of eleven hundred ninety three.

Enrolment - East High School

Reported at the end of the first month of each school year:

Year	Number	Percent of Increase
1922	647	
1923	700	8.2
1924	732	4.6
1925	739	.9
1926	806	9.1
1927	872	8.2
1928	910	4.4
1929	1069	17.5
1930	1159	8.4

Over the entire period the average percent of increase per year has been 7.65 percent.

B. Expected increase of enrolment

It seems rather clear that during the school year of 1931-1932 over thirteen hundred fifty (1350) pupils will be enrolled, and that by the end of the first month of the school year a membership of at least twelve hundred fifty will be reported. Because of the crowded conditions it will be almost impossible to organize the school so as to provide an opportunity to properly carry on the work of the school.

C. Housing Problem for the school year 1931-1932

For a number of years much time and attention has been given to the housing problem. We have attempted to provide for the school growth by increasing the size of our classes until we now have many with a membership which exceeds the maximum number recommended by the North Central Association of Colleges and Secondary Schools. During the coming school year our classes will be even larger than last year for we have no vacant rooms to use in organizing additional sections.

One way we have helped in taking care of our large school has been to organize on a nine period basis. This has extended the school day, but very probably during the second semester of this school year we will have to again extend the day by adding one additional period and keep school in continuous session from 8:15 A M until 4:10 P M. After the end of the tenth period we will have to conduct an after school conference and special help period from 4:10 to 4:50. The extended day will be especially bad during the winter months since school will close after dark on each school day.

II. Achievements of the Year

The general objective was to attempt to develop a better method of organizing, administering, and supervising the school so that it may more nearly meet the needs of the young people of the community.

Set up in last report:

A. Take care of increased enrolment

1. Last summer four additional rooms were added by placing barracks on our lawn. Three of the temporary classrooms, or barracks, provided a daily meeting place for twenty-four classes, and the other portable served to house five mechanical drawing classes. The four temporary classrooms were used to capacity daily by twenty-nine classes.
2. It was necessary to reduce the number of weekly meetings of Health Education classes due to lack of gymnasium space to serve more than fourteen classes daily. An attempt was made to keep the regular gymnasium class enrolment down to a maximum of seventy, the corrective classes to twenty-five, and the interpretive dancing classes to a maximum of thirty.
3. At the end of the first semester the enrolment of the typewriting classes could not be taken care of in the old typewriting room with its maximum capacity of twenty-eight pupils. One of the temporary classrooms was equipped for typewriting giving a class maximum of thirty-six and the old typewriting room was used as a regular academic classroom.
4. Although home room teachers should not have charge of more than thirty-five boys or girls the maximum was increased in many cases to forty-five or more pupils per teacher.
5. Many classes were organized which ran over the maximum of thirty which is set by the North Central Association of College and Secondary Schools. Many of our classes had an enrolment of over forty and we had penmanship classes - in the Commercial Department - of over fifty.
6. Greater use was made of the basement for study purposes and teacher pupil conferences.

B. The guidance work was developed and expanded. It was included in the departmental work done by all teachers who have advisory duties and who are responsible for directing the activities of the pupils.

1. Objectives of the guidance department for the 1930-1931 school year.

- (a) A testing and diagnosis program
- (b) Adjustment of individual problems
- (c) Speech correction
- (d) Organization of materials, methods, and results

This work is all explained in the annual report of the East High School Guidance Department which is submitted with this report.

2. Guidance explanation and instruction was given in faculty meetings and in teacher groups.

3. The director of guidance held many conferences with teachers and with individual pupils.

4. The ninth grade guidance work was carefully organized and started. The plan was to give the ninth grade special attention and each year to add one additional grade to be given special attention. (See report of guidance department)

C. Curriculum changes made to provide work which is suitable for the pupils of below average ability.

1. The work and the requirements of the ninth and tenth grades in English and Mathematics was carried on different levels.

2. The classroom teachers and home room teachers attempted to be of greater service to the pupils in making subject choices.

3. An experiment was started with one ninth grade beginning algebra class using different material and a different type of organization. This experiment is to be completed in February of this year.

4. Curriculum reorganization was not recommended, and will not be recommended until after additional building space has been secured.

5. Plans for future curriculum changes were incorporated in space requests for new building. However, much of this was eliminated when the manual arts addition was removed from the plan.

6. The securing of a special coaching teacher for pupils of low academic ability was considered but was not requested.

D. Further develop the work in tests and measurements and attempt to keep testing activities based on the objectives of each course.

1. Furthered through faculty meetings
2. Conferences with teachers
3. Giving of departmental tests

B. Assist in developing of proper character traits and give training in citizenship.

1. Faculty meeting discussions were held in order to secure the co-operation of the faculty.
2. Classroom emphasis was placed on character traits whenever the classroom situation permitted.
3. Extra-curricular program was given special attention and a plan made for its reorganization during the school year 1931-1932. (See special report on Extra-Curricular Work)
4. School emphasis was placed on pupil loyalty and unselfish service to the school.
5. Auditorium programs were used to teach and hold before the school proper character traits. The plan is to continue this work but to do it in more forceful fashion.

III. Recommendations

A. Administrative and Organization

1. For Health Education
 - a. Physical examinations be provided for
 - b. Health Education work be placed on a credit basis. Perhaps one half credit might be allowed for a year's work and eighteen (in place of sixteen) credits be required for graduation.
2. Guidance work be expanded and given special attention in the ninth and tenth grades.
3. Free text books be considered for high school pupils.
4. Method be provided for securing without delay school books and supplies for pupils who have them furnished by the Board of Education.
5. Additional secretarial help be allowed for the second semester to assist in experimenting with classes of still larger size.

B. Curriculum

1. Experimentation be continued and the program be expanded.
2. Studies be made during the coming year to enable us to better meet needs of pupils with low grade high school ability and also to better meet the needs of those with superior academic ability.
3. Special grouping in departments for pupils expecting to go to institutions of higher learning. (This will not be possible next year but could be provided for 1932)

4. Junior Business Training and the course in Occupations be organized into a combined one semester course.

C. Personnel

No room for increasing, but teachers could be relieved somewhat by clerk assistance.

D. Physical Plant

1. A plan be prepared for developing the school grounds.
2. Additional locker equipment be added to the girls' gymnasium dressing room by the opening of the second semester. Girls' dressing room lockers be connected to ventilating duct.
3. Plan for darkening the auditorium be prepared and the work be provided for.
4. Plan be prepared for taking care of Manual Arts work in temporary buildings.
5. Work on the new addition be pushed to completion during the contract time.

IV. Summary of plans for next school year

A. Take care of increase in enrolment

1. Move all music classes into the auditorium and one temporary building in order to have the old music room (332) available for study purposes during the entire day.
2. Equip and use the men teachers' rest room for class recitation purposes.
3. Organize some commercial department classes to meet during a period after the close of school. During the second semester program other departmental work for an additional period and place school on the two shift organization.
4. Increase size of classes to the maximum seating capacity of the available classrooms.
5. Refuse to permit any of the members of the February graduating class to continue taking work in this school.

B. Study plans of school organization in an attempt to develop a method of administering the new Junior and Senior school so that they may more nearly meet the needs of the young people of the community.

C. Study with the faculty the duties and the assistance which the teacher in a large high school can render. Study will also be directed to the proper use of the class period.

D. Continue our attempt to make the curriculum better meet the needs and abilities of the pupils.

- E. Further the development of the guidance work.
- F. Expand the extra-curricular program and give more pupils an opportunity to participate. Have the auditorium period programs more carefully worked out and secure greater pupil participation.
- G. Continue the test and measurement work and an attempt to keep testing activities based on the course objectives or aims.
- H. Continue emphasis on Character Education.

V. Illustrative Material

Along with this report I am submitting copies of the annual reports which have been turned in to me.

- A. Guidance Department - Miss Ruby Gerhardt
- B. Music Department (Vocal) - Miss Cecile Vogelbaugh
- C. Music Department (Orchestra and Band) - Mr Joseph Wolters
- D. Health Education Department (Girls) - Miss Cecilia Hansen
- E. Health Education Department (Boys) - Mr Archie Morrow
- F. Extra-Curricular Activities - Miss Florence Hargrave

Submitted by

Foster S Randle

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

**Annual Report of the
CENTRAL AND WEST HIGH SCHOOLS**

**Presented to the Board of Education
by the Principal
Mr Volney G Barnes
September 1931**

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
CENTRAL AND WEST HIGH SCHOOLS

In addition to my detailed report tendered to you at the end of June, 1931, I desire to make the following statement with reference to Central and West.

As you know, we established at the beginning of last year a new departure in the Madison public school practice; viz., the extension of secondary school work to the 7th and 8th grades, and incorporated in Central and West, a junior and a senior highschool, making the scope of secondary education extend over six grades instead of four. This was in the nature of an experiment, and it seems advisable at this time to report our impressions. Our aim, as stated at the beginning of last year, was to start the experiment and to endeavor to secure a continuous period of instruction beginning at the 7th grade and ending at the 12th grade. I believe we have made some progress in this effort, but that much more could be made if our organization were a little different. It would seem to me advisable in such subjects as English, Mathematics, and Science to have a greater concentration of opinion and effort on the subject-matter and procedure by members of both faculties of the Junior and Senior highschools. This seems to be a more or less natural thing to expect, and I believe that this coming year we will be able to more nearly approach the ideal situation.

Our work at Central has been handicapped very greatly by the lack of proper shop facilities. I do not see how it is possible to remedy this particular situation. At West we have at the present time plenty of shop space but are handicapped by lack of sufficient teaching power. This will remedy itself in time. I therefore look forward to establishing more fully the educational possibilities of try-out courses in the various shops in West rather than Central.

We have taken two steps toward the accomplishment of educational and vocational guidance in West and Central:

(1st) Making the home-room teacher definitely the advisor of the individual pupil throughout a period of three years rather than changing the advisor each year as we had done in the past. This, we feel, will work very decidedly to the advantage of the individual pupil.

(2nd) The organization of a Vocational Guidance Committee from the faculty of both Central and West, who are to work in co-operation with Mr. Haas and Miss Reinking and the home-room teachers in establishing methods and suggesting procedure for the improvement of our guidance program.

We created a branch of the National Honor Society at both Central and West and feel greatly pleased with the increased impetus toward attainment of a higher standard of character and scholarship in the student body.

At West we established what we call the Increased Responsibility Group from among the student body, membership in this group to be determined by high scholarship and character. The purpose of this group is to give the students of the school an opportunity for further training in habits of responsibility and self-determination, believing that a good citizen is one who is able to

determine his own conduct in times where rapid decision is necessary. We are very pleased to report that the number of pupils in this group has constantly increased and that it was necessary to remove from the group but one person, which is a remarkable showing.

It was our intention at the beginning of last year to develop Intramurals and I believe that with the limited facilities available at Central, the work was very well done. Mr Murphy was engaged to aid Mr Koskey and Mr Dicht in the supervision of the outside activities of the boys in sport. We had a gratifying number out. However, the work at West was especially gratifying for in spite of the fact that our field was not ready to use, we had a total of 641 actual participants in intramural athletic events. With sufficient help at West and with the field in much better shape than it was last year this number should be greatly increased.

I desire to recommend at this time that a provision be made in the budget for putting our tennis courts in shape and also for placing cinders on our running track. These spots are useless in times of wet weather since at the present time they are not properly drained and they become mud holes.

The grounds at West should have a planting chart in order that the interest of the community may be aroused to the extent of furnishing shrubbery and trees to further beautify the grounds. This could be made a community project and the Board of Education relieved of the expense, but I hesitate to proceed on any planting until I am sure of the Board's desire in this respect.

The Music Department in both schools did a wonderful piece of work. I think the progress in the vocal work should be particularly commended. The excellence of the a cappella singing of the choruses and glee clubs was a matter of public comment.

It is the intention of the faculties of both schools this year to continue the study of educational and vocational guidance and to develop extracurricular activities of the school to the point where every child has the feeling of belonging to the institution that is furnishing him with plenty of work and plenty of recreation to the end that he may form the habit of living a well balanced and purposeful life.

Submitted by

MR VOLNEY G BARNES

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

**Annual Report of the
CENTRAL JUNIOR HIGH SCHOOL**

**Presented to the Board of Education
by the Principal
MISS ZILLA E. WISWALL
June 1938**

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
CENTRAL JUNIOR HIGH SCHOOL

The Central Junior High school has operated this past year under the following set up of classes and teaching staff:

Pupils enrolled 518
Regular teaching staff 16

Part-time teachers	
Manual Training	6 (3 of whom are Vocational school teachers)
Domestic Science	3
Art	2 1/4
Health Education	3
Music	3
Languages	5

This makes a total of 40 1/4 teachers having classes in the Junior High school.

The enrolment of pupils and the personnel of the teaching staff remains practically the same for the year 1931-1932.

The following items relating to the physical plant should be given consideration:

1. Ventilation. The open window plan of ventilation has not been adequate. Means for better ventilation should be provided.
2. Heating. The overheated condition of the floors on the ground floor produces a very unfavorable condition in which to work. Adequate floor covering should be provided to relieve this situation.
3. Lighting. Many of the classrooms on the ground floor have only two windows thus making the lighting of the rooms very poor. It is necessary to work under artificial light even on the brightest days. This, however, is a condition which can hardly be remedied.
4. Clocks. The clocks in some of the classrooms are not connected with the master clock. They should be regulated and kept in better running condition.

From the instructional side, the two most outstanding phases of the work have been:

1. Visual Instruction - Use and growth in the employment of visual aids made available through the visual aid department.
Teachers of history, geography, physiology, and science

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have taken advantage of the film service offered. The increase in interest on the part of pupils and the effectiveness of instruction have been definitely demonstrated. The use of one moving picture machine for every two schools is highly desirable and is strongly recommended by the teachers who have handled the work.

2. Remedial work in Mathematics and English - Effort has been largely centered on the 9B group. Algebra has been a required subject thereby making it more or less obligatory for pupils who are not mentally equipped for the work to take the subject. Small groups of pupils of low average ability have been given remedial work and such individual help in algebra thus making it possible for them to succeed in the subject although on a lower level.
Many 9B pupils coming from rural and suburban districts showed a decided lack in the fundamentals of English. These pupils have been placed in small remedial groups where much individual help could be given. In many cases the necessary background has been provided.

An innovation for next year which will be tried out experimentally is the introduction of a Junior Business Training Course in the ninth grade. This may be elected as a substitute for algebra by pupils not expecting to attend the University or may be chosen as the elective by those who wish it in addition to the algebra. Some fifty 9B students have elected this Junior Business Training Course for next year. There will be two classes - one of average and high average ability, and another of low average ability. Mrs. Scobie, of the commercial department of the Senior High school, will handle the average and high average group. Miss Kind, of the Junior High school, will have charge of the low average group.

Every effort will be made to make the course highly profitable to the students, and it is hoped that there will be a decided increase in enrolment in the course for the second semester. It is definitely understood that the course is designed for pupils of high ability as well as those of lower ability.

Concentration of effort for the coming year will be made along two lines, namely:

1. Development of a home room program.
2. Greater differentiation of program to meet the needs of individual differences.

Development of a Home Room Program

The ten-minute home room period of the past semester has provided time merely for the routine matters of the school. Under the time schedule for next year a half-hour home room period will be allowed daily from 1:00 to 1:30. This period will include assembly periods as well.

Material on the responsibilities and opportunities of the home room teacher

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has been collected for study and discussion next year. A committee of three teachers has been appointed to meet with Mr. Haas at intervals to assist in planning activities for the home room periods. Teachers will be encouraged to develop initiative in the use of the period. Opportunity for club activities will be provided and also for developing pupil initiative in many ways.

In fact we are looking to the successful expansion of the home room program to develop the finest type of teacher-pupil relationship and, in short, to set the spirit of the school.

Greater Differentiation of Program to Meet the Needs of Individual Differences
A study has been made of the seventy-seven 7B pupils who will enter the Central Junior High school in September. Seventeen of these pupils show in the Achievement Tests marked deficiencies and will need special assistance. Since these pupils are below their present grade level, they will be grouped separately and an effort will be made to administer the remedial work needed to correct the difficulty. This will take care, to a certain extent, of the incoming 7B group.

Our records on intelligent quotients of pupils enrolled this year in the Junior High school show a total of 83 pupils, 46 boys and 37 girls who have I.Q.'s of 55 or below. Of this group 20 have I.Q.'s ranging from 73 to 50. The need of specially planned and differentiated programs for these pupils is obvious, particularly for the 20 of decidedly low mental capacity.

Under present conditions it is impossible to give these pupils the type of work they need, both the manual work and the academic work on the proper grade level. An ungraded room for these pupils is strongly recommended with a specially trained teacher provided who can handle the work with the skill necessary for this difficult type of teaching.

With the expansion of the home room program and with greater provision for individual differences, we shall hope to accomplish better things next year.

Submitted by

MISS ZILLA E. WISWALL

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the
WEST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
MISS FLORENCE A DODGE
June 1931

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
WEST JUNIOR HIGH SCHOOL

One of the outstanding achievements of this semester's work has been the reducing of the number of failures. At the opening of school, September 1930, many pupils were placed in grades where the work was too advanced for them and as a result the percentage of failures was high. Adjustments have been made this semester and the percentage of failures reduced to a little over one percent, which is a good record for any school.

The following table shows the enrollment and failures by subject and classes

Subject	No. Enrolled	No. Passed	No. Failed	No. Withdrawn	% Of Failures
Physiology 9A	162	157	1	4	.005
Algebra 9A	146	143	1	2	.007
English 9A	148	142	4	2	.027
Latin 9A	46	46	0	0	.00
German 9A	9	9	0	0	.00
French 9A	22	22	0	0	.00
Home Economics 9A	12	10	1	1	.08
Manual Arts 9A	16	11	0	5	.00
Art 9A	17	16	0	1	.00
Civics 9B	67	66	1	0	.015
Algebra 9B	75	69	5	1	.06
English 9B	65	63	1	1	.015
Latin 9B	25	25	0	0	.00
German 9B	12	10	0	2	.00
French 9B	21	19	0	2	.00
Manual Arts 9B	37	35	1	1	.027
Home Economics 9B	31	29	1	1	.03
Art 9B	19	17	0	2	.00
English 8A	121	119	1	1	.008
Mathematics 8A	121	119	0	2	.00
Science 8A	121	120	0	1	.00
Geography 8A	121	120	0	1	.00
English 8B	62	57	4	1	.06
Mathematics 8B	62	61	1	0	.016
Science 8B	62	61	0	1	.00
History 8B	62	54	7	1	.113
English 7A	120	119	1	0	.008
Mathematics 7A	117	113	4	0	.034
History 7A	120	119	1	0	.008
English 7B	58	58	0	0	.00
Mathematics 7B	59	58	1	0	.017
Geography 7B	59	58	1	0	.017
Totals	2195	2125	37	33	

% of failures for second semester .016

ANNUAL REPORT - WEST JUNIOR HIGH SCHOOL

ACCOMPLISHMENTS FOR THE YEAR 1930-1931

The unusual features of this year have been:

1. The introduction of speech work.
2. Organization of clubs.
3. Try out courses in vocational subjects.
4. General language as a preliminary course for the ninth grade foreign language elections.
5. Nutrition projects carried on as a co-operative experiment by Mrs. Cockefair and Mrs. Patterson.

The teachers who have been most interested in these subjects have made their individual reports

SEVENTH GRADE

1. In the seventh grade the same teacher acted as home room teacher and taught all academic subjects to her group. The pupil's achievement in these subjects determined his fitness to go on to the higher grade. The cultural and vocational subjects were try out in character. The pupils were graded in these subjects, but they were not considered a factor in promotion.
2. The work in speech was correlated with the English.
3. The history work books recommended by the committee were by unanimous consent of the teachers abandoned for the second semester.

EIGHTH GRADE

1. Speech work correlated with English.
2. History work books abandoned.
3. Exploratory courses in Manual Arts, Home Economics, and Art, which are elective in this grade.
4. General language course in SA.

NINTH GRADE

1. Speech correlated with English.
2. A little work in occupational Civics introduced into the Civics course.
3. Pupils that elected a foreign language were allowed to elect one vocational subject if they chose.

AUDITORIUM

Plans carried out practically as outlined. The majority of the programs were given by the pupils. We had one exchange program with Central Junior High School. This was so successful that Miss Wiswall and I plan to make it a semi-annual event.

ANNUAL REPORT - WEST JUNIOR HIGH SCHOOL

PIPER ORGANIZATIONS

Junior High School Orchestra
Junior High School Band
Junior High School Boys' Glee Club
Junior High School Girls' Glee Club
Junior High School Ninth Grade Chorus
Junior High School Dramatic Club
Junior High School Dance Orchestra

BOYS' CLUBS

4 L Club
Camp Cookery Club
Horseshoe Club
Nature Club
Sight Seeing Club
Handicraft Club

GIRLS' CLUBS

Hostess Club
Book Club

PLANS FOR THE YEAR 1931-1932

1. Promotion by subject in all grades.
2. Correlation of speech with Art in the seventh grades.
3. Continuation of correlation of speech with English in the eighth and ninth grades.
4. Try out of a new, easier French text in the 9A grade. The pupils have consented to buy this text for next year. This will lead shortly to a recommendation of a change in the text, for the present book Bevee is far too difficult for the average pupil.
5. Organization of more clubs for girls.
6. Transferring the subject of electricity from Elementary Science to Manual Arts.

Note: This plan seemed necessary because the boys taking Manual Arts had a good course in electricity. This, coupled with the fact that boys have a greater aptitude for the study of electricity than girls, brought about a difficult problem in the matter of teaching SA Science to the mixed class. In the future, the boys will continue to take the subject of electricity in their SB course, but for about three weeks there will be an exchange of subjects. The boys will take camp cookery with Mrs. Patterson and Mr. Trafford will instruct the girls in the subject of electricity, especially in its use in the home.

7. Operation of a book exchange where pupils may get a higher price for their second hand books and buy them more cheaply.
8. Organization of one low ability group in the ninth grade with special courses in English, Mathematics, and Civics.

Note: We shall have no other ability grouping in the Junior High school except an effort to group ninth grade pupils taking foreign languages into the same English classes. This is desirable, for these pupils do not require so much grammar drill.

ANNUAL REPORT - WEST JUNIOR HIGH SCHOOL

9. More correlation among subjects in the seventh grade.
10. An attempt to correlate some of the general language study with 7A history.
11. There will be no class in Junior Business Training during the first semester. Only eight elected to take the course so we were not justified in organizing a class.
12. We shall need no new teachers on our instruction staff unless we have an unexpected increase in enrollment. If this occurs, it would be well to engage a teacher trained to teach elementary science. Mrs. Piererterff is taking some work along this line at this summer session, but she can handle only two classes. No more English majors, please!
13. I have made out a program assigning two 7B classes in Manual Arts from one to three P.M. daily to Mr. Laning. If his program is too full, I should like to have the new teacher have the same hours.
14. We plan to spend about sixty dollars for professional magazines for teachers next year. The list of magazines we have had this year are with this report. I would appreciate suggestions as to others that might be included in this list.

The following magazines are in the Junior High School office for the use of teachers:

Teacher's College Record
 Junior-Senior High School
 Grade Teacher
 School Review
 Literary Digest
 Journal of Geography
 National Geographic
 Junior Review
 Hygeia
 Journal of Educational Research
 Journal of Education Method
 Education
 English Journal
 Elementary English Review
 Progressive Education
 Safety Education
 Popular Science Monthly
 Scientific American
 Current History
 Elementary School Journal
 Asia
 Time

May I have an answer "Yes" or "No" to the following requests:

1. I should like to have Mondays left open for building meetings. The elementary school principals have their meetings on Mondays, but the supervisors have taken this day, too, and it is absolutely necessary to have the special teachers present at the Junior High School meetings. This is my most earnest request for next year.
2. I should like to have the privilege of calling a doctor from the Wisconsin General Hospital before I notify the parents in case of a serious accident or illness. On two occasions this year much

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valuable time was lost in an effort to get in touch with the parents and discover their wishes. Sometimes they are too excited to make a wise decision anyway.

3. Our school is so well organized that I should like to have school in session all day on September 8. It will be necessary for the special teachers to meet their classes, too, if this plan is carried out. May I make this request of them?
4. I should like to continue the policy of having our own Junior High School organization and have it understood that Senior High School teachers are not to choose gifted Junior High School pupils for dramatics, music, or any public performance whatsoever. I do not wish to appear selfish in this matter, but there are good reasons why I think it would be wise to carry out our original plan of "rugged individualism" or "splendid isolation" or whatever you choose to call it.

Submitted by

MISS FLORENCE A. DODGE

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the
DOTY SCHOOL

Presented to the Board of Education
by the Principal
MISS DELLA J. BOWERS
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
DOTY SCHOOL

I. Doty School Organization

Kindergarten - A and B sections.

Grades 1, 2, 3, 4, 5, 6 - A and B sections.

Deaf Department - 3 rooms, 3 teachers.

Domestic Science Room - used each afternoon by classes from Doty 6
Washington 6, St. Raphael 6-7-8 and Holy
Redeemer 6-7-8. Also used each noon by teacher
who prepares lunch for deaf children.

Doty 6th grade boys go to Washington School for Manual Training.

School Enrollment

Total number enrolled during year

Boys	105
Girls	126
Deaf	24
Total	255

Size of classes May, 1931

	Section B	Section A
Kindergarten	19	20
Grade 1	20	20
Grade 2	12	24
Grade 3	8	12
Grade 4	11	16
Grade 5	10	11
Grade 6	15	17
Deaf	22	

Estimated enrollment for September, 1931

Kindergarten	A	20	+	Kindergarten B
Grade 1		42		
Grade 2		35		
Grade 3		35		
Grade 4		25		
Grade 5		30		
Grade 6		30		

II. Achievements of the Year

1. Changes in the physical plant

a. Entire interior of building redecorated.

b. Lighting system improved by changing drop wire to heavy duty
cord to conform to fire laws; at the same time cords were lengthened
to lower lights in the rooms.

ANNUAL REPORT - DOTY SCHOOL

- c. Fixed classroom seating preferred - tables and chairs exchanged for desks and seats in Grades 1, 2, 3, 4, 5, 6.
- d. Sections of unused blackboard space replaced by cork bulletin boards in Grades 1, 2, 3, 4, 5, 6.
- e. New cabinet and set of Fox Box purchased by the Board of Education for kindergarten.
- f. Desk for nurse, tables, bookshelves, etc. provided for necessary uses - these usually brought from Brayton School.
- g. Victrola records catalogued and cards for each record filed in new filing case.
- h. Pictures in all rooms placed to suit interest of children and hung according to decisions of the Art Committee.
- i. All unused framed pictures in the attic given over to Miss Buck to be used where needed in the city.
- j. Measurements made and plans completed by Miss Mary Smith for bookshelves on landing as beginnings of a much needed school library. (Held up for lack of funds.)
- k. Attic cleared of stored desks and other materials to conform to requests of fire inspector.

2. Procedure in educational program.

- a. The purchase of a considerable number of readers, geographies, nature, and history books was necessitated during the year because of the dearth of material in the building.
- b. Effort to have all subject matter have a social significance has been made. Unit work has been carried on in health, safety, thrift, in history, geography and nature as outlined in the course of study. Class excursions have been made to Post Office, Stores, City Library, Y.M.C.A., Hobby Show, Historical Museum, Bee Exhibit at Park Hotel, Fish Hatchery, and Lake Shores for Nature Study.
- c. Creative work has been fostered and many kinds of self-activity encouraged notably in art, in rhythms, and in short play writing. Probably the largest undertaking of this nature was the 6th grade puppet show - the plan an original adaptation of the story The King of the Golden River.
- d. Each grade has made some contribution toward a P.T.A. program in music, rhythms, or readings, these being an outgrowth of regular classroom work.
- e. Efforts have been made to have teaching technique provide for differences of individuals. In making individual adjustments much appreciation is extended to Mrs. Parks from Miss Camp's department for study and testing of problem children. An I.Q. of every child in the building has been obtained and duly recorded. I am enclosing Mrs. Parks' report of her work in the building this year. We feel greatly the need of an ungraded room to take care of special cases.
- f. From a bankrupt P.T.A. treasury at the beginning of the year, there is now a fund of \$75 to be used toward the purchase of a radio next fall.

ANNUAL REPORT - DOTY SCHOOL

III. Recommendation

As soon as arrangements can be made I feel it would be highly advantageous to the Doty School if the three rooms now occupied by the Deaf Department could be taken over for use by the Doty School proper. The basement room now occupied by the 4th grade and also used by Fourth Warders as a voting place could be used for gymnasium and play. Space on upper floor would be provided for Grade IV - for library, reading room, and auditorium. Realizing that the assembly and auditorium activities contribute with the curricular work in the broadening of young people and that educational needs are fulfilled by programs which hold interest and encourage co-operation and school spirit, I maintain that such a change would pay an adequate educational return.

IV. Summary of Plans for Next Year

1. Visual Education

Introduction of a definite organized visual education program so far as can be done with borrowed U.W. slides and other aids to visualism in the classroom; more detailed study of the aids we have on hand - to what extent they are being used - how we can use our equipment to better advantage and how we can add to it by saving and classifying illustrative material from magazines and other sources. As we find the course of study organized into well defined units and projects we will anticipate the point at which certain types of aids will make teaching more effective. Lessons supplemented by these visual aids should arouse interest to do more reading and research work.

2. School Library

It is hoped that the tightened financial conditions will not prevent the establishment of, at least, a small school library early next year. In cooperation with Miss Smith who promises a part-time trained librarian, great benefits to teachers and children will be derived when a wider range of printed material is readily available at the time that classroom activities have provided a motive for such reading.

3. Radio

With the installation of the radio which the P.T.A. expect to purchase early next fall we anticipate pleasure and profit in the broadcasting of worthwhile school programs. A committee of two parents and two teachers has been chosen to select the radio when school opens in September.

Much of my time this year has been given to organization and to details of administration with which I was somewhat unfamiliar. I am quite certain that next year more time can be given to curriculum activities and to possible assistance in the problems of the daily classroom. There is need, I feel, of leadership in higher standards of scholarship and conduct.

In closing my first year as principal of Doty School, I wish to express to you, Mr. Bardwell, my appreciation of your kindness and helpfulness to me at all times. I consider it my good fortune also to have had so capable

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and understanding a person as Mrs. A. Thompson as P.T.A. president. I am sure the Fourth Ward patrons are quite interested in the progress of Doty School and in the strengthening of the work and I hope to render some service in promoting sound educational advancement to the school of their community.

Submitted by

MISS DELIA J. BOWERS

Principal

SPEECH WORK

DUTY SCHOOL

1930 - 1931

Teacher: **M. D. Parks**

Tuesday and Thursday 8:45 - 10:45

I. Speech Correction

Number of cases handled and type of disorder

Articulatory	11
Stutter	2
Cleft Palate	1
Total	14

II. Testing Program

Number of tests given during the present year

Individual Binet Tests	31
Group Tests	143

III. Home calls have been made on cases which are of a serious nature and call for special adjustment in the home.

Number of home calls	10
Conferences with parents at school	3
Total	13

IV. Three children with I.Q.'s below 70 have been transferred to the Opportunity Room. There are eight children with I.Q.'s between 70-80 who are not able to profit from instruction in their regular grade and are in need of special instruction.

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the

DRAPER SCHOOL

**Presented to the Board of Education
by the Principal
MISS ADELINE R MARVIN
June 1931**

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
DRAPER SCHOOL

The school year 1930-1931 marked a change in the organization of the work in the Draper School. The transference of grades seven and eight eliminated the departmental work, which for four years, had been carried on in grades six, seven, and eight. This year the work in grades one to six has been done by the class room teacher, except in physical education. In this subject Miss Neal has had charge of the girls in grades five and six and Mrs. Litscher has had the boys of the two grades.

The removal of the upper grade pupils from the Draper School was a source of regret, for work with them was a pleasure. There were, however, some advantages in the change. The removal of the barrack, formerly occupied by the Kindergarten, provided more playground space. The room used previously for the fourth grade makes a very pleasant room for the kindergarten pupils. It also makes the work much easier for the kindergarten teacher.

Owing to the transfer of the seventh and eighth grade pupils the enrolment of the Draper School has been smaller than in previous years. The total enrolment last year in kindergarten through grade six was 30 more than it has been this year.

The school was fortunate in having only two new teachers.

The use of the former eighth grade class room as a library and as an auditorium has been thoroughly appreciated by both the teachers and the pupils. It has been very useful as a "special help" room and also as a "music room". Had the physical education teachers been assigned to the building a day when the librarian was not there, most of the rhythm work could have been done in the library.

It is difficult to carry on the work in the class room with music and games or dances going on in the hall.

A trained librarian in the building two days a week has been a decided advantage to the pupils. The increased interest among the pupils in reading, I am sure, has justified the expense incurred by the library. Throughout the grades every pupil has had two library periods a week. One result of the library worthy of mention is the feeling pupils have gained for the "rights" of others.

The library equipment would be greatly improved by the removal of the odd shelves and the replacement of them by standard shelving. This Miss Smith has urged.

Many new books will be added to the library in the fall and more shelving will be needed next year.

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As is always the case in the Draper School there were several new pupils who entered school in September. Most of these pupils entered the fifth and sixth grade. With two exceptions this year these pupils were large boys and very much below grade in their work. Two of the pupils were put back one grade and three of them repeated sixth B. Three of the new pupils have proved themselves very capable in their work.

During the first semester I did not teach a class regularly. When there was time for this type of supervision, I tried to help where help was most needed. I found the 5B class very poor oral readers. The class was reading a part of Hiawatha when I decided to see if I could find out what the trouble was. The pupils surprised me by their ability to get the thought when their mechanics for reading were so poor. The children were vitally interested in Hiawatha and were very anxious to read the entire poem. When it was suggested that we read an easier selection it was unanimously vetoed. As we had a set of Hiawatha Readers, we decided to keep at it.

I found upon working with the pupils that some of the difficulties were:

1. Stumbling over small words.
2. Frequent repetition of words at the beginning of the sentence.
3. Poor conception of phonics.
4. Confusion of words of similar form.
5. Poor vision--In case of two pupils.
6. More practice needed in oral reading.

During the second semester, for the purpose of trying out The New Day Arithmetic, I worked with the new 5B class regularly for a period of a few weeks. I consider the books have many excellent points and that the merits claimed by the author are justifiable. Some of the excellent features are:

1. "The text is addressed to the pupil in language that he can understand.
2. The full explanations and instructions indicate effective methods of learning.
3. Each process is carefully developed through steps of understanding and skill.
4. Detailed diagnostic tests are given before new topic is taken up.
5. The teaching of problems involving subtraction, for instance, is carried along with the teaching of the process.
6. Excellent material is provided for training in the techniques of reading problems and for practice in fitting the problems into the pupil's experience."

The last eight weeks of the year I taught regularly 6B Arithmetic. The work the class was doing was very unsatisfactory. There were several causes for poor work:

1. It was an unevenly graded class.
2. The pupils were not putting forth their best efforts.
3. The pupils were not interested.
4. There were several repeaters who were doing no better work than they had done the previous semester.
5. Too much written work was given and not sufficient individual attention.

ANNUAL REPORT - DRAPER SCHOOL

My aim in taking the class was to put each pupil on his mettle to accomplish as much as possible and to do remedial work with the individual pupil.

I used as a basis for the class work The Intermediate Book of the New Day Arithmetic. As in the case of Primary Book the Arithmetic has many excellent features.

The present Fourth B class which received much extra help as 3A's have received considerable of my time during the year. We have decided that the best thing is to retain five or six of the class in 4B. By so doing they may be able to do 4A work in February. Two of the children are quite deaf and should receive special treatment.

Supervision for this year as in previous years consisted of:

1. Inspection of lesson plan for the week.
2. Conferences with individual teachers regarding their problems.
3. Testing pupils to find cause of failures and discussing failures with class room teacher.
4. Working with pupils who need help, aiming to find cause of failure so they can go on with their work.
5. Evaluating the teacher's work.

During the year the following tests have been given. In all cases the results have been used for remedial work;

1. Standardized Reading Tests to

Grades --- 1B -- 1	1A -- 2
2B -- 1	2A -- 1
3B -- 1	3A -- 1

2. Two Curriculum Tests in Arithmetic for grades 4B --- 6A inclusive.

3. Achievement tests to 6A
4. Pribble's Diagnostic Tests in English to grades 5 and 6
5. Binet or Pintner Tests given to all pupils not previously examined.
6. Tests by principal.
7. Tests by class room teacher.

I have followed with interest the carrying out of the various Units of Work.

The teachers have been exceedingly interested in the Units. Some of the outstanding results have been secured by:

Miss Campbell and Miss Dengler -- The Home and Farm.

Mrs. Havenor -- Food.

Miss Thiard -- The Indian

Mrs. Terry -- Holland

Miss Neal -- Westward Movement

Miss Knudstad -- The Circus

The few of the reactions by the teacher in regard to this type of work are:

1. Pupils have, through games, reading, songs, and planning of work, gained a much better knowledge of things happening around them.
2. As pupils were allowed to carry out purposeful activities, many needs for reading arose, thus stimulating a desire to read.

ANNUAL REPORT - DRAPPR SCHOOL

3. By presenting familiar first hand experiences children were enabled to grasp the idea of social interdependence -- the necessity of co-operation between groups.
4. The activity program furnishes an excellent opportunity for training in good citizenship, self control, and respect for others.
5. Pupils enjoy the experience of seeing their own creative power.

Numerous excursions have been taken by the different grades and excellent results have been obtained.

A few of the trips have been to:

University Farm --- 3
Branch Post Office
State Capitol
Bank of Wisconsin
Airport - (by Kindergarten pupils)
Fire Station --- 3 trips
Madison School Exhibit
Hobby Show
Puppet Show

The results of the school library may be obtained from the opinion of the teachers.

1. The School library has been a delight to the pupils.
2. Miss Bickel has taken a personal interest in each child.
3. Pupils have acquired Library habits.
4. Pupils have had contact with best reading material.
5. The Library has been of practical value to both teachers and pupils.
6. Pupils enjoy a change from regular class room environment. The Library atmosphere provides for this change.
7. Pupils enjoy the discovery of pictures or reading matter pertaining to what has previously been talked about.
8. Pupils find pleasure in the choice of book.

The objectives for this year have been, as outlined in last year's report.

1. To follow up work with weak pupils.
2. The proper placement of pupils, who for some reason do not belong in the grade school.
3. Effort to help the "new" teachers.
4. Watch the carrying out of Units of Work.
5. Study of problem solving.
6. Observe the results of Manuscript Writing in first and second grades. Am glad to say it has been a great success.

Requisitions for next year in equipment which seem very essential:

1. A portable slate blackboard for use in basement class room.
2. Tray for Grade one in which seeds can be actually planted and cared for and used in the "Floor Farm."

ANNUAL REPORT - DRAPER SCHOOL

3. Three new wall maps
4. Moving picture machine
5. Cupboards similar to those in kindergarten for First, Second, and Third grades are needed. With all the material required for the various lines of activity work, this storage space seems indispensable.
6. Tables in kindergarten should be redressed.
7. Continue Use of Weekly Reader in Grades 5 and 6. Introduce Edition 1 in Grades two and three. As two rooms can use one set of papers it seems economy for papers to be paid for out of the School Budget. Otherwise there will be several pupils who can not afford to buy the papers and so will have to go without, unless the papers are paid for by the teacher -- or some provision made for them. No set of supplementary readers will do more for the pupils. Through the use of The Weekly Reader the pupils are becoming interested in "worth while" subjects. They look forward with pleasure to the day for The Weekly Reader.
8. Gliders should be placed on chairs in the kindergarten.
9. A teacher in the sixth grade who can help with music when needed. Such a person should receive help in her work when needed.
With the exception of the very dirty casts and friezes throughout the building, it is in very good condition. A thorough cleaning of the casts is very much needed.

Plans for next year -

1. Continue supervision as outlined for last year.
2. Strengthen work in sixth grade by giving the new teacher the help she needs.
3. Secure more nearly uniform grading of pupils. Even in this small school there is too great a difference in the markings given by the teachers.
4. To improve oral and written English, and secure a closer correlation between English and the Units of Work outlined.
5. Make more of professional reading in building meetings.
6. Make more of a study as to the advisability of repeating work in sixth grade.
7. Continue study of Problem Solving.
8. Give extra time to 6A's.
9. More emphasis placed upon the correct spelling of words commonly used rather than upon lists of words found in speller.
10. Continue teaching 6B arithmetic for awhile.
11. A closer correlation in some cases of the Units of Work with other school subjects.

All pupils suspected of eye trouble were examined by Mrs. Steve with my help. The parents were informed of the results and asked to consult an oculist. In some cases the mothers appreciated the interest we had shown. In every case reported there was found to be a difficulty. Mrs. Steve also tested the hearing of pupils who seemed to need attention. In another part of the report I have recommended special treatment for some of the pupils.

NURSE'S REPORT
SEPTEMBER 1930 - JUNE 1931

ANNUAL REPORT - DRAPER SCHOOL

Number of Individual Conferences	4
" Examined by Doctor	139
" Excluded	25
" Notices sent to parents	9
" Given First Aid	6
" Temperatures Taken	7
" Weighed and measured	363
" Ref. to Physician	8
" Classrooms inspected	21
" Symptoms of eye infection	2
" Receiving dental care	37
" Pairs of glasses	3
" Removal of tonsils	3
" Home Calls	197
" Ref. to Health Officer	7

Fall Inspection by Dr. F. F. Bowman - 80

First Graders --- 28	Defects - Tonsils	3
Third Graders --- 28	"	2
Fifth Graders --- 23	"	4

Corrections out of above group -

3 pairs of glasses)
3 Tonsilectomys) Through Clinic

Summer Round Up by Dr. F. F. Bowman - 22

May 28th

6 Pre School --- 5 with mothers
1 without mother
15 Kindergarten - 10 with mothers
6 without mothers
Defects ----- 5 tonsils
" ----- 4 teeth
" ----- 2 strabismus

None vaccinated.

SPEECH WORK

Teacher ----- M. D. Parks

1. Speech Correction	No. of defects
Articulatory	16
Stutter	4
Cleft palate	1
nasality	1
Total	22

Four hard of hearing pupils were given lip reading twice each week.

ANNUAL REPORT - DRAPER SCHOOL

2. Reading disability cases which were detected in the first grade were given exercises for increasing the coordination from left to right when a lack of cerebral dominance is indicated.

3. Transfers to special rooms:

Two pupils with I.Q.'s of 70 or below have been transferred to the Opportunity Room.

One boy with a badly pronated foot was transferred to the Crippled Room.

4. Mental Testing:

There is an Intelligence Rating on every child in the building. The following number of tests have been given during the present year:

Individual Binet Tests 18

Group Tests 97

5. Home calls and Guidance:

Every problem of speech defect or behavior necessitates a home call or conference at school with the parent of the child.

Conferences at School 5

Home Calls 13

* The Kindergarten B children were not included in the testing program. The A group is tested before entering the first grad.

LIBRARY

Draper School Circulation of Books

As Mrs. Litscher was unable to teach music, the Draper School has been fortunate in having Miss Mouldie an extra session. This has been a great help. She has had a very good Glee Club composed of pupils from grades five and six. One period a week has been given to the monotones in first grade. Two half-hour periods a week have been given grade six. While planning for our public entertainment, Miss Mouldie was ready to help in any way that she could.

The P.T.A. has not been as well attended this year as previously. I can not account for the decrease in attendance. The children from the different grades have, with one or two exceptions, furnished a part of every program.

During the year we had one public pay entertainment. The purpose of the entertainment primarily was to help get funds for a moving picture machine.

Lack of a place to produce an entertainment is a great obstacle. Mrs. Havenor's room with movable seats is the best place. Rehearsals disrupt her room, but she has been very cooperative, during the periods of practice.

A low movable platform, placed in either Kindergarten or the third grade room would add much to the pleasure of an audience at an entertainment.

ANNUAL REPORT - DRAPER SCHOOL

The safety posters and the lesson plans accompanying them which were sent out by the A.A.A. have been of help in keeping before the teachers and the pupils the importance of attention to Safety. Up to this time there has been no accidents on the playground this year.

The Boy Patrol, composed of boys from the sixth grade, has been a success. Next year I hope the boys will assume more responsibilities. Owing to conditions, it seemed best this year to limit the responsibilities of the boys to the care of the kindergarten pupils while crossing the street and while on the play ground.

Miss Knudstad has secured excellent results in the kindergarten. She has cooperated heartily in all the activities of the school.

Conditions in the sixth have not been what I should like to have had.

Mrs. Litscher has shown an excellent spirit while closing out her work for the year.

I feel that the teachers have been very much interested in their work. Very little time has been lost by the teachers. Four of them have been neither absent nor tardy during the year. Total days' absence for the teachers of the Draper School is $4\frac{1}{2}$.

All of the special teachers have cooperated with the class room teachers in every way.

Five University girls have worked twice a week with pupils of grades one to four inclusive.

As I look back over the year's work I feel that throughout the building there has been a very earnest effort to help the individual pupil. This effort has manifested itself in the many individual conferences with the various teachers. The question of "What can I do for this or that pupil?" has been uppermost in the mind of the teacher.

Submitted by

MISS ADELINE R MARVIN

Principal

MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report of the
DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
MRS LUCILLE C HAYS
June 1931

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
DUDGEON SCHOOL

Continuation of Last Year's Program

Last year our emphasis was placed on providing an enriched curriculum for superior children, with the intent of continuing such a program this year.

At first this year we considered segregating some groups in order to make comparisons between average and superior abilities, but after careful consideration decided to abandon that plan and continue to provide enrichment in the groups as they already existed, since our first consideration is to provide as nearly as possible for each individual child--to recognize his special abilities and to make provision for them as the need arises.

Accompanying this report is a large loose-leaf book containing just a very few indications of work done during the year in the various grades. For convenience, I shall refer to this as the Dudgeon Book.

At this point it might be interesting to refer to the chart which graphs the mental abilities of our group of last year and this year. (See Dudgeon Book, last page). A glance shows that our problem has been a little different than a year ago. We are, however, greatly interested in continuing our program of enrichment, and have discovered some interesting possibilities.

A few of the activities in which the Dudgeon pupils have participated this year follow:

A visit by Mr. Li, Chinese, to our Sixth grade. He talked with the children and answered their questions. Mrs. Li came with him dressed in native Chinese costumes;

An excursion by the Fourth grade to the University to see cheese made. This trip was a direct outgrowth of a letter written by a Fourth grade child in Los Angeles inquiring about this industry in our state, and the letter was referred to our Fourth grade for a reply. Some interesting correspondence followed. (See Dudgeon Book p. 15);

A visit by Rev. Ruegg to our Fourth grade to talk on Switzerland. This personal contact gave the children an added interest in his Radio talk which followed later;

Mr. Julius Olson from the University talked to our children on Norway and showed his own slides on that country. Soon after that our Miss Buck came and told of her recent trip there. She showed many interesting pictures she had taken, as well as many articles she had purchased;

After a trip to the State Historical Museum, our Sixth grade became keenly interested in conducting a museum of their own to which their parents

ANNUAL REPORT - DUDGEON SCHOOL

might be invited: this proved very interesting, and we plan to have a similar museum next year. This year's attempt was purely experimental but we feel that this project is worth repeating on a much larger scale.

This year a Boy Patrol was organized which has been very helpful; the children have been enthusiastic about this organization and we plan to continue it next year.

We have completed a definite testing program so that each child in our school from Kindergarten A through the Sixth grade has a record of at least one Intelligence test, and in the majority of cases, more than one. Wherever possible we have given a Binet test and we hope by the end of next year to have an individual test for every child in school above the Kindergarten.

Standford Achievement Tests which were given last year, were given in corresponding groups this year so that significant comparisons might be made.

The large metal file which was furnished by the Board of Education this year has proved invaluable; we have hundreds of pictures and articles which are constantly in use, and we have filed them under headings which correspond with the units and activities being carried on in the school.

The installation of black shades in the Sixth grade room has solved a difficult problem and has made possible the extensive use of visual aids.

PLANS FOR NEXT YEAR

Our chief plan for next year will be a continuation of our program of enrichment for all children with emphasis on individual needs.

If advisable, I wish to start a Case Study of every child in school, including such information as will be most helpful to us in our understanding of each individual pupil. Other plans include a program which provides a period of complete relaxation twice a day for all children: a definite health program (to be worked out with Mrs. Steve) a Sixth grade museum; a Fifth and Sixth grade newspaper; a building exhibit for all grades; a continuation of interesting excursions (including a trip to Mt. Horeb to see "Little Norway") as well as bringing to our children people of note that fit in with the school program for the year.

We have had very close co-operation between the home and the school which was partly evidenced in the fact that Dudgeon was one of the few schools in the state to make "superior" organization, and we are desirous of establishing even a closer relation between the home and the school during the coming year.

We wish to conclude our year's work with a spring program which will be a natural culmination of the activities of the year throughout all the

ANNUAL REPORT - DUDGEON SCHOOL

grades. We plan to hold this on the terrace in front of the school and have it at a time of day when all parents can attend. This will be so planned that every child in school will have a part in the program.

In conclusion, I wish to express the greatest appreciation for our most excellent corps of teachers and the splendid spirit which they always show both individually and as a group. Without this atmosphere it would be impossible to even attempt the things that we now hope to accomplish.

Submitted by

MRS LUCILE C HAYS

Principal

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report of the

EMERSON SCHOOL

Presented to the Board of Education
by the Principal
MR. LEO F. SCHLECK
June 1931

BY M. I. PUBLIC SCHOOLS
Med. W. S.

ANNUAL REPORT
For the School Year 1930-1931
EMERSON SCHOOL

I. General Policy of Emerson School

To afford the pupils of Emerson School the finest educational opportunity.

Specific Policy

- A. To execute units of work.
- B. To study each individual pupil in order that work outlined in courses of study may be suited to his level of mental ability.

II. Summary of Work Executed is

A. Grades

1. Diagnostic testing and results used to analyze individual pupil's outstanding difficulties.
2. Daily plans kept by teachers.
3. Units of work executed.
4. Individual differences noted and remedial teaching done where needed.
5. Mental testing throughout the grades.
6. Homogeneous grouping and adaptation of work to particular group.
7. Articulation of school subjects.
8. Collection and adaptation of reading materials.
9. Library instruction to equip child for future library contacts.
10. Visual instruction in the form of graphs, films, slides, models, pictures, stereographs, exhibits, field trips.
11. Teachers' conferences and occasional general teachers' meetings.
12. Informal objective testing by principal and teachers.
13. Closer co-operation of class room and special teachers through collaboration of units of work.
14. Good English work.
15. Standardized and Curriculum testing.
16. Enriched auditorium work.

B. Junior High School

1. Homogeneous grouping.
2. Diagnostic testing and results carefully studied.
3. Extra curricular activities.
4. Remedial work carried on throughout classes.
5. Visual instruction - films, graphs, slides, models, field trips, etc.

ANNUAL REPORT - EMERSON SCHOOL

6. Objective testing by informal tests constructed by principal and teachers.
7. Individual differences cared for through differentiated assignments.
8. Advisory program for pupil guidance.
9. Homeroom contact work enriched.
10. Teachers' conferences and occasional general teachers' meetings are usually held by Departments.
11. Long-unit assignments.
12. Good English work.
13. Standardized and Curriculum testing.
14. Mutual interests developed between teachers and pupils.

III. Administrative Activities

A. Materials of Instruction

Textbooks have been ordered. Supplies for next year have been checked and requisitioned - maps, workbooks, office supplies, etc.

B. Curriculum

Units of work to be followed. Program for each grade and objectives worked out. New courses of study in junior high school to be followed.

C. Organization of Ungraded Room

There are many pupils in the grades who will profit greatly by such a program.

D. Personnel

An assistant auditorium and art teacher (this person will divide her time between the auditorium and art department). Another teacher to have charge of the ungraded room (a person with a psychiatric background would be most desirable). Much of guidance work could also be handled by her. A music teacher for Junior High school.

E. Organization of Sub-Primary grad

The pupils of this grade are those who are unable to meet the requirements of the 1B level.

IV. A Program of Supervision in Emerson School - 1931-1932

A. Objectives of Supervision for 1931-1932

1. Every child working to his individual capacity.
2. Special attention directed to the improvement of reading work in the grades.
3. Special attention directed to the improvement of English work in the Junior High school.
4. A modified unit plan in the Junior High school with three level assignment.
5. Placing of school control on basis of child activity and responsibility under guidance of teachers.

REPORT - EMERSON

6. The assistance by all elementary teachers of the activity program based upon the units of work.

B. Means Employed

1. Testing and classifying pupils.
2. Bulletins sent to teachers.
3. Visits and conferences.
4. Teachers' meetings where interest is sure.
5. Teacher groups working together on similar units.
6. Teacher reports.
7. Demonstration teaching.
8. Reading of books by those interested.

C. Methods of Procedure

1. Standard tests given for survey and diagnostic purposes.
2. Standards for grade and individual made.
3. Goals of attainment taken up and discussed.
4. Formal and informal tests given to find if attainment of standard is made and for remedial purposes.
5. Observation by supervisors followed by conference with teachers.
6. Teachers' meetings when needed.
7. Testing for results.
8. Books listed.

D. Supervisory Activities of Principal

1. Determine the supervisory program after a survey of field and the finding of the causes of poor work.
2. Set up the objectives with the help of the teachers.
3. Determine the ways and means of attack with the help of the teachers.
4. Preparation and publication of helps for the teachers.
5. Talks at teachers' meetings and group meetings.
6. Observation of teachers at work followed by conference.
7. Remedial programs.
8. Assistance wherever asked for.
9. Keeping the whole improvement program alive and moving.
10. Determining and tabulating results.

E. Results Hoped for

1. A general raising of standards throughout the school.
2. Better provision for the individual child.
3. A better understanding of the teaching problems.
4. Better diagnosis of group and individual problems.
5. Better remedial work.
6. Better teaching procedures.
7. Improved lessons throughout the grades and Junior High school.

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V. Miscellaneous

- A. Graphs showing progress made by classes.
- B. Nutrition School Report.
- C. Junior High school Deanship Report. (Personality Work)
- D. Art Booklets. (Platoon and Junior High school)
- E. Tentative program of classes for Elementary grades and platoon school.
- F. Tentative enrollment for Elementary grades and platoon school.
- G. Histogram graph showing comparative scholarship record of Emerson pupils.
- H. Detroit Word Recognition Graph. (Reading Test)
- I. Library Circulation Statistics. (Emerson)

Submitted by

MR LEO P SCHLECK

Principal

ANNUAL REPORT - EMERSON SCHOOL

REPORT ON DEANS' WORK

There have been nine regular meetings of the Deans' groups this year and many meetings of the deans with members or individuals of the group which have not been scheduled, but which have been the most important part of the deans' work and yet the part upon which it is most difficult to make a report.

Regular Meetings

October 2, 1930 - A Get-acquainted Meeting

- a. Pupils were told the relationship of the dean to the group and to the individuals in the group.
- b. Pupils were instructed in the few rules of conduct which we have in the building such as:
Junior High school pupils shall not use platoon lavatories nor certain corridors on Platoon floor.
At all times pupils shall keep to the right in corridors - shall not carry exposed penspoints - etc.
- c. Pupils filled out a survey blank for the dean giving information concerning home conditions etc. for the deans.

October 30, 1930 - Character Education Work - Punctuality - lesson based on the work in the Character Education booklet, "Key to Success," put out by the Minneapolis schools.

Dec. 4, 1930 and

Feb. 5, 1931 -

These meetings were used for the discussion of scholastic work - one followed the end of the mid-semester and the other the close of the first semester. At these times the teacher took up with the groups causes for failures, causes for low grades, etc. Unnecessary pupil absence, failure to get work done on time, and indifference, were listed by the pupils as the principal causes for poor work and low grades.

Feb. 26, March 26,

April 30, 1931

Character Education

The subjects discussed at those meetings were Reliability, Personal Habits, Industry, and Social Activities. In most of the deans' groups the pupils took charge of the work and prepared the entire program. They gave talks, read articles, and in some cases put on plays to stress the points which they wanted to impress upon the others.

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May 14 and

May 28, 1931

- The last two meetings were used for the discussion of statements in a false and true test on "Manners" which was prepared by the Home Economics Department of Emerson school. These discussions were very worth while in many of the groups - the boys and girls seemed to be deeply interested and discussed and asked questions pertaining to the truth of statements in the test.

Meetings not Scheduled

These are by far the most important of the deans' meetings, yet as before mentioned, are the meetings that are most difficult to report. Whenever any moral or scholastic difficulty arises, the pupil is referred to his dean, who endeavors to get at the cause of the difficulty. It is in these individual conferences that most of our real character education work is done. Every three weeks the deans have individual conferences with the members of the respective groups who have failed in any subject.

Submitted by

MRS ELIZABETH C OSBORNE

Chairman of Deans' Work

ANNUAL REPORT - EMERSON SCHOOL

PLATOON SCHOOL PROGRAM

Emerson Platoon School's 1st Semester

1931

Activities

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the

FRANKLIN SCHOOL

Presented to the Board of Education
by the Principal
MRS CLARA W GINTY
June 1931

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
FRANKLIN SCHOOL

I An Ungraded Room. In my previous report, one of my recommendations for this year was an ungraded room for pupils of the intermediate grades who for some reason or other - low mentality, irregular attendance over a period of time, moving about from place to place, or physical unfitness - have not been able to adjust to conditions in a regular grade room, and to whom, because of the many varying abilities in the room, the teachers have not been able to adjust the work.

We have had such a room and I am thoroughly convinced that it has been worth all that it has cost. The advantages of the experiment are positive. Some of the most outstanding of these are:

- a. Pupils, who because of a feeling of inferiority or timidity, have never voluntarily expressed themselves in any way or asked questions to help clarify their thinking, have developed the habit of talking and doing things freely and naturally.
- b. Pupils, who have been disciplinary problems practically all through their school experience, have shown a marked improvement in their behavior not only in the class room but in their general attitude toward other school activities. I have not been called upon to handle a disciplinary case in this room, while previous to this year some of these pupils have been serious problems.
- c. Pupils who were returned to the regular class rooms at the end of the first semester have shown marked improvement in conduct and work habits.
- d. Teachers in the regular grades have been able to allow more freedom of activity and to give opportunities for initiative and self expression which could not be done with pupils in the room who take unfair advantage of such freedom.

A Better Organization of Subject Matter. Another objective for this year was to continue the organization of subject matter into larger and more interesting units, and to eliminate as much of the irrelevant and non-essential material as possible. As this plan had been developed to a greater extent in the primary grades than in those above during previous years, emphasis this year was placed upon the work in the intermediate grades. Major units were selected and as much of the remainder of the work organized around them as would correlate logically and naturally.

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No text-book was used for English or spelling as all of this work was suggested by the major subjects. Teachers are enthusiastic about this method of teaching. Drill is given only when the need for it arises, and immediate and repeated uses for words and principles taught follow naturally in connection with interesting material.

Much interesting material was provided for collateral reading; folk music and music memory gems which have previously been taught as isolated subjects were appreciated much more when taught in connection with their historical and geographical background - the Erl King with the Black Forest, the Lorelei with the Rhine country, the Peer Gynt Suite and the Ride of the Valkyries with the Northern Countries. The significance of Gothic or Saracenic designs was understood when pupils knew more about the geography and history of the people of the Middle Ages. Chalk hills and peat beds were subjects for nature work in connection with the study of the British Isles.

No teacher who has tried the method of correlating subjects into interesting groups is willing to go back to the old method; yet all feel that available material is not entirely adequate.

A Junior High Organization for the Seventh and Eighth Grades. Another objective was to approach as nearly as possible the junior high plan of organization for the seventh and eighth grades. We have done this. Sections have been separated for all but one of the academic subjects and the full allotment of time has been given to the special subjects. Until our enrollment increases enough to have another teacher our present plan must continue.

II Another Special or Ungraded Room. If the preparation of pupils of the Franklin school for high school is to compare favorably with that of pupils of the regular junior high schools, some plan must be devised for taking care of the large number of retarded pupils in the seventh and eighth grades. These pupils are not all the product of the Franklin school but an aggregation of pupils from other public schools of the city, parochial schools, country schools, and our own school. Cheap rents in the outlying parts of the district draw pupils of this type. Below is a list of such pupils with their chronological ages, mental ages, and intelligence quotients according to Binet-Simon or Terman tests:

Pupil	C.A.	M.A.	I.Q.	Grade	Sex
J. E. F.	14:8	12:9	55	7A	1
J. C. B.	14:2	12:6	55	7B	1
J. S. V.	14:0	12:0	57	8B	1
J. W. C.	14:8	12:3	54	7A	1
J. S. C.	14:4	12:3	56	7B	1
J. H. B.	14:8	12:2	52	7A	1
J. E. B.	14:4	11:6	51	8B	1
J. E. C.	14:10	11:9	50	7A	2
J. A. H.	15:6	12:2	78	8B	2
J. E. S.	13:3	10:4	78	7B	2
J. L. D.	14:8	11:6	78	7A	2

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Pupil	C.A.	M.A.	I.Q.	Grade
R.E.	15:6	11:9	76	7B
F.E.	15:1	12:3	76	7A
R.A.	15:0	11:1	74	7A
L.B.	15:6	11:4	73	8B
E.H.	16:0	10:11	73	8B
E.R.	15:4	11:2	73	8B
E.T.	14:7	10:5	71	8B

In the same classes with the above pupils are others with intelligence quotients as follows: 100, 100, 101, 104, 105, 106, 106, 109, 111, 111, 113, 113, 113, and 121, besides those ranging between 88 and 100. Most of these pupils should be able to do good high school work if given the proper elementary school background, but our teachers are unable to do this while the former group is monopolizing so much of their time and attention.

Not only is it advisable to remove the retarded group from the regular class room for the benefit of the better group, but it is highly important that something be done for the welfare of the less favored pupils. None of them will ever attend high school for more than a year if he enters at all, and none of them is really ready for vocational school. Better work habits and social tendencies must be developed before these pupils are sent out into the larger group. The closer contact of the elementary school with the home has a restraining influence that the vocational school lacks.

Every afternoon during the present semester I have taught a group of boys who have been serious disciplinary problems as well as greatly retarded in their work. In about half of the cases conduct was the cause of the retardation; in the other half retardation caused the poor behavior. Segregated as they have been, with the work better adapted to their abilities, they have been a very likable, interesting group and easily controlled. They have shown enough improvement in their work to convince me that they have not nearly approached their level of ability; and they have exhibited a satisfaction that is almost pathetic in their new-found ability to do academic work. Since they and generations before them have measured native intelligence by the ability to do certain types of academic work, no substitute in the way of handwork or other occupational activities will take their places in their opinion. A feeling of proficiency in the three R's is necessary to their self respect. Therefore, I am asking for another teacher who will be especially fitted for doing just this type of work.

Changes in Program. For a better distribution of time among subjects and for greater efficiency in meeting the needs of the community I should like to have the following changes in the assignment of special teachers to this school:

- a. Physical training teachers to be here at least four afternoons a week (8 hours) instead of two forenoons (7 hours). This will give the older pupils shorter but more frequent periods of work in the gymnasium. It will also make it possible to have after school games and practice more frequently and for more pupils.

ANNUAL REPORT - FRANKLIN SCHOOL

b. The art teacher for at least another half day to take care of the special classes as separate units.

III Plans for the Year 1931-1932. My plans for next year are as follows:

- a. To continue the work in curriculum adjustment in the first six grades.
- b. To study more carefully the subject matter and methods used in the seventh and eighth grades.
- c. To give my personal attention to the individual needs of a small group of pupils who have very marked disabilities of one kind or another - pupils who seem to have no arithmetic sense whatever and pupils who are so defective in reading ability that the advantages of an ungraded room even are not adequate to their needs.

Submitted by

MRS CLARA E. GILTY

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the
HARVEY AND MARQUETTE SCHOOLS

Presented to the Board of Education
by the Principal
MISS EMILY R PARSONS
June 1931

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
HARVEY AND MARQUETTE SCHOOLS

ACHIEVEMENTS

Creative forms of work from the first to the eighth grades inclusive, have been encouraged. At the close of the semester an exhibit of work of the Harvey School was held to acquaint the parents with the type and character of work done. The visual results of activities carried on in the different rooms consisted of projects, maps, graphs, booklets, collections and a marionette show. It is unfair to judge the abilities of children by these visible results alone because the educational growth that has taken place is not always shown in the finished product. The outstanding feature of this exhibit was the correlation of the different school subjects. No exhibit was held at the Marquette School as one was held last year.

The three first grades in the Harvey and Marquette schools visited the Quaker Oats Farm on Lake Monona preparatory to work on the Farm Unit which absorbed the attention of the children for a long period. After the visit to the farm, committees of children planned the miniature farm and were made responsible for carrying out the cooperative plans. Each child was taught to feel the responsibility of his job. This activity afforded a means of awakening interest in reading. A mastery of vocabulary was not of prime importance at this stage, altho the words used in the reading units were the children's and carried real meaning. This unit offered opportunity for training in citizenship and stimulated many worthwhile activities among the children.

Library Units have been worked out in both the first and second grades. The purpose of the play library was to stimulate an interest in books, to encourage the formation of good library habits, and to develop a feeling of responsibility in the handling and care of books. This unit was correlated with English, art, and number work. Library rules were worked out and posted, library posters were made, and children paid fines if books were kept out too long. Toy money was used. A list of books read by each child was kept.

Indian units were worked out in different ways in the second and third grades after a visit to the Historical Library. English, music, art and arithmetic were correlated in this unit. This unit afforded an increased understanding of our own primitive people.

A visit to the bakery preceded the working out of the Unit, "From Wheat to Bread" in the third grade. An imitation moving picture show was made the basis for talks and demonstrations by the children. This show provided a good opportunity for organizing the illustrations made by the children to show a succession of events. An interesting Japanese Unit was also developed in all the third grades.

In the fourth grade, the Holland, Switzerland, and Norway Units were successfully carried out. In the fifth grade, units of work on the western movement and transportation absorbed the interest of the children for a long

ANNUAL REPORT - HARVEY AND MARQUETTE SCHOOLS

time. The sixth grades correlated their work in Language, History and Geography in Units of Greek and Roman Life.

One of the interesting projects in the seventh grade was the presentation of "Bluebird". The performance was the result of the pupils' cooperative endeavor to dramatize the ideas they had formed of the characters, costumes and scenes. The simple puppets were constructed, strung up and painted by the boys, and the costumes were designed and made by the girls. The children built their own stage, wired it, planned and painted the different scenes. Everyone had a part in the play or work on the marionettes, stage or costumes. This play offered a very good language motive, and the children realized the necessity for thoughtful attention to every detail. It also offered opportunity for initiative and creative expression and training in citizenship. In the seventh and eighth grades, the social studies, science and art have been developed through large units of worthwhile activities. Excursions, films, slides, pictures and books have all been utilized in developing the different units.

In the art contest held by the Third District Federation of Women's Clubs, the eighth grade won first place, and two honorable mentions. The first prize picture will be entered in the state contest.

Music appreciation has been stimulated in all the grades. Glee Clubs have been organized in the two buildings, and the spontaneous, joyous response from the children is proof of their deep interest in this subject.

In all grades above the first, reading clubs have been formed which have encouraged children to read many good books. Standard tests have shown that all classes have maintained a high standard in reading and arithmetic. Through the use of diagnostic tests and individual remedial work in these subjects, much less time has been necessary for their mastery, thus more time has been left to the development of the creative abilities of the children. In addition to provision made for the educational growth through the work of work much attention has been given to the formation of good habits in conduct, health and good citizenship.

PLANS FOR 1931-1932.

- I. Organization of school subjects into larger units.
- II. Greater use to be made of the creative abilities of the children.
- III. Daily schedule to be made more flexible according to the particular activities in which the children are engaged.
- IV. Manual training and domestic science classes to be taken care of at Central Junior High School.

ANNUAL REPORT - HARVEY AND MARQUETTE SCHOOLS

RECOMMENDATIONS. (Harvey School)

I. Summer repairs - Harvey School

All doors need to be checked

Front (outside) need to be repaired (too much cold air comes in)

Replace broken window ropes.

Replace 1 basement window - 18" x 36".

Check slate roof for loose slates.

Repair leaky water spouts.

Fix upper cupboard for vacuum cleaner.

Check all locks on doors and look over window fasteners (building has been broken into several times this year)

II. New movable furniture in first grade (Harvey) to replace old stationary seats.

New Universal seats in eighth grade (Harvey) to replace old seats.

III. Cupboards to be built in lower hall to take care of necessary supplies and paper which are now on basement floor. (Harvey)

RECOMMENDATIONS. (Marquette School)

I. Summer repairs

Paint shacks (inside and outside)

Linoleum floors for 2A and 4A shack

New lights for 3A shack - 2 or 3

Change smoke stack clearance in 3A

Shades - where necessary

Check and repair all floors

Plaster ceiling on 2nd floor.

Change wiring in 4B room

Vacuum switches need repair

Check doors

Replace broken window ropes

Repair water leak near boiler

Replace petcock in fan - unions are worn

Lay new sections of walks, repair porch steps

New roof

Check spouts.

II. Extension telephone on my desk

III. Cupboards in rooms on second floor

PROBABLE ENROLMENT SEPTEMBER 1931

Marquette

Harvey

Kg. B

55

Kg. A

31

(Our Kindergarten is very crowded and child interest cannot be used as it should be, on account of the number of children and the physical plant.)

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	Marquette	Harvey
1B	43	20
1A	25	15
2B	34	15
2A	30	10
3B	25	13
3A	26	9
4B	29	15
4A	28	15
5B	25	16
5A	22	13
6B	16	20
6A	16	14
7B		21
7A		16
8B	<hr/> 409	<hr/> 234

Submitted by

MISS EMILY R PARSONS

Principal

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report of the

KANEHORNE SCHOOL

Presented to the Board of Education
by the Principal
MISS VIVIAN D. PRATT
June 1931

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
HAWTHORNE SCHOOL

I. Achievements

A. Achievements included in the plans for the year.

1. Provisions for real audience situations were definitely planned and there has been a decided improvement in this type of work.
2. In remedial work the emphasis was placed on increasing the ability to work concrete problems. Some progress has been made but we have not yet attained a satisfactory standard.
3. Four points were stressed in our endeavor to improve study habits.
 - a. Improvement in ability to select the main point in a paragraph.
 - b. Improvement in ability to summarise.
 - c. Improvement in ability to outline.
 - d. Improvement in ability to find and use reference material.

B. Achievements which developed as an outgrowth of pupils' interests in extra curriculum activities.

1. Organization of a dramatic club.
Three distinct benefits resulted:
 - a. Indirectly improved audience reading.
 - b. Created an interest in writing plays to correlate with geography and history.
 - c. Provided opportunities for pupils to meet and measure up to new social situations.

2. Organization of a Junior School Republic

The Republic was organized April 21, 1931 by Dr. W. L. Gill. The teachers realized that only a beginning could be made in the time that remained before the close of school, so the following suggestions were adopted as a guide in laying the foundations for this work.

- a. Endeavor to keep alive the interest which Mr. Gill has kindled in the hearts of the children.
- b. Each room work out its own code of conduct basing it on the principles found in Mr. Gill's School Republic.
- c. Emphasize the "We will try" attitude. Avoid the "Do not" command.
- d. Build slowly but surely.
- e. Teachers re-read frequently, daily, if possible, some portion of Mr. Gill's Junior School Republic code, charter, etc., in order to catch the spirit and inspiration of his idea.

The results have been gratifying. Every teacher in the building likes the plan and wishes to continue it. The children like it too, and are learning self-control and other valuable character-building habits.

ANNUAL REPORT - HAWTHORNE SCHOOL

II. Recommendations:

- A. Remodeling of basement room (Division Street side) into a library. Miss Smith is interested in this plan and is ready to co-operate.
- B. New floors in both basement rooms. (A much needed improvement.)
- C. A large cupboard in the attic for storage of art supplies.
- D. Several loads of gravel for the yard.

III. Illustrative Material.

I am submitting with this report illustrative material made by grades as indicated below:

<u>Booklet on</u>	<u>Teacher</u>	<u>Grade</u>
Farm Life	Agnes Lindas	1
Farm Poems	Clara Revers	1
Indian Life	Alice Phillips	2
Community Life	Clara Steinhoff	2
Butterflies	Marguerite Ostrand	3
Travels	Elin Grabler	4
Mexico	Mildred Stocker	5
American Lands	Mildred Stocker	5
My Garden	Mildred Stocker	5
Japan	Ethel Ray	6

Submitted by

WENNER D PRATT

Principal

III. Plans for next year.

- A. To improve our method for measuring results.
- B. To eradicate some outstanding errors in incorrect usage of English.
- C. To improve our spelling in all written work.

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

**Annual Report of the
LAPHAM SCHOOL**

**Presented to the Board of Education
by the Principal
MISS SHIRLEY D. ALMY
June 1931**

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
LAPHAM SCHOOL

I. Report on improvements and achievements of the year.

Two sand piles on playground, close to main building, were provided for the use of the Primary Grades. Have been very satisfactory.

A small workshop in basement equipped with a few necessary tools, nails and small pieces of lumber, provided work for leisure time. Very worthwhile.

Basements and toilets had attention last summer. Are in much better condition.

A new radio was installed with loud speaker in all rooms including shack. This new radio system has Victrola attachment and microphone. This building is member of both National and Columbia broadcasting systems and receives all Bulletins for educational purposes. Teachers arrange all programs according to bulletins, before the program is presented over the radio and make these programs a definite part of the school program.

The radio not only gives us educational programs, but has helped to develop a keen listening attitude, an increased interest in world happenings and has increased vocabulary.

We have organized the play periods so that all grades have definite outside activities that have been planned by the teachers. These play programs are adapted to the seasons and give opportunity for small groups on the playgrounds at different times.

An organized program for remedial work. Teachers are interested and we are getting results.

By cooperating with the parents of the community and assisted by the Junior Leagues, we are endeavoring to create a feeling of regard for property rights and a respect for all advantages that are found in this neighborhood. We are gradually instilling a feeling of responsibility for the care and protection of beaches and Parks that have been provided for our amusement and comfort.

This year we have an organized plan for promoting character training. After two years of trial and study we have adopted the new report card that has no academic markings. The plan has been very successful and the community has cooperated to its advantage. We feel very much encouraged and are pleased with the results of the plan.

II. Plans for the year 1931-1932

The principal of the small Elementary School has a community responsibility as well as a school responsibility and should be able to sense the Superintendent's policy and carry it out effectively without continually

ANNUAL REPORT - LAPHAM SCHOOL

asking for details and conferences. Only when the principal is in harmony with the teachers can this be done effectively. There are many details of organization and supervision even for a small building. If these details are carefully looked after, there are seldom large, disagreeable factors to be attended to.

We desire a fine school philosophy that enables the principal, the teachers and the community to work together for the good of every child. A philosophy that looks beyond all text book learning to the ideals of right living so that every child may be socially adjusted and become a real citizen in every sense of the word.

The course of study and its skillful use by principal and teachers is a matter of importance in elementary education so that knowledge may be gained, not for its own sake alone, but that through the skillful use of this knowledge, individual and community life may be improved.

We strive for a fine room program where children may develop through their own activities, guided and inspired by the personality of a contented, happy, healthy teacher.

Helpful and stimulating meetings. - Cooperation in clearing up teacher and pupil difficulties so that the everyday tasks may not become discouraging.

A plan of supervision that is helpful and constructive. - One that will enable the teacher, not only to cooperate with the special teachers, but to enjoy and understand what the special teacher is doing.

A remedial program for the unadjusted children. The principal and teachers working together to give the right program for individual needs with attention to social adjustment.

Our most important work the past year was in connection with character training. We now have an organized system with the report card that is made for character markings only. We are convinced that this is an important step in education and are gratified with the progress that was made this year. Because it is a slow and steady progress, we are anxious to continue next year, making contributions and improvements as we develop. We are satisfied that this plan has not only developed the individual child, but raised the character of the entire school.

Submitted by

MISS SHIRLEY D. ALMY

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the

LINCOLN SCHOOL

**Presented to the Board of Education
by the Principal
MISS RENETTE JONES
June 1931**

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
LINCOLN SCHOOL

A. Some Achievements of the Year 1930-1931

I. A study of individual pupils.

Early last September my teachers and I began to do some intensive work with pupils who didn't seem to be able to keep up in their work. If possible, we aimed to reduce the number of failures in the entire school. We have called upon our Child Guidance, Health, and Attendance Departments to assist us. Home calls have been made and we were able to get a great deal of help through our P.T.A. and our Public Health nurse.

Perhaps an outline of our work would be more interesting than a detailed account. The pupils seemed to fit the following groups:

1. Personality and Behavior Difficulties:

- a. Indifference
- b. Lack of ambition
- c. Lack of application
- d. Lack of concentration
- e. Inferiority complex
- f. Superior attitude

2. Attendance Problems:

- a. New pupils
- b. Pupils who entered late
- c. Prolonged absence
- d. Irregular attendance
- e. Habitually changing schools

3. Academic Difficulties:

- a. Poor foundation
- b. Reading difficulties
- c. Arithmetic difficulties
- d. English difficulties
- e. Poor study habits

4. Health or Health Habits:

- a. Undernourishment
- b. Physical inability
- c. Speech defects
- d. Nervous
- e. Lack of sleep
- f. Overweight
- g. Teeth

5. Family situations:

- a. Poor home environment
- b. Broken home
- c. Poverty
- d. Lack of parental control

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6. Activities Outside Class:

- a. Social
- b. Athletics
- c. Work
- d. Music

In June 1930 our number of pupils was 371.

Failures 20

Boys 14

Girls 6

In June 1931 our number of pupils was 431

Failures 16

Boys 8

Girls 8

The most helpful part of this program was that we could understand our children. Wherever it was possible, pupils were given the kind of help that they needed.

This work has been going on during the entire year.

Our Open-School Night helped very much to show parents what we were doing and it gave every one an opportunity to compare results.

II. I have given quite a little time to looking up references and materials for the teachers. Much of the material that we had was not being used enough. The pupils used discarded texts, railroad folders, and other advertising matter for geography booklets.

This year, with the use of colored crayons and colored paper the pupils were able to make some very good illustrations on the blackboards. There was a large enough surface so that every one in the group contributed something.

III. English Expression:

1. Speech Improvement (everyday speaking)

In our 8B group the pupils took up for discussion -- Hobbies. They read about them, talked about them, and suggested that they bring their hobbies to school. We had everything from gold fish to coin collections. One boy brought his rabbits.

One afternoon was given to the talks on Hobbies.

The younger pupils were invited up in groups. They not only listened, but asked a great many questions. It was a most natural situation. The 8B's were very particular about their English.

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I have wondered why we haven't done work of this type before. The oral work in most of the language classes was so uninteresting, - there was no life-situation.

2. Written English

I have tried to determine why it is not better and have concluded that these are some of the reasons:

- a. An attempt is made to teach too many things.
- b. The work is not outlined by grades. Letter writing in the third grade is much like the letter writing in the fourth and the fifth.
- c. The majority of groups have no definite models or standards.
- d. There is too much writing relative to the amount of correcting done.
- e. Much of the written composition is unreal to the child.

B. I. My building is crowded. The rooms all have to be used for class work. The rooms are not large. Grades 2, 3, 4, 5, and 6 have two sections in a room and a group of between thirty-five and forty-five pupils. One teacher cannot do justice to so many.

The nurse has no room.

The Kindergarten is small.

The office is crowded.

The playground needs improvements.

There is not room enough to store supplies.

The electric lighting in the class rooms is bad. Pupils work by ceiling lights.

There should be telephone signals of some kind in the building.

II. I would like very much to have more physical education and less inter-school games. The same boys have to leave school early during the entire year. Fourth grade pupils are pretty young to do this. They could play against teams in their own school.

III. I shall continue the work on the slow pupils and shall also, see what more we can do for the accelerated pupils.

The English work needs much careful study.

I hope to give some of my teachers who have but one section, more work. They, I believe, could help the others more. Next year we shall emphasize the importance of clear and correct speech by use of the radio.

We shall try to improve our oral reading also.

If possible, we shall do more auditorium work.

IV. Our best illustrative work was made on our blackboards. Some of the history maps are too large to send in. The geography illustrative work is too large also.

Submitted by

MISS RENETTE JONES

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the
LONGFELLOW SCHOOL

Presented to the Board of Education
by the Principal
MISS C. LORENA REICHERT
June 1931

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
LONGFELLOW SCHOOL

This year's supervisory program in reading was planned to improve the work in oral reading and to diagnose the difficulties of some of the very poor readers who seemed to be encountering unusual difficulties that could not be accounted for by lack of intelligence. In the spring of 1930 the pupils in the third grades were given Gray's Standardized Oral Reading Tests and the pupils in the first and the second grades were given informal oral reading tests. The results showed that the pupils were very much below the standards for their grades.

Again in the fall of the present school year the primary pupils were checked in oral reading. The number of poor oral readers seemed to be unusually great. This may have been due to the fact that silent reading had received too much emphasis in the past, and that with a stress upon oral reading this year we were made more sensitive of the pupils' deficiencies. Another general cause for the oral reading deficiency in the Longfellow School may be that we have not held rigidly enough to promotion standards in reading. Since so many of these children come from homes in which little or no English is spoken, reading is especially difficult for them, and children were often promoted in recent years when they were doing fairly well in other major subjects but were deficient in reading. A third factor which has made these poor readers so conspicuous has been the fact that with much of the work organized on the unit basis and with few books available for some of the work, much audience reading has had to be done. This has emphasized the fact that there were only a few pupils in each grade who could do this reading well enough so that listeners could understand and get the meaning of the material read.

The types of errors which were revealed on the tests were slow, jerky reading; rapid, careless reading; inaccuracies in the pronunciation of words; slovenly enunciations; a very limited vocabulary; little power, especially in the fourth, fifth, and sixth grades, to use phonics to work out independently unknown words. It was appalling to find that simple words such as character, society, securing, etc. were mispronounced and not recognized by fifth and sixth grade pupils.

The oral reading program has been especially emphasized in the first three grades. It seemed most advisable to correct defects where they were not already too fixed and to extend the program into the upper grades another year. This does not mean that the upper grades were neglected and not in the remedial and testing program, but less stress was placed there because of lack of time. Also it seemed best to reduce at the beginning of the children's school life the number of poor readers; otherwise by the time the children reached the upper grades we would be spending most of the reading program in correcting defects instead of giving children rich experiences through their reading and promoting broader interests in reading for pleasure.

In order to correct and eliminate reading difficulties teachers were urged to divide their classes into groups according to their special needs and reading defects, since smaller groups are more advantageous for intensive individual work.

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2. To use reading material suited to the ability of each group.
3. To create a desire in each pupil to want to improve.
4. To keep a well-balanced reading program. Care was to be taken not to use remedial exercises to over-come one defect to the extent that they produced other defects. Thus, increase in rate was not to be carried on at the expense of comprehension.
5. To give frequent informal tests to note progress and to regroup children.

Many of the reading periods were made work type lessons where all pupils of a group had the same books and worked upon the same lessons. The pupils studied and then practiced reading before the class to have their reading evaluated according to some standard which was set up for that particular lesson. The fact that children were studying to participate in a social situation motivated the practice of improving reading.

For the better readers audience situations were provided so that the reader had to recognize a conscious purpose of conveying thought to his listeners. The listeners at the same time were to be held keenly alert to their responsibilities to the reader. Their responsibilities were to listen courteously and attentively and to enter into an intelligent discussion of the work after the reading was finished.

In all remedial work in oral reading teachers were urged to consciously adhere to the principle of using simple, interesting material in order to have the children attain fluency in reading and to develop in them confidence in their ability to learn to read.

Some of the children who seemed to be having unusual difficulties in learning to read were studied individually. Thus, B. G., a 1A pupil, was about seven years old and seemed to be making but little progress. She was listless, dreamy, inattentive, and not interested in her work. An intelligence test showed that she had an I.Q. of 85. She came from a fairly good Greek and American home and her parents were interested in her work and willing to co-operate to the fullest extent in everything which would make B. G. advance. B. G. during her kindergarten and 1B work had had measles, mumps, and scarlet fever, but seemed perfectly well at the time of the study. Because of her extreme listlessness and inattention, it was decided to check on her hearing and eye-sight. Her hearing proved normal, but the eye test showed that she lacked normal vision. Her parents were urged to take her to an oculist to verify the school's findings. This was done and the doctor found it necessary to fit B. G. with glasses. Gradually her listlessness disappeared and with special help for a period of three months B. G. improved enough in her reading to be promoted to the 2B grade in February. She still needs to improve to reach the normal standard for her grade, but her interest in reading has developed so that she now reads with the two best groups in the room.

Another case was that of E. K. who came from a good home in which older brothers and sisters were attending the university. At the time of the fall test E. K. was in the 2B grade. Her reading at the time of the test showed that she had the reading ability of a pupil completing 1B work. Her reading

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was slow, jerky, and laborious. Her words were poorly grouped, and she had much difficulty in recognizing simple words. She was given hearing and eye tests and found normal. A physical examination, however, showed that she was a "heart case" and underweight and tired easily. With nutrition facilities in the building a rest program and proper diet were prescribed for her. In order to secure progress in reading remedial instruction was given which included (1) a large amount of oral reading of first, very easy and interesting primer material, then first grade books, and finally second grade books with attention centered upon the content of the stories read, and (2) exercises in phonics to help in quicker and easier recognition of words. The remedial period lasted for twenty minutes daily and covered a period of eight months. When E. K. was given Gray's Oral Reading Test on May 28, 1931, her reading grade was 3.1.

R. M. entered the Longfellow School in September from a country school. He has an I. Q. of 97 and comes from an excellent American home. By tests it was discovered that R. M. had about fourth grade reading ability, could recognize words, had excellent general knowledge, but could not spell. His spelling displayed certain definite peculiarities. Misspelled words contained all the letters of the correct word, but were always placed in inverted order. Thus, train might be written tiarn or trian. Hearing and vision proved normal both by the school's examination and that of a doctor. We finally at the beginning of the second semester asked Mrs. Bryngelson to make a study of the case. In studying the family history we learned from the mother that the boy's father was left-handed and that R. M. as a baby showed left-handed tendencies but that the boy's maternal grandparents had insisted that the mother check these tendencies and insist that the child use his right hand for everything. R. M. says that it is still easier for him to do some things with his left hand. The boy and his mother were told of the mental conflicts which he was having, and he was given reading and writing exercises to help him overcome his difficulties. The remedial instructions in the classroom consisted in giving him simpler and fewer spelling words than the other members of the class and in having him say the letters of the word as he wrote the word. There has been a definite improvement, but the remedial work must continue for some time before R. M. will be up to the norm for his grade. Tests in May showed his reading ability in the Torgeson Test to be 4A and in Gray's Oral Reading Test to be 2B while R. M. is now in 6A.

About twelve cases have been specially diagnosed and given remedial instruction during the year.

During the year pupils in the fourth, fifth, and sixth grades were given many informal tests in problem solving. Special attention was given to stressing some simple principles which underlie the work in problem solving, rather than the mere working of many problems of the same type at one time to fix a fact. Thus, in the work in decimals and common fractions children seemed to think that they must always get a larger product when they multiplied and a smaller quotient when they divided. The following truths were observed and aided pupils in checking their problems:

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1. When multiplying a number by anything more than 1, the result is larger than the number.
2. When multiplying a number by anything less than 1, the result is smaller than the number.
3. When dividing a number by anything more than 1, the result is smaller than the number.
4. When dividing a number by anything less than 1, the result is larger than the number.

In the work of problem solving, it was also found to produce better results and better thinking if problems of various types were given in each lesson.

The charts at the end of this report show the results in the Longfellow School of the two curriculum tests given by Miss Parsons.

In carrying on the activity program we have been confronted with several problems. Probably chief among these has been to have sufficient time for both the activity work and the mastery of the essential skills on the part of the children. Besides the facts assigned to each grade for mastery in the more formal skill and drill subjects, each activity brings to light weaknesses of individual pupils. It is frequently difficult to find time to care for all these individual needs, which often need strenuous drills to fix. Then, too, the activity to be worth while must produce some tangible results which can be checked to be sure that the pupils are making progress. In order to do this the teacher must outline for herself definite outcomes which will make each activity worth while, and she must then see that these outcomes are reached by the pupils. Another difficulty occasionally met this year was that children did not seem interested in the activity which was outlined for them. This required much patience and skill on the part of the teacher to bring into the classroom varied and interesting material to arouse some interest and response in the children.

In continuing the activity program next year we shall try to plan our units so that there is more individual growth. The pupils' own standards of work should improve as their experience with the activity program continues. What satisfied them in the study of Japan in the third grade should not satisfy them in their study of the country in the sixth grade. Their interest and understanding of the work should widen and even lead them into other related units. Each unit should also develop more desirable and independent habits of work.

SUPERVISORY PLANS FOR 1931-1932

As a result of Gray's Oral Reading Tests given to all pupils in the Longfellow School in May 1931 it is my plan now to place children who have reading disabilities in special reading groups regardless of their grades. In order to do this, it will be necessary for all grades to have a remedial reading period at the same time each day. This will make it possible for each pupil to attend the particular group into which he fits. It will also permit him to move from one group to another as his skill improves.

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We shall also experiment with a group of fifteen first grade children who have intelligence quotients ranging from 75 to 90 and who are over-age because they have repeated the work of the first grade several semesters and still cannot read. They will be grouped together next year and given considerable study to determine what their difficulties are and whether they can learn to read. In this group are Italian children from homes where little English is spoken, negro children, and American children.

Submitted by

MISS C LORENA REICHERT

Principal

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Survey of the JOWELL

SCHOOL for the Year 1932-1933

Presented to the Board of Education
by the Principal
MISS ANITA AYER
June 1933

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

LOWELL SCHOOL SURVEY
For the School Year 1930-1931

The Lowell School has a total enrollment of 952 pupils at the close of the school year. This is a gain of 34 over last year, which is about what we have had each year since the building was opened. The monthly enrollment at the close of the year is 886. This is the closest we have ever had to the number of our total enrollment which, in our judgment, shows a more stable, settled condition of our population. Each class graduating from the school shows a higher percentage of children who have taken all their work in the one building.

Of the 952 pupils enrolled in Lowell School, 771 are in our elementary platoon school and 181 in our junior high school. Our student body is composed almost entirely of American born children, largely of Scandinavian descent. The general intelligence is around normal, and the children do just good average work with few outstanding pupils. Our weak ones are mostly among our shifting population.

The question of how many children we have in the school from that part of the district lying outside the city limits and what effect they have on our large classes has arisen. There are only two to five of them in each grade, which creates no problem. We have had ten tuition pupils this past year, five of whom were in the junior high school. These children have all been good workers and good citizens of the school.

The instructional program has stressed creative self-expression in every department. Many visual aids are used in class rooms and much constructive work is encouraged. Exhibits before other grades have been emphasized in summarizing activities. Cooperation is stressed in all work with a special effort to develop leadership and initiative on the part of the children. To these ends, much work is based on pupil-choice and pupil-interest.

Child growth is the aim rather than mastery of subject matter, and the non-knowledge products — attitudes and ideals — are emphasized. "The true test of education is in the development of abilities to gain new knowledge and meet new situations, in the building of character that leads to the highest type of citizenship, rather than in the number of facts gained or the amount of knowledge accumulated." (Journal of Education) This expresses the aim of the instruction at the Lowell School.

We have had as the three major projects in view all through our work of the year (1) more organization of the work by the unit plan of teaching, (2) an increase in the growth of responsibility on the part of the pupils, (3) the development of higher standards of work on the part of the pupils and teachers.

When one reads the literature on the unit plan of teaching one visions the unit being carried on in one room in which all subjects are taught by one teacher, or at least carried on under one teacher's instruction. It was necessary for us to adjust this to the platoon organization in which five or six teachers must work on carrying out the unit. We presented the units to be taken up by each

WENDELL SCHOOL SURVEY

grade to the teachers of that grade. Each teacher took the supervision of that one which fell most easily into her department of work. She then outlined her plan and secured the cooperation of the other teachers. We felt that this plan has been very successful, and intend to follow it another year. The accompanying copies of units as carried out will show our plan.

As our pupils come into the upper grades through the platoon school, we feel that there is an assuming of responsibilities beyond that which we secured in previous years. The children, having decided on a plan of work, carry it out better to the finished product, instead of losing their interest in the middle and leaving it for someone to either recreate an interest or to complete the work. They recognize the various abilities in the group and do better team work. Every member of one of the upper grades has felt responsible for the development of a spelling sense for a boy in the grade who couldn't spell the simplest words. Every boy and girl helped him daily in the spirit of real cooperation. On the occasion of a spelling contest with another grade, they instinctively clapped their hands when he was able to remain standing through the second and third rounds. His success was each one's success. He has grown because of their backing and everyone feels a personal pride in the results.

We have felt that it has perhaps been easy to say, "Most of our pupils come from homes where the background is not scholastically high, and therefore we cannot expect as much as we otherwise could from them." This year we have tried to get away from this feeling and raise the standards which the teachers had set for the children. We also urged the children to raise their ideas of what they could do. We feel that we can see a rise in English, general poise and self-assurance, appreciation of the use of special talents for the good and pleasure of others, and in the tone of all work which the children do.

Our future outlook is good. We intend to carry on the work under the present plans with variations in minor points where we see changes are needed. As an advance step in meeting our desire for more student participation in school government, we are working on a plan to have a group of girls, who, together with the Boy Patrol, will take care of special problems. Among them are the checking of general disorders in the corridors including tampering with lockers. They will also extend the courtesies of the building to business callers and guests.

At the present time we are using all of our building all the time, but we can care for growth yet in every grade as we have not reached the full capacity of the rooms. If our rate of increase in the past five years continues, we will probably be in need of a barrack on the grounds or some grade will have to be placed on half-day sessions by the second semester of the coming year. In February we will send a grade of 38 children which we carry in one section to high school. We will take in from the Kindergarten a grade of at least 45 children, which will have to be divided into two sections.

Submitted by

WING ANNIE ASPEL

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the

RANDALL SCHOOL

Presented to the Board of Education
by the Principal
MRS ALICE E ROOD
June 1931

BY CEDON PUBLIC SCHOOLS
Menomonie Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
RANDALL SCHOOL

1. Summary of the Year's Work.

A. Reorganization

The removal of the Junior High school from the Randall building necessitated rearrangement of rooms to meet an elementary school situation and permitted a reorganization of the first grade. With the new arrangement one teacher was assigned to each room and was asked to take full charge of one group of pupils, in all grades except the kindergarten and the sixth grade. In the kindergarten two teachers worked together, as before, and in the sixth grade the work was departmentalized with three teachers in charge. The Main Room of the junior high school was converted into an auditorium. Unfortunately it was necessary to convert the art and science rooms into primary classrooms. The domestic science and manual training rooms and the gymnasium remained unchanged.

The set-up of the organization at the beginning of the first and of the second semester was as follows:

Grade	First Semester		Second Semester	
	No. Teachers	No. Pupils	No. Teachers	No. Pupils
Kindergarten	2	108	2	108
First	4	101	4	97
Second	3	106	4	124
Third	3	102	3	106
Fourth	4	107	3	99
Fifth	3	85	3	96
Sixth	3	77	3	93
Total	22	686	22	723

B. Achievements

My first year at the Randall school has been one of exploration rather than one of specific achievements. Before I could begin any definite program of work, it was necessary to get acquainted with the school plant, the community, the children, and the teachers. Some of the activities through which this was done were:

1. A study of the equipment and of all available records in the building.
2. A study of pupil achievements through informal tests and observation.
3. A study of teacher technique in schoolroom control and in methods of teaching various subject matters. This was done through frequent visits and conferences.
4. A study of pupil attitude toward school activities and the amount of self-direction which they gave evidence of being capable of.

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5. A study of the art and music instruction as given in the building and its relationship to the other school activities.
6. Conferences with parents and with the officers of the Parent-Teacher Association.

These studies led to the following activities:

1. A reclassification of a few pupils and working out of special programs for others as need arose.
2. A series of informal meetings in the building to discuss effective ways of presenting subject matter and of dealing with personality problems in children.
3. Teachers have been encouraged to organize their work around larger units. They were asked to make careful plans before attacking units and at the end of each semester a written summary of each unit and an evaluation of the educational worth of the activities carried on was required of each teacher.
4. A very simple program of pupil control of halls and playground has been introduced and teachers have been released from hall duty for more important work.
5. A library program whereby every child has had an opportunity to learn to use the library has been set up under the stimulating co-operation of the librarian.
6. The use of the auditorium in connection with projects has been encouraged.
7. Manuscript writing was introduced in the first grades in September and has been carried on in grades one and two.
8. Public School Achievement Tests were given to all sixth grade children before they were promoted into Junior High school.

II. Recommendations in the Field of Administrative Problems.

A. Curriculum Recommendations

1. That the experimental study of unit organization be continued and refined.
2. That the activities that have been carried on in the different rooms be critically evaluated as to their educational value and that those of doubtful value be eliminated and the worth while ones be more carefully organized.

ANNUAL REPORT - RANDALL SCHOOL

3. That the contribution of the special departments, art, music, health education, and speech, to a unified program such as we are trying to carry out be more clearly defined.

B. Personnel

1. That three new teachers be employed to take the places of teachers who are resigning or being transferred. An especially strong teacher who is capable of working with a superior group of children is needed in the sixth grade.

C. Physical Plant

1. That the auditorium be equipped as soon as possible. Seats suitable for primary children are badly needed. Walls and ceiling need to be painted.
2. That the principal's office be re-arranged this summer and the stores-room be placed on the first floor next to the office.
3. That cupboard space for children in rooms 103, 101, 104, 110, 112 be provided as soon as funds are available.
4. That the working hours of custodians be re-scheduled so that they may care better for the building without interfering with school hours.
5. That playground equipment be checked over. Special attention should be given to the swings.
6. That the ventilating system be checked over to eliminate, if possible, the blasts of cold air that frequently strike certain rooms causing discomfort to teachers and pupils.

III Summary of the Plans for Next Year.

A. General Policy

1. To set up within the Randall school what Dr. Dewey calls "an embryonic community life, active with the types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history, and science; to introduce and train each child into worthy membership within such a community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction."

ANNUAL REPORT - RANDALL SCHOOL

2. To imbue every teacher with these ideas and ideals and to help them to become scientific and effective directors of such learning.

3. To so interpret the work of the school to the community that we may have its whole hearted and sympathetic co-operation.

P. Specific Plans for the Year 1931-1932

1. To set up a program for more effectively developing habits of good citizenship.

a. To work out with the teachers and pupils standards of conduct.

b. To set up a program through which desirable patterns of behavior may have opportunity to grow.

c. To further develop the pupil control of halls and playground.

d. To study with the teachers psychology of child behavior.

2. To work out a program that will take care of the superior child, stimulate him to maximum effort, and to provide work that will challenge his best efforts.

a. To make a survey of pupil achievement in every grade. This survey will give us more objective evidence of the strength and weaknesses of each pupil and will call the attention of the teachers to individual differences and the need for adjusting the school program to meet these needs.

b. To plan special worth-while activities for superior children.

c. To work out remedial programs for such pupils as need them.

3. To continue to study with the teachers better ways of planning and carrying out their units of work.

4. To set up an experiment in teaching of reading to a superior group of pupils in grade one.

5. To re-organize recess periods and work out a more successful playground program.

6. To introduce assembly programs.

7. To make a study of excursions and how to make them educationally valuable.

8. To work with the Parent-Teacher Association for a more effective co-operation between home and school.

Submitted by

MRS ALICE E. ROOD

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the

WASHINGTON SCHOOL

**Presented to the Board of Education
by the Principal
MISS MARY L EDGAR
June 1931**

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
WASHINGTON SCHOOL

I. A. Organization

1. Kindergarten
2. Grades 1, 2, 3, 4, 5, 6 - A and B Sections in one room
3. Art Room
4. Recreation Hall
5. Library
6. Manual Training Department in the basement
Used by Washington, Doty, St. Raphaels and Holy
Redeemer Schools.

B. Enrollment

Grade	Section B	Section A	Total
Kindergarten	11	21	32
I	8	20	28
II	12	16	28
III	10	10	20
IV	8	16	24
V	12	15	27
VI	10	20	30
Building	71	127	198
Largest Enrollment this year			205
Probable Enrollment next September			200-220

II. A. Plans for the Year 1930-1931

1. Removal of grades seven and eight to Central Junior High.
2. Intelligence rating on every child.
3. A Recreation Hall.
4. A room for coaching purposes and art.
5. A room for the Nurse and medical inspection.
6. A library.
7. Room for the Nurse.

B. Achievements planned 1929-1930 for 1930-1931

1. All of the above plans have been achieved. I will comment on some of them.
2. Intelligence rating on every child has been found and has been of great value to us in understanding the difficulties of the child and the teacher. Miss Camp, the Guidance Supervisor, has directed the work which has been so ably carried out by Mrs. Parks. Many children have been better understood and the co-operation of the parents secured by home calls made

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ANNUAL REPORT - WASHINGTON SCHOOL

and conferences invited and obtained through this department. I am including Mrs. Parks' report on speech work which will make very clear some of the work accomplished.

Next year we intend to follow the progress of the Kindergarten promotions made this year and keep a record of their work during the next three years. Miss Camp is interested in this undertaking and will assist us.

We can furnish enough material right in this building for an Opportunity Room and we have a room that is available if it seems advisable to establish one.

SPECH WORK

Teacher - M. D. Parks
Tues. & Thurs. - 10:45 - 12:00

1. Speech Correction:

The following cases have been given speech correction during the school year 1930-1931.

Articulatory	8
Stutter	1
Dialectal	1
Total	10

2. Reading disabilities:

Four reading disability cases in the first grade showed a lack of cerebral dominance and have been started on the technique to increase cerebral dominance.

3. Transfers to Special Rooms:

One pupil has been transferred to the Opportunity Room.
One pupil has been transferred to the Crippled Room.
One pupil has been transferred to the Nutrition Room.

Three pupils have entered during the second semester who will be eligible for the Opportunity Room next year.

Programs have been planned for three pupils with I.Q.'s between 70-80 who are not profiting from work in their present grade.

4. Mental Testing:

There is an intelligence rating on every child in the building.*

ANNUAL REPORT - WASHINGTON SCHOOL

Pupils entering the school system for the first time were tested upon entrance. The following number of tests have been given during this year:

Individual Binet Tests	49
Group Tests	90

5. Home Calls and Guidance:

Every problem of speech defect or behavior necessitates a home call or conference at the school with the parent of the child.

Conference at school	8
Home Calls	12

*The Kindergarten B's are not included in the testing program. The A group is tested before entering the first grade.

C. Recreation Hall

1. Used for:

- Assembly programs
- Addresses
- Special music classes
- Orchestra practice
- Visual education
- Radio programs
- Physical exercises
- P.T.A. meetings
- Social meetings planned by P.T.A.

2. The nature of the assembly work this year has been exploratory. We have found that another year these points should be given attention:

- (1) Two groups of pupils - namely 1, 2, and 3 grades and 4, 5, and 6.
- (2) That interesting programs should be planned for a semester.
- (3) One person responsible for the program.
- (4) Each teacher in the building responsible for one program during the semester.
- (5) Pupils should plan and execute much of the program.
- (6) The programs generally should grow from the school life and interests of the children and every child should have an opportunity to participate in the program at least once a semester.
- (7) Music should be a part of every program.
- (8) Length of program thirty minutes.
- (9) That the planners, performers, and listeners each have an opportunity to develop certain habits.
- (10) Guests always welcome.

3. We are going to organize our assembly work along these lines next year and know this will engender a social co-operative spirit,

ANNUAL REPORT - WASHINGTON SCHOOL

establish many desirable habits, and give the pupils confidence, poise, and much joy.

4. Library

We have a regular library with a trained librarian in charge two days a week. Miss Bichel gives a library period to each group on those days. Some of her aims are:

To develop the habit of reading during leisure time.

To enrich classroom activities by providing interesting supplementary material.

To aid the children to be intelligent library users.

To encourage self-help by teaching the use of library tools.

To encourage the child to bring to the teacher the books relating to the subject matter in the classroom rather than to have her put them before him (initiative).

To develop his sense of responsibility for the care of public property.

To provide incentives for the proper mastery of reading mechanics.

To have the pupil enjoy the library and books and not be overwhelmed by them.

To get these little people ready for the wider use of books.

To provide material which will lure the child into new paths of thinking and doing for himself.

To stimulate imagination.

The child who has always had books in his home is the better educated, more sanely developed child.

The school library should take the place of this ideal home library.

In regard to the circulation of books Miss Smith has sent me the following report:

1929	Grades 1 - 6	1400
1930	Grades 1 - 6	3400
Increase		2006 - 14% plus

I think this is due to the excellent type of book service given to us.

The P.T.A. has provided the following material for a magazine table:

The National Geographic Magazine

The Popular Mechanics

The American Boy

Boy's Life

The American Girl

Child Life

Nature Magazine

Next year we will improve our service and increase our usefulness.

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5. Looking forward to next year.

Glancing backward to last year, I feel that the work taken last year with Professor Young has been a great benefit in adjusting, reorganizing, and understanding the pupils. Much reading material which was suggested has been procured, read, and principles applied. It has given us a better insight into the child guidance work. I know that my teachers have a progressive spirit, and when reading the seven principles set forth by the Progressive Education Associations I feel that we are on the right track and are facing in the right direction.

We have kept abreast of the times by reading the following magazines:

The Elementary School Journal
Teachers College Record
Progressive Education
The Elementary English Review
The Journal of the National Educational Association

We have used visual instruction whenever it would aid our work.

The radio purchased and paid for by the P.T.A. has given us a chance to keep the children interested in the best of music.

I have taken two classes a day all year and it has helped with the problem and slow pupils. During the first semester I took a group of third grade children who were on different levels in reading. Miss Keeley reported that they had lost their feeling of inferiority and had been benefitted in many ways besides reading. They needed individual attention. I also took a class in fifth grade fractions. This semester I have had two different groups, both composed of fifth and sixth grade children who felt the need of help in problems and long division. Their sense of achievement in long division has helped them to discover and utilize their own ability. The work on problems has been rather difficult as there seems to be on the part of several very little reasoning power developed so far. Next year I want to try again and follow the plan suggested in Teachers College Record, trying the three methods suggested, namely (1) Dependencies Method; (2) Conventional Formula Method; (3) Individual Method. It is a great help to me to become acquainted in the class room with these problem children. Helps me to understand the difficulties they are laboring under, and gives me a basis for discussion with teachers and suggests to me ways of being helpful to the teachers.

I wish to thank you, Mr. Bardwell, for your hearty co-operation and encouragement. You have been a source of inspiration to me.

Submitted by

MISS MARY L. EDGAR

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the

ART DEPARTMENT

**Presented to the Board of Education
by the Supervisor
MISS LUCY IRENE BUCK
June 1931**

THE MADISON PUBLIC SCHOOLS
Madison . . Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
ART DEPARTMENT

1. The plans for the year as set forth in the annual report of the Art Department June 1930 included:

- A The continued development of the art as a vital part of the activities of the first six grades.
- B The adoption of the five week unit of art in the eighth grades where the time allotment calls for one hour per week.
- C The development of interesting and beneficial try-out courses in the seventh grades of Central and West Junior High Schools.
- D An effective course for those who select art in the Junior and Senior high schools to encourage native talent and increase the joy of self-expression and originality.
- E To develop, as far as possible, happiness, interest, skill, creative power, appreciation, and success in each individual.

The achievement attained under the foregoing objectives may be briefly summed up as follows:

- A The units of work which were developed in each grade from the kindergarten through the sixth offered a greater opportunity for the correlation of art. The child was made acquainted with a wide range of related illustrative material and provided with ample raw material for creative self-expression. He gained an understanding of these, and developed the technique necessary to continue growth without the effect of the old time drill. The very interesting results proved that greater enrichment was offered school life through this approach.

The following picture talks were broadcast over WIBA and WISJ:

To the Primary Group--
Children of the Shell and
Madonna of the Chair - December 10, 1930
Feeding Her Birds and
Bringing Home the New Born Calf - February 11, 1931.

To the Intermediate Group--
Sistine Madonna - December 10, 1930
Madonna of the Magnificat - December 17, 1930
The Mill and
The Flower Girl in Holland - February 25, 1931.

To the Upper Grades--
Madonna Del Granduca - December 17, 1930
The Fog Warning and
After a Summer Shower - March 11, 1931.

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Colored slides of the pictures discussed were projected on the screen in all schools having radios at the time of these talks. From the response given this method of presenting picture study, it would seem that it was fairly successful.

B In the Emerson and Lowell Schools where the program has been adjusted to provide for a five week unit of art the results have more than justified the change. The sustained interest of the student has made possible more worth while problems. The requests for assistance from other departments in these schools have been more ably met.

The standard of work has been raised in the seventh and eighth grades of the Harvey and Lincoln Schools since a special teacher has had charge of all of the art work. Some very interesting correlation with the English work done in these grades has made the art more vital. Further evidence is found in the awarding of the Helen Mears district prize to Charles Morgan of Harvey School and second place to Phyllis Ann Kessenich of Lincoln School.

C The try-out work in the seventh grades at Central and West offered a challenge to the teachers. With the students meeting for an hour every day there was a splendid chance to work out some very interesting and worth while problems. The work was planned to show each student how art in everyday life is related to him and to give him joy and satisfaction in creative self-expression. Effort was made to develop also an interest in art processes and the vocational possibilities of art. Good design and color was stressed to give a foundation for the development of his selective judgment as a consumer of art objects.

Appreciation through participation was emphasized at West. The modeling and firing of clay animals created an interest in ceramics. The making of a paper knife or bracelet in copper introduced the problem of the worker in the metal arts. The planning of a stage set by each student introduced what is offered in the field of stage design. The brief study of modern architecture in relation to that produced throughout the ages resulted in some very interesting clay models of the different periods. The modeling of figures in all sorts of poses as represented on the athletic field gave a better understanding of the beauty and character of the human figure.

At Central the study of art throughout the ages as represented in architecture, sculpture, and painting was an important part of the 7A work. Colored slides and colored pictures were projected on the screen. Trips were taken to introduce to the students the best that Madison has to offer in these arts.

ANNUAL REPORT - ART DEPARTMENT

D Those who selected art in the Junior and Senior High Schools were given a more intensive study of the principles of art structure through experiences in drawing, design, construction, and appreciation. The introduction of from six to nine weeks of art metal in the eighth grade course brought most enthusiastic response from the students. The work accomplished was superior in design and execution to any produced in cities giving this work which have been visited by the supervisor. Some very nice block prints on paper and textiles were executed by the eighth grade students at West.

To the ninth, tenth, and eleventh grade students electing art in all three high schools fell the making of posters for school and civic activities. Every effort has been made to meet the requests of the dramatic departments to assist in planning and painting stage sets for plays given during the year. The art work in the senior high classes has emphasized the development of the intellectual and aesthetic growth of individual students.

The results attained in pottery 11B at West High were far and above the average high school work. It has been suggested that this course be called ceramics since it includes more than the making of pots and vases. It might be well to include one semester of pottery and one of art metal in a course called Arts and Crafts open to students in the last two years of the senior high school. Such a course if maintained at its present standard would give pre-vocational training in these crafts.

E As far as can be ascertained more interest, greater skill, an increase in creative power and appreciation were developed in most of the students. Happiness and success were always encouraged. Beneficial employment of leisure with interests and skills developed were stressed.

At the invitation of the Madison Art Association the Art Department of the Public Schools held an exhibit in the gallery of the State Historical Museum from April 20 through May 2. The work shown represented that from the kindergarten through the senior high school, and was arranged in sequence. There were eight cases containing: puppets from the 4th and 6th grades, soap and wood carvings from the elementary, junior and senior high school, decorative boxes from the junior high, clay modeling, ceramics, and art metal from the junior and senior high schools, block printed Christmas cards from the senior high schools. Thirteen hundred children from the city schools visited this exhibit. The adult visitors were not counted, but the attendance was very good. By special arrangement the gallery was open from two to five on Sunday afternoon, April 25. A very appreciative letter from Professor Agard, president of the Madison Art Association, requested an annual exhibition of Public School Art of one month duration upon the merit of this exhibit.

II Revised course of study in art education in grades 1 through 9 will be submitted next September.

Art laboratories are sufficient to fill the needs for another year. At Central Miss Edwards has requested additional cupboard space, the drawings for which are submitted for approval. The personnel of the department is

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ANNUAL REPORT - ART DEPARTMENT

complete except for a teacher of art metal and pottery for Central. The program for next year calls for two junior and two senior classes in these crafts. It is desirable to get a strong teacher for this work since she would follow Betty Finstad Niemann whose work has been exceptional.

III The plans for next year include:

- A Continuation of those set forth for this year.
- B To make the art education that which will equip the boys and girls of Madison with an appreciation and understanding as well as an instrument of expression which will make for success in the vocations chosen by them or give worth while employment and enjoyment for leisure.
- C To increase devotion to beauty in our future citizens as a means to more stable living.

Submitted by

MISS LUCY IRENE BUCK

Art Supervisor

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the
ATTENDANCE DEPARTMENT

Presented to the Board of Education
by the Supervisor
Miss Cassie E. Lewis
August 1931

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1930-1931

ATTENDANCE DEPARTMENT

The function of the Attendance Department is threefold: It deals with child accounting and census; child labor, including street trades; and the enforcement of regular school attendance in compliance with the compulsory educational laws of the state.

A detailed analysis of the work was given in my report of last year. This is repeated in part, as the method of procedure of enrolling children in school, the annual enumerating of children of census age, and the issuing of permits for children to work varies little from year to year.

CHILD ACCOUNTING

In September, 1930, at the beginning of the school year, the check of school enrolment with census disclosed 432 children of school age unaccounted for. The removals from the city during the summer months eliminated many; others were in school but enrolment cards had not been received; a few boys were still working on farms. Before the check had been completed many of the children had been looked up, through high school lists of uncalled-for programs, vocational school pupils who had not been registered for the new school year, principals who notified us of children living in their districts who had not returned to them, and from our own lists of children inclined to be tardy in registering in public and parochial schools. A total of 380 home calls were made in the check-up.

Some delay in receiving early and complete enrolments from schools was caused at the beginning of the school year on account of the reorganization of the Junior High Schools, the opening of the new West High School, and the closing of the Brayton School. The check of pupils not in school was not completed until the end of November and some home calls still had to be made. This is not satisfactory. This work could be finished earlier with additional office help for a short period, but a request for student help from commercial courses is probably not advisable at that time of year.

In making the investigations of pupils not enrolled in any school, we found Mary, age sixteen, working in a home without a child labor permit. Her mother was receiving a mother's pension for a younger child. In this family an older boy, still of school age, had been placed on a farm. An older girl was working. Mary's employer arranged for a one day a week school attendance when notified, and Mary was given a permit to work. Her employer advised us that Mary had told her she wanted to go to school but had to work, and her mother thought she might be able to "put it over on school authorities". Mary failed to attend regularly on the day she had chosen, and frequent home calls had to be made. She complained of ill health and we worked with a health agency. Mary wanted to return to high school the second semester and this was arranged. She was provided with books by the school and we furnished clothing to be remodeled as her mother was a good needle-woman. Because the mother was indifferent to Mary's welfare, we have had to follow Mary closely throughout the semester. Her choice of companions and recreation receives little supervision from the home, with the result that neighborhood children are discouraged by their parents from making friends with her, so that she picks up older and less wholesome associates. I have had to take Mary to school frequently, when

she was reported absent, and to unravel difficulties, and although advised I am wasting my time, Mary may some time respond to the team work of our school departments.

Mrs. S was called upon to find why John was not in school. He was fifteen years of age and had attended opportunity school last year. My assistant, who made the call, was informed that Mrs. S could not send him "unless Miss Lewis collected her alimony", unpaid since August. John needed trousers and shoes. An office interview was arranged. Mrs. S worked for room and board for herself and son in the home of a relative. Her husband lived on a farm some distance away and Mrs. S said she believed he was able to pay her. The clerk of court where her divorce was granted knew her family, she said. A reply to our letter to him advised us the husband was unemployed and could not pay. We arranged for used clothing and shoes to be provided John, and he attended school without further trouble. This spring Mrs. S brought to us a letter from a farmer who wished to employ John. A sister lives on an adjoining farm and can keep in touch with him, so John was permitted to withdraw from school in order to work.

A doctor's statement has excused Rose from school attendance for the past three years. She is now sixteen years of age and last attended the seventh grade. When we called on her this year, we asked for the usual examination and statement. Rose brought to our office a letter from the doctor advising a more thorough examination, which the family claimed they were financially unable to give, as they had thirteen children and business not too good this year. The examination was arranged for but Rose returned to me asking that I talk with her father who had changed his mind about allowing her to go to a hospital. She wanted very much to be well and go to school, she assured us. An operation was found necessary for the removal of a third and diseased kidney. Rose is now quite well and grateful for the help given her.

School Certificates

The first days of school find us quite busy at our office with requests from children for school certificates to attend full or part time at Vocational School. By an arrangement with the Vocational School, children under the age of sixteen are admitted to Vocational School through the Attendance Department. Eighty-four of these certificates were issued during this year. Principals of schools where these pupils last attended advise us of the individuals they recommend for a Vocational School course. In most of these instances they have interviewed parents at the close of school. In other cases, parents are interviewed by myself or my assistant where we find children, capable of doing high school work, whose parents feel unable to send them or who wish them to find jobs and aid in financing the family needs.

Edna requested a school certificate at the beginning of the school year. She had completed the eighth grade last June. Her mother wished her to attend part time and secure a job. The principal of the school she last attended was called and advised us that Edna was a bright girl and capable of doing good high school work. Edna wished to continue in junior high school, we found. This family was known to us because of an older girl who disliked school, but Edna assured us she liked school much better. Edna's mother was employed at a small wage. Her mother and father had separated. The father paid ten dollars a month for the support of a younger sister. Edna's mother favors the older sister, who had recently married, and Edna's personal requests received little favor as she looks and reminds her too much of her father. Edna confided in us. A call was made at the home to get per-

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mission for Edna to attend junior high school. The mother gave many reasons why it was impossible to send her, such as lack of money for lunches, car fare, books, and proper clothing. Edna aided in the solution by stating she could walk to school, could carry her lunch, and was willing to wear her old coat outgrown two years ago by the sister. We planned to write Edna's father if necessary, to find if he could further aid her as he did not contribute longer for her support. Edna entered school and brought to our office her first report card, happy because of the good marks. Her mother and sister began to show more interest in her. In the winter Edna came again to show how well the old coat had been remodeled. I have talked with the guidance worker at the school from time to time and received favorable reports of Edna's progress in her grade.

We received a telephone call from an unknown source, naming a girl at a given address who was not in school. We found a fifteen-year-old girl living with a married sister. She had come here during the summer. Her mother was dead. Her father lived on a farm with her two younger brothers. He did not want her there, she thought, because he was intoxicated so frequently. An aunt had kept her the previous year, but refused to make a home for her longer as she received no pay from the father. The aunt had brought her here but the sister and husband objected to making a home for her. School had been in session some weeks. We took this girl to the welfare worker of the Vocational School and explained what little we knew of her, which was her own story and that of her sister. In cooperation with a probation worker, the girl was given a physical examination, clothing was provided, as her aunt had kept most of hers, and a good home found where she could work for board and room and attend school part time.

Cumulative Records

The transcribing of the brief data of the child's school history for the year from the active files to the cumulative records was begun this year in December, as soon as the census check was completed. This year the records were typed and are more legible and permanent. There were approximately 13,490 individual cards from public and parochial schools, including Vocational and Wisconsin High Schools. This work was completed about two weeks before the close of the school year.

School Census 1931

This year fifteen school enumerators were employed in taking the school census by districts. Only two of the workers are new. One of the enumerators had taken census in the same district for eleven years; another in two smaller districts for nine years. It is noticeable that enumerators with experience miss fewer families and children, and their familiarity with their districts also aids the families to recognize at once the official census enumerator and more readily give the information required.

An afternoon was spent with the group of enumerators at the attendance office before they began their work. Maps of their districts were given to them with their census sheets, which were provided by the State Department, and a letter from the Superintendent of Schools showing their appointment was of value this year to the newer enumerators when the Association of Commerce gave warning through the newspapers of a fake person claiming to be taking school census.

As arranged last year, two enumerators work in the large Randall district, one taking the Dudgeon district also. College Park became a part of the city this year and was included in the Randall district. There are thirteen children of census age in this added plat.

The census shows a decrease in Draper School district. The enumerator reports missing several large families who have moved outside her district. The Draper School enrolment shows a decrease of 106. However, seventh and eighth grades were not continued at Draper this year. The increase in census population in the Doty and Washington School districts is due probably to the change in boundary lines, both of these taking in a part of the former Brayton district.

Attached are the tabulation of the census showing age groupings and a comparison of census figures with the school enrolment, showing increases and decreases. The total increase in child population of children of census age, which includes those four to twenty years of age, is 224. In the private and parochial figures are included children attending the University and Wisconsin High School, besides a few attending private schools outside the city.

SUMMARY OF CENSUS RETURNS FOR THE YEAR ENDING JUNE 30 1931

SCHOOL DISTRICTS	Age Group 7-13 Inclusive		Age Group 14-15 Inclusive		All Other Age Groups 4 to 7		Private and Parochial Schools		TOTALS	
	BOYS	GIrls	BOYS	GIrls	BOYS	GIrls	BOYS	GIrls	BOYS	GIrls
City	176	163	44	60	163	230	116	104	383	453
Draper	159	141	49	55	200	185	100	90	408	384
Deacon	162	174	33	24	159	183	74	81	354	381
Person	400	365	90	100	363	368	103	92	853	833
Franklin	168	129	43	40	148	134	38	34	359	303
Over	113	93	23	24	96	97	16	27	232	214
Walthorne	197	180	48	50	194	217	68	60	439	447
Nham	145	134	38	35	129	166	46	53	312	335
McCall	186	185	54	74	200	233	87	95	440	492
McFallow	425	378	130	122	436	445	272	243	991	945
Well	385	383	95	90	361	336	109	112	841	809
Broutte	158	154	39	40	151	130	38	30	348	324
Endall	118	450	115	113	412	457	286	298	945	1020
Washington	151	167	65	62	212	190	101	124	428	419
Point District	65	67	19	14	58	44	17	23	142	125
Other Eight										
TOTALS	3308	3166	885	903	3282	3415	1461	1466	7475	7481
	6474	1788			6697		2927		14559	

1931 Total = 14,959
 1930 Total = 14,735
 Increase = 224

COMPARISON OF INCREASES AND DECREASES
IN CHILD POPULATION OF CENSUS AGE
AND
SCHOOL ENROLMENT BY SCHOOL DISTRICTS

School District	Census Increase 1931	Census Decrease 1931	Enrolment Increase June 30 1931	Enrolment Decrease June 30 1931
Daly	180		102	
Draper		63		106 *1
Dodgeon	52			26
Emerson	26		20	
Franklin	4		14	
Harvey	30		6	
Hawthorne	68		5	
Ianham	9			1
Lincoln	117		55	
Lonefellow	103			173 *1
Lowell	67		88 *2	
Marquette	19		25	
Randall	26			213 *1
Washington	75			101 *1

*1 Junior high school pupils not included in enrolment of 1931.

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

The parochial school enrolment, including Wisconsin High School, at the end of the first semester was 2,504.

Our enumerators list sick and defective children who are unable to attend school, and these are visited in the fall if found not to be enrolled. Each year we make provision for several in this way in special schools.

Besides the enrolment check-up, we make almost daily use of our census information. Other agencies also make use of it, such as the Y M C A in securing names of boys eligible for their membership, and the University, which has been doing considerable work in a survey being made by one of its departments.

This year a check was made of the census with the elementary school enrolment in June, to find if families had been missed. We also re-visited some of the 273 vacant houses reported during the time the enumerators were at work and not rechecked by them. We made 107 calls in this way.

Tuition. School enrolment cards are checked with the tuition cards sent to the Business Office by principals, to find any omissions in cases of non-resident pupils. These cases are reported to school principals. A few investigations of tuition cases have been made to find if parents are able to pay and in some instances to locate the family.

CHILD LABOR AND STREET TRADES

Last year a tabulation on child labor and street trade permits issued by our department was attached to my report. This had been requested by a local committee working in the Better Cities Contest carried on by the Wisconsin Conference of Social Work. We have made this tabulation again this year for comparison of items and figures.

A total of 391 child labor permits were issued from July 1, 1930, to June 30, 1931. Three hundred five of these were vacation and after-school permits; 86 were regular, permitting a child to work part time while school is in session.

There is a decrease of 64 in the number of child labor permits issued, probably due to the fact that children found it so much more difficult the past year to secure jobs. There is an increase of 23 in the number of caddy permits issued the past year.

Of the 391 child labor permits issued, 63 were issued to girls and 328 to boys. Girls who help in homes and attend school full time during the year do not need permits to work, and no permits are required for girls helping in a home during the summer vacation. Boys working on farms do not need permits to work.

The issuing of permits makes a pleasant contact with children, and in some instances of lax school attendance stimulates their interest in school. We have worked with employers in several cases this year where children failed to attend school regularly and parents failed to cooperate, with good results. We receive many calls and office interviews regarding information for children to work. Often an after-school job or one during the vacation not only takes care of a child's leisure time but aids him materially in buying clothing and books and paying for school lunches during the school year. This year several new boys of high school age were permitted to transfer to a school outside the district in which they lived in order to be nearer their corner at the close of the noon or afternoon session of school.

During the year complaints of violations by children working are investigated and visits are made to some of the institutions and plants employing children. Golf courses are visited each spring with a deputy of the Industrial Commission. We find that this leads to a better understanding and cooperation.

We have reprinted from last year's report the explanation of blanks and requirements for child labor permits.

Street Trades. Our street trades report shows a total of 536 permits issued to boys between the ages of twelve and seventeen engaged in the selling of newspapers and magazines, and in other street trades. Of these, 141 were issued this year.

We also inspect the status of newsboys working in the business sections, talk with groups of newsboys at school, checking their badges, and interview persons engaged in employment of boys in this type of work.

We have boys who are depending on the pennies earned in this way to complete their grade or high school education. A few days ago a newsboy told me he would be a senior in high school next year and hoped to go to University financed by the papers he sells on his corner. We are interested in these boys and their early habits in thrift, honesty, and courtesy learned by experience through their jobs. This is often their first opportunity to work and earn.

A. Child Labor Permits Issued in the City of Madison
From June 30, 1930 to July 1, 1931

*Industries Entered by Children	Regular (Allowing a child to work while schools are in session)	Vacation	Totals
Bakeries	2	1	3
Barber Shops	0	1	1
Beauty Parlors	0	0	0
Golf Clubs	0	172	172
Domestic Science	13	8	21
Garage and Service Stations	5	7	12
Hotels	4	9	13
Laundry and Dry Cleaning	0	0	0
Manufacturing	30	15	45
Messenger Service	11	7	18
Miscellaneous	3	3	6
Newspapers	1	1	2
Offices	2	9	11
Restaurants	3	3	6
Stores	10	60	70
Theatres	2	9	11
Totals	36	305	391

* The above table does not include permits that are still in effect, but issued prior to June 30, 1930.

B.

Street Trade Permits

Total Permits in effect July 1, 1931	536
Total Permits issued previous to July 1, 1930 and still active	395
Total Permits issued during the year June 30, 1930 to July 1, 1931	141

We are interested, too, in the many children under age who are learning to respect the law and wait until their twelfth birthday before being employed in gainful work. We find every year children employed who are under age.

SCHOOL ATTENDANCE ENFORCEMENT

The word compulsory is little used in our work with children during the year except occasionally to explain to the parents what the state requires of them and in a few instances to give to the court the story of our contact with a family and recommendations we believe necessary.

The one way to improve school attendance is to find out in individual cases the cause of the absence and assist, as representatives of the school, in solving the simple or complex situation. We need to think in terms of adjustment to later life and not of just school conformity. There is a definite relationship between the teacher and the home through the mutual interest in a child. Not infrequently we need to pool the information and the results of the various efforts of principal, teacher, special departments of the school, and community agencies in order to do constructive work.

Here is somebody's ten-year-old Sam playing persistent hooky. Why? Is he partially deaf, tired of looking at a teacher he cannot hear? Is he shabbier than the other fellows, ashamed of his clothes? Is he staying out of school to help his mother? Is he failing in his lessons because the school is not offering him anything that he is able to assimilate? We usually take Sam to school as a sort of first aid measure, but before we can make a continuous clear line on the attendance sheet at school we must know Sam and his home and consult with the agencies interested in him.

This year, exclusive of census calls, more than 772 homes have been visited in 4,919 calls made by our department in investigations, and in the necessary additional calls made in working with families referred to us. In 262 cases only one call was made in a home. The total number of calls includes the census calls.

I can give a better understanding of the cases covered by our attendance service by relating a few of the cases I have worked with the past year:

When Gilbert and Richard, ages eight and thirteen, ran away from home, Gilbert's mother came to school at once, much distressed, to talk to the principal. This was the first time he had ever given her trouble, and the school reported he was doing good work. Richard's mother was little worried, we found when we called on her, and he was very troublesome in school. He had entered school in December after our department assisted in finding suitable clothing for him to wear. He could not get along with other children, had a bicycle the children of the neighborhood called "stolen", and the mother had not questioned him further when he told her he found it in the

dump. He also came home late at night, she said when she was in a mood to tell her grievances. The runaways were reported to the police department but it was Gilbert's mother who located the boys three days later. Both were brought to the attendance office. They had stayed nights during their adventure at James B's home. (James is mentioned in Miss Kowaleska's calls). Mrs. B was called on. She verified the boys' story, claiming she did not know who they were nor that they lived in the city. Each day she thought they were going home but they returned with James at night, although she advised them to go home. They had bought bread and meat when they returned for meals. The third day the police came to her home looking for them. The mother's inability to handle this situation can be understood by the mention in Miss Kowaleska's report of an I.Q. of 65, while James' is 85.

When talking with Gilbert and Richard about the way they spent their evenings while at James' home, I found they had helped James steal coal. He had some customers, they said. They had bought the food with money received from the sale of Richard's bicycle which he sold for \$5.00, although he had purchased a cheaper one while there.

As James' father had just been released from jail for stealing coal and was already on probation for many arrests for drunkenness, I requested the probation officer to talk with James to check further stealing, and arranged for the three boys and their parents to come to his office. Gilbert has given no further trouble. We were anxious to do preventive work as his father and a brother are in a penal institution. His mother is very cooperative. Richard's mother placed him on a farm but he did not stay. She did not send him back to school when he returned, until we happened to learn he was home and advised her to. We then asked the probation office to make a home investigation, with the recommendation that Richard be placed in another home under better supervision. His father is dead, an older brother delinquent, and a sister institutionalized in a state school. Our recommendation was carried out, but the mother pleaded to try again and her wish was granted. James is in a much improved environment since their recent move. He has a large garden to tend this summer with his father. This the Public Welfare made possible. He will attend a different school this coming year, which may take care of the over-age element of his truancy.

The J family moved here from a smaller community a little over a year ago. There are five children of school age and one pre-school child in the family. Mr. J is an ex-service man receiving total disability compensation from the government. Mrs. J had little experience in handling the family finances while her husband was well, so now, as it comes in a lump sum at the beginning of the month, it is all spent before the next amount is due. Because it is more than she was use to, it is spent for unusual things she could not previously afford and bills are beginning to come in. One or more of the children are absent too often towards the end of the month because of the worn-out shoes or other wearing apparel needed, and Mrs. J's excuse ends with, "I will have to wait until my next month's check comes". We wrote Mr. J's guardian in the town where they had formerly lived, and asked more information regarding the family. We were asked if the check could be sent to us as Mrs. J did not know the value of money, and while we were arranging for an agency to handle it as a friendly visitor, which seemed a better plan, Mrs. J's guardian sent her weekly allowances, and the other plan has been dropped for the present.

Anna had been absent so many afternoons at the Junior High School that the principal advised us she was failing in some of her work. After these absences, she brought excuses, with the mother's signature, that she had been ill. Sometimes the school received telephone calls advising them she was not feeling well and could

not attend. Our department made several calls and found Anna at home, giving us the same complaint, but the mother was never at home at these times. It was suspected that Anna might be doing the telephoning and the excuses appeared much like Anna's own handwriting. A conference with Anna and her mother at the school disclosed the trouble. Anna had always lived within a block of the school until this year. She lived near the boundary line of the Junior high school district and it meant a long walk home to lunch every day in a limited time. She had never been very strong, and taking advantage of her mother's absence at work, remained at home afternoons. Anna's program was arranged to give her a noon period for a warm lunch at school. We received no further complaints.

Ruth's father was out of employment for the first time in his life. Her mother had to go to work. The older children, except a boy who attended the University, were away from home. Unexpected company came to stay a few days and this added to their expense so that Ruth had no money for lunches. So she stayed out of school, at the homes of older girls in the neighborhood, without her mother's knowledge, rather than carry her lunch to school. The school did not suspect unexcused absence at first. The nurse called but did not find her at home and reported Ruth to us. Ruth's parents were much disturbed by her absence but were sympathetic, too, because of the financial straits. Ruth suggested changing schools, going only the required time which would be half days, as she was fifteen years of age. There were but three weeks left in the semester. We did not approve of this plan so took Ruth to school, assisted in planning the make-up, and had her excused from her part-time job for a week until her make-up work was handed in. She became discouraged and stayed out again, but we returned with her to school. Ruth was promoted. We helped to secure a job for the summer so that she will be able to provide some of her school needs next fall.

Sarah called the school frequently, stating she was ill but had to telephone as her mother could not speak English. Later Sarah changed the excuses to having to help her mother at the home as the father was earning little and the mother was going out to work. She was needed at home. The school asked us to make a home call. Sarah told me of the excuses she had given the school but stated the real reason was that her father did not approve of her going to high school. It made him angry to find her studying evenings, so she had often done her home work at the library after school, or in her room after he had gone to bed. She was the oldest girl at home and was given most of the responsibility of the housework as her parents were getting old and her mother's health was poor. An older brother living at home had purchased a car and the father had signed a note in payment. The brother was unemployed, and the father, who worked at the tobacco warehouse, was having to assist in making the payments and was worried about the note. However, he did not wish to sell nor turn in the car as he would lose the money invested. Sarah was worried about failing in several of her subjects because of the absences. An interview with some of Sarah's teachers convinced me Sarah had ability to do her work. We were able to get her back in school and the guidance worker helped her to get an afternoon job doing housework and caring for a couple of children. A younger sister promised to help more in the home. Sarah will graduate next February. I can depend on her now to call me when there is any difficulty in family affairs.

"What will we do with the awful M family who send the children tardy all the time?" a principal telephoned us one cold morning. I visited this home about 7:40 the next morning to find what was happening there when the children should be up and preparing for school. Mrs. M was ready to leave as she did housework several days a week in a home in another part of the city. Mr. M had already gone to work

but did not have a steady job. The breakfast work was done and beds were made; the house looked neat but was scantily furnished. There were five children of school age, all about ready to don their wraps to start for school, when the clock should show time to go, except Tom, the oldest boy. He was feeding the baby its breakfast of crackers and milk. He had an expression of "why can't you eat faster" on his face. He had still to dress the child with the aid of his sister and take it to a neighbor who cared for it during the day. This sometimes caused a delay, making him tardy and often the other children waited for him. Mrs. M thought the children probably played on the way to school sometimes. She would remind them often and thought they would be on time hereafter. The principal appreciated our report.

We have cases of other types, too, such as working with gangs doing petty thievery and referred to us because we already knew the truants in the group. I have just made arrangements for a boy of seventeen to go to a hospital for an operation needed in order to be admitted to the Navy. He has left home because he cannot get along with a step-father. Three girls have been aided this year through scholarships given by the Business and Professional Women's Club. Two boys received scholarships from the McPyncheon Fund. The investigations and contacts were made by our department.

Submitted by

Miss Cassie E Lewis

Supervisor of Attendance

MADISON PUBLIC SCHOOLS

Madison Wisconsin

**Annual Report of the
GUIDANCE DEPARTMENT**

**Presented to the Board of Education
by the Supervisor
MISS PAULINE B CAMP
June 1931**

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
DEPARTMENT OF GUIDANCE AND SPECIAL EDUCATION

(Note: This paper on Psychological Service is only one division of Miss Camp's Annual Report for the school year 1930-31. It is planned to publish the entire report, covering the special schools, the guidance and speech correction work, at a later date.)

The philosophy of the department as a whole is that every child should be given an opportunity to "learn", not to be "taught". We believe that every child, no matter what his mental capacity may be, can do creative work; that any spending of energy is creative--not only is something new added to the environment, to the situation, with every activity of the child, but something new is added to the personality, and to the very structure of the child, to the biological unit--the child. The child is making life. The teacher can guide him into situations where he may have experiences that are useful, so that he may develop habits of behavior which are acceptable to society as organized; but he himself must create his own behavior patterns. That is why the traditional school with its idea of education coming out of a book, or of the teacher's being wells of wisdom from which the child must drink "learning", is being, must be supplanted by the type of school which gives to the child a concrete opportunity to act out his own life and thereby "learn to do by doing". We cannot meet the new world--the rapidly changing world that we are now living in--with the type of learning that comes out of a book or is verbalized for him by the teacher from a book, nor yet from her own experiences. "Life is a compound of recurring and unpredictable elements", and the unpredictable ones predominate today. Our children must be in a constant state of developing new behavior patterns to meet the unusual situations that constantly confront them. This is education. Just as there is need for new behavior patterns for our children, so is there a like need for our teachers. A new type of curriculum must be developed--a curriculum that includes a program for the individual child. Dr Frank expressed this thought in a talk at the Smouse School for Crippled Children in Des Moines: "American education will continue to miss its appointment with destiny until it makes the needs of the individual rather than the traditions of the institution the starting point of policy and procedure".

Since the beginning of the Guidance Department six years ago, our burning desire and chief aim has been to swing away from mass education to the training of the individual child. We have made a little contribution. Last year we gave group intelligence tests to all children in the schools and obtained the teacher's estimate of ability and also an expression from the teacher regarding the behavior of each child, thus gathering some individual information. We checked the children about whom we had any doubt with individual tests--making in all 436 tests. This not only means giving a psychological examination; it means something of equal, if not greater importance; namely, making a personal contact with 436 children. In many instances we followed up the contact with the child by making calls in the home, to consult with, and advise the parents. This year, we have cleared the social record cards in all the buildings with additional intelligence tests and

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have, also, given psychological and mental hygiene service on all requests from principals and teachers. We have given group tests to all entering first grade children; checked with an individual test when the score has been doubtful; group tests on all sixth grade children entering Central and West Junior High; group tests on all eighth grade children for entrance into East High. We have, also, tested all new entrances from other school systems in both the grades and high schools. In fact, as stated before, our testing records are clear for the present in all the buildings. We have given in all 483 individual tests in the grades. All this material has been tabulated and referred to the principals. On all individual examinations, a recommendation for remedial work, or promotion, retention, special activity program, physical examination, or whatever seemed wise, following the diagnosis, was made. Often we have made arrangements for medical care; in many instances taking the children ourselves to the hospital clinic where more specialized examinations seemed necessary. We have taken 25 children to the neuro-psychiatric department at the Wisconsin Hospital, getting expert service from Drs. Bleckwenn, Reese, and Masten.

Throughout the system, especially in the grades where it is possible to do the best preventive work, many of the principals and teachers have made individual studies of their problem children, we contributing our services in diagnosing, and contacting the homes, and offering suggestions for readjustment programs.

We have, also, given service to principals in making studies of groups of children for the purpose of special class grouping and training. One principal has two special groups—an ungraded room and a coaching class. We gave clinical examinations to the individuals in both classes, making an analysis of special abilities and disabilities, contacting the home for social and personality case studies, getting medical examinations, etc.

In the Emerson School, through our clinical service and recommendation, a pre-first grade was organized. These children were not mature enough mentally to do regular first grade work, yet we felt they should not be kept in kindergarten another year. The plan proved of value both to the little ones in the pre-first and the other children in the 1B. It gave each a chance for more of the teacher's time and attention.

Summarizing the psychological service, as nearly as such service can be stated in a report, we give the following outline of the year's work.

1 Psychological Tests

a Group intelligence

All 1B entrances

6A for entrance in Central and West Junior High

8A for entrance in East High School

8A in Franklin

b Individual

483 Binet tests given in the grades

(Equals at least 500 hrs. of work)

c Teacher's Estimate on all tested

Social record cards contain this information and are filed in principals' offices.

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- 2 Sociological
 - a 161 home calls
 - b Conference with parents at schools
 - c Telephone calls
- 3 Medical
Medical examinations and care through:
 - a Public Health Department
 - b Referring children to U of Wisc Hospital personally
 - c Referring children to family physicians
- 4 Problem cases - 179
 - a Clinical examinations
 - b Personality case study
 - c Sociological case study
 - d Remedial program
- 5 Attention to organized special class groups
 - a Making individual study of special abilities and disabilities
 - b Contacting the home
 - c Getting medical care
 - d Suggesting remedial methods in training
- 6 Testing through courtesy and good will in parochial schools
(About 30 children)
Testing through courtesy and good will for Family Welfare Organization
- 7 Reading Disability
No. of special reading disability cases of cerebral dominance disorder type - 60
 - a Diagnostic tests
 - b Remedial training
 - c Preventive program

Note: Where we have found mirror-reading diagnosed, too, as disturbed cerebral dominance, we have given remedial aid.

Submitted by

MISS PAULINE B CAMP

Supervisor of Guidance
and Special Education

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
SCHOOL FOR THE DEAF

Twenty-four pupils have been enrolled, two of these being Madison children. One of the group has had daily tutoring from one of our teachers and kept up with the eighth grade at Central High School, four attended Vocational School part time, one attended Doty School and had speech and lip-reading with us.

This association with hearing pupils, in school and out, is most helpful to deaf children. We try in every way to have these children lead normal lives. We aim to prepare them to take their places as useful citizens. As normal children four of our group take music lessons and two took part in the Kehl Dance Review this Spring.

We have realized more coordination between grades this year. I feel that there is an appreciable improvement in speech and language. This is our chief scholastic emphasis, but the progress is necessarily slow.

We still have hopes that some day or some way we shall have a Radicear, without which no school for deaf children is complete. This apparatus would help increase our varying amounts of residual hearing and it would help the speech. It also would be a beneficial thing to use to test possible hearing deficiencies of all children entering school.

A source of satisfaction is that the teaching personnel for next year remains the same.

The parents and teachers both feel that our vacations are too long for the best good of the school. Too much time is wasted each fall recovering ground lost during the summer.

We are closing, grateful that we have such happy working conditions and promising ourselves to improve our work next year.

Submitted by

MARCI A HEATH

Principal

MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the Department
of Health Education

Presented to the Board of Education
by the Supervisor
MRS FANNIE M STEVE
June 1931

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
DEPARTMENT OF HEALTH EDUCATION

ACHIEVEMENTS OF THE YEAR:

I. Health and Physical Education -

a. Schools are divided into districts as follows:

West District - West High, Dodgeon, Franklin, Longfellow, Randall

Central District - Central High, Doty, Draper, Harvey, Lincoln,
Washington

East District - East High, Emerson, Hawthorne, Lapham, Lowell,
Marquette

Each member of the staff was made responsible for the activities in a certain district.

b. Physical examinations were given to all children by staff members. These examinations were for posture and feet defects primarily.

Wherever it was possible a follow-up corrective program was carried on, records kept to show improvement and to hold the pupils' interest. Eye and ear tests were given. In some schools these were done entirely by the Health and Physical Education staff, in other schools in conjunction with nurses and teachers. Some of the ear tests were given with the audiometer which the Vocational school kindly loaned us. Reports of all tests were sent in to the Board of Health.

c. A larger after school program was carried on at Franklin, Randall, Emerson, Lowell, and Lincoln schools. Saturday games and hikes were planned and carried out.

d. Stunts and game competitions were held monthly in each district. Boxing and wrestling for boys were included in these stunts.

e. At Franklin, clog dance classes for boys were organized and proved to be very successful. At Lowell, Central, West and East, social dancing was taught to boys and girls with decided success.

f. Worked in connection with Miss Camp's department and helped with the child who needed adjustment in play. Had some very marked reactions.

g. Staff meetings were held monthly for discussion and planning special programs.

h. In co-operation with the Music Department, much attention was given to rhythm and music appreciation.

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- i. A more practical health and hygiene program was planned in connection with the units in the class room. Cleanliness, Safety, Posture and Better Feet campaigns were conducted in each school with the co-operation of the teacher.
- j. Began a definitely organized recess program in all schools.
- k. Made a good beginning on the "natural" physical education program. Special success was noted in the following: club activities, dramatic expression, self testing activities, individual corrective exercises.
- l. Helped organize Boy Patrols in every public and parochial school in the city. Assisted the boys in their competitive drills for the annual review.
- m. In conjunction with the Home Economics Department, a better lunch campaign was held at West Junior High School. Boys and girls were weighed and measured and their average determined. Rest periods were given to the underweight child, help was given to all in the choosing of better lunches, as well as forming better health habits generally. Much interest was evinced.
- n. The physical education staff helped plan many programs in the schools by teaching dances, drills, etc. for all operettas given by the several schools, furnished many programs for Parent-Teachers' Associations and conducted picnics in all schools.
- o. Creative work was continued in rhythm, dances and games. Children were encouraged to create their own games on the playground.
- p. At Central Junior High school a noon hour program was planned to take care of the boys and girls who did not go home to lunch and who had no class period until 1:00 o'clock. The girls were given quiet games, books to read, etc. in a class room, and the boys were interested in a Free Throw contest and other games in the boys' gymnasium.
- q. Held five Track and Field meets at Breee Stevens Field in which more than 300 boys and girls took part.
- r. In the grade schools tournaments were held in each of the three districts in the following sports for boys:

Soccer.....	532	boys
Speedball.....	34	"
Free Throw.....	433	"
Basketball.....	533	"
Baseball.....	625	"

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The girls played Soccer, Baseball, Volley Ball, Playground Ball, and Bat Ball. Stunt contests for girls were held in each district.

Soccer	Baseball	550	girls
Volley	Ball	400	"
Playground	Ball	556	"
Bat	Ball	362	"
Stunt	Contest	400	"

The girls' games were played in school tournaments first and then district tournaments were played to determine the winners.

Points toward a letter were given both boys and girls for the following:

Dental Certificate	Hiking
Posture	Skating
Attendance	Showers
Sportsmanship	Stunts
Folk Dancing	Swimming
Scholarship	Cleanliness
Teams	Club Membership

III. Nutrition Centers --

The work in these centers was helped to a large degree by the establishing of a center at Longfellow school. The number of children in each center was much greater this year than ever before. Many children, not recommended by the doctor for nutrition cure, were given milk or egg nog.

In the Lowell School Nutrition Center 200 lunches were served to needy children not in the Nutrition Center. We estimated that these lunches approximated sixteen cents each.

At Longfellow School 500 glasses of milk and 1000 glasses of egg nog were served to needy children not in the Nutrition Center. Some of these children paid 10 cents per week for the milk.

At Emerson School 1650 glasses of milk and 1324 glasses of egg nog were served to needy children.

Children recommended for Nutrition Center care number as follows:

Lowell.....	75
Emerson.....	40
Longfellow.....	49 (excluding crippled children)

Of these the following were dismissed upon reaching normal healths

Lowell.....	17
Emerson.....	5
Longfellow.....	16

This year I asked the nurses in charge of the centers to make home calls upon the children under their care. This has proven a very good move. The parents have been much more co-operative since they learned to know the nurse and in several instances mothers have called at the school to ask for recipes for cooking something the children especially liked, and for rest programs to be planned for the child at home.

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A weight chart for every child was kept in each center. These charts are on large sheets and are kept where the children may see them at any time.

The dental clinic cared for the children in these centers early in the year. The results were fairly satisfactory and an improvement was evident in the condition of the children who co-operated with the dentist.

In all three centers the actual gain of the children exceeded the expected gain (according to Dr. Wood's table) by a large percentage.

The Superintendent and members of the Board of Education were invited to the centers for lunch in order that they might see what was being done for these physically handicapped children.

Besides being given a nourishing lunch and rest, the children in the Nutrition Centers are given special training in habits of food, rest, sleep, exercise, and cleanliness.

At the Longfellow school the Nutrition Center was combined with the school for the Crippled and the Opportunity room at lunch time. This made a group of from 75 to 82 daily for lunch.

RECOMMENDATIONS

1. Health and Physical Education -
 - a. In Junior High schools, smaller classes and no conflicts with Vocational or Senior High school classes as was the case at Central the past year.
 - b. More thorough physical examinations for all students in all schools.
 - c. More class room teachers interested in the health of the students and in helping with the extra curricular games and athletic activities.
 - d. Ventilation of school rooms more carefully checked - particularly in the small class rooms at Central Junior High school. Some of the rooms are in very bad condition as to ventilation at the end of the day.
 - e. A shelter at Emerson and Lowell for the play classes. This would help greatly, particularly at Emerson and could be used almost all the year around.
 - f. More room for indoor activities when the weather prevents outdoor play. This is especially needed at Dodgeon, Lapham, Marquette, and Washington.
 - g. All games, parties, etc. of high school students supervised and planned by members of the physical education staff of the schools.
 - h. Longer play periods daily in the grades.

ANNUAL REPORT - DEPARTMENT OF HEALTH EDUCATION

2. Purchasing of an audiometer and eye tester in order that eyes and ears may be more efficiently tested.

j. Closer check up by the Board of Health on results of the above testing.

II. Nutrition Centers.

a. That the nurse in charge be given time to instruct children more fully in health habits.

b. Blackboards at Longfellow covered with burlap so that they may be used as bulletin boards.

A toilet on the same floor as the rest room at Longfellow school.

Curtains for the dining room windows and repair of cupboard in kitchen at Longfellow school.

c. More room at Emerson, particularly at lunch time.

Dish towel racks built.

Shelf over radiator.

Double shelf at end of cupboard.

Tables enameled.

d. At Lowell school a shelter on the roof where cots might be placed should it rain.

e. In all three schools, I recommend especially that the cooks be paid on a monthly basis rather than by the hour as is done now.

PLANS FOR THE COMING YEAR:

I. To put into practice so far as possible in the grade schools the following recess, noon and after school play plan which is to be made by the chairman, a member of the physical education department, with the co-operation of the teacher.

a. The Aims -

1. To make constructive and pleasurable play periods for every child.

2. To make play possible for all children, rather than to allow the few aggressive or skillful children to monopolize the playground.

3. To provide opportunity for ideal social relationships.

4. To instil habits of participation in games.

5. To give every child an opportunity to play.

6. To give every child an opportunity to experience success in his play.

5

ANNUAL REPORT - DEPARTMENT OF HEALTH EDUCATION

b. The Chairman's Part -

To plan the use of the grounds and equipment and to teach the games to be played. It is his or her duty to help the children organize their groups or teams.

c. The Room Teacher's Part -

The room teacher should help in the team organization and should be sure that the children in her room are familiar with the rules of the games to be played. She should appoint room captains, call the attention of the children each day to the game they are to play and show an interest in the games. Schedules of games should be posted in each room.

d. Suggested Plans -

Some of the games may be played without scores being kept. It is advisable, however, to have a series of games to be scored continually in progress. Have many groups playing the same game at the same time. We are suggesting that noon games begin not earlier than 1:00 o'clock in order that the children may have time for rest and conversation after lunch.

First and second grade children should be given upper grade children as their play leaders. These play leaders instructed and their work planned by the Chairman.

Children umpires are desirable. Each umpire to officiate for a week. The umpire must keep account of his games.

II. Physical examinations given by staff members to include use of stethoscope - this to be sure that no cardiac cases are participating in strenuous games. Staff members not to diagnose, but to recommend the pupil to the doctor if heart sounds are not normal.

III. Put into practice the attached Intramural plan for Junior High school boys.

IV. In co-operation with Miss Camp's department, plan Saturday morning and after school play days for little children whose parents both work.

V. A series of pageants and pantomimes given in each district to illustrate the physical education work.

VI. Establish training groups for older girls - this to help them to be leaders for the smaller children.

VII. Continue the monthly staff meetings. Conferences arranged for in which the high school and grade school instructors may discuss the work they are doing.

VIII. Noon time recreation at senior and junior high schools arranged for. This to consist of quiet games, movies, dances as well as the more active games.

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IX. Programs preliminary to night football games.

X. More active Boy Patrols organized. Endeavor to get a closer co-operation with the Police Department.

XI. All senior high school girls and boys given a more thorough physical examination.

XII. More attention given to the health habits of junior and senior high school boys and girls, especially in food and rest.

XIII. With the co-operation of the Madison Board of Health, conduct the following experiment:

Select a school, have a thorough physical examination given every pupil in the school and then arrange the pupil's work according to his physical condition. Correct physical defects where possible and note improvements.

Would like to have this done at Dudgeon school

Submitted by

MRS FANNIE M STEVE

Supervisor

ANNUAL REPORT - DEPARTMENT OF HEALTH EDUCATION

INTRAMURAL PROGRAM
MADISON JUNIOR-SENIOR HIGH SCHOOLS

JUNIOR HIGH SCHOOL

A. Fall -

I. Division of Schools with 7th and 8th grades

- a. West Section (Central vs (West
- b. East Section (Emerson vs (Lowell

1. Speed Ball - 1 full team in each grade.

- a. Series of best 3 out of 5 games in each Section.
- b. One game between the winners of each Section to determine the championship.

II. 9th Grades - East, Central, West

- 1. Regulation football - 1 full team in each school
- a. One game with each school for championship.

III. Program for the rest of the 7s, 8s, and 9s

- a. Central and West 7th and 8th grades
- 1. Speedball tournament within the school
 - a. Accurate account of the number of teams, players, and number of games played.
- b. 9th Grades of East, Central, and West
- 1. Speedball or Volley ball within the school
 - a. Same check-up of games, etc. as the 7s and 8s.

NOTE: At the completion of the season, an accurate total of participants, teams, etc. with points sent to the main office on a small chart.

B. Winter -

I. Same division of schools as in the Fall activities.

1. Basket Ball - 1 full team (8 players) in each grade.

- a. Series of best 2 out of 3 games with each school for championship.

II. 9th Grades - East, Central, West

- 1. Regulation Basket Ball - 1 team in each school.
- a. "Home and home" game with each school

III. Program for the rest of the 7s, 8s, and 9s.

- 1. Tournament within the school
- a. Accurate check-up of all totals

NOTE: At the completion of the season, an accurate total of participants, team, etc. with points sent to the main office on a small chart.

ANNUAL REPORT - DEPARTMENT OF HEALTH EDUCATION

C. Spring -

I. Indoor Baseball

a. For 7th and 8th Grades

1. Same division as the Fall activities

2. Same program followed also.

II. 9th Grades - East, Central, West

1. One team (16 players) in each school

a. "Home and home" game with each school

III. Program for the rest of the 7s, 8s, and 9s

1. Tournament within the school

a. Accurate check-up of all totals

NOTE: At the completion of the season, an accurate total of participants, teams, etc. with points sent to the main office on a small chart.

D. Miscellaneous for 7s, 8s, and 9s

I. Fall -

a. Volley Ball Tournament

b. Horseshoe Tournament

c. Touchman Tournament

II. Winter

a. Hockey Team

b. Skating Team

c. Basket Ball Free Throw Tournament

III. Spring

a. Golf Tournament

b. Track Tournament

c. Tennis Tournament

NOTE: Keep record of number of teams, players, etc. to determine the largest intramural program.

E. Points -

I. Fall Activities

Under I -

a. For a full team reporting entire season.....10 points

b. For winning a section.....20 points

c. For winning the championship.....30 points

Under II -

a. For a full team reporting entire season.....10 points

b. For winning First Place.....30 points

Second Place.....20 points

Third Place.....10 points

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Under III -

- a. For every full team.....5 points
- For largest schedule carried out.....10 points
- b. For every full team - East High School.....15 points
- Central & West.....5 points

Under Miscellaneous -

- a. For every full team - East High School.....15 points
- Central & West.....5 points
- b. For every participant - East High School.....6 points
- Central & West.....2 points
- c. For every full team - East High School.....15 points
- Central & West.....5 points

II. Winter Activities

Under I -

- a. Same points as "Under I" in Fall Activities

Under II -

- a. Same points as "Under II" in Fall Activities

Under III -

- a. Same points as "a - Under II" in Fall Activities
- b. For every full team - East High School.....6 points
- Central & West.....2 points

Under Miscellaneous -

- a. Same as "a - Under Miscellaneous" in Fall Activities
- b. & c. For every participant - East High School.....6 points
- Central & West.....2 points

III. Spring Activities

Under I -

- a. Same as points "Under I" in Fall Activities

Under II -

- a. Same points as "Under II" in Fall Activities

Under III -

- a. Same points as "Under III - a & b" in Fall Activities

Under Miscellaneous -

- a. (
- b. (Same as "b under Miscellaneous" in Fall Activities
- c. (

NOTE: Awards can be given, suitable to each school, in the different events on the same basis of winning or participating. The main award is given for the largest Intramural Program by Mrs. Steve.

MADISON PUBLIC SCHOOLS

Madison Wisconsin

**Annual Report of the
INDUSTRIAL ARTS DEPARTMENT**

**Presented to the Board of Education
by the Supervisor
THOMAS A. HIPPAAKI
June 1931**

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1930-1931
INDUSTRIAL ARTS DEPARTMENT

I. Summary of the work accomplished

A. Continued revision of the course of study

If students are to be taught current practices, the course of study must be in the process of constant revision. Pupils will therefore be in a better position to cope with the difficult problems of a rapidly changing world.

B. Further development of tests

Tests are being gradually developed in the various subjects which when administered to pupils will aid the pupil as well as the teacher. The pupil will realize just what subject matter he has not mastered, while the teacher will know his students better and will therefore be a more efficient teacher.

C. Guidance

The discussion of occupations as outlined on page 5 has been followed throughout the school system in each of the industrial arts subjects taught. It seems that our concerted effort in this direction has been of considerable significance. If the interest shown by pupils who have come back for individual counseling is of any significance, and we believe that it is, then we have accomplished something very much worth while. Steps have been taken in the further development of the guidance program which will be put into effect next year.

D. The enrolment

As may be seen from the attached blueprints the enrolment in the department is steadily increasing. During the past single year the increase in the total industrial arts enrolment in the Madison Public Schools has risen from 1927 during the first semester to 2028 during the second semester or a total increase of 10% students. This added enrolment has been cared for without any additional teachers.

E. Aeronautics at the Central and West High Schools

A nine week tryout course offered in the eighth grade was introduced at these two schools. Boys work primarily on scale models and acquire considerable insight into the great game of aviation. Aeronautics affords a most excellent opportunity for correlation with other school subjects. It is being used as a means of arousing greater interest on the part of the student in his academic work.

F. Reorganization of the work at the Central High School

This reorganization involved the enhancement of the offering in grades seven and eight to include the following nine week tryout

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT

and exploratory courses:

Grade 7
Drawing
Electricity
Household mechanics
Woodwork

Grade 8
Aeronautics
Drawing
General metal work
Sheet metal work
Woodwork

It also involved the scheduling of classes in such a manner as to fit in with the vocational school program all of which presented a rather difficult problem. However with the fine cooperation of the vocational school administration, a satisfactory arrangement was made.

C. Promotion of industrial arts at the West High School

This school started in September much remained to be done in the shops at the West High School. Much of the equipment had to be installed in the various shops while some of it had to be made by both pupils and teachers. Equipment originally requested was not purchased so that work has been conducted with this type of a handicap. Three of the teachers were compelled to teach subjects in which they had had little or no teaching experience. Such a state of affairs together with large classes and many of them has made the situation a difficult one. However, we have worked hard and feel that a creditable piece of work has been done under the existing conditions. One additional teacher would remedy the situation considerably as the classes are large especially in the Junior High School all of which tends to decrease the effectiveness of the tryout and exploratory courses. The purchase of equipment originally requested would also help matters greatly. Due to the shortage of teachers as well as the shortage of space (the latter resulting from floor areas now being used for storage) in the automotive shop where electrical work is also taught, fourteen boys were refused automotive work during the year. On this account the election of auto mechanics has been restricted to eleventh and twelfth grade students. It seems that no boy should be deprived of the opportunity to study this subject when we are living in a world so largely automotive.

D. East High Plans

Considerable time as well as energy was devoted to the planning of the new East High School shops. Separate shops were designed for both junior and senior high school boys in order that the work might prove as effective as possible. Boys attending the East High School should certainly have good facilities for industrial arts work as they are very much interested in it. A very recent study made in the department shows that eighty one per cent of the boys now enrolled in industrial arts wish to enter engineering, drafting or some trade.

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT

I. Printing work at the East High School

The equipment formerly used at the Longfellow School was moved to the East High School as an economy measure. A printing course as well as a class was organized at the beginning of the first semester. Although most of the equipment especially the type had seen much use, the printing work has been quite satisfactory. While there is sufficient demand for two classes only one is conducted due to the shortage of teaching help.

J. Printing at the Central High School

An additional class in senior high school printing was organized during the second semester at the Central High School. The enrollment has increased so that a considerable number of boys wishing the subject will be deprived of an opportunity to take it.

K. Throughout the department there has been a marked improvement in the formulating of instruction sheets. Such sheets tend toward efficiency in instruction. They prove a saving of time to the student. They make it necessary for him to obtain instructions from the printed page and tend to promote initiative on his part in proceeding with the job. Instruction sheets in any course tend to bring together material that is vital, current, and otherwise necessary in the study of the subject. Materials of little or no consequence are thereby eliminated. Especially are these sheets important in industrial arts where the boy is saved the funds generally expended for text books in other academic courses.

II. Recommendations for the improvement of the work

A. Additional heat in the auto mechanics shop at the West High School.

B. An additional teacher at the West High School.

C. Further adjustment of the exterior doors to the shops at the West High School.

D. Purchase of stools for the drawing room, auto mechanics, and machine shop at the West High School for which a requisition has been mailed to Mr. Erickson.

E. Purchase of at least one lathe for the woodshop at the West High School.

F. New benches in the Franklin School shop.

G. Completion of the East High School industrial arts unit as soon as possible.

H. Centralization of the east side seventh and eighth grade work at the East High School shops.

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT

I. If possible the storage of the school bus elsewhere than the auto mechanics shop at the West High School. With our large classes we urgently need the floor space for the permanent placement of equipment.

III. Plans for the school year 1931-1932

A. Further expansion in the matter of the guidance program.

B. Organization and the introduction of aeronautics work at the Central High School as well as the West High School for senior high school students.

C. Continued effort toward the development of more reliable tests.

D. Ever greater economy in the department accomplished without serious handicap to the child.

E. Introduction of a text book in senior high school mechanical drawing.

F. Continued course of study revision.

G. Still greater effort in the direction of correlating our work with that offered in the academic departments.

H. Further development of process, information, and job sheets.

I. Making the necessary arrangements so that the Harvey and Marquette School boys may come to the Central High School for their industrial arts work.

J. A considerable increase in the time for sixth grade work.

K. A substantial increase in the time for seventh and eighth grade work where boys are not already getting an hour a day for the work.

L. Reorganization of the work at the East High School.

IV. Illustrative materials

Five photographs are included in the report showing classes at work in the West High School shops.

Conclusion

Space will not permit a detailed account of many other achievements accomplished during the year for the report is already too lengthy. However, in closing may we mention the stage scenery, furniture, and other equipment constructed for the various buildings. Both the East High School and the West High School print shops have done considerable printing work for the various schools at a substantial saving in money. Then there is the matter of assisting school heads in dealing with boys who seem to make little progress in certain academic subjects. Wherever possible they have been taken into the shops even after the semester was fairly well under way. Each year finds improvement in at least a few of the items being attempted, while we always look forward to the new year hopeful of even greater accomplishments.

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT

INVESTIGATIVE OUTLINE FOR THE STUDY AND DISCUSSION OF OCCUPATIONS

Importance

How does this occupation contribute to the welfare of society?

Historical background

How has this occupation grown and changed?

Tasks

- (1) What are the main branches, departments, or types of work in this occupation?
- (2) What things are actually done by persons in this occupation?

Economic conditions

- (1) Opportunity for learning; for advancement; for initiative.
- (2) Earnings. What does a beginner receive? A skilled worker?
- (3) Steadiness of work: Does it fluctuate by season, week, or day? Plan for vacation?
- (4) Hours
- (5) Health and safety
- (6) Size of this industry or business:
 - a. Number engaged in it in this community
 - b. Comparison of importance here and in other communities, as measured by number engaged in it, value of product, and capital invested
 - c. Estimate of its future development and demand for workers, local and general

(7) Organizations of employers and employees

Preparation.

- (1) What education or training is necessary or desirable? School? Trade?
- (2) What experience is required? What kinds of work lead up to this occupation?
- (3) To what other occupations might this one lead?

Qualifications

What special qualities are required for success?

- a. Physical
- b. Mental
- c. Moral or character qualities

Advantages and Disadvantages

Based on total previous discussion, especially economic conditions.

Relation to the Community

- (1) What other occupations are similar or related to this one?
- (2) Does this occupation help the worker to have a good life as a citizen and a man?

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT -- OCCUPATIONAL STUDY

PURPOSE OF THE STUDY

1. To add new life and interest to our efforts in guidance work.
2. To establish a more sound basis for our efforts in the matter of guidance.
3. To ascertain as accurately as possible pupil interests as well as their problems and thereby discover more fully the nature of our guidance problem.
4. To become better acquainted with our pupils.
5. To show teachers how to make a vital start in the work from the standpoint of the boy's interest as well as his other problems.
6. Lastly, to aid in the further development of certain very definite guidance policies to be pursued quite generally in the department.

GENERALIZATIONS

Number of cases studied:

Central High School	127
East High School	193
Longfellow School	165
Randall School	90
Washington School	185
Total number of cases	760

DESCRIPTION OF SCHOOLS

Central High School

1. The school is a senior-junior high school.
2. The school enrolment is 1265.
3. The building is located in the down town district.
4. The study was conducted in the ninth, tenth, eleventh, and twelfth grade industrial arts classes.

East High School

1. The school is a senior high school.
2. It is situated in the industrial section of the city.
3. The school enrolment is 1250.
4. A very substantial addition is being made to the present industrial arts unit. The results of this study should therefore be significant from the standpoint of new shops and equipment as well as from the standpoint of guidance.

OCCUPATIONAL STUDY

by

Thomas A. Hippaka

Supervisor of Industrial Arts

Madison Public Schools

Madison, Wisconsin

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT -- OCCUPATIONAL STUDY

Lowfellow School

1. At the time that this study was made the school was a junior high school.
2. The enrolment was 765.
3. The school is located in the Italian district.
4. This study was conducted in the seventh, eighth, and ninth grade industrial arts classes.

Randall School

1. This school is situated in a fine residential district where many of the fathers are professional men.
2. The enrolment in the school was 785.
3. This study was conducted in the sixth, seventh, eighth, and ninth grade industrial arts classes.
4. At the time that the study was made the school was a junior high school. These pupils are now attending the West High School.

Washington School

1. The school is an elementary school. Some of the boys have moved to the Central Junior-Senior High School where the data is now being used.
2. The enrolment of the school was 575.
3. The school is situated in the down town district.
4. The study was conducted in the seventh, eighth, and ninth grade classes.

PROCEDURE

1. The questionnaire method was employed.
2. The questionnaire employed asked for the following information:
 - a. Name of the student
 - b. Age of the student
 - c. School
 - d. Grade
 - e. What would you like to do for your life work?
 - f. Why?
 - g. Your father's occupation.

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT -- OCCUPATIONAL STUDY

FINDINGS
CENTRAL HIGH SCHOOL

OCCUPATIONAL CHOICES	NUMBER SELECTING THEM
Actor	1
Aeronautical engineer	2
Architect	21
Army officer	1
Auto mechanic	2
Astromomer	1
Aviator	14
Baker	1
Banker	1
Bookkeeper	3
Cabinet maker	3
Carpenter	3
Coach	4
Doctor.	3
Draftsman	12
Druggist	1
Electrician	7
Engineer.	15
Farmer	1
Grocery store proprietor	1
Jockey	1
Lather	2
Lawyer	1
Locomotive engineer	2
Mechanic	1
Musician	1
Orange crush worker	1
Painter	1
Plasterer	1
Plumber	1
Printer	2
Professional golfer	1
Railroad man	1
Salesman	2
Scientist	1
Service man for delco light	1
Teacher of mechanical drawing	1
Tinsmith	1
Tire repair man	1
Had no choice	6

Total number of cases

127

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT -- OCCUPATIONAL STUDY

REASONS GIVEN FOR THE SELECTION	FREQUENCY
I like the work	44
I am interested in the work	10
Offers good pay, short hours, good working conditions, easy work	23
Offers steady employment	1
The work is out of doors	2
The work is easy	1
Feel that they have special aptitudes for the work	11
Offers opportunity for advancement	11
Occupation affords thrills	2
Can be of service to others	3
Heard people talk about it	1
Because it is my hobby	1
My father wants me to follow this line of work	1
Have no reason	7
Total	127

FINDINGS
EAST HIGH SCHOOL

OCCUPATIONAL CHOICES	NUMBER SELECTING THEM
Architect	18
Auto Mechanic	5
Aviator	31
Banker	1
Baseball Player	1
Bookkeeper	4
Bootlegger	2
Bricklayer	2
Business	2
Carpenter	9
Chemist	3
Coach	4
Contractor	2
Dentist	2
Doctor	2
Draftsman	8
Druggist	1
Drycleaner	1
Electrician	5
Engineer, Electrical, Civil, and Mechanical	6
Farmer	5
Forester	1
Journalist	2
Government Employee	2

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT -- OCCUPATIONAL STUDY
FINDINGS
EAST HIGH SCHOOL

OCCUPATIONAL CHOICES	NUMBER SELECTING THEM
Lawyer	5
Mail Clerk	9
Mechanic	9
Min. Inspector	1
Magician	1
Painter	1
Pattersonaker	2
Photographer	1
Physical Education Director	1
Plumber	1
Poultry Man	1
Printer	2
Radio Engineer	3
Railroad Engineer	1
Ranger	4
Sports Writer	1
Storekeeper	2
Teacher of Electricity	1
Teacher of Golf	1
Truck Driver	2
Undertaker	1
Had no choice	1
Total number of cases	193

REASON GIVEN FOR THE SELECTION	FREQUENCY
I like the work	61
I am interested in the work	32
Offers good pay, short hours, good working conditions, easy work	35
Steadiness of employment	1
The work is out of doors	12
The work is easy	1
Feel that they have special aptitudes for the work	8
Offer opportunities for bettering one's self	29
Like to ride horses	1
Occupation affords thrills	4
Because world needs more aeroplanes	1
Already have a start in the business	1
Have no reason	2
Because my father is what I wish to be	11
Architect	1
Carpenter	2
Electrician	1
Mason	2
Painter	1
Pattersonaker	1
Plumber	1
Printer	1
Railroad engineer	1
Storekeeper	1

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT -- OCCUPATIONAL STUDY

REASON GIVEN FOR THE SELECTION	FREQUENCY
Wish to be what my uncle is (Engineer 1)	1
Wish to be what my brother is	1
My mother wants me to be an architect	1
Because relatives are carpenters	1
Total	193

FLADINGS
LONGFELLOW SCHOOL

OCCUPATIONAL CHOICES	NUMBER SELECTING THEM
Architect	2
Artist	2
Aviator	14
Banker	2
Barber	2
Baseball player	1
Bookbinder	1
Boxer	6
Bricklayer	6
Business	3
Carpenter	14
Coaching	1
Ditch digger	1
Doctor	3
Dog doctor	1
Draftsman	1
Druggist	5
Electrician	7
Engineer	15
Farmer	5
Fireman	4
Forest ranger	2
Fox farmer	1
Grocer	1
Hardware dealer	1
Journalist	1
Laundryman	1
Lawyer	4
Mechanic	6
Musician	6
Orator	1
Painter	5
Plumber	2
Priest	4
Professional acrobat	1
Railroad engineer	4

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT -- OCCUPATIONAL STUDY
 FINDINGS
 LONGFELLOW SCHOOL.

OCCUPATIONAL CHOICES

NUMBER SELECTING THEM

Railroad man	1
Ranger	1
Salesman	4
Scientist	1
Soldier	1
Store owner	1
Tailor	1
Teacher	2
Truck driver	1
Undertaker	1
Woodworker	4
Wrestler	2
Where pay is best	3
Have no choice	2

Total number of cases 165

Cases	6E Boys	45
	6A Boys	40
	7B Boys	19
	7A Boys	9
	8B Boys	30
	8A Boys	22

165

REASONS GIVEN FOR THE SELECTION

FREQUENCY

I like it	36
Pays good money, offers good working conditions, work is easy	40
Occupation seems interesting	5
Feel that they have special aptitudes for the work	5
Offers steady employment	9
Affords opportunity for travel	3
In order to comply with the wishes of my mother	7
Because I like the out of doors	7
To save people (fireman)	2
Don't have to work much (bank president)	1
Can be my own boss (farmers)	3
Easy course in school (engineer, bricklayer)	2
Because school is not required (ditch digger)	1
Because it is clean work and I can help people (druggist)	1
Nice clean job and inside work (druggists)	3
Like to see soldiers (soldier)	1
Because I like dumb animals (fox farming)	1
Because you can run for many things in your later life (lawyer)	1

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT -- OCCUPATIONAL STUDY

REASONS GIVEN FOR THE SELECTION

FREQUENCY

It helps one to be a good citizen	(mechanic)	1	
Because it will teach you how to be a doctor (doctor)		1	
Like to be free (aviator)		1	
The work has a future		2	
Because I will see a lot of athletic contests (sport, writer)		1	
Because he is a brother of God (priest)		1	
Best way to save souls (priest)		1	
Because one goes to different cities, lives in hotels, eats with high class people, and drives a car around (salesman)		1	
Will become noted all over the world (wrestler)		1	
Good life (farmers)		2	
For the ride (locomotive engineer)		1	
Become famous (artist)		1	
Have no reason		3	
Because father is one		20	
Barber	1	Fireman	1
Bookbinder	1	Hardware man	2
Bricklayer	1	Laundry man	1
Carpenter	1	Mechanic	2
Doctor	1	Painter	1
Druggist	1	Railroad man	1
Etymologist	1	Salesman	2
Electrician	1	Teacher	1
		Cabinet maker	2
Because brother is one (Electrical engineer 1) (Acrobat 1)		2	
Because grandfather is one (cabinetmaker 1)		1	

Total

165

FINDINGS
RANDALL SCHOOL

OCCUPATIONAL CHOICES

NUMBER SELECTING THEM

Advertisement writer for cigarette ads	1
Architect	1
Artist	1
Aviator	19
Baseball player	1
Business men	3
Carpenter	5
Cartoonist	1
Chemist	1
Coach	6
Contractor	1
Dairy farm superintendent	1
Dentist	2
Doctor	3

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT - OCCUPATIONAL STUDY

OCCUPATIONAL CHOICES	NUMBER SELECTING THEM
Draftsman	1
Electrician	3
Engineer	15
Football player	1
Furniture man	2
High school visitor	1
Hunter	1
Inventor	2
Lathe operator	1
Lawyer	2
Lumberjack	1
Politician	2
Professor	3
Railroad man	2
Salesman	2
Sailor	2
Storekeeper	1
Teacher	1
Violinist	1
Had no choice	4
Total number of cases	90
Cases 6B Boys	23
7B Boys	12
7A Boys	16
8A Boys	17
9A Boys	22
Total	90

REASONS GIVEN FOR THE SELECTION FREQUENCY

I like it	34
Offers good pay, short hours, good working conditions, easy work	5
Occupation seems interesting	12
Feel that I have special aptitudes for the work	6
Offers steady employment	2
Affords opportunity for travel	7
Thinks that the supply of pilots falls short of the demand for them	1
Affords opportunity to do brave deeds (sailor)	1
Because I do not want to live long (pilot)	1
Affords thrills (pilot)	1
Like to ride in an aeroplane	1
Because I wish to operate (doctor)	1
Because I like to teach	1
To comply with the wishes of my mother	1
Because I like the out of doors	2
Because it involves responsibility	1
Have no reason	4

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT -- OCCUPATIONAL STUDY

REASONS GIVEN FOR THE SELECTION FREQUENCY

Because father is one	10
Artist	1
Carpenter	1
Contractor	1
Furniture man	1
High school visitor	1
Hydraulic engineer	1
Lawyer	1
Professor	1
Radio engineer	1
Salesman	1
Total	90

FINDINGS
WASHINGTON SCHOOL

OCCUPATIONAL CHOICE NUMBER SELECTING THEM

Actor	2
Admiral	1
Aeroplane designer	1
Aeroplane mechanic	1
Architect	2
Artist	1
Auditor	28
Aviator	1
Barber	1
Blueprinter	1
Bookkeeper	2
Baker	1
Business	3
Cabinet maker	2
Carpenter	7
Cleaner in cleaning plant	1
Clothier	2
Coach	1
Dentist	1
Doctor	12
Draftsman	2
Druggist	3
Electrician	14
Engineer	23
Explorer	1
Farmer	2
Fireman	2
Forester	4
Furniture repair man	2
Geologist	1
Grocer	3
Judge	1

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT - OCCUPATIONAL STUDY
 FINDINGS
 WASHINGTON SCHOOL

OCCUPATIONAL CHOICE	NUMBER SELECTING THEM
Laborer	1
Lawyer	7
Machinist	1
Mailman	2
Mason	1
Mechanic	6
Motorcycle dealer	1
Newspaper writer	1
Office work	5
Operator, moving pictures	1
Painter	1
Plumber	4
Policeman	2
President	1
Priest	2
Printer	1
Railroad engineer	4
Railroad man	3
Restaurant proprietor	2
Salad maker	1
Salesman	2
Scientist	3
Store clerk	1
Store manager	1
Teacher, industrial arts	1
Teacher, physical education	1
Telephone man	1
Had no choice	2
Total number of cases	135

REASONS GIVEN FOR THE SELECTION	FREQUENCY
I like the work	42
I am interested in the work	13
Offers good pay, short hours, good working conditions, easy work	61
Steadiness of employment	1
The work is out of doors	2
Feel that they have special aptitudes for the work	7
Offers opportunities for bettering one's self	1
Occupation affords thrills	13
Affords opportunity for travel	11
Like to work for God	2
So that I can be the head of the land	1
I can learn all about machinery	1
To save people	1
To help the sick	3

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REASONS GIVEN FOR THE SELECTION

FREQUENCY

To help save the forests	1
Because I want all people to be treated justly	1
Like to talk and argue, lawyer	2
Because I like to arrest drunkards, shoot at their legs, and catch robbers (policeman)	1
Had no reason	4
Because father is one	15
Drycleaner	1
Electrician	1
Fireman	1
Grocer	1
Furniture dealer	1
Upholsterer	1
Lawyer	1
Because everyone in the family was one (railroad man)	1
Because my uncle is one, baker	1
Total	185

SUMMARY OF FINDINGS

Central High School

1. Thirty nine occupations were represented in the selections.
2. Architecture, engineering, aviation, and drafting headed the list in the order named.
3. Seventy eight per cent of the boys now enrolled in industrial arts indicate a desire to enter engineering, drafting, or a trade.
4. In the architectural class of twenty three boys seventy percent of them wish to become architects.
5. Of the fifty six boys taking drafting, eighty percent of them indicated a desire to enter drafting, engineering or a trade.
6. "I like the work," "good pay," "offers opportunity for advancement," "have special aptitudes for the work," and "am interested," headed the list of reasons for the selection.

East High School

1. Forty five occupations were represented in the list of selections.
2. Engineering, aviation, and architecture headed the list in the order named.
3. Eighty one per cent of the boys now enrolled in industrial arts indicate a desire to enter engineering, drafting or some trade.
4. "I like the work," "good pay," "am interested," and "I have special aptitudes for the work," headed the list of reasons for the selections.
5. Six per cent of the boys were selecting a certain occupation because their fathers pursued it.

ANNUAL REPORT - INDUSTRIAL ARTS DEPARTMENT - OCCUPATIONAL STUDY

Linefeller School

1. Forty-eight occupations were represented in the selections.
2. Engineering, aviation, and carpentry headed the list.
3. Sixty per cent of these boys expected to enter engineering, drafting or some trade.
4. "Good pay," "I like the work," and "Am interested" headed the list of reasons for the selection.
5. Twelve per cent of the boys selected a certain occupation because their fathers had pursued it.

Randall School

1. Thirty-three occupations were represented in the list of selections.
2. Aviation and engineering headed the list.
3. Sixty-seven per cent of the boys were entering engineering, drafting or some trade.
4. "I like the work," "good pay," and "am interested" headed the list of reasons for the selections.
5. Eleven per cent of the boys selected certain occupations because their fathers had pursued them.

Washington School

1. Fifty-nine occupations were represented in the list of selections.
2. Aviation, engineering, and electrical work headed the list of selections.
3. Sixty-six per cent of the boys intended to enter engineering, drafting, or some trade.
4. "Good pay" and "I like the work" headed the list of reasons given for the selections.
5. Nine per cent of the boys selected a certain occupation because their fathers had pursued it.

CONCLUSIONS.

1. That the average industrial arts teacher may gather much of interest and value to him relative to his students with a brief questionnaire, as a result of which he would naturally meet the needs of the pupils better and more intelligently.
2. An unusually large number of these boys had vocational ambitions which always constitutes a healthy state of affairs.
3. Especially in the two senior high schools a large number of the boys were enrolled in industrial arts preparing themselves for a trade or an engineering profession. The study readily proves that these boys should have the best possible shop facilities so that their preparation will be as complete as possible.
4. The findings at the East High School prove definitely that the rather complete industrial arts unit being requested is justifiable.
5. The reasons given by boys for their choice emphasizes clearly the need of giving these boys a true cross section of each activity in order that they may not be mislead in their choices.

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6. A similar brief study should be conducted in every industrial arts class at the beginning of the course as a result of which the work may be planned to meet the needs of students more effectively. The findings afford a basis for discussion and help the teacher correct any false notions that pupils may have.

The study will be continued during the coming semester with the following items particularly in mind:

1. Further case studies
2. Interpretation of findings.
3. Conclusions.
4. Application of conclusions to our present situation.
5. Further enhancement of our guidance program.

Submitted by

THOMAS A. HIPPAA

Supervisor

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the

MUSIC DEPARTMENT

Presented to the Board of Education
by the Supervisor
Miss Anne E Menaul
August 1931

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

ANNUAL REPORT

For the School Year 1930-1931
MUSIC DEPARTMENT

ACHIEVEMENTS OF THE YEAR.

The general objective of music in the public schools is to help students prepare for the increasing leisure which has now become practically universal.

I. Elementary Schools

1. Vocal Music

Singing is the most important self-expressive musical activity for the following reasons; it includes every one. It is most natural, requiring no instrument. The ability to read at sight in the singing classes lays the foundation for all other musical activities.

In the elementary schools all technical parts of music were taught through songs being studied. Syllables were used as a necessary step to sight reading. In the upper grades children who did not have the lower grade foundation work and musically superior children were encouraged to read at sight with the words. One, two, and three part songs were given. Musically superior children were given glee club work where more difficult material was given.

"Music Hour," the basic text for vocal music, was put in the kindergarten through the sixth grade. The material was very attractive to the children. The books have been worked out with the units of work used in the different grades. Vocal work, music appreciation and the regular class work were correlated. The standardized course of study sponsored by the Music National Conference was covered.

2. Music Appreciation

One music appreciation lesson was given once each week. Correlation was made with radio music heard in the home. Children were encouraged to listen to the best programs on the air and to report to the music class the compositions and composers heard. This part of the work was greatly enjoyed by the children. Classically popular numbers have been selected for the victrola work--consequently the children have heard on the air many compositions that were being studied in the schools.

3. Ensemble Instrumental Work.

Where there was sufficient material and the principal requested it, an ensemble group of players was formed in the building. Free lessons were given on all instruments at the Music Studio. Junior High students were included or they could have lessons in their own building with the regular instrumental instructor. The diagram attached shows the plan and size of instrumental classes.

II. Junior High Schools

The plan of having junior and senior high school music in the same building and having the same music teachers throughout six years is working out very successfully. There is much more continuity in the work. The teacher can interest the Junior high student to continue his music work as he can see the results in the high school of the work done in the lower grades.

1. Vocal Work

One, two, three, four, and five part music was given in the junior high schools. In addition to songs with piano accompaniment a cappella work was given. Each semester a careful testing of voices was made. All technical parts of music were worked out through the songs studied. Children were encouraged to read at sight using words instead of syllables. Much attention was paid to tone quality used, feeling for harmony, and thought of the text.

2. Music Appreciation

Music of America, Russia, and Europe was given correlating with geography, history, customs of the people, and instruments of the different countries. The influence of the Indian on the music of America was given; also the influence of the gypsy on the music of Central Europe. Through the numbers given--symphony, opera, suite, ballet, form, theme, motive and lives of musicians were studied.

3. Orchestra and Band

Bands and orchestras of the junior high schools were made up of a select group of musical students from seventh, eighth, and ninth grades. The work was elective. Home practice and cooperation of parents was required. Attention was paid to correct position, quality of tone, sight reading, musicianship, and individual playing.

III. Senior High Schools

1. Vocal Work

Since the establishment of a cappella singing in the high school choral classes, the music department has noticed a growth of interest and corresponding growth of achievement. Students are feeling their power in singing four, six, seven, and eight part choruses unaccompanied. Many choruses demanding piano accompaniments have been given during the past year.

Boys and girls glee clubs were combined and an a cappella choir of select voices was organized.

2. Music Appreciation

The music appreciation course, containing ideas and plans from the junior high school course, was given weekly during the regular vocal music period. As the eighth and ninth grade courses of study are completed the senior high course will be improved and enlarged.

3. Orchestra and Band

Much attention was given to tone quality, sight reading, marching formations, and quality of music studied. As the division of Central and West High Schools made very small groups in each school, much personal work was done to build these organizations. Both bands and orchestras were enlarged and improved. Private lessons were given by the regular music teacher when needed.

A large number of members of the Madison Civic Orchestra were first interested in instrumental music and received their training through the Madison Public School Music Department.

IV. Activities

During the year the music organizations supplied music for the following activities: parent teacher functions, Christmas programs in each building, Capitol Annual Pageant, music for plays, operettas, school auditorium periods, Community Union meetings, service clubs, teacher's conventions, foot ball, basket ball, track activities, Memorial Day and many other civic functions. Many children had the experience of singing in groups before the radio.

RECOMMENDATIONS

1. As departmental work in music below the sixth grade is not done in most of the Madison Elementary School buildings, it is recommended that all kindergarten, first, and second grade teachers be able to carry a tune.
2. Each building should have one or two teachers who can play the piano well enough to take charge of special programs given in the building.
3. A change in the course of study for fourth and fifth grades to correlate with the units studied.
4. As the Methodist Church (Music Studio) is too crowded on Saturday mornings for the best results in instrumental class work, and as the band instructors have foot ball and basket ball games Friday nights and Saturdays, it is recommended that the brass and woodwind classes meet during the week after school hours.
5. Singing of groups of children over the radio was not a success, as children voices are too thin and immature to reproduce well over the radio. As a wrong impression of school music was given last year, it will be better to discontinue this work.
6. A division of Central Junior High vocal classes into A and B sections as has been done in the West Junior High School.
7. In the West High building have the door from the chorus room to the band room plastered as the sound is very annoying to teacher and pupils.
8. All school owned instruments put in the Junior High school buildings. The instructors there be responsible to Mr Erickson for all fees and instruments.

RECOMMENDATIONS (Continued)

9. Worn out pianos and victrolas should be replaced by adequate ones.
10. Some plan by which a fund may be started to buy uniforms for West High School band.
11. Better ventilation in the West High music room.
12. Better ventilation in the Central High band room.

PLANS FOR NEXT YEAR

1. Consultations with Miss Mabie in reference to courses of study and units given in the elementary schools.
2. Special bulletins sent to elementary school teachers containing material for units of work. These bulletins will be used for a revision of the course of study later.
3. Requests from the elementary school teacher for material needed and suggestions for improvement of the course of study will be asked for.
4. More cooperation with the physical education department in giving dances of countries being studied in music appreciation.
5. Closer supervision given to children going from kindergarten to first grade.
6. Continue the regular monthly teachers meetings. More opportunity for high and elementary school teachers to discuss materials and problems.
7. Effort will be made next year to improve the quality of work and material used in all of the schools.
8. Have the brass and woodwind instrumental free lessons given in three centers under the direction of the three high school band and orchestra directors. The classes may be held in Emerson or East High School, Central High, and West High music rooms. This will relieve the crowded conditions in the Music Studio. The violin, cello, and flute lessons will be given there. This change will make room for much needed advanced violin work.

SATURDAY CLASSES IN INSTRUMENTAL INSTRUCTION

Parents welcome free instrumental lessons and the rental of school instruments. It is a great saving of money to have the opportunity to see if the child has the ability to play an instrument.

The figures given below were taken at the end of the school year and do not include those children who were dropped the end of the first semester for lack of practice or lack of ability.

TIME	R CHURCH	L KLOSE	J WOLTERS	E TODD	HAIGHT	L ANDREWS	L RODRUMAN	A HANSON	STEENSLAND
9:00 to 10:00	Reeds Gr 1 - 20 Children	Brasses Gr 1 - 25 Children	Advanced Band - 30 Children	Violin 15 Children	Violin 15 Children	Violin 13 Children	Viola 6 Children	Cello 6 Children	Individual flute
10:00 to 11:00	Band class 19 Children	Brasses Gr III-18 Children	Drum Class 10 Children	Violin 23 Children	Violin 17 Children	Violin 10 Children	Viola 6 Children	Cello 4 Children	and piccolo lessons 9 children
11:00 to 12:00	Beginner Class-15 Children	Beginners Brasses-20 Children		Violin 10 Children	Violin 12 Children	Assisted Todd	Violin 20 Children	Cello 6 Children	

TOTAL - 319 CHILDREN

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report of the
RECREATION DEPARTMENT

Presented to the Board of Education
by the Supervisor
HARRY C THOMPSON
September 1931

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
From August 15, 1930 to August 15, 1931
RECREATION DEPARTMENT

The Recreation Department has increased each year in size and variety of program according to the requests of groups of citizens. For example: A group requests old time dances—granted. From that comes the request for young folks' dances—granted. From that comes the request for girls' athletics and dramatics and boys' athletic clubs. Thus, the Department has grown—not by advertising and promotion but by interest and requests of the Madison people for an active program to fill their leisure hours.

FALL ACTIVITIES:

At the close of the 1930 summer playground season 16 playground baseball teams entered an elimination tournament to decide the city championship.

Four industrial girls' golf teams, 4 girls to a team, finished their league season while the men's industrial golf league of 8 teams, 6 men to the team, was completed. At the close of the league season the Municipal Golf Championship was held with 52 men taking part.

Two tennis tournaments were held, one for the men in which 14 men competed and Madison's first women's tennis tournament with 8 entrants.

Football took a firm hold of the young men of Madison, holding 16 games for the senior men's division and 19 games for the junior teams.

The part time playgrounds had an attendance of 13,105 from August 18th to November 29, 1930.

WINTER ACTIVITIES:

The Department's program during the winter months found ten gymnasium classes for men and women held at Lowell, Emerson, Lincoln, West High, Longfellow and Franklin Schools.

One tap dancing class for women, one community singing club, one community band practice one night per week, and an industrial women's bowling league, composed of six teams, were held.

Three free lectures on Auction Bridge with 265 men and women enrolled were given.

A Cribbage League held at Labor Temple found 48 men playing each evening. At the close of the League the City Cribbage Tournament was held.

Three leagues of 8 teams each in men's basketball was organized playing 56 games in each league at which the Department charged 10 cents admission. The City Basketball Tournament followed with the 8 best teams entered. The women's industrial basketball league played through a schedule of 24 games with 5 teams entered.

Winter Activities (Cont)

The Woman's Volley Ball League drew a great deal of interest as did the Men's Volley Ball Tournament of 8 teams.

Twenty old time dances were held at Lowell School and ten at West High School. Thirteen young folks' dances have been held at the Lowell School. Twenty-five cents per couple was charged at these dances which has been ample to cover expenses.

Dramatics were started with one club, The Personae Players, which presented two entertainments during the winter.

Requests come in each year for used ice skates and the Department collected from Madison people 217 pairs and gave to the boys and girls in need.

The Department has two skating rinks, one at West High and one at Marquette. Also a sliding hill on Lake Mendota.

Towards spring the Department held three basketball elimination tournaments— Older Boys, Intermediate and Junior.

Upon request social parties for churches and organizations were put on by the Department.

SPRING ACTIVITIES:

The early spring found many young boys of Madison playing marbles with more than 1000 competing in the Capital Times Marble Tournament with the champion of each school competing in a final match, the winner given a trip to Chicago.

The annual Track and Field Meet for boys of the grade schools, sponsored by the Gyro Club, was held with 22 schools entered.

A Municipal Playground Ball League started competition the first part of May.

The Grade School Golf Championship Tournament found 56 boys competing for the 1931 title.

The Men's Industrial Golf League swung into action early in the season with 8 teams of 6 men each participating.

SUMMER ACTIVITIES:

The summer playground program had an attendance of 255,642 from 10 senior and 4 junior playgrounds and 4 swimming beaches for the nine week period from June 15th to August 15th. Handcraft proved to be very interesting to many as 491 articles were made at Hawthorne Annex and Marquette centers and 475 articles were made at Randall and Washington centers.

The swimming events found the American National Red Cross tests passed by 35 seniors, 19 juniors, 108 swimmers and 253 beginners. Twelve dual swimming meets were held between the beaches, closing with one city meet at which over 200 took part for city championships.

Summer Activities (Cont)

The ten senior playgrounds competed in the Midwest Radio Track and Field Meet.

During the summer period there were 74 senior playground ball teams, 42 boys' playground ball teams and 10 girls' playground ball teams competing.

The regular playground program of story telling, sand play, games, and individual competition such as jackstones, ~~humblety~~-peg and hop scotch was held.

Twenty-eight picnic kits were loaned to churches and clubs.

Horseshoe enthusiasm returned to many men this year. Forty men played in a tournament for the city championship title.

Interest in hard baseball also returned and a tournament composed of 15 teams is now ready to play.

The Municipal Golf Tournament finds 48 men ready to compete in the three flights—championship, first and second.

CITY NEEDS:

There are three very important things Madison should have immediately in order to better serve its people in the recreation program:

1. Shelter houses for the playgrounds
2. Tennis courts
3. Improved swimming beaches