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F O R E W O R D

This volume contains reports of the building principals and supervisors in the Madison public schools for the year 1945-46.

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

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

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

Perusal of these reports indicates clearly that the principals and supervisors of Madison have not been content merely to "keep" school during the difficult year of 1945-46. Whereas we had hoped that cessation of hostilities would bring a degree of normalcy in the operation of school, in many respects conditions were less favorable than during the war years.

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

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

July 1946

P. H. FALK

Superintendent

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORTS
of
PRINCIPALS AND SUPERVISORS

For the School Year 1945-46

Reports are arranged in the following order:

High Schools

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

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

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

Elementary Schools

Dudgeon School - Lucile Clock
Emerson School - Velmer D. Pratt
Franklin School - Armand F. Ketterer
Lapham School - Maurine Bredeson
Lincoln School - Helen Simon
Longfellow School - C. Lorena Reichert
Lowell School - A. Kermit Frater
Marquette School - Lillian Simonson
Nakoma School - Walter W. Engelke
Randall School - Alice E. Rood
Sherman School - Walter J. Berger
Washington School - Pearl Leroux

Special Departments

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

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
By the Principal
R. L. Liebenberg
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-46
CENTRAL JUNIOR-SENIOR HIGH SCHOOL

Section I

INTRODUCTION AND STATISTICAL DATA

When I left Central High School in May 1943 to enter military service, I realized that the effects of war tensions and pressures had already developed to a noticeable extent. Much of the strain seemed to be related to the pupil unrest which resulted from impending entry into service, or from having relatives in the service or about to go into the service. Faculty strain seemed to develop around the desire to make wartime adjustments in the school, without knowing just what adjustments would prove valuable to the war effort.

The contacts that I had with school people during the later war years indicated that school teaching was hard work during wartime. Therefore I was considerably concerned with what conditions I might find in school when I returned.

The conditions which I found, when school opened a few weeks after V-J day, were hardly believable. The tensions that existed during the hostility phases of the war seemed to be gone. Pupils and staff seemed ready to go to work to have a successful school year following the close of the war. Already a number of parents had given up temporary war jobs and were spending more time in their homes. The number of employed pupils dwindled considerably during the year. I recall one instance where a boy wanted to drop out from school to go to work and to Vocational School part time. When I suggested that he delay withdrawal until he had found a job, he felt sure that he could get work immediately. He was back to continue in high school after two days of job hunting -- with the report that jobs for a 16-year-old were not available.

The total* six-year enrollment this year was 1,053, which is 85 less than the figure for a year ago. Most of this decrease was in the junior high division which had 82 less pupils in total enrollment as compared with last year. The senior high total enrollment was 6 less than for the previous year. The tables below indicate the total* enrollment by grades, together with the distribution of boys and girls.

Division	Grade	Total Enrollment Boys	Girls	Total
Junior High Division	Seventh	66	57	123
	Eighth	88	73	161
	Ninth	109	98	207
Totals		263	228	491
Senior High Division	Tenth	114	119	233
	Eleventh	92	120	212
	Twelfth	59	88	147
Totals		265	327	592
Junior and Senior High Divisions		528	555	1,083

*Total enrollment figures are given to conform with those used in previous years.

This June 144 pupils received their diplomas from Central High School. This number included 130 seniors who finished during the regular school year, 13 veterans who met the special requirements established by the Board of Education, and one who did a portion of her work in the Vocational School. More than 30% of the graduating class members have already indicated their intentions to go to the University of Wisconsin next year, and already more than 40% of the total number are planning advanced education during the coming year.

This year's class was the smallest in the history of the school for at least the past fifteen years. This is partly a result of the war and war work, and partly a reflection of the steady drop in enrollment.

Under the sponsorship of the University Extension Division, and the principalship of Mr. McDowell, the summer school enrollment totals 356 pupils taking a total of 470 semester subjects (including the 20 subjects being taken by correspondence). The above figures are in addition to the more than 130 different pupils enrolled for summer music class work under Mr. Klose's direction.

Section II

SPECIAL ACHIEVEMENTS

In the process of reconverting from a wartime to a peacetime school there were several phases of work that were continued temporarily and changed during the year. The sale of War Stamps and Bonds was organized in fall.

Our program was timed to climax with the 5th Victory Loan and to close with it. By working toward a definite end of the project, the committee in charge was able to maintain keen interest toward its successful completion. The result was that by the close of the drive in December our sales had totaled $20,752.60.

The Student Victory Corps Council was converted in fall to its pre-war status as a Student Council. Paper scrap collections were continued, though there were but two during the year. The total collection made on these two scrap drives was 69,253 pounds, or nearly 35 tons of paper scrap.

Work on the War Scrap Book was continued during the year. Copies of the school paper were regularly mailed and a special card of Christmas greeting was prepared by the Art Department and mailed to Centralites in service. Commencement and Class Night programs were also mailed to these former pupils who are now in service. In addition, the school and its several departments contributed in diverse ways to Red Cross activities, clothing drives, food drives and to the monies collected for food relief.

Because the war made us more conscious of physical education needs, the program — as expanded during the war — has been largely continued on this expanded basis. The cooperation, in providing pool time and teacher time, that enabled us to continue to offer swimming to boys on a more complete scale, was truly appreciated. Some swimming is offered in the junior high school and each able senior high boy has a semester of swimming (about 30 to 35 lessons), and some are recommended for a second semester of work.

The engagement of a speech and dramatics teacher for the senior high division enabled activity in these fields to be carried on a more nearly normal basis. A three-act play, "Annie Laurie," was presented in fall and a home talent variety show was developed in spring. These were in addition to the fine program of dramatic activities developed in the junior high school during the year — culminating with the splendid operetta, "Pirates of Penzance," produced through joint action of music and dramatic departments this spring.

The programs that have been prepared and presented in connection with Pep Meetings have been outstanding and have been well received by pupils, teachers, and visitors who have seen them.

The Girls' Club has been active throughout the year with the large majority of the girls of the school contributing service on at least one of its varied committees. School service is rendered in a number of ways during the year, and scholarships totaling $200.00 were awarded by this club to worthy seniors.

In athletics considerable progress was made over the record of the previous year. The coaching staff and squads worked hard and the spirit and support of the student body was good. Improved facilities, especially the bus service provided to take boys from school to the football field and to another gymnasium, did much to build good organization and spirit. The shelter and storage building that was built on our practice field helped by giving us opportunity to store certain equipment on the field.

We are looking forward now to the completion of new football dressing-room and showering facilities at Breese Stevens Field, which should make ours among the best in the city if they are developed and completed in line with present plans and recommendations.

The aforementioned bus service during the basketball season gave opportunity to organize an intramural program on a more satisfactory basis than heretofore. It also permitted granting the junior high division more satisfactory practice hours than they have sometimes had. The results included city basketball championships respectively for both junior high division and senior high division.

Some improvements in our own gymnasium have been made during the year. They include the remounting and repainting of the side baskets, the repainting of boys' shower rooms, the providing of extra benches in these rooms, and the cutting of a double door into one equipment storage room. The latter improvement will enable us to haul gymnasium mats, instead of dragging them, when we can be provided with a suitable rubber-tired cart.

The decking-over and acoustical treatment of the offices of the senior high assistant principal and the guidance director was a marked improvement. It has given each the privacy that is needed for conferences with pupils and teachers.

The providing of a telephone for the nurse has given her opportunity to improve service and has relieved her and the office of the nuisance of taking and delivering messages on foot, and having her make a trip to the office to call back. It is hoped that an extension phone can be provided for the janitors and for the coaches and other men teachers who now receive and make calls through the office, thereby increasing confusion and slowing down work accomplishment.

In response to the expressed will of the majority of pupils and parents who indicated an interest, and in conformity with the practices of the other public high schools of the city, our school annual was bound with hard covers and a formal spring promenade party was offered to senior high pupils. The response to both was gratifying, for pupils felt that in these respects they had advantages comparable to those of pupils in other high schools.

The Parent-Teacher organization had the largest paid membership in the past fifteen years at Central High School. Attendance at some meetings was still disappointing, and at others was more satisfactory. However, the efforts to work for the school were outstanding. In response to the request of the All-Central Committee of the Student Council, the PTA provided a banquet to the football squad at the close of the season and to the basketball squad at the close of its season. Financing was done through hard work and careful management on the part of the Parent-Teacher Association. These events helped to equalize the opportunities for recognition of boys playing on the various public high school squads throughout the city. One outgrowth of this fine cooperation between parents and student body has been the organization of a parent All-Central Committee to meet with and to work with the pupil All-Central Committee of the Student Council. The spirit and intentions of this group in working for the betterment of Central High School seem to be much worth while.

Central High School pupils favored our entering into the Pupil Coverage phase of the Wisconsin Interscholastic Athletic Association Accident Benefit plan, which was offered for the first time during the past school year, and as authorized for participation by the Madison Board of Education. The Parent-Teacher Association voted to subsidize the plan as necessary to meet the drop in enrollment from last year to this. While we are not proud of several accidents which occurred during the school year, benefits for medical and hospital bills in amounts varying from $2.00 to $45.00 have been paid on the premium of 10 cents per pupil on the previous year's total enrollment. Our returns to date have exceeded our total premium and some claims have still not been settled.

The use of visual aids has been increased throughout the school. This has been facilitated by the development and training of a group of student operators. Under their advisor's leadership they have rendered outstanding service to teachers who have been trying to use films. With the arrival of a second projector, and with improved facilities for darkening the auditorium and classrooms, teachers will be encouraged to increase their use of visual aids.

Teachers have worked together in unifying study-hall procedures and in agreeing on uniform methods of handling grades. Various departments have cooperated in revising our course of study regulations to conform with current practices and with recent authorized changes in credit values.

A closer unity of junior and senior high teachers is still to be desired. They have joined in working out and approving a revised time schedule which we shall try this fall. It will permit class periods in both junior and senior divisions to coincide more of the time. It will further give more time for home room guidance activities.

A start was made this year on an expanded guidance program. This, too, was done after consultation with teachers and with the approval of the majority. Every effort will be made to enable further development to be significant to the welfare of the individual pupils in the school. Another year the timing of the testing work to be done can be fitted more adequately to school and pupil needs. It is my hope that every effort will be made to provide adequate staff, room, and equipment needs to permit satisfactory progress. It is my further hope that this guidance program can be fully integrated with the entire curricular and extra-curricular program, so that its effects will permeate the activities of every class and club throughout the school — and not be considered by pupils or teachers as something extra and apart from ordinary school work.

It seems that the basis for Work Experience Credit has become more sound through the year. The proper development and use of this activity seems to offer hope of contributing something worth while to the total school program. It is encouraging to see both the standards and the mechanics for handling it develop from their earlier sketchiness. If special help is again provided for this program, we should plan to turn rather complete responsibility for this group to the supervisor — considering him as the "teacher" in charge of this special type of activity.

Considerable time has been spent working with returning veterans — many of whom had not finished their high school work before entering the services. It seems that each is entitled to some attention, and we have been pleased to see a number of them earn their diplomas and continue on to school.

Relations with the Vocational School in working on problems which result from our close physical association have been pleasant. However, different standards are established for different age groups and mutual tolerance and understanding are necessary. Especially outstanding has been the fine interest taken by the printing department in working with, and providing good service to, the various activities in our school by supplying attractive programs and tickets for a number of school events.

In addition to general faculty meetings, a weekly group conference was held with the assistant principals and guidance director to discuss common problems and exchange information and suggestions. It is my feeling that these meetings have been of value in more closely integrating the work of all of us.

A comparative absence of epidemics of contagious diseases and the good work of nursing and attendance departments combined to raise our percentage of attendance about one percent over the average for the previous year; i.e., from 94.31% to 95.36%.

This year we have realized one hope that has been requested repeatedly in previous years by having the Board of Education set to form a district for Central High School. As the effects of this policy begin to take hold more firmly in the years ahead, it should overcome the effects of previous recommendations that have been made and plans that have been tried to discontinue this school -- at least as a senior high school. Now we have a somewhat definite "lease on life" to look forward to, and plans should be made accordingly.

One of the outcomes of the Central High School program, both in previous years and this year, has been the splendid spirit on the part of pupils, teachers, and parents. A fine democratic attitude seems to exist. Tolerance prevails to a marked degree and each individual is judged by what he contributes to the common good. Honor rolls, honor awards, service awards, athletic team lists, dramatic program copies, and music group rolls testify to the fact that children of various religious, racial, and cultural backgrounds have made fine records of individual development. The absence of troublesome cliques and gangs further exemplifies the ideal of American democracy. Every effort will be made to protect and foster this spirit.

Sections III and IV

SPECIAL PROBLEMS AND RECOMMENDATIONS

The development of certain special classes has been a step in the direction of meeting the needs of pupils who have been advanced from grade to grade without reaching the average standards of achievement for those grades. It is generally recognized that such classes should not be large if satisfactory remedial work is to be done. As more data is developed on individual pupil abilities, further efforts should be made to meet their needs. Small remedial classes are, of course, not economical; but they seem worth while if they can be afforded.

We have spent more time and energy on working with low ability pupils, and those with poor records of achievement, than we have on those with superior ability and achievement. As a group the latter seem to demand less help, but every effort should be made to foster their best individual development.

Emotional adjustment, and personal, and personnel relationships are stressed in many life situations today. It is recognized that every teacher assists in giving guidance and training in these directions. However, I feel that the advisability of giving a course in the elementary psychology of human relationships would be of interest and value to most pupils.

Integration of the junior and senior high curriculum offerings has made progress in some areas, but needs attention in other areas. Both should be planned to be a continuation of the elementary school program. This is, however, more than a school problem since there are elements of city-wide uniformity to be considered. It is hoped that study, followed by definite action, will be made during the coming year.

The question of report card periods may also well be considered on a city-wide basis in order to bring uniformity where it does not now exist.

In our school, as in many schools, there is a tendency for capable pupils to get themselves involved in too many activities. This is frequently further complicated when pupils also become involved in out-of-school activities related to church, lodge, recreation or other youth organizations. A study was begun this year in an effort to meet the problem within our school. Further efforts are planned for next year.

Since the place of Central High School has been assured in the Madison School system for the next number of years, it is hoped that a thorough survey will be made of our building needs and that renovation, repairing, and remodeling which will increase the efficiency, the attractiveness, the healthfulness, and the cleanliness of our building will follow. Certain building modifications should be planned with relation to the proposed addition to the Vocational School, and the space that may be made available to Central High School in old or new parts of the Vocational School building.

It is recommended that consideration be given to the assignment of an additional custodian on a full-time basis to our staff. Our building, being one of the oldest in the city, requires more maintenance service from our senior custodian, both for the building proper and for many of the items of equipment. Much of this maintenance work involves pounding and other duties in class rooms which must be done outside of class hours. Because of its central location, our building carries a high load of meetings and other special activities. During the present summer, for example, there are more than 350 summer school pupils in regular daily attendance for six weeks. Another 130 pupils participate in the summer music classes for the six-week period. For several days the building was rented on a 24-hour-per-day basis to a veteran's group who were quartering boys in the building. During the school year the Vocational Night School uses a number of rooms in our building regularly. All of these activities increase demands for janitorial services, and a janitor is not free to do his regular work during all of the hours that he is responsible for the building and one or more groups in it. Further delay and interference with janitorial duties results from the use of our building during each summer as a receiving depot, as a storage place, and as a distribution center for art supplies for the entire city.

Janitors assist in certain phases of this program, and are delayed in putting our building in order when these supplies are not delivered until the week before school starts. Because of the revised schedule of hours as applied to our new janitress, the need for an additional custodian-janitor is the more imperative. The fine spirit of cooperation on the part of janitors in helping to meet the problems created by "tight scheduling" of auditorium and other building facilities by school and non-school groups has been appreciated. It is hoped that a careful study of these problems will be made, and appropriate action taken.

It has already been recommended that service and rental charges for building use include a fee to cover the cost of police supervision of public groups using the building. "No Smoking" signs have already been received in response to the previous suggestion, and they have been posted. However, the janitor on duty frequently finds himself powerless to control certain situations. Since it is common practice for the high schools of the city to provide themselves with police services at any school event, it seems equally reasonable that outside organizations of any size should also be asked to provide for similar service.

The fire safety of our building should be checked. Particular attention should be given to the false sense of security that is fostered by the present hoses connected to empty standpipes. A previous recommendation covering this and other points of a recent fire-inspection report has been submitted.

In behalf of everyone connected with Central High School, appreciation is expressed to The Board of Education, to the Superintendent of Schools, and to the Supervisors who have helped us in many and varied capacities during the past year.

Respectfully submitted,

R. L. LIEBENBERG
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

CENTRAL JUNIOR HIGH SCHOOL

Presented to the Board of Education
by Vida V. Smith
June 1946

ANNUAL REPORT
For the School year 1945 1946
CENTRAL JUNIOR HIGH SCHOOL

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

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

School Year	Pupil Enrollment	Number of Full-time Teachers	Number of Part time Teachers	Teacher Time	Teaching Load Based On Monthly Enroll Ment for June	A D A.*
1931-31	518	16	22	22.8	21.6	21.0
1931-32	556	16	22	23.5	21.5	21.1
1932-33	496	15	18	24.7	19.0	18.3
1933-34	517	13	15	21.5	22.5	21.9
1934-35	500	12	18	20.1	23.3	22.5
1935-36	502	13	16	19.1	24.7	23.9
1936-37	547	15	16	20.2	25.7	25.2
1937-38	560	15	18	20.6	25.9	24.9
1938-39	546	14	17	20.6	25.1	24.1
1939-40	551	14	11	19.5	27.1	25.5
1940-41	524	12	14	18.1	26.9	26.0
1941-42	509	10	16	16.6	28.3	27.3
1942-43	548	10	17	17.6	26.6	26.5
1943-44	570	14	12	19.6	26.1	25.3
1944-45	573	14	15	**20.2	24.9	24.3
1945-46	491	13	15	**19.5	22.5	21.9

* Average Daily Attendance

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

The above table shows that we have had twenty-seven fewer pupils on our rolls this year than we had during the first year the Junior High was opened at Central. It is interesting to note that our enrollment has been the smallest this year of any time in the history of Central Junior High but only five less than during the school year 1932-1933. This is partly due to the decrease in birth rate during the period following the depression but there are other factors also causing part of this decrease such as inadequate housing facilities in the Central part of the city, and it appears that more children in the area between the square and Ingersoll Street have been going to East High during the past two years.

II. SPECIAL ACHIEVEMENTS

The results of Standardized Tests given to pupils in Central Junior High School during the school year 1945-1946 were dittoed and sent to all teachers and all departments of the school system who might be interested in this data so it will not be duplicated here. The results of the tests given to the retarded groups at seventh and eighth grade levels were also dittoed and sent to the heads of the departments interested in this group.

Practically all full time Junior High teachers and some part time teachers have made some efforts to become better acquainted with their pupils and to study the needs and interests of these children to the extent that it is possible to do so with the present teaching load and less time given to the activity period this year. Our school attendance has been about the same as last year, averaging a little better than 96% for the entire school year. This is encouraging when one considers the number of homes in which both parents are working and children are left on their own to get to school or not as they see fit. It seems to indicate that many children prefer to be at school. Having the attendance worker come to the school to get the reports of absentees and to give us reports of the previous day has been very much worthwhile. The absence of practically all of our children has been accounted for each day as being satisfactory or not. This has prevented any very serious attendance cases from developing.

The Department of Child Study has been helpful to us in making home contacts and in giving special aptitude tests, upon our request, to pupils who needed special guidance in making out their advance programs. We appreciate their recommendations, and in as far as possible with building conditions and teaching power available, we have tried to carry out their suggestions. We had hoped to do more in regard to assisting pupils in the retarded groups to make better social adjustments at home and at school but this hasn't been very successful for several reasons. First, due to the fact that we lost Miss Ogilvie who had some special training in working with retarded children and who was very sympathetic and understanding of this group, little has been done for their social adjustment. These children were given to several different teachers and the progress made by them this year was not very gratifying and neither was their social adjustment to high school well taken care of. There were many more complaints from both parents and children regarding a lack of understanding on the part of teachers who handled these groups this year than there had been during the past two years.

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

We introduced a unit on Social Hygiene in our ninth grade Physiology course and had a lecture on Social Hygiene by Dr. Gordon from the Medical School at the University for all ninth grade pupils.

We made some changes in our activity period this year. We have found during the past two years that pupils were less interested in the types of clubs for which we could get teacher sponsors and so the activity period was gradually becoming another study period for many home room groups. Since seventh and eighth graders do not have assignments for study periods, this was not very profitable. A study of the spelling situation in our Madison Public Schools showed that it was very poor as indicated by the results of Standardized tests, so we decided to use two activity periods per week for the study of spelling for those pupils not in some school club on those days. Some teachers did an excellent job in creating in pupils a spelling sense and a pride in good spelling. Others did a mediocre or poor job in this respect. Children are getting so much activity in the recreation centers now that school clubs do not appeal to them as much as they did three or four years ago. They want the kind of clubs where they can play games which would require several gymnasiums to meet their wants and, of course, all high schools are limited in this respect.

Our Junior High had a successful year in as far as inter-scholastic athletics is concerned. We won the Volleyball and Basketball championship but did poorly in Football and Track. The Junior High has had physical education classes meeting three times a week again this year, which is an improvement over that of the past two years. Our physical education program has been improved to some extent the past three years by the use of Conklin Field for physical education classes when the weather permits, and by the addition of swimming classes for seventh grade boys. Mr. Lyon has also made a beginning in reviving the intra-mural program. We had intra-mural competition in Football, Basketball and Track this year. This was a good beginning but needs to be extended as soon as space and teaching power permits.

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

Our Junior High pupils have cooperated well with the Student Council of the Senior High School in the purchase of stamps and bonds, collection of paper, magazines, clothing, food and money for food emergency relief, and in the saving of their copies of the Mirror to send to former Centralites in service.

The work in our regular academic classes has been carried on much the same as usual. There seems to be a universal feeling among teachers that it has been much more difficult to get pupils to work the past two years and to assume responsibility.

This was partly due last year to the fact that many children were working too many hours outside of school and were too tired to do school tasks. We have had much less complaint of children working late hours this year but many children admit that they make the rounds of the recreation centers and go every night that there is one open and, of course, don't go directly home after the centers close. Probably the general unrest among labor groups throughout the country has had as much of an effect on pupils' attitude toward work as any other factor.

We have had many excellent auditorium programs this year. Most of these programs have been by members of the student body under the guidance of Mrs. Hardtke. She has done an outstanding job in developing an interest in participation in dramatic work among the pupils of Central Junior. We shall miss her very much next year. Mrs. Warner and Mrs. Hardtke did an excellent piece of work in presenting one of the best operettas that has ever been put on by the pupils of Central Junior High School.

A testing program by the Department of Child Study was started at Central Junior this spring. The actual testing was done by Mr. Clifford Little and the tests were checked by clerical help in the Child Study Department. The findings of these tests were used in as far as possible in the programming of pupils into their classes for the school year 1946-1947. I am very much interested in the possibilities of a real guidance program being built around a testing program similar to the one tried out this spring. The testing was done too late in the school year to be of as much use to us as it might have been at an earlier date. Nevertheless, it was worthwhile and was interesting as a start in a much needed improvement in a child guidance program at secondary school level. I hope this may be improved upon another year and carried further.

Each secondary school is supposed to be receiving each week the police reports of pupils from their schools who are contacted by the police department. If I have received all such reports for Central Junior this year, then we can be proud of our record when one considers all that is being said about juvenile delinquency in the city, state and nation. I have received only four bicycle violations, two cases of entrance to the theater by means of fire escape, one case of a pupil molesting a younger child, one case of shooting a gun in the city and two car thefts. This is not a bad record for the four hundred and ninety-one pupils on our rolls. The two car thefts were by pupils who came to us from institutions to which they had been sentenced before leaving elementary schools. This indicates that putting these children back into the same home environment and with the same parental supervision that had lost control of them before they left elementary school, is not a very wise policy for correcting juvenile delinquency. But when one considers (if all police records have reached me) that only ten pupils out of 491 have had police records during this school year, we need not be unduly alarmed about juvenile delinquency at Central Junior.

Probably one of the greatest achievements for Central this year is the action of the Board of Education in establishing definite boundaries for the Central district. This is a thing for which Mr. Waller worked for many years.

The new boundaries have not affected the enrollment at Central Junior for the school year 1946 1947, but perhaps will in the years to come. We are getting a few more pupils from Franklin but that is the only school from which we have any noticeable increase. Possibly the small enrollments in our present sixth grades account for the fact that there is no great increase in enrollment anticipated at Central Junior next fall except a few more at ninth grade level.

III. SPECIAL PROBLEMS.

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

Dressing rooms have not been redecorated for so many years that it is impossible to encourage pupils to keep them in good condition and to discourage further scratching of the walls. As soon as possible, partitions like in the Vocational School dressing rooms should be installed.

Boys' shower rooms aren't in good condition and so Mr. Lyon will not insist that boys take showers after physical education classes. This practice is very bad.

The monotones and those not the least interested in vocal music at seventh and eighth grade levels have been a problem. We don't have enough out of any one class group to make a regular class for them and they spoil a music class if allowed to remain in it. One seventh grade group was taken care of quite profitably this year by being given work in Art Metal under the supervision of Miss Post who is excellent in this type of work. She got excellent results and the pupils were very much interested in Art Metal.

IV. RECOMMENDATIONS:

1. That better facilities for physical education be provided at Central as soon as building conditions permit.

2. That our building be redecorated inside as soon as possible. Being the oldest building in the city in which school is still being held, the need of repairs and redecorating is urgent. The contrast between the upkeep of Central High and the Vocational School is very noticeable and difficult to explain to children.

3. That the mathematics curriculum of the secondary schools be studied critically and revised so that it is a continuation of that of the elementary schools.

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

5. That the court be marked for play space according to the chart made by Mr. Hurd three years ago and that these spaces be painted so that they are permanent until such time as the Vocational School builds on this area and other facilities for recreation are made available to our pupils.

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

7. That cars not be parked in the court during Junior High lunch period during the fall and spring of the year.

8. That work opportunities for children under sixteen years of age not be over-emphasized at the expense of a well-rounded educational program for these children. This has already begun to show some improvement this year.

9. That more funds be provided for rental of visual education materials from the Visual Education Department of the University.

10. That, if possible, the auditorium be fixed so that it can be darkened from the inside in order that it might be used for visual education regardless of weather conditions.

11. That rooms 1, 8, 18A and 18B should have dark curtains and plugs so that they might be used for visual education.

12. That the size of the retarded groups should not exceed 24 pupils and should be kept as near 20 as possible. Sufficient space should be provided to make it convenient to use visual aids materials frequently in connection with the daily class work for these groups.

13. That the retarded group be handled at least part of the day in their academic work by a teacher sympathetic and understanding of their needs.

14. That plans be made to get in as much as possible of the physical examination of pupils, testing, etc. during the Senior High examination week at the close of the first semester so as not to have classes interrupted as much the second semester of the school year as they were this year, and so the results of tests may be available for use earlier.

15. That sufficient teaching power be supplied to continue the program of testing and guidance started by the Department of Child Study this spring so that the proposed program might be put into effect in September of 1946.

16. That Room 1B be put in condition for use as a teachers' room for Junior High teachers so that cumulative records for all pupils in the Junior High might be kept in a file in this room and the teachers would have a clean and comfortable place to work when they wish to use this material and when their room is being used by some other teacher. This would mean better ventilation, all storage materials removed, floor refinished or covered, two teacher desks, three comfortable chairs, and new curtains.

Submitted by

VIDA V. SMITH

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

GUIDANCE DEPARTMENT

CENTRAL HIGH SCHOOL

Presented to the Board of Education
by
Nina B. Fredrickson
June 1946

ANNUAL REPORT

For the School Year 1945 - 1946
Guidance Department of Central High School

The work of the Guidance Department of Central High School has changed noticeably in this first post-war year.

1. There have been fewer opportunities for school children to work on jobs and divide their interests and energies between school and work.

2. The number of homes in which both parents are working has decreased. This has given more opportunity for parental supervision.

3. The many war-related activities that absorbed leisure time and created nervous strain are, in the main, spent.

4. Boys are still faced with an interruption of their school program, but girls are able to make college plans without being forced to choose between school and attractive job offers.

5. With the returning veterans setting the pattern, there is a strong back-to-school movement, with emphasis on both the cultural and vocational value of an education.

6. There is some lessening of the general restlessness and specific anxieties of the war years. School children reflect this more stable condition.

The following report is submitted on the same general pattern of previous ones for the purpose of giving an overview of the services of the Guidance Department for the year 1945-46.

EDUCATIONAL GUIDANCE

Psychological testing

1. The California Test of Mental Maturity was again used exclusively. Eighth graders at St. Patrick's, Father Pettit, Holy Redeemer, St. Joseph's and St. James' schools and the seventh grade at Lapham school were tested in the spring. The last three schools named were new to the Central district as a result of a change in boundaries this year. All new pupils entering throughout the year and all seventh grade and ninth grade pupils were tested. For most of the ninth graders this was a retest and the scores served as a check on a previous one.

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

3. All tenth grade pupils were given the Turse Shorthand Aptitude Test. These tests were scored and ranked by the commercial department. The results were sent to 10th grade home room teachers who needed them for advising pupils with a preference for the commercial course.

4. Under the supervision of the Child Study Department and the immediate direction of Mr. Clifford Liddle, a testing program of wider scope was begun this spring. In general, eighth graders were given the Iowa Algebra Aptitude Test, the Symonds Foreign Language Prognosis Test, and the Study Habits Check Sheet and an Interest and Experience Inventory. Ninth graders were given the Orleans Geometry Prognosis (to 115 algebra pupils), the Iowa Algebra Aptitude Test (to 61 general math. pupils), the California Test of Personality, and the Study Habits Check Sheet and Interest and Experience Inventory. Tenth graders who have planned majors or minors in science or mathematics took the Bennett Mechanical Comprehension and the Minnesota Paper Form Board tests. We hope this is the beginning of a broad guidance program which will include special testing, interpreting, and counselling. Obviously, it will need an increased number of workers.

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

Educational Failures

At each grade period a list of pupils who had fail or condition grades was made. These lists were studied and compared with previous ones. Some of the pupils were interviewed, class teachers were asked for interpretations, and an attempt was made to help the pupil find the reasons for his poor work. If we can improve study habits, give encouragement, and develop some pride in achievement, then it is a profitable part of the guidance program.

With the revision of our grading system, cons must be removed from the records within two weeks and incompletes must be cleared within six weeks. We have assumed the follow-up work of notifying pupils that it is time to secure their new grade and bring it to the office.

Programming

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

1. We met with eighth and ninth grade teachers and homeroom groups and made the final check on each program from those two grades. Special attention was given to those programs because they represent plans for four or three years and they should be plans that can be carried out successfully. It is necessary to consider the pupil's achievement, ability, interests and plans as well as teachers' recommendations.

2. The tenth and eleventh grade programs were studied to assure proper placements. In cooperation with the chairman of departments recommendations were made for programming in Reading and Correspondence, Remedial Reading, General Mathematics, and General Course History. On the other hand, we urged eleventh graders to continue with English and capable tenth and eleventh graders to elect into the math., science, and language fields.

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

War Emergency Services

We put this topic into our report to show how much our work in this field has dwindled. This year we were able to eliminate the Army College Qualifying test, school cooperative reports for Selective Service, reports on available labor for the War Manpower Committee, supervision of boys preparing for the Eddy test, and arranging group meetings for representatives from military services such as ASTRP, Navy Radar, Navy V-5, etc. We have given a small amount of time this year to informing boys about the military services by means of pamphlets, letters, and posters.

VOCATIONAL GUIDANCE

This year senior boys were able to plan toward their vocations without anticipating a positive and prolonged interruption. The trend toward further education influenced many of them to arrange for the University of Wisconsin. Fortunately, the big-job offers were lacking and did not enter into competition with college plans. Our senior girls, also, could plan more freely this year because they were not being actively sought by the colleges and all fields of employment open to women.

We did no organized group vocational guidance this year. It was entirely individual and incidental. We are thinking toward a vocational clinic next year in which representatives

from many career fields may talk to pupils and stimulate them in the important problem of selecting an occupation.

In the fall, we made a survey of the employment situation and determined from it the number of pupils, working, the kinds of work they did, and data concerning hours and wages. Also, we discovered the pupils who wanted to work and their choices of work. This year our problem was to find work for the job-seekers -- a complete reversal of the previous year's problem.

SOCIAL GUIDANCE

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

OTHER ACTIVITIES

Indigents

Again this year very little time was given to the supplying of books, fees, bus fare, lunches, etc. Outside of Mother's Pension cases, the need for such help has been small.

Handicapped Children

This office supervised arrangements for the transportation of crippled children and planned the program of speech correction conducted by Mrs. Helen Holcombe.

Scholarships

Much of the clerical work in connection with the granting of scholarships was organized by this office. We investigated pupils and their records and helped in the selection for the following scholarships: Business and Professional Women's Club, McPynoheon, Stein, Oscar Rennebohm, Rotary Club, Herfurth, Legislative, Albright, and B'nai B'rith. This year we brought together all available information regarding the various scholarships and drew up a scholarship information chart, a copy of which was made available for class room and office files.

Pupil Records

1. Activities -Because of the tendency of a few capable leaders to do the major part of the school's extra-curricular work, we made, again, a survey of pupil activities. This was followed by counselling for the pupil who had chosen to do more than he could do well and for the capable but timid pupil who needed to be encouraged toward an activity program. This study has value only if it is followed up each semester and if effective controls are developed.

2. Folders - Senior high pupil folders were brought into the Guidance Office two years ago. They are accessible to all teachers and contain materials pertinent to knowing the pupil. We have kept the folders up to date, recorded data, and arranged a short interview with each pupil in the senior division.

3. Report Cards - Last year we provided duplicate pupil report cards for the office use. This duplication of records became so valuable that this year we improved on the method of securing them, included junior high and their use increased considerably.

Home Room Services

We provided home rooms with Counselor Record Sheets and supervised their completion. The duplicate record cards were prepared for each 10th grade home room, and I.Q.'s were furnished for all teachers who asked for the clerical service.

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

Respectfully submitted,

Nina B. Fredrickson
Director of Guidance

CON-FAIL LIST ANALYSIS

Junior High School

	First Semester		Second Semester	
	1st Grade Period	Final	1st Grade Period	Final
Number of Conditions	74	67	59	5
Number of Failures	62	33	83	66
Total No. of Cons/Fails	136	100	142	71
Pupils having:				
1 Con or Fail	67	47	62	29
2 Cons or Fails	21	24	21	15
3 Cons or Fails	5	0	7	4
4 or more Cons or F	3	1	4	0
Number of names on list	96	72	94	48
Percentage of pupils	20.92	16.18	21.46	10.98

Senior High School

	First Semester			Second Semester		
	1st Period	2nd Period	Final	1st Period	2nd Period	Final
Number of Conditions	126	99	49	68	35	78
Number of Failures	131	96	114	101	86	16
Total No. of Cons/Fails	257	195	163	169	121	94
Pupils having:						
1 Con or Fail	123	100	85	107	86	65
2 Cons or Fails	35	36	26	24	10	13
3 Cons or Fails	16	6	6	5	5	1
4 or more Cons/F	4	3	2	0	0	0
Number of names on list	178	145	119	136	101	80
Percentage of pupils	31.78	26.51	22.58	25.85	19.49	15.38

BOOKS SUPPLIED TO PUPILS THROUGH GUIDANCE OFFICE

First Semester, 1945 - 1946

	Junior High	Senior High	Totals
Book Rental	17	5	22
Mother's Pension	18 18	8	26
Totals	35	13	48

Second Semester, 1945 - 1946

	Junior High	Senior High	Totals
Book Rental	17	3	20
Mother's Pension	17	7	24
Totals	34	10	44

EMPLOYMENT

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

NUMBER OF PUPILS GRANTED WORK PERMITS

(Sept. 1945 - March 1946)

Vacation permits	106
Regular permits	101
Street trades	15
Total	222

(During the school year 1944-45, 407 work permits were issued to Central High pupils)

Type of work for which permit was issued	Number
Restaurant work	9
Vocational school Cafeteria	18
Bowling Alley	48
Store	65
Theater	13
Hospital	10
Street trades	15
Deliver phone books	14
Others	30
Total	222

MENTAL CAPACITIES OF PUPILS AS REVEALED BY PSYCHOLOGICAL TESTS

1945 - 1946

Junior High School

	Number	Percent
Retarded (I.Q. below 95)	125	28.47
Average (I.Q. 95 - 115)	236	53.76
Superior (I.Q. over 115)	78	17.77

Average I.Q. all Junior High pupils -- 101.94

Senior High School

	Number	Percent
Retarded (I.Q. below 95)	92	17.76
Average (I.Q. 95 - 115)	307	59.27
Superior (I.Q. over 115)	119	22.97

Average I.Q. all Senior High pupils -- 105.48

Graduates (June 1946)

	Number	Percent
Retarded (I.Q. below 95)	15	11.63
Average (I.Q. 95 - 115)	71	55.04
Superior (I.Q. over 115)	43	33.33

Average I.Q. all graduates -- 109-15

WITHDRAWALS

Senior High School

First Semester 1945-46

Reasons	Boys				Girls				Total - Boys & Girls
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
Didn't re-enter in Sept.	1	15	1	17	12	16	3	31	48
To other Madison school	1	2	2	5	1	3	1	5	10
Work & Vocational school	4	6	1	11	6	8	1	15	26
Out of city	0	6	0	6	2	6	1	9	15
Illness	0	0	0	0	0	3	1	4	4
Entered service (*)	6	3	0	9	0	0	0	0	9
Married	0	0	0	0	0	1	0	1	1
Totals	12	32	4	48	21	37	7	65	113

(*) 9 as compared with 19 in the first semester, 1944-45

Second Semester 1945-46

Reasons	Boys				Girls				Total - Boys & Girls
	Ret.	Av.	Sup.	Total	Ret.	Av.	Sup.	Total	
To other Madison school	0	0	0	0	0	1	0	1	1
Work & Vocational school	1	5	1	7	2	4	1	7	14
Out of city	0	00	0	0	0	1	0	1	1
Illness	0	1	0	1	1	1	0	2	3
Entered service (*)	0	3	0	3	0	0	0	0	3
Totals	1	9	1	11	3	7	1	11	22

(*) 3 as compared with 11 in the second semester, 1944-45

Total withdrawals for year -- 135

Total withdrawals in 1944-45 -- 106

WITHDRAWALS

Junior High School

First Semester 1945-46

Reasons	Boys Ret.	Av.	Sup.	Total	Girls Ret.	Av.	Sup.	Total	Total Boys-Girl
Didn't re-enter in Sept.	6	5	1	12	7	11	2	20	32
To other Madison school	1	2	1	4	1	2	0	3	7
Work & Vocational school	3	1	0	4	5	0	0	5	9
Out of city	7	3	1	11	2	6	4	12	33
Farm	2	1	0	3	0	0	0	0	3
Totals	19	12	3	34	15	19	6	40	74

Second Semester 1945-46

Reasons	Boys Ret.	Av.	Sup.	Total	Girls Ret.	Av.	Sup.	Total	Total Boys-Girl
To other Madison school	0	0	0	0	1	0	0	1	1
Work & Vocational school	3	0	0	3	0	0	0	0	3
Out of city	1	1	0	2	1	3	0	4	6
Farm	1	0	0	1	0	0	0	0	1
Illness	1	2	0	3	2	0	0	2	5
Totals	6	3	0	9	4	3	0	7	16

Total withdrawals for year - 90

Total withdrawals in 1944-45 - 68

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
FOSTER S. RANDLE
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-1946
EAST JUNIOR-SENIOR HIGH SCHOOL

I School Enrollment

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

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

II Junior High School Total Enrollment by Grades

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

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

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

III Increase in Enrollment

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

Junior High School		Senior High School		Both Schools	
No. Pupil Increase	Percent of Increase	No. Pupil Increase	Percent of Increase	No. Pupil Increase	Percent of Increase
110	11.5	131	11.57	241	11.54

It is expected now that the war is over, with the return to a normal economy, and with the addition of suburban area to our school district, the enrollment will continue to increase. We understand that during the next school year the Town of McFarland is going to send the ninth and tenth grade pupils to East in place of providing schooling for them in McFarland.

IV Department Average of Pupils per Teacher

The rule that no teacher be assigned less than 120 pupils or more than 150 to instruct per day has been closely followed in the Senior School. In some cases the teaching load has been too heavy in the Junior School. This problem needs study and an attempt will be made to suggest a change in Junior Teacher class assignment before another year. It is almost impossible to, at all times, make a fair and balanced assignment of duties. The fact that we have to provide for about 30 periods of teacher time for study room supervision and make other special and non-teaching assignments often causes a necessary increase in class size. Also, when our seventh grade teachers have a group of thirty-four seventh grade pupils and teach two other classes of thirty-two each, their total reaches one hundred sixty-six pupils per day.

V High School Graduates

Since 1932, the graduating classes have been as follows:

School Year	January Class	June Class	Total Number Graduates	Total Enrollment Senior High	Percent of School Graduated
1932-33	83	177	260	1132	22.96
1933-34	77	198	275	1152	23.87
1934-35	77	215	292	1151	25.37
1935-36	92	215	307	1223	25.01
1936-37	74	231	305	1254	24.32
1937-38	68	338	406	1284	31.62
1938-39	11	350	361	1320	27.34
1939-40	20	389	409	1299	31.40
1940-41	20	351	371	1323	28.04
1941-42	11	325	336	1300	25.84
1942-43	7	369	376	1325	28.37
1943-44	7	310	317	1189	26.66
1944-45	4	331	335	1233	27.16
1945-46	5	334	339	1263	26.84
		Total	4689		

Boys granted diplomas due to credits earned in the armed services and based on the General Educational Development Tests have not been counted in the above percentages.

From 1922 to 1932, during the time that the East High School was organized as a four-year high school, the total number of graduates was - - - - - - - - - - - - - - - 1467
Total number of graduates, 1932-1946 - - - 4689
Total number graduates - - - - - - - - - - - 6156

During the last fourteen years the graduating class has averaged 26.82 percent of the Senior High School total enrollment. The war has reduced the percent of graduates ; for, from 1937 until 1941, the graduating pupils averaged 29.6 percent of the total enrollment. The war and the war economy has had some effect on our ability to hold pupils in school. While the percentage of graduates to the total enrollment has changed but little, the total Senior High School enrollment has not maintained its regular average increase. Since the war has been won and the city has returned to a peace time economy, we expect that our enrollment will increase and we hope that our percentage of graduates will also increase. When we have reached the point where we can report 30 percent average number of graduates to total enrollment, we may feel encouraged in our efforts to make good provision for our pupils. Our curriculum must be made to provide for the needs, ability, and interests of our student body.

VI Graduates Going on to Higher Institutions

Under normal conditions from 27 to 39 percent of our graduates go

on to higher institutions. During the war years the percentage dropped considerably, but soon, unless the draft age is lowered, we expect this percentage will increase for a few years. Of course, many of our graduates who have been in the armed services have entered and are entering college. Even though our percentage of graduates going on to college may increase to 45 percent, we would still have no reason to base our entire offerings on college entrance requirements. It, at this time, seems clear that for at least 55 percent of our future graduates their formal education will end with high school graduation.

The need to continue to revise and improve our curricular offerings and our course content to meet the needs of our student body continues to be of basic importance.

VII Faculty Members in War Service

Ten members of our faculty have been absent on leave to the Armed Forces:

1. Eulalie E. Beffel — Army — Senior High English
   Will return September 1946.
2. Lawrence G. Johnson — Navy — Senior High Commercial
   Returned January 1946
3. Lloyd P. Jorgenson — Army — Senior High History
   Returned January 1946
4. Maybelle C. Kohl — Army — Senior High Commercial
   Returned January 1946
5. Shirley Hopfensperger — Marines — Junior High English
   Will not return. Resigned her position here.
6. Herbert M. Mueller — Army — Coach, Junior High Mathematics
   Will return September 1946
7. Bernard Porter — Army — Junior High Manual Arts
   Returned to Madison School System January 1946.
   Will return to his Junior High work September 1946.
8. William Ross — Army — Junior High Mathematics
   Returned January 1946.
   Left to reenter the Army May 1946.
9. Robert Reick — Navy — Junior & Senior High Manual Arts
   Returned January 1946
10. Robert L. Woollen — Army — Junior & Senior High Music
    Will return September 1946

The following members of our faculty resigned during the war to enter, as civilians, service connected with the war:

1.	Garrott Barich	Senior High Manual Arts
2.	Pauline H. Isaacson	Senior High History
3.	Donald Ethun	Junior High Mathematics
4.	Charles Horn	Junior High Music
5.	Lena S. Kelley	Junior High Health Education
6.	Jane P. Scalbom	Junior High Art

Will return to her work here, September 1946.

VIII Veterans at School - Credit Valuation - Graduation

Many of our former students in service continue to send in the Armed Forces Institute Form 57, reporting their service record, and considerable time has to be given to evaluating service, and service school work, for high school credit. Other boys attempt, many with success, to qualify for their high school diploma by passing the General Educational Development Test. This is a time consuming work, but it is necessary for the principal to give personal attention to veterans' efforts to secure a diploma.

At the start of the second semester, six veterans reentered school but only four continued in school until the end of the school year. Three of the four who completed the semester did satisfactory work. Next year perhaps a few more veterans will reenter school, but many others will probably qualify for a diploma by securing credits for service, for service schools attended, and by passing the General Education Development Tests. However, as long as the required service age remains at 19 years, we probably will not have to spend much time on checking veterans' credits or other work connected with the Armed Services after the school year, 1946-47.

IX The reports from the University of Wisconsin concerning our graduates, received during the year, continue to show that those who finished our college preparatory course with a good grade point average ended their year's work at the University with a very creditable record. The record of graduates who completed their high school work in the other courses was not satisfactory. It has for some years been clear that the students who expect to go to an institution of higher learning should complete our college preparatory course at a very satisfactory level.

X Special Achievements

To make a success of each school year requires the active participation of the school faculty in the extra curricular activities

and the general school life. The faculty must continue, in spite of their other Madison interests and activities, to maintain an active interest in the things which are to them so worthwhile and mean so much to the boys and girls of the school.

Our athletic teams have had successful seasons and have presented the school to the supporting public in a favorable light. Our newspaper and our annual have been published and well received. Our club program has been enjoyed by the student members and in some cases has given valuable training. Our debate club has carried through a schedule of debates with profit to themselves and credit to the school. Many teachers have helped with the school activities and have made their contributions to the general organization and student life. Some have helped with food collections, with scrap drives, with school teams, with clubs, and with class activities. However, it still remains difficult to understand how some valuable classroom faculty members fail to see the entire school and its needs and are willing and content to let someone else take care of all the extra duties that belong to the entire teaching staff of a large school.

Now that the war is over, not so many pupils will be employed during part of the school day, and after school in stores and shops, and they will have more time which the school should use in the training of its young people.

This past year upon the recommendation of the eighth grade teachers and from the grade placement in the Stanford Achievement Test, ninth grade pupils showing a deficiency in Arithmetic were advised to take a special course in Mathematics. Following this course, pupils may take Algebra, if they so desire, but it is not required. This year we had four such sections. All other ninth grade pupils were assigned to Algebra - eleven sections.

The Mathematics 12BV course, (a pre-induction course) was offered again this year to pupils who have not had Mathematics beyond tenth grade. This proved to be a very helpful course, offering as it does, to seniors a last chance to review and learn basic Mathematics. We will continue this course next year.

XI <u>Pre-Induction Courses Offered During the School Year</u>

1. Mathematics 12BV - a semester course (refresher Mathematics).

2. Pre-Flight Aeronautics 12B and 12A. Planned for college preparatory pupils whose work is average or above. We hope to be able to continue this course although there may not be enough pupil interest.

3. Fundamentals of Electricity - a one semester course followed by a semester course in Fundamentals of Radio and Communications - a years work for eleventh or twelfth grade pupils. These courses should be of value to our pupils and we hope they will not be dropped because of lack of pupil interest.

4. Advanced Physiology and Biology of Flight - a one semester course for twelfth grade pupils. This course is again offered this next year and many pupils have elected it.

5. Our regular Manual Arts courses will include, in the future, other war course material given in Blueprint Reading, Fundamentals of Automotive Mechanics, Fundsmentals of Shop Work, etc.

XII Special Problems

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

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

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

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

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

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

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

and all possible help be given to finding at least some answers.

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

9. To teach pupils to have more respect for school and other public property. This past year we got nowhere in this matter. It seemed that there was less respect for public property than every before. With the adoption of the free text book system, the need for work on this problem becomes greater than ever before.

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

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

Foster S. Randle
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EAST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
LOUISE H. ELSER
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-1946
EAST JUNIOR HIGH SCHOOL

I. Statistical Information

The Junior High School enrolment for the last five years has been as follows:

	1941-42	1942-43	1943-44	1944-45	1945-46
Grade 7	306	313	282	285	303
Grade 8	297	333	348	297	324
Grade 9	488	458	498	513	439
Total	1091	1104	1128	1095	1066

The enrolment for this year was the smallest it has been in the five year period. This was true even with the addition of the Sherman School area, from which 47 members entered our school this September, 25 seventh grade and 22 eighth grade pupils.

The estimated enrolment for the year 1946-47 is as follows:

Seventh Grade	276
Eighth Grade	299
Ninth Grade	453
Total	1028

If the 23 pupils from the McFarland High School who made out programs for our Ninth Grade come to East, there would be an enrolment of 1051 pupils.

II Special Achievements

The attendance record for the year has been much better than during the war years. While there always are outstanding cases of poor attendance, the greater part of the student body attended more regularly. The fact that Miss Edna Roehr of the Child Study and Service Department came to our school each day to receive information on calls to be made and then visited the homes or contacted the parents at work has been a real advantage. The pupils are aware that there is a direct relationship between school and home. Conferences with the pupils and parents at school were often arranged. Not only does Miss Roehr tactfully meet the parents, but makes the necessary contacts for them with the Child Study office or some social agency.

In pointing to achievements of the year, there is a tendency to pick that which is spectacular. While public performances do serve an important purpose, it is in the class room day after day that the real achievement is shown. The classroom and homeroom teachers have an opportunity to see the trends of the time as they meet the boys

and girls in their daily work. This year the strain of the active war period is gone, but many of the pressures and the uneasiness of the post-war period were reflected in the school this year.

The year brought with it the return of several of the teachers who had been serving their country. We have been waiting for their return and are glad to have them back in the class room. At the same time, we must give recognition to those who came to take their places in the schools during the years when it was so difficult to carry on. They have helped our schools in a most critical period and have worked diligently and faithfully.

During the year it has often been difficult to secure substitute teachers. However, those who have been available have been most considerate and willing to come into the class room to take up the work. Often they were willing to take work which was not their particular major, but because they were strong teachers and willing workers, they were able to handle the work excellently. Their cooperation has been appreciated.

The classes in 7th grade have been arranged along the same plan as previously - there were two homerooms for pupils of poor scholastic ability. These classes were smaller than previously and that is a decided advantage. These pupils will next year be scheduled for slower sections, especially in 8th grade Mathematics and English.

In the 9th grade there were four special classes in English - these pupils were recommended for these sections by their 8th grade English teacher or the suburban or parochial school teacher when they were programed the previous spring.

Pupils taking 9th grade applied Mathematics were scheduled on the recommendation of their 8th grade Mathematics teacher. Since quite a number of pupils enter our 9th grade from other 8th grades, it has worked out well to have the Stanford Achievement Tests given early in September in the 9th grade. Then the applied Mathematics or Algebra teacher can recommend changes and the programs of the pupils can be adjusted at once. This has worked out quite satisfactorily.

Miss Miriam Peterson presented the following report which indicates the work done in our school library in direct relation to the classroom:

"The foremost problem of 1945 has again been the promotion of systematic use of the library for ninth graders. The civics and physiology classes, comprising all ninth grade students, were scheduled for research on topics. Our experience this year has convinced us that extending the time from one day to several days for each class and teacher to work in the library near the beginning of the semester, has produced better results. This extension of time seemed to allow for differences in background of students who were newcomers at East Junior. Would that more teachers could observe or work with a class in the library!

There are conflicting opinions among librarians on the advisability of teaching the use of Readers' Guide to ninth graders, but our definite need for recent material in these courses warrants its use.

This series of close contacts with ninth grade students early in the year have opened the way for more guidance in study. The freedom in a library often proves the undoing of the less ambitious youngsters. Unless they are checked consistently, they find the library an escape from their real problems at hand. Several of this group have been boosted over the hump because some teachers took the time to visit the library during free periods. I think this has been one of our real contributions this year.

Miss Margaret Hanson planned special library work this year with slow sections in English. These students responded very well, seemed to find pleasure in the change of routine, and produced some creditable work. This is a good first step in more planned correlation of seventh and eighth grade subjects with the library. Under our present campaign to limit use of the library to ninth graders for library work only, no textbook work, there will be ample opportunity for more guided work with seventh and eighth graders. With the schedule of library periods showing when the attendance is small, teachers can plan library work to better advantage.

At times the library seems to be the real center of activity, but the demands are not constant. A crowded curriculum must prove a challenge to more teachers in planning to use a well-stocked library to its utmost."

Instead of presenting one style show, a series of four given on May 20, 21, 22, and 23, in the home economics room.

Every girl in the home economics sewing classes in 7th, 8th and 9th grade was required to model the garment which she had completed. A total of 250 girls modeled skirts, blouses and jumpers in the style shows. Each girl invited her mother to attend on the day she was modeling. There was a fine response by the mothers. Refreshments were prepared by members of the 8th grade hospitality classes.

The beginning (7th grade) band presented an auditorium program and also played for the Orientation program. The Junior High School Band played for two auditorium programs of their own and played for the Memorial Day assembly. The Orchestra, 7th, 8th and 9th grade Chorus classes and Junior band presented a Sunday afternoon concert in May.

Two plays were presented in February by a Junior High School cast.

During the year a committee of teachers has been working on a plan and a new type of card to be issued to those pupils who are doing inferior school work. It is important that the parents be warned relative to the matter. This new card will replace the progress card

which had been used up to this time.

A group of teachers have assembled material for a new hand book. This material should be back from the printers by the opening of school in September so that copies of the handbook may be distributed to the entire student body.

III. Special Problems

The club organization continues to present a problem. The activity period, 11:17 to 11:47 is relatively too short a period for most clubs. This is especially true where equipment has to be set up or where a period of practice is necessary. After school is a difficult time for clubs to meet since many other activities such as paper routes, Scout activities and other requirements conflict. Suggestions have been made that clubs be organized only for those pupils who have the ambition and initiative to be good club members and organize their group. Many teachers have pointed out that the pupil expects to be entertained rather than put forth any effort on his part. Perhaps a year or two of limited club organization would serve as a stimulation and might bring about more active and worth while clubs.

The walls in our building, especially the halls and a great many of the class rooms have become quite unsightly during the last years. During the war years, we were all aware that we must carry on with no hope for painting and repairing. We all appreciate that it is difficult to expect too much now, but each year adds much to make it more unsightly. Boys who have been in service and returned to their school here remarked about the need of paint and repair of the building.

In no year has the attitude toward public property been as bad as this year. Writing on the walls was more evident this year than ever before. Writing in school books, especially those not belonging to the pupils was a constant problem. Carving on and mutilating property was much too common. There is something lacking in that citizenship which makes the pupil realize that public property must be respected because it belongs to all of us. Therefore, next year every effort must be made to work upon this as a school project.

There seems to have been a tendency on the part of some of the pupils in Junior High School to put forth only enough effort to get by. Often activities outside of school received more importance in their estimation than their class work. Perhaps this is a characteristic of the post war period when values are naturally shifted about. An effort must be made by the school to have the pupil know that "first things come first".

Thought must be given to the pupil of poor scholastic ability who in the war years could plan to leave school, secure a job and become practically financially independent. The opportunities for this financial self-sufficiency will tend to lessen and this type of pupil

will be a school problem unless provision is made for the type of school work he can do - that which fits him for a particular trade.

Submitted by

LOUISE H. ELSER

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by the Director
MARGARET A. FOSSE
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-1946
EAST HIGH SCHOOL GUIDANCE DEPARTMENT

We have just ended our first post-war school year, with its many problems and changes arising each day. With the world still in an upset condition, with housing problems, labor disputes, an increase in tension prevalent all around us, it is no wonder that this same spirit of restlessness is reflected in our young people. There is a greater need than ever for wise individual counseling to help these boys and girls find the security and peace they will need in their world.

In the following paragraphs, I would like to describe briefly some of the work of the Guidance Office at East High School:

I. Significant Statistical Data 1945-46

A. Withdrawals

Table of Withdrawals

Reason	Junior High	Senior High	Total 1945-46	Total 1944-45
Transfers to Madison Schools:				
Central High School	2	4	6	
West High School	0	1	1	
Longfellow	3	0	3	
Franklyn	1	0	1	
St. Raphaels	1	0	1	
Vocational (full time)	1	2	3	
Total	8	7	15	22
To work and Vocational (1 day per week)	7	38	45	42
Transfers to other towns	53	23	76	72
To Work - over 18	0	5	5	5
Rural	21	8	29	21
Armed Services				
Army	0	2	2	
Navy	1	4	5	
Marines	1	0	1	
Merchant Marines	0	1	1	
Total Armed Services	2	7	9	52

Miscellaneous				
Illness	4	7	11	16
Married	0	1	1	2
Excluded	1	0	1	4
Totals	96	96	192	236

This year shows a decided decrease in withdrawals, due primarily to the numbers leaving for the Armed Services. Only 9 boys entered any of these branches, compared to 52 boys last year. No legislative war diplomas were earned this year, because the boys could arrange, through deferment, to graduate with their classes.

The number transferring to other towns is still high, namely 76, showing a continued transient population. This seems to be more marked in the Junior High School age group, 53, compared to the 23 Senior High pupils.

All withdrawals are carefully investigated, by the school and with the cooperation of the Attendance Department. The permission of the pupil's parent is required before final withdrawal papers are made.

B. Books and Fees

There has been almost no problem in books and fees again this year since only twelve pupils received help through Mother's Pension Department and none from the City Relief Department. Books were rented to 221 pupils, in most cases not for financial reasons, but because they were available in our stock and not obtainable in the city book stores. We sent checks to the Board of Education amounting to $60.20 first semester and $55.05 second semester to cover these rentals.

C. Testing Program 1945-46

1. Psychological Tests

Each year, the California Group Test of Mental Ability is given to all incoming pupils, including new 7th grade, new rural and parochial pupils, and transfers from other schools and towns. A recheck test is administered at the end of the 9th grade, or whenever a teacher requests it, if she feels that the I. Q. does not adequately measure the pupil's ability. In some cases Binet Tests are given by members of the Child Study Department, at the request of the school. The results of the tests are available to all teachers at all times. They are recorded on the permanent office cards and the pupil's cumulative folders. Lists of I. Q.'s by grades may be obtained from the Guidance Office. Teachers are urged to study their pupils in the light of their individual abilities and to make use of any of the available testing information.

This year we have been very grateful for the service arranged by Mr. Waller to have the California Tests machine scored at the University, saving us hours of valuable time which could be spent more profitably on the individual pupil.

California Tests were administered to the following groups:

Grade VII	328
Grade IX	399
New pupils	210
Re-checks	80
Allis School - Grade VIII	36
St. Bernards - Grade VIII	34
Madison Lutheran School - Grade VIII	28
Sunnyside - Grade VIII	22
Total	1137

The following tables show the distribution of results of the California Tests:

California Group Test of Mental Ability - Intermediate Form

Grade VII — September 1945

Interval I. Q.	Number in each group
140 - 149	3
130 - 139	6
120 - 129	44
110 - 119	73
100 - 109	83
90 - 99	84
80 - 89	27
70 - 79	8
Total	328

Median I. Q. 104

Grade IX — April 1946

Interval I. Q.	Number in each group
140 - 149	1
130 - 139	7
120 - 129	35
110 - 119	107
100 - 109	104
90 - 99	97
80 - 89	39
70 - 79	8
60 - 69	1
Total	399

Median I. Q. 104

The Henmon Nelson University Prediction test was given to 447 sophomores and 347 seniors. The results, which are scored by the University, are in terms of a percentile rank, based on the scores of all the 10th and 12th grade pupils in the State of Wisconsin. This percentile rank is recorded on the permanent office record cards and on the cumulative folders, and is available to all teachers.

Henmon Nelson University Prediction Test - December 1945

Percentile rank	Grade X Number in interval	Grade XII Number in interval
95 - 100	33	20
90 - 94	22	15
80 - 89	66	53
70 - 79	38	64
60 - 69	56	44
50 - 59	45	38
40 - 49	56	34
30 - 39	45	38
20 - 29	42	23
10 - 19	23	16
0 - 9	21	2
Total	447	347
Median percentile rank	57%	65%

2. Achievement Tests

A. Stanford Achievement Tests.

The Stanford Achievement Tests, advanced Language Arts and advanced Arithmetic, form DM, were administered by the teachers to the 7th and 9th grade pupils, during the third week of school in September. The tests were machine scored at the University, saving our teachers many valuable hours. The final statistical summaries were prepared by Miss Bernice Leary and the Curriculum office and the results were returned to the teachers. We are very grateful to Miss Leary for making these excellent arrangements.

The results of these tests were carefully studied by the teachers and several program changes were made to place pupils in classes better suited to their ability and preparation.

The following tables show the distribution of grade

placement scores on the Stanford Achievement Test, form DM, in 286 pupils of Grade VII and 395 pupils of Grade IX.

Grade VII East Junior High School

	Name of Test	Q.3	Grade Levels Median	Q.1
I	Paragraph Meaning	7.6	6.5	5.6
II	Word Meaning	8.1	6.8	6.1
	Average Reading (I & II)	7.8	6.7	6.1
III	Language Usage	8.3	7.1	6.1
IV	Spelling	7.4	5.8	5.2
V	Arithmetic Computation	6.1	5.6	5.2
VI	Arithmetic Reasoning	6.8	6.3	5.8
	Average Arithmetic (V & VI)	6.3	5.8	5.6
	Total Average Achievement	7.1	6.4	5.8

Grade IX East Junior High School

	Name of Test	Q.3	Grade Levels Median	Q.1
I	Paragraph Meaning	10.6	8.9	7.3
II	Word Meaning	10.7	8.8	7.5
	Average Reading (I & II)	10.4	8.9	7.5
III	Language Usage	9.9	8.2	7.1
IV	Spelling	10.2	8.0	6.3
V	Arithmetic Computation	10.9	9.2	7.3
VI	Arithmetic Reasoning	10.7	9.1	7.5
	Average Arithmetic (V & VI)	10.4	9.0	7.5
	Total Average Achievement	9.9	8.8	7.7

The grade level median for Grade VII in September would be 7.0. This group is particularly low in Spelling and Arithmetic and their total average achievement was 6.4. The ninth grade group average would be 9.0 in the month of September. Their averages are only slightly below the normal, except in Language Usage and Spelling, where special drill help is needed.

Miss Leary met with the teachers of the seventh and ninth grade classes to discuss the interpretation of

of the test results and its implication in the work for the year.

B. Iowa Silent Reading Test.

The Iowa Silent Reading Test, Form BM, was given again in May to 180 ninth grade pupils who were below average in the reading tests of the Stanford Achievement battery. Other pupils were recommended by their English teachers.

From this test, and from other available material, I.Q.'s English grades, teacher's recommendations, special remedial 10B English classes are arranged, under the supervision of Miss Mary Crink. Special help is given these pupils in reading skills and comprehension so that they will be better prepared for other academic classes involving reading skills.

3. Aptitude Tests

(See later discussion)

II. Special Achievements 1945-46

A. Aptitude Testing: Vocational Guidance

We have made some noticeable strides this year in the use of aptitude and interest tests to help our students become interested in discovering their own interests, abilities, special aptitudes and weaknesses.

The Kuder Vocational Interest Test, perhaps the most popular, was given to approximately 400 pupils. Other tests used were the " California Test of Personality", the "Bennett Test of Mechanical Comprehension", a new clerical aptitude test measuring skill in dealing with numbers and figures. The newly developed "Madison Interest Inventory" and the "Madison Study Habits Check List" are also very usable and helpful in studying the individual student.

For students who desired a more comprehensive battery of aptitude tests, appointments were made with the Child Study Department. They were given a complete battery, depending on the interests of the student and the underlying reasons for the interview.

This year, an Occupational unit was introduced in all the 11th grade English classes, in which the pupils study the occupation of their choice, making use of aptitude tests, occupational pamphlets, college catalogs, personal interviews, etc.

The Guidance Office is well equipped with occupational articles,

books, pamphlets, college catalogs, current vocational magazines, and pupils are urged to make use of these resources at any time.

B. Cumulative Folders.

The Cumulative folders which have been kept for every student are started whenever he enters a Madison Public School. They follow the student through graduation, and they contain a complete account of his school record. This includes pertinent family information, attendance, testing scores, behavior problems, special honors or successes. These cumulative records are filed in the main office and are available to teachers at any time.

C. Programming: Pupil Orientation.

Because the first principle of guidance is to help each pupil make the most of his own abilities, interests, and special aptitudes, it is especially important to help him plan his courses.

We begin with the incoming seventh grade. In May, each sixth grade was visitied and for the first time we talked with these children in terms of their plans for the next six years until graduation from high school. Individual interviews were then held with each six grade teacher and information was obtained on all pupils needing special help. Family backgrounds, health problems, behavior cases, were all described and recommendations were made for the low special classes. We are grateful to these elementary school teachers who have spent so much time helping us collect this information.

The students in our own school spend two or three weeks each semester in programming their courses for the next term. They are urged to choose wisely, in terms of their future plans, and to make use of available catalogs, pamphlets, and other source materials.

The incoming ninth grade, approximately 200 new pupils from rural and parochial schools are given careful thought and planning. Tests are administered wherever necessary. With the return of gasoline, personal school interviews were resumed this year and in all, 21 schools were visited. The ninth grade program was discussed with the pupils in detail. Blue information blanks are filled out by the teacher on each pupil enrolling in East High School. From these we learn about family backgrounds, special health problems, recommendations for slow sections. Without these blanks we would know little about these 200 new pupils and we appreciate the excellent cooperation of these teachers in preparing the information.

The annual Orientation Day was held again in May for the eighth consecutive year under the direction of Miss Pauline Graven and her committees. About 500 pupils from the incoming schools

attended and the theme was very timely, "United East Junior".

While we hope that orientation is enjoyed by our young guests and that it is a step in making them feel more at home in the new school, we also feel that our own pupils are gaining valuable experience in working out the details of such a day.

D. Physical Disabilities.

Again this year early in September, a survey was made to determine pupils who would need special help because of some physical disability. Miss Mary McCarville, our school nurse, investigated each case. Teachers were notified of pupils with hearing loss. Parents were notified in all cases and medical attention was recommended where needed.

Miss Evelyn Green, our speech correctionist, has been in the building two half days per week for special help with speech handicaps. She worked closely with each pupil's teachers and and has had some interesting results. She has also been very helpful in several individual adjustment cases.

III Special Problems.

A. Employment

Since the very beginning of school, it has been evident that employment of high school students shows a different picture from the recent war years. Veterans returning are hired in the jobs once held by our high school age student. Jobs are very scare and students have learned rather quickly that they must be content with the smaller jobs with less pay. We have been pleased at the rapid manner in which they made this adjustment. The once exception to this new situation is in the field of Commercial work where there is a great need for trained secretaries and office workers.

This year about 200 jobs were handled through the Guidance Office, in child care, lawn work, stores, offices. The students sign up for jobs or they hear about them through the daily notices and come in for further details. They are so eager for part time work and gain such valuable business experience from it, that it would be well if more time could be spent on this employment problem. Having Mr. Benson as coordinator for the work-experience set-up has been a big step in this direction, but there is need for more attention to the problem.

B. Individual Counseling

Perhaps the biggest emphasis this year has been on individual counseling due to the increased need for help to the individual pupil. Lack of parental control, lack of respect for authority, restlessness, have all brought on serious behavior patterns. Some of the earliest symptoms to notice are truancy, poor school attendance, failing grades, little misdemeanors in the class room, all rather innocent problems until they form into a serious pattern of personality.

We have been fortunate to be able to refer such cases to Mr. Waller and his staff in the Child Study Department. They make a thorough study of the student, his school history, family background, and his interests, abilities and aptitudes. They have several follow-up conferences with the boy or girl, and always with one or both of the parents. Mr. Waller and his assistants have established wonderful rapport with each case we have referred. In fact, the young person is eager to return to his office for further conferences. We are very grateful to all the members of the Child Study Department for their sincere interest in our students. Complete reports on each interview are made available to all teachers concerned in the case.

Madison is particularly fortunate to be situated in a state and county center with its many medical and social agencies available. We work closely with the Mother's Pension Department, Probation Office, Catholic Charities, Rehabilitation Department and especially with the Family Welfare Association.

To the East High School Faculty:

This year has been a difficult one, in the class room, in the halls, at the auditorium, in the Guidance Office. It is only by the excellent cooperation of the entire faculty that the school has been able to meet the demands of this post-war world. May I again express my sincere appreciation to the faculty for their help.

Respectfully submitted,

MARGARET FOSSE
Guidance Director

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR-SENIOR HIGH SCHOOL

Presented to the Board of Education
by the Principal
R. O. CHRISTOFFERSEN
July 1946

ANNUAL REPORT WEST HIGH SCHOOL

MADISON, WISCONSIN

R. O. CHRISTOFFERSEN, PRINCIPAL

July, 1946

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

GENERAL

The senior boys were uneasy again this year because the government policy on inductions into service never crystallized during the whole year.

It seems to me that the pupils were more careless of their property this year than ever before. On one occasion during the year, three purses were picked up during one day in the girls' dressing room. At the close of school several hundred books of all descriptions were left in the lockers, besides valuable wearing apparel. This is unusual because this year these books could just as well have been sold to the Board of Education.

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

This past year much of the principal's time was devoted to caring for the needs of returned servicemen. Their service experiences in terms of high school credit needed to be evaluated and their school records completed so that they could meet requirements for graduation and also meet entrance requirements to the University. This has been very time-consuming, and even now, during the summer vacation period I find myself taking care of many young men each day. This is very important work and requires our closest attention, but nevertheless it prevents the principal from completing the tasks he normally performs at this time of the year. Mr. Waller's office has been very helpful and cooperative in giving returned servicemen the GED test and then informing us of the results.

This year, besides our 225 graduates who plan to enter the University in the fall, and for whom applications had to be made out, about 100 veterans have sent applications to the school which required the same and additional service. Formerly these blanks have been due at the University on August 1, but this

year they were due on July 1. This has meant that the grade cards for seniors have required about twice as much time to post.

The Board of Education has decided that from now on books will be furnished free to pupils; in view of this and some of the facts previously cited, I feel we should have additional clerical help.

SPECIAL ACHIEVEMENTS

The West High School Science Club is now associated with the Science Clubs of America and with the Junior Academy of Science. Under the direction of Mr. Butler, these budding young scientists discussed such topics as jet propulsion, herpetology, teen-age psychosis, and the duo-decimal system.

During the past year our school and pupils have been busy in many ways, aiding war-torn areas by sending food and clothing. Some samples of these activities are indicated by the following excerpts:

1. From the United Nations Relief and Rehabilitation Administration in New York:

   "Dear Mrs. Cockefair: We wish to thank you and the West High School for the contribution of sixty-four cases of canned food to the Victory Collection of Canned Food for overseas relief."

2. From American Relief for Norway, Inc., Chicago:

   "Dear Sir: You will be pleased to hear that this shipment included something over 600 pairs of shoes and it will be sent in a few days to New York harbor. Here it will be loaded on a boat of the Norwegian Merchant Marine and carried freight free to Norway in about ten days."

The French classes sent five cartons of food to France.

During the emergency monetary collection authorized by the Board of Education, $597.78 was contributed by West High School pupils and teachers, $203.00 of which was raised at the May Dance where the pupils contributed the money in lieu of purchasing a corsage for their date.

In addition to sending emergency foodstuffs and clothing, a definite attempt was made throughout the year to foster better understanding with the countries of the world. During the next school year two new classes have been added with this view in mind. They are Social Trends and Latin American History. During the past year we have had units in our social studies classes on Latin America, but it was felt this was not enough. The social studies classes each week integrate pertinent material to

domestic and world events through the study of current events as outlined by The American Observer.

Four pupils in the French classes were awarded prizes by the French government for excellence in the study of French during the past year.

The Forum, under Mr. Gunderson's direction, discussed and debated topics such as the constitution of the United Nations, compulsory military training, and the government price and wage policy. The latter two were presented over the radio and also in the form of a Junior Town Meeting of the Air in our school auditorium. Programs of this type are very much worthwhile and do a good job of helping formulate student opinion on current issues. (Naturally, both sides of the question are discussed.)

For the first time, documentary films made by the March of Time were presented to the school in the auditorium. These movies included pictures and sound on Ireland, Russia, medicine, the New South, and Sweden. Movies of this type, besides being educational, help us to understand problems of our neighbors throughout the world.

The Choral Reading group, under the direction of Miss Hendrickson, performed very well on a number of school and public occasions.

The Home Economics department, together with other city high schools, put on a style show for the teachers at the Park Hotel during the convention. The girls modeled the clothing which they themselves had made. The same thing was true of a school style show for the mothers. This is a worthwhile and socially functional activity.

All of our senior girls have been taking a social and personal hygiene course during the past school year, one day a week in their physical education classes. We appreciate the help given to us by Mr. Waller's department in administering personality, interest, and mental hygiene tests.

The Home Economics department, in the homemaking class, stressed family relationships with the aim of producing better homes.

I was glad that our choir had the privilege of joining others in the city in the renewal of the Christmas Pageant at the State Capitol. It is easy to forget the quality of past performances, but it is my feeling that this years' portrayal was especially outstanding.

In last year's report I indicated that Mrs. Lugg had done an unusually fine job with the boys with whom she worked

to prepare for the Eddy test. The following is an excerpt from a letter from the U. S. Navy Recruiting Station in Milwaukee concerning this matter:

> "The Navy recruiting service of Wisconsin and Upper Michigan wishes to acknowledge the very great service rendered by Education in putting this territory in first place in the Nation in the procurement of qualified radio technicians.
>
> "The cooperation enjoyed between Education and the Navy made possible this success. On our own, prior to this cooperation, about five percent of those taking the Eddy test passed it. Through our working together, that percentage was raised to about 35 percent."

I was informed by the director of the project that Madison had the best record of any city in this district. I note from the letter that the district we are in had the best record of any in the country. The percentage of pupils qualifying for the Eddy test in two of the city schools ran between 70 and 85 percent.

Sometimes the public wonders why more activities are not offered in school. At the present time, I can think of 37 co-curricular activities in which a pupil could take part.

The war interrupted the schooling of many of our graduates; consequently they feel closer to the school than they normally would, if they had gone out to work or gone on to college. During the past basketball season, all returned veteran lettermen were invited to attend one of our basketball games, and afterwards were guests at a luncheon in the cafeteria. This fosters a feeling of good fellowship and belongingness, attitudes which we hope to engender.

SPECIAL PROBLEMS AND RECOMMENDATIONS

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

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

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

3. Certain members of our staff should be bonded.

The total number of meals served in the cafeteria this year was 155,223. On December 17, with the temperature at 8 below zero, 1218 meals were served in the cafeteria at noon. With space

provided originally for 300, you can see what a problem this makes. The average number served was considerably above 900 each day. Our facilities are crowded and overtaxed. The cafeteria should have acoustical treatment.

THE MAJOR LONG STANDING PROBLEM WHICH WE HAVE NEED FOR IS ACOUSTICAL TREATMENT ON THE CEILING OF OUR HALLS. THIS SINGLE ITEM WOULD SAVE MUCH WEAR AND TEAR ON THE NERVOUS SYSTEMS OF BOTH TEACHERS AND PUPILS. I CONSIDER THIS TO BE THE GREATEST SINGLE NEED WE HAVE AT WEST HIGH SCHOOL. I RATE IT NUMBER ONE IN ANY IMPROVEMENTS WHICH ARE TO BE MADE OR PLANNED.

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

We have requisitioned and asked for a new cyclorama for our stage for seven years or longer. It is now on requisition, and Mr. Brown has the specifications. We need it very, very much, and if the recreation department is to use the stage, a cyclorama will be needed more than <u>very much</u>.

In last year's report I outlined the need and the desire to have the following:

1. An additional guidance person
2. A war-relations person
3. Additional clerical help.

The first two have been taken care of in whole or in part, but if present demands by the public for additional and special service are to be met, we should have more clerical help.

I wholeheartedly recommend the acquisition of some of the Rentschler property for additional playground space.

Teacher-planned use of the library has dropped to an all-time low, according to the librarian. This may be due in part to the tendency to build up supplementary reading materials by the individual departments, and may also be due to the increased use of current events as part of our regular curricular materials.

During the next school year I would like to make a survey of pupils to determine whether or not they are interested in an agricultural course, if you think it advisable.

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

Sometime, when other needs are met, I would like to see an intercommunicating system installed at West High School. The approximate cost now would be around $3,500.

In my travels around I see many school choirs and even grade school bands equipped with uniforms. Usually the choir robes and uniforms are paid for by the board of education. I recommend that choir robes be purchased for the choirs in the city.

The recommended guidance plan which has been submitted to you is very fine; also, it is very expensive. What do you think of this idea?

1. Provide the time of one full-time guidance person or the equivalent thereof for each 800 pupils or major fraction thereof

2. Each group of home room teachers could elect their own chairman. In other words, there would be a chairman for the seventh grade, one for the eighth grade, one for the ninth grade, etc. These six chairmen could then be relieved of a period of time which would be devoted to integrating and advancing the guidance program for the grade which they represent.

Mrs. Pope, who taught social hygiene for us, is very much interested in that field. Possibly she could be secured on a part or full-time basis to do this work in the several schools, if it is agreeable to all concerned.

Respectfully submitted

R. O. CHRISTOFFERSEN
Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WEST JUNIOR HIGH SCHOOL

Presented to the Board of Education
by the Acting Principal
R. E. TRAFFORD
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT

For the School Year 1945 - 46
WEST JUNIOR HIGH SCHOOL

ENROLLMENT

The last reported enrollment for the school year 1945-46 was as follows:

7th grade	176
8th grade	219
9th grade	342
Total	737

It is estimated that the enrollment at the opening of school in September, 1946 will be as follows:

7th grade	146
8th grade	176
9th grade	277
Total	599

The above estimate includes the pupils reported as transferred by the Superintendent from tne new Central Junior High School area, but it does not include any other pupils except those reported by schools which are within the new West Junior High School district and tuition pupils who registered before June 8, 1946. Enrollments are in from Nakoma, Dudgeon, Randall, Shorewood Hills, Lakewood, Silver Springs, Highlands-Mendota Beach, Badger, Fish Hatchery, Blessed Sacrament and Camp Badger schools, as well as a few others from other rural area schools. Pupils who attended Longfellow, Washington, Franklin, St. James, and St. Joseph's Schools in 1946 and who live east of Randall Avenue will be transferred to Central Junior High School in September, 1946. The policy of the Board of Education, granting permission to the Superintendent to transfer pupils from one area to another at parents' request, may affect the enrollment in the seventh and ninth grades at West this next year. The estimate of the enrollment in the eighth grade should be quite accurate, since few changes occur in this grade from the close of school in June to its opening in September. Reorganzation plans are contained in a separate report.

Attendance during 1945-46 was quite good. It varied from a high of 98.2% in June to a low of 91% in November. Again this year, a considerable part of the absence was caused by relatively few pupils. Attendance workers report that nearly one-half of all homes having chronic absentees from school were inadequately supervised by parents or contained parents who were uncooperative

with the schools. This seems to be our greatest attendance problem and presents a necessary task in parental education. Where parental attitude toward school and pupil attendance is poor, school achievement usually suffers. A plan, recommended by the Department of Child Study, to separate attendance cases where health seems to be the major factor will be put into effect this next school year. Under this plan extended absence, seemingly due to health, will be reviewed by the school nurse, and contacts will be made with the parents. The nurse will continue on the case until she feels that the health factor has been remedied. If the absence is not due to health, the case will be referred to the attendance worker of the Department of Child Study. This should eliminate some duplication of effort and place the attendance cases in the hands of those workers best qualified.

SPECIAL ACHIEVEMENTS IN 1945-46

The regular classroom work in the various subjects has been conducted in a sound manner in most instances. The attention given to the fundamentals of English grammar, written and oral communication, and literature has produced very good results if judged by the results of standardized tests. An improvement has been made in meeting the needs of pupils of low ability in mathematics, especially in the seventh and in the ninth grades.

A remedial section in the seventh grade, taught by Miss Shelton, has been very successful and indicates one way in which pupils considerably below grade achievement can make satisfactory progress for their abilities. This section was composed of pupils recommended by their elementary teachers for this special work or were assigned on the basis of results in achievement tests in the various subjects. Some pupils worked in this section in one or two subjects only, while others were in the remedial section for all work. As soon as Miss Shelton was convinced that a pupil was ready for a regular section, he was transferred. Organization of this remedial work has helped the teachers of regular sections make their class work more nearly meet the pupils' abilities and achievements. I believe this plan should be continued when sufficient numbers of low-achieving pupils warrant it. So few recommendations were made for this service next year that a special section will probably not be made. The plan will be continued with those pupils needing special help in the eighth grade, however. This, together, with an accelerated section in the eighth grade, should meet the needs of pupils of all abilities. The accelerated section in the eighth grade this past year did very good work, and teachers of both this and regular groups feel that it helps materially in making the classroom work more successful for all pupils.

A school-wide tuberculin testing program was conducted again this year as part of the health services of the Madison Public Schools. This test was given by physicians of the Board of Health

to pupils whose parents desired it. Many pupils have the test made by their regular family physician. A complete physical examination is required of all ninth grade pupils, and may be administered by the Board of Health physicians at school or by family physicians. A follow-up with parents is made by the school nurse when physical defects are revealed which are serious enough to warrant it, or when defects appear for the first time. A remedial program is recommended to the parents and restricted physical education activities for the pupils are sometimes scheduled as a result of these examinations.

The same club activities which we had last year were again conducted this year. The service clubs render a real service to the school. They afford many pupils opportunity to explore areas outside the classroom work, by providing assistance in the library, auditorium, and office, editing the Junior High page of the school publication, directing traffic, helping formulate school policy, and developing new materials used in the school. Through the efforts of our Student Council, a handbook for Junior High pupils was compiled. We hope to have it in form to distribute to pupils by the opening of school. It should be of considerable value to pupils new to our school.

The Saturday night recreation program under the direction of Mr. Olson seems to answer the needs for social and recreational activities of children of Junior High School age in the west side of the city. It has grown to such an extent that additional activities and space are indicated. Plans are being considered for the expansion of these activities this year. We shall cooperate with Mr. Danford and Mr. Olson in every way to improve and expand the evening recreation program.

Our boys' athletic teams were quite successful this year, having won the City Junior High School Championships in football and track. Even though we placed very low in the basketball and volleyball standings, the spirit and attitude were excellent. As evidence of this is the fact that one boy returned to Madison from Marshfield when the school letters were awarded. These boys will miss the comradeship and coaching of Mr. Duke.

Supervision during the noon hour recreation period was afforded by Mr. Benson, Mr. Evans, Miss Gerling, Mr. Marsh, Miss Shelton, and Mr. Duke. This period should be one of relaxation and mild exercise. With this in mind, we have opened both gymnasiums, one classroom for table games, one study hall, and the school library. During inclement weather movies are shown two days each week in our auditorium. Films of an educational, recreational, and entertaining nature are shown. Several boys and girls assist in this program. I believe these activities help provide boys and girls with methods of consuming leisure time outside of school, keeps many off the streets, and eliminates mischievous pranks throughout the school building.

In evaluating the social hygiene program for ninth grade boys and girls, I should like to quote from a report from Mrs. Cockefair:

> "Social hygiene lectures lasting one hour have been given to ninth grade boys and girls at West High for the past nine years. Each semester as the course in Physiology is being concluded, this one hour lecture is given on the various phases of social hygiene including proper care and functioning of the male and female organs. In order that students may feel greater freedom to ask questions the sexes are given lectures separately, but each group is provided similar subject matter. Occasionally, to get students reactions to these lectures, they are asked this question: 'Do you think it would be valuable to have Dr. Sevringhaus continue to give these lectures to future Physiology classes? If so, why? If not, why not? You need not sign your name' This semester with 155 students there were no negative replies. Every student thought the lectures should be continued. To people interested in social welfare, the answers given are enlightening."

Since Dr. Sevringhaus has left Madison, this lecture was given by Dr. Gordon, who worked with Dr. Sevringhaus in this field. We plan to continue this series of lectures each semester for ninth grade pupils.

SPECIAL PROBLEMS

Two of the problems reported last year have been solved to some extent. With the decrease in enrollment expected this next year we can eliminate the home-room in Room 18, the Art Metal Laboratory. We also expect to eliminate a home-room on the senior high floor. The conditions in Room E of the Manual Arts Department have been corrected to a considerable extent. Heating is adequate so that the circulating fan seldom has to be turned on. This room should now be equipped with Manual Arts equipment and supplies.

Study hall space should not be a problem this next year due to the decrease in enrollment and to the fact that the auditorium will not be needed twice a week for two sections of seventh and eighth grade pupils who were in physical education classes and chorus classes the other days of the week. Rooms on the ground floor should be available this year when the cafeteria cannot be used.

The problem in the vocal music rooms has not been solved as yet. To do so will necessitate new chair desks in place of the folding chairs now in use. Room 306 is being used but should be equipped

with a ventilation system, since this room is not serviced the regular ventilation system.

I again wish to emphasize the necessity of rehanging the doors opening out into our halls from three toilet rooms on the ground floor. Both Mr. Danford and Mr. Johnson inspected this situation, but nothing has been done to eliminate that danger, although a similar condition was corrected in the boys' dressing room hallway. I feel that the first repair work in our school should be rehanging the three toilet doors.

Acoustical treatment should be given the halls and the Junior High Office. Much of the noise and the consequent nerve strain on pupils and teachers would be reduced if this were done. At times it is so difficult to consult with teachers, parents, or pupils that the inner office door has to be closed.

Some of the desks used by pupils have been in service since before the opening of West High School and are badly in need of sanding and refinishing. Marks in desk tops are natural sources of more marks.

Key switches should be installed in place of manually controlled ones. Lights could be controlled by that means, thereby improving service and reducing danger and use of electricity.

There is need of an additional man who could devote part of his efforts to counselling boys. Boys do not readily approach women for guidance in their problems but frequently do confide in an understanding man. Since about one-half of the pupils are boys, I feel that more men teachers would be an improvement.

Now that texts are to be purchased by the Board of Education funds, I feel that a text should be adopted in geography and history in the seventh and the eighth grades. When this is done, we should offer a full year of geography in the seventh grade and a full year of history in the eighth grade. This latter recommendation was made by Mr. Luberg in 1939.

Respectfully submitted,

R. E. TRAFFORD,
Acting Principal

THE MADISON PUBLIC SCHOOLS
MADISON WISCONSIN

Annual Report

WEST HIGH SCHOOL GUIDANCE DEPARTMENT

Presented to the Board of Education
by the Director
Lillian Reinking
June 1946

This first post war year of 1945-46 has not brought about as many reversals to peace time guidance activities as could have been expected. Where we were once abruptly plunged into war activities, we find that the transition to the reconversion period has been slow. We have tried to re-direct our program to make each individual feel himself a valued part of the group, and it will continue to be our aim to provide experiences that will make learning and life situations more satisfying to each child.

Programming: The proper programming and choice of electives for 9th and 10th grade pupils is still given important emphasis. This work is started early in the second semester of the 8th grade by home room orientation lessons as outlined in Simley's "High School and You." The importance of tailoring a program to meet individual needs is discussed in faculty and general meetings as well as in home room groups. The Course of Study is provided for pupils'and parents' consideration. Each child then makes out his four-year program chart, indicates his major and minors and secures the approval of his parents and the home room advisor. Classification and programming is done on the basis of the child's achievement to date, as evidenced by his final record card, the recommendations of teachers, the pupil's ability, interests and future plans. Whenever a teacher feels that a child is not placed properly, she may request a change of classification.

Testing:

The spring testing program of the school is conducted for the classfication of all prospective enrollees for the 9th grade. This work is done in the various 8th grades of the city schools. Rural and parochial children are tested at a special Saturday morning meeting in the spring. The programs which the children make out at this time enables them to begin work the first day of school in the fall.

The fall testing program consists of tests for all new pupils above the 7th grade the week before school starts or as they enroll during the fall term. 7th grade pupils are tested as early as possible in September with the intelligence and achievement tests.

During the school year the Henmon Nelson tests are given to all 10th grade pupils. These are corrected by the University and percentile ranks are reported back. Re-tests of pupils are made at various times during the year as it is desirable to have more than one test on all pupils.

Kuder Preference, Lee Occupational Inventory, Van Allyn Job Placement, and Bennett Mechanical Comprehension tests were administrated and interpreted individually to about 100 pupils who especially requested them. About 15 of this group were referred to Mr. Waller for further tests because the first results did not seem significant. It is interesting to note that many 10th graders are too immature in interests and experience to have the Kuder results point out significant areas of interests. More time should be devoted to this type of testing and counselling.

Failure Report:

A report of the pupils failing in two or more subjects has been kept for 15 years. The report below indicates that these failures have been reduced from 10% in the first years of West High School's existence to a rather typical 4 and 5 percent in the past few years.

FAILURES IN TWO OR MORE SUBJECTS IN THE SENIOR DEPARTMENT

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

Counseling:

At the close of every report period the guidance office receives a list of pupils who are failing in two or more subjects in grades 9 through 12. These pupils are counseled by the guidance office or the principals. It has been felt that with carefully selected electives many failures have been averted.

Many pupils take a defeatist attitude after receiving a failing report card and feel that little can be done about it. Probably not 10% of these failing pupils take the initial step in talking over their specific problems with the class teachers. Encouraging these pupils to understand the causes of their failures and to attack their problems directly has resulted in reducing the casualties. Conferences with many of their parents have paid dividends also. Much interpretation of the child to teachers and parents needs to be done in this connection.

PTA Welfare Funds

The PTA has raised a fund known as the Florence Dodge Memorial for the use of pupils who would otherwise be deprived of participating in school activities. These funds are used for such items as school fees and activities, doctor bills, bus and taxi fare in emergencies, clothing, graduation expenses and loans.

	35-36	39-40	42-43	44-45	45-46
Money raised	90.00	150.21	150.00	200.00	368.00
Money spent	170.00	131.85	30.00	35.00	50.00

This year $115.00 was distributed as scholarships to four senior girls who have been working against in putting themselves through high school. The award was granted not so much for high scholarship but for character traits of perseverance, integrity, worthy school membership and industry.

Indigents:

The furnishing of supplies has ceased to be a problem. During the depression years about 150 children were supplied. This process cost not only money but many hours in issuing, checking, and accounting. The highest cost was that of human values. With the new system of free text books, children who have had difficulty in providing their own supplies will no longer be in a group apart from their classmates.

Lunches furnished by the Board of Education for children recommended by the Department of Health have been supplemented by the Nutritional Lunch Program which is in charge of Mrs. Cockefair.

Books Furnished to Indigent Pupils

Year	No.	Cost	Relief	Rental Rec.	Sold to Bookshop
1935-36	144	163.41	106.81	22.85	
1939-40	125	145.00	58.41	34.75	
1943-44	35	8.20	----	16.95	
1944-45	25	4.00	----	20.70	
1945-46	5	----	----	1.45	50.6

Distribution of Grades by Departments:

The tabulation of the distribution of grades in all classes in grades 9, 10, 11, and 12 was continued. The results below are for Semester I, 1945-46. The percentage of failures in all departments seems to be typical and consistent. It is to be noted too that the distribution of grades tends to follow a normal curve.

	grades									
DEPARTMENT	A	B	C	D	I	F	W	NO.	% FD.	% WI.
ENGLISH	207	394	407	215	25	40	54	1351	.04	.05
MATH	108	234	256	148	21	53	32	853	.06	.04
SOCIAL STUDIES	120	223	279	276	10	69	50	1025	.07	.05
SCIENCE	141	217	185	145	7	36	24	756	.05	.03
LANGUAGE	131	190	148	106	13	28	20	635	.05	.03
COMMERCIAL	29	76	146	94	5	16	28	394	.04	.07
HOME ECONOMICS	22	76	73	26	0	0	6	203	----	.03
ART	23	69	59	17	1	2	8	179	.01	.04
MANUAL ARTS	18	95	98	28	16	6	14	275	.02	.05

Comparing these figures with those of last year we find:

1) A higher percentage of failures the first semester in Science, Social Studies, Languages and Art

2) Lower percentages of failures in Commercial subjects and Manual Arts.

3) Same percentages of failures in English, Mathematics, and Home Economics (no fails).

Distribution of I.Q.'s on Failure Reports

The distribution of I.Q.'s of the senior high failure report has been carefully checked since 1932. From the figures below it may be noted that the percentage of failures in our low ability groups have been greatly reduced over a period of years. In the early years 29% of our failures were in the I.Q. range of 94 and below. This has now been reduced to 13%.

I.Q.	32-33 No.	%	35-36 No	%	39-40 No	%	43-44 No	%	44-45 No	%	45-46 No	%
130-134	1		1		-		1		-		-	
125-129	-		-		-		-		3		2	
120-124	-	9%	2	25%	1	22%	2	23%	3	16%	1	13%
115-119	4		6		3		6		2		4	
110-114	8		2		3		8		4		8	
105-109	16		3		3		8		9		14	
100-104	8	62%	5	47%	2	67%	5	65%	12	68%	10	74%
95-99	3		7		4		4		8		7	
90-94	10		4		2		3		3		3	
85-89	2		3		-		-		3		1	
80-84	4	29%	3	28%	-	11%	1	12%	3	16%	1	13%

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

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

WEST HIGH SCHOOL

November 1945

DISTRIBUTION OF I.Q.'S

GROUP	%	I.Q.	7	8	9	10	11	12	Total
		155-159	2	0	1	1	1	0	5
		150-154	1	4	2	0	0	1	8
		145-149	1	2	5	0	0	1	9
		140-144	2	4	8	2	1	2	19
X	40	135-139	7	10	15	10	5	7	54
		130-134	8	7	29	26	15	12	97
		125-129	12	17	19	33	24	25	130
		120-124	14	23	34	42	35	46	194
		115-119	14	29	28	59	30	44	204
		110-114	27	25	41	49	50	58	250
		105-109	17	21	42	50	57	48	235
Y	50	100-104	26	27	39	32	34	48	206
		95-99	24	22	37	37	41	27	188
		90-94	14	10	21	17	18	10	90
		85-89	3	8	7	5	6	6	35
Z	10	80-84	4	6	10	4	4	1	29
		75-79	1	1	2	1	1	1	7
		70-74	2	2	2	0	0	0	6
		Total	179	218	342	368	322	337	1766
		Median	109.41	112.30	111.28	113.80	109.50	112.30	111.73

	Total	% X	% Y	% Z	MEDIAN I.Q.
Junior High	739	.39	.48	.13	111.13
Senior High	1027	.41	.52	.07	112.06
Jr. - Sr. High	1766	.40	.50	.10	111.73

Scholarships

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

Name of Scholarship	No.	Amount
McPyncheon	2	60.00
Business & Professional Women	1	45.00
Christian R. Stein	1	8.00
Theodore Herfurth	1	25.00
University of Wisconsin	3	300.00
Rotary Club of Madison	1	50.00
Girls' Club of West High School	3	300.00
Jane Salter Memorial	1	300.00
West High School Social Committee	1	50.00
Shaw Essay Contest	2	6.00
Harvard University	2	450.00
Allan Shafer Memorial Award	1	50.00
Hi-Y	1	50.00
PTA Welfare	4	115.00

Selective Service Counseling

Individual conferences were held with all boys who desired information in regard to their draft status and the various branches of the armed forces.

Group direction was given to all senior and 17 year old boys in regard to the armed forces by recruiting officers from the Army, Navy and Marines. A great deal of material on the new Navy V-5, Radar, Merchant Marines, etc. was brought to the attention of the 17 year olds through home rooms, bulletin board, library and calendar channels. During the year nine boys entered the armed forces who will graduate, and three boys entered service who will not graduate.

Veteran's Counseling:

West High School enrolled two veterans in the 12th grade this year.

A great deal of time was devoted by the Principal in individual conferences and correspondence with veterans, evaluating their service credits for high school graduation and suggesting proper Extension courses to satisfy major and minor requirements. In evaluating credits he was guided by the handbook prepared by the American Council on Education.

Percent of Withdrawals - Senior High

The cause of withdrawals in Senior High School as on June 1, 1946 shows the following comparison with former years.

Very few pupils now withdraw to go to work or leave because they have reached the age of 18 and are no longer required to attend school. We believe that part of this is due to the fact that during the past four years more pupils have earned one to two credits through work experience. This year, as last, no pupil withdrew to work alone. It is interesting to note that this post war year has increased the percentage of transfers to other cities.

Cause of Withdrawals by Percentage	31 32	35 36	39 40	43 44	44 45	45 46
Over 18	13	4	9	4	1	5
Work	12	4	2	5	0	-
Vocational School	6	2	7	9	4	8
Work and Vocational School					11	3
Left City	19	28	28	25	16	33
Post Graduates	10	17	4	3	1	
Illness	13	35	9	5	4	8
Married	2	2		1	3	2
No Report		2				
Rural District		4	16	11	4	8
Court Cases			7			
Graduates			7		4	10
Armed Forces Graduating				20	26	9
Armed Forces Not Graduating				11	17	3
Suspended					1	
Transfers	23	4	11	6	8	9
Deceased						2

Percent of Withdrawals - Junior High School

	39-40	43-44	44-45	45-46
Work and Vocational			1	
Vocational School	8	16	6	3
Transfers	8	19	34	7
Left City	68	43	42	71
Illness	12	14	11	3
Rural District	4	7		13
Work		1		3
Placed on Farm			6	

Withdrawals: Distribution of I.Q.'s

A study of the distribution of I.Q.'s of the withdrawals in the figures below reveal some very interesting facts. It will be noticed that the percent of withdrawals in the three ability groups in the senior department approximates the distribution of the entire senior high population, namely 41% in the X group, 52% in the Y group and 7% in the Z group. (see page 6)

SENIOR HIGH

I.Q.	35-36	39-40	43-44	44-45	45-46
115 & Above	17	7	13	25	28
95 - 115	59	67	59	58	63
Below 95	24	26	28	17	9

JUNIOR HIGH

In the junior department it is gratifying to note that this year our percentage of withdrawals in the three ability groups approximates very closely the entire junior population, which is 39% in the X group, 48% in the Y, and 12% in the Z. (see page 6) This was a change from former years which we hoped could be achieved.

	35-36	39-40	43-44	44-45	45-46
115 & Above	18	32	18	32	31
95 - 115	52	44	54	38	53
Below 95	20	24	28	30	16
No tests	10				

Employment:

Up to the present year, we have tried to keep a record of the number of boys and girls who were placed in permanent or temporary jobs, the number of applications for work, and the number of calls received for help. There have been many more demands for help than we could possibly place. During the war years and this year fewer children have asked for work through this office, but more children were employed than at any other time.

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

This method of placing pupils is not an ideal one. If time permitted we should make a thorough study of the childrens' interests and fit them more closely to the job. We have done this as best we could with the limited time at our disposal. We have had many opportunities to place senior girls in office jobs at $100.00 a month or more, but West High School does not have enough applicants for these jobs.

Work Survey:

A work survey was again made in November and the results were tabulated by the office of Child Study. Although the total number of pupils working in November had decreased from 31% in 1944 to 26% in 1945, we believe this figure has increased considerably during the remainder of this year.

No. of pupils working	447	No. having work permit	319
No. of pupils not working	1284	Percent working	26
No. answering questionnaire	1731	No. of families where mother works	369
No. applying for work credit	32	No. of pupils wishing help in employment	360
Average hourly wage	50¢		

The most frequent types of work are as follows:

Store	126	Housework	27	Telephone Co.	17
Newsboys	71	Pin setter	19	Farm	15
Restaurant	46	Hospital	19	Office	13
Child care	38	Miscellaneous	19	Factory	10

Comparing the figures on the preceding page with those in the Annual Report of 1944-45 we note the following trends for West High School.

1. The number of pupils working has decreased for this post war year.
2. The average hourly wage has increased slightly.
3. More pupils applied for work credit.
4. The number of pupils desiring help in securing employment has decreased to 360.
5. More pupils are working at the Telephone Company, the hospitals, bowling alleys, farms and at housework.

In November we record 32 pupils working for credit. During the year this figure has been raised to 63 who received work credit for the first semester and about 76 who are receiving credit for the second semester. These pupils are now under the direct supervision of Mr. Benson who is making a study of their school records, their social experiences, their service to employers, conditions under which they work and remuneration.

Office of Child Study:

The office of Child Study has provided time two half-days a week for speech correction for some 20 children. In addition this much time has been given to administering individual and group Stanford Achievement, Binet and Audiometer tests to pupils referred for special reasons by class teachers or the nurse. Special interest and aptitude tests were given by the office of Child Study to many pupils who were referred by this office or their parents.

Graduates:

It is interesting to note the percentage distribution of the ability of the graduating classes and note the close correlation to the distribution of the entire school.

I.Q.	35 36	39 40	43 44	44 45	45 46
115 & Above	37	30	35	36	36
95 - 115	50	53	54	57	59
Below 95	13	17	11	7	5

Of the 327 graduates of the June 1946 class, 225 have already made application to the University of Wisconsin in September and 6 entered in June, or a total of 69% plan to go to the University. Many graduates who hoped to enter other colleges have found that registrations have been closed.

Graduates (cont'd.)

Of the present 327 graduates we find that only 40 percent entered in the 7th grade. Ten percent of the class came from rural schools and twenty percent came from schools outside of Madison, largely in the last three years. These figures should have significance to us in planning a curriculum and guidance program.

School Year	40 41	41 42	42 43	43 44	44 45	45 46	Total	%
Madison	105	4	37				146	44
Rural	15	3	12	1			32	10
Parochial	3	2	56		1		62	19
Transfers	1	8	5	2	7	1	24	7
Out of Town	8	5	10	11	17	13	63	20
Total	132	22	120	14	25	14	327	
Percent	40	6	38	4	8	4		

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

Date	No. Grad.	No. Appl. To U. of M.	%	No. Ent.	% Ent.
January 1931	49	36	73	36	73
June	101	58	57	56	55
January 1932	49	31	63	31	63
June	125	87	69	82	65
January 1933	61	35	57	33	54
June	138	95	68	89	64
January 1934	52	31	59	30	57
June	166	107	64	94	56
January 1935	57	25	43	25	43
June	199	132	66	123	61
January 1936	55	35	63	34	61
June	203	144	70	134	66
January 1937	57	37	64	37	64
June	239	148	61	150	63
January 1938	57	28	49	20	35
June	271	162	59	142	52
June 1939	263	168	63	138	52
June 1940	327	199	61	159	49
June 1941	320	199	62	153	48
June 1942	291	152	52	127	44
June 1943	369	180	49	146	31
June 1944	294	115	39	103	35
June 1945	320	124	40	---	---
S. School	12				
Special Grads.	9				
June 1946	327	248	75	---	---
Special	10				
	1437				

The number of pupils who entered the University in 1945 is not known.

Special Achievement

1. On the basis of achievement, health, and maturity a special group of 8th graders was organized and given an accelerated program in English, mathematics, history and science. These 35 pupils have earned superior grades, better than B plus throughout the year. It has been the general opinion of the teachers concerned that this has been a worthwhile project and that these children have acquired an independence and self directing spirit. We quote from Mrs. Terry's opinion of this plan.

"One of the most important advantages of this segregation of accelerated pupils has been to make possible better teaching. The whole class can grasp a more mature, broader, better integrated course. They are able to make facts meaningful and applicable to life today. The only disadvantage is that the pupils may become smug and cocky if the rating standards are the same as in other classes in the same grade. I think they need to be given different exams, or better yet perhaps, some required work in lieu of exams which would better suit their abilities. I have tried a little of both." Sadie Terry

2. A small class of 15 pupils was organized from a group recommended for special 7th grade work by elementary principals. This group was selected by the guidance department through use of standardized tests, individual study, and teachers' judgments with the assistance of the curriculum office and Miss Shelton who made an individual survey of each child. During the year two pupils were transferred back into regular 7th grade class work, and one boy was returned to 7th grade work in English and geography.

Of the remaining pupils, Miss Shelton makes the following observations. We quote from Miss Shelton's report.

"

"Average gain in	Word meaning	1.5 years
	Paragraph meaning	.7
	Arithmetic reasoning	1.9
	" computation	.7
	Spelling	1.4

(continued on next page)

Greatest individual gains:

3.0 years in word meaning
2.8 in arithmetic reasoning
2.8 in spelling
2.9 in paragraph meaning

These scores were obtained from results of Stanford Achievement tests given in September 1945 and in May 1946. The test definitely shows an increase in reading ability. A definite gain in arithmetic reasoning, resulting from better reading, can be noted." Agatha Shelton

Plans and Recommendations for 1946-47:

1. That a full time assistant or co-worker be made available to the guidance office to help give more adequate guidance services to our 1800 children.

2. That room 106 be set up as a testing and counselling room. It is hardly satisfactory to hold a conference with a child in the guidance office with its frequent interruptions and distractions. College catalogs and material on careers, occupations, personality and job seeking could be displayed and made more accesible to pupils and teachers alike. Room 106 could be made available to class and home room teachers for conferences.

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

4. Devote more time to individual counselling and adjustment cases. Parents are requesting this service, but too much of the time of the guidance director has been taken up with routine, clerical and non-guidance activities.

5. Work on curricular changes to gear the methods and contents of the minimum essential classes to the levels of the pupils of the group so that they make progress and grow through achievement.

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

7. Give Kuder Preference and other interest and personality tests to all 11th grade pupils so that they may know and build upon their abilities and strong traits before their final or senior year in high school.

8. Emphasize vocational guidance with information on careers and job opportunities through films and career conferences.

Respectfully submitted,

Lillian Reinking
Guidance Director

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

DUDGEON SCHOOL

Presented to the Board of Education
by the Principal
Lucile Gleck
June, 1946

ANNUAL REPORT

Dudgeon School
June, 1946

With the war at an end we have begun to see the stabilizing effects of families reunited and adjustments made to a more normal mode of life. We have emphasized the regular school subjects and curriculum requirements have been met with gratifying results in academic achievement. A study of marks on report cards throughout the school year showed very good academic achievement in the school subjects and at the same time indicated need for emphasis, in quite a few cases, on the items listed under Work Habits and Abilities. The items "Can put forth greater effort", "Can be more prompt in getting to work", "Can be more prompt in completing work" and "Can use spare time to better advantage" were the points that showed need for emphasis, especially earlier in the year. As the year advanced, we saw improvement, but we feel there is a good opportunity here for better home and school cooperation. We plan to put more emphasis on this next year.

We have stressed citizenship and have emphasized with the children such qualities as courtesy, kindness, pride in honest work well done, pride in and appreciation for the school and what it represents. There is need for still more emphasis on courtesy.

We appreciated and made use of the careful analysis on the reading tests given by the Curriculum Department. We made an individual study of every case. In some instances the reading test results showed the apparent need for a psychological retest, in others it was a clue for more materials for children whose reading score was very high.

Attendance has been very good this year and has been marked by an unusual freedom from contagious disease. We had only twenty-four cases of contagion, twenty-two of which were chicken pox.

Good health habits to help in building healthy bodies, skills, fair play in games according to the group accepted rules have been some of the aims in the physical education program.

The building committee on health made out a check list for improvements in our building and the safety committee in our building made suggestions from time to time, displayed suitable posters and made suggestions throughout the year for improvement of conditions for safety in and around the school.

The pupils of the intermediate grades have enjoyed an after school program of sports, games, dancing and folk dancing two nights a week under the direction of Miss Buelke and Mr. Thompson, our Physical Education teachers.

Girl and boy patrols have helped children to observe and follow the rules of safe conduct and have helped to teach children the need for responsibility, dependability and courtesy. The captain of the Dudgeon patrol was asked to be the representative at the all school Patrol recognition day. Because

of the number of children who come from the outlying districts it is necessary to stress care in walking where there are no sidewalks and especial caution is needed to be taken by those riding bicycles in such an area.

Excursions to the post office, fire station, dairy and zoo have helped to enrich the experiences of the children and to help them gain first hand information of, and an appreciation for the activities in the life about them. We have taken advantage of the duck pond which is so near and the children have had good learning experiences in their trips to this pleasant spot.

With our own movie machine available in the building considerable use has been made of films, as well as other visual aids. As the curriculum program under way advances there will be more and more use made of films as an integral part of our teaching program. More suitable space for showing films should be made available as more rooms are finished in the building.

Through the art program children found a real outlet for creative expression. Children expressed their ideas through various media and the results were gratifying and in some cases unusual. Miss Buck and Mrs. Kendall, our art teacher, talked and gave a demonstration at one of our P.T.A. meetings. The children worked with various art materials while the teachers talked to the parents assembled. Miss Buck's theme was that "art is a means of expression, a way of telling through art media what is in one's mind and heart".

Dudgeon School was asked to use the "Circus" for their subject at the annual exhibit at the Historical Library this year. With this in mind trips were planned to the zoo so that first hand study could be made of the animals. Some unusually good pencil sketches resulted and Mrs. Kendall said the results were so satisfactory it was hard to choose which were to be hung in the show.

Through the regular music instruction and the work of the junior chorus and glee club the children have enjoyed and been taught to sing and appreciate good music. Under the direction of Miss Dietrich, assisted by the classroom teachers, an informal music festival was held toward the close of the year. The children of various ages enjoyed sharing their music with one another, from the simple first grade songs up through to the three part music so well done by the upper grades. The second grade rhythm band under the direction of Ruth Petersen, gave an excellent demonstration of what can be done along the line of creative and recreatory music with the use of simple instruments.

Members of the violin class, under the direction of Miss Earle, put on a program showing some of their accomplishments for the year. It was well done and the pupils showed good interest. One section was adapted to the younger children and one to the intermediate grades.

Radio programs sponsored by WHA School of the Air have been utilized as a supplement to social studies, reading, language, music and physical education. We have found "Ranger Mac", "Let's Find Out", "Music Enjoyment", "Let's Draw", "Book Trails" and "Rhythms and Games" programs especially well adapted to school use and have furnished suitable supplementation and enrichment for our regular school program.

Through affiliation with the Junior Red Cross, cooperation in various war and post war drives, such as the Food Shortage campaign, we believe children have acquired a better understanding for the problems of those in other parts of our world as well as a greater appreciation for the blessings and privileges in their own environment.

This spring we held a meeting for mothers and fathers of children entering school for the first time next September. Miss Richards, the kindergarten teacher, and I discussed with parents some of the considerations important as children begin their school life. We used the kindergarten handbook as a basis for this discussion. Our summer round-up chairman told of the need for children to be in physical readiness to enter school. Materials and books and equipment used by the children were on display and informal social hour concluded the evening. Parents seemed very interested in this meeting and appreciative of the opportunity to gain helpful suggestions about their young children's adjustment upon entering school.

The average number of pupils taking milk this year was 308 out of an average enrolment of about 350.

The savings stamp sales for 1944-45 totaled $1,423.40 as compared to $681.35 in 1945-46.

We have had a good year in our Parent Teacher Association with very good interest in and attendance at the meetings. Beginning with our October meeting I talked about things the home and school could do in working together for the welfare of the children, using the report card as a basis. At our American Education Week in November we held Open House in each class room where children's work was displayed. Following this Mr. Falk gave a fine message on "American Education". Other meetings during the year dealt with Post War Problems and matters of current interest. Children participated when meetings were held in the afternoon and demonstrated phases of the regular work of the classroom.

Special needs and problems:

1. We need to anticipate continued large kindergartens which moving up through the grades will create double grades clear through the sixth in the next two years. This year the problem was solved by Nakoma school absorbing some children at kindergarten, fifth and sixth grade levels. With the completion of a room upstairs this problem will be solved for one year, but with a double sixth grade the following year we will need more room if Nakoma school can't take part of our enrolment.

2. Need for all weather conditioning of the playground.

3. Need for racks to store mats and equipment boxes for Physical Education equipment.

4. Need for a retaining wall or at least corner back steps as soon as material is available. The steep hill on Gilmore street creates a great hazard for children playing with balls.

5. Need for the one rather than two music teachers to handle the music classes. Much could be gained by having all of our music under the direction of one teacher.

6. Need for more time for the office secretary. Half time is no longer enough to adequately handle the clerical and routine work of the school.

Respectfully submitted,

Lucile Clock

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

EMERSON SCHOOL

Presented to the Board of Education
by the Principal
VELMER D PRATT
June 1946

The Madison Public Schools
Madison Wisconsin

ANNUAL REPORT

For the School Year 1945-1946

EMERSON SCHOOL

Everyone desires happiness. True happiness is attained, not alone by being successful, but in practicing the fundamental virtues of truthfulness, honesty, good will to others, and obedience to laws of justice and right. Schools have always accepted the responsibility of teaching these virtues, but today, more than at any time in our history it is necessary to put a renewed emphasis upon this responsibility and to be keenly aware of the necessity of using every avenue of approach within our power to aid children in forming good character building habits. At Emerson we have found the following activities a distinct aid in forming such habits.

Boy Patrols: Though there is much to be said in favor of choosing only a small group of reliable boys to serve as Boy Patrols we consider it more democratic and more of a stimulus to good character building to give every boy in sixth grade an opportunity to serve on the Patrol. Though a few boys may not respond to the challenge of such an opportunity the benefit to the majority is of such importance that the plan seems well worth while. In our Patrol we offer the additional challenge of earning a place on the Honor Roll. Thirteen out of fifty-one boys earned that honor this year.

Junior Red Cross: Every pupil in the school was a member of the Junior Red Cross. Business of the organization was conducted by the Emerson Junior Red Cross Council which was composed of two representatives from each fourth, fifth, and sixth grade. Qualifications for membership in the Council were reliability and good citizenship. The Council had two officers, a president and a secretary, both elected by Council members. The organization sponsored two paper sales the proceeds of which were used as follows:

Ten dollars was donated to the Junior Red Cross National Children's Fund.
Twenty dollars was used to purchase articles for Gift Boxes which were sent to children in foreign countries.
Eight dollars was donated to the Dane County Red Cross Drive held in March.
Six dollars and ninety-three cents is to be used in filling Gift Boxes for the Junior Red Cross shipment for this coming November.

As a part of their Junior Red Cross work pupils in Miss Maher's fourth grade corresponded with children in Norway. They were thrilled to receive letters from this far away but interesting country. A Junior Red Cross project carried on in Miss Draxler's room will be taken up under Social Studies.

Girl Scouts, Cubs and Brownies: Usually there are more children interested in becoming Scouts, Cubs or Brownies than there are adults willing to serve as leaders. Fortunately, our P. T. A. took as their primary project for this year the sponsoring of these activities. Enough parents were interested in the project to enable us to have four Girl Scout troops, four Brownie troops and nine dens of Cubs (the Cub dens took in children from the Lutheran School as well as from Emerson.) It is hoped that the same degree of interest will continue next year.

OTHER ACHIEVEMENTS

Auditorium: Auditorium activities, which closely correlated with social studies, art and music, offered many opportunities for free expression, for creative work and for other interesting and enriching experiences. The variety of activities, - dramatizations of stories and poems, pantomimes, tableaus, discussions, choral reading, hobby and book talks, original plays and operettas, in cooperation with the music department, have made it possible for every child to find the medium of expression best suited to his ability. Perhaps equally important was the opportunity given to pupils to offer constructive criticism and to evaluate their own accomplishments. Enjoyment and self-satisfaction in work accomplished were important attainments also. Parents showed a fine interest and a sincere appreciation in the work of this department.

Music: The interest of our children in music has been most gratifying. One factor in stimulating this has been our new music books, "The American Singer". These books so simplify and clarify music that even the non-musical children find music interesting. The method of approach at the second grade level is particularly fine and has brought about amazing results. Another factor which has stimulated interest has been an experiment carried on with grades three through six. We secured a small collection of attractive and well written biographies of musicians, and a small number of simply written books on music appreciation. With these we started a lending library. The children were eager to read these books even putting their names on the waiting list. In the few months that the experiment has been tried the books have circulated one hundred and forty-seven times. The keen interest aroused through reading these books brought about the very desirable result of making the children music conscious when attending movies, when listening to the radio and when reading newspapers and magazines at home. Pupils frequently commented about musical compositions they had heard and many clippings and pictures were brought to class.

It was gratifying, too, to have a membership of twenty in our beginners violin class, fifty-six in our sixth grade choir and forty-eight in our newly organized fifth grade choir.

Natural Science: To stimulate and maintain interest in natural science, it is necessary to have (1) good equipment, which includes all types of visual education aids, (2) numerous natural specimens, both living and preserved, and, (3) interesting problems. One of our problems which has stimulated a good deal of thought and interest for the past two or more years has been an attempt to produce in our own science room the complete life cycle of the cecropia moth. We succeeded in mastering that problem this year. The difficulty in the problem was to secure male and female moths at the same time.

With this end in view the children were encouraged to find as many cocoons as possible during the fall and winter. We were fortunate in getting a sufficient number so that as the moths emerged we did get both male and female moths. This gave us fertile eggs from which we successfully produced caterpillars, cocoons and moths, thus giving us the complete life cycle.

A second problem has been how to secure more preserved bird specimens. To solve this problem we have been experimenting with a new, simple and inexpensive process which, if it works out successfully, will enable us to preserve for study as many species of birds as we can get. It is too early to report on the outcome of this experiment but it gives promise of being an answer to our needs.

Reading, Arithmetic, Language and Spelling: The usual thoughtful consideration as to the best methods of teaching these subjects has been continued and teachers have been constantly alert in their search for new methods and new books which will aid them in securing better results.

Social Studies: In summarizing the work in social studies we were guided be these three questions:

1. What have been the most important achievements on the part of the pupils?
2. What has been the most helpful teaching technique used?
3. What was one of the most challenging problems presented to the class?

I quote from the summary:

"One of the most satisfying growth results has been in the development of critical thinking. . . . This has been apparent most often preceding or following the use of visual aids, or through discussions following research on a specific problem. Growth in intelligently handling problems and an eagerness for research through reading in the library, and at home in magazines and newspapers, has resulted in interesting contributions. . . . Listening for inaccurate information and for omissions has improved.

"The most helpful teaching technique used was teacher-pupil planning. . . . Pupils had to become resourceful since they themselves had a share in the planning.

"Probably the most challenging problem presented grew out of our Junior Red Cross work. The problem was to prepare an album on the City of Madison to be sent to Labrador in return for one received from there. Through teacher-pupil planning it was decided to visit the various industries and places of interest in the city. Small groups volunteered to make trips after school and on Saturdays. Trips were made to the Capitol, Wisconsin General Hospital, Forest Products Laboratory, Union Bus Station, Railway Stations, Truax Field, Oscar Mayers, the Red Dot, Gisholt, Ray-O-Vac, Wisconsin Power and Light Company, Madison Dairies, Post Office, and the Police and Fire Departments.

"Since it was a privilege to visit these places, and was time consuming on the part of the official, a Code of Etiquette was established. Oral reports on these visits were given to the class and later written up for the album.

Colored post cards and snap shots helped to clarify the descriptions and to make the album more interesting and attractive. Other interesting features were maps, weather reports, pressed leaves of local trees, and cancelled stamps of many denominations.

"The project made the children more community minded, more tolerant toward each other, and every pupil in the class made some contribution. It stimulated parental interest and cooperation which was very gratifying."

The Library: Our library report for the year shows a total circulation of 26,266 books. Of these 7,645 were non-fiction and 18,621 were fiction. A break-down of the non-fiction books shows the following distribution:

Biography	- 372	Myths	- 1159
Current Periodicals	- 1144	Natural Science	- 2119
Fairy Tales	- 197	Pamphlets	- 95
Fine Arts	- 546	Philosophy	- 25
History	- 303	Travel	- 472
Language	- 2	Useful Arts	- 767
Literature	- 441		

Commenting on the above stitistics our librarian reports:

"This year's circulation is a decrease of approximately sixteen percent when compared with last year's circulation. Four factors combine to explain this decrease.

1. The unsettled conditions in home life which are not conducive to reading.
2. A greater number of books in the children's personal libraries. During the war years the children received more books and magazines as gifts because toys and games were scarce.
3. The increased club hobby and sport programs which have occupied the children's leisure hours, at the expense of reading.
4. During the past year the limiting of withdrawals at one time (three books per pupil) has caused a decrease in the total circulation. However, an informal check at the close of each withdrawal period has shown that ninety to ninety-five per cent of each class have been drawing books."

U. S. War Saving Stamps: Stamps have been sold once a week. Sales were not as large as last year but we sold a total amount of $754.00.

Recommendations:

1. Due to increased enrolment an additional teacher will be needed for the year 1946-1947. I therefore recommend that all kitchen equipment be removed from room 2 and that this room be made ready for regular class room work.

2. We need an exhibit case for art displays, - soap carving, puppets, clay modeling, and paper construction, to be placed in our upper corridor. Plans for such a case were submitted last year.

3. The Nurse's office should be equipped with an independent telephone line. One telephone line for a building as large as Emerson is not sufficient if the work of the secretary and the nurse is to be carried on with businesslike efficiency.

4. If it is impossible for the four custodians employed at Emerson school to clean the inside of every pane of glass in the building during the spring vacation, then I recommend that enough outside help be employed to have this done. The unwashed uppper half of our windows, and the dirty transoms over the doors, especially the entrance doors, are not only an evidence of very poor housekeeping, but are unsanitary as well. It is also most embarassing when visitors are with us. It is rather unreasonable to ask teachers to teach habits of cleanliness amidst such untidiness.

5. Loose dogs on school grounds, and there are many of them daily, are a disturbing factor, and many times a menace. Until one or two children were bitten we had very poor cooperation from the Humane Society. There is a grave need for quick and sure action by the Humane Society, not only once or twice a year, but for a period of several days at a time. It is quite likely that if every dog were picked up for a period of ten days, or so, that owners of dogs would learn to respect the law that concerns stray dogs on school property.

6. I cannot emphasize too strongly the need for bicycle racks. With fifty or more bicycles parked daily and no racks for them, it is not surprising that many of them get pushed over and damaged.

7. We should have our own risers for concert work. East High is very cooperative in loaning theirs to us but it invariably happens that we have conflicts in our seasonal programs.

Respectfully submitted

Velmer D. Pratt

THE MADISON PUBLIC SCHOOLS

Madison, Wisconsin

ANNUAL REPORT

FRANKLIN SCHOOL

Presented to the Board of Education
by
A. F. Ketterer, Acting Principal
June 1946

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1945-46
FRANKLIN SCHOOL

The school year 1945-46 saw the strain produced by war being gradually alleviated. There has been a noticeable improvement in pupil stability and the number of pupil and teacher maladjustments due to the war's impact the previous years has been materially decreased. Through better understanding developed by cooperative study, and through unification of effort on the part of the entire staff, further improvement in pupil-teacher relationships will result and a still higher type of spirit and school citizenship will come to prevail.

Special Achievements

The P.T.A.

The Franklin School P.T.A., under the direction of its capable and conscientious leaders, has made a distinct contribution to the school and community during 1945-46. Changing from afternoon to evening meetings, and offering well-planned programs at each meeting, the attendance by men as well as by women was very gratifyingly increased. Its numerous committees functioned very efficiently and effectively. Special citations were awarded by the State Council of Parents and Teachers.

The pupil patrol was much improved. Better pupil leadership was in evidence, due largely to a change in the method of selecting the personnel.

The general housekeeping is better - pupils are showing a real interest in the proper care of school property. Writing in the corridors and lavatories, defacing of desks, etc., has practically disappeared.

Pupil absence (except for illness) was reduced compared with 1944-45.

Fewer general staff meetings were held but a greater number of conferences with smaller groups or with individual teachers were substituted. Miss Leary devoted one staff meeting to an interpretation of the city-wide reading testing program and another to techniques in the teaching of spelling.

The penny milk program operated very successfully throughout the school year. A hot lunch was provided for the transport pupils enrolled in the special education class. This noon meal was supervised by the special teacher. By rotating the other staff members, provision was made for the supervision of the tuition transport pupils who carried lunches and for those who brought lunches in order to be on hand for the noon instrumental instruction two or three times a week. All teachers would rather be relieved of this responsibility, but most of them are good sports about it.

No organized paper drives were conducted by the school this year, but pupils and parents contributed regularly to city-collection of paper. Franklin School has been baling all its paper waste and the funds received have been deposited in the school's general fund. Although the emphasis on bond and stamp sales has lessened, pupils and teachers reported the purchase of bonds and stamps regularly. The staff contributed generously to the Red Cross, the Community Chest, and the pupils and the staff made a substantial contribution in food and money to the Emergency Food Drive.

Anecdotal reports and citizenship grades were submitted by departments and special teachers to home room teachers and to the principal. These reports are used in case studies and in pupil guidance work. A review of these records indicates definite growth and progress being made by numerous pupils, among them being those whose previous records indicated distinct problem tendencies.

About thirty pupils in 7th and 8th grades received prizes and honorable mention in connection with the city-wide safety poster contest.

Eight pupils in grades 3 through 6 were recommended and accepted for camperships at various summer camps.

The annual Father and Son, Mother and Daughter Banquets and the Spring Concert were held and adjudged as very successful affairs.

The Community Center seemed very popular withthe adults and pupils in this community. There was an increase in the adult attendance as the year went on, but there was a slight decrease in student attendance. The adult interest was very good throughout the season, but a noticeable spirit of restlessness and aimlessness was in evidence among the students during the last month. During that period more strangers, floaters, and less desirables drifted in and out and created problems for the workers and director. Because of the very noisy corridors, the cramped space for dancing, and the location of the dancing room on the third floor, the interferance of the library schedule with that of the recreation center, and the time schedule in force at Franklin requiring the 8:30 dismissal of 7th, 8th, and 9th graders, it is difficult to operate a good center. Except for the gymnasium, Franklin School is poorly adapted for a community center. It should be said that the majority of those in attendance who live in the community cooperated very well with the director and the workers. Special mention should be made of the splendid cooperation given by Mr. Danford's department.

One new department was added to Franklin School this year, and the report here given is that of the teacher in charge.

Franklin Remedial Room - 1945-46

Statistics

September enrollment	17 boys	4 girls
June enrollment	18 boys	3 girls
Age range (June)	10 to 14 years	
I.Q. range	57 to 95	
Grade level range	1.83 to 3.9	

(Based on Gates Reading Tests and Stanford General Achievement)

Average advance in grade level for the entire group - *about 5 months.

Academically, the emphasis in the room this year was on spelling, reading, and arithmetic. There were four reading sections grouped as much as possible according to achievement level and ability. Diagnostic workbooks and Weekly Readers were used as extra materials, and as frequently as possible actual objects were used to illustrate stories that were being read. There were also four spelling groups, in which incentive toward progress was furnished by a "star" system of reward for merit. Frequent tests added encouragement too.

In arithmetic each pupil worked at his own rate of speed, and so no particular groupings were made. All the instruction given was individual help. Stress was laid on the frequently used every-day type of arithmetic situations: counting, counting money, making change, telling time, etc.

Social studies and science were included as they could be brought out in group activities such as question games, map games, and informal discussions.

The boys had work in manual arts, during which course they made a bookcase, an aquarium table, and a tooth brush rack for the room, in addition to the following list of individual projects: bread boards, knife holders, broom holders, tie racks, shoe shine kits, window sticks, tooth brush racks.

Both girls and boys were scheduled in physical education the second semester, the boys in a class of their own and the girls in other groups approximating as much as possible their level in age and development.

The entire group had a thirty minute period in art work each week and a similar length of time in music class. These classes were invaluable as aids in developing a wholesome school attitude on the part of the pupils, and gave them a definite feeling of being units of the entire school - not set apart as "specials."

I feel very honestly that the children enjoyed the year. They worked hard, and most of them made enough of an advancement to be worthy of note - and an advancement in many cases which was discernible to the pupils themselves! That, I believe, constitutes perhaps the major achievement of the year - the fact that in most cases the pupils themselves were concerned about their own progress both in their school studies and in their social attitudes.

The year was fun!

(Mrs.) Sara Jayne Huggins, Teacher

*Not statistically complete because I did not have figures for comparison for the entire group. This is based, however, on figures for most of the total number of pupils.

The instruction by special departments as well as that of the classroom teachers has been productive of improved habits, attitudes, and skills on the part of pupils. Special effort was made to gear the instruction to the needs of groups and grades of pupils, and special attention was placed where the need was most apparent. One continuation or extension of this program is the arranging for thirteen remedial reading pupils ranging from grades 3 through 6, to attend the University of Wisconsin summer reading clinic. Another part of this plan has arranged for several pupils to attend the University of Wisconsin Summer School at Central. Still another extension in remedial work has been provided for in an experiment in independent summer study in spelling. This problem involves about twenty pupils in grades 5, 6, and 7.

As already indicated, considerable attention and effort were devoted by the principal, the teachers, and the pupils to the matter of improvement in learning, and during the second semester special emphasis was placed on remedial instruction in spelling and in arithmetic. Every effort was made to stimulate and encourage each pupil's self-interest, initiative, competition with his own record, and desire to build for a stronger foundation. Numerous standardized tests were used at the beginning and close of the semester, and informal tests and maintenance drills were used at other times. The next few pages will be devoted to some significant statistics in connection with this work. The tables offer objective evidence of the worth of the undertaking. Subjective evidence is also included in the form of observations, remarks, and explanations.

TABLE I

This table is a summary of a part of the testing program in which the Buckingham Extension of the Ayres Spelling Scale was used. It shows dates of tests, grade medians, ranges and progress made.

	Jan. 28,1946		Mar. 4, 1946		May 10, 1946		
Grade	Grade Median	Grade Range	Grade Median	Grade Range	Grade Median	Grade Range	Median Progress in Years
2	1-	0 to 4	(not tested)		3+	3 to 5	2.5
3	1+	0 to 6	2+	1- to 6	3-	1 to 7	1.5
4 Sch	2	1 to 5+	2-	2- to 6	4-	3-to 7	1.75
4 U	3+	2 to 7+	4-	2+ to 7	5+	3 to 8-	2.0
5 U	4	2 to 7+	4-	3+ to 6	5-	3 to 6	.5
5 B	4-	1 to 9	4	1 to 9	4+	2+to 8-	.5
6	4+	0 to 9+	4-	1- to 8-	6	3-to 9+	1.5
7	7	2 to 9+	6	2+ to 9+	7-	3-to 9+	-.1
8	7-	2-to 9+	7-	2 to 9+	7	2-to 9+	.5

Conclusions

1. Pupil interest in spelling seems to run higher in the lower than in the upper grades.

2. The younger children seemed more enthusiastic about the work and accepted the challenge more readily.

   Apparently a larger percentage of lower and intermediate grade pupils can be more easily motivated - they seem to care more.

3. A higher percentage of chronic weak spellers in the upper grades indicates that these pupils have developed some poor study habits which are difficult to "shake." They have had the undesirable experience that nothing "fails like failure."

   More of the younger pupils have had the opposite, the highly desirable experience that nothing "succeeds like success."

4. Careful diagnosis of spelling difficulties made in the lower grades and more effective remedial and "preventive" instruction given at that level will materially reduce the number of potential weakling spellers in the upper grades.

5. The seventh grade as a whole lost 0.1 of a year in spelling ability between January 28 and May 10. This grade made phenomenal growth in arithmetic computation as Table VI shows. It is quite possible that more of the pupils' free time was given over to arithmetic and correspondingly less to spelling in this grade.

TABLE 2

GAINS OR LOSSES IN SPELLING BY GRADES
AS BASED ON COMPARISON WITH MAY AND JANUARY SCORES
BUCKINGHAM EXTENSION AYRES SPELLING SCALE

GRADE	ENROLL-MENT	GAIN IN YEARS 4	3½	3	2½	2	1½	1	½	TOTAL	NEITHER GAIN NOR LOSS	LOSS IN YEARS ½	1	1½	2	TOTAL
*2	46	-	-	-	4	14	13	5	10	46	0	-	-	-	-	0
3	33	1	1	-	2	8	5	10	6	33	0	-	-	-	-	0
4	50	-	2	1	2	13	11	6	14	49	1	-	-	-	-	0
5	46	-	-	-	1	1	3	9	19	33	6	5	2	-	-	7
6	39	1	-	1	5	5	13	6	4	35	3	1	-	-	-	1
7	34	-	-	-	-	-	1	2	13	16	6	7	4	-	1	12
8	37	-	-	-	-	1	1	9	9	20	11	6	-	-	-	6
	285	2	3	2	14	42	47	47	75	232	27	19	6	-	1	26

This table shows the distribution of gains and losses by grades.
No losses occurred below grade 5.
Two pupils made gains of 4 years; most of the pupils gained between 1 and 1½ years.

*Horn Ashbaugh List for May 1946 Testing - Grade 2

TABLE 3

PUPILS DOING STANDARD WORK IN SPELLING
BASED ON BUCKINGHAM EXTENSION AYRES SPELLING SCALE

GRADE	ENROLLMENT		JANUARY 28		MARCH 4		MAY 24	
*2 Walsh	14)	46	3)	6	No Test		14)	46
*2 Ralph	32)		3)		No Test		32)	
3 Duncan	33		6		15		16	
4 Schultz	34)	50	6)	12	5)	13	9)	21
4 Utter	16)		6)		8)		12)	
5 Utter	13)	46	4)	9	5)	18	5)	21
5 Bohn	33)		5)		13)		16)	
6 D. Ralph	39		10		10		22	
7 Reed	34		19		15		16	
8 Bartholomew	37		14		13		15	
Total Tested	285		76		84		157	

Only 76 pupils in grades 2 - 8 were up to the grade standard in January - By May 24, 81 more qualified, bringing the total to 157. Second grade has the unique record of all pupils up to standard.

*Horn Ashbaugh List was used for May 24 testing in grade 2.

TABLE 4

RANK ORDER BY GRADES SHOWING NUMBER OF PERFECT SCORES,
SCORES BELOW 90%, BELOW 75%, AND LOWEST SCORES
FINAL STANDARD TEST FOR HORN ASHBAUGH MAY 1946 TESTING

GRADE	ENROLLMENT	PERFECT SCORES
2	46	20
3	33	8
4	46	7
5	50	5
6	39	4
7	34	2
8	37	0
	285	46

GRADE	ENROLLMENT	BELOW 90%	BELOW 75%
2	46	0	0
3	33	13	8
6	39	15	8
5	46	17	8
7	34	20	8
4	50	23	8
8	37	27	15
	285	115	55

GRADE	LOWEST SCORES
8	6
8	12
8	22
7	26
6 & 5	28
8	32
3	34
7	38
7 & 4	42
8 & 7	44
4	48
8 & 4	50

46 out of 285 pupils earned perfect scores in the final test. 20 of these were second graders.

By far the largest number of poor scores were made by pupils in the upper grades, i.e., one eighth grader made a score of 6%, one made a score of 12%, and one a score of 22%.

All tests contained 50 words each.

One of the dangers of stress and emphasis on spelling and arithmetic might be the neglect of other areas of learning, particularly reading. A lone complaint - an unsigned note to the superintendent - suggested just that. Over and against this there were scores of favorable comments coming from parents and pupils. Prior to receipt of the complaint, an effort had been made to see if reading was suffering. The grade chosen for this test contained a large section of pupils whose I. Q.'s are the lowest and whose achievement tests in September, 1945, clearly indicated that it was the weakest grade. The child service department and Miss Leary had been consulted and they prescribed the test for this group. Table 5 shows that reading did not suffer and that gains made were comparable to achievement in spelling and arithmetic for the grade, and compared favorably with gains in spelling and arithmetic in other grades.

TABLE 5

*SHOWING GAINS MADE IN READING BY THE FOURTH GRADE

GAIN IN YEARS

3	2.9	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2	1.9	1.8	1.7	1.6	1.5	1.4	1.3	1.2	1.1	1
0	1	00	0	0	0	0	2	0	0	2	2	2	2	2	2	4	3	3	6	3

.9	.8	.7	.6	.5	.4	.3	.2	.1	.0
1	2	3	2	0	0	1	2	0	0

LOSS IN YEARS

.1
1

*Durrell-Sullivan Test	Range in grade equivalent,	September	1945	2.3 to 6.6
Durrell-Sullivan Test	Range in grade equivalent,	May	1946	2.2 to 8.2
Durrell-Sullivan Test	Median,	September	1945	3.7
Durrell-Sullivan Test	Median,	May	1946	4.8

The testing program in arithmetic shows that major progress was made in the upper rather than in the lower and intermediate grades. It is apparent that much stress is placed upon drill and instruction on the upper level. These pupils in the upper grades were more concerned about arithmetic than they were about improvement in spelling. Apparently still more attention needs to be given to computation in the lower and intermediate grades.

TABLE 6

ARITHMETIC SURVEY TESTING GRADES 4 THROUGH 8

		GRADE EQUIVALENT IN REASONING					GRADE EQUIVALENT IN COMPUTATION				
	ENROLL-	*FEBRUARY		**MAY		MED.	*FEBRUARY		**MAY		MED.
GRADE	MENT	MED.	RANGE	MED.	RANGE	GAIN	MED.	RANGE	MED.	RANGE	GAIN
4	50	4.4	3.1 to 6.0	5.1	3.3 to 6.6	.7	4.0	3.2 to 4.4	4.4	3.2 to 5.1	.4
5	46	5.5	4.0 to 9.0	6.1	4.2 to 9.8	.6	4.7	3.7 to 6.3	5.3	4.1 to 6.6	.6
6	39	7.5	4.4 to 10.4	8.3	5.1 to 11.0	.8	6.3	4.7 to 9.1	6.6	4.9 to 11.0	.3
7	34	9.5	5.0 to 11+	10.4	5.5 to 11+	.9	7.4	5.0 to 11+	11+	5.2 to 11+	3.6
8	37	11+	5.2 to 11+	11+	5.2 to 11+ (8 more pupils scored 11+)	11+	9.2	4.8 to 11+	11.0	5.9 to 11+	1.8

All grades seem to rate considerably higher in reasoning than in computation. Since reasoning problems involve reading, and since reading is a highly developed skill in Madison Schools, pupils do better in solving problems involving reading. There is a noticeable lag in computational ability, particularly in grades 4, 5, and 6. Grade 7 made unusual progress as the table shows. Grades 7 and 8 were the only grades up to standard at the close of the year, and 8th was the only grade up to standard in February.

*Stanford Achievement Test Form D
**Stanford Achievement Test Form E

TABLE 7

ARITHMETIC SURVEY TESTING

NUMBER OF PUPILS
AT OR ABOVE GRADE STANDARD
REASONING

GRADE	ENROLLMENT	FEBRUARY	MAY	INCREASE
4	50	18	32	14
5	46	20	27	7
6	39	27	29	2
7	34	27	28	1
8	37	24	30	5
	206	116	146	30

NUMBER OF PUPILS
AT OR ABOVE GRADE STANDARD
COMPUTATION

GRADE	ENROLLMENT	FEBRUARY	MAY	INCREASE
4	50	0	8	8
5	46	3	7	4
6	39	15	17	2
7	34	16	28	12
8	37	23	33	10
	206	57	93	36

Among the most noticeable and valuable concomitant learnings and benefits associated with and partly attributable to this program are:

1. Improvement in writing, both manuscript and cursive, as revealed by an examination of the test papers of January, March, and May.

2. Improved study techniques and general study habits. An apparent willingness on the part of many pupils to "come to grips" with problems as evidenced by the large number of pupils who came in early to study on their own time before the opening of school.

3. Increased parent interest in school as evidenced by numerous phone calls, by conferences between parents and teachers, parents and principal, by parent comments at P.T.A. meetings, by special parent visits to school, by frequent favorable notes from parents to teachers, and by pupil reports regarding help and encouragement received at home.

4. The experience in the joy of success which came to so many pupils proved a splendid motivator in these areas of learning and should extend to other activities.

5. The development of the feeling that each grade has a part in doing its share in contributing to the progress of the whole school, that they have a definite part to play in a cooperative enterprise. This was especially noticeable in grades two through six. In one classroom where a section of a first grade was in with a second grade, contagious enthusiasm and readiness was demonstrated by the first graders, although no formal spelling instruction was attempted with this grade.

The survey testing and remedial program have given the principal an excellent opportunity for more frequent contact with, and better understanding of, individual pupils. It has provided a chance to assist, guide, and encourage teachers in the use of diagnostic testing and remedial teaching, and in the recognition of and realization in part of specific goals. It afforded the opportunity to integrate and to articulate the work of the various grades, and to prove to teachers inclined to be doubtful or skeptical that certain goals <u>are</u> attainable.

Because the number of remedial pupils has been reduced this year, next year special attention can be given to smaller groups, and more time can be devoted to the improvement of techniques in the lower and intermediate grades. This should prevent the development of chronic weaklings in the upper grades, or at least reduce the number to an absolute minimum.

Special Problems

As a protection to the general morale and the esprit de corps of any organization, all rules and regulations should be cheerfully adhered to within a school and among teachers in an entire system for the good of the system. For these reasons and in fairness to the conscientious teachers, all staff members should obey both in spirit and in letter the rules set forth in the handbook and in directives issued from the office of the superintendent or the principal.

During the past year several families moved out of the city to nearby districts and applications were made for exemption of pupil tuition. These were granted in every instance. Then strangely, the majority of these pupils developed habits of non-cooperation, took on undesirable attitudes, developed into problem cases. Since it is both a privilege to the pupils to be permitted to continue in the Madison Schools, and a distinct financial favor to the parents, it is recommended that such children and parents in future cases be so reminded and also informed that the privilege may be revoked at any time.

Recommendations

Better lighting should be provided in some of the classrooms. Cleaning walls and sanding of floors should be done. At least a few rooms should be done each summer. Stoves in the P.T.A. kitchen are in need of attention. Door checks and locks need overhauling and replacement. A suitable washbowl should be installed in the girls' dressing room. Shelves in the physical education equipment room should be provided with doors and locks. A power saw and jointer procured through surplus commodities for the manual training room last January should be connected so it may be used. A telephone should be installed in the nurse's office. A portion of the playground adjacent to the southwest corner of the building should be resurfaced and raised a few inches near the entrance to the building as water forms a pool there and cannot drain away. The walks near this and also near the northwest entrance are cracked, tilted, and in very poor condition generally and should receive attention this summer. A strip along the east fence of the playground which is used as a thoroughfare should be resurfaced as it becomes very muddy after thaws and rains and youngsters have to walk through it several times a day. A power lawn mower ought to be provided for the custodians. Suitable cupboards should be provided in several of the classrooms.

Appreciation is acknowledged for the courteous cooperation from Superintendent Falk and his administrative and supervisory staff, and for the efficient service rendered by the school nurse. To the members of the Franklin staff who have exhibited a loyalty to those ideals, principles, and philosophies which aided us in the administration of our school during this first post war year, I am most grateful.

Respectfully submitted,

Armand F. Ketterer

MADISON PUBLIC SCHOOLS

Madison, Wisconsin

Annual Report
LAPHAM SCHOOL

Presented to the Board of Education

by the Acting Principal, Maurine Bredeson

June, 1946

MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
for the school year 1945-1946
LAPHAM SCHOOL

Achievements

Educational practice at Lapham School this year has been predicated upon the belief that all that goes on in and through the school is for the express purpose of developing the child--furthering his growth as an individual, and perhaps even more important than that, as a contributing, effectively functioning member of a social group. Madison's curriculum is well planned to help in the realization of these objectives. It proceeds from experiences in the near by community of the present day, in which the young child is primarily interested, and reaches out to other peoples and cultures, farther away in time and space, as the child's mentality grows to be able to comprehend more than he can immediately experience.

Among the activities which have contributed to growth for the children in the many areas of our school curriculum are:

1. radio programs: "Afield with Ranger Mac", "Young Experimenters", "Story of America", "Book Trails", "Fit for Service", "People and Places", which have all been in regular use.
2. audio-visual aids: too numerous to mention. Lapham School has used over 300 visual aids during the year, many from our own Curriculum Library and many from the University of Wisconsin collection. These aids consist of sound and silent films, filmstrips, slides, charts, recordings and models, and are used as teaching devices in the classroom. They have materially aided teacher and text in conveying clear and accurate concepts to children.
3. excursions: Bowman Dairy Farm, First National Bank, American Exchange Bank, Rentschler's, WHA, Historical Museum, Wisconsin Telephone Company, Capital Times, Wisconsin State Journal, Madison Water Department, University Observatory, University Farms, retail stores, and the city library, which are among the places visited by groups of children.
4. contact with people with special experiences: Mrs. Alice Sagen, recently returned from China, Miss Sadie McNulty of Madison Gas and Electric Company, other people in the community, such as bankers, florists, librarians, newspaper men, radio operators, school officials.

5. children's newspapers and magazines: My Weekly Reader, Current Events, Junior Review, Junior Scholastic, Young America, Current Science and Aviation, Jack and Jill, Child Life, Popular Mechanics, Wee Wisdom, Building America, Children's Playmate. All have been used in classrooms in Grades one through seven, in addition to the magazines furnished by the library.

Excellent results have again been achieved in the academic areas as measured by test results. Much emphasis has been placed on world affairs and the relation of the United States to them, beginning as was indicated last year, at an earlier level than was usual before the war. Increased practice and growing skill in reading and making various kinds of maps are evident.

Along with this academic success and extension of intellectual interests, Lapham teachers have been conscious that steady growth should come for children in techniques of research and problem solving, in the growth of healthy bodies and well balanced personalities and in the ability to live and work together effectively. Excellent cooperation has been given by the Board of Health in all areas elsewhere outlined as its spheres of service. The new playground apparatus has contributed to the growth of better bodies. Teachers have used every opportunity to provide situations which would result in gain in all phases of physical, mental, social, and emotional development for children. Real progress has been made along these lines. Knowledge and skills gained have been put to functional use in real life areas. This is especially true in language. Throughout the school emphasis has been put upon the responsibility of the speaker or writer to make himself clear and the listener to attend and react. Many letters of appreciation to community agencies which have cooperated with us, and much creative writing stimulated by vital experiences provided in school have resulted. There is an efficiency of operation and a rapport of spirit evident throughout the school in all phases of its work.

Many activities not integrally a part of the curriculum have also been provided, which have had their part in furthering the growth of children and putting the increased skills into operation in practical ways. Among such activities are these:

1. sale of Defense Stamps, again completely sponsored by the seventh grade children, with a total sale for the year of about $1900.
2. membership in and active contribution to Junior Red Cross. Some of the items contributed are games, afghans, nut cups, tray doilies, place cards and napkins for hospitals.
3. conduct of canned foods drive for UNRRA. A total of 1350 cans was collected, packaged and shipped under the direction of a sixth grade class.

4. a school newspaper, several issues of which were published--financed and compiled by a sixth grade group. Material included contributions from all grades.
5. correspondence carried on with children from other sections of the United States and many foreign countries.
6. the clothing drive, supported by all grades.
7. the emergency food drive, supported by staff and students alike with a total contribution of $141.29. Some of the contributions of children were their earnings on the all school salvage drive. One grade further decided to send individual boxes to children abroad, supplying specific items of food and clothing known to be needed. Names were secured from the Friends Society.
8. the school garden, planned, planted and cared for by the seventh grade, who plan to continue it as a summer project.
9. several salvage drives, conducted by the sixth grades, two of them being all school drives. One was on a profit sharing basis, all contributing receiving one fourth of the money their salvage brought. Some of the money earned found such uses as financing the newspaper, and increasing a fund for auditorium accessories.
10. many all school or partial school assemblies, programs being largely created by the children. Dramatizations were presented by both kindergarten groups, both first grades, both third grades, both fifth grades, both sixth grades and seventh grade. A recital was given by violin students of the school. Other programs were given for Fire Prevention Week, awarding of prizes to winners of Lions Club Safety Poster Contest, awarding proceeds of the salvage drive, and the like.
11. contribution to the Wisconsin Orthopedic School made by a fourth grade from funds earned in the salvage drive.
12. Glee Club, which has functioned very well as a recreational activity. Both it and the regular music classes have aided a great deal in furnishing music for school and Parent-Teacher activities.

Other activities planned by the school administration or community agencies which have helped Lapham School children become better citizens of the school and city community are:

1. free and partial camperships, given to twenty children of our school with helpful records of camp experiences returned to us.
2. Psycho-Educational Clinic at the University of Wisconsin, which helped several children with reading problems during 1945.

3. Elementary Laboratory School of the University of Wisconsin, which extended the school experience of those who attended.
4. violin lessons, begun this year by Miss Endres, continued by Miss Earl.
5. a remedial room, which was added to the school for children who need special help in learning.
6. a hot lunch program, which was instituted for those children who come from out of the school district and has added a great deal to the effectiveness of school life for those children.
7. an extra telephone line, which was added, greatly facilitating communication between homes and school and school and the community.
8. Boy and Girl Patrols, who have rendered excellent service in helping young children across streets, serving milk and aiding in corridor patrol. The all city recognition service provided for them this year was fine.
9. milk, which was again provided with the help of Federal funds at a cost to pupils of one cent a half pint.
10. an effective after school sports program again in operation for both boys and girls.
11. jacks and marbles tournaments by schools, again under the sponsorship of the Capital Times.
12. library summer reading program, which was given cooperation by the school.
13. Madison's program of teacher committee work in planning for the school program, which has been well supported by the Lapham School staff.

Problems and Recommendations

We are glad to report a noticeable decrease in the tensions created by war conditions and mentioned as a problem last year. Fewer mothers are working, which lessens the problem of supervision of children during the noon hour. We still are faced with difficulty in securing a high degree of parent cooperation in school activities. Again individual and small group conferences to explain matters of particular significance to such groups have proved more effective in establishing such cooperation than large all school meetings. Some such have been a meeting of mothers of children about to enter kindergarten, one of parents of children to enter first grade next year and one or more for parents of first grade children to explain the reading program.

The decrease in time alloted us for special teaching in art this year has meant lessening the amount of such instruction available for certain groups, but such decrease has been shared by several groups. More time on the part of art and

music teacher, and of the librarian would result in an even more effective functioning of their programs, however, especially for the handicapped children in our building.

The absence of a head teacher in the School for the Deaf and Hard of Hearing has been a real problem this year. The general administration is not versed in the special techniques needed in educating such children and so has been unable to provide the degree and kind of coordination and supervision desirable there. It would also seem desirable to plan some further vocational experience for older children in that school, either through Vocational School or through an actual work program.

The playground continues to be unusable in bad weather. Surfacing is badly needed.

More parking space for bicycles is needed.

When materials and funds are available acoustical treatment of the game room is highly desirable.

Conclusion

May I express my appreciation for the excellent cooperation of the teachers, parents, and children of Lapham School during this past year, and their appreciation of all that the general administrative staff and cooperating groups have done to enable us to function effectively.

Respectfully submitted

Maurine Bredeson

Maurine Bredeson
Acting Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LINCOLN SCHOOL

Presented to the Board of Education
by the Principal
HELEN SIMON
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-1946
LINCOLN SCHOOL

The first year of peace following the closing of the war has brought with it problems which have been upsetting to the stability of pupils character developm ent. The post-war problems facing adults are reflected in the pupils daily living and tend to destroy the feeling of stability and security which is the right of childhood. Fathers, brothers and relatives returning from the war seeking readjustment; the housing shortage with resultant over-crowded living conditions and moving about; the unsettling economic and social conditions all are factors leading to emotional instability of the child.

To overcome these difficulties the school must provide an environment in which the child's living can compensate for the pressures of emotional problems which are beyond his powers to cope with at his stage of growth and development.

Our philosophy of Education accepts as the ultimate goal of education the maximum development of every child in all areas of living - mental, emotional, physical, social and economic, commensurate with his capabilities, interests and potentialities. This will be expressed in the continuing growth from childhood to adulthood in his individual character development and his service to the society in which he lives.

To accomplish this goal, leading to the development of actively participating citizenship there must be opportunities in the school for democratic living. This will be accomplished by pupils' participation in planning, executing, and evaluating of school activities.

There must be an integration of knowledge and skills with character development leading to each person's optimum growth.

SPECIAL ACHIEVEMENTS

I ORGANIZATION OF CLASS-ROOM WORK

The class work has been carried on in the grades in such a way as to meet the needs of each individual. Since the number of pupils per teacher, in all but one room was not more than thirty there was opportunity for meeting individual differences. Group work offered

opportunities for pupils to develop qualities of leadership and cooperation in working together.

II PARTICIPATION IN NATIONAL DRIVES

A. Clothing Drive

The call for used clothing to provide the needy in war-torn areas offered an excellent opportunity to express our feeling of world citizenship and consideration for the needs of others.

B. Famine Emergency Relief

Lincoln School collected $50.63 from pupils and teachers.

III JUNIOR RED CROSS

As part of the services rendered by the Junior Red Cross, Christmas boxes were filled by the pupils. Answers received gave the pupils a new knowledge and appreciation of life in foreign lands and their feeling of truly being world citizens.

The "Junior Red Cross News" in every room gave valuable information to the Reading and Social Studies.

IV STAMP SALE

The emphasis this year has been shifted from a patriotic war-time service to the establishment of the habit of thrift. Many valuable experiences have resulted from the pupils carrying on the sale. $556.95 worth of stamps were sold during the year.

V AUDIO-VISUAL AIDS

All grades participated in an organized visual aids program during the year. A new radio made it possible to take advantage of the WHA school programs.

VI ART

The art teacher spent a day and a half per week at the school, making it possible to increase the time of the art classes in the upper grades. Fourth, fifth and sixth grades had one and a half hours per week, while the primary grades still had a half hour.

VII LIBRARY

The librarian's time was also increased to a day and a half per week which added considerably to the value the pupils obtained from the library.

The school and city library cooperated in plans for summer reading whereby the pupils who participate will receive recognition at school the next year.

VIII SAFETY PATROL

The boys and girls of the Fifth and Sixth grades who acted as safety patrols during the year performed a real service to the school. They accepted their responsibilities seriously, and credit may be given them for no accidents occurring during the year.

IX REPORT CARD EXPERIMENT

With the approval of the parents, and under the guidance of the city superintendent an experiment was carried on in the fifth grade with a new way of marking school subject. This was an attempt to mark the pupil as to his grade placement in comparison with other pupils of the same grade, and to give him credit for his own effort. The marking was approved by the parents, so may be continued next year.

X P.T.A.

An active P.T.A. membership has been of great assistance in carrying on the work of the school. It has led to greater understanding between parents and teachers and an appreciation of the problems of home and school.

The P.T.A. has sponsored Brownie groups, a Girl Scout troup and a Cub pack.

I wish to extend my appreciation to the administrative force and the faculty of Lincoln School for the fine spirit of loyalty and cooperation they have displayed throughout the year. This spirit made the year a fine experience.

Respectfully submitted,

Helen Simon, Principal

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LONGFELLOW SCHOOL

Presented to the Board of Education
by the Principal
C. LORENA REICHERT
June 1946

The Madison Public Schools
Madison, Wisconsin

ANNUAL REPORT

For the School Year 1945 - 1946

Longfellow School

As the end of the school year comes, we try to evaluate the achievements of the year. Aside from the facts learned, we hope that the children have gained from their learning situations attitudes of initiation, appreciation, clear thinking, and cooperation.

ACHIEVEMENTS

I. Science

The work in science offered many opportunities for developing initiative, clear thinking, and ability to search for accurate information. It was the one subject in the elementary grades that gave children an opportunity to learn many facts and truths through actual experiences. They were taught not to accept everything that was presented to them but to develop self direction, and assume some responsibility for finding out facts for themselves.

All grades from the kindergarten through the sixth have had their nature study tables and shelves for specimens of various types. They have had cages for live animals, seed boxes for growing plants, aquaria for water life, nests of birds, etc. In many of the grades visits were made to the zoo, the museum, and the observatory and trips were taken to study plant and animal life. These trips gave added interest to the instruction of the classroom.

II. Auditorium Work

One of the purposes of the speech program has been to discover speech difficulties among the children and to help them to improve their slovenly and bad speech habits. There are many situations in life where good speech and a pleasing voice are important and play a large part in the success or failure of what an individual does. Shy children find it especially difficult to talk before groups. These children make the most progress when they can participate in group activities. Here the work in creative dramatics was helpful. The child who aspired to take part in a play had to be able to enunciate and pronounce his words clearly and distinctly. Although he bent his efforts toward the success of the play, the most important

achievement was the improvement of his speech.

III. English

English is a vital part of every school subject and activity. All teachers have tried to use every subject to increase the meager vocabularies of our children. They have tried to do this by developing an interest in wide reading, encouraging the children to talk about what they have read, listing new words, calling things by their right names, and developing the dictionary habit especially with children in the intermediate grades. In every subject a definite effort was made to clarify the meanings of the words peculiar to that subject and to have the children use the words which they were thus learning.

Since the children in all grades have access to many books provided by both the classroom and the school libraries there was an abundance of opportunity for them to read books of their own choice, and to discuss topics of interest. If only one child read a book, he sometimes told enough about the book to recommend it to others. When a number of children had read the same book there were opportunities for dramatizations of scenes from the book, group discussions, quiz programs, book "chats", and reading of brief excerpts to give other members of the class a sampling of the quality of the book. One fifth grade and one sixth grade wrote short interesting reviews of books read and filed them so that other children might consult the files if information was wanted about the books.

Written activities in English included invitations of parents to attend auditorium programs, notes to thank friends for favors, letters to pupils who were ill, letters requesting information or additional materials on subjects under discussion, reports, and creative writing. In creative writing most of the stimulation came from their reading or the work of the social studies. The children were encouraged to make up their own plays or "make-believe" stories.

IV. Spelling

The development of ability to spell the common words which children use in their writing was a definite part of the work in English. If children want to write they must be reasonably free from the handicaps associated with spelling the simple words which they need in their work. Much emphasis has been placed upon spelling this year. There have been many informal tests to check retention and progress.

Dictation exercises have been given frequently to test spelling and the mechanics of English. A careful analysis of every dictation exercise gave the teachers information as to

which skills still needed study and drill.

V. Reading

One of our major problems in the intermediate grades has been a group of children who entered our school and who could not read material anywhere near their grade level. Several of these children were in the fourth grade with reading ability at the primer level. It has required much time and patience on the part of the teachers to give these children all the attention which they needed. They were given much easy material to read so that they might acquire a basic vocabulary. Drill was also given for getting words through context clues, through initial sounds of words, through phonics, and word building exercises.

The majority of these children also had poor work and study habits. It was difficult to hold their attention, some were day dreamers, others overly aggressive.

In spite of the problems which these slow readers have caused, many children have made satisfactory progress in reading, and the problem that the teachers had with the fast readers was to give them extra stimulation and guidance to read more difficult material for various purposes.

VI. Arithmetic

The teachers have used with more success and better results this second year the text "Arithmetic We Use". Practice drills have been given where these were insufficient in the text, and frequent informal tests were used to check progress. The second grades were given permission to experiment with the second grade work books of the series, and found them interesting and helpful.

VII. Visual Education

The use of motion pictures, both silent and sound, film strips, and slides did much to enrich and clarify the classroom instruction in science and the social studies. Through them the children became better acquainted with the children and peoples of other countries, they saw how they lived, what they did, what they wore and what customs were peculiar to each. We hope that out of these first hand impressions gathered from the screen, came better insights and understandings of our neighbors.

VIII. Recommendations

1. That the lunch room be enlarged because the number of children who must be served a noon lunch has increased.

2. That facilities be provided to have the lunches prepared at the school instead of having them sent over from the Washington School.

3. That the playgrounds be resurfaced so that they can be used in all types of weather. At present they become so muddy during rainy weather that the children are restricted to the small areas of sidewalks around the building.

4. That more space be provided for the second kindergarten room. The ordinary sized classroom now used is too small for kindergarten activities and materials.

5. That additional bulletin boards be placed in rooms 101, 102, 105, 108, 203, 207, 208, 210.

Respectfully submitted

C. Lorena Reichert

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

LOWELL SCHOOL

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

June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-1946

Lowell, like other schools, is interested in the growth and development of the whole child. Activities designed to achieve this broader concept of education must extend far beyond the confines of the 3 R's.

The War, more than any other single factor, has impressed us with the importance of an individual's leisure time activities. "Tell me what a boy does when he has nothing to do and I will tell you what kind of a boy he is," is a statement rich in meaning and can be applied to anyone.

Schools play an important role in providing recreation; and more important, they attempt to train people to plan desirable leisure time activities for themselves.

In the elementary school most activities are carried on within the regular program and are fairly well known and understood. The extra-curricular activities are carried out partly or entirely outside of the regular program but are directly supervised by the school. (P.T.A. sponsored activities, such as Brownies, Girl Scouts, Cubs, and Boy Scouts, are exceptions.)

Extra curricular activities 1945-46:

Activity	Approx. No. Participating
Girls intramural athletics	54
Boys intramural athletics	85
Saturday athletics	16
Cubs	51
Boy Scouts	12
Brownies	55
Girl Scouts	53
Dancing	75
Chorus	40
Choir	65
Junior Red Cross	177
Recreational Movies (lunch hour)	100
Library Club	30
Summer Reading	Available to all pupils
School Safety Patrol	29
Safety Club	30
Junior Audubon Club	55

SIGNIFICANT DATA

I. Nutrition Center

Fifty-two children were admitted to the Nutrition Center the past year, - 41 full nutrition and 11 part nutrition. They were all recommended for nutrition by physicians and admitted by the school nurse. They were admitted for the following reasons:

Heart condition (due to rheumatic fever and other causes)	14
Positive T.B. test or T.B. background	6
Asthmatic	2
Malnutrition	6
Frequent nose bleeds	3
Rheumatic fever suspect	4
Nervous disorders	5
Recovering from operations	3
Recovering from mononeucleosis	1
Frequent colds	1
Nervous and very poor eye-sight	2
Frequent infections	3
Anorexia	2

The average gain for the year was 8 3/4 lbs. While we do not rely upon gain in weight alone as absolute proof of improvement, yet it does tell a story in malnutrition cases. This year the rest periods were made longer and put in the afternoon as much as possible. As a result, many more children actually slept.

II. Purchase of War Stamps by Children

1942-43 (3 mo.)	$2,159.75
1943-44	5,157.00
1944-45	5,149.75
1945-46	1,242.90

SPECIAL ACHIEVEMENTS

I. Hot Lunches

A lunch room was started in February when the War Nursery moved out, leaving us sufficient space. There was a real need for the program because from 50 to 60 children, depending on the weather, were carrying lunches to school. Some were bringing money to buy lunches as they wished, usually spending the noon recess on the streets without supervision. Most of these children did not go home at noon because of the distance. Much of Gallagher Plat and Lansing

Plat are over 1 mile and parts over 1½ miles. A few children could not go home because both parents were working.

The program was set up to serve the "Type A" or full meal with a government subsidy of 9¢ per lunch. The subsidy on the "Type C" lunch or Penny Milk which has been served for several years comes from the same source. The children paid 15¢ per meal, making the project entirely self supporting. The average number served was 65 per day and the highest number 90.

II. Visual Aids Room

Some visual aids equipment, the sound movie projector in particular, is so heavy and cumbersome that it is discouraging for teachers to use it.

Early in the second semester, it was found possible to set aside a room just for visual aids. It was equipped with dark shades, screen on a permanent mounting, desks, convenient electrical outlet, and a table for the equipment. Projectors for 2" x 2" slides, 3¼" x 4" slides, filmstrip, silent and sound film were set up ready to use at a moment's notice. The number of films used and the number of times each film was used increased greatly. The room became so popular that it was necessary for teachers to reserve it in advance. It was quite common to have three or four groups use the room in one day, with a high of seven.

The visual aids room has proved to be a valuable addition to our education facilities.

III. Pupil Insurance

Lowell was the first school in the city to obtain pupil coverage under the W.I.A.A. Insurance plan. Practically all children paid their dimes and the P.T.A. paid the balance. To date, one claim has been paid and two others have been reported and no doubt will be paid in the near future.

At its May meeting the P.T.A. voted to sponsor the insurance plan again next year.

IV. The School Program

Lowell's modified platoon has long been a problem and was one of the major items of discussion at staff meetings this year. In line with modern thought and practice it was decided that we should move from the departmentalized toward the home room type of program.

After months of work and uncounted conferences, group meetings, committee meetings, and staff meetings, a new program was formulated and adopted. It was accepted by the superintendent

and all supervisors and will go into effect in the fall. Some of the objectives in the new program are:

A. Greater stability for the children. Each child will be at least 2½ hours in the home room under the same teacher. Clarification of guidance responsibilities.

B. Better correlation of work in the academic subjects.

C. Special subjects meeting on consecutive days, eliminating the confusion of changing schedules in the middle of the week.

D. Provide a better opportunity for the activity teachers to work together on special projects.

It is not anticipated that the new program will solve all problems. It will be studied critically next year and will be discarded if an improvement can be found.

V. Decorating the Auditorium
A valuable project in painting murals in the auditorium was carried out by the art department. The walls were covered with characters from children's story books and fairy tales. In addition to being a fine experience for the children it made the room very attractive.

VI. Demonstration
"Experiencing the Arts" was the title of the demonstration given by 150 Lowell children for the Southern Wisconsin Education Association on Feb. 8 at the Masonic Temple. It was under the direction of teachers of art, music, and speech, assisted by other members of the staff.

The purpose was to demonstrate how rhythm, music, speech, and art are related, the theory being that increased poise and greater appreciation for the arts can be obtained through correlation of these activities. This proved to be the most popular sectional meeting of the convention, attracting over 700 people.

VII. Building for the Future
One of the outstanding units of work this year was done by the 6th grade. Starting out on housing, it expanded to include building good will in the world. The culminating activity for the unit was the annual 6th grade banquet which carried out the theme "Building for the Future".

SPECIAL PROBLEMS

I. Educational
Results of standardized tests indicate that in general the children are achieving as well as should be expected, but some clearly defined problems do exist. It is hoped that the new program may help to solve some of them.

II. Physical
Problems inherent in the building and its physical condition are the most pressing at the present time.

A. Lighting in the seven classrooms of the old part of the building is entirely inadequate. Each is lighted by only two bare 200 watt bulbs, giving far too little light, poorly distributed and with very bad glare.

Readings taken on an ordinary cloudy day in winter with lights on indicated 6 to 8 foot candles of light next to windows and directly beneath bulbs, diminishing rapidly to 2 foot candles in the balance of the room.

B. Problems caused by classrooms opening directly into the gym in the old part of the building resulting in a bad noise interference.

The above problems create a situation that is dangerous to the physical and mental health of pupils and teachers alike. It is unfortunate that Madison children are compelled to get their education under such conditions!

C. Acoustics in the new gym. The construction of this gym is such that every sound echoes and reverberates, making it unnecessarily difficult to carry on planned activities. It is said to be the worst situation of its kind in the city.

D. Condition of the building. Children enjoy and respect a building that is clean and in good state of repair, but it is very difficult to foster ideals of health, snaitation, cleanliness, and respect for property in a shabby building.

E. Problems resulting from a playground that is too small and too close to the building, resulting in unnecessary injuries to children and excessive breakage of windows.

RECOMMENDATIONS

I. Immediate action on improvement of lighting in the seven classrooms of the old part of the building.

II. Immediate investigation of the possibilities for reducing noise transmission through the doors of rooms opening into the old gym. The cost of complete sound-proofing would be prohibitive and unnecessary, but there should be some way to reduce the transmission of sound considerably without too great an expense.

III. A program of building cleaning and maintenance. If painting is impossible at this time, washing should be seriously considered. Its cost is only a fraction of painting and, unless the old paint is very poor, gives quite satisfactory results.

IV. The advisability of installing a water softener should be considered. It would improve the water for showers, general cleaning purposes, and also for the heating system. If cost of repairs to the heating system due to hard water were studied, it is possible that a water softener would prove to be a sound investment.

V. Screening of all windows facing the playground would soon pay for itself in windows saved.

VI. In the way of long term planning for Lowell, consideration should be given to ways of eliminating the old gym for physical education purposes. The most practical solution that has come to my attention is to enlarge the new gym and divide it into two parts, thus making it unnecessary to use the old gym for physical education purposes.

Means of enlarging the playground should also be considered.

Respectfully submitted

A. Kermit Frater, Prin.

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

MARQUETTE SCHOOL

Presented to the Board of Education
by the Principal
LILLIAN SIMONSON
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
for the School Year 1945-46
MARQUETTE SCHOOL

I. Enrollment Data

The gross enrollment of the Marquette School was seven hundred seventy-three for the school year 1945-46. Since September there were seventy-three withdrawals, fourteen transfers, and sixty-seven new entries.

II. Achievements

1. Interpreting School Practices to Parents

a. Parent Teacher Association -- The school made an attempt to interpret focal activities to the parents through the P. T. A. meetings. A primary reading demonstration was given by Beatrice Calkins accompanied by a talk by Bernice Leary explaining the general reading program. Aileen Manogue showed the culmination of a third grade social studies unit which involved cooperation of all special teachers. Alice Hanson deminstrated what has been done with vocal music and tonettes. Rosalie Von Grueningen gave an explanation and demonstration of the violin program. The importance and organization of the school patrol system, directed by Helen Geisler and Lillian Simonson were emphasized by Captain Elder at the time he awarded certificates to the patrols. Violette Stewart and Glenn Rall conducted a program where parents had the opportunity to participate in regular gym activities with their children. At every P. T. A. meeting an attempt has been made to show varieties of art work on all grade levels in the display cases throughout the building. Carl Waller and his staff conducted a conference centered around a hypothetical case study to give parents an understanding of how the Child Study Department functions in promoting better pupil adjustment.
Howard Danford and Robert Carnes described the provisions that are made for recreational activities during the school year and the vacation period.

b. Grade Teas -- Grade teas were given for parents during American Education Week. Preceding the teas, the parents visited class rooms where all types of activities were observed. After the tea, parents had an opportunity to confer with teachers concerning their children. Many teachers had other teas throughout the year. Visiting days were held when parents had the opportunity to observe culminations of units or special activities.

c. Home Calls -- Making of home calls is becoming a regular practice of some of the teachers. Some visit homes of children who need special

attention; others make it a point to visit the home of every pupil.

d. Parent - Teacher Conferences -- Many parent - teacher conferences are held during the year. Members from the Child Study Department often are a part of the conference.

e. "Open House" during American Education Week -- Part of the time ordinarily devoted to the P. T. A. meeting was used to give parents who seldom have an opportunity to visit classrooms a more opportune time to visit the rooms, meet teachers and examine pupil work.

f. Circulation of "Learning to Read" -- Each teacher circulated a copy of "Learning to Read" of the Superintendent's Biennial Report to all families represented in his room. The report drew exceedingly appreciative comments and created an active interest in reading.

2. Special Emphases in Citizenship Program

a. Safety -- Every attempt has been made to make children develop habits of safety. This has been done through specific training of girl and boy patrols, auditorium programs, safety movies, and class room teaching. In preparation for a bicycle safety drive in 1946-47 the sixth grades of the Marquette School served as a laboratory for experimenting on knowledge tests given by the home room teachers and skill tests given by the physical education teachers. Results of tests were sent to parents. They were urged to see that deficiencies were corrected before their children were permitted to bicycle in traffic. Ansgar Svanoe will compile test results and make recommendations for next year's bicycle program.

b. Respect for Public Property -- Teachers have been conscious of the necessity of teaching respect for property. The good condition of Marquette School is a testimony to the immediate effectiveness of their teaching. Complaints about school children made by property owners have been carefully considered. The school has cooperated in discovering identities of offenders and applying corrective measures.

c. Bond and Stamp Sales -- The victory bond and stamp sale has been continued to teach children to save, as one means of curbing inflation; and to provide arithmetic experiences for sixth grade pupils who were in charge of sales in the first three grades. The stamp sales totaled $4,727.15.

d. Paper Drives -- The P. T. A. sponsored two paper drives and the children cooperated in collecting and weighing the papers.

e. Red Cross -- Every child in school is a member of the Junior Red Cross. The school has made the contributions which were suggested by

the central committee under the direction of Elvira Alexon.

f. Emergency Food Collection -- The children and staff made contributions of food and money for the Emergency Food Collection.

g. Lunch Room -- In order to develop good citizenship it is necessary to see that health conditions are at an optimum. The noon lunch and milk programs were conducted for this purpose. During the year, 94,690 bottles of milk were served with a federal subsidy of two cents a bottle; and 5,989 lunches were served at fifteen cents per meal with a contribution of six cents per meal from the War Food Administration. The lunch program was operated at a profit of $14.59.

h. Teacher Quotations on Realizing Citizenship Objectives -- Emphases have been placed on teaching democracy through a democratic organization of the classroom, by developing a feeling of respect for individual rights, by fostering a concept of internationalism, and through teaching pupils to think critically. Quotations from various teachers indicate how these objectives have been approached.

Nancy McGill, Kindergarten - "Individual and property rights have to be taught right from the first day of play and association together, and I have always felt that my spoken word had little value if I did not practise kindness and patience in my dealing with the children."

Beatrice Calkins, First Grade - "Pupil-teacher planning was used to solve problems and attach activities. This also made for open-mindedness and appreciation of others' thinking."

Margaret Youngclause, Second Grade - "In the second grade study of the Community an attempt has been made to give the group an understanding of the part each individual must play in making the school and community a better place in which to live. A study correlating Reading, Language, Art, Music, etc. was made of the work of the Communities' servants and a respect for the importance of their efforts was emphasized. Consequently each child was encouraged to feel the importance of individual contributions and to govern himself in such a way that he might feel secure and be respected within the home, school and neighborhood."

Rhea Rivard, Third Grade -"This year, democratic organization of class room activities was especially emphasized in the cooperative making of murals and freizes depicting scenes from our various units studied, namely,- Cotton, Rubber, Ranch Life and Light. Thru these achievements, a feeling of respect for individual rights, a wide interest in the subject matter presented, a need for research to be developed, the art of courtesy, a sense of fair play and proper behavior in a group were cultivated."

Maude Howarth, Fourth Grade - "My children have worked in groups on committees and have served as chairmen of committees. We organized a club; had a president and a secretary, a series of tasks to perform,

such as reporting condition of lavatories, halls and stairways, neatness of desks, shelves and counter, librarian for room books, shades, boards, etc. This was a new experience for these children. They were interested in the work and as a whole thoughtful and cooperative."

Josephine Bolton, Fifth Grade - "I have attempted to emphasize the fact that democracy is a personal way of living, - the basis of American life and education; that the characteristics of democracy which belong to our heritage are taken too much for granted. Through our class discussions, playlets, and stories about men who established our way of living, I have hoped to teach the children to respect their democratic rights, and have tried to make them understand that our democracy is the achievement of a long human struggle. I have tried to develop in them the feeling that it has its responsibilities as well as its privileges, and that the price we pay for our freedom today, as in the past, is perpetual struggle and vigilance."

Mrs. Myra Heyl, Fifth Grade - "The ability to think critically needs experience and training as do social understanding and cooperation. A child can not think about material until he can understand it. In order to understand it he must have help in clearing up the factors which make it difficult. An interesting approach can be provided by developing a readiness for the reading. By utilizing the globe, maps, charts, pictures, and introducing difficult words, the class is made ready to find the additional facts from the article to be read.
After pupils have read an article and checked the important facts, they should spend as much time thinking about and discussing what they have read as they spent in reading the article. Social Studies and Natural Science offer factual informational material which lend their contents effectively to the development of critical thinking. Pupils may be led to supplement the facts in the article read by carrying out some of the following types of reflective thinking:

1. Giving illustrations of their own.
2. Relating the facts read to their own experience.
3. Distinguishing fact from opinion.
4. Weighing evidence presented in two or more accounts on a subject.
5. Applying the facts read to their own lives or to the community, state, nation, or world.
6. Reasoning from cause to effect.
7. Drawing conclusions.
8. Drawing inferences from facts."

Ansgar Svanoe, Sixth Grade - Extension of internationalism was fostered through following our soldiers of occupation and cooperation into the various corners and lands of the earth and understanding the changes and conditions to which they would have to adjust themselves.
Democratic organization was utilized in citizenship clubs; and through the use of various committees in social studies projects, such as,

steering committees, report committees, evaluation committees, special writers or composition committees, and others. New emphasis in subject matter areas was placed on "The Air Age," "The Atomic Bomb,""Bicycle Safety."

Frieda Ferber, Sixth Grade - "Our Social Studies work on different countries gave us a good opportunity to stress understanding of and tolerance for the people of other lands. I tried to emphasize the importance of becoming familiar with their habits, customs, attitudes, etc. in order to have this understanding. When we considered where all our food, clothing, etc. comes from we realized the interdependence of nations. Study of the United Nations and various conferences and international affairs provided good subject matter."

3. Recreational and Co-Curricular Activities.

It is essential to develop interests in school that will develop into leisure time activities or avocations. Class room situations present numerous opportunities for this; and co-curricular activities are conducted for purposes of utilizing present leisure time as well as preparing for future leisure time.

Some recreational activities which may be an outgrowth of class stimulation are: singing, playing tonettes, playing violins, dancing, dramatizing, making puppets, painting, sketching, modeling, sculpturing, experimenting in science, writing, reading and engaging in sports. Organized groups during the past year have been as follows:

Mixed chorus	45 members
Tonette Band	25 members
Advanced Violin Group	6 members
Beginning Violin Group	6 members
After School Sports	74 boys
	92 girls
Red Cross	every grade

Organized groups which are partially school sponsored are: Brownies, Girl Scouts, and Cub Scouts.

III. Special Problems.

1.Organization Problems

a. The second grade classes run too large. If there is even a slight increase in enrollment, it will be necessary to add another second grade teacher.

b. Marquette should have an additional gym teacher for half days for the primary rooms.

c. A half time art teacher could be used to fine advantage to supplement the primary program.

2. Pupil Problems.

An increasing number of families are living in undesirable quarters. As a result, the health problem must be carefully watched; and attendance problems may be expected to increase.

3. Playground Problem.

The playground cannot be used for weeks at a time because of standing water. It should have a drainage system and should be surfaced to allow proper utilization.

I am appreciative of the fine cooperation given by the Marquette faculty, the supervisors and administrators.

Respectfully submitted,

Lillian Simonson

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

NAKOMA SCHOOL

Presented to the Board of Education
by the Principal
WALTER W. ENGELKE.
June, 1946.

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-46
Nakoma School

The year 1945-46 marked the first period free from the terrific impact of the war. The stresses engendered by that struggle did not disappear suddenly or completely, as many things bear witness. The pupils appear to have been the quickest to resume peacetime ways, as indicated by their discussions in the classroom, desire for more varied recreation, and the steadying influence of returning fathers or brothers from the service.

Unless the birth rate or new homes increase, it is doubtful if the school population of Nakoma district can be maintained at the total of 400 pupils it has been for several years. This year marked a drop of about 10% in the enrolment from Nakoma proper, which was counterbalanced with an increase from outside the city. About 20% of the pupils in the kindergarten and in grades 5 and 6 were tuition pupils transferred from Dudgeon School. The percentage of tuition pupils at Nakoma School has doubled in the last two years, and now comprises over 25% of the total.

The above figures indicate the problem which persists at practically all grade levels, namely, too many pupils for one room per grade, and too few pupils for two rooms per grade. Hence, the teaching load in 3rd grade was below the desirable minimum of 25 pupils, and in 4th and 5th grades below the minimum of 30. It is possible that additional transfers from Dudgeon will add enough pupils to bring the number up at least to the minimum.

The matter of sufficient classrooms has not presented any great difficulty up to now. The division of the large classroom on the top floor into one of average size and one a little smaller has worked out very satisfactorily. The joint use of the old gymnasium as an art room in the morning and as a manual arts room in the afternoon is a good schedule. The music classes and the library classes use the same room, which is not a satisfactory arrangement but has been made workable by the commendable efforts of the two teachers involved. The gymnasium serves for gym classes 90% of the time, the other 10% being scheduled with instrumental music classes on the stage. Both of the foregoing activities must frequently adjust to assembly programs, visual aid requirements, and special programs such as the P.T.A.

The teaching and custodial staff has had many changes in personnel. Three men teachers returned from the service for the second semester, while four women teachers resigned because their husbands had returned to civilian occupations. Merely citing these instances fails to indicate the personal problems involved in each case, and the effort exerted to make the changes with the least handicap to the education progress of the children. A fine loyalty has been shown by all the teachers involved by continuing to teach throughout the war. Many of the frequent changes each year seem inherent in the itinerant teacher schedule for special subjects. This raises many problems of instruction as well as administration

A great deal of publicity has not and probably never will be given to the continuing efforts of the teachers to make their teaching more effective in the classroom. Many find their thinking stimulated by working on the various citywide committees set up in several fields, others prefer doing independent work. The child study department has been very helpful both in individual cases and in group studies. Some work has been done on studying the emotional pattern of the students in the junior high classes. One of the teachers has had a book published during the year, while several others are working on manuscripts for publication. The results of group achievement in objective tests for reading, arithmetic, history and language have been uniformly high. However, an analysis of individual scores shows that some of the pupils with high mental ages can be challenged to even greater effort.

Much valuable information for helping the pupil has been obtained by the teacher in conferences with parents. Stimulated by a varied program of P.T.A. activity, parents respond quickly to invitations to discuss personally with the teacher how they can work together on the educational program for their child. By urging both the father and mother to come to school, the teacher has been able to gain very effective cooperation in her suggestions of a commonly understood program.

With the war's end, greater emphasis is now being placed on the program of activity outside the regular curriculum. While some of this takes place during school hours, most of it is recreational in nature and is after school. Where pupils or parents have indicated considerable interest in such activities, the school has attempted to satisfy it. Thus we have activities sponsored by the:

Recreation Department:

1. Boys intramurals - twice a week after school, boys in grades 5,6,7,8. Average of 30 boys.
2. Social Dancing - junior high dancing and instruction every Friday night. Average of 50 boys and girls.
3. Boys gym games - Saturday mornings for boys 10-18. Average of 30 boys.

School:

1. Junior Red Cross Council - twice a month, two pupils from each room above third grade. 16 pupils.
2. Safety Patrol - boys in grades 6,7,8. Total of 40.

P.T.A.:

1. Girl Scouts, Brownies - girls in grades 3-8. Total of 110.
2. Boy Scouts, Cubs - boys 9 yrs. and up. Total of 120.

For many years the school elected a student council, but during the war most of its activities were taken over by the Junior Red Cross. A girl's service club is contemplated, and pupil assistance on the school paper, The Tomahawk.

Leadership for school sponsored activities is furnished by teachers. Because of the demands on their time for teaching duties, noon lunch and recess supervision, plus service on many committees, teachers have not been asked to serve as leaders for extra-curricular groups. The recreation department has a separate staff of paid leaders. The Scout groups are all under volunteer leadership, and have been fortunate in the number and ability of persons willing to give of their time. A very high percentage of pupils have private music or dancing lessons, church, Y.M.C.A. and other activities which keep them busy after school. A considerable number of parents feel that the whole recreational program needs to be coordinated rather than expanded.

Several items of equipment and supplies which were unobtainable during the war were received during the year. Notable among these was a new sound motion picture projector, a public address system for the auditorium, tools for manual arts classes, and many items for classroom use. It is hoped that more of the items which have been budgeted for years will become available during the next year.

Respectfully submitted,

WALTER W. ENGELKE,
Principal.

THE MADISON PUBLIC SCHOOLS
Madison - Wisconsin

Annual Report

RANDALL SCHOOL

Presented to the Board of Education
By the Principal
Alice E. Rood
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-46
Randall School

I should like to review the organization of Randall School as it has functioned the past year. We have had a total enrollment of 730 pupils, an increase of twenty-five pupils. The greatest increase was in the kindergarten. This enrollment was cared for by four kindergarten classes and three classes for each grade from first through sixth.

The first, second and third grades have had the traditional set-up, working all day with the same teacher with some assistance from the Music and Art teachers.

Between the second and third grades we have experimented with what we call a "Transition Room." This was set up because we have found that a limited number of children come to the end of the second year unable to do third grade work with satisfaction to themselves or to their teachers. They are children who for various reasons need more time than the average child to acquire reading skills and number understanding. In this room, in which the enrollment is kept low, the children are given much individual attention and a great variety of material to meet their needs is used. Under careful guidance some of these children make rapid strides and are ready for the fourth grade in a year. Others get a good foundation and enter a straight third grade at the end of the year.

Most of the children who enter this group have personality problems of one sort or another and Mrs. Emily Parker, their teacher, finds it valuable to work very closely with their parents. As a result of the past year's experience she reports that she has found the following procedures particularly helpful in serving the needs of these children.

1. A general mothers' meeting early in the fall to discuss the teacher's aims, to offer suggestions as to the home-school co-operation and to answer questions regarding problems common to most children of this age level.
2. Frequent conferences with parents, carefully planned and scheduled to allow for thoughtful discussion of specific problems of the individual child, attempting to find the underlying causes for the child's basic difficulties and making specific plans for helping the child. These conferences must necessarily cover the problems of developing self-reliance, social adjustment, academic progress and health.

3. Frequent classroom visits by parents during regular work periods, especially during the early part of the school year.

4. Liberal use of visual aids.

5. Joint auditorium with the other third-grade groups, and visits to other rooms for interchange of various interests."

In the fourth grade we have returned to the traditional set-up of one full-time teacher for each of the three fourth grades. These grades also have a regular thirty minute physical education period each day with the Physical Education teachers and they have longer Music and Art periods.

The fifth and sixth grades have been continued on the co-operative program set up about six years ago. Under this program each class spends one-half day with one teacher. This time is devoted to Social Studies, Language Arts, Spelling and Penmanship. The other half of the day the children spend in the Nature Study, Arithmetic, Art and Music rooms. Each class has a forty minute Physical Education period each day.

Six classes are included in this program. It has both advantages and disadvantages but I believe the advantages outweigh the disadvantages. The home room teacher has to know the some seventy children each year but she has each class for one-half day and teaches closely related fields. There is also time to make good use of the radio, visual aids and the library. The special teachers meet six classes every day but they have the same pupils for two consecutive years and it gives them an opportunity to concentrate on the subject fields they especially like to teach. Standardized tests show that these pupils maintain a high standard of work. They grow in self-direction and self-reliance as they meet their various obligations and they should be better prepared for the junior high school program.

This year in reporting on the year's work I asked each teacher to send me a brief statement of some phase of her work that has been particularly satisfying to her and her pupils.

The kindergarten teachers report many activities that were planned to lay the foundation for the child's future school and community life, namely: learning to work, play, share, and take directions with a group, and the awakening of his intellectual curiosity.

In reporting for the first grade Miss Ziegler says, "Our classroom situation was an experiment in social living. Such habits as initiative, responsibility, leadership, fellowship and fair play were stressed. We have learned to live together quite happily with the children maintaining their share of responsibility.

I tried to teach the language arts and other subjects (sciences) not as ends in themselves, but as tools each individual could use at his own level to gain the personal and social adjustments necessary. The fine arts to which the children have been exposed have stimulated their tastes for the spiritual and beautiful. They also learned to understand and appreciate the work of others as well as gain satisfaction from their own work."

In Miss Brown's room learning to read has been so easy and so much fun that they have had time to do much with rhythms and speech. Their little orchestra performed for the parents. They have enjoyed their work in dramatics, too. Mrs. Libeau's children have enjoyed their nature study especially. Discussions after excursions into the neighborhood lead to many interesting reading charts.

Both Miss Hull and Mrs. Hinz speak of how much their children have enjoyed their music this year. Miss Hull says "Often during indoor recesses, I would come back to find them singing together with one as leader." Mrs. Hinz' pupils have done a great deal of creative writing, too.

Mrs. Campion stresses attendant learnings. Of them she says; "With all the variability of human nature and the variability of its reception to environmental stimuli, how are we to measure accomplishment? Some attendant learning may be of far greater import to some particular child's development than the academic learnings the school is initially responsible for. Therefore we try to be particularly aware of the by-products of the academic program, their possibilities, and the equal responsibility we have for furthering them. Citizenship training, touching off talents, balancing interests, establishing faith in self, developing a moral sense - an awareness of rightness and wrongness, etc. through all the category of social attributes which help for satisfactory living. Each day's experience is replete with occasions for such direction."

Because of our experiment with a Transition Room between the second and third grades, ability was taken into consideration in determining these groups, and the more capable children were placed in Mrs. Holterman's and Mrs. Sievwright's rooms. We expected much of them and they achieved much. A "sharing period" each day was an important activity in Mrs. Holterman's room. Hobbies, pets, books, experiences were shared and much interest was stimulated. A safety Unit was the motivation for many worth while activities in Mrs. Sievwright's room. A map of Randall School District with Safety Routes between home and school gave them their first experience in map making.

In writing of activities carried on in the Transition Room, Mrs. Parker says: "This spring we have concentrated on the study of birds, wild flowers and trees of Wisconsin by means of movies, slides, pictures, illustrated books, reports by the children, art and nature walks. We have also had five varities of moth cocoons in the room. We have observed a slit cocoon with a magnifying

glass at various stages of development and have watched the normal emergence of the moths. The aim of this study was to stimulate an interest in the child's natural environment, hoping thereby to establish wholesome leisure-time activities and to foster their participation in the conservation of wild life and natural resources."

In the fourth grade Miss Fosbinder, too, reported on a Nature Unit. She says: "The four-one class has especially enjoyed working on a Nature magazine as a class project. Each child has contributed at least one piece of work. Committees have evaluated the work, made corrections and assembled the contributions into an attractive booklet. The Art committee made the covers and drew illustrations. The children were interested in each other's stories and poems and each child tried to make his own work as interesting as that of the other children. The project has helped to develop better English and spelling and has promoted a greater interest in the study of nature. Miss Kienzle told of the great interest aroused in wide reading through their unit on the Cold Lands while Norma Young reported on how she carried out her plan to increase specific reading skills. It became a game to the children and brought satisfying results.

In the fifth grades both Miss Niebuhr and Miss Simon reported that the high spots of the year in their fifth grades were the presentation of the culmination of units dealing with United States History and Geography. To these auditorium programs all the fifth grades and their parents were invited. Miss Simon also reports a very rich experience with the Architecture unit in the sixth grade. Both Miss Simon's sixth grade and Miss Rule's sixth grades participated in a radio listening unit which was planned as a study of global geography with the objective of helping children to understand other peoples of the earth.

In addition to her Nature Study classes Miss Pitts carried on a "Writer's Club" which stimulated much free writing on the part of all the sixth grade classes. This activity culminated in the printing of the sixth grade Year Book, "Ivy Whispers." Both fifth and sixth grades stressed memorizing of many poems.

Of the activities in the Arithmetic classes Mrs. Thorpe writes: "Two phases of instruction have been emphasized in arithmetic in grades five and six. We have tried to have children grow up in ability to understand the number system and its inter-relationships, and at the same time to realize the social significance of arithmetic.

The children have been especially interested in comparing prices of today with those of other years or periods. Clippings have been brought for the bulletin board, original problems have been made and solved, and comparisons have been shown graphically. Other topics which have had their share of interest have been, growth in population, ratings in sports, speed of airplanes and other means of travel, distances on maps, air-age distances between various places in the world, calories in the food we eat, and safety.

In Music, Miss Mouldie has found that the most worth-while things done have been "those activities which centered around special programs for school mates and parents."

Evidence of the interests and activities in the Art room were found in the friezes in the classrooms, the art exhibits in the corridors and in the art room. Miss Eide reports that her most outstanding project, this year was the fifth grade field trip to the historical museum. Of this she says: "This activity combined many opportunities that are unusual in a normal classroom situation. It was necessary to conduct themselves well as a group in a different environment. It involved planning, co-operation, observation, making selection, and drawing. The boys and girls made plans for the trip two days in advance. They knew they were to be guided through the museum and were to be given a chance to observe and ask questions. After more than half an hour they would be able to draw impressions of the playground in order to learn how quickly it would be necessary to draw. They discussed having a center of interest and making the drawing readily discernible. They got materials ready to take along. Drawing impressions while they were at the museum made the exhibits much more real to them. It gave them an opportunity to review what they had seen. Resulting pictures showed a wide interest range. Most of the children drew boldly. Many had unusual color effects. Every child was able to reproduce on paper something he had seen."

These brief reports give one a glimpse into a few of the activities that highlight the school year. Along with these is the steady day by day attention to academic growth. The standardized reading and arithmetic test reports tell the story of growth in these fields. Spelling is another field that has received much attention this year. At several faculty meetings better ways of teaching spelling have been discussed and teachers have reported upon techniques they have found helpful.

In every report I noted an undercurrent of deep awareness of our responsibility to care for the social and emotional development of the children, as well as their academic growth. The teachers' concern has been to help the individual work up to his own capacity so far as we can know it. This has meant a real understanding of each individual child and a determined effort to provide opportunities for the "superior" child as well as to meet the needs of the child who is having difficulty. Seriously mal-adjusted children have been referred to the Department of Child Study and we have appreciated very much the valuable assistance of Dr. Eugenia Cameron.

In our citizenship training work the Citizenship Clubs in all the rooms have continued to function. In these clubs standards of good citizenship, acceptable habits and desirable attitudes are stressed and children are given an opportunity to discuss their problems of playground and classroom conduct and to work out

acceptable solutions. The Student Council is now in its third year and is making its influence felt in all the grades.

There are many activities carried on during the year that contribute to leisure activities. Among these are:

The Reading Clubs. These clubs are organized informally in nearly all the upper grades. They stimulate the children to do outside reading during vacations. Some of the teachers prepare book lists for vacation reading and the lists prepared by Miss Leary have been used considerably. The Work Shop conducted by the Randall School Library is very well attended.

The Garden Show. During the last two months of the year children in the fourth, fifth and sixth grades plan, plant and transplant victory garden plants and flowers. At the end of the year these plants are taken home to be cared for during the summer. Then in September the children bring to school samples of what they have grown. Our Flower and Vegetable Show has become an annual event.

Hobby Shows. In every room children are encouraged to bring to school collections of things they are interested in, and to tell the other children about them. This often leads to the development of hobbies.

Sketching. Another school activity that carries over with children who have some talent in drawing is the art work done in school. Such an experience as the trip to the Art museum with time taken out to sketch things they saw there, is valuable in showing children what they can do. We hope many children will be stimulated to do sketching this summer.

Excursions. The excursions taken during the school year to such places as the duck pond, the green house, the zoo, the museum, the University barns, have shown children the many interesting places they can visit during vacation and have opened their eyes to things they might otherwise miss.

Music. The violin classes seem to be stimulating considerable interest in this instrument. On various occasions the children are given an opportunity to play the piano or other musical instruments for their classmates. Rhythm bands are popular in the primary grades and I have observed thay they sometimes carry over into out-of-school fun.

As I review the work of the past year I am grateful for the stability of the teaching personnel we have been able to enjoy this year. Only one change in the teaching staff occurred. That was caused by the resignation of Mrs. Idelle Lee. At that time it was thought best to replace her by a regular fourth grade teacher. This meant the giving up of a special speech teacher for the building and placing the responsibility for all speech training upon the regular classroom teachers.

We have all worked hard at this. We have discussed standards and every teacher has worked to train her pupils to express themselves clearly and effectively at their level of maturity. But we are not satisfied with what we have accomplished. I believe there are two reasons for this: In the first place the earnest, wide awake teacher is eager to enrich her teaching with the many educational aids which are becoming available to her, such as the visual aids, the radio, excursions, etc. and she finds herself pressed for time to give speech training the attention it should have. In the second place, teachers cannot be specialists in all fields, and they sometimes feel inadequate largely because they themselves have had little training along this line, probably not as much training as in teaching art and music.

To teach children to express themselves clearly and effectively in speech is equally as important as to learn to express themselves in art or rhythm. For this reason I urge that as soon as a teacher trained in speech at the elementary school level can be found, she be added to the staff of our school.

Submitted by

ALICE E. ROOD

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

SHERMAN SCHOOL

Presented to the Board of Education
by the Principal
WALTER J. BERGER
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-1946
SHERMAN SCHOOL

The year 1945-46 was the first that the Sherman School operated on a six-grade organization. Grades seven and eight were transported by bus to East High School. This practice has proved highly satisfactory, not merely from the reaction upon those transported, who were given the advantages of a junior high school organization, but also upon the children remaining in grades one to six. Disciplinary problems practically disappeared, the group became more homogeneous, playground activities developed into group activities and few serious disturbances developed.

The elimination of grades seven and eight permitted the organization of a kindergarten, the first in the history of the school. Although enrollment exceeded forty children only a half day was allowed these boys and girls. However, the development of the group was so marked that there is no doubt these children will next year be better able to adjust themselves to first grade work, a fact which should affect their abilities throughout their school life.

A recreation program for all ages was begun last fall. A Friday night program for adults, a Saturday morning session for elementary children and Saturday night recreation for junior and senior high school boys and girls met with good response especially from the older and younger groups. It is hoped that the program may be continued next year.

The addition of a sound projector has enabled the children to share in the visual aid program. One very noticeable outcome of this service was the recognition by the children of the movie as a learning aid rather than as an entertainment feature. While the projector was not available until the second semester, both teachers and pupils were able to materially benefit from its use.

The addition of a phonograph during the last month makes available to the children records for teaching and appreciating music. With the addition of more records much more can be done.

Five boys and girls from grades five and six took advantage of the violin instruction provided. However, the time allotted was the noonday luncheon period outside of the regular class hours. It would be much more satisfactory from the standpoint of what could be expected by the instructor from pupils if regular hours were used.

A traffic patrolman was provided by the City Police Department. We are extremely fortunate that only one dangerous crossing exists. This the patrolman could carefully guard. The children usually assigned to watch the crossings were not needed and, therefore, served as patrols on the school grounds. For this there was a definite need since most of the boys and girls remained for the noonday luncheon period during the entire noon hour.

The federal government sponsored luncheon program was continued this year and will again be used since a federal appropriation is assured. The following is a financial summary of the project:

Total number of meals served	24,571
No. of meals served--no charge	1,029
Total payments by children	$2,371.77
W.F.A. payments	2,211.30
Expenditure for food	2,728.11
Expenditure for labor	1,509.20
Purchase of a new stove	209.40
Withholding tax	353.70
Other expenditures	19.37

Two full-time cooks were employed and one pastry cook on a part-time basis. The federal government contributed on a basis of nine cents per meal while the children contributed ten cents per meal. It is expected that due to the increase in costs, the contribution by the children will need to be increased.

The boys and girls again participated in the sale of stamps and bonds. A total of $362.65 worth was sold.

This being the first year that the speech correction work was done in the school, the improvement was very noticeable. In fact, except for those entering the first grade from the kindergarten, very little correction work will be necessary.

It is recommended that the shelves in the kindergarten room be divided into compartments for children to store their materials and that doors be made to cover these shelves. Because the room was converted into a kindergarten from a class room, the space for bulletin board is limited. The removal of blackboards would improve the appearance of the room and facilitate the teaching of the younger children.

Library space in each room is limited to a small bookcase or a shelf. Additional shelves or bookcases would help not only in providing the needed space, but improve materially the appearance of the room.

As soon as possible an electric clock system to regulate the ringing of the bells should be installed. The present manual method necessitates the presence of some person to watch the time and ring for intermissions.

An extension of the telephone to the lower floor would eliminate many unnecessary steps.

Because of the nature and use of the luncheon room, it should have a coat of paint. This would not only add to its appearance but for sanitary reasons is necessary. The shades in both the luncheon room and the adjoining art room should be replaced as were those in the kindergarten and first grade rooms during the past year.

Whenever possible the toilet facilities for the school should provide for a boys' and a girls' toilet on each floor to eliminate the unncessary traffic in the hallways.

I wish to extend to all the teachers and to the administration my appreciation for what they have done to maintain a high standard in Sherman School during this period of readjustment and change from a district organization to annexation with the Madison school system.

Respectfully submitted,

WALTER J. BERGER

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WASHINGTON SCHOOL

Presented to the Board of Education
by the Principal
PEARL LEROUX
June 1946

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1945-1946
WASHINGTON SCHOOL

Our total enrollment this year was 642 pupils compared to 624 of last year. One hundred and eleven of this number entered some time during the year 1945 and 1946. Our June enrollment was 531 compared to 524 of last year. In our classes from one through six, June enrollment, we had 105 children coming from broken homes, 13 homes where fathers were still in service, and 135 homes where mothers were working.

The sixth grade class leaving this year is the last class which was transferred from the old Washington, Draper and Doty buildings to the new Washington School. However, only 11 of the 68 pupils, total enrollment remained with us during the seven years. During this year we had 16 transfers or withdrawals and twelve who enrolled after September.

For this report I have asked the teachers to write on some phase of work that they have felt has been especially interesting and effective. I believe within these paragraphs you will find the trends of our policies and achievements and also individual trends of methods in the classrooms.

"In correlation with the sixth grade units and in connection with the events of the moment as well as seasonal interests, I stress creative language, oral and written. I aim to create the desire to speak well and to write well.

We study words and phrases used in poems of particular subjects and discuss how other words might be used to express similar thoughts. With these expressions in mind, we attempt to build our own poems. Some children have unusual ability and produce very fine poetry for sixth graders."

Margaret Buchan - Sixth grade

"The newspaper provided splendid opportunities to correlate reading, social studies and English.

The staff was elected by the pupils and reporters were assigned to gather materials from each room, the office, library, orthopedic department etc. While reading in the newspapers, and listening to the radio for news about the U.N., the children became interested in the local, state, national and international news. They decided to express their views and began writing editorials concerning such problems as the U.N., Strikes, Russia, Need for U.N.'s, Washington School, etc.

Articles and books about safety, health, sports, etc constituted part of the material. Poems, stories and letters from other grades in our school were also used in our paper. All material was analyzed and evaluated by committees and then proof read. The typing, ditteing and assembling were tasks in which all children participated. This developed planning, neatness, accuracy, carefulness, punctuality and the respect for articles and rights of others.
After one issue was completed, it was criticized again to see how they could improve on the next paper to be issued."

Olive Mc Kinley - Ninth grade

"After we had discussed some test results last fall we came to the conclusion that one of the reasons some people did better work than others was because of health. A health record was kept long enough for the children to see that most of the absences were due to colds.

They studied ways to prevent colds, made posters, and made a project of the exhibit came by putting in samples of various protective foods that were good for the prevention of colds. Rest, exercise, temperature in the home and school were emphasized."

Hattie Hatcher - Fifth grade

"The fifth grade studied the different natural regions of the United States. They read that the work and life of the people depended upon the natural region that they lived in, its climate and its resources. This seemed a rather vague fact to children of fifth grade age. So in order to make it more real and impressive, we chose cities from all parts of our country and wrote letters to fifth graders telling them about our city and state, explaining that Yuba was a farming area and because of the region we lived in, our state was a great producer of dairy products.

In turn we received letters from fifth grade children from Oklahoma City, Santa Fe, New Mexico, Colorado Springs, San Antonio, Texas, Reno, Nevada, El Paso, Texas, Louisville, Kentucky, Miami, Florida, Boston, Massachusetts, Birmingham, Alabama and Honolulu. Our children found that what they had read in their geography books was a reality."

Excerpts from letters received

Reno, Nevada - Our state has a dry climate because most of the rain clouds cannot get over the Sierra Nevadas. Nevada is rich in minerals. The grazing of cattle is next in value to mining. Nevada is one of the wool producing states.

Louisville, Kentucky - About one hundred east is our blue grass country, the home of the famous race horses. Here in Louisville, Churchill Downs is the main place to show a visitor. We have only one river here and it is the Ohio River.

"Besides making geography more real, it was an excellent means of promoting self expression. There was an incentive to write neatly, punctuate correctly, as well as to talk or write, good English. It also promoted friendliness and courtesy."

Lois Wheeler - Fifth grade

Two units which the children particularly enjoyed were the Switzerland and Garden units.

In the social studies unit of Switzerland the children were divided into groups according to interests. They did an especially good job in the use of reference books. Interesting topics were the result. Others wrote original poems and descriptive letters. Topics on holidays, costumes, and foods led to the celebration of a special Swiss day. Children came to school in costume and a committee planned and served Swiss food.

The unit on spring gardening was enthusiastically planned, but from the start there was urgent demand for a real garden. Following the study of types of soil, weather conditions, garden planning and planting, a vegetable and flower garden was planted in the science room. Caring for the garden gave regular duties to small groups of children. The interest was lasting and the highlight of the unit was the picking of the flowers and pulling the onions.

Dorothy Chapman - Fourth grade

"This year I have aimed to take every opportunity in the classroom to develop in the children the proper attitudes toward personal and public health.

At this grade level we find that attitudes and habits are more important than knowledge. Consequently, we watch all through the day for situations that suggest the teaching of health and hygiene. Pictures, stories and dramatizations are a great aid.

Among the more important emphasized were -

1. Be thoughtful and kind to others.
2. Twelve hours sleep and a nap at noon.
3. Play in the open air and sunshine.
4. Eat good food

5. Stand, sit and walk correctly.
6. Keep clean.
7. Brush your teeth and visit the dentist.
8. Take good care of eyes, ears, and nose.
9. Dress for the weather.
10. Drink, water, milk, and fruit juices.

We hope through teaching the child that the parents may become more health conscious."

Louise Thiard -Second Grade

"Early in the Fall the first grade mothers were invited to discuss the Primary Hand Book, with special emphasis on the part relating to reading. They were told how the reading program, along with the other determining factors, enabled the teacher to group the children according to their different reading abilities. An opportunity was given to parents at this time to clarify any questions they had in regard to the reading program. We feel both teacher and parent considered it a very worth while project. At the end of the year, the parents were again invited to observe the results of the reading plan. Each child was given an opportunity to read before the parent group. "

Helen Beck
Edna Campbell
Marvel Meisner
First Grade Teachers

"Since kindergarten marks the initial break from home life to school life, it is especially important to develop harmonious relations between parent and teacher. At the beginning of the year parents are invited to a special kindergarten gathering at which the schedule, requirements, and aims of the year are presented. Parents are encouraged to talk over problems with the teachers as they arise. In the same way, teachers will request conferences with parents to discuss problems they meet. When teachers and parents work together for the benefit of the child, his adjustment to school life is certain to be easier and more pleasant."

Jeanne Fleury
Mildred Rosenthal
Kindergarten Teachers

"Among the hundreds of young children who came to the art room this year, there were a great many, for reasons that may find their origin in early home training, who were on one hand, noisy, mischievous, domineering, on the other, timid, self conscious, afraid to attempt creative work. It was both gratifying and stimulating to watch the change that took place as each child began to develop his true personality through art expression.

"The development was slow in many cases, for all these children were not gifted in drawing but the child we could not draw well, in many cases found his expression in clay, charcoal painting, paper cutting, chalk design, construction work or in organizing and planning murals and case displays. Throughout all of these activities good citizenship in cooperative group work as well as in individual efforts was stressed. By reaching children with inferiority as well as superiority complexes, by redirecting mischief making tendencies and by stimulating the disinterested child, we hope we have achieved our over all aim; to awaken each pupil to a sense of beauty around him which will stay with him all his life and which will contribute toward making this life rich and beautiful."

Angeline Salerno - Art

"The purpose of music in an elementary curriculum is that of enriching the life of the child, to make music part of himself through participation in musical activities. To this end, we have provided many means of expression both in the scheduled classes and activities which are outgrowths of that work. For instance, we have composed songs for special holidays, or we have needed one for a play or we just wanted to. We have a Glee Club which works particularly on the interpretation and performance of music. They have a repertoire of a number of songs ready for performances most of the year. At the Christmas program every child in school joins in the singing of the old carols.

Apart from a rehearsed program, the children have fun in the auditorium singing together. This is particularly enjoyable because they have all learned a selected list of songs in their separate classes. This joining together in the auditorium is the culmination of work done separately.

To the child, the highlight of the year in the speech program is the public performance by his particular grade. Every grade gives a play, and every child has a part. There are no non-participators. The story is generally a dramatization of a reading lesson; the scenery is the result of an art lesson, and the entire production is student managed. One of the most interesting side lights is this type of production is the ease with which the actors can take over other parts. Frequent last minute changes have to be made with no disastrous results. On the contrary, the child who has suddenly had to assume a new role has gained in poise and a feeling of pride in his own ability to cope with a new situation, and the entire class has learned a new meaning of the word - coperation."

Katherine Jones - Music

"Early in October the work in the class period was concentrated on the new playground apparatus that was installed. Exercises were demonstrated and taught on the horizontal ladder and the horizontal bar. Special emphasis was placed on the safety rules regarding the apparatus. The children in the lower grades were taught how to use the climbing apparatus. During the year, achievement tests were given to the girls pertaining to the skills of the particular sport in which they had participated.

The physical education instructors had charge of a Halloween party held at the school for parents and children. The outstanding feature of the party was the judging of costumes. This party seemed to be highly successful as it brought many children off of the streets into the school and took care of them during a time when they might have been doing destructive things in their neighborhoods.

The Physical Education program this year was in the form of a Parent-child Participation Fun Night where the parents and children took part in games and square dancing. It brought parents to the school who had never attended a P.T.A and from the jollity manifested, it seemed to be very worthwhile.

One afternoon parents were invited to the girls gym to watch actual class work going on in the lower grades.

In the sixth grades, the last quarter of work in the girls and boys double classes is devoted to social dancing. The children learn the basic dance steps. They learn the etiquette of the dance and all the courtesies that make social dancing enjoyable. A sixth grade dancing party is held at the end of the term when all the sixth grade boys and girls came to the gym for a social hour. Prizes are awarded to the best waltzing couple and the best dancers."

Violette Stewart - Physical Education Teacher

"The library is used by children and teachers as a supplement to classroom material both factual and recreational. Unit work, available classroom material and recreational demands are taken into consideration in ordering books for the school library.

The library is by no means stable in the physical sense. Each classroom becomes a small specialized library of material gathered from all available sources as demands are made for "books on birds","farm stories" and countries represented at the U.N." As these requests are made by the teacher and pupil a collection of books is taken from the library to the classroom where it is available to all pupils in the class. The collection is not always classified for there is always a demand for a "good" book to read when classroom work is finished. A collection of these "good" books from the library together with those in the classroom make the reading table in each classroom inviting."

Ellen Erickson - Librarian

Problems

As our enrollment stands now it will be necessary to find space for an extra third grade room next fall.

Recommendations

Again, I should like to recommend that the activity room be acoustically treated when materials are available. This room is used more than any other room in the building but it is a most difficult room to work in.

Respectfully submitted,
Pearl Leroux

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Art Department

Presented to the Board of Education
by the Supervisor
LUCY IRENE BUCK
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-46
ART DEPARTMENT

Art activities in all schools have followed the usual pattern this past year. They have been planned upon observation and interpretation of children's interests in and out of school. Through them school life has been enriched and individuals have grown in their creative expression. Many have received city and state honors for their work. The aim has been, however, to teach children through art.

Projects of civic interest were the art contributions from all schools to:-

(1) The Junior Red Cross for distribution to local and Veteran's hospitals.

(2) The children's gallery of the Historical Museum for bi-monthly exhibits.

(3) The Helen Farnsworth Mear's contest sponsored by the Federation of Women's Clubs.

(4) The Safety poster project sponsored by the Madison Lions Club.

(5) The Salon of School Art on exhibit for three weeks in the gallery of the Madison Free Library and sponsored by the Madison Art Association.

The members of the art staff have met on the average of once a month during the school year to discuss common problems. Two of these meetings were of sufficient interest to be reported here:

In October, upon our request, a meeting was held in the Art Education Building at the University. Art majors who had taken art in the Madison Public High Schools were invited to discuss the high school art curriculum with us. They were quite frank in their appraisal of the work, both as preparation for University or Art School as well as general culture. Several members of the art staff of the University joined in the discussion also. It was generally agreed that the work in drawing, design and color was quite adequate but that more time might be given to painting techniques and acquaintance with styles of modern artists. All realized, however, that the reason these are neglected is that often students have been placed in our so-called advance art classes who have little background or interest in these techniques. The ceramics and art metal offered in our high schools were highly praised.

The second meeting of value to all was held in May at the Washington School. Each art teacher selected one or two lessons which in his or her opinion had been outstanding in creating self expression and satisfying results. Student work illustrated each recital of the project and a written lesson plan was turned in to be duplicated for every teacher's file.

There is probably no other subject in the curriculum of our elementary schools where integration is more evident than in art. That is why it is necessary that art teachers make themselves acquainted with the progress of activities in other subjects and encourage children to express their interests in these through art mediums. That is also why the grade teachers should acquaint themselves with the methods used to gain the main objectives of the art activities, namely:-

(1) Development of each child's ability to express his own ideas freely and happily in form and color rather than the ideas of some other person.

(2) Teaching techniques as the need arises so that a vocabulary of pictorial expression is built up naturally.

(3) Individual growth in the feeling for good design and color.

In view of the above it is desirable that grade teachers be present, wherever possible, during the time that the art lesson is presented and when class evaluation of work takes place. When art and grade teachers cooperate in creating an environment of sympathetic understanding for art expression there is always satisfactory growth.

It is not to be understood that all art activities should touch other fields of the curriculum, for children need change and the stimulation of new mediums for their creative expression. A forced integration is worse than none at all.

At the junior and senior high school level, however, it would be well to have more integrated work. Here the line between subjects seems to be too closely defined. There is little or no time for teachers to visit one another's classes to acquaint themselves with activities which could be integrated. When children attempt such projects, they often fail because there is not the understanding guidance which is needed. With the normal teaching and activity load which all carry this integration of interests seems difficult, but it would be desirable if and when administrators find that time could be given to foster it. Awareness thus gained of the many worth-while activities which play their part in developing our boys and girls would aid in more sympathetic program guidance also.

Respectfully submitted,

LUCY IRENE BUCK

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF CHILD STUDY & SERVICE

Presented to the Board of Education
by the Director
CARL H. WALLER
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-1946
Department of Child Study & Service

Services rendered by the department to parents, teachers, community agencies, and children have been diversified and numerous during the past war years. It is not simple to anticipate to what extent some of the services will drop off or increase in the future. Problems pertaining to older youth and military service certainly will decrease, as will certain of the emotionally based problems caused directly or indirectly by the war. Probably the need for consideration of individual educational needs over longer periods of time will be in greater demand. There will be more demand for diagnostic testing, job surveys, individual counsel.

This past year witnessed an all time high in the number of children who requested complete batteries of aptitude and personality tests in order to obtain more information about themselves and their future plans. Apparently, an understanding on the part of parents, educators, and children themselves of the importance of planning in terms of "individual strengths and weaknesses" has caused the ever increasing demand for such guidance service.

Because of the number of requests for such diagnostic service it appears imperative to augment the present facilities for testing and counseling in the high schools. Provision for assistants to guidance directors and time for teachers to act as counselors is being made. The operation of such a plan will broaden the service to high school youth and relieve this department of routine testing, making it possible to devote more time to study of individual children with severe adjustment problems.

The cooperation of principals, teachers, and workers within the department has been excellent. It has been appreciated and has gone far to make service rendered to children better.

Guidance Services on the Secondary Level

High School Credit for Returning Veterans: Through action of the Board of Education the Department of Child Study & Service was designated to assist high school principals evaluate the educational credits of students who had entered the Armed Forces before completing high school work. Ninety veterans were given the USAFI General Educational Development tests and counseled for the purpose of determining their educational status. Recommendations on each of the veterans were made to the high school principals, who in turn made recommendations to the Superintendent of Schools and the Board of Education relative to the granting of credit and diplomas. As the complete battery of the General Educational Development tests consumes from six to ten hours in each veteran's case, this service materially increased the work of the department. In several instances, batteries of aptitude tests were administered at the request of veterans in an effort to assist them in making future plans more wisely. Close cooperation with veterans' agencies, the Vocational School, and the University of Wisconsin was maintained in carrying out this service.

Work Credit Experience: In the fall of 1942 the Board of Education recommended that credit be granted to senior high school students for work experience outside of school. This recommendation grew out of the war emergency and was to continue for the duration. Subsequent Board action further defined and enlarged this program. High school principals were given the authority to carry out the work credit programs in their respective schools.

In January 1946, the Board created a temporary work experience coordinator to study the program in action. Mr. Lloyd Benson was assigned to this task and worked through this department. He has submitted a complete report on his findings. The coordinator found that 120 students were employed during the last semester of 1945-1946 under the work credit program. All employers were contacted and their reactions secured. General favor was expressed regarding the services of student employees. A few instances of pupils claiming credit which they had not earned because of quitting work, etc. were discovered and brought to the attention of the principals concerned.

It is felt that the work credit program is sufficiently large and important to merit the continued assignment of a coordinator on a half time basis during the coming school year. The coordinator's services can be of greater value to the schools, students, and employers on a permanent basis in the following ways:

1. In ascertaining employers' needs which can then be better met through adjustment of students' courses and curriculum changes.

2. In assisting students to make vocational choices and build courses of study around these choices.

3. In assisting principals to evaluate the value of work credit experience on an individual basis and to standardize this evaluation between the high schools.

4. In assuring that students do not over work so that there is a balance between their classroom studies, social and work life.

5. In assisting students to develop a critical attitude toward their effectiveness as workers in real work situations so that changes resulting in individual progress can be made.

Employment Services: There has been a significant decrease in the number of jobs available to secondary school youth. The return to the labor market of men discharged from military service, as well as men and women employed the past few years in jobs related to the war effort, has been the primary cause for the reduced demand for young workers. Part time jobs and seasonable agricultural jobs will probably constitute the chief source of employment for school age youth. Employment questionnaires requested by the United States Employment Service office and the Dane County agricultural agent's office were again filled out in the high schools by boys and girls sixteen years of age and older who were interested in summer employment. These questionnaires will become a part of the U.S.E.S. files for prospective workers, and students registered will be notified of job opportunities by the U.S.E.S. office.

Through this procedure the schools function as an intermediary between school age youth who desire work and employers who seek workers. Information avail-

able from the director of the local United States Employment Service office at this time indicates that summer work for high school age boys and girls will be scarce.

Study of Severe Adjustment Problems: Each year guidance directors, principals, teachers, and parents request specialized assistance in dealing with the adjustment problems presented by some boys and girls. Intensive clinical study through tests, interviews and parent conferences are made of these pupils. An increase in this service has been noted each year. During the school year 1942-1943, 67 pupils were referred for careful study, in 1943-1944, 126 cases were assisted, in 1944-1945, 225 cases were referred, and during this school year 1945-1946, 254 high school boys and girls came to the department for assistance and study. Of this total one case was referred to the Department of Psychiatry and Neurology at Wisconsin General Hospital, and six cases were referred for psychiatric study to Dr. Eugenia S. Cameron of the Community Mental Health Clinic.

Much was gained from noon conference discussions led by Dr. Cameron. These were scheduled once a month and were attended by the staff of this department, teachers and other school officials, as well as representatives of agencies, concerned with the particular child being discussed. It is believed that the plan could well be extended next year by having members of this department meet around the lunch table in the schools with the teachers and administrators to consider individual student adjustment problems. This plan should prove valuable in-service training for teachers, and the combined program worked out for the student concerned could be very salutary.

Individual and Group Diagnostic Testing: There has been an increased demand for diagnostic test service to high school pupils who desire information about their aptitudes, abilities and attitudes in planning for school programs and future life work. It is felt that this service should be increased to serve greater numbers of pupils. The addition of assistant guidance counselors and the provision for teacher-counselors in each high school would make possible broader diagnostic testing and counseling service, the demand for which is steadily increasing. The employment of such a plan gives promise of preventing frustrations which occur due to poor choices of curricula and future goals.

Diagnostic Testing Experiment at Central High School: Staff meetings held early this school year with Central High School teachers indicated that there was interest in obtaining more information on students in order to provide more completely for their educational, social, vocational, and emotional needs. It was the general feeling, however, that teachers had neither the time nor the training to participate in the administration and interpretation of personality tests, special aptitude tests, interest inventories, and study habit scales.

In mid April Dr. Clifford S. Liddle was secured to start the testing and evaluation service on an experimental basis. Students in grades 8, 9, and 10 were given selected tests. The tests were scored and interpretations given to the school staff. Programs were planned after consideration of test results, teacher opinions, and past school experience of individual children. (See complete report on Program and Recommendations submitted by Dr. Liddle).

It is hoped that necessary staff and program changes can be realized next year so that the use of these diagnostic test results with students and teachers will be possible.

Guidance Services on the Elementary Level

Aids to Pupil Placement: Starting in the school year 1942-1943 the need for testing and counseling pupils who were new residents in the city, became evident. This year, at the request of principals, adjustment teachers worked with approximately 480 children new to the school system in an effort to secure information on their educational status at the time of enrolment. This procedure is worth while to determine proper school and grade placement as school experiences vary considerably in the communities from which these children have come. It is to be anticipated that there will be fewer children of this transient type to care for in the coming years as mobility of population should decrease following the emergency period.

The present plan of providing continuity of adjustment services in each elementary school through the assignment of staff members who give test service, counsel and speech correction on specific days each week, appears to be effective. Through this plan adjustment teachers become a part of each school staff, and get to know principals, teachers, children and parents over prolonged periods. The cooperation of all elementary staff in administering to pupil needs has been most commendable.

Study of Adjustment Problems: 216 pupils were referred for clinical study by teachers, parents, principals and workers of social and legal agencies. Of this number seven children were referred to the Department of Psychiatry and Neurology of Wisconsin General Hospital, and ten cases were referred for study to Dr. Eugenia S. Cameron of the Community Mental Health Clinic.

Although intensive case history study is most time consuming, such procedure is desirable and imperative for limited numbers of children, as it enables teachers, parents and clinicians to share information which must be secured to help deviated children make more adequate adjustment in and outside of school. The interest on the part of teachers in obtaining and using case history data has again been particularly gratifying.

Interest in the use of "screening" tests in the areas of personality, study habits, and interests, has been expressed by several principals and teachers. Plans are being considered to try such a service on an experimental basis next year in selected schools.

The broader provision for slow learning children in remedial classes has been, according to comments of principals and teachers, worth while. Such provision not only makes it possible to meet more adequately the needs of children who have specific and general educational disabilities, but it permits of more teacher time to give instruction to children who can learn at an accelerated rate. Consideration of provisions for meeting the needs of children with superior ability to learn should be given this next year. A survey of the children of superior ability, as measured by mental tests, has been made. Plans for further evaluation and follow-up of these children will be suggested early in the coming school year.

Testing Service

Statistics on Tests Administered:

Intelligence tests		3,715
Group Pintner-Cunningham tests to all kindergartners	1,050	
Group Pintner-Durost to all 3d graders	710	
Group California Mental Maturity to all 6th graders and one 8th grade group	750	
Group Pintner-Cunningham tests to 1st grade groups	40	
Group Henmon-Nelson tests to 6th grade groups	255	
Group Pintner-Durost tests to 2d grade groups	40	
Group Pintner-Cunningham tests to 1st, 2d, and 3d graders as basis for placement	287	
Group Henmon-Nelson tests to 4th, 5th and 6th graders as basis for placement	192	
Individual Binets	390	
Educational achievement tests		185
Rorschach Association tests		160
Multiple choice group	152	
Individual	8	
Specialized tests		667
USAFI General Educational Development tests to veterans		405

Intelligence Tests: The total of 3,715 intelligence tests administered this year exceeds by 660 the number given last year. Further consideration was given to the use and interpretation of mental test results, particularly the California Mental Maturity test, which derives a language, non-language, and a total mental factor I.Q. for each individual. Wherever discrepancies between teachers' judgment and results of psychological tests were noted, careful study of the factors involved were made. Through this plan it is felt mental test results may be used in a more logical way.

Specialized Tests: Approximately 150 more specialized tests were done this school year than in 1944-1945, and it is anticipated that special test service of this nature will be in greater demand each year. Veterans have learned to appreciate the value of measurement, industry is adopting such tests for selection, placement, and promotion of employees, and commercial test bureaus are making parents and youth conscious of the advantages which can be derived from the personal evaluation of strengths and weaknesses over many areas.

The specialized diagnostic and prognostic tests used in this department are:

Alice and Jerry Reading Readiness test
American Pseudo Isochromatic Color Perception test
Bennett's Mechanical Comprehension test
Bell Adjustment Inventory
California Capacity Questionnaire
California Personality tests
Cardell & Gilbert's Clerical Competence test
Chicago Test of Clerical Promise

Cornell Cox Performance Ability Scale
E.R.C. Stenographic test
Gates Reading tests
Haggerty-Olson Behavior Rating Scale
Iowa Algebra Aptitude test
Iowa Silent Reading test
Kent-Shakow Form Board
Kuder Preference Record
Los Angeles Diagnostic Arithmetic test
Meier Art Judgment
Minnesota Assembly test
Minnesota Multiphasic
Minnesota Paper Form Board
Minnesota Vocational Test for Clerical Workers
Orleans Geometry Prognostic test
Pintner Aspects of Personality test
Purdue Pegboard
Rogers Personality test
Rorschach Association test
Stanford Scientific Aptitude test
Symond's Foreign Language Aptitude test
Turse Shorthand Aptitude test
Vineland Social Maturity Scale
Washburne Social Adjustment
Wechsler-Bellevue Scale
Wrenn's Study Habits
Various educational aptitude tests

Other Services

Community Union Campership: For the fourth consecutive year this department has assisted in making arrangements for campership in cooperation with the Community Union and the schools. Principals, teachers, and guidance workers made recommendations for free campership after consideration was given to children whom it was felt could profit by a two week camp experience. It was possible to certify 141 children of those recommended. The Community Chest is to be commended upon making such plans possible and in providing a record of the experiences of each child during the camping period.

Participation in Parent-Teacher Programs: With the recognized need for parent-school cooperation on the part of the State Parent Teacher Congress, the schools, and local parent-teacher groups, has come more demand for members of this department to participate in study groups and discussions. Practically all local P.T.A. groups have requested help. The director of the department has accepted the chairmanship of the State Parent Teacher Education group and will do what is possible in the preparation of plans for parent education through the study of child development needs.

Cooperation with Social and Legal Agencies: Requests for information on the school adjustment of children under the supervision of the Dane County pension department, the probation department, and local and state social welfare agencies are received through the department. The mutual benefits which are derived through sharing information with these agencies appears evident. Gratitude is expressed for the fine cooperation received from Madison's agencies.

Information which is secured from the agencies is used in a confidential and professional way by the schools in an effort to provide constructive help for the children concerned.

War Nursery Schools: Nursery schools located at Lincoln and the old Marquette schools, and one extended child care center located at Emerson school, are in operation. With the termination of federal grants, the Madison War Chest appropriated a terminal grant for continued operation under the sponsorship of the Board of Education and the direction of the department. The enrolment is approximately 75 at present. Plans are under consideration for continued subsidy and sponsorship of these services. Specific recommendations relative to the provision of child care services have been made to the Superintendent of Schools and the Madison Community Chest. It has been suggested that such services be continued for cases selected on the basis of specific need. At present, all new enrolments are certified through the Family Service agency.

Special Study: An analysis of the types of problems referred by schools and agencies was included in the 1942-1943 annual report. The objectives of the study were, (1) to obtain a brief graphic description of the types of problems and difficulties presented by boys and girls, (2) to guide case workers and teachers in making clinical studies and doing follow-up work, (3) to serve as a basis for observing trends in individual and group behavior. This study is being continued to bring the record up to date and also to ascertain any trends that may have developed during the war and post-war period in regard to the types of problems referred. Results of the present research will be reported some time during the coming school year.

Special Education
(Written by Helen Holcombe)

Orthopedic Classes: The children regularly enrolled in the orthopedic classes are divided into three groups: primary, intermediate and advanced. Because many of the children have multiple disabilities, the problem of gradation and instruction becomes difficult, involving considerable individual help. Basic in the consideration of the physically handicapped child's education is a realization of his need for adequate social and emotional adjustment. Conscientious teacher planning and kindly understanding of the handicapped child's nature is essential. While an effort is made to reach standard educational goals, modification of teaching materials and methods becomes imperative at all times in order to keep the children happy and motivated.

The physical therapy service, provided upon recommendation of a physician, was characterized by an increase in the outpatient group, bringing the case load to the highest point in the history of the classes. This was due to the poliomyelitis epidemic in Wisconsin and Dane County. It is to be noted that the physical therapy service goes beyond the school room, reaching the homes and foster homes by conference, correspondence, and home calls. Assistance is given in problems of activities, rest, diet, clothing, hygiene, adaptations of furniture and equipment, and the interpretation of physician's recommendations.

The types of cases enroled in the orthopedic school this year were:

Cardiac problems	5
Infectious joints	5
Accidents	5

Cerebral palsy	34
Poliomyelitis	31
Arthrogryposis	2
Amputation	1
Klippel Feil Syndrome	1
Amyotonia Congenita	2
Congenital hip dislocation	1
Posture problems	2
Paralysis of rectum	1
Spina Bifida	2

Of this total of 93 cases, 80 received physical therapy treatment, 54 were regularly enrolled and 39 came in on an outpatient basis.

The assistance and cooperation of welfare and lay organizations has contributed materially to the provision for medical and orthopedic care of the children. Gratitude is expressed to the following organizations:

The Madison Board of Health and staff
Dane County and other county nurses
Visiting Nurse Association
High school guidance directors
State Department of Vocational Rehabilitation
Wisconsin Association for the Disabled
Revolving Brace Loan Fund
Dane County and other county chapters of the National Foundation for Infantile Paralysis
Roundy's Fun Fund
Shriners, local and Chicago
Beloit Red Cross (transportation)

The lay organizations all added entertainment to their service projects, i.e. school parties and remembrances to those who were ill at home or in hospitals.

Medical examinations at the orthopedic school were made by physicians from the State of Wisconsin General Hospital and a local orthopedist. This is the second year this plan has been used and is very desirable. This method saves time for the doctors and staff members, and provides a splendid opportunity for the parents and physical therapists to discuss problems and to receive recommendations for the future orthopedic care of the child.

For the second time arrangements have been made for the students from the Department of Physical Medicine at the State of Wisconsin General Hospital to have clinical practice in physical therapy supervised by the staff at the orthopedic school. It is thought that this correlation with the State Hospital is desirable and valuable. Detailed reports evaluating the students' work are returned to the technical director of the training program.

Noon recreation activities were directed by University of Wisconsin students from the Department of Education under the supervision of the orthopedic school staff. Several veterans made this situation different and very interesting. The children had fun and learned new skills. The students say that they learned much from this contact with the orthopedic school. Detailed reports evaluating the students' activities were returned to the Department of Education.

Many students and other visitors came to the orthopedic school. This group included senior medical students coming at the time they were working with the Madison Board of Health. Every effort was made to acquaint these future physicians with the details of the physical therapy department.

The speech reeducation program for spastics is completing its fourth year. The plan appears to merit continuation. The year 1945-1946 followed the pattern of the previous year, with procedures, time allotments, and groupings being the same.

There were 15 children with cerebral palsy in the speech group this year. They were seen in groups of from two to five children for half hour periods. Three of the children, in addition to their paralysis, have an aphasic condition. One has a severe hearing loss and is to have a trial at the Lapham school for the deaf this coming fall. One cerebral palsy speech case this year was an out-patient who received speech therapy in cooperation with the physical therapy department.

There were five cases with no speech (for all practical purposes) and of these, three made noticeable improvement. One of the other two was present only a part of the year and had the additional handicap of coming from a family that does not speak English. In the whole group, 10 of the 15 made definitely noticeable improvement, while three more made slight gains.

School for the Deaf: The school for the deaf has been working under the handicap of no experienced senior teacher this year. It happened that all members of the department resigned at the end of last year, and teachers of the deaf have been very difficult to replace. The present staff has been willing and well trained but has lacked in experience. However, there have been gratifying results.

There were 29 children enroled in the school for the deaf, 27 attending full time and two part time. The children are divided into three groups, primary, intermediate, and advanced groups. At each of the three levels, speech, lip-reading, and language were stressed. Besides this, emphasis was given to the art of living together, the need for self-control, courtesy, cooperation, work habits, health, and the learning of respect for property.

The teachers of the deaf feel that one of the goals in deaf education is to teach and help the deaf child to get along in the hearing world. For this reason the deaf child should have as many contacts with normal children in the school as possible. Those who make a good enough adjustment should enter one or more academic classes with normal children, and those who cannot should have the opportunity of being with such children in gym and art classes. Due to the scarcity of teachers this year the children have had no special art training. Some of the children are talented and would benefit by such training. Pupils have enjoyed being included in programs given in the auditorium for the entire school. One girl attended classes with the 6th grade and two boys attended East High School. These boys returned for only a short period each day for lip-reading lessons. They did well with their school work.

For the older children, one of the main objectives is to give them the foundation necessary for earning a living in a hearing world. The Vocational School has cooperated in this plan by allowing sixteen year olds to attend part of each day

for training. It is felt that much more could be done in offering proper vocational guidance to these children. Four pupils over sixteen years of age have been referred to the State Department of Vocational Rehabilitation at the close of this year for help in securing further training for employment and for job placement, since it was felt that that department was better fitted to provide them with further help than was the day school for the deaf.

Classes for the Mentally Retarded: As in previous years, the remedial classes are largely made up of children who are generally mentally retarded, although a few have been accepted whose mental measurements indicate that they apparently have the capacity to do average classroom work, but who, for various and sometimes unexplained reasons, have become educational problems. The basis for selection of children recommended for transfer from regular classes has been rigid. The criteria used are:

1. Inadequate intellectual capacity as measured by recognized standardized tests.
2. Marked general educational retardation as shown by standardized tests.
3. Teacher and principal judgment.
4. Poor social and emotional adjustment caused by inability to compete with children who progress normally.
5. Special educational retardation, as in the field of reading. Since the work of the average classes is increasingly dependent upon reading in the upper grades, a child without skill in this subject is handicapped in all other subjects and becomes indifferent if not resentful toward school when he meets with constant failure.

It has been the policy of the schools to keep a child with a group of normal children just as long as he can make an adjustment which is at all satisfactory. Transfer to remedial class is used as the solution to the problem when all other efforts to create adjustment have failed.

Primary group: The physical set-up for this group is not adequate for the following reasons:

1. The room is too small and has no free floor space. There should be space for activity done on a large scale as in construction projects.
2. Toilet facilities are inadequate. The boys must go to the end of the hall and supervision is needed when they are walking through the hall. Soap and water should be readily available since this group uses many materials such as paste, paints, and clay in developing their skills.
3. Bulletin board space is insufficient. Most of the wall space is devoted to blackboards which cannot be used much at this level.
4. Since this is the first room in the program of special classes, it should be attractive and uncluttered, from a physical standpoint, so that parents will be favorably impressed. Too often their opinions are based on appearances alone.

There has been a wide range of abilities in the primary group this year. Emphasis has been placed on health activities, interest in school, general learning attitudes, happiness and social adjustment as fundamental to development of reading. These children are deficient in language development, speech, motor coordination, visual and auditory imagery and memory, so many special games and devices have been used to develop these essentials.

Intermediate groups: Academically, much emphasis was placed on usable arithmetic, language, spelling and reading. Geography was taught only as it was introduced in other subjects. This was true also of matters of general information.

Two of the four intermediate groups are situated so that the boys may have shop work and they have taken great pride in the things they have made for their classrooms. The girls of two groups have home economics. Since most of these children will use hand skills in earning their living, this training is thought to be very valuable.

In general, much stress was put upon good citizenship as it related to the remedial room and the whole school. Neatness, promptness and accuracy were encouraged as well as good sportsmanship and tolerance of others. Direction was given to help children of this level to think through and solve their own problems.

Advanced Boys' Groups: This year the addition of an instructor especially trained in the teaching of industrial arts made it possible for all boys at the advanced level to get shop work in addition to their academic training.

As before, the work of these two groups centered around the general goal of preparation for work out of school. The subject matter studied was directed with this in mind. Spelling words and arithmetic connected with shop work were studied as well as those subjects presented in the texts used. Constant study of basic reading skills was continued and supplementary reading carried on in connection with various projects undertaken. Some of these projects were the study of maps, the telephone, correct diet, geography and industry of Dane County. The last two weeks of the year were devoted to finding summer jobs. Application forms for jobs, and for drivers' licenses and social security, were studied.

In shop the boys studied (1) general household mechanics and repair, (2) bicycle repair, (3) tool grinding and whetting, (4) simple woodworking, (5) elementary mechanical drawing, (6) leather work. In connection with these projects, the boys learned the names and care of tools, source of supply and market value of materials.

Again it is noted that these advanced boys would be much more at home socially in a building where they were with others of their age. In such a building, if it were possible to have small groups of boys rotate with regular classes in music, art, physical education, and shop, more individual help could be given in the academic field. However, considering the crowded condition of industrial art classes in the high schools and Vocational School, these boys are getting more adequate training under present conditions than would be possible in that field if a change were to be made.

Advanced Girls' Group: A great deal of effort was given this year to health units, stressing care of teeth, hair, general cleanliness, diet, sufficient sleep, good posture, and the need for fresh air, sunshine and exercise. The girls developed a real interest in personal appearance.

The sewing class provided good motivation and the girls were pleased to find they could sell aprons and knit dolls they had made. Twice during the year, they exhibited their hand work at the school.

Units on transportation and nature were studied. Valuable material for these units was found in the school library, in slides, movies, and radio programs.

Many of these girls could become at least partly self-supporting in domestic service after finishing school. It is the feeling of the teacher that they need specialized training in home economics, which the school is not equipped to provide.

Sight-Saving Class: Ten children were enroled in the sight-saving class this year. All of them went to art, music, and gym with children from regular classrooms. All but one went out to social studies. Their teacher feels that one of the fine experiences of her group has been this chance to be accepted by the whole school as normal children with some deviation rather than as children set apart as entirely different.

One of the difficulties in teaching such a group continues to be the lack of adequate printed material for the teaching of all subjects at all levels. Since the publishing of large-print books is expensive and the number of children in sight-saving rooms is comparatively small, it is not profitable to publishers to produce a variety of such books. It then falls to the teacher to prepare by hand a great deal of the material used. It has been felt for several years that there was a particular lack of science books at the primary and intermediate levels. Next year suitable material will be prepared in large type by the use of the typewriter and illustrations cut from regular science texts. In order to get more variety at little expense it might be possible to circulate texts among other sight-saving groups in the state.

There seems to be a continuing need for keeping the physicians aware of the services provided by this special room for children with impaired vision.

Speech Correction: Speech therapy has been continued as in the past, for all children from the first grade through high school where speech so deviates from the normal that special help is deemed necessary for the child's best educational and social adjustment. A total of 477 pupils received speech correction this year. Of this number about 16% were stutterers, 79% had articulatory defects, 4% had disorders of voice, and 1% received speech reading. Approximately 52% of the children showed improvement during the year and 35% were dismissed as corrected.

Emphasis has been laid this past year on more and closer contacts with parents, so that they might cooperate more fully through increased understanding of the child's problem and the teacher's methods. For the first time, written reports were sent out at the end of the first semester indicating progress and inviting parents to visit speech classes. The response was good and the practice will be continued.

Three University of Wisconsin students majoring in speech correction did practice teaching under supervision of the speech correctionists during the year.

In addition to doing speech therapy, the speech correctionists have, as before, done psychological and audiometric testing and have provided adjustment service in their respective schools.

During the year, teachers in this department have met for a series of evening meetings to discuss methods and techniques, new books, and articles related to their field.

Audiometric Testing: For the first time, this year assistance was obtained from outside the department for the group hearing tests. The inclusion of 9th graders in this program greatly increased the time necessary for testing, and made this move advisable. Mrs. Thomas Stavrum took charge of this work, worked with speech correctionist in each school, and proved efficient and thorough.

A machine with 40 head phones was borrowed from University Speech Department. Testing was done in all the 3d, 6th, and 9th grades, and may be summarized as follows:

2,270 children were given group hearing tests
309 children were retested with an individual audiometric test because in their cases the group test indicated hearing below the normal
21 children were recommended, on the basis of test results, for medical attention
5 children had such serious hearing losses as to require speech reading

Attendance, Home Visitation, and Census
(Written by Wilbur N. McDaniels)

Attendance and Home Visitation: Attendance and home visitation services are being discussed together as a unitary part of guidance activities. This unification is made possible by the philosophy that emphasizes efforts to have children desire to go to school willingly and de-emphasizes force or compulsion. These services are also offered for the child who is attending school but presents problems which require home or agency contacts.

Non-attendance, truancy, or acts of maladjustment are not in themselves the problems which beset school children, but rather are the outward symptoms of inner turmoil. They are expressions or results and not causes--danger signals indicating a need for study and guidance. Study is required to determine the basic causes of undesirable behavior. Guidance can only begin when basic causes are understood and individual treatment best suited to personality and environment applied.

The underlying purposes of the attendance and home visitation work are twofold: first, that of service to individual children and the schools they attend; second, that of liaison in bringing the home, the school, and the community services closer together. The second aim augments the first by the added factor, coordination.

The attendance and home visitation worker provides the service by which the school sees the child as he is in the home, and the home sees the child as he is in the school. The worker either cooperates with a community agency already actively working with the child and his family or, where necessary, makes a referral to an agency for assistance. It is essential that from these varying viewpoints a common unified plan of assistance for the child be developed. This

work of integration falls in a large measure to the attendance and home visitation worker as one who works directly with all others.

An intensive study was undertaken in the Madison schools of children whose attendance was irregular, causing them to be referred to an attendance and home visitation worker. Surveys were conducted during March 1945, involving 350 children, and November 1945, involving 278 children. The purposes of the study were to determine the relative importance of the causes of non-attendance, to learn more about the types of cases needing attention, and to suggest effective methods of coping with attendance problems.

The first consideration was that of the general mental ability of the individual child. Children having intelligence quotients below 90 accounted for 23% of the total in March, and 28% in November. Those having intelligence quotients between 90 and 110 totaled 56% and 50% respectively. The group possessing intelligence quotients above 110 consisted of 19% and 21% in the two months.

It appears reasonable to conclude that the groups here considered are cross sections of a school population and are typical from the standpoint of potential ability to do school work.

The scholastic achievement of each member of the group was next determined. Based upon marks received on report cards, 65% of the March group and 61% of the November group were found to be doing inferior school work. Average achievement was noted for 30% and 33%. Superior achievement was discovered in only 2% and 4% of cases. Both groups, though they possessed average potential ability, had difficulty in maintaining satisfactory school achievement.

Frequency of Main Causes of Non-Attendance in March 1945, and November 1945

	March		November	
	No. Cases	Per Cent	No. Cases	Per Cent
Lacking in parental direction	140	40	80	29
Health	117	33	131	47
Personal-emotional maladjustment	54	15	35	12
Parents having no appreciation for school	32	9	21	8
Work	5	2	7	2.5
Educational maladjustment	2	1	3	1
Social maladjustment			1	.5
	350	100	278	100

The March study in particular and the November study to only a slightly less degree, pointed strongly to the problem of home supervision and guidance. "Lacking in parental direction" and "Parents having no appreciation for school" accounted for 49% of all main causes in March and 37% in November. Children reflect rather consistently the attitudes and thoughts they hear their parents express concerning schools and education. Where parents give active support to the schools, where they urge regular and punctual attendance, rarely does an attendance problem develop.

Health ranks high as a main cause of non-attendance. The problem here is complicated by the need of cooperative action with the health workers to determine if absence is necessary.

Personal-emotional, educational, and social maladjustments account for a not so large but still important percentage of the main causes of non-attendance. These causes are closely linked together as they give evidence of the manner in which the child is able to adjust to meet his own as well as group needs. Maladjustment occurs when these needs cannot be met and results in school disciplinary or truancy cases.

Frequency of Contributing Causes of Non-Attendance March 1945, and November 1945*

	March		November	
	No. Cases	Per Cent	No. Cases	Per Cent
Personal-emotional maladjustment	138	39	76	28
Lacking in parental direction	97	28	85	30
Parents having no appreciation for school	93	27	52	18
Health	67	19	30	10
Educational maladjustment	59	17	39	14
Social maladjustment	40	12	35	12
Work	11	3	19	7

* Multiple contributing causes account for total cases and percentages in excess of actual group.

Personal-emotional, educational and social maladjustments appeared in over one-half of the cases in both months studied. This situation is of vital concern to the school. While it is true that these maladjustments do not always develop in school, it is true that the school may be in the best position to help the child understand himself and his relationships to others.

Parental laxity ranks high as a contributing factor while health and work play a more minor role.

Results or Disposition of Attendance Cases in March 1945, and November 1945

	March No. Cases	November No. Cases
Probation Department referrals (new and old)	16	17
Juvenile Court hearings	4	0
Family Service Association referrals	2	4
Dane County Community Mental Health Clinic	2	1
New referrals for guidance department study	8	11
Transferred from high school to Vocational	6	8
Changed elementary schools after moving	4	1
Referred to or excused by physician or school nurse after extended absence	15	16
Left town or lives out of town and dropped school	13	9
Joined Armed Services	6	1
Withdrew - over eighteen years of age	2	1
	78	69

The most common result of the cases worked with was the return of the child to

school. In order to facilitate the child's return the worker would discuss the school situation with the parent. This understanding frequently made for better cooperation on the part of the home. The school was then contacted and the principal or guidance worker made aware of the cause of absence, the attitude and condition of home and the time of expected return to school.

However, in a number of instances the return to school could not be accomplished by that method. Where troubles were deep-seated and complex, more intensive work was necessary.

Social agency assistance was one source of obtaining special help where the child's problems extended beyond the scope of the school and yet had a very detrimental effect upon his school adjustment. Trained social workers with their intensive case work methods were thus able to attack the wider field of the child's environment.

Special help within the school structure was obtained for many. Ghidance and adjustment workers assisted the maladjusted children. School health workers assisted in cases where illnesses were involved. Transfers to Vocational School were made where it was found advisable.

The causes of non-attendance and types of cases have been discussed. What can be done to cope with them? The problem of parental neglect is the most serious and is the most difficult to solve. The visitation worker must be prepared to spend considerable time and effort with the parents in such cases. The schools have offered and must continue to offer many opportunities for contacts with parents regarding their children's problems. Community social agencies have and must continue to work with many of these cases of parental neglect to effect improvements in family and community living. An important job here is to better coordinate these services to work for a commonly accepted goal.

Health absences can only be handled by effective cooperation with the health workers. Anagreement was reached on the coordination of attendance and visita- and Board of Health functions. This appeared in detail in the Superintendent's Bulletin No. 22 dated October 15, 1945.

Aid for maladjusted children is a problem of great concern to the schools. The uncovering of the real causes of personal-emotional, educational, and social maladjustment is necessary. The school must not only be prepared to uncover the causes but to offer effective treatment for their eventual elimination. This may be met at least in part by an extension of guidance and adjustment services with greater teacher participation.

A cooperative plan must be adopted and carried out to achieve maximum results. It must include teachers, administrators, specialists, community case workers, and parents working together. Each must see his part in the plan and work for its achievement. To do this it is necessary to meet together frequently, discuss problems fully and arrive at joint agreements.

* * * * *

The summary of work carried on by the three attendance and home visitation workers is as follows:

Home calls	3,581
Investigations	155
Calls at schools	1,395
Unclaimed programs	177
Total	5,409

The home call total represents a reduction from the 1944-1945 figure which was a peak total. Two factors greatly influenced this reduction. One factor was the arranging and supervising of boarding homes for out-of-city children who were brought here for educational opportunities. This work was done by one of the three workers and is not included in the above report. The second factor was greater selectivity on the part of the schools requesting the service so that cases referred were more serious and greater time and attention had to be devoted to each one.

The home calls may be examined further by indicating the per cent of use by the following divisions:

Elementary schools	9%
Junior high schools	53%
Senior high schools	25%
Parochial schools	1%
Vocational school	12%

Census: The annual enumeration of the child population of the City of Madison was carried out as usual during the months of May and June. A staff of twenty-five regular census workers, and three substitute workers completed the required work. The work was then checked and the data prepared for the charts that are to follow.

The following conclusions are offered from the school census data ending June 30, 1946:

1. The total child population for 1946 records a 3% decrease from the 1945 total.

2. The 3% decrease in total child population for 1946 is consistently reflected in all age categories rather than being concentrated in a few groups.

3. All school districts showed decreases in the school age group, ages four through nineteen.

4. The total school enrolments for 1946 indicated less than 1% decrease as compared to the 3% census decrease.

5. The total of births for 1946 recorded the first drop in that census figure since the group was first enumerated in 1940. However, the 1946 total is in excess of all others except the 1944 and 1945 totals.

6. The 1946 school age totals, ages four through nineteen, have almost returned to the 1941 totals. The totals in the pre-school group, birth through three years, are still 33% over the 1941 figures.

7. The greatest single increase was found in the city area of the new Sunset Village addition where the child population has risen from 48 to 80 children, most of whom are in the lower age groups. Home construction now under way in this area will further swell the number.

The following comparative charts are included:

Chart I Summary of Census Returns

Chart II Age Group Totals Birth through Twenty Years

Chart III Comparison of Child Population Totals by Age Groups for June 1939, 1940, 1941, 1942, 1943, 1944, 1945 and 1946

Chart IV Percentages of Census Increases and Decreases since 1916

Chart V Comparison of Child Population by School Districts 1946 and 1945

Chart VI Comparison of Actual and Total Enrolments 1946 and 1945

Chart I

Summary of Census Returns for the year ending June 30, 1946

School Districts	Age Group Birth to 3 inclusive Boys	Girls	Total	Age Group 4 to 19 inclusive Boys	Girls	Total
Dudgeon	69	55	124	315	307	622
Emerson	239	261	500	804	849	1,653
Franklin	141	117	258	416	363	779
Lapham	254	261	515	735	768	1,503
Lincoln	62	56	118	125	118	243
Longfellow	234	228	462	805	882	1,687
Lowell	246	234	480	895	826	1,721
Marquette	394	316	710	953	1,061	2,014
Nakoma	47	47	94	296	273	569
Randall	313	297	610	999	999	1,998
Sherman	96	71	167	266	209	475
Washington	438	373	811	950	1,059	2,009
District #8	41	39	80	134	117	251
Totals	2,574	2,355	4,929	7,693	7,831	15,524

Age Group Birth to 3 - 1946 total - 4,929
1945 total - 5,126
Decrease 197

Age Group 4 to 19 - 1946 total - 15,524
1945 total - 16,012
Decrease 488

Chart II

Madison Census 1946 Age Groups Birth through 20 inclusive by School Districts

School District	Age -1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
Dudgeon	24	30	30	40	32	39	33	40	27	34	52	36	32	33	35	51	50	36	46	46	56	802
Emerson	126	129	121	124	116	118	95	105	97	99	91	101	80	97	102	115	107	104	122	104	100	2,253
Franklin	75	65	67	51	47	61	56	49	44	47	55	51	46	42	39	44	50	45	41	59	39	1,076
Kaphan	148	110	137	120	99	100	92	84	93	89	84	103	97	79	86	98	108	105	98	95	102	2,120
Lincoln	30	28	28	32	17	17	17	11	12	11	12	8	10	20	13	24	22	12	23	11	22	383
Longfellow	101	109	146	106	95	123	86	115	91	88	97	88	93	90	95	94	125	118	125	104	143	2,292
Lowell	104	124	133	119	120	96	117	124	97	102	96	109	92	119	90	106	115	126	113	99	83	2,284
Marquette	199	165	155	191	166	128	132	130	117	112	121	117	112	124	117	120	131	151	126	110	136	2,860
Malcom	24	24	20	26	25	36	28	34	38	39	36	43	43	35	41	49	39	29	31	23	21	684
Randall	151	156	160	143	112	92	112	100	104	112	121	102	105	114	128	142	155	167	178	154	148	2,756
Sherman	32	50	41	44	47	46	31	48	35	21	25	22	28	32	29	29	29	19	18	16	11	653
Washington	224	189	211	177	143	117	144	112	127	104	96	120	86	110	136	130	120	158	163	163	173	2,993
Dist. #5	22	13	23	22	20	15	19	13	13	20	16	14	11	11	18	15	16	18	11	15	12	343
	1260	1202	1272	1195	1039	988	962	971	895	878	905	894	828	906	929	1017	1067	1088	1095	1062	1046	21,499

Age Group Birth to 3 inclusive
Total 1946 - 4,929
1945 - 5,126
Decrease 197

Age Group 4 to 19 inclusive
Total 1946 - 15,524
1945 - 16,012
Decrease 488

20 years
Total 1946 - 1,046
1945 - 1,029
Increase 17

Total Decrease - 688

Chart III

Comparison of Child Population Totals for June 1939, 1940, 1941, 1942, 1943, 1944, 1945, and 1946 - Age Groups Birth to 20 Years Inclusive

Year	Age -1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1939					884	834	883	897	962	1005	1001	1053	996	1071	1007	1005	1046	961	1048	1075	
1940	884	950	855	914	898	870	817	892	864	959	991	971	1034	983	1074	996	1021	1049	1055	1091	722
1941	966	930	959	853	888	883	863	813	878	878	967	973	1000	1015	993	1070	1032	1012	1134	1059	932
1942	1108	1016	946	993	880	912	903	915	824	861	901	964	1012	994	1052	996	1108	1077	1141	1179	967
1943	1226	1139	1040	981	986	909	857	912	879	853	891	917	967	1010	1043	1041	1050	1171	1162	1138	1011
1944	1326	1298	1121	1004	971	970	902	900	908	879	823	887	916	1012	1028	1068	1062	1075	1244	1221	1082
1945	1364	1376	1286	1100	1030	982	1013	927	935	933	901	832	947	947	1032	1082	1098	1107	1084	1162	1029
1946	1260	1202	1272	1195	1039	988	962	971	895	878	905	854	828	906	929	1017	1067	1088	1099	1062	1046

Comparison of Age Group Totals

Year	Birth to 3, inclusive	4 to 19, inclusive	20 years	Totals
1939	3,563	15,728		19,291
1940	3,603	15,565	722	19,890
1941	3,708	15,458	932	20,098
1942	4,063	15,713	967	20,743
1943	4,386	15,846	1,011	21,243
1944	4,749	15,866	1,082	21,697
1945	5,126	16,012	1,029	22,167
1946	4,929	15,524	1,046	21,499

Chart IV

Percentages of Census Increases and Decreases since the year 1916
Age Group 4 to 19 Inclusive

Year	Totals		Increase or Decrease in Number		Per Cent of Increase or Decrease
1915	7,868				
1916	8,461		593		7.5
1917	8,787		326		3.9
1918	8,742	Decrease	45	Decrease	.51
1919	8,753		11		.12
1920	9,164		411		4.7
1921	9,373		203		2.21
1922	9,801		428		4.6
1923	10,723		922		9.4
1924	11,402		679		6.3
1925	12,102		700		6.13
1926	12,507		405		3.34
1927	13,280		773		6.18
1928	13,884		604		4.5
1929	14,390		506		3.6
1930	14,735		345		2.39
1931	14,959		224		1.52
1932	15,366		407		2.72
1933	15,413		47		.31
1934	15,746		333		2.16
1935	16,032		286		1.82
1936	16,087		55		.34
1937	15,949	Decrease	138	Decrease	.87
1938	15,728	Decrease	221	Decrease	1.39
1939	15,728		0		0.
1940	15,565	Decrease	163	Decrease	1.04
1941	15458	Decrease	107	Decrease	.69
1942	15,713		255		1.65
1943	15,846		133		.85
1944	15,866		20		.13
1945	16,012		146		.92
1946	15,524	Decrease	488		3.05

Chart V

Comparison of Child Population by School Districts for the years 1945 and 1946

School District	Age Group Birth to 3, inclusive: Totals 1946	Totals 1945	(Increase or Decrease)	Age Group 4 to 19, inclusive: Totals 1946	Totals 1945	(Increase or Decrease)
Dudgeon	124	140	-16	622	661	-39
Emerson	500	526	-26	1,653	1,711	-58
Franklin	258	254	+4	779	786	-7
Lapham	515	556	-41	1,503	1,575	-72
Lincoln	118	146	-28	243	278	-35
Longfellow	462	556	-94	1,687	1,808	-121
Lowell	480	477	+3	1,721	1,728	-7
Marquette	710	725	-15	2,014	2,049	-35
Nakoma	94	98	-4	569	582	-13
Randall	610	568	+42	1,998	2,058	-60
Sherman	167	192	-25	475	501	-26
Washington	811	814	-3	2,009	2,015	-6
District #8	80	74	+6	251	260	-9
Totals	4,929	5,126	-197	15,524	16,012	-488

Chart VI

Comparison of Actual and Total Enrollment for the years 1945 and 1946

School	Actual Enrollment (June) 1946	1945	Inc. or Dec.	Total Enrollment (June) 1946	1945	Inc. or Dec.
Dudgeon	334	355	-21	368	379	-11
Emerson	697	696	+1	761	756	+5
Franklin	385	374	+11	410	395	+15
Lapham	413	444	-31	463	479	-16
Lincoln	201	197	+4	250	233	+17
Longfellow	365	367	-2	401	406	-5
Lowell	597	623	-26	655	665	-10
Marquette	711	715	-4	779	783	-4
Nakoma	393	391	+2	421	397	+24
Randall	645	650	-5	730	705	+25
Sherman	210	253	-43	255	291	-36
Washington	529	524	+5	602	594	+8
Special	128	106	+22	143	110	+33
Deaf	29	30	-1	30	33	-3
Crippled	49	51	-2	54	58	-4
Sight Saving	9	12	-3	10	12	-2
Central Junior	437	503	-66	491	573	-82
Central Senior	520	513	+7	592	598	-6
East Junior	985	1012	-27	1066	1095	-29
East Senior	1172	1111	+61	1263	1233	+30
West Junior	726	793	-67	761	827	-66
West Senior	1003	961	+42	1077	1055	+22
Totals	10,538	10,681	-143	11,582	11,677	-95

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Presented to the Board of Education
by the Principal
CHARLOTTE KOHN
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-1946
WISCONSIN ORTHOPEDIC HOSPITAL SCHOOL

Now that we think the war is over and fathers, brothers, sisters, and other relatives have returned to their respective homes, the children in the hospital are more stable emotionally and less worried about the affairs at home. Thus more effort toward the realization of the child's place in a living democracy and the importance of world relations was emphasized.

The spirit of tolerance among peoples, a consciousness of the rapid changes in transportation, communication, production, and the ways of living were developed--even by the children in bed so that they might better fit into the changing world when able to move into it again.

Children here are not isolated from their communities, nor from the nation, nor from the world as they have access to the use of the radio, audio-visual presentations, magazines, and newspapers. Many letters are written and received from the home, the school, their communities, classmates who had been in the hospital, and even persons in foreign countries.

A liberal education is an essential education; with this in mind, the teachers, cooperating with the personnel in the many departments in the hospital, have carried on the school work giving each individual child an opportunity to progress as rapidly as his physical and mental abilities would permit. In addition to the fundamentals, the child was taught how to get along with others, how to agree and disagree, to recognize his special abilities as well as his disabilities, how to overcome barriers, to have faith in himself and courage to meet the challenges in life. Opportunities were provided for each child to enjoy new experiences and to meet successfully a new challenge.

During the war years, the enrollment in the hospital school decreased from year to year--an increased enrollment may be expected when the nation becomes more settled. However, we hope that the progress of medical science and the emphasis upon health and safety in the schools and the home may decrease the causes of crippling, so that enrollment in an Orthopedic Hospital will correspondingly decrease in time.

School was in session 177 days, the school year is the same length as the Madison public school year. The enrollment shows that there were 75 boys and 74 girls enrolled originally with 32 returning during the year--some once, some twice, some thrice, making a grand total of 181 enrollments during the year.

The following table shows the grade distribution:

Grade	Enrollment
1	20
2	9
3	12
4	19
5	14
6	11
7	13
8	9
9	12
10	10
11	12
12	4
Spec.	4
Total	149
Returns	32
Grand Total	181

Miss Gordon-Smith taught the children in the 1st to 5th grades; Miss Rice and Miss Kohn taught those in the 6th to 12th grades and specials. The upper groups were departmentalized. There was very little group work done, teaching is chiefly done with the individual child. There were 72 children enrolled in the elementary grades and 77 in the junior-senior high division. The average attendance per pupil was 39 days.

Some of the special activities carried on throughout this year for the benefit of the children toward a better use of leisure time, of which they have much during convalescence, we may mention the Bird Group, which studied Birds of the Dooryard, their habits, call, appearance, and use to man; they also put up feeding tables to observe the food habits. These tables were given them by a Scout Troop; the Stamp Club, which collected and mounted many stamps and made others interested in beginning a collection; the Scrapbook Group, which collected stories and pictures of men and women who achieved success in spite of their handicaps; the World Affairs Group, which collected pictures of world leaders to recognize and follows and added these to the picture library; a Sketch Group in one ward, members of which sketched each other and learned to observe parts of the head the better to draw them; the Good Listening Group, which used the Good Listening Bulletin issued by the Better Radio Listening Committee of the State; the Primary group built up a fine farm project with models of farm buildings and machinery and planted crops. The children from the farm told the urban children about the pleasures and the advantages of living on the farm.

A special campaign on diets and value of food was carried on using visual aids, posters, coordinated with reading, language, and social studies. This led to better eating by the children and clean plates at meal time. Conditions among the starving people in foreign nations were studied. All this was climaxed by a collection for the starving millions in other lands. Gum money was sacrificed with a pride in helping others.

The school year closed with a picnic in the hospital yard. Children attended in carts, wheel chairs and in bed. A few were on their feet. Each child received a gayly colored balloon, and a good picnic supper was served with the help of the hospital personnel. The memory of a very good time will long linger with the children.

The school paper, "The Bed Sheet," was issued twice this year. The paper was larger than usual. Children make up the entire paper with an appropriate cover. Great enthusiasm is shown as each child who has a write-up of his own in the paper receives an issue to send home. A wide exchange with other orthopedic schools is enjoyed--even our foreign exchanges have begun to arrive again.

The special problems are all individual ones. When enrollments are low, the individual child receives more attention so that his work is kept up well. The pleasant attitude of all departments toward the school helps to iron out many problems. The greatest problem is that of the child who is sent home to remain in bed for three months and then returns for several months, but during the three months at home had not received any home teaching. He is missing much in many ways and worries about his progress. He becomes discouraged, and it is difficult to keep up his interest in his school work in the hospital. It is hoped that in the near future the cities, and perhaps the counties, in this state will provide home teachers for all homebound children of school age who are educable.

To overcome this obstacle this school has carried on extension work in seven cases this year, and good results have been achieved. Three high school pupils who were to be confined to their homes took up the extension high school courses from the University, for which they will get credit when they return to their respective schools.

The general organization of the school department is very informal, the individual child being considered in his present difficulties as well as to his future outlook. Children here work more slowly than do physically normal children at a regular school. It is noted that a child with a bad handicap takes a longer time to arrive at his grade level, due to his handicap, but the work he does is on a par with any physically normal child of the same mental ability.

The children and member of the teaching staff express their appreciation to the Board of Education; to Superintendent Falk; to the hospital staff which has cooperated with us, to the many friends and organizations who have given books, magazines, toys, and games; to the office staff of the Dean of the Medical College for mimeographing "The Bed Sheet"; and to Mr. Waller for his assistance in achieving our aims.

The teachers are affiliated and active in the local, district, state and national education associations; the state, national, and international organizations for crippled children; the local and national chapter for Exceptional Children; and in local child welfare, social, religious, and civic organizations.

Respectfully submitted,

CHARLOTTE KOHN

THE MADISON PUBLIC SCHOOLS

Madison Wisconsin

Annual Report

CURRICULUM DEPARTMENT

Presented to the Board of Education
by the Consultant
BERNICE E. LEARY
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1945-1946
CURRICULUM DEPARTMENT

If anything constructive is accomplished by way of improving the educative process in the modern school, it is through the efforts of classroom teachers, abetted and aided by whatever special services the school system can provide. In Madison, the Curriculum Department is conceived as a service organization whose resources and staff are available to teachers, administrators, and supervisors for whatever use may be made of them. Services rendered during the year 1945-1946 fell chiefly into five major categories summarized in the sections that follow.

I. INVESTIGATING PROBLEMS OF THE CURRICULUM

In keeping with the practice followed in recent years, more attention was directed this year to immediate problems of learning than to long-term studies.

1. Measuring Achievement

The practice of administering annual achievement tests to all pupils in Grades 2 - 6 and in Grades 7 and 9 can be justified on the grounds that evaluation serves both pupils and teachers by providing a basis for:

a. Adapting the curriculum to the needs of the pupil

b. Improving the content of the curriculum

c. Planning and organizing appropriate learning experiences

d. Motivating continuous improvement in teaching and learning techniques

e. Following a pupil's progress from year to year

f. Informing parents about a child's status

g. Helping pupils understand and accept their classification for instruction

h. Helping pupils make valid self-appraisals

i. Improving teachers' understanding of pupils

Results of September testing this past year were analyzed in greater detail than heretofore. In addition to summary bulletins by grades (Bulletins Nos. 31, 32, 33, 34, 35, 36, 37), supplementary bulletins were prepared (Bulletins Nos. 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, and 60) showing the status of all pupils in each school by grade and by group within a grade. The use of these additional bulletins was intended exclusively for each school and not for any comparison of achievement among schools.

The summary of reading achievement given in Table I shows that all grades were at or above the median grade-level in their respective norms, sixth grade maintaining the highest advantage. This level of achievement is particularly gratifying since formal instruction in reading commonly ends in sixth grade except for pupils of low achievement. Additional information

TABLE I

Reading Achievement of Pupils in Grades 2 - 6, and Grades 7 and 9, September, 1945

Grade	Q_1	Median	Q_3	Median Advantage
2	1.7 grades	2.0 grades	2.6 grades	.0 grade
3	2.8 "	3.5 "	4.2 "	.5 "
4	3.5 "	4.3 "	5.1 "	.3 "
5	4.1 "	5.3 "	6.2 "	.3 "
6	5.7 "	6.7 "	8.0 "	.7 "
7	6.2 "	7.1 "	8.4 "	.1 "
9	7.8 "	9.3 "	10.8 "	.3 "

regarding the status of elementary-school pupils in reading and of junior-high-school pupils in all subjects may be found in the bulletins listed above.

Although only the September testing program is required, other tests are furnished by the Curriculum Department on request of teachers. This past year 2,557 tests were requested and administered voluntarily by approximately 65 teachers, representing all schools but one, the largest number in any year to date. These tests dealt with reading, spelling, arithmetic, social studies, language, and study skills.

Whether more extensive school-wide testing should be carried on in the elementary grades, whether it would be profitable to survey achievement in other basic areas than reading, and if so, at what grade level and at what time of year the testing should be done, are problems for future consideration.

2. Evaluating Textbooks

A somewhat smaller number of new textbooks than usual, 57, were received and evaluated since June, 1945. As usual, evaluations were made by committees of teachers, were compiled and edited in the Curriculum Office, and were then distributed among teachers and administrators in three bulletins entitled "June 1946 Addenda to List of Books Which May Be Requisitioned from Board of Education Funds."

3. Survey of Use of Visual Aids

As a first step in extending and improving the program of visual education, the Audio-Visual Aids Committee made a questionnaire survey (Bulletin No. 63) of the use made of visual aids in the classroom. Returns from 304 teachers

were tabulated as to use made of visual aids, and also as to difficulties encountered, expressed interest in new films, and interest in learning to operate projectors. Whereas about 150 teachers admitted never using motion pictures for teaching purposes, 99 expressed a desire to evaluate films, and 87 an interest in learning to operate a projector. Inability to receive films on the day desired and lack of easily accessible dark room were the most commonly reported difficulties. The first difficulty seems inevitable so long as major dependence is placed on the small film library of the Curriculum Department. The second difficulty, too, is one that can be overcome only by a change in methods of showing films. Steps have already been taken to alleviate somewhat both difficulties next year.

By a study of the number and value of films used in the schools through rental from the University Bureau of Visual Instruction and through borrowing from the Curriculum Department, a per pupil estimate of 18¢ was arrived at and allotted to principals' budgets for film rental in 1946-1947. How much improvement will result from a greater reliance on film rentals, to what extent rental should supplant or supplement the local film service, and how far the Madison schools should go in developing an independent Visual Aids Department are problems of immediate concern.

4. Previewing and Evaluating Films

As a follow-up of the survey of Audio-Visual Aids, opportunities for previewing films were provided all teachers during the last two weeks in May. The films, 22 in all, were selected by the teachers themselves from the University of Wisconsin Bulletin of Educational Motion Pictures. A surprising interest was manifested, considering the duties that accumulate at the end of the year. Only three schools failed to have some representation at each preview, the usual number of representatives being 2 to 5 for each school. The evaluations made by teachers previewing the films will be used next year in purchasing new films for the Curriculum Department film library.

5. Committee Work

No extension of Curriculum Improvement Committees was made this year beyond those carried over from 1944-1945. The most intensive work was that of the Health Instruction Committee which completed tentative drafts of health units to be tried out in the elementary schools next year.

Other committees engaged in activities bearing on the curriculum included the Audio-Visual Aids Committee, the Maps and Globes Committee, the School Movie Committee, and the Textbook Selection Committees, all of which worked in close relation to the Curriculum Department.

II. EXTENSION OF RESOURCES

Contrary to the custom of many Curriculum Departments to concentrate on course-of-study collections as source materials for teachers, the Curriculum Department of Madison leans in the direction of more diversified, and seemingly more useful resources. Among the materials added during 1945-1946, were small collections of children's books bearing on human understandings and relationships in home, school, and community: (1) a collection of 44 books on inter-

cultural relations, of which 12 are books about Negro children and 13 are books on Russia; (2) a group of 27 books on aviation for use in all grades; (3) 26 books on personal problems for high-school use; and (4) 16 books on Wisconsin.

How far the Curriculum Department should go by way of providing materials related to special units of instruction or special instructional problems is a question that cannot be answered save through experimentation with small collections such as the ones just mentioned.

Other additions included 88 new professional books and pamphlets, bringing the total number of the former to 704 and of the latter to 142; three magazine subscriptions, the number now totalling 70; 37 recent courses of study making the total collection 138; textbooks and workbooks sent by publishers; and 28 new Book-of-the-Month-Club books, a gift from Mr. Glenn W. Stephens. Whether expansion will continue at the present rate for the coming year will depend in part on the demand for materials by teachers. An improved charging system for recording and checking the circulation of books, instituted last fall, has made possible a more accurate means of determining teacher needs and demands.

On the recommendation of the Audio-Visual Aids Committee, there were purchased 8 new sound films of which 6 were duplicate copies of films already on hand; 1 silent film (a replacement); 4 filmstrips (replacements); 2 new sets of slides, 20 each; 45 slides (replacements); and several sets of flat pictures. More extensive purchases of films were felt unwise in view of the services available through the University Bureau of Visual Instruction.

III. CIRCULATION OF CURRICULUM MATERIALS

The collection of books, courses of study, magazines, and visual aids available through the Curriculum Department circulated more freely in 1945-1946 than in any previous year. Table II shows the number of borrowings of books and magazines as determined by a check of library cards. These figures clearly fall far short of actual usage, since one long-term borrowing of a book is sometimes made to serve all members of a particular committee, or all teachers of a particular school or of a particular subject. A further shortcoming of the tabulated data is their failure to show the use made of materials by teachers and other persons visiting and reading in the Curriculum Office.

TABLE II
Printed Materials Borrowed
During 1945-1946

Professional Books	353
Textbooks	601
Pamphlets	30
Courses of Study	89
Book-of-the-Month-Club Books	17
Magazines	62

The areas of interest represented by these borrowings are indicated in Table III, which shows that books on Health, Reading, and Social Studies were in greatest demand.

TABLE III
Books Borrowed 1945-1946, by Subject Areas

Subject Areas	Professional Books	Courses of Study	Textbooks
Administration	45		
Arithmetic and Mathematics	7	2	24
Curriculum Construction	7		
Education, Elementary	33	18	
Education, Secondary	3		
English	17	12	3
Fine and Industrial Arts	8		
Health	74	48	73
Literature and Library	2		20
Measurements and Statitics, Educational Research	8		
Psychology	20		
Reading	64		142
Science	2	1	57
Social Studies	35	8	278
Spelling	7		4
Visual Education	21		

Table IV shows orders for Visual Aids received and filled during the year 1945-1946. With few exceptions more orders were received than could be filled which seems to justify the recommendation that more reliance be placed on rentals than heretofore.

TABLE IV
Orders for Visual Aids 1945-1946

Visual Material	Orders Received	Orders Filled
Sound	550	486
Silent	966	808
Filmstrip	571	549
Slides 3¼x4	198	174
Kodachrome Slides	65	62
Charts	1	1
Flat Pictures	100	98
Recordings	2	2
Models	30	30
Totals	2,483	2,210

IV. DISTRIBUTION OF MATERIALS BY SALE

Mail orders for bulletins and other curriculum materials declined from 3,337 in 1944-1945 to 1,709 in 1945-1946. This decrease is probably due largely to the fact that few new bulletins were completed and hence less publicity given to Madison publications in professional magazines; and in some smaller degree to the low reserve stock of a few bulletins. The distribution of sales, shown in Table V, indicates highest interest (354 sales) in the latest publication, the Superintendent's Report on LEARNING TO READ IN THE MADISON PUBLIC SCHOOLS. It is interesting to note that 49 orders for this report mentioned the review that appeared in THE CHRISTIAN SCIENCE MONITOR, March 30, 1946.

TABLE V
Materials Sold by Curriculum Department
School Year 1945-1946

Catalogue of Visual Education Materials	12	
Creative Writing in the Elementary Grades	71	
Reading Problems in the Social Studies	64	
Reading Environment and Reading	191	
Techniques for Improving Spelling	179	
Adapting the Reading Program to the Individual	58	
Developing Word Meaning	62	
Experience and Reading	47	
Place of Oral Reading in the Elementary School	37	
Magazines for Elementary Grades	43	
Reading Abilities Basic to Effective Study	64	
Use of Charts in the Primary Grades	94	
Language Arts Committee Report	25	
Natural Science Grade 5	2	
Natural Science Grade 6	7	
Social Studies Bulletin Grade 4	0	
Social Studies Bulletin Grade 5	5	
Social Studies Bulletin Grade 6	4	
Book Lists		
Index to 500 Favorite Poems	35	
Round About Us	20	
My Country 'Tis of Thee	12	
Wings Around the World	11	
All About Pets	32	
Together for Freedom	12	
V-Cation Days	5	
For You Who Love Heroic Deeds	38	
Printed Handbooks and Reports		
Primary Handbook	28	
Kindergarten Handbook	152	
Teachers Handbook	35	
Madison Schools in Wartime	1	
Democracy - The Welfare of All	5	
Democracy - The Worth of the Individual	4	
Learning to Read in the Madison Public Schools	354	
Total		1,709

Table VI, which follows, shows that our contacts are still nation-wide, and in a somewhat greater degree than last year, world-wide. Some school system or systems in every state now make use of some or all of our published materials.

TABLE VI

States Represented by Orders for Curriculum Materials
School Year 1945-1946

Alabama	3	North Dakota	2
Arizona	9	Ohio	21
Arkansas	4	Oklahoma	5
California	42	Oregon	5
Colorado	6	Pennsylvania	21
Connecticut	8	Rhode Island	1
D. C.	15	South Carolina	7
Delaware	1	South Dakota	5
Florida	6	Tennessee	9
Georgia	11	Texas	25
Idaho	3	Utah	2
Illinois	59	Vermont	2
Indiana	15	Virginia	55
Iowa	9	Washington	18
Kansas	7	West Virginia	6
Kentucky	4	Wisconsin	82
Louisiana	7	Wyoming	1
Maine	3	Foreign Countries	
Maryland	9	Austria	1
Massachusetts	35	Canada	11
Michigan	38	Ethiopia	1
Minnesota	14	Hawaii	6
Mississippi	12	Norway	1
Missouri	3	Western Australia	1
Montana	3		
Nebraska	13		
Nevada	1	Total	697
New Hampshire	2		
New Jersey	16		
New Mexico	2		
New York	38		
North Carolina	11		

V. PERSONAL SERVICE

Activities not lending themselves to objective tabulation include consultation service and cooperative attack on many problems in both school and community; and participation in the broad curriculum program initiated and conducted by the State Department of Public Instruction.

Whether the Madison school system should affiliate itself with the State Curriculum Program, and if so, whether it is advisable to participate more closely with that program than with the local one are dual problems in the immediate future of curriculum development.

Respectfully submitted,

BERNICE E. LEARY

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

Department
of
HEALTH, PHYSICAL EDUCATION, RECREATION, AND SAFETY

Presented to the Board of Education
by the Director
HOWARD G. DANFORD
September 1946

THE MADISON PUBLIC SCHOOLS
Madison, Wisconsin

ANNUAL REPORT
For the School Year 1945-46

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION, AND SAFETY

I. Health Education

On the basis of mortality statistics, there can be no doubt that the nation's health has been steadily improving. However, it is equally certain that there is room for more improvement as shown by steady increases in deaths from heart disease, cancer and accidents; by the large number of persons at all ages who are inadequately nourished or who have uncorrected physical defects, unsatisfactory health habits, and faulty mental hygiene; by the gross sickness and mortality rates for the poor in our large cities which are as high today as they were for the Nation as a whole, half a century ago; and by the fact that every year 70 million sick persons lose more than 1 billion days from work.

The school is not the sole agency responsible for the health of the people, yet the schools are a vital factor. In the school is offered unparalleled opportunity for acquiring scientific information about health and establishing desirable health practices.

During the year progress was made in many areas of the health education program. The committee on Health Instruction in the Elementary Schools worked effectively throughout the year in preparing teaching materials for use in all grades. The committee on Observation of School Children completed its work on the physical aspects of the observation and is now attacking the mental hygiene phases of its task. The committee on Physical Education and Recreation made a thorough study of the hygiene and sanitation of the school plant and equipment used in the physical education program and turned over its report to the superintendent of buildings and grounds.

The committee on Hygiene and Sanitation of School Plant and Equipment was organized and began its work. A sub-committee on School Ground Accident Prevention revised an earlier report and sent its recommendations to the Central committee which, in turn, approved the report and sent it to the superintendent of schools. The Central committee completed work on a nine-page statement entitled, Suggested Health Plans and Procedures of the Madison Public Schools. These recommendations are now in the hands of the Board of Education.

Problems and Recommendations

Most of the desirable features of a good school program of health education have been in effect in Madison for many years. Our job, therefore, is not so much that of introducing entirely new elements into the situation but is primarily one of clarifying our thinking, sharpening our focus, and concentrating our efforts. For example, we must reject the idea that a sound health education program can be departmentalized. Every phase of school life, every subject, and every teacher have some effect upon the mental or physical health of the pupils and, therefore, have a contribution to make to the total health program.

Our major problem during the 1946-47 school year is to forge ahead with the work of the city-wide committees as rapidly and as thoroughly as possible. The building committees should then put into effect within their buildings those recommended policies and procedures which have been approved by the various committees concerned.

A few of the problems whose early solution is essential to the successful functioning of the entire health education program are:

1. More complete utilization of the health examination findings in the adjustment of the school program to the needs of the child, in bringing about the correction of defects, and in shaping the instructional program.
2. Participation by all teachers in the morning inspection and in a program of continuous observation to determine deviations from the normal. In-service education to prepare teachers to discharge these responsibilities.
3. Provision of materials to assist the teacher in the instructional program. This involves not only completion of the work of the committee on Health Instruction in the Elementary Schools but also involves the establishment and functioning of a similar committee on the secondary level. Fundamental to the work of such a committee, however, is acceptance by school officials of the recommendation of the Central committee that "secondary schools should also provide special courses in health instruction taught by specially trained teachers. During the junior and senior high school years direct health instruction <u>should be required</u> of all pupils."

II. <u>Safety Education</u>

The most important step taken during the year in the safety education program was the creation of the Child Safety Committee. This committee, appointed by the superintendent of schools, held its first meeting on October 31, 1945. Represented on the committee were the various schools, the Park, Fire and Police Departments, the Board of Health, the Parent-Teacher Association, the Kiwanis and Lions Clubs, the American Red Cross and the General Casualty Company.

The chief function of this committee is to provide the necessary machinery for ensuring a high degree of coordination among the various groups concerned with the safety of the school child. Once a month the members of the committee met, studied needs as disclosed by accident data, environmental hazards, and the activities of children, proposed ways of meeting these needs, and then returned to their respective organizations and sought their support for a united effort against the common enemy.

Among the most important projects carried out by the committee were the following:

1. Prepared and distributed safety materials on the use of ice skating areas.
2. Brought about the preparation and distribution to all physical education teachers of materials entitled "Some Suggestions on the Safe Use of Our Lakes".
3. Prepared detailed recommendations on the part the schools should play in attacking the bicycle accident problem.
4. Established a sub-committee to study the problem of safety patrols in Madison and submit recommendations on standard procedure. This sub-committee made considerable progress during the year and should complete its report some time in November, 1946.

The 1944-45 accident summary and the elementary school course of study were the bases upon which a considerable part of the work in safety education centered. Evidence of progress is shown by the fact that 513 boys and girls were injured in our school buildings or on the school grounds during the school year as contrasted with 593 the previous year, a decrease of 13.5 per cent. Although this drop in the total number of accidents is encouraging it should be noted that the decrease was confined entirely to the secondary schools. The decrease in the senior high school was 34.3 per cent; in the junior high school, 29.3 per cent; the increase in the elementary school was 41.7 per cent. The greater share of this alarming increase occurred among boys where the number of injured jumped from 72 in 1944-45 to 119 in 1945-46, a 65.3 per cent increase. Most of this increase among boys was in the third, fourth, and fifth grades and was due to fighting or scuffling.

Problems and Recommendations

Many years ago Herbert Spencer, in his famous essay, "What Knowledge Is Of Most Worth", wrote that the knowledge which enables an individual to preserve himself is of primary importance because if the individual cannot do this no other knowledge can have any value. This simple and self-evident fact is too frequently ignored in the education of youth.

In view of the fact that one of every three children of school age who die each year is killed in an accident, that the first responsibility of the school ought to be to return the child to the home in the afternoon in at least as good a condition as when he arrived in the morning, that traffic fatalities are increasing at a tremendous rate, and that new hazards are constantly being created by science, it appears that our schools should make a more concerted and united attack upon the task of teaching youth how better to control his environment with respect to his own safety and to the safety of others. Safety education should be more comprehensive, more thorough, and should be recognized as a vital part of the curriculum.

A few specific recommendations follow:

1. Every time an accident occurs someone in the school should carefully investigate it, attempt to determine the cause, and answer the question, "What can we do in our school to prevent a similar accident occurring in the future?"
2. Give youth a more active share in planning and conducting the safety education program by utilizing pupil safety organizations, allowing youth to participate in the establishment of safety rules and regulations, and by encouraging students to offer their suggestions for improvement of the program.
3. Provide in the secondary schools a planned program of safety instruction partially by correlation and partially through the medium of a special subject with safety education combined with first aid and health education.
4. All schools should enlist in the Pupil Coverage Plan of the W. I. A. A. For the small sum of ten cents the parents can be protected up to a certain amount against financial loss as a result of a school-jurisdiction accident. During the year seven of our schools participated in this plan expending a total of $432.20 in fees and obtaining in return $322.00 in claims. The total number of claims submitted were 41 and the total amount claimed was $548.50.
5. Revise the elementary school course of study in safety education.

III. Physical Education

Progress was made along several lines during the past school year. Three pieces of playground apparatus were installed on the grounds of each elementary school and all children were taught how to use the equipment safely. A committee on grading was appointed and began a study of the problem of evaluating the work of pupils in physical education. A committee studied the hygiene and sanitation of school plan and equipment used in physical education and submitted its findings to the superintendent of buildings and grounds. Acquisition by the city of 45 acres of marshland area north and northeast of the East high school building was a long step toward the provision of more adequate outdoor facilities for the boys and girls at East high school.

Perhaps the greatest advance during the year was of an intangible nature represented by an increased appreciation on the part of the teachers of physical education that the games, sports, dances, relays and other activities comprising the program are not ends in themselves but simply means to the education of youth and that what happens to the boy in a game of basketball is of far greater importance than what happens to the ball. In other words, physical education is not just a process of exercising youth or of developing techniques and skills but is a specific approach to a common educational responsibility of bringing about desirable changes in the behavior of individuals in a democracy.

Problems and Recommendations

1. Further develop the elementary and secondary high school programs by constructing both knowledge and skill tests, compiling a selected list of visual aids for each unit, and by analysing all of the major activities for the purpose of determining the situations arising during the course of instruction which possess the greatest potentialities for guiding the behavior of youth along socially and democratically acceptable lines. When these "teachable moments" have been determined, suggestions should be made regarding their handling so that the best results may be attained.
2. Expand the swimming program for both junior and senior high school youth at Central to include full-time daily use of the Y. M. C. A. pool.
3. There can be little further development of the secondary school program of physical education until there is an expansion of facilities. Many of our classes are too large for effectige teaching. We can exercise any number that can be jammed into a gymnasium; we cannot do an effective job of education through physical activities with classes of over forty. In swimming the classes should not exceed twenty. Steps should be taken toward securing those facilities necessary for a daily program of physical education for all pupils in classes not exceeding forty. To provide such a program will require a double gymnasium and a swimming pool at both East and West high schools. Every effort also should be made to develop as rapidly as possible the newly acquired Madison Square area near East and to acquire the Rentschler property near West high school.

4. Expand the interscholastic volleyball program at the senior high school level from the one-day tournament which now exists to a league among the four local schools on about the same basis as the Four Lakes Football and Basketball Leagues.
5. Expand the interscholastic athletic program in the senior high schools to include baseball just as soon as diamonds are made available.
6. Improve the outdoor play area at Longfellow by elimination of some trees, leveling of surface, fencing grounds and, if possible, by providing a hard surface.
7. Fence the Dudgeon and Marquette playgrounds.

IV. Recreation

The past year has been a most successful one for the Division of Recreation. Attendance has veen the highest in its history. A more varied program has been offered and a better quality of leadership employed as the military services discharged their personnel.

Major advances along the recreational front have been in the following areas:

1. Establishment of the Madison Community Center and development of its three major clubs--
   A. The Loft, a senior high school youth organization which came to us in February with a membership of 1478 and which now has 1766.
   B. The Young Adult Club with a membership at present of 1425.
   C. The Older Adult Club which was organized only recently and which has a membership of 80.

   In addition to the varied programs of these three clubs many other activities are offered at the Center including roller skating, bridge instruction, and cribbage leagues. The Center is popular as a place for small group meetings and as a lounging spot during the noon hour for workers around the square.
2. Expansion of the baseball program
   The junior teams increased in number from fifty to fifty five; a six-team Sunday afternoon league for men was organized; and the Industrial League, better balanced than during any previous season, drew a total of 78,104 spectators, a 67.8 per cent increase over the previous year.
3. Revival of the playground circus
   This event, last conducted in 1942, was presented by the children of the playgrounds under the direction of Glenn Haskin. Approximately 7000 persons witnessed the spectacle.
4. Creation of the Madison Theater Guild and employment of a director.

Problems and Recommendations

1. Construct at least one ski jump on the west side of Madison and one on the east. At present we have no ski jumps at all.
2. One of our most urgent needs is for additional baseball and softball diamonds. Our program has far outstripped our facilities. During the summer of 1946, a total of 69 baseball teams participated in leagues while only three baseball diamonds outside of Breese Stevens Field were available. We need a minimum of twelve baseball diamonds. There should be at least ten more softball diamonds making a total of 28. These are not theoretical needs. They are imperatives unless baseball and softball in Madison are to be strangled by a lack of facilities.
3. Provide more lighted facilities. The return to Central Standard Time reduced materially the play opportunities of Madison adults. During a considerable part of the summer the man or woman who works until 5:00 P. M. has less than one hour of daylight left for outdoor recreation after he has taken time to eat. The lighting of various facilities will extend greatly the recreational opportunities of our people.

   As a beginning toward an extensive lighting program it is recommended that the following facilities be lighted just as soon as funds and supplies can be made available:
   A. Two softball diamonds, one on the west side and one on the east.
   B. Tennis courts at West.
   C. Horseshoe courts at Brittingham. The present lights are wholly inadequate.
4. Extend the community center season from 20 to 32 weeks. Recreation, as a part of the normal routine of enriched living, is not something which is good for certain months of the year and of no value during others. The only reason the Madison school community center program operates for 20 weeks only is because there is no money for any longer period. The Loft, the Young Adults, and the Older Adults have a planned program of recreation in the Madison Community Center 52 weeks in the year. The thousands of youth and adults who use the school centers should be given equal consideration. The approximate cost of this expanded program is $7000.00.

Summary of Activities and Attendance September 1, 1945-September 1, 1946

After School Recreation		785
Baseball		89 761
Adult	82 865	
Junior	6 896	
Basketball		10 179
Adult	8 470	
Four Lakes League	1 709	
Community Centers		179 863
Madison Community Center	108 598	
School	71 265	
Football		2 899
Golf		2 958
Special Tournaments		2 670
Jackstones	1 591	
Marbles	1 079	
Leadership Training Course		80
Parochial Schools		14 540
After School Sports	5 030	
Basketball	4 386	
Softball	2 462	
Touch Football	2 469	
Volleyball	193	
Picnic Service		13 773
Softball		34 412
Adult	33 107	
West Junior High	1 305	
Summer Playgrounds		326 351
Playgrounds	317 832	
Circus	7 000	
Night of Champions	300	
Recreation Band	877	
Recreation Chorus	342	
Swimming		13 883
Tennis		7 745
Volleyball, State Tournament		300
Winter Sports		4 032
Hockey	1 655	
Ice Boating	343	
Skating Meets	2 034	
Total		704 231

Submitted by

HOWARD G. DANFORD

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

MUSIC DEPARTMENT

Presented to the Board of Education
by the Director
LEROY KLOSE
1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

ANNUAL REPORT
For the School Year 1946
MUSIC DEPARTMENT

Comparative Studies

1. In a survey of public school music, Madison rated well above average as compared with fifty-three representative cities of the United States.

2. The Madison elementary string program (in its second year) compared favorably with nineteen schools in Wisconsin.

3. In a budget survey of thirteen Wisconsin schools for music, instruments, uniforms, etc., however, Madison was slightly below average. (For details, see report of surveys sent to all principals and board of education members in April 1946.)

Achievements

1. The Christmas Pageant was again given at the State Capitol for the first time since 1941.

2. The Music Department with the help of speech teachers, furnished daily radio programs at 4:15 p.m. over W.I.B.A.

3. Musical organizations of the elementary, junior and senior high schools gave 188 public and school performances.

4. An all city band, an orchestra and a choir were organized and performed for the State Music Clinic. The all city band also furnished the program for the Wisconsin Bandmasters' Association convention.

Personnel

In spite of the fact that this department had nine new teachers this year, an over all good job was done. Our staff will be more stable next year, especially in key positions, and we are looking forward to far greater achievement in the near future.

Recommendations

1. More teaching power at the junior high school level.
2. More time for elementary string instruction, and inclusion of band instruction.
3. Senior choirs should be robed.
4. Much of the instrumental equipment is twenty to thirty years old and needs replacement.
5. Only 20% of our music rooms have been acoustical treated. Materials for this will soon be available.

Respectfully submitted,

LEROY KLOSE

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report

DEPARTMENT OF PUBLIC INTERPRETATION

Presented to the Board of Education
by the Director
MARGARET PARHAM
June 1946

THE MADISON PUBLIC SCHOOLS
Madison Wisconsin

Annual Report
For the School Year 1945-1946
DEPARTMENT OF PUBLIC INTERPRETATION

SUMMARY OF SCHOOL PUBLIC RELATIONS ACTIVITIES

In the first school year of peace after the war, school public relations activities began to assume pre-war aspects. Material shortages, particularly photographic, made the work of this department somewhat more difficult than usual. The shortage of paper continues to affect the amount of school news in the newspapers and the cost and quality of our publications.

Newspaper Publicity

With the war over no publicity was needed for ration projects and very little for drives. The presentation again of the Christmas pageant necessitated renewal of publicity for this event. The newspapers did not ask for an article for the New Year's edition as in pre-war years.

Because of the paper shortage, newspaper publicity has continued to be curtailed somewhat during the school year. Practically all releases were printed by both newspapers, however.

One inexplicable fact was the The Capital Times printed no review of the report of the superintendent of schools, Learning to Read in the Madison Public Schools, at the time of its release.

East and Central high schools were especially cooperative in getting senior and graduation news to the director this year. Two West high school speakers delivered their speeches directly to the newspapers thus causing some confusion.

Publications

The committee for the original Primary Handbook, Mrs. Alice Rood, Velmer D. Pratt, and Lucile Clock, met together with Bernice E. Leary and the director of public interpretation to plan a revised edition of the Primary Handbook. The committee also assisted in suggestions for new pictures for the booklet. The director of public interpretation plans to edit the material during the summer and if possible have the new booklets ready for the schools in the fall.

Six members of the original committee for the Handbook for Teachers, Della Westover, Lloyd Jorgenson, Helen Simon, Marie Cullen, Mrs. Lorraine Orchard, and the director of public interpretation also met and planned revisions for this book. This committee plans to have the revised edition ready for the new teachers in the fall.

Bids for reprints of the Kindergarten Handbook were sent out this spring. Because of the shortage of paper only one firm, Mayer Printing Company, sent in a bid. The board approved giving the job to this firm for supply for two years.

The paper shortage will no doubt be a factor in securing reprints of the Handbook for Teachers, and also in getting bids for the new edition of the Primary Handbook and the annual report of the superintendent.

Pictures

Supplies of films, flashbulbs, and printing paper secured under priority ratings helped in getting a start in taking pictures. Before the end of the year, we were able to obtain more films and enough flashbulbs to complete our work.

This year we were able to secure the services of two veterans, Frank Pelletteri, a former Central high school boy, and Hugh Wahlin, a former West high school boy who took some of the pictures in the 1941-43 biennial report, Madison Schools in Wartime.

We secured the major portion of the pictures to illustrate the superintendent's report featuring recreational and extra-curricular activities and also for the new edition of the Primary Handbook.

The quality of pictures taken this year does not meet the high standard of those taken last year due to the fact that many of them are action pictures, which are very difficult to secure, and in part to the workmanship.

THE MEA PUBLIC RELATIONS PROGRAM

O. J. Melby, president of the Madison Education Association, reappointed most members of the previous year to the public relations committee and named William Marsh chairman.

Through the efforts of the committee, Wayne Morse, senator from Oregon, spoke to the Madison Education Association and friends in the West high school auditorium Dec. 4; Prof. Alain Locke, Negro visiting professor at the University, spoke at the dinner meeting of the association in the First Congregational church March 18; and Mrs. W. A. Hasting, president of the National Congress of Parents and Teachers, spoke at a social gathering in her honor at Washington school, April 23.

Radio Programs

"Music for School and Home" radio programs over WIBA were continued again this year. Because no time was available, the programs were not begun until Jan. 7. Programs were broadcast each school day at 4:15 p.m. until radio time changed in the spring after which they were broadcast three times a week at 5:15 p.m. Tuesday, Thursday, and Saturday.

Carrie Rasmussen and Cecile Vogelbaugh were co-chairman of the radio committee. Leroy Klose, music director, assisted them in the planning of the program. Members of the committee included Mary McClellan, Roy Holtz, Irene Hardtke, Shirley Bentz, Lilly Andrews, Katherine Jones, Marion Huxtable, Ruth McCarty, Alice Hanson, Marie Newman, Pauline Graven, Ernest Stanke, Anne Aust, Esther Tiffany, Margaret Parret, Gertrude Kellman, Mabel Hendrickson, Meta Anderson, Douglass and Rachel Steensland, Laura Klein, Gertrude Bayer, Virginia Johnson, Elvera Daul, Helena Mouldie, Kathryn Warner, Norma Dietrich, Angela Grebel, Ralph James.

American Education Week Program

The American Education Week committee included John McDowell, chairman, Lillian Simonson, Walter Argraves, Mary Marks, John McDowell, Evelyn Frish, Mariam Hansen, Esther Steude, Sherman Gunderson, Alma Skaar, Gertrude Wilson, Marion Huxtable, Lola Bour.

The committee held several early meetings at which suggestions for projects were advanced, considered by the group, and accepted or rejected. The committee was then subdivided into smaller groups with each group given a specific job or jobs.

Activities of the general committee included: writing and sending bulletins to staff, form letters and leaflets to the Ministerial Association, form letters and leaflets, "It Pays," to the Madison and Wisconsin Foundation, the Madison Business Association, and the Junior Chamber of Commerce; requesting Superintendent Falk to write a form letter of invitation to visit the schools and mailing the letters to leaders of civic groups and the newspapers; securing a proclamation from the mayor and sending copies to the newspapers and the schools, AEW editorials from the president of the PTA Council, Mrs. E. L. Jones, and from a member of the American Legion, Judge Fred M. Evans, radio time from WIBA and presenting four programs, the cooperation of advertisers in drawing attention to AEW, the cooperation of elementary school art departments in preparing invitations to visit schools; making picture posters for store windows and delivering and collecting them from merchants.

The Bulletin

Three editions of The Bulletin were issued, September, March and June. The March edition was six pages. Two innovations include the section on books by Bernice E. Leary and the section on projects in the schools by Florence Thorpe. Members of The Bulletin committee included Annah Pierce, Julia Tormey, Lorraine Orchard, Bert Wells, Anne Aust, Mable Day, Florence Thorpe, Winifred Layden, Nancy Vaniman, Margaret Parham, and Harriet Streeter, editor.

Elementary Movies

The taking of pictures for the elementary school movie was completed this year and titles written. Arthur Vierthaler, art teacher, is lettering the titles and illustrating them. Movies will be taken of the titles as soon as he has completed them, probably by early fall. The committee hopes to have the film ready for showing to the association, the board of education, and PTA's this fall.

Lecture Series

Through the efforts of the public relations committee, the Madison Education Association in cooperation with the University extension division sponsored an eight-lecture series, "International Problems," on Tuesdays at 4:10 p.m. in Central high school or Vocational school rooms.

Extending from October 9 through November 27, the series included the following speakers and topics: Prof. Paul T. Ellsworth, "World Trade;" Prof. Robert Reynolds, "Party Alignments in Europe in the Future;" Prof. Fred H. Harrington, "American

Investments Abroad;" Prof. C.H. Sorum, "The Atomic Bomb;" Aasta Stene, "The Story of Europe's Underground;" Prof. H.L. Eubank, "Radio and International Understanding;" Capt. Jack E. Hurff, USN, "Military Bases in the Pacific;" Prof. Llewellyn Pfankuchen, "Nature of Peacemaking."

Eighty staff members and area teachers signed up for the course and many others attended one or more meetings.

The committee decided not to present a series in the spring.

Respectfully submitted,

MARGARET PARHAM